HYBRID CHEMISTRY 51 V1



Rachael Harper Delupio
Los Angeles Trade Technical College



Hybrid Chem 51 v1

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This textmap is an introductory chemistry text aimed for a single semester or quarter beginning experience to the field. The textmaps survey some of the basic topics of chemistry. This survey should give student enough knowledge to appreciate the impact of chemistry in everyday life and, if necessary, prepare student for additional instruction in chemistry.

- **1: What Is Chemistry?**

  What is chemistry? Simply put, chemistry is the study of the interactions of matter with other matter and with energy. This seems straightforward enough. However, the definition of chemistry includes a wide range of topics that must be understood to gain a mastery of the topic or even take additional courses in chemistry. In this book, we will lay the foundations of chemistry in a topic-by-topic fashion to provide you with the background you need to successfully understand chemistry.

  - 1.1: Basic Definitions
  - 1.2: Chemistry as a Science

- **2: Measurements**

  Chemistry, like all sciences, is quantitative. It deals with quantities, things that have amounts and units. Dealing with quantities is very important in chemistry, as is relating quantities to each other. In this chapter, we will discuss how we deal with numbers and units, including how they are combined and manipulated.

  - 2.1: Expressing Numbers - Scientific Notation
  - 2.2: Expressing Numbers - Significant Figures
  - 2.3: The International System of Units
  - 2.4: Converting Units
  - 2.5: Other Units - Temperature and Density

- **3: Atoms, Molecules, and Ions**

  The basic building block of all matter is the atom. Curiously, the idea of atoms was first proposed in the fifth century BCE, when the Greek philosophers Leucippus and Democritus proposed their existence in a surprisingly modern fashion. However, their ideas never took hold among their contemporaries, and it wasn't until the early 1800s that evidence amassed to make scientists reconsider the idea. Today, the concept of the atom is central to the study of matter.

  - 3.1: Atomic Theory
  - 3.2: Ions and Ionic Compounds
  - 3.3: Molecules and Chemical Nomenclature
  - 3.4: Acids
  - 3.5: Masses of Atoms and Molecules

- **4: Chemical Reactions and Equations**

  Chemistry is largely about chemical changes. Indeed, if there were no chemical changes, chemistry as such would not exist! Chemical changes are a fundamental part of chemistry. Because chemical changes are so central, it may be no surprise that chemistry has developed some special ways of presenting them.

  - 4.1: The Chemical Equation
  - 4.2: Types of Chemical Reactions - Single and Double Displacement Reactions
  - 4.3: Ionic Equations - A Closer Look
  - 4.4: Composition, Decomposition, and Combustion Reactions
  - 4.5: Neutralization Reactions

- **5: Stoichiometry and the Mole**

  We have already established that quantities are important in science, especially in chemistry. It is important to make accurate measurements of a variety of quantities when performing experiments. However, it is also important to be able to relate one measured quantity to another, unmeasured quantity. In this chapter, we will consider how we manipulate quantities to relate them to each other.

- 5.1: Stoichiometry
- 5.2: The Mole
- 5.3 Percent Composition, Empirical and Molecular Formulas
- 5.4: The Mole in Chemical Reactions
- 5.5: Mole-Mass and Mass-Mass Calculations
- 5.6: Yields
- 5.7: Limiting Reagents

6: Gases

Gases have no definite shape or volume; they tend to fill whatever container they are in. They can compress and expand, sometimes to a great extent. Gases have extremely low densities, one-thousandth or less the density of a liquid or solid. Combinations of gases tend to mix together spontaneously; that is, they form solutions. Air, for example, is a solution of mostly nitrogen and oxygen. Any understanding of the properties of gases must be able to explain these characteristics.

- 6.1: Kinetic Theory of Gases
- 6.2: Gas Pressure
- 6.3: Gas Laws - Boyle's and Charles' Laws
- 6.4: Other Gas Laws - Gay-Lussac, Avogadro and Combined
- 6.5: The Ideal Gas Law and Some Applications
- 6.6: Gas Mixtures

7: Energy and Chemistry

Energy is a very important quantity in science and the world around us. Although most of our energy ultimately comes from the sun, much of the energy we use on a daily basis is rooted in chemical reactions. The gasoline in your car, the electricity in your house, the food in your diet - all provide substances for chemical reactions to provide energy (gasoline, food) or are produced from chemical reactions (electricity, about 50% of which is generated by burning coal).

- 7.1: Energy
- 7.2: Work and Heat
- 7.3: Enthalpy and Chemical Reactions
- 7.4 Internal Energy

8: Electronic Structure

Atoms act the way they do because of their structure. We already know that atoms are composed of protons, neutrons, and electrons. Protons and neutrons are located in the nucleus, and electrons orbit around the nucleus. But we need to know the structural details to understand why atoms react the way they do. Virtually everything we know about atoms ultimately comes from light. Before we can understand the composition of atoms (especially electrons), we need to understand the properties of light.

- 8.1: Light
- 8.2: Quantum Numbers for Electrons
- 8.3: Organization of Electrons in Atoms
- 8.4: Electronic Structure and the Periodic Table
- 8.5: Periodic Trends

9: Chemical Bonds

How do atoms make compounds? Typically they join together in such a way that they lose their identities as elements and adopt a new identity as a compound. These joins are called chemical bonds. But how do atoms join together? Ultimately, it all comes down to electrons. Before we discuss how electrons interact, we need to introduce a tool to simply illustrate electrons in an atom.

- 9.1: Lewis Electron Dot Diagrams
- 9.2: Electron Transfer - Ionic Bonds
- 9.3: Covalent Bonds
- 9.4: Violations of the Octet Rule

- 9.5: Bond Polarity
- 9.6: Molecular Shapes
- 9.7: Polar Molecules

10: Solutions

A solution is a homogeneous mixture—a mixture of two or more substances that are so intimately mixed that the mixture behaves in many ways like a single substance. Many chemical reactions occur when the reactants are dissolved in solution. In this chapter, we will introduce concepts that are applicable to solutions and the chemical reactions that occur in them.

- 10.1: Definitions
- 10.2: Quantitative Units of Concentration
- 10.3: Dilutions and Concentrations
- 10.4: Concentrations as Conversion Factors

11: Acids and Bases

Acids and bases are important classes of chemical compounds. They are part of the foods and beverages we ingest, they are present in medicines and other consumer products, and they are prevalent in the world around us. In this chapter, we will focus on acids and bases and their chemistry.

- 11.1: Arrhenius Acids and Bases
- 11.2: Brønsted-Lowry Acids and Bases
- 11.3: Acid-Base Titrations
- 11.4: Strong and Weak Electrolytes
- 11.5: Strong and Weak Acids and Bases and their Salts
- 11.6: Autoionization of Water
- 11.7: The pH Scale

12: Oxidation and Reduction

One important type of chemical reaction is the oxidation-reduction reaction, also known as the redox reaction.

- 12.1: Oxidation-Reduction Reactions
- 12.2: Balancing Redox Reactions

13: Nuclear Chemistry

In nuclear chemistry, the composition of the nucleus and the changes that occur there are very important. Applications of nuclear chemistry may be more widespread than you realize. Many people are aware of nuclear power plants and nuclear bombs, but nuclear chemistry also has applications ranging from smoke detectors to medicine. In this chapter, we will examine some of the basic concepts of nuclear chemistry and some of the nuclear reactions that are important in our everyday lives.

- 13.1: Radioactivity
- 13.2: Uses of Radioactive Isotopes

14: Chemistry of Life: Organic and Biological Chemistry

Organic chemistry involves the scientific study of the structure, properties, and reactions of organic compounds and organic materials, i.e., matter in its various forms that contain carbon atoms. Organic compounds form the basis of all earthly life and constitute a significant part of human endeavors in chemistry.

- 14.1: General Characteristics of Organic Molecules
- 14.2: Introduction to Hydrocarbons
- 14.3: Alkanes
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- **Backmatter**

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1: WHAT IS CHEMISTRY?

What is chemistry? Simply put, chemistry is the study of the interactions of matter with other matter and with energy. This seems straightforward enough. However, the definition of chemistry includes a wide range of topics that must be understood to gain a mastery of the topic or even take additional courses in chemistry. In this book, we will lay the foundations of chemistry in a topic-by-topic fashion to provide you with the background you need to successfully understand chemistry.

1.1 Basic Definitions

1.2 Chemistry as a Science

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1.1 Basic Definitions

Learning Objective

- Learn the basic terms used to describe matter

The definition of chemistry—the study of the interactions of matter with other matter and with energy—uses some terms that should also be defined. We start the study of chemistry by defining some basic terms.

Matter

Matter is anything that has mass and takes up space. A book is matter, a computer is matter, food is matter, and dirt in the ground is matter. Sometimes matter may be difficult to identify. For example, air is matter, but because it is so thin compared to other matter (e.g., a book, a computer, food, and dirt), we sometimes forget that air has mass and takes up space. Things that are not matter include thoughts, ideas, emotions, and hopes.

Example 1

Which of the following is matter and not matter?

a. a hot dog
b. love
c. a tree

Solution

a. A hot dog has mass and takes up space, so it is matter.
b. Love is an emotion, and emotions are not matter.
c. A tree has mass and takes up space, so it is matter.

Exercise 1

Which of the following is matter and not matter?

a. the moon
b. an idea for a new invention

Answer

a. The moon is matter.
b. The invention itself may be matter, but the idea for it is not.

To understand matter and how it changes, we need to be able to describe matter. There are two basic ways to describe matter: physical properties and chemical properties.

Physical properties

Physical properties are characteristics that describe matter as it exists. Some of the many physical characteristics of matter are shape, color, size, and temperature. An important physical property is the **phase** (or **state**) of matter. The three fundamental phases of matter are solid, liquid, and gas (Figure 1).



Figure 1: *The Phases of Matter. Chemistry recognizes three fundamental phases of matter: solid (left), liquid (middle), and gas (right). Image used with permission (CC BY-SA 3.0; Spirit469)*

Chemical Properties

A characteristic that describes how matter changes form in the presence of other matter is a **chemical property**. Does a sample of matter burn? Burning is a chemical property, the matter will only burn in the presence of oxygen so requires the presence of some other type of matter to undergo this chemical change. Does it behave violently when put in water? Reactivity with water is a chemical property as well (Figure 2). In the following chapters, we will see how descriptions of physical and chemical properties are important aspects of chemistry.



Figure 2: *Chemical Properties. The fact that this match burns is a chemical property of the match. Image used with permission (Sebastian Ritter (Rise0011))*

Physical Change

If matter always stayed the same, chemistry would be rather boring. Fortunately, a major part of chemistry involves change. A **physical change** occurs when a sample of matter changes one or more of its physical properties. For example, a solid may melt (Figure 3), or alcohol in a thermometer may change volume as the temperature changes. A physical change does not affect the chemical composition of matter.



Figure *2: Physical Changes: The solid ice melts into liquid water—a physical change. A time-lapse animation of icecubes melting in a glass (50 minutes). Image used with permission (Public Domain; Moussa).*

Chemical change

A **chemical change** is the process of demonstrating a chemical property, such as the burning match in Figure 1.2.2 "Chemical Properties". As the matter in the match burns, its chemical composition changes, and new forms of matter with new physical properties are created. Note that chemical changes are frequently accompanied by physical changes, as the new matter will likely have different physical properties from the original matter.

Example 2

Describe each process as a physical change or a chemical change.

a. Water in the air turns into snow.
b. A person's hair is cut.
c. Bread dough becomes fresh bread in an oven.

Solution

a. Because the water is going from a gas phase to a solid phase, this is a physical change.
b. Your long hair is being shortened. This is a physical change.
c. Because of the oven's temperature, chemical changes are occurring in the bread dough to make fresh bread. These are chemical changes. (In fact, a lot of cooking involves chemical changes.)

Exercise 2

Identify each process as a physical change or a chemical change.

a. A fire is raging in a fireplace.
b. Water is warmed to make a cup of coffee.

Answers

a. chemical change

b. physical change

Substance

A sample of matter that has the same physical and chemical properties throughout is called a substance. Sometimes the phrase *pure substance* is used, but the word *pure* isn't needed. The definition of the term *substance* is an example of how chemistry has a specific definition for a word that is used in everyday language with a different, vaguer definition. Here, we will use the term *substance* with its strict chemical definition.

Chemistry recognizes two different types of substances: elements and compounds.

Element

An **element** is the simplest type of chemical substance; it cannot be broken down into simpler chemical substances by ordinary chemical means. There are about 115 elements known to science, of which 80 are stable. (The other elements are radioactive, a condition we will consider in Chapter 15.) Each element has its own unique set of physical and chemical properties. Examples of elements include iron, carbon, and gold.

Compound

A **compound** is a combination of more than one element. The physical and chemical properties of a compound are different from the physical and chemical properties of its constituent elements; that is, it behaves as a completely different substance. For example water, H_2O, is made up of oxygen and hydrogen. Both oxygen and hydrogen are extremely flammable elements but once we allow them to react with each other we get nonflammable water. There are over 50 million compounds known, and more are being discovered daily. Examples of compounds include water, sugar, penicillin, and sodium chloride (the chemical name for common table salt).

Mixtures

Elements and compounds are not the only ways in which matter can be present. We frequently encounter objects that are physical combinations of more than one element or compound. Physical combinations of more than one substance are called mixtures. There are two types of mixtures.

Heterogeneous mixture

A mixture composed of two or more substances. is a mixture composed of two or more substances. It is easy to tell, sometimes by the naked eye, that more than one substance is present.

Homogeneous mixture/ Solution

A **homogeneous mixture** is combination of two or more substances that are so intimately mixed that the mixture behaves as a single substance. Another word for a homogeneous mixture is solution. Thus, a combination of salt and steel wool is a heterogeneous mixture because it is easy to see which particles of the matter are salt crystals and which are steel wool. On the other hand, if you take salt crystals and dissolve them in water, it is very difficult to tell that you have more than one substance present just by looking—even if you use a powerful microscope. The salt dissolved in water is a homogeneous mixture, or a solution (Figure 3).



Figure 3: *Types of Mixtures © Thinkstock On the left, the combination of two substances is a heterogeneous mixture because the particles of the two components look different. On the right, the salt crystals have dissolved in the water so finely that you cannot tell that salt is present. The homogeneous mixture appears like a single substance.*

Example 3

Identify the following combinations as heterogeneous mixtures or homogenous mixtures.

a. soda water (Carbon dioxide is dissolved in water.)
b. a mixture of iron metal filings and sulfur powder (Both iron and sulfur are elements.)

a silver iron filing and yellow sulfur mixture

Figure 4: *A mixture of iron filings and sulfur powder* (Asoult, Fe-S mixture 03, CC BY 4.0)

Solution

a. Because carbon dioxide is dissolved in water, we can infer from the behavior of salt crystals dissolved in water that carbon dioxide dissolved in water is (also) a homogeneous mixture.
b. Assuming that the iron and sulfur are simply mixed together, it should be easy to see what is iron and what is sulfur, so this is a heterogeneous mixture.

Exercise 3

Are the following combinations homogeneous mixtures or heterogeneous mixtures?

a. the human body
b. an amalgam, a combination of some other metals dissolved in a small amount of mercury

Answers

a. heterogeneous mixture
b. homogeneous mixture

There are other descriptors that we can use to describe matter, especially elements. We can usually divide elements into metals and nonmetals, and each set shares certain (but not always all) properties.

Metal

Metals are elements that are solid at room temperature (although mercury is a well-known exception), are shiny and silvery, conducts electricity and heat well, can be pounded into thin sheets (a property called *malleability*), and can be drawn into thin wires (a property called *ductility*).

Nonmetal

Nonmetals are elements which are brittle when solid, do not conduct electricity or heat very well, and cannot be made into thin sheets or wires (Figure 5). Nonmetals also exist in a variety of phases and colors at room temperature.

Semimetals

Some elements have properties of both metals and nonmetals and are called **semimetals** (or **metalloids**). We will see later how these descriptions can be assigned rather easily to various elements.



Figure 5: *Semimetals © Thinkstock On the left is some elemental mercury, the only metal that exists as a liquid at room temperature. It has all the other expected properties of a metal. On the right, elemental sulfur is a yellow nonmetal that usually is found as a powder.*

Describing Matter Flowchart

"Describing Matter" is a flowchart of the relationships among the different ways of describing matter.

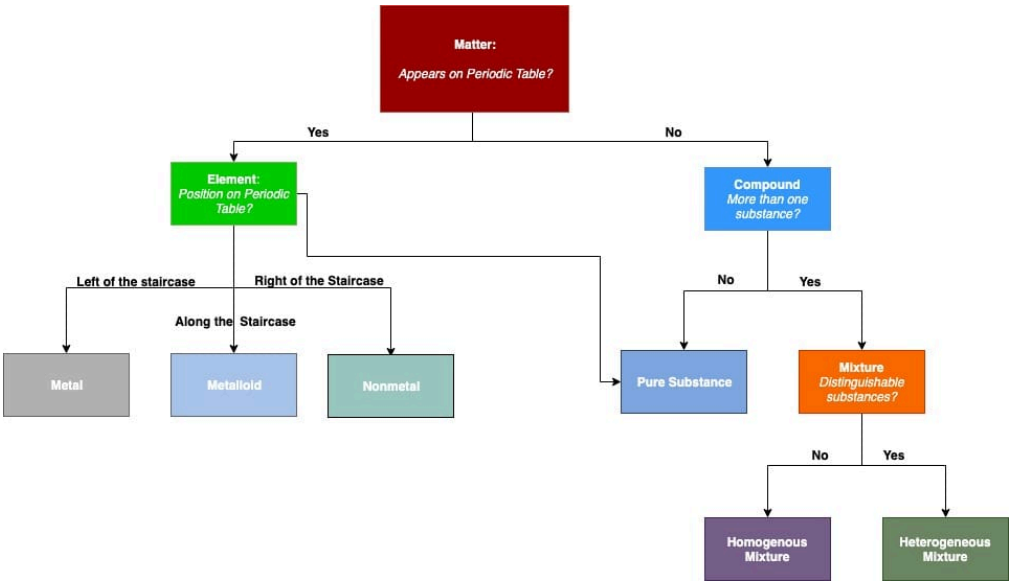


Figure 6***:*** *Describing Matter. This flowchart shows how matter can be described.*

Example 1: Chemistry Is Everywhere: In the Morning

Most people have a morning ritual, a process that they go through every morning to get ready for the day. Chemistry appears in many of these activities.

- If you take a shower or bath in the morning, you probably use soap, shampoo, or both. These items contain chemicals that interact with the oil and dirt on your body and hair to remove them and wash them away. Many of these products also contain chemicals that make you smell good; they are called *fragrances*.
- When you brush your teeth in the morning, you usually use toothpaste, a form of soap, to clean your teeth. Toothpastes typically contain tiny, hard particles called *abrasives* that physically scrub your teeth. Many toothpastes also contain fluoride, a substance that chemically interacts with the surface of the teeth to help prevent cavities.
- Perhaps you take vitamins, supplements, or medicines every morning. Vitamins and other supplements contain chemicals your body needs in small amounts to function properly. Medicines are chemicals that help combat diseases and promote health.
- Perhaps you make some fried eggs for breakfast. Frying eggs involves heating them enough so that a chemical reaction occurs to cook the eggs.
- After you eat, the food in your stomach is chemically reacted so that the body (mostly the intestines) can absorb food, water, and other nutrients.
- If you drive or take the bus to school or work, you are using a vehicle that probably burns gasoline, a material that burns fairly easily and provides energy to power the vehicle. Recall that burning is a chemical change.

These are just a few examples of how chemistry impacts your everyday life. And we haven't even made it to lunch yet!



Figure 6: *Chemistry in Real Life © Thinkstock. Examples of chemistry can be found everywhere—such as in personal hygiene products, food, and motor vehicles.*

Key Takeaways

- Chemistry is the study of matter and its interactions with other matter and energy.
- Matter is anything that has mass and takes up space.
- Matter can be described in terms of physical properties and chemical properties.
- Physical properties and chemical properties of matter can change.
- Matter is composed of elements and compounds.
- Combinations of different substances are called mixtures.
- Elements can be described as metals, nonmetals, and semimetals.

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1.2 Chemistry as a Science

Learning Objective

- Learn what science is and how it works

Chemistry is a branch of science. Although science itself is difficult to define exactly, the following definition can serve as starting point. Science is the process of knowing about the natural universe through observation and experiment. Science is not the only process of knowing (e.g., the ancient Greeks simply sat and *thought*), but it has evolved over more than 350 years into the best process that humanity has devised to date to learn about the universe around us.

The process of science is usually stated as the *scientific method*, which is rather naïvely described as follows:

1. state a hypothesis,
2. test the hypothesis, and
3. refine the hypothesis.

Actually, however, the process is not that simple. (For example, I don't go into my lab every day and exclaim, "I am going to state a hypothesis today and spend the day testing it!") The process is not that simple because science and scientists have a body of knowledge that has already been identified as coming from the highest level of understanding, and most scientists build from that body of knowledge.

An educated guess about how the natural universe works is called a **hypothesis**. A scientist who is familiar with how part of the natural universe works—say, a chemist—is interested in furthering that knowledge. That person makes a reasonable guess—a hypothesis—that is designed to see if the universe works in a new way as well. Here's an example of a hypothesis: "if I mix one part of hydrogen with one part of oxygen, I can make a substance that contains both elements."

> For a hypothesis to be termed a scientific hypothesis, it has to be something that can be supported or refuted through carefully crafted experimentation or observation.

Most good hypotheses are grounded in previously understood knowledge and represent a testable extension of that knowledge. The scientist then devises ways to test if that guess is, or is not, correct. That is, the scientist plans experiments. **Experiments are tests of the natural universe to see if a guess (hypothesis) is correct**. An experiment to test our previous hypothesis would be to actually mix hydrogen and oxygen and see what happens. Most experiments include observations of small, well-defined parts of the natural universe designed to see results of the experiments.

A Scientific Hypothesis

A hypothesis is often written in the form of an if/then statement that gives a possibility (if) and explains what may happen because of the possibility (then). For example, if eating elemental sulfur repels ticks, then someone that is eating sulfur every day will not get ticks.



Why do we have to do experiments? Why do we have to test? Because the natural universe is not always so obvious, experiments are necessary. For example, it is fairly obvious that if you drop an object from a height, it will fall. Several hundred years ago (coincidentally, near the inception of modern science), the concept of gravity explained that test. However, is it obvious that the entire natural universe is composed of only about 115 fundamental chemical building blocks called elements? This wouldn't seem true if you looked at the world around you and saw all the different forms matter can take. In fact, the concept of *the element* is only about 200 years old, and the last naturally occurring element was identified about 80 years ago. It took decades of tests and millions of experiments to establish what the elements actually are. These are just two examples; a myriad of such examples exists in chemistry and science in general.

When enough evidence has been collected to establish a general principle of how the natural universe works, the evidence is summarized in a **theory**. A theory is a general statement that explains a large number of observations. "All matter is composed of atoms" is a general statement, a theory, that explains many observations in chemistry. A theory is a very powerful statement in science. There are many statements referred to as "the theory of _____" or the "_____ theory" in science (where the blanks represent a word or concept). When written in this way, theories indicate that science has an overwhelming amount of evidence of its correctness. We will see several theories in the course of this text.

A specific statement that is thought to be never violated by the entire natural universe is called a **law**. A scientific law is the highest understanding of the natural universe that science has and is thought to be inviolate. For example, the fact that all matter attracts all other matter—the law of gravitation—is one such law. Note that the terms *theory* and *law* used in science have slightly different meanings from those in common usage; theory is often used to mean hypothesis ("I have a theory..."), whereas a law is an arbitrary limitation that can be broken but with potential consequences (such as speed limits). Here again, science uses these terms differently, and it is important to apply their proper definitions when you use these words in science. (Figure 1)

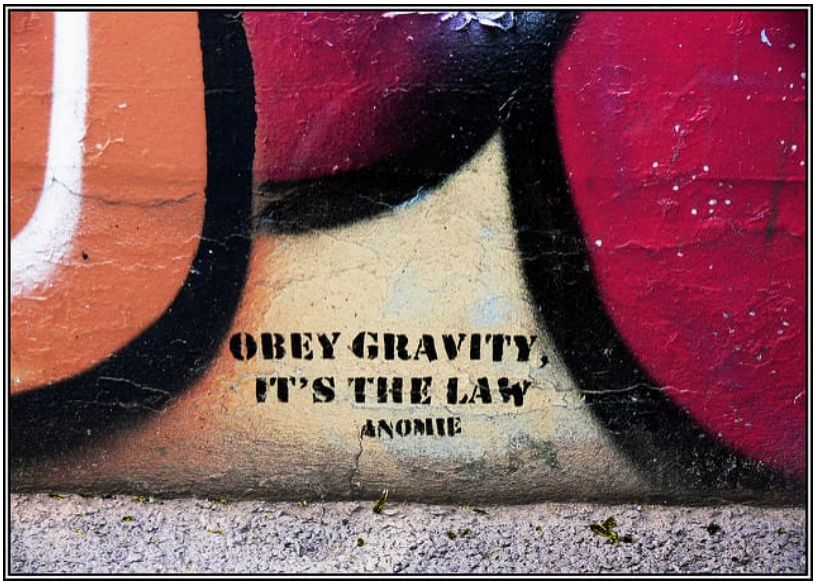


***Figure** 1: Defining a law. Does this graffiti mean "law" the way science defines "law"? Image used with permission (CC BY-SA-NC-ND; Koppenbadger).*

There is an additional phrase in our definition of science: "the natural universe." Science is concerned *only* with the natural universe. What is the natural universe? It's anything that occurs around us, well, naturally. Stars, planets, the appearance of life on earth, and how animals, plants, and other matter function are all part of the natural universe. Science is concerned with that—and *only* that.

Of course, there are other things that concern us. For example, is the English language part of science? Most of us can easily answer no; English is not science. English is certainly worth knowing (at least for people in predominantly English-speaking countries), but why isn't it science? English, or any human language, isn't science because ultimately it is *contrived*; it is made up. Think of it: the word spelled b-l-u-e represents a certain color, and we all agree what color that is. But what if we used the word h-a-r-d-n-r-f to describe that color? (Figure 2) That would be fine—as long as everyone agreed. Anyone who has learned a second language must initially wonder why a certain word is used to describe a certain concept; ultimately, the speakers of that language agreed that a particular word would represent a particular concept. It was contrived.

That doesn't mean language isn't worth knowing. It is very important in society. But it's not *science*. Science deals only with what occurs naturally.

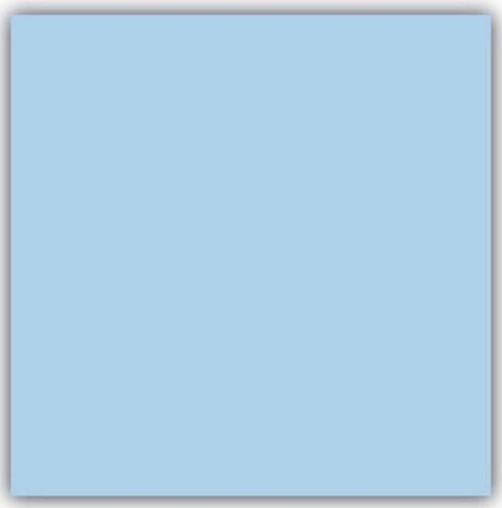


***Figure** 2: English Is Not Science. How would you describe this color? Blue or hard? Either way, you're not doing science.*

Example 1: Identifying science

Which of the following fields would be considered science?

a. geology, the study of the earth
b. ethics, the study of morality
c. political science, the study of governance
d. biology, the study of living organisms

Solution

a. Because the earth is a natural object, the study of it is indeed considered part of science.
b. Ethics is a branch of philosophy that deals with right and wrong. Although these are useful concepts, they are not science.
c. There are many forms of government, but all are created by humans. Despite the fact that the word *science* appears in its name, political science is not true science.
d. Living organisms are part of the natural universe, so the study of them is part of science.

Exercise 1

Which is part of science, and which is not?

a. dynamics, the study of systems that change over time
b. aesthetics, the concept of beauty

Answer A

science

Answer B

not science

The field of science has gotten so big that it is common to separate it into more specific fields. First, there is mathematics, the language of science. All scientific fields use mathematics to express themselves—some more than others. Physics and astronomy are scientific fields concerned with the fundamental interactions between matter and energy. Chemistry, as defined previously, is the study of the interactions of matter with other matter and with energy. Biology is the study of living organisms, while geology is the study of the earth. Other sciences can be named as well. Understand that these fields are not always completely separate; the boundaries between scientific fields are not always readily apparent. Therefore, a scientist may be labeled a biochemist if he or she studies the chemistry of biological organisms.

Finally, understand that science can be either qualitative or quantitative. **Qualitative** implies a description of the quality of an object. For example, physical properties are generally qualitative descriptions: sulfur is yellow, your math book is heavy, or that statue is pretty. A **quantitative** description represents the specific amount of something; it means knowing how much of something is present, usually by counting or measuring it. As such, some quantitative descriptions would include 25 students in a class, 650 pages in a book, or a velocity of 66 miles per hour. Quantitative expressions are very important in science; they are also very important in chemistry.

Example 2: qualitative vs. quantitative Descriptions

Identify each statement as either a qualitative description or a quantitative description.

a. Gold metal is yellow.
b. A ream of paper has 500 sheets in it.
c. The weather outside is snowy.

d. The temperature outside is 24 degrees Fahrenheit.

Solution

a. Because we are describing a physical property of gold, this statement is qualitative.
b. This statement mentions a specific amount, so it is quantitative.
c. The word *snowy* is a description of how the day is; therefore, it is a qualitative statement.
d. In this case, the weather is described with a specific quantity—the temperature. Therefore, it is quantitative.

Exercise 2

Are these qualitative or quantitative statements?

a. Roses are red, and violets are blue.
b. Four score and seven years ago....

Answer A

qualitative

Answer B

quantitative

Food and Drink App: Carbonated Beverages

Some of the simple chemical principles discussed in this chapter can be illustrated with carbonated beverages: sodas, beer, and sparkling wines. Each product is produced in a different way, but they all have one thing in common. They are solutions of carbon dioxide dissolved in water.

Carbon dioxide is a compound composed of carbon and oxygen. Under normal conditions, it is a gas. If you cool it down enough, it becomes a solid known as dry ice. Carbon dioxide is an important compound in the cycle of life on earth.

Even though it is a gas, carbon dioxide can dissolve in water, just like sugar or salt can dissolve in water. When that occurs, we have a homogeneous mixture, or a solution, of carbon dioxide in water. However, very little carbon dioxide can dissolve in water. If the atmosphere were pure carbon dioxide, the solution would be only about 0.07% carbon dioxide. In reality, the air is only about 0.03% carbon dioxide, so the amount of carbon dioxide in water is reduced proportionally.

However, when soda and beer are made, manufacturers do two important things: they use pure carbon dioxide gas, and they use it at very high pressures. With higher pressures, more carbon dioxide can dissolve in the water. When the soda or beer container is sealed, the high pressure of carbon dioxide gas remains inside the package. (Of course, there are more ingredients in soda and beer besides carbon dioxide and water.)

When you open a container of soda or beer, you hear a distinctive *hiss* as the excess carbon dioxide gas escapes. But something else happens as well. The carbon dioxide in the solution comes out of solution as a bunch of tiny bubbles. These bubbles impart a pleasing sensation in the mouth, so much so that the soda industry sold over *225 billion* servings of soda in the United States alone in 2009.

Some sparkling wines are made in the same way—by forcing carbon dioxide into regular wine. Some sparkling wines (including champagne) are made by sealing a bottle of wine with some yeast in it. The yeast *ferments*, a process by which the yeast converts sugars into energy and excess carbon dioxide. The carbon dioxide produced by the yeast dissolves in the wine. Then, when the champagne bottle is opened, the increased pressure of carbon dioxide is released, and the drink bubbles just like an expensive glass of soda.



Figure 3: *Carbonated Beverages © Thinkstock Soda, beer, and sparkling wine take advantage of the properties of a solution of carbon dioxide in water.*

Key Takeaways

- Science is a process of knowing about the natural universe through observation and experiment.
- Scientists go through a rigorous process to determine new knowledge about the universe; this process is generally referred to as the scientific method.
- Science is broken down into various fields, of which chemistry is one.
- Science, including chemistry, is both qualitative and quantitative.

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2: MEASUREMENTS

In 1983, an Air Canada airplane had to make an emergency landing because it unexpectedly ran out of fuel; ground personnel had filled the fuel tanks with a certain number of pounds of fuel, not kilograms of fuel. In 1999, the Mars Climate Orbiter spacecraft was lost attempting to orbit Mars because the thrusters were programmed in terms of English units, even though the engineers built the spacecraft using metric units. In 1993, a nurse mistakenly administered 23 units of morphine to a patient rather than the “2–3” units prescribed (the patient ultimately survived). These incidents occurred because people weren’t paying attention to quantities.

Chemistry, like all sciences, is quantitative. It deals with *quantities*, things that have amounts and units. Dealing with quantities is very important in chemistry, as is relating quantities to each other. In this chapter, we will discuss how we deal with numbers and units, including how they are combined and manipulated.

2.1 Expressing Numbers - Scientific Notation

2.2 Expressing Numbers - Significant Figures

2.3 The International System of Units

2.4 Converting Units

2.5 Other Units - Temperature and Density

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2.1 Expressing Numbers - Scientific Notation

Learning Objectives

- Express a large number or a small number in scientific notation.
- Convert a number in scientific notation to standard conventional form.

The instructions for making a pot of coffee specified 3 scoops (rather than 12,000 grounds) because any measurement is expressed more efficiently with units that are appropriate in size. In science, however, we often must deal with quantities that are extremely small or incredibly large. For example, you may have 5,000,000,000,000 red blood cells in a liter of blood, and the diameter of an iron atom is 0.000000014 inches. Numbers with many zeros can be cumbersome to work with, so scientists use scientific notation.

Scientific notation is a system for expressing very large or very small numbers in a compact manner. It uses the idea that such numbers can be rewritten as a simple number multiplied by 10 raised to a certain exponent, or power.

Let us look first at very large numbers. Suppose a spacecraft is 1,500,000 miles from Mars. The number 1,500,000 can be thought of as follows:

$$1.5 \times \underbrace{1{,}000{,}000}_{\underbrace{10 \times 10 \times 10 \times 10 \times 10 \times 10}_{10^6}} = 1.5 \times 10^6$$

That is, 1,500,000 is the same as 1.5 times 1 million, and 1 million is 10 × 10 × 10 × 10 × 10 × 10, or 10^6 (which is read as “ten to the sixth power”). Therefore, 1,500,000 can be rewritten as 1.5 times 10^6, or 1.5 × 10^6. The distance of the spacecraft from Mars can therefore be expressed as 1.5 × 10^6 miles.

Recall that:

- $10^0 = 1$
- $10^1 = 10$
- $10^2 = 100$
- $10^3 = 1{,}000$
- $10^4 = 10{,}000$
- and so forth

The standard convention for expressing numbers in scientific notation is to write a single *nonzero* first digit, a decimal point, and the rest of the digits, excluding any trailing zeros (see rules for significant figures in the next section for more details on what to exclude). This number is followed by a multiplication sign and then by 10 raised to the power necessary to reproduce the original number. For example, although 1,500,000 can also be written as 15. × 10^5 (which would be 15. × 100,000), the convention is to have only one digit before the decimal point. How do we know to what power 10 is raised? The power is the number of places you have to move the decimal point to the *left* to place it after the first digit, so that the number being multiplied is *between 1 and 10*:

$$1{,}500{,}000 = 1.5 \times 10^6$$

Example 1: Scientific Notation

Express each number in scientific notation.

a. 67,000,000,000
b. 1,689
c. 12.6

Answer a available at the end of this section.

Exercise 1

Express each number in scientific notation.

a. 1,492
b. 102,000,000
c. 101,325

Answer a available at the end of this section.

To change a number in **scientific notation** to **standard form**, we reverse the process, moving the decimal point to the right. Add zeros to the end of the number being converted, if necessary, to produce a number of the proper magnitude. Lastly, we drop the number 10 and its power.

$$1.5 \times 10^6 = 1.500000. = 1{,}500{,}000$$

Example 2

Express each number in standard, or conventional notation.

a. 5.27×10^4
b. 1.0008×10^6

Answer a available at the end of this section.

Exercise 2

Express each number in standard, or conventional notation.

a. 6.98×10^8
b. 1.005×10^2

Answer a available at the end of this section.

We can also use scientific notation to express numbers whose magnitudes are less than 1. For example, the quantity 0.006 centimeters can be expressed as follows:

$$6 \times \underbrace{\frac{1}{1{,}000}}_{\underbrace{\frac{1}{10} \times \frac{1}{10} \times \frac{1}{10}}_{10^{-3}}} = 6 \times 10^{-3}$$

That is, 0.006 centimeters is the same as 6 *divided by* one thousand, which is the same as 6 *divided* by 10 x 10 x 10 or 6 *times* 10^{-3} (which is read as "ten to the negative third power"). Therefore, 0.006 centimeters can be rewritten as 6 times 10^{-3}, or 6 × 10^{-3} centimeters.

Recall that:

- $10^{-1} = 1/10$
- $10^{-2} = 1/100$
- $10^{-3} = 1/1{,}000$
- $10^{-4} = 1/10{,}000$
- $10^{-5} = 1/100{,}000$
- and so forth

We use a negative number as the power to indicate the number of places we have to move the decimal point to the right to make it follow the first nonzero digit so that the number is between 1 and 10. This is illustrated as follows:

$$0.\underbrace{006} = 6 \times 10^{-3}$$

Note:

In writing scientific notations, the convention is to have only one digit before the decimal point.

- Numbers that are greater than one have a positive power in scientific notation. If the decimal point is moved to the left n places, the power (n) of 10 is positive. $1{,}\underbrace{500{,}000} = 1.5 \times 10^{6}$
- Numbers that are less than one have a negative power in scientific notation. If the decimal point is moved to the right n places, the power (n) of 10 is negative. $0.\underbrace{006} = 6 \times 10^{-3}$

Example 3

Express each number in scientific notation.

a. 0.000006567
b. −0.0004004
c. 0.000000000000123

Answer a available at the end of this section.

Exercise 3

Express each number in scientific notation.

a. 0.000355
b. 0.314159
c. −0.051204

Answer a available at the end of this section.

As with numbers with positive powers of 10, when changing from **scientific** notation to **standard or conventional** format, we reverse the process.

$$6 \times 10^{-3} = .006 = 0.006$$

Note

Changing a number in scientific notation to standard form:

- If the scientific notation has a positive power, the standard number is greater than one. Example: $8 \times 10^{4} = 80{,}000$
- If the scientific notation has a negative power, then the standard number is less than one. Example: $8 \times 10^{-2} = 0.08$

Example 4

Change the number in scientific notation to standard form.

a. 6.22×10^{-2}
b. 9.9×10^{-9}

Answer a available at the end of this section.

Exercise 4

Change the number in scientific notation to standard form.

a. 9.98×10^{-5}
b. 5.109×10^{-8}

Answer a available at the end of this section.

Although calculators can show 8 to 10 digits in their display windows, that is not always enough when working with very large or very small numbers. For this reason, many calculators are designed to handle scientific notation. The method for entering scientific notation differs for each calculator model, so take the time to learn how to do it properly on your calculator, *asking your instructor for assistance if necessary*. If you do not learn to enter scientific notation into your calculator properly, you will not get the correct final answer when performing a calculation.

Exercise 1

Why it is easier to use scientific notation to express very large or very small numbers?

Answer available at the end of this section.

Exercise 2

What is the relationship between how many places a decimal point moves and the power of 10 used in changing a conventional number into scientific notation?

Answer available at the end of this section.

Key Takeaway

- Large or small numbers are expressed in scientific notation, which use powers of 10.

Answers

Example 1: Scientific Notation

Moving the decimal point 10 places to the left gives 6.7×10^{10}.

The decimal point is assumed to be at the end of the number, so moving it three places to the left gives 1.689×10^{3}.

In this case, we need to move the decimal point only one place to the left, which yields 1.26×10^{1}.

Exercise 1

Moving the decimal point 3 places to the left gives 1.492×10^{3}.

The decimal point is assumed to be at the end of the number, so moving it 8 places to the left gives 1.02×10^{8}.

Moving the decimal point 5 places to the left yields 1.01325×10^{5}.

Example 2

Moving the decimal four places to the right and adding zeros give 52,700.

Moving the decimal six places to the right and adding zeros give 1,000,800.

Exercise 2

Moving the decimal point eight places to the right and adding zeros give 698,000,000.

Moving the decimal point two places to the right gives 100.5

Example 3

Move the decimal point six places to the right to get 6.567×10^{-6}.

Move the decimal point four places to the right to get -4.004×10^{-4}. The negative sign on the number itself does not affect how we apply the rules of scientific notation.

Move the decimal point 13 places to the right to get 1.23×10^{-13}.

Exercise 3

Moving the decimal point four places to the right gives 3.55×10^{-4}.

Moving the decimal point one place to the right gives 3.14159×10^{-1}.

Moving the decimal point one place to the right gives -5.1204×10^{-2}.

Example 4

0.0622

0.0000000099

Exercise 4

0.0000998

0.000000005109

Exercise 1

Scientific notation is more convenient than listing a large number of zeros.

Exercise 2

The number of places the decimal point moves equals the power of 10. The power of 10 is positive if the decimal point moves to the left and negative if the decimal point moves to the right.

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2.2 Expressing Numbers - Significant Figures

Learning Objectives

- Understand the importance of significant figures in measured numbers.
- Identify the number of significant figures in a reported value.
- Use significant figures correctly in arithmetical operations.

Scientists have established certain conventions for communicating the degree of **precision** of a measurement, which is dependent on the measuring device used. Imagine, for example, that you are using a meterstick to measure the width of a table. The centimeters (cm) marked on the meterstick, tell you how many *centimeters* wide the table is. Many metersticks also have markings for millimeters (mm), so we can measure the table to the nearest *millimeter*. Most metersticks do not have any smaller (or more precise) markings indicated, so you cannot report the measured width of the table any more precise than to the nearest millimeter. However, you can *estimate* one past the smallest marking, in this case the millimeter, to the next decimal place in the measurement (Figure 1).

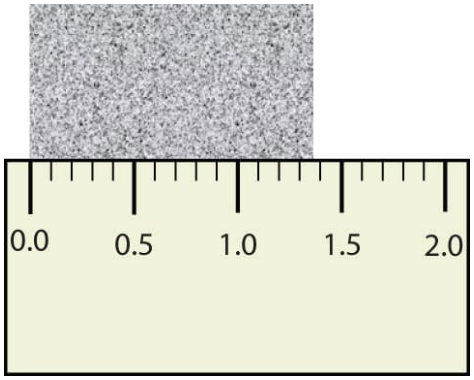


Figure 1: Measuring an Object to the Correct Number of Digits. How many digits should be reported for the length of this object?

The concept of **significant figures** takes this limitation into account. The significant figures of a measured quantity are defined as all the digits known with *certainty* (those indicated by the markings on the measuring device) ***and*** the first uncertain, or estimated, digit (one digit past the smallest marking on the measuring device). It makes no sense to report any digits after the first uncertain one, so it is the last digit reported in a measurement. Zeros are used when needed to place the significant figures in their correct positions. Thus, zeros are sometimes counted as significant figures but are sometimes only used as placeholders.

> "Sig figs" is a common abbreviation for significant figures.

Consider the earlier example of measuring the width of a table with a meterstick. If the table is measured and reported as being 1,357 mm wide, the number 1,357 has four significant figures. The 1 (thousands place), the 3 (hundreds place), and the 5 (tens place) are certain; the 7 (ones place) is assumed to have been estimated. It would make no sense to report such a measurement as 1,357.0 (five Sig Figs) or 1,357.00 (six Sig Figs) because that would suggest the measuring device was able to determine the width to the nearest tenth or hundredth of a millimeter, when in fact it shows only tens of millimeters and therefore the ones place was estimated.

On the other hand, if a measurement is reported as 150 mm, the 1 (hundreds) and the 5 (tens) are known to be significant, but how do we know whether the zero is or is not significant? The measuring device could have had marks indicating every 100 mm or marks indicating every 10 mm. How can you determine if the zero is significant (the estimated digit), or if the 5 is significant and the zero a value placeholder?

The **rules** for deciding which digits in a measurement are significant are as follows:

1. All nonzero digits are significant. In 1,357 mm, all the digits are significant.
2. *Sandwiched (or embedded) zeros*, those between significant digits, are significant. Thus, 405 g has *three* significant figures.
3. *Leading zeros*, which are zeros at the beginning of a decimal number less than 1, are not significant. In 0.000458 mL, the

first four digits are leading zeros and are not significant. The zeros serve only to put the digits 4, 5, and 8 in the correct decimal positions. This number has three significant figures.

4. *Trailing zeros*, which are zeros at the end of a number, are significant only if the number has a decimal point. Thus, in 1,500 m, the two trailing zeros are not significant because the number is written without a decimal point; the number has two significant figures. However, in 1,500.00 m, all six digits are significant because the number has a decimal point.

Example 1

How many significant figures does each number have?

a. 6,798,000
b. 6,000,798
c. 6,000,798.00
d. 0.0006798

Answer a available at the end of this section.

Exercise 1

How many significant figures does each number have?

a. 2.1828
b. 0.005505
c. 55,050
d. 5
e. 500

Answer a available at the end of this section.

Rounding off numbers

Before dealing with the specifics of the rules for determining the significant figures in a calculated result, we need to be able to round numbers correctly. To **round** a number, first decide how many significant figures the number should have. Once you know that, round to that many digits, starting from the left. **If the number immediately to the right of the last significant digit is less than 5, it is dropped and the value of the last significant digit remains the same. If the number immediately to the right of the last significant digit is greater than or equal to 5, the last significant digit is increased by 1.**

Consider the measurement 207.518m. Right now, the measurement contains six significant figures. How would we successively round it to fewer and fewer significant figures? Follow the process as outlined in Table 1.5.1.

Table 1.5.1: Rounding examples

Number of Significant Figures	Rounded Value	Reasoning
6	207.518	All digits are significant
5	207.52	8 rounds the 1 up to 2
4	207.5	2 is dropped
3	208	5 rounds the 7 up to 8
2	210	8 is replaced by a 0 and rounds the 0 up to 1
1	200	1 is replaced by a 0

Notice that the more rounding that is done, the less reliable the figure is. An approximate value may be sufficient for some purposes, but scientific work requires a much higher level of detail.

It is important to be aware of significant figures when you are mathematically manipulating numbers. For example, dividing 125 by 307 on a calculator gives 0.4071661238... to an infinite number of digits. But do the digits in this answer have any practical meaning, especially when you are starting with numbers that have only three significant figures each? When performing mathematical operations, there are two rules for limiting the number of significant figures in an answer—one rule is for addition and subtraction, and one rule is for multiplication and division.

> In operations involving significant figures, the answer is reported in such a way that it reflects the reliability of the **least precise** operation. An answer is no more precise than the least precise number used to get the answer.

Combining Numbers

For **addition or subtraction**, the rule is to stack all the numbers with their decimal points aligned and then limit (round to) the answer's significant figures to the rightmost column for which all the numbers have significant figures. Consider the following:

$$\begin{array}{r} 56.789 \\ +\quad 102.2 \\ +\,1{,}300.099 \\ \hline =\,1{,}459.088 \end{array}$$

↑ Limit to this column

The arrow points to the rightmost column in which all the numbers have significant figures—in this case, the tenths place. Therefore, we will limit our final answer to the tenths place. Is our final answer therefore 1,459.0? No, because when we drop digits from the end of a number, we also have to round the number. Notice that the first dropped digit, in the hundredths place, is 8. This suggests that the answer is actually closer to 1,459.1 than it is to 1,459.0, so we need to round up to **1,459.1**. The standard rules for rounding numbers are simple: If the first dropped digit is 5 or higher, round up. If the first dropped digit is lower than 5, do not round up.

For **multiplication or division**, the rule is to count the number of significant figures in each number being multiplied or divided and then limit the significant figures in the answer to the lowest count. An example is as follows:

$$\underbrace{38.65}_{\text{4 sig figs}} \times \underbrace{105.93}_{\text{5 sig figs}} = \underbrace{4{,}094.1945}_{\text{reduce to 4 sig figs}}$$

The final answer, limited to four significant figures, is **4,094**. The first digit dropped is 1, so we do not round up.

Scientific notation provides a way of communicating significant figures without ambiguity. You simply include all the significant figures in the leading number. For example, the number 4,000 has one significant figure and should be written as the number 4×10^4. The number 450 has two significant figures and would be written in scientific notation as 4.5×10^2, whereas 450.0 has four significant figures and would be written as 4.500×10^2. In scientific notation, all reported digits are significant.

Example 2

Write the answer for each expression using scientific notation with the appropriate number of significant figures.

a. 23.096 × 90.300
b. 125 × 9.000

c. 1,027 + 610.0 + 363.06

Answer a available at the end of this section.

Exercise 2

Write the answer for each expression using scientific notation with the appropriate number of significant figures.

a. 217 ÷ 903
b. 13.77 + 908.226 + 515
c. 255.0 – 99
d. 0.00666 × 321

Answer a available at the end of this section.

Remember that calculators do not understand significant figures. *You* are the one who must apply the rules of significant figures to a result from your calculator.

Exercise 1

Explain why the concept of significant figures is important in scientific measurements.

Answer available at the end of this section.

Exercise 2

State the rules for determining the significant figures in a measurement.

Answer available at the end of this section.

Exercise 3

When do you round a number up, and when do you not round a number up?

Answer available at the end of this section.

Key Takeaways

- Significant figures properly report the number of measured and estimated digits in a measurement.
- The rule in multiplication and division is that the final answer should have the same number of significant figures as there are in the value with the fewest significant figures.
- The rule in addition and subtraction is that the final answer should have the same number of decimal places as the term with the fewest decimal places.

Answers

Example 1

four (by rules 1 and 4)
seven (by rules 1 and 2)
nine (by rules 1, 2, and 4)
four (by rules 1 and 3)

Exercise 1

five

four

four

one

one

Example 2

The calculator answer is 2,085.5688, but we need to round it to five significant figures. Because the first digit to be dropped (in the hundredths place) is greater than 5, we round up to 2,085.6, which in scientific notation is 2.0856×10^3.

The calculator gives 1,125 as the answer, but we limit it to three significant figures and convert into scientific notation: 1.13×10^3.

The calculator gives 2,000.06 as the answer, but because 1,027 has its farthest-right significant figure in the ones column, our answer must be limited to the ones position: 2,000 which in scientific notation is 2.000×10^3.

Exercise 2

$0.240 = 2.40 \times 10^{-1}$

$1437 = 1.437 \times 10^3$

$156 = 1.56 \times 10^2$

$2.14 = 2.14 \times 10^0$

Exercise 1

Significant figures represent all the known digits of a measurement plus the first estimated one. It gives information about how precise the measuring device and measurement is.

Exercise 2

All nonzero digits are significant; zeros between nonzero digits are significant; zeros at the end of a nondecimal number or the beginning of a decimal number are not significant; zeros at the end of a decimal number are significant.

Exercise 3

Round up only if the first digit dropped is 5 or higher.

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2.3 The International System of Units

Learning Objectives

- Recognize the SI base units and explain the system of prefixes used with them.
- Define and calculate density.

People who live in the United States measure weight in pounds, height in feet and inches, and a car's speed in miles per hour. In contrast, chemistry and other branches of science use the International System of Units (also known as **SI** after *Système Internationale d'Unités*), which was established so that scientists around the world could communicate efficiently with each other. Many countries have also adopted SI units for everyday use as well. The United States is one of the few countries that has not.

Base SI Units

Base (or basic) units, are the fundamental units of SI. There are seven base units, which are listed in Table 1, Chemistry uses five of the base units: the mole for amount, the kilogram for mass, the meter for length, the second for time, and the kelvin for temperature. The degree Celsius (°C) is also commonly used for temperature. The numerical relationship between kelvins and degrees Celsius is as follows:

$$K = °C + 273 \tag{1}$$

The United States uses the English (sometimes called Imperial) system of units for many quantities. Inches, feet, miles, gallons, pounds, and so forth, are all units connected with the English system of units. There have been many mistakes due to the improper conversion of units between the SI and English systems.

Table 1: The Seven Base SI Units

Property	Unit	Abbreviation
length	meter	m
mass	kilogram	kg
time	second	s
amount	mole	mol
temperature	kelvin	K
electrical current	ampere	amp
luminous intensity	candela	cd

The size of each base unit is defined by international convention. For example, the *kilogram* is defined as the quantity of mass of a special metal cylinder kept in a vault in France (Figure 1). The other base units have similar definitions and standards. The sizes of the base units are not always convenient for all measurements. For example, a meter is a rather large unit for describing the width of something as narrow as human hair. Instead of reporting the diameter of hair as 0.00012 m or as 1.2×10^{-4} m using scientific notation as discussed in section 1.4, SI also provides a series of **prefixes** that can be attached to the units, creating units that are larger or smaller by powers of 10.

Common prefixes and their multiplicative factors are listed in Table 2. (Perhaps you have already noticed that the base unit *kilogram* is a combination of a prefix, kilo- meaning 1,000 ×, and a unit of mass, the gram.) Some prefixes create a multiple of the original unit: 1 kilogram equals 1,000 grams, and 1 megameter equals 1,000,000 meters. Other prefixes create a fraction of the original unit. Thus, 1 centimeter equals 1/100 of a meter, 1 millimeter equals 1/1,000 of a meter, 1 microgram equals 1/1,000,000 of a gram, and so forth.

Table 2: Prefixes Used with SI Units

Prefix	Abbreviation	Multiplicative Factor	Multiplicative Factor in Scientific Notation
giga-	G	1,000,000,000 ×	10^9 ×
mega-	M	1,000,000 ×	10^6 ×
kilo-	k	1,000 ×	10^3 ×
deca-	D	10 ×	10^1 ×
deci-	d	1/10 ×	10^{-1} ×
centi-	c	1/100 ×	10^{-2} ×
milli-	m	1/1,000 ×	10^{-3} ×
micro-	μ*	1/1,000,000 ×	10^{-6} ×
nano-	n	1/1,000,000,000 ×	10^{-9} ×
***The letter μ is the Greek lowercase letter for *m* and is called "mu," which is pronounced "myoo."**			

Both SI units and prefixes have abbreviations, and the combination of a prefix abbreviation with a base unit abbreviation gives the abbreviation for the modified unit. For example, kg is the abbreviation for kilogram. We will be using these abbreviations throughout this book.



Figure 1: The Kilogram. The standard for the kilogram is a platinum-iridium cylinder kept in a special vault in France. Source: Photo reproduced by permission of the Bureau International des Poids et Mesures, who retain full internationally protected copyright.

The Difference Between Mass and Weight

The mass of a body is a measure of its inertial property or how much matter it contains. The weight of a body is a measure of the force exerted on it by gravity or the force needed to support it. Gravity on earth gives a body a downward acceleration of about 9.8 m/s^2. In common parlance, weight is often used as a synonym for mass in weights and measures. For instance, the verb "to weigh" means "to determine the mass of" or "to have a mass of." The incorrect use of weight in place of mass should be phased out, and the term mass used when mass is meant. The SI unit of mass is the kilogram (kg). In science and technology, the weight of a body in a particular reference frame is defined as the force that gives the body an acceleration equal to the local acceleration of free fall in that reference frame. Thus, the SI unit of the quantity weight defined in this way (force) is the newton (N).

Derived SI Units

Derived units are combinations of SI base units. Units can be multiplied and divided, just as numbers can be multiplied and divided. For example, the area of a square having a side of 2 cm is 2 cm × 2 cm, or 4 cm^2 (read as “four centimeters squared” or “four square centimeters”). Notice that we have squared a length unit, the centimeter, to get a derived unit for area, the square centimeter.

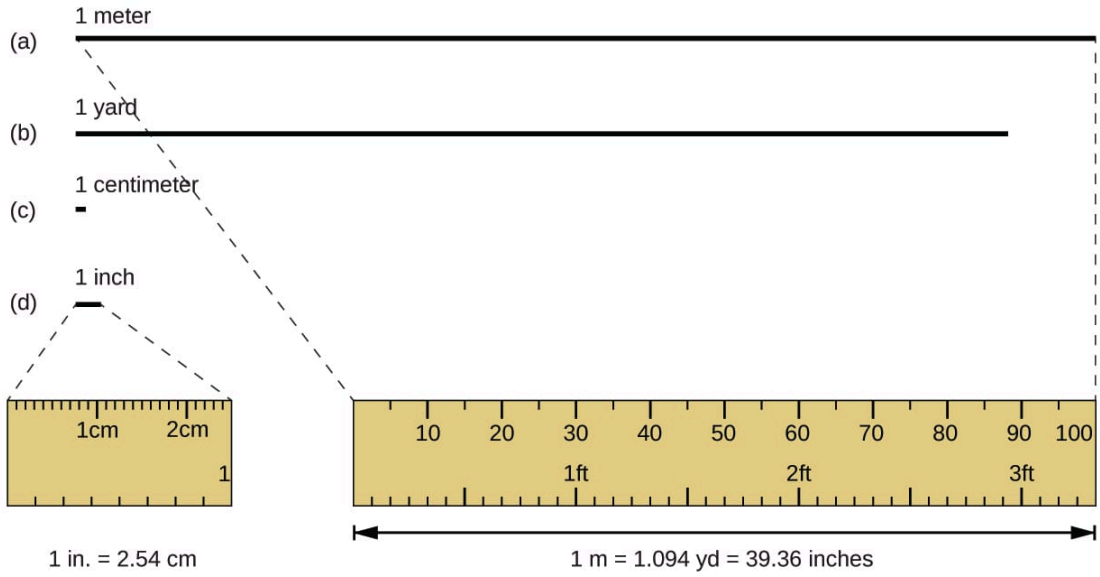


Figure 2: The relative lengths of 1 m, 1 yd, 1 cm, and 1 in. are shown (not actual size), as well as comparisons of 2.54 cm and 1 in., and of 1 m and 1.094 yd. (CC BY 4.0; OpenStax)

Volume is an important quantity that uses a derived unit. **Volume** is the amount of space that a given substance occupies and is defined geometrically as length × width × height. Each distance can be expressed using the meter unit, so volume has the derived unit m × m × m, or m^3 (read as “meters cubed” or “cubic meters”). A cubic meter is a rather large volume, so scientists typically express volumes in terms of 1/1,000 of a cubic meter. This unit has its own name—the liter (L). A liter is a little larger than 1 US quart in volume. Below are approximate equivalents for some of the units used in chemistry.

Approximate Equivalents to Some SI Units

- 1 m ≈ 39.36 in. ≈ 3.28 ft ≈ 1.09 yd
- 1 in. ≈ 2.54 cm
- 1 km ≈ 0.62 mi
- 1 kg ≈ 2.20 lb
- 1 lb ≈ 454 g
- 1 L ≈ 1.06 qt
- 1 qt ≈ 0.946 L

As shown in Figure 3, a liter is also 1,000 cm^3. By definition, there are 1,000 mL in 1 L, so 1 milliliter and 1 cubic centimeter represent the same volume.

$$1\ mL = 1\ cm^3 \tag{2}$$

Example 1

Give the abbreviation for each unit and define the abbreviation in terms of the base unit.

a. kiloliter

b. microsecond
c. decimeter
d. nanogram

Answer a available at the end of this section.

Exercise 1

Give the abbreviation for each unit and define the abbreviation in terms of the base unit.

a. kilometer
b. milligram
c. nanosecond
d. centiliter

Answer a available at the end of this section.

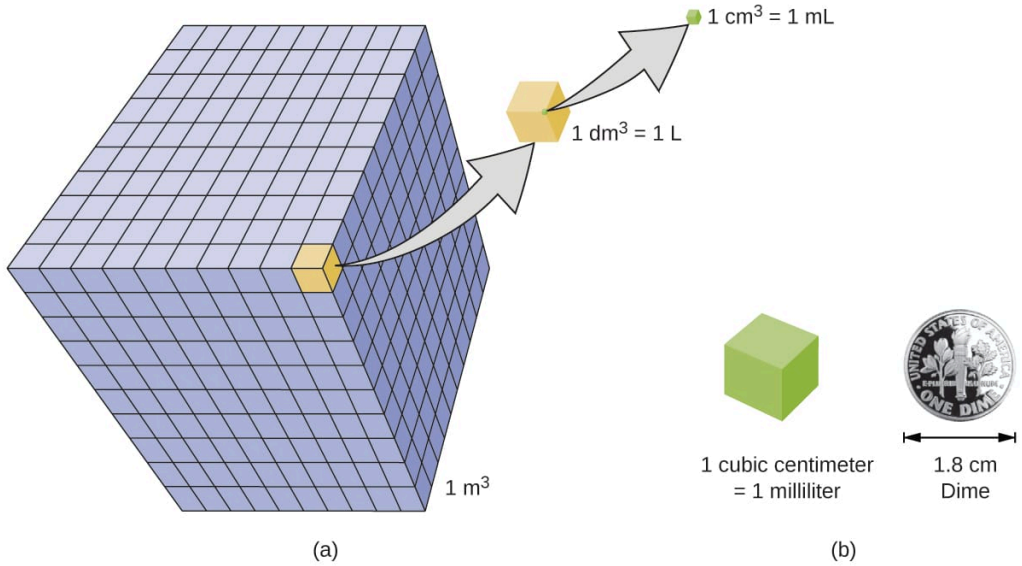


Figure 3: Units of Volume. (a) The relative volumes are shown for cubes of 1 m^3, 1 dm^3 (1 L), and 1 cm^3 (1 mL) (not to scale). A liter (L) is defined as a cube 1 dm (1/10th of a meter) on a side. A milliliter (mL), 1/1,000th of a liter, is equal to 1 cubic centimeter. (b) The diameter of a dime is compared relative to the edge length of a 1-cm^3 (1-mL) cube. (CC BY 4.0; OpenStax)

Energy, another important quantity in chemistry, is the ability to perform work, such as moving a box of books from one side of a room to the other side. It has a derived unit of kg•m^2/s^2. (The dot between the kg and m units implies the units are multiplied together.) Because this combination is cumbersome, this collection of units is redefined as a **joule** (J). An older unit of energy, but likely more familiar to you, the calorie (cal), is also widely used. There are 4.184 J in 1 cal. Energy changes occur during all chemical processes and will be discussed in a later chapter.

To Your Health: Energy and Food

The food in our diet provides the energy our bodies need to function properly. The energy contained in food could be expressed in joules or calories, which are the conventional units for energy, but the food industry prefers to use the kilocalorie and refers to it as the Calorie (with a capital C). The average daily energy requirement of an adult is about 2,000–2,500 Calories, which is 2,000,000–2,500,000 calories (with a lowercase c).

If we expend the same amount of energy that our food provides, our body weight remains stable. If we ingest more Calories from food than we expend, however, our bodies store the extra energy in high-energy-density compounds, such as fat, and we gain weight. On the other hand, if we expend more energy than we ingest, we lose weight. Other factors affect our weight as well—genetic, metabolic, behavioral, environmental, cultural factors—but dietary habits are among the most important.

In 2008 the US Centers for Disease Control and Prevention issued a report stating that 73% of Americans were either overweight or obese. More alarmingly, the report also noted that 19% of children aged 6–11 and 18% of adolescents aged 12–19 were overweight—numbers that had tripled over the preceding two decades. Two major reasons for this increase are excessive calorie consumption (especially in the form of high-fat foods) and reduced physical activity. Partly because of that report, many restaurants and food companies are working to reduce the amounts of fat in foods and provide consumers with more healthy food options.

Density is defined as the mass of an object divided by its volume; it describes the amount of matter contained in a given amount of space.

$$\text{density} = \frac{\text{mass}}{\text{volume}} \tag{3}$$

Thus, the units of density are the units of mass divided by the units of volume: g/cm^3 or g/mL (for solids and liquids), g/L (for gases), kg/m^3, and so forth. For example, the density of water is about 1.00 g/cm^3, while the density of mercury is 13.6 g/mL. (Remember that 1 mL equals 1 cm^3.) Mercury is over 13 times as dense as water, meaning that it contains over 13 times the amount of matter in the same amount of space. The density of air at room temperature is about 1.3 g/L. Table 1.6.3 shows the densities of some common substances.

Table 2: Densities of Common Substances

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

Example 2: Density of Bone

What is the density of a section of bone if a 25.3 cm^3 sample has a mass of 27.8 g?

Solution

Because density is defined as the mass of an object divided by its volume, we can set up the following relationship:

$$\begin{aligned} \text{density} &= \frac{mass}{volume} \\ &= \frac{27.8\ g}{25.3\ cm^3} \\ &= 1.10\ g/cm^3 \end{aligned}$$

Note that we have limited our final answer to three significant figures.

Exercise 2: Density of Oxygen

What is the density of oxygen gas if a 15.0 L sample has a mass of 21.7 g?

Answer available at the end of this section.

Density can be used to convert between the mass and the volume of a substance. This will be discussed in the next section.

Concept Review Exercises

1. What is the difference between a base unit and a derived unit? Give two examples of each type of unit.

2. Do units follow the same mathematical rules as numbers do? Give an example to support your answer.

3. What is density?

Answers

1. Base units are the seven fundamental units of SI; derived units are constructed by making combinations of the base units; Two examples of base units: kilograms and meters (answers will vary); Two examples of derived units: grams per milliliter and joules (answers will vary).

2. yes; $\mathrm{mL} \times \frac{\mathrm{g}}{\mathrm{mL}} = \mathrm{g}$ (answers will vary)

3. Density is defined as the mass of an object divided by its volume

Key Takeaways

- Recognize the SI base units and derived units.
- Combining prefixes with base units creates new units of larger or smaller sizes.

Answers

Example 1

The abbreviation for a kiloliter is kL. Because kilo means "1,000 ×," 1 kL equals 1,000 L.
The abbreviation for microsecond is µs. Micro implies 1/1,000,000th of a unit, so 1 µs equals 0.000001 s.
The abbreviation for decimeter is dm. Deci means 1/10th, so 1 dm equals 0.1 m.
The abbreviation for nanogram is ng and equals 0.000000001 g.

Exercise 1

km (1,000 m)
mg (0.001 g)
ns (0.000000001 s)
cL (0.01L)

Exercise 2: Density of Oxygen

1.45 g/L

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2.4 Converting Units

Learning Objectives

- Convert a value reported in one unit to a corresponding value in a different unit.

The ability to convert from one unit to another is an important skill. For example, a nurse with 50 mg aspirin tablets who must administer 0.2 g of aspirin to a patient needs to know that 0.2 g equals 200 mg, so 4 tablets are needed. Fortunately, there is a simple way to convert from one unit to another.

Conversion Factors

If you learned the SI units and prefixes described, then you know that 1 cm is 1/100th of a meter.

$$1 \text{ cm} = \frac{1}{100} \text{ m}$$

or

$$100 \text{ cm} = 1 \text{ m}$$

Suppose we divide both sides of the equation by 1 m (both the number *and* the unit):

$$\frac{100 \text{ cm}}{1 \text{ m}} = \frac{1 \text{ m}}{1 \text{ m}}$$

As long as we perform the same operation on both sides of the equals sign, the expression remains an equality. Look at the right side of the equation; it now has the same quantity in the numerator (the top) as it has in the denominator (the bottom). Any fraction that has the same quantity in the numerator and the denominator has a value of 1:

$$\text{same quantity} \left\langle \frac{100 \text{ cm}}{1 \text{ m}} = 1 \right.$$

We know that 100 cm *is* 1 m, so we have the same quantity on the top and the bottom of our fraction, although it is expressed in different units. A fraction that has equivalent quantities in the numerator and the denominator but expressed in *different units* is called a **conversion factor**.

Here is a simple example. How many centimeters are there in 3.55 m? Perhaps you can determine the answer in your head. If there are 100 cm in every meter, then 3.55 m equals 355 cm. To solve the problem more formally with a conversion factor, we first write the quantity we are given, 3.55 m. Then we multiply this quantity by a conversion factor, which is the same as multiplying it by 1. We can write 1 as $\frac{100 \text{ cm}}{1 \text{ m}}$ and multiply:

$$3.55 \text{ m} \times \frac{100 \text{ cm}}{1 \text{ m}}$$

The 3.55 m can be thought of as a fraction with a 1 in the denominator. Because m, the abbreviation for meters, occurs in both the numerator *and* the denominator of our expression, they cancel out:

$$\frac{3.55 \cancel{\text{ m}}}{1} \times \frac{100 \text{ cm}}{1 \cancel{\text{ m}}}$$

The final step is to perform the calculation that remains once the units have been canceled:

$$\frac{3.55}{1} \times \frac{100 \text{ cm}}{1} = 355 \text{ cm} \tag{1}$$

In the final answer, we omit the 1 in the denominator. Thus, by a more formal procedure, we find that 3.55 m equals 355 cm. A generalized description of this process is as follows:

$$\text{quantity (in old units)} \times \text{conversion factor} = \text{quantity (in new units)}$$

You may be wondering why we use a seemingly complicated procedure for a straightforward conversion. In later studies, the conversion problems you will encounter *will not always be so simple*. If you can master the technique of applying conversion factors, you will be able to solve a large variety of problems.

In the previous example (Equation 1), we used the fraction $\frac{100\text{ cm}}{1\text{ m}}$ as a conversion factor. Does the conversion factor $\frac{1\text{ m}}{100\text{ cm}}$ also equal 1? Yes, it does; it has the same quantity in the numerator as in the denominator (except that they are expressed in different units). Why did we not use *that* conversion factor? If we had used the second conversion factor, the original unit would not have canceled, and the result would have been meaningless. Here is what we would have gotten:

$$3.55\text{ m} \times \frac{1\text{ m}}{100\text{ cm}} = 0.0355\frac{\text{m}^2}{\text{cm}}$$

For the answer to be meaningful, we have to *construct the conversion factor in a form that causes the original unit to cancel out*. Figure 1 shows a **concept map** for constructing a proper conversion.

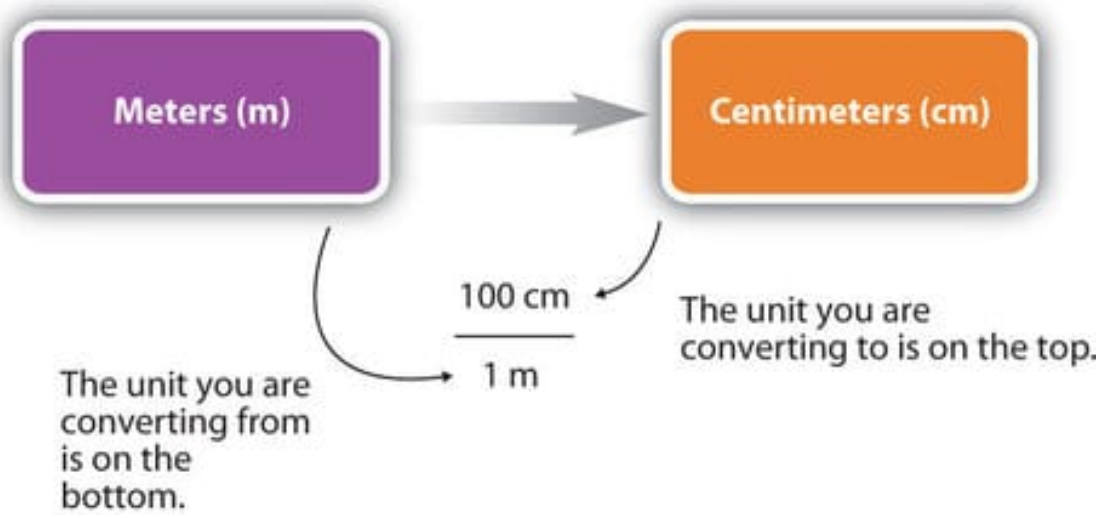


Figure 1: A Concept Map for Conversions. This is how you construct a conversion factor to convert from one unit to another.

Meters converted to centimeters. A fraction showing 100 cm over 1 m. The unit you convert to is on top, and the unit you convert from is on bottom.

Significant Figures in Conversions

How do conversion factors affect the determination of significant figures? Numbers in conversion factors based on prefix changes, such as kilograms to grams, are *not* considered in the determination of significant figures in a calculation because the numbers in such conversion factors are exact. **Exact numbers** are *defined* or *counted* numbers, not measured numbers, and can be considered as having an infinite number of significant figures. (In other words, 1 kg is exactly 1,000 g, by the definition of kilo-.) Counted numbers are also exact. If there are 16 students in a classroom, the number 16 is exact. In contrast, conversion factors that come from measurements (such as density, as we will see shortly) or are approximations have a limited number of significant figures and should be considered in determining the significant figures of the final answer.

Example 1

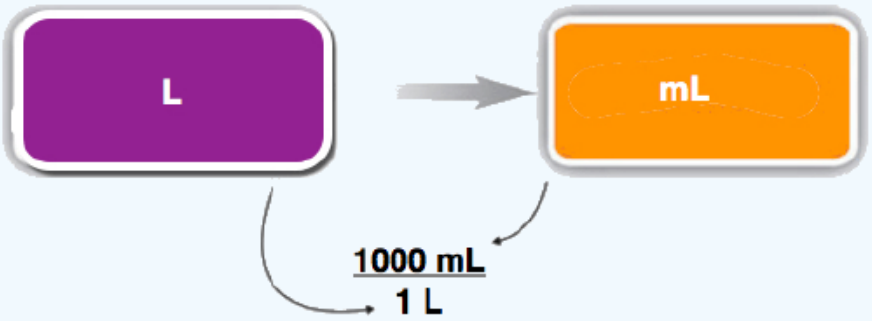
a. The average volume of blood in an adult male is 4.7 L. What is this volume in milliliters?
b. A hummingbird can flap its wings once in 18 ms. How many seconds are in 18 ms?

Solution

a. We start with what we are given, 4.7 L. We want to change the unit from liters to milliliters. There are 1,000 mL in 1 L. From this relationship, we can construct two conversion factors:

$$\frac{1\text{ L}}{1,000\text{ mL}} \text{ or } \frac{1,000\text{ mL}}{1\text{ L}}$$

We use the conversion factor that will cancel out the original unit, liters, and introduce the unit we are converting to, which is milliliters. The conversion factor that does this is the one on the right.



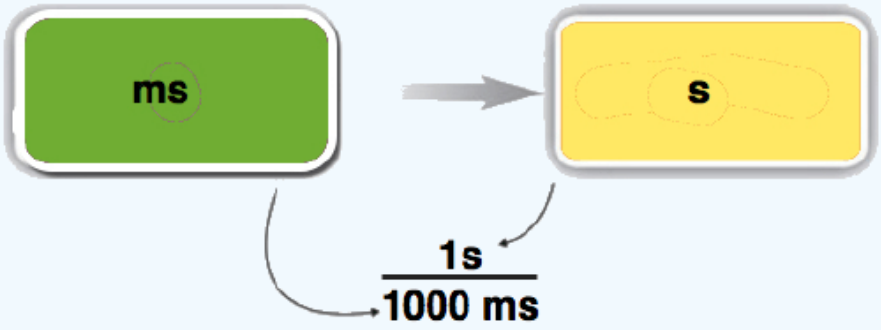
$$4.7\cancel{\text{L}} \times \frac{1,000\text{ mL}}{1\ \cancel{\text{L}}} = 4,700\text{ mL}$$

Because the numbers in the conversion factor are exact, we do not consider them when determining the number of significant figures in the final answer. Thus, we report two significant figures in the final answer.

b. We can construct two conversion factors from the relationships between milliseconds and seconds:

$$\frac{1,000\text{ ms}}{1\text{ s}} \text{ or } \frac{1\text{ s}}{1,000\text{ ms}}$$

To convert 18 ms to seconds, we choose the conversion factor that will cancel out milliseconds and introduce seconds. The conversion factor on the right is the appropriate one. We set up the conversion as follows:



$$18\ \cancel{\text{ms}} \times \frac{1\text{ s}}{1,000\ \cancel{\text{ms}}} = 0.018\text{ s}$$

The conversion factor's numerical values do not affect our determination of the number of significant figures in the final answer.

Exercise 1

Perform each conversion.

a. 101,000 ns to seconds
b. 32.08 kg to grams

Answer a available at the end of this section.

Conversion Factors From Different Units

Conversion factors can also be constructed for converting between different kinds of units. For example, density can be used to convert between the mass and the volume of a substance. Consider mercury, which is a liquid at room temperature and has a density of 13.6 g/mL. The density tells us that 13.6 g of mercury have a volume of 1 mL. We can write that relationship as follows:

$$13.6 \text{ g mercury} = 1 \text{ mL mercury}$$

This relationship can be used to construct two conversion factors:

$$\frac{13.6 \text{ g}}{1 \text{ mL}} \text{ and } \frac{1 \text{ mL}}{13.6 \text{ g}}$$

Which one do we use? It depends, as usual, on the units we need to cancel and introduce. For example, suppose we want to know the mass of 16 mL of mercury. We would use the conversion factor that has milliliters on the bottom (so that the milliliter unit cancels) and grams on top so that our final answer has a unit of mass:

$$16 \cancel{\text{mL}} \times \frac{13.6 \text{ g}}{1 \cancel{\text{mL}}} = 217.6 \text{ g}$$

$$\approx 220 \text{ g}$$

In the last step, we limit our final answer to two significant figures because the volume quantity has only two significant figures; the 1 in the volume unit is considered an exact number, so it does not affect the number of significant figures. The other conversion factor would be useful if we were given a mass and asked to find volume, as the following example illustrates.

Density can be used as a conversion factor between mass and volume.

Example 2: Mercury Thermometer

A mercury thermometer for measuring a patient's temperature contains 0.750 g of mercury. What is the volume of this mass of mercury?

Solution

Because we are starting with grams, we want to use the conversion factor that has grams in the denominator. The gram unit will cancel algebraically, and milliliters will be introduced in the numerator.

$$0.750 \cancel{\text{g}} \times \frac{1 \text{ mL}}{13.6 \cancel{\text{g}}} = 0.055147 \ldots \text{ mL}$$

$$\approx 0.0551 \text{ mL}$$

We have limited the final answer to three significant figures.

Exercise 2

What is the volume of 100.0 g of air if its density is 1.3 g/L?

Answer available at the end of this section.

Looking Closer: Density and the Body

The densities of many components and products of the body have a bearing on our health.

Bones. Bone density is important because bone tissue of lower-than-normal density is mechanically weaker and susceptible to breaking. The density of bone is, in part, related to the amount of calcium in one's diet; people who have a diet deficient in calcium, which is an important component of bones, tend to have weaker bones. Dietary supplements or adding dairy products to the diet seems to help strengthen bones. As a group, women experience a decrease in bone density as they age. It has been estimated that fully half of women over age 50 suffer from excessive bone loss, a condition known as osteoporosis. Exact bone densities vary within the body, but for a healthy 30-year-old female, it is about 0.95–1.05 g/cm^3. Osteoporosis is diagnosed if the bone density is below 0.6–0.7 g/cm^3.

Urine. The density of urine can be affected by a variety of medical conditions. Sufferers of diabetes produce an abnormally large volume of urine with a relatively low density. In another form of diabetes, called diabetes mellitus, there is excess glucose dissolved in the urine, so that the density of urine is abnormally high. The density of urine may also be abnormally high because of excess protein in the urine, which can be caused by congestive heart failure or certain renal (kidney) problems. Thus, a urine density test can provide clues to various kinds of health problems. The density of urine is commonly expressed as a specific gravity, which is a unitless quantity defined as

$$\frac{\text{density of some material}}{\text{density of water}}$$

Normal values for the specific gravity of urine range from 1.002 to 1.028.

Body Fat. The overall density of the body is one indicator of a person's total body fat. Fat is less dense than muscle and other tissues, so as it accumulates, the overall density of the body decreases. Measurements of a person's weight and volume provide the overall body density, which can then be correlated to the percentage of body fat. (The body's volume can be measured by immersion in a large tank of water. The amount of water displaced is equal to the volume of the body.)

Problem Solving With Multiple Conversions

Sometimes you will have to perform more than one conversion to obtain the desired unit. For example, suppose you want to convert 54.7 km into millimeters. You can either memorize the relationship between kilometers and millimeters, or you can do the conversion in two steps. Most people prefer to convert in steps.

To do a stepwise conversion, we first convert the given amount to the base unit. In this example, the base unit is meters. We know that there are 1,000 m in 1 km:

$$54.7 \cancel{\text{ km}} \times \frac{1,000 \text{ m}}{1 \cancel{\text{ km}}} = 54,700 \text{ m}$$

Then we take the result (54,700 m) and convert it to millimeters, remembering that there are $1,000 \text{ mm}$ for every 1 m:

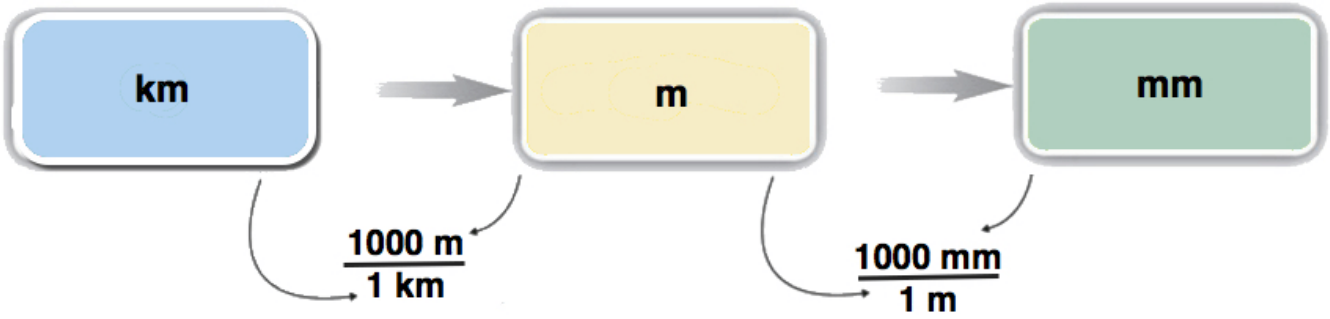
$$54,700 \cancel{\text{ m}} \times \frac{1,000 \text{ mm}}{1 \cancel{\text{ m}}} = 54,700,000 \text{ mm}$$

$$= 5.47 \times 10^7 \text{ mm}$$

We have expressed the final answer in scientific notation.

As a shortcut, both steps in the conversion can be combined into a single, multistep expression:

Concept Map



Calculation

$$54.7 \cancel{\text{km}} \times \frac{1,000 \cancel{\text{m}}}{1 \cancel{\text{km}}} \times \frac{1,000 \text{ mm}}{1 \cancel{\text{m}}} = 54,700,000 \text{ mm}$$

$$= 5.47 \times 10^7 \text{ mm}$$

In each step, the previous unit is canceled and the next unit in the sequence is produced, each successive unit canceling out until only the unit needed in the answer is left.

Either method—one step at a time or all the steps together—is acceptable. If you do all the steps together, the restriction for the proper number of significant figures should be done after the last step. As long as the math is performed correctly, you should get the same answer no matter which method you use.

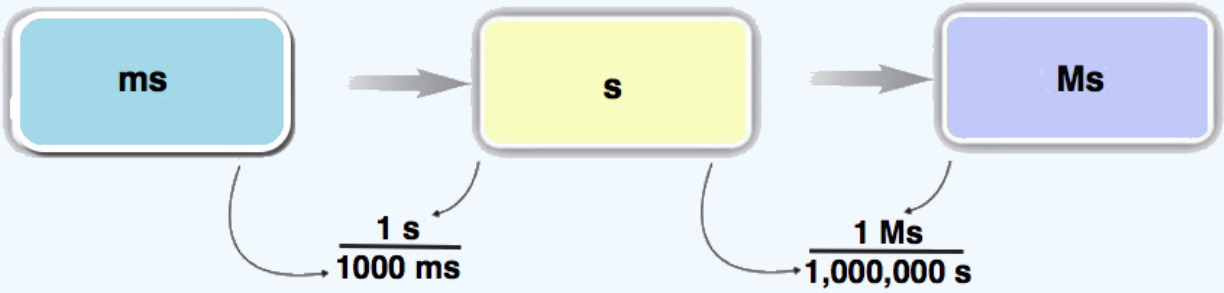
Example 3

Convert 58.2 ms to megaseconds in one multistep calculation.

Solution

First, convert the given unit (ms) to the base unit—in this case, seconds—and then convert seconds to the final unit, megaseconds:

Concept Map



Calculation

$$58.2 \cancel{\text{ms}} \times \frac{1 \cancel{\text{s}}}{1,000 \cancel{\text{ms}}} \times \frac{1 \text{ Ms}}{1,000,000 \cancel{\text{s}}} = 0.0000000582 \text{ Ms}$$

$$= 5.82 \times 10^{-8} \text{ Ms}$$

Neither conversion factor affects the number of significant figures in the final answer.

Exercise 3

Convert 43.007 mg to kilograms in one multistep calculation.

Answer available at the end of this section.

Career Focus: Pharmacist

A pharmacist dispenses drugs that have been prescribed by a doctor. Although that may sound straightforward, pharmacists in the United States must hold a doctorate in pharmacy and be licensed by the state in which they work. Most pharmacy programs require four years of education in a specialty pharmacy school.

Pharmacists must know a lot of chemistry and biology so they can understand the effects that drugs (which are chemicals, after all) have on the body. Pharmacists can advise physicians on the selection, dosage, interactions, and side effects of drugs. They can also advise patients on the proper use of their medications, including when and how to take specific drugs properly. Pharmacists can be found in drugstores, hospitals, and other medical facilities.

Curiously, an outdated name for pharmacist is *chemist*, which was used when pharmacists formerly did a lot of drug preparation, or *compounding*. In modern times, pharmacists rarely compound their own drugs, but their knowledge of the sciences, including chemistry, helps them provide valuable services in support of everyone's health.

Key Takeaway

- A unit can be converted to another unit of the same type with a conversion factor.

Concept Review Exercises

1. How do you determine which quantity in a conversion factor goes in the denominator of the fraction?
2. State the guidelines for determining significant figures when using a conversion factor.
3. Write a concept map (a plan) for how you would convert 1.0×10^{12} *nano*liters (nL) to *kilo*liters (kL).

Answers

1. The unit you want to cancel from the numerator goes in the denominator of the conversion factor.
2. Exact numbers that appear in many conversion factors do not affect the number of significant figures; otherwise, the normal rules of multiplication and division for significant figures apply.
3. Concept Map: Convert the given (nanoliters, nL) to liters; then convert liters to kiloliters.



1.0 times 10 to the 12th nL converts to 1000 Liters converts to 1 kiloLiter. One Liter is 1.0 times 10 to the 9th nL. One kiloLiter is 1000 Liters.

Answers

Exercise 1

$$101,000 \cancel{\text{ns}} \times \frac{1 \text{ s}}{1,000,000,000 \cancel{\text{ns}}} = 0.000101 \text{ s}$$

$$32.08 \cancel{\text{kg}} \times \frac{1,000 \text{ g}}{1 \cancel{\text{kg}}} = 32,080 \text{ g}$$

Exercise 2

$$100.0 \cancel{\text{g}} \times \frac{1 \text{ L}}{1.3 \cancel{\text{g}}} = 76.92307692 \text{ L} \approx 77\text{L}$$

Because the density (1.3 g/L) has only 2 significant figures, we are rounding off the final answer to 2 significant figures.

Exercise 3

$$43.007 \cancel{\text{mg}} \times \frac{\cancel{1\text{g}}}{1,000 \cancel{\text{mg}}} \times \frac{1 \text{ kg}}{1,000 \cancel{\text{g}}} = 0.000043007 \text{ kg}$$

$$= 4.3007 \times 10^{-5} \text{ kg}$$

.

Neither conversion factor affects the number of significant figures in the final answer.

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2.5 Other Units - Temperature and Density

Learning Objective

- Learn about the various temperature scales that are commonly used in chemistry.
- Define density and use it as a conversion factor.

There are other units in chemistry that are important, and we will cover others over the course of the entire book. One of the fundamental quantities in science is temperature. Temperature is a measure of the average amount of energy of motion, or *kinetic energy*, a system contains. Temperatures are expressed using scales that use units called degrees, and there are several temperature scales in use. In the United States, the commonly used temperature scale is the *Fahrenheit scale* (symbolized by °F and spoken as "degrees Fahrenheit"). On this scale, the freezing point of liquid water (the temperature at which liquid water turns to solid ice) is 32°F, and the boiling point of water (the temperature at which liquid water turns to steam) is 212°F.

Science also uses other scales to express temperature. The Celsius scale (symbolized by °C and spoken as "degrees Celsius") is a temperature scale where 0°C is the freezing point of water and 100°C is the boiling point of water; the scale is divided into 100 divisions between these two landmarks and extended higher and lower. By comparing the Fahrenheit and Celsius scales, a conversion between the two scales can be determined:

$$^{\circ}\text{C} = (^{\circ}\text{F-32}) \times \tfrac{5}{9} \tag{1}$$

$$^{\circ}\text{F} = \left(^{\circ}\text{C} \times \tfrac{9}{5}\right) + 32 \tag{2}$$

Example 1: Conversions

a. What is 98.6 °F in degrees Celsius?
b. What is 25.0 °C in degrees Fahrenheit?

Solution

a. Using Equation 1, we have

$$\begin{aligned} ^{\circ}C &= (98.6 - 32) \times \frac{5}{9} \\ &= 66.6 \times \frac{5}{9} \\ &= 37.0^{\circ}C \end{aligned}$$

b. Using Equation 2, we have

$$\begin{aligned} ^{\circ}F &= \left(25.0 \times \frac{9}{5}\right) + 32 \\ &= 45.0 + 32 \\ &= 77.0^{\circ}F \end{aligned}$$

Exercise 1

a. Convert 0 °F to degrees Celsius.
b. Convert 212 °C to degrees Fahrenheit.

Answer a available at the end of this section.

Answer b available at the end of this section.

The fundamental unit of temperature (another fundamental unit of science, bringing us to four) in SI is the kelvin (K). The Kelvin temperature scale (note that the name of the scale capitalizes the word *Kelvin*, but the unit itself is lowercase) uses degrees that are the same size as the Celsius degree, but the numerical scale is shifted up by 273.15 units. That is, the conversion between the Kelvin and Celsius scales is as follows:

$$K = {}^{\circ}C + 273.15$$

For most purposes, it is acceptable to use 273 instead of 273.15. Note that the Kelvin scale does not use the word *degrees*; a temperature of 295 K is spoken of as "two hundred ninety-five kelvins" and not "two hundred ninety-five degrees Kelvin."

The reason that the Kelvin scale is defined this way is because there exists a minimum possible temperature called absolute zero (zero kelvins). The Kelvin temperature scale is set so that 0 K is absolute zero, and temperature is counted upward from there. Normal room temperature is about 295 K, as seen in the following example.

Example 2: Room Temperature

If normal room temperature is 72.0°F, what is room temperature in degrees Celsius and kelvin?

Solution

First, we use the formula to determine the temperature in degrees Celsius:

$$\begin{aligned} {}^{\circ}C &= (72.0 - 32) \times \frac{5}{9} \\ &= 40.0 \times \frac{5}{9} \\ &= 22.2^{\circ}C \end{aligned}$$

Then we use the appropriate formula above to determine the temperature in the Kelvin scale:

$$\begin{aligned} K &= 22.2^{\circ}C + 273.15 \\ &= 295.4K \end{aligned}$$

So, room temperature is about 295 K.

Exercise 2

What is 98.6°F on the Kelvin scale?

Answer available at the end of this section.

Figure 1 compares the three temperature scales. Note that science uses the Celsius and Kelvin scales almost exclusively; virtually no practicing chemist expresses laboratory-measured temperatures with the Fahrenheit scale. In fact, the United States is one of the few countries in the world that still uses the Fahrenheit scale on a daily basis. The other two countries are Liberia and Myanmar (formerly Burma). People driving near the borders of Canada or Mexico may pick up local radio stations on the other side of the border that express the daily weather in degrees Celsius, so do not get confused by their weather reports.

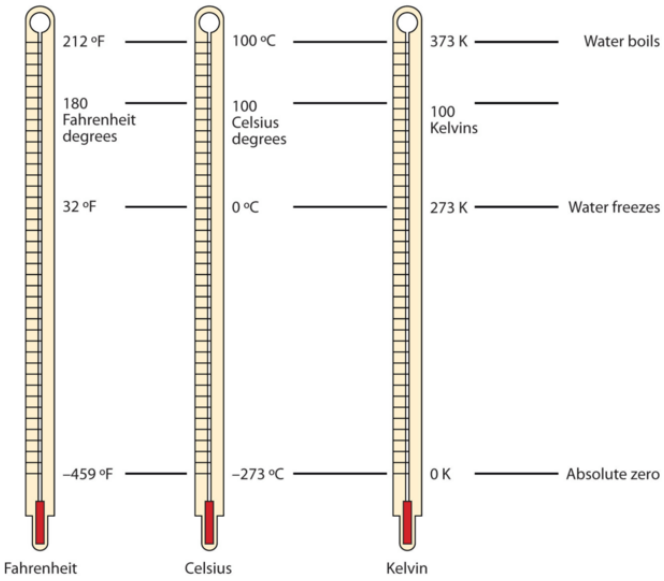


Figure 1: Fahrenheit, Celsius, and Kelvin Temperatures. A comparison of the three temperature scales.

Density

Density is a physical property that is defined as a substance's mass divided by its volume:

$$density = \frac{mass}{volume} \Rightarrow d = \frac{m}{v}$$

Density is usually a measured property of a substance, so its numerical value affects the significant figures in a calculation. Notice that density is defined in terms of two dissimilar units, mass and volume. That means that density overall has derived units, just like velocity. Common units for density include g/mL, g/cm^3, g/L, kg/L, and even kg/m^3. Densities for some common substances are listed in Table 1.

Table 1: Densities of Some Common Substances

Substance	Density (g/mL or g/cm^3)
water	1.0
gold	19.3
mercury	13.6
air	0.0012
cork	0.22–0.26
aluminum	2.7
iron	7.87

Because of how it is defined, density can act as a conversion factor for switching between units of mass and volume. For example, suppose you have a sample of aluminum that has a volume of 7.88 cm^3. How can you determine what mass of aluminum you have without measuring it? You can use the volume to calculate it. If you multiply the given volume by the known density (from Table 1), the volume units will cancel and leave you with mass units, telling you the mass of the sample:

$$7.88 \cancel{cm^3} \times \frac{2.7\,g}{\cancel{cm^3}} = 21\,g \text{ of aluminium}$$

where we have limited our answer to two significant figures.

Example 3: Mercury

What is the mass of 44.6 mL of mercury?

Solution

Use the density from Table 1 "Densities of Some Common Substances" as a conversion factor to go from volume to mass:

$$44.6 \cancel{mL} \times \frac{13.6\,g}{\cancel{mL}} = 607\,g$$

The mass of the mercury is 607 g.

Exercise 3

What is the mass of 25.0 cm^3 of iron?

Answer available at the end of this section.

Density can also be used as a conversion factor to convert mass to volume—but care must be taken. We have already demonstrated that the number that goes with density normally goes in the numerator when density is written as a fraction. Take the density of gold, for example:

$$d = 19.3\,g/mL = \frac{19.3\,g}{mL}$$

Although this was not previously pointed out, it can be assumed that there is a 1 in the denominator:

$$d = 19.3\,g/mL = \frac{19.3\,g}{mL}$$

That is, the density value tells us that we have 19.3 grams for every 1 milliliter of volume, and the 1 is an exact number. When we want to use density to convert from mass to volume, the numerator and denominator of density need to be switched—that is, we must take the *reciprocal* of the density. In so doing, we move not only the units, but also the numbers:

$$\frac{1}{d} = \frac{1\,mL}{19.3\,g}$$

This reciprocal density is still a useful conversion factor, but now the mass unit will cancel and the volume unit will be introduced. Thus, if we want to know the volume of 45.9 g of gold, we would set up the conversion as follows:

$$45.9 \cancel{g} \times \frac{1\,mL}{19.3\,\cancel{g}} = 2.38\,mL$$

Note how the mass units cancel, leaving the volume unit, which is what we are looking for.

Example 4: Calculating Volume from Density

A cork stopper from a bottle of wine has a mass of 3.78 g. If the density of cork is 0.22 g/cm^3, what is the volume of the cork?

Solution

To use density as a conversion factor, we need to take the reciprocal so that the mass unit of density is in the denominator. Taking the reciprocal, we find:

$$\frac{1}{d} = \frac{1\,cm^3}{0.22\,g}$$

We can use this expression as the conversion factor. So

$$3.78\,\cancel{g} \times \frac{1\,cm^3}{0.22\,\cancel{g}} = 17.2\,cm^3$$

Exercise 4

What is the volume of 3.78 g of gold?

Answer available at the end of this section.

Care must be used with density as a conversion factor. Make sure the mass units are the same, or the volume units are the same, before using density to convert to a different unit. Often, the unit of the given quantity must be first converted to the appropriate unit before applying density as a conversion factor.

Food and Drink Application: Cooking Temperatures

Because degrees Fahrenheit is the common temperature scale in the United States, kitchen appliances, such as ovens, are calibrated in that scale. A cool oven may be only 150°F, while a cake may be baked at 350°F and a chicken roasted at 400°F. The broil setting on many ovens is 500°F, which is typically the highest temperature setting on a household oven.

People who live at high altitudes, typically 2,000 ft above sea level or higher, are sometimes urged to use slightly different cooking instructions on some products, such as cakes and bread, because water boils at a lower temperature the higher in altitude you go, meaning that foods cook slower. For example, in Cleveland water typically boils at 212°F (100°C), but in Denver, the Mile-High City, water boils at about 200°F (93.3°C), which can significantly lengthen cooking times. Good cooks need to be aware of this.



A meat thermometer with a dial. Notice the markings for Fahrenheit (outer scale) and Celsius (inner scale) temperatures. Recipes for cooking food in an oven can use very different numbers, depending on the country you're in. (CC BY2.0 Bev Sykes)

At the other end is pressure cooking. A pressure cooker is a closed vessel that allows steam to build up additional pressure, which increases the temperature at which water boils. A good pressure cooker can get to temperatures as high as 252°F (122°C); at these temperatures, food cooks much faster than it normally would. Great care must be used with pressure cookers because of the high pressure and high temperature. (When a pressure cooker is used to sterilize medical instruments, it is called an *autoclave*.)

Other countries use the Celsius scale for everyday purposes. Therefore, oven dials in their kitchens are marked in degrees Celsius. It can be confusing for US cooks to use ovens abroad—a 425°F oven in the United States is equivalent to a 220°C oven in other countries. These days, many oven thermometers are marked with both temperature scales.

Key Takeaways

- Chemistry uses the Celsius and Kelvin scales to express temperatures.
- A temperature on the Kelvin scale is the Celsius temperature plus 273.15.
- The minimum possible temperature is absolute zero and is assigned 0 K on the Kelvin scale.
- Density relates the mass and volume of a substance.
- Density can be used to calculate volume from a given mass or mass from a given volume.

Answers

Exercise 1

−17.8 °C

Exercise 1

414 °F

Exercise 2

310.2 K

Exercise 3

197 g

Exercise 4

$0.196\ cm^3$

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3: ATOMS, MOLECULES, AND IONS

The basic building block of all matter is the atom. Curiously, the idea of atoms was first proposed in the fifth century BCE, when the Greek philosophers Leucippus and Democritus proposed their existence in a surprisingly modern fashion. However, their ideas never took hold among their contemporaries, and it wasn't until the early 1800s that evidence amassed to make scientists reconsider the idea. Today, the concept of the atom is central to the study of matter.

3.1 Atomic Theory

3.2 Ions and Ionic Compounds

3.3 Molecules and Chemical Nomenclature

3.4 Acids

3.5 Masses of Atoms and Molecules

3.6 Monotomic Ions of Various Charges

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3.1 Atomic Theory

Learning Objectives

- State the modern atomic theory.
- Learn how atoms are constructed.

The smallest piece of an element that maintains the identity of that element is called an **atom**. Individual atoms are extremely small. It would take about fifty million atoms in a row to make a line that is 1 cm long. The period at the end of a printed sentence has several million atoms in it. Atoms are so small that it is difficult to believe that all matter is made from atoms—but it is.

The concept that atoms play a fundamental role in chemistry is formalized by the **modern atomic theory**, first stated by John Dalton, an English scientist, in 1808. It consists of three parts:

1. All matter is composed of atoms.
2. Atoms of the same element are the same; atoms of different elements are different.
3. Atoms combine in whole-number ratios to form compounds.

These concepts form the basis of chemistry. Although the word *atom* comes from a Greek word that means "indivisible," we understand now that atoms themselves are composed of smaller parts called *subatomic particles*. The first part to be discovered was the **electron**, a tiny subatomic particle with a negative charge. It is often represented as e^-, with the right superscript showing the negative charge. Later, two larger particles were discovered. The **proton**, a subatomic particle with a positive charge, is a more massive (but still tiny) subatomic particle with a positive charge, represented as p^+. The neutron is a subatomic particle with about the same mass as a proton but no charge. It is represented as either n or n^0. We now know that all atoms of all elements are composed of electrons, protons, and (with one exception) neutrons. Table 1 summarizes the properties of these three subatomic particles.

Table 1: *Properties of the Three Subatomic Particles*

Name	Symbol	Mass (approx.; kg)	Charge
Proton	p^+	1.6×10^{-27}	1+
Neutron	n, n^0	1.6×10^{-27}	none
Electron	e^-	9.1×10^{-31}	1–

How are these particles arranged in atoms? They are not arranged at random. Experiments by Ernest Rutherford in England in the 1910s pointed to a nuclear model with atoms that has the protons and neutrons in a central nucleus with the electrons in orbit about the nucleus. The relatively massive protons and neutrons are collected in the center of an atom, in a region called the nucleus of the atom (plural *nuclei*). The electrons are outside the nucleus and spend their time orbiting in space about the nucleus. (Figure 1).

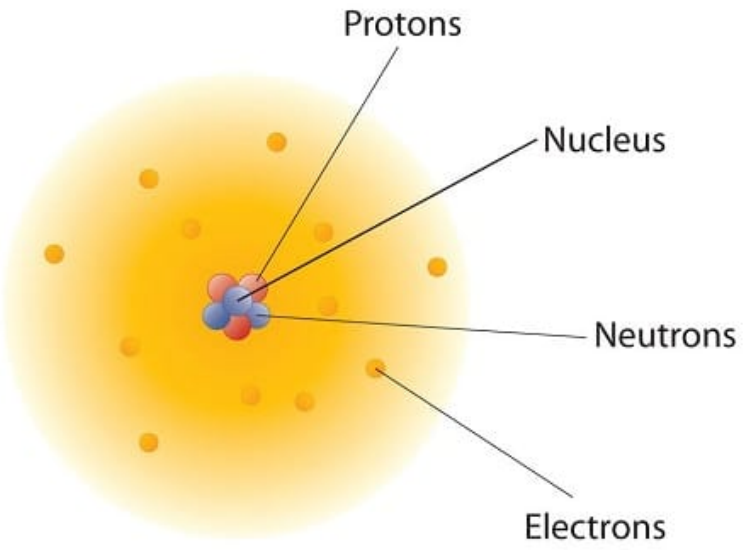


***Figure** 1**:** The Structure of the Atom.Atoms have protons and neutrons in the center, making the nucleus, while the electrons orbit the nucleus.*

The modern atomic theory states that atoms of one element are the same, while atoms of different elements are different. What makes atoms of different elements different? **The fundamental characteristic that all atoms of the same element share is the *number of protons***. All atoms of hydrogen have one and only one proton in the nucleus; all atoms of iron have 26 protons in the nucleus. This number of protons is so important to the identity of an atom that it is called the **atomic number**, the number of protons in an atom of the element. Thus, hydrogen has an atomic number of 1, while iron has an atomic number of 26. Each element has its own characteristic atomic number.

Atoms of the same element can have different numbers of neutrons, however. Atoms of the same element (i.e., atoms with the same number of protons) with different numbers of neutrons are called **isotopes**. Most naturally occurring elements exist as isotopes. For example, most hydrogen atoms have a single proton in their nucleus. However, a small number (about one in a million) of hydrogen atoms have a proton and a neutron in their nuclei. This particular isotope of hydrogen is called deuterium. A very rare form of hydrogen has one proton and two neutrons in the nucleus; this isotope of hydrogen is called tritium. The sum of the number of protons and neutrons in the nucleus is called the **mass number** of the isotope.

Neutral atoms have the same number of electrons as they have protons, so their overall charge is zero. However, as we shall see later, this will not always be the case.

Example 1:

a. The most common carbon atoms have six protons and six neutrons in their nuclei. What are the atomic number and the mass number of these carbon atoms?
b. An isotope of uranium has an atomic number of 92 and a mass number of 235. What are the number of protons and neutrons in the nucleus of this atom?

Solution

a. If a carbon atom has six protons in its nucleus, its atomic number is 6. If it also has six neutrons in the nucleus, then the mass number is 6 + 6, or 12.
b. If the atomic number of uranium is 92, then that is the number of protons in the nucleus. Because the mass number is 235, then the number of neutrons in the nucleus is 235 – 92, or 143.

Exercise 1

The number of protons in the nucleus of a tin atom is 50, while the number of neutrons in the nucleus is 68. What are the atomic number and the mass number of this isotope?

Answer

Atomic number = 50, mass number = 118

When referring to an atom, we simply use the element's name: the term s*odium* refers to the element as well as an atom of sodium. But it can be unwieldy to use the name of elements all the time. Instead, chemistry defines a symbol for each element. The **atomic symbol** is a one- or two-letter abbreviation of the name of the element. By convention, the first letter of an element's symbol is always capitalized, while the second letter (if present) is lowercase. Thus, the symbol for hydrogen is H, the symbol for sodium is Na, and the symbol for nickel is Ni. Most symbols come from the English name of the element, although some symbols come from an element's Latin name. (The symbol for sodium, Na, comes from its Latin name, *natrium*.) Table 2 lists some common elements and their symbols. You should memorize the symbols in Table 2, as this is how we will be representing elements throughout chemistry.

Table 2: *Names and Symbols of Common Elements*

Element Name	Symbol	Element Name	Symbol
Aluminum	Al	Mercury	Hg
Argon	Ar	Molybdenum	Mo
Arsenic	As	Neon	Ne
Barium	Ba	Nickel	Ni
Beryllium	Be	Nitrogen	N
Bismuth	Bi	Oxygen	O
Boron	B	Palladium	Pd
Bromine	Br	Phosphorus	P
Calcium	Ca	Platinum	Pt
Carbon	C	Potassium	K
Chlorine	Cl	Radium	Ra
Chromium	Cr	Radon	Rn
Cobalt	Co	Rubidium	Rb
Copper	Cu	Scandium	Sc
Fluorine	F	Selenium	Se
Gallium	Ga	Silicon	Si
Germanium	Ge	Silver	Ag
Gold	Au	Sodium	Na
Helium	He	Strontium	Sr
Hydrogen	H	Sulfur	S
Iodine	I	Tantalum	Ta
Iridium	Ir	Tin	Sn
Iron	Fe	Titanium	Ti
Krypton	Kr	Tungsten	W
Lead	Pb	Uranium	U
Lithium	Li	Xenon	Xe
Magnesium	Mg	Zinc	Zn
Manganese	Mn	Zirconium	Zr

The elements are grouped together in a special chart called the periodic table of all the elements. A simple periodic table is shown in Figure 2, while one may view a more extensive periodic table. The elements on the periodic table are listed in order of increasing atomic number. The periodic table has a special shape that will become important to us when we consider the organization of electrons in atoms (Chapter 8). One immediate use of the periodic table helps us identify metals and nonmetals. Nonmetals are in the upper right corner of the periodic table, on one side of the heavy red line splitting the right-hand part of the chart. Light blue elements along the red line are metalloids and all other elements to the left of the red line are metals.

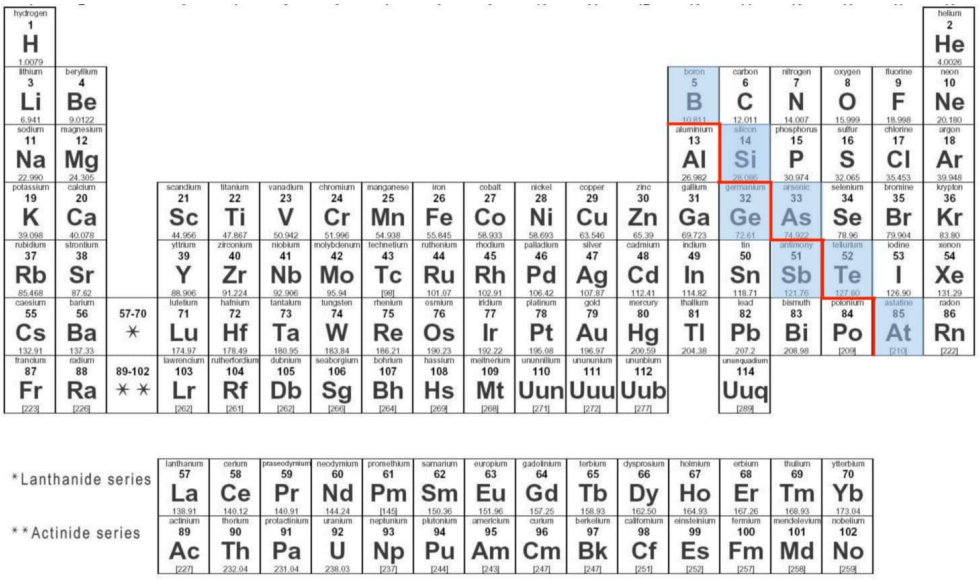


Figure* 1*: A Simple Periodic Table

There is an easy way to represent isotopes using the atomic symbols. We use the construction

$$ {}^{A}_{Z}\mathrm{X} \tag{1} $$

where X is the symbol of the element, A is the mass number, and Z is the atomic number. Thus, for the isotope of carbon that has 6 protons and 6 neutrons, the symbol is

$$ {}^{12}_{6}\mathrm{C} \tag{2} $$

where C is the symbol for the element, 6 represents the atomic number, and 12 represents the mass number.

Example 2:

a. What is the symbol for an isotope of uranium that has an atomic number of 92 and a mass number of 235?
b. How many protons and neutrons are in ${}^{56}_{26}\mathrm{Fe}$

Solution

a. The symbol for this isotope is ${}^{235}_{92}\mathrm{U}$
b. This iron atom has 26 protons and 56 – 26 = 30 neutrons.

Exercise 2

How many protons are in ${}^{23}_{11}\mathrm{Na}$

Answer

11 protons

It is also common to state the mass number after the name of an element to indicate a particular isotope. *Carbon-12* represents an

Key Takeaways

- Chemistry is based on the modern atomic theory, which states that all matter is composed of atoms.

- Atoms themselves are composed of protons, neutrons, and electrons.
- Each element has its own atomic number, which is equal to the number of protons in its nucleus.
- Isotopes of an element contain different numbers of neutrons.
- Elements are represented by an atomic symbol.
- The periodic table is a chart that organizes all the elements.

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3.2 Ions and Ionic Compounds

Learning Objectives

- Know how ions form.
- Learn the characteristic charges that ions have.
- Construct a proper formula for an ionic compound.
- Generate a proper name for an ionic compound.

So far, we have discussed elements and compounds that are electrically neutral. They have the same number of electrons as protons, so the negative charges of the electrons is balanced by the positive charges of the protons. However, this is not always the case. Electrons can move from one atom to another; when they do, species with overall electric charges are formed. Such species are called ions. Species with overall positive charges are termed **cations**, while species with overall negative charges are called **anions**. Remember that ions are formed only when *electrons* move from one atom to another; a proton never moves from one atom to another. Compounds formed from positive and negative ions are **ionic compounds**.

Individual atoms can gain or lose electrons. When they do, they become *monatomic* ions. When atoms gain or lose electrons, they usually gain or lose a characteristic number of electrons and so take on a characteristic overall charge. Figure 1 shows some common ions in terms of how many electrons they lose (making cations) or gain (making anions), as well as their positions on the periodic table. There are several things to notice about the ions in Figure 1. First, each element that forms cations is a metal, except for one (hydrogen), while each element that forms anions is a nonmetal. This is actually one of the chemical properties of metals and nonmetals: metals tend to form cations, while nonmetals tend to form anions. Second, elements that live in the first two columns and the last three columns of the period table show a definite trend in charges. Every element in the first column forms a cation with charge 1+. Every element in the second column forms a cation with charge 2+. Elements in the third to last column almost all form an anion with a 2- charge and elements living in the second to last column almost all form anions with a 1- charge. The elements at the end of the periodic table do not form ions. We'll learn more about why this is the case in future chapters but for the time being if you can learn this trend it's fairly easy to determine the charge on most of the elements we see. Finally, most atoms form ions of a single characteristic charge. When sodium atoms form ions, they always form a 1+ charge, never a 2+ or 3+ or even 1– charge. Thus, if you commit the information in Figure 1 to memory, you will always know what charges most atoms form.

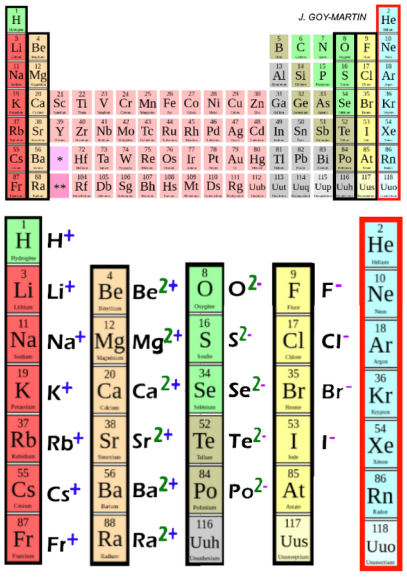


***Figure** 1: Groups on the periodic table and the charges on their ions,* By Homme en Noir - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/inde...curid=66743988

While Figure 1 is helpful in determining the charge on a large number of our cations and anions it's hardly complete. A more

complete table of ions and their charges can be found at Monotomic Ions of Various Charges. Examination of the table in the link given shows that there are some exceptions to the previous point. A few elements, all metals, can form more than one possible charge. For example, iron (Fe) atoms can form 2+ cations or 3+ cations. Cobalt (Co) is another element that can form more than one possible charged ion (2+ and 3+), while lead (Pb) can form 2+ or 4+ cations. Unfortunately, there is little understanding which two charges a metal atom may take, so it is best to just memorize the possible charges a particular element can have.

Note the convention for indicating an ion. The magnitude of the charge is listed as a right superscript next to the symbol of the element. If the charge is a single positive or negative one, the number 1 is not written; if the magnitude of the charge is greater than 1, then the number is written *before* the + or – sign. An element symbol without a charge written next to it is assumed to be the uncharged atom.

Naming ions

Naming an ion is straightforward. For a cation, simply use the name of the element and add the word *ion* (or if you want to be more specific, add *cation*) after the element's name. So Na^{+} is the sodium ion; Ca^{2+} is the calcium ion. If the element has more than one possible charge, the value of the charge comes after the element name and before the word *ion*. Thus, Fe^{2+} is the iron two ion, while Fe^{3+} is the iron three ion. In print, we use roman numerals in parentheses to represent the charge on the ion, so these two iron ions would be represented as the iron(II) cation and the iron(III) cation, respectively.

For a monatomic anion, use the stem of the element name and append the suffix *-ide* to it, and then add *ion*. This is similar to how we named molecular compounds. Thus, Cl^{-} is the chloride ion, and N^{3-} is the nitride ion.

Example 1:

Name each species.

a. O^{2-}
b. Co
c. Co^{2+}

Solution

a. This species has a 2– charge on it, so it is an anion. Anions are named using the stem of the element name with the suffix *-ide* added. This is the oxide anion.
b. Because this species has no charge, it is an atom in its elemental form. This is cobalt.
c. In this case, there is a 2+ charge on the atom, so it is a cation. We note from Table 3.4.1 that cobalt cations can have two possible charges, so the name of the ion must specify which charge the ion has. This is the cobalt(II) cation.

Exercise 1

Name each species.

a. P^{3-}
b. Sr^{2+}

Answers

a. the phosphide anion
b. the strontium cation

Ionic Formulas

Chemical formulas for ionic compounds are called ionic formulas. A proper ionic formula has a cation and an anion in it; an ionic compound is never formed between two cations only or two anions only. If you've ever tried to force two refrigerator magnets together you'll remember that there was one side of each magnet that clicked together and there was one side of each magnet that pushed against the other. One side of each of our magnets is positive and one side of each of our magnets is negative. When the magnets push away from each other we're trying to force two like charges together. Ions behave the same way on the atomic scale. Two ions with the same charge will push away from each other. Two ions with opposite charges will be attracted to each other as being close to one another allows them to cancel out the additional charge they are carrying. A Ca^{2+} cation has twice as much charge as a Cl^- anion, so it will be able to attract and cancel out the charge on two Cl^- anions.

The key to writing proper ionic formulas is simple: the total positive charge must balance the total negative charge. Because the charges on the ions are characteristic, sometimes we have to have more than one of a cation or an anion to balance the overall positive and negative charges. It is conventional to use the lowest ratio of ions that are needed to balance the charges.

For example, consider the ionic compound between Na^+ and Cl^-. Each ion has a single charge, one positive and one negative, so we need only one ion of each to balance the overall charge. When writing the ionic formula, we follow two additional conventions: (1) write the formula for the cation first and the formula for the anion next, but (2) do not write the charges on the ions. Thus, for the compound between Na^+ and Cl^-, we have the ionic formula NaCl (Figure 1). The formula Na_2Cl_2 also has balanced charges, but the convention is to use the lowest ratio of ions, which would be one of each. (Remember from our conventions for writing formulas that we don't write a 1 subscript if there is only one atom of a particular element present.) For the ionic compound between magnesium cations (Mg^{2+}) and oxide anions (O^{2-}), again we need only one of each ion to balance the charges. By convention, the formula is MgO.



***Figure** 1: NaCl = Table Salt © Thinkstock The ionic compound NaCl is very common.*

For the ionic compound between Mg^{2+} ions and Cl^- ions, we now consider the fact that the charges have different magnitudes, 2+ on the magnesium ion and 1– on the chloride ion. To balance the charges with the lowest number of ions possible, we need to have two chloride ions to balance the charge on the one magnesium ion. Rather than write the formula MgClCl, we combine the two chloride ions and write it with a 2 subscript: $MgCl_2$.

What is the formula $MgCl_2$ telling us? There are two chloride ions in the formula. Although chlorine as an element is a diatomic molecule, Cl_2, elemental chlorine is not part of this ionic compound. The chlorine is in the form of a negatively charged *ion*, not the neutral *element*. The 2 subscript is in the ionic formula because we need two Cl^- ions to balance the charge on one Mg^{2+} ion.

Example 2:

Write the proper ionic formula for each of the two given ions.

a. Ca^{2+} and Cl^{-}
b. Al^{3+} and F^{-}
c. Al^{3+} and O^{2-}

Solution

a. We need two Cl^{-} ions to balance the charge on one Ca^{2+} ion, so the proper ionic formula is $CaCl_2$.
b. We need three F^{-} ions to balance the charge on the Al^{3+} ion, so the proper ionic formula is AlF_3.
c. With Al^{3+} and O^{2-}, note that neither charge is a perfect multiple of the other. This means we have to go to a least common multiple, which in this case will be six. To get a total of 6+, we need two Al^{3+} ions; to get 6–, we need three O^{2-} ions. Hence the proper ionic formula is Al_2O_3.

Exercise 2

Write the proper ionic formulas for each of the two given ions.

a. Fe^{2+} and S^{2-}
b. Fe^{3+} and S^{2-}

Answers

a. FeS
b. Fe_2S_3

Naming Ionic Compounds

Naming ionic compounds is simple: combine the name of the cation and the name of the anion, in both cases omitting the word *ion*. *Do not use numerical prefixes if there is more than one ion necessary to balance the charges.* NaCl is sodium chloride, a combination of the name of the cation (sodium) and the anion (chloride). MgO is magnesium oxide. $MgCl_2$ is magnesium chloride—*not* magnesium dichloride.

In naming ionic compounds whose cations can have more than one possible charge, we must also include the charge, in parentheses and in roman numerals, as part of the name. Hence FeS is iron(II) sulfide, while Fe_2S_3 is iron(III) sulfide. Again, no numerical prefixes appear in the name. The number of ions in the formula is dictated by the need to balance the positive and negative charges.

Example 3:

Name each ionic compound.

a. $CaCl_2$
b. AlF_3
c. Co_2O_3

Solution

a. Using the names of the ions, this ionic compound is named calcium chloride. *It is not calcium(II) chloride* because calcium forms only one cation when it forms an ion, and it has a characteristic charge of 2+.
b. The name of this ionic compound is aluminum fluoride.
c. We know that cobalt can have more than one possible charge; we just need to determine what it is. Oxide always has a 2– charge, so with three oxide ions, we have a total negative charge of 6–. This means that the two cobalt ions have to contribute 6+, which for two cobalt ions means that each one is 3+. Therefore, the proper name for this ionic compound is cobalt(III) oxide.

Exercise 3

Name each ionic compound.

a. Sc_2O_3
b. AgCl

Answers

a. scandium oxide
b. silver chloride

How do you know whether a formula—and by extension, a name—is for a molecular compound or for an ionic compound? Molecular compounds form between nonmetals and nonmetals, while ionic compounds form between metals and nonmetals. The periodic table can be used to determine which elements are metals and nonmetals.

There also exists a group of ions that contain more than one atom. These are called **polyatomic ions**. Table 2 lists the formulas, charges, and names of some common polyatomic ions. Only one of them, the ammonium ion, is a cation; the rest are anions. Most of them also contain oxygen atoms, so sometimes they are referred to as ***oxyanions***. Some of them, such as nitrate and nitrite, and sulfate and sulfite, have very similar formulas and names, so care must be taken to get the formulas and names correct. Note that the -ite polyatomic ion has one less oxygen atom in its formula than the -ate ion but with the same ionic charge.

Table 2: *Common Polyatomic Ions*

Name	Formula and Charge	Name	Formula and Charge
ammonium	NH_4^+	hydroxide	OH^-
acetate	$C_2H_3O_2^-$, or CH_3COO^-	nitrate	NO_3^-
bicarbonate (hydrogen carbonate)	HCO_3^-	nitrite	NO_2^-
bisulfate (hydrogen sulfate)	HSO_4^-	peroxide	O_2^{2-}
carbonate	CO_3^{2-}	perchlorate	ClO_4^-
chlorate	ClO_3^-	phosphate	PO_4^{3-}
chromate	CrO_4^{2-}	sulfate	SO_4^{2-}
cyanide	CN^-	sulfite	SO_3^{2-}

Name	Formula and Charge		Name	Formula and Charge
dichromate	$Cr_2O_7^{2-}$		triiodide	I_3^-

The naming of ionic compounds that contain polyatomic ions follows the same rules as the naming for other ionic compounds: simply combine the name of the cation and the name of the anion. Do not use numerical prefixes in the name if there is more than one polyatomic ion; the only exception to this is if the name of the ion itself contains a numerical prefix, such as dichromate or triiodide.

Writing the formulas of ionic compounds has one important difference. If more than one polyatomic ion is needed to balance the overall charge in the formula, enclose the formula of the polyatomic ion in parentheses and write the proper numerical subscript to the right and *outside* the parentheses. Thus, the formula between calcium ions, Ca^{2+}, and nitrate ions, NO_3^-, is properly written $Ca(NO_3)_2$, not $CaNO_{32}$ or CaN_2O_6. Use parentheses where required. The name of this ionic compound is simply calcium nitrate.

Example 4:

Write the proper formula and give the proper name for each ionic compound formed between the two listed ions.

a. NH_4^+ and S^{2-}
b. Al^{3+} and PO_4^{3-}
c. Fe^{2+} and PO_4^{3-}

Solution

a. Because the ammonium ion has a 1+ charge and the sulfide ion has a 2– charge, we need two ammonium ions to balance the charge on a single sulfide ion. Enclosing the formula for the ammonium ion in parentheses, we have $(NH_4)_2S$. The compound's name is ammonium sulfide.
b. Because the ions have the same magnitude of charge, we need only one of each to balance the charges. The formula is $AlPO_4$, and the name of the compound is aluminum phosphate.
c. Neither charge is an exact multiple of the other, so we have to go to the least common multiple of 6. To get 6+, we need three iron(II) ions, and to get 6–, we need two phosphate ions. The proper formula is $Fe_3(PO_4)_2$, and the compound's name is iron(II) phosphate.

Exercise 4

Write the proper formula and give the proper name for each ionic compound formed between the two listed ions.

a. NH_4^+ and PO_4^{3-}
b. Co^{3+} and NO_2^-

Answers

a. $(NH_4)_3PO_4$, ammonium phosphate
b. $Co(NO_2)_3$, cobalt(III) nitrite

Food and Drink App: Sodium in Your Food

The element sodium, at least in its ionic form as Na^+, is a necessary nutrient for humans to live. In fact, the human body is

approximately 0.15% sodium, with the average person having one-twentieth to one-tenth of a kilogram in their body at any given time, mostly in fluids outside cells and in other bodily fluids.

Sodium is also present in our diet. The common table salt we use on our foods is an ionic sodium compound. Many processed foods also contain significant amounts of sodium added to them as a variety of ionic compounds. Why are sodium compounds used so much? Usually sodium compounds are inexpensive, but, more importantly, most ionic sodium compounds dissolve easily. This allows processed food manufacturers to add sodium-containing substances to food mixtures and know that the compound will dissolve and distribute evenly throughout the food. Simple ionic compounds such as sodium nitrite ($NaNO_2$) are added to cured meats, such as bacon and deli-style meats, while a compound called sodium benzoate is added to many packaged foods as a preservative. Table 3 is a partial list of some sodium additives used in food. Some of them you may recognize after reading this chapter. Others you may not recognize, but they are all ionic sodium compounds with some negatively charged ion also present.

Table 3: *Some Sodium Compounds Added to Food*

Sodium Compound	Use in Food
Sodium acetate	preservative, acidity regulator
Sodium adipate	food acid
Sodium alginate	thickener, vegetable gum, stabilizer, gelling agent, emulsifier
Sodium aluminum phosphate	acidity regulator, emulsifier
Sodium aluminosilicate	anticaking agent
Sodium ascorbate	antioxidant
Sodium benzoate	preservative
Sodium bicarbonate	mineral salt
Sodium bisulfite	preservative, antioxidant
Sodium carbonate	mineral salt
Sodium carboxymethylcellulose	emulsifier
Sodium citrates	food acid
Sodium dehydroacetate	preservative
Sodium erythorbate	antioxidant
Sodium erythorbin	antioxidant
Sodium ethyl para-hydroxybenzoate	preservative
Sodium ferrocyanide	anticaking agent
Sodium formate	preservative
Sodium fumarate	food acid
Sodium gluconate	stabilizer
Sodium hydrogen acetate	preservative, acidity regulator
Sodium hydroxide	mineral salt
Sodium lactate	food acid
Sodium malate	food acid
Sodium metabisulfite	preservative, antioxidant, bleaching agent
Sodium methyl para-hydroxybenzoate	preservative
Sodium nitrate	preservative, color fixative

Sodium Compound	Use in Food
Sodium nitrite	preservative, color fixative
Sodium orthophenyl phenol	preservative
Sodium propionate	preservative
Sodium propyl para-hydroxybenzoate	preservative
Sodium sorbate	preservative
Sodium stearoyl lactylate	emulsifier
Sodium succinates	acidity regulator, flavor enhancer
Sodium salts of fatty acids	emulsifier, stabilizer, anticaking agent
Sodium sulfite	mineral salt, preservative, antioxidant
Sodium sulfite	preservative, antioxidant
Sodium tartrate	food acid
Sodium tetraborate	preservative

The use of so many sodium compounds in prepared and processed foods has alarmed some physicians and nutritionists. They argue that the average person consumes too much sodium from his or her diet. The average person needs only about 500 mg of sodium every day; most people consume more than this—up to 10 times as much. Some studies have implicated increased sodium intake with high blood pressure; newer studies suggest that the link is questionable. However, there has been a push to reduce the amount of sodium most people ingest every day: avoid processed and manufactured foods, read labels on packaged foods (which include an indication of the sodium content), don't oversalt foods, and use other herbs and spices besides salt in cooking.



Figure 2: *Food labels include the amount of sodium per serving. This particular label shows that there are 75 mg of sodium in one serving of this particular food item.*

Key Takeaways

- Ions form when atoms lose or gain electrons.
- Ionic compounds have positive ions and negative ions.
- Ionic formulas balance the total positive and negative charges.

- Ionic compounds have a simple system of naming.
- Groups of atoms can have an overall charge and make ionic compounds.

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3.3 Molecules and Chemical Nomenclature

Learning Objectives

- Define *molecule*.
- Name simple molecules based on their formulas.
- Determine a formula of a molecule based on its name.

There are many substances that exist as two or more atoms connected together so strongly that they behave as a single particle. These multiatom combinations are called molecules. A molecule is the smallest part of a substance that has the physical and chemical properties of that substance. In some respects, a molecule is similar to an atom. A molecule, however, is composed of more than one atom.

***Table** 1: Elements That Exist as Diatomic Molecules*

Hydrogen (H_2)	Oxygen (O_2)	Nitrogen (N_2)	Fluorine (F_2)
Chlorine (Cl_2)	Bromine (Br_2)	Iodine (I_2)	

Some elements exist naturally as molecules. For example, hydrogen and oxygen exist as two-atom molecules. Other elements also exist naturally as **diatomic** molecules (Table 1). As with any molecule, these elements are labeled with a molecular formula, a formal listing of what and how many atoms are in a molecule. (Sometimes only the word *formula* is used, and its meaning is inferred from the context.) For example, the molecular formula for elemental hydrogen is H_2, with H being the symbol for hydrogen and the subscript 2 implying that there are two atoms of this element in the molecule. Other diatomic elements have similar formulas: O_2, N_2, and so forth.

Memorizing the diatomic molecules is worthwhile for our future endeavors and a variety mnemonics exist to help with memorization. **BrINClHOF** (pronounced "Brinklehoff") lists all of the diatomic elements in the name.



***Fig.** 1: The element symbols for Bromine, Iodine, Nitrogen, Chlorine, Hydrogen, Oxygen and Fluorine spelling out "BrINClHOF" a handy mneumonic for memorizing the diatomic elements.*

Other elements exist as molecules—for example, sulfur normally exists as an eight-atom molecule, S_8, while phosphorus exists as a four-atom molecule, P_4 (Figure 1). Otherwise, we will assume that elements exist as individual atoms, rather than molecules. It is assumed that there is only one atom in a formula if there is no numerical subscript on the right side of an element's symbol.

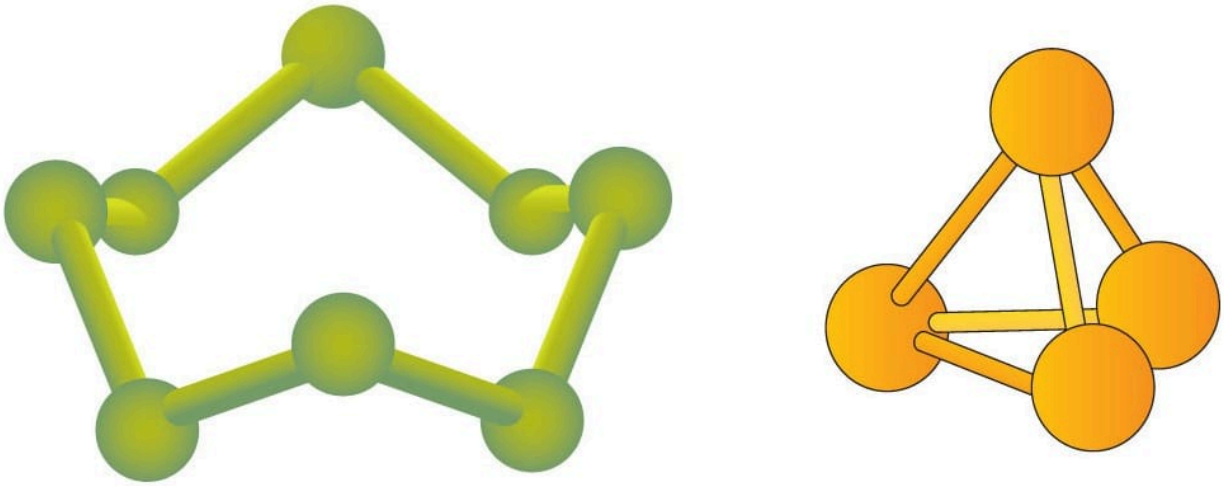


Fig. *2: Molecular Art of S8 and P4 Molecules. If each green ball represents a sulfur atom, then the diagram on the left represents an S8 molecule. The molecule on the right shows that one form of elemental phosphorus exists, as a four-atom molecule.*

Figure 2 shows two examples of how we will be representing molecules in this text. An atom is represented by a small ball or sphere, which generally indicates where the nucleus is in the molecule. A cylindrical line connecting the balls represents the connection between the atoms that make this collection of atoms a molecule. This connection is called a **chemical bond**, the connection between two atoms in a molecule. In Chapter 9, we will explore the origin of chemical bonds. You will see other examples of this "ball and cylinder" representation of molecules throughout this book.

Many compounds exist as molecules. In particular, when nonmetals connect with other nonmetals, the compound typically exists as molecules. (Compounds between a metal and a nonmetal are different and will be considered in Section 3.4.) Furthermore, in some cases there are many different kinds of molecules that can be formed between any given elements, with all the different molecules having different chemical and physical properties. How do we tell them apart?

The answer is a very specific system of naming compounds, called *chemical nomenclature*. By following the rules of nomenclature, each and every compound has its own unique name, and each name refers to one and only one compound. Here, we will start with relatively simple molecules that have only two elements in them, the so-called ***binary compounds***:

1. Identify the elements in the molecule from its formula.
2. Begin the name with the element name of the first element. If there is more than one atom of this element in the molecular formula, use a numerical prefix to indicate the number of atoms, as listed in Table 2. *Do not use the prefix* mono- *if there is only one atom of the first element.*
   - a numerical prefix indicating the number of atoms of the second element, plus
   - the stem of the element name (e.g., *ox* for oxygen, *chlor* for chlorine, etc.), plus
   - the suffix *-ide*.
3. Name the second element by using three pieces:
4. Combine the two words, leaving a space between them.

Table *2: Numerical Prefixes Used in Naming Molecular Compounds*

The Number of Atoms of an Element	Prefix
1	mono-
2	di-
3	tri-
4	tetra-
5	penta-

The Number of Atoms of an Element	Prefix
6	hexa-
7	hepta-
8	octa-
9	nona-
10	deca-

Let us see how these steps work for a molecule whose molecular formula is SO_2, which has one sulfur atom and two oxygen atoms—this completes step 1. According to step 2, we start with the name of the first element—sulfur. Remember, we don't use the *mono-* prefix for the first element. Now for step 3, we combine the numerical prefix *di-* (see Table 2) with the stem *ox-* and the suffix *-ide*, to make *dioxide*. Bringing these two words together, we have the unique name for this compound—sulfur dioxide.

Why all this trouble? There is another common compound consisting of sulfur and oxygen whose molecular formula is SO_3, so the compounds need to be distinguished. SO_3 has three oxygen atoms in it, so it is a different compound with different chemical and physical properties. The system of chemical nomenclature is designed to *give this compound its own unique name*. Its name, if you go through all the steps, is sulfur trioxide. Different compounds have different names.

In some cases, when a prefix ends in *a* or *o* and the element name begins with *o* we drop the *a* or *o* on the prefix. So we see *monoxide* or *pentoxide* rather than *monooxide* or *pentaoxide* in molecule names.

Example 1

Name each molecule.

a. PF_3
b. CO
c. Se_2Br_2

Solution

a. A molecule with a single phosphorus atom and three fluorine atoms is called phosphorus trifluoride.
b. A compound with one carbon atom and one oxygen atom is properly called carbon monoxide, not carbon monooxide.
c. There are two atoms of each element, selenium and bromine. According to the rules, the proper name here is *diselenium dibromide*.

Exercise 1

Name each molecule.

a. SF_4
b. P_2S_5

Answer a

sulfur tetrafluoride

Answer b

diphosphorus pentasulfide

One great thing about this system is that it works both ways. From the name of a compound, you should be able to determine its molecular formula. Simply list the element symbols, with a numerical subscript if there is more than one atom of that element, in the order of the name (we do not use a subscript 1 if there is only one atom of the element present; 1 is implied). From the name *nitrogen trichloride*, you should be able to get NCl_3 as the formula for this molecule. From the name *diphosphorus pentoxide*, you should be able to get the formula P_2O_5 (note the numerical prefix on the first element, indicating there is more than one atom of phosphorus in the formula).

Example 2

Give the formula for each molecule.

a. carbon tetrachloride
b. silicon dioxide
c. trisilicon tetranitride

Solution

a. The name *carbon tetrachloride* implies one carbon atom and four chlorine atoms, so the formula is CCl_4.
b. The name *silicon dioxide* implies one silicon atom and two oxygen atoms, so the formula is SiO_2.
c. We have a name that has numerical prefixes on both elements. *Tri-* means three, and *tetra-* means four, so the formula of this compound is Si_3N_4.

Exercise 2

Give the formula for each molecule.

a. disulfur difluoride
b. iodine pentabromide

Answer a

S_2F_2

Answer b

IBr_5

Some simple molecules have common names that we use as part of the formal system of chemical nomenclature. For example, H_2O is given the name *water*, not *dihydrogen monoxide*. NH_3 is called *ammonia*, while CH_4 is called *methane*. We will

occasionally see other molecules that have common names; we will point them out as they occur.

Key Takeaways

- Molecules are groups of atoms that behave as a single unit.
- Some elements exist as molecules: hydrogen, oxygen, sulfur, and so forth.
- There are rules that can express a unique name for any given molecule, and a unique formula for any given name.

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3.4 Acids

Learning Objectives

- Define *acid*.
- Name a simple acid.

There is one other group of compounds that is important to us—acids—and these compounds have interesting chemical properties. Initially, we will define an acid as an ionic compound of the H^+ cation dissolved in water. To indicate that something is dissolved in water, we will use the phase label (aq) next to a chemical formula (where aq stands for "aqueous," a word that describes something dissolved in water). If the formula does not have this label, then the compound is treated as a molecular compound rather than an acid.

Acids have their own nomenclature system. If an acid is composed of only hydrogen and one other element, the name is *hydro-* + the stem of the other element + *-ic acid*. For example, the compound HCl(aq) is hydrochloric acid, while H_2S(aq) is hydrosulfuric acid. If these acids were not dissolved in water, the compounds would be called hydrogen chloride and hydrogen sulfide, respectively. Both of these substances are well known as molecular compounds; when dissolved in water, however, they are treated as acids.

If a compound is composed of hydrogen ions and a polyatomic anion, then the name of the acid is derived from the stem of the polyatomic ion's name. Typically, if the anion name ends in -ate, the name of the acid is the stem of the anion name plus *-ic acid*; if the related anion's name ends in -ite, the name of the corresponding acid is the stem of the anion name plus *-ous acid*. Table 1 lists the formulas and names of a variety of acids that you should be familiar with. You should recognize most of the anions in the formulas of the acids.

Table 1 Names and Formulas of Acids

Formula	Name
$HC_2H_3O_2$	acetic acid
$HClO_3$	chloric acid
HCl	hydrochloric acid
HBr	hydrobromic acid
HI	hydriodic acid
HF	hydrofluoric acid
HNO_3	nitric acid
$H_2C_2O_4$	oxalic acid
$HClO_4$	perchloric acid
H_3PO_4	phosphoric acid
H_2SO_4	sulfuric acid
H_2SO_3	sulfurous acid
Note: The "aq" label is omitted for clarity.	

Example 1

Name each acid without consulting Table 3.9.

1. HBr
2. H_2SO_4

Solution

1. As a binary acid, the acid's name is *hydro-* + stem name + *-ic acid*. Because this acid contains a bromine atom, the name is hydrobromic acid.
2. Because this acid is derived from the sulfate ion, the name of the acid is the stem of the anion name + *-ic acid*. The name of this acid is sulfuric acid.

Exercise 1

Name each acid.

a. HF
b. HNO_2

Answer a available at the end of this section.

All acids have some similar properties. For example, acids have a sour taste; in fact, the sour taste of some of our foods, such as citrus fruits and vinegar, is caused by the presence of acids in food. Many acids react with some metallic elements to form metal ions and elemental hydrogen. Acids make certain plant pigments change colors; indeed, the ripening of some fruits and vegetables is caused by the formation or destruction of excess acid in the plant. In Chapter 12, we will explore the chemical behavior of acids.

Acids are very prevalent in the world around us. We have already mentioned that citrus fruits contain acid; among other compounds, they contain citric acid, $H_3C_6H_5O_7(aq)$. Oxalic acid, $H_2C_2O_4(aq)$, is found in spinach and other green leafy vegetables. Hydrochloric acid not only is found in the stomach (stomach acid), but also can be bought in hardware stores as a cleaner for concrete and masonry. Phosphoric acid is an ingredient in some soft drinks.

Key Takeaways

- An acid is a compound of the H^+ ion dissolved in water.
- Acids have their own naming system.
- Acids have certain chemical properties that distinguish them from other compounds.

Answers

Exercise 1

hydrofluoric acid
nitrous acid

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3.5 Masses of Atoms and Molecules

Learning Objective

- Express the masses of atoms and molecules.

Because matter is defined as anything that has mass and takes up space, it should not be surprising to learn that atoms and molecules have mass.

Individual atoms and molecules, however, are very small, and the masses of individual atoms and molecules are also very small. For macroscopic objects, we use units such as grams and kilograms to state their masses, but these units are much too big to comfortably describe the masses of individual atoms and molecules. Another scale is needed.

Atomic Mass Unit

The atomic mass unit (u; some texts use amu, but this older style is no longer accepted) is defined as one-twelfth of the mass of a carbon-12 atom, an isotope of carbon that has six protons and six neutrons in its nucleus. By this scale, the mass of a proton is 1.00728 u, the mass of a neutron is 1.00866 u, and the mass of an electron is 0.000549 u. There will not be much error if you estimate the mass of an atom by simply counting the total number of protons and neutrons in the nucleus (i.e., identify its mass number) and ignore the electrons. Thus, the mass of carbon-12 is about 12 u, the mass of oxygen-16 is about 16 u, and the mass of uranium-238 is about 238 u. More exact masses are found in scientific references—for example, the exact mass of uranium-238 is 238.050788 u, so you can see that we are not far off by using the whole-number value as the mass of the atom.

What is the mass of an element? This is somewhat more complicated because most elements exist as a mixture of isotopes, each of which has its own mass. Thus, although it is easy to speak of the mass of an atom, when talking about the mass of an element, we must take the isotopic mixture into account.

Atomic Mass

The atomic mass of an element is a weighted average of the masses of the isotopes that compose an element. What do we mean by a weighted average? Well, consider an element that consists of two isotopes, 50% with mass 10 u and 50% with mass 11 u. A weighted average is found by multiplying each mass by its fractional occurrence (in decimal form) and then adding all the products. The sum is the weighted average and serves as the formal atomic mass of the element. In this example, we have the following:

$(^{50}/_{100}) \times 10$ u	= 0.50 × 10 u	= 5.0 u
$(^{50}/_{100}) \times 11$ u	= 0.50 × 11 u	= 5.5 u
Sum		= 10.5 u = the atomic mass of our element

Note that no atom in our hypothetical element has a mass of 10.5 u; rather, that is the average mass of the atoms, weighted by their percent occurrence.

This example is similar to a real element. Boron exists as about 20% boron-10 (five protons and five neutrons in the nuclei) and about 80% boron-11 (five protons and six neutrons in the nuclei). The atomic mass of boron is calculated similarly to what we did for our hypothetical example, but the percentages are different:

$(^{20}/_{100}) \times 10$ u	= 0.20 × 10 u	= 2.0 u
$(^{80}/_{100}) \times 11$ u	= 0.80 × 11 u	= 8.8 u
Sum		= 10.8 u = the atomic mass of boron

Thus, we use 10.8 u for the atomic mass of boron.

Virtually all elements exist as mixtures of isotopes, so atomic masses may vary significantly from whole numbers. Table 3.4.1 lists the atomic masses of some elements. The atomic masses in Table 1 are listed to three decimal places where possible, but in most cases, only one or two decimal places are needed. Note that many of the atomic masses, especially the larger ones, are not very close to whole numbers. This is, in part, the effect of an increasing number of isotopes as the atoms increase in size. (The record number is 10 isotopes for tin.)

Table 1: *Selected Atomic Masses of Some Elements (part 1)*

Element Name	Atomic Mass (u)
Aluminum	26.981
Argon	39.948
Arsenic	74.922
Barium	137.327
Beryllium	9.012
Bismuth	208.980
Boron	10.811
Bromine	79.904
Calcium	40.078
Carbon	12.011
Chlorine	35.453
Cobalt	58.933
Copper	63.546
Fluorine	18.998
Gallium	69.723
Germanium	72.64
Gold	196.967
Helium	4.003
Hydrogen	1.008
Iodine	126.904
Iridium	192.217
Iron	55.845
Krypton	83.798
Lead	207.2
Lithium	6.941
Magnesium	24.305
Manganese	54.938
Mercury	200.59
Note: Atomic mass is given to three decimal places, if known.	

Table 1: *Selected Atomic Masses of Some Elements (part 2)*

Element Name	Atomic Mass (u)
Molybdenum	95.94
Neon	20.180
Nickel	58.693
Nitrogen	14.007
Oxygen	15.999
Palladium	106.42
Phosphorus	30.974
Platinum	195.084
Potassium	39.098
Radium	n/a
Radon	n/a
Rubidium	85.468
Scandium	44.956
Selenium	78.96
Silicon	28.086
Silver	107.868
Sodium	22.990
Strontium	87.62
Sulfur	32.065
Tantalum	180.948
Tin	118.710
Titanium	47.867
Tungsten	183.84
Uranium	238.029
Xenon	131.293
Zinc	65.409
Zirconium	91.224
Molybdenum	95.94
Note: Atomic mass is given to three decimal places, if known.	

Molecular Mass

Now that we understand that atoms have mass, it is easy to extend the concept to the mass of molecules. The molecular mass is the sum of the masses of the atoms in a molecule. This may seem like a trivial extension of the concept, but it is important to count the number of each type of atom in the molecular formula. Also, although each atom in a molecule is a particular isotope, we use the weighted average, or atomic mass, for each atom in the molecule.

For example, if we were to determine the molecular mass of dinitrogen trioxide, N_2O_3, we would need to add the atomic mass of

nitrogen two times with the atomic mass of oxygen three times (the masses for each element are found on the periodic table):

2 N masses = 2 × 14.007 u	= 28.014 u
3 O masses = 3 × 15.999 u	= 47.997 u
Total	= 76.011 u = the molecular mass of N_2O_3

We would not be far off if we limited our numbers to one or even two decimal places.

Example 1:

What is the molecular mass of each substance?

1. NBr_3
2. C_2H_6

Solution

1. Add one atomic mass of nitrogen and three atomic masses of bromine:

1 N mass	= 14.007 u
3 Br masses = 3 × 79.904 u	= 239.712 u
Total	= 253.719 u = the molecular mass of NBr_3

2. Add two atomic masses of carbon and six atomic masses of hydrogen:

2 C masses = 2 × 12.011 u	= 24.022 u
6 H masses = 6 × 1.008 u	= 6.048 u
Total	= 30.070 u = the molecular mass of C_2H_6

The compound C_2H_6 also has a common name—ethane.

Exercise 1

What is the molecular mass of each substance?

a. SO_2
b. PF_3

Answer a

64.063 u

Answer b

87.968 u

Chemistry Is Everywhere: Sulfur Hexafluoride

On March 20, 1995, the Japanese terrorist group Aum Shinrikyo (Sanskrit for “Supreme Truth”) released some sarin gas in

the Tokyo subway system; twelve people were killed, and thousands were injured (part (a) in the accompanying figure). Sarin (molecular formula $C_4H_{10}FPO_2$) is a nerve toxin that was first synthesized in 1938. It is regarded as one of the most deadly toxins known, estimated to be about 500 times more potent than cyanide. Scientists and engineers who study the spread of chemical weapons such as sarin (yes, there are such scientists) would like to have a less dangerous chemical, indeed one that is nontoxic, so they are not at risk themselves.

Sulfur hexafluoride is used as a model compound for sarin. SF_6 (a molecular model of which is shown in part (b) in the accompanying figure) has a similar molecular mass (about 146 u) as sarin (about 140 u), so it has similar physical properties in the vapor phase. Sulfur hexafluoride is also very easy to accurately detect, even at low levels, and it is not a normal part of the atmosphere, so there is little potential for contamination from natural sources. Consequently, SF_6 is also used as an aerial tracer for ventilation systems in buildings. It is nontoxic and very chemically inert, so workers do not have to take special precautions other than watching for asphyxiation.

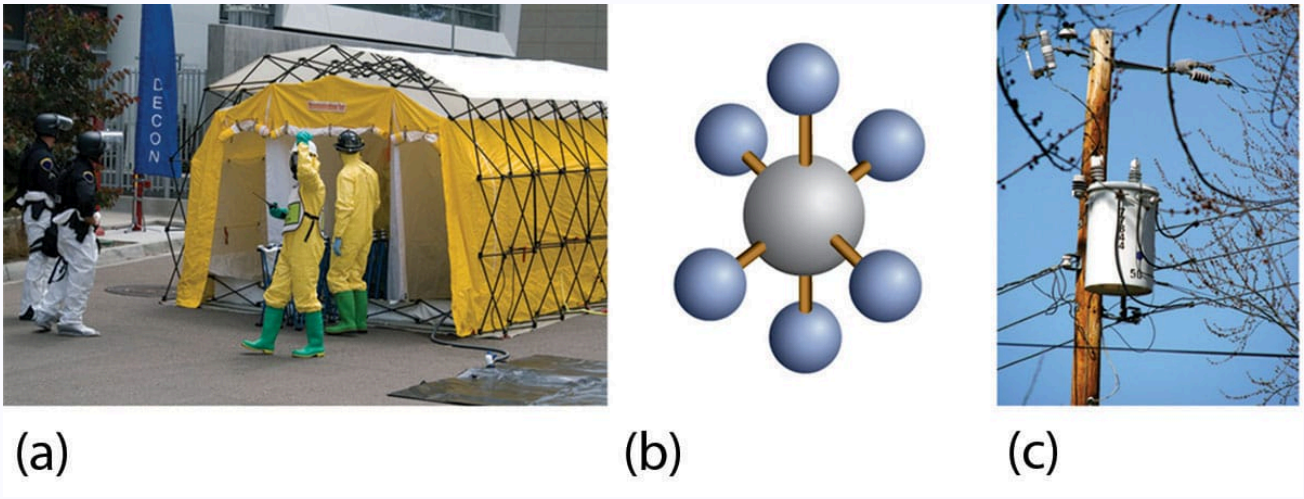


Figure 2: *Sarin and Sulfur Hexafluoride © Thinkstock (a) Properly protected workers clear out the Tokyo subway after the nerve toxin sarin was released. (b) A molecular model of SF_6. (c) A high-voltage electrical switchgear assembly that would be filled with SF_6 as a spark suppressant.*

Sulfur hexafluoride also has another interesting use: a spark suppressant in high-voltage electrical equipment. High-pressure SF_6 gas is used in place of older oils that may have contaminants that are environmentally unfriendly (part (c) in the accompanying figure).

Key Takeaways

- The atomic mass unit (u) is a unit that describes the masses of individual atoms and molecules.
- The atomic mass is the weighted average of the masses of all isotopes of an element.
- The molecular mass is the sum of the masses of the atoms in a molecule.

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3.6 Monotomic Ions of Various Charges

Table 1: *Additional Monatomic Ions of Various Charges*

Ions formed by losing a single electron	Rb^{+}
	Ag^{+}
	Au^{+}
Ions formed by losing two electrons	Fe^{2+}
	Co^{2+}
	Ni^{2+}
	Cu^{2+}
	Zn^{2+}
	Sn^{2+}
	Hg^{2+}
	Pb^{2+}
Ions formed by losing three electrons	Sc^{3+}
	Fe^{3+}
	Co^{3+}
	Ni^{3+}
	Au^{3+}
	Al^{3+}
	Cr^{3+}
Ions formed by losing four electrons	Ti^{4+}
	Sn^{4+}
	Pb^{4+}
Ions formed by gaining three electrons	N^{3-}
	P^{3-}

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4: CHEMICAL REACTIONS AND EQUATIONS

Chemistry is largely about chemical changes. Indeed, if there were no chemical changes, chemistry as such would not exist! Chemical changes are a fundamental part of chemistry. Because chemical changes are so central, it may be no surprise that chemistry has developed some special ways of presenting them.



- Topic hierarchy

4.1 The Chemical Equation

4.2 Types of Chemical Reactions - Single and Double Displacement Reactions

4.3 Ionic Equations - A Closer Look

4.4 Composition, Decomposition, and Combustion Reactions

4.5 Neutralization Reactions

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4.1 The Chemical Equation

Learning Objectives

- Define *chemical equation*.
- Identify the parts of a chemical equation.

A chemical reaction expresses a chemical change. For example, one chemical property of hydrogen is that it will react with oxygen to make water. We can write that as follows:

$$\text{hydrogen reacts with oxygen to make water}$$

We can represent this chemical change more succinctly as:

$$\text{hydrogen} + \text{oxygen} \rightarrow \text{water}$$

where the + sign means that the two substances interact chemically with each other and the → symbol implies that a chemical reaction takes place. But substances can also be represented by chemical formulas. Remembering that hydrogen and oxygen both exist as diatomic molecules, we can rewrite our chemical change as:

$$\mathrm{H_2} + \mathrm{O_2} \longrightarrow \mathrm{H_2O}$$

This is an example of a chemical equation, which is a concise way of representing a **chemical reaction**. The initial substances are called **reactants** and the final substances are called **products**.

Unfortunately, it is also an *incomplete* chemical equation. The law of conservation of matter says that matter cannot be created or destroyed. In chemical equations, the number of atoms of each element in the reactants must be the same as the number of atoms of each element in the products. If we count the number of hydrogen atoms in the reactants and products, we find two hydrogen atoms. But if we count the number of oxygen atoms in the reactants and products, we find that there are two oxygen atoms in the reactants, but only one oxygen atom in the products.

What can we do? Can we change the subscripts in the formula for water so that it has two oxygen atoms in it? No—you *cannot* change the formulas of individual substances, because the chemical formula for a given substance is characteristic of that substance. What you *can* do, however, is to change the number of molecules that react or are produced. We do this one element at a time, going from one side of the reaction to the other, changing the number of molecules of a substance until all elements have the same number of atoms on each side.

To accommodate the two oxygen atoms as reactants, let us assume that we have two water molecules as products:

$$\mathrm{H_2} + \mathrm{O_2} \longrightarrow 2\,\mathrm{H_2O}$$

The 2 in front of the formula for water is called a **coefficient**. Now there are the same number of oxygen atoms in the reactants as there are in the product. But in satisfying the need for the same number of oxygen atoms on both sides of the reaction, we have also changed the number of hydrogen atoms on the product side, so the number of hydrogen atoms is no longer equal. No problem, simply go back to the reactant side of the equation, and add a coefficient in front of the H2. The coefficient that works is 2:

$$2\,\mathrm{H_2} + \mathrm{O_2} \longrightarrow 2\,\mathrm{H_2O}$$

There are now four hydrogen atoms in the reactants and also four atoms of hydrogen in the product. There are two oxygen atoms in the reactants and two atoms of oxygen in the product. The law of conservation of matter has been satisfied. When the reactants and products of a chemical equation have the same number of atoms of all elements present, we say that an equation is **balanced**. All proper chemical equations are balanced. If a substance does not have a coefficient written in front of it, it is assumed to be 1. Also, the convention is to use all whole numbers when balancing chemical equations. This sometimes makes us do a bit more "back and forth" work when balancing a chemical equation.

Example 1

Write and balance the chemical equation for each given chemical reaction.

1. Hydrogen and chlorine react to make HCl
2. Ethane, $\mathrm{C_2H_6}$, reacts with oxygen to make carbon dioxide and water.

Solution

1. Let us start by simply writing a chemical equation in terms of the formulas of the substances, remembering that both elemental hydrogen and chlorine are diatomic:

$$\mathrm{H_2 + Cl_2 \longrightarrow HCl}$$

There are two hydrogen atoms and two chlorine atoms in the reactants and one of each atom in the product. We can fix this by including the coefficient 2 on the product side:

$$\mathrm{H_2 + Cl_2 \longrightarrow 2\,HCl}$$

Now there are two hydrogen atoms and two chlorine atoms on both sides of the chemical equation, so it is balanced.

2. Start by writing the chemical equation in terms of the substances involved:

$$\mathrm{C_2H_6 + O_2 \longrightarrow CO_2 + H_2O}$$

We have two carbon atoms on the left, so we need two carbon dioxide molecules on the product side, so that each side has two carbon atoms; that element is balanced. We have six hydrogen atoms in the reactants, so we need six hydrogen atoms in the products. We can get this by having three water molecules:

$$\mathrm{C_2H_6 + O_2 \longrightarrow 2\,CO_2 + 3\,H_2O}$$

Now we have seven oxygen atoms in the products (four from the CO2 and three from the H2O). This means we need seven oxygen atoms in the reactants. However, because oxygen is a diatomic molecule, we can only get an even number of oxygen atoms at a time. We can achieve this by multiplying the other coefficients by 2:

$$\mathrm{2\,C_2H_6 + O_2 \longrightarrow 4\,CO_2 + 6\,H_2O}$$

By multiplying everything else by 2, we do not unbalance the other elements, and we now get an even number of oxygen atoms in the product—14. We can get 14 oxygen atoms on the reactant side by having 7 oxygen molecules:

$$\mathrm{2\,C_2H_6 + 7\,O_2 \longrightarrow 4\,CO_2 + 6\,H_2O}$$

As a check, recount everything to determine that each side has the same number of atoms of each element. This chemical equation is now balanced.

Exercise 1

Write and balance the chemical equation that represents nitrogen and hydrogen reacting to produce ammonia, NH3.

Answer available at the end of this section.

Many chemical equations also include phase labels for the substances: (s) for solid, (ℓ) for liquid, (g) for gas, and (aq) for aqueous (i.e., dissolved in water). Special conditions, such as temperature, may also be listed above the arrow. For example,

$$\mathrm{2\,NaHCO_3\,(s) \overset{200^\circ C}{\rightarrow} Na_2CO_3\,(s) + CO_2\,(g) + H_2O\,(l)}$$

Key Takeaways

- A chemical equation is a concise description of a chemical reaction.
- Proper chemical equations are balanced.

Answers

Exercise 1

\[\ce{N2 + 3H2 → 2NH3 \nonumber \nonumber \]

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4.2 Types of Chemical Reactions - Single and Double Displacement Reactions

Learning Objectives

- Recognize chemical reactions as single-replacement reactions and double-replacement reactions.
- Use the periodic table, an activity series, or solubility rules to predict whether single-replacement reactions or double-replacement reactions will occur.

Up until now, we have presented chemical reactions as a topic, but we have not discussed how the products of a chemical reaction can be predicted. Here we will begin our study of certain types of chemical reactions that allow us to predict what the products of the reaction will be.

A **single-replacement reaction** is a chemical reaction in which one element is substituted for another element in a compound, generating a new element and a new compound as products. Presented below:

$$2\,\mathrm{HCl}\,(\mathrm{aq}) + \mathrm{Zn}\,(\mathrm{s}) \longrightarrow \mathrm{ZnCl_2}\,(\mathrm{aq}) + \mathrm{H_2}\,(\mathrm{g})$$

is an example of a single-replacement reaction. The hydrogen atoms in HCl are replaced by Zn atoms, and in the process a new element—hydrogen—is formed. Another example of a single-replacement reaction is

$$2\,\mathrm{NaCl}\,(\mathrm{aq}) + \mathrm{F_2}\,(\mathrm{g}) \longrightarrow 2\,\mathrm{NaF}\,(\mathrm{s}) + \mathrm{Cl_2}\,(\mathrm{g})$$

Here the negatively charged ion changes from chloride to fluoride. A typical characteristic of a single-replacement reaction is that there is one element as a reactant and another element as a product.

Not all proposed single-replacement reactions will occur between two given reactants. This is most easily demonstrated with fluorine, chlorine, bromine, and iodine. Collectively, these elements are called the *halogens* and are in the next-to-last column on the periodic table (Figure 1). The elements on top of the column will replace the elements below them on the periodic table, but not the other way around. Thus, the reaction represented by

$$\mathrm{CaI_2}\,(\mathrm{s}) + \mathrm{Cl_2}\,(\mathrm{g}) \longrightarrow \mathrm{CaCl_2}\,(\mathrm{s}) + \mathrm{I_2}\,(\mathrm{s})$$

will occur; but the reaction

$$\mathrm{CaF_2}\,(\mathrm{s}) + \mathrm{Br_2}(\ell) \longrightarrow \mathrm{CaBr_2}\,(\mathrm{s}) + \mathrm{F_2}\,(\mathrm{g})$$

will not, because bromine is below fluorine on the periodic table. This is just one of many ways the periodic table helps us to understand chemistry.

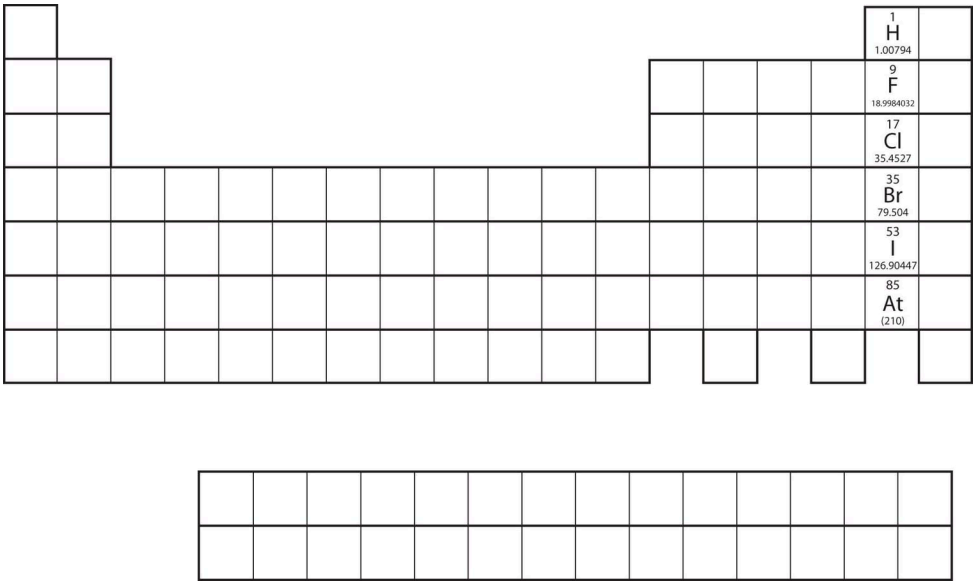


Figure 1: Halogens on the Periodic Table. The halogens are the elements in the next-to-last column on the periodic table.

Example 1

Will a single-replacement reaction occur? If so, identify the products.

a. $MgCl_2 + I_2 \rightarrow ?$
b. $CaBr_2 + F_2 \rightarrow ?$

Solution

a. Because iodine is below chlorine on the periodic table, a single-replacement reaction will not occur.
b. Because fluorine is above bromine on the periodic table, a single-replacement reaction will occur, and the products of the reaction will be CaF_2 and Br_2.

Exercise 1

Will a single-replacement reaction occur? If so, identify the products.

$$FeI_2 + Cl_2 \longrightarrow$$

Answer available at the end of this section.

Chemical reactivity trends are easy to predict when replacing anions in simple ionic compounds—simply use their relative positions on the periodic table. However, when replacing the cations, the trends are not as straightforward. This is partly because there are so many elements that can form cations; an element in one column on the periodic table may replace another element nearby, or it may not. A list called the **activity series** does the same thing the periodic table does for halogens: it lists the elements that will replace elements below them in single-replacement reactions. A simple activity series is shown below.

Activity Series for Cation Replacement in Single-Replacement Reactions

- Li
- K
- Ba
- Sr

- Ca
- Na
- Mg
- Al
- Mn
- Zn
- Cr
- Fe
- Ni
- Sn
- Pb
- H_2
- Cu
- Hg
- Ag
- Pd
- Pt
- Au

Using the activity series is similar to using the positions of the halogens on the periodic table. An element on top will replace an element below it in compounds undergoing a single-replacement reaction. Elements will not replace elements above them in compounds.

Example 2

Use the activity series to predict the products, if any, of each equation.

1. $FeCl_2 + Zn \rightarrow ?$
2. $HNO_3 + Au \rightarrow ?$

Solution

1. Because zinc is above iron in the activity series, it will replace iron in the compound. The products of this single-replacement reaction are $ZnCl_2$ and Fe.
2. Gold is below hydrogen in the activity series. As such, it will not replace hydrogen in a compound with the nitrate ion. No reaction is predicted.

Exercise 2

Use the activity series to predict the products, if any, of this equation.

$$\mathrm{AlPO_4 + Mg \longrightarrow}$$

Answer available at the end of this section.

A **double-replacement reaction** occurs when parts of two ionic compounds are exchanged, making two new compounds. A characteristic of a double-replacement equation is that there are two compounds as reactants and two different compounds as products. An example is

$$\mathrm{CuCl_2\,(aq) + 2\,AgNO_3\,(aq) \longrightarrow Cu(NO_3)_2\,(aq) + 2\,AgCl\,(s)}$$

There are two equivalent ways of considering a double-replacement equation: either the cations are swapped, or the anions are swapped. (You cannot swap both; you would end up with the same substances you started with.) Either perspective should allow you to predict the proper products, as long as you pair a cation with an anion, and not a cation with a cation or an anion with an anion.

Example 3

Predict the products of this double-replacement equation:

$$\mathrm{BaCl_2 + Na_2SO_4 \longrightarrow}$$

Solution

Thinking about the reaction as either switching the cations or switching the anions, we would expect the products to be BaSO4 and NaCl.

Exercise 3

Predict the products of this double-replacement equation:

$$\mathrm{KBr + AgNO_3 \longrightarrow}$$

Answer available at the end of this section.

Predicting whether a double-replacement reaction occurs is somewhat more difficult than predicting a single-replacement reaction. However, there is one type of double-replacement reaction that we can predict: the precipitation reaction. A **precipitation reaction** occurs when two ionic compounds are dissolved in water and form a new ionic compound that does not dissolve; this new compound falls out of solution as a solid **precipitate.** The formation of a solid precipitate is the driving force that makes the reaction proceed.

To judge whether double-replacement reactions will occur, we need to know what kinds of ionic compounds form precipitates. For this, we use **solubility rules**, which are general statements that predict which ionic compounds dissolve (are soluble) and which do not (are not soluble, or insoluble). Table 1 lists some general solubility rules. We need to consider each ionic compound (both the reactants and the possible products) in light of the solubility rules. If a compound is soluble, we use the (aq) label with it, indicating that it dissolves. If a compound is not soluble, we use the (s) label with it and assume that it will precipitate out of solution. If everything is soluble, then no reaction will be expected.

Table 1: Some Useful Solubility Rules (soluble)

These compounds generally dissolve in water (are soluble):	**Exceptions:**
All compounds of Li^+, Na^+, K^+, Rb^+, Cs^+, and $NH4^+$	None
All compounds of $NO3^-$ and $C2H3O2^-$	None
Compounds of Cl^-, Br^-, I^-	Ag^+, $Hg2^{2+}$, Pb^{2+}
Compounds of $SO4^2$	$Hg2^{2+}$, Pb^{2+}, Sr^{2+}, Ba^{2+}

Table 2: Some Useful Solubility Rules (insoluble)

These compounds generally do not dissolve in water (are insoluble):	**Exceptions:**
Compounds of $CO3^{2-}$ and $PO4^{3-}$	Compounds of Li^+, Na^+, K^+, Rb^+, Cs^+, and $NH4^+$
Compounds of OH^-	Compounds of Li^+, Na^+, K^+, Rb^+, Cs^+, $NH4^+$, Sr^{2+}, and Ba^{2+}

For example, consider the possible double-replacement reaction between Na2SO4 and SrCl2. The solubility rules say that all

ionic sodium compounds are soluble and all ionic chloride compounds are soluble, except for Ag^{+}, Hg_2^{2+}, and Pb^{2+}, which are not being considered here. Therefore, Na_2SO_4 and $SrCl_2$ are both soluble. The possible double-replacement reaction products are NaCl and $SrSO_4$. Are these soluble? NaCl is (by the same rule we just quoted), but what about $SrSO_4$? Compounds of the sulfate ion are generally soluble, but Sr^{2+} is an exception: we expect it to be insoluble—a precipitate. Therefore, we expect a reaction to occur, and the balanced chemical equation would be:

$$\mathrm{Na_2SO_4\,(aq) + SrCl_2\,(aq) \longrightarrow 2\,NaCl\,(aq) + SrSO_4\,(s)}$$

You would expect to see a visual change corresponding to $SrSO_4$ precipitating out of solution (Figure 2).



Figure 2: Double-Replacement Reactions. Some double-replacement reactions are obvious because you can see a solid precipitate coming out of solution. Source: Photo courtesy of Choij, http://commons.wikimedia.org/wiki/File:Copper_solution.jpg(opens in new window).

Example 4

Will a double-replacement reaction occur? If so, identify the products.

1. $Ca(NO_3)_2$ + KBr → ?
2. NaOH + $FeCl_2$ → ?

Solution

1. According to the solubility rules, both $Ca(NO_3)_2$ and KBr are soluble. Now we consider what the double-replacement products would be by switching the cations (or the anions)—namely, $CaBr_2$ and KNO_3. However, the solubility rules predict that these two substances would also be soluble, so no precipitate would form. Thus, we predict no reaction in this case.
2. According to the solubility rules, both NaOH and $FeCl_2$ are expected to be soluble. If we assume that a double-replacement reaction may occur, we need to consider the possible products, which would be NaCl and $Fe(OH)_2$. NaCl is soluble, but, according to the solubility rules, $Fe(OH)_2$ is not. Therefore, a reaction would occur, and $Fe(OH)_2$(s) would precipitate out of solution. The balanced chemical equation is

$$\mathrm{2\,NaOH\,(aq) + FeCl_2\,(aq) \longrightarrow 2\,NaCl\,(aq) + Fe(OH)_2\,(s)}$$

Exercise 4

$$\mathrm{Sr(NO_3)_2 + KCl \longrightarrow}$$

Answer available at the end of this section.

Key Takeaways

- A single-replacement reaction replaces one element for another in a compound.
- The periodic table or an activity series can help predict whether single-replacement reactions occur.
- A double-replacement reaction exchanges the cations (or the anions) of two ionic compounds.
- A precipitation reaction is a double-replacement reaction in which one product is a solid precipitate.
- Solubility rules are used to predict whether some double-replacement reactions will occur.

Answers

Exercise 1

Yes; $FeCl_2$ and I_2

Exercise 2

$Mg_3(PO_4)_2$ and Al

Exercise 3

KNO_3 and AgBr

Exercise 4

No reaction; all possible products are soluble.

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4.3 Ionic Equations - A Closer Look

Learning Objectives

- Write ionic equations for chemical reactions between ionic compounds.
- Write net ionic equations for chemical reactions between ionic compounds.

For single-replacement and double-replacement reactions, many of the reactions included ionic compounds—compounds between metals and nonmetals, or compounds that contained recognizable polyatomic ions. Now, we take a closer look at reactions that include ionic compounds.

One important aspect about ionic compounds that differs from molecular compounds has to do with dissolution in a liquid, such as water. When molecular compounds, such as sugar, dissolve in water, the individual molecules drift apart from each other. When ionic compounds dissolve, *the ions physically separate from each other*. We can use a chemical equation to represent this process—for example, with NaCl:

$$\mathrm{NaCl\,(s)} \xrightarrow{\mathrm{H_2O}} \mathrm{Na^+\,(aq) + Cl^-\,(aq)}$$

When NaCl dissolves in water, the ions separate and go their own way in solution; the ions are now written with their respective charges, and the (aq) phase label emphasizes that they are dissolved (Figure 1). This process is called **dissociation;** we say that the ions *dissociate*.

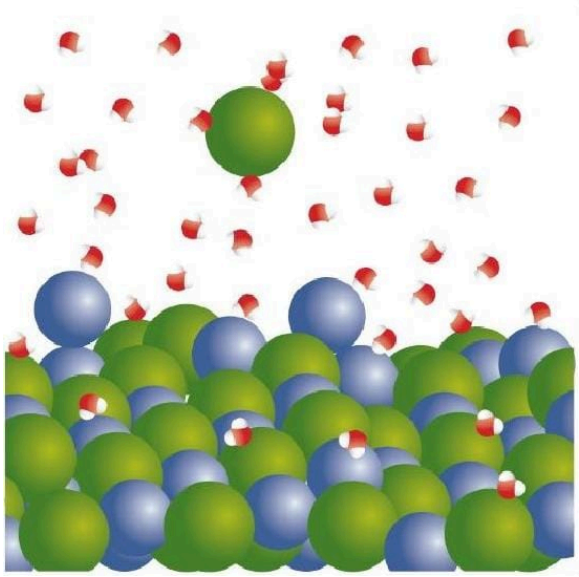


Figure 1 Ionic Solutions. When an ionic compound dissociates in water, water molecules surround each ion and separate it from the rest of the solid. Each ion goes its own way in solution.

All ionic compounds that dissolve behave this way. This behavior was first suggested by the Swedish chemist Svante August Arrhenius [1859–1927] as part of his PhD dissertation in 1884. Interestingly, his PhD examination team had a hard time believing that ionic compounds would behave like this, so they gave Arrhenius a barely passing grade. Later, this work was cited when Arrhenius was awarded the Nobel Prize in Chemistry. Keep in mind that when the ions separate, *all* the ions separate. Thus, when $CaCl_2$ dissolves, the one Ca^{2+} ion and the two Cl^- ions separate from one another:

$$CaCl_2(s) \overset{H_2O}{\rightarrow} Ca^{2+}(aq) + Cl^-(aq) + Cl^-(aq)$$

$$CaCl_2(s) \overset{H_2O}{\rightarrow} Ca^{2+}(aq) + 2Cl^-(aq)$$

That is, the two chloride ions go off on their own. They do not remain as Cl_2 (that would be elemental chlorine; these are chloride ions), and they do not stick together to make Cl_2^- or Cl_2^{2-}. They become dissociated ions in their own right. Polyatomic ions also retain their overall identity when they are dissolved.

Example 1

Write the chemical equation that represents the dissociation of each ionic compound.

1. KBr
2. Na_2SO_4

Solution

1. $KBr(s) \rightarrow K^+(aq) + Br^-(aq)$
2. Not only do the two sodium ions go their own way, but the sulfate ion stays together as the sulfate ion. The dissolving equation is $Na_2SO_4(s) \rightarrow 2Na^+(aq) + SO_4^{2-}(aq)$

Exercise 1

Write the chemical equation that represents the dissociation of $(NH_4)_2S$.

Answer available at the end of this section.

When chemicals in solution react, the proper way of writing the chemical formulas of the dissolved ionic compounds is in terms of the dissociated ions, not the complete ionic formula. A **complete ionic equation** is a chemical equation in which the dissolved ionic compounds are written as separated ions. Solubility rules are very useful in determining which ionic compounds are dissolved and which are not. For example, when NaCl(aq) reacts with $AgNO_3(aq)$ in a double-replacement reaction to precipitate AgCl(s) and form $NaNO_3(aq)$, the complete ionic equation includes NaCl, $AgNO_3$, and $NaNO_3$ written as separate ions:

$$\mathrm{Na^+(aq) + Cl^-(aq) + Ag^+(aq) + NO_3^-(aq) \longrightarrow AgCl(s) + Na^+(aq) + NO_3^-(aq)}$$

This is more representative of what is occurring in the solution.

Example 1

Write the complete ionic equation for each chemical reaction.

1. $KBr(aq) + AgC_2H_3O_2(aq) \rightarrow KC_2H_3O_2(aq) + AgBr(s)$
2. $MgSO_4(aq) + Ba(NO_3)_2(aq) \rightarrow Mg(NO_3)_2(aq) + BaSO_4(s)$

Solution

For any ionic compound that is aqueous, we will write the compound as separated ions.

1. The complete ionic equation is $K^+(aq) + Br^-(aq) + Ag^+(aq) + C_2H_3O_2^-(aq) \rightarrow K^+(aq) + C_2H_3O_2^-(aq) + AgBr(s)$
2. The complete ionic equation is $Mg^{2+}(aq) + SO_4^{2-}(aq) + Ba^{2+}(aq) + 2NO_3^-(aq) \rightarrow Mg^{2+}(aq) + 2NO_3^-(aq) + BaSO_4(s)$

Exercise 1

Write the complete ionic equation for

$$\mathrm{CaCl_2\,(aq) + Pb(NO_3)_2\,(aq) \longrightarrow Ca(NO_3)_2\,(aq) + PbCl_2\,(s)}$$

Answer available at the end of this section.

You may notice that in a complete ionic equation, some ions do not change their chemical form; they stay exactly the same on the reactant and product sides of the equation. For example, in

$Na^+(aq) + Cl^-(aq) + Ag^+(aq) + NO3^-(aq) \rightarrow AgCl(s) + Na^+(aq) + NO3^-(aq)$

the $Ag^+(aq)$ and $Cl^-(aq)$ ions become AgCl(s), but the $Na^+(aq)$ ions and the $NO3^-(aq)$ ions stay as $Na^+(aq)$ ions and $NO3^-(aq)$ ions. These two ions are examples of spectator ions—ions that do nothing in the overall course of a chemical reaction. They are present, but they do not participate in the overall chemistry. It is common to cancel spectator ions (something also done with algebraic quantities) on the opposite sides of a chemical equation:

$$\cancel{Na^+(aq)} + Cl^-(aq) + Ag^+(aq) + \cancel{NO_3^-(aq)} \rightarrow AgCl(s) + \cancel{Na^+(aq)} + \cancel{NO_3^-(aq)}$$

What remains when the spectator ions are removed is called the **net ionic equation**, which represents the actual chemical change occurring between the ionic compounds:

$Cl^-(aq) + Ag^+(aq) \rightarrow AgCl(s)$

It is important to reiterate that the spectator ions are still present in solution, but they do not experience any net chemical change, so they are not written in a net ionic equation.

Example 1

Write the net ionic equation for each chemical reaction.

1. $K^+(aq) + Br^-(aq) + Ag^+(aq) + C2H3O2^-(aq) \rightarrow K^+(aq) + C2H3O2^-(aq) + AgBr(s)$
2. $Mg^{2+}(aq) + SO4^{2-}(aq) + Ba^{2+}(aq) + 2NO3^-(aq) \rightarrow Mg^{2+}(aq) + 2NO3^-(aq) + BaSO4(s)$

Solution

1. In the first equation, the $K^+(aq)$ and $C2H3O2^-(aq)$ ions are spectator ions, so they are canceled:

$$\cancel{K^+(aq)} + Br^-(aq) + Ag^+(aq) + \cancel{C_2H_3O_2^-(aq)} \rightarrow K^+(aq) + \cancel{C_2H_3O_2^-(aq)} + AgBr(s)$$

The net ionic equation is

$Br^-(aq) + Ag^+(aq) \rightarrow AgBr(s)$

2. In the second equation, the $Mg^{2+}(aq)$ and $NO3^-(aq)$ ions are spectator ions, so they are canceled:

$$\cancel{Mg^{2+}(aq)} + SO_4^{2-}(aq) + Ba^{2+}(aq) + \cancel{2NO_3^-(aq)} \rightarrow Mg^{2+}(aq) + \cancel{2NO_3^-(aq)} + BaSo_4(s)$$

The net ionic equation is

$SO4^{2-}(aq) + Ba^{2+}(aq) \rightarrow BaSO4(s)$

Exercise 1

Write the net ionic equation for

$CaCl_2(aq) + Pb(NO_3)_2(aq) \rightarrow Ca(NO_3)_2(aq) + PbCl_2(s)$

Answer available at the end of this section.

Chemistry is Everywhere: Soluble and Insoluble Ionic Compounds

The concept of solubility versus insolubility in ionic compounds is a matter of degree. Some ionic compounds are very soluble, some are only moderately soluble, and some are soluble so little that they are considered insoluble. For most ionic compounds, there is also a limit to the amount of compound that can be dissolved in a sample of water. For example, you can dissolve a maximum of 36.0 g of NaCl in 100 g of water at room temperature, but you can dissolve only 0.00019 g of AgCl in 100 g of water. We consider $NaCl$ soluble but $AgCl$ insoluble.

One place where solubility is important is in the tank-type water heater found in many homes in the United States. Domestic water frequently contains small amounts of dissolved ionic compounds, including calcium carbonate ($CaCO_3$). However, $CaCO_3$ has the relatively unusual property of being less soluble in hot water than in cold water. So as the water heater operates by heating water, $CaCO_3$ can precipitate if there is enough of it in the water. This precipitate, called *limescale*, can also contain magnesium compounds, hydrogen carbonate compounds, and phosphate compounds. The problem is that too much limescale can impede the function of a water heater, requiring more energy to heat water to a specific temperature or even blocking water pipes into or out of the water heater, causing dysfunction.



Figure 2 Tank water heater © Thinkstock. Most homes in the United States have a tank-type water heater like this one.

Another place where solubility versus insolubility is an issue is the Grand Canyon. We usually think of rock as insoluble. But it is actually ever so slightly soluble. This means that over a period of about two billion years, the Colorado River carved rock from the surface by slowly dissolving it, eventually generating a spectacular series of gorges and canyons. And all because of solubility!



Figure 3: The Grand Canyon was formed by water running through rock for billions of years, very slowly dissolving it. Note the Colorado River is still present in the lower part of the photo. (Sonaal Bangera via unsplash)

Key Takeaways

- Ionic compounds that dissolve separate into individual ions.
- Complete ionic equations show dissolved ionic solids as separated ions.
- Net ionic equations show only the ions and other substances that change in a chemical reaction.

Answers

Exercise 1

$(NH_4)_2S(s) \rightarrow 2NH_4^+(aq) + S^{2-}(aq)$

Exercise 1

$Ca^{2+}(aq) + 2Cl^-(aq) + Pb^{2+}(aq) + 2NO_3^-(aq) \rightarrow Ca^{2+}(aq) + 2NO_3^-(aq) + PbCl_2(s)$

Exercise 1

$Pb^{2+}(aq) + 2Cl^-(aq) \rightarrow PbCl_2(s)$

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4.4 Composition, Decomposition, and Combustion Reactions

Learning Objectives

- Recognize composition, decomposition, and combustion reactions.
- Predict the products of a combustion reaction.

Three classifications of chemical reactions will be reviewed in this section. Predicting the products in some of them may be difficult, but the reactions are still easy to recognize.

A **composition reaction** (sometimes also called a *combination reaction* or a *synthesis reaction*) produces a single substance from multiple reactants. A single substance as a product is the key characteristic of the composition reaction. There may be a coefficient other than one for the substance, but if the reaction has only a single substance as a product, it can be called a composition reaction. In the reaction

$$2\,\mathrm{H_2\,(g)} + \mathrm{O_2\,(g)} \longrightarrow 2\,\mathrm{H_2O}(\ell)$$

water is produced from hydrogen and oxygen. Although there are two molecules of water being produced, there is only one substance—water—as a product. So this is a composition reaction.

A **decomposition reaction** starts from a single substance and produces more than one substance; that is, it decomposes. The key characteristics of a decomposition reaction are: one substance as a reactant and more than one substance as the products. For example, in the decomposition of sodium hydrogen carbonate (also known as sodium bicarbonate):

$$2\,\mathrm{NaHCO_3\,(s)} \longrightarrow \mathrm{Na_2CO_3\,(s)} + \mathrm{CO_2\,(g)} + \mathrm{H_2O}(\ell)$$

sodium carbonate, carbon dioxide, and water are produced from the single substance sodium hydrogen carbonate.

Composition and decomposition reactions are difficult to predict; however, they should be easy to recognize.

Example 1: Identifying Reactions

Identify each equation as a composition reaction, a decomposition reaction, or neither.

a. $\mathrm{Fe_2O_3} + 3\,\mathrm{SO_3} \longrightarrow \mathrm{Fe_2(SO_4)_3}$
b. $\mathrm{NaCl} + \mathrm{AgNO_3} \longrightarrow \mathrm{AgCl} + \mathrm{NaNO_3}$
c. $\mathrm{(NH_4)_2Cr_2O_7} \longrightarrow \mathrm{Cr_2O_3} + 4\,\mathrm{H_2O} + \mathrm{N_2}$

Solution

a. In this equation, two substances combine to make a single substance. This is a composition reaction.
b. Two different substances react to make two new substances. This does not fit the definition of either a composition reaction or a decomposition reaction, so it is neither. In fact, you may recognize this as a double-replacement reaction.
c. A single substance reacts to make multiple substances. This is a decomposition reaction.

Exercise 1

Identify the equation as a composition reaction, a decomposition reaction, or neither.

$$\mathrm{C_3H_8} \longrightarrow \mathrm{C_3H_4} + 2\,\mathrm{H_2}$$

Answer available at the end of this section.

A **combustion reaction** occurs when a reactant combines with oxygen, many times from the atmosphere, to produce oxides of all other elements as products; any nitrogen in the reactant is converted to elemental nitrogen, N2. Many reactants, called *fuels*, contain mostly carbon and hydrogen atoms, reacting with oxygen to produce CO2 and H2O. For example, the balanced chemical equation for the combustion of methane, CH4, is as follows:

$$\mathrm{CH_4 + 2\,O_2 \longrightarrow CO_2 + 2\,H_2O}$$

Kerosene can be approximated with the formula $\mathrm{C_{12}H_{26}}$, and its combustion equation is:

$$\mathrm{2\,C_{12}H_{26} + 37\,O_2 \longrightarrow 24\,CO\text{-}2 + 26\,H_2O}$$

Sometimes fuels contain oxygen atoms, which must be counted when balancing the chemical equation. One common fuel is ethanol, $\mathrm{C_2H_5OH}$, whose combustion equation is:

$$\mathrm{C_2H_5OH + 3\,O_2 \longrightarrow 2\,CO_2 + 3\,H_2O}$$

If nitrogen is present in the original fuel, it is converted to $\mathrm{N_2}$, not to a nitrogen-oxygen compound. Thus, for the combustion of the fuel dinitroethylene, whose formula is $\mathrm{C_2H_2N_2O_4}$, we have:

$$\mathrm{2\,C_2H_2N_2O_4 + O_2 \longrightarrow 4\,CO_2 + 2\,H_2O + 2\,N_2}$$

Example 2: Combustion Reactions

Complete and balance each combustion equation.

1. the combustion of propane ($\mathrm{C_3H_8}$)
2. the combustion of ammonia ($\mathrm{NH_3}$)

Solution

1. The products of the reaction are CO2 and H2O, so our unbalanced equation is

   $$\mathrm{C_3H_8 + O_2 \longrightarrow CO_2 + H_2O}$$

   Balancing (and you may have to go back and forth a few times to balance this), we get

   $$\mathrm{C_3H_8 + 5\,O_2 \longrightarrow 3\,CO_2 + 4\,H_2O}$$

2. The nitrogen atoms in ammonia will react to make N2, while the hydrogen atoms will react with O2 to make H2O:

   $$\mathrm{NH_3 + O_2 \longrightarrow N_2 + H_2O}$$

   To balance this equation without fractions (which is the convention), we get

   $$\mathrm{4\,NH_3 + 3\,O_2 \longrightarrow 2\,N_2 + 6\,H_2O}$$

Exercise 2

Complete and balance the combustion equation for cyclopropanol (\ce{C3H6O}\)).

Answer available at the end of this section.

Key Takeaways

- A composition reaction produces a single substance from multiple reactants.
- A decomposition reaction produces multiple products from a single reactant.
- Combustion reactions are the combination of some compound with oxygen to make oxides of the other elements as products (although nitrogen atoms react to make N2).

Answers

Exercise 1

decomposition

Exercise 2

$$C_3H_6O + 4\,O_2 \longrightarrow 3\,CO_2 + 3\,H_2O$$



Figure 1 A 20 lb (9.1 kg) steel propane cylinder.

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4.5 Neutralization Reactions

Learning Objectives

- Identify an acid and a base.
- Identify a neutralization reaction and predict its products.

In Chapter 3, we defined an acid as an ionic compound that contains H^+ as the cation. This is slightly incorrect, but until additional concepts were developed, a better definition needed to wait. Now we can redefine an acid: an **acid** is any compound that increases the amount of hydrogen ion (H^+) in an aqueous solution. The chemical opposite of an acid is a base. The equivalent definition of a base is that a **base** is a compound that increases the amount of hydroxide ion (OH^-) in an aqueous solution. These original definitions were proposed by Arrhenius (the same person who proposed ion dissociation) in 1884, so they are referred to as the **Arrhenius definition** of an acid and a base, respectively.

You may recognize that, based on the description of a hydrogen atom, an H^+ ion is a hydrogen atom that has lost its lone electron; that is, H^+ is simply a proton. Do we really have bare protons moving about in aqueous solution? No. What is more likely is that the H^+ ion has attached itself to one (or more) water molecule(s). To represent this chemically, we define the **hydronium ion** as H_3O^+, which represents an additional proton attached to a water molecule. We use the hydronium ion as the more logical way that a hydrogen ion appears in an aqueous solution, although in many chemical reactions H^+ and H_3O^+ are treated equivalently.

The reaction of an acid and a base is called a **neutralization reaction**. Although acids and bases have their own unique chemistries, the acid and base cancel each other's chemistry to produce a rather innocuous substance—water. In fact, the general reaction between an acid and a base is:

$$\text{acid} + \text{base} \longrightarrow \text{water} + \text{salt}$$

where the term **salt** is generally used to define any ionic compound (soluble or insoluble) that is formed from a reaction between an acid and a base. (In chemistry, the word *salt* refers to more than just table salt.) For example, the balanced chemical equation for the reaction between HCl(aq) and KOH(aq) is

$$\mathrm{HCl\,(aq)} + \mathrm{KOH\,(aq)} \longrightarrow \mathrm{H_2O(\ell)} + \mathrm{KCl\,(aq)}$$

where the salt is KCl. By counting the number of atoms of each element, we find that only one water molecule is formed as a product. However, in the reaction between HCl(aq) and $Mg(OH)_2$(aq), additional molecules of HCl and H_2O are required to balance the chemical equation:

$$2\,\mathrm{HCl\,(aq)} + \mathrm{Mg(OH)_2\,(aq)} \longrightarrow 2\,\mathrm{H_2O(\ell)} + \mathrm{MgCl_2\,(aq)}$$

Here, the salt is $MgCl_2$. (This is one of several reactions that take place when a type of antacid—a base—is used to treat stomach acid.)

Example 1

Write the neutralization reactions between each acid and base.

a. HNO_3(aq) and $Ba(OH)_2$(aq)
b. H_3PO_4(aq) and $Ca(OH)_2$(aq)

Solution

First, we will write the chemical equation with the formulas of the reactants and the expected products; then we will balance the equation.

a. The expected products are water and barium nitrate, so the initial chemical reaction is

$$\mathrm{HNO_3\,(aq) + Ba(OH)_2\,(aq) \longrightarrow H_2O(\ell) + Ba(NO_3)_2\,(aq)}$$

To balance the equation, we need to realize that there will be two H2O molecules, so two HNO3 molecules are required:

$$\mathrm{2\,HNO_3\,(aq) + Ba(OH)_2\,(aq) \longrightarrow 2\,H_2O(\ell) + Ba(NO_3)_2\,(aq)}$$

This chemical equation is now balanced.

b. The expected products are water and calcium phosphate, so the initial chemical equation is

$$\mathrm{H_3PO_4\,(aq) + Ca(OH)_2\,(aq) \longrightarrow H_2O(\ell) + Ca_3(PO_4)_2\,(s)}$$

According to the solubility rules, Ca3(PO4)2 is insoluble, so it has an (s) phase label. To balance this equation, we need two phosphate ions and three calcium ions. We end up with six water molecules to balance the equation:

$$\mathrm{2\,H_3PO_4\,(aq) + 3\,Ca(OH)_2\,(aq) \longrightarrow 6\,H_2O(\ell) + Ca_3(PO_4)_2\,(s)}$$

This chemical equation is now balanced.

Exercise 1

Write the neutralization reaction between H2SO4(aq) and Sr(OH)2(aq).

Answer

$$\mathrm{H_2SO_4\,(aq) + Sr(OH)_2\,(aq) \longrightarrow 2\,H_2O(\ell) + SrSO_4\,(aq)}$$

Neutralization reactions are one type of chemical reaction that proceeds even if one reactant is not in the aqueous phase. For example, the chemical reaction between HCl(aq) and Fe(OH)3(s) still proceeds according to the equation:

$$\mathrm{3\,HCl\,(aq) + Fe(OH)_3\,(s) \longrightarrow 3\,H_2O(\ell) + FeCl_3\,(aq)}$$

even though Fe(OH)3 is not soluble. When one realizes that Fe(OH)3(s) is a component of rust, this explains why some cleaning solutions for rust stains contain acids—the neutralization reaction produces products that are soluble and wash away. (Washing with acids like HCl is one way to remove rust and rust stains, but HCl must be used with caution!)

Complete and net ionic reactions for neutralization reactions will depend on whether the reactants and products are soluble, even if the acid and base react. For example, in the reaction of HCl(aq) and NaOH(aq),

$$\mathrm{HCl\,(aq) + NaOH\,(aq) \longrightarrow H_2O(\ell) + NaCl\,(aq)}$$

the complete ionic reaction is

$$\mathrm{H^+\,(aq) + Cl^-\,(aq) + Na^+\,(aq) + OH^-\,(aq) \longrightarrow H_2O(\ell) + Na^+\,(aq) + Cl^-\,(aq)}$$

The Na^+(aq) and Cl^-(aq) ions are spectator ions, so we can remove them to have

$$\mathrm{H^+\,(aq) + OH^-\,(aq) \longrightarrow H_2O(\ell)}$$

as the net ionic equation. If we wanted to write this in terms of the hydronium ion, H_3O^+(aq), we would write it as

$$\mathrm{H_3O^+\,(aq) + OH^-\,(aq) \longrightarrow 2\,H_2O(\ell)}$$

With the exception of the introduction of an extra water molecule, these two net ionic equations are equivalent.

However, for the reaction between HCl(aq) and Cr(OH)2(s), because chromium(II) hydroxide is insoluble, we cannot separate it into ions for the complete ionic equation:

$$2\,\mathrm{H^+(aq)} + 2\,\mathrm{Cl^-(aq)} + \mathrm{Cr(OH)_2(s)} \longrightarrow 2\,\mathrm{H_2O}(\ell) + \mathrm{Cr^{2+}(aq)} + 2\,\mathrm{Cl^-(aq)}$$

The chloride ions are the only spectator ions here, so the net ionic equation is

$$2\,\mathrm{H^+(aq)} + \mathrm{Cr(OH)_2(s)} \longrightarrow 2\,\mathrm{H_2O}(\ell) + \mathrm{Cr^{2+}(aq)}$$

Example 2

Oxalic acid, H2C2O4(s), and Ca(OH)2(s) react very slowly. What is the net ionic equation between these two substances if the salt formed is insoluble? (The anion in oxalic acid is the oxalate ion, $C_2O_4^{2-}$.)

Solution

The products of the neutralization reaction will be water and calcium oxalate:

H2C2O4(s) + Ca(OH)2(s) → 2H2O(ℓ) + CaC2O4(s)

Because nothing is dissolved, there are no substances to separate into ions, so the net ionic equation is the equation of the three solids and one liquid.

Exercise 2

What is the net ionic equation between HNO3(aq) and Ti(OH)4(s)?

Answer

$4H^+$(aq) + Ti(OH)4(s) → 4H2O(ℓ) + Ti^{4+}(aq)

Key Takeaways

- The Arrhenius definition of an acid is a substance that increases the amount of H^+ in an aqueous solution.
- The Arrhenius definition of a base is a substance that increases the amount of OH^- in an aqueous solution.
- Neutralization is the reaction of an acid and a base, which forms water and a salt.
- Net ionic equations for neutralization reactions may include solid acids, solid bases, solid salts, and water.

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5: STOICHIOMETRY AND THE MOLE

We have already established that quantities are important in science, especially in chemistry. It is important to make accurate measurements of a variety of quantities when performing experiments. However, it is also important to be able to relate one measured quantity to another, unmeasured quantity. In this chapter, we will consider how we manipulate quantities to relate them to each other.

5.1 Stoichiometry

5.2 The Mole

5.3 Percent Composition, Empirical and Molecular Formulas

5.4 The Mole in Chemical Reactions

5.5 Mole-Mass and Mass-Mass Calculations

5.6 Yields

5.7 Limiting Reagents

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5.1 Stoichiometry

Learning Objectives

- Define *stoichiometry*.
- Relate quantities in a balanced chemical reaction on a molecular basis.

Consider a classic recipe for pound cake: 1 pound of eggs, 1 pound of butter, 1 pound of flour, and 1 pound of sugar. (That's why it's called "pound cake.") If you have 4 pounds of butter, how many pounds of sugar, flour, and eggs do you need? You would need 4 pounds each of sugar, flour, and eggs.

Now suppose you have 1.00 g H_2. If the chemical reaction follows the balanced chemical equation

$$2\,H_2\,(g) + O_2\,(g) \longrightarrow 2\,H_2O(\ell)$$

then what mass of oxygen do you need to make water?

Curiously, this chemical reaction question is very similar to the pound cake question. Both of them involve relating a quantity of one substance to a quantity of another substance or substances. The relating of one chemical substance to another using a balanced chemical reaction is called **stoichiometry**. Using stoichiometry is a fundamental skill in chemistry; it greatly broadens your ability to predict what will occur and, more importantly, how much is produced.

Let us consider a more complicated example. A recipe for pancakes calls for 2 cups (c) of pancake mix, 1 egg, and 1/2 c of milk. We can write this in the form of a chemical equation:

2 c mix + 1 egg + 1/2 c milk → 1 batch of pancakes

If you have 9 c of pancake mix, how many eggs and how much milk do you need? It might take a little bit of work, but eventually you will find you need 4½ eggs and 2¼ c milk.

How can we formalize this? We can make a conversion factor using our original recipe and use that conversion factor to convert from a quantity of one substance to a quantity of another substance. This is similar to the way we constructed a conversion factor between feet and yards in Chapter 2. Because one recipe's worth of pancakes requires 2 c of pancake mix, 1 egg, and 1/2 c of milk, we actually have the following mathematical relationships that relate these quantities:

2 c pancake mix ⇔ 1 egg ⇔ 1/2 c milk

where ⇔ is the mathematical symbol for "is equivalent to." This does not mean that 2 c of pancake mix equal 1 egg. However, *as far as this recipe is concerned*, these are the equivalent quantities needed for a single recipe of pancakes. So, any possible quantities of two or more ingredients must have the same numerical ratio as the ratios in the equivalence.

We can deal with these equivalences in the same way we deal with equalities in unit conversions: we can make conversion factors that essentially equal 1. For example, to determine how many eggs we need for 9 c of pancake mix, we construct the conversion factor:

$$\frac{1\,egg}{2\,c\,pancake\,mix}$$

This conversion factor is, in a strange way, equivalent to 1 because the recipe relates the two quantities. Starting with our initial quantity and multiplying by our conversion factor,

$$9\,\cancel{c\,pancake\,mix} \times \frac{1\,egg}{\cancel{2\,c\,pancake\,mix}} = 4.5\,eggs$$

Note how the units *cups pancake mix* canceled, leaving us with units of *eggs*. This is the formal, mathematical way of getting our amounts to mix with 9 c of pancake mix. We can use a similar conversion factor for the amount of milk:

$$9\,c\,\cancel{pancake\ mix} \times \frac{\frac{1}{2}c\,milk}{2\,c\,\cancel{pancake\ mix}} = 2.25\,c\,milk$$

Again, units cancel, and new units are introduced.

A balanced chemical equation is nothing more than *a recipe for a chemical reaction*. The difference is that a balanced chemical equation is written in terms of atoms and molecules, not cups, pounds, and eggs.

For example, consider the following chemical equation:

$$2\,H_2\,(g) + O_2\,(g) \longrightarrow 2\,H_2O(\ell)$$

We can interpret this as, literally, "two hydrogen molecules react with one oxygen molecule to make two water molecules." That interpretation leads us directly to some equivalencies, just as our pancake recipe did:

2H2 molecules ⇔ 1O2 molecule ⇔ 2H2O molecules

These equivalences allow us to construct conversion factors:

$$\frac{2\,molecules\,H_2}{1\,molecule\,O_2}\ \frac{2\,molecules\,H_2}{2\,molecules\,H_2O}\ \frac{1\,molecule\,H_2}{2\,molecules\,H_2O}$$

and so forth. These conversions can be used to relate quantities of one substance to quantities of another. For example, suppose we need to know how many molecules of oxygen are needed to react with 16 molecules of H2. As we did with converting units, we start with our given quantity and use the appropriate conversion factor:

$$\cancel{16\,molecules\,H_2} \times \frac{1\,molecules\,O_2}{\cancel{2\,molecules\,H_2}} = 8\,molecules\,O_2$$

Note how the unit *molecules H2* cancels algebraically, just as any unit does in a conversion like this. The conversion factor came directly from the coefficients in the balanced chemical equation. This is another reason why a properly balanced chemical equation is important.

Example 1

How many molecules of SO3 are needed to react with 144 molecules of Fe2O3 given this balanced chemical equation?

$$Fe_2O_3 + 3\,SO_3 \longrightarrow Fe_2(SO_4)_3$$

Solution

We use the balanced chemical equation to construct a conversion factor between Fe2O3 and SO3. The number of molecules of Fe2O3 goes on the bottom of our conversion factor so it cancels with our given amount, and the molecules of SO3 go on the top. Thus, the appropriate conversion factor is

$$\frac{3\,molecules\,SO_3}{1\,molecule\,Fe_2O_3}$$

Starting with our given amount and applying the conversion factor, the result is

$$144\ \cancel{molecules}\ Fe_2O_3 \times \frac{3\,molecules\,SO_3}{1\ \cancel{molecule}\ Fe_2O_3} = 432\,molecules\,SO_3$$

We need 432 molecules of SO3 to react with 144 molecules of Fe2O3.

Exercise 1

How many molecules of H_2 are needed to react with 29 molecules of N_2 to make ammonia if the balanced chemical equation is:

$$\mathrm{N_2 + 3\,H_2 \longrightarrow 2\,NH_3?}$$

Answer available at the end of this section.

Chemical equations also allow us to make conversions regarding the number of atoms in a chemical reaction, because a chemical formula lists the number of atoms of each element in a compound. The formula H_2O indicates that there are two hydrogen atoms and one oxygen atom in each molecule, and these relationships can be used to make conversion factors:

$$\frac{2\,atoms\,H}{1\,molecule\,H_2O} \quad \frac{1\,molecule\,H_2O}{1\,atom\,O}$$

Conversion factors like this can also be used in stoichiometry calculations.

Example 2

How many molecules of NH_3 can you make if you have 228 atoms of H_2?

Solution

From the formula, we know that one molecule of NH_3 has three H atoms. Use that fact as a conversion factor:

$$228\ \cancel{atoms\,H} \times \frac{1\,molecule\,NH_3}{3\ \cancel{atoms\,H}} = 76\,NH_3$$

Exercise 2

How many molecules of $\mathrm{Fe_2(SO_4)_3}$ can you make from 777 atoms of S?

Answer available at the end of this section.

Summary

Quantities of substances can be related to each other using balanced chemical equations.

Answers

Exercise 1

87 molecules

Exercise 2

259 molecules

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5.2 The Mole

Learning Objectives

- Describe the unit *mole*.
- Relate the mole quantity of substance to its mass.

So far, we have been talking about chemical substances in terms of individual atoms and molecules. Yet we do not typically deal with substances an atom or a molecule at a time; we work with millions, billions, and trillions of atoms and molecules at a time. We need a way to deal with macroscopic, rather than microscopic, amounts of matter. We need a unit of amount that relates quantities of substances on a scale that we can interact with.

Chemistry uses a unit called mole. A **mole** (mol) is a number of things equal to the number of atoms in exactly 12 g of carbon-12. Experimental measurements have determined that this number is very large:

$$1 \text{ mol} = 6.02214179 \times 10^{23} \text{ things}$$

Understand that a mole means a specific number of things, just like a dozen means a certain number of things—twelve, in the case of a dozen. But a mole is a much larger number of things. These things can be atoms, or molecules, or eggs; however, in chemistry, we usually use the mole to refer to the amounts of atoms or molecules. Although the number of things in a mole is known to eight decimal places, it is usually fine to use only two or three decimal places in calculations. The numerical value of things in a mole is often called *Avogadro's number* (N_A). *Avogadro's number* is also known as the *Avogadro constant*, after Amadeo Avogadro, an Italian chemist who first proposed its importance.

Example 1

How many molecules are present in 2.76 mol of H_2O? How many atoms is this?

Solution

The definition of a mole is an equality that can be used to construct a conversion factor. Also, because we know that there are three atoms in each molecule of H_2O, we can also determine the number of atoms in the sample.

$$2.76 \ \cancel{mol\ H_2O} \times \frac{6.022 \times 10^{23} molecules\ H_2O}{\cancel{mol\ H_2O}} = 1.66 \times 10^{24} molecules\ H_2O$$

To determine the total number of atoms, we have

$$1.66 \times 10^{24} \ \cancel{molecules\ H_2O} \times \frac{3\ atoms}{1\ molecule} = 4.99 \times 10^{24}\ atoms$$

Exercise 1

How many molecules are present in 4.61×10^{-2} mol of O_2?

Answer available at the end of this section.

How big is a mole? It is very large. Suppose you had a mole of dollar bills that need to be counted. If everyone on earth (about 6 billion people) counted one bill per second, it would take about 3.2 million years to count all the bills. A mole of sand would fill a cube about 32 km on a side. A mole of pennies stacked on top of each other would have about the same diameter as our galaxy, the Milky Way. A mole is a lot of things—but atoms and molecules are very tiny. One mole of carbon atoms would make a cube

that is 1.74 cm on a side, small enough to carry in your pocket.

Why is the mole unit so important? It represents the link between the microscopic and the macroscopic, especially in terms of mass. *A mole of a substance has the same mass in grams as one unit (atom or molecules) has in atomic mass units*. The mole unit allows us to express amounts of atoms and molecules in visible amounts that we can understand.

For example, we already know that, by definition, a mole of carbon has a mass of exactly 12 g. This means that exactly 12 g of C has 6.022×10^{23} atoms:

$$12 \text{ g C} = 6.022 \times 10^{23} \text{ atoms C}$$

We can use this equality as a conversion factor between the number of atoms of carbon and the number of grams of carbon. How many grams are there, say, in 1.50×10^{25} atoms of carbon? This is a one-step conversion:

$$1.50 \times 10^{25} \cancel{atoms\,C} \times \frac{12.0000\,g\,C}{6.022 \times 10^{23} \cancel{atoms\,C}} = 299\,g\,C$$

But it also goes beyond carbon. Previously we defined atomic and molecular masses as the number of atomic mass units per atom or molecule. Now we can do so in terms of grams. The atomic mass of an element is the number of grams in 1 mol of atoms of that element, while the molecular mass of a compound is the number of grams in 1 mol of molecules of that compound. Sometimes these masses are called **molar masses** to emphasize the fact that they are the mass for 1 mol of things. (The term *molar* is the adjective form of mole and has nothing to do with teeth.)

Here are some examples. The mass of a hydrogen atom is 1.0079 u; the mass of 1 mol of hydrogen atoms is 1.0079 g. Elemental hydrogen exists as a diatomic molecule, H_2. One molecule has a mass of 1.0079 + 1.0079 = 2.0158 u, while 1 mol H_2 has a mass of 2.0158 g. A molecule of H_2O has a mass of about 18.01 u; 1 mol H_2O has a mass of 18.01 g. A single unit of NaCl has a mass of 58.45 u; NaCl has a molar mass of 58.45 g. In each of these moles of substances, there are 6.022×10^{23} units: 6.022×10^{23} atoms of H, 6.022×10^{23} molecules of H_2 and H_2O, 6.022×10^{23} units of NaCl ions. These relationships give us plenty of opportunities to construct conversion factors for simple calculations.

Example 2: Sugar

What is the molar mass of sugar ($C_6H_{12}O_6$)?

Solution

To determine the molar mass, we simply add the atomic masses of the atoms in the molecular formula; but express the total in grams per mole, not atomic mass units. The masses of the atoms can be taken from the periodic table.

Solutions to Example 5.3.2

6 C = 6 × 12.011	= 72.066
12 H = 12 × 1.0079	= 12.0948
6 O = 6 × 15.999	= 95.994
TOTAL	= 180.155 g/mol

Per convention, the unit *grams per mole* is written as a fraction.

Exercise 2

What is the molar mass of $AgNO_3$?

Answer available at the end of this section.

Knowing the molar mass of a substance, we can calculate the number of moles in a certain mass of a substance and vice versa, as these examples illustrate. The molar mass is used as the conversion factor.

Example 3

What is the mass of 3.56 mol of HgCl2? The molar mass of HgCl2 is 271.49 g/mol.

Solution

Use the molar mass as a conversion factor between moles and grams. Because we want to cancel the mole unit and introduce the gram unit, we can use the molar mass as given:

$$3.56 \ \cancel{mol\ HgCl_2} \times \frac{271.49\ g\ HgCl_2}{\cancel{mol\ HgCl_2}} = 967\ g\ HgCl_2$$

Exercise 3

What is the mass of 33.7 mol of $\mathrm{H_2O}$?

Answer available at the end of this section.

Example 4

How many moles of H2O are present in 240.0 g of water (about the mass of a cup of water)?

Solution

Use the molar mass of H2O as a conversion factor from mass to moles. The molar mass of water is

(1.0079 + 1.0079 + 15.999) = 18.015 g/mol.

However, because we want to cancel the gram unit and introduce moles, we need to take the reciprocal of this quantity, or 1 mol/18.015 g:

$$240.0\ \cancel{g\ H_2O} \times \frac{1\ mol\ H_2O}{18.015\ \cancel{g\ H_2O}} = 13.32\ mol\ H_2O$$

Exercise 4

How many moles are present in 35.6 g of H2SO4 (molar mass = 98.08 g/mol)?

Answer available at the end of this section.

Other conversion factors can be combined with the definition of mole—density, for example.

Example 5

The density of ethanol is 0.789 g/mL. How many moles are in 100.0 mL of ethanol? The molar mass of ethanol is 46.08 g/mol.

Solution

Here, we use density to convert from volume to mass and then use the molar mass to determine the number of moles.

$$100 \cancel{ml}\ ethanol \times \frac{0.789\,g}{\cancel{ml}} \times \frac{1\,mol}{46.08\,\cancel{g}} = 1.71\,mol\,ethanol$$

Exercise 5

If the density of benzene, C_6H_6, is 0.879 g/mL, how many moles are present in 17.9 mL of benzene?

Answer available at the end of this section.

Summary

The mole is a key unit in chemistry. The molar mass of a substance, in grams, is numerically equal to one atom's or molecule's mass in atomic mass units.

Answers

Exercise 1

2.78×10^{22} molecules

Exercise 2

169.87 g/mol

Exercise 3

607 g

Exercise 4

0.363 mol

Exercise 5

0.201 mol

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5.3 Percent Composition, Empirical and Molecular Formulas

Skills to Develop

- 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:

$$\%\mathrm{H} = \frac{\text{mass H}}{\text{mass compound}} \times 100\% \tag{1}$$

$$\%\mathrm{C} = \frac{\text{mass C}}{\text{mass compound}} \times 100\% \tag{2}$$

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:

$$\%\mathrm{H} = \frac{2.5\ \text{g H}}{10.0\ \text{g compound}} \times 100\% = 25\% \tag{3}$$

$$\%\mathrm{C} = \frac{7.5\ \text{g C}}{10.0\ \text{g compound}} \times 100\% = 75\% \tag{4}$$

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?

Solution

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:

$$\%\mathrm{C} = \frac{7.34\ \text{g C}}{12.04\ \text{g compound}} \times 100\% = 61.0\%$$

$$\%\mathrm{H} = \frac{1.85\ \text{g H}}{12.04\ \text{g compound}} \times 100\% = 15.4\%$$

$$\%\mathrm{N} = \frac{2.85\ \mathrm{g\ N}}{12.04\ \mathrm{g\ compound}} \times 100\% = 23.7\%$$

The analysis results indicate that the compound is 61.0% C, 15.4% H, and 23.7% N by mass.

Exercise 1

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?

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 (NH_3), ammonium nitrate (NH_4NO_3), and urea (CH_4N_2O). 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 NH_3 contains one N atom weighing 14.01 amu and three H atoms weighing a total of (3 × 1.008 amu) = 3.024 amu. The formula mass of ammonia is therefore (14.01 amu + 3.024 amu) = 17.03 amu, and its percent composition is:

$$\%\mathrm{N} = \frac{14.01\ \mathrm{amu\ N}}{17.03\ \mathrm{amu\ NH_3}} \times 100\% = 82.27\% \tag{5}$$

$$\%\mathrm{H} = \frac{3.024\ \mathrm{amu\ N}}{17.03\ \mathrm{amu\ NH_3}} \times 100\% = 17.76\% \tag{6}$$

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 Example 2. 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 $C_9H_8O_4$. What is its percent composition?

Solution

To calculate the percent composition, we need to know the masses of C, H, and O in a known mass of $C_9H_8O_4$. It is convenient to consider 1 mol of $C_9H_8O_4$ and use its molar mass (180.159 g/mole, determined from the chemical formula) to calculate the percentages of each of its elements:

$$\%\mathrm{C} = \frac{9\ \mathrm{mol\ C} \times \mathrm{molar\ mass\ C}}{\mathrm{molar\ mass\ C_9H_{18}O_4}} \times 100 = \frac{9 \times 12.01\ \mathrm{g/mol}}{180.159\ \mathrm{g/mol}} \times 100 = \frac{108.09\ \mathrm{g/mol}}{180.159\ \mathrm{g/mol}} \times 100$$
$$\%\mathrm{C} = 60.00\,\%\,\mathrm{C}$$

$$\%\mathrm{H} = \frac{8\ \mathrm{mol\ H} \times \mathrm{molar\ mass\ H}}{\mathrm{molar\ mass\ C_9H_{18}O_4}} \times 100 = \frac{8 \times 1.008\ \mathrm{g/mol}}{180.159\ \mathrm{g/mol}} \times 100 = \frac{8.064\ \mathrm{g/mol}}{180.159\ \mathrm{g/mol}} \times 100$$
$$\%\mathrm{H} = 4.476\,\%\,\mathrm{H}$$

$$\%\mathrm{O} = \frac{4\ \mathrm{mol\ O} \times \mathrm{molar\ mass\ O}}{\mathrm{molar\ mass\ C_9H_{18}O_4}} \times 100 = \frac{4 \times 16.00\ \mathrm{g/mol}}{180.159\ \mathrm{g/mol}} \times 100 = \frac{64.00\ \mathrm{g/mol}}{180.159\ \mathrm{g/mol}} \times 100$$
$$\%\mathrm{O} = 35.52\%$$

Note that these percentages sum to equal 100.00% when appropriately rounded.

Exercise 2

To three significant digits, what is the mass percentage of iron in the compound Fe_2O_3?

Answer

69.9% Fe

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:

$$1.17\ \mathrm{g\ C} \times \frac{1\ \mathrm{mol\ C}}{12.01\ \mathrm{g\ C}} = 0.142\ \mathrm{mol\ C} \tag{7}$$

$$0.287\ \mathrm{g\ H} \times \frac{1\ \mathrm{mol\ H}}{1.008\ \mathrm{g\ H}} = 0.284\ \mathrm{mol\ H} \tag{8}$$

Thus, we can accurately represent this compound with the formula $C_{0.142}H_{0.248}$. Of course, per accepted convention, formulas contain whole-number subscripts, which can be achieved by dividing each subscript by the smaller subscript:

$$\mathrm{C}_{\frac{0.142}{0.142}}\ \mathrm{H}_{\frac{0.248}{0.142}}\ \mathrm{or}\ \mathrm{CH_2} \tag{9}$$

(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 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:

$$\mathrm{Cl_{0.150}O_{0.525}} = \mathrm{Cl}_{\frac{0.150}{0.150}}\ \mathrm{O}_{\frac{0.525}{0.150}} = \mathrm{ClO_{3.5}} \tag{10}$$

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 Cl_2O_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.

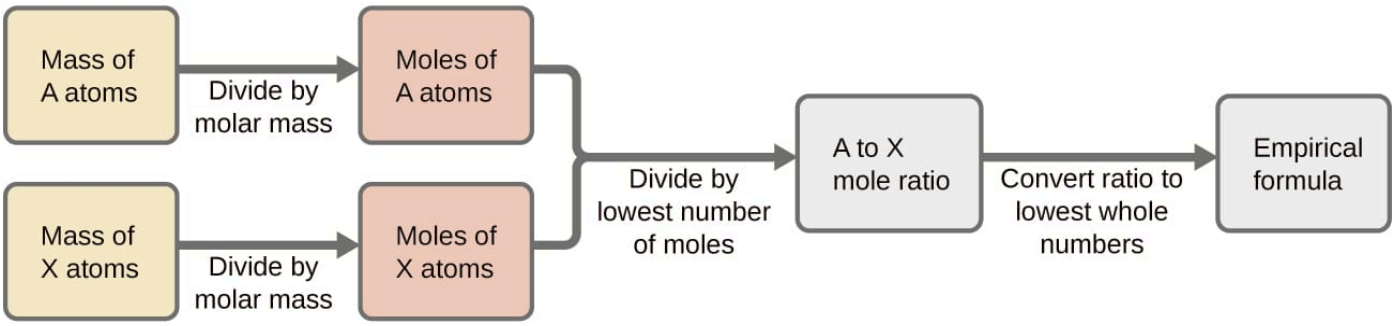


Figure 1*: The empirical formula of a compound can be derived from the masses of all elements in the sample.*

Example 3: Determining an Empirical Formula from Masses of 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)*

Solution

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:

$$\frac{0.6261}{0.6261} = 1.000\ \text{mol Fe}$$

$$\frac{0.9394}{0.6261} = 1.500\ \text{mol O}$$

The ratio is 1.000 mol of iron to 1.500 mol of oxygen ($Fe_1O_{1.5}$). Finally, multiply the ratio by two to get the smallest possible whole number subscripts while still maintaining the correct iron-to-oxygen ratio:

$$2(\text{Fe}_1\text{O}_{1.5}) = \text{Fe}_2\text{O}_3$$

The empirical formula is Fe_2O_3.

Exercise 3

What is the empirical formula of a compound if a sample contains 0.130 g of nitrogen and 0.370 g of oxygen?

Answer:

N_2O_5

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

***Video** 1: Additional worked examples illustrating the derivation of empirical formulas are presented in the brief video clip.*

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 Commons)*

Solution 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:

$$27.29\,\%\,\mathrm{C} = \frac{27.29\ \mathrm{g\ C}}{100\ \mathrm{g\ compound}}$$

$$72.71\,\%\,\mathrm{O} = \frac{72.71\ \mathrm{g\ O}}{100\ \mathrm{g\ compound}}$$

The molar amounts of carbon and hydrogen in a 100-g sample are calculated by dividing each element's mass by its molar mass:

$$27.29\ \mathrm{g\ C}\left(\frac{\mathrm{mol\ C}}{12.01\ \mathrm{g}}\right) = 2.272\ \mathrm{mol\ C}$$

$$72.71\ \mathrm{g\ O}\left(\frac{\mathrm{mol\ O}}{16.00\ \mathrm{g}}\right) = 4.544\ \mathrm{mol\ O}$$

Coefficients for the tentative empirical formula are derived by dividing each molar amount by the lesser of the two:

$$\frac{2.272\ \mathrm{mol\ C}}{2.272} = 1$$

$$\frac{4.544\ \mathrm{mol\ O}}{2.272} = 2$$

Since the resulting ratio is one carbon to two oxygen atoms, the empirical formula is CO_2.

Exercise 4

What is the empirical formula of a compound containing 40.0% C, 6.71% H, and 53.28% O?

Answer:

CH_2O

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).

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.

The table below lists families of compounds with the same empirical formula

Empirical Formula	Empirical Formula Molar Mass	Molecular Formula	Molecular Formula Molar Mass	Molecular Formula Mass/Empirical Formula Mass
CH_3	15.035 g/mole	CH_3	15.035 g/mole	$\frac{15.035\ \frac{g}{mole}}{15.035\ \frac{g}{mole}} = 1$
CH_3	15.035 g/mole	C_2H_6	30.07 g/mole	$\frac{30.07\ \frac{g}{mole}}{15.035\ \frac{g}{mole}} = 2$
CH_3	15.035 g/mole	C_3H_9	45.105 g/mole	$\frac{45.104\ \frac{g}{mole}}{15.035\ \frac{g}{mole}} = 3$
CH_4O	33.04 g/mole	CH_4O	32.04 g/mole	$\frac{32.04\ \frac{g}{mole}}{32.04\ \frac{g}{mole}} = 1$
CH_4O	33.04 g/mole	$C_2H_8O_2$	64.08 g/mole	$\frac{64.08\ \frac{g}{mole}}{32.04\ \frac{g}{mole}} = 2$
CH_4O	33.04 g/mole	$C_3H_{12}O_3$	96.13 g/mole	$\frac{96.13\ \frac{g}{mole}}{32.04\ \frac{g}{mole}} \approx 3$

$$\frac{\text{molecular or molar mass}\left(\text{amu or }\frac{\text{g}}{\text{mol}}\right)}{\text{empirical formula mass}\left(\text{amu or }\frac{\text{g}}{\text{mol}}\right)} = n\ \text{formula units/molecule} \tag{17}$$

The molecular formula is then obtained by multiplying each subscript in the empirical formula by *n*, as shown by the generic empirical formula A_xB_y:

Double subscripts: use braces to clarify

For example, consider a covalent compound whose empirical formula is determined to be CH_2O. 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:

$$\frac{180\ \text{amu/molecule}}{30\ \frac{\text{amu}}{\text{formula unit}}} = 6\ \text{formula units/molecule} \tag{18}$$

Molecules of this compound are then represented by molecular formulas whose subscripts are six times greater than those in the empirical formula:

$$(CH_2O)_6 = C_6H_{12}O_6 \tag{19}$$

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?

Solution

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:

$$(74.02\ \text{g C})\left(\frac{1\ \text{mol C}}{12.01\ \text{g C}}\right) = 6.163\ \text{mol C} \tag{20}$$

$$(8.710\ \text{g H})\left(\frac{1\ \text{mol H}}{1.01\ \text{g H}}\right) = 8.624\ \text{mol H} \tag{21}$$

$$(17.27\ \text{g N})\left(\frac{1\ \text{mol N}}{14.01\ \text{g N}}\right) = 1.233\ \text{mol N} \tag{22}$$

Next, we calculate the molar ratios of these elements relative to the least abundant element, N.

$$\left(\frac{6.163\ \text{mol C}}{1.233\ \text{mol N}}\right) = \left(\frac{4.998\ \text{mol C}}{1\ \text{mol N}}\right) = \left(\frac{5\ \text{mol C}}{1\ \text{mol N}}\right) \tag{23}$$

$$\left(\frac{8.624\ \text{mol H}}{1.233\ \text{mol N}}\right) = \left(\frac{6.994\ \text{mol H}}{1\ \text{mol N}}\right) = \left(\frac{7\ \text{mol H}}{1\ \text{mol N}}\right) \tag{24}$$

$$\left(\frac{1.233\ \text{mol N}}{1.233\ \text{mol N}}\right) = \left(\frac{1\ \text{mol N}}{1\ \text{mol N}}\right) \tag{25}$$

The C-to-N and H-to-N molar ratios are adequately close to whole numbers, and so the empirical formula is C_5H_7N. 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:

$$\frac{40.57\ \text{g nicotine}}{0.2500\ \text{mol nicotine}} = \frac{162.3\ \text{g}}{\text{mol}} \tag{26}$$

Comparing the molar mass and empirical formula mass indicates that each nicotine molecule contains two formula units:

$$\frac{162.3\ \text{g/mol}}{81.13\ \dfrac{\text{g}}{\text{formula unit}}} = 2\ \text{formula units/molecule} \tag{27}$$

Thus, we can derive the molecular formula for nicotine from the empirical formula by multiplying each subscript by two:

$$(\text{C}_5\text{H}_7\text{N})_2 = \text{C}_{10}\text{H}_{14}\text{N}_2 \tag{28}$$

Exercise 5

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?

Answer:

$C_8H_{10}N_4O_2$

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

- $\%\mathrm{X} = \frac{\text{mass X}}{\text{mass compound}} \times 100\%$
- $\frac{\text{molecular or molar mass}\left(\text{amu or } \frac{\text{g}}{\text{mol}}\right)}{\text{empirical formula mass}\left(\text{amu or } \frac{\text{g}}{\text{mol}}\right)} = n \text{ formula units/molecule}$
- $(A_xB_y)_n = A_{nx}B_{ny}$

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

Contributors

- Paul Flowers (University of North Carolina - Pembroke), Klaus Theopold (University of Delaware) and Richard Langley (Stephen F. Austin State University) with contributing authors. Textbook content produced by OpenStax College is licensed under a Creative Commons Attribution License 4.0 license. Download for free at http://cnx.org/contents/85abf193-2bd...a7ac8df6@9.110).

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5.4 The Mole in Chemical Reactions

Learning Objectives

- Balance a chemical equation in terms of moles.
- Use the balanced equation to construct conversion factors in terms of moles.
- Calculate moles of one substance from moles of another substance using a balanced chemical equation.

Consider this balanced chemical equation:

$$2\,H_2 + O_2 \longrightarrow 2\,H_2O$$

We interpret this as "two molecules of hydrogen react with one molecule of oxygen to make two molecules of water." The chemical equation is balanced as long as the coefficients are in the ratio 2:1:2. For instance, this chemical equation is also balanced:

$$100\,H_2 + 50\,O_2 \longrightarrow 100\,H_2O$$

This equation is not conventional—because convention says that we use the lowest ratio of coefficients—but it is balanced. So is this chemical equation:

$$5{,}000\,H_2 + 2{,}500\,O_2 \longrightarrow 5{,}000\,H_2O$$

Again, this is not conventional, but it is still balanced. Suppose we use a much larger number:

$$12.044 \times 10^{23} H_2 + 6.022 \times 10^{23} O_2 \rightarrow 12.044 \times 10^{23} H_2O$$

These coefficients are also in the ratio of 2:1:2. But these numbers are related to the number of things in a mole: the first and last numbers are two times Avogadro's number, while the second number is Avogadro's number. That means that the first and last numbers represent 2 mol, while the middle number is just 1 mol. Well, why not just use the number of moles in balancing the chemical equation?

$$2\,H_2 + O_2 \longrightarrow 2\,H_2O$$

is the same balanced chemical equation we started with! What this means is that chemical equations are not just balanced in terms of molecules; *they are also balanced in terms of moles*. We can just as easily read this chemical equation as "two moles of hydrogen react with one mole of oxygen to make two moles of water." All balanced chemical reactions are balanced in terms of moles.

Example 1

Interpret this balanced chemical equation in terms of moles.

$$P_4 + 5\,O_2 \longrightarrow P_4O_{10}$$

Solution

The coefficients represent the number of moles that react, not just molecules. We would speak of this equation as "one mole of molecular phosphorus reacts with five moles of elemental oxygen to make one mole of tetraphosphorus decoxide."

Exercise 1

Interpret this balanced chemical equation in terms of moles.

$$N_2 + 3\,H_2 \longrightarrow 2\,NH_3$$

Answer available at the end of this section.

In Section 4.1, we stated that a chemical equation is simply a recipe for a chemical reaction. As such, chemical equations also give us equivalents—equivalents between the reactants and the products. However, now we understand that *these equivalents are expressed in terms of moles*. Consider the chemical equation

$$2\,H_2 + O_2 \longrightarrow 2\,H_2O$$

This chemical reaction gives us the following equivalents:

$$2 \text{ mol } H_2 \Leftrightarrow 1 \text{ mol } O_2 \Leftrightarrow 2 \text{ mol } H_2O$$

Any two of these quantities can be used to construct a conversion factor that lets us relate the number of moles of one substance to an equivalent number of moles of another substance. If, for example, we want to know how many moles of oxygen will react with 17.6 mol of hydrogen, we construct a conversion factor between 2 mol of H_2 and 1 mol of O_2 and use it to convert from moles of one substance to moles of another:

$$17.6\ \cancel{mol\ H_2} \times \frac{1\ mol\ O_2}{2\ \cancel{mol\ H_2}} = 8.80\ mol\ O_2$$

Note how the mol H_2 unit cancels, and mol O_2 is the new unit introduced. This is an example of a **mole-mole calculation,** when you start with moles of one substance and convert to moles of another substance by using the balanced chemical equation. The example may seem simple because the numbers are small, but numbers won't always be so simple!

Example 2

For the balanced chemical equation

$$2\,C_4H_{10}\,(g) + 13\,O_2 \longrightarrow 8\,CO_2\,(g) + 10\,H_2O(\ell)$$

if 154 mol of O_2 are reacted, how many moles of CO_2 are produced?

Solution

We are relating an amount of oxygen to an amount of carbon dioxide, so we need the equivalence between these two substances. According to the balanced chemical equation, the equivalence is

$$13 \text{ mol } O_2 \Leftrightarrow 8 \text{ mol } CO_2$$

We can use this equivalence to construct the proper conversion factor. We start with what we are given and apply the conversion factor:

$$154\ \cancel{mol\ O_2} \times \frac{8\ mol\ CO_2}{13\ \cancel{mol\ O_2}} = 94.8\ mol\ CO_2$$

The mol O_2 unit is in the denominator of the conversion factor so it cancels. Both the 8 and the 13 are exact numbers, so they do not contribute to the number of significant figures in the final answer.

Exercise 2

Using the above equation, how many moles of H_2O are produced when 154 mol of O_2 react?

Answer available at the end of this section.

It is important to reiterate that balanced chemical equations are balanced in terms of *moles*. Not grams, kilograms, or liters—but

moles. Any stoichiometry problem will likely need to work through the mole unit at some point, especially if you are working with a balanced chemical reaction.

Summary

Balanced chemical reactions are balanced in terms of moles. A balanced chemical reaction gives equivalents in moles that allow stoichiometry calculations to be performed.

Answers

Exercise 1

One mole of elemental nitrogen reacts with three moles of elemental hydrogen to produce two moles of ammonia.

Exercise 2

118 mol

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5.5 Mole-Mass and Mass-Mass Calculations

Learning Objectives

- From a given number of moles of a substance, calculate the mass of another substance involved using the balanced chemical equation.
- From a given mass of a substance, calculate the moles of another substance involved using the balanced chemical equation.
- From a given mass of a substance, calculate the mass of another substance involved using the balanced chemical equation.

Mole-mole calculations are not the only type of calculations that can be performed using balanced chemical equations. Recall that the molar mass can be determined from a chemical formula and used as a conversion factor. We can add that conversion factor as another step in a calculation to make a **mole-mass calculation**, where we start with a given number of moles of a substance and calculate the mass of another substance involved in the chemical equation, or vice versa.

For example, suppose we have the balanced chemical equation

$$2Al + 3Cl_2 \rightarrow 2AlCl_3$$

Suppose we know we have 123.2 g of Cl_2. How can we determine how many moles of $AlCl_3$ we will get when the reaction is complete? First and foremost, *chemical equations are not balanced in terms of grams; they are balanced in terms of moles*. So to use the balanced chemical equation to relate an amount of Cl_2 to an amount of $AlCl_3$, we need to convert the given amount of Cl_2 into moles. We know how to do this by simply using the molar mass of Cl_2 as a conversion factor. The molar mass of Cl_2 (which we get from the atomic mass of Cl from the periodic table) is 70.90 g/mol. We must invert this fraction so that the units cancel properly:

$$123.2\ \cancel{g\,Cl_2} \times \frac{1\,mol\,Cl_2}{70.90\ \cancel{g\,Cl_2}} = 1.738\ mol\,Cl_2$$

Now that we have the quantity in moles, we can use the balanced chemical equation to construct a conversion factor that relates the number of moles of Cl_2 to the number of moles of $AlCl_3$. The numbers in the conversion factor come from the coefficients in the balanced chemical equation:

$$\frac{2\,mol\,AlCl_3}{3\,mol\,Cl_2}$$

Using this conversion factor with the molar quantity we calculated above, we get

$$1.738\ \cancel{mol\,Cl_2} \times \frac{2\,mol\,AlCl_3}{3\ \cancel{mol\,Cl_2}} = 1.159\,mol\,AlCl_3$$

So, we will get 1.159 mol of $AlCl_3$ if we react 123.2 g of Cl_2.

In this last example, we did the calculation in two steps. However, it is mathematically equivalent to perform the two calculations sequentially on one line:

$$123.2\ \cancel{g\,Cl_2} \times \frac{1\,mol\,Cl_2}{70.90\ \cancel{g\,Cl_2}} \times \frac{2\,mol\,AlCl_3}{3\ \cancel{mol\,Cl_2}} = 1.159\,mol\,AlCl_3$$

The units still cancel appropriately, and we get the same numerical answer in the end. Sometimes the answer may be slightly different from doing it one step at a time because of rounding of the intermediate answers, but the final answers should be effectively the same.

Example 1

How many moles of HCl will be produced when 249 g of AlCl3 are reacted according to this chemical equation?

$$2AlCl_3 + 3H_2O(\ell) \rightarrow Al_2O_3 + 6HCl(g)$$

Solution

We will do this in two steps: convert the mass of AlCl3 to moles and then use the balanced chemical equation to find the number of moles of HCl formed. The molar mass of AlCl3 is 133.33 g/mol, which we have to invert to get the appropriate conversion factor:

$$249\ \cancel{g\ AlCl_3} \times \frac{1\ mol\ AlCl_3}{133.33\ \cancel{g\ AlCl_3}} = 1.87\ mol\ AlCl_3$$

Now we can use this quantity to determine the number of moles of HCl that will form. From the balanced chemical equation, we construct a conversion factor between the number of moles of AlCl3 and the number of moles of HCl:

$$frac6\ mol\ HCl2\ \cancel{mol\ AlCl_3}$$

Applying this conversion factor to the quantity of AlCl3, we get

$$1.87\ \cancel{mol\ AlCl_3} \times \frac{6\ mol\ HCl}{2\ \cancel{mol\ AlCl_3}} = 5.61\ mol\ HCl$$

Alternatively, we could have done this in one line:

$$249\ \cancel{g\ AlCl_3} \times \frac{1\ \cancel{mol\ AlCl_3}}{133.33\ \cancel{g\ AlCl_3}} \times \frac{6\ mol\ HCl}{2\ \cancel{mol\ AlCl_3}} = 5.60\ mol\ HCl$$

The last digit in our final answer is slightly different because of rounding differences, but the answer is essentially the same.

Exercise 1

How many moles of Al2O3 will be produced when 23.9 g of H2O are reacted according to this chemical equation?

$$2AlCl_3 + 3H_2O(\ell) \rightarrow Al_2O_3 + 6HCl(g)$$

Answer available at the end of this section.

A variation of the mole-mass calculation is to start with an amount in moles and then determine an amount of another substance in grams. The steps are the same but are performed in reverse order.

Example 2

How many grams of NH3 will be produced when 33.9 mol of H2 are reacted according to this chemical equation?

$$N_2(g) + 3H_2(g) \rightarrow 2NH_3(g)$$

Solution

The conversions are the same, but they are applied in a different order. Start by using the balanced chemical equation to convert to moles of another substance and then use its molar mass to determine the mass of the final substance. In two steps, we have

$$33.9\ \cancel{mol\ H_2} \times \frac{2\ mol\ NH_3}{3\ \cancel{mol\ H_2}} = 22.6\ mol\ NH_3$$

Now, using the molar mass of NH_3, which is 17.03 g/mol, we get

$$22.6\ \cancel{mol\ NH_3} \times \frac{17.03\ g\ NH_3}{1\ \cancel{mol\ NH_3}} = 385\ g\ NH_3$$

Exercise 2

How many grams of N_2 are needed to produce 2.17 mol of NH_3 when reacted according to this chemical equation?

$$\mathrm{N_2\,(g) + 3\,H_2\,(g) \longrightarrow 2\,NH_3\,(g)}$$

Answer available at the end of this section.

It should be a trivial task now to extend the calculations to **mass-mass calculations**, in which we start with a mass of some substance and end with the mass of another substance in the chemical reaction. For this type of calculation, the molar masses of two different substances must be used—be sure to keep track of which is which. Again, however, it is important to emphasize that before the balanced chemical reaction is used, the mass quantity must first be converted to moles. Then the coefficients of the balanced chemical reaction can be used to convert to moles of another substance, which can then be converted to a mass.

For example, let us determine the number of grams of SO_3 that can be produced by the reaction of 45.3 g of SO_2 and O_2:

$$2SO_2(g) + O_2(g) \rightarrow 2SO_3(g)$$

First, we convert the given amount, 45.3 g of SO_2, to moles of SO_2 using its molar mass (64.06 g/mol):

$$45.3\ \cancel{g\ SO_2} \times \frac{1\ mol\ SO_2}{64.06\ \cancel{g\ SO_2}} = 0.707\ mol\ SO_2$$

Second, we use the balanced chemical reaction to convert from moles of SO_2 to moles of SO_3:

$$0.707\ \cancel{mol\ SO_2} \times \frac{2\ mol\ SO_3}{2\ \cancel{mol\ SO_2}} = 0.707\ mol\ SO_3$$

Finally, we use the molar mass of SO_3 (80.06 g/mol) to convert to the mass of SO_3:

$$0.707\ \cancel{mol\ SO_3} \times \frac{80.06\ g\ SO_3}{1\ \cancel{mol\ SO_3}} = 56.6\ g\ SO_3$$

We can also perform all three steps sequentially, writing them on one line as

$$45.3\ \cancel{g\ SO_2} \times \frac{1\ mol\ SO_2}{64.06\ \cancel{g\ SO_2}} \times \frac{2\ mol\ SO_3}{2\ \cancel{mol\ SO_2}} \times \frac{80.06\ g\ SO_3}{1\ \cancel{mol\ SO_3}} = 56.6\ g\ SO_3$$

We get the same answer. Note how the initial and all the intermediate units cancel, leaving grams of SO_3, which is what we are looking for, as our final answer.

Example 3

What mass of Mg will be produced when 86.4 g of K are reacted?

$$\mathrm{MgCl_2\,(s) + 2\,K\,(s) \longrightarrow Mg\,(s) + 2\,KCl\,(s)}$$

Solution

We will simply follow the steps

$$\text{mass K} \rightarrow \text{mol K} \rightarrow \text{mol Mg} \rightarrow \text{mass Mg}$$

In addition to the balanced chemical equation, we need the molar masses of K (39.09 g/mol) and Mg (24.31 g/mol). In one line,

$$86.4\ \cancel{g\,K} \times \frac{1\ mol\ K}{39.09\ \cancel{g\,K}} \times \frac{1\ \cancel{mol\ Mg}}{2\ \cancel{mol\ K}} \times \frac{24.31\ g\ Mg}{1\ \cancel{mol\ Mg}} = 26.87\ g\ Mg$$

Exercise 3

What mass of H_2 will be produced when 122 g of Zn are reacted?

$$\mathrm{Zn\,(s) + 2\,HCl\,(aq) \longrightarrow ZnCl_2\,(aq) + H_2\,(g)}$$

Answer available at the end of this section.

Summary

- Mole quantities of one substance can be related to mass quantities using a balanced chemical equation.
- Mass quantities of one substance can be related to mass quantities using a balanced chemical equation.
- In all cases, quantities of a substance must be converted to moles before the balanced chemical equation can be used to convert to moles of another substance.

Answers

Exercise 1

0.442 mol

Exercise 2

30.4 g (Note: here we go from a product to a reactant, showing that mole-mass problems can begin and end with any substance in the chemical equation.)

Exercise 3

3.77 g

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5.6 Yields

Learning Objective

- Define and determine theoretical yields, actual yields, and percent yields.

In all the previous calculations we have performed involving balanced chemical equations, we made two assumptions:

1. the reaction goes exactly as written, and
2. the reaction proceeds completely.

In reality, such things as side reactions occur that make some chemical reactions rather messy. For example, in the actual combustion of some carbon-containing compounds, such as methane, some CO is produced as well as CO_2. However, we will continue to ignore side reactions, unless otherwise noted. The second assumption, that the reaction proceeds completely, is more troublesome. Many chemical reactions do not proceed to completion as written, for a variety of reasons (some of which we will consider in Chapter 13). When we calculate an amount of product assuming that all the reactant reacts, we calculate the **theoretical yield**, an amount that is theoretically produced as calculated using the balanced chemical reaction.

In many cases, however, this is not what really happens. In many cases, less—sometimes much less—of a product is made during the course of a chemical reaction. The amount that is actually produced in a reaction is called the **actual yield**. By definition, the actual yield is less than or equal to the theoretical yield. If it is not, then an error has been made.

Both theoretical yields and actual yields are expressed in units of moles or grams. It is also common to see something called a percent yield. The **percent yield** is a comparison between the actual yield and the theoretical yield and is defined as

$$\text{percent yield} = \frac{\text{actual yield}}{\text{theoretical yield}} \times 100\% \tag{1}$$

It does not matter whether the actual and theoretical yields are expressed in moles or grams, as long as they are expressed in the same units. However, the percent yield always has units of percent. Proper percent yields are between 0% and 100%—again, if percent yield is greater than 100%, an error has been made.

Example 1:

A worker reacts 30.5 g of Zn with nitric acid and evaporates the remaining water to obtain 65.2 g of $Zn(NO_3)_2$. What are the theoretical yield, the actual yield, and the percent yield?

$$Zn(s) + 2HNO_3(aq) \rightarrow Zn(NO_3)_2(aq) + H_2(g) \tag{2}$$

Solution

A mass-mass calculation can be performed to determine the theoretical yield. We need the molar masses of Zn (65.39 g/mol) and $Zn(NO_3)_2$ (189.41 g/mol). In three steps, the mass-mass calculation is

$$30.5\ \cancel{g\ Zn} \times \frac{1\ \cancel{mol\ Zn}}{65.39\ \cancel{g\ Zn}} \times \frac{1\ \cancel{mol\ Zn(NO_3)_2}}{1\ \cancel{mol\ Zn}} \times \frac{189.41\ g\ Zn(NO_3)_2}{1\ \cancel{mol\ Zn(NO_3)_2}} = 88.3\ g\ Zn(NO_3)_2 \tag{3}$$

Thus, the theoretical yield is 88.3 g of $Zn(NO_3)_2$. The actual yield is the amount that was actually made, which was 65.2 g of $Zn(NO_3)_2$. To calculate the percent yield, we take the actual yield and divide it by the theoretical yield and multiply by 100 (Equation 1):

$$\frac{65.2\ g\ Zn(NO_3)_2}{88.3\ g\ Zn(NO_3)_2} \times 100\% = 73.8\% \tag{4}$$

The worker achieved almost three-fourths of the possible yield.

Exercise 1

A synthesis produced 2.05 g of NH_3 from 16.5 g of N_2. What is the theoretical yield and the percent yield?

$$N_2(g) + 3H_2(g) \rightarrow 2NH_3(g) \tag{5}$$

*Technically, this is a reversible reaction (with double arrows), but for this exercises consider it irreversible (single arrow).

Answer

theoretical yield = 20.1 g; percent yield = 10.2%

Chemistry Is Everywhere: Actual Yields in Drug Synthesis and Purification

Many drugs are the product of several steps of chemical synthesis. Each step typically occurs with less than 100% yield, so the overall percent yield might be very small. The general rule is that the overall percent yield is the product of the percent yields of the individual synthesis steps. For a drug synthesis that has many steps, the overall percent yield can be very tiny, which is one factor in the huge cost of some drugs. For example, if a 10-step synthesis has a percent yield of 90% for each step, the overall yield for the entire synthesis is only 35%. Many scientists work every day trying to improve percent yields of the steps in the synthesis to decrease costs, improve profits, and minimize waste.

Even purifications of complex molecules into drug-quality purity are subject to percent yields. Consider the purification of impure albuterol. Albuterol ($C_{13}H_{21}NO_2$; accompanying figure) is an inhaled drug used to treat asthma, bronchitis, and other obstructive pulmonary diseases. It is synthesized from norepinephrine, a naturally occurring hormone and neurotransmitter. Its initial synthesis makes very impure albuterol that is purified in five chemical steps. The details of the steps do not concern us; only the percent yields do:

impure albuterol → intermediate A	percent yield = 70%
intermediate A → intermediate B	percent yield = 100%
intermediate B → intermediate C	percent yield = 40%
intermediate C → intermediate D	percent yield = 72%
intermediate D → purified albuterol	percent yield = 35%
overall percent yield = 70% × 100% × 40% × 72% × 35% = 7.5%	

That is, only about *one-fourteenth* of the original material was turned into the purified drug. This gives you one reason why some drugs are so expensive; a lot of material is lost in making a high-purity pharmaceutical.



Fig. 5.6.1 A child using an albuterol inhaler, the container of albuterol medication, and a molecular model of the albuterol molecule. Source: Photo on far left © Thinkstock. Photo in center courtesy of Intropin, http://commons.wikimedia.org/wiki/Fi...te_%281%29.JPG.

Summary

Theoretical yield is what you calculate the yield will be using the balanced chemical reaction. Actual yield is what you actually get in a chemical reaction. Percent yield is a comparison of the actual yield with the theoretical yield.

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5.7 Limiting Reagents

Learning Objectives

- Identify a limiting reagent from a set of reactants.
- Calculate how much product will be produced from the limiting reagent.
- Calculate how much reactant(s) remains when the reaction is complete.

In addition to the assumption that reactions proceed all the way to completion, one additional assumption we have made about chemical reactions is that all the reactants are present in the proper quantities to react to products; this is not always the case. In Figure 2 we are taking hydrogen atoms and oxygen atoms (left) to make water molecules (right). However, there are not enough oxygen atoms to use up all the hydrogen atoms. We run out of oxygen atoms and cannot make any more water molecules, so the process stops when we run out of oxygen atoms.

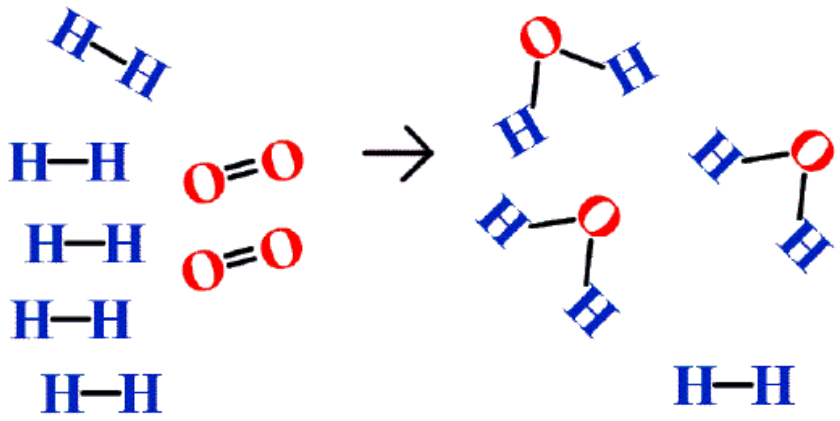


Figure 2: Making Water. In this scenario for making water molecules, we run out of O atoms before we use up all the H atoms. Similar situations exist for many chemical reactions when one reactant runs out before the other.

A similar situation exists for many chemical reactions: you usually run out of one reactant before all of the other reactant has reacted. The reactant you run out of is called the limiting reagent; the other reactant or reactants are considered to be *in excess*. A crucial skill in evaluating the conditions of a chemical process is to determine which reactant is the limiting reagent and which is in excess.

The key to recognizing which reactant is the limiting reagent is based on a mole-mass or mass-mass calculation: whichever reactant gives the *lesser* amount of product is the limiting reagent. What we need to do is determine an amount of one product (either moles or mass), assuming all of each reactant reacts. Whichever reactant gives the least amount of that particular product is the limiting reagent. It does not matter which product we use, as long as we use the same one each time. It does not matter whether we determine the number of moles or grams of that product; however, we will see shortly that knowing the final mass of product can be useful.

For example, consider this reaction:

$$4As(s) + 3O_2(g) \rightarrow 2As_2O_3(s)$$

Suppose we start a reaction with 50.0 g of As and 50.0 g of O_2. Which one is the limiting reagent? We need to perform two mole-mass calculations, each assuming that each reactant reacts completely. Then we compare the amount of the product produced by each and determine which is less.

The calculations are as follows:

$$50.0\ \cancel{g\,As} \times \frac{1\ \cancel{mol\,As}}{74.92\ \cancel{g\,As}} \times \frac{2\,mol\,As_2O_3}{4\ \cancel{mol\,As}} = 0.334\,mol\,As_2O_3$$

$$50.0\ \cancel{g\,O_2} \times \frac{1\ \cancel{mol\,O_2}}{32.00\ \cancel{g\,O_2}} \times \frac{2\,mol\,As_2O_3}{3\ \cancel{mol\,O_2}} = 1.04\,mol\,As_2O_3$$

Comparing these two answers, it is clear that 0.334 mol of As2O3 is less than 1.04 mol of As2O3, so arsenic is the limiting reagent. If this reaction is performed under these initial conditions, the arsenic will run out before the oxygen runs out. We say that the oxygen is "in excess."

Identifying the limiting reagent, then, is straightforward. However, there are usually two associated questions: (1) what mass of product (or products) is then actually formed? and (2) what mass of what reactant is left over? The first question is straightforward to answer: simply perform a conversion from the number of moles of product formed to its mass, using its molar mass. For As2O3, the molar mass is 197.84 g/mol; knowing that we will form 0.334 mol of As2O3 under the given conditions, we will get

$$0.334\ \cancel{mol\,As_2O_3} \times \frac{197.84\,g\,As_2}{1\ \cancel{mol\,As_2O_3}} = 66.1\,g\,As_2O_3$$

The second question is somewhat more convoluted to answer. First, we must do a mass-mass calculation relating the limiting reagent (here, As) to the other reagent (O2). Once we determine the mass of O2 that reacted, we subtract that from the original amount to determine the amount left over. According to the mass-mass calculation,

$$50.0\ \cancel{g\,As} \times \frac{1\ \cancel{mol\,As}}{74.92\ \cancel{g\,As}} \times \frac{3\ \cancel{mol\,O_2}}{4\ \cancel{mol\,As}} \times \frac{32.00\,g\,O_2}{1\ \cancel{mol\,O_2}} = 16.0\,g\,O_2\ reacted$$

Because we reacted 16.0 g of our original O2, we subtract that from the original amount, 50.0 g, to get the mass of O2 remaining:

50.0 g O2 – 16.0 g O2 reacted = 34.0 g O2 left over

You must remember to perform this final subtraction to determine the amount remaining; a common error is to report the 16.0 g as the amount remaining.

Example 1

A 5.00 g quantity of Rb is combined with 3.44 g of MgCl2 according to this chemical reaction:

$$2Rb(s) + MgCl_2(s) \rightarrow Mg(s) + 2RbCl(s)$$

What mass of Mg is formed, and what mass of what reactant is left over?

Solution

Because the question asks what mass of magnesium is formed, we can perform two mass-mass calculations and determine which amount is less.

$$5.00\ \cancel{g\,Rb} \times \frac{1\ \cancel{mol\,Rb}}{85.47\ \cancel{g\,Rb}} \times \frac{1\ \cancel{mol\,Mg}}{2\ \cancel{mol\,Rb}} \times \frac{24.31\,g\,Mg}{1\ \cancel{mol\,Mg}} = 0.711\,g\,Mg$$

$$3.44\ \cancel{g\,MgCl_2} \times \frac{1\ \cancel{mol\,MgCl_2}}{95.21\ \cancel{g\,MgCl_2}} \times \frac{1\ \cancel{mol\,Mg}}{1\ \cancel{mol\,MgCl_2}} \times \frac{24.31\,g\,Mg}{1\ \cancel{mol\,Mg}} = 0.878\,g\,Mg$$

The 0.711 g of Mg is the lesser quantity, so the associated reactant—5.00 g of Rb—is the limiting reagent. To determine how much of the other reactant is left, we have to do one more mass-mass calculation to determine what mass of MgCl2 reacted with the 5.00 g of Rb, and then subtract the amount reacted from the original amount.

$$5.00\ \cancel{g\ Rb} \times \frac{1\ \cancel{mol\ Rb}}{85.47\ \cancel{g\ Rb}} \times \frac{1\ \cancel{mol\ MgCl_2}}{2\ \cancel{mol\ Rb}} \times \frac{95.21\ g\ Mg}{1\ \cancel{mol\ MgCl_2}} = 2.78\ g\ MgCl_2\ \ reacted$$

Because we started with 3.44 g of MgCl2, we have

3.44 g MgCl2 – 2.78 g MgCl2 reacted = 0.66 g MgCl2 left

Exercise 1

Given the initial amounts listed, what is the limiting reagent, and what is the mass of the leftover reagent?

$$\underbrace{22.7\ g}_{MgO(s)} + \underbrace{17.9\ g}_{H_2S} \rightarrow MgS(s) + H_2O(l)$$

Answer available at the end of this section.

Summary

The limiting reagent is the reactant that produces the least amount of product. Mass-mass calculations can determine how much product is produced and how much of the other reactants remain.

Answers

Exercise 1

H2S is the limiting reagent; 1.5 g of MgO are left over.

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6: GASES

Of the three basic phases of matter—solids, liquids, and gases—only one of them has predictable physical properties: gases. In fact, the study of the properties of gases was the beginning of the development of modern chemistry from its alchemical roots. The interesting thing about some of these properties is that they are independent of the identity of the gas. That is, it doesn't matter if the gas is helium gas, oxygen gas, or sulfur vapors; some of their behavior is predictable and, as we will find, very similar. In this chapter, we will review some of the common behaviors of gases.

Let us start by reviewing some properties of gases. Gases have no definite shape or volume; they tend to fill whatever container they are in. They can compress and expand, sometimes to a great extent. Gases have extremely low densities, one-thousandth or less the density of a liquid or solid. Combinations of gases tend to mix together spontaneously; that is, they form solutions. Air, for example, is a solution of mostly nitrogen and oxygen. Any understanding of the properties of gases must be able to explain these characteristics.

6.1 Kinetic Theory of Gases

6.2 Gas Pressure

6.3 Gas Laws - Boyle's and Charles' Laws

6.4 Other Gas Laws - Gay-Lussac, Avogadro and Combined

6.5 The Ideal Gas Law and Some Applications

6.6 Gas Mixtures

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6.1 Kinetic Theory of Gases

Learning Objectives

- State the major concepts behind the kinetic theory of gases.
- Relate the general properties of gases to the kinetic theory.

Gases were among the first substances studied in terms of the modern scientific method, which was developed in the 1600s. It did not take long to recognize that gases all shared certain physical behaviors, suggesting that all gases could be described by one all-encompassing theory. Today, that theory is the **kinetic theory of gases**. The kinetic theory of gases is based on the following statements:

1. Gases consist of tiny particles of matter that are in constant motion.
2. Gas particles are constantly colliding with each other and the walls of a container. These collisions are elastic—that is, there is no net loss of energy from the collisions.
3. Gas particles are separated by large distances, with the size of a gas particle tiny compared to the distances that separate them.
4. There are no interactive forces (i.e., attraction or repulsion) between the particles of a gas.
5. The average speed of gas particles is dependent on the temperature of the gas.

Figure 1 shows a representation of how we mentally picture the gas phase.

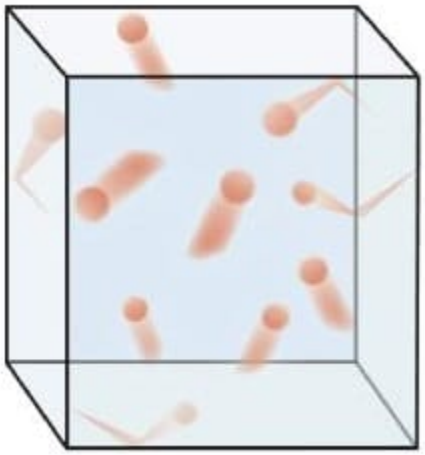


Figure 1: The Kinetic Theory of Gases. The kinetic theory of gases describes this state of matter as composed of tiny particles in constant motion, with a lot of distance between the particles.

This model of gases explains some of the physical properties of gases. Because most of a gas is empty space, a gas has a low density and can expand or contract under the appropriate influence. The fact that gas particles are in constant motion means that two or more gases will always mix, as the particles from the individual gases move and collide with each other.

An **ideal gas** is a gas that exactly follows the statements of the kinetic theory. Unfortunately, *real gases* are not ideal. Many gases deviate slightly from agreeing perfectly with the kinetic theory of gases. However, most gases adhere to the statements, and the kinetic theory of gases is well accepted by the scientific community.

- The physical behavior of gases is explained by the kinetic theory of gases.
- An ideal gas adheres exactly to the kinetic theory of gases.

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6.2 Gas Pressure

Skills to Develop

- Define the property of pressure
- Define and convert among the units of pressure measurements
- Describe the operation of common tools for measuring gas pressure

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.

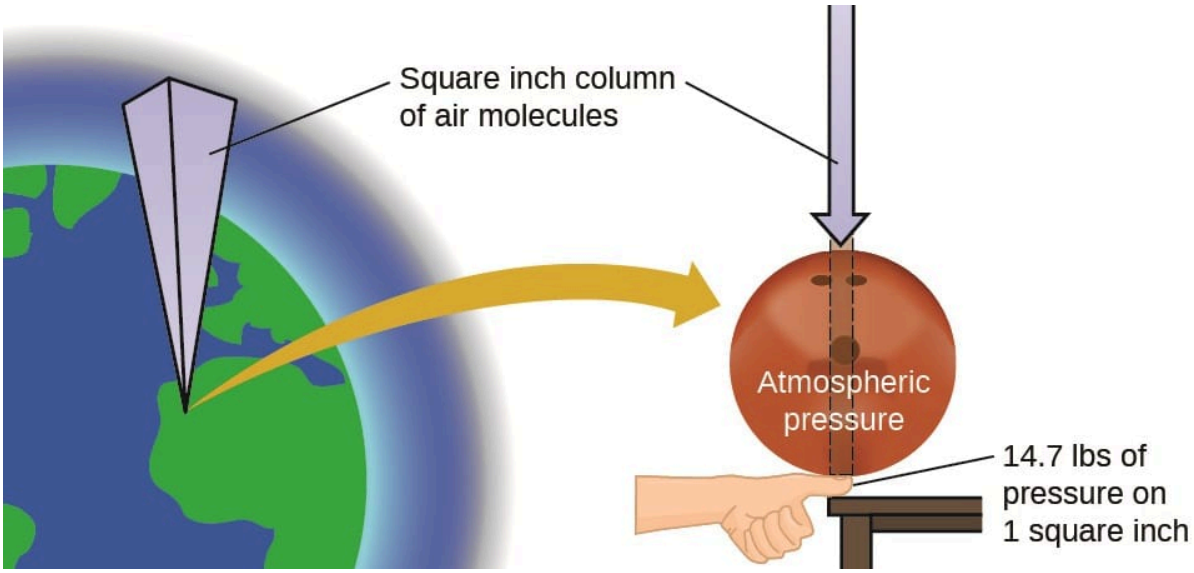


Figure 1*: The atmosphere above us exerts a large pressure on objects at the surface of the earth, roughly equal to the weight of a bowling ball pressing on an area the size of a human thumbnail.*

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.



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.

Pressure is defined as the force exerted on a given area:

$$P = \frac{F}{A} \tag{1}$$

Since pressure is directly proportional to force and inversely proportional to area (Equation 1), pressure can be increased either by either **increasing** the amount of force or by **decreasing** the area over which it is applied. Correspondingly, pressure can be decreased by either **decreasing** the force or **increasing** the area.

Let's apply the definition of pressure (Equation 1) to determine which would be more likely to fall through thin ice in Figure 2.—the elephant or the figure skater?



(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).

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 in^2), so the pressure exerted by each foot is about 14 lb/in^2:

$$\text{pressure per elephant foot} = 14,000\frac{\text{lb}}{\text{elephant}} \times \frac{1\text{ elephant}}{4\text{ feet}} \times \frac{1\text{ foot}}{250\text{ in}^2} = 14\text{ lb/in}^2 \quad (2)$$

The figure skater weighs about 120 lbs, supported on two skate blades, each with an area of about 2 in^2, so the pressure exerted by each blade is about 30 lb/in^2:

$$\text{pressure per skate blade} = 120\frac{\text{lb}}{\text{skater}} \times \frac{1\text{ skater}}{2\text{ blades}} \times \frac{1\text{ blade}}{2\text{ in}^2} = 30\text{ lb/in}^2 \quad (3)$$

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:

$$\text{pressure per human foot} = 120\frac{\text{lb}}{\text{skater}} \times \frac{1\text{ skater}}{2\text{ feet}} \times \frac{1\text{ foot}}{30\text{ in}^2} = 2\text{ lb/in}^2 \quad (4)$$

The SI unit of pressure is the pascal (Pa), with 1 Pa = 1 N/m^2, where N is the newton, a unit of force defined as 1 kg m/s^2. One pascal is a small pressure; in many cases, it is more convenient to use units of kilopascal (1 kPa = 1000 Pa) or bar (1 bar = 100,000 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	Comment
pascal (Pa)	1 Pa = 1 N/m^2	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:

a. torr
b. atm
c. kPa
d. mbar

Solution

This is a unit conversion problem. The relationships between the various pressure units are given in Table 9.2.1.

a. $29.2 \cancel{\text{ in Hg}} \times \frac{25.4 \cancel{\text{ mm}}}{1 \cancel{\text{ in}}} \times \frac{1 \text{ torr}}{1 \cancel{\text{ mm Hg}}} = 742 \text{ torr}$

b. $742 \cancel{\text{ torr}} \times \frac{1 \text{ atm}}{760 \cancel{\text{ torr}}} = 0.976 \text{ atm}$

c. $742 \cancel{\text{ torr}} \times \frac{101.325 \text{ kPa}}{760 \cancel{\text{ torr}}} = 98.9 \text{ kPa}$

d. $98.9 \cancel{\text{ kPa}} \times \frac{1000 \cancel{\text{ Pa}}}{1 \cancel{\text{ kPa}}} \times \frac{1 \cancel{\text{ bar}}}{100,000 \cancel{\text{ Pa}}} \times \frac{1000 \text{ mbar}}{1 \cancel{\text{ bar}}} = 989 \text{ mbar}$

Exercise 1

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?

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.

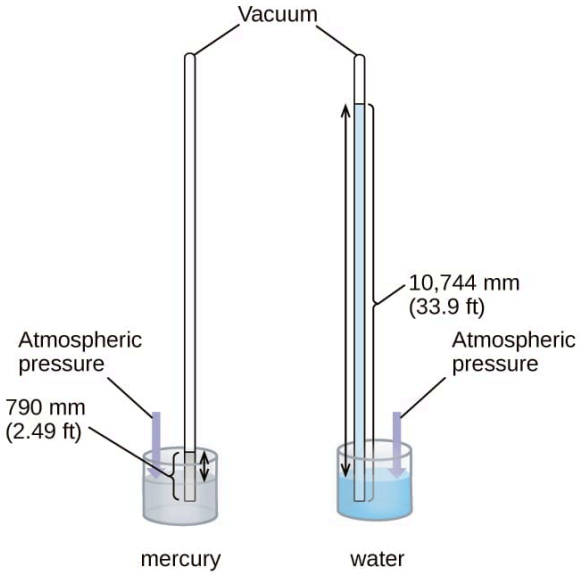


Figure *3: In a barometer, the height, h, of the column of liquid is used as a measurement of the air pressure. Using very dense liquid mercury (left) permits the construction of reasonably sized barometers, whereas using water (right) would require a barometer more than 30 feet tall.*

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*:

$$p = h\rho g \tag{5}$$

where

- h is the height of the fluid,
- ρ 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 = $13.6\ g/cm^3$.

Solution

The hydrostatic pressure is given by Equation 5, with $h = 760\ mm$, $\rho = 13.6\ g/cm^3$, and $g = 9.81\ m/s^2$. Plugging these values into the Equation 5 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:)

$$101,325\ N/\mathrm{m}^2 = 101,325\ \frac{\mathrm{kg}\cdot\mathrm{m/s}^2}{\mathrm{m}^2} = 101,325\ \frac{\mathrm{kg}}{\mathrm{m}\cdot\mathrm{s}^2} \tag{6}$$

$$\begin{aligned} p &= \left(760\ \mathrm{mm} \times \frac{1\ \mathrm{m}}{1000\ \mathrm{mm}}\right) \times \left(\frac{13.6\ \mathrm{g}}{1\ \mathrm{cm}^3} \times \frac{1\ \mathrm{kg}}{1000\ \mathrm{g}} \times \frac{(100\ \mathrm{cm})^3}{(1\ \mathrm{m})^3}\right) \times \left(\frac{9.81\ \mathrm{m}}{1\ \mathrm{s}^2}\right) \\ &= (0.760\ \mathrm{m})(13,600\ \mathrm{kg/m}^3)(9.81\ \mathrm{m/s}^2) = 1.01 \times 10^5\ \mathrm{kg/ms}^2 = 1.01 \times 10^5 N/\mathrm{m}^2 \\ &= 1.01 \times 10^5\ \mathrm{Pa} \end{aligned}$$

Exercise 2

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^3.

Answer

10.3 m

Application: 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).

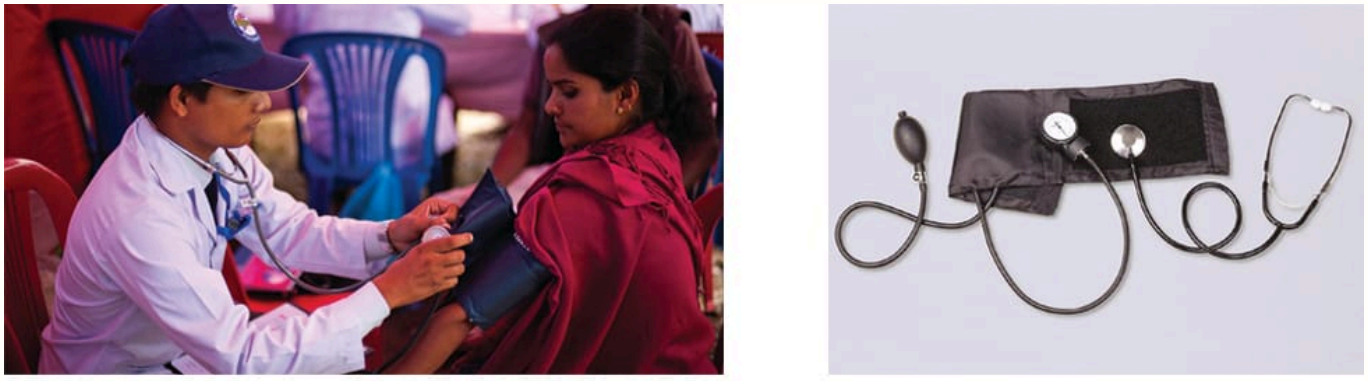


***Figure** 5: (a) A medical technician prepares to measure a patient's blood pressure with a sphygmomanometer. (b) A typical sphygmomanometer uses a valved rubber bulb to inflate the cuff and a diaphragm gauge to measure pressure. (credit a: modification of work by Master Sgt. Jeffrey Allen)*

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 5) are the result of thousands of measurements of air pressure, temperature, and the like, which are compiled, modeled, and analyzed in weather centers worldwide.

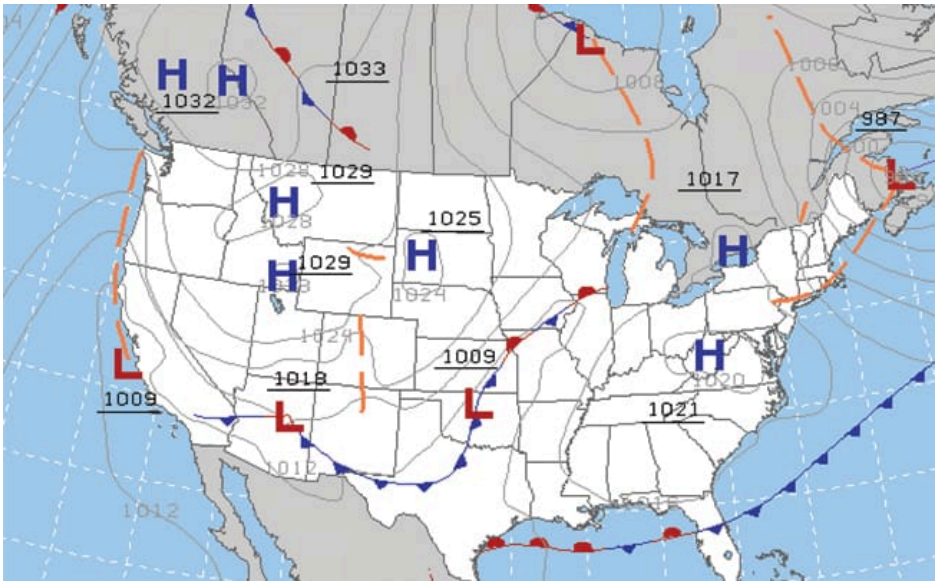


***Figure** 6: Meteorologists use weather maps to describe and predict weather. Regions of high (H) and low (L) pressure have*

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.

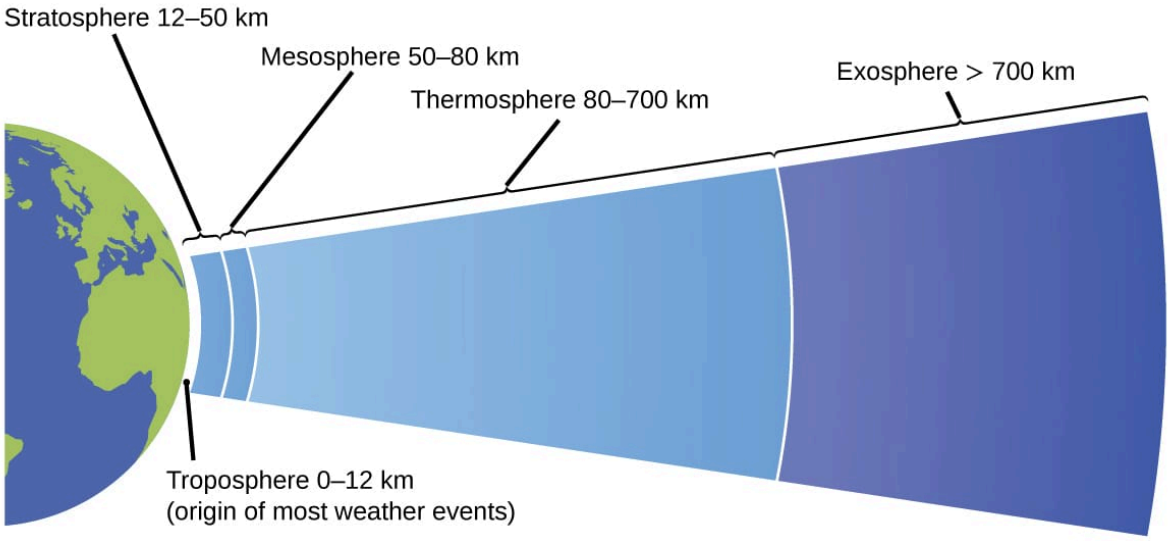


Figure 7: *Earth's atmosphere has five layers: the troposphere, the stratosphere, the mesosphere, the thermosphere, and the exosphere.*

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.

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

- $P = \frac{F}{A}$

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

pascal (Pa)
SI unit of pressure; 1 Pa = 1 N/m^2

pounds per square inch (psi)
unit of pressure common in the US

pressure
force exerted per unit area

torr
unit of pressure; $1 \text{ torr} = \frac{1}{760} \text{ atm}$

Contributors

- Paul Flowers (University of North Carolina - Pembroke), Klaus Theopold (University of Delaware) and Richard Langley (Stephen F. Austin State University) with contributing authors. Textbook content produced by OpenStax College is licensed under a Creative Commons Attribution License 4.0 license. Download for free at http://cnx.org/contents/85abf193-2bd...a7ac8df6@9.110).

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6.3 Gas Laws - Boyle's and Charles' Laws

Learning Objectives

- Learn what is meant by the term *gas laws*.
- Learn and apply Boyle's law.
- Learn and apply Charles's law.

When seventeenth-century scientists began studying the physical properties of gases, they noticed some simple relationships between some of the measurable properties of the gas. Take pressure (P) and volume (V), for example. Scientists noted that for a given amount of a gas (usually expressed in units of moles [n]), if the temperature (T) of the gas was kept constant, pressure and volume were related: As one increases, the other decreases. As one decreases, the other increases. We say that pressure and volume are *inversely related*.

There is more to it, however: pressure and volume of a given amount of gas at constant temperature are *numerically* related. If you take the pressure value and multiply it by the volume value, the product is a constant for a given amount of gas at a constant temperature:

$$P \times V = \text{constant at constant } n \text{ and } T$$

If either volume or pressure changes while amount and temperature stay the same, then the other property must change so that the product of the two properties still equals that same constant. That is, if the original conditions are labeled P_1 and V_1 and the new conditions are labeled P_2 and V_2, we have

$$P_1V_1 = \text{constant} = P_2V_2$$

where the properties are assumed to be multiplied together. Leaving out the middle part, we have simply

$$P_1V_1 = P_2V_2 \text{ at constant } n \text{ and } T$$

This equation is an example of a gas law. A **gas law** is a simple mathematical formula that allows you to model, or predict, the behavior of a gas. This particular gas law is called **Boyle's law**, after the English scientist Robert Boyle, who first announced it in 1662. Figure 1 shows two representations of how Boyle's law works.

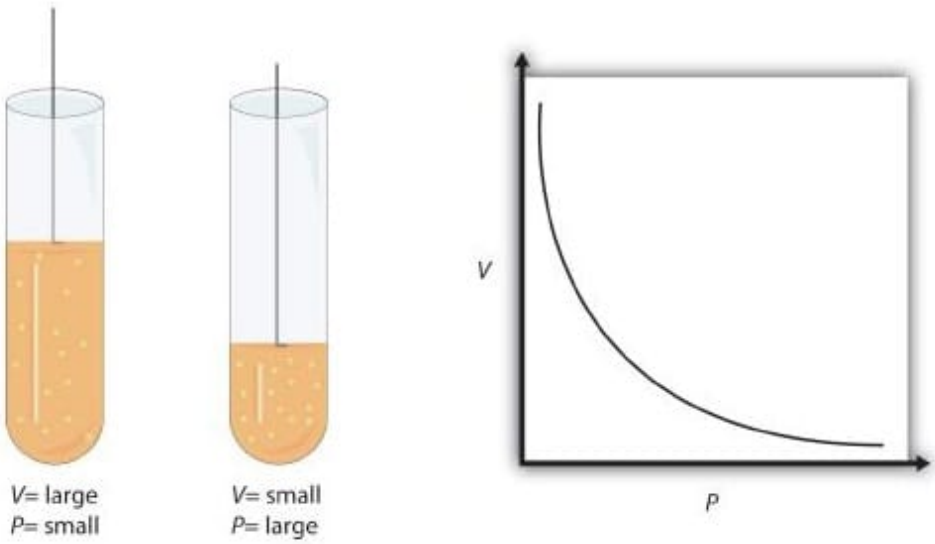


Figure 1: Boyle's Law. A piston having a certain pressure and volume (left piston) will have half the volume when its pressure is twice as much (right piston). One can also plot P versus V for a given amount of gas at a certain temperature; such a plot will look like the graph on the right.

Boyle's law is an example of a second type of mathematical problem we see in chemistry—one based on a mathematical formula. Tactics for working with mathematical formulas are different from tactics for working with conversion factors. First, most of the questions you will have to answer using formulas are word-type questions, so the first step is to identify what quantities are known and assign them to variables. Second, in most formulas, some mathematical rearrangements (i.e., algebra) must be performed to solve for an unknown variable. The rule is that to find the value of the unknown variable, you must mathematically isolate the unknown variable *by itself and in the numerator* of one side of the equation. Finally, units must be consistent. For example, in Boyle's law there are two pressure variables; they must have the same unit. There are also two volume variables; they also must have the same unit. In most cases, it won't matter *what* the unit is, but the unit must be the *same* on both sides of the equation.

Example 1

A sample of gas has an initial pressure of 2.44 atm and an initial volume of 4.01 L. Its pressure changes to 1.93 atm. What is the new volume if temperature and amount are kept constant?

Solution

First, determine what quantities we are given. We are given an initial pressure and an initial volume, so let these values be P_1 and V_1:

$$P_1 = 2.44 \text{ atm and } V_1 = 4.01 \text{ L}$$

We are given another quantity, final pressure of 1.93 atm, but not a final volume. This final volume is the variable we will solve for.

$$P_2 = 1.93 \text{ atm and } V_2 = ? \text{ L}$$

Substituting these values into Boyle's law, we get

$$(2.44 \text{ atm})(4.01 \text{ L}) = (1.93 \text{ atm})V_2$$

To solve for the unknown variable, we isolate it by dividing both sides of the equation by 1.93 atm—both the number *and* the unit:

$$\frac{(2.44\,atm)(4.01\,L)}{1.93\,atm} = \frac{(1.93\,atm)\,V_2}{1.93\,atm}$$

Note that, on the left side of the equation, the unit *atm* is in the numerator and the denominator of the fraction. They cancel algebraically, just as a number would. On the right side, the unit *atm* and the number 1.93 are in the numerator and the denominator, so the entire quantity cancels:

$$\frac{(2.44\ \cancel{atm}\ )(4.01\,L)}{1.93\ \cancel{atm}} = \frac{(1.93\ \cancel{atm}\ )\,V_2}{1.93\ \cancel{atm}}$$

What we have left is

$$\frac{(2.44)(4.01\,L)}{1.93} = V_2$$

Now we simply multiply and divide the numbers together and combine the answer with the L unit, which is a unit of volume. Doing so, we get $V_2 = 5.07\ L$

Does this answer make sense? We know that pressure and volume are inversely related; as one decreases, the other increases. Pressure is decreasing (from 2.44 atm to 1.93 atm), so volume should be increasing to compensate, and it is (from 4.01 L to 5.07 L). So the answer makes sense based on Boyle's law.

Exercise 1

If P_1 = 334 torr, V_1 = 37.8 mL, and P_2 = 102 torr, what is V_2?

Answer available at the end of this section.

As mentioned, you can use any units for pressure or volume, but both pressures must be expressed in the same units, and both volumes must be expressed in the same units.

Example 2

A sample of gas has an initial pressure of 722 torr and an initial volume of 88.8 mL. Its volume changes to 0.663 L. What is the new pressure?

Solution

We can still use Boyle's law to answer this, but now the two volume quantities have different units. It does not matter which unit we change, as long as we perform the conversion correctly. Let us change the 0.663 L to milliliters:

$$0.663\,L \times \frac{1000\,ml}{1\,L} = 663\,ml$$

Now that both volume quantities have the same units, we can substitute into Boyle's law:

$$(722\,torr)(88.8\,ml) = P_2(663\,ml)$$

$$\frac{(722\,torr)(88.8)\,ml}{(663\,ml)} = P_2$$

The mL units cancel, and we multiply and divide the numbers to get P_2 = 96.7 torr

The volume is increasing, and the pressure is decreasing, which is as expected for Boyle's law.

Exercise 2

If V_1 = 456 mL, P_1 = 308 torr, and P_2 = 1.55 atm, what is V_2?

Answer available at the end of this section.

There are other measurable characteristics of a gas. One of them is temperature (T). Perhaps one can vary the temperature of a gas sample and note what effect it has on the other properties of the gas. Early scientists did just this, discovering that if the amount of a gas and its pressure are kept constant, then changing the temperature changes the volume (V). As temperature increases, volume increases; as temperature decreases, volume decreases. We say that these two characteristics are *directly related*.

A mathematical relationship between V and T should be possible except for one thought: what temperature scale should we use? We know from Chapter 2 that science uses several possible temperature scales. Experiments show that the volume of a gas is related to its absolute temperature in Kelvin, *not its temperature in degrees Celsius*. If the temperature of a gas is expressed in kelvins, then experiments show that the *ratio* of volume to temperature is a constant:

$$\frac{V}{T} = constant$$

We can modify this equation as we modified Boyle's law: the initial conditions V_1 and T_1 have a certain value, and the value must be the same when the conditions of the gas are changed to some new conditions V_2 and T_2, as long as pressure and the amount of the gas remain constant. Thus, we have another gas law:

$$\frac{V_1}{T_1} = \frac{V_2}{T_2} \; at \; constant \; P \; and \; n$$

This gas law is commonly referred to as **Charles's law**, after the French scientist Jacques Charles, who performed experiments on gases in the 1780s. The tactics for using this mathematical formula are similar to those for Boyle's law. To determine an unknown quantity, use algebra to isolate the unknown variable by itself and in the numerator; the units of similar variables must be the same. But we add one more tactic: all temperatures must be expressed in the absolute temperature scale (Kelvin). As a reminder, we review the conversion between the absolute temperature scale and the Celsius temperature scale:

$$K = °C + 273$$

where K represents the temperature in kelvins, and °C represents the temperature in degrees Celsius.

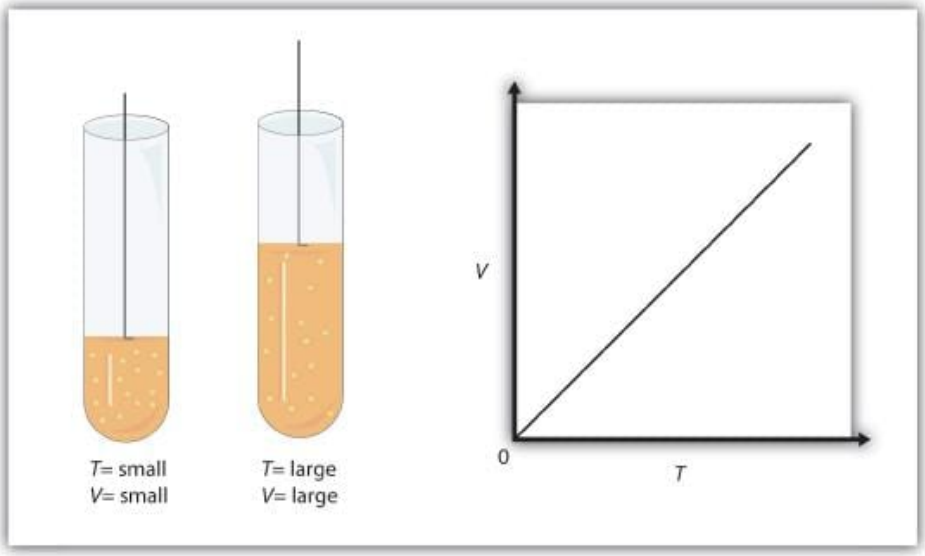


Figure 2: Charles's Law. A piston having a certain volume and temperature (left piston) will have twice the volume when its temperature is twice as much (right piston). One can also plot V versus T for a given amount of gas at a certain pressure; such a plot will look like the graph on the right.

Example 3

A sample of gas has an initial volume of 34.8 mL and an initial temperature of 315 K. What is the new volume if the temperature is increased to 559 K? Assume constant pressure and amount for the gas.

Solution

First, we assign the given values to their variables. The initial volume is V_1, so V_1 = 34.8 mL, and the initial temperature is T_1, so T_1 = 315 K. The temperature is increased to 559 K, so the final temperature T_2 = 559 K. We note that the temperatures are already given in kelvins, so we do not need to convert the temperatures. Substituting into the expression for Charles's law yields

$$\frac{34.8\,ml}{315\,K} = \frac{V_2}{559\,K}$$

We solve for V_2 by algebraically isolating the V_2 variable on one side of the equation. We do this by multiplying both sides of the equation by 559 K (number and unit). When we do this, the temperature unit cancels on the left side, while the entire 559 K cancels on the right side:

$$\frac{(559\,\cancel{K})(34.8\,ml)}{315\,\cancel{K}} = \frac{V_2(\cancel{559\,K})}{\cancel{559\,K}}$$

The expression simplifies to

$$\frac{(559)(34.8\,ml)}{315} = V_2$$

By multiplying and dividing the numbers, we see that the only remaining unit is mL, so our final answer is

V_2 = 61.8 mL

Does this answer make sense? We know that as temperature increases, volume increases. Here, the temperature is increasing from 315 K to 559 K, so the volume should also increase, which it does.

Exercise 3

If V_1 = 3.77 L and T_1 = 255 K, what is V_2 if T_2 = 123 K?

Answer

1.82 L

It is more mathematically complicated if a final temperature must be calculated because the *T* variable is in the denominator of Charles's law. There are several mathematical ways to work this, but perhaps the simplest way is to take the reciprocal of Charles's law. That is, rather than write it as

$$\frac{V_1}{T_1} = \frac{V_2}{T_2}$$

write the equation as

$$\frac{T_1}{V_1} = \frac{T_2}{V_2}$$

It is still an equality and a correct form of Charles's law, but now the temperature variable is in the numerator, and the algebra required to predict a final temperature is simpler.

Example 4

A sample of a gas has an initial volume of 34.8 L and an initial temperature of −67°C. What must the temperature of the gas be for its volume to be 25.0 L?

Solution

Here, we are looking for a final temperature, so we will use the reciprocal form of Charles's law. However, the initial temperature is given in degrees Celsius, not kelvins. We must convert the initial temperature to kelvins:

−67°C + 273 = 206 K

In using the gas law, we must use T_1 = 206 K as the temperature. Substituting into the reciprocal form of Charles's law, we get

$$\frac{206\,K}{34.8\,L} = \frac{T_2}{25.0\,L}$$

Bringing the 25.0 L quantity over to the other side of the equation, we get

$$\frac{(25.0\,\cancel{L})(206\,K)}{34.8\,\cancel{L}} = T_2$$

The L units cancel, so our final answer is T_2 = 148 K

This is also equal to –125°C. As temperature decreases, volume decreases, which it does in this example.

Exercise 4

If V_1 = 623 mL, T_1 = 255°C, and V_2 = 277 mL, what is T_2?

Answer available at the end of this section.

Summary

- The behavior of gases can be modeled with gas laws.
- Boyle's law relates a gas's pressure and volume at constant temperature and amount.
- Charles's law relates a gas's volume and temperature at constant pressure and amount.
- In gas laws, temperatures must always be expressed in kelvins.

Answers

Exercise 1

124 mL

Exercise 2

119 mL

Exercise 4

235 K, or –38°C

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6.4 Other Gas Laws - Gay-Lussac, Avogadro and Combined

Learning Objectives

- Review other simple gas laws.
- Learn and apply the combined gas law.

You may notice in Boyle's law and Charles's law that we actually refer to four physical properties of a gas: pressure (*P*), volume (*V*), temperature (*T*), and amount (in moles; *n*). We do this because these are the only four independent physical properties of a gas. There are other physical properties, but they are all related to one (or more) of these four properties.

Boyle's law is written in terms of two of these properties, with the other two being held constant. Charles's law is written in terms of two different properties, with the other two being held constant. It may not be surprising to learn that there are other gas laws that relate other pairs of properties—as long as the other two are held constant. Here we will mention a few.

Gay-Lussac's law relates pressure with absolute temperature. In terms of two sets of data, Gay-Lussac's law is

$$\frac{P_1}{T_1} = \frac{P_2}{T_2} \; at \; constant \; V \; and \; n \tag{1}$$

Note that it has a structure very similar to that of Charles's law, only with different variables—pressure instead of volume. ***Avogadro's law*** introduces the last variable for amount. The original statement of Avogadro's law states that equal volumes of different gases at the same temperature and pressure contain the same number of particles of gas. Because the number of particles is related to the number of moles (1 mol = 6.022 × 10^{23} particles), Avogadro's law essentially states that equal volumes of different gases at the same temperature and pressure contain the same *amount* (moles, particles) of gas. Put mathematically into a gas law, Avogadro's law is

$$\frac{V_1}{n_1} = \frac{V_2}{n_2} \; at \; constant \; P \; and \; T \tag{2}$$

(First announced in 1811, it was Avogadro's proposal that volume is related to the number of particles that eventually led to naming the number of things in a mole as Avogadro's number.) Avogadro's law is useful because for the first time we are seeing amount, in terms of the number of moles, as a variable in a gas law.

Example 1:

A 2.45 L volume of gas contains 4.5 × 10^{21} gas particles. How many gas particles are there in 3.87 L if the gas is at constant pressure and temperature?

Solution

We can set up Avogadro's law as follows:

$$\frac{2.45 \; L}{4.5 \times 10^{21} particles} = \frac{3.87 \; L}{n_2} \tag{3}$$

We algebraically rearrange to solve for n_2:

$$n_2 = \frac{(3.87 \; \cancel{L})(4.5 \times 10^{21} particles)}{2.45 \; \cancel{L}} \tag{4}$$

The L units cancel, so we solve for n_2:

$n_2 = 7.1 \times 10^{21}$ particles

Exercise 1

A 12.8 L volume of gas contains 3.00×10^{20} gas particles. At constant temperature and pressure, what volume does 8.22×10^{18} gas particles fill?

Answer

0.351 L

The variable *n* in Avogadro's law can also stand for the number of moles of gas in addition to number of particles.

One thing we notice about all the gas laws is that, collectively, volume and pressure are always in the numerator, and temperature is always in the denominator. This suggests that we can propose a gas law that combines pressure, volume, and temperature. This gas law is known as the **combined gas law**, and its mathematical form is

$$\frac{P_1V_1}{T_1} = \frac{P_2V_2}{T_2} \; at \; constant \; n \tag{5}$$

This allows us to follow changes in all three major properties of a gas. Again, the usual warnings apply about how to solve for an unknown algebraically (isolate it on one side of the equation in the numerator), units (they must be the same for the two similar variables of each type), and units of temperature must be in kelvins.

Example 2:

A sample of gas at an initial volume of 8.33 L, an initial pressure of 1.82 atm, and an initial temperature of 286 K simultaneously changes its temperature to 355 K and its volume to 5.72 L. What is the final pressure of the gas?

Solution

We can use the combined gas law directly; all the units are consistent with each other, and the temperatures are given in Kelvin. Substituting,

$$\frac{(1.82\,atm)(8.33\,L)}{286\,K} = \frac{P_2(5.72\,L)}{355\,K} \tag{6}$$

We rearrange this to isolate the P_2 variable all by itself. When we do so, certain units cancel:

$$\frac{(1.82\,atm)(8.33\,\cancel{L})(355\,\cancel{K})}{(286\,\cancel{K})(5.72\,\cancel{L})} = P_2 \tag{7}$$

Multiplying and dividing all the numbers, we get

P_2 = 3.29 atm

Ultimately, the pressure increased, which would have been difficult to predict because two properties of the gas were changing.

Exercise 2

If P_1 = 662 torr, V_1 = 46.7 mL, T_1 = 266 K, P_2 = 409 torr, and T_2 = 371 K, what is V_2?

Answer

105 mL

As with other gas laws, if you need to determine the value of a variable in the denominator of the combined gas law, you can either cross-multiply all the terms or just take the reciprocal of the combined gas law. Remember, the variable you are solving for must be in the numerator and all by itself on one side of the equation.

- There are other gas laws that relate any two physical properties of a gas.
- The combined gas law relates pressure, volume, and temperature of a gas.

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6.5 The Ideal Gas Law and Some Applications

Learning Objectives

- Learn the ideal gas law.
- Apply the ideal gas law to any set of conditions of a gas.
- Apply the ideal gas law to molar volumes, density, and stoichiometry problems.

So far, the gas laws we have considered have all required that the gas change its conditions; then we predict a resulting change in one of its properties. Are there any gas laws that relate the physical properties of a gas at any given time? Consider a further extension of the combined gas law to include *n*. By analogy to Avogadro's law, *n* is positioned in the denominator of the fraction, opposite the volume. So

$$\frac{PV}{nT} = constant \tag{1}$$

Because pressure, volume, temperature, and amount are the only four independent physical properties of a gas, the constant in the above equation is truly a constant; indeed, because we do not need to specify the identity of a gas to apply the gas laws, this constant is the same for all gases. We define this constant with the symbol *R*, so the previous equation is written as

$$\frac{PV}{nT} = R \tag{2}$$

which is usually rearranged as

$$PV = nRT \tag{3}$$

This equation is called the **ideal gas law**. It relates the four independent properties of a gas at any time. The constant *R* is called the ideal gas law constant. Its value depends on the units used to express pressure and volume.

Table 6.6.1 - Values of the Ideal Gas Law Constant lists the numerical values of R.

Numerical Value	Units
0.08205	$\frac{L*atm}{mol*K}$
62.36	$\frac{L·torr}{mol·K} = \frac{L·mmHg}{mol·K}$
8.314	$\frac{J}{mol·K}$

The ideal gas law is used like any other gas law, with attention paid to the unit and making sure that temperature is expressed in Kelvin. However, *the ideal gas law does not require a change in the conditions of a gas sample*. The ideal gas law implies that if you know any three of the physical properties of a gas, you can calculate the fourth property.

Example 1:

A 4.22 mol sample of Ar has a pressure of 1.21 atm and a temperature of 34°C. What is its volume?

Solution

The first step is to convert temperature to kelvins:

34 + 273 = 307 K

Now we can substitute the conditions into the ideal gas law:

$$(1.21atm)(V) = (4.22\,mol)(0.08205\frac{L \cdot atm}{mol \cdot K})(307\,K) \tag{4}$$

The *atm* unit is in the numerator of both sides, so it cancels. On the right side of the equation, the *mol* and *K* units appear in the numerator and the denominator, so they cancel as well. The only unit remaining is *L*, which is the unit of volume that we are looking for. We isolate the volume variable by dividing both sides of the equation by 1.21:

$$V = \frac{(4.22)(0.08205)(307)}{1.21}L \tag{5}$$

Then solving for volume, we get *V* = 87.9 L

Exercise 1

A 0.0997 mol sample of O_2 has a pressure of 0.692 atm and a temperature of 333 K. What is its volume?

Answer

3.94 L

Example 2:

At a given temperature, 0.00332 g of Hg in the gas phase has a pressure of 0.00120 mmHg and a volume of 435 L. What is its temperature?

Solution

We are not given the number of moles of Hg directly, but we are given a mass. We can use the molar mass of Hg to convert to the number of moles.

$$0.00332\,\cancel{g\,Hg} \times \frac{1\,mol\,Hg}{200.59\,\cancel{g\,Hg}} = 0.0000165\,mol = 1.65 \times 10^{-5} mol \tag{6}$$

Pressure is given in units of millimeters of mercury. We can either convert this to atmospheres or use the value of the ideal gas constant that includes the mmHg unit. We will take the second option. Substituting into the ideal gas law,

$$(0.00332\,mm\,Hg)(435\,L) = (1.65 \times 10^{-5} mol)(62.36\frac{L \cdot mmHg}{mol \cdot K})T \tag{7}$$

The mmHg, L, and mol units cancel, leaving the K unit, the unit of temperature. Isolating *T* all by itself on one side, we get

$$T = \frac{(0.00332)(435)}{(1.65 \times 10^{-5})(62.36)}K \tag{8}$$

Then solving for K, we get *T* = 1,404 K

Exercise 2

For a 0.00554 mol sample of H_2, *P* = 23.44 torr and *T* = 557 K. What is its volume?

Answer

8.21 L

The ideal gas law can also be used in stoichiometry problems.

Example 3:

What volume of H_2 is produced at 299 K and 1.07 atm when 55.8 g of Zn metal react with excess HCl?

$$Zn(s) + 2HCl(aq) \rightarrow ZnCl_2(aq) + H_2(g)$$

Solution

Here we have a stoichiometry problem where we need to find the number of moles of H_2 produced. Then we can use the ideal gas law, with the given temperature and pressure, to determine the volume of gas produced. First, the number of moles of H_2 is calculated:

$$55.8\,\cancel{g\,Zn} \times \frac{1\,\cancel{mol\,Zn}}{65.41\,\cancel{g\,Zn}} \times \frac{1\,mol\,H_2}{1\,\cancel{mol\,Zn}} = 0.853\,H_2 \tag{9}$$

Now that we know the number of moles of gas, we can use the ideal gas law to determine the volume, given the other conditions:

$$(1.07atm)V = (0.853\,mol)(0.08205\frac{L \cdot atm}{mol \cdot K})(299\,K) \tag{10}$$

All the units cancel except for L, for volume, which means V = 19.6 L

Exercise 3

What pressure of HCl is generated if 3.44 g of Cl_2 are reacted in 4.55 L at 455 K?

$H_2(g) + Cl_2(g) \rightarrow 2HCl(g)$

Answer

0.796 atm

It should be obvious by now that some physical properties of gases depend strongly on the conditions. What we need is a set of standard conditions so that properties of gases can be properly compared to each other. **Standard Temperature and Pressure (STP)** is defined as exactly 100 kPa of pressure (0.986 atm) and 273 K (0°C). For simplicity, we will use 1 atm as standard pressure. Defining STP allows us to compare more directly the properties of gases that differ from each other.

One property shared among gases is a molar volume. The **molar volume** is the volume of 1 mol of a gas. At STP, the molar volume of a gas can be easily determined by using the ideal gas law:

$$(1\,atm)V = (1\,mol)(0.08205\frac{L \cdot atm}{mol \cdot K})(273\,K) \tag{11}$$

All the units cancel except for L, the unit of volume. So V = 22.4 L

Note that we have not specified the identity of the gas; we have specified only that the pressure is 1 atm and the temperature is 273 K. This makes for a very useful approximation: *any gas at STP has a volume of 22.4 L per mole of gas*; that is, the molar volume at STP is 22.4 L/mol (Fig. 6.6.1 Molar Volume). This molar volume makes a useful conversion factor in stoichiometry problems if the conditions are at STP. If the conditions are not at STP, a molar volume of 22.4 L/mol is not applicable. However, if the conditions are not at STP, the combined gas law can be used to calculate what the volume of the gas would be if at STP; then the 22.4 L/mol molar volume can be used.

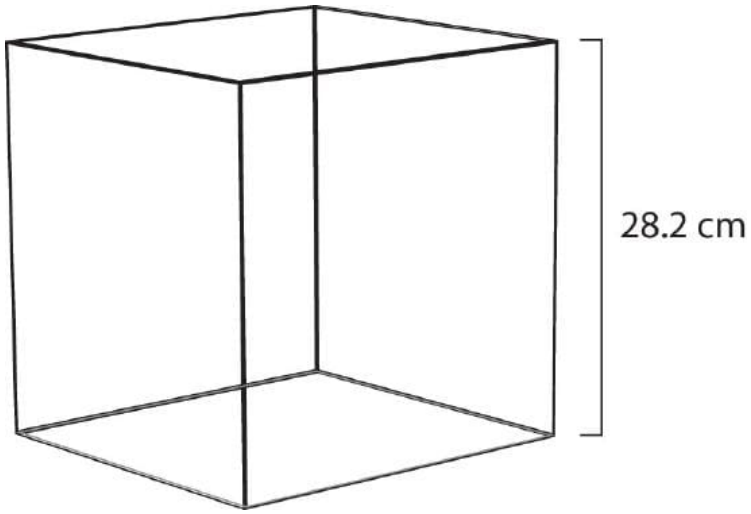


Fig. 6.6.1: Molar Volume. A mole of gas at STP occupies 22.4 L, the volume of a cube that is 28.2 cm on a side.

Example 4:

How many moles of Ar are present in 38.7 L at STP?

Solution

We can use the molar volume, 22.4 L/mol, as a conversion factor, but we need to reverse the fraction so that the L units cancel and mol units are introduced. It is a one-step conversion:

$$38.7 \cancel{L} \times \frac{1\,mol}{22.4 \cancel{L}} = 1.73\,mol \tag{12}$$

Exercise 4

What volume does 4.87 mol of Kr have at STP?

Answer

109 L

Example 5:

What volume of H_2 is produced at STP when 55.8 g of Zn metal react with excess HCl?

$$Zn(s) + 2HCl(aq) \rightarrow ZnCl_2(aq) + H_2(g)$$

Solution

This is a stoichiometry problem with a twist: we need to use the molar volume of a gas at STP to determine the final answer. The first part of the calculation is the same as in a previous example:

$$55.8\,\cancel{g\,Zn} \times \frac{1\,\cancel{mol\,Zn}}{65.41\,\cancel{g\,Zn}} \times \frac{1\,mol\,H_2}{1\,\cancel{mol\,Zn}} = 0.853\,H_2 \tag{13}$$

Now we can use the molar volume, 22.4 L/mol, because the gas is at STP:

$$0.853 \cancel{mol\ H_2} \times \frac{22.4\ L}{1\ \cancel{mol\ H_2}} = 19.1\ L\ H_2 \tag{14}$$

Alternatively, we could have applied the molar volume as a third conversion factor in the original stoichiometry calculation.

Exercise 5

What volume of HCl is generated if 3.44 g of Cl_2 are reacted at STP?

$$H_2(g) + Cl_2(g) \rightarrow 2HCl(g)$$

Answer

2.17 L

The ideal gas law can also be used to determine the densities of gases. Density, recall, is defined as the mass of a substance divided by its volume:

$$d = \frac{m}{V} \tag{15}$$

Assume that you have exactly 1 mol of a gas. If you know the identity of the gas, you can determine the molar mass of the substance. Using the ideal gas law, you can also determine the volume of that mole of gas, using whatever the temperature and pressure conditions are. Then you can calculate the density of the gas by using

$$density = \frac{molar\ mass}{molar\ volume} \tag{16}$$

Example 6:

What is the density of N_2 at 25°C and 0.955 atm?

Solution

First, we must convert the temperature into kelvins:

$$25 + 273 = 298\ K$$

If we assume exactly 1 mol of N_2, then we know its mass: 28.0 g. Using the ideal gas law, we can calculate the volume:

$$(0.955\ atm)V = (1\ mol)(0.08205\frac{L \cdot atm}{mol \cdot K})(298\ K) \tag{17}$$

All the units cancel except for L, the unit of volume. So V = 25.6 L

Knowing the molar mass and the molar volume, we can determine the density of N_2 under these conditions:

$$d = \frac{28.0\ g}{25.6\ L} = 1.09\ g/L \tag{18}$$

Exercise 6

What is the density of CO_2 at a pressure of 0.0079 atm and 227 K? (These are the approximate atmospheric conditions on Mars.)

Answer

0.019 g/L

Note

Chemistry Is Everywhere: Breathing

Breathing (more properly called *respiration*) is the process by which we draw air into our lungs so that our bodies can take up oxygen from the air. Let us apply the gas laws to breathing.

Start by considering pressure. We draw air into our lungs because the diaphragm, a muscle underneath the lungs, moves down to reduce pressure in the lungs, causing external air to rush in to fill the lower-pressure volume. We expel air by the diaphragm pushing against the lungs, increasing pressure inside the lungs and forcing the high-pressure air out. What are the pressure changes involved? A quarter of an atmosphere? A tenth of an atmosphere? Actually, under normal conditions, it's only 1 or 2 torr of pressure difference that makes us breathe in and out.

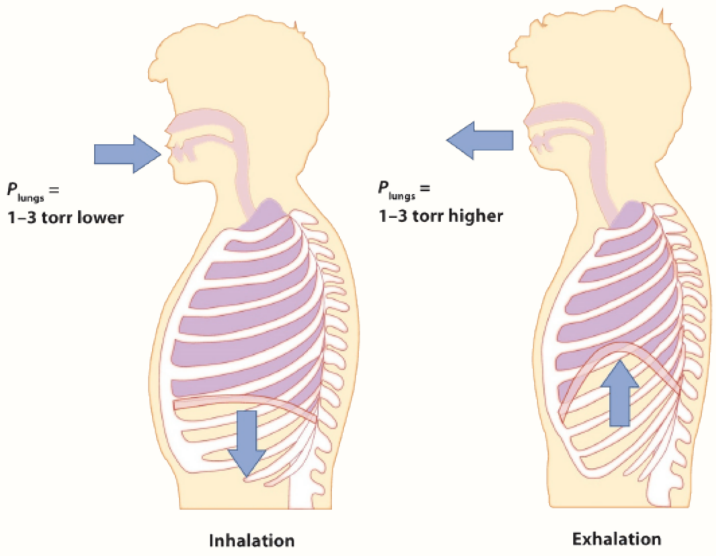


Fig. 6.6.2 Breathing Mechanics. Breathing involves pressure differences between the inside of the lungs and the air outside. The pressure differences are only a few torr.

A normal breath is about 0.50 L. If room temperature is about 22°C, then the air has a temperature of about 295 K. With normal pressure being 1.0 atm, how many moles of air do we take in for every breath? The ideal gas law gives us an answer:

$$(1.0\,atm)(0.50\,L) = n(0.08205\frac{L \cdot atm}{mol \cdot K})(295\,K) \tag{19}$$

Solving for the number of moles, we get

n = 0.021 mol air

This ends up being about 0.6 g of air per breath—not much but enough to keep us alive.

Summary

- The ideal gas law relates the four independent physical properties of a gas at any time.
- The ideal gas law can be used in stoichiometry problems whose chemical reactions involve gases.

- Standard temperature and pressure (STP) are a useful set of benchmark conditions to compare other properties of gases.
- At STP, gases have a volume of 22.4 L per mole.
- The ideal gas law can be used to determine densities of gases.

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6.6 Gas Mixtures

Learning Objective

- Learn Dalton's law of partial pressures.

One of the properties of gases is that they mix with each other. When they do so, they become a solution—a homogeneous mixture. Some of the properties of gas mixtures are easy to determine if we know the composition of the gases in the mix.

In gas mixtures, each component in the gas phase can be treated separately. Each component of the mixture shares the same temperature and volume. (Remember that gases expand to fill the volume of their container; gases in a mixture continue to do that as well.) However, each gas has its own pressure. The **partial pressure** of a gas, P_i, is the pressure that an individual gas in a mixture has. Partial pressures are expressed in torr, millimeters of mercury, or atmospheres like any other gas pressure; however, we use the term *pressure* when talking about pure gases and the term *partial pressure* when we are talking about the individual gas components in a mixture.

Dalton's law of partial pressures states that the total pressure of a gas mixture, P_{tot}, is equal to the sum of the partial pressures of the components, P_i:

$$P_{tot} = P_1 + P_2 + P_3 + ... = \sum_{\#of\ gases} P_i \tag{1}$$

Although this may seem to be a trivial law, it reinforces the idea that gases behave independently of each other.

Example 1:

A mixture of H_2 at 2.33 atm and N_2 at 0.77 atm is in a container. What is the total pressure in the container?

Solution

Dalton's law of partial pressures states that the total pressure is equal to the sum of the partial pressures. We simply add the two pressures together:

P_{tot} = 2.33 atm + 0.77 atm = 3.10 atm

Exercise 1

Air can be thought of as a mixture of N_2 and O_2. In 760 torr of air, the partial pressure of N_2 is 608 torr. What is the partial pressure of O_2?

Answer

152 torr

Example 2:

A 2.00 L container with 2.50 atm of H_2 is connected to a 5.00 L container with 1.90 atm of O_2 inside. The containers are opened, and the gases mix. What is the final pressure inside the containers?

Solution

Because gases act independently of each other, we can determine the resulting final pressures using Boyle's law and then add the two resulting pressures together to get the final pressure. The total final volume is 2.00 L + 5.00 L = 7.00 L. First, we use Boyle's law to determine the final pressure of H_2:

$$(2.50 \text{ atm})(2.00 \text{ L}) = P_2(7.00 \text{ L})$$

Solving for P_2, we get

P_2 = 0.714 atm = partial pressure of H_2

Now we do that same thing for the O_2:

$$(1.90 \text{ atm})(5.00 \text{ L}) = P_2(7.00 \text{ L})$$

$$P_2 = 1.36 \text{ atm} = \text{partial pressure of } O_2$$

The total pressure is the sum of the two resulting partial pressures:

P_{tot} = 0.714 atm + 1.36 atm = 2.07 atm

Exercise 2

If 0.75 atm of He in a 2.00 L container is connected to a 3.00 L container with 0.35 atm of Ne and the containers are opened, what is the resulting total pressure?

Answer

0.51 atm

One of the reasons we have to deal with Dalton's law of partial pressures is because gases are frequently collected by bubbling through water. As we will see in Chapter 10, liquids are constantly evaporating into a vapor until the vapor achieves a partial pressure characteristic of the substance and the temperature. This partial pressure is called a **vapor pressure**. Table 1 lists the vapor pressures of H_2O versus temperature. Note that if a substance is normally a gas under a given set of conditions, the term *partial pressure* is used; the term *vapor pressure* is reserved for the partial pressure of a vapor when the liquid is the normal phase under a given set of conditions.

***Table** 1: Vapor Pressure of Water versus Temperature 5 - 25 (°C)*

Temperature (°C)	Vapor Pressure (torr)
5	6.54
10	9.21
15	12.79
20	17.54
21	18.66
22	19.84
23	21.08
24	22.39
25	23.77

Table 1: *Vapor Pressure of Water versus Temperature 30 - 100 (°C)*

Temperature (°C)	Vapor Pressure (torr)
30	31.84
35	42.20
40	55.36
50	92.59
60	149.5
70	233.8
80	355.3
90	525.9
100	760.0

Any time a gas is collected over water, the total pressure is equal to the partial pressure of the gas *plus* the vapor pressure of water. This means that the amount of gas collected will be less than the total pressure suggests.

Example 3:

Hydrogen gas is generated by the reaction of nitric acid and elemental iron. The gas is collected in an inverted 2.00 L container immersed in a pool of water at 22°C. At the end of the collection, the partial pressure inside the container is 733 torr. How many moles of H_2 gas were generated?

Solution

We need to take into account that the total pressure includes the vapor pressure of water. According to Table 6.7.1, the vapor pressure of water at 22°C is 19.84 torr. According to Dalton's law of partial pressures, the total pressure equals the sum of the pressures of the individual gases, so

$$733\,torr = P_{H_2} + P_{H_2O} = P_{H_2} + 19.84\,torr \tag{2}$$

We solve by subtracting:

$$P_{H_2} = 713\,torr \tag{3}$$

Now we can use the ideal gas law to determine the number of moles (remembering to convert temperature to kelvins, making it 295 K):

$$(713\,torr)(2.00\,L) = n(62.36\frac{L \cdot torr}{mol \cdot K})(295\,K) \tag{4}$$

$$n = \frac{(713\ \cancel{torr})(2.00\ \cancel{L})}{\left(62.36\frac{\cancel{L \cdot torr}}{mol \cdot \cancel{K}}\right)(295\ \cancel{K})} \tag{5}$$

All the units cancel except for mol, which is what we are looking for. So

n = 0.0775 mol H_2 collected

Exercise 1

CO_2, generated by the decomposition of $CaCO_3$, is collected in a 3.50 L container over water. If the temperature is 50°C and

the total pressure inside the container is 833 torr, how many moles of CO_2 were generated?

Answer

0.129 mol

Finally, we introduce a new unit that can be useful, especially for gases. The mole fractionThe ratio of the number of moles of a component in a mixture divided by the total number of moles in the sample., χi, is the ratio of the number of moles of component *i* in a mixture divided by the total number of moles in the sample:

$$\chi_i = \frac{moles\ of\ component\ i}{total\ number\ of\ moles} \tag{6}$$

(χ is the lowercase Greek letter *chi*.) Note that mole fraction is *not* a percentage; its values range from 0 to 1. For example, consider the combination of 4.00 g of He and 5.0 g of Ne. Converting both to moles, we get

$$4.00\ \cancel{g\ He} \times \frac{1\ mol\ He}{4.00\ \cancel{g\ He}} = 1.00\ mol\ He\ and\ 5.0\ \cancel{g\ Ne} \times \frac{1\ mol\ Ne}{20.0\ \cancel{g\ Ne}} = 0.25\ mol\ Ne \tag{7}$$

The total number of moles is the sum of the two mole amounts:

total moles = 1.00 mol + 0.025 mol = 1.25 mol

The mole fractions are simply the ratio of each mole amount and the total number of moles, 1.25 mol:

$$\chi_{He} = \frac{1.00\ \cancel{mol}}{1.25\ \cancel{mol}} = 0.800 \tag{8}$$

$$\chi_{Ne} = \frac{0.25\ \cancel{mol}}{1.25\ \cancel{mol}} = 0.200 \tag{9}$$

The sum of the mole fractions equals exactly 1.

For gases, there is another way to determine the mole fraction. When gases have the same volume and temperature (as they would in a mixture of gases), the number of moles is proportional to partial pressure, so the mole fractions for a gas mixture can be determined by taking the ratio of partial pressure to total pressure:

$$\chi_i = \frac{P_i}{P_{tot}} \tag{10}$$

This expression allows us to determine mole fractions without calculating the moles of each component directly.

Example 4:

A container has a mixture of He at 0.80 atm and Ne at 0.60 atm. What are the mole fractions of each component?

Solution

According to Dalton's law, the total pressure is the sum of the partial pressures:

P_{tot} = 0.80 atm + 0.60 atm = 1.40 atm

The mole fractions are the ratios of the partial pressure of each component and the total pressure:

$$\chi_{He} = \frac{0.80\ atm}{1.40\ atm} = 0.57 \tag{11}$$

$$\chi_{Ne} = \frac{0.60\,atm}{1.40\,atm} = 0.43 \tag{12}$$

Again, the sum of the mole fractions is exactly 1.

Exercise 4

What are the mole fractions when 0.65 atm of O_2 and 1.30 atm of N_2 are mixed in a container?

Answer

$$\chi_{O_2} = 0.33;\ \chi_{N_2} = 0.67 \tag{13}$$

Food and Drink App: Carbonated Beverages

Carbonated beverages—sodas, beer, sparkling wines—have one thing in common: they have CO_2 gas dissolved in them in such sufficient quantities that it affects the drinking experience. Most people find the drinking experience pleasant—indeed, in the United States alone, over 1.5×10^9 gal of soda are consumed each year, which is almost 50 gal per person! This figure does not include other types of carbonated beverages, so the total consumption is probably significantly higher.

All carbonated beverages are made in one of two ways. First, the flat beverage is subjected to a high pressure of CO_2 gas, which forces the gas into solution. The carbonated beverage is then packaged in a tightly-sealed package (usually a bottle or a can) and sold. When the container is opened, the CO_2 pressure is released, resulting in the well-known *hiss* of an opening container, and CO_2 bubbles come out of solution. This must be done with care: if the CO_2 comes out too violently, a mess can occur!



Fig. 6.7.1 Carbonated beverage © Thinkstock If you are not careful opening a container of a carbonated beverage, you can make a mess as the CO_2 comes out of solution suddenly.

The second way a beverage can become carbonated is by the ingestion of sugar by yeast, which then generates CO_2 as a digestion product. This process is called *fermentation*. The overall reaction is

$$C_6H_{12}O_6(aq) \rightarrow 2C_2H_5OH(aq) + 2CO_2(aq)$$

When this process occurs in a closed container, the CO_2 produced dissolves in the liquid, only to be released from solution when the container is opened. Most fine sparkling wines and champagnes are turned into carbonated beverages this way. Less-expensive sparkling wines are made like sodas and beer, with exposure to high pressures of CO_2 gas.

Summary

- The pressure of a gas in a gas mixture is termed the *partial pressure*.
- Dalton's law of partial pressure says that the total pressure in a gas mixture is the sum of the individual partial pressures.
- Collecting gases over water requires that we take the vapor pressure of water into account.
- Mole fraction is another way to express the amounts of components in a mixture.

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7: ENERGY AND CHEMISTRY

Energy is a very important quantity in science and the world around us. Although most of our energy ultimately comes from the sun, much of the energy we use on a daily basis is rooted in chemical reactions. The gasoline in your car, the electricity in your house, the food in your diet—all provide substances for chemical reactions to provide energy (gasoline, food) or are produced from chemical reactions (electricity, about 50% of which is generated by burning coal). As such, it is only natural that the study of chemistry involves energy.

7.1 Energy

7.2 Work and Heat

7.3 Enthalpy and Chemical Reactions

7.4 Internal Energy

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7.1 Energy

Learning Objectives

- Define *energy*.
- Know the units of energy.
- Understand the law of conservation of energy.

Energy is the ability to do work. Think about it: when you have a lot of energy, you can do a lot of work; but if you're low on energy, you don't want to do much work. Work (w) itself is defined as a force (F) operating over a distance (Δx):

$$w = F \times \Delta x$$

In SI, force has units of newtons (N), while distance has units of meters. Therefore, work has units of N·m. This compound unit is redefined as a **Joule (J)**.

$$1 \text{ joule} = 1 \text{ newton·meter}$$

$$1 \text{ J} = 1 \text{ N·m}$$

Because energy is the ability to do work, energy is also measured in joules. This is the primary unit of energy we will use here.

How much is 1 J? It is enough to warm up about one-fourth of a gram of water by 1°C. It takes about 12,000 J to warm a cup of coffee from room temperature to 50°C. So a joule is not a lot of energy. It will not be uncommon to measure energies in thousands of joules, so the kilojoule (kJ) is a common unit of energy, with 1 kJ equal to 1,000 J.

An older—but still common—unit of energy is the *calorie*. The calorie (cal) was originally defined in terms of warming up a given quantity of water. The modern definition of calorie equates it to joules:

$$1 \text{ cal} = 4.184 \text{ J}$$

One area where the calorie is used is in nutrition. Energy contents of foods are often expressed in calories. However, the calorie unit used for foods is actually the kilocalorie (kcal). Most foods indicate this by spelling the word with a capital C—Calorie. Fig. 7.12.1 - Calories on Food Labels, shows one example. So be careful counting calories when you eat!



Nutrition Facts

Serving Size 3 oz. (85g)

Amount Per Serving	As Served
Calories 38	**Calories from Fat** 0
	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0g	0%
Sodium 0g	2%
Total Carbohydrate 0g	3%
Dietary Fiber 0g	8%
Sugars 0g	
Protein 0g	

Vitamin A 270%	•	**Vitamin C** 10%	
Calcium 2%	•	**Iron** 0%	

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	80g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Fig. 7.2.1Calories on Food Labels © Thinkstock

This label expresses the energy content of the food, but in Calories (which are actually kilocalories).

Example 1:

The label in Fig. 7.2.1 states that the serving has 38 Cal. How many joules is this?

Solution

We recognize that with a capital C, the Calories unit is actually kilocalories. To determine the number of joules, we convert first from kilocalories to calories (using the definition of the *kilo-* prefix) and then from calories to joules (using the relationship between calories and joules). So

$$38 \cancel{kcal} \times \frac{1000 \cancel{cal}}{1 \cancel{kcal}} \times \frac{4.184\,J}{1 \cancel{cal}} = 160,000\,J \tag{1}$$

Exercise 1

Test Yourself

A serving of breakfast cereal usually has 110 Cal. How many joules of energy is this?

Answer

460,000 J

In the study of energy, we use the term **system** to describe the part of the universe under study: a beaker, a flask, or a container whose contents are being observed and measured. An **isolated system** is a system that does not allow a transfer of energy or matter into or out of the system. A good approximation of an isolated system is a closed, insulated thermos-type bottle. The fact that the thermos-type bottle is closed keeps matter from moving in or out, and the fact that it is insulated keeps energy from moving in or out.

One of the fundamental ideas about the total energy of an isolated system is that is does not increase or decrease. When this happens to a quantity, we say that the quantity is *conserved*. The statement that the total energy of an isolated system does not change is called the **law of conservation of energy**. As a scientific law, this concept occupies the highest level of understanding we have about the natural universe.

Key Takeaways

- Energy is the ability to do work and uses the unit joule.
- The law of conservation of energy states that the total energy of an isolated system does not increase or decrease.

Exercise 1

1. Define *energy*. How is work related to energy?
2. Give two units of energy and indicate which one is preferred.
3. Express the quantity of 422 J in calories.
4. Express the quantity of 3.225 kJ in calories.
5. Express the quantity 55.69 cal in joules.

6. Express the quantity 965.33 kcal in joules.
7. How does a Calorie differ from a calorie?
8. Express the quantity 965.33 Cal in joules.
9. What is the law of conservation of energy?
10. What does the word *conserved* mean as applied to the law of conservation of energy?

Answers

1. Energy is the ability to do work. Work is a form of energy.
2.
3. 101 cal
4.
5. 233.0 J
6.
7. A Calorie is actually a kilocalorie, or 1,000 calories.
8.
9. The total energy of an isolated system does not increase or decrease.

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7.2 Work and Heat

Learning Objectives

- Define a type of work in terms of pressure and volume.
- Define *heat*.
- Relate the amount of heat to a temperature change.

Work

We have already defined work as a force acting through a distance. It turns out that there are other equivalent definitions of work that are also important in chemistry.

When a certain volume of a gas expands, it works against an external pressure to expand (Fig. 7.3.1 - Volume versus Pressure)

That is, the gas must perform work. Assuming that the external pressure P_{ext} is constant, the amount of work done by the gas is given by the equation

$$w = -P_{ext} \times \Delta V$$

where ΔV is the change in volume of the gas. This term is always the final volume minus the initial volume,

$$\Delta V = V_{final} - V_{initial}$$

and can be positive or negative, depending on whether V_{final} is larger (is expanding) or smaller (is contracting) than $V_{initial}$. The negative sign in the equation for work is important and implies that as volume expands (ΔV is positive), the gas in the system is *losing* energy as work. On the other hand, if the gas is contracting, ΔV is negative, and the two negative signs make the work positive, so energy is being added to the system.

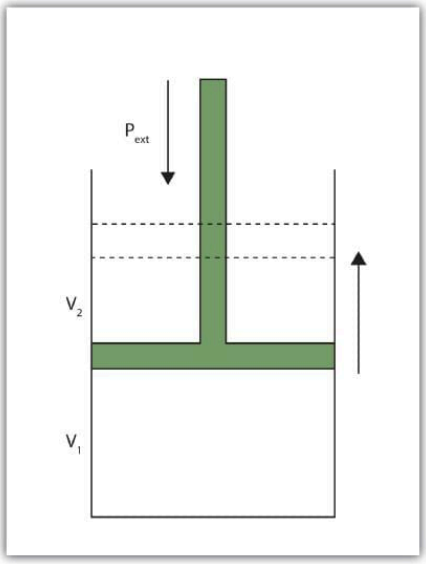


Fig. 7.3.1 Volume versus Pressure

When a gas expands against an external pressure, the gas does work.

Finally, let us consider units. Volume changes are usually expressed in units like liters, while pressures are usually expressed in

atmospheres. When we use the equation to determine work, the unit for work comes out as liter·atmospheres, or L·atm. This is not a very common unit for work. However, there is a conversion factor between L·atm and the common unit of work, joules:

$$1 \text{ L·atm} = 101.32 \text{ J}$$

Using this conversion factor and the previous equation for work, we can calculate the work performed when a gas expands or contracts.

Example 1:

What is the work performed by a gas if it expands from 3.44 L to 6.19 L against a constant external pressure of 1.26 atm? Express the final answer in joules.

Solution

First we need to determine the change in volume, ΔV. A change is always the final value minus the initial value:

$$\Delta V = V_{\text{final}} - V_{\text{initial}} = 6.19 \text{ L} - 3.44 \text{ L} = 2.75 \text{ L}$$

Now we can use the definition of work to determine the work done:

$$w = -P_{\text{ext}} \cdot \Delta V = -(1.26 \text{ atm})(2.75 \text{ L}) = -3.47 \text{ L·atm}$$

Now we construct a conversion factor from the relationship between liter·atmospheres and joules:

$$-3.47 \cancel{L \cdot atm} \times \times \frac{101.32 \, J}{1 \cancel{L \cdot atm}} = -351 \, J \tag{1}$$

We limit the final answer to three significant figures, as appropriate.

Exercise 1

Test Yourself

What is the work performed when a gas expands from 0.66 L to 1.33 L against an external pressure of 0.775 atm?

Answer

−53 J

Heat

Heat is another aspect of energy. **Heat** is the transfer of energy from one body to another due to a difference in temperature. For example, when we touch something with our hands, we interpret that object as either hot or cold depending on how energy is transferred: If energy is transferred into your hands, the object feels hot. If energy is transferred from your hands to the object, your hands feel cold. Because heat is a measure of energy transfer, heat is also measured in joules.

For a given object, the amount of heat (q) involved is proportional to two things: the mass of the object (m) and the temperature change (ΔT) evoked by the energy transfer. We can write this mathematically as

$$q \alpha \, m \times \Delta T \tag{2}$$

where $\propto$ means “is proportional to.” To make a proportionality an equality, we include a proportionality constant. In this case, the proportionality constant is labeled c and is called the **specific heat capacity**, or, more succinctly, **specific heat**:

$$q = m \, c \, \Delta T \tag{3}$$

where the mass, specific heat, and change in temperature are multiplied together. Specific heat is a measure of how much energy is needed to change the temperature of a substance; the larger the specific heat, the more energy is needed to change the temperature. The units for specific heat are

$$\frac{J}{g \cdot C} \, or \, \frac{J}{g \cdot K} \tag{4}$$

depending on what the unit of ΔT is. You may note a departure from the insistence that temperature be expressed in Kelvin. That is because a *change* in temperature has the same value whether the temperatures are expressed in degrees Celsius or kelvins.

Example 2:

Calculate the heat involved when 25.0 g of Fe increase temperature from 22°C to 76°C. The specific heat of Fe is 0.449 J/g·°C.

Solution

First we need to determine ΔT. A change is always the final value minus the initial value:

ΔT = 76°C – 22°C = 54°C

Now we can use the expression for q, substitute for all variables, and solve for heat:

$$q = (25.0\,g)(0.449\frac{J}{g \cdot^{\circ} C})(54^{\circ}C) = 610\,J \tag{5}$$

Note how the g and °C units cancel, leaving J, a unit of heat. Also note that this value of q is inherently positive, meaning that energy is going into the system.

Exercise 2

Test Yourself

Calculate the heat involved when 76.5 g of Ag increase temperature from 17.8 °C to 144.5 °C. The specific heat of Ag is 0.233 J/g·°C.

Answer

2,260 J

As with any equation, when you know all but one variable in the expression for q, you can determine the remaining variable by using algebra.

Example 3:

It takes 5,408 J of heat to raise the temperature of 373 g of Hg by 104°C. What is the specific heat of Hg?

Solution

We can start with the equation for q, but now different values are given, and we need to solve for specific heat. Note that ΔT is given directly as 104°C. Substituting,

$$5408\,J = (373\,g)\,c\,(104^{\circ}C) \tag{6}$$

We divide both sides of the equation by 373 g and 104°C:

$$c = \frac{5408\ J}{(373\ g)(104^{\circ}C)} \tag{7}$$

Combining the numbers and bringing together all the units, we get

$$c = 0.139 \frac{J}{g \cdot^{\circ} C} \tag{8}$$

Exercise 3

Test Yourself

Gold has a specific heat of 0.129 J/g·°C. If 1,377 J are needed to increase the temperature of a sample of gold by 99.9°C, what is the mass of the gold?

Answer

107 g

Table 7.3.1: *Specific Heats of Various Substances, lists the specific heats of some substances. Specific heat is a physical property of substances, so it is a characteristic of the substance. The general idea is that the lower the specific heat, the less energy is required to change the temperature of the substance by a certain amount.*

Substance	Specific Heat (J/g·°C)
water	4.184
iron	0.449
gold	0.129
mercury	0.139
aluminum	0.900
ethyl alcohol	2.419
magnesium	1.03
helium	5.171
oxygen	0.918

Table 7.3.1 Specific Heats of Various Substances

Key Takeaways

- Work can be defined as a gas changing volume against a constant external pressure.
- Heat is the transfer of energy due to temperature differences.
- Heat can be calculated in terms of mass, temperature change, and specific heat.

Exercise 1

1. Give two definitions of work.
2. What is the sign on work when a sample of gas increases its volume? Explain why work has that sign.
3. What is the work when a gas expands from 3.00 L to 12.60 L against an external pressure of 0.888 atm?

4. What is the work when a gas expands from 0.666 L to 2.334 L against an external pressure of 2.07 atm?
5. What is the work when a gas contracts from 3.45 L to 0.97 L under an external pressure of 0.985 atm?
6. What is the work when a gas contracts from 4.66 L to 1.22 L under an external pressure of 3.97 atm?
7. Like work, the sign on heat can be positive or negative. What is happening to the total energy of a system if heat is positive?
8. Like work, the sign on heat can be positive or negative. What is happening to the total energy of a system if heat is negative?
9. What is the heat when 55.6 g of Fe increase temperature from 25.6°C to 177.9°C? The heat capacity of Fe is in Table 7.3.1 "Specific Heats of Various Substances".
10. What is the heat when 0.444 g of Au increases temperature from 17.8°C to 222.5°C? The heat capacity of Au is in Table 7.3.1 "Specific Heats of Various Substances".
11. What is the heat when 245 g of H_2O cool from 355 K to 298 K? The heat capacity of H_2O is in Table 7.3.1 "Specific Heats of Various Substances".
12. What is the heat when 100.0 g of Mg cool from 725 K to 552 K? The heat capacity of Mg is in Table 7.3.1 "Specific Heats of Various Substances".
13. It takes 452 J of heat to raise the temperature of a 36.8 g sample of a metal from 22.9°C to 98.2°C. What is the heat capacity of the metal?
14. It takes 2,267 J of heat to raise the temperature of a 44.5 g sample of a metal from 33.9°C to 288.3°C. What is the heat capacity of the metal?
15. An experimenter adds 336 J of heat to a 56.2 g sample of Hg. What is its change in temperature? The heat capacity of Hg is in Table 7.3.1 "Specific Heats of Various Substances".
16. To a 0.444 g sample of H_2O, 23.4 J of heat are added. What is its change in temperature? The heat capacity of H_2O is in Table 7.3.1 "Specific Heats of Various Substances".
17. An unknown mass of Al absorbs 187.9 J of heat and increases its temperature from 23.5°C to 35.6°C. What is the mass of the aluminum? How many moles of aluminum is this?

Answers

1. Work is a force acting through a distance or a volume changing against some pressure.
2.
3. −864 J
4.
5. 248 J
6.
7. When heat is positive, the total energy of the system is increasing.
8.
9. 3.80×10^3 J
10.

11. –58,400 J
12.
13. 0.163 J/g·°C
14.
15. 43.0°C
16.
17. 17.3 g; 0.640 mol

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7.3 Enthalpy and Chemical Reactions

Learning Objectives

- Define *enthalpy*.
- Properly express the enthalpy change of chemical reactions.
- Explain how enthalpy changes are measured experimentally.

Now that we have shown how energy, work, and heat are related, we are ready to consider energy changes in chemical reactions. A fundamental concept is that *every chemical reaction occurs with a concurrent change in energy*. Now we need to learn how to properly express these energy changes.

Our study of gases in Chapter 6, and our definition of work in Section 7.3, indicate that conditions like pressure, volume, and temperature affect the energy content of a system. What we need is a definition of energy that holds when some of these conditions are specified (somewhat similar to our definition of standard temperature and pressure in our study of gases). We define the **enthalpy change** (ΔH) as the heat of a process when pressure is held constant:

$$\Delta H \equiv q \; at \; constant \; pressure \tag{1}$$

The letter *H* stands for "enthalpy," a kind of energy, while the Δ implies a change in the quantity. We will always be interested in the change in *H*, rather than the absolute value of *H* itself.

When a chemical reaction occurs, there is a characteristic change in enthalpy. The enthalpy change for a reaction is typically written after a balanced chemical equation and on the same line. For example, when two moles of hydrogen react with one mole of oxygen to make two moles of water, the characteristic enthalpy change is 570 kJ. We write the equation as

$$2\,\mathrm{H_2\,(g)} + \mathrm{O_2\,(g)} \longrightarrow 2\,\mathrm{H_2O}(\ell) \tag{2}$$

with $\Delta H = -570 \; kJ$

A chemical equation that includes an enthalpy change is called a **thermochemical equation**. A thermochemical equation is assumed to refer to the equation in molar quantities, which means it must be interpreted in terms of moles, not individual molecules.

Example 1

Write the thermochemical equation for the reaction of $PCl_3(g)$ with $Cl_2(g)$ to make $PCl_5(g)$, which has an enthalpy change of −88 kJ.

Solution

The thermochemical equation is

$$PCl_3(g) + Cl_2(g) \rightarrow PCl_5(g) \qquad \Delta H = -88 \text{ kJ}$$

Exercise 1

Write the thermochemical equation for the reaction of $N_2(g)$ with $O_2(g)$ to make $2NO(g)$, which has an enthalpy change of 181 kJ.

Answer

$$N_2(g) + O_2(g) \rightarrow 2NO(g) \qquad \Delta H = 181 \text{ kJ}$$

You may have noticed that the ΔH for a chemical reaction may be positive or negative. The number is assumed to be positive if it has no sign; a + sign can be added explicitly to avoid confusion. A chemical reaction that has a positive ΔH is said to be **endothermic**, while a chemical reaction that has a negative ΔH is said to be **exothermic**.

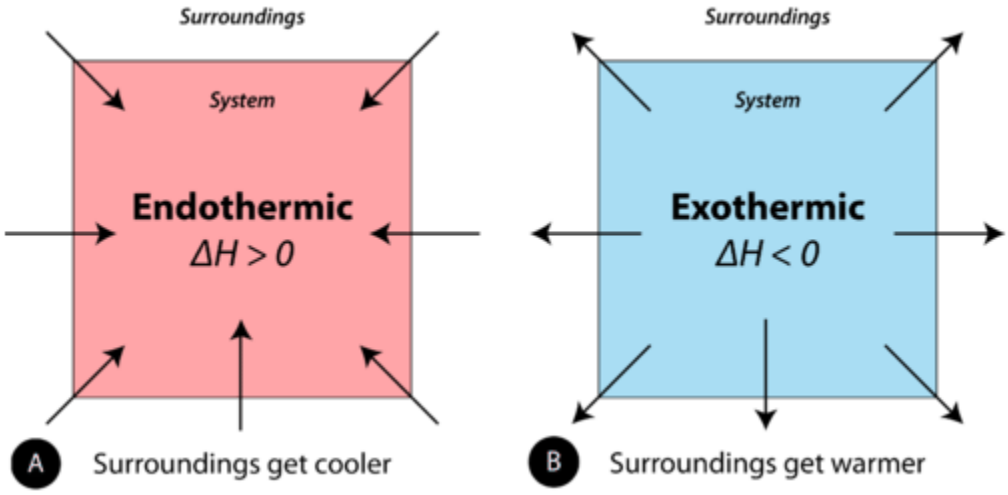


***Figure* 1:** *(A) Endothermic reaction. (B) Exothermic reaction.*

"Endothermic vs Exothermic Reactions" by Sharon Bewick, Richard Parsons, Therese Forsythe, Shonna Robinson, and Jean Dupon., CK-12

What does it mean if the ΔH of a process is positive? It means that the system in which the chemical reaction is occurring is gaining energy. If one considers the energy of a system as being represented as a height on a vertical energy plot, the enthalpy change that accompanies the reaction can be diagrammed as in part (a) of Fig. 7.4.2 Reaction Energy: the energy of the reactants has some energy, and the system increases its energy as it goes to products. The products are higher on the vertical scale than the reactants. Endothermic, then, implies that the system *gains*, or absorbs, energy.

An opposite situation exists for an exothermic process, as shown in part (b) of Fig. 7.4.2 Reaction Energy. If the enthalpy change of a reaction is negative, the system is losing energy, so the products have less energy than the reactants, and the products are lower on the vertical energy scale than the reactants are. Exothermic, then, implies that the system *loses*, or gives off, energy.

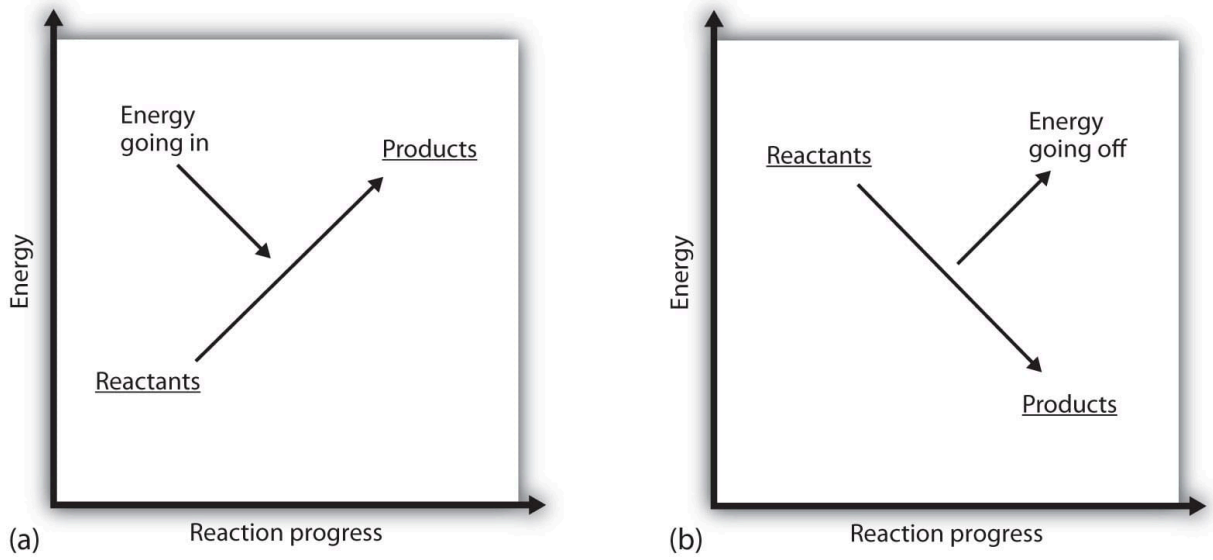


***Figure* 2:** *Reaction Energy (a) In an endothermic reaction, the energy of the system increases (i.e., moves higher on the vertical scale of energy). (b) In an exothermic reaction, the energy of the system decreases (i.e., moves lower on the vertical scale of*

energy).

Example 2

Consider this thermochemical equation.

$$2\ CO(g) + O_2(g) \rightarrow 2\ CO_2(g)$$

with $\Delta H = -565$ kJ

Is it exothermic or endothermic? How much energy is given off or absorbed?

Solution

By definition, a chemical reaction that has a negative ΔH is exothermic, meaning that this much energy—in this case, 565 kJ—is given off by the reaction.

Exercise 2

Consider this thermochemical equation.

$$CO2(g) + H2(g) \rightarrow CO(g) + H2O(g) \qquad \Delta H = 42\ kJ$$

Is it exothermic or endothermic? How much energy is given off or absorbed?

Answer

Endothermic; 42 kJ are absorbed.

How are ΔH values measured experimentally? Actually, ΔH is not measured; q is measured. But the measurements are performed under conditions of constant pressure, so ΔH is equal to the q measured.

Experimentally, q is measured by taking advantage of the equation

$$q = mc\Delta T \tag{3}$$

We premeasure the mass of the chemicals in a system. Then we let the chemical reaction occur and measure the change in temperature (ΔT) of the system. If we know the specific heat of the materials in the system (typically, we do), we can calculate q. That value of q is numerically equal to the ΔH of the process, which we can scale up to a molar scale. The container in which the system resides is typically insulated, so any energy change goes into changing the temperature of the system, rather than being leaked from the system. The container is referred to as a **calorimeter**, and the process of measuring changes in enthalpy is called **calorimetry**.

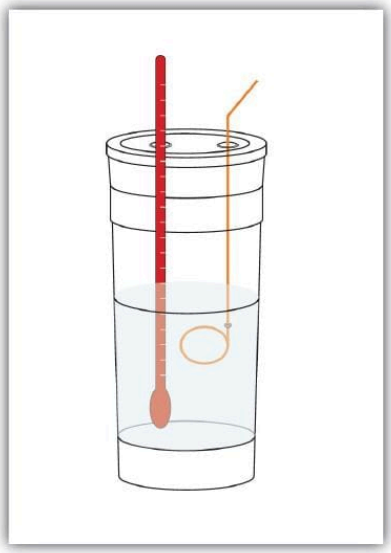


Figure 3: *Calorimeters. A simple calorimeter can be constructed from some nested foam coffee cups, a cover, a thermometer, and a stirrer.*

For example, suppose 4.0 g of NaOH, or 0.10 mol of NaOH, are dissolved to make 100.0 mL of aqueous solution, while 3.65 g of HCl, or 0.10 mol of HCl, are dissolved to make another 100.0 mL of aqueous solution. The two solutions are mixed in an insulated calorimeter, a thermometer is inserted, and the calorimeter is covered (See Fig. 7.4.2 - Calorimeters for an example setup). The thermometer measures the temperature change as the following chemical reaction occurs:NaOH (aq) + HCl(aq) → NaCl(aq) + $H_2O(\ell)$

An observer notes that the temperature increases from 22.4°C to 29.1°C. Assuming that the heat capacities and densities of the solutions are the same as those of pure water, we now have the information we need to determine the enthalpy change of the chemical reaction. The total amount of solution is 200.0 mL, and with a density of 1.00 g/mL, we thus have 200.0 g of solution. Using the equation for *q*, we substitute for our experimental measurements and the specific heat of water (in Table 7.3.1 of Section 7.3).

$$q = (200.0 \cancel{g})(4.184 \frac{J}{\cancel{g} \cdot \cancel{^\circ C}})(6.7 \cancel{^\circ C}) \tag{4}$$

Solving for *q*, we get

$$q = 5600\ J \equiv \Delta H\ for\ the\ reaction \tag{5}$$

The heat *q* is equal to the Δ*H* for the reaction because the chemical reaction occurs at constant pressure. However, the reaction is giving off this amount of energy, so the actual sign on Δ*H* is negative:

Δ*H* = –5,600 J for the reaction

Thus, we have the following thermochemical equation for the chemical reaction that occurred in the calorimeter:

$$\frac{1}{10} NaOH(aq) + \frac{1}{10} HCl(aq) \rightarrow \frac{1}{10} NaCl(aq) + \frac{1}{10} H_2O(l) \quad \Delta H = -5600\ J \tag{6}$$

The 1/10 coefficients are present to remind us that we started with one-tenth of a mole of each reactant, so we make one-tenth of a mole of each product. Typically, however, we report thermochemical equations in terms of moles, not one-tenth of a mole. To scale up to molar quantities, we must multiply the coefficients by 10. However, when we do this, we get 10 times as much energy. Thus, we have

NaOH (aq) + HCl(aq) → NaCl(aq) + $H_2O(\ell)$ Δ*H* = –56,000 J

The Δ*H* can be converted into kJ units, so our final thermochemical equation is

$$NaOH\ (aq) + HCl(aq) \rightarrow NaCl(aq) + H_2O(\ell) \qquad \Delta H = -56\ kJ$$

We have just taken our experimental data from calorimetry and determined the enthalpy change of a chemical reaction. Similar measurements on other chemical reactions can determine the ΔH values of any chemical reaction you want to study.

Example 3

A 100 mL solution of 0.25 mol of $Ca^{2+}(aq)$ was mixed with 0.50 mol of $F^-(aq)$ ions, and CaF_2 was precipitated:

$$Ca^{2+}(aq) + 2F^-(aq) \rightarrow CaF_2(s)$$

The temperature of the solution increased by 10.5°C. What was the enthalpy change for the chemical reaction? What was the enthalpy change for the production of 1 mol of CaF_2? Assume that the solution has the same density and specific heat as water.

Solution

Because we are given ΔT directly, we can determine the heat of the reaction, which is equal to ΔH:

$$q = (100 \cancel{g})\left(4.184 \frac{J}{\cancel{g} \cdot \cancel{^\circ C}}\right)(10.5 \cancel{^\circ C}) \tag{7}$$

Solving for q, we get

q = 4,400 J

Therefore, ΔH = −4,400 J.

According to the stoichiometry of the reaction, exactly 0.25 mol of CaF_2 will form, so this quantity of heat is for 0.25 mol. For 1 mol of CaF_2, we need to scale up the heat by a factor of four:

q = 4,400 J × 4 = 17,600 J for 1 mol CaF_2

On a molar basis, the change in enthalpy is

ΔH = −17,600 J = −17.6 kJ

Exercise 3

In a calorimeter at constant pressure, 0.10 mol of $CH_4(g)$ and 0.20 mol of $O_2(g)$ are reacted.

$$CH_4(g) + 2O_2(g) \rightarrow CO_2(g) + 2H_2O(\ell)$$

The reaction warms 750.0 g of H_2O by 28.4°C. What is ΔH for the reaction on a molar scale?

Answer

−891 kJ

Key Takeaways

- Every chemical reaction occurs with a concurrent change in energy.
- The change in enthalpy equals heat at constant pressure.

- Enthalpy changes can be expressed by using thermochemical equations.
- Enthalpy changes are measured by using calorimetry.

Exercise 1

1. Under what circumstances are q and ΔH the same?
2. Under what circumstances are q and ΔH different?
3. Hydrogen gas and chlorine gas react to make hydrogen chloride gas with an accompanying enthalpy change of –184 kJ. Write a properly balanced thermochemical equation for this process.
4. Propane (C_3H_8) reacts with elemental oxygen gas to produce carbon dioxide and liquid water with an accompanying enthalpy change of –2,220 kJ. Write a properly balanced thermochemical equation for this process.
5. Nitrogen gas reacts with oxygen gas to make NO(g) while absorbing 180 kJ. Write a properly balanced thermochemical equation for this process.
6. Solid sodium reacts with chlorine gas to make solid sodium chloride while giving off 772 kJ. Write a properly balanced thermochemical equation for this process.
7. Hydrogen gas and chlorine gas react to make hydrogen chloride gas with an accompanying enthalpy change of –184 kJ. Is this process endothermic or exothermic?
8. Propane (C_3H_8) reacts with elemental oxygen gas to produce carbon dioxide while giving off 2,220 kJ of energy. Is this process endothermic or exothermic?
9. Nitrogen gas reacts with oxygen gas to make NO(g) while absorbing 180 kJ. Is this process exothermic or endothermic?
10. Sodium metal can react with nitrogen to make sodium azide (NaN_3) with a ΔH of 21.72 kJ. Is this process exothermic or endothermic?
11. Draw an energy level diagram for the chemical reaction in Exercise 8. (See Fig. 7.4.1 "Reaction Energy" for an example.)
12. Draw an energy level diagram for the chemical reaction in Exercise 9. (See Fig. 7.4.1 "Reaction Energy" for an example.)
13. In a 250 mL solution, 0.25 mol of KOH(aq) and 0.25 mol of HNO_3(aq) are combined. The temperature of the solution increases from 22.5°C to 35.9°C. Assume the solution has the same density and heat capacity of water. What is the heat of the reaction, and what is the ΔH of the reaction on a molar basis?
14. In a 600 mL solution, 0.50 mol of $Ca(OH)_2$(aq) and 0.50 mol of H_2SO_4(aq) are combined. The temperature of the solution increases by 22.3°C. What is the heat of the reaction, and what is the ΔH of the reaction on a molar basis? Assume the solution has the same density and heat capacity of water.
15. To warm 400.0 g of H_2O, 0.050 mol of ethanol (C_2H_5OH) is burned. The water warms from 24.6°C to 65.6°C. What is the heat of the reaction, and what is the ΔH of the reaction on a molar basis?
16. To warm 100.0 g of H_2O, 0.066 mol beeswax is burned. The water warms from 21.4°C to 25.5°C. What is the heat of the reaction, and what is the ΔH of the reaction on a molar basis?

Answers

1. under conditions of constant pressure
2.
3. $H_2(g) + Cl_2(g) \rightarrow 2HCl(g)$ $\Delta H = -184$ kJ

4.

5. $N_2(g) + O_2(g) \rightarrow 2NO(g)$ $\Delta H = 180$ kJ

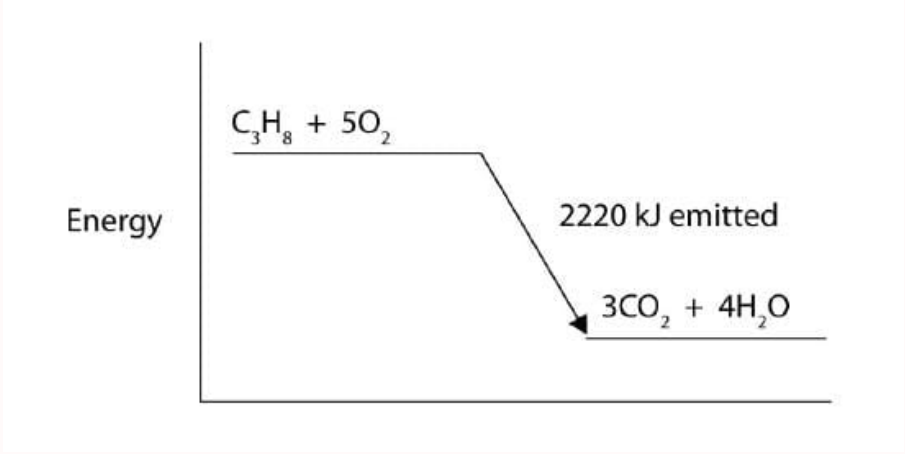
6.

7. exothermic

8.

9. endothermic

10.



11.

12.

13. heat of reaction = −14.0 kJ; ΔH = −56.0 kJ/mol of reactants

14.

15. heat of reaction = −68.6 kJ; ΔH = −1,370 kJ/mole of ethanol

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7.4 Internal Energy

Learning Objectives

- Define and calculate changes in the internal energy of the system.

Internal Energy

Internal Energy is defined as the sum of all the energy in a system. This energy can take the form or work or heat. We use the symbol ΔE to represent any changes in the internal energy of the system and account for these changes through work and heat

$$\Delta E = w + q \tag{1}$$

We know that if we have an exothermic reaction the system loses heat and the sign of q is negative. If we have an endothermic reaction heat is gained by the system and the sign of q is positive. Any work done by the system uses energy and the system loses energy, so the sign of w is negative. If work is done on the system the system gains energy and the sign of w is positive.

Energy	Change	Sign
q	Heat is gained by the system (endothermic)	+q
	Heat is lost by the system (exothermic)	-q
w	Work is done on the system (compression)	+w
	Work is done by the system (expansion)	-w

By conservation of energy any change in the energy of the system must account for any energy the system gained and any energy the system lost.

Example 4:

What is the change in internal energy for a gas if the gas gains 10 kJ of heat and expands, performing 5 kJ of work?

Solution

We can use

$$\Delta E = q + w \tag{2}$$

As the gas (our system) **gained** 10 kJ of heat, *q* is positive

$$q = +10\,kJ \tag{3}$$

The system did work, using energy in the process, so the system **lost** energy and *w* is negative.

$$w = -5\,kJ \tag{4}$$

Putting these together

$$\Delta E = q + w = 10\,kJ + (-5\,kJ) = 10\,kJ - 5\,kJ = +5\,kJ \tag{5}$$

So the system gained 5 kJ of energy overall.

Key Takeaways

- Any change in the internal energy of a system is the sum of the heat and the work.
- The overall change in the internal energy of a system will be the net total of any energy gained and any energy lost.

Exercises 1

1. A gas is compressed, decreasing the volume, is the sign of the work positive or negative? Explain.
2. A gas expands, increasing the volume, is the sign of the work positive or negative? Explain.
3. A gas exchanges 22 kJ of energy with the surroundings in an exothermic reaction, what is the sign of q?
4. A gas exchanges 25 kJ of energy with the surrounding in an endothermic reaction, what is the sign of q?
5. A gas is heated with 36 J of energy and expands, doing 33 J of work, what is sign and value of ΔE?
6. A gas is cooled, losing 43 J of energy and is compressed using 22 J of work, what is the sign and value of ΔE?
7. A gas undergoes an endothermic process and expands, for this process $|q| > |w|$, what is the sign of ΔE?
8. A gas undergoes an exothermic process and is compressed, for this process $|q| > |w|$, what is the sign of ΔE?
9. For an endothermic process that does work, if $|w| > |q|$ what is the sign of ΔE?
10. For an endothermic process that does work, if $|q| > |w|$ what is the sign of ΔE?
11. For an exothermic process where work is done on the gas, if $|w| > |q|$ what is the sign of ΔE?
12. For an exothermic process where work is done on the gas, if $|q| > |w|$ what is the sign of ΔE?

Answers

1. As work was done on the gas the gas gained energy, so the sign of the work would be positive.
2.
3. As the reaction was exothermic heat left the system, the sign of q is therefore negative, q = -22 kJ
4.
5. As the gas was heated it gained energy, therefore q is positive and q = +36 J. The gas did work so it lost energy, therefore w is negative and w = -33 J. $\Delta E = q + w = +36\ J + (-33\ J) = +3\ J$.
6. $\Delta E = -65\ J$
7. As the process is endothermic $q > 0$, as the gas expanded it did work, so $w < 0$. As the magnitude of q ($|q|$) is greater than the magnitude of w ($|w|$) we have a positive ΔE, $\Delta E = +|q| + (-|w|) = q - w$ and $|q| > |w|$.
8. $\Delta E < 0$
9. $\Delta E < 0$
10.
11. $\Delta E > 0$
12.

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8: ELECTRONIC STRUCTURE

Atoms act the way they do because of their structure. We already know that atoms are composed of protons, neutrons, and electrons. Protons and neutrons are located in the nucleus, and electrons orbit around the nucleus. But we need to know the structural details to understand why atoms react the way they do. Virtually everything we know about atoms ultimately comes from light. Before we can understand the composition of atoms (especially electrons), we need to understand the properties of light.

8.1 Light

8.2 Quantum Numbers for Electrons

8.3 Organization of Electrons in Atoms

8.4 Electronic Structure and the Periodic Table

8.5 Periodic Trends

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8.1 Light

Learning Objectives

- Describe light with its frequency and wavelength.
- Describe light as a particle of energy.

What is known as light is more properly called *electromagnetic radiation*. We know from experiments that light acts as a wave. As such, it can be described as having a frequency and a wavelength. The **wavelength** of light is the distance between corresponding points in two adjacent light cycles, and the **frequency** of light is the number of cycles of light that pass a given point in one second. Wavelength is typically represented by λ, the lowercase Greek letter *lambda*, while frequency is represented by ν, the lowercase Greek letter *nu* (although it looks like a Roman "vee," it is actually the Greek equivalent of the letter "en"). Wavelength has units of length (meters, centimeters, etc.), while frequency has units of *per second*, written as s^{-1} and sometimes called a *hertz* (Hz). Figure 1 - Characteristics of Light Waves, shows how these two characteristics are defined.

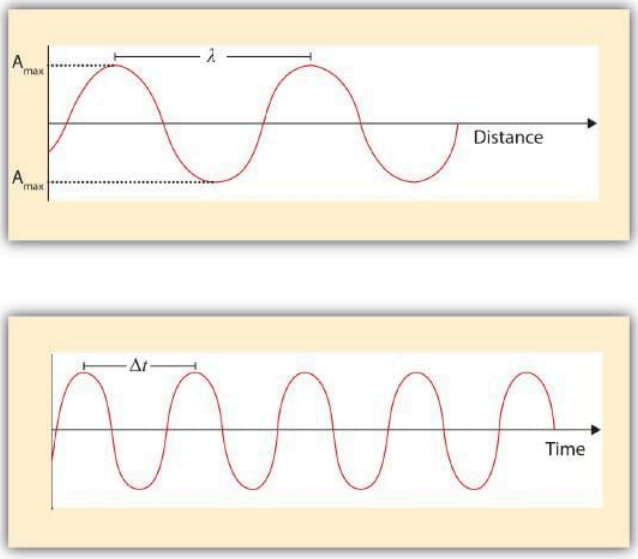


Figure 1: Characteristics of Light Waves. Light acts as a wave and can be described by a wavelength λ and a frequency ν.

One property of waves is that their speed is equal to their wavelength times their frequency. That means we have

$$speed = \lambda\nu$$

For light, however, speed is actually a universal constant when light is traveling through a vacuum (or, to a very good approximation, air). The measured speed of light (c) in a vacuum is 2.9979×10^8 m/s, or about 3.00×10^8 m/s. Thus, we have

$$c = \lambda\nu$$

Because the speed of light is a constant, the wavelength and the frequency of light are related to each other: as one increases, the other decreases and vice versa. We can use this equation to calculate what one property of light has to be when given the other property.

Example 1

What is the frequency of light if its wavelength is 5.55×10^{-7} m?

Solution

We use the equation that relates the wavelength and frequency of light with its speed. We have

$$3.00 \times 10^{8} m/s = \left(5.55 \times 10^{-7} m\right) \nu$$

We divide both sides of the equation by 5.55 × 10^{-7} m and get

$$\nu = 5.41 \times 10^{14} s^{-1}$$

Note how the m units cancel, leaving s in the denominator. A unit in a denominator is indicated by a –1 power, s^{-1}, and read as "per second."

Exercise 1

What is the wavelength of light if its frequency is 1.55 × 10^{10} s^{-1}?

Answer

0.0194 m, or 19.4 mm

Light also behaves like a package of energy. It turns out that for light, the energy of the "package" of energy is proportional to its frequency. (For most waves, energy is proportional to wave amplitude, or the height of the wave.) The mathematical equation that relates the energy (*E*) of light to its frequency is

$$E = h\nu$$

where ν is the frequency of the light, and *h* is a constant called Planck's constant. Its value is 6.626 × 10^{-34} J·s—a very small number that is another fundamental constant of our universe, like the speed of light. The units on Planck's constant may look unusual, but these units are required so that the algebra works out.

Example 2

What is the energy of light if its frequency is 1.55 × 10^{10} s^{-1}?

Solution

Using the formula for the energy of light, we have

E = (6.626 × 10^{-34} J·s)(1.55 × 10^{10} s^{-1})

Seconds are in the numerator and the denominator, so they cancel, leaving us with joules, the unit of energy. So

E = 1.03 × 10^{-23} J

This is an extremely small amount of energy—but this is for only one light wave.

Exercise 2

What is the frequency of a light wave if its energy is 4.156 × 10^{-20} J?

Answer

$6.27 \times 10^{13}\ s^{-1}$

Because a light wave behaves like a little particle of energy, light waves have a particle-type name: the photon. It is not uncommon to hear light described as photons.

Wavelengths, frequencies, and energies of light span a wide range; the entire range of possible values for light is called the **electromagnetic spectrum**. We are mostly familiar with visible light, which is light having a wavelength range between about 400 nm and 700 nm. Light can have much longer and much shorter wavelengths than this, with corresponding variations in frequency and energy. Figure 2 shows the entire electromagnetic spectrum and how certain regions of the spectrum are labeled. You may already be familiar with some of these regions; they are all light—with different frequencies, wavelengths, and energies.

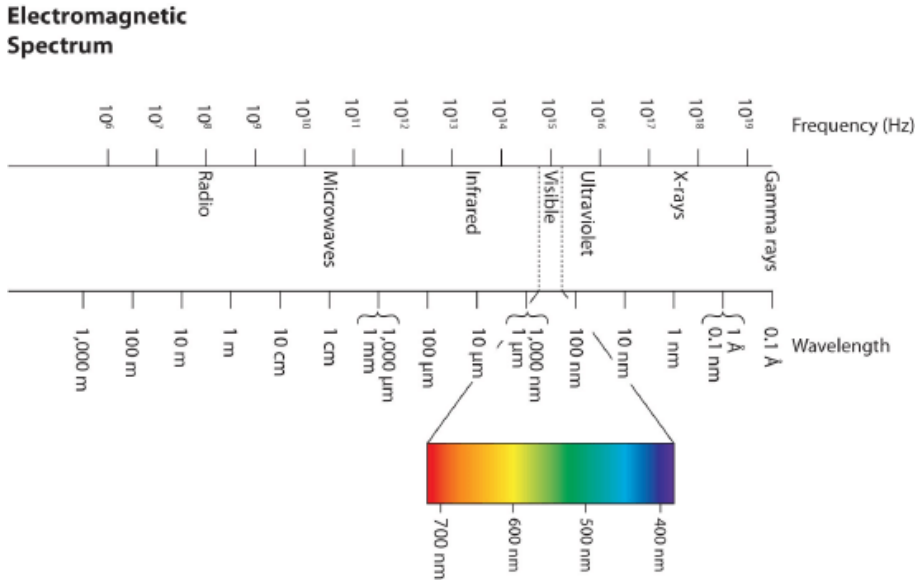


Figure 2: The Electromagnetic Spectrum. The electromagnetic spectrum, with its various regions labeled. The borders of each region are approximate.

Summary

Light acts like a wave, with a frequency and a wavelength. The frequency and wavelength of light are related by the speed of light, a constant. Light acts like a particle of energy, whose value is related to the frequency of light.

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8.2 Quantum Numbers for Electrons

Learning Objectives

- Explain what spectra are.
- Learn the quantum numbers that are assigned to electrons.

There are two fundamental ways of generating light: either heat an object up so hot it glows or pass an electrical current through a sample of matter (usually a gas). Incandescent lights and fluorescent lights generate light via these two methods, respectively.

A hot object gives off a continuum of light. We notice this when the visible portion of the electromagnetic spectrum is passed through a prism: the prism separates light into its constituent colors, and all colors are present in a continuous rainbow (part (a) in Figure 1 - Prisms and Light). This image is known as a **continuous spectrum**. However, when electricity is passed through a gas and light is emitted and this light is passed though a prism, we see only certain lines of light in the image (part (b) in Figure 1 - Prisms and Light). This image is called a line spectrum. It turns out that every element has its own unique, characteristic line spectrum.

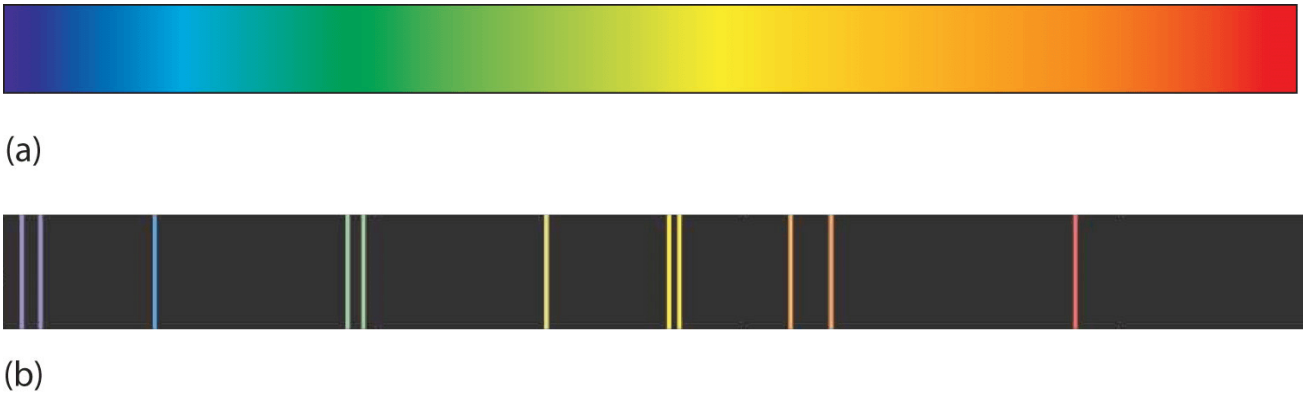


Figure 1: *Prisms and Light. (a) A glowing object gives off a full rainbow of colors, which are noticed only when light is passed through a prism to make a continuous spectrum. (b) However, when electricity is passed through a gas, only certain colors of light are emitted. Here are the colors of light in the line spectrum of Hg.*

Why does the light emitted from an electrically excited gas have only certain colors, while light given off by hot objects has a continuous spectrum? For a long time, it was not well explained. Particularly simple was the spectrum of hydrogen gas, which could be described easily by an equation; no other element has a spectrum that is so predictable (Figure 2 - Hydrogen Spectrum).

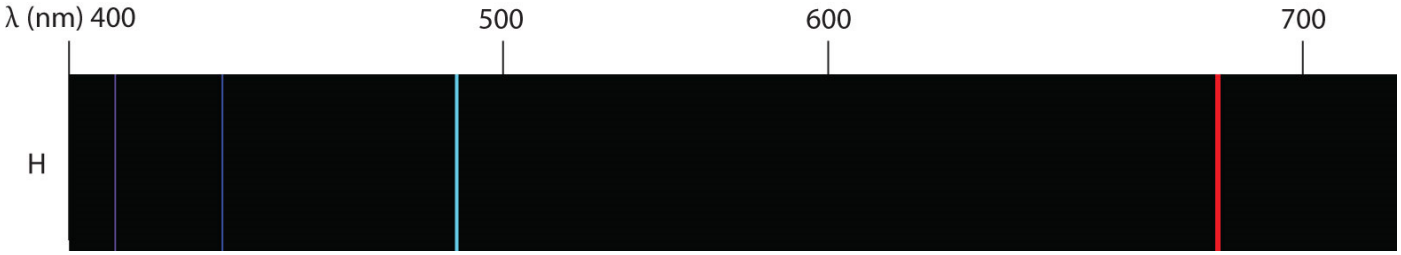


Figure 2: *Hydrogen Spectrum. The spectrum of hydrogen was particularly simple and could be predicted by a simple mathematical expression.*

In 1913, the Danish scientist Niels Bohr suggested a reason why the hydrogen atom spectrum looked this way. He suggested that the electron in a hydrogen atom could not have any random energy, having *only* certain fixed values of energy that were indexed by the number *n* (the **quantum number**). Quantities that have certain specific values are **quantized** values. Bohr suggested that the energy of the electron in hydrogen was quantized because it was in a specific orbit. Because the energies of the electron can

have only certain values, the changes in energies can have only certain values (somewhat similar to a staircase: not only are the stair steps set at specific heights but the height between steps is fixed). Finally, Bohr suggested that the energy of light emitted from electrified hydrogen gas was equal to the energy difference of the electron's energy states:

$$E_{light} = h\nu = \frac{hc}{\lambda} = \Delta E_{electron} \tag{1}$$

This means that only certain frequencies - (and thus, certain wavelengths (\lambda)) of light are emitted. Figure 3 - Bohr's Model of the Hydrogen Atom, shows a model of the hydrogen atom based on Bohr's ideas.

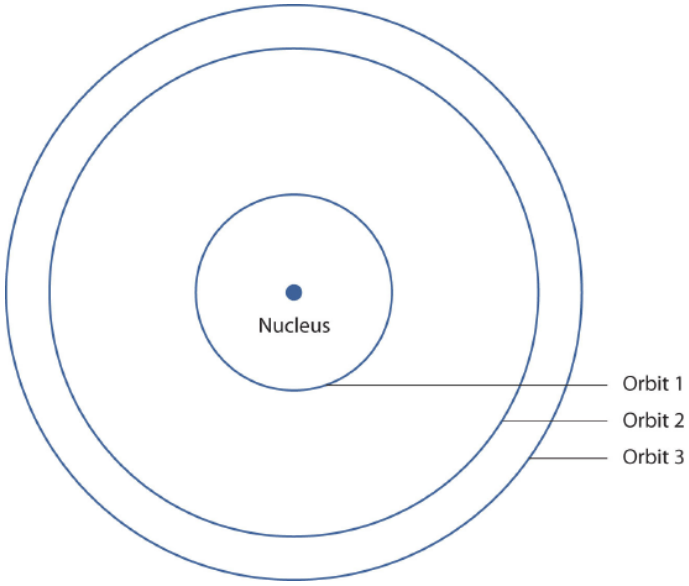


Figure 3: *Bohr's Model of the Hydrogen Atom. Bohr's description of the hydrogen atom had specific orbits for the electron, which had quantized energies.*

Bohr's ideas were useful but were applied only to the hydrogen atom. However, later researchers generalized Bohr's ideas into a new theory called **quantum mechanics**, which explains the behavior of electrons as if they were acting as a wave, not as particles. Quantum mechanics predicts two major things: quantized energies for electrons of all atoms (not just hydrogen) and an organization of electrons within atoms. Electrons are no longer thought of as being randomly distributed around a nucleus or restricted to certain orbits (in that regard, Bohr was wrong). Instead, electrons are collected into groups and subgroups that explain much about the chemical behavior of the atom.

In the quantum-mechanical model of an atom, the state of an electron is described by four quantum numbers, not just the one predicted by Bohr. The first quantum number is called the **principal quantum number(n).** The principal quantum number largely determines the energy of an electron. Electrons in the same atom that have the same principal quantum number are said to occupy an electron **shell** of the atom. The principal quantum number can be any nonzero positive integer: 1, 2, 3, 4,....

Within a shell, there may be multiple possible values of the next quantum number, the **angular momentum quantum number(ℓ)**. The ℓ quantum number has a minor effect on the energy of the electron but also affects the spatial distribution of the electron in three-dimensional space—that is, the shape of an electron's distribution in space. The value of the ℓ quantum number can be any integer between 0 and $n - 1$: ℓ = 0, 1, 2,..., $n - 1$

Thus, for a given value of n, there are different possible values of ℓ:

If n equals	ℓ can be
1	0
2	0 or 1
3	0, 1, or 2
4	0, 1, 2, or 3

and so forth. Electrons within a shell that have the same value of ℓ are said to occupy a **subshell** in the atom. Commonly, instead of referring to the numerical value of ℓ, a letter represents the value of ℓ (to help distinguish it from the principal quantum number):

If ℓ equals	The letter is
0	s
1	*p*
2	*d*
3	*f*

The next quantum number is called the **magnetic quantum number (*mℓ*)**. For any value of ℓ, there are 2ℓ + 1 possible values of *mℓ*, ranging from –ℓ to ℓ:

$$-\ell < m_\ell < \ell \tag{2}$$

or

$$|m_\ell| < \ell \tag{3}$$

The following explicitly lists the possible values of *mℓ* for the possible values of ℓ:

If ℓ equals	The m_ℓ values can be
0	0
1	–1, 0, or 1
2	–2, –1, 0, 1, or 2
3	–3, –2, –1, 0, 1, 2, or 3

The particular value of *mℓ* dictates the orientation of an electron's distribution in space. When ℓ is zero, *mℓ* can be only zero, so there is only one possible orientation. When ℓ is 1, there are three possible orientations for an electron's distribution. When ℓ is 2, there are five possible orientations of electron distribution. This goes on and on for other values of ℓ, but we need not consider any higher values of ℓ here. Each value of *mℓ* designates a certain orbital. Thus, there is only one orbital when ℓ is zero, three orbitals when ℓ is 1, five orbitals when ℓ is 2, and so forth. The *mℓ* quantum number has no effect on the energy of an electron unless the electrons are subjected to a magnetic field—hence its name.

The ℓ quantum number dictates the general shape of electron distribution in space (Figure 4 - Electron Orbitals). Any s orbital is spherically symmetric (Figure 4*a* - Electron Orbitals, and there is only one orbital in any s subshell. Any p orbital has a two-lobed, dumbbell-like shape (Figure 4*b* - Electron Orbitals); because there are three of them, we normally represent them as pointing along the x-, y-, and z-axes of Cartesian space. The d orbitals are four-lobed rosettes (Figure 4*c* - Electron Orbitals they are oriented differently in space (the one labeled d_{z^2} has two lobes and a torus instead of four lobes, but it is equivalent to the other orbitals). When there is more than one possible value of *mℓ*, each orbital is labeled with one of the possible values. It should be noted that the diagrams in Figure 4 are estimates of the electron distribution in space, not surfaces electrons are fixed on.

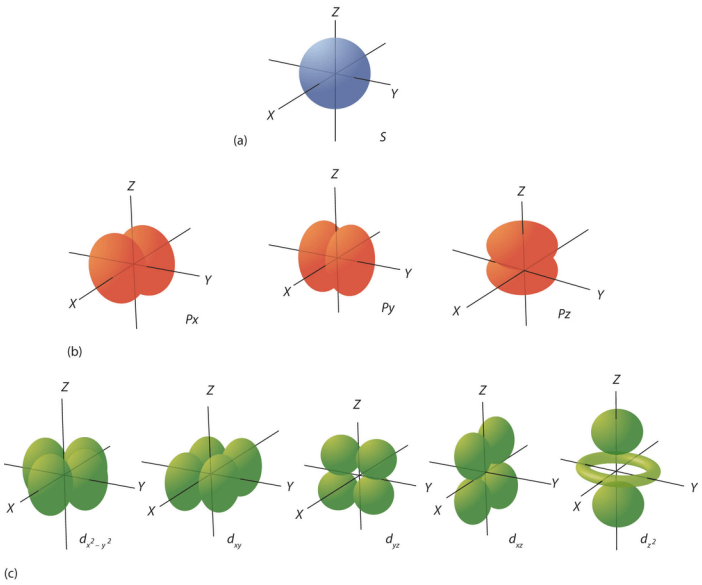


Figure 4: *Electron Orbitals. (a) The lone s orbital is spherical in distribution. (b) The three p orbitals are shaped like dumbbells, and each one points in a different direction. (c) The five d orbitals are rosette in shape, except for the* Math input error *orbital, which is a "dumbbell + torus" combination. They are all oriented in different directions.*

The final quantum number is the **spin quantum number** (m_S). Electrons and other subatomic particles behave as if they are spinning (we cannot tell if they really are, but they behave as if they are). Electrons themselves have two possible spin states, and because of mathematics, they are assigned the quantum numbers +1/2 and –1/2. These are the only two possible choices for the spin quantum number of an electron.

Example 1:

Of the set of quantum numbers {n, ℓ, m_ℓ, m_S}, which are possible and which are not allowed?

a. {3, 2, 1, +1/2}
b. {2, 2, 0, –1/2}
c. {3, –1, 0, +1/2}

Solution

a. The principal quantum number n must be an integer, which it is here. The quantum number ℓ must be less than n, which it is. The m_ℓ quantum number must be between $-\ell$ and ℓ, which it is. The spin quantum number is +1/2, which is allowed. Because this set of quantum numbers follows all restrictions, it is possible.
b. The quantum number n is an integer, but the quantum number ℓ must be less than n, which it is not. Thus, this is not an allowed set of quantum numbers.
c. The principal quantum number n is an integer, but ℓ is not allowed to be negative. Therefore this is not an allowed set of quantum numbers.

Exercise 1

Of the set of quantum numbers {n, ℓ, m_ℓ, m_S}, which are possible and which are not allowed?

a. {4, 2, –2, 1}
b. {3, 1, 0, –1/2}

Answers

a. Spin must be either +1/2 or –1/2, so this set of quantum number is not allowed.
b. allowed

Chemistry Is Everywhere: Neon Lights

A neon light is basically an electrified tube with a small amount of gas in it. Electricity excites electrons in the gas atoms, which then give off light as the electrons go back into a lower energy state. However, many so-called “neon” lights don’t contain neon!

Although we know now that a gas discharge gives off only certain colors of light, without a prism or other component to separate the individual light colors, we see a composite of all the colors emitted. It is not unusual for a certain color to predominate. True neon lights, with neon gas in them, have a reddish-orange light due to the large amount of red-, orange-, and yellow-colored light emitted. However, if you use krypton instead of neon, you get a whitish light, while using argon yields a blue-purple light. A light filled with nitrogen gas glows purple, as does a helium lamp. Other gases—and mixtures of gases—emit other colors of light. Ironically, despite its importance in the development of modern electronic theory, hydrogen lamps emit little visible light and are rarely used for illumination purposes.



Neon lights. The different colors of these “neon” lights are caused by gases other than neon in the discharge tubes. Human/Need/Desire. Neon sculpture by Bruce Nauman (1983), who has been characterized as a conceptual artist. Image used with permission (CC BY-SA 3.0; eschipul).

Key Takeaways

Electrons in atoms have quantized energies. The state of electrons in atoms is described by four quantum numbers.

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8.3 Organization of Electrons in Atoms

Learning Objectives

- Learn how electrons are organized within atoms.
- Represent the organization of electrons by an electron configuration.

Now that you know that electrons have quantum numbers, how are they arranged in atoms? The key to understanding electronic arrangement is summarized in the **Pauli exclusion principle:** no two electrons in an atom can have the same set of four quantum numbers. This dramatically limits the number of electrons that can exist in a shell or a subshell.

Electrons are typically organized around an atom by starting at the lowest possible quantum numbers first, which are the shells-subshells with lower energies. Consider H, an atom with a single electron only. Under normal conditions, the single electron would go into the n = 1 shell, which has only a single s subshell with one orbital (because m_ℓ can equal only 0). The convention is to label the shell-subshell combination with the number of the shell and the letter that represents the subshell. Thus, the electron goes in the 1s shell-subshell combination. It is usually not necessary to specify the m_ℓ or m_s quantum numbers, but for the H atom, the electron has $m_\ell = 0$ (the only possible value) and an m_s of either +1/2 or –1/2.

The He atom has two electrons. The second electron can also go into the 1s shell-subshell combination, but only if its spin quantum number is different from the first electron's spin quantum number. Thus, the sets of quantum numbers for the two electrons are {1, 0, 0, +1/2} and {1, 0, 0, –1/2}. Notice that the overall set is different for the two electrons, as required by the Pauli exclusion principle.

The next atom is Li, with three electrons. However, now the Pauli exclusion principle implies that we cannot put that electron in the 1s shell-subshell because no matter how we try, this third electron would have the same set of four quantum numbers as one of the first two electrons. So this third electron must be assigned to a different shell-subshell combination. However, the n = 1 shell doesn't have another subshell; it is restricted to having just $\ell = 0$, or an s subshell. Therefore, this third electron has to be assigned to the n = 2 shell, which has an s ($\ell = 0$) subshell and a p ($\ell = 1$) subshell. Again, we usually start with the lowest quantum number, so this third electron is assigned to the 2s shell-subshell combination of quantum numbers.

The Pauli exclusion principle has the net effect of limiting the number of electrons that can be assigned a shell-subshell combination of quantum numbers. For example, in any s subshell, no matter what the shell number, there can be a maximum of only two electrons. Once the s subshell is filled up, any additional electrons must go to another subshell in the shell (if it exists), or to a higher-numbered shell. A similar analysis shows that a p subshell can hold a maximum of six electrons. A d subshell can hold a maximum of 10 electrons, while an f subshell can have a maximum of 14 electrons. By limiting subshells to these maxima, we can distribute the available electrons to their shells and subshells.

Example 1: Carbon Atoms

How would the six electrons for C be assigned to the n and ℓ quantum numbers?

Solution

The first two electrons go into the 1s shell-subshell combination. Two additional electrons can go into the 2s shell-subshell, but now this subshell is filled with the maximum number of electrons. The n = 2 shell also has a p subshell, so the remaining two electrons can go into the 2p subshell. The 2p subshell is not completely full because it can hold a maximum of six electrons.

Exercise 1: Sodium Atoms

How would the 11 electrons for Na be assigned to the n and ℓ quantum numbers?

Answer

two 1s electrons, two 2s electrons, six 2p electrons, and one 3s electron

Now that we see how electrons are partitioned among the shells and subshells, we need a more concise way of communicating this partitioning. Chemists use an **electron configuration** to represent the organization of electrons in shells and subshells in an atom. An electron configuration simply lists the shell and subshell labels, with a right superscript giving the number of electrons in that subshell. The shells and subshells are listed in the order of filling.

For example, an H atom has a single electron in the 1s subshell. Its electron configuration is

$$\text{H: } 1s^1$$

The He atom has two electrons in the 1s subshell. Its electron configuration is

$$\text{He: } 1s^2$$

The three electrons for Li are arranged in the 1s subshell (two electrons) and the 2s subshell (one electron). The electron configuration of Li is

$$\text{Li: } 1s^2 2s^1$$

The Be atom has four electrons, two in the 1s subshell and two in the 2s subshell. Its electron configuration is

$$\text{Be: } 1s^2 2s^2$$

Now that the 2s subshell is filled, electrons in larger atoms must go into the 2p subshell, which can hold a maximum of six electrons. The next six elements progressively fill up the 2p subshell:

- B: $1s^2 2s^2 2p^1$
- C: $1s^2 2s^2 2p^2$
- N: $1s^2 2s^2 2p^3$
- O: $1s^2 2s^2 2p^4$
- F: $1s^2 2s^2 2p^5$
- Ne: $1s^2 2s^2 2p^6$

Now that the 2p subshell is filled (all possible subshells in the n = 2 shell), the next electron for the next-larger atom must go into the n = 3 shell, s subshell.

Example 2: Sodium

What is the electron configuration for Na, which has 11 electrons?

Solution

The first two electrons occupy the 1s subshell. The next two occupy the 2s subshell, while the next six electrons occupy the 2p subshell. This gives us 10 electrons so far, with 1 electron left. This last electron goes into the n = 3 shell, s subshell. Thus, the electron configuration of Na is $1s^2 2s^2 2p^6 3s^1$.

Exercise 2: Magnesium

What is the electron configuration for Mg, which has 12 electrons?

Answer

$1s^2 2s^2 2p^6 3s^2$

For larger atoms, the electron arrangement becomes more complicated. This is because after the 3p subshell is filled, filling the 4s subshell first actually leads to a lesser overall energy than filling the 3d subshell. Recall that while the principal quantum number largely dictates the energy of an electron, the angular momentum quantum number also has an impact on energy; by the time we get to the 3d and 4s subshells, we see overlap in the filling of the shells. Thus, after the 3p subshell is completely filled (which occurs for Ar), the next electron for K occupies the 4s subshell, not the 3d subshell:

$$\text{K: } 1s^2 2s^2 2p^6 3s^2 3p^6 4s^1,$$

not

$$\text{K: } 1s^2 2s^2 2p^6 3s^2 3p^6 3d^1$$

For larger and larger atoms, the order of filling the shells and subshells seems to become even more complicated. There are some useful ways to remember the order, like that shown in Figure 1. If you follow the arrows in order, they pass through the subshells in the order that they are filled with electrons in larger atoms. Initially, the order is the same as the expected shell-subshell order, but for larger atoms, there is some shifting around of the principal quantum numbers. However, Figure 1 gives a valid ordering of filling subshells with electrons for most atoms.

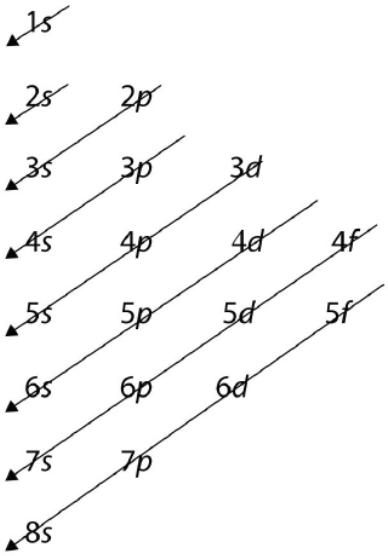


Figure 1 Electron Shell Filling Order. Starting with the top arrow, follow each arrow. The subshells you reach along each arrow give the ordering of filling of subshells in larger atoms. The n = 5 and higher shells have more subshells, but only those subshells that are needed to accommodate the electrons of the known elements are given.

The electron shell filling order goes as follows: 1s, 2s, 2p, 3s, 3p, 4s, 3d, 4p, 5s, 4d, 5p, 6s, 4f, 5d, 6p, 7s, 5f, 6d, 7p, then 8s.

Example 3: Tin

What is the predicted electron configuration for Sn, which has 50 electrons?

Solution

We will follow the chart in Figure 8.4., until we can accommodate 50 electrons in the subshells in the proper order: Sn: $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^{10} 5p^2$

Verify by adding the superscripts, which indicate the number of electrons: 2 + 2 + 6 + 2 + 6 + 2 + 10 + 6 + 2 + 10 + 2 = 50, so we have placed all 50 electrons in subshells in the proper order.

Exercise 3: Barium

What is the electron configuration for Ba, which has 56 electrons?

Answer

$1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^{10} 5p^6 6s^2$

As the previous example demonstrated, electron configurations can get fairly long. An **abbreviated electron configuration** uses one of the elements from the last column of the periodic table, which contains the noble gases, to represent the core of electrons up to that element. Then, the remaining electrons are listed explicitly. For example, the abbreviated electron configuration for Li, which has three electrons, would be

$$\text{Li: [He]}2s^1$$

where [He] represents the two-electron core that is equivalent to He's electron configuration. The square brackets represent the electron configuration of a noble gas. This is not much of an abbreviation. However, consider the abbreviated electron configuration for W, which has 74 electrons:

$$\text{W: [Xe]}6s^2 4f^{14} 5d^4$$

This is a significant simplification over an explicit listing of all 74 electrons. So for larger elements, the abbreviated electron configuration can be a very useful shorthand.

Example 4: Phosphorus

What is the abbreviated electron configuration for P, which has 15 electrons?

Solution

With 15 electrons, the electron configuration of P is

$$\text{P: } 1s^2 2s^2 2p^6 3s^2 3p^3$$

The first immediate noble gas is Ne, which has an electron configuration of $1s^2 2s^2 2p^6$. Using the electron configuration of Ne to represent the first 10 electrons, the abbreviated electron configuration of P is

$$\text{P: [Ne]}3s^2 3p^3$$

Exercise 4: Rubidium

What is the abbreviated electron configuration for Rb, which has 37 electrons?

Answer

$[Kr]5s^1$

There are some exceptions to the rigorous filling of subshells by electrons. In many cases, an electron goes from a higher-

numbered shell to a lower-numbered, but later-filled, subshell to fill the later-filled subshell. One example is Ag. With 47 electrons, its electron configuration is predicted to be

$$\text{Ag: [Kr]5s}^2\text{4d}^9$$

However, experiments have shown that the electron configuration is actually

$$\text{Ag: [Kr]5s}^1\text{4d}^{10}$$

This, then, qualifies as an exception to our expectations. At this point, you do not need to memorize the exceptions; but if you come across one, understand that it is an exception to the normal rules of filling subshells with electrons, which can happen.

Summary

The Pauli exclusion principle limits the number of electrons in the subshells and shells. Electrons in larger atoms fill shells and subshells in a regular pattern that can be followed. Electron configurations are a shorthand method of indicating what subshells electrons occupy in atoms. Abbreviated electron configurations are a simpler way of representing electron configurations for larger atoms. Exceptions to the strict filling of subshells with electrons do occur.

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8.4 Electronic Structure and the Periodic Table

Learning Objectives

- Relate the electron configurations of the elements to the shape of the periodic table.
- Determine the expected electron configuration of an element by its place on the periodic table.

In Chapter 3, we introduced the periodic table as a tool for organizing the known chemical elements. A periodic table is shown in Figure 1. The elements are listed by atomic number (the number of protons in the nucleus), and elements with similar chemical properties are grouped together in columns.

1 H 1.00794																	2 He 4.002602
3 Li 6.941	4 Be 9.012182											5 B 10.811	6 C 12.0107	7 N 14.00674	8 O 15.9994	9 F 18.9984032	10 Ne 20.1797
11 Na 22.989770	12 Mg 24.3050											13 Al 26.581538	14 Si 28.0855	15 P 30.973761	16 S 32.066	17 Cl 35.4527	18 Ar 39.948
19 K 39.0983	20 Ca 40.078	21 Sc 44.955910	22 Ti 47.867	23 V 50.9415	24 Cr 51.9961	25 Mn 54.938049	26 Fe 55.845	27 Co 58.933200	28 Ni 58.6534	29 Cu 63.545	30 Zn 65.39	31 Ga 69.723	32 Ge 72.61	33 As 74.92160	34 Se 78.96	35 Br 79.504	36 Kr 83.80
37 Rb 85.4678	38 Sr 87.62	39 Y 88.90585	40 Zr 91.224	41 Nb 92.90638	42 Mo 95.94	43 Tc (98)	44 Ru 101.07	45 Rh 102.90550	46 Pd 106.42	47 Ag 196.56655	48 Cd 112.411	49 In 114.818	50 Sn 118.710	51 Sb 121.760	52 Te 127.60	53 I 126.90447	54 Xe 131.29
55 Cs 132.90545	56 Ba 137.327	57 La 138.9055	72 Hf 178.49	73 Ta 180.94.79	74 W 183.84	75 Re 186.207	76 Os 190.23	77 Ir 192.217	78 Pt 195.078	79 Au 196.56655	80 Hg 200.59	81 Tl 204.3833	82 Pb 207.2	83 Bi 208.58038	84 Po (209)	85 At (210)	86 Rn (222)
87 Fr (223)	88 Ra (226)	89 Ac (227)	104 Rf (261)	105 Db (262)	106 Sg (263)	107 Bh (262)	108 Hs (265)	109 Mt (266)	110 (269)	111 (272)	112 (277)		114 (289) (287)		116 (289)		118 (293)

58 Ce 140.116	59 Pr 140.50765	60 Nd 144.24	61 Pm (145)	62 Sm 150.36	63 Eu 151.964	64 Gd 157.25	65 Tb 158.92534	66 Dy 162.50	67 Ho 164.93032	68 Er 167.26	69 Tm 168.93421	70 Yb 173.04	71 Lu 174.967
90 Th 232.0381	91 Pa 231.035888	92 U 238.0289	93 Np (237)	94 Pu (244)	95 Am (243)	96 Cm (247)	97 Bk (247)	98 Cf (251)	99 Es (252)	100 Fm (257)	101 Md (258)	102 No (259)	103 Lr (262)

Figure 1: The Periodic Table

Why does the periodic table have the structure it does? The answer is rather simple, if you understand electron configurations, the shape of the periodic table mimics the filling of the subshells with electrons.

> The shape of the periodic table mimics the filling of the subshells with electrons.

Let us start with H and He. Their electron configurations are $1s^1$ and $1s^2$, respectively; with He, the $n = 1$ shell is filled. These two elements make up the first row of the periodic table (Figure 2)

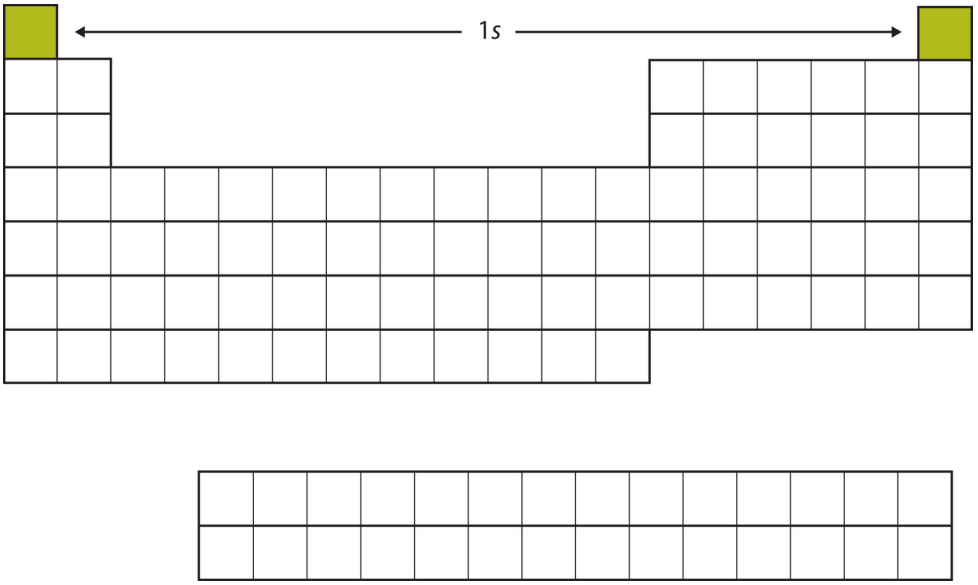


Figure 2: The 1s Subshell. H and He represent the filling of the 1s subshell.

The next two electrons, for Li and Be, would go into the 2s subshell. Figure 3 shows that these two elements are adjacent on the periodic table.

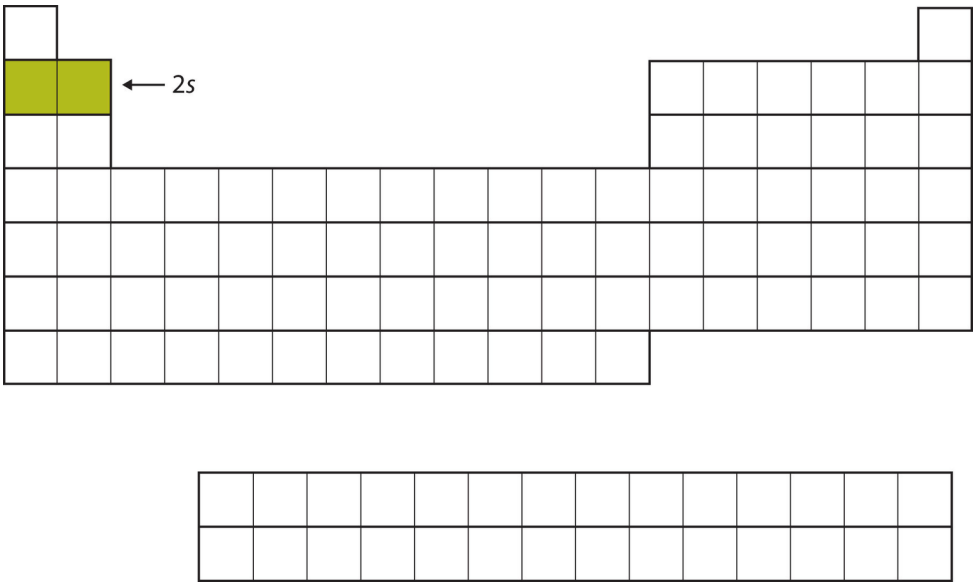


Figure 3: The 2s Subshell. In Li and Be, the 2s subshell is being filled.

For the next six elements, the 2*p* subshell is being occupied with electrons. On the right side of the periodic table, these six elements (B through Ne) are grouped together (Figure 4).

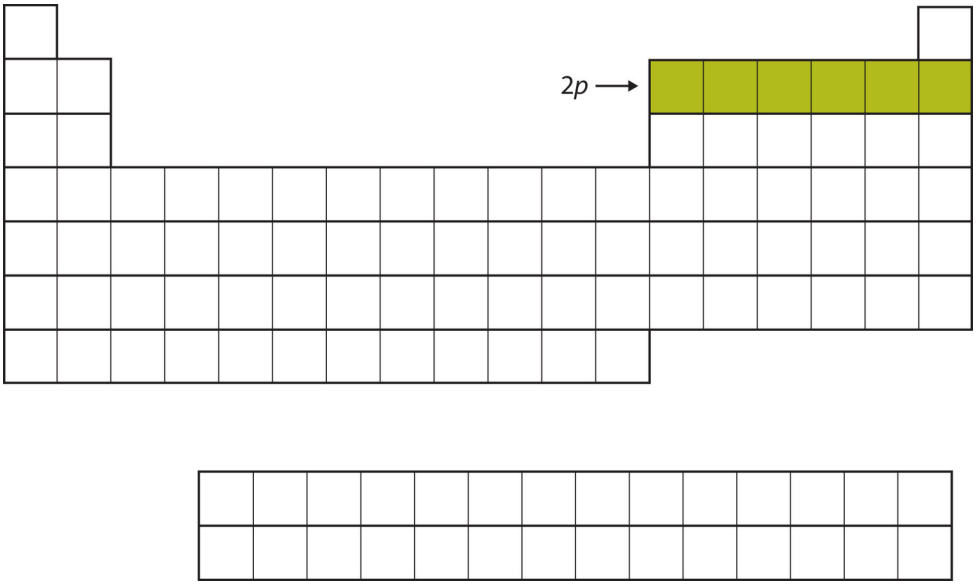


Figure 4: The 2p Subshell. For B through Ne, the 2p subshell is being occupied.

The next subshell to be filled is the 3s subshell. The elements coinciding this subshell being filled, Na and Mg, are back on the left side of the periodic table (Figure 5).

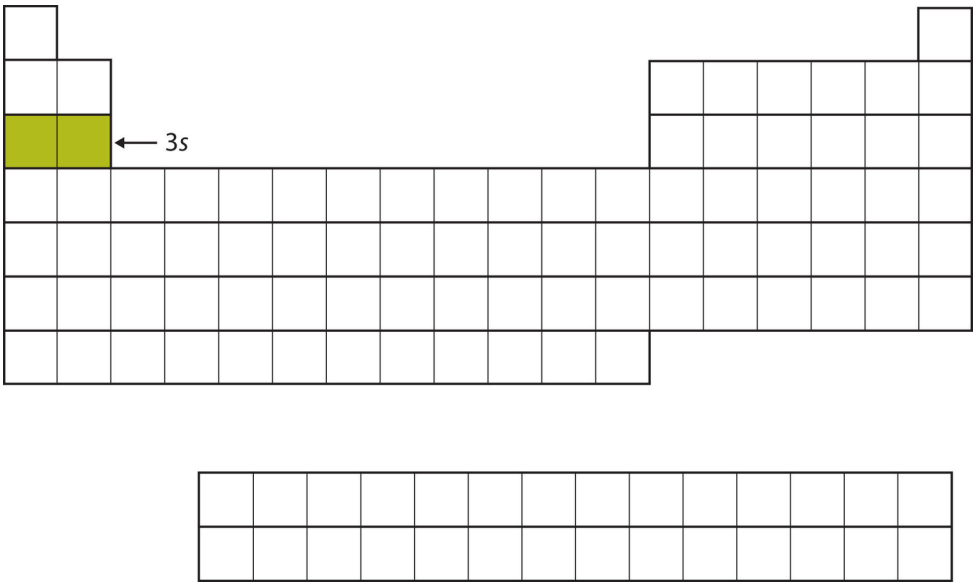


Figure 5: The 3s Subshell. Now the 3s subshell is being occupied.

Next, the 3*p* subshell is filled with the next six elements (Figure 6).

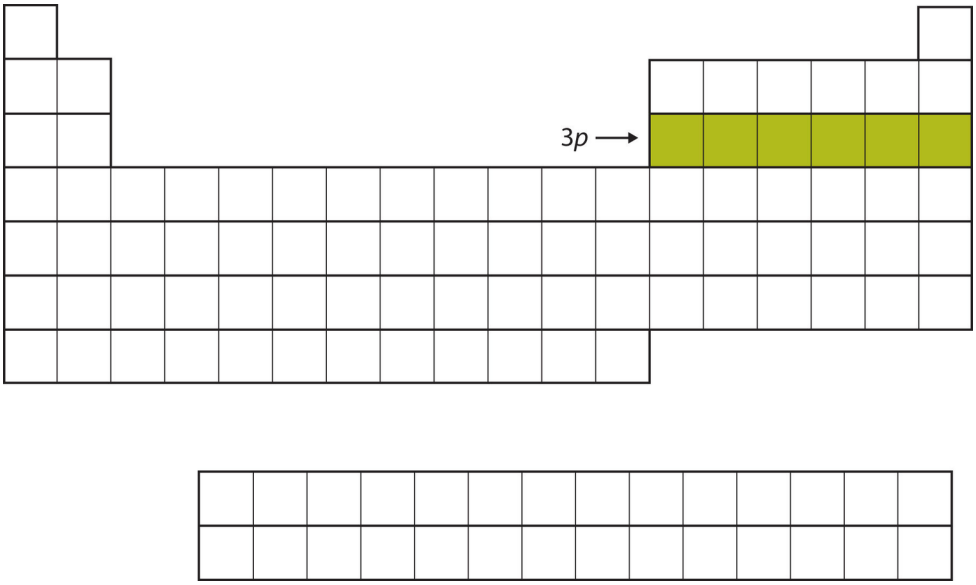


Figure8.5.6: The 3p Subshell. Next, the 3p subshell is filled with electrons.

Instead of filling the 3*d* subshell next, electrons go into the 4s subshell (Figure 7).

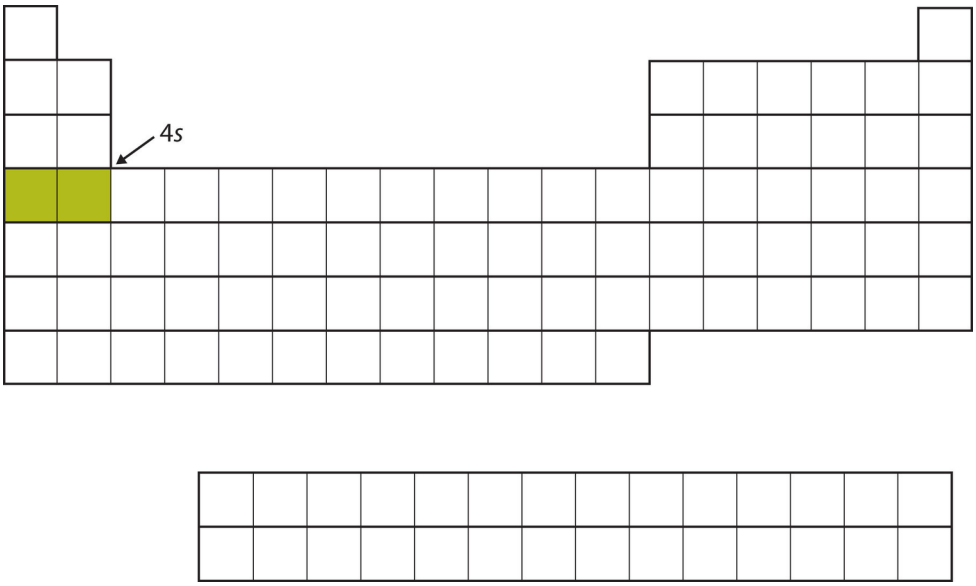


Figure 7: The 4s Subshell. The 4s subshell is filled before the 3d subshell. This is reflected in the structure of the periodic table.

After the 4s subshell is filled, the 3*d* subshell is filled with up to 10 electrons. This explains the section of 10 elements in the middle of the periodic table (Figure 8).

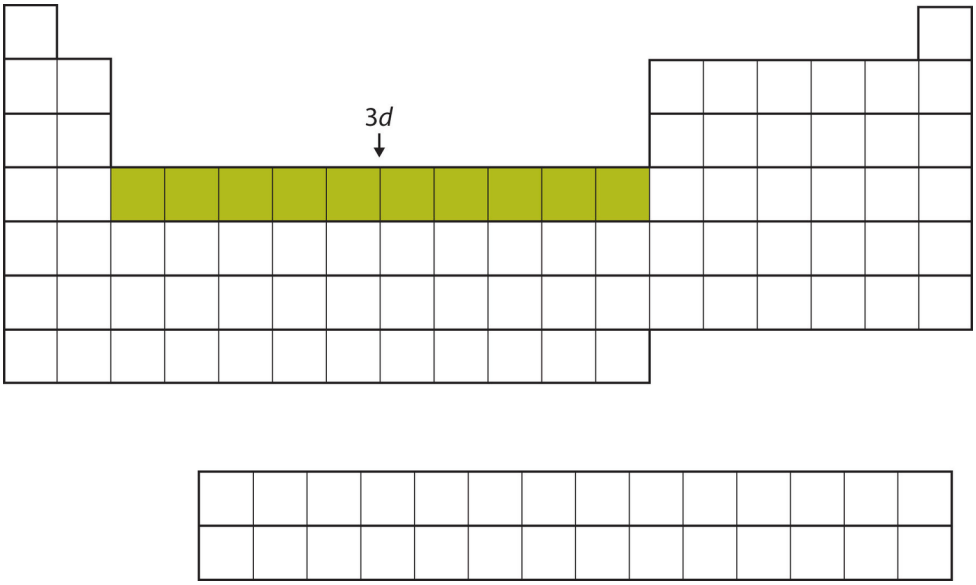


Figure 8: The 3d Subshell. The 3d subshell is filled in the middle section of the periodic table.

And so forth. As we go across the columns of the periodic table, the overall shape of the table outlines how the electrons are occupying the shells and subshells.

The first two columns on the left side of the periodic table are where the s subshells are being occupied. Because of this, the first two rows of the periodic table are labeled the **s block**. Similarly, the **p block** is the right-most six columns of the periodic table, the **d block** is the middle 10 columns of the periodic table, while the **f block** is the 14-column section that is normally depicted as detached from the main body of the periodic table. It could be part of the main body, but then the periodic table would be rather long and cumbersome. Figure 9 shows the blocks of the periodic table.

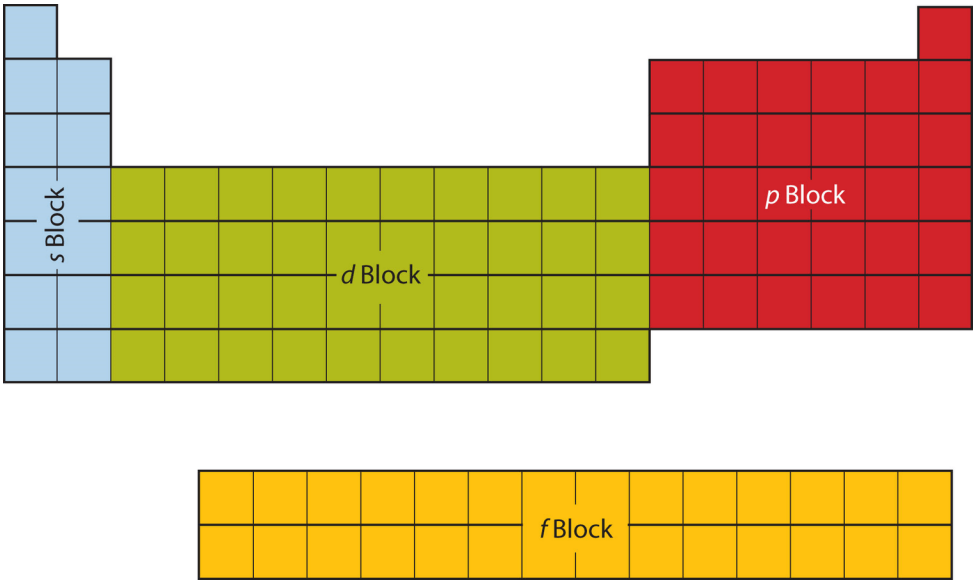


Figure 9: Blocks on the Periodic Table. The periodic table is separated into blocks depending on which subshell is being filled for the atoms that belong in that section.

Empty periodic table, separated into 4 different colored blocks. S block is blue, d block is green, p block is red and f block is orange.

The electrons in the highest-numbered shell, plus any electrons in the last unfilled subshell, are called **valence electrons**; the highest-numbered shell is called the **valence shell**. (The inner electrons are called *core electrons*.) The valence electrons largely control the chemistry of an atom. If we look at just the valence shell's electron configuration, we find that in each column, the valence shell's electron configuration is the same. For example, take the elements in the first column of the periodic table: H, Li, Na, K, Rb, and Cs. Their electron configurations (abbreviated for the larger atoms) are as follows, with the valence shell electron configuration highlighted:

Table with two columns and 6 rows. The first column on the left has various elements in the rows underneath. The second column on the right has the different corresponding electron configurations for the specified element in the rows underneath.

H:	$1s^1$
Li:	$1s^2 2s^1$
Na:	$[Ne]3s^1$
K:	$[Ar]4s^1$
Rb:	$[Kr]5s^1$
Cs:	$[Xe]6s^1$

They all have a similar electron configuration in their valence shells: a single s electron. Because much of the chemistry of an element is influenced by valence electrons, we would expect that these elements would have similar chemistry—*and they do*. The organization of electrons in atoms explains not only the shape of the periodic table, but also the fact that elements in the same column of the periodic table have similar chemistry.

The same concept applies to the other columns of the periodic table. Elements in each column have the same valence shell electron configurations, and the elements have some similar chemical properties. This is strictly true for all elements in the *s* and *p* blocks. In the *d* and *f* blocks, because there are exceptions to the order of filling of subshells with electrons, similar valence shells are not absolute in these blocks. However, many similarities do exist in these blocks, so a similarity in chemical properties is expected.

Similarity of valence shell electron configuration implies that we can determine the electron configuration of an atom solely by its position on the periodic table. Consider Se, as shown in Figure 10. It is in the fourth column of the *p* block. This means that its electron configuration should end in a p^4 electron configuration. Indeed, the electron configuration of Se is $[Ar]4s^2 3d^{10} 4p^4$, as expected.

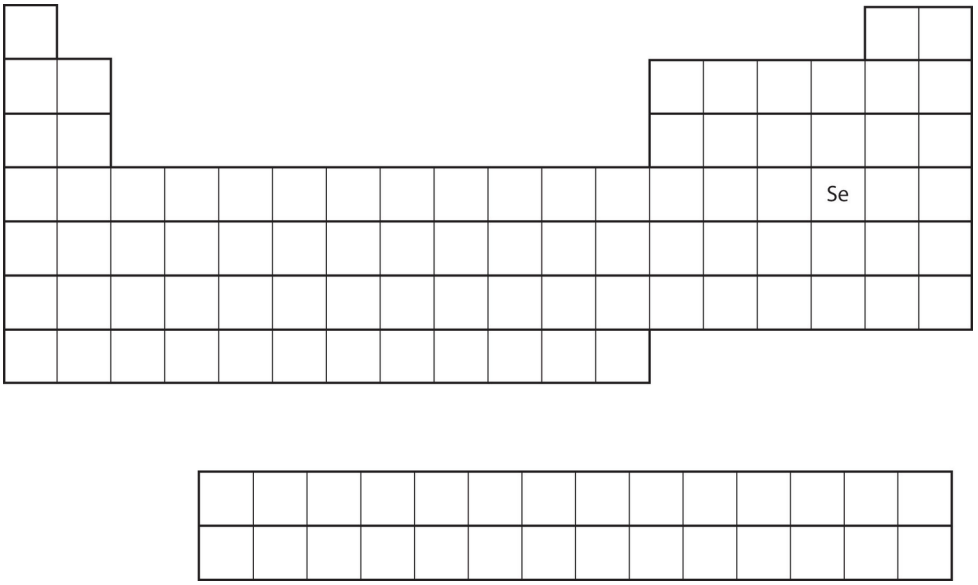


Figure 10: Selenium on the Periodic Table

Example 1

From the element's position on the periodic table, predict the valence shell electron configuration for each atom (Figure 11).

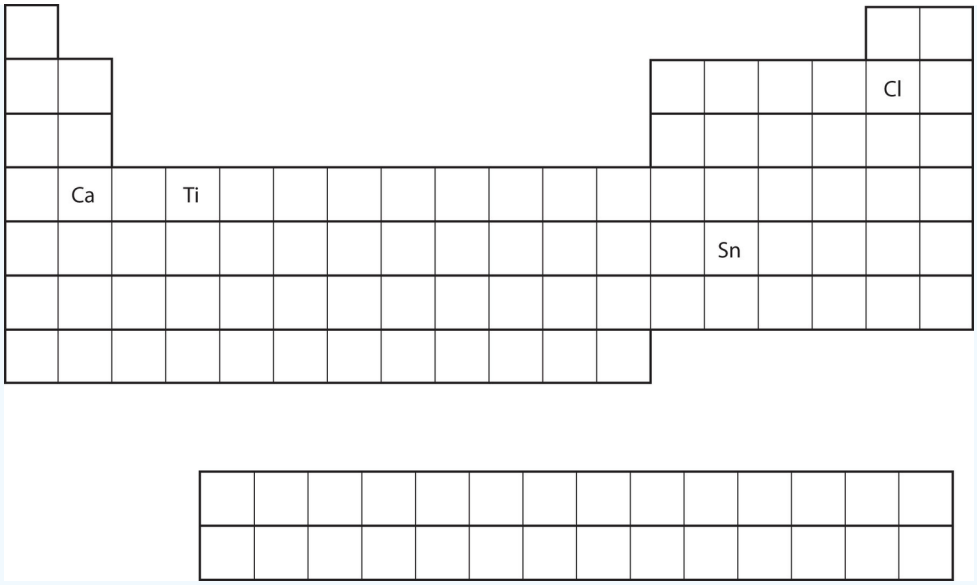


Figure 11: Various Elements on the Periodic Table

1. Ca
2. Sn

Solution

1. Ca is located in the second column of the s block. We would expect that its electron configuration should end with s^2. Calcium's electron configuration is $[Ar]4s^2$.
2. Sn is located in the second column of the *p* block, so we expect that its electron configuration would end in p^2. Tin's electron configuration is $[Kr]5s^24d^{10}5p^2$.

Exercise 1

From the element's position on the periodic table, predict the valence shell electron configuration for each atom. Figure 11.

a. Ti
b. Cl

Answer a available at the end of this section.

Food and Drink Application: Artificial Colors

The color of objects comes from a different mechanism than the colors of neon and other discharge lights. Although colored lights produce their colors, objects are colored because they preferentially reflect a certain color from the white light that shines on them. A red tomato, for example, is bright red because it reflects red light while absorbing all the other colors of the rainbow.

Many foods, such as tomatoes, are highly colored; in fact, the common statement "you eat with your eyes first" is an implicit recognition that the visual appeal of food is just as important as its taste. But what about processed foods?

Many processed foods have food colorings added to them. There are two types of food colorings: natural and artificial. Natural food colorings include caramelized sugar for brown; annatto, turmeric, and saffron for various shades of orange or yellow; betanin from beets for purple; and even carmine, a deep red dye that is extracted from the cochineal, a small insect that is a parasite on cacti in Central and South America. (That's right—you may be eating bug juice!)

Some colorings are artificial. In the United States, the Food and Drug Administration currently approves only seven compounds as artificial colorings in food, beverages, and cosmetics:

- FD&C Blue #1: Brilliant Blue FCF
- FD&C Blue #2: Indigotine
- FD&C Green #3: Fast Green FCF
- RD&C Red #3: Erythrosine
- FD&C Red #40: Allura Red AC
- FD&C Yellow #5: Tartrazine
- FD&C Yellow #6: Sunset Yellow FCF

Lower-numbered colors are no longer on the market or have been removed for various reasons. Typically, these artificial colorings are large molecules that absorb certain colors of light very strongly, making them useful even at very low concentrations in foods and cosmetics. Even at such low amounts, some critics claim that a small portion of the population (especially children) is sensitive to artificial colorings and urge that their use be curtailed or halted. However, formal studies of artificial colorings and their effects on behavior have been inconclusive or contradictory. Many people continue to enjoy processed foods with artificial coloring (like those shown in the accompanying figure).



Artificial food colorings. Artificial food colorings are found in a variety of food products, such as processed foods, candies, and egg dyes. Even pet foods have artificial food coloring in them. (CC by 2.0, Matthew Bland via Flickr.)

Summary

The arrangement of electrons in atoms is responsible for the shape of the periodic table. Electron configurations can be predicted by the position of an atom on the periodic table.

Answers

Exercise 1

$[Ar]4s^2 3d^2$

$[Ne]3s^2 3p^5$

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8.5 Periodic Trends

Learning Objective

- Be able to state how certain properties of atoms vary based on their relative position on the periodic table.

One reason the periodic table is so useful is that its structure allows us to qualitatively determine how some properties of the elements vary according to their position on the periodic table. The variations of properties according to positions on the periodic table are called **periodic trends**. There is no other tool in science that allows us to judge relative properties of a class of objects like this, which makes the periodic table a very useful tool. Many periodic trends are general. There may be a few points where an opposite trend is seen, but there is an overall trend when considered across a whole row, or down an entire column of the periodic table.

The first periodic trend we will consider is atomic radius. The **atomic radius** is an indication of the size of an atom. Although the concept of a definite radius of an atom is a bit fuzzy, atoms behave as if they have a certain radius. Such radii can be estimated from various experimental techniques, such as the x-ray crystallography of crystals.

As you go down a column of the periodic table, the atomic radii increase. This is because the valence electron shell is getting larger and there is a larger principal quantum number, so the valence shell lies physically farther away from the nucleus. This trend can be summarized as follows:

\[as\downarrow PT,atomic\; radius \uparrow\nonumber \]

where PT stands for periodic table. Going across a row on the periodic table, left to right, the trend is different. This is because although the valence shell maintains the same principal quantum number, the number of protons—and hence the nuclear charge—is increasing as you go across the row. The increasing positive charge casts a tighter grip on the valence electrons, so as you go across the periodic table, the atomic radii decrease. Again, we can summarize this trend as follows:

$$as \rightarrow PT, atomic\ radius \downarrow$$

Figure 1 shows spheres representing the atoms of the s and *p* blocks from the periodic table to scale, showing the two trends for the atomic radius.

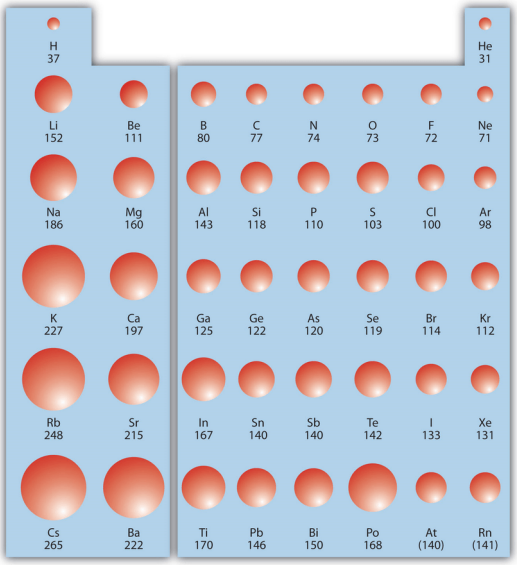


Figure 1: Atomic Radii Trends on the Periodic Table. Although there are some reversals in the trend (e.g., see Po in the bottom row), atoms generally get smaller as you go across the periodic table and larger as you go down any one column. Numbers are the radii in pm.

Example 1: Atomic Radii

Referring only to a periodic table and not to Figure 1, which atom is larger in each pair?

a. Si or S
b. S or Te

Solution

a. Si is to the left of S on the periodic table, so it is larger because as you go across the row, the atoms get smaller.
b. S is above Te on the periodic table, so Te is larger because as you go down the column, the atoms get larger.

Exercise 1: Atomic Radii

Referring only to a periodic table and not to Figure 1, which atom is smaller, Ca or Br?

Answer

Br

Ionization energy (IE) is the amount of energy required to remove an electron from an atom in the gas phase:

$$A(g) \rightarrow A^{+}(g) + e^{-} \qquad \Delta H \equiv IE$$

IE is usually expressed in kJ/mol of atoms. It is always positive because the removal of an electron always requires that energy be put in (i.e., it is endothermic). IE also shows periodic trends. As you go down the periodic table, it becomes easier to remove an electron from an atom (i.e., IE decreases) because the valence electron is farther away from the nucleus. Thus,

$$as \downarrow PT,\ IE \downarrow$$

However, as you go across the periodic table and the electrons get drawn closer in, it takes more energy to remove an electron. As a result, IE increases:

$$as \rightarrow PT,\ IE \uparrow$$

Figure 2 shows values of IE versus position on the periodic table. Again, the trend isn't absolute, but the general trends going across and down the periodic table should be obvious.

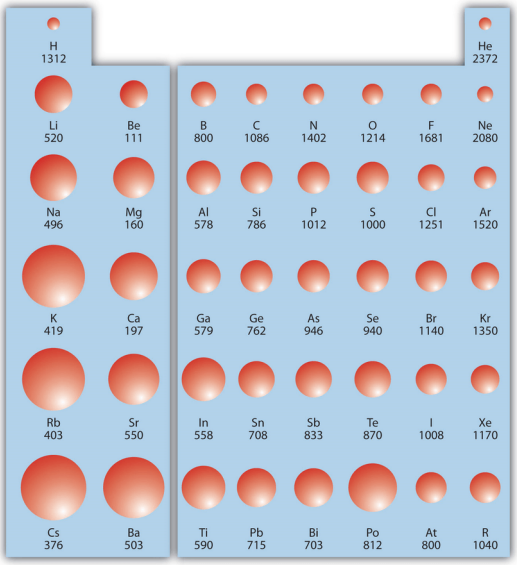


Figure 2: Ionization Energy on the Periodic Table. Values are in kJ/mol.

IE also shows an interesting trend within a given atom. This is because more than one IE can be defined by removing successive electrons (if the atom has them to begin with):

- First Ionization Energy (IE_1):

$$A(g) \rightarrow A^+(g) + e^-$$

- Second Ionization Energy (IE_2):

$$A^+(g) \rightarrow A^{2+}(g) + e^-$$

- Third Ionization Energy (IE_3):

$$A^{2+}(g) \rightarrow A^{3+}(g) + e^-$$

and so forth.

Each successive IE is larger than the previous because an electron is being removed from an atom with a progressively larger positive charge. However, IE takes a large jump when a successive ionization goes down into a new shell. For example, the following are the first three IEs for Mg, whose electron configuration is $1s^2 2s^2 2p^6 3s^2$:

First Ionization Energy (IE_1) = 738 kJ/mol:

$$Mg(g) \rightarrow Mg^+(g) + e^-$$

Second Ionization Energy (IE_2) = 1,450 kJ/mol:

$$Mg^+(g) \rightarrow Mg^{2+}(g) + e^-$$

Third Ionization Energy (IE_3) = 7,734 kJ/mol:

$$Mg^{2+}(g) \rightarrow Mg^{3+}(g) + e^-$$

The second IE is twice the first, which is not a surprise: the first IE involves removing an electron from a neutral atom, while the second one involves removing an electron from a positive