

## General Chemistry - Lecture & Lab





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This course was developed from generally available open educational resources (OER) in use at multiple institutions, drawing mostly from a primary work published by OpenStax College [Chemistry](https://openstax.org/r/chemistry), but also including additional open works from various sources as noted in attributions on each page of materials.

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PART I

# FACULTY RESOURCES



# I. Request Access

This text is openly licensed and is accessible to all by navigating using the “Contents” menu in the upper left hand corner.

To preserve academic integrity and prevent students from gaining unauthorized access, we have hidden faculty resources and assessments.

Please [contact \[oer@achievingthedream.org\]\(mailto:contact\_oer@achievingthedream.org\)](mailto:contact_oer@achievingthedream.org) to request access to the faculty resources for this course.

Once you have been given access, you'll be able to use the resources provided through the drop down in the upper left hand corner.

## Overview of Faculty Resources

This is a community course developed by an Achieving the Dream grantee. They have either curated or created a collection of faculty resources for this course. Since the resources are openly licensed, you may use them as is or adapt them to your needs.

### Now Available

- Lab Manual
- PDF
- Power Points
- Assignments
- Problem Sets
- Question Banks
- OHM Assessments
- Additional Resources

## Share Your Favorite Resources

If you have sample resources you would like to share with other faculty teaching this course, please send them with an explanatory message and learning outcome alignment to [oor@achievingthedream.org](mailto:oor@achievingthedream.org).

## 2. Lab Manual

Download the Word file of the [General Chemistry Lab Manual](#) here.

# 3. Lecture Slides

## Essential Ideas

<http://www.slideshare.net/CandelaContent/dimensional-analysis-final>

<http://www.slideshare.net/CandelaContent/density-final-version>

<http://www.slideshare.net/CandelaContent/matter-and-elements-final>

## Matter and Measurement

<http://www.slideshare.net/CandelaContent/matter-and-measurement-49279167>

## Atoms, Molecules, and Ions

<http://www.slideshare.net/CandelaContent/atoms-molecules-and-ions-49279275>

<https://www.slideshare.net/CandelaContent/oxyanion-nomenclature-fl14-final>

<https://www.slideshare.net/CandelaContent/acid-nomenclature-fl14-final>

<https://www.slideshare.net/CandelaContent/covalent-nomenclature-fl14-final>

<https://www.slideshare.net/CandelaContent/naming-ionic-compounds-intro-final>

<https://www.slideshare.net/CandelaContent/naming-ionic-compounds-writing-empformulasfinal>

<https://www.slideshare.net/CandelaContent/naming-ionic-compounds-cations-anionsfinal>

<https://www.slideshare.net/CandelaContent/naming-ionic-compounds-examples-final>

## Formulas and Equations

<http://www.slideshare.net/CandelaContent/formulas-and-equations-49279402>

## Types of Chemical Reactions

<http://www.slideshare.net/CandelaContent/chemical-reactions-in-aqueous-solution>

## Gases

<http://www.slideshare.net/CandelaContent/gases-49279574>

<http://www.slideshare.net/CandelaContent/unit-10-introearly-gaslaws-final>

<http://www.slideshare.net/CandelaContent/unit-10-ideal-gaslaw-final>

<http://www.slideshare.net/CandelaContent/unit-10-daltons-law-fl14-final>

<http://www.slideshare.net/CandelaContent/unit-10-kinetic-theory-fl14-final>

<http://www.slideshare.net/CandelaContent/unit-10-real-gases-vdw-fl14-final>

## Thermochemistry

<http://www.slideshare.net/CandelaContent/thermodynamics-49279747>

<http://www.slideshare.net/CandelaContent/kinetic-and-potential-energy-48238320>

<http://www.slideshare.net/CandelaContent/energy-heat-and-work>

## Enthalpy

<http://www.slideshare.net/CandelaContent/state-versus-path-functions>

<http://www.slideshare.net/CandelaContent/enthalpy-and-u>

<http://www.slideshare.net/CandelaContent/std-enthalpy-formation>

<http://www.slideshare.net/CandelaContent/calorimetry-48238312>

## Atomic Structure and the Periodic Table

<http://www.slideshare.net/CandelaContent/atomic-structure-and-the-periodic-table-49279914>



# Bonding: General Concepts

<http://www.slideshare.net/CandelaContent/covalent-bonding-49280033>

## 4. Course Handouts

*The links below are only active in “Preview” mode, which can be accessed by clicking on the “Preview” button in the right navigation. Click on the preview button, and then click on the individual links to download.*

### Periodic Table

[Periodic Table](#) (PDF)

### Significant Figures & Rounding

[Significant Figures & Rounding](#) (.doc file)

### Strong Acids and Bases to Memorize

#### Strong Acids

- HCl (hydrochloric acid)
- HBr (hydrobromic acid)
- HI (hydroiodic acid)
- HNO<sub>3</sub> (nitric acid)
- H<sub>2</sub>SO<sub>4</sub> (sulfuric acid)
- HClO<sub>4</sub> (perchloric acid)
- HClO<sub>3</sub> (chloric acid)

- $\text{HBrO}_4$  (perbromic acid)
- $\text{HClO}_3$  (chloric acid)
- $\text{HIO}_4$  (periodic acid)
- $\text{HClO}_3$  (iodic acid)

If the acid in question is not on this list, you may assume it is weak for this class.

## Strong Bases

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

If the base in question is not on this list, you may assume it is weak for this class.

## Polyatomic ions

Ions with more than one atom. (You should know the name, formula, and charge!)

Charge	Name	Formula
-1	Acetate	$\text{C}_2\text{H}_3\text{O}_2^-$
-1	Chlorate	$\text{ClO}_3^-$
-1	Chlorite	$\text{ClO}_2^-$
-1	Nitrate	$\text{NO}_3^-$
-1	Nitrite	$\text{NO}_2^-$
-1	Cyanide	$\text{CN}^-$
-1	Hydroxide	$\text{OH}^-$
+1	Ammonium	$\text{NH}_4^+$
-2	Chromate	$\text{CrO}_4^{2-}$
-2	Carbonate	$\text{CO}_3^{2-}$
-2	Sulfate	$\text{SO}_4^{2-}$
-2	Sulfite	$\text{SO}_3^{2-}$
-3	phosphate	$\text{PO}_4^{3-}$
-3	phosphite	$\text{PO}_3^{3-}$

# Solubility Tables

## Soluble

Contains these Ions	Soluble	Exceptions
$\text{Li}^+$ , $\text{Na}^+$ , $\text{K}^+$ , $\text{Rb}^+$ , $\text{Cs}^+$ , $\text{NH}_4^+$	Most salts (ionic compounds) containing alkali metals (Group 1) and ammonium are soluble.	none
$\text{NO}_3^-$	Most salts containing nitrate are soluble	
$\text{Cl}^-$ , $\text{Br}^-$ , $\text{I}^-$	Most salts containing halogen anions (Main Group 7) are soluble. (Chloride, bromide, and iodide salts)	Salts containing $\text{Cu}^+$ , $\text{Ag}^+$ , $\text{Pb}^{2+}$ , and $\text{Hg}_2^{2+}$
$\text{SO}_4^{2-}$	Many salts containing sulfate are soluble.	Salts containing $\text{Sr}^{2+}$ , $\text{Ba}^{2+}$ , $\text{Pb}^{2+}$ , and $\text{Hg}_2^{2+}$

# Insoluble

Contains these Ions	Insoluble	Exceptions
$\text{OH}^-$ and $\text{S}^{2-}$	Most salts containing hydroxide or sulfide anions are insoluble.	Salts containing alkali metals ( $\text{Li}^+$ , $\text{Na}^+$ , $\text{K}^+$ , $\text{Rb}^+$ , and $\text{Cs}^+$ ), and the “heavy” alkaline earth metals ( $\text{Ca}^{2+}$ , $\text{Sr}^{2+}$ , and $\text{Ba}^{2+}$ )
$\text{CO}_3^{2-}$ , $\text{PO}_4^{3-}$	Most salts containing carbonate or phosphate anions are insoluble.	Salts containing alkali metals (Group 1) and ammonium are soluble. ( $\text{Li}^+$ , $\text{Na}^+$ , $\text{K}^+$ , $\text{Rb}^+$ , $\text{Cs}^+$ , $\text{NH}_4^+$ )
$\text{SO}_4^{2-}$	Many salts containing sulfate and cations with charges greater than or equal to 2 are insoluble, including salts containing $\text{Sr}^{2+}$ , $\text{Ba}^{2+}$ , $\text{Pb}^{2+}$ , and $\text{Hg}_2^{2+}$ .	Salts containing $\text{Cu}^+$ , $\text{Ag}^+$ , $\text{Pb}^{2+}$ , and $\text{Hg}_2^{2+}$
$\text{SO}_4^{2-}$	Many salts containing sulfate are soluble.	Salts containing alkali metals (Group 1) and ammonium are soluble. ( $\text{Li}^+$ , $\text{Na}^+$ , $\text{K}^+$ , $\text{Rb}^+$ , $\text{Cs}^+$ , $\text{NH}_4^+$ ), and $\text{Mg}^{2+}$

## Oxidation Number Rules

- For pure elements, the oxidation numbers are equal to zero (0).
  - ex:  $\text{Mg}^0$   $\text{H}_2^0$   $\text{O}_2^0$   $\text{Cu}^0$
- For monatomic ions, the oxidation number is equal to the charge on the ion.
  - ex:  $\text{Mg}^{2+}$   $\text{Ca}^{2+}$   $\text{Na}^+$   $\text{Cu}^+$
- F in compounds is always  $\text{F}^-$  (ox # = -1)
- O in compounds is almost always  $\text{O}^{2-}$  (ox # = -2) (exceptions include peroxides, such as  $\text{H}_2\text{O}_2$ )
- Metals in group 1A are always +1 (ox # = +1)

1. ex:  $\text{Na}^+ \text{K}^+$
6. Metals in group 2A are always +2 (ox # = +2)
  1. ex:  $\text{Mg}^{2+} \text{Ca}^{2+}$
7. H in compounds is usually +1, (unless bonded to a metal, then -1, such as in H-storage materials)  
 $\text{H}_2\text{O}$   $\text{H}^+$   
exception:  $\text{LiBH}_4$  (H is -1)
8. The sum of the oxidation numbers for all atoms in the compound must equal the overall charge of the compound.  
The sum of the oxidation numbers for all atoms in a polyatomic ion must equal the overall charge of the ion.

# 5. Discussion Board Activities

## Discussion Board Standards

It is expected that students will complete the assigned textbook readings prior to posting responses to the discussion board. Student interaction is encouraged. The goal of these online discussions is to simulate the sort of group discussion that can occur in traditional classroom settings. Therefore, students must post comments to at least two classmates. In addition, the instructor may post her reaction to student comments.

Note: The calendar indicates the start and end dates for discussion of particular questions. Students will have a limited period of time to submit their contribution to the discussion board. This will be referred to as the discussion window. When this window closes, students will no longer receive credit for adding their contributions to the discussion.

## Assessment

The instructor will assess the quality of student contributions towards group discussion and determine a grade for each unit/chapter.

1. Student discussion must be relevant to the specific question being discussed.
2. Students should demonstrate their understanding of the issues, theories, and problems from their textbook readings and homework. Good student commentary will make reference to specific textbook readings and make use of the terminology



introduced in the chapter.

3. Students should respond to the discussion questions with an attitude of proper objectivity and a willingness to discuss matters with others who do not share their viewpoint. Criticism of theories or ideas is appropriate; however, the tone of this criticism should remain scholarly rather than personal.
4. Students are encouraged to make use of examples and counter-examples, compare and contrast theories, make reference to past learning, indicate problems or difficulties they have with the theories, and draw out the relevant implications of the discussion.
5. Students may also raise questions they have about the readings and discuss possible answers provided these questions are relevant to the topic of the discussion.

EVERY STUDENT MUST POST AN ANSWER BY STARTING A NEW THREAD. These posts must address all parts of the question, be as long as indicated in the directions for each forum, and be clear and accurate, as well as original. Any copying and pasting of material written by others into the discussion forum is plagiarism. Plagiarism will result in a zero for the assignment; no exceptions.

STUDENTS MUST REPLY TO AT LEAST TWO POSTINGS BY CLASSMATES IN ORDER TO RECEIVE FULL CREDIT. Replies such as “Good posting” or “I agree” will not be considered for full credit—replies must be substantive, detailed and complete. ANY POSTINGS WHICH ARE NOT IN ACADEMIC WRITTEN FORM, AS IN TEXT-MESSAGE FORMAT, WILL RECEIVE A ZERO. EACH MUST BE CHECKED FOR CORRECT SPELLING, GRAMMAR AND PUNCTUATION.

Consider the discussions as opportunities to share ideas about this exciting material with your classmates—enjoy this!

## Introduce Yourself Discussion Activity

Worth 20 points, with replies.

Please write a short paragraph introducing yourself to the class. Be sure to include a photo of yourself (or other representation) in your post. The directions for attaching an image in Blackboard are posted above.

Your introduction must include the following information at a minimum:

- Your name
- Where you currently live and/or where you are from
- Your current educational goals and desired major (subject to change, of course!)
- Reason(s) why you are taking this chemistry course online (as opposed to face-to-face)
- Please include one or more optional topics in your post, which can include hobbies, pets, family, travel dreams, and anything else you'd like to share. 😊

If you need, you can reference this page with [instructions on attaching images to discussion board posts in BlackBoard](#).

## Discovery of the Elements

### **Worth 20 points, with replies**

In this activity, we are going to explore when and where certain elements were discovered (or where the first oldest sample was discovered, in the case of elements known in ancient times). For each element, we will also explore various physical properties and what it is used for currently.

## Assignment

1. **Choose ONE element with an atomic number between 1–57, or 72–86.** You may not choose an element that someone else has chosen, so be sure to check the discussion board before you search and/or post. **Identify your chosen element by name and elemental symbol** (abbreviation shown on the periodic table).
2. **Use online sources to determine when (year) and where the element was discovered. If your chosen element was known in ancient times, record where the first (oldest) sample** was discovered and the era (or range of years) the sample was used. Please try to narrow down the place as much as possible. For instance, a city is better than a region, but a region is preferable to a country.
3. **Watch this video regarding latitude and longitude.**



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=21#oembed-1>

**Determine and record reasonable latitude and longitude coordinates for where your chosen element was discovered.**

You may use any resources available online, and be sure to include the latitude and longitude coordinates in your post, in addition to the spreadsheet below.

**POST your latitude and longitude coordinates in our shared Google spreadsheet where indicated** (also include your name, your element name, its elemental symbol, and year or era of discovery in the columns provided). We will **create a class map**

**for our elements** after everyone has entered their information into the spreadsheet.

4. **Record the major physical properties of your chosen element in your discussion board post.** Be sure to include information such as the phase in which the element is most commonly observed (i.e., gas, liquid, or solid) and what it looks like. Also include its melting point and boiling point (under normal atmospheric pressure), and its density. (If the substance does not melt, but has a sublimation point instead, then record this information.)
5. **Include in your post a short 3–4 sentence paragraph describing the applications for this element** and/or any environmental or health issues.

Read the posts of at least two other students and post a short comment.

*Be sure to include the links to your source(s).*

## Stoichiometry Inquiry Game

In this discussion board inquiry activity, you will be able to play a “game” designed to help you reinforce your understanding of stoichiometry and limiting reactants.

**Your goals for this activity are as follows:**

1. Predict the amounts of products and leftovers after reaction using the concept of limiting reactant
2. Predict the initial amounts of reactants given the amount of products and leftovers using the concept of limiting reactant
3. Translate from symbolic (chemical formula) to molecular (pictorial) representations of matter
4. Explain how subscripts and coefficients are used to solve limiting reactant problems.

This PDF contains the full instructions for the activity. [Limiting Reactants in Chemical Reactions \(PhET Activity\)](#)

## 6. Discussion Question Rubric

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## Rubric: Discussion Forum Posts

Criteria	Levels of Achievement		
	Proficient	Competent	Novice
Timeliness	Original Thread and 2 replies (at a minimum) are submitted on time. Etiquette and protocol are followed.	Duplicate question posted. Full credit given to student with original placeholder post presented at the earlier publish date. No credit for post student posting second. Will receive credit for replies.	Post is late or replies are late.
Content	Full Credit Content includes all requirements identified in forum instructions. Content and all work is in the correct format and accurate.	Half Credit Content is only partially inclusive of requirements. Minor errors in content may be present. Work may not be shown in correct format.	No credit given to late portion. Content does not focus on requirements.
10 Points	10 Points	5 Points	3 Points
Examples	Examples were included, typed out and work was shown. Examples are shown using the correct format and were both relevant and accurate.	Examples were included but may have had mistakes or been from the incorrect category. Work may not have been complete or in incorrect format.	No examples were included.

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## Rubric: Discussion Forum Posts

6 Points	6 Points	3 Point	0 Points
Use of Language	Writing is well organized, mechanical elements are error free (grammar, spelling and punctuation)	Writing is somewhat organized with some (minor) mechanical errors.	Writing is not organized or unified. Errors impair communication
6 Points	6 Points	3 Points	1 Point
Replies, Interactions	Replied to two or more other students and replies draw upon original threaded prompts to validate position. Discussion/ responses had depth and related personal experiences or content covered in this unit of instruction. Include work, logic and answer for sample questions in both replies.	Replied to a minimum of two other students and discussion/ responses are somewhat in depth, related to personal experiences or related to prompts in original thread. Questions may have been included but no work was shown or answer was not given for 1 or both replies.	Replied to a minimum of two students with no illustration of understanding of content (example "I agree" simple statements with no support).
8 Points	8 Points	5 Points	2 Points

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## 7. Instructor Resources from OpenStax College

OpenStax College, the primary source for openly-licensed materials in this course, requests that instructors register and log in to [request access to available instructor resources](#).

Available instructor resources may include items like:

- Getting Started Guide
- Lecture Slides
- Sample Syllabus Language

# 8. Supplemental Quizzes

Download an import file for all quizzes here: [Chemistry Supplemental Test Items.imscc](#)

## Quiz Index

Here is a list of the quizzes and how many questions there are in each. You can also download the answer keys for all quizzes by clicking on the links below.

1. [Essential Ideas](#), 57 Questions
2. [Atoms, Molecules, and Ions](#), 53 Questions
3. [Composition of Substances and Solutions](#), 49 Questions
4. [Stoichiometry of Chemical Reactions](#), 105 Questions
5. [Thermochemistry](#), 20 Questions
6. [Electronic Structure and Periodic Properties of Elements](#), 38 Questions
7. [Chemical Bonding and Molecular Geometry](#), 61 Questions
8. [Advanced Theories of Covalent Bonding](#), 5 Questions
9. [Gases](#), 28 Questions
10. [Liquids and Solids](#), 18 Questions
11. [Solutions and Colloids](#), 32 Questions
12. [Kinetics](#), 10 Questions
13. [Fundamental Equilibrium Concepts](#), 7 Questions
14. [Acid-Base Equilibria](#), 46 Questions
15. Equilibria of Other Reaction Classes, no test items
16. [Thermodynamics](#), 7 Questions
17. [Electrochemistry](#), 30 Questions
18. [Representative Metals, Metalloids, and Nonmetals](#), 8 Questions
19. Transition Metals and Coordination Chemistry, no test items
20. [Organic Chemistry](#), 1 Question

21. [Nuclear Chemistry](#), 23 Questions

# 9. Problem Sets

## Essential Ideas

- General Concepts
  - [General Concepts Problems](#)
  - [General Concepts Solutions](#)
- Conversions
  - [Conversions Practice Problems](#)
  - [Conversions Solutions](#)
- Significant Figures
  - [Significant Figures Problems](#)
  - [Significant Figures Solutions](#)
- Dimensional Analysis
  - [Dimensional Analysis Practice Problems](#)
  - [Dimensional Analysis Solutions](#)

## Atoms, Molecules, and Ions

- Isotopes
  - [Isotopes Problems](#)
  - [Isotopes Solutions](#)
- Naming Ionic Compounds
  - [Naming Ionic Compounds Problems](#)
  - [Naming Ionic Compounds Solutions](#)
- Formulas for Ionic Compounds
  - [Formulas for Ionic Compounds Problems](#)
  - [Formulas for Ionic Compounds Solutions](#)

- Naming Acids and Covalent Compounds
  - [Naming Acids and Covalent Compounds Problems](#)
  - [Naming Acids and Covalent Compounds Solutions](#)
- Nomenclature
  - [Nomenclature Practice Quiz](#)
  - [Nomenclature Practice Quiz Answer Key](#)

## Composition of Substances and Solutions

- Ionic Compounds and Number of Particles
  - [Ionic Compounds and Number of Particles Problems](#)
  - [Ionic Compounds and Number of Particles Solutions](#)
- Chemical Formulas and Intro to Balancing Equations
  - [Chemical Formulas and Intro to Balancing Equations](#)
  - [Chemical Formulas and Intro to Balancing Equations Solutions](#)
- Balancing Chemical Equations
  - [Balancing Chemical Equations](#)
  - [Balancing Chemical Equations Solutions](#)
- Molar Mass
  - [Calculating Molar Mass Problems](#)
  - [Calculating Molar Mass Solutions](#)
- Conversions and Avogadro's Number
  - [Conversions and Avogadro's Number Problems](#)
  - [Conversions and Avogadro's Number Solutions](#)
- Empirical Formula Calculations and Stoichiometry
  - [Empirical Formula Calculations and Stoichiometry Problems](#)
  - [Empirical Formula Calculations and Stoichiometry Solutions](#)

# Chemical Bonding and Molecular Geometry

- Lewis Structures
  - [Lewis Structures, Bond Lengths/Strengths Problems](#)
  - [Lewis Structures, Bond Lengths/Strengths Solutions](#)
- VSEPR and Molecular Geometry
  - [VSEPR Exam Practice Problems](#)
  - [VSEPR Solutions](#)

## Gases

- Gases (Dalton, KTG, Stoichiometry, van der Waals)
  - [Gases Practice Problems](#)
  - [Gases Practice Problems Solutions](#)
- Gas Laws
  - [Gas Laws Practice Problems](#)
  - [Gas Laws Solutions](#)

## 10. Extra Resources

### Composition of Substances and Solutions

This tutorial by Nauticus covers units of concentration and [examples of how to convert concentration units](#).

### Chemical Bonding and Molecular Geometry

- [This website will help you visualize molecules in 3 dimensions](#).
- [These problems cover the main features of VSEPR](#), but do not address bond angle and distortions due to lone pairs. Be sure to identify the bond angles and any distortions present in the molecules.

## II. Additional MyOpenMath Quizzes

### MyOpenMath

Quizzes are included in the course, and delivered in the Lumen MyOpenMath platform. You can access and review these questions by signing into [MyOpenMath](#), with the username: **guest** No password is necessary.

The quizzes are listed below:

- Essential Ideas
  - Classification of Matter, 7 Questions
  - Units of Measurement, 10 Questions
  - Temperature, 6 Questions
  - Significant Figures, 8 Questions
  - Scientific Notation, 9 Questions
  - Dimensional Analysis, 9 Questions
  - Essential Ideas Quiz, 11 Questions
- Atoms, Molecules, and Ions
  - Atomic Structure, 10 Questions
  - Periodic Table Organization, 9 Questions
  - Chemical Formulas, 54 Questions
  - Molecular Nomenclature, 52 Questions
  - Atoms, Molecules, and Ions Quiz, 16 Questions
- Composition of Substances and Solutions
  - Atomic Mass, 4 Questions
  - Stoichiometry/The Mole, 7 Questions
  - Percent Composition, 6 Questions
  - Empirical Formulas, 6 Questions



- Composition of Substances and Solutions Quiz, 5 Questions
- Stoichiometry of Chemical Reactions
  - Balancing Chemical Equations, 8 Questions
  - Reaction Stoichiometry, 6 Questions
  - Reaction Yields, 3 Questions
  - Solution Concentration, 4 Questions
  - Solution Concentration (Other Units), 7 Questions
  - Oxidation Numbers, 8 Questions
  - Solubility Rules, 5 Questions
  - Classification of Chemical Reactions, 7 Questions
  - Stoichiometry of Chemical Reactions Quiz, 12 Questions
- Electronic Structure and Periodic Properties of Elements
  - Electromagnetic Spectrum, **Still under development. No questions yet.**
  - Orbital Diagrams, **Still under development. No questions yet.**
  - Electron Configuration, 4 Questions
  - Quantum Numbers, **Still under development. No questions yet.**
  - Periodic Trends, **Still under development. No questions yet.**
  - Electronic Structure and Periodic Properties of Elements Quiz, **Still under development. No questions yet.**
- Chemical Bonding and Molecular Geometry
  - VSEPR, **Still under development. No questions yet.**
  - Bonds, **Still under development. No questions yet.**
  - Chemical Bonding and Molecular Geometry Quiz, **Still under development. No questions yet.**
- Gases
  - Individual Gas Laws, 6 Questions
  - Ideal and Combined Gas Laws, 2 Questions
  - Gas Effusion and Diffusion, 3 Questions
  - Gas Stoichiometry, 3 Questions

- Gases Quiz, 10 Questions
- Thermochemistry
  - Energy, 5 Questions
  - Heat and Work, 3 Questions
  - Calorimetry, 6 Questions
  - Enthalpy, 4 Questions
  - Thermochemistry Quiz, 9 Questions

## 12. San Jacinto Instructor Resources

[Download assessment materials developed by Jose Nuñez at San Jacinto College.](#) The download includes four quizzes and two exams.

# 13. Download for Offline Use

You can download a [PDF of this course](#) for offline use.

## 14. I Need Help



Need more information about this course? Have questions about faculty resources? Can't find what you're looking for? Experiencing technical difficulties?

We're here to help! Contact [oeer@achievingthedream.org](mailto:oeer@achievingthedream.org) for support.



PART II

# ESSENTIAL IDEAS





# 15. Introduction to Essential Ideas

## *Outline of Essential Ideas*

- Chemistry in Context
- Phases and Classification of Matter
- Physical and Chemical Properties
- Measurements
- Measurement Uncertainty, Accuracy, and Precision
- Mathematical Treatment of Measurement Results

Your alarm goes off and, after hitting “snooze” once or twice, you pry yourself out of bed. You make a cup of coffee to help you get going, and then you shower, get dressed, eat breakfast, and check your phone for messages. On your way to school, you stop to fill your car’s gas tank, almost making you late for the first day of chemistry class. As you find a seat in the classroom, you read the question projected on the screen: “Welcome to class! Why should we study chemistry?”

Do you have an answer? You may be studying chemistry because it fulfills an academic requirement, but if you consider your daily activities, you might find chemistry interesting for other reasons. Most everything you do and encounter during your day involves chemistry. Making coffee, cooking eggs, and toasting bread involve chemistry. The products you use—like soap and shampoo, the fabrics you wear, the electronics that keep you connected to your world, the gasoline that propels your car—all of these and more

involve chemical substances and processes. Whether you are aware or not, chemistry is part of your everyday world. In this course, you will learn many of the essential principles underlying the chemistry of modern-day life.



*Figure 1. Chemical substances and processes are essential for our existence, providing sustenance, keeping us clean and healthy, fabricating electronic devices, enabling transportation, and much more. (credit “left”: modification of work by “vxla”/Flickr; credit “left middle”: modification of work by “the Italian voice”/Flickr; credit “right middle”: modification of work by Jason Trim; credit “right”: modification of work by “gosheshe”/Flickr)*

# 16. Chemistry in Context

## *Learning Objectives*

By the end of this module, you will be able to:

- Outline the historical development of chemistry
- Provide examples of the importance of chemistry in everyday life
- Describe the scientific method
- Differentiate among hypotheses, theories, and laws
- Provide examples illustrating macroscopic, microscopic, and symbolic domains

Throughout human history, people have tried to convert matter into more useful forms. Our Stone Age ancestors chipped pieces of flint into useful tools and carved wood into statues and toys. These endeavors involved changing the shape of a substance without changing the substance itself. But as our knowledge increased, humans began to change the composition of the substances as well—clay was converted into pottery, hides were cured to make garments, copper ores were transformed into copper tools and weapons, and grain was made into bread.

Humans began to practice chemistry when they learned to control fire and use it to cook, make pottery, and smelt metals. Subsequently, they began to separate and use specific components of matter. A variety of drugs such as aloe, myrrh, and opium were isolated from plants. Dyes, such as indigo and Tyrian purple, were extracted from plant and animal matter. Metals were combined to form alloys—for example, copper and tin were mixed together

to make brass—and more elaborate smelting techniques produced iron. Alkalis were extracted from ashes, and soaps were prepared by combining these alkalis with fats. Alcohol was produced by fermentation and purified by distillation.

Attempts to understand the behavior of matter extend back for more than 2500 years. As early as the sixth century BC, Greek philosophers discussed a system in which water was the basis of all things. You may have heard of the Greek postulate that matter consists of four elements: earth, air, fire, and water. Subsequently, an amalgamation of chemical technologies and philosophical speculations were spread from Egypt, China, and the eastern Mediterranean by alchemists, who endeavored to transform “base metals” such as lead into “noble metals” like gold, and to create elixirs to cure disease and extend life (Figure 1).



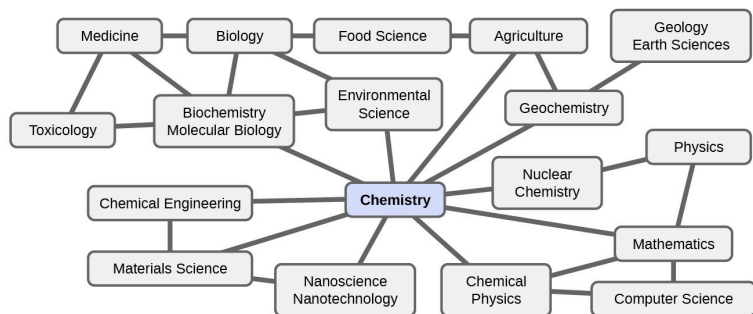
Figure 1. This portrayal shows an alchemist's workshop circa 1580. Although alchemy made some useful contributions to how to manipulate matter, it was not scientific by modern standards. (credit: Chemical Heritage Foundation)

From alchemy came the historical progressions that led to modern

chemistry: the isolation of drugs from natural sources, metallurgy, and the dye industry. Today, chemistry continues to deepen our understanding and improve our ability to harness and control the behavior of matter. This effort has been so successful that many people do not realize either the central position of chemistry among the sciences or the importance and universality of chemistry in daily life.

## Chemistry: The Central Science

Chemistry is sometimes referred to as “the central science” due to its interconnectedness with a vast array of other STEM disciplines (STEM stands for areas of study in the science, technology, engineering, and math fields). Chemistry and the language of chemists play vital roles in biology, medicine, materials science, forensics, environmental science, and many other fields (Figure 2).



*Figure 2. Knowledge of chemistry is central to understanding a wide range of scientific disciplines. This diagram shows just some of the interrelationships between chemistry and other fields.*

The basic principles of physics are essential for understanding many aspects of chemistry, and there is extensive overlap between many subdisciplines within the two fields, such as chemical physics and

nuclear chemistry. Mathematics, computer science, and information theory provide important tools that help us calculate, interpret, describe, and generally make sense of the chemical world. Biology and chemistry converge in biochemistry, which is crucial to understanding the many complex factors and processes that keep living organisms (such as us) alive. Chemical engineering, materials science, and nanotechnology combine chemical principles and empirical findings to produce useful substances, ranging from gasoline to fabrics to electronics. Agriculture, food science, veterinary science, and brewing and wine making help provide sustenance in the form of food and drink to the world's population. Medicine, pharmacology, biotechnology, and botany identify and produce substances that help keep us healthy. Environmental science, geology, oceanography, and atmospheric science incorporate many chemical ideas to help us better understand and protect our physical world. Chemical ideas are used to help understand the universe in astronomy and cosmology.

What are some changes in matter that are essential to daily life? Digesting and assimilating food, synthesizing polymers that are used to make clothing, containers, cookware, and credit cards, and refining crude oil into gasoline and other products are just a few examples. As you proceed through this course, you will discover many different examples of changes in the composition and structure of matter, how to classify these changes and how they occurred, their causes, the changes in energy that accompany them, and the principles and laws involved. As you learn about these things, you will be learning **chemistry**, the study of the composition, properties, and interactions of matter. The practice of chemistry is not limited to chemistry books or laboratories: It happens whenever someone is involved in changes in matter or in conditions that may lead to such changes.

## The Scientific Method

Chemistry is a science based on observation and experimentation. Doing chemistry involves attempting to answer questions and explain observations in terms of the laws and theories of chemistry, using procedures that are accepted by the scientific community. There is no single route to answering a question or explaining an observation, but there is an aspect common to every approach: Each uses knowledge based on experiments that can be reproduced to verify the results. Some routes involve a **hypothesis**, a tentative explanation of observations that acts as a guide for gathering and checking information. We test a hypothesis by experimentation, calculation, and/or comparison with the experiments of others and then refine it as needed.

Some hypotheses are attempts to explain the behavior that is summarized in laws. The **laws** of science summarize a vast number of experimental observations, and describe or predict some facet of the natural world. If such a hypothesis turns out to be capable of explaining a large body of experimental data, it can reach the status of a theory. Scientific theories are well-substantiated, comprehensive, testable explanations of particular aspects of nature. Theories are accepted because they provide satisfactory explanations, but they can be modified if new data become available. The path of discovery that leads from question and observation to law or hypothesis to theory, combined with experimental verification of the hypothesis and any necessary modification of the theory, is called the **scientific method** (Figure 3).

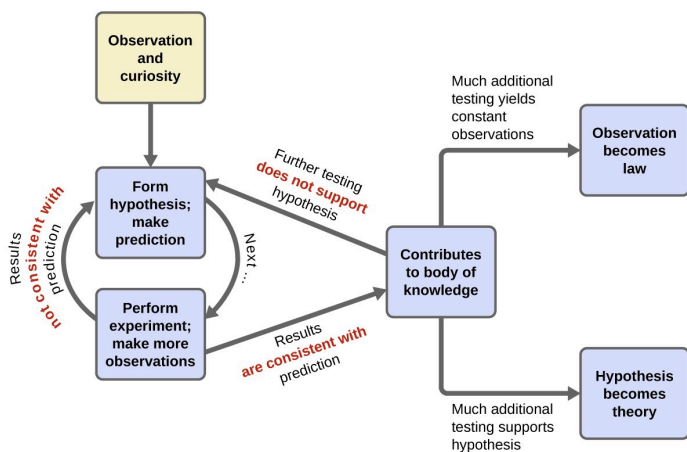


Figure 3. The scientific method follows a process similar to the one shown in this diagram. All the key components are shown, in roughly the right order. Scientific progress is seldom neat and clean: It requires open inquiry and the reworking of questions and ideas in response to findings.

## The Domains of Chemistry

Chemists study and describe the behavior of matter and energy in three different domains: macroscopic, microscopic, and symbolic. These domains provide different ways of considering and describing chemical behavior.

**Macro** is a Greek word that means “large.” The **macroscopic domain** is familiar to us: It is the realm of everyday things that are large enough to be sensed directly by human sight or touch. In daily life, this includes the food you eat and the breeze you feel on your face. The macroscopic domain includes everyday and laboratory chemistry, where we observe and measure physical and chemical properties, or changes such as density, solubility, and flammability.

The **microscopic domain** of chemistry is almost always visited in the imagination. **Micro** also comes from Greek and means “small.” Some aspects of the microscopic domains are visible through a



microscope, such as a magnified image of graphite or bacteria. Viruses, for instance, are too small to be seen with the naked eye, but when we're suffering from a cold, we're reminded of how real they are.

However, most of the subjects in the microscopic domain of chemistry—such as atoms and molecules—are too small to be seen even with standard microscopes and often must be pictured in the mind. Other components of the microscopic domain include ions and electrons, protons and neutrons, and chemical bonds, each of which is far too small to see. This domain includes the individual metal atoms in a wire, the ions that compose a salt crystal, the changes in individual molecules that result in a color change, the conversion of nutrient molecules into tissue and energy, and the evolution of heat as bonds that hold atoms together are created.

The **symbolic domain** contains the specialized language used to represent components of the macroscopic and microscopic domains. Chemical symbols (such as those used in the periodic table), chemical formulas, and chemical equations are part of the symbolic domain, as are graphs and drawings. We can also consider calculations as part of the symbolic domain. These symbols play an important role in chemistry because they help interpret the behavior of the macroscopic domain in terms of the components of the microscopic domain. One of the challenges for students learning chemistry is recognizing that the same symbols can represent different things in the macroscopic and microscopic domains, and one of the features that makes chemistry fascinating is the use of a domain that must be imagined to explain behavior in a domain that can be observed.

A helpful way to understand the three domains is via the essential and ubiquitous substance of water. That water is a liquid at moderate temperatures, will freeze to form a solid at lower temperatures, and boil to form a gas at higher temperatures (Figure 4) are macroscopic observations. But some properties of water fall into the microscopic domain—what we cannot observe with the naked eye. The description of water as comprised of two hydrogen

atoms and one oxygen atom, and the explanation of freezing and boiling in terms of attractions between these molecules, is within the microscopic arena. The formula  $\text{H}_2\text{O}$ , which can describe water at either the macroscopic or microscopic levels, is an example of the symbolic domain. The abbreviations (g) for gas, (s) for solid, and (l) for liquid are also symbolic.

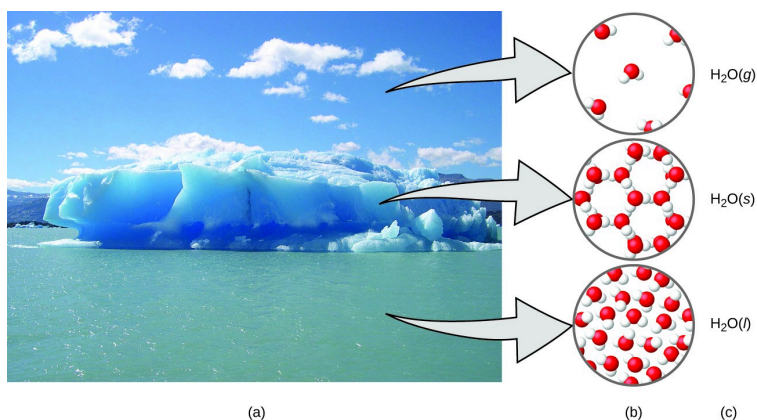


Figure 4. (a) Moisture in the air, icebergs, and the ocean represent water in the macroscopic domain. (b) At the molecular level (microscopic domain), gas molecules are far apart and disorganized, solid water molecules are close together and organized, and liquid molecules are close together and disorganized. (c) The formula  $\text{H}_2\text{O}$  symbolizes water, and (g), (s), and (l) symbolize its phases. Note that clouds are actually comprised of either very small liquid water droplets or solid water crystals; gaseous water in our atmosphere is not visible to the naked eye, although it may be sensed as humidity. (credit a: modification of work by “Gorkaazk”/Wikimedia Commons)

## Key Concepts and Summary

Chemistry deals with the composition, structure, and

properties of matter, and the ways by which various forms of matter may be interconverted. Thus, it occupies a central place in the study and practice of science and technology. Chemists use the scientific method to perform experiments, pose hypotheses, and formulate laws and develop theories, so that they can better understand the behavior of the natural world. To do so, they operate in the macroscopic, microscopic, and symbolic domains. Chemists measure, analyze, purify, and synthesize a wide variety of substances that are important to our lives.

## *Exercises*

1. Explain how you could experimentally determine whether the outside temperature is higher or lower than 0 °C (32 °F) without using a thermometer.
2. Identify each of the following statements as being most similar to a hypothesis, a law, or a theory. Explain your reasoning.
  - a. Falling barometric pressure precedes the onset of bad weather.
  - b. All life on earth has evolved from a common, primitive organism through the process of natural selection
  - c. My truck's gas mileage has dropped significantly, probably because it's due for a tune-up.

3. Identify each of the following statements as being most similar to a hypothesis, a law, or a theory. Explain your reasoning.
- The pressure of a sample of gas is directly proportional to the temperature of the gas.
  - Matter consists of tiny particles that can combine in specific ratios to form substances with specific properties.
  - At a higher temperature, solids (such as salt or sugar) will dissolve better in water.
4. Identify each of the underlined items as a part of either the macroscopic domain, the microscopic domain, or the symbolic domain of chemistry. For any in the symbolic domain, indicate whether they are symbols for a macroscopic or a microscopic feature.
- The mass of a lead pipe is 14 lb.
  - The mass of a certain chlorine atom is 35 amu.
  - A bottle with a label that reads Al contains aluminum metal.
  - Al is the symbol for an aluminum atom.
5. Identify each of the underlined items as a part of either the macroscopic domain, the microscopic domain, or the symbolic domain of chemistry. For those in the symbolic domain, indicate whether they are symbols for a macroscopic or a microscopic feature.
- A certain molecule contains one H atom and one Cl atom.

- b. Copper wire has a density of about  $8 \text{ g/cm}^3$ .
  - c. The bottle contains 15 grams of Ni powder.
  - d. A sulfur molecule is composed of eight sulfur atoms.
6. According to one theory, the pressure of a gas increases as its volume decreases because the molecules in the gas have to move a shorter distance to hit the walls of the container. Does this theory follow a macroscopic or microscopic description of chemical behavior? Explain your answer.
7. The amount of heat required to melt 2 lbs of ice is twice the amount of heat required to melt 1 lb of ice. Is this observation a macroscopic or microscopic description of chemical behavior? Explain your answer.

#### Show Selected Answers

1. Place a glass of water outside. It will freeze if the temperature is below  $0^\circ\text{C}$ .
3. (a) law (states a consistently observed phenomenon, can be used for prediction); (b) theory (a widely accepted explanation of the behavior of matter); (c) hypothesis (a tentative explanation, can be investigated by experimentation)
5. (a) symbolic, microscopic; (b) macroscopic; (c) symbolic, macroscopic; (d) microscopic
7. Macroscopic. The heat required is determined from macroscopic properties.

## Glossary

**chemistry:** study of the composition, properties, and interactions of matter

**hypothesis:** tentative explanation of observations that acts as a guide for gathering and checking information

**law:** statement that summarizes a vast number of experimental observations, and describes or predicts some aspect of the natural world

**macroscopic domain:** realm of everyday things that are large enough to sense directly by human sight and touch

**microscopic domain:** realm of things that are much too small to be sensed directly

**scientific method:** path of discovery that leads from question and observation to law or hypothesis to theory, combined with experimental verification of the hypothesis and any necessary modification of the theory

**symbolic domain:** specialized language used to represent components of the macroscopic and microscopic domains, such as chemical symbols, chemical formulas, chemical equations, graphs, drawings, and calculations

**theory:** well-substantiated, comprehensive, testable explanation of a particular aspect of nature

# 17. Videos: History of Chemistry and the Scientific Method

## The Creation of Chemistry—The Fundamental Laws: Crash Course Chemistry #3

Let's take a historical perspective on the creation of the science, which didn't really exist until a super-smart, super-wealthy Frenchman put the puzzle pieces together—Hank tells the story of how we went from alchemists to chemists, who understood the law of conservation of mass as proposed by a decapitated aristocrat, and explains how we came to have a greater understanding of how chemical compounds work and eventually a complete understanding of what atoms and molecules are.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=34#oembed-1>

## Scientific Method—Sci Show

Science is working tirelessly night and day to disprove its own theories about how the universe works (or at least, that's what

science thinks it's doing). The video gives a quick history of how we came to create and adopt the scientific method and then gives us a vision of the future of science (hint: it involves a lot more computers and a lot less pipetting).



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=34#oembed-2>

## Feynman on Scientific Method

*Physicist Richard Feynman explains the scientific and unscientific methods of understanding nature.*

Richard Phillips Feynman, 11, 1918–February 15, 1988 was an American theoretical physicist. During his lifetime, Feynman became one of the best-known scientists in the world. Known for his work in the path integral formulation of quantum mechanics, the theory of quantum electrodynamics, and the physics of the superfluidity of supercooled liquid helium. He received the Nobel Prize in Physics in 1965. In a 1999 poll of 130 leading physicists worldwide by the British journal *Physics World* he was ranked as one of the ten greatest physicists of all time.

Feynman assisted in the development of the atomic bomb during World War II and became known to a wide public in the 1980s as a member of the Rogers Commission, the panel that investigated the Space Shuttle Challenger disaster. In addition to his work in theoretical physics, Feynman has been credited with pioneering the field of quantum computing, and introducing the concept of nanotechnology.



<https://youtu.be/wdHiA-wcIXo>

## Lab Techniques & Safety: Crash Course Chemistry #21

Hank takes a break from the desk to bring you to the lab in order to demonstrate some important points about the practical side of chemistry—experimentation in the laboratory. You'll learn what to wear in the lab, how to dispose of chemicals safely, how to avoid the most common accidents, how to pour solutions properly, what the HazMat diamond means, what an MSDS is, and how to use a fume hood. And as a reward for sticking with him through this maybe less-than-thrilling lecture, you'll see Hank subject himself to an exciting piece of safety apparatus.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=34#oembed-3>

# 18. Phases and Classification of Matter

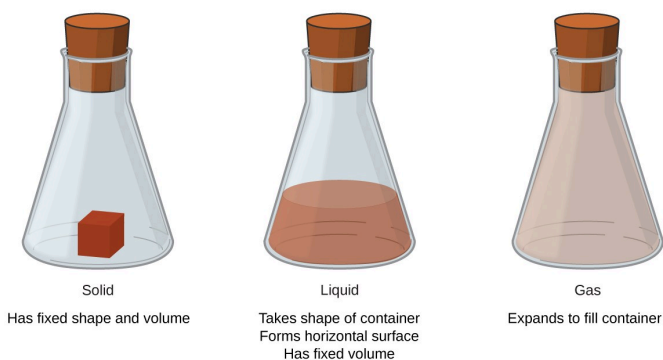
## *Learning Objectives*

By the end of this module, you will be able to:

- Describe the basic properties of each physical state of matter: solid, liquid, and gas
- Define and give examples of atoms and molecules
- Classify matter as an element, compound, homogeneous mixture, or heterogeneous mixture with regard to its physical state and composition
- Distinguish between mass and weight
- Apply the law of conservation of matter

**Matter** is defined as anything that occupies space and has mass, and it is all around us. Solids and liquids are more obviously matter: We can see that they take up space, and their weight tells us that they have mass. Gases are also matter; if gases did not take up space, a balloon would stay collapsed rather than inflate when filled with gas.

Solids, liquids, and gases are the three states of matter commonly found on earth (Figure 1). A **solid** is rigid and possesses a definite shape. A **liquid** flows and takes the shape of a container, except that it forms a flat or slightly curved upper surface when acted upon by gravity. (In zero gravity, liquids assume a spherical shape.) Both liquid and solid samples have volumes that are very nearly independent of pressure. A **gas** takes both the shape and volume of its container.



*Figure 1. The three most common states or phases of matter are solid, liquid, and gas.*

A fourth state of matter, plasma, occurs naturally in the interiors of stars. A **plasma** is a gaseous state of matter that contains appreciable numbers of electrically charged particles (Figure 2). The presence of these charged particles imparts unique properties to plasmas that justify their classification as a state of matter distinct from gases. In addition to stars, plasmas are found in some other high-temperature environments (both natural and man-made), such as lightning strikes, certain television screens, and specialized analytical instruments used to detect trace amounts of metals.



Figure 2. A plasma torch can be used to cut metal. (credit: “Hypertherm”/Wikimedia Commons)

In a tiny cell in a plasma television, the plasma emits ultraviolet light, which in turn causes the display at that location to appear a specific color. The composite of these tiny dots of color makes up the image that you see. [Watch this video to learn more about plasma](#) and the places you encounter it.

Some samples of matter appear to have properties of solids, liquids, and/or gases at the same time. This can occur when the sample is composed of many small pieces. For example, we can pour sand as if it were a liquid because it is composed of many small grains of

solid sand. Matter can also have properties of more than one state when it is a mixture, such as with clouds. Clouds appear to behave somewhat like gases, but they are actually mixtures of air (gas) and tiny particles of water (liquid or solid).

The **mass** of an object is a measure of the amount of matter in it. One way to measure an object's mass is to measure the force it takes to accelerate the object. It takes much more force to accelerate a car than a bicycle because the car has much more mass. A more common way to determine the mass of an object is to use a balance to compare its mass with a standard mass.

Although weight is related to mass, it is not the same thing. **Weight** refers to the force that gravity exerts on an object. This force is directly proportional to the mass of the object. The weight of an object changes as the force of gravity changes, but its mass does not. An astronaut's mass does not change just because she goes to the moon. But her weight on the moon is only one-sixth her earth-bound weight because the moon's gravity is only one-sixth that of the earth's. She may feel "weightless" during her trip when she experiences negligible external forces (gravitational or any other), although she is, of course, never "massless."

The **law of conservation of matter** summarizes many scientific observations about matter: It states that *there is no detectable change in the total quantity of matter present when matter converts from one type to another (a chemical change) or changes among solid, liquid, or gaseous states (a physical change)*. Brewing beer and the operation of batteries provide examples of the conservation of matter (Figure 3). During the brewing of beer, the ingredients (water, yeast, grains, malt, hops, and sugar) are converted into beer (water, alcohol, carbonation, and flavoring substances) with no actual loss of substance. This is most clearly seen during the bottling process, when glucose turns into ethanol and carbon dioxide, and the total mass of the substances does not change. This can also be seen in a lead-acid car battery: The original substances (lead, lead oxide, and sulfuric acid), which are capable of producing electricity, are changed into other substances (lead sulfate and

water) that do not produce electricity, with no change in the actual amount of matter.

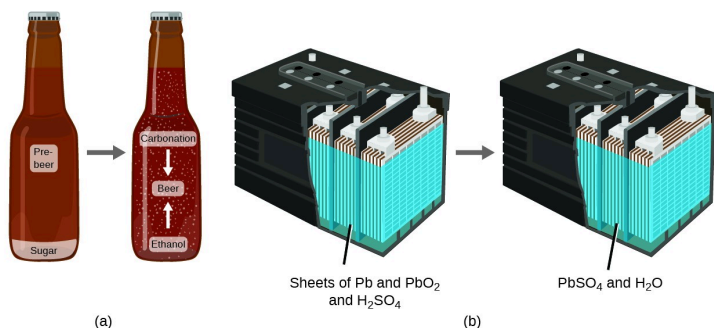


Figure 3. (a) The mass of beer precursor materials is the same as the mass of beer produced: Sugar has become alcohol and carbonation. (b) The mass of the lead, lead oxide plates, and sulfuric acid that goes into the production of electricity is exactly equal to the mass of lead sulfate and water that is formed.

Although this conservation law holds true for all conversions of matter, convincing examples are few and far between because, outside of the controlled conditions in a laboratory, we seldom collect all of the material that is produced during a particular conversion. For example, when you eat, digest, and assimilate food, all of the matter in the original food is preserved. But because some of the matter is incorporated into your body, and much is excreted as various types of waste, it is challenging to verify by measurement.

## Atoms and Molecules

An **atom** is the smallest particle of an element that has the properties of that element and can enter into a chemical combination.

Consider the element gold, for example. Imagine cutting a gold

nugget in half, then cutting one of the halves in half, and repeating this process until a piece of gold remained that was so small that it could not be cut in half (regardless of how tiny your knife may be). This minimally sized piece of gold is an atom (from the Greek *atomos*, meaning “indivisible”) (Figure 4). This atom would no longer be gold if it were divided any further.

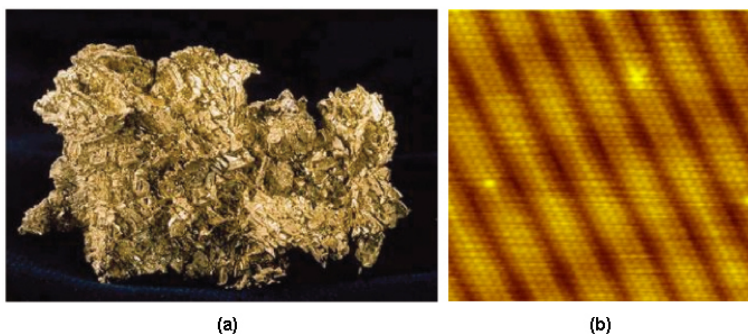


Figure 4. (a) This photograph shows a gold nugget. uniform stripes of light and dark gold, as seen through microscope (b) A scanning-tunneling microscope (STM) can generate views of the surfaces of solids, such as this image of a gold crystal. Each sphere represents one gold atom. (credit a: modification of work by United States Geological Survey; credit b: modification of work by “Erwinrossen”/Wikimedia Commons)

The first suggestion that matter is composed of atoms is attributed to the Greek philosophers Leucippus and Democritus, who developed their ideas in the 5th century BCE. However, it was not until the early nineteenth century that John **Dalton** (1766–1844), a British schoolteacher with a keen interest in science, supported this hypothesis with quantitative measurements. Since that time, repeated experiments have confirmed many aspects of this hypothesis, and it has become one of the central theories of chemistry. Other aspects of Dalton’s atomic theory are still used but with minor revisions (details of Dalton’s theory are provided in the chapter on atoms and molecules).

An atom is so small that its size is difficult to imagine. One of the

smallest things we can see with our unaided eye is a single thread of a spider web: These strands are about  $1/10,000$  of a centimeter ( $0.00001$  cm) in diameter. Although the cross-section of one strand is almost impossible to see without a microscope, it is huge on an atomic scale. A single carbon atom in the web has a diameter of about  $0.000000015$  centimeter, and it would take about 7000 carbon atoms to span the diameter of the strand. To put this in perspective, if a carbon atom were the size of a dime, the cross-section of one strand would be larger than a football field, which would require about 150 million carbon atom “dimes” to cover it. (Figure 5) shows increasingly close microscopic and atomic-level views of ordinary cotton.

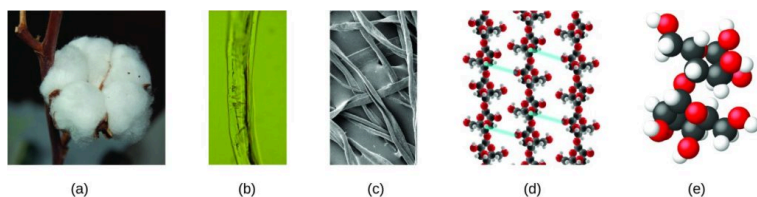


Figure 5. These images provide an increasingly closer view: (a) a cotton boll, (b) a single cotton fiber viewed under an optical microscope (magnified 40 times), (c) an image of a cotton fiber obtained with an electron microscope (much higher magnification than with the optical microscope); and (d and e) atomic-level models of the fiber (spheres of different colors represent atoms of different elements). (credit c: modification of work by “Featheredtar”/Wikimedia Commons)

An atom is so light that its mass is also difficult to imagine. A billion lead atoms ( $1,000,000,000$  atoms) weigh about  $3 \times 10^{-13}$  grams, a mass that is far too light to be weighed on even the world’s most sensitive balances. It would require over  $300,000,000,000,000$  lead atoms ( $300$  trillion, or  $3 \times 10^{14}$ ) to be weighed, and they would weigh only  $0.0000001$  gram.

It is rare to find collections of individual atoms. Only a few elements, such as the gases helium, neon, and argon, consist of a collection of individual atoms that move about independently of one another. Other elements, such as the gases hydrogen, nitrogen,



oxygen, and chlorine, are composed of units that consist of pairs of atoms (Figure 6). One form of the element phosphorus consists of units composed of four phosphorus atoms. The element sulfur exists in various forms, one of which consists of units composed of eight sulfur atoms. These units are called molecules. A **molecule** consists of two or more atoms joined by strong forces called chemical bonds. The atoms in a molecule move around as a unit, much like the cans of soda in a six-pack or a bunch of keys joined together on a single key ring. A molecule may consist of two or more identical atoms, as in the molecules found in the elements hydrogen, oxygen, and sulfur, or it may consist of two or more different atoms, as in the molecules found in water. Each water molecule is a unit that contains two hydrogen atoms and one oxygen atom. Each glucose molecule is a unit that contains 6 carbon atoms, 12 hydrogen atoms, and 6 oxygen atoms. Like atoms, molecules are incredibly small and light. If an ordinary glass of water were enlarged to the size of the earth, the water molecules inside it would be about the size of golf balls.

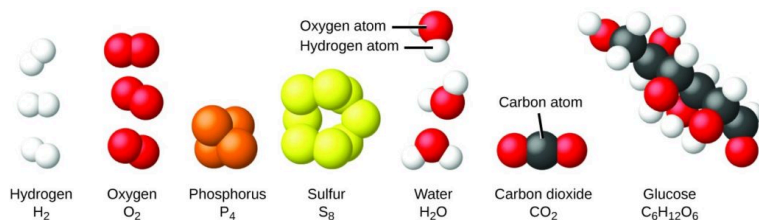


Figure 6. The elements hydrogen, oxygen, phosphorus, and sulfur form molecules consisting of two or more atoms of the same element. The compounds water, carbon dioxide, and glucose consist of combinations of atoms of different elements.

## Classifying Matter

We can classify matter into several categories. Two broad categories are mixtures and pure substances. A **pure substance** has

a constant composition. All specimens of a pure substance have exactly the same makeup and properties. Any sample of sucrose (table sugar) consists of 42.1% carbon, 6.5% hydrogen, and 51.4% oxygen by mass. Any sample of sucrose also has the same physical properties, such as melting point, color, and sweetness, regardless of the source from which it is isolated.

We can divide pure substances into two classes: elements and compounds. Pure substances that cannot be broken down into simpler substances by chemical changes are called **elements**. Iron, silver, gold, aluminum, sulfur, oxygen, and copper are familiar examples of the more than 100 known elements, of which about 90 occur naturally on the earth, and two dozen or so have been created in laboratories.

Pure substances that can be broken down by chemical changes are called **compounds**. This breakdown may produce either elements or other compounds, or both. Mercury(II) oxide, an orange, crystalline solid, can be broken down by heat into the elements mercury and oxygen (Figure 7). When heated in the absence of air, the compound sucrose is broken down into the element carbon and the compound water. (The initial stage of this process, when the sugar is turning brown, is known as caramelization—this is what imparts the characteristic sweet and nutty flavor to caramel apples, caramelized onions, and caramel). Silver(I) chloride is a white solid that can be broken down into its elements, silver and chlorine, by absorption of light. This property is the basis for the use of this compound in photographic films and photochromic eyeglasses (those with lenses that darken when exposed to light).

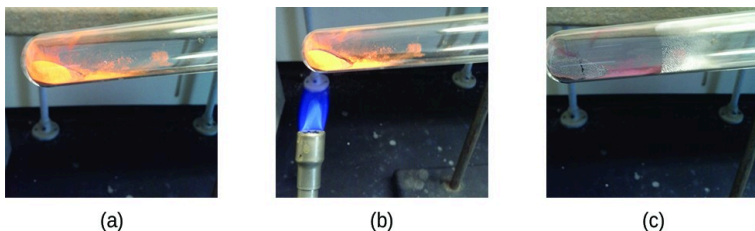


Figure 7. (a)The compound mercury(II) oxide, (b)when heated, (c) decomposes into silvery droplets of liquid mercury and invisible oxygen gas. (credit: modification of work by Paul Flowers)

Many compounds break down when heated. This video shows the breakdown of mercury oxide,  $\text{HgO}$ .



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=35#oembed-1>

You can also view an example of the photochemical decomposition of silver chloride ( $\text{AgCl}$ ), the basis of early photography.





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can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=35#oembed-2>

The properties of combined elements are different from those in the free, or uncombined, state. For example, white crystalline sugar (sucrose) is a compound resulting from the chemical combination of the element carbon, which is a black solid in one of its uncombined forms, and the two elements hydrogen and oxygen, which are colorless gases when uncombined. Free sodium, an element that is a soft, shiny, metallic solid, and free chlorine, an element that is a yellow-green gas, combine to form sodium chloride (table salt), a compound that is a white, crystalline solid.

A **mixture** is composed of two or more types of matter that can be present in varying amounts and can be separated by physical changes, such as evaporation (you will learn more about this later). A mixture with a composition that varies from point to point is called a **heterogeneous mixture**. Italian dressing is an example of a heterogeneous mixture (Figure 8). Its composition can vary because we can make it from varying amounts of oil, vinegar, and herbs. It is not the same from point to point throughout the mixture—one drop may be mostly vinegar, whereas a different drop may be mostly oil or herbs because the oil and vinegar separate and the herbs settle. Other examples of heterogeneous mixtures are chocolate chip cookies (we can see the separate bits of chocolate, nuts, and

cookie dough) and granite (we can see the quartz, mica, feldspar, and more).

A **homogeneous mixture**, also called a **solution**, exhibits a uniform composition and appears visually the same throughout. An example of a solution is a sports drink, consisting of water, sugar, coloring, flavoring, and electrolytes mixed together uniformly (Figure 8). Each drop of a sports drink tastes the same because each drop contains the same amounts of water, sugar, and other components. Note that the composition of a sports drink can vary—it could be made with somewhat more or less sugar, flavoring, or other components, and still be a sports drink. Other examples of homogeneous mixtures include air, maple syrup, gasoline, and a solution of salt in water.



Figure 8. (a) Oil and vinegar salad dressing is a heterogeneous mixture because its composition is not uniform throughout. (b) A commercial sports drink is a homogeneous mixture because its composition is uniform throughout. (credit a “left”: modification of work by John Mayer; credit a “right”: modification of work by Umberto Salvagnin; credit b “left”: modification of work by Jeff Bedford)

Although there are just over 100 elements, tens of millions of chemical compounds result from different combinations of these elements. Each compound has a specific composition and possesses definite chemical and physical properties by which we can distinguish it from all other compounds. And, of course, there are innumerable ways to combine elements and compounds to form different mixtures. A summary of how to distinguish between the various major classifications of matter is shown in (Figure 9).

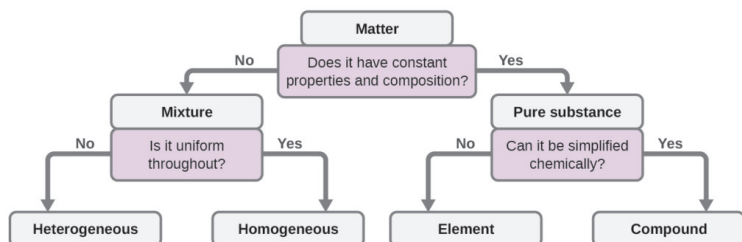


Figure 9. Depending on its properties, a given substance can be classified as a homogeneous mixture, a heterogeneous mixture, a compound, or an element.

Eleven elements make up about 99% of the earth's crust and atmosphere (Table 1). Oxygen constitutes nearly one-half and silicon about one-quarter of the total quantity of these elements. A majority of elements on earth are found in chemical combinations with other elements; about one-quarter of the elements are also found in the free state.

**Table 1. Elemental Composition of Earth**

Element	Symbol	Percent Mass	Element	Symbol	Percent Mass
oxygen	O	49.20	chlorine	Cl	0.19
silicon	Si	25.67	phosphorus	P	0.11
aluminum	Al	7.50	manganese	Mn	0.09
iron	Fe	4.71	carbon	C	0.08
calcium	Ca	3.39	sulfur	S	0.06
sodium	Na	2.63	barium	Ba	0.04
potassium	K	2.40	nitrogen	N	0.03
magnesium	Mg	1.93	fluorine	F	0.03
hydrogen	H	0.87	strontium	Sr	0.02
titanium	Ti	0.58	all others	–	0.47

## Decomposition of Water / Production of Hydrogen

Water consists of the elements hydrogen and oxygen combined in a 2 to 1 ratio. Water can be broken down into hydrogen and oxygen gases by the addition of energy. One way to do this is with a battery or power supply, as shown in (Figure 10).

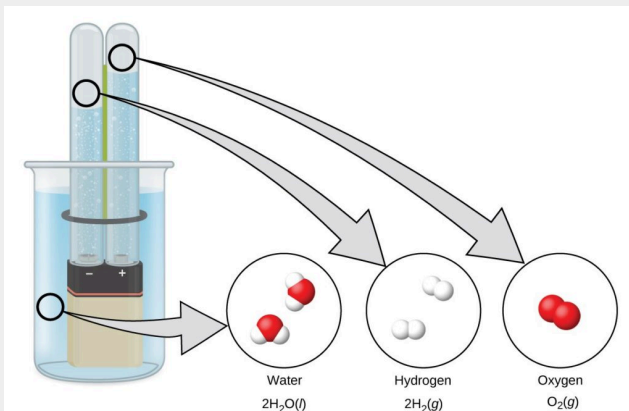
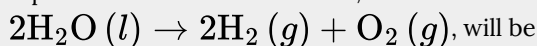


Figure 10. The decomposition of water is shown at the macroscopic, microscopic, and symbolic levels. The battery provides an electric current (microscopic) that decomposes water. At the macroscopic level, the liquid separates into the gases hydrogen (on the left) and oxygen (on the right). Symbolically, this change is presented by showing how liquid  $\text{H}_2\text{O}$  separates into  $\text{H}_2$  and  $\text{O}_2$  gases.

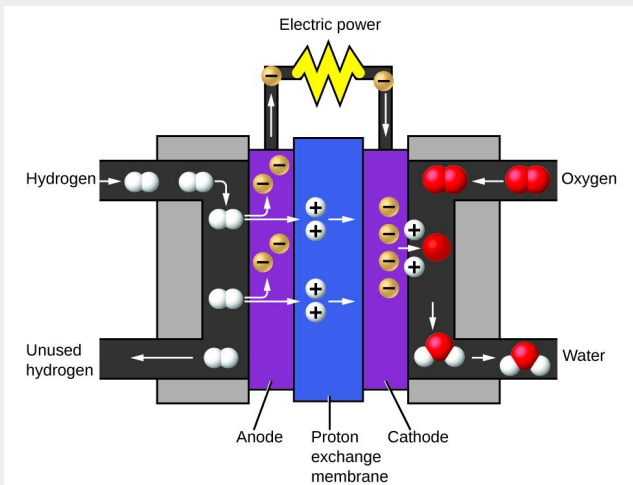
The breakdown of water involves a rearrangement of

the atoms in water molecules into different molecules, each composed of two hydrogen atoms and two oxygen atoms, respectively. Two water molecules form one oxygen molecule and two hydrogen molecules. The representation for what occurs,



will be explored in more depth in later chapters. The two gases produced have distinctly different properties. Oxygen is not flammable but is required for combustion of a fuel, and hydrogen is highly flammable and a potent energy source. How might this knowledge be applied in our world? One application involves research into more fuel-efficient transportation. Fuel-cell vehicles (FCV) run on hydrogen instead of gasoline (Figure 11). They are more efficient than vehicles with internal combustion engines, are nonpolluting, and reduce greenhouse gas emissions, making us less dependent on fossil fuels. FCVs are not yet economically viable, however, and current hydrogen production depends on natural gas. If we can develop a process to economically decompose water, or produce hydrogen in another environmentally sound way, FCVs may be the way of the future.





*Figure 11 A fuel cell generates electrical energy from hydrogen and oxygen via an electrochemical process and produces only water as the waste product.*

## Chemistry in Everyday Life: Chemistry of Cell Phones

Imagine how different your life would be without cell phones (Figure 12) and other smart devices. Cell phones are made from numerous chemical substances, which

are extracted, refined, purified, and assembled using an extensive and in-depth understanding of chemical principles. About 30% of the elements that are found in nature are found within a typical smart phone. The case/body/frame consists of a combination of sturdy, durable polymers comprised primarily of carbon, hydrogen, oxygen, and nitrogen [acrylonitrile butadiene styrene (ABS) and polycarbonate thermoplastics], and light, strong, structural metals, such as aluminum, magnesium, and iron. The display screen is made from a specially toughened glass (silica glass strengthened by the addition of aluminum, sodium, and potassium) and coated with a material to make it conductive (such as indium tin oxide). The circuit board uses a semiconductor material (usually silicon); commonly used metals like copper, tin, silver, and gold; and more unfamiliar elements such as yttrium, praseodymium, and gadolinium. The battery relies upon lithium ions and a variety of other materials, including iron, cobalt, copper, polyethylene oxide, and polyacrylonitrile.

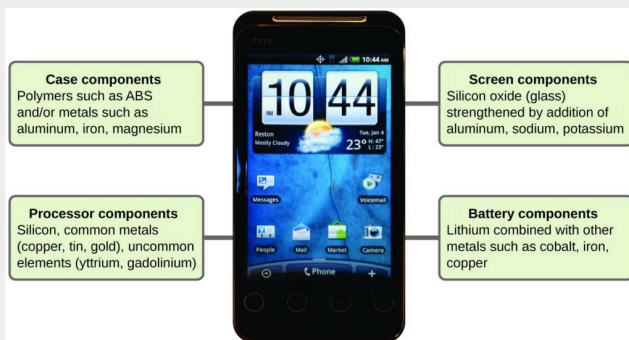


Figure 12. Almost one-third of naturally occurring elements are used to make a cell phone. (credit: modification of work by John Taylor)

## Key Concepts and Summary

Matter is anything that occupies space and has mass. The basic building block of matter is the atom, the smallest unit of an element that can enter into combinations with atoms of the same or other elements. In many substances, atoms are combined into molecules. On earth, matter commonly exists in three states: solids, of fixed shape and volume; liquids, of variable shape but fixed volume; and gases, of variable shape and volume. Under high-temperature conditions, matter also can exist as a plasma. Most matter is a mixture: It is composed of two or more types of matter

that can be present in varying amounts and can be separated by physical means. Heterogeneous mixtures vary in composition from point to point; homogeneous mixtures have the same composition from point to point. Pure substances consist of only one type of matter. A pure substance can be an element, which consists of only one type of atom and cannot be broken down by a chemical change, or a compound, which consists of two or more types of atoms.

## *Exercises*

1. Why do we use an object's mass, rather than its weight, to indicate the amount of matter it contains?
2. What properties distinguish solids from liquids? Liquids from gases? Solids from gases?
3. How does a heterogeneous mixture differ from a homogeneous mixture? How are they similar?
4. How does a homogeneous mixture differ from a pure substance? How are they similar?
5. How does an element differ from a compound? How are they similar?
6. How do molecules of elements and molecules of compounds differ? In what ways are they similar?
7. How does an atom differ from a molecule? In what ways are they similar?
8. Many of the items you purchase are mixtures of pure compounds. Select three of these commercial

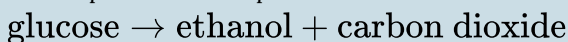
products and prepare a list of the ingredients that are pure compounds.

9. Classify each of the following as an element, a compound, or a mixture:
  - a. copper
  - b. water
  - c. nitrogen
  - d. sulfur
  - e. air
  - f. sucrose
  - g. a substance composed of molecules each of which contains two iodine atoms
  - h. gasoline
10. Classify each of the following as an element, a compound, or a mixture:
  - a. iron
  - b. oxygen
  - c. mercury oxide
  - d. pancake syrup
  - e. carbon dioxide
  - f. a substance composed of molecules each of which contains one hydrogen atom and one chlorine atom
  - g. baking soda
  - h. baking powder
11. A sulfur atom and a sulfur molecule are not identical. What is the difference?
12. How are the molecules in oxygen gas, the molecules in hydrogen gas, and water molecules

similar? How do they differ?

13. We refer to astronauts in space as weightless, but not without mass. Why?
14. As we drive an automobile, we don't think about the chemicals consumed and produced. Prepare a list of the principal chemicals consumed and produced during the operation of an automobile.
15. Matter is everywhere around us. Make a list by name of fifteen different kinds of matter that you encounter every day. Your list should include (and label at least one example of each) the following: a solid, a liquid, a gas, an element, a compound, a homogenous mixture, a heterogeneous mixture, and a pure substance.
16. When elemental iron corrodes it combines with oxygen in the air to ultimately form red brown iron(III) oxide which we call rust.
  - a. If a shiny iron nail with an initial mass of 23.2 g is weighed after being coated in a layer of rust, would you expect the mass to have increased, decreased, or remained the same? Explain.
  - b. If the mass of the iron nail increases to 24.1 g, what mass of oxygen combined with the iron?
17. As stated in the text, convincing examples that demonstrate the law of conservation of matter outside of the laboratory are few and far between. Indicate whether the mass would increase, decrease, or stay the same for the following scenarios where chemical reactions take place:

- a. Exactly one pound of bread dough is placed in a baking tin. The dough is cooked in an oven at 350 °F releasing a wonderful aroma of freshly baked bread during the cooking process. Is the mass of the baked loaf less than, greater than, or the same as the one pound of original dough? Explain.
  - b. When magnesium burns in air a white flaky ash of magnesium oxide is produced. Is the mass of magnesium oxide less than, greater than, or the same as the original piece of magnesium? Explain.
  - c. Antoine Lavoisier, the French scientist credited with first stating the law of conservation of matter, heated a mixture of tin and air in a sealed flask to produce tin oxide. Did the mass of the sealed flask and contents decrease, increase, or remain the same after the heating?
18. Yeast converts glucose to ethanol and carbon dioxide during anaerobic fermentation as depicted in the simple chemical equation here:



- a. If 200.0 g of glucose is fully converted, what will be the total mass of ethanol and carbon dioxide produced?
- b. If the fermentation is carried out in an open container, would you expect the mass of the container and contents after fermentation to be less than, greater than, or the same as the mass of the container and contents before

fermentation? Explain.

- c. If 97.7 g of carbon dioxide is produced, what mass of ethanol is produced?

Show Selected Answers

2. Liquids can change their shape (flow); solids can't. Gases can undergo large volume changes as pressure changes; liquids do not. Gases flow and change volume; solids do not.
4. The mixture can have a variety of compositions; a pure substance has a definite composition. Both have the same composition from point to point.
6. Molecules of elements contain only one type of atom; molecules of compounds contain two or more types of atoms. They are similar in that both are comprised of two or more atoms chemically bonded together.
8. Answers will vary. Sample answer: Gatorade contains water, sugar, dextrose, citric acid, salt, sodium chloride, monopotassium phosphate, and sucrose acetate isobutyrate.
10. (a) element; (b) element; (c) compound; (d) mixture, (e) compound; (f) compound; (g) compound; (h) mixture
12. In each case, a molecule consists of two or more combined atoms. They differ in that the types of atoms change from one substance to the next.
14. Gasoline (a mixture of compounds), oxygen, and to a lesser extent, nitrogen are consumed. Carbon dioxide and water are the principal products. Carbon monoxide and nitrogen oxides are produced in lesser amounts.
16. (a) Increased as it would have combined with oxygen



in the air thus increasing the amount of matter and therefore the mass. (b) 0.9 g

18. (a) 200.0 g; (b) The mass of the container and contents would decrease as carbon dioxide is a gaseous product and would leave the container. (c) 102.3 g

## Glossary

**atom:** smallest particle of an element that can enter into a chemical combination

**compound:** pure substance that can be decomposed into two or more elements

**element:** substance that is composed of a single type of atom; a substance that cannot be decomposed by a chemical change

**gas:** state in which matter has neither definite volume nor shape

**heterogeneous mixture:** combination of substances with a composition that varies from point to point

**homogeneous mixture:** (also, solution) combination of substances with a composition that is uniform throughout

**liquid:** state of matter that has a definite volume but indefinite shape

**law of conservation of matter:** when matter converts from one type to another or changes form, there is no detectable change in the total amount of matter present

**mass:** fundamental property indicating amount of matter

**matter:** anything that occupies space and has mass

**mixture:** matter that can be separated into its components by physical means

**molecule:** bonded collection of two or more atoms of the same or different elements

**plasma:** gaseous state of matter containing a large number of electrically charged atoms and/or molecules

**pure substance:** homogeneous substance that has a constant composition

**solid:** state of matter that is rigid, has a definite shape, and has a fairly constant volume

**weight:** force that gravity exerts on an object

## 19. Video: Sculpting in Liquid Mercury

What you consider solid, liquid or gas depends entirely on where you live. For example, men from cold, cold Mars might build their houses out of ice. Women from Venus, where the average temperature is about 870°F, could bathe in liquid zinc. We think mercury is a liquid metal, but its all relative. At one temperature, the mercury atoms arrange themselves into a solid crystal; at another, they flow freely around each other as a liquid. Children from Pluto (like mine, for example) could happily cast their toy soldiers out of mercury, because on that frigid planet it is a solid, malleable metal a lot like tin. Here on temperate Earth, you need a stove to cast tin, but a tank of liquid nitrogen to make mercury figurines.

<https://youtu.be/zKUl6gJhFZY?t=1s>

## 20. Physical and Chemical Properties

### *Learning Objectives*

By the end of this section, you will be able to:

- Identify properties of and changes in matter as physical or chemical
- Identify properties of matter as extensive or intensive

The characteristics that enable us to distinguish one substance from another are called properties. A **physical property** is a characteristic of matter that is not associated with a change in its chemical composition. Familiar examples of physical properties include density, color, hardness, melting and boiling points, and electrical conductivity. We can observe some physical properties, such as density and color, without changing the physical state of the matter observed. Other physical properties, such as the melting temperature of iron or the freezing temperature of water, can only be observed as matter undergoes a physical change. A **physical change** is a change in the state or properties of matter without any accompanying change in its chemical composition (the identities of the substances contained in the matter). We observe a physical change when wax melts, when sugar dissolves in coffee, and when steam condenses into liquid water (Figure 1). Other examples of physical changes include magnetizing and demagnetizing metals (as is done with common antitheft security tags) and grinding solids

into powders (which can sometimes yield noticeable changes in color). In each of these examples, there is a change in the physical state, form, or properties of the substance, but no change in its chemical composition.



(a)



(b)

*Figure 1. (a) Wax undergoes a physical change when solid wax is heated and forms liquid wax. (b) Steam condensing inside a cooking pot is a physical change, as water vapor is changed into liquid water. (credit a: modification of work by “95jb14”/Wikimedia Commons; credit b: modification of work by “mjneuby”/Flickr)*

The change of one type of matter into another type (or the inability to change) is a **chemical property**. Examples of chemical properties include flammability, toxicity, acidity, reactivity (many types), and heat of combustion. Iron, for example, combines with oxygen in the presence of water to form rust; chromium does not oxidize (Figure 2). Nitroglycerin is very dangerous because it explodes easily; neon poses almost no hazard because it is very unreactive.



(a)



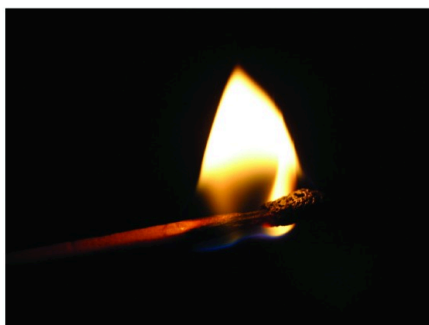
(b)

Figure 2. (a) One of the chemical properties of iron is that it rusts; (b) one of the chemical properties of chromium is that it does not. (credit a: modification of work by Tony Hisgett; credit b: modification of work by “Atoma”/Wikimedia Commons)

To identify a chemical property, we look for a chemical change. A **chemical change** always produces one or more types of matter that differ from the matter present before the change. The formation of rust is a chemical change because rust is a different kind of matter than the iron, oxygen, and water present before the rust formed. The explosion of nitroglycerin is a chemical change because the gases produced are very different kinds of matter from the original substance. Other examples of chemical changes include reactions that are performed in a lab (such as copper reacting with nitric acid), all forms of combustion (burning), and food being cooked, digested, or rotting (Figure 3).



(a)



(b)



(c)



(d)

Figure 3. (a) Copper and nitric acid undergo a chemical change to form copper nitrate and brown, gaseous nitrogen dioxide. (b) During the combustion of a match, cellulose in the match and oxygen from the air undergo a chemical change to form carbon dioxide and water vapor. (c) Cooking red meat causes a number of chemical changes, including the oxidation of iron in myoglobin that results in the familiar red-to-brown color change. (d) A banana turning brown is a chemical change as new, darker (and less tasty) substances form. (credit b: modification of work by Jeff Turner; credit c: modification of work by Gloria Cabada-Leman; credit d: modification of work by Roberto Verzo)

Properties of matter fall into one of two categories. If the property depends on the amount of matter present, it is an **extensive property**. The mass and volume of a substance are examples of extensive properties; for instance, a gallon of milk has a larger mass and volume than a cup of milk. The value of an extensive property is directly proportional to the amount of matter in question. If the property of a sample of matter does not depend on the amount of matter present, it is an **intensive property**. Temperature is an

example of an intensive property. If the gallon and cup of milk are each at 20 °C (room temperature), when they are combined, the temperature remains at 20 °C. As another example, consider the distinct but related properties of heat and temperature. A drop of hot cooking oil splattered on your arm causes brief, minor discomfort, whereas a pot of hot oil yields severe burns. Both the drop and the pot of oil are at the same temperature (an intensive property), but the pot clearly contains much more heat (extensive property).

## Hazard Diamond

You may have seen the symbol shown in Figure 4 on containers of chemicals in a laboratory or workplace. Sometimes called a “fire diamond” or “hazard diamond,” this chemical hazard diamond provides valuable information that briefly summarizes the various dangers of which to be aware when working with a particular substance.



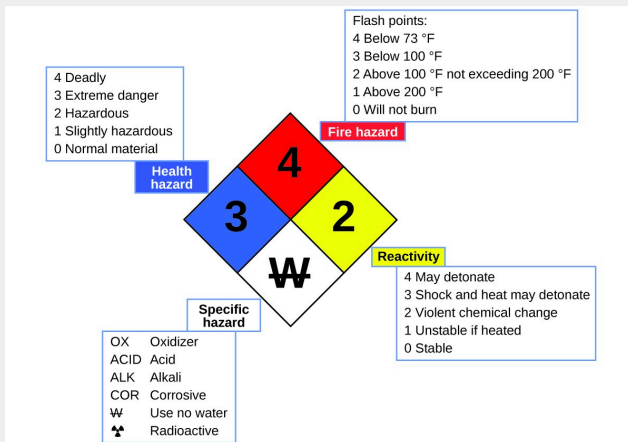


Figure 4. The National Fire Protection Agency (NFPA) hazard diamond summarizes the major hazards of a chemical substance.

The National Fire Protection Agency (NFPA) 704 Hazard Identification System was developed by NFPA to provide safety information about certain substances. The system details flammability, reactivity, health, and other hazards. Within the overall diamond symbol, the top (red) diamond specifies the level of fire hazard (temperature range for flash point). The blue (left) diamond indicates the level of health hazard. The yellow (right) diamond describes reactivity hazards, such as how readily the substance will undergo detonation or a violent chemical change. The white (bottom) diamond points out special hazards, such as if it is an oxidizer (which allows the substance to burn in the absence of air/oxygen), undergoes an unusual or dangerous reaction with water, is corrosive, acidic, alkaline, a

biological hazard, radioactive, and so on. Each hazard is rated on a scale from 0 to 4, with 0 being no hazard and 4 being extremely hazardous.

While many elements differ dramatically in their chemical and physical properties, some elements have similar properties. We can identify sets of elements that exhibit common behaviors. For example, many elements conduct heat and electricity well, whereas others are poor conductors. These properties can be used to sort the elements into three classes: metals (elements that conduct well), nonmetals (elements that conduct poorly), and metalloids (elements that have properties of both metals and nonmetals).

The periodic table is a table of elements that places elements with similar properties close together (Figure 5). You will learn more about the periodic table as you continue your study of chemistry.

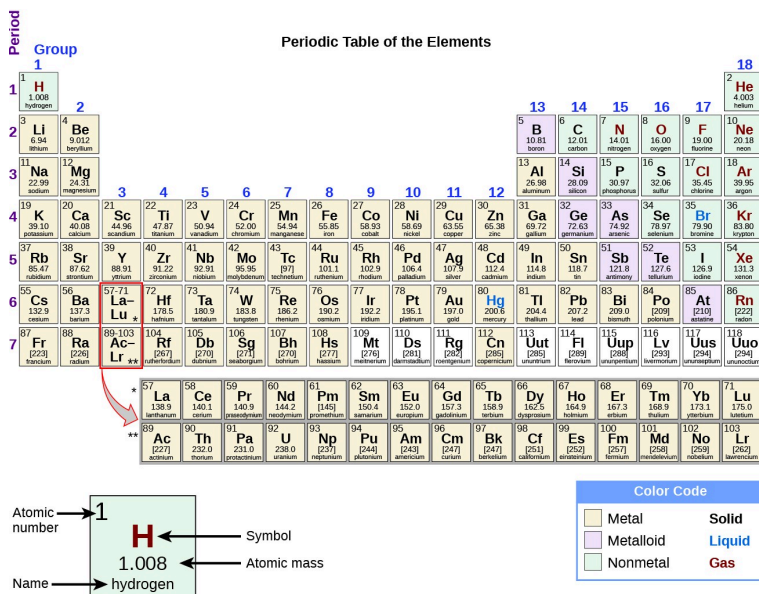


Figure 5. The periodic table shows how elements may be grouped according to certain similar properties. Note the background color denotes whether an element is a metal, metalloid, or nonmetal, whereas the element symbol color indicates whether it is a solid, liquid, or gas.

## Key Concepts and Summary

All substances have distinct physical and chemical properties, and may undergo physical or chemical changes. Physical properties, such as hardness and boiling point, and physical changes, such as melting or freezing, do not involve a change in the composition of matter. Chemical properties, such as flammability and acidity, and chemical

changes, such as rusting, involve production of matter that differs from that present beforehand.

Measurable properties fall into one of two categories. Extensive properties depend on the amount of matter present, for example, the mass of gold. Intensive properties do not depend on the amount of matter present, for example, the density of gold. Heat is an example of an extensive property, and temperature is an example of an intensive property.

## *Exercises*

1. Classify the six underlined properties in the following paragraph as chemical or physical: Fluorine is a pale yellow gas that reacts with most substances. The free element melts at  $-220\text{ }^{\circ}\text{C}$  and boils at  $-188\text{ }^{\circ}\text{C}$ . Finely divided metals burn in fluorine with a bright flame. Nineteen grams of fluorine will react with 1.0 gram of hydrogen.
2. Classify each of the following changes as physical or chemical:
  - a. condensation of steam
  - b. burning of gasoline
  - c. souring of milk
  - d. dissolving of sugar in water
  - e. melting of gold
3. Classify each of the following changes as physical

or chemical:

- a. coal burning
  - b. ice melting
  - c. mixing chocolate syrup with milk
  - d. explosion of a firecracker
  - e. magnetizing of a screwdriver
4. The volume of a sample of oxygen gas changed from 10 mL to 11 mL as the temperature changed. Is this a chemical or physical change?
5. A 2.0-liter volume of hydrogen gas combined with 1.0 liter of oxygen gas to produce 2.0 liters of water vapor. Does oxygen undergo a chemical or physical change?
6. Explain the difference between extensive properties and intensive properties.
7. Identify the following properties as either extensive or intensive.
- a. volume
  - b. temperature
  - c. humidity
  - d. heat
  - e. boiling point
8. The density ( $d$ ) of a substance is an intensive property that is defined as the ratio of its mass ( $m$ ) to its volume ( $V$ ). 
$$\text{density} = \frac{\text{mass}}{\text{volume}}; d = \frac{m}{V}.$$
 Considering that mass and volume are both extensive properties, explain why their ratio, density, is intensive.

Selected Answers

2. (a) physical; (b) chemical; (c) chemical; (d) physical; (e) physical

4. physical

6. The value of an extensive property depends upon the amount of matter being considered, whereas the value of an intensive property is the same regardless of the amount of matter being considered.

8. Being extensive properties, both mass and volume are directly proportional to the amount of substance under study. Dividing one extensive property by another will in effect “cancel” this dependence on amount, yielding a ratio that is independent of amount (an intensive property).

## Glossary

**chemical change:** change producing a different kind of matter from the original kind of matter

**chemical property:** behavior that is related to the change of one kind of matter into another kind of matter

**extensive property:** property of a substance that depends on the amount of the substance

**intensive property:** property of a substance that is independent of the amount of the substance

**physical change:** change in the state or properties of matter that does not involve a change in its chemical composition

## 2I. Video: Physical and Chemical Properties



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=38#oembed-1>

## 22. Measurements

### *Learning Objectives*

By the end of this section, you will be able to:

- Explain the process of measurement
- Identify the three basic parts of a quantity
- Describe the properties and units of length, mass, volume, density, temperature, and time
- Perform basic unit calculations and conversions in the metric and other unit systems

Measurements provide the macroscopic information that is the basis of most of the hypotheses, theories, and laws that describe the behavior of matter and energy in both the macroscopic and microscopic domains of chemistry. Every measurement provides three kinds of information: the size or magnitude of the measurement (a number); a standard of comparison for the measurement (a unit); and an indication of the uncertainty of the measurement. While the number and unit are explicitly represented when a quantity is written, the uncertainty is an aspect of the measurement result that is more implicitly represented and will be discussed later.

The number in the measurement can be represented in different ways, including decimal form and scientific notation. (Scientific notation is also known as exponential notation; a review of this topic can be found in [Essential Mathematics](#).) For example, the maximum takeoff weight of a Boeing 777-200ER airliner is 298,000 kilograms, which can also be written as  $2.98 \times 10^5$  kg. The mass of the average



mosquito is about 0.0000025 kilograms, which can be written as  $2.5 \times 10^{-6}$  kg.

**Units**, such as liters, pounds, and centimeters, are standards of comparison for measurements. When we buy a 2-liter bottle of a soft drink, we expect that the volume of the drink was measured, so it is two times larger than the volume that everyone agrees to be 1 liter. The meat used to prepare a 0.25-pound hamburger is measured so it weighs one-fourth as much as 1 pound. Without units, a number can be meaningless, confusing, or possibly life threatening. Suppose a doctor prescribes phenobarbital to control a patient's seizures and states a dosage of "100" without specifying units. Not only will this be confusing to the medical professional giving the dose, but the consequences can be dire: 100 mg given three times per day can be effective as an anticonvulsant, but a single dose of 100 g is more than 10 times the lethal amount.

We usually report the results of scientific measurements in SI units, an updated version of the metric system, using the units listed in Table 1. Other units can be derived from these base units. The standards for these units are fixed by international agreement, and they are called the **International System of Units** or **SI Units** (from the French, *Le Système International d'Unités*). SI units have been used by the United States National Institute of Standards and Technology (NIST) since 1964.

Table 1. Base Units of the SI System		
Property Measured	Name of Unit	Symbol of Unit
length	meter	m
mass	kilogram	kg
time	second	s
temperature	kelvin	K
electric current	ampere	A
amount of substance	mole	mol
luminous intensity	candela	cd

Sometimes we use units that are fractions or multiples of a base unit. Ice cream is sold in quarts (a familiar, non-SI base unit), pints (0.5 quart), or gallons (4 quarts). We also use fractions or multiples of units in the SI system, but these fractions or multiples are always powers of 10. Fractional or multiple SI units are named using a prefix and the name of the base unit. For example, a length of 1000 meters is also called a kilometer because the prefix *kilo* means “one thousand,” which in scientific notation is  $10^3$  (1 kilometer = 1000 m =  $10^3$  m). The prefixes used and the powers to which 10 are raised are listed in Table 2.

Table 2. Common Unit Prefixes			
Prefix	Symbol	Factor	Example
femto	f	$10^{-15}$	1 femtosecond (fs) = $1 \times 10^{-15}$ s (0.0000000000001 s)
pico	p	$10^{-12}$	1 picometer (pm) = $1 \times 10^{-12}$ m (0.000000000001 m)
nano	n	$10^{-9}$	4 nanograms (ng) = $4 \times 10^{-9}$ g (0.000000004 g)
micro	$\mu$	$10^{-6}$	1 microliter ( $\mu$ L) = $1 \times 10^{-6}$ L (0.000001 L)
milli	m	$10^{-3}$	2 millimoles (mmol) = $2 \times 10^{-3}$ mol (0.002 mol)
centi	c	$10^{-2}$	7 centimeters (cm) = $7 \times 10^{-2}$ m (0.07 m)
deci	d	$10^{-1}$	1 deciliter (dL) = $1 \times 10^{-1}$ L (0.1 L)
kilo	k	$10^3$	1 kilometer (km) = $1 \times 10^3$ m (1000 m)
mega	M	$10^6$	3 megahertz (MHz) = $3 \times 10^6$ Hz (3,000,000 Hz)
giga	G	$10^9$	8 gigayears (Gyr) = $8 \times 10^9$ yr (8,000,000,000 Gyr)
tera	T	$10^{12}$	5 terawatts (TW) = $5 \times 10^{12}$ W (5,000,000,000,000 W)

Need a refresher or more practice with scientific notation? Visit [Math Skills Review: Scientific Notation](#) to

go over the basics of scientific notation.

## SI Base Units

The initial units of the metric system, which eventually evolved into the SI system, were established in France during the French Revolution. The original standards for the meter and the kilogram were adopted there in 1799 and eventually by other countries. This section introduces four of the SI base units commonly used in chemistry. Other SI units will be introduced in subsequent chapters.

### Length

The standard unit of **length** in both the SI and original metric systems is the **meter (m)**. A meter was originally specified as 1/10,000,000 of the distance from the North Pole to the equator. It is now defined as the distance light in a vacuum travels in 1/299,792,458 of a second. A meter is about 3 inches longer than a yard (Figure 1); one meter is about 39.37 inches or 1.094 yards. Longer distances are often reported in kilometers ( $1 \text{ km} = 1000 \text{ m} = 10^3 \text{ m}$ ), whereas shorter distances can be reported in centimeters ( $1 \text{ cm} = 0.01 \text{ m} = 10^{-2} \text{ m}$ ) or millimeters ( $1 \text{ mm} = 0.001 \text{ m} = 10^{-3} \text{ m}$ ).

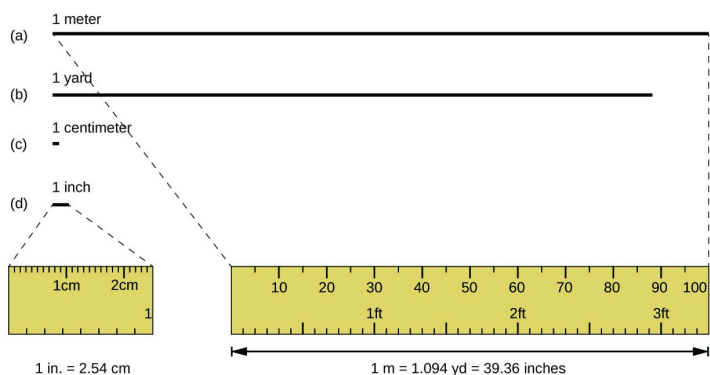


Figure 1. The relative lengths of 1 m, 1 yd, 1 cm, and 1 in. are shown (not actual size), as well as comparisons of 2.54 cm and 1 in., and of 1 m and 1.094 yd.

## Mass

The standard unit of mass in the SI system is the **kilogram (kg)**. A kilogram was originally defined as the mass of a liter of water (a cube of water with an edge length of exactly 0.1 meter). It is now defined by a certain cylinder of platinum-iridium alloy, which is kept in France (Figure 2). Any object with the same mass as this cylinder is said to have a mass of 1 kilogram. One kilogram is about 2.2 pounds. The gram (g) is exactly equal to 1/1000 of the mass of the kilogram ( $10^{-3}$  kg).



*Figure 2. This replica prototype kilogram is housed at the National Institute of Standards and Technology (NIST) in Maryland. (credit: National Institutes of Standards and Technology)*

## Temperature

Temperature is an intensive property. The SI unit of temperature is the **kelvin (K)**. The IUPAC convention is to use kelvin (all lowercase) for the word, K (uppercase) for the unit symbol, and neither the word “degree” nor the degree symbol (°). The degree **Celsius (°C)** is also allowed in the SI system, with both the word “degree” and the degree symbol used for Celsius measurements. Celsius degrees are the same magnitude as those of kelvin, but the two scales place their zeros in different places. Water freezes at 273.15 K (0 °C) and boils at 373.15 K (100 °C) by definition, and normal human body temperature is approximately 310 K (37 °C). The conversion between these two units and the Fahrenheit scale will be discussed later in this chapter.

## Time

The SI base unit of time is the second (s). Small and large time intervals can be expressed with the appropriate prefixes; for example, 3 microseconds = 0.000003 s =  $3 \times 10^{-6}$  and 5 megaseconds = 5,000,000 s =  $5 \times 10^6$  s. Alternatively, hours, days, and years can be used.

## Derived SI Units

We can derive many units from the seven SI base units. For example, we can use the base unit of length to define a unit of volume, and the base units of mass and length to define a unit of density.

## Volume

**Volume** is the measure of the amount of space occupied by an object. The standard SI unit of volume is defined by the base unit of length (Figure 3). The standard volume is a **cubic meter ( $\text{m}^3$ )**, a cube with an edge length of exactly one meter. To dispense a cubic meter of water, we could build a cubic box with edge lengths of exactly one meter. This box would hold a cubic meter of water or any other substance.

A more commonly used unit of volume is derived from the decimeter (0.1 m, or 10 cm). A cube with edge lengths of exactly one decimeter contains a volume of one cubic decimeter ( $\text{dm}^3$ ). A **liter (L)** is the more common name for the cubic decimeter. One liter is about 1.06 quarts.

A **cubic centimeter ( $\text{cm}^3$ )** is the volume of a cube with an edge length of exactly one centimeter. The abbreviation **cc** (for **cubic**

centimeter) is often used by health professionals. A cubic centimeter is also called a **milliliter (mL)** and is 1/1000 of a liter.

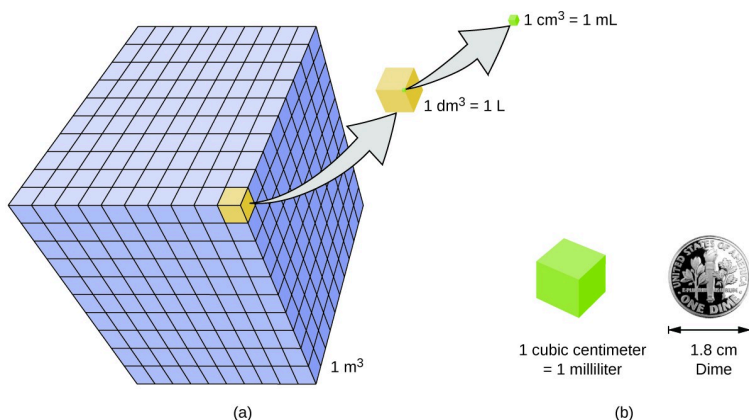


Figure 3. (a) The relative volumes are shown for cubes of 1 m<sup>3</sup>, 1 dm<sup>3</sup> (1 L), and 1 cm<sup>3</sup> (1 mL) (not to scale). (b) The diameter of a dime is compared relative to the edge length of a 1-cm<sup>3</sup> (1-mL) cube.

## Density

We use the mass and volume of a substance to determine its density. Thus, the units of density are defined by the base units of mass and length.

The **density** of a substance is the ratio of the mass of a sample of the substance to its volume. The SI unit for density is the kilogram per cubic meter (kg/m<sup>3</sup>). For many situations, however, this is an inconvenient unit, and we often use grams per cubic centimeter (g/cm<sup>3</sup>) for the densities of solids and liquids, and grams per liter (g/L) for gases. Although there are exceptions, most liquids and solids have densities that range from about 0.7 g/cm<sup>3</sup> (the density of gasoline) to 19 g/cm<sup>3</sup> (the density of gold). The density of air is about 1.2 g/L. Table 3 shows the densities of some common substances.

**Table 3. Densities of Common Substances**

<b>Solids</b>	<b>Liquids</b>	<b>Gases (at 25 °C and 1 atm)</b>
ice (at 0 °C) 0.92 g/cm <sup>3</sup>	water 1.0 g/cm <sup>3</sup>	dry air 1.20 g/L
oak <sub>3</sub> (wood) 0.60–0.90 g/cm <sup>3</sup>	ethanol 0.79 g/cm <sup>3</sup>	oxygen 1.31 g/L
iron 7.9 g/cm <sup>3</sup>	acetone 0.79 g/cm <sup>3</sup>	nitrogen 1.14 g/L
copper 9.0 g/cm <sup>3</sup>	glycerin 1.26 g/cm <sup>3</sup>	carbon dioxide 1.80 g/L
lead 11.3 g/cm <sup>3</sup>	olive oil 0.92 g/cm <sup>3</sup>	helium 0.16 g/L
silver 10.5 g/cm <sup>3</sup>	gasoline 0.70–0.77 g/cm <sup>3</sup>	neon 0.83 g/L
gold 19.3 g/cm <sup>3</sup>	mercury 13.6 g/cm <sup>3</sup>	radon 9.1 g/L

While there are many ways to determine the density of an object, perhaps the most straightforward method involves separately finding the mass and volume of the object, and then dividing the mass of the sample by its volume. In the following example, the mass is found directly by weighing, but the volume is found indirectly through length measurements.

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

### *Example 1: Calculation of Density*

Gold—in bricks, bars, and coins—has been a form of currency for centuries. In order to swindle people into paying for a brick of gold without actually investing in a brick of gold, people have considered filling the centers of hollow gold bricks with lead to fool buyers into thinking that the entire brick is gold. It does not work: Lead is a



dense substance, but its density is not as great as that of gold,  $19.3 \text{ g/cm}^3$ . What is the density of lead if a cube of lead has an edge length of  $2.00 \text{ cm}$  and a mass of  $90.7 \text{ g}$ ?

Show Answer

The density of a substance can be calculated by dividing its mass by its volume. The volume of a cube is calculated by cubing the edge length.

$$\text{volume of lead cube} = 2.00 \text{ cm} \times 2.00 \text{ cm} \times 2.00 \text{ cm} = 8.00 \text{ cm}^3$$

$$\text{density} = \frac{\text{mass}}{\text{volume}} = \frac{90.7 \text{ g}}{8.00 \text{ cm}^3} = \frac{11.3 \text{ g}}{1.00 \text{ cm}^3} = 11.3 \text{ g/cm}^3$$

(We will discuss the reason for rounding to the first decimal place in the next section.)

### *Check Your Learning*

1. To three decimal places, what is the volume of a cube ( $\text{cm}^3$ ) with an edge length of  $0.843 \text{ cm}$ ?
2. If the cube in part 1 is copper and has a mass of  $5.34 \text{ g}$ , what is the density of copper to two decimal places?

Show Answer

1.  $0.599 \text{ cm}^3$
2.  $8.91 \text{ g/cm}^3$

To learn more about the relationship between mass, volume, and density, use this [PhET Density Simulator](#) to

explore the density of different materials, like wood, ice, brick, and aluminum.

### *Example 2: Using Displacement of Water to Determine Density*

This [PhET simulation](#) illustrates another way to determine density, using displacement of water. Determine the density of the red and yellow blocks.

Show Answer

When you open the density simulation and select Same Mass, you can choose from several 5.00-kg colored blocks that you can drop into a tank containing 100.00 L water. The yellow block floats (it is less dense than water), and the water level rises to 105.00 L. While floating, the yellow block displaces 5.00 L water, an amount equal to the weight of the block. The red block sinks (it is more dense than water, which has density = 1.00 kg/L), and the water level rises to 101.25 L.

The red block therefore displaces 1.25 L water, an amount equal to the volume of the block. The density of the red block is:

$$\text{density} = \frac{\text{mass}}{\text{volume}} = \frac{5.00 \text{ kg}}{1.25 \text{ L}} = 4.00 \text{ kg/L}$$

Note that since the yellow block is not completely submerged, you cannot determine its density from this information. But if you hold the yellow block on the bottom

of the tank, the water level rises to 110.00 L, which means that it now displaces 10.00 L water, and its density can be found:

$$\text{density} = \frac{\text{mass}}{\text{volume}} = \frac{5.00 \text{ kg}}{10.00 \text{ L}} = 0.500 \text{ kg/L}$$

### *Check Your Learning*

Remove all of the blocks from the water and add the green block to the tank of water, placing it approximately in the middle of the tank. Determine the density of the green block.

Show Answer

2.00 kg/L

## *Key Concepts and Summary*

Measurements provide quantitative information that is critical in studying and practicing chemistry. Each measurement has an amount, a unit for comparison, and an uncertainty. Measurements can be represented in either decimal or scientific notation. Scientists primarily use the SI (International System) or metric systems. We use base SI units such as meters, seconds, and kilograms, as well as derived units, such as liters (for volume) and  $\text{g/cm}^3$  (for density). In many cases, we find it convenient to use unit prefixes that yield fractional and multiple units, such as

microseconds ( $10^{-6}$  seconds) and megahertz ( $10^6$  hertz), respectively.

### *Key Equations*

$$\bullet \quad \text{density} = \frac{\text{mass}}{\text{volume}}$$

### *Exercises*

1. Is one liter about an ounce, a pint, a quart, or a gallon?
2. Is a meter about an inch, a foot, a yard, or a mile?
3. Indicate the SI base units or derived units that are appropriate for the following measurements:
  - a. the length of a marathon race (26 miles 385 yards)
  - b. the mass of an automobile
  - c. the volume of a swimming pool
  - d. the speed of an airplane
  - e. the density of gold
  - f. the area of a football field
  - g. the maximum temperature at the South Pole on April 1, 1913
4. Indicate the SI base units or derived units that are appropriate for the following measurements:

- a. the mass of the moon
  - b. the distance from Dallas to Oklahoma City
  - c. the speed of sound
  - d. the density of air
  - e. the temperature at which alcohol boils
  - f. the area of the state of Delaware
  - g. the volume of a flu shot or a measles vaccination
5. Give the name and symbol of the prefixes used with SI units to indicate multiplication by the following exact quantities.
- a.  $10^3$
  - b.  $10^{-2}$
  - c. 0.1
  - d.  $10^{-3}$
  - e. 1,000,000
  - f. 0.000001
6. Give the name of the prefix and the quantity indicated by the following symbols that are used with SI base units.
- a. c
  - b. d
  - c. G
  - d. k
  - e. m
  - f. n
  - g. p
  - h. T
7. A large piece of jewelry has a mass of 132.6 g. A

graduated cylinder initially contains 48.6 mL water. When the jewelry is submerged in the graduated cylinder, the total volume increases to 61.2 mL.

- a. Determine the density of this piece of jewelry.
- b. Assuming that the jewelry is made from only one substance, what substance is it likely to be? Explain.

Show Selected Answers

2. about a yard

4. (a) kilograms; (b) meters; (c) kilometers/second; (d) kilograms/cubic meter; (e) kelvin; (f) square meters; (g) cubic meters

6. (a) centi-,  $\times 10^{-2}$ ; (b) deci-,  $\times 10^{-1}$ ; (c) Giga-,  $\times 10^9$ ; (d) kilo-,  $\times 10^3$ ; (e) milli-,  $\times 10^{-3}$ ; (f) nano-,  $\times 10^{-9}$ ; (g) pico-,  $\times 10^{-12}$ ; (h) tera-,  $\times 10^{12}$

## *PhET Simulation Exercises*

1. Visit this [PhET density simulation](#) and select the Same Volume Blocks.
  - a. What are the mass, volume, and density of the yellow block?
  - b. What are the mass, volume and density of the red block?

- c. List the block colors in order from smallest to largest mass.
  - d. List the block colors in order from lowest to highest density.
  - e. How are mass and density related for blocks of the same volume?
2. Visit this [PhET density simulation](#) and select Custom Blocks and then My Block.
  - a. Enter mass and volume values for the block such that the mass in kg is *less than* the volume in L. What does the block do? Why? Is this always the case when mass < volume?
  - b. Enter mass and volume values for the block such that the mass in kg is *more than* the volume in L. What does the block do? Why? Is this always the case when mass > volume?
  - c. How would (a) and (b) be different if the liquid in the tank were ethanol instead of water?
  - d. How would (a) and (b) be different if the liquid in the tank were mercury instead of water?
3. Visit this [PhET density simulation](#) and select Mystery Blocks.
  - a. Pick one of the Mystery Blocks and determine its mass, volume, density, and its likely identity.
  - b. Pick a different Mystery Block and determine its mass, volume, density, and its likely identity.
  - c. Order the Mystery Blocks from least dense to most dense. Explain.

#### Selected Answers

1. (a) 8.00 kg, 5.00 L, 1.60 kg/L; (b) 2.00 kg, 5.00 L, 0.400 kg/L; (c) red < green < blue < yellow; (d) If the volumes are the same, then the density is directly proportional to the mass.

3. (a) (b) Answer is one of the following. A/yellow: mass = 65.14 kg, volume = 3.38 L, density = 19.3 kg/L, likely identity = gold. B/blue: mass = 0.64 kg, volume = 1.00 L, density = 0.64 kg/L, likely identity = apple. C/green: mass = 4.08 kg, volume = 5.83 L, density = 0.700 kg/L, likely identity = gasoline. D/red: mass = 3.10 kg, volume = 3.38 L, density = 0.920 kg/L, likely identity = ice; and E/purple: mass = 3.53 kg, volume = 1.00 L, density = 3.53 kg/L, likely identity = diamond. (c) B/blue/apple (0.64 kg/L) < C/green/gasoline (0.700 kg/L) < C/green/ice (0.920 kg/L) < D/red/diamond (3.53 kg/L) < A/yellow/gold (19.3 kg/L)

## Glossary

**Celsius (°C):** unit of temperature; water freezes at 0 °C and boils at 100 °C on this scale

**cubic centimeter (cm<sup>3</sup> or cc):** volume of a cube with an edge length of exactly 1 cm

**cubic meter (m<sup>3</sup>):** >SI unit of volume

**density:** ratio of mass to volume for a substance or object

**kelvin (K):** SI unit of temperature; 273.15 K = 0° C

**kilogram (kg):** standard SI unit of mass; 1 kg = approximately 2.2 pounds

**length:** measure of one dimension of an object

**liter (L):** (also, cubic decimeter) unit of volume; 1 L = 1,000



$\text{cm}^3$  **meter (m)**: standard metric and SI unit of length; 1 m = approximately 1.094 yards

**milliliter (mL)**: 1/1,000 of a liter; equal to 1  $\text{cm}^3$  **second (s)**: SI unit of time

**SI units (International System of Units)**: standards fixed by international agreement in the International System of Units (*Le Système International d'Unités*)

**unit**: standard of comparison for measurements

**volume**: amount of space occupied by an object

## 23. Videos: Measurement

### Metric System Prefixes

This tutorial describes several prefixes that are commonly used with standard metric system units.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=40#oembed-1>

### Density

This video talks about density.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=40#oembed-2>

## 24. Measurement Uncertainty, Accuracy, and Precision

### *Learning Objectives*

By the end of this section, you will be able to:

- Define accuracy and precision
- Distinguish exact and uncertain numbers
- Correctly represent uncertainty in quantities using significant figures
- Apply proper rounding rules to computed quantities

Counting is the only type of measurement that is free from uncertainty, provided the number of objects being counted does not change while the counting process is underway. The result of such a counting measurement is an example of an exact number. If we count eggs in a carton, we know *exactly* how many eggs the carton contains. The numbers of defined quantities are also exact. By definition, 1 foot is exactly 12 inches, 1 inch is exactly 2.54 centimeters, and 1 gram is exactly 0.001 kilogram. Quantities derived from measurements other than counting, however, are uncertain to varying extents due to practical limitations of the measurement process used.

## Significant Figures in Measurement

The numbers of measured quantities, unlike defined or directly counted quantities, are not exact. To measure the volume of liquid in a graduated cylinder, you should make a reading at the bottom of the meniscus, the lowest point on the curved surface of the liquid.

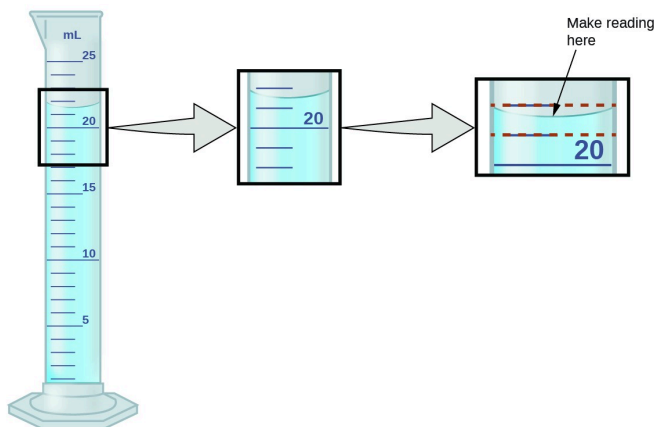


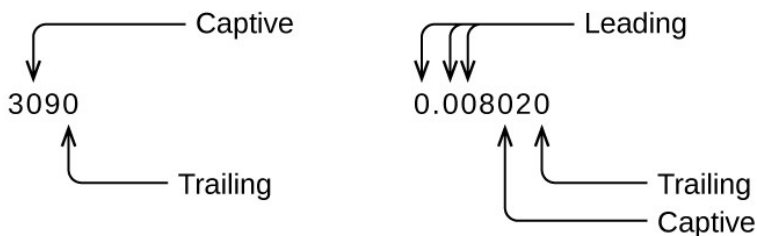
Figure 1. To measure the volume of liquid in this graduated cylinder, you must mentally subdivide the distance between the 21 and 22 mL marks into tenths of a milliliter, and then make a reading (estimate) at the bottom of the meniscus.

Refer to the illustration in Figure 1. The bottom of the meniscus in this case clearly lies between the 21 and 22 markings, meaning the liquid volume is *certainly* greater than 21 mL but less than 22 mL. The meniscus appears to be a bit closer to the 22-mL mark than to the 21-mL mark, and so a reasonable estimate of the liquid's volume would be 21.6 mL. In the number 21.6, then, the digits 2 and 1 are certain, but the 6 is an estimate. Some people might estimate the meniscus position to be equally distant from each of the markings and estimate the tenth-place digit as 5, while others may think it to be even closer to the 22-mL mark and estimate this

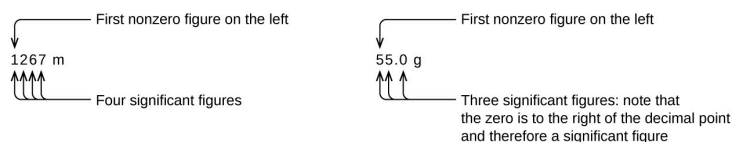
digit to be 7. Note that it would be pointless to attempt to estimate a digit for the hundredths place, given that the tenths-place digit is uncertain. In general, numerical scales such as the one on this graduated cylinder will permit measurements to one-tenth of the smallest scale division. The scale in this case has 1-mL divisions, and so volumes may be measured to the nearest 0.1 mL.

This concept holds true for all measurements, even if you do not actively make an estimate. If you place a quarter on a standard electronic balance, you may obtain a reading of 6.72 g. The digits 6 and 7 are certain, and the 2 indicates that the mass of the quarter is likely between 6.71 and 6.73 grams. The quarter weighs *about* 6.72 grams, with a nominal uncertainty in the measurement of  $\pm 0.01$  gram. If we weigh the quarter on a more sensitive balance, we may find that its mass is 6.723 g. This means its mass lies between 6.722 and 6.724 grams, an uncertainty of 0.001 gram. Every measurement has some **uncertainty**, which depends on the device used (and the user's ability). All of the digits in a measurement, including the uncertain last digit, are called **significant figures** or **significant digits**. Note that zero may be a measured value; for example, if you stand on a scale that shows weight to the nearest pound and it shows "120," then the 1 (hundreds), 2 (tens) and 0 (ones) are all significant (measured) values.

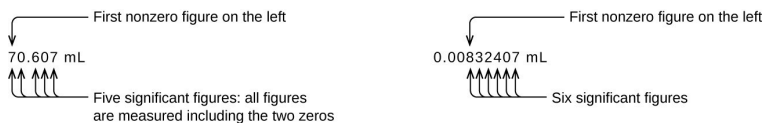
Whenever you make a measurement properly, all the digits in the result are significant. But what if you were analyzing a reported value and trying to determine what is significant and what is not? Well, for starters, all nonzero digits are significant, and it is only zeros that require some thought. We will use the terms "leading," "trailing," and "captive" for the zeros and will consider how to deal with them.



Starting with the first nonzero digit on the left, count this digit and all remaining digits to the right. This is the number of significant figures in the measurement unless the last digit is a trailing zero lying to the left of the decimal point.



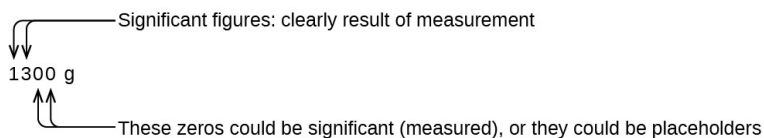
Captive zeros result from measurement and are therefore always significant. Leading zeros, however, are never significant—they merely tell us where the decimal point is located.



The leading zeros in this example are not significant. We could use exponential notation (as described in Appendix B) and express the number as  $8.32407 \times 10^{-3}$ ; then the number 8.32407 contains all of the significant figures, and  $10^{-3}$  locates the decimal point.

The number of significant figures is uncertain in a number that

ends with a zero to the left of the decimal point location. The zeros in the measurement 1,300 grams could be significant or they could simply indicate where the decimal point is located. The ambiguity can be resolved with the use of exponential notation:  $1.3 \times 10^3$  (two significant figures),  $1.30 \times 10^3$  (three significant figures, if the tens place was measured), or  $1.300 \times 10^3$  (four significant figures, if the ones place was also measured). In cases where only the decimal-formatted number is available, it is prudent to assume that all trailing zeros are not significant.



When determining significant figures, be sure to pay attention to reported values and think about the measurement and significant figures in terms of what is reasonable or likely when evaluating whether the value makes sense. For example, the official January 2014 census reported the resident population of the US as 317,297,725. Do you think the US population was correctly determined to the reported nine significant figures, that is, to the exact number of people? People are constantly being born, dying, or moving into or out of the country, and assumptions are made to account for the large number of people who are not actually counted. Because of these uncertainties, it might be more reasonable to expect that we know the population to within perhaps a million or so, in which case the population should be reported as  $3.17 \times 10^8$  people.

## Significant Figures in Calculations

A second important principle of uncertainty is that results calculated from a measurement are at least as uncertain as the measurement itself. We must take the uncertainty in our measurements into account to avoid misrepresenting the uncertainty in calculated results. One way to do this is to report the result of a calculation with the correct number of significant figures, which is determined by the following three rules for rounding numbers:

1. When we add or subtract numbers, we should round the result to the same number of decimal places as the number with the least number of decimal places (the least precise value in terms of addition and subtraction).
2. When we multiply or divide numbers, we should round the result to the same number of digits as the number with the least number of significant figures (the least precise value in terms of multiplication and division).
3. If the digit to be dropped (the one immediately to the right of the digit to be retained) is less than 5, we “round down” and leave the retained digit unchanged; if it is more than 5, we “round up” and increase the retained digit by 1; if the dropped digit is 5, we round up or down, whichever yields an even value for the retained digit. (The last part of this rule may strike you as a bit odd, but it’s based on reliable statistics and is aimed at avoiding any bias when dropping the digit “5,” since it is equally close to both possible values of the retained digit.)

The following examples illustrate the application of this rule in rounding a few different numbers to three significant figures:

- 0.028675 rounds “up” to 0.0287 (the dropped digit, 7, is greater than 5)
- 18.3384 rounds “down” to 18.3 (the dropped digit, 3, is lesser



than 5)

- 6.8752 rounds “up” to 6.88 (the dropped digit is 5, and the retained digit is even)
- 92.85 rounds “down” to 92.8 (the dropped digit is 5, and the retained digit is even)

Let’s work through these rules with a few examples.

### *Example 1: Rounding Numbers*

Round the following to the indicated number of significant figures:

1. 31.57 (to two significant figures)
2. 8.1649 (to three significant figures)
3. 0.051065 (to four significant figures)
4. 0.90275 (to four significant figures)

Show Answer

1. 31.57 rounds “up” to 32 (the dropped digit is 5, and the retained digit is even)
2. 8.1649 rounds “down” to 8.16 (the dropped digit, 4, is lesser than 5)
3. 0.051065 rounds “down” to 0.05106 (the dropped digit is 5, and the retained digit is even)
4. 0.90275 rounds “up” to 0.9028 (the dropped digit is 5, and the retained digit is even)

## *Check Your Learning*

Round the following to the indicated number of significant figures:

1. 0.424 (to two significant figures)
2. 0.0038661 (to three significant figures)
3. 421.25 (to four significant figures)
4. 28,683.5 (to five significant figures)

Show Answer

1. 0.42
2. 0.00387
3. 421.2
4. 28,684

## *Example 2: Addition and Subtraction with Significant Figures*

Rule: When we add or subtract numbers, we should round the result to the same number of decimal places as the number with the least number of decimal places (i.e., the least precise value in terms of addition and subtraction).

1. Add 1.0023 g and 4.383 g.

2. Subtract 421.23 g from 486 g.

Show Answer

$$\begin{array}{r}
 1.0023 \text{ g} \\
 + \quad 4.383 \text{ g} \\
 \hline
 5.3853 \text{ g}
 \end{array}$$

Answer is 5.385 g (round to the thousandths place; three decimal places)

$$\begin{array}{r}
 486 \text{ g} \\
 - \quad 421.23 \text{ g} \\
 \hline
 64.77 \text{ g}
 \end{array}$$

Answer is 65 g (round to the ones place; no decimal places)

$$\begin{array}{r}
 1.0023 \text{ ← Ten thousandths place} \\
 + 4.383 \text{ ← Thousandths place; least precise} \\
 \hline
 5.3853 \\
 \text{Round to thousandths} \\
 \text{(a)}
 \end{array}$$

$$\begin{array}{r}
 486 \text{ g} \\
 - 421.23 \text{ g} \\
 \hline
 64.77 \text{ g} \\
 \text{Round to ones} \\
 \text{(b)}
 \end{array}
 \longrightarrow \text{Answer is 65 g}$$

## Check Your Learning

- Add 2.334 mL and 0.31 mL.
- Subtract 55.8752 m from 56.533 m.

Show Answer

1. 2.64 mL
2. 0.658 m

### *Example 3: Multiplication and Division with Significant Figures*

Rule: When we multiply or divide numbers, we should round the result to the same number of digits as the number with the least number of significant figures (the least precise value in terms of multiplication and division).

1. Multiply 0.6238 cm by 6.6 cm.
2. Divide 421.23 g by 486 mL.

Show Answer

1.  $0.6238 \text{ cm} \times 6.6 \text{ cm} = 4.11708 \text{ cm}^2 \rightarrow$  result is  $4.1 \text{ cm}^2$  (round to two significant figures)  
four significant figures  $\times$  two significant figures  $\rightarrow$  two significant figures answer
2.  $\frac{421.23 \text{ g}}{486 \text{ mL}} = 0.86728 \text{ g/mL} \rightarrow$  result is  $0.867 \text{ g/mL}$  (round to three significant figures)  
 $\frac{\text{five significant figures}}{\text{three significant figures}} \rightarrow$  three significant figures answer

### *Check Your Learning*

1. Multiply 2.334 cm and 0.320 cm.
2. Divide 55.8752 m by 56.53 s.

Show Answer

1.  $0.747 \text{ cm}^2$
2.  $0.9884 \text{ m/s}$

In the midst of all these technicalities, it is important to keep in mind the reason why we use significant figures and rounding rules—to correctly represent the certainty of the values we report and to ensure that a calculated result is not represented as being more certain than the least certain value used in the calculation.

### *Example 4: Calculation with Significant Figures*

One common bathtub is 13.44 dm long, 5.920 dm wide, and 2.54 dm deep. Assume that the tub is rectangular and calculate its approximate volume in liters.

Show Answer

$$\begin{aligned} V &= l \times w \times d \\ &= 13.44 \text{ dm} \times 5.920 \text{ dm} \times 2.54 \text{ dm} \\ &= 202.09459 \text{ dm}^3 \text{ (value from calculator)} \\ &= 202 \text{ dm}^3, \text{ or } 202 \text{ L (answer rounded to three significant figures)} \end{aligned}$$

### *Check Your Learning*

What is the density of a liquid with a mass of 31.1415 g and a volume of 30.13 cm<sup>3</sup>?

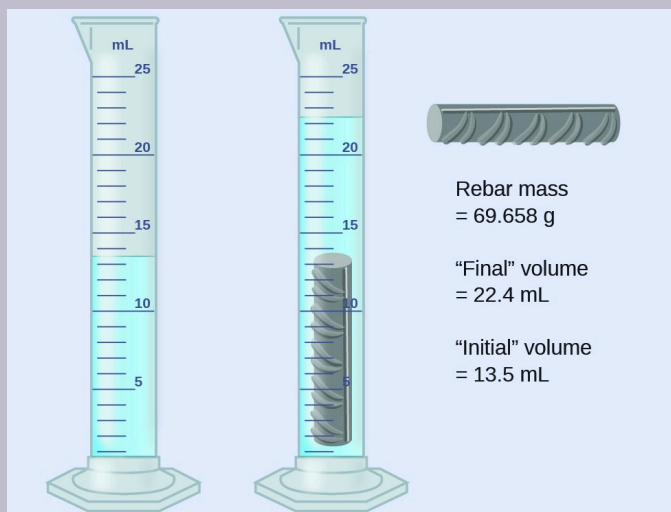
Show Answer

$$1.034 \text{ g/mL}$$

### *Example 5: Experimental Determination of*

## Density Using Water Displacement

A piece of rebar is weighed and then submerged in a graduated cylinder partially filled with water, with results as shown.



1. Use these values to determine the density of this piece of rebar.
2. Rebar is mostly iron. Does your result in number 1 support this statement? How?

Show Answer

The volume of the piece of rebar is equal to the volume of the water displaced:

$$\text{volume} = 22.4 \text{ mL} - 13.5 \text{ mL} = 8.9 \text{ mL} = 8.9 \text{ cm}^3$$

(rounded to the nearest 0.1 mL, per the rule for addition and subtraction)

The density is the mass-to-volume ratio:

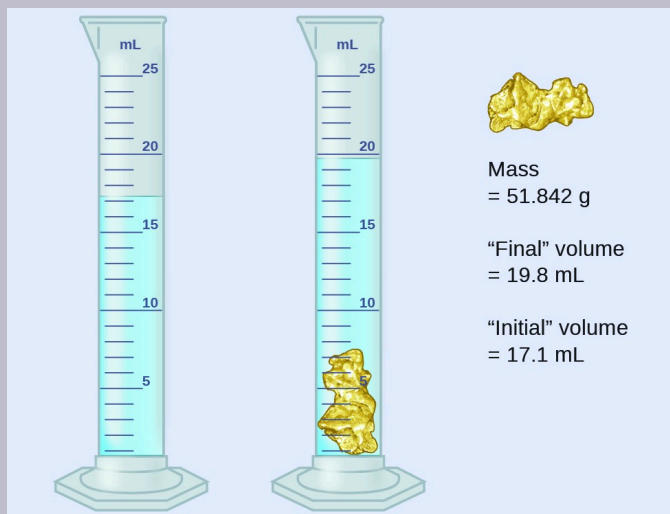
$$\text{density} = \frac{\text{mass}}{\text{volume}} = \frac{69.658 \text{ g}}{8.9 \text{ cm}^3} = 7.8 \text{ g/cm}^3$$

(rounded to two significant figures, per the rule for multiplication and division)

The density of iron is  $7.9 \text{ g/cm}^3$ , very close to that of rebar, which lends some support to the fact that rebar is mostly iron.

### *Check Your Learning*

An irregularly shaped piece of a shiny yellowish material is weighed and then submerged in a graduated cylinder, with results as shown.



1. Use these values to determine the density of this

material.

2. Do you have any reasonable guesses as to the identity of this material? Explain your reasoning.

Show Answer

1.  $19 \text{ g/cm}^3$
2. It is likely gold; the right appearance for gold and very close to the density given for gold in [Measurements](#).

## Accuracy and Precision

Scientists typically make repeated measurements of a quantity to ensure the quality of their findings and to know both the **precision** and the **accuracy** of their results. Measurements are said to be precise if they yield very similar results when repeated in the same manner. A measurement is considered accurate if it yields a result that is very close to the true or accepted value. Precise values agree with each other; accurate values agree with a true value. These characterizations can be extended to other contexts, such as the results of an archery competition (Figure 2).



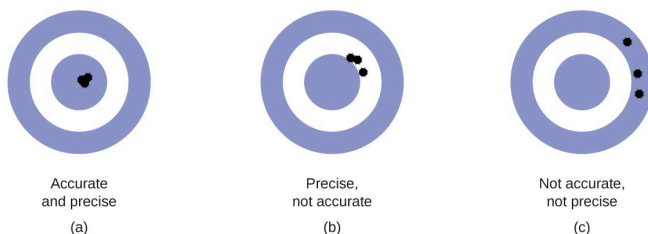


Figure 2. (a) These arrows are close to both the bull's eye and one another, so they are both accurate and precise. (b) These arrows are close to one another but not on target, so they are precise but not accurate. (c) These arrows are neither on target nor close to one another, so they are neither accurate nor precise.

Suppose a quality control chemist at a pharmaceutical company is tasked with checking the accuracy and precision of three different machines that are meant to dispense 10 ounces (296 mL) of cough syrup into storage bottles. She proceeds to use each machine to fill five bottles and then carefully determines the actual volume dispensed, obtaining the results tabulated in Table 1.

**Table 1. Volume (mL) of Cough Medicine Delivered by 10-oz (296 mL) Dispensers**

Dispenser #1	Dispenser #2	Dispenser #3
283.3	298.3	296.1
284.1	294.2	295.9
283.9	296.0	296.1
284.0	297.8	296.0
284.1	293.9	296.1

Considering these results, she will report that dispenser #1 is precise (values all close to one another, within a few tenths of a milliliter) but not accurate (none of the values are close to the target value of 296 mL, each being more than 10 mL too low). Results for dispenser #2 represent improved accuracy (each volume is less than

3 mL away from 296 mL) but worse precision (volumes vary by more than 4 mL). Finally, she can report that dispenser #3 is working well, dispensing cough syrup both accurately (all volumes within 0.1 mL of the target volume) and precisely (volumes differing from each other by no more than 0.2 mL).

### *Key Concepts and Summary*

Quantities can be exact or measured. Measured quantities have an associated uncertainty that is represented by the number of significant figures in the measurement. The uncertainty of a calculated value depends on the uncertainties in the values used in the calculation and is reflected in how the value is rounded. Measured values can be accurate (close to the true value) and/or precise (showing little variation when measured repeatedly).

### *Exercises*

1. Express each of the following numbers in scientific notation with correct significant figures:
  - a. 711.0
  - b. 0.239
  - c. 90743
  - d. 134.2
  - e. 0.05499

- f. 10000.0
  - g. 0.000000738592
2. Express each of the following numbers in exponential notation with correct significant figures:
- a. 704
  - b. 0.03344
  - c. 547.9
  - d. 22086
  - e. 1000.00
  - f. 0.0000000651
  - g. 0.007157
3. Indicate whether each of the following can be determined exactly or must be measured with some degree of uncertainty:
- a. the number of eggs in a basket
  - b. the mass of a dozen eggs
  - c. the number of gallons of gasoline necessary to fill an automobile gas tank
  - d. the number of cm in 2 m
  - e. the mass of a textbook
  - f. the time required to drive from San Francisco to Kansas City at an average speed of 53 mi/h
4. Indicate whether each of the following can be determined exactly or must be measured with some degree of uncertainty:
- a. the number of seconds in an hour
  - b. the number of pages in this book
  - c. the number of grams in your weight

- d. the number of grams in 3 kilograms
  - e. the volume of water you drink in one day
  - f. the distance from San Francisco to Kansas City
5. How many significant figures are contained in each of the following measurements?
- a. 38.7 g
  - b.  $2 \times 10^{18}$  m
  - c. 3,486,002 kg
  - d.  $9.74150 \times 10^{-4}$  J
  - e.  $0.0613 \text{ cm}^3$
  - f. 17.0 kg
  - g. 0.01400 g/mL
6. How many significant figures are contained in each of the following measurements?
- a. 53 cm
  - b.  $2.05 \times 10^8$  m
  - c. 86,002 J
  - d.  $9.740 \times 10^4$  m/s
  - e.  $10.0613 \text{ m}^3$
  - f. 0.17 g/mL
  - g. 0.88400 s
7. The following quantities were reported on the labels of commercial products. Determine the number of significant figures in each.
- a. 0.0055 g active ingredients
  - b. 12 tablets
  - c. 3% hydrogen peroxide

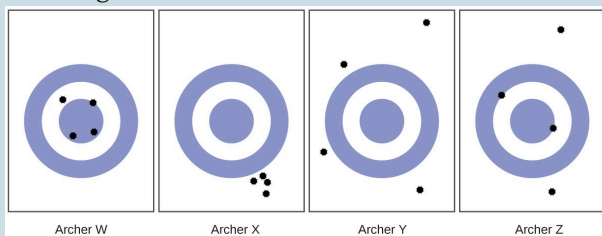
- d. 5.5 ounces
  - e. 473 mL
  - f. 1.75% bismuth
  - g. 0.001% phosphoric acid
  - h. 99.80% inert ingredients
8. Round off each of the following numbers to two significant figures:
- a. 0.436
  - b. 9.000
  - c. 27.2
  - d. 135
  - e.  $1.497 \times 10^{-3}$
  - f. 0.445
9. Round off each of the following numbers to two significant figures:
- a. 517
  - b. 86.3
  - c.  $6.382 \times 10^3$
  - d. 5.0008
  - e. 22.497
  - f. 0.885
10. Perform the following calculations and report each answer with the correct number of significant figures.
- a.  $628 \times 342$
  - b.  $(5.63 \times 10^2) \times (7.4 \times 10^3)$
  - c. 
$$\begin{array}{r} 28.0 \\ \hline 13.483 \end{array}$$
  - d.  $8119 \times 0.000023$

- e.  $14.98 + 27,340 + 84.7593$
- f.  $42.7 + 0.259$

11. Perform the following calculations and report each answer with the correct number of significant figures.

- a.  $62.8 \times 34$
- b.  $0.147 + 0.0066 + 0.012$
- c.  $38 \times 95 \times 1.792$
- d.  $15 - 0.15 - 0.6155$
- e.  $8.78 \times \left( \frac{0.0500}{0.478} \right)$
- f.  $140 + 7.68 + 0.014$
- g.  $28.7 - 0.0483$
- h. 
$$\frac{(88.5 - 87.57)}{45.13}$$

12. Consider the results of the archery contest shown in this figure.



- a. Which archer is most precise?
  - b. Which archer is most accurate?
  - c. Who is both least precise and least accurate?
13. Classify the following sets of measurements as accurate, precise, both, or neither.

- a. Checking for consistency in the weight of chocolate chip cookies: 17.27g, 13.05g, 19.46g, 16.92g
- b. Testing the volume of a batch of 25-mL pipettes: 27.02 mL, 26.99 mL, 26.97 mL, 27.01 mL
- c. Determining the purity of gold: 99.9999%, 99.9998%, 99.9998%, 99.9999%

Show Selected Answers

2. (a)  $7.04 \times 10^2$ ; (b)  $3.344 \times 10^{-2}$ ; (c)  $5.479 \times 10^2$ ; (d)  $2.2086 \times 10^4$ ; (e)  $1.00000 \times 10^3$ ; (f)  $6.51 \times 10^{-8}$ ; (g)  $7.157 \times 10^{-3}$
4. (a) exact; (b) exact; (c) uncertain; (d) exact; (e) uncertain; (f) uncertain
6. (a) two; (b) three; (c) five; (d) four; (e) six; (f) two; (g) five
8. (a) 0.44; (b) 9.0; (c) 27; (d) 140; (e)  $1.5 \times 10^{-3}$ ; (f) 0.44
10. (a)  $2.15 \times 10^5$ ; (b)  $4.2 \times 10^6$ ; (c) 2.08; (d) 0.19; (e) 27,440; (f) 43.0
12. (a) Archer X; (b) Archer W; (c) Archer Y

## Glossary

**accuracy:** how closely a measurement aligns with a correct value

**exact number:** number derived by counting or by definition

**precision:** how closely a measurement matches the same measurement when repeated

**rounding:** procedure used to ensure that calculated results properly reflect the uncertainty in the measurements used in the calculation

**significant figures:** (also, significant digits) all of the measured digits in a determination, including the uncertain last digit

**uncertainty:** estimate of amount by which measurement differs from true value



## 25. Videos: Significant Figures

### Unit Conversion and Significant Figures

A unit is the frequently arbitrary designation we have given to something to convey a definite magnitude of a physical quantity and every quantity can be expressed in terms of the seven base units that are contained in the international system of units. Hank thinks this is a thrilling subject, and while you may not agree, it is a subject that is very important if you want to be a scientist and communicate with accuracy and precision with other scientists.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=42#oembed-1>

### Significant Figures Made Easy

This video discusses significant figures.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=42#oembed-2>

## Error and Percent Error

This video discusses error and percent error.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=42#oembed-3>

## Arsenic in Fruit Juice

This news clip covers studies done on arsenic levels in fruit juice.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=42#oembed-4>

## 26. Scientific Notation

### Math is Fun Website

Please click on the link to [Scientific Notation](#).

The website provides explanations, examples, and “Your Turn” questions where you can check your knowledge and understanding.

## 27. Mathematical Treatment of Measurement Results

### *Learning Objectives*

By the end of this section, you will be able to:

- Explain the dimensional analysis (factor label) approach to mathematical calculations involving quantities
- Use dimensional analysis to carry out unit conversions for a given property and computations involving two or more properties

It is often the case that a quantity of interest may not be easy (or even possible) to measure directly but instead must be calculated from other directly measured properties and appropriate mathematical relationships. For example, consider measuring the average speed of an athlete running sprints. This is typically accomplished by measuring the *time* required for the athlete to run from the starting line to the finish line, and the *distance* between these two lines, and then computing *speed* from the equation that relates these three properties:

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

An Olympic-quality sprinter can run 100 m in approximately 10 s, corresponding to an average speed of  $\frac{100 \text{ m}}{10 \text{ s}} = 10 \text{ m/s}$ .

Note that this simple arithmetic involves dividing the numbers

of each measured quantity to yield the number of the computed quantity ( $100/10 = 10$ ) and likewise dividing the units of each measured quantity to yield the unit of the computed quantity ( $\text{m/s} = \text{m/s}$ ). Now, consider using this same relation to predict the time required for a person running at this speed to travel a distance of 25 m. The same relation between the three properties is used, but in this case, the two quantities provided are a speed ( $10 \text{ m/s}$ ) and a distance (25 m). To yield the sought property, time, the equation must be rearranged appropriately:

$$\text{time} = \frac{\text{distance}}{\text{speed}}$$

$$\text{The time can then be computed as } \frac{25 \text{ m}}{10 \text{ m/s}} = 2.5 \text{ s.}$$

Again, arithmetic on the numbers ( $25/10 = 2.5$ ) was accompanied by the same arithmetic on the units ( $\text{m/m/s} = \text{s}$ ) to yield the number and unit of the result, 2.5 s. Note that, just as for numbers, when a unit is divided by an identical unit (in this case,  $\text{m/m}$ ), the result is “1”—or, as commonly phrased, the units “cancel.”

These calculations are examples of a versatile mathematical approach known as **dimensional analysis** (or the **factor-label method**). Dimensional analysis is based on this premise: *the units of quantities must be subjected to the same mathematical operations as their associated numbers*. This method can be applied to computations ranging from simple unit conversions to more complex, multi-step calculations involving several different quantities.

## Conversion Factors and Dimensional Analysis

A ratio of two equivalent quantities expressed with different measurement units can be used as a **unit conversion factor**. For example, the lengths of 2.54 cm and 1 in. are equivalent (by

definition), and so a unit conversion factor may be derived from the ratio,

$$\frac{2.54 \text{ cm}}{1 \text{ in.}} (2.54 \text{ cm} = 1 \text{ in.}) \text{ or } 2.54 \frac{\text{cm}}{\text{in.}}$$

Several other commonly used conversion factors are given in Table 1.

Table 1. Common Conversion Factors		
Length	Volume	Mass
1 m = 1.0936 yd	1 L = 1.0567 qt	1 kg = 2.2046 lb
1 in. = 2.54 cm (exact)	1 qt = 0.94635 L	1 lb = 453.59 g
1 km = 0.62137 mi	1 ft <sup>3</sup> = 28.317 L	1 (avoirdupois) oz = 28.349 g
1 mi = 1609.3 m	1 tbsp = 14.787 mL	1 (troy) oz = 31.103 g

When we multiply a quantity (such as distance given in inches) by an appropriate unit conversion factor, we convert the quantity to an equivalent value with different units (such as distance in centimeters). For example, a basketball player’s vertical jump of 34 inches can be converted to centimeters by:

$$34 \text{ in.} \times \frac{2.54 \text{ cm}}{1 \text{ in.}} = 86 \text{ cm}$$

Since this simple arithmetic involves *quantities*, the premise of dimensional analysis requires that we multiply both *numbers and units*. The numbers of these two quantities are multiplied to yield the number of the product quantity, 86, whereas the units are multiplied to yield  $\frac{\text{in.} \times \text{cm}}{\text{in.}}$ . Just as for numbers, a ratio of

identical units is also numerically equal to one,  $\frac{\text{in.}}{\text{in.}} = 1$ , and the unit product thus simplifies to *cm*. (When identical units divide to yield a factor of 1, they are said to “cancel.”) Using dimensional analysis, we can determine that a unit conversion factor has been set up correctly by checking to confirm that the original unit will cancel, and the result will contain the sought (converted) unit.

### *Example 1: Using a Unit Conversion Factor*

The mass of a competition frisbee is 125 g. Convert its mass to ounces using the unit conversion factor derived from the relationship 1 oz = 28.349 g (Table 1).

Show Answer

If we have the conversion factor, we can determine the mass in kilograms using an equation similar the one used for converting length from inches to centimeters.

$$x \text{ oz} = 125 \text{ g} \times \text{unit conversion factor}$$

We write the unit conversion factor in its two forms:

$$\frac{1 \text{ oz}}{28.35 \text{ g}} \text{ and } \frac{28.349 \text{ g}}{1 \text{ oz}}$$

The correct unit conversion factor is the ratio that cancels the units of grams and leaves ounces.

$$\begin{aligned} x \text{ oz} &= 125 \cancel{\text{g}} \times \frac{1 \text{ oz}}{28.349 \cancel{\text{g}}} \\ &= \left( \frac{125}{28.349} \right) \text{ oz} \\ &= 4.41 \text{ oz (three significant figures)} \end{aligned}$$

### *Check Your Learning*

Convert a volume of 9.345 qt to liters.

Show Answer

8.844 L

Beyond simple unit conversions, the factor-label method can be

used to solve more complex problems involving computations. Regardless of the details, the basic approach is the same—all the *factors* involved in the calculation must be appropriately oriented to insure that their *labels* (units) will appropriately cancel and/or combine to yield the desired unit in the result. This is why it is referred to as the factor-label method. As your study of chemistry continues, you will encounter many opportunities to apply this approach.

### *Example 2: Computing Quantities from Measurement Results and Known Mathematical Relations*

What is the density of common antifreeze in units of g/mL? A 4.00-qt sample of the antifreeze weighs 9.26 lb.

Show Answer

Since **density** =  $\frac{\text{mass}}{\text{volume}}$ , we need to divide the mass in grams by the volume in milliliters. In general: the number of units of B = the number of units of A  $\times$  unit conversion factor. The necessary conversion factors are given in Table 1.6: 1 lb = 453.59 g; 1 L = 1.0567 qt; 1 L = 1,000 mL. We can convert mass from pounds to grams in one step:

$$9.26 \cancel{\text{lb}} \times \frac{453.59 \text{ g}}{1 \cancel{\text{lb}}} = 4.20 \times 10^3 \text{ g}$$

We need to use two steps to convert volume from quarts to milliliters.

1. **Convert quarts to liters:**



$$4.00 \cancel{\text{qt}} \times \frac{1 \text{ L}}{1.0567 \cancel{\text{qt}}} = 3.78 \text{ L}$$

2. **Convert liters to milliliters:**

$$3.78 \cancel{\text{L}} \times \frac{1000 \text{ mL}}{1 \cancel{\text{L}}} = 3.78 \times 10^3 \text{ mL}$$

Then,

$$\text{density} = \frac{4.20 \times 10^3 \text{ g}}{3.78 \times 10^3 \text{ mL}} = 1.11 \text{ g/mL}.$$

Alternatively, the calculation could be set up in a way that uses three unit conversion factors sequentially as follows:

$$\frac{9.26 \cancel{\text{kg}}}{4.00 \cancel{\text{qt}}} \times \frac{453.59 \text{ g}}{1 \cancel{\text{kg}}} \times \frac{1.0567 \cancel{\text{qt}}}{1 \cancel{\text{L}}} \times \frac{1 \cancel{\text{L}}}{1000 \text{ mL}} = 1.11 \text{ g/mL}$$

### *Check Your Learning*

What is the volume in liters of 1.000 oz, given that 1 L = 1.0567 qt and 1 qt = 32 oz (exactly)?

Show Answer

$$2.956 \times 10^{-2} \text{ L}$$

### *Example 3: Computing Quantities from Measurement Results and Known Mathematical Relations*

While being driven from Philadelphia to Atlanta, a distance of about 1250 km, a 2014 Lamborghini Aventador Roadster uses 213 L gasoline.

1. What (average) fuel economy, in miles per gallon, did the Roadster get during this trip?
2. If gasoline costs \$3.80 per gallon, what was the fuel cost for this trip?

Show Answer

#### *Part 1*

We first convert distance from kilometers to miles:

$$1250 \text{ km} \times \frac{0.62137 \text{ mi}}{1 \text{ km}} = 777 \text{ mi}$$

Then we convert volume from liters to gallons:

$$213 \cancel{\text{L}} \times \frac{1.0567 \cancel{\text{qt}}}{1 \cancel{\text{L}}} \times \frac{1 \text{ gal}}{4 \cancel{\text{qt}}} = 56.3 \text{ gal}$$

Then,

$$(\text{average}) \text{ mileage} = \frac{777 \text{ mi}}{56.3 \text{ gal}} = 13.8 \text{ miles/gallon} = 13.8 \text{ mpg}$$

Alternatively, the calculation could be set up in a way that uses all the conversion factors sequentially, as follows:

$$\frac{1250 \cancel{\text{km}}}{213 \cancel{\text{L}}} \times \frac{0.62137 \text{ mi}}{1 \cancel{\text{km}}} \times \frac{1 \cancel{\text{L}}}{1.0567 \cancel{\text{qt}}} \times \frac{4 \cancel{\text{qt}}}{1 \text{ gal}} = 13.8 \text{ mpg}$$

### Part 2

Using the previously calculated volume in gallons, we find:  $56.3 \text{ gal} \times \frac{\$3.80}{1 \text{ gal}} = \$214$

### Check Your Learning

A Toyota Prius Hybrid uses 59.7 L gasoline to drive from San Francisco to Seattle, a distance of 1300 km (two significant digits).

1. What (average) fuel economy, in miles per gallon, did the Prius get during this trip?
2. If gasoline costs \$3.90 per gallon, what was the fuel cost for this trip?

Show Answer

1. 51 mpg
2. \$62

## Exercises

### Volume

1. The label on a soft drink bottle gives the volume in two units: 2.0 L and 67.6 fl oz. Use this information to derive a conversion factor between the English and metric units. How many significant figures can you justify in your conversion factor?
2. The label on a box of cereal gives the mass of cereal in two units: 978 grams and 34.5 oz. Use this information to find a conversion factor between the English and metric units. How many significant figures can you justify in your conversion factor?
3. How many milliliters of a soft drink are contained in a 12.0-oz can?
4. A barrel of oil is exactly 42 gal. How many liters of oil are in a barrel?
5. Many medical laboratory tests are run using 5.0  $\mu\text{L}$  blood serum. What is this volume in milliliters?
6. Milk is sold by the liter in many countries. What is the volume of exactly  $1/2$  gal of milk in liters?
7. Gasoline is sold by the liter in many countries. How many liters are required to fill a 12.0-gal gas tank?
8. Calculate these volumes.
  - a. What is the volume of 11.3 g graphite, density =  $2.25 \text{ g/cm}^3$ ?
  - b. What is the volume of 39.657 g bromine, density =  $2.928 \text{ g/cm}^3$ ?

9. Calculate these volumes.
- What is the volume of 25 g iodine, density =  $4.93 \text{ g/cm}^3$ ?
  - What is the volume of 3.28 g gaseous hydrogen, density =  $0.089 \text{ g/L}$ ?

Show Selected Answers

1.  $\frac{2.0 \text{ L}}{67.6 \text{ fl oz}} = \frac{0.030 \text{ L}}{1 \text{ fl oz}}$

3. 355 mL

5.  $5.0 \times 10^{-3} \text{ mL}$

7. 45.4 L

9. (a) 5.1 mL; (b) 37 L

### *Mass*

- Is a 197-lb weight lifter light enough to compete in a class limited to those weighing 90 kg or less?
- A very good 197-lb weight lifter lifted 192 kg in a move called the clean and jerk. What was the mass of the weight lifted in pounds?
- If an aspirin tablet contains 325 mg aspirin, how many grams of aspirin does it contain?
- A long ton is defined as exactly 2240 lb. What is this mass in kilograms?
- The gas tank of a certain luxury automobile holds 22.3 gallons according to the owner's manual. If the density of gasoline is  $0.8206 \text{ g/mL}$ , determine the mass in kilograms and pounds of the fuel in a full tank.

6. Calculate these masses.
- What is the mass of  $6.00 \text{ cm}^3$  of mercury, density =  $13.5939 \text{ g/cm}^3$ ?
  - What is the mass of  $25.0 \text{ mL}$  octane, density =  $0.702 \text{ g/cm}^3$ ?
7. Calculate these masses.
- What is the mass of  $4.00 \text{ cm}^3$  of sodium, density =  $0.97 \text{ g/cm}^3$ ?
  - What is the mass of  $125 \text{ mL}$  gaseous chlorine, density =  $3.16 \text{ g/L}$ ?

Show Selected Answers

1. yes; weight =  $89.4 \text{ kg}$   
4.  $1.0160 \times 10^3 \text{ kg}$   
6. (a)  $81.6 \text{ g}$ ; (b)  $17.6 \text{ g}$

### *Length*

- The diameter of a red blood cell is about  $3 \times 10^{-4} \text{ in.}$  What is its diameter in centimeters?
- The distance between the centers of the two oxygen atoms in an oxygen molecule is  $1.21 \times 10^{-8} \text{ cm.}$  What is this distance in inches?
- A chemist's 50-Trillion Angstrom Run (see Exercise 22) would be an archeologist's 10,900 cubit run. How long is one cubit in meters and in feet? ( $1 \text{ \AA} = 1 \times 10^{-8} \text{ cm}$ )
- Many chemistry conferences have held a

50-Trillion Angstrom Run (two significant figures).

How long is this run in kilometers and in miles? ( $1 \text{ \AA} = 1 \times 10^{-10} \text{ m}$ )

Show Selected Answers

1.  $8 \times 10^{-4} \text{ cm}$

3. 0.46 m; 1.5 ft/cubit

## *Exercises*

1. Write conversion factors (as ratios) for the number of:
  - a. yards in 1 meter
  - b. liters in 1 liquid quart
  - c. pounds in 1 kilogram
2. Write conversion factors (as ratios) for the number of:
  - a. kilometers in 1 mile
  - b. liters in 1 cubic foot
  - c. grams in 1 ounce
3. Soccer is played with a round ball having a circumference between 27 and 28 in. and a weight between 14 and 16 oz. What are these specifications in units of centimeters and grams?
4. A woman's basketball has a circumference between 28.5 and 29.0 inches and a maximum weight of 20

ounces (two significant figures). What are these specifications in units of centimeters and grams?

5. Use scientific (exponential) notation to express the following quantities in terms of the SI base units in Table 1:

- a. 0.13 g
- b. 232 Gg
- c. 5.23 pm
- d. 86.3 mg
- e. 37.6 cm
- f. 54  $\mu\text{m}$
- g. 1 Ts
- h. 27 ps
- i. 0.15 mK

6. Complete the following conversions between SI units.

- a. 612 g = \_\_\_\_\_ mg
- b. 8.160 m = \_\_\_\_\_ cm
- c. 3779  $\mu\text{g}$  = \_\_\_\_\_ g
- d. 781 mL = \_\_\_\_\_ L
- e. 4.18 kg = \_\_\_\_\_ g
- f. 27.8 m = \_\_\_\_\_ km
- g. 0.13 mL = \_\_\_\_\_ L
- h. 1738 km = \_\_\_\_\_ m
- i. 1.9 Gg = \_\_\_\_\_ g

7. Make the conversion indicated in each of the following:

- a. the men's world record long jump, 29 ft  $4\frac{1}{4}$  in., to meters



- b. the greatest depth of the ocean, about 6.5 mi, to kilometers
  - c. the area of the state of Oregon,  $96,981 \text{ mi}^2$ , to square kilometers
  - d. the volume of 1 gill (exactly 4 oz) to milliliters
  - e. the estimated volume of the oceans,  $330,000,000 \text{ mi}^3$ , to cubic kilometers.
  - f. the mass of a 3525-lb car to kilograms
  - g. the mass of a 2.3-oz egg to grams
8. Make the conversion indicated in each of the following:
- a. the length of a soccer field, 120 m (three significant figures), to feet
  - b. the height of Mt. Kilimanjaro, at 19,565 ft the highest mountain in Africa, to kilometers
  - c. the area of an 8.5 t 11-inch sheet of paper in  $\text{cm}^2$
  - d. the displacement volume of an automobile engine,  $161 \text{ in.}^3$ , to liters
  - e. the estimated mass of the atmosphere,  $5.6 \times 10^{15}$  tons, to kilograms
  - f. the mass of a bushel of rye, 32.0 lb, to kilograms
  - g. the mass of a 5.00-grain aspirin tablet to milligrams (1 grain = 0.00229 oz)
9. As an instructor is preparing for an experiment, he requires 225 g phosphoric acid. The only container readily available is a 150-mL Erlenmeyer flask. Is it large enough to contain the acid, whose density is  $1.83 \text{ g/mL}$ ?

10. To prepare for a laboratory period, a student lab assistant needs 125 g of a compound. A bottle containing  $\frac{1}{4}$  lb is available. Did the student have enough of the compound?
11. 27 A chemistry student is 159 cm tall and weighs 45.8 kg. What is her height in inches and weight in pounds?
12. In a recent Grand Prix, the winner completed the race with an average speed of 229.8 km/h. What was his speed in miles per hour, meters per second, and feet per second?
13. Solve these problems about lumber dimensions.
  - a. To describe to a European how houses are constructed in the US, the dimensions of “two-by-four” lumber must be converted into metric units. The thickness  $\times$  width  $\times$  length dimensions are 1.50 in.  $\times$  3.50 in.  $\times$  8.00 ft in the US. What are the dimensions in cm  $\times$  cm  $\times$  m?
  - b. This lumber can be used as vertical studs, which are typically placed 16.0 in. apart. What is that distance in centimeters?
14. Calculate the density of aluminum if 27.6 cm<sup>3</sup> has a mass of 74.6 g.
15. Osmium is one of the densest elements known. What is its density if 2.72 g has a volume of 0.121 cm<sup>3</sup>?

Show Selected Answers

1. (a)  $\frac{1.0936 \text{ yd}}{1 \text{ m}}$  ; (b)  $\frac{0.94635 \text{ L}}{1 \text{ qt}}$  ; (c)  $\frac{2.2046 \text{ lb}}{1 \text{ kg}}$
3. 68–71 cm; 400–450 g

5. (a)  $1.3 \times 10^{-4}$  kg; (b)  $2.32 \times 10^8$  kg; (c)  $5.23 \times 10^{-12}$  m; (d)  $8.63 \times 10^{-5}$  kg; (e)  $3.76 \times 10^{-1}$  m; (f)  $5.4 \times 10^{-5}$  m; (g)  $1 \times 10^{12}$  s; (h)  $2.7 \times 10^{-11}$  s; (i)  $1.5 \times 10^{-4}$  K

8. (a) 394 ft (b) 5.9634 km (c)  $6.0 \times 10^2$  (d) 2.64 L (e)  $5.1 \times 10^{18}$  kg (f) 14.5 kg (g) 324 mg

9. Yes, the acid's volume is 123 mL.

11. 62.6 in (about 5 ft 3 in.) and 101 lb

13. (a)  $3.81 \text{ cm} \times 8.89 \text{ cm} \times 2.44 \text{ m}$ ; (b) 40.6 cm

14.  $2.70 \text{ g/cm}^3$

## Conversion of Temperature Units

We use the word temperature to refer to the hotness or coldness of a substance. One way we measure a change in temperature is to use the fact that most substances expand when their temperature increases and contract when their temperature decreases. The mercury or alcohol in a common glass thermometer changes its volume as the temperature changes. Because the volume of the liquid changes more than the volume of the glass, we can see the liquid expand when it gets warmer and contract when it gets cooler.

To mark a scale on a thermometer, we need a set of reference values: Two of the most commonly used are the freezing and boiling temperatures of water at a specified atmospheric pressure. On the Celsius scale,  $0^\circ\text{C}$  is defined as the freezing temperature of water and  $100^\circ\text{C}$  as the boiling temperature of water. The space between the two temperatures is divided into 100 equal intervals, which we call degrees. On the **Fahrenheit** scale, the freezing point of water is defined as  $32^\circ\text{F}$  and the boiling temperature as  $212^\circ\text{F}$ . The space

between these two points on a Fahrenheit thermometer is divided into 180 equal parts (degrees).

Defining the Celsius and Fahrenheit temperature scales as described in the previous paragraph results in a slightly more complex relationship between temperature values on these two scales than for different units of measure for other properties. Most measurement units for a given property are directly proportional to one another ( $y = mx$ ). Using familiar length units as one example:

$$\text{length in feet} = \left( \frac{1 \text{ ft}}{12 \text{ in.}} \right) \times \text{length in inches}$$

where  $y$  = length in feet,  $x$  = length in inches, and the proportionality constant,  $m$ , is the conversion factor. The Celsius and Fahrenheit temperature scales, however, do not share a common zero point, and so the relationship between these two scales is a linear one rather than a proportional one ( $y = mx + b$ ). Consequently, converting a temperature from one of these scales into the other requires more than simple multiplication by a conversion factor,  $m$ , it also must take into account differences in the scales' zero points ( $b$ ).

The linear equation relating Celsius and Fahrenheit temperatures is easily derived from the two temperatures used to define each scale. Representing the Celsius temperature as  $x$  and the Fahrenheit temperature as  $y$ , the slope,  $m$ , is computed to be:

$$m = \frac{\Delta y}{\Delta x} = \frac{212^{\circ} \text{ F} - 32^{\circ} \text{ F}}{100^{\circ} \text{ C} - 0^{\circ} \text{ C}} = \frac{180^{\circ} \text{ F}}{100^{\circ} \text{ C}} = \frac{9^{\circ} \text{ F}}{5^{\circ} \text{ C}}$$

The  $y$ -intercept of the equation,  $b$ , is then calculated using either of the equivalent temperature pairs, ( $100^{\circ} \text{ C}$ ,  $212^{\circ} \text{ F}$ ) or ( $0^{\circ} \text{ C}$ ,  $32^{\circ} \text{ F}$ ), as:

$$b = y - mx = 32^{\circ} \text{ F} - \frac{9^{\circ} \text{ F}}{5^{\circ} \text{ C}} \times 0^{\circ} \text{ C} = 32^{\circ} \text{ F}$$

The equation relating the temperature scales is then:

$$T_{\circ \text{F}} = \left( \frac{9^{\circ} \text{ F}}{5^{\circ} \text{ C}} \times T_{\circ \text{C}} \right) + 32^{\circ} \text{ C}$$

An abbreviated form of this equation that omits the measurement units is:

$$T_{\circ\text{F}} = \frac{9}{5} \times T_{\circ\text{C}} + 32$$

Rearrangement of this equation yields the form useful for converting from Fahrenheit to Celsius:

$$T_{\circ\text{C}} = \frac{5}{9}(T_{\circ\text{F}} - 32)$$

As mentioned earlier in this chapter, the SI unit of temperature is the kelvin (K). Unlike the Celsius and Fahrenheit scales, the kelvin scale is an absolute temperature scale in which 0 (zero) K corresponds to the lowest temperature that can theoretically be achieved. The early 19th-century discovery of the relationship between a gas's volume and temperature suggested that the volume of a gas would be zero at  $-273.15\text{ }^{\circ}\text{C}$ . In 1848, British physicist William Thompson, who later adopted the title of Lord Kelvin, proposed an absolute temperature scale based on this concept (further treatment of this topic is provided in this text's chapter on gases).

The freezing temperature of water on this scale is 273.15 K and its boiling temperature 373.15 K. Notice the numerical difference in these two reference temperatures is 100, the same as for the Celsius scale, and so the linear relation between these two temperature scales will exhibit a slope of  $1 \frac{\text{K}}{^{\circ}\text{C}}$ . Following the same approach, the equations for converting between the kelvin and Celsius temperature scales are derived to be:

$$\begin{aligned} T_{\text{K}} &= T_{\circ\text{C}} + 273.15 \\ T_{\circ\text{C}} &= T_{\text{K}} - 273.15 \end{aligned}$$

The 273.15 in these equations has been determined experimentally, so it is not exact. Figure 1 shows the relationship among the three temperature scales. Recall that we do not use the degree sign with temperatures on the kelvin scale.

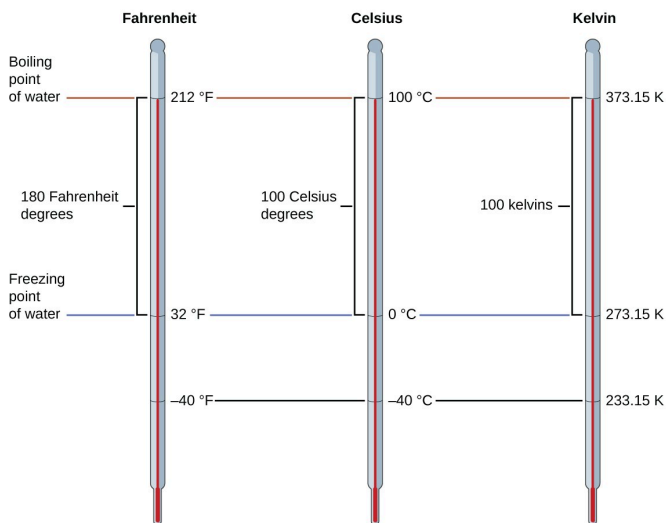


Figure 1. The Fahrenheit, Celsius, and kelvin temperature scales are compared.

Although the kelvin (absolute) temperature scale is the official SI temperature scale, Celsius is commonly used in many scientific contexts and is the scale of choice for nonscience contexts in almost all areas of the world. Very few countries (the U.S. and its territories, the Bahamas, Belize, Cayman Islands, and Palau) still use Fahrenheit for weather, medicine, and cooking.

### *Example 4: Conversion from Celsius*

Normal body temperature has been commonly accepted as 37.0 °C (although it varies depending on time of day and method of measurement, as well as among individuals).

What is this temperature on the kelvin scale and on the Fahrenheit scale?

Show Answer

$$\text{K} = ^\circ\text{C} + 273.15 = 37.0 + 273.2 = 310.2 \text{ K}$$

$$^\circ\text{F} = \frac{9}{5} ^\circ\text{C} + 32.0 = \left(\frac{9}{5} \times 37.0\right) + 32.0 = 66.6 + 32.0 = 98.6^\circ \text{ F}$$

*Check Your Learning*

Convert 80.92 °C to K and °F.

Show Answer

$$354.07 \text{ K}, 177.7^\circ \text{ F}$$

### *Example 5: Conversion from Fahrenheit*

Baking a ready-made pizza calls for an oven temperature of 450 °F. If you are in Europe, and your oven thermometer uses the Celsius scale, what is the setting? What is the kelvin temperature?

Show Answer

$$^\circ\text{C} = \frac{5}{9} (^\circ\text{F} - 32) = \frac{5}{9} (450 - 32) = \frac{5}{9} \times 418 = 232^\circ \text{ C} \rightarrow \text{set oven to } 230^\circ \text{ C (two significant figures)}$$

$$\text{K} = ^\circ\text{C} + 273.15 = 230 + 273 = 503 \text{ K} \rightarrow 5.0 \times 10^2 \text{ K (two significant figures)}$$

### *Check Your Learning*

Convert 50 °F to °C and K.

Show Answer

10 °C, 280 K

### *Key Concepts and Summary*

Measurements are made using a variety of units. It is often useful or necessary to convert a measured quantity from one unit into another. These conversions are accomplished using unit conversion factors, which are derived by simple applications of a mathematical approach called the factor-label method or dimensional analysis. This strategy is also employed to calculate sought quantities using measured quantities and appropriate mathematical relations.

#### *Key Equations*

- $T_{\text{°C}} = \frac{5}{9} \times T_{\text{°F}} - 32$
- $T_{\text{°F}} = \frac{9}{5} \times T_{\text{°C}} + 32$



- $T_K = ^\circ\text{C} + 273.15$
- $T_{^\circ\text{C}} = K - 273.15$

## *Exercises*

1. Convert the boiling temperature of gold, 2966 °C, into degrees Fahrenheit and kelvin.
2. Convert the temperature of scalding water, 54 °C, into degrees Fahrenheit and kelvin.
3. Convert the temperature of the coldest area in a freezer, -10 °F, to degrees Celsius and kelvin.
4. Convert the temperature of dry ice, -77 °C, into degrees Fahrenheit and kelvin.
5. Convert the boiling temperature of liquid ammonia, -28.1 °F, into degrees Celsius and kelvin.
6. The label on a pressurized can of spray disinfectant warns against heating the can above 130 °F. What are the corresponding temperatures on the Celsius and kelvin temperature scales?
7. The weather in Europe was unusually warm during the summer of 1995. The TV news reported temperatures as high as 45 °C. What was the temperature on the Fahrenheit scale?

Show Selected Answers

1. 5371 °F, 3239 K
3. -23 °C, 250 K
5. -33.4 °C, 239.8 K

7.113 °F

## Glossary

**dimensional analysis:** (also, factor-label method) versatile mathematical approach that can be applied to computations ranging from simple unit conversions to more complex, multi-step calculations involving several different quantities

**Fahrenheit:** unit of temperature; water freezes at 32 °F and boils at 212 °F on this scale

**unit conversion factor:** ratio of equivalent quantities expressed with different units; used to convert from one unit to a different unit

## 28. Video: Atomic Bombs and Dimensional Analysis

How did a magazine photograph help a physicist crack one of the secrets of the atom bomb?

[https://www.youtube.com/watch?t=50&v=\\_gaCAFcW6OY](https://www.youtube.com/watch?t=50&v=_gaCAFcW6OY)

## 29. Assignment—Matter and Measurement

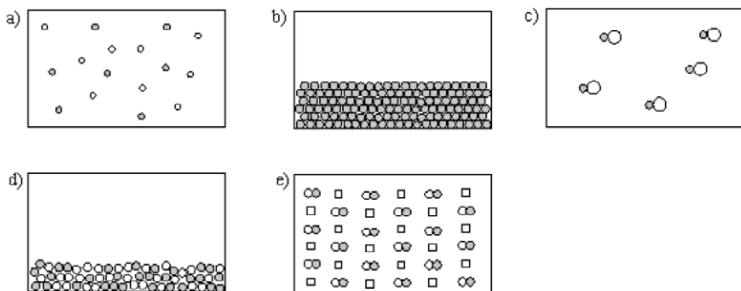
To download a copy of the assignment, please click on the link [Sample Questions](#).

As you work these matter and measurement problems, consider and explain:

- A. What type of question is it?
- B. How do you know what type of question it is?
- C. What information are you looking for?
- D. What information do they give?
- E. How will you go about solving this?
- F. Show how to solve the problem.
- G. Be able to answer for a different reaction, number, set of conditions, etc.

### Sample Questions

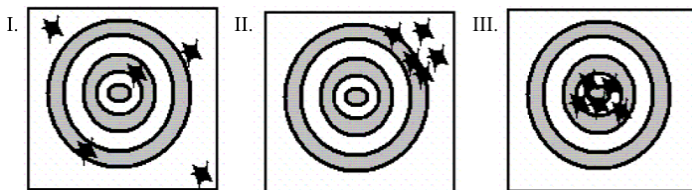
Consider the following choices when answering questions 1-2:



1. Which best represents a gaseous compound?
2. Which best represents a homogeneous mixture of an element and a compound?
3. A solution is also called a
  - A. homogeneous mixture
  - B. heterogeneous mixture
  - C. pure mixture
  - D. compound
  - E. distilled mixture
4. An example of a pure substance is \_\_\_\_\_.
5. \_\_\_\_\_ are substances with constant composition that can be broken down into elements by chemical processes.
6. The state of matter for an object that has a definite volume but not a definite shape is \_\_\_\_\_.
7. Explain if the boiling of water is a physical or a chemical change and why.
8. The melting point of a certain element is 391°C. What is this on the Fahrenheit scale?

$$T_{\circ F} = \left( \frac{9^{\circ F}}{5^{\circ C}} \times T_{\circ C} \right) + 32$$

9. What is 409 Kelvin in Fahrenheit and in Celsius?
10. How many grams are in 8.1 kilograms?
11. Consider the following three archery targets:



Which of the figures represent a result with high precision?

- A. Figure I only
- B. Figure II only

- C. Figure III only
  - D. Figure I and Figure III
  - E. Figure II and Figure III
12. As part of the calibration of a new laboratory balance, a 1.000-g mass is weighed with the following results:

<b>Trial</b>	<b>Mass</b>
1	$1.201 \pm 0.001$
2	$1.202 \pm 0.001$
3	$1.200 \pm 0.001$

The balance is

- A. Both accurate and precise.
  - B. Accurate but imprecise.
  - C. Precise but inaccurate.
  - D. Both inaccurate and imprecise.
  - E. Accuracy and precision are impossible to determine with the available information.
13. A scientist obtains the number 0.045006700 on a calculator. If this number actually has four (4) significant figures, how should it be written?
14. Express the number 0.000333 in scientific notation.
15. Express 165,000 in exponential notation.
16. You are asked to determine the perimeter of the cover of your textbook. You measure the length as 39.36 cm and the width as 24.83 cm. How many significant figures should you report for the perimeter?
17. Consider the numbers 23.68 and 4.12. The sum of these numbers has \_\_\_\_\_ significant figures, and the product of these numbers has \_\_\_\_\_ significant figures.
18. How many significant figures are in 0.00110?
19. Convert 0.3980 m to mm.
20. The distance of 21 km equals how many meters?
21. Convert 59.4 mi to km. (1 m = 1.094 yard, 1 mi = 1760 yd)

22. For spring break you and some friends plan a road trip to a sunny destination that is 2105 miles away. If you drive a car that gets 33 miles per gallon and gas costs \$3.199/gal, about how much will it cost to get to your destination?
23. Convert 7.9 kg to lb. (1 kg = 2.205 lb)
24. A wavelength of red light is measured at 655 mm. What is this measurement in cm?
25. A 20 mL sample of glycerol has a mass of 25.2 grams. What is the mass of a 57-mL sample of glycerol?

#### Show Sample Answers

1. C
2. E
3. A
4. elements, compounds, pure water, carbon dioxide etc
5. Compounds
6. liquid state
7. physical change because the gaseous water is chemically the same as the liquid
8. 736°F
9. 136°C
10.  $8.1 \times 10^3$
11. E
12. C
13. 0.04501
14.  $3.33 \times 10^{-4}$
15.  $1.65 \times 10^5$
16. 5
17. 4, 3
18. 3
19. 398.0 mm
20.  $2.1 \times 10^4$  m
21.  $9.56 \times 10^1$  km
22. \$200

23. 17 lbs

24.  $6.55 \times 10^{-5}$  cm

25. 72 g



PART III  
ATOMS, MOLECULES, AND  
IONS



## 30. Introduction to Atoms, Molecules, and Ions

### *Outline of Atoms, Molecules, and Ions*

- Early Ideas in Atomic Theory
- Evolution of Atomic Theory
- Atomic Structure and Symbolism
- Chemical Formulas
- The Periodic Table
- Molecular and Ionic Compounds
- Chemical Nomenclature

Your overall health and susceptibility to disease depends upon the complex interaction between your genetic makeup and environmental exposure, with the outcome difficult to predict. Early detection of biomarkers, substances that indicate an organism's disease or physiological state, could allow diagnosis and treatment before a condition becomes serious or irreversible. Recent studies have shown that your exhaled breath can contain molecules that may be biomarkers for recent exposure to environmental contaminants or for pathological conditions ranging from asthma to lung cancer. Scientists are working to develop biomarker “fingerprints” that could be used to diagnose a specific disease based on the amounts and identities of certain molecules in a patient's exhaled breath. An essential concept underlying this goal is that of a molecule's identity, which is determined by the numbers and types of atoms it contains, and how they are bonded together.

This chapter will describe some of the fundamental chemical principles related to the composition of matter, including those central to the concept of molecular identity.

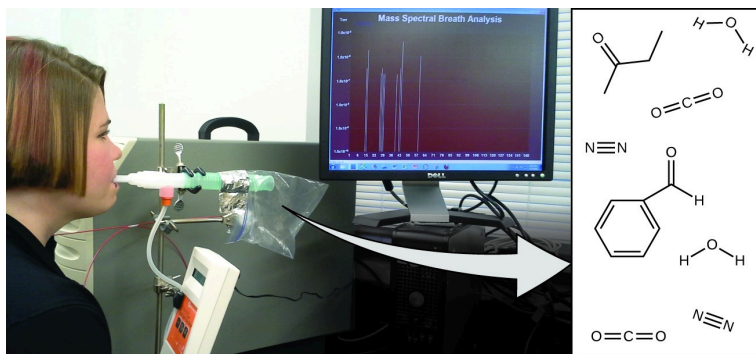


Figure 1. Analysis of molecules in an exhaled breath can provide valuable information, leading to early diagnosis of diseases or detection of environmental exposure to harmful substances. (credit: modification of work by Paul Flowers)

# 31. Early Ideas in Atomic Theory

## *Learning Objectives*

By the end of this section, you will be able to:

- State the postulates of Dalton's atomic theory
- Use postulates of Dalton's atomic theory to explain the laws of definite and multiple proportions

The language used in chemistry is seen and heard in many disciplines, ranging from medicine to engineering to forensics to art. The language of chemistry includes its own vocabulary as well as its own form of shorthand. Chemical symbols are used to represent atoms and elements. Chemical formulas depict molecules as well as the composition of compounds. Chemical equations provide information about the quality and quantity of the changes associated with chemical reactions.

This chapter will lay the foundation for our study of the language of chemistry. The concepts of this foundation include the atomic theory, the composition and mass of an atom, the variability of the composition of isotopes, ion formation, chemical bonds in ionic and covalent compounds, the types of chemical reactions, and the naming of compounds. We will also introduce one of the most powerful tools for organizing chemical knowledge: the periodic table.

## Atomic Theory through the Nineteenth Century

The earliest recorded discussion of the basic structure of matter comes from ancient Greek philosophers, the scientists of their day. In the fifth century BC, Leucippus and Democritus argued that all matter was composed of small, finite particles that they called *atomos*, a term derived from the Greek word for “indivisible.” They thought of atoms as moving particles that differed in shape and size, and which could join together. Later, Aristotle and others came to the conclusion that matter consisted of various combinations of the four “elements”—fire, earth, air, and water—and could be infinitely divided. Interestingly, these philosophers thought about atoms and “elements” as philosophical concepts, but apparently never considered performing experiments to test their ideas.

The Aristotelian view of the composition of matter held sway for over two thousand years, until English schoolteacher John Dalton helped to revolutionize chemistry with his hypothesis that the behavior of matter could be explained using an atomic theory. First published in 1807, many of Dalton’s hypotheses about the microscopic features of matter are still valid in modern atomic theory. Here are the postulates of **Dalton’s atomic theory**.

1. Matter is composed of exceedingly small particles called atoms. An atom is the smallest unit of an element that can participate in a chemical change.
2. An element consists of only one type of atom, which has a mass that is characteristic of the element and is the same for all atoms of that element (Figure 1). A macroscopic sample of an element contains an incredibly large number of atoms, all of which have identical chemical properties.

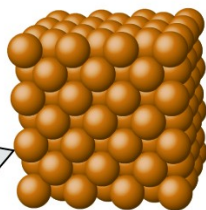
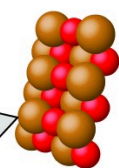


Figure 1. A pre-1982 copper penny (left) contains approximately  $3 \times 10^{22}$  copper atoms (several dozen are represented as brown spheres at the right), each of which has the same chemical properties. (credit: modification of work by "slgckgc"/Flickr)

3. Atoms of one element differ in properties from atoms of all other elements.
4. A compound consists of atoms of two or more elements combined in a small, whole-number ratio. In a given compound, the numbers of atoms of each of its elements are always present in the same ratio (Figure 2).



Copper(II) oxide

Figure 2. Copper(II) oxide, a powdery, black compound, results from the combination of two types of atoms—copper (brown spheres) and oxygen (red spheres)—in a 1:1 ratio. (credit: modification of work by “Chemicalinterest”/Wikimedia Commons)

5. Atoms are neither created nor destroyed during a chemical change, but are instead rearranged to yield substances that are different from those present before the change (Figure 3).



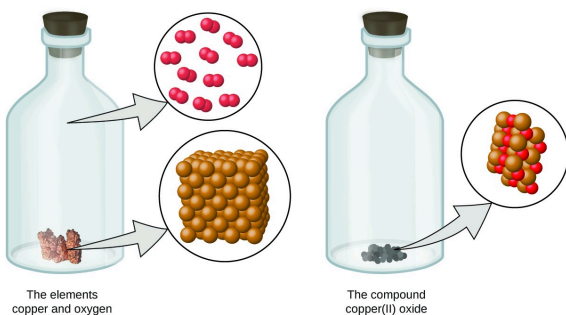


Figure 3. When the elements copper (a shiny, red-brown solid, shown here as brown spheres) and oxygen (a clear and colorless gas, shown here as red spheres) react, their atoms rearrange to form a compound containing copper and oxygen (a powdery, black solid). (credit copper: modification of work by <http://images-of-elements.com/copper.php>)

Dalton's atomic theory provides a microscopic explanation of the many macroscopic properties of matter that you've learned about. For example, if an element such as copper consists of only one kind of atom, then it cannot be broken down into simpler substances, that is, into substances composed of fewer types of atoms. And if atoms are neither created nor destroyed during a chemical change, then the total mass of matter present when matter changes from one type to another will remain constant (the law of conservation of matter).

### Example 1: Testing Dalton's Atomic Theory

In the following drawing, the green spheres represent atoms of a certain element. The purple spheres represent atoms of another element. If the spheres touch, they are part of a single unit of a compound. Does the following chemical change represented by these symbols violate any of the ideas of Dalton's atomic theory? If so, which one?



Starting materials

Products of the change

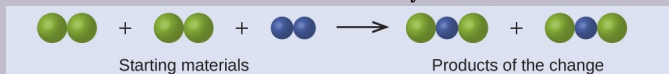
Show Answer

The starting materials consist of two green spheres and two purple spheres. The products consist of only one green sphere and one purple sphere. This violates Dalton's postulate that atoms are neither created nor destroyed during a chemical change, but are merely redistributed. (In this case, atoms appear to have been destroyed.)

### Check Your Learning

In the following drawing, the green spheres represent atoms of a certain element. The purple spheres represent atoms of another element. If the spheres touch, they are part of a single unit of a compound. Does the following chemical change represented by these symbols violate any

of the ideas of Dalton's atomic theory? If so, which one?



Show Answer

The starting materials consist of four green spheres and two purple spheres. The products consist of four green spheres and two purple spheres. This does not violate any of Dalton's postulates: Atoms are neither created nor destroyed, but are redistributed in small, whole-number ratios.

Dalton knew of the experiments of French chemist Joseph Proust, who demonstrated that *all samples of a pure compound contain the same elements in the same proportion by mass*. This statement is known as the law of definite proportions or the law of constant composition. The suggestion that the numbers of atoms of the elements in a given compound always exist in the same ratio is consistent with these observations. For example, when different samples of isooctane (a component of gasoline and one of the standards used in the octane rating system) are analyzed, they are found to have a carbon-to-hydrogen mass ratio of 5.33:1, as shown in Table 1.

**Table 1. Constant Composition of Isooctane**

Sample	Carbon	Hydrogen	Mass Ratio
A	14.82 g	2.78 g	$\frac{14.82 \text{ g carbon}}{2.78 \text{ g hydrogen}} = \frac{5.33 \text{ g carbon}}{1.00 \text{ g hydrogen}}$
B	22.33 g	4.19 g	$\frac{22.33 \text{ g carbon}}{4.19 \text{ g hydrogen}} = \frac{5.33 \text{ g carbon}}{1.00 \text{ g hydrogen}}$
C	19.40 g	3.64 g	$\frac{19.40 \text{ g carbon}}{3.63 \text{ g hydrogen}} = \frac{5.33 \text{ g carbon}}{1.00 \text{ g hydrogen}}$

It is worth noting that although all samples of a particular compound have the same mass ratio, the converse is not true in general. That is, samples that have the same mass ratio are not necessarily the same substance. For example, there are many compounds other than isooctane that also have a carbon-to-hydrogen mass ratio of 5.33:1.00.

Dalton also used data from Proust, as well as results from his own experiments, to formulate another interesting law. The **law of multiple proportions** states that *when two elements react to form more than one compound, a fixed mass of one element will react with masses of the other element in a ratio of small, whole numbers*. For example, copper and chlorine can form a green, crystalline solid with a mass ratio of 0.558 g chlorine to 1 g copper, as well as a brown crystalline solid with a mass ratio of 1.116 g chlorine to 1 g copper. These ratios by themselves may not seem particularly interesting or informative; however, if we take a ratio of these ratios, we obtain a useful and possibly surprising result: a small, whole-number ratio.

$$\frac{\frac{1.116 \text{ g Cl}}{1 \text{ g Cu}}}{\frac{0.558 \text{ g Cl}}{1 \text{ g Cu}}} = \frac{2}{1}$$

This 2-to-1 ratio means that the brown compound has twice the amount of chlorine per amount of copper as the green compound.

This can be explained by atomic theory if the copper-to-chlorine

ratio in the brown compound is 1 copper atom to 2 chlorine atoms, and the ratio in the green compound is 1 copper atom to 1 chlorine atom. The ratio of chlorine atoms (and thus the ratio of their masses) is therefore 2 to 1 (Figure 4).

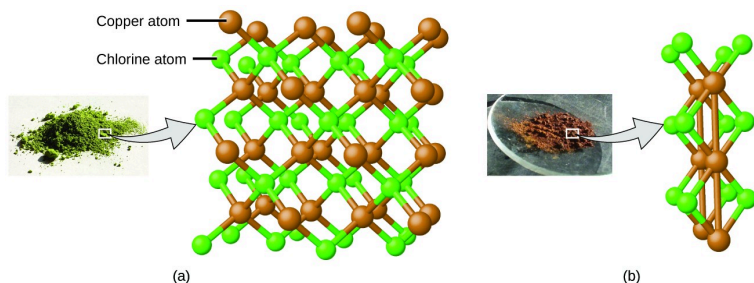


Figure 4. Compared to the copper chlorine compound in (a), where copper is represented by brown spheres and chlorine by green spheres, the copper chlorine compound in (b) has twice as many chlorine atoms per copper atom. (credit a: modification of work by “Benjah-bmm27”/Wikimedia Commons; credit b: modification of work by “Walkerma”/Wikimedia Commons)

## Example 2: Laws of Definite and Multiple Proportions

A sample of compound A (a clear, colorless gas) is analyzed and found to contain 4.27 g carbon and 5.69 g oxygen. A sample of compound B (also a clear, colorless gas) is analyzed and found to contain 5.19 g carbon and 13.84 g oxygen. Are these data an example of the law of definite proportions, the law of multiple proportions, or neither? What do these data tell you about substances A and B?

Show Answer

In compound A, the mass ratio of carbon to oxygen is

$$\frac{1.33 \text{ g O}}{1 \text{ g C}}$$

In compound B, the mass ratio of carbon to oxygen is

$$\frac{2.67 \text{ g O}}{1 \text{ g C}}$$

The ratio of these ratios is  $\frac{\frac{1.33 \text{ g O}}{1 \text{ g C}}}{\frac{2.67 \text{ g O}}{1 \text{ g C}}} = \frac{1}{2}$

This supports the law of multiple proportions. This means that A and B are different compounds, with A having one-half as much carbon per amount of oxygen (or twice as much oxygen per amount of carbon) as B. A possible pair of compounds that would fit this relationship would be A = CO<sub>2</sub> and B = CO.

### *Check Your Learning*

A sample of compound X (a clear, colorless, combustible liquid with a noticeable odor) is analyzed and found to contain 14.13 g carbon and 2.96 g hydrogen. A sample of compound Y (a clear, colorless, combustible liquid with a noticeable odor that is slightly different from X's odor) is analyzed and found to contain 19.91 g carbon and 3.34 g hydrogen. Are these data an example of the law of definite proportions, the law of multiple proportions, or neither? What do these data tell you about substances X and Y?

Show Answer

In compound X, the mass ratio of carbon to hydrogen is

$\frac{14.13 \text{ g C}}{2.96 \text{ g H}}$ . In compound Y, the mass ratio of carbon to oxygen is  $\frac{19.91 \text{ g C}}{3.34 \text{ g H}}$ . The ratio of these ratios is

$$\frac{\frac{14.13 \text{ g C}}{2.96 \text{ g H}}}{\frac{19.91 \text{ g C}}{3.34 \text{ g H}}} = \frac{4.77 \text{ g C/g H}}{5.96 \text{ g C/g H}} = 0.800 = \frac{4}{5}$$

This small, whole-number ratio supports the law of multiple proportions. This means that X and Y are different compounds.

### *Key Concepts and Summary*

The ancient Greeks proposed that matter consists of extremely small particles called atoms. Dalton postulated that each element has a characteristic type of atom that differs in properties from atoms of all other elements, and that atoms of different elements can combine in fixed, small, whole-number ratios to form compounds. Samples of a particular compound all have the same elemental proportions by mass. When two elements form different compounds, a given mass of one element will combine with masses of the other element in a small, whole-number ratio. During any chemical change, atoms are neither created nor destroyed.

## Exercises

1. In the following drawing, the green spheres represent atoms of a certain element. The purple spheres represent atoms of another element. If the spheres of different elements touch, they are part of a single unit of a compound. The following chemical change represented by these spheres may violate one of the ideas of Dalton's atomic theory. Which one?



2. Which postulate of Dalton's theory is consistent with the following observation concerning the weights of reactants and products? When 100 grams of solid calcium carbonate is heated, 44 grams of carbon dioxide and 56 grams of calcium oxide are produced.
3. Identify the postulate of Dalton's theory that is violated by the following observations: 59.95% of one sample of titanium dioxide is titanium; 60.10% of a different sample of titanium dioxide is titanium.
4. Samples of compound X, Y, and Z are analyzed, with results shown here.



Compound	Description	Mass of Carbon	Mass of Hydrogen
X	clear, colorless, liquid with strong odor	1.776 g	0.148 g
Y	clear, colorless, liquid with strong odor	1.974 g	0.329 g
Z	clear, colorless, liquid with strong odor	7.812 g	0.651 g

Do these data provide example(s) of the law of definite proportions, the law of multiple proportions, neither, or both? What do these data tell you about compounds X, Y, and Z?

Show Selected Answers

1. The starting materials consist of one green sphere and two purple spheres. The products consist of two green spheres and two purple spheres. This violates Dalton's postulate that that atoms are not created during a chemical change, but are merely redistributed.
3. This statement violates Dalton's fourth postulate: In a given compound, the numbers of atoms of each type (and thus also the percentage) always have the same ratio.

## Glossary

**Dalton's atomic theory:** set of postulates that established the fundamental properties of atoms

**law of constant composition:** (also, law of definite proportions) all samples of a pure compound contain the same elements in the same proportions by mass

**law of definite proportions:** (also, law of constant composition) all samples of a pure compound contain the same elements in the same proportions by mass

**law of multiple proportions:** when two elements react to form more than one compound, a fixed mass of one element will react with masses of the other element in a ratio of small whole numbers

## 32. Video: Atomic Laws

### Law of Conservation of Mass

The Law of Conservation of Mass states that matter is not created or destroyed—it only changes form.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=50#oembed-1>

### Law of Definite Proportions

The Law of Definite Proportions states that a compound will always contain the same ratio (of either atoms or mass) of the same elements.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=50#oembed-2>

## Law of Multiple Proportions

If two elements combine in a different ratio, the result is a different compound. In other words, the same compound will always form from the same elements in the same ratio.



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# 33. Evolution of Atomic Theory

## *Learning Objectives*

By the end of this section, you will be able to:

- Outline milestones in the development of modern atomic theory
- Summarize and interpret the results of the experiments of Thomson, Millikan, and Rutherford
- Describe the three subatomic particles that compose atoms
- Define isotopes and give examples for several elements

In the two centuries since Dalton developed his ideas, scientists have made significant progress in furthering our understanding of atomic theory. Much of this came from the results of several seminal experiments that revealed the details of the internal structure of atoms. Here, we will discuss some of those key developments, with an emphasis on application of the scientific method, as well as understanding how the experimental evidence was analyzed. While the historical persons and dates behind these experiments can be quite interesting, it is most important to understand the concepts resulting from their work.

## Atomic Theory after the Nineteenth Century

If matter were composed of atoms, what were atoms composed of? Were they the smallest particles, or was there something smaller? In the late 1800s, a number of scientists interested in questions like these investigated the electrical discharges that could be produced in low-pressure gases, with the most significant discovery made by English physicist J. J. **Thomson** using a **cathode ray** tube. This apparatus consisted of a sealed glass tube from which almost all the air had been removed; the tube contained two metal electrodes. When high voltage was applied across the electrodes, a visible beam called a cathode ray appeared between them. This beam was deflected toward the positive charge and away from the negative charge, and was produced in the same way with identical properties when different metals were used for the electrodes. In similar experiments, the ray was simultaneously deflected by an applied magnetic field, and measurements of the extent of deflection and the magnetic field strength allowed Thomson to calculate the charge-to-mass ratio of the cathode ray particles. The results of these measurements indicated that these particles were much lighter than atoms (Figure 1).

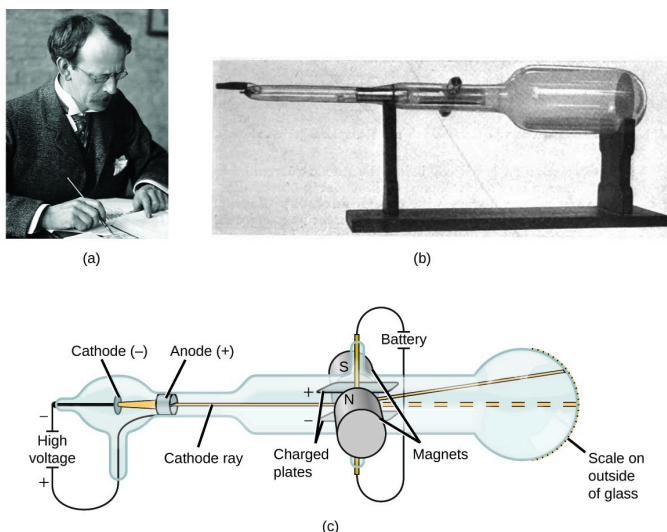


Figure 1. (a) J. J. Thomson produced a visible beam in a cathode ray tube. (b) This is an early cathode ray tube, invented in 1897 by Ferdinand Braun. (c) In the cathode ray, the beam (shown in yellow) comes from the cathode and is accelerated past the anode toward a fluorescent scale at the end of the tube. Simultaneous deflections by applied electric and magnetic fields permitted Thomson to calculate the mass-to-charge ratio of the particles composing the cathode ray. (credit a: modification of work by Nobel Foundation; credit b: modification of work by Eugen Nesper; credit c: modification of work by “Kurzon”/Wikimedia Commons)

Based on his observations, here is what Thomson proposed and why: The particles are attracted by positive (+) charges and repelled by negative (-) charges, so they must be negatively charged (like charges repel and unlike charges attract); they are less massive than atoms and indistinguishable, regardless of the source material, so they must be fundamental, subatomic constituents of all atoms. Although controversial at the time, Thomson's idea was gradually accepted, and his cathode ray particle is what we now call an **electron**, a negatively charged, subatomic particle with a mass more than one thousand-times less that of an atom. The term “electron”

was coined in 1891 by Irish physicist George Stoney, from “electric ion.”

Click [this link to “JJ Thompson Talks About the Size of the Electron”](#) to hear Thomson describe his discovery in his own voice.

In 1909, more information about the electron was uncovered by American physicist Robert A. **Millikan** via his “oil drop” experiments. Millikan created microscopic oil droplets, which could be electrically charged by friction as they formed or by using X-rays. These droplets initially fell due to gravity, but their downward progress could be slowed or even reversed by an electric field lower in the apparatus. By adjusting the electric field strength and making careful measurements and appropriate calculations, Millikan was able to determine the charge on individual drops (Figure 2).

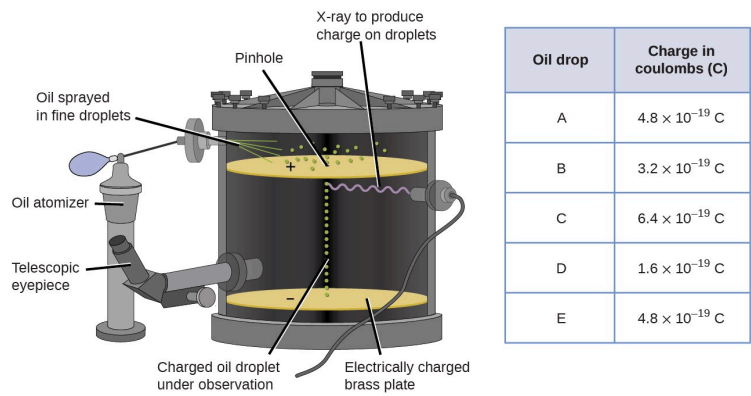


Figure 2. Millikan’s experiment measured the charge of individual oil drops. The tabulated data are examples of a few possible values.

Looking at the charge data that Millikan gathered, you may have



recognized that the charge of an oil droplet is always a multiple of a specific charge,  $1.6 \times 10^{-19}$  C. Millikan concluded that this value must therefore be a fundamental charge—the charge of a single electron—with his measured charges due to an excess of one electron (1 times  $1.6 \times 10^{-19}$  C), two electrons (2 times  $1.6 \times 10^{-19}$  C), three electrons (3 times  $1.6 \times 10^{-19}$  C), and so on, on a given oil droplet. Since the charge of an electron was now known due to Millikan’s research, and the charge-to-mass ratio was already known due to Thomson’s research ( $1.759 \times 10^{11}$  C/kg), it only required a simple calculation to determine the mass of the electron as well.

$$\text{Mass of electron} = 1.602 \times 10^{-19} \text{ C} \times \frac{1 \text{ kg}}{1.759 \times 10^{11} \text{ C}} = 9.107 \times 10^{-31} \text{ kg}$$

Scientists had now established that the atom was not indivisible as Dalton had believed, and due to the work of Thomson, Millikan, and others, the charge and mass of the negative, subatomic particles—the electrons—were known. However, the positively charged part of an atom was not yet well understood. In 1904, Thomson proposed the “plum pudding” model of atoms, which described a positively charged mass with an equal amount of negative charge in the form of electrons embedded in it, since all atoms are electrically neutral. A competing model had been proposed in 1903 by Hantaro **Nagaoka**, who postulated a Saturn-like atom, consisting of a positively charged sphere surrounded by a halo of electrons (Figure 3).

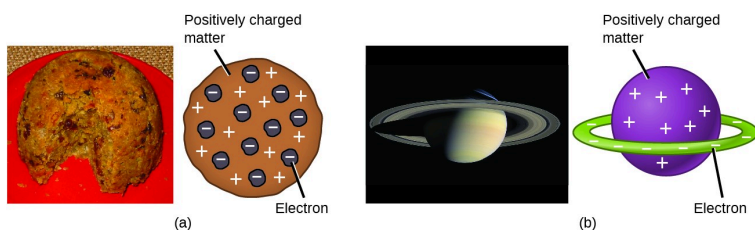


Figure 3. (a) Thomson suggested that atoms resembled plum pudding, an English dessert consisting of moist cake with embedded raisins (“plums”). (b) Nagaoka proposed that atoms resembled the planet Saturn, with a ring of electrons surrounding a positive “planet.” (credit a: modification of work by “Man vyi”/Wikimedia Commons; credit b: modification of work by “NASA”/Wikimedia Commons)

The next major development in understanding the atom came from Ernest **Rutherford**, a physicist from New Zealand who largely spent his scientific career in Canada and England. He performed a series of experiments using a beam of high-speed, positively charged **alpha particles ( $\alpha$  particles)** that were produced by the radioactive decay of radium;  $\alpha$  particles consist of two protons and two neutrons (you will learn more about radioactive decay in the chapter on nuclear chemistry). Rutherford and his colleagues Hans **Geiger** (later famous for the Geiger counter) and Ernest **Marsden** aimed a beam of  $\alpha$  particles, the source of which was embedded in a lead block to absorb most of the radiation, at a very thin piece of gold foil and examined the resultant scattering of the  $\alpha$  particles using a luminescent screen that glowed briefly where hit by an  $\alpha$  particle.

What did they discover? Most particles passed right through the foil without being deflected at all. However, some were diverted slightly, and a very small number were deflected almost straight back toward the source (Figure 4). Rutherford described finding these results: “It was quite the most incredible event that has ever happened to me in my life. It was almost as incredible as if you fired a 15-inch shell at a piece of tissue paper and it came back and hit you.”

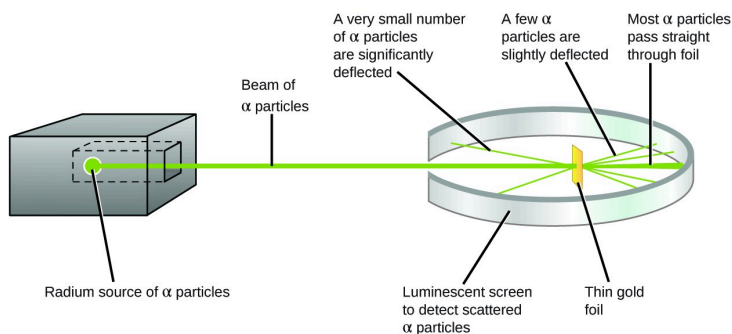


Figure 4. Geiger and Rutherford fired  $\alpha$  particles at a piece of gold foil and detected where those particles went, as shown in this schematic diagram of their experiment. Most of the particles passed straight through the foil, but a few were deflected slightly and a very small number were significantly deflected.

Here is what Rutherford deduced: Because most of the fast-moving  $\alpha$  particles passed through the gold atoms undeflected, they must have traveled through essentially empty space inside the atom. Alpha particles are positively charged, so deflections arose when they encountered another positive charge (like charges repel each other). Since like charges repel one another, the few positively charged  $\alpha$  particles that changed paths abruptly must have hit, or closely approached, another body that also had a highly concentrated, positive charge. Since the deflections occurred a small fraction of the time, this charge only occupied a small amount of the space in the gold foil. Analyzing a series of such experiments in detail, Rutherford drew two conclusions:

1. The volume occupied by an atom must consist of a large amount of empty space.
2. A small, relatively heavy, positively charged body, the **nucleus**, must be at the center of each atom.

View [this simulation of the Rutherford gold foil experiment](#). Adjust the slit width to produce a narrower or broader beam of  $\alpha$  particles to see how that affects the scattering pattern.

This analysis led Rutherford to propose a model in which an atom consists of a very small, positively charged nucleus, in which most of the mass of the atom is concentrated, surrounded by the negatively charged electrons, so that the atom is electrically neutral (Figure 5). After many more experiments, Rutherford also discovered that the nuclei of other elements contain the hydrogen nucleus as a “building block,” and he named this more fundamental particle the proton, the positively charged, subatomic particle found in the

nucleus. With one addition, which you will learn next, this nuclear model of the atom, proposed over a century ago, is still used today.

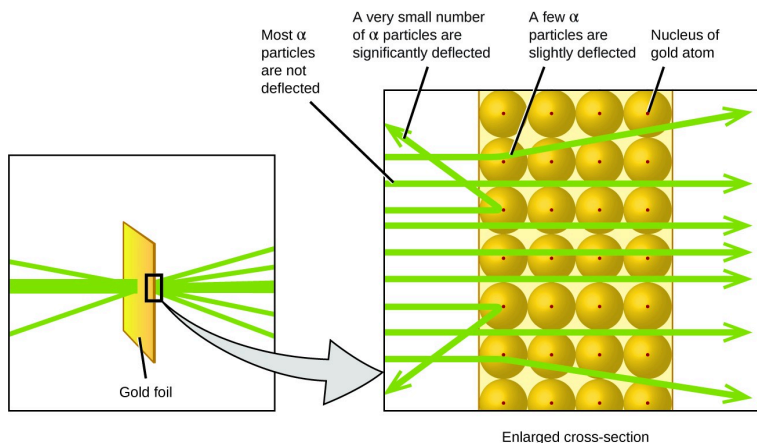


Figure 5. The  $\alpha$  particles are deflected only when they collide with or pass close to the much heavier, positively charged gold nucleus. Because the nucleus is very small compared to the size of an atom, very few  $\alpha$  particles are deflected. Most pass through the relatively large region occupied by electrons, which are too light to deflect the rapidly moving particles.

The [Rutherford Scattering simulation](#) allows you to investigate the differences between a “plum pudding” atom and a Rutherford atom by firing  $\alpha$  particles at each type of atom.

Another important finding was the discovery of isotopes. During the early 1900s, scientists identified several substances that appeared to be new elements, isolating them from radioactive ores. For example, a “new element” produced by the radioactive decay of thorium was initially given the name mesothorium. However, a more detailed analysis showed that mesothorium was chemically identical to

radium (another decay product), despite having a different atomic mass. This result, along with similar findings for other elements, led the English chemist Frederick **Soddy** to realize that an element could have types of atoms with different masses that were chemically indistinguishable. These different types are called **isotopes**—atoms of the same element that differ in mass. Soddy was awarded the Nobel Prize in Chemistry in 1921 for this discovery.

One puzzle remained: The nucleus was known to contain almost all of the mass of an atom, with the number of protons only providing half, or less, of that mass. Different proposals were made to explain what constituted the remaining mass, including the existence of neutral particles in the nucleus. As you might expect, detecting uncharged particles is very challenging, and it was not until 1932 that James **Chadwick** found evidence of **neutrons**, uncharged, subatomic particles with a mass approximately the same as that of protons. The existence of the neutron also explained isotopes: They differ in mass because they have different numbers of neutrons, but they are chemically identical because they have the same number of protons. This will be explained in more detail later in this chapter.

### *Key Concepts and Summary*

Although no one has actually seen the inside of an atom, experiments have demonstrated much about atomic structure. Thomson's cathode ray tube showed that atoms contain small, negatively charged particles called electrons. Millikan discovered that there is a fundamental electric charge—the charge of an electron. Rutherford's gold foil experiment showed that atoms have a small, dense, positively charged nucleus; the positively charged particles

within the nucleus are called protons. Chadwick discovered that the nucleus also contains neutral particles called neutrons. Soddy demonstrated that atoms of the same element can differ in mass; these are called isotopes.

## *Exercises*

1. The existence of isotopes violates one of the original ideas of Dalton's atomic theory. Which one?
2. How are electrons and protons similar? How are they different?
3. How are protons and neutrons similar? How are they different?
4. Predict and test the behavior of  $\alpha$  particles fired at a "plum pudding" model atom.
  - a. Predict the paths taken by  $\alpha$  particles that are fired at atoms with a Thomson's plum pudding model structure. Explain why you expect the  $\alpha$  particles to take these paths.
  - b. If  $\alpha$  particles of higher energy than those in (a) are fired at plum pudding atoms, predict how their paths will differ from the lower-energy  $\alpha$  particle paths. Explain your reasoning.
  - c. Now test your predictions from (a) and (b). Open the [Rutherford Scattering simulation](#) and select the "Plum Pudding Atom" tab. Set "Alpha Particles Energy" to "min," and select "show traces." Click on the gun to start firing  $\alpha$

particles. Does this match your prediction from (a)? If not, explain why the actual path would be that shown in the simulation. Hit the pause button, or “Reset All.” Set “Alpha Particles Energy” to “max,” and start firing  $\alpha$  particles. Does this match your prediction from (b)? If not, explain the effect of increased energy on the actual paths as shown in the simulation.

5. Predict and test the behavior of  $\alpha$  particles fired at a Rutherford atom model.
  - a. Predict the paths taken by  $\alpha$  particles that are fired at atoms with a Rutherford atom model structure. Explain why you expect the  $\alpha$  particles to take these paths.
  - b. If  $\alpha$  particles of higher energy than those in (a) are fired at Rutherford atoms, predict how their paths will differ from the lower-energy  $\alpha$  particle paths. Explain your reasoning.
  - c. Predict how the paths taken by the  $\alpha$  particles will differ if they are fired at Rutherford atoms of elements other than gold. What factor do you expect to cause this difference in paths, and why?
  - d. Now test your predictions from (a), (b), and (c). Open the [Rutherford Scattering simulation](#) and select the “Rutherford Atom” tab. Due to the scale of the simulation, it is best to start with a small nucleus, so select “20” for both protons and neutrons, “min” for energy, show traces, and then start firing  $\alpha$  particles. Does this match your prediction from (a)? If not,

explain why the actual path would be that shown in the simulation. Pause or reset, set energy to “max,” and start firing  $\alpha$  particles. Does this match your prediction from (b)? If not, explain the effect of increased energy on the actual path as shown in the simulation. Pause or reset, select “40” for both protons and neutrons, “min” for energy, show traces, and fire away. Does this match your prediction from (c)? If not, explain why the actual path would be that shown in the simulation. Repeat this with larger numbers of protons and neutrons. What generalization can you make regarding the type of atom and effect on the path of  $\alpha$  particles? Be clear and specific.

#### Show Selected Answers

1. Dalton originally thought that all atoms of a particular element had identical properties, including mass. Thus, the concept of isotopes, in which an element has different masses, was a violation of the original idea. To account for the existence of isotopes, the second postulate of his atomic theory was modified to state that atoms of the same element must have identical chemical properties.

3. Both are subatomic particles that reside in an atom's nucleus. Both have approximately the same mass. Protons are positively charged, whereas neutrons are uncharged.

5. The answers are as follows:

- a. The Rutherford atom has a small, positively charged nucleus, so most  $\alpha$  particles will pass through empty space far from the nucleus and be undeflected. Those



$\alpha$  particles that pass near the nucleus will be deflected from their paths due to positive-positive repulsion. The more directly toward the nucleus the  $\alpha$  particles are headed, the larger the deflection angle will be.

- b. Higher-energy  $\alpha$  particles that pass near the nucleus will still undergo deflection, but the faster they travel, the less the expected angle of deflection.
- c. If the nucleus is smaller, the positive charge is smaller and the expected deflections are smaller—both in terms of how closely the  $\alpha$  particles pass by the nucleus undeflected and the angle of deflection. If the nucleus is larger, the positive charge is larger and the expected deflections are larger—more  $\alpha$  particles will be deflected, and the deflection angles will be larger.
- d. The paths followed by the  $\alpha$  particles match the predictions from (a), (b), and (c).

## Glossary

**alpha particle ( $\alpha$  particle):** positively charged particle consisting of two protons and two neutrons

**electron:** negatively charged, subatomic particle of relatively low mass located outside the nucleus

**isotopes:** atoms that contain the same number of protons but different numbers of neutrons

**neutron:** uncharged, subatomic particle located in the nucleus

**nucleus:** massive, positively charged center of an atom made up of protons and neutrons

**proton:** positively charged, subatomic particle located in the nucleus

## 34. Video: History of the Atom

### The History of Atomic Chemistry: Crash Course Chemistry #37

How did we get here? Well, in terms of Atomic Chemistry, let's go on a tour of the folks that were part of the long chain of other folks who helped us get to these deeper understandings of the world. From Leucippus to Heisenberg to you—yes, YOU—the story of Atomic Chemistry is all wibbly-wobbly... and amazing.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=52#oembed-1>

### Cathode Ray Tube and Electron

Cathode ray tube emitting negatively charged electron  
<https://www.youtube.com/watch?v=XU8nMKkzbT8>

# History of the Atom

Discussion on the evolution of atomic theory, starting with Democritus' original atomic concept, and then concluding with John Dalton's first atomic theory.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=52#oembed-2>

# 35. Atomic Structure and Symbolism

## *Learning Objectives*

By the end of this section, you will be able to:

- Write and interpret symbols that depict the atomic number, mass number, and charge of an atom or ion
- Define the atomic mass unit and average atomic mass
- Calculate average atomic mass and isotopic abundance

The development of modern atomic theory revealed much about the inner structure of atoms. It was learned that an atom contains a very small nucleus composed of positively charged protons and uncharged neutrons, surrounded by a much larger volume of space containing negatively charged electrons. The nucleus contains the majority of an atom's mass because protons and neutrons are much heavier than electrons, whereas electrons occupy almost all of an atom's volume. The diameter of an atom is on the order of  $10^{-10}$  m, whereas the diameter of the nucleus is roughly  $10^{-15}$  m—about 100,000 times smaller. For a perspective about their relative sizes, consider this: If the nucleus were the size of a blueberry, the atom would be about the size of a football stadium (Figure 1).

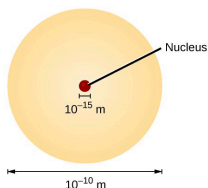


Figure 1. If an atom could be expanded to the size of a football stadium, the nucleus would be the size of a single blueberry. (credit middle: modification of work by “babyknight”/Wikimedia Commons; credit right: modification of work by Paxson Woelber)

Atoms—and the protons, neutrons, and electrons that compose them—are extremely small. For example, a carbon atom weighs less than  $2 \times 10^{-23}$  g, and an electron has a charge of less than  $2 \times 10^{-19}$  C (coulomb). When describing the properties of tiny objects such as atoms, we use appropriately small units of measure, such as the **atomic mass unit (amu)** and the **fundamental unit of charge (e)**. The amu was originally defined based on hydrogen, the lightest element, then later in terms of oxygen. Since 1961, it has been defined with regard to the most abundant isotope of carbon, atoms of which are assigned masses of exactly 12 amu. (This isotope is known as “carbon-12” as will be discussed later in this module.) Thus, one amu is exactly  $\frac{1}{12}$  of the mass of one carbon-12 atom:  $1 \text{ amu} = 1.6605 \times 10^{-24}$  g. (The **Dalton (Da)** and the **unified atomic mass unit (u)** are alternative units that are equivalent to the amu.) The fundamental

unit of charge (also called the elementary charge) equals the magnitude of the charge of an electron (e) with  $e = 1.602 \times 10^{-19}$  C.

A proton has a mass of 1.0073 amu and a charge of 1+. A neutron is a slightly heavier particle with a mass 1.0087 amu and a charge of zero; as its name suggests, it is neutral. The electron has a charge of 1- and is a much lighter particle with a mass of about 0.00055 amu (it would take about 1800 electrons to equal the mass of one proton. The properties of these fundamental particles are summarized in Table 1. (An observant student might notice that the sum of an atom's subatomic particles does not equal the atom's actual mass: The total mass of six protons, six neutrons, and six electrons is 12.0993 amu, slightly larger than 12.00 amu. This “missing” mass is known as the mass defect, and you will learn about it in the chapter on nuclear chemistry.)

Table 1. Properties of Subatomic Particles					
Name	Location	Charge (C)	Unit Charge	Mass (amu)	Mass (g)
electron	outside nucleus	$-1.602 \times 10^{-19}$	1-	0.00055	$0.00091 \times 10^{-24}$
proton	nucleus	$1.602 \times 10^{-19}$	1+	1.00727	$1.67262 \times 10^{-24}$
neutron	nucleus	0	0	1.00866	$1.67493 \times 10^{-24}$

The number of protons in the nucleus of an atom is its **atomic number (Z)**. This is the defining trait of an element: Its value determines the identity of the atom. For example, any atom that contains six protons is the element carbon and has the atomic number 6, regardless of how many neutrons or electrons it may have. A neutral atom must contain the same number of positive and negative charges, so the number of protons equals the number of electrons. Therefore, the atomic number also indicates the number of electrons in an atom. The total number of protons and neutrons in an atom is called its **mass number (A)**. The number of neutrons is

therefore the difference between the mass number and the atomic number:  $A - Z = \text{number of neutrons}$ .

atomic number ( $Z$ ) = number of protons

atomic mass ( $A$ ) = number of protons + number of neutrons

$A - Z = \text{number of neutrons}$

Atoms are electrically neutral if they contain the same number of positively charged protons and negatively charged electrons. When the numbers of these subatomic particles are *not* equal, the atom is electrically charged and is called an **ion**. The charge of an atom is defined as follows:

Atomic charge = number of protons – number of electrons

As will be discussed in more detail later in this chapter, atoms (and molecules) typically acquire charge by gaining or losing electrons. An atom that gains one or more electrons will exhibit a negative charge and is called an **anion**. Positively charged atoms called **cations** are formed when an atom loses one or more electrons. For example, a neutral sodium atom ( $Z = 11$ ) has 11 electrons. If this atom loses one electron, it will become a cation with a  $1+$  charge ( $11 - 10 = 1+$ ). A neutral oxygen atom ( $Z = 8$ ) has eight electrons, and if it gains two electrons it will become an anion with a  $2-$  charge ( $8 - 10 = 2-$ ).

### *Example 1: Composition of an Atom*

Iodine is an essential trace element in our diet; it is needed to produce thyroid hormone. Insufficient iodine in the diet can lead to the development of a goiter, an enlargement of the thyroid gland (Figure 2).



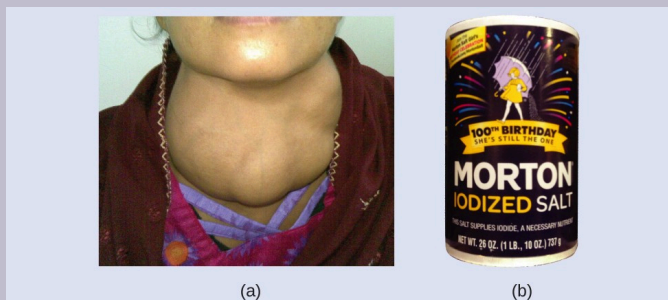


Figure 2. (a) Insufficient iodine in the diet can cause an enlargement of the thyroid gland called a goiter. (b) The addition of small amounts of iodine to salt, which prevents the formation of goiters, has helped eliminate this concern in the US where salt consumption is high. (credit a: modification of work by “Almazi”/Wikimedia Commons; credit b: modification of work by Mike Mozart)

The addition of small amounts of iodine to table salt (iodized salt) has essentially eliminated this health concern in the United States, but as much as 40% of the world’s population is still at risk of iodine deficiency. The iodine atoms are added as anions, and each has a  $1^-$  charge and a mass number of 127. Determine the numbers of protons, neutrons, and electrons in one of these iodine anions.

Show Answer

The atomic number of iodine (53) tells us that a neutral iodine atom contains 53 protons in its nucleus and 53 electrons outside its nucleus. Because the sum of the numbers of protons and neutrons equals the mass number, 127, the number of neutrons is 74 ( $127 - 53 = 74$ ). Since the iodine is added as a  $1^-$  anion, the number of electrons is 128 [ $127 - (1^-) = 128$ ].

## Check Your Learning

An atom of platinum has a mass number of 195 and contains 74 electrons. How many protons and neutrons does it contain, and what is its charge?

Show Answer

78 protons; 117 neutrons; charge is 4+

## Chemical Symbols

A **chemical symbol** is an abbreviation that we use to indicate an element or an atom of an element. For example, the symbol for mercury is Hg (Figure 3). We use the same symbol to indicate one atom of mercury (microscopic domain) or to label a container of many atoms of the element mercury (macroscopic domain).

The symbols for several common elements and their atoms are listed in Table 2. Some symbols are derived from the common name of the element; others are abbreviations of the name in another language. Most symbols have one or two letters, but three-letter symbols have been used to describe some elements that have atomic numbers greater than 112.



Figure 3. The symbol Hg represents the element mercury regardless of the amount; it could represent one atom of mercury or a large amount of mercury.

To avoid confusion with other notations, only the first letter of a symbol is capitalized. For example, Co is the symbol for the element cobalt, but CO is the notation for the compound carbon monoxide, which contains atoms of the elements carbon (C) and oxygen (O). All known elements and their symbols are in [the periodic table](#).

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**Table 2. Some Common Elements and Their Symbols**

Element	Symbol	Element	Symbol
aluminum	Al	iron	Fe (from <i>ferrum</i> )
bromine	Br	lead	Pb (from <i>plumbum</i> )
calcium	Ca	magnesium	Mg
carbon	C	mercury	Hg (from <i>hydrargyrum</i> )
chlorine	Cl	nitrogen	N
chromium	Cr	oxygen	O
cobalt	Co	potassium	K (from <i>kalium</i> )
copper	Cu (from <i>cuprum</i> )	silicon	Si
fluorine	F	silver	Ag (from <i>argentum</i> )
gold	Au (from <i>aurum</i> )	sodium	Na (from <i>natrium</i> )
helium	He	sulfur	S
hydrogen	H	tin	Sn (from <i>stannum</i> )
iodine	I	zinc	Zn

---

Traditionally, the discoverer (or discoverers) of a new element names the element. However, until the name is recognized by the International Union of Pure and Applied Chemistry (IUPAC), the recommended name of the new element is based on the Latin word(s) for its atomic number. For example, element 106 was called unnilhexium (Unh), element 107 was called unnilseptium (Uns), and element 108 was called unniloctium (Uno) for several years. These elements are now named after scientists (or occasionally locations); for example, element 106 is now known as *seaborgium* (Sg) in honor of Glenn Seaborg, a Nobel Prize winner who was active in the discovery of several heavy elements.

Visit [this site to learn more about IUPAC, the International Union of Pure and Applied Chemistry](#), and explore its periodic table.

## Isotopes

The symbol for a specific isotope of any element is written by placing the mass number as a superscript to the left of the element symbol (Figure 4). The atomic number is sometimes written as a subscript preceding the symbol, but since this number defines the element's identity, as does its symbol, it is often omitted. For example, magnesium exists as a mixture of three isotopes, each with an atomic number of 12 and with mass numbers of 24, 25, and 26, respectively. These isotopes can be identified as  $^{24}\text{Mg}$ ,  $^{25}\text{Mg}$ , and  $^{26}\text{Mg}$ . These isotope symbols are read as “element, mass number” and can be symbolized consistent with this reading. For instance,  $^{24}\text{Mg}$  is read as “magnesium 24,” and can be written as “magnesium-24” or “Mg-24.”  $^{25}\text{Mg}$  is read as “magnesium 25,” and can be written as “magnesium-25” or “Mg-25.” All magnesium atoms have 12 protons in their nucleus. They differ only because a  $^{24}\text{Mg}$  atom has 12 neutrons in its nucleus, a  $^{25}\text{Mg}$  atom has 13 neutrons, and a  $^{26}\text{Mg}$  has 14 neutrons.

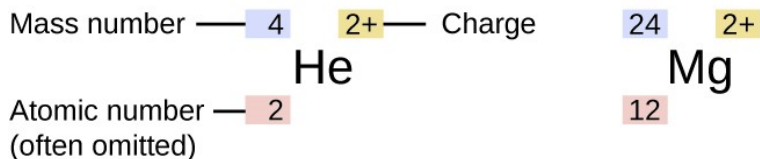


Figure 4. The symbol for an atom indicates the element via its usual two-letter symbol, the mass number as a left superscript, the atomic number as a left subscript (sometimes omitted), and the charge as a right superscript.

Information about the naturally occurring isotopes of elements with atomic numbers 1 through 10 is given in Table 3. Note that in addition to standard names and symbols, the isotopes of hydrogen are often referred to using common names and accompanying symbols. Hydrogen-2, symbolized  ${}^2\text{H}$ , is also called deuterium and sometimes symbolized D. Hydrogen-3, symbolized  ${}^3\text{H}$ , is also called tritium and sometimes symbolized T.

**Table 3. Nuclear Compositions of Atoms of the Very Light Elements**

Element	Symbol	Atomic Number	Number of Protons	Number of Neutrons	Mass (amu)	% Natural Abundance
hydrogen	${}^1_1\text{H}$ (protium)	1	1	0	1.0078	99.989
	${}^2_1\text{H}$ (deuterium)	1	1	1	2.0141	0.0115
	${}^3_1\text{H}$ (tritium)	1	1	2	3.01605	— (trace)
helium	${}^3_2\text{He}$	2	2	1	3.01603	0.00013
	${}^4_2\text{He}$	2	2	2	4.0026	100
lithium	${}^6_3\text{Li}$	3	3	3	6.0151	7.59
	${}^7_3\text{Li}$	3	3	4	7.0160	92.41
beryllium	${}^9_4\text{Be}$	4	4	5	9.0122	100
boron	${}^{10}_5\text{B}$	5	5	5	10.0129	19.9
	${}^{11}_5\text{B}$	5	5	6	11.0093	80.1
carbon	${}^{12}_6\text{C}$	6	6	6	12.0000	98.89
	${}^{13}_6\text{C}$	6	6	7	13.0034	1.11
	${}^{14}_6\text{C}$	6	6	8	14.0032	— (trace)
nitrogen	${}^{14}_7\text{N}$	7	7	7	14.0031	99.63
	${}^{15}_7\text{N}$	7	7	8	15.0001	0.37
oxygen	${}^{16}_8\text{O}$	8	8	8	15.9949	99.757
	${}^{17}_8\text{O}$	8	8	9	16.9991	0.038
	${}^{18}_8\text{O}$	8	8	10	17.9992	0.205

**Table 3. Nuclear Compositions of Atoms of the Very Light Elements**

Element	Symbol	Atomic Number	Number of Protons	Number of Neutrons	Mass (amu)	% Natural Abundance
fluorine	${}^{19}_9\text{F}$	9	9	10	18.9984	100
	${}^{20}_{10}\text{Ne}$	10	10	10	19.9924	90.48
neon	${}^{21}_{10}\text{Ne}$	10	10	11	20.9938	0.27
	${}^{22}_{10}\text{Ne}$	10	10	12	21.9914	9.25

[Use this Build an Atom simulator](#) to build atoms of the first 10 elements, see which isotopes exist, check nuclear stability, and gain experience with isotope symbols.

## Atomic Mass

Because each proton and each neutron contribute approximately one amu to the mass of an atom, and each electron contributes far less, the **atomic mass** of a single atom is approximately equal to its mass number (a whole number). However, the average masses of atoms of most elements are not whole numbers because most elements exist naturally as mixtures of two or more isotopes.

The mass of an element shown in a periodic table or listed in a table of atomic masses is a weighted, average mass of all the isotopes present in a naturally occurring sample of that element. This is equal to the sum of each individual isotope's mass multiplied by its fractional abundance.

$$\text{average mass} = \sum_i (\text{fractional abundance} \times \text{isotopic mass})_i$$

For example, the element boron is composed of two isotopes: About 19.9% of all boron atoms are  $^{10}\text{B}$  with a mass of 10.0129 amu, and the remaining 80.1% are  $^{11}\text{B}$  with a mass of 11.0093 amu. The average atomic mass for boron is calculated to be:

$$\begin{aligned}\text{boron average mass} &= (0.199 \times 10.0129 \text{ amu}) + (0.801 \times 11.0093 \text{ amu}) \\ &= 1.99 \text{ amu} + 8.82 \text{ amu} \\ &= 10.81 \text{ amu}\end{aligned}$$

It is important to understand that no single boron atom weighs exactly 10.8 amu; 10.8 amu is the average mass of all boron atoms, and individual boron atoms weigh either approximately 10 amu or 11 amu.

### *Example 2: Calculation of Average Atomic Mass*

A meteorite found in central Indiana contains traces of the noble gas neon picked up from the solar wind during the meteorite's trip through the solar system. Analysis of a sample of the gas showed that it consisted of 91.84%  $^{20}\text{Ne}$  (mass 19.9924 amu), 0.47%  $^{21}\text{Ne}$  (mass 20.9940 amu), and 7.69%  $^{22}\text{Ne}$  (mass 21.9914 amu). What is the average mass of the neon in the solar wind?

#### **Show Answer**

$$\begin{aligned}\text{average mass} &= (0.9184 \times 19.9924 \text{ amu}) + (0.0047 \times 20.9940 \text{ amu}) + (0.0769 \times 21.9914 \text{ amu}) \\ &= (18.36 + 0.099 + 1.69) \text{ amu} \\ &= 20.15 \text{ amu}\end{aligned}$$

The average mass of a neon atom in the solar wind is 20.15 amu. (The average mass of a terrestrial neon atom is 20.1796 amu. This result demonstrates that we may find slight differences in the natural abundance of isotopes, depending on their origin.)



### *Check Your Learning*

A sample of magnesium is found to contain 78.70% of  $^{24}\text{Mg}$  atoms (mass 23.98 amu), 10.13% of  $^{25}\text{Mg}$  atoms (mass 24.99 amu), and 11.17% of  $^{26}\text{Mg}$  atoms (mass 25.98 amu). Calculate the average mass of a Mg atom.

Show Answer

24.31 amu

We can also do variations of this type of calculation, as shown in the next example.

### *Example 3: Calculation of Percent Abundance*

Naturally occurring chlorine consists of  $^{35}\text{Cl}$  (mass 34.96885 amu) and  $^{37}\text{Cl}$  (mass 36.96590 amu), with an average mass of 35.453 amu. What is the percent composition of Cl in terms of these two isotopes?

Show Answer

The average mass of chlorine is the fraction that is  $^{35}\text{Cl}$  times the mass of  $^{35}\text{Cl}$  plus the fraction that is  $^{37}\text{Cl}$  times the mass of  $^{37}\text{Cl}$ .

$$\text{average mass} = (\text{fraction of } ^{35}\text{Cl} \times \text{mass of } ^{35}\text{Cl}) + (\text{fraction of } ^{37}\text{Cl} \times \text{mass of } ^{37}\text{Cl})$$

If we let  $x$  represent the fraction that is  $^{35}\text{Cl}$ , then the fraction that is  $^{37}\text{Cl}$  is represented by  $1.00 - x$ .

(The fraction that is  $^{35}\text{Cl}$  + the fraction that is  $^{37}\text{Cl}$  must add up to 1, so the fraction of  $^{37}\text{Cl}$  must equal  $1.00 -$  the fraction of  $^{35}\text{Cl}$ .)

Substituting this into the average mass equation, we have:

$$35.453 \text{ amu} = (x \times 34.96885 \text{ amu}) + [(1.00 - x) \times 36.96590 \text{ amu}]$$

$$35.453 = 34.96885x + 36.96590 - 36.96590x$$

$$1.99705x = 1.513$$

$$x = \frac{1.513}{1.99705} = 0.7576$$

So solving yields:  $x = 0.7576$ , which means that  $1.00 - 0.7576 = 0.2424$ . Therefore, chlorine consists of 75.76%  $^{35}\text{Cl}$  and 24.24%  $^{37}\text{Cl}$ .

### *Check Your Learning*

Naturally occurring copper consists of  $^{63}\text{Cu}$  (mass 62.9296 amu) and  $^{65}\text{Cu}$  (mass 64.9278 amu), with an average mass of 63.546 amu. What is the percent composition of Cu in terms of these two isotopes?

Show Answer

69.15% Cu-63 and 30.85% Cu-65

[Visit the PhET Isotopes and Atomic Mass site](#) to make mixtures of the main isotopes of the first 18 elements, gain experience with average atomic mass, and check

naturally occurring isotope ratios using the Isotopes and Atomic Mass simulation.

The occurrence and natural abundances of isotopes can be experimentally determined using an instrument called a mass spectrometer. Mass spectrometry (MS) is widely used in chemistry, forensics, medicine, environmental science, and many other fields to analyze and help identify the substances in a sample of material. In a typical mass spectrometer (Figure 5), the sample is vaporized and exposed to a high-energy electron beam that causes the sample's atoms (or molecules) to become electrically charged, typically by losing one or more electrons. These cations then pass through a (variable) electric or magnetic field that deflects each cation's path to an extent that depends on both its mass and charge (similar to how the path of a large steel ball bearing rolling past a magnet is deflected to a lesser extent than that of a small steel BB). The ions are detected, and a plot of the relative number of ions generated versus their mass-to-charge ratios (a *mass spectrum*) is made. The height of each vertical feature or peak in a mass spectrum is proportional to the fraction of cations with the specified mass-to-charge ratio. Since its initial use during the development of modern atomic theory, MS has evolved to become a powerful tool for chemical analysis in a wide range of applications.

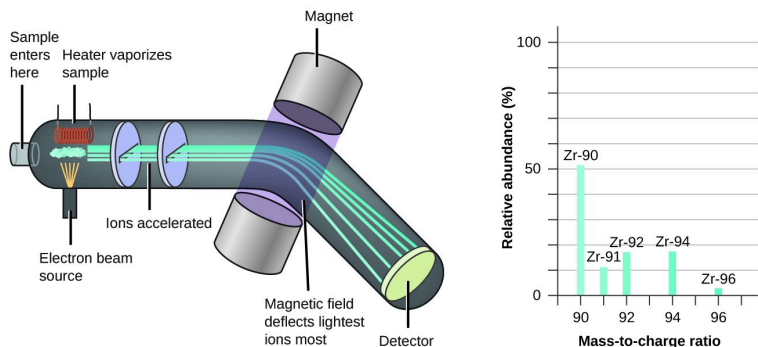


Figure 5. Analysis of zirconium in a mass spectrometer produces a mass spectrum with peaks showing the different isotopes of Zr.

See an animation that explains mass spectrometry.



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<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=53#oembed-1>

Watch this video from the Royal Society for Chemistry for a brief description of the rudiments of mass spectrometry.



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can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=53#oembed-2>

## *Key Concepts and Summary*

An atom consists of a small, positively charged nucleus surrounded by electrons. The nucleus contains protons and neutrons; its diameter is about 100,000 times smaller than that of the atom. The mass of one atom is usually expressed in atomic mass units (amu), which is referred to as the atomic mass. An amu is defined as exactly  $\frac{1}{12}$  of the mass of a carbon-12 atom and is equal to  $1.6605 \times 10^{-24}$  g.

Protons are relatively heavy particles with a charge of  $1+$  and a mass of 1.0073 amu. Neutrons are relatively heavy particles with no charge and a mass of 1.0087 amu. Electrons are light particles with a charge of  $1-$  and a mass of 0.00055 amu. The number of protons in the nucleus is called the atomic number ( $Z$ ) and is the property that defines an atom's elemental identity. The sum of the

numbers of protons and neutrons in the nucleus is called the mass number and, expressed in amu, is approximately equal to the mass of the atom. An atom is neutral when it contains equal numbers of electrons and protons.

Isotopes of an element are atoms with the same atomic number but different mass numbers; isotopes of an element, therefore, differ from each other only in the number of neutrons within the nucleus. When a naturally occurring element is composed of several isotopes, the atomic mass of the element represents the average of the masses of the isotopes involved. A chemical symbol identifies the atoms in a substance using symbols, which are one-, two-, or three-letter abbreviations for the atoms.

### *Key Equations*

- average mass =  $\sum_i (\text{fractional abundance} \times \text{isotopic mass})_i$

### *Exercises*

1. In what way are isotopes of a given element always different? In what way(s) are they always the same?
2. Write the symbol for each of the following ions:
  - a. the ion with a 1+ charge, atomic number 55, and mass number 133
  - b. the ion with 54 electrons, 53 protons, and 74

- neutrons
- c. the ion with atomic number 15, mass number 31, and a  $3^-$  charge
  - d. the ion with 24 electrons, 30 neutrons, and a  $3^+$  charge
3. Write the symbol for each of the following ions:
- a. the ion with a  $3^+$  charge, 28 electrons, and a mass number of 71
  - b. the ion with 36 electrons, 35 protons, and 45 neutrons
  - c. the ion with 86 electrons, 142 neutrons, and a  $4^+$  charge
  - d. the ion with a  $2^+$  charge, atomic number 38, and mass number 87
4. Open the [Build an Atom simulation](#) and click on the Atom icon.
- a. Pick any one of the first 10 elements that you would like to build and state its symbol.
  - b. Drag protons, neutrons, and electrons onto the atom template to make an atom of your element. State the numbers of protons, neutrons, and electrons in your atom, as well as the net charge and mass number.
  - c. Click on “Net Charge” and “Mass Number,” check your answers to (b), and correct, if needed.
  - d. Predict whether your atom will be stable or unstable. State your reasoning.
  - e. Check the “Stable/Unstable” box. Was your

answer to (d) correct? If not, first predict what you can do to make a stable atom of your element, and then do it and see if it works. Explain your reasoning.

5. Open the [Build an Atom simulation](#)
  - a. Drag protons, neutrons, and electrons onto the atom template to make a neutral atom of Oxygen-16 and give the isotope symbol for this atom.
  - b. Now add two more electrons to make an ion and give the symbol for the ion you have created.
6. Open the [Build an Atom simulation](#)
  - a. Drag protons, neutrons, and electrons onto the atom template to make a neutral atom of Lithium-6 and give the isotope symbol for this atom.
  - b. Now remove one electron to make an ion and give the symbol for the ion you have created.
7. Determine the number of protons, neutrons, and electrons in the following isotopes that are used in medical diagnoses:
  - a. atomic number 9, mass number 18, charge of  $1^{-}$
  - b. atomic number 43, mass number 99, charge of  $7^{+}$
  - c. atomic number 53, atomic mass number 131, charge of  $1^{-}$



- d. atomic number 81, atomic mass number 201, charge of 1+
  - e. Name the elements in parts (a), (b), (c), and (d).
8. The following are properties of isotopes of two elements that are essential in our diet. Determine the number of protons, neutrons and electrons in each and name them.
  - a. atomic number 26, mass number 58, charge of 2+
  - b. atomic number 53, mass number 127, charge of 1-
9. Give the number of protons, electrons, and neutrons in neutral atoms of each of the following isotopes:
  - a.  ${}^{10}_5\text{B}$
  - b.  ${}^{199}_{80}\text{Hg}$
  - c.  ${}^{63}_{29}\text{Cu}$
  - d.  ${}^{13}_6\text{C}$
  - e.  ${}^{77}_{34}\text{Se}$
10. Give the number of protons, electrons, and neutrons in neutral atoms of each of the following isotopes:
  - a.  ${}^7_3\text{Li}$
  - b.  ${}^{125}_{52}\text{Te}$
  - c.  ${}^{109}_{47}\text{Ag}$
  - d.  ${}^{15}_7\text{N}$
  - e.  ${}^{31}_{15}\text{P}$

11. Click on the [Isotopes and Common Mass website](#) and select the “Mix Isotopes” tab, hide the “Percent Composition” and “Average Atomic Mass” boxes, and then select the element boron
  - a. Write the symbols of the isotopes of boron that are shown as naturally occurring in significant amounts.
  - b. Predict the relative amounts (percentages) of these boron isotopes found in nature. Explain the reasoning behind your choice.
  - c. Add isotopes to the black box to make a mixture that matches your prediction in (b). You may drag isotopes from their bins or click on “More” and then move the sliders to the appropriate amounts.
  - d. Reveal the “Percent Composition” and “Average Atomic Mass” boxes. How well does your mixture match with your prediction? If necessary, adjust the isotope amounts to match your prediction.
  - e. Select “Nature’s” mix of isotopes and compare it to your prediction. How well does your prediction compare with the naturally occurring mixture? Explain. If necessary, adjust your amounts to make them match “Nature’s” amounts as closely as possible.
12. Repeat Exercise 11 using an element that has three naturally occurring isotopes.
13. An element has the following natural abundances and isotopic masses: 90.92% abundance with 19.99 amu, 0.26% abundance with 20.99 amu, and 8.82%

abundance with 21.99 amu. Calculate the average atomic mass of this element.

14. Average atomic masses listed by IUPAC are based on a study of experimental results. Bromine has two isotopes  $^{79}\text{Br}$  and  $^{81}\text{Br}$ , whose masses (78.9183 and 80.9163 amu) and abundances (50.69% and 49.31%) were determined in earlier experiments. Calculate the average atomic mass of bromine based on these experiments.
15. Variations in average atomic mass may be observed for elements obtained from different sources. Lithium provides an example of this. The isotopic composition of lithium from naturally occurring minerals is 7.5%  $^6\text{Li}$  and 92.5%  $^7\text{Li}$ , which have masses of 6.01512 amu and 7.01600 amu, respectively. A commercial source of lithium, recycled from a military source, was 3.75%  $^6\text{Li}$  (and the rest  $^7\text{Li}$ ). Calculate the average atomic mass values for each of these two sources.
16. The average atomic masses of some elements may vary, depending upon the sources of their ores. Naturally occurring boron consists of two isotopes with accurately known masses ( $^{10}\text{B}$ , 10.0129 amu and  $^{11}\text{B}$ , 11.0931 amu). The actual atomic mass of boron can vary from 10.807 to 10.819, depending on whether the mineral source is from Turkey or the United States. Calculate the percent abundances leading to the two values of the average atomic masses of boron from these two countries.
17. The  $^{18}\text{O}$ : $^{16}\text{O}$  abundance ratio in some meteorites is greater than that used to calculate the average atomic mass of oxygen on earth. Is the average mass of an oxygen atom in these meteorites greater than,

less than, or equal to that of a terrestrial oxygen atom?

Show Selected Answers

2. (a)  $^{133}\text{Cs}^+$ ; (b)  $^{127}\text{I}^-$ ; (c)  $^{31}\text{P}^{3-}$ ; (d)  $^{57}\text{Co}^{3+}$

4. The answers are as follows:

- a. Carbon-12,  $^{12}\text{C}$
- b. This atom contains six protons and six neutrons. There are six electrons in a neutral  $^{12}\text{C}$  atom. The net charge of such a neutral atom is zero, and the mass number is 12.
- c. The preceding answers are correct.
- d. The atom will be stable since C-12 is a stable isotope of carbon.
- e. The preceding answer is correct. Other answers for this exercise are possible if a different element of isotope is chosen.

6. The answers are as follows:

- a. Lithium-6 contains three protons, three neutrons, and three electrons. The isotope symbol is  $^6\text{Li}$  or  $^6_3\text{Li}$
- b.  $^6\text{Li}^+$  or  $^6_3\text{Li}^+$

8. The answers are as follows:

- a. iron, 26 protons, 24 electrons, and 32 neutrons
- b. iodine, 53 protons, 54 electrons, and 74 neutrons

10. The number of protons, electrons, and neutrons for each isotope are as follows:

- a. 3 protons, 3 electrons, 4 neutrons
- b. 52 protons, 52 electrons, 73 neutrons

- c. 47 protons, 47 electrons, 62 neutrons
- d. 7 protons, 7 electrons, 8 neutrons
- e. 15 protons, 15 electrons, 16 neutrons

12. Let us use neon as an example. Since there are three isotopes, there is no way to be sure to accurately predict the abundances to make the total of 20.18 amu average atomic mass. Let us guess that the abundances are 9% Ne-22, 91% Ne-20, and only a trace of Ne-21. The average mass would be 20.18 amu. Checking the nature's mix of isotopes shows that the abundances are 90.48% Ne-20, 9.25% Ne-22, and 0.27% Ne-21, so our guessed amounts have to be slightly adjusted.

14. 79.904 amu

16. Turkey source: 0.2649 (of 10.0129 amu isotope); US source: 0.2537 (of 10.0129 amu isotope)

## Glossary

**anion:** negatively charged atom or molecule (contains more electrons than protons)

**atomic mass:** average mass of atoms of an element, expressed in amu

**atomic mass unit (amu):** (also, unified atomic mass unit, u, or Dalton, Da) unit of mass equal to  $\frac{1}{12}$  of the mass of a  $^{12}\text{C}$  atom

**atomic number (Z):** number of protons in the nucleus of an atom

**cation:** positively charged atom or molecule (contains fewer electrons than protons)

**chemical symbol:** one-, two-, or three-letter abbreviation used to represent an element or its atoms

**Dalton (Da):** alternative unit equivalent to the atomic mass unit

**fundamental unit of charge:** (also called the elementary charge) equals the magnitude of the charge of an electron (e) with  $e = 1.602 \times 10^{-19} \text{ C}$

**ion:** electrically charged atom or molecule (contains unequal numbers of protons and electrons)

**mass number (A):** sum of the numbers of neutrons and protons in the nucleus of an atom

**unified atomic mass unit (u):** alternative unit equivalent to the atomic mass unit

# 36. Video: Atoms

## Elements & Atoms

How elements relate to atoms. The basics of how protons, electrons and neutrons make up an atom.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=54#oembed-1>

## The Nucleus: Crash Course Chemistry #1

Hank does his best to convince us that chemistry is not torture, but is instead the amazing and beautiful science of stuff. Chemistry can tell us how three tiny particles—the proton, neutron and electron—come together in trillions of combinations to form . . . everything. In this inaugural episode of Crash Course Chemistry, we start out with one of the biggest ideas in chemistry ever—stuff is made from atoms. More specifically, we learn about the properties of the nucleus and why they are important to defining what an atom actually is.



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here: [https://library.achievingthedream.org/  
sanjacgeneralchemistry/?p=54#oembed-2](https://library.achievingthedream.org/sanjacgeneralchemistry/?p=54#oembed-2)



## 37. Chemical Formulas

### *Learning Objectives*

By the end of this section, you will be able to:

- Symbolize the composition of molecules using molecular formulas and empirical formulas
- Represent the bonding arrangement of atoms within molecules using structural formulas

A **molecular formula** is a representation of a molecule that uses chemical symbols to indicate the types of atoms followed by subscripts to show the number of atoms of each type in the molecule. (A subscript is used only when more than one atom of a given type is present.) Molecular formulas are also used as abbreviations for the names of compounds.

The **structural formula** for a compound gives the same information as its molecular formula (the types and numbers of atoms in the molecule) but also shows how the atoms are connected in the molecule. The structural formula for methane contains symbols for one C atom and four H atoms, indicating the number of atoms in the molecule (Figure 1). The lines represent bonds that hold the atoms together. (A chemical bond is an attraction between atoms or ions that holds them together in a molecule or a crystal.) We will discuss chemical bonds and see how to predict the arrangement of atoms in a molecule later. For now, simply know that the lines are an indication of how the atoms are connected in a molecule. A ball-and-stick model shows the geometric arrangement

of the atoms with atomic sizes not to scale, and a space-filling model shows the relative sizes of the atoms.

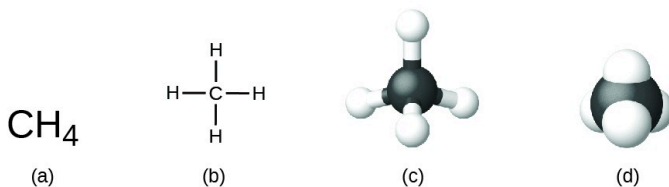


Figure 1. A methane molecule can be represented as (a) a molecular formula, (b) a structural formula, (c) a ball-and-stick model, and (d) a space-filling model. Carbon and hydrogen atoms are represented by black and white spheres, respectively.

Although many elements consist of discrete, individual atoms, some exist as molecules made up of two or more atoms of the element chemically bonded together. For example, most samples of the elements hydrogen, oxygen, and nitrogen are composed of molecules that contain two atoms each (called diatomic molecules) and thus have the molecular formulas  $\text{H}_2$ ,  $\text{O}_2$ , and  $\text{N}_2$ , respectively. Other elements commonly found as diatomic molecules are fluorine ( $\text{F}_2$ ), chlorine ( $\text{Cl}_2$ ), bromine ( $\text{Br}_2$ ), and iodine ( $\text{I}_2$ ). The most common form of the element sulfur is composed of molecules that consist of eight atoms of sulfur; its molecular formula is  $\text{S}_8$  (Figure 2).

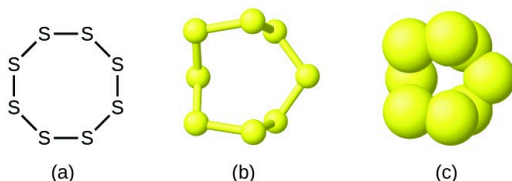


Figure 2. A molecule of sulfur is composed of eight sulfur atoms and is therefore written as  $\text{S}_8$ . It can be represented as (a) a structural formula, (b) a ball-and-stick model, and (c) a space-filling model. Sulfur atoms are represented by yellow spheres.

It is important to note that a subscript following a symbol and a number in front of a symbol do not represent the same thing; for example,  $\text{H}_2$  and  $2\text{H}$  represent distinctly different species.  $\text{H}_2$  is a molecular formula; it represents a diatomic molecule of hydrogen, consisting of two atoms of the element that are chemically bonded together. The expression  $2\text{H}$ , on the other hand, indicates two separate hydrogen atoms that are not combined as a unit. The expression  $2\text{H}_2$  represents two molecules of diatomic hydrogen (Figure 3).

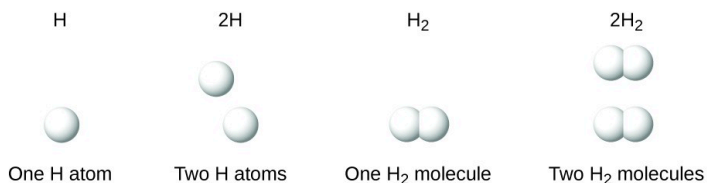


Figure 3. The symbols  $\text{H}$ ,  $2\text{H}$ ,  $\text{H}_2$ , and  $2\text{H}_2$  represent very different entities.

Compounds are formed when two or more elements chemically combine, resulting in the formation of bonds. For example, hydrogen and oxygen can react to form water, and sodium and chlorine can react to form table salt. We sometimes describe the composition of these compounds with an **empirical formula**, which indicates the types of atoms present and *the simplest whole-number ratio of the number of atoms (or ions) in the compound*. For example, titanium dioxide (used as pigment in white paint and in the thick, white, blocking type of sunscreen) has an empirical formula of  $\text{TiO}_2$ . This identifies the elements titanium (Ti) and oxygen (O) as the constituents of titanium dioxide, and indicates the presence of twice as many atoms of the element oxygen as atoms of the element titanium (Figure 4).

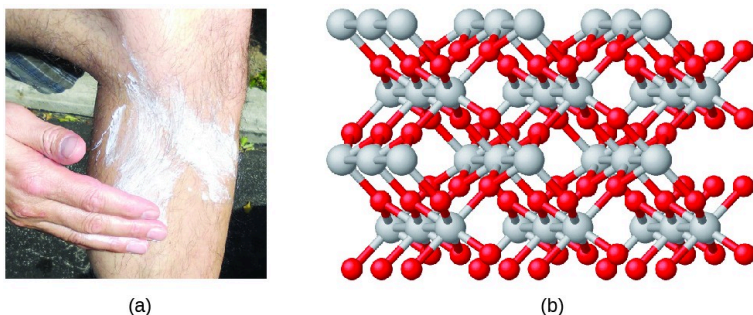


Figure 4. (a) The white compound titanium dioxide provides effective protection from the sun. (b) A crystal of titanium dioxide, TiO<sub>2</sub>, contains titanium and oxygen in a ratio of 1 to 2. The titanium atoms are gray and the oxygen atoms are red. (credit a: modification of work by “osseous”/Flickr)

As discussed previously, we can describe a compound with a molecular formula, in which the subscripts indicate the *actual numbers of atoms* of each element in a molecule of the compound. In many cases, the molecular formula of a substance is derived from experimental determination of both its empirical formula and its **molecular mass** (the sum of atomic masses for all atoms composing the molecule). For example, it can be determined experimentally that benzene contains two elements, carbon (C) and hydrogen (H), and that for every carbon atom in benzene, there is one hydrogen atom. Thus, the empirical formula is CH. An experimental determination of the molecular mass reveals that a molecule of benzene contains six carbon atoms and six hydrogen atoms, so the molecular formula for benzene is C<sub>6</sub>H<sub>6</sub> (Figure 5).

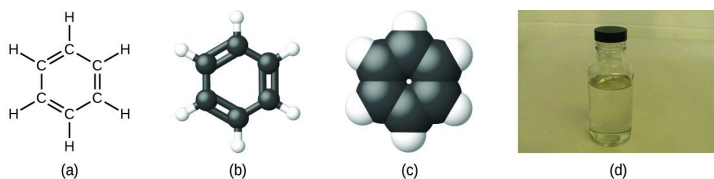


Figure 5. Benzene,  $C_6H_6$ , is produced during oil refining and has many industrial uses. A benzene molecule can be represented as (a) a structural formula, (b) a ball-and-stick model, and (c) a space-filling model. (d) Benzene is a clear liquid. (credit d: modification of work by Sahar Atwa)

If we know a compound's formula, we can easily determine the empirical formula. (This is somewhat of an academic exercise; the reverse chronology is generally followed in actual practice.) For example, the molecular formula for acetic acid, the component that gives vinegar its sharp taste, is  $C_2H_4O_2$ . This formula indicates that a molecule of acetic acid (Figure 6) contains two carbon atoms, four hydrogen atoms, and two oxygen atoms. The ratio of atoms is 2:4:2. Dividing by the lowest common denominator (2) gives the simplest, whole-number ratio of atoms, 1:2:1, so the empirical formula is  $CH_2O$ . Note that a molecular formula is always a whole-number multiple of an empirical formula.

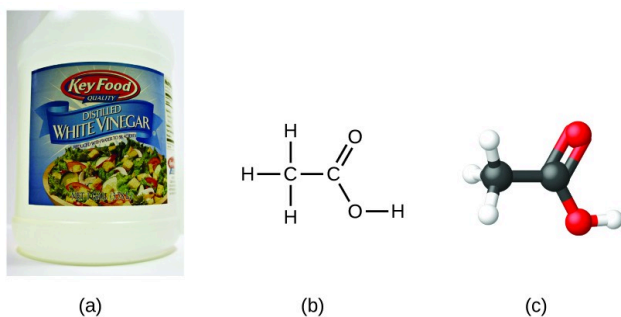


Figure 6. (a) Vinegar contains acetic acid,  $C_2H_4O_2$ , which has an empirical formula of  $CH_2O$ . It can be represented as (b) a structural formula and (c) as a ball-and-stick model. (credit a: modification of work by "HomeSpot HQ"/Flickr)

### *Example 1: Empirical and Molecular Formulas*

Molecules of glucose (blood sugar) contain 6 carbon atoms, 12 hydrogen atoms, and 6 oxygen atoms. What are the molecular and empirical formulas of glucose?

Show Answer

The molecular formula is  $\text{C}_6\text{H}_{12}\text{O}_6$  because one molecule actually contains 6 C, 12 H, and 6 O atoms. The simplest whole-number ratio of C to H to O atoms in glucose is 1:2:1, so the empirical formula is  $\text{CH}_2\text{O}$ .

### *Check Your Learning*

A molecule of metaldehyde (a pesticide used for snails and slugs) contains 8 carbon atoms, 16 hydrogen atoms, and 4 oxygen atoms. What are the molecular and empirical formulas of metaldehyde?

Show Answer

Molecular formula,  $\text{C}_8\text{H}_{16}\text{O}_4$ ; empirical formula,  $\text{C}_2\text{H}_4\text{O}$

You can explore [PhET's molecule building](#) using an online simulation.

## Portrait of a Chemist: Lee Cronin

What is it that chemists do?

According to Lee **Cronin** (Figure 7), chemists make very complicated molecules by “chopping up” small molecules and “reverse engineering” them. He wonders if we could “make a really cool universal chemistry set” by what he calls “app-ing” chemistry. Could we “app” chemistry?



*Figure 7. Chemist Lee Cronin has been named one of the UK's 10 most inspirational scientists. (credit: image courtesy of Lee Cronin)*

In a 2012 TED talk, Lee describes one fascinating possibility: combining a collection of chemical “inks” with a 3D printer capable of fabricating a reaction apparatus (tiny test tubes, beakers, and the like) to fashion a “universal toolkit of chemistry.” This toolkit could be used to create custom-tailored drugs to fight a new superbug or to “print” medicine personally configured to your genetic makeup, environment, and health situation. Says Cronin, “What Apple did for music, I’d like to do for the discovery and

distribution of prescription drugs.”<sup>1</sup> View his full talk from the TED website.



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<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=55#oembed-1>

It is important to be aware that it may be possible for the same atoms to be arranged in different ways: Compounds with the same molecular formula may have different atom-to-atom bonding and therefore different structures. For example, could there be another compound with the same formula as acetic acid,  $C_2H_4O_2$ ? And if so, what would be the structure of its molecules?

If you predict that another compound with the formula  $C_2H_4O_2$  could exist, then you demonstrated good chemical insight and are correct. Two C atoms, four H atoms, and two O atoms can also be

1. Lee Cronin, “Print Your Own Medicine,” Talk presented at TED Global 2012, Edinburgh, Scotland, June 2012.



arranged to form a methyl formate, which is used in manufacturing, as an insecticide, and for quick-drying finishes. Methyl formate molecules have one of the oxygen atoms between the two carbon atoms, differing from the arrangement in acetic acid molecules. Acetic acid and methyl formate are examples of **isomers**—compounds with the same chemical formula but different molecular structures (Figure 8). Note that this small difference in the arrangement of the atoms has a major effect on their respective chemical properties. You would certainly not want to use a solution of methyl formate as a substitute for a solution of acetic acid (vinegar) when you make salad dressing.

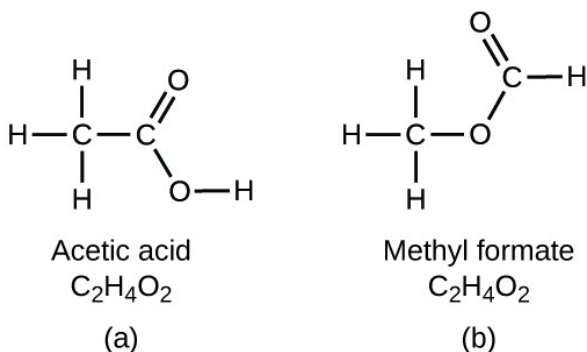


Figure 8. Molecules of (a) acetic acid and methyl formate (b) are structural isomers; they have the same formula ( $C_2H_4O_2$ ) but different structures (and therefore different chemical properties).

Many types of isomers exist (Figure 9). Acetic acid and methyl formate are **structural isomers**, compounds in which the molecules differ in how the atoms are connected to each other. There are also various types of **spatial isomers**, in which the relative orientations of the atoms in space can be different. For example, the compound carvone (found in caraway seeds, spearmint, and mandarin orange peels) consists of two isomers that are mirror images of each other. S-(+)-carvone smells like caraway, and R-(-)-carvone smells like spearmint.

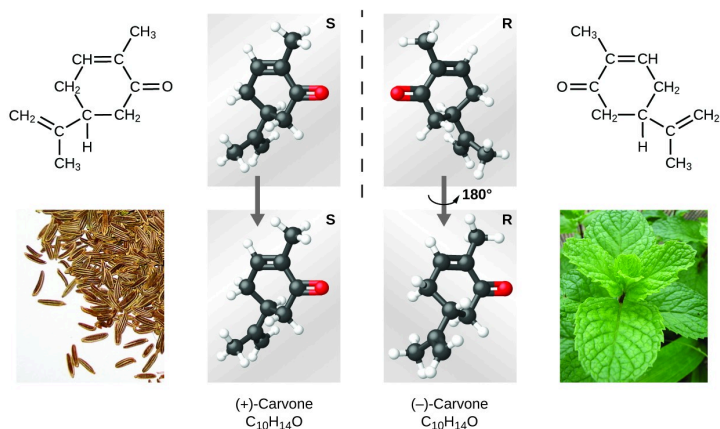


Figure 9. Molecules of carvone are spatial isomers; they only differ in the relative orientations of the atoms in space. (credit bottom left: modification of work by “Miansari66”/Wikimedia Commons; credit bottom right: modification of work by Forest & Kim Starr)

## Key Concepts and Summary

A molecular formula uses chemical symbols and subscripts to indicate the exact numbers of different atoms in a molecule or compound. An empirical formula gives the simplest, whole-number ratio of atoms in a compound. A structural formula indicates the bonding arrangement of the atoms in the molecule. Ball-and-stick and space-filling models show the geometric arrangement of atoms in a molecule. Isomers are compounds with the same molecular formula but different arrangements of atoms.

## Exercises

1. Explain why the symbol for an atom of the element oxygen and the formula for a molecule of oxygen differ.
2. Explain why the symbol for the element sulfur and the formula for a molecule of sulfur differ.
3. Write the molecular and empirical formulas of the following compounds:

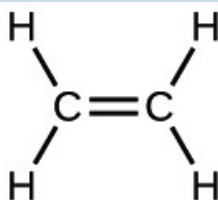
a.



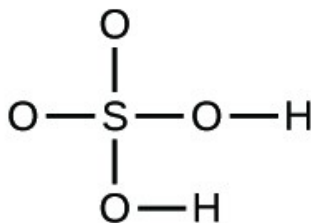
b.



c.

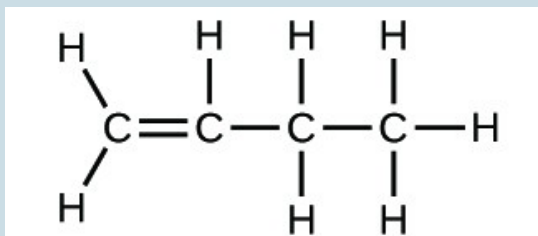


d.

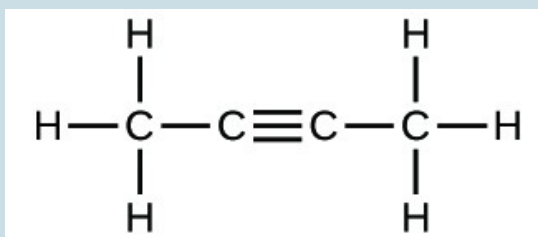


4. Write the molecular and empirical formulas of the following compounds:

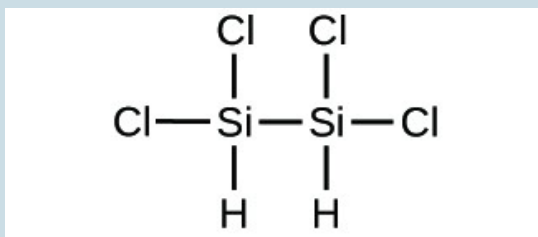
a.



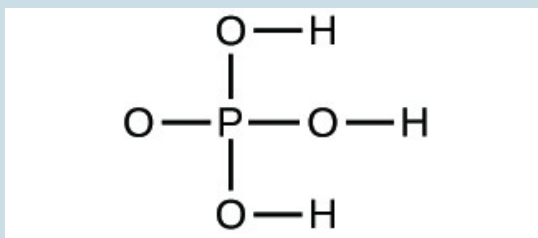
b.



c.



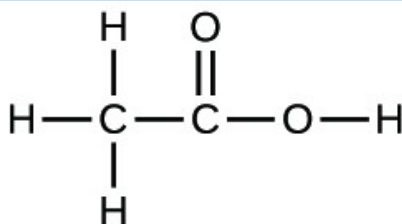
d.



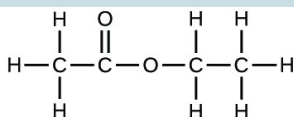
5. Determine the empirical formulas for the following compounds:

- a. caffeine,  $C_8H_{10}N_4O_2$
- b. fructose,  $C_{12}H_{22}O_{11}$

- c. hydrogen peroxide,  $\text{H}_2\text{O}_2$
  - d. glucose,  $\text{C}_6\text{H}_{12}\text{O}_6$
  - e. ascorbic acid (vitamin C),  $\text{C}_6\text{H}_8\text{O}_6$
6. Determine the empirical formulas for the following compounds:
- a. acetic acid,  $\text{C}_2\text{H}_4\text{O}_2$
  - b. citric acid,  $\text{C}_6\text{H}_8\text{O}_7$
  - c. hydrazine,  $\text{N}_2\text{H}_4$
  - d. nicotine,  $\text{C}_{10}\text{H}_{14}\text{N}_2$
  - e. butane,  $\text{C}_4\text{H}_{10}$
7. Write the empirical formulas for the following compounds:



a.



b.

#### Show Selected Answers

1. The symbol for the element oxygen, O, represents both the element and one atom of oxygen. A molecule of oxygen,  $\text{O}_2$ , contains two oxygen atoms; the subscript 2 in the formula must be used to distinguish the diatomic molecule from two single oxygen atoms.

3. (a) molecular  $\text{CO}_2$ , empirical  $\text{CO}_2$ ; (b) molecular  $\text{C}_2\text{H}_2$ ,

empirical CH; (c) molecular  $\text{C}_2\text{H}_4$ , empirical  $\text{CH}_2$ ; (d) molecular  $\text{H}_2\text{SO}_4$ , empirical  $\text{H}_2\text{SO}_4$

5. (a)  $\text{C}_4\text{H}_5\text{N}_2\text{O}$ ; (b)  $\text{C}_{12}\text{H}_{22}\text{O}_{11}$ ; (c) HO; (d)  $\text{CH}_2\text{O}$ ; (e)  $\text{C}_3\text{H}_4\text{O}_3$

7. (a)  $\text{CH}_2\text{O}$ ; (b)  $\text{C}_2\text{H}_4\text{O}$

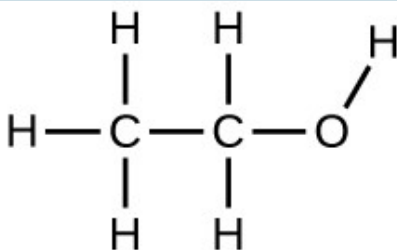
## *PhET Exercises*

1. Open the [Build a Molecule simulation](#) and select the “Larger Molecules” tab. Select an appropriate atoms “Kit” to build a molecule with two carbon and six hydrogen atoms. Drag atoms into the space above the “Kit” to make a molecule. A name will appear when you have made an actual molecule that exists (even if it is not the one you want). You can use the scissors tool to separate atoms if you would like to change the connections. Click on “3D” to see the molecule, and look at both the space-filling and ball-and-stick possibilities.
  1. Draw the structural formula of this molecule and state its name.
  2. Can you arrange these atoms in any way to make a different compound?
2. Use the [Build a Molecule simulation](#) to repeat question 8, but build a molecule with two carbons, six hydrogens, and one oxygen.
  1. Draw the structural formula of this molecule

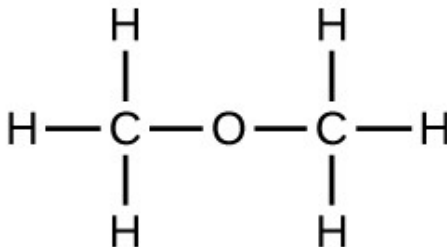
- and state its name.
2. Can you arrange these atoms to make a different molecule? If so, draw its structural formula and state its name.
  3. How are the molecules drawn in (a) and (b) the same? How do they differ? What are they called (the type of relationship between these molecules, not their names).
3. Use the [Build a Molecule simulation](#) to repeat question 8, but build a molecule with three carbons, seven hydrogens, and one chlorine.
- a. Draw the structural formula of this molecule and state its name.
  - b. Can you arrange these atoms to make a different molecule? If so, draw its structural formula and state its name.
  - c. How are the molecules drawn in (a) and (b) the same? How do they differ? What are they called (the type of relationship between these molecules, not their names)?

Show Answers to Question 2

- a. ethanol



- b. methoxymethane, more commonly known as dimethyl ether



- c. These molecules have the same chemical composition (types and number of atoms) but different chemical structures. They are structural isomers.

## Glossary

**empirical formula:** formula showing the composition of a compound given as the simplest whole-number ratio of atoms

**isomers:** compounds with the same chemical formula but different structures

**molecular formula:** formula indicating the composition of a molecule of a compound and giving the actual number of atoms of each element in a molecule of the compound.

**spatial isomers:** compounds in which the relative orientations of the atoms in space differ

**structural formula:** shows the atoms in a molecule and how they are connected



## 38. The Periodic Table

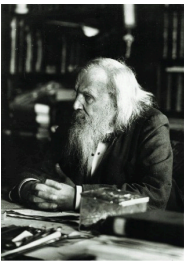
### *Learning Objectives*

By the end of this section, you will be able to:

- State the periodic law and explain the organization of elements in the periodic table
- Predict the general properties of elements based on their location within the periodic table
- Identify metals, nonmetals, and metalloids by their properties and/or location on the periodic table

As early chemists worked to purify ores and discovered more elements, they realized that various elements could be grouped together by their similar chemical behaviors. One such grouping includes lithium (Li), sodium (Na), and potassium (K): These elements all are shiny, conduct heat and electricity well, and have similar chemical properties. A second grouping includes calcium (Ca), strontium (Sr), and barium (Ba), which also are shiny, good conductors of heat and electricity, and have chemical properties in common. However, the specific properties of these two groupings are notably different from each other. For example: Li, Na, and K are much more reactive than are Ca, Sr, and Ba; Li, Na, and K form compounds with oxygen in a ratio of two of their atoms to one oxygen atom, whereas Ca, Sr, and Ba form compounds with one of their atoms to one oxygen atom. Fluorine (F), chlorine (Cl), bromine (Br), and iodine (I) also exhibit similar properties to each other, but these properties are drastically different from those of any of the elements above.

Dimitri **Mendeleev** in Russia (1869) and Lothar **Meyer** in Germany (1870) independently recognized that there was a periodic relationship among the properties of the elements known at that time. Both published tables with the elements arranged according to increasing atomic mass. But Mendeleev went one step further than Meyer: He used his table to predict the existence of elements that would have the properties similar to aluminum and silicon, but were yet unknown. The discoveries of gallium (1875) and germanium (1886) provided great support for Mendeleev’s work. Although Mendeleev and Meyer had a long dispute over priority, Mendeleev’s contributions to the development of the periodic table are now more widely recognized (Figure 1).



(a)

Period	Gruppo I. — R <sup>0</sup>	Gruppo II. — R <sup>0</sup>	Gruppo III. — R <sup>0</sup>	Gruppo IV. R <sup>1</sup> R <sup>0</sup>	Gruppo V. R <sup>1</sup> R <sup>0</sup>	Gruppo VI. R <sup>2</sup> R <sup>0</sup>	Gruppo VII. R <sup>2</sup> R <sup>0</sup>	Gruppo VIII. — R <sup>2</sup>
1	H=1							
2	Li=7	Be=9,4	B=11	C=12	N=14	O=16	F=19	
3	Na=23	Mg=24	Al=27,3	Si=28	P=31	S=32	Cl=35,5	
4	K=39	Ca=40	—=44	Ti=48	V=51	Cr=52	Mn=55	Fe=56, Co=59, Ni=58, Cu=63.
5	(Ca=63)	Zn=65	—=68	—=72	As=75	Se=78	Br=80	
6	Rb=85	Sr=87	Zr=90	Nb=94	Mo=96	—=100	Ru=101, Rh=104, Pd=106, Ag=108.	
7	(Ag=108)	Cd=112	In=113	Sn=118	Sb=122	Te=125	I=127	
8	Cs=133	Ba=137	Pb=128	—=140	—	—	—	
9	(—)	—	—	—	—	—	—	
10	—	—	Er=178	La=180	Ta=182	W=184	—	Os=195, Ir=197, Pt=198, Au=199.
11	(Au=199)	Hg=200	Tl=204	Pb=207	Bi=208	—	—	
12	—	—	—	Th=231	—	U=240	—	

(b)

Figure 1. (a) Dimitri Mendeleev is widely credited with creating (b) the first periodic table of the elements. (credit a: modification of work by Serge Lachinov; credit b: modification of work by “Den fjättrade ankan”/Wikimedia Commons)

By the twentieth century, it became apparent that the periodic relationship involved atomic numbers rather than atomic masses. The modern statement of this relationship, the **periodic law**, is as follows: *the properties of the elements are periodic functions of their atomic numbers*. A modern **periodic table** arranges the elements in increasing order of their atomic numbers and groups atoms with similar properties in the same vertical column (Figure 2). Each box represents an element and contains its atomic number, symbol, average atomic mass, and (sometimes) name. The elements are

arranged in seven horizontal rows, called **periods** or **series**, and 18 vertical columns, called **groups**. Groups are labeled at the top of each column. In the United States, the labels traditionally were numerals with capital letters. However, IUPAC recommends that the numbers 1 through 18 be used, and these labels are more common. For the table to fit on a single page, parts of two of the rows, a total of 14 columns, are usually written below the main body of the table.

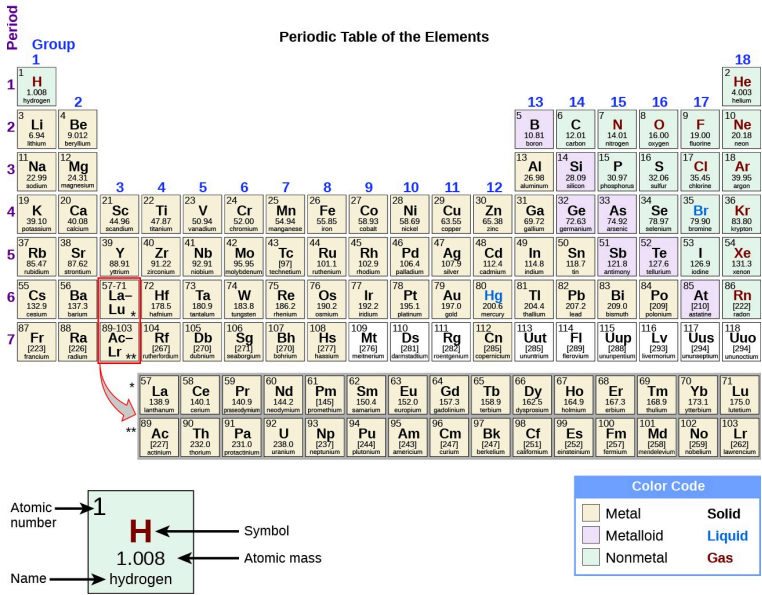


Figure 2. Elements in the periodic table are organized according to their properties.

Many elements differ dramatically in their chemical and physical properties, but some elements are similar in their behaviors. For example, many elements appear shiny, are malleable (able to be deformed without breaking) and ductile (can be drawn into wires), and conduct heat and electricity well. Other elements are not shiny, malleable, or ductile, and are poor conductors of heat and electricity. We can sort the elements into large classes with

common properties: **metals** (elements that are shiny, malleable, good conductors of heat and electricity—shaded yellow); **nonmetals** (elements that appear dull, poor conductors of heat and electricity—shaded green); and **metalloids** (elements that conduct heat and electricity moderately well, and possess some properties of metals and some properties of nonmetals—shaded purple).

The elements can also be classified into the **main-group elements** (or **representative elements**) in the columns labeled 1, 2, and 13–18; the **transition metals** in the columns labeled 3–12; and **inner transition metals** in the two rows at the bottom of the table (the top-row elements are called **lanthanides** and the bottom-row elements are **actinides**; Figure 3). The elements can be subdivided further by more specific properties, such as the composition of the compounds they form. For example, the elements in group 1 (the first column) form compounds that consist of one atom of the element and one atom of hydrogen. These elements (except hydrogen) are known as **alkali metals**, and they all have similar chemical properties. The elements in group 2 (the second column) form compounds consisting of one atom of the element and two atoms of hydrogen: These are called **alkaline earth metals**, with similar properties among members of that group. Other groups with specific names are the **pnictogens** (group 15), **chalcogens** (group 16), **halogens** (group 17), and the **noble gases** (group 18, also known as **inert gases**). The groups can also be referred to by the first element of the group: For example, the chalcogens can be called the oxygen group or oxygen family. Hydrogen is a unique, nonmetallic element with properties similar to both group 1A and group 7A elements. For that reason, hydrogen may be shown at the top of both groups, or by itself.



1. chlorine
2. calcium
3. sodium
4. sulfur

Show Answer

The family names are as follows:

1. halogen
2. alkaline earth metal
3. alkali metal
4. chalcogen

### *Check Your Learning*

Give the group name for each of the following elements:

1. krypton
2. selenium
3. barium
4. lithium

Show Answer

1. noble gas
2. chalcogen
3. alkaline earth metal
4. alkali metal

In studying the periodic table, you might have noticed something about the atomic masses of some of the elements. Element 43 (technetium), element 61 (promethium), and most of the elements with atomic number 84 (polonium) and higher have their atomic

mass given in square brackets. This is done for elements that consist entirely of unstable, radioactive isotopes (you will learn more about radioactivity in the nuclear chemistry chapter). An average atomic weight cannot be determined for these elements because their radioisotopes may vary significantly in relative abundance, depending on the source, or may not even exist in nature. The number in square brackets is the atomic mass number (and approximate atomic mass) of the most stable isotope of that element.

### *Key Concepts and Summary*

The discovery of the periodic recurrence of similar properties among the elements led to the formulation of the periodic table, in which the elements are arranged in order of increasing atomic number in rows known as periods and columns known as groups. Elements in the same group of the periodic table have similar chemical properties. Elements can be classified as metals, metalloids, and nonmetals, or as a main-group elements, transition metals, and inner transition metals. Groups are numbered 1–18 from left to right. The elements in group 1 are known as the alkali metals; those in group 2 are the alkaline earth metals; those in 15 are the pnictogens; those in 16 are the chalcogens; those in 17 are the halogens; and those in 18 are the noble gases.

## Exercises

### *Metal or Nonmetal?*

1. Using the periodic table, classify each of the following elements as a metal or a nonmetal, and then further classify each as a main-group (representative) element, transition metal, or inner transition metal:
  - a. uranium
  - b. bromine
  - c. strontium
  - d. neon
  - e. gold
  - f. americium
  - g. rhodium
  - h. sulfur
  - i. carbon
  - j. potassium
2. Using the periodic table, classify each of the following elements as a metal or a nonmetal, and then further classify each as a main-group (representative) element, transition metal, or inner transition metal:
  - a. cobalt
  - b. europium
  - c. iodine
  - d. indium
  - e. lithium
  - f. oxygen



- g. cadmium
- h. terbium
- i. rhenium

Show Answer

1. (a) metal, inner transition metal; (b) nonmetal, representative element; (c) metal, representative element; (d) nonmetal, representative element; (e) metal, transition metal; (f) metal, inner transition metal; (g) metal, transition metal; (h) nonmetal, representative element; (i) nonmetal, representative element; (j) metal, representative element

### *Identifying Elements*

1. Using the periodic table, identify the lightest member of each of the following groups:
  - a. noble gases
  - b. alkaline earth metals
  - c. alkali metals
  - d. chalcogens
2. Using the periodic table, identify the heaviest member of each of the following groups:
  - a. alkali metals
  - b. chalcogens
  - c. noble gases
  - d. alkaline earth metals
3. Use the periodic table to give the name and symbol for each of the following elements:

- a. the noble gas in the same period as germanium
  - b. the alkaline earth metal in the same period as selenium
  - c. the halogen in the same period as lithium
  - d. the chalcogen in the same period as cadmium
4. Use the periodic table to give the name and symbol for each of the following elements:
- a. the halogen in the same period as the alkali metal with 11 protons
  - b. the alkaline earth metal in the same period with the neutral noble gas with 18 electrons
  - c. the noble gas in the same row as an isotope with 30 neutrons and 25 protons
  - d. the noble gas in the same period as gold
5. Write a symbol for each of the following neutral isotopes. Include the atomic number and mass number for each.
- a. the alkali metal with 11 protons and a mass number of 23
  - b. the noble gas element with 75 neutrons in its nucleus and 54 electrons in the neutral atom
  - c. the isotope with 33 protons and 40 neutrons in its nucleus
  - d. the alkaline earth metal with 88 electrons and 138 neutrons
6. Write a symbol for each of the following neutral isotopes. Include the atomic number and mass

number for each.

- a. the chalcogen with a mass number of 125
- b. the halogen whose longest-lived isotope is radioactive
- c. the noble gas, used in lighting, with 10 electrons and 10 neutrons
- d. the lightest alkali metal with three neutrons

Show Selected Answers

1. (a) He; (b) Be; (c) Li; (d) O
3. (a) krypton, Kr; (b) calcium, Ca; (c) fluorine, F; (d) tellurium, Te
5. (a)  ${}_{11}^{23}\text{Na}$ ; (b)  ${}_{54}^{129}\text{Xe}$ ; (c)  ${}_{33}^{73}\text{As}$ ; (d)  ${}_{88}^{226}\text{Ra}$

## Glossary

**actinide:** inner transition metal in the bottom of the bottom two rows of the periodic table

**alkali metal:** element in group 1

**alkaline earth metal:** element in group 2

**chalcogen:** element in group 16

**group:** vertical column of the periodic table

**halogen:** element in group 17

**inert gas:** (also, noble gas) element in group 18

**inner transition metal:** (also, lanthanide or actinide) element in the bottom two rows; if in the first row, also called lanthanide, if in the second row, also called actinide

**lanthanide:** inner transition metal in the top of the bottom two rows of the periodic table

**main-group element:** (also, representative element) element in columns 1, 2, and 12–18

**metal:** element that is shiny, malleable, good conductor of heat and electricity

**metalloid:** element that conducts heat and electricity moderately well, and possesses some properties of metals and some properties of nonmetals

**noble gas:** (also, inert gas) element in group 18

**nonmetal:** element that appears dull, poor conductor of heat and electricity

**period:** (also, series) horizontal row of the period table

**periodic law:** properties of the elements are periodic function of their atomic numbers.

**periodic table:** table of the elements that places elements with similar chemical properties close together

**pnictogen:** element in group 15

**representative element:** (also, main-group element) element in columns 1, 2, and 12–18

**series:** (also, period) horizontal row of the period table

**transition metal:** element in columns 3–11

## 39. Videos: The Periodic Table

An introduction to the Periodic Table, discussing Mendeleev's original periodic table. Metal, nonmetal, and metalloid elements are identified by location, and we compare and contrast the physical properties of metals and nonmetals.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=57#oembed-1>

### The Periodic Table: Crash Course Chemistry #4

Hank gives us a tour of the most important table ever, including the life story of the obsessive man who championed it, Dmitri Mendeleev. The periodic table of elements is a concise, information-dense catalog of all of the different sorts of atoms in the universe, and it has a wealth of information to tell us if we can learn to read it.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=57#oembed-2>

# 40. Molecular and Ionic Compounds

## *Learning Objectives*

By the end of this section, you will be able to:

- Define ionic and molecular (covalent) compounds
- Predict the type of compound formed from elements based on their location within the periodic table
- Determine formulas for simple ionic compounds

In ordinary chemical reactions, the nucleus of each atom (and thus the identity of the element) remains unchanged. Electrons, however, can be added to atoms by transfer from other atoms, lost by transfer to other atoms, or shared with other atoms. The transfer and sharing of electrons among atoms govern the chemistry of the elements. During the formation of some compounds, atoms gain or lose electrons, and form electrically charged particles called ions (Figure 1).

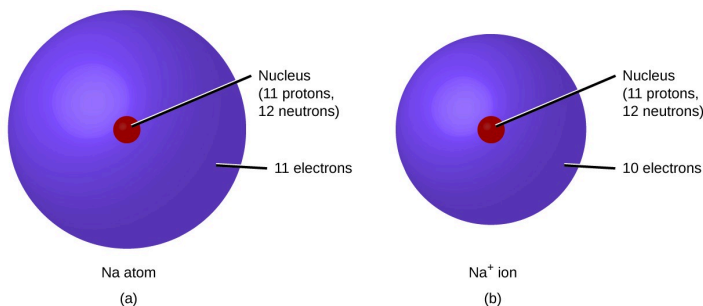


Figure 1. (a) A sodium atom (Na) has equal numbers of protons and electrons (11) and is uncharged. (b) A sodium cation (Na<sup>+</sup>) has lost an electron, so it has one more proton (11) than electrons (10), giving it an overall positive charge, signified by a superscripted plus sign.

You can use the periodic table to predict whether an atom will form an anion or a cation, and you can often predict the charge of the resulting ion. Atoms of many main-group metals lose enough electrons to leave them with the same number of electrons as an atom of the preceding noble gas. To illustrate, an atom of an alkali metal (group 1) loses one electron and forms a cation with a 1<sup>+</sup> charge; an alkaline earth metal (group 2) loses two electrons and forms a cation with a 2<sup>+</sup> charge, and so on. For example, a neutral calcium atom, with 20 protons and 20 electrons, readily loses two electrons. This results in a cation with 20 protons, 18 electrons, and a 2<sup>+</sup> charge. It has the same number of electrons as atoms of the preceding noble gas, argon, and is symbolized Ca<sup>2+</sup>. The name of a metal ion is the same as the name of the metal atom from which it forms, so Ca<sup>2+</sup> is called a calcium ion.

When atoms of nonmetal elements form ions, they generally gain enough electrons to give them the same number of electrons as an atom of the next noble gas in the periodic table. Atoms of group 17 gain one electron and form anions with a 1<sup>-</sup> charge; atoms of group 16 gain two electrons and form ions with a 2<sup>-</sup> charge, and so on. For example, the neutral bromine atom, with 35 protons and 35 electrons, can gain one electron to provide it with 36 electrons. This

results in an anion with 35 protons, 36 electrons, and a 1<sup>-</sup> charge. It has the same number of electrons as atoms of the next noble gas, krypton, and is symbolized Br<sup>-</sup>. (A discussion of the theory supporting the favored status of noble gas electron numbers reflected in these predictive rules for ion formation is provided in a later chapter of this text.)

Note the usefulness of the periodic table in predicting likely ion formation and charge (Figure 2). Moving from the far left to the right on the periodic table, main-group elements tend to form cations with a charge equal to the group number. That is, group 1 elements form 1<sup>+</sup> ions; group 2 elements form 2<sup>+</sup> ions, and so on. Moving from the far right to the left on the periodic table, elements often form anions with a negative charge equal to the number of groups moved left from the noble gases. For example, group 17 elements (one group left of the noble gases) form 1<sup>-</sup> ions; group 16 elements (two groups left) form 2<sup>-</sup> ions, and so on. This trend can be used as a guide in many cases, but its predictive value decreases when moving toward the center of the periodic table. In fact, transition metals and some other metals often exhibit variable charges that are not predictable by their location in the table. For example, copper can form ions with a 1<sup>+</sup> or 2<sup>+</sup> charge, and iron can form ions with a 2<sup>+</sup> or 3<sup>+</sup> charge.

Periodic Table of the Elements

Period	Group 1	Group 2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1																		He
2	Li <sup>+</sup>	Be <sup>2+</sup>												C <sup>4-</sup>	N <sup>3-</sup>	O <sup>2-</sup>	F <sup>-</sup>	Ne
3	Na <sup>+</sup>	Mg <sup>2+</sup>											Al <sup>3+</sup>		P <sup>3-</sup>	S <sup>2-</sup>	Cl <sup>-</sup>	Ar
4	K <sup>+</sup>	Ca <sup>2+</sup>				Cr <sup>3+</sup> Cr <sup>6+</sup>	Mn <sup>2+</sup>	Fe <sup>2+</sup> Fe <sup>3+</sup>	Co <sup>2+</sup>	Ni <sup>2+</sup>	Cu <sup>+</sup> Cu <sup>2+</sup>	Zn <sup>2+</sup>			As <sup>3-</sup>	Se <sup>2-</sup>	Br <sup>-</sup>	Kr
5	Rb <sup>+</sup>	Sr <sup>2+</sup>									Ag <sup>+</sup>	Cd <sup>2+</sup>				Te <sup>2-</sup>	I <sup>-</sup>	Xe
6	Cs <sup>+</sup>	Ba <sup>2+</sup>								Pt <sup>2+</sup>	Au <sup>+</sup> Au <sup>3+</sup>	Hg <sub>2</sub> <sup>2+</sup> Hg <sup>2+</sup>					At <sup>-</sup>	Rn
7	Fr <sup>+</sup>	Ra <sup>2+</sup>																

A red box highlights the elements Ba<sup>2+</sup> and Ra<sup>2+</sup> in the periodic table. A red arrow points from the bottom of this box to a separate diagram. The diagram shows two rows of colored boxes: the top row has 10 green boxes and is labeled with a '+' sign, and the bottom row has 10 pink boxes and is labeled with a '2+' sign.

Figure 2. Some elements exhibit a regular pattern of ionic charge when they form ions.



### *Example 1: Composition of Ions*

An ion found in some compounds used as antiperspirants contains 13 protons and 10 electrons. What is its symbol?

Show Answer

Because the number of protons remains unchanged when an atom forms an ion, the atomic number of the element must be 13. Knowing this lets us use the periodic table to identify the element as Al (aluminum). The Al atom has lost three electrons and thus has three more positive charges (13) than it has electrons (10). This is the aluminum cation,  $\text{Al}^{3+}$ .

### *Check Your Learning*

Give the symbol and name for the ion with 34 protons and 36 electrons.

Show Answer

$\text{Se}^{2-}$ , the selenide ion

### *Example 2: Formation of Ions*

Magnesium and nitrogen react to form an ionic compound. Predict which forms an anion, which forms a

cation, and the charges of each ion. Write the symbol for each ion and name them.

Show Answer

Magnesium's position in the periodic table (group 2) tells us that it is a metal. Metals form positive ions (cations). A magnesium atom must lose two electrons to have the same number electrons as an atom of the previous noble gas, neon. Thus, a magnesium atom will form a cation with two fewer electrons than protons and a charge of  $2+$ . The symbol for the ion is  $\text{Mg}^{2+}$ , and it is called a magnesium ion.

Nitrogen's position in the periodic table (group 15) reveals that it is a nonmetal. Nonmetals form negative ions (anions). A nitrogen atom must gain three electrons to have the same number of electrons as an atom of the following noble gas, neon. Thus, a nitrogen atom will form an anion with three more electrons than protons and a charge of  $3-$ . The symbol for the ion is  $\text{N}^{3-}$ , and it is called a nitride ion.

### *Check Your Learning*

Aluminum and carbon react to form an ionic compound. Predict which forms an anion, which forms a cation, and the charges of each ion. Write the symbol for each ion and name them.

Show Answer

Al will form a cation with a charge of  $3+$ :  $\text{Al}^{3+}$ , an aluminum ion. Carbon will form an anion with a charge of  $4-$ :  $\text{C}^{4-}$ , a carbide ion.

The ions that we have discussed so far are called **monatomic ions**,

that is, they are ions formed from only one atom. We also find many **polyatomic ions**. These ions, which act as discrete units, are electrically charged molecules (a group of bonded atoms with an overall charge). Some of the more important polyatomic ions are listed in Table 1. **Oxyanions** are polyatomic ions that contain one or more oxygen atoms. At this point in your study of chemistry, you should memorize the names, formulas, and charges of the most common polyatomic ions. Because you will use them repeatedly, they will soon become familiar.

**Table 1. Common Polyatomic Ions**

Charge	Name	Formula	Charge	Name	Formula
1+	ammonium	$\text{NH}_4^+$	1-	permanganate	$\text{MnO}_4^-$
1-	acetate	$\text{C}_2\text{H}_3\text{O}_2^-$	1-	hydrogen carbonate, or bicarbonate	$\text{HCO}_3^-$
1-	cyanide	$\text{CN}^-$	2-	carbonate	$\text{CO}_3^{2-}$
1-	hydroxide	$\text{OH}^-$	2-	peroxide	$\text{O}_2^{2-}$
1-	nitrate	$\text{NO}_3^-$	1-	hydrogen sulfate, or bisulfate	$\text{HSO}_4^-$
1-	nitrite	$\text{NO}_2^-$	2-	sulfate	$\text{SO}_4^{2-}$
1-	perchlorate	$\text{ClO}_4^-$	2-	sulfite	$\text{SO}_3^{2-}$
1-	chlorate	$\text{ClO}_3^-$	1-	dihydrogen phosphate	$\text{H}_2\text{PO}_4^-$
1-	chlorite	$\text{ClO}_2^-$	2-	hydrogen phosphate	$\text{HPO}_4^{2-}$
1-	hypochlorite	$\text{ClO}^-$	3-	phosphate	$\text{PO}_4^{3-}$

Note that there is a system for naming some polyatomic ions; *-ate* and *-ite* are suffixes designating polyatomic ions containing more or fewer oxygen atoms. *Per-* (short for “hyper”) and *hypo-* (meaning “under”) are prefixes meaning more oxygen atoms than *-ate* and

fewer oxygen atoms than *-ite*, respectively. For example, perchlorate is  $\text{ClO}_4^-$ , chlorate is  $\text{ClO}_3^-$ , chlorite is  $\text{ClO}_2^-$  and hypochlorite is  $\text{ClO}^-$ . Unfortunately, the number of oxygen atoms corresponding to a given suffix or prefix is not consistent; for example, nitrate is  $\text{NO}_3^-$  while sulfate is  $\text{SO}_4^{2-}$ . This will be covered in more detail in the next module on nomenclature.

The nature of the attractive forces that hold atoms or ions together within a compound is the basis for classifying chemical bonding. When electrons are transferred and ions form, **ionic bonds** result. Ionic bonds are electrostatic forces of attraction, that is, the attractive forces experienced between objects of opposite electrical charge (in this case, cations and anions). When electrons are “shared” and molecules form, **covalent bonds** result. Covalent bonds are the attractive forces between the positively charged nuclei of the bonded atoms and one or more pairs of electrons that are located between the atoms. Compounds are classified as ionic or molecular (covalent) on the basis of the bonds present in them.

## Ionic Compounds

When an element composed of atoms that readily lose electrons (a metal) reacts with an element composed of atoms that readily gain electrons (a nonmetal), a transfer of electrons usually occurs, producing ions. The compound formed by this transfer is stabilized by the electrostatic attractions (ionic bonds) between the ions of opposite charge present in the compound. For example, when each sodium atom in a sample of sodium metal (group 1) gives up one electron to form a sodium cation,  $\text{Na}^+$ , and each chlorine atom in a sample of chlorine gas (group 17) accepts one electron to form a chloride anion,  $\text{Cl}^-$ , the resulting compound,  $\text{NaCl}$ , is composed of sodium ions and chloride ions in the ratio of one  $\text{Na}^+$  ion for each  $\text{Cl}^-$  ion. Similarly, each calcium atom (group 2) can give up two electrons and transfer one to each of two chlorine atoms to form  $\text{CaCl}_2$ , which

is composed of  $\text{Ca}^{2+}$  and  $\text{Cl}^-$  ions in the ratio of one  $\text{Ca}^{2+}$  ion to two  $\text{Cl}^-$  ions.

A compound that contains ions and is held together by ionic bonds is called an **ionic compound**. The periodic table can help us recognize many of the compounds that are ionic: When a metal is combined with one or more nonmetals, the compound is usually ionic. This guideline works well for predicting ionic compound formation for most of the compounds typically encountered in an introductory chemistry course. However, it is not always true (for example, aluminum chloride,  $\text{AlCl}_3$ , is not ionic).

You can often recognize ionic compounds because of their properties. Ionic compounds are solids that typically melt at high temperatures and boil at even higher temperatures. For example, sodium chloride melts at  $801\text{ }^\circ\text{C}$  and boils at  $1413\text{ }^\circ\text{C}$ . (As a comparison, the molecular compound water melts at  $0\text{ }^\circ\text{C}$  and boils at  $100\text{ }^\circ\text{C}$ .) In solid form, an ionic compound is not electrically conductive because its ions are unable to flow (“electricity” is the flow of charged particles). When molten, however, it can conduct electricity because its ions are able to move freely through the liquid (Figure 3).

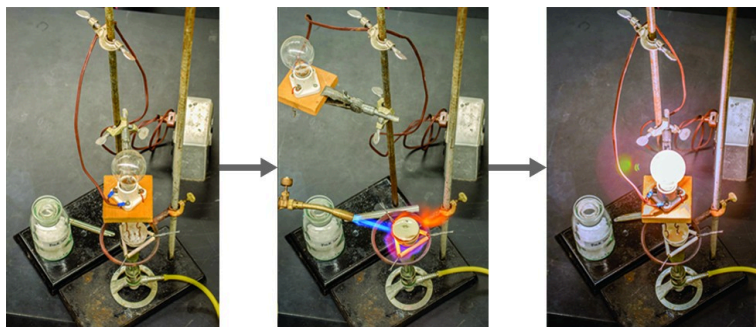


Figure 3. Sodium chloride melts at  $801\text{ }^\circ\text{C}$  and conducts electricity when molten. (credit: modification of work by Mark Blaser and Matt Evans)

Watch this video to see a mixture of salts melt and conduct electricity.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=58#oembed-1>

In every ionic compound, the total number of positive charges of the cations equals the total number of negative charges of the anions. Thus, ionic compounds are electrically neutral overall, even though they contain positive and negative ions. We can use this observation to help us write the formula of an ionic compound. The formula of an ionic compound must have a ratio of ions such that the numbers of positive and negative charges are equal.

### *Example 3: Predicting the Formula of an Ionic Compound*

The gemstone sapphire (Figure 4) is mostly a compound of aluminum and oxygen that contains aluminum cations,  $\text{Al}^{3+}$ , and oxygen anions,  $\text{O}^{2-}$ . What is the formula of this compound?



Figure 4. Although pure aluminum oxide is colorless, trace amounts of iron and titanium give blue sapphire its characteristic color. (credit: modification of work by Stanislav Doronenko)

Show Answer

Because the ionic compound must be electrically neutral, it must have the same number of positive and negative charges. Two aluminum ions, each with a charge of  $3^+$ , would give us six positive charges, and three oxide ions, each with a charge of  $2^-$ , would give us six negative charges. The formula would be  $\text{Al}_2\text{O}_3$ .

### *Check Your Learning*

Predict the formula of the ionic compound formed between the sodium cation,  $\text{Na}^+$ , and the sulfide anion,  $\text{S}^{2-}$ .

Show Answer



Many ionic compounds contain polyatomic ions (Table 1) as the cation, the anion, or both. As with simple ionic compounds, these compounds must also be electrically neutral, so their formulas can be predicted by treating the polyatomic ions as discrete units. We use parentheses in a formula to indicate a group of atoms that behave as a unit. For example, the formula for calcium phosphate, one of the minerals in our bones, is  $\text{Ca}_3(\text{PO}_4)_2$ . This formula indicates that there are three calcium ions ( $\text{Ca}^{2+}$ ) for every two phosphate ( $\text{PO}_4^{3-}$ ) groups. The  $\text{PO}_4^{3-}$  groups are discrete units, each consisting of one phosphorus atom and four oxygen atoms, and having an overall charge of 3-. The compound is electrically neutral, and its formula shows a total count of three Ca, two P, and eight O atoms.

#### *Example 4: Predicting the Formula of a Compound with a Polyatomic Anion*

Baking powder contains calcium dihydrogen phosphate, an ionic compound composed of the ions  $\text{Ca}^{2+}$  and  $\text{H}_2\text{PO}_4^-$ . What is the formula of this compound?

Show Answer

The positive and negative charges must balance, and this ionic compound must be electrically neutral. Thus, we must have two negative charges to balance the 2+ charge of the calcium ion. This requires a ratio of one  $\text{Ca}^{2+}$  ion to two  $\text{H}_2\text{PO}_4^-$  ions. We designate this by enclosing the



formula for the dihydrogen phosphate ion in parentheses and adding a subscript 2. The formula is  $\text{Ca}(\text{H}_2\text{PO}_4)_2$ .

### *Check Your Learning*

Predict the formula of the ionic compound formed between the lithium ion and the peroxide ion,  $\text{O}_2^{2-}$  (Hint: Use the periodic table to predict the sign and the charge on the lithium ion.)

Show Answer

$\text{Li}_2\text{O}_2$

Because an ionic compound is not made up of single, discrete molecules, it may not be properly symbolized using a *molecular* formula. Instead, ionic compounds must be symbolized by a formula indicating the *relative numbers* of its constituent cations. For compounds containing only monatomic ions (such as  $\text{NaCl}$ ) and for many compounds containing polyatomic ions (such as  $\text{CaSO}_4$ ), these formulas are just the empirical formulas introduced earlier in this chapter. However, the formulas for some ionic compounds containing polyatomic ions are not empirical formulas. For example, the ionic compound sodium oxalate is comprised of  $\text{Na}^+$  and  $\text{C}_2\text{O}_4^{2-}$  ions combined in a 2:1 ratio, and its formula is written as  $\text{Na}_2\text{C}_2\text{O}_4$ . The subscripts in this formula are not the smallest-possible whole numbers, as each can be divided by 2 to yield the empirical formula,  $\text{NaCO}_2$ . This is not the accepted formula for sodium oxalate, however, as it does not accurately represent the compound's polyatomic anion,  $\text{C}_2\text{O}_4^{2-}$ .

## Molecular Compounds

Many compounds do not contain ions but instead consist solely of discrete, neutral molecules. These **molecular compounds** (covalent compounds) result when atoms share, rather than transfer (gain or lose), electrons. Covalent bonding is an important and extensive concept in chemistry, and it will be treated in considerable detail in a later chapter of this text. We can often identify molecular compounds on the basis of their physical properties. Under normal conditions, molecular compounds often exist as gases, low-boiling liquids, and low-melting solids, although many important exceptions exist.

Whereas ionic compounds are usually formed when a metal and a nonmetal combine, covalent compounds are usually formed by a combination of nonmetals. Thus, the periodic table can help us recognize many of the compounds that are covalent. While we can use the positions of a compound's elements in the periodic table to predict whether it is ionic or covalent at this point in our study of chemistry, you should be aware that this is a very simplistic approach that does not account for a number of interesting exceptions. Shades of gray exist between ionic and molecular compounds, and you'll learn more about those later.

### *Example 5: Predicting the Type of Bonding in Compounds*

Predict whether the following compounds are ionic or molecular:

1. KI, the compound used as a source of iodine in table salt

2.  $\text{H}_2\text{O}_2$ , the bleach and disinfectant hydrogen peroxide
3.  $\text{CHCl}_3$ , the anesthetic chloroform
4.  $\text{Li}_2\text{CO}_3$ , a source of lithium in antidepressants

Show Answer

1. Potassium (group 1) is a metal, and iodine (group 17) is a nonmetal; KI is predicted to be ionic.
2. Hydrogen (group 1) is a nonmetal, and oxygen (group 16) is a nonmetal;  $\text{H}_2\text{O}_2$  is predicted to be molecular.
3. Carbon (group 14) is a nonmetal, hydrogen (group 1) is a nonmetal, and chlorine (group 17) is a nonmetal;  $\text{CHCl}_3$  is predicted to be molecular.
4. Lithium (group 1A) is a metal, and carbonate is a polyatomic ion;  $\text{Li}_2\text{CO}_3$  is predicted to be ionic.

### *Check Your Learning*

Using the periodic table, predict whether the following compounds are ionic or covalent:

1.  $\text{SO}_2$
2.  $\text{CaF}_2$
3.  $\text{N}_2\text{H}_4$
4.  $\text{Al}_2(\text{SO}_4)_3$

Show Answer

1. molecular
2. ionic

3. molecular
4. ionic

### *Key Concepts and Summary*

Metals (particularly those in groups 1 and 2) tend to lose the number of electrons that would leave them with the same number of electrons as in the preceding noble gas in the periodic table. By this means, a positively charged ion is formed. Similarly, nonmetals (especially those in groups 16 and 17, and, to a lesser extent, those in Group 15) can gain the number of electrons needed to provide atoms with the same number of electrons as in the next noble gas in the periodic table. Thus, nonmetals tend to form negative ions. Positively charged ions are called cations, and negatively charge ions are called anions. Ions can be either monatomic (containing only one atom) or polyatomic (containing more than one atom).

Compounds that contain ions are called ionic compounds. Ionic compounds generally form from metals and nonmetals. Compounds that do not contain ions, but instead consist of atoms bonded tightly together in molecules (uncharged groups of atoms that behave as a single unit), are called covalent compounds. Covalent compounds usually form from two nonmetals.

## Exercises

- Using the periodic table, predict whether the following chlorides are ionic or covalent: KCl, NCl<sub>3</sub>, ICl, MgCl<sub>2</sub>, PCl<sub>5</sub>, and CCl<sub>4</sub>.
- Using the periodic table, predict whether the following chlorides are ionic or covalent: SiCl<sub>4</sub>, PCl<sub>3</sub>, CaCl<sub>2</sub>, CsCl, CuCl<sub>2</sub>, and CrCl<sub>3</sub>.
- For each of the following compounds, state whether it is ionic or covalent. If it is ionic, write the symbols for the ions involved:
  - NF<sub>3</sub>
  - BaO,
  - (NH<sub>4</sub>)<sub>2</sub>CO<sub>3</sub>
  - Sr(H<sub>2</sub>PO<sub>4</sub>)<sub>2</sub>
  - IBr
  - Na<sub>2</sub>O
- For each of the following compounds, state whether it is ionic or covalent, and if it is ionic, write the symbols for the ions involved:
  - KClO<sub>4</sub>
  - MgC<sub>2</sub>H<sub>3</sub>O<sub>2</sub>
  - H<sub>2</sub>S
  - Ag<sub>2</sub>S
  - N<sub>2</sub>Cl<sub>4</sub>
  - Co(NO<sub>3</sub>)<sub>2</sub>
- For each of the following pairs of ions, write the symbol for the formula of the compound they will form:

- a.  $\text{Ca}^{2+}, \text{S}^{2-}$
- b.  $\text{NH}_4^+, \text{SO}_4^{2-}$
- c.  $\text{Al}^{3+}, \text{Br}^-$  (d)  $\text{Na}^+, \text{HPO}_4^{2-}$  (e)  $\text{Mg}^{2+}, \text{PO}_4^{3-}$

6. For each of the following pairs of ions, write the symbol for the formula of the compound they will form:

- a.  $\text{K}^+, \text{O}^{2-}$
- b.  $\text{NH}_4^+, \text{PO}_4^{3-}$
- c.  $\text{Al}^{3+}, \text{O}^{2-}$
- d.  $\text{Na}^+, \text{CO}_3^{2-}$
- e.  $\text{Ba}^{2+}, \text{PO}_4^{3-}$

Show Selected Answers

1. Ionic:  $\text{KCl}$ ,  $\text{MgCl}_2$ ; Covalent:  $\text{NCl}_3$ ,  $\text{ICl}$ ,  $\text{PCl}_5$ ,  $\text{CCl}_4$
3. (a) covalent; (b) ionic,  $\text{Ba}^{2+}, \text{O}^{2-}$ ; (c) ionic,  $\text{NH}_4^+, \text{CO}_3^{2-}$ ; (d) ionic,  $\text{Sr}^{2+}, \text{H}_2\text{PO}_4^-$ ; (e) covalent; (f) ionic,  $\text{Na}^+, \text{O}^{2-}$
5. (a)  $\text{CaS}$ ; (b)  $(\text{NH}_4)_2\text{CO}_3$ ; (c)  $\text{AlBr}_3$ ; (d)  $\text{Na}_2\text{HPO}_4$ ; (e)  $\text{Mg}_3(\text{PO}_4)_2$

## Glossary

**covalent bond:** attractive force between the nuclei of a molecule's atoms and pairs of electrons between the atoms

**covalent compound:** (also, molecular compound) composed of molecules formed by atoms of two or more different elements

**ionic bond:** electrostatic forces of attraction between the oppositely charged ions of an ionic compound

**ionic compound:** compound composed of cations and anions combined in ratios, yielding an electrically neutral substance

**molecular compound:** (also, covalent compound) composed of molecules formed by atoms of two or more different elements

**monatomic ion:** ion composed of a single atom

**oxyanion:** polyatomic anion composed of a central atom bonded to oxygen atoms

**polyatomic ion:** ion composed of more than one atom

## 4I. Videos: Ionic Bonding

Ionic bonds form between metals and nonmetals.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=59#oembed-1>

<https://www.youtube.com/watch?v=5EwmedLuRmw>



## 42. Chemical Nomenclature

### *Learning Objectives*

By the end of this section, you will be able to:

- Derive names for common types of inorganic compounds using a systematic approach

**Nomenclature**, a collection of rules for naming things, is important in science and in many other situations. This module describes an approach that is used to name simple ionic and molecular compounds, such as  $\text{NaCl}$ ,  $\text{CaCO}_3$ , and  $\text{N}_2\text{O}_4$ . The simplest of these are **binary compounds**, those containing only two elements, but we will also consider how to name ionic compounds containing polyatomic ions, and one specific, very important class of compounds known as **acids** (subsequent chapters in this text will focus on these compounds in great detail). We will limit our attention here to inorganic compounds, compounds that are composed principally of elements other than carbon, and will follow the nomenclature guidelines proposed by IUPAC. The rules for organic compounds, in which carbon is the principle element, will be treated in a later chapter on organic chemistry.

### Ionic Compounds

To name an inorganic compound, we need to consider the answers to several questions. First, is the compound ionic or molecular?

If the compound is ionic, does the metal form ions of only one type (fixed charge) or more than one type (variable charge)? Are the ions monatomic or polyatomic? If the compound is molecular, does it contain hydrogen? If so, does it also contain oxygen? From the answers we derive, we place the compound in an appropriate category and then name it accordingly.

## Compounds Containing Only Monatomic Ions

The name of a binary compound containing monatomic ions consists of the name of the cation (the name of the metal) followed by the name of the anion (the name of the nonmetallic element with its ending replaced by the suffix *-ide*). Some examples are given in Table 1.

---

**Table 1. Names of Some Ionic Compounds**

NaCl, sodium chloride	Na <sub>2</sub> O, sodium oxide
KBr, potassium bromide	CdS, cadmium sulfide
CaI <sub>2</sub> , calcium iodide	Mg <sub>3</sub> N <sub>2</sub> , magnesium nitride
CsF, cesium fluoride	Ca <sub>3</sub> P <sub>2</sub> , calcium phosphide
LiCl, lithium chloride	Al <sub>4</sub> C <sub>3</sub> , aluminum carbide

---

## Compounds Containing Polyatomic Ions

Compounds containing polyatomic ions are named similarly to those containing only monatomic ions, except there is no need to change to an *-ide* ending, since the suffix is already present in the name of the anion. Examples are shown in Table 2.

---

**Table 2. Names of Some Polyatomic Ionic Compounds**

---

KC <sub>2</sub> H <sub>3</sub> O <sub>2</sub> , potassium acetate	(NH <sub>4</sub> )Cl, ammonium chloride
NaHCO <sub>3</sub> , sodium bicarbonate	CaSO <sub>4</sub> , calcium sulfate
Al <sub>2</sub> (CO <sub>3</sub> ) <sub>3</sub> , aluminum carbonate	Mg <sub>3</sub> (PO <sub>4</sub> ) <sub>2</sub> , magnesium phosphate

---

## Ionic Compounds in Your Cabinets

Every day you encounter and use a large number of ionic compounds. Some of these compounds, where they are found, and what they are used for are listed in Table 3. Look at the label or ingredients list on the various products that you use during the next few days, and see if you run into any of those in this table, or find other ionic compounds that you could now name or write as a formula.

---

**Table 3. Everyday Ionic Compounds**

<b>Ionic Compound</b>	<b>Use</b>
NaCl, sodium chloride	ordinary table salt
KI, potassium iodide	added to “iodized” salt for thyroid health
NaF, sodium fluoride	ingredient in toothpaste
NaHCO <sub>3</sub> , sodium bicarbonate	baking soda; used in cooking (and as antacid)
Na <sub>2</sub> CO <sub>3</sub> , sodium carbonate	washing soda; used in cleaning agents
NaOCl, sodium hypochlorite	active ingredient in household bleach
CaCO <sub>3</sub> calcium carbonate	ingredient in antacids
Mg(OH) <sub>2</sub> , magnesium hydroxide	ingredient in antacids
Al(OH) <sub>3</sub> , aluminum hydroxide	ingredient in antacids
NaOH, sodium hydroxide	lye; used as drain cleaner
K <sub>3</sub> PO <sub>4</sub> , potassium phosphate	food additive (many purposes)
MgSO <sub>4</sub> , magnesium sulfate	added to purified water
Na <sub>2</sub> HPO <sub>4</sub> , sodium hydrogen phosphate	anti-caking agent; used in powdered products
Na <sub>2</sub> SO <sub>3</sub> , sodium sulfite	preservative

---

## Compounds Containing a Metal Ion with a Variable Charge

Most of the transition metals can form two or more cations with different charges. Compounds of these metals with nonmetals are named with the same method as compounds in the first category, except the charge of the metal ion is specified by a Roman numeral in parentheses after the name of the metal. The charge of the metal ion is determined from the formula of the compound and the charge of the anion. For example, consider binary ionic compounds of iron and chlorine. Iron typically exhibits a charge of either 2+ or 3+ (see [Molecular and Ionic Compounds](#)), and the two corresponding compound formulas are  $\text{FeCl}_2$  and  $\text{FeCl}_3$ . The simplest name, “iron chloride,” will, in this case, be ambiguous, as it does not distinguish between these two compounds. In cases like this, the charge of the metal ion is included as a Roman numeral in parentheses immediately following the metal name. These two compounds are then unambiguously named iron(II) chloride and iron(III) chloride, respectively. Other examples are provided in Table 4.

---

**Table 4. Names of Some Transition Metal Ionic Compounds**

Transition Metal Ionic Compound	Name
$\text{FeCl}_3$	iron(III) chloride
$\text{Hg}_2\text{O}$	mercury(I) oxide
$\text{HgO}$	mercury(II) oxide
$\text{Cu}_3(\text{PO}_4)_2$	copper(II) phosphate

---

Out-of-date nomenclature used the suffixes *-ic* and *-ous* to designate metals with higher and lower charges, respectively: Iron(III) chloride,  $\text{FeCl}_3$ , was previously called ferric chloride, and iron(II) chloride,  $\text{FeCl}_2$ , was known as ferrous chloride. Though this naming convention has been largely abandoned by the scientific community, it remains in use by some segments of industry. For example, you may see the words *stannous fluoride* on a tube of toothpaste. This represents the formula  $\text{SnF}_2$ , which is more

properly named tin(II) fluoride. The other fluoride of tin is  $\text{SnF}_4$ , which was previously called stannic fluoride but is now named tin(IV) fluoride.

### *Example 1: Naming Ionic Compounds*

Name the following ionic compounds, which contain a metal that can have more than one ionic charge:

1.  $\text{Fe}_2\text{S}_3$
2.  $\text{CuSe}$
3.  $\text{GaN}$
4.  $\text{CrCl}_3$
5.  $\text{Ti}_2(\text{SO}_4)_3$

Show Answer

The anions in these compounds have a fixed negative charge ( $\text{S}^{2-}$ ,  $\text{Se}^{2-}$ ,  $\text{N}^{3-}$ ,  $\text{Cl}^-$ , and  $\text{SO}_4^{2-}$ ), and the compounds must be neutral. Because the total number of positive charges in each compound must equal the total number of negative charges, the positive ions must be  $\text{Fe}^{3+}$ ,  $\text{Cu}^{2+}$ ,  $\text{Ga}^{3+}$ ,  $\text{Cr}^{3+}$ , and  $\text{Ti}^{3+}$ . These charges are used in the names of the metal ions:

1. iron(III) sulfide
2. copper(II) selenide
3. gallium(III) nitride
4. chromium(III) chloride
5. titanium(III) sulfate

## Check Your Learning

Write the formulas of the following ionic compounds:

1. chromium(III) phosphide
2. mercury(II) sulfide
3. manganese(II) phosphate
4. copper(I) oxide
5. chromium(VI) fluoride

Show Answer

1.  $\text{CrP}$
2.  $\text{HgS}$
3.  $\text{Mn}_3(\text{PO}_4)_2$
4.  $\text{Cu}_2\text{O}$
5.  $\text{CrF}_6$

## Erin Brokovich and Chromium Contamination

In the early 1990s, legal file clerk Erin Brockovich (Figure 1) discovered a high rate of serious illnesses in the small town of Hinckley, California. Her investigation eventually linked the illnesses to groundwater

contaminated by Cr(VI) used by Pacific Gas & Electric (PG&E) to fight corrosion in a nearby natural gas pipeline. As dramatized in the film *Erin Brokovich* (for which Julia Roberts won an Oscar), Erin and lawyer Edward Masry sued PG&E for contaminating the water near Hinckley in 1993. The settlement they won in 1996—\$333 million—was the largest amount ever awarded for a direct-action lawsuit in the US at that time.

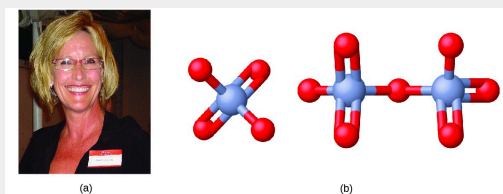


Figure 1. (a) Erin Brokovich found that Cr(IV), used by PG&E, had contaminated the Hinckley, California, water supply. (b) The Cr(VI) ion is often present in water as the polyatomic ions chromate,  $\text{CrO}_4^{2-}$  (left), and dichromate,  $\text{Cr}_2\text{O}_7^{2-}$  (right).



Chromium compounds are widely used in industry, such as for chrome plating, in dye-making, as preservatives, and to prevent corrosion in cooling tower water, as occurred near Hinckley. In the environment, chromium exists primarily in either the Cr(III) or Cr(VI) forms. Cr(III), an ingredient of many vitamin and nutritional supplements, forms compounds that are not very soluble in water, and it has low toxicity. But Cr(VI) is much more toxic and forms compounds that are reasonably soluble in water. Exposure to small amounts of Cr(VI) can lead to damage of the respiratory, gastrointestinal, and immune systems, as well as the kidneys, liver, blood, and skin.

Despite cleanup efforts, Cr(VI) groundwater contamination remains a problem in Hinckley and other locations across the globe. A 2010 study by the Environmental Working Group found that of 35 US cities tested, 31 had higher levels of Cr(VI) in their tap water than the public health goal of 0.02 parts per billion set by the California Environmental Protection Agency.

## Molecular (Covalent) Compounds

The bonding characteristics of inorganic molecular compounds are different from ionic compounds, and they are named using a different system as well. The charges of cations and anions dictate their ratios in ionic compounds, so specifying the names of the ions provides sufficient information to determine chemical formulas.

However, because covalent bonding allows for significant variation in the combination ratios of the atoms in a molecule, the names for molecular compounds must explicitly identify these ratios.

## Compounds Composed of Two Elements

When two nonmetallic elements form a molecular compound, several combination ratios are often possible. For example, carbon and oxygen can form the compounds CO and CO<sub>2</sub>. Since these are different substances with different properties, they cannot both have the same name (they cannot both be called carbon oxide). To deal with this situation, we use a naming method that is somewhat similar to that used for ionic compounds, but with added prefixes to specify the numbers of atoms of each element. The name of the more metallic element (the one farther to the left and/or bottom of the periodic table) is first, followed by the name of the more nonmetallic element (the one farther to the right and/or top) with its ending changed to the suffix *-ide*. The numbers of atoms of each element are designated by the Greek prefixes shown in Table 5.

**Table 5. Nomenclature Prefixes**

Number	Prefix	Number	Prefix
1 (sometimes omitted)	mono-	6	hexa-
2	di-	7	hepta-
3	tri-	8	octa-
4	tetra-	9	nona-
5	penta-	10	deca-

When only one atom of the first element is present, the prefix *mono-* is usually deleted from that part. Thus, CO is named carbon monoxide, and CO<sub>2</sub> is called carbon dioxide. When two vowels are

adjacent, the *a* in the Greek prefix is usually dropped. Some other examples are shown in Table 6.

**Table 6. Names of Some Molecular Compounds Composed of Two Elements**

Compound	Name	Compound	Name
SO <sub>2</sub>	sulfur dioxide	BCl <sub>3</sub>	boron trichloride
SO <sub>3</sub>	sulfur trioxide	SF <sub>6</sub>	sulfur hexafluoride
NO <sub>2</sub>	nitrogen dioxide	PF <sub>5</sub>	phosphorus pentafluoride
N <sub>2</sub> O <sub>4</sub>	dinitrogen tetroxide	P <sub>4</sub> O <sub>10</sub>	tetraphosphorus decaoxide
N <sub>2</sub> O <sub>5</sub>	dinitrogen pentoxide	IF <sub>7</sub>	iodine heptafluoride

There are a few common names that you will encounter as you continue your study of chemistry. For example, although NO is often called nitric oxide, its proper name is nitrogen monoxide. Similarly, N<sub>2</sub>O is known as nitrous oxide even though our rules would specify the name dinitrogen monoxide. (And H<sub>2</sub>O is usually called water, not dihydrogen monoxide.) You should commit to memory the common names of compounds as you encounter them.

### *Example 2: Naming Covalent Compounds*

Name the following covalent compounds:

1. SF<sub>6</sub>
2. N<sub>2</sub>O<sub>3</sub>
3. Cl<sub>2</sub>O<sub>7</sub>
4. P<sub>4</sub>O<sub>6</sub>

Show Answer

Because these compounds consist solely of nonmetals, we use prefixes to designate the number of atoms of each element:

1. sulfur hexafluoride
2. dinitrogen trioxide
3. dichlorine heptoxide
4. tetraphosphorus hexoxide

### *Check Your Learning*

Write the formulas for the following compounds:

1. phosphorus pentachloride
2. dinitrogen monoxide
3. iodine heptafluoride
4. carbon tetrachloride

Show Answer

1.  $\text{PCl}_5$
2.  $\text{N}_2\text{O}$
3.  $\text{IF}_7$
4.  $\text{CCl}_4$

The [Chemiste website](#) provides practice with naming chemical compounds and writing chemical formulas. You can choose binary, polyatomic, and variable charge ionic compounds, as well as molecular compounds.

## Binary Acids

Some compounds containing hydrogen are members of an important class of substances known as acids. The chemistry of these compounds is explored in more detail in later chapters of this text, but for now, it will suffice to note that many acids release hydrogen ions,  $\text{H}^+$ , when dissolved in water. To denote this distinct chemical property, a mixture of water with an acid is given a name derived from the compound's name. If the compound is a **binary acid** (comprised of hydrogen and one other nonmetallic element):

1. The word “hydrogen” is changed to the prefix *hydro-*
2. The other nonmetallic element name is modified by adding the suffix *-ic*
3. The word “acid” is added as a second word

For example, when the gas  $\text{HCl}$  (hydrogen chloride) is dissolved in water, the solution is called *hydrochloric acid*. Several other examples of this nomenclature are shown in Table 7.

---

**Table 7. Names of Some Simple Acids**

Name of Gas	Name of Acid
$\text{HF}(g)$ , hydrogen fluoride	$\text{HF}(aq)$ , hydrofluoric acid
$\text{HCl}(g)$ , hydrogen chloride	$\text{HCl}(aq)$ , hydrochloric acid
$\text{HBr}(g)$ , hydrogen bromide	$\text{HBr}(aq)$ , hydrobromic acid
$\text{HI}(g)$ , hydrogen iodide	$\text{HI}(aq)$ , hydroiodic acid
$\text{H}_2\text{S}(g)$ , hydrogen sulfide	$\text{H}_2\text{S}(aq)$ , hydrosulfuric acid

---

## Oxyacids

Many compounds containing three or more elements (such as organic compounds or coordination compounds) are subject to

specialized nomenclature rules that you will learn later. However, we will briefly discuss the important compounds known as **oxyacids**, compounds that contain hydrogen, oxygen, and at least one other element, and are bonded in such a way as to impart acidic properties to the compound (you will learn the details of this in a later chapter). Typical oxyacids consist of hydrogen combined with a polyatomic, oxygen-containing ion. To name oxyacids:

1. Omit “hydrogen”
2. Start with the root name of the anion
3. Replace *-ate* with *-ic*, or *-ite* with *-ous*
4. Add “acid”

For example, consider  $\text{H}_2\text{CO}_3$  (which you might be tempted to call “hydrogen carbonate”). To name this correctly, “hydrogen” is omitted; the *-ate* of carbonate is replaced with *-ic*; and acid is added—so its name is carbonic acid. Other examples are given in Table 8. There are some exceptions to the general naming method (e.g.,  $\text{H}_2\text{SO}_4$  is called sulfuric acid, not sulfic acid, and  $\text{H}_2\text{SO}_3$  is sulfurous, not sulfous, acid).

---

**Table 8. Names of Common Oxyacids**

<b>Formula</b>	<b>Anion Name</b>	<b>Acid Name</b>
$\text{HC}_2\text{H}_3\text{O}_2$	acetate	acetic acid
$\text{HNO}_3$	nitrate	nitric acid
$\text{HNO}_2$	nitrite	nitrous acid
$\text{HClO}_4$	perchlorate	perchloric acid
$\text{H}_2\text{CO}_3$	carbonate	carbonic acid
$\text{H}_2\text{SO}_4$	sulfate	sulfuric acid
$\text{H}_2\text{SO}_3$	sulfite	sulfurous acid
$\text{H}_3\text{PO}_4$	phosphate	phosphoric acid

---

## *Key Concepts and Summary*

Chemists use nomenclature rules to clearly name compounds. Ionic and molecular compounds are named using somewhat-different methods. Binary ionic compounds typically consist of a metal and a nonmetal. The name of the metal is written first, followed by the name of the nonmetal with its ending changed to *-ide*. For example,  $\text{K}_2\text{O}$  is called potassium oxide. If the metal can form ions with different charges, a Roman numeral in parentheses follows the name of the metal to specify its charge. Thus,  $\text{FeCl}_2$  is iron(II) chloride and  $\text{FeCl}_3$  is iron(III) chloride.

Some compounds contain polyatomic ions; the names of common polyatomic ions should be memorized. Molecular compounds can form compounds with different ratios of their elements, so prefixes are used to specify the numbers of atoms of each element in a molecule of the compound. Examples include  $\text{SF}_6$ , sulfur hexafluoride, and  $\text{N}_2\text{O}_4$ , dinitrogen tetroxide. Acids are an important class of compounds containing hydrogen and having special nomenclature rules. Binary acids are named using the prefix *hydro-*, changing the *-ide* suffix to *-ic*, and adding “acid;”  $\text{HCl}$  is hydrochloric acid. Oxyacids are named by changing the ending of the anion to *-ic*, and adding “acid;”  $\text{H}_2\text{CO}_3$  is carbonic acid.

## Exercises

1. Name the following compounds:
  - a.  $\text{CsCl}$
  - b.  $\text{BaO}$
  - c.  $\text{K}_2\text{S}$
  - d.  $\text{BeCl}_2$
  - e.  $\text{HBr}$
  - f.  $\text{AlF}_3$
2. Name the following compounds:
  - a.  $\text{NaF}$
  - b.  $\text{Rb}_2\text{O}$
  - c.  $\text{BCl}_3$
  - d.  $\text{H}_2\text{Se}$
  - e.  $\text{P}_4\text{O}_6$
  - f.  $\text{ICl}_3$
3. Write the formulas of the following compounds:
  - a. rubidium bromide
  - b. magnesium selenide
  - c. sodium oxide
  - d. calcium chloride
  - e. hydrogen fluoride
  - f. gallium phosphide
  - g. aluminum bromide
  - h. ammonium sulfate
4. Write the formulas of the following compounds:
  - a. lithium carbonate



- b. sodium perchlorate
  - c. barium hydroxide
  - d. ammonium carbonate
  - e. sulfuric acid
  - f. calcium acetate
  - g. magnesium phosphate
  - h. sodium sulfite
5. Write the formulas of the following compounds:
- a. chlorine dioxide
  - b. dinitrogen tetraoxide
  - c. potassium phosphide
  - d. silver(I) sulfide
  - e. aluminum nitride
  - f. silicon dioxide
6. Write the formulas of the following compounds:
- a. barium chloride
  - b. magnesium nitride
  - c. sulfur dioxide
  - d. nitrogen trichloride
  - e. dinitrogen trioxide
  - f. tin(IV) chloride
7. Each of the following compounds contains a metal that can exhibit more than one ionic charge. Name these compounds:
- a.  $\text{Cr}_2\text{O}_3$
  - b.  $\text{FeCl}_2$
  - c.  $\text{CrO}_3$
  - d.  $\text{TiCl}_4$

- e.  $\text{CoO}$
  - f.  $\text{MoS}_2$
8. Each of the following compounds contains a metal that can exhibit more than one ionic charge. Name these compounds:
- a.  $\text{NiCO}_3$
  - b.  $\text{MoO}_3$
  - c.  $\text{Co}(\text{NO}_3)_2$
  - d.  $\text{V}_2\text{O}_5$
  - e.  $\text{MnO}_2$
  - f.  $\text{Fe}_2\text{O}_3$
9. The following ionic compounds are found in common household products. Write the formulas for each compound:
- a. potassium phosphate
  - b. copper(II) sulfate
  - c. calcium chloride
  - d. titanium dioxide
  - e. ammonium nitrate
  - f. sodium bisulfate (the common name for sodium hydrogen sulfate)
10. The following ionic compounds are found in common household products. Name each of the compounds:
- a.  $\text{Ca}(\text{H}_2\text{PO}_4)_2$
  - b.  $\text{FeSO}_4$
  - c.  $\text{CaCO}_3$
  - d.  $\text{MgO}$

e.  $\text{NaNO}_2$

f.  $\text{KI}$

11. What are the IUPAC names of the following compounds?

a. manganese dioxide

b. mercurous chloride ( $\text{Hg}_2\text{Cl}_2$ )

c. ferric nitrate [ $\text{Fe}(\text{NO}_3)_3$ ]

d. titanium tetrachloride

e. cupric bromide ( $\text{CuBr}_2$ )

Show Selected Answers

1. (a) cesium chloride; (b) barium oxide; (c) potassium sulfide; (d) beryllium chloride; (e) hydrogen bromide; (f) aluminum fluoride

3. (a)  $\text{RbBr}$ ; (b)  $\text{MgSe}$ ; (c)  $\text{Na}_2\text{O}$ ; (d)  $\text{CaCl}_2$ ; (e)  $\text{HF}$ ; (f)  $\text{GaP}$ ; (g)  $\text{AlBr}_3$ ; (h)  $(\text{NH}_4)_2\text{SO}_4$

5. (a)  $\text{ClO}_2$ ; (b)  $\text{N}_2\text{O}_4$ ; (c)  $\text{K}_3\text{P}$ ; (d)  $\text{Ag}_2\text{S}$ ; (e)  $\text{AlN}$ ; (f)  $\text{SiO}_2$

7. (a) chromium(III) oxide; (b) iron(II) chloride; (c) chromium(VI) oxide; (d) titanium(IV) chloride; (e) cobalt(II) oxide; (f) molybdenum(IV) sulfide

9. (a)  $\text{K}_3\text{PO}_4$ ; (b)  $\text{CuSO}_4$ ; (c)  $\text{CaCl}_2$ ; (d)  $\text{TiO}_2$ ; (e)  $\text{NH}_4\text{NO}_3$ ; (f)  $\text{NaHSO}_4$

11. (a) manganese(IV) oxide; (b) mercury(I) chloride; (c) iron(III) nitrate; (d) titanium(IV) chloride; (e) copper(II) bromide

## Glossary

**binary acid:** compound that contains hydrogen and one other element, bonded in a way that imparts acidic properties to the compound (ability to release  $\text{H}^+$  ions when dissolved in water)

**binary compound:** compound containing two different elements.

**nomenclature:** system of rules for naming objects of interest

**oxyacid:** compound that contains hydrogen, oxygen, and one other element, bonded in a way that imparts acidic properties to the compound (ability to release  $\text{H}^+$  ions when dissolved in water)

## 43. Video: Language of Chemistry

Learning to talk about chemistry can be like learning a foreign language, but Hank is here to help with some straightforward and simple rules to help you learn to speak Chemistrian like a native.

<https://www.youtube.com/watch?v=mlRhLicNo8Q>

## 44. Assignment—Atoms, Molecules, and Ions

To download a copy of the assignment, please click on the link [Sample Questions](#).

As you work these matter and measurement problems, consider and explain:

- A. What type of question is it?
- B. How do you know what type of question it is?
- C. What information are you looking for?
- D. What information do they give?
- E. How will you go about solving this?
- F. Show how to solve the problem.
- G. Be able to answer for a different reaction, number, set of conditions, etc.

### Sample Questions

1. Which of the following pairs of compounds can be used to illustrate the law of multiple proportions?
  - A.  $\text{NH}_4$  and  $\text{NH}_4\text{Cl}$
  - B.  $\text{ZnO}_2$  and  $\text{ZnCl}_2$
  - C.  $\text{H}_2\text{O}$  and  $\text{HCl}$
  - D.  $\text{NO}$  and  $\text{NO}_2$
  - E.  $\text{CH}_4$  and  $\text{CO}_2$
2. A sample of chemical X is found to contain 5.0 grams of oxygen, 10.0 grams of carbon, and 20.0 grams of nitrogen. The law of definite proportion would predict that a 70 gram sample of chemical

- X should contain how many grams of carbon?
3. How many of the following postulates of Dalton's atomic theory are still scientifically accepted?
    - I. All atoms of the same element are identical.
    - II. Compounds are combinations of different atoms.
    - III. A chemical reaction changes the way atoms are grouped together.
    - IV. Atoms are indestructible.
  4. Who was the first scientist to show that atoms emit any negative particles?
  5. Many classic experiments have given us indirect evidence of the nature of the atom. Which of the experiments listed below did not give the results described?
    - A. The Rutherford experiment proved the Thomson "plum-pudding" model of the atom to be essentially correct.
    - B. The Rutherford experiment was useful in determining the nuclear charge on the atom.
    - C. Millikan's oil-drop experiment showed that the charge on any particle was a simple multiple of the charge on the electron.
    - D. The electric discharge tube proved that electrons have a negative charge.
    - E. All of the above experiments gave the results described.
  6. Which one of the following statements about atomic structure is false?
    - A. An atom is mostly empty space.
    - B. Almost all of the mass of the atom is concentrated in the nucleus.
    - C. The protons and neutrons in the nucleus are very tightly packed.
    - D. The number of protons and neutrons is always the same in the neutral atom.
    - E. All of the above statements (A–D) are true.
  7. Which of the following atomic symbols is incorrect?

- A.  $^{16}_{14}\text{C}$
- B.  $^{37}_{17}\text{Cl}$
- C.  $^{32}_{15}\text{P}$
- D.  $^{39}_{19}\text{K}$
- E.  $^{8}_{14}\text{N}$

8. The element rhenium (Re) exists as two stable isotopes and 18 unstable isotopes. What does Rhenium-185 have in its nucleus?
9. Which among the following represents a set of isotopes?  
Atomic nuclei containing:
  - I. 20 protons and 20 neutrons
  - II. 21 protons and 19 neutrons
  - III. 22 neutrons and 18 protons
  - IV. 20 protons and 22 neutrons
  - V. 21 protons and 20 neutrons
10. How many protons, neutrons, and electrons does  $^{40}_{20}\text{Ca}^{2+}$  have?
11. Which of the following is a species with 12 protons and 10 electrons?
  - A.  $\text{Ne}^{2+}$
  - B.  $\text{Ti}^{2+}$
  - C.  $\text{Mg}^{2+}$
  - D.  $\text{Mg}$
  - E.  $\text{Ne}^{2-}$
12. How many protons, neutrons, and electrons are in  $^{39}_{19}\text{K}^{+}$ ?
13. What does the formula of water,  $\text{H}_2\text{O}$ , suggest?
  - A. There is twice as much mass of hydrogen as oxygen in each molecule.
  - B. There are two hydrogen atoms and one oxygen atom per water molecule.
  - C. There is twice as much mass of oxygen as hydrogen in each molecule.
  - D. There are two oxygen atoms and one hydrogen atom per water molecule.



- E. None of these.
14. Which of the following are incorrectly paired?
- A. K, alkali metal
  - B. Ba, alkaline earth metal
  - C. O, halogen
  - D. Ne, noble gas
  - E. Ni, transition metal
15. Which of the following are incorrectly paired?
- A. Copper, Cu
  - B. Carbon, C
  - C. Cobalt, Co
  - D. Calcium, Ca
  - E. Cesium, Ce
16. All of the following are characteristics of metals *except*:
- A. good conductors of heat
  - B. malleable
  - C. ductile
  - D. often lustrous
  - E. tend to gain electrons in chemical reactions
17. Which of the following names is incorrect?
- A. cobalt(II) chloride
  - B. magnesium oxide
  - C. aluminum(III) oxide
  - D. diphosphorus pentoxide
  - E. All of the above names are correct
18. Which of the following pairs is incorrect?
- A. iodine trichloride,  $\text{ICl}_3$
  - B. phosphorus pentoxide,  $\text{P}_2\text{O}_5$
  - C. ammonia,  $\text{NH}_3$
  - D. sulfur hexafluoride,  $\text{SF}_6$
  - E. All of the above pairs are correct.
19. How many oxygen atoms are there in one formula unit of  $\text{Ca}^{2+}$ ?
20. What is the correct name for  $\text{FeO}$ ?

21. What is the correct name for  $\text{Ca}^{2+}$ ?
22. What is the correct name for  $\text{V}^{3+}$ ?
23. What is the subscript of barium in the formula of barium sulfate?
24. What is the formula for calcium bisulfate?
25. Which of the following is incorrectly named?
  - A.  $\text{Pb}(\text{NO}_3)_2$ , lead(II) nitrate
  - B.  $\text{NH}_4\text{ClO}_4$ , ammonium perchlorate
  - C.  $\text{PO}_4^{3-}$ , phosphate ion
  - D.  $\text{Mg}(\text{OH})_2$ , magnesium hydroxide
  - E.  $\text{NO}^{3-}$ , nitrite ion

#### Show Sample Answers

1. D
2. 20 grams
3. 2
4. J. J. Thomson
5. A
6. D
7. E
8. 75 protons, 110 neutrons
9. I, IV and II, V
10. 20 protons, 20 neutrons, and 18 electrons
11. C
12. 19 p, 20 n, 18 e
13. B
14. C
15. E
16. E
17. C
18. B
19. 8
20. iron(II) oxide
21. calcium ion

22. vanadium(III) ion

23. 1

24.  $\text{Ca}(\text{HSO}_4)_2$

25. E

# 45. Assignment—Atomic Structure and the Periodic Table

To download a copy of the assignment, please click on the link [Sample Questions](#).

As you work these matter and measurement problems, consider and explain:

- A. What type of question is it?
- B. How do you know what type of question it is?
- C. What information are you looking for?
- D. What information do they give?
- E. How will you go about solving this?
- F. Show how to solve the problem.
- G. Be able to answer for a different reaction, number, set of conditions, etc.

## Sample Questions

1. Which form of electromagnetic radiation has the longest wavelengths?
2. A line in the spectrum of atomic mercury has a wavelength of 254 nm. When mercury emits a photon of light at this wavelength, what is the frequency of the light?
3. Consider an atom traveling at 1% of the speed of light. The de Broglie wavelength is found to be  $1.46 \times 10^{-3}$  pm. Which element is this?
4. What is the energy of a photon of blue light that has a wavelength of 453 nm?

5. The four lines observed in the visible emission spectrum of hydrogen tell us that:
- The hydrogen molecules they came from have the formula  $H_4$ .
  - We could observe more lines if we had a stronger prism.
  - There are four electrons in an excited hydrogen atom.
  - Only certain energies are allowed for the electron in a hydrogen atom.
  - The spectrum is continuous.
- For questions 6–8, consider the following portion of the energy-level diagram for hydrogen:

---


$$n = 4 \quad -0.1361 \times 10^{-18} \text{ J}$$

$$n = 3 \quad -0.2420 \times 10^{-18} \text{ J}$$


$$n = 2 \quad -0.5445 \times 10^{-18} \text{ J}$$

$$n = 1 \quad -2.178 \times 10^{-18} \text{ J}$$


---

6. For which of the following transitions does the light emitted have the longest wavelength?
- $n = 4$  to  $n = 3$
  - $n = 4$  to  $n = 2$
  - $n = 4$  to  $n = 1$
  - $n = 3$  to  $n = 2$
  - $n = 2$  to  $n = 1$
7. In the hydrogen spectrum, what is the wavelength of light associated with the  $n = 3$  to  $n = 1$  electron transition?
8. When a hydrogen electron makes a transition from  $n = 3$  to  $n = 1$ , which of the following statements is *true*?
- Energy is emitted.
  - Energy is absorbed.
  - The electron loses energy.
  - The electron gains energy.
  - The electron cannot make this transition.

- A. I, IV
  - B. I, III
  - C. II, III
  - D. II, IV
  - E. V
9. Which of the following is a reasonable criticism of the Bohr model of the atom?
- A. It makes no attempt to explain why the negative electron does not eventually fall into the positive nucleus.
  - B. It does not adequately predict the line spectrum of hydrogen.
  - C. It does not adequately predict the ionization energy of the valence electron(s) for elements other than hydrogen.
  - D. It does not adequately predict the ionization energy of the first energy level electrons for one-electron species for elements other than hydrogen.
  - E. It shows the electrons to exist outside of the nucleus.
10. The energy of the light emitted when a hydrogen electron goes from  $n = 2$  to  $n = 1$  is what fraction of its ground-state ionization energy?
11. Which of the following is *incorrect*?
- A. The emission spectrum of hydrogen contains a continuum of colors.
  - B. Diffraction produces both constructive and destructive interference.
  - C. All matter displays both particle and wavelike characteristics.
  - D. Niels Bohr developed a quantum model for the hydrogen atom.
  - E. The lowest possible energy state of a molecule or atom is called its ground state.
12. A gamma ray of wavelength  $1.00 \times 10^{-8}$  cm has enough energy to remove an electron from a hydrogen atom.
13. Which of the following best describes an orbital?

- A. space where electrons are unlikely to be found in an atom
  - B. space which may contain electrons, protons, and/or neutrons
  - C. the space in an atom where an electron is most likely to be found
  - D. small, walled spheres that contain electrons
  - E. a single space within an atom that contains all electrons of that atom
14. How many *f* orbitals have the value  $n = 3$ ?
15. If  $n = 2$ , how many orbitals are possible?
16. Consider the following representation of a  $2p$ -orbital:  Which of the following statements best describes the movement of electrons in a *p*-orbital?
- A. The electrons move along the outer surface of the *p*-orbital, similar to a “figure 8” type of movement.
  - B. The electrons move within the two lobes of the *p*-orbital, but never beyond the outside surface of the orbital.
  - C. The electrons are concentrated at the center (node) of the two lobes.
  - D. The electrons are only moving in one lobe at any given time.
  - E. The electron movement cannot be exactly determined.
17. How many electrons in an atom can have the quantum numbers  $n = 3, l = 2$ ?
18. How many electrons can be contained in all of the orbitals with  $n = 4$ ?
19. Which of the following combinations of quantum numbers is not allowed?
- A.  $n = 1, l = 1, m_l = 0, m_s = 1/2$
  - B.  $n = 3, l = 0, m_l = 0, m_s = -1/2$
  - C.  $n = 2, l = 1, m_l = -1, m_s = 1/2$
  - D.  $n = 4, l = 3, m_l = -2, m_s = -1/2$

- E.  $n = 4, l = 2, m_l = 0, m_s = 1/2$
20. Which of the following atoms or ions has three unpaired electrons?
- N
  - O
  - Al
  - $S^{2-}$
  - $Ti^{2+}$
21. What is the electron configuration for the barium atom?
22. What is the complete electron configuration of tin?
23. Which of the following statements is *true*?
- The exact location of an electron can be determined if we know its energy.
  - An electron in a 2s orbital can have the same  $n, l$ , and  $m_l$  quantum numbers as an electron in a 3s orbital.
  - Ni has two unpaired electrons in its 3d orbitals.
  - In the buildup of atoms, electrons occupy the 4f orbitals before the 6s orbitals.
  - Only three quantum numbers are needed to uniquely describe an electron.
24. What is the statement that “the lowest energy configuration for an atom is the one having the maximum number of unpaired electrons allowed by the Pauli principle in a particular set of degenerate orbitals” known as?
25. An element with the electron configuration  $[Xe] 6s^2 4f^{14} 5d^7$  would belong to which class on the periodic table?
26. Ti has \_\_\_\_\_ in its d orbitals.

Show Sample Answers

- radio waves
- $1.18 \times 10^{15} s^{-1}$
- Zr
- $4.39 \times 10^{-19} J$
- D



6. A
7.  $1.03 \times 10^{-7} \text{ m}$
8. B
9. C
10.  $3/4$
11. A
12. T
13. C
14. 0
15. 4
16. E
17. 10
18. 32
19. A
20. A
21.  $[\text{Xe}]6s^2$
22.  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^{10} 5p^2$
23. C
24. Hund's rule
25. transition elements
26. two electrons



PART IV

# COMPOSITION OF SUBSTANCES AND SOLUTIONS



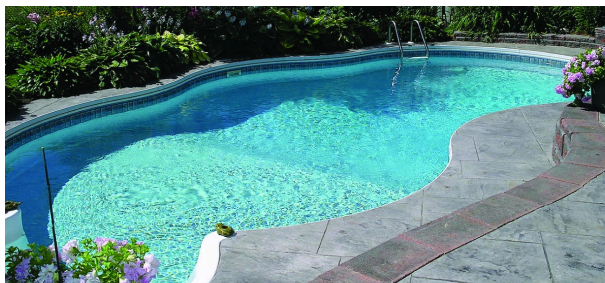
# 46. Introduction to Composition of Substances and Solutions

## *Outline of Composition of Substances and Solutions*

- Formula Mass and the Mole Concept
- Determining Empirical and Molecular Formulas
- Molarity
- Other Units for Solution Concentrations

Swimming pools have long been a popular means of recreation, exercise, and physical therapy. Since it is impractical to refill large pools with fresh water on a frequent basis, pool water is regularly treated with chemicals to prevent the growth of harmful bacteria and algae. Proper pool maintenance requires regular additions of various chemical compounds in carefully measured amounts. For example, the relative amount of calcium ion,  $\text{Ca}^{2+}$ , in the water should be maintained within certain limits to prevent eye irritation and avoid damage to the pool bed and plumbing. To maintain proper calcium levels, calcium cations are added to the water in the form of an ionic compound that also contains anions; thus, it is necessary to know both the relative amount of  $\text{Ca}^{2+}$  in the compound and the volume of water in the pool in order to achieve the proper calcium level. Quantitative aspects of the composition of substances (such as

the calcium-containing compound) and mixtures (such as the pool water) are the subject of this chapter.



*Figure 1. The water in a swimming pool is a complex mixture of substances whose relative amounts must be carefully maintained to ensure the health and comfort of people using the pool. (credit: modification of work by Vic Brincat)*

## 47. Formula Mass and the Mole Concept

### *Learning Objectives*

By the end of this section, you will be able to:

- Calculate formula masses for covalent and ionic compounds
- Define the amount unit mole and the related quantity Avogadro's number
- Explain the relation between mass, moles, and numbers of atoms or molecules, and perform calculations deriving these quantities from one another

We can argue that modern chemical science began when scientists started exploring the quantitative as well as the qualitative aspects of chemistry. For example, Dalton's atomic theory was an attempt to explain the results of measurements that allowed him to calculate the relative masses of elements combined in various compounds. Understanding the relationship between the masses of atoms and the chemical formulas of compounds allows us to quantitatively describe the composition of substances.

## Formula Mass

In an earlier chapter, we described the development of the atomic mass unit, the concept of average atomic masses, and the use of chemical formulas to represent the elemental makeup of substances. These ideas can be extended to calculate the **formula mass** of a substance by summing the average atomic masses of all the atoms represented in the substance's formula.

### Formula Mass for Covalent Substances

For covalent substances, the formula represents the numbers and types of atoms composing a single molecule of the substance; therefore, the formula mass may be correctly referred to as a molecular mass. Consider chloroform ( $\text{CHCl}_3$ ), a covalent compound once used as a surgical anesthetic and now primarily used in the production of the “anti-stick” polymer, Teflon. The molecular formula of chloroform indicates that a single molecule contains one carbon atom, one hydrogen atom, and three chlorine atoms. The average molecular mass of a chloroform molecule is therefore equal to the sum of the average atomic masses of these atoms. Figure 1 outlines the calculations used to derive the molecular mass of chloroform, which is 119.37 amu.

Element	Quantity		Average atomic mass (amu)		Subtotal (amu)
C	1	×	12.01	=	12.01
H	1	×	1.008	=	1.008
Cl	3	×	35.45	=	106.35
Molecular mass					119.37

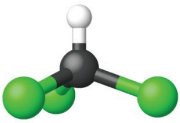


Figure 1. The average mass of a chloroform molecule,  $\text{CHCl}_3$ , is 119.37 amu, which is the sum of the average atomic masses of each of its constituent atoms. The model shows the molecular structure of chloroform.



Likewise, the molecular mass of an aspirin molecule,  $\text{C}_9\text{H}_8\text{O}_4$ , is the sum of the atomic masses of nine carbon atoms, eight hydrogen atoms, and four oxygen atoms, which amounts to 180.15 amu (Figure 2).

Element	Quantity		Average atomic mass (amu)		Subtotal (amu)
C	9	×	12.01	=	108.09
H	8	×	1.008	=	8.064
O	4	×	16.00	=	64.00
<b>Molecular mass</b>					<b>180.15</b>

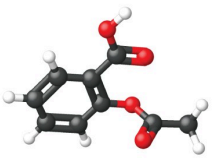


Figure 2. The average mass of an aspirin molecule is 180.15 amu. The model shows the molecular structure of aspirin,  $\text{C}_9\text{H}_8\text{O}_4$ .

### *Example 1: Computing Molecular Mass for a Covalent Compound*

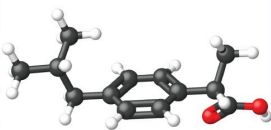
Ibuprofen,  $\text{C}_{13}\text{H}_{18}\text{O}_2$ , is a covalent compound and the active ingredient in several popular nonprescription pain medications, such as Advil and Motrin. What is the molecular mass (amu) for this compound?

Show Answer

Molecules of this compound are comprised of 13 carbon atoms, 18 hydrogen atoms, and 2 oxygen atoms. Following the approach described above, the average molecular mass

for this compound is therefore:

Element	Quantity		Average atomic mass (amu)		Subtotal (amu)
C	13	x	12.01	=	156.13
H	18	x	1.008	=	18.114
O	2	x	16.00	=	32.00
Molecular mass					206.27



### *Check Your Learning*

Acetaminophen,  $\text{C}_8\text{H}_9\text{NO}_2$ , is a covalent compound and the active ingredient in several popular nonprescription pain medications, such as Tylenol. What is the molecular mass (amu) for this compound?

Show Answer

151.16 amu

## Formula Mass for Ionic Compounds

Ionic compounds are composed of discrete cations and anions combined in ratios to yield electrically neutral bulk matter. The formula mass for an ionic compound is calculated in the same way as the formula mass for covalent compounds: by summing the average atomic masses of all the atoms in the compound's formula. Keep in mind, however, that the formula for an ionic compound does not represent the composition of a discrete molecule, so it may not correctly be referred to as the “molecular mass.”

As an example, consider sodium chloride,  $\text{NaCl}$ , the chemical name for common table salt. Sodium chloride is an ionic compound composed of sodium cations,  $\text{Na}^+$ , and chloride anions,  $\text{Cl}^-$ ,

combined in a 1:1 ratio. The formula mass for this compound is computed as 58.44 amu (see Figure 3).

Element	Quantity		Average atomic mass (amu)		Subtotal
Na	1	×	22.99	=	22.99
Cl	1	×	35.45	=	35.45
Formula mass					58.44

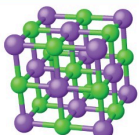


Figure 3. Table salt, NaCl, contains an array of sodium and chloride ions combined in a 1:1 ratio. Its formula mass is 58.44 amu.

Note that the average masses of neutral sodium and chlorine atoms were used in this computation, rather than the masses for sodium cations and chlorine anions. This approach is perfectly acceptable when computing the formula mass of an ionic compound. Even though a sodium cation has a slightly smaller mass than a sodium atom (since it is missing an electron), this difference will be offset by the fact that a chloride anion is slightly more massive than a chloride atom (due to the extra electron). Moreover, the mass of an electron is negligibly small with respect to the mass of a typical atom. Even when calculating the mass of an isolated ion, the missing or additional electrons can generally be ignored, since their contribution to the overall mass is negligible, reflected only in the nonsignificant digits that will be lost when the computed mass is properly rounded. The few exceptions to this guideline are very light ions derived from elements with precisely known atomic masses.

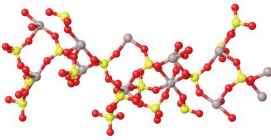
## Example 2: Computing Formula Mass for an Ionic Compound

Aluminum sulfate,  $\text{Al}_2(\text{SO}_4)_3$ , is an ionic compound that is used in the manufacture of paper and in various water purification processes. What is the formula mass (amu) of this compound?

Show Answer

The formula for this compound indicates it contains  $\text{Al}^{3+}$  and  $\text{SO}_4^{2-}$  ions combined in a 2:3 ratio. For purposes of computing a formula mass, it is helpful to rewrite the formula in the simpler format,  $\text{Al}_2\text{S}_3\text{O}_{12}$ . Following the approach outlined above, the formula mass for this compound is calculated as follows:

Element	Quantity		Average atomic mass (amu)		Subtotal (amu)
Al	2	×	26.98	=	53.96
S	3	×	32.06	=	96.18
O	12	×	16.00	=	192.00
Molecular mass					342.14



## Check Your Learning

Calcium phosphate,  $\text{Ca}_3(\text{PO}_4)_2$ , is an ionic compound and a common anti-caking agent added to food products. What is the formula mass (amu) of calcium phosphate?

Show Answer

310.18 amu

## The Mole

The identity of a substance is defined not only by the types of atoms or ions it contains, but by the quantity of each type of atom or ion. For example, water,  $\text{H}_2\text{O}$ , and hydrogen peroxide,  $\text{H}_2\text{O}_2$ , are alike in that their respective molecules are composed of hydrogen and oxygen atoms. However, because a hydrogen peroxide molecule contains two oxygen atoms, as opposed to the water molecule, which has only one, the two substances exhibit very different properties. Today, we possess sophisticated instruments that allow the direct measurement of these defining microscopic traits; however, the same traits were originally derived from the measurement of macroscopic properties (the masses and volumes of bulk quantities of matter) using relatively simple tools (balances and volumetric glassware). This experimental approach required the introduction of a new unit for amount of substances, the *mole*, which remains indispensable in modern chemical science.

The mole is an amount unit similar to familiar units like pair, dozen, gross, etc. It provides a specific measure of the *number* of atoms or molecules in a bulk sample of matter. A **mole** is defined as *the amount of substance containing the same number of discrete entities (atoms, molecules, ions, etc.) as the number of atoms in a sample of pure  $^{12}\text{C}$  weighing exactly 12 g*. One Latin connotation for the word “mole” is “large mass” or “bulk,” which is consistent with its use as the name for this unit. The mole provides a link between an easily measured macroscopic property, bulk mass, and an extremely important fundamental property, number of atoms, molecules, and so forth.

The number of entities composing a mole has been experimentally determined to be  $6.02214179 \times 10^{23}$ , a fundamental constant named **Avogadro's number ( $N_A$ )** or the Avogadro constant in honor of Italian scientist Amedeo Avogadro. This constant is properly reported with an explicit unit of “per

mole,” a conveniently rounded version being  $6.022 \times 10^{23}/\text{mol}$ .

Consistent with its definition as an amount unit, 1 mole of any element contains the same number of atoms as 1 mole of any other element. The masses of 1 mole of different elements, however, are different, since the masses of the individual atoms are drastically different. The **molar mass** of an element (or compound) is the mass in grams of 1 mole of that substance, a property expressed in units of grams per mole (g/mol) (see Figure 4).

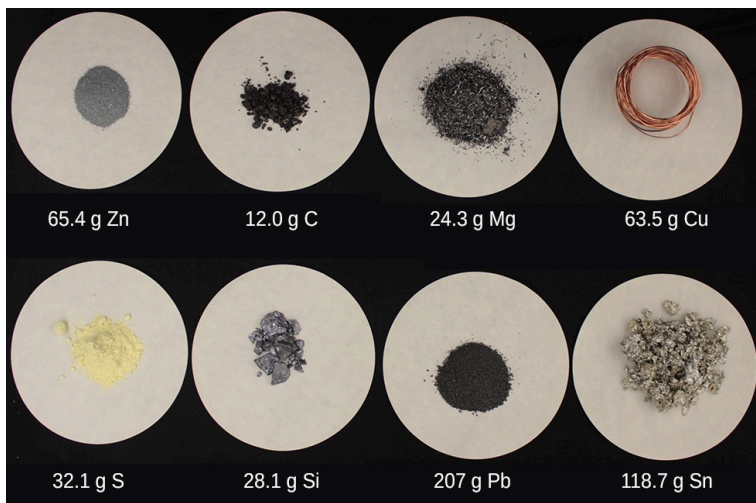


Figure 4. Each sample contains  $6.022 \times 10^{23}$  atoms—1.00 mol of atoms. From left to right (top row): 65.4g zinc, 12.0g carbon, 24.3g magnesium, and 63.5g copper. From left to right (bottom row): 32.1g sulfur, 28.1g silicon, 207g lead, and 118.7g tin. (credit: modification of work by Mark Ott)

Because the definitions of both the mole and the atomic mass unit are based on the same reference substance,  $^{12}\text{C}$ , the molar mass of any substance is numerically equivalent to its atomic or formula weight in amu. Per the amu definition, a single  $^{12}\text{C}$  atom weighs 12 amu (its atomic mass is 12 amu). According to the definition of the mole, 12 g of  $^{12}\text{C}$  contains 1 mole of  $^{12}\text{C}$  atoms (its molar mass

is 12 g/mol). This relationship holds for all elements, since their atomic masses are measured relative to that of the amu-reference substance,  $^{12}\text{C}$ . Extending this principle, the molar mass of a compound in grams is likewise numerically equivalent to its formula mass in amu (Figure 5).



Figure 5. Each sample contains  $6.02 \times 10^{23}$  molecules or formula units—1.00 mol of the compound or element. Clock-wise from the upper left: 130.2g of  $\text{C}_8\text{H}_{17}\text{OH}$  (1-octanol, formula mass 130.2 amu), 454.9g of  $\text{HgI}_2$  (mercury(II) iodide, formula mass 459.9 amu), 32.0g of  $\text{CH}_3\text{OH}$  (methanol, formula mass 32.0 amu) and 256.5g of  $\text{S}_8$  (sulfur, formula mass 256.6 amu). (credit: Sahar Atwa)

Element	Average Atomic Mass (amu)	Molar Mass (g/mol)	Atoms/Mole
C	12.01	12.01	$6.022 \times 10^{23}$
H	1.008	1.008	$6.022 \times 10^{23}$
O	16.00	16.00	$6.022 \times 10^{23}$
Na	22.99	22.99	$6.022 \times 10^{23}$
Cl	33.45	33.45	$6.022 \times 10^{23}$

While atomic mass and molar mass are numerically equivalent, keep in mind that they are vastly different in terms of scale, as represented by the vast difference in the magnitudes of their respective units (amu versus g). To appreciate the enormity of the mole, consider a small drop of



Figure 6. A single drop of water.

water weighing about 0.03 g (see Figure 6). The number of molecules in a single droplet of water is roughly 100 billion times greater than the number of people on earth.

Although this represents just a tiny fraction of 1 mole of water (~18 g), it contains more water molecules than can be clearly imagined. If the molecules were distributed equally among the roughly seven billion people on earth, each person would receive more than 100 billion molecules.

The mole is used in chemistry to represent  $6.022 \times 10^{23}$  of something, but it can be difficult to conceptualize such a large number. Watch this video to learn more.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*



<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=66#oembed-1>

The relationships between formula mass, the mole, and Avogadro's number can be applied to compute various quantities that describe the composition of substances and compounds. For example, if we know the mass and chemical composition of a substance, we can determine the number of moles and calculate number of atoms or molecules in the sample. Likewise, if we know the number of moles of a substance, we can derive the number of atoms or molecules and calculate the substance's mass.

### *Example 3: Deriving Moles from Grams for an Element*

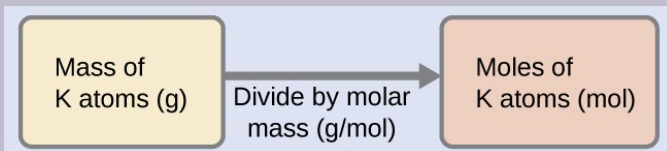
According to nutritional guidelines from the US Department of Agriculture, the estimated average requirement for dietary potassium is 4.7 g. What is the estimated average requirement of potassium in moles?

Show Answer

The mass of K is provided, and the corresponding amount of K in moles is requested. Referring to the periodic table, the atomic mass of K is 39.10 amu, and so its molar mass is

39.10 g/mol. The given mass of K (4.7 g) is a bit more than one-tenth the molar mass (39.10 g), so a reasonable “ballpark” estimate of the number of moles would be slightly greater than 0.1 mol.

The molar amount of a substance may be calculated by dividing its mass (g) by its molar mass (g/mol):



The factor-label method supports this mathematical approach since the unit “g” cancels and the answer has units of “mol.”

$$4.7 \cancel{\text{g}} \text{K} \left( \frac{\text{mol K}}{39.10 \cancel{\text{g}}} \right) = 0.12 \text{mol K}$$

The calculated magnitude (0.12 mol K) is consistent with our ballpark expectation, since it is a bit greater than 0.1 mol.

### *Check Your Learning*

Beryllium is a light metal used to fabricate transparent X-ray windows for medical imaging instruments. How many moles of Be are in a thin-foil window weighing 3.24 g?

Show Answer

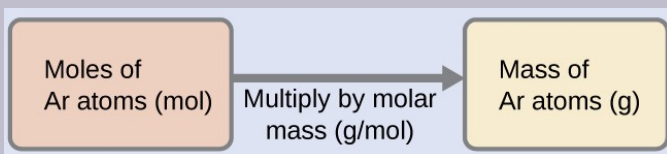
0.360 mol

### Example 4: Deriving Grams from Moles for an Element

A liter of air contains  $9.2 \times 10^{-4}$  mol argon. What is the mass of Ar in a liter of air?

Show Answer

The molar amount of Ar is provided and must be used to derive the corresponding mass in grams. Since the amount of Ar is less than 1 mole, the mass will be less than the mass of 1 mole of Ar, approximately 40 g. The molar amount in question is approximately one-one thousandth ( $\sim 10^{-3}$ ) of a mole, and so the corresponding mass should be roughly one-one thousandth of the molar mass ( $\sim 0.04$  g):



In this case, logic dictates (and the factor-label method supports) multiplying the provided amount (mol) by the molar mass (g/mol):

$$9.2 \times 10^{-4} \cancel{\text{mol Ar}} \left( \frac{39.95\text{g}}{\cancel{\text{mol Ar}}} \right) = 0.037\text{g Ar}$$

The result is in agreement with our expectations as noted above, around 0.04 g Ar.

### *Check Your Learning*

What is the mass of 2.561 mol of gold?

Show Answer

504.4 g

### *Example 5: Deriving Number of Atoms from Mass for an Element*

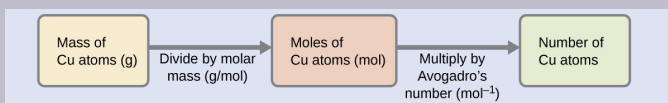
Copper is commonly used to fabricate electrical wire (Figure 7). How many copper atoms are in 5.00 g of copper wire?



*Figure 7. Copper wire is composed of many, many atoms of Cu. (credit: Emilian Robert Vicol)*

#### Show Answer

The number of Cu atoms in the wire may be conveniently derived from its mass by a two-step computation: first calculating the molar amount of Cu, and then using Avogadro's number ( $N_A$ ) to convert this molar amount to number of Cu atoms:



Considering that the provided sample mass (5.00 g) is a little less than one-tenth the mass of 1 mole of Cu (~64 g), a reasonable estimate for the number of atoms in the sample would be on the order of one-tenth  $N_A$ , or approximately  $10^{22}$  Cu atoms. Carrying out the two-step computation yields:

$$5.00 \text{ g Cu} \left( \frac{\cancel{\text{mol Cu}}}{63.55 \text{ g}} \right) \left( \frac{6.022 \times 10^{23} \text{ atoms}}{\cancel{\text{mol}}} \right) = 4.74 \times 10^{22} \text{ atoms of copper}$$

The factor-label method yields the desired cancellation of units, and the computed result is on the order of  $10^{22}$  as expected.

### *Check Your Learning*

A prospector panning for gold in a river collects 15.00 g of pure gold. How many Au atoms are in this quantity of gold?

Show Answer

$$4.586 \times 10^{22} \text{ Au atoms}$$

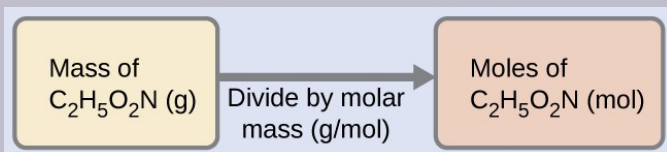
### *Example 6: Deriving Moles from Grams for a*

## Compound

Our bodies synthesize protein from amino acids. One of these amino acids is glycine, which has the molecular formula  $\text{C}_2\text{H}_5\text{O}_2\text{N}$ . How many moles of glycine molecules are contained in 28.35 g of glycine?

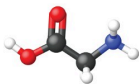
Show Answer

We can derive the number of moles of a compound from its mass following the same procedure we used for an element in Example 3:



The molar mass of glycine is required for this calculation, and it is computed in the same fashion as its molecular mass. One mole of glycine,  $\text{C}_2\text{H}_5\text{O}_2\text{N}$ , contains 2 moles of carbon, 5 moles of hydrogen, 2 moles of oxygen, and 1 mole of nitrogen:

Element	Quantity (mol element/ mol compound)		Molar mass (g/mol element)		Subtotal (g/mol compound)
C	2	×	12.01	=	24.02
H	5	×	1.008	=	5.040
O	2	×	16.00	=	32.00
N	1	×	14.007	=	14.007
Molecular mass (g/mol compound)					75.07



The provided mass of glycine (~28 g) is a bit more than one-third the molar mass (~75 g/mol), so we would expect the computed result to be a bit greater than one-third of a mole (~0.33 mol). Dividing the compound's mass by its molar mass yields:

$$28.35 \cancel{\text{g}} \text{ glycine} \left( \frac{\text{mol glycine}}{75.07 \cancel{\text{g}}} \right) = 0.378 \text{ mol glycine}$$

This result is consistent with our rough estimate.

### Check Your Learning

How many moles of sucrose,  $\text{C}_{12}\text{H}_{22}\text{O}_{11}$ , are in a 25-g sample of sucrose?

Show Answer

0.073 mol



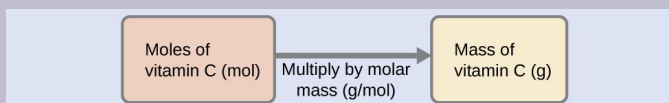
### Example 7: Deriving Grams from Moles for a Compound

Vitamin C is a covalent compound with the molecular formula  $\text{C}_6\text{H}_8\text{O}_6$ . The recommended daily dietary allowance of vitamin C for children aged 4–8 years is

$1.42 \times 10^{-4} \text{ mol}$ . What is the mass of this allowance in grams?

Show Answer

As for elements, the mass of a compound can be derived from its molar amount as shown:



The molar mass for this compound is computed to be 176.124 g/mol. The given number of moles is a very small fraction of a mole ( $\sim 10^{-4}$  or one-ten thousandth); therefore, we would expect the corresponding mass to be about one-ten thousandth of the molar mass ( $\sim 0.02$  g). Performing the calculation, we get:

$$1.42 \times 10^{-4} \cancel{\text{mol vitamin C}} \left( \frac{176.124 \text{ g}}{\cancel{\text{mol vitamin C}}} \right) = 0.0250 \text{ g vitamin C}$$

This is consistent with the anticipated result.

### *Check Your Learning*

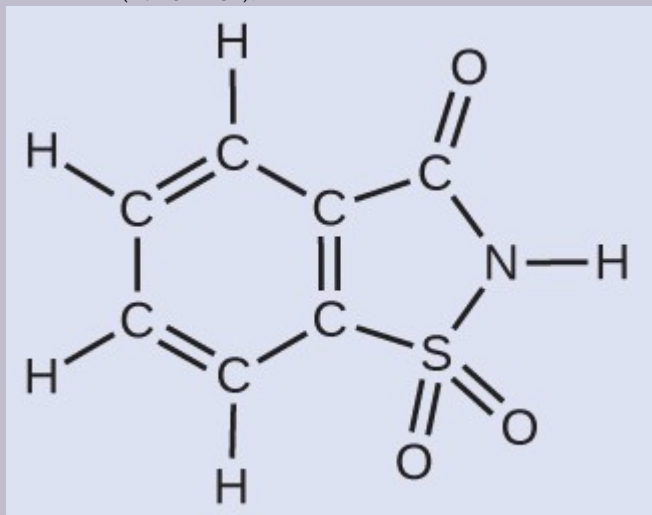
What is the mass of 0.443 mol of hydrazine,  $\text{N}_2\text{H}_4$ ?

Show Answer

14.2 g

### *Example 8: Deriving the Number of Atoms and Molecules from the Mass of a Compound*

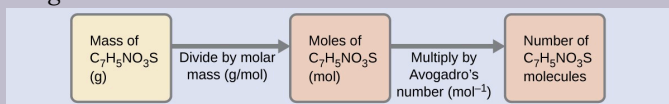
A packet of an artificial sweetener contains 40.0 mg of saccharin ( $\text{C}_7\text{H}_5\text{NO}_3\text{S}$ ), which has the structural formula:



Given that saccharin has a molar mass of 183.18 g/mol, how many saccharin molecules are in a 40.0-mg (0.0400-g) sample of saccharin? How many carbon atoms are in the same sample?

Show Answer

The number of molecules in a given mass of compound is computed by first deriving the number of moles, as demonstrated in Figure 5, and then multiplying by Avogadro's number:



Using the provided mass and molar mass for saccharin yields:

$$0.0400 \text{ g C}_7\text{H}_5\text{NO}_3\text{S} \left( \frac{1 \text{ mol C}_7\text{H}_5\text{NO}_3\text{S}}{183.18 \text{ g C}_7\text{H}_5\text{NO}_3\text{S}} \right) \left( \frac{6.022 \times 10^{23} \text{ C}_7\text{H}_5\text{NO}_3\text{S molecules}}{1 \text{ mol C}_7\text{H}_5\text{NO}_3\text{S}} \right) = 1.31 \times 10^{20} \text{ C}_7\text{H}_5\text{NO}_3\text{S molecules}$$

The compound's formula shows that each molecule contains seven carbon atoms, and so the number of C atoms in the provided sample is:

$$1.31 \times 10^{20} \text{ C}_7\text{H}_5\text{NO}_3\text{S molecules} \left( \frac{7 \text{ C atoms}}{1 \text{ C}_7\text{H}_5\text{NO}_3\text{S molecule}} \right) = 9.20 \times 10^{21} \text{ C atoms}$$

### Check Your Learning

How many C<sub>4</sub>H<sub>10</sub> molecules are contained in 9.213 g of this compound? How many hydrogen atoms?

Show Answer

$9.545 \times 10^{22}$  molecules C<sub>4</sub>H<sub>10</sub>;  $9.545 \times 10^{23}$  atoms H

## Counting Neurotransmitter Molecules in the Brain

The brain is the control center of the central nervous system (Figure 8). It sends and receives signals to and from muscles and other internal organs to monitor and control their functions; it processes stimuli detected by sensory organs to guide interactions with the external world; and it houses the complex physiological processes that give rise to our intellect and emotions. The broad field of neuroscience spans all aspects of the structure and function of the central nervous system, including research on the anatomy and physiology of the brain. Great progress has been made in brain research over the past few decades, and the BRAIN Initiative, a federal initiative announced in 2013, aims to accelerate and capitalize on these advances through the concerted efforts of various industrial, academic, and government agencies (more details available at the [White House's website](#)).

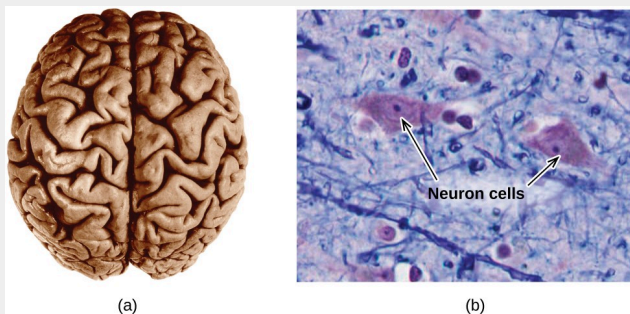


Figure 8. (a) A typical human brain weighs about 1.5 kg and occupies a volume of roughly 1.1 L. (b) Information is transmitted in brain tissue and throughout the central nervous system by specialized cells called neurons (micrograph shows cells at 1600 $\times$  magnification).

Specialized cells called neurons transmit information between different parts of the central nervous system by way of electrical and chemical signals. Chemical signaling occurs at the interface between different neurons when one of the cells releases molecules (called neurotransmitters) that diffuse across the small gap between the cells (called the synapse) and bind to the surface of the other cell. These neurotransmitter molecules are stored in small intracellular structures called vesicles that fuse to the cell wall and then break open to release their contents when the neuron is appropriately stimulated. This process is called exocytosis (see Figure 9). One neurotransmitter that has been very extensively studied is dopamine,  $\text{C}_8\text{H}_{11}\text{NO}_2$ . Dopamine is involved in various neurological processes

that impact a wide variety of human behaviors. Dysfunctions in the dopamine systems of the brain underlie serious neurological diseases such as Parkinson's and schizophrenia.

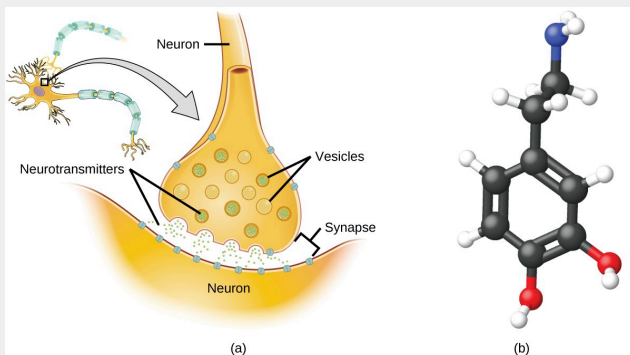


Figure 9. (a) Chemical signals are transmitted from neurons to other cells by the release of neurotransmitter molecules into the small gaps (synapses) between the cells. (b) Dopamine,  $C_8H_{11}NO_2$ , is a neurotransmitter involved in a number of neurological processes.

One important aspect of the complex processes related to dopamine signaling is the number of neurotransmitter molecules released during exocytosis. Since this number is a central factor in determining neurological response (and subsequent human thought and action), it is important to know how this number changes with certain controlled stimulations, such as the administration of drugs. It is also important to understand the mechanism responsible for any changes in the number of neurotransmitter molecules

released—for example, some dysfunction in exocytosis, a change in the number of vesicles in the neuron, or a change in the number of neurotransmitter molecules in each vesicle.

Significant progress has been made recently in directly measuring the number of dopamine molecules stored in individual vesicles and the amount actually released when the vesicle undergoes exocytosis. Using miniaturized probes that can selectively detect dopamine molecules in very small amounts, scientists have determined that the vesicles of a certain type of mouse brain neuron contain an average of 30,000 dopamine molecules per vesicle (about  $5 \times 10^{-20}$  mol or 50 zmol). Analysis of these neurons from mice subjected to various drug therapies shows significant changes in the average number of dopamine molecules contained in individual vesicles, increasing or decreasing by up to three-fold, depending on the specific drug used. These studies also indicate that not all of the dopamine in a given vesicle is released during exocytosis, suggesting that it may be possible to regulate the fraction released using pharmaceutical therapies.<sup>1</sup>

1. Omiattek, Donna M., Amanda J. Bressler, Ann-Sofie Cans, Anne M. Andrews, Michael L. Heien, and Andrew G. Ewing. “The Real Catecholamine Content of Secretory Vesicles in the CNS Revealed by Electrochemical

## *Key Concepts and Summary*

The formula mass of a substance is the sum of the average atomic masses of each atom represented in the chemical formula and is expressed in atomic mass units. The formula mass of a covalent compound is also called the molecular mass. A convenient amount unit for expressing very large numbers of atoms or molecules is the mole. Experimental measurements have determined the number of entities composing 1 mole of substance to be  $6.022 \times 10^{23}$ , a quantity called Avogadro's number. The mass in grams of 1 mole of substance is its molar mass. Due to the use of the same reference substance in defining the atomic mass unit and the mole, the formula mass (amu) and molar mass (g/mol) for any substance are numerically equivalent (for example, one  $\text{H}_2\text{O}$  molecule weighs approximately 18 amu and 1 mole of  $\text{H}_2\text{O}$  molecules weighs approximately 18 g).

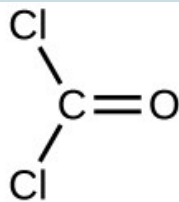
Cytometry.” *Scientific Report* 3 (2013): 1447, accessed January 14, 2015, doi:10.1038/srep01447.



## Exercises

1. What is the total mass (amu) of carbon in each of the following molecules?
  - a.  $\text{CH}_4$
  - b.  $\text{CHCl}_3$
  - c.  $\text{C}_{12}\text{H}_{10}\text{O}_6$
  - d.  $\text{CH}_3\text{CH}_2\text{CH}_2\text{CH}_2\text{CH}_3$
2. What is the total mass of hydrogen in each of the molecules?
  - a.  $\text{CH}_4$
  - b.  $\text{CHCl}_3$
  - c.  $\text{C}_{12}\text{H}_{10}\text{O}_6$
  - d.  $\text{CH}_3\text{CH}_2\text{CH}_2\text{CH}_2\text{CH}_3$
3. Calculate the molecular or formula mass of each of the following:
  - a.  $\text{P}_4$
  - b.  $\text{H}_2\text{O}$
  - c.  $\text{Ca}(\text{NO}_3)_2$
  - d.  $\text{CH}_3\text{CO}_2\text{H}$  (acetic acid)
  - e.  $\text{C}_{12}\text{H}_{22}\text{O}_{11}$  (sucrose, cane sugar).
4. Determine the molecular mass of the following compounds:

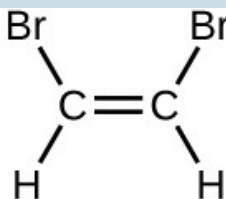
a.



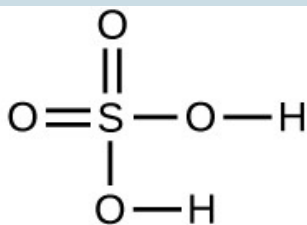
b.



c.

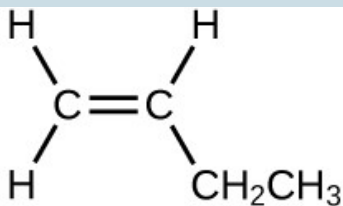


d.

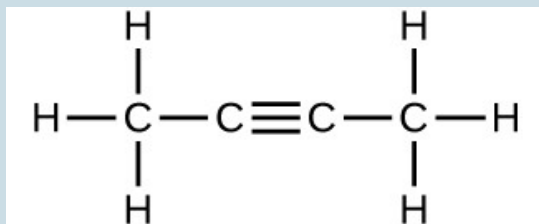


5. Determine the molecular mass of the following compounds:

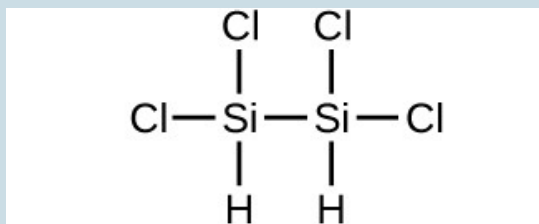
a.



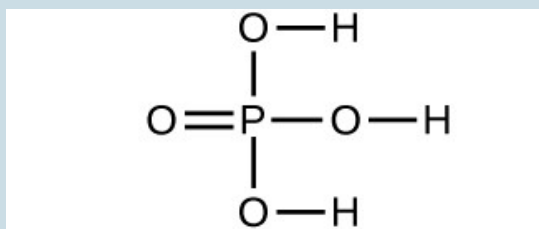
b.



c.



d.

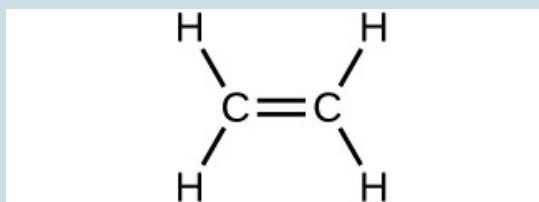


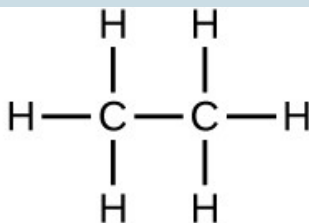
6. Which molecule has a molecular mass of 28.05 amu?

a.



b.





c.

7. Write a sentence that describes how to determine the number of moles of a compound in a known mass of the compound if we know its molecular formula.
8. Compare 1 mole of  $\text{H}_2$ , 1 mole of  $\text{O}_2$ , and 1 mole of  $\text{F}_2$ .
  - a. Which has the largest number of molecules? Explain why.
  - b. Which has the greatest mass? Explain why.
9. Which contains the greatest mass of oxygen: 0.75 mol of ethanol ( $\text{C}_2\text{H}_5\text{OH}$ ), 0.60 mol of formic acid ( $\text{HCO}_2\text{H}$ ), or 1.0 mol of water ( $\text{H}_2\text{O}$ )? Explain why.
10. Which contains the greatest number of moles of oxygen atoms: 1 mol of ethanol ( $\text{C}_2\text{H}_5\text{OH}$ ), 1 mol of formic acid ( $\text{HCO}_2\text{H}$ ), or 1 mol of water ( $\text{H}_2\text{O}$ )? Explain why.
11. How are the molecular mass and the molar mass of a compound similar and how are they different?
12. Calculate the molar mass of each of the following compounds:
  - a. hydrogen fluoride,  $\text{HF}$
  - b. ammonia,  $\text{NH}_3$
  - c. nitric acid,  $\text{HNO}_3$
  - d. silver sulfate,  $\text{Ag}_2\text{SO}_4$

- e. boric acid,  $\text{B}(\text{OH})_3$
13. Calculate the molar mass of each of the following:
  - a.  $\text{S}_8$
  - b.  $\text{C}_5\text{H}_{12}$
  - c.  $\text{Sc}_2(\text{SO}_4)_3$
  - d.  $\text{CH}_3\text{COCH}_3$  (acetone)
  - e.  $\text{C}_6\text{H}_{12}\text{O}_6$  (glucose)
14. Calculate the empirical or molecular formula mass and the molar mass of each of the following minerals:
  - a. limestone,  $\text{CaCO}_3$
  - b. halite,  $\text{NaCl}$
  - c. beryl,  $\text{Be}_3\text{Al}_2\text{Si}_6\text{O}_{18}$
  - d. malachite,  $\text{Cu}_2(\text{OH})_2\text{CO}_3$
  - e. turquoise,  $\text{CuAl}_6(\text{PO}_4)_4(\text{OH})_8(\text{H}_2\text{O})_4$
15. Calculate the molar mass of each of the following:
  - a. the anesthetic halothane,  $\text{C}_2\text{HBrClF}_3$
  - b. the herbicide paraquat,  $\text{C}_{12}\text{H}_{14}\text{N}_2\text{Cl}_2$
  - c. caffeine,  $\text{C}_8\text{H}_{10}\text{N}_4\text{O}_2$
  - d. urea,  $\text{CO}(\text{NH}_2)_2$
  - e. a typical soap,  $\text{C}_{17}\text{H}_{35}\text{CO}_2\text{Na}$
16. Determine the number of moles of compound and the number of moles of each type of atom in each of the following:
  - a. 25.0 g of propylene,  $\text{C}_3\text{H}_6$
  - b.  $3.06 \times 10^{-3}$  g of the amino acid glycine,  $\text{C}_2\text{H}_5\text{NO}_2$
  - c. 25 lb of the herbicide Treflan,  $\text{C}_{13}\text{H}_{16}\text{N}_2\text{O}_4\text{F}$  (1

- lb = 454 g)
- d. 0.125 kg of the insecticide Paris Green,  
 $\text{Cu}_4(\text{AsO}_3)_2(\text{CH}_3\text{CO}_2)_2$
  - e. 325 mg of aspirin,  $\text{C}_6\text{H}_4(\text{CO}_2\text{H})(\text{CO}_2\text{CH}_3)$
17. Determine the mass of each of the following:
- a. 0.0146 mol KOH
  - b. 10.2 mol ethane,  $\text{C}_2\text{H}_6$
  - c.  $1.6 \times 10^{-3}$  mol  $\text{Na}_2\text{SO}_4$
  - d.  $6.854 \times 10^3$  mol glucose,  $\text{C}_6\text{H}_{12}\text{O}_6$
  - e. 2.86 mol  $\text{Co}(\text{NH}_3)_6\text{Cl}_3$
18. Determine the number of moles of the compound and determine the number of moles of each type of atom in each of the following:
- a. 2.12 g of potassium bromide, KBr
  - b. 0.1488 g of phosphoric acid,  $\text{H}_3\text{PO}_4$
  - c. 23 kg of calcium carbonate,  $\text{CaCO}_3$
  - d. 78.452 g of aluminum sulfate,  $\text{Al}_2(\text{SO}_4)_3$
  - e. 0.1250 mg of caffeine,  $\text{C}_8\text{H}_{10}\text{N}_4\text{O}_2$
19. Determine the mass of each of the following:
- a. 2.345 mol LiCl
  - b. 0.0872 mol acetylene,  $\text{C}_2\text{H}_2$
  - c.  $3.3 \times 10^{-2}$  mol  $\text{Na}_2\text{CO}_3$
  - d.  $1.23 \times 10^3$  mol fructose,  $\text{C}_6\text{H}_{12}\text{O}_6$
  - e. 0.5758 mol  $\text{FeSO}_4(\text{H}_2\text{O})_7$
20. The approximate minimum daily dietary requirement of the amino acid leucine,  $\text{C}_6\text{H}_{13}\text{NO}_2$ , is 1.1 g. What is this requirement in moles?

21. Determine the mass in grams of each of the following:
- 0.600 mol of oxygen atoms
  - 0.600 mol of oxygen molecules,  $\text{O}_2$
  - 0.600 mol of ozone molecules,  $\text{O}_3$
22. A 55-kg woman has  $7.5 \times 10^{-3}$  mol of hemoglobin (molar mass = 64,456 g/mol) in her blood. How many hemoglobin molecules is this? What is this quantity in grams?
23. Determine the number of atoms and the mass of zirconium, silicon, and oxygen found in 0.3384 mol of zircon,  $\text{ZrSiO}_4$ , a semiprecious stone.
24. Determine which of the following contains the greatest mass of hydrogen: 1 mol of  $\text{CH}_4$ , 0.6 mol of  $\text{C}_6\text{H}_6$ , or 0.4 mol of  $\text{C}_3\text{H}_8$ .
25. Determine which of the following contains the greatest mass of aluminum: 122 g of  $\text{AlPO}_4$ , 266 g of  $\text{Al}_2\text{Cl}_6$ , or 225 g of  $\text{Al}_2\text{S}_3$ .
26. Diamond is one form of elemental carbon. An engagement ring contains a diamond weighing 1.25 carats (1 carat = 200 mg). How many atoms are present in the diamond?
27. The Cullinan diamond was the largest natural diamond ever found (January 25, 1905). It weighed 3104 carats (1 carat = 200 mg). How many carbon atoms were present in the stone?
28. One 55-gram serving of a particular cereal supplies 270 mg of sodium, 11% of the recommended daily allowance. How many moles and atoms of sodium are in the recommended daily allowance?
29. A certain nut crunch cereal contains 11.0 grams of

sugar (sucrose,  $C_{12}H_{22}O_{11}$ ) per serving size of 60.0 grams. How many servings of this cereal must be eaten to consume 0.0278 moles of sugar?

30. A tube of toothpaste contains 0.76 g of sodium monofluorophosphate ( $Na_2PO_3F$ ) in 100 mL
- What mass of fluorine atoms in mg was present?
  - How many fluorine atoms were present?
31. Which of the following represents the least number of molecules?
- 20.0 g of  $H_2O$  (18.02 g/mol)
  - 77.0 g of  $CH_4$  (16.06 g/mol)
  - 68.0 g of  $CaH_2$  (42.09 g/mol)
  - 100.0 g of  $N_2O$  (44.02 g/mol)
  - 84.0 g of  $HF$  (20.01 g/mol)

Show Selected Answers

1. Each molecule has the following mass (amu) of carbon.

- $1 \times 12.01 \text{ amu} = 12.01 \text{ amu}$
- $1 \times 12.01 \text{ amu} = 12.01 \text{ amu}$
- $12 \times 12.01 \text{ amu} = 144.12 \text{ amu}$
- $5 \times 12.01 \text{ amu} = 60.05 \text{ amu}$

3. The molecular or formula masses are as follows:

- $4 \times 30.974 \text{ amu} = 123.896 \text{ amu}$
- $2 \times 1.008 \text{ amu} + 15.999 \text{ amu} = 18.015 \text{ amu}$
- $40 \times 0.078 \text{ amu} + 2 \times 14.007 \text{ amu} + 6 \times 15.999 \text{ amu} = 164.086 \text{ amu}$
- $2 \times 12.011 \text{ amu} + 4 \times 1.008 \text{ amu} + 2 \times 15.999 \text{ amu} = 60.052 \text{ amu}$
- $12 \times 12.011 \text{ amu} + 22 \times 1.008 \text{ amu} + 11 \times 15.999 \text{ amu} = 342.297 \text{ amu}$



5. The molecular mass of each compound is as follows:

a.  $\text{C}_4\text{H}_8$

$$4\text{C} \times 12.011 = 48.044\text{amu}$$

$$8\text{H} \times 1.0079 = \underline{8.06352\text{amu}}$$

$$= 56.107\text{amu}$$

b.  $\text{C}_4\text{H}_6$

$$4\text{C} \times 12.011 = 48.044\text{amu}$$

$$6\text{H} \times 1.0079 = \underline{6.0474\text{amu}}$$

$$= 54.091\text{amu}$$

c.  $\text{H}_2\text{Si}_2\text{Cl}_4$

$$2\text{H} \times 1.0079 = 2.01558\text{amu}$$

$$2\text{Si} \times 28.0855 = 56.1710\text{amu}$$

$$4\text{Cl} \times 35.4527 = \underline{141.8108\text{amu}}$$

$$= 199.9976\text{amu}$$

d.  $\text{H}_3\text{PO}_4$

$$3\text{H} \times 1.0079 = 3.0237\text{amu}$$

$$1\text{P} \times 30.973762 = 30.973762\text{amu}$$

$$4\text{O} \times 15.9994 = \underline{63.9976\text{amu}}$$

$$= 97.9950\text{amu}$$

7. Use the molecular formula to find the molar mass; to obtain the number of moles, divide the mass of compound by the molar mass of the compound expressed in grams.

9. Formic acid. Its formula has twice as many oxygen atoms as the other two compounds (one each). Therefore, 0.60 mol of formic acid would be equivalent to 1.20 mol of a compound containing a single oxygen atom.

11. The two masses have the same numerical value, but the

units are different: The molecular mass is the mass of 1 molecule while the molar mass is the mass of

$6.022 \times 10^{23}$  molecules.

13. The molecular mass of each compound is as follows:

a. S<sub>8</sub>:

$$8\text{S} = 8 \times 32.066 = 256.528\text{g/mol}$$

b. C<sub>5</sub>H<sub>12</sub>:

$$5\text{C} = 5 \times 12.011 = 60.055\text{gmol}^{-1}$$

$$12\text{H} = 12 \times 1.00794 = \underline{12.09528\text{gmol}^{-1}}$$

$$= 72.150\text{gmol}^{-1}$$

c. Sc<sub>2</sub>(SO<sub>4</sub>)<sub>3</sub>:

$$2\text{Sc} = 2 \times 44.9559109 = 89.9118218\text{gmol}^{-1}$$

$$3\text{S} = 3 \times 32.066 = 96.198\text{gmol}^{-1}$$

$$12\text{O} = 12 \times 15.99943 = \underline{191.99316\text{gmol}^{-1}}$$

$$= 378.103\text{gmol}^{-1}$$

d. CH<sub>3</sub>COCH<sub>3</sub>:

$$3\text{C} = 3 \times 12.011 = 36.033\text{gmol}^{-1}$$

$$1\text{O} = 1 \times 15.9994 = 15.9994\text{gmol}^{-1}$$

$$6\text{H} = 6 \times 1.00794 = \underline{6.04764\text{gmol}^{-1}}$$

$$= 58.080\text{gmol}^{-1}$$

e. C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>:

$$6\text{C} = 6 \times 12.011 = 72.066\text{gmol}^{-1}$$

$$12\text{H} = 12 \times 1.00794 = 12.09528\text{gmol}^{-1}$$

$$6\text{O} = 6 \times 15.9994 = \underline{95.9964\text{gmol}^{-1}}$$

$$= 180.158\text{gmol}^{-1}$$

15. The molecular mass of each compound is as follows:

a.  $\text{C}_2\text{HBrClF}_3$ :

$$2\text{C} = 2 \times 12.011 = 24.022\text{g mol}^{-1}$$

$$1\text{H} = 1 \times 1.00794 = 1.00794\text{g mol}^{-1}$$

$$1\text{Br} = 1 \times 79.904 = 79.904\text{g mol}^{-1}$$

$$1\text{Cl} = 1 \times 35.453 = 35.453\text{g mol}^{-1}$$

$$3\text{F} = 3 \times 18.998403 = \underline{56.995209\text{g mol}^{-1}}$$

$$= 197.682\text{g mol}^{-1}$$

b.  $\text{C}_{12}\text{H}_{14}\text{N}_2\text{Cl}_2$ :

$$12\text{C} = 12 \times 12.011 = 144.132\text{g mol}^{-1}$$

$$14\text{H} = 14 \times 1.00794 = 14.111\text{g mol}^{-1}$$

$$2\text{N} = 2 \times 14.0067 = 28.0134\text{g mol}^{-1}$$

$$2\text{Cl} = 2 \times 35.453 = \underline{70.906\text{g mol}^{-1}}$$

$$= 257.163\text{g mol}^{-1}$$

c.  $\text{C}_8\text{H}_{10}\text{N}_4\text{O}_2$ :

$$8\text{C} = 8 \times 12.011 = 96.088\text{g mol}^{-1}$$

$$10\text{H} = 10 \times 1.007 = 10.079\text{g mol}^{-1}$$

$$4\text{N} = 4 \times 14.0067 = 56.027\text{g mol}^{-1}$$

$$2\text{O} = 2 \times 15.9994 = \underline{31.999\text{g mol}^{-1}}$$

$$= 194.193\text{g mol}^{-1}$$

d.  $\text{CO}(\text{NH}_2)_2$ :

$$\begin{aligned}
 1\text{C} &= 1 \times 12.011 &= 12.011\text{gmol}^{-1} \\
 1\text{O} &= 1 \times 15.9994 &= 15.9994\text{gmol}^{-1} \\
 2\text{N} &= 2 \times 14.0067 &= 28.0134\text{gmol}^{-1} \\
 4\text{H} &= 4 \times 1.00794 &= 4.03176\text{gmol}^{-1} \\
 &&= \underline{60.056\text{gmol}^{-1}}
 \end{aligned}$$

e.  $\text{C}_{17}\text{H}_{35}\text{CO}_2\text{Na}$ :

$$\begin{aligned}
 18\text{C} &= 18 \times 12.011 &= 216.198\text{gmol}^{-1} \\
 35\text{H} &= 35 \times 1.00794 &= 35.2779\text{gmol}^{-1} \\
 2\text{O} &= 2 \times 15.9994 &= 31.9988\text{gmol}^{-1} \\
 1\text{Na} &= 1 \times 22.98977 &= 22.98977\text{gmol}^{-1} \\
 &&= \underline{306.464\text{gmol}^{-1}}
 \end{aligned}$$

17. The mass of each compound is as follows:

a.  $\text{KOH}$ :

$$\begin{aligned}
 1\text{K} &= 1 \times 39.0983 &= 39.0983 \\
 1\text{O} &= 1 \times 15.9994 &= 15.9994 \\
 1\text{H} &= 1 \times 1.00794 &= \underline{1.00794} \\
 \text{molar mass} &= 56.1056\text{gmol}^{-1} \\
 \text{Mass} &= 0.0146\text{mol} \times 56.1056\text{g/mol} = 0.819\text{g}
 \end{aligned}$$

b.  $\text{C}_2\text{H}_6$ :

$$\begin{aligned}
 2\text{C} &= 2 \times 12.011 &= 24.022 \\
 6\text{H} &= 6 \times 1.00794 &= \underline{6.04764} \\
 \text{molar mass} &= 30.070\text{gmol}^{-1} \\
 \text{Mass} &= 10.2\text{mol} \times 30.070\text{g/mol} = 307\text{g}
 \end{aligned}$$

c.  $\text{Na}_2\text{SO}_4$ :

$$2\text{Na} = 2 \times 22.990 = 45.98$$

$$1\text{S} = 1 \times 32.066 = 32.066$$

$$4\text{O} = 4 \times 15.9994 = \underline{63.9976}$$

$$\text{molar mass} = 142.044\text{g mol}^{-1}$$

$$\text{Mass} = 1.6 \times 10^{-3}\text{mol} \times 142.044\text{g/mol} = 0.23\text{ g}$$

d.  $\text{C}_6\text{H}_{12}\text{O}_6$ :

$$6\text{C} = 6 \times 12.011 = 72.066$$

$$12\text{H} = 12 \times 1.00794 = 12.0953$$

$$6\text{O} = 6 \times 15.9994 = \underline{95.9964}$$

$$\text{molar mass} = 180.158\text{g mol}^{-1}$$

$$\text{Mass} = 6.854 \times 10^3\text{mol} \times 180.158\text{g/mol} = 1.235 \times 10^6\text{ g (1235kg)}$$

e.  $\text{Co}(\text{NH}_3)_6\text{Cl}_3$ :

$$\text{Co} = 1 \times 58.99320 = 58.99320$$

$$6\text{N} = 6 \times 14.0067 = 84.0402$$

$$18\text{H} = 18 \times 1.00794 = 18.1429$$

$$3\text{Cl} = 3 \times 35.4527 = \underline{106.358}$$

$$\text{molar mass} = 267.5344\text{g mol}^{-1}$$

$$\text{Mass} = 2.856\text{mol} \times 267.5344\text{g/mol} = 765\text{g}$$

19.

a. 2.345 mol LiCl:

$$\text{molar mass (LiCl)} = 1 \times 6.941 + 1 \times 35.4527 = 42.394\text{g mol}^{-1}$$

$$\text{mass} = 2.345\cancel{\text{mol}} \times 42.394\cancel{\text{g mol}^{-1}} = 99.41\text{g}$$

b. 0.0872 mol acetylene,  $\text{C}_2\text{H}_2$ :

$$\text{molar mass (C}_2\text{H}_2) = 2 \times 12.011 + 2 \times 1.00794 = 26.038\text{g mol}^{-1}$$

$$\text{mass} = 0.0872\cancel{\text{mol}} \times 26.038\cancel{\text{g mol}^{-1}} = 2.27\text{g}$$

c.  $3.3 \times 10^{-2}$  mol  $\text{Na}_2\text{CO}_3$ :

$$\text{molar mass (Na}_2\text{CO}_3) = 2 \times 22.989768 + 1 \times 12.011 + 3 \times 15.9994 = 105.989\text{g mol}^{-1}$$

$$\text{mass} = 3.3 \times 10^{-2}\cancel{\text{mol}} \times 105.989\cancel{\text{g mol}^{-1}} = 3.5\text{g}$$

d.  $1.23 \times 10^3$  mol fructose,  $\text{C}_6\text{H}_{12}\text{O}_6$ :

$$\text{molar mass (C}_6\text{H}_{12}\text{O}_6) = 6 \times 12.011 + 12 \times 1.00794 + 6 \times 15.9994 = 180.158 \text{ g mol}^{-1}$$

$$\text{mass} = 1.23 \times 10^3 \cancel{\text{ mol}} \times 180.158 \text{ g mol}^{-1} = 2.22 \times 10^5 \text{ g} = 222 \text{ kg}$$

e.  $0.5758 \text{ mol FeSO}_4(\text{H}_2\text{O})_7$ :

$$\text{molar mass [FeSO}_4(\text{H}_2\text{O})_7] = 1 \times 55.847 + 1 \times 32.066 + 4 \times 15.999$$

$$+ 7(2 \times 1.00794 + 15.9994) = 278.018 \text{ g mol}^{-1}$$

$$\text{mass} = 0.5758 \cancel{\text{ mol}} \times 278.018 \text{ g mol}^{-1} = 160.1 \text{ g}$$

21. The mass of each compound is as follows:

a.  $0.600 \cancel{\text{ mol}} \times 15.9994 \text{ g} / \cancel{\text{ mol}} = 9.60 \text{ g}$

b.  $0.600 \cancel{\text{ mol}} \times 2 \times 15.994 \text{ g} / \cancel{\text{ mol}} = 19.2 \text{ g}$

c.  $0.600 \cancel{\text{ mol}} \times 3 \times 15.994 \text{ g} / \cancel{\text{ mol}} = 28.8 \text{ g}$

23. Determine the number of moles of each component.

From the moles, calculate the number of atoms and the mass of the elements involved. Zirconium:

$$0.3384 \cancel{\text{ mol}} \times 6.022 \times 10^{23} \cancel{\text{ mol}^{-1}} = 2.038 \times 10^{23} \text{ atoms}; 0.3384 \cancel{\text{ mol}} \times 91.224 \text{ g} / \cancel{\text{ mol}} = 30.87 \text{ g};$$

Silicon:

$$0.3384 \cancel{\text{ mol}} \times 6.022 \times 10^{23} \cancel{\text{ mol}^{-1}} = 2.038 \times 10^{23} \text{ atoms}; 0.3384 \cancel{\text{ mol}} \times 28.0855 \text{ g} / \cancel{\text{ mol}} = 9.504 \text{ g};$$

Oxygen:

$$4 \times 0.3384 \cancel{\text{ mol}} \times 6.022 \times 10^{23} \cancel{\text{ mol}^{-1}} = 8.151 \times 10^{23} \text{ atoms}; 4 \times 0.3384 \cancel{\text{ mol}} \times 15.9994 \text{ g} / \cancel{\text{ mol}} = 21.66 \text{ g}$$

25. Determine the molar mass and, from the grams present, the moles of each substance. The compound with the greatest number of moles of Al has the greatest mass of Al.

- Molar mass  $\text{AlPO}_4$ :  $26.981539 + 30.973762 + 4(15.9994) = 121.9529 \text{ g/mol}$
- Molar mass  $\text{Al}_2\text{Cl}_6$ :  $2(26.981539) + 6(35.4527) = 266.6793 \text{ g/mol}$
- Molar mass  $\text{Al}_2\text{S}_3$ :  $2(26.981539) + 3(32.066) = 150.161 \text{ g/mol}$

$$\text{AlPO}_4: \frac{122 \cancel{\text{g}}}{121.9529 \cancel{\text{g}} \text{mol}^{-1}} = 1.000 \text{mol.}$$

$$\text{mol Al} = 1 \times 1.000 \text{mol} = 1.000 \text{mol}$$

$$\text{Al}_2\text{Cl}_6: \frac{266 \text{g}}{266.6793 \text{gmol}^{-1}} = 0.997 \text{mol}$$

$$\text{mol Al} = 2 \times 0.997 \text{mol} = 1.994 \text{mol}$$

$$\text{Al}_2\text{S}_3: \frac{225 \cancel{\text{g}}}{150.161 \cancel{\text{g}} \text{mol}^{-1}} = 1.50 \text{mol}$$

$$\text{mol Al} = 2 \times 1.50 \text{mol} = 3.00 \text{mol}$$

27. Determine the number of grams present in the diamond and from that the number of moles. Find the number of carbon atoms by multiplying Avogadro's number by the number of moles:

$$\frac{3104 \cancel{\text{carats}} \times \frac{200 \cancel{\text{mg}}}{1 \cancel{\text{carat}}} \times \frac{1 \cancel{\text{g}}}{1000 \cancel{\text{mg}}}}{12.011 \cancel{\text{g}} \text{mol}^{-1} (6.022 \times 10^{23} \cancel{\text{mol}^{-1}})} = 3.113 \times 10^{25} \text{C atoms}$$

29. Determine the molar mass of sugar,  $12(12.011) + 22(1.00794) + 11(15.9994) = 342.300 \text{ g/mol}$ ; Then  
 $0.0278 \text{mol} \times 342.300 \text{g/mol} = 9.52 \text{g sugar.}$

This 9.52 g of sugar represents  $\frac{11.0}{60.0}$  of one serving or

$$\frac{60.0 \text{g serving}}{11.0 \cancel{\text{g sugar}}} \times 9.52 \cancel{\text{g sugar}} = 51.9 \text{g cereal.}$$

This amount is  $\frac{51.9 \text{g cereal}}{60.0 \text{g serving}} = 0.865$  servings,  
 or about 1 serving.

31. Calculate the number of moles of each species, then

remember that 1 mole of anything =  $6.022 \times 10^{23}$  species.

- a. 20.0 g = 1.11 mol H<sub>2</sub>O
- b. 77.0 g CH<sub>4</sub> = 4.79 mol CH<sub>4</sub>
- c. 68.0 g CaH<sub>2</sub> = 1.62 mol CaH<sub>2</sub>
- d. 100.0 g N<sub>2</sub>O = 2.27 mol N<sub>2</sub>O
- e. 84.0 g HF = 4.20 mol HF

Therefore, 20.0 g H<sub>2</sub>O represents the least number of molecules since it has the least number of moles.

## Glossary

**Avogadro's number ( $N_A$ ):** experimentally determined value of the number of entities comprising 1 mole of substance, equal to  $6.022 \times 10^{23} \text{mol}^{-1}$

**formula mass:** sum of the average masses for all atoms represented in a chemical formula; for covalent compounds, this is also the molecular mass

**molar mass:** mass in grams of 1 mole of a substance

**mole:** amount of substance containing the same number of atoms, molecules, ions, or other entities as the number of atoms in exactly 12 grams of <sup>12</sup>C



## 48. Videos: The Mole

### The Mole, Avogadro's Number, and Counting by Mass (or Weight!)

This video introduces counting by mass, the mole, and how it relates to atomic mass units (AMU) and Avogadro's number.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=67#oembed-1>

### The Mole and Avogadro's Number

Introduction to the idea of a mole as a number (vs. an animal)



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=67#oembed-2>

# 49. Determining Empirical and Molecular Formulas

## *Learning Objectives*

By the end of this section, you will be able to:

- Compute the percent composition of a compound
- Determine the empirical formula of a compound
- Determine the molecular formula of a compound

In the previous section, we discussed the relationship between the bulk mass of a substance and the number of atoms or molecules it contains (moles). Given the chemical formula of the substance, we were able to determine the amount of the substance (moles) from its mass, and vice versa. But what if the chemical formula of a substance is unknown? In this section, we will explore how to apply these very same principles in order to derive the chemical formulas of unknown substances from experimental mass measurements.

## Percent Composition

The elemental makeup of a compound defines its chemical identity, and chemical formulas are the most succinct way of representing this elemental makeup. When a compound's formula is unknown, measuring the mass of each of its constituent elements is often the first step in the process of determining the formula experimentally.

The results of these measurements permit the calculation of the compound's **percent composition**, defined as the percentage by mass of each element in the compound. For example, consider a gaseous compound composed solely of carbon and hydrogen. The percent composition of this compound could be represented as follows:

$$\begin{aligned}\%H &= \frac{\text{mass H}}{\text{mass compound}} \times 100\% \\ \%C &= \frac{\text{mass C}}{\text{mass compound}} \times 100\%\end{aligned}$$

If analysis of a 10.0-g sample of this gas showed it to contain 2.5 g H and 7.5 g C, the percent composition would be calculated to be 25% H and 75% C:

$$\begin{aligned}\%H &= \frac{2.5\text{g H}}{10.0\text{g compound}} \times 100\% = 25\% \\ \%C &= \frac{7.5\text{g C}}{10.0\text{g compound}} \times 100\% = 75\%\end{aligned}$$

### *Example 1: Calculation of Percent Composition*

Analysis of a 12.04-g sample of a liquid compound composed of carbon, hydrogen, and nitrogen showed it to contain 7.34 g C, 1.85 g H, and 2.85 g N. What is the percent composition of this compound?

Show Answer

To calculate percent composition, we divide the experimentally derived mass of each element by the overall mass of the compound, and then convert to a percentage:

$$\%C = \frac{7.34\text{g C}}{12.04\text{g compound}} \times 100\% = 61.0\%$$

$$\%H = \frac{1.85\text{g H}}{12.04\text{g compound}} \times 100\% = 15.4\%$$

$$\%N = \frac{2.85\text{g N}}{12.04\text{g compound}} \times 100\% = 23.7\%$$

The analysis results indicate that the compound is 61.0% C, 15.4% H, and 23.7% N by mass.

### *Check Your Learning*

A 24.81-g sample of a gaseous compound containing only carbon, oxygen, and chlorine is determined to contain 3.01 g C, 4.00 g O, and 17.81 g Cl. What is this compound's percent composition?

Show Answer

12.1% C, 16.1% O, 71.8% Cl

## Determining Percent Composition from Formula Mass

Percent composition is also useful for evaluating the relative abundance of a given element in different compounds of known formulas. As one example, consider the common nitrogen-containing fertilizers ammonia ( $\text{NH}_3$ ), ammonium nitrate ( $\text{NH}_4\text{NO}_3$ ), and urea ( $\text{CH}_4\text{N}_2\text{O}$ ). The element nitrogen is the active ingredient for agricultural purposes, so the mass percentage of nitrogen in the compound is a practical and economic concern for consumers

choosing among these fertilizers. For these sorts of applications, the percent composition of a compound is easily derived from its formula mass and the atomic masses of its constituent elements. A molecule of  $\text{NH}_3$  contains one N atom weighing 14.01 amu and three H atoms weighing a total of  $(3 \times 1.008 \text{ amu}) = 3.024 \text{ amu}$ . The formula mass of ammonia is therefore  $(14.01 \text{ amu} + 3.024 \text{ amu}) = 17.03 \text{ amu}$ , and its percent composition is:

$$\% \text{N} = \frac{14.01 \text{ amu N}}{17.03 \text{ amu NH}_3} \times 100\% = 82.27\%$$

$$\% \text{H} = \frac{3.024 \text{ amu H}}{17.03 \text{ amu NH}_3} \times 100\% = 17.76\%$$

This same approach may be taken considering a pair of molecules, a dozen molecules, or a mole of molecules, etc. The latter amount is most convenient and would simply involve the use of molar masses instead of atomic and formula masses, as demonstrated in the example problem below. As long as we know the chemical formula of the substance in question, we can easily derive percent composition from the formula mass or molar mass.

### *Example 2: Determining Percent Composition from a Molecular Formula*

Aspirin is a compound with the molecular formula  $\text{C}_9\text{H}_8\text{O}_4$ . What is its percent composition?

Show Answer

To calculate the percent composition, we need to know the masses of C, H, and O in a known mass of  $\text{C}_9\text{H}_8\text{O}_4$ . It is convenient to consider 1 mol of  $\text{C}_9\text{H}_8\text{O}_4$  and use its molar mass (180.159 g/mole, determined from the chemical formula) to calculate the percentages of each of its elements:

$$\%C = \frac{9 \text{ mol C} \times \text{molar mass C}}{\text{molar mass C}_9\text{H}_{18}\text{O}_4} \times 100 = \frac{9 \times 12.01\text{g/mol}}{180.159\text{g/mol}} \times 100 = \frac{108.09\text{g/mol}}{180.159\text{g/mol}} \times 100$$

$$\%C = 60.00\% \text{ C}$$

$$\%H = \frac{8 \text{ mol H} \times \text{molar mass H}}{\text{molar mass C}_9\text{H}_{18}\text{O}_4} \times 100 = \frac{8 \times 1.008\text{g/mol}}{180.159\text{g/mol}} \times 100 = \frac{8.064\text{g/mol}}{180.159\text{g/mol}} \times 100$$

$$\%H = 4.476\% \text{ H}$$

$$\%O = \frac{4 \text{ mol O} \times \text{molar mass O}}{\text{molar mass C}_9\text{H}_{18}\text{O}_4} \times 100 = \frac{4 \times 16.00\text{g/mol}}{180.159\text{g/mol}} \times 100 = \frac{64.00\text{g/mol}}{180.159\text{g/mol}} \times 100$$

$$\%O = 35.52\% \text{ O}$$

Note that these percentages sum to equal 100.00% when appropriately rounded.

### *Check Your Learning*

To three significant digits, what is the mass percentage of iron in the compound  $\text{Fe}_2\text{O}_3$ ?

Show Answer

69.9% Fe

## *Exercises*

1. Calculate the following to four significant figures:
  - a. the percent composition of ammonia,  $\text{NH}_3$
  - b. the percent composition of photographic “hypo,”  $\text{Na}_2\text{S}_2\text{O}_3$
  - c. the percent of calcium ion in  $\text{Ca}_3(\text{PO}_4)_2$

2. Determine the following to four significant figures:
  - a. the percent composition of hydrazoic acid,  $\text{HN}_3$
  - b. the percent composition of TNT,  $\text{C}_6\text{H}_2(\text{CH}_3)(\text{NO}_2)_3$
  - c. the percent of  $\text{SO}_4^{2-}$  in  $\text{Al}_2(\text{SO}_4)_3$
3. Determine the percent ammonia,  $\text{NH}_3$ , in  $\text{Co}(\text{NH}_3)_6\text{Cl}_3$ , to three significant figures.
4. Determine the percent water in  $\text{CuSO}_4 \cdot 5\text{H}_2\text{O}$  to three significant figures.

#### Show Selected Answers

1. In each of these exercises asking for the percent composition, divide the molecular weight of the desired element or group of elements (the number of times it/they occur in the formula times the molecular weight of the desired element or elements) by the molecular weight of the compound.

$$\text{a. } \% \text{N} = \frac{14.0067 \text{ g mol}^{-1} \times 100\%}{[3(1.007940 + 14.0067)] \text{ g mol}^{-1}} = \frac{14.0067 \text{ g mol}^{-1}}{17.0305 \text{ g mol}^{-1}} = 82.24\%$$

$$\% \text{H} = \frac{3 \times 1.00794 \text{ g mol}^{-1}}{17.0305 \text{ g mol}^{-1}} \times 100\% = 17.76\%$$

$$\text{b. } \% \text{Na} = \frac{2 \times 22.989768}{2 \times 22.989768 + 2 \times 32.066 + 3 \times 15.9994} \times 100\% = \frac{45.9795}{158.1097} \times 100 = 29.08\%$$

$$\% \text{S} = \frac{64.132}{158.1097} \times 100\% = 40.56\%$$

$$\% \text{O} = \frac{47.9982}{158.1097} \times 100\% = 30.36\%$$

$$\text{c. } \% \text{Ca}^{2+} = \frac{3 \times 40.078}{3 \times 40.078 + 2 \times 30.973762 + 8 \times 15.9994} \times 100\% = \frac{120.234}{310.1816} \times 100\% = 38.76\%$$

3.

$$\% \text{NH}_3 = \frac{6(14.007 + 3 \times 40.078)}{58.933 + 6(14.007 + 3 \times 1.008) + 3(35.453)} \times 100\% = \frac{102.186}{267.478} \times 100\% = 38.2\%$$

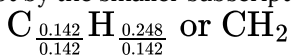
## Determination of Empirical Formulas

As previously mentioned, the most common approach to determining a compound's chemical formula is to first measure the masses of its constituent elements. However, we must keep in mind that chemical formulas represent the relative *numbers*, not masses, of atoms in the substance. Therefore, any experimentally derived data involving mass must be used to derive the corresponding numbers of atoms in the compound. To accomplish this, we can use molar masses to convert the mass of each element to a number of moles. We then consider the moles of each element relative to each other, converting these numbers into a whole-number ratio that can be used to derive the empirical formula of the substance. Consider a sample of compound determined to contain 1.71 g C and 0.287 g H. The corresponding numbers of atoms (in moles) are:

$$1.71\text{g C} \times \frac{1\text{mol C}}{12.01\text{g C}} = 0.142\text{mol C}$$

$$0.287\text{g H} \times \frac{1\text{mol H}}{1.008\text{g H}} = 0.284\text{mol H}$$

Thus, we can accurately represent this compound with the formula  $\text{C}_{0.142}\text{H}_{0.248}$ . Of course, per accepted convention, formulas contain whole-number subscripts, which can be achieved by dividing each subscript by the smaller subscript:



(Recall that subscripts of “1” are not written but rather assumed if no other number is present.)

The empirical formula for this compound is thus  $\text{CH}_2$ . This may or not be the compound's *molecular formula* as well; however, we would need additional information to make that determination (as discussed later in this section).

Consider as another example a sample of compound determined to contain 5.31 g Cl and 8.40 g O. Following the same approach yields a tentative empirical formula of:

$$\text{Cl}_{0.150}\text{O}_{0.525} = \text{Cl}_{\frac{0.150}{0.150}}\text{O}_{\frac{0.525}{0.150}} = \text{ClO}_{3.5}$$

In this case, dividing by the smallest subscript still leaves us with

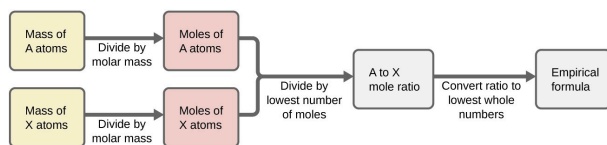


a decimal subscript in the empirical formula. To convert this into a whole number, we must multiply each of the subscripts by two, retaining the same atom ratio and yielding  $\text{Cl}_2\text{O}_7$  as the final empirical formula.

In summary, empirical formulas are derived from experimentally measured element masses by:

1. Deriving the number of moles of each element from its mass
2. Dividing each element's molar amount by the smallest molar amount to yield subscripts for a tentative empirical formula
3. Multiplying all coefficients by an integer, if necessary, to ensure that the smallest whole-number ratio of subscripts is obtained

Figure 1 outlines this procedure in flow chart fashion for a substance containing elements A and X.



*Figure 1. The empirical formula of a compound can be derived from the masses of all elements in the sample.*

### *Example 3: Determining a Compound's Empirical Formula from the Masses of Its Elements*

A sample of the black mineral hematite (Figure 2), an oxide of iron found in many iron ores, contains 34.97 g of iron and 15.03 g of oxygen. What is the empirical formula of hematite?



Figure 2.  
Hematite is an iron oxide that is used in jewelry. (credit: Mauro Cateb)

Show Answer

For this problem, we are given the mass in grams of each element. Begin by finding the moles of each:

$$34.97\text{g Fe} \left( \frac{\text{mol Fe}}{55.85\text{g}} \right) = 0.6261\text{mol Fe}$$

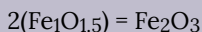
$$15.03\text{g O} \left( \frac{\text{mol O}}{16.00\text{g}} \right) = 0.9394\text{mol O}$$

Next, derive the iron-to-oxygen molar ratio by dividing by the lesser number of moles:

$$\frac{0.6261}{0.6261} = 1.000 \text{ mol Fe}$$

$$\frac{0.0394}{0.6261} = 1.500 \text{ mol O}$$

The ratio is 1.000 mol of iron to 1.500 mol of oxygen ( $\text{Fe}_1\text{O}_{1.5}$ ). Finally, multiply the ratio by two to get the smallest possible whole number subscripts while still maintaining the correct iron-to-oxygen ratio:



The empirical formula is  $\text{Fe}_2\text{O}_3$ .

### *Check Your Learning*

What is the empirical formula of a compound if a sample contains 0.130 g of nitrogen and 0.370 g of oxygen?

Show Answer



For additional worked examples illustrating the derivation of empirical formulas, watch the brief video clip below.



One or more interactive elements has been

excluded from this version of the text. You  
can view them online here:

[https://library.achievingthedream.org/  
sanjacgeneralchemistry/?p=68#oembed-1](https://library.achievingthedream.org/sanjacgeneralchemistry/?p=68#oembed-1)

## Deriving Empirical Formulas from Percent Composition

Finally, with regard to deriving empirical formulas, consider instances in which a compound's percent composition is available rather than the absolute masses of the compound's constituent elements. In such cases, the percent composition can be used to calculate the masses of elements present in any convenient mass of compound; these masses can then be used to derive the empirical formula in the usual fashion.

### *Example 4: Determining an Empirical Formula from Percent Composition*

The bacterial fermentation of grain to produce ethanol forms a gas with a percent composition of 27.29% C and

72.71% O (Figure 3). What is the empirical formula for this gas?



Figure 3. An oxide of carbon is removed from these fermentation tanks through the large copper pipes at the top. (credit: "Dual Freq"/Wikimedia)

Show Answer

Since the scale for percentages is 100, it is most convenient to calculate the mass of elements present in a sample weighing 100 g. The calculation is "most convenient" because, per the definition for percent composition, the mass of a given element in grams is numerically equivalent to the element's mass percentage. This numerical equivalence results from the definition of the "percentage" unit, whose name is derived from the Latin phrase *per centum* meaning "by the hundred." Considering this definition, the mass percentages provided may be more conveniently expressed as fractions:

$$27.29\% \text{C} = \frac{27.29 \text{g C}}{100 \text{g compound}}$$

$$72.71\% \text{O} = \frac{72.71 \text{g O}}{100 \text{g compound}}$$

The molar amounts of carbon and hydrogen in a 100-g sample are calculated by dividing each element's mass by its molar mass:

$$27.29 \text{g C} \left( \frac{\text{mol C}}{12.01 \text{g}} \right) = 2.272 \text{mol C}$$

$$72.71 \text{g O} \left( \frac{\text{mol O}}{16.00 \text{g}} \right) = 4.544 \text{mol O}$$

Coefficients for the tentative empirical formula are derived by dividing each molar amount by the lesser of the two:

$$\frac{2.272 \text{ mol C}}{2.272} = 1$$

$$\frac{4.544 \text{ mol O}}{2.272} = 2$$

Since the resulting ratio is one carbon to two oxygen atoms, the empirical formula is  $\text{CO}_2$ .

### *Check Your Learning*

What is the empirical formula of a compound containing 40.0% C, 6.71% H, and 53.28% O?

Show Answer

$\text{CH}_2\text{O}$

## Derivation of Molecular Formulas

Recall that empirical formulas are symbols representing the *relative* numbers of a compound's elements. Determining the *absolute* numbers of atoms that compose a single molecule of a covalent compound requires knowledge of both its empirical formula and its molecular mass or molar mass. These quantities may be determined experimentally by various measurement techniques. Molecular mass, for example, is often derived from the mass spectrum of the compound (see discussion of this technique in the previous chapter on atoms and molecules). Molar mass can be measured by a number of experimental methods, many of which will be introduced in later chapters of this text.

Molecular formulas are derived by comparing the compound's molecular or molar mass to its **empirical formula mass**. As the name suggests, an empirical formula mass is the sum of the average atomic masses of all the atoms represented in an empirical formula. If we know the molecular (or molar) mass of the substance, we can divide this by the empirical formula mass in order to identify the number of empirical formula units per molecule, which we designate as  $n$ :

$$\frac{\text{molecular or molar mass (amu or } \frac{\text{g}}{\text{mol}})}{\text{empirical formula mass (amu or } \frac{\text{g}}{\text{mol}})} = n \text{ formula units/molecule}$$

The molecular formula is then obtained by multiplying each subscript in the empirical formula by  $n$ , as shown below for the generic empirical formula  $A_xB_y$ :

$$(A_xB_y)_n = A_{nx}B_{ny}$$

For example, consider a covalent compound whose empirical formula is determined to be  $\text{CH}_2\text{O}$ . The empirical formula mass for this compound is approximately 30 amu (the sum of 12 amu for one C atom, 2 amu for two H atoms, and 16 amu for one O atom). If the compound's molecular mass is determined to be 180 amu, this indicates that molecules of this compound contain six times the number of atoms represented in the empirical formula:

$$\frac{180\text{amu/molecule}}{30\frac{\text{amu}}{\text{formula unit}}} = 6 \text{ formula units/molecule}$$

Molecules of this compound are then represented by molecular formulas whose subscripts are six times greater than those in the empirical formula:  $(\text{CH}_2\text{O})_6 = \text{C}_6\text{H}_{12}\text{O}_6$

Note that this same approach may be used when the molar mass (g/mol) instead of the molecular mass (amu) is used. In this case, we are merely considering one mole of empirical formula units and molecules, as opposed to single units and molecules.

### *Example 5: Determination of the Molecular Formula for Nicotine*

Nicotine, an alkaloid in the nightshade family of plants that is mainly responsible for the addictive nature of cigarettes, contains 74.02% C, 8.710% H, and 17.27% N. If 40.57 g of nicotine contains 0.2500 mol nicotine, what is the molecular formula?

Show Answer

Determining the molecular formula from the provided data will require comparison of the compound's empirical formula mass to its molar mass. As the first step, use the percent composition to derive the compound's empirical formula. Assuming a convenient, a 100-g sample of nicotine yields the following molar amounts of its elements:



$$(74.02\text{g C}) \left( \frac{1\text{mol C}}{12.01\text{g C}} \right) = 6.163\text{mol C}$$

$$(8.710\text{g H}) \left( \frac{1\text{mol H}}{1.01\text{g H}} \right) = 8.624\text{mol H}$$

$$(17.27\text{g N}) \left( \frac{1\text{mol N}}{14.01\text{g N}} \right) = 1.233\text{mol N}$$

Next, we calculate the molar ratios of these elements.

The C-to-N and H-to-N molar ratios are adequately close to whole numbers, and so the empirical formula is  $\text{C}_5\text{H}_7\text{N}$ . The empirical formula mass for this compound is therefore 81.13 amu/formula unit, or 81.13 g/mol formula unit.

We calculate the molar mass for nicotine from the given mass and molar amount of compound:

$$\frac{40.57\text{g nicotine}}{0.2500\text{mol nicotine}} = \frac{162.3\text{g}}{\text{mol}}$$

Comparing the molar mass and empirical formula mass indicates that each nicotine molecule contains two formula units:

$$\frac{162.3\text{g/mol}}{81.13 \frac{\text{g}}{\text{formula unit}}} = 2\text{formula units/molecule}$$

Thus, we can derive the molecular formula for nicotine from the empirical formula by multiplying each subscript by two:  $(\text{C}_5\text{H}_7\text{N})_2 = \text{C}_{10}\text{H}_{14}\text{N}_2$

### *Check Your Learning*

What is the molecular formula of a compound with a

percent composition of 49.47% C, 5.201% H, 28.84% N, and 16.48% O, and a molecular mass of 194.2 amu?

Show Answer

$\text{C}_8\text{H}_{10}\text{N}_4\text{O}_2$

## *Key Concepts and Summary*

The chemical identity of a substance is defined by the types and relative numbers of atoms composing its fundamental entities (molecules in the case of covalent compounds, ions in the case of ionic compounds). A compound's percent composition provides the mass percentage of each element in the compound, and it is often experimentally determined and used to derive the compound's empirical formula. The empirical formula mass of a covalent compound may be compared to the compound's molecular or molar mass to derive a molecular formula.

## *Key Equations*

- $$\% \text{ X} = \frac{\text{mass X}}{\text{mass compound}} \times 100\%$$
- $$\frac{\text{molecular or molar mass (amu or } \frac{\text{g}}{\text{mol}})}{\text{empirical formula mass (amu or } \frac{\text{g}}{\text{mol}})} = n \text{ formula units/molecule}$$
- $$(\text{A}_x\text{B}_y)_n = \text{A}_{nx}\text{B}_{ny}$$

## Exercises

1. What information do we need to determine the molecular formula of a compound from the empirical formula?
2. Determine the empirical formulas for compounds with the following percent compositions:
  - a. 15.8% carbon and 84.2% sulfur
  - b. 40.0% carbon, 6.7% hydrogen, and 53.3% oxygen
3. Determine the empirical formulas for compounds with the following percent compositions:
  - a. 43.6% phosphorus and 56.4% oxygen
  - b. 28.7% K, 1.5% H, 22.8% P, and 47.0% O
4. Polymers are large molecules composed of simple units repeated many times. Thus, they often have relatively simple empirical formulas. Calculate the empirical formulas of the following polymers:
  - a. Lucite (Plexiglas); 59.9% C, 8.06% H, 32.0% O
  - b. Saran; 24.8% C, 2.0% H, 73.1% Cl
  - c. polyethylene; 86% C, 14% H
  - d. polystyrene; 92.3% C, 7.7% H
  - e. Orlon; 67.9% C, 5.70% H, 26.4% N
5. A compound of carbon and hydrogen contains 92.3% C and has a molar mass of 78.1 g/mol. What is its molecular formula?
6. Dichloroethane, a compound that is often used for

dry cleaning, contains carbon, hydrogen, and chlorine. It has a molar mass of 99 g/mol. Analysis of a sample shows that it contains 24.3% carbon and 4.1% hydrogen. What is its molecular formula?

7. Determine the empirical and molecular formula for chrysotile asbestos. Chrysotile has the following percent composition: 28.03% Mg, 21.60% Si, 1.16% H, and 49.21% O. The molar mass for chrysotile is 520.8 g/mol.
8. A major textile dye manufacturer developed a new yellow dye. The dye has a percent composition of 75.95% C, 17.72% N, and 6.33% H by mass with a molar mass of about 240 g/mol. Determine the molecular formula of the dye.

Show Selected Answers

2. The empirical formulas can be found as follows:

- a. The percent of an element in a compound indicates the percent by mass. The mass of an element in a 100.0-g sample of a compound is equal in grams to the percent of that element in the sample; hence, 100.0 g of the sample contains 15.8 g of C and 84.2 g of S. The relative number of moles of C and S atoms in the compound can be obtained by converting grams to moles as shown.

$$\text{Step 1: C: } 15.8\text{g} \times \frac{1\text{mol}}{12.011\text{g}} = 1.315\text{mol}$$

$$\text{S: } 84.2\text{g} \times \frac{1\text{mol}}{32.066\text{g}} = 2.626\text{mol}$$

$$\text{Step 2: C: } \frac{1.315\text{mol}}{1.315\text{mol}} = 1.000$$

$$\text{S: } \frac{2.626\text{mol}}{1.315\text{mol}} = 1.997$$

- The empirical formula is CS<sub>2</sub>.

$$\text{C: } 40.0\text{g} \times \frac{1\text{mol}}{12.011\text{g}} = 3.330\text{mol}$$

$$\text{b. Step 1: H: } 6.7\text{g} \times \frac{1\text{mol}}{1.00794\text{g}} = 6.647\text{mol}$$

$$\text{O: } 53.3\text{g} \times \frac{1\text{mol}}{15.9994\text{g}} = 3.331\text{mol}$$

$$\text{C: } \frac{3.330\text{mol}}{3.330\text{mol}} = 1.0$$

$$\text{Step 2: H: } \frac{6.647\text{mol}}{3.330\text{mol}} = 2$$

$$\text{O: } \frac{3.331\text{mol}}{3.330\text{mol}} = 1.0$$

- The empirical formula is CH<sub>2</sub>O.

5. To determine the empirical formula, a relationship between percent composition and atom composition must be established. The percent composition of each element in a compound can be found either by dividing its mass by the total mass of compound or by dividing the molar mass of that element as it appears in the formula (atomic mass times the number of times the element appears in the formula) by the formula mass of the compound. From this latter perspective, the percent composition of an element can be converted into a mass by assuming that we start with a 100-g sample. Then, multiplying the percentage times 100 g gives the mass in grams of that component.

Division of each mass by its respective atomic mass gives the relative ratio of atoms in the formula. From the numbers so obtained, the whole-number ratio of elements in the compound can be found by dividing each ratio by the number representing the smallest ratio. Generally, this process can be done in two simple steps (a third step is needed if the ratios are not whole numbers).

Step 1: Divide each element's percentage (converted to grams) by its atomic mass:

$$\text{C: } \frac{92.3\text{g}}{12.011\text{g mol}^{-1}} = 7.68\text{mol}$$

$$\text{H: } \frac{7.7\text{g}}{1.00794\text{g mol}^{-1}} = 7.6\text{mol}$$

This operation established the relative ration of carbon to hydrogen in the formula.

Step 2: To establish a whole-number ratio of carbon to hydrogen, divide each factor by the smallest factor. In this case, both factors are essentially equal; thus the ration of atoms is 1 to 1:

$$\text{C: } \frac{7.68}{7.6} = 1$$

$$\text{H: } \frac{7.6}{7.6} = 1$$

The empirical formula is CH.

Since the molecular mass of the compound is 78.1 amu, some integer times the sum of the mass of 1C and 1H in atomic mass units (12.011 amu + 1.00794 amu = 13.019 amu) must be equal to 78.1 amu. To find this number, divide 78.1 amu by 13.019 amu:

$$\frac{78.1\text{amu}}{13.019\text{amu}} = 5.9989 \rightarrow 6$$

The molecular formula is  $(\text{CH})_6 = \text{C}_6\text{H}_6$ .

7. The formulas can be found as follows:

$$(28.03\text{g Mg}) \left( \frac{1\text{mol Mg}}{24.30\text{g}} \right) = 1.153\text{mol Mg} \quad \frac{1.153}{0.769} = 1.512\text{mol Mg}$$

$$(21.60\text{g Si}) \left( \frac{1\text{mol Si}}{28.09\text{g Si}} \right) = 0.769\text{mol Si} \quad \frac{0.769}{0.769} = 1.00\text{mol Si}$$

$$(1.16\text{g H}) \left( \frac{1\text{mol H}}{1.01\text{g H}} \right) = 1.149\text{mol H} \quad \frac{1.149}{0.769} = 1.49\text{mol H}$$

$$(49.21\text{g O}) \left( \frac{1\text{mol O}}{16.00\text{g O}} \right) = 3.076\text{mol O} \quad \frac{3.076}{0.769} = 4.00\text{mol O}$$

$(2)(\text{Mg}_{1.5}\text{Si}_1\text{H}_{1.5}\text{O}_4) = \text{Mg}_3\text{Si}_2\text{H}_3\text{O}_8$  (empirical formula),  
empirical mass of 260.1 g/unit

$$\frac{\text{MM}}{\text{EM}} = \frac{520.8}{260.1} = 2.00, \text{ so } (2)(\text{Mg}_3\text{Si}_2\text{H}_3\text{O}_8) = \text{Mg}_6\text{Si}_4\text{H}_6\text{O}_{16}$$

8. Assume 100.0 g; the percentages of the elements are then the same as their mass in grams. Divide each mass by the molar mass to find the number of moles.

$$\frac{75.95\cancel{\text{g}}}{12.011\cancel{\text{g}}\text{mol}^{-1}} = 6.323\text{mol C}$$

$$\text{Step 1: } \frac{17.72\cancel{\text{g}}}{14.0067\cancel{\text{g}}\text{mol}^{-1}} = 1.265\text{mol N}$$

$$\frac{6.33\cancel{\text{g}}}{1.00794\cancel{\text{g}}\text{mol}^{-1}} = 6.28\text{mol H}$$

Step 2: Divide each by the smallest number. The answers are 5C, 1N, and 5H. The empirical formula is  $\text{C}_5\text{H}_5\text{N}$ , which has a molar mass of 79.10 g/mol. To find the actual molecular formula, divide 240, the molar mass of the compound, by 79.10 to obtain 3. So the formula is three times the empirical formula, or  $\text{C}_{15}\text{H}_{15}\text{N}_3$ .

## Glossary

**empirical formula mass:** sum of average atomic masses for all atoms represented in an empirical formula

**percent composition:** percentage by mass of the various elements in a compound



# 50. Videos: Empirical and Molecular Formulas

## Percentage Composition



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=69#oembed-1>

## Molecular and Empirical Formulas

Introduction to molecular and empirical formulas. Calculating molecular mass.



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## Formula from Mass Composition

Figuring out the empirical formula from a molecule's mass composition



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## Molecular and Empirical Formulas from Percent Composition

Molecular and Empirical Formulas from Percent Composition.



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# 51. Molarity

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the fundamental properties of solutions
- Calculate solution concentrations using molarity
- Perform dilution calculations using the dilution equation

In preceding sections, we focused on the composition of substances: samples of matter that contain only one type of element or compound. However, mixtures—samples of matter containing two or more substances physically combined—are more commonly encountered in nature than are pure substances. Similar to a pure substance, the relative composition of a mixture plays an important role in

determining its properties. The relative amount of oxygen in a planet's atmosphere determines its ability to sustain aerobic life. The relative amounts of iron, carbon, nickel, and other elements in steel (a mixture known as an “alloy”) determine its physical strength



*Figure 1. Sugar is one of many components in the complex mixture known as coffee. The amount of sugar in a given amount of coffee is an important determinant of the beverage's sweetness. (credit: Jane Whitney)*

and resistance to corrosion. The relative amount of the active ingredient in a medicine determines its effectiveness in achieving the desired pharmacological effect. The relative amount of sugar in a beverage determines its sweetness (see Figure 1). In this section, we will describe one of the most common ways in which the relative compositions of mixtures may be quantified.

## Solutions

We have previously defined solutions as homogeneous mixtures, meaning that the composition of the mixture (and therefore its properties) is uniform throughout its entire volume. Solutions occur frequently in nature and have also been implemented in many forms of manmade technology. We will explore a more thorough treatment of solution properties in the chapter on solutions and colloids, but here we will introduce some of the basic properties of solutions.

The relative amount of a given solution component is known as its **concentration**. Often, though not always, a solution contains one component with a concentration that is significantly greater than that of all other components. This component is called the **solvent** and may be viewed as the medium in which the other components are dispersed, or **dissolved**. Solutions in which water is the solvent are, of course, very common on our planet. A solution in which water is the solvent is called an **aqueous solution**.

A **solute** is a component of a solution that is typically present at a much lower concentration than the solvent. Solute concentrations are often described with qualitative terms such as **dilute** (of relatively low concentration) and **concentrated** (of relatively high concentration).

Concentrations may be quantitatively assessed using a wide variety of measurement units, each convenient for particular applications. **Molarity (M)** is a useful concentration unit for many

applications in chemistry. Molarity is defined as the number of moles of solute in exactly 1 liter (1 L) of the solution:

$$M = \frac{\text{mol solute}}{\text{L solution}}$$

### *Example 1: Calculating Molar Concentrations*

A 355-mL soft drink sample contains 0.133 mol of sucrose (table sugar). What is the molar concentration of sucrose in the beverage?

Show Answer

Since the molar amount of solute and the volume of solution are both given, the molarity can be calculated using the definition of molarity. Per this definition, the solution volume must be converted from mL to L:

$$M = \frac{\text{mol solute}}{\text{L solution}} = \frac{0.133\text{mol}}{355\text{mL} \times \frac{1\text{L}}{1000\text{mL}}} = 0.375M$$

### *Check Your Learning*

A teaspoon of table sugar contains about 0.01 mol sucrose. What is the molarity of sucrose if a teaspoon of sugar has been dissolved in a cup of tea with a volume of 200 mL?

Show Answer

0.05 M

### *Example 2: Deriving Moles and Volumes from Molar Concentrations*

How much sugar (mol) is contained in a modest sip (~10 mL) of the soft drink from Example 1?

Show Answer

In this case, we can rearrange the definition of molarity to isolate the quantity sought, moles of sugar. We then substitute the value for molarity that we derived in Example 1, 0.375 M:

$$\begin{aligned}M &= \frac{\text{mol solute}}{\text{L solution}} \\ \text{mol solute} &= M \times \text{L solution} \\ \text{mol solute} &= 0.375 \frac{\text{mol sugar}}{\text{L}} \times \left(10\text{mL} \times \frac{1\text{L}}{1000\text{mL}}\right) = 0.004\text{mol sugar}\end{aligned}$$

### *Check Your Learning*

What volume (mL) of the sweetened tea described in Example 1 contains the same amount of sugar (mol) as 10 mL of the soft drink in this example?

Show Answer

80 mL

### *Example 3: Calculating Molar Concentrations*

## *from the Mass of Solute*

Distilled white vinegar (Figure 2) is a solution of acetic acid,  $\text{CH}_3\text{CO}_2\text{H}$ , in water. A 0.500-L vinegar solution contains 25.2 g of acetic acid. What is the concentration of the acetic acid solution in units of molarity?



Figure 2. Distilled white vinegar is a solution of acetic acid in water.

Show Answer

As in previous examples, the definition of molarity is the primary equation used to calculate the quantity sought. In this case, the mass of solute is provided instead of its molar

amount, so we must use the solute's molar mass to obtain the amount of solute in moles:

$$M = \frac{\text{mol solute}}{\text{L solution}} = \frac{25.2\text{gCH}_2\text{CO}_2\text{H} \times \frac{1\text{mol CH}_2\text{CO}_2\text{H}}{60.052\text{g CH}_2\text{CO}_2\text{H}}}{0.500\text{ L solution}} = 0.839M$$

$$M = \frac{\text{mol solute}}{\text{L solution}} = 0.839M$$

$$M = \frac{0.839\text{mol solute}}{1.00\text{L solution}}$$

### *Check Your Learning*

Calculate the molarity of 6.52 g of  $\text{CoCl}_2$  (128.9 g/mol) dissolved in an aqueous solution with a total volume of 75.0 mL.

Show Answer

0.674 M

### *Example 4: Determining the Mass of Solute in a Given Volume of Solution*

How many grams of  $\text{NaCl}$  are contained in 0.250 L of a 5.30-M solution?

Show Answer

The volume and molarity of the solution are specified, so the amount (mol) of solute is easily computed as demonstrated in Example 2:



$$M = \frac{\text{mol solute}}{\text{L solution}}$$

$$\text{mol solute} = M \times \text{L solution}$$

$$\text{mol solute} = 5.30 \frac{\text{mol NaCl}}{\text{L}} \times 0.250\text{L} = 1.325\text{mol NaCl}$$

Finally, this molar amount is used to derive the mass of NaCl:

$$1.325 \text{ mol NaCl} \times \frac{58.44\text{g NaCl}}{\text{mol NaCl}} = 77.4\text{g NaCl}$$

### *Check Your Learning*

How many grams of  $\text{CaCl}_2$  (110.98 g/mol) are contained in 250.0 mL of a 0.200-M solution of calcium chloride?

Show Answer

5.55 g  $\text{CaCl}_2$

When performing calculations stepwise, as in Example 4, it is important to refrain from rounding any intermediate calculation results, which can lead to rounding errors in the final result. In Example 4, the molar amount of NaCl computed in the first step, 1.325 mol, would be properly rounded to 1.32 mol if it were to be reported; however, although the last digit (5) is not significant, it must be retained as a guard digit in the intermediate calculation. If we had not retained this guard digit, the final calculation for the mass of NaCl would have been 77.1 g, a difference of 0.3 g.

In addition to retaining a guard digit for intermediate calculations, we can also avoid rounding errors by performing computations in a single step (see Example 5). This eliminates intermediate steps so that only the final result is rounded.

### *Example 5: Determining the Volume of Solution Containing a Given Mass of Solute*

In Example 3, we found the typical concentration of vinegar to be 0.839 M. What volume of vinegar contains 75.6 g of acetic acid?

Show Answer

First, use the molar mass to calculate moles of acetic acid from the given mass:

$$\text{g solute} \times \frac{\text{mol solute}}{\text{g solute}} = \text{mol solute}$$

Then, use the molarity of the solution to calculate the volume of solution containing this molar amount of solute:

$$\text{mol solute} \times \frac{\text{L solution}}{\text{mol solute}} = \text{L solution}$$

Combining these two steps into one yields:

$$\text{g solute} \times \frac{\text{mol solute}}{\text{g solute}} \times \frac{\text{L solution}}{\text{mol solute}} = \text{L solution}$$
$$75.6\text{gCH}_3\text{CO}_2\text{H} \left( \frac{\text{molCH}_3\text{CO}_2\text{H}}{60.05\text{g}} \right) \left( \frac{\text{L solution}}{0.839\text{molCH}_3\text{CO}_2\text{H}} \right) = 1.50\text{L solution}$$

### *Check Your Learning*

What volume of a 1.50-M KBr solution contains 66.0 g KBr?

Show Answer

0.370 L

## Dilution of Solutions

**Dilution** is the process whereby the concentration of a solution is lessened by the addition of solvent. For example, we might say that a glass of iced tea becomes increasingly diluted as the ice melts. The water from the melting ice increases the volume of the solvent (water) and the overall volume of the

solution (iced tea), thereby reducing the relative concentrations of the solutes that give the beverage its taste (Figure 3).

Dilution is also a common means of preparing solutions of a desired concentration. By adding solvent to a measured portion of a more concentrated stock solution, we can achieve a particular concentration. For example, commercial pesticides are typically sold as solutions in which the active ingredients are far more concentrated than is appropriate for their application. Before they can be used on crops, the pesticides must be diluted. This is also a very common practice for the preparation of a number of common laboratory reagents (Figure 4).

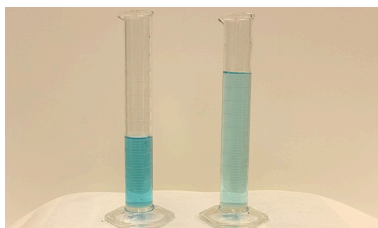


Figure 3. Both solutions contain the same mass of copper nitrate. The solution on the right is more dilute because the copper nitrate is dissolved in more solvent. (credit: Mark Ott)



Figure 4. A solution of  $\text{KMnO}_4$  is prepared by mixing water with 4.74 g of  $\text{KMnO}_4$  in a flask. (credit: modification of work by Mark Ott)

A simple mathematical relationship can be used to relate the volumes and concentrations of a solution before and after the dilution process. According to the definition of molarity, the molar amount of solute in a solution is equal to the product of the solution's molarity and its volume in liters:  $n = ML$ .

Expressions like these may be written for a solution before and after it is diluted:

$$\begin{aligned}n_1 &= M_1L_1 \\ n_2 &= M_2L_2\end{aligned}$$

where the subscripts "1" and "2" refer to the solution before and after the dilution, respectively. Since the dilution process *does not change the amount of solute in the solution*,  $n_1 = n_2$ . Thus, these two equations may be set equal to one another:

$$M_1L_1 = M_2L_2$$

This relation is commonly referred to as the dilution equation. Although we derived this equation using molarity as the unit of concentration and liters as the unit of volume, other units of concentration and volume may be used, so long as the units properly cancel per the factor-label method. Reflecting this versatility, the dilution equation is often written in the more general form:

$$C_1V_1 = C_2V_2$$

where C and V are concentration and volume, respectively.

Use the [PhET simulation for Concentration](#) to explore the relations between solute amount, solution volume, and concentration and to confirm the dilution equation.

### *Example 6: Determining the Concentration of a Diluted Solution*

If 0.850 L of a 5.00-M solution of copper nitrate,  $\text{Cu}(\text{NO}_3)_2$ , is diluted to a volume of 1.80 L by the addition of water, what is the molarity of the diluted solution?

Show Answer

We are given the volume and concentration of a stock solution,  $V_1$  and  $C_1$ , and the volume of the resultant diluted solution,  $V_2$ . We need to find the concentration of the diluted solution,  $C_2$ . We thus rearrange the dilution equation in order to isolate  $C_2$ :

$$C_1 V_1 = C_2 V_2$$
$$C_2 = \frac{C_1 V_1}{V_2}$$

Since the stock solution is being diluted by more than two-fold (volume is increased from 0.85 L to 1.80 L), we would expect the diluted solution's concentration to be less than one-half 5 M. We will compare this ballpark estimate to the calculated result to check for any gross errors in computation (for example, such as an improper substitution of the given quantities). Substituting the given values for the terms on the right side of this equation yields:

$$C_2 = \frac{0.850\text{L} \times 5.00 \frac{\text{mol}}{\text{L}}}{1.80\text{L}} = 2.36\text{M}$$

This result compares well to our ballpark estimate (it's a bit less than one-half the stock concentration, 5 M).

### *Check Your Learning*

What is the concentration of the solution that results from diluting 25.0 mL of a 2.04-M solution of  $\text{CH}_3\text{OH}$  to 500.0 mL?

Show Answer

0.102 M  $\text{CH}_3\text{OH}$

### *Example 7: Volume of a Diluted Solution*

What volume of 0.12 M HBr can be prepared from 11 mL (0.011 L) of 0.45 M HBr?

Show Answer

We are given the volume and concentration of a stock solution,  $V_1$  and  $C_1$ , and the concentration of the resultant diluted solution,  $C_2$ . We need to find the volume of the diluted solution,  $V_2$ . We thus rearrange the dilution equation in order to isolate  $V_2$ :

$$C_1 V_1 = C_2 V_2$$
$$V_2 = \frac{C_1 V_1}{C_2}$$

Since the diluted concentration (0.12 M) is slightly more than one-fourth the original concentration (0.45 M), we would expect the volume of the diluted solution to be roughly four times the original concentration, or around 44

mL. Substituting the given values and solving for the unknown volume yields:

$$V_2 = \frac{(0.45M)(0.011L)}{(0.12M)}$$
$$V_2 = 0.041L$$

The volume of the 0.12-M solution is 0.041 L (41 mL). The result is reasonable and compares well with our rough estimate.

### *Check Your Learning*

A laboratory experiment calls for 0.125 M  $\text{HNO}_3$ . What volume of 0.125 M  $\text{HNO}_3$  can be prepared from 0.250 L of 1.88 M  $\text{HNO}_3$ ?

Show Answer

3.76 L

### *Example 8: Volume of a Concentrated Solution Needed for Dilution*

What volume of 1.59 M KOH is required to prepare 5.00 L of 0.100 M KOH?

Show Answer

We are given the concentration of a stock solution,  $C_1$ ,

and the volume and concentration of the resultant diluted solution,  $V_2$  and  $C_2$ . We need to find the volume of the stock solution,  $V_1$ . We thus rearrange the dilution equation in order to isolate  $V_1$ :

$$C_1 V_1 = C_2 V_2$$
$$V_1 = \frac{C_2 V_2}{C_1}$$

Since the concentration of the diluted solution 0.100 M is roughly one-sixteenth that of the stock solution (1.59 M), we would expect the volume of the stock solution to be about one-sixteenth that of the diluted solution, or around 0.3 liters. Substituting the given values and solving for the unknown volume yields:

$$V_1 = \frac{(0.100M)(5.00L)}{1.59M}$$
$$V_1 = 0.314L$$

Thus, we would need 0.314 L of the 1.59-M solution to prepare the desired solution. This result is consistent with our rough estimate.

### *Check Your Learning*

What volume of a 0.575-M solution of glucose,  $C_6H_{12}O_6$ , can be prepared from 50.00 mL of a 3.00-M glucose solution?

Show Answer

0.261 L



## *Key Concepts and Summary*

Solutions are homogeneous mixtures. Many solutions contain one component, called the solvent, in which other components, called solutes, are dissolved. An aqueous solution is one for which the solvent is water. The concentration of a solution is a measure of the relative amount of solute in a given amount of solution. Concentrations may be measured using various units, with one very useful unit being molarity, defined as the number of moles of solute per liter of solution. The solute concentration of a solution may be decreased by adding solvent, a process referred to as dilution. The dilution equation is a simple relation between concentrations and volumes of a solution before and after dilution.

### *Key Equations*

- $M = \frac{\text{mol solute}}{\text{L solution}}$
- $C_1V_1 = C_2V_2$

## *Exercises*

1. Explain what changes and what stays the same

- when 1.00 L of a solution of NaCl is diluted to 1.80 L.
2. What information do we need to calculate the molarity of a sulfuric acid solution?
  3. What does it mean when we say that a 200-mL sample and a 400-mL sample of a solution of salt have the same molarity? In what ways are the two samples identical? In what ways are these two samples different?
  4. Determine the molarity for each of the following solutions:
    - a. 0.444 mol of  $\text{CoCl}_2$  in 0.654 L of solution
    - b. 98.0 g of phosphoric acid,  $\text{H}_3\text{PO}_4$ , in 1.00 L of solution
    - c. 0.2074 g of calcium hydroxide,  $\text{Ca}(\text{OH})_2$ , in 40.00 mL of solution
    - d. 10.5 kg of  $\text{Na}_2\text{SO}_4 \cdot 10\text{H}_2\text{O}$  in 18.60 L of solution
    - e.  $7.0 \times 10^{-3} \text{ mol}$  of  $\text{I}_2$  in 100.0 mL of solution
    - f.  $1.8 \times 10^4 \text{ mg}$  of HCl in 0.075 L of solution
  5. Determine the molarity of each of the following solutions:
    - a. 1.457 mol KCl in 1.500 L of solution
    - b. 0.515 g of  $\text{H}_2\text{SO}_4$  in 1.00 L of solution
    - c. 20.54 g of  $\text{Al}(\text{NO}_3)_3$  in 1575 mL of solution
    - d. 2.76 kg of  $\text{CuSO}_4 \cdot 5\text{H}_2\text{O}$  in 1.45 L of solution
    - e. 0.005653 mol of  $\text{Br}_2$  in 10.00 mL of solution
    - f. 0.000889 g of glycine,  $\text{C}_2\text{H}_5\text{NO}_2$ , in 1.05 mL of solution
  6. Consider this question: What is the mass of the

solute in 0.500 L of 0.30 M glucose,  $\text{C}_6\text{H}_{12}\text{O}_6$ , used for intravenous injection?

- a. Outline the steps necessary to answer the question.
  - b. Answer the question.
7. Consider this question: What is the mass of solute in 200.0 L of a 1.556-M solution of KBr?
  - a. Outline the steps necessary to answer the question.
  - b. Answer the question.
8. Calculate the number of moles and the mass of the solute in each of the following solutions:
  - a. 2.00 L of 18.5 M  $\text{H}_2\text{SO}_4$ , concentrated sulfuric acid
  - b. 100.0 mL of  $3.8 \times 10^{-5} \text{ M NaCN}$ , the minimum lethal concentration of sodium cyanide in blood serum
  - c. 5.50 L of 13.3 M  $\text{H}_2\text{CO}$ , the formaldehyde used to “fix” tissue samples
  - d. 325 mL of  $1.8 \times 10^{-6} \text{ M FeSO}_4$ , the minimum concentration of iron sulfate detectable by taste in drinking water
9. Calculate the number of moles and the mass of the solute in each of the following solutions:
  - a. 325 mL of  $8.23 \times 10^{-5} \text{ M KI}$ , a source of iodine in the diet
  - b. 75.0 mL of  $2.2 \times 10^{-5} \text{ M H}_2\text{SO}_4$ , a

- sample of acid rain
- c. 0.2500 L of 0.1135 M  $\text{K}_2\text{CrO}_4$ , an analytical reagent used in iron assays
  - d. 10.5 L of 3.716 M  $(\text{NH}_4)_2\text{SO}_4$ , a liquid fertilizer
10. Consider this question: What is the molarity of  $\text{KMnO}_4$  in a solution of 0.0908 g of  $\text{KMnO}_4$  in 0.500 L of solution?
- a. Outline the steps necessary to answer the question.
  - b. Answer the question.
11. Consider this question: What is the molarity of  $\text{HCl}$  if 35.23 mL of a solution of  $\text{HCl}$  contain 0.3366 g of  $\text{HCl}$ ?
- a. Outline the steps necessary to answer the question.
  - b. Answer the question.
12. Calculate the molarity of each of the following solutions:
- a. 0.195 g of cholesterol,  $\text{C}_{27}\text{H}_{46}\text{O}$ , in 0.100 L of serum, the average concentration of cholesterol in human serum
  - b. 4.25 g of  $\text{NH}_3$  in 0.500 L of solution, the concentration of  $\text{NH}_3$  in household ammonia
  - c. 1.49 kg of isopropyl alcohol,  $\text{C}_3\text{H}_7\text{OH}$ , in 2.50 L of solution, the concentration of isopropyl alcohol in rubbing alcohol
  - d. 0.029 g of  $\text{I}_2$  in 0.100 L of solution, the solubility of  $\text{I}_2$  in water at 20 °C

13. Calculate the molarity of each of the following solutions:
- 293 g HCl in 666 mL of solution, a concentrated HCl solution
  - 2.026 g  $\text{FeCl}_3$  in 0.1250 L of a solution used as an unknown in general chemistry laboratories
  - 0.001 mg  $\text{Cd}^{2+}$  in 0.100 L, the maximum permissible concentration of cadmium in drinking water
  - 0.0079 g  $\text{C}_7\text{H}_5\text{SNO}_3$  in one ounce (29.6 mL), the concentration of saccharin in a diet soft drink.
14. There is about 1.0 g of calcium, as  $\text{Ca}^{2+}$ , in 1.0 L of milk. What is the molarity of  $\text{Ca}^{2+}$  in milk?
15. What volume of a 1.00-M  $\text{Fe}(\text{NO}_3)_3$  solution can be diluted to prepare 1.00 L of a solution with a concentration of 0.250 M?
16. If 0.1718 L of a 0.3556-M  $\text{C}_3\text{H}_7\text{OH}$  solution is diluted to a concentration of 0.1222 M, what is the volume of the resulting solution?
17. If 4.12 L of a 0.850 M- $\text{H}_3\text{PO}_4$  solution is be diluted to a volume of 10.00 L, what is the concentration the resulting solution?
18. What volume of a 0.33-M  $\text{C}_{12}\text{H}_{22}\text{O}_{11}$  solution can be diluted to prepare 25 mL of a solution with a concentration of 0.025 M?
19. What is the concentration of the NaCl solution that results when 0.150 L of a 0.556-M solution is allowed to evaporate until the volume is reduced to 0.105 L?
20. What is the molarity of the diluted solution when each of the following solutions is diluted to the given

final volume?

- a. 1.00 L of a 0.250-M solution of  $\text{Fe}(\text{NO}_3)_3$  is diluted to a final volume of 2.00 L
  - b. 0.5000 L of a 0.1222-M solution of  $\text{C}_3\text{H}_7\text{OH}$  is diluted to a final volume of 1.250 L
  - c. 2.35 L of a 0.350-M solution of  $\text{H}_3\text{PO}_4$  is diluted to a final volume of 4.00 L
  - d. 22.50 mL of a 0.025-M solution of  $\text{C}_{12}\text{H}_{22}\text{O}_{11}$  is diluted to 100.0 mL
21. What is the final concentration of the solution produced when 225.5 mL of a 0.09988-M solution of  $\text{Na}_2\text{CO}_3$  is allowed to evaporate until the solution volume is reduced to 45.00 mL?
  22. A 2.00-L bottle of a solution of concentrated HCl was purchased for the general chemistry laboratory. The solution contained 868.8 g of HCl. What is the molarity of the solution?
  23. An experiment in a general chemistry laboratory calls for a 2.00-M solution of HCl. How many mL of 11.9 M HCl would be required to make 250 mL of 2.00 M HCl?
  24. What volume of a 0.20-M  $\text{K}_2\text{SO}_4$  solution contains 57 g of  $\text{K}_2\text{SO}_4$ ?
  25. The US Environmental Protection Agency (EPA) places limits on the quantities of toxic substances that may be discharged into the sewer system. Limits have been established for a variety of substances, including hexavalent chromium, which is limited to 0.50 mg/L. If an industry is discharging hexavalent chromium as potassium dichromate ( $\text{K}_2\text{Cr}_2\text{O}_7$ ), what is the maximum permissible molarity of that

substance?

Show Selected Answers

2. We need to know the number of moles of sulfuric acid dissolved in the solution and the volume of the solution.

4. The molarity of each solution is as follows:

a. 
$$\frac{0.444\text{mol}}{0.654\text{L}} = 0.679\text{mol L}^{-1} = 0.679M$$

b. First convert mass in grams to moles, and then substitute the proper terms into the definition.

Molar mass of  $\text{H}_3\text{PO}_4 = 97.995 \text{ g/mol}$

$$\text{mol } (\text{H}_3\text{PO}_4) = 98.0\text{g} \times \frac{1\text{mol}}{97.995\text{g}} = 1.00\text{mol}$$

$$M = \frac{1.00\text{mol}}{1.00\text{L}} = 1.00M$$

c. Molar mass  $[\text{Ca}(\text{OH})_2] = 79.09 \text{ g/mol}$

$$0.2074\cancel{\text{g}} \times \frac{1\text{mol}}{79.09\cancel{\text{g}}} = 0.002799\text{molCa}(\text{OH})_2$$

$$\frac{0.002799\text{mol}}{0.0400\text{L}} = 0.06998\text{mol L}^{-1} = 0.06998M$$

d. Molar mass  $(\text{Na}_2\text{SO}_4 \cdot 10\text{H}_2\text{O}) = 322.20 \text{ g/mol}$

$$10,500 \times \frac{1\text{mol}}{322.20\text{g}} = 32.6\text{mol}$$

$$\frac{32.6\text{mol}}{18.60\text{L}} = 1.75M$$

e. 
$$M = \frac{\text{millimoles solute}}{\text{volume of solution in milliliters}}$$

$$\frac{7.00 \text{ mmol I}_2}{100 \text{ mL}} = 0.070M$$

f. Molar mass  $(\text{HCl}) = 36.46 \text{ g/mol}$

$$\text{mass (HCl)} = 1.8 \times 10^1 \text{ g HCl} \times \frac{1 \text{ mol}}{36.46 \text{ g}} = 0.49 \text{ mol HCl}$$

$$\frac{0.49 \text{ mol HCl}}{0.075 \text{ L}} = 6.6M$$

6. The answers are as follows:

- a. determine the number of moles of glucose in 0.500 L of solution; determine the molar mass of glucose; determine the mass of glucose from the number of moles and its molar mass;

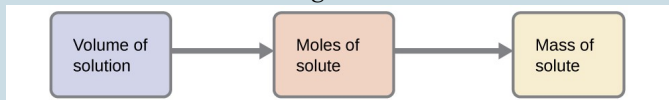
- b. 0.500 L contains

$$0.30M \times 0.500L = 1.5 \times 10^{-1} \text{ mol.}$$

Molar mass (glucose):

$$6 \times 12.011 \text{ g} + 12 \times 1.00794 \text{ g} + 6 \times 15.9994 \text{ g} = 180.158 \text{ g}, 1.5 \times 10^{-1} \text{ mol} \times 180.158 \text{ g/mol} = 27 \text{ g.}$$

8. The molarity must be converted to moles of solute, which is then converted to grams of solute:



$$M = \frac{\text{mol}}{\text{liter}} \quad \text{or} \quad \text{mol} = M \times \text{liter}$$

$$\begin{aligned} \text{a.} \quad \text{mol H}_2\text{SO}_4 &= 2.00 \cancel{\text{L}} \times \frac{18.5 \text{ mol}}{\cancel{\text{L}}} = 37.0 \text{ mol H}_2\text{SO}_4 \\ 37.0 \cancel{\text{mol H}_2\text{SO}_4} &\times \frac{98.08 \text{ g H}_2\text{SO}_4}{1 \text{ mol H}_2\text{SO}_4} = 3.63 \times 10^3 \text{ g H}_2\text{SO}_4 \end{aligned}$$

$$\begin{aligned} \text{b.} \quad \text{mol NaCN} &= 0.1000 \cancel{\text{L}} \times \frac{3.8 \times 10^{-5} \text{ mol}}{\cancel{\text{L}}} = 3.8 \times 10^{-6} \text{ mol NaCN} \\ 3.8 \times 10^{-6} \cancel{\text{mol NaCN}} &\times \frac{49.01 \text{ g}}{1 \text{ mol NaCN}} = 1.9 \times 10^{-4} \text{ g NaCN} \end{aligned}$$



$$\begin{aligned} \text{c. } \quad \text{mol H}_2\text{CO} &= 5.50 \cancel{\text{L}} \times \frac{13.3 \cancel{\text{mol}}}{\cancel{\text{L}}} = 73.2 \text{ mol H}_2\text{CO} \\ 73.2 \cancel{\text{mol H}_2\text{CO}} &\times \frac{30.026 \text{ g}}{1 \cancel{\text{mol H}_2\text{CO}}} = 2198 \text{ g H}_2\text{CO} = 2.20 \text{ kg H}_2\text{CO} \\ \text{d. } \quad \text{mol FeSO}_4 &= 0.325 \cancel{\text{L}} \times \frac{1.8 \times 10^{-6} \cancel{\text{mol}}}{\cancel{\text{L}}} = 5.9 \times 10^{-7} \text{ mol FeSO}_4 \\ 5.85 \times 10^{-7} \cancel{\text{mol FeSO}_4} &\times \frac{151.9 \text{ g}}{1 \cancel{\text{mol FeSO}_4}} = 8.9 \times 10^{-5} \text{ g FeSO}_4 \end{aligned}$$

10. The answers are as follows:

- Determine the molar mass of  $\text{KMnO}_4$ ; determine the number of moles of  $\text{KMnO}_4$  in the solution; from the number of moles and the volume of solution, determine the molarity
- Molar mass of  $\text{KMnO}_4 = 158.0264 \text{ g/mol}$

$$\begin{aligned} \text{mol KMnO}_4 &= 0.0908 \cancel{\text{g KMnO}_4} \times \frac{1 \text{ mol}}{158.0264 \text{ g KMnO}_4} = 5.746 \times 10^{-4} \text{ mol} \\ M_{\text{KMnO}_4} &= \frac{5.746 \times 10^{-4} \cancel{\text{mol}}}{0.500 \text{ L}} = 1.15 \times 10^{-3} M \end{aligned}$$

12. The molarity for each solution is as follows:

$$\begin{aligned} \text{a. } \quad M_{\text{C}_{27}\text{H}_{46}\text{O}} &= \frac{\text{mol}}{V} = \frac{\frac{0.195 \cancel{\text{g C}_{27}\text{H}_{46}\text{O}}}{386.660 \cancel{\text{g mol}^{-1} \text{C}_{27}\text{H}_{46}\text{O}}}}{\frac{0.100 \text{ L}}{4.25 \cancel{\text{g NH}_3}}} = 5.04 \times 10^{-3} M \\ \text{b. } \quad M_{\text{NH}_3} &= \frac{\text{mol}}{V} = \frac{\frac{17.0304 \cancel{\text{g mol}^{-1} \text{NH}_3}}{0.500 \text{ L}}}{4.25 \cancel{\text{g NH}_3}} = 0.499 M \\ \text{c. } \quad M_{\text{C}_3\text{H}_7\text{OH}} &= \frac{\text{mol}}{V} = \frac{\frac{1.49 \cancel{\text{kg C}_3\text{H}_7\text{OH}} \times \frac{1000 \cancel{\text{g}}}{1 \cancel{\text{kg}}} \times \frac{1 \text{ mol C}_3\text{H}_7\text{OH}}{60.096 \cancel{\text{g}}}}{0.029 \cancel{\text{g I}_2} \times 2.50 \text{ L}} = 9.92 M \\ \text{d. } \quad M_{\text{I}_2} &= \frac{\text{mol}}{V} = \frac{\frac{253.8090 \cancel{\text{g mol}^{-1} \text{I}_2}}{0.100 \text{ L}}}{1.0 \cancel{\text{g}}} = 1.1 \times 10^{-3} M \\ \text{14. } \quad M &= \frac{\text{mol}}{V} = \frac{\frac{40.08 \cancel{\text{g mol}^{-1}}}{1.0 \text{ L}}}{1.0 \cancel{\text{g}}} = 0.025 M \end{aligned}$$

$$\frac{C_1 V_1}{C_2} = V_2$$

$$16. \frac{\frac{0.3556 \text{ mol}}{\text{L}} \times 0.1718 \text{ L}}{\frac{0.1222 \text{ mol}}{\text{L}}} = V_2$$

$$0.5000 \text{ L} = V_2$$

18.

$$V_1 = \frac{V_2 \times M_2}{M_1} = 25 \text{ mL} \times \frac{0.025 \text{ M}}{0.33 \text{ M}} = 1.9 \text{ mL}$$

20. The molarity for each diluted solution is as follows:

$$\text{a. } C_2 = \frac{V_1 \times C_1}{V_2} = 1.00 \cancel{\text{ L}} \times \frac{0.250 \text{ M}}{2.00 \cancel{\text{ L}}} = 0.125 \text{ M}$$

$$\text{b. } C_2 = \frac{V_1 \times C_1}{V_2} = 0.5000 \cancel{\text{ L}} \times \frac{0.1222 \text{ M}}{1.250 \cancel{\text{ L}}} = 0.04888 \text{ M}$$

$$\text{c. } C_2 = \frac{V_1 \times C_1}{V_2} = 2.35 \cancel{\text{ L}} \times \frac{0.350 \text{ M}}{4.00 \cancel{\text{ L}}} = 0.206 \text{ M}$$

$$\text{d. } C_2 = \frac{V_1 \times C_1}{V_2} = 0.02250 \cancel{\text{ mL}} \times \frac{0.025 \text{ M}}{0.100 \cancel{\text{ mL}}} = 0.0056 \text{ M}$$

22. Determine the number of moles in 434.4 g of HCl:

$$1.00794 + 35.4527 = 36.4606 \text{ g/mol}$$

$$\text{mol HCl} = \frac{434.4 \cancel{\text{ g}}}{36.4606 \cancel{\text{ g}} \text{ mol}^{-1}} = 11.91 \text{ mol}$$

This HCl is present in 1.00 L, so the molarity is 11.9 M.

24.

$$57 \text{ g K}_2\text{SO}_4 \times \frac{1 \text{ mol}}{174.26 \text{ g}} \times \frac{1 \text{ L}}{0.20 \text{ mol}} = 1.6 \text{ L}$$

## Glossary

**aqueous solution:** solution for which water is the solvent

**concentrated:** qualitative term for a solution containing solute at a relatively high concentration

**concentration:** quantitative measure of the relative amounts of solute and solvent present in a solution

**dilute:** qualitative term for a solution containing solute at a relatively low concentration

**dilution:** process of adding solvent to a solution in order to lower the concentration of solutes

**dissolved:** describes the process by which solute components are dispersed in a solvent

**molarity (M):** unit of concentration, defined as the number of moles of solute dissolved in 1 liter of solution

**solute:** solution component present in a concentration less than that of the solvent

**solvent:** solution component present in a concentration that is higher relative to other components

## 52. Other Units for Solution Concentrations

### *Learning Objectives*

By the end of this section, you will be able to:

- Define the concentration units of mass percentage, volume percentage, mass-volume percentage, parts-per-million (ppm), and parts-per-billion (ppb)
- Perform computations relating a solution's concentration and its components' volumes and/or masses using these units

In the previous section, we introduced molarity, a very useful measurement unit for evaluating the concentration of solutions. However, molarity is only one measure of concentration. In this section, we will introduce some other units of concentration that are commonly used in various applications, either for convenience or by convention.

### Mass Percentage

Earlier in this chapter, we introduced percent composition as a measure of the relative amount of a given element in a compound. Percentages are also commonly used to express the composition of mixtures, including solutions. The **mass percentage** of a solution

component is defined as the ratio of the component's mass to the solution's mass, expressed as a percentage:

$$\text{mass percentage} = \frac{\text{mass of component}}{\text{mass of solution}} \times 100\%$$

We are generally most interested in the mass percentages of solutes, but it is also possible to compute the mass percentage of solvent.

Mass percentage is also referred to by similar names such as *percent mass*, *percent weight*, *weight/weight percent*, and other variations on this theme. The most common symbol for mass percentage is simply the percent sign, %, although more detailed symbols are often used including %mass, %weight, and (w/w)%. Use of these more detailed symbols can prevent confusion of mass percentages with other types of percentages, such as volume percentages (to be discussed later in this section).

Mass percentages are popular concentration units for consumer products. The label of a typical liquid bleach bottle (Figure 1) cites the concentration of its active ingredient, sodium hypochlorite (NaOCl), as being 7.4%. A 100.0-g sample of bleach would therefore contain 7.4 g of NaOCl.



Figure 1. Liquid bleach is an aqueous solution of sodium hypochlorite ( $\text{NaOCl}$ ). This brand has a concentration of 7.4%  $\text{NaOCl}$  by mass.

### Example 1: Calculation of Percent by Mass

A 5.0-g sample of spinal fluid contains 3.75 mg (0.00375 g) of glucose. What is the percent by mass of glucose in spinal fluid?

Show Answer

The spinal fluid sample contains roughly 4 mg of glucose in 5000 mg of fluid, so the mass fraction of glucose should be a bit less than one part in 1000, or about 0.1%. Substituting the given masses into the equation defining mass percentage yields:

$$\% \text{glucose} = \frac{3.75 \text{mg glucose} \times \frac{1 \text{g}}{1000 \text{mg}}}{5.0 \text{g spinal fluid}} = 0.075\%$$

The computed mass percentage agrees with our rough estimate (it's a bit less than 0.1%).

Note that while any mass unit may be used to compute a mass percentage (mg, g, kg, oz, and so on), the same unit must be used for both the solute and the solution so that the mass units cancel, yielding a dimensionless ratio. In this case, we converted the units of solute in the numerator from mg to g to match the units in the denominator. We could just as easily have converted the denominator from g to mg instead. As long as identical mass units are used for both solute and solution, the computed mass percentage will be correct.

### *Check Your Learning*

A bottle of a tile cleanser contains 135 g of HCl and 775 g of water. What is the percent by mass of HCl in this cleanser?

Show Answer

14.8%

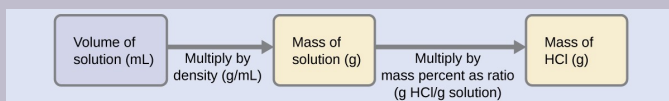
### *Example 2: Calculations using Mass Percentage*

“Concentrated” hydrochloric acid is an aqueous solution

of 37.2% HCl that is commonly used as a laboratory reagent. The density of this solution is 1.19 g/mL. What mass of HCl is contained in 0.500 L of this solution?

Show Answer

The HCl concentration is near 40%, so a 100-g portion of this solution would contain about 40 g of HCl. Since the solution density isn't greatly different from that of water (1 g/mL), a reasonable estimate of the HCl mass in 500 g (0.5 L) of the solution is about five times greater than that in a 100 g portion, or  $5 \times 40 = 200\text{g}$ . In order to derive the mass of solute in a solution from its mass percentage, we need to know the corresponding mass of the solution. Using the solution density given, we can convert the solution's volume to mass, and then use the given mass percentage to calculate the solute mass. This mathematical approach is outlined in the flow chart below:



For proper unit cancellation, the 0.500-L volume is converted into 500 mL, and the mass percentage is expressed as a ratio, 37.2 g HCl/g solution:

$$500 \text{ mL solution} \left( \frac{1.19 \text{ g solution}}{\text{mL solution}} \right) \left( \frac{37.2 \text{ g HCl}}{100 \text{ g solution}} \right) = 221 \text{ g HCl}$$

This mass of HCl is consistent with our rough estimate of approximately 200 g.



### *Check Your Learning*

What volume of concentrated HCl solution contains 125 g of HCl?

Show Answer

282 mL

## Volume Percentage

Liquid volumes over a wide range of magnitudes are conveniently measured using common and relatively inexpensive laboratory equipment. The concentration of a solution formed by dissolving a liquid solute in a liquid solvent is therefore often expressed as a **volume percentage**, %vol or (v/v)%:

$$\text{volume percentage} = \frac{\text{volume solute}}{\text{volume solution}} \times 100\%$$

### *Example 3: Calculations using Volume Percentage*

Rubbing alcohol (isopropanol) is usually sold as a 70%vol aqueous solution. If the density of isopropyl alcohol is 0.785 g/mL, how many grams of isopropyl alcohol are present in a 355 mL bottle of rubbing alcohol?

Show Answer

Per the definition of volume percentage, the isopropanol volume is 70% of the total solution volume. Multiplying the isopropanol volume by its density yields the requested mass:

$$(355 \text{ mL solution}) \left( \frac{70 \text{ mL isopropyl alcohol}}{100 \text{ mL solution}} \right) \left( \frac{0.785 \text{ g isopropyl alcohol}}{1 \text{ mL isopropyl alcohol}} \right) = 195 \text{ g isopropyl alcohol}$$

### *Check Your Learning*

Wine is approximately 12% ethanol ( $\text{CH}_3\text{CH}_2\text{OH}$ ) by volume. Ethanol has a molar mass of 46.06 g/mol and a density 0.789 g/mL. How many moles of ethanol are present in a 750-mL bottle of wine?

Show Answer

1.5 mol ethanol

## Mass-Volume Percentage

“Mixed” percentage units, derived from the mass of solute and the volume of solution, are popular for certain biochemical and medical applications. A **mass-volume percent** is a ratio of a solute’s mass to the solution’s volume expressed as a percentage. The specific units used for solute mass and solution volume may vary, depending on the solution. For example, physiological saline solution, used to prepare intravenous fluids, has a concentration of 0.9% mass/volume (m/v), indicating that the composition is 0.9 g of solute per 100 mL of solution. The concentration of glucose in blood (commonly referred to as “blood sugar”) is also typically expressed in terms of a mass-volume ratio. Though not expressed explicitly

as a percentage, its concentration is usually given in milligrams of glucose per deciliter (100 mL) of blood (Figure 2).



(a)



(b)

Figure 2. “Mixed” mass-volume units are commonly encountered in medical settings. (a) The NaCl concentration of physiological saline is 0.9% (m/v). (b) This device measures glucose levels in a sample of blood. The normal range for glucose concentration in blood (fasting) is around 70–100 mg/dL. (credit a: modification of work by “The National Guard”/Flickr; credit b: modification of work by Biswarup Ganguly)

## Parts per Million and Parts per Billion

Very low solute concentrations are often expressed using appropriately small units such as **parts per million (ppm)** or **parts per billion (ppb)**. Like percentage (“part per hundred”) units, ppm and ppb may be defined in terms of masses, volumes, or mixed mass-volume units. There are also ppm and ppb units defined with respect to numbers of atoms and molecules.

The mass-based definitions of ppm and ppb are given below:

$$\text{ppm} = \frac{\text{mass solute}}{\text{mass solution}} \times 10^6 \text{ ppm}$$
$$\text{ppb} = \frac{\text{mass solute}}{\text{mass solution}} \times 10^9 \text{ ppb}$$

Both ppm and ppb are convenient units for reporting the concentrations of pollutants and other trace contaminants in water. Concentrations of these contaminants are typically very low in treated and natural waters, and their levels cannot exceed relatively low concentration thresholds without causing adverse effects on health and wildlife. For example, the EPA has identified the maximum safe level of fluoride ion in tap water to be 4 ppm. Inline water filters are designed to reduce the concentration of fluoride and several other trace-level contaminants in tap water (Figure 3).



(a)



(b)

Figure 3. (a) In some areas, trace-level concentrations of contaminants can render unfiltered tap water unsafe for drinking and cooking. (b) Inline water filters reduce the concentration of solutes in tap water. (credit a: modification of work by Jenn Durfey; credit b: modification of work by “vastatepark staff”/Wikimedia commons)

### *Example 4: Calculation of Parts per Million and Parts per Billion Concentrations*

According to the EPA, when the concentration of lead in tap water reaches 15 ppb, certain remedial actions must be taken. What is this concentration in ppm? At this

concentration, what mass of lead ( $\mu\text{g}$ ) would be contained in a typical glass of water (300 mL)?

Show Answer

The definitions of the ppm and ppb units may be used to convert the given concentration from ppb to ppm.

Comparing these two unit definitions shows that ppm is 1000 times greater than ppb ( $1 \text{ ppm} = 10^3 \text{ ppb}$ ). Thus:

$$15\text{ppb} \times \frac{1\text{ppm}}{10^3\text{ppb}} = 0.015\text{ppm}$$

The definition of the ppb unit may be used to calculate the requested mass if the mass of the solution is provided. However, only the volume of solution (300 mL) is given, so we must use the density to derive the corresponding mass. We can assume the density of tap water to be roughly the same as that of pure water ( $\sim 1.00 \text{ g/mL}$ ), since the concentrations of any dissolved substances should not be very large. Rearranging the equation defining the ppb unit and substituting the given quantities yields:

$$\text{ppb} = \frac{\text{mass solute}}{\text{mass solution}} \times 10^9 \text{ ppb}$$

$$\text{mass solute} = \frac{\text{ppb} \times \text{mass solution}}{10^9 \text{ ppb}}$$

$$\text{mass solute} = \frac{15 \text{ ppb} \times 300 \text{ mL} \times \frac{1.00 \text{ g}}{\text{mL}}}{10^9 \text{ ppb}} = 4.5 \times 10^{-6} \text{ g}$$

Finally, convert this mass to the requested unit of micrograms:

$$4.5 \times 10^{-6} \text{ g} \times \frac{1\mu\text{g}}{10^{-6} \text{ g}} = 4.5\mu\text{g}$$

### *Check Your Learning*

A 50.0-g sample of industrial wastewater was determined to contain 0.48 mg of mercury. Express the mercury concentration of the wastewater in ppm and ppb units.

Show Answer

9.6 ppm, 9600 ppb

### *Key Concepts and Summary*

In addition to molarity, a number of other solution concentration units are used in various applications. Percentage concentrations based on the solution components' masses, volumes, or both are useful for expressing relatively high concentrations, whereas lower concentrations are conveniently expressed using ppm or ppb units. These units are popular in environmental, medical, and other fields where mole-based units such as molarity are not as commonly used.

#### *Key Equations*

$$\bullet \quad \text{Percent by mass} = \frac{\text{mass of solute}}{\text{mass of solution}} \times 100$$

- $\text{ppm} = \frac{\text{mass solute}}{\text{mass solution}} \times 10^6 \text{ ppm}$
- $\text{ppb} = \frac{\text{mass solute}}{\text{mass solution}} \times 10^9 \text{ ppb}$

## Exercises

1. Consider this question: What mass of a concentrated solution of nitric acid (68.0%  $\text{HNO}_3$  by mass) is needed to prepare 400.0 g of a 10.0% solution of  $\text{HNO}_3$  by mass?
  - a. Outline the steps necessary to answer the question.
  - b. Answer the question.
2. What mass of a 4.00%  $\text{NaOH}$  solution by mass contains 15.0 g of  $\text{NaOH}$ ?
3. What mass of solid  $\text{NaOH}$  (97.0%  $\text{NaOH}$  by mass) is required to prepare 1.00 L of a 10.0% solution of  $\text{NaOH}$  by mass? The density of the 10.0% solution is 1.109 g/mL.
4. What mass of  $\text{HCl}$  is contained in 45.0 mL of an aqueous  $\text{HCl}$  solution that has a density of  $1.19 \text{ g cm}^{-3}$  and contains 37.21%  $\text{HCl}$  by mass?
5. The hardness of water (hardness count) is usually expressed in parts per million (by mass) of  $\text{CaCO}_3$ , which is equivalent to milligrams of  $\text{CaCO}_3$  per liter of



water. What is the molar concentration of  $\text{Ca}^{2+}$  ions in a water sample with a hardness count of 175 mg  $\text{CaCO}_3/\text{L}$ ?

6. The level of mercury in a stream was suspected to be above the minimum considered safe (1 part per billion by weight). An analysis indicated that the concentration was 0.68 parts per billion. Assume a density of 1.0 g/mL and calculate the molarity of mercury in the stream.
7. In Canada and the United Kingdom, devices that measure blood glucose levels provide a reading in millimoles per liter. If a measurement of 5.3 mM is observed, what is the concentration of glucose ( $\text{C}_6\text{H}_{12}\text{O}_6$ ) in mg/dL?
8. A throat spray is 1.40% by mass phenol,  $\text{C}_6\text{H}_5\text{OH}$ , in water. If the solution has a density of 0.9956 g/mL, calculate the molarity of the solution.
9. Copper(I) iodide ( $\text{CuI}$ ) is often added to table salt as a dietary source of iodine. How many moles of  $\text{CuI}$  are contained in 1.00 lb (454 g) of table salt containing 0.0100%  $\text{CuI}$  by mass?
10. A cough syrup contains 5.0% ethyl alcohol,  $\text{C}_2\text{H}_5\text{OH}$ , by mass. If the density of the solution is 0.9928 g/mL, determine the molarity of the alcohol in the cough syrup.
11. D5W is a solution used as an intravenous fluid. It is a 5.0% by mass solution of dextrose ( $\text{C}_6\text{H}_{12}\text{O}_6$ ) in water. If the density of D5W is 1.029 g/mL, calculate the molarity of dextrose in the solution.
12. Find the molarity of a 40.0% by mass aqueous solution of sulfuric acid,  $\text{H}_2\text{SO}_4$ , for which the density is 1.3057 g/mL.

### Show Selected Answers

1. The answers are as follows:

- a. The dilution equation can be used, appropriately modified to accommodate mass-based concentration units:

$$\% \text{mass}_1 \times \text{mass}_1 = \% \text{mass}_2 \times \text{mass}_2$$

This equation can be rearranged to isolate  $\text{mass}_1$  and the given quantities substituted into this equation.

$$\text{b. } \text{mass}_1 = \frac{\% \text{mass}_2 \times \text{mass}_2}{\% \text{mass}_1} = \frac{10.0\% \times 400.0\text{g}}{68.0\%} = 58.8\text{g}$$

3. The mass of the 10% solution is

$$1000 \cancel{\text{cm}^3} \times \frac{1.109\text{g}}{\cancel{\text{cm}^3}} = 1.11 \times 10^3\text{g}.$$

The mass of pure NaOH required is

$$\text{mass (NaOH)} = \frac{10.0\%}{100.0\%} \times 1.11 \times 10^3\text{g} = 1.11 \times 10^2\text{g}.$$

This mass of NaOH must come from the 97.0% solution:

$$\text{mass (NaOH solution)} = \frac{97.0\%}{100.0\%} = 1.11 \times 10^2\text{g}$$

$$\text{mass (NaOH solution)} = \frac{1.11 \times 10^2\text{g}}{0.970} = 114\text{g}$$

5. Since  $\text{CaCO}_3$  contains 1 mol  $\text{Ca}^{2+}$  per mol of  $\text{CaCO}_3$ , the molar concentration of  $\text{Ca}^{2+}$  equals the molarity of  $\text{CaCO}_3$

$$M\text{Ca}^{2+} = \frac{\text{mol CaCO}_3}{\text{L}} = \frac{175 \cancel{\text{mg}} \times \left( \frac{1\text{mol}}{100.0792\text{g}} \right) \times \left( \frac{1\text{g}}{1000\cancel{\text{mg}}} \right)}{1\text{L}} = 1.75 \times 10^{-3}\text{M}$$

7.  $1\text{ mg/dL} = 0.01\text{ g/L}$  and  $1\text{ L} = 10\text{ dL}$

$$5.3 \cancel{\text{mmol}}/\text{L} \times 180.158\text{mg}/\cancel{\text{mmol}} = 9.5 \times 10^2\text{mg/L}$$

$$9.5 \times 10^2 \text{mg/L} \times \frac{1\text{L}}{10\text{dL}} = 95\text{mg/dL}$$

9. 0.0100% of 454 g is

$$(0.000100 \times 454\text{g}) = 0.0454\text{g};$$

Molar mass of CuI = 63.546 + 126.90447 = 190.450 g/mol

$$\text{mol CuI} = \frac{0.0454\text{g}}{190.450\text{g/mol}^{-1}} = 0.000238\text{mol} = 2.38 \times 10^{-4}\text{mol}$$

11. The molar mass of C<sub>6</sub>H<sub>12</sub>O<sub>6</sub> is

$$6 \times 12.011 + 12 \times 1.00794 + 6 \times 15.9994 = 180.2\text{g/mol}.$$

In 1.000 L, there are:

$$\left(1000 \cancel{\text{mL}} \times 1.029\text{g} \cancel{\text{mL}}^{-1}\right) = 1029\text{g}$$

$$\text{mol dextrose} = 1029 \cancel{\text{g}} \times 0.050 \times \frac{1\text{mol}}{180.2\cancel{\text{g}}} = 0.29\text{mol}$$

C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>.

Since we selected the volume to be 1.00 L, the molarity of dextrose is

$$\text{molarity} = \frac{\text{mol}}{\text{L}} = \frac{0.29\text{mol}}{1.00\text{L}} = 0.29\text{mol}.$$

## Glossary

**mass percentage:** ratio of solute-to-solution mass expressed as a percentage

**mass-volume percent:** ratio of solute mass to solution volume, expressed as a percentage

**parts per billion (ppb):** ratio of solute-to-solution mass multiplied by 10<sup>9</sup> **parts per million (ppm):** ratio of solute-to-solution mass

multiplied by  $10^6$  **volume percentage**: ratio of solute-to-solution volume expressed as a percentage

## 53. Video: Solutions

### Solutions: Crash Course Chemistry #27

This week, Hank elaborates on why Fugu can kill you by illustrating the ideas of solutions and discussing molarity, molality, and mass percent. Also, why polar solvents dissolve polar solutes, and nonpolar solvents dissolve nonpolar solutes. All that plus Henry's Law and why Coke = Burps.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=72#oembed-1>

54.

## Assignment—Composition of Substances and Solutions

To download a copy of the assignment, please click on the link [Sample Questions](#).

As you work these matter and measurement problems, consider and explain:

- A. What type of question is it?
- B. How do you know what type of question it is?
- C. What information are you looking for?
- D. What information do they give?
- E. How will you go about solving this?
- F. Show how to solve the problem.
- G. Be able to answer for a different reaction, number, set of conditions, etc.

### Sample Questions

1. The atomic mass of rhenium is 186.2. Given that 37.1% of natural rhenium is rhenium-185, what is the other stable isotope?
2. Naturally occurring element X exists in three isotopic forms: X-28 (27.977 amu, 92.23% abundance), X-29 (28.976 amu, 4.67% abundance), and X-30 (29.974 amu, 3.10% abundance). Calculate the atomic weight of X.
3. The average mass of a carbon atom is 12.011. Assuming you were able to pick up only one carbon unit, what are the chances that you would randomly get one with a mass of

12.011?

4. Iron is biologically important in the transport of oxygen by red blood cells from the lungs to the various organs of the body. In the blood of an adult human, there are approximately  $2.64 \times 10^{13}$  red blood cells with a total of 2.90 g of iron. On the average, how many iron atoms are present in each red blood cell? (molar mass Fe = 55.85 g/mol)
5. A sample of ammonia has a mass of 43.5 g. How many molecules are in this sample?
6. What is the molar mass of ethanol (C<sub>2</sub>H<sub>5</sub>OH)?
7. Roundup, an herbicide manufactured by Monsanto, has the formula C<sub>3</sub>H<sub>8</sub>NO<sub>5</sub>P. How many moles of molecules are there in a 295.1-g sample of Roundup?
8. Phosphoric acid can be prepared by reaction of sulfuric acid with “phosphate rock” according to the equation:  
$$\text{Ca}_3(\text{PO}_4)_2 + 3\text{H}_2\text{SO}_4 \rightarrow 3\text{CaSO}_4 + 2\text{H}_3\text{PO}_4$$
  
How many oxygen atoms are there in 1.75 ng of Ca<sub>3</sub>(PO<sub>4</sub>)<sub>2</sub>?
9. What is the mass of a 6.761-mol sample of sodium hydroxide?
10. One molecule of a compound weighs  $2.93 \times 10^{-22}$  g. What is the molar mass of this compound?
11. How many grams of potassium are in 27.8 g of K<sub>2</sub>CrO<sub>7</sub>?
12. Chlorous acid, HClO<sub>2</sub>, contains what percent hydrogen by mass?
13. The mineral vanadinite has the formula Pb<sub>5</sub>(VO<sub>4</sub>)<sub>3</sub>Cl. What mass percent of chlorine does it contain?
14. The molar mass of an insecticide, dibromoethane, is 187.9 g/mol. Its molecular formula is C<sub>2</sub>H<sub>4</sub>Br<sub>2</sub>. What percent by mass of bromine does dibromoethane contain?
15. A chloride of rhenium contains 63.6% rhenium. What is the formula of this compound?
16. A hydrocarbon (a compound consisting solely of carbon and hydrogen) is found to be 85.6% carbon by mass. What is the empirical formula for this compound?
17. The empirical formula of styrene is CH; its molar mass is 104.1 g/mol. What is the molecular formula of styrene?

18. Balanced chemical equations imply which of the following?
- Numbers of molecules are conserved in chemical change.
  - Numbers of atoms are conserved in chemical change.
  - Volume is conserved in chemical change.
  - A and B
  - B and C
19. What is the coefficient for water when the following equation is balanced?
- $$\text{As}(\text{OH})_3(\text{s}) + \text{H}_2\text{SO}_4(\text{aq}) \rightarrow \text{As}_2(\text{SO}_4)_3(\text{aq}) + \text{H}_2\text{O}(\text{l})$$
20. What is the coefficient for oxygen when the following equation is balanced?
- $$\text{NH}_3(\text{g}) + \text{O}_2(\text{g}) \rightarrow \text{NO}_2(\text{g}) + \text{H}_2\text{O}(\text{g})$$
21. Determine the coefficient for  $\text{O}_2$  when the following equation is balanced in standard form (smallest whole numbers).
- $$\text{C}_8\text{H}_{18}(\text{g}) + \text{O}_2(\text{g}) \rightarrow \text{CO}_2(\text{g}) + \text{H}_2\text{O}(\text{g})$$
22. When is this equation properly balanced?
- $$w\text{PCl}_5 + x\text{H}_2\text{O} \rightarrow y\text{POCl}_3 + z\text{HCl}$$
23. Give (in order) the correct coefficients to balance the following reaction:  $\text{H}_2\text{SnCl}_6 + \text{H}_2\text{S} \rightarrow \text{SnS}_2 + \text{HCl}$
24. A reaction occurs between sodium carbonate and hydrochloric acid producing sodium chloride, carbon dioxide, and water. What is the correct set of coefficients, respectively, for the balanced reaction?
25. You heat 3.869 g of a mixture of  $\text{Fe}_3\text{O}_4$  and  $\text{FeO}$  to form 4.141 g  $\text{Fe}_2\text{O}_3$ . What is the mass of oxygen that reacted?
26. What would be the g Al / mole S ratio for the product of a reaction between aluminum and sulfur?
27. How many grams of  $\text{Ca}(\text{NO}_3)_2$  can be produced by reacting excess  $\text{HNO}_3$  with 6.33 g of  $\text{Ca}(\text{OH})_2$ ?
28. Nitric oxide,  $\text{NO}$ , is made from the oxidation of  $\text{NH}_3$ , and the reaction is represented by the equation:  $4\text{NH}_3 + 5\text{O}_2 \rightarrow 4\text{NO} + 6\text{H}_2\text{O}$  What mass of  $\text{NO}$  can be produced from 7.55 g of  $\text{NH}_3$ ?
29. For the reaction  $\text{P}_4\text{O}_{10}(\text{s}) + 6\text{H}_2\text{O}(\text{l}) \rightarrow 4\text{H}_3\text{PO}_4(\text{aq})$ , what mass of  $\text{P}_4\text{O}_{10}$  must be consumed if  $3.71 \times 10^{23}$  molecules of  $\text{H}_2\text{O}$  are also consumed?



30. The limiting reactant in a reaction
- has the lowest coefficient in a balanced equation
  - is the reactant for which you have the fewest number of moles
  - has the lowest ratio of moles available/coefficient in the balanced equation
  - has the lowest ratio of coefficient in the balanced equation/moles available
  - none of these
31. Phosphoric acid can be prepared by reaction of sulfuric acid with “phosphate rock” according to the equation:
- $$\text{Ca}_3(\text{PO}_4)_2 + 3\text{H}_2\text{SO}_4 \rightarrow 3\text{CaSO}_4 + 2\text{H}_3\text{PO}_4$$
- Suppose the reaction is carried out starting with 129 g of  $\text{Ca}_3(\text{PO}_4)_2$  and 97.4 g of  $\text{H}_2\text{SO}_4$ . Which substance is the limiting reactant?
32. A 15-g sample of lithium is reacted with 15 g of fluorine to form lithium fluoride:  $2\text{Li} + \text{F}_2 \rightarrow 2\text{LiF}$ . After the reaction is complete, what will be present?
- 2.16 moles lithium fluoride only
  - 0.789 moles lithium fluoride only
  - 2.16 moles lithium fluoride and 0.395 moles fluorine
  - 0.789 moles lithium fluoride and 1.37 moles lithium
  - none of these
33. Consider the following reaction:  $2\text{A} + \text{B} \rightarrow 3\text{C} + \text{D}$ . 3.0 mol A and 2.0 mol B react to form 4.0 mol C. What is the percent yield of this reaction?
34. If 45.0 g of  $\text{O}_2$  are mixed with 45.0 g of  $\text{H}_2$  and the mixture is ignited, what mass of water is produced?

Show Sample Answers

- $^{187}_{75}\text{Re}$
- 28.09 amu
- 0%

4.  $1.18 \times 10^9$
5.  $1.54 \times 10^{24}$
6. 46.07 g/mol
7. 1.745
8.  $2.72 \times 10^{13}$
9. 270.4 g
10. 176 g/mol
11. 8.98 g
12. 1.47%
13. 2.50%
14. 85.05%
15.  $\text{ReCl}_3$
16.  $\text{CH}_2$
17.  $\text{C}_8\text{H}_8$
18. B
19. 6
20. 7
21. 25
22.  $w = 1, x = 1, y = 1, z = 2$
23. 1, 2, 1, 6
24. 1 2 2 1 1
25. 0.272 g
26. 17.99 g Al / mol S
27. 14.0 g
28. 13.3 g NO
29. 29.1 g  $\text{P}_4\text{O}_{10}$
30. C
31.  $\text{H}_2\text{SO}_4$
32. D
33. 89%
34. 50.7 g

PART V

# STOICHIOMETRY OF CHEMICAL REACTIONS



# 55. Introduction to Stoichiometry of Chemical Reactions

## *Outline of Stoichiometry of Chemical Reactions*

- Writing and Balancing Chemical Equations
- Classifying Chemical Reactions
- Reaction Stoichiometry
- Reaction Yields
- Quantitative Chemical Analysis

Solid-fuel rockets are a central feature in the world's space exploration programs, including the new Space Launch System being developed by the National Aeronautics and Space Administration (NASA) to replace the retired Space Shuttle fleet (Figure 1).

The engines of these rockets rely on carefully prepared solid mixtures of chemicals combined in precisely measured amounts. Igniting the mixture initiates a vigorous chemical reaction that rapidly generates large amounts of gaseous products. These gases are ejected from the rocket engine



*Figure 1. Many modern rocket fuels are solid mixtures of substances combined in carefully measured amounts and ignited to yield a thrust-generating chemical reaction. (credit: modification of work by NASA)*

through its nozzle, providing the thrust needed to propel heavy payloads into space. Both the nature of this chemical reaction and the relationships between the amounts of the substances being consumed and produced by the reaction are critically important considerations that determine the success of the technology.

This chapter will describe how to symbolize chemical reactions using chemical equations, how to classify some common chemical reactions by identifying patterns of reactivity, and how to determine the quantitative relations between the amounts of substances involved in chemical reactions—that is, the reaction *stoichiometry*.

# 56. Writing and Balancing Chemical Equations

## *Learning Objectives*

By the end of this section, you will be able to:

- Derive chemical equations from narrative descriptions of chemical reactions.
- Write and balance chemical equations in molecular, total ionic, and net ionic formats.

The preceding chapter introduced the use of element symbols to represent individual atoms. When atoms gain or lose electrons to yield ions, or combine with other atoms to form molecules, their symbols are modified or combined to generate chemical formulas that appropriately represent these species. Extending this symbolism to represent both the identities and the relative quantities of substances undergoing a chemical (or physical) change involves writing and balancing a **chemical equation**. Consider as an example the reaction between one methane molecule ( $\text{CH}_4$ ) and two diatomic oxygen molecules ( $\text{O}_2$ ) to produce one carbon dioxide molecule ( $\text{CO}_2$ ) and two water molecules ( $\text{H}_2\text{O}$ ). The chemical equation representing this process is provided in the upper half of Figure 1, with space-filling molecular models shown in the lower half of the figure.

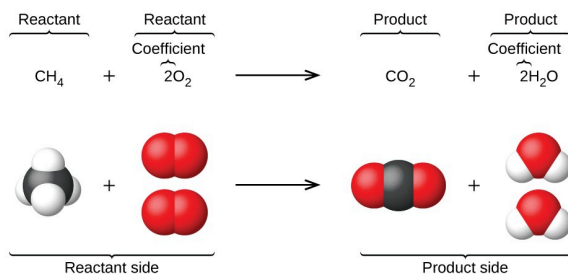


Figure 1. The reaction between methane and oxygen to yield carbon dioxide in water (shown at bottom) may be represented by a chemical equation using formulas (top).

This example illustrates the fundamental aspects of any chemical equation:

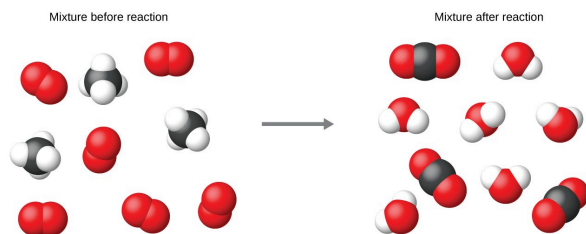
1. The substances undergoing reaction are called **reactants**, and their formulas are placed on the left side of the equation.
2. The substances generated by the reaction are called **products**, and their formulas are placed on the right side of the equation.
3. Plus signs (+) separate individual reactant and product formulas, and an arrow ( $\rightarrow$ ) separates the reactant and product (left and right) sides of the equation.
4. The relative numbers of reactant and product species are represented by **coefficients** (numbers placed immediately to the left of each formula). A coefficient of 1 is typically omitted.

It is common practice to use the smallest possible whole-number coefficients in a chemical equation, as is done in this example. Realize, however, that these coefficients represent the *relative* numbers of reactants and products, and, therefore, they may be correctly interpreted as ratios. Methane and oxygen react to yield



carbon dioxide and water in a 1:2:1:2 ratio. This ratio is satisfied if the numbers of these molecules are, respectively, 1-2-1-2, or 2-4-2-4, or 3-6-3-6, and so on (Figure 2). Likewise, these coefficients may be interpreted with regard to any amount (number) unit, and so this equation may be correctly read in many ways, including:

- One methane molecule and two oxygen molecules react to yield one carbon dioxide molecule and two water molecules.
- One dozen methane molecules and two dozen oxygen molecules react to yield one dozen carbon dioxide molecules and two dozen water molecules.
- One mole of methane molecules and 2 moles of oxygen molecules react to yield 1 mole of carbon dioxide molecules and 2 moles of water molecules.



*Figure 2. Regardless of the absolute number of molecules involved, the ratios between numbers of molecules are the same as that given in the chemical equation.*

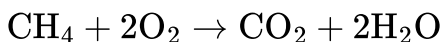
## Balancing Equations

A **balanced chemical equation** has equal numbers of atoms for each element involved in the reaction are represented on the reactant and product sides. This is a requirement the equation must satisfy to be consistent with the law of conservation of matter. It

may be confirmed by simply summing the numbers of atoms on either side of the arrow and comparing these sums to ensure they are equal. Note that the number of atoms for a given element is calculated by multiplying the coefficient of any formula containing that element by the element's subscript in the formula. If an element appears in more than one formula on a given side of the equation, the number of atoms represented in each must be computed and then added together. For example, both product species in the example reaction,  $\text{CO}_2$  and  $\text{H}_2\text{O}$ , contain the element oxygen, and so the number of oxygen atoms on the product side of the equation is

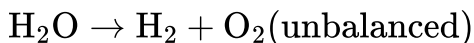
$$\left(1\text{CO}_2 \text{ molecule} \times \frac{2 \text{ O atoms}}{\text{CO}_2 \text{ molecule}}\right) + \left(2\text{H}_2\text{O molecule} \times \frac{1 \text{ O atom}}{\text{H}_2\text{O molecule}}\right) = 4 \text{ O atoms}$$

The equation for the reaction between methane and oxygen to yield carbon dioxide and water is confirmed to be balanced per this approach, as shown here:



Element	Reactants	Products	Balanced?
C	$1 \times 1 = 1$	$1 \times 1 = 1$	$1 = 1$ , yes
H	$4 \times 1 = 4$	$2 \times 2 = 4$	$4 = 4$ , yes
O	$2 \times 2 = 4$	$(1 \times 2) + (2 \times 1) = 4$	$4 = 4$ , yes

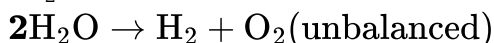
A balanced chemical equation often may be derived from a qualitative description of some chemical reaction by a fairly simple approach known as balancing by inspection. Consider as an example the decomposition of water to yield molecular hydrogen and oxygen. This process is represented qualitatively by an *unbalanced* chemical equation:



Comparing the number of H and O atoms on either side of this equation confirms its imbalance:

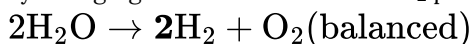
Element	Reactants	Products	Balanced?
H	$1 \times 2 = 2$	$1 \times 2 = 2$	$2 = 2$ , yes
O	$1 \times 1 = 1$	$1 \times 2 = 2$	$1 \neq 2$ , no

The numbers of H atoms on the reactant and product sides of the equation are equal, but the numbers of O atoms are not. To achieve balance, the *coefficients* of the equation may be changed as needed. Keep in mind, of course, that the *formula subscripts* define, in part, the identity of the substance, and so these cannot be changed without altering the qualitative meaning of the equation. For example, changing the reactant formula from H<sub>2</sub>O to H<sub>2</sub>O<sub>2</sub> would yield balance in the number of atoms, but doing so also changes the reactant's identity (it's now hydrogen peroxide and not water). The O atom balance may be achieved by changing the coefficient for H<sub>2</sub>O to 2.



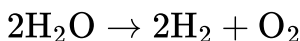
Element	Reactants	Products	Balanced?
H	$2 \times 2 = 4$	$1 \times 2 = 2$	$4 \neq 2$ , no
O	$2 \times 1 = 2$	$1 \times 2 = 2$	$2 = 2$ , yes

The H atom balance was upset by this change, but it is easily reestablished by changing the coefficient for the H<sub>2</sub> product to 2.



Element	Reactants	Products	Balanced?
H	$2 \times 2 = 4$	$2 \times 2 = 4$	$4 = 4$ , yes
O	$2 \times 1 = 2$	$1 \times 2 = 2$	$2 = 2$ , yes

These coefficients yield equal numbers of both H and O atoms on the reactant and product sides, and the balanced equation is, therefore:

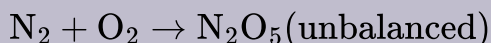


### Example 1: Balancing Chemical Equations

Write a balanced equation for the reaction of molecular nitrogen ( $\text{N}_2$ ) and oxygen ( $\text{O}_2$ ) to form dinitrogen pentoxide.

Show Answer

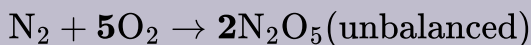
First, write the unbalanced equation:



Next, count the number of each type of atom present in the unbalanced equation.

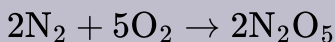
Element	Reactants	Products	Balanced?
N	$1 \times 2 = 2$	$1 \times 2 = 2$	$2 = 2$ , yes
O	$1 \times 2 = 2$	$1 \times 5 = 5$	$2 \neq 5$ , no

Though nitrogen is balanced, changes in coefficients are needed to balance the number of oxygen atoms. To balance the number of oxygen atoms, a reasonable first attempt would be to change the coefficients for the  $\text{O}_2$  and  $\text{N}_2\text{O}_5$  to integers that will yield 10 O atoms (the least common multiple for the O atom subscripts in these two formulas).



Element	Reactants	Products	Balanced?
N	$1 \times 2 = 2$	$2 \times 2 = 4$	$2 \neq 4$ , no
O	$5 \times 2 = 10$	$2 \times 5 = 10$	$10 = 10$ , yes

The N atom balance has been upset by this change; it is restored by changing the coefficient for the reactant  $\text{N}_2$  to 2.



Element	Reactants	Products	Balanced?
N	$2 \times 2 = 4$	$2 \times 2 = 4$	$4 = 4$ , yes
O	$5 \times 2 = 10$	$2 \times 5 = 10$	$10 = 10$ , yes

The numbers of N and O atoms on either side of the equation are now equal, and so the equation is balanced.

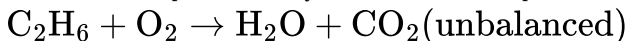
### *Check Your Learning*

Write a balanced equation for the decomposition of ammonium nitrate to form molecular nitrogen, molecular oxygen, and water. (Hint: Balance oxygen last, since it is present in more than one molecule on the right side of the equation.)

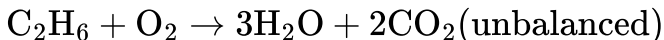
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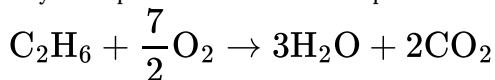
It is sometimes convenient to use fractions instead of integers as intermediate coefficients in the process of balancing a chemical equation. When balance is achieved, all the equation's coefficients may then be multiplied by a whole number to convert the fractional coefficients to integers without upsetting the atom balance. For example, consider the reaction of ethane ( $\text{C}_2\text{H}_6$ ) with oxygen to yield  $\text{H}_2\text{O}$  and  $\text{CO}_2$ , represented by the unbalanced equation:



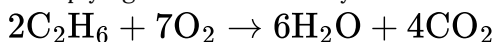
Following the usual inspection approach, one might first balance C and H atoms by changing the coefficients for the two product species, as shown:



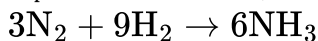
This results in seven O atoms on the product side of the equation, an odd number—no integer coefficient can be used with the O<sub>2</sub> reactant to yield an odd number, so a fractional coefficient,  $\frac{7}{2}$ , is used instead to yield a provisional balanced equation:



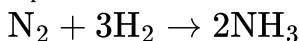
A conventional balanced equation with integer-only coefficients is derived by multiplying each coefficient by 2:



Finally with regard to balanced equations, recall that convention dictates use of the *smallest whole-number coefficients*. Although the equation for the reaction between molecular nitrogen and molecular hydrogen to produce ammonia is, indeed, balanced,



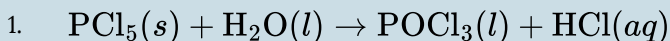
the coefficients are not the smallest possible integers representing the relative numbers of reactant and product molecules. Dividing each coefficient by the greatest common factor, 3, gives the preferred equation:



Use [this interactive PhET tutorial for additional practice balancing equations](#).

## Exercises

Balance the following equations:



2.  $\text{Ag}(s) + \text{H}_2\text{S}(g) + \text{O}_2(g) \rightarrow \text{Ag}_2\text{S}(s) + \text{H}_2\text{O}(l)$
3.  $\text{Cu}(s) + \text{HNO}_3(aq) \rightarrow \text{Cu}(\text{NO}_3)_2(aq) + \text{H}_2\text{O}(l) + \text{NO}(g)$
4.  $\text{P}_4(s) + \text{O}_2(g) \rightarrow \text{P}_4\text{O}_{10}(s)$
5.  $\text{H}_2(g) + \text{I}_2(s) \rightarrow \text{HI}(s)$
6.  $\text{Pb}(s) + \text{H}_2\text{O}(l) + \text{O}_2(g) \rightarrow \text{Pb}(\text{OH})_2(s)$
7.  $\text{Fe}(s) + \text{O}_2(g) \rightarrow \text{Fe}_2\text{O}_3(s)$
8.  $\text{Fe}(s) + \text{H}_2\text{O}(l) \rightarrow \text{Fe}_3\text{O}_4(s) + \text{H}_2(g)$
9.  $\text{Na}(s) + \text{H}_2\text{O}(l) \rightarrow \text{NaOH}(aq) + \text{H}_2(g)$
10.  $\text{Sc}_2\text{O}_3(s) + \text{SO}_3(l) \rightarrow \text{Sc}_2(\text{SO}_4)_3(s)$
11.  $(\text{NH}_4)_2\text{Cr}_2\text{O}_7(s) \rightarrow \text{Cr}_2\text{O}_3(s) + \text{N}_2(g) + \text{H}_2\text{O}(g)$
12.  $\text{Ca}_3(\text{PO}_4)_2(aq) + \text{H}_3\text{PO}_4(aq) \rightarrow \text{Ca}(\text{H}_2\text{PO}_4)_2(aq)$
13.  $\text{P}_4(s) + \text{Cl}_2(g) \rightarrow \text{PCl}_3(l)$
14.  $\text{Al}(s) + \text{H}_2\text{SO}_4(aq) \rightarrow \text{Al}_2(\text{SO}_4)_3(aq) + \text{H}_2(g)$
15.  $\text{PtCl}_4(s) \rightarrow \text{Pt}(s) + \text{Cl}_2(g)$
16.  $\text{TiCl}_4(s) + \text{H}_2\text{O}(g) \rightarrow \text{TiO}_2(s) + \text{HCl}(g)$

Show Answer

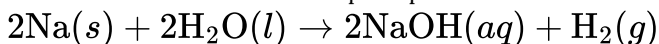
The balanced equations are as follows:

1.  
 $\text{PCl}_5(s) + \text{H}_2\text{O}(l) \rightarrow \text{POCl}_3(l) + 2\text{HCl}(aq);$
3.  
 $3\text{Cu}(s) + 8\text{HNO}_3(aq) \rightarrow 3\text{Cu}(\text{NO}_3)_2(aq) + 4\text{H}_2\text{O}(l) + 2\text{NO}(g);$
5.  $\text{H}_2(g) + \text{I}_2(s) \rightarrow 2\text{HI}(s);$
7.  $4\text{Fe}(s) + 3\text{O}_2(g) \rightarrow 2\text{Fe}_2\text{O}_3(s);$
9.  
 $2\text{Na}(s) + 2\text{H}_2\text{O}(l) \rightarrow 2\text{NaOH}(aq) + \text{H}_2(g);$
11.  
 $(\text{NH}_4)_2\text{Cr}_2\text{O}_7(s) \rightarrow \text{Cr}_2\text{O}_3(s) + \text{N}_2(g) + 4\text{H}_2\text{O}(g);$
13.  $\text{P}_4(s) + 6\text{Cl}_2(g) \rightarrow 4\text{PCl}_3(l);$



## Additional Information in Chemical Equations

The physical states of reactants and products in chemical equations very often are indicated with a parenthetical abbreviation following the formulas. Common abbreviations include *s* for solids, *l* for liquids, *g* for gases, and *aq* for substances dissolved in water (*aqueous solutions*, as introduced in the preceding chapter). These notations are illustrated in the example equation here:



This equation represents the reaction that takes place when sodium metal is placed in water. The solid sodium reacts with liquid water to produce molecular hydrogen gas and the ionic compound sodium hydroxide (a solid in pure form, but readily dissolved in water).

Special conditions necessary for a reaction are sometimes designated by writing a word or symbol above or below the equation's arrow. For example, a reaction carried out by heating may be indicated by the uppercase Greek letter delta ( $\Delta$ ) over the arrow.



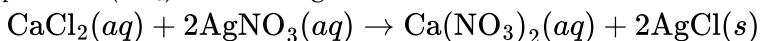
Other examples of these special conditions will be encountered in more depth in later chapters.

## Equations for Ionic Reactions

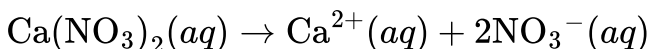
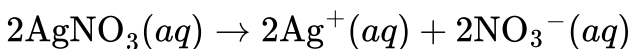
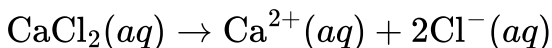
Given the abundance of water on earth, it stands to reason that a great many chemical reactions take place in aqueous media. When



ions are involved in these reactions, the chemical equations may be written with various levels of detail appropriate to their intended use. To illustrate this, consider a reaction between ionic compounds taking place in an aqueous solution. When aqueous solutions of  $\text{CaCl}_2$  and  $\text{AgNO}_3$  are mixed, a reaction takes place producing aqueous  $\text{Ca}(\text{NO}_3)_2$  and solid  $\text{AgCl}$ :

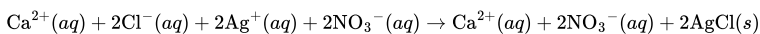


This balanced equation, derived in the usual fashion, is called a **molecular equation**, because it doesn't explicitly represent the ionic species that are present in solution. When ionic compounds dissolve in water, they may *dissociate* into their constituent ions, which are subsequently dispersed homogeneously throughout the resulting solution (a thorough discussion of this important process is provided in the chapter on solutions). Ionic compounds dissolved in water are, therefore, more realistically represented as dissociated ions, in this case:

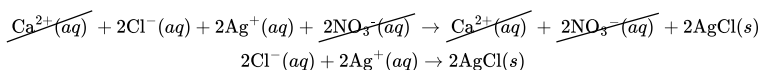


Unlike these three ionic compounds,  $\text{AgCl}$  does not dissolve in water to a significant extent, as signified by its physical state notation, *s*.

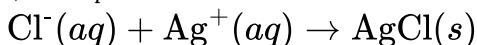
Explicitly representing all dissolved ions results in a **complete ionic equation**. In this particular case, the formulas for the dissolved ionic compounds are replaced by formulas for their dissociated ions:



Examining this equation shows that two chemical species are present in identical form on both sides of the arrow,  $\text{Ca}^{2+}(aq)$  and  $\text{NO}_3^-(aq)$ . These **spectator ions**—ions whose presence is required to maintain charge neutrality—are neither chemically nor physically changed by the process, and so they may be eliminated from the equation to yield a more succinct representation called a **net ionic equation**:



Following the convention of using the smallest possible integers as coefficients, this equation is then written:



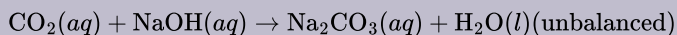
This net ionic equation indicates that solid silver chloride may be produced from dissolved chloride and silver(I) ions, regardless of the source of these ions. These molecular and complete ionic equations provide additional information, namely, the ionic compounds used as sources of  $\text{Cl}^{-}$  and  $\text{Ag}^{+}$ .

### Example 2: Molecular and Ionic Equations

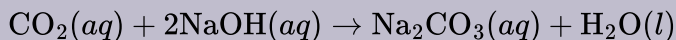
When carbon dioxide is dissolved in an aqueous solution of sodium hydroxide, the mixture reacts to yield aqueous sodium carbonate and liquid water. Write balanced molecular, complete ionic, and net ionic equations for this process.

Show Answer

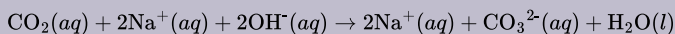
Begin by identifying formulas for the reactants and products and arranging them properly in chemical equation form:



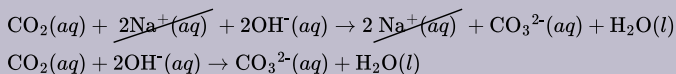
Balance is achieved easily in this case by changing the coefficient for NaOH to 2, resulting in the molecular equation for this reaction:



The two dissolved ionic compounds, NaOH and  $\text{Na}_2\text{CO}_3$ , can be represented as dissociated ions to yield the complete ionic equation:

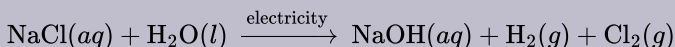


Finally, identify the spectator ion(s), in this case  $\text{Na}^+(aq)$ , and remove it from each side of the equation to generate the net ionic equation:



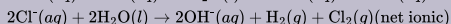
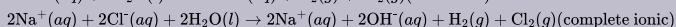
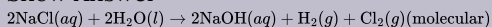
## Check Your Learning

Diatomic chlorine and sodium hydroxide (lye) are commodity chemicals produced in large quantities, along with diatomic hydrogen, via the electrolysis of brine, according to the following unbalanced equation:



Write balanced molecular, complete ionic, and net ionic equations for this process.

### Show Answer



## Key Concepts and Summary

Chemical equations are symbolic representations of chemical and physical changes. Formulas for the substances undergoing the change (reactants) and substances generated by the change (products) are

separated by an arrow and preceded by integer coefficients indicating their relative numbers. Balanced equations are those whose coefficients result in equal numbers of atoms for each element in the reactants and products. Chemical reactions in aqueous solution that involve ionic reactants or products may be represented more realistically by complete ionic equations and, more succinctly, by net ionic equations.

## *Exercises*

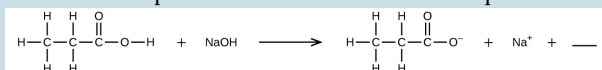
1. What does it mean to say an equation is balanced? Why is it important for an equation to be balanced?
2. Consider molecular, complete ionic, and net ionic equations.
  - a. What is the difference between these types of equations?
  - b. In what circumstance would the complete and net ionic equations for a reaction be identical?
3. Write a balanced molecular equation describing each of the following chemical reactions.
  - a. Solid calcium carbonate is heated and decomposes to solid calcium oxide and carbon dioxide gas.
  - b. Gaseous butane,  $\text{C}_4\text{H}_{10}$ , reacts with diatomic oxygen gas to yield gaseous carbon dioxide and

- water vapor.
- c. Aqueous solutions of magnesium chloride and sodium hydroxide react to produce solid magnesium hydroxide and aqueous sodium chloride.
  - d. Water vapor reacts with sodium metal to produce solid sodium hydroxide and hydrogen gas.
4. Write a balanced equation describing each of the following chemical reactions.
- a. Solid potassium chlorate,  $\text{KClO}_3$ , decomposes to form solid potassium chloride and diatomic oxygen gas.
  - b. Solid aluminum metal reacts with solid diatomic iodine to form solid  $\text{Al}_2\text{I}_6$ .
  - c. When solid sodium chloride is added to aqueous sulfuric acid, hydrogen chloride gas and aqueous sodium sulfate are produced.
  - d. Aqueous solutions of phosphoric acid and potassium hydroxide react to produce aqueous potassium dihydrogen phosphate and liquid water.
5. Colorful fireworks often involve the decomposition of barium nitrate and potassium chlorate and the reaction of the metals magnesium, aluminum, and iron with oxygen.
- a. Write the formulas of barium nitrate and potassium chlorate.
  - b. The decomposition of solid potassium

chlorate leads to the formation of solid potassium chloride and diatomic oxygen gas. Write an equation for the reaction.

- c. The decomposition of solid barium nitrate leads to the formation of solid barium oxide, diatomic nitrogen gas, and diatomic oxygen gas. Write an equation for the reaction.
- d. Write separate equations for the reactions of the solid metals magnesium, aluminum, and iron with diatomic oxygen gas to yield the corresponding metal oxides. (Assume the iron oxide contains  $\text{Fe}^+$  ions.)

6. Fill in the blank with a single chemical formula for a covalent compound that will balance the equation:



7. Aqueous hydrogen fluoride (hydrofluoric acid) is used to etch glass and to analyze minerals for their silicon content. Hydrogen fluoride will also react with sand (silicon dioxide).
  - a. Write an equation for the reaction of solid silicon dioxide with hydrofluoric acid to yield gaseous silicon tetrafluoride and liquid water.
  - b. The mineral fluorite (calcium fluoride) occurs extensively in Illinois. Solid calcium fluoride can also be prepared by the reaction of aqueous solutions of calcium chloride and sodium fluoride, yielding aqueous sodium chloride as the other product. Write complete and net ionic equations for this reaction.

8. A novel process for obtaining magnesium from sea water involves several reactions. Write a balanced chemical equation for each step of the process.
- The first step is the decomposition of solid calcium carbonate from seashells to form solid calcium oxide and gaseous carbon dioxide.
  - The second step is the formation of solid calcium hydroxide as the only product from the reaction of the solid calcium oxide with liquid water.
  - Solid calcium hydroxide is then added to the seawater, reacting with dissolved magnesium chloride to yield solid magnesium hydroxide and aqueous calcium chloride.
  - The solid magnesium hydroxide is added to a hydrochloric acid solution, producing dissolved magnesium chloride and liquid water.
  - Finally, the magnesium chloride is melted and electrolyzed to yield liquid magnesium metal and diatomic chlorine gas.
9. From the balanced molecular equations, write the complete ionic and net ionic equations for the following:

- $\text{K}_2\text{C}_2\text{O}_4(aq) + \text{Ba}(\text{OH})_2(aq) \rightarrow 2\text{KOH}(aq) + \text{BaC}_2\text{O}_4(s)$
- $\text{Pb}(\text{NO}_3)_2(aq) + \text{H}_2\text{SO}_4(aq) \rightarrow \text{PbSO}_4(s) + 2\text{HNO}_3(aq)$
- $\text{CaCO}_3(s) + \text{H}_2\text{SO}_4(aq) \rightarrow \text{CaSO}_4(s) + \text{CO}_2(g) + \text{H}_2\text{O}(l)$

#### Show Selected Answers

- An equation is balanced when the same number of each element is represented on the reactant and product sides.

Equations must be balanced to accurately reflect the law of conservation of matter.

3. The balanced equations are as follows:

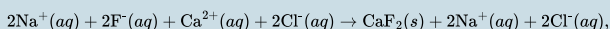
- a.  $\text{CaCO}_3(s) \rightarrow \text{CaO}(s) + \text{CO}_2(g)$
- b.  $2\text{C}_4\text{H}_{10}(g) + 13\text{O}_2(g) \rightarrow 8\text{CO}_2(g) + 10\text{H}_2\text{O}(g)$
- c.  $\text{MgCl}_2(aq) + 2\text{NaOH}(aq) \rightarrow \text{Mg}(\text{OH})_2(s) + 2\text{NaCl}(aq)$
- d.  $2\text{H}_2\text{O}(g) + 2\text{Na}(s) \rightarrow 2\text{NaOH}(s) + \text{H}_2(g)$

5. The answers are as follows:

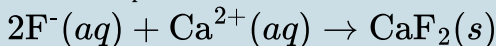
- a.  $\text{Ba}(\text{NO}_3)_2, \text{KClO}_3$
- b.  $2\text{KClO}_3(s) \rightarrow 2\text{KCl}(s) + 3\text{O}_2(g)$
- c.  $2\text{Ba}(\text{NO}_3)_2(s) \rightarrow 2\text{BaO}(s) + 2\text{N}_2(g) + 5\text{O}_2(g)$   
 $2\text{Mg}(s) + \text{O}_2(g) \rightarrow 2\text{MgO}(s)$
- d.  $4\text{Al}(s) + 3\text{O}_2(g) \rightarrow 2\text{Al}_2\text{O}_3(g)$   
 $4\text{Fe}(s) + 3\text{O}_2(g) \rightarrow 2\text{Fe}_2\text{O}_3(s)$

7. The answers are as follows:

- a.  $4\text{HF}(aq) + \text{SiO}_2(s) \rightarrow \text{SiF}_4(g) + 2\text{H}_2\text{O}(l);$
- b. complete ionic equation:



net ionic equation:



9. The ionic and net ionic equations for each are as follows:

- a.  $2\text{K}^+(aq) + \text{C}_2\text{O}_4^{2-}(aq) + \text{Ba}^{2+}(aq) + 2\text{OH}^-(aq) \rightarrow 2\text{K}^+(aq) + 2\text{OH}^-(aq) + \text{BaC}_2\text{O}_4(s) \text{ (complete)}$   
 $\text{Ba}^{2+}(aq) + \text{C}_2\text{O}_4^{2-}(aq) \rightarrow \text{BaC}_2\text{O}_4(s) \text{ (net)}$
- b.  $\text{Pb}^{2+}(aq) + 2\text{NO}_3^-(aq) + 2\text{H}^+(aq) + \text{SO}_4^{2-}(aq) \rightarrow \text{PbSO}_4(s) + 2\text{H}^+(aq) + 2\text{NO}_3^-(aq) \text{ (complete)}$   
 $\text{Pb}^{2+}(aq) + \text{SO}_4^{2-}(aq) \rightarrow \text{PbSO}_4(s) \text{ (net)}$
- c.  $\text{CaCO}_3(s) + 2\text{H}^+(aq) + \text{SO}_4^{2-}(aq) \rightarrow \text{CaSO}_4(s) + \text{CO}_2(g) + \text{H}_2\text{O}(l) \text{ (complete)}$   
 $\text{CaCO}_3(s) + 2\text{H}^+(aq) + \text{SO}_4^{2-}(aq) \rightarrow \text{CaSO}_4(s) + \text{CO}_2(g) + \text{H}_2\text{O}(l) \text{ (net)}$



## Glossary

**balanced equation:** chemical equation with equal numbers of atoms for each element in the reactant and product

**chemical equation:** symbolic representation of a chemical reaction

**coefficient:** number placed in front of symbols or formulas in a chemical equation to indicate their relative amount

**complete ionic equation:** chemical equation in which all dissolved ionic reactants and products, including spectator ions, are explicitly represented by formulas for their dissociated ions

**molecular equation:** chemical equation in which all reactants and products are represented as neutral substances

**net ionic equation:** chemical equation in which only those dissolved ionic reactants and products that undergo a chemical or physical change are represented (excludes spectator ions)

**product:** substance formed by a chemical or physical change; shown on the right side of the arrow in a chemical equation

**reactant:** substance undergoing a chemical or physical change; shown on the left side of the arrow in a chemical equation

**spectator ion:** ion that does not undergo a chemical or physical change during a reaction, but its presence is required to maintain charge neutrality

# 57. Videos: Balancing Chemical Equations

## Balancing Chemical Equations

Balancing Equations 101. This lesson discusses why we balance equations and how to balance them.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=77#oembed-1>

## Balancing Chemical Equations

The art of balancing equations in chemistry!



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=77#oembed-2>

## Tips and Tricks for Balancing Equations

This lesson shows three helpful tips and tricks that make Balancing Chemical Equations easier.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=77#oembed-3>

## Balancing Chemical Equations

Show the simple step you can use to balance chemical equations.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=77#oembed-4>

# 58. Classifying Chemical Reactions

## *Learning Objectives*

By the end of this section, you will be able to:

- Define three common types of chemical reactions (precipitation, acid-base, and oxidation-reduction)
- Classify chemical reactions as one of these three types given appropriate descriptions or chemical equations
- Identify common acids and bases
- Predict the solubility of common inorganic compounds by using solubility rules
- Compute the oxidation states for elements in compounds

Humans interact with one another in various and complex ways, and we classify these interactions according to common patterns of behavior. When two humans exchange information, we say they are communicating. When they exchange blows with their fists or feet, we say they are fighting. Faced with a wide range of varied interactions between chemical substances, scientists have likewise found it convenient (or even necessary) to classify chemical interactions by identifying common patterns of reactivity. This module will provide an introduction to three of the most prevalent types of chemical reactions: precipitation, acid-base, and oxidation-reduction.

## Precipitation Reactions and Solubility Rules

A **precipitation reaction** is one in which dissolved substances react to form one (or more) solid products. Many reactions of this type involve the exchange of ions between ionic compounds in aqueous solution and are sometimes referred to as *double displacement*, *double replacement*, or *metathesis* reactions. These reactions are common in nature and are responsible for the formation of coral reefs in ocean waters and kidney stones in animals. They are used widely in industry for production of a number of commodity and specialty chemicals. Precipitation reactions also play a central role in many chemical analysis techniques, including spot tests used to identify metal ions and *gravimetric methods* for determining the composition of matter (see the last module of this chapter).

The extent to which a substance may be dissolved in water, or any solvent, is quantitatively expressed as its **solubility**, defined as the maximum concentration of a substance that can be achieved under specified conditions. Substances with relatively large solubilities are said to be **soluble**. A substance will **precipitate** when solution conditions are such that its concentration exceeds its solubility. Substances with relatively low solubilities are said to be **insoluble**, and these are the substances that readily precipitate from solution. More information on these important concepts is provided in the text chapter on solutions. For purposes of predicting the identities of solids formed by precipitation reactions, one may simply refer to patterns of solubility that have been observed for many ionic compounds.

## Solubilities of Common Ionic Compounds in Water

**Soluble compounds** contain

- group 1 metal cations ( $\text{Li}^+$ ,  $\text{Na}^+$ ,  $\text{K}^+$ ,  $\text{Rb}^+$ , and  $\text{Cs}^+$ ) and ammonium ion  $\text{NH}_4^+$
- the halide ions ( $\text{Cl}^-$ ,  $\text{Br}^-$ , and  $\text{I}^-$ )
- the acetate ( $\text{C}_2\text{H}_3\text{O}_2^-$ ), bicarbonate ( $\text{HCO}_3^-$ ), nitrate ( $\text{NO}_3^-$ ), and chlorate ( $\text{ClO}_3^-$ ) ions
- the sulfate ( $\text{SO}_4^{2-}$ ) ion

**Exceptions** to these solubility rules include

- halides of  $\text{Ag}^+$ ,  $\text{Hg}_2^{2+}$ , and  $\text{Pb}_2^+$
- sulfates of  $\text{Ag}^+$ ,  $\text{Ba}^{2+}$ ,  $\text{Ca}^{2+}$ ,  $\text{Hg}_2^{2+}$ ,  $\text{Pb}_2^+$ , and  $\text{Sr}^{2+}$

**Insoluble compounds** contain

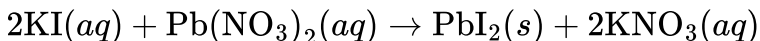
- carbonate ( $\text{CO}_3^{2-}$ ), chromate ( $\text{CrO}_4^{2-}$ ), phosphate ( $\text{PO}_4^{3-}$ ) and sulfide ( $\text{S}^{2-}$ ) ions
- hydroxide ion ( $\text{OH}^-$ )

**Exceptions** to these insolubility rules include

- compounds of these anions with group 1 metal cations and ammonium ion
- hydroxides of group 1 metal cations and  $\text{Ba}^{2+}$

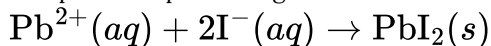
A vivid example of precipitation is observed when solutions of

potassium iodide and lead nitrate are mixed, resulting in the formation of solid lead iodide:



This observation is consistent with the solubility guidelines: The only insoluble compound among all those involved is lead iodide, one of the exceptions to the general solubility of iodide salts.

The net ionic equation representing this reaction is:



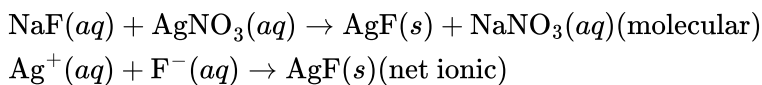
Lead iodide is a bright yellow solid that was formerly used as an artist's pigment known as iodine yellow (Figure 1). The properties of pure  $\text{PbI}_2$  crystals make them useful for fabrication of X-ray and gamma ray detectors.

The solubility guidelines discussed above may be used to predict whether a precipitation reaction will occur when solutions of soluble ionic compounds are mixed together. One merely needs to identify all the ions present in the solution and then consider if possible cation/anion pairing could result in an insoluble compound.

For example, mixing solutions of silver nitrate and sodium fluoride will yield a solution containing  $\text{Ag}^+$ ,  $\text{NO}_3^-$ ,  $\text{Na}^+$ , and  $\text{F}^-$  ions. Aside from the two ionic compounds originally present in the solutions,  $\text{AgNO}_3$  and  $\text{NaF}$ , two additional ionic compounds may be derived from this collection of ions:  $\text{NaNO}_3$  and  $\text{AgF}$ . The solubility guidelines indicate all nitrate salts are soluble but that  $\text{AgF}$  is one of the exceptions to the general solubility of fluoride salts. A precipitation reaction, therefore, is predicted to occur, as described by the following equations:



Figure 1. A precipitate of  $\text{PbI}_2$  forms when solutions containing  $\text{Pb}^{2+}$  and  $\text{I}^-$  are mixed. (credit: Der Kreole/Wikimedia Commons)



### *Example 1: Predicting Precipitation Reactions*

Predict the result of mixing reasonably concentrated solutions of the following ionic compounds. If precipitation is expected, write a balanced net ionic equation for the reaction.

1. potassium sulfate and barium nitrate
2. lithium chloride and silver acetate
3. lead nitrate and ammonium carbonate

Show Answer

1. The two possible products for this combination are  $\text{KNO}_3$  and  $\text{BaSO}_4$ , both of which are soluble per the tabulated guidelines. No precipitation is expected.
2. The two possible products for this combination are  $\text{LiC}_2\text{H}_3\text{O}_2$  and  $\text{AgCl}$ . The solubility guidelines indicate  $\text{AgCl}$  is insoluble, and so a precipitation reaction is expected. The net ionic equation for this reaction, derived in the manner detailed in the previous module, is
 
$$\text{Ag}^+(aq) + \text{Cl}^-(aq) \rightarrow \text{AgCl}(s).$$
3. The two possible products for this combination are  $\text{PbCO}_3$  and  $\text{NH}_4\text{NO}_3$ , both of which are soluble per the tabulated guidelines. No precipitation is expected.



### *Check Your Learning*

Which solution could be used to precipitate the barium ion,  $\text{Ba}^{2+}$ , in a water sample: sodium chloride, sodium hydroxide, or sodium sulfate? What is the formula for the expected precipitate?

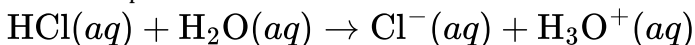
Show Answer

sodium sulfate,  $\text{BaSO}_4$

## Acid-Base Reactions

An **acid-base reaction** is one in which a hydrogen ion,  $\text{H}^+$ , is transferred from one chemical species to another. Such reactions are of central importance to numerous natural and technological processes, ranging from the chemical transformations that take place within cells and the lakes and oceans, to the industrial-scale production of fertilizers, pharmaceuticals, and other substances essential to society. The subject of acid-base chemistry, therefore, is worthy of thorough discussion, and a full chapter is devoted to this topic later in the text.

For purposes of this brief introduction, we will consider only the more common types of acid-base reactions that take place in aqueous solutions. In this context, an **acid** is a substance that will dissolve in water to yield hydronium ions,  $\text{H}_3\text{O}^+$ . As an example, consider the equation shown here:



The process represented by this equation confirms that hydrogen chloride is an acid. When dissolved in water,  $\text{H}_3\text{O}^+$  ions are

produced by a chemical reaction in which  $\text{H}^+$  ions are transferred from  $\text{HCl}$  molecules to  $\text{H}_2\text{O}$  molecules (Figure 2).

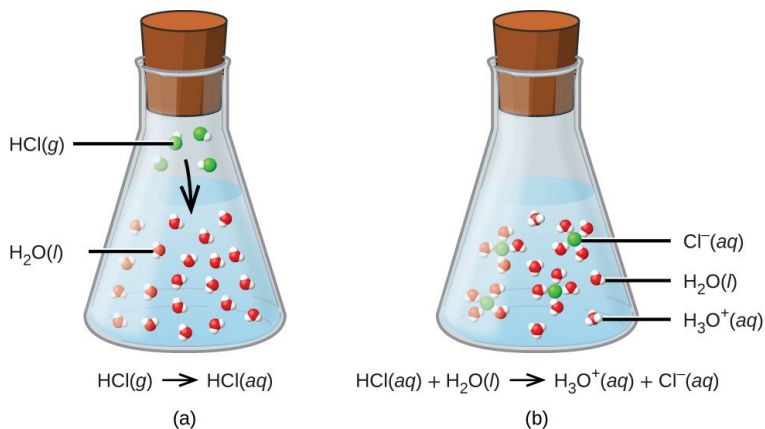
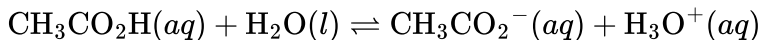


Figure 2. When hydrogen chloride gas dissolves in water, (a) it reacts as an acid, transferring protons to water molecules to yield (b) hydronium ions (and solvated chloride ions).

The nature of HCl is such that its reaction with water as just described is essentially 100% efficient: Virtually every HCl molecule that dissolves in water will undergo this reaction. Acids that completely react in this fashion are called **strong acids**, and HCl is one among just a handful of common acid compounds that are classified as strong (Table 1).

A far greater number of compounds behave as **weak acids** and only partially react with water, leaving a large majority of dissolved molecules in their original form and generating a relatively small

amount of hydronium ions. Weak acids are commonly encountered in nature, being the substances partly responsible for the tangy taste of citrus fruits, the stinging sensation of insect bites, and the unpleasant smells associated with body odor. A familiar example of a weak acid is acetic acid, the main ingredient in food vinegars:



When dissolved in water under typical conditions, only about 1% of acetic acid molecules are present in the ionized form,  $\text{CH}_3\text{CO}_2^-$  (Figure 3). (The use of a double-arrow in the equation above denotes the partial reaction aspect of this process, a concept addressed fully in the chapters on chemical equilibrium.)

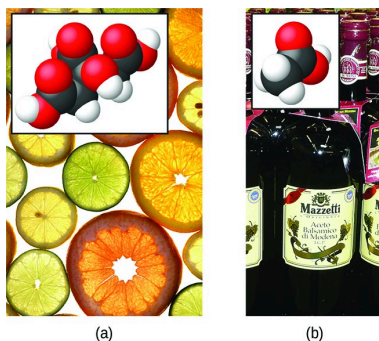


Figure 3. (a) Fruits such as oranges, lemons, and grapefruit contain the weak acid citric acid. (b) Vinegars contain the weak acid acetic acid. The hydrogen atoms that may be transferred during an acid-base reaction are highlighted in the inset molecular structures. (credit a: modification of work by Scott Bauer; credit b: modification of work by Brücke-Osteuropa/Wikimedia Commons)

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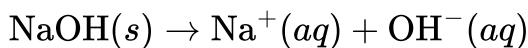
**Table 1. Common Strong Acids**

Compound Formula	Name in Aqueous Solution
HBr	hydrobromic acid
HCl	hydrochloric acid
HI	hydroiodic acid
HNO <sub>3</sub>	nitric acid
HClO <sub>4</sub>	perchloric acid
H <sub>2</sub> SO <sub>4</sub>	sulfuric acid

---

A **base** is a substance that will dissolve in water to yield hydroxide ions, OH<sup>−</sup>. The most common bases are ionic compounds composed of alkali or alkaline earth metal cations (groups 1 and 2) combined with the hydroxide ion—for example, NaOH and Ca(OH)<sub>2</sub>. When these compounds dissolve in water, hydroxide ions are released directly into the solution. For example, KOH and Ba(OH)<sub>2</sub> dissolve in water and dissociate completely to produce cations (K<sup>+</sup> and Ba<sup>2+</sup>, respectively) and hydroxide ions, OH<sup>−</sup>. These bases, along with other hydroxides that completely dissociate in water, are considered **strong bases**.

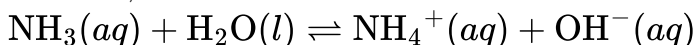
Consider as an example the dissolution of lye (sodium hydroxide) in water:



This equation confirms that sodium hydroxide is a base. When dissolved in water, NaOH dissociates to yield Na<sup>+</sup> and OH<sup>−</sup> ions. This is also true for any other ionic compound containing hydroxide ions. Since the dissociation process is essentially complete when ionic compounds dissolve in water under typical conditions, NaOH and other ionic hydroxides are all classified as strong bases.

Unlike ionic hydroxides, some compounds produce hydroxide ions when dissolved by chemically reacting with water molecules. In all cases, these compounds react only partially and so are classified as **weak bases**. These types of compounds are also abundant in nature and important commodities in various technologies. For example, global production of the weak base ammonia is typically

well over 100 metric tons annually, being widely used as an agricultural fertilizer, a raw material for chemical synthesis of other compounds, and an active ingredient in household cleaners (Figure 4). When dissolved in water, ammonia reacts partially to yield hydroxide ions, as shown here:



This is, by definition, an acid-base reaction, in this case involving the transfer of  $\text{H}^+$  ions from water molecules to ammonia molecules. Under typical conditions, only about 1% of the dissolved ammonia is present as  $\text{NH}_4^+$  ions.



(a)

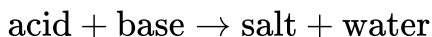


(b)

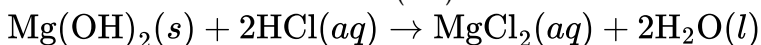
Figure 4. Ammonia is a weak base used in a variety of applications. (a) Pure ammonia is commonly applied as an agricultural fertilizer. (b) Dilute solutions of ammonia are effective household cleansers. (credit a: modification of work by National Resources Conservation Service; credit b: modification of work by pat00139)

The chemical reactions described in which acids and bases dissolved in water produce hydronium and hydroxide ions,

respectively, are, by definition, acid-base reactions. In these reactions, water serves as both a solvent *and* a reactant. A **neutralization reaction** is a specific type of acid-base reaction in which the reactants are an acid and a base, the products are often a **salt** and water, and neither reactant is the water itself:



To illustrate a neutralization reaction, consider what happens when a typical antacid such as milk of magnesia (an aqueous suspension of solid  $\text{Mg}(\text{OH})_2$ ) is ingested to ease symptoms associated with excess stomach acid ( $\text{HCl}$ ):



Note that in addition to water, this reaction produces a salt, magnesium chloride.

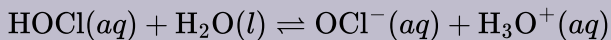
### *Example 2: Writing Equations for Acid-Base Reactions*

Write balanced chemical equations for the acid-base reactions described here:

1. the weak acid hydrogen hypochlorite reacts with water
2. a solution of barium hydroxide is neutralized with a solution of nitric acid

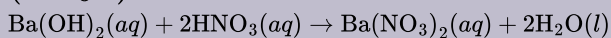
Show Answer

1. The two reactants are provided,  $\text{HOCl}$  and  $\text{H}_2\text{O}$ . Since the substance is reported to be an acid, its reaction with water will involve the transfer of  $\text{H}^+$  from  $\text{HOCl}$  to  $\text{H}_2\text{O}$  to generate hydronium ions,  $\text{H}_3\text{O}^+$  and hypochlorite ions,  $\text{OCl}^-$ :



. A double-arrow is appropriate in this equation because it indicates the HOCl is a weak acid that has not reacted completely.

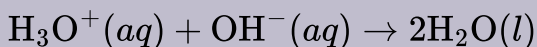
2. The two reactants are provided,  $\text{Ba}(\text{OH})_2$  and  $\text{HNO}_3$ . Since this is a neutralization reaction, the two products will be water and a salt composed of the cation of the ionic hydroxide ( $\text{Ba}^{2+}$ ) and the anion generated when the acid transfers its hydrogen ion ( $\text{NO}_3^-$ ):



### *Check Your Learning*

Write the net ionic equation representing the neutralization of any strong acid with an ionic hydroxide. (Hint: Consider the ions produced when a strong acid is dissolved in water.)

Show Answer

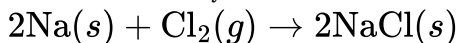


Explore the microscopic view of strong and weak acids and bases at the [PhET Acid-Base Simulator](#).

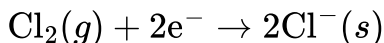
## Oxidation-Reduction Reactions

Earth's atmosphere contains about 20% molecular oxygen,  $O_2$ , a chemically reactive gas that plays an essential role in the metabolism of aerobic organisms and in many environmental processes that shape the world. The term **oxidation** was originally used to describe chemical reactions involving  $O_2$ , but its meaning has evolved to refer to a broad and important reaction class known as *oxidation-reduction (redox) reactions*. A few examples of such reactions will be used to develop a clear picture of this classification.

Some redox reactions involve the transfer of electrons between reactant species to yield ionic products, such as the reaction between sodium and chlorine to yield sodium chloride:



It is helpful to view the process with regard to each individual reactant, that is, to represent the fate of each reactant in the form of an equation called a **half-reaction**:



These equations show that Na atoms *lose electrons* while Cl atoms (in the  $Cl_2$  molecule) *gain electrons*, the “s” subscripts for the resulting ions signifying they are present in the form of a solid ionic compound. For redox reactions of this sort, the loss and gain of electrons define the complementary processes that occur:

oxidation = loss of electrons

reduction = gain of electrons

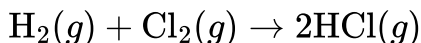
In this reaction, then, sodium is *oxidized* and chlorine is *undergoes reduction*. Viewed from a more active perspective, sodium functions as a **reducing agent (reductant)**, since it provides electrons to (or reduces) chlorine. Likewise, chlorine functions as an **oxidizing agent (oxidant)**, as it effectively removes electrons from (oxidizes) sodium.



reducing agent = species that is oxidized

oxidizing agent = species that is reduced

Some redox processes, however, do not involve the transfer of electrons. Consider, for example, a reaction similar to the one yielding NaCl:



The product of this reaction is a covalent compound, so transfer of electrons in the explicit sense is not involved. To clarify the similarity of this reaction to the previous one and permit an unambiguous definition of redox reactions, a property called *oxidation number* has been defined. The **oxidation number (or oxidation state)** of an element in a compound is the charge its atoms would possess *if the compound was ionic*. The following guidelines are used to assign oxidation numbers to each element in a molecule or ion.

1. The oxidation number of an atom in an elemental substance is zero.
2. The oxidation number of a monatomic ion is equal to the ion's charge.
3. Oxidation numbers for common nonmetals are usually assigned as follows:
  - Hydrogen: +1 when combined with nonmetals, -1 when combined with metals
  - Oxygen: -2 in most compounds, sometimes -1 (so-called peroxides,  $\text{O}_2^{2-}$ ), very rarely  $-\frac{1}{2}$  (so-called superoxides,  $\text{O}_2^-$ ), positive values when combined with F (values vary)
  - Halogens: -1 for F always, -1 for other halogens except when combined with oxygen or other halogens (positive oxidation numbers in these cases, varying values)
4. The sum of oxidation numbers for all atoms in a molecule or

polyatomic ion equals the charge on the molecule or ion.

Note: The proper convention for reporting charge is to write the number first, followed by the sign (e.g.,  $2^+$ ), while oxidation number is written with the reversed sequence, sign followed by number (e.g.,  $+2$ ). This convention aims to emphasize the distinction between these two related properties.

### *Example 3: Assigning Oxidation Numbers*

Follow the guidelines in this section of the text to assign oxidation numbers to all the elements in the following species:

1.  $\text{H}_2\text{S}$
2.  $\text{SO}_3^{2-}$
3.  $\text{Na}_2\text{SO}_4$

Show Answer

1. According to guideline 1, the oxidation number for H is  $+1$ . Using this oxidation number and the compound's formula, guideline 4 may then be used to calculate the oxidation number for sulfur:  
$$\text{charge on H}_2\text{S} = 0 = (2 \times +1) + (1 \times x)$$
$$x = 0 - (2 \times +1) = -2$$
2. Guideline 3 suggests the oxidation number for oxygen is  $-2$ . Using this oxidation number and the ion's formula, guideline 4 may then be used to calculate the oxidation number for sulfur:  
$$\text{charge on SO}_3^{2-} = -2 = (3 \times -1) + (1 \times x)$$
$$x = -2 - (3 \times -2) = +4$$

3. For ionic compounds, it's convenient to assign oxidation numbers for the cation and anion separately. According to guideline 2, the oxidation number for sodium is +1. Assuming the usual oxidation number for oxygen (-2 per guideline 3), the oxidation number for sulfur is calculated as directed by guideline 4:
- $$\text{charge on } \text{SO}_4^{2-} = -2 = (4 \times -2) + (1 \times x)$$
- $$x = -2 - (4 \times -2) = +6$$

### *Check Your Learning*

Assign oxidation states to the elements whose atoms are underlined in each of the following compounds or ions:

1.  $\text{K}\underline{\text{N}}\text{O}_3$
2.  $\underline{\text{Al}}\text{H}_3$
3.  $\underline{\text{N}}\text{H}_4^+$
4.  $\text{H}_2\underline{\text{P}}\text{O}_4^-$

Show Answer

1. N, +5
2. Al, +3
3. N, -3
4. P, +5

Using the oxidation number concept, an all-inclusive definition of redox reaction has been established. **Oxidation-reduction (redox) reactions** are those in which one or more elements involved undergo a change in oxidation number. (While the vast majority

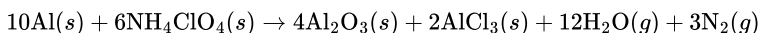
of redox reactions involve changes in oxidation number for two or more elements, a few interesting exceptions to this rule do exist, as in Example 4.) Definitions for the complementary processes of this reaction class are correspondingly revised as shown here:

**oxidation = increase in oxidation number**

**reduction = decrease in oxidation number**

Returning to the reactions used to introduce this topic, they may now both be identified as redox processes. In the reaction between sodium and chlorine to yield sodium chloride, sodium is oxidized (its oxidation number increases from 0 in Na to +1 in NaCl) and chlorine is reduced (its oxidation number decreases from 0 in Cl<sub>2</sub> to -1 in NaCl). In the reaction between molecular hydrogen and chlorine, hydrogen is oxidized (its oxidation number increases from 0 in H<sub>2</sub> to +1 in HCl) and chlorine is reduced (its oxidation number decreases from 0 in Cl<sub>2</sub> to -1 in HCl).

Several subclasses of redox reactions are recognized, including **combustion reactions** in which the reductant (also called a *fuel*) and oxidant (often, but not necessarily, molecular oxygen) react vigorously and produce significant amounts of heat, and often light, in the form of a flame. Solid rocket-fuel reactions are combustion processes. A typical propellant reaction in which solid aluminum is oxidized by ammonium perchlorate is represented by this equation:



Watch a brief video showing the test firing of a small-scale, prototype, hybrid rocket engine planned for use in the new Space Launch System being developed by NASA. The first engines firing at 3 s (green flame) use a liquid fuel/oxidant mixture, and the second, more powerful engines firing at 4 s (yellow flame) use a solid mixture.

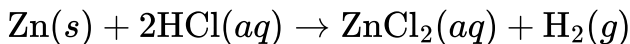


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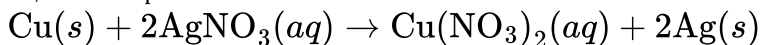
can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=78#oembed-1>

**Single-displacement (replacement) reactions** are redox reactions in which an ion in solution is displaced (or replaced) via the oxidation of a metallic element. One common example of this type of reaction is the acid oxidation of certain metals:



Metallic elements may also be oxidized by solutions of other metal salts; for example:



This reaction may be observed by placing copper wire in a solution containing a dissolved silver salt. Silver ions in solution are reduced to elemental silver at the surface of the copper wire, and the resulting  $\text{Cu}^{2+}$  ions dissolve in the solution to yield a characteristic blue color (Figure 5).

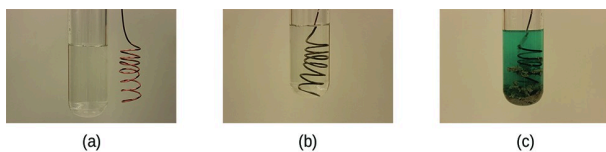
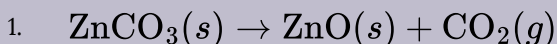


Figure 5. (a) A copper wire is shown next to a solution containing silver(I) ions. (b) Displacement of dissolved silver ions by copper ions results in (c) accumulation of gray-colored silver metal on the wire and development of a blue color in the solution, due to dissolved copper ions. (credit: modification of work by Mark Ott)

### Example 4: Describing Redox Reactions

Identify which equations represent redox reactions, providing a name for the reaction if appropriate. For those reactions identified as redox, name the oxidant and reductant.



2.  $2\text{Ga}(l) + 3\text{Br}_2(l) \rightarrow 2\text{GaBr}_3(s)$
3.  $2\text{H}_2\text{O}_2(aq) \rightarrow 2\text{H}_2\text{O}(l) + \text{O}_2(g)$
4.  $\text{BaCl}_2(aq) + \text{K}_2\text{SO}_4(aq) \rightarrow \text{BaSO}_4(s) + 2\text{KCl}(aq)$
5.  $\text{C}_2\text{H}_4(g) + 3\text{O}_2(g) \rightarrow 2\text{CO}_2(g) + 2\text{H}_2\text{O}(l)$

Show Answer

Redox reactions are identified per definition if one or more elements undergo a change in oxidation number.

1. This is not a redox reaction, since oxidation numbers remain unchanged for all elements.
2. This is a redox reaction. Gallium is oxidized, its oxidation number increasing from 0 in  $\text{Ga}(l)$  to +3 in  $\text{GaBr}_3(s)$ . The reducing agent is  $\text{Ga}(l)$ . Bromine is reduced, its oxidation number decreasing from 0 in  $\text{Br}_2(l)$  to -1 in  $\text{GaBr}_3(s)$ . The oxidizing agent is  $\text{Br}_2(l)$ .
3. This is a redox reaction. It is a particularly interesting process, as it involves the same element, oxygen, undergoing both oxidation and reduction (a so-called *disproportionation reaction*). Oxygen is oxidized, its oxidation number increasing from -1 in  $\text{H}_2\text{O}_2(aq)$  to 0 in  $\text{O}_2(g)$ . Oxygen is also reduced, its oxidation number decreasing from -1 in  $\text{H}_2\text{O}_2(aq)$  to -2 in  $\text{H}_2\text{O}(l)$ . For disproportionation reactions, the same substance functions as an oxidant and a reductant.
4. This is not a redox reaction, since oxidation numbers remain unchanged for all elements.
5. This is a redox reaction (combustion). Carbon is oxidized, its oxidation number increasing from -2 in  $\text{C}_2\text{H}_4(g)$  to +4 in  $\text{CO}_2(g)$ . The reducing agent (fuel) is  $\text{C}_2\text{H}_4(g)$ . Oxygen is reduced, its oxidation number

decreasing from 0 in  $\text{O}_2(g)$  to -2 in  $\text{H}_2\text{O}(l)$ . The oxidizing agent is  $\text{O}_2(g)$ .

### *Check Your Learning*

This equation describes the production of tin(II) chloride:  
$$\text{Sn}(s) + 2\text{HCl}(g) \rightarrow \text{SnCl}_2(s) + \text{H}_2(g)$$

Is this a redox reaction? If so, provide a more specific name for the reaction if appropriate, and identify the oxidant and reductant.

Show Answer

Yes, a single-replacement reaction.  $\text{Sn}(s)$  is the reductant,  $\text{HCl}(g)$  is the oxidant.

## Balancing Redox Reactions via the Half-Reaction Method

Redox reactions that take place in aqueous media often involve water, hydronium ions, and hydroxide ions as reactants or products. Although these species are not oxidized or reduced, they do participate in chemical change in other ways (e.g., by providing the elements required to form oxyanions). Equations representing these reactions are sometimes very difficult to balance by inspection, so systematic approaches have been developed to assist in the process. One very useful approach is to use the method of half-reactions, which involves the following steps:

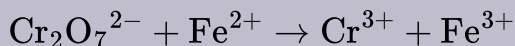
1. Write the two half-reactions representing the redox process.



2. Balance all elements except oxygen and hydrogen.
3. Balance oxygen atoms by adding  $\text{H}_2\text{O}$  molecules.
4. Balance hydrogen atoms by adding  $\text{H}^+$  ions.
5. Balance charge by adding electrons.
6. If necessary, multiply each half-reaction's coefficients by the smallest possible integers to yield equal numbers of electrons in each.
7. Add the balanced half-reactions together and simplify by removing species that appear on both sides of the equation.
8. For reactions occurring in basic media (excess hydroxide ions), carry out these additional steps:
  - Add  $\text{OH}^-$  ions to both sides of the equation in numbers equal to the number of  $\text{H}^+$  ions.
  - On the side of the equation containing both  $\text{H}^+$  and  $\text{OH}^-$  ions, combine these ions to yield water molecules.
  - Simplify the equation by removing any redundant water molecules.
9. Finally, check to see that both the number of atoms and the total charges<sup>2</sup> are balanced.

### *Example 5: Balancing Redox Reactions in Acidic Solution*

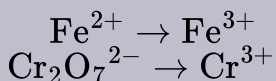
Write a balanced equation for the reaction between dichromate ion and iron(II) to yield iron(III) and chromium(III) in acidic solution.



Show Answer

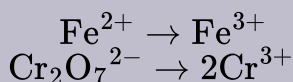
*Step 1. Write the two half-reactions.*

Each half-reaction will contain one reactant and one product with one element in common.



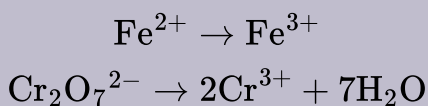
*Step 2. Balance all elements except oxygen and hydrogen.*

The iron half-reaction is already balanced, but the chromium half-reaction shows two Cr atoms on the left and one Cr atom on the right. Changing the coefficient on the right side of the equation to 2 achieves balance with regard to Cr atoms.



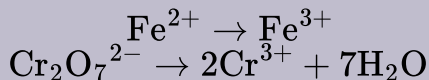
*Step 3. Balance oxygen atoms by adding H<sub>2</sub>O molecules.*

The iron half-reaction does not contain O atoms. The chromium half-reaction shows seven O atoms on the left and none on the right, so seven water molecules are added to the right side.



*Step 4. Balance hydrogen atoms by adding  $\text{H}^+$  ions.*

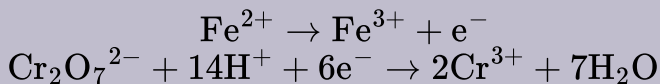
The iron half-reaction does not contain H atoms. The chromium half-reaction shows 14 H atoms on the right and none on the left, so 14 hydrogen ions are added to the left side.



*Step 5. Balance charge by adding electrons.*

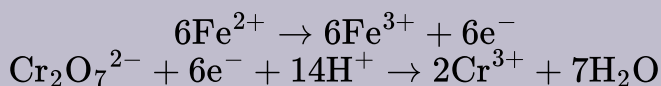
The iron half-reaction shows a total charge of 2+ on the left side (1  $\text{Fe}^{2+}$  ion) and 3+ on the right side (1  $\text{Fe}^{3+}$  ion). Adding one electron to the right side bring that side's total charge to (3+) + (1-) = 2+, and charge balance is achieved.

The chromium half-reaction shows a total charge of (1 × 2-) + (14 × 1+) = 12+ on the left side (1  $\text{Cr}_2\text{O}_7^{2-}$  ion and 14  $\text{H}^+$  ions). The total charge on the right side is (2 × 3+) = 6 + (2  $\text{Cr}^{3+}$  ions). Adding six electrons to the left side will bring that side's total charge to (12+ + 6-) = 6+, and charge balance is achieved.

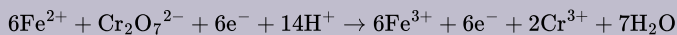


*Step 6. Multiply the two half-reactions.*

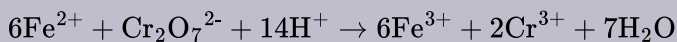
This step makes it so the number of electrons in one reaction equals the number of electrons in the other reaction. To be consistent with mass conservation, and the idea that redox reactions involve the transfer (not creation or destruction) of electrons, the iron half-reaction's coefficient must be multiplied by 6.



*Step 7. Add the balanced half-reactions and cancel species that appear on both sides of the equation.*



Only the six electrons are redundant species. Removing them from each side of the equation yields the simplified, balanced equation here:



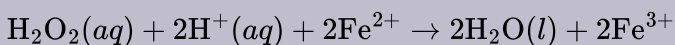
A final check of atom and charge balance confirms the equation is balanced.

	Reactants	Products
Fe	6	6
Cr	2	2
O	7	7
H	14	14
charge	24+	24+

### *Check Your Learning*

In acidic solution, hydrogen peroxide reacts with  $\text{Fe}^{2+}$  to produce  $\text{Fe}^{3+}$  and  $\text{H}_2\text{O}$ . Write a balanced equation for this reaction.

Show Answer



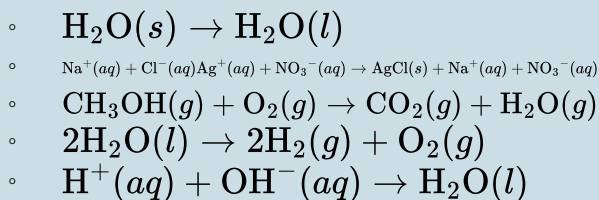
### *Key Concepts and Summary*

Chemical reactions are classified according to similar patterns of behavior. A large number of important reactions are included in three categories: precipitation, acid-base, and oxidation-reduction (redox). Precipitation reactions involve the formation of one or more insoluble products. Acid-base reactions involve the transfer of hydrogen ions between reactants. Redox reactions involve a change in oxidation number for one or more reactant elements.

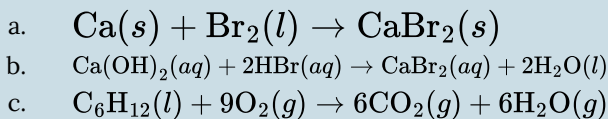
Writing balanced equations for some redox reactions that occur in aqueous solutions is simplified by using a systematic approach called the half-reaction method.

## Exercises

1. Use the following equations to answer the next four questions:



- a. Which equation describes a physical change?
  - b. Which equation identifies the reactants and products of a combustion reaction?
  - c. Which equation is not balanced?
  - d. Which is a net ionic equation?
2. Indicate what type, or types, of reaction each of the following represents:



3. Indicate what type, or types, of reaction each of the following represents:

- a.  $\text{H}_2\text{O}(g) + \text{C}(s) \rightarrow \text{CO}(g) + \text{H}_2(g)$
- b.  $2\text{KClO}_3(s) \rightarrow 2\text{KCl}(s) + 3\text{O}_2(g)$
- c.  $\text{Al}(\text{OH})_3(aq) + 3\text{HCl}(aq) \rightarrow \text{AlBr}_3(aq) + 3\text{H}_2\text{O}(l)$
- d.  $\text{Pb}(\text{NO}_3)_2(aq) + \text{H}_2\text{SO}_4(aq) \rightarrow \text{PbSO}_4(s) + 2\text{HNO}_3(aq)$
4. Silver can be separated from gold because silver dissolves in nitric acid while gold does not. Is the dissolution of silver in nitric acid an acid-base reaction or an oxidation-reduction reaction? Explain your answer.
5. Determine the oxidation states of the elements in the following compounds:
- a. NaI
- b.  $\text{GdCl}_3$
- c.  $\text{LiNO}_3$
- d.  $\text{H}_2\text{Se}$
- e.  $\text{Mg}_2\text{Si}$
- f.  $\text{RbO}_2$ , rubidium superoxide
- g. HF
6. Determine the oxidation states of the elements in the compounds listed. None of the oxygen-containing compounds are peroxides or superoxides.
- a.  $\text{H}_3\text{PO}_4$
- b.  $\text{Al}(\text{OH})_3$
- c.  $\text{SeO}_2$
- d.  $\text{KNO}_2$
- e.  $\text{In}_2\text{S}_3$
- f.  $\text{P}_4\text{O}_6$
7. Determine the oxidation states of the elements in the compounds listed. None of the oxygen-containing

compounds are peroxides or superoxides.

- a.  $\text{H}_2\text{SO}_4$
- b.  $\text{Ca}(\text{OH})_2$
- c.  $\text{BrOH}$
- d.  $\text{ClNO}_2$
- e.  $\text{TiCl}_4$
- f.  $\text{NaH}$

8. Classify the following as acid-base reactions or oxidation-reduction reactions:

- a.  $\text{Na}_2\text{S}(aq) + 2\text{HCl}(aq) \rightarrow 2\text{NaCl}(aq) + \text{H}_2\text{S}(g)$
- b.  $2\text{Na}(s) + 2\text{HCl}(aq) \rightarrow 2\text{NaCl}(aq) + \text{H}_2(g)$
- c.  $\text{Mg}(s) + \text{Cl}_2(g) \rightarrow \text{MgCl}_2(s)$
- d.  $\text{MgO}(s) + 2\text{HCl}(aq) \rightarrow \text{MgCl}_2(aq) + \text{H}_2\text{O}(l)$
- e.  $\text{K}_3\text{P}(s) + 2\text{O}_2(g) \rightarrow \text{K}_3\text{PO}_4(s)$
- f.  $3\text{KOH}(aq) + \text{H}_3\text{PO}_4(aq) \rightarrow \text{K}_3\text{PO}_4(aq) + 3\text{H}_2\text{O}(l)$

9. Identify the atoms that are oxidized and reduced, the change in oxidation state for each, and the oxidizing and reducing agents in each of the following equations:

- a.  $\text{Mg}(s) + \text{NiCl}_2(aq) \rightarrow \text{MgCl}_2(aq) + \text{Ni}(s)$
- b.  $\text{PCl}_3(l) + \text{Cl}_2(g) \rightarrow \text{PCl}_5(s)$
- c.  $\text{C}_2\text{H}_4(g) + 3\text{O}_2(g) \rightarrow 2\text{CO}_2(g) + 2\text{H}_2\text{O}(g)$
- d.  $\text{Zn}(s) + \text{H}_2\text{SO}_4(aq) \rightarrow \text{ZnSO}_4(aq) + \text{H}_2(g)$
- e.  $2\text{K}_2\text{S}_2\text{O}_3(s) + \text{I}_2(s) \rightarrow \text{K}_2\text{S}_4\text{O}_6(s) + 2\text{KI}(s)$
- f.  $3\text{Cu}(s) + 8\text{HNO}_3(aq) \rightarrow 3\text{Cu}(\text{NO}_3)_2(aq) + 2\text{NO}(g) + 4\text{H}_2\text{O}(l)$

10. Complete and balance the following acid-base equations:

- a.  $\text{HCl}$  gas reacts with solid  $\text{Ca}(\text{OH})_2(s)$ .



- b. A solution of  $\text{Sr}(\text{OH})_2$  is added to a solution of  $\text{HNO}_3$ .
11. Complete and balance the following acid-base equations:
- a. A solution of  $\text{HClO}_4$  is added to a solution of  $\text{LiOH}$ .
- b. Aqueous  $\text{H}_2\text{SO}_4$  reacts with  $\text{NaOH}$ .
- c.  $\text{Ba}(\text{OH})_2$  reacts with  $\text{HF}$  gas.
12. Complete and balance the following oxidation-reduction reactions, which give the highest possible oxidation state for the oxidized atoms.
- a.  $\text{Al}(s) + \text{F}_2(g) \rightarrow$
- b.  $\text{Al}(s) + \text{CuBr}_2(aq) \rightarrow$  (single displacement)
- c.  $\text{P}_4(s) + \text{O}_2(g) \rightarrow$
- d.  $\text{Ca}(s) + \text{H}_2\text{O}(l) \rightarrow$  (products are a strong base and a diatomic gas)
13. Complete and balance the following oxidation-reduction reactions, which give the highest possible oxidation state for the oxidized atoms.
- a.  $\text{K}(s) + \text{H}_2\text{O}(l) \rightarrow$
- b.  $\text{Ba}(s) + \text{HBr}(aq) \rightarrow$
- c.  $\text{Sn}(s) + \text{I}_2(s) \rightarrow$
14. Complete and balance the equations for the following acid-base neutralization reactions. If water is used as a solvent, write the reactants and products as aqueous ions. In some cases, there may be more

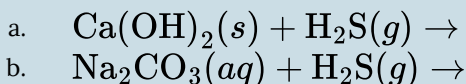
than one correct answer, depending on the amounts of reactants used.

- a.  $\text{Mg}(\text{OH})_2(s) + \text{HClO}_4(aq) \rightarrow$
- b.  $\text{SO}_3(g) + \text{H}_2\text{O}(l) \rightarrow$  (assume an excess of water and that the product dissolves)
- c.  $\text{SrO}(s) + \text{H}_2\text{SO}_4(l) \rightarrow$

- 15. When heated to 700–800 °C, diamonds, which are pure carbon, are oxidized by atmospheric oxygen. (They burn!) Write the balanced equation for this reaction.
- 16. The military has experimented with lasers that produce very intense light when fluorine combines explosively with hydrogen. What is the balanced equation for this reaction?
- 17. Write the molecular, total ionic, and net ionic equations for the following reactions:
  - a.  $\text{Ca}(\text{OH})_2(aq) + \text{HC}_2\text{H}_3\text{O}_2(aq) \rightarrow$
  - b.  $\text{H}_3\text{PO}_4(aq) + \text{CaCl}_2(aq) \rightarrow$
- 18. Great Lakes Chemical Company produces bromine,  $\text{Br}_2$ , from bromide salts such as  $\text{NaBr}$ , in Arkansas brine by treating the brine with chlorine gas. Write a balanced equation for the reaction of  $\text{NaBr}$  with  $\text{Cl}_2$ .
- 19. In a common experiment in the general chemistry laboratory, magnesium metal is heated in air to produce  $\text{MgO}$ .  $\text{MgO}$  is a white solid, but in these experiments it often looks gray, due to small amounts of  $\text{Mg}_3\text{N}_2$ , a compound formed as some of the magnesium reacts with nitrogen. Write a balanced equation for each reaction.
- 20. Lithium hydroxide may be used to absorb carbon

dioxide in enclosed environments, such as manned spacecraft and submarines. Write an equation for the reaction that involves 2 mol of LiOH per 1 mol of CO<sub>2</sub>. (Hint: Water is one of the products.)

21. Calcium propionate is sometimes added to bread to retard spoilage. This compound can be prepared by the reaction of calcium carbonate, CaCO<sub>3</sub>, with propionic acid, C<sub>2</sub>H<sub>5</sub>CO<sub>2</sub>H, which has properties similar to those of acetic acid. Write the balanced equation for the formation of calcium propionate.
22. Complete and balance the equations of the following reactions, each of which could be used to remove hydrogen sulfide from natural gas:



23. Copper(II) sulfide is oxidized by molecular oxygen to produce gaseous sulfur trioxide and solid copper(II) oxide. The gaseous product then reacts with liquid water to produce liquid hydrogen sulfate as the only product. Write the two equations which represent these reactions.
24. Write balanced chemical equations for the reactions used to prepare each of the following compounds from the given starting material(s). In some cases, additional reactants may be required.
- a. solid ammonium nitrate from gaseous molecular nitrogen via a two-step process (first reduce the nitrogen to ammonia, then neutralize the ammonia with an appropriate acid)

- b. gaseous hydrogen bromide from liquid molecular bromine via a one-step redox reaction
  - c. gaseous  $\text{H}_2\text{S}$  from solid Zn and S via a two-step process (first a redox reaction between the starting materials, then reaction of the product with a strong acid)
25. Calcium cyclamate  $\text{Ca}(\text{C}_6\text{H}_{11}\text{NHSO}_3)_2$  is an artificial sweetener used in many countries around the world but is banned in the United States. It can be purified industrially by converting it to the barium salt through reaction of the acid  $\text{C}_6\text{H}_{11}\text{NHSO}_3\text{H}$  with barium carbonate, treatment with sulfuric acid (barium sulfate is very insoluble), and then neutralization with calcium hydroxide. Write the balanced equations for these reactions.
  26. Complete and balance each of the following half-reactions (steps 2–5 in half-reaction method):
    - a.  $\text{Sn}^{4+}(\text{aq}) \rightarrow \text{Sn}^{2+}(\text{aq})$
    - b.  $[\text{Ag}(\text{NH}_3)_2]^+(\text{aq}) \rightarrow \text{Ag}(\text{s}) + \text{NH}_3(\text{aq})$
    - c.  $\text{Hg}_2\text{Cl}_2(\text{s}) \rightarrow \text{Hg}(\text{l}) + \text{Cl}^-(\text{aq})$
    - d.  $\text{H}_2\text{O}(\text{l}) \rightarrow \text{O}_2(\text{in acidic solution})$
    - e.  $\text{IO}_3^-(\text{aq}) \rightarrow \text{I}_2(\text{s})$
    - f.  $\text{SO}_3^{2-}(\text{aq}) \rightarrow \text{SO}_4^{2-}(\text{aq})$  (in acidic solution)
    - g.  $\text{MnO}_4^-(\text{aq}) \rightarrow \text{Mn}^{2+}(\text{aq})$  (in acidic solution)
    - h.  $\text{Cl}^-(\text{aq}) \rightarrow \text{ClO}_3^-(\text{aq})$  (in basic solution)
  27. Complete and balance each of the following half-reactions (steps 2–5 in half-reaction method):
    - a.  $\text{Cr}^{2+}(\text{aq}) \rightarrow \text{Cr}^{3+}(\text{aq})$

- b.  $\text{Hg}(l) + \text{Br}^-(aq) \rightarrow \text{HgBr}_4^{2-}(aq)$
- c.  $\text{ZnS}(s) \rightarrow \text{Zn}(s) + \text{S}^{2-}(aq)$
- d.  $\text{H}_2(g) \rightarrow \text{H}_2\text{O}(l)$  (in basic solution)
- e.  $\text{H}_2(g) \rightarrow \text{H}_3\text{O}^+(aq)$  (in acidic solution)
- f.  $\text{NO}_3^-(aq) \rightarrow \text{HNO}_2(aq)$  (in acidic solution)
- g.  $\text{MnO}_2(s) \rightarrow \text{MnO}_4^-(aq)$  (in basic solution)
- h.  $\text{Cl}^-(aq) \rightarrow \text{ClO}_3^-(aq)$  (in acidic solution)

28. Balance each of the following equations according to the half-reaction method:

- a.  $\text{Sn}^{2+}(aq) + \text{Cu}^{2+}(aq) \rightarrow \text{Sn}^{4+}(aq) + \text{Cu}^+(aq)$
- b.  $\text{H}_2\text{S}(g) + \text{Hg}_2^{2+}(aq) \rightarrow \text{Hg}(l) + \text{S}(s)$  (in acid)
- c.  $\text{CN}^-(aq) + \text{ClO}_2(aq) \rightarrow \text{CNO}^-(aq) + \text{Cl}^-(aq)$  (in acid)
- d.  $\text{Fe}^{2+}(aq) + \text{Ce}^{4+}(aq) \rightarrow \text{Fe}^{3+}(aq) + \text{Ce}^{3+}(aq)$
- e.  $\text{HBrO}(aq) \rightarrow \text{Br}^-(aq) + \text{O}_2(g)$  (in acid)

29. Balance each of the following equations according to the half-reaction method:

- a.  $\text{Zn}(s) + \text{NO}_3^-(aq) \rightarrow \text{Zn}^{2+}(aq) + \text{N}_2(g)$  (in acid)
- b.  $\text{Zn}(s) + \text{NO}_3^-(aq) \rightarrow \text{Zn}^{2+}(aq) + \text{NH}_3(aq)$  (in base)
- c.  $\text{CuS}(s) + \text{NO}_3^-(aq) \rightarrow \text{Cu}^{2+}(aq) + \text{S}(s) + \text{NO}(g)$  (in acid)
- d.  $\text{NH}_3(aq) + \text{O}_2(g) \rightarrow \text{NO}_2(g)$  (gas phase)
- e.  $\text{Cl}_2(g) + \text{OH}^-(aq) \rightarrow \text{Cl}^-(aq) + \text{ClO}_3^-(aq)$  (in base)
- f.  $\text{H}_2\text{O}_2(aq) + \text{MnO}_4^-(aq) \rightarrow \text{Mn}^{2+}(aq) + \text{O}_2(g)$  (in acid)
- g.  $\text{NO}_2(g) \rightarrow \text{NO}_3^-(aq) + \text{NO}_2^-(aq)$  (in base)
- h.  $\text{Fe}^{3+}(aq) + \text{I}^-(aq) \rightarrow \text{Fe}^{2+}(aq) + \text{I}_2(aq)$

30. Balance each of the following equations according to the half-reaction method:

- a.  $\text{MnO}_4^-(aq) + \text{NO}_2^-(aq) \rightarrow \text{MnO}_2(s) + \text{NO}_3^-(aq)$  (in base)
- b.  $\text{MnO}_4^{2-}(aq) \rightarrow \text{MnO}_4^-(aq) + \text{MnO}_2(s)$  (in base)



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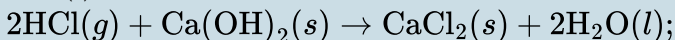
2. (a) oxidation-reduction (addition); (b) acid-base (neutralization); (c) oxidation-reduction (combustion)

4. An oxidation-reduction reaction, because the oxidation state of the silver changes during the reaction.

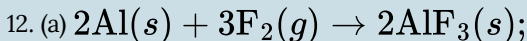
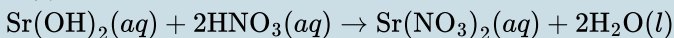
6. (a) H +1, P +5, O -2; (b) Al +3, H +1, O -2; (c) Se +4, O -2; (d) K +1, N +3, O -2; (e) In +3, S -2; (f) P +3, O -2

8. (a) acid-base; (b) oxidation-reduction: Na is oxidized,  $\text{H}^+$  is reduced; (c) oxidation-reduction: Mg is oxidized,  $\text{Cl}_2$  is reduced; (d) acid-base; (e) oxidation-reduction:  $\text{P}^{3-}$  is oxidized,  $\text{O}_2$  is reduced; (f) acid-base

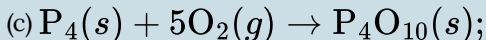
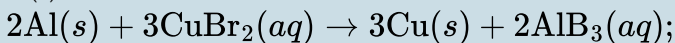
10. (a)



(b)



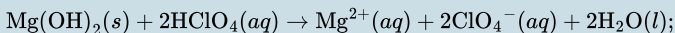
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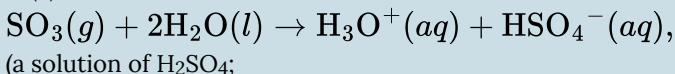
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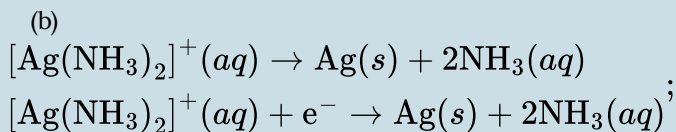
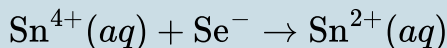
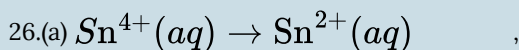
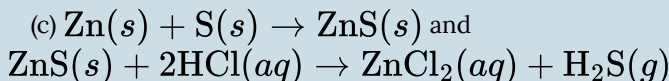
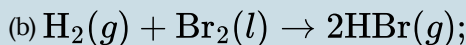
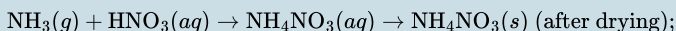
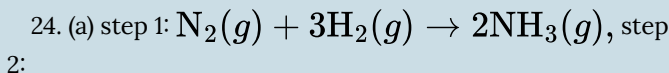
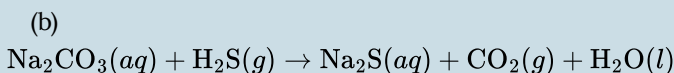
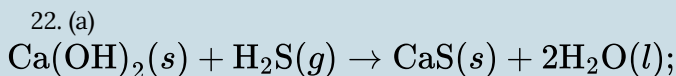
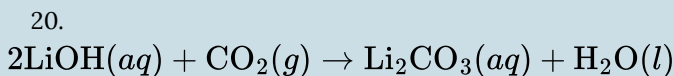
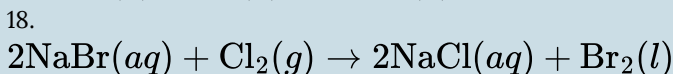
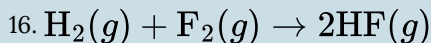
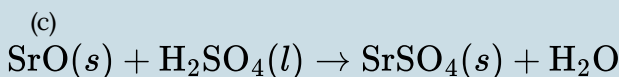


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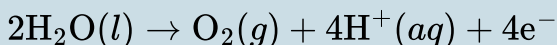
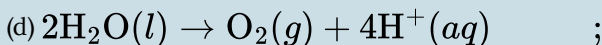
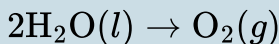
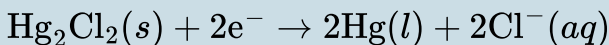
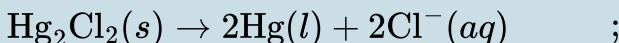


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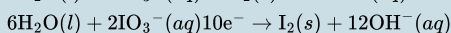
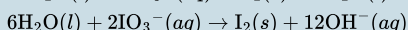
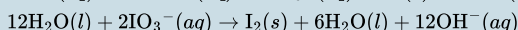
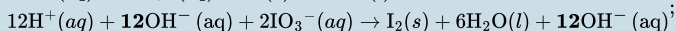
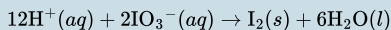
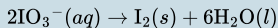
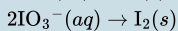
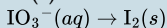




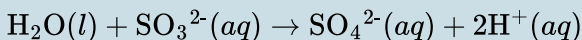
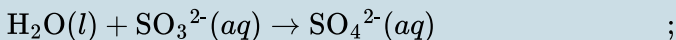
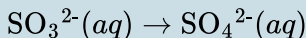
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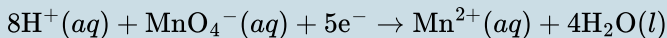
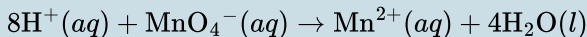
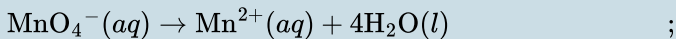
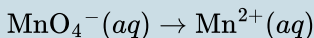
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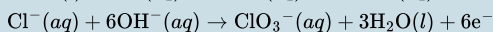
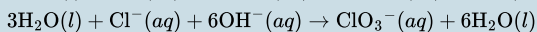
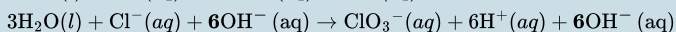
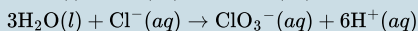
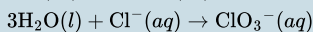
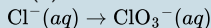


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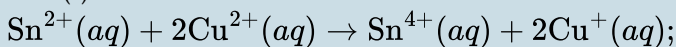




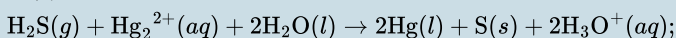
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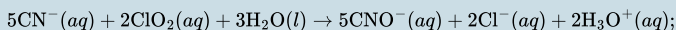
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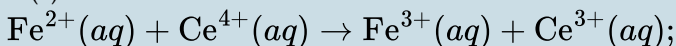
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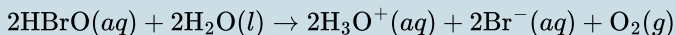
(c)



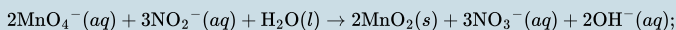
(d)



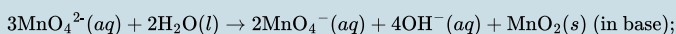
(e)



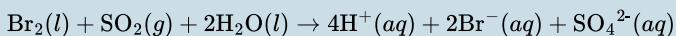
30. (a)



(b)



(c)



## Glossary

**acid:** substance that produces  $\text{H}_3\text{O}^+$  when dissolved in water

**acid-base reaction:** reaction involving the transfer of a hydrogen ion between reactant species

**base:** substance that produces  $\text{OH}^-$  when dissolved in water

**combustion reaction:** vigorous redox reaction producing significant amounts of energy in the form of heat and, sometimes, light

**half-reaction:** an equation that shows whether each reactant loses or gains electrons in a reaction.

**insoluble:** of relatively low solubility; dissolving only to a slight extent

**neutralization reaction:** reaction between an acid and a base to produce salt and water

**oxidation:** process in which an element's oxidation number is increased by loss of electrons

**oxidation-reduction reaction:** (also, redox reaction) reaction involving a change in oxidation number for one or more reactant elements

**oxidation number:** (also, oxidation state) the charge each atom of an element would have in a compound if the compound were ionic

**oxidizing agent:** (also, oxidant) substance that brings about the oxidation of another substance, and in the process becomes reduced

**precipitate:** insoluble product that forms from reaction of soluble reactants

**precipitation reaction:** reaction that produces one or more insoluble products; when reactants are ionic compounds, sometimes called double-displacement or metathesis

**reduction:** process in which an element's oxidation number is decreased by gain of electrons

**reducing agent:** (also, reductant) substance that brings about the reduction of another substance, and in the process becomes oxidized

**salt:** ionic compound that can be formed by the reaction of an acid with a base that contains a cation and an anion other than hydroxide or oxide

**single-displacement reaction:** (also, replacement) redox reaction

involving the oxidation of an elemental substance by an ionic species

**soluble:** of relatively high solubility; dissolving to a relatively large extent

**solubility:** the extent to which a substance may be dissolved in water, or any solvent

**strong acid:** acid that reacts completely when dissolved in water to yield hydronium ions

**strong base:** base that reacts completely when dissolved in water to yield hydroxide ions

**weak acid:** acid that reacts only to a slight extent when dissolved in water to yield hydronium ions

**weak base:** base that reacts only to a slight extent when dissolved in water to yield hydroxide ions

# 59. Videos: Chemical Reactions

## Precipitation Reactions: Crash Course Chemistry #9

A lot of ionic compounds dissolve in water, dissociating into individual ions. But when two ions find each other that form an insoluble compound, they suddenly fall out of solution in what's called a precipitation reaction. In this episode of Crash Course Chemistry, we learn about precipitation, precipitates, anions, cations, and how to describe and discuss ionic reactions.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=79#oembed-1>

## Acid-Base Reactions in Solution: Crash Course Chemistry #8

Last week, Hank talked about how stuff mixes together in solutions. Today, and for the next few weeks, he will talk about the actual reactions happening in those solutions – atoms reorganizing themselves to create whole new substances in the processes that

make our world the one we know and love. This week, we focus on acids and bases and their proton-exchanging ways.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=79#oembed-2>

## Combustion Reactions

This video describes the basics of combustion reactions, how to identify them, how to predict the products, and how to balance the chemical equation. Three explosions are included: methane mamba, whoosh bottle, and hydrogen gas balloon.



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# 60. Reaction Stoichiometry

## *Learning Objectives*

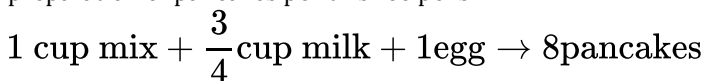
By the end of this section, you will be able to:

- Explain the concept of stoichiometry as it pertains to chemical reactions
- Use balanced chemical equations to derive stoichiometric factors relating amounts of reactants and products
- Perform stoichiometric calculations involving mass, moles, and solution molarity

A balanced chemical equation provides a great deal of information in a very succinct format. Chemical formulas provide the identities of the reactants and products involved in the chemical change, allowing classification of the reaction. Coefficients provide the relative numbers of these chemical species, allowing a quantitative assessment of the relationships between the amounts of substances consumed and produced by the reaction. These quantitative relationships are known as the reaction's **stoichiometry**, a term derived from the Greek words *stoicheion* (meaning “element”) and *metron* (meaning “measure”). In this module, the use of balanced chemical equations for various stoichiometric applications is explored.

The general approach to using stoichiometric relationships is similar in concept to the way people go about many common activities. Food preparation, for example, offers an appropriate comparison. A recipe for making eight pancakes calls for 1 cup

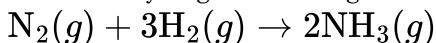
pancake mix,  $\frac{3}{4}$  cup milk, and one egg. The “equation” representing the preparation of pancakes per this recipe is



If two dozen pancakes are needed for a big family breakfast, the ingredient amounts must be increased proportionally according to the amounts given in the recipe. For example, the number of eggs required to make 24 pancakes is

$$\cancel{24 \text{ pancakes}} \times \frac{1 \text{ egg}}{\cancel{8 \text{ pancakes}}} = 3 \text{ eggs}$$

Balanced chemical equations are used in much the same fashion to determine the amount of one reactant required to react with a given amount of another reactant, or to yield a given amount of product, and so forth. The coefficients in the balanced equation are used to derive **stoichiometric factors** that permit computation of the desired quantity. To illustrate this idea, consider the production of ammonia by reaction of hydrogen and nitrogen:



This equation shows ammonia molecules are produced from hydrogen molecules in a 2:3 ratio, and stoichiometric factors may be derived using any amount (number) unit:

$$\frac{2\text{NH}_3 \text{ molecules}}{3\text{H}_2 \text{ molecules}} \text{ or } \frac{2 \text{ doz NH}_3 \text{ molecules}}{3 \text{ doz H}_2 \text{ molecules}} \text{ or } \frac{2 \text{ mol NH}_3 \text{ molecules}}{3 \text{ mol H}_2 \text{ molecules}}$$

These stoichiometric factors can be used to compute the number of ammonia molecules produced from a given number of hydrogen molecules, or the number of hydrogen molecules required to produce a given number of ammonia molecules. Similar factors may be derived for any pair of substances in any chemical equation.

### *Example 1: Moles of Reactant Required in a*

## Reaction

How many moles of  $I_2$  are required to react with 0.429 mol of Al according to the following equation (see Figure 1)?

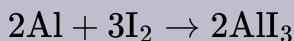
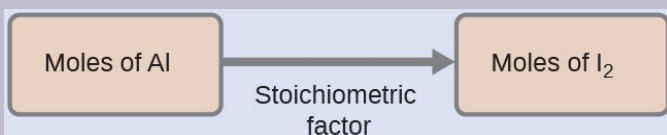


Figure 1. Aluminum and iodine react to produce aluminum iodide. The heat of the reaction vaporizes some of the solid iodine as a purple vapor. (credit: modification of work by Mark Ott)

Show Answer

Referring to the balanced chemical equation, the stoichiometric factor relating the two substances of interest is  $\frac{3 \text{ mol } I_2}{2 \text{ mol Al}}$ . The molar amount of iodine is derived by multiplying the provided molar amount of aluminum by this factor:

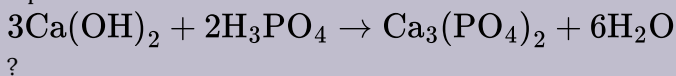




$$\begin{aligned}\text{mol I}_2 &= 0.429 \cancel{\text{mol Al}} \times \frac{3 \text{ mol I}_2}{2 \cancel{\text{mol Al}}} \\ &= 0.644 \text{ mol I}_2\end{aligned}$$

### *Check Your Learning*

How many moles of  $\text{Ca}(\text{OH})_2$  are required to react with 1.36 mol of  $\text{H}_3\text{PO}_4$  to produce  $\text{Ca}_3(\text{PO}_4)_2$  according to the equation

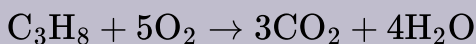


Show Answer

2.04 mol

### *Example 2: Number of Product Molecules Generated by a Reaction*

How many carbon dioxide molecules are produced when 0.75 mol of propane is combusted according to this equation?



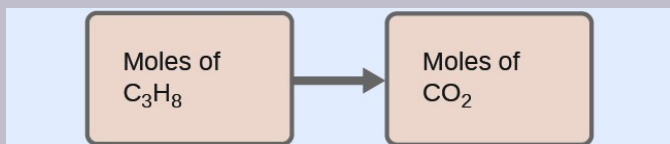
Show Answer

The approach here is the same as for Example 1, though the absolute number of molecules is requested, not the number of moles of molecules. This will simply require use of the moles-to-numbers conversion factor, Avogadro's number.

The balanced equation shows that carbon dioxide is produced from propane in a 3:1 ratio:

$$\frac{3 \text{ molCO}_2}{1 \text{ molC}_3\text{H}_8}$$

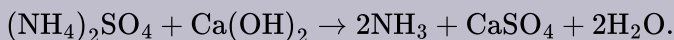
Using this stoichiometric factor, the provided molar amount of propane, and Avogadro's number,



$$0.75 \cancel{\text{ molC}_3\text{H}_8} \times \frac{3 \cancel{\text{ molCO}_2}}{1 \cancel{\text{ molC}_3\text{H}_8}} \times \frac{6.022 \times 10^{23} \text{ CO}_2 \text{ molecules}}{\cancel{\text{ molCO}_2}} = 1.4 \times 10^{24} \text{ CO}_2 \text{ molecules}$$

### Check Your Learning

How many  $\text{NH}_3$  molecules are produced by the reaction of 4.0 mol of  $\text{Ca(OH)}_2$  according to the following equation:



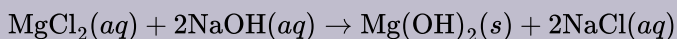
Show Answer

$$4.8 \times 10^{24} \text{ NH}_3 \text{ molecules}$$

These examples illustrate the ease with which the amounts of substances involved in a chemical reaction of known stoichiometry may be related. Directly measuring numbers of atoms and molecules is, however, not an easy task, and the practical application of stoichiometry requires that we use the more readily measured property of mass.

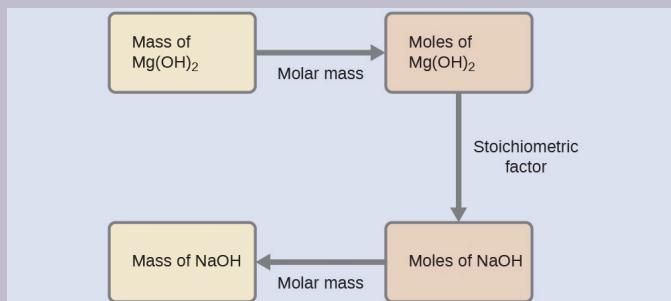
### *Example 3: Relating Masses of Reactants and Products*

What mass of sodium hydroxide, NaOH, would be required to produce 16 g of the antacid milk of magnesia [magnesium hydroxide, Mg(OH)<sub>2</sub>] by the following reaction?



Show Answer

The approach used previously in Example 1 and Example 2 is likewise used here; that is, we must derive an appropriate stoichiometric factor from the balanced chemical equation and use it to relate the amounts of the two substances of interest. In this case, however, masses (not molar amounts) are provided and requested, so additional steps of the sort learned in the previous chapter are required. The calculations required are outlined in this flowchart:



$$16 \text{ g } \cancel{\text{Mg(OH)}_2} \times \frac{1 \text{ mol } \cancel{\text{Mg(OH)}_2}}{58.3 \text{ g } \cancel{\text{Mg(OH)}_2}} \times \frac{2 \text{ mol } \cancel{\text{NaOH}}}{1 \text{ mol } \cancel{\text{Mg(OH)}_2}} \times \frac{40.0 \text{ g NaOH}}{\cancel{\text{mol NaOH}}} = 22 \text{ g NaOH}$$

### Check Your Learning

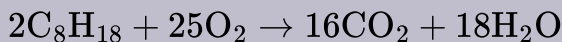
What mass of gallium oxide,  $\text{Ga}_2\text{O}_3$ , can be prepared from 29.0 g of gallium metal? The equation for the reaction is  $4\text{Ga} + 3\text{O}_2 \rightarrow 2\text{Ga}_2\text{O}_3$ .

Show Answer

39.0 g

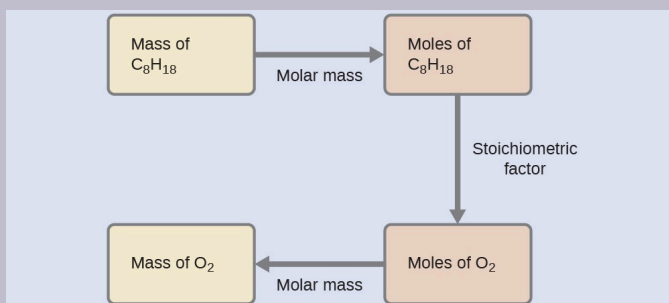
### Example 4: Relating Masses of Reactants

What mass of oxygen gas,  $\text{O}_2$ , from the air is consumed in the combustion of 702 g of octane,  $\text{C}_8\text{H}_{18}$ , one of the principal components of gasoline?



Show Answer

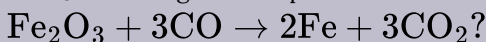
The approach required here is the same as for the Example 3, differing only in that the provided and requested masses are both for reactant species.



$$702 \text{ gC}_8\text{H}_{18} \times \frac{1 \text{ molC}_8\text{H}_{18}}{114.23 \text{ gC}_8\text{H}_{18}} \times \frac{25 \text{ molO}_2}{2 \text{ molC}_8\text{H}_{18}} \times \frac{32.00 \text{ gO}_2}{\text{molO}_2} = 2.46 \times 10^3 \text{ gO}_2$$

### Check Your Learning

What mass of CO is required to react with 25.13 g of  $\text{Fe}_2\text{O}_3$  according to the equation



Show Answer

13.22 g

These examples illustrate just a few instances of reaction stoichiometry calculations. Numerous variations on the beginning and ending computational steps are possible depending upon what particular quantities are provided and sought (volumes, solution concentrations, and so forth). Regardless of the details, all these calculations share a common essential component: the use of

stoichiometric factors derived from balanced chemical equations. Figure 2 provides a general outline of the various computational steps associated with many reaction stoichiometry calculations.

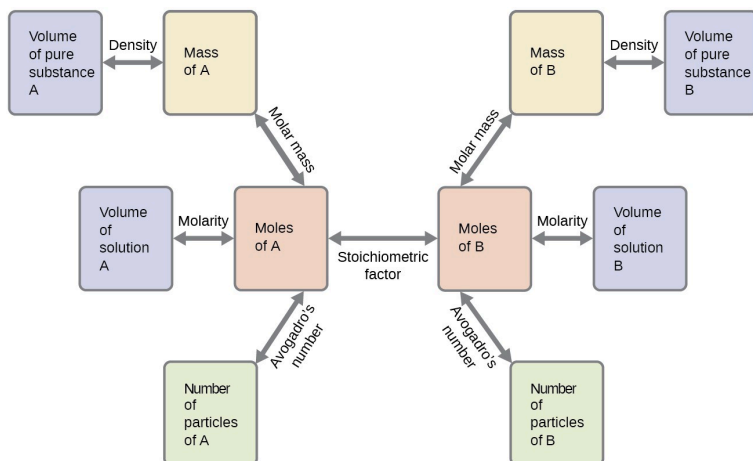


Figure 2. The flow chart depicts the various computational steps involved in most reaction stoichiometry calculations.

## Airbags

Airbags (Figure 3) are a safety feature provided in most automobiles since the 1990s. The effective operation of an airbag requires that it be rapidly inflated with an appropriate amount (volume) of gas when the vehicle is involved in a collision. This requirement is satisfied in many automotive airbag systems through use of explosive chemical reactions, one common choice being the



Figure 3. Airbags deploy upon impact to minimize serious injuries to passengers. (credit: Jon Seidman)

decomposition of sodium azide,  $\text{NaN}_3$ . When sensors in the vehicle detect a collision, an electrical current is passed through a carefully measured amount of  $\text{NaN}_3$  to initiate its decomposition:



This reaction is very rapid, generating gaseous nitrogen that can deploy and fully inflate a typical airbag in a fraction of a second ( $\sim 0.03\text{--}0.1$  s). Among many engineering considerations, the amount of sodium azide used must be appropriate for generating enough nitrogen gas to fully inflate the air bag and ensure its proper function. For example, a small mass ( $\sim 100$  g) of  $\text{NaN}_3$  will generate approximately 50 L of  $\text{N}_2$ .

For more information about the chemistry and physics behind airbags and for helpful diagrams on how airbags work, [go to How Stuff Works' "How Airbags Work" article](#).



### *Key Concepts and Summary*

A balanced chemical equation may be used to describe a reaction's stoichiometry (the relationships between amounts of reactants and products). Coefficients from the equation are used to derive stoichiometric factors that subsequently may be used for computations relating reactant and product masses, molar amounts, and other quantitative properties.

## Exercises

- Write the balanced equation, then outline the steps necessary to determine the information requested in each of the following:

- The number of moles and the mass of chlorine,  $\text{Cl}_2$ , required to react with 10.0 g of sodium metal, Na, to produce sodium chloride, NaCl.
- The number of moles and the mass of oxygen formed by the decomposition of 1.252 g of mercury(II) oxide.
- The number of moles and the mass of sodium nitrate,  $\text{NaNO}_3$ , required to produce 128 g of oxygen. ( $\text{NaNO}_2$  is the other product.)
- The number of moles and the mass of carbon dioxide formed by the combustion of 20.0 kg of carbon in an excess of oxygen.
- The number of moles and the mass of copper(II) carbonate needed to produce 1.500 kg of copper(II) oxide. ( $\text{CO}_2$  is the other product.)

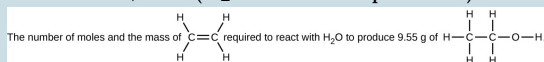
- The number of moles and the mass of  formed by the reaction of 12.85 g of  with an excess of  $\text{Br}_2$ .

- Determine the number of moles and the mass requested for each reaction in Exercise 1.
- Write the balanced equation, then outline the steps necessary to determine the information requested in each of the following:



- a. The number of moles and the mass of Mg required to react with 5.00 g of HCl and produce  $\text{MgCl}_2$  and  $\text{H}_2$ .
- b. The number of moles and the mass of oxygen formed by the decomposition of 1.252 g of silver(I) oxide.
- c. The number of moles and the mass of magnesium carbonate,  $\text{MgCO}_3$ , required to produce 283 g of carbon dioxide. ( $\text{MgO}$  is the other product.)
- d. The number of moles and the mass of water formed by the combustion of 20.0 kg of acetylene,  $\text{C}_2\text{H}_2$ , in an excess of oxygen.
- e. The number of moles and the mass of barium peroxide,  $\text{BaO}_2$ , needed to produce 2.500 kg of barium oxide,  $\text{BaO}$  ( $\text{O}_2$  is the other product.)

f.



4. Determine the number of moles and the mass requested for each reaction in Exercise 3.
5.  $\text{H}_2$  is produced by the reaction of 118.5 mL of a 0.8775-M solution of  $\text{H}_3\text{PO}_4$  according to the following equation:  

$$2\text{Cr} + 2\text{H}_3\text{PO}_4 \rightarrow 3\text{H}_2 + 2\text{CrPO}_4.$$
  - a. Outline the steps necessary to determine the number of moles and mass of  $\text{H}_2$ .
  - b. Perform the calculations outlined.
6. Gallium chloride is formed by the reaction of 2.6 L of a 1.44 M solution of HCl according to the following equation:  $2\text{Ga} + 6\text{HCl} \rightarrow 2\text{GaCl}_3 + 3\text{H}_2$ .

- a. Outline the steps necessary to determine the number of moles and mass of gallium chloride.
  - b. Perform the calculations outlined.
7. I<sub>2</sub> is produced by the reaction of 0.4235 mol of CuCl<sub>2</sub> according to the following equation:  

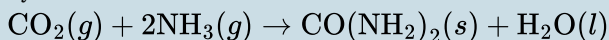
$$2\text{CuCl}_2 + 4\text{KI} \rightarrow 2\text{CuI} + 4\text{KCl} + \text{I}_2.$$
  - a. How many molecules of I<sub>2</sub> are produced?
  - b. What mass of I<sub>2</sub> is produced?
8. Silver is often extracted from ores as K[Ag(CN)<sub>2</sub>] and then recovered by the reaction  

$$2\text{K}[\text{Ag}(\text{CN})_2](\text{aq}) + \text{Zn}(\text{s}) \rightarrow 2\text{Ag}(\text{s}) + \text{Zn}(\text{CN})_2(\text{aq}) + 2\text{KCN}(\text{aq})$$
  - a. How many molecules of Zn(CN)<sub>2</sub> are produced by the reaction of 35.27 g of K[Ag(CN)<sub>2</sub>]?
  - b. What mass of Zn(CN)<sub>2</sub> is produced?
9. What mass of silver oxide, Ag<sub>2</sub>O, is required to produce 25.0 g of silver sulfadiazine, AgC<sub>10</sub>H<sub>9</sub>N<sub>4</sub>SO<sub>2</sub>, from the reaction of silver oxide and sulfadiazine?  

$$2\text{C}_{10}\text{H}_9\text{N}_4\text{SO}_2 + \text{Ag}_2\text{O} \rightarrow 2\text{AgC}_{10}\text{H}_9\text{N}_4\text{SO}_2 + \text{H}_2\text{O}$$
10. Carborundum is silicon carbide, SiC, a very hard material used as an abrasive on sandpaper and in other applications. It is prepared by the reaction of pure sand, SiO<sub>2</sub>, with carbon at high temperature. Carbon monoxide, CO, is the other product of this reaction. Write the balanced equation for the reaction, and calculate how much SiO<sub>2</sub> is required to produce 3.00 kg of SiC.
11. Automotive air bags inflate when a sample of sodium azide, NaN<sub>3</sub>, is very rapidly decomposed.

$2\text{NaN}_3(s) \rightarrow 2\text{Na}(s) + 3\text{N}_2(g)$  What mass of sodium azide is required to produce  $2.6 \text{ ft}^3$  ( $73.6 \text{ L}$ ) of nitrogen gas with a density of  $1.25 \text{ g/L}$ ?

12. Urea,  $\text{CO}(\text{NH}_2)_2$ , is manufactured on a large scale for use in producing urea-formaldehyde plastics and as a fertilizer. What is the maximum mass of urea that can be manufactured from the  $\text{CO}_2$  produced by combustion of  $1.00 \times 10^3 \text{ kg}$  of carbon followed by the reaction?



13. In an accident, a solution containing  $2.5 \text{ kg}$  of nitric acid was spilled. Two kilograms of  $\text{Na}_2\text{CO}_3$  was quickly spread on the area and  $\text{CO}_2$  was released by the reaction. Was sufficient  $\text{Na}_2\text{CO}_3$  used to neutralize all of the acid?
14. A compact car gets  $37.5$  miles per gallon on the highway. If gasoline contains  $84.2\%$  carbon by mass and has a density of  $0.8205 \text{ g/mL}$ , determine the mass of carbon dioxide produced during a  $500$ -mile trip ( $3.785$  liters per gallon).
15. What volume of a  $0.750 \text{ M}$  solution of hydrochloric acid, a solution of  $\text{HCl}$ , can be prepared from the  $\text{HCl}$  produced by the reaction of  $25.0 \text{ g}$  of  $\text{NaCl}$  with an excess of sulfuric acid?
- $$\text{NaCl}(s) + \text{H}_2\text{SO}_4(l) \rightarrow \text{HCl}(g) + \text{NaHSO}_4(s)$$
16. What volume of a  $0.2089 \text{ M}$   $\text{KI}$  solution contains enough  $\text{KI}$  to react exactly with the  $\text{Cu}(\text{NO}_3)_2$  in  $43.88 \text{ mL}$  of a  $0.3842 \text{ M}$  solution of  $\text{Cu}(\text{NO}_3)_2$ ?
- $$2\text{Cu}(\text{NO}_3)_2 + 4\text{KI} \rightarrow 2\text{CuI} + \text{I}_2 + 4\text{KNO}_3$$
17. A mordant is a substance that combines with a dye to produce a stable fixed color in a dyed fabric. Calcium acetate is used as a mordant. It is prepared

by the reaction of acetic acid with calcium hydroxide.  
 $2\text{CH}_3\text{CO}_2\text{H} + \text{Ca}(\text{OH})_2 \rightarrow \text{Ca}(\text{CH}_3\text{CO}_2)_2 + 2\text{H}_2\text{O}$   
 What mass of  $\text{Ca}(\text{OH})_2$  is required to react with the acetic acid in 25.0 mL of a solution having a density of 1.065 g/mL and containing 58.0% acetic acid by mass?

18. The toxic pigment called white lead,  $\text{Pb}_3(\text{OH})_2(\text{CO}_3)_2$ , has been replaced in white paints by rutile,  $\text{TiO}_2$ . How much rutile (g) can be prepared from 379 g of an ore that contains 88.3% ilmenite ( $\text{FeTiO}_3$ ) by mass?  
 $2\text{FeTiO}_3 + 4\text{HCl} + \text{Cl}_2 \rightarrow 2\text{FeCl}_3 + 2\text{TiO}_2 + 2\text{H}_2\text{O}$

Show Selected Answers

2. The moles and the mass for each reaction are as follows:

- 0.435 mol Na, 0.271 mol  $\text{Cl}_2$ , 15.4 g  $\text{Cl}_2$
- 0.005780 mol  $\text{HgO}$ ,  $2.890 \times 10^{-3}$  mol  $\text{O}_2$ ,  $9.248 \times 10^{-2}$  g  $\text{O}_2$
- 8.00 mol  $\text{NaNO}_3$ ,  $6.8 \times 10^2$  g  $\text{NaNO}_3$
- 1665 mol  $\text{CO}_2$ , 73.3 kg  $\text{CO}_2$
- 18.86 mol  $\text{CuO}$ , 2.330 kg  $\text{CuCO}_3$
- 0.4580 mol  $\text{C}_2\text{H}_4\text{Br}_2$ , 86.05 g  $\text{C}_2\text{H}_4\text{Br}_2$

4. The moles and the mass for each reaction are as follows:

- $$\text{mol Mg} = 5.00 \text{ g } \cancel{\text{HCl}} \times \frac{1 \text{ mol } \cancel{\text{HCl}}}{36.4606 \text{ g}} \times \frac{1 \text{ mol Mg}}{2 \text{ mol } \cancel{\text{HCl}}} = 0.0686 \text{ mol,}$$

$$\text{g Mg} = 0.0686 \text{ mol } \cancel{\text{Mg}} \times \frac{24.305 \text{ g}}{1 \text{ mol } \cancel{\text{Mg}}} = 1.67 \text{ g}$$
- $$\text{mol O}_2 = 1.252 \text{ g } \cancel{\text{Ag}_2\text{O}} \times \frac{1 \text{ mol } \cancel{\text{Ag}_2\text{O}}}{231.7358 \text{ g}} \times \frac{1 \text{ mol O}_2}{2 \text{ mol } \cancel{\text{Ag}_2\text{O}}} = 2.701 \times 10^{-3}$$

$$\begin{aligned}
 & \text{g O}_2 = 2.701 \times 10^{-3} \cancel{\text{mol O}_2} \times \frac{31.9988 \text{ g}}{1 \cancel{\text{mol O}_2}} = 0.08644 \text{ g} \\
 \text{c. } & \text{mol MgCO}_3 = 283 \cancel{\text{g CO}_2} \times \frac{1 \cancel{\text{mol CO}_2}}{44.010 \cancel{\text{g}}} \times \frac{1 \text{ mol MgCO}_3}{1 \cancel{\text{mol CO}_2}} = 6.43 \text{ mol}, \\
 & \text{g MgCO}_3 = 6.43 \cancel{\text{mol MgCO}_3} \times \frac{84.314 \text{ g}}{1 \cancel{\text{mol MgCO}_3}} = 542 \text{ g} \\
 \text{d. } & \text{mol H}_2\text{O} = 2.00 \times 10^4 \cancel{\text{g C}_2\text{H}_4} \times \frac{1 \cancel{\text{mol C}_2\text{H}_2}}{28.054 \cancel{\text{g}}} \times \frac{1 \text{ mol H}_2\text{O}}{1 \cancel{\text{mol C}_2\text{H}_2}} = 713 \text{ mol}, \\
 & \text{g H}_2\text{O} = 713 \cancel{\text{mol H}_2\text{O}} \times \frac{18.01528 \cancel{\text{g}}}{1 \cancel{\text{mol H}_2\text{O}}} \times \frac{1 \text{ kg}}{1000 \cancel{\text{g}}} = 12.8 \text{ kg} \\
 \text{e. } & 2.500 \cancel{\text{kg BaO}} \times \frac{1000 \cancel{\text{g BaO}}}{1 \cancel{\text{kg BaO}}} \times \frac{1 \cancel{\text{mol BaO}}}{153.326 \cancel{\text{g BaO}}} \times \frac{2 \text{ mol BaO}_2}{2 \cancel{\text{mol BaO}}} = 16.31 \text{ mol BaO}_2 \\
 & 16.31 \cancel{\text{mol BaO}_2} \times \frac{169.326 \text{ g BaO}_2}{1 \cancel{\text{mol BaO}_2}} = 2762 \text{ g BaO}_2 \\
 \text{f. } & 9.55 \cancel{\text{g C}_2\text{H}_6\text{O}} \times \frac{1 \cancel{\text{mol C}_2\text{H}_6\text{O}}}{46.068 \cancel{\text{g C}_2\text{H}_6\text{O}}} \times \frac{1 \text{ mol C}_2\text{H}_4}{1 \cancel{\text{mol C}_2\text{H}_6\text{O}}} = 0.207 \text{ mol C}_2\text{H}_4 \\
 & 0.207 \cancel{\text{mol C}_2\text{H}_4} \times \frac{28.053 \cancel{\text{g C}_2\text{H}_4}}{1 \cancel{\text{mol C}_2\text{H}_4}} = 5.81 \text{ g C}_2\text{H}_4
 \end{aligned}$$

6. The answers are as follows:

$$\begin{aligned}
 \text{a. } & \text{volume HCl solution} \rightarrow \text{mol HCl} \rightarrow \text{mol GaCl}_3 \\
 \text{b. } & 2.6 \cancel{\text{L HCl}} \times \frac{1.44 \cancel{\text{mol HCl}}}{1 \cancel{\text{L HCl}}} \times \frac{2 \cancel{\text{mol GaCl}_3}}{6 \cancel{\text{mol HCl}}} \times \frac{180.079 \text{ g GaCl}_3}{1 \cancel{\text{mol GaCl}_3}} = 2.3 \times 10^2 \text{ g GaCl}_3
 \end{aligned}$$

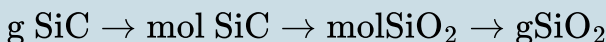
8. The development requires the following:

mass K [Ag(CN)<sub>2</sub>] → mol K [Ag(CN)<sub>2</sub>] → mol Zn(CN)<sub>2</sub> → molecules of Zn(CN)<sub>2</sub> g Zn(CN)<sub>2</sub>;

$$\begin{aligned}
 \text{a. } & 35.27 \text{ g K [Ag(CN)}_2] \times \frac{1 \cancel{\text{mol K [Ag(CN)}_2]}}{199.002 \cancel{\text{g K [Ag(CN)}_2]}} \times \frac{1 \cancel{\text{mol Zn(CN)}_2}}{2 \cancel{\text{mol K [Ag(CN)}_2]}} \times \frac{6.022 \times 10^{23}}{1 \cancel{\text{mol Zn(CN)}_2}} = 5.337 \times 10^{22} \text{ molecules} \\
 \text{b. } & 5.337 \times 10^{22} \cancel{\text{molecules}} \times \frac{1 \cancel{\text{mol Zn(CN)}_2}}{6.022 \times 10^{23} \cancel{\text{molecules}}} \times \frac{117.43 \text{ g Zn(CN)}_2}{1 \cancel{\text{mol Zn(CN)}_2}} = 10.41 \text{ g Zn(CN)}_2
 \end{aligned}$$

10.  $\text{SiO}_2 + 3\text{C} \rightarrow \text{SiC} + 2\text{CO}$ . From the balanced equation, 1 mol of SiO<sub>2</sub> produces 1 mol of SiC. The unknown is the mass of SiO<sub>2</sub> required to produce 3.00 kg (3000 g) of SiC. To calculate the mass of SiO<sub>2</sub> required,

determine the molar masses of  $\text{SiO}_2$  and  $\text{SiC}$ . Then calculate the number of moles of  $\text{SiC}$  required, and through the mole relation of  $\text{SiO}_2$  to  $\text{SiC}$ , find the mass of  $\text{SiO}_2$  required. The conversions required are:



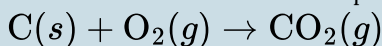
Molar masses:  $\text{SiO}_2 = 60.0843 \text{ g mol}^{-1}$ ;  $\text{SiC} = 40.0955 \text{ g mol}^{-1}$

$$\text{mass SiO}_2 = 3000 \cancel{\text{g SiC}} \times \frac{1 \cancel{\text{mol SiC}}}{40.955 \cancel{\text{g SiC}}} \times \frac{1 \text{ mol SiO}_2}{1 \cancel{\text{mol SiC}}} \times \frac{60.843 \text{ g SiO}_2}{1 \cancel{\text{mol SiO}_2}} = 4496 \text{ g SiO}_2 = 4.50 \text{ kg SiO}_2$$

$$12. \text{ Molar mass urea} = 12.011 + 15.9994 + 2(14.0067) + 4(1.0079) = 60.054 \text{ g mol}^{-1}$$

$$\begin{aligned} 1 \text{ mol C} &\rightarrow 1 \text{ mol CO}_2 \rightarrow 1 \text{ mol urea} \\ \text{mass urea} &= 1.00 \times 10^3 \cancel{\text{kg}} \times \frac{1000 \cancel{\text{g}}}{\cancel{\text{kg}}} \times \frac{1 \cancel{\text{mol C}}}{12.0 \cancel{\text{g C}}} \times \frac{1 \text{ mol urea}}{1 \cancel{\text{mol C}}} \times \frac{60.054 \text{ g urea}}{1 \cancel{\text{mol urea}}} \\ &= 5.00 \times 10^6 \text{ g or } 5.00 \times 10^3 \text{ kg} \end{aligned}$$

14. The balanced chemical equation is



$$\begin{aligned} 500 \cancel{\text{miles}} &\times \frac{1 \cancel{\text{gallon}}}{37.5 \cancel{\text{miles}}} \times \frac{3.785 \cancel{\text{L}}}{1 \cancel{\text{gallon}}} \times \frac{1000 \cancel{\text{mL}}}{1 \cancel{\text{L}}} \times \frac{0.8205 \text{ g gas}}{1 \cancel{\text{mL gas}}} \times \frac{84.2 \cancel{\text{g C}}}{100 \cancel{\text{g gas}}} \times \frac{1 \cancel{\text{mol C}}}{12.01 \cancel{\text{g C}}} \\ &\times \frac{1 \text{ mol O}_2}{1 \cancel{\text{mol C}}} \times \frac{44.01 \text{ g CO}_2}{1 \cancel{\text{mol CO}_2}} = 1.28 \times 10^5 \text{ g CO}_2 \end{aligned}$$

16. Use molarity to convert. This solution involves the following steps:

- Converting the volume of KI to moles of KI
- Converting the moles of KI to moles of  $\text{Cu}(\text{NO}_3)_2$
- Converting the moles of  $\text{K} \rightarrow \text{Cu}(\text{NO}_3)_2$  to a volume of KI.  $\text{Cu}(\text{NO}_3)_2$  solution

$$43.88 \text{ mL} \times \frac{1 \text{ L}}{1000 \text{ mL}} \times \frac{0.3842 \text{ mol Cu}(\text{NO}_3)_2}{1 \text{ L}} \times \frac{4 \cancel{\text{mol KI}}}{2 \cancel{\text{mol Cu}(\text{NO}_3)_2}} \times \frac{1 \text{ L KI}}{0.2089 \cancel{\text{mol KI}}} = 161.4 \text{ mL}$$

All of these steps can be shown together, as follows:

$$\frac{43.88 \text{ mL Cu}(\text{NO}_3)_2}{1} \times \frac{0.3842 \text{ mol Cu}(\text{NO}_3)_2}{1000 \text{ mL Cu}(\text{NO}_3)_2} \times \frac{4 \text{ mol KI}}{2 \text{ mol Cu}(\text{NO}_3)_2} \times \frac{1000 \text{ mL KI}}{0.2089 \text{ mol KI}} = 161.40 \text{ mL KI solution}$$

18. Find from worked example, check your learning problem

$$\text{mass of ilmenite} = 379 \cancel{\text{ g ore}} \times \frac{0.883 \text{ gFeTiO}_3}{1 \cancel{\text{ g ore}}} = 334.6 \text{ gFeTiO}_3$$

$$\text{mass of rutile} = 334.6 \cancel{\text{ gFeTiO}_3} \times \frac{1 \cancel{\text{ molFeTiO}_3}}{151.7 \cancel{\text{ gFeTiO}_3}} \times \frac{2 \cancel{\text{ molTiO}_2}}{2 \cancel{\text{ molFeTiO}_3}} \times \frac{79.88 \text{ gTiO}_2}{1 \cancel{\text{ molTiO}_2}} = 176 \text{ gTiO}_2$$

## Glossary

**stoichiometric factor:** ratio of coefficients in a balanced chemical equation, used in computations relating amounts of reactants and products

**stoichiometry:** relationships between the amounts of reactants and products of a chemical reaction

# 6I. Videos: Stoichiometry

## Stoichiometry: Chemistry for Massive Creatures—Crash Course Chemistry #6

Chemists need stoichiometry to make the scale of chemistry more understandable—Hank is here to explain why, and to teach us how to use it (13 minutes).



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=81#oembed-1>

## Stoichiometry Problems: Moles to Moles

Shows how to use stoichiometry to determine the number of moles of reactants and products if you are given the number of moles of one of the substances in the reaction (5 minutes).



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=81#oembed-2>



## Stoichiometry Problems: Grams to Grams

Shows how to use stoichiometry to determine the grams of the other substances in the chemical equation if you are given the grams of one of the substances (10 minutes).



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=81#oembed-3>

## Stoichiometry Problems: Grams to Moles

Shows how to use stoichiometry to determine the number of moles of reactants and products if you are given the number of grams of one of the substances in the chemical equation (6 minutes).



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=81#oembed-4>

## 62. Videos: Example Stoichiometry Problems

### Stoichiometry Example Problem 1

Figuring grams of reactants and product produced from reaction of phosphorous and chlorine (14 minutes).



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=82#oembed-1>

### Stoichiometry: Limiting Reagent

Stoichiometry problem where we have a limiting reagent! (15 minutes)



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=82#oembed-2>

## Limiting Reactant Example Problem 1

Here's an example problem (20 minutes).



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=82#oembed-3>

## 63. Reaction Yields

### *Learning Objectives*

By the end of this section, you will be able to:

- Explain the concepts of theoretical yield and limiting reactants/reagents.
- Derive the theoretical yield for a reaction under specified conditions.
- Calculate the percent yield for a reaction.

The relative amounts of reactants and products represented in a balanced chemical equation are often referred to as *stoichiometric amounts*. All the exercises of the preceding module involved stoichiometric amounts of reactants. For example, when calculating the amount of product generated from a given amount of reactant, it was assumed that any other reactants required were available in stoichiometric amounts (or greater). In this module, more realistic situations are considered, in which reactants are not present in stoichiometric amounts.

### Limiting Reactant

Consider another food analogy, making grilled cheese sandwiches (Figure 1):

**1 slice of cheese + 2 slices of bread  $\rightarrow$  1 sandwich**

Stoichiometric amounts of sandwich ingredients for this recipe

are bread and cheese slices in a 2:1 ratio. Provided with 28 slices of bread and 11 slices of cheese, one may prepare 11 sandwiches per the provided recipe, using all the provided cheese and having six slices of bread left over. In this scenario, the number of sandwiches prepared has been *limited* by the number of cheese slices, and the bread slices have been provided in *excess*.

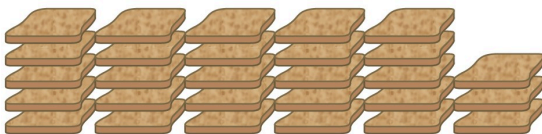
1 sandwich = 2 slices of bread + 1 slice of cheese



Provided with:

28 slices of bread

+ 11 slices of cheese



We can make:

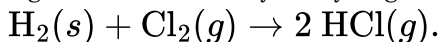
11 sandwiches

+ 6 slices bread left over



Figure 1. Sandwich making can illustrate the concepts of limiting and excess reactants.

Consider this concept now with regard to a chemical process, the reaction of hydrogen with chlorine to yield hydrogen chloride:



The balanced equation shows the hydrogen and chlorine react in a 1:1 stoichiometric ratio. If these reactants are provided in any other amounts, one of the reactants will nearly always be entirely consumed, thus limiting the amount of product that may be generated. This substance is the **limiting reactant**, and the other substance is the **excess reactant**. Identifying the limiting and excess reactants for a given situation requires computing the molar amounts of each reactant provided and comparing them to the stoichiometric amounts represented in the balanced chemical equation. For example, imagine combining 3 moles of  $\text{H}_2$  and 2

moles of  $\text{Cl}_2$ . This represents a 3:2 (or 1.5:1) ratio of hydrogen to chlorine present for reaction, which is greater than the stoichiometric ratio of 1:1. Hydrogen, therefore, is present in excess, and chlorine is the limiting reactant. Reaction of all the provided chlorine (2 mol) will consume 2 mol of the 3 mol of hydrogen provided, leaving 1 mol of hydrogen unreacted.

An alternative approach to identifying the limiting reactant involves comparing the amount of product expected for the complete reaction of each reactant. Each reactant amount is used to separately calculate the amount of product that would be formed per the reaction's stoichiometry. The reactant yielding the lesser amount of product is the limiting reactant. For the example in the previous paragraph, complete reaction of the hydrogen would yield

$$\text{mol HCl produced} = 3 \text{ mol H}_2 \times \frac{2 \text{ mol HCl}}{1 \text{ mol H}_2} = 6 \text{ mol HCl}$$

Complete reaction of the provided chlorine would produce

$$\text{mol HCl produced} = 2 \text{ mol Cl}_2 \times \frac{2 \text{ mol HCl}}{1 \text{ mol Cl}_2} = 4 \text{ mol HCl}$$

The chlorine will be completely consumed once 4 moles of HCl have been produced. Since enough hydrogen was provided to yield 6 moles of HCl, there will be unreacted hydrogen remaining once this reaction is complete. Chlorine, therefore, is the limiting reactant and hydrogen is the excess reactant (Figure 2).

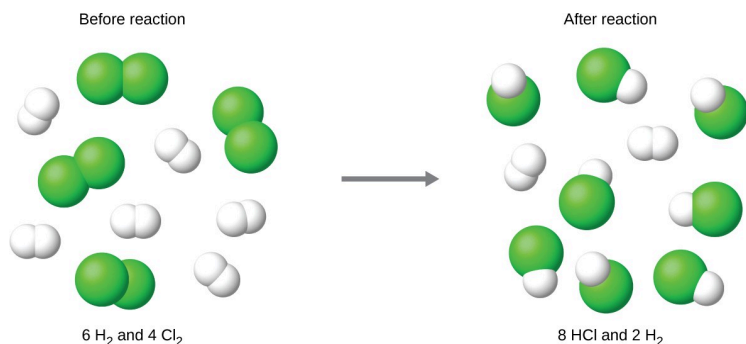
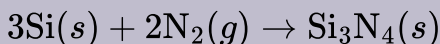


Figure 2. When  $\text{H}_2$  and  $\text{Cl}_2$  are combined in nonstoichiometric amounts, one of these reactants will limit the amount of HCl that can be produced. This illustration shows a reaction in which hydrogen is present in excess and chlorine is the limiting reactant.

View this [PhET interactive simulation illustrating the concepts of limiting and excess reactants](#).

### *Example 1: Identifying the Limiting Reactant*

Silicon nitride is a very hard, high-temperature-resistant ceramic used as a component of turbine blades in jet engines. It is prepared according to the following equation:



Which is the limiting reactant when 2.00 g of Si and 1.50 g of N<sub>2</sub> react?

Show Answer

Compute the provided molar amounts of reactants, and then compare these amounts to the balanced equation to identify the limiting reactant.

$$\text{mol Si} = 2.00 \cancel{\text{g Si}} \times \frac{1 \text{ mol Si}}{28.09 \cancel{\text{g Si}}} = 0.0712 \text{ mol Si}$$

$$\text{mol N}_2 = 1.50 \cancel{\text{g N}_2} \times \frac{1 \text{ mol N}_2}{28.09 \cancel{\text{g N}_2}} = 0.0535 \text{ mol N}_2$$

The provided Si:N<sub>2</sub> molar ratio is:

$$\frac{0.0712 \text{ mol Si}}{0.0535 \text{ mol N}_2} = \frac{1.33 \text{ mol Si}}{1 \text{ mol N}_2}$$

The stoichiometric Si:N<sub>2</sub> ratio is:

$$\frac{3 \text{ mol Si}}{2 \text{ mol N}_2} = \frac{1.5 \text{ mol Si}}{1 \text{ mol N}_2}$$

Comparing these ratios shows that Si is provided in a less-than-stoichiometric amount, and so is the limiting reactant.

Alternatively, compute the amount of product expected for complete reaction of each of the provided reactants.

The 0.0712 moles of silicon would yield

$$\text{mol Si}_3\text{N}_4 \text{ produced} = 0.0712 \text{ mol Si} \times \frac{1 \text{ mol Si}_3\text{N}_4}{3 \text{ mol Si}} = 0.0237 \text{ mol Si}_3\text{N}_4$$

while the 0.0535 moles of nitrogen would produce

$$\text{mol Si}_3\text{N}_4 \text{ produced} = 0.0535 \text{ mol N}_2 \times \frac{1 \text{ mol Si}_3\text{N}_4}{2 \text{ mol N}_2} = 0.0268 \text{ mol Si}_3\text{N}_4$$

Since silicon yields the lesser amount of product, it is the limiting reactant.

### *Check Your Learning*

Which is the limiting reactant when 5.00 g of H<sub>2</sub> and 10.0 g of O<sub>2</sub> react and form water?

Show Answer

O<sub>2</sub>

## Percent Yield

The amount of product that *may be* produced by a reaction under specified conditions, as calculated per the stoichiometry of an appropriate balanced chemical equation, is called the **theoretical**



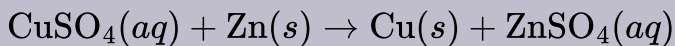
**yield** of the reaction. In practice, the amount of product obtained is called the **actual yield**, and it is often less than the theoretical yield for a number of reasons. Some reactions are inherently inefficient, being accompanied by *side reactions* that generate other products. Others are, by nature, incomplete (consider the partial reactions of weak acids and bases discussed earlier in this chapter). Some products are difficult to collect without some loss, and so less than perfect recovery will reduce the actual yield. The extent to which a reaction's theoretical yield is achieved is commonly expressed as its **percent yield**:

$$\text{percent yield} = \frac{\text{actual yield}}{\text{theoretical yield}} \times 100\%$$

Actual and theoretical yields may be expressed as masses or molar amounts (or any other appropriate property; e.g., volume, if the product is a gas). As long as both yields are expressed using the same units, these units will cancel when percent yield is calculated.

### *Example 2: Calculation of Percent Yield*

Upon reaction of 1.274 g of copper sulfate with excess zinc metal, 0.392 g copper metal was obtained according to the equation:



What is the percent yield?

Show Answer

The provided information identifies copper sulfate as the limiting reactant, and so the theoretical yield is found by the approach illustrated in the previous module, as shown here:

$$1.274 \text{ g CuSO}_4 \times \frac{1 \text{ mol CuSO}_4}{159.62 \text{ g CuSO}_4} \times \frac{1 \text{ mol Cu}}{1 \text{ mol CuSO}_4} \times \frac{63.55 \text{ g Cu}}{1 \text{ mol Cu}} = 0.5072 \text{ g Cu}$$

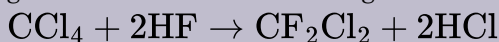
Using this theoretical yield and the provided value for actual yield, the percent yield is calculated to be

$$\text{percent yield} = \left( \frac{\text{actual yield}}{\text{theoretical yield}} \right) \times 100$$

$$\begin{aligned} \text{percent yield} &= \left( \frac{0.392 \text{ g Cu}}{0.5072 \text{ g Cu}} \right) \times 100 \\ &= 77.3\% \end{aligned}$$

### *Check Your Learning*

What is the percent yield of a reaction that produces 12.5 g of the Freon  $\text{CF}_2\text{Cl}_2$  from 32.9 g of  $\text{CCl}_4$  and excess  $\text{HF}$ ?



Show Answer

48.3%

## Green Chemistry and Atom Economy

The purposeful design of chemical products and

processes that minimize the use of environmentally hazardous substances and the generation of waste is known as *green chemistry*. Green chemistry is a philosophical approach that is being applied to many areas of science and technology, and its practice is summarized by guidelines known as the “Twelve Principles of Green Chemistry” (see details at the [EPA’s “Green Chemistry” website](#)). One of the 12 principles is aimed specifically at maximizing the efficiency of processes for synthesizing chemical products. The *atom economy* of a process is a measure of this efficiency, defined as the percentage by mass of the final product of a synthesis relative to the masses of *all* the reactants used:

$$\text{atom economy} = \frac{\text{mass of product}}{\text{mass of reactants}} \times 100\%$$

Though the definition of atom economy at first glance appears very similar to that for percent yield, be aware that this property represents a difference in the *theoretical* efficiencies of *different* chemical processes. The percent yield of a given chemical process, on the other hand, evaluates the efficiency of a process by comparing the yield of product actually obtained to the maximum yield predicted by stoichiometry.

The synthesis of the common nonprescription pain medication, ibuprofen, nicely illustrates the success of a green chemistry approach (Figure 3). First marketed in the early 1960s, ibuprofen was produced using a six-step synthesis that required 514 g of reactants to generate each mole (206 g) of ibuprofen, an atom economy of 40%. In the 1990s, an alternative process

was developed by the BHC Company (now BASF Corporation) that requires only three steps and has an atom economy of ~80%, nearly twice that of the original process. The BHC process generates significantly less chemical waste; uses less-hazardous and recyclable materials; and provides significant cost-savings to the manufacturer (and, subsequently, the consumer). In recognition of the positive environmental impact of the BHC process, the company received the Environmental Protection Agency's Greener Synthetic Pathways Award in 1997.

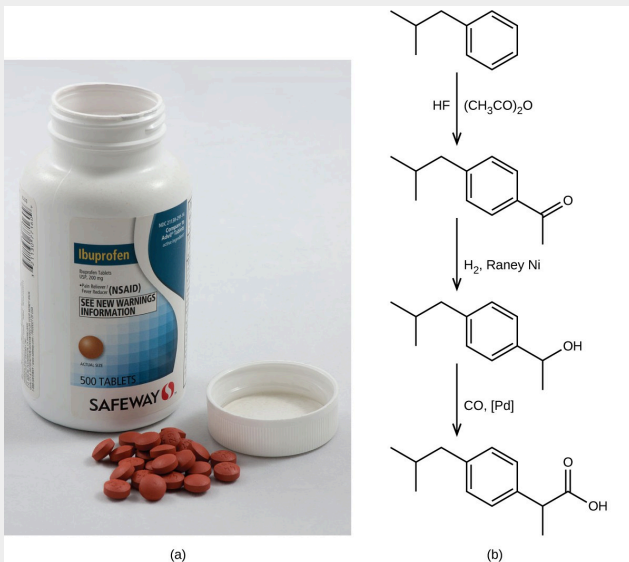


Figure 3. (a) Ibuprofen is a popular nonprescription pain medication commonly sold as 200 mg tablets. (b) The BHC process for synthesizing ibuprofen requires only three steps and exhibits an impressive atom economy. (credit a: modification of work by Derrick Coetzee)

## Key Concepts and Summary

When reactions are carried out using less-than-stoichiometric quantities of reactants, the amount of product generated will be determined by the limiting

reactant. The amount of product generated by a chemical reaction is its actual yield. This yield is often less than the amount of product predicted by the stoichiometry of the balanced chemical equation representing the reaction (its theoretical yield). The extent to which a reaction generates the theoretical amount of product is expressed as its percent yield.

### *Key Equations*

$$\bullet \quad \text{percent yield} = \left( \frac{\text{actual yield}}{\text{theoretical yield}} \right) \times 100$$

### *Exercises*

1. The following quantities are placed in a container:  
 $1.5 \times 10^{24}$  atoms of hydrogen, 1.0 mol of sulfur, and 88.0 g of diatomic oxygen.
  - a. What is the total mass in grams for the collection of all three elements?
  - b. What is the total number of moles of atoms for the three elements?
  - c. If the mixture of the three elements formed a compound with molecules that contain two hydrogen atoms, one sulfur atom, and four oxygen atoms, which substance is consumed

first?

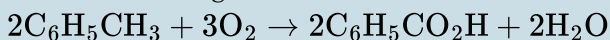
- d. How many atoms of each remaining element would remain unreacted in the change described in (c)?
2. What is the limiting reactant in a reaction that produces sodium chloride from 8 g of sodium and 8 g of diatomic chlorine?
3. Which of the postulates of Dalton's atomic theory explains why we can calculate a theoretical yield for a chemical reaction?
4. A student isolated 25 g of a compound following a procedure that would theoretically yield 81 g. What was his percent yield?
5. A sample of 0.53 g of carbon dioxide was obtained by heating 1.31 g of calcium carbonate. What is the percent yield for this reaction?



6. Freon-12,  $\text{CCl}_2\text{F}_2$ , is prepared from  $\text{CCl}_4$  by reaction with HF. The other product of this reaction is HCl. Outline the steps needed to determine the percent yield of a reaction that produces 12.5 g of  $\text{CCl}_2\text{F}_2$  from 32.9 g of  $\text{CCl}_4$ . Freon-12 has been banned and is no longer used as a refrigerant because it catalyzes the decomposition of ozone and has a very long lifetime in the atmosphere. Determine the percent yield.
7. Citric acid,  $\text{C}_6\text{H}_8\text{O}_7$ , a component of jams, jellies, and fruity soft drinks, is prepared industrially via fermentation of sucrose by the mold *Aspergillus niger*. The equation representing this reaction is
- $$\text{C}_{12}\text{H}_{22}\text{O}_{11} + \text{H}_2\text{O} + 3\text{O}_2 \rightarrow 2\text{C}_6\text{H}_8\text{O}_7 + 4\text{H}_2\text{O}$$
- . What mass of citric acid is produced from exactly 1

metric ton ( $1.000 \times 10^3$  kg) of sucrose if the yield is 92.30%?

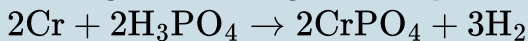
8. Toluene,  $\text{C}_6\text{H}_5\text{CH}_3$ , is oxidized by air under carefully controlled conditions to benzoic acid,  $\text{C}_6\text{H}_5\text{CO}_2\text{H}$ , which is used to prepare the food preservative sodium benzoate,  $\text{C}_6\text{H}_5\text{CO}_2\text{Na}$ . What is the percent yield of a reaction that converts 1.000 kg of toluene to 1.21 kg of benzoic acid?



9. In a laboratory experiment, the reaction of 3.0 mol of  $\text{H}_2$  with 2.0 mol of  $\text{I}_2$  produced 1.0 mol of HI. Determine the theoretical yield in grams and the percent yield for this reaction.
10. Outline the steps needed to solve the following problem, then do the calculations. Ether,  $(\text{C}_2\text{H}_5)_2\text{O}$ , which was originally used as an anesthetic but has been replaced by safer and more effective medications, is prepared by the reaction of ethanol with sulfuric acid.
- $$2\text{C}_2\text{H}_5\text{OH} + \text{H}_2\text{SO}_4 \rightarrow (\text{C}_2\text{H}_5)_2\text{O} + \text{H}_2\text{SO}_4 \cdot \text{H}_2\text{O}$$
- What is the percent yield of ether if 1.17 L ( $d = 0.7134$  g/mL) is isolated from the reaction of 1.500 L of  $\text{C}_2\text{H}_5\text{OH}$  ( $d = 0.7894$  g/mL)?
11. Outline the steps needed to determine the limiting reactant when 30.0 g of propane,  $\text{C}_3\text{H}_8$ , is burned with 75.0 g of oxygen.
- $$\text{percent yield} = \frac{0.8347 \cancel{\text{g}}}{0.9525 \cancel{\text{g}}} \times 100\% = 87.6\%$$
- Determine the limiting reactant.
12. Outline the steps needed to determine the limiting reactant when 0.50 g of Cr and 0.75 g of  $\text{H}_3\text{PO}_4$  react

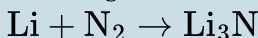


according to the following chemical equation?

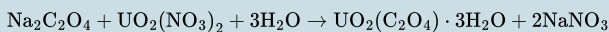


Determine the limiting reactant.

13. What is the limiting reactant when 1.50 g of lithium and 1.50 g of nitrogen combine to form lithium nitride, a component of advanced batteries, according to the following unbalanced equation?

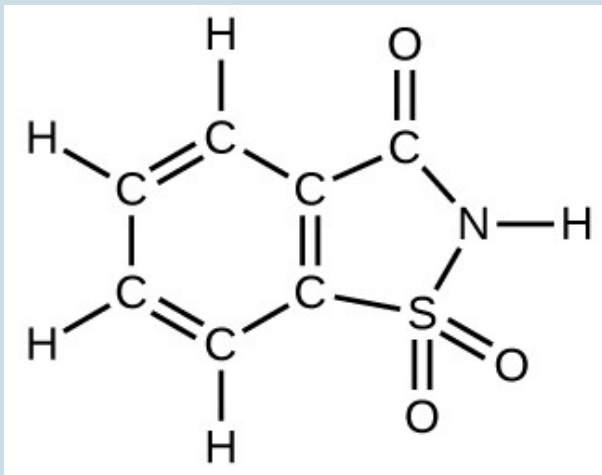


14. Uranium can be isolated from its ores by dissolving it as  $\text{UO}_2(\text{NO}_3)_2$ , then separating it as solid  $\text{UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O}$ . Addition of 0.4031 g of sodium oxalate,  $\text{Na}_2\text{C}_2\text{O}_4$ , to a solution containing 1.481 g of uranyl nitrate,  $\text{UO}_2(\text{NO}_3)_2$ , yields 1.073 g of solid  $\text{UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O}$ .



Determine the limiting reactant and the percent yield of this reaction.

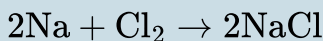
15. How many molecules of  $\text{C}_2\text{H}_4\text{Cl}_2$  can be prepared from 15  $\text{C}_2\text{H}_4$  molecules and 8  $\text{Cl}_2$  molecules?
16. How many molecules of the sweetener saccharin can be prepared from 30 C atoms, 25 H atoms, 12 O atoms, 8 S atoms, and 14 N atoms?



17. The phosphorus pentoxide used to produce phosphoric acid for cola soft drinks is prepared by burning phosphorus in oxygen.
  - a. What is the limiting reactant when 0.200 mol of P<sub>4</sub> and 0.200 mol of O<sub>2</sub> react according to
 
$$\text{P}_4 + 5\text{O}_2 \rightarrow \text{P}_4\text{O}_{10}$$
  - b. Calculate the percent yield if 10.0 g of P<sub>4</sub>O<sub>10</sub> is isolated from the reaction.
18. Would you agree to buy 1 trillion (1,000,000,000,000) gold atoms for \$5? Explain why or why not. Find the current price of gold at <http://money.cnn.com/data/commodities/> (1 troy ounce = 31.1 g)

Show Selected Answers

2. Write the balanced chemical equation and determine the number of moles of each reactant available.  
The reaction is:



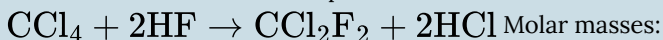
$$\text{Moles of Na} = 8 \text{ g Na} \times \frac{1 \text{ mol}}{23.0 \text{ g}} = 0.3 \text{ mol Na}$$

$$\text{Moles of Cl}_2 = 8 \text{ g} \times \frac{1 \text{ mol}}{70.9 \text{ g}} = 0.1 \text{ mol Cl}_2$$

The stoichiometric ratio is 2 mol Na: 1 mol Cl<sub>2</sub>; since the reactants are provided in a 0.3:0.1 or 3:1 ratio, Na is present in excess and Cl<sub>2</sub> is the limiting reactant.

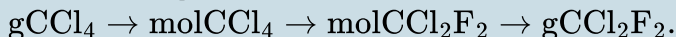
$$4. \text{ Percent yield} = \frac{25 \text{ g}}{81 \text{ g}} \times 100\% = 31\%$$

6. Write and balance the equation for the reaction:



CCl<sub>4</sub> = 153.82 g/mol; CCl<sub>2</sub>F<sub>2</sub> = 120.89 g/mol. The

conversions required are



To find the percent yield, divide the 12.5 g of CCl<sub>2</sub>F<sub>2</sub> by the theoretical mass, and multiply by 100%. For complete conversion,

$$\text{mass CCl}_2\text{F}_2 = 32.9 \text{ gCCl}_4 \times \frac{1 \text{ molCCl}_4}{153.82 \text{ gCCl}_4} \times \frac{1 \text{ molCCl}_2\text{F}_2}{1 \text{ molCCl}_4} \times \frac{120.89 \text{ gCCl}_2\text{F}_2}{1 \text{ molCCl}_2\text{F}_2} = 25.86 \text{ gCCl}_2\text{F}_2$$

$$\text{percent yield} = \frac{12.5 \text{ g}}{25.86 \text{ g}} \times 100\% = 48.3\%$$

8.

$$100 \text{ gC}_6\text{H}_5\text{CH}_3 \times \frac{1 \text{ mol-toluene}}{92.13 \text{ gC}_6\text{H}_5\text{CH}_3} \times \frac{1 \text{ mol benzoic acid}}{1 \text{ mol-toluene}} \times \frac{122.1 \text{ g benzoic acid}}{1 \text{ mol benzoic acid}} \times \frac{1 \text{ kg}}{1000 \text{ g benzoic acid}} = 1.325 \text{ kg benzoic acid(theoretical yield)}$$

$$\text{percent yield} = \frac{1.21 \text{ g}}{1.325 \text{ g}} \times 100\% = 91.3\%$$

10. Convert mass of ethanol to moles of ethanol; relate the moles of ethanol to the moles of ether produced using the stoichiometry of the balanced equation. Convert moles

of ether to grams; divide the actual grams of ether (determined through the density) by the theoretical mass to determine the percent yield.

$$d_{\text{ether}} = \frac{m}{v}$$

$$m = dV = 0.7134 \text{ g } \cancel{\text{mL}}^{\cancel{1}} \times 1170 \cancel{\text{mL}} = 834.7 \text{ g}$$

$$d_{\text{ether}} = \frac{m}{v}$$

$$m = dV = 0.7894 \text{ g } \cancel{\text{mL}}^{\cancel{1}} \times 1500 \cancel{\text{mL}} = 1184 \text{ g}$$

Mass ether = 1.184

$$\text{mass ether} = \cancel{\text{g ethanol}} \times \frac{1 \text{ mol ethanol}}{46.0688 \text{ g ethanol}} \times \frac{1 \text{ mol ether}}{1 \text{ mol ethanol}} \times \frac{74.1224 \text{ g ether}}{1 \text{ mol ether}} = 0.9525 \text{ g}$$

$$\text{percent yield} = \frac{0.8347 \cancel{\text{g}}}{0.9525 \cancel{\text{g}}} \times 100\% = 87.6\%$$

12. The conversion needed is

$\text{mol Cr} \rightarrow \text{mol H}_2\text{PO}_4$ . Then compare the amount of Cr to the amount of acid present.

$$0.50 \text{ mol Cr} \times \frac{2 \text{ mol H}_3\text{PO}_4}{2 \text{ mol Cr}} = 0.50 \text{ H}_3\text{PO}_4$$

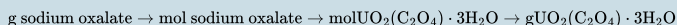
Thus, 0.25 mol  $\text{H}_3\text{PO}_4$  is in excess, so Cr is the limiting reactant.

14. Using the balanced equation, determine which reactant quantity produces the smallest theoretical yield. This quantity represents the largest amount of product that can be produced. Then calculate the percent yield. The conversions for reaction 1 using the nitrate as limiting reactant are.



The answer to this calculation should be compared with

the answer from reaction 2 that uses sodium oxalate as the limiting reactant and requires the following conversions:



Molar masses:  $\text{UO}_2(\text{NO}_3)_2 = 394.04 \text{ g/mol}$

$\text{Na}_2\text{C}_2\text{O}_4 = 134.00 \text{ g/mol}$

$\text{UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O} = 412.09 \text{ g/mol}$

Reaction 1:

$$\begin{aligned} \text{mass}(\text{product}) &= 1.48 \text{ g UO}_2(\text{NO}_3)_2 \times \frac{1 \text{ mol UO}_2(\text{NO}_3)_2}{394.04 \text{ g UO}_2(\text{NO}_3)_2} \times \frac{1 \text{ mol UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O}}{1 \text{ mol UO}_2(\text{NO}_3)_2} \times \frac{412.09 \text{ g UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O}}{1 \text{ mol UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O}} \\ &= 1.55 \text{ g UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O} \end{aligned}$$

Reaction 2:

$$\begin{aligned} \text{mass}(\text{product}) &= 0.403 \text{ g Na}_2\text{C}_2\text{O}_4 \times \frac{1 \text{ mol Na}_2\text{C}_2\text{O}_4}{134.00 \text{ g Na}_2\text{C}_2\text{O}_4} \times \frac{1 \text{ mol UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O}}{1 \text{ mol Na}_2\text{C}_2\text{O}_4} \times \frac{412.09 \text{ g UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O}}{1 \text{ mol UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O}} \\ &= 1.239 \text{ g UO}_2(\text{C}_2\text{O}_4) \cdot 3\text{H}_2\text{O} \end{aligned}$$

Based on the two masses, the smaller mass is the limiting reactant. Thus,  $\text{Na}_2\text{C}_2\text{O}_4$  is the limiting reactant. An amount of  $\text{UO}_2(\text{NO}_3)_2$  is left unreacted.

$$\text{percent yield} = \frac{1.073 \cancel{\text{g}}}{1.239 \cancel{\text{g}}} \times 100\% = 86.6\%$$

16. Determine the number of atoms of each element in saccharin and then compare these numbers to the numbers of atoms available. The numbers of atoms in saccharin are seven C atoms, five H atoms, three O atoms, one S atom, and one N atom. Compare these to the numbers of atoms available. Divide each of the required number of atoms into the corresponding number of atoms available. These relationships are  $30/7$  C,  $25/5$  H,  $12/3$  O,  $8/1$  S, and  $14/1$  N. The smallest values is four for O, so only four molecules can be made.

18.

$$\text{mass Au} = \frac{1 \times 10^{12} \cancel{\text{atoms Au}}}{6.022 \times 10^{23} \cancel{\text{atoms mol}^{-1}}} \times 196.97 \cancel{\text{g mol}^{-1}} = 3.27 \times 10^{-10} \text{ g}$$

This amount cannot be weighted by ordinary balances and is worthless.

## Glossary

**actual yield:** amount of product formed in a reaction

**excess reactant:** reactant present in an amount greater than required by the reaction stoichiometry

**limiting reactant:** reactant present in an amount lower than required by the reaction stoichiometry, thus limiting the amount of product generated

**percent yield:** measure of the efficiency of a reaction, expressed as a percentage of the theoretical yield

**theoretical yield:** amount of product that may be produced from a given amount of reactant(s) according to the reaction stoichiometry

# 64. Quantitative Chemical Analysis

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the fundamental aspects of titrations and gravimetric analysis.
- Perform stoichiometric calculations using typical titration and gravimetric data.

In the eighteenth century, the strength (actually the concentration) of vinegar samples was determined by noting the amount of potassium carbonate,  $\text{K}_2\text{CO}_3$ , which had to be added, a little at a time, before bubbling ceased. The greater the weight of potassium carbonate added to reach the point where the bubbling ended, the more concentrated the vinegar.

We now know that the effervescence that occurred during this process was due to reaction with acetic acid,  $\text{CH}_3\text{CO}_2\text{H}$ , the compound primarily responsible for the odor and taste of vinegar. Acetic acid reacts with potassium carbonate according to the following equation:



The bubbling was due to the production of  $\text{CO}_2$ .

The test of vinegar with potassium carbonate is one type of **quantitative analysis**—the determination of the amount or concentration of a substance in a sample. In the analysis of vinegar, the concentration of the solute (acetic acid) was determined from

the amount of reactant that combined with the solute present in a known volume of the solution. In other types of chemical analyses, the amount of a substance present in a sample is determined by measuring the amount of product that results.

## Titration

The described approach to measuring vinegar strength was an early version of the analytical technique known as **titration analysis**. A typical titration analysis involves the use of a **buret** (Figure 1) to make incremental additions of a solution containing a known concentration of some substance (the **titrant**) to a sample solution containing the substance whose concentration is to be measured (the **analyte**).

The titrant and analyte undergo a chemical reaction of known stoichiometry, and so measuring the volume of titrant solution required for complete reaction with the analyte (the **equivalence point** of the titration) allows calculation of the analyte concentration.

The equivalence point of a titration may be detected visually if a distinct change in the appearance of the sample solution accompanies the completion of the reaction. The halt of bubble formation in the classic vinegar analysis is one such example, though, more commonly, special dyes called **indicators** are added to the sample solutions to impart a change in color at or very near the equivalence point of the titration.

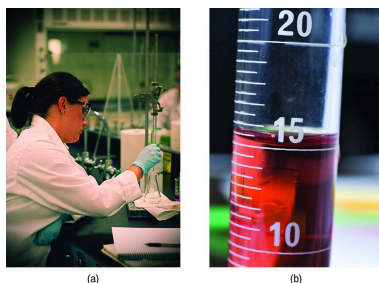


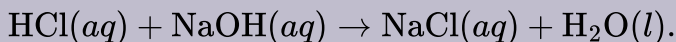
Figure 1. (a) A student fills a buret in preparation for a titration analysis. (b) A typical buret permits volume measurements to the nearest 0.01 mL. (credit a: modification of work by Mark Blaser and Matt Evans; credit b: modification of work by Mak Blaser and Matt Evans)



Equivalence points may also be detected by measuring some solution property that changes in a predictable way during the course of the titration. Regardless of the approach taken to detect a titration's equivalence point, the volume of titrant actually measured is called the **end point**. Properly designed titration methods typically ensure that the difference between the equivalence and end points is negligible. Though any type of chemical reaction may serve as the basis for a titration analysis, the three described in this chapter (precipitation, acid-base, and redox) are most common. Additional details regarding titration analysis are provided in the chapter on acid-base equilibria.

### *Example 1: Titration Analysis*

The end point in a titration of a 50.00-mL sample of aqueous HCl was reached by addition of 35.23 mL of 0.250 M NaOH titrant. The titration reaction is:

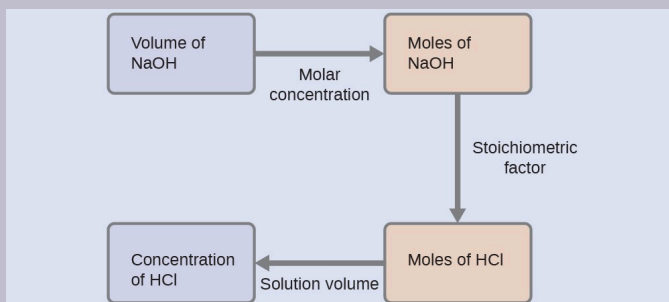


What is the molarity of the HCl?

Show Answer

As for all reaction stoichiometry calculations, the key issue is the relation between the molar amounts of the chemical species of interest as depicted in the balanced chemical equation. The approach outlined in previous modules of this chapter is followed, with additional considerations required, since the amounts of reactants are provided and requested are expressed as solution concentrations.

For this exercise, the calculation will follow the following outlined steps:



The molar amount of HCl is calculated to be:

$$35.23 \text{ mL NaOH} \times \frac{1 \cancel{\text{L}}}{1000 \cancel{\text{mL}}} \times \frac{0.250 \text{ mol NaOH}}{1 \cancel{\text{L}}} \times \frac{1 \text{ mol HCl}}{1 \cancel{\text{mol NaOH}}} = 8.81 \times 10^{-3} \text{ mol HCl}$$

Using the provided volume of HCl solution and the definition of molarity, the HCl concentration is:

$$M = \frac{\text{mol HCl}}{\text{L solution}}$$

$$M = \frac{8.81 \times 10^{-3} \text{ mol HCl}}{50.00 \text{ mL} \times \frac{1 \cancel{\text{L}}}{1000 \cancel{\text{mL}}}}$$

$$M = 0.176 M$$

**Note:** For these types of titration calculations, it is convenient to recognize that solution molarity is also equal to the number of *millimoles* of solute per *milliliter* of solution:

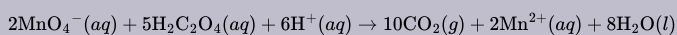
$$M = \frac{\text{mol solute}}{\text{L solution}} \times \frac{\frac{10^3 \text{ mmol}}{\text{mol}}}{\frac{10^3 \text{ mL}}{\text{L}}} = \frac{\text{mmol solute}}{\text{mL solution}}.$$

Using this version of the molarity unit will shorten the calculation by eliminating two conversion factors:

$$\frac{35.23\text{mL NaOH} \times \frac{0.250\text{mmol NaOH}}{\text{mL NaOH}} \times \frac{1\text{mmol HCl}}{1\text{mmol NaOH}}}{50.00\text{mL solution}} = 0.176\text{MHCl}.$$

### *Check Your Learning*

A 20.00-mL sample of aqueous oxalic acid,  $\text{H}_2\text{C}_2\text{O}_4$ , was titrated with a 0.09113-M solution of potassium permanganate.



A volume of 23.24 mL was required to reach the end point. What is the oxalic acid molarity?

Show Answer

0.2648 M

## Gravimetric Analysis

A **gravimetric analysis** is one in which a sample is subjected to some treatment that causes a change in the physical state of the analyte that permits its separation from the other components of the sample. Mass measurements of the sample, the isolated analyte, or some other component of the analysis system, used along with the known stoichiometry of the compounds involved, permit calculation of the analyte concentration. Gravimetric methods were the first techniques used for quantitative chemical analysis, and they remain important tools in the modern chemistry laboratory.



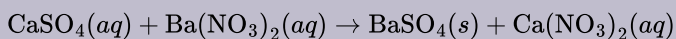
*Figure 2. Precipitate may be removed from a reaction mixture by filtration.*

The required change of state in a gravimetric analysis may be achieved by various physical and chemical processes. For example, the moisture (water) content of a sample is routinely determined by measuring the mass of a sample before and after it is subjected to a controlled heating process that evaporates the water.

Also common are gravimetric techniques in which the analyte is subjected to a precipitation reaction of the sort described earlier in this chapter. The precipitate is typically isolated from the reaction mixture by filtration, carefully dried, and then weighed (Figure 2). The mass of the precipitate may then be used, along with relevant stoichiometric relationships, to calculate analyte concentration.

### Example 2: Gravimetric Analysis

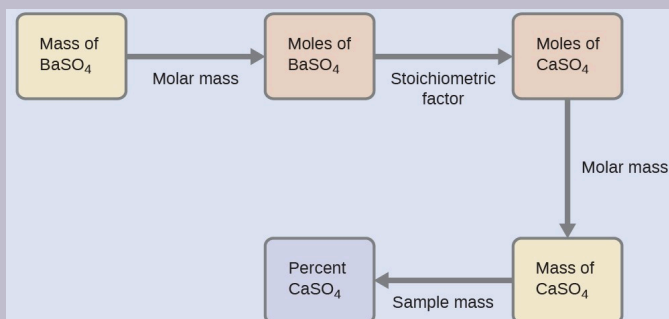
A 0.4550-g solid mixture containing  $\text{CaSO}_4$  is dissolved in water and treated with an excess of  $\text{Ba}(\text{NO}_3)_2$ , resulting in the precipitation of 0.6168 g of  $\text{BaSO}_4$ .



What is the concentration (percent) of  $\text{CaSO}_4$  in the mixture?

Show Answer

The plan for this calculation is similar to others used in stoichiometric calculations, the central step being the connection between the moles of  $\text{BaSO}_4$  and  $\text{CaSO}_4$  through their stoichiometric factor. Once the mass of  $\text{CaSO}_4$  is computed, it may be used along with the mass of the sample mixture to calculate the requested percentage concentration.



The mass of  $\text{CaSO}_4$  that would yield the provided precipitate mass is

$$0.6168 \text{ g BaSO}_4 \times \frac{1 \text{ mol BaSO}_4}{233.43 \text{ g BaSO}_4} \times \frac{1 \text{ mol CaSO}_4}{1 \text{ mol BaSO}_4} \times \frac{136.14 \text{ g CaSO}_4}{1 \text{ mol CaSO}_4} = 0.3597 \text{ g CaSO}_4$$

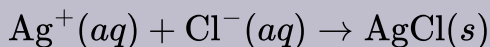
The concentration of  $\text{CaSO}_4$  in the sample mixture is then calculated to be

$$\text{percent CaSO}_4 = \frac{\text{mass CaSO}_4}{\text{mass sample}} \times 100\%$$

$$\frac{0.3597 \text{ g}}{0.4550 \text{ g}} \times 100\% = 79.05\%$$

### Check Your Learning

What is the percent of chloride ion in a sample if 1.1324 g of the sample produces 1.0881 g of  $\text{AgCl}$  when treated with excess  $\text{Ag}^+$ ?



Show Answer

23.76%

The elemental composition of hydrocarbons and related compounds may be determined via a gravimetric method known as **combustion analysis**. In a combustion analysis, a weighed sample of the compound is heated to a high temperature under a stream of oxygen gas, resulting in its complete combustion to yield gaseous products of known identities. The complete combustion of hydrocarbons, for example, will yield carbon dioxide and water as the only products. The gaseous combustion products are swept through separate, preweighed collection devices containing compounds that selectively absorb each product (Figure 3). The mass increase of each device corresponds to the mass of the

absorbed product and may be used in an appropriate stoichiometric calculation to derive the mass of the relevant element.

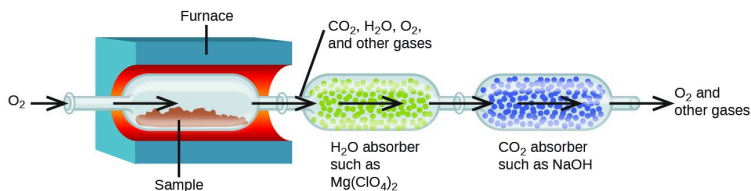


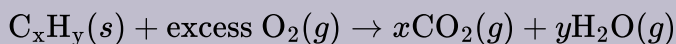
Figure 3. This schematic diagram illustrates the basic components of a combustion analysis device for determining the carbon and hydrogen content of a sample.

### Example 3: Combustion Analysis

Polyethylene is a hydrocarbon polymer used to produce food-storage bags and many other flexible plastic items. A combustion analysis of a 0.00126-g sample of polyethylene yields 0.00394 g of  $CO_2$  and 0.00161 g of  $H_2O$ . What is the empirical formula of polyethylene?

Show Answer

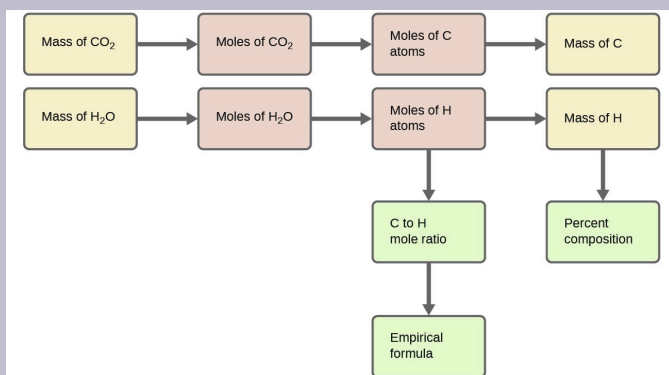
The primary assumption in this exercise is that all the carbon in the sample combusted is converted to carbon dioxide, and all the hydrogen in the sample is converted to water:



Note that a balanced equation is not necessary for the task at hand. To derive the empirical formula of the compound, only the subscripts  $x$  and  $y$  are needed.

First, calculate the molar amounts of carbon and

hydrogen in the sample, using the provided masses of the carbon dioxide and water, respectively. With these molar amounts, the empirical formula for the compound may be written as described in the previous chapter of this text. An outline of this approach is given in the following flow chart:



$$\text{mol C} = 0.00394\text{g CO}_2 \times \frac{1\text{mol CO}_2}{44.01\text{ g/mol}} \times \frac{1\text{mol C}}{1\text{mol CO}_2} = 8.95 \times 10^{-5}\text{mol C}$$

$$\text{mol H} = 0.00161\text{g H}_2\text{O} \times \frac{1\text{mol H}_2\text{O}}{18.02\text{g/mol}} \times \frac{2\text{mol H}}{1\text{mol H}_2\text{O}} = 1.79 \times 10^{-4}\text{mol H}$$

The empirical formula for the compound is then derived by identifying the smallest whole-number multiples for these molar amounts. The H-to-C molar ratio is

$$\frac{\text{mol H}}{\text{mol C}} = \frac{1.79 \times 10^{-4}\text{mol H}}{8.95 \times 10^{-5}\text{mol C}} = \frac{2\text{mol H}}{1\text{mol C}}$$

and the empirical formula for polyethylene is CH<sub>2</sub>.

### *Check Your Learning*

A 0.00215-g sample of polystyrene, a polymer composed of carbon and hydrogen, produced 0.00726 g of CO<sub>2</sub> and



0.00148 g of  $\text{H}_2\text{O}$  in a combustion analysis. What is the empirical formula for polystyrene?

Show Answer

CH

### *Key Concepts and Summary*

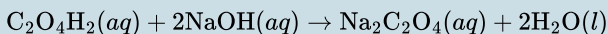
The stoichiometry of chemical reactions may serve as the basis for quantitative chemical analysis methods. Titrations involve measuring the volume of a titrant solution required to completely react with a sample solution. This volume is then used to calculate the concentration of analyte in the sample using the stoichiometry of the titration reaction. Gravimetric analysis involves separating the analyte from the sample by a physical or chemical process, determining its mass, and then calculating its concentration in the sample based on the stoichiometry of the relevant process. Combustion analysis is a gravimetric method used to determine the elemental composition of a compound by collecting and weighing the gaseous products of its combustion.

## Exercises

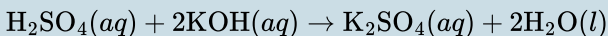
1. What volume of 0.0105-M HBr solution is required to titrate 125 mL of a 0.0100-M  $\text{Ca(OH)}_2$  solution?  
$$\text{Ca(OH)}_2(aq) + 2\text{HBr}(aq) \rightarrow \text{CaBr}_2(aq) + 2\text{H}_2\text{O}(l)$$
2. Titration of a 20.0-mL sample of acid rain required 1.7 mL of 0.0811 M NaOH to reach the end point. If we assume that the acidity of the rain is due to the presence of sulfuric acid, what was the concentration of sulfuric acid in this sample of rain?
3. What is the concentration of NaCl in a solution if titration of 15.00 mL of the solution with 0.2503 M  $\text{AgNO}_3$  requires 20.22 mL of the  $\text{AgNO}_3$  solution to reach the end point?  
$$\text{AgNO}_3(aq) + \text{NaCl}(aq) \rightarrow \text{AgCl}(s) + \text{NaNO}_3(aq)$$
4. In a common medical laboratory determination of the concentration of free chloride ion in blood serum, a serum sample is titrated with a  $\text{Hg(NO}_3)_2$  solution.  
$$2\text{Cl}^-(aq) + \text{Hg(NO}_3)_2(aq) \rightarrow 2\text{NO}_3^-(aq) + \text{HgCl}_2(s)$$
  
What is the  $\text{Cl}^-$  concentration in a 0.25-mL sample of normal serum that requires 1.46 mL of  $5.25 \times 10^{-4}$  M  $\text{Hg(NO}_3)_2(aq)$  to reach the end point?
5. Potatoes can be peeled commercially by soaking them in a 3-M to 6-M solution of sodium hydroxide, then removing the loosened skins by spraying them with water. Does a sodium hydroxide solution have a suitable concentration if titration of 12.00 mL of the solution requires 30.6 mL of 1.65 M HCl to reach the end point?
6. A sample of gallium bromide,  $\text{GaBr}_2$ , weighing 0.165

g was dissolved in water and treated with silver nitrate,  $\text{AgNO}_3$ , resulting in the precipitation of 0.299 g  $\text{AgBr}$ . Use these data to compute the %Ga (by mass)  $\text{GaBr}_2$ .

7. The principal component of mothballs is naphthalene, a compound with a molecular mass of about 130 amu, containing only carbon and hydrogen. A 3.000-mg sample of naphthalene burns to give 10.3 mg of  $\text{CO}_2$ . Determine its empirical and molecular formulas.
8. A 0.025-g sample of a compound composed of boron and hydrogen, with a molecular mass of ~28 amu, burns spontaneously when exposed to air, producing 0.063 g of  $\text{B}_2\text{O}_3$ . What are the empirical and molecular formulas of the compound?
9. Sodium bicarbonate (baking soda),  $\text{NaHCO}_3$ , can be purified by dissolving it in hot water ( $60^\circ\text{C}$ ), filtering to remove insoluble impurities, cooling to  $0^\circ\text{C}$  to precipitate solid  $\text{NaHCO}_3$ , and then filtering to remove the solid, leaving soluble impurities in solution. Any  $\text{NaHCO}_3$  that remains in solution is not recovered. The solubility of  $\text{NaHCO}_3$  in hot water of  $60^\circ\text{C}$  is 164 g/L. Its solubility in cold water of  $0^\circ\text{C}$  is 69 g/L. What is the percent yield of  $\text{NaHCO}_3$  when it is purified by this method?
10. What volume of 0.08892 M  $\text{HNO}_3$  is required to react completely with 0.2352 g of potassium hydrogen phosphate?  
$$2\text{HNO}_3(aq) + \text{K}_2\text{HPO}_4(aq) \rightarrow \text{H}_2\text{PO}_4(aq) + 2\text{KNO}_3(aq)$$
11. What volume of a 0.3300-M solution of sodium hydroxide would be required to titrate 15.00 mL of 0.1500 M oxalic acid?

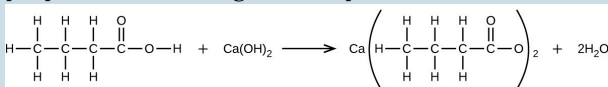


12. What volume of a 0.00945-M solution of potassium hydroxide would be required to titrate 50.00 mL of a sample of acid rain with a  $\text{H}_2\text{SO}_4$  concentration of  $1.23 \times 10^{-4}$  M.

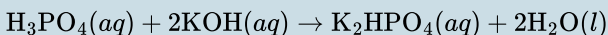


13. A sample of solid calcium hydroxide,  $\text{Ca}(\text{OH})_2$ , is allowed to stand in water until a saturated solution is formed. A titration of 75.00 mL of this solution with  $5.00 \times 10^{-2}$  M HCl requires 36.6 mL of the acid to reach the end point.
- $$\text{Ca}(\text{OH})_2(aq) + 2\text{HCl}(aq) \rightarrow \text{CaCl}_2(aq) + 2\text{H}_2\text{O}(l)$$
- The molarity? What is the solubility of  $\text{Ca}(\text{OH})_2$  in grams per liter of solution?

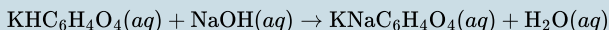
14. What mass of  $\text{Ca}(\text{OH})_2$  will react with 25.0 g of propionic acid to form the preservative calcium propionate according to the equation?



15. How many milliliters of a 0.1500-M solution of KOH will be required to titrate 40.00 mL of a 0.0656-M solution of  $\text{H}_3\text{PO}_4$ ?



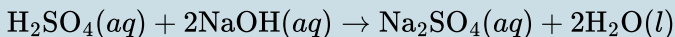
16. Potassium acid phthalate,  $\text{KHC}_6\text{H}_4\text{O}_4$ , or KHP, is used in many laboratories, including general chemistry laboratories, to standardize solutions of base. KHP is one of only a few stable solid acids that can be dried by warming and weighed. A 0.3420-g sample of  $\text{KHC}_6\text{H}_4\text{O}_4$  reacts with 35.73 mL of a NaOH solution in a titration. What is the molar concentration of the NaOH?



17. The reaction of  $\text{WCl}_6$  with Al at  $\sim 400^\circ\text{C}$  gives black crystals of a compound containing only tungsten and chlorine. A sample of this compound, when reduced with hydrogen, gives 0.2232 g of tungsten metal and hydrogen chloride, which is absorbed in water. Titration of the hydrochloric acid thus produced requires 46.2 mL of 0.1051 M NaOH to reach the end point. What is the empirical formula of the black tungsten chloride?

Show Selected Answers

2. The balanced equation is



The steps to follow in solving this problem if we use volumes in milliliters are

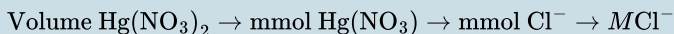


$$1.7 \cancel{\text{mL}} \times \frac{0.0811 \text{ mmol NaOH}}{\cancel{\text{mL}}} = 0.138 \text{ mmol NaOH}$$

$$\text{mmol H}_2\text{SO}_4 = 0.138 \cancel{\text{ mmol NaOH}} \times \frac{1 \text{ mmol H}_2\text{SO}_4}{2 \cancel{\text{ mmol NaOH}}} = 0.069 \text{ mmol}$$

$$M \text{ H}_2\text{SO}_4 = \frac{0.069 \text{ mmol H}_2\text{SO}_4}{20.0 \text{ mL}} = 3.4 \times 10^{-3} M$$

4. In this exercise, the volume is left in units of milliliters and the number of moles is expressed in units of millimoles to compensate for the factor of 1000 difference between units. This technique is often useful in calculations. The steps involved in solving the problem are

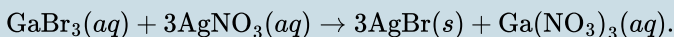


$$\text{mmol Hg}(\text{NO}_3)_2 = 1.46 \cancel{\text{ mL}} \times (8.25 \times 10^{-4} \text{ mmol} / \cancel{\text{ mL}}) = 1.20 \times 10^{-3} \text{ mmol}$$

$$\text{mmol Cl}^- = \left[ 1.20 \times 10^{-3} \cancel{\text{ mmol Hg}(\text{NO}_3)_2} \right] \times \frac{2 \text{ mmol Cl}^-}{1 \cancel{\text{ mmol Hg}(\text{NO}_3)_2}} = 2.41 \times 10^{-3} \text{ mmol Cl}^-$$

$$M\text{Cl}^- = \frac{2.41 \times 10^{-3} \text{ mmol}}{0.25} = 9.6 \times 10^{-3} M$$

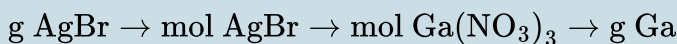
6. The reaction is



Begin by considering the definition of mass percentage:

$$\% \text{Ga} = \frac{\text{g Ga}}{\text{g GaBr}_3} \times 100\%$$

Computing this concentration will require the following approach:



Using the provided data yields

$$\text{mol Ga} = 0.299 \text{ g AgBr} \times \frac{1 \text{ mol}}{187.7722 \text{ g AgBr}} \times \frac{1 \text{ mol Ga}(\text{NO}_3)_3}{3 \text{ mol AgBr}} \times \frac{1 \text{ mol Ga}}{1 \text{ mol Ga}(\text{NO}_3)_3} \times \frac{69.723 \text{ g}}{1 \text{ mol Ga}} = 3.701 \times 10^{-2} \text{ g}$$

Finally, the gallium mass percentage is calculated as

$$\% \text{Ga} = \frac{3.701 \times 10^{-2} \text{ g Ga}}{0.165 \text{ g Ga}_3\text{Br}_3} \times 100\% = 22.4\%$$

8. Calculate the mass of B in the 0.063-g sample of  $\text{B}_2\text{O}_3$ .

The difference of the mass of this boron and the 0.025-g sample of boron and hydrogen gives the mass of the hydrogen present. Determine the moles of B and H in the sample. Divide by the smaller number of moles to find the empirical formula. Divide the mass of the empirical formula into the assumed molecular mass of ~28 amu. That number multiplied by the subscripts of the empirical formula gives the molecular formula.

$$\text{mass of B in B}_2\text{O}_3 = \frac{2 \times 10.811 \text{ g mol}^{-1} \text{ B}}{69.6202 \text{ g mol}^{-1} \text{ B}_2\text{O}_3} \times 0.063 \text{ g B}_2\text{O}_3 = 0.0196 \text{ g}$$

$$\text{mass of H in B}_2\text{O}_3 = 0.025 \text{ g B \& H} - 0.0196 \text{ g B} = 0.0054 \text{ g H}$$

$$\text{mol B} = \frac{0.0196 \text{ g}}{10.811 \text{ g mol}^{-1}} = 0.00181 \text{ mol}$$

$$\text{mol H} = \frac{0.0054 \text{ g}}{1.00794 \text{ g mol}^{-1}} = 0.00535 \text{ mol}$$

$$\text{mole ratio: 1B to } \frac{0.00535 \text{ mol H}}{0.00181 \text{ mol B}} = 2.96$$

Because of rounding errors, this calculation gives a ratio of 1:3. Therefore, the empirical formula is  $\text{BH}_3$ , which has a molecular mass of ~13.8 amu. Multiplication of this value by 2 gives 27.6 amu, a number of very close to the approximate mass.

Consequently, the molecular formula is  $\text{B}_2\text{H}_6$ .

10. The outline of three steps is as follows:

Convert the grams of potassium hydrogen phosphate to moles of  $\text{K}_2\text{HPO}_4$  present; use potassium hydrogen phosphate.

Convert the balanced equation to convert moles of potassium hydrogen phosphate to moles of  $\text{HNO}_3$ ; then use nitric acid.

Convert the given moles of  $\text{HNO}_3$  to calculate the volume needed in milliliters of nitric acid.

$$0.2352 \text{ g K}_2\text{HPO}_4 \times \frac{1 \text{ mol K}_2\text{HPO}_4}{174.20 \text{ g}} \times \frac{2 \text{ mol HNO}_3}{1 \text{ mol K}_2\text{HPO}_4} \times \frac{1 \text{ L}}{0.08892 \text{ mol HNO}_3} = 30.37 \text{ mL}$$

All these steps can be combined into a single calculation:

$$\frac{0.2352 \text{ g K}_2\text{HPO}_4}{1} \times \frac{1 \text{ mol K}_2\text{HPO}_4}{174.20 \text{ g}} \times \frac{2 \text{ mol HNO}_3}{1 \text{ mol K}_2\text{HPO}_4} \times \frac{1000 \text{ mL HNO}_3}{0.08892 \text{ mol HNO}_3} = 30.37 \text{ mL HNO}_3$$

12.

mass KOH  $\rightarrow$  mol KOH  $\rightarrow$  mol  $\text{H}_2\text{SO}_4 \rightarrow$  M  $\text{H}_2\text{SO}_4 \rightarrow$  volume  $\text{H}_2\text{SO}_4$

$$\text{mol KOH} = 24.74 \text{ g KOH} \times \frac{1 \text{ mol KOH}}{39.0983 \text{ g}} \times \frac{1 \text{ mol H}_2\text{SO}_4}{2 \text{ mol KOH}} = 0.031638 \text{ mol}$$

$$\text{volume H}_2\text{SO}_4 = \frac{0.031638 \text{ mol}}{0.3446 \text{ M}} = 0.09181 \text{ L}$$

14. Determine the molar mass of  $\text{Ca(OH)}_2$  and propionic

acid.

Molar mass of  $\text{Ca}(\text{OH})_2 = 74.093 \text{ g/mol}$

Molar mass of propionic acid =  $88.106 \text{ g/mol}$

$$\text{mass of Ca}(\text{OH})_2 = 25.0 \text{ g P.A.} \times \frac{1 \text{ mol P.A.}}{88.106 \text{ g P.A.}} \times \frac{1 \text{ mol Ca}(\text{OH})_2}{\text{mol P.A.}} \times \frac{74.093}{\text{mol Ca}(\text{OH})_2} = 21.0 \text{ g}$$

16.

mass KHP  $\rightarrow$  mol KHP  $\rightarrow$  mol NaOH  $\rightarrow$  Concentration of NaOH

$$0.3420 \text{ g KHP} \times \frac{1 \text{ mol KHP}}{204.223 \text{ g KHP}} \times \frac{1 \text{ mol NaOH}}{1 \text{ mol KHP}} \times \frac{1}{0.03573 \text{ L}} = 4.687 \times 10^{-2} \text{ M}$$

## Glossary

**analyte:** chemical species of interest

**buret:** device used for the precise delivery of variable liquid volumes, such as in a titration analysis

**combustion analysis:** gravimetric technique used to determine the elemental composition of a compound via the collection and weighing of its gaseous combustion products

**end point:** measured volume of titrant solution that yields the change in sample solution appearance or other property expected for stoichiometric equivalence (see *equivalence point*)

**equivalence point:** volume of titrant solution required to react completely with the analyte in a titration analysis; provides a stoichiometric amount of titrant for the sample's analyte according to the titration reaction

**gravimetric analysis:** quantitative chemical analysis method involving the separation of an analyte from a sample by a physical or chemical process and subsequent mass measurements of the analyte, reaction product, and/or sample



**indicator:** substance added to the sample in a titration analysis to permit visual detection of the end point

**quantitative analysis:** the determination of the amount or concentration of a substance in a sample

**titrant:** solution containing a known concentration of substance that will react with the analyte in a titration analysis

**titration analysis:** quantitative chemical analysis method that involves measuring the volume of a reactant solution required to completely react with the analyte in a sample

# 65. Videos: Oxidation Reduction

## Oxidation Numbers

This lesson goes over how to assign oxidation numbers (oxidation states) to elements.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=85#oembed-1>

## What are Reduction and Oxidation?

Oxidation occurs when an atom **LOSES** electrons. Reduction occurs when an atom **GAINS** electrons. You can figure out which atoms have gained/lost electrons by looking at “oxidation numbers,” which are kind of like charges.



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## Redox Reactions: Crash Course Chemistry #10

All the magic that we know is in the transfer of electrons. Reduction (gaining electrons) and oxidation (the loss of electrons) combine to form Redox chemistry, which contains the majority of chemical reactions. As electrons jump from atom to atom, they carry energy with them, and that transfer of energy is what makes all life on earth possible.



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# 66. Video: Water and Solutions

## Water and Solutions—for Dirty Laundry: Crash Course Chemistry #7

Dihydrogen monoxide (better known as water) is the key to nearly everything. It falls from the sky, makes up 60% of our bodies, and just about every chemical process related to life takes place with it or in it. Without it, none of the chemical reactions that keep us alive would happen—none of the reactions that sustain any life form on earth would happen—and the majority of inorganic chemical reactions that shape the surface of the earth would not happen either. Every one of us uses water for all kinds of chemistry every day—our body chemistry, our food chemistry and our laundry chemistry all take place in water.

In today's Crash Course Chemistry, we use Hank's actual dirty laundry (ew) to learn about some of the properties of water that make it so special—it's polarity and dielectric property; how electrolytes can be used to classify solutions; and we discover how to calculate a solution's molarity as well as how to dilute a solution using the dilution equation.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=86#oembed-1>

# 67. Assignment—Chemical Reactions in Aqueous Solution

To download a copy of the assignment, please click on the link [Sample Questions](#). (Question 17 in the PDF has an error; see question 17 below.)

As you work these matter and measurement problems, consider and explain:

- A. What type of question is it?
- B. How do you know what type of question it is?
- C. What information are you looking for?
- D. What information do they give?
- E. How will you go about solving this?
- F. Show how to solve the problem.
- G. Be able to answer for a different reaction, number, set of conditions, etc.

## Sample Questions

1. Consider two organic molecules, ethanol and benzene. One dissolves in water and the other does not. Why?
  - A. They have different molar masses.
  - B. One is ionic, the other is not.
  - C. One is an electrolyte, the other is not.
  - D. Ethanol contains a polar O–H bond, and benzene does not.
  - E. Two of these are correct.
2. Which of the following is a strong acid?

- A. HF
  - B. KOH
  - C.  $\text{HClO}_4$
  - D.  $\text{HClO}$
  - E.  $\text{HBrO}$
3. Which of the following is *not* a strong base?
- A.  $\text{Ca}(\text{OH})_2$
  - B. KOH
  - C.  $\text{NH}_3$
  - D. LiOH
  - E.  $\text{Sr}(\text{OH})_2$
4. 1.00 mL of a  $2.90 \times 10^{-4}\text{M}$  solution of oleic acid is diluted with 9.00 mL of petroleum ether, forming solution A. Then 2.00 mL of solution A is diluted with 8.00 mL of petroleum ether, forming solution B. What is the concentration of solution B?
- A.  $2.90 \times 10^{-6}\text{M}$
  - B.  $8.06 \times 10^{-6}\text{M}$
  - C.  $5.80 \times 10^{-5}\text{M}$
  - D.  $6.44 \times 10^{-5}\text{M}$
  - E.  $5.80 \times 10^{-6}\text{M}$
5. How many grams of NaCl are contained in 350. mL of a 0.196 M solution of sodium chloride?
- A. 11.5 g
  - B. 4.01 g
  - C. 8.02 g
  - D. 68.6 g
  - E. none of these
6. What volume of 18 M sulfuric acid must be used to prepare 2.00 L of 0.140 M  $\text{H}_2\text{SO}_4$ ?
- A. 16 mL
  - B. 0.28 mL
  - C.  $1.3 \times 10^3$  mL
  - D. 2.8 mL
  - E. 5.0 mL

7. What are the following reactions examples of?
- $$\text{Pb}^{2+} + 2\text{I}^- \rightarrow \text{PbI}_2$$
- $$2\text{Ce}^{4+} + 2\text{I}^- \rightarrow \text{I}_2 + 2\text{Ce}^{3+}$$
- $$\text{HOAc} + \text{NH}_3 \rightarrow \text{NH}_4^+ + \text{OAc}^-$$
- A. acid-base reactions  
B. unbalanced reactions  
C. precipitation, acid-base, and redox reactions, respectively  
D. redox, acid-base, and precipitation reactions, respectively  
E. precipitation, redox, and acid-base reactions, respectively
8. You have exposed electrodes of a light bulb in a solution of  $\text{H}_2\text{SO}_4$  such that the light bulb is on. You add a dilute solution and the bulb grows dim. Which of the following could be in the solution?
- A.  $\text{Ba}(\text{OH})_2$   
B.  $\text{NaNO}_3$   
C.  $\text{K}_2\text{SO}_4$   
D.  $\text{Cu}(\text{NO}_3)_2$   
E. none of these
9. Aqueous solutions of potassium sulfate and ammonium nitrate are mixed together. Which statement is correct?
- A. Both  $\text{KNO}_3$  and  $\text{NH}_4\text{SO}_4$  precipitate from solution.  
B. A gas is released.  
C.  $\text{NH}_4\text{SO}_4$  will precipitate from solution.  
D.  $\text{KNO}_3$  will precipitate from solution.  
E. No reaction will occur.
10. How many of the following salts are expected to be insoluble in water?
- sodium sulfide
  - barium nitrate
  - ammonium sulfate
  - potassium phosphate
- A. none

- B. 1
  - C. 2
  - D. 3
  - E. 4
11. Which of the following ions is most likely to form an insoluble sulfate?
- A.  $\text{K}^+$
  - B.  $\text{Li}^+$
  - C.  $\text{Ca}^{2+}$
  - D.  $\text{S}^{2-}$
  - E.  $\text{Cl}^-$

**Use the following to answer questions 12–13:** Aqueous solutions of barium chloride and silver nitrate are mixed to form solid silver chloride and aqueous barium nitrate.

12. The balanced molecular equation contains which one of the following terms?
- A.  $\text{AgCl}(\text{s})$
  - B.  $2\text{AgCl}(\text{s})$
  - C.  $2\text{Ba}(\text{NO}_3)_2(\text{aq})$
  - D.  $\text{BaNO}_3(\text{aq})$
  - E.  $3\text{AgCl}(\text{aq})$
13. The net ionic equation contains which of the following terms?
- A.  $\text{Ag}^+(\text{aq})$
  - B.  $\text{Ba}^{2+}(\text{aq})$
  - C.  $\text{NO}_3^-(\text{aq})$
  - D.  $\text{H}^+(\text{aq})$
  - E.  $\text{AgCl}(\text{aq})$
14. The net ionic equation for the reaction of calcium bromide and sodium phosphate contains which of the following species?
- A.  $2\text{Br}^-(\text{aq})$
  - B.  $\text{PO}_4^{3-}(\text{aq})$



- C.  $2\text{Ca}_3(\text{PO}_4)_2(\text{s})$   
D.  $6\text{NaBr}(\text{aq})$   
E.  $3\text{Ca}^{2+}(\text{aq})$
15. The net ionic equation for the reaction of aluminum sulfate and sodium hydroxide contains which of the following species?
- A.  $3\text{Al}^{3+}(\text{aq})$   
B.  $\text{OH}^{-}(\text{aq})$   
C.  $3\text{OH}^{-}(\text{aq})$   
D.  $2\text{Al}^{3+}(\text{aq})$   
E.  $2\text{Al}(\text{OH})_3(\text{s})$
16. You mix 265.0 mL of 1.20 M lead(II) nitrate with 300.0 mL of 1.55 M potassium iodide. The lead(II) iodide is insoluble. Which of the following is false?
- A. The final concentration of  $\text{Pb}^{2+}$  ions is 0.151 M.  
B. You form 107 g of lead(II) iodide.  
C. The final concentration of  $\text{K}^{+}$  is 0.823 M.  
D. The final concentration of  $\text{NO}_3^{-}$  is 0.823 M.  
E. All are true.
17. When solutions of formic acid and sodium hydroxide react, which of the following are NOT present in the net ionic equation?
- A. hydrogen ion  
B. formate ion  
C. sodium ion  
D. hydroxide ion  
E. A and B  
F. A, B, and C  
G. A and D  
H. A and C  
I. B and C
18. When solutions of acetic acid and copper(II) react, which of the following are spectator ions?
- A. hydrogen ion  
B. acetate ion

- C. copper(II) ion
  - D. hydroxide ion
  - E. none of these
19. A 0.307-g sample of an unknown triprotic acid is titrated to the third equivalence point using 35.2 mL of 0.106 M NaOH. Calculate the molar mass of the acid.
- A. 247 g/mol
  - B. 171 g/mol
  - C. 165 g/mol
  - D. 151 g/mol
  - E. 82.7 g/mol
20. You have separate solutions of HCl and H<sub>2</sub>SO<sub>4</sub> with the same concentrations in terms of molarity. You wish to neutralize a solution of NaOH. Which acid solution would require more volume (in mL) to neutralize the base?
- A. The HCl solution.
  - B. The H<sub>2</sub>SO<sub>4</sub> solution.
  - C. You need to know the acid concentrations to answer this question.
  - D. You need to know the volume and concentration of the NaOH solution to answer this question.
  - E. C and D
21. With what volume of 5.00 M HF will 5.41 g of calcium hydroxide react completely, according to the following reaction?
- $$2 \text{ HF} + \text{Ca(OH)}_2 \rightarrow \text{CaF}_2 + 2 \text{ H}_2\text{O}$$
- A. 14.6 mL
  - B. 146 mL
  - C. 730 mL
  - D. 29.2 mL
  - E. 34.2 mL
22. A student weighs out 0.557 g of KHP (molar mass = 204.22 g/mol) and titrates to the equivalence point with 36.78 mL of a stock NaOH solution. What is the concentration of the stock NaOH solution? KHP is an acid with one acidic proton.

- A. 0.00273 M
  - B. 0.100 M
  - C. 0.0151 M
  - D. 0.0742 M
  - E. none of these
23. In which of the following does nitrogen have an oxidation state of +4?
- A.  $\text{HNO}_3$
  - B.  $\text{NO}_2$
  - C.  $\text{N}_2\text{O}$
  - D.  $\text{NH}_4\text{Cl}$
  - E.  $\text{NaNO}_2$
24. What is the oxidation state of chlorine in  $\text{ClO}^-$ ?
- A. 0
  - B. +1
  - C. -1
  - D. +3
  - E. -7
25. In the reaction  $2\text{Ca(s)} + \text{O}_2\text{(g)} \rightarrow 2\text{CaO(s)}$ , which species is oxidized?
- A.  $\text{O}_2$
  - B.  $\text{O}^{2-}$
  - C. Ca
  - D.  $\text{Ca}^{2+}$
  - E. none of these
26. In the reaction  $\text{N}_2\text{(g)} + 3\text{H}_2\text{(g)} \rightarrow 2\text{NH}_3\text{(g)}$ ,  $\text{N}_2$  is
- A. oxidized
  - B. reduced
  - C. the electron donor
  - D. the reducing agent
  - E. two of these
27. Which of the following are oxidation-reduction reactions?
- I.  $\text{PCl}_3 + \text{Cl}_2 \rightarrow \text{PCl}_5$

- II.  $\text{Cu} + 2\text{AgNO}_3 \rightarrow \text{Cu}(\text{NO}_3)_2 + 2\text{Ag}$   
III.  $\text{CO}_2 + 2\text{LiOH} \rightarrow \text{Li}_2\text{CO}_3 + \text{H}_2\text{O}$   
IV.  $\text{FeCl}_2 + 2\text{NaOH} \rightarrow \text{Fe}(\text{OH})_2 + 2\text{NaCl}$
- A. III  
B. IV  
C. I and II  
D. I, II, and III  
E. I, II, III, and IV
28. In the reaction  $\text{Zn} + \text{H}_2\text{SO}_4 \rightarrow \text{ZnSO}_4 + \text{H}_2$ , which, if any, element is oxidized?
- A. zinc  
B. hydrogen  
C. sulfur  
D. oxygen  
E. none of these
29. Balance the following oxidation-reduction reaction using the oxidation number method:  $\text{Fe}^{3+} + \text{I}^- \rightarrow \text{Fe}^{2+} + \text{I}_2$   
In the balanced equation, the coefficient of  $\text{Fe}^{2+} + \text{I}_2$
- A. 1  
B. 2  
C. 3  
D. 4  
E. none of these
30. Given the reaction  $2\text{MnO}_4^- + 5\text{H}_2\text{O}_2 + 6\text{H}^+ \rightarrow 2\text{Mn}^{2+} + 8\text{H}_2\text{O} + 5\text{O}_2$  determine the number of electrons involved in this reaction.
- A. 10  
B. 8  
C. 6  
D. 4  
E. 2

Show Sample Answers

1. D
2. C
3. C
4. E
5. B
6. A
7. E
8. A
9. E
10. A
11. C
12. B
13. A
14. E
15. C
16. D
17. E
18. E
19. A
20. A
21. D
22. D
23. B
24. B
25. C
26. B
27. C
28. A
29. B
30. A



PART VI  
ELECTRONIC STRUCTURE  
AND PERIODIC  
PROPERTIES OF ELEMENTS





# 68. Introduction to Electronic Structure and Periodic Properties of Elements

## *Outline of Electronic Structure and Periodic Properties of Elements*

- Electromagnetic Energy
- The Bohr Model
- Development of Quantum Theory
- Electronic Structure of Atoms (Electron Configurations)
- Periodic Variations in Element Properties

In 1054, Chinese astronomers recorded the appearance of a “guest star” in the sky, visible even during the day, which then disappeared slowly over the next two years. The sudden appearance was due to a supernova explosion, which was much brighter than the original star. Even though this supernova was observed almost a millennium ago, the remaining Crab Nebula (Figure 1) continues to release energy today. It emits not only visible light but also infrared light, X-rays, and other forms of electromagnetic radiation. The nebula emits both continuous spectra (the blue-white glow) and atomic emission spectra (the colored filaments). In this chapter, we will discuss light and other forms of electromagnetic radiation and how

they are related to the electronic structure of atoms. We will also see how this radiation can be used to identify elements, even from thousands of light years away.

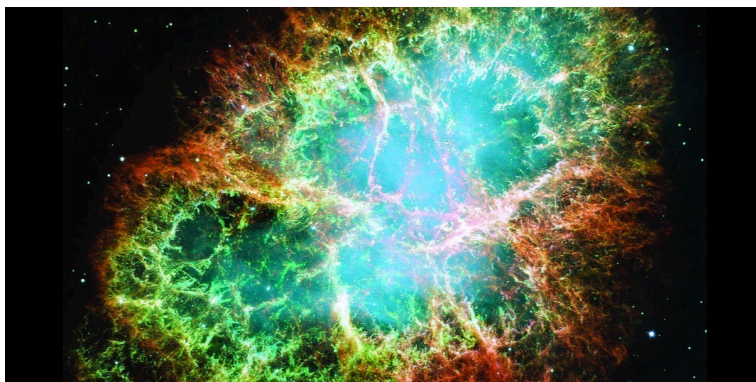


Figure 1. The Crab Nebula consists of remnants of a supernova (the explosion of a star). NASA's Hubble Space Telescope produced this composite image. Measurements of the emitted light wavelengths enabled astronomers to identify the elements in the nebula, determining that it contains specific ions including  $S^+$  (green filaments) and  $O^{2+}$  (red filaments). (credit: modification of work by NASA and ESA)

## 69. Electromagnetic Energy

### *Learning Objectives*

By the end of this section, you will be able to:

- Explain the basic behavior of waves, including travelling waves and standing waves
- Describe the wave nature of light
- Use appropriate equations to calculate related light-wave properties such as period, frequency, wavelength, and energy
- Distinguish between line and continuous emission spectra
- Describe the particle nature of light

The nature of light has been a subject of inquiry since antiquity. In the seventeenth century, Isaac Newton performed experiments with lenses and prisms and was able to demonstrate that white light consists of the individual colors of the rainbow combined together. Newton explained his optics findings in terms of a “corpuscular” view of light, in which light was composed of streams of extremely tiny particles travelling at high speeds according to Newton’s laws of motion. Others in the seventeenth century, such as Christiaan Huygens, had shown that optical phenomena such as reflection and refraction could be equally well explained in terms of light as waves travelling at high speed through a medium called “luminiferous aether” that was thought to permeate all space. Early in the nineteenth century, Thomas Young demonstrated that light passing through narrow, closely spaced slits produced interference patterns

that could not be explained in terms of Newtonian particles but could be easily explained in terms of waves. Later in the nineteenth century, after James Clerk Maxwell developed his theory of **electromagnetic radiation** and showed that light was the visible part of a vast spectrum of electromagnetic waves, the particle view of light became thoroughly discredited. By the end of the nineteenth century, scientists viewed the physical universe as roughly comprising two separate domains: matter composed of particles moving according to Newton's laws of motion, and electromagnetic radiation consisting of waves governed by Maxwell's equations. Today, these domains are referred to as classical mechanics and classical electrodynamics (or classical electromagnetism). Although there were a few physical phenomena that could not be explained within this framework, scientists at that time were so confident of the overall soundness of this framework that they viewed these aberrations as puzzling paradoxes that would ultimately be resolved somehow within this framework. As we shall see, these paradoxes led to a contemporary framework that intimately connects particles and waves at a fundamental level called wave-particle duality, which has superseded the classical view.

Visible light and other forms of electromagnetic radiation play important roles in chemistry, since they can be used to infer the energies of electrons within atoms and molecules. Much of modern technology is based on electromagnetic radiation. For example, radio waves from a mobile phone, X-rays used by dentists, the energy used to cook food in your microwave, the radiant heat from red-hot objects, and the light from your television screen are forms of electromagnetic radiation that all exhibit wavelike behavior.

## Waves

A wave is an oscillation or periodic movement that can transport

energy from one point in space to another. Common examples of waves are all around us. Shaking the end of a rope transfers energy from your hand to the other end of the rope, dropping a pebble into a pond causes waves to ripple outward along the water's surface, and the expansion of air that accompanies a lightning strike generates sound waves (thunder) that can travel outward for several miles. In each of these cases, kinetic energy is transferred through matter (the rope, water, or air) while the matter remains essentially in place. An insightful example of a wave occurs in sports stadiums when fans in a narrow region of seats rise simultaneously and stand with their arms raised up for a few seconds before sitting down again while the fans in neighboring sections likewise stand up and sit down in sequence. While this wave can quickly encircle a large stadium in a few seconds, none of the fans actually travel with the wave—they all stay in or above their seats.

Waves need not be restricted to travel through matter. As Maxwell showed, electromagnetic waves consist of an electric field oscillating in step with a perpendicular magnetic field, both of which are perpendicular to the direction of travel. These waves can travel through a vacuum at a constant speed of  $2.998 \times 10^8$  m/s, the speed of light (denoted by  $c$ ).

All waves, including forms of electromagnetic radiation, are characterized by a **wavelength** (denoted by  $\lambda$ , the lowercase Greek letter lambda), a **frequency** (denoted by  $\nu$ , the lowercase Greek letter nu), and an **amplitude**. As can be seen in Figure 1, the wavelength is the distance between two consecutive peaks or troughs in a wave (measured in meters in the SI system). Electromagnetic waves have wavelengths that fall within an enormous range—wavelengths of kilometers ( $10^3$  m) to picometers ( $10^{-12}$  m) have been observed. The frequency is the number of wave cycles that pass a specified point in space in a specified amount of time (in the SI system, this is measured in seconds). A cycle corresponds to one complete wavelength. The unit for frequency, expressed as cycles per second [ $s^{-1}$ ], is the hertz (Hz). Common multiples of this unit are megahertz, ( $1 \text{ MHz} = 1 \times 10^6 \text{ Hz}$ ) and

gigahertz ( $1 \text{ GHz} = 1 \times 10^9 \text{ Hz}$ ). The amplitude corresponds to the magnitude of the wave's displacement and so, in Figure 1, this corresponds to one-half the height between the peaks and troughs. The amplitude is related to the intensity of the wave, which for light is the brightness, and for sound is the loudness.

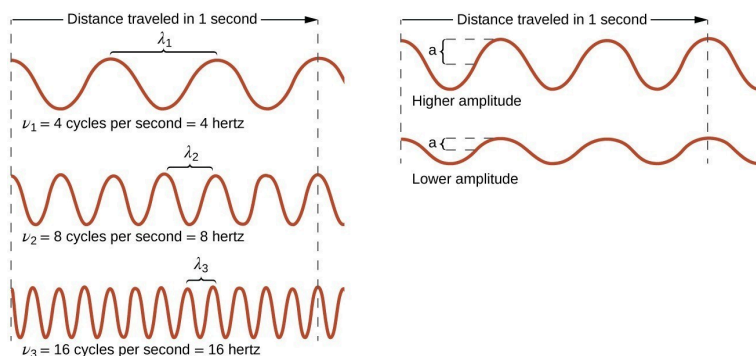


Figure 1. One-dimensional sinusoidal waves show the relationship among wavelength, frequency, and speed. The wave with the shortest wavelength has the highest frequency. Amplitude is one-half the height of the wave from peak to trough.

The product of a wave's wavelength ( $\lambda$ ) and its frequency ( $\nu$ ),  $\lambda\nu$ , is the speed of the wave. Thus, for electromagnetic radiation in a vacuum:

$$c = 2.998 \times 10^8 \text{ ms}^{-1} = \lambda\nu$$

Wavelength and frequency are inversely proportional: As the wavelength increases, the frequency decreases. The inverse proportionality is illustrated in Figure 2. This figure also shows the **electromagnetic spectrum**, the range of all types of electromagnetic radiation. Each of the various colors of visible light has specific frequencies and wavelengths associated with them, and you can see that visible light makes up only a small portion of the electromagnetic spectrum. Because the technologies developed to work in various parts of the electromagnetic spectrum are different, for reasons of convenience and historical legacies, different units are typically used for different parts of the spectrum. For example,

radio waves are usually specified as frequencies (typically in units of MHz), while the visible region is usually specified in wavelengths (typically in units of nm or angstroms).

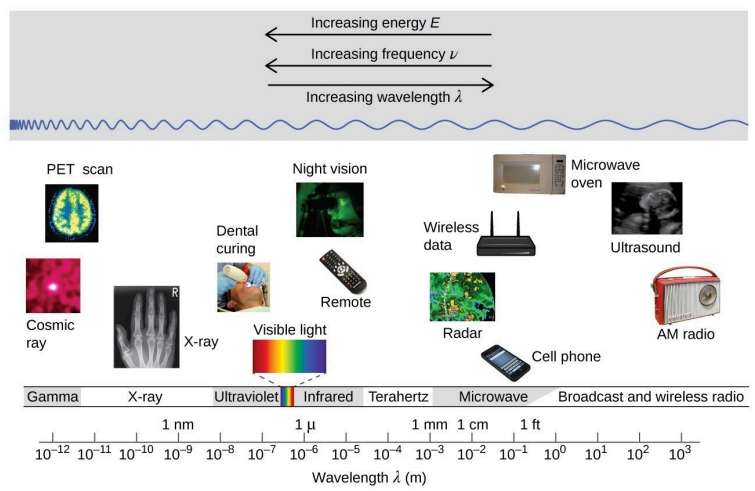


Figure 2. Portions of the electromagnetic spectrum are shown in order of decreasing frequency and increasing wavelength. Examples of some applications for various wavelengths include positron emission tomography (PET) scans, X-ray imaging, remote controls, wireless Internet, cellular telephones, and radios. (credit “Cosmic ray”: modification of work by NASA; credit “PET scan”: modification of work by the National Institute of Health; credit “X-ray”: modification of work by Dr. Jochen Lengerke; credit “Dental curing”: modification of work by the Department of the Navy; credit “Night vision”: modification of work by the Department of the Army; credit “Remote”: modification of work by Emilian Robert Vicol; credit “Cell phone”: modification of work by Brett Jordan; credit “Microwave oven”: modification of work by Billy Mabray; credit “Ultrasound”: modification of work by Jane Whitney; credit “AM radio”: modification of work by Dave Clausen)

### Example 1: Determining the Frequency and

## Wavelength of Radiation

A sodium streetlight gives off yellow light that has a wavelength of 589 nm ( $1 \text{ nm} = 1 \times 10^{-9} \text{ m}$ ). What is the frequency of this light?

Show Answer

We can rearrange the equation  $c = \lambda\nu$  to solve for the frequency:  $\nu = \frac{c}{\lambda}$

Since  $c$  is expressed in meters per second, we must also convert 589 nm to meters.

$$\nu = \left( \frac{2.998 \times 10^8 \cancel{\text{m}} \text{ s}^{-1}}{589 \cancel{\text{nm}}} \right) \left( \frac{1 \times 10^9 \cancel{\text{nm}}}{1 \cancel{\text{m}}} \right) = 5.09 \times 10^{14} \text{ s}^{-1}$$

### Check Your Learning

One of the frequencies used to transmit and receive cellular telephone signals in the United States is 850 MHz. What is the wavelength in meters of these radio waves?

Show Answer

$$0.353 \text{ m} = 35.3 \text{ cm}$$



## Wireless Communication



Figure 3. Radio and cell towers are typically used to transmit long-wavelength electromagnetic radiation. Increasingly, cell towers are designed to blend in with the landscape, as with the Tucson, Arizona, cell tower (right) disguised as a palm tree. (credit left: modification of work by Sir Mildred Pierce; credit middle: modification of work by M.O. Stevens)

Many valuable technologies operate in the radio (3 kHz-300 GHz) frequency region of the electromagnetic spectrum. At the low frequency (low energy, long wavelength) end of this region are AM (amplitude modulation) radio signals (540-2830 kHz) that can travel long distances. FM (frequency modulation) radio signals are used at higher frequencies (87.5-108.0 MHz). In AM radio, the information is transmitted by varying the amplitude of the wave (Figure 4). In FM radio, by contrast, the amplitude is constant and the instantaneous frequency varies.

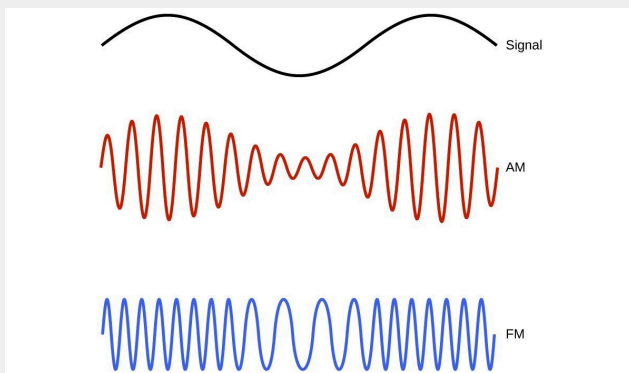


Figure 4. This schematic depicts how amplitude modulation (AM) and frequency modulation (FM) can be used to transmit a radio wave.

Other technologies also operate in the radio-wave portion of the electromagnetic spectrum. For example, 4G cellular telephone signals are approximately 880 MHz, while Global Positioning System (GPS) signals operate at 1.228 and 1.575 GHz, local area wireless technology (Wi-Fi) networks operate at 2.4 to 5 GHz, and highway toll sensors operate at 5.8 GHz. The frequencies associated with these applications are convenient because such waves tend not to be absorbed much by common building materials.

One particularly characteristic phenomenon of waves results when two or more waves come into contact: They interfere with each other. Figure 5 shows the **interference patterns** that arise when light passes through narrow slits closely spaced about a wavelength apart. The fringe patterns produced depend on the wavelength,

with the fringes being more closely spaced for shorter wavelength light passing through a given set of slits. When the light passes through the two slits, each slit effectively acts as a new source, resulting in two closely spaced waves coming into contact at the detector (the camera in this case). The dark regions in Figure 5 correspond to regions where the peaks for the wave from one slit happen to coincide with the troughs for the wave from the other slit (destructive interference), while the brightest regions correspond to the regions where the peaks for the two waves (or their two troughs) happen to coincide (constructive interference). Likewise, when two stones are tossed close together into a pond, interference patterns are visible in the interactions between the waves produced by the stones. Such interference patterns cannot be explained by particles moving according to the laws of classical mechanics.

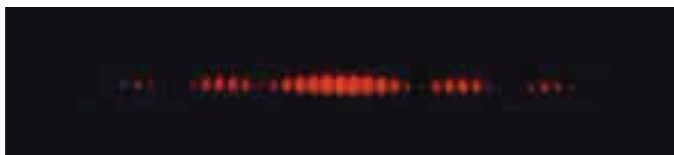


Figure 5. Interference fringe patterns are shown for light passing through two closely spaced, narrow slits. The spacing of the fringes depends on the wavelength, with the fringes being more closely spaced for the shorter-wavelength blue light. (credit: PASCO)

Dorothy Hodgkin

Because the wavelengths of X-rays (10-10,000 picometers [pm]) are comparable to the size of atoms,

X-rays can be used to determine the structure of molecules. When a beam of X-rays is passed through molecules packed together in a crystal, the X-rays collide with the electrons and scatter. Constructive and destructive interference of these scattered X-rays creates a specific diffraction pattern. Calculating backward from this pattern, the positions of each of the atoms in the molecule can be determined very precisely. One of the pioneers who helped create this technology was Dorothy Crowfoot Hodgkin.

She was born in Cairo, Egypt, in 1910, where her British parents were studying archeology. Even as a young girl, she was fascinated with minerals and crystals. When she was a student at Oxford University, she began researching how X-ray crystallography could be used to determine the structure of biomolecules. She invented new techniques that allowed her and her students to determine the structures of vitamin B<sub>12</sub>, penicillin, and many other important molecules. Diabetes, a disease that affects 382 million people worldwide, involves the hormone insulin. Hodgkin began studying the structure of insulin in 1934, but it required several decades of advances in the field before she finally reported the structure in 1969. Understanding the structure has led to better understanding of the disease and treatment options.

Not all waves are travelling waves. **Standing waves** (also known as **stationary waves**) remain constrained within some region of space. As we shall see, standing waves play an important role in our understanding of the electronic structure of atoms and molecules.

The simplest example of a standing wave is a one-dimensional wave associated with a vibrating string that is held fixed at its two end points. Figure 6 shows the four lowest-energy standing waves (the fundamental wave and the lowest three harmonics) for a vibrating string at a particular amplitude. Although the string's motion lies mostly within a plane, the wave itself is considered to be one dimensional, since it lies along the length of the string. The motion of string segments in a direction perpendicular to the string length generates the waves and so the amplitude of the waves is visible as the maximum displacement of the curves seen in Figure 6. The key observation from the figure is *that only those waves having an integer number,  $n$ , of half-wavelengths between the end points can form*. A system with fixed end points such as this restricts the number and type of the possible waveforms. This is an example of **quantization**, in which only discrete values from a more general set of continuous values of some property are observed. Another important observation is that the harmonic waves (those waves displaying more than one-half wavelength) all have one or more points between the two end points that are not in motion. These special points are **nodes**. The energies of the standing waves with a given amplitude in a vibrating string increase with the number of half-wavelengths  $n$ . Since the number of nodes is  $n - 1$ , the energy can also be said to depend on the number of nodes, generally increasing as the number of nodes increases.

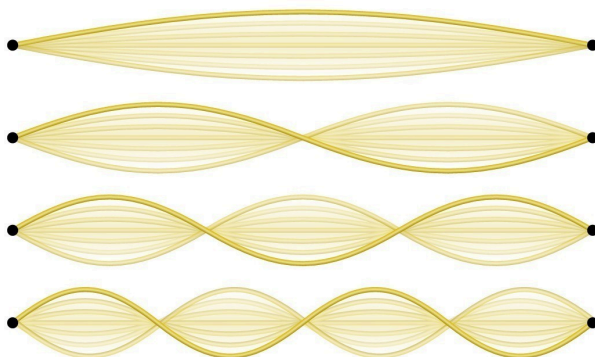


Figure 6. A vibrating string shows some one-dimensional standing waves. Since the two end points of the string are held fixed, only waves having an integer number of half-wavelengths can form. The points on the string between the end points that are not moving are called the nodes.

An example of two-dimensional standing waves is shown in Figure 7, which shows the vibrational patterns on a flat surface. Although the vibrational amplitudes cannot be seen like they could in the vibrating string, the nodes have been made visible by sprinkling the drum surface with a powder that collects on the areas of the surface that have minimal displacement. For one-dimensional standing waves, the nodes were points on the line, but for two-dimensional standing waves, the nodes are lines on the surface (for three-dimensional standing waves, the nodes are two-dimensional surfaces within the three-dimensional volume). Because of the circular symmetry of the drum surface, its boundary conditions (the drum surface being tightly constrained to the circumference of the drum) result in two types of nodes: radial nodes that sweep out all angles at constant radii and, thus, are seen as circles about the center, and angular nodes that sweep out all radii at constant angles and, thus, are seen as lines passing through the center. The upper left image in Figure 7 shows two radial nodes, while the image in the lower right shows the vibrational pattern associated with three radial nodes and two angular nodes.

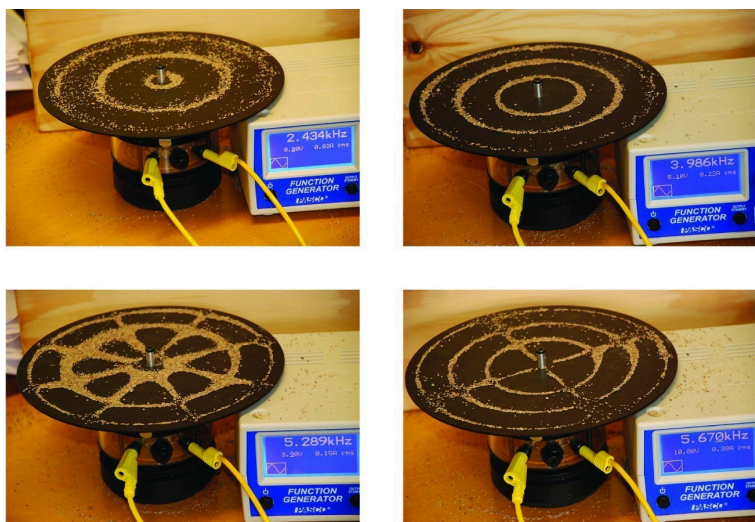


Figure 7. Two-dimensional standing waves can be visualized on a vibrating surface. The surface has been sprinkled with a powder that collects near the nodal lines. There are two types of nodes visible: radial nodes (circles) and angular nodes (radii).

You can watch the formation of various radial nodes here as singer Imogen Heap projects her voice across a kettle drum.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

[https://library.achievingthedream.org/  
sanjacgeneralchemistry/?p=90#oembed-1](https://library.achievingthedream.org/sanjacgeneralchemistry/?p=90#oembed-1)

## Blackbody Radiation and the Ultraviolet Catastrophe

The last few decades of the nineteenth century witnessed intense research activity in commercializing newly discovered electric lighting. This required obtaining a better understanding of the distributions of light emitted from various sources being considered. Artificial lighting is usually designed to mimic natural sunlight within the limitations of the underlying technology. Such lighting consists of a range of broadly distributed frequencies that form a **continuous spectrum**. Figure 8 shows the wavelength distribution for sunlight. The most intense radiation is in the visible region, with the intensity dropping off rapidly for shorter wavelength ultraviolet (UV) light, and more slowly for longer wavelength infrared (IR) light.



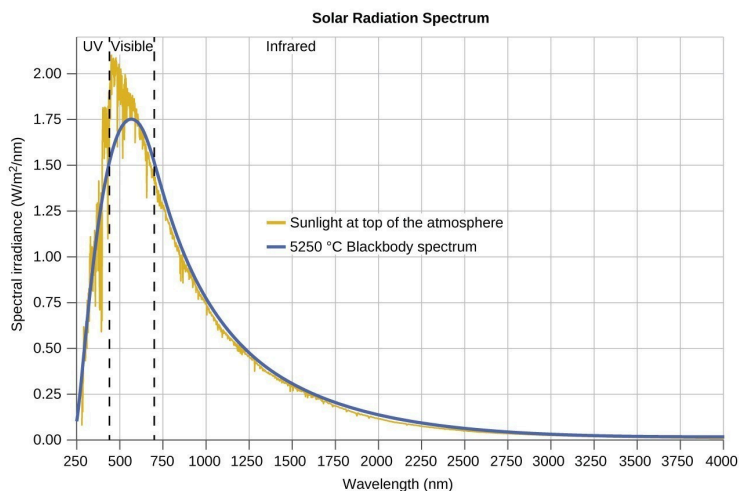


Figure 8. The spectral distribution (light intensity vs. wavelength) of sunlight reaches the Earth's atmosphere as UV light, visible light, and IR light. The unabsorbed sunlight at the top of the atmosphere has a distribution that approximately matches the theoretical distribution of a blackbody at 5250 °C, represented by the blue curve. (credit: modification of work by American Society for Testing and Materials (ASTM) Terrestrial Reference Spectra for Photovoltaic Performance Evaluation)

In Figure 8, the solar distribution is compared to a representative distribution, called a blackbody spectrum, that corresponds to a temperature of 5250 °C. The blackbody spectrum matches the solar spectrum quite well. A **blackbody** is a convenient, ideal emitter that approximates the behavior of many materials when heated. It is “ideal” in the same sense that an ideal gas is a convenient, simple representation of real gases that works well, provided that the pressure is not too high nor the temperature too low. A good approximation of a blackbody that can be used to observe blackbody radiation is a metal oven that can be heated to very high temperatures. The oven has a small hole allowing for the light being emitted within the oven to be observed with a spectrometer so that the wavelengths and their intensities can be measured. Figure 6.10 shows the resulting curves for some representative

temperatures. Each distribution depends only on a single parameter: the temperature. The maxima in the blackbody curves,  $\lambda_{\text{max}}$ , shift to shorter wavelengths as the temperature increases, reflecting the observation that metals being heated to high temperatures begin to glow a darker red that becomes brighter as the temperature increases, eventually becoming white hot at very high temperatures as the intensities of all of the visible wavelengths become appreciable. This common observation was at the heart of the first paradox that showed the fundamental limitations of classical physics that we will examine.

Physicists derived mathematical expressions for the blackbody curves using well-accepted concepts from the theories of classical mechanics and classical electromagnetism. The theoretical expressions as functions of temperature fit the observed experimental blackbody curves well at longer wavelengths, but showed significant discrepancies at shorter wavelengths. Not only did the theoretical curves not show a peak, they absurdly showed the intensity becoming infinitely large as the wavelength became smaller, which would imply that everyday objects at room temperature should be emitting large amounts of UV light. This became known as the “ultraviolet catastrophe” because no one could find any problems with the theoretical treatment that could lead to such unrealistic short-wavelength behavior. Finally, around 1900, Max Planck derived a theoretical expression for blackbody radiation that fit the experimental observations exactly (within experimental error). Planck developed his theoretical treatment by extending the earlier work that had been based on the premise that the atoms composing the oven vibrated at increasing frequencies (or decreasing wavelengths) as the temperature increased, with these vibrations being the source of the emitted electromagnetic radiation. But where the earlier treatments had allowed the vibrating atoms to have any energy values obtained from a continuous set of energies (perfectly reasonable, according to classical physics), Planck found that by restricting the vibrational energies to discrete values for each frequency, he could derive an

expression for blackbody radiation that correctly had the intensity dropping rapidly for the short wavelengths in the UV region.

$$E = nh\nu, n = 1, 2, 3, \dots$$

The quantity  $h$  is a constant now known as Planck's constant, in his honor. Although Planck was pleased he had resolved the blackbody radiation paradox, he was disturbed that to do so, he needed to assume the vibrating atoms required quantized energies, which he was unable to explain. The value of Planck's constant is very small,  $6.626 \times 10^{-34}$  joule seconds (J s), which helps explain why energy quantization had not been observed previously in macroscopic phenomena.

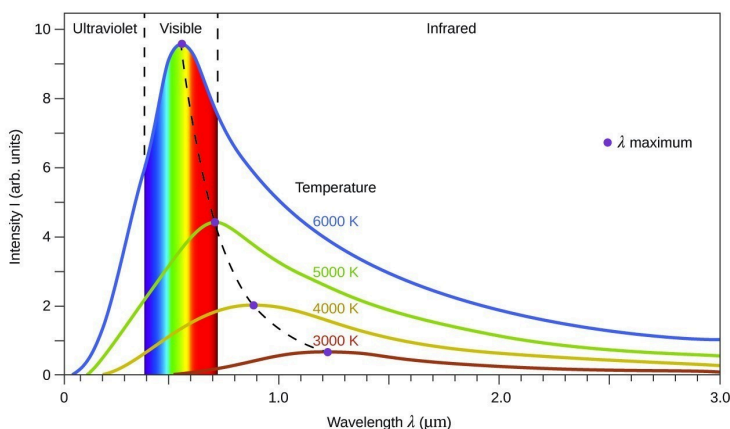


Figure 9. Blackbody spectral distribution curves are shown for some representative temperatures.

## The Photoelectric Effect

The next paradox in the classical theory to be resolved concerned the photoelectric effect (Figure 10). It had been observed that electrons could be ejected from the clean surface of a metal when light having a frequency greater than some threshold frequency was

shone on it. Surprisingly, the kinetic energy of the ejected electrons did not depend on the brightness of the light, but increased with increasing frequency of the light. Since the electrons in the metal had a certain amount of binding energy keeping them there, the incident light needed to have more energy to free the electrons. According to classical wave theory, a wave's energy depends on its intensity (which depends on its amplitude), not its frequency. One part of these observations was that the number of electrons ejected within a given time period was seen to increase as the brightness increased. In 1905, Albert Einstein was able to resolve the paradox by incorporating Planck's quantization findings into the discredited particle view of light (Einstein actually won his Nobel prize for this work, and not for his theories of relativity for which he is most famous).

Einstein argued that the quantized energies that Planck had postulated in his treatment of blackbody radiation could be applied to the light in the photoelectric effect so that the light striking the metal surface should not be viewed as a wave, but instead as a stream of particles (later called **photons**) whose energy depended on their frequency, according to Planck's formula,  $E = h\nu$  (or, in terms of wavelength using  $c = \nu\lambda$ ,  $E = \frac{hc}{\lambda}$ ). Electrons were ejected when hit by photons having sufficient energy (a frequency greater than the threshold). The greater the frequency, the greater the kinetic energy imparted to the escaping electrons by the collisions. Einstein also argued that the light intensity did not depend on the amplitude of the incoming wave, but instead corresponded to the number of photons striking the surface within a given time period. This explains why the number of ejected electrons increased with increasing brightness, since the greater the number of incoming photons, the greater the likelihood that they would collide with some of the electrons.

With Einstein's findings, the nature of light took on a new air of mystery. Although many light phenomena could be explained either in terms of waves or particles, certain phenomena, such as the

interference patterns obtained when light passed through a double slit, were completely contrary to a particle view of light, while other phenomena, such as the photoelectric effect, were completely contrary to a wave view of light. Somehow, at a deep fundamental level still not fully understood, light is both wavelike and particle-like. This is known as **wave-particle duality**.

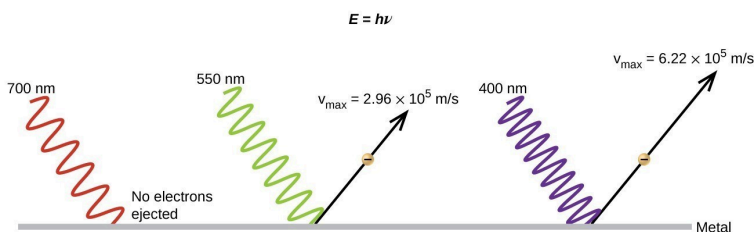


Figure 10. Photons with low frequencies do not have enough energy to cause electrons to be ejected via the photoelectric effect. For any frequency of light above the threshold frequency, the kinetic energy of ejected electron will be proportional to the energy of the incoming photon.

### Example 2: Calculating the Energy of Radiation

When we see light from a neon sign, we are observing radiation from excited neon atoms. If this radiation has a wavelength of 640 nm, what is the energy of the photon being emitted?

Show Answer

We use the part of Planck's equation that includes the wavelength,  $\lambda$ , and convert units of nanometers to meters so that the units of  $\lambda$  and  $c$  are the same.

$$E = \frac{hc}{\lambda}$$

$$E = \frac{(6.626 \times 10^{-34} \text{ J}\cancel{\text{s}})(2.998 \times 10^8 \text{ m}\cancel{\text{s}}^{-1})}{(640 \cancel{\text{nm}})\left(\frac{1\cancel{\text{m}}}{10^9 \cancel{\text{nm}}}\right)}$$

$$E = 3.10 \times 10^{-19} \text{ J}$$

### Check Your Learning

The microwaves in an oven are of a specific frequency that will heat the water molecules contained in food. (This is why most plastics and glass do not become hot in a microwave oven—they do not contain water molecules.) This frequency is about  $3 \times 10^9$  Hz. What is the energy of one photon in these microwaves?

Show Answer

$$2 \times 10^{-24} \text{ J}$$

Use [this PhET Photoelectric Effect simulation program](#) to experiment with the photoelectric effect to see how intensity, frequency, type of metal, and other factors influence the ejected photons.

### Example 3: Photoelectric Effect

Identify which of the following statements are false and, where necessary, change the underlined word or phrase to make them true, consistent with Einstein's explanation of the photoelectric effect.

1. Increasing the brightness of incoming light *increases* the kinetic energy of the ejected electrons.
2. Increasing the *wavelength* of incoming light increases the kinetic energy of the ejected electrons.
3. Increasing the brightness of incoming light *increases* the number of ejected electrons.
4. Increasing the *frequency* of incoming light can increase the number of ejected electrons.

Show Answer

1. False. Increasing the brightness of incoming light *has no effect* on the kinetic energy of the ejected electrons. Only energy, not the number or amplitude, of the photons influences the kinetic energy of the electrons.
2. False. Increasing the *frequency* of incoming light increases the kinetic energy of the ejected electrons. Frequency is proportional to energy and inversely proportional to wavelength. Frequencies above the threshold value transfer the excess energy into the kinetic energy of the electrons.
3. True. Because the number of collisions with photons increases with brighter light, the number of ejected electrons increases.

4. True with regard to the threshold energy binding the electrons to the metal. Below this threshold, electrons are not emitted and above it they are. Once over the threshold value, further increasing the frequency does not increase the number of ejected electrons

### *Check Your Learning*

Calculate the threshold energy in kJ/mol of electrons in aluminum, given that the lowest frequency photon for which the photoelectric effect is observed is  $9.87 \times 10^{14}$  Hz.

Show Answer

**$3.94 \times 10^5$  kJ/mol**

## Line Spectra

Another paradox within the classical electromagnetic theory that scientists in the late nineteenth century struggled with concerned the light emitted from atoms and molecules. When solids, liquids, or condensed gases are heated sufficiently, they radiate some of the excess energy as light. Photons produced in this manner have a range of energies, and thereby produce a continuous spectrum in which an unbroken series of wavelengths is present. Most of the light generated from stars (including our sun) is produced in this fashion. You can see all the visible wavelengths of light present in sunlight by using a prism to separate them. As can be seen in



Figure 8, sunlight also contains UV light (shorter wavelengths) and IR light (longer wavelengths) that can be detected using instruments but that are invisible to the human eye. Incandescent (glowing) solids such as tungsten filaments in incandescent lights also give off light that contains all wavelengths of visible light. These continuous spectra can often be approximated by blackbody radiation curves at some appropriate temperature, such as those shown in Figure 9.

In contrast to continuous spectra, light can also occur as discrete or **line spectra** having very narrow line widths interspersed throughout the spectral regions such as those shown in Figure 12. Exciting a gas at low partial pressure using an electrical current, or heating it, will produce line spectra. Fluorescent light bulbs and neon signs operate in this way (Figure 11). Each element displays its own characteristic set of lines, as do molecules, although their spectra are generally much more complicated.



Figure 11. Neon signs operate by exciting a gas at low partial pressure using an electrical current. This sign shows the elaborate artistic effects that can be achieved.

Each emission line consists of a single wavelength of light, which implies that the light emitted by a gas consists of a set of discrete energies. For example, when an electric discharge passes through a tube containing hydrogen gas at low pressure, the  $H_2$  molecules are broken apart into separate H atoms, we see a blue-pink color. Passing the light through a prism produces a line spectrum, indicating that this light is composed of photons of four visible wavelengths, as shown in Figure 12.

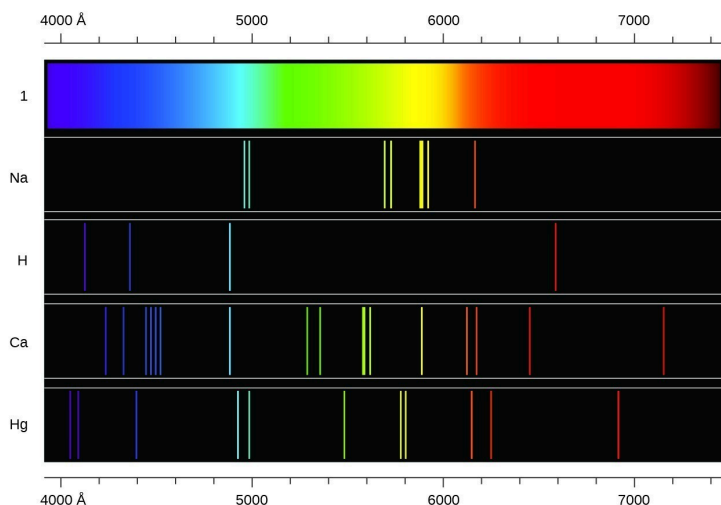


Figure 12. Compare the two types of emission spectra: continuous spectrum of white light (top) and the line spectra of the light from excited sodium, hydrogen, calcium, and mercury atoms.

The origin of discrete spectra in atoms and molecules was extremely puzzling to scientists in the late nineteenth century, since according to classical electromagnetic theory, only continuous spectra should be observed. Even more puzzling, in 1885, Johann Balmer was able to derive an empirical equation that related the four visible wavelengths of light emitted by hydrogen atoms to

whole integers. That equation is the following one, in which  $k$  is a constant:

$$\frac{1}{\lambda} = k \left( \frac{1}{4} - \frac{1}{n^2} \right), n = 3, 4, 5, 6$$

Other discrete lines for the hydrogen atom were found in the UV and IR regions. Johannes Rydberg generalized Balmer's work and developed an empirical formula that predicted all of hydrogen's emission lines, not just those restricted to the visible range, where,  $n_1$  and  $n_2$  are integers,  $n_1 < n_2$ , and  $R_\infty$  is the Rydberg constant ( $1.097 \times 10^7 \text{ m}^{-1}$ ).

$$\frac{1}{\lambda} = R_\infty \left( \frac{1}{n_1^2} - \frac{1}{n_2^2} \right)$$

Even in the late nineteenth century, spectroscopy was a very precise science, and so the wavelengths of hydrogen were measured to very high accuracy, which implied that the Rydberg constant could be determined very precisely as well. That such a simple formula as the Rydberg formula could account for such precise measurements seemed astounding at the time, but it was the eventual explanation for emission spectra by Neils Bohr in 1913 that ultimately convinced scientists to abandon classical physics and spurred the development of modern quantum mechanics.

### *Key Concepts and Summary*

Light and other forms of electromagnetic radiation move through a vacuum with a constant speed,  $c$ , of  $2.998 \times 10^8 \text{ m s}^{-1}$ . This radiation shows wavelike behavior, which can be characterized by a frequency,  $\nu$ , and a wavelength,  $\lambda$ , such that  $c = \lambda\nu$ . Light is an example of a travelling wave. Other important wave phenomena include standing waves,

periodic oscillations, and vibrations. Standing waves exhibit quantization, since their wavelengths are limited to discrete integer multiples of some characteristic lengths.

Electromagnetic radiation that passes through two closely spaced narrow slits having dimensions roughly similar to the wavelength will show an interference pattern that is a result of constructive and destructive interference of the waves. Electromagnetic radiation also demonstrates properties of particles called photons. The energy of a photon is related to the frequency (or alternatively, the wavelength) of the radiation as  $E = h\nu$  (or  $E = \frac{hc}{\lambda}$ ),

where  $h$  is Planck's constant. That light demonstrates both wavelike and particle-like behavior is known as wave-particle duality. All forms of electromagnetic radiation share these properties, although various forms including X-rays, visible light, microwaves, and radio waves interact differently with matter and have very different practical applications. Electromagnetic radiation can be generated by exciting matter to higher energies, such as by heating it. The emitted light can be either continuous (incandescent sources like the sun) or discrete (from specific types of excited atoms). Continuous spectra often have distributions that can be approximated as blackbody radiation at some appropriate temperature. The line spectrum of hydrogen can be obtained by passing the light from an electrified tube of hydrogen gas through a prism. This line spectrum was simple enough that an empirical formula called the Rydberg formula could be derived from the spectrum. Three historically important paradoxes from the late 19th and early 20th centuries that could not be explained within the existing framework of classical mechanics and classical

electromagnetism were the blackbody problem, the photoelectric effect, and the discrete spectra of atoms. The resolution of these paradoxes ultimately led to quantum theories that superseded the classical theories.

### *Key Equations*

- $c = \lambda\nu$
- $E = h\nu = \frac{hc}{\lambda}$ , where  $h = 6.626 \times 10^{-34} \text{ J s}$
- $\frac{1}{\lambda} = R_{\infty} \left( \frac{1}{n_1^2} - \frac{1}{n_2^2} \right)$

### *Exercises*

1. The light produced by a red neon sign is due to the emission of light by excited neon atoms. Qualitatively describe the spectrum produced by passing light from a neon lamp through a prism.
2. An FM radio station found at 103.1 on the FM dial broadcasts at a frequency of  $1.031 \times 10^8 \text{ s}^{-1}$  (103.1 MHz). What is the wavelength of these radio waves in meters?
3. FM-95, an FM radio station, broadcasts at a frequency of  $9.51 \times 10^7 \text{ s}^{-1}$  (95.1 MHz). What is the wavelength of these radio waves in meters?

4. A bright violet line occurs at 435.8 nm in the emission spectrum of mercury vapor. What amount of energy, in joules, must be released by an electron in a mercury atom to produce a photon of this light?
5. Light with a wavelength of 614.5 nm looks orange. What is the energy, in joules, per photon of this orange light? What is the energy in eV ( $1 \text{ eV} = 1.602 \times 10^{-19} \text{ J}$ )?
6. Heated lithium atoms emit photons of light with an energy of  $2.961 \times 10^{-19} \text{ J}$ . Calculate the frequency and wavelength of one of these photons. What is the total energy in 1 mole of these photons? What is the color of the emitted light?
7. A photon of light produced by a surgical laser has an energy of  $3.027 \times 10^{-19} \text{ J}$ . Calculate the frequency and wavelength of the photon. What is the total energy in 1 mole of photons? What is the color of the emitted light?
8. When rubidium ions are heated to a high temperature, two lines are observed in its line spectrum at wavelengths (a)  $7.9 \times 10^{-7} \text{ m}$  and (b)  $4.2 \times 10^{-7} \text{ m}$ . What are the frequencies of the two lines? What color do we see when we heat a rubidium compound?
9. The emission spectrum of cesium contains two lines whose frequencies are (a)  $3.45 \times 10^{14} \text{ Hz}$  and (b)  $6.53 \times 10^{14} \text{ Hz}$ . What are the wavelengths and energies per photon of the two lines? What color are the lines?
10. Photons of infrared radiation are responsible for much of the warmth we feel when holding our hands

before a fire. These photons will also warm other objects. How many infrared photons with a wavelength of  $1.5 \times 10^{-6} \text{ m}$  must be absorbed by the water to warm a cup of water (175 g) from  $25.0^\circ\text{C}$  to  $40^\circ\text{C}$ ?

11. One of the radiographic devices used in a dentist's office emits an X-ray of wavelength  $2.090 \times 10^{-11} \text{ m}$ . What is the energy, in joules, and frequency of this X-ray?
12. The eyes of certain reptiles pass a single visual signal to the brain when the visual receptors are struck by photons of a wavelength of 850 nm. If a total energy of  $3.15 \times 10^{-14} \text{ J}$  is required to trip the signal, what is the minimum number of photons that must strike the receptor?
13. RGB color television and computer displays use cathode ray tubes that produce colors by mixing red, green, and blue light. If we look at the screen with a magnifying glass, we can see individual dots turn on and off as the colors change. Using a spectrum of visible light, determine the approximate wavelength of each of these colors. What is the frequency and energy of a photon of each of these colors?
14. Answer the following questions about a Blu-ray laser:
  - a. The laser on a Blu-ray player has a wavelength of 405 nm. In what region of the electromagnetic spectrum is this radiation? What is its frequency?
  - b. A Blu-ray laser has a power of 5 milliwatts (1 watt =  $1 \text{ J s}^{-1}$ ). How many photons of light are

produced by the laser in 1 hour?

- c. The ideal resolution of a player using a laser (such as a Blu-ray player), which determines how close together data can be stored on a compact disk, is determined using the following formula:  $\text{Resolution} = 0.60(\lambda/\text{NA})$ , where  $\lambda$  is the wavelength of the laser and NA is the numerical aperture. Numerical aperture is a measure of the size of the spot of light on the disk; the larger the NA, the smaller the spot. In a typical Blu-ray system,  $\text{NA} = 0.95$ . If the 405-nm laser is used in a Blu-ray player, what is the closest that information can be stored on a Blu-ray disk?
- d. The data density of a Blu-ray disk using a 405-nm laser is  $1.5 \times 10^7$  bits  $\text{mm}^{-2}$ . Disks have an outside diameter of 120 mm and a hole of 15-mm diameter. How many data bits can be contained on the disk? If a Blu-ray disk can hold 9,400,000 pages of text, how many data bits are needed for a typed page? (Hint: Determine the area of the disk that is available to hold data. The area inside a circle is given by  $A = \pi r^2$ , where the radius  $r$  is one-half of the diameter.)
15. What is the threshold frequency for sodium metal if a photon with frequency  $6.66 \times 10^{14} \text{ s}^{-1}$  ejects a photon with  $7.74 \times 10^{-20} \text{ J}$  kinetic energy? Will the photoelectric effect be observed if sodium is exposed to orange light?

Show Selected Answers

1. The spectrum consists of colored lines, at least one of which (probably the brightest) is red.



3. 3.15 m

5.  $3.233 \times 10^{-19} \text{ J}$ ; 2.018 eV

7.  $\nu = 4.568 \times 10^{14} \text{ s}^{-1}$ ;  $\lambda = 656.3 \text{ nm}$ ; Energy  $\text{mol}^{-1} = 1.823 \times 10^5 \text{ J mol}^{-1}$ ; red

9. The wavelengths and energies are as follows:

a.  $\lambda = 8.69 \times 10^{-7} \text{ m}$ ;  $E = 2.29 \times 10^{-19} \text{ J}$

b.  $\lambda = 4.59 \times 10^{-7} \text{ m}$ ;  $E = 4.33 \times 10^{-19} \text{ J}$

The color of (a) is red; (b) is blue.

11.  $E = 9.502 \times 10^{-15} \text{ J}$ ;  $\nu = 1.434 \times 10^{19} \text{ s}^{-1}$

13. The frequency and energy of a photon of each of these colors is as follows:

- Red: 660 nm;  $4.54 \times 10^{14} \text{ Hz}$ ;  $3.01 \times 10^{-19} \text{ J}$ .
- Green: 520 nm;  $5.77 \times 10^{14} \text{ Hz}$ ;  $3.82 \times 10^{-19} \text{ J}$ .
- Blue: 440 nm;  $6.81 \times 10^{14} \text{ Hz}$ ;  $4.51 \times 10^{-19} \text{ J}$ .

Somewhat different numbers are also possible.

15.  $5.49 \times 10^{14} \text{ s}^{-1}$ ; no

## Glossary

**amplitude:** extent of the displacement caused by a wave (for sinusoidal waves, it is one-half the difference from the peak height to the trough depth, and the intensity is proportional to the square of the amplitude)

**blackbody:** idealized perfect absorber of all incident electromagnetic radiation; such bodies emit electromagnetic

radiation in characteristic continuous spectra called blackbody radiation

**continuous spectrum:** electromagnetic radiation given off in an unbroken series of wavelengths (e.g., white light from the sun)

**electromagnetic radiation:** energy transmitted by waves that have an electric-field component and a magnetic-field component

**electromagnetic spectrum:** range of energies that electromagnetic radiation can comprise, including radio, microwaves, infrared, visible, ultraviolet, X-rays, and gamma rays; since electromagnetic radiation energy is proportional to the frequency and inversely proportional to the wavelength, the spectrum can also be specified by ranges of frequencies or wavelengths

**frequency ( $\nu$ ):** number of wave cycles (peaks or troughs) that pass a specified point in space per unit time

**hertz (Hz):** the unit of frequency, which is the number of cycles per second,  $s^{-1}$   
**intensity:** property of wave-propagated energy related to the amplitude of the wave, such as brightness of light or loudness of sound

**interference pattern:** pattern typically consisting of alternating bright and dark fringes; it results from constructive and destructive interference of waves

**line spectrum:** electromagnetic radiation emitted at discrete wavelengths by a specific atom (or atoms) in an excited state

**node:** any point of a standing wave with zero amplitude

**photon:** smallest possible packet of electromagnetic radiation, a particle of light

**quantization:** occurring only in specific discrete values, not continuous

**standing wave:** (also, stationary wave) localized wave phenomenon characterized by discrete wavelengths determined by the boundary conditions used to generate the waves; standing waves are inherently quantized

**wave:** oscillation that can transport energy from one point to another in space

**wavelength ( $\lambda$ ):** distance between two consecutive peaks or troughs in a wave

**wave-particle duality:** term used to describe the fact that elementary particles including matter exhibit properties of both particles (including localized position, momentum) and waves (including nonlocalization, wavelength, frequency)

# 70. The Bohr Model

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the Bohr model of the hydrogen atom
- Use the Rydberg equation to calculate energies of light emitted or absorbed by hydrogen atoms

Following the work of Ernest Rutherford and his colleagues in the early twentieth century, the picture of atoms consisting of tiny dense nuclei surrounded by lighter and even tinier electrons continually moving about the nucleus was well established. This picture was called the planetary model, since it pictured the atom as a miniature “solar system” with the electrons orbiting the nucleus like planets orbiting the sun.

The simplest atom is hydrogen, consisting of a single proton as the nucleus about which a single electron moves. The electrostatic force attracting the electron to the proton depends only on the distance between the two particles. The electrostatic force has the same form as the gravitational force between two mass particles except that the electrostatic force depends on the magnitudes of the charges on the particles (+1 for the proton and -1 for the electron) instead of the magnitudes of the particle masses that govern the gravitational force. Since forces can be derived from potentials, it is convenient to work with potentials instead, since they are forms of energy. The electrostatic potential is also called the Coulomb potential. Because the electrostatic potential has the same form as the gravitational potential, according to classical

mechanics, the equations of motion should be similar, with the electron moving around the nucleus in circular or elliptical orbits (hence the label “planetary” model of the atom). Potentials of the form  $V(r)$  that depend only on the radial distance  $r$  are known as central potentials. Central potentials have spherical symmetry, and so rather than specifying the position of the electron in the usual Cartesian coordinates  $(x, y, z)$ , it is more convenient to use polar spherical coordinates centered at the nucleus, consisting of a linear coordinate  $r$  and two angular coordinates, usually specified by the Greek letters theta ( $\theta$ ) and phi ( $\phi$ ). These coordinates are similar to the ones used in GPS devices and most smart phones that track positions on our (nearly) spherical earth, with the two angular coordinates specified by the latitude and longitude, and the linear coordinate specified by sea-level elevation.

Because of the spherical symmetry of central potentials, the energy and angular momentum of the classical hydrogen atom are constants, and the orbits are constrained to lie in a plane like the planets orbiting the sun. This classical mechanics description of the atom is incomplete, however, since an electron moving in an elliptical orbit would be accelerating (by changing direction) and, according to classical electromagnetism, it should continuously emit electromagnetic radiation. This loss in orbital energy should result in the electron's orbit getting continually smaller until it spirals into the nucleus, implying that atoms are inherently unstable.

In 1913, Niels **Bohr** attempted to resolve the atomic paradox by ignoring classical electromagnetism's prediction that the orbiting electron in hydrogen would continuously emit light. Instead, he incorporated into the classical mechanics description of the atom Planck's ideas of quantization and Einstein's finding that light consists of photons whose energy is proportional to their frequency. Bohr assumed that the electron orbiting the nucleus would not normally emit any radiation (the stationary state hypothesis), but it would emit or absorb a photon if it moved to

a different orbit. The energy absorbed or emitted would reflect differences in the orbital energies according to this equation:

$$|\Delta E| = |E_f - E_i| = h\nu = \frac{hc}{\lambda}$$

In this equation,  $h$  is Planck's constant and  $E_i$  and  $E_f$  are the initial and final orbital energies, respectively. The absolute value of the energy difference is used, since frequencies and wavelengths are always positive. Instead of allowing for continuous values for the angular momentum, energy, and orbit radius, Bohr assumed that only discrete values for these could occur (actually, quantizing any one of these would imply that the other two are also quantized). Bohr's expression for the quantized energies is:

$$E_n = -\frac{k}{n^2}, n = 1, 2, 3, \dots$$

In this expression,  $k$  is a constant comprising fundamental constants such as the electron mass and charge and Planck's constant. Inserting the expression for the orbit energies into the equation for  $\Delta E$  gives

$$\Delta E = k \left( \frac{1}{n_1^2} - \frac{1}{n_2^2} \right) = \frac{hc}{\lambda}$$

$$\frac{1}{\lambda} = \frac{k}{hc} \left( \frac{1}{n_1^2} - \frac{1}{n_2^2} \right)$$

which is identical to the Rydberg equation for  $R_\infty = \frac{k}{hc}$ .

When Bohr calculated his theoretical value for the Rydberg constant,  $R_\infty$ , and compared it with the experimentally accepted value, he got excellent agreement. Since the Rydberg constant was one of the most precisely measured constants at that time, this level of agreement was astonishing and meant that Bohr's model was taken seriously, despite the many assumptions that Bohr needed to derive it.

The lowest few energy levels are shown in Figure 1. One of the fundamental laws of physics is that matter is most stable with the lowest possible energy. Thus, the electron in a hydrogen atom usually moves in the  $n = 1$  orbit, the orbit in which it has the lowest energy. When the electron is in this lowest energy orbit, the atom is said to be in its **ground electronic state** (or simply

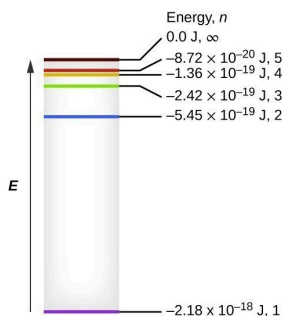


Figure 1. Quantum numbers and energy levels in a hydrogen atom. The more negative the calculated value, the lower the energy.

ground state). If the atom receives energy from an outside source, it is possible for the electron to move to an orbit with a higher  $n$  value and the atom is now in an **excited electronic state** (or simply an excited state) with a higher energy. When an electron transitions from an excited state (higher energy orbit) to a less excited state, or ground state, the difference in energy is emitted as a photon. Similarly, if a photon is absorbed by an atom, the energy of the photon moves an electron from a lower energy orbit up to a more excited one. We can relate the energy of electrons in atoms to what we learned previously about energy. The law of conservation of energy says that we can neither create nor destroy energy. Thus, if a certain amount of external energy is required to excite an electron from one energy level to another, that same amount of energy will be liberated when the electron returns to its initial state (Figure 2). In effect, an atom can “store” energy by using it to promote an electron to a state with a higher energy and release it when the electron returns to a lower state. The energy can be released as one quantum of energy, as the electron returns to its ground state (say, from  $n = 5$  to  $n = 1$ ), or it can be released as two or more smaller quanta as the electron falls to an intermediate state, then to the ground state (say, from  $n = 5$  to  $n = 4$ , emitting one quantum, then to  $n = 1$ , emitting a second quantum).

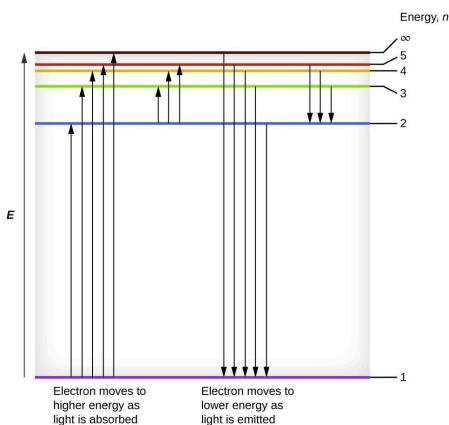


Figure 2. The horizontal lines show the relative energy of orbits in the Bohr model of the hydrogen atom, and the vertical arrows depict the energy of photons absorbed (left) or emitted (right) as electrons move between these orbits.

Since Bohr's model involved only a single electron, it could also be applied to the single electron ions  $\text{He}^+$ ,  $\text{Li}^{2+}$ ,  $\text{Be}^{3+}$ , and so forth, which differ from hydrogen only in their nuclear charges, and so one-electron atoms and ions are collectively referred to as hydrogen-like atoms. The energy expression for hydrogen-like atoms is a generalization of the hydrogen atom energy, in which  $Z$  is the nuclear charge (+1 for hydrogen, +2 for He, +3 for Li, and so on) and  $k$  has a value of  $2.179 \times 10^{-18} \text{ J}$ .

$$E_n = -\frac{kZ^2}{n^2}$$

The sizes of the circular orbits for hydrogen-like atoms are given in terms of their radii by the following expression, in which  $a_0$  is a constant called the Bohr radius, with a value of  $5.292 \times 10^{-11} \text{ m}$ :

$$r = \frac{n^2}{Z} a_0$$

The equation also shows us that as the electron's energy increases



(as  $n$  increases), the electron is found at greater distances from the nucleus. This is implied by the inverse dependence on  $r$  in the Coulomb potential, since, as the electron moves away from the nucleus, the electrostatic attraction between it and the nucleus decreases, and it is held less tightly in the atom. Note that as  $n$  gets larger and the orbits get larger, their energies get closer to zero, and so the limits  $n \longrightarrow \infty$ ,  $E \longrightarrow 0$ , and  $r \longrightarrow \infty$  imply that  $E = 0$  corresponds to the ionization limit where the electron is completely removed from the nucleus. Thus, for hydrogen in the ground state  $n = 1$ , the ionization energy would be:

$$\Delta E = E_{n \longrightarrow \infty} - E_1 = 0 - (-13.6 \text{ eV}) = 13.6 \text{ eV}$$

With three extremely puzzling paradoxes now solved (blackbody radiation, the photoelectric effect, and the hydrogen atom), and all involving Planck's constant in a fundamental manner, it became clear to most physicists at that time that the classical theories that worked so well in the macroscopic world were fundamentally flawed and could not be extended down into the microscopic domain of atoms and molecules. Unfortunately, despite Bohr's remarkable achievement in deriving a theoretical expression for the Rydberg constant, he was unable to extend his theory to the next simplest atom, He, which only has two electrons. Bohr's model was severely flawed, since it was still based on the classical mechanics notion of precise orbits, a concept that was later found to be untenable in the microscopic domain, when a proper model of quantum mechanics was developed to supersede classical mechanics.

### *Example 1: Calculating the Energy of an Electron in a Bohr Orbit*

Early researchers were very excited when they were able to predict the energy of an electron at a particular distance from the nucleus in a hydrogen atom. If a spark promotes the electron in a hydrogen atom into an orbit with  $n = 3$ , what is the calculated energy, in joules, of the electron?

Show Answer

The energy of the electron is given by this equation:

$$E = \frac{-kZ^2}{n^2}$$

The atomic number,  $Z$ , of hydrogen is 1;  $k = 2.179 \times 10^{-18}$  J; and the electron is characterized by an  $n$  value of 3. Thus,

$$E = \frac{-(2.179 \times 10^{-18} \text{ J}) \times (1)^2}{(3)^2} = -2.421 \times 10^{-19} \text{ J}$$

### *Check Your Learning*

The electron in Figure 2 is promoted even further to an orbit with  $n = 6$ . What is its new energy?

Show Answer

$$-6.053 \times 10^{-20} \text{ J}$$

## Example 2: Calculating the Energy and Wavelength of Electron Transitions in a One-electron (Bohr) System

What is the energy (in joules) and the wavelength (in meters) of the line in the spectrum of hydrogen that represents the movement of an electron from Bohr orbit with  $n = 4$  to the orbit with  $n = 6$ ? In what part of the electromagnetic spectrum do we find this radiation?

Show Answer

In this case, the electron starts out with  $n = 4$ , so  $n_1 = 4$ . It comes to rest in the  $n = 6$  orbit, so  $n_2 = 6$ . The difference in energy between the two states is given by this expression:

$$\Delta E = E_1 - E_2 = 2.179 \times 10^{-18} \left( \frac{1}{n_1^2} - \frac{1}{n_2^2} \right)$$

$$\Delta E = 2.179 \times 10^{-18} \left( \frac{1}{4^2} - \frac{1}{6^2} \right) \text{J}$$

$$\Delta E = 2.179 \times 10^{-18} \left( \frac{1}{16} - \frac{1}{36} \right) \text{J}$$

$$\Delta E = 7.566 \times 10^{-20} \text{J}$$

This energy difference is positive, indicating a photon enters the system (is absorbed) to excite the electron from the  $n = 4$  orbit up to the  $n = 6$  orbit. The wavelength of a photon with this energy is found by the expression

$$E = \frac{hc}{\lambda}. \text{ Rearrangement gives:}$$

$$\lambda = \frac{hc}{E}$$

$$= \left( 6.626 \times 10^{-34} \cancel{\text{J}} \cancel{\text{s}} \right) \times \frac{2.998 \times 10^8 \text{m} \cancel{\text{s}}^{-1}}{7.566 \times 10^{-20} \cancel{\text{J}}}$$

$$= 2.626 \times 10^{-6} \text{m}$$

From Figure 3, we can see that this wavelength is found in the infrared portion of the electromagnetic spectrum.

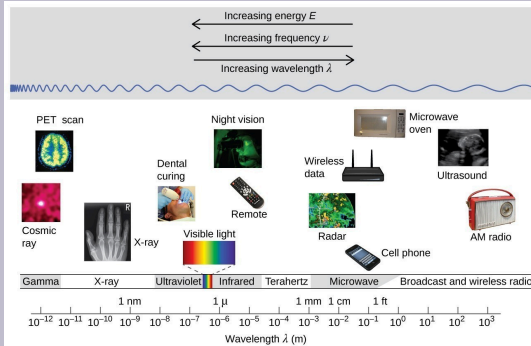


Figure 3. Portions of the electromagnetic spectrum are shown in order of decreasing frequency and increasing wavelength. Examples of some applications for various wavelengths include positron emission tomography (PET) scans, X-ray imaging, remote controls, wireless Internet, cellular telephones, and radios. (credit "Cosmic ray": modification of work by NASA; credit "PET scan": modification

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### Check Your Learning

What is the energy in joules and the wavelength in meters of the photon produced when an electron falls from the  $n = 5$  to the  $n = 3$  level in a  $\text{He}^+$  ion ( $Z = 2$  for  $\text{He}^+$ )?

Show Answer

$6.198 \times 10^{-19} \text{ J}$ ;  $3.205 \times 10^{-7} \text{ m}$ .

Bohr’s model of the hydrogen atom provides insight into the behavior of matter at the microscopic level, but it does not account for electron–electron interactions in atoms with more than one electron. It does introduce several important features of all models used to describe the distribution of electrons in an atom. These features include the following:

- The energies of electrons (energy levels) in an atom are quantized, described by **quantum numbers**: integer numbers having only specific allowed value and used to characterize the arrangement of electrons in an atom.
- An electron's energy increases with increasing distance from the nucleus.
- The discrete energies (lines) in the spectra of the elements result from quantized electronic energies.

Of these features, the most important is the postulate of quantized energy levels for an electron in an atom. As a consequence, the model laid the foundation for the quantum mechanical model of the atom. Bohr won a Nobel Prize in Physics for his contributions to our understanding of the structure of atoms and how that is related to line spectra emissions.

### *Think about It*

How are the Bohr model and the Rutherford model of the atom similar? How are they different?

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Show Answer

Both involve a relatively heavy nucleus with electrons moving around it, although strictly speaking, the Bohr model works only for one-electron atoms or ions. According to classical mechanics, the Rutherford model predicts a miniature “solar system” with electrons moving about the nucleus in circular or elliptical orbits that are confined to planes. If the requirements of classical electromagnetic theory that electrons in such orbits would emit electromagnetic radiation are ignored, such atoms



would be stable, having constant energy and angular momentum, but would not emit any visible light (contrary to observation). If classical electromagnetic theory is applied, then the Rutherford atom would emit electromagnetic radiation of continually increasing frequency (contrary to the observed discrete spectra), thereby losing energy until the atom collapsed in an absurdly short time (contrary to the observed long-term stability of atoms). The Bohr model retains the classical mechanics view of circular orbits confined to planes having constant energy and angular momentum, but restricts these to quantized values dependent on a single quantum number,  $n$ . The orbiting electron in Bohr's model is assumed not to emit any electromagnetic radiation while moving about the nucleus in its stationary orbits, but the atom can emit or absorb electromagnetic radiation when the electron changes from one orbit to another. Because of the quantized orbits, such "quantum jumps" will produce discrete spectra, in agreement with observations.

### *Key Concepts and Summary*

Bohr incorporated Planck's and Einstein's quantization ideas into a model of the hydrogen atom that resolved the paradox of atom stability and discrete spectra. The Bohr model of the hydrogen atom explains the connection between the quantization of photons and the quantized emission from atoms. Bohr described the hydrogen atom in terms of an electron moving in a circular orbit about a

nucleus. He postulated that the electron was restricted to certain orbits characterized by discrete energies. Transitions between these allowed orbits result in the absorption or emission of photons. When an electron moves from a higher-energy orbit to a more stable one, energy is emitted in the form of a photon. To move an electron from a stable orbit to a more excited one, a photon of energy must be absorbed. Using the Bohr model, we can calculate the energy of an electron and the radius of its orbit in any one-electron system.

### *Key Equations*

- $E_n = -\frac{kZ^2}{n^2}, n = 1, 2, 3, \dots$
- $\Delta E = kZ^2 \left( \frac{1}{n_1^2} - \frac{1}{n_2^2} \right)$
- $r = \frac{n^2}{Z} a_0$

### *Exercises*

1. Why is the electron in a Bohr hydrogen atom bound less tightly when it has a quantum number of 3 than when it has a quantum number of 1?
2. What does it mean to say that the energy of the

electrons in an atom is quantized?

3. Using the Bohr model, determine the energy, in joules, necessary to ionize a ground-state hydrogen atom. Show your calculations.
4. The electron volt (eV) is a convenient unit of energy for expressing atomic-scale energies. It is the amount of energy that an electron gains when subjected to a potential of 1 volt;  $1 \text{ eV} = 1.602 \times 10^{-19} \text{ J}$ . Using the Bohr model, determine the energy, in electron volts, of the photon produced when an electron in a hydrogen atom moves from the orbit with  $n = 5$  to the orbit with  $n = 2$ . Show your calculations.
5. Using the Bohr model, determine the lowest possible energy, in joules, for the electron in the  $\text{Li}^{2+}$  ion.
6. Using the Bohr model, determine the lowest possible energy for the electron in the  $\text{He}^+$  ion.
7. Using the Bohr model, determine the energy of an electron with  $n = 6$  in a hydrogen atom.
8. Using the Bohr model, determine the energy of an electron with  $n = 8$  in a hydrogen atom.
9. How far from the nucleus in angstroms (1 angstrom =  $1 \times 10^{-10} \text{ m}$ ) is the electron in a hydrogen atom if it has an energy of  $-8.72 \times 10^{-20} \text{ J}$ ?
10. What is the radius, in angstroms, of the orbital of an electron with  $n = 8$  in a hydrogen atom?
11. Using the Bohr model, determine the energy in joules of the photon produced when an electron in a  $\text{He}^+$  ion moves from the orbit with  $n = 5$  to the orbit with  $n = 2$ .
12. Using the Bohr model, determine the energy in joules of the photon produced when an electron in a

$\text{Li}^{2+}$  ion moves from the orbit with  $n = 2$  to the orbit with  $n = 1$ .

13. Consider a large number of hydrogen atoms with electrons randomly distributed in the  $n = 1, 2, 3$ , and 4 orbits.
- How many different wavelengths of light are emitted by these atoms as the electrons fall into lower-energy orbitals?
  - Calculate the lowest and highest energies of light produced by the transitions described in part (a).
  - Calculate the frequencies and wavelengths of the light produced by the transitions described in part (b).

Show Selected Answers

2. Quantized energy means that the electrons can possess only certain discrete energy values; values between those quantized values are not permitted.

4. The answer can be found as follows:

$$\begin{aligned} E &= E_2 - E_5 = 2.179 \times 10^{-18} \left( \frac{1}{n_2^2} - \frac{1}{n_5^2} \right) \text{J} \\ &= 2.179 \times 10^{-18} \left( \frac{1}{2^2} - \frac{1}{5^2} \right) = 4.576 \times 10^{-19} \text{J} \\ &= \frac{4.576 \times 10^{-19} \cancel{\text{J}}}{1.602 \times 10^{-19} \cancel{\text{J}} \text{eV}^{-1}} = 2.856 \text{eV} \end{aligned}$$

6.  $-8.716 \times 10^{-18} \text{J}$

8.  $-3.405 \times 10^{-20} \text{J}$

10.  $33.9 \text{\AA}$

12.  $1.471 \times 10^{-17} \text{J}$

## Glossary

**Bohr's model of the hydrogen atom:** structural model in which an electron moves around the nucleus only in circular orbits, each with a specific allowed radius; the orbiting electron does not normally emit electromagnetic radiation, but does so when changing from one orbit to another.

**excited state:** state having an energy greater than the ground-state energy

**ground state:** state in which the electrons in an atom, ion, or molecule have the lowest energy possible

**quantum number:** integer number having only specific allowed values and used to characterize the arrangement of electrons in an atom

# 7I. Development of Quantum Theory

## *Learning Objectives*

By the end of this section, you will be able to:

- Extend the concept of wave-particle duality that was observed in electromagnetic radiation to matter as well
- Understand the general idea of the quantum mechanical description of electrons in an atom, and that it uses the notion of three-dimensional wave functions, or orbitals, that define the distribution of probability to find an electron in a particular part of space
- List and describe traits of the four quantum numbers that form the basis for completely specifying the state of an electron in an atom

Bohr's model explained the experimental data for the hydrogen atom and was widely accepted, but it also raised many questions. Why did electrons orbit at only fixed distances defined by a single quantum number  $n = 1, 2, 3$ , and so on, but never in between? Why did the model work so well describing hydrogen and one-electron ions, but could not correctly predict the emission spectrum for helium or any larger atoms? To answer these questions, scientists needed to completely revise the way they thought about matter.

## Behavior in the Microscopic World

We know how matter behaves in the macroscopic world—objects that are large enough to be seen by the naked eye follow the rules of classical physics. A billiard ball moving on a table will behave like a particle: It will continue in a straight line unless it collides with another ball or the table cushion, or is acted on by some other force (such as friction). The ball has a well-defined position and velocity (or a well-defined momentum,  $p = mv$ , defined by mass  $m$  and velocity  $v$ ) at any given moment. In other words, the ball is moving in a classical trajectory. This is the typical behavior of a classical object.

When waves interact with each other, they show interference patterns that are not displayed by macroscopic particles such as the billiard ball. For example, interacting waves on the surface of water can produce interference patterns similar to those shown on Figure 1. This is a case of wave behavior on the macroscopic scale, and it is clear that particles and waves are very different phenomena in the macroscopic realm.



*Figure 1. An interference pattern on the water surface is formed by interacting waves. The waves are caused by reflection of water from the rocks. (credit: modification of work by Sukanto Debnath)*

As technological improvements allowed scientists to probe the microscopic world in greater detail, it became increasingly clear by the 1920s that very small pieces of matter follow a different set of rules from those we observe for large objects. The unquestionable separation of waves and particles was no longer the case for the microscopic world.

One of the first people to pay attention to the special behavior of

the microscopic world was Louis de Broglie. He asked the question: If electromagnetic radiation can have particle-like character, can electrons and other submicroscopic particles exhibit wavelike character? In his 1925 doctoral dissertation, de Broglie extended the wave-particle duality of light that Einstein used to resolve the photoelectric-effect paradox to material particles. He predicted that a particle with mass  $m$  and velocity  $v$  (that is, with linear momentum  $p$ ) should also exhibit the behavior of a wave with a wavelength value  $\lambda$ , given by this expression in which  $h$  is the familiar Planck's constant:

$$\lambda = \frac{h}{mv} = \frac{h}{p}$$

This is called the *de Broglie wavelength*. Unlike the other values of  $\lambda$  discussed in this chapter, the de Broglie wavelength is a characteristic of particles and other bodies, not electromagnetic radiation (note that this equation involves velocity [ $v$ , m/s], not frequency [ $\nu$ , Hz]. Although these two symbols are identical, they mean very different things). Where Bohr had postulated the electron as being a particle orbiting the nucleus in quantized orbits, de Broglie argued that Bohr's assumption of quantization can be explained if the electron is considered not as a particle, but rather as a circular standing wave such that only an integer number of wavelengths could fit exactly within the orbit (Figure 2).

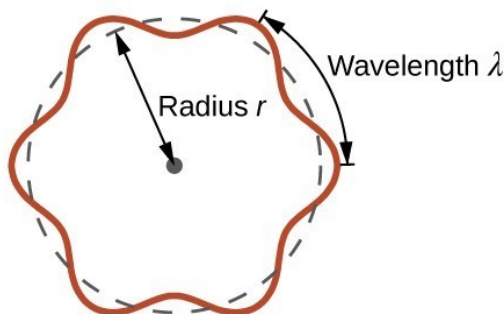


Figure 2. If an electron is viewed as a wave circling around the nucleus, an integer number of wavelengths must fit into the orbit for this standing wave behavior to be possible.



For a circular orbit of radius  $r$ , the circumference is  $2\pi r$ , and so de Broglie's condition is:

$$2\pi r = n\lambda, n = 1, 2, 3, \dots$$

Since the de Broglie expression relates the wavelength to the momentum and, hence, velocity, this implies:

$$2\pi r = n\lambda = \frac{nh}{p} = \frac{nh}{mv} = \frac{nh r}{mvr} = \frac{nh r}{L}$$

This expression can be rearranged to give Bohr's formula for the quantization of the angular momentum:

$$L = \frac{nh}{2\pi} = n\hbar$$

Classical angular momentum  $L$  for a circular motion is equal to the product of the radius of the circle and the momentum of the moving particle  $p$ .

$$L = rp = rmv \text{ (for a circular motion)}$$

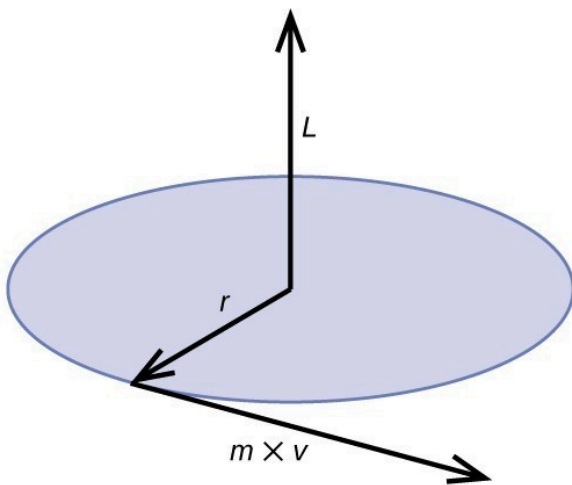


Figure 3. The diagram shows angular momentum for a circular motion.

Shortly after de Broglie proposed the wave nature of matter, two scientists at Bell Laboratories, C. J. Davisson and L. H. Germer,

demonstrated experimentally that electrons can exhibit wavelike behavior by showing an interference pattern for electrons travelling through a regular atomic pattern in a crystal. The regularly spaced atomic layers served as slits, as used in other interference experiments. Since the spacing between the layers serving as slits needs to be similar in size to the wavelength of the tested wave for an interference pattern to form, Davisson and Germer used a crystalline nickel target for their “slits,” since the spacing of the atoms within the lattice was approximately the same as the de Broglie wavelengths of the electrons that they used. Figure 4 shows an interference pattern. It is strikingly similar to the interference patterns for light shown in Figure 5. The wave-particle duality of matter can be seen in Figure 4 by observing what happens if electron collisions are recorded over a long period of time. Initially, when only a few electrons have been recorded, they show clear particle-like behavior, having arrived in small localized packets that appear to be random. As more and more electrons arrived and were recorded, a clear interference pattern that is the hallmark of wavelike behavior emerged. Thus, it appears that while electrons are small localized particles, their motion does not follow the equations of motion implied by classical mechanics, but instead it is governed by some type of a wave equation that governs a probability distribution even for a single electron's motion. Thus the wave-particle duality first observed with photons is actually a fundamental behavior intrinsic to all quantum particles.

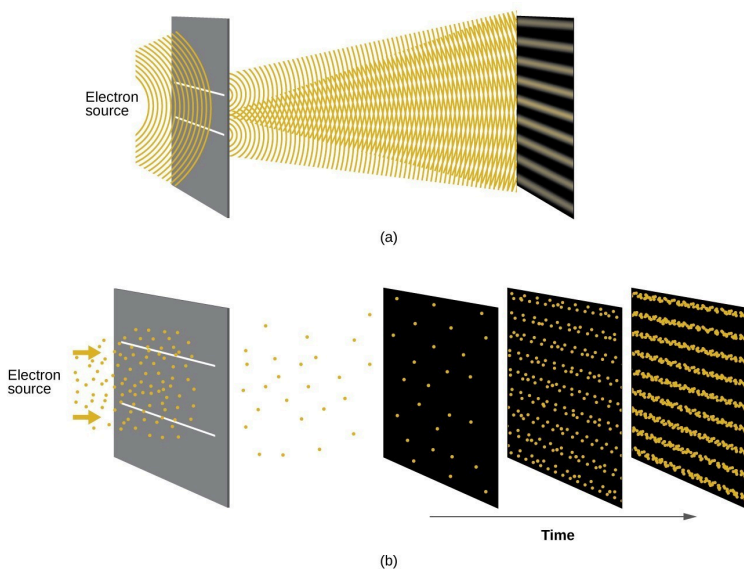


Figure 4. (a) The interference pattern for electrons passing through very closely spaced slits demonstrates that quantum particles such as electrons can exhibit wavelike behavior. (b) The experimental results illustrated here demonstrate the wave–particle duality in electrons. The electrons pass through very closely spaced slits, forming an interference pattern, with increasing numbers of electrons being recorded from the left image to the right. With only a few electrons recorded, it is clear that the electrons arrive as individual localized “particles,” but in a seemingly random pattern. As more electrons arrive, a wavelike interference pattern begins to emerge. Note that the probability of the final electron location is still governed by the wave-type distribution, even for a single electron, but it can be observed more easily if many electron collisions have been recorded.

View the Dr. Quantum—Double Slit Experiment cartoon for an easy-to-understand description of wave–particle duality and the associated experiments.



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<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=92#oembed-1>

### *Example 1: Calculating the Wavelength of a Particle*

If an electron travels at a velocity of  $1.000 \times 10^7 \text{ m s}^{-1}$  and has a mass of  $9.109 \times 10^{-28} \text{ g}$ , what is its wavelength?

Show Answer

We can use de Broglie's equation to solve this problem, but we first must do a unit conversion of Planck's constant. You learned earlier that  $1 \text{ J} = 1 \text{ kg m}^2/\text{s}^2$ . Thus, we can write  $h = 6.626 \times 10^{-34} \text{ J s}$  as  $6.626 \times 10^{-34} \text{ kg m}^2/\text{s}$ .

$$\begin{aligned}\lambda &= \frac{h}{mv} \\ &= \frac{6.626 \times 10^{-34} \text{ kg m}^2/\text{s}}{(9.109 \times 10^{-31} \text{ kg})(1.000 \times 10^7 \text{ m/s})} \\ &= 7.274 \times 10^{-11} \text{ m}\end{aligned}$$

This is a small value, but it is significantly larger than the

size of an electron in the classical (particle) view. This size is the same order of magnitude as the size of an atom. This means that electron wavelike behavior is going to be noticeable in an atom.

### *Check Your Learning*

Calculate the wavelength of a softball with a mass of 100 g traveling at a velocity of  $35 \text{ m s}^{-1}$ , assuming that it can be modeled as a single particle.

Show Answer

$1.9 \times 10^{-34} \text{ m}$ . We never think of a thrown softball having a wavelength, since this wavelength is so small it is impossible for our senses or any known instrument to detect (strictly speaking, the wavelength of a real baseball would correspond to the wavelengths of its constituent atoms and molecules, which, while much larger than this value, would still be microscopically tiny). The de Broglie wavelength is only appreciable for matter that has a very small mass and/or a very high velocity.

Werner Heisenberg considered the limits of how accurately we can measure properties of an electron or other microscopic particles. He determined that there is a fundamental limit to how accurately one can measure both a particle's position and its momentum simultaneously. The more accurately we measure the momentum of a particle, the less accurately we can determine its position at that time, and vice versa. This is summed up in what we now call the **Heisenberg uncertainty principle**: *It is fundamentally impossible to determine simultaneously and exactly both the momentum and the position of a particle.* For a particle of mass  $m$  moving with

velocity  $v_x$  in the  $x$  direction (or equivalently with momentum  $p_x$ ), the product of the uncertainty in the position,  $\Delta x$ , and the uncertainty in the momentum,  $\Delta p_x$ , must be greater than or equal to  $\frac{\hbar}{2}$  (recall that  $\hbar = \frac{h}{2\pi}$ , the value of Planck's constant divided by  $2\pi$ ).

$$\Delta x \times \Delta p_x = (\Delta x) (m\Delta v) \geq \frac{\hbar}{2}$$

This equation allows us to calculate the limit to how precisely we can know both the simultaneous position of an object and its momentum. For example, if we improve our measurement of an electron's position so that the uncertainty in the position ( $\Delta x$ ) has a value of, say, 1 pm ( $10^{-12}$  m, about 1% of the diameter of a hydrogen atom), then our determination of its momentum must have an uncertainty with a value of at least

$$\left[ \Delta p = m\Delta v = \frac{h}{(2\Delta x)} \right] = \frac{(1.055 \times 10^{-34} \text{ kg m}^2/\text{s})}{(2 \times 1 \times 10^{-12} \text{ m})} = 5 \times 10^{-23} \text{ kg m/s}$$

The value of  $\hbar$  is not large, so the uncertainty in the position or momentum of a macroscopic object like a baseball is too insignificant to observe. However, the mass of a microscopic object such as an electron is small enough that the uncertainty can be large and significant.

It should be noted that Heisenberg's uncertainty principle is not just limited to uncertainties in position and momentum, but it also links other dynamical variables. For example, when an atom absorbs a photon and makes a transition from one energy state to another, the uncertainty in the energy and the uncertainty in the time required for the transition are similarly related, as  $\Delta E \Delta t \geq \frac{\hbar}{2}$ .

As will be discussed later, even the vector components of angular momentum cannot all be specified exactly simultaneously.

Heisenberg's principle imposes ultimate limits on what is knowable in science. The uncertainty principle can be shown to be a consequence of wave-particle duality, which lies at the heart

of what distinguishes modern quantum theory from classical mechanics. Recall that the equations of motion obtained from classical mechanics are trajectories where, at any given instant in time, both the position and the momentum of a particle can be determined exactly. Heisenberg's uncertainty principle implies that such a view is untenable in the microscopic domain and that there are fundamental limitations governing the motion of quantum particles. This does not mean that microscopic particles do not move in trajectories, it is just that measurements of trajectories are limited in their precision. In the realm of quantum mechanics, measurements introduce changes into the system that is being observed.

Read "[Researchers demonstrate Heisenberg uncertainty principle at macro level](#)," which describes a recent macroscopic demonstration of the uncertainty principle applied to microscopic objects.

## The Quantum–Mechanical Model of an Atom

Shortly after de Broglie published his ideas that the electron in a hydrogen atom could be better thought of as being a circular standing wave instead of a particle moving in quantized circular orbits, as Bohr had argued, Erwin Schrödinger extended de Broglie's work by incorporating the de Broglie relation into a wave equation, deriving what is today known as the Schrödinger equation. When Schrödinger applied his equation to hydrogen-like atoms, he was able to reproduce Bohr's expression for the energy and, thus, the Rydberg formula governing hydrogen spectra, and he did so without having to invoke Bohr's assumptions of stationary states and

quantized orbits, angular momenta, and energies; quantization in Schrödinger's theory was a natural consequence of the underlying mathematics of the wave equation. Like de Broglie, Schrödinger initially viewed the electron in hydrogen as being a physical wave instead of a particle, but where de Broglie thought of the electron in terms of circular stationary waves, Schrödinger properly thought in terms of three-dimensional stationary waves, or **wave functions**, represented by the Greek letter psi,  $\psi$ . A few years later, Max Born proposed an interpretation of the wavefunction  $\psi$  that is still accepted today: Electrons are still particles, and so the waves represented by  $\psi$  are not physical waves but, instead, are complex probability amplitudes. The square of the magnitude of a wavefunction  $|\psi|^2$  describes the probability of the quantum particle being present near a certain location in space. This means that wavefunctions can be used to determine the distribution of the electron's density with respect to the nucleus in an atom. In the most general form, the Schrödinger equation can be written as:

$$\hat{H}\psi = E\psi$$

$\hat{H}$  is the Hamiltonian operator, a set of mathematical operations representing the total energy of the quantum particle (such as an electron in an atom),  $\psi$  is the wavefunction of this particle that can be used to find the special distribution of the probability of finding the particle, and  $E$  is the actual value of the total energy of the particle.

Schrödinger's work, as well as that of Heisenberg and many other scientists following in their footsteps, is generally referred to as **quantum mechanics**.

You may also have heard of Schrödinger because of his famous thought experiment. This story explains the



concepts of superposition and entanglement as related to a cat in a box with poison.



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## Understanding Quantum Theory of Electrons in Atoms

The goal of this section is to understand the electron orbitals (location of electrons in atoms), their different energies, and other properties. The use of quantum theory provides the best understanding to these topics. This knowledge is a precursor to chemical bonding.

As was described previously, electrons in atoms can exist only on discrete energy levels but not between them. It is said that the energy of an electron in an atom is quantized, that is, it can be equal only to certain specific values and can jump from one energy level to another but not transition smoothly or stay between these levels.

The energy levels are labeled with an  $n$  value, where  $n = 1, 2, 3, \dots$ . Generally speaking, the energy of an electron in atom is greater for greater values of  $n$ . This number,  $n$ , is referred to as the principle

quantum number. The **principle quantum number** defines the location of the energy level. It is essentially the same concept as the  $n$  in the Bohr atom description. Another name for the principal quantum number is the shell number. The **shells** of an atom can be thought of as concentric circles radiating out from the nucleus. The electrons that belong to a specific shell are most likely to be found within the corresponding circular area. The further we proceed from the nucleus, the higher the shell number, and so the higher the energy level (Figure 5). The positively charged protons in the nucleus stabilize the electronic orbitals by electrostatic attraction between the positive charges of the protons and the negative charges of the electrons. So the further away the electron is from the nucleus, the greater the energy it has.

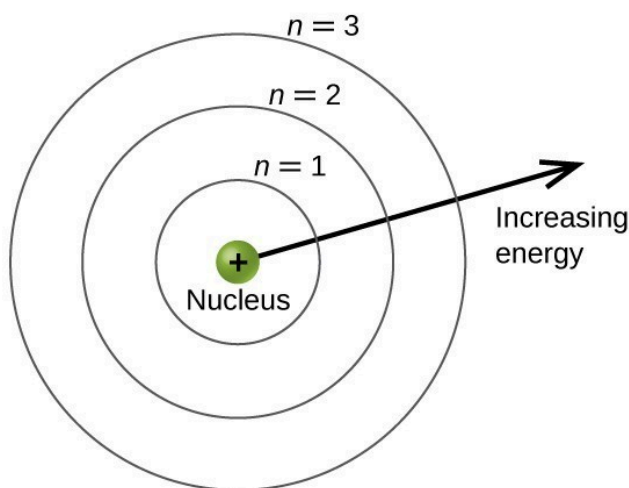


Figure 5. Different shells are numbered by principle quantum numbers.

This quantum mechanical model for where electrons reside in an atom can be used to look at electronic transitions, the events when an electron moves from one energy level to another. If the transition is to a higher energy level, energy is absorbed, and the energy

change has a positive value. To obtain the amount of energy necessary for the transition to a higher energy level, a photon is absorbed by the atom. A transition to a lower energy level involves a release of energy, and the energy change is negative. This process is accompanied by emission of a photon by the atom. The following equation summarizes these relationships and is based on the hydrogen atom:

$$\begin{aligned}\Delta E &= E_{\text{final}} - E_{\text{initial}} \\ &= -2.18 \times 10^{-18} \left( \frac{1}{n_f^2} - \frac{1}{n_i^2} \right) \text{J}\end{aligned}$$

The values  $n_f$  and  $n_i$  are the final and initial energy states of the electron.

The principal quantum number is one of three quantum numbers used to characterize an orbital. An **atomic orbital**, which is distinct from an *orbit*, is a general region in an atom within which an electron is most probable to reside. The quantum mechanical model specifies the probability of finding an electron in the three-dimensional space around the nucleus and is based on solutions of the Schrödinger equation. In addition, the principle quantum number defines the energy of an electron in a hydrogen or hydrogen-like atom or an ion (an atom or an ion with only one electron) and the general region in which discrete energy levels of electrons in a multi-electron atoms and ions are located.

Another quantum number is  $l$ , the **angular momentum quantum number**. It is an integer that defines the shape of the orbital, and takes on the values,  $l = 0, 1, 2, \dots, n - 1$ . This means that an orbital with  $n = 1$  can have only one value of  $l$ ,  $l = 0$ , whereas  $n = 2$  permits  $l = 0$  and  $l = 1$ , and so on. The principal quantum number defines the general size and energy of the orbital. The  $l$  value specifies the shape of the orbital. Orbitals with the same value of  $l$  form a subshell. In addition, the greater the angular momentum quantum number, the greater is the angular momentum of an electron at this orbital.

Orbitals with  $l = 0$  are called **s orbitals** (or the s subshells). The value  $l = 1$  corresponds to the **p orbitals**. For a given  $n$ ,  $p$  orbitals constitute a  $p$  subshell (e.g., 3p if  $n = 3$ ). The orbitals with  $l = 2$  are

called the **d orbitals**, followed by the *f*-, *g*-, and *h*-orbitals for  $l = 3, 4, 5$ , and there are higher values we will not consider.

There are certain distances from the nucleus at which the probability density of finding an electron located at a particular orbital is zero. In other words, the value of the wavefunction  $\psi$  is zero at this distance for this orbital. Such a value of radius  $r$  is called a radial node. The number of radial nodes in an orbital is  $n - l - 1$ .

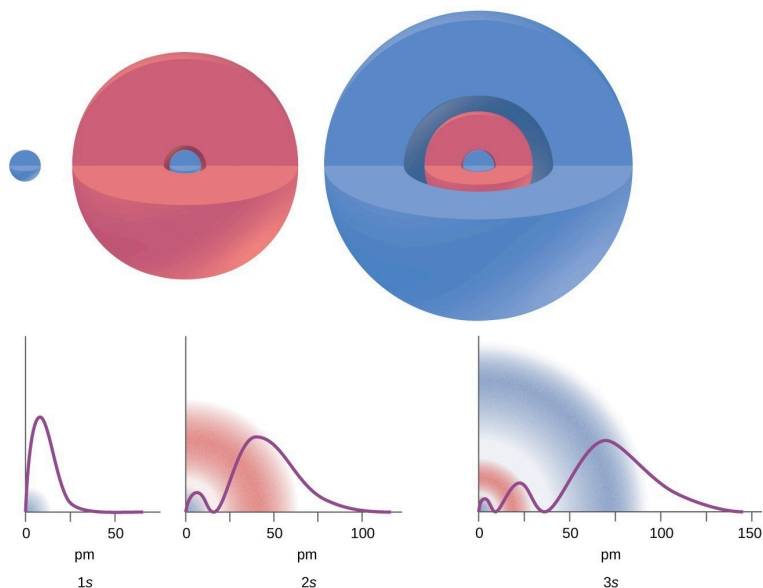


Figure 6. The graphs show the probability (y axis) of finding an electron for the 1s, 2s, 3s orbitals as a function of distance from the nucleus.

Consider the examples in Figure 6. The orbitals depicted are of the *s* type, thus  $l = 0$  for all of them. It can be seen from the graphs of the probability densities that there are  $1 - 0 - 1 = 0$  places where the density is zero (nodes) for 1s ( $n = 1$ ),  $2 - 0 - 1 = 1$  node for 2s, and  $3 - 0 - 1 = 2$  nodes for the 3s orbitals.

The *s* subshell electron density distribution is spherical and the *p* subshell has a dumbbell shape. The **d** and **f orbitals** are more

complex. These shapes represent the three-dimensional regions within which the electron is likely to be found.

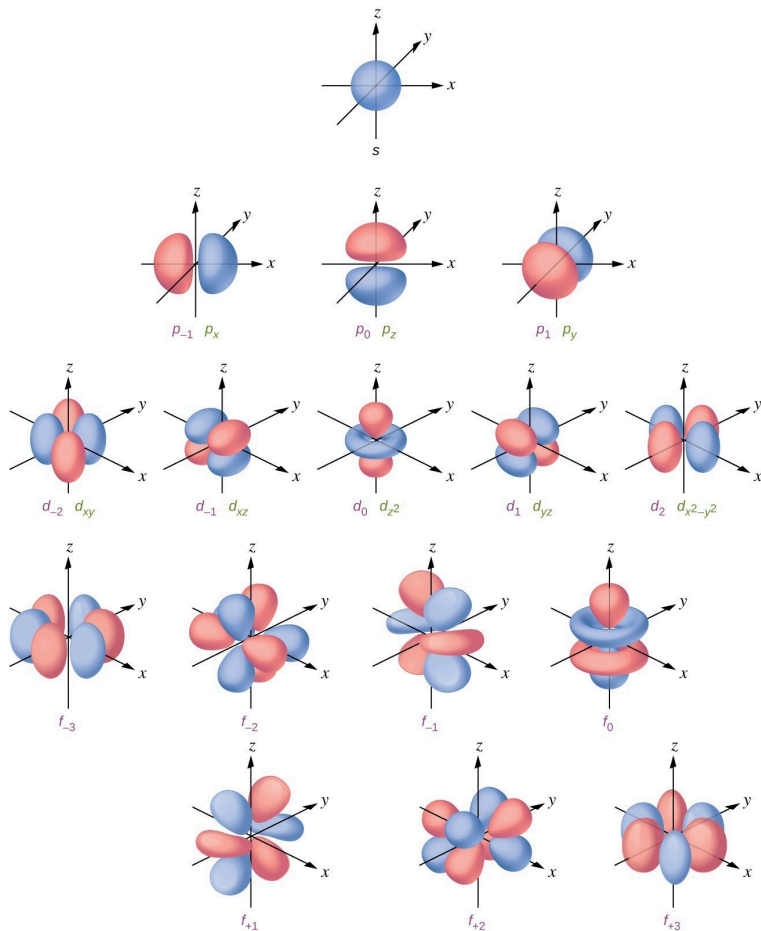


Figure 7. Shapes of s, p, d, and f orbitals. They can be constructed and described by (a) the values of the magnetic quantum number or (b) with the axis that defines their orientation.

If an electron has an angular momentum ( $l \neq 0$ ), then this vector can point in different directions. In addition, the z component of

the angular momentum can have more than one value. This means that if a magnetic field is applied in the  $z$  direction, orbitals with different values of the  $z$  component of the angular momentum will have different energies resulting from interacting with the field. The magnetic quantum number, called  $m_l$ , specifies the  $z$  component of the angular momentum for a particular orbital. For example, for an  $s$  orbital,  $l = 0$ , and the only value of  $m_l$  is zero. For  $p$  orbitals,  $l = 1$ , and  $m_l$  can be equal to  $-1$ ,  $0$ , or  $+1$ . Generally speaking,  $m_l$  can be equal to  $-l$ ,  $-(l - 1)$ , ...,  $-1$ ,  $0$ ,  $+1$ , ...,  $(l - 1)$ ,  $l$ . The total number of possible orbitals with the same value of  $l$  (a subshell) is  $2l + 1$ . Thus, there is one  $s$  orbital for a specific value of  $n$ , there are three  $p$  orbitals for  $n \geq 2$ , four  $d$  orbitals for  $n \geq 3$ , five  $f$  orbitals for  $n \geq 4$ , and so forth. The principle quantum number defines the general value of the electronic energy. The angular momentum quantum number determines the shape of the orbital. And the magnetic quantum number specifies orientation of the orbital in space, as can be seen in Figure 7.

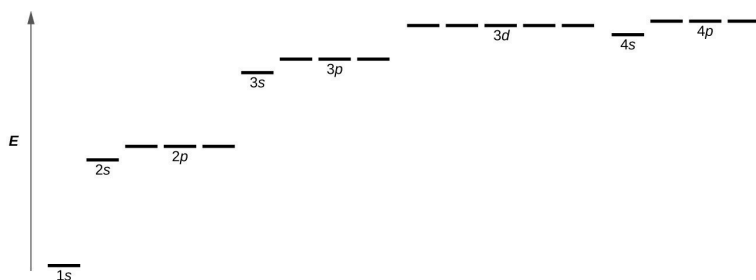


Figure 8. The chart shows the energies of electron orbitals in a multi-electron atom.

Figure 8 illustrates the energy levels for various orbitals. The number before the orbital name (such as  $2s$ ,  $3p$ , and so forth) stands for the principle quantum number,  $n$ . The letter in the orbital name defines the subshell with a specific angular momentum quantum number  $l = 0$  for  $s$  orbitals,  $1$  for  $p$  orbitals,  $2$  for  $d$  orbitals. Finally,

there are more than one possible orbitals for  $l \geq 1$ , each corresponding to a specific value of  $m_l$ . In the case of a hydrogen atom or a one-electron ion (such as  $\text{He}^+$ ,  $\text{Li}^+$ , and so on), energies of all the orbitals with the same  $n$  are the same. This is called a degeneracy, and the energy levels for the same principle quantum number,  $n$ , are called degenerate energy levels. However, in atoms with more than one electron, this degeneracy is eliminated by the electron–electron interactions, and orbitals that belong to different subshells have different energies, as shown on Figure 8. Orbitals within the same subshell (for example  $ns$ ,  $np$ ,  $nd$ ,  $nf$ , such as  $2p$ ,  $3s$ ) are still degenerate and have the same energy.

While the three quantum numbers discussed in the previous paragraphs work well for describing electron orbitals, some experiments showed that they were not sufficient to explain all observed results. It was demonstrated in the 1920s that when hydrogen-line spectra are examined at extremely high resolution, some lines are actually not single peaks but, rather, pairs of closely spaced lines. This is the so-called fine structure of the spectrum, and it implies that there are additional small differences in energies of electrons even when they are located in the same orbital. These observations led Samuel Goudsmit and George Uhlenbeck to propose that electrons have a fourth quantum number. They called this the **spin quantum number**, or  $m_s$ .

The other three quantum numbers,  $n$ ,  $l$ , and  $m_l$ , are properties of specific atomic orbitals that also define in what part of the space an electron is most likely to be located. Orbitals are a result of solving the Schrödinger equation for electrons in atoms. The electron spin is a different kind of property. It is a completely quantum phenomenon with no analogues in the classical realm. In addition, it cannot be derived from solving the Schrödinger equation and is not related to the normal spatial coordinates (such as the Cartesian  $x$ ,  $y$ , and  $z$ ). Electron spin describes an intrinsic electron “rotation” or “spinning.” Each electron acts as a tiny magnet or a tiny rotating object with an angular momentum, even though this rotation cannot be observed in terms of the spatial coordinates.

The magnitude of the overall electron spin can only have one value, and an electron can only “spin” in one of two quantized states. One is termed the  $\alpha$  state, with the  $z$  component of the spin being in the positive direction of the  $z$  axis. This corresponds to the spin quantum number  $m_s = \frac{1}{2}$ . The other is called the  $\beta$  state, with the  $z$  component of the spin being negative and  $m_s = -\frac{1}{2}$ . Any electron, regardless of the atomic orbital it is located in, can only have one of those two values of the spin quantum number. The energies of electrons having  $m_s = -\frac{1}{2}$  and  $m_s = \frac{1}{2}$  are different if an external magnetic field is applied.

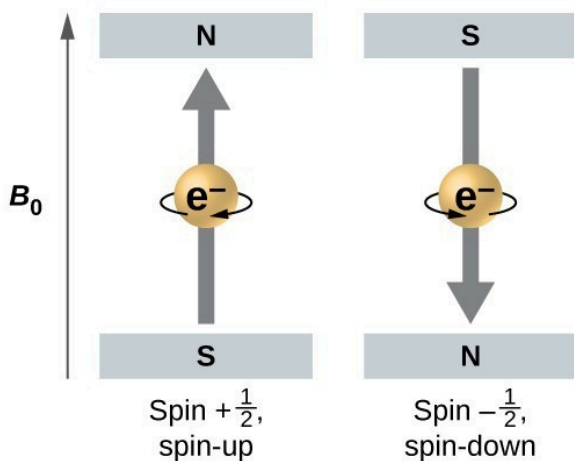


Figure 9. Electrons with spin values  $\pm 1/2$  in an external magnetic field.

Figure 9 illustrates this phenomenon. An electron acts like a tiny magnet. Its moment is directed up (in the positive direction of the  $z$  axis) for the  $\frac{1}{2}$  spin quantum number and down (in the negative



z direction) for the spin quantum number of  $-\frac{1}{2}$ . A magnet has a lower energy if its magnetic moment is aligned with the external magnetic field (the left electron on Figure 9 and a higher energy for the magnetic moment being opposite to the applied field. This is why an electron with  $m_s = \frac{1}{2}$  has a slightly lower energy in an external field in the positive z direction, and an electron with  $m_s = -\frac{1}{2}$  has a slightly higher energy in the same field. This is true even for an electron occupying the same orbital in an atom. A spectral line corresponding to a transition for electrons from the same orbital but with different spin quantum numbers has two possible values of energy; thus, the line in the spectrum will show a fine structure splitting.

## The Pauli Exclusion Principle

An electron in an atom is completely described by four quantum numbers:  $n$ ,  $l$ ,  $m_l$ , and  $m_s$ . The first three quantum numbers define the orbital and the fourth quantum number describes the intrinsic electron property called spin. An Austrian physicist Wolfgang Pauli formulated a general principle that gives the last piece of information that we need to understand the general behavior of electrons in atoms. The **Pauli exclusion principle** can be formulated as follows: No two electrons in the same atom can have exactly the same set of all the four quantum numbers. What this means is that electrons can share the same orbital (the same set of the quantum numbers  $n$ ,  $l$ , and  $m_l$ ), but only if their spin quantum numbers  $m_s$  have different values. Since the spin quantum number can only have two values  $\left(\pm\frac{1}{2}\right)$ , no more than two electrons can occupy the same orbital (and if two electrons are located in the same orbital,

they must have opposite spins). Therefore, any atomic orbital can be populated by only zero, one, or two electrons.

The properties and meaning of the quantum numbers of electrons in atoms are briefly summarized in Table 1.

Table 1. Quantum Numbers, Their Properties, and Significance			
Name	Symbol	Allowed values	Physical meaning
principle quantum number	$n$	1, 2, 3, 4, ....	shell, the general region for the value of energy for an electron on the orbital
angular momentum or azimuthal quantum number	$l$	$0 \leq l \leq n - 1$	subshell, the shape of the orbital
magnetic quantum number	$m_l$	$-l \leq m_l \leq l$	orientation of the orbital
spin quantum number	$m_s$	$\frac{1}{2}, -\frac{1}{2}$	direction of the intrinsic quantum “spinning” of the electron

### Example 2: Working with Shells and Subshells

Indicate the number of subshells, the number of orbitals in each subshell, and the values of  $l$  and  $m_l$  for the orbitals in the  $n = 4$  shell of an atom.

Show Answer

For  $n = 4$ ,  $l$  can have values of 0, 1, 2, and 3. Thus, s, p, d, and f subshells are found in the  $n = 4$  shell of an atom. For  $l = 0$  (the s subshell),  $m_l$  can only be 0. Thus, there is only one 4s orbital. For  $l = 1$  (p-type orbitals),  $m$  can have values of  $-1$ , 0,  $+1$ , so we find three 4p orbitals. For  $l = 2$  (d-type orbitals),  $m_l$  can have values of  $-2$ ,  $-1$ , 0,  $+1$ ,  $+2$ , so we have five 4d orbitals. When  $l = 3$  (f-type orbitals),  $m_l$  can have values of

-3, -2, -1, 0, +1, +2, +3, and we can have seven 4f orbitals. Thus, we find a total of 16 orbitals in the  $n = 4$  shell of an atom.

### *Check Your Learning*

Identify the subshell in which electrons with the following quantum numbers are found:

1.  $n = 3, l = 1$
2.  $n = 5, l = 3$
3.  $n = 2, l = 0$

Show Answer

1. 3p
2. 5f
3. 2s

### *Example 3: Maximum Number of Electrons*

Calculate the maximum number of electrons that can occupy a shell with the following  $n$  values:

1.  $n = 2$
2.  $n = 5$
3.  $n$  as a variable.

Note you are only looking at the orbitals with the specified  $n$  value, not those at lower energies.

Show Answer

1. When  $n = 2$ , there are four orbitals (a single  $2s$  orbital, and three orbitals labeled  $2p$ ). These four orbitals can contain eight electrons.
2. When  $n = 5$ , there are five subshells of orbitals that we need to sum:

$$\begin{array}{r} 1 \text{ orbitals labeled } 5s \\ 3 \text{ orbitals labeled } 5p \\ 5 \text{ orbitals labeled } 5d \\ 7 \text{ orbitals labeled } 5f \\ + \quad \underline{9 \text{ orbitals labeled } 5g} \\ 25 \text{ orbitals total} \end{array}$$

Again, each orbital holds two electrons, so 50 electrons can fit in this shell.

3. The number of orbitals in any shell  $n$  will equal  $n^2$ . There can be up to two electrons in each orbital, so the maximum number of electrons will be  $2 \times n^2$

### *Check Your Learning*

If a shell contains a maximum of 32 electrons, what is the principal quantum number,  $n$ ?

Show Answer

$$n = 4$$

### Example 4: Working with Quantum Numbers

Complete the following table for atomic orbitals:

Orbital	$n$	$l$
4f	[practice-area rows="1"][/practice-area]	[practice-area rows="1"][/practice-area]
[practice-area rows="1"][/practice-area]	4	1
[practice-area rows="1"][/practice-area]	7	[practice-area rows="1"][/practice-area]
5d	[practice-area rows="1"][/practice-area]	[practice-area rows="1"][/practice-area]

Show Answer

The table can be completed using the following rules:

- The orbital designation is  $nl$ , where  $l = 0, 1, 2, 3, 4, 5$ , ... is mapped to the letter sequence  $s, p, d, f, g, h, \dots$ ,
- The  $m_l$  degeneracy is the number of orbitals within an  $l$  subshell, and so is  $2l + 1$  (there is one  $s$  orbital, three  $p$  orbitals, five  $d$  orbitals, seven  $f$  orbitals, and so forth).
- The number of radial nodes is equal to  $n - l - 1$ .

Orbital	$n$	$l$	$m_l$ degeneracy	Radial nodes (no.)
4f	4	3	7	0
4p	4	1	3	2
7f	7	3	7	3
5d	5	2	5	2

## Check Your Learning

How many orbitals have  $l = 2$  and  $n = 3$ ?

Show Answer

The five degenerate  $3d$  orbitals

## Think about It

How are the Bohr model and the quantum mechanical model of the hydrogen atom similar? How are they different?

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Show Answer

Both models have a central positively charged nucleus with electrons moving about the nucleus in accordance with the Coulomb electrostatic potential. The Bohr model *assumes* that the electrons move in circular orbits that have quantized energies, angular momentum, and radii that are specified by a single quantum number,  $n = 1, 2, 3, \dots$ , but this quantization is an ad hoc assumption made by Bohr to incorporate quantization into an essentially classical mechanics description of the atom. Bohr also assumed that electrons orbiting the nucleus normally do not emit or absorb electromagnetic radiation, but do so when the electron switches to a different orbit. In the quantum

mechanical model, the electrons do not move in precise orbits (such orbits violate the Heisenberg uncertainty principle) and, instead, a probabilistic interpretation of the electron's position at any given instant is used, with a mathematical function  $\psi$  called a wavefunction that can be used to determine the electron's spatial probability distribution. These wavefunctions, or orbitals, are three-dimensional stationary waves that can be specified by three quantum numbers that arise naturally from their underlying mathematics (no ad hoc assumptions required): the principal quantum number,  $n$  (the same one used by Bohr), which specifies shells such that orbitals having the same  $n$  all have the same energy and approximately the same spatial extent; the angular momentum quantum number  $l$ , which is a measure of the orbital's angular momentum and corresponds to the orbitals' general shapes, as well as specifying subshells such that orbitals having the same  $l$  (and  $n$ ) all have the same energy; and the orientation quantum number  $m$ , which is a measure of the  $z$  component of the angular momentum and corresponds to the orientations of the orbitals. The Bohr model gives the same expression for the energy as the quantum mechanical expression and, hence, both properly account for hydrogen's discrete spectrum (an example of getting the right answers for the wrong reasons, something that many chemistry students can sympathize with), but gives the wrong expression for the angular momentum (Bohr orbits necessarily all have non-zero angular momentum, but some quantum orbitals [ $s$  orbitals] can have zero angular momentum).

## Key Concepts and Summary

Macroscopic objects act as particles. Microscopic objects (such as electrons) have properties of both a particle and a wave. Their exact trajectories cannot be determined. The quantum mechanical model of atoms describes the three-dimensional position of the electron in a *probabilistic* manner according to a mathematical function called a wavefunction, often denoted as  $\psi$ . Atomic wavefunctions are also called orbitals. The squared magnitude of the wavefunction describes the distribution of the probability of finding the electron in a particular region in space. Therefore, atomic orbitals describe the areas in an atom where electrons are most likely to be found.

An atomic orbital is characterized by three quantum numbers. The principal quantum number,  $n$ , can be any positive integer. The general region for value of energy of the orbital and the average distance of an electron from the nucleus are related to  $n$ . Orbitals having the same value of  $n$  are said to be in the same shell. The angular momentum quantum number,  $l$ , can have any integer value from 0 to  $n - 1$ . This quantum number describes the shape or type of the orbital. Orbitals with the same principle quantum number and the same  $l$  value belong to the same subshell. The magnetic quantum number,  $m_l$ , with  $2l + 1$  values ranging from  $-l$  to  $+l$ , describes the orientation of the orbital in space. In addition, each electron has a spin quantum number,  $m_s$ , that can be equal to  $\pm \frac{1}{2}$ . No two electrons in the same atom can have the same set of values for all the four quantum numbers.

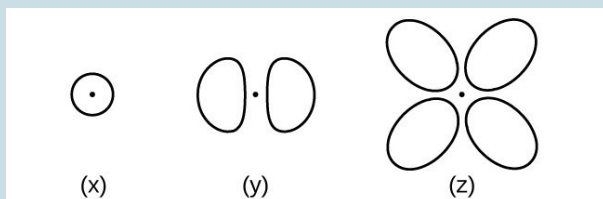


## Exercises

1. What are the allowed values for each of the four quantum numbers:  $n$ ,  $l$ ,  $m_l$ , and  $m_s$ ?
2. Describe the properties of an electron associated with each of the following four quantum numbers:  $n$ ,  $l$ ,  $m_l$ , and  $m_s$ .
3. Answer the following questions:
  - a. Without using quantum numbers, describe the differences between the shells, subshells, and orbitals of an atom.
  - b. How do the quantum numbers of the shells, subshells, and orbitals of an atom differ?
4. Identify the subshell in which electrons with the following quantum numbers are found:
  - a.  $n = 2, l = 1$
  - b.  $n = 4, l = 2$
  - c.  $n = 6, l = 0$
5. Which of the subshells described in Question 5 contain degenerate orbitals? How many degenerate orbitals are in each?
6. Identify the subshell in which electrons with the following quantum numbers are found:
  - a.  $n = 3, l = 2$
  - b.  $n = 1, l = 0$
  - c.  $n = 4, l = 3$
7. Which of the subshells described in Question 7

contain degenerate orbitals? How many degenerate orbitals are in each?

8. Sketch the boundary surface of a  $d_{x^2-y^2}$  and a  $p_y$  orbital. Be sure to show and label the axes.
9. Sketch the  $p_x$  and  $d_{xz}$  orbitals. Be sure to show and label the coordinates.
10. Consider the orbitals shown here in outline.



- a. What is the maximum number of electrons contained in an orbital of type (x)? Of type (y)? Of type (z)?
  - b. How many orbitals of type (x) are found in a shell with  $n = 2$ ? How many of type (y)? How many of type (z)?
  - c. Write a set of quantum numbers for an electron in an orbital of type (x) in a shell with  $n = 4$ . Of an orbital of type (y) in a shell with  $n = 2$ . Of an orbital of type (z) in a shell with  $n = 3$ .
  - d. What is the smallest possible  $n$  value for an orbital of type (x)? Of type (y)? Of type (z)?
  - e. What are the possible  $l$  and  $m_l$  values for an orbital of type (x)? Of type (y)? Of type (z)?
11. State the Heisenberg uncertainty principle. Describe briefly what the principle implies.
  12. How many electrons could be held in the second shell of an atom if the spin quantum number  $m_s$  could

have three values instead of just two? (Hint: Consider the Pauli exclusion principle.)

13. Which of the following equations describe particle-like behavior? Which describe wavelike behavior? Do any involve both types of behavior? Describe the reasons for your choices.

a.  $c = \lambda\nu$

b.  $E = \frac{m\nu^2}{2}$

c.  $r = \frac{n^2 a_0}{Z}$

d.  $E = h\nu$  (e)  $\lambda = \frac{h}{m\nu}$

14. Write a set of quantum numbers for each of the electrons with an  $n$  of 4 in a Se atom.

Show Selected Answers

2.  $n$  determines the general range for the value of energy and the probable distances that the electron can be from the nucleus.  $l$  determines the shape of the orbital.  $m_l$  determines the orientation of the orbitals of the same  $l$  value with respect to one another.  $m_s$  determines the spin of an electron.

4. The subshells are as follows:

a.  $2p$

b.  $4d$

c.  $6s$

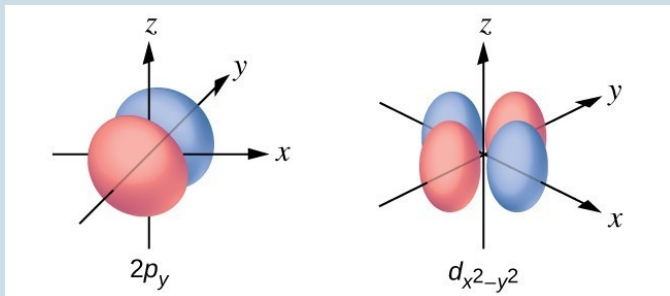
6. The subshells are as follows:

a.  $3d$

b. 1s

c. 4f

8.



10. The answers are as follows:

a. x. 2, y. 2, z. 2

b. x. 1, y. 3, z. 0

c. x.  $4 \ 0 \ 0 \ \frac{1}{2}$ , y.  $2 \ 1 \ 0 \ \frac{1}{2}$ , z.  $3 \ 2 \ 0 \ \frac{1}{2}$

d. x. 1, y. 2, z. 3; (e) x.  $l = 0, m_l = 0$ , y.  $l = 1, m_l = -1, 0$ , or  $+1$ , z.  $l = 2, m_l = -2, -1, 0, +1, +2$

12. 12

14.

$n$	$l$	$m_l$	$s$
4	0	0	$+\frac{1}{2}$
4	0	0	$-\frac{1}{2}$
4	1	-1	$+\frac{1}{2}$
4	1	0	$+\frac{1}{2}$
4	1	+1	$+\frac{1}{2}$
4	1	-1	$-\frac{1}{2}$

## Glossary

**angular momentum quantum number ( $l$ ):** quantum number distinguishing the different shapes of orbitals; it is also a measure of the orbital angular momentum

**atomic orbital:** mathematical function that describes the behavior of an electron in an atom (also called the wavefunction), it can be used to find the probability of locating an electron in a specific region around the nucleus, as well as other dynamical variables

**$d$  orbital:** region of space with high electron density that is either four lobed or contains a dumbbell and torus shape; describes orbitals with  $l = 2$ . An electron in this orbital is called a  $d$  electron

**electron density:** a measure of the probability of locating an electron in a particular region of space, it is equal to the squared absolute value of the wave function  $\psi$

**f orbital:** multilobed region of space with high electron density, describes orbitals with  $l = 3$ . An electron in this orbital is called an f electron

**Heisenberg uncertainty principle:** rule stating that it is impossible to exactly determine both certain conjugate dynamical properties such as the momentum and the position of a particle at the same time. The uncertainty principle is a consequence of quantum particles exhibiting wave-particle duality

**magnetic quantum number ( $m_l$ ):** quantum number signifying the orientation of an atomic orbital around the nucleus; orbitals having different values of  $m_l$  but the same subshell value of  $l$  have the same energy (are degenerate), but this degeneracy can be removed by application of an external magnetic field

**p orbital:** dumbbell-shaped region of space with high electron density, describes orbitals with  $l = 1$ . An electron in this orbital is called a p electron

**Pauli exclusion principle:** specifies that no two electrons in an atom can have the same value for all four quantum numbers

**principal quantum number ( $n$ ):** quantum number specifying the shell an electron occupies in an atom

**quantum mechanics:** field of study that includes quantization of energy, wave-particle duality, and the Heisenberg uncertainty principle to describe matter

**s orbital:** spherical region of space with high electron density, describes orbitals with  $l = 0$ . An electron in this orbital is called an s electron

**shell:** set of orbitals with the same principal quantum number,  $n$

**spin quantum number ( $m_s$ ):** number specifying the electron spin direction, either  $+\frac{1}{2}$  or  $-\frac{1}{2}$

**subshell:** set of orbitals in an atom with the same values of  $n$  and  $l$

**wavefunction ( $\psi$ ):** mathematical description of an atomic orbital

that describes the shape of the orbital; it can be used to calculate the probability of finding the electron at any given location in the orbital, as well as dynamical variables such as the energy and the angular momentum

# 72. Electronic Structure of Atoms (Electron Configurations)

## *Learning Objectives*

By the end of this section, you will be able to:

- Derive the predicted ground-state electron configurations of atoms
- Identify and explain exceptions to predicted electron configurations for atoms and ions
- Relate electron configurations to element classifications in the periodic table

Having introduced the basics of atomic structure and quantum mechanics, we can use our understanding of quantum numbers to determine how atomic orbitals relate to one another. This allows us to determine which orbitals are occupied by electrons in each atom. The specific arrangement of electrons in orbitals of an atom determines many of the chemical properties of that atom.

## Orbital Energies and Atomic Structure

The energy of atomic orbitals increases as the principal quantum number,  $n$ , increases. In any atom with two or more electrons,



the repulsion between the electrons makes energies of subshells with different values of  $l$  differ so that the energy of the orbitals increases within a shell in the order  $s < p < d < f$ . Figure 1 depicts how these two trends in increasing energy relate. The  $1s$  orbital at the bottom of the diagram is the orbital with electrons of lowest energy. The energy increases as we move up to the  $2s$  and then  $2p$ ,  $3s$ , and  $3p$  orbitals, showing that the increasing  $n$  value has more influence on energy than the increasing  $l$  value for small atoms. However, this pattern does not hold for larger atoms. The  $3d$  orbital is higher in energy than the  $4s$  orbital. Such overlaps continue to occur frequently as we move up the chart.

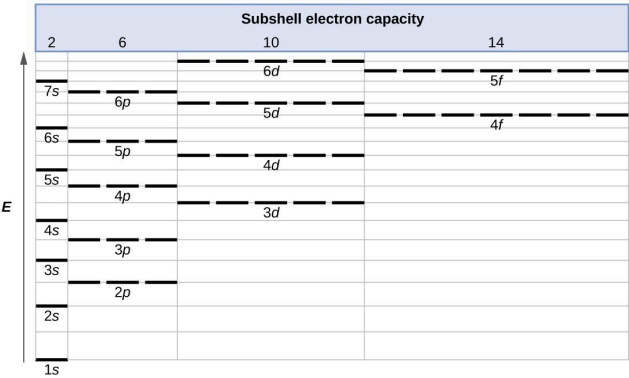


Figure 1. Generalized energy-level diagram for atomic orbitals in an atom with two or more electrons (not to scale).

Electrons in successive atoms on the periodic table tend to fill low-energy orbitals first. Thus, many students find it confusing that, for example, the  $5p$  orbitals fill immediately after the  $4d$ , and immediately before the  $6s$ . The filling order is based on observed experimental results, and has been confirmed by theoretical calculations. As the principal quantum number,  $n$ , increases, the size of the orbital increases and the electrons spend more time farther from the nucleus. Thus, the attraction to the nucleus is weaker and the energy associated with the orbital is higher (less stabilized). But

this is not the only effect we have to take into account. Within each shell, as the value of  $l$  increases, the electrons are less penetrating (meaning there is less electron density found close to the nucleus), in the order  $s > p > d > f$ . Electrons that are closer to the nucleus slightly repel electrons that are farther out, offsetting the more dominant electron–nucleus attractions slightly (recall that all electrons have  $-1$  charges, but nuclei have  $+Z$  charges). This phenomenon is called shielding and will be discussed in more detail in the next section. Electrons in orbitals that experience more shielding are less stabilized and thus higher in energy. For small orbitals ( $1s$  through  $3p$ ), the increase in energy due to  $n$  is more significant than the increase due to  $l$ ; however, for larger orbitals the two trends are comparable and cannot be simply predicted. We will discuss methods for remembering the observed order.

The arrangement of electrons in the orbitals of an atom is called the **electron configuration** of the atom. We describe an electron configuration with a symbol that contains three pieces of information (Figure 2):

1. The number of the principal quantum shell,  $n$ ,
2. The letter that designates the orbital type (the subshell,  $l$ ), and
3. A superscript number that designates the number of electrons in that particular subshell.

For example, the notation  $2p^4$  (read “two-p-four”) indicates four electrons in a  $p$  subshell ( $l = 1$ ) with a principal quantum number ( $n$ ) of 2. The notation  $3d^8$  (read “three-d-eight”) indicates eight electrons in the  $d$  subshell (i.e.,  $l = 2$ ) of the principal shell for which  $n = 3$ .

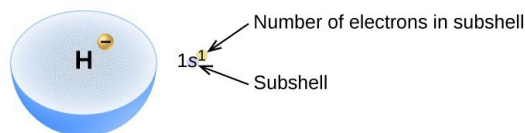


Figure 2. The diagram of an electron configuration specifies the subshell ( $n$  and  $l$  value, with letter symbol) and superscript number of electrons.

# The Aufbau Principle

To determine the electron configuration for any particular atom, we can “build” the structures in the order of atomic numbers. Beginning with hydrogen, and continuing across the periods of the periodic table, we add one proton at a time to the nucleus and one electron to the proper subshell until we have described the electron configurations of all the elements.

This procedure is called the **Aufbau principle**, from the German word *Aufbau* (“to build

up”). Each added electron occupies the subshell of lowest energy available (in the order shown in Figure 1), subject to the limitations imposed by the allowed quantum numbers according to the Pauli exclusion principle. Electrons enter higher-energy subshells only after lower-energy subshells have been filled to capacity. Figure 3 illustrates the traditional way to remember the filling order for atomic orbitals. Since the arrangement of the periodic table is based on the electron configurations, Figure 4 provides an alternative method for determining the electron configuration. The filling order simply begins at hydrogen and includes each subshell as you proceed in increasing  $Z$  order. For example, after filling the  $3p$  block up to Ar, we see the orbital will be  $4s$  (K, Ca), followed by the  $3d$  orbitals.

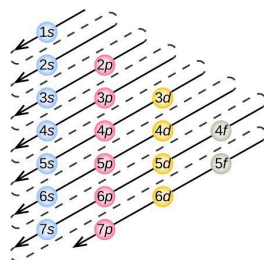


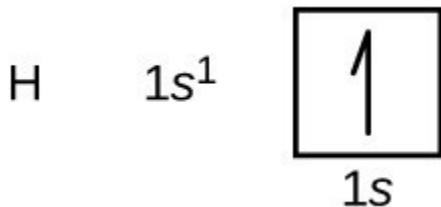
Figure 3. The arrow leads through each subshell in the appropriate filling order for electron configurations. This chart is straightforward to construct. Simply make a column for all the  $s$  orbitals with each  $n$  shell on a separate row. Repeat for  $p$ ,  $d$ , and  $f$ . Be sure to only include orbitals allowed by the quantum numbers (no  $1p$  or  $2d$ , and so forth). Finally, draw diagonal lines from top to bottom as shown.

### Electron Configuration Table

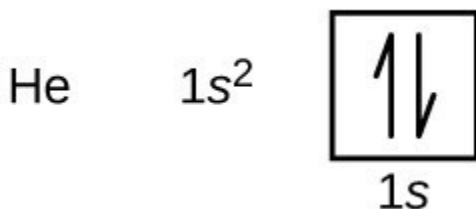
Period	Group	1																	18
		H 1s																	He 1s
	2	Li 2s	Be 2s																
	3	Na 3s	Mg 3s																
	4	K 4s	Ca 4s	Sc 3d	Ti 3d	V 3d	Cr 3d	Mn 3d	Fe 3d	Co 3d	Ni 3d	Cu 3d	Zn 3d						
	5	Rb 5s	Sr 5s	Y 4d	Zr 4d	Nb 4d	Mo 4d	Tc 4d	Ru 4d	Rh 4d	Pd 4d	Ag 4d	Cd 4d	In 4d	Sn 4d	Sb 4d	Te 4d	I 4d	Xe 4d
	6	Cs 6s	Ba 6s	La 5d	Hf 5d	Ta 5d	W 5d	Re 5d	Os 5d	Ir 5d	Pt 5d	Au 5d	Hg 5d	Tl 5d	Pb 5d	Bi 5d	Po 5d	At 5d	Rn 5d
7	Fr 7s	Ra 7s	Ac 6d	Rf 6d	Db 6d	Sg 6d	Bh 6d	Hs 6d	Mt 6d	Ds 6d	Rg 6d	Cn 6d	Uut 6d	Fl 6d	Uup 6d	Lv 6d	Uus 6d	Uuo 6d	

Figure 4. This periodic table shows the electron configuration for each subshell. By “building up” from hydrogen, this table can be used to determine the electron configuration for any atom on the periodic table.

We will now construct the ground-state electron configuration and orbital diagram for a selection of atoms in the first and second periods of the periodic table. **Orbital diagrams** are pictorial representations of the electron configuration, showing the individual orbitals and the pairing arrangement of electrons. We start with a single hydrogen atom (atomic number 1), which consists of one proton and one electron. Referring to Figure 3 or Figure 4, we would expect to find the electron in the 1s orbital. By convention, the  $m_s = +\frac{1}{2}$  value is usually filled first. The electron configuration and the orbital diagram are:



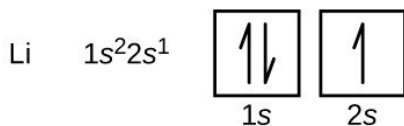
Following hydrogen is the noble gas helium, which has an atomic number of 2. The helium atom contains two protons and two electrons. The first electron has the same four quantum numbers as the hydrogen atom electron ( $n = 1, l = 0, m_l = 0, m_s = +\frac{1}{2}$ ). The second electron also goes into the 1s orbital and fills that orbital. The second electron has the same  $n$ ,  $l$ , and  $m_l$  quantum numbers, but must have the opposite spin quantum number,  $m_s = -\frac{1}{2}$ . This is in accord with the Pauli exclusion principle: No two electrons in the same atom can have the same set of four quantum numbers. For orbital diagrams, this means two arrows go in each box (representing two electrons in each orbital) and the arrows must point in opposite directions (representing paired spins). The electron configuration and orbital diagram of helium are:



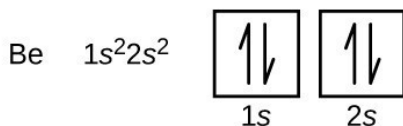
The  $n = 1$  shell is completely filled in a helium atom.

The next atom is the alkali metal lithium with an atomic number

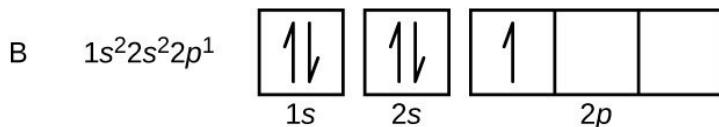
of 3. The first two electrons in lithium fill the 1s orbital and have the same sets of four quantum numbers as the two electrons in helium. The remaining electron must occupy the orbital of next lowest energy, the 2s orbital (Figure 3 or Figure 4). Thus, the electron configuration and orbital diagram of lithium are:



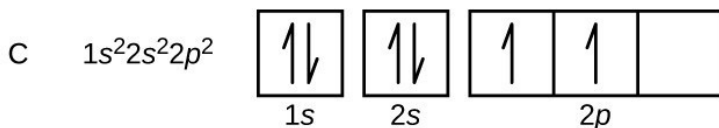
An atom of the alkaline earth metal beryllium, with an atomic number of 4, contains four protons in the nucleus and four electrons surrounding the nucleus. The fourth electron fills the remaining space in the 2s orbital.



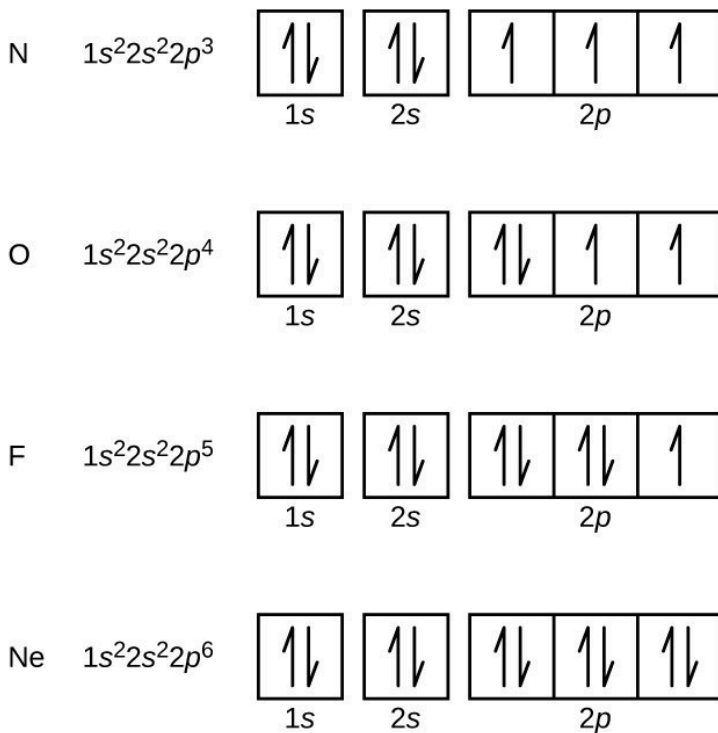
An atom of boron (atomic number 5) contains five electrons. The  $n = 1$  shell is filled with two electrons and three electrons will occupy the  $n = 2$  shell. Because any s subshell can contain only two electrons, the fifth electron must occupy the next energy level, which will be a 2p orbital. There are three degenerate 2p orbitals ( $m_l = -1, 0, +1$ ) and the electron can occupy any one of these p orbitals. When drawing orbital diagrams, we include empty boxes to depict any empty orbitals in the same subshell that we are filling.



Carbon (atomic number 6) has six electrons. Four of them fill the 1s and 2s orbitals. The remaining two electrons occupy the 2p subshell. We now have a choice of filling one of the 2p orbitals and pairing the electrons or of leaving the electrons unpaired in two different, but degenerate, p orbitals. The orbitals are filled as described by **Hund's rule**: the lowest-energy configuration for an atom with electrons within a set of degenerate orbitals is that having the maximum number of unpaired electrons. Thus, the two electrons in the carbon 2p orbitals have identical  $n$ ,  $l$ , and  $m_s$  quantum numbers and differ in their  $m_l$  quantum number (in accord with the Pauli exclusion principle). The electron configuration and orbital diagram for carbon are:



Nitrogen (atomic number 7) fills the 1s and 2s subshells and has one electron in each of the three 2p orbitals, in accordance with Hund's rule. These three electrons have unpaired spins. Oxygen (atomic number 8) has a pair of electrons in any one of the 2p orbitals (the electrons have opposite spins) and a single electron in each of the other two. Fluorine (atomic number 9) has only one 2p orbital containing an unpaired electron. All of the electrons in the noble gas neon (atomic number 10) are paired, and all of the orbitals in the  $n = 1$  and the  $n = 2$  shells are filled. The electron configurations and orbital diagrams of these four elements are:



The alkali metal sodium (atomic number 11) has one more electron than the neon atom. This electron must go into the lowest-energy subshell available, the 3s orbital, giving a  $1s^2 2s^2 2p^6 3s^1$  configuration. The electrons occupying the outermost shell orbital(s) (highest value of  $n$ ) are called **valence electrons**, and those occupying the inner shell orbitals are called **core electrons** (Figure 5). Since the core electron shells correspond to noble gas electron configurations, we can abbreviate electron configurations by writing the noble gas that matches the core electron configuration, along with the valence electrons in a condensed format. For our sodium example, the symbol [Ne] represents core electrons,



( $1s^2 2s^2 2p^6$ ) and our abbreviated or condensed configuration is  $[\text{Ne}]3s^1$ .

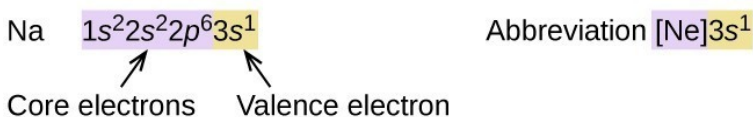


Figure 5. A core-abbreviated electron configuration (right) replaces the core electrons with the noble gas symbol whose configuration matches the core electron configuration of the other element.

Similarly, the abbreviated configuration of lithium can be represented as  $[\text{He}]2s^1$ , where  $[\text{He}]$  represents the configuration of the helium atom, which is identical to that of the filled inner shell of lithium. Writing the configurations in this way emphasizes the similarity of the configurations of lithium and sodium. Both atoms, which are in the alkali metal family, have only one electron in a valence  $s$  subshell outside a filled set of inner shells.



The alkaline earth metal magnesium (atomic number 12), with its 12 electrons in a  $[\text{Ne}]3s^2$  configuration, is analogous to its family member beryllium,  $[\text{He}]2s^2$ . Both atoms have a filled  $s$  subshell outside their filled inner shells. Aluminum (atomic number 13), with 13 electrons and the electron configuration  $[\text{Ne}]3s^2 3p^1$ , is analogous to its family member boron,  $[\text{He}]2s^2 2p^1$ .

The electron configurations of silicon (14 electrons), phosphorus (15 electrons), sulfur (16 electrons), chlorine (17 electrons), and argon (18 electrons) are analogous in the electron configurations of their outer shells to their corresponding family members carbon, nitrogen, oxygen, fluorine, and neon, respectively, except that the principal quantum number of the outer shell of the heavier elements has increased by one to  $n = 3$ . Figure 6 shows the lowest energy, or

ground-state, electron configuration for these elements as well as that for atoms of each of the known elements.

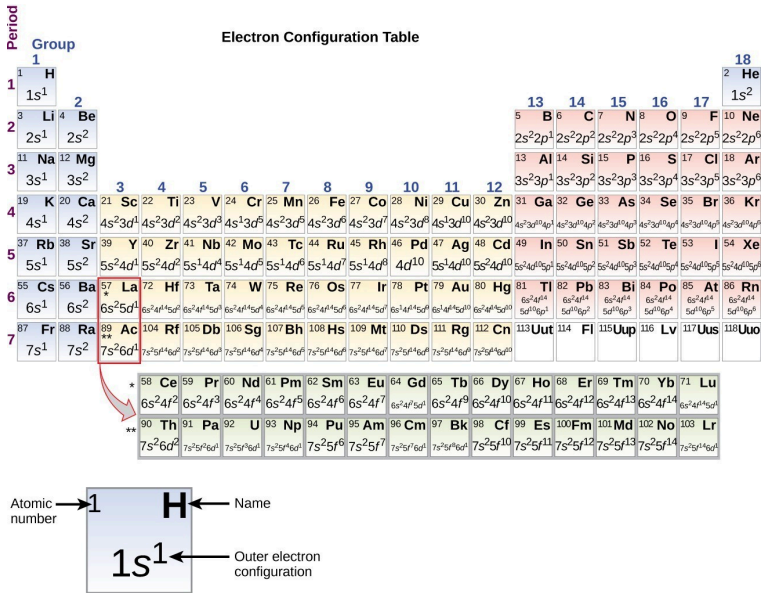


Figure 6. This version of the periodic table shows the outer-shell electron configuration of each element. Note that down each group, the configuration is often similar.

When we come to the next element in the periodic table, the alkali metal potassium (atomic number 19), we might expect that we would begin to add electrons to the 3d subshell. However, all available chemical and physical evidence indicates that potassium is like lithium and sodium, and that the next electron is not added to the 3d level but is, instead, added to the 4s level (Figure 6). As discussed previously, the 3d orbital with no radial nodes is higher in energy because it is less penetrating and more shielded from the nucleus than the 4s, which has three radial nodes. Thus, potassium has an electron configuration of [Ar]4s<sup>1</sup>. Hence, potassium corresponds to Li and Na in its valence shell configuration. The next electron is added to complete the 4s subshell and calcium has

an electron configuration of  $[\text{Ar}]4s^2$ . This gives calcium an outer-shell electron configuration corresponding to that of beryllium and magnesium.

Beginning with the transition metal scandium (atomic number 21), additional electrons are added successively to the  $3d$  subshell. This subshell is filled to its capacity with 10 electrons (remember that for  $l = 2$  [ $d$  orbitals], there are  $2l + 1 = 5$  values of  $m_l$ , meaning that there are five  $d$  orbitals that have a combined capacity of 10 electrons). The  $4p$  subshell fills next. Note that for three series of elements, scandium (Sc) through copper (Cu), yttrium (Y) through silver (Ag), and lutetium (Lu) through gold (Au), a total of 10  $d$  electrons are successively added to the  $(n - 1)$  shell next to the  $n$  shell to bring that  $(n - 1)$  shell from 8 to 18 electrons. For two series, lanthanum (La) through lutetium (Lu) and actinium (Ac) through lawrencium (Lr), 14  $f$  electrons ( $l = 3$ ,  $2l + 1 = 7$   $m_l$  values; thus, seven orbitals with a combined capacity of 14 electrons) are successively added to the  $(n - 2)$  shell to bring that shell from 18 electrons to a total of 32 electrons.

### *Example 1: Quantum Numbers and Electron Configurations*

What is the electron configuration and orbital diagram for a phosphorus atom? What are the four quantum numbers for the last electron added?

Show Answer

The atomic number of phosphorus is 15. Thus, a phosphorus atom contains 15 electrons. The order of filling of the energy levels is  $1s$ ,  $2s$ ,  $2p$ ,  $3s$ ,  $3p$ ,  $4s$ , . . . The 15 electrons of the phosphorus atom will fill up to the  $3p$  orbital, which will contain three electrons:



The last electron added is a 3p electron. Therefore,  $n = 3$  and, for a p-type orbital,  $l = 1$ . The  $m_l$  value could be  $-1$ ,  $0$ , or  $+1$ . The three p orbitals are degenerate, so any of these  $m_l$  values is correct. For unpaired electrons, convention

assigns the value of  $+\frac{1}{2}$  for the spin quantum number;

thus,  $m_s = +\frac{1}{2}$ .

### Check Your Learning

Identify the atoms from the electron configurations given:

1.  $[\text{Ar}]4s^2 3d^5$
2.  $[\text{Kr}]5s^2 4d^{10} 5p^6$

Show Answer

1. Mn
2. Xe

The periodic table can be a powerful tool in predicting the electron configuration of an element. However, we do find exceptions to the order of filling of orbitals that are shown in Figure 3 or Figure 4. For instance, the electron configurations (shown in Figure 6) of the transition metals chromium (Cr; atomic number 24) and copper (Cu; atomic number 29), among others, are not those we would expect. In general, such exceptions involve subshells with very similar energy, and small effects can lead to changes in the order of filling.

In the case of Cr and Cu, we find that half-filled and completely filled subshells apparently represent conditions of preferred stability. This stability is such that an electron shifts from the 4s into the 3d orbital to gain the extra stability of a half-filled 3d subshell (in Cr) or a filled 3d subshell (in Cu). Other exceptions also occur. For example, niobium (Nb, atomic number 41) is predicted to have the electron configuration  $[\text{Kr}]5s^24d^3$ . Experimentally, we observe that its ground-state electron configuration is actually  $[\text{Kr}]5s^14d^4$ . We can rationalize this observation by saying that the electron–electron repulsions experienced by pairing the electrons in the 5s orbital are larger than the gap in energy between the 5s and 4d orbitals. There is no simple method to predict the exceptions for atoms where the magnitude of the repulsions between electrons is greater than the small differences in energy between subshells.

## Electron Configurations and the Periodic Table

As described earlier, the periodic table arranges atoms based on increasing atomic number so that elements with the same chemical properties recur periodically. When their electron configurations are added to the table (Figure 6), we also see a periodic recurrence of similar electron configurations in the outer shells of these elements. Because they are in the outer shells of an atom, valence electrons play the most important role in chemical reactions. The outer electrons have the highest energy of the electrons in an atom and are most easily lost or shared than the core electrons. Valence electrons are also the determining factor in some physical properties of the elements.

Elements in any one group (or column) have the same number of valence electrons; the alkali metals lithium and sodium each have only one valence electron, the alkaline earth metals beryllium and magnesium each have two, and the halogens fluorine and chlorine each have seven valence electrons. The similarity in chemical

properties among elements of the same group occurs because they have the same number of valence electrons. It is the loss, gain, or sharing of valence electrons that defines how elements react.

It is important to remember that the periodic table was developed on the basis of the chemical behavior of the elements, well before any idea of their atomic structure was available. Now we can understand why the periodic table has the arrangement it has—the arrangement puts elements whose atoms have the same number of valence electrons in the same group. This arrangement is emphasized in Figure 6, which shows in periodic-table form the electron configuration of the last subshell to be filled by the Aufbau principle. The colored sections of Figure 6 show the three categories of elements classified by the orbitals being filled: main group, transition, and inner transition elements. These classifications determine which orbitals are counted in the **valence shell**, or highest energy level orbitals of an atom.

1. **Main group elements** (sometimes called **representative elements**) are those in which the last electron added enters an  $s$  or a  $p$  orbital in the outermost shell, shown in blue and red in Figure 6. This category includes all the nonmetallic elements, as well as many metals and the intermediate semimetallic elements. The valence electrons for main group elements are those with the highest  $n$  level. For example, gallium (Ga, atomic number 31) has the electron configuration  $[\text{Ar}]4s^23d^{10}\underline{4p^1}$ , which contains three valence electrons (underlined). The completely filled  $d$  orbitals count as core, not valence, electrons.
2. **Transition elements or transition metals.** These are metallic elements in which the last electron added enters a  $d$  orbital. The valence electrons (those added after the last noble gas configuration) in these elements include the  $ns$  and  $(n - 1) d$  electrons. The official IUPAC definition of transition elements specifies those with partially filled  $d$  orbitals. Thus, the elements with completely filled orbitals (Zn, Cd, Hg, as well as

Cu, Ag, and Au in Figure 6) are not technically transition elements. However, the term is frequently used to refer to the entire  $d$  block (colored yellow in Figure 6), and we will adopt this usage in this textbook.

3. **Inner transition elements** are metallic elements in which the last electron added occupies an  $f$  orbital. They are shown in green in Figure 6. The valence shells of the inner transition elements consist of the  $(n - 2)f$ , the  $(n - 1)d$ , and the  $ns$  subshells. There are two inner transition series:
  1. The lanthanide series: lanthanide (La) through lutetium (Lu)
  2. The actinide series: actinide (Ac) through lawrencium (Lr)

Lanthanum and actinium, because of their similarities to the other members of the series, are included and used to name the series, even though they are transition metals with no  $f$  electrons.

## Electron Configurations of Ions

We have seen that ions are formed when atoms gain or lose electrons. A cation (positively charged ion) forms when one or more electrons are removed from a parent atom. For main group elements, the electrons that were added last are the first electrons removed. For transition metals and inner transition metals, however, electrons in the  $s$  orbital are easier to remove than the  $d$  or  $f$  electrons, and so the highest  $ns$  electrons are lost, and then the  $(n - 1)d$  or  $(n - 2)f$  electrons are removed. An anion (negatively charged ion) forms when one or more electrons are added to a parent atom. The added electrons fill in the order predicted by the Aufbau principle.

## Example 2: Predicting Electron Configurations of Ions

What is the electron configuration and orbital diagram of:

1.  $\text{Na}^+$
2.  $\text{P}^{3-}$
3.  $\text{Al}^{2+}$
4.  $\text{Fe}^{2+}$
5.  $\text{Sm}^{3+}$

Show Answer

First, write out the electron configuration for each parent atom. We have chosen to show the full, unabbreviated configurations to provide more practice for students who want it, but listing the core-abbreviated electron configurations is also acceptable.

Next, determine whether an electron is gained or lost. Remember electrons are negatively charged, so ions with a positive charge have lost an electron. For main group elements, the last orbital gains or loses the electron. For transition metals, the last s orbital loses an electron before the d orbitals.

1. Na:  $1s^2 2s^2 2p^6 3s^1$ . Sodium cation loses one electron, so  $\text{Na}^+ : 1s^2 2s^2 2p^6 3s^1 = \text{Na}^+ : 1s^2 2s^2 2p^6$ .
2. P:  $1s^2 2s^2 2p^6 3s^2 3p^3$ . Phosphorus trianion gains three electrons, so  $\text{P}^{3-} : 1s^2 2s^2 2p^6 3s^2 3p^6$ .
3. Al:  $1s^2 2s^2 2p^6 3s^2 3p^1$ . Aluminum dication loses two electrons  $\text{Al}^{2+} : 1s^2 2s^2 2p^6 3s^2 3p^1 = \text{Al}^{2+} : 1s^2 2s^2 2p^6 3s^1$ .
4. Fe:  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^6$ . Iron(II) loses two



electrons and, since it is a transition metal, they are removed from the 4s orbital  $\text{Fe}^{2+}$ :

$$1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^6 = 1s^2 2s^2 2p^6 3s^2 3p^6 3d^6.$$

5. Sm:  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^{10} 5p^6 6s^2 4f^6$ .

Samarium trication loses three electrons. The first two will be lost from the 6s orbital, and the final one is removed from the 4f orbital.  $\text{Sm}^{3+}$ :

$$1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^{10} 5p^6 6s^2 4f^6 =$$

$$1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^{10} 5p^6 4f^5.$$

### Check Your Learning

Which ion with a +2 charge has the electron configuration  $1s^2 2s^2 2p^6 3s^2 3p^6 3d^{10} 4s^2 4p^6 4d^5$ ? Which ion with a +3 charge has this configuration?

Show Answer

$\text{Tc}^{2+}$ ,  $\text{Ru}^{3+}$

### Key Concepts and Summary

The relative energy of the subshells determine the order in which atomic orbitals are filled (1s, 2s, 2p, 3s, 3p, 4s, 3d, 4p, and so on). Electron configurations and orbital diagrams can be determined by applying the Pauli exclusion principle (no two electrons can have the same set of four quantum

numbers) and Hund's rule (whenever possible, electrons retain unpaired spins in degenerate orbitals).

Electrons in the outermost orbitals, called valence electrons, are responsible for most of the chemical behavior of elements. In the periodic table, elements with analogous valence electron configurations usually occur within the same group. There are some exceptions to the predicted filling order, particularly when half-filled or completely filled orbitals can be formed. The periodic table can be divided into three categories based on the orbital in which the last electron to be added is placed: main group elements (*s* and *p* orbitals), transition elements (*d* orbitals), and inner transition elements (*f* orbitals).

## *Exercises*

1. Read the labels of several commercial products and identify monatomic ions of at least four transition elements contained in the products. Write the complete electron configurations of these cations.
2. Read the labels of several commercial products and identify monatomic ions of at least six main group elements contained in the products. Write the complete electron configurations of these cations and anions.
3. Using complete subshell notation (not abbreviations,  $1s^2 2s^2 2p^6$ , and so forth), predict the electron configuration of each of the following atoms:

- a. C
  - b. P
  - c. V
  - d. Sb
  - e. Sm
4. Using complete subshell notation ( $1s^2 2s^2 2p^6$ , and so forth), predict the electron configuration of each of the following atoms:
- a. N
  - b. Si
  - c. Fe
  - d. Te
  - e. Tb
5. Is  $1s^2 2s^2 2p^6$  the symbol for a macroscopic property or a microscopic property of an element? Explain your answer.
6. What additional information do we need to answer the question “Which ion has the electron configuration  $1s^2 2s^2 2p^6 3s^2 3p^6$ ?”
7. Draw the orbital diagram for the valence shell of each of the following atoms:
- a. C
  - b. P
  - c. V
  - d. Sb
  - e. Ru
8. Use an orbital diagram to describe the electron configuration of the valence shell of each of the following atoms:

- a. N
  - b. Si
  - c. Fe
  - d. Te
  - e. Mo
9. Using complete subshell notation ( $1s^2 2s^2 2p^6$ , and so forth), predict the electron configurations of the following ions.
- a.  $N^{3-}$
  - b.  $Ca^{2+}$
  - c.  $S^-$
  - d.  $Cs^{2+}$
  - e.  $Cr^{2+}$
  - f.  $Gd^{3+}$
10. Which atom has the electron configuration  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^2$ ?
11. Which atom has the electron configuration  $1s^2 2s^2 2p^6 3s^2 3p^6 3d^7 4s^2$ ?
12. Which ion with a +1 charge has the electron configuration  $1s^2 2s^2 2p^6 3s^2 3p^6 3d^{10} 4s^2 4p^6$ ? Which ion with a -2 charge has this configuration?
13. Which of the following atoms contains only three valence electrons: Li, B, N, F, Ne?
14. Which of the following has two unpaired electrons?
- a. Mg
  - b. Si
  - c. S
  - d. Both Mg and S
  - e. Both Si and S.

15. Which atom would be expected to have a half-filled  $6p$  subshell?
16. Which atom would be expected to have a half-filled  $4s$  subshell?
17. In one area of Australia, the cattle did not thrive despite the presence of suitable forage. An investigation showed the cause to be the absence of sufficient cobalt in the soil. Cobalt forms cations in two oxidation states,  $\text{Co}^{2+}$  and  $\text{Co}^{3+}$ . Write the electron structure of the two cations.
18. Thallium was used as a poison in the Agatha Christie mystery story "The Pale Horse." Thallium has two possible cationic forms,  $+1$  and  $+3$ . The  $+1$  compounds are the more stable. Write the electron structure of the  $+1$  cation of thallium.
19. Write the electron configurations for the following atoms or ions:
- $\text{B}^{3+}$
  - $\text{O}^{-}$
  - $\text{Cl}^{3+}$
  - $\text{Ca}^{2+}$
  - Ti
20. Cobalt-60 and iodine-131 are radioactive isotopes commonly used in nuclear medicine. How many protons, neutrons, and electrons are in atoms of these isotopes? Write the complete electron configuration for each isotope.
21. Write a set of quantum numbers for each of the electrons with an  $n$  of 3 in a Sc atom.

Show Selected Answers

2. For example,  $\text{Na}^+ : 1s^2 2s^2 2p^6$ ;  $\text{Ca}^{2+} : 1s^2 2s^2 2p^6$ ;  $\text{Sn}^{2+} : 1s^2 2s^2 2p^6 3s^2 3p^6 3d^{10} 4s^2 4p^6 4d^{10} 5s^2$ ;  $\text{F}^- : 1s^2 2s^2 2p^6$ ;  $\text{O}^{2-} : 1s^2 2s^2 2p^6$ ;  $\text{Cl}^- : 1s^2 2s^2 2p^6 3s^2 3p^6$ .

4. (a)  $1s^2 2s^2 2p^3$ ;

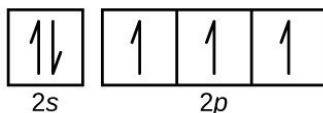
(b)  $1s^2 2s^2 2p^6 3s^2 3p^2$ ;

(c)  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^6$ ;

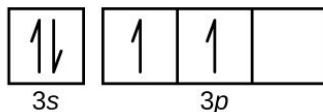
(d)  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^{10} 5p^4$ ; (e)  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^{10} 5p^6 6s^2 4f^9$

6. The charge on the ion.

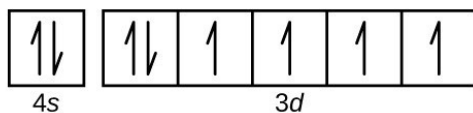
8. (a)



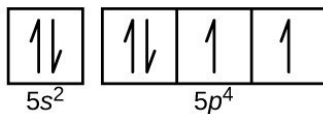
(b)



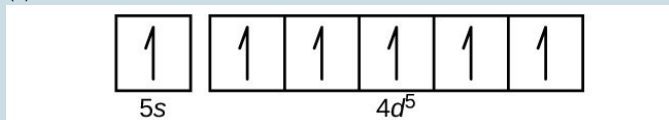
(c)



(d)



(e)



10. Zr

12.  $\text{Rb}^+$ ,  $\text{Se}^{2-}$

14. Although both (b) and (c) are correct, (e) encompasses both and is the best answer.

16. K

18.  $1s^2 2s^2 2p^6 3s^2 3p^6 3d^{10} 4s^2 4p^6 4d^{10} 5s^2 5p^6 6s^2 4f^{14} 5d^{10}$

20. Co has 27 protons, 27 electrons, and 33 neutrons:  
 $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^7$ .

I has 53 protons, 53 electrons, and 78 neutrons:  
 $1s^2 2s^2 2p^6 3s^2 3p^6 3d^{10} 4s^2 4p^6 4d^{10} 5s^2 5p^5$ .

## Glossary

**Aufbau principle:** procedure in which the electron configuration of the elements is determined by “building” them in order of atomic numbers, adding one proton to the nucleus and one electron to the proper subshell at a time

**core electron:** electron in an atom that occupies the orbitals of the inner shells

**electron configuration:** electronic structure of an atom in its ground state given as a listing of the orbitals occupied by the electrons

**Hund’s rule:** every orbital in a subshell is singly occupied with one

electron before any one orbital is doubly occupied, and all electrons in singly occupied orbitals have the same spin

**orbital diagram:** pictorial representation of the electron configuration showing each orbital as a box and each electron as an arrow

**valence electrons:** electrons in the outermost or valence shell (highest value of  $n$ ) of a ground-state atom; determine how an element reacts

**valence shell:** outermost shell of electrons in a ground-state atom; for main group elements, the orbitals with the highest  $n$  level ( $s$  and  $p$  subshells) are in the valence shell, while for transition metals, the highest energy  $s$  and  $d$  subshells make up the valence shell and for inner transition elements, the highest  $s$ ,  $d$ , and  $f$  subshells are included



## 73. Video: The Electron

### The Electron: Crash Course Chemistry #5

Hank brings us the story of the electron and describes how reality is a kind of music, discussing electron shells and orbitals, electron configurations, ionization and electron affinities, and how all these things can be understood via the periodic table.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=94#oembed-1>

## 74. Periodic Variations in Element Properties

### *Learning Objectives*

By the end of this section, you will be able to:

- Describe and explain the observed trends in atomic size, ionization energy, and electron affinity of the elements

The elements in groups (vertical columns) of the periodic table exhibit similar chemical behavior. This similarity occurs because the members of a group have the same number and distribution of electrons in their valence shells. However, there are also other patterns in chemical properties on the periodic table. For example, as we move down a group, the metallic character of the atoms increases. Oxygen, at the top of group 16 (6A), is a colorless gas; in the middle of the group, selenium is a semiconducting solid; and, toward the bottom, polonium is a silver-grey solid that conducts electricity.

As we go across a period from left to right, we add a proton to the nucleus and an electron to the valence shell with each successive element. As we go down the elements in a group, the number of electrons in the valence shell remains constant, but the principal quantum number increases by one each time. An understanding of the electronic structure of the elements allows us to examine some of the properties that govern their chemical behavior. These properties vary periodically as the electronic structure of the

elements changes. They are (1) size (radius) of atoms and ions, (2) ionization energies, and (3) electron affinities.

Explore [visualizations of the periodic trends discussed in this section \(and many more trends\) on the Atomic Number of the Elements website](#). With just a few clicks, you can create three-dimensional versions of the periodic table showing atomic size or graphs of ionization energies from all measured elements.

## Variation in Covalent Radius

The quantum mechanical picture makes it difficult to establish a definite size of an atom. However, there are several practical ways to define the radius of atoms and, thus, to determine their relative sizes that give roughly similar values. We will use the **covalent radius** (Figure 1), which is defined as one-half the distance between the nuclei of two identical atoms when they are joined by a covalent bond (this measurement is possible because atoms within molecules still retain much of their atomic identity). We know that as we scan down a group, the principal quantum number,  $n$ , increases by one for each element. Thus, the electrons are being added to a region of space that is increasingly distant from the nucleus. Consequently, the size of the atom (and its covalent radius) must increase as we increase the distance of the outermost electrons from the nucleus. This trend is illustrated for the covalent radii of the halogens in Table 1 and Figure 1. The trends for the entire periodic table can be seen in Figure 1.

Table 1. Covalent Radii of the Halogen Group Elements		
Atom	Covalent radius (pm)	Nuclear charge
F	64	+9
Cl	99	+17
Br	114	+35
I	133	+53
At	148	+85

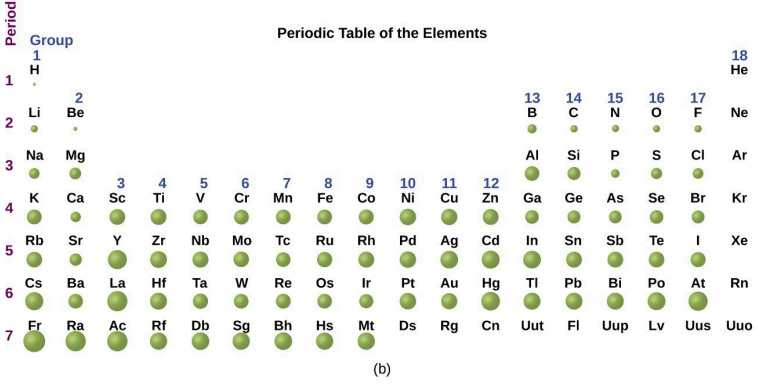
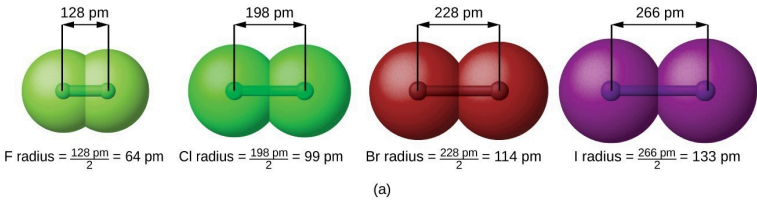


Figure 1. (a) The radius of an atom is defined as one-half the distance between the nuclei in a molecule consisting of two identical atoms joined by a covalent bond. The atomic radius for the halogens increases down the group as  $n$  increases. (b) Covalent radii of the elements are shown to scale. The general trend is that radii increase down a group and decrease across a period.

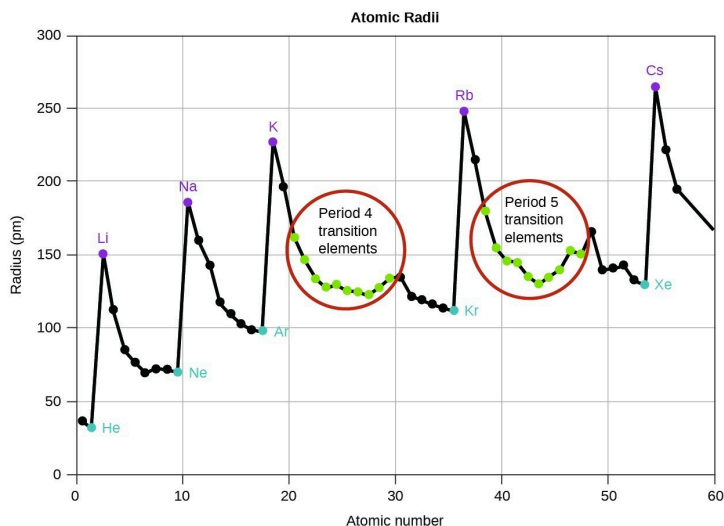


Figure 2. Within each period, the trend in atomic radius decreases as  $Z$  increases; for example, from K to Kr. Within each group (e.g., the alkali metals shown in purple), the trend is that atomic radius increases as  $Z$  increases.

As shown in Figure 2, as we move across a period from left to right, we generally find that each element has a smaller covalent radius than the element preceding it. This might seem counterintuitive because it implies that atoms with more electrons have a smaller atomic radius. This can be explained with the concept of **effective nuclear charge,  $Z_{\text{eff}}$** . This is the pull exerted on a specific electron by the nucleus, taking into account any electron–electron repulsions. For hydrogen, there is only one electron and so the nuclear charge ( $Z$ ) and the effective nuclear charge ( $Z_{\text{eff}}$ ) are equal. For all other atoms, the inner electrons partially *shield* the outer electrons from the pull of the nucleus, and thus:

$$Z_{\text{eff}} = Z - \text{shielding}$$

Shielding is determined by the probability of another electron being between the electron of interest and the nucleus, as well as by the electron–electron repulsions the electron of interest

encounters. Core electrons are adept at shielding, while electrons in the same valence shell do not block the nuclear attraction experienced by each other as efficiently. Thus, each time we move from one element to the next across a period,  $Z$  increases by one, but the shielding increases only slightly. Thus,  $Z_{\text{eff}}$  increases as we move from left to right across a period. The stronger pull (higher effective nuclear charge) experienced by electrons on the right side of the periodic table draws them closer to the nucleus, making the covalent radii smaller.

Thus, as we would expect, the outermost or valence electrons are easiest to remove because they have the highest energies, are shielded more, and are farthest from the nucleus. As a general rule, when the representative elements form cations, they do so by the loss of the  $ns$  or  $np$  electrons that were added last in the Aufbau process. The transition elements, on the other hand, lose the  $ns$  electrons before they begin to lose the  $(n - 1)d$  electrons, even though the  $ns$  electrons are added first, according to the Aufbau principle.

### *Example 1: Sorting Atomic Radii*

Predict the order of increasing covalent radius for Ge, Fl, Br, Kr.

Show Answer

Radius increases as we move down a group, so  $\text{Ge} < \text{Fl}$  (Note: Fl is the symbol for flerovium, element 114, NOT fluorine). Radius decreases as we move across a period, so  $\text{Kr} < \text{Br} < \text{Ge}$ . Putting the trends together, we obtain  $\text{Kr} < \text{Br} < \text{Ge} < \text{Fl}$ .

### Check Your Learning

Give an example of an atom whose size is smaller than fluorine.

Show Answer

Ne or He

## Variation in Ionic Radii

Ionic radius is the measure used to describe the size of an ion. A cation always has fewer electrons and the same number of protons as the parent atom; it is smaller than the atom from which it is derived (Figure 3). For example, the covalent radius of an aluminum atom ( $1s^2 2s^2 2p^6 3s^2 3p^1$ ) is 118 pm, whereas the ionic radius of an  $\text{Al}^{3+}$  ( $1s^2 2s^2 2p^6$ ) is 68 pm. As electrons are removed from the outer valence shell, the remaining core electrons occupying smaller shells experience a greater effective nuclear charge  $Z_{\text{eff}}$  (as discussed) and are drawn even closer to the nucleus.



Figure 3. The radius for a cation is smaller than the parent atom (Al), due to the lost electrons; the radius for an anion is larger than the parent (S), due to the gained electrons.

Cations with larger charges are smaller than cations with smaller

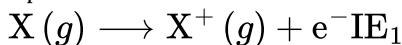
charges (e.g.,  $V^{2+}$  has an ionic radius of 79 pm, while that of  $V^{3+}$  is 64 pm). Proceeding down the groups of the periodic table, we find that cations of successive elements with the same charge generally have larger radii, corresponding to an increase in the principal quantum number,  $n$ .

An anion (negative ion) is formed by the addition of one or more electrons to the valence shell of an atom. This results in a greater repulsion among the electrons and a decrease in  $Z_{\text{eff}}$  per electron. Both effects (the increased number of electrons and the decreased  $Z_{\text{eff}}$ ) cause the radius of an anion to be larger than that of the parent atom (Figure 3). For example, a sulfur atom ( $[\text{Ne}]3s^23p^4$ ) has a covalent radius of 104 pm, whereas the ionic radius of the sulfide anion ( $[\text{Ne}]3s^23p^6$ ) is 170 pm. For consecutive elements proceeding down any group, anions have larger principal quantum numbers and, thus, larger radii.

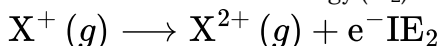
Atoms and ions that have the same electron configuration are said to be **isoelectronic**. Examples of isoelectronic species are  $N^{3-}$ ,  $O^{2-}$ ,  $F^-$ , Ne,  $Na^+$ ,  $Mg^{2+}$ , and  $Al^{3+}$  ( $1s^22s^22p^6$ ). Another isoelectronic series is  $P^{3-}$ ,  $S^{2-}$ ,  $Cl^-$ , Ar,  $K^+$ ,  $Ca^{2+}$ , and  $Sc^{3+}$  ( $[\text{Ne}]3s^23p^6$ ). For atoms or ions that are isoelectronic, the number of protons determines the size. The greater the nuclear charge, the smaller the radius in a series of isoelectronic ions and atoms.

## Variation in Ionization Energies

The amount of energy required to remove the most loosely bound electron from a gaseous atom in its ground state is called its first **ionization energy** ( $IE_1$ ). The first ionization energy for an element,  $X$ , is the energy required to form a cation with +1 charge:



The energy required to remove the second most loosely bound electron is called the second ionization energy ( $IE_2$ ).





The energy required to remove the third electron is the third ionization energy, and so on. Energy is always required to remove electrons from atoms or ions, so ionization processes are endothermic and IE values are always positive. For larger atoms, the most loosely bound electron is located farther from the nucleus and so is easier to remove. Thus, as size (atomic radius) increases, the ionization energy should decrease. Relating this logic to what we have just learned about radii, we would expect first ionization energies to decrease down a group and to increase across a period.

Figure 4 graphs the relationship between the first ionization energy and the atomic number of several elements. The values of first ionization energy for the elements are given in Figure 5. Within a period, the  $IE_1$  generally increases with increasing  $Z$ . Down a group, the  $IE_1$  value generally decreases with increasing  $Z$ . There are some systematic deviations from this trend, however. Note that the ionization energy of boron (atomic number 5) is less than that of beryllium (atomic number 4) even though the nuclear charge of boron is greater by one proton. This can be explained because the energy of the subshells increases as  $l$  increases, due to penetration and shielding (as discussed previously in this chapter). Within any one shell, the  $s$  electrons are lower in energy than the  $p$  electrons. This means that an  $s$  electron is harder to remove from an atom than a  $p$  electron in the same shell. The electron removed during the ionization of beryllium ( $[\text{He}]2s^2$ ) is an  $s$  electron, whereas the electron removed during the ionization of boron ( $[\text{He}]2s^22p^1$ ) is a  $p$  electron; this results in a lower first ionization energy for boron, even though its nuclear charge is greater by one proton. Thus, we see a small deviation from the predicted trend occurring each time a new subshell begins.

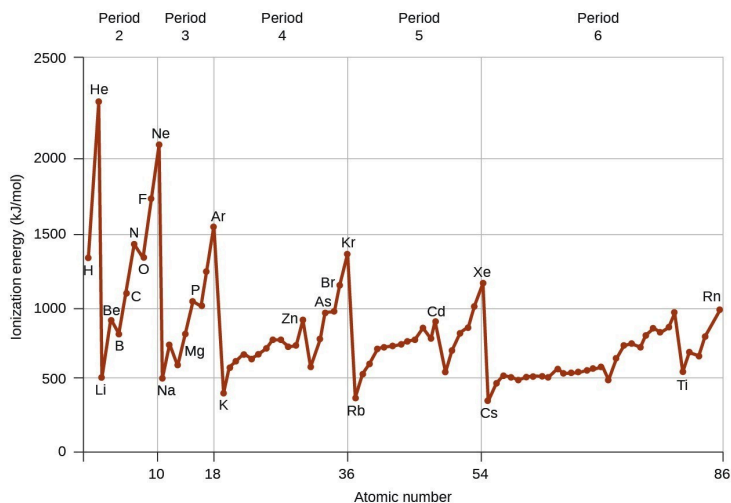


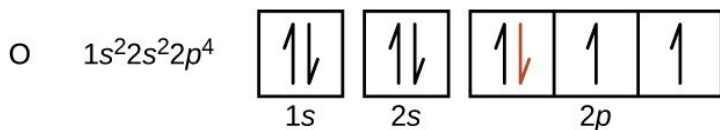
Figure 4. The first ionization energy of the elements in the first five periods are plotted against their atomic number.

Period	First Ionization Energies of Some Elements (kJ/mol)																		18					
Group																			18					
1	H 1310																	He 2370						
2	Li 520	Be 900																	B 800	C 1090	N 1400	O 1310	F 1680	Ne 2080
3	Na 490	Mg 730																	Al 580	Si 780	P 1060	S 1000	Cl 1250	Ar 1520
4	K 420	Ca 590	Sc 630	Ti 660	V 650	Cr 660	Mn 710	Fe 760	Co 760	Ni 730	Cu 740	Zn 910	Ga 580	Ge 780	As 960	Se 950	Br 1140	Kr 1350						
5	Rb 400	Sr 550	Y 620	Zr 660	Nb 670	Mo 680	Tc 700	Ru 710	Rh 720	Pd 800	Ag 730	Cd 870	In 560	Sn 700	Sb 830	Te 870	I 1010	Xe 1170						
6	Cs 380	Ba 500	La 540	Hf 700	Ta 760	W 770	Re 760	Os 840	Ir 890	Pt 870	Au 890	Hg 1000	Tl 590	Pb 710	Bi 800	Po 810	At ...	Rn 1030						
7	Fr ...	Ra 510																						

Figure 5. This version of the periodic table shows the first ionization energy of (IE<sub>1</sub>), in kJ/mol, of selected elements.

Another deviation occurs as orbitals become more than one-half filled. The first ionization energy for oxygen is slightly less than

that for nitrogen, despite the trend in increasing  $IE_1$  values across a period. Looking at the orbital diagram of oxygen, we can see that removing one electron will eliminate the electron–electron repulsion caused by pairing the electrons in the  $2p$  orbital and will result in a half-filled orbital (which is energetically favorable). Analogous changes occur in succeeding periods (note the dip for sulfur after phosphorus in Figure 5).



Removing an electron from a cation is more difficult than removing an electron from a neutral atom because of the greater electrostatic attraction to the cation. Likewise, removing an electron from a cation with a higher positive charge is more difficult than removing an electron from an ion with a lower charge. Thus, successive ionization energies for one element always increase. As seen in Table 2, there is a large increase in the ionization energies (color change) for each element. This jump corresponds to removal of the core electrons, which are harder to remove than the valence electrons. For example, Sc and Ga both have three valence electrons, so the rapid increase in ionization energy occurs after the third ionization.

**Table 2. Successive Ionization Energies for Selected Elements (kJ/mol)**

Element	IE <sub>1</sub>	IE <sub>2</sub>	IE <sub>3</sub>	IE <sub>4</sub>	IE <sub>5</sub>	IE <sub>6</sub>	IE <sub>7</sub>
K	418.8	3051.8	4419.6	5876.9	7975.5	9590.6	11343
Ca	589.8	1145.4	4912.4	6490.6	8153.0	10495.7	12272.9
Sc	633.1	1235.0	2388.7	7090.6	8842.9	10679.0	13315.0
Ga	578.8	1979.4	2964.6	6180	8298.7	10873.9	13594.8
Ge	762.2	1537.5	3302.1	4410.6	9021.4	N/A	N/A
As	944.5	1793.6	2735.5	4836.8	6042.9	12311.5	N/A

### *Example 2: Ranking Ionization Energies*

Predict the order of increasing energy for the following processes: IE<sub>1</sub> for Al, IE<sub>1</sub> for Tl, IE<sub>2</sub> for Na, IE<sub>3</sub> for Al.

Show Answer

Removing the 6p<sup>1</sup> electron from Tl is easier than removing the 3p<sup>1</sup> electron from Al because the higher *n* orbital is farther from the nucleus, so IE<sub>1</sub>(Tl) < IE<sub>1</sub>(Al).

Ionizing the third electron from

Al ( $\text{Al}^{2+} \longrightarrow \text{Al}^{3+} + \text{e}^-$ ) requires more energy because the cation Al<sup>2+</sup> exerts a stronger pull on the electron than the neutral Al atom, so IE<sub>1</sub>(Al) < IE<sub>3</sub>(Al). The second ionization energy for sodium removes a core electron, which is a much higher energy process than removing valence electrons. Putting this all together, we obtain: IE<sub>1</sub>(Tl) < IE<sub>1</sub>(Al) < IE<sub>3</sub>(Al) < IE<sub>2</sub>(Na).

### *Check Your Learning*

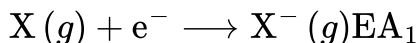
Which has the lowest value for  $IE_1$ : O, Po, Pb, or Ba?

Show Answer

Ba

## Variation in Electron Affinities

The **electron affinity** [EA] is the energy change for the process of adding an electron to a gaseous atom to form an anion (negative ion).



This process can be either endothermic or exothermic, depending on the element. The EA of some of the elements is given in Figure 6. You can see that many of these elements have negative values of EA, which means that energy is released when the gaseous atom accepts an electron. However, for some elements, energy is required for the atom to become negatively charged and the value of their EA is positive. Just as with ionization energy, subsequent EA values are associated with forming ions with more charge. The second EA is the energy associated with adding an electron to an anion to form a  $-2$  ion, and so on.

As we might predict, it becomes easier to add an electron across a series of atoms as the effective nuclear charge of the atoms increases. We find, as we go from left to right across a period, EAs tend to become more negative. The exceptions found among the elements of group 2 (2A), group 15 (5A), and group 18 (8A) can be understood based on the electronic structure of these groups. The

noble gases, group 18 (8A), have a completely filled shell and the incoming electron must be added to a higher  $n$  level, which is more difficult to do. Group 2 (2A) has a filled  $ns$  subshell, and so the next electron added goes into the higher energy  $np$ , so, again, the observed EA value is not as the trend would predict. Finally, group 15 (5A) has a half-filled  $np$  subshell and the next electron must be paired with an existing  $np$  electron. In all of these cases, the initial relative stability of the electron configuration disrupts the trend in EA.

We also might expect the atom at the top of each group to have the largest EA; their first ionization potentials suggest that these atoms have the largest effective nuclear charges. However, as we move down a group, we see that the second element in the group most often has the greatest EA. The reduction of the EA of the first member can be attributed to the small size of the  $n = 2$  shell and the resulting large electron–electron repulsions. For example, chlorine, with an EA value of  $-348$  kJ/mol, has the highest value of any element in the periodic table. The EA of fluorine is  $-322$  kJ/mol. When we add an electron to a fluorine atom to form a fluoride anion ( $F^-$ ), we add an electron to the  $n = 2$  shell. The electron is attracted to the nucleus, but there is also significant repulsion from the other electrons already present in this small valence shell. The chlorine atom has the same electron configuration in the valence shell, but because the entering electron is going into the  $n = 3$  shell, it occupies a considerably larger region of space and the electron–electron repulsions are reduced. The entering electron does not experience as much repulsion and the chlorine atom accepts an additional electron more readily.

Period		Electron Affinity Values for Selected Elements (kJ/mol)																18
1	Group 1	2											13	14	15	16	17	
1	H -72												B -23	C -123	N 0	O -141	F -322	He +20*
2	Li -60	Be +240*											Al -44	Si -120	P -74	S -20	Cl -348	Ne -30
3	Na -53	Mg +230*	3	4	5	6	7	8	9	10	11	12	Ga -40*	Ge -115	As -7	Se -195	Br -324	Kr +40*
4	K -48	Ca +150*	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	In -40*	Sn -121	Sb -101	Te -190	I -295	Xe +40*
5	Rb -46	Sr +160*	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	Tl -40*	Pb -101	Bi -101	Po -170	At -270*	Rn +40*
6	Cs -45	Ba +50*	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl -50	Pb -101	Bi -101	Po -170	At -270*	Rn +40*
7	Fr	Ra																

\* Calculated value

Figure 6. This version of the periodic table displays the electron affinity values (in in kJ/mol) for selected elements.

The properties discussed in this section (size of atoms and ions, effective nuclear charge, ionization energies, and electron affinities) are central to understanding chemical reactivity. For example, because fluorine has an energetically favorable EA and a large energy barrier to ionization (IE), it is much easier to form fluorine anions than cations. Metallic properties including conductivity and malleability (the ability to be formed into sheets) depend on having electrons that can be removed easily. Thus, metallic character increases as we move down a group and decreases across a period in the same trend observed for atomic size because it is easier to remove an electron that is farther away from the nucleus.

## Key Concepts and Summary

Electron configurations allow us to understand many periodic trends. Covalent radius increases as we move down a group because the  $n$  level (orbital size) increases.

Covalent radius mostly decreases as we move left to right across a period because the effective nuclear charge experienced by the electrons increases, and the electrons are pulled in tighter to the nucleus. Anionic radii are larger than the parent atom, while cationic radii are smaller, because the number of valence electrons has changed while the nuclear charge has remained constant. Ionization energy (the energy associated with forming a cation) decreases down a group and mostly increases across a period because it is easier to remove an electron from a larger, higher energy orbital. Electron affinity (the energy associated with forming an anion) is more favorable (exothermic) when electrons are placed into lower energy orbitals, closer to the nucleus. Therefore, electron affinity becomes increasingly negative as we move left to right across the periodic table and decreases as we move down a group. For both IE and electron affinity data, there are exceptions to the trends when dealing with completely filled or half-filled subshells.

## *Exercises*

1. Based on their positions in the periodic table, predict which has the smallest atomic radius: Mg, Sr, Si, Cl, I.
2. Based on their positions in the periodic table, predict which has the largest atomic radius: Li, Rb, N, F, I.



3. Based on their positions in the periodic table, predict which has the largest first ionization energy: Mg, Ba, B, O, Te.
4. Based on their positions in the periodic table, predict which has the smallest first ionization energy: Li, Cs, N, F, I.
5. Based on their positions in the periodic table, rank the following atoms in order of increasing first ionization energy: F, Li, N, Rb
6. Based on their positions in the periodic table, rank the following atoms or compounds in order of increasing first ionization energy: Mg, O, S, Si
7. Atoms of which group in the periodic table have a valence shell electron configuration of  $ns^2np^3$ ?
8. Atoms of which group in the periodic table have a valence shell electron configuration of  $ns^2$ ?
9. Based on their positions in the periodic table, list the following atoms in order of increasing radius: Mg, Ca, Rb, Cs.
10. Based on their positions in the periodic table, list the following atoms in order of increasing radius: Sr, Ca, Si, Cl.
11. Based on their positions in the periodic table, list the following ions in order of increasing radius:  $K^+$ ,  $Ca^{2+}$ ,  $Al^{3+}$ ,  $Si^{4+}$ .
12. List the following ions in order of increasing radius:  $Li^+$ ,  $Mg^{2+}$ ,  $Br^-$ ,  $Te^{2-}$ .
13. Which atom and/or ion is (are) isoelectronic with  $Br^+$ :  $Se^{2+}$ , Se,  $As^-$ , Kr,  $Ga^{3+}$ ,  $Cl^-$ ?
14. Which of the following atoms and ions is (are) isoelectronic with  $S^{2+}$ :  $Si^{4+}$ ,  $Cl^{3+}$ , Ar,  $As^{3+}$ , Si,  $Al^{3+}$ ?
15. Compare both the numbers of protons and

electrons present in each to rank the following ions in order of increasing radius:  $\text{As}^{3-}$ ,  $\text{Br}^-$ ,  $\text{K}^+$ ,  $\text{Mg}^{2+}$ .

16. Of the five elements Al, Cl, I, Na, Rb, which has the most exothermic reaction? (E represents an atom.) What name is given to the energy for the reaction? Hint: note the process depicted does not correspond to electron affinity  $\text{E}^+(g) + e^- \longrightarrow \text{E}(g)$
17. Of the five elements Sn, Si, Sb, O, Te, which has the most endothermic reaction? (E represents an atom.) What name is given to the energy for the reaction?  $\text{E}(g) \longrightarrow \text{E}^+(g) + e^-$
18. The ionic radii of the ions  $\text{S}^{2-}$ ,  $\text{Cl}^-$ , and  $\text{K}^+$  are 184, 181, 138 pm respectively. Explain why these ions have different sizes even though they contain the same number of electrons.
19. Which main group atom would be expected to have the lowest second ionization energy?
20. Explain why Al is a member of group 13 rather than group 3?

Show Selected Answers

1. Cl
3. O
5.  $\text{Rb} < \text{Li} < \text{N} < \text{F}$
7. 15 (5A)
9.  $\text{Mg} < \text{Ca} < \text{Rb} < \text{Cs}$
11.  $\text{Si}^{4+} < \text{Al}^{3+} < \text{Ca}^{2+} < \text{K}^+$
13. Se,  $\text{As}^-$
15.  $\text{Mg}^{2+} < \text{K}^+ < \text{Br}^- < \text{As}^{3-}$
17. O,  $\text{IE}_1$

## Glossary

**covalent radius:** one-half the distance between the nuclei of two identical atoms when they are joined by a covalent bond

**effective nuclear charge:** charge that leads to the Coulomb force exerted by the nucleus on an electron, calculated as the nuclear charge minus shielding

**electron affinity:** energy required to add an electron to a gaseous atom to form an anion

**ionization energy:** energy required to remove an electron from a gaseous atom or ion. The associated number (e.g., second ionization energy) corresponds to the charge of the ion produced ( $X^{2+}$ )

**isoelectronic:** group of ions or atoms that have identical electron configurations



PART VII

CHEMICAL BONDING AND  
MOLECULAR GEOMETRY



# 75. Introduction to Chemical Bonding and Molecular Geometry

## *Outline of Chemical Bonding and Molecular Geometry*

- Ionic Bonding
- Covalent Bonding
- Lewis Symbols and Structures
- Formal Charges and Resonance
- Strengths of Ionic and Covalent Bonds
- Molecular Structure and Polarity

It has long been known that pure carbon occurs in different forms (allotropes) including graphite and diamonds. But it was not until 1985 that a new form of carbon was recognized: buckminsterfullerene, commonly known as a “buckyball.” This molecule was named after the architect and inventor R. Buckminster Fuller (1895–1983), whose signature architectural design was the geodesic dome, characterized by a lattice shell structure supporting a spherical surface. Experimental evidence revealed the formula,  $C_{60}$ , and then scientists determined how 60 carbon atoms could form one symmetric, stable molecule. They were guided by bonding theory—the topic of this chapter—which explains how individual atoms connect to form more complex structures.



Figure 1. Nicknamed “buckyballs,” buckminsterfullerene molecules ( $C_{60}$ ) contain only carbon atoms. Here they are shown in a ball-and-stick model (left). These molecules have single and double carbon-carbon bonds arranged to form a geometric framework of hexagons and pentagons, similar to the pattern on a soccer ball (center). This unconventional molecular structure is named after architect R. Buckminster Fuller, whose innovative designs combined simple geometric shapes to create large, strong structures such as this weather radar dome



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Arizona  
(right).  
(credit  
middle:  
modification  
of work by  
“Petey21”/Wi  
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Commons;  
credit right:  
modification  
of work by  
Bill Morrow)

# 76. Ionic Bonding

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the formation of cations, anions, and ionic compounds
- Predict the charge of common metallic and nonmetallic elements, and write their electron configurations

As you have learned, ions are atoms or molecules bearing an electrical charge. A cation (a positive ion) forms when a neutral atom loses one or more electrons from its valence shell, and an anion (a negative ion) forms when a neutral atom gains one or more electrons in its valence shell.

Compounds composed of ions are called ionic compounds (or salts), and their constituent ions are held together by **ionic bonds**: electrostatic forces of attraction between oppositely charged cations and anions. The properties of ionic compounds shed some light on the nature of ionic bonds. Ionic solids exhibit a crystalline structure and tend to be rigid and brittle; they also tend to have high melting and boiling points, which suggests that ionic bonds are very strong. Ionic solids are also poor conductors of electricity for the same reason—the strength of ionic bonds prevents ions from moving freely in the solid state. Most ionic solids, however, dissolve readily in water. Once dissolved or melted, ionic compounds are excellent conductors of electricity and heat because the ions can move about freely.

Neutral atoms and their associated ions have very different physical and chemical properties. Sodium atoms form sodium metal, a soft, silvery-white metal that burns vigorously in air and reacts explosively with water. Chlorine atoms form chlorine gas,  $\text{Cl}_2$ , a yellow-green gas that is extremely corrosive to most metals and very poisonous to animals and plants. The vigorous reaction between the elements sodium and chlorine forms the white, crystalline compound sodium chloride, common table salt, which contains sodium cations and chloride anions (Figure 1). The compound composed of these ions exhibits properties entirely different from the properties of the elements sodium and chlorine. Chlorine is poisonous, but sodium chloride is essential to life; sodium atoms react vigorously with water, but sodium chloride simply dissolves in water.

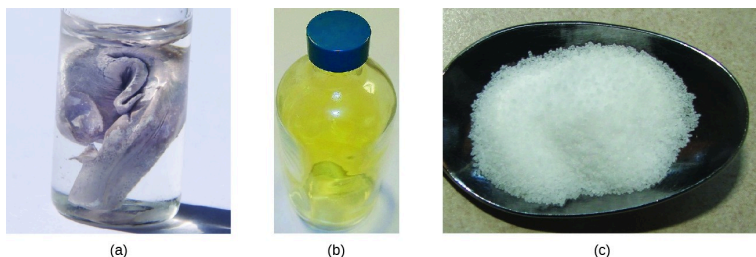


Figure 1. (a) Sodium is a soft metal that must be stored in mineral oil to prevent reaction with air or water. (b) Chlorine is a pale yellow-green gas. (c) When combined, they form white crystals of sodium chloride (table salt). (credit a: modification of work by “Jurii”/Wikimedia Commons)

## The Formation of Ionic Compounds

Binary ionic compounds are composed of just two elements: a metal (which forms the cations) and a nonmetal (which forms the anions). For example,  $\text{NaCl}$  is a binary ionic compound. We can think about the formation of such compounds in terms of the periodic properties of the elements. Many metallic elements have relatively

low ionization potentials and lose electrons easily. These elements lie to the left in a period or near the bottom of a group on the periodic table. Nonmetal atoms have relatively high electron affinities and thus readily gain electrons lost by metal atoms, thereby filling their valence shells. Nonmetallic elements are found in the upper-right corner of the periodic table.

As all substances must be electrically neutral, the total number of positive charges on the cations of an ionic compound must equal the total number of negative charges on its anions. The formula of an ionic compound represents the simplest ratio of the numbers of ions necessary to give identical numbers of positive and negative charges. For example, the formula for aluminum oxide,  $\text{Al}_2\text{O}_3$ , indicates that this ionic compound contains two aluminum cations,  $\text{Al}^{3+}$ , for every three oxide anions,  $\text{O}^{2-}$  [thus,  $(2 \times +3) + (3 \times -2) = 0$ ].

It is important to note, however, that the formula for an ionic compound does *not* represent the physical arrangement of its ions. It is incorrect to refer to a sodium chloride ( $\text{NaCl}$ ) “molecule” because there is not a single ionic bond, per se, between any specific pair of sodium and chloride ions. The attractive forces between ions are isotropic—the same in all directions—meaning that any particular ion is equally attracted to all of the nearby ions of opposite charge. This results in the ions arranging themselves into a tightly bound, three-dimensional lattice structure. Sodium chloride, for example, consists of a regular arrangement of equal numbers of  $\text{Na}^+$  cations and  $\text{Cl}^-$  anions (Figure 2).

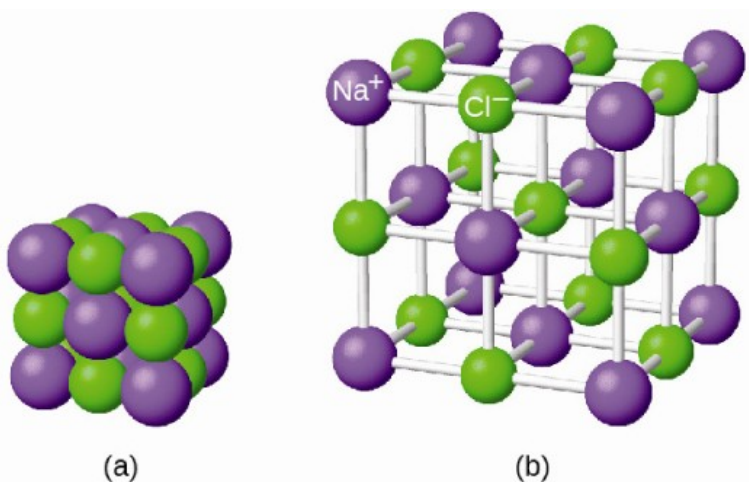
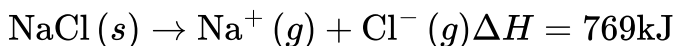


Figure 2. The atoms in sodium chloride (common table salt) are arranged to (a) maximize opposite charges interacting. The smaller spheres represent sodium ions, the larger ones represent chloride ions. In the expanded view (b), the geometry can be seen more clearly. Note that each ion is “bonded” to all of the surrounding ions—six in this case.

The strong electrostatic attraction between  $\text{Na}^+$  and  $\text{Cl}^-$  ions holds them tightly together in solid NaCl. It requires 769 kJ of energy to dissociate one mole of solid NaCl into separate gaseous  $\text{Na}^+$  and  $\text{Cl}^-$  ions:



## Electronic Structures of Cations

When forming a cation, an atom of a main group element tends to lose all of its valence electrons, thus assuming the electronic structure of the noble gas that precedes it in the periodic table. For groups 1 (the alkali metals) and 2 (the alkaline earth metals), the group numbers are equal to the numbers of valence shell electrons and, consequently, to the charges of the cations formed from atoms

of these elements when all valence shell electrons are removed. For example, calcium is a group 2 element whose neutral atoms have 20 electrons and a ground state electron configuration of  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2$ . When a Ca atom loses both of its valence electrons, the result is a cation with 18 electrons, a  $2+$  charge, and an electron configuration of  $1s^2 2s^2 2p^6 3s^2 3p^6$ . The  $\text{Ca}^{2+}$  ion is therefore isoelectronic with the noble gas Ar.

For groups 12–17, the group numbers exceed the number of valence electrons by 10 (accounting for the possibility of full  $d$  subshells in atoms of elements in the fourth and greater periods). Thus, the charge of a cation formed by the loss of all valence electrons is equal to the group number minus 10. For example, aluminum (in group 13) forms  $3+$  ions ( $\text{Al}^{3+}$ ).

Exceptions to the expected behavior involve elements toward the bottom of the groups. In addition to the expected ions  $\text{Tl}^{3+}$ ,  $\text{Sn}^{4+}$ ,  $\text{Pb}^{4+}$ , and  $\text{Bi}^{5+}$ , a partial loss of these atoms' valence shell electrons can also lead to the formation of  $\text{Tl}^{+}$ ,  $\text{Sn}^{2+}$ ,  $\text{Pb}^{2+}$ , and  $\text{Bi}^{3+}$  ions. The formation of these  $1+$ ,  $2+$ , and  $3+$  cations is ascribed to the **inert pair effect**, which reflects the relatively low energy of the valence  $s$ -electron pair for atoms of the heavy elements of groups 13, 14, and 15. Mercury (group 12) also exhibits an unexpected behavior: it forms a diatomic ion,  $\text{Hg}_2^{2+}$  (an ion formed from two mercury atoms, with an Hg–Hg bond), in addition to the expected monatomic ion  $\text{Hg}^{2+}$  (formed from only one mercury atom).

Transition and inner transition metal elements behave differently than main group elements. Most transition metal cations have  $2+$  or  $3+$  charges that result from the loss of their outermost  $s$  electron(s) first, sometimes followed by the loss of one or two  $d$  electrons from the next-to-outermost shell. For example, iron ( $1s^2 2s^2 2p^6 3s^2 3p^6 3d^6 4s^2$ ) forms the ion  $\text{Fe}^{2+}$  ( $1s^2 2s^2 2p^6 3s^2 3p^6 3d^6 4s^2$ ) by the loss of the  $4s$  electron and the ion  $\text{Fe}^{3+}$  ( $1s^2 2s^2 2p^6 3s^2 3p^6 3d^5$ ) by the loss of the  $4s$  electron and one of the  $3d$  electrons. Although the  $d$  orbitals of the transition elements are—according to the Aufbau principle—the last to fill when building up electron configurations, the outermost  $s$  electrons are the first to be lost

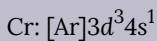
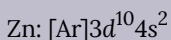
when these atoms ionize. When the inner transition metals form ions, they usually have a 3+ charge, resulting from the loss of their outermost s electrons and a d or f electron.

### *Example 1: Determining the Electronic Structures of Cations*

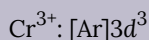
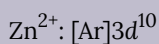
There are at least 14 elements categorized as “essential trace elements” for the human body. They are called “essential” because they are required for healthy bodily functions, “trace” because they are required only in small amounts, and “elements” in spite of the fact that they are really ions. Two of these essential trace elements, chromium and zinc, are required as  $\text{Cr}^{3+}$  and  $\text{Zn}^{2+}$ . Write the electron configurations of these cations.

Show Answer

First, write the electron configuration for the neutral atoms:



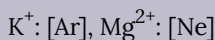
Next, remove electrons from the highest energy orbital. For the transition metals, electrons are removed from the s orbital first and then from the d orbital. For the p-block elements, electrons are removed from the p orbitals and then from the s orbital. Zinc is a member of group 12, so it should have a charge of 2+, and thus loses only the two electrons in its s orbital. Chromium is a transition element and should lose its s electrons and then its d electrons when forming a cation. Thus, we find the following electron configurations of the ions:



### *Check Your Learning*

Potassium and magnesium are required in our diet. Write the electron configurations of the ions expected from these elements.

Show Answer



## Electronic Structures of Anions

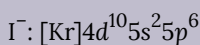
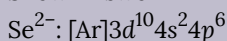
Most monatomic anions form when a neutral nonmetal atom gains enough electrons to completely fill its outer *s* and *p* orbitals, thereby reaching the electron configuration of the next noble gas. Thus, it is simple to determine the charge on such a negative ion: The charge is equal to the number of electrons that must be gained to fill the *s* and *p* orbitals of the parent atom. Oxygen, for example, has the electron configuration  $1s^2 2s^2 2p^4$ , whereas the oxygen anion has the electron configuration of the noble gas neon (Ne),  $1s^2 2s^2 2p^6$ . The two additional electrons required to fill the valence orbitals give the oxide ion the charge of 2- ( $\text{O}^{2-}$ ).



## *Example 2: Determining the Electronic Structure of Anions*

Selenium and iodine are two essential trace elements that form anions. Write the electron configurations of the anions.

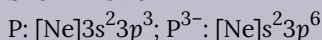
Show Answer



### *Check Your Learning*

Write the electron configurations of a phosphorus atom and its negative ion. Give the charge on the anion.

Show Answer



## *Key Concepts and Summary*

Atoms gain or lose electrons to form ions with particularly stable electron configurations. The charges of cations formed by the representative metals may be determined readily because, with few exceptions, the electronic structures of these ions have either a noble gas configuration or a completely filled electron shell. The

charges of anions formed by the nonmetals may also be readily determined because these ions form when nonmetal atoms gain enough electrons to fill their valence shells.

## *Exercises*

1. Does a cation gain protons to form a positive charge or does it lose electrons?
2. Iron(III) sulfate  $[\text{Fe}_2(\text{SO}_4)_3]$  is composed of  $\text{Fe}^{3+}$  and  $\text{SO}_4^{2-}$  ions. Explain why a sample of iron(III) sulfate is uncharged.
3. Which of the following atoms would be expected to form negative ions in binary ionic compounds and which would be expected to form positive ions: P, I, Mg, Cl, In, Cs, O, Pb, Co?
4. Which of the following atoms would be expected to form negative ions in binary ionic compounds and which would be expected to form positive ions: Br, Ca, Na, N, F, Al, Sn, S, Cd?
5. Predict the charge on the monatomic ions formed from the following atoms in binary ionic compounds:
  - a. P
  - b. Mg
  - c. Al
  - d. O
  - e. Cl
  - f. Cs

6. Predict the charge on the monatomic ions formed from the following atoms in binary ionic compounds:
- I
  - Sr
  - K
  - N
  - S
  - In
7. Write the electron configuration for each of the following ions:
- $\text{As}^{3-}$
  - $\text{I}^-$
  - $\text{Be}^{2+}$
  - $\text{Cd}^{2+}$
  - $\text{O}^{2-}$
  - $\text{Ga}^{3+}$
  - $\text{Li}^+$
  - $\text{N}^{3-}$
  - $\text{Sn}^{2+}$
  - $\text{Co}^{2+}$
  - $\text{Fe}^{2+}$
  - $\text{As}^{3+}$
8. Write the electron configuration for the monatomic ions formed from the following elements (which form the greatest concentration of monatomic ions in seawater):
- Cl
  - Na
  - Mg

- d. Ca
- e. K
- f. Br
- g. Sr
- h. F

9. Write out the full electron configuration for each of the following atoms and for the monatomic ion found in binary ionic compounds containing the element:

- a. Al
- b. Br
- c. Sr
- d. Li
- e. As
- f. S

10. From the labels of several commercial products, prepare a list of six ionic compounds in the products. For each compound, write the formula. (You may need to look up some formulas in a suitable reference.)

#### Selected Answers

1. The protons in the nucleus do not change during normal chemical reactions. Only the outer electrons move. Positive charges form when electrons are lost.

3. P, I, Cl, and O would form anions because they are nonmetals. Mg, In, Cs, Pb, and Co would form cations because they are metals.

5. The predicted charges are as follows:

- a.  $\text{P}^{3-}$

- b.  $\text{Mg}^{2+}$
- c.  $\text{Al}^{3+}$
- d.  $\text{O}^{2-}$
- e.  $\text{Cl}^-$
- f.  $\text{Cs}^+$

7. The correct electron configurations are

- a.  $[\text{Ar}] 3d^{10}4p^6$
- b.  $[\text{Kr}] 4d^{10}5s^25p^6$
- c.  $1s^2$
- d.  $[\text{Kr}] 4d^8$
- e.  $[\text{He}] 2s^22p^6$
- f.  $[\text{Ar}] 3d^{10}$
- g.  $1s^2$
- h.  $[\text{He}] 2s^22p^6$
- i.  $[\text{Kr}] d^{10}5s^2$
- j.  $[\text{Ar}] 3d^7$
- k.  $[\text{Ar}] 3d^6$
- l.  $[\text{Ar}] 3d^{10}4s^2$

9. The correct electron configurations are

- a.  $1s^22s^22p^63s^23p^1$ ;  $\text{Al}^{3+} 1s^22s^22p^6$
- b.  $1s^22s^22p^63s^23p^63d^{10}4s^24p^5$ ;  
 $1s^22s^22p^63s^23p^63d^{10}4s^24p^6$
- c.  $1s^22s^22p^63s^23p^63d^{10}4s^24p^65s^2$ ;  $\text{Sr}^{2+}$   
 $1s^22s^22p^63s^23p^63d^{10}4s^24p^6$
- d.  $1s^22s^1$ ;  $\text{Li}^+ 1s^2$
- e.  $1s^22s^22p^63s^23p^63d^{10}4s^24p^3$ ;  
 $1s^22s^22p^63s^23p^63d^{10}4s^24p^6$
- f.  $1s^22s^22p^63s^23p^4$ ;  $1s^22s^22p^63s^23p^6$

## Glossary

**inert pair effect:** tendency of heavy atoms to form ions in which their valence s electrons are not lost

**ionic bond:** strong electrostatic force of attraction between cations and anions in an ionic compound

# 77. Covalent Bonding

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the formation of covalent bonds
- Define electronegativity and assess the polarity of covalent bonds

In ionic compounds, electrons are transferred between atoms of different elements to form ions. But this is not the only way that compounds can be formed. Atoms can also make chemical bonds by sharing electrons equally between each other. Such bonds are called **covalent bonds**. Covalent bonds are formed between two atoms when both have similar tendencies to attract electrons to themselves (i.e., when both atoms have identical or fairly similar ionization energies and electron affinities). For example, two hydrogen atoms bond covalently to form an  $\text{H}_2$  molecule; each hydrogen atom in the  $\text{H}_2$  molecule has two electrons stabilizing it, giving each atom the same number of valence electrons as the noble gas He.

Compounds that contain covalent bonds exhibit different physical properties than ionic compounds. Because the attraction between molecules, which are electrically neutral, is weaker than that between electrically charged ions, covalent compounds generally have much lower melting and boiling points than ionic compounds. In fact, many covalent compounds are liquids or gases at room temperature, and, in their solid states, they are typically much softer than ionic solids. Furthermore, whereas ionic compounds

are good conductors of electricity when dissolved in water, most covalent compounds are insoluble in water; since they are electrically neutral, they are poor conductors of electricity in any state.

## Formation of Covalent Bonds

Nonmetal atoms frequently form covalent bonds with other nonmetal atoms. For example, the hydrogen molecule,  $H_2$ , contains a covalent bond between its two hydrogen atoms. Figure 1 illustrates why this bond is formed. Starting on the far right, we have two separate hydrogen atoms with a particular potential energy, indicated by the red line. Along the  $x$ -axis is the distance between the two atoms. As the two atoms approach each other (moving left along the  $x$ -axis), their valence orbitals ( $1s$ ) begin to overlap. The single electrons on each hydrogen atom then interact with both atomic nuclei, occupying the space around both atoms. The strong attraction of each shared electron to both nuclei stabilizes the system, and the potential energy decreases as the bond distance decreases. If the atoms continue to approach each other, the positive charges in the two nuclei begin to repel each other, and the potential energy increases. The **bond length** is determined by the distance at which the lowest potential energy is achieved.



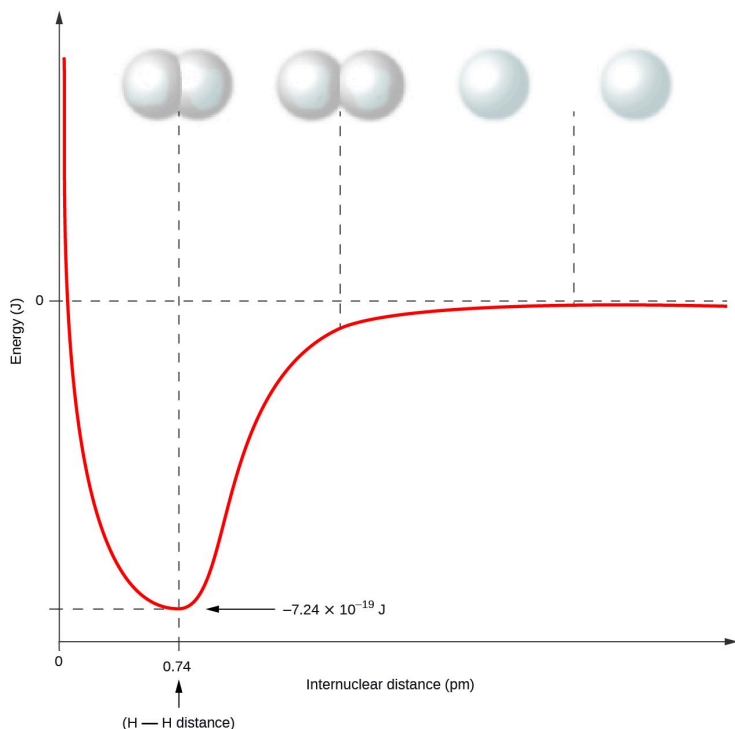
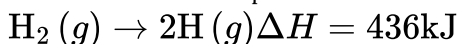
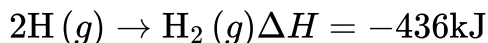


Figure 1. The potential energy of two separate hydrogen atoms (right) decreases as they approach each other, and the single electrons on each atom are shared to form a covalent bond. The bond length is the internuclear distance at which the lowest potential energy is achieved.

It is essential to remember that energy must be added to break chemical bonds (an endothermic process), whereas forming chemical bonds releases energy (an exothermic process). In the case of  $\text{H}_2$ , the covalent bond is very strong; a large amount of energy, 436 kJ, must be added to break the bonds in one mole of hydrogen molecules and cause the atoms to separate:



Conversely, the same amount of energy is released when one mole of  $\text{H}_2$  molecules forms from two moles of H atoms:



## Pure vs. Polar Covalent Bonds

If the atoms that form a covalent bond are identical, as in  $\text{H}_2$ ,  $\text{Cl}_2$ , and other diatomic molecules, then the electrons in the bond must be shared equally. We refer to this as a **pure covalent bond**. Electrons shared in pure covalent bonds have an equal probability of being near each nucleus.

In the case of  $\text{Cl}_2$ , each atom starts off with seven valence electrons, and each Cl shares one electron with the other, forming one covalent bond:



The total number of electrons around each individual atom consists of six nonbonding electrons and two shared (i.e., bonding) electrons for eight total electrons, matching the number of valence electrons in the noble gas argon. Since the bonding atoms are identical,  $\text{Cl}_2$  also features a pure covalent bond.

When the atoms linked by a covalent bond are different, the bonding electrons are shared, but no longer equally. Instead, the bonding electrons are more attracted to one atom than the other, giving rise to a shift of electron density toward that atom. This unequal distribution of electrons is known as a **polar covalent bond**, characterized by a partial positive charge on one atom and a partial negative charge on the other. The atom

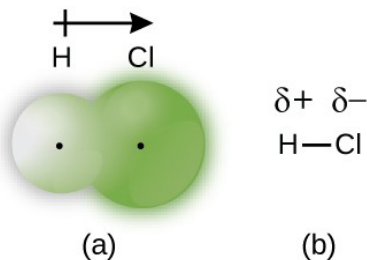


Figure 2. (a) The distribution of electron density in the  $\text{HCl}$  molecule is uneven. The electron density is greater around the chlorine nucleus. The small, black dots indicate the location of the hydrogen and chlorine nuclei in the molecule. (b) Symbols  $\delta+$  and  $\delta-$  indicate the polarity of the  $\text{H}-\text{Cl}$  bond.

that attracts the electrons more strongly acquires the partial

negative charge and vice versa. For example, the electrons in the H–Cl bond of a hydrogen chloride molecule spend more time near the chlorine atom than near the hydrogen atom. Thus, in an HCl molecule, the chlorine atom carries a partial negative charge and the hydrogen atom has a partial positive charge. Figure 2 shows the distribution of electrons in the H–Cl bond. Note that the shaded area around Cl is much larger than it is around H. Compare this to Figure 1, which shows the even distribution of electrons in the H<sub>2</sub> nonpolar bond.

We sometimes designate the positive and negative atoms in a polar covalent bond using a lowercase Greek letter “delta,”  $\Delta$ , with a plus sign or minus sign to indicate whether the atom has a partial positive charge ( $\Delta^+$ ) or a partial negative charge ( $\Delta^-$ ). This symbolism is shown for the H–Cl molecule in Figure 2.

## Electronegativity

Whether a bond is nonpolar or polar covalent is determined by a property of the bonding atoms called **electronegativity**. Electronegativity is a measure of the tendency of an atom to attract electrons (or electron density) towards itself. It determines how the shared electrons are distributed between the two atoms in a bond. The more strongly an atom attracts the electrons in its bonds, the larger its electronegativity. Electrons in a polar covalent bond are shifted toward the more electronegative atom; thus, the more electronegative atom is the one with the partial negative charge. The greater the difference in electronegativity, the more polarized the electron distribution and the larger the partial charges of the atoms.

Figure 3 shows the electronegativity values of the elements as proposed by one of the most famous chemists of the twentieth century: Linus Pauling (Figure 4). In general, electronegativity increases from left to right across a period in the periodic table

and decreases down a group. Thus, the nonmetals, which lie in the upper right, tend to have the highest electronegativities, with fluorine the most electronegative element of all ( $EN = 4.0$ ). Metals tend to be less electronegative elements, and the group 1 metals have the lowest electronegativities. Note that noble gases are excluded from this figure because these atoms usually do not share electrons with others atoms since they have a full valence shell. (While noble gas compounds such as  $\text{XeO}_2$  do exist, they can only be formed under extreme conditions, and thus they do not fit neatly into the general model of electronegativity.)

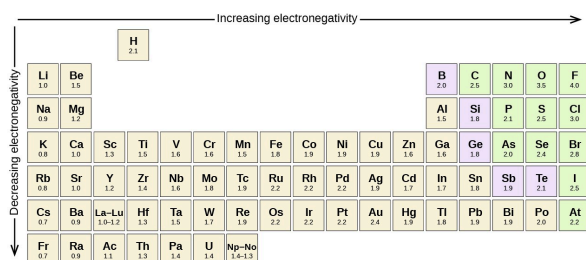


Figure 3. The electronegativity values derived by Pauling follow predictable periodic trends with the higher electronegativities toward the upper right of the periodic table.

## Electronegativity versus Electron Affinity

We must be careful not to confuse electronegativity and electron affinity. The electron affinity of an element is a measurable physical quantity, namely, the energy released or absorbed when an isolated gas-phase atom acquires an electron, measured in  $\text{kJ/mol}$ . Electronegativity, on the other hand, describes how tightly an atom attracts electrons in a bond. It is a dimensionless quantity that is calculated, not measured. Pauling derived the first electronegativity values by comparing the amounts of energy required to break

different types of bonds. He chose an arbitrary relative scale ranging from 0 to 4.

## Portrait of a Chemist: Linus Pauling

Linus Pauling, shown in Figure 4, is the only person to have received two unshared (individual) Nobel Prizes: one for chemistry in 1954 for his work on the nature of chemical bonds and one for peace in 1962 for his opposition to weapons of mass destruction. He developed many of the theories and concepts that are foundational to our current understanding of chemistry, including electronegativity and resonance structures.



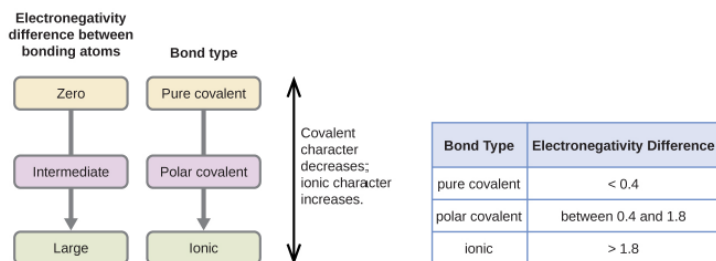
*Figure 4. Linus Pauling (1901–1994) made many important contributions to the field of chemistry. He was also a prominent activist, publicizing issues related to health and nuclear weapons.*

Pauling also contributed to many other fields besides chemistry. His research on sickle cell anemia revealed the cause of the disease—the presence of a genetically inherited abnormal protein in the blood—and paved the way for the field of molecular genetics. His work was

also pivotal in curbing the testing of nuclear weapons; he proved that radioactive fallout from nuclear testing posed a public health risk.

## Electronegativity and Bond Type

The absolute value of the difference in electronegativity ( $\Delta EN$ ) of two bonded atoms provides a rough measure of the polarity to be expected in the bond and, thus, the bond type. When the difference is very small or zero, the bond is covalent and nonpolar. When it is large, the bond is polar covalent or ionic. The absolute values of the electronegativity differences between the atoms in the bonds H-H, H-Cl, and Na-Cl are 0 (nonpolar), 0.9 (polar covalent), and 2.1 (ionic), respectively. The degree to which electrons are shared between atoms varies from completely equal (pure covalent bonding) to not at all (ionic bonding). Figure 5 shows the relationship between electronegativity difference and bond type.



**Figure 7.8** As the electronegativity difference increases between two atoms, the bond becomes more ionic.

*Figure 5. As the electronegativity difference increases between two atoms, the bond becomes more ionic.*

A rough approximation of the electronegativity differences associated with covalent, polar covalent, and ionic bonds is shown in Figure 5. This table is just a general guide, however, with many exceptions. For example, the H and F atoms in HF have an electronegativity difference of 1.9, and the N and H atoms in  $\text{NH}_3$  a difference of 0.9, yet both of these compounds form bonds that are considered polar covalent. Likewise, the Na and Cl atoms in NaCl have an electronegativity difference of 2.1, and the Mn and I atoms in  $\text{MnI}_2$  have a difference of 1.0, yet both of these substances form ionic compounds.

The best guide to the covalent or ionic character of a bond is to consider the types of atoms involved and their relative positions in the periodic table. Bonds between two nonmetals are generally covalent; bonding between a metal and a nonmetal is often ionic.

Some compounds contain both covalent and ionic bonds. The atoms in polyatomic ions, such as  $\text{OH}^-$ ,  $\text{NO}_3^-$ , and  $\text{NH}_4^+$ , are held together by polar covalent bonds. However, these polyatomic ions form ionic compounds by combining with ions of opposite charge. For example, potassium nitrate,  $\text{KNO}_3$ , contains the  $\text{K}^+$  cation and the polyatomic  $\text{NO}_3^-$  anion. Thus, bonding in potassium nitrate is ionic, resulting from the electrostatic attraction between the ions  $\text{K}^+$  and  $\text{NO}_3^-$ , as well as covalent between the nitrogen and oxygen atoms in  $\text{NO}_3^-$ .

### *Example 1: Electronegativity and Bond Polarity*

Bond polarities play an important role in determining the structure of proteins. Using the electronegativity values in Figure 7.6, arrange the following covalent bonds—all commonly found in amino acids—in order of increasing



polarity. Then designate the positive and negative atoms using the symbols  $\Delta^+$  and  $\Delta^-$ :

C-H, C-N, C-O, N-H, O-H, S-H

Show Answer

The polarity of these bonds increases as the absolute value of the electronegativity difference increases. The atom with the  $\Delta^-$  designation is the more electronegative of the two. Table 1 shows these bonds in order of increasing polarity.

**Table 1. Bond Polarity and Electronegativity Difference**

Bond	$\Delta\text{EN}$	Polarity
C-H	0.4	$\begin{array}{c} \delta^- \quad \delta^+ \\ \text{C} - \text{H} \end{array}$
S-H	0.4	$\begin{array}{c} \delta^- \quad \delta^+ \\ \text{S} - \text{H} \end{array}$
C-N	0.5	$\begin{array}{c} \delta^+ \quad \delta^- \\ \text{C} - \text{N} \end{array}$
N-H	0.9	$\begin{array}{c} \delta^- \quad \delta^+ \\ \text{N} - \text{H} \end{array}$
C-O	1.0	$\begin{array}{c} \delta^+ \quad \delta^- \\ \text{C} - \text{O} \end{array}$
O-H	1.4	$\begin{array}{c} \delta^- \quad \delta^+ \\ \text{O} - \text{H} \end{array}$

### Check Your Learning

Silicones are polymeric compounds containing, among others, the following types of covalent bonds: Si-O, Si-C, C-H, and C-C. Using the electronegativity values in Figure 3, arrange the bonds in order of increasing polarity and

designate the positive and negative atoms using the symbols  $\Delta^+$  and  $\Delta^-$ .

Show Answer

Bond	Electronegativity Difference	Polarity
C-C	0.0	nonpolar
C-H	0.4	$\delta^- \text{ C} - \text{ H } \delta^+$
Si-C	0.7	$\delta^+ \text{ Si} - \text{ C } \delta^-$
Si-O	1.7	$\delta^+ \text{ Si} - \text{ O } \delta^-$

## Key Concepts and Summary

Covalent bonds form when electrons are shared between atoms and are attracted by the nuclei of both atoms. In pure covalent bonds, the electrons are shared equally. In polar covalent bonds, the electrons are shared unequally, as one atom exerts a stronger force of attraction on the electrons than the other. The ability of an atom to attract a pair of electrons in a chemical bond is called its electronegativity. The difference in electronegativity between two atoms determines how polar a bond will be. In a diatomic molecule with two identical atoms, there is no difference in electronegativity, so the bond is nonpolar or pure covalent. When the electronegativity difference is very

large, as is the case between metals and nonmetals, the bonding is characterized as ionic.

## *Exercises*

1. Why is it incorrect to speak of a molecule of solid NaCl?
2. What information can you use to predict whether a bond between two atoms is covalent or ionic?
3. Predict which of the following compounds are ionic and which are covalent, based on the location of their constituent atoms in the periodic table:
  - a.  $\text{Cl}_2\text{CO}$
  - b.  $\text{MnO}$
  - c.  $\text{NCl}_3$
  - d.  $\text{CoBr}_2$
  - e.  $\text{K}_2\text{S}$
  - f.  $\text{CO}$
  - g.  $\text{CaF}_2$
  - h.  $\text{HI}$
  - i.  $\text{CaO}$
  - j.  $\text{IBr}$
  - k.  $\text{CO}_2$
4. Explain the difference between a nonpolar covalent bond, a polar covalent bond, and an ionic bond.
5. From its position in the periodic table, determine which atom in each pair is more electronegative:

- a. Br or Cl
  - b. N or O
  - c. S or O
  - d. P or S
  - e. Si or N
  - f. Ba or P
  - g. N or K
6. From its position in the periodic table, determine which atom in each pair is more electronegative:
- a. N or P
  - b. N or Ge
  - c. S or F
  - d. Cl or S
  - e. H or C
  - f. Se or P
  - g. C or Si
7. From their positions in the periodic table, arrange the atoms in each of the following series in order of increasing electronegativity:
- a. C, F, H, N, O
  - b. Br, Cl, F, H, I
  - c. F, H, O, P, S
  - d. Al, H, Na, O, P
  - e. Ba, H, N, O, As
8. From their positions in the periodic table, arrange the atoms in each of the following series in order of increasing electronegativity:
- a. As, H, N, P, Sb

- b. Cl, H, P, S, Si
  - c. Br, Cl, Ge, H, Sr
  - d. Ca, H, K, N, Si
  - e. Cl, Cs, Ge, H, Sr
9. Which atoms can bond to sulfur so as to produce a positive partial charge on the sulfur atom?
10. Which is the most polar bond?
- a. C-C
  - b. C-H
  - c. N-H
  - d. O-H
  - e. Se-H
11. Identify the more polar bond in each of the following pairs of bonds:
- a. HF or HCl
  - b. NO or CO
  - c. SH or OH
  - d. PCl or SCl
  - e. CH or NH
  - f. SO or PO
  - g. CN or NN
12. Which of the following molecules or ions contain polar bonds?
- a. O<sub>3</sub>
  - b. S<sub>8</sub>
  - c. O<sub>2</sub><sup>2-</sup>
  - d. NO<sub>3</sub><sup>-</sup> (e) CO<sub>2</sub> (f) H<sub>2</sub>S (g) BH<sub>4</sub><sup>-</sup>

Selected Answers

1. NaCl consists of discrete ions arranged in a crystal lattice, not covalently bonded molecules.

3. Options (b), (d), (e), (g), and (i) are ionic; Options (a), (c), (f), (h), (j), and (k) are covalent.

5. The more electronegative atoms are as follows:

- a. Cl
- b. O
- c. O
- d. S
- e. N
- f. P
- g. N

7. The correct organization of atoms, in order of increasing electronegativity, is as follows:

- a. H, C, N, O, F
- b. H, I, Br, Cl, F
- c. H, P, S, O, F
- d. Na, Al, H, P, O
- e. Ba, H, As, N, O

9. N, O, F, and Cl

11. The more polar bonds are as follows:

- a. HF
- b. CO
- c. OH
- d. PCl
- e. NH
- f. PO
- g. CN

## Glossary

**bond length:** distance between the nuclei of two bonded atoms at which the lowest potential energy is achieved

**covalent bond:** bond formed when electrons are shared between atoms

**electronegativity:** tendency of an atom to attract electrons in a bond to itself

**polar covalent bond:** covalent bond between atoms of different electronegativities; a covalent bond with a positive end and a negative end

**pure covalent bond:** (also, nonpolar covalent bond) covalent bond between atoms of identical electronegativities

# 78. Videos: Chemical Bonds

## Atomic Hook-Ups—Types of Chemical Bonds: Crash Course Chemistry #22

Atoms are a lot like us—we call their relationships “bonds,” and there are many different types. Each kind of atomic relationship requires a different type of energy, but they all do best when they settle into the lowest stress situation possible. The nature of the bond between atoms is related to the distance between them and, like people, it also depends on how positive or negative they are. Unlike with human relationships, we can analyze exactly what makes chemical relationships work, and that’s what this episode is all about.

If you are paying attention, you will learn that chemical bonds form in order to minimize the energy difference between two atoms or ions; that those chemical bonds may be covalent if atoms share electrons, and that covalent bonds can share those electrons evenly or unevenly; that bonds can also be ionic if the electrons are transferred instead of shared; and how to calculate the energy transferred in an ionic bond using Coulomb’s Law.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=100#oembed-1>

## Polar & Non-Polar Molecules: Crash Course



## Chemistry #23

Molecules come in infinite varieties, so in order to help the complicated chemical world make a little more sense, we classify and categorize them. One of the most important of those classifications is whether a molecule is polar or non-polar, which describes a kind of symmetry – not just of the molecule, but of the charge. In this edition of Crash Course Chemistry, Hank comes out for Team Polar, and describes why these molecules are so interesting to him.

You'll learn that molecules need to have both charge asymmetry and geometric asymmetry to be polar, and that charge asymmetry is caused by a difference in electronegativities. You'll also learn how to notate a dipole moment (or charge separation) of a molecule, the physical mechanism behind like dissolves like, and why water is so dang good at fostering life on Earth.

**Please watch with the annotations on! Some inaccuracies in graphics are noted and corrected in annotations. Thanks!**



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=100#oembed-2>

# 79. Lewis Symbols and Structures

## *Learning Objectives*

By the end of this section, you will be able to:

- Write Lewis symbols for neutral atoms and ions
- Draw Lewis structures depicting the bonding in simple molecules

Thus far in this chapter, we have discussed the various types of bonds that form between atoms and/or ions. In all cases, these bonds involve the sharing or transfer of valence shell electrons between atoms. In this section, we will explore the typical method for depicting valence shell electrons and chemical bonds, namely Lewis symbols and Lewis structures.

## Lewis Symbols

We use Lewis symbols to describe valence electron configurations of atoms and monatomic ions. A **Lewis symbol** consists of an elemental symbol surrounded by one dot for each of its valence electrons:



Figure 1 shows the Lewis symbols for the elements of the third period of the periodic table.

Atoms	Electronic Configuration	Lewis Symbol
sodium	$[\text{Ne}]3s^1$	$\text{Na} \cdot$
magnesium	$[\text{Ne}]3s^2$	$\cdot \text{Mg} \cdot$
aluminum	$[\text{Ne}]3s^2 3p^1$	$\cdot \overset{\cdot}{\underset{\cdot}{\text{Al}}} \cdot$
silicon	$[\text{Ne}]3s^2 3p^2$	$\cdot \overset{\cdot}{\underset{\cdot}{\underset{\cdot}{\text{Si}}}} \cdot$
phosphorus	$[\text{Ne}]3s^2 3p^3$	$\cdot \overset{\cdot}{\underset{\cdot}{\underset{\cdot}{\underset{\cdot}{\text{P}}}}} \cdot$
sulfur	$[\text{Ne}]3s^2 3p^4$	$:\overset{\cdot}{\underset{\cdot}{\underset{\cdot}{\underset{\cdot}{\text{S}}}}} \cdot$
chlorine	$[\text{Ne}]3s^2 3p^5$	$:\overset{\cdot}{\underset{\cdot}{\underset{\cdot}{\underset{\cdot}{\underset{\cdot}{\text{Cl}}}}} \cdot$
argon	$[\text{Ne}]3s^2 3p^6$	$:\overset{\cdot}{\underset{\cdot}{\underset{\cdot}{\underset{\cdot}{\underset{\cdot}{\underset{\cdot}{\text{Ar}}}}}}} :$

Figure 1. Lewis symbols illustrating the number of valence electrons for each element in the third period of the periodic table.

Lewis symbols can also be used to illustrate the formation of cations from atoms, as shown here for sodium and calcium:



Likewise, they can be used to show the formation of anions from atoms, as shown below for chlorine and sulfur:



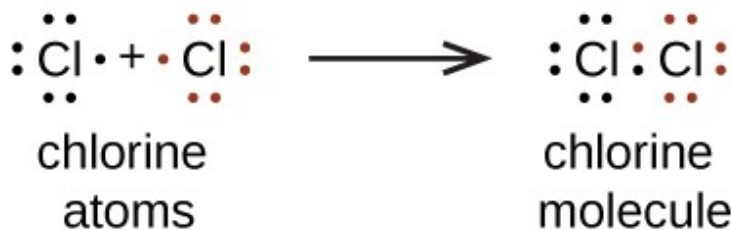
Figure 2 demonstrates the use of Lewis symbols to show the transfer of electrons during the formation of ionic compounds.

Metal		Nonmetal		Ionic Compound
$\text{Na} \cdot$ sodium atom	+	$:\ddot{\text{Cl}} \cdot$ chlorine atom	$\longrightarrow$	$\text{Na}^+ \left[ :\ddot{\text{Cl}}: \right]^-$ sodium chloride (sodium ion and chloride ion)
$\cdot \text{Mg} \cdot$ magnesium atom	+	$:\ddot{\text{O}} \cdot$ oxygen atom	$\longrightarrow$	$\text{Mg}^{2+} \left[ :\ddot{\text{O}}: \right]^{2-}$ magnesium oxide (magnesium ion and oxide ion)
$\cdot \text{Ca} \cdot$ calcium atom	+	$2 :\ddot{\text{F}} \cdot$ fluorine atoms	$\longrightarrow$	$\text{Ca}^{2+} \left[ :\ddot{\text{F}}: \right]_2^-$ calcium fluoride (calcium ion and two fluoride ions)

Figure 2. Cations are formed when atoms lose electrons, represented by fewer Lewis dots, whereas anions are formed by atoms gaining electrons. The total number of electrons does not change.

## Lewis Structures

We also use Lewis symbols to indicate the formation of covalent bonds, which are shown in **Lewis structures**, drawings that describe the bonding in molecules and polyatomic ions. For example, when two chlorine atoms form a chlorine molecule, they share one pair of electrons:



The Lewis structure indicates that each Cl atom has three pairs of electrons that are not used in bonding (called **lone pairs**) and one

shared pair of electrons (written between the atoms). A dash (or line) is sometimes used to indicate a shared pair of electrons:

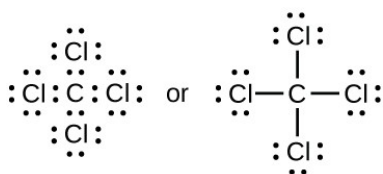


A single shared pair of electrons is called a **single bond**. Each Cl atom interacts with eight valence electrons: the six in the lone pairs and the two in the single bond.

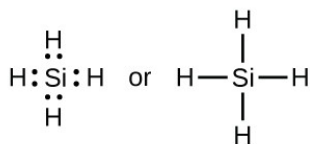
## The Octet Rule

The other halogen molecules ( $\text{F}_2$ ,  $\text{Br}_2$ ,  $\text{I}_2$ , and  $\text{At}_2$ ) form bonds like those in the chlorine molecule: one single bond between atoms and three lone pairs of electrons per atom. This allows each halogen atom to have a noble gas electron configuration. The tendency of main group atoms to form enough bonds to obtain eight valence electrons is known as the **octet rule**.

The number of bonds that an atom can form can often be predicted from the number of electrons needed to reach an octet (eight valence electrons); this is especially true of the nonmetals of the second period of the periodic table (C, N, O, and F). For example, each atom of a group 14 element has four electrons in its outermost shell and therefore requires four more electrons to reach an octet. These four electrons can be gained by forming four covalent bonds, as illustrated here for carbon in  $\text{CCl}_4$  (carbon tetrachloride) and silicon in  $\text{SiH}_4$  (silane). Because hydrogen only needs two electrons to fill its valence shell, it is an exception to the octet rule. The transition elements and inner transition elements also do not follow the octet rule:

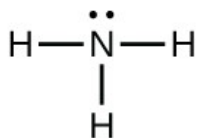


carbon tetrachloride

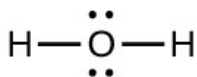


silane

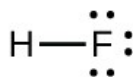
Group 15 elements such as nitrogen have five valence electrons in the atomic Lewis symbol: one lone pair and three unpaired electrons. To obtain an octet, these atoms form three covalent bonds, as in  $\text{NH}_3$  (ammonia). Oxygen and other atoms in group 16 obtain an octet by forming two covalent bonds:



ammonia



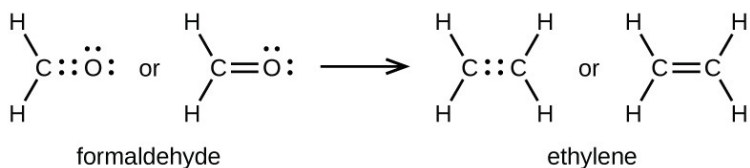
Water



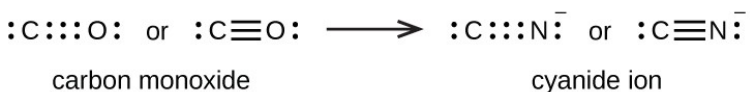
hydrogen  
fluoride

## Double and Triple Bonds

As previously mentioned, when a pair of atoms shares one pair of electrons, we call this a single bond. However, a pair of atoms may need to share more than one pair of electrons in order to achieve the requisite octet. A **double bond** forms when two pairs of electrons are shared between a pair of atoms, as between the carbon and oxygen atoms in  $\text{CH}_2\text{O}$  (formaldehyde) and between the two carbon atoms in  $\text{C}_2\text{H}_4$  (ethylene):

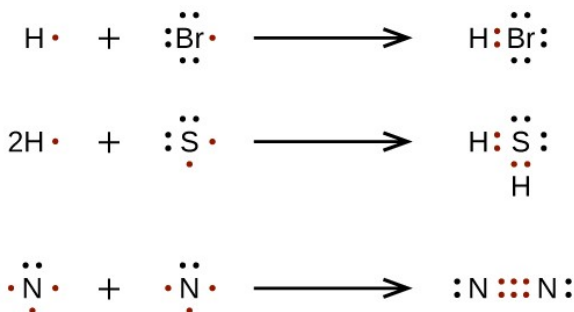


A **triple bond** forms when three electron pairs are shared by a pair of atoms, as in carbon monoxide (CO) and the cyanide ion ( $\text{CN}^-$ ):



## Writing Lewis Structures with the Octet Rule

For very simple molecules and molecular ions, we can write the Lewis structures by merely pairing up the unpaired electrons on the constituent atoms. See these examples:



For more complicated molecules and molecular ions, it is helpful to follow the step-by-step procedure outlined here:

1. Determine the total number of valence (outer shell) electrons. For cations, subtract one electron for each positive charge. For anions, add one electron for each negative charge.
2. Draw a skeleton structure of the molecule or ion, arranging the atoms around a central atom. (Generally, the least electronegative element should be placed in the center.) Connect each atom to the central atom with a single bond (one electron pair).
3. Distribute the remaining electrons as lone pairs on the terminal atoms (except hydrogen), completing an octet around each atom.
4. Place all remaining electrons on the central atom.
5. Rearrange the electrons of the outer atoms to make multiple bonds with the central atom in order to obtain octets wherever possible.

Let us determine the Lewis structures of  $\text{SiH}_4$ ,  $\text{CHO}_2^-$ ,  $\text{NO}^+$ , and  $\text{OF}_2$  as examples in following this procedure:

Determine the total number of valence (outer shell) electrons in the molecule or ion.

- For a molecule, we add the number of valence electrons on each atom in the molecule:

$$\begin{array}{l}
 \text{SiH}_4 \\
 \text{Si: } 4 \text{ valence electrons/atom} \times 1 \text{ atom} = 4 \\
 + \text{H: } 1 \text{ valence electron/atom} \times 4 \text{ atoms} = 4 \\
 \hline
 \phantom{+ \text{H: } 1 \text{ valence electron/atom} \times 4 \text{ atoms} = 4} = 8 \text{ valence electrons}
 \end{array}$$

- For a *negative ion*, such as  $\text{CHO}_2^-$ , we add the number of valence electrons on the atoms to the number of negative charges on the ion (one electron is gained for each single negative charge):





$$\text{C: } 4 \text{ valence electrons/atom} \times 1 \text{ atom} = 4$$

$$\text{H: } 1 \text{ valence electron/atom} \times 1 \text{ atom} = 1$$

$$\text{O: } 6 \text{ valence electrons/atom} \times 2 \text{ atoms} = 12$$

$$+ \quad \quad \quad 1 \text{ additional electron} = 1$$


---

$$= 18 \text{ valence electrons}$$

- For a *positive ion*, such as  $\text{NO}^+$ , we add the number of valence electrons on the atoms in the ion and then subtract the number of positive charges on the ion (one electron is lost for each single positive charge) from the total number of valence electrons:



$$\text{N: } 5 \text{ valence electrons/atom} \times 1 \text{ atom} = 5$$

$$\text{O: } 6 \text{ valence electron/atom} \times 1 \text{ atom} = 6$$

$$+ -1 \text{ electron (positive charge)} \quad = -1$$


---

$$= 10 \text{ valence electrons}$$

- Since  $\text{OF}_2$  is a neutral molecule, we simply add the number of valence electrons:



$$\text{O: } 6 \text{ valence electrons/atom} \times 1 \text{ atom} = 6$$

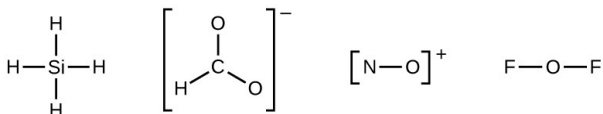
$$+ \text{F: } 7 \text{ valence electrons/atom} \times 2 \text{ atoms} = 14$$


---

$$= 20 \text{ valence electrons}$$

2. Draw a skeleton structure of the molecule or ion, arranging the atoms around a central atom and connecting each atom to the central atom with a single (one electron pair) bond. (Note that we

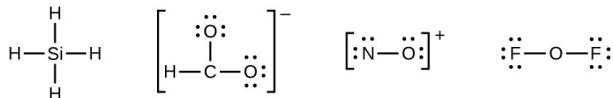
denote ions with brackets around the structure, indicating the charge outside the brackets;)



When several arrangements of atoms are possible, as for  $\text{CHO}_2^-$ , we must use experimental evidence to choose the correct one. In general, the less electronegative elements are more likely to be central atoms. In  $\text{CHO}_2^-$ , the less electronegative carbon atom occupies the central position with the oxygen and hydrogen atoms surrounding it. Other examples include P in  $\text{POCl}_3$ , S in  $\text{SO}_2$ , and Cl in  $\text{ClO}_4^-$ . An exception is that hydrogen is almost never a central atom. As the most electronegative element, fluorine also cannot be a central atom.

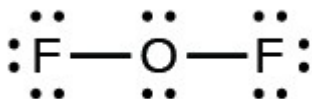
3. Distribute the remaining electrons as lone pairs on the terminal atoms (except hydrogen) to complete their valence shells with an octet of electrons.

- There are no remaining electrons on  $\text{SiH}_4$ , so it is unchanged:



4. Place all remaining electrons on the central atom.

- For  $\text{SiH}_4$ ,  $\text{CHO}_2^-$ , and  $\text{NO}^+$ , there are no remaining electrons; we already placed all of the electrons determined in Step 1.
- For  $\text{OF}_2$ , we had 16 electrons remaining in Step 3, and we placed 12, leaving 4 to be placed on the central atom:

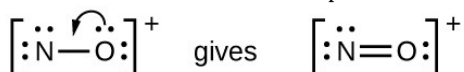


5. Rearrange the electrons of the outer atoms to make multiple bonds with the central atom in order to obtain octets wherever possible.

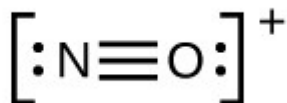
- $\text{SiH}_4$ : Si already has an octet, so nothing needs to be done.
- $\text{CHO}_2^-$ : We have distributed the valence electrons as lone pairs on the oxygen atoms, but one oxygen atom and one carbon atom lack octets:



- $\text{NO}^+$ : For this ion, we added eight valence electrons, but neither atom has an octet. We cannot add any more electrons since we have already used the total that we found in Step 1, so we must move electrons to form a multiple bond:



This still does not produce an octet, so we must move another pair, forming a triple bond:



- In  $\text{OF}_2$ , each atom has an octet as drawn, so nothing changes.

## Examples

### Example 1: Writing Lewis Structures

NASA's Cassini-Huygens mission detected a large cloud of toxic hydrogen cyanide (HCN) on Titan, one of Saturn's moons. Titan also contains ethane ( $\text{H}_3\text{CCH}_3$ ), acetylene ( $\text{HCCH}$ ), and ammonia ( $\text{NH}_3$ ). What are the Lewis structures of these molecules?

Show Answer

**Step 1:** Calculate the number of valence electrons.

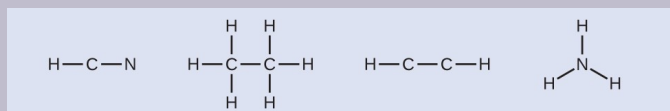
$$\text{HCN: } (1 \times 1) + (4 \times 1) + (5 \times 1) = 10$$

$$\text{H}_3\text{CCH}_3: (1 \times 3) + (2 \times 4) + (1 \times 3) = 14$$

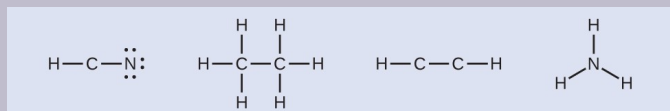
$$\text{HCCH: } (1 \times 1) + (2 \times 4) + (1 \times 1) = 10$$

$$\text{NH}_3: (5 \times 1) + (3 \times 1) = 8$$

**Step 2.** Draw a skeleton and connect the atoms with single bonds. Remember that H is never a central atom:



**Step 3:** Where needed, distribute electrons to the terminal atoms:



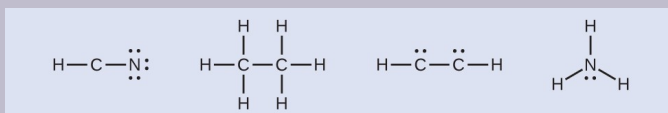
HCN: six electrons placed on N

$\text{H}_3\text{CCH}_3$ : no electrons remain

HCCH: no terminal atoms capable of accepting electrons

NH<sub>3</sub>: no terminal atoms capable of accepting electrons

**Step 4:** Where needed, place remaining electrons on the central atom:



HCN: no electrons remain

H<sub>3</sub>CCH<sub>3</sub>: no electrons remain

HCCH: four electrons placed on carbon

NH<sub>3</sub>: two electrons placed on nitrogen

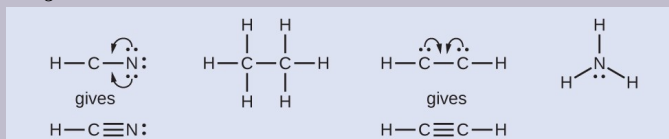
**Step 5:** Where needed, rearrange electrons to form multiple bonds in order to obtain an octet on each atom:

HCN: form two more C-N bonds

H<sub>3</sub>CCH<sub>3</sub>: all atoms have the correct number of electrons

HCCH: form a triple bond between the two carbon atoms

NH<sub>3</sub>: all atoms have the correct number of electrons



## Check Your Learning

Both carbon monoxide, CO, and carbon dioxide, CO<sub>2</sub>, are products of the combustion of fossil fuels. Both of these gases also cause problems: CO is toxic and CO<sub>2</sub> has been implicated in global climate change. What are the Lewis structures of these two molecules?

Show Answer



## Fullerene Chemistry

Carbon soot has been known to man since prehistoric times, but it was not until fairly recently that the molecular structure of the main component of soot was discovered. In 1996, the Nobel Prize in Chemistry was awarded

to Richard Smalley (Figure 3), Robert Curl, and Harold Kroto for their work in discovering a new form of carbon, the  $\text{C}_{60}$  buckminsterfullerene molecule. An entire class of compounds, including spheres and tubes of various shapes, were discovered based on  $\text{C}_{60}$ . This

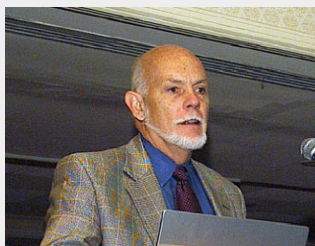


Figure 3. Richard Smalley (1943–2005). (credit: United States Department of Energy)

type of molecule, called a fullerene, shows promise in a variety of applications. Because of their size and shape, fullerenes can encapsulate other molecules, so they have shown potential in various applications from hydrogen storage to targeted drug delivery systems. They also possess unique electronic and optical properties that have been put to good use in solar powered devices and chemical sensors. Richard Smalley, a professor of physics, chemistry, and astronomy at Rice University, was one of the leading advocates for fullerene chemistry. Upon his death in 2005, the U.S. Senate honored him as the “Father of Nanotechnology.”

## Exceptions to the Octet Rule

Many covalent molecules have central atoms that do not have eight electrons in their Lewis structures. These molecules fall into three categories:

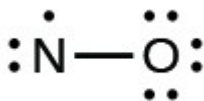
- Odd-electron molecules have an odd number of valence electrons, and therefore have an unpaired electron.
- Electron-deficient molecules have a central atom that has fewer electrons than needed for a noble gas configuration.
- Hypervalent molecules have a central atom that has more electrons than needed for a noble gas configuration.

## Odd-electron Molecules

We call molecules that contain an odd number of electrons **free radicals**. Nitric oxide, NO, is an example of an odd-electron molecule; it is produced in internal combustion engines when oxygen and nitrogen react at high temperatures.

To draw the Lewis structure for an odd-electron molecule like NO, we follow the same six steps we would for other molecules, but with a few minor changes:

1. *Determine the total number of valence (outer shell) electrons.*  
The sum of the valence electrons is 5 (from N) + 6 (from O) = 11. The odd number immediately tells us that we have a free radical, so we know that not every atom can have eight electrons in its valence shell.
2. *Draw a skeleton structure of the molecule.* We can easily draw a skeleton with an N–O single bond: N–O
3. *Distribute the remaining electrons as lone pairs on the terminal atoms.* In this case, there is no central atom, so we distribute the electrons around both atoms. We give eight electrons to the more electronegative atom in these situations; thus oxygen

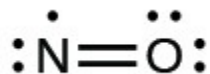


has the filled valence shell:

4. *Place all remaining electrons on the central atom.* Since there are no remaining electrons, this step does not apply.
5. *Rearrange the electrons to make multiple bonds with the central atom in order to obtain octets wherever possible.* We know that an odd-electron molecule cannot have an octet for every atom, but we want to get each atom as close to an octet as possible. In this case, nitrogen has only five electrons around it. To move closer to an octet for nitrogen, we take one of the lone pairs from oxygen and use it to form a NO double bond. (We cannot take another lone pair of electrons on oxygen and form a triple

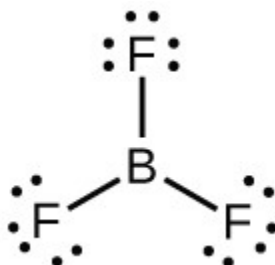


bond, because nitrogen would then have nine electrons:)

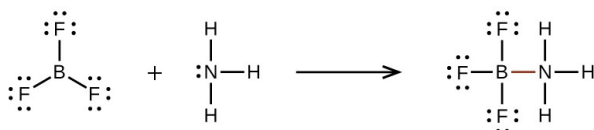


## Electron-deficient Molecules

We will also encounter a few molecules that contain central atoms that do not have a filled valence shell. Generally, these are molecules with central atoms from groups 2 and 12, outer atoms that are hydrogen, or other atoms that do not form multiple bonds. For example, in the Lewis structures of beryllium dihydride,  $\text{BeH}_2$ , and boron trifluoride,  $\text{BF}_3$ , the beryllium and boron atoms each have only four and six electrons, respectively. It is possible to draw a structure with a double bond between a boron atom and a fluorine atom in  $\text{BF}_3$ , satisfying the octet rule, but experimental evidence indicates the bond lengths are closer to that expected for B–F single bonds. This suggests the best Lewis structure has three B–F single bonds and an electron deficient boron. The reactivity of the compound is also consistent with an electron deficient boron. However, the B–F bonds are slightly shorter than what is actually expected for B–F single bonds, indicating that some double bond character is found in the actual molecule.



An atom like the boron atom in  $\text{BF}_3$ , which does not have eight electrons, is very reactive. It readily combines with a molecule containing an atom with a lone pair of electrons. For example,  $\text{NH}_3$  reacts with  $\text{BF}_3$  because the lone pair on nitrogen can be shared with the boron atom:



## Hypervalent Molecules

Elements in the second period of the periodic table ( $n = 2$ ) can accommodate only eight electrons in their valence shell orbitals because they have only four valence orbitals (one  $2s$  and three  $2p$  orbitals). Elements in the third and higher periods ( $n \geq 3$ ) have more than four valence orbitals and can share more than four pairs of electrons with other atoms because they have empty  $d$  orbitals in the same shell. Molecules formed from these elements are sometimes called **hypervalent molecules**. Figure 4 shows the Lewis structures for two hypervalent molecules,  $\text{PCl}_5$  and  $\text{SF}_6$ .

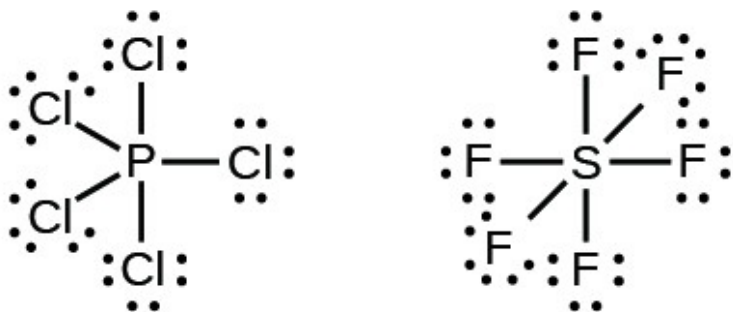
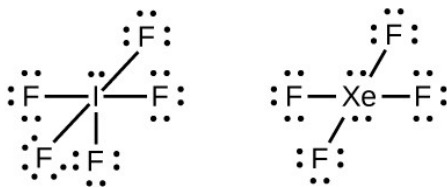


Figure 4. In  $\text{PCl}_5$ , the central atom phosphorus shares five pairs of electrons. In  $\text{SF}_6$ , sulfur shares six pairs of electrons.

In some hypervalent molecules, such as  $\text{IF}_5$  and  $\text{XeF}_4$ , some of the electrons in the outer shell of the central atom are lone pairs:



When we write the Lewis structures for these molecules, we find that we have electrons left over after filling the valence shells of the outer atoms with eight electrons. These additional electrons must be assigned to the central atom.

### *Examples*

#### *Example 2: Writing Lewis Structures: Octet Rule Violations*

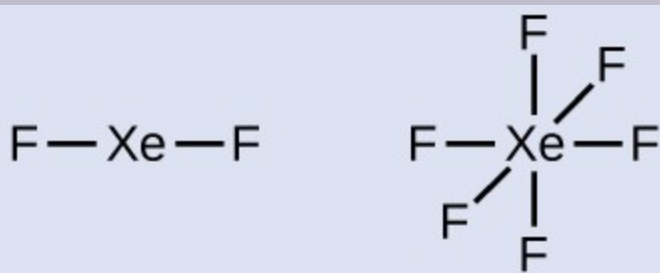
Xenon is a noble gas, but it forms a number of stable compounds. We examined  $\text{XeF}_4$  earlier. What are the Lewis structures of  $\text{XeF}_2$  and  $\text{XeF}_6$ ?

Show Answer

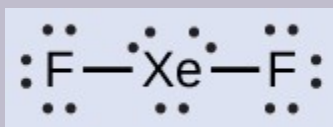
We can draw the Lewis structure of any covalent molecule by following the six steps discussed earlier. In this case, we can condense the last few steps, since not all of them apply.

1. Calculate the number of valence electrons:  $\text{XeF}_2$ :  $8 + (2 \times 7) = 22$   
 $\text{XeF}_6$ :  $8 + (6 \times 7) = 50$

2. Draw a skeleton joining the atoms by single bonds.  
Xenon will be the central atom because fluorine cannot be a central atom:

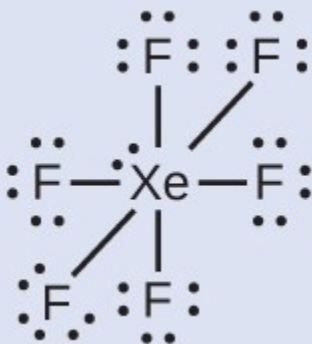


3. Distribute the remaining electrons.  $\text{XeF}_2$ : We place three lone pairs of electrons around each F atom, accounting for 12 electrons and giving each F atom 8 electrons. Thus, six electrons (three lone pairs) remain. These lone pairs must be placed on the Xe atom. This is acceptable because Xe atoms have empty valence shell *d* orbitals and can accommodate more than eight electrons. The Lewis structure of  $\text{XeF}_2$  shows two bonding pairs and three lone pairs of electrons around the Xe atom:



4.  $\text{XeF}_6$ : We place three lone pairs of electrons around

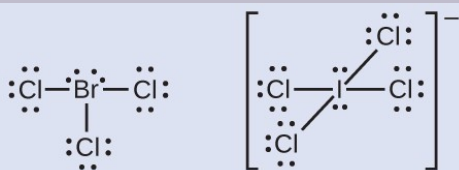
each F atom, accounting for 36 electrons. Two electrons remain, and this lone pair is placed on the Xe atom:



### Check Your Learning

The halogens form a class of compounds called the interhalogens, in which halogen atoms covalently bond to each other. Write the Lewis structures for the interhalogens  $\text{BrCl}_3$  and  $\text{ICl}_4^-$ .

Show Answer



## *Key Takeaways*

### *Key Concepts and Summary*

Valence electronic structures can be visualized by drawing Lewis symbols (for atoms and monatomic ions) and Lewis structures (for molecules and polyatomic ions). Lone pairs, unpaired electrons, and single, double, or triple bonds are used to indicate where the valence electrons are located around each atom in a Lewis structure. Most structures—especially those containing second row elements—obey the octet rule, in which every atom (except H) is surrounded by eight electrons. Exceptions to the octet rule occur for odd-electron molecules (free radicals), electron-deficient molecules, and hypervalent molecules.

## *Exercises*

1. Write the Lewis symbols for each of the following ions:
  - a.  $\text{As}^{3-}$
  - b.  $\text{I}^-$
  - c.  $\text{Be}^{2+}$
  - d.  $\text{O}^{2-}$
  - e.  $\text{Ga}^{3+}$

- f.  $\text{Li}^+$
- g.  $\text{N}^{3-}$

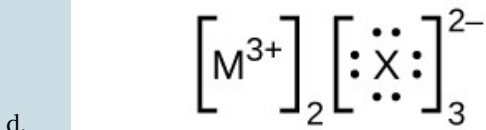
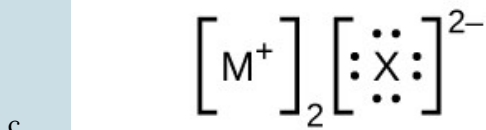
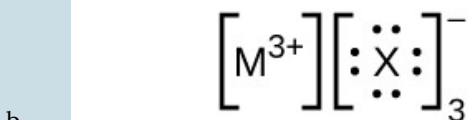
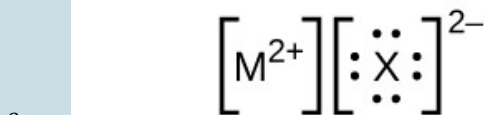
2. Many monatomic ions are found in seawater, including the ions formed from the following list of elements. Write the Lewis symbols for the monatomic ions formed from the following elements:

- a. Cl
- b. Na
- c. Mg
- d. Ca
- e. K
- f. Br
- g. Sr
- h. F

3. Write the Lewis symbols of the ions in each of the following ionic compounds and the Lewis symbols of the atom from which they are formed:

- a.  $\text{MgS}$
- b.  $\text{Al}_2\text{O}_3$
- c.  $\text{GaCl}_3$
- d.  $\text{K}_2\text{O}$
- e.  $\text{Li}_3\text{N}$
- f.  $\text{KF}$

4. In the Lewis structures listed below, M and X represent various elements in the third period of the periodic table. Write the formula of each compound using the chemical symbols of each element:



5. Write the Lewis structure for the diatomic molecule  $P_2$ , an unstable form of phosphorus found in high-temperature phosphorus vapor.
6. Write Lewis structures for the following:
  - a.  $H_2$
  - b.  $HBr$
  - c.  $PCl_3$
  - d.  $SF_2$
  - e.  $H_2CCH_2$
  - f.  $HNNH$
  - g.  $H_2CNH$
  - h.  $NO^{-}$
  - i.  $N_2$
  - j.  $CO$
  - k.  $CN^{-}$



7. Write Lewis structures for the following:

- a.  $\text{O}_2$
- b.  $\text{H}_2\text{CO}$
- c.  $\text{AsF}_3$
- d.  $\text{ClNO}$
- e.  $\text{SiCl}_4$
- f.  $\text{H}_3\text{O}^+$
- g.  $\text{NH}_4^+$
- h.  $\text{BF}_4^-$
- i.  $\text{HCCH}$
- j.  $\text{ClCN}$
- k.  $\text{C}_2^{2+}$

8. Write Lewis structures for the following:

- a.  $\text{ClF}_3$
- b.  $\text{PCl}_5$
- c.  $\text{BF}_3$
- d.  $\text{PF}_6^-$

9. Write Lewis structures for the following:

- a.  $\text{SeF}_6$
- b.  $\text{XeF}_4$
- c.  $\text{SeCl}_3^+$
- d.  $\text{Cl}_2\text{BBCl}_2$  (contains a B-B bond)

10. Write Lewis structures for:

- a.  $\text{PO}_4^{3-}$
- b.  $\text{ICl}_4^-$
- c.  $\text{SO}_3^{2-}$
- d.  $\text{HONO}$

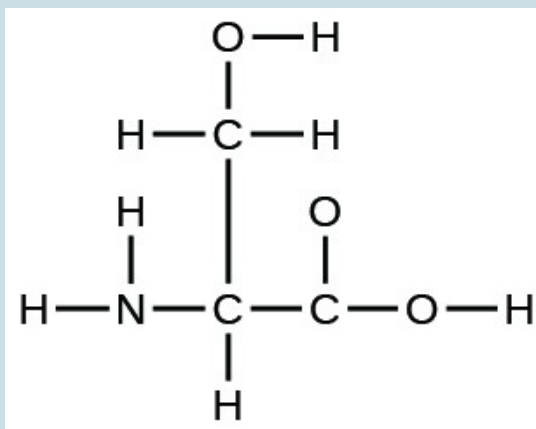
11. Correct the following statement: “The bonds in solid  $\text{PbCl}_2$  are ionic; the bond in a  $\text{HCl}$  molecule is covalent. Thus, all of the valence electrons in  $\text{PbCl}_2$  are located on the  $\text{Cl}^-$  ions, and all of the valence electrons in a  $\text{HCl}$  molecule are shared between the H and Cl atoms.”
12. Write Lewis structures for the following molecules or ions:
  - a.  $\text{SbH}_3$
  - b.  $\text{XeF}_2$
  - c.  $\text{Se}_8$  (a cyclic molecule with a ring of eight Se atoms)
13. Methanol,  $\text{H}_3\text{COH}$ , is used as the fuel in some race cars. Ethanol,  $\text{C}_2\text{H}_5\text{OH}$ , is used extensively as motor fuel in Brazil. Both methanol and ethanol produce  $\text{CO}_2$  and  $\text{H}_2\text{O}$  when they burn. Write the chemical equations for these combustion reactions using Lewis structures instead of chemical formulas.
14. Many planets in our solar system contain organic chemicals including methane ( $\text{CH}_4$ ) and traces of ethylene ( $\text{C}_2\text{H}_4$ ), ethane ( $\text{C}_2\text{H}_6$ ), propyne ( $\text{H}_3\text{CCCH}$ ), and diacetylene ( $\text{HCCCCCH}$ ). Write the Lewis structures for each of these molecules.
15. Carbon tetrachloride was formerly used in fire extinguishers for electrical fires. It is no longer used for this purpose because of the formation of the toxic gas phosgene,  $\text{Cl}_2\text{CO}$ . Write the Lewis structures for carbon tetrachloride and phosgene.
16. Identify the atoms that correspond to each of the following electron configurations. Then, write the Lewis symbol for the common ion formed from each

atom:

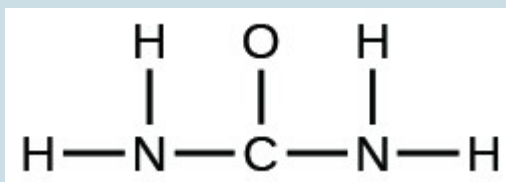
- a.  $1s^2 2s^2 2p^5$
- b.  $1s^2 2s^2 2p^6 3s^2$
- c.  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10}$
- d.  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^4$
- e.  $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^1$

17. The arrangement of atoms in several biologically important molecules is given below. Complete the Lewis structures of these molecules by adding multiple bonds and lone pairs. Do not add any more atoms.

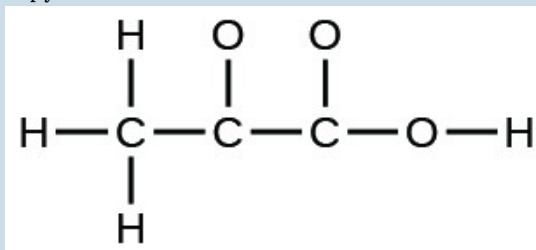
- a. the amino acid serine:



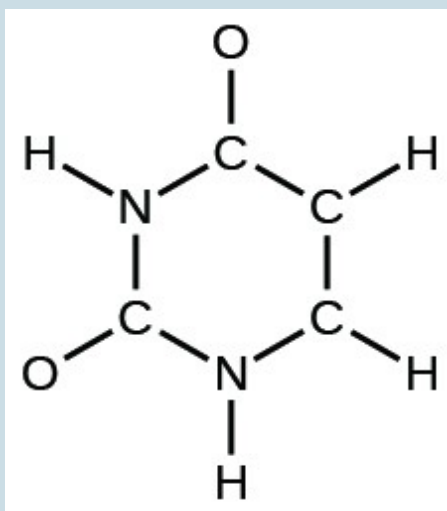
- b. urea:



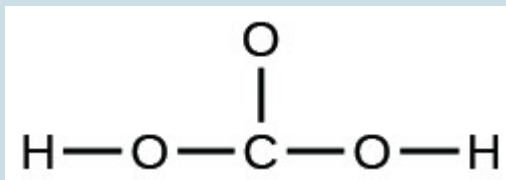
c. pyruvic acid:



d. uracil:



e. carbonic acid:



18. A compound with a molar mass of about 28 g/mol contains 85.7% carbon and 14.3% hydrogen by mass.

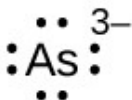
Write the Lewis structure for a molecule of the compound.

19. A compound with a molar mass of about 42 g/mol contains 85.7% carbon and 14.3% hydrogen by mass. Write the Lewis structure for a molecule of the compound.
20. Two arrangements of atoms are possible for a compound with a molar mass of about 45 g/mol that contains 52.2% C, 13.1% H, and 34.7% O by mass. Write the Lewis structures for the two molecules.
21. How are single, double, and triple bonds similar? How do they differ?

#### Selected Answers

1. The Lewis symbol for each ion is as follows:

- a. eight electrons:

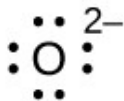


- b. eight electrons:



- c. no electrons  $\text{Be}^{2+}$

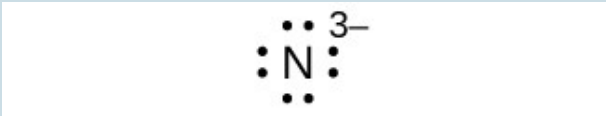
- d. eight electrons:



- e. no electrons  $\text{Ga}^{3+}$

- f. no electrons  $\text{Li}^+$

- g. eight electrons:

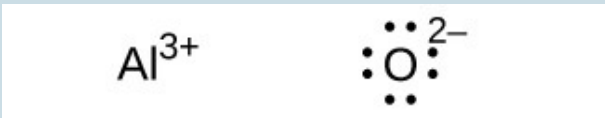


3. The Lewis symbols are as follows:

a.



b.



c.



d.



e.



f.

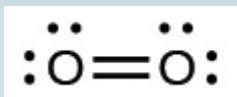


5.



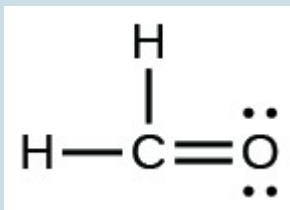
7. The Lewis structures are as follows:

- a.  $\text{O}_2$ :

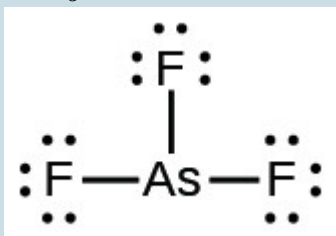


In this case, the Lewis structure is inadequate to depict the fact that experimental studies have shown two unpaired electrons in each oxygen molecule.

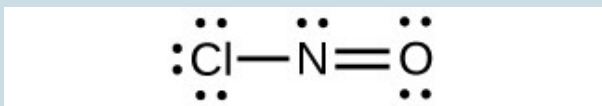
- b.  $\text{H}_2\text{CO}$ :



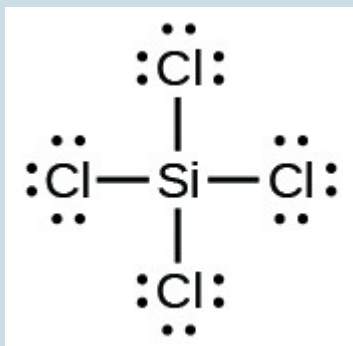
- c.  $\text{AsF}_3$ :



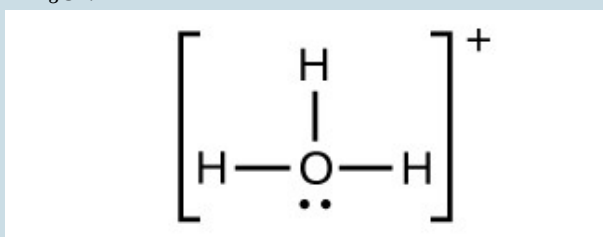
- d.  $\text{ClNO}$ :



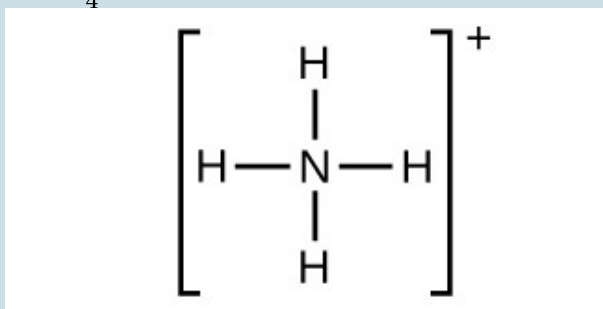
- e.  $\text{SiCl}_4$ :



f.  $\text{H}_3\text{O}^+$ :

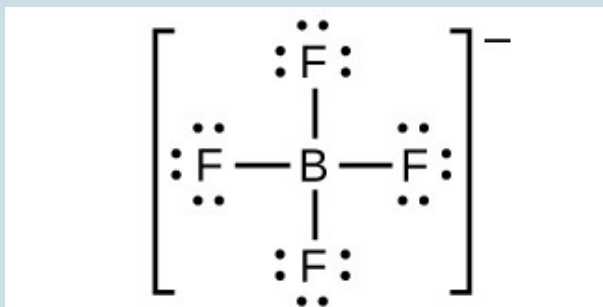


g.  $\text{NH}_4^+$ :



h.  $\text{BF}_4^-$ :

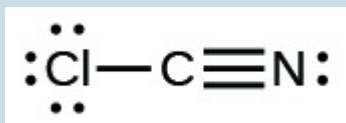




i. HCCH:



j. ClCN:

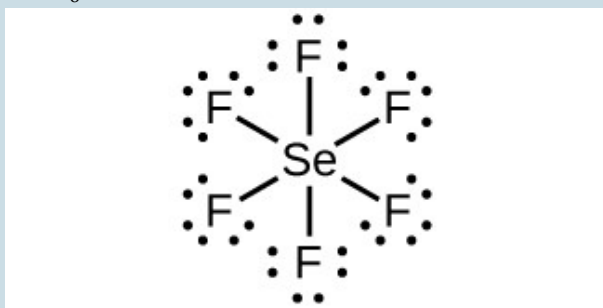


k.  $\text{C}_2^{2+}$

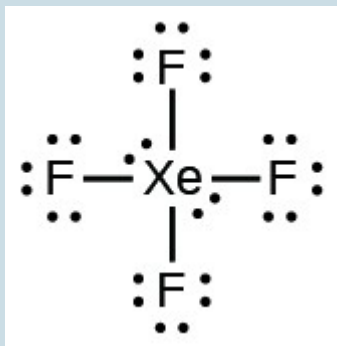


9. The Lewis structures are as follows:

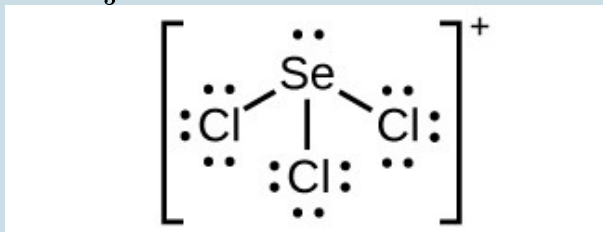
a.  $\text{SeF}_6$ :



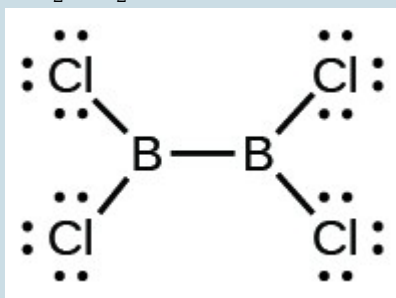
b.  $\text{XeF}_4$ :



c.  $\text{SeCl}_3^+$  :



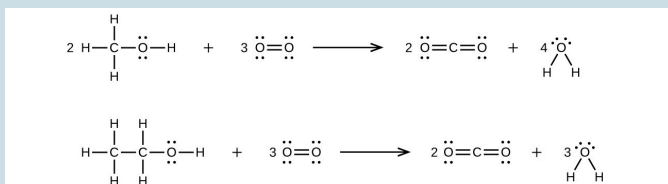
d.  $\text{Cl}_2\text{BBCl}_2$ :



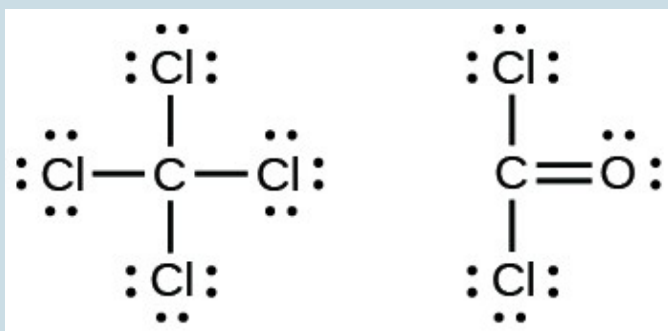
11. Two valence electrons per Pb atom are transferred to Cl atoms; the resulting  $\text{Pb}^{2+}$  ion has a  $6s^2$  valence shell configuration. Two of the valence electrons in the HCl

molecule are shared, and the other six are located on the Cl atom as lone pairs of electrons.

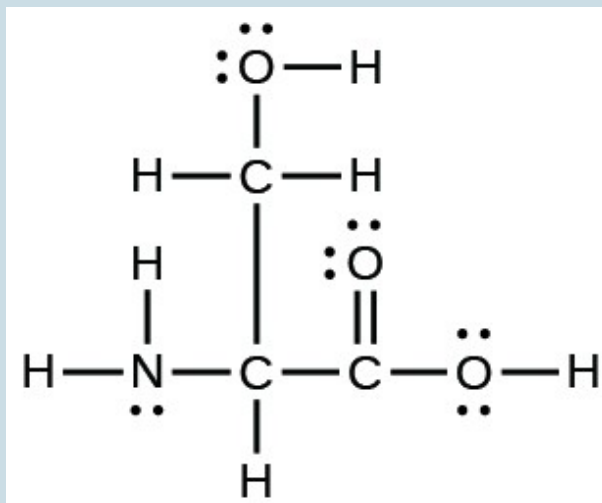
13.



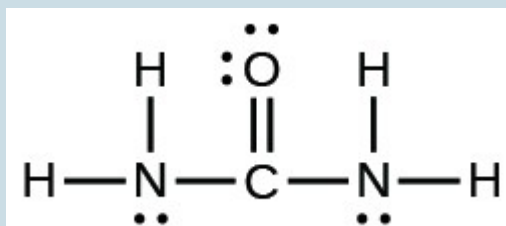
15.



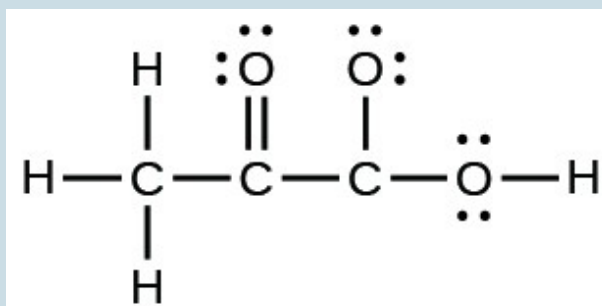
17. The completed Lewis structures are as follows:



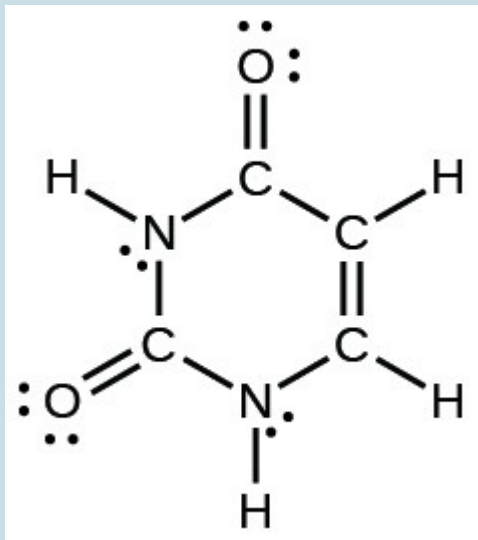
a.



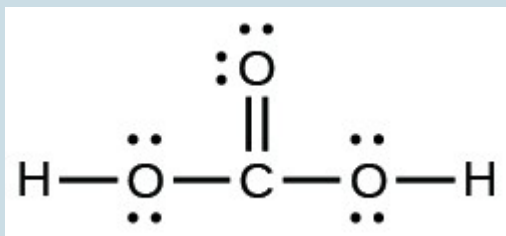
b.



c.



d.



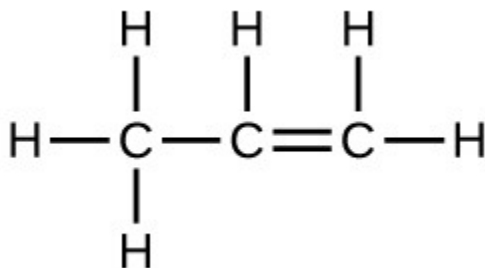
e.

19. A 100.0-g sample of this compound would contain 85.7 g C and 14.3 g H:

$$\frac{85.7\text{g}}{12.011\text{g mol}^{-1}} = 7.14\text{mol C}$$

$$\frac{14.3\text{g}}{1.00794\text{g mol}^{-1}} = 14.19\text{mol H}$$

This is a ratio of 2 H to 1 C, or an empirical formula of  $\text{CH}_2$  with a formula mass of approximately 14. As  $\frac{42}{14} = 3$ , the formula is  $3 \times \text{CH}_2$  or  $\text{C}_3\text{H}_6$ . The Lewis structure is:



21. Each bond includes a sharing of electrons between atoms. Two electrons are shared in a single bond; four electrons are shared in a double bond; and six electrons are shared in a triple bond.

## Glossary

**double bond:** covalent bond in which two pairs of electrons are shared between two atoms

**free radical:** molecule that contains an odd number of electrons

**hypervalent molecule:** molecule containing at least one main group element that has more than eight electrons in its valence shell

**Lewis structure:** diagram showing lone pairs and bonding pairs of electrons in a molecule or an ion

**Lewis symbol:** symbol for an element or monatomic ion that uses a dot to represent each valence electron in the element or ion

**lone pair:** two (a pair of) valence electrons that are not used to form a covalent bond

**octet rule:** guideline that states main group atoms will form structures in which eight valence electrons interact with each

nucleus, counting bonding electrons as interacting with both atoms connected by the bond

**single bond:** bond in which a single pair of electrons is shared between two atoms

**triple bond:** bond in which three pairs of electrons are shared between two atoms

# 8o. Videos: Lewis Structures

## Valence Electrons

Looking at valence electrons to figure out reactivity



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=102#oembed-1>

## Ions and the Octet Rule

This lesson discusses why atoms form ions in terms of the octet rule, and how to apply the octet rule in predicting ion formation. It also explains how to determine charge and the difference between cations and anions.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=102#oembed-2>



## Bonding Models and Lewis Structures: Crash Course Chemistry #24

Models are great, except they're also usually inaccurate. In this episode of Crash Course Chemistry, Hank discusses why we need models in the world and how we can learn from them . . . even when they're almost completely wrong. Plus, Lewis Structures!



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=102#oembed-3>

## Dot Structures I: Single Bonds



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## Dot Structures II: Multiple Bonds



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=102#oembed-5>

## How to Draw Lewis Structures: Five Easy Steps

A video tutorial for how to draw Lewis Structures in five steps. The video covers the basic Lewis structures you'll see in an introductory chemistry class.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=102#oembed-6>

## Resonance

Resonance in benzene and the carbonate ion





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here: [https://library.achievingthedream.org/  
sanjacgeneralchemistry/?p=102#oembed-7](https://library.achievingthedream.org/sanjacgeneralchemistry/?p=102#oembed-7)

# 8I. Formal Charges and Resonance

## *Learning Objectives*

By the end of this section, you will be able to:

- Compute formal charges for atoms in any Lewis structure
- Use formal charges to identify the most reasonable Lewis structure for a given molecule
- Explain the concept of resonance and draw Lewis structures representing resonance forms for a given molecule

In the previous section, we discussed how to write Lewis structures for molecules and polyatomic ions. As we have seen, however, in some cases, there is seemingly more than one valid structure for a molecule. We can use the concept of formal charges to help us predict the most appropriate Lewis structure when more than one is reasonable.

## Calculating Formal Charge

The **formal charge** of an atom in a molecule is the *hypothetical* charge the atom would have if we could redistribute the electrons in the bonds evenly between the atoms. Another way of saying this

is that formal charge results when we take the number of valence electrons of a neutral atom, subtract the nonbonding electrons, and then subtract the number of bonds connected to that atom in the Lewis structure.

Thus, we calculate formal charge as follows:

$$\text{formal charge} = \text{valence shell electrons (free atom)} - \left( \frac{1}{2} \text{ lone pair electrons} + \text{bonding electrons} \right)$$

We can double-check formal charge calculations by determining the sum of the formal charges for the whole structure. The sum of the formal charges of all atoms in a molecule must be zero; the sum of the formal charges in an ion should equal the charge of the ion.

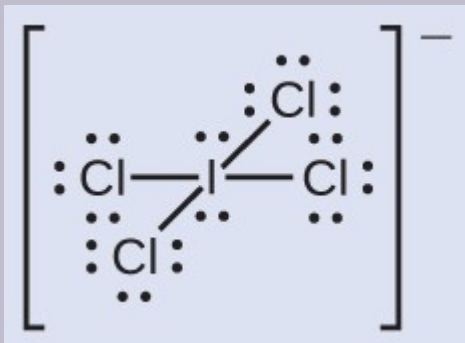
We must remember that the formal charge calculated for an atom is not the *actual* charge of the atom in the molecule. Formal charge is only a useful bookkeeping procedure; it does not indicate the presence of actual charges.

### *Example 1: Calculating Formal Charge from Lewis Structures*

Assign formal charges to each atom in the interhalogen ion  $\text{ICl}_4^-$ .

Show Answer

- We divide the bonding electron pairs equally for all I–Cl bonds:



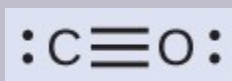
- We assign lone pairs of electrons to their atoms.  
Each Cl atom now has seven electrons assigned to it, and the I atom has eight.
- Subtract this number from the number of valence electrons for the neutral atom:  

$$\text{I: } 7 - 8 = -1$$

$$\text{Cl: } 7 - 7 = 0$$
 The sum of the formal charges of all the atoms equals -1, which is identical to the charge of the ion (-1).

### Check Your Learning

Calculate the formal charge for each atom in the carbon monoxide molecule:



Show Answer

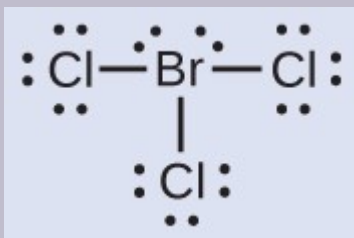
C -1, O +1

## Example 2: Calculating Formal Charge from Lewis Structures

Assign formal charges to each atom in the interhalogen molecule  $\text{BrCl}_3$ .

Show Answer

- Assign one of the electrons in each  $\text{Br}-\text{Cl}$  bond to the Br atom and one to the Cl atom in that bond:



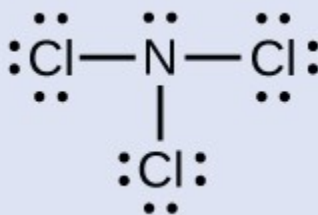
- Assign the lone pairs to their atom. Now each Cl atom has seven electrons and the Br atom has seven electrons.
- Subtract this number from the number of valence electrons for the neutral atom. This gives the formal charge:  $\text{Br}: 7 - 7 = 0$ ;  $\text{Cl}: 7 - 7 = 0$ . All atoms in  $\text{BrCl}_3$  have a formal charge of zero, and the sum of the formal charges totals zero, as it must in a neutral molecule.

### Check Your Learning

Determine the formal charge for each atom in  $\text{NCl}_3$ .

Show Answer

N: 0, all three Cl atoms: 0:



## Using Formal Charge to Predict Molecular Structure

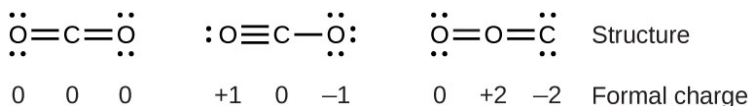
The arrangement of atoms in a molecule or ion is called its molecular structure. In many cases, following the steps for writing Lewis structures may lead to more than one possible molecular structure—different multiple bond and lone-pair electron placements or different arrangements of atoms, for instance. A few guidelines involving formal charge can be helpful in deciding which of the possible structures is most likely for a particular molecule or ion:

1. A molecular structure in which all formal charges are zero is preferable to one in which some formal charges are not zero.
2. If the Lewis structure must have nonzero formal charges, the arrangement with the smallest nonzero formal charges is preferable.
3. Lewis structures are preferable when adjacent formal charges are zero or of the opposite sign.
4. When we must choose among several Lewis structures with



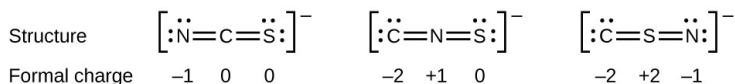
similar distributions of formal charges, the structure with the negative formal charges on the more electronegative atoms is preferable.

To see how these guidelines apply, let us consider some possible structures for carbon dioxide,  $\text{CO}_2$ . We know from our previous discussion that the less electronegative atom typically occupies the central position, but formal charges allow us to understand *why* this occurs. We can draw three possibilities for the structure: carbon in the center and double bonds, carbon in the center with a single and triple bond, and oxygen in the center with double bonds:



Comparing the three formal charges, we can definitively identify the structure on the left as preferable because it has only formal charges of zero (Guideline 1).

As another example, the thiocyanate ion, an ion formed from a carbon atom, a nitrogen atom, and a sulfur atom, could have three different molecular structures:  $\text{CNS}^-$ ,  $\text{NCS}^-$ , or  $\text{CSN}^-$ . The formal charges present in each of these molecular structures can help us pick the most likely arrangement of atoms. Possible Lewis structures and the formal charges for each of the three possible structures for the thiocyanate ion are shown here:

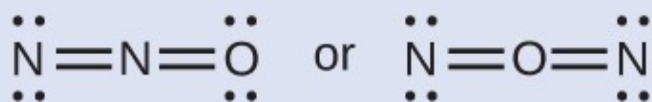


Note that the sum of the formal charges in each case is equal to the charge of the ion (-1). However, the first arrangement of atoms is preferred because it has the lowest number of atoms with nonzero

formal charges (Guideline 2). Also, it places the least electronegative atom in the center, and the negative charge on the more electronegative element (Guideline 4).

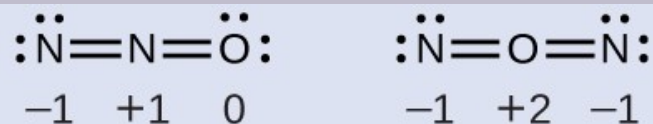
### *Example 3: Using Formal Charge to Determine Molecular Structure*

Nitrous oxide,  $\text{N}_2\text{O}$ , commonly known as laughing gas, is used as an anesthetic in minor surgeries, such as the routine extraction of wisdom teeth. Which is the likely structure for nitrous oxide?

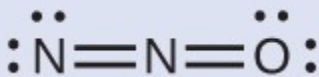


Show Answer

Determining formal charge yields the following:



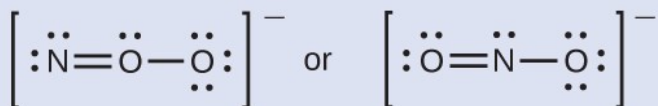
The structure with a terminal oxygen atom best satisfies the criteria for the most stable distribution of formal charge:



The number of atoms with formal charges are minimized (Guideline 2), and there is no formal charge larger than one (Guideline 2). This is again consistent with the preference for having the less electronegative atom in the central position.

### *Check Your Learning*

Which is the most likely molecular structure for the nitrite ( $\text{NO}_2^-$ ) ion?



Show Answer



## Resonance

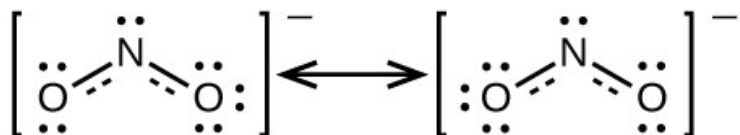
You may have noticed that the nitrite anion in Example 3 can have two possible structures with the atoms in the same positions. The

electrons involved in the N-O double bond, however, are in different positions:



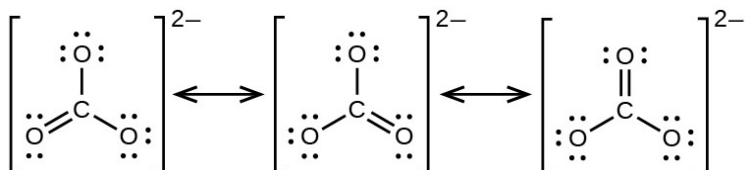
If nitrite ions do indeed contain a single and a double bond, we would expect for the two bond lengths to be different. A double bond between two atoms is shorter (and stronger) than a single bond between the same two atoms. Experiments show, however, that both N-O bonds in  $\text{NO}_2^-$  have the same strength and length, and are identical in all other properties.

It is not possible to write a single Lewis structure for  $\text{NO}_2^-$  in which nitrogen has an octet and both bonds are equivalent. Instead, we use the concept of **resonance**: if two or more Lewis structures with the same arrangement of atoms can be written for a molecule or ion, the actual distribution of electrons is an *average* of that shown by the various Lewis structures. The actual distribution of electrons in each of the nitrogen-oxygen bonds in  $\text{NO}_2^-$  is the average of a double bond and a single bond. We call the individual Lewis structures **resonance forms**. The actual electronic structure of the molecule (the average of the resonance forms) is called a **resonance hybrid** of the individual resonance forms. A double-headed arrow between Lewis structures indicates that they are resonance forms. Thus, the electronic structure of the  $\text{NO}_2^-$  ion is shown as:



We should remember that a molecule described as a resonance hybrid *never* possesses an electronic structure described by either resonance form. It does not fluctuate between resonance forms; rather, the actual electronic structure is *always* the average of that shown by all resonance forms. George Wheland, one of the pioneers of resonance theory, used a historical analogy to describe the relationship between resonance forms and resonance hybrids. A medieval traveler, having never before seen a rhinoceros, described it as a hybrid of a dragon and a unicorn, because it had many properties in common with both. Just as a rhinoceros is neither a dragon sometimes nor a unicorn at other times, a resonance hybrid is neither of its resonance forms at any given time. Like a rhinoceros, it is a real entity that experimental evidence has shown to exist. It has some characteristics in common with its resonance forms, but the resonance forms themselves are convenient, imaginary images (like the unicorn and the dragon).

The carbonate anion,  $\text{CO}_3^{2-}$ , provides a second example of resonance:



One oxygen atom must have a double bond to carbon to complete the octet on the central atom. All oxygen atoms, however, are equivalent, and the double bond could form from any one of the three atoms. This gives rise to three resonance forms of the carbonate ion. Because we can write three identical resonance structures, we know that the actual arrangement of electrons in the carbonate ion is the average of the three structures. Again, experiments show that all three C–O bonds are exactly the same.

The [online Lewis Structure Maker from the University of Sydney](#) includes many examples to practice drawing resonance structures.

## *Key Concepts and Summary*

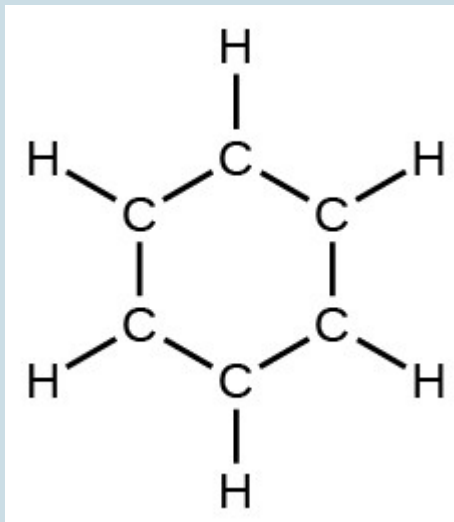
In a Lewis structure, formal charges can be assigned to each atom by treating each bond as if one-half of the electrons are assigned to each atom. These hypothetical formal charges are a guide to determining the most appropriate Lewis structure. A structure in which the formal charges are as close to zero as possible is preferred. Resonance occurs in cases where two or more Lewis structures with identical arrangements of atoms but different distributions of electrons can be written. The actual distribution of electrons (the resonance hybrid) is an average of the distribution indicated by the individual Lewis structures (the resonance forms).

## *Key Equations*

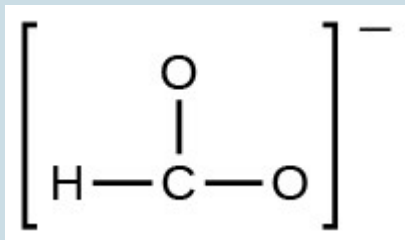
- $$\text{formal charge} = \text{valence shell electrons (free atom)} - \left( \frac{1}{2} \text{bonding electrons} + \text{one pair electrons} \right)$$

## Exercises

1. Write resonance forms that describe the distribution of electrons in each of the molecules or ions given below:
  - a. selenium dioxide,  $\text{OSeO}$
  - b. nitrate ion,  $\text{NO}_3^-$
  - c. nitric acid,  $\text{HNO}_3$  (N is bonded to an OH group and two O atoms)
  - d. benzene,  $\text{C}_6\text{H}_6$ :

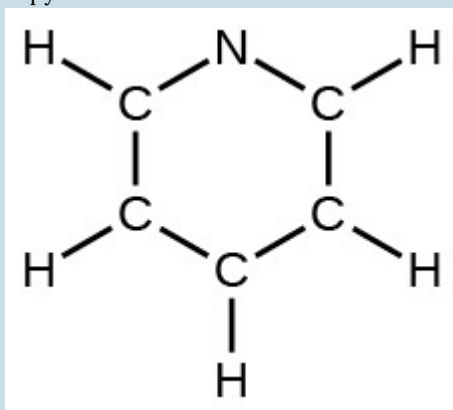


- e. the formate ion:



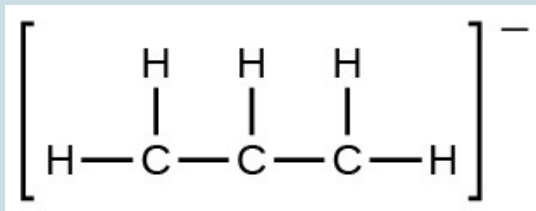
2. Write resonance forms that describe the distribution of electrons in each of the molecules or ions given below:

- a. sulfur dioxide,  $\text{SO}_2$
- b. carbonate ion,  $\text{CO}_3^{2-}$
- c. hydrogen carbonate ion,  $\text{HCO}_3^-$  (C is bonded to an OH group and two O atoms)
- d. pyridine:

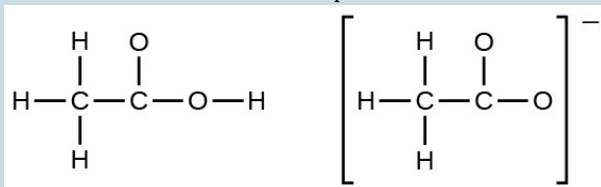


- e. the allyl ion:





3. Write the resonance forms of ozone,  $\text{O}_3$ , the component of the upper atmosphere that protects the Earth from ultraviolet radiation.
4. Sodium nitrite, which has been used to preserve bacon and other meats, is an ionic compound. Write the resonance forms of the nitrite ion,  $\text{NO}_2^-$ .
5. In terms of the bonds present, explain why acetic acid,  $\text{CH}_3\text{CO}_2\text{H}$ , contains two distinct types of carbon-oxygen bonds, whereas the acetate ion, formed by loss of a hydrogen ion from acetic acid, only contains one type of carbon-oxygen bond. The skeleton structures of these species are shown:



6. Write the Lewis structures for the following, and include resonance structures where appropriate. Indicate which of the three has the strongest carbon-oxygen bond.
  - a.  $\text{CO}_2$
  - b.  $\text{CO}$
7. Toothpastes containing sodium hydrogen

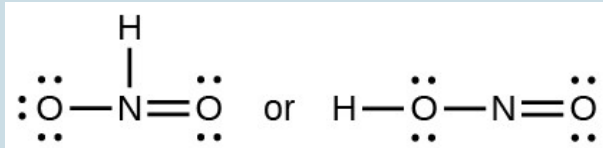
carbonate (sodium bicarbonate) and hydrogen peroxide are widely used. Write Lewis structures for the hydrogen carbonate ion and hydrogen peroxide molecule, with resonance forms where appropriate.

8. Determine the formal charge of each element in the following:
  - a.  $\text{HCl}$
  - b.  $\text{CF}_4$
  - c.  $\text{PCl}_3$
  - d.  $\text{PF}_5$
9. Determine the formal charge of each element in the following:
  - a.  $\text{H}_3\text{O}^+$
  - b.  $\text{SO}_4^{2-}$
  - c.  $\text{NH}_3$
  - d.  $\text{O}_2^{2-}$  (e)  $\text{H}_2\text{O}_2$
10. Calculate the formal charge of chlorine in the molecules  $\text{Cl}_2$ ,  $\text{BeCl}_2$ , and  $\text{ClF}_5$ .
11. Calculate the formal charge of each element in the following compounds and ions:
  - a.  $\text{F}_2\text{CO}$
  - b.  $\text{NO}^-$
  - c.  $\text{BF}_4^-$
  - d.  $\text{SnCl}_3^-$
  - e.  $\text{H}_2\text{CCH}_2$
  - f.  $\text{ClF}_3$
  - g.  $\text{SeF}_6$
  - h.  $\text{PO}_4^{3-}$

12. Draw all possible resonance structures for each of the compounds below. Determine the formal charge on each atom in each of the resonance structures:
- $\text{O}_3$
  - $\text{SO}_2$
  - $\text{NO}_2^-$
  - $\text{NO}_3^-$
13. Based on formal charge considerations, which of the following would likely be the correct arrangement of atoms in nitrosyl chloride: ClNO or ClON?
14. Based on formal charge considerations, which of the following would likely be the correct arrangement of atoms in hypochlorous acid: HOCl or OClH?
15. Based on formal charge considerations, which of the following would likely be the correct arrangement of atoms in sulfur dioxide: OSO or SOO?
16. Draw the structure of hydroxylamine,  $\text{H}_3\text{NO}$ , and assign formal charges; look up the structure. Is the actual structure consistent with the formal charges?
17. Iodine forms a series of fluorides (listed below). Write Lewis structures for each of the four compounds and determine the formal charge of the iodine atom in each molecule:
- IF
  - $\text{IF}_3$
  - $\text{IF}_5$
  - $\text{IF}_7$
18. Write the Lewis structure and chemical formula of the compound with a molar mass of about 70 g/mol

that contains 19.7% nitrogen and 80.3% fluorine by mass, and determine the formal charge of the atoms in this compound.

19. Which of the following structures would we expect for nitrous acid? Determine the formal charges:



20. Sulfuric acid is the industrial chemical produced in greatest quantity worldwide. About 90 billion pounds are produced each year in the United States alone. Write the Lewis structure for sulfuric acid,  $\text{H}_2\text{SO}_4$ , which has two oxygen atoms and two OH groups bonded to the sulfur.

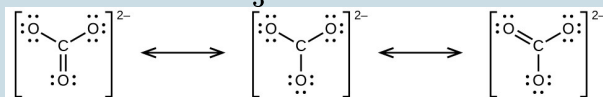
#### Selected Answers

2. The resonance forms are as follows:

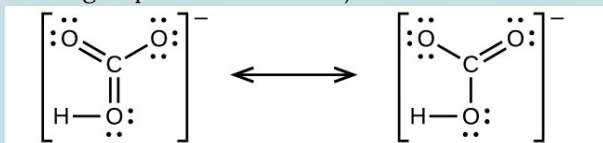
- a. sulfur dioxide,  $\text{SO}_2$ :



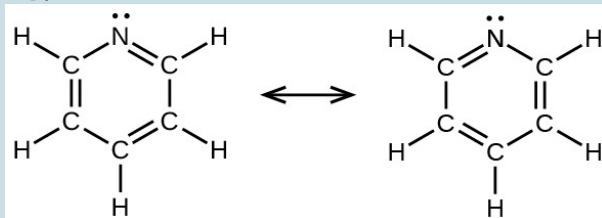
- b. carbonate ion,  $\text{CO}_3^{2-}$ :



- c. hydrogen carbonate ion,  $\text{HCO}_3^-$  (C is bonded to an OH group and two O atoms):



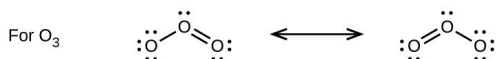
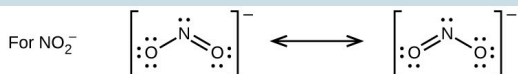
d. pyridine:



e. the allyl ion:

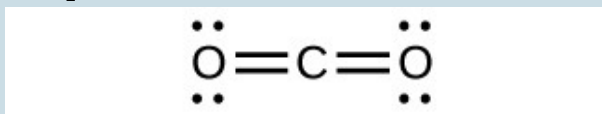


4.



6. The Lewis structures are as follows:

a.  $\text{CO}_2$ :



b.  $\text{CO}$ :



$\text{CO}$  has the strongest carbon-oxygen bond, because there is a triple bond joining C and O.  $\text{CO}_2$  has double bonds, and carbonate has 1.3 bonds.

8.

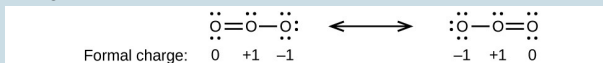
	Element	Bonding Electrons	Nonbonded Electrons	Valence Electrons	Formal Charge
a)	( H Cl	1 1	0 6	1 7	0 0
b)	( C F	4 1	0 6	4 7	0 0
c)	( P Cl	3 1	2 6	5 7	0 0
d)	( P F	5 1	0 6	5 7	0 0

10.

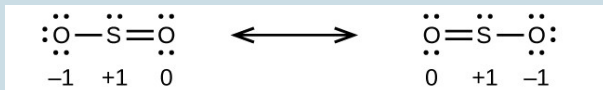
	Element	Bonding Electrons	Nonbonded Electrons	Valence Electrons	Formal Charge
Cl <sub>2</sub>	Cl	1	6	7	0
Be	Be	2	0	2	0
Cl <sub>2</sub>	Cl	1	6	7	0
Cl	Cl	5	2	7	0
F <sub>5</sub>	F	1	6	7	0

12. Draw all possible resonance structures for each of the compounds below. Determine the formal charge on each atom in each of the resonance structures:

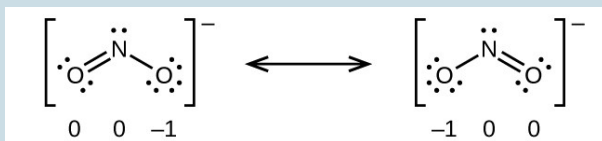
a. O<sub>3</sub>:



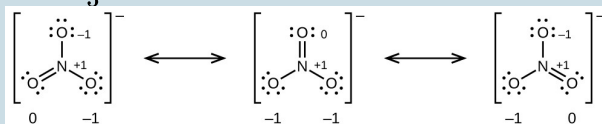
b. SO<sub>2</sub>:



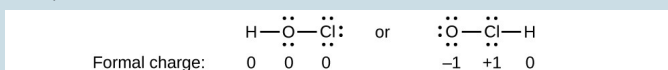
c. NO<sub>2</sub><sup>-</sup>:



d.  $\text{NO}_3^-$ :

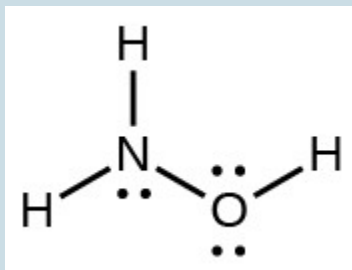


14.



The structure with formal charges of 0 is the most stable and would therefore be the correct arrangement of atoms.

16. The structure that gives zero formal charges is consistent with the actual structure:



18. There are 19.7 g N and 80.3 g F in a 100.0-g sample:

$$\frac{19.7\text{g}}{14.0067\text{ g mol}^{-1}} = 1.406\text{ mol}$$

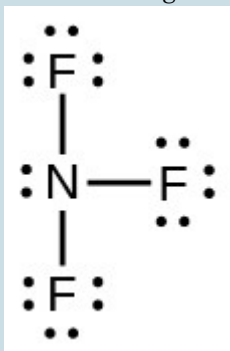
$$\frac{1.406\text{ mol}}{1.406\text{ mol}} = 1\text{ N}$$

$$\frac{80.3\text{ g}}{18.9984\text{ g mol}^{-1}} = 4.2267\text{ mol}$$

$$\frac{4.2267\text{ mol}}{1.406\text{ mol}} = 3\text{ F}$$

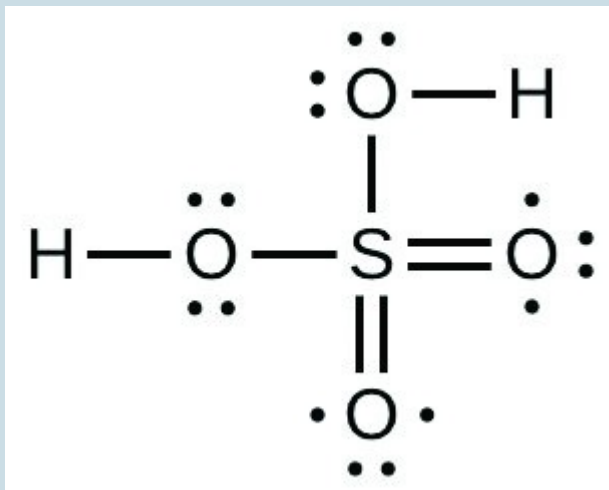
The empirical formula is  $\text{NF}_3$  and its molar mass is  $71.00\text{ g/mol}$ , which is consistent with the stated molar mass.

- Oxidation states:  $\text{N} = +3$ ,  $\text{F} = -1$ .
- Formal charges:  $\text{N} = 0$ ,  $\text{F} = 0$ :





20. The Lewis structure is



## Glossary

**formal charge:** charge that would result on an atom by taking the number of valence electrons on the neutral atom and subtracting the nonbonding electrons and the number of bonds (one-half of the bonding electrons)

**molecular structure:** arrangement of atoms in a molecule or ion

**resonance:** situation in which one Lewis structure is insufficient to describe the bonding in a molecule and the average of multiple structures is observed

**resonance forms:** two or more Lewis structures that have the same arrangement of atoms but different arrangements of electrons

**resonance hybrid:** average of the resonance forms shown by the individual Lewis structures

## 82. Strengths of Ionic and Covalent Bonds

### *Learning Objectives*

By the end of this section, you will be able to:

- Describe the energetics of covalent and ionic bond formation and breakage
- Use the Born-Haber cycle to compute lattice energies for ionic compounds
- Use average covalent bond energies to estimate enthalpies of reaction

A bond's strength describes how strongly each atom is joined to another atom, and therefore how much energy is required to break the bond between the two atoms. In this section, you will learn about the bond strength of covalent bonds, and then compare that to the strength of ionic bonds, which is related to the lattice energy of a compound.

### **Bond Strength: Covalent Bonds**

Stable molecules exist because covalent bonds hold the atoms together. We measure the strength of a covalent bond by the energy required to break it, that is, the energy necessary to separate the bonded atoms. Separating any pair of bonded atoms requires energy

(see Figure 1). The stronger a bond, the greater the energy required to break it.

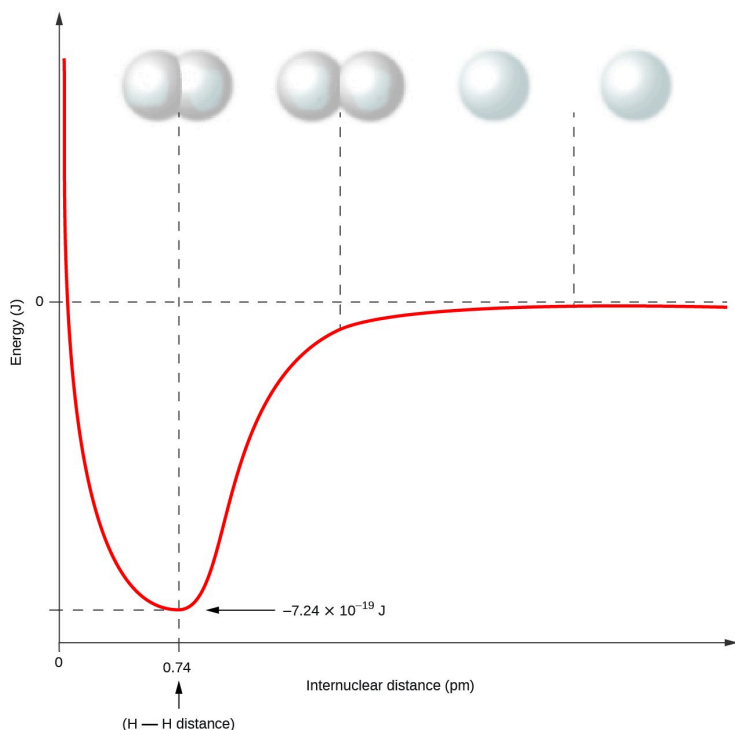
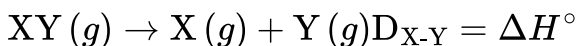


Figure 1. The potential energy of two separate hydrogen atoms (right) decreases as they approach each other, and the single electrons on each atom are shared to form a covalent bond. The bond length is the internuclear distance at which the lowest potential energy is achieved.

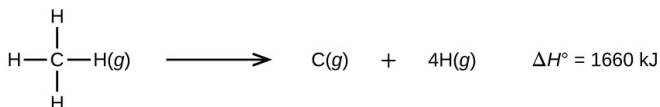
The energy required to break a specific covalent bond in one mole of gaseous molecules is called the bond energy or the bond dissociation energy. The bond energy for a diatomic molecule,  $D_{X-Y}$ , is defined as the standard enthalpy change for the endothermic reaction:



For example, the bond energy of the pure covalent H-H bond,  $D_{\text{H-H}}$ , is 436 kJ per mole of H-H bonds broken:



Molecules with three or more atoms have two or more bonds. The sum of all bond energies in such a molecule is equal to the standard enthalpy change for the endothermic reaction that breaks all the bonds in the molecule. For example, the sum of the four C-H bond energies in  $\text{CH}_4$ , 1660 kJ, is equal to the standard enthalpy change of the reaction:



The average C-H bond energy,  $D_{\text{C-H}}$ , is  $1660/4 = 415 \text{ kJ/mol}$  because there are four moles of C-H bonds broken per mole of the reaction. Although the four C-H bonds are equivalent in the original molecule, they do not each require the same energy to break; once the first bond is broken (which requires 439 kJ/mol), the remaining bonds are easier to break. The 415 kJ/mol value is the average, not the exact value required to break any one bond.

The strength of a bond between two atoms increases as the number of electron pairs in the bond increases. Generally, as the bond strength increases, the bond length decreases. Thus, we find that triple bonds are stronger and shorter than double bonds between the same two atoms; likewise, double bonds are stronger and shorter than single bonds between the same two atoms. Average bond energies for some common bonds appear in Table 1, and a comparison of bond lengths and bond strengths for some common bonds appears in Table 2. When one atom bonds to various atoms in a group, the bond strength typically decreases as we move down the group. For example, C-F is 439 kJ/mol, C-Cl is 330 kJ/mol, and C-Br is 275 kJ/mol.

**Table 1. Bond Energies (kJ/mol)**

Bond	Bond Energy	Bond	Bond Energy	Bond	Bond Energy
H-H	436	C-S	260	F-Cl	255
H-C	415	C-Cl	330	F-Br	235
H-N	390	C-Br	275	Si-Si	230
H-O	464	C-I	240	Si-P	215
H-F	569	N-N	160	Si-S	225
H-Si	395	$\text{N} = \text{N}$	418	Si-Cl	359
H-P	320	$\text{N} \equiv \text{N}$	946	Si-Br	290
H-S	340	N-O	200	Si-I	215
H-Cl	432	N-F	270	P-P	215
H-Br	370	N-P	210	P-S	230
H-I	295	N-Cl	200	P-Cl	330
C-C	345	N-Br	245	P-Br	270
$\text{C} = \text{C}$	611	O-O	140	P-I	215
$\text{C} \equiv \text{C}$	837	$\text{O} = \text{O}$	498	S-S	215
C-N	290	O-F	160	S-Cl	250
$\text{C} = \text{N}$	615	O-Si	370	S-Br	215
$\text{C} \equiv \text{N}$	891	O-P	350	Cl-Cl	243
C-O	350	O-Cl	205	Cl-Br	220
$\text{C} = \text{O}$	741	O-I	200	Cl-I	210
$\text{C} \equiv \text{O}$	1080	F-F	160	Br-Br	190
C-F	439	F-Si	540	Br-I	180
C-Si	360	F-P	489	I-I	150
C-P	265	F-S	285		

**Table 2. Average Bond Lengths and Bond Energies for Some Common Bonds**

Bond	Bond Length (Å)	Bond Energy (kJ/mol)
C-C	1.54	345
C = C	1.34	611
C ≡ C	1.20	837
C-N	1.43	290
C = N	1.38	615
C ≡ N	1.16	891
C-O	1.43	350
C = O	1.23	741
C ≡ O	1.13	1080

We can use bond energies to calculate approximate enthalpy changes for reactions where enthalpies of formation are not available. Calculations of this type will also tell us whether a reaction is exothermic or endothermic. An exothermic reaction ( $\Delta H$  negative, heat produced) results when the bonds in the products are stronger than the bonds in the reactants. An endothermic reaction ( $\Delta H$  positive, heat absorbed) results when the bonds in the products are weaker than those in the reactants.

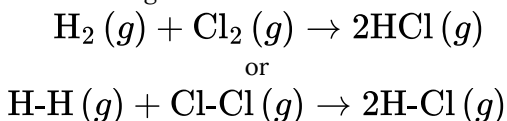
The enthalpy change,  $\Delta H$ , for a chemical reaction is approximately equal to the sum of the energy required to break all bonds in the reactants (energy “in,” positive sign) plus the energy released when all bonds are formed in the products (energy “out,” negative sign). This can be expressed mathematically in the following way:

$$\Delta H = \Sigma D_{\text{bonds broken}} - \Sigma D_{\text{bonds formed}}$$

In this expression, the symbol  $\Sigma$  means “the sum of” and  $D$  represents the bond energy in kilojoules per mole, which is always a positive number. The bond energy is obtained from a table (like Table 2) and will depend on whether the particular bond is a single, double, or triple bond. Thus, in calculating enthalpies in this

manner, it is important that we consider the bonding in all reactants and products. Because  $D$  values are typically averages for one type of bond in many different molecules, this calculation provides a rough estimate, not an exact value, for the enthalpy of reaction.

Consider the following reaction:



To form two moles of HCl, one mole of H-H bonds and one mole of Cl-Cl bonds must be broken. The energy required to break these bonds is the sum of the bond energy of the H-H bond (436 kJ/mol) and the Cl-Cl bond (243 kJ/mol). During the reaction, two moles of H-Cl bonds are formed (bond energy = 432 kJ/mol), releasing  $2 \times 432$  kJ; or 864 kJ. Because the bonds in the products are stronger than those in the reactants, the reaction releases more energy than it consumes:

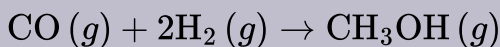
$$\begin{aligned}\Delta H &= \Sigma D_{\text{bonds broken}} - \Sigma D_{\text{bonds formed}} \\ \Delta H &= [D_{\text{H-H}} + D_{\text{Cl-Cl}}] - 2D_{\text{H-Cl}} \\ &= [436 + 243] - 2(432) = -185 \text{ kJ}\end{aligned}$$

This excess energy is released as heat, so the reaction is exothermic. [Standard Thermodynamic Properties for Selected Substances](#) gives a value for the standard molar enthalpy of formation of HCl(g),  $\Delta H_f^\circ$ , of -92.307 kJ/mol. Twice that value is -184.6 kJ, which agrees well with the answer obtained earlier for the formation of two moles of HCl.

### *Example 1: Using Bond Energies to Calculate Approximate Enthalpy Changes*

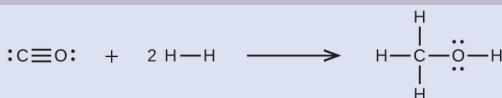
Methanol, CH<sub>3</sub>OH, may be an excellent alternative fuel.

The high-temperature reaction of steam and carbon produces a mixture of the gases carbon monoxide, CO, and hydrogen, H<sub>2</sub>, from which methanol can be produced. Using the bond energies in Table 2, calculate the approximate enthalpy change,  $\Delta H$ , for the reaction here:



Show Answer

First, we need to write the Lewis structures of the reactants and the products:



From this, we see that  $\Delta H$  for this reaction involves the energy required to break a C–O triple bond and two H–H single bonds, as well as the energy produced by the formation of three C–H single bonds, a C–O single bond, and an O–H single bond. We can express this as follows:

$$\begin{aligned} \Delta H &= \Sigma D_{\text{bonds broken}} - \Sigma D_{\text{bonds formed}} \\ \Delta H &= [D_{\text{C}\equiv\text{O}} + 2(D_{\text{H}-\text{H}})] - [3(D_{\text{C}-\text{H}}) + D_{\text{C}-\text{O}} + D_{\text{O}-\text{H}}] \end{aligned}$$

Using the bond energy values in Table 2, we obtain:

$$\begin{aligned} \Delta H &= [1080 + 2(436)] - [3(415) + 350 + 464] \\ &= -107\text{kJ} \end{aligned}$$

We can compare this value to the value calculated based on  $\Delta H_f^\circ$  data from [Standard Thermodynamic Properties for Selected Substances](#):

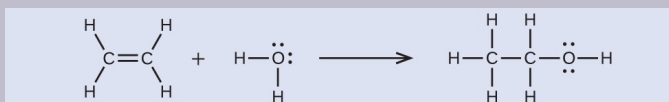
$$\begin{aligned} \Delta H &= [\Delta H_f^\circ \text{CH}_3\text{OH} (g)] - [\Delta H_f^\circ \text{CO} (g) + 2 \times \Delta H_f^\circ \text{H}_2] \\ &= [-201.0] - [-110.52 + 2 \times 0] \\ &= -90.5\text{kJ} \end{aligned}$$



Note that there is a fairly significant gap between the values calculated using the two different methods. This occurs because D values are the *average* of different bond strengths; therefore, they often give only rough agreement with other data.

### Check Your Learning

Ethyl alcohol,  $\text{CH}_3\text{CH}_2\text{OH}$ , was one of the first organic chemicals deliberately synthesized by humans. It has many uses in industry, and it is the alcohol contained in alcoholic beverages. It can be obtained by the fermentation of sugar or synthesized by the hydration of ethylene in the following reaction:



Using the bond energies in Table 2, calculate an approximate enthalpy change,  $\Delta H$ , for this reaction.

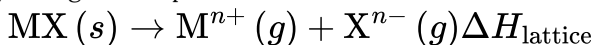
Show Answer

-35 kJ

## Ionic Bond Strength and Lattice Energy

An ionic compound is stable because of the electrostatic attraction between its positive and negative ions. The lattice energy of a

compound is a measure of the strength of this attraction. The lattice energy ( $\Delta H_{\text{lattice}}$ ) of an ionic compound is defined as the energy required to separate one mole of the solid into its component gaseous ions. For the ionic solid MX, the lattice energy is the enthalpy change of the process:



Note that we are using the convention where the ionic solid is separated into ions, so our lattice energies will be *endothermic* (positive values). Some texts use the equivalent but opposite convention, defining lattice energy as the energy released when separate ions combine to form a lattice and giving negative (exothermic) values. Thus, if you are looking up lattice energies in another reference, be certain to check which definition is being used. In both cases, a larger magnitude for lattice energy indicates a more stable ionic compound. For sodium chloride,  $\Delta H_{\text{lattice}} = 769$  kJ. Thus, it requires 769 kJ to separate one mole of solid NaCl into gaseous  $\text{Na}^+$  and  $\text{Cl}^-$  ions. When one mole each of gaseous  $\text{Na}^+$  and  $\text{Cl}^-$  ions form solid NaCl, 769 kJ of heat is released.

The lattice energy  $\Delta H_{\text{lattice}}$  of an ionic crystal can be expressed by the following equation (derived from Coulomb's law, governing the forces between electric charges):

$$\Delta H_{\text{lattice}} = \frac{C (Z^+) (Z^-)}{R_o}$$

in which C is a constant that depends on the type of crystal structure;  $Z^+$  and  $Z^-$  are the charges on the ions; and  $R_o$  is the interionic distance (the sum of the radii of the positive and negative ions). Thus, the lattice energy of an ionic crystal increases rapidly as the charges of the ions increase and the sizes of the ions decrease. When all other parameters are kept constant, doubling the charge of both the cation and anion quadruples the lattice energy. For example, the lattice energy of LiF ( $Z^+$  and  $Z^- = 1$ ) is 1023 kJ/mol, whereas that of MgO ( $Z^+$  and  $Z^- = 2$ ) is 3900 kJ/mol ( $R_o$  is nearly the same—about 200 pm for both compounds).

Different interatomic distances produce different lattice energies. For example, we can compare the lattice energy of  $\text{MgF}_2$  (2957 kJ/

mol) to that of  $\text{MgI}_2$  (2327 kJ/mol) to observe the effect on lattice energy of the smaller ionic size of  $\text{F}^-$  as compared to  $\text{I}^-$ .

### *Example 2: Lattice Energy Comparisons*

The precious gem ruby is aluminum oxide,  $\text{Al}_2\text{O}_3$ , containing traces of  $\text{Cr}^{3+}$ . The compound  $\text{Al}_2\text{Se}_3$  is used in the fabrication of some semiconductor devices. Which has the larger lattice energy,  $\text{Al}_2\text{O}_3$  or  $\text{Al}_2\text{Se}_3$ ?

Show Answer

In these two ionic compounds, the charges  $Z^+$  and  $Z^-$  are the same, so the difference in lattice energy will depend upon  $R_0$ . The  $\text{O}^{2-}$  ion is smaller than the  $\text{Se}^{2-}$  ion. Thus,  $\text{Al}_2\text{O}_3$  would have a shorter interionic distance than  $\text{Al}_2\text{Se}_3$ , and  $\text{Al}_2\text{O}_3$  would have the larger lattice energy.

### *Check Your Understanding*

Zinc oxide,  $\text{ZnO}$ , is a very effective sunscreen. How would the lattice energy of  $\text{ZnO}$  compare to that of  $\text{NaCl}$ ?

Show Answer

$\text{ZnO}$  would have the larger lattice energy because the  $Z$  values of both the cation and the anion in  $\text{ZnO}$  are greater, and the interionic distance of  $\text{ZnO}$  is smaller than that of  $\text{NaCl}$ .

## The Born-Haber Cycle

It is not possible to measure lattice energies directly. However, the lattice energy can be calculated using the equation given in the previous section or by using a thermochemical cycle. The **Born-Haber cycle** is an application of Hess's law that breaks down the formation of an ionic solid into a series of individual steps:

- $\Delta H_f^\circ$ , the standard enthalpy of formation of the compound
- IE, the ionization energy of the metal
- EA, the electron affinity of the nonmetal
- $\Delta H_s^\circ$ , the enthalpy of sublimation of the metal
- D, the bond dissociation energy of the nonmetal
- $\Delta H_{\text{lattice}}$ , the lattice energy of the compound

Figure 2 diagrams the Born-Haber cycle for the formation of solid cesium fluoride.

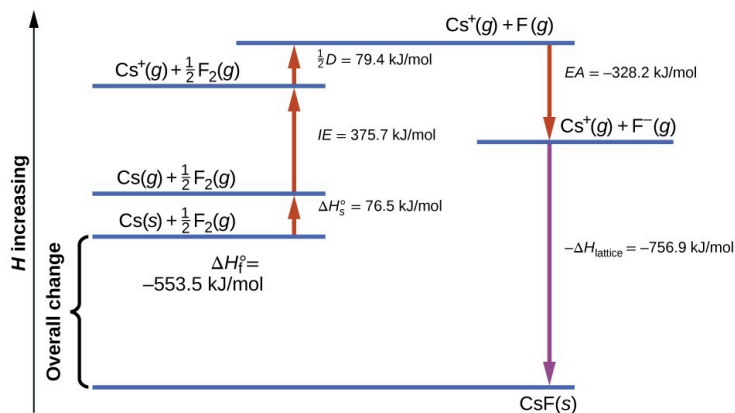


Figure 2. The Born-Haber cycle shows the relative energies of each step involved in the formation of an ionic solid from the necessary elements in their reference states.

We begin with the elements in their most common states,  $\text{Cs(s)}$

and  $\text{F}_2(g)$ . The  $\Delta H_s^\circ$  represents the conversion of solid cesium into a gas, and then the ionization energy converts the gaseous cesium atoms into cations. In the next step, we account for the energy required to break the F-F bond to produce fluorine atoms. Converting one mole of fluorine atoms into fluoride ions is an exothermic process, so this step gives off energy (the electron affinity) and is shown as decreasing along the y-axis. We now have one mole of Cs cations and one mole of F anions. These ions combine to produce solid cesium fluoride. The enthalpy change in this step is the negative of the lattice energy, so it is also an exothermic quantity. The total energy involved in this conversion is equal to the experimentally determined enthalpy of formation,  $\Delta H_f^\circ$ , of the compound from its elements. In this case, the overall change is exothermic.

Hess's law can also be used to show the relationship between the enthalpies of the individual steps and the enthalpy of formation. Table 3 shows this for cesium chloride,  $\text{CsCl}_2$ .

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**Table 3**

Enthalpy of sublimation of Cs(s)	$\text{Cs}(s) \rightarrow \text{Cs}(g) \Delta H = \Delta H_s^\circ = 76.5\text{kJ}$
One-half of the bond energy of $\text{Cl}_2$	$\frac{1}{2}\text{Cl}_2(g) \rightarrow \text{Cl}(g) \Delta H = \frac{1}{2}D = 122\text{kJ}$
Ionization energy of $\text{Na}(g)$	$\text{Na}(g) \rightarrow \text{Na}^+(g) + e^- \Delta H = IE = 496\text{kJ}$
Negative of the electron affinity of Cl	$\text{Cl}(g) + e^- \rightarrow \text{Cl}^-(g) \Delta H = -EA = -368\text{kJ}$
Negative of the lattice energy of $\text{NaCl}(s)$	$\text{Na}^+(g) + \text{Cl}^-(g) \rightarrow \text{NaCl}(s) \Delta H = -\Delta H_{\text{lattice}} = ?$
Enthalpy of formation of $\text{NaCl}(s)$ , add steps 1-5	$\Delta H = \Delta H_f^\circ = \Delta H_s^\circ + \frac{1}{2}D + IE + (-EA) + (-\Delta H_{\text{lattice}})$ $\text{Na}(s) + \frac{1}{2}\text{Cl}_2(g) \rightarrow \text{NaCl}(s) = -411\text{kJ}$

---

Thus, the lattice energy can be calculated from other values. For cesium chloride, using this data, the lattice energy is:

$$\Delta H_{\text{lattice}} = (411 + 109 + 122 + 496 + 368)\text{kJ} = 770\text{kJ}$$

The Born-Haber cycle may also be used to calculate any one of the other quantities in the equation for lattice energy, provided that the remainder is known. For example, if the relevant enthalpy of sublimation  $\Delta H_s^\circ$ , ionization energy (IE), bond dissociation enthalpy (D), lattice energy  $\Delta H_{\text{lattice}}$ , and standard enthalpy of formation  $\Delta H_f^\circ$  are known, the Born-Haber cycle can be used to determine the electron affinity of an atom.

Lattice energies calculated for ionic compounds are typically much higher than bond dissociation energies measured for covalent bonds. Whereas lattice energies typically fall in the range of 600–4000 kJ/mol (some even higher), covalent bond dissociation

energies are typically between 150–400 kJ/mol for single bonds. Keep in mind, however, that these are not directly comparable values. For ionic compounds, lattice energies are associated with many interactions, as cations and anions pack together in an extended lattice. For covalent bonds, the bond dissociation energy is associated with the interaction of just two atoms.

### *Key Concepts and Summary*

The strength of a covalent bond is measured by its bond dissociation energy, that is, the amount of energy required to break that particular bond in a mole of molecules. Multiple bonds are stronger than single bonds between the same atoms. The enthalpy of a reaction can be estimated based on the energy input required to break bonds and the energy released when new bonds are formed. For ionic bonds, the lattice energy is the energy required to separate one mole of a compound into its gas phase ions. Lattice energy increases for ions with higher charges and shorter distances between ions. Lattice energies are often calculated using the Born-Haber cycle, a thermochemical cycle including all of the energetic steps involved in converting elements into an ionic compound.

### *Key Equations*

- Bond energy for a diatomic molecule:  
$$XY(g) \rightarrow X(g) + Y(g) \quad D_{X-Y} = \Delta H^\circ$$
- Enthalpy change:  $\Delta H = \Sigma D_{\text{bonds broken}} - \Sigma D_{\text{bonds formed}}$

- Lattice energy for a solid MX:  

$$\text{MX} (s) \rightarrow \text{M}^{n+} (g) + \text{X}^{n-} (g) \Delta H_{\text{lattice}}$$
- Lattice energy for an ionic crystal:  

$$\Delta H_{\text{lattice}} = \frac{C (Z^+) (Z^-)}{R_o}$$

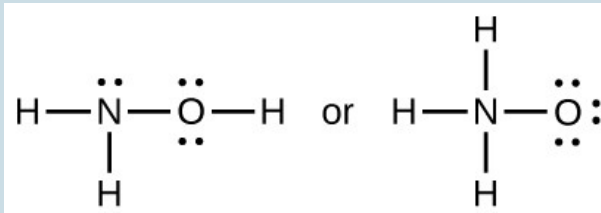
## Exercises

- Which bond in each of the following pairs of bonds is the strongest?
  - C-C or  $\text{C} = \text{C}$
  - C-N or  $\text{C} \equiv \text{N}$
  - $\text{C} \equiv \text{O}$  or  $\text{C} = \text{O}$
  - H-F or H-Cl
  - C-H or O-H
  - C-N or C-O
- Using the bond energies in Table 1, determine the approximate enthalpy change for each of the following reactions:
  - $\text{H}_2 (g) + \text{Br}_2 (g) \rightarrow 2\text{HBr} (g)$
  - $\text{CH}_4 (g) + \text{I}_2 (g) \rightarrow \text{CH}_3\text{I} (g) + \text{HI} (g)$
  - $\text{C}_2\text{H}_4 (g) + 3\text{O}_2 (g) \rightarrow 2\text{CO}_2 (g) + 2\text{H}_2\text{O} (g)$
- Using the bond energies in Table 1, determine the approximate enthalpy change for each of the following reactions:



- a.  $\text{Cl}_2(g) + 3\text{F}_2(g) \rightarrow 2\text{ClF}_3(g)$
- b.  $\text{H}_2\text{C}=\text{CH}_2(g) + \text{H}_2(g) \rightarrow \text{H}_3\text{CCH}_3(g)$
- c.  $2\text{C}_2\text{H}_6(g) + 7\text{O}_2(g) \rightarrow 4\text{CO}_2(g) + 6\text{H}_2\text{O}(g)$

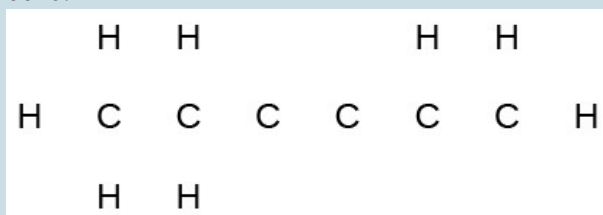
4. When a molecule can form two different structures, the structure with the stronger bonds is usually the more stable form. Use bond energies to predict the correct structure of the hydroxylamine molecule:



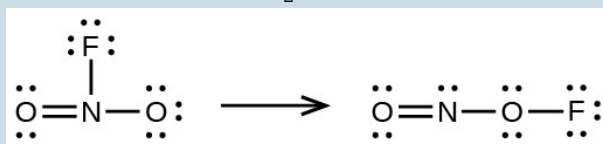
5. How does the bond energy of  $\text{HCl}(g)$  differ from the standard enthalpy of formation of  $\text{HCl}(g)$ ?
6. Using the standard enthalpy of formation data in [Standard Thermodynamic Properties for Selected Substances](#), show how can the standard enthalpy of formation of  $\text{HCl}(g)$  can be used to determine the bond energy.
7. Using the standard enthalpy of formation data in [Standard Thermodynamic Properties for Selected Substances](#), calculate the bond energy of the carbon-sulfur double bond in  $\text{CS}_2$ .
8. Using the standard enthalpy of formation data in [Standard Thermodynamic Properties for Selected Substances](#), determine which bond is stronger: the S-F bond in  $\text{SF}_4(g)$  or in  $\text{SF}_6(g)$ ?
9. Using the standard enthalpy of formation data in [Standard Thermodynamic Properties for Selected](#)

Substances, determine which bond is stronger: the P–Cl bond in  $\text{PCl}_3(g)$  or in  $\text{PCl}_5(g)$ ?

10. Complete the following Lewis structure by adding bonds (not atoms), and then indicate the longest bond:



11. Use the bond energy to calculate an approximate value of  $\Delta H$  for the following reaction. Which is the more stable form of  $\text{FNO}_2$ ?



12. Use principles of atomic structure to answer each of the following:<sup>1</sup>
- The radius of the Ca atom is 197 pm; the radius of the  $\text{Ca}^{2+}$  ion is 99 pm. Account for the difference.
  - The lattice energy of  $\text{CaO}(s)$  is  $-3460 \text{ kJ/mol}$ ; the lattice energy of  $\text{K}_2\text{O}$  is  $-2240 \text{ kJ/mol}$ . Account for the difference.
  - Given these ionization values, explain the difference between Ca and K with regard to their first and second ionization energies.

Element	First Ionization Energy (kJ/mol)	Second Ionization Energy (kJ/mol)
K	419	3050
Ca	590	1140

- d. The first ionization energy of Mg is 738 kJ/mol and that of Al is 578 kJ/mol. Account for this difference.
13. The lattice energy of LiF is 1023 kJ/mol, and the Li–F distance is 200.8 pm. NaF crystallizes in the same structure as LiF but with a Na–F distance of 231 pm. Which of the following values most closely approximates the lattice energy of NaF: 510, 890, 1023, 1175, or 4090 kJ/mol? Explain your choice.
14. For which of the following substances is the least energy required to convert one mole of the solid into separate ions?
- MgO
  - SrO
  - KF
  - CsF
  - MgF<sub>2</sub>
15. The reaction of a metal, M, with a halogen, X<sub>2</sub>, proceeds by an exothermic reaction as indicated by this equation:  $M(s) + X_2(g) \rightarrow MX_2(s)$ . For each of the following, indicate which option will make the reaction more exothermic. Explain your answers.

- a. a large radius vs. a small radius for  $M^{+2}$
  - b. a high ionization energy vs. a low ionization energy for M
  - c. an increasing bond energy for the halogen
  - d. a decreasing electron affinity for the halogen
  - e. an increasing size of the anion formed by the halogen
16. The lattice energy of LiF is 1023 kJ/mol, and the Li–F distance is 201 pm. MgO crystallizes in the same structure as LiF but with a Mg–O distance of 205 pm. Which of the following values most closely approximates the lattice energy of MgO: 256 kJ/mol, 512 kJ/mol, 1023 kJ/mol, 2046 kJ/mol, or 4090 kJ/mol? Explain your choice.
17. Which compound in each of the following pairs has the larger lattice energy? Note:  $Mg^{2+}$  and  $Li^{+}$  have similar radii;  $O^{2-}$  and  $F^{-}$  have similar radii. Explain your choices.
- a. MgO or MgSe
  - b. LiF or MgO
  - c.  $Li_2O$  or LiCl
  - d.  $Li_2Se$  or MgO
18. Which compound in each of the following pairs has the larger lattice energy? Note:  $Ba^{2+}$  and  $K^{+}$  have similar radii;  $S^{2-}$  and  $Cl^{-}$  have similar radii. Explain your choices.
- a.  $K_2O$  or  $Na_2O$
  - b.  $K_2S$  or BaS
  - c. KCl or BaS

- d. BaS or BaCl<sub>2</sub>
19. Which of the following compounds requires the most energy to convert one mole of the solid into separate ions?
- a. MgO
  - b. SrO
  - c. KF
  - d. CsF
  - e. MgF<sub>2</sub>
20. Which of the following compounds requires the most energy to convert one mole of the solid into separate ions?
- a. K<sub>2</sub>S
  - b. K<sub>2</sub>O
  - c. CaS
  - d. Cs<sub>2</sub>S
  - e. CaO
21. The lattice energy of KF is 794 kJ/mol, and the interionic distance is 269 pm. The Na–F distance in NaF, which has the same structure as KF, is 231 pm. Which of the following values is the closest approximation of the lattice energy of NaF: 682 kJ/mol, 794 kJ/mol, 924 kJ/mol, 1588 kJ/mol, or 3175 kJ/mol? Explain your answer.

#### Selected Answers

1. In general, a multiple bond between the same two elements is stronger than a single bond. The greater the electronegativity difference between two similar elements, the greater the bond energy

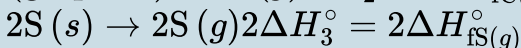
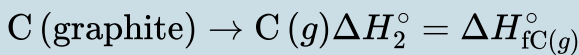
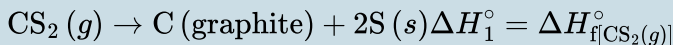
- a.  $\text{C} = \text{C}$
- b.  $\text{C} \equiv \text{N}$
- c.  $\text{C} \equiv \text{O}$
- d.  $\text{H}-\text{F}$
- e.  $\text{O}-\text{H}$
- f.  $\text{C}-\text{O}$

3. The approximate enthalpy changes are as follows:

$$\begin{aligned}
 DH^\circ &= \Sigma D_{\text{bonds broken}} - \Sigma D_{\text{bonds formed}} \\
 \text{a.} \quad &= 2D_{\text{Cl-Cl}} + 3D_{\text{F-F}} - 6D_{\text{Cl-F}} \\
 &= -564\text{kJ} \\
 DH^\circ &= \Sigma D_{\text{bonds broken}} - \Sigma D_{\text{bonds formed}} \\
 \text{b.} \quad &= D_{\text{C-C}} + 4D_{\text{C-H}} + D_{\text{H-H}} - D_{\text{C-C}} - 6D_{\text{C-H}} \\
 &= 611 + 4(415) + 436 - 345 - 6(415) \\
 &= -128\text{kJ} \\
 DH^\circ &= \Sigma D_{\text{bonds broken}} - \Sigma D_{\text{bonds formed}} \\
 \text{c.} \quad &= 2D_{\text{C-C}} + 12D_{\text{C-H}} + 7D_{\text{O-O}} - 8D_{\text{C-O}} - 12D_{\text{O-H}} \\
 &= 2(345) + 12(415) + 7(496) - 8(741) - 12(464) \\
 &= -2354\text{kJ}
 \end{aligned}$$

5. The bond energy involves breaking HCl into H and Cl atoms. The enthalpy of formation involves making HCl from  $\text{H}_2$  and  $\text{Cl}_2$  molecules.

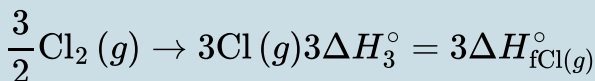
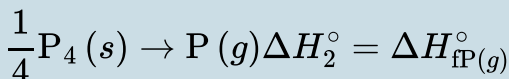
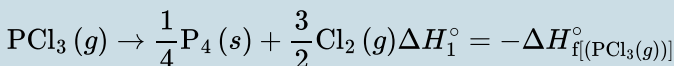
7. This problem can be solved as follows:



$$\begin{aligned}
 D_{\text{CS}_2} &= \Delta H^\circ = -\Delta H_{\text{f}[(\text{CS}_2(g))]}^\circ + \Delta H_{\text{fC}(g)}^\circ + 2\Delta H_{\text{fS}(g)}^\circ \\
 &= -116.9 + 716.681 + 2(278.81) \\
 &= 1157.4 \text{ kJmol}^{-1}
 \end{aligned}$$

$$D_{\text{C}=\text{S}} = \frac{1157.4}{2} = 578.7 \text{ kJmol}^{-1} \text{ of C}=\text{S} \text{ bonds}$$

9. This problem can be solved as follows:



$$\begin{aligned}
 D_{\text{PCl}_3} &= \Delta H^\circ = -\Delta H_{\text{f}[(\text{PCl}_3(g))]}^\circ + \Delta H_{\text{fP}(g)}^\circ + 3\Delta H_{\text{fCl}(g)}^\circ \\
 &= 287.0 + 314.64 + 3(121.3) = 965.54 \text{ kJ mol}^{-1}
 \end{aligned}$$

$$D_{\text{PCl}_3} = \frac{965.54 \text{ kJ}}{3} = 321.8 \text{ kJ per mol}^{-1} \text{ of bonds}$$

Proceeding in the same manners,

$$-\Delta H_{\text{f}[\text{PCl}_5(g)]}^\circ = 374.9 \text{ kJmol}^{-1}. \text{ The P}(g) \text{ and the}$$

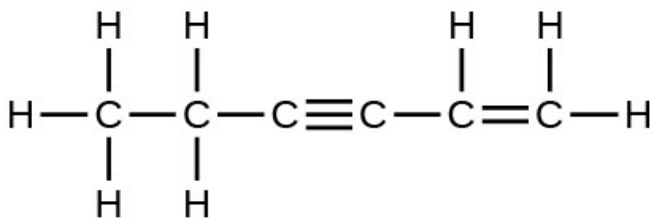
5Cl(g) contribute 921.14 kJ; then

$$\text{DF}_{\text{PCl}_5} = 1296.04 \text{ kJ and}$$

$$D_{\text{P-Cl}} = \frac{1296.04 \text{ kJ/mol}}{5} = 259.2 \text{ kJ/mol}$$

of bonds. The P-Cl bond in PCl<sub>3</sub> is stronger.

10. The C-C single bonds are longest.



11. the left hand arrangement:  $\text{O} = \text{N}$  not listed, N-F 270, N-O 200; the right hand arrangement:  $\text{O} = \text{N}$  not listed, N-O 200, O-F 185; the bond energy of  $\text{O} = \text{N}$  does not matter because it must be the same in both cases, the form on the right has a bond energy of X +470; that on the left, X +385; the form on the left is more stable.

12. The answers are as follows:

- When two electrons are removed from the valence shell, the Ca radius loses the outermost energy level and reverts to the lower  $n = 3$  level, which is much smaller in radius.
- The +2 charge on calcium pulls the oxygen much closer compared with K, thereby increasing the lattice energy relative to a less charged ion.
- Removal of the 4s electron in Ca requires more energy than removal of the 4s electron in K, because of the stronger attraction of the nucleus and the extra energy required to break the pairing of the electrons. The second ionization energy for K requires that an electron be removed from a lower energy level, where the attraction is much stronger from the nucleus for the electron. In addition, energy is required to unpair two electrons in a full orbital. For Ca, the second ionization potential requires



removing only a lone electron in the exposed outer energy level.

- d. In Al, the removed electron is relatively unprotected and unpaired in a  $p$  orbital. The higher energy for Mg mainly reflects the unpairing of the 2s electron.

13. The lattice energy is given by

$$U = C \left( \frac{Z^+ Z^-}{R_o} \right), \text{ where } R_o \text{ is the interatomic}$$

distance. The charges are the same in both LiF and NaF. The major difference is expected to be the interatomic distance 2.008 Å versus 2.31 Å. From the data for LiF, with  $Z^+ Z^- = -1$ ,

$$C = \frac{UR_o}{Z^+ Z^-} = \frac{1023 \times 2.008}{-1} = -2054 \text{ kJ Amol}^{-1}$$

.

Then,

$$U_{\text{NaF}} = \frac{-2054 \text{ kJ Amol}^{-1} (-1)}{2.31 \text{ Å}} = 889 \text{ kJ mol}^{-1} \text{ or } 890 \text{ kJ mol}^{-1}$$

.

14. The lattice energy,  $U$ , is the energy required to convert the solid into separate ions.  $U$  may be calculated from the Born-Haber cycle.

The values in kJ/mol are approximately (a) 3791; (b) 3223; (c) 821; (d) 740; and (e) 2957.

The answer is (d), which requires about 740 kJ/mol.

15. In each case, think about how it would affect the Born-Haber cycle. Recall that the more negative the overall value, the more exothermic the reaction is.

- a. The smaller the radius of the cation, the shorter the

interionic distance and the greater the lattice energy would be. Since the lattice energy is negative in the Born-Haber cycle, this would lead to a more exothermic reaction.

- b. A lower ionization energy is a lower positive energy in the Born-Haber cycle. This would make the reaction more exothermic, as a smaller positive value is “more exothermic.”
- c. As in part (b), the bond energy is a positive energy. The lower it is, the more exothermic the reaction will be.
- d. A higher electron affinity is more negative. In the Born-Haber cycle, the more negative the electron affinity, the more exothermic the overall reaction.
- e. The smaller the radius of the anion, the shorter the interionic distance and the greater the lattice energy would be. Since the lattice energy is negative in the Born-Haber cycle, this would lead to a more exothermic reaction.

16. 4008 kJ/mol; both ions in MgO have twice the charge of the ions in LiF; the bond length is very similar and both have the same structure; a quadrupling of the energy is expected based on the equation for lattice energy

17. The compounds with the larger lattice energy are

- a. MgO; selenium has larger radius than oxygen and, therefore, a larger interionic distance and thus, a larger smaller lattice energy than MgO
- b. MgO; the higher charges on Mg and O, given the similar radii of the ions, leads to a larger lattice energy

- c.  $\text{Li}_2\text{O}$ ; the higher charge on  $\text{O}^{2-}$  leads to a larger energy; additionally,  $\text{Cl}^-$  is larger than  $\text{O}^{2-}$ ; this leads to a larger interionic distance in  $\text{LiCl}$  and a lower lattice energy
- d.  $\text{MgO}$ ; the higher charge on  $\text{Mg}$  leads to a larger lattice energy

18. The compounds with the larger lattice energy are

- a.  $\text{Na}_2\text{O}$ ;  $\text{Na}^+$  has a smaller radius than  $\text{K}^+$
- b.  $\text{BaS}$ ;  $\text{Ba}$  has a larger charge than  $\text{K}$
- c.  $\text{BaS}$ ;  $\text{Ba}$  and  $\text{S}$  have larger charges
- d.  $\text{BaS}$ ;  $\text{S}$  has a larger charge

19.  $\text{MgO}$

20.  $\text{CaO}$

21.  $924 \text{ kJ/mol}$

## Glossary

**bond energy:** (also, bond dissociation energy) energy required to break a covalent bond in a gaseous substance

**Born-Haber cycle:** thermochemical cycle relating the various energetic steps involved in the formation of an ionic solid from the relevant elements

**lattice energy ( $\Delta H_{\text{lattice}}$ ):** energy required to separate one mole of an ionic solid into its component gaseous ions

## 83. Molecular Structure and Polarity

### *Learning Objectives*

By the end of this section, you will be able to:

- Predict the structures of small molecules using valence shell electron pair repulsion (VSEPR) theory
- Explain the concepts of polar covalent bonds and molecular polarity
- Assess the polarity of a molecule based on its bonding and structure

Thus far, we have used two-dimensional Lewis structures to represent molecules. However, molecular structure is actually three-dimensional, and it is important to be able to describe molecular bonds in terms of their distances, angles, and relative arrangements in space (Figure 1). A **bond angle** is the angle between any two bonds that include a common atom, usually measured in degrees. A **bond distance** (or bond length) is the distance between the nuclei of two bonded atoms along the straight line joining the nuclei. Bond distances are measured in Ångstroms ( $1 \text{ Å} = 10^{-10} \text{ m}$ ) or picometers ( $1 \text{ pm} = 10^{-12} \text{ m}$ ,  $100 \text{ pm} = 1 \text{ Å}$ ).

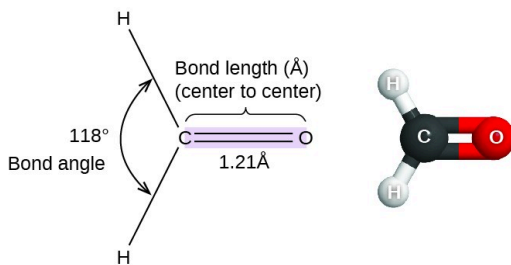


Figure 1. Bond distances (lengths) and angles are shown for the formaldehyde molecule, H<sub>2</sub>CO.

## VSEPR Theory

**Valence shell electron-pair repulsion theory (VSEPR theory)** enables us to predict the molecular structure, including approximate bond angles around a central atom, of a molecule from an examination of the number of bonds and lone electron pairs in its Lewis structure. The VSEPR model assumes that electron pairs in the valence shell of a central atom will adopt an arrangement that minimizes repulsions between these electron pairs by maximizing the distance between them. The electrons in the valence shell of a central atom form either bonding pairs of electrons, located primarily between bonded atoms, or lone pairs. The electrostatic repulsion of these electrons is reduced when the various regions of high electron density assume positions as far from each other as possible.

VSEPR theory predicts the arrangement of electron pairs around each central atom and, usually, the correct arrangement of atoms in a molecule. We should understand, however, that the theory only considers electron-pair repulsions. Other interactions, such as nuclear-nuclear repulsions and nuclear-electron attractions, are also involved in the final arrangement that atoms adopt in a particular molecular structure.

As a simple example of VSEPR theory, let us predict the structure of a gaseous  $\text{BeF}_2$  molecule. The Lewis structure of  $\text{BeF}_2$  (Figure 2) shows only two electron pairs around the central beryllium atom. With

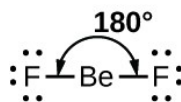


Figure 2. The  $\text{BeF}_2$  molecule adopts a linear structure in which the two bonds are as far apart as possible, on opposite sides of the Be atom.

two bonds and no lone pairs of electrons on the central atom, the bonds are as far apart as possible, and the electrostatic repulsion between these regions of high electron density is reduced to a minimum when they are on opposite sides of the central atom. The bond angle is  $180^\circ$  (Figure 2). Figure 3 illustrates this and other electron-pair geometries that minimize the repulsions among regions of high electron density (bonds and/or lone pairs). Two regions of electron density around a central atom in a molecule form a linear geometry; three regions form a trigonal planar geometry; four regions form a tetrahedral geometry; five regions form a trigonal bipyramidal geometry; and six regions form an octahedral geometry.

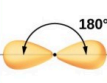
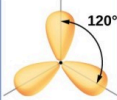
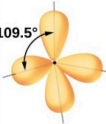
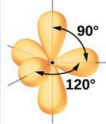
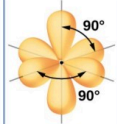




Number of regions	Two regions of high electron density (bonds and/or unshared pairs)	Three regions of high electron density (bonds and/or unshared pairs)	Four regions of high electron density (bonds and/or unshared pairs)	Five regions of high electron density (bonds and/or unshared pairs)	Six regions of high electron density (bonds and/or unshared pairs)
Spatial arrangement					
Line-dash-wedge notation	$\text{H}-\text{Be}-\text{H}$				
Electron pair geometry	Linear; $180^\circ$ angle	Trigonal planar; all angles $120^\circ$	Tetrahedral; all angles $109.5^\circ$	Trigonal bipyramidal; angles of $90^\circ$ or $120^\circ$ An attached atom may be equatorial (in the plane of the triangle) or axial (above or below the plane of the triangle).	Octahedral; all angles $90^\circ$ or $180^\circ$

Figure 3. The basic electron-pair geometries predicted by VSEPR theory maximize the space around any region of electron density (bonds or lone pairs).

## Electron-Pair Geometry versus Molecular Structure

It is important to note that electron-pair geometry around a central atom is *not* the same thing as its molecular structure. The electron-pair geometries shown in Figure 3 describe all regions where electrons are located, bonds as well as lone pairs. Molecular structure describes the location of the *atoms*, not the electrons.

We differentiate between these two situations by naming the geometry that includes *all* electron pairs the **electron-pair geometry**. The structure that includes only the placement of the atoms in the molecule is called the **molecular structure**. The electron-pair geometries will be the same as the molecular structures when there are no lone electron pairs around the central atom, but they will be different when there are lone pairs present on the central atom.

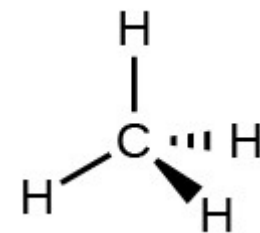


Figure 4. The molecular structure of the methane molecule,  $\text{CH}_4$ , is shown with a tetrahedral arrangement of the hydrogen atoms.

VSEPR structures like the one in Figure 4 are often drawn using the wedge and dash notation, in which solid lines represent bonds in the plane of the page, solid wedges represent bonds coming up out of the plane, and dashed lines represent bonds going down into the plane. For example, the methane molecule,  $\text{CH}_4$ , which is the major component of natural gas, has four bonding pairs of electrons around the central carbon atom; the electron-pair geometry is tetrahedral, as is the molecular structure (Figure 4). On the other hand, the ammonia molecule,  $\text{NH}_3$ , also has four electron pairs associated with the nitrogen atom, and thus has a tetrahedral electron-pair geometry. One of these regions, however, is a lone pair, which is not included in the molecular structure, and this lone pair influences the shape of the molecule (Figure 5).



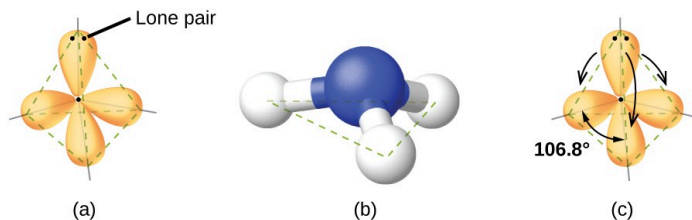


Figure 5. (a) The electron-pair geometry for the ammonia molecule is tetrahedral with one lone pair and three single bonds. (b) The trigonal pyramidal molecular structure is determined from the electron-pair geometry. (c) The actual bond angles deviate slightly from the idealized angles, because the lone pair takes up a larger region of space than do the single bonds, causing the HNH angle to be slightly smaller than 109.5°.

As seen in Figure 5, small distortions from the ideal angles in Figure 6 can result from differences in repulsion between various regions of electron density. VSEPR theory predicts these distortions by establishing an order of repulsions and an order of the amount of space occupied by different kinds of electron pairs. The order of electron-pair repulsions from greatest to least repulsion is:

lone pair-lone pair > lone pair-bonding pair > bonding pair-bonding pair

This order of repulsions determines the amount of space occupied by different regions of electrons. A lone pair of electrons occupies a larger region of space than the electrons in a triple bond; in turn, electrons in a triple bond occupy more space than those in a double bond, and so on. The order of sizes from largest to smallest is:

lone pair > triple bond > double bond > single bond

Consider formaldehyde, H<sub>2</sub>CO, which is used as a preservative for biological and anatomical specimens (Figure 1). This molecule has regions of high electron density that consist of two single bonds and one double bond. The basic geometry is trigonal planar with 120° bond angles, but we see that the double bond causes slightly larger angles (121°), and the angle between the single bonds is slightly smaller (118°).

In the ammonia molecule, the three hydrogen atoms attached to the central nitrogen are not arranged in a flat, trigonal planar molecular structure, but rather in a three-dimensional trigonal pyramid (Figure 5) with the nitrogen atom at the apex and the three hydrogen atoms forming the base. The ideal bond angles in a trigonal pyramid are based on the tetrahedral electron pair geometry. Again, there are slight deviations from the ideal because lone pairs occupy larger regions of space than do bonding electrons. The H-N-H bond angles in  $\text{NH}_3$  are slightly smaller than the  $109.5^\circ$  angle in a regular tetrahedron (Figure 3) because the lone pair-bonding pair repulsion is greater than the bonding pair-bonding pair repulsion (Figure 5). Figure 6 illustrates the ideal molecular structures, which are predicted based on the electron-pair geometries for various combinations of lone pairs and bonding pairs.







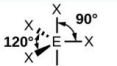
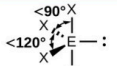
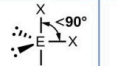
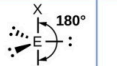

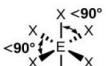



Number of electron pairs	Electron pair geometries: 0 lone pair	1 lone pair	2 lone pairs	3 lone pairs	4 lone pairs
2	 Linear				
3	 Trigonal planar	 Bent or angular			
4	 Tetrahedral	 Trigonal pyramid	 Bent or angular		
5	 Trigonal bipyramid	 Sawhorse or seesaw	 T-shape	 Linear	
6	 Octahedral	 Square pyramid	 Square planar	 T-shape	 Linear

Figure 6. The molecular structures are identical to the electron-pair geometries when there are no lone pairs present (first column). For a particular number of electron pairs (row), the molecular structures for one or more lone pairs are determined based on modifications of the corresponding electron-pair geometry.

According to VSEPR theory, the terminal atom locations (Xs in Figure 6) are equivalent within the linear, trigonal planar, and tetrahedral electron-pair geometries (the first three rows of the table). It does not matter which X is replaced with a lone pair, because the molecules can be rotated to convert positions. For trigonal bipyramidal electron-pair geometries, however, there are two distinct X positions, as shown in Figure 7: an axial position (if we hold a model of a trigonal bipyramid by the two axial positions, we have an axis around which we can rotate the model) and an equatorial position (three positions form an equator around the middle of the molecule). As shown in Figure 6, the axial position is

surrounded by bond angles of  $90^\circ$ , whereas the equatorial position has more space available because of the  $120^\circ$  bond angles. In a trigonal bipyramidal electron-pair geometry, lone pairs always occupy equatorial positions because these more spacious positions can more easily accommodate the larger lone pairs.

Theoretically, we can come up with three possible arrangements for the three bonds and two lone pairs for the  $\text{ClF}_3$  molecule (Figure 7). The stable structure is the one that puts the lone pairs in equatorial locations, giving a T-shaped molecular structure.

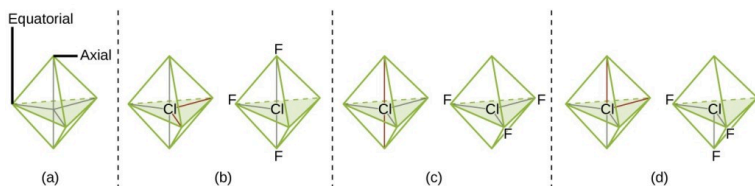


Figure 7. (a) In a trigonal bipyramid, the two axial positions are located directly across from one another, whereas the three equatorial positions are located in a triangular arrangement. (b–d) The two lone pairs (red lines) in  $\text{ClF}_3$  have several possible arrangements, but the T-shaped molecular structure (b) is the one actually observed, consistent with the larger lone pairs both occupying equatorial positions.

When a central atom has two lone electron pairs and four bonding regions, we have an octahedral electron-pair geometry. The two lone pairs are on opposite sides of the octahedron ( $180^\circ$  apart), giving a square planar molecular structure that minimizes lone pair-lone pair repulsions (Figure 6).

## Predicting Electron Pair Geometry and Molecular Structure

The following procedure uses VSEPR theory to determine the electron pair geometries and the molecular structures:

1. Write the Lewis structure of the molecule or polyatomic ion.
2. Count the number of regions of electron density (lone pairs and bonds) around the central atom. A single, double, or triple bond counts as one region of electron density.
3. Identify the electron-pair geometry based on the number of regions of electron density: linear, trigonal planar, tetrahedral, trigonal bipyramidal, or octahedral (Figure 6, first column).
4. Use the number of lone pairs to determine the molecular structure (Figure 6). If more than one arrangement of lone pairs and chemical bonds is possible, choose the one that will minimize repulsions, remembering that lone pairs occupy more space than multiple bonds, which occupy more space than single bonds. In trigonal bipyramidal arrangements, repulsion is minimized when every lone pair is in an equatorial position. In an octahedral arrangement with two lone pairs, repulsion is minimized when the lone pairs are on opposite sides of the central atom.

The following examples illustrate the use of VSEPR theory to predict the molecular structure of molecules or ions that have no lone pairs of electrons. In this case, the molecular structure is identical to the electron pair geometry.

### *Example 1: Predicting Electron-pair Geometry and Molecular Structure: $\text{CO}_2$ and $\text{BCl}_3$*

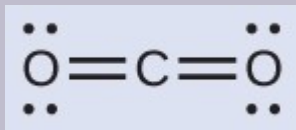
Predict the electron-pair geometry and molecular structure for each of the following:

1. carbon dioxide,  $\text{CO}_2$ , a molecule produced by the combustion of fossil fuels
2. boron trichloride,  $\text{BCl}_3$ , an important industrial

chemical

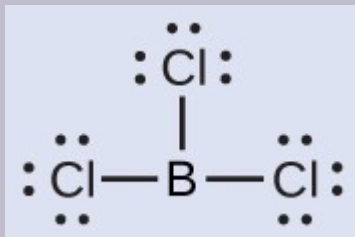
Show Answer

1. We write the Lewis structure of  $\text{CO}_2$  as:



This shows us two regions of high electron density around the carbon atom—each double bond counts as one region, and there are no lone pairs on the carbon atom. Using VSEPR theory, we predict that the two regions of electron density arrange themselves on opposite sides of the central atom with a bond angle of  $180^\circ$ . The electron-pair geometry and molecular structure are identical, and  $\text{CO}_2$  molecules are linear.

2. We write the Lewis structure of  $\text{BCl}_3$  as:



Thus we see that  $\text{BCl}_3$  contains three bonds, and there are no lone pairs of electrons on boron. The arrangement of three regions of high electron density gives a trigonal planar electron-pair geometry. The  $\text{B}-\text{Cl}$  bonds lie in a plane with  $120^\circ$  angles between them.  $\text{BCl}_3$  also has a trigonal planar molecular structure (Figure 8).

Figure 8 shows the electron-pair geometry and molecular

structure of  $\text{BCl}_3$  are both trigonal planar. Note that the VSEPR geometry indicates the correct bond angles ( $120^\circ$ ), unlike the Lewis structure shown above.

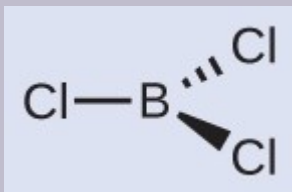


Figure 8.

### *Check Your Learning*

Carbonate,  $\text{CO}_3^{2-}$ , is a common polyatomic ion found in various materials from eggshells to antacids. What are the electron-pair geometry and molecular structure of this polyatomic ion?

Show Answer

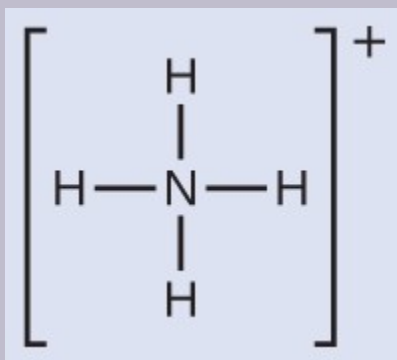
The electron-pair geometry is trigonal planar and the molecular structure is trigonal planar. Due to resonance, all three C-O bonds are identical. Whether they are single, double, or an average of the two, each bond counts as one region of electron density.

## *Example 2: Predicting Electron-pair Geometry and Molecular Structure: Ammonium*

Two of the top 50 chemicals produced in the United States, ammonium nitrate and ammonium sulfate, both used as fertilizers, contain the ammonium ion. Predict the electron-pair geometry and molecular structure of the  $\text{NH}_4^+$  cation.

Show Answer

We write the Lewis structure of  $\text{NH}_4^+$  as:



We can see that  $\text{NH}_4^+$  contains four bonds from the nitrogen atom to hydrogen atoms and no lone pairs. We expect the four regions of high electron density to arrange themselves so that they point to the corners of a tetrahedron with the central nitrogen atom in the middle (Figure 6). Therefore, the electron pair geometry of  $\text{NH}_4^+$



is tetrahedral, and the molecular structure is also tetrahedral (Figure 9).

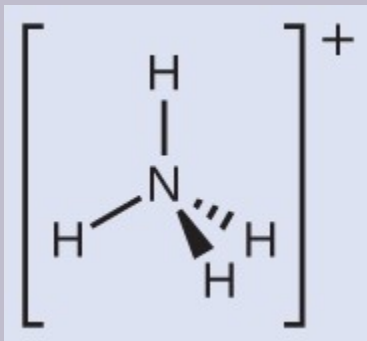


Figure 9. The ammonium ion displays a tetrahedral electron-pair geometry as well as a tetrahedral molecular structure.

### *Check Your Learning*

Identify a molecule with trigonal bipyramidal molecular structure.

Show Answer

Any molecule with five electron pairs around the central atoms including no lone pairs will be trigonal bipyramidal.  $\text{PF}_5$  is a common example.

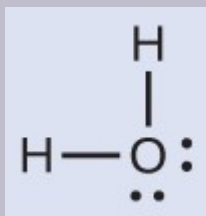
The next several examples illustrate the effect of lone pairs of electrons on molecular structure.

### *Example 3: Predicting Electron-pair Geometry and Molecular Structure: Lone Pairs on the Central Atom*

Predict the electron-pair geometry and molecular structure of a water molecule.

Show Answer

The Lewis structure of  $\text{H}_2\text{O}$  indicates that there are four regions of high electron density around the oxygen atom: two lone pairs and two chemical bonds:



We predict that these four regions are arranged in a tetrahedral fashion (Figure 10), as indicated in Figure 6. Thus, the electron-pair geometry is tetrahedral and the molecular structure is bent with an angle slightly less than  $109.5^\circ$ . In fact, the bond angle is  $104.5^\circ$ .

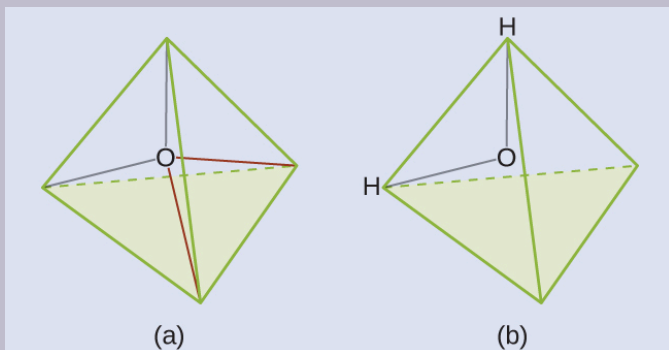


Figure 10. (a)  $\text{H}_2\text{O}$  has four regions of electron density around the central atom, so it has a tetrahedral electron-pair geometry. (b) Two of the electron regions are lone pairs, so the molecular structure is bent.

### Check Your Learning

The hydronium ion,  $\text{H}_3\text{O}^+$ , forms when acids are dissolved in water. Predict the electron-pair geometry and molecular structure of this cation.

Show Answer

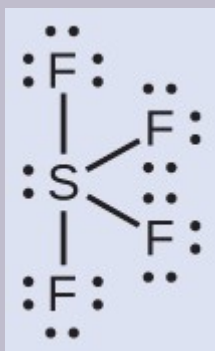
electron pair geometry: tetrahedral; molecular structure: trigonal pyramidal

### *Example 4: Predicting Electron-pair Geometry and Molecular Structure: SF<sub>4</sub>*

Sulfur tetrafluoride, SF<sub>4</sub>, is extremely valuable for the preparation of fluorine-containing compounds used as herbicides (i.e., SF<sub>4</sub> is used as a fluorinating agent). Predict the electron-pair geometry and molecular structure of a SF<sub>4</sub> molecule.

Show Answer

The Lewis structure of SF<sub>4</sub> indicates five regions of electron density around the sulfur atom: one lone pair and four bonding pairs:



We expect these five regions to adopt a trigonal bipyramidal electron-pair geometry. To minimize lone pair repulsions, the lone pair occupies one of the equatorial positions. The molecular structure (Figure 11) is that of a seesaw (Figure 6).

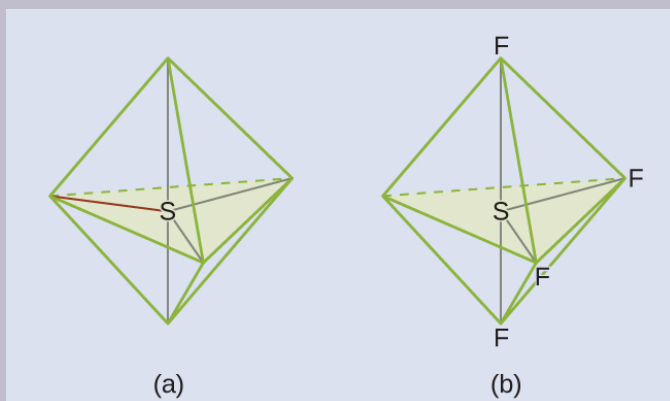


Figure 11. (a)  $\text{SF}_4$  has a trigonal bipyramidal arrangement of the five regions of electron density. (b) One of the regions is a lone pair, which results in a seesaw-shaped molecular structure.

### Check Your Learning

Predict the electron pair geometry and molecular structure for molecules of  $\text{XeF}_2$ .

Show Answer

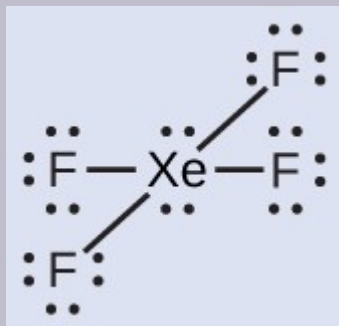
The electron-pair geometry is trigonal bipyramidal. The molecular structure is linear.

### *Example 5: Predicting Electron-pair Geometry and Molecular Structure: $\text{XeF}_4$*

Of all the noble gases, xenon is the most reactive, frequently reacting with elements such as oxygen and fluorine. Predict the electron-pair geometry and molecular structure of the  $\text{XeF}_4$  molecule.

Show Answer

The Lewis structure of  $\text{XeF}_4$  indicates six regions of high electron density around the xenon atom: two lone pairs and four bonds:



These six regions adopt an octahedral arrangement (Figure 6), which is the electron-pair geometry. To minimize repulsions, the lone pairs should be on opposite sides of the central atom (Figure 12). The five atoms are all in the same plane and have a square planar molecular structure.

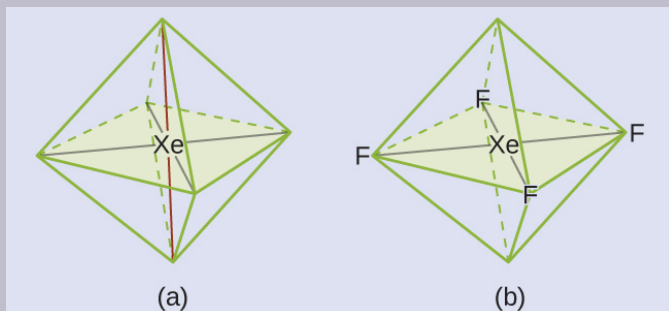


Figure 12. (a) XeF<sub>4</sub> adopts an octahedral arrangement with two lone pairs (red lines) and four bonds in the electron-pair geometry. (b) The molecular structure is square planar with the lone pairs directly across from one another.

### Check Your Learning

In a certain molecule, the central atom has three lone pairs and two bonds. What will the electron pair geometry and molecular structure be?

Show Answer

electron pair geometry: trigonal bipyramidal; molecular structure: linear

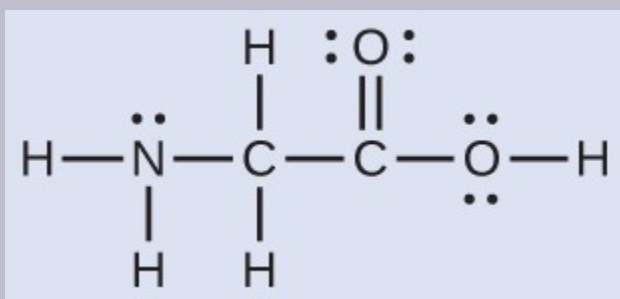
## Molecular Structure for Multicenter Molecules

When a molecule or polyatomic ion has only one central atom, the molecular structure completely describes the shape of the molecule. Larger molecules do not have a single central atom, but are connected by a chain of interior atoms that each possess a

“local” geometry. The way these local structures are oriented with respect to each other also influences the molecular shape, but such considerations are largely beyond the scope of this introductory discussion. For our purposes, we will only focus on determining the local structures.

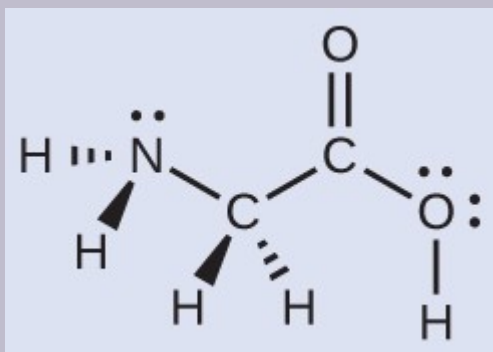
### *Example 6: Predicting Structure in Multicenter Molecules*

The Lewis structure for the simplest amino acid, glycine,  $\text{H}_2\text{NCH}_2\text{CO}_2\text{H}$ , is shown below. Predict the local geometry for the nitrogen atom, the two carbon atoms, and the oxygen atom with a hydrogen atom attached:



Show Answer





Consider each central atom independently. The electron-pair geometries:

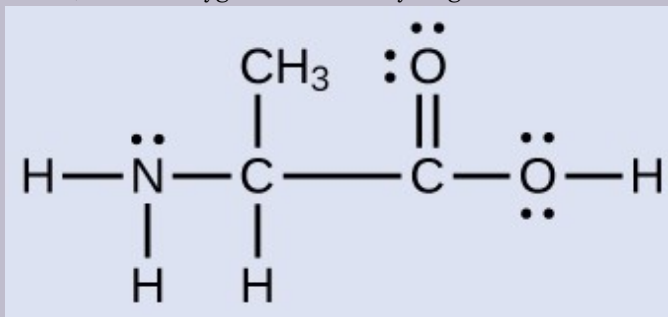
- nitrogen—four regions of electron density; tetrahedral
- carbon ( $\text{CH}_2$ )—four regions of electron density; tetrahedral
- carbon ( $\text{CO}_2$ )—three regions of electron density; trigonal planar
- oxygen ( $\text{OH}$ )—four regions of electron density; tetrahedral

The local structures:

- nitrogen—three bonds, one lone pair; trigonal pyramidal
- carbon ( $\text{CH}_2$ )—four bonds, no lone pairs; tetrahedral
- carbon ( $\text{CO}_2$ )—three bonds (double bond counts as one bond), no lone pairs; trigonal planar
- oxygen ( $\text{OH}$ )—two bonds, two lone pairs; bent ( $109^\circ$ )

### Check Your Learning

Another amino acid is alanine, which has the Lewis structure shown below. Predict the electron-pair geometry and local structure of the nitrogen atom, the three carbon atoms, and the oxygen atom with hydrogen attached:



Show Answer

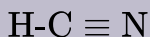
electron-pair geometries: nitrogen--tetrahedral; carbon (CH)--tetrahedral; carbon (CH<sub>3</sub>)--tetrahedral; carbon (CO<sub>2</sub>)--trigonal planar; oxygen (OH)--tetrahedral; local structures: nitrogen--trigonal pyramidal; carbon (CH)--tetrahedral; carbon (CH<sub>3</sub>)--tetrahedral; carbon (CO<sub>2</sub>)--trigonal planar; oxygen (OH)--bent (109°)

The [molecular shape simulator from PhET](#) lets you build various molecules and practice naming their electron-pair geometries and molecular structures.

### Example 7: Molecular Simulation

Using [molecular shape simulator](#) allows us to control whether bond angles and/or lone pairs are displayed by checking or unchecking the boxes under “Options” on the right. We can also use the “Name” checkboxes at bottom-left to display or hide the electron pair geometry (called “electron geometry” in the simulator) and/or molecular structure (called “molecular shape” in the simulator).

Build the molecule HCN in the simulator based on the following Lewis structure:



Click on each bond type or lone pair at right to add that group to the central atom. Once you have the complete molecule, rotate it to examine the predicted molecular structure. What molecular structure is this?

Show Answer

The molecular structure is linear.

### Check Your Learning

Build a more complex molecule in the simulator. Identify the electron-group geometry, molecular structure, and bond angles. Then try to find a chemical formula that would match the structure you have drawn.

Show Answer

Answers will vary. For example, an atom with four single bonds, a double bond, and a lone pair has an octahedral

electron-group geometry and a square pyramidal molecular structure. XeOF<sub>4</sub> is a molecule that adopts this structure.

## Molecular Polarity and Dipole Moment

As discussed previously, polar covalent bonds connect two atoms with differing electronegativities, leaving one atom with a partial positive charge ( $\Delta^+$ ) and the other atom with a partial negative charge ( $\Delta^-$ ), as the electrons are pulled toward the more electronegative atom. This separation of charge gives rise to a bond dipole moment. The magnitude of a **bond dipole moment** is represented by the Greek letter mu ( $\mu$ ) and is given by the formula shown below, where Q is the magnitude of the partial charges (determined by the electronegativity difference) and r is the distance between the charges:

$$\mu = Qr$$

This bond moment can be represented as a **vector**, a quantity having both direction and magnitude (Figure 13). Dipole vectors are shown as arrows pointing along the bond from the less electronegative atom toward the more electronegative atom. A small plus sign is drawn on the less electronegative end to indicate the partially positive end of the bond. The length of the arrow is proportional to the magnitude of the electronegativity difference between the two atoms.

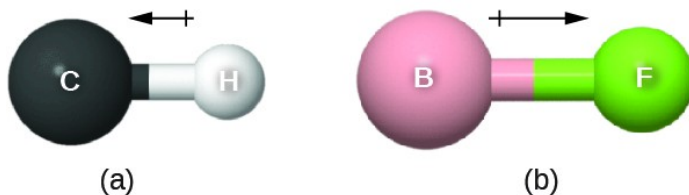


Figure 13. (a) There is a small difference in electronegativity between C and H, represented as a short vector. (b) The electronegativity difference between B and F is much larger, so the vector representing the bond moment is much longer.

A whole molecule may also have a separation of charge, depending on its molecular structure and the polarity of each of its bonds. If such a charge separation exists, the molecule is said to be a **polar molecule** (or dipole); otherwise the molecule is said to be nonpolar. The **dipole moment** measures the extent of net charge separation in the molecule as a whole. We determine the dipole moment by adding the bond moments in three-dimensional space, taking into account the molecular structure.

For diatomic molecules, there is only one bond, so its bond dipole moment determines the molecular polarity. Homonuclear diatomic molecules such as  $\text{Br}_2$  and  $\text{N}_2$  have no difference in electronegativity, so their dipole moment is zero. For heteronuclear molecules such as  $\text{CO}$ , there is a small dipole moment. For  $\text{HF}$ , there is a larger dipole moment because there is a larger difference in electronegativity.

When a molecule contains more than one bond, the geometry must be taken into account. If the bonds in a molecule are arranged such that their bond moments cancel (vector sum equals zero), then the molecule is nonpolar. This is the situation in  $\text{CO}_2$  (Figure 14). Each of the bonds is polar, but the molecule as a whole is nonpolar. From the Lewis structure, and using VSEPR theory, we determine that the  $\text{CO}_2$  molecule is linear with polar  $\text{C}=\text{O}$  bonds on opposite sides of the carbon atom. The bond moments cancel because they are pointed in opposite directions. In the case of the

water molecule (Figure 14), the Lewis structure again shows that there are two bonds to a central atom, and the electronegativity difference again shows that each of these bonds has a nonzero bond moment. In this case, however, the molecular structure is bent because of the lone pairs on O, and the two bond moments do not cancel. Therefore, water does have a net dipole moment and is a polar molecule (dipole).

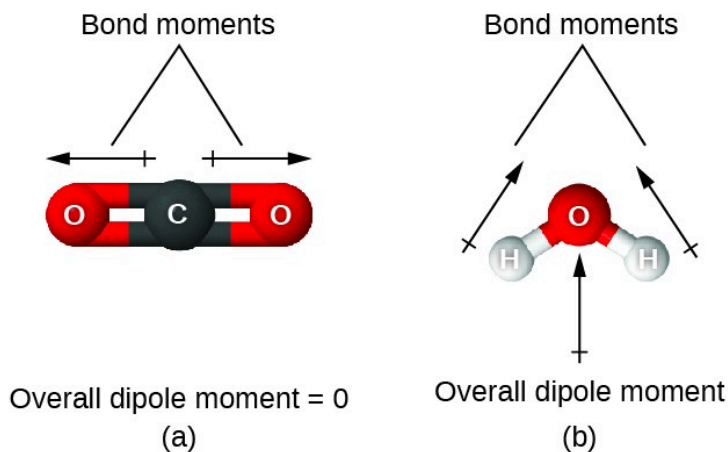
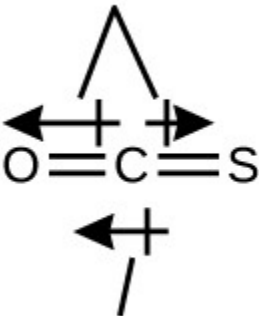


Figure 14. The overall dipole moment of a molecule depends on the individual bond dipole moments and how they are arranged. (a) Each CO bond has a bond dipole moment, but they point in opposite directions so that the net  $\text{CO}_2$  molecule is nonpolar. (b) In contrast, water is polar because the OH bond moments do not cancel out.

The OCS molecule has a structure similar to  $\text{CO}_2$ , but a sulfur atom has replaced one of the oxygen atoms. To determine if this molecule is polar, we draw the molecular structure. VSEPR theory predicts a linear molecule:



Although the C-O bond is polar, C and S have the same electronegativity values as shown in Figure 15, so there is no C-S dipole. Thus, the two bonds do not have of the same bond dipole moment, and the bond moments do not cancel. Because oxygen is more electronegative than sulfur, the oxygen end of the molecule is the negative end.

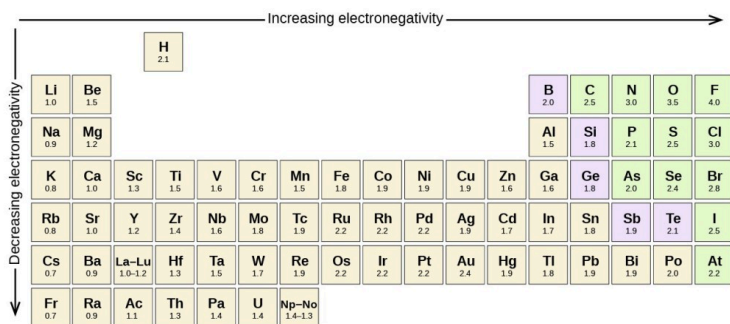
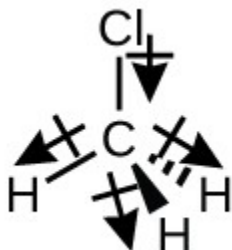
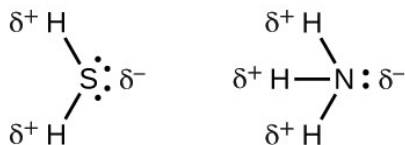


Figure 15. The electronegativity values derived by Pauling follow predictable periodic trends with the higher electronegativities toward the upper right of the periodic table.

Chloromethane,  $\text{CH}_3\text{Cl}$ , is another example of a polar molecule. Although the polar  $\text{C}-\text{Cl}$  and  $\text{C}-\text{H}$  bonds are arranged in a tetrahedral geometry, the  $\text{C}-\text{Cl}$  bonds have a larger bond moment than the  $\text{C}-\text{H}$  bond, and the bond moments do not completely cancel each other. All of the dipoles have a downward component in the orientation shown, since carbon is more electronegative than hydrogen and less electronegative than chlorine:



When we examine the highly symmetrical molecules  $\text{BF}_3$  (trigonal planar),  $\text{CH}_4$  (tetrahedral),  $\text{PF}_5$  (trigonal bipyramidal), and  $\text{SF}_6$  (octahedral), in which all the polar bonds are identical, the molecules are nonpolar. The bonds in these molecules are arranged such that their dipoles cancel. However, just because a molecule contains identical bonds does not mean that the dipoles will always cancel. Many molecules that have identical bonds and lone pairs on the central atoms have bond dipoles that do not cancel. Examples include  $\text{H}_2\text{S}$  and  $\text{NH}_3$ . A hydrogen atom is at the positive end and a nitrogen or sulfur atom is at the negative end of the polar bonds in these molecules:





To summarize, to be polar, a molecule must:

1. Contain at least one polar covalent bond.
2. Have a molecular structure such that the sum of the vectors of each bond dipole moment does not cancel.

## Properties of Polar Molecules

Polar molecules tend to align when placed in an electric field with the positive end of the molecule oriented toward the negative plate and the negative end toward the positive plate (Figure 16). We can use an electrically charged object to attract polar molecules, but nonpolar molecules are not attracted. Also, polar solvents are better at dissolving polar substances, and nonpolar solvents are better at dissolving nonpolar substances.

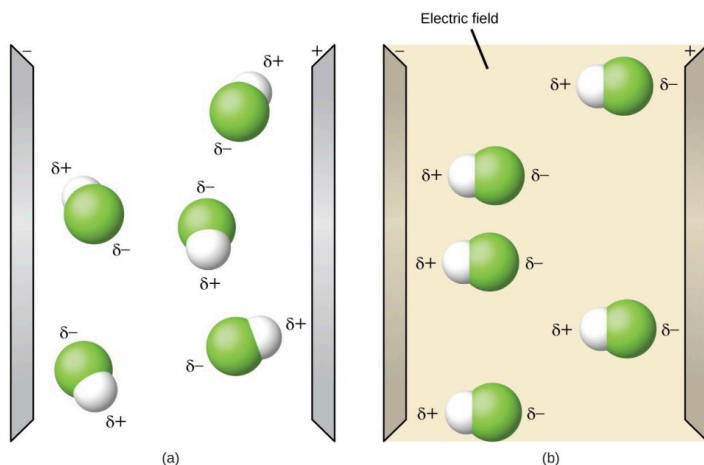


Figure 16. (a) Molecules are always randomly distributed in the liquid state in the absence of an electric field. (b) When an electric field is applied, polar molecules like HF will align to the dipoles with the field direction.

The [PhET molecule polarity simulation](#) provides many ways to explore dipole moments of bonds and molecules.

### *Example 8: Polarity Simulations*

Open the [PhET molecule polarity simulation](#) and select the “Three Atoms” tab at the top. This should display a molecule ABC with three electronegativity adjusters. You can display or hide the bond moments, molecular dipoles, and partial charges at the right. Turning on the Electric Field will show whether the molecule moves when exposed to a field, similar to Figure 15.

Use the electronegativity controls to determine how the molecular dipole will look for the starting bent molecule if:

1. A and C are very electronegative and B is in the middle of the range.
2. A is very electronegative, and B and C are not.

Show Answer

1. Molecular dipole moment points immediately between A and C.
2. Molecular dipole moment points along the A–B bond, toward A.

## *Check Your Learning*

Determine the partial charges that will give the largest possible bond dipoles.

Show Answer

The largest bond moments will occur with the largest partial charges. The two solutions above represent how unevenly the electrons are shared in the bond. The bond moments will be maximized when the electronegativity difference is greatest. The controls for A and C should be set to one extreme, and B should be set to the opposite extreme. Although the magnitude of the bond moment will not change based on whether B is the most electronegative or the least, the direction of the bond moment will.

## *Key Concepts and Summary*

VSEPR theory predicts the three-dimensional arrangement of atoms in a molecule. It states that valence electrons will assume an electron-pair geometry that minimizes repulsions between areas of high electron density (bonds and/or lone pairs). Molecular structure, which refers only to the placement of atoms in a molecule and not the electrons, is equivalent to electron-pair geometry only when there are no lone electron pairs around the central atom. A dipole moment measures a

separation of charge. For one bond, the bond dipole moment is determined by the difference in electronegativity between the two atoms. For a molecule, the overall dipole moment is determined by both the individual bond moments and how these dipoles are arranged in the molecular structure. Polar molecules (those with an appreciable dipole moment) interact with electric fields, whereas nonpolar molecules do not.

## *Exercises*

1. Explain why the HOH molecule is bent, whereas the HBeH molecule is linear.
2. What feature of a Lewis structure can be used to tell if a molecule's (or ion's) electron-pair geometry and molecular structure will be identical?
3. Explain the difference between electron-pair geometry and molecular structure.
4. Why is the H-N-H angle in  $\text{NH}_3$  smaller than the H-C-H bond angle in  $\text{CH}_4$ ? Why is the H-N-H angle in  $\text{NH}_4^+$  identical to the H-C-H bond angle in  $\text{CH}_4$ ?
5. Explain how a molecule that contains polar bonds can be nonpolar.
6. As a general rule,  $\text{MX}_n$  molecules (where M represents a central atom and X represents terminal atoms;  $n = 2 - 5$ ) are polar if there is one or more lone pairs of electrons on M.  $\text{NH}_3$  (M = N, X = H,  $n = 3$ ) is an example. There are two molecular structures with

lone pairs that are exceptions to this rule. What are they?

7. Predict the electron pair geometry and the molecular structure of each of the following molecules or ions:
  - a.  $\text{SF}_6$
  - b.  $\text{PCl}_5$
  - c.  $\text{BeH}_2$
  - d.  $\text{CH}_3^+$
8. Identify the electron pair geometry and the molecular structure of each of the following molecules or ions:
  - a.  $\text{IF}_6^+$
  - b.  $\text{CF}_4$
  - c.  $\text{BF}_3$
  - d.  $\text{SiF}_5^-$
  - e.  $\text{BeCl}_2$
9. What are the electron-pair geometry and the molecular structure of each of the following molecules or ions?
  - a.  $\text{ClF}_5$
  - b.  $\text{ClO}_2^-$
  - c.  $\text{TeCl}_4^{2-}$
  - d.  $\text{PCl}_3$
  - e.  $\text{SeF}_4$
  - f.  $\text{PH}_2^-$
10. Predict the electron pair geometry and the molecular structure of each of the following ions:

- a.  $\text{H}_3\text{O}^+$
  - b.  $\text{PCl}_4^-$
  - c.  $\text{SnCl}_3^-$
  - d.  $\text{BrCl}_4^-$
  - e.  $\text{ICl}_3$
  - f.  $\text{XeF}_4$
  - g.  $\text{SF}_2$
11. Identify the electron pair geometry and the molecular structure of each of the following molecules:
- a.  $\text{ClNO}$  (N is the central atom)
  - b.  $\text{CS}_2$
  - c.  $\text{Cl}_2\text{CO}$  (C is the central atom)
  - d.  $\text{Cl}_2\text{SO}$  (S is the central atom)
  - e.  $\text{SO}_2\text{F}_2$  (S is the central atom)
  - f.  $\text{XeO}_2\text{F}_2$  (Xe is the central atom)
  - g.  $\text{ClOF}_2^+$  (Cl is the central atom)
12. Predict the electron pair geometry and the molecular structure of each of the following:
- a.  $\text{IOF}_5$  (I is the central atom)
  - b.  $\text{POCl}_3$  (P is the central atom)
  - c.  $\text{Cl}_2\text{SeO}$  (Se is the central atom)
  - d.  $\text{ClSO}^+$  (S is the central atom)
  - e.  $\text{F}_2\text{SO}$  (S is the central atom)
  - f.  $\text{NO}_2^-$
  - g.  $\text{SiO}_4^{4-}$
13. Which of the following molecules and ions contain polar bonds? Which of these molecules and ions have

dipole moments?

- a.  $\text{ClF}_5$
  - b.  $\text{ClO}_2^-$
  - c.  $\text{TeCl}_4^{2-}$
  - d.  $\text{PCl}_3$
  - e.  $\text{SeF}_4$
  - f.  $\text{PH}_2^-$
  - g.  $\text{XeF}_2$
14. Which of the molecules and ions in Exercise 9 contain polar bonds? Which of these molecules and ions have dipole moments?
- a.  $\text{H}_3\text{O}^+$
  - b.  $\text{PCl}_4^-$
  - c.  $\text{SnCl}_3^-$
  - d.  $\text{BrCl}_4^-$
  - e.  $\text{ICl}_3$
  - f.  $\text{XeF}_4$
  - g.  $\text{SF}_2$
15. Which of the following molecules have dipole moments?
- a.  $\text{CS}_2$
  - b.  $\text{SeS}_2$
  - c.  $\text{CCl}_2\text{F}_2$
  - d.  $\text{PCl}_3$  (P is the central atom)
  - e.  $\text{ClNO}$  (N is the central atom)
16. Identify the molecules with a dipole moment:
- a.  $\text{SF}_4$

- b.  $\text{CF}_4$
  - c.  $\text{Cl}_2\text{CCBr}_2$
  - d.  $\text{CH}_3\text{Cl}$
  - e.  $\text{H}_2\text{CO}$
17. The molecule  $\text{XF}_3$  has a dipole moment. Is X boron or phosphorus?
  18. The molecule  $\text{XCl}_2$  has a dipole moment. Is X beryllium or sulfur?
  19. Is the  $\text{Cl}_2\text{BBCl}_2$  molecule polar or nonpolar?
  20. There are three possible structures for  $\text{PCl}_2\text{F}_3$  with phosphorus as the central atom. Draw them and discuss how measurements of dipole moments could help distinguish among them.
  21. Describe the molecular structure around the indicated atom or atoms:
    - a. the sulfur atom in sulfuric acid,  $\text{H}_2\text{SO}_4$   
 $[(\text{HO})_2\text{SO}_2]$
    - b. the chlorine atom in chloric acid,  $\text{HClO}_3$   
 $[\text{HOClO}_2]$
    - c. the oxygen atom in hydrogen peroxide,  
 $\text{HOOH}$
    - d. the nitrogen atom in nitric acid,  $\text{HNO}_3$   
 $[\text{HONO}_2]$
    - e. the oxygen atom in the OH group in nitric acid,  $\text{HNO}_3$   $[\text{HONO}_2]$
    - f. the central oxygen atom in the ozone molecule,  $\text{O}_3$
    - g. each of the carbon atoms in propyne,  
 $\text{CH}_3\text{CCH}$
    - h. the carbon atom in Freon,  $\text{CCl}_2\text{F}_2$
    - i. each of the carbon atoms in allene,  $\text{H}_2\text{CCCH}_2$



22. Draw the Lewis structures and predict the shape of each compound or ion:
- $\text{CO}_2$
  - $\text{NO}_2^-$
  - $\text{SO}_3$
  - $\text{SO}_3^{2-}$
23. A molecule with the formula  $\text{AB}_2$ , in which A and B represent different atoms, could have one of three different shapes. Sketch and name the three different shapes that this molecule might have. Give an example of a molecule or ion for each shape.
24. A molecule with the formula  $\text{AB}_3$ , in which A and B represent different atoms, could have one of three different shapes. Sketch and name the three different shapes that this molecule might have. Give an example of a molecule or ion that has each shape.
25. Draw the Lewis electron dot structures for these molecules, including resonance structures where appropriate:
- $\text{CS}_3^{2-}$
  - $\text{CS}_2$
  - $\text{CS}$
  - predict the molecular shapes for  $\text{CS}_3^{2-}$  and  $\text{CS}_2$  and explain how you arrived at your predictions
26. What is the molecular structure of the stable form of  $\text{FNO}_2$ ? (N is the central atom.)
27. A compound with a molar mass of about 42 g/mol contains 85.7% carbon and 14.3% hydrogen. What is

its molecular structure?

28. Use the [PhET simulation](#) to perform the following exercises for a two-atom molecule:
- Adjust the electronegativity value so the bond dipole is pointing toward B. Then determine what the electronegativity values must be to switch the dipole so that it points toward A.
  - With a partial positive charge on A, turn on the electric field and describe what happens.
  - With a small partial negative charge on A, turn on the electric field and describe what happens.
  - Reset all, and then with a large partial negative charge on A, turn on the electric field and describe what happens.
29. Use the [PhET simulation](#) to perform the following exercises for a real molecule. You may need to rotate the molecules in three dimensions to see certain dipoles.
- Sketch the bond dipoles and molecular dipole (if any) for  $\text{O}_3$ . Explain your observations.
  - Look at the bond dipoles for  $\text{NH}_3$ . Use these dipoles to predict whether N or H is more electronegative.
  - Predict whether there should be a molecular dipole for  $\text{NH}_3$  and, if so, in which direction it will point. Check the molecular dipole box to test your hypothesis.
30. Use the [PhET Molecule Shape simulator](#) to build a

molecule. Starting with the central atom, click on the double bond to add one double bond. Then add one single bond and one lone pair. Rotate the molecule to observe the complete geometry. Name the electron group geometry and molecular structure and predict the bond angle. Then click the check boxes at the bottom and right of the simulator to check your answers.

31. Use the [PhET Molecule Shape simulator](#) to explore real molecules. On the Real Molecules tab, select  $\text{H}_2\text{O}$ . Switch between the “real” and “model” modes. Explain the difference observed.
32. Use the [PhET Molecule Shape simulator](#) to explore real molecules. On the Real Molecules tab, select “model” mode and  $\text{S}_2\text{O}$ . What is the model bond angle? Explain whether the “real” bond angle should be larger or smaller than the ideal model angle.

#### Show Selected Answers

1. The placement of the two sets of unpaired electrons in water forces the bonds to assume a tetrahedral arrangement, and the resulting HOH molecule is bent. The  $\text{HBeH}$  molecule (in which Be has only two electrons to bond with the two electrons from the hydrogens) must have the electron pairs as far from one another as possible and is therefore linear.

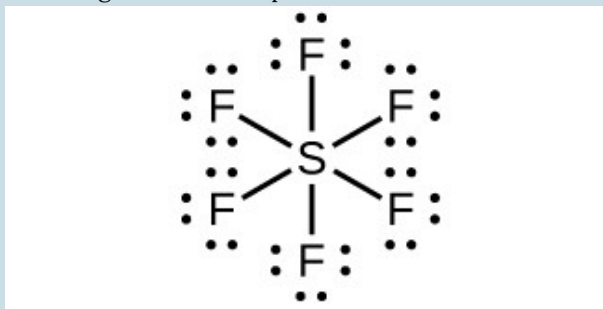
3. Space must be provided for each pair of electrons whether they are in a bond or are present as lone pairs. Electron-pair geometry considers the placement of all electrons. Molecular structure considers only the bonding-pair geometry.

5. As long as the polar bonds are compensated (for

example. two identical atoms are found directly across the central atom from one another), the molecule can be nonpolar.

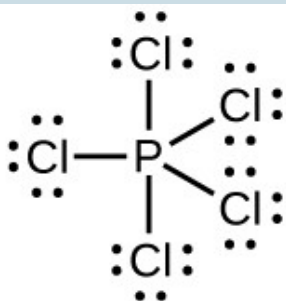
7. The electron pair geometry and the molecular structure of each are as follows:

- a. Number of valence electrons: S = 6, F = 7 each, total 48. A single line bond represents two electrons:



The total number of electrons used is 48; six bonds are formed and no nonbonded pairs exist. Therefore the molecule includes six regions of electron density and, from the table, the electron geometry is octahedral. Since no lone pairs exist, the electron geometry and molecular structure are the same.

- b. Number of valence electrons: P = 5, Cl = 7 each, total 40:



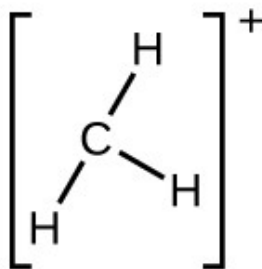
The total number of electrons is 40; there are five regions of electron density and, from the table, the geometry is trigonal bipyramid. Since no lone pairs exist on P, the electron geometry and molecular structure are the same.

- c. Number of valence electrons: Be = 2, H = 1 each, total 4:



There are only two regions of electron density and they must have a linear arrangement. These regions also correspond to the location of the bonds. Both the electron and molecular structures are linear.

- d. Number of valence electrons: C = 4, H = 1 each, less one electron because of the positive charge, for a total of six electrons:



There are three regions of electron density coincident with the three bonds. Therefore the shape is trigonal planar for both the electron geometry and molecular structure.

9. The electron pair geometry and the molecular structure of each are as follows:

- a. electron-pair geometry: octahedral, molecular structure: square pyramidal
- b. electron-pair geometry: tetrahedral, molecular structure: bent
- c. electron-pair geometry: octahedral, molecular structure: square planar
- d. electron-pair geometry: tetrahedral, molecular structure: trigonal pyramidal
- e. electron-pair geometry: trigonal bipyramidal, molecular structure: seesaw
- f. electron-pair geometry: tetrahedral, molecular structure: bent ( $109^\circ$ )

11. The electron pair geometry and the molecular structure of each are as follows:

- a. electron-pair geometry: trigonal planar, molecular

structure: bent ( $120^\circ$ )

- b. electron-pair geometry: linear, molecular structure: linear
- c. electron-pair geometry: trigonal planar, molecular structure: trigonal planar
- d. electron-pair geometry: tetrahedral, molecular structure: trigonal pyramidal
- e. electron-pair geometry: tetrahedral, molecular structure: tetrahedral
- f. electron-pair geometry: trigonal bipyramidal, molecular structure: seesaw
- g. electron-pair geometry: tetrahedral, molecular structure: trigonal pyramidal

13. All of these molecules and ions contain polar bonds. Only  $\text{ClF}_5$ ,  $\text{ClO}_2^-$ ,  $\text{PCl}_3$ ,  $\text{SeF}_4$ , and  $\text{PH}_2^-$  have dipole moments.

15. The answers are as follows:

- a.  $\text{CS}_2$  is linear and has no dipole moment.
- b.  $\text{SeS}_2$  is bent. This leads to an overall dipole moment.
- c. The C–Cl and C–F bonds are not balanced—that is, the dipoles do not completely cancel. Therefore, it has a dipole moment.
- d.  $\text{PCl}_3$  is trigonal pyramidal. Due to this shape, the dipoles of the bonds do not cancel and there is an overall dipole moment.
- e. The ClNO molecule is bent, leading to a dipole moment.

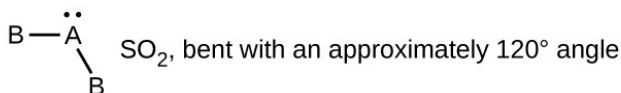
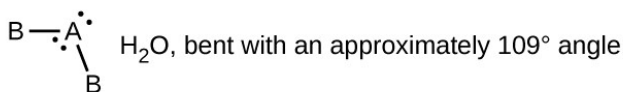
17. P

19. nonpolar

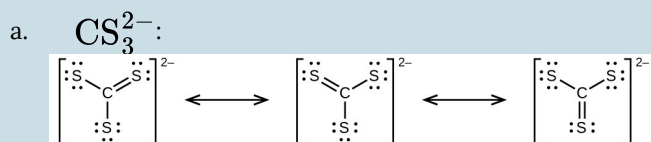
21. The molecular structures are as follows:

- a. tetrahedral
- b. trigonal pyramidal
- c. bent ( $109^\circ$ )
- d. trigonal planar
- e. bent ( $109^\circ$ )
- f. bent ( $109^\circ$ )
- g.  $\text{CH}_3\text{CCH}$  tetrahedral,  $\text{CH}_3\text{CCH}$  linear
- h. tetrahedral
- i.  $\text{H}_2\text{CCCH}_2$  linear;  $\text{H}_2\text{CCCH}_2$  trigonal planar

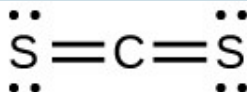
23. The three different possible shapes are



25. The Lewis electron dot structures are as follows:



b.  $\text{CS}_2$ :



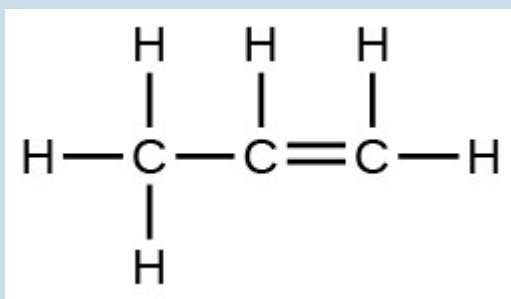
c.  $\text{CS}$ :





- d.  $\text{CS}_3^{2-}$  includes three regions of electron density (all are bonds with no lone pairs); the shape is trigonal planar;  $\text{CS}_2$  has only two regions of electron density (all bonds with no lone pairs); the shape is linear

27. The empirical formula is  $\text{CH}_2$  with a unit mass of 14.  
 $\frac{42}{14} = 3$ . Therefore, the Lewis structure is made from three units, but the atoms must be rearranged:



29. The molecular dipole points away from the hydrogen atoms.

31. The structures are very similar. In the model mode, each electron group occupies the same amount of space, so the bond angle is shown as  $109.5^\circ$ . In the “real” mode, the lone pairs are larger, causing the hydrogens to be compressed. This leads to the smaller angle of  $104.5^\circ$ .

## Glossary

**axial position:** location in a trigonal bipyramidal geometry in which

there is another atom at a  $180^\circ$  angle and the equatorial positions are at a  $90^\circ$  angle

**bond angle:** angle between any two covalent bonds that share a common atom

**bond distance:** (also, bond length) distance between the nuclei of two bonded atoms

**bond dipole moment:** separation of charge in a bond that depends on the difference in electronegativity and the bond distance represented by partial charges or a vector

**dipole moment:** property of a molecule that describes the separation of charge determined by the sum of the individual bond moments based on the molecular structure

**electron-pair geometry:** arrangement around a central atom of all regions of electron density (bonds, lone pairs, or unpaired electrons)

**equatorial position:** one of the three positions in a trigonal bipyramidal geometry with  $120^\circ$  angles between them; the axial positions are located at a  $90^\circ$  angle

**linear:** shape in which two outside groups are placed on opposite sides of a central atom

**molecular structure:** structure that includes only the placement of the atoms in the molecule

**octahedral:** shape in which six outside groups are placed around a central atom such that a three-dimensional shape is generated with four groups forming a square and the other two forming the apex of two pyramids, one above and one below the square plane

**polar molecule:** (also, dipole) molecule with an overall dipole moment

**tetrahedral:** shape in which four outside groups are placed around a central atom such that a three-dimensional shape is generated with four corners and  $109.5^\circ$  angles between each pair and the central atom

**trigonal bipyramidal:** shape in which five outside groups are placed around a central atom such that three form a flat triangle with  $120^\circ$  angles between each pair and the central atom, and the

other two form the apex of two pyramids, one above and one below the triangular plane

**trigonal planar:** shape in which three outside groups are placed in a flat triangle around a central atom with  $120^\circ$  angles between each pair and the central atom

**valence shell electron-pair repulsion theory (VSEPR):** theory used to predict the bond angles in a molecule based on positioning regions of high electron density as far apart as possible to minimize electrostatic repulsion

**vector:** quantity having magnitude and direction

# 84. Videos: Molecular Chemistry and VSEPR Theory

## How to Determine Molecular Geometry

This video describes one method for quickly finding the major geometrical shapes for simple molecules.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=106#oembed-1>

## Orbitals: Crash Course Chemistry #25

In this episode of Crash Course Chemistry, Hank discusses what Molecules actually look like and why, some quantum-mechanical three dimensional wave functions are explored, he touches on hybridization, and delves into sigma and pi bonds.



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## Introduction to VSEPR Theory

Valence Shell Electron Pair Repulsion Theory is a tool that helps predict and describe the shapes of many molecules.



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## VSEPR Theory Practice Problems (Advanced)

Here are a whole bunch of VSEPR practice problems for molecules that have 5 or 6 things around the central atom. We'll look at how to solve VSEPR structures and determine bond angles when you're given a Lewis structure. These are the shapes that we'll talk about in this lesson: trigonal bipyramidal, see saw, T-shaped, linear, octahedral, square pyramidal, and square planar.



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PART VIII

ADVANCED THEORIES OF  
COVALENT BONDING





# 85. Introduction to Advanced Theories of Covalent Bonding

## *Outline of Advanced Theories of Covalent Bonding*

- Valence Bond Theory
- Hybrid Atomic Orbitals
- Multiple Bonds
- Molecular Orbital Theory

We have examined the basic ideas of bonding, showing that atoms share electrons to form molecules with stable Lewis structures and that we can predict the shapes of those molecules by valence shell electron pair repulsion (VSEPR) theory. These ideas provide an important starting point for understanding chemical bonding. But these models sometimes fall short in their abilities to predict the behavior of real substances. How can we reconcile the geometries of *s*, *p*, and *d* atomic orbitals with molecular shapes that show angles like 120° and 109.5°? Furthermore, we know that electrons and magnetic behavior are related through electromagnetic fields. Both N<sub>2</sub> and O<sub>2</sub> have fairly similar Lewis structures that contain lone pairs of electrons.



Yet oxygen demonstrates very different magnetic behavior than nitrogen. We can pour liquid nitrogen through a magnetic field with no visible interactions, while liquid oxygen (shown in Figure 1) is attracted to the magnet and floats in the magnetic field. We need to understand the additional concepts of valence bond theory, orbital hybridization, and molecular orbital theory to understand these observations.

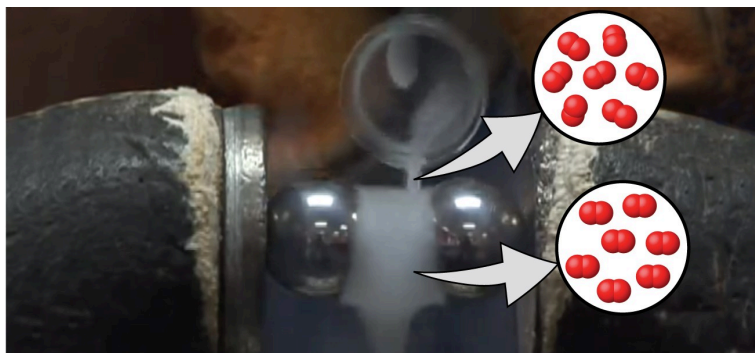


Figure 1. Oxygen molecules orient randomly most of the time, as shown in the top magnified view. However, when we pour liquid oxygen through a magnet, the molecules line up with the magnetic field, and the attraction allows them to stay suspended between the poles of the magnet where the magnetic field is strongest. Other diatomic molecules (like  $N_2$ ) flow past the magnet. The detailed explanation of bonding described in this chapter allows us to understand this phenomenon. (credit: modification of work by Jefferson Lab)

# 86. Valence Bond Theory

## *Learning Objectives*

By the end of this section, you will be able to:

- Describe the formation of covalent bonds in terms of atomic orbital overlap
- Define and give examples of  $\sigma$  and  $\pi$  bonds

As we know, a scientific theory is a strongly supported explanation for observed natural laws or large bodies of experimental data. For a theory to be accepted, it must explain experimental data and be able to predict behavior. For example, VSEPR theory has gained widespread acceptance because it predicts three-dimensional molecular shapes that are consistent with experimental data collected for thousands of different molecules. However, VSEPR theory does not provide an explanation of chemical bonding.

There are successful theories that describe the electronic structure of atoms. We can use quantum mechanics to predict the specific regions around an atom where electrons are likely to be located: A spherical shape for an s orbital, a dumbbell shape for a p orbital, and so forth. However, these predictions only describe the orbitals around free atoms. When atoms bond to form molecules, atomic orbitals are not sufficient to describe the regions where electrons will be located in the molecule. A more complete understanding of electron distributions requires a model that can account for the electronic structure of molecules. One popular theory holds that a covalent bond forms when a pair of electrons is shared by two atoms and is simultaneously attracted by the nuclei

of both atoms. In the following sections, we will discuss how such bonds are described by valence bond theory and hybridization.

**Valence bond theory** describes a covalent bond as the overlap of half-filled atomic orbitals (each containing a single electron) that yield a pair of electrons shared between the two bonded atoms. We say that orbitals on two different atoms **overlap** when a portion of one orbital and a portion of a second orbital occupy the same region of space. According to valence bond theory, a covalent bond results when two conditions are met: (1) an orbital on one atom overlaps an orbital on a second atom and (2) the single electrons in each orbital combine to form an electron pair. The mutual attraction between this negatively charged electron pair and the two atoms' positively charged nuclei serves to physically link the two atoms through a force we define as a covalent bond. The strength of a covalent bond depends on the extent of overlap of the orbitals involved. Orbitals that overlap extensively form bonds that are stronger than those that have less overlap.

The energy of the system depends on how much the orbitals overlap. Figure 1 illustrates how the sum of the energies of two hydrogen atoms (the colored curve) changes as they approach each other. When the atoms are far apart there is no overlap, and by convention we set the sum of the energies at zero. As the atoms move together, their orbitals begin to overlap. Each electron begins to feel the attraction of the nucleus in the other atom. In addition, the electrons begin to repel each other, as do the nuclei. While the atoms are still widely separated, the attractions are slightly stronger than the repulsions, and the energy of the system decreases. (A bond begins to form.) As the atoms move closer together, the overlap increases, so the attraction of the nuclei for the electrons continues to increase (as do the repulsions among electrons and between the nuclei). At some specific distance between the atoms, which varies depending on the atoms involved, the energy reaches its lowest (most stable) value. This optimum distance between the two bonded nuclei is the bond distance between the two atoms. The bond is stable because at this point, the attractive and repulsive

forces combine to create the lowest possible energy configuration. If the distance between the nuclei were to decrease further, the repulsions between nuclei and the repulsions as electrons are confined in closer proximity to each other would become stronger than the attractive forces. The energy of the system would then rise (making the system destabilized), as shown at the far left of Figure 1.

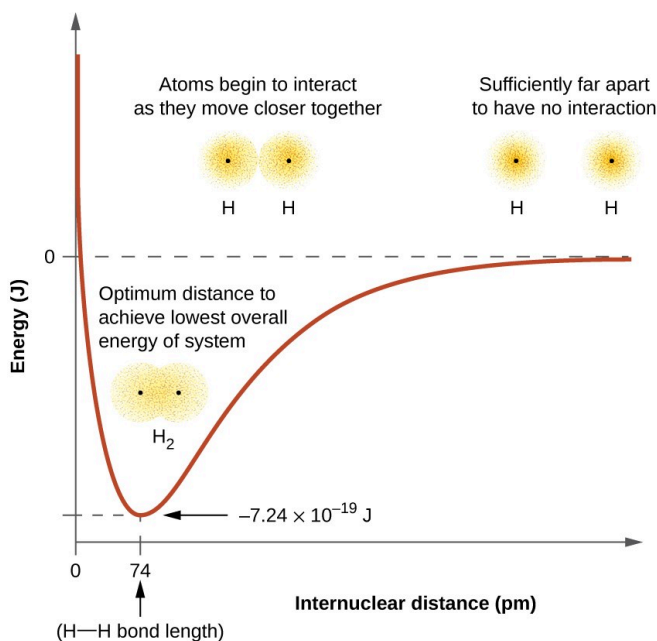


Figure 1. (a) The interaction of two hydrogen atoms changes as a function of distance. (b) The energy of the system changes as the atoms interact. The lowest (most stable) energy occurs at a distance of 74 pm, which is the bond length observed for the H<sub>2</sub> molecule.

The bond energy is the difference between the energy minimum (which occurs at the bond distance) and the energy of the two separated atoms. This is the quantity of energy released when the bond is formed. Conversely, the same amount of energy is required to break the bond. For the H<sub>2</sub> molecule shown in Figure 1, at the bond distance of 74 pm the system is  $7.24 \times 10^{-19} \text{ J}$  lower in energy

than the two separated hydrogen atoms. This may seem like a small number. However, we know from our earlier description of thermochemistry that bond energies are often discussed on a per-mole basis. For example, it requires  $7.24 \times 10^{-19}$  J to break one H-H bond, but it takes  $4.36 \times 10^5$  J to break 1 mole of H-H bonds. A comparison of some bond lengths and energies is shown in Table 1. We can find many of these bonds in a variety of molecules, and this table provides average values. For example, breaking the first C-H bond in CH<sub>4</sub> requires 439.3 kJ/mol, while breaking the first C-H bond in H-CH<sub>2</sub>C<sub>6</sub>H<sub>5</sub> (a common paint thinner) requires 375.5 kJ/mol.

**Table 1. Representative Bond Energies and Lengths**

Bond	Length (pm)	Energy (kJ/mol)	Bond	Length (pm)	Energy (kJ/mol)
H-H	74	436	C-O	140.1	358
H-C	106.8	413	$\text{C} = \text{O}$	119.7	745
H-N	101.5	391	$\text{C} \equiv \text{O}$	113.7	1072
H-O	97.5	467	H-Cl	127.5	431
C-C	150.6	347	H-Br	141.4	366
$\text{C} = \text{C}$	133.5	614	H-I	160.9	298
$\text{C} \equiv \text{C}$	120.8	839	O-O	148	146
C-N	142.1	305	$\text{O} = \text{O}$	120.8	498
$\text{C} = \text{N}$	130.0	615	F-F	141.2	159
$\text{C} \equiv \text{N}$	116.1	891	Cl-Cl	198.8	243

In addition to the distance between two orbitals, the orientation of orbitals also affects their overlap (other than for two s orbitals, which are spherically symmetric). Greater overlap is possible when orbitals are oriented such that they overlap on a direct line between the two nuclei. Figure 2 illustrates this for two p orbitals from different atoms; the overlap is greater when the orbitals overlap end to end rather than at an angle.

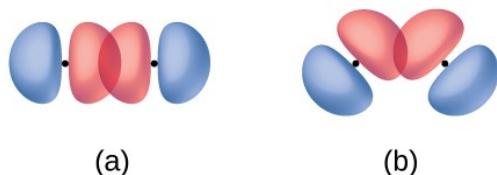


Figure 2. (a) The overlap of two  $p$  orbitals is greatest when the orbitals are directed end to end. (b) Any other arrangement results in less overlap. The plus signs indicate the locations of the nuclei.

The overlap of two  $s$  orbitals (as in  $\text{H}_2$ ), the overlap of an  $s$  orbital and a  $p$  orbital (as in  $\text{HCl}$ ), and the end-to-end overlap of two  $p$  orbitals (as in  $\text{Cl}_2$ ) all produce sigma bonds ( $\sigma$  bonds), as illustrated in Figure 3. A  $\sigma$  bond is a covalent bond in which the electron density is concentrated in the region along the internuclear axis; that is, a line between the nuclei would pass through the center of the overlap region. Single bonds in Lewis structures are described as  $\sigma$  bonds in valence bond theory.

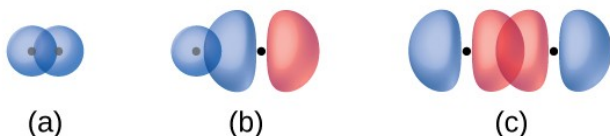


Figure 3. Sigma ( $\sigma$ ) bonds form from the overlap of the following: (a) two  $s$  orbitals, (b) an  $s$  orbital and a  $p$  orbital, and (c) two  $p$  orbitals. The plus signs indicate the locations of the nuclei.

A **pi bond ( $\pi$  bond)** is a type of covalent bond that results from the side-by-side overlap of two  $p$  orbitals, as illustrated in Figure 4. In a  $\pi$  bond, the regions of orbital overlap lie on opposite sides of the internuclear axis. Along the axis itself, there is a **node**, that is, a plane with no probability of finding an electron.

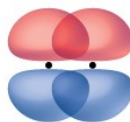
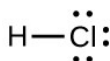
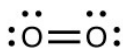


Figure 4. Pi ( $\pi$ ) bonds form from the side-by-side overlap of two  $p$  orbitals. The plus signs indicate the location of the nuclei.

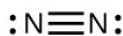
While all single bonds are  $\sigma$  bonds, multiple bonds consist of both  $\sigma$  and  $\pi$  bonds. As the Lewis structures in suggest,  $O_2$  contains a double bond, and  $N_2$  contains a triple bond. The double bond consists of one  $\sigma$  bond and one  $\pi$  bond, and the triple bond consists of one  $\sigma$  bond and two  $\pi$  bonds. Between any two atoms, the first bond formed will always be a  $\sigma$  bond, but there can only be one  $\sigma$  bond in any one location. In any multiple bond, there will be one  $\sigma$  bond, and the remaining one or two bonds will be  $\pi$  bonds. These bonds are described in more detail later in this chapter.



One  $\sigma$  bond  
No  $\pi$  bonds



One  $\sigma$  bond  
One  $\pi$  bond

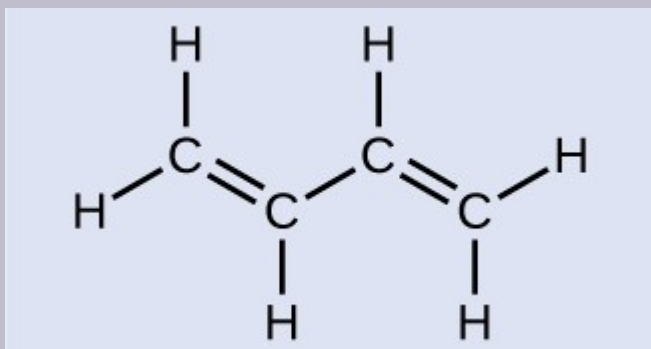


One  $\sigma$  bond  
Two  $\pi$  bonds

As seen in Table 1, an average carbon-carbon single bond is 347 kJ/mol, while in a carbon-carbon double bond, the  $\pi$  bond increases the bond strength by 267 kJ/mol. Adding an additional  $\pi$  bond causes a further increase of 225 kJ/mol. We can see a similar pattern when we compare other  $\sigma$  and  $\pi$  bonds. Thus, each individual  $\pi$  bond is generally weaker than a corresponding  $\sigma$  bond between the same two atoms. In a  $\sigma$  bond, there is a greater degree of orbital overlap than in a  $\pi$  bond.



### Example 1: Counting $\sigma$ and $\pi$ Bonds



Butadiene,  $C_4H_6$ , is used to make synthetic rubber. Identify the number of  $\sigma$  and  $\pi$  bonds contained in this molecule.

Show Answer

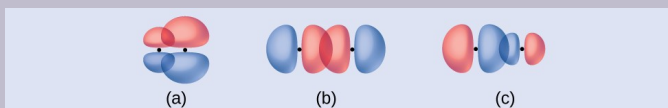
There are six  $\sigma$  C-H bonds and one  $\sigma$  C-C bond, for a total of seven from the single bonds. There are two double bonds that each have a  $\pi$  bond in addition to the  $\sigma$  bond. This gives a total nine  $\sigma$  and two  $\pi$  bonds overall.

### Check Your Learning

Identify each illustration as depicting a  $\sigma$  or  $\pi$  bond:

- side-by-side overlap of a  $4p$  and a  $2p$  orbital
- end-to-end overlap of a  $4p$  and  $4p$  orbital

c. end-to-end overlap of a  $4p$  and a  $2p$  orbital



Show Answer

(a) is a  $\pi$  bond with a node along the axis connecting the nuclei while (b) and (c) are  $\sigma$  bonds that overlap along the axis.

### *Key Concepts and Summary*

Valence bond theory describes bonding as a consequence of the overlap of two separate atomic orbitals on different atoms that creates a region with one pair of electrons shared between the two atoms. When the orbitals overlap along an axis containing the nuclei, they form a  $\sigma$  bond. When they overlap in a fashion that creates a node along this axis, they form a  $\pi$  bond.

## Exercises

1. Explain how  $\sigma$  and  $\pi$  bonds are similar and how they are different.
2. Draw a curve that describes the energy of a system with H and Cl atoms at varying distances. Then, find the minimum energy of this curve two ways.
  - a. Use the bond energy found in Table 8.1 to calculate the energy for one single HCl bond (Hint: How many bonds are in a mole?)
  - b. Use the enthalpy of reaction and the bond energies for  $\text{H}_2$  and  $\text{Cl}_2$  to solve for the energy of one mole of HCl bonds.
$$\text{H}_2(g) + \text{Cl}_2(g) \rightleftharpoons 2\text{HCl}(g) \Delta H_{\text{rxn}}^\circ = -184.7 \text{ kJ/mol}$$
3. Explain why bonds occur at specific average bond distances instead of the atoms approaching each other infinitely close.
4. Use valence bond theory to explain the bonding in  $\text{F}_2$ , HF, and ClBr. Sketch the overlap of the atomic orbitals involved in the bonds.
5. Use valence bond theory to explain the bonding in  $\text{O}_2$ . Sketch the overlap of the atomic orbitals involved in the bonds in  $\text{O}_2$ .
6. How many  $\sigma$  and  $\pi$  bonds are present in the molecule HCN?
7. A friend tells you  $\text{N}_2$  has three  $\pi$  bonds due to overlap of the three  $p$ -orbitals on each N atom. Do you agree?
8. Draw the Lewis structures for  $\text{CO}_2$  and CO, and predict the number of  $\sigma$  and  $\pi$  bonds for each

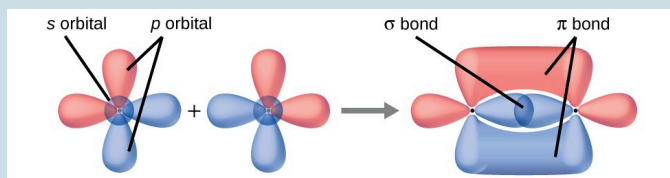
molecule. (a)  $\text{CO}_2$  (b)  $\text{CO}$

#### Show Selected Answers

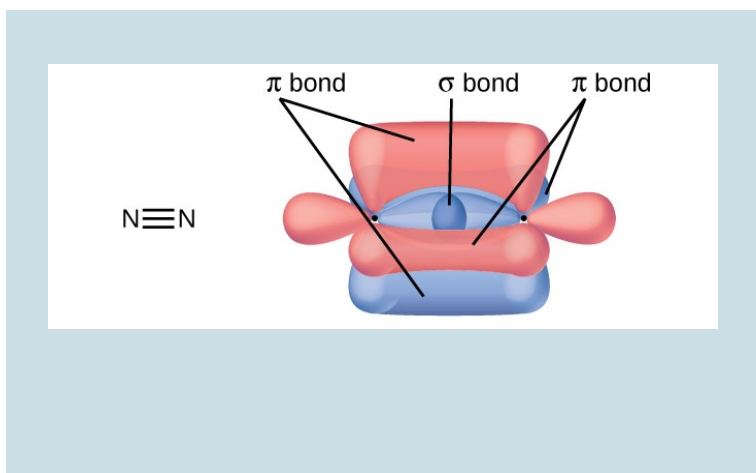
1. Similarities: Both types of bonds result from overlap of atomic orbitals on adjacent atoms and contain a maximum of two electrons. Differences:  $\sigma$  bonds are stronger and result from end-to-end overlap and all single bonds are  $\sigma$  bonds;  $\pi$  bonds between the same two atoms are weaker because they result from side-by-side overlap, and multiple bonds contain one or more  $\pi$  bonds (in addition to a  $\sigma$  bond).

3. The specific average bond distance is the distance with the lowest energy. At distances less than the bond distance, the positive charges on the two nuclei repel each other, and the overall energy increases.

5. Bonding: One  $\sigma$  bond and one  $\pi$  bond. The  $s$  orbitals are filled and do not overlap. The  $p$  orbitals overlap along the axis to form a  $\sigma$  bond and side by side to form the  $\pi$  bond.



7. No, two of the  $p$  orbitals (one on each N) will be oriented end to end and will form a  $\sigma$  bond.



## Glossary

**overlap:** coexistence of orbitals from two different atoms sharing the same region of space, leading to the formation of a covalent bond

**node:** plane separating different lobes of orbitals, where the probability of finding an electron is zero

**pi bond ( $\pi$  bond):** covalent bond formed by side-by-side overlap of atomic orbitals; the electron density is found on opposite sides of the internuclear axis

**sigma bond ( $\sigma$  bond):** covalent bond formed by overlap of atomic orbitals along the internuclear axis

**valence bond theory:** description of bonding that involves atomic orbitals overlapping to form  $\sigma$  or  $\pi$  bonds, within which pairs of electrons are shared

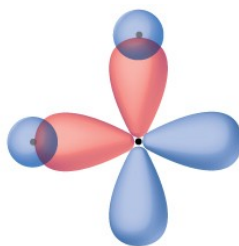
# 87. Hybrid Atomic Orbitals

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the concept of atomic orbital hybridization
- Determine the hybrid orbitals associated with various molecular geometries

Thinking in terms of overlapping atomic orbitals is one way for us to explain how chemical bonds form in diatomic molecules. However, to understand how molecules with more than two atoms form stable bonds, we require a more detailed model. As an example, let us consider the water molecule, in which we have one oxygen atom bonding to two hydrogen atoms. Oxygen has the electron configuration  $1s^2 2s^2 2p^4$ , with two unpaired electrons (one in each of the two  $2p$  orbitals). Valence bond theory would predict that the two O-H bonds form from the overlap of these two  $2p$  orbitals with the  $1s$  orbitals of the hydrogen atoms. If this were the case, the bond angle would be  $90^\circ$ , as shown in Figure 1, because  $p$  orbitals are perpendicular to each other.



*Figure 1. The hypothetical overlap of two of the  $2p$  orbitals on an oxygen atom (red) with the  $1s$  orbitals of two hydrogen atoms (blue) would produce a bond angle of  $90^\circ$ . This is not consistent with experimental evidence.*

Experimental evidence shows that the bond angle is  $104.5^\circ$ , not

90°. The prediction of the valence bond theory model does not match the real-world observations of a water molecule; a different model is needed. Quantum-mechanical calculations suggest why the observed bond angles in H<sub>2</sub>O differ from those predicted by the overlap of the 1s orbital of the hydrogen atoms with the 2p orbitals of the oxygen atom. The mathematical expression known as the wave function,  $\psi$ , contains information about each orbital and the wavelike properties of electrons in an isolated atom. When atoms are bound together in a molecule, the wave functions combine to produce new mathematical descriptions that have different shapes. This process of combining the wave functions for atomic orbitals is called **hybridization** and is mathematically accomplished by the *linear combination of atomic orbitals*, LCAO, (a technique that we will encounter again later). The new orbitals that result are called **hybrid orbitals**. The valence orbitals in an *isolated* oxygen atom are a 2s orbital and three 2p orbitals. The valence orbitals in an oxygen atom in a water molecule differ; they consist of four equivalent hybrid orbitals that point approximately toward the corners of a tetrahedron (Figure 2). Consequently, the overlap of the O and H orbitals should result in a tetrahedral bond angle (109.5°). The observed angle of 104.5° is experimental evidence for which quantum-mechanical calculations give a useful explanation: Valence bond theory must include a hybridization component to give accurate predictions.

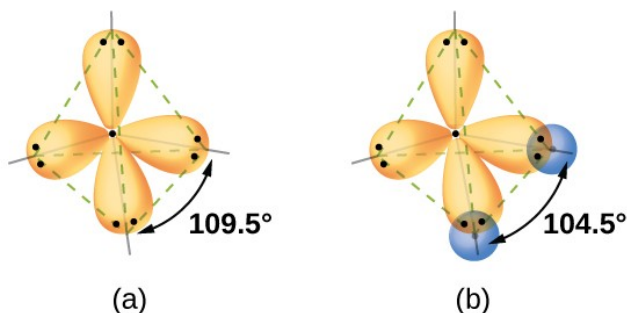


Figure 2. (a) A water molecule has four regions of electron density, so VSEPR theory predicts a tetrahedral arrangement of hybrid orbitals. (b) Two of the hybrid orbitals on oxygen contain lone pairs, and the other two overlap with the 1s orbitals of hydrogen atoms to form the O-H bonds in  $\text{H}_2\text{O}$ . This description is more consistent with the experimental structure.

The following ideas are important in understanding hybridization:

1. Hybrid orbitals do not exist in isolated atoms. They are formed only in covalently bonded atoms.
2. Hybrid orbitals have shapes and orientations that are very different from those of the atomic orbitals in isolated atoms.
3. A set of hybrid orbitals is generated by combining atomic orbitals. The number of hybrid orbitals in a set is equal to the number of atomic orbitals that were combined to produce the set.
4. All orbitals in a set of hybrid orbitals are equivalent in shape and energy.
5. The type of hybrid orbitals formed in a bonded atom depends on its electron-pair geometry as predicted by the VSEPR theory.
6. Hybrid orbitals overlap to form  $\sigma$  bonds. Unhybridized orbitals overlap to form  $\pi$  bonds.

In the following sections, we shall discuss the common types of hybrid orbitals.



## *sp* Hybridization

The beryllium atom in a gaseous  $\text{BeCl}_2$  molecule is an example of a central atom with no lone pairs of electrons in a linear arrangement of three atoms. There are two regions of valence electron density in the  $\text{BeCl}_2$  molecule that correspond to the two covalent Be–Cl bonds. To accommodate these two electron domains, two of the Be atom's four valence orbitals will mix to yield two hybrid orbitals. This hybridization process involves mixing of the valence  $s$  orbital with one of the valence  $p$  orbitals to yield two equivalent ***sp* hybrid orbitals** that are oriented in a linear geometry (Figure 3). In this figure, the set of  $sp$  orbitals appears similar in shape to the original  $p$  orbital, but there is an important difference. The number of atomic orbitals combined always equals the number of hybrid orbitals formed. The  $p$  orbital is one orbital that can hold up to two electrons. The  $sp$  set is two equivalent orbitals that point  $180^\circ$  from each other. The two electrons that were originally in the  $s$  orbital are now distributed to the two  $sp$  orbitals, which are half filled. In gaseous  $\text{BeCl}_2$ , these half-filled hybrid orbitals will overlap with orbitals from the chlorine atoms to form two identical  $\sigma$  bonds.

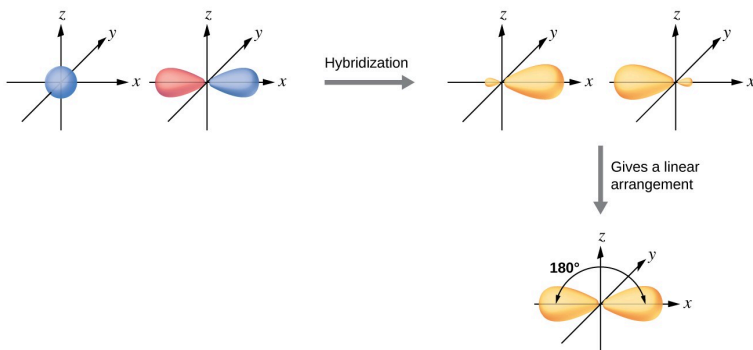


Figure 3. Hybridization of an  $s$  orbital (blue) and a  $p$  orbital (red) of the same atom produces two  $sp$  hybrid orbitals (purple). Each hybrid orbital is oriented primarily in just one direction. Note that each  $sp$  orbital contains one lobe that is significantly larger than the other. The set of two  $sp$  orbitals are oriented at  $180^\circ$ , which is consistent with the geometry for two domains.

We illustrate the electronic differences in an isolated Be atom and in the bonded Be atom in the orbital energy-level diagram in Figure 4. These diagrams represent each orbital by a horizontal line (indicating its energy) and each electron by an arrow. Energy increases toward the top of the diagram. We use one upward arrow to indicate one electron in an orbital and two arrows (up and down) to indicate two electrons of opposite spin.

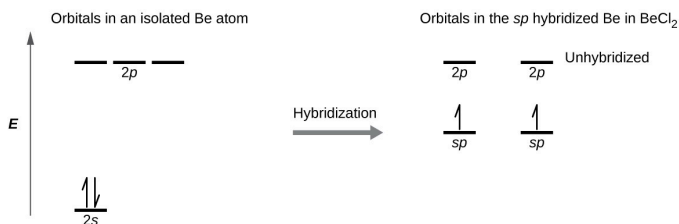


Figure 4. This orbital energy-level diagram shows the *sp* hybridized orbitals on Be in the linear BeCl<sub>2</sub> molecule. Each of the two *sp* hybrid orbitals holds one electron and is thus half filled and available for bonding via overlap with a Cl 3*p* orbital.

When atomic orbitals hybridize, the valence electrons occupy the newly created orbitals. The Be atom had two valence electrons, so each of the *sp* orbitals gets one of these electrons. Each of these electrons pairs up with the unpaired electron on a chlorine atom when a hybrid orbital and a chlorine orbital overlap during the formation of the Be–Cl bonds. Any central atom surrounded by just two regions of valence electron density in a molecule will exhibit *sp* hybridization. Other examples include the mercury atom in the linear HgCl<sub>2</sub> molecule, the zinc atom in Zn(CH<sub>3</sub>)<sub>2</sub>, which contains a linear C–Zn–C arrangement, and the carbon atoms in HCCH and CO<sub>2</sub>.

Check out the [University of Wisconsin-Oshkosh](#)

[“What Are Hybrid Orbitals?” website](#) to learn about visualizing hybrid orbitals in three dimensions.

## $sp^2$ Hybridization

The valence orbitals of a central atom surrounded by three regions of electron density consist of a set of three  **$sp^2$  hybrid orbitals** and one unhybridized  $p$  orbital. This arrangement results from  $sp^2$  hybridization, the mixing of one  $s$  orbital and two  $p$  orbitals to produce three identical hybrid orbitals oriented in a trigonal planar geometry (Figure 5).

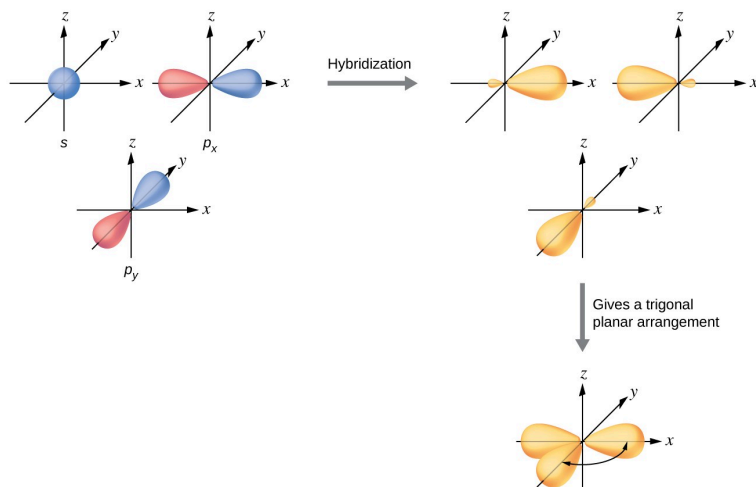


Figure 5. The hybridization of an  $s$  orbital (blue) and two  $p$  orbitals (red) produces three equivalent  $sp^2$  hybridized orbitals (purple) oriented at  $120^\circ$  with respect to each other. The remaining unhybridized  $p$  orbital is not shown here, but is located along the  $z$  axis.

Although quantum mechanics yields the “plump” orbital lobes as depicted in Figure 5, sometimes for clarity these orbitals are drawn thinner and without the minor lobes, as in Figure 6, to avoid obscuring other features of a given illustration.

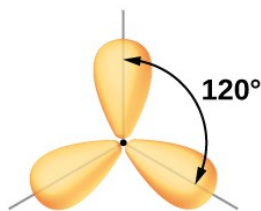


Figure 6. This alternate way of drawing the trigonal planar  $sp^2$  hybrid orbitals is sometimes used in more crowded figures.

We will use these “thinner” representations whenever the true view is too crowded to easily visualize. The observed structure of the borane molecule,  $BH_3$ , suggests  $sp^2$  hybridization for boron in this compound. The molecule is trigonal planar, and the boron atom is involved in three bonds to hydrogen atoms (Figure 7).

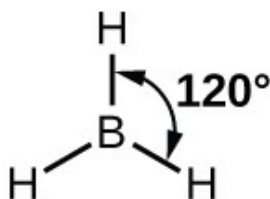


Figure 7.  $BH_3$  is an electron-deficient molecule with a trigonal planar structure.

We can illustrate the comparison of orbitals and electron distribution in an isolated boron atom and in the bonded atom in  $BH_3$  as shown in the orbital energy level diagram in Figure 8. We redistribute the three valence electrons of the boron atom in the three  $sp^2$  hybrid orbitals, and each boron electron pairs with a hydrogen electron when B–H bonds form.

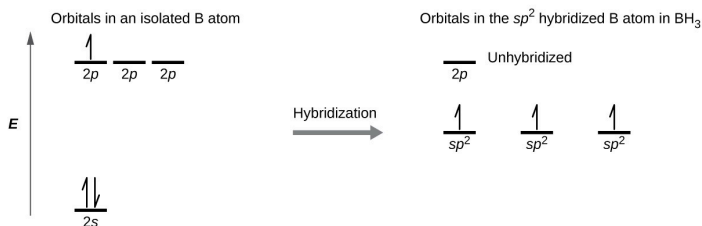


Figure 8. In an isolated B atom, there are one 2s and three 2p valence orbitals. When boron is in a molecule with three regions of electron density, three of the orbitals hybridize and create a set of three  $sp^2$  orbitals and one unhybridized 2p orbital. The three half-filled hybrid orbitals each overlap with an orbital from a hydrogen atom to form three  $\sigma$  bonds in  $BH_3$ .

Any central atom surrounded by three regions of electron density will exhibit  $sp^2$  hybridization. This includes molecules with a lone pair on the central atom, such as  $CNO$  (Figure 9), or molecules with two single bonds and a double bond connected to the central atom, as in formaldehyde,  $CH_2O$ , and ethene,  $H_2CCH_2$ .

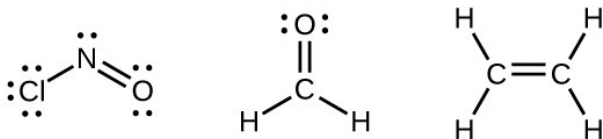


Figure 9. The central atom(s) in each of the structures shown contain three regions of electron density and are  $sp^2$  hybridized. As we know from the discussion of VSEPR theory, a region of electron density contains all of the electrons that point in one direction. A lone pair, an unpaired electron, a single bond, or a multiple bond would each count as one region of electron density.

## $sp^3$ Hybridization

The valence orbitals of an atom surrounded by a tetrahedral arrangement of bonding pairs and lone pairs consist of a set of

four  **$sp^3$  hybrid orbitals**. The hybrids result from the mixing of one s orbital and all three p orbitals that produces four identical  $sp^3$  hybrid orbitals (Figure 10). Each of these hybrid orbitals points toward a different corner of a tetrahedron.

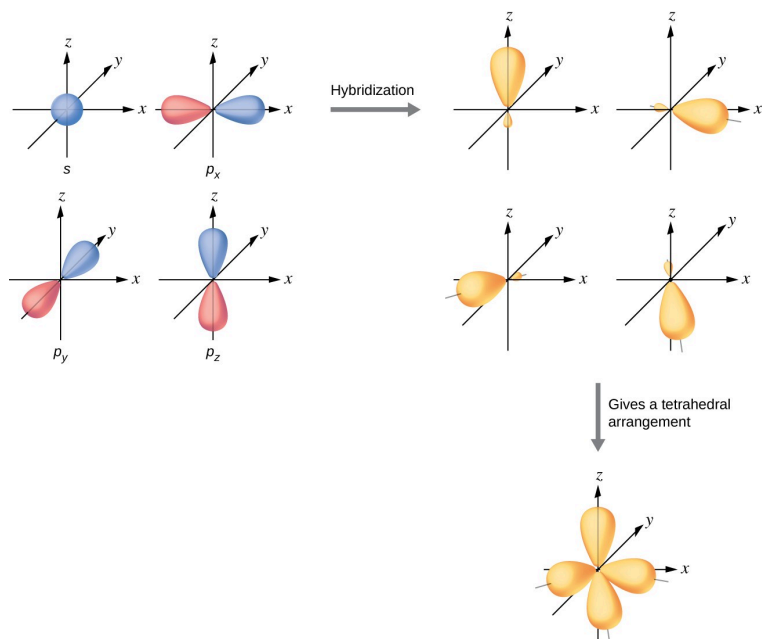


Figure 10. The hybridization of an s orbital (blue) and three p orbitals (red) produces four equivalent  $sp^3$  hybridized orbitals (purple) oriented at  $109.5^\circ$  with respect to each other.

A molecule of methane,  $\text{CH}_4$ , consists of a carbon atom surrounded by four hydrogen atoms at the corners of a tetrahedron. The carbon atom in methane exhibits  $sp^3$  hybridization. We illustrate the orbitals and electron distribution in an isolated carbon atom and in the bonded atom in  $\text{CH}_4$  in Figure 11. The four valence electrons of the carbon atom are distributed equally in the hybrid orbitals, and each carbon electron pairs with a hydrogen electron when the C–H bonds form.

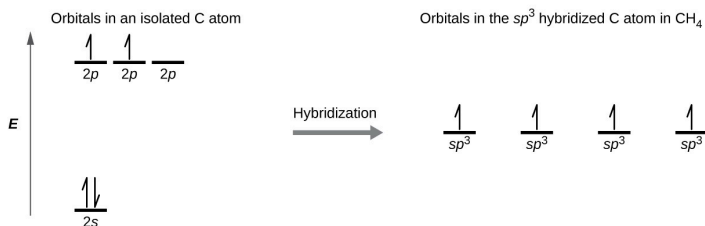


Figure 11. The four valence atomic orbitals from an isolated carbon atom all hybridize when the carbon bonds in a molecule like  $\text{CH}_4$  with four regions of electron density. This creates four equivalent  $sp^3$  hybridized orbitals. Overlap of each of the hybrid orbitals with a hydrogen orbital creates a C–H  $\sigma$  bond.

In a methane molecule, the 1s orbital of each of the four hydrogen atoms overlaps with one of the four  $sp^3$  orbitals of the carbon atom to form a sigma ( $\sigma$ ) bond. This results in the formation of four strong, equivalent covalent bonds between the carbon atom and each of the hydrogen atoms to produce the methane molecule,  $\text{CH}_4$ . The structure of ethane,  $\text{C}_2\text{H}_6$ , is similar to that of methane in that each carbon in ethane has four neighboring atoms arranged at the corners of a tetrahedron—three hydrogen atoms and one carbon atom (Figure 12). However, in ethane an  $sp^3$  orbital of one carbon atom overlaps end to end with an  $sp^3$  orbital of a second carbon atom to form a  $\sigma$  bond between the two carbon atoms. Each of the remaining  $sp^3$  hybrid orbitals overlaps with an s orbital of a hydrogen atom to form carbon–hydrogen  $\sigma$  bonds. The structure and overall outline of the bonding orbitals of ethane are shown in Figure 12. The orientation of the two  $\text{CH}_3$  groups is not fixed relative to each other. Experimental evidence shows that rotation around  $\sigma$  bonds occurs easily.

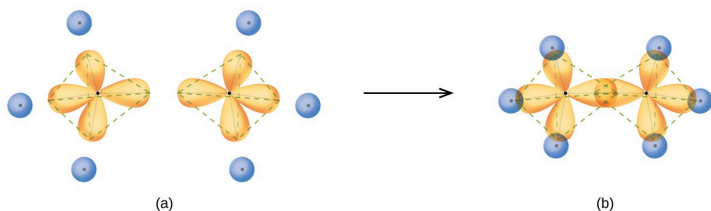


Figure 12. (a) In the ethane molecule,  $C_2H_6$ , each carbon has four  $sp^3$  orbitals. (b) These four orbitals overlap to form seven  $\sigma$  bonds.

An  $sp^3$  hybrid orbital can also hold a lone pair of electrons. For example, the nitrogen atom in ammonia is surrounded by three bonding pairs and a lone pair of electrons directed to the four corners of a tetrahedron. The nitrogen atom is  $sp^3$  hybridized with one hybrid orbital occupied by the lone pair. The molecular structure of water is consistent with a tetrahedral arrangement of two lone pairs and two bonding pairs of electrons. Thus we say that the oxygen atom is  $sp^3$  hybridized, with two of the hybrid orbitals occupied by lone pairs and two by bonding pairs. Since lone pairs occupy more space than bonding pairs, structures that contain lone pairs have bond angles slightly distorted from the ideal. Perfect tetrahedra have angles of  $109.5^\circ$ , but the observed angles in ammonia ( $107.3^\circ$ ) and water ( $104.5^\circ$ ) are slightly smaller. Other examples of  $sp^3$  hybridization include  $CCl_4$ ,  $PCl_3$ , and  $NCl_3$ .

## $sp^3d$ and $sp^3d^2$ Hybridization

To describe the five bonding orbitals in a trigonal bipyramidal arrangement, we must use five of the valence shell atomic orbitals (the  $s$  orbital, the three  $p$  orbitals, and one of the  $d$  orbitals), which gives five  **$sp^3d$  hybrid orbitals**. With an octahedral arrangement of six hybrid orbitals, we must use six valence shell atomic orbitals (the  $s$  orbital, the three  $p$  orbitals, and two of the  $d$  orbitals in its valence



shell), which gives six  **$sp^3d^2$  hybrid orbitals**. These hybridizations are only possible for atoms that have  $d$  orbitals in their valence subshells (that is, not those in the first or second period). In a molecule of phosphorus pentachloride,  $PCl_5$ , there are five P–Cl bonds (thus five pairs of valence electrons around the phosphorus atom) directed toward the corners of a trigonal bipyramid. We use the  $3s$  orbital, the three  $3p$  orbitals, and one of the  $3d$  orbitals to form the set of five  $sp^3d$  hybrid orbitals (Figure 14) that are involved in the P–Cl bonds. Other atoms that exhibit  $sp^3d$  hybridization include the sulfur atom in  $SF_4$  and the chlorine atoms in  $ClF_3$  and in  $ClF_4^+$ . (The electrons on fluorine atoms are omitted for clarity.)

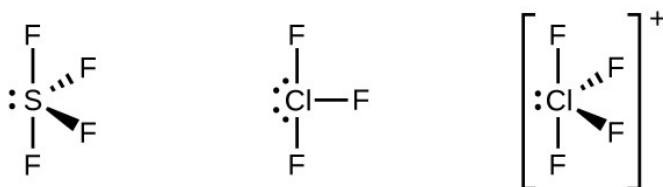


Figure 13. The three compounds pictured exhibit  $sp^3d$  hybridization in the central atom and a trigonal bipyramid form.  $SF_4$  and  $ClF_4^+$  have one lone pair of electrons on the central atom, and  $ClF_3$  has two lone pairs giving it the T-shape shown.

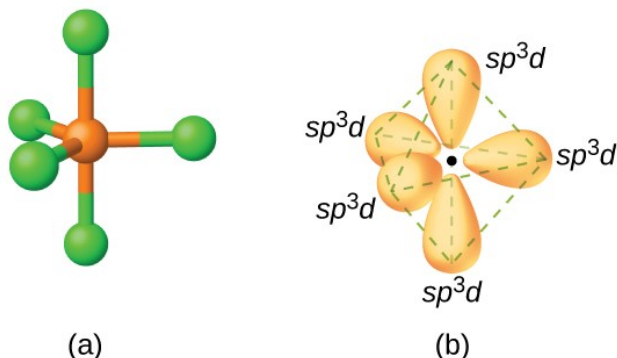


Figure 14. (a) The five regions of electron density around phosphorus in  $\text{PCl}_5$  require five hybrid  $sp^3d$  orbitals. (b) These orbitals combine to form a trigonal bipyramidal structure with each large lobe of the hybrid orbital pointing at a vertex. As before, there are also small lobes pointing in the opposite direction for each orbital (not shown for clarity).

The sulfur atom in sulfur hexafluoride,  $\text{SF}_6$ , exhibits  $sp^3d^2$  hybridization. A molecule of sulfur hexafluoride has six bonding pairs of electrons connecting six fluorine atoms to a single sulfur atom (Figure 15). There are no lone pairs of electrons on the central atom. To bond six fluorine atoms, the 3s orbital, the three 3p orbitals, and two of the 3d orbitals form six equivalent  $sp^3d^2$  hybrid orbitals, each directed toward a different corner of an octahedron. Other atoms that exhibit  $sp^3d^2$  hybridization include the phosphorus atom in  $\text{PCl}_6^-$ , the iodine atom in the interhalogens  $\text{IF}_6^+$ ,  $\text{IF}_5$ ,  $\text{ICl}_4^-$ ,  $\text{IF}_4^-$  and the xenon atom in  $\text{XeF}_4$ .

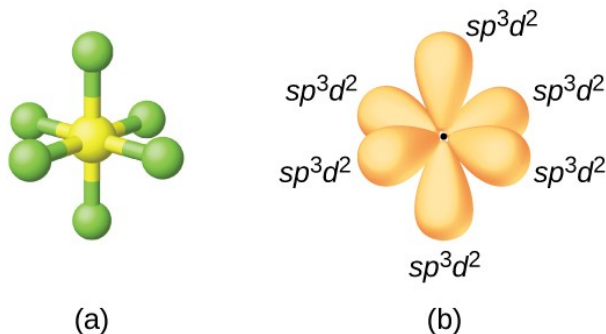


Figure 15. (a) Sulfur hexafluoride,  $\text{SF}_6$ , has an octahedral structure that requires  $\text{sp}^3\text{d}^2$  hybridization. (b) The six  $\text{sp}^3\text{d}^2$  orbitals form an octahedral structure around sulfur. Again, the minor lobe of each orbital is not shown for clarity.

## Assignment of Hybrid Orbitals to Central Atoms

The hybridization of an atom is determined based on the number of regions of electron density that surround it. The geometrical arrangements characteristic of the various sets of hybrid orbitals are shown in Figure 16. These arrangements are identical to those of the electron-pair geometries predicted by VSEPR theory. VSEPR theory predicts the shapes of molecules, and hybrid orbital theory provides an explanation for how those shapes are formed. To find the hybridization of a central atom, we can use the following guidelines:

1. Determine the Lewis structure of the molecule.
2. Determine the number of regions of electron density around an atom using VSEPR theory, in which single bonds, multiple bonds, radicals, and lone pairs each count as one region.
3. Assign the set of hybridized orbitals from Figure 16 that corresponds to this geometry.


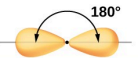

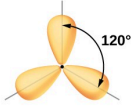
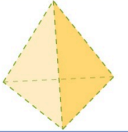
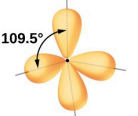

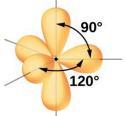

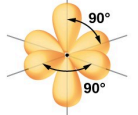
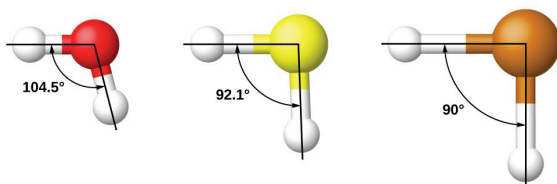
Regions of Electron Density	Arrangement		Hybridization	
2		linear	$sp$	
3		trigonal planar	$sp^2$	
4		tetrahedral	$sp^3$	
5		trigonal bipyramidal	$sp^3d$	
6		octahedral	$sp^3d^2$	

Figure 16. The shapes of hybridized orbital sets are consistent with the electron-pair geometries. For example, an atom surrounded by three regions of electron density is  $sp^2$  hybridized, and the three  $sp^2$  orbitals are arranged in a trigonal planar fashion.

It is important to remember that hybridization was devised to rationalize experimentally observed molecular geometries. The model works well for molecules containing small central atoms, in which the valence electron pairs are close together in space. However, for larger central atoms, the valence-shell electron pairs are farther from the nucleus, and there are fewer repulsions. Their compounds exhibit structures that are often not consistent with VSEPR theory, and hybridized orbitals are not necessary to explain the observed data. For example, we have discussed the H–O–H bond angle in  $H_2O$ ,  $104.5^\circ$ , which is more consistent with  $sp^3$  hybrid

orbitals ( $109.5^\circ$ ) on the central atom than with  $2p$  orbitals ( $90^\circ$ ). Sulfur is in the same group as oxygen, and  $\text{H}_2\text{S}$  has a similar Lewis structure. However, it has a much smaller bond angle ( $92.1^\circ$ ), which indicates much less hybridization on sulfur than oxygen. Continuing down the group, tellurium is even larger than sulfur, and for  $\text{H}_2\text{Te}$ , the observed bond angle ( $90^\circ$ ) is consistent with overlap of the  $5p$  orbitals, without invoking hybridization. We invoke hybridization where it is necessary to explain the observed structures.

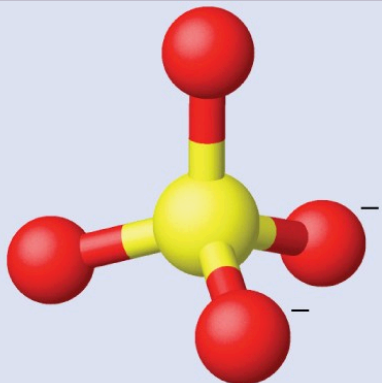


### *Example 1: Assigning Hybridization*

Ammonium sulfate is important as a fertilizer. What is the hybridization of the sulfur atom in the sulfate ion,  $\text{SO}_4^{2-}$ ?

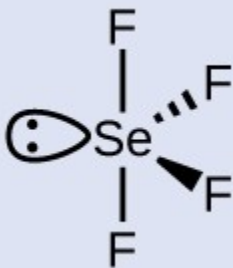
Show Answer

The Lewis structure of sulfate shows there are four regions of electron density. The hybridization is  $sp^3$ .



### *Check Your Learning*

What is the hybridization of the selenium atom in  $\text{SeF}_4$ ?



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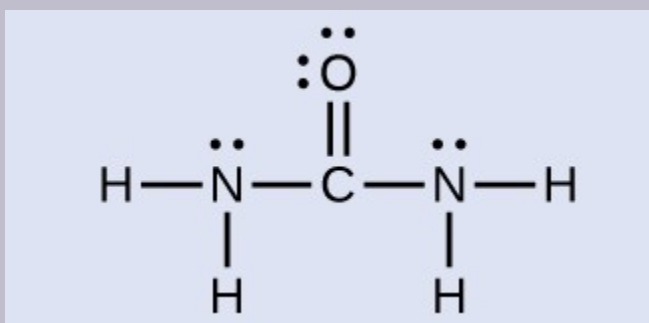
The selenium atom is  $sp^3d$  hybridized.

### Example 2: Assigning Hybridization

Urea,  $\text{NH}_2\text{C}(\text{O})\text{NH}_2$ , is sometimes used as a source of nitrogen in fertilizers. What is the hybridization of each nitrogen and carbon atom in urea?

Show Answer

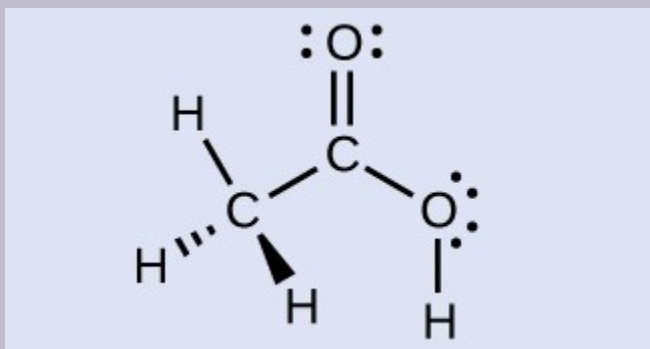
The Lewis structure of urea is



The nitrogen atoms are surrounded by four regions of electron density, which arrange themselves in a tetrahedral electron-pair geometry. The hybridization in a tetrahedral arrangement is  $sp^3$  (Figure 8.21). This is the hybridization of the nitrogen atoms in urea. The carbon atom is surrounded by three regions of electron density, positioned in a trigonal planar arrangement. The hybridization in a trigonal planar electron pair geometry is  $sp^2$  (Figure 8.21), which is the hybridization of the carbon atom in urea.

### *Check Your Learning*

Acetic acid,  $\text{H}_3\text{CC}(\text{O})\text{OH}$ , is the molecule that gives vinegar its odor and sour taste. What is the hybridization of the two carbon atoms in acetic acid?



Show Answer

$\text{H}_3\text{C}$ ,  $\text{sp}^3$ ;  $\text{C}(\text{O})\text{OH}$ ,  $\text{sp}^2$

### *Key Concepts and Summary*

We can use hybrid orbitals, which are mathematical combinations of some or all of the valence atomic orbitals, to describe the electron density around covalently bonded atoms. These hybrid orbitals either form sigma ( $\sigma$ ) bonds



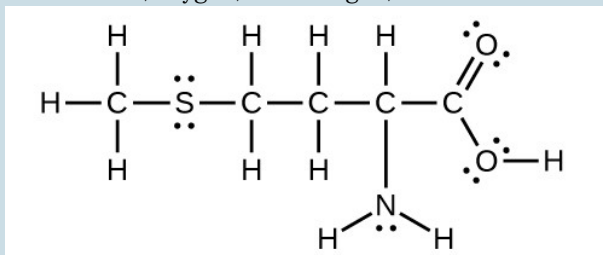
directed toward other atoms of the molecule or contain lone pairs of electrons. We can determine the type of hybridization around a central atom from the geometry of the regions of electron density about it. Two such regions imply  $sp$  hybridization; three,  $sp^2$  hybridization; four,  $sp^3$  hybridization; five,  $sp^3d$  hybridization; and six,  $sp^3d^2$  hybridization. Pi ( $\pi$ ) bonds are formed from unhybridized atomic orbitals ( $p$  or  $d$  orbitals).

## Exercises

1. Why is the concept of hybridization required in valence bond theory?
2. Give the shape that describes each hybrid orbital set:
  - a.  $sp^2$
  - b.  $sp^3d$
  - c.  $sp$
  - d.  $sp^3d^2$
3. Explain why a carbon atom cannot form five bonds using  $sp^3d$  hybrid orbitals.
4. What is the hybridization of the central atom in each of the following?
  - a.  $\text{BeH}_2$
  - b.  $\text{SF}_6$
  - c.  $\text{PO}_4^{3-}$

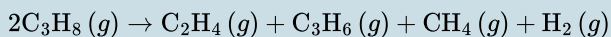
d.  $\text{PCl}_5$

5. A molecule with the formula  $\text{AB}_3$  could have one of four different shapes. Give the shape and the hybridization of the central A atom for each.
6. Methionine,  $\text{CH}_3\text{SCH}_2\text{CH}_2\text{CH}(\text{NH}_2)\text{CO}_2\text{H}$ , is an amino acid found in proteins. Draw a Lewis structure of this compound. What is the hybridization type of each carbon, oxygen, the nitrogen, and the sulfur?



7. Sulfuric acid is manufactured by a series of reactions represented by the following equations:
- $$\text{S}_8 (s) + 8\text{O}_2 (g) \rightarrow 8\text{SO}_2 (g)$$
- $$2\text{SO}_2 (g) + \text{O}_2 (g) \rightarrow 2\text{SO}_3 (g)$$
- $$\text{SO}_3 (g) + \text{H}_2\text{O} (l) \rightarrow \text{H}_2\text{SO}_4 (l)$$
- Draw a Lewis structure, predict the molecular geometry by VSEPR, and determine the hybridization of sulfur for the following:
- circular  $\text{S}_8$  molecule
  - $\text{SO}_2$  molecule
  - $\text{SO}_3$  molecule
  - $\text{H}_2\text{SO}_4$  molecule (the hydrogen atoms are bonded to oxygen atoms)
8. Two important industrial chemicals, ethene,  $\text{C}_2\text{H}_4$ , and propene,  $\text{C}_3\text{H}_6$ , are produced by the steam (or

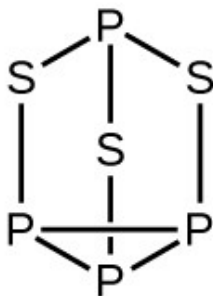
thermal) cracking process:



For each of the four carbon compounds, do the following:

- a. Draw a Lewis structure.
  - b. Predict the geometry about the carbon atom.
  - c. Determine the hybridization of each type of carbon atom.
9. For many years after they were discovered, it was believed that the noble gases could not form compounds. Now we know that belief to be incorrect. A mixture of xenon and fluorine gases, confined in a quartz bulb and placed on a windowsill, is found to slowly produce a white solid. Analysis of the compound indicates that it contains 77.55% Xe and 22.45% F by mass.
  - a. What is the formula of the compound?
  - b. Write a Lewis structure for the compound.
  - c. Predict the shape of the molecules of the compound.
  - d. What hybridization is consistent with the shape you predicted?
10. Consider nitrous acid,  $\text{HNO}_2$  (HONO).
  - a. Write a Lewis structure.
  - b. What are the electron pair and molecular geometries of the internal oxygen and nitrogen atoms in the  $\text{HNO}_2$  molecule?
  - c. What is the hybridization on the internal oxygen and nitrogen atoms in  $\text{HNO}_2$ ?

11. Strike-anywhere matches contain a layer of  $\text{KClO}_3$  and a layer of  $\text{P}_4\text{S}_3$ . The heat produced by the friction of striking the match causes these two compounds to react vigorously, which sets fire to the wooden stem of the match.  $\text{KClO}_3$  contains the  $\text{ClO}_3^-$  ion.  $\text{P}_4\text{S}_3$  is an unusual molecule with the skeletal structure.



- Write Lewis structures for  $\text{P}_4\text{S}_3$  and the  $\text{ClO}_3^-$  ion.
  - Describe the geometry about the P atoms, the S atom, and the Cl atom in these species.
  - Assign a hybridization to the P atoms, the S atom, and the Cl atom in these species.
  - Determine the oxidation states and formal charge of the atoms in  $\text{P}_4\text{S}_3$  and the  $\text{ClO}_3^-$  ion.
12. Identify the hybridization of each carbon atom in the following molecule. (The arrangement of atoms is given; you need to determine how many bonds connect each pair of atoms.)



13. Write Lewis structures for  $\text{NF}_3$  and  $\text{PF}_5$ . On the basis of hybrid orbitals, explain the fact that  $\text{NF}_3$ ,  $\text{PF}_3$ , and  $\text{PF}_5$  are stable molecules, but  $\text{NF}_5$  does not exist.
14. In addition to  $\text{NF}_3$ , two other fluoro derivatives of nitrogen are known:  $\text{N}_2\text{F}_4$  and  $\text{N}_2\text{F}_2$ . What shapes do you predict for these two molecules? What is the hybridization for the nitrogen in each molecule?

Show Selected Answers

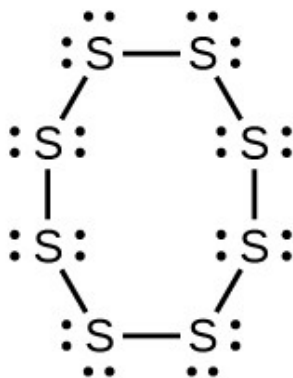
1. Hybridization is introduced to explain the geometry of bonding orbitals in valence bond theory.

3. There are no  $d$  orbitals in the valence shell of carbon.

5. trigonal planar,  $sp^2$ , trigonal pyramidal (one lone pair on A)  $sp^3$ , T-shaped (two lone pairs on A)  $sp^3d$ , or (three lone pair on A)  $sp^3d^2$

7. The Lewis structures and predicted molecular geometries are as follows:

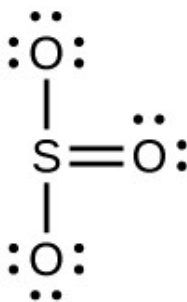
- a.  $\text{S}_8$ , each S has a bent ( $109^\circ$ ) geometry,  $sp^3$



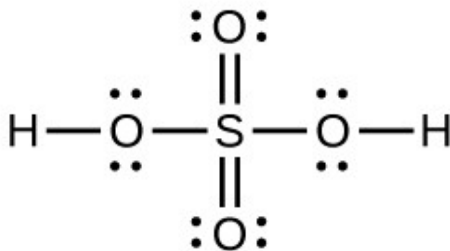
- b.  $\text{SO}_2$ , bent ( $120^\circ$ ),  $sp^2$



- c.  $\text{SO}_3$ , trigonal planar,  $sp^2$



- d.  $\text{H}_2\text{SO}_4$ , tetrahedral,  $sp^3$



9. The answers are as follows:

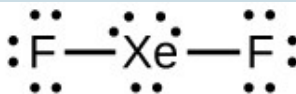
- a. A 100-g sample contains 77.55 g Xe and 22.45 g F. Divide each mass by the atomic weight to find the number of moles. Then, compare the ratio of moles of the two elements.

$$\begin{aligned} \circ \quad & \frac{77.55 \text{ g}}{131.29 \text{ g mol}^{-1}} = 0.5907 \text{ mol} \\ \circ \quad & \frac{22.45 \text{ g}}{18.998 \text{ g mol}^{-1}} = 1.182 \text{ mol} \end{aligned}$$

Find the ratio by dividing by the smaller value.

$$\circ \quad \frac{1.182}{0.5907} = 2.001$$

That is, there are two atoms of F for each atom of Xe. Therefore, the empirical formula is XeF<sub>2</sub>.



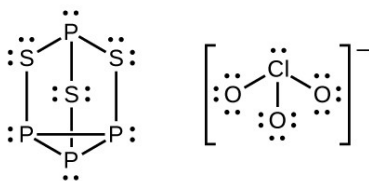
- b.
- c. There are 22 electrons, 16 of which are used in the bond, leaving six electrons in the three pairs of unbonded electrons centered about the Xe. These

unshared electrons are in a trigonal planar shape with the bonding pairs above and below the plane.

Therefore,  $\text{XeF}_2$  is linear.

- d.  $sp^3d$  hybridization is consistent with the linear shape.

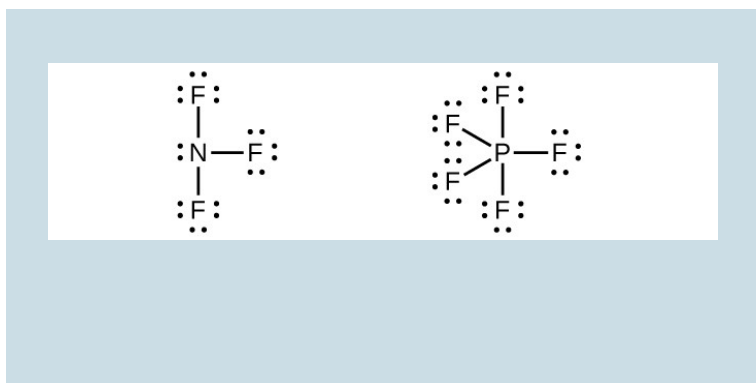
11. The answers are as follows:



- a.
- b. P atoms, trigonal pyramidal; S atoms, bent, with two lone pairs; Cl atoms, trigonal pyramidal;
- c. Hybridization about P, S, and Cl is, in all cases,  $sp^3$ ;
- d. Oxidation states P +1, S  $-1\frac{1}{3}$ , Cl +5, O -2. Formal charges: P 0; S 0; Cl +2; O -1

13. Phosphorus and nitrogen can form  $sp^3$  hybrids to form three bonds and hold one lone pair in  $\text{PF}_3$  and  $\text{NF}_3$ , respectively. However, nitrogen has no valence  $d$  orbitals, so it cannot form a set of  $sp^3d$  hybrid orbitals to bind five fluorine atoms in  $\text{NF}_5$ . Phosphorus has  $d$  orbitals and can bind five fluorine atoms with  $sp^3d$  hybrid orbitals in  $\text{PF}_5$ .





## Glossary

**hybrid orbital:** orbital created by combining atomic orbitals on a central atom

**hybridization:** model that describes the changes in the atomic orbitals of an atom when it forms a covalent compound

**sp hybrid orbital:** one of a set of two orbitals with a linear arrangement that results from combining one s and one p orbital

**sp<sup>2</sup> hybrid orbital:** one of a set of three orbitals with a trigonal planar arrangement that results from combining one s and two p orbitals

**sp<sup>3</sup> hybrid orbital:** one of a set of four orbitals with a tetrahedral arrangement that results from combining one s and three p orbitals

**sp<sup>3</sup>d hybrid orbital:** one of a set of five orbitals with a trigonal bipyramidal arrangement that results from combining one s, three p, and one d orbital

**sp<sup>3</sup>d<sup>2</sup> hybrid orbital:** one of a set of six orbitals with an octahedral arrangement that results from combining one s, three p, and two d orbitals

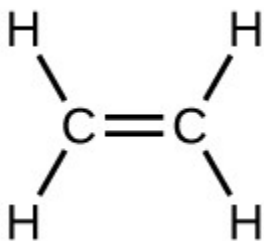
## 88. Multiple Bonds

### *Learning Objectives*

By the end of this section, you will be able to:

- Describe multiple covalent bonding in terms of atomic orbital overlap
- Relate the concept of resonance to  $\pi$ -bonding and electron delocalization

The hybrid orbital model appears to account well for the geometry of molecules involving single covalent bonds. Is it also capable of describing molecules containing double and triple bonds? We have already discussed that multiple bonds consist of  $\sigma$  and  $\pi$  bonds. Next we can consider how we visualize these components and how they relate to hybrid orbitals. The Lewis structure of ethene,  $\text{C}_2\text{H}_4$ , shows us that each carbon atom is surrounded by one other carbon atom and two hydrogen atoms.



The three bonding regions form a trigonal planar electron-pair geometry. Thus we expect the  $\sigma$  bonds from each carbon atom are formed using a set of  $sp^2$  hybrid orbitals that result from hybridization of two of the  $2p$  orbitals and the  $2s$  orbital (Figure 1).

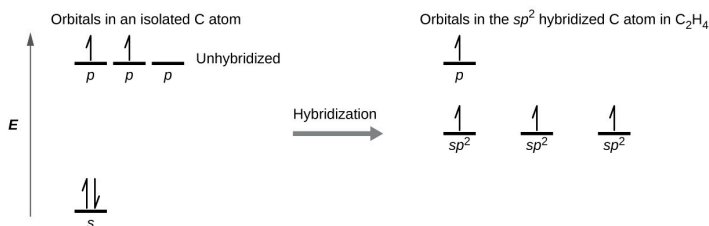


Figure 1. In ethene, each carbon atom is  $sp^2$  hybridized, and the  $sp^2$  orbitals and the  $p$  orbital are singly occupied. The hybrid orbitals overlap to form  $\sigma$  bonds, while the  $p$  orbitals on each carbon atom overlap to form a  $\pi$  bond.

These orbitals form the C-H single bonds and the  $\sigma$  bond in the  $\text{C} = \text{C}$  double bond (Figure 2). The  $\pi$  bond in the  $\text{C} = \text{C}$  double bond results from the overlap of the third (remaining)  $2p$  orbital on each carbon atom that is not involved in hybridization. This unhybridized  $p$  orbital (shown in red in Figure 2) is perpendicular to the plane of the  $sp^2$  hybrid orbitals. Thus the unhybridized  $2p$  orbitals overlap in a side-by-side fashion, above and below the internuclear axis (Figure 2) and form a  $\pi$  bond.

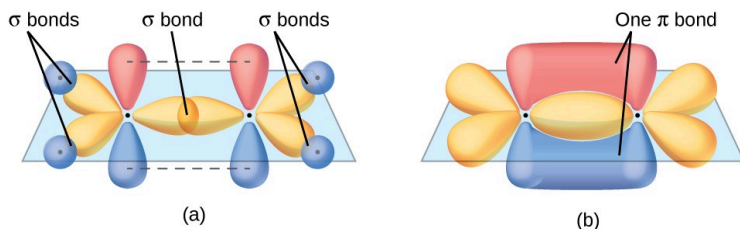


Figure 2. In the ethene molecule,  $\text{C}_2\text{H}_4$ , there are (a) five  $\sigma$  bonds shown in purple. One C-C  $\sigma$  bond results from overlap of  $sp^2$  hybrid orbitals on the carbon atom with one  $sp^2$  hybrid orbital on the other carbon atom. Four C-H bonds result from the overlap between the  $sp^2$  orbitals with  $s$  orbitals on the hydrogen atoms. (b) The  $\pi$  bond is formed by the side-by-side overlap of the two unhybridized  $p$  orbitals in the two carbon atoms, which are shown in red. The two lobes of the  $\pi$  bond are above and below the plane of the  $\sigma$  system.

In an ethene molecule, the four hydrogen atoms and the two carbon atoms are all in the same plane. If the two planes of  $sp^2$  hybrid orbitals tilted relative to each other, the  $p$  orbitals would not be oriented to overlap efficiently to create the  $\pi$  bond. The planar configuration for the ethene molecule occurs because it is the most stable bonding arrangement. This is a significant difference between  $\sigma$  and  $\pi$  bonds; rotation around single ( $\sigma$ ) bonds occurs easily because the end-to-end orbital overlap does not depend on the relative orientation of the orbitals on each atom in the bond. In other words, rotation around the internuclear axis does not change the extent to which the  $\sigma$  bonding orbitals overlap because the bonding electron density is symmetric about the axis. Rotation about the internuclear axis is much more difficult for multiple bonds; however, this would drastically alter the off-axis overlap of the  $\pi$  bonding orbitals, essentially breaking the  $\pi$  bond.

In molecules with  $sp$  hybrid orbitals, two unhybridized  $p$  orbitals remain on the atom (Figure 3). We find this situation in acetylene,  $\text{H} - \text{C} \equiv \text{C} - \text{H}$ , which is a linear molecule.

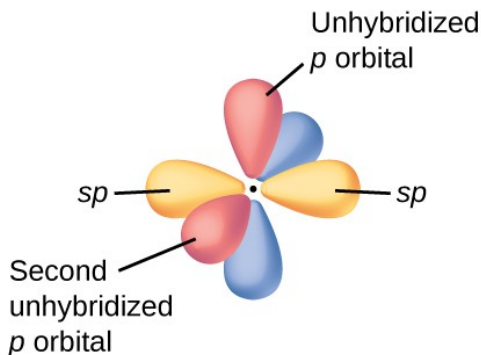


Figure 3. Diagram of the two linear  $sp$  hybrid orbitals of a carbon atom, which lie in a straight line, and the two unhybridized  $p$  orbitals at perpendicular angles.

The  $sp$  hybrid orbitals of the two carbon atoms overlap end to end to form a  $\sigma$  bond between the carbon atoms (Figure 4). The remaining  $sp$  orbitals form  $\sigma$  bonds with hydrogen atoms. The two unhybridized  $p$  orbitals per carbon are positioned such that they overlap side by side and, hence, form two  $\pi$  bonds. The two carbon atoms of acetylene are thus bound together by one  $\sigma$  bond and two  $\pi$  bonds, giving a triple bond.

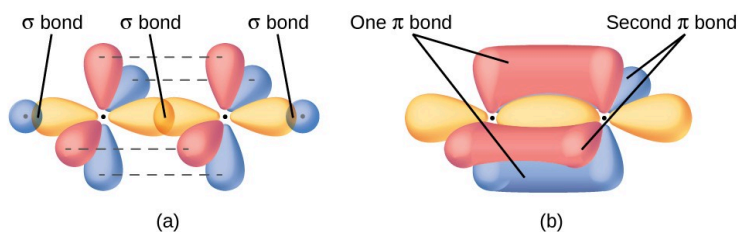


Figure 4. (a) In the acetylene molecule,  $C_2H_2$ , there are two C-H  $\sigma$  bonds and a  $C \equiv C$  triple bond involving one C-C  $\sigma$  bond and two C-C  $\pi$  bonds. The dashed lines, each connecting two lobes, indicate the side-by-side overlap of the four unhybridized  $p$  orbitals. (b) This shows the overall outline of the bonds in  $C_2H_2$ . The two lobes of each of the  $\pi$  bonds are positioned across from each other around the line of the C-C  $\sigma$  bond.

Hybridization involves only  $\sigma$  bonds, lone pairs of electrons, and single unpaired electrons (radicals). Structures that account for these features describe the correct hybridization of the atoms. However, many structures also include resonance forms. Remember that resonance forms occur when various arrangements of  $\pi$  bonds are possible. Since the arrangement of  $\pi$  bonds involves only the unhybridized orbitals, resonance does not influence the assignment of hybridization.

For example, molecule benzene has two resonance forms (Figure 5). We can use either of these forms to determine that each of the carbon atoms is bonded to three other atoms with no lone pairs, so the correct hybridization is  $sp^2$ . The electrons in the unhybridized  $p$  orbitals form  $\pi$  bonds. Neither resonance structure completely describes the electrons in the  $\pi$  bonds. They are not located in one position or the other, but in reality are delocalized throughout the ring. Valence bond theory does not easily address delocalization. Bonding in molecules with resonance forms is better described by molecular orbital theory.

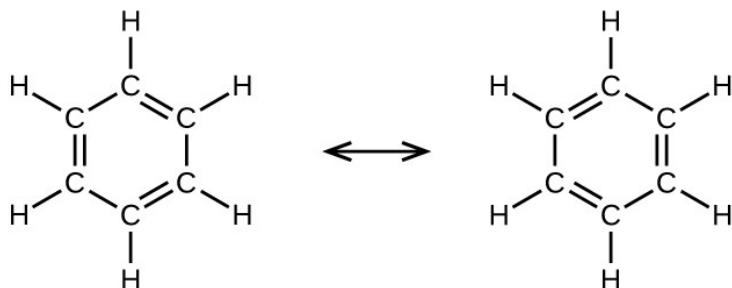


Figure 5. Each carbon atom in benzene,  $C_6H_6$ , is  $sp^2$  hybridized, independently of which resonance form is considered. The electrons in the  $\pi$  bonds are not located in one set of  $p$  orbitals or the other, but rather delocalized throughout the molecule.

### Example 1: Assignment of Hybridization Involving Resonance

Some acid rain results from the reaction of sulfur dioxide with atmospheric water vapor, followed by the formation of sulfuric acid. Sulfur dioxide,  $\text{SO}_2$ , is a major component of volcanic gases as well as a product of the combustion of sulfur-containing coal. What is the hybridization of the S atom in  $\text{SO}_2$ ?

Show Answer

The resonance structures of  $\text{SO}_2$  are



The sulfur atom is surrounded by two bonds and one lone pair of electrons in either resonance structure. Therefore, the electron-pair geometry is trigonal planar, and the hybridization of the sulfur atom is  $sp^2$ .

### Check Your Learning

Another acid in acid rain is nitric acid,  $\text{HNO}_3$ , which is produced by the reaction of nitrogen dioxide,  $\text{NO}_2$ , with atmospheric water vapor. What is the hybridization of the nitrogen atom in  $\text{NO}_2$ ? (Note: the lone electron on nitrogen occupies a hybridized orbital just as a lone pair would.)

Show Answer

$sp^2$

### *Key Concepts and Summary*

Multiple bonds consist of a  $\sigma$  bond located along the axis between two atoms and one or two  $\pi$  bonds. The  $\sigma$  bonds are usually formed by the overlap of hybridized atomic orbitals, while the  $\pi$  bonds are formed by the side-by-side overlap of unhybridized orbitals. Resonance occurs when there are multiple unhybridized orbitals with the appropriate alignment to overlap, so the placement of  $\pi$  bonds can vary.

### *Exercises*

1. The bond energy of a C–C single bond averages  $347 \text{ kJ mol}^{-1}$ ; that of a  $\text{C} \equiv \text{C}$  triple bond averages  $839 \text{ kJ mol}^{-1}$ . Explain why the triple bond is not three times as strong as a single bond.
2. For the carbonate ion,  $\text{CO}_3^{2-}$ , draw all of the resonance structures. Identify which orbitals overlap to create each bond.
3. A useful solvent that will dissolve salts as well as

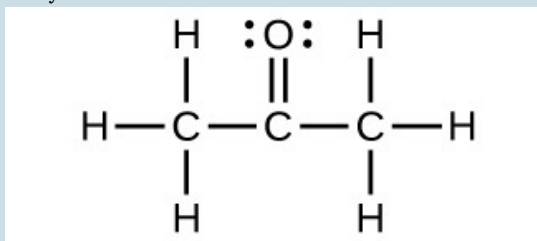


organic compounds is the compound acetonitrile,  $\text{H}_3\text{CCN}$ . It is present in paint strippers.

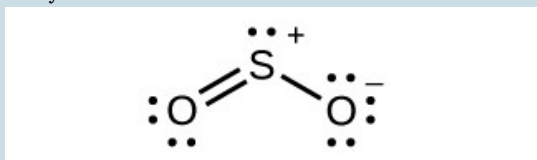
- a. Write the Lewis structure for acetonitrile, and indicate the direction of the dipole moment in the molecule.
  - b. Identify the hybrid orbitals used by the carbon atoms in the molecule to form  $\sigma$  bonds.
  - c. Describe the atomic orbitals that form the  $\pi$  bonds in the molecule. Note that it is not necessary to hybridize the nitrogen atom.
4. For the molecule allene,  $\text{H}_2\text{C} = \text{C} = \text{CH}_2$ , give the hybridization of each carbon atom. Will the hydrogen atoms be in the same plane or perpendicular planes?
5. Identify the hybridization of the central atom in each of the following molecules and ions that contain multiple bonds:
- a.  $\text{ClNO}$  (N is the central atom)
  - b.  $\text{CS}_2$
  - c.  $\text{Cl}_2\text{CO}$  (C is the central atom)
  - d.  $\text{Cl}_2\text{SO}$  (S is the central atom)
  - e.  $\text{SO}_2\text{F}_2$  (S is the central atom)
  - f.  $\text{XeO}_2\text{F}_2$  (Xe is the central atom)
  - g.  $\text{ClOF}_2^+$  (Cl is the central atom)
6. Describe the molecular geometry and hybridization of the N, P, or S atoms in each of the following compounds. (a)  $\text{H}_3\text{PO}_4$ , phosphoric acid, used in cola soft drinks (b)  $\text{NH}_4\text{NO}_3$ , ammonium nitrate, a fertilizer and explosive (c)  $\text{S}_2\text{Cl}_2$ , disulfur dichloride,

used in vulcanizing rubber (d)  $\text{K}_4[\text{O}_3\text{POPO}_3]$ , potassium pyrophosphate, an ingredient in some toothpastes

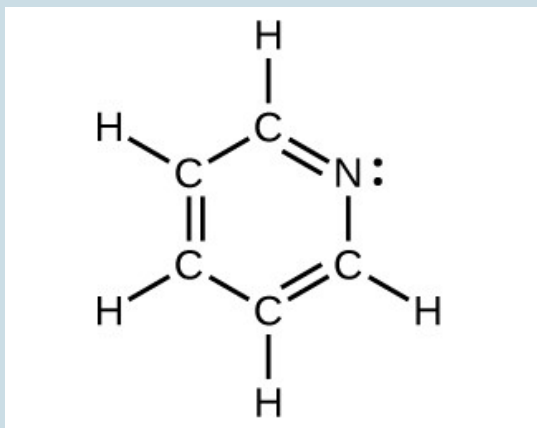
7. For each of the following molecules, indicate the hybridization requested and whether or not the electrons will be delocalized:
- ozone ( $\text{O}_3$ ) central O hybridization
  - carbon dioxide ( $\text{CO}_2$ ) central C hybridization
  - nitrogen dioxide ( $\text{NO}_2$ ) central N hybridization
  - phosphate ion ( $\text{PO}_4^{3-}$ ) central P hybridization
8. For each of the following structures, determine the hybridization requested and whether the electrons will be delocalized:
- Hybridization of each carbon



- Hybridization of sulfur



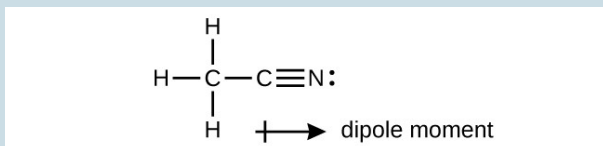
- All atoms



9. Draw the orbital diagram for carbon in  $\text{CO}_2$  showing how many carbon atom electrons are in each orbital.

Show Selected Answers

1. A triple bond consists of one  $\sigma$  bond and two  $\pi$  bonds. A  $\sigma$  bond is stronger than a  $\pi$  bond due to greater overlap.
3. The answers are as follows:



- a.
- b. The terminal carbon atom uses  $sp^3$  hybrid orbitals, while the central carbon atom is  $sp$  hybridized. The terminal carbon atom forms four  $\sigma$  bonds (three to the hydrogen atoms and one to the carbon) while the central carbon forms two  $\sigma$  bond (one to carbon and one to nitrogen).
- c. Each of the two  $\pi$  bonds is formed by overlap of a

2p orbital on carbon and a nitrogen 2p orbital.

5. The hybridization of each central atom is as follows:

- a.  $sp^2$
- b.  $sp$
- c.  $sp^2$
- d.  $sp^3$
- e.  $sp^3$
- f.  $sp^3d$
- g.  $sp^3$

7. The answers are as follows:

- a.  $sp^2$ , delocalized



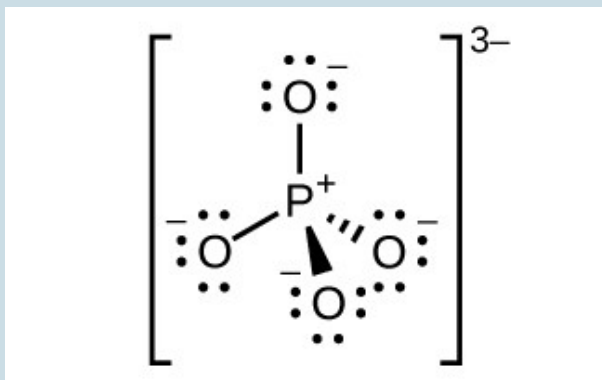
- b.  $sp$ , localized



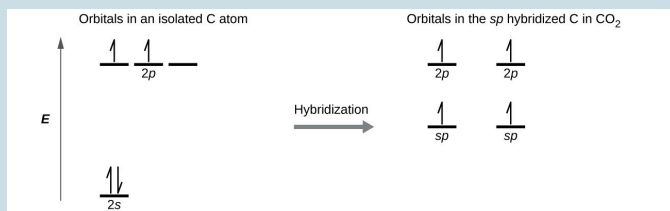
- c.  $sp^2$ , delocalized



- d.  $sp^3$ , delocalized



9. Each of the four electrons is in a separate orbital and overlaps with an electron on an oxygen atom.



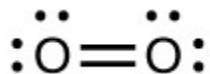
# 89. Molecular Orbital Theory

## *Learning Objectives*

By the end of this section, you will be able to:

- Outline the basic quantum-mechanical approach to deriving molecular orbitals from atomic orbitals
- Describe traits of bonding and anti-bonding molecular orbitals
- Calculate bond orders based on molecular electron configurations
- Write molecular electron configurations for first- and second-row diatomic molecules
- Relate these electron configurations to the molecules' stabilities and magnetic properties

For almost every covalent molecule that exists, we can now draw the Lewis structure, predict the electron-pair geometry, predict the molecular geometry, and come close to predicting bond angles. However, one of the most important molecules we know, the oxygen molecule  $O_2$ , presents a problem with respect to its Lewis structure. We would write the following Lewis structure for  $O_2$ :



This electronic structure adheres to all the rules governing Lewis

theory. There is an  $\text{O}=\text{O}$  double bond, and each oxygen atom has eight electrons around it. However, this picture is at odds with the magnetic behavior of oxygen. By itself,  $\text{O}_2$  is not magnetic, but it is attracted to magnetic fields. Thus, when we pour liquid oxygen past a strong magnet, it collects between the poles of the magnet and defies gravity, as in Figure 1. Such attraction to a magnetic field is called **paramagnetism**, and it arises in molecules that have unpaired electrons. And yet, the Lewis structure of  $\text{O}_2$  indicates that all electrons are paired. How do we account for this discrepancy?

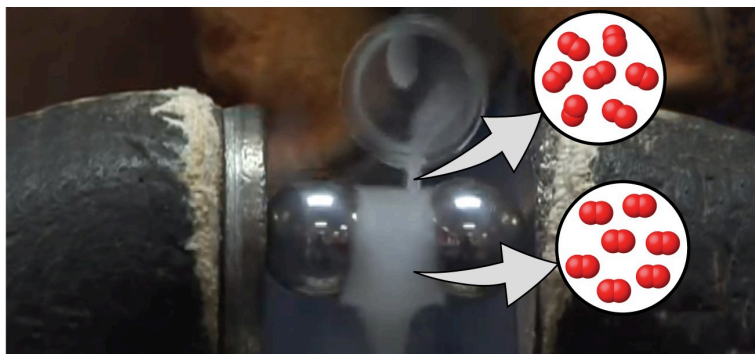


Figure 1. Oxygen molecules orient randomly most of the time, as shown in the top magnified view. However, when we pour liquid oxygen through a magnet, the molecules line up with the magnetic field, and the attraction allows them to stay suspended between the poles of the magnet where the magnetic field is strongest. Other diatomic molecules (like  $\text{N}_2$ ) flow past the magnet. The detailed explanation of bonding described in this chapter allows us to understand this phenomenon. (credit: modification of work by Jefferson Lab)

Magnetic susceptibility measures the force experienced by a substance in a magnetic field. When we compare the weight of a sample to the weight measured in a magnetic field (Figure 2), paramagnetic samples that are attracted to the magnet will appear heavier because of the force exerted by the magnetic field. We can calculate the number of unpaired electrons based on the increase in weight.

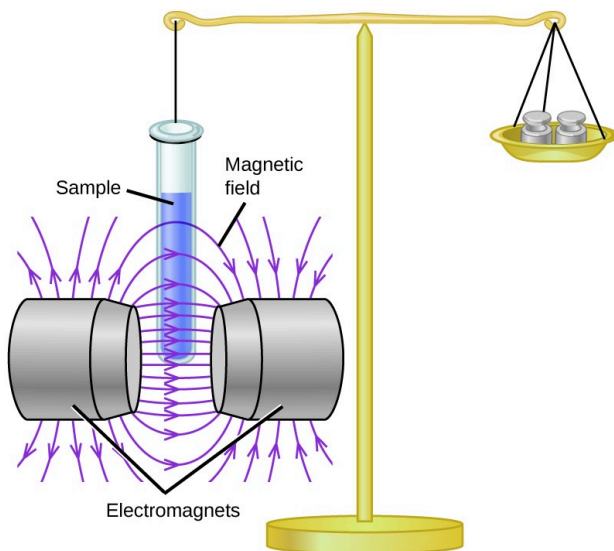


Figure 2. A Gouy balance compares the mass of a sample in the presence of a magnetic field with the mass with the electromagnet turned off to determine the number of unpaired electrons in a sample.

Experiments show that each  $\text{O}_2$  molecule has two unpaired electrons. The Lewis-structure model does not predict the presence of these two unpaired electrons. Unlike oxygen, the apparent weight of most molecules decreases slightly in the presence of an inhomogeneous magnetic field. Materials in which all of the electrons are paired are **diamagnetic** and weakly repel a magnetic field. Paramagnetic and diamagnetic materials do not act as permanent magnets. Only in the presence of an applied magnetic field do they demonstrate attraction or repulsion.

Water, like most molecules, contains all paired electrons. Living things contain a large percentage of



water, so they demonstrate diamagnetic behavior. If you place a frog near a sufficiently large magnet, it will levitate. You can see videos of diamagnetic floating frogs, strawberries, and more at the [Radboud University Diamagnetic Levitation website](#).

Molecular orbital theory (MO theory) provides an explanation of chemical bonding that accounts for the paramagnetism of the oxygen molecule. It also explains the bonding in a number of other molecules, such as violations of the octet rule and more molecules with more complicated bonding (beyond the scope of this text) that are difficult to describe with Lewis structures. Additionally, it provides a model for describing the energies of electrons in a molecule and the probable location of these electrons. Unlike valence bond theory, which uses hybrid orbitals that are assigned to one specific atom, MO theory uses the combination of atomic orbitals to yield molecular orbitals that are *delocalized* over the entire molecule rather than being localized on its constituent atoms. MO theory also helps us understand why some substances are electrical conductors, others are semiconductors, and still others are insulators. Table 1 summarizes the main points of the two complementary bonding theories. Both theories provide different, useful ways of describing molecular structure.

---

**Table 1. Comparison of Bonding Theories**

<b>Valence Bond Theory</b>	<b>Molecular Orbital Theory</b>
considers bonds as localized between one pair of atoms	considers electrons delocalized throughout the entire molecule
creates bonds from overlap of atomic orbitals ( $s, p, d, \dots$ ) and hybrid orbitals ( $sp, sp^2, sp^3, \dots$ )	combines atomic orbitals to form molecular orbitals ( $\sigma, \sigma^*, \pi, \pi^*$ )
forms $\sigma$ or $\pi$ bonds	creates bonding and antibonding interactions based on which orbitals are filled
predicts molecular shape based on the number of regions of electron density	predicts the arrangement of electrons in molecules
needs multiple structures to describe resonance	

---

**Molecular orbital theory** describes the distribution of electrons in molecules in much the same way that the distribution of electrons in atoms is described using atomic orbitals. Using quantum mechanics, the behavior of an electron in a molecule is still described by a wave function,  $\psi$ , analogous to the behavior in an atom. Just like electrons around isolated atoms, electrons around atoms in molecules are limited to discrete (quantized) energies. The region of space in which a valence electron in a molecule is likely to be found is called a **molecular orbital ( $\psi^2$ )**. Like an atomic orbital, a molecular orbital is full when it contains two electrons with opposite spin.

We will consider the molecular orbitals in molecules composed of two identical atoms ( $H_2$  or  $Cl_2$ , for example). Such molecules are called **homonuclear diatomic molecules**. In these diatomic molecules, several types of molecular orbitals occur.

The mathematical process of combining atomic orbitals to generate molecular orbitals is called the **linear combination of atomic orbitals (LCAO)**. The wave function describes the wavelike properties of an electron. Molecular orbitals are combinations of atomic orbital wave functions. Combining waves can lead to constructive interference, in which peaks line up with peaks, or

destructive interference, in which peaks line up with troughs (Figure 3). In orbitals, the waves are three dimensional, and they combine with in-phase waves producing regions with a higher probability of electron density and out-of-phase waves producing nodes, or regions of no electron density.

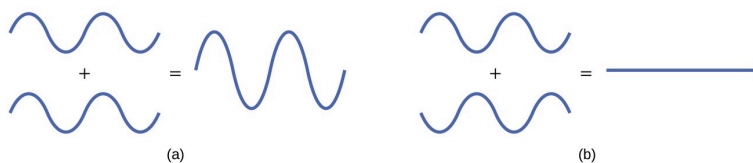


Figure 3. (a) When in-phase waves combine, constructive interference produces a wave with greater amplitude. (b) When out-of-phase waves combine, destructive interference produces a wave with less (or no) amplitude.

There are two types of molecular orbitals that can form from the overlap of two atomic s orbitals on adjacent atoms. The two types are illustrated in Figure 4. The in-phase combination produces a lower energy  $\sigma_s$  **molecular orbital** (read as “sigma-s”) in which most of the electron density is directly between the nuclei. The out-of-phase addition (which can also be thought of as subtracting the wave functions) produces a higher energy  $\sigma_s^*$  **molecular orbital** (read as “sigma-s-star”) molecular orbital in which there is a node between the nuclei. The asterisk signifies that the orbital is an antibonding orbital. Electrons in a  $\sigma_s$  orbital are attracted by both nuclei at the same time and are more stable (of lower energy) than they would be in the isolated atoms. Adding electrons to these orbitals creates a force that holds the two nuclei together, so we call these orbitals **bonding orbitals**. Electrons in the  $\sigma_s^*$  orbitals are located well away from the region between the two nuclei. The attractive force between the nuclei and these electrons pulls the two nuclei apart. Hence, these orbitals are called **antibonding orbitals**. Electrons fill the lower-energy bonding orbital before the higher-energy antibonding orbital, just as they fill lower-energy atomic orbitals before they fill higher-energy atomic orbitals.

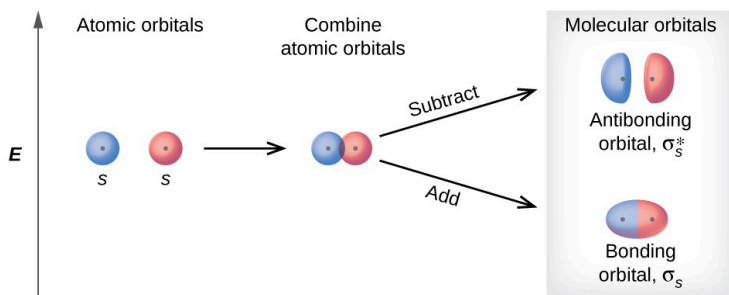


Figure 4. Sigma ( $\sigma$ ) and sigma-star ( $\sigma^*$ ) molecular orbitals are formed by the combination of two s atomic orbitals. The plus (+) signs indicate the locations of nuclei.

You can watch animations visualizing the calculated atomic orbitals combining to form various molecular orbitals at the [University of Sheffield's Orbitron website](http://www.sheffield.ac.uk/orbitron).

In  $p$  orbitals, the wave function gives rise to two lobes with opposite phases, analogous to how a two-dimensional wave has both parts above and below the average. We indicate the phases by shading the orbital lobes different colors. When orbital lobes of the same phase overlap, constructive wave interference increases the electron density. When regions of opposite phase overlap, the destructive wave interference decreases electron density and creates nodes. When  $p$  orbitals overlap end to end, they create  $\sigma$  and  $\sigma^*$  orbitals (Figure 5). If two atoms are located along the  $x$ -axis in a Cartesian coordinate system, the two  $p_x$  orbitals overlap end to end and form  $\sigma_{px}$  (bonding) and  $\sigma_{px}^*$  (antibonding) (read as “sigma-p-x” and “sigma-p-x star,” respectively). Just as with s-orbital overlap, the asterisk indicates the orbital with a node between the nuclei, which is a higher-energy, antibonding orbital.

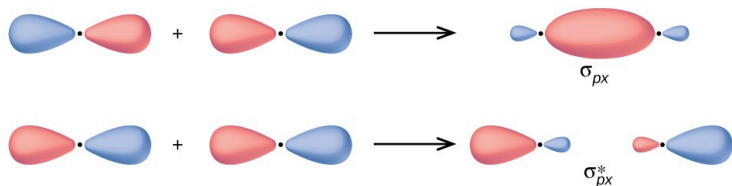


Figure 5. Combining wave functions of two  $p$  atomic orbitals along the internuclear axis creates two molecular orbitals,  $\sigma_p$  and  $\sigma_p^*$ .

The side-by-side overlap of two  $p$  orbitals gives rise to a **pi ( $\pi$ ) bonding molecular orbital** and a **pi\* ( $\pi^*$ ) antibonding molecular orbital**, as shown in Figure 6. In valence bond theory, we describe  $\pi$  bonds as containing a nodal plane containing the internuclear axis and perpendicular to the lobes of the  $p$ - $\pi$  orbitals, with electron density on either side of the node. In molecular orbital theory, we describe the  $\pi$  orbital by this same shape, and a  $\pi$  bond exists when this orbital contains electrons. Electrons in this orbital interact with both nuclei and help hold the two atoms together, making it a bonding orbital. For the out-of-phase combination, there are two nodal planes created, one along the internuclear axis and a perpendicular one between the nuclei.

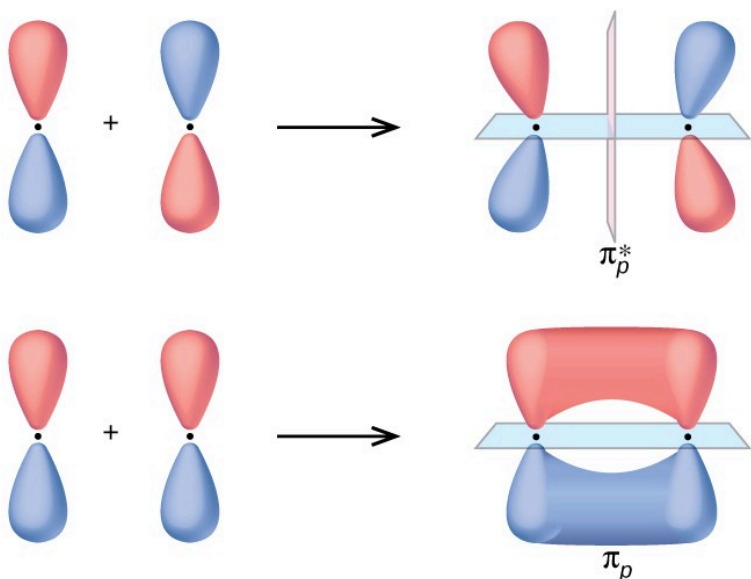
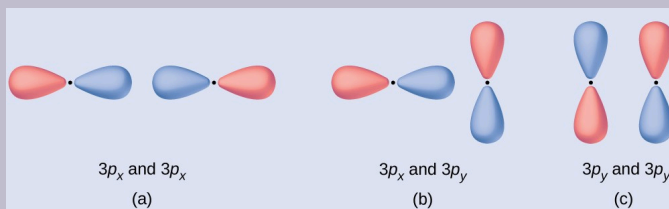


Figure 6. Side-by-side overlap of each two  $p$  orbitals results in the formation of two  $\pi$  molecular orbitals. Combining the out-of-phase orbitals results in an antibonding molecular orbital with two nodes. One contains the axis, and one contains the perpendicular. Combining the in-phase orbitals results in a bonding orbital. There is a node (blue line) directly along the internuclear axis, but the orbital is located between the nuclei (red dots) above and below this node.

In the molecular orbitals of diatomic molecules, each atom also has two sets of  $p$  orbitals oriented side by side ( $p_y$  and  $p_z$ ), so these four atomic orbitals combine pairwise to create two  $\pi$  orbitals and two  $\pi^*$  orbitals. The  $\pi_{py}$  and  $\pi_{py}^*$  orbitals are oriented at right angles to the  $\pi_{pz}$  and  $\pi_{pz}^*$  orbitals. Except for their orientation, the  $\pi_{py}$  and  $\pi_{pz}$  orbitals are identical and have the same energy; they are **degenerate orbitals**. The  $\pi_{py}^*$  and  $\pi_{pz}^*$  antibonding orbitals are also degenerate and identical except for their orientation. A total of six molecular orbitals results from the combination of the six atomic  $p$  orbitals in two atoms:  $\sigma_{px}$  and  $\sigma_{px}^*$ ,  $\pi_{py}$  and  $\pi_{py}^*$ ,  $\pi_{pz}$  and  $\pi_{pz}^*$ .

## Example 1: Molecular Orbitals

Predict what type (if any) of molecular orbital would result from adding the wave functions so each pair of orbitals shown overlap. The orbitals are all similar in energy.



Show Answer

- is an in-phase combination, resulting in a  $\sigma_{3p}$  orbital
- will not result in a new orbital, because the in-phase component (bottom) and out-of-phase component (top) cancel out. Only orbitals with the correct alignment can combine.
- is an out-of-phase combination, resulting in a  $\pi_{3p}^*$  orbital.

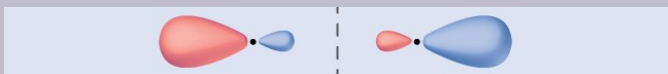
## Check Your Learning

Label the molecular orbital shown as s or  $\pi$ , bonding or antibonding. Indicate where the nuclei and nodes occur.



Show Answer

Nuclei are shown by plus signs. The orbital is along the internuclear axis, so it is a  $\sigma$  orbital. There is a node bisecting the internuclear axis, so it is an antibonding orbital.





## Portrait of a Chemist: Walter Kohn: Nobel Laureate

Walter Kohn (Figure 7) is a theoretical physicist who studies the electronic structure of solids. His work combines the principles of quantum mechanics with advanced mathematical techniques. This technique, called density functional theory, makes it possible to compute properties of molecular orbitals, including their shape and energies.



*Figure 7. Walter Kohn developed methods to describe molecular orbitals. (credit: image courtesy of Walter Kohn)*

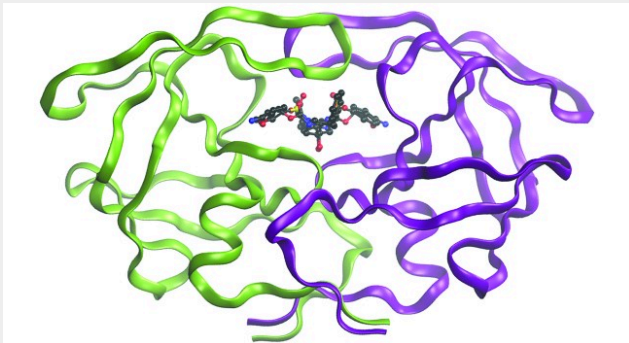
Kohn and mathematician John Pople were awarded the Nobel Prize in Chemistry in 1998 for their contributions to our understanding of electronic structure. Kohn also made significant contributions to the physics of semiconductors. Kohn's biography has been remarkable outside the realm of physical chemistry as well. He was born in Austria, and during World War II he was part of the Kindertransport program that rescued 10,000 children from the Nazi regime. His summer jobs included discovering gold

deposits in Canada and helping Polaroid explain how its instant film worked. Although he is now an emeritus professor, he is still actively working on projects involving global warming and renewable energy.

## How Sciences Interconnect: Computational Chemistry in Drug Design

While the descriptions of bonding described in this chapter involve many theoretical concepts, they also have many practical, real-world applications. For example, drug design is an important field that uses our understanding of chemical bonding to develop pharmaceuticals. This interdisciplinary area of study uses biology (understanding diseases and how they operate) to identify specific targets, such as a binding site that is involved in a disease pathway. By modeling the structures of the binding site and potential drugs, computational chemists can predict which structures can fit together and how effectively they will bind (see Figure 8). Thousands of potential candidates can be narrowed down to a few of the most promising candidates. These candidate molecules are then carefully tested to determine side effects, how

effectively they can be transported through the body, and other factors. Dozens of important new pharmaceuticals have been discovered with the aid of computational chemistry, and new research projects are underway.



*Figure 8. The molecule shown, HIV-1 protease, is an important target for pharmaceutical research. By designing molecules that bind to this protein, scientists are able to drastically inhibit the progress of the disease.*

## Molecular Orbital Energy Diagrams

The relative energy levels of atomic and molecular orbitals are typically shown in a **molecular orbital diagram** (Figure 9). For a diatomic molecule, the atomic orbitals of one atom are shown on the left, and those of the other atom are shown on the right. Each horizontal line represents one orbital that can hold two electrons. The molecular orbitals formed by the combination of the atomic

orbitals are shown in the center. Dashed lines show which of the atomic orbitals combine to form the molecular orbitals. For each pair of atomic orbitals that combine, one lower-energy (bonding) molecular orbital and one higher-energy (antibonding) orbital result. Thus we can see that combining the six  $2p$  atomic orbitals results in three bonding orbitals (one  $\sigma$  and two  $\pi$ ) and three antibonding orbitals (one  $\sigma^*$  and two  $\pi^*$ ). We predict the distribution of electrons in these molecular orbitals by filling the orbitals in the same way that we fill atomic orbitals, by the Aufbau principle. Lower-energy orbitals fill first, electrons spread out among degenerate orbitals before pairing, and each orbital can hold a maximum of two electrons with opposite spins (Figure 9). Just as we write electron configurations for atoms, we can write the molecular electronic configuration by listing the orbitals with superscripts indicating the number of electrons present. For clarity, we place parentheses around molecular orbitals with the same energy. In this case, each orbital is at a different energy, so parentheses separate each orbital. Thus we would expect a diatomic molecule or ion containing seven electrons (such as  $\text{Be}_2^+$ ) would have the molecular electron configuration  $(\sigma_{1s})^2(\sigma_{1s}^*)^2(\sigma_{2s})^2(\sigma_{2s}^*)^1$ . It is common to omit the core electrons from molecular orbital diagrams and configurations and include only the valence electrons.

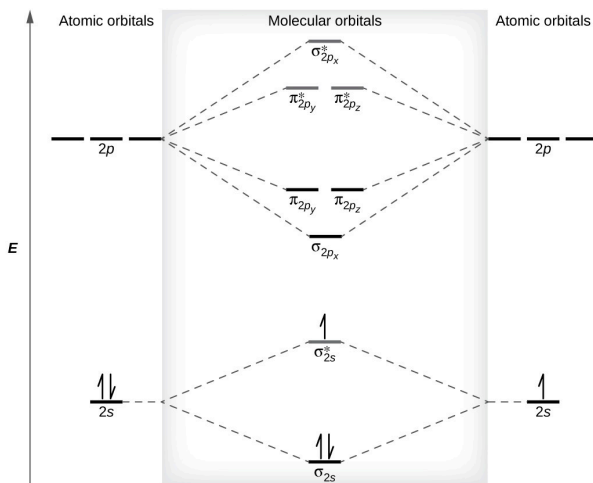


Figure 9. This is the molecular orbital diagram for the homonuclear diatomic  $\text{Be}_2^+$ , showing the molecular orbitals of the valence shell only. The molecular orbitals are filled in the same manner as atomic orbitals, using the Aufbau principle and Hund's rule.

## Bond Order

The filled molecular orbital diagram shows the number of electrons in both bonding and antibonding molecular orbitals. The net contribution of the electrons to the bond strength of a molecule is identified by determining the **bond order** that results from the filling of the molecular orbitals by electrons.

When using Lewis structures to describe the distribution of electrons in molecules, we define bond order as the number of bonding pairs of electrons between two atoms. Thus a single bond has a bond order of 1, a double bond has a bond order of 2, and a triple bond has a bond order of 3. We define bond order differently when we use the molecular orbital description of the distribution of electrons, but the resulting bond order is usually the same. The MO technique is more accurate and can handle cases when the

Lewis structure method fails, but both methods describe the same phenomenon.

In the molecular orbital model, an electron contributes to a bonding interaction if it occupies a bonding orbital and it contributes to an antibonding interaction if it occupies an antibonding orbital. The bond order is calculated by subtracting the destabilizing (antibonding) electrons from the stabilizing (bonding) electrons. Since a bond consists of two electrons, we divide by two to get the bond order. We can determine bond order with the following equation:

$$\text{bond order} = \frac{(\text{number of bonding electrons}) - (\text{number of antibonding electrons})}{2f}$$

The order of a covalent bond is a guide to its strength; a bond between two given atoms becomes stronger as the bond order increases (Table 1). If the distribution of electrons in the molecular orbitals between two atoms is such that the resulting bond would have a bond order of zero, a stable bond does not form. We next look at some specific examples of MO diagrams and bond orders.

## Bonding in Diatomic Molecules

A dihydrogen molecule ( $\text{H}_2$ ) forms from two hydrogen atoms. When the atomic orbitals of the two atoms combine, the electrons occupy the molecular orbital of lowest energy, the  $\sigma_{1s}$  bonding orbital. A dihydrogen molecule,  $\text{H}_2$ , readily forms, because the energy of a  $\text{H}_2$  molecule is lower than that of two H atoms. The  $\sigma_{1s}$  orbital that contains both electrons is lower in energy than either of the two 1s atomic orbitals.

A molecular orbital can hold two electrons, so both electrons in the  $\text{H}_2$  molecule are in the  $\sigma_{1s}$  bonding orbital; the electron configuration is  $(\sigma_{1s})^2$ . We represent this configuration by a molecular orbital energy diagram (Figure 10) in which a single upward arrow indicates one electron in an orbital, and two (upward and downward) arrows indicate two electrons of opposite spin.

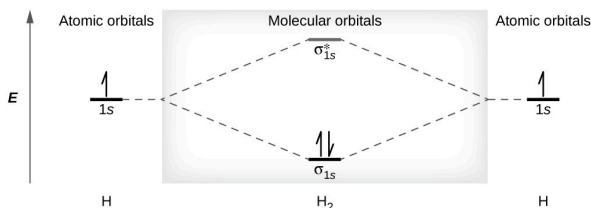


Figure 10. The molecular orbital energy diagram predicts that  $\text{H}_2$  will be a stable molecule with lower energy than the separated atoms.

A dihydrogen molecule contains two bonding electrons and no antibonding electrons so we have

$$\text{bond order in } \text{H}_2 = \frac{(2 - 0)}{2} = 1$$

Because the bond order for the H–H bond is equal to 1, the bond is a single bond.

A helium atom has two electrons, both of which are in its 1s orbital. Two helium atoms do not combine to form a dihelium molecule,  $\text{He}_2$ , with four electrons, because the stabilizing effect of the two electrons in the lower-energy bonding orbital would be offset by the destabilizing effect of the two electrons in the higher-energy antibonding molecular orbital. We would write the hypothetical electron configuration of  $\text{He}_2$  as  $(\sigma_{1s})^2(\sigma_{1s}^*)^2$  as in Figure 11. The net energy change would be zero, so there is no driving force for helium atoms to form the diatomic molecule. In fact, helium exists as discrete atoms rather than as diatomic molecules. The bond order in a hypothetical dihelium molecule would be zero.

$$\text{bond order in } \text{He}_2 = \frac{(2 - 2)}{2} = 0$$

A bond order of zero indicates that no bond is formed between two atoms.

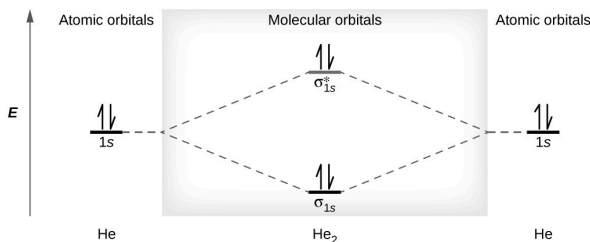


Figure 11. The molecular orbital energy diagram predicts that  $\text{He}_2$  will not be a stable molecule, since it has equal numbers of bonding and antibonding electrons.

## The Diatomic Molecules of the Second Period

Eight possible homonuclear diatomic molecules might be formed by the atoms of the second period of the periodic table:  $\text{Li}_2$ ,  $\text{Be}_2$ ,  $\text{B}_2$ ,  $\text{C}_2$ ,  $\text{N}_2$ ,  $\text{O}_2$ ,  $\text{F}_2$ , and  $\text{Ne}_2$ . However, we can predict that the  $\text{Be}_2$  molecule and the  $\text{Ne}_2$  molecule would not be stable. We can see this by a consideration of the molecular electron configurations (Table 2).

We predict valence molecular orbital electron configurations just as we predict electron configurations of atoms. Valence electrons are assigned to valence molecular orbitals with the lowest possible energies. Consistent with Hund's rule, whenever there are two or more degenerate molecular orbitals, electrons fill each orbital of that type singly before any pairing of electrons takes place.

As we saw in valence bond theory,  $\sigma$  bonds are generally more stable than  $\pi$  bonds formed from degenerate atomic orbitals. Similarly, in molecular orbital theory,  $\sigma$  orbitals are usually more stable than  $\pi$  orbitals. However, this is not always the case. The MOs for the valence orbitals of the second period are shown in Figure 12. Looking at  $\text{Ne}_2$  molecular orbitals, we see that the order is consistent with the generic diagram shown in the previous section. However, for atoms with three or fewer electrons in the  $p$  orbitals (Li through N) we observe a different pattern, in which the  $\sigma_p$  orbital



is higher in energy than the  $\pi_p$  set. Obtain the molecular orbital diagram for a homonuclear diatomic ion by adding or subtracting electrons from the diagram for the neutral molecule.

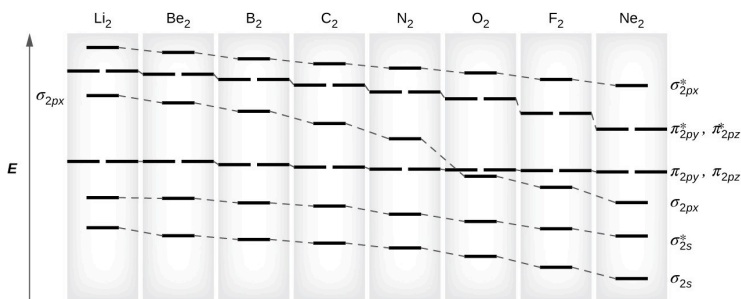


Figure 12. This shows the MO diagrams for each homonuclear diatomic molecule in the second period. The orbital energies decrease across the period as the effective nuclear charge increases and atomic radius decreases. Between  $N_2$  and  $O_2$ , the order of the orbitals changes.

You can practice labeling and filling molecular orbitals with this [interactive tutorial from the University of Sydney](#).

This switch in orbital ordering occurs because of a phenomenon called **s-p mixing**. s-p mixing does not create new orbitals; it merely influences the energies of the existing molecular orbitals. The  $\sigma_s$  wavefunction mathematically combines with the  $\sigma_p$  wavefunction, with the result that the  $\sigma_s$  orbital becomes more stable, and the  $\sigma_p$  orbital becomes less stable (Figure 13). Similarly, the antibonding orbitals also undergo s-p mixing, with the  $\sigma_{s^*}$  becoming more stable and the  $\sigma_{p^*}$  becoming less stable.

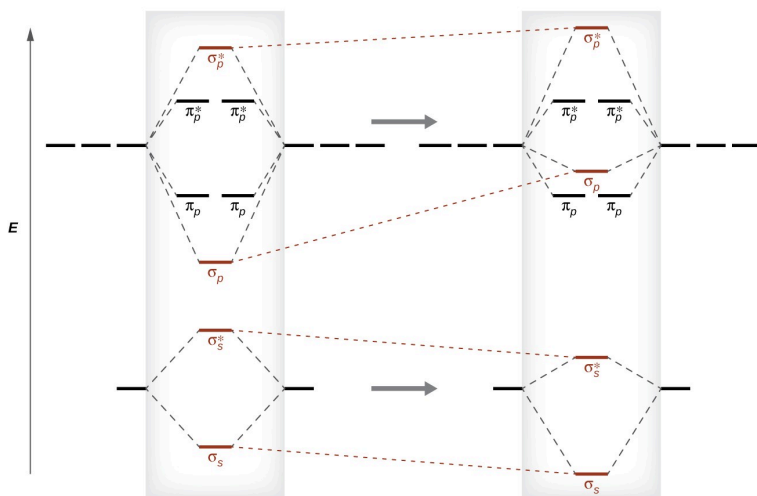


Figure 13. Without mixing, the MO pattern occurs as expected, with the  $\sigma_p$  orbital lower in energy than the  $\pi_p$  orbitals. When s-p mixing occurs, the orbitals shift as shown, with the  $\sigma_p$  orbital higher in energy than the  $\pi_p$  orbitals.

s-p mixing occurs when the s and p orbitals have similar energies. When a single p orbital contains a pair of electrons, the act of pairing the electrons raises the energy of the orbital. Thus the 2p orbitals for O, F, and Ne are higher in energy than the 2p orbitals for Li, Be, B, C, and N. Because of this,  $O_2$ ,  $F_2$ , and  $N_2$  only have negligible s-p mixing (not sufficient to change the energy ordering), and their MO diagrams follow the normal pattern, as shown in Figure 12. All of the other period 2 diatomic molecules do have s-p mixing, which leads to the pattern where the  $\sigma_p$  orbital is raised above the  $\pi_p$  set.

Using the MO diagrams shown in Figure 12, we can add in the electrons and determine the molecular electron configuration and bond order for each of the diatomic molecules. As shown in Table 2,  $Be_2$  and  $Ne_2$  molecules would have a bond order of 0, and these molecules do not exist.

**Table 2. Electron Configuration and Bond Order for Molecular Orbitals in Homonuclear Diatomic Molecules of Period Two Elements**

Molecule	Electron Configuration	Bond Order
Li <sub>2</sub>	$(\sigma_{2s})^2$	1
Be <sub>2</sub> (unstable)	$(\sigma_{2s})^2(\sigma_{2s}^*)^2$	0
B <sub>2</sub>	$(\sigma_{2s})^2(\sigma_{2s}^*)^2(\pi_{2py}, \pi_{2pz})^2$	1
C <sub>2</sub>	$(\sigma_{2s})^2(\sigma_{2s}^*)^2(\pi_{2py}, \pi_{2pz})^4$	2
N <sub>2</sub>	$(\sigma_{2s})^2(\sigma_{2s}^*)^2(\pi_{2py}, \pi_{2pz})^4(\sigma_{2px})^2$	3
O <sub>2</sub>	$(\sigma_{2s})^2(\sigma_{2s}^*)^2(\sigma_{2px})^2(\pi_{2py}, \pi_{2pz})^4(\pi_{2py}^*, \pi_{2pz}^*)^2$	2
F <sub>2</sub>	$(\sigma_{2s})^2(\sigma_{2s}^*)^2(\sigma_{2px})^2(\pi_{2py}, \pi_{2pz})^4(\pi_{2py}^*, \pi_{2pz}^*)^4$	1
Ne <sub>2</sub> (unstable)	$(\sigma_{2s})^2(\sigma_{2s}^*)^2(\sigma_{2px})^2(\pi_{2py}, \pi_{2pz})^4(\pi_{2py}^*, \pi_{2pz}^*)^4(\sigma_{2px}^*)^2$	0

The combination of two lithium atoms to form a lithium molecule, Li<sub>2</sub>, is analogous to the formation of H<sub>2</sub>, but the atomic orbitals involved are the valence 2s orbitals. Each of the two lithium atoms has one valence electron. Hence, we have two valence electrons available for the  $\sigma_{2s}$  bonding molecular orbital. Because both valence electrons would be in a bonding orbital, we would predict the Li<sub>2</sub> molecule to be stable. The molecule is, in fact, present in appreciable concentration in lithium vapor at temperatures near the boiling point of the element. All of the other molecules in Table 2 with a bond order greater than zero are also known.

The O<sub>2</sub> molecule has enough electrons to half fill the  $(\pi_{2py}^*, \pi_{2pz}^*)$  level. We expect the two electrons that occupy these two degenerate orbitals to be unpaired, and this molecular electronic configuration for O<sub>2</sub> is in accord with the fact that the oxygen molecule has two unpaired electrons (Figure 15). The presence of two unpaired electrons has proved to be difficult to

explain using Lewis structures, but the molecular orbital theory explains it quite well. In fact, the unpaired electrons of the oxygen molecule provide a strong piece of support for the molecular orbital theory.

## How Sciences Intersect: Band Theory

When two identical atomic orbitals on different atoms combine, two molecular orbitals result (see Figure 14). The bonding orbital is lower in energy than the original atomic orbitals because the atomic orbitals are in-phase in the molecular orbital. The antibonding orbital is higher in energy than the original atomic orbitals because the atomic orbitals are out-of-phase.

In a solid, similar things happen, but on a much larger scale. Remember that even in a small sample there are a huge number of atoms (typically  $> 10^{23}$  atoms), and therefore a huge number of atomic orbitals that may be combined into molecular orbitals. When  $N$  valence atomic orbitals, all of the same energy and each containing one (1) electron, are combined,  $N/2$  (filled) bonding orbitals and  $N/2$  (empty) antibonding orbitals will result. Each bonding orbital will show an energy lowering as the atomic orbitals are *mostly* in-phase, but each of the bonding orbitals will be a little different and have slightly different energies. The antibonding orbitals will show an increase in energy as the atomic orbitals are *mostly* out-of-phase, but each of the antibonding orbitals will also be a little different and have slightly

different energies. The allowed energy levels for all the bonding orbitals are so close together that they form a band, called the valence band. Likewise, all the antibonding orbitals are very close together and form a band, called the conduction band. Figure 14 shows the bands for three important classes of materials: insulators, semiconductors, and conductors.

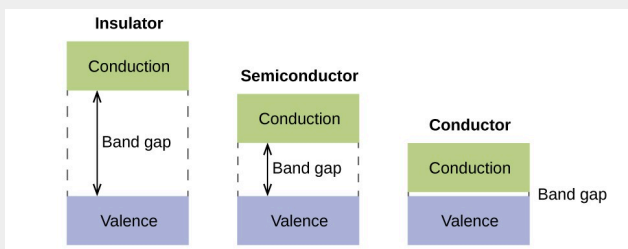


Figure 14. Molecular orbitals in solids are so closely spaced that they are described as bands. The valence band is lower in energy and the conduction band is higher in energy. The type of solid is determined by the size of the “band gap” between the valence and conduction bands. Only a very small amount of energy is required to move electrons from the valence band to the conduction band in a conductor, and so they conduct electricity well. In an insulator, the band gap is large, so that very few electrons move, and they are poor conductors of electricity. Semiconductors are in between: they conduct electricity better than insulators, but not as well as conductors.

In order to conduct electricity, electrons must move from the filled valence band to the empty conduction band where they can move throughout the solid. The size of the band gap, or the energy difference between the top of the valence band and the bottom of the conduction band, determines how easy it is to move electrons between the bands. Only a small amount of

energy is required in a conductor because the band gap is very small. This small energy difference is “easy” to overcome, so they are good conductors of electricity. In an insulator, the band gap is so “large” that very few electrons move into the conduction band; as a result, insulators are poor conductors of electricity. Semiconductors conduct electricity when “moderate” amounts of energy are provided to move electrons out of the valence band and into the conduction band. Semiconductors, such as silicon, are found in many electronics.

Semiconductors are used in devices such as computers, smartphones, and solar cells. Solar cells produce electricity when light provides the energy to move electrons out of the valence band. The electricity that is generated may then be used to power a light or tool, or it can be stored for later use by charging a battery. As of December 2014, up to 46% of the energy in sunlight could be converted into electricity using solar cells.

### *Example 2: Molecular Orbital Diagrams, Bond Order, and Number of Unpaired Electrons*

Draw the molecular orbital diagram for the oxygen molecule,  $O_2$ . From this diagram, calculate the bond order

for  $O_2$ . How does this diagram account for the paramagnetism of  $O_2$ ?

Show Answer

We draw a molecular orbital energy diagram similar to that shown in Figure 12. Each oxygen atom contributes six electrons, so the diagram appears as shown in Figure 15.

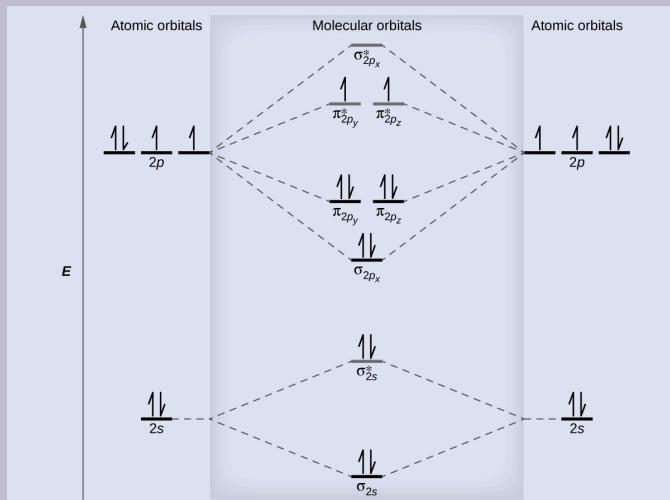


Figure 15. The molecular orbital energy diagram for  $O_2$  predicts two unpaired electrons.

We calculate the bond order as

$$O_2 = \frac{(10 - 6)}{2} = 2$$

Oxygen's paramagnetism is explained by the presence of two unpaired electrons in the  $(\pi_{2py}, \pi_{2pz})^*$  molecular orbitals.

### Check Your Learning

The main component of air is  $\text{N}_2$ . From the molecular orbital diagram of  $\text{N}_2$ , predict its bond order and whether it is diamagnetic or paramagnetic.

Show Answer

$\text{N}_2$  has a bond order of 3 and is diamagnetic.

### Example 3: Ion Predictions with MO Diagrams

Give the molecular orbital configuration for the valence electrons in  $\text{C}_2^{2-}$ . Will this ion be stable?

Show Answer

Looking at the appropriate MO diagram, we see that the  $\pi$  orbitals are lower in energy than the  $\sigma_p$  orbital. The valence electron configuration for  $\text{C}_2$  is

$(\sigma_{2s})^2(\sigma_{2s}^*)^2(\pi_{2py}, \pi_{2pz})^4$ . Adding two more electrons to generate the  $\text{C}_2^{2-}$  anion will give a valence electron configuration of

$(\sigma_{2s})^2(\sigma_{2s}^*)^2(\pi_{2py}, \pi_{2pz})^4(\sigma_{2px})^2$ . Since this has six more bonding electrons than antibonding, the bond order will be 3, and the ion should be stable.



## *Check Your Learning*

How many unpaired electrons would be present on a  $\text{Be}_2^{2-}$  ion? Would it be paramagnetic or diamagnetic?

Show Answer

two, paramagnetic

Creating molecular orbital diagrams for molecules with more than two atoms relies on the same basic ideas as the diatomic examples presented here. However, with more atoms, computers are required to calculate how the atomic orbitals combine. See [Molecular Workshop's three-dimensional drawings of the molecular orbitals for  \$\text{C}\_6\text{H}\_6\$](#) .

## *Key Concepts and Summary*

Molecular orbital (MO) theory describes the behavior of electrons in a molecule in terms of combinations of the atomic wave functions. The resulting molecular orbitals may extend over all the atoms in the molecule. Bonding molecular orbitals are formed by in-phase combinations of atomic wave functions, and electrons in these orbitals stabilize a molecule. Antibonding molecular orbitals result from out-of-phase combinations of atomic wave functions and electrons in these orbitals make a molecule less stable. Molecular orbitals located along an internuclear axis are

called  $\sigma$  MOs. They can be formed from  $s$  orbitals or from  $p$  orbitals oriented in an end-to-end fashion. Molecular orbitals formed from  $p$  orbitals oriented in a side-by-side fashion have electron density on opposite sides of the internuclear axis and are called  $\pi$  orbitals.

We can describe the electronic structure of diatomic molecules by applying molecular orbital theory to the valence electrons of the atoms. Electrons fill molecular orbitals following the same rules that apply to filling atomic orbitals; Hund's rule and the Aufbau principle tell us that lower-energy orbitals will fill first, electrons will spread out before they pair up, and each orbital can hold a maximum of two electrons with opposite spins. Materials with unpaired electrons are paramagnetic and attracted to a magnetic field, while those with all-paired electrons are diamagnetic and repelled by a magnetic field. Correctly predicting the magnetic properties of molecules is in advantage of molecular orbital theory over Lewis structures and valence bond theory.

### *Key Equations*

- $$\text{bond order} = \frac{(\text{number of bonding electron}) - (\text{number of antibonding electrons})}{2}$$

## Exercises

1. Sketch the distribution of electron density in the bonding and antibonding molecular orbitals formed from two s orbitals and from two p orbitals.
2. How are the following similar, and how do they differ?
  - a.  $\sigma$  molecular orbitals and  $\pi$  molecular orbitals
  - b.  $\psi$  for an atomic orbital and  $\psi$  for a molecular orbital
  - c. bonding orbitals and antibonding orbitals
3. If molecular orbitals are created by combining five atomic orbitals from atom A and five atomic orbitals from atom B combine, how many molecular orbitals will result?
4. Can a molecule with an odd number of electrons ever be diamagnetic? Explain why or why not.
5. Can a molecule with an even number of electrons ever be paramagnetic? Explain why or why not.
6. Why are bonding molecular orbitals lower in energy than the parent atomic orbitals?
7. Calculate the bond order for an ion with this configuration:
$$(\sigma_{2s})^2 (\sigma_{2s}^*)^2 (\sigma_{2px})^2 (\pi_{2py}, \pi_{2pz})^4 (\pi_{2py}^*, \pi_{2pz}^*)^3$$
8. Explain why an electron in the bonding molecular orbital in the  $\text{H}_2$  molecule has a lower energy than an electron in the 1s atomic orbital of either of the separated hydrogen atoms.
9. Predict the valence electron molecular orbital

configurations for the following, and state whether they will be stable or unstable ions.

- a.  $\text{Na}_2^{2+}$
- b.  $\text{Mg}_2^{2+}$
- c.  $\text{Al}_2^{2+}$
- d.  $\text{Si}_2^{2+}$
- e.  $\text{P}_2^{2+}$
- f.  $\text{S}_2^{2+}$
- g.  $\text{F}_2^{2+}$
- h.  $\text{Ar}_2^{2+}$

10. Determine the bond order of each member of the following groups, and determine which member of each group is predicted by the molecular orbital model to have the strongest bond.

- a.  $\text{H}_2, \text{H}_2^+, \text{H}_2^-$
- b.  $\text{O}_2, \text{O}_2^{2+}, \text{O}_2^{2-}$
- c.  $\text{Li}_2, \text{Be}_2^+, \text{Be}_2$
- d.  $\text{F}_2, \text{F}_2^+, \text{F}_2^-$
- e.  $\text{N}_2, \text{N}_2^+, \text{N}_2^-$

11. For the first ionization energy for an  $\text{N}_2$  molecule, what molecular orbital is the electron removed from?
12. Compare the atomic and molecular orbital diagrams to identify the member of each of the following pairs that has the highest first ionization energy (the most tightly bound electron) in the gas phase:
  - a. H and  $\text{H}_2$

- b. N and N<sub>2</sub>
  - c. O and O<sub>2</sub>
  - d. C and C<sub>2</sub>
  - e. B and B<sub>2</sub>
13. Which of the period 2 homonuclear diatomic molecules are predicted to be paramagnetic?
  14. A friend tells you that the 2s orbital for fluorine starts off at a much lower energy than the 2s orbital for lithium, so the resulting  $\sigma_{2s}$  molecular orbital in F<sub>2</sub> is more stable than in Li<sub>2</sub>. Do you agree?
  15. True or false: Boron contains  $2s^2 2p^1$  valence electrons, so only one p orbital is needed to form molecular orbitals.
  16. What charge would be needed on F<sub>2</sub> to generate an ion with a bond order of 2?
  17. Predict whether the MO diagram for S<sub>2</sub> would show s-p mixing or not.
  18. Explain why N<sub>2</sub><sup>2+</sup> is diamagnetic, while O<sub>2</sub><sup>4+</sup>, which has the same number of valence electrons, is paramagnetic.
  19. Using the MO diagrams, predict the bond order for the stronger bond in each pair:
    - a. B<sub>2</sub> or B<sub>2</sub><sup>+</sup>
    - b. F<sub>2</sub> or F<sub>2</sub><sup>+</sup>
    - c. O<sub>2</sub> or O<sub>2</sub><sup>2+</sup>
    - d. C<sub>2</sub><sup>+</sup> or C<sub>2</sub><sup>-</sup>

Show Answer

2. The similarities and differences are as follows:

- a. Similarities: Both are bonding orbitals that can

contain a maximum of two electrons. Differences:  $\sigma$  orbitals are end-to-end combinations of atomic orbitals, whereas  $\pi$  orbitals are formed by side-by-side overlap of orbitals.

- b. Similarities: Both are quantum-mechanical constructs that represent the probability of finding the electron about the atom or the molecule. Differences:  $\psi$  for an atomic orbital describes the behavior of only one electron at a time based on the atom. For a molecule,  $\psi$  represents either a mathematical combination of atomic orbitals.
- c. Similarities: Both are orbitals that can contain two electrons. Differences: Bonding orbitals result in holding two or more atoms together. Antibonding orbitals have the effect of destabilizing any bonding that has occurred.

4. An odd number of electrons can never be paired, regardless of the arrangement of the molecular orbitals. It will always be paramagnetic.

6. Bonding orbitals have electron density in close proximity to more than one nucleus. The interaction between the bonding positively charged nuclei and negatively charged electrons stabilizes the system.

8. The pairing of the two bonding electrons lowers the energy of the system relative to the energy of the nonbonded electrons.

10. The bond order is equal to half the difference between the number of bonding electrons and the number of antibonding electrons. The bond with the greatest bond order is predicted to be the strongest.

- a.  $\text{H}_2$  bond order = 1,  $\text{H}_2^+$  bond order = 0.5,  $\text{H}_2^-$  bond order = 0.5, strongest bond is  $\text{H}_2$ ;
- b.  $\text{O}_2$  bond order = 2,  $\text{O}_2^{2+}$  bond order = 3,  $\text{O}_2^{2-}$  bond order = 1, strongest bond is  $\text{O}_2^{2+}$ ;
- c.  $\text{Li}_2$  bond order = 1,  $\text{Be}_2^+$  bond order = 0.5,  $\text{Be}_2$  bond order = 0,  $\text{Li}_2$   $\text{Be}_2^+$  have the same strength bond;
- d.  $\text{F}_2$  bond order = 1,  $\text{F}_2^+$  bond order = 1.5,  $\text{F}_2^-$  bond order = 0.5, strongest bond is  $\text{F}_2^+$ ;
- e.  $\text{N}_2$  bond order = 3,  $\text{N}_2^+$  bond order = 2.5,  $\text{N}_2^-$  bond order = 2.5, strongest bond is  $\text{N}_2$ .

12. The substance with the highest first ionization energy in each pair is as follows:

- a.  $\text{H}_2$
- b.  $\text{N}_2$
- c.  $\text{O}$
- d.  $\text{C}_2$
- e.  $\text{B}_2$

14. Yes, fluorine is a smaller atom than Li, so atoms in the 2s orbital are closer to the nucleus and more stable.

16.  $2+$

18.  $\text{N}_2$  has s-p mixing, so the  $\pi$  orbitals are the last filled in  $\text{N}_2^{2+}$ .  $\text{O}_2$  does not have s-p mixing, so the  $\sigma_p$  orbital fills before the  $\pi$  orbitals.

## Glossary

**antibonding orbital:** molecular orbital located outside of the region

between two nuclei; electrons in an antibonding orbital destabilize the molecule

**bond order:** number of pairs of electrons between two atoms; it can be found by the number of bonds in a Lewis structure or by the difference between the number of bonding and antibonding electrons divided by two

**bonding orbital:** molecular orbital located between two nuclei; electrons in a bonding orbital stabilize a molecule

**degenerate orbitals:** orbitals that have the same energy

**diamagnetism:** phenomenon in which a material is not magnetic itself but is repelled by a magnetic field; it occurs when there are only paired electrons present

**homonuclear diatomic molecule:** molecule consisting of two identical atoms

**linear combination of atomic orbitals:** technique for combining atomic orbitals to create molecular orbitals

**molecular orbital:** region of space in which an electron has a high probability of being found in a molecule

**molecular orbital diagram:** visual representation of the relative energy levels of molecular orbitals

**molecular orbital theory:** model that describes the behavior of electrons delocalized throughout a molecule in terms of the combination of atomic wave functions

**paramagnetism:** phenomenon in which a material is not magnetic itself but is attracted to a magnetic field; it occurs when there are unpaired electrons present

**$\pi$  bonding orbital:** molecular orbital formed by side-by-side overlap of atomic orbitals, in which the electron density is found on opposite sides of the internuclear axis

**$\pi^*$  bonding orbital:** antibonding molecular orbital formed by out of phase side-by-side overlap of atomic orbitals, in which the electron density is found on both sides of the internuclear axis, and there is a node between the nuclei

**$\sigma$  bonding orbital:** molecular orbital in which the electron density is found along the axis of the bond



**$\sigma^*$  bonding orbital:** antibonding molecular orbital formed by out-of-phase overlap of atomic orbital along the axis of the bond, generating a node between the nuclei

**s-p mixing:** change that causes  $\sigma_p$  orbitals to be less stable than  $\pi_p$  orbitals due to the mixing of s and p-based molecular orbitals of similar energies.



PART IX  
GASES



## 90. Introduction to Gases

### *Gases Outline*

- Gas Pressure
- Relating Pressure, Volume, Amount, and Temperature: The Ideal Gas Law
- Stoichiometry of Gaseous Substances, Mixtures, and Reactions
- Effusion and Diffusion of Gases
- The Kinetic-Molecular Theory
- Non-Ideal Gas Behavior

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We are surrounded by an ocean of gas—the atmosphere—and many of the properties of gases are familiar to us from our daily activities. Heated gases expand, which can make a hot air balloon rise (Figure 1) or cause a blowout in a bicycle tire left in the sun on a hot day.



*Figure 1. The hot air inside these balloons is less dense than the surrounding cool air. This results in a buoyant force that causes the balloons to rise when their guy lines are untied. (credit: modification of work by Anthony Quintano)*

Gases have played an important part in the development of chemistry. In the seventeenth and eighteenth centuries, many scientists investigated gas behavior, providing the first mathematical descriptions of the behavior of matter.

In this chapter, we will examine the relationships between gas temperature, pressure, amount, and volume. We will study a simple theoretical model and use it to analyze the experimental behavior of gases. The results of these analyses will show us the limitations of the theory and how to improve on it.

# 91. Gas Pressure

## *Learning Objectives*

By the end of this section, you will be able to:

- Define the property of pressure
- Define and convert among the units of pressure measurements
- Describe the operation of common tools for measuring gas pressure
- Calculate pressure from manometer data

The earth's atmosphere exerts a pressure, as does any other gas. Although we do not normally notice atmospheric pressure, we are sensitive to pressure changes—for example, when your ears “pop” during take-off and landing while flying, or when you dive underwater. Gas pressure is caused by the force exerted by gas molecules colliding with the surfaces of objects (Figure 1). Although the force of each collision is very small, any surface of appreciable area experiences a large number of collisions in a short time, which can result in a high pressure. In fact, normal air pressure is strong enough to crush a metal container when not balanced by equal pressure from inside the container.

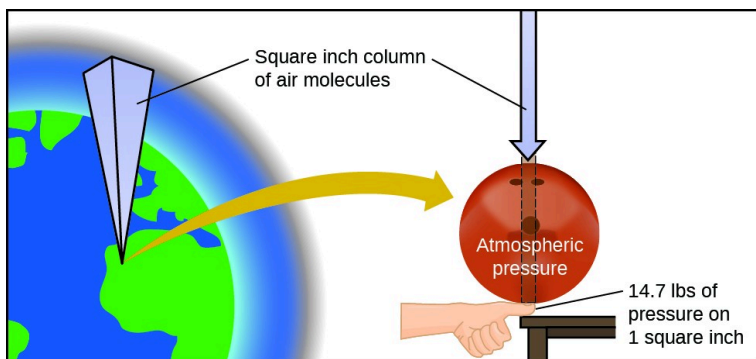


Figure 1. The atmosphere above us exerts a large pressure on objects at the surface of the earth, roughly equal to the weight of a bowling ball pressing on an area the size of a human thumbnail.

A dramatic illustration of atmospheric pressure is provided in this brief video, which shows a railway tanker car imploding when its internal pressure is decreased.



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<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=115#oembed-1>



A smaller scale demonstration of this phenomenon is briefly explained in the following video:



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can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=115#oembed-2>

Atmospheric pressure is caused by the weight of the column of air molecules in the atmosphere above an object, such as the tanker car. At sea level, this pressure is roughly the same as that exerted by a full-grown African elephant standing on a doormat, or a typical bowling ball resting on your thumbnail. These may seem like huge amounts, and they are, but life on earth has evolved under such atmospheric pressure. If you actually perch a bowling ball on your thumbnail, the pressure experienced is *twice* the usual pressure, and the sensation is unpleasant.

In general, **pressure** is defined as the force exerted on a given area:  $P = \frac{F}{A}$ . Note that pressure is directly proportional to force and inversely proportional to area. Thus, pressure can be increased either by increasing the amount of force or by decreasing the area over which it is applied; pressure can be decreased by decreasing the force or increasing the area.

Let's apply this concept to determine which would be more likely to fall through thin ice in Figure 2—the elephant or the figure skater? A large African elephant can weigh 7 tons, supported on four feet,

each with a diameter of about 1.5 ft (footprint area of  $250 \text{ in}^2$ ), so the pressure exerted by each foot is about  $14 \text{ lb/in}^2$ :

$$\text{pressure per elephant foot} = 14,000 \frac{\text{lb}}{\text{elephant}} \times \frac{1 \text{ elephant}}{4 \text{ feet}} \times \frac{1 \text{ foot}}{250 \text{ in}^2} = 14 \text{ lb/in}^2$$

The figure skater weighs about 120 lbs, supported on two skate blades, each with an area of about  $2 \text{ in}^2$ , so the pressure exerted by each blade is about  $30 \text{ lb/in}^2$ :

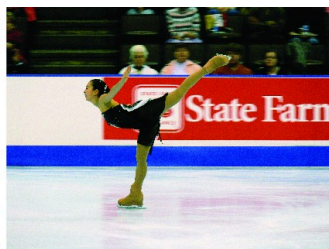
$$\text{pressure per skate blade} = 120 \frac{\text{lb}}{\text{skater}} \times \frac{1 \text{ skater}}{2 \text{ blades}} \times \frac{1 \text{ blade}}{2 \text{ in}^2} = 30 \text{ lb/in}^2$$

Even though the elephant is more than one hundred-times heavier than the skater, it exerts less than one-half of the pressure and would therefore be less likely to fall though thin ice. On the other hand, if the skater removes her skates and stands with bare feet (or regular footwear) on the ice, the larger area over which her weight is applied greatly reduces the pressure exerted:

$$\text{pressure per human foot} = 120 \frac{\text{lb}}{\text{skater}} \times \frac{1 \text{ skater}}{2 \text{ feet}} \times \frac{1 \text{ foot}}{30 \text{ in}^2} = 2 \text{ lb/in}^2$$



(a)



(b)

Figure 2. Although (a) an elephant's weight is large, creating a very large force on the ground, (b) the figure skater exerts a much higher pressure on the ice due to the small surface area of her skates. (credit a: modification of work by Guido da Rozze; credit b: modification of work by Ryosuke Yagi)

The SI unit of pressure is the **pascal (Pa)**, with  $1 \text{ Pa} = 1 \text{ N/m}^2$ , where N is the newton, a unit of force defined as  $1 \text{ kg m/s}^2$ . One pascal is a small pressure; in many cases, it is more convenient to use units of kilopascal ( $1 \text{ kPa} = 1000 \text{ Pa}$ ) or **bar** ( $1 \text{ bar} = 100,000 \text{ Pa}$ ). In the United States, pressure is often measured in pounds of force on an area of one square inch—**pounds per square inch (psi)**—for

example, in car tires. Pressure can also be measured using the unit **atmosphere (atm)**, which originally represented the average sea level air pressure at the approximate latitude of Paris (45°). Table 1 provides some information on these and a few other common units for pressure measurements

Table 1. Pressure Units	
Unit Name and Abbreviation	Definition or Relation to Other Unit
pascal (Pa)	1 Pa = 1 N/m <sup>2</sup> recommended IUPAC unit
kilopascal (kPa)	1 kPa = 1000 Pa
pounds per square inch (psi)	air pressure at sea level is ~14.7 psi
atmosphere (atm)	1 atm = 101,325 Pa air pressure at sea level is ~1 atm
bar (bar, or b)	1 bar = 100,000 Pa (exactly) commonly used in meteorology
millibar (mbar, or mb)	1000 mbar = 1 bar
inches of mercury (in. Hg)	1 in. Hg = 3386 Pa used by aviation industry, also some weather reports
torr	$1 \text{ torr} = \frac{1}{760} \text{ atm}$ named after Evangelista Torricelli, inventor of the barometer
millimeters of mercury (mm Hg)	1 mm Hg ~1 torr

*Example 1: Conversion of Pressure Units*

The United States National Weather Service reports

pressure in both inches of Hg and millibars. Convert a pressure of 29.2 in. Hg into:

1. torr
2. atm
3. kPa
4. mbar

Show Answer

This is a unit conversion problem. The relationships between the various pressure units are given in Table 1.

$$1. \quad 29.2 \cancel{\text{ in Hg}} \times \frac{760 \text{ torr}}{29.92 \cancel{\text{ in Hg}}} = 742 \text{ torr}$$

$$2. \quad 742 \cancel{\text{ torr}} \times \frac{1 \text{ atm}}{760 \cancel{\text{ torr}}} = 0.976 \text{ atm}$$

$$3. \quad 742 \cancel{\text{ torr}} \times \frac{101.325 \text{ kPa}}{760 \cancel{\text{ torr}}} = 98.9 \text{ kPa}$$

$$4. \quad 98.9 \cancel{\text{ kPa}} \times \frac{1000 \cancel{\text{ Pa}}}{1 \cancel{\text{ kPa}}} \times \frac{1 \cancel{\text{ bar}}}{100,000 \cancel{\text{ Pa}}} \times \frac{1000 \text{ mbar}}{1 \cancel{\text{ bar}}} = 989 \text{ mbar}$$

### Check Your Learning

A typical barometric pressure in Kansas City is 740 torr. What is this pressure in atmospheres, in millimeters of mercury, in kilopascals, and in bar?

Show Answer

0.974 atm; 740 mm Hg; 98.7 kPa; 0.987 bar

We can measure atmospheric pressure, the force exerted by the atmosphere on the earth's surface, with a barometer (Figure 3). A

barometer is a glass tube that is closed at one end, filled with a nonvolatile liquid such as mercury, and then inverted and immersed in a container of that liquid. The atmosphere exerts pressure on the liquid outside the tube, the column of liquid exerts pressure inside the tube, and the pressure at the liquid surface is the same inside and outside the tube. The height of the liquid in the tube is therefore proportional to the pressure exerted by the atmosphere.

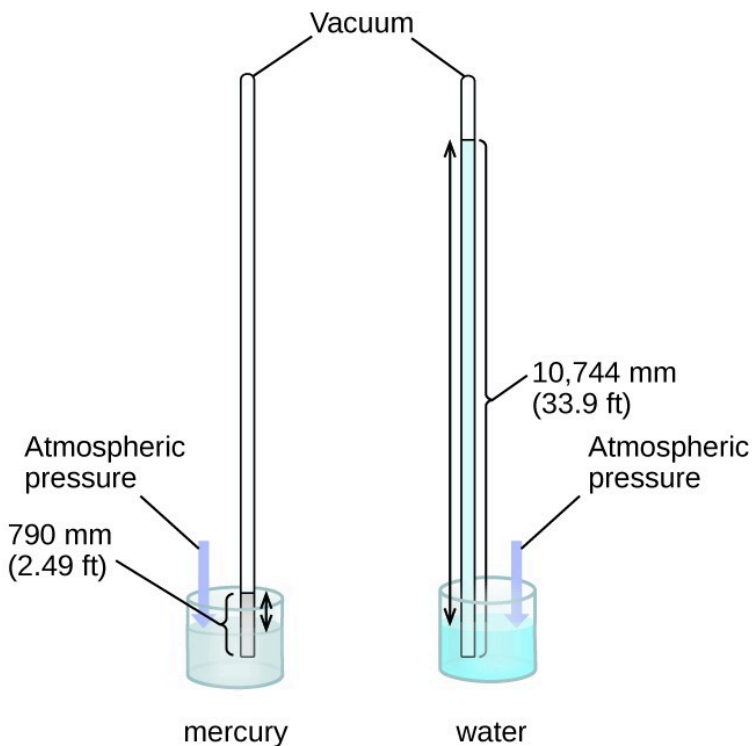


Figure 3. In a barometer, the height,  $h$ , of the column of liquid is used as a measurement of the air pressure. Using very dense liquid mercury (left) permits the construction of reasonably sized barometers, whereas using water (right) would require a barometer more than 30 feet tall.

If the liquid is water, normal atmospheric pressure will support a column of water over 10 meters high, which is rather inconvenient

for making (and reading) a barometer. Because mercury (Hg) is about 13.6-times denser than water, a mercury barometer only needs to be  $\frac{1}{13.6}$  as tall as a water barometer—a more suitable size. Standard atmospheric pressure of 1 atm at sea level (101,325 Pa) corresponds to a column of mercury that is about 760 mm (29.92 in.) high. The **torr** was originally intended to be a unit equal to one millimeter of mercury, but it no longer corresponds exactly. The pressure exerted by a fluid due to gravity is known as **hydrostatic pressure**,  $p$ :

$$p = h\rho g$$

where  $h$  is the height of the fluid,  $\rho$  is the density of the fluid, and  $g$  is acceleration due to gravity.

### *Example 2: Calculation of Barometric Pressure*

Show the calculation supporting the claim that atmospheric pressure near sea level corresponds to the pressure exerted by a column of mercury that is about 760 mm high. The density of mercury =  $13.6 \text{ g/cm}^3$ .

Show Answer

The hydrostatic pressure is given by  $p = h\rho g$ , with  $h = 760 \text{ mm}$ ,  $\rho = 13.6 \text{ g/cm}^3$ , and  $g = 9.81 \text{ m/s}^2$ . Plugging these values into the equation and doing the necessary unit conversions will give us the value we seek. (Note: We are expecting to find a pressure of ~101,325 Pa:)

$$\begin{aligned} 101,325 \text{ N/m}^2 &= 101,325 \frac{\text{kg} \cdot \text{m/s}^2}{\text{m}^2} = 101,325 \frac{\text{kg}}{\text{m} \cdot \text{s}^2} \\ p &= \left( 760 \text{ mm} \times \frac{1 \text{ m}}{1000 \text{ mm}} \right) \times \left( \frac{13.6 \text{ g}}{1 \text{ cm}^3} \times \frac{1 \text{ kg}}{1000 \text{ g}} \times \frac{(100 \text{ cm})^3}{(1 \text{ m})^3} \right) \times \left( \frac{9.81 \text{ m}}{1 \text{ s}^2} \right) \\ &= (0.760 \text{ m}) \left( 13,600 \text{ kg/m}^3 \right) \left( 9.81 \text{ m/s}^2 \right) = 1.01 \times 10^5 \text{ kg/ms}^2 = 1.01 \times 10^5 \text{ N/m}^2 \\ &= 1.01 \times 10^5 \text{ Pa} \end{aligned}$$

## Check Your Learning

Calculate the height of a column of water at 25 °C that corresponds to normal atmospheric pressure. The density of water at this temperature is 1.0 g/cm<sup>3</sup>.

Show Answer

10.3 m

A **manometer** is a device similar to a barometer that can be used to measure the pressure of a gas trapped in a container. A closed-end manometer is a U-shaped tube with one closed arm, one arm that connects to the gas to be measured, and a nonvolatile liquid (usually mercury) in between. As with a barometer, the distance between the liquid levels in the two arms of the tube ( $h$  in the diagram) is proportional to the pressure of the gas in the container. An open-end manometer (Figure 4) is the same as a closed-end manometer, but one of its arms is open to the atmosphere. In this case, the distance between the liquid levels corresponds to the difference in pressure between the gas in the container and the atmosphere.

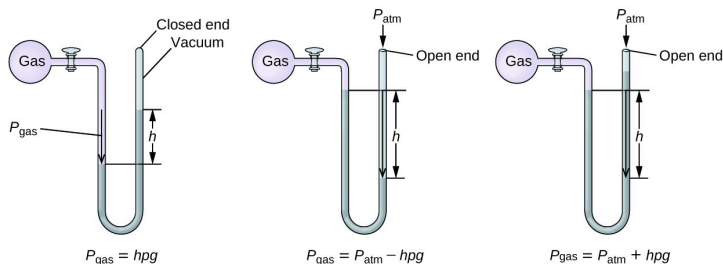
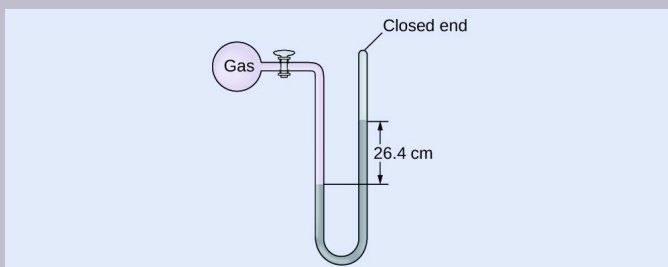


Figure 4. A manometer can be used to measure the pressure of a gas. The (difference in) height between the liquid levels ( $h$ ) is a measure of the pressure. Mercury is usually used because of its large density.

### Example 3: Calculation of Pressure Using a Closed-End Manometer

The pressure of a sample of gas is measured with a closed-end manometer, as shown below.



The liquid in the manometer is mercury. Determine the pressure of the gas in:

1. torr
2. Pa
3. bar

Show Answer

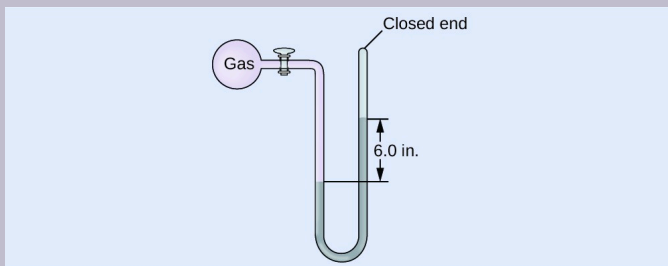
The pressure of the gas is equal to a column of mercury of height 26.4 cm. (The pressure at the bottom horizontal line is equal on both sides of the tube. The pressure on the left is due to the gas and the pressure on the right is due to 26.4 cm Hg, or mercury.) We could use the equation  $p = h\rho g$  as in Example 2, but it is simpler to just convert between units using Table 1.



1.  $26.4 \cancel{\text{ cm Hg}} \times \frac{10 \cancel{\text{ mm Hg}}}{1 \cancel{\text{ cm Hg}}} \times \frac{1 \text{ torr}}{1 \cancel{\text{ mm Hg}}} = 264 \text{ torr}$
2.  $264 \cancel{\text{ torr}} \times \frac{1 \cancel{\text{ atm}}}{760 \cancel{\text{ torr}}} \times \frac{101,325 \text{ Pa}}{1 \cancel{\text{ atm}}} = 35,200 \text{ Pa}$
3.  $35,200 \cancel{\text{ Pa}} \times \frac{1 \text{ bar}}{100,000 \cancel{\text{ Pa}}} = 0.352 \text{ bar}$

### Check Your Learning

The pressure of a sample of gas is measured with a closed-end manometer. The liquid in the manometer is mercury.



Determine the pressure of the gas in:

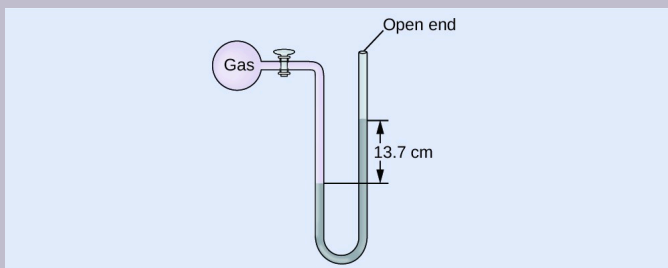
1. torr
2. Pa
3. bar

Show Answer

1. ~150 torr
2. ~20,000 Pa
3. ~0.20 bar

### *Example 4: Calculation of Pressure Using an Open-End Manometer*

The pressure of a sample of gas is measured at sea level with an open-end Hg (mercury) manometer, as shown below.



Determine the pressure of the gas in:

1. mm Hg
2. atm
3. kPa

Show Answer

The pressure of the gas equals the hydrostatic pressure

due to a column of mercury of height 13.7 cm plus the pressure of the atmosphere at sea level. (The pressure at the bottom horizontal line is equal on both sides of the tube. The pressure on the left is due to the gas and the pressure on the right is due to 13.7 cm of Hg plus atmospheric pressure.)

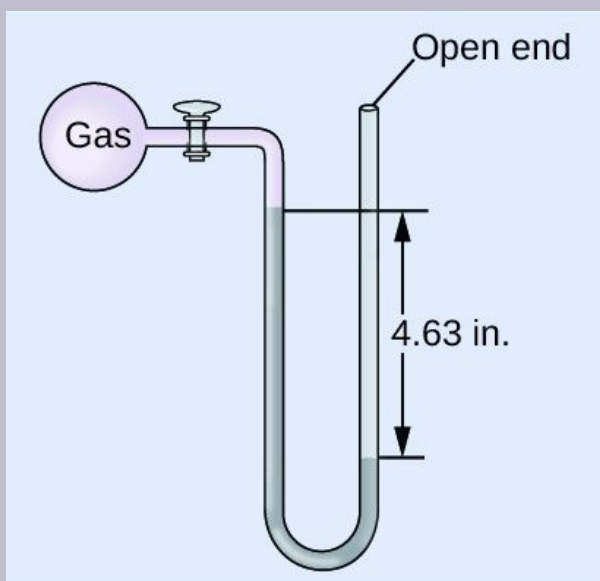
$$1. \quad \text{In mm Hg, this is: } 137 \text{ mm Hg} + 760 \text{ mm Hg} = 897 \text{ mm Hg}$$

$$2. \quad \cancel{897 \text{ mm Hg}} \times \frac{1 \text{ atm}}{\cancel{760 \text{ mm Hg}}} = 1.18 \text{ atm}$$

$$3. \quad \cancel{1.18 \text{ atm}} \times \frac{101.325 \text{ kPa}}{\cancel{1 \text{ atm}}} = 1.20 \times 10^2 \text{ kPa}$$

### *Check Your Learning*

The pressure of a sample of gas is measured at sea level with an open-end Hg manometer, as shown below.



Determine the pressure of the gas in:

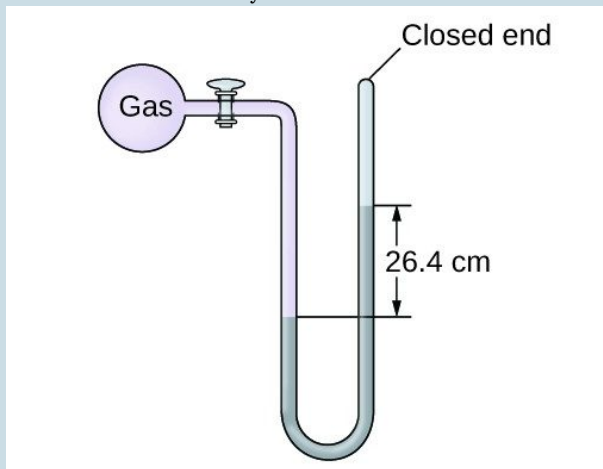
1. mm Hg
2. atm
3. kPa

Show Answer

1. 642 mm Hg
2. 0.845 atm
3. 85.6 kPa

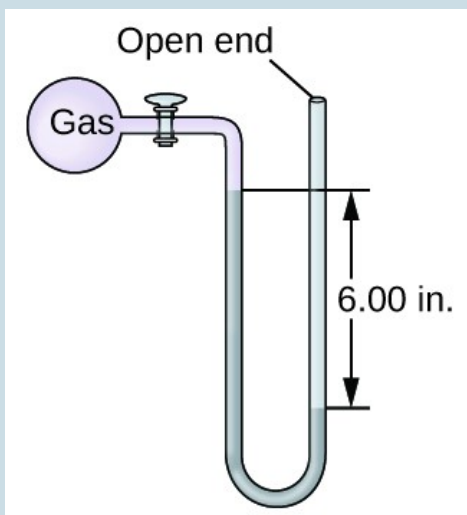
## Exercises

1. The pressure of a sample of gas is measured at sea level with a closed-end manometer. The liquid in the manometer is mercury.



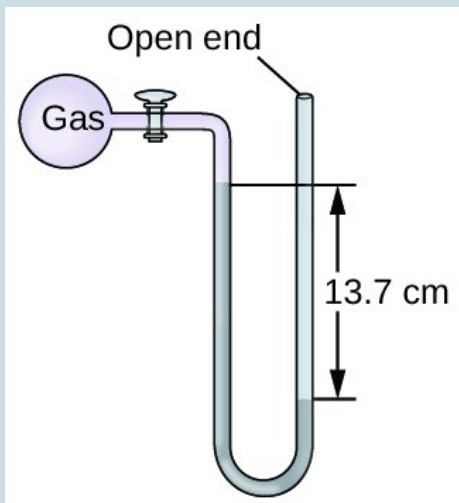
Determine the pressure of the gas in:

- a. torr
  - b. Pa
  - c. bar
2. The pressure of a sample of gas is measured with an open-end manometer, partially shown to the right. The liquid in the manometer is mercury.



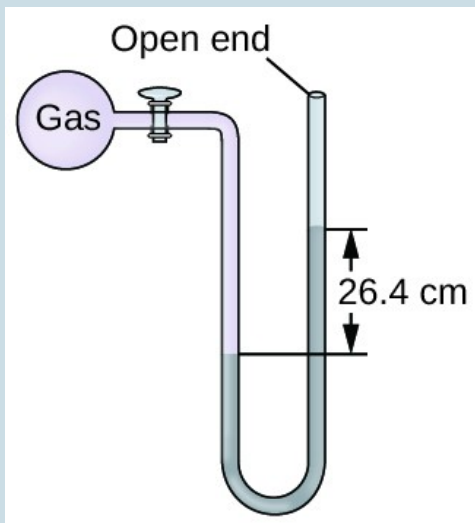
Assuming atmospheric pressure is 29.92 in. Hg, determine the pressure of the gas in:

- a. torr
  - b. Pa
  - c. bar
3. The pressure of a sample of gas is measured at sea level with an open-end mercury manometer.



Assuming atmospheric pressure is 760.0 mm Hg, determine the pressure of the gas in:

- a.    mm Hg
  - b.    atm
  - c.    kPa
4.    The pressure of a sample of gas is measured at sea level with an open-end mercury manometer.



Assuming atmospheric pressure is 760 mm Hg, determine the pressure of the gas in:

- a. mm Hg
- b. atm
- c. kPa

Show Selected Answer

1. The pressure of the gas is:

- a.  $26.4 \cancel{\text{ cm}} \times \frac{10 \cancel{\text{ mm}}}{1 \cancel{\text{ cm}}} \times \frac{1 \text{ torr}}{1 \cancel{\text{ mm}}} = 264 \text{ torr}$
- b.  $264 \text{ torr} \times \frac{101,325 \text{ Pa}}{760 \text{ torr}} = 35,200 \text{ Pa}$
- c.  $264 \cancel{\text{ torr}} \times \frac{1.01325 \text{ bar}}{760 \cancel{\text{ torr}}} = 0.352 \text{ bar}$

3. The pressure of the gas equals the hydrostatic pressure due to the pressure of the atmosphere at sea level minus a



column of mercury of height 13.7 cm. The pressure on the left is due to the gas and the pressure on the right is due to the atmospheric pressure minus 13.7 cm Hg).

a. In mm Hg, this is:  $760 \text{ mm Hg} - 137 \text{ mm Hg} = 623 \text{ mm Hg}$ ;

b. 
$$623 \text{ mm Hg} \times \frac{1 \text{ atm}}{760 \text{ mm Hg}} = 0.820 \text{ atm};$$

c. 
$$0.820 \text{ atm} \times \frac{101.325 \text{ kPa}}{1 \text{ atm}} = 83.1 \text{ kPa}$$

## Measuring Blood Pressure

Blood pressure is measured using a device called a sphygmomanometer (Greek *sphygmos* = “pulse”). It consists of an inflatable cuff to restrict blood flow, a manometer to measure the pressure, and a method of determining when blood flow begins and when it becomes impeded (Figure 5). Since its invention in 1881, it has been an essential medical device. There are many types of sphygmomanometers: manual ones that require a stethoscope and are used by medical professionals; mercury ones, used when the most accuracy is required; less accurate mechanical ones; and digital ones that can be used with little training but that have limitations. When using a sphygmomanometer, the cuff is placed around the upper arm and inflated until blood flow is completely blocked, then slowly released. As the heart beats, blood forced through the arteries causes a rise in pressure. This rise in pressure at which blood flow begins is the *systolic pressure*—the peak pressure in the cardiac cycle. When the cuff’s pressure equals the arterial systolic pressure, blood flows past the cuff, creating audible sounds that can be heard using a stethoscope. This is followed by

a decrease in pressure as the heart's ventricles prepare for another beat. As cuff pressure continues to decrease, eventually sound is no longer heard; this is the *diastolic pressure*—the lowest pressure (resting phase) in the cardiac cycle. Blood pressure units from a sphygmomanometer are in terms of millimeters of mercury (mm Hg).



(a)



(b)

Figure 5. (a) A medical technician prepares to measure a patient's blood pressure with a sphygmomanometer. (b) A typical sphygmomanometer uses a valved rubber bulb to inflate the cuff and a diaphragm gauge to measure pressure. (credit a: modification of work by Master Sgt. Jeffrey Allen)

## Meteorology, Climatology, and Atmospheric Science

Throughout the ages, people have observed clouds, winds, and precipitation, trying to discern patterns and make predictions: when it is best to plant and harvest; whether it is safe to set out on a sea voyage; and much more. We now face complex weather and atmosphere-related challenges that will have a major impact on our civilization and the ecosystem. Several different scientific disciplines use chemical principles to help us better understand weather, the atmosphere, and climate. These are meteorology, climatology, and atmospheric science. Meteorology is the study of the atmosphere, atmospheric phenomena, and atmospheric effects on earth's weather. Meteorologists seek to understand and predict the weather in the short term, which can save lives and benefit the

economy. Weather forecasts (Figure 6) are the result of thousands of measurements of air pressure, temperature, and the like, which are compiled, modeled, and analyzed in weather centers worldwide.

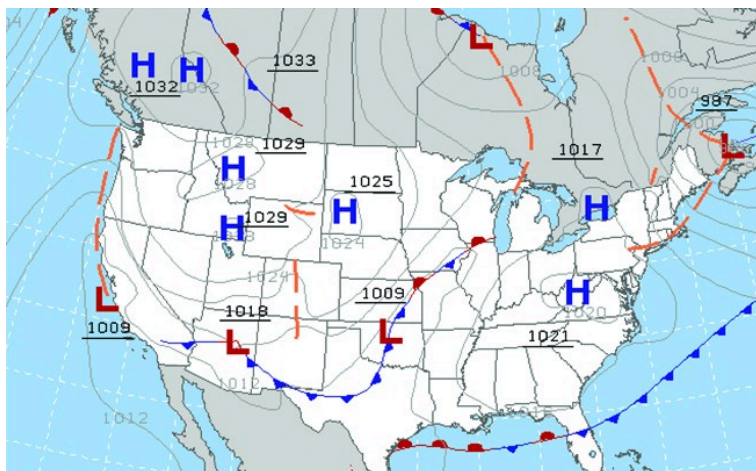


Figure 6. Meteorologists use weather maps to describe and predict weather. Regions of high (H) and low (L) pressure have large effects on weather conditions. The gray lines represent locations of constant pressure known as isobars. (credit: modification of work by National Oceanic and Atmospheric Administration)

In terms of weather, low-pressure systems occur when the earth's surface atmospheric pressure is lower than the surrounding environment: Moist air rises and condenses, producing clouds. Movement of moisture and air within various weather fronts instigates most weather events.

The atmosphere is the gaseous layer that surrounds a planet. Earth's atmosphere, which is roughly 100–125 km thick, consists of roughly 78.1% nitrogen and 21.0% oxygen, and can be subdivided further into the regions shown in Figure 7: the exosphere (furthest from earth, > 700 km above sea level), the thermosphere (80–700 km), the mesosphere (50–80 km), the stratosphere (second lowest level of our atmosphere, 12–50 km above sea level), and the

troposphere (up to 12 km above sea level, roughly 80% of the earth's atmosphere by mass and the layer where most weather events originate). As you go higher in the troposphere, air density and temperature both decrease.

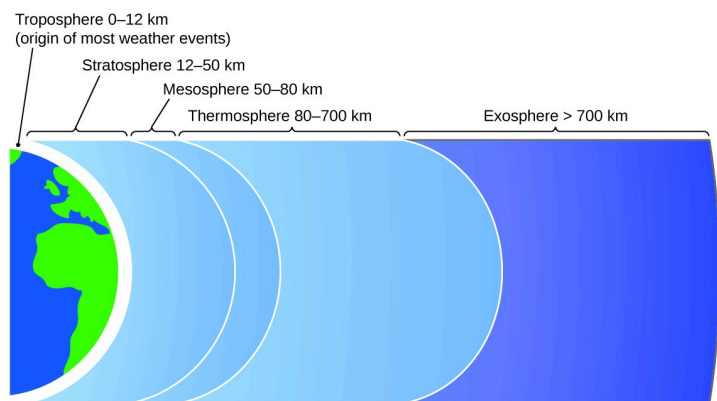


Figure 7. Earth's atmosphere has five layers: the troposphere, the stratosphere, the mesosphere, the thermosphere, and the exosphere.

Climatology is the study of the climate, averaged weather conditions over long time periods, using atmospheric data. However, climatologists study patterns and effects that occur over decades, centuries, and millennia, rather than shorter time frames of hours, days, and weeks like meteorologists. Atmospheric science is an even broader field, combining meteorology, climatology, and other scientific disciplines that study the atmosphere.

### *Key Concepts and Summary*

Gases exert pressure, which is force per unit area. The pressure of a gas may be expressed in the SI unit of pascal

or kilopascal, as well as in many other units including torr, atmosphere, and bar. Atmospheric pressure is measured using a barometer; other gas pressures can be measured using one of several types of manometers.

### *Key Equations*

- $P = \frac{F}{A}$
- $p = h\rho g$

### *Exercises*

1. Why are sharp knives more effective than dull knives (Hint: think about the definition of pressure)?
2. Why do some small bridges have weight limits that depend on how many wheels or axles the crossing vehicle has?
3. Why should you roll or belly-crawl rather than walk across a thinly-frozen pond?
4. A typical barometric pressure in Redding, California, is about 750 mm Hg. Calculate this pressure in atm and kPa.
5. A typical barometric pressure in Denver, Colorado, is 615 mm Hg. What is this pressure in atmospheres and kilopascals?
6. A typical barometric pressure in Kansas City is 740

- torr. What is this pressure in atmospheres, in millimeters of mercury, and in kilopascals?
7. Canadian tire pressure gauges are marked in units of kilopascals. What reading on such a gauge corresponds to 32 psi?
  8. During the Viking landings on Mars, the atmospheric pressure was determined to be on the average about 6.50 millibars (1 bar = 0.987 atm). What is that pressure in torr and kPa?
  9. The pressure of the atmosphere on the surface of the planet Venus is about 88.8 atm. Compare that pressure in psi to the normal pressure on earth at sea level in psi.
  10. A medical laboratory catalog describes the pressure in a cylinder of a gas as 14.82 MPa. What is the pressure of this gas in atmospheres and torr?
  11. Consider this scenario and answer the following questions: On a mid-August day in the northeastern United States, the following information appeared in the local newspaper: atmospheric pressure at sea level 29.97 in., 1013.9 mbar.
    - a. What was the pressure in kPa?
    - b. The pressure near the seacoast in the northeastern United States is usually reported near 30.0 in. Hg. During a hurricane, the pressure may fall to near 28.0 in. Hg. Calculate the drop in pressure in torr.
  12. Why is it necessary to use a nonvolatile liquid in a barometer or manometer?
  13. How would the use of a volatile liquid affect the measurement of a gas using open-ended manometers

vs. closed-end manometers?

### Selected Answers

1. The cutting edge of a knife that has been sharpened has a smaller surface area than a dull knife. Since pressure is force per unit area, a sharp knife will exert a higher pressure with the same amount of force and cut through material more effectively.

3. Lying down distributes your weight over a larger surface area, exerting less pressure on the ice compared to standing up. If you exert less pressure, you are less likely to break through thin ice.

5. Convert 615 mm Hg to atmospheres using 760 mm Hg = 1 atm. Use 1 atm = 101.325 kPa in the second part

$$615 \text{ mm Hg} \times \frac{1 \text{ atm}}{760 \text{ mm Hg}} = 0.809 \text{ atm}$$

$$0.809 \text{ atm} \times \frac{101.325 \text{ kPa}}{1 \text{ atm}} = 82.0 \text{ kPa}$$

7.

$$32.0 \cancel{\text{ lb}} \cancel{\text{ in}^{-2}} \times \frac{1 \cancel{\text{ atm}}}{14.7 \cancel{\text{ lb}} \cancel{\text{ in}^{-2}}} \times \frac{101.325 \text{ kPa}}{1 \cancel{\text{ atm}}} = 2.2 \times 10^2 \text{ kPa}$$

9. Identify:  $14.7 \text{ lb in}^{-2} = 1 \text{ atm}$

$$88.8 \cancel{\text{ atm}} \times \frac{14.7 \text{ lb in}^{-2}}{1 \cancel{\text{ atm}}} = 13.1 \times 10^3 \text{ lb in}^{-2}$$

11. The answers are as follows:

$$1. \quad 29.97 \cancel{\text{ in Hg}} \times \frac{101.325 \text{ kPa}}{29.92 \cancel{\text{ in Hg}}} = 101.5 \text{ kPa}$$

$$2. \quad 28.0 \text{ in. } \cancel{\text{Hg}} \times \frac{760 \text{ torr}}{29.92 \text{ in. } \cancel{\text{Hg}}} = 711 \text{ torr};$$

$$762 - 711 = 51 \text{ torr drop}$$

13. With a closed-end manometer, no change would be observed, since the vaporized liquid would contribute equal, opposing pressures in both arms of the manometer tube. However, with an open-ended manometer, a higher pressure reading of the gas would be obtained than expected, since  $P_{\text{gas}} = P_{\text{atm}} + P_{\text{vol liquid}}$ .

## Glossary

**atmosphere (atm):** unit of pressure; 1 atm = 101,325 Pa

**bar:** (bar or b) unit of pressure; 1 bar = 100,000 Pa

**barometer:** device used to measure atmospheric pressure

**hydrostatic pressure:** pressure exerted by a fluid due to gravity

**manometer:** device used to measure the pressure of a gas trapped in a container

**pascal (Pa):** SI unit of pressure; 1 Pa = 1 N/m<sup>2</sup> **pounds per square**

**inch (psi):** unit of pressure common in the US

**pressure:** force exerted per unit area

**torr:** unit of pressure;  $1 \text{ torr} = \frac{1}{760} \text{ atm}$



# 92. Relating Pressure, Volume, Amount, and Temperature: The Ideal Gas Law

## *Learning Objectives*

By the end of this section, you will be able to:

- Identify the mathematical relationships between the various properties of gases
- Use the ideal gas law, and related gas laws, to compute the values of various gas properties under specified conditions

During the seventeenth and especially eighteenth centuries, driven both by a desire to understand nature and a quest to make balloons in which they could fly (Figure 1), a number of scientists established the relationships between the macroscopic physical properties of gases, that is, pressure, volume, temperature, and amount of gas. Although their measurements were not precise by today's standards, they were able to determine the mathematical relationships between pairs of these variables (e.g., pressure and temperature, pressure and volume) that hold for an *ideal* gas—a hypothetical construct that real gases approximate under certain conditions. Eventually, these individual laws were combined into a

single equation—the *ideal gas law*—that relates gas quantities for gases and is quite accurate for low pressures and moderate temperatures. We will consider the key developments in individual relationships (for pedagogical reasons not quite in historical order), then put them together in the ideal gas law.

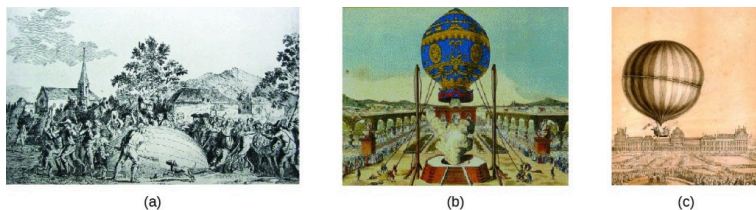


Figure 1. In 1783, the first (a) hydrogen-filled balloon flight, (b) manned hot air balloon flight, and (c) manned hydrogen-filled balloon flight occurred. When the hydrogen-filled balloon depicted in (a) landed, the frightened villagers of Gonesse reportedly destroyed it with pitchforks and knives. The launch of the latter was reportedly viewed by 400,000 people in Paris.

## Pressure and Temperature: Amontons's Law

Imagine filling a rigid container attached to a pressure gauge with gas and then sealing the container so that no gas may escape. If the container is cooled, the gas inside likewise gets colder and its pressure is observed to decrease. Since the container is rigid and tightly sealed, both the volume and number of moles of gas remain constant. If we heat the sphere, the gas inside gets hotter (Figure 2) and the pressure increases.

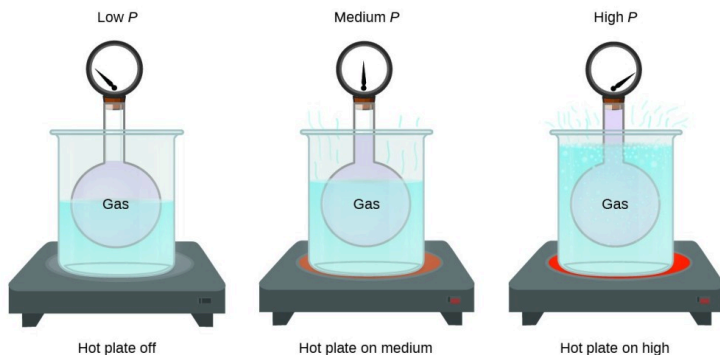


Figure 2. The effect of temperature on gas pressure: When the hot plate is off, the pressure of the gas in the sphere is relatively low. As the gas is heated, the pressure of the gas in the sphere increases.

This relationship between temperature and pressure is observed for any sample of gas confined to a constant volume. An example of experimental pressure-temperature data is shown for a sample of air under these conditions in Figure 3. We find that temperature and pressure are linearly related, and if the temperature is on the kelvin scale, then  $P$  and  $T$  are directly proportional (again, when *volume and moles of gas are held constant*); if the temperature on the kelvin scale increases by a certain factor, the gas pressure increases by the same factor.

Temperature (°C)	Temperature (K)	Pressure (kPa)
-150	173	36.0
-100	223	46.4
-50	273	56.7
0	323	67.1
50	373	77.5
100	423	88.0

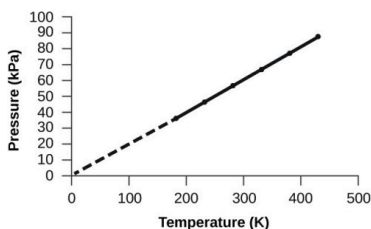


Figure 3. For a constant volume and amount of air, the pressure and temperature are directly proportional, provided the temperature is in kelvin. (Measurements cannot be made at lower temperatures because of the condensation of the gas.) When this line is extrapolated to lower pressures, it reaches a pressure of 0 at  $-273^{\circ}\text{C}$ , which is 0 on the kelvin scale and the lowest possible temperature, called absolute zero.

Guillaume Amontons was the first to empirically establish the relationship between the pressure and the temperature of a gas (~1700), and Joseph Louis Gay-Lussac determined the relationship more precisely (~1800). Because of this, the P-T relationship for gases is known as either **Amontons's law** or **Gay-Lussac's law**. Under either name, it states that *the pressure of a given amount of gas is directly proportional to its temperature on the kelvin scale when the volume is held constant*. Mathematically, this can be written:

$$P \propto T \text{ or } P = \text{constant} \times T \text{ or } P = k \times T$$

where  $\propto$  means “is proportional to,” and  $k$  is a proportionality constant that depends on the identity, amount, and volume of the gas.

For a confined, constant volume of gas, the ratio  $\frac{P}{T}$  is therefore constant (i.e.,  $\frac{P}{T} = k$ ). If the gas is initially in “Condition 1” (with  $P = P_1$  and  $T = T_1$ ), and then changes to “Condition 2” (with  $P = P_2$  and  $T = T_2$ ), we have that  $\frac{P_1}{T_1} = k$  and  $\frac{P_2}{T_2} = k$ , which reduces to  $\frac{P_1}{T_1} = \frac{P_2}{T_2}$ . This equation is useful for pressure-temperature calculations for a confined gas at constant volume. Note that temperatures must be on the kelvin scale for any gas law calculations (0 on the kelvin scale and the lowest possible temperature is called **absolute zero**). (Also note that there are at least three ways we can describe how the pressure of a gas changes as its temperature changes: We can use a table of values, a graph, or a mathematical equation.)

### *Example 1: Predicting Change in Pressure with Temperature*

A can of hair spray is used until it is empty except for the propellant, isobutane gas.

1. On the can is the warning “Store only at temperatures below 120 °F (48.8 °C). Do not incinerate.” Why?
2. The gas in the can is initially at 24 °C and 360 kPa, and the can has a volume of 350 mL. If the can is left in a car that reaches 50 °C on a hot day, what is the new pressure in the can?

Show Answer

1. The can contains an amount of isobutane gas at a constant volume, so if the temperature is increased by heating, the pressure will increase proportionately. High temperature could lead to high pressure, causing the can to burst. (Also, isobutane is combustible, so incineration could cause the can to explode.)
2. We are looking for a pressure change due to a temperature change at constant volume, so we will use Amontons's/Gay-Lussac's law. Taking  $P_1$  and  $T_1$  as the initial values,  $T_2$  as the temperature where the pressure is unknown and  $P_2$  as the unknown pressure, and converting °C to K, we have:  
$$\frac{P_1}{T_1} = \frac{P_2}{T_2} \text{ which means that } \frac{360 \text{ kPa}}{297 \text{ K}} = \frac{P_2}{323 \text{ K}}$$
  
Rearranging and solving gives:

$$P_2 = \frac{360 \text{ kPa} \times 323 \cancel{\text{K}}}{297 \cancel{\text{K}}} = 390 \text{ kPa}$$

### *Check Your Learning*

A sample of nitrogen,  $\text{N}_2$ , occupies 45.0 mL at 27 °C and 600 torr. What pressure will it have if cooled to -73 °C while the volume remains constant?

Show Answer

400 torr

## Volume and Temperature: Charles's Law

If we fill a balloon with air and seal it, the balloon contains a specific amount of air at atmospheric pressure, let's say 1 atm. If we put the balloon in a refrigerator, the gas inside gets cold and the balloon shrinks (although both the amount of gas and its pressure remain constant). If we make the balloon very cold, it will shrink a great deal, and it expands again when it warms up.

This video shows how cooling and heating a gas causes its volume to decrease or increase, respectively.



One or more interactive elements has been excluded from this version of the text. You

can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=116#oembed-1>

These examples of the effect of temperature on the volume of a given amount of a confined gas at constant pressure are true in general: The volume increases as the temperature increases, and decreases as the temperature decreases. Volume-temperature data for a 1-mole sample of methane gas at 1 atm are listed and graphed in Figure 4.

Temperature (°C)	Temperature (K)	Volume (L)
-3	270	22
-23	250	21
-53	220	18
-162	111	9

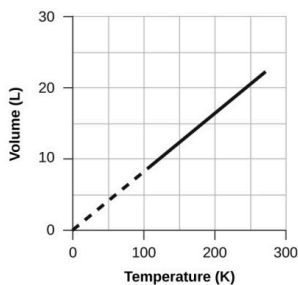


Figure 4. The volume and temperature are linearly related for 1 mole of methane gas at a constant pressure of 1 atm. If the temperature is in kelvin, volume and temperature are directly proportional. The line stops at 111 K because methane liquefies at this temperature; when extrapolated, it intersects the graph's origin, representing a temperature of absolute zero.

The relationship between the volume and temperature of a given

amount of gas at constant pressure is known as Charles's law in recognition of the French scientist and balloon flight pioneer Jacques Alexandre César Charles. **Charles's law** states that the volume of a given amount of gas is directly proportional to its temperature on the kelvin scale when the pressure is held constant.

Mathematically, this can be written as:

$$V \propto T \text{ or } V = \text{constant} \cdot T \text{ or } V = k \cdot T \text{ or } V_1/T_1 = V_2/T_2$$

with  $k$  being a proportionality constant that depends on the amount and pressure of the gas.

For a confined, constant pressure gas sample,  $\frac{V}{T}$  is constant (i.e., the ratio =  $k$ ), and as seen with the V-T relationship, this leads to another form of Charles's law:  $\frac{V_1}{T_1} = \frac{V_2}{T_2}$ .

### *Example 2: Predicting Change in Volume with Temperature*

A sample of carbon dioxide,  $\text{CO}_2$ , occupies 0.300 L at 10 °C and 750 torr. What volume will the gas have at 30 °C and 750 torr?

Show Answer

Because we are looking for the volume change caused by a temperature change at constant pressure, this is a job for Charles's law. Taking  $V_1$  and  $T_1$  as the initial values,  $T_2$  as the temperature at which the volume is unknown and  $V_2$  as the unknown volume, and converting °C into K we have:

$$\frac{V_1}{T_1} = \frac{V_2}{T_2}, \text{ which means that } \frac{0.300 \text{ L}}{283 \text{ K}} = \frac{V_2}{303 \text{ K}}$$



Rearranging and solving gives:

$$V_2 = \frac{0.300\text{L} \times 303\cancel{\text{K}}}{283\cancel{\text{K}}} = 0.321\text{ L}$$

This answer supports our expectation from Charles's law, namely, that raising the gas temperature (from 283 K to 303 K) at a constant pressure will yield an increase in its volume (from 0.300 L to 0.321 L).

### *Check Your Learning*

A sample of oxygen, O<sub>2</sub>, occupies 32.2 mL at 30 °C and 452 torr. What volume will it occupy at -70 °C and the same pressure?

Show Answer

21.6 mL

### *Example 3: Measuring Temperature with a Volume Change*

Temperature is sometimes measured with a gas thermometer by observing the change in the volume of the gas as the temperature changes at constant pressure. The hydrogen in a particular hydrogen gas thermometer has a volume of 150.0 cm<sup>3</sup> when immersed in a mixture of ice and water (0.00 °C). When immersed in boiling liquid ammonia, the volume of the hydrogen, at the same pressure, is 131.7

$\text{cm}^3$ . Find the temperature of boiling ammonia on the kelvin and Celsius scales.

Show Answer

A volume change caused by a temperature change at constant pressure means we should use Charles's law. Taking  $V_1$  and  $T_1$  as the initial values,  $T_2$  as the temperature at which the volume is unknown and  $V_2$  as the unknown volume, and converting  $^{\circ}\text{C}$  into K we have:

$$\frac{V_1}{T_1} = \frac{V_2}{T_2}, \text{ which means that } \frac{150.0 \text{ cm}^3}{273.15 \text{ K}} = \frac{131.7 \text{ cm}^3}{T_2}$$

Rearrangement gives

$$T_2 = \frac{131.7 \cancel{\text{cm}^3} \times 273.15 \text{ K}}{150.0 \cancel{\text{cm}^3}} = 239.8 \text{ K}$$

Subtracting 273.15 from 239.8 K, we find that the temperature of the boiling ammonia on the Celsius scale is  $-33.4^{\circ}\text{C}$ .

### *Check Your Learning*

What is the volume of a sample of ethane at 467 K and 1.1 atm if it occupies 405 mL at 298 K and 1.1 atm?

Show Answer

635 mL

## Volume and Pressure: Boyle's Law

If we partially fill an airtight syringe with air, the syringe contains

a specific amount of air at constant temperature, say 25 °C. If we slowly push in the plunger while keeping temperature constant, the gas in the syringe is compressed into a smaller volume and its pressure increases; if we pull out the plunger, the volume increases and the pressure decreases. This example of the effect of volume on the pressure of a given amount of a confined gas is true in general. Decreasing the volume of a contained gas will increase its pressure, and increasing its volume will decrease its pressure. In fact, if the volume increases by a certain factor, the pressure decreases by the same factor, and vice versa. Volume-pressure data for an air sample at room temperature are graphed in Figure 5.

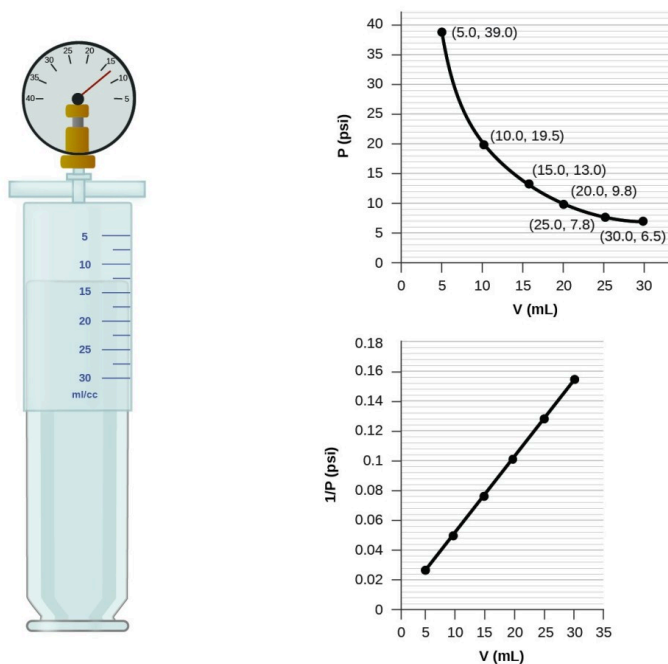


Figure 5. When a gas occupies a smaller volume, it exerts a higher pressure; when it occupies a larger volume, it exerts a lower pressure (assuming the amount of gas and the temperature do not change). Since  $P$  and  $V$  are inversely proportional, a graph of  $1/P$  vs.  $V$  is linear.

Unlike the  $P$ - $T$  and  $V$ - $T$  relationships, pressure and volume are not directly proportional to each other. Instead,  $P$  and  $V$  exhibit inverse proportionality: Increasing the pressure results in a decrease of the volume of the gas. Mathematically this can be written:

$$P \propto 1/V \text{ or } P = k \cdot 1/V \text{ or } P \cdot V = k \text{ or } P_1 V_1 = P_2 V_2$$

with  $k$  being a constant.

Graphically, this relationship is shown by the straight line that results when plotting the inverse of the pressure

$\left(\frac{1}{P}\right)$  versus the volume ( $V$ ), or the inverse of volume  $\left(\frac{1}{V}\right)$  versus the pressure

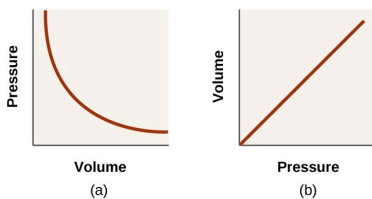


Figure 6. The relationship between pressure and volume is inversely proportional. (a) The graph of  $P$  vs.  $V$  is a parabola, whereas (b) the graph of  $(1/P)$  vs.  $V$  is linear.

( $V$ ). Graphs with curved lines are difficult to read accurately at low or high values of the variables, and they are more difficult to use in fitting theoretical equations and parameters to experimental data. For those reasons, scientists often try to find a way to “linearize” their data. If we plot  $P$  versus  $V$ , we obtain a hyperbola (see Figure 6).

The relationship between the volume and pressure of a given amount of gas at constant temperature was first published by the English natural philosopher Robert Boyle over 300 years ago. It is summarized in the statement now known as **Boyle’s law**: *The volume of a given amount of gas held at constant temperature is inversely proportional to the pressure under which it is measured.*

### Example 4: Volume of a Gas Sample

The sample of gas in Figure 5 has a volume of 15.0 mL at a

pressure of 13.0 psi. Determine the pressure of the gas at a volume of 7.5 mL, using:

1. the P-V graph in Figure 5
2. the  $\frac{1}{P}$  vs. V graph in Figure 5
3. the Boyle's law equation

Comment on the likely accuracy of each method.

Show Answer

1. Estimating from the P-V graph gives a value for P somewhere around 27 psi.
2. Estimating from the  $\frac{1}{P}$  versus V graph give a value of about 26 psi.
3. From Boyle's law, we know that the product of pressure and volume (PV) for a given sample of gas at a constant temperature is always equal to the same value. Therefore we have  $P_1V_1 = k$  and  $P_2V_2 = k$  which means that  $P_1V_1 = P_2V_2$ .

Using  $P_1$  and  $V_1$  as the known values 0.993 atm and 2.40 mL,  $P_2$  as the pressure at which the volume is unknown, and  $V_2$  as the unknown volume, we have:

$$P_1V_1 = P_2V_2 \text{ or } 13.0 \text{ psi} \times 15.0 \text{ mL} = P_2 \times 7.5 \text{ mL}$$

Solving:

$$V_2 = \frac{13.0 \text{ psi} \times 15.0 \cancel{\text{mL}}}{7.5 \cancel{\text{mL}}} = 26 \text{ mL}$$

It was more difficult to estimate well from the P-V graph, so (a) is likely more inaccurate than (b) or (c). The

calculation will be as accurate as the equation and measurements allow.

### *Check Your Learning*

The sample of gas in Figure 5 has a volume of 30.0 mL at a pressure of 6.5 psi. Determine the volume of the gas at a pressure of 11.0 mL, using:

1. the P-V graph in Figure 5
2. the  $\frac{1}{P}$  vs. V graph in Figure 5
3. the Boyle's law equation

Comment on the likely accuracy of each method.

Show Answer

1. about 17–18 mL
2. ~18 mL
3. 17.7 mL

It was more difficult to estimate well from the P-V graph, so (1) is likely more inaccurate than (2); the calculation will be as accurate as the equation and measurements allow.

## Chemistry in Action: Breathing and

## Boyle's Law

What do you do about 20 times per minute for your whole life, without break, and often without even being aware of it? The answer, of course, is respiration, or breathing. How does it work? It turns out that the gas laws apply here. Your lungs take in gas that your body needs (oxygen) and get rid of waste gas (carbon dioxide). Lungs are made of spongy, stretchy tissue that expands and contracts while you breathe. When you inhale, your diaphragm and intercostal muscles (the muscles between your ribs) contract, expanding your chest cavity and making your lung volume larger. The increase in volume leads to a decrease in pressure (Boyle's law). This causes air to flow into the lungs (from high pressure to low pressure). When you exhale, the process reverses: Your diaphragm and rib muscles relax, your chest cavity contracts, and your lung volume decreases, causing the pressure to increase (Boyle's law again), and air flows out of the lungs (from high pressure to low pressure). You then breathe in and out again, and again, repeating this Boyle's law cycle for the rest of your life (Figure 7).

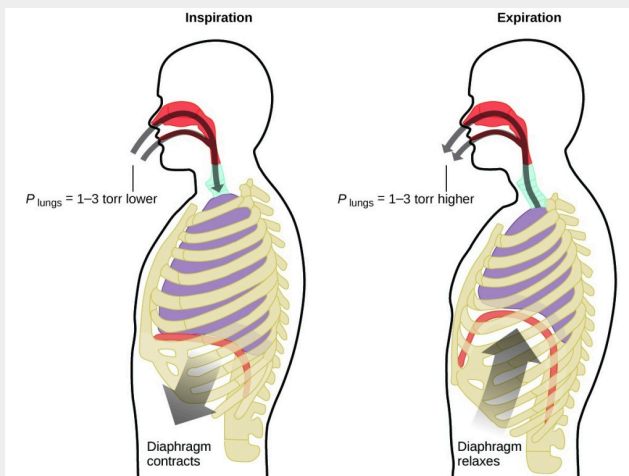


Figure 7. Breathing occurs because expanding and contracting lung volume creates small pressure differences between your lungs and your surroundings, causing air to be drawn into and forced out of your lungs.

## Moles of Gas and Volume: Avogadro's Law

The Italian scientist Amedeo Avogadro advanced a hypothesis in 1811 to account for the behavior of gases, stating that equal volumes of all gases, measured under the same conditions of temperature and pressure, contain the same number of molecules. Over time, this relationship was supported by many experimental observations as expressed by **Avogadro's law**: *For a confined gas, the volume (V) and number of moles (n) are directly proportional if the pressure and temperature both remain constant.*



In equation form, this is written as:

$$V \propto n \quad \text{or} \quad V = k \times n \quad \text{or} \quad \frac{V_1}{n_1} = \frac{V_2}{n_2}$$

Mathematical relationships can also be determined for the other variable pairs, such as  $P$  versus  $n$ , and  $n$  versus  $T$ .

Visit this interactive [PhET simulation link to investigate the relationships between pressure, volume, temperature, and amount of gas](#). Use the simulation to examine the effect of changing one parameter on another while holding the other parameters constant (as described in the preceding sections on the various gas laws).

## The Ideal Gas Law

To this point, four separate laws have been discussed that relate pressure, volume, temperature, and the number of moles of the gas:

- Boyle's law:  $PV = \text{constant}$  at constant  $T$  and  $n$
- Amontons's law:  $\frac{P}{T} = \text{constant}$  at constant  $V$  and  $n$
- Charles's law:  $\frac{V}{T} = \text{constant}$  at constant  $P$  and  $n$
- Avogadro's law:  $\frac{V}{n} = \text{constant}$  at constant  $P$  and  $T$

Combining these four laws yields the **ideal gas law**, a relation between the pressure, volume, temperature, and number of moles of a gas:

$$PV = nRT$$

where  $P$  is the pressure of a gas,  $V$  is its volume,  $n$  is the number of moles of the gas,  $T$  is its temperature on the kelvin scale, and  $R$  is a constant called the **ideal gas constant** or the universal gas constant. The units used to express pressure, volume, and temperature will determine the proper form of the gas constant as required by dimensional analysis, the most commonly encountered values being  $0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1}$  and  $8.314 \text{ kPa L mol}^{-1} \text{ K}^{-1}$ .

Gases whose properties of  $P$ ,  $V$ , and  $T$  are accurately described by the ideal gas law (or the other gas laws) are said to exhibit *ideal behavior* or to approximate the traits of an **ideal gas**. An ideal gas is a hypothetical construct that may be used along with *kinetic molecular theory* to effectively explain the gas laws as will be described in a later module of this chapter. Although all the calculations presented in this module assume ideal behavior, this assumption is only reasonable for gases under conditions of relatively low pressure and high temperature. In the final module of this chapter, a modified gas law will be introduced that accounts for the *non-ideal* behavior observed for many gases at relatively high pressures and low temperatures.

The ideal gas equation contains five terms, the gas constant  $R$  and the variable properties  $P$ ,  $V$ ,  $n$ , and  $T$ . Specifying any four of these terms will permit use of the ideal gas law to calculate the fifth term as demonstrated in the following example exercises.

### *Example 5: Using the Ideal Gas Law*

Methane,  $\text{CH}_4$ , is being considered for use as an alternative automotive fuel to replace gasoline. One gallon of gasoline could be replaced by 655 g of  $\text{CH}_4$ . What is the volume of this much methane at  $25^\circ\text{C}$  and 745 torr?

Show Answer

We must rearrange  $PV = nRT$  to solve for  $V$ :

$$V = \frac{nRT}{P}$$

If we choose to use  $R = 0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1}$ , then the amount must be in moles, temperature must be in kelvin, and pressure must be in atm.

Converting into the “right” units:

$$n = 655 \text{ g } \cancel{\text{CH}_4} \times \frac{1 \text{ mol}}{16.043 \text{ g } \cancel{\text{CH}_4}} = 40.8 \text{ mol}$$

$$T = 25^\circ \text{ C} + 273 = 298 \text{ K}$$

$$P = 745 \cancel{\text{ torr}} \times \frac{1 \text{ atm}}{760 \cancel{\text{ torr}}} = 0.980 \text{ atm}$$

$$V = \frac{nRT}{P} = \frac{(40.8 \cancel{\text{ mol}}) (0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1}) (298 \cancel{\text{ K}})}{0.980 \cancel{\text{ atm}}} = 1.02 \times 10^3 \text{ L}$$

It would require 1020 L (269 gal) of gaseous methane at about 1 atm of pressure to replace 1 gal of gasoline. It requires a large container to hold enough methane at 1 atm to replace several gallons of gasoline.

### *Check Your Learning*

Calculate the pressure in bar of 2520 moles of hydrogen gas stored at  $27^\circ \text{ C}$  in the 180-L storage tank of a modern hydrogen-powered car.

Show Answer

350 bar

If the number of moles of an ideal gas are kept constant under

two different sets of conditions, a useful mathematical relationship called the combined gas law is obtained:  $\frac{P_1 V_1}{T_1} = \frac{P_2 V_2}{T_2}$  using units of atm, L, and K. Both sets of conditions are equal to the product of  $n \times R$  (where  $n$  = the number of moles of the gas and  $R$  is the ideal gas law constant).

### Example 6: Using the Combined Gas Law

When filled with air, a typical scuba tank with a volume of 13.2 L has a pressure of 153 atm (Figure 8). If the water temperature is 27 °C, how many liters of air will such a tank provide to a diver's lungs at a depth of approximately 70 feet in the ocean where the pressure is 3.13 atm?



Figure 8. Scuba divers use compressed air to breathe while underwater. (credit: modification of work by Mark Goodchild)

Show Answer

Letting 1 represent the air in the scuba tank and 2 represent the air in the lungs, and noting that body temperature (the temperature the air will be in the lungs) is 37 °C, we have:

$$\frac{P_1 V_1}{T_1} = \frac{P_2 V_2}{T_2} \rightarrow \frac{(153 \text{ atm}) (13.2 \text{ L})}{(300 \text{ K})} = \frac{(3.13 \text{ atm}) (V_2)}{(310 \text{ K})}$$

Solving for  $V_2$ :

$$V_2 = \frac{(153 \text{ atm}) (13.2 \text{ L}) (310 \text{ K})}{(300 \text{ K}) (3.13 \text{ atm})} = 667 \text{ L}$$

(Note: Be advised that this particular example is one in which the assumption of ideal gas behavior is not very reasonable, since it involves gases at relatively high pressures and low temperatures. Despite this limitation, the calculated volume can be viewed as a good “ballpark” estimate.)

### *Check Your Learning*

A sample of ammonia is found to occupy 0.250 L under laboratory conditions of 27 °C and 0.850 atm. Find the volume of this sample at 0 °C and 1.00 atm.

Show Answer

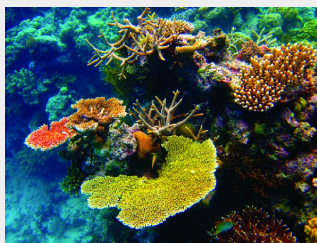
0.538 L

## The Interdependence between Ocean Depth and Pressure in Scuba Diving

Whether scuba diving at the Great Barrier Reef in Australia (shown in Figure 9) or in the Caribbean, divers must understand how pressure affects a number of issues related to their comfort and safety.

Pressure increases with ocean depth, and the pressure changes most rapidly as divers reach the surface. The pressure a diver experiences is the sum of all pressures above the diver (from the water and the air). Most pressure measurements are given in units of atmospheres, expressed as “atmospheres absolute” or ATA in the diving community: Every 33 feet of salt water represents 1 ATA of pressure in addition to 1 ATA of pressure from the atmosphere at sea level.

As a diver descends, the increase in pressure causes the body’s air pockets in the ears and lungs to compress; on the ascent, the decrease in pressure causes these air pockets to expand, potentially rupturing eardrums or



*Figure 9. Scuba divers, whether at the Great Barrier Reef or in the Caribbean, must be aware of buoyancy, pressure equalization, and the amount of time they spend underwater, to avoid the risks associated with pressurized gases in the body. (credit: Kyle Taylor)*

bursting the lungs. Divers must therefore undergo equalization by adding air to body airspaces on the descent by breathing normally and adding air to the mask by breathing out of the nose or adding air to the ears and sinuses by equalization techniques; the corollary is also true on ascent, divers must release air from the body to maintain equalization.

Buoyancy, or the ability to control whether a diver sinks or floats, is controlled by the buoyancy compensator (BCD). If a diver is ascending, the air in his BCD expands because of lower pressure according to Boyle's law (decreasing the pressure of gases increases the volume). The expanding air increases the buoyancy of the diver, and she or he begins to ascend. The diver must vent air from the BCD or risk an uncontrolled ascent that could rupture the lungs. In descending, the increased pressure causes the air in the BCD to compress and the diver sinks much more quickly; the diver must add air to the BCD or risk an uncontrolled descent, facing much higher pressures near the ocean floor.

The pressure also impacts how long a diver can stay underwater before ascending. The deeper a diver dives, the more compressed the air that is breathed because of increased pressure: If a diver dives 33 feet, the pressure is 2 ATA and the air would be compressed to one-half of its original volume. The diver uses up available air twice as fast as at the surface.

## Standard Conditions of Temperature and Pressure

We have seen that the volume of a given quantity of gas and the number of molecules (moles) in a given volume of gas vary with changes in pressure and temperature. Chemists sometimes make comparisons against a **standard temperature and pressure (STP)** for reporting properties of gases: 273.15 K and 1 atm (101.325 kPa). At STP, an ideal gas has a volume of about 22.4 L—this is referred to as the **standard molar volume** (Figure 10).

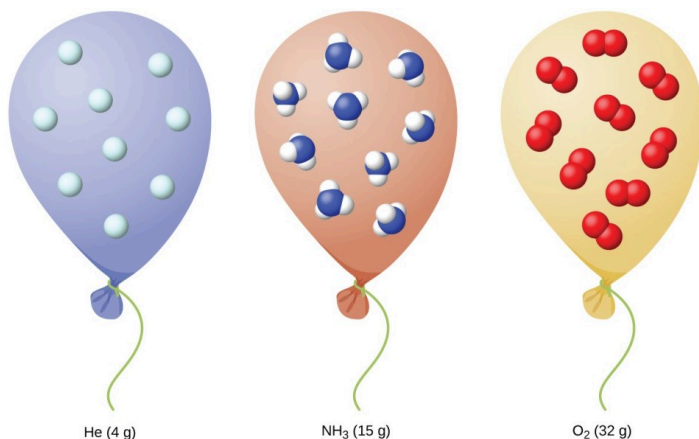


Figure 10. Since the number of moles in a given volume of gas varies with pressure and temperature changes, chemists use standard temperature and pressure (273.15 K and 1 atm or 101.325 kPa) to report properties of gases.

### *Key Concepts and Summary*

The behavior of gases can be described by several laws



based on experimental observations of their properties. The pressure of a given amount of gas is directly proportional to its absolute temperature, provided that the volume does not change (Amontons's law). The volume of a given gas sample is directly proportional to its absolute temperature at constant pressure (Charles's law). The volume of a given amount of gas is inversely proportional to its pressure when temperature is held constant (Boyle's law). Under the same conditions of temperature and pressure, equal volumes of all gases contain the same number of molecules (Avogadro's law).

The equations describing these laws are special cases of the ideal gas law,  $PV = nRT$ , where  $P$  is the pressure of the gas,  $V$  is its volume,  $n$  is the number of moles of the gas,  $T$  is its kelvin temperature, and  $R$  is the ideal (universal) gas constant.

### *Key Equations*

- $PV = nRT$

### *Exercises*

1. Sometimes leaving a bicycle in the sun on a hot day will cause a blowout. Why?
2. Explain how the volume of the bubbles exhausted by a scuba diver (Figure 8) change as they rise to the

- surface, assuming that they remain intact.
3. One way to state Boyle's law is "All other things being equal, the pressure of a gas is inversely proportional to its volume."
    - a. What is the meaning of the term "inversely proportional?"
    - b. What are the "other things" that must be equal?
  4. An alternate way to state Avogadro's law is "All other things being equal, the number of molecules in a gas is directly proportional to the volume of the gas."
    - a. What is the meaning of the term "directly proportional?"
    - b. What are the "other things" that must be equal?
  5. How would the graph in Figure 4 change if the number of moles of gas in the sample used to determine the curve were doubled?
  6. How would the graph in Figure 5 change if the number of moles of gas in the sample used to determine the curve were doubled?
  7. In addition to the data found in Figure 5, what other information do we need to find the mass of the sample of air used to determine the graph?
  8. Determine the volume of 1 mol of  $\text{CH}_4$  gas at 150 K and 1 atm, using Figure 4.
  9. Determine the pressure of the gas in the syringe shown in Figure 5 when its volume is 12.5 mL, using:

- a. the appropriate graph
  - b. Boyle's law
10. A spray can is used until it is empty except for the propellant gas, which has a pressure of 1344 torr at 23 °C. If the can is thrown into a fire ( $T = 475\text{ }^{\circ}\text{C}$ ), what will be the pressure in the hot can?
  11. What is the temperature of an 11.2-L sample of carbon monoxide, CO, at 744 torr if it occupies 13.3 L at 55 °C and 744 torr?
  12. A 2.50-L volume of hydrogen measured at  $-196\text{ }^{\circ}\text{C}$  is warmed to 100 °C. Calculate the volume of the gas at the higher temperature, assuming no change in pressure.
  13. A balloon inflated with three breaths of air has a volume of 1.7 L. At the same temperature and pressure, what is the volume of the balloon if five more same-sized breaths are added to the balloon?
  14. A weather balloon contains 8.80 moles of helium at a pressure of 0.992 atm and a temperature of 25 °C at ground level. What is the volume of the balloon under these conditions?
  15. The volume of an automobile air bag was 66.8 L when inflated at 25 °C with 77.8 g of nitrogen gas. What was the pressure in the bag in kPa?
  16. How many moles of gaseous boron trifluoride,  $\text{BF}_3$ , are contained in a 4.3410-L bulb at 788.0 K if the pressure is 1.220 atm? How many grams of  $\text{BF}_3$ ?
  17. Iodine,  $\text{I}_2$ , is a solid at room temperature but sublimates (converts from a solid into a gas) when warmed. What is the temperature in a 73.3-mL bulb that contains 0.292 g of  $\text{I}_2$  vapor at a pressure of 0.462

atm?

18. How many grams of gas are present in each of the following cases?
  - a. 0.100 L of  $\text{CO}_2$  at 307 torr and  $26^\circ\text{C}$
  - b. 8.75 L of  $\text{C}_2\text{H}_4$ , at 378.3 kPa and 483 K
  - c. 221 mL of Ar at 0.23 torr and  $-54^\circ\text{C}$
19. A high altitude balloon is filled with  $1.41 \times 10^4$  L of hydrogen at a temperature of  $21^\circ\text{C}$  and a pressure of 745 torr. What is the volume of the balloon at a height of 20 km, where the temperature is  $-48^\circ\text{C}$  and the pressure is 63.1 torr?
20. A cylinder of medical oxygen has a volume of 35.4 L, and contains  $\text{O}_2$  at a pressure of 151 atm and a temperature of  $25^\circ\text{C}$ . What volume of  $\text{O}_2$  does this correspond to at normal body conditions, that is, 1 atm and  $37^\circ\text{C}$ ?
21. A large scuba tank (Figure 8) with a volume of 18 L is rated for a pressure of 220 bar. The tank is filled at  $20^\circ\text{C}$  and contains enough air to supply 1860 L of air to a diver at a pressure of 2.37 atm (a depth of 45 feet). Was the tank filled to capacity at  $20^\circ\text{C}$ ?
22. A 20.0-L cylinder containing 11.34 kg of butane,  $\text{C}_4\text{H}_{10}$ , was opened to the atmosphere. Calculate the mass of the gas remaining in the cylinder if it were opened and the gas escaped until the pressure in the cylinder was equal to the atmospheric pressure, 0.983 atm, and a temperature of  $27^\circ\text{C}$ .
23. While resting, the average 70-kg human male consumes 14 L of pure  $\text{O}_2$  per hour at  $25^\circ\text{C}$  and 100 kPa. How many moles of  $\text{O}_2$  are consumed by a 70 kg man while resting for 1.0 h?

24. For a given amount of gas showing ideal behavior, draw labeled graphs of:
- the variation of  $P$  with  $V$
  - the variation of  $V$  with  $T$
  - the variation of  $P$  with  $T$
  - the variation of  $\frac{1}{P}$  with  $V$
25. A liter of methane gas,  $\text{CH}_4$ , at STP contains more atoms of hydrogen than does a liter of pure hydrogen gas,  $\text{H}_2$ , at STP. Using Avogadro's law as a starting point, explain why.
26. The effect of chlorofluorocarbons (such as  $\text{CCl}_2\text{F}_2$ ) on the depletion of the ozone layer is well known. The use of substitutes, such as  $\text{CH}_3\text{CH}_2\text{F}(g)$ , for the chlorofluorocarbons, has largely corrected the problem. Calculate the volume occupied by 10.0 g of each of these compounds at STP:
- $\text{CCl}_2\text{F}_2(g)$
  - $\text{CH}_3\text{CH}_2\text{F}(g)$
27. As 1 g of the radioactive element radium decays over 1 year, it produces  $1.16 \times 10^{18}$  alpha particles (helium nuclei). Each alpha particle becomes an atom of helium gas. What is the pressure in pascal of the helium gas produced if it occupies a volume of 125 mL at a temperature of 25 °C?
28. A balloon that is 100.21 L at 21 °C and 0.981 atm is released and just barely clears the top of Mount Crumpet in British Columbia. If the final volume of the balloon is 144.53 L at a temperature of 5.24 °C,

what is the pressure experienced by the balloon as it clears Mount Crumpet?

29. If the temperature of a fixed amount of a gas is doubled at constant volume, what happens to the pressure?
30. If the volume of a fixed amount of a gas is tripled at constant temperature, what happens to the pressure?

#### Selected Answers

2. As the bubbles rise, the pressure decreases, so their volume increases as suggested by Boyle's law.
4. The answers are as follows:
- a. The number of particles in the gas increases as the volume increases. This relationship may be written as  $n = \text{constant} \times V$ . It is a direct relationship.
- b. The temperature and pressure must be kept constant.
6. The curve would be farther to the right and higher up, but the same basic shape.
8. The figure shows the change of 1 mol of  $\text{CH}_4$  gas as a function of temperature. The graph shows that the volume is about 16.3 to 16.5 L.
10. The first thing to recognize about this problem is that the volume and moles of gas remain constant. Thus, we can use the combined gas law equation in the form:

$$\frac{P_2}{T_2} = \frac{P_1}{T_1}$$
$$P_2 = \frac{P_1 T_2}{T_1} = 1344 \text{ torr} \times \frac{475 + 273.15}{23 + 273.15} = 3.40 \times 10^3 \text{ torr}$$

12. Apply Charles's law to compute the volume of gas at the higher temperature:

- $V_1 = 2.50 \text{ L}$
- $T_1 = -193^\circ\text{C} = 77.15 \text{ K}$
- $V_2 = ?$
- $T_2 = 100^\circ\text{C} = 373.15 \text{ K}$

$$\frac{V_1}{T_1} = \frac{V_2}{T_2}$$

$$V_2 = \frac{V_1 T_2}{T_1} = \frac{2.50 \text{ L} \times 373.15 \cancel{\text{K}}}{77.15 \cancel{\text{K}}} = 12.1 \text{ L}$$

14.  $PV = nRT$

$$V = \frac{nRT}{P} = \frac{8.80 \cancel{\text{mol}} \times 0.08206 \text{ L atm mol}^{-1} \cancel{\text{K}}^{-1} \times 298.15 \cancel{\text{K}}}{0.992 \cancel{\text{atm}}} = 217 \text{ L}$$

16.

$$n = \frac{PV}{RT} = \frac{1.220 \cancel{\text{atm}} (4.3410 \text{ L})}{(0.08206 \cancel{\text{L atm mol}^{-1} \text{K}^{-1}}) (788.0 \cancel{\text{K}})} = 0.08190 \text{ mol} = 8.190 \times 10^{-2} \text{ mol}$$

$$n \times \text{molar mass} = 8.190 \times 10^{-2} \cancel{\text{mol}} \times 67.8052 \text{ g mol}^{-1} = 5.553 \text{ g}$$

18. In each of these problems, we are given a volume, pressure, and temperature. We can obtain moles from this information using the molar mass,  $m = n\mathcal{M}$ , where  $\mathcal{M}$  is the molar mass:

$$P, V, T \xrightarrow{n = PV/RT} n, \xrightarrow{m = n(\text{molar mass})} \text{grams}$$

or we can combine these equations to obtain:

$$\text{mass} = m = \frac{PV}{RT} \times \mathcal{M}$$

$$\begin{aligned} \text{a. } 307 \cancel{\text{torr}} \times \frac{1 \text{ atm}}{760 \cancel{\text{torr}}} &= 0.4039 \text{ atm } 25^\circ \text{ C} = 299.1 \text{ K} \\ \text{Mass} = m &= \frac{0.4039 \cancel{\text{atm}} (0.100 \cancel{\text{L}})}{0.08206 \cancel{\text{L atm mol}^{-1} \text{K}^{-1}} (299.1 \cancel{\text{K}})} \times 44.01 \text{ g mol}^{-1} = 7.24 \times 10^{-2} \text{ g} \\ \text{b. } \text{Mass} = m &= \frac{378.3 \cancel{\text{kPa}} (8.75 \cancel{\text{L}})}{8.314 \cancel{\text{L kPa mol}^{-1} \text{K}^{-1}} (483 \cancel{\text{K}})} \times 28.05376 \text{ g mol}^{-1} = 23.1 \text{ g} \end{aligned}$$

$$\begin{aligned} 221 \cancel{\text{mL}} \times \frac{1 \text{ L}}{1000 \cancel{\text{mL}}} &= 0.221 \text{ L} - 54^\circ \text{ C} + 273.15 = 219.15 \text{ K} \\ \text{c. } 0.23 \cancel{\text{torr}} \times \frac{1 \text{ atm}}{760 \cancel{\text{torr}}} &= 3.03 \times 10^{-4} \text{ atm} \\ \text{Mass} = m &= \frac{3.03 \times 10^{-4} \cancel{\text{atm}} (0.221 \cancel{\text{L}})}{0.08206 \cancel{\text{L atm mol}^{-1} \text{K}^{-1}} (219.15 \cancel{\text{K}})} \times 39.978 \text{ g mol}^{-1} = 1.5 \times 10^{-4} \text{ g} \end{aligned}$$

$$20. \frac{P_2}{T_2} = \frac{P_1}{T_1}$$

$$T_2 = 49.5 + 273.15 = 322.65 \text{ K}$$

$$P_2 = \frac{P_1 T_2}{T_1} = 149.6 \text{ atm} \times \frac{322.65}{278.15} = 173.5 \text{ atm}$$

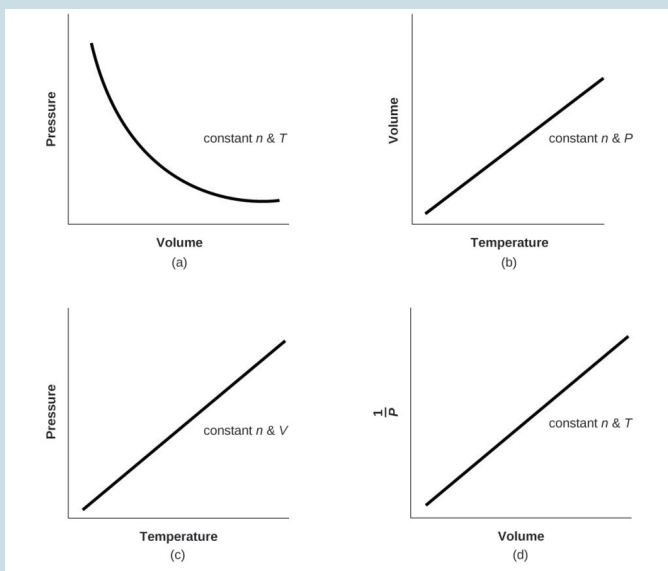
22. Calculate the amount of butane in 20.0 L at 0.983 atm and 27°C. The original amount in the container does not matter.

$$n = \frac{PV}{RT} = \frac{0.983 \cancel{\text{atm}} \times 20.0 \cancel{\text{L}}}{0.08206 \cancel{\text{L atm mol}^{-1} \text{K}^{-1}} (300.1 \cancel{\text{K}})} = 0.798 \text{ mol}$$

$$\text{Mass of butane} = 0.798 \text{ mol} \times 58.1234 \text{ g/mol} = 46.4 \text{ g}$$

24. For a gas exhibiting ideal behavior:





26. The volume is as follows:

- a. Determine the molar mass of  $\text{CCl}_2\text{F}_2$  then calculate the moles of  $\text{CCl}_2\text{F}_2(g)$  present. Use the ideal gas law  $PV = nRT$  to calculate the volume of  $\text{CCl}_2\text{F}_2(g)$ :

$$10.0 \text{ g CCl}_2\text{F}_2 \times \frac{1 \text{ mol CCl}_2\text{F}_2}{120.91 \text{ g CCl}_2\text{F}_2} = 0.0827 \text{ mol CCl}_2\text{F}_2$$

$$PV = nRT, \text{ where } n = \# \text{ mol CCl}_2\text{F}_2$$

$$1 \text{ atm} \times V = 0.0827 \text{ mol} \times \frac{0.0821 \text{ L atm}}{\text{mol K}} \times 273 \text{ K} = 1.85 \text{ L CCl}_2\text{F}_2;$$

- b.  $10.0 \text{ g CH}_3\text{CH}_2\text{F} \times \frac{1 \text{ mol CH}_3\text{CH}_2\text{F}}{48.07 \text{ g CH}_3\text{CH}_2\text{F}} = 0.208 \text{ mol CH}_3\text{CH}_2\text{F}$

$$PV = nRT, \text{ with } n = \# \text{ mol CH}_3\text{CH}_2\text{F}$$

$$1 \text{ atm} \times V = 0.208 \text{ mol} \times 0.0821 \text{ L atm/mol K} \times 273 \text{ K} =$$

$$4.66 \text{ L CH}_3\text{CH}_2\text{F}$$

28. Identify the variables in the problem and determine that the combined gas law  $\frac{P_1 V_1}{T_1} = \frac{P_2 V_2}{T_2}$  is the necessary equation to use to solve the problem. Then solve for  $P_2$ :

$$\frac{0.981 \text{ atm} \times 100.21 \text{ L}}{294 \text{ K}} = \frac{P_2 \times 144.53 \text{ L}}{278.24 \text{ atm}}$$

$$P_2 = 0.644 \text{ atm}$$

30. The pressure decreases by a factor of 3.

## Glossary

**absolute zero:** temperature at which the volume of a gas would be zero according to Charles's law.

**Amontons's law:** (also, Gay-Lussac's law) pressure of a given number of moles of gas is directly proportional to its kelvin temperature when the volume is held constant

**Avogadro's law:** volume of a gas at constant temperature and pressure is proportional to the number of gas molecules

**Boyle's law:** volume of a given number of moles of gas held at constant temperature is inversely proportional to the pressure under which it is measured

**Charles's law:** volume of a given number of moles of gas is directly proportional to its kelvin temperature when the pressure is held constant

**ideal gas:** hypothetical gas whose physical properties are perfectly described by the gas laws

**ideal gas constant (R):** constant derived from the ideal gas equation  $R = 0.08226 \text{ L atm mol}^{-1} \text{ K}^{-1}$  or  $8.314 \text{ L kPa mol}^{-1} \text{ K}^{-1}$

**ideal gas law:** relation between the pressure, volume, amount, and

temperature of a gas under conditions derived by combination of the simple gas laws

**standard conditions of temperature and pressure (STP):** 273.15 K (0 °C) and 1 atm (101.325 kPa)

**standard molar volume:** volume of 1 mole of gas at STP, approximately 22.4 L for gases behaving ideally

# 93. Stoichiometry of Gaseous Substances, Mixtures, and Reactions

## *Learning Objectives*

By the end of this section, you will be able to:

- Use the ideal gas law to compute gas densities and molar masses
- Perform stoichiometric calculations involving gaseous substances
- State Dalton's law of partial pressures and use it in calculations involving gaseous mixtures

The study of the chemical behavior of gases was part of the basis of perhaps the most fundamental chemical revolution in history. French nobleman Antoine Lavoisier, widely regarded as the “father of modern chemistry,” changed chemistry from a qualitative to a quantitative science through his work with gases. He discovered the law of conservation of matter, discovered the role of oxygen in combustion reactions, determined the composition of air, explained respiration in terms of chemical reactions, and more. He was a casualty of the French Revolution, guillotined in 1794. Of his death, mathematician and astronomer Joseph-Louis Lagrange said, “It took the mob only a moment to remove his head; a century will not suffice to reproduce it.”

As described in an earlier chapter of this text, we can turn to

chemical stoichiometry for answers to many of the questions that ask “How much?” We can answer the question with masses of substances or volumes of solutions. However, we can also answer this question another way: with volumes of gases. We can use the ideal gas equation to relate the pressure, volume, temperature, and number of moles of a gas. Here we will combine the ideal gas equation with other equations to find gas density and molar mass. We will deal with mixtures of different gases, and calculate amounts of substances in reactions involving gases. This section will not introduce any new material or ideas, but will provide examples of applications and ways to integrate concepts we have already discussed.

## Density of a Gas

Recall that the density of a gas is its mass to volume ratio,  $\rho = \frac{m}{V}$ . Therefore, if we can determine the mass of some volume of a gas, we will get its density. The density of an unknown gas can be used to determine its molar mass and thereby assist in its identification. The ideal gas law,  $PV = nRT$ , provides us with a means of deriving such a mathematical formula to relate the density of a gas to its volume in the proof shown in Example 1.

### *Example 1: Derivation of a Density Formula from the Ideal Gas Law*

Use  $PV = nRT$  to derive a formula for the density of gas in g/L.

Show Answer

- $PV = nRT$
- Rearrange to get (mol/L):  $\frac{n}{v} = \frac{P}{RT}$
- Multiply each side of the equation by the molar mass,  $\mathcal{M}$ . When moles are multiplied by  $\mathcal{M}$  in g/mol, g are obtained:

$$(\mathcal{M}) \left( \frac{n}{V} \right) = \left( \frac{P}{RT} \right) (\mathcal{M})$$

- $g/L = \rho = \frac{P\mathcal{M}}{RT}$

### Check Your Learning

A gas was found to have a density of 0.0847 g/L at 17.0 °C and a pressure of 760 torr. What is its molar mass? What is the gas?

Show Answer

$$\rho = \frac{P\mathcal{M}}{RT}$$

$$0.0847 \text{ g/L} = 760 \cancel{\text{ torr}} \times \frac{1 \cancel{\text{ atm}}}{760 \cancel{\text{ torr}}} \times \frac{\mathcal{M}}{0.0821 \text{ L} \cancel{\text{ atm}} / \text{mol K}} \times 290 \text{ K}$$

$\mathcal{M} = 2.02 \text{ g/mol}$ ; therefore, the gas must be hydrogen ( $\text{H}_2$ ,  
2.02 g/mol)

We must specify both the temperature and the pressure of a gas when calculating its density, because the number of moles of a gas (and thus the mass of the gas) in a liter changes with temperature or pressure. Gas densities are often reported at STP.

### *Example 2: Empirical/Molecular Formula Problems Using the Ideal Gas Law and Density of a Gas*

Cyclopropane, a gas once used with oxygen as a general anesthetic, is composed of 85.7% carbon and 14.3% hydrogen by mass. Find the empirical formula. If 1.56 g of cyclopropane occupies a volume of 1.00 L at 0.984 atm and 50 °C, what is the molecular formula for cyclopropane?

Show Answer

Strategy: First solve the empirical formula problem using methods discussed earlier. Assume 100 g and convert the percentage of each element into grams. Determine the number of moles of carbon and hydrogen in the 100-g sample of cyclopropane. Divide by the smallest number of moles to relate the number of moles of carbon to the number of moles of hydrogen. In the last step, realize that the smallest whole number ratio is the empirical formula:

$$85.7 \text{ g C} \times \frac{1 \text{ mol C}}{12.01 \text{ g C}} = 7.136 \text{ mol C} \frac{7.136}{7.136} = 1.00 \text{ mol C}$$

$$14.3 \text{ g H} \times \frac{1 \text{ mol H}}{1.01 \text{ g H}} = 14.158 \text{ mol H} \frac{14.158}{7.136} = 1.98 \text{ mol H}$$

Empirical formula is CH<sub>2</sub> [empirical mass (EM) of 14.03 g/empirical unit].

Next, use the density equation related to the ideal gas law to determine the molar mass:

$$d = \frac{PM}{RT} \frac{1.56 \text{ g}}{1.00 \text{ L}} = 0.984 \text{ atm} \times \frac{M}{0.0821 \text{ L atm/mol K}} \times 323 \text{ K}$$

$$\mathcal{M} = 42.0 \text{ g/mol}, \frac{\mathcal{M}}{\text{EM}} = \frac{42.0}{14.03} = 2.99, \text{ so}$$

$(3)(\text{CH}_2) = \text{C}_3\text{H}_6$  (molecular formula).

### Check Your Learning

Acetylene, a fuel used welding torches, is comprised of 92.3% C and 7.7% H by mass. Find the empirical formula. If g of acetylene occupies a volume of 1.00 L at 1.15 atm and 59.5 °C, what is the molecular formula for acetylene?

Show Answer

Empirical formula, CH; Molecular formula, C<sub>2</sub>H<sub>2</sub>

## Molar Mass of a Gas

Another useful application of the ideal gas law involves the determination of molar mass. By definition, the molar mass of a substance is the ratio of its mass in grams,  $m$ , to its amount in moles,  $n$

$$\mathcal{M} = \frac{\text{grams of substance}}{\text{moles of substance}} = \frac{m}{n}$$

The ideal gas equation can be rearranged to isolate  $n$ :

$$n = \frac{PV}{RT}$$

and then combined with the molar mass equation to yield:

$$\mathcal{M} = \frac{mRT}{PV}$$

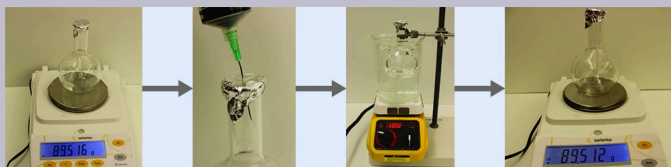
This equation can be used to derive the molar mass of a gas from measurements of its pressure, volume, temperature, and mass.



### Example 3: Determining the Molar Mass of a Volatile Liquid

The approximate molar mass of a volatile liquid can be determined by:

1. Heating a sample of the liquid in a flask with a tiny hole at the top, which converts the liquid into gas that may escape through the hole
2. Removing the flask from heat at the instant when the last bit of liquid becomes gas, at which time the flask will be filled with only gaseous sample at ambient pressure
3. Sealing the flask and permitting the gaseous sample to condense to liquid, and then weighing the flask to determine the sample's mass (see Figure 1)



Using this procedure, a sample of chloroform gas weighing 0.494 g is collected in a flask with a volume of 129 cm<sup>3</sup> at 99.6 °C when the atmospheric pressure is 742.1 mm Hg. What is the approximate molar mass of chloroform?

Show Answer

Since  $\mathcal{M} = \frac{m}{n}$  and  $n = \frac{PV}{RT}$ , substituting and rearranging gives  $\mathcal{M} = \frac{mRT}{PV}$ , then

$$\mathcal{M} = \frac{mRT}{PV} = \frac{\left(0.494 \text{ g}\right) \times \left(0.08206 \text{ L} \cdot \text{atm/mol K}\right) \times \left(372.8 \text{ K}\right)}{\left(0.976 \text{ atm}\right) \times \left(0.129 \text{ L}\right)} = 120 \text{ g/mol}$$

### Check Your Learning

A sample of phosphorus that weighs  $3.243 \times 10^{-2}$  g exerts a pressure of 31.89 kPa in a 56.0-mL bulb at 550 °C. What are the molar mass and molecular formula of phosphorus vapor?

Show Answer

124 g/mol  $\text{P}_4$

## The Pressure of a Mixture of Gases: Dalton's Law

Unless they chemically react with each other, the individual gases in a mixture of gases do not affect each other's pressure. Each individual gas in a mixture exerts the same pressure that it would exert if it present alone in the container (Figure 2). The pressure exerted by each individual gas in a mixture is called its **partial pressure**. This observation is summarized by **Dalton's law of partial pressures**: *The total pressure of a mixture of ideal gases is equal to the sum of the partial pressures of the component gases:*

$$P_{\text{Total}} = P_A + P_B + P_C + \dots = \sum_i P_i$$

In the equation  $P_{\text{Total}}$  is the total pressure of a mixture of gases,  $P_A$  is the partial pressure of gas A;  $P_B$  is the partial pressure of gas B;  $P_C$  is the partial pressure of gas C; and so on.

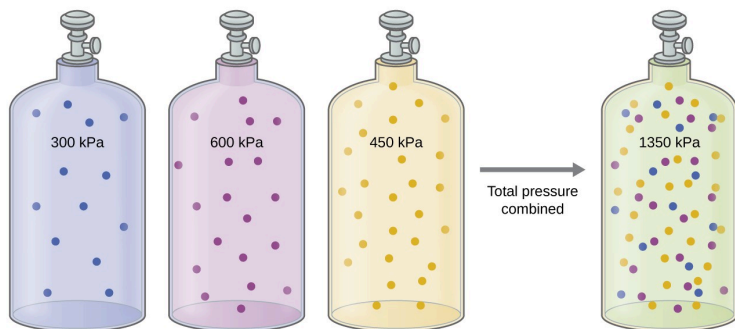


Figure 2. If equal-volume cylinders containing gas A at a pressure of 300 kPa, gas B at a pressure of 600 kPa, and gas C at a pressure of 450 kPa are all combined in the same-size cylinder, the total pressure of the mixture is 1350 kPa.

The partial pressure of gas A is related to the total pressure of the gas mixture via its **mole fraction**, a unit of concentration defined as the number of moles of a component of a solution divided by the total number of moles of all components):

$$P_A = X_A \times P_{Total} \text{ where } X_A = \frac{n_A}{n_{Total}}$$

where  $P_A$ ,  $X_A$ , and  $n_A$  are the partial pressure, mole fraction, and number of moles of gas A, respectively, and  $n_{Total}$  is the number of moles of all components in the mixture.

#### Example 4: The Pressure of a Mixture of Gases

A 10.0-L vessel contains  $2.50 \times 10^{-3}$  mol of  $H_2$ ,  $1.00 \times 10^{-3}$  mol of He, and  $3.00 \times 10^{-4}$  mol of Ne at 35 °C.

1. What are the partial pressures of each of the gases?
2. What is the total pressure in atmospheres?

Show Answer

The gases behave independently, so the partial pressure of each gas can be determined from the ideal gas equation,

using  $P = \frac{nRT}{V}$  :

$$P_{\text{H}_2} = \frac{(2.50 \times 10^{-3} \text{ mol}) (0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1}) (308 \text{ K})}{10.0 \text{ L}} = 6.32 \times 10^{-3} \text{ atm}$$

$$P_{\text{He}} = \frac{(1.00 \times 10^{-3} \text{ mol}) (0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1}) (308 \text{ K})}{10.0 \text{ L}} = 2.53 \times 10^{-3} \text{ atm}$$

$$P_{\text{Ne}} = \frac{(3.00 \times 10^{-4} \text{ mol}) (0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1}) (308 \text{ K})}{10.0 \text{ L}} = 7.58 \times 10^{-4} \text{ atm}$$

The total pressure is given by the sum of the partial pressures:

$$P_{\text{T}} = P_{\text{H}_2} + P_{\text{He}} + P_{\text{Ne}} = (0.00632 + 0.00253 + 0.00076) \text{ atm} = 9.61 \times 10^{-3} \text{ atm}$$

### Check Your Learning

A 5.73-L flask at 25 °C contains 0.0388 mol of N<sub>2</sub>, 0.147 mol of CO, and 0.0803 mol of H<sub>2</sub>. What is the total pressure in the flask in atmospheres?

Show Answer

1.137 atm

Here is another example of this concept, but dealing with mole fraction calculations.

### Example 5: The Pressure of a Mixture of Gases

A gas mixture used for anesthesia contains 2.83 mol oxygen,  $O_2$ , and 8.41 mol nitrous oxide,  $N_2O$ . The total pressure of the mixture is 192 kPa.

1. What are the mole fractions of  $O_2$  and  $N_2O$ ?
2. What are the partial pressures of  $O_2$  and  $N_2O$ ?

Show Answer

The mole fraction is given by  $X_A = \frac{n_A}{n_{Total}}$  and the partial pressure is  $P_A = X_A \times P_{Total}$ .

For  $O_2$ ,

$$X_{O_2} = \frac{n_{O_2}}{n_{Total}} = \frac{2.83 \text{ mol}}{(2.83 + 8.41) \text{ mol}} = 0.252$$

and

$$P_{O_2} = X_{O_2} \times P_{Total} = 0.252 \times 192 \text{ kPa} = 48.4 \text{ kPa}$$

For  $N_2O$ ,

$$X_{O_2} = \frac{n_{O_2}}{n_{Total}} = \frac{2.83 \text{ mol}}{(2.83 + 8.41) \text{ mol}} = 0.252$$

and

$$P_{O_2} = X_{O_2} \times P_{Total} = (0.252) \times 192 \text{ kPa}$$

$$P_{O_2} = X_{O_2} \times P_{Total} = 0.252 \times 192 \text{ kPa} = 48.4 \text{ kPa}$$

## Check Your Learning

What is the pressure of a mixture of 0.200 g of  $\text{H}_2$ , 1.00 g of  $\text{N}_2$ , and 0.820 g of Ar in a container with a volume of 2.00 L at 20 °C?

Show Answer

1.87 atm

## Collection of Gases over Water

A simple way to collect gases that do not react with water is to capture them in a bottle that has been filled with water and inverted into a dish filled with water. The pressure of the gas inside the bottle can be made equal to the air pressure outside by raising or lowering the bottle. When the water level is the same both inside and outside the bottle (Figure 3), the pressure of the gas is equal to the atmospheric pressure, which can be measured with a barometer.

However, there is another factor we must consider when

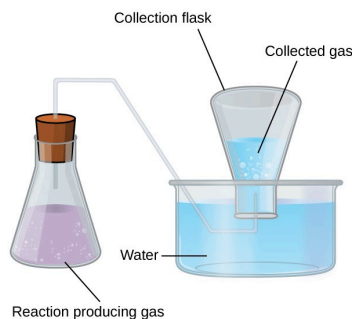


Figure 3. When a reaction produces a gas that is collected above water, the trapped gas is a mixture of the gas produced by the reaction and water vapor. If the collection flask is appropriately positioned to equalize the water levels both within and outside the flask, the pressure of the trapped gas mixture will equal the atmospheric pressure outside the flask (see the earlier discussion of manometers).

we measure the pressure of the gas by this method. Water evaporates and there is always gaseous water (water vapor) above a sample of liquid water. As a gas is collected over water, it becomes saturated with water vapor and the total pressure of the mixture equals the partial pressure of the gas plus the partial pressure of the water vapor. The pressure of the pure gas is therefore equal to the total pressure minus the pressure of the water vapor—this is referred to as the “dry” gas pressure, that is, the pressure of the gas only, without water vapor. The **vapor pressure of water**, which is the pressure exerted by water vapor in equilibrium with liquid water in a closed container, depends on the temperature (Figure 4); more detailed information on the temperature dependence of water vapor can be found in Table 1, and vapor pressure will be discussed in more detail in the next chapter on liquids.

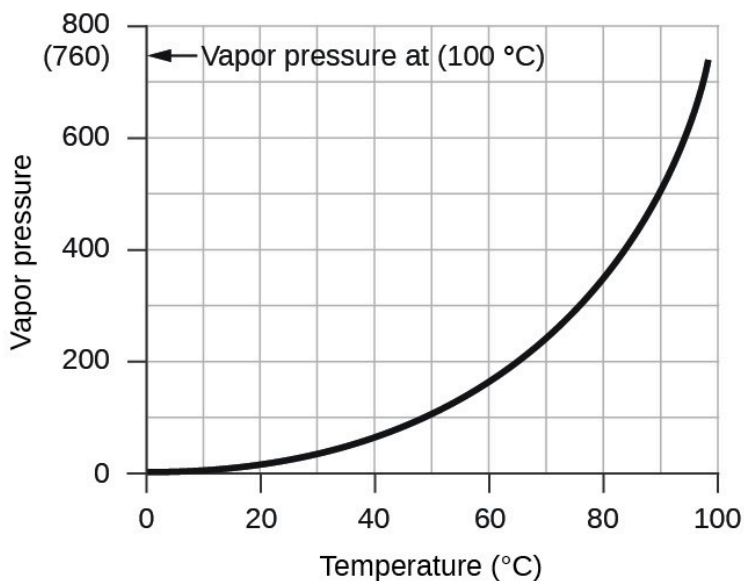


Figure 4. This graph shows the vapor pressure of water at sea level as a function of temperature.

**Table 1. Vapor Pressure of Ice and Water in Various Temperatures at Sea Level**

Temperature (°C)	Pressure (torr)	Temperature (°C)	Pressure (torr)	Temperature (°C)	Pressure (torr)
-10	1.95	18	15.5	30	31.8
-5	3.0	19	16.5	35	42.2
-2	3.9	20	17.5	40	55.3
0	4.6	21	18.7	50	92.5
2	5.3	22	19.8	60	149.4
4	6.1	23	21.1	70	233.7
6	7.0	24	22.4	80	355.1
8	8.0	25	23.8	90	525.8
10	9.2	26	25.2	95	633.9
12	10.5	27	26.7	99	733.2
14	12.0	28	28.3	100.0	760.0
16	13.6	29	30.0	101.0	787.6

### *Example 6: Pressure of a Gas Collected Over Water*

If 0.200 L of argon is collected over water at a temperature of 26 °C and a pressure of 750 torr in a system like that shown in Figure 3, what is the partial pressure of argon?

Show Answer

According to Dalton's law, the total pressure in the bottle (750 torr) is the sum of the partial pressure of argon and the partial pressure of gaseous water:

$$P_T = P_{\text{Ar}} + P_{\text{H}_2\text{O}}$$



Rearranging this equation to solve for the pressure of argon gives:

$$P_{\text{Ar}} = P_{\text{T}} - P_{\text{H}_2\text{O}}$$

The pressure of water vapor above a sample of liquid water at 26 °C is 25.2 torr ([Water Properties](#)), so:

$$P_{\text{Ar}} = 750 \text{ torr} - 25.2 \text{ torr} = 725 \text{ torr}$$

### *Check Your Learning*

A sample of oxygen collected over water at a temperature of 29.0 °C and a pressure of 764 torr has a volume of 0.560 L. What volume would the dry oxygen have under the same conditions of temperature and pressure?

Show Answer

734 torr

## Chemical Stoichiometry and Gases

Chemical stoichiometry describes the quantitative relationships between reactants and products in chemical reactions.

We have previously measured quantities of reactants and products using masses for solids and volumes in conjunction with the molarity for solutions; now we can also use gas volumes to indicate quantities. If we know the volume, pressure, and temperature of a gas, we can use the ideal gas equation to calculate how many moles of the gas are present. If we know how many moles of a gas are involved, we can calculate the volume of a gas at any temperature and pressure.

## Avogadro's Law Revisited

Sometimes we can take advantage of a simplifying feature of the stoichiometry of gases that solids and solutions do not exhibit: All gases that show ideal behavior contain the same number of molecules in the same volume (at the same temperature and pressure). Thus, the ratios of volumes of gases involved in a chemical reaction are given by the coefficients in the equation for the reaction, provided that the gas volumes are measured at the same temperature and pressure.

We can extend Avogadro's law (that the volume of a gas is directly proportional to the number of moles of the gas) to chemical reactions with gases: Gases combine, or react, in definite and simple proportions by volume, provided that all gas volumes are measured at the same temperature and pressure. For example, since nitrogen and hydrogen gases react to produce ammonia gas according to  $\text{N}_2(g) + 3\text{H}_2(g) \rightarrow 2\text{NH}_3(g)$ , a given volume of nitrogen gas reacts with three times that volume of hydrogen gas to produce two times that volume of ammonia gas, if pressure and temperature remain constant.

The explanation for this is illustrated in Figure 5. According to Avogadro's law, equal volumes of gaseous  $\text{N}_2$ ,  $\text{H}_2$ , and  $\text{NH}_3$ , at the same temperature and pressure, contain the same number of molecules. Because one molecule of  $\text{N}_2$  reacts with three molecules of  $\text{H}_2$  to produce two molecules of  $\text{NH}_3$ , the volume of  $\text{H}_2$  required is three times the volume of  $\text{N}_2$ , and the volume of  $\text{NH}_3$  produced is two times the volume of  $\text{N}_2$ .

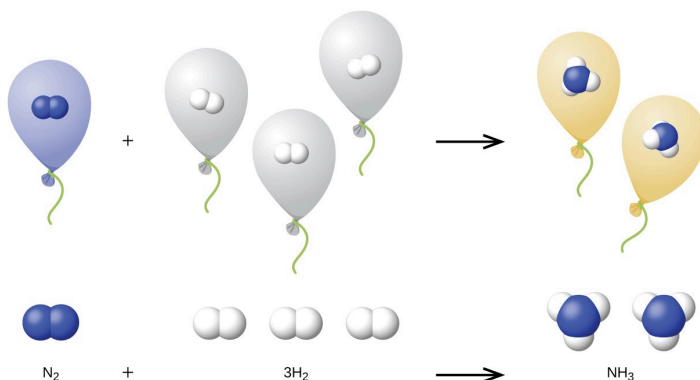


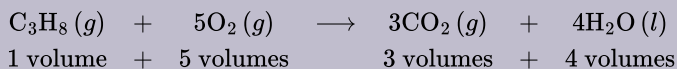
Figure 5. One volume of  $\text{N}_2$  combines with three volumes of  $\text{H}_2$  to form two volumes of  $\text{NH}_3$ .

### Example 7: Reaction of Gases

Propane,  $\text{C}_3\text{H}_8(g)$ , is used in gas grills to provide the heat for cooking. What volume of  $\text{O}_2(g)$  measured at  $25^\circ\text{C}$  and 760 torr is required to react with 2.7 L of propane measured under the same conditions of temperature and pressure? Assume that the propane undergoes complete combustion.

Show Answer

The ratio of the volumes of  $\text{C}_3\text{H}_8$  and  $\text{O}_2$  will be equal to the ratio of their coefficients in the balanced equation for the reaction:



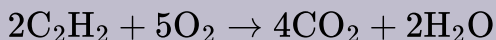
From the equation, we see that one volume of  $\text{C}_3\text{H}_8$  will react with five volumes of  $\text{O}_2$ :

$$2.7 \cancel{\text{L C}_3\text{H}_8} \times \frac{5 \text{ L O}_2}{1 \cancel{\text{L C}_3\text{H}_8}} = 13.5 \text{ L O}_2$$

A volume of 13.5 L of O<sub>2</sub> will be required to react with 2.7 L of C<sub>3</sub>H<sub>8</sub>.

### Check Your Learning

An acetylene tank for an oxyacetylene welding torch provides 9340 L of acetylene gas, C<sub>2</sub>H<sub>2</sub>, at 0°C and 1 atm. How many tanks of oxygen, each providing  $7.00 \times 10^3$  L of O<sub>2</sub> at 0 °C and 1 atm, will be required to burn the acetylene?

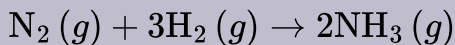


Show Answer

3.34 tanks ( $2.34 \times 10^4$  L)

### Example 8: Volumes of Reacting Gases

Ammonia is an important fertilizer and industrial chemical. Suppose that a volume of 683 billion cubic feet of gaseous ammonia, measured at 25 °C and 1 atm, was manufactured. What volume of H<sub>2</sub>(g), measured under the same conditions, was required to prepare this amount of ammonia by reaction with N<sub>2</sub>?



Show Answer

Because equal volumes of  $\text{H}_2$  and  $\text{NH}_3$  contain equal numbers of molecules and each three molecules of  $\text{H}_2$  that react produce two molecules of  $\text{NH}_3$ , the ratio of the volumes of  $\text{H}_2$  and  $\text{NH}_3$  will be equal to 3:2. Two volumes of  $\text{NH}_3$ , in this case in units of billion  $\text{ft}^3$ , will be formed from three volumes of  $\text{H}_2$ :

$$683 \text{ billion ft}^3 \text{NH}_3 \times \frac{3 \text{ billion ft}^3 \text{H}_2}{2 \text{ billion ft}^3 \text{NH}_3} = 1.02 \times 10^3 \text{ billion ft}^3 \text{H}_2$$

The manufacture of 683 billion  $\text{ft}^3$  of  $\text{NH}_3$  required 1020 billion  $\text{ft}^3$  of  $\text{H}_2$ . (At 25 °C and 1 atm, this is the volume of a cube with an edge length of approximately 1.9 miles.)

### *Check Your Learning*

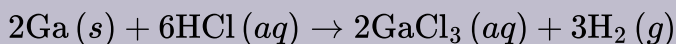
What volume of  $\text{O}_2(g)$  measured at 25 °C and 760 torr is required to react with 17.0 L of ethylene,  $\text{C}_2\text{H}_4(g)$ , measured under the same conditions of temperature and pressure? The products are  $\text{CO}_2$  and water vapor.

Show Answer

51.0 L

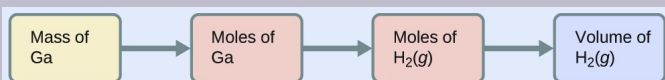
### *Example 9: Volume of Gaseous Product*

What volume of hydrogen at 27 °C and 723 torr may be prepared by the reaction of 8.88 g of gallium with an excess of hydrochloric acid?



Show Answer

To convert from the mass of gallium to the volume of  $\text{H}_2(g)$ , we need to do something like this:



The first two conversions are:

$$8.88 \text{ g Ga} \times \frac{1 \text{ mol Ga}}{69.723 \text{ g Ga}} \times \frac{3 \text{ mol H}_2}{2 \text{ mol Ga}} = 0.191 \text{ mol H}_2$$

Finally, we can use the ideal gas law:

$$V_{\text{H}_2} = \left( \frac{nRT}{P} \right)_{\text{H}_2} = \frac{0.191 \text{ mol} \times 0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1} \times 300 \text{ K}}{0.951 \text{ atm}} = 4.94 \text{ L}$$

### Check Your Learning

Sulfur dioxide is an intermediate in the preparation of sulfuric acid. What volume of  $\text{SO}_2$  at  $343^\circ\text{C}$  and  $1.21 \text{ atm}$  is produced by burning  $1.00 \text{ kg}$  of sulfur in oxygen?

Show Answer

$$1.30 \times 10^3 \text{ L}$$

## Greenhouse Gases and Climate Change

The thin skin of our atmosphere keeps the earth from being an ice planet and makes it habitable. In fact, this is due to less than 0.5% of the air molecules. Of the energy from the sun that reaches the earth, almost  $\frac{1}{3}$  is reflected back into space, with the rest absorbed by the atmosphere and the surface of the earth. Some of the energy that the earth absorbs is re-emitted as infrared (IR) radiation, a portion of which passes back out through the atmosphere into space. However, most of this IR radiation is absorbed by certain substances in the atmosphere, known as greenhouse gases, which re-emit this energy in all directions, trapping some of the heat. This maintains favorable living conditions—without atmosphere, the average global average temperature of 14 °C (57 °F) would be about -19 °C (-2 °F). The major greenhouse gases (GHGs) are water vapor, carbon dioxide, methane, and ozone. Since the Industrial Revolution, human activity has been increasing the concentrations of GHGs, which have changed the energy balance and are significantly altering the earth's climate (Figure 6).

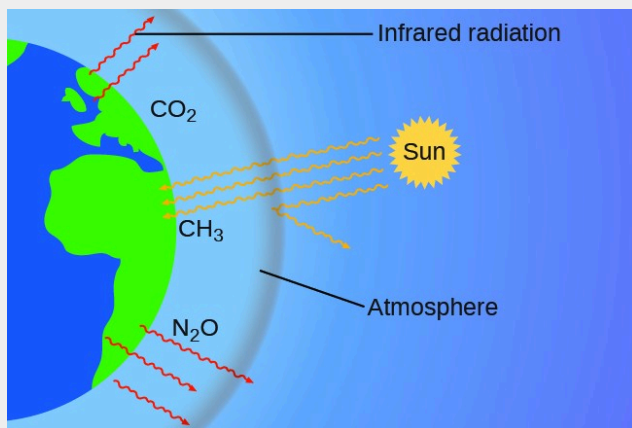
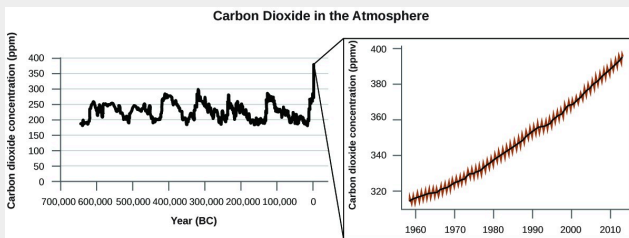


Figure 6. Greenhouse gases trap enough of the sun's energy to make the planet habitable—this is known as the greenhouse effect. Human activities are increasing greenhouse gas levels, warming the planet and causing more extreme weather events.

There is strong evidence from multiple sources that higher atmospheric levels of  $\text{CO}_2$  are caused by human activity, with fossil fuel burning accounting for about  $\frac{3}{4}$  of the recent increase in  $\text{CO}_2$ . Reliable data from ice cores reveals that  $\text{CO}_2$  concentration in the atmosphere is at the highest level in the past 800,000 years; other evidence indicates that it may be at its highest level in 20 million years. In recent years, the  $\text{CO}_2$  concentration has increased from historical levels of below 300 ppm to almost 400 ppm today (Figure 7).





[Click here to see a 2-minute video from the Environmental Protection Agency](#) explaining greenhouse gases and global warming.

## Portrait of a Chemist: Susan Solomon

Atmospheric and climate scientist Susan Solomon (Figure 8) is the author of one of *The New York Times* books of the year (*The Coldest March*, 2001), one of Time magazine's 100 most influential people in the world (2008), and a working group leader of the Intergovernmental Panel on Climate Change (IPCC), which was the

recipient of the 2007 Nobel Peace Prize. She helped determine and explain the cause of the formation of the ozone hole over Antarctica, and has authored many important papers on climate change. She has been awarded the top scientific honors in the US and France (the National Medal of Science and the Grande Medaille, respectively), and is a member of the National Academy of Sciences, the Royal Society, the French Academy of Sciences, and the European Academy of Sciences. Formerly a professor at the University of Colorado, she is now at MIT, and continues to work at NOAA.



Figure 8. Susan Solomon's research focuses on climate change and has been instrumental in determining the cause of the ozone hole over Antarctica. (credit: National Oceanic and Atmospheric Administration)

## *Key Concepts and Summary*

The ideal gas law can be used to derive a number of convenient equations relating directly measured quantities to properties of interest for gaseous substances and mixtures. Appropriate rearrangement of the ideal gas equation may be made to permit the calculation of gas densities and molar masses. Dalton's law of partial pressures may be used to relate measured gas pressures for gaseous mixtures to their compositions. Avogadro's law may be used in stoichiometric computations for chemical reactions involving gaseous reactants or products.

### *Key Equations*

- $P_{\text{Total}} = P_A + P_B + P_C + \dots = \sum_i P_i$
- $P_A = X_A P_{\text{Total}}$
- $X_A = \frac{n_A}{n_{\text{Total}}}$

## *Exercises*

1. What is the density of laughing gas, dinitrogen monoxide,  $\text{N}_2\text{O}$ , at a temperature of 325 K and a pressure of 113.0 kPa?

2. Calculate the density of Freon 12,  $\text{CF}_2\text{Cl}_2$ , at  $30.0^\circ\text{C}$  and  $0.954\text{ atm}$ .
3. Which is denser at the same temperature and pressure, dry air or air saturated with water vapor? Explain.
4. A cylinder of  $\text{O}_2(g)$  used in breathing by emphysema patients has a volume of  $3.00\text{ L}$  at a pressure of  $10.0\text{ atm}$ . If the temperature of the cylinder is  $28.0^\circ\text{C}$ , what mass of oxygen is in the cylinder?
5. What is the molar mass of a gas if  $0.0494\text{ g}$  of the gas occupies a volume of  $0.100\text{ L}$  at a temperature  $26^\circ\text{C}$  and a pressure of  $307\text{ torr}$ ?
6. What is the molar mass of a gas if  $0.281\text{ g}$  of the gas occupies a volume of  $125\text{ mL}$  at a temperature  $126^\circ\text{C}$  and a pressure of  $777\text{ torr}$ ?
7. How could you show experimentally that the molecular formula of propene is  $\text{C}_3\text{H}_6$ , not  $\text{CH}_2$ ?
8. The density of a certain gaseous fluoride of phosphorus is  $3.93\text{ g/L}$  at STP. Calculate the molar mass of this fluoride and determine its molecular formula.
9. Consider this question: What is the molecular formula of a compound that contains  $39\%\text{ C}$ ,  $45\%\text{ N}$ , and  $16\%\text{ H}$  if  $0.157\text{ g}$  of the compound occupies  $125\text{ mL}$  with a pressure of  $99.5\text{ kPa}$  at  $22^\circ\text{C}$ ?
  - a. Outline the steps necessary to answer the question.
  - b. Answer the question.
10. A  $36.0\text{-L}$  cylinder of a gas used for calibration of blood gas analyzers in medical laboratories contains  $350\text{ g CO}_2$ ,  $805\text{ g O}_2$ , and  $4,880\text{ g N}_2$ . What is the

pressure in the flask in atmospheres, in torr, and in kilopascals?

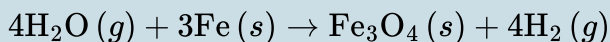
11. A cylinder of a gas mixture used for calibration of blood gas analyzers in medical laboratories contains 5.0% CO<sub>2</sub>, 12.0% O<sub>2</sub>, and the remainder N<sub>2</sub> at a total pressure of 146 atm. What is the partial pressure of each component of this gas? (The percentages given indicate the percent of the total pressure that is due to each component.)
12. A sample of gas isolated from unrefined petroleum contains 90.0% CH<sub>4</sub>, 8.9% C<sub>2</sub>H<sub>6</sub>, and 1.1% C<sub>3</sub>H<sub>8</sub> at a total pressure of 307.2 kPa. What is the partial pressure of each component of this gas? (The percentages given indicate the percent of the total pressure that is due to each component.)
13. A mixture of 0.200 g of H<sub>2</sub>, 1.00 g of N<sub>2</sub>, and 0.820 g of Ar is stored in a closed container at STP. Find the volume of the container, assuming that the gases exhibit ideal behavior.
14. Most mixtures of hydrogen gas with oxygen gas are explosive. However, a mixture that contains less than 3.0 % O<sub>2</sub> is not. If enough O<sub>2</sub> is added to a cylinder of H<sub>2</sub> at 33.2 atm to bring the total pressure to 34.5 atm, is the mixture explosive?
15. A commercial mercury vapor analyzer can detect, in air, concentrations of gaseous Hg atoms (which are poisonous) as low as  $2 \times 10^{-6}$  mg/L of air. At this concentration, what is the partial pressure of gaseous mercury if the atmospheric pressure is 733 torr at 26 °C?
16. A sample of carbon monoxide was collected over water at a total pressure of 756 torr and a

temperature of 18 °C. What is the pressure of the carbon monoxide? (See Table 9.2 for the vapor pressure of water.)

17. In an experiment in a general chemistry laboratory, a student collected a sample of a gas over water. The volume of the gas was 265 mL at a pressure of 753 torr and a temperature of 27 °C. The mass of the gas was 0.472 g. What was the molar mass of the gas?
18. Joseph Priestley first prepared pure oxygen by heating mercuric oxide, HgO:

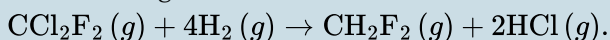


- a. Outline the steps necessary to answer the following question: What volume of O<sub>2</sub> at 23° C and 0.975 atm is produced by the decomposition of 5.36 g of HgO?
- b. Answer the question.
19. Cavendish prepared hydrogen in 1766 by the novel method of passing steam through a red-hot gun barrel:



- a. Outline the steps necessary to answer the following question: What volume of H<sub>2</sub> at a pressure of 745 torr and a temperature of 20 °C can be prepared from the reaction of 15.0 g of H<sub>2</sub>O?
- b. Answer the question.
20. The chlorofluorocarbon CCl<sub>2</sub>F<sub>2</sub> can be recycled into a different compound by reaction with hydrogen to produce CH<sub>2</sub>F<sub>2</sub>(g), a compound useful in chemical

manufacturing:



- a. Outline the steps necessary to answer the following question: What volume of hydrogen at 225 atm and 35.5 °C would be required to react with 1 ton ( $1.000 \times 10^3$  kg) of  $\text{CCl}_2\text{F}_2$ ?
  - b. Answer the question.
21. Automobile air bags are inflated with nitrogen gas, which is formed by the decomposition of solid sodium azide ( $\text{NaN}_3$ ). The other product is sodium metal. Calculate the volume of nitrogen gas at 27 °C and 756 torr formed by the decomposition of 125 g of sodium azide.
22. Lime,  $\text{CaO}$ , is produced by heating calcium carbonate,  $\text{CaCO}_3$ ; carbon dioxide is the other product.
- a. Outline the steps necessary to answer the following question: What volume of carbon dioxide at 875° and 0.966 atm is produced by the decomposition of 1 ton ( $1.000 \times 10^3$  kg) of calcium carbonate?
  - b. Answer the question.
23. Before small batteries were available, carbide lamps were used for bicycle lights. Acetylene gas,  $\text{C}_2\text{H}_2$ , and solid calcium hydroxide were formed by the reaction of calcium carbide,  $\text{CaC}_2$ , with water. The ignition of the acetylene gas provided the light. Currently, the same lamps are used by some cavers, and calcium carbide is used to produce acetylene for carbide

cannons.

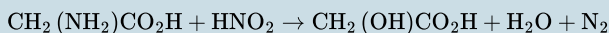
- a. Outline the steps necessary to answer the following question: What volume of  $\text{C}_2\text{H}_2$  at 1.005 atm and  $12.2^\circ\text{C}$  is formed by the reaction of 15.48 g of  $\text{CaC}_2$  with water?
  - b. Answer the question.
24. Calculate the volume of oxygen required to burn 12.00 L of ethane gas,  $\text{C}_2\text{H}_6$ , to produce carbon dioxide and water, if the volumes of  $\text{C}_2\text{H}_6$  and  $\text{O}_2$  are measured under the same conditions of temperature and pressure.
25. What volume of  $\text{O}_2$  at STP is required to oxidize 8.0 L of  $\text{NO}$  at STP to  $\text{NO}_2$ ? What volume of  $\text{NO}_2$  is produced at STP?
26. Consider the following questions:
- a. What is the total volume of the  $\text{CO}_2(g)$  and  $\text{H}_2\text{O}(g)$  at  $600^\circ\text{C}$  and 0.888 atm produced by the combustion of 1.00 L of  $\text{C}_2\text{H}_6(g)$  measured at STP?
  - b. What is the partial pressure of  $\text{H}_2\text{O}$  in the product gases?
27. Methanol,  $\text{CH}_3\text{OH}$ , is produced industrially by the following reaction:
- $$\text{CO}(g) + 2\text{H}_2(g) \xrightarrow{\text{copper catalyst } 300^\circ\text{C}, 300\text{ atm}} \text{CH}_3\text{OH}(g)$$
- Assuming that the gases behave as ideal gases, find the ratio of the total volume of the reactants to the final volume.
28. What volume of oxygen at 423.0 K and a pressure of 127.4 kPa is produced by the decomposition of 129.7 g



of BaO<sub>2</sub> to BaO and O<sub>2</sub>?

29. A 2.50-L sample of a colorless gas at STP decomposed to give 2.50 L of N<sub>2</sub> and 1.25 L of O<sub>2</sub> at STP. What is the colorless gas?
30. Ethanol, C<sub>2</sub>H<sub>5</sub>OH, is produced industrially from ethylene, C<sub>2</sub>H<sub>4</sub>, by the following sequence of reactions:
- $$3\text{C}_2\text{H}_4 + 2\text{H}_2\text{SO}_4 \rightarrow \text{C}_2\text{H}_5\text{HSO}_4 + (\text{C}_2\text{H}_5)_2\text{SO}_4$$
- $$\text{C}_2\text{H}_5\text{HSO}_4 + (\text{C}_2\text{H}_5)_2\text{SO}_4 + 3\text{H}_2\text{O} \rightarrow 3\text{C}_2\text{H}_5\text{OH} + 2\text{H}_2\text{SO}_4$$
- What volume of ethylene at STP is required to produce 1.000 metric ton (1000 kg) of ethanol if the overall yield of ethanol is 90.1%?
31. One molecule of hemoglobin will combine with four molecules of oxygen. If 1.0 g of hemoglobin combines with 1.53 mL of oxygen at body temperature (37 °C) and a pressure of 743 torr, what is the molar mass of hemoglobin?
32. A sample of a compound of xenon and fluorine was confined in a bulb with a pressure of 18 torr. Hydrogen was added to the bulb until the pressure was 72 torr. Passage of an electric spark through the mixture produced Xe and HF. After the HF was removed by reaction with solid KOH, the final pressure of xenon and unreacted hydrogen in the bulb was 36 torr. What is the empirical formula of the xenon fluoride in the original sample? (Note: Xenon fluorides contain only one xenon atom per molecule.)
33. One method of analyzing amino acids is the van Slyke method. The characteristic amino groups (-NH<sub>2</sub>) in protein material are allowed to react with nitrous acid, HNO<sub>2</sub>, to form N<sub>2</sub> gas. From the volume of the gas, the amount of amino acid can be

determined. A 0.0604-g sample of a biological sample containing glycine,  $\text{CH}_2(\text{NH}_2)\text{COOH}$ , was analyzed by the van Slyke method and yielded 3.70 mL of  $\text{N}_2$  collected over water at a pressure of 735 torr and 29 °C. What was the percentage of glycine in the sample?



#### Selected Answers

2.

$$\rho = \frac{PM}{RT} = \frac{0.954 \cancel{\text{atm}} [12.011 + 2(18.9954) + 2(35.453)] \text{g} \cancel{\text{mol}^{-1}}}{0.08206 \text{ L} \cancel{\text{atm}} \cancel{\text{mol}^{-1}} \cancel{\text{K}^{-1}} \times 303.15 \text{ K}} = 4.64 \text{ gL}^{-1}$$

4.

$$\text{mass O}_2 = \frac{(31.9988 \text{ g} \cancel{\text{mol}^{-1}}) (10.0 \cancel{\text{atm}}) (3.00 \cancel{\text{L}})}{(0.08206 \cancel{\text{L}} \cancel{\text{atm}} \cancel{\text{mol}^{-1}} \cancel{\text{K}^{-1}}) (301.15 \text{ K})} = 38.8 \text{ g}$$

6. From the ideal gas law,  $PV = nRT$ , set

$$n = \frac{\text{mass}}{\text{molar mass}} \text{ and solve the molar mass.}$$

$$\text{molar mass} = \frac{(0.281 \text{ g}) (0.08206 \cancel{\text{L}} \cancel{\text{atm}} \cancel{\text{mol}^{-1}} \cancel{\text{K}^{-1}}) (399.15 \text{ K})}{\left( \frac{777 \cancel{\text{torr}}}{760 \cancel{\text{torr}} \cancel{\text{atm}^{-1}}} \right) (0.125 \text{ L})} = 72.0 \text{ gmol}^{-1}$$

$$8. \mathcal{M} = \frac{mRT}{PV} D = \frac{m}{V} \mathcal{M} = \frac{DRT}{P}$$

$$\mathcal{M} = \frac{3.93 \text{ gL}^{-1} (0.08206 \text{ L} \cancel{\text{atm}} \cancel{\text{mol}^{-1}} \cancel{\text{K}^{-1}}) (273.15 \text{ K})}{1.00 \cancel{\text{atm}}} = 88.1 \text{ gmol}^{-1}$$

$$\mathcal{M}_{\text{phosphorous}} = 30.97376 \text{ g/mol}$$

$$\mathcal{M}_{\text{fluorine}} = 18.998403 \text{ g/mol}$$

molecular formula:	phosphorous:	30.97376
	fluorine:	<u>3 (18.998403)</u>
		87.968969

The molecular formula is  $\text{PF}_3$ .

To find this answer you can either use trial and error, or you can realize that since phosphorus is in group 5, it can fill its valence shell by forming three bonds. Fluorine, being in group 7, needs to form only one bond to fill its shell. Thus it makes sense to start with  $\text{PF}_3$  as a probable formula.

10. Calculate the moles of each gas present and from that, calculate the pressure from the ideal gas law. Assume  $25^\circ\text{C}$ . The calibration gas contains:

$$\begin{aligned} \frac{350 \cancel{\text{g}} \text{CO}_2}{44.0098 \cancel{\text{g}} \text{mol}^{-1} \text{CO}_2} &= 7.953 \text{ mol CO}_2 \\ \frac{805 \cancel{\text{g}} \text{O}_2}{31.9988 \cancel{\text{g}} \text{mol}^{-1} \text{O}_2} &= 25.157 \text{ mol O}_2 \\ \frac{4880 \cancel{\text{g}} \text{N}_2}{28.01348 \cancel{\text{g}} \text{mol}^{-1} \text{N}_2} &= 174.202 \text{ mol N}_2 \end{aligned}$$

$$\text{Total moles} = 7.953 + 25.157 + 174.202 = 207.312 \text{ mol}$$

$$P = \frac{nRT}{V} = \frac{207.312 \cancel{\text{mol}} \times 0.08206 \cancel{\text{L}} \text{atm} \cancel{\text{mol}^{-1}} \cancel{\text{K}^{-1}} \times 298.15 \cancel{\text{K}}}{36.0 \cancel{\text{L}}} = 141 \text{ atm}$$

12. Since these are percentages of the total pressure, the partial pressure can be calculated as follows:

- $\text{CH}_4$ : 90% of 307.2 kPa =  $0.900 \times 307.2 = 276 \text{ kPa}$
- $\text{C}^2\text{H}^6$ : 8.9% of 307.2 kPa =  $0.089 \times 307.2 = 27 \text{ kPa}$
- $\text{C}^3\text{H}^8$ : 1.1% of 307.2 kPa =  $0.011 \times 307.2 = 3.4 \text{ kPa}$

14. The oxygen increases the pressure within the tank to (34.5 atm – 33.2 atm =) 1.3 atm. The percentage  $\text{O}_2$  on a mole basis is  $\frac{1.3}{34.5} \times 100\% = 3.77\%$ . The mixture is explosive. However, the percentage is given as a weight percent. Converting to a mass basis increases the

percentage of oxygen even more, so the mixture is still explosive.

16. The vapor pressure of water at 18 °C is 15.5 torr. Subtract the vapor pressure of water from the total pressure to find the pressure of the carbon monoxide:

$$P_T = P_{\text{gas}} + P_{\text{water}}$$

Rearrangement gives:  $P_T - P_{\text{water}} = P_{\text{gas}}$

$$756 \text{ torr} - 15.5 \text{ torr} = 740 \text{ torr}$$

18. The answers are as follows:

- a. Determine the moles of HgO that decompose; using the chemical equation, determine the moles of O<sub>2</sub> produced by decomposition of this amount of HgO; and determine the volume of O<sub>2</sub> from the moles of O<sub>2</sub>, temperature, and pressure.

$$\text{b. } 5.36 \text{ g } \cancel{\text{HgO}} \times \frac{1 \text{ mol HgO}}{(200.59 + 15.9994) \text{ g } \cancel{\text{HgO}}} = 0.0247 \text{ mol HgO}$$

$$0.0247 \text{ mol } \cancel{\text{HgO}} \times \frac{1 \text{ mol O}_2}{2 \text{ mol } \cancel{\text{HgO}}} = 0.01235 \text{ mol O}_2$$

$$PV = nRT$$

$$P = 0.975 \text{ atm}$$

$$T = (23.0 + 273.15) \text{ K}$$

$$V = \frac{nRT}{P} = \frac{0.01235 \text{ mol} \left( 0.08206 \text{ L } \cancel{\text{atm}} \cancel{\text{mol}^{-1}} \cancel{\text{K}^{-1}} \right) (296.15 \text{ K})}{0.975 \text{ atm}} = 0.308 \text{ L}$$

20. The answers are as follows:

- a. Determine the molar mass of CCl<sub>2</sub>F<sub>2</sub>. From the balanced equation, calculate the moles of H<sub>2</sub> needed for the complete reaction. From the ideal gas law, convert moles of H<sub>2</sub> into volume.

b. Molar mass of  $\text{CCl}_2\text{F}_2 = 12.011 + 2 \times 18.9984 + 2 \times 35.4527 = 120.913 \text{ g/mol}$

$$\text{molH}_2 = 1.000 \times 10^6 \text{ g} \times \frac{1 \text{ molCCl}_2\text{F}_2}{120.913 \text{ g}} \times \frac{4 \text{ molH}_2}{1 \text{ molCCl}_2\text{F}_2} = 3.308 \times 10^4 \text{ mol}$$

$$V = \frac{nRT}{P} = \frac{(3.308 \times 10^4 \text{ mol}) (0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1}) (308.65 \text{ K})}{225 \text{ atm}} = 3.72 \times 10^3 \text{ L}$$

22. The answers are as follows:

a. Balance the equation. Determine the grams of  $\text{CO}_2$  produced and the number of moles. From the ideal gas law, determine the volume of gas.

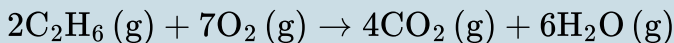
b.  $\text{CaCO}_3 (s) \rightarrow \text{CaO} (s) + \text{CO}_2 (g)$

$$\text{massCO}_2 = 1.00 \times 10^6 \text{ g} \times \frac{1 \text{ molCaCO}_3}{100.087 \text{ g}} \times \frac{44.01 \text{ gCO}_2}{1 \text{ molCO}_2} \times \frac{1 \text{ molCO}_2}{1 \text{ molCaCO}_3} = 4.397 \times 10^5 \text{ g}$$

$$\text{molCO}_2 = \frac{4.397 \times 10^5 \text{ g}}{44.01 \text{ gmol}^{-1}} = 9991 \text{ mol}$$

$$V = \frac{nRT}{P} = \frac{(9991 \text{ mol}) (0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1}) (875 \text{ K})}{0.966 \text{ atm}} = 7.43 \times 10^5 \text{ L}$$

24.



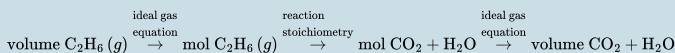
From the balanced equation, we see that 2 mol of  $\text{C}_2\text{H}_6$  requires 7 mol of  $\text{O}_2$  to burn completely. Gay-Lussac's law states that gases react in simple proportions by volume. As the number of liters is proportional to the number of moles,

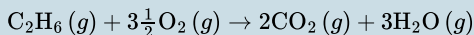
$$\frac{12.00 \text{ L}}{2 \text{ molC}_2\text{H}_6} = \frac{V(\text{O}_2)}{7 \text{ molO}_2}$$

$$V(\text{O}_2) = \frac{12.00 \text{ L} \times 7}{2} = 42.00 \text{ L}$$

26. The answers are as follows:

(a) The scheme to solve this problem is:





$$1. n(\text{C}_2\text{H}_6) = \frac{PV}{RT} = \frac{1.00 \text{ atm} \times 1.00 \cancel{\text{L}}}{0.08206 \cancel{\text{L}} \text{ atm mol}^{-1} \text{ K}^{-1} (273.15 \text{ K})} = 0.0446 \text{ mol}$$

$$2. 0.0446 \cancel{\text{mol C}_2\text{H}_6} \times \frac{5 \text{ mol products}}{1 \cancel{\text{mol C}_2\text{H}_6}} = 0.223 \text{ mol products}$$

$$3. V = nRT = \frac{(0.223 \cancel{\text{mol}})(0.08206 \cancel{\text{L atm mol}^{-1} \text{ K}^{-1}})(873.15 \text{ K})}{0.888 \cancel{\text{atm}}} = 18.0 \text{ L}$$

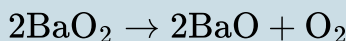
(b) First, calculate the mol H<sub>2</sub>O produced:

$$0.0446 \text{ mol C}_2\text{H}_6 \times \frac{3 \text{ mol products}}{1 \text{ mol C}_2\text{H}_6} = 0.1338 \text{ mol}$$

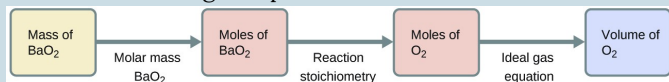
Second, calculate the pressure of H<sub>2</sub>O:

$$P = \frac{nRT}{V} = \frac{(0.1338 \cancel{\text{mol}})(0.8206 \cancel{\text{L atm mol}^{-1} \text{ K}^{-1}})(873.15 \text{ K})}{18.0 \cancel{\text{L}}} = 0.533 \text{ atm}$$

28. First, we must write a balanced equation to establish the stoichiometry of the reaction:



We are given the mass of BaO<sub>2</sub> that decomposes, so the scheme for solving this problem will be:



$$\text{Mass}(\text{BaO}_2) = 137.33 + 2(15.9994) = 169.33 \text{ g/mol}$$

$$n(\text{O}_2) = 129.7 \text{ g BaO}_2 \times \frac{1 \text{ mol BaO}_2}{169.33 \text{ g BaO}_2} \times \frac{1 \text{ mol O}_2}{2 \text{ mol BaO}_2} = 0.3830 \text{ mol O}_2$$

$$V(\text{O}_2) = \frac{nRT}{P} = \frac{0.3830 \text{ mol} (8.314 \text{ L kPa mol}^{-1} \text{ K}^{-1}) (423.0 \text{ K})}{127.4 \text{ kPa}} = 10.57 \text{ L O}_2$$

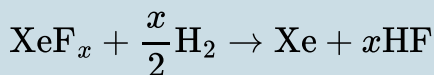
30. At 90.1% conversion, a  $1.000 \times 10^6 \text{ g}$  final yield would require a  $\left( \frac{1.000 \times 10^6}{0.901} \right) = 1.1099 \times 10^6 \text{ g}$  theoretical yield.

3C<sub>2</sub>H<sub>4</sub> produces 3C<sub>2</sub>H<sub>5</sub>OH, giving a 1:1 ratio:

$$\text{mol}(\text{C}_2\text{H}_4) = 1.1099 \times 10^6 \frac{\text{gC}_2\text{H}_5\text{OH}}{\text{gC}_2\text{H}_5\text{OH}} \times \frac{1 \text{ molC}_2\text{H}_5\text{OH}}{46.069 \text{ gC}_2\text{H}_5\text{OH}} \times \frac{1 \text{ molC}_2\text{H}_4}{1 \text{ molC}_2\text{H}_5\text{OH}} = 2.409 \times 10^4 \text{ mol}$$

$$V(\text{C}_2\text{H}_4) = 22.4 \text{ L/mol} \times 2.409 \times 10^4 \text{ mol} = 5.40 \times 10^5 \text{ L}$$

32. The reaction is:



The pressure of  $\text{H}_2$  that reacts is  $48 \text{ torr} - 24 \text{ torr} = 24 \text{ torr}$

The number of moles of gas is proportional to the partial pressures. The reaction used 24 torr of  $\text{XeF}_x$  and 24 torr of

$$\text{H}_2 \text{ so: } \frac{x}{2} = 1 \text{ and } x = 2$$

The formula for the xenon compound is  $\text{XeF}_2$ .

Immediately after the  $\text{H}_2$  is added (before the reaction):

$$\begin{aligned} P_{\text{Total}} &= P_{\text{XeF}_2} + P_{\text{H}_2} \\ P_{\text{H}_2} &= P_{\text{Total}} - P_{\text{XeF}_2} \\ &= 72 \text{ torr} - 24 \text{ torr} \\ &= 48 \text{ torr} \end{aligned}$$

After the reaction:

$$P_{\text{Xe}} = 24 \text{ torr} \quad (1 \text{ molXeF}_x \rightarrow 1 \text{ mol Xe})$$

And the partial pressure of unreacted  $\text{H}_2$  is:

$$\begin{aligned} P_{\text{H}_2} &= P_{\text{Total}} - P_{\text{Xe}} \\ &= 48 \text{ torr} - 24 \text{ torr} \\ &= 24 \text{ torr} \end{aligned}$$

## Glossary

**Dalton's law of partial pressures:** total pressure of a mixture of ideal gases is equal to the sum of the partial pressures of the component gases.

**mole fraction:** concentration unit defined as the ratio of the molar amount of a mixture component to the total number of moles of all mixture components

**partial pressure:** pressure exerted by an individual gas in a mixture

**vapor pressure of water:** pressure exerted by water vapor in equilibrium with liquid water in a closed container at a specific temperature



## 94. Effusion and Diffusion of Gases

### *Learning Objectives*

By the end of this section, you will be able to:

- Define and explain effusion and diffusion
- State Graham's law and use it to compute relevant gas properties

If you have ever been in a room when a piping hot pizza was delivered, you have been made aware of the fact that gaseous molecules can quickly spread throughout a room, as evidenced by the pleasant aroma that soon reaches your nose. Although gaseous molecules travel at tremendous speeds (hundreds of meters per second), they collide with other gaseous molecules and travel in many different directions before reaching the desired target. At room temperature, a gaseous molecule will experience billions of collisions per second. The **mean free path** is the average distance a molecule travels between collisions. The mean free path increases with decreasing pressure; in general, the mean free path for a gaseous molecule will be hundreds of times the diameter of the molecule.

In general, we know that when a sample of gas is introduced to one part of a closed container, its molecules very quickly disperse throughout the container; this process by which molecules disperse in space in response to differences in concentration is called **diffusion** (shown in Figure 1). The gaseous atoms or molecules are,

of course, unaware of any concentration gradient, they simply move randomly—regions of higher concentration have more particles than regions of lower concentrations, and so a net movement of species from high to low concentration areas takes place. In a closed environment, diffusion will ultimately result in equal concentrations of gas throughout, as depicted in Figure 1. The gaseous atoms and molecules continue to move, but since their concentrations are the same in both bulbs, the rates of transfer between the bulbs are equal (no net transfer of molecules occurs).

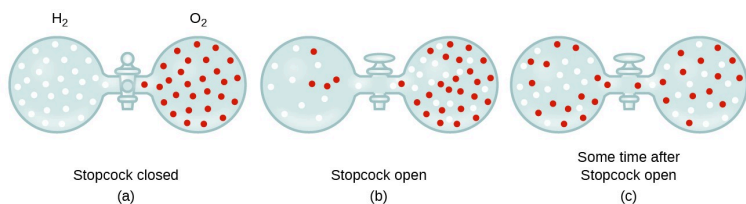


Figure 1. (a) Two gases, H<sub>2</sub> and O<sub>2</sub>, are initially separated. (b) When the stopcock is opened, they mix together. The lighter gas, H<sub>2</sub>, passes through the opening faster than O<sub>2</sub>, so just after the stopcock is opened, more H<sub>2</sub> molecules move to the O<sub>2</sub> side than O<sub>2</sub> molecules move to the H<sub>2</sub> side. (c) After a short time, both the slower-moving O<sub>2</sub> molecules and the faster-moving H<sub>2</sub> molecules have distributed themselves evenly on both sides of the vessel.

We are often interested in the **rate of diffusion**, the amount of gas passing through some area per unit time:

$$\text{rate of diffusion} = \frac{\text{amount of gas passing through an area}}{\text{unit of time}}$$

The diffusion rate depends on several factors: the concentration gradient (the increase or decrease in concentration from one point to another); the amount of surface area available for diffusion; and the distance the gas particles must travel. Note also that the time required for diffusion to occur is inversely proportional to the rate of diffusion, as shown in the rate of diffusion equation.

A process involving movement of gaseous species similar to diffusion is **effusion**, the escape of gas molecules through a tiny hole such as a pinhole in a balloon into a vacuum (Figure 2). Although

diffusion and effusion rates both depend on the molar mass of the gas involved, their rates are not equal; however, the ratios of their rates are the same.

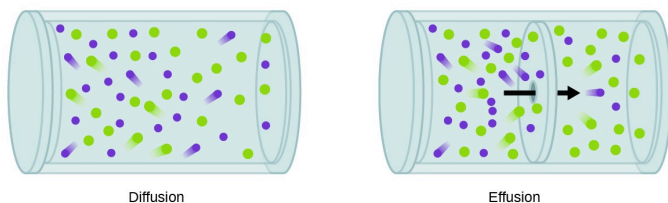


Figure 2. Diffusion occurs when gas molecules disperse throughout a container. Effusion occurs when a gas passes through an opening that is smaller than the mean free path of the particles, that is, the average distance traveled between collisions. Effectively, this means that only one particle passes through at a time.

If a mixture of gases is placed in a container with porous walls, the gases effuse through the small openings in the walls. The lighter gases pass through the small openings more rapidly (at a higher rate) than the heavier ones (Figure 3). In 1832, Thomas Graham studied the rates of effusion of different gases and formulated **Graham's law of effusion**: The rate of effusion of a gas is inversely proportional to the square root of the mass of its particles:

$$\text{rate of effusion} \propto \frac{1}{\sqrt{\mathcal{M}}}$$

This means that if two gases A and B are at the same temperature and pressure, the ratio of their effusion rates is inversely proportional to the ratio of the square roots of the masses of their particles:

$$\frac{\text{rate of effusion of A}}{\text{rate of effusion of B}} = \frac{\sqrt{\mathcal{M}_B}}{\sqrt{\mathcal{M}_A}}$$

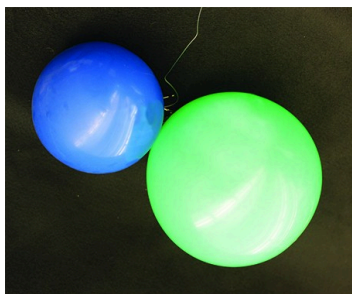


Figure 3. A balloon filled with air (the blue one) remains full overnight. A balloon filled with helium (the green one) partially deflates because the smaller, light helium atoms effuse through small holes in the rubber much more readily than the heavier molecules of nitrogen and oxygen found in air. (credit: modification of work by Mark Ott)

### Example 1: Applying Graham's Law to Rates of Effusion

Calculate the ratio of the rate of effusion of hydrogen to the rate of effusion of oxygen.

Show Answer

From Graham's law, we have:

$$\frac{\text{rate of effusion of hydrogen}}{\text{rate of effusion of oxygen}} = \frac{\sqrt{1.43 \text{ g L}^{-1}}}{\sqrt{0.0899 \text{ g L}^{-1}}} = \frac{1.20}{0.300} = \frac{4}{1}$$

Using molar masses:

$$\frac{\text{rate of effusion of hydrogen}}{\text{rate of effusion of oxygen}} = \frac{\sqrt{32 \text{ g mol}^{-1}}}{\sqrt{2 \text{ g mol}^{-1}}} = \frac{\sqrt{16}}{\sqrt{1}} = \frac{4}{1}$$

Hydrogen effuses four times as rapidly as oxygen.

### *Check Your Learning*

At a particular pressure and temperature, nitrogen gas effuses at the rate of 79 mL/s. Using the same apparatus at the same temperature and pressure, at what rate will sulfur dioxide effuse?

Show Answer

52 mL/s

Here's another example, making the point about how determining times differs from determining rates.

### *Example 2: Effusion Time Calculations*

It takes 243 s for  $4.46 \times 10^{-5}$  mol Xe to effuse through a tiny hole. Under the same conditions, how long will it take  $4.46 \times 10^{-5}$  mol Ne to effuse?

Show Answer

It is important to resist the temptation to use the times directly, and to remember how rate relates to time as well as how it relates to mass. Recall the definition of rate of effusion:

$$\text{rate of effusion} = \frac{\text{amount of gas transferred}}{\text{time}}$$

and combine it with Graham's law:

$$\frac{\text{rate of effusion of gas Xe}}{\text{rate of effusion of gas Ne}} = \frac{\sqrt{\mathcal{M}_{\text{Ne}}}}{\sqrt{\mathcal{M}_{\text{Xe}}}}$$

To get:

$$\frac{\frac{\text{amount of Xe transferred}}{\text{time for Xe}}}{\frac{\text{amount of Ne transferred}}{\text{time for Ne}}} = \frac{\sqrt{\mathcal{M}_{\text{Ne}}}}{\sqrt{\mathcal{M}_{\text{Xe}}}}$$

Noting that *amount of A = amount of B*, and solving for time for Ne:

$$\frac{\frac{\cancel{\text{amount of Xe}}}{\text{time for Xe}}}{\frac{\cancel{\text{amount of Ne}}}{\text{time for Ne}}} = \frac{\text{time for Ne}}{\text{time for Xe}} = \frac{\sqrt{\mathcal{M}_{\text{Ne}}}}{\sqrt{\mathcal{M}_{\text{Xe}}}} = \frac{\sqrt{\mathcal{M}_{\text{Ne}}}}{\sqrt{\mathcal{M}_{\text{Xe}}}}$$

and substitute values:

$$\frac{\text{time for Ne}}{243\text{s}} = \sqrt{\frac{20.2 \text{ g mol}}{131.3 \text{ g mol}}} = 0.392$$

Finally, solve for the desired quantity:

$$\text{time for Ne} = 0.392 \times 243\text{s} = 95.3\text{s}$$

Note that this answer is reasonable: Since Ne is lighter than Xe, the effusion rate for Ne will be larger than that for Xe, which means the time of effusion for Ne will be smaller than that for Xe.

### Check Your Learning

A party balloon filled with helium deflates to  $\frac{2}{3}$  of its original volume in 8.0 hours. How long will it take an

identical balloon filled with the same number of moles of air ( $\mathcal{M} = 28.2 \text{ g/mol}$ ) to deflate to  $\frac{1}{2}$  of its original volume?

Show Answer

32 h

Finally, here is one more example showing how to calculate molar mass from effusion rate data.

### *Example 3: Determining Molar Mass Using Graham's Law*

An unknown gas effuses 1.66 times more rapidly than  $\text{CO}_2$ . What is the molar mass of the unknown gas? Can you make a reasonable guess as to its identity?

Show Answer

From Graham's law, we have:

$$\frac{\text{rate of effusion of Unknown}}{\text{rate of effusion of CO}_2} = \frac{\sqrt{\mathcal{M}_{\text{CO}_2}}}{\sqrt{\mathcal{M}_{\text{Unknown}}}}$$

Plug in known data:

$$\frac{1.66}{1} = \frac{\sqrt{44.0 \text{ g/mol}}}{\sqrt{\mathcal{M}_{\text{Unknown}}}}$$

Solve:

$$\mathcal{M}_{Unknown} = \frac{44.0\text{g/mol}}{(1.66)^2} = 16.0\text{g/mol}$$

The gas could well be CH<sub>4</sub>, the only gas with this molar mass.

### *Check Your Learning*

Hydrogen gas effuses through a porous container 8.97-times faster than an unknown gas. Estimate the molar mass of the unknown gas.

Show Answer

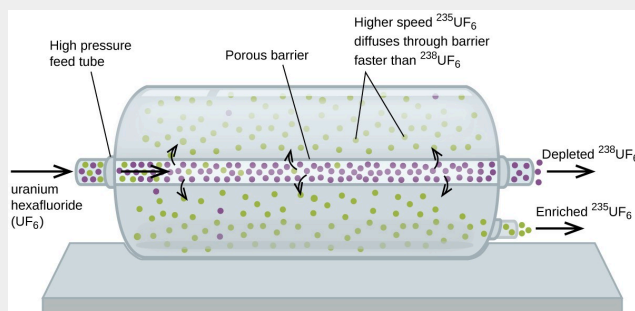
163 g/mol

## Use of Diffusion for Nuclear Energy Applications: Uranium Enrichment

Gaseous diffusion has been used to produce enriched uranium for use in nuclear power plants and weapons. Naturally occurring uranium contains only 0.72% of <sup>235</sup>U, the kind of uranium that is “fissile,” that is, capable of sustaining a nuclear fission chain reaction. Nuclear reactors require fuel that is 2–5% <sup>235</sup>U, and nuclear bombs need even higher concentrations. One way to



enrich uranium to the desired levels is to take advantage of Graham's law. In a gaseous diffusion enrichment plant, uranium hexafluoride ( $\text{UF}_6$ , the only uranium compound that is volatile enough to work) is slowly pumped through large cylindrical vessels called diffusers, which contain porous barriers with microscopic openings. The process is one of diffusion because the other side of the barrier is not evacuated. The  $^{235}\text{UF}_6$  molecules have a higher average speed and diffuse through the barrier a little faster than the heavier  $^{238}\text{UF}_6$  molecules. The gas that has passed through the barrier is slightly enriched in  $^{235}\text{UF}_6$  and the residual gas is slightly depleted. The small difference in molecular weights between  $^{235}\text{UF}_6$  and  $^{238}\text{UF}_6$  only about 0.4% enrichment, is achieved in one diffuser (Figure 4). But by connecting many diffusers in a sequence of stages (called a cascade), the desired level of enrichment can be attained.



The large scale separation of gaseous  $^{235}\text{UF}_6$  from  $^{238}\text{UF}_6$  was first done during the World War II, at the

atomic energy installation in Oak Ridge, Tennessee, as part of the Manhattan Project (the development of the first atomic bomb). Although the theory is simple, this required surmounting many daunting technical challenges to make it work in practice. The barrier must have tiny, uniform holes (about  $10^{-6}$  cm in diameter) and be porous enough to produce high flow rates. All materials (the barrier, tubing, surface coatings, lubricants, and gaskets) need to be able to contain, but not react with, the highly reactive and corrosive  $\text{UF}_6$ .

Because gaseous diffusion plants require very large amounts of energy (to compress the gas to the high pressures required and drive it through the diffuser cascade, to remove the heat produced during compression, and so on), it is now being replaced by gas centrifuge technology, which requires far less energy. A current hot political issue is how to deny this technology to Iran, to prevent it from producing enough enriched uranium for them to use to make nuclear weapons.

### *Key Concepts and Summary*

Gaseous atoms and molecules move freely and randomly through space. Diffusion is the process whereby gaseous atoms and molecules are transferred from regions of relatively high concentration to regions of relatively low concentration. Effusion is a similar process in which

gaseous species pass from a container to a vacuum through very small orifices. The rates of effusion of gases are inversely proportional to the square roots of their densities or to the square roots of their atoms/molecules' masses (Graham's law).

### *Key Equations*

- rate of diffusion =  $\frac{\text{amount of gas passing through an area}}{\text{unit of time}}$
- $$\frac{\text{rate of effusion of gas A}}{\text{rate of effusion of gas B}} = \frac{\sqrt{m_B}}{\sqrt{m_A}} = \frac{\sqrt{\mathcal{M}_B}}{\sqrt{\mathcal{M}_A}}$$

### *Exercises*

1. A balloon filled with helium gas is found to take 6 hours to deflate to 50% of its original volume. How long will it take for an identical balloon filled with the same volume of hydrogen gas (instead of helium) to decrease its volume by 50%?
2. Explain why the numbers of molecules are not identical in the left- and right-hand bulbs shown in the center illustration of Figure 1.
3. Starting with the definition of rate of effusion and Graham's finding relating rate and molar mass, show how to derive the Graham's law equation, relating the relative rates of effusion for two gases to their

molecular masses.

4. Heavy water,  $\text{D}_2\text{O}$  (molar mass =  $20.03 \text{ g mol}^{-1}$ ), can be separated from ordinary water,  $\text{H}_2\text{O}$  (molar mass =  $18.01$ ), as a result of the difference in the relative rates of diffusion of the molecules in the gas phase. Calculate the relative rates of diffusion of  $\text{H}_2\text{O}$  and  $\text{D}_2\text{O}$ .
5. Which of the following gases diffuse more slowly than oxygen?  $\text{F}_2$ ,  $\text{Ne}$ ,  $\text{N}_2\text{O}$ ,  $\text{C}_2\text{H}_2$ ,  $\text{NO}$ ,  $\text{Cl}_2$ ,  $\text{H}_2\text{S}$
6. During the discussion of gaseous diffusion for enriching uranium, it was claimed that  $^{235}\text{UF}_6$  diffuses  $0.4\%$  faster than  $^{238}\text{UF}_6$ . Show the calculation that supports this value. The molar mass of  $^{235}\text{UF}_6$  =  $235.043930 + 6 \times 18.998403 = 349.034348 \text{ g/mol}$ , and the molar mass of  $^{238}\text{UF}_6$  =  $238.050788 + 6 \times 18.998403 = 352.041206 \text{ g/mol}$ .
7. Calculate the relative rate of diffusion of  $^1\text{H}_2$  (molar mass  $2.0 \text{ g/mol}$ ) compared to that of  $^2\text{H}_2$  (molar mass  $4.0 \text{ g/mol}$ ) and the relative rate of diffusion of  $\text{O}_2$  (molar mass  $32 \text{ g/mol}$ ) compared to that of  $\text{O}_3$  (molar mass  $48 \text{ g/mol}$ ).
8. A gas of unknown identity diffuses at a rate of  $83.3 \text{ mL/s}$  in a diffusion apparatus in which carbon dioxide diffuses at the rate of  $102 \text{ mL/s}$ . Calculate the molecular mass of the unknown gas.
9. When two cotton plugs, one moistened with ammonia and the other with hydrochloric acid, are simultaneously inserted into opposite ends of a glass tube that is  $87.0 \text{ cm}$  long, a white ring of  $\text{NH}_4\text{Cl}$  forms where gaseous  $\text{NH}_3$  and gaseous  $\text{HCl}$  first come into contact. (Hint: Calculate the rates of diffusion for

both  $\text{NH}_3$  and  $\text{HCl}$ , and find out how much faster  $\text{NH}_3$  diffuses than  $\text{HCl}$ .)

$\text{NH}_3(g) + \text{HCl}(g) \rightarrow \text{NH}_4\text{Cl}(s)$  At approximately what distance from the ammonia moistened plug does this occur?

#### Selected Answers

1. Use the rate of effusion equation:

$$\frac{6 \text{ hours}}{t} = \sqrt{\frac{4}{2}}t = \frac{6 \text{ hours}}{1.4} = 4.2 \text{ hours}$$

3. Effusion can be defined as the process by which a gas escapes through a pinhole into a vacuum. Graham's law states that with a mixture of two gases A and B:

$$\left( \frac{\text{rate A}}{\text{rate B}} \right) = \left( \frac{\text{molar mass of B}}{\text{molar mass of A}} \right)^{1/2} \cdot \text{Both A}$$

and B are in the same container at the same temperature, and therefore will have the same kinetic energy:

$$\begin{aligned} \text{KE}_A &= \text{KE}_B \quad \text{KE} = \frac{1}{2}mv^2 \quad \text{Therefore,} \\ \frac{1}{2}m_A v_A^2 &= \frac{1}{2}m_B v_B^2 \quad \frac{v_A^2}{v_B^2} = \frac{m_B}{m_A} \\ \left( \frac{v_A^2}{v_B^2} \right)^{1/2} &= \left( \frac{m_B}{m_A} \right)^{1/2} \quad \frac{v_A}{v_B} = \left( \frac{m_B}{m_A} \right)^{1/2} \end{aligned}$$

5. Gases with molecular masses greater than that of oxygen (31.9988 g/mol) will diffuse more slowly than  $\text{O}_2$ . These gases are  $\text{F}_2$  (37.9968 g/mol),  $\text{N}_2\text{O}$  (44.0128 g/mol),  $\text{Cl}_2$  (70.906 g/mol), and  $\text{H}_2\text{S}$  (34.082 g/mol).

$$\frac{R_{H_2}}{R_{D_2}} = \frac{\sqrt{\mathcal{M}_{D_2}}}{\sqrt{\mathcal{M}_{H_2}}} = \frac{\sqrt{4.0}}{\sqrt{2.0}} = \frac{2.000}{1.414} = 1.4$$

7.

$$\frac{R_{O_2}}{R_{O_3}} = \frac{\sqrt{\mathcal{M}_{O_3}}}{\sqrt{\mathcal{M}_{O_2}}} = \frac{\sqrt{48}}{\sqrt{32}} = 1.2$$

9. Rate of diffusion for  $NH_3$  is proportional to

$$\frac{1}{17.04^{1/2}} = 0.242250792 \text{ Rate of diffusion for HCl}$$

is proportional to  $\frac{1}{36.46^{1/2}} = 0.165611949$ ,

$$\left( \frac{0.242250792}{0.165611949} \right) = 1.4627.$$

## Glossary

**diffusion:** movement of an atom or molecule from a region of relatively high concentration to one of relatively low concentration (discussed in this chapter with regard to gaseous species, but applicable to species in any phase)

**effusion:** transfer of gaseous atoms or molecules from a container to a vacuum through very small openings

**Graham's law of effusion:** rates of diffusion and effusion of gases are inversely proportional to the square roots of their molecular masses

**mean free path:** average distance a molecule travels between collisions

**rate of diffusion:** amount of gas diffusing through a given area over a given time

# 95. The Kinetic-Molecular Theory

## *Learning Objectives*

By the end of this section, you will be able to:

- State the postulates of the kinetic-molecular theory
- Use this theory's postulates to explain the gas laws

The gas laws that we have seen to this point, as well as the ideal gas equation, are empirical, that is, they have been derived from experimental observations. The mathematical forms of these laws closely describe the macroscopic behavior of most gases at pressures less than about 1 or 2 atm. Although the gas laws describe relationships that have been verified by many experiments, they do not tell us why gases follow these relationships.

The **kinetic molecular theory** (KMT) is a simple microscopic model that effectively explains the gas laws described in previous modules of this chapter. This theory is based on the following five postulates described here. (Note: The term “molecule” will be used to refer to the individual chemical species that compose the gas, although some gases are composed of atomic species, for example, the noble gases.)

1. Gases are composed of molecules that are in continuous motion, travelling in straight lines and changing direction only when they collide with other molecules or with the walls of a

container.

2. The molecules composing the gas are negligibly small compared to the distances between them.
3. The pressure exerted by a gas in a container results from collisions between the gas molecules and the container walls.
4. Gas molecules exert no attractive or repulsive forces on each other or the container walls; therefore, their collisions are *elastic* (do not involve a loss of energy).
5. The average kinetic energy of the gas molecules is proportional to the kelvin temperature of the gas.

The test of the KMT and its postulates is its ability to explain and describe the behavior of a gas. The various gas laws can be derived from the assumptions of the KMT, which have led chemists to believe that the assumptions of the theory accurately represent the properties of gas molecules. We will first look at the individual gas laws (Boyle's, Charles's, Amontons's, Avogadro's, and Dalton's laws) conceptually to see how the KMT explains them. Then, we will more carefully consider the relationships between molecular masses, speeds, and kinetic energies with temperature, and explain Graham's law.

## The Kinetic-Molecular Theory Explains the Behavior of Gases, Part I

Recalling that gas pressure is exerted by rapidly moving gas molecules and depends directly on the number of molecules hitting a unit area of the wall per unit of time, we see that the KMT conceptually explains the behavior of a gas as follows:

- *Amontons's law.* If the temperature is increased, the average speed and kinetic energy of the gas molecules increase. If the volume is held constant, the increased speed of the gas



molecules results in more frequent and more forceful collisions with the walls of the container, therefore increasing the pressure (Figure 1).

- *Charles's law.* If the temperature of a gas is increased, a constant pressure may be maintained only if the volume occupied by the gas increases. This will result in greater average distances traveled by the molecules to reach the container walls, as well as increased wall surface area. These conditions will decrease both the frequency of molecule-wall collisions and the number of collisions per unit area, the combined effects of which outweigh those of increased collision forces due to the greater kinetic energy at the higher temperature. The net result is a decrease in gas pressure.
- *Boyle's law.* If the gas volume is decreased, the container wall area decreases and the molecule-wall collision frequency increases, both of which increase the pressure exerted by the gas (Figure 1).
- *Avogadro's law.* At constant pressure and temperature, the frequency and force of molecule-wall collisions are constant. Under such conditions, increasing the number of gaseous molecules will require a proportional increase in the container volume in order to yield a decrease in the number of collisions per unit area to compensate for the increased frequency of collisions (Figure 1).
- *Dalton's Law.* Because of the large distances between them, the molecules of one gas in a mixture bombard the container walls with the same frequency whether other gases are present or not, and the total pressure of a gas mixture equals the sum of the (partial) pressures of the individual gases.

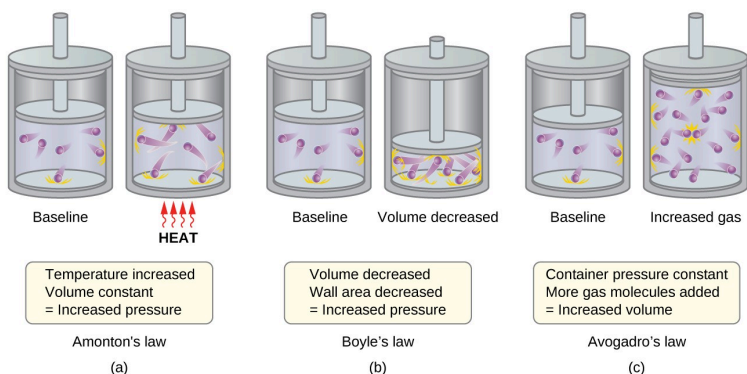


Figure 1. (a) When gas temperature increases, gas pressure increases due to increased force and frequency of molecular collisions. (b) When volume decreases, gas pressure increases due to increased frequency of molecular collisions. (c) When the amount of gas increases at a constant pressure, volume increases to yield a constant number of collisions per unit wall area per unit time.

## Molecular Velocities and Kinetic Energy

The previous discussion showed that the KMT qualitatively explains the behaviors described by the various gas laws. The postulates of this theory may be applied in a more quantitative fashion to derive these individual laws. To do this, we must first look at velocities and kinetic energies of gas molecules, and the temperature of a gas sample.

In a gas sample, individual molecules have widely varying speeds; however, because of the vast number of molecules and collisions involved, the molecular speed distribution and average speed are constant. This molecular speed distribution is known as a Maxwell-Boltzmann distribution, and it depicts the relative numbers of molecules in a bulk sample of gas that possesses a given speed (Figure 2).

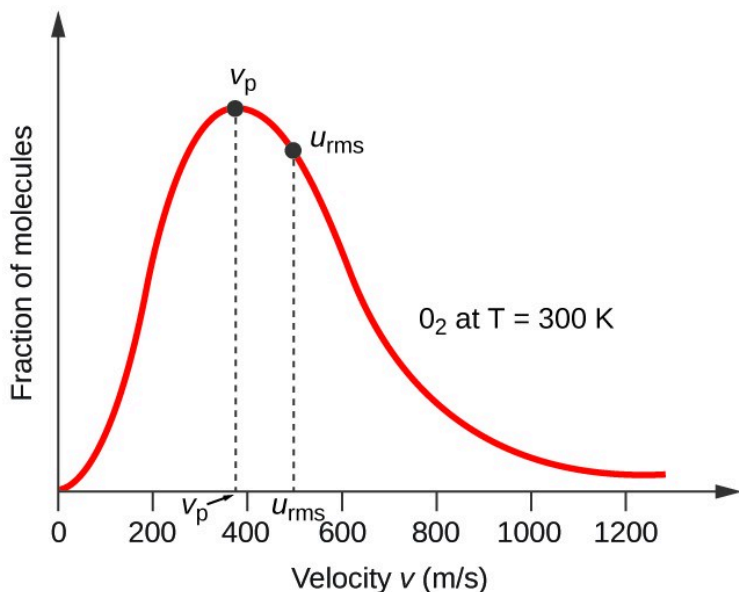


Figure 2. The molecular speed distribution for oxygen gas at 300 K is shown here. Very few molecules move at either very low or very high speeds. The number of molecules with intermediate speeds increases rapidly up to a maximum, which is the most probable speed, then drops off rapidly. Note that the most probable speed,  $v_p$ , is a little less than 400 m/s, while the root mean square speed,  $u_{rms}$ , is closer to 500 m/s.

The kinetic energy (KE) of a particle of mass ( $m$ ) and speed ( $u$ ) is given by:

$$KE = \frac{1}{2}mu^2$$

Expressing mass in kilograms and speed in meters per second will yield energy values in units of joules ( $J = \text{kg m}^2 \text{s}^{-2}$ ). To deal with a large number of gas molecules, we use averages for both speed and kinetic energy. In the KMT, the **root mean square velocity** of a particle,  $u_{rms}$ , is defined as the square root of the average of the squares of the velocities with  $n$  = the number of particles:

$$u_{rms} = \sqrt{\overline{u^2}} = \sqrt{\frac{u_1^2 + u_2^2 + u_3^2 + u_4^2 + \dots}{n}}$$

The average kinetic energy,  $KE_{avg}$ , is then equal to:

$$KE_{avg} = \frac{1}{2} m u_{rms}^2$$

The  $KE_{avg}$  of a collection of gas molecules is also directly proportional to the temperature of the gas and may be described by the equation:

$$KE_{avg} = \frac{3}{2} RT$$

where  $R$  is the gas constant and  $T$  is the kelvin temperature. When used in this equation, the appropriate form of the gas constant is  $8.314 \text{ J/K}$  ( $8.314 \text{ kg m}^2 \text{ s}^{-2} \text{ K}^{-1}$ ). These two separate equations for  $KE_{avg}$  may be combined and rearranged to yield a relation between molecular speed and temperature:

$$\frac{1}{2} m u_{rms}^2 = \frac{3}{2} RT \quad u_{rms} = \sqrt{\frac{3RT}{m}}$$

### *Example 1: Calculation of $u_{rms}$*

Calculate the root-mean-square velocity for a nitrogen molecule at  $30^\circ \text{C}$ .

Show Answer

Convert the temperature into Kelvin:

$$30^\circ \text{C} + 273 = 303 \text{ K}$$

Determine the mass of a nitrogen molecule in kilograms:

$$\frac{28.0 \cancel{\text{g}}}{1 \text{ mol}} \times \frac{1 \text{ kg}}{1000 \cancel{\text{g}}} = 0.028 \text{ kg/mol}$$

Replace the variables and constants in the root-mean-square velocity equation, replacing Joules with the equivalent  $\text{kg m}^2\text{s}^{-2}$ :

$$u_{\text{rms}} = \sqrt{\frac{3RT}{m}}$$
$$u_{\text{rms}} = \sqrt{\frac{3(8.314\text{J/mol K})(303\text{ K})}{(0.028\text{kg/mol})}} = \sqrt{2.70 \times 10^5\text{m}^2\text{s}^{-2}} = 519\text{m/s}$$

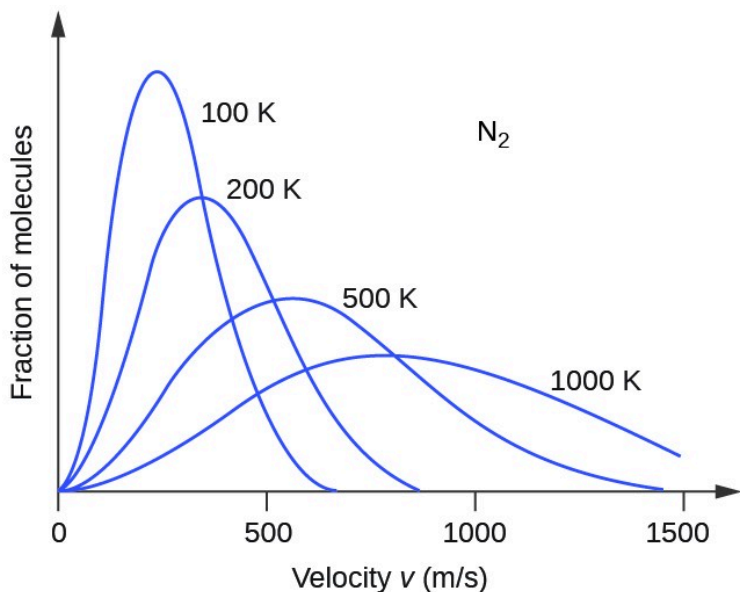
### *Check Your Learning*

Calculate the root-mean-square velocity for an oxygen molecule at  $-23\text{ }^{\circ}\text{C}$ .

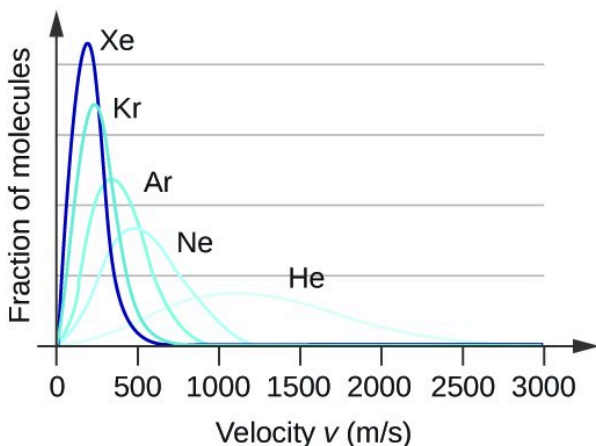
Show Answer

441 m/s

If the temperature of a gas increases, its  $\text{KE}_{\text{avg}}$  increases, more molecules have higher speeds and fewer molecules have lower speeds, and the distribution shifts toward higher speeds overall, that is, to the right. If temperature decreases,  $\text{KE}_{\text{avg}}$  decreases, more molecules have lower speeds and fewer molecules have higher speeds, and the distribution shifts toward lower speeds overall, that is, to the left. This behavior is illustrated for nitrogen gas in Figure 3.



At a given temperature, all gases have the same  $KE_{avg}$  for their molecules. Gases composed of lighter molecules have more high-speed particles and a higher  $u_{rms}$ , with a speed distribution that peaks at relatively higher velocities. Gases consisting of heavier molecules have more low-speed particles, a lower  $u_{rms}$ , and a speed distribution that peaks at relatively lower velocities. This trend is demonstrated by the data for a series of noble gases shown in Figure 4.



The [PhET gas simulator](#) may be used to examine the effect of temperature on molecular velocities. Examine the simulator's "energy histograms" (molecular speed distributions) and "species information" (which gives average speed values) for molecules of different masses at various temperatures.

## The Kinetic-Molecular Theory Explains the Behavior of Gases, Part II

According to Graham's law, the molecules of a gas are in rapid motion and the molecules themselves are small. The average distance between the molecules of a gas is large compared to the size of the molecules. As a consequence, gas molecules can move past each other easily and diffuse at relatively fast rates.

The rate of effusion of a gas depends directly on the (average) speed of its molecules:

$$\text{effusion rate} \propto u_{\text{rms}}$$

Using this relation, and the equation relating molecular speed to mass, Graham's law may be easily derived as shown here:

$$u_{\text{rms}} = \sqrt{\frac{3RT}{m}} \quad m = \frac{3RT}{u_{\text{rms}}^2} = \frac{3RT}{\bar{u}^2}$$

$$\frac{\text{effusion rate A}}{\text{effusion rate B}} = \frac{u_{\text{rmsA}}}{u_{\text{rmsB}}} = \frac{\sqrt{\frac{3RT}{m_{\text{A}}}}}{\sqrt{\frac{3RT}{m_{\text{B}}}}} = \sqrt{\frac{m_{\text{B}}}{m_{\text{A}}}}$$

The ratio of the rates of effusion is thus derived to be inversely proportional to the ratio of the square roots of their masses. This is the same relation observed experimentally and expressed as Graham's law.

### *Key Concepts and Summary*

The kinetic molecular theory is a simple but very effective model that effectively explains ideal gas behavior. The theory assumes that gases consist of widely separated molecules of negligible volume that are in constant motion, colliding elastically with one another and the walls of their container with average velocities determined by their absolute temperatures. The individual molecules of a gas exhibit a range of velocities, the distribution of these velocities being dependent on the temperature of the gas and the mass of its molecules.



### Key Equations

- $$u_{rms} = \sqrt{\overline{u^2}} = \sqrt{\frac{u_1^2 + u_2^2 + u_3^2 + u_4^2 + \dots}{n}}$$
- $$\text{KE}_{\text{avg}} = \frac{3}{2}RT$$
- $$u_{rms} = \sqrt{\frac{3RT}{m}}$$

### Exercises

1. Using the postulates of the kinetic molecular theory, explain why a gas uniformly fills a container of any shape.
2. Can the speed of a given molecule in a gas double at constant temperature? Explain your answer.
3. Describe what happens to the average kinetic energy of ideal gas molecules when the conditions are changed as follows:
  - a. The pressure of the gas is increased by reducing the volume at constant temperature.
  - b. The pressure of the gas is increased by increasing the temperature at constant volume.
  - c. The average velocity of the molecules is

increased by a factor of 2.

4. The distribution of molecular velocities in a sample of helium is shown in Figure 9.34. If the sample is cooled, will the distribution of velocities look more like that of  $\text{H}_2$  or of  $\text{H}_2\text{O}$ ? Explain your answer.
5. What is the ratio of the average kinetic energy of a  $\text{SO}_2$  molecule to that of an  $\text{O}_2$  molecule in a mixture of two gases? What is the ratio of the root mean square speeds,  $u_{\text{rms}}$ , of the two gases?
6. A 1-L sample of  $\text{CO}$  initially at STP is heated to  $546^\circ\text{C}$ , and its volume is increased to 2 L.
  - a. What effect do these changes have on the number of collisions of the molecules of the gas per unit area of the container wall?
  - b. What is the effect on the average kinetic energy of the molecules?
  - c. What is the effect on the root mean square speed of the molecules?
7. The root mean square speed of  $\text{H}_2$  molecules at  $25^\circ\text{C}$  is about  $1.6\text{ km/s}$ . What is the root mean square speed of a  $\text{N}_2$  molecule at  $25^\circ\text{C}$ ?
8. Show that the ratio of the rate of diffusion of Gas 1 to the rate of diffusion of Gas 2,  $\frac{R_1}{R_2}$ , is the same at  $0^\circ\text{C}$  and  $100^\circ\text{C}$ .

#### Selected Answers

2. Yes. At any given instant, there are a range of values of molecular speeds in a sample of gas. Any single molecule can speed up or slow down as it collides with other

molecules. The average velocity of all the molecules is constant at constant temperature.

4.  $\text{H}_2\text{O}$ . Cooling slows the velocities of the He atoms, causing them to behave as though they were heavier.

6. Both the temperature and the volume are doubled for this gas ( $n$  constant), so  $P$  remains constant.

- a. The number of collisions per unit area of the container wall is constant.
- b. The average kinetic energy doubles; it is proportional to temperature.
- c. The root mean square speed increases to  $\sqrt{2}$  times its initial value;  $u_{\text{rms}}$  is proportional to  $\sqrt{\text{KE}_{\text{avg}}}$ .

8. The rate at which a gas will diffuse,  $R$ , is proportional to  $u_{\text{rms}}$ , the root mean square speed of its molecules. The square of this value, in turn, is proportional to the average kinetic energy. The average kinetic energy is:

$$\overline{\text{KE}}_{\text{avg}} = kT$$

For two different gases, 1 and 2, the constant of proportionality can be represented as  $k_1$  and  $k_2$ , respectively. Thus,

$$\frac{R_1}{R_2} = \frac{k_1 \sqrt{T}}{k_2 \sqrt{T}}$$

As a result of this relationship, no matter at which temperature diffusion occurs, the temperature term will cancel out of the equation and the ratio of rates will be the same.

## Exercises

1. Is the pressure of the gas in the hot air balloon shown at the opening of this chapter greater than, less than, or equal to that of the atmosphere outside the balloon?
2. Is the density of the gas in the hot air balloon shown at the opening of this chapter greater than, less than, or equal to that of the atmosphere outside the balloon?
3. At a pressure of 1 atm and a temperature of 20 °C, dry air has a density of 1.2256 g/L. What is the (average) molar mass of dry air?
4. The average temperature of the gas in a hot air balloon is  $1.30 \times 10^2$  °F. Calculate its density, assuming the molar mass equals that of dry air.
5. The lifting capacity of a hot air balloon is equal to the difference in the mass of the cool air displaced by the balloon and the mass of the gas in the balloon. What is the difference in the mass of 1.00 L of the cool air in part (c) and the hot air in part (d)?
6. An average balloon has a diameter of 60 feet and a volume of  $1.1 \times 10^5$  ft<sup>3</sup>. What is the lifting power of such a balloon? If the weight of the balloon and its rigging is 500 pounds, what is its capacity for carrying passengers and cargo?
7. A balloon carries 40.0 gallons of liquid propane (density 0.5005 g/L). What volume of CO<sub>2</sub> and H<sub>2</sub>O gas is produced by the combustion of this propane?
8. A balloon flight can last about 90 minutes. If all of the fuel is burned during this time, what is the

approximate rate of heat loss (in kJ/min) from the hot air in the bag during the flight?

Show Answer

1. equal, because the balloon is free to expand until the pressures are equalized
2. less than the density outside
3. assume three-place accuracy throughout unless greater accuracy is stated:

$$\text{molar mass} = \frac{DRT}{P} = 1.2256 \cancel{\text{g L}^{-1}} \times \frac{0.08206 \cancel{\text{L atm mol}^{-1} \text{K}^{-1}} \times 293.15 \cancel{\text{K}}}{1.00 \text{ atm}} = 29.48 \text{ g mol}^{-1}$$

4. convert the temperature to °C; then use the ideal gas law:

$$^{\circ}\text{C} = \frac{5}{9}(\text{F} - 32) = \frac{5}{9}(130 - 32) = 54.44^{\circ}\text{C} = 327.6\text{K}$$

$$D = \frac{MP}{RT} = 29.48 \cancel{\text{g mol}^{-1}} \times \frac{1.00 \text{ atm}}{0.08206 \cancel{\text{L atm mol}^{-1} \text{K}^{-1}} \times 327.6 \cancel{\text{K}}} = 1.0966 \text{ g L}^{-1}$$

5.  $1.2256 \text{ g/L} - 1.09966 \text{ g/L} = 0.129 \text{ g/L}$ ;
6. calculate the volume in liters, multiply the volume by the density difference to find the lifting capacity of the balloon, subtract the weight of the balloon after converting to pounds:

$$1.1 \times 10^5 \text{ ft}^3 \times \left( \frac{12 \text{ in}}{91 \text{ ft}} \right)^3 \times \left( \frac{2.54 \text{ cm}}{\text{in}} \right)^3 \times \frac{1 \text{ L}}{1000 \text{ cm}^3} = 3.11 \times 10^6 \text{ L}$$

$$3.11 \times 10^6 \text{ L} \times 0.129 \text{ g/L} = 4.01 \times 10^5 \text{ g}$$

$$\frac{4.01 \times 10^5 \text{ g}}{453.59 \text{ g lb}^{-1}} = 884 \text{ lb}; 884 \text{ lb} - 500 \text{ lb} = 384 \text{ lb}$$

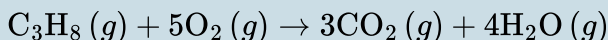
net lifting capacity = 384 lb

7. First, find the mass of propane contained in 40.0 gal. Then calculate the moles of  $\text{CO}_2(\text{g})$  and  $\text{H}_2\text{O}(\text{g})$  produced from the balanced equation.

$$40.0 \cancel{\text{ gal}} \times \frac{4 (0.9463 \text{ L})}{1 \cancel{\text{ gal}}} = 151.4 \text{ L}$$

$$\begin{aligned}
 &151.4 \cancel{\text{L}} \times 0.5005 \text{g} \cancel{\text{L}^{-1}} = 75.8 \text{g}^{\text{Molar}} \\
 &\text{mass of propane} = 3(12.011) + 8(1.00794) = 36.033 + \\
 &8.064 = 44.097 \text{ g mol}^{-1} \\
 &\frac{75.8 \cancel{\text{g}}}{44.097 \cancel{\text{g}} \text{mol}^{-1}} = 1.72 \text{mol}
 \end{aligned}$$

The reaction is



For each 1.72 mol propane, there are  $3 \times 1.72 \text{ mol} = 5.15$  mol of  $\text{CO}_2$  and  $4 \times 1.72 \text{ mol} = 6.88 \text{ mol}$   $\text{H}_2\text{O}$ . The total volume at STP =  $22.4 \text{ L} \times 12.04 = 270 \text{ L}$

8. The total heat released is determined from the heat of combustion of the propane. Using the equation in question 7,

$$\begin{aligned}
 \Delta H_{\text{combustion}}^{\circ} &= 3\Delta H_{\text{CO}_2(g)}^{\circ} + 4\Delta H_{\text{H}_2\text{O}(g)}^{\circ} - \Delta H_{\text{propane}}^{\circ} \\
 &= 3(-393.51) + 4(-241.82) - (-103.85) \\
 &= -1180.52 - 967.28 + 103.85 = -2043.96 \text{ kJ mol}^{-1}
 \end{aligned}$$

Since there is 1.72 mol propane,  $1.72 \times 2043.96 \text{ kJ mol}^{-1} = 3.52 \times 10^3 \text{ kJ}$  used for heating. This heat is used over 90 minutes, so

$$\frac{3.52 \times 10^3 \text{ kJ}}{90 \text{ min}} = 39.1 \text{ kJ min}^{-1} \text{ is released.}$$

## Glossary

**kinetic molecular theory:** theory based on simple principles and assumptions that effectively explains ideal gas behavior

**root mean square velocity ( $u_{\text{rms}}$ ):** measure of average velocity for a group of particles calculated as the square root of the average squared velocity

## 96. Non-Ideal Gas Behavior

### *Learning Objectives*

By the end of this section, you will be able to:

- Describe the physical factors that lead to deviations from ideal gas behavior
- Explain how these factors are represented in the van der Waals equation
- Define compressibility ( $Z$ ) and describe how its variation with pressure reflects non-ideal behavior
- Quantify non-ideal behavior by comparing computations of gas properties using the ideal gas law and the van der Waals equation

Thus far, the ideal gas law,  $PV = nRT$ , has been applied to a variety of different types of problems, ranging from reaction stoichiometry and empirical and molecular formula problems to determining the density and molar mass of a gas. As mentioned in the previous modules of this chapter, however, the behavior of a gas is often non-ideal, meaning that the observed relationships between its pressure, volume, and temperature are not accurately described by the gas laws. In this section, the reasons for these deviations from ideal gas behavior are considered.

One way in which the accuracy of  $PV = nRT$  can be judged is by comparing the actual volume of 1 mole of gas (its molar volume,  $V_m$ ) to the molar volume of an ideal gas at the same temperature and pressure. This ratio is called the **compressibility factor**,  $Z$ , with:

$$Z = \frac{\text{molar volume of gas at same } T \text{ and } P}{\text{molar volume of ideal gas at same } T \text{ and } P} = \left( \frac{PV_m}{RT} \right)_{\text{measured}}$$

Ideal gas behavior is therefore indicated when this ratio is equal to 1, and any deviation from 1 is an indication of non-ideal behavior. Figure 1 shows plots of  $Z$  over a large pressure range for several common gases.

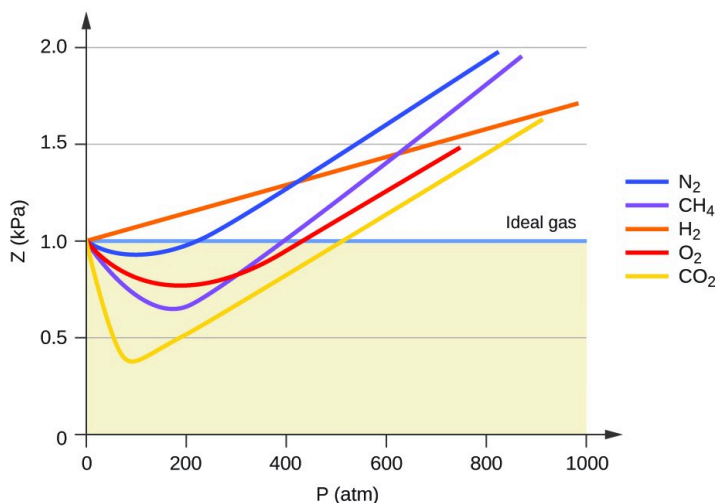


Figure 1. A graph of the compressibility factor ( $Z$ ) vs. pressure shows that gases can exhibit significant deviations from the behavior predicted by the ideal gas law.

As is apparent from Figure 1, the ideal gas law does not describe gas behavior well at relatively high pressures. To determine why this is, consider the differences between real gas properties and what is expected of a hypothetical ideal gas.

Particles of a hypothetical ideal gas have no significant volume and do not attract or repel each other. In general, real gases approximate this behavior at relatively low pressures and high temperatures. However, at high pressures, the molecules of a gas are crowded closer together, and the amount of empty space between the molecules is reduced. At these higher pressures, the



volume of the gas molecules themselves becomes appreciable relative to the total volume occupied by the gas (Figure 2). The gas therefore becomes less compressible at these high pressures, and although its volume continues to decrease with increasing pressure, this decrease is not *proportional* as predicted by Boyle's law.

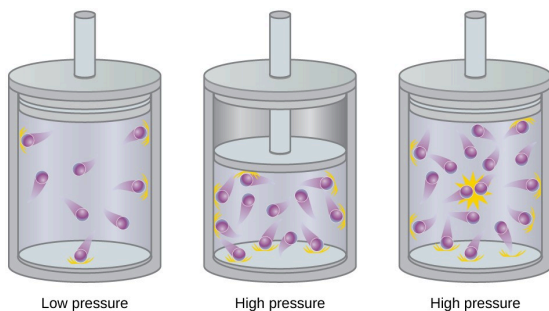


Figure 2. Raising the pressure of a gas increases the fraction of its volume that is occupied by the gas molecules and makes the gas less compressible.

At relatively low pressures, gas molecules have practically no attraction for one another because they are (on average) so far apart, and they behave almost like particles of an ideal gas. At higher pressures, however, the force of attraction is also no longer insignificant. This force pulls the molecules a little closer together, slightly decreasing the pressure (if the volume is constant) or decreasing the volume (at constant pressure) (Figure 3). This change is more pronounced at low temperatures because the molecules have lower KE relative to the attractive forces, and so they are less effective in overcoming these attractions after colliding with one another.

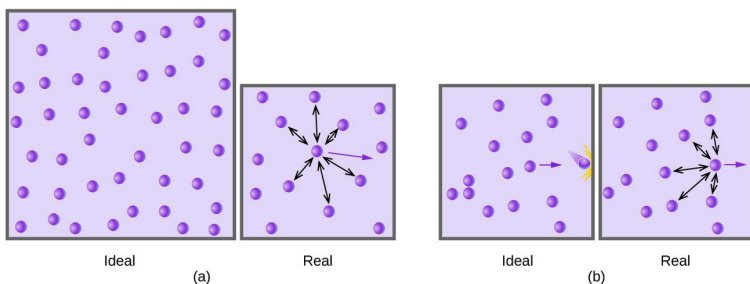


Figure 3. (a) Attractions between gas molecules serve to decrease the gas volume at constant pressure compared to an ideal gas whose molecules experience no attractive forces. (b) These attractive forces will decrease the force of collisions between the molecules and container walls, therefore reducing the pressure exerted compared to an ideal gas.

There are several different equations that better approximate gas behavior than does the ideal gas law. The first, and simplest, of these was developed by the Dutch scientist Johannes van der Waals in 1879. The **van der Waals equation** improves upon the ideal gas law by adding two terms: one to account for the volume of the gas molecules and another for the attractive forces between them.

$$PV = nRT \longrightarrow \left( P + \frac{an^2}{V^2} \right) (V - nb) = nRT$$

Correction for molecular attraction
Correction for volume of molecules

The constant  $a$  corresponds to the strength of the attraction between molecules of a particular gas, and the constant  $b$  corresponds to the size of the molecules of a particular gas. The “correction” to the pressure term in the ideal gas law is  $\frac{n^2a}{V^2}$ , and the “correction” to the volume is  $nb$ . Note that when  $V$  is relatively large and  $n$  is relatively small, both of these correction terms

become negligible, and the van der Waals equation reduces to the ideal gas law,  $PV = nRT$ . Such a condition corresponds to a gas in which a relatively low number of molecules is occupying a relatively large volume, that is, a gas at a relatively low pressure. Experimental values for the van der Waals constants of some common gases are given in Table 1.

Table 1. Values of van der Waals Constants for Some Common Gases		
Gas	$a$ ( $L^2 \text{ atm/mol}^2$ )	$b$ (L/mol)
N <sub>2</sub>	1.39	0.0391
O <sub>2</sub>	1.36	0.0318
CO <sub>2</sub>	3.59	0.0427
H <sub>2</sub> O	5.46	0.0305
He	0.0342	0.0237
CCl <sub>4</sub>	20.4	0.1383

At low pressures, the correction for intermolecular attraction,  $a$ , is more important than the one for molecular volume,  $b$ . At high pressures and small volumes, the correction for the volume of the molecules becomes important, because the molecules themselves are incompressible and constitute an appreciable fraction of the total volume. At some intermediate pressure, the two corrections have opposing influences and the gas appears to follow the relationship given by  $PV = nRT$  over a small range of pressures. This behavior is reflected by the “dips” in several of the compressibility curves shown in Figure 9.35. The attractive force between molecules initially makes the gas more compressible than an ideal gas, as pressure is raised ( $Z$  decreases with increasing  $P$ ). At very high pressures, the gas becomes less compressible ( $Z$  increases with  $P$ ), as the gas molecules begin to occupy an increasingly significant fraction of the total gas volume.

Strictly speaking, the ideal gas equation functions well when intermolecular attractions between gas molecules are negligible and the gas molecules themselves do not occupy an appreciable

part of the whole volume. These criteria are satisfied under conditions of *low pressure and high temperature*. Under such conditions, the gas is said to behave ideally, and deviations from the gas laws are small enough that they may be disregarded—this is, however, very often not the case.

### *Example 1: Comparison of Ideal Gas Law and van der Waals Equation*

A 4.25-L flask contains 3.46 mol CO<sub>2</sub> at 229 °C. Calculate the pressure of this sample of CO<sub>2</sub>:

1. from the ideal gas law
2. from the van der Waals equation
3. Explain the reason(s) for the difference.

Show Answer

1. From the ideal gas law:

$$P = \frac{nRT}{V} = \frac{3.46 \cancel{\text{mol}} \times 0.08206 \cancel{\text{L}} \text{atm} \cancel{\text{mol}^{-1}} \cancel{\text{K}^{-1}} \times 502 \cancel{\text{K}}}{4.25 \cancel{\text{L}}} = 33.5 \text{atm}$$

2. From the van der Waals equation:

$$\left(P + \frac{n^2 a}{V^2}\right) \times (V - nb) = nRT \rightarrow P = \frac{nRT}{(V - nb)} - \frac{n^2 a}{V^2}$$

$$P = \frac{3.46 \text{mol} \times 0.08206 \text{Latmmol}^{-1} \text{K}^{-1} \times 502 \text{K}}{(4.25 \text{L} - 3.46 \text{mol} \times 0.0427 \text{Lmol}^{-1})} - \frac{(3.46 \text{mol})^2 \times 3.59 \text{L}^2 \text{atmmol}^{-2}}{(4.25 \text{L})^2}$$

This finally yields  $P = 32.4 \text{ atm}$ .

3. This is not very different from the value from the ideal gas law, because the pressure is not very high and the temperature is not very low. The value is somewhat different because CO<sub>2</sub> molecules do have some volume and attractions between molecules, and the ideal gas law assumes they do not have volume or attractions.

### *Check your Learning*

A 560-mL flask contains 21.3 g  $\text{N}_2$  at 145 °C. Calculate the pressure of  $\text{N}_2$ :

1. from the ideal gas law
2. from the van der Waals equation
3. Explain the reason(s) for the difference.

Show Answer

1. 46.562 atm
2. 46.594 atm
3. The van der Waals equation takes into account the volume of the gas molecules themselves as well as intermolecular attractions.

### *Key Concepts and Summary*

Gas molecules possess a finite volume and experience forces of attraction for one another. Consequently, gas behavior is not necessarily described well by the ideal gas law. Under conditions of low pressure and high temperature, these factors are negligible, the ideal gas equation is an accurate description of gas behavior, and the gas is said to exhibit ideal behavior. However, at lower temperatures and higher pressures, corrections for

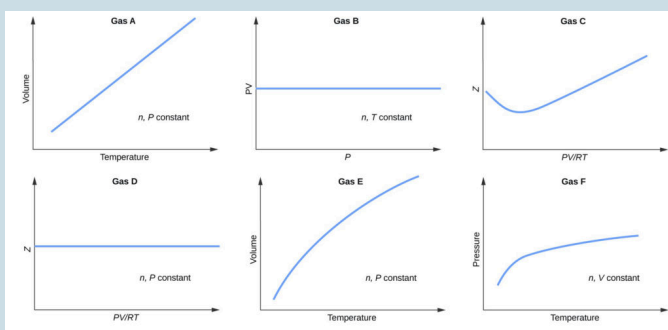
molecular volume and molecular attractions are required to account for finite molecular size and attractive forces. The van der Waals equation is a modified version of the ideal gas law that can be used to account for the non-ideal behavior of gases under conditions.

### *Key Equations*

- $z = \frac{\text{molar volume of gas at same } T \text{ and } P}{\text{molar volume of ideal gas at same } T \text{ and } P} = \left( \frac{P \times V_m}{R \times T} \right)_{\text{measured}}$
- $\left( P + \frac{n^2 a}{V^2} \right) \times (V - nb) = nRT$

### *Exercises*

Graphs showing the behavior of several different gases follow. Which of these gases exhibit behavior significantly different from that expected for ideal gases?



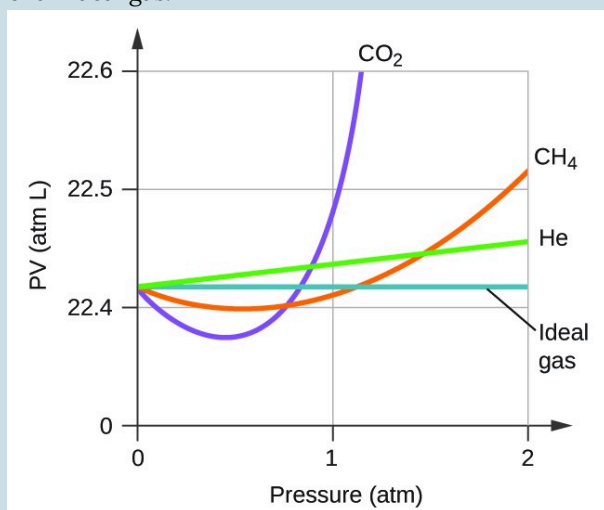
### Show Answer

- Gas A: volume increases linearly as temperature increases with moles and pressure held constant, as expected by the ideal gas law  $V = (\mathbf{nR/P})T$
- Gas B:  $PV$  stays constant as pressure increases with moles and temperature held constant, as expected by the ideal gas law  $PV = \mathbf{nRT}$
- Gas C: compressibility factor ( $Z$ ) varies as  $PV/RT$  increases, as expected of a real gas
- Gas D: compressibility factor ( $Z$ ) stays constant as  $PV/RT$  increases with moles and pressure held constant, as expected of an ideal gas
- Gas E: as temperature increases, volume increases, but not linearly with moles and pressure held constant, as would **not** be expected by the ideal gas law  $V = (\mathbf{nR/P})T$ , as seen in Gas A
- Gas F: as temperature increases, pressure increases with moles and volume held constant, but not linearly, as would **not** be expected by the ideal gas law  $P = (\mathbf{nR/V})T$ , as seen in Gas A

Gases C, E, and F exhibit behavior significantly different from that expected for an ideal gas.

## Exercises

1. Explain why the plot of  $PV$  for  $\text{CO}_2$  differs from that of an ideal gas.



2. Under which of the following sets of conditions does a real gas behave most like an ideal gas, and for which conditions is a real gas expected to deviate from ideal behavior? Explain.
  - a. high pressure, small volume
  - b. high temperature, low pressure
  - c. low temperature, high pressure



3. Describe the factors responsible for the deviation of the behavior of real gases from that of an ideal gas.
4. For which of the following gases should the correction for the molecular volume be largest: CO, CO<sub>2</sub>, H<sub>2</sub>, He, NH<sub>3</sub>, SF<sub>6</sub>?
5. A 0.245-L flask contains 0.467 mol CO<sub>2</sub> at 159 °C. Calculate the pressure:
  - a. using the ideal gas law
  - b. using the van der Waals equation
  - c. Explain the reason for the difference.
  - d. Identify which correction (that for P or V) is dominant and why.
6. Answer the following questions:
  - a. If XX behaved as an ideal gas, what would its graph of Z vs. P look like?
  - b. For most of this chapter, we performed calculations treating gases as ideal. Was this justified?
  - c. What is the effect of the volume of gas molecules on Z? Under what conditions is this effect small? When is it large? Explain using an appropriate diagram.
  - d. What is the effect of intermolecular attractions on the value of Z? Under what conditions is this effect small? When is it large? Explain using an appropriate diagram.
  - e. In general, under what temperature conditions would you expect Z to have the largest deviations from the Z for an ideal gas?

#### Selected Answers

2. The gas behavior most like an ideal gas will occur under the conditions in (b). Molecules have high speeds and move through greater distances between collision; they also have shorter contact times and interactions are less likely. Deviations occur with the conditions described in (a) and (c). Under conditions of (a), some gases may liquefy. Under conditions of (c), most gases will liquefy.

4. We would expect the molecule with the largest volume to need the largest correction.  $\text{SF}_6$  would need the largest correction.

6. The answers are as follows:

- a. A straight horizontal line at 1.0;
- b. When real gases are at low pressures and high temperatures they behave close enough to ideal gases that they are approximated as such, however, in some cases, we see that at a high pressure and temperature, the ideal gas approximation breaks down and is significantly different from the pressure calculated by the van der Waals equation
- c. The greater the compressibility, the more the volume matters. At low pressures, the correction factor for intermolecular attractions is more significant, and the effect of the volume of the gas molecules on  $Z$  would be a small lowering compressibility. At higher pressures, the effect of the volume of the gas molecules themselves on  $Z$  would increase compressibility (see Figure 1)
- d. Once again, at low pressures, the effect of intermolecular attractions on  $Z$  would be more important than the correction factor for the volume of the gas molecules themselves, though perhaps still

small. At higher pressures and low temperatures, the effect of intermolecular attractions would be larger.

See Figure 1.

- e. low temperatures

## Glossary

**compressibility factor (Z):** ratio of the experimentally measured molar volume for a gas to its molar volume as computed from the ideal gas equation

**van der Waals equation:** modified version of the ideal gas equation containing additional terms to account for non-ideal gas behavior

## 97. Videos: Gases

### The Ideal Gas Law: Crash Course Chemistry #12

Gases are everywhere, and this is good news and bad news for chemists. The good news: when they are behaving themselves, it's extremely easy to describe their behavior theoretically, experimentally and mathematically. The bad news is they almost never behave themselves.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=121#oembed-1>

### Ideal Gas Problems: Crash Course Chemistry #13

We don't live in a perfect world, and neither do gases – it would be great if their particles always fulfilled the assumptions of the ideal gas law, and we could use  $PV=nRT$  to get the right answer every time. Unfortunately, the ideal gas law (like our culture) has unrealistic expectations when it comes to size and attraction: it assumes that particles do not have size at all and that they never attract each other. So the ideal gas “law” often becomes little more than the ideal gas estimate when it comes to what gases do naturally. But it's a close enough estimate in enough situations that it's very valuable to know. In this episode, Hank goes through a

bunch of calculations according to the ideal gas law so you can get familiar with it.



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## Real Gases: Crash Course Chemistry #14

Hank bursts our ideal gas law bubble, er, balloon, and brings us back to reality, explaining how the constants in the gas law aren't all that constant; how the ideal gas law we've spent the past two weeks with has to be corrected for volume because atoms and molecules take up space and for pressure because they're attracted to each other; that Einstein was behind a lot more of what we know today than most people realize; and how a Dutch scientist named Johannes van der Waals figured out those correction factors in the late 19th century and earned a Nobel Prize for his efforts.



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## Partial Pressures & Vapor Pressure: Crash Course

## Chemistry #15

This week we continue to spend quality time with gases, more deeply investigating some principles regarding pressure – including John Dalton’s Law of Partial Pressures, vapor pressure – and demonstrating the method for collecting gas over water.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=121#oembed-4>

## Passing Gases: Effusion, Diffusion and the Velocity of a Gas: Crash Course Chemistry #16

We have learned over the past few weeks that gases have real-life constraints on how they move here in the non-ideal world. As with most things in chemistry (and also in life) how a gas moves is more complex than it at first appears. In this episode, Hank describes what it means when we talk about the velocity of a gas – to understand gas velocity, we have to know what factors effect it, and how. Hank also teaches you about effusion, diffusion and concentration gradients, before showing off a cool experiment that physically demonstrates the things you have just learned. Sound exciting enough for you? Let’s get started.



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## 98. Assignment—Gases

To download a copy of the assignment, please click on the link [Sample Questions](#).

As you work these matter and measurement problems, consider and explain:

1. What type of question is it?
2. How do you know what type of question it is?
3. What information are you looking for?
4. What information do they give?
5. How will you go about solving this?
6. Show how to solve the problem.
7. Be able to answer for a different reaction, number, set of conditions, etc.

### Sample Questions

1. What kind of density do gases have? Why?
2. How is pressure defined?
3. A glass column is filled with mercury and inverted in a pool of mercury. The mercury column stabilizes at a height of 729 mm above the pool of mercury. What is the pressure of the atmosphere?
4. A physics experiment is conducted at a pressure of 14.4 kPa. What is this pressure in mmHg?
5. Boyle's law states that:
6. Charles's law states that:
7. A gas sample is held at constant pressure. The gas occupies 3.62 L of volume when the temperature is 21.6°C. Determine the temperature at which the volume of the gas is 3.42 L.
8. Gaseous chlorine is held in two separate containers at identical



temperature and pressure. The volume of container 1 is 1.30 L, and it contains 6.70 mol of the gas. The volume of container 2 is 2.33 L. How many moles of the gas are in container 2?

9. Consider a sample of gas in a container on a comfortable spring day. The Celsius temperature suddenly doubles, and you transfer the gas to a container with twice the volume of the first container. If the original pressure was 12 atm, what is a good estimate for the new pressure?
10. You have a certain mass of helium gas (He) in a rigid steel container. You add the same mass of neon gas (Ne) to this container. Which of the following best describes what happens? Assume the temperature is constant.
  - A. The pressure in the container doubles.
  - B. The pressure in the container increases but does not double.
  - C. The pressure in the container more than doubles.
  - D. The volume of the container doubles.
  - E. The volume of the container more than doubles.
11. You are holding four identical balloons each containing 10.0 g of a different gas. The balloon containing which gas is the largest balloon?
  - A.  $\text{H}_2$
  - B. He
  - C. Ne
  - D.  $\text{O}_2$
  - E. All have the same volume.
12. You have two samples of the same gas in the same size container, with the same pressure. The gas in the first container has a Kelvin temperature four times that of the gas in the other container.

What is the ratio of the number of moles of gas in the first container compared to that in the second?
13. A gas sample is heated from  $-20.0^\circ\text{C}$  to  $57.0^\circ\text{C}$  and the volume is increased from 2.00 L to 4.50 L. If the initial pressure is 0.140

atm, what is the final pressure?

14. You fill a balloon with 2.50 moles of gas at 22°C at a pressure of 1.62 atm. What is the volume of the balloon?
15. A 3.60-L sample of carbon monoxide is collected at 55°C and 0.869 atm. What volume will the gas occupy at 1.05 atm and 25°C?
16. What volume is occupied by 21.0 g of methane ( $\text{CH}_4$ ) at 27°C and 1.25 atm?
17. Which conditions of  $P$ ,  $T$ , and  $n$ , respectively, are most ideal?
  - A. high  $P$ , high  $T$ , high  $n$
  - B. low  $P$ , low  $T$ , low  $n$
  - C. high  $P$ , low  $T$ , high  $n$
  - D. low  $P$ , high  $T$ , high  $n$
  - E. low  $P$ , high  $T$ , low  $n$
18. A sample of 35.1 g of methane gas has a volume of 3.11 L at a pressure of 2.70 atm. Calculate the temperature.
19. A sample of gas is in a 50.0-mL container at a pressure of 645 torr and a temperature of 25°C. The entire sample is heated to a temperature of 35°C and transferred to a new container whose volume is 98.7 mL. What is the approximate pressure of the gas in the second container?
20. For an ideal gas, which pairs of variables are inversely proportional to each other (if all other factors remain constant)?
  1.  $V$  and  $T$
  2.  $T$  and  $n$
  3.  $n$  and  $V$
  4.  $P$  and  $T$
  - A. 1 and 2 only
  - B. 3 and 4 only
  - C. 2 only
  - D. 1 and 3 only
  - E. 1, 3, and 4 only
21. The temperature of a specific amount of gas in a sealed

container changes from 20.0°C to 40.0°C. If the volume remains constant, the pressure will change from 755 mmHg to (use units mmHg).

22. The mass of 1.12 liters of gas Y at STP is found to be 6.23 g. What is the molar mass of gas Y?
23. It is found the 250 mL of a gas at STP has a mass of 0.700 g. What is the molar mass?
24. A 3.54 gram sample of a certain diatomic gas occupies a volume of 3.30-L at 1.00 atm and a temperature of 45°C. Identify this gas.
25. Calculate the density of nitrogen at STP.
26. A mixture is prepared from 15.0 L of ammonia and 15.0 L chlorine measured at the same conditions; these compounds react according to the following equation:  
$$2\text{NH}_3(\text{g}) + 3\text{Cl}_2(\text{g}) \rightarrow \text{N}_2(\text{g}) + 6\text{HCl}(\text{g})$$
  
When the reaction is completed, what is the volume of each gas ( $\text{NH}_3$ ,  $\text{Cl}_2$ ,  $\text{N}_2$ , and  $\text{HCl}$ , respectively)? Assume the final volumes are measured under identical conditions.
- A. 0.00 L, 5.00 L, 7.50 L, 45.0 L  
B. 5.00 L, 0.00 L, 5.00 L, 30.0 L  
C. 0.00 L, 0.00 L, 7.50 L, 45.0 L  
D. 0.00 L, 0.00 L, 5.00 L, 30.0 L  
E. 0.00 L, 10.0 L, 15.0 L, 90.0 L
27. A 1.00-g sample of a gaseous compound of boron and hydrogen occupies 0.820 L at 1.00 atm and 3°C. What could be the molecular formula for the compound?
- A.  $\text{BH}_3$   
B.  $\text{B}_2\text{H}_6$   
C.  $\text{B}_4\text{H}_{10}$   
D.  $\text{B}_3\text{H}_{12}$   
E.  $\text{B}_5\text{H}_{14}$

Show Sample Answers

1. low density

2. defined as the force per unit area
3. 0.959 atm
4. 108 mmHg
5. The volume of a fixed amount of gas is inversely proportional to its pressure at constant temperature.
6. The volume of a fixed amount of gas is directly proportional to its temperature in Kelvin at constant pressure.
7. 278 K
8. 12.0 mol
9. 6.4 atm
10. B
11. A
12. 1:4
13. 0.0811 atm
14. 37.4 L
15. 2.71 L
16. 25.8 L
17. E
18. 46.8 K
19. 338 torr
20. C
21. 807 mmHg
22. 125 g/mol
23. 62.7 g/mol
24. N<sub>2</sub>
25. 1.25 g/L
26. B
27. B

Use the information below for the next two problems

Zinc metal is added to hydrochloric acid to generate hydrogen gas, which is collected over a liquid whose vapor pressure is the same as pure water at 20.0°C (18 torr). The volume of the gas mixture is 1.7 L and its total pressure is 0.810 atm.

1. Determine the partial pressure of the hydrogen gas in this mixture. (use units of torr)
2. Determine the number of moles of hydrogen gas present in the sample.

Show Sample Answers

1. 598 torr
2. 0.056 mol



PART X

# THERMOCHEMISTRY





# 99. Introduction to Thermochemistry

## *Outline of Thermochemistry*

- Energy Basics
- Calorimetry
- Enthalpy

Chemical reactions, such as those that occur when you light a match, involve changes in energy as well as matter. Societies at all levels of development could not function without the energy released by chemical reactions. In 2012, about 85% of US energy

consumption came from the combustion of petroleum products, coal, wood, and garbage. We use this energy to produce electricity (38%); to transport food, raw materials, manufactured goods, and people (27%); for industrial production (21%); and to heat and power our homes and businesses (10%). While these combustion reactions help us meet our essential energy needs, they are also recognized by the majority of the scientific community as a major contributor to global climate change.

Useful forms of energy are also available from a variety of



*Figure 1. Sliding a match head along a rough surface initiates a combustion reaction that produces energy in the form of heat and light. (credit: modification of work by Laszlo Ilyes)*

chemical reactions other than combustion. For example, the energy produced by the batteries in a cell phone, car, or flashlight results from chemical reactions. This chapter introduces many of the basic ideas necessary to explore the relationships between chemical changes and energy, with a focus on thermal energy.

# 100. Energy Basics

## *Learning Objectives*

By the end of this section, you will be able to:

- Define energy, distinguish types of energy, and describe the nature of energy changes that accompany chemical and physical changes
- Distinguish the related properties of heat, thermal energy, and temperature
- Define and distinguish specific heat and heat capacity, and describe the physical implications of both
- Perform calculations involving heat, specific heat, and temperature change

Chemical changes and their accompanying changes in energy are important parts of our everyday world (Figure 1). The macronutrients in food (proteins, fats, and carbohydrates) undergo metabolic reactions that provide the energy to keep our bodies functioning. We burn a variety of fuels (gasoline, natural gas, coal) to produce energy for transportation, heating, and the generation of electricity. Industrial chemical reactions use enormous amounts of energy to produce raw materials (such as iron and aluminum). Energy is then used to manufacture those raw materials into useful products, such as cars, skyscrapers, and bridges.



Figure 1. The energy involved in chemical changes is important to our daily lives: (a) A cheeseburger for lunch provides the energy you need to get through the rest of the day; (b) the combustion of gasoline provides the energy that moves your car (and you) between home, work, and school; and (c) coke, a processed form of coal, provides the energy needed to convert iron ore into iron, which is essential for making many of the products we use daily. (credit a: modification of work by “Pink Sherbet Photography”/Flickr; credit b: modification of work by Jeffery Turner)

Over 90% of the energy we use comes originally from the sun. Every day, the sun provides the earth with almost 10,000 times the amount of energy necessary to meet all of the world’s energy needs for that day. Our challenge is to find ways to convert and store incoming solar energy so that it can be used in reactions or chemical processes that are both convenient and nonpolluting. Plants and many bacteria capture solar energy through photosynthesis. We release the energy stored in plants when we burn wood or plant products such as ethanol. We also use this energy to fuel our bodies by eating food that comes directly from plants or from animals that got their energy by eating plants. Burning coal and petroleum also releases stored solar energy: These fuels are fossilized plant and animal matter.

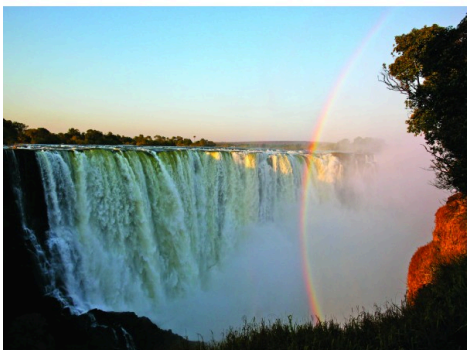
This chapter will introduce the basic ideas of an important area of science concerned with the amount of heat absorbed or released during chemical and physical changes—an area called **thermochemistry**. The concepts introduced in this chapter are widely used in almost all scientific and technical fields. Food scientists use them to determine the energy content of foods. Biologists study the energetics of living organisms, such as the metabolic combustion of sugar into carbon dioxide and water. The

oil, gas, and transportation industries, renewable energy providers, and many others endeavor to find better methods to produce energy for our commercial and personal needs. Engineers strive to improve energy efficiency, find better ways to heat and cool our homes, refrigerate our food and drinks, and meet the energy and cooling needs of computers and electronics, among other applications. Understanding thermochemical principles is essential for chemists, physicists, biologists, geologists, every type of engineer, and just about anyone who studies or does any kind of science.

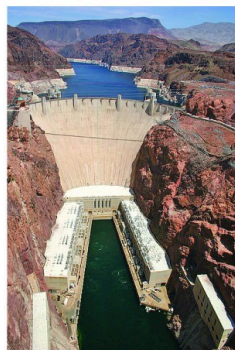
## Energy

**Energy** can be defined as the capacity to supply heat or do work. One type of **work ( $w$ )** is the process of causing matter to move against an opposing force. For example, we do work when we inflate a bicycle tire—we move matter (the air in the pump) against the opposing force of the air already in the tire.

Like matter, energy comes in different types. One scheme classifies energy into two types: **potential energy**, the energy an object has because of its relative position, composition, or condition, and **kinetic energy**, the energy that an object possesses because of its motion. Water at the top of a waterfall or dam has potential energy because of its position; when it flows downward through generators, it has kinetic energy that can be used to do work and produce electricity in a hydroelectric plant (Figure 2). A battery has potential energy because the chemicals within it can produce electricity that can do work.



(a)



(b)

Figure 2. (a) Water that is higher in elevation, for example, at the top of Victoria Falls, has a higher potential energy than water at a lower elevation. As the water falls, some of its potential energy is converted into kinetic energy. (b) If the water flows through generators at the bottom of a dam, such as the Hoover Dam shown here, its kinetic energy is converted into electrical energy. (credit a: modification of work by Steve Jurvetson; credit b: modification of work by “curimedia”/Wikimedia commons)

Energy can be converted from one form into another, but all of the energy present before a change occurs always exists in some form after the change is completed. This observation is expressed in the law of conservation of energy: during a chemical or physical change, energy can be neither created nor destroyed, although it can be changed in form. (This is also one version of the first law of thermodynamics, as you will learn later.)

When one substance is converted into another, there is always an associated conversion of one form of energy into another. Heat is usually released or absorbed, but sometimes the conversion involves light, electrical energy, or some other form of energy. For example, chemical energy (a type of potential energy) is stored in the molecules that compose gasoline. When gasoline is combusted within the cylinders of a car’s engine, the rapidly expanding gaseous products of this chemical reaction generate mechanical energy (a type of kinetic energy) when they move the cylinders’ pistons.

According to the law of conservation of matter (seen in an earlier chapter), there is no detectable change in the total amount of matter during a chemical change. When chemical reactions occur, the energy changes are relatively modest and the mass changes are too small to measure, so the laws of conservation of matter and energy hold well. However, in nuclear reactions, the energy changes are much larger (by factors of a million or so), the mass changes are measurable, and matter-energy conversions are significant. This will be examined in more detail in a later chapter on nuclear chemistry. To encompass both chemical and nuclear changes, we combine these laws into one statement: The total quantity of matter and energy in the universe is fixed.

## Thermal Energy, Temperature, and Heat

**Thermal energy** is kinetic energy associated with the random motion of atoms and molecules. **Temperature** is a quantitative measure of “hot” or “cold.” When the atoms and molecules in an object are moving or vibrating quickly, they have a higher average kinetic energy (KE), and we say that the object is “hot.” When the atoms and molecules are moving slowly, they have lower KE, and we say that the object is “cold” (Figure 3). Assuming that no chemical reaction or phase change (such as melting or vaporizing) occurs, increasing the amount of thermal energy in a sample of matter will cause its temperature to increase. And, assuming that no chemical reaction or phase change (such as condensation or freezing) occurs, decreasing the amount of thermal energy in a sample of matter will cause its temperature to decrease.

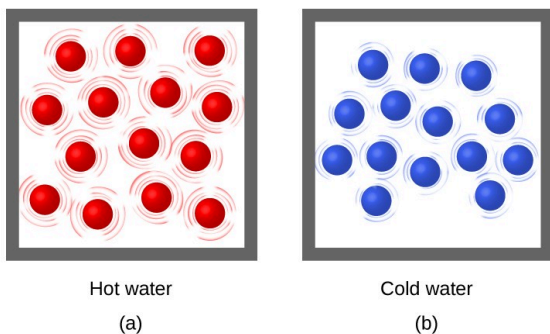


Figure 3. (a) The molecules in a sample of hot water move more rapidly than (b) those in a sample of cold water.

Click on this [PhET interactive simulation to view the effects of temperature on molecular motion](#).

Most substances expand as their temperature increases and contract as their temperature decreases. This property can be used to measure temperature changes, as shown in Figure 4. The operation of many thermometers depends on the expansion and contraction of substances in response to temperature changes.



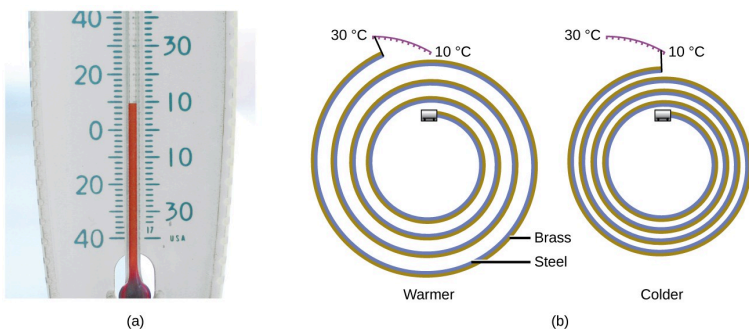


Figure 4. (a) In an alcohol or mercury thermometer, the liquid (dyed red for visibility) expands when heated and contracts when cooled, much more so than the glass tube that contains the liquid. (b) In a bimetallic thermometer, two different metals (such as brass and steel) form a two-layered strip. When heated or cooled, one of the metals (brass) expands or contracts more than the other metal (steel), causing the strip to coil or uncoil. Both types of thermometers have a calibrated scale that indicates the temperature. (credit a: modification of work by “dwstucke”/Flickr)

This [link to a demonstration on Wikipedia allows one to view the effects of heating and cooling a coiled bimetallic strip.](#)

**Heat ( $q$ )** is the transfer of thermal energy between two bodies at different temperatures. Heat flow (a redundant term, but one commonly used) increases the thermal energy of one body and decreases the thermal energy of the other. Suppose we initially have a high temperature (and high thermal energy) substance (H) and a low temperature (and low thermal energy) substance (L). The atoms and molecules in H have a higher average KE than those in L. If we place substance H in contact with substance L, the thermal energy will flow spontaneously from substance H to substance L. The temperature of substance H will decrease, as will the average

KE of its molecules; the temperature of substance L will increase, along with the average KE of its molecules. Heat flow will continue until the two substances are at the same temperature (Figure 5).

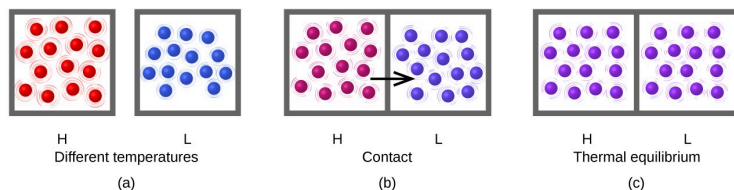


Figure 5. (a) Substances H and L are initially at different temperatures, and their atoms have different average kinetic energies. (b) When they are put into contact with each other, collisions between the molecules result in the transfer of kinetic (thermal) energy from the hotter to the cooler matter. (c) The two objects reach “thermal equilibrium” when both substances are at the same temperature, and their molecules have the same average kinetic energy.

Click on the [PhET simulation to explore energy forms and changes](#). Visit the Energy Systems tab to create combinations of energy sources, transformation methods, and outputs. Click on Energy Symbols to visualize the transfer of energy.

Matter undergoing chemical reactions and physical changes can release or absorb heat. A change that releases heat is called an **exothermic process**. For example, the combustion reaction that occurs when using an oxyacetylene torch is an exothermic process—this process also releases energy in the form of light as evidenced by the torch’s flame (Figure 6). A reaction or change that absorbs heat is an **endothermic process**. A cold pack used to treat muscle strains provides an example of an endothermic process. When the substances in the cold pack (water and a salt like

ammonium nitrate) are brought together, the resulting process absorbs heat, leading to the sensation of cold.



Figure 6. (a) An oxyacetylene torch produces heat by the combustion of acetylene in oxygen. The energy released by this exothermic reaction heats and then melts the metal being cut. The sparks are tiny bits of the molten metal flying away. (b) A cold pack uses an endothermic process to create the sensation of cold. (credit a: modification of work by “Skatebiker”/Wikimedia commons)

Historically, energy was measured in units of **calories (cal)**. A calorie is the amount of energy required to raise one gram of water by 1 degree C (1 kelvin). However, this quantity depends on the atmospheric pressure and the starting temperature of the water. The ease of measurement of energy changes in calories has meant that the calorie is still frequently used. The Calorie (with a capital C), or large calorie, commonly used in quantifying food energy content, is a kilocalorie. The SI unit of heat, work, and energy is the joule. A **joule (J)** is defined as the amount of energy used when a force of 1 newton moves an object 1 meter. It is named in honor of the English physicist James Prescott Joule. One joule is equivalent to  $1 \text{ kg m}^2/\text{s}^2$ , which is also called 1 newton-meter. A kilojoule (kJ) is 1000 joules. To standardize its definition, 1 calorie has been set to equal 4.184 joules.

We now introduce two concepts useful in describing heat flow and temperature change. The **heat capacity (C)** of a body of matter is the quantity of heat ( $q$ ) it absorbs or releases when it experiences

a temperature change ( $\Delta T$ ) of 1 degree Celsius (or equivalently, 1 kelvin):

$$C = \frac{q}{\Delta T}$$

Heat capacity is determined by both the type and amount of substance that absorbs or releases heat. It is therefore an extensive property—its value is proportional to the amount of the substance.

For example, consider the heat capacities of two cast iron frying pans. The heat capacity of the large pan is five times greater than that of the small pan, because, although both are made of the same material, the mass of the large pan is five times greater than the mass of the small pan. More mass means more atoms are present in the larger pan, so it takes more energy to make all of those atoms vibrate faster. The heat capacity of the small cast iron frying pan is found by observing that it takes 18,150 J of energy to raise the temperature of the pan by 50.0 °C:

$$C_{\text{small pan}} = \frac{18,140 \text{ J}}{50.0^\circ \text{ C}} = 363 \text{ J}/^\circ \text{ C}$$

The larger cast iron frying pan, while made of the same substance, requires 90,700 J of energy to raise its temperature by 50.0 °C. The larger pan has a (proportionally) larger heat capacity, because the larger amount of material requires a (proportionally) larger amount of energy to yield the same temperature change:

$$C_{\text{large pan}} = \frac{90,700 \text{ J}}{50.0^\circ \text{ C}} = 1814 \text{ J}/^\circ \text{ C}$$

The **specific heat capacity ( $c$ )** of a substance, commonly called its “specific heat,” is the quantity of heat required to raise the temperature of 1 gram of a substance by 1 degree Celsius (or 1 kelvin):

$$c = \frac{q}{m\Delta T}$$

Specific heat capacity depends only on the kind of substance absorbing or releasing heat. It is an intensive property—the type, but not the amount, of the substance is all that matters. For example, the small cast iron frying pan has a mass of 808 g. The specific heat of iron (the material used to make the pan) is therefore:

$$c_{\text{iron}} = \frac{18,140 \text{ J}}{(808 \text{ g}) (50.0^\circ \text{ C})} = 0.449 \text{ J/g}^\circ \text{ C}$$

The large frying pan has a mass of 4040 g. Using the data for this pan, we can also calculate the specific heat of iron:

$$c_{\text{iron}} = \frac{90,700 \text{ J}}{(4040 \text{ g}) (50.0^\circ \text{ C})} = 0.449 \text{ J/g}^\circ \text{ C}$$

Although the large pan is more massive than the small pan, since both are made of the same material, they both yield the same value for specific heat (for the material of construction, iron). Note that specific heat is measured in units of energy per temperature per mass and is an intensive property, being



*Figure 7. Due to its larger mass, a large frying pan has a larger heat capacity than a small frying pan. Because they are made of the same material, both frying pans have the same specific heat. (credit: Mark Blaser)*

derived from a ratio of two extensive properties (heat and mass). The molar heat capacity, also an intensive property, is the heat capacity per mole of a particular substance and has units of J/mol °C (Figure 7).

Liquid water has a relatively high specific heat (about 4.2 J/g °C); most metals have much lower specific heats (usually less than 1 J/g °C). The specific heat of a substance varies somewhat with temperature. However, this variation is usually small enough that we will treat specific heat as constant over the range of temperatures that will be considered in this chapter. Specific heats of some common substances are listed in Table 1.

Table 1. Specific Heats of Common Substances at 25 °C and 1 bar		
Substance	Symbol (state)	Specific Heat (J/g °C)
helium	He(g)	5.193
water	H <sub>2</sub> O(l)	4.184
ethanol	C <sub>2</sub> H <sub>6</sub> O(l)	2.376
ice	H <sub>2</sub> O(s)	2.093 (at -10 °C)
water vapor	H <sub>2</sub> O(g)	1.864
nitrogen	N <sub>2</sub> (g)	1.040
air		1.007
oxygen	O <sub>2</sub> (g)	0.918
aluminum	Al(s)	0.897
carbon dioxide	CO <sub>2</sub> (g)	0.853
argon	Ar(g)	0.522
iron	Fe(s)	0.449
copper	Cu(s)	0.385
lead	Pb(s)	0.130
gold	Au(s)	0.129
silicon	Si(s)	0.712

If we know the mass of a substance and its specific heat, we can determine the amount of heat,  $q$ , entering or leaving the substance by measuring the temperature change before and after the heat is gained or lost:

$$q = (\text{specific heat}) \times (\text{mass of substance}) \times (\text{temperature change})$$

$$q = c \times m \times \Delta T = c \times m \times (T_{\text{final}} - T_{\text{initial}})$$

In this equation,  $c$  is the specific heat of the substance,  $m$  is its mass, and  $\Delta T$  (which is read “delta T”) is the temperature change,  $T_{\text{final}} - T_{\text{initial}}$ . If a substance gains thermal energy, its temperature increases, its final temperature is higher than its initial temperature,  $T_{\text{final}} - T_{\text{initial}}$  has a positive value, and the value of  $q$  is positive. If a substance loses thermal energy, its temperature decreases, the final

temperature is lower than the initial temperature,  $T_{\text{final}} - T_{\text{initial}}$  has a negative value, and the value of  $q$  is negative.

### *Example 1: Measuring Heat*

A flask containing  $8.0 \times 10^2$  g of water is heated, and the temperature of the water increases from 21 °C to 85 °C. How much heat did the water absorb?

Show Answer

To answer this question, consider these factors:

- the specific heat of the substance being heated (in this case, water)
- the amount of substance being heated (in this case, 800 g)
- the magnitude of the temperature change (in this case, from 20 °C to 85 °C).

The specific heat of water is 4.184 J/g °C, so to heat 1 g of water by 1 °C requires 4.184 J. We note that since 4.184 J is required to heat 1 g of water by 1 °C, we will need 800 *times as much* to heat 800 g of water by 1 °C. Finally, we observe that since 4.184 J are required to heat 1 g of water by 1 °C, we will need 64 *times as much* to heat it by 65 °C (that is, from 21 °C to 85 °C).

This can be summarized using the equation

$$q = c \times m \times \Delta T = c \times m \times (T_{\text{final}} - T_{\text{initial}})$$

:

$$\begin{aligned}
 &= \left(4.184\text{J}/\cancel{\text{g}}^{\circ}\text{C}\right) \times \left(800\cancel{\text{g}}\right) \times (85 - 20)^{\circ}\text{C} \\
 &= \left(4.184\text{J}/\cancel{\text{g}}^{\circ}\cancel{\text{C}}\right) \times \left(800\cancel{\text{g}}\right) \times (65)\cancel{\text{C}} \\
 &= 220,000\text{ J } (= 210\text{ kJ})
 \end{aligned}$$

Because the temperature increased, the water absorbed heat and  $q$  is positive.

### *Check Your Learning*

How much heat, in joules, must be added to a  $5.00 \times 10^2$ -g iron skillet to increase its temperature from  $25^{\circ}\text{C}$  to  $250^{\circ}\text{C}$ ? The specific heat of iron is  $0.451\text{ J/g}^{\circ}\text{C}$

Show Answer

$$5.05 \times 10^4\text{ J}$$

Note that the relationship between heat, specific heat, mass, and temperature change can be used to determine any of these quantities (not just heat) if the other three are known or can be deduced.

### *Example 2: Determining Other Quantities*

A piece of unknown metal weighs 348 g. When the metal piece absorbs 6.64 kJ of heat, its temperature increases from  $22.4^{\circ}\text{C}$  to  $43.6^{\circ}\text{C}$ . Determine the specific heat of this metal (which might provide a clue to its identity).



Show Answer

Since mass, heat, and temperature change are known for this metal, we can determine its specific heat using the relationship:

$$q = c \times m \times \Delta T = c \times m \times (T_{\text{final}} - T_{\text{initial}})$$

Substituting the known values:

$$6640 \text{ J} = c \times (348 \text{ g}) \times (43.6 - 22.4)^{\circ}\text{C}$$

Solving:

$$c = \frac{6640 \text{ J}}{(348 \text{ g}) \times (21.2^{\circ}\text{C})} = 0.900 \text{ J/g }^{\circ}\text{C}$$

Comparing this value with the values in Table 5.1, this value matches the specific heat of aluminum, which suggests that the unknown metal may be aluminum.

### *Check Your Learning*

A piece of unknown metal weighs 217 g. When the metal piece absorbs 1.43 kJ of heat, its temperature increases from 24.5 °C to 39.1 °C. Determine the specific heat of this metal, and predict its identity.

Show Answer

$c = 0.45 \text{ J/g }^{\circ}\text{C}$ ; the metal is likely to be iron

## Exercises

Most people find waterbeds uncomfortable unless the water temperature is maintained at about 85 °F. Unless it is heated, a waterbed that contains 892 L of water cools from 85 °F to 72 °F in 24 hours. Estimate the amount of electrical energy required over 24 hours, in kWh, to keep the bed from cooling. Note that 1 kilowatt-hour (kWh) =  $3.6 \times 10^6$  J, and assume that the density of water is 1.0 g/mL (independent of temperature). What other assumptions did you make? How did they affect your calculated result (i.e., were they likely to yield “positive” or “negative” errors)?

Show Answer

We assume that the density of water is 1.0 g/cm<sup>3</sup> (1 g/mL) and that it takes as much energy to keep the water at 85 °F as to heat it from 72 °F to 85 °F. We also assume that only the water is going to be heated. First, find the mass of water in the bed. The volume is 72 in. × 84 in. × 9 in.

$$= 54,432 \text{ in.}^3 \left( \frac{2.54 \text{ cm}}{1 \text{ in.}} \right)^3 = 8.9 \times 10^5 \text{ cm}^3 \rightarrow 8.9 \times 10^5 \text{ g}$$

second, convert the change of 13 °F to °C:

$$q = cm\Delta T = 4.184 \text{ J/g } ^\circ\text{C} (8.92 \times 10^5 \text{ g}) \times 7.22 ^\circ\text{C}$$

$$^\circ\text{C} = \frac{5}{9} ^\circ\text{F} = \frac{5}{9} \times 13 = 7.22 ^\circ\text{C} = 2.69 \times 10^7 \text{ J}$$

$$\text{Energy required} = \frac{2.689 \times 10^7 \text{ J}}{3.6 \times 10^6 \text{ kWh}^{-1}} = 7.47 \text{ kWh}$$

## Solar Thermal Energy Power Plants

The sunlight that reaches the earth contains thousands of times more energy than we presently capture. Solar thermal systems provide one possible solution to the problem of converting energy from the sun into energy we can use. Large-scale solar thermal plants have different design specifics, but all concentrate sunlight to heat some substance; the heat “stored” in that substance is then converted into electricity.

The Solana Generating Station in Arizona’s Sonora Desert produces 280 megawatts of electrical power. It uses parabolic mirrors that focus sunlight on pipes filled with a heat transfer fluid (HTF) (Figure 8). The HTF then does two things: It turns water into steam, which spins turbines, which in turn produces electricity, and it melts and heats a mixture of salts, which functions as a thermal energy storage system. After the sun goes down, the molten salt mixture can then release enough of its stored heat to produce steam to run the turbines for 6 hours. Molten salts are used because they possess a number of beneficial properties, including high heat capacities and thermal conductivities.

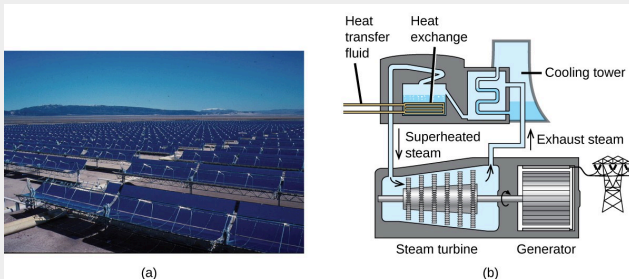


Figure 8. This solar thermal plant uses parabolic trough mirrors to concentrate sunlight. (credit a: modification of work by Bureau of Land Management)

The 377-megawatt Ivanpah Solar Generating System, located in the Mojave Desert in California, is the largest solar thermal power plant in the world (Figure 9). Its 170,000 mirrors focus huge amounts of sunlight on three water-filled towers, producing steam at over 538 °C that drives electricity-producing turbines. It produces enough energy to power 140,000 homes. Water is used as the working fluid because of its large heat capacity and heat of vaporization.



(a)



(b)

Figure 9. (a) The Ivanpah solar thermal plant uses 170,000 mirrors to concentrate sunlight on water-filled towers. (b) It covers 4000 acres of public land near the Mojave Desert and the California-Nevada border. (credit a: modification of work by Craig Dietrich; credit b: modification of work by “USFWS Pacific Southwest Region”/Flickr)

## Key Concepts and Summary

Energy is the capacity to do work (applying a force to move matter). Kinetic energy (KE) is the energy of motion; potential energy is energy due to relative position, composition, or condition. When energy is converted from one form into another, energy is neither created nor destroyed (law of conservation of energy or first law of thermodynamics).

Matter has thermal energy due to the KE of its molecules and temperature that corresponds to the average KE of its molecules. Heat is energy that is transferred between

objects at different temperatures; it flows from a high to a low temperature. Chemical and physical processes can absorb heat (endothermic) or release heat (exothermic). The SI unit of energy, heat, and work is the joule (J).

Specific heat and heat capacity are measures of the energy needed to change the temperature of a substance or object. The amount of heat absorbed or released by a substance depends directly on the type of substance, its mass, and the temperature change it undergoes.

### *Key Equations*

- $q = c \times m \times \Delta T = c \times m \times (T_{\text{final}} - T_{\text{initial}})$

### *Exercises*

1. A burning match and a bonfire may have the same temperature, yet you would not sit around a burning match on a fall evening to stay warm. Why not?
2. Prepare a table identifying several energy transitions that take place during the typical operation of an automobile.
3. Explain the difference between heat capacity and specific heat of a substance.
4. Calculate the heat capacity, in joules and in calories per degree, of the following:

- a. 28.4 g of water
  - b. 1.00 oz of lead
5. Calculate the heat capacity, in joules and in calories per degree, of the following:
- a. 45.8 g of nitrogen gas
  - b. 1.00 pound of aluminum metal
6. How much heat, in joules and in calories, must be added to a 75.0-g iron block with a specific heat of  $0.449 \text{ J/g } ^\circ\text{C}$  to increase its temperature from  $25 \text{ }^\circ\text{C}$  to its melting temperature of  $1535 \text{ }^\circ\text{C}$ ?
7. How much heat, in joules and in calories, is required to heat a 28.4-g (1-oz) ice cube from  $-23.0 \text{ }^\circ\text{C}$  to  $-1.0 \text{ }^\circ\text{C}$ ?
8. How much would the temperature of 275 g of water increase if 36.5 kJ of heat were added?
9. If 14.5 kJ of heat were added to 485 g of liquid water, how much would its temperature increase?
10. A piece of unknown substance weighs 44.7 g and requires 2110 J to increase its temperature from  $23.2 \text{ }^\circ\text{C}$  to  $89.6 \text{ }^\circ\text{C}$ .
- a. What is the specific heat of the substance?
  - b. If it is one of the substances found in Table 1, what is its likely identity?
11. A piece of unknown solid substance weighs 437.2 g, and requires 8460 J to increase its temperature from  $19.3 \text{ }^\circ\text{C}$  to  $68.9 \text{ }^\circ\text{C}$ .
- a. What is the specific heat of the substance?
  - b. If it is one of the substances found in Table 1,

what is its likely identity?

12. An aluminum kettle weighs 1.05 kg.
- What is the heat capacity of the kettle?
  - How much heat is required to increase the temperature of this kettle from 23.0 °C to 99.0 °C?
  - How much heat is required to heat this kettle from 23.0 °C to 99.0 °C if it contains 1.25 L of water (density of 0.997 g/mL and a specific heat of 4.184 J/g °C)?

Show Selected Answers

1. The temperature of 1 gram of burning wood is approximately the same for both a match and a bonfire. This is an intensive property and depends on the material (wood). However, the overall amount of produced heat depends on the amount of material; this is an extensive property. The amount of wood in a bonfire is much greater than that in a match; the total amount of produced heat is also much greater, which is why we can sit around a bonfire to stay warm, but a match would not provide enough heat to keep us from getting cold.

3. Heat capacity refers to the heat required to raise the temperature of the mass of the substance 1 degree; specific heat refers to the heat required to raise the temperature of 1 gram of the substance 1 degree. Thus, heat capacity is an extensive property, and specific heat is an intensive one.

5. The heat capacity for each is as follows:

- $45.8 \cancel{\text{g}} \times 1.04 \text{J} / \cancel{\text{g}} \text{ } ^\circ\text{C} = 47.6 \text{J} / ^\circ\text{C}; 47.6 \cancel{\text{g}} \times 1.04 \text{J} \cancel{\text{g}}^{-1} \text{ } ^\circ\text{C}^{-1} \times \frac{1 \text{ cal}}{4.184 \text{ J}} = 11.38 \text{ J} ^\circ\text{C}^{-1}$
- $454 \text{ g} \times 0.897 \text{J} / \text{g} ^\circ\text{C} = 407 \text{ J} / ^\circ\text{C}; 454 \cancel{\text{g}} \times 0.897 \text{J} \cancel{\text{g}}^{-1} \text{ } ^\circ\text{C}^{-1} \times \frac{1 \text{ cal}}{4.184 \text{ J}} = 97.3 \text{ cal } ^\circ\text{C}^{-1}$



7.  $q = cm\Delta T$ ;  $q = 2.093 \text{ J/g } ^\circ\text{C} \times 28.4 \text{ g} \times [-1 - (-23)] ^\circ\text{C} = 1308 \text{ J}$  (or 1310 with the correct number of significant digits); the conversion factor is  $4.184 \text{ J} = 1 \text{ cal}$ ;  $1308 \text{ J} \times 1 \text{ cal} / 4.184 \text{ J} = 881.2 \text{ J}$  (881 J with the correct number of significant digits)

9.  $q = cm\Delta T$

$14,500 \text{ J} = 4.184 \text{ J g}^{-1} ^\circ\text{C} \times 4.85 \times 10^2 \text{ g} \times \Delta T$

$$\Delta T = \frac{14,500 ^\circ\text{C}}{4.184 \times 4.85 \times 10^2} = 7.15 ^\circ\text{C}$$

11. The answers are as follows:

- a.  $q = cm\Delta T$ ,  $c = q/(m\Delta T) = 8460 \text{ J} / [437.2 \text{ g} (68.9 - 19.3) ^\circ\text{C}] = 0.390 \text{ J/g } ^\circ\text{C}$
- b. Copper is a likely candidate.

## Glossary

**calorie (cal):** unit of heat or other energy; the amount of energy required to raise 1 gram of water by 1 degree Celsius; 1 cal is defined as 4.184 J

**endothermic process:** chemical reaction or physical change that absorbs heat

**energy:** capacity to supply heat or do work

**exothermic process:** chemical reaction or physical change that releases heat

**heat (q):** transfer of thermal energy between two bodies

**heat capacity (C):** extensive property of a body of matter that represents the quantity of heat required to increase its temperature by 1 degree Celsius (or 1 kelvin)

**joule (J):** SI unit of energy; 1 joule is the kinetic energy of an object with a mass of 2 kilograms moving with a velocity of 1 meter per second,  $1 \text{ J} = 1 \text{ kg m}^2/\text{s}$  and  $4.184 \text{ J} = 1 \text{ cal}$

**kinetic energy:** energy of a moving body, in joules, equal to  $\frac{1}{2}mv^2$  (where  $m$  = mass and  $v$  = velocity)

**potential energy:** energy of a particle or system of particles derived from relative position, composition, or condition

**specific heat capacity (c):** intensive property of a substance that represents the quantity of heat required to raise the temperature of 1 gram of the substance by 1 degree Celsius (or 1 kelvin)

**temperature:** intensive property of matter that is a quantitative measure of “hotness” and “coldness;” it is related to the average kinetic energy of the atoms or molecules that make up the object

**thermal energy:** kinetic energy associated with the random motion of atoms and molecules

**thermochemistry:** study of measuring the amount of heat absorbed or released during a chemical reaction or a physical change

**work (w):** energy transfer due to changes in external, macroscopic variables such as pressure and volume; or causing matter to move against an opposing force

# 101. Video: First Law of Thermodynamics

This lecture video (18 minutes) defines and explores the First Law of Thermodynamics/Internal Energy.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=126#oembed-1>

# 102. Video: Energy & Chemistry

## Energy & Chemistry: Crash Course Chemistry #17

Grumpy Professor Hank admits to being wrong about how everything is chemicals. But he now wants you to listen as he blows your mind with a new sweeping statement: everything (yes, really everything this time) is energy. What?!

This week, Hank takes us on a quick tour of how thermodynamics is applied in chemistry using his toy trebuchet as an example, because he is a proud nerd.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=127#oembed-1>

# 103. Calorimetry

## *Learning Objectives*

By the end of this section, you will be able to:

- Explain the technique of calorimetry
- Calculate and interpret heat and related properties using typical calorimetry data

One technique we can use to measure the amount of heat involved in a chemical or physical process is known as **calorimetry**. Calorimetry is used to measure amounts of heat transferred to or from a substance. To do so, the heat is exchanged with a calibrated object (calorimeter). The change in temperature of the measuring part of the calorimeter is converted into the amount of heat (since the previous calibration was used to establish its heat capacity). The measurement of heat transfer using this approach requires the definition of a **system** (the substance or substances undergoing the chemical or physical change) and its **surroundings** (the other components of the measurement apparatus that serve to either provide heat to the system or absorb heat from the system). Knowledge of the heat capacity of the surroundings, and careful measurements of the masses of the system and surroundings and their temperatures before and after the process allows one to calculate the heat transferred as described in this section.

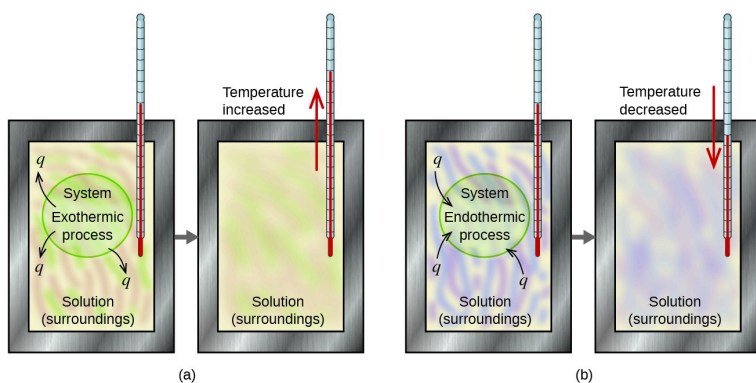
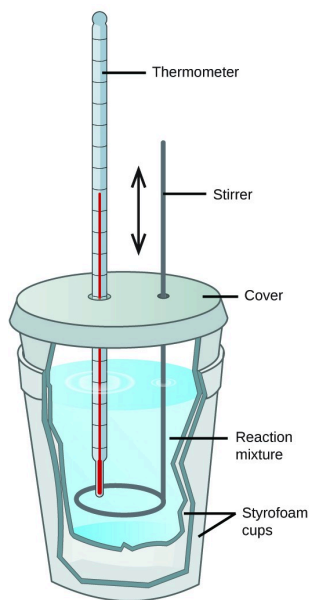


Figure 1. In a calorimetric determination, either (a) an exothermic process occurs and heat,  $q$ , is negative, indicating that thermal energy is transferred from the system to its surroundings, or (b) an endothermic process occurs and heat,  $q$ , is positive, indicating that thermal energy is transferred from the surroundings to the system.

A **calorimeter** is a device used to measure the amount of heat involved in a chemical or physical process. For example, when an exothermic reaction occurs in solution in a calorimeter, the heat produced by the reaction is absorbed by the solution, which increases its temperature. When an endothermic reaction occurs, the heat required is absorbed from the thermal energy of the solution, which decreases its temperature (Figure 1). The temperature change, along with the specific heat and mass of the solution, can then be used to calculate the amount of heat involved in either case.

Scientists use well-insulated calorimeters that all but prevent the transfer of heat between the calorimeter and its environment. This enables the accurate determination of the heat involved in chemical processes, the energy content of foods, and so on. General chemistry students often use simple calorimeters constructed from polystyrene cups (Figure 2). These easy-to-use “coffee cup” calorimeters allow more heat exchange with their surroundings, and therefore produce less accurate energy values.

Commercial solution calorimeters are also available. Relatively inexpensive calorimeters often consist of two thin-walled cups that are nested in a way that minimizes thermal contact during use, along with an insulated cover, handheld stirrer, and simple thermometer. More expensive calorimeters used for industry and research typically have a well-insulated, fully enclosed reaction



*Figure 2. A simple calorimeter can be constructed from two polystyrene cups. A thermometer and stirrer extend through the cover into the reaction mixture.*

vessel, motorized stirring mechanism, and a more accurate temperature sensor (Figure 3).

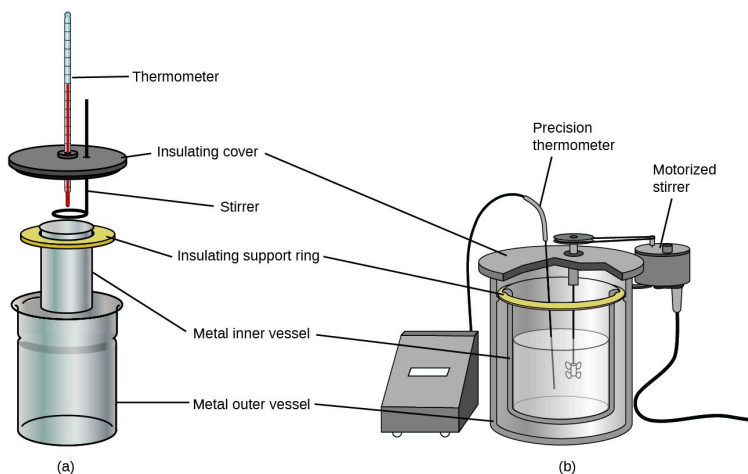


Figure 3. Commercial solution calorimeters range from (a) simple, inexpensive models for student use to (b) expensive, more accurate models for industry and research.

Before we practice calorimetry problems involving chemical reactions, consider a simpler example that illustrates the core idea behind calorimetry. Suppose we initially have a high-temperature substance, such as a hot piece of metal (M), and a low-temperature substance, such as cool water (W). If we place the metal in the water, heat will flow from M to W. The temperature of M will decrease, and the temperature of W will increase, until the two substances have the same temperature—that is, when they reach thermal equilibrium (Figure 4). If this occurs in a calorimeter, ideally all of this heat transfer occurs between the two substances, with no heat gained or lost by either the calorimeter or the calorimeter's surroundings. Under these ideal circumstances, the net heat change is zero:

$$q_{\text{Substance M}} + q_{\text{Substance W}} = 0$$



This relationship can be rearranged to show that the heat gained by substance M is equal to the heat lost by substance W:

$$q_{\text{Substance M}} = -q_{\text{Substance W}}$$

The magnitude of the heat (change) is therefore the same for both substances, and the negative sign merely shows that  $q_{\text{Substance M}}$  and  $q_{\text{Substance W}}$  are opposite in direction of heat flow (gain or loss) but does not indicate the arithmetic sign of either  $q$  value (that is determined by whether the matter in question gains or loses heat, per definition). In the specific situation described,  $q_{\text{Substance M}}$  is a negative value and  $q_{\text{Substance W}}$  is positive, since heat is transferred from M to W.

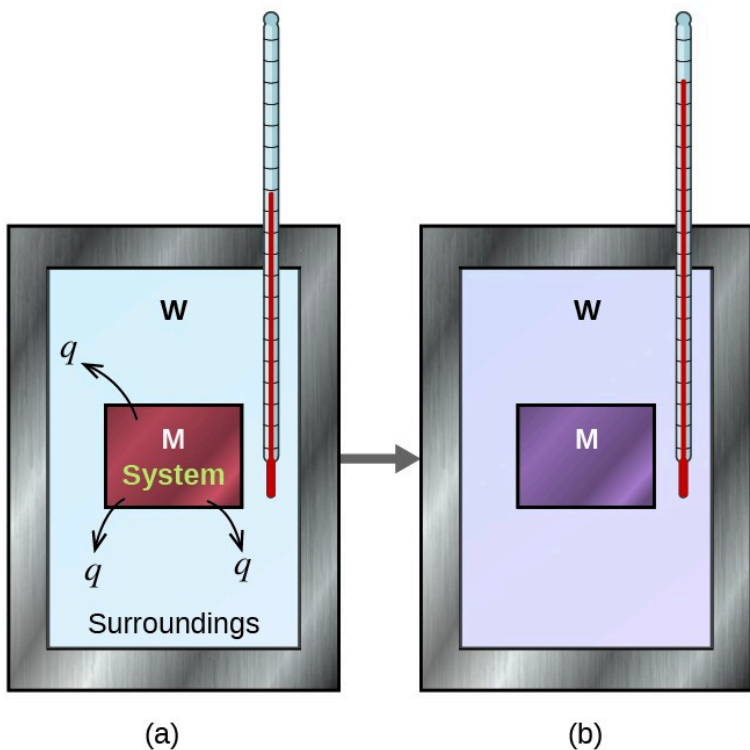


Figure 4. In a simple calorimetry process, (a) heat,  $q$ , is transferred from the hot metal, M, to the cool water, W, until (b) both are at the same temperature.

### *Example 1: Heat Transfer between Substances at Different Temperatures*

A 360-g piece of rebar (a steel rod used for reinforcing concrete) is dropped into 425 mL of water at 24.0 °C. The final temperature of the water was measured as 42.7 °C. Calculate the initial temperature of the piece of rebar. Assume the specific heat of steel is approximately the same as that for iron, and that all heat transfer occurs between the rebar and the water (there is no heat exchange with the surroundings).

Show Answer

The temperature of the water increases from 24.0 °C to 42.7 °C, so the water absorbs heat. That heat came from the piece of rebar, which initially was at a higher temperature. Assuming that all heat transfer was between the rebar and the water, with no heat “lost” to the surroundings, then *heat given off by rebar* = *-heat taken in by water*, or:

$$q_{\text{rebar}} = -q_{\text{water}}$$

Since we know how heat is related to other measurable quantities, we have:

$$(c \times m \times \Delta T)_{\text{rebar}} = - (c \times m \times \Delta T)_{\text{water}}$$

Letting *f* = final and *i* = initial, in expanded form, this becomes:

$$c_{\text{rebar}} \times m_{\text{rebar}} \times (T_{\text{f, rebar}} - T_{\text{i, rebar}}) = -c_{\text{water}} \times m_{\text{water}} \times (T_{\text{f, water}} - T_{\text{i, water}})$$

The density of water is 1.0 g/mL, so 425 mL of water = 425 g. Noting that the final temperature of both the rebar and water is 42.7 °C, substituting known values yields:

$$(0.449\text{J/g } ^\circ\text{C})(360\text{g})(42.7^\circ\text{C} - T_{\text{i, rebar}}) = (4.184\text{J/g } ^\circ\text{C})(425\text{g})(42.7^\circ\text{C} - 24.0^\circ\text{C})$$

$$T_{\text{i, rebar}} = \frac{(4.184\text{J/g } ^\circ\text{C})(425\text{g})(42.7^\circ\text{C} - 24.0^\circ\text{C})}{(0.449\text{J/g } ^\circ\text{C})(360\text{g})} + 42.7^\circ\text{C}$$

Solving this gives  $T_{\text{i, rebar}} = 248^\circ\text{C}$ , so the initial temperature of the rebar was  $248^\circ\text{C}$ .

### *Check Your Learning*

A 248-g piece of copper is dropped into 390 mL of water at  $22.6^\circ\text{C}$ . The final temperature of the water was measured as  $39.9^\circ\text{C}$ . Calculate the initial temperature of the piece of copper. Assume that all heat transfer occurs between the copper and the water.

Show Answer

The initial temperature of the copper was  $317^\circ\text{C}$ .

### *Check Your Learning*

A 248-g piece of copper initially at  $314^\circ\text{C}$  is dropped into 390 mL of water initially at  $22.6^\circ\text{C}$ . Assuming that all heat transfer occurs between the copper and the water, calculate the final temperature.

Show Answer

The final temperature (reached by both copper and water) is  $38.8^\circ\text{C}$ .

This method can also be used to determine other quantities, such as the specific heat of an unknown metal.

## Example 2: Identifying a Metal by Measuring Specific Heat

A 59.7 g piece of metal that had been submerged in boiling water was quickly transferred into 60.0 mL of water initially at 22.0 °C. The final temperature is 28.5 °C. Use these data to determine the specific heat of the metal. Use this result to identify the metal.

Show Answer

Assuming perfect heat transfer, *heat given off by metal* = *heat taken in by water*, or:  $q_{\text{metal}} = -q_{\text{water}}$

In expanded form, this is:

$$c_{\text{metal}} \times m_{\text{metal}} \times (T_{\text{f,metal}} - T_{\text{i,metal}}) = -c_{\text{water}} \times m_{\text{water}} \times (T_{\text{f,water}} - T_{\text{i,water}})$$

Noting that since the metal was submerged in boiling water, its initial temperature was 100.0 °C; and that for water, 60.0 mL = 60.0 g; we have:

$$(c_{\text{metal}}) (59.7\text{g}) (28.5^\circ\text{C} - 100.0^\circ\text{C}) = - (4.18\text{J/g}^\circ\text{C}) (60.0\text{g}) (28.5^\circ\text{C} - 22.0^\circ\text{C})$$

Solving this:

$$c_{\text{metal}} = \frac{-(4.184\text{J/g}^\circ\text{C}) (60.0\text{g}) (6.5^\circ\text{C})}{(59.7\text{g}) (-71.5^\circ\text{C})} = 0.38\text{J/g}^\circ\text{C}$$

Comparing this with values in Table 5.1, our experimental specific heat is closest to the value for copper (0.39 J/g °C), so we identify the metal as copper.

## Check Your Learning

A 92.9-g piece of a silver/gray metal is heated to 178.0 °C,

and then quickly transferred into 75.0 mL of water initially at 24.0 °C. After 5 minutes, both the metal and the water have reached the same temperature: 29.7 °C. Determine the specific heat and the identity of the metal. (Note: You should find that the specific heat is close to that of two different metals. Explain how you can confidently determine the identity of the metal).

Show Answer

$$c_{\text{metal}} = 0.13 \text{ J/g } ^\circ\text{C}$$

This specific heat is close to that of either gold or lead. It would be difficult to determine which metal this was based solely on the numerical values. However, the observation that the metal is silver/gray in addition to the value for the specific heat indicates that the metal is lead.

When we use calorimetry to determine the heat involved in a chemical reaction, the same principles we have been discussing apply. The amount of heat absorbed by the calorimeter is often small enough that we can neglect it (though not for highly accurate measurements, as discussed later), and the calorimeter minimizes energy exchange with the surroundings. Because energy is neither created nor destroyed during a chemical reaction, there is no overall energy change during the reaction. The heat produced or consumed in the reaction (the “system”),  $q_{\text{reaction}}$ , plus the heat absorbed or lost by the solution (the “surroundings”),  $q_{\text{solution}}$ , must add up to zero:

$$q_{\text{reaction}} + q_{\text{solution}} = 0$$

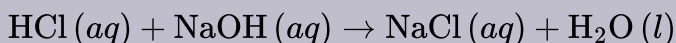
This means that the amount of heat produced or consumed in the reaction equals the amount of heat absorbed or lost by the solution:

$$q_{\text{reaction}} = -q_{\text{solution}}$$

This concept lies at the heart of all calorimetry problems and calculations.

### Example 3: Heat Produced by an Exothermic Reaction

When 50.0 mL of 0.10 M  $\text{HCl}(aq)$  and 50.0 mL of 0.10 M  $\text{NaOH}(aq)$ , both at 22.0 °C, are added to a coffee cup calorimeter, the temperature of the mixture reaches a maximum of 28.9 °C. What is the approximate amount of heat produced by this reaction



Show Answer

To visualize what is going on, imagine that you could combine the two solutions so quickly that no reaction took place while they mixed; then after mixing, the reaction took place. At the instant of mixing, you have 100.0 mL of a mixture of  $\text{HCl}$  and  $\text{NaOH}$  at 22.0 °C. The  $\text{HCl}$  and  $\text{NaOH}$  then react until the solution temperature reaches 28.9 °C.

The heat given off by the reaction is equal to that taken in by the solution. Therefore:

$$q_{\text{reaction}} = -q_{\text{solution}}$$

(It is important to remember that this relationship only holds if the calorimeter does not absorb any heat from the reaction, and there is no heat exchange between the calorimeter and its surroundings.)

Next, we know that the heat absorbed by the solution depends on its specific heat, mass, and temperature change:

$$q_{\text{solution}} = (c \times m \times \Delta T)_{\text{solution}}$$

To proceed with this calculation, we need to make a few

more reasonable assumptions or approximations. Since the solution is aqueous, we can proceed as if it were water in terms of its specific heat and mass values. The density of water is approximately 1.0 g/mL, so 100.0 mL has a mass of about  $1.0 \times 10^2$  g (two significant figures). The specific heat of water is approximately 4.18 J/g °C, so we use that for the specific heat of the solution. Substituting these values gives:

$$q_{\text{solution}} = (4.184 \text{ J/g}^\circ\text{C}) (1.0 \times 10^2 \text{ g}) (28.9^\circ\text{C} - 22.0^\circ\text{C}) = 2.89 \times 10^3 \text{ J}$$

Finally, since we are trying to find the heat of the reaction, we have:

$$q_{\text{reaction}} = -q_{\text{solution}} = -2.89 \times 10^3 \text{ J}$$

The negative sign indicates that the reaction is exothermic. It produces 2.89 kJ of heat.

### *Check Your Learning*

When 100 mL of 0.200 M NaCl(aq) and 100 mL of 0.200 M AgNO<sub>3</sub>(aq), both at 21.9 °C, are mixed in a coffee cup calorimeter, the temperature increases to 23.5 °C as solid AgCl forms. How much heat is produced by this precipitation reaction? What assumptions did you make to determine your value?

Show Answer

$1.31 \times 10^3$  J; assume no heat is absorbed by the calorimeter, no heat is exchanged between the calorimeter and its surroundings, and that the specific heat and mass of the solution are the same as those for water

## Thermochemistry of Hand Warmers

When working or playing outdoors on a cold day, you might use a hand warmer to warm your hands (Figure 5). A common reusable hand warmer contains a supersaturated solution of  $\text{NaC}_2\text{H}_3\text{O}_2$  (sodium acetate) and a metal disc. Bending the disc creates nucleation sites around which the metastable  $\text{NaC}_2\text{H}_3\text{O}_2$  quickly crystallizes (a later chapter on solutions will investigate saturation and supersaturation in more detail).

The process  
 $\text{NaC}_2\text{H}_3\text{O}_2 (aq) \rightarrow \text{NaC}_2\text{H}_3\text{O}_2 (s)$  is exothermic, and the heat produced by this process is absorbed by your hands, thereby warming them (at least for a while). If the hand warmer is reheated, the  $\text{NaC}_2\text{H}_3\text{O}_2$  redissolves and can be reused.

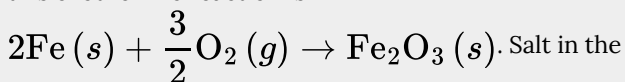


Figure 5. Chemical hand warmers produce heat that warms your hand on a cold day. In this one, you can see the metal disc that initiates the exothermic precipitation reaction. (credit: modification of work by Science Buddies TV/YouTube)

Another common hand warmer produces heat when it



is ripped open, exposing iron and water in the hand warmer to oxygen in the air. One simplified version of this exothermic reaction is



Salt in the hand warmer catalyzes the reaction, so it produces heat more rapidly; cellulose, vermiculite, and activated carbon help distribute the heat evenly. Other types of hand warmers use lighter fluid (a platinum catalyst helps lighter fluid oxidize exothermically), charcoal (charcoal oxidizes in a special case), or electrical units that produce heat by passing an electrical current from a battery through resistive wires.

This [Wikimedia video shows the precipitation reaction](#) that occurs when the disk in a chemical hand warmer is flexed.

### *Example 4: Heat Flow in an Instant Ice Pack*

When solid ammonium nitrate dissolves in water, the solution becomes cold. This is the basis for an “instant ice pack” (Figure 6). When 3.21 g of solid  $\text{NH}_4\text{NO}_3$  dissolves in 50.0 g of water at 24.9 °C in a calorimeter, the temperature decreases to 20.3 °C.

Calculate the value of  $q$  for this reaction and explain the meaning of its arithmetic sign. State any assumptions that you made.



Figure 6. An instant cold pack consists of a bag containing solid ammonium nitrate and a second bag of water. When the bag of water is broken, the pack becomes cold because the dissolution of ammonium nitrate is an endothermic process that removes thermal energy from the water. The cold pack then removes thermal energy from your body.

Show Answer

We assume that the calorimeter prevents heat transfer

between the solution and its external environment (including the calorimeter itself), in which case:

$$q_{\text{rxn}} = -q_{\text{soln}}$$

with “rxn” and “soln” used as shorthand for “reaction” and “solution,” respectively.

Assuming also that the specific heat of the solution is the same as that for water, we have:

$$\begin{aligned} q_{\text{rxn}} &= -q_{\text{soln}} = -(c \times m \times \Delta T)_{\text{soln}} \\ &= -[(4.184\text{J/g}^\circ\text{C}) \times (53.2\text{g}) \times (20.3^\circ\text{C} - 24.9^\circ\text{C})] \\ &= -[(4.184\text{J/g}^\circ\text{C}) \times (53.2\text{g}) \times (-4.6^\circ\text{C})] \\ +1.0 \times 10^3\text{J} &= +1.0\text{kJ} \end{aligned}$$

The positive sign for  $q$  indicates that the dissolution is an endothermic process.

### *Check Your Learning*

When a 3.00-g sample of KCl was added to  $3.00 \times 10^2$  g of water in a coffee cup calorimeter, the temperature decreased by  $1.05^\circ\text{C}$ . How much heat is involved in the dissolution of the KCl? What assumptions did you make?

Show Answer

1.33 kJ; assume that the calorimeter prevents heat transfer between the solution and its external environment (including the calorimeter itself) and that the specific heat of the solution is the same as that for water

If the amount of heat absorbed by a calorimeter is too large to neglect or if we require more accurate results, then we must take

into account the heat absorbed both by the solution and by the calorimeter.

The calorimeters described are designed to operate at constant (atmospheric) pressure and are convenient to measure heat flow accompanying processes that occur in solution. A different type of calorimeter that operates at constant volume, colloquially known as a **bomb calorimeter**, is used to measure the energy produced by reactions that yield large amounts of heat and gaseous

products, such as combustion reactions. (The term “bomb” comes from the observation that these reactions can be vigorous enough to resemble explosions that would damage other calorimeters.) This type of calorimeter consists of a robust steel container (the “bomb”) that contains the reactants and is itself submerged in water (Figure 7).

The sample is placed in the bomb, which is then filled with oxygen at high pressure. A small electrical spark is used to ignite the sample. The energy produced by the reaction is trapped in the steel bomb and the surrounding water. The temperature increase is measured and, along with the known heat capacity of the calorimeter, is used to calculate the energy produced by the reaction. Bomb calorimeters require calibration to determine the heat capacity of the calorimeter and ensure accurate results. The calibration is accomplished using a reaction with a known  $q$ , such as a measured quantity of benzoic acid ignited by a spark from a nickel fuse wire that is weighed before and after the reaction. The temperature change produced by the known reaction is used to determine the heat capacity of the calorimeter. The calibration is

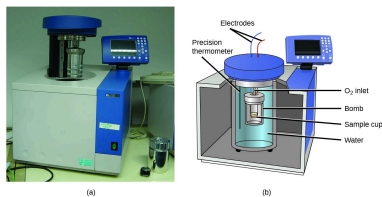


Figure 7. (a) A bomb calorimeter is used to measure heat produced by reactions involving gaseous reactants or products, such as combustion. (b) The reactants are contained in the gas-tight “bomb,” which is submerged in water and surrounded by insulating materials. (credit a: modification of work by “Harbor1”/Wikimedia commons)

generally performed each time before the calorimeter is used to gather research data.

Watch this video on how a bomb calorimeter is prepared for action.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=128#oembed-1>

[The Oxygen Bomb Calorimeter website](#) shows calorimetric calculations using sample data.

### *Example 5: Bomb Calorimetry*

When 3.12 g of glucose,  $\text{C}_6\text{H}_{12}\text{O}_6$ , is burned in a bomb calorimeter, the temperature of the calorimeter increases from 23.8 °C to 35.6 °C. The calorimeter contains 775 g of water, and the bomb itself has a heat capacity of 893 J/°C. How much heat was produced by the combustion of the glucose sample?

Show Answer

The combustion produces heat that is primarily absorbed by the water and the bomb. (The amounts of heat absorbed by the reaction products and the unreacted excess oxygen are relatively small and dealing with them is beyond the scope of this text. We will neglect them in our calculations.)

The heat produced by the reaction is absorbed by the water and the bomb:

$$\begin{aligned}q_{\text{rxn}} &= -(q_{\text{water}} + q_{\text{bomb}}) \\&= -[(4.184\text{J/g}^\circ\text{C}) \times (775\text{g}) \times (35.6^\circ\text{C} - 23.8^\circ\text{C}) + 893\text{J/g}^\circ\text{C} \times (35.6^\circ\text{C} - 23.8^\circ\text{C})] \\&= -(38,200\text{J} + 10,500\text{J}) \\&= -48,700\text{J} = -48.7\text{kJ}\end{aligned}$$

This reaction released 48.7 kJ of heat when 3.12 g of glucose was burned.

### *Check Your Learning*

When 0.963 g of benzene,  $\text{C}_6\text{H}_6$ , is burned in a bomb calorimeter, the temperature of the calorimeter increases by  $8.39^\circ\text{C}$ . The bomb has a heat capacity of  $784\text{ J}/^\circ\text{C}$  and is submerged in 925 mL of water. How much heat was produced by the combustion of the glucose sample?

Show Answer

39.0 kJ

Since the first one was constructed in 1899, 35 calorimeters have been built to measure the heat produced by a living person. These whole-body calorimeters of various designs are large enough to hold an individual human being. More recently, whole-room calorimeters allow for relatively normal activities to be performed, and these calorimeters generate data that more closely reflect the real world. These calorimeters are used to measure the metabolism of individuals under different environmental conditions, different

dietary regimes, and with different health conditions, such as diabetes. In humans, metabolism is typically measured in Calories per day. A **nutritional calorie (Calorie)** is the energy unit used to quantify the amount of energy derived from the metabolism of foods; one Calorie is equal to 1000 calories (1 kcal), the amount of energy needed to heat 1 kg of water by 1 °C.

## Measuring Nutritional Calories

In your day-to-day life, you may be more familiar with energy being given in Calories, or nutritional calories, which are used to quantify the amount of energy in foods. One calorie (cal) = exactly 4.184 joules, and one Calorie (note the capitalization) = 1000 cal, or 1 kcal. (This is approximately the amount of energy needed to heat 1 kg of water by 1 °C.)

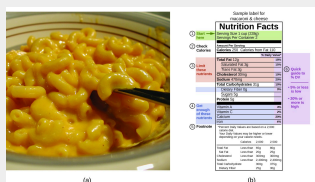


Figure 8. (a) Macaroni and cheese contain energy in the form of the macronutrients in the food. (b) The food's nutritional information is shown on the package label. In the US, the energy content is given in Calories (per serving); the rest of the world usually uses kilojoules. (credit a: modification of work by "Rex Roof"/Flickr)

The macronutrients in food are proteins, carbohydrates, and fats or oils. Proteins provide about 4 Calories per gram, carbohydrates also provide about 4 Calories per gram, and fats and oils provide about 9 Calories/g. Nutritional labels on food packages show



the caloric content of one serving of the food, as well as the breakdown into Calories from each of the three macronutrients (Figure 8).

For the example shown in (b), the total energy per 228-g portion is calculated by:

$$(5 \text{ g protein} \times 4 \text{ Calories/g}) + (31 \text{ g carb} \times 4 \text{ Calories/g}) + (12 \text{ g fat} \times 9 \text{ Calories/g}) = 252 \text{ Calories}$$

So, you can use food labels to count your Calories. But where do the values come from? And how accurate are they? The caloric content of foods can be determined by using bomb calorimetry; that is, by burning the food and measuring the energy it contains. A sample of food is weighed, mixed in a blender, freeze-dried, ground into powder, and formed into a pellet. The pellet is burned inside a bomb calorimeter, and the measured temperature change is converted into energy per gram of food.

Today, the caloric content on food labels is derived using a method called the **Atwater system** that uses the average caloric content of the different chemical constituents of food, protein, carbohydrate, and fats. The average amounts are those given in the equation and are derived from the various results given by bomb calorimetry of whole foods. The carbohydrate amount is discounted a certain amount for the fiber content, which is indigestible carbohydrate. To determine the energy content of a food, the quantities of carbohydrate, protein, and fat are each multiplied by the average Calories per gram for each and the products summed to obtain the total energy.

Click on [this link to access the US Department of Agriculture \(USDA\) National Nutrient Database](#), containing nutritional information on over 8000 foods.

## *Key Concepts and Summary*

Calorimetry is used to measure the amount of thermal energy transferred in a chemical or physical process. This requires careful measurement of the temperature change that occurs during the process and the masses of the system and surroundings. These measured quantities are then used to compute the amount of heat produced or consumed in the process using known mathematical relations.

Calorimeters are designed to minimize energy exchange between the system being studied and its surroundings. They range from simple coffee cup calorimeters used by introductory chemistry students to sophisticated bomb calorimeters used to determine the energy content of food.

## *Exercises*

1. A 500-mL bottle of water at room temperature and a 2-L bottle of water at the same temperature were

placed in a refrigerator. After 30 minutes, the 500-mL bottle of water had cooled to the temperature of the refrigerator. An hour later, the 2-L of water had cooled to the same temperature. When asked which sample of water lost the most heat, one student replied that both bottles lost the same amount of heat because they started at the same temperature and finished at the same temperature. A second student thought that the 2-L bottle of water lost more heat because there was more water. A third student believed that the 500-mL bottle of water lost more heat because it cooled more quickly. A fourth student thought that it was not possible to tell because we do not know the initial temperature and the final temperature of the water. Indicate which of these answers is correct and describe the error in each of the other answers.

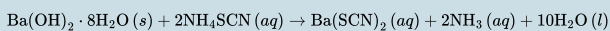
2. Would the amount of heat measured for the reaction in Example 5 be greater, lesser, or remain the same if we used a calorimeter that was a poorer insulator than a coffee cup calorimeter? Explain your answer.
3. Would the amount of heat absorbed by the dissolution in Example 6 appear greater, lesser, or remain the same if the experimenter used a calorimeter that was a poorer insulator than a coffee cup calorimeter? Explain your answer.
4. Would the amount of heat absorbed by the dissolution in Example 6 appear greater, lesser, or remain the same if the heat capacity of the calorimeter were taken into account? Explain your answer.

5. How many milliliters of water at  $23\text{ }^{\circ}\text{C}$  with a density of  $1.00\text{ g/mL}$  must be mixed with  $180\text{ mL}$  (about  $6\text{ oz}$ ) of coffee at  $95\text{ }^{\circ}\text{C}$  so that the resulting combination will have a temperature of  $60\text{ }^{\circ}\text{C}$ ? Assume that coffee and water have the same density and the same specific heat.
6. How much will the temperature of a cup ( $180\text{ g}$ ) of coffee at  $95\text{ }^{\circ}\text{C}$  be reduced when a  $45\text{ g}$  silver spoon (specific heat  $0.24\text{ J/g }^{\circ}\text{C}$ ) at  $25\text{ }^{\circ}\text{C}$  is placed in the coffee and the two are allowed to reach the same temperature? Assume that the coffee has the same density and specific heat as water.
7. A  $45\text{-g}$  aluminum spoon (specific heat  $0.88\text{ J/g }^{\circ}\text{C}$ ) at  $24\text{ }^{\circ}\text{C}$  is placed in  $180\text{ mL}$  ( $180\text{ g}$ ) of coffee at  $85\text{ }^{\circ}\text{C}$  and the temperature of the two become equal.
  - a. What is the final temperature when the two become equal? Assume that coffee has the same specific heat as water.
  - b. The first time a student solved this problem she got an answer of  $88\text{ }^{\circ}\text{C}$ . Explain why this is clearly an incorrect answer.
8. The temperature of the cooling water as it leaves the hot engine of an automobile is  $240\text{ }^{\circ}\text{F}$ . After it passes through the radiator it has a temperature of  $175\text{ }^{\circ}\text{F}$ . Calculate the amount of heat transferred from the engine to the surroundings by one gallon of water with a specific heat of  $4.184\text{ J/g }^{\circ}\text{C}$ .
9. A  $70.0\text{-g}$  piece of metal at  $80.0\text{ }^{\circ}\text{C}$  is placed in  $100\text{ g}$  of water at  $22.0\text{ }^{\circ}\text{C}$  contained in a calorimeter like that shown in Figure 5.12. The metal and water come to the same temperature at  $24.6\text{ }^{\circ}\text{C}$ . How much heat did

the metal give up to the water? What is the specific heat of the metal?

10. If a reaction produces 1.506 kJ of heat, which is trapped in 30.0 g of water initially at 26.5 °C in a calorimeter like that in Figure 5.12, what is the resulting temperature of the water?
11. A 0.500-g sample of KCl is added to 50.0 g of water in a calorimeter (Figure 5.12). If the temperature decreases by 1.05 °C, what is the approximate amount of heat involved in the dissolution of the KCl, assuming the heat capacity of the resulting solution is 4.18 J/g °C? Is the reaction exothermic or endothermic?
12. Dissolving 3.0 g of  $\text{CaCl}_2(\text{s})$  in 150.0 g of water in a calorimeter (Figure 5.12) at 22.4 °C causes the temperature to rise to 25.8 °C. What is the approximate amount of heat involved in the dissolution, assuming the heat capacity of the resulting solution is 4.18 J/g °C? Is the reaction exothermic or endothermic?
13. When 50.0 g of 0.200 M  $\text{NaCl}(\text{aq})$  at 24.1 °C is added to 100.0 g of 0.100 M  $\text{AgNO}_3(\text{aq})$  at 24.1 °C in a calorimeter, the temperature increases to 25.2 °C as  $\text{AgCl}(\text{s})$  forms. Assuming the specific heat of the solution and products is 4.20 J/g °C, calculate the approximate amount of heat in joules produced.
14. The addition of 3.15 g of  $\text{Ba}(\text{OH})_2 \cdot 8\text{H}_2\text{O}$  to a solution of 1.52 g of  $\text{NH}_4\text{SCN}$  in 100 g of water in a calorimeter caused the temperature to fall by 3.1 °C. Assuming the specific heat of the solution and products is 4.20 J/g °C, calculate the approximate amount of heat absorbed by the reaction, which can be represented

by the following equation:



15. The reaction of 50 mL of acid and 50 mL of base described in Example 3 increased the temperature of the solution by 6.9 degrees. How much would the temperature have increased if 100 mL of acid and 100 mL of base had been used in the same calorimeter starting at the same temperature of 22.0 °C? Explain your answer.
16. If the 3.21 g of  $\text{NH}_4\text{NO}_3$  in Example 4 were dissolved in 100.0 g of water under the same conditions, how much would the temperature change? Explain your answer.
17. When 1.0 g of fructose,  $\text{C}_6\text{H}_{12}\text{O}_6(s)$ , a sugar commonly found in fruits, is burned in oxygen in a bomb calorimeter, the temperature of the calorimeter increases by 1.58 °C. If the heat capacity of the calorimeter and its contents is 9.90 kJ/°C, what is  $q$  for this combustion?
18. When a 0.740-g sample of trinitrotoluene (TNT),  $\text{C}_7\text{H}_5\text{N}_2\text{O}_6$ , is burned in a bomb calorimeter, the temperature increases from 23.4 °C to 26.9 °C. The heat capacity of the calorimeter is 534 J/°C, and it contains 675 mL of water. How much heat was produced by the combustion of the TNT sample?
19. One method of generating electricity is by burning coal to heat water, which produces steam that drives an electric generator. To determine the rate at which coal is to be fed into the burner in this type of plant, the heat of combustion per ton of coal must be determined using a bomb calorimeter. When 1.00 g of coal is burned in a bomb calorimeter (Figure 5.17), the

temperature increases by  $1.48\text{ }^{\circ}\text{C}$ . If the heat capacity of the calorimeter is  $21.6\text{ kJ}/^{\circ}\text{C}$ , determine the heat produced by combustion of a ton of coal  $2.000 \times 10^3$  pounds).

20. The amount of fat recommended for someone with a daily diet of 2000 Calories is 65 g. What percent of the calories in this diet would be supplied by this amount of fat if the average number of Calories for fat is 9.1 Calories/g?
21. A teaspoon of the carbohydrate sucrose (common sugar) contains 16 Calories (16 kcal). What is the mass of one teaspoon of sucrose if the average number of Calories for carbohydrates is 4.1 Calories/g?
22. What is the maximum mass of carbohydrate in a 6-oz serving of diet soda that contains less than 1 Calorie per can if the average number of Calories for carbohydrates is 4.1 Calories/g?
23. A pint of premium ice cream can contain 1100 Calories. What mass of fat, in grams and pounds, must be produced in the body to store an extra  $1.1 \times 10^3$  Calories if the average number of Calories for fat is 9.1 Calories/g?
24. A serving of a breakfast cereal contains 3 g of protein, 18 g of carbohydrates, and 6 g of fat. What is the Calorie content of a serving of this cereal if the average number of Calories for fat is 9.1 Calories/g, for carbohydrates is 4.1 Calories/g, and for protein is 4.1 Calories/g?
25. Which is the least expensive source of energy in kilojoules per dollar: a box of breakfast cereal that weighs 32 ounces and costs \$4.23, or a liter of isooctane (density,  $0.6919\text{ g/mL}$ ) that costs \$0.45?

Compare the nutritional value of the cereal with the heat produced by combustion of the isooctane under standard conditions. A 1.0-ounce serving of the cereal provides 130 Calories.

Show Selected Answers

2. lesser; more heat would be lost to the coffee cup and the environment and so  $\Delta T$  for the water would be lesser and the calculated  $q$  would be lesser

4. greater, since taking the calorimeter's heat capacity into account will compensate for the thermal energy transferred to the solution from the calorimeter; this approach includes the calorimeter itself, along with the solution, as "surroundings."  $q_{\text{rxn}} = -(q_{\text{solution}} + q_{\text{calorimeter}})$ ; since both  $q_{\text{solution}}$  and  $q_{\text{calorimeter}}$  are negative, including the latter term ( $q_{\text{rxn}}$ ) will yield a greater value for the heat of the dissolution

6. Because of the law of conservation of energy, we write:

$$q_{\text{spoon}} + q_{\text{coffee}} = 0; q_{\text{spoon}} = -q_{\text{coffee}} c_{\text{spoon}} \times m_{\text{spoon}} \times \Delta T = -c_{\text{coffee}} \times m_{\text{coffee}} \times \Delta T$$

$$0.24 \text{ J/g}^\circ\text{C} \times 45 \text{ g} \times (T_f - 25^\circ\text{C}) = 4.184 \text{ J/g}^\circ\text{C} \times 180 \text{ g} \times (T_f - 95^\circ\text{C})$$

$$10.8T_f - 270 = -753.1T_f + 71546.4$$

$$763.9 T_f = 71816.4$$

$$T_f = 94^\circ\text{C}.$$

The temperature of the coffee will drop 1 degree.

8. First, find the change in temperature of the water in  $^\circ\text{C}$ :

$$240^\circ\text{F} - 175^\circ\text{F} = 65^\circ\text{F}.$$

We are concerned here only with the difference between



temperatures and not the conversion from one temperature to the corresponding temperature.

$$^{\circ}\text{C} = \frac{5}{9}(^{\circ}\text{F}) = \frac{5}{9}(65) = 36.1^{\circ}\text{C}$$

Assuming 1 mL of water has a mass of 1 g, 1.0 gal of water has a mass of:

$$1.0 \text{ gal} \times \frac{4 \text{ qt}}{1 \text{ gal}} \times \frac{0.9463 \text{ L}}{1 \text{ qt}} \times 1000 \text{ g} = 3785 \text{ g}$$

$$q = cm\Delta T = 4.184 \text{ J/g}^{\circ}\text{C} \times 3785 \text{ g} \times 36.1^{\circ}\text{C} \\ = 5.7 \times 10^2 \text{ kJ.}$$

$$10. q = cm\Delta T = 4.184 \text{ J/g}^{\circ}\text{C} \times 30.0 \text{ g} \times (T_f - 26.5^{\circ}\text{C}) = 1506 \text{ J} \\ T_f - 26.5^{\circ}\text{C} = 1506 \text{ J} / (4.184 \text{ J/g}^{\circ}\text{C} \times 30.0 \text{ g}) = 12.0^{\circ}\text{C} \\ T_f = 26.5^{\circ}\text{C} + 12.0^{\circ}\text{C} = 38.5^{\circ}\text{C}$$

12. Assume that the mass of the added  $\text{CaCl}_2$  in solution must be added to the mass of the water:

$$q_{\text{reaction}} + q_{\text{solution}} = 0$$

$$q_{\text{reaction}} = -q_{\text{solution}} \quad q_{\text{solution}} = cm\Delta T$$

$$= 4.18 \text{ J/g}^{\circ}\text{C} \times 153.0 \text{ g} \times (25.8 - 22.4)^{\circ}\text{C} = 2200 \text{ J} \\ = 2.2 \text{ kJ.}$$

The heat produced shows that the reaction is exothermic.

$$14. q = cm\Delta T \\ = 4.20 \text{ J/g}^{\circ}\text{C} \times (3.15 + 1.52 + 100) \text{ g} \times 3.1^{\circ}\text{C} \\ = 1362.8 \text{ J} = 1.4 \text{ kJ (two significant figures)}$$

16. The heat of the reaction would be approximately the same as before or  $1.0 \times 10^3 \text{ J}$ . The reaction is endothermic, and the temperature would decrease:

$$q_{\text{rxn}} = -q_{\text{soln}} = -(c \times m \times \Delta T)_{\text{soln}} \\ -(4.18 \text{ J/g}^{\circ}\text{C}) \times (103.2 \text{ g}) \times (T_f - 24.9^{\circ}\text{C}) = 1000 \text{ J}$$

$$T_f - 24.9\text{ }^{\circ}\text{C} = -2.3\text{ }^{\circ}\text{C}$$

$$T_f = 22.6.$$

Since the mass and the heat capacity of the solution is approximately equal to that of the water, the two-fold increase in the amount of water leads to a two-fold decrease of the temperature change.

18. The heat absorbed by the calorimeter is  $q_1 = 534\text{ J}/^{\circ}\text{C} \times (26.9\text{ }^{\circ}\text{C} - 23.4\text{ }^{\circ}\text{C}) = 1869\text{ J}$ . The heat absorbed by water is  $q_1 = 675\text{ mL} \times 0.997\text{ g/mL} \times 4.184\text{ J/g }^{\circ}\text{C} \times (26.9\text{ }^{\circ}\text{C} - 23.4\text{ }^{\circ}\text{C}) = 9855\text{ J}$ . The overall amount of heat  $q = q_1 + q_1 = 11,724\text{ J}$  or  $11.7\text{ kJ}$  with three significant digits.

20. Energy released by burning fat is:  
 $65\text{ g} \times 9.1\text{ Calories/g} = 5.9 \times 10^2\text{ Calories}$   
 $\% \text{ Calories from fat} = 5.9 \times 10^2\text{ Calories} / 2000\text{ Calories} \times 100\%$   
 $= 30\%$  (one significant figure).

22. The average energy from carbohydrates is  $4.1\text{ kcal/g}$  ( $4.1\text{ Calories/g}$ ). The drink cannot contain more than

$$\frac{1\text{ Calorie}}{4.1\text{ Calorie g}^{-1}} = 0.24\text{g}$$

24.	
Protein: $3\text{g} \times 4.1\text{Calories/g}$	12.3Calories
Carbohydrates: $18\text{g} \times 4.1\text{Calories/g}$	73.8Calories
Fat: $6\text{g} \times 9.1\text{Calories/g}$	<u>54.6Calories</u>
	140.7Calories
Total = $1.4 \times 10^2\text{Calories}$	

## Glossary

**bomb calorimeter:** device designed to measure the energy change for processes occurring under conditions of constant volume; commonly used for reactions involving solid and gaseous reactants or products

**calorimeter:** device used to measure the amount of heat absorbed or released in a chemical or physical process

**calorimetry:** process of measuring the amount of heat involved in a chemical or physical process

**nutritional calorie (Calorie):** unit used for quantifying energy provided by digestion of foods, defined as 1000 cal or 1 kcal

**surroundings:** all matter other than the system being studied

**system:** portion of matter undergoing a chemical or physical change being studied

## 104. Videos: Calorimetry

Use the formula  $m\Delta T_c = -m\Delta T_c$  to show that heat gained = heat lost and solve for whatever “x” is. In this case, it’s the final temperature.



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=129#oembed-1>



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### Calorimetry: Crash Course Chemistry #19

Today’s episode dives into the *how* of enthalpy. How we calculate it, and how we determine it experimentally . . . even if our determinations here at Crash Course Chemistry are somewhat shoddy.



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# 105. Enthalpy

## *Learning Objectives*

By the end of this section, you will be able to:

- State the first law of thermodynamics
- Define enthalpy and explain its classification as a state function
- Write and balance thermochemical equations
- Calculate enthalpy changes for various chemical reactions
- Explain Hess's law and use it to compute reaction enthalpies

Thermochemistry is a branch of **chemical thermodynamics**, the science that deals with the relationships between heat, work, and other forms of energy in the context of chemical and physical processes. As we concentrate on thermochemistry in this chapter, we need to consider some widely used concepts of thermodynamics.

Substances act as reservoirs of energy, meaning that energy can be added to them or removed from them. Energy is stored in a substance when the kinetic energy of its atoms or molecules is raised. The greater kinetic energy may be in the form of increased translations (travel or straight-line motions), vibrations, or rotations of the atoms or molecules. When thermal energy is lost, the intensities of these motions decrease and the kinetic energy falls. The total of all possible kinds of energy present in a substance is called the **internal energy (U)**, sometimes symbolized as  $E$ .

As a system undergoes a change, its internal energy can change, and energy can be transferred from the system to the surroundings, or from the surroundings to the system. Energy is transferred into a system when it absorbs heat ( $q$ ) from the surroundings or when the surroundings do work ( $w$ ) on the system. For example, energy is transferred into room-temperature metal wire if it is immersed in hot water (the wire absorbs heat from the water), or if you rapidly bend the wire back and forth (the wire becomes warmer because of the work done on it). Both processes increase the internal energy of the wire, which is reflected in an increase in the wire's temperature. Conversely, energy is transferred out of a system when heat is lost from the system, or when the system does work on the surroundings.

The relationship between internal energy, heat, and work can be represented by the equation:

$$\Delta U = q + w$$

as shown in Figure 1. This is one version of the **first law of thermodynamics**, and it shows that the internal energy of a system changes through heat flow into or out of the system (positive  $q$  is heat flow in; negative  $q$  is heat flow out) or work done on or by the system. The work,  $w$ , is positive if it is done on the system and negative if it is done by the system.

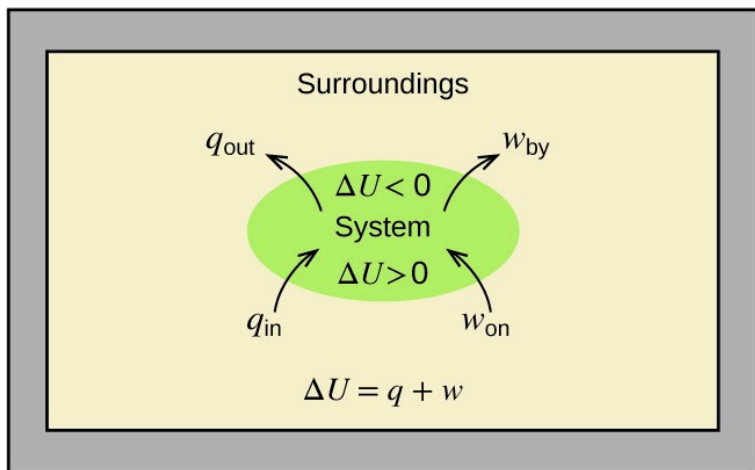


Figure 1. The internal energy,  $U$ , of a system can be changed by heat flow and work. If heat flows into the system,  $q_{\text{in}}$ , or work is done on the system,  $w_{\text{on}}$ , its internal energy increases,  $\Delta U > 0$ . If heat flows out of the system,  $q_{\text{out}}$ , or work is done by the system,  $w_{\text{by}}$ , its internal energy decreases,  $\Delta U < 0$ .

A type of work called **expansion work (or pressure-volume work)** occurs when a system pushes back the surroundings against a restraining pressure, or when the surroundings compress the system. An example of this occurs during the operation of an internal combustion engine. The reaction of gasoline and oxygen is exothermic. Some of this energy is given off as heat, and some does work pushing the piston in the cylinder. The substances involved in the reaction are the system, and the engine and the rest of the universe are the surroundings. The system loses energy by both heating and doing work on the surroundings, and its internal energy decreases. (The engine is able to keep the car moving because this process is repeated many times per second while the engine is



running.) We will consider how to determine the amount of work involved in a chemical or physical change in the chapter on thermodynamics.

This view of [an internal combustion engine on How Stuff Works](#) illustrates the conversion of energy produced by the exothermic combustion reaction of a fuel such as gasoline into energy of motion.

As discussed, the relationship between internal energy, heat, and work can be represented as  $\Delta U = q + w$ . Internal energy is a type of quantity known as a **state function** (or state variable), whereas heat and work are not state functions. The value of a state function depends only on the state that a system is in, and not on how that state is reached. If a quantity is not a state function, then its value *does* depend on how the state is reached. An example of a state function is altitude or elevation. If you stand on the summit of Mt. Kilimanjaro, you are at an altitude of 5895 m, and it does not matter whether you hiked there or parachuted there. The distance you traveled to the top of Kilimanjaro, however, is not a state function. You could climb to the summit by a direct route or by a more roundabout, circuitous path (Figure 2). The distances traveled would differ (distance is not a state function) but the elevation reached would be the same (altitude is a state function).

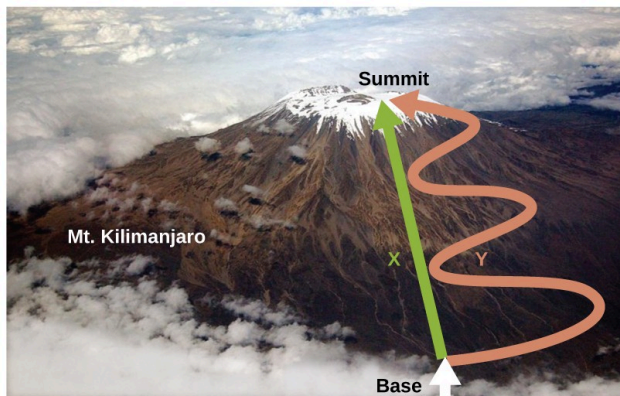


Figure 2. Paths X and Y represent two different routes to the summit of Mt. Kilimanjaro. Both have the same change in elevation (altitude or elevation on a mountain is a state function; it does not depend on path), but they have very different distances traveled (distance walked is not a state function; it depends on the path). (credit: modification of work by Paul Shaffner)

Chemists ordinarily use a property known as **enthalpy (H)** to describe the thermodynamics of chemical and physical processes. Enthalpy is defined as the sum of a system's internal energy (U) and the mathematical product of its pressure (P) and volume (V):

$$H = U + PV$$

Since it is derived from three state functions (U, P, and V), enthalpy is also a state function. Enthalpy values for specific substances cannot be measured directly; only enthalpy *changes* for chemical or physical processes can be determined. For processes that take place at constant pressure (a common condition for many chemical and physical changes), the **enthalpy change ( $\Delta H$ )** is:

$$\Delta H = \Delta U + P\Delta V$$

The mathematical product  $P\Delta V$  represents work ( $w$ ), namely, expansion or pressure-volume work as noted. By their definitions, the arithmetic signs of  $\Delta V$  and  $w$  will always be opposite:

$$P\Delta V = -w$$

Substituting this equation and the definition of internal energy into the enthalpy-change equation yields:

$$\begin{aligned}\Delta H &= \Delta U + P\Delta V \\ &= q_p + w - w \\ &= q_p\end{aligned}$$

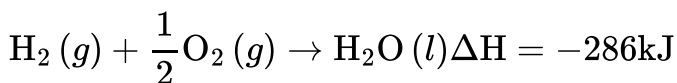
where  $q_p$  is the heat of reaction under conditions of constant pressure.

And so, if a chemical or physical process is carried out at constant pressure with the only work done caused by expansion or contraction, then the heat flow ( $q_p$ ) and enthalpy change ( $\Delta H$ ) for the process are equal.

The heat given off when you operate a Bunsen burner is equal to the enthalpy change of the methane combustion reaction that takes place, since it occurs at the essentially constant pressure of the atmosphere. On the other hand, the heat produced by a reaction measured in a bomb calorimeter is not equal to  $\Delta H$ , because the closed, constant-volume metal container prevents expansion work from occurring. Chemists usually perform experiments under normal atmospheric conditions, at constant external pressure with  $q = \Delta H$ , which makes enthalpy the most convenient choice for determining heat.

The following conventions apply when we use  $\Delta H$ :

1. Chemists use a thermochemical equation to represent the changes in both matter and energy. In a thermochemical equation, the enthalpy change of a reaction is shown as a  $\Delta H$  value following the equation for the reaction. This  $\Delta H$  value indicates the amount of heat associated with the reaction involving the number of moles of reactants and products *as shown in the chemical equation*. For example, consider this equation:



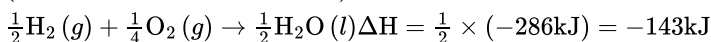
This equation indicates that when 1 mole of hydrogen gas

and  $\frac{1}{2}$  mole of oxygen gas at some temperature and pressure change to 1 mole of liquid water at the same temperature and pressure, 286 kJ of heat are released to the surroundings. If the coefficients of the chemical equation are multiplied by some factor, the enthalpy change must be multiplied by that same factor ( $\Delta H$  is an extensive property):

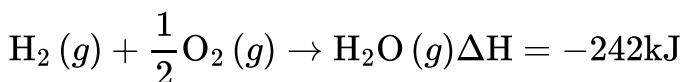
(two-fold increase in amounts)



(two-fold decrease in amounts)



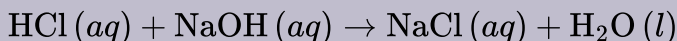
- The enthalpy change of a reaction depends on the physical state of the reactants and products of the reaction (whether we have gases, liquids, solids, or aqueous solutions), so these must be shown. For example, when 1 mole of hydrogen gas and  $\frac{1}{2}$  mole of oxygen gas change to 1 mole of liquid water at the same temperature and pressure, 286 kJ of heat are released. If gaseous water forms, only 242 kJ of heat are released.



- A negative value of an enthalpy change,  $\Delta H$ , indicates an exothermic reaction; a positive value of  $\Delta H$  indicates an endothermic reaction. If the direction of a chemical equation is reversed, the arithmetic sign of its  $\Delta H$  is changed (a process that is endothermic in one direction is exothermic in the opposite direction).

### Example 1: Measurement of an Enthalpy Change

When 0.0500 mol of  $\text{HCl}(aq)$  reacts with 0.0500 mol of  $\text{NaOH}(aq)$  to form 0.0500 mol of  $\text{NaCl}(aq)$ , 2.9 kJ of heat are produced. What is  $\Delta H$ , the enthalpy change, per mole of acid reacting, for the acid-base reaction run under the conditions described in [Example 3 of Calorimetry](#)?

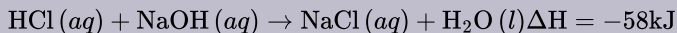


Show Answer

For the reaction of 0.0500 mol acid ( $\text{HCl}$ ),  $q = -2.9 \text{ kJ}$ . This ratio  $\frac{-2.9 \text{ kJ}}{0.0500 \text{ mol HCl}}$  can be used as a conversion factor to find the heat produced when 1 mole of  $\text{HCl}$  reacts:

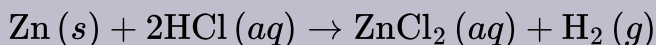
$$\Delta H = 1 \text{ mol } \cancel{\text{HCl}} \times \frac{-2.9 \text{ kJ}}{0.0500 \cancel{\text{ mol HCl}}} = -58 \text{ kJ}$$

The enthalpy change when 1 mole of  $\text{HCl}$  reacts is  $-58 \text{ kJ}$ . Since that is the number of moles in the chemical equation, we write the thermochemical equation as:



### Check Your Learning

When 1.34 g  $\text{Zn}(s)$  reacts with 60.0 mL of 0.750 M  $\text{HCl}(aq)$ , 3.14 kJ of heat are produced. Determine the enthalpy change per mole of zinc reacting for the reaction:



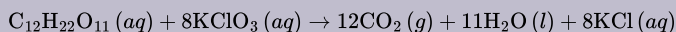
Show Answer

$$\Delta H = -153 \text{ kJ}$$

Be sure to take both stoichiometry and limiting reactants into account when determining the  $\Delta H$  for a chemical reaction.

### *Example 2: Another Example of the Measurement of an Enthalpy Change*

A gummy bear contains 2.67 g sucrose,  $\text{C}_{12}\text{H}_{22}\text{O}_{11}$ . When it reacts with 7.19 g potassium chlorate,  $\text{KClO}_3$ , 43.7 kJ of heat are produced. Determine the enthalpy change for the reaction



Show Answer

We have

$$2.67 \cancel{\text{g}} \times \frac{1 \text{ mol}}{342.3 \cancel{\text{g}}} = 0.00780 \text{ mol C}_{12}\text{H}_{22}\text{O}_{11}$$

available, and

$$7.19 \cancel{\text{g}} \times \frac{1 \text{ mol}}{122.5 \cancel{\text{g}}} = 0.0587 \text{ mol KClO}_3$$

available. Since

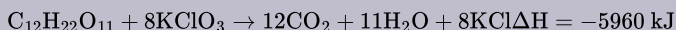
$$0.0587 \text{ mol KClO}_3 \times \frac{1 \text{ mol C}_{12}\text{H}_{22}\text{O}_{11}}{8 \text{ mol KClO}_3} = 0.00734 \text{ mol C}_{12}\text{H}_{22}\text{O}_{11}$$

is needed,  $\text{C}_{12}\text{H}_{22}\text{O}_{11}$  is the excess reactant and  $\text{KClO}_3$  is the limiting reactant.

The reaction uses 8 mol  $\text{KClO}_3$ , and the conversion factor is  $\frac{-43.7\text{kJ}}{0.0587 \text{ mol KClO}_3}$ , so we have

$$\Delta H = 8\text{mol} \times \frac{-43.7\text{kJ}}{0.0587 \text{ mol KClO}_3} = -5960\text{kJ}$$

The enthalpy change for this reaction is -5960 kJ, and the thermochemical equation is:



### *Check Your Learning*

When 1.42 g of iron reacts with 1.80 g of chlorine, 3.22 g of  $\text{FeCl}_2(\text{s})$  and 8.60 kJ of heat is produced. What is the enthalpy change for the reaction when 1 mole of  $\text{FeCl}_2(\text{s})$  is produced?

Show Answer

$$\Delta H = -338 \text{ kJ}$$

Enthalpy changes are typically tabulated for reactions in which both the reactants and products are at the same conditions. A **standard state** is a commonly accepted set of conditions used as a reference point for the determination of properties under other different conditions. For chemists, the IUPAC standard state refers to materials under a pressure of 1 bar and solutions at 1 M, and does not specify a temperature. Many thermochemical tables list values with a standard state of 1 atm. Because the  $\Delta H$  of a reaction changes very little with such small changes in pressure (1 bar = 0.987 atm),  $\Delta H$  values (except for the most precisely measured values) are essentially the same under both sets of standard conditions. We will include a superscripted “o” in the enthalpy change symbol to

designate standard state. Since the usual (but not technically standard) temperature is 298.15 K, we will use a subscripted “298” to designate this temperature. Thus, the symbol ( $\Delta H_{298}^{\circ}$ ) is used to indicate an enthalpy change for a process occurring under these conditions. (The symbol  $\Delta H$  is used to indicate an enthalpy change for a reaction occurring under nonstandard conditions.)

The enthalpy changes for many types of chemical and physical processes are available in the reference literature, including those for combustion reactions, phase transitions, and formation reactions. As we discuss these quantities, it is important to pay attention to the *extensive* nature of enthalpy and enthalpy changes. Since the enthalpy change for a given reaction is proportional to the amounts of substances involved, it may be reported on that basis (i.e., as the  $\Delta H$  for specific amounts of reactants). However, we often find it more useful to divide one extensive property ( $\Delta H$ ) by another (amount of substance), and report a per-amount *intensive* value of  $\Delta H$ , often “normalized” to a per-mole basis. (Note that this is similar to determining the intensive property specific heat from the extensive property heat capacity, as seen previously.)

## Exercises

1. Explain how the heat measured in [Example 3 of Calorimetry](#) differs from the enthalpy change for the exothermic reaction described by the following equation:  
$$\text{HCl}(aq) + \text{NaOH}(aq) \rightarrow \text{NaCl}(aq) + \text{H}_2\text{O}(l)$$
2. Using the data in the check your learning section of [Example 3 of Calorimetry](#), calculate  $\Delta H$  in kJ/mol of  $\text{AgNO}_3(aq)$  for the reaction:  
$$\text{NaCl}(aq) + \text{AgNO}_3(aq) \rightarrow \text{AgCl}(s) + \text{NaNO}_3(aq).$$



3. Calculate the enthalpy of solution ( $\Delta H$  for the dissolution) per mole of  $\text{NH}_4\text{NO}_3$  under the conditions described in [Figure 6 in Calorimetry](#).
4. Calculate  $\Delta H$  for the reaction described by the equation.  

$$\text{Ba}(\text{OH})_2 \cdot 8\text{H}_2\text{O} (s) + 2\text{NH}_4\text{SCN} (aq) \rightarrow \text{Ba}(\text{SCN})_2 (aq) + 2\text{NH}_3 (aq) + 10\text{H}_2\text{O} (l)$$
5. Calculate the enthalpy of solution ( $\Delta H$  for the dissolution) per mole of  $\text{CaCl}_2$ .

Show Selected Answers

1. The enthalpy change of the indicated reaction is for exactly 1 mol HCl and 1 mol NaOH; the heat in the example is produced by 0.0500 mol HCl and 0.0500 mol NaOH.

3. The molar mass of  $\text{NH}_4\text{NO}_3$  is 80.0423 g/mol. From the example, 1000 J is required to dissolve 3.21 g of  $\text{NH}_4\text{NO}_3$ .

One mole under the same conditions would require

$$\frac{80.0432 \cancel{\text{g}} \text{ mol}^{-1}}{3.21 \cancel{\text{g}}} \times 1000 \text{ J} = 25 \text{ kJ mol}^{-1}.$$

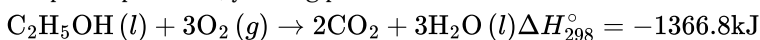
(The heat of solution is positive because the process is endothermic.)

5. The molar mass of  $\text{CaCl}_2$  is  $40.078 + 2(35.4572) = 110.992$  g/mol. In the previous section, 3.0 g of  $\text{CaCl}_2$  dissolved in water releases a heat of 2.2 kJ. Therefore,

$$\begin{aligned} \frac{3.0 \cancel{\text{g}}}{110.992 \cancel{\text{g}} \text{ mol}^{-1}} &= 0.027 \text{ mol} \\ \frac{2.2 \text{ kJ}}{0.027 \text{ mol}} &= 81 \text{ kJ mol}^{-1} \end{aligned}$$

## Enthalpy of Combustion

**Standard enthalpy of combustion** ( $\Delta H_C^\circ$ ) is the enthalpy change when 1 mole of a substance burns (combines vigorously with oxygen) under standard state conditions; it is sometimes called “heat of combustion.” For example, the enthalpy of combustion of ethanol, -1366.8 kJ/mol, is the amount of heat produced when one mole of ethanol undergoes complete combustion at 25 °C and 1 atmosphere pressure, yielding products also at 25 °C and 1 atm.



Enthalpies of combustion for many substances have been measured; a few of these are listed in Table 1. Many readily available substances with large enthalpies of combustion are used as fuels, including hydrogen, carbon (as coal or charcoal), and hydrocarbons (compounds containing only hydrogen and carbon), such as methane, propane, and the major components of gasoline.

Table 1. Standard Molar Enthalpies of Combustion		
Substance	Combustion Reaction	Enthalpy of Combustion, $\Delta H_c^\circ$ (kJ/mol)
carbon	$\text{C} (s) + \text{O}_2 (g) \rightarrow \text{CO}_2 (g)$	-393.5
hydrogen	$\text{H}_2 (g) + \frac{1}{2} \text{O}_2 (g) \rightarrow \text{H}_2\text{O} (l)$	-285.8
magnesium	$\text{Mg} (s) + \frac{1}{2} \text{O}_2 (g) \rightarrow \text{MgO} (s)$	-601.8
sulfur	$\text{S} (s) + \text{O}_2 (g) \rightarrow \text{SO}_2 (g)$	-296.8
carbon monoxide	$\text{CO} (g) + \frac{1}{2} \text{O}_2 (g) \rightarrow \text{CO}_2 (g)$	-283.0
methane	$\text{CH}_4 (g) + 2\text{O}_2 (g) \rightarrow \text{CO}_2 (g) + 2\text{H}_2\text{O} (l)$	-890.3
acetylene	$\text{C}_2\text{H}_2 (g) + \frac{5}{2} \text{O}_2 (g) \rightarrow 2\text{CO}_2 (g) + \text{H}_2\text{O} (l)$	-1300.9
ethanol	$\text{C}_2\text{H}_5\text{OH} (l) + 3\text{O}_2 (g) \rightarrow 2\text{CO}_2 (g) + 3\text{H}_2\text{O} (l)$	-1366.8
methanol	$\text{CH}_3\text{OH} (l) + \frac{3}{2} \text{O}_2 (g) \rightarrow \text{CO}_2 (g) + 2\text{H}_2\text{O} (l)$	-726.1
isooctane	$\text{C}_8\text{H}_{18} (l) + \frac{25}{2} \text{O}_2 (g) \rightarrow 8\text{CO}_2 (g) + 9\text{H}_2\text{O} (l)$	-5471.3

Example 3: Using Enthalpy of Combustion

As Figure 3 suggests, the combustion of gasoline is a highly exothermic process. Let us determine the

approximate amount of heat produced by burning 1.00 L of gasoline, assuming the enthalpy of combustion of gasoline is the same as that of isooctane, a common component of gasoline. The density of isooctane is 0.692 g/mL.

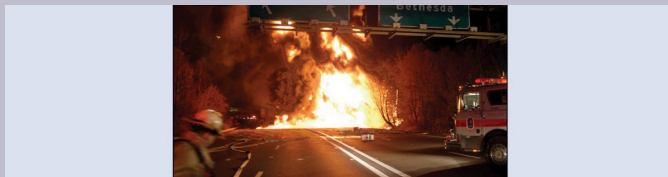


Figure 3. The combustion of gasoline is very exothermic. (credit: modification of work by “AlexEagle”/Flickr)

### Show Answer

Starting with a known amount (1.00 L of isooctane), we can perform conversions between units until we arrive at the desired amount of heat or energy. The enthalpy of combustion of isooctane provides one of the necessary conversions. Table 1 gives this value as  $-5460$  kJ per 1 mole of isooctane ( $C_8H_{18}$ ).

Using these data,

$$1.00 \text{ L } C_8H_{18} \times \frac{1000 \text{ mL } C_8H_{18}}{1 \text{ L } C_8H_{18}} \times \frac{0.692 \text{ g } C_8H_{18}}{1 \text{ mL } C_8H_{18}} \times \frac{1 \text{ mol } C_8H_{18}}{114 \text{ g } C_8H_{18}} \times \frac{-5460 \text{ kJ}}{1 \text{ mol } C_8H_{18}} = -3.31 \times 10^4 \text{ kJ}$$

The combustion of 1.00 L of isooctane produces 33,100 kJ of heat. (This amount of energy is enough to melt 99.2 kg, or about 218 lbs, of ice.)

Note: If you do this calculation one step at a time, you would find:

$$1.00\text{L C}_8\text{H}_{18} \rightarrow 1.00 \times 10^3\text{mL C}_8\text{H}_{18}$$

$$1.00 \times 10^3\text{mL C}_8\text{H}_{18} \rightarrow 692\text{gC}_8\text{H}_{18}$$

$$692\text{gC}_8\text{H}_{18} \rightarrow 6.07\text{molC}_8\text{H}_{18}$$

$$692\text{gC}_8\text{H}_{18} \rightarrow -3.31 \times 10^4\text{kJ}$$

### *Check Your Learning*

How much heat is produced by the combustion of 125 g of acetylene?

Show Answer

$$6.25 \times 10^3 \text{ kJ}$$

## Emerging Algae-Based Energy Technologies (Biofuels)

As reserves of fossil fuels diminish and become more costly to extract, the search is ongoing for replacement fuel sources for the future. Among the most promising biofuels are those derived from algae (Figure 4). The species of algae used are nontoxic, biodegradable, and among the world's fastest growing organisms. About

50% of algal weight is oil, which can be readily converted into fuel such as biodiesel. Algae can yield 26,000 gallons of biofuel per hectare—much more energy per acre than other crops. Some strains of algae can flourish in brackish water that is not usable for growing other crops. Algae can produce biodiesel, biogasoline, ethanol, butanol, methane, and even jet fuel.

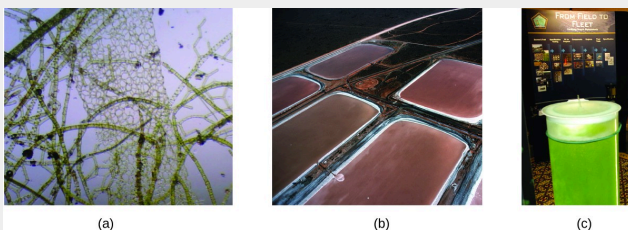


Figure 4. (a) Tiny algal organisms can be (b) grown in large quantities and eventually (c) turned into a useful fuel such as biodiesel. (credit a: modification of work by Micah Sittig; credit b: modification of work by Robert Kerton; credit c: modification of work by John F. Williams)

According to the US Department of Energy, only 39,000 square kilometers (about 0.4% of the land mass of the US or less than  $\frac{1}{7}$  of the area used to grow corn) can produce enough algal fuel to replace all the petroleum-based fuel used in the US. The cost of algal fuels is becoming more competitive—for instance, the US Air Force is producing jet fuel from algae at a total cost of under \$5 per gallon. The process used to produce algal fuel is as follows: grow the algae (which

use sunlight as their energy source and CO<sub>2</sub> as a raw material); harvest the algae; extract the fuel compounds (or precursor compounds); process as necessary (e.g., perform a transesterification reaction to make biodiesel); purify; and distribute (Figure 5).

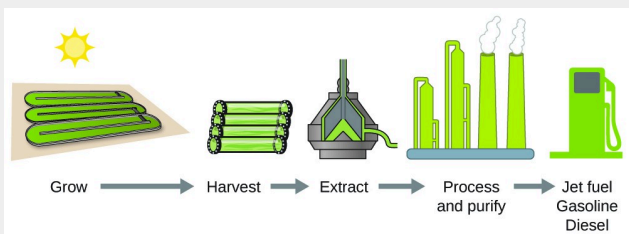


Figure 5. Algae convert sunlight and carbon dioxide into oil that is harvested, extracted, purified, and transformed into a variety of renewable fuels.

Watch this video to learn more about the process of creating algae biofuel.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://library.achievingthedream.org/sanjacgeneralchemistry/?p=130#oembed-1>

## Exercises

1. Although the gas used in an oxyacetylene torch (Figure 6) is essentially pure acetylene, the heat produced by combustion of one mole of acetylene in such a torch is likely not equal to the enthalpy of combustion of acetylene listed in Table 1. Considering the conditions for which the tabulated data are reported, suggest an explanation.



Figure 6. (a) An oxyacetylene torch. (b) A cold pack. (credit a: modification of work by "Skatebiker"/Wikimedia commons)



2. How much heat is produced by burning 4.00 moles of acetylene under standard state conditions?
3. How much heat is produced by combustion of 125 g of methanol under standard state conditions?
4. How many moles of isooctane must be burned to produce 100 kJ of heat under standard state conditions?
5. What mass of carbon monoxide must be burned to produce 175 kJ of heat under standard state conditions?
6. When 2.50 g of methane burns in oxygen, 125 kJ of heat is produced. What is the enthalpy of combustion per mole of methane under these conditions?
7. How much heat is produced when 100 mL of 0.250 M HCl (density, 1.00 g/mL) and 200 mL of 0.150 M NaOH (density, 1.00 g/mL) are mixed?  
$$\text{HCl}(aq) + \text{NaOH}(aq) \rightarrow \text{NaCl}(aq) + \text{H}_2\text{O}(l) \Delta H_{298}^\circ = -58\text{kJ}$$

If both solutions are at the same temperature and the heat capacity of the products is 4.19 J/g °C, how much will the temperature increase? What assumption did you make in your calculation?
8. A sample of 0.562 g of carbon is burned in oxygen in a bomb calorimeter, producing carbon dioxide. Assume both the reactants and products are under standard state conditions, and that the heat released is directly proportional to the enthalpy of combustion of graphite. The temperature of the calorimeter increases from 26.74 °C to 27.93 °C. What is the heat capacity of the calorimeter and its contents?
9. Before the introduction of chlorofluorocarbons, sulfur dioxide (enthalpy of vaporization, 6.00 kcal/mol) was used in household refrigerators. What mass

of  $\text{SO}_2$  must be evaporated to remove as much heat as evaporation of 1.00 kg of  $\text{CCl}_2\text{F}_2$  (enthalpy of vaporization is 17.4 kJ/mol)? The vaporization reactions for  $\text{SO}_2$  and  $\text{CCl}_2\text{F}_2$  are  $\text{SO}_2(l) \rightarrow \text{SO}_2(g)$  and  $\text{CCl}_2\text{F}(l) \rightarrow \text{CCl}_2\text{F}_2(g)$ , respectively.

10. Homes may be heated by pumping hot water through radiators. What mass of water will provide the same amount of heat when cooled from 95.0 to 35.0 °C, as the heat provided when 100 g of steam is cooled from 110 °C to 100 °C.

Show Selected Answers

2. The heat of combustion is -1301.1 as given in Table 1.

$$\text{heat released} = 4.00 \text{ mol} \times (-1301.1 \text{ kJ/mol}) = 5204.4 \text{ kJ}$$

4. The value of  $\Delta H_{\text{comb}} = -5461 \text{ kJ/mol}$ . To produce 100 kJ requires:

$$\frac{100 \text{ kJ}}{5461 \text{ kJ mol}^{-1}} = 1.83 \times 10^{-2} \text{ mol.}$$

6. The molar mass of  $\text{CH}_4$  is 16.04 g/mol. Find the mole of  $\text{CH}_4$  present:

$$\frac{2.50 \cancel{\text{g}}}{16.04 \cancel{\text{g}} \text{ mol}^{-1}} = 0.15586 \text{ mol}$$

$$\Delta H_{\text{comb}} = \frac{125 \text{ kJ}}{0.15586 \text{ mol}} = 802 \text{ kJ mol}^{-1}.$$

8. The heat produced is found from the enthalpy of combustion:

$$\frac{0.562 \cancel{\text{g}} \cancel{^\circ\text{C}}}{12.011 \cancel{\text{g}} \cancel{\text{mol}^{-1}} \cancel{^\circ\text{C}}} = -393.5 \text{kJmol}^{-1} = -18.4 \text{kJ}.$$

This is the heat released.

$$q = \text{heat capacity} \times \Delta T$$

$$18.4 \text{ kJ} = \text{heat capacity} \times (27.93^\circ\text{C} - 26.74^\circ\text{C}) = \text{specific heat} \times 1.19^\circ\text{C}$$

$$\text{specific heat} = 15.5 \text{ kJ}/^\circ\text{C}$$

10.  $q = mc\Delta T$ . The amount of heat transferred from steam is:

$$q_{\text{steam}} = 100 \text{ g} \times 1.864 \text{ J}/(\text{g } ^\circ\text{C}) \times (110 - 100)^\circ\text{C} = 1864 \text{ J}$$

$$q_{\text{water}} = m_{\text{water}} \times 4.184 \text{ J}/(\text{g } ^\circ\text{C}) \times (95 - 35)^\circ\text{C} = m_{\text{water}} \times$$

$$251.04 \text{ J/g} = q_{\text{steam}} = 1864 \text{ J}$$

$$m_{\text{water}} = \frac{1864 \cancel{\text{J}}}{251.01 \cancel{\text{J}}/\text{g}} = 7.43 \text{g}$$

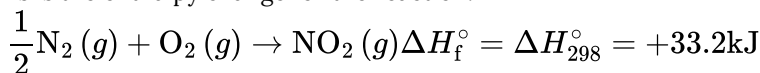
## Standard Enthalpy of Formation

A **standard enthalpy of formation**  $\Delta H_f^\circ$  is an enthalpy change for a reaction in which exactly 1 mole of a pure substance is formed from free elements in their most stable states under standard state conditions. These values are especially useful for computing or predicting enthalpy changes for chemical reactions that are impractical or dangerous to carry out, or for processes for which it is difficult to make measurements. If we have values for the appropriate standard enthalpies of formation, we can determine the enthalpy change for any reaction, which we will practice in the next section on Hess's law.

The standard enthalpy of formation of  $\text{CO}_2(g)$  is  $-393.5 \text{ kJ/mol}$ . This is the enthalpy change for the exothermic reaction:



starting with the reactants at a pressure of 1 atm and  $25^\circ\text{C}$  (with the carbon present as graphite, the most stable form of carbon under these conditions) and ending with one mole of  $\text{CO}_2$ , also at 1 atm and  $25^\circ\text{C}$ . For nitrogen dioxide,  $\text{NO}_2(g)$ ,  $\Delta H_f^\circ$  is  $33.2 \text{ kJ/mol}$ . This is the enthalpy change for the reaction:



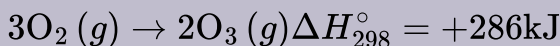
A reaction equation with  $\frac{1}{2}$  mole of  $\text{N}_2$  and 1 mole of  $\text{O}_2$  is correct in this case because the standard enthalpy of formation always refers to 1 mole of product,  $\text{NO}_2(g)$ .

You will find a table of standard enthalpies of formation of many common substances in [Standard Thermodynamic Properties for Selected Substances](#). These values indicate that formation reactions range from highly exothermic (such as  $-2984 \text{ kJ/mol}$  for the formation of  $\text{P}_4\text{O}_{10}$ ) to strongly endothermic (such as  $+226.7 \text{ kJ/mol}$  for the formation of acetylene,  $\text{C}_2\text{H}_2$ ). By definition, the standard enthalpy of formation of an element in its most stable form is equal to zero under standard conditions, which is 1 atm for gases and 1 M for solutions.

### *Example 4: Evaluating an Enthalpy of Formation*

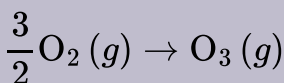
Ozone,  $\text{O}_3(g)$ , forms from oxygen,  $\text{O}_2(g)$ , by an endothermic process. Ultraviolet radiation is the source of the energy that drives this reaction in the upper atmosphere. Assuming that both the reactants and

products of the reaction are in their standard states, determine the standard enthalpy of formation,  $\Delta H_f^\circ$  of ozone from the following information:



Show Answer

$\Delta H_f^\circ$  is the enthalpy change for the formation of one mole of a substance in its standard state from the elements in their standard states. Thus,  $\Delta H_f^\circ$  for  $\text{O}_3(g)$  is the enthalpy change for the reaction:



For the formation of 2 mol of  $\text{O}_3(g)$ ,

$$\Delta H_{298}^\circ = +286 \text{ kJ. This ratio, } \left( \frac{286\text{kJ}}{2 \text{ mol O}_3} \right),$$

can be used as a conversion factor to find the heat produced when 1 mole of  $\text{O}_3(g)$  is formed, which is the enthalpy of formation for  $\text{O}_3(g)$ :

$$\Delta H_f^\circ \text{ for 1mole of O}_3(g) = 1 \cancel{\text{mol O}_3} \times \frac{286\text{kJ}}{2 \cancel{\text{mol O}_3}} = 143\text{kJ}$$

$$\text{Therefore, } \Delta H_f^\circ [\text{O}_3(g)] = +143\text{kJ/mol.}$$

### Check Your Learning

Hydrogen gas,  $\text{H}_2$ , reacts explosively with gaseous chlorine,  $\text{Cl}_2$ , to form hydrogen chloride,  $\text{HCl}(g)$ . What is the enthalpy change for the reaction of 1 mole of  $\text{H}_2(g)$  with 1 mole of  $\text{Cl}_2(g)$  if both the reactants and products are at standard state conditions? The standard enthalpy of formation of  $\text{HCl}(g)$  is  $-92.3 \text{ kJ/mol}$ .

Show Answer

For the reaction



### *Example 5: Writing Reaction Equations for $\Delta H_f^{\circ}$*

Write the heat of formation reaction equations for:

1.  $\text{C}_2\text{H}_5\text{OH}(l)$
2.  $\text{Ca}_3(\text{PO}_4)_2(s)$

Show Answers

Remembering that  $\Delta H_f^{\circ}$  reaction equations are for forming 1 mole of the compound from its constituent elements under standard conditions, we have:

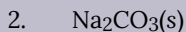
1.  $2\text{C}(s, \text{graphite}) + 3\text{H}_2(g) + \frac{1}{2}\text{O}_2(g) \rightarrow \text{C}_2\text{H}_5\text{OH}(l)$
2.  $3\text{Ca}(s) + \frac{1}{2}\text{P}_4(s) + 4\text{O}_2(g) \rightarrow \text{Ca}_3(\text{PO}_4)_2(s)$

Note: The standard state of carbon is graphite, and phosphorus exists as  $\text{P}_4$ .

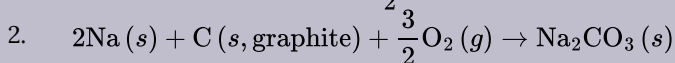
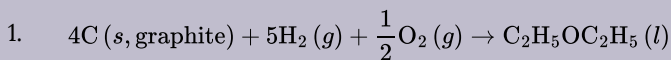
### *Check Your Learning*

Write the heat of formation reaction equations for:

1.  $\text{C}_2\text{H}_5\text{OC}_2\text{H}_5(l)$



Show Answers



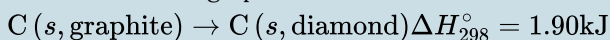
## Exercises

- Does the standard enthalpy of formation of  $\text{H}_2\text{O}(\text{g})$  differ from  $\Delta H^\circ$  for the reaction  
$$2\text{H}_2(\text{g}) + \text{O}_2(\text{g}) \rightarrow 2\text{H}_2\text{O}(\text{g})?$$
- Joseph Priestly prepared oxygen in 1774 by heating red mercury(II) oxide with sunlight focused through a lens. How much heat is required to decompose exactly 1 mole of red  $\text{HgO}(\text{s})$  to  $\text{Hg}(\text{l})$  and  $\text{O}_2(\text{g})$  under standard conditions?
- How many kilojoules of heat will be released when exactly 1 mole of manganese, Mn, is burned to form  $\text{Mn}_3\text{O}_4(\text{s})$  at standard state conditions?
- How many kilojoules of heat will be released when exactly 1 mole of iron, Fe, is burned to form  $\text{Fe}_2\text{O}_3(\text{s})$  at standard state conditions?
- The following sequence of reactions occurs in the commercial production of aqueous nitric acid:  
$$4\text{NH}_3(\text{g}) + 5\text{O}_2(\text{g}) \rightarrow 4\text{NO}(\text{g}) + 6\text{H}_2\text{O}(\text{l}) \Delta H = -907\text{kJ}$$
$$2\text{NO}(\text{g}) + \text{O}_2(\text{g}) \rightarrow 2\text{NO}_2(\text{g}) \Delta H = -113\text{kJ}$$
$$3\text{NO}_2 + \text{H}_2\text{O}(\text{l}) \rightarrow 2\text{HNO}_3(\text{aq}) + \text{NO}(\text{g}) \Delta H = -139\text{kJ}$$

Determine the total energy change for the production of one mole of aqueous nitric acid by this process.

6. Both graphite and diamond burn.

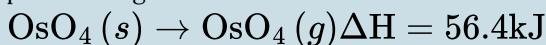
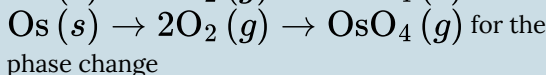
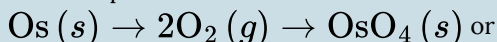
$\text{C}(s, \text{diamond}) + \text{O}_2(g) \rightarrow \text{CO}_2(g)$  For the conversion of graphite to diamond:



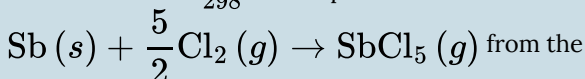
Which produces more heat, the combustion of graphite or the combustion of diamond?

7. From the molar heats of formation in [Standard Thermodynamic Properties for Selected Substances](#), determine how much heat is required to evaporate one mole of water:  $\text{H}_2\text{O}(l) \rightarrow \text{H}_2\text{O}(g)$

8. Which produces more heat?



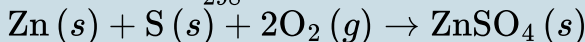
9. Calculate  $\Delta H_{298}^{\circ}$  for the process



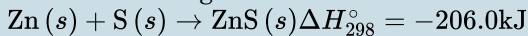
following information:



10. Calculate  $\Delta H_{298}^{\circ}$  for the process



from the following information:



Show Selected Answers

1. No. The standard enthalpy of formation can be



determined for anything, including  $\text{H}_2\text{O}(g)$ , and water does not have to be liquid in this case, it's the gas-phase water that is the substance for which the heat of formation is to be found. However, the heat of this reaction is defined for two moles of  $\text{H}_2\text{O}(g)$ , thus the heat of formation is half of the heat of the reaction.

3. This process requires 3 mol of Mn. For 1 mol,

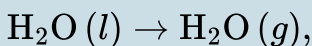
$$\frac{1}{3}(-1378.83\text{kJ}) = 459.6\text{kJ}.$$

5. Enough material must be produced in each stage to proceed with the next. So  $\frac{1}{2}$  of reaction 1 produces the NO required in reaction 2. But  $\frac{3}{2}$  units of reaction 2 are required to provide enough  $\text{NO}_2$  for reaction 3. Up to this stage, the heat produced is

$$\frac{3}{2} \left[ \frac{1}{2}(-907) + (-113) \right] = \frac{3}{2}(-566.55) = -850\text{kJ}$$

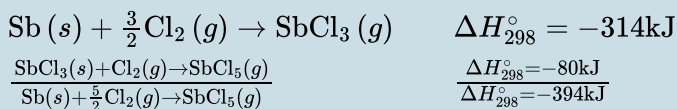
to have the material to proceed with reaction 3. Therefore, from beginning to end,  $-850 + (-139) = -989\text{ kJ}$  are released. The question asks for the enthalpy change for 1 mole. Therefore, division of the last answer by 2 gives  $-495\text{ kJ/mol}$ .

7. The heat of formation of  $\text{H}_2\text{O}(l)$  is  $-285.83\text{ kJ/mol}$ . The heat of formation of  $\text{H}_2\text{O}(g)$  is  $-241.82\text{ kJ/mol}$ . For the reaction:



the enthalpy of the reaction is the difference of heats of formation of the reactant and the product; thus, it is  $-241.82 - (-285.83) = 44.01\text{ kJ/mol}$ .

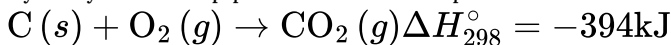
9. Add the two equations and their heat together.



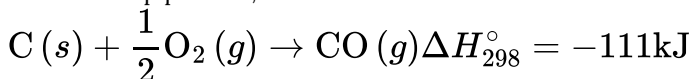
## Hess's Law

There are two ways to determine the amount of heat involved in a chemical change: measure it experimentally, or calculate it from other experimentally determined enthalpy changes. Some reactions are difficult, if not impossible, to investigate and make accurate measurements for experimentally. And even when a reaction is not hard to perform or measure, it is convenient to be able to determine the heat involved in a reaction without having to perform an experiment.

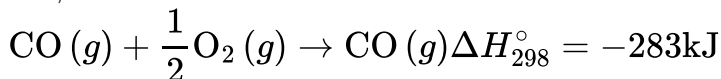
This type of calculation usually involves the use of **Hess's law**, which states: *If a process can be written as the sum of several stepwise processes, the enthalpy change of the total process equals the sum of the enthalpy changes of the various steps.* Hess's law is valid because enthalpy is a state function: Enthalpy changes depend only on where a chemical process starts and ends, but not on the path it takes from start to finish. For example, we can think of the reaction of carbon with oxygen to form carbon dioxide as occurring either directly or by a two-step process. The direct process is written:



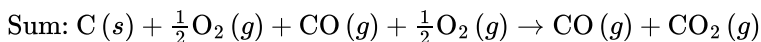
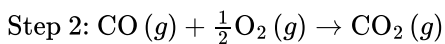
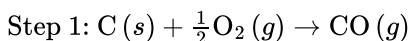
In the two-step process, first carbon monoxide is formed:



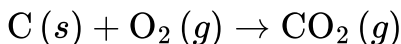
Then, carbon monoxide reacts further to form carbon dioxide:



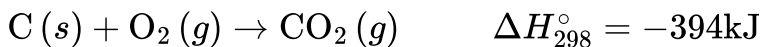
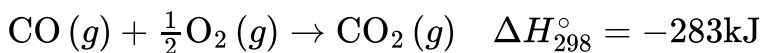
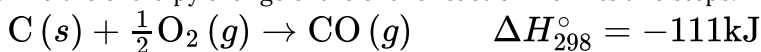
The equation describing the overall reaction is the sum of these two chemical changes:



Because the CO produced in Step 1 is consumed in Step 2, the net change is:



According to Hess's law, the enthalpy change of the reaction will equal the sum of the enthalpy changes of the steps. We can apply the data from the experimental enthalpies of combustion in Table 1 to find the enthalpy change of the entire reaction from its two steps:



The result is shown in Figure 7. We see that  $\Delta H$  of the overall reaction is the same whether it occurs in one step or two. This finding (overall  $\Delta H$  for the reaction = sum of  $\Delta H$  values for reaction "steps" in the overall reaction) is true in general for chemical and physical processes.

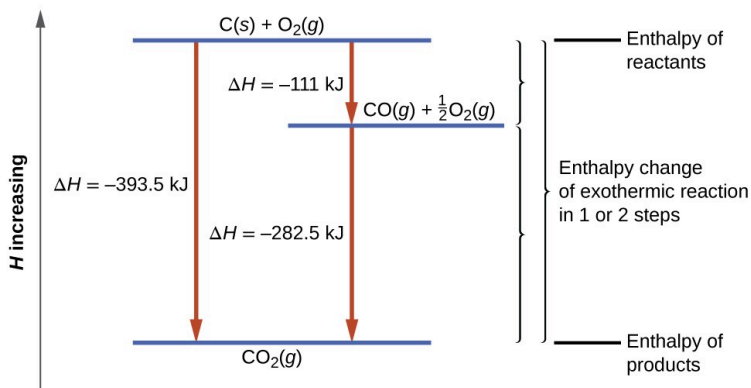
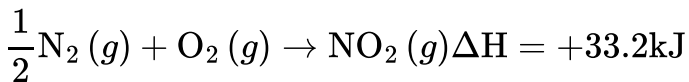


Figure 7. The formation of  $\text{CO}_2(g)$  from its elements can be thought of as occurring in two steps, which sum to the overall reaction, as described by Hess's law. The horizontal blue lines represent enthalpies. For an exothermic process, the products are at lower enthalpy than are the reactants.

Before we further practice using Hess's law, let us recall two important features of  $\Delta H$ .

1.  $\Delta H$  is directly proportional to the quantities of reactants or products. For example, the enthalpy change for the reaction forming 1 mole of  $\text{NO}_2(g)$  is  $+33.2 \text{ kJ}$ :



When 2 moles of  $\text{NO}_2$  (twice as much) are formed, the  $\Delta H$  will be twice as large:



In general, if we multiply or divide an equation by a number, then the enthalpy change should also be multiplied or divided by the same number.

2.  $\Delta H$  for a reaction in one direction is equal in magnitude and opposite in sign to  $\Delta H$  for the reaction in the reverse direction. For example, given that:

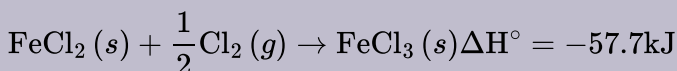


Then, for the “reverse” reaction, the enthalpy change is also “reversed:”



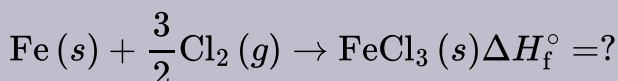
### *Example 6: Stepwise Calculation of $\Delta H_f^\circ$ Using Hess’s Law*

Determine the enthalpy of formation,  $\Delta H_f^\circ$ , of  $\text{FeCl}_3(s)$  from the enthalpy changes of the following two-step process that occurs under standard state conditions:

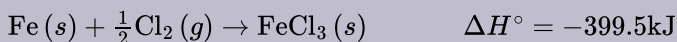
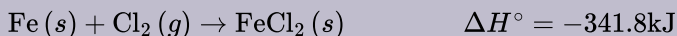


Show Answer

We are trying to find the standard enthalpy of formation of  $\text{FeCl}_3(s)$ , which is equal to  $\Delta H^\circ$  for the reaction:



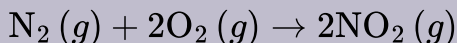
Looking at the reactions, we see that the reaction for which we want to find  $\Delta H^\circ$  is the sum of the two reactions with known  $\Delta H$  values, so we must sum their  $\Delta H$ s:



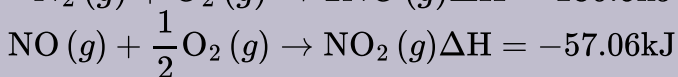
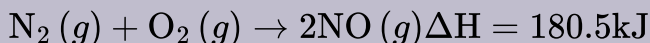
The enthalpy of formation,  $\Delta H_f^\circ$ , of  $\text{FeCl}_3(s)$  is  $-399.5\text{kJ/mol}$ .

### Check Your Learning

Calculate  $\Delta H$  for the process:



from the following information:



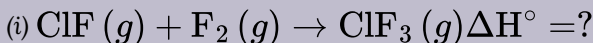
Show Answer

66.4 kJ

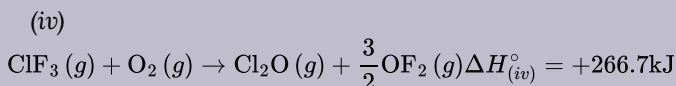
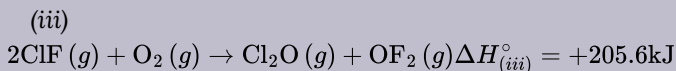
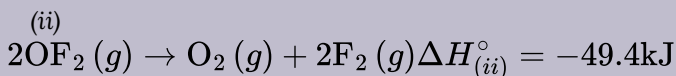
Here is a less straightforward example that illustrates the thought process involved in solving many Hess's law problems. It shows how we can find many standard enthalpies of formation (and other values of  $\Delta H$ ) if they are difficult to determine experimentally.

### Example 7: A More Challenging Problem Using Hess's Law

Chlorine monofluoride can react with fluorine to form chlorine trifluoride:



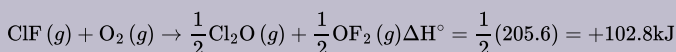
Use the reactions here to determine the  $\Delta H^\circ$  for reaction (i):



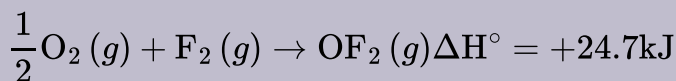
Show Answer

Our goal is to manipulate and combine reactions (ii), (iii), and (iv) such that they add up to reaction (i). Going from left to right in (i), we first see that ClF(g) is needed as a reactant. This can be obtained by multiplying reaction (iii)

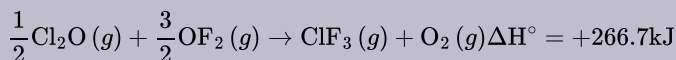
by  $\frac{1}{2}$ , which means that the  $\Delta H^\circ$  change is also multiplied by  $\frac{1}{2}$ :



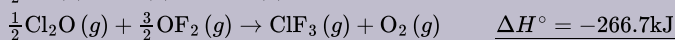
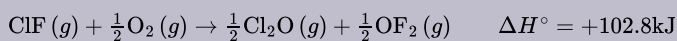
Next, we see that F<sub>2</sub> is also needed as a reactant. To get this, reverse and halve reaction (ii), which means that the  $\Delta H^\circ$  changes sign and is halved:



To get ClF<sub>3</sub> as a product, reverse (iv), changing the sign of  $\Delta H^\circ$ :



Now check to make sure that these reactions add up to the reaction we want:



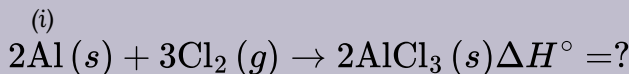
Reactants  $\frac{1}{2}\text{O}_2$  and  $\frac{1}{2}\text{O}_2$  cancel out product  $\text{O}_2$ ;  
 product  $\frac{1}{2}\text{Cl}_2\text{O}$  cancels reactant  $\frac{1}{2}\text{Cl}_2\text{O}$ ; and  
 reactant  $\frac{3}{2}\text{OF}_2$  is cancelled by products  $\frac{1}{2}\text{OF}_2$  and

$\text{OF}_2$ . This leaves only reactants  $\text{ClF}(g)$  and  $\text{F}_2(g)$  and product  $\text{ClF}_3(g)$ , which are what we want. Since summing these three modified reactions yields the reaction of interest, summing the three modified  $\Delta H^\circ$  values will give the desired  $\Delta H^\circ$ :

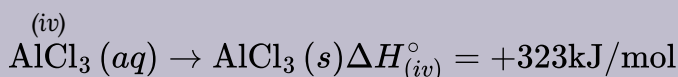
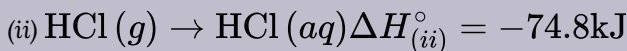
$$\Delta H^\circ = (+102.8\text{kJ}) + (24.7\text{kJ}) + (-266.7\text{kJ}) = -139.2\text{kJ}$$

### Check Your Learning

Aluminum chloride can be formed from its elements:

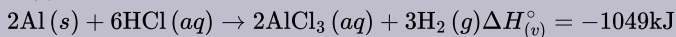


Use the reactions here to determine the  $\Delta H^\circ$  for reaction (i):





(v)



Show Answer

-1407 kJ

We also can use **Hess's law** to determine the enthalpy change of any reaction if the corresponding enthalpies of formation of the reactants and products are available. The stepwise reactions we consider are: (i) decompositions of the reactants into their component elements (for which the enthalpy changes are proportional to the negative of the enthalpies of formation of the reactants), followed by (ii) re-combinations of the elements to give the products (with the enthalpy changes proportional to the enthalpies of formation of the products). The standard enthalpy change of the overall reaction is therefore equal to: (ii) the sum of the standard enthalpies of formation of all the products plus (i) the sum of the negatives of the standard enthalpies of formation of the reactants. This is usually rearranged slightly to be written as follows, with  $\Sigma$  representing "the sum of" and  $n$  standing for the stoichiometric coefficients:

$$\Delta H_{\text{reaction}}^\circ = \sum n \times \Delta H_{\text{f}}^\circ (\text{products}) - \sum n \times \Delta H_{\text{f}}^\circ (\text{reactants})$$

The following example shows in detail why this equation is valid, and how to use it to calculate the enthalpy change for a reaction of interest.

### *Example 8: Using Hess's Law*

What is the standard enthalpy change for the reaction:

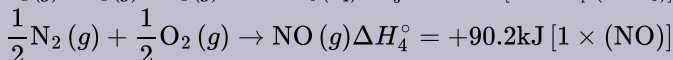
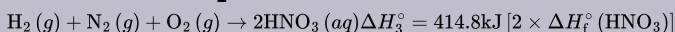
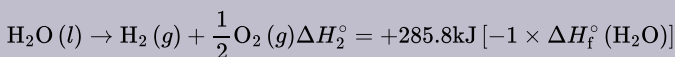
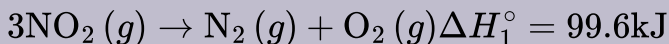


There are two possible solutions for this reaction. The first solution supports why the general equation is valid, the second solution uses the equation.

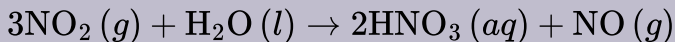
Show Solution 1

### *Solution 1 (Supporting Why the General Equation Is Valid)*

We can write this reaction as the sum of the decompositions of  $3\text{NO}_2(g)$  and  $1\text{H}_2\text{O}(l)$  into their constituent elements, and the formation of  $2\text{HNO}_3(aq)$  and  $1\text{NO}(g)$  from their constituent elements. Writing out these reactions, and noting their relationships to the  $\Delta H_f^\circ$  values for these compounds (from [Standard Thermodynamic Properties for Selected Substances](#)), we have:



Summing these reaction equations gives the reaction we are interested in:



Summing their enthalpy changes gives the value we want to determine:

$$\begin{aligned} \Delta H_{\text{rxn}}^\circ &= \Delta H_1^\circ + \Delta H_2^\circ + \Delta H_3^\circ + \Delta H_4^\circ = (-99.6\text{kJ}) + (+285.8\text{kJ}) + (-414.8\text{kJ}) + (+90.2\text{kJ}) \\ &= -138.4\text{kJ} \end{aligned}$$

So the standard enthalpy change for this reaction is  $\Delta H^\circ = -138.4 \text{ kJ}$ .

Note that this result was obtained by (1) multiplying the  $\Delta H_f^\circ$  of each product by its stoichiometric coefficient and summing those values, (2) multiplying the  $\Delta H_f^\circ$  of each reactant by its stoichiometric coefficient and summing those values, and then (3) subtracting the result found in (2) from the result found in (1). This is also the procedure in using the general equation, as shown.

Show Solution 2

### *Solution 2 (Using the Equation)*

Alternatively, we could use the special form of Hess's law given previously:

$$\begin{aligned}\Delta H_{\text{reaction}}^\circ &= \sum n \times \Delta H_f^\circ(\text{products}) - \sum n \times \Delta H_f^\circ(\text{reactants}) \\ &= \left[ 2 \text{ mol HNO}_3 \times \frac{-207.4 \text{ kJ}}{\text{mol HNO}_3(\text{aq})} + 1 \text{ mol NO(g)} \times \frac{+90.2 \text{ kJ}}{\text{mol NO(g)}} \right] - \left[ 3 \text{ mol NO}_2(\text{g}) \times \frac{+33.2 \text{ kJ}}{\text{mol NO}_2(\text{g})} + 1 \text{ mol H}_2\text{O(l)} \times \frac{-285.8 \text{ kJ}}{\text{mol H}_2\text{O(l)}} \right] \\ &= 2(-207.4 \text{ kJ}) + 1(+90.2 \text{ kJ}) - 3(+33.2 \text{ kJ}) - 1(-285.8 \text{ kJ}) \\ &= -138.4 \text{ kJ}\end{aligned}$$

### *Check Your Learning*

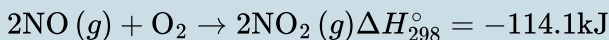
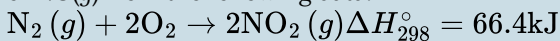
Calculate the heat of combustion of 1 mole of ethanol,  $\text{C}_2\text{H}_5\text{OH}(\text{l})$ , when  $\text{H}_2\text{O}(\text{l})$  and  $\text{CO}_2(\text{g})$  are formed. Use the following enthalpies of formation:  $\text{C}_2\text{H}_5\text{OH}(\text{l})$ ,  $-278 \text{ kJ/mol}$ ;  $\text{H}_2\text{O}(\text{l})$ ,  $-286 \text{ kJ/mol}$ ; and  $\text{CO}_2(\text{g})$ ,  $-394 \text{ kJ/mol}$ .

Show Answer

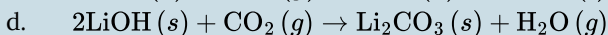
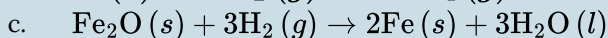
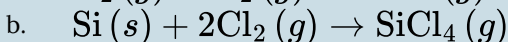
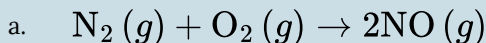
$-1368 \text{ kJ/mol}$

## Exercises

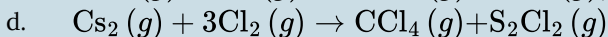
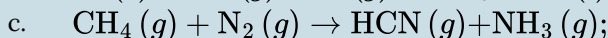
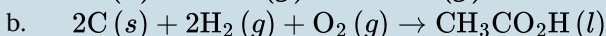
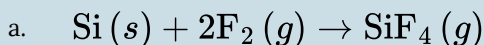
1. Calculate the standard molar enthalpy of formation of NO(g) from the following data:



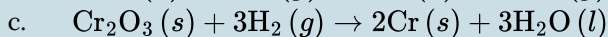
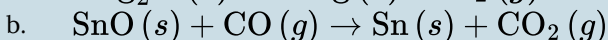
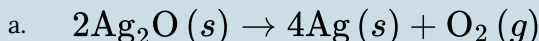
2. Using the data in [Standard Thermodynamic Properties for Selected Substances](#), calculate the standard enthalpy change for each of the following reactions:

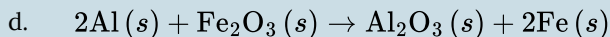


3. Using the data in [Standard Thermodynamic Properties for Selected Substances](#), calculate the standard enthalpy change for each of the following reactions:

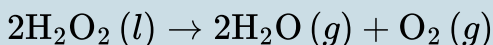


4. The following reactions can be used to prepare samples of metals. Determine the enthalpy change under standard state conditions for each.



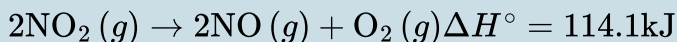


5. The decomposition of hydrogen peroxide,  $\text{H}_2\text{O}_2$ , has been used to provide thrust in the control jets of various space vehicles. Using the data in [Standard Thermodynamic Properties for Selected Substances](#), determine how much heat is produced by the decomposition of exactly 1 mole of  $\text{H}_2\text{O}_2$  under standard conditions.



Show Selected Answers

1. Hess's law can be applied to the two equations by reversing the direction of the second equation. The first equation is a formation reaction and is so indicated by writing  $\Delta H_{298}^\circ$ .



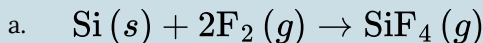
Adding the equations yields:



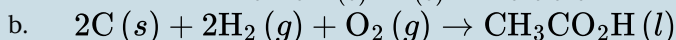
This is the heat of formation of 2 mol of NO. For 1 mol,

$$\Delta H_{298}^\circ = \frac{180.5\text{kJ}}{2} = 90.3\text{mol}^{-1}\text{ of NO}.$$

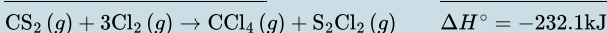
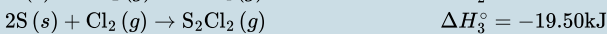
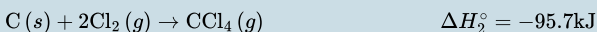
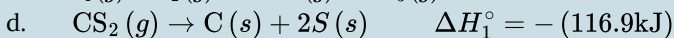
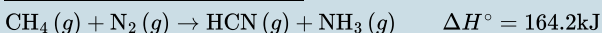
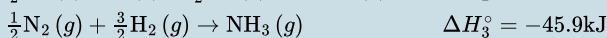
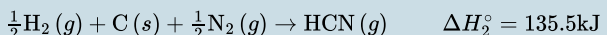
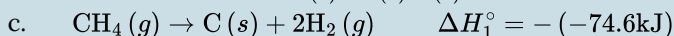
3. The standard enthalpy changes are as follows:



$$\begin{aligned} \Delta H_{\text{reaction}}^\circ &= \Delta H_{\text{products}}^\circ - \Delta H_{\text{reactants}}^\circ \\ &= \Delta H_{\text{SiF}_4(g)}^\circ - \Delta H_{\text{Si}(s)}^\circ - 2\Delta H_{\text{F}_2(g)}^\circ \\ &= -1614.9 - (0) - 2(0) = -1615.0\text{kJmol}^{-1} \end{aligned}$$



$$\begin{aligned}
\Delta H_{\text{reaction}}^{\circ} &= \Delta H_{\text{products}}^{\circ} - \Delta H_{\text{reactants}}^{\circ} \\
&= \Delta H_{\text{CH}_3\text{CO}_2\text{H}(l)}^{\circ} - 2\Delta H_{\text{C}(s)}^{\circ} - 2\Delta H_{\text{H}_2(g)}^{\circ} - \Delta H_{\text{O}_2(g)}^{\circ} \\
&= -484.5 - 2(0) - 2(0) - (0) = -484.3 \text{ kJ mol}^{-1}
\end{aligned}$$



5. To determine how much heat is produced, we use the following equation:

$$\begin{aligned}
\Delta H_{\text{reaction}}^{\circ} &= \Delta H_{\text{products}}^{\circ} - \Delta H_{\text{reactants}}^{\circ} \\
&= 2\Delta H_{\text{H}_2\text{O}(g)}^{\circ} + \Delta H_{\text{O}_2(g)}^{\circ} - 2\Delta H_{\text{H}_2\text{O}_2(l)}^{\circ} \\
&= 2(-241.82) + 0 - 2(-187.78) = -108.08 \text{ kJ}
\end{aligned}$$

The value relates to the decomposition of 2 mol of hydrogen peroxide. For 1 mol,

$$\frac{-108.0}{2} = -54.04 \text{ kJ mol}^{-1}$$

## Key Concepts and Summary

If a chemical change is carried out at constant pressure and the only work done is caused by expansion or contraction,  $q$  for the change is called the enthalpy change with the symbol  $\Delta H$ , or  $\Delta H_{298}^{\circ}$  for reactions occurring under standard state conditions. The value of  $\Delta H$  for a reaction in one direction is equal in magnitude, but opposite in sign, to  $\Delta H$  for the reaction in the opposite direction, and  $\Delta H$  is directly proportional to the quantity of reactants and products. Examples of enthalpy changes include enthalpy of combustion, enthalpy of fusion, enthalpy of vaporization, and standard enthalpy of formation. The standard enthalpy of formation,  $\Delta H_f^{\circ}$ , is the enthalpy change accompanying the formation of 1 mole of a substance from the elements in their most stable states at 1 bar (standard state). Many of the processes are carried out at 298.15 K. If the enthalpies of formation are available for the reactants and products of a reaction, the enthalpy change can be calculated using Hess's law: If a process can be written as the sum of several stepwise processes, the enthalpy change of the total process equals the sum of the enthalpy changes of the various steps.

### Key Equations

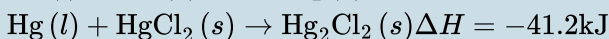
- $\Delta U = q + w$
- $\Delta H_{\text{reaction}}^{\circ} = \sum n \times \Delta H_f^{\circ}(\text{products}) - \sum n \times \Delta H_f^{\circ}(\text{reactants})$

## Exercises

1. Which of the enthalpies of combustion in Table 1 are also standard enthalpies of formation?

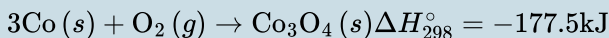
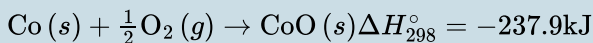
2. Calculate  $\Delta H$  for the process

$\text{Hg}_2\text{Cl}_2 (s) \rightarrow 2\text{Hg} (l) + \text{Cl}_2 (g)$  from the following information:



3. Calculate  $\Delta H_{298}^\circ$  for the process

$\text{Co}_3\text{O}_4 (s) \rightarrow 3\text{Co} (s) + 2\text{O}_2 (g)$  from the following information:



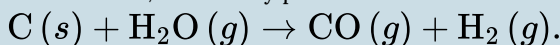
4. Calculate the enthalpy of combustion of propane,  $\text{C}_3\text{H}_8(g)$ , for the formation of  $\text{H}_2\text{O}(g)$  and  $\text{CO}_2(g)$ . The enthalpy of formation of propane is  $-104 \text{ kJ/mol}$ .
5. Calculate the enthalpy of combustion of butane,  $\text{C}_4\text{H}_{10}(g)$  for the formation of  $\text{H}_2\text{O}(g)$  and  $\text{CO}_2(g)$ . The enthalpy of formation of butane is  $-126 \text{ kJ/mol}$ .
6. Both propane and butane are used as gaseous fuels. Which compound produces more heat per gram when burned?
7. The white pigment  $\text{TiO}_2$  is prepared by the reaction of titanium tetrachloride,  $\text{TiCl}_4$ , with water vapor in the gas phase:  
$$\text{TiCl}_4 (g) + 2\text{H}_2\text{O} (g) \rightarrow \text{TiO}_2 (s) + 4\text{HCl} (g)$$

. How much heat is evolved in the production of exactly 1 mole of  $\text{TiO}_2(s)$  under standard state

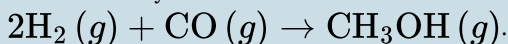


conditions?

8. Water gas, a mixture of  $\text{H}_2$  and  $\text{CO}$ , is an important industrial fuel produced by the reaction of steam with red hot coke, essentially pure carbon:



- a. Assuming that coke has the same enthalpy of formation as graphite, calculate  $\Delta H_{298}^\circ$  for this reaction.
- b. Methanol, a liquid fuel that could possibly replace gasoline, can be prepared from water gas and additional hydrogen at high temperature and pressure in the presence of a suitable catalyst:



Under the conditions of the reaction, methanol forms as a gas. Calculate  $\Delta H_{298}^\circ$  for this reaction and for the condensation of gaseous methanol to liquid methanol.

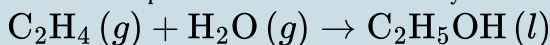
- c. Calculate the heat of combustion of 1 mole of liquid methanol to  $\text{H}_2\text{O}(g)$  and  $\text{CO}_2(g)$ .
9. In the early days of automobiles, illumination at night was provided by burning acetylene,  $\text{C}_2\text{H}_2$ . Though no longer used as auto headlamps, acetylene is still used as a source of light by some cave explorers. The acetylene is (was) prepared in the lamp by the reaction of water with calcium carbide,  $\text{CaC}_2$ :
- $$\text{CaC}_2(s) + \text{H}_2\text{O}(l) \rightarrow \text{Ca}(\text{OH})_2(s) + \text{C}_2\text{H}_2(g).$$
- Calculate the standard enthalpy of the reaction. The  $\Delta H_f^\circ$  of  $\text{CaC}_2$  is  $-15.14 \text{ kcal/mol}$ .
10. From the data in Table 1, determine which of the

following fuels produces the greatest amount of heat per gram when burned under standard conditions:  $\text{CO}(g)$ ,  $\text{CH}_4(g)$ , or  $\text{C}_2\text{H}_2(g)$ .

11. The enthalpy of combustion of hard coal averages  $-35 \text{ kJ/g}$ , that of gasoline,  $1.28 \times 10^5 \text{ kJ/gal}$ . How many kilograms of hard coal provide the same amount of heat as is available from 1.0 gallon of gasoline? Assume that the density of gasoline is  $0.692 \text{ g/mL}$  (the same as the density of isooctane).
12. Ethanol,  $\text{C}_2\text{H}_5\text{OH}$ , is used as a fuel for motor vehicles, particularly in Brazil.
  - a. Write the balanced equation for the combustion of ethanol to  $\text{CO}_2(g)$  and  $\text{H}_2\text{O}(g)$ , and, using the data in [Standard Thermodynamic Properties for Selected Substances](#), calculate the enthalpy of combustion of 1 mole of ethanol.
  - b. The density of ethanol is  $0.7893 \text{ g/mL}$ . Calculate the enthalpy of combustion of exactly 1 L of ethanol.
  - c. Assuming that an automobile's mileage is directly proportional to the heat of combustion of the fuel, calculate how much farther an automobile could be expected to travel on 1 L of gasoline than on 1 L of ethanol. Assume that gasoline has the heat of combustion and the density of n-octane,  $\text{C}_8\text{H}_{18}$  ( $\Delta H_f^\circ = -208.4 \text{ kJ/mol}$ ) density =  $0.7025 \text{ g/mL}$ ).
13. Among the substances that react with oxygen and that have been considered as potential rocket fuels

are diborane [ $\text{B}_2\text{H}_6$ , produces  $\text{B}_2\text{O}_3(\text{s})$  and  $\text{H}_2\text{O}(\text{g})$ ], methane [ $\text{CH}_4$ , produces  $\text{CO}_2(\text{g})$  and  $\text{H}_2\text{O}(\text{g})$ ], and hydrazine [ $\text{N}_2\text{H}_4$ , produces  $\text{N}_2(\text{g})$  and  $\text{H}_2\text{O}(\text{g})$ ]. On the basis of the heat released by 1.00 g of each substance in its reaction with oxygen, which of these compounds offers the best possibility as a rocket fuel? The  $\Delta H_f^\circ$  of  $\text{B}_2\text{H}_6(\text{g})$ ,  $\text{CH}_4(\text{g})$ , and  $\text{N}_2\text{H}_4(\text{l})$  may be found in [Standard Thermodynamic Properties for Selected Substances](#).

14. How much heat is produced when 1.25 g of chromium metal reacts with oxygen gas under standard conditions?
15. Ethylene,  $\text{C}_2\text{H}_4$ , a byproduct from the fractional distillation of petroleum, is fourth among the 50 chemical compounds produced commercially in the largest quantities. About 80% of synthetic ethanol is manufactured from ethylene by its reaction with water in the presence of a suitable catalyst.



Using the data in the table in [Standard Thermodynamic Properties for Selected Substances](#), calculate  $\Delta H^\circ$  for the reaction.

16. The oxidation of the sugar glucose,  $\text{C}_6\text{H}_{12}\text{O}_6$ , is described by the following equation:  
$$\text{C}_6\text{H}_{12}\text{O}_6(\text{s}) + 6\text{O}_2(\text{g}) \rightarrow 6\text{CO}_2(\text{g}) + 6\text{H}_2\text{O}(\text{l}) \quad \Delta H = -2816\text{kJ}$$

The metabolism of glucose gives the same products, although the glucose reacts with oxygen in a series of steps in the body.

  - a. How much heat in kilojoules can be produced by the metabolism of 1.0 g of glucose?
  - b. How many Calories can be produced by the

metabolism of 1.0 g of glucose?

17. Propane,  $\text{C}_3\text{H}_8$ , is a hydrocarbon that is commonly used as a fuel.
- Write a balanced equation for the complete combustion of propane gas.
  - Calculate the volume of air at 25 °C and 1.00 atmosphere that is needed to completely combust 25.0 grams of propane. Assume that air is 21.0 percent  $\text{O}_2$  by volume. (Hint: we will see how to do this calculation in a later chapter on gases—for now use the information that 1.00 L of air at 25 °C and 1.00 atm contains 0.275 g of  $\text{O}_2$  per liter.)
  - The heat of combustion of propane is -2,219.2 kJ/mol. Calculate the heat of formation,  $\Delta H_f^\circ$  of propane given that  $\Delta H_f^\circ$  of  $\text{H}_2\text{O}(\text{l}) = -285.8$  kJ/mol and  $\Delta H_f^\circ$  of  $\text{CO}_2(\text{g}) = -393.5$  kJ/mol.
  - Assuming that all of the heat released in burning 25.0 grams of propane is transferred to 4.00 kilograms of water, calculate the increase in temperature of the water.
18. During a recent winter month in Sheboygan, Wisconsin, it was necessary to obtain 3500 kWh of heat provided by a natural gas furnace with 89% efficiency to keep a small house warm (the efficiency of a gas furnace is the percent of the heat produced by combustion that is transferred into the house).
- Assume that natural gas is pure methane and determine the volume of natural gas in cubic

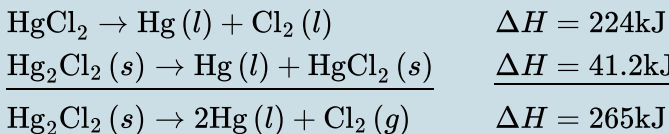
feet that was required to heat the house. The average temperature of the natural gas was 56 °F; at this temperature and a pressure of 1 atm, natural gas has a density of 0.681 g/L.

- b. How many gallons of LPG (liquefied petroleum gas) would be required to replace the natural gas used? Assume the LPG is liquid propane [ $\text{C}_3\text{H}_8$ ; density, 0.5318 g/mL; enthalpy of combustion, 2219 kJ/mol for the formation of  $\text{CO}_2(\text{g})$  and  $\text{H}_2\text{O}(\text{l})$ ] and the furnace used to burn the LPG has the same efficiency as the gas furnace.
- c. What mass of carbon dioxide is produced by combustion of the methane used to heat the house?
- d. What mass of water is produced by combustion of the methane used to heat the house?
- e. What volume of air is required to provide the oxygen for the combustion of the methane used to heat the house? Air contains 23% oxygen by mass. The average density of air during the month was 1.22 g/L.
- f. How many kilowatt-hours ( $1 \text{ kWh} = 3.6 \times 10^6 \text{ J}$ ) of electricity would be required to provide the heat necessary to heat the house? Note electricity is 100% efficient in producing heat inside a house.
- g. Although electricity is 100% efficient in producing heat inside a house, production and distribution of electricity is not 100% efficient. The efficiency of production and distribution of

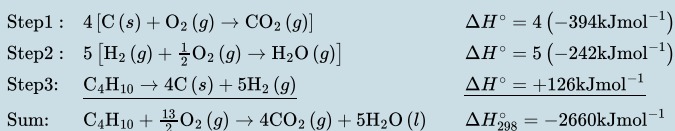
electricity produced in a coal-fired power plant is about 40%. A certain type of coal provides 2.26 kWh per pound upon combustion. What mass of this coal in kilograms will be required to produce the electrical energy necessary to heat the house if the efficiency of generation and distribution is 40%?

Show Selected Answers

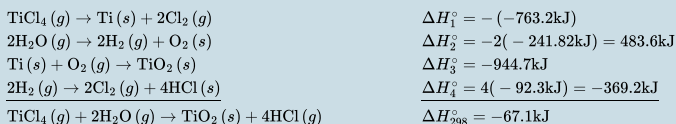
2. Reverse the direction of both equations and add the new equations and enthalpies.



5. The enthalpy can be found through the following steps:



7. The heat can be found through the following steps:



Thus, 67.1 kJ of heat is evolved.

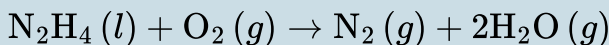
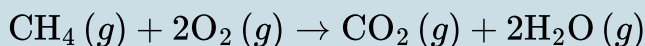
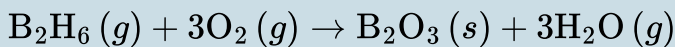
9. Convert -15.14 kcal to kJ;  $-15.14 \text{ kcal} \times 4.184 \text{ kJ/kcal} = 63.35 \text{ kJ/mol}$

$$\begin{aligned}
 \Delta H_{\text{reaction}}^\circ &= \Delta H_{\text{products}}^\circ - \Delta H_{\text{reactants}}^\circ \\
 &= \Delta H_{\text{Ca(OH)}_2(s)}^\circ + \Delta H_{\text{C}_2\text{H}_2(g)}^\circ - \Delta H_{\text{CaC}_2(s)}^\circ - 2\Delta H_{\text{H}_2\text{O}_2(l)}^\circ \\
 &= -985.2 + 227.4 - 63.35 - 2(-285.83) = -249.5\text{kJ}
 \end{aligned}$$

11. the amount of heat produced by burning of 1.0 gallon of gasoline is:

- $q = 1.0 \text{ gallon} \times (-1.28 \times 10^5 \text{ kJ/gal}) = -1.28 \times 10^5 \text{ kJ}$
- $\text{Mass} \times (-35 \text{ kJ/g}) = -1.28 \times 10^5 \text{ kJ}$
- $\text{Mass} = 3657 \text{ g}$  or  $3.7 \text{ kg}$

13. Write the balanced equation for each reaction.



Calculate the heat released per mole; then, calculate the heat per gram.

$$\Delta H_{\text{rxn}}^\circ = \Delta H_{\text{P}}^\circ - \Delta H_{\text{R}}^\circ$$

$$\Delta H_{\text{comb}}^\circ = -1273.5 + 3(-241.82) + 36.4 = -1962.6 \text{ kJ mol}^{-1}$$

$$\Delta H_{\text{comb}}^\circ = -393.51 + 2(-241.82) - (-74.6) = -802.6 \text{ kJ mol}^{-1}$$

$$\Delta H_{\text{comb}}^\circ = 2(-241.82) - (50.63) = -534.27 \text{ kJ mol}^{-1}$$

Calculate the heat per mole released per gram.

- For  $\text{B}_2\text{H}_6$ :  

$$\frac{-1912.26 \text{ kJ}}{27.610 \text{ g}} = -69.26 \text{ kJ g}^{-1} - \frac{1962.6}{27.67} = -70.93$$
- For  $\text{CH}_4$ :  

$$\frac{-802.34 \text{ kJ}}{16.043 \text{ g}} = -50.012 \text{ kJ g}^{-1} - \frac{802.6}{16.043} = -50.03$$
- For  $\text{N}_2\text{H}_4$ :  

$$\frac{-534.27 \text{ kJ}}{32.0452 \text{ g}} = 16.67$$

On the assumption that the best rocket fuel is the one that gives off the most heat,  $\text{B}_2\text{H}_6$  is the prime candidate. Other things must be considered, however. For example, the moles of gaseous product formed are related to the specific impulse of the fuel, toxicity of products, cost, and

ability to contain original fuel (stability and corrosiveness).

$$\begin{aligned}
 15. \quad \Delta H_{\text{rxn}}^{\circ} &= \Delta H_{\text{C}_2\text{H}_5\text{OH}(l)}^{\circ} - \Delta H_{\text{H}_2\text{O}(g)}^{\circ} - \Delta H_{\text{C}_2\text{H}_4(g)}^{\circ} \\
 &= -277.7 - (-241.82) - (52.4) \\
 &= -88.2\text{kJ}
 \end{aligned}$$

17. The answers are as follows:

- $\text{C}_3\text{H}_8(g) + 5\text{O}_2(g) \rightarrow 3\text{CO}_2(g) + 4\text{H}_2\text{O}(l)$ ;
- Determine the number of moles of  $\text{O}_2$  required and from that the number of grams. Then use the density to find the volume.

$$\begin{aligned}
 \text{MassO}_2 &= 25.0 \cancel{\text{gC}_3\text{H}_8} \times \frac{1 \cancel{\text{molC}_3\text{H}_8}}{44.097 \cancel{\text{g}}} \times \frac{5 \cancel{\text{molO}_2}}{1 \cancel{\text{molC}_3\text{H}_8(g)}} \times \frac{31.999\text{g}}{1 \cancel{\text{molO}_2}} \\
 &= 90.7\text{g}
 \end{aligned}$$

$$\text{VolumeO}_2 = \frac{90.7 \cancel{\text{g}}}{0.275 \cancel{\text{gL}^{-1}}} = 330\text{L}$$

$$\begin{aligned}
 \text{C.} \quad \Delta H_{\text{comb}}^{\circ}(\text{C}_3\text{H}_6(g)) &= -2219.2\text{kJmol}^{-1} = 3\Delta H_f^{\circ}(\text{CO}_2(g)) + 4\Delta H_f^{\circ}(\text{H}_2\text{O}(l)) - \Delta H_f^{\circ}(\text{C}_3\text{H}_6(g)) \\
 \Delta H_f^{\circ}(\text{C}_3\text{H}_6(g)) &= [2220.1 + 3(-393.5) + 4(-285.8)]\text{kJmol}^{-1} \\
 &= -104.5\text{kJmol}^{-1}
 \end{aligned}$$

$$\text{d.} \quad \frac{25.0 \cancel{\text{g}}}{44.097 \cancel{\text{g}}\text{mol}^{-1}} \times 2219.2\text{kJmol}^{-1} = 1258\text{kJ} = 1.26 \times 10^6 \text{J}$$

$$\text{Heat} = 1.26 \times 10^6 \text{J} = 4.18 \text{J g}^{-1} \text{ } ^{\circ}\text{C}^{-1} \times 4.00 \times 10^3 \times \Delta T$$

$$\Delta T = 75.4 \text{ } ^{\circ}\text{C}$$

## Glossary

**chemical thermodynamics:** area of science that deals with the relationships between heat, work, and all forms of energy associated with chemical and physical processes

**enthalpy (H):** sum of a system's internal energy and the mathematical product of its pressure and volume



**enthalpy change ( $\Delta H$ ):** heat released or absorbed by a system under constant pressure during a chemical or physical process

**expansion work (pressure-volume work):** work done as a system expands or contracts against external pressure

**first law of thermodynamics:** internal energy of a system changes due to heat flow in or out of the system or work done on or by the system

**Hess's law:** if a process can be represented as the sum of several steps, the enthalpy change of the process equals the sum of the enthalpy changes of the steps

**hydrocarbon:** compound composed only of hydrogen and carbon; the major component of fossil fuels

**internal energy ( $U$ ):** total of all possible kinds of energy present in a substance or substances

**standard enthalpy of combustion ( $\Delta H_c^\circ$ ):** heat released when one mole of a compound undergoes complete combustion under standard conditions

**standard enthalpy of formation ( $\Delta H_f^\circ$ ):** enthalpy change of a chemical reaction in which 1 mole of a pure substance is formed from its elements in their most stable states under standard state conditions

**standard state:** set of physical conditions as accepted as common reference conditions for reporting thermodynamic properties; 1 bar of pressure, and solutions at 1 molar concentrations, usually at a temperature of 298.15 K

**state function:** property depending only on the state of a system, and not the path taken to reach that state

# 106. Videos: Enthalpy and Hess' Law

## Enthalpy

Understanding why enthalpy can be viewed as “heat content” in a constant pressure system.



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=131#oembed-1>

## Enthalpy: Crash Course Chemistry #18

Energy is like the bestest best friend ever and yet, most of the time we take it for granted. Hank feels bad for our friend and wants us to learn more about it so that we can understand what it's trying to tell us – like that any bond between two atoms contains energy. How much energy? That's not the simplest question to answer, but today Hank will answer it (kinda), by teaching us about a nifty little thing called enthalpy.

If you are paying attention to this episode you'll learn what the state function is, and how it varies from a path-dependent function; why enthalpy change is different from heat; that bonds are energy and to form and break them they release and absorb heat to and

from their environment. You'll get the quickest introduction to calorimetry ever (more on that in upcoming episodes) and learn the power of Hess's Law and how to use Germain Hess's concept of the standard enthalpy of formation to calculate exactly how much heat is produced by any chemical reaction.

So much to learn! Let's get started!



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=131#oembed-2>

## Hess's Law Example—Khan Academy



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here: <https://library.achievingthedream.org/sanjacgeneralchemistry/?p=131#oembed-3>

## Hess's Law Example

A demonstration of how to calculate the change in enthalpy by applying Hess's Law.



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## Hess's Law and Reaction Enthalpy Change

Using Hess's Law and standard heats of formation to determine the enthalpy change for reactions



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# 107. Videos: Heat of Formation

Standard heat of formation or standard enthalpy change of formation.

[https://youtu.be/PK\\_JXzYcme0](https://youtu.be/PK_JXzYcme0)

## 108. Extra Practice

[Here is an example of calculating calorimeter heat capacities from experimental data.](#)

Here is a video showing an example of a Calorimetry problem:

[Watch this video on ShowMe.com.](#)

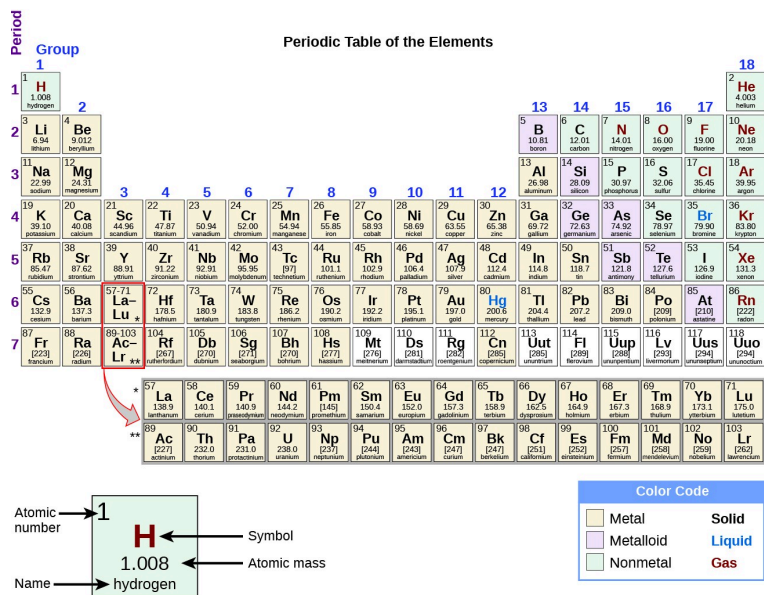
# PART XI

# APPENDICES





# 109. The Periodic Table



# II.O. Essential Mathematics

## *Table of Contents*

This page contains several aids that can help you with essential mathematics required for success in Chemistry. This table of contents will help you navigate through the page:

- [Exponential Arithmetic](#)
- [Significant Figures](#)
- [The Use of Logarithms and Exponential Numbers](#)
- [The Solution of Quadratic Equations](#)
- [Two-Dimensional \(x-y\) Graphing](#)

## Exponential Arithmetic

Exponential notation is used to express very large and very small numbers as a product of two numbers. The first number of the product, the *digit term*, is usually a number not less than 1 and not greater than 10. The second number of the product, the *exponential term*, is written as 10 with an exponent. Some examples of exponential notation are:

1000	=	$1 \times 10^3$
100	=	$1 \times 10^2$
10	=	$1 \times 10^1$
1	=	$1 \times 10^0$
0.1	=	$1 \times 10^{-1}$
0.001	=	$1 \times 10^{-2}$

$$2386 = 2.386 \times 1000 = 2.386 \times 10^3$$

$$0.123 = 1.23 \times 0.1 = 1.23 \times 10^{-1}$$

The power (exponent) of 10 is equal to the number of places the decimal is shifted to give the digit number. The exponential method is particularly useful notation for every large and very small numbers. For example,  $1,230,000,000 = 1.23 \times 10^9$ , and  $0.00000000036 = 3.6 \times 10^{-10}$ .

## Addition of Exponentials

Convert all numbers to the same power of 10, add the digit terms of the numbers, and if appropriate, convert the digit term back to a number between 1 and 10 by adjusting the exponential term.

### *Adding Exponentials*

Add  $5.00 \times 10^{-5}$  and  $3.00 \times 10^{-3}$ .

Show Solution

$$3.00 \times 100^{-3} = 300 \times 10^{-5}$$

$$(5.00 \times 10^{-5}) + (300 \times 10^{-5}) = 305 \times 10^{-5} = 3.05 \times 10^{-3}$$

## Subtraction of Exponentials

Convert all numbers to the same power of 10, take the difference of the digit terms, and if appropriate, convert the digit term back to a number between 1 and 10 by adjusting the exponential term.

### *Subtracting Exponentials*

Subtract  $4.0 \times 10^{-7}$  from  $5.0 \times 10^{-6}$ .

Show Solution

$$4.0 \times 10^{-7} = 0.40 \times 10^{-6}$$

$$(5.0 \times 10^{-6}) - (0.40 \times 10^{-6}) = 4.6 \times 10^{-6}$$

## Multiplication of Exponentials

Multiply the digit terms in the usual way and add the exponents of the exponential terms.

## *Multiplying Exponentials*

Multiply  $4.2 \times 10^{-8}$  by  $2.0 \times 10^3$ .

Show Solution

$$(4.2 \times 10^{-8}) \times (2.0 \times 10^3) = (4.2 \times 2.0) \times 10^{(-8)+(3)} = 8.4 \times 10^{-5}$$

## Division of Exponentials

Divide the digit term of the numerator by the digit term of the denominator and subtract the exponents of the exponential terms.

## *Dividing Exponentials*

Divide  $3.6 \times 10^5$  by  $6.0 \times 10^{-4}$ .

Show Solution

$$\frac{3.6 \times 10^5}{6.0 \times 10^{-4}} = \left( \frac{3.6}{6.0} \right) \times 10^{(5)-(-4)} = 0.60 \times 10^{-1} = 6.0 \times 10^{-2}$$

## Squaring of Exponentials

Square the digit term in the usual way and multiply the exponent of the exponential term by 2.

## *Squaring Exponentials*

Square the number  $4.0 \times 10^{-6}$ .

Show Solution

$$(4.0 \times 10^{-6})^2 = 4 \times 4 \times 10^{2 \times (-6)} = 16 \times 10^{-12} = 1.6 \times 10^{-11}$$

## Cubing of Exponentials

Cube the digit term in the usual way and multiply the exponent of the exponential term by 3.

## *Cubing Exponentials*

Cube the number  $2 \times 10^4$ .

Show Solution

$$(2 \times 10^4)^3 = 2 \times 2 \times 2 \times 10^{3 \times 4} = 8 \times 10^{12}$$

## Taking Square Roots of Exponentials

If necessary, decrease or increase the exponential term so that the power of 10 is evenly divisible by 2. Extract the square root of the digit term and divide the exponential term by 2.

## *Finding the Square Root of Exponentials*

Find the square root of  $1.6 \times 10^{-7}$ .

Show Solution

$$\begin{aligned} 1.6 \times 10^{-7} &= 16 \times 10^{-8} \\ \sqrt{16 \times 10^{-8}} &= \sqrt{16} \times \sqrt{10^{-8}} = \sqrt{16} \times 10^{-\frac{8}{2}} = 4.0 \times 10^{-4} \end{aligned}$$

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## Significant Figures

A beekeeper reports that he has 525,341 bees. The last three figures of the number are obviously inaccurate, for during the time the keeper was counting the bees, some of them died and others hatched; this makes it quite difficult to determine the exact number of bees. It would have been more accurate if the beekeeper had reported the number 525,000. In other words, the last three figures are not significant, except to set the position of the decimal point. Their exact values have no meaning useful in this situation. In reporting any information as numbers, use only as many significant figures as the accuracy of the measurement warrants.

The importance of significant figures lies in their application to fundamental computation. In addition and subtraction, the sum or difference should contain as many digits to the right of the decimal as that in the least certain of the numbers used in the computation (indicated by underscoring in the following example).

## *Addition and Subtraction with Significant Figures*

Add 4.383 g and 0.0023 g.

Show Solution

$$\begin{array}{r} 4.\underline{383}\text{g} \\ + \quad 0.\underline{0023}\text{g} \\ \hline 4.\underline{385}\text{g} \end{array}$$

In multiplication and division, the product or quotient should contain no more digits than that in the factor containing the least number of significant figures.

## *Multiplication and Division with Significant Figures*

Multiply 0.6238 by 6.6.

Show Solution

$$0.\underline{6238} \times 6.\underline{6} = 4.\underline{1}$$

When rounding numbers, increase the retained digit by 1 if it is followed by a number larger than 5 (“round up”). Do not change the retained digit if the digits that follow are less than 5 (“round down”). If the retained digit is followed by 5, round up if the retained digit



is odd, or round down if it is even (after rounding, the retained digit will thus always be even).

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## The Use of Logarithms and Exponential Numbers

The common logarithm of a number ( $\log$ ) is the power to which 10 must be raised to equal that number. For example, the common logarithm of 100 is 2, because 10 must be raised to the second power to equal 100. Additional examples can be seen in Table 1.

Table 1. Logarithms and Exponential Numbers		
Number	Number Expressed Exponentially	Common Logarithm
1000	$10^3$	3
10	$10^1$	1
1	$10^0$	0
0.1	$10^{-1}$	-1
0.001	$10^{-3}$	-3

What is the common logarithm of 60? Because 60 lies between 10 and 100, which have logarithms of 1 and 2, respectively, the logarithm of 60 is 1.7782; that is,

$$60 = 10^{1.7782}$$

The common logarithm of a number less than 1 has a negative value. The logarithm of 0.03918 is -1.4069, or

$$0.03918 = 10^{-1.4069} = \frac{1}{10^{1.4069}}$$

To obtain the common logarithm of a number, use the *log* button on your calculator. To calculate a number from its logarithm, take the inverse log of the logarithm, or calculate  $10^x$  (where  $x$  is the logarithm of the number).

The natural logarithm of a number ( $\ln$ ) is the power to which  $e$

must be raised to equal the number;  $e$  is the constant 2.7182818. For example, the natural logarithm of 10 is 2.303; that is,

$$10 = e^{2.303} = 2.7182818^{2.303}$$

To obtain the natural logarithm of a number, use the  $\ln$  button on your calculator. To calculate a number from its natural logarithm, enter the natural logarithm and take the inverse  $\ln$  of the natural logarithm, or calculate  $e^x$  (where  $x$  is the natural logarithm of the number).

Logarithms are exponents; thus, operations involving logarithms follow the same rules as operations involving exponents.

1. The logarithm of a product of two numbers is the sum of the logarithms of the two numbers.

$$\log xy = \log x + \log y, \text{ and } \ln xy = \ln x + \ln y$$

2. The logarithm of the number resulting from the division of two numbers is the difference between the logarithms of the two numbers.

$$\log \frac{x}{y} = \log x - \log y, \text{ and } \ln \frac{x}{y} = \ln x - \ln y$$

3. The logarithm of a number raised to an exponent is the product of the exponent and the logarithm of the number.

$$\log x^n = n \log x \text{ and } \ln x^n = n \ln x$$

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## The Solution of Quadratic Equations

Mathematical functions of this form are known as second-order polynomials or, more commonly, quadratic functions.

$$ax^2 + bx + c = 0$$

The solution or roots for any quadratic equation can be calculated using the following formula:

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

## Solving Quadratic Equations

Solve the quadratic equation  $3x^2 + 13x - 10 = 0$ .

Show Solution

Substituting the values  $a = 3$ ,  $b = 13$ ,  $c = -10$  in the formula, we obtain

$$x = \frac{-13 \pm \sqrt{(13)^2 - 4 \times 3 \times (-10)}}{2 \times 3}$$

$$x = \frac{-13 \pm \sqrt{169 + 120}}{6} = \frac{13 \pm \sqrt{289}}{6} = \frac{-13 \pm 17}{6}$$

The two roots are therefore

$$x = \frac{-13 + 17}{6} \text{ and } x = \frac{-13 - 17}{6} = -5$$

Quadratic equations constructed on physical data always have real roots, and of these real roots, often only those having positive values are of any significance.

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## Two-Dimensional (x-y) Graphing

The relationship between any two properties of a system can be represented graphically by a two-dimensional data plot. Such a graph has two axes: a horizontal one corresponding to the

independent variable, or the variable whose value is being controlled ( $x$ ), and a vertical axis corresponding to the dependent variable, or the variable whose value is being observed or measured ( $y$ ).

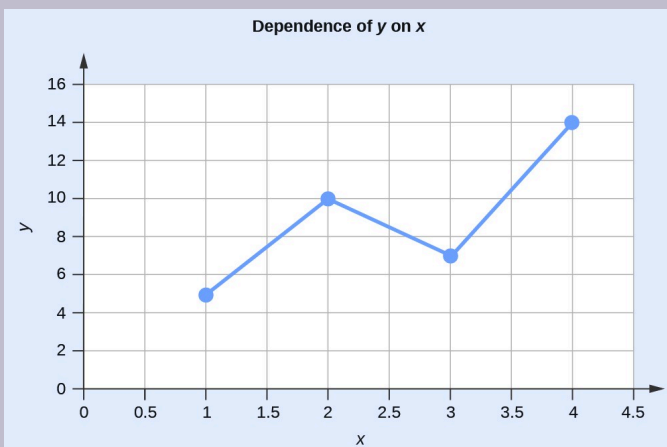
When the value of  $y$  is changing as a function of  $x$  (that is, different values of  $x$  correspond to different values of  $y$ ), a graph of this change can be plotted or sketched. The graph can be produced by using specific values for  $(x,y)$  data pairs.

### *Graphing the Dependence of $y$ on $x$*

$x$	$y$
1	5
2	10
3	7
4	14

This table contains the following points:  $(1,5)$ ,  $(2,10)$ ,  $(3,7)$ , and  $(4,14)$ . Each of these points can be plotted on a graph and connected to produce a graphical representation of the dependence of  $y$  on  $x$ .

Show Plotted Graph



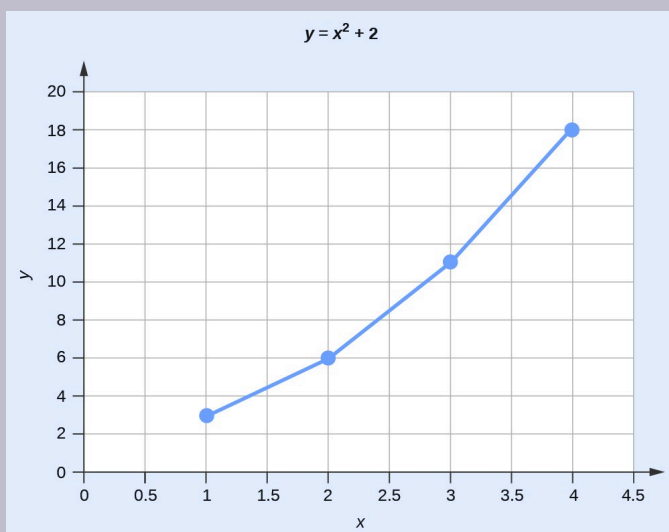
If the function that describes the dependence of y on x is known, it may be used to compute x,y data pairs that may subsequently be plotted.

### *Plotting Data Pairs*

If we know that  $y = x^2 + 2$ , we can produce a table of a few (x,y) values and then plot the line based on the data shown here.

$x$	$y = x^2 + 2$
1	3
2	6
3	11
4	18

Show Plotted Graph



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# III. Units and Conversion Factors

## Units of Length

### Metric System

- meter (m) = 39.37 inches (in.) = 1.094 yards (yd)
- centimeter (cm) = 0.01 m (exact, definition)
- millimeter (mm) = 0.001 m (exact, definition)
- kilometer (km) = 1000 m (exact, definition)

### US System

- angstrom ( $\text{\AA}$ ) =  $10^{-8}$  cm (exact, definition) =  $10^{-10}$  m (exact, definition)
- inch (in.) = 2.54 cm (exact, definition)
- yard (yd) = 0.9144 m
- mile (US) = 1.60934 km

## Units of Volume

### Metric System

- liter (L) = 0.001 m<sup>3</sup> (exact, definition) = 1000 cm<sup>3</sup> (exact, definition) = 1.057 (US) quarts
- milliliter (mL) = 0.001 L (exact, definition) = 1 cm<sup>3</sup> (exact, definition)
- microliter ( $\mu\text{L}$ ) = 10<sup>-6</sup> L (exact, definition) = 10<sup>-3</sup> cm<sup>3</sup> (exact, definition)

### US System

- liquid quart (US) = 32 (US) liquid ounces (exact, definition) = 0.25 (US) gallon (exact, definition) = 0.9463 L
- dry quart = 1.1012 L
- cubic foot (US) = 28.316 L

## Units of Mass

### Metric System

- gram (g) = 0.001 kg (exact, definition)
- milligram (mg) = 0.001 g (exact, definition)
- kilogram (kg) = 1000 g (exact, definition) = 2.205 lb
- ton (metric) = 1000 kg (exact, definition) = 2204.62 lb



## US System

- ounce (oz) (avoirdupois) = 28.35 g
- pound (lb) (avoirdupois) = 0.4535924 kg
- ton (short) = 2000 lb (exact, definition) = 907.185 kg
- ton (long) = 2240 lb (exact, definition) = 1.016 metric ton

## Units of Energy

- 4.184 joule (J) = 1 thermochemical calorie (cal)
- 1 thermochemical calorie (cal) =  $4.184 \times 10^7 \text{ erg}$
- erg =  $10^{-7} \text{ J}$  (exact, definition)
- electron-volt (eV)  
=  $1.60218 \times 10^{-19} \text{ J} = 23.061 \text{ kcal mol}^{-1}$
- liter-atmosphere = 24.217 cal = 101.325 J (exact, definition)
- nutritional calorie (Cal) = 1000 cal (exact, definition) = 4184 J
- British thermal unit (BTU) =  $1054.804 \text{ J}^1$

1. BTU is the amount of energy needed to heat one pound of water by one degree Fahrenheit. Therefore, the exact relationship of BTU to joules and other energy units depends on the temperature at which BTU is measured. 59 °F (15 °C) is the most widely used reference temperature for BTU definition in the United States. At this temperature, the conversion factor is the one provided in this table.

## Units of Pressure

- torr = 1 mm Hg (exact, definition)
- pascal (Pa) =  $\text{N m}^{-2}$  (exact, definition) =  $\text{kg m}^{-1} \text{s}^{-2}$  (exact, definition)
- atmosphere (atm) = 760 mm Hg (exact, definition) = 760 torr (exact, definition) =  $101,325 \text{ N m}^{-2}$  (exact, definition) = 101,325 Pa (exact, definition)
- bar =  $10^5 \text{ Pa}$  (exact, definition) =  $10^5 \text{ kg m}^{-1} \text{s}^{-2}$  (exact, definition)

## 112. Fundamental Physical Constants

Name and Symbol	Value
atomic mass unit (amu)	$1.6605402 \times 10^{-27} \text{ kg}$
Avogadro's number	$6.0221367 \times 10^{23} \text{ mol}^{-1}$
Boltzmann's constant ( $k$ )	$1.380658 \times 10^{-23} \text{ J K}^{-1}$
charge-to-mass ratio for electron ( $e/m_e$ )	$1.75881962 \times 10^{11} \text{ C kg}^{-1}$
electron charge ( $e$ )	$1.60217733 \times 10^{-19} \text{ C}$
electron rest mass ( $m_e$ )	$9.1093897 \times 10^{-31} \text{ kg}$
Faraday's constant ( $F$ )	$9.6485309 \times 10^4 \text{ C mol}^{-1}$
gas constant ( $R$ )	$8.205784 \times 10^{-2} \text{ L atm mol}^{-1} \text{ K}^{-1} = 8.314510 \text{ J mol}^{-1} \text{ K}^{-1}$
molar volume of an ideal gas, 1 atm, 0 °C	$22.41409 \text{ L mol}^{-1}$
molar volume of an ideal gas, 1 bar, 0 °C	$22.71108 \text{ L mol}^{-1}$
neutron rest mass ( $m_n$ )	$1.6749274 \times 10^{-27} \text{ kg}$
Planck's constant ( $h$ )	$6.6260755 \times 10^{-34} \text{ J s}$
proton rest mass ( $m_p$ )	$1.6726231 \times 10^{-27} \text{ kg}$
Rydberg constant ( $R$ )	$1.0973731534 \times 10^7 \text{ m}^{-1} = 2.1798736 \times 10^{-18} \text{ J}$
speed of light (in vacuum) ( $c$ )	$2.99792458 \times 10^8 \text{ m s}^{-1}$

# 113. Water Properties

Table 1. Water Density (kg/m <sup>3</sup> ) at Different Temperatures (°C)	
Temperature <sup>1</sup>	Density
0	999.8395
4	999.9720 (density maximum)
10	999.7026
15	999.1026
20	998.2071
22	997.7735
25	997.0479
30	995.6502
40	992.2
60	983.2
80	971.8
100	958.4

1. Data for t < 0 °C are for supercooled water

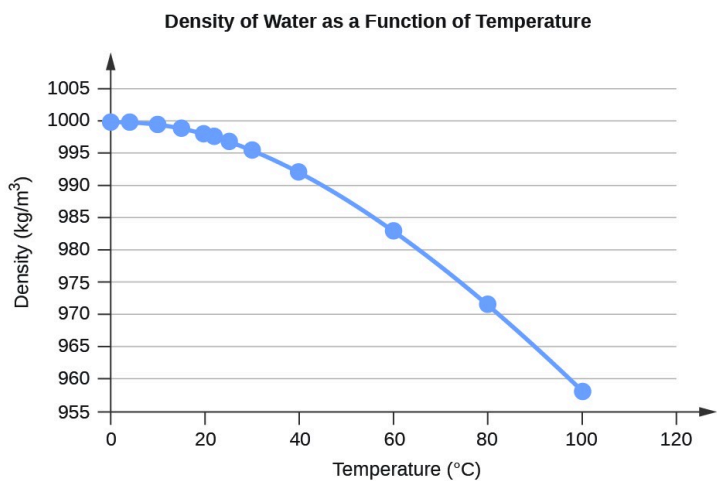


Table 2. Water Vapor Pressure at Different Temperatures (°C)		
Temperature	Vapor Pressure (torr)	Vapor Pressure (Pa)
0	4.6	613.2812
4	6.1	813.2642
10	9.2	1226.562
15	12.8	1706.522
20	17.5	2333.135
22	19.8	2639.776
25	23.8	3173.064
30	31.8	4239.64
35	42.2	5626.188
40	55.3	7372.707
45	71.9	9585.852
50	92.5	12332.29
55	118.0	15732
60	149.4	19918.31
65	187.5	24997.88
70	233.7	31157.35
75	289.1	38543.39
80	355.1	47342.64
85	433.6	57808.42
90	525.8	70100.71
95	633.9	84512.82
100	760.0	101324.7

Vapor Pressure as a Function of Temperature

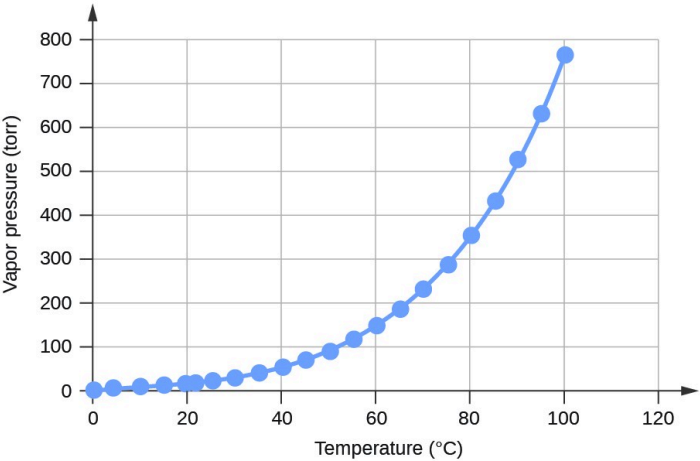
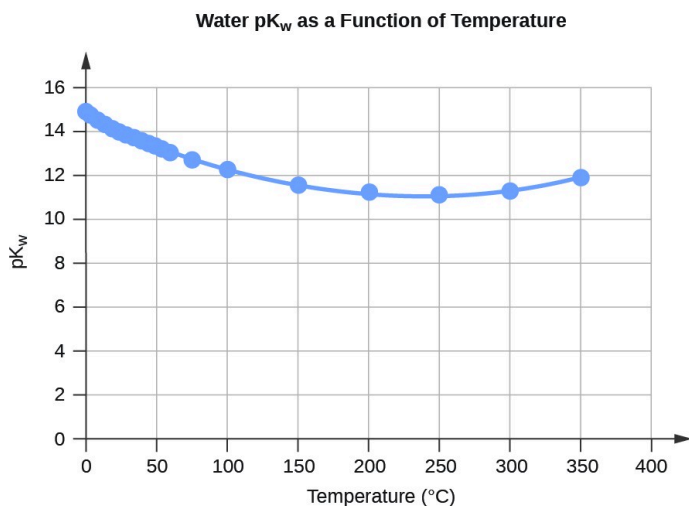




Table 3. Water $K_w$ and $pK_w$ at Different Temperatures (°C)		
Temperature	$K_w \cdot 10^{-14}$	$pK_w^2$
0	0.112	14.95
5	0.182	14.74
10	0.288	14.54
15	0.465	14.33
20	0.671	14.17
25	0.991	14.00
30	1.432	13.84
35	2.042	13.69
40	2.851	13.55
45	3.917	13.41
50	5.297	13.28
55	7.080	13.15
60	9.311	13.03
75	19.95	12.70
100	56.23	12.25

2.  $pK_w = -\log_{10}(K_w)$




---

**Table 4. Specific Heat Capacity for Water**

$$C^\circ(\text{H}_2\text{O}(\text{l})) = 4179 \text{ J}\cdot\text{K}^{-1}\cdot\text{kg}^{-1}$$

$$C^\circ(\text{H}_2\text{O}(\text{s})) = 1864 \text{ J}\cdot\text{K}^{-1}\cdot\text{kg}^{-1}$$

$$C^\circ(\text{H}_2\text{O}(\text{g})) = 2093 \text{ J}\cdot\text{K}^{-1}\cdot\text{kg}^{-1}$$


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**Table 5. Standard Water Melting and Boiling Temperatures and Enthalpies of the Transitions**

	Temperature (K)	$\Delta H(\text{kJ/mol})$
melting	273.15	6.088
boiling	373.15	40.656 (44.016 at 298 K)

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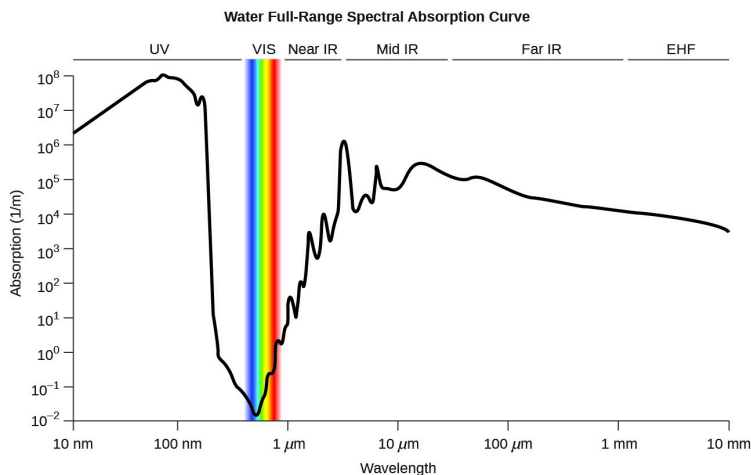
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**Table 6. Water Cryoscopic (Freezing Point Depression) and Ebullioscopic (Boiling Point Elevation) Constants**

$$K_f = 1.86 \text{ K}\cdot\text{mol}^{-1}\cdot\text{kg}^{-1} \text{ (cryoscopic constant)}$$

$$K_b = 0.51 \text{ K}\cdot\text{mol}^{-1}\cdot\text{kg}^{-1} \text{ (cryoscopic constant)}$$


---



Water full-range spectral absorption curve. This curve shows the full-range spectral absorption for water. The y-axis signifies the absorption in 1/cm. If we divide 1 by this value, we will obtain the length of the path (in cm) after which the intensity of a light beam passing through water decays by a factor of the base of the natural logarithm  $e$  ( $e = 2.718281828$ ).

## II4. Composition of Commercial Acids and Bases

Acid or Base <sup>1</sup>	Density (g/mL) <sup>2</sup>	Percentage by Mass	Molarity
acetic acid, glacial	1.05	99.5%	17.4
aqueous ammonia <sup>3</sup>	0.90	28%	14.8
hydrochloric acid	1.18	36%	11.6
nitric acid	1.42	71%	16.0
perchloric acid	1.67	70%	11.65
phosphoric acid	1.70	85%	14.7
sodium hydroxide	1.53	50%	19.1
sulfuric acid	1.84	96%	18.0

1. Acids and bases are commercially available as aqueous solutions. This table lists properties (densities and concentrations) of common acid and base solutions. Nominal values are provided in cases where the manufacturer cites a range of concentrations and densities.
2. This column contains specific gravity data. In the case of this table, specific gravity is the ratio of density of a substance to the density of pure water at the same conditions. Specific gravity is often cited on commercial labels.
3. This solution is sometimes called “ammonium

hydroxide,” although this term is not chemically accurate.

# 115. Standard Thermodynamic Properties for Selected Substances

## Table of Contents

This page contains several tables detailing the standard thermodynamic properties for several different substances. The table has been separated by substance, as listed below:

<a href="#">Aluminum</a>	<a href="#">Boron</a>	<a href="#">Chromium</a>	<a href="#">Iron</a>	<a href="#">Oxygen</a>	<a href="#">Sulfur</a>
<a href="#">Antimony</a>	<a href="#">Bromine</a>	<a href="#">Cobalt</a>	<a href="#">Lead</a>	<a href="#">Phosphorus</a>	<a href="#">Tin</a>
<a href="#">Arsenic</a>	<a href="#">Cadmium</a>	<a href="#">Copper</a>	<a href="#">Lithium</a>	<a href="#">Potassium</a>	<a href="#">Titanium</a>
<a href="#">Barium</a>	<a href="#">Calcium</a>	<a href="#">Fluorine</a>	<a href="#">Manganese</a>	<a href="#">Silicon</a>	<a href="#">Tungsten</a>
<a href="#">Beryllium</a>	<a href="#">Carbon</a>	<a href="#">Hydrogen</a>	<a href="#">Mercury</a>	<a href="#">Silver</a>	<a href="#">Zinc</a>
<a href="#">Bismuth</a>	<a href="#">Chlorine</a>	<a href="#">Iodine</a>	<a href="#">Nitrogen</a>	<a href="#">Sodium</a>	<a href="#">Other Complexes</a>

# Aluminum

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Al(s)	0	0	28.3
Al(g)	324.4	285.7	164.54
Al <sub>2</sub> O <sub>3</sub> (s)	-1676	-1582	50.92
AlF <sub>3</sub> (s)	-1510.4	-1425	66.5
AlCl <sub>3</sub> (s)	-704.2	-628.8	110.67
AlCl <sub>3</sub> •6H <sub>2</sub> O(s)	-2691.57	-2269.40	376.56
Al <sub>2</sub> S <sub>3</sub> (s)	-724.0	-492.4	116.9
Al <sub>2</sub> (SO <sub>4</sub> ) <sub>3</sub> (s)	-3445.06	-3506.61	239.32

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# Antimony

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Sb(s)	0	0	45.69
Sb(g)	262.34	222.17	180.16
Sb <sub>4</sub> O <sub>6</sub> (s)	-1440.55	-1268.17	220.92
SbCl <sub>3</sub> (g)	-313.8	-301.2	337.80
SbCl <sub>5</sub> (g)	-394.34	-334.29	401.94
Sb <sub>2</sub> S <sub>3</sub> (s)	-174.89	-173.64	182.00
SbCl <sub>3</sub> (s)	-382.17	-323.72	184.10
SbOCl(s)	-374.0	—	—

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Arsenic

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
As(s)	0	0	35.1
As(g)	302.5	261.0	174.21
As <sub>4</sub> (g)	143.9	92.4	314
As <sub>4</sub> O <sub>6</sub> (s)	-1313.94	-1152.52	214.22
As <sub>2</sub> O <sub>5</sub> (s)	-924.87	-782.41	105.44
AsCl <sub>3</sub> (g)	-261.50	-248.95	327.06
As <sub>2</sub> S <sub>3</sub> (s)	-169.03	-168.62	163.59
AsH <sub>3</sub> (g)	66.44	68.93	222.78
H <sub>3</sub> AsO <sub>4</sub> (s)	-906.3	—	—

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Barium

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Ba(s)	0	0	62.5
Ba(g)	180	146	170.24
BaO(s)	-548.0	-520.3	72.1
BaCl <sub>2</sub> (s)	-855.0	-806.7	123.7
BaSO <sub>4</sub> (s)	-1473.2	-1362.3	132.2



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# Beryllium

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Be(s)	0	0	9.50
Be(g)	324.3	286.6	136.27
BeO(s)	-609.4	-580.1	13.8

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# Bismuth

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Bi(s)	0	0	56.74
Bi(g)	207.1	168.2	187.00
Bi <sub>2</sub> O <sub>3</sub> (s)	-573.88	-493.7	151.5
BiCl <sub>3</sub> (s)	-379.07	-315.06	176.98
Bi <sub>2</sub> S <sub>3</sub> (s)	-143.1	-140.6	200.4

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# Boron

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
B(s)	0	0	5.86
B(g)	565.0	521.0	153.4
B <sub>2</sub> O <sub>3</sub> (s)	-1273.5	-1194.3	53.97
B <sub>2</sub> H <sub>6</sub> (g)	36.4	87.6	232.1
H <sub>3</sub> BO <sub>3</sub> (s)	-1094.33	-968.92	88.83
BF <sub>3</sub> (g)	-1136.0	-1119.4	254.4
BCl <sub>3</sub> (g)	-403.8	-388.7	290.1
B <sub>3</sub> N <sub>3</sub> H <sub>6</sub> (l)	-540.99	-392.79	199.58
HBO <sub>2</sub> (s)	-794.25	-723.41	37.66

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# Bromine

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Br <sub>2</sub> (l)	0	0	152.23
Br <sub>2</sub> (g)	30.91	3.142	245.5
Br(g)	111.88	82.429	175.0
BrF <sub>3</sub> (g)	-255.60	-229.45	292.42
HBr(g)	-36.3	-53.43	198.7

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# Cadmium

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Cd(s)	0	0	51.76
Cd(g)	112.01	77.41	167.75
CdO(s)	-258.2	-228.4	54.8
CdCl <sub>2</sub> (s)	-391.5	-343.9	115.3
CdSO <sub>4</sub> (s)	-933.3	-822.7	123.0
CdS(s)	-161.9	-156.5	64.9

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# Calcium

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Ca(s)	0	0	41.6
Ca(g)	178.2	144.3	154.88
CaO(s)	-634.9	-603.3	38.1
Ca(OH) <sub>2</sub> (s)	-985.2	-897.5	83.4
CaSO <sub>4</sub> (s)	-1434.5	-1322.0	106.5
CaSO <sub>4</sub> •2H <sub>2</sub> O(s)	-2022.63	-1797.45	194.14
CaCO <sub>3</sub> (s) (calcite)	-1220.0	-1081.4	110.0
CaSO <sub>3</sub> •H <sub>2</sub> O(s)	-1752.68	-1555.19	184.10

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## Carbon

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
C(s) (graphite)	0	0	5.740
C(s) (diamond)	1.89	2.90	2.38
C(g)	716.681	671.2	158.1
CO(g)	-110.52	-137.15	197.7
CO <sub>2</sub> (g)	-393.51	-394.36	213.8
CH <sub>4</sub> (g)	-74.6	-50.5	186.3
CH <sub>3</sub> OH(l)	-239.2	-166.6	126.8
CH <sub>3</sub> OH(g)	-201.0	-162.3	239.9
CCl <sub>4</sub> (l)	-128.2	-62.5	214.4
CCl <sub>4</sub> (g)	-95.7	-58.2	309.7
CHCl <sub>3</sub> (l)	-134.1	-73.7	201.7
CHCl <sub>3</sub> (g)	-103.14	-70.34	295.71
CS <sub>2</sub> (l)	89.70	65.27	151.34
CS <sub>2</sub> (g)	116.9	66.8	238.0
C <sub>2</sub> H <sub>2</sub> (g)	227.4	209.2	200.9
C <sub>2</sub> H <sub>4</sub> (g)	52.4	68.4	219.3
C <sub>2</sub> H <sub>6</sub> (g)	-84.0	-32.0	229.2
CH <sub>3</sub> CO <sub>2</sub> H(l)	-484.3	-389.9	159.8
CH <sub>3</sub> CO <sub>2</sub> H(g)	-434.84	-376.69	282.50
C <sub>2</sub> H <sub>5</sub> OH(l)	-277.6	-174.8	160.7
C <sub>2</sub> H <sub>5</sub> OH(g)	-234.8	-167.9	281.6
C <sub>3</sub> H <sub>8</sub> (g)	-103.8	-23.4	270.3
C <sub>6</sub> H <sub>6</sub> (g)	82.927	129.66	269.2
C <sub>6</sub> H <sub>6</sub> (l)	49.1	124.50	173.4
CH <sub>2</sub> Cl <sub>2</sub> (l)	-124.2	-63.2	177.8
CH <sub>2</sub> Cl <sub>2</sub> (g)	-95.4	-65.90	270.2
CH <sub>3</sub> Cl(g)	-81.9	-60.2	234.6

Standard Thermodynamic Properties for Selected Substances			
$\text{C}_2\text{H}_5\text{Cl}(\text{l})$	-136.52	-59.31	190.79
$\text{C}_2\text{H}_5\text{Cl}(\text{g})$	-112.17	-60.39	276.00
$\text{C}_2\text{N}_2(\text{g})$	308.98	297.36	241.90
$\text{HCN}(\text{l})$	108.9	125.0	112.8
$\text{HCN}(\text{g})$	135.5	124.7	201.8

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## Chlorine

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
$\text{Cl}_2(\text{g})$	0	0	223.1
$\text{Cl}(\text{g})$	121.3	105.70	165.2
$\text{ClF}(\text{g})$	-54.48	-55.94	217.78
$\text{ClF}_3(\text{g})$	-158.99	-118.83	281.50
$\text{Cl}_2\text{O}(\text{g})$	80.3	97.9	266.2
$\text{Cl}_2\text{O}_7(\text{l})$	238.1	—	—
$\text{Cl}_2\text{O}_7(\text{g})$	272.0	—	—
$\text{HCl}(\text{g})$	-92.307	-95.299	186.9
$\text{HClO}_4(\text{l})$	-40.58	—	—

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# Chromium

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Cr(s)	0	0	23.77
Cr(g)	396.6	351.8	174.50
Cr <sub>2</sub> O <sub>3</sub> (s)	-1139.7	-1058.1	81.2
CrO <sub>3</sub> (s)	-589.5	—	—
(NH <sub>4</sub> ) <sub>2</sub> Cr <sub>2</sub> O <sub>7</sub> (s)	-1806.7	—	—

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# Cobalt

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Co(s)	0	0	30.0
CoO(s)	-237.9	-214.2	52.97
Co <sub>3</sub> O <sub>4</sub> (s)	-910.02	-794.98	114.22
Co(NO <sub>3</sub> ) <sub>2</sub> (s)	-420.5	—	—

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# Copper

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Cu(s)	0	0	33.15
Cu(g)	338.32	298.58	166.38
CuO(s)	-157.3	-129.7	42.63
Cu <sub>2</sub> O(s)	-168.6	-146.0	93.14
CuS(s)	-53.1	-53.6	66.5
Cu <sub>2</sub> S(s)	-79.5	-86.2	120.9
CuSO <sub>4</sub> (s)	-771.36	-662.2	109.2
Cu(NO <sub>3</sub> ) <sub>2</sub> (s)	-302.9	—	—

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# Fluorine

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
F <sub>2</sub> (g)	0	0	202.8
F(g)	79.4	62.3	158.8
F <sub>2</sub> O(g)	24.7	41.9	247.43
HF(g)	-273.3	-275.4	173.8

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# Hydrogen

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
H <sub>2</sub> (g)	0	0	130.7
H(g)	217.97	203.26	114.7
H <sub>2</sub> O(l)	-285.83	-237.1	70.0
H <sub>2</sub> O(g)	-241.82	-228.59	188.8
H <sub>2</sub> O <sub>2</sub> (l)	-187.78	-120.35	109.6
H <sub>2</sub> O <sub>2</sub> (g)	-136.3	-105.6	232.7
HF(g)	-273.3	-275.4	173.8
HCl(g)	-92.307	-95.299	186.9
HBr(g)	-36.3	-53.43	198.7
HI(g)	26.48	1.70	206.59
H <sub>2</sub> S(g)	-20.6	-33.4	205.8
H <sub>2</sub> Se(g)	29.7	15.9	219.0

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# Iodine

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
I <sub>2</sub> (s)	0	0	116.14
I <sub>2</sub> (g)	62.438	19.3	260.7
I(g)	106.84	70.2	180.8
IF(g)	95.65	-118.49	236.06
ICl(g)	17.78	-5.44	247.44
IBr(g)	40.84	3.72	258.66
IF <sub>7</sub> (g)	-943.91	-818.39	346.44
HI(g)	26.48	1.70	206.59

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# Iron

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Fe(s)	0	0	27.3
Fe(g)	416.3	370.7	180.5
Fe <sub>2</sub> O <sub>3</sub> (s)	-824.2	-742.2	87.40
Fe <sub>3</sub> O <sub>4</sub> (s)	-1118.4	-1015.4	146.4
Fe(CO) <sub>5</sub> (l)	-774.04	-705.42	338.07
Fe(CO) <sub>5</sub> (g)	-733.87	-697.26	445.18
FeCl <sub>2</sub> (s)	-341.79	-302.30	117.95
FeCl <sub>3</sub> (s)	-399.49	-334.00	142.3
FeO(s)	-272.0	-255.2	60.75
Fe(OH) <sub>2</sub> (s)	-569.0	-486.5	88.
Fe(OH) <sub>3</sub> (s)	-823.0	-696.5	106.7
FeS(s)	-100.0	-100.4	60.29
Fe <sub>3</sub> C(s)	25.10	20.08	104.60

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# Lead

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Pb(s)	0	0	64.81
Pb(g)	195.2	162.	175.4
PbO(s) (yellow)	-217.32	-187.89	68.70
PbO(s) (red)	-218.99	-188.93	66.5
Pb(OH) <sub>2</sub> (s)	-515.9	—	—
PbS(s)	-100.4	-98.7	91.2
Pb(NO <sub>3</sub> ) <sub>2</sub> (s)	-451.9	—	—
PbO <sub>2</sub> (s)	-277.4	-217.3	68.6
PbCl <sub>2</sub> (s)	-359.4	-314.1	136.0

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# Lithium

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Li(s)	0	0	29.1
Li(g)	159.3	126.6	138.8
LiH(s)	-90.5	-68.3	20.0
Li(OH)(s)	-487.5	-441.5	42.8
LiF(s)	-616.0	-587.5	35.7
Li <sub>2</sub> CO <sub>3</sub> (s)	-1216.04	-1132.19	90.17

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# Manganese

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Mn(s)	0	0	32.0
Mn(g)	280.7	238.5	173.7
MnO(s)	-385.2	-362.9	59.71
MnO <sub>2</sub> (s)	-520.03	-465.1	53.05
Mn <sub>2</sub> O <sub>3</sub> (s)	-958.97	-881.15	110.46
Mn <sub>3</sub> O <sub>4</sub> (s)	-1378.83	-1283.23	155.64

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# Mercury

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Hg(l)	0	0	75.9
Hg(g)	61.4	31.8	175.0
HgO(s) (red)	-90.83	-58.5	70.29
HgO(s) (yellow)	-90.46	-58.43	71.13
HgCl <sub>2</sub> (s)	-224.3	-178.6	146.0
Hg <sub>2</sub> Cl <sub>2</sub> (s)	-265.4	-210.7	191.6
HgS(s) (red)	-58.16	-50.6	82.4
HgS(s) (black)	-53.56	-47.70	88.28
HgSO <sub>4</sub> (s)	-707.51	-594.13	0.00

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# Nitrogen

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
N <sub>2</sub> (g)	0	0	191.6
N(g)	472.704	455.5	153.3
NO(g)	90.25	87.6	210.8
NO <sub>2</sub> (g)	33.2	51.30	240.1
N <sub>2</sub> O(g)	81.6	103.7	220.0
N <sub>2</sub> O <sub>3</sub> (g)	83.72	139.41	312.17
N <sub>2</sub> O <sub>4</sub> (g)	11.1	99.8	304.4
N <sub>2</sub> O <sub>5</sub> (g)	11.3	115.1	355.7
NH <sub>3</sub> (g)	-45.9	-16.5	192.8
N <sub>2</sub> H <sub>4</sub> (l)	50.63	149.43	121.21
N <sub>2</sub> H <sub>4</sub> (g)	95.4	159.4	238.5
NH <sub>4</sub> NO <sub>3</sub> (s)	-365.56	-183.87	151.08
NH <sub>4</sub> Cl(s)	-314.43	-202.87	94.6
NH <sub>4</sub> Br(s)	-270.8	-175.2	113.0
NH <sub>4</sub> I(s)	-201.4	-112.5	117.0
NH <sub>4</sub> NO <sub>2</sub> (s)	-256.5	—	—
HNO <sub>3</sub> (l)	-174.1	-80.7	155.6
HNO <sub>3</sub> (g)	-133.9	-73.5	266.9

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# Oxygen

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**Standard Thermodynamic Properties for Selected Substances**

Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
O <sub>2</sub> (g)	0	0	205.2
O(g)	249.17	231.7	161.1
O <sub>3</sub> (g)	142.7	163.2	238.9

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# Phosphorus

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
P <sub>4</sub> (s)	0	0	164.4
P <sub>4</sub> (g)	58.91	24.4	280.0
P(g)	314.64	278.25	163.19
PH <sub>3</sub> (g)	5.4	13.5	210.2
PCl <sub>3</sub> (g)	-287.0	-267.8	311.78
PCl <sub>5</sub> (g)	-374.9	-305.0	364.4
P <sub>4</sub> O <sub>6</sub> (s)	-1640.1	—	—
P <sub>4</sub> O <sub>10</sub> (s)	-2984.0	-2697.0	228.86
HPO <sub>3</sub> (s)	-948.5	—	—
H <sub>3</sub> PO <sub>2</sub> (s)	-604.6	—	—
H <sub>3</sub> PO <sub>3</sub> (s)	-964.4	—	—
H <sub>3</sub> PO <sub>4</sub> (s)	-1279.0	-1119.1	110.50
H <sub>3</sub> PO <sub>4</sub> (l)	-1266.9	-1124.3	110.5
H <sub>4</sub> P <sub>2</sub> O <sub>7</sub> (s)	-2241.0	—	—
POCl <sub>3</sub> (l)	-597.1	-520.8	222.5
POCl <sub>3</sub> (g)	-558.5	-512.9	325.5

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# Potassium

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
K(s)	0	0	64.7
K(g)	89.0	60.5	160.3
KF(s)	-576.27	-537.75	66.57
KCl(s)	-436.5	-408.5	82.6

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# Silicon

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Si(s)	0	0	18.8
Si(g)	450.0	405.5	168.0
SiO <sub>2</sub> (s)	-910.7	-856.3	41.5
SiH <sub>4</sub> (g)	34.3	56.9	204.6
H <sub>2</sub> SiO <sub>3</sub> (s)	-1188.67	-1092.44	133.89
H <sub>4</sub> SiO <sub>4</sub> (s)	-1481.14	-1333.02	192.46
SiF <sub>4</sub> (g)	-1615.0	-1572.8	282.8
SiCl <sub>4</sub> (l)	-687.0	-619.8	239.7
SiCl <sub>4</sub> (g)	-662.75	-622.58	330.62
SiC(s, beta cubic)	-73.22	-70.71	16.61
SiC(s, alpha hexagonal)	-71.55	-69.04	16.48

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## Silver

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Ag(s)	0	0	42.55
Ag(g)	284.9	246.0	172.89
Ag <sub>2</sub> O(s)	-31.05	-11.20	121.3
AgCl(s)	-127.0	-109.8	96.3
Ag <sub>2</sub> S(s)	-32.6	-40.7	144.0

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## Sodium

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Na(s)	0	0	51.3
Na(g)	107.5	77.0	153.7
Na <sub>2</sub> O(s)	-414.2	-375.5	75.1
NaCl(s)	-411.2	-384.1	72.1

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# Sulfur

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
S <sub>8</sub> (s) (rhombic)	0	0	256.8
S(g)	278.81	238.25	167.82
SO <sub>2</sub> (g)	-296.83	-300.1	248.2
SO <sub>3</sub> (g)	-395.72	-371.06	256.76
H <sub>2</sub> S(g)	-20.6	-33.4	205.8
H <sub>2</sub> SO <sub>4</sub> (l)	-813.989	690.00	156.90
H <sub>2</sub> S <sub>2</sub> O <sub>7</sub> (s)	-1273.6	—	—
SF <sub>4</sub> (g)	-728.43	-684.84	291.12
SF <sub>6</sub> (g)	-1220.5	-1116.5	291.5
SCl <sub>2</sub> (l)	-50	—	—
SCl <sub>2</sub> (g)	-19.7	—	—
S <sub>2</sub> Cl <sub>2</sub> (l)	-59.4	—	—
S <sub>2</sub> Cl <sub>2</sub> (g)	-19.50	-29.25	319.45
SOCl <sub>2</sub> (g)	-212.55	-198.32	309.66
SOCl <sub>2</sub> (l)	-245.6	—	—
SO <sub>2</sub> Cl <sub>2</sub> (l)	-394.1	—	—
SO <sub>2</sub> Cl <sub>2</sub> (g)	-354.80	-310.45	311.83

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# Tin

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Sn(s)	0	0	51.2
Sn(g)	301.2	266.2	168.5
SnO(s)	-285.8	-256.9	56.5
SnO <sub>2</sub> (s)	-577.6	-515.8	49.0
SnCl <sub>4</sub> (l)	-511.3	-440.1	258.6
SnCl <sub>4</sub> (g)	-471.5	-432.2	365.8

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# Titanium

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Ti(s)	0	0	30.7
Ti(g)	473.0	428.4	180.3
TiO <sub>2</sub> (s)	-944.0	-888.8	50.6
TiCl <sub>4</sub> (l)	-804.2	-737.2	252.4
TiCl <sub>4</sub> (g)	-763.2	-726.3	353.2

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# Tungsten

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
W(s)	0	0	32.6
W(g)	849.4	807.1	174.0
WO <sub>3</sub> (s)	-842.9	-764.0	75.9

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# Zinc

Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
Zn(s)	0	0	41.6
Zn(g)	130.73	95.14	160.98
ZnO(s)	-350.5	-320.5	43.7
ZnCl <sub>2</sub> (s)	-415.1	-369.43	111.5
ZnS(s)	-206.0	-201.3	57.7
ZnSO <sub>4</sub> (s)	-982.8	-871.5	110.5
ZnCO <sub>3</sub> (s)	-812.78	-731.57	82.42

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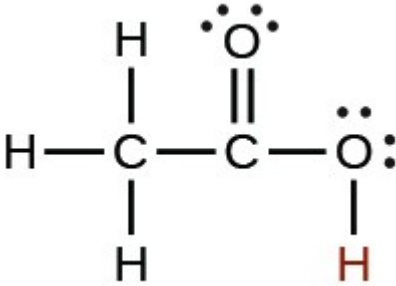
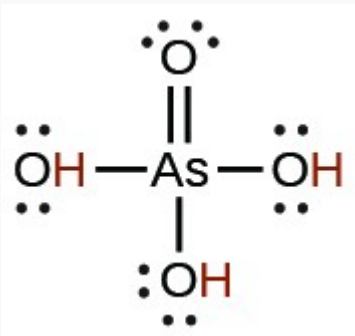
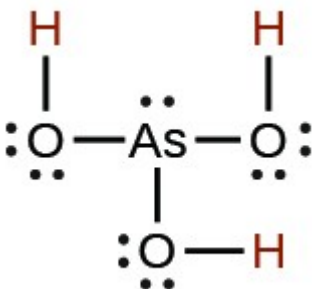
# Other Complexes

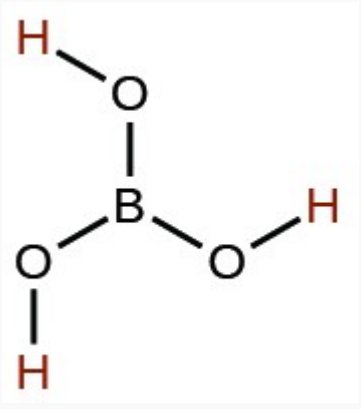
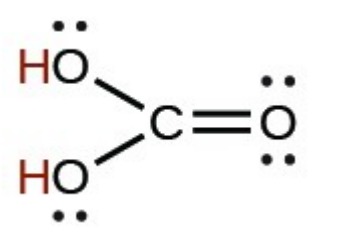
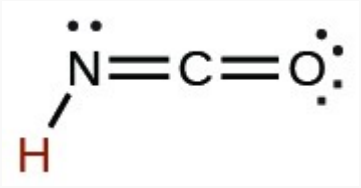
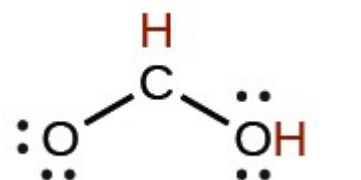
Standard Thermodynamic Properties for Selected Substances			
Substance	$\Delta H_1^\circ$ (kJ mol <sup>-1</sup> )	$\Delta G_1^\circ$ (kJ mol <sup>-1</sup> )	$S_{298}^\circ$ (J K <sup>-1</sup> mol <sup>-1</sup> )
[Co(NH <sub>3</sub> ) <sub>4</sub> (NO <sub>2</sub> ) <sub>2</sub> ]NO <sub>3</sub> , <i>cis</i>	-898.7	—	—
[Co(NH <sub>3</sub> ) <sub>4</sub> (NO <sub>2</sub> ) <sub>2</sub> ]NO <sub>3</sub> , <i>trans</i>	-896.2	—	—
NH <sub>4</sub> [Co(NH <sub>3</sub> ) <sub>2</sub> (NO <sub>2</sub> ) <sub>4</sub> ]	-837.6	—	—
[Co(NH <sub>3</sub> ) <sub>6</sub> ][Co(NH <sub>3</sub> ) <sub>2</sub> (NO <sub>2</sub> ) <sub>4</sub> ] <sub>3</sub>	-2733.0	—	—
[Co(NH <sub>3</sub> ) <sub>4</sub> Cl <sub>2</sub> ]Cl, <i>cis</i>	-874.9	—	—
[Co(NH <sub>3</sub> ) <sub>4</sub> Cl <sub>2</sub> ]Cl, <i>trans</i>	-877.4	—	—
[Co(en) <sub>2</sub> (NO <sub>2</sub> ) <sub>2</sub> ]NO <sub>3</sub> , <i>cis</i>	-689.5	—	—
[Co(en) <sub>2</sub> Cl <sub>2</sub> ]Cl, <i>cis</i>	-681.2	—	—
[Co(en) <sub>2</sub> Cl <sub>2</sub> ]Cl, <i>trans</i>	-677.4	—	—
[Co(en) <sub>3</sub> ](ClO <sub>4</sub> ) <sub>3</sub>	-762.7	—	—
[Co(en) <sub>3</sub> ]Br <sub>2</sub>	-595.8	—	—
[Co(en) <sub>3</sub> ]I <sub>2</sub>	-475.3	—	—
[Co(en) <sub>3</sub> ]I <sub>3</sub>	-519.2	—	—
[Co(NH <sub>3</sub> ) <sub>6</sub> ](ClO <sub>4</sub> ) <sub>3</sub>	-1034.7	-221.1	615
[Co(NH <sub>3</sub> ) <sub>5</sub> NO <sub>2</sub> ](NO <sub>3</sub> ) <sub>2</sub>	-1088.7	-412.9	331
[Co(NH <sub>3</sub> ) <sub>6</sub> ](NO <sub>3</sub> ) <sub>3</sub>	-1282.0	-524.5	448
[Co(NH <sub>3</sub> ) <sub>5</sub> Cl]Cl <sub>2</sub>	-1017.1	-582.5	366.1
[Pt(NH <sub>3</sub> ) <sub>4</sub> ]Cl <sub>2</sub>	-725.5	—	—
[Ni(NH <sub>3</sub> ) <sub>6</sub> ]Cl <sub>2</sub>	-994.1	—	—
[Ni(NH <sub>3</sub> ) <sub>6</sub> ]Br <sub>2</sub>	-923.8	—	—
[Ni(NH <sub>3</sub> ) <sub>6</sub> ]I <sub>2</sub>	-808.3	—	—

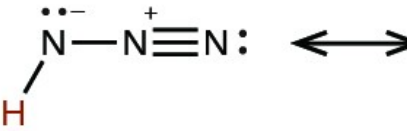
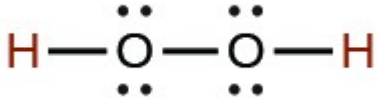
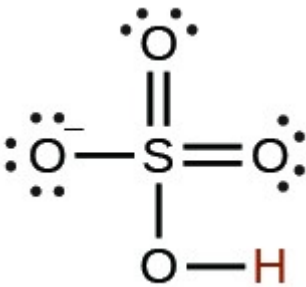
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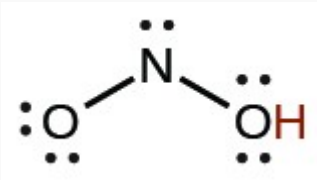
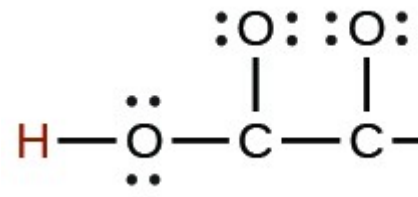
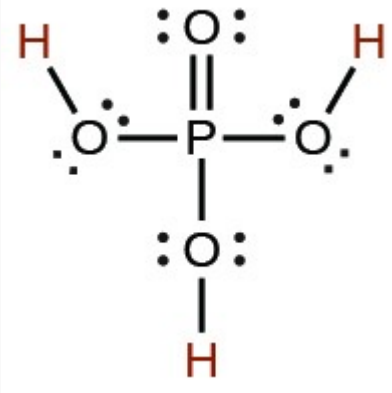
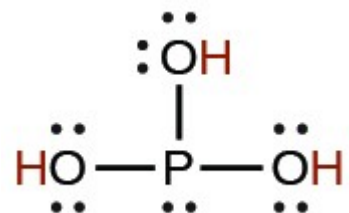
## 116. Ionization Constants of Weak Acids

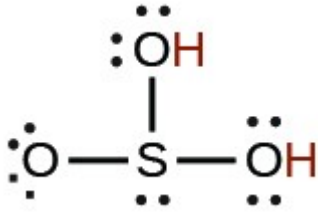


Acid	Formula	$K_a$ at 25 °C	Lewis Structure
acetic	$\text{CH}_3\text{CO}_2\text{H}$	$1.8 \times 10^{-5}$	
arsenic	$\text{H}_3\text{AsO}_4$	$5.5 \times 10^{-3}$	
	$\text{H}_2\text{AsO}_4^-$	$1.7 \times 10^{-7}$	
	$\text{HAsO}_4^{2-}$	$5.1 \times 10^{-12}$	
arsenous	$\text{H}_3\text{AsO}_3$	$5.1 \times 10^{-10}$	

Acid	Formula	$K_a$ at 25 °C	Lewis Structure
boric	$\text{H}_3\text{BO}_3$	$5.4 \times 10^{-10}$	
carbonic	$\text{H}_2\text{CO}_3$	$4.3 \times 10^{-7}$	
	$\text{HCO}_3^-$	$5.6 \times 10^{-11}$	
cyanic	$\text{HCNO}$	$2 \times 10^{-4}$	
formic	$\text{HCO}_2\text{H}$	$1.8 \times 10^{-4}$	

Acid	Formula	$K_a$ at 25 °C	Lewis Structure
hydrazoic	$\text{HN}_3$	$2.5 \times 10^{-5}$	
hydrocyanic	$\text{HCN}$	$4.9 \times 10^{-10}$	
hydrofluoric	$\text{HF}$	$3.5 \times 10^{-4}$	
hydrogen peroxide	$\text{H}_2\text{O}_2$	$2.4 \times 10^{-12}$	
hydrogen selenide	$\text{H}_2\text{Se}$ $\text{HSe}^-$	$1.29 \times 10^{-4}$ $1 \times 10^{-12}$	
hydrogen sulfate ion	$\text{HSO}_4^-$	$1.2 \times 10^{-2}$	
hydrogen sulfide	$\text{H}_2\text{S}$ $\text{HS}^-$	$8.9 \times 10^{-8}$ $1.0 \times 10^{-19}$	
hydrogen telluride	$\text{H}_2\text{Te}$ $\text{HTe}^-$	$2.3 \times 10^{-3}$ $1.6 \times 10^{-11}$	
hypobromous	$\text{HBrO}$	$2.8 \times 10^{-9}$	
hypochlorous	$\text{HClO}$	$2.9 \times 10^{-8}$	

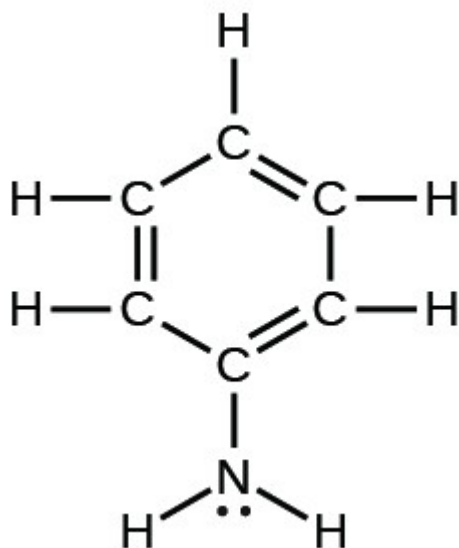
Acid	Formula	$K_a$ at 25 °C	Lewis Structure
nitrous	$\text{HNO}_2$	$4.6 \times 10^{-4}$	
	$\text{H}_2\text{C}_2\text{O}_4$	$6.0 \times 10^{-2}$	
oxalic	$\text{HC}_2\text{O}_4^-$	$6.1 \times 10^{-5}$	
	$\text{H}_3\text{PO}_4$	$7.5 \times 10^{-3}$	
phosphoric	$\text{H}_2\text{PO}_4^-$	$6.2 \times 10^{-8}$	
	$\text{HPO}_4^{2-}$	$4.2 \times 10^{-13}$	
phosphorous	$\text{H}_3\text{PO}_3$	$5 \times 10^{-2}$	
	$\text{H}_2\text{PO}_3^-$	$2.0 \times 10^{-7}$	

Acid	Formula	$K_a$ at 25 °C	Lewis Structure
sulfurous	$\text{H}_2\text{SO}_3$	$1.6 \times 10^{-2}$	
	$\text{HSO}_3^-$	$6.4 \times 10^{-8}$	

## 117. Ionization Constants of Weak Bases

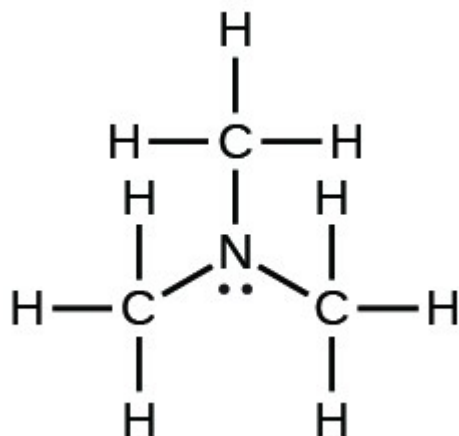
Base	Lewis Structure	$K_b$ at 25 °C
ammonia	$  \begin{array}{c}  \cdot\cdot \\  \text{H} - \text{N} - \text{H} \\    \\  \text{H}  \end{array}  $	$1.8 \times 10^{-5}$
dimethylamine	$  \begin{array}{ccccc}  & \text{H} & & \text{H} & \\  &   & &   & \\  \text{H} & - \text{C} & - & \text{N} & - \text{C} - \text{H} \\  &   & & \cdot\cdot &   \\  & \text{H} & & & \text{H}  \end{array}  $	$5.9 \times 10^{-4}$
methylamine	$  \begin{array}{ccc}  & \text{H} & \\  &   & \\  \text{H} & - \text{C} & - \text{N} - \text{H} \\  &   &   \\  & \text{H} & \text{H}  \end{array}  $	$4.4 \times 10^{-4}$

phenylamine  
(aniline)



$$4.3 \times 10^{-10}$$

trimethylamine



$$6.3 \times 10^{-5}$$



# 118. Solubility Products

## Table of Contents

This page contains several tables detailing the standard solubility products for several different substances. The table has been separated by substance, as listed below:

<a href="#">Aluminum</a>	<a href="#">Chromium</a>	<a href="#">Magnesium</a>	<a href="#">Silver</a>
<a href="#">Barium</a>	<a href="#">Cobalt</a>	<a href="#">Manganese</a>	<a href="#">Strontium</a>
<a href="#">Bismuth</a>	<a href="#">Copper</a>	<a href="#">Mercury</a>	<a href="#">Thallium</a>
<a href="#">Cadmium</a>	<a href="#">Iron</a>	<a href="#">Nickel</a>	<a href="#">Tin</a>
<a href="#">Calcium</a>	<a href="#">Lead</a>	<a href="#">Potassium</a>	<a href="#">Zinc</a>

## Aluminum

Substance	$K_{sp}$ at 25 °C
$Al(OH)_3$	$2 \times 10^{-32}$

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## Barium

Substance	$K_{sp}$ at 25 °C
BaCO <sub>3</sub>	$1.6 \times 10^{-9}$
BaC <sub>2</sub> O <sub>4</sub> •2H <sub>2</sub> O	$1.1 \times 10^{-7}$
BaSO <sub>4</sub>	$2.3 \times 10^{-8}$
BaCrO <sub>4</sub>	$8.5 \times 10^{-11}$
BaF <sub>2</sub>	$2.4 \times 10^{-5}$
Ba(OH) <sub>2</sub> •8H <sub>2</sub> O	$5.0 \times 10^{-3}$
Ba <sub>3</sub> (PO <sub>4</sub> ) <sub>2</sub>	$6 \times 10^{-39}$
Ba <sub>3</sub> (AsO <sub>4</sub> ) <sub>2</sub>	$1.1 \times 10^{-13}$

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## Bismuth

Substance	$K_{sp}$ at 25 °C
BiO(OH)	$4 \times 10^{-10}$
BiOCl	$1.8 \times 10^{-31}$
Bi <sub>2</sub> S <sub>3</sub>	$1 \times 10^{-97}$

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## Cadmium

Substance	$K_{sp}$ at 25 °C
$\text{Cd}(\text{OH})_2$	$5.9 \times 10^{-15}$
$\text{CdS}$	$1.0 \times 10^{-28}$
$\text{CdCO}_3$	$5.2 \times 10^{-12}$

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## Calcium

Substance	$K_{sp}$ at 25 °C
$\text{Ca}(\text{OH})_2$	$1.3 \times 10^{-6}$
$\text{CaCO}_3$	$8.7 \times 10^{-9}$
$\text{CaSO}_4 \cdot 2\text{H}_2\text{O}$	$6.1 \times 10^{-5}$
$\text{CaC}_2\text{O}_4 \cdot \text{H}_2\text{O}$	$1.96 \times 10^{-8}$
$\text{Ca}_3(\text{PO}_4)_2$	$1.3 \times 10^{-32}$
$\text{CaHPO}_4$	$7 \times 10^{-7}$
$\text{CaF}_2$	$4.0 \times 10^{-11}$

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## Chromium

Substance	$K_{sp}$ at 25 °C
$\text{Cr}(\text{OH})_3$	$6.7 \times 10^{-31}$

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## Cobalt

Substance	K <sub>sp</sub> at 25 °C
Co(OH) <sub>2</sub>	$2.5 \times 10^{-16}$
CoS( $\alpha$ )	$5 \times 10^{-22}$
CoS( $\beta$ )	$3 \times 10^{-26}$
CoCO <sub>3</sub>	$1.4 \times 10^{-13}$
Co(OH) <sub>3</sub>	$2.5 \times 10^{-43}$

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## Copper

Substance	K <sub>sp</sub> at 25 °C
CuCl	$1.2 \times 10^{-6}$
CuBr	$6.27 \times 10^{-9}$
CuI	$1.27 \times 10^{-12}$
CuSCN	$1.6 \times 10^{-11}$
Cu <sub>2</sub> S	$2.5 \times 10^{-48}$
Cu(OH) <sub>2</sub>	$2.2 \times 10^{-20}$
CuS	$8.5 \times 10^{-45}$
CuCO <sub>3</sub>	$2.5 \times 10^{-10}$

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## Iron

Substance	$K_{\text{sp}}$ at 25 °C
$\text{Fe}(\text{OH})_2$	$1.8 \times 10^{-15}$
$\text{FeCO}_3$	$2.1 \times 10^{-11}$
$\text{FeS}$	$3.7 \times 10^{-19}$
$\text{Fe}(\text{OH})_3$	$4 \times 10^{-38}$

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## Lead

Substance	$K_{\text{sp}}$ at 25 °C
$\text{Pb}(\text{OH})_2$	$1.2 \times 10^{-15}$
$\text{PbF}_2$	$4 \times 10^{-8}$
$\text{PbCl}_2$	$1.6 \times 10^{-5}$
$\text{PbBr}_2$	$4.6 \times 10^{-6}$
$\text{PbI}_2$	$1.4 \times 10^{-8}$
$\text{PbCO}_3$	$1.5 \times 10^{-15}$
$\text{PbS}$	$7 \times 10^{-29}$
$\text{PbCrO}_4$	$2 \times 10^{-16}$
$\text{PbSO}_4$	$1.3 \times 10^{-8}$
$\text{Pb}_3(\text{PO}_4)_2$	$1 \times 10^{-54}$

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## Magnesium

Substance	$K_{sp}$ at 25 °C
Mg(OH) <sub>2</sub>	$8.9 \times 10^{-12}$
MgCO <sub>3</sub> •3H <sub>2</sub> O	$ca1 \times 10^{-5}$
MgNH <sub>4</sub> PO <sub>4</sub>	$3 \times 10^{-13}$
MgF <sub>2</sub>	$6.4 \times 10^{-9}$
MgC <sub>2</sub> O <sub>4</sub>	$7 \times 10^{-7}$

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## Manganese

Substance	$K_{sp}$ at 25 °C
Mn(OH) <sub>2</sub>	$2 \times 10^{-13}$
MnCO <sub>3</sub>	$8.8 \times 10^{-11}$
MnS	$2.3 \times 10^{-13}$

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## Mercury

Substance	$K_{sp}$ at 25 °C
$\text{Hg}_2\text{O} \cdot \text{H}_2\text{O}$	$3.6 \times 10^{-26}$
$\text{Hg}_2\text{Cl}_2$	$1.1 \times 10^{-18}$
$\text{Hg}_2\text{Br}_2$	$1.3 \times 10^{-22}$
$\text{Hg}_2\text{I}_2$	$4.5 \times 10^{-29}$
$\text{Hg}_2\text{CO}_3$	$9 \times 10^{-15}$
$\text{Hg}_2\text{SO}_4$	$7.4 \times 10^{-7}$
$\text{Hg}_2\text{S}$	$1.0 \times 10^{-47}$
$\text{Hg}_2\text{CrO}_4$	$2 \times 10^{-9}$
$\text{HgS}$	$1.6 \times 10^{-54}$

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## Nickel

Substance	$K_{sp}$ at 25 °C
$\text{Ni}(\text{OH})_2$	$1.6 \times 10^{-16}$
$\text{NiCO}_3$	$1.4 \times 10^{-7}$
$\text{NiS}(\alpha)$	$4 \times 10^{-20}$
$\text{NiS}(\beta)$	$1.3 \times 10^{-25}$

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## Potassium

Substance	$K_{sp}$ at 25 °C
KClO <sub>4</sub>	$1.05 \times 10^{-2}$
K <sub>2</sub> PtCl <sub>6</sub>	$7.48 \times 10^{-6}$
KHC <sub>4</sub> H <sub>4</sub> O <sub>6</sub>	$3 \times 10^{-4}$

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## Silver

Substance	$K_{sp}$ at 25 °C
$\frac{1}{2}\text{Ag}_2\text{O} (\text{Ag}^+ + \text{OH}^-)$	$2 \times 10^{-8}$
AgCl	$1.6 \times 10^{-10}$
AgBr	$5.0 \times 10^{-13}$
AgI	$1.5 \times 10^{-16}$
AgCN	$1.2 \times 10^{-16}$
AgSCN	$1.0 \times 10^{-12}$
Ag <sub>2</sub> S	$1.6 \times 10^{-49}$
Ag <sub>2</sub> CO <sub>3</sub>	$8.1 \times 10^{-12}$
Ag <sub>2</sub> CrO <sub>4</sub>	$9.0 \times 10^{-12}$
Ag <sub>4</sub> Fe(CN) <sub>6</sub>	$1.55 \times 10^{-41}$
Ag <sub>2</sub> SO <sub>4</sub>	$1.2 \times 10^{-5}$
Ag <sub>3</sub> PO <sub>4</sub>	$1.8 \times 10^{-18}$

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## Strontium

Substance	$K_{sp}$ at 25 °C
$\text{Sr}(\text{OH})_2 \cdot 8\text{H}_2\text{O}$	$3.2 \times 10^{-4}$
$\text{SrCO}_3$	$7 \times 10^{-10}$
$\text{SrCrO}_4$	$3.6 \times 10^{-5}$
$\text{SrSO}_4$	$3.2 \times 10^{-7}$
$\text{SrC}_2\text{O}_4 \cdot \text{H}_2\text{O}$	$4 \times 10^{-7}$

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## Thallium

Substance	$K_{sp}$ at 25 °C
$\text{TlCl}$	$1.7 \times 10^{-4}$
$\text{TlSCN}$	$1.6 \times 10^{-4}$
$\text{Tl}_2\text{S}$	$6 \times 10^{-22}$
$\text{Tl}(\text{OH})_3$	$6.3 \times 10^{-46}$

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## Tin

Substance	K <sub>sp</sub> at 25 °C
Sn(OH) <sub>2</sub>	$3 \times 10^{-27}$
SnS	$1 \times 10^{-26}$
Sn(OH) <sub>4</sub>	$1.0 \times 10^{-57}$

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## Zinc

Substance	K <sub>sp</sub> at 25 °C
ZnCO <sub>3</sub>	$2 \times 10^{-10}$

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## 119. Formation Constants for Complex Ions

Equilibrium	K <sub>f</sub>
$\text{Al}^{3+} + 6\text{F}^{-} \rightleftharpoons [\text{AlF}_6]^{3-}$	$7 \times 10^{19}$
$\text{Cd}^{2+} + 4\text{NH}_3 \rightleftharpoons [\text{Cd}(\text{NH}_3)_4]^{2+}$	$1.3 \times 10^7$
$\text{Cd}^{2+} + 4\text{CN}^{-} \rightleftharpoons [\text{Cd}(\text{CN})_4]^{2-}$	$3 \times 10^{18}$
$\text{Co}^{2+} + 6\text{NH}_3 \rightleftharpoons [\text{Co}(\text{NH}_3)_6]^{2+}$	$1.3 \times 10^5$
$\text{Co}^{3+} + 6\text{NH}_3 \rightleftharpoons [\text{Co}(\text{NH}_3)_6]^{3+}$	$2.3 \times 10^{33}$
$\text{Cu}^{+} + 2\text{CN}^{-} \rightleftharpoons [\text{Cu}(\text{CN})_2]^{-}$	$1.0 \times 10^{16}$
$\text{Cu}^{2+} + 4\text{NH}_3 \rightleftharpoons [\text{Cu}(\text{NH}_3)_4]^{2+}$	$1.7 \times 10^{13}$
$\text{Fe}^{2+} + 6\text{CN}^{-} \rightleftharpoons [\text{Fe}(\text{CN})_6]^{4-}$	$1.5 \times 10^{35}$
$\text{Fe}^{3+} + 6\text{CN}^{-} \rightleftharpoons [\text{Fe}(\text{CN})_6]^{3-}$	$2 \times 10^{43}$
$\text{Fe}^{3+} + 6\text{SCN}^{-} \rightleftharpoons [\text{Fe}(\text{SCN})_6]^{3-}$	$3.2 \times 10^3$
$\text{Hg}^{2+} + 4\text{Cl}^{-} \rightleftharpoons [\text{HgCl}_4]^{2-}$	$1.1 \times 10^{16}$
$\text{Ni}^{2+} + 6\text{NH}_3 \rightleftharpoons [\text{Ni}(\text{NH}_3)_6]^{2+}$	$2.0 \times 10^8$
$\text{Ag}^{+} + 2\text{Cl}^{-} \rightleftharpoons [\text{AgCl}_2]^{-}$	$1.8 \times 10^5$
$\text{Ag}^{+} + 2\text{CN}^{-} \rightleftharpoons [\text{Ag}(\text{CN})_2]^{-}$	$1 \times 10^{21}$
$\text{Ag}^{+} + 2\text{NH}_3 \rightleftharpoons [\text{Ag}(\text{NH}_3)_2]^{+}$	$1.7 \times 10^7$
$\text{Zn}^{2+} + 4\text{CN}^{-} \rightleftharpoons [\text{Zn}(\text{CN})_4]^{2-}$	$2.1 \times 10^{19}$
$\text{Zn}^{2+} + 4\text{OH}^{-} \rightleftharpoons [\text{Zn}(\text{OH})_4]^{2-}$	$2 \times 10^{15}$
$\text{Fe}^{3+} + \text{SCN}^{-} \rightleftharpoons [\text{Fe}(\text{SCN})]^{2+}$	$8.9 \times 10^2$
$\text{Ag}^{+} + 4\text{SCN}^{-} \rightleftharpoons [\text{Ag}(\text{SCN})_4]^{3-}$	$1.2 \times 10^{10}$
$\text{Pb}^{2+} + 4\text{I}^{-} \rightleftharpoons [\text{PbI}_4]^{2-}$	$3.0 \times 10^4$

Equilibrium	K <sub>f</sub>
$\text{Pt}^{2+} + 4\text{Cl}^- \rightleftharpoons [\text{PtCl}_4]^{2-}$	$1 \times 10^{16}$
$\text{Cu}^{2+} + 4\text{CN}^- \rightleftharpoons [\text{Cu}(\text{CN})_4]^{2-}$	$1.0 \times 10^{25}$
$\text{Co}^{2+} + 4\text{SCN}^- \rightleftharpoons [\text{Co}(\text{SCN})_4]^{2-}$	$1 \times 10^3$

## 120. Standard Electrode (Half-Cell) Potentials

Half-Reaction	E° (V)
$\text{Ag}^+ + \text{e}^- \rightarrow \text{Ag}$	+0.7996
$\text{AgCl} + \text{e}^- \rightarrow \text{Ag} + \text{Cl}^-$	+0.22233
$[\text{Ag}(\text{CN})_2]^- + \text{e}^- \rightarrow \text{Ag} + 2\text{CN}^-$	-0.31
$\text{Ag}_2\text{CrO}_4 + 2\text{e}^- \rightarrow 2\text{Ag} + \text{CrO}_4^{2-}$	+0.45
$[\text{Ag}(\text{NH}_3)_2]^+ + \text{e}^- \rightarrow \text{Ag} + 2\text{NH}_3$	+0.373
$[\text{Ag}(\text{S}_2\text{O}_3)_2]^{3+} + \text{e}^- \rightarrow \text{Ag} + 2\text{S}_2\text{O}_3^{2-}$	+0.017
$[\text{AlF}_6]^{3-} + 3\text{e}^- \rightarrow \text{Al} + 6\text{F}^-$	-2.07
$\text{Al}^{3+} + 3\text{e}^- \rightarrow \text{Al}$	-1.662
$\text{Am}^{3+} + 3\text{e}^- \rightarrow \text{Am}$	-2.048
$\text{Au}^{3+} + 3\text{e}^- \rightarrow \text{Au}$	+1.498
$\text{Au}^+ + \text{e}^- \rightarrow \text{Au}$	+1.692
$\text{Ba}^+ + 2\text{e}^- \rightarrow \text{Ba}$	-2.912
$\text{Be}^+ + 2\text{e}^- \rightarrow \text{Be}$	-1.847
$\text{Br}_2(aq) + 2\text{e}^- \rightarrow 2\text{Br}^-$	+1.0873
$\text{Ca}^+ + 2\text{e}^- \rightarrow \text{Ca}$	-2.868
$\text{Ce}^3 + 3\text{e}^- \rightarrow \text{Ce}$	-2.483
$\text{Ce}^{4+} + \text{e}^- \rightarrow \text{Ce}^{3+}$	+1.61
$\text{Cd}^+ + 2\text{e}^- \rightarrow \text{Cd}$	-0.4030
$[\text{Cd}(\text{CN})_4]^{2-} + 2\text{e}^- \rightarrow \text{Cd} + 4\text{CN}^-$	-1.09
$[\text{Cd}(\text{NH}_3)_4]^+ + 2\text{e}^- \rightarrow \text{Cd} + 4\text{NH}_3$	-0.61
$\text{CdS} + 2\text{e}^- \rightarrow \text{Cd} + \text{S}^{2-}$	-1.17
$\text{Cl}_2 + 2\text{e}^- \rightarrow 2\text{Cl}^-$	+1.35827

Half-Reaction	E° (V)
$\text{ClO}_4^- + \text{H}_2\text{O} + 2\text{e}^- \rightarrow \text{ClO}_3^- + 2\text{OH}^-$	+0.36
$\text{ClO}_3^- + \text{H}_2\text{O} + 2\text{e}^- \rightarrow \text{ClO}_2^- + 2\text{OH}^-$	+0.33
$\text{ClO}_2^- + \text{H}_2\text{O} + 2\text{e}^- \rightarrow \text{ClO}^- + 2\text{OH}^-$	+0.66
$\text{ClO}^- + \text{H}_2\text{O} + 2\text{e}^- \rightarrow \text{Cl}^- + 2\text{OH}^-$	+0.89
$\text{ClO}_4^- + 2\text{H}^+ + 2\text{e}^- \rightarrow \text{ClO}_3^- + \text{H}_2\text{O}$	+1.189
$\text{ClO}_3^- + 3\text{H}^+ + 2\text{e}^- \rightarrow \text{HClO}_2 + \text{H}_2\text{O}$	+1.21
$\text{HClO} + \text{H}^+ + 2\text{e}^- \rightarrow \text{Cl}^- + \text{H}_2\text{O}$	+1.482
$\text{HClO} + \text{H}^+ + \text{e}^- \rightarrow \frac{1}{2}\text{Cl}_2 + \text{H}_2\text{O}$	+1.611
$\text{HClO}_2 + 2\text{H}^+ + 2\text{e}^- \rightarrow \text{HClO} + \text{H}_2\text{O}$	+1.628
$\text{Co}^{3+} + \text{e}^- \rightarrow \text{Co}^+ \text{ (2 mol // H}_2\text{SO}_4\text{)}$	+1.83
$\text{Co}^+ + 2\text{e}^- \rightarrow \text{Co}$	-0.28
$[\text{Co}(\text{NH}_3)_6]^{3+} + \text{e}^- \rightarrow [\text{Co}(\text{NH}_3)_6]^+$	+0.1
$\text{Co}(\text{OH})_3 + \text{e}^- \rightarrow \text{Co}(\text{OH})_2 + \text{OH}^-$	+0.17
$\text{Cr}^3+ + 3\text{e}^- \rightarrow \text{Cr}$	-0.744
$\text{Cr}^{3+} + \text{e}^- \rightarrow \text{Cr}^+$	-0.407
$\text{Cr}^+ + 2\text{e}^- \rightarrow \text{Cr}$	-0.913
$[\text{Cu}(\text{CN})_2]^- + \text{e}^- \rightarrow \text{Cu} + 2\text{CN}^-$	-0.43
$\text{CrO}_4^{2-} + 4\text{H}_2\text{O} + 3\text{e}^- \rightarrow \text{Cr}(\text{OH})_3 + 5\text{OH}^-$	-0.13
$\text{Cr}_2\text{O}_7^{2-} + 14\text{H}^+ + 6\text{e}^- \rightarrow 2\text{Cr}^{3+} + 7\text{H}_2\text{O}$	+1.232
$[\text{Cr}(\text{OH})_4]^- + 3\text{e}^- \rightarrow \text{Cr} + 4\text{OH}^-$	-1.2
$\text{Cr}(\text{OH})_3 + 3\text{e}^- \rightarrow \text{Cr} + 3\text{OH}^-$	-1.48



Half-Reaction	E° (V)
$\text{Cu}^+ + \text{e}^- \rightarrow \text{Cu}^+$	+0.153
$\text{Cu}^+ + 2\text{e}^- \rightarrow \text{Cu}$	+0.34
$\text{Cu}^+ + \text{e}^- \rightarrow \text{Cu}$	+0.521
$\text{F}_2 + 2\text{e}^- \rightarrow 2\text{F}^-$	+2.866
$\text{Fe}^+ + 2\text{e}^- \rightarrow \text{Fe}$	-0.447
$\text{Fe}^{3+} + \text{e}^- \rightarrow \text{Fe}^+$	+0.771
$[\text{Fe}(\text{CN})_6]^{3-} + \text{e}^- \rightarrow [\text{Fe}(\text{CN})_6]^{4-}$	+0.36
$\text{Fe}(\text{OH})_2 + 2\text{e}^- \rightarrow \text{Fe} + 2\text{OH}^-$	-0.88
$\text{FeS} + 2\text{e}^- \rightarrow \text{Fe} + \text{S}^{2-}$	-1.01
$\text{Ga}^{3+} + 3\text{e}^- \rightarrow \text{Ga}$	-0.549
$\text{Gd}^{3+} + 3\text{e}^- \rightarrow \text{Gd}$	-2.279
$\frac{1}{2}\text{H}_2 + \text{e}^- \rightarrow \text{H}^-$	-2.23
$2\text{H}_2\text{O} + 2\text{e}^- \rightarrow \text{H}_2 + 2\text{OH}^-$	-0.8277
$\text{H}_2\text{O}_2 + 2\text{H}^+ + 2\text{e}^- \rightarrow 2\text{H}_2\text{O}$	+1.776
$2\text{H}^+ + 2\text{e}^- \rightarrow \text{H}_2$	0.00
$\text{HO}_2^- + \text{H}_2\text{O} + 2\text{e}^- \rightarrow 3\text{OH}^-$	+0.878
$\text{Hf}^{4+} + 4\text{e}^- \rightarrow \text{Hf}$	-1.55
$\text{Hg}^+ + 2\text{e}^- \rightarrow \text{Hg}$	+0.851
$2\text{Hg}^+ + 2\text{e}^- \rightarrow \text{Hg}_2^+$	+0.92
$\text{Hg}_2^+ + 2\text{e}^- \rightarrow 2\text{Hg}$	+0.7973
$[\text{HgBr}_4]^{2-} + 2\text{e}^- \rightarrow \text{Hg} + 4\text{Br}^-$	+0.21
$\text{Hg}_2\text{Cl}_2 + 2\text{e}^- \rightarrow 2\text{Hg} + 2\text{Cl}^-$	+0.26808

Half-Reaction	E° (V)
$[\text{Hg}(\text{CN})_4]^{2-} + 2\text{e}^- \rightarrow \text{Hg} + 4\text{CN}^-$	-0.37
$[\text{HgI}_4]^{2-} + 2\text{e}^- \rightarrow \text{Hg} + 4\text{I}^-$	-0.04
$\text{HgS} + 2\text{e}^- \rightarrow \text{Hg} + \text{S}^{2-}$	-0.70
$\text{I}_2 + 2\text{e}^- \rightarrow 2\text{I}^-$	+0.5355
$\text{In}^{3+} + 3\text{e}^- \rightarrow \text{In}$	-0.3382
$\text{K}^+ + \text{e}^- \rightarrow \text{K}$	-2.931
$\text{La}^{3+} + 3\text{e}^- \rightarrow \text{La}$	-2.52
$\text{Li}^+ + \text{e}^- \rightarrow \text{Li}$	-3.04
$\text{Lu}^{3+} + 3\text{e}^- \rightarrow \text{Lu}$	-2.28
$\text{Mg}^+ + 2\text{e}^- \rightarrow \text{Mg}$	-2.372
$\text{Mn}^+ + 2\text{e}^- \rightarrow \text{Mn}$	-1.185
$\text{MnO}_2 + 2\text{H}_2\text{O} + 2\text{e}^- \rightarrow \text{Mn}(\text{OH})_2 + 2\text{OH}^-$	-0.05
$\text{MnO}_4^- + 2\text{H}_2\text{O} + 3\text{e}^- \rightarrow \text{MnO}_2 + 4\text{OH}^-$	+0.558
$\text{MnO}_2 + 4\text{H}^+ + 2\text{e}^- \rightarrow \text{Mn}^{2+} + 2\text{H}_2\text{O}$	+1.23
$\text{MnO}_4^- + 8\text{H}^+ + 5\text{e}^- \rightarrow \text{Mn}^{2+} + 4\text{H}_2\text{O}$	+1.507
$\text{Na}^+ + \text{e}^- \rightarrow \text{Na}$	-2.71
$\text{Nd}^{3+} + 3\text{e}^- \rightarrow \text{Nd}$	-2.323
$\text{Ni}^+ + 2\text{e}^- \rightarrow \text{Ni}$	-0.257
$[\text{Ni}(\text{NH}_3)_6]^+ + 2\text{e}^- \rightarrow \text{Ni} + 6\text{NH}_3$	-0.49
$\text{NiO}_2 + 4\text{H}^+ + 2\text{e}^- \rightarrow \text{Ni}^{2+} + 2\text{H}_2\text{O}$	+1.593
$\text{NiO}_2 + 2\text{H}_2\text{O} + 2\text{e}^- \rightarrow \text{Ni}(\text{OH})_2 + 2\text{OH}^-$	+0.49
$\text{NiS} + 2\text{e}^- \rightarrow \text{Ni} + \text{S}^{2-}$	+0.76

Half-Reaction	E° (V)
$\text{NO}_3^- + 4\text{H}^+ + 3\text{e}^- \rightarrow \text{NO} + 2\text{H}_2\text{O}$	+0.957
$\text{NO}_3^- + 3\text{H}^+ + 2\text{e}^- \rightarrow \text{HNO}_2 + \text{H}_2\text{O}$	+0.92
$\text{NO}_3^- + \text{H}_2\text{O} + 2\text{e}^- \rightarrow \text{NO}_2^- + 2\text{OH}^-$	+0.10
$\text{Np}^3 + 3\text{e}^- \rightarrow \text{Np}$	-1.856
$\text{O}_2 + 2\text{H}_2\text{O} + 4\text{e}^- \rightarrow 4\text{OH}^-$	+0.401
$\text{O}_2 + 2\text{H}^+ + 2\text{e}^- \rightarrow \text{H}_2\text{O}_2$	+0.695
$\text{O}_2 + 4\text{H}^+ + 4\text{e}^- \rightarrow 2\text{H}_2\text{O}$	+1.229
$\text{Pb}^+ + 2\text{e}^- \rightarrow \text{Pb}$	-0.1262
$\text{PbO}_2 + \text{SO}_4^{2-} + 4\text{H}^+ + 2\text{e}^- \rightarrow \text{PbSO}_4 + 2\text{H}_2\text{O}$	+1.69
$\text{PbS} + 2\text{e}^- \rightarrow \text{Pb} + \text{S}^{2-}$	-0.95
$\text{PbSO}_4 + 2\text{e}^- \rightarrow \text{Pb} + \text{SO}_4^{2-}$	-0.3505
$\text{Pd}^+ + 2\text{e}^- \rightarrow \text{Pd}$	+0.987
$[\text{PdCl}_4]^{2-} + 2\text{e}^- \rightarrow \text{Pd} + 4\text{Cl}^-$	+0.591
$\text{Pt}^+ + 2\text{e}^- \rightarrow \text{Pt}$	+1.20
$[\text{PtBr}_4]^{2-} + 2\text{e}^- \rightarrow \text{Pt} + 4\text{Br}^-$	+0.58
$[\text{PtCl}_4]^{2-} + 2\text{e}^- \rightarrow \text{Pt} + 4\text{Cl}^-$	+0.755
$[\text{PtCl}_6]^{2-} + 2\text{e}^- \rightarrow [\text{PtCl}_4]^{2-} + 2\text{Cl}^-$	+0.68
$\text{Pu}^3 + 3\text{e}^- \rightarrow \text{Pu}$	-2.03
$\text{Ra}^+ + 2\text{e}^- \rightarrow \text{Ra}$	-2.92
$\text{Rb}^+ + \text{e}^- \rightarrow \text{Rb}$	-2.98
$[\text{RhCl}_6]^{3-} + 3\text{e}^- \rightarrow \text{Rh} + 6\text{Cl}^-$	+0.44
$\text{S} + 2\text{e}^- \rightarrow \text{S}^{2-}$	-0.47627

Half-Reaction	E° (V)
$\text{S} + 2\text{H}^+ + 2\text{e}^- \rightarrow \text{H}_2\text{S}$	+0.142
$\text{Sc}^{3+} + 3\text{e}^- \rightarrow \text{Sc}$	-2.09
$\text{Se} + 2\text{H}^+ + 2\text{e}^- \rightarrow \text{H}_2\text{Se}$	-0.399
$[\text{SiF}_6]^{2-} + 4\text{e}^- \rightarrow \text{Si} + 6\text{F}^-$	-1.2
$\text{SiO}_3^{2-} + 3\text{H}_2\text{O} + 4\text{e}^- \rightarrow \text{Si} + 6\text{OH}^-$	-1.697
$\text{SiO}_2 + 4\text{H}^+ + 4\text{e}^- \rightarrow \text{Si} + 2\text{H}_2\text{O}$	-0.86
$\text{Sm}^{3+} + 3\text{e}^- \rightarrow \text{Sm}$	-2.304
$\text{Sn}^{4+} + 2\text{e}^- \rightarrow \text{Sn}^{2+}$	+0.151
$\text{Sn}^{2+} + 2\text{e}^- \rightarrow \text{Sn}$	-0.1375
$[\text{SnF}_6]^{2-} + 4\text{e}^- \rightarrow \text{Sn} + 6\text{F}^-$	-0.25
$\text{SnS} + 2\text{e}^- \rightarrow \text{Sn} + \text{S}^{2-}$	-0.94
$\text{Sr}^{2+} + 2\text{e}^- \rightarrow \text{Sr}$	-2.89
$\text{TeO}_2 + 4\text{H}^+ + 4\text{e}^- \rightarrow \text{Te} + 2\text{H}_2\text{O}$	+0.593
$\text{Th}^{4+} + 4\text{e}^- \rightarrow \text{Th}$	-1.90
$\text{Ti}^{2+} + 2\text{e}^- \rightarrow \text{Ti}$	-1.630
$\text{U}^{3+} + 3\text{e}^- \rightarrow \text{U}$	-1.79
$\text{V}^{2+} + 2\text{e}^- \rightarrow \text{V}$	-1.19
$\text{Y}^{3+} + 3\text{e}^- \rightarrow \text{Y}$	-2.37
$\text{Zn}^{2+} + 2\text{e}^- \rightarrow \text{Zn}$	-0.7618
$[\text{Zn}(\text{CN})_4]^{2-} + 2\text{e}^- \rightarrow \text{Zn} + 4\text{CN}^-$	-1.26
$[\text{Zn}(\text{NH}_3)_4]^{2+} + 2\text{e}^- \rightarrow \text{Zn} + 4\text{NH}_3$	-1.04
$\text{Zn}(\text{OH})_2 + 2\text{e}^- \rightarrow \text{Zn} + 2\text{OH}^-$	-1.245

Half-Reaction	E° (V)
$[\text{Zn}(\text{OH})_4]^{2-} + 2\text{e}^- \rightarrow \text{Zn} + 4\text{OH}^-$	-1.199
$\text{ZnS} + 2\text{e}^- \rightarrow \text{Zn} + \text{S}^{2-}$	-1.40
$\text{Zr}^{4+} + 4\text{e}^- \rightarrow \text{Zr}$	-1.539

# 121. Half-Lives for Several Radioactive Isotopes

Isotope	Half-Life <sup>1</sup>	Type of Emission <sup>2</sup>	Isotope	Half-Life <sup>3</sup>	Type of Emission <sup>2</sup>
$^{14}_6\text{C}$	5730 y	( $\beta^-$ )	$^{210}_{83}\text{Bi}$	5.01 d	( $\beta^-$ )
$^{13}_7\text{N}$	9.97 m	( $\beta^+$ )	$^{212}_{83}\text{Bi}$	60.55 m	( $\alpha$ )
$^{15}_9\text{F}$	$4.1 \times 10^{-22}\text{s}$	( $p$ )	$^{210}_{84}\text{Po}$	138.4 d	( $\alpha$ )
$^{24}_{11}\text{Na}$	15.00 h	( $\beta^-$ )	$^{212}_{84}\text{Po}$	$3 \times 10^{-7}\text{s}$	( $\alpha$ )
$^{32}_{15}\text{P}$	14.29 d	( $\beta^-$ )	$^{216}_{84}\text{Po}$	0.15 s	( $\alpha$ )
$^{40}_{19}\text{K}$	$1.27 \times 10^9\text{y}$	( $\beta$ or $E. C.$ )	$^{218}_{84}\text{Po}$	3.05 m	( $\alpha$ )
$^{49}_{26}\text{Fe}$	0.08 s	( $\beta^+$ )	$^{215}_{85}\text{At}$	$1.0 \times 10^{-4}\text{s}$	( $\alpha$ )
$^{60}_{26}\text{Fe}$	$2.6 \times 10^6\text{y}$	( $\beta^-$ )	$^{218}_{85}\text{At}$	1.6 s	( $\alpha$ )
$^{60}_{27}\text{Co}$	5.27 y	( $\beta^-$ )	$^{220}_{86}\text{Rn}$	55.6 s	( $\alpha$ )
$^{87}_{37}\text{Rb}$	$4.7 \times 10^{10}\text{y}$	( $\beta^-$ )	$^{222}_{86}\text{Rn}$	3.82 d	( $\alpha$ )
$^{90}_{38}\text{Sr}$	29 y	( $\beta^-$ )	$^{224}_{88}\text{Ra}$	3.66 d	( $\alpha$ )
$^{115}_{49}\text{In}$	$5.1 \times 10^{15}\text{y}$	( $\beta^-$ )	$^{226}_{88}\text{Ra}$	1600 y	( $\alpha$ )
$^{131}_{53}\text{I}$	8.040 d	( $\beta^-$ )	$^{228}_{88}\text{Ra}$	5.75 y	( $\beta^-$ )
$^{142}_{58}\text{Ce}$	$5 \times 10^{15}\text{y}$	( $\alpha$ )	$^{228}_{89}\text{Ac}$	6.13 h	( $\beta^-$ )
$^{208}_{81}\text{Tl}$	3.07 m	( $\beta^-$ )	$^{228}_{90}\text{Th}$	1.913 y	( $\alpha$ )
$^{210}_{82}\text{Pb}$	22.3 y	( $\beta^-$ )	$^{232}_{90}\text{Th}$	$1.4 \times 10^{10}\text{y}$	( $\alpha$ )
$^{212}_{82}\text{Pb}$	10.6 h	( $\beta^-$ )	$^{233}_{90}\text{Th}$	22 m	( $\beta^-$ )
$^{214}_{82}\text{Pb}$	26.8 m	( $\beta^-$ )	$^{234}_{90}\text{Th}$	24.10 d	( $\beta^-$ )
$^{206}_{83}\text{Bi}$	6.243 d	( $E. C.$ )	$^{233}_{91}\text{Pa}$	27 d	( $\beta^-$ )
$^{233}_{92}\text{U}$	$1.59 \times 10^5\text{y}$	( $\alpha$ )	$^{242}_{96}\text{Cm}$	162.8 d	( $\alpha$ )

Isotope	Half-Life	Type of Emission	Isotope	Half-Life	Type of Emission
${}_{92}^{234}\text{U}$	$2.45 \times 10^5 \text{ y}$	$(\alpha)$	${}_{97}^{243}\text{Bk}$	4.5 h	$(\alpha)$
${}_{92}^{235}\text{U}$	$7.03 \times 10^8 \text{ y}$	$(\alpha)$	${}_{99}^{253}\text{Es}$	20.47 d	$(\alpha)$
${}_{92}^{238}\text{U}$	$4.47 \times 10^9 \text{ y}$	$(\alpha)$	${}_{100}^{254}\text{Fm}$	3.24 h	$(\alpha)$
${}_{92}^{239}\text{U}$	23.54 m	$(\beta^-)$	${}_{100}^{255}\text{Fm}$	20.1 h	$(\alpha)$
${}_{93}^{239}\text{Np}$	2.3 d	$(\beta^-)$	${}_{101}^{256}\text{Md}$	76 m	$(\alpha)$
${}_{94}^{239}\text{Pu}$	$2.407 \times 10^4 \text{ y}$	$(\alpha)$	${}_{102}^{254}\text{No}$	55 s	$(\alpha)$
${}_{94}^{240}\text{Pu}$	$6.54 \times 10^3 \text{ y}$	$(\alpha)$	${}_{103}^{257}\text{Lr}$	0.65 s	$(\alpha)$
${}_{94}^{241}\text{Pu}$	14.4 y	$(\alpha \text{ or } \beta^-)$	${}_{105}^{260}\text{Ha}$	1.5 s	$(\alpha)$
${}_{95}^{241}\text{Am}$	432.2 y	$(\alpha)$	${}_{106}^{263}\text{Sg}$	0.8 s	$(\alpha)$

1. y = years, d = days, h = hours, m = minutes, s = seconds

2. E.C. = electron capture, S.F. = Spontaneous fission

3. y = years, d = days, h = hours, m = minutes, s = seconds

4. E.C. = electron capture, S.F. = Spontaneous fission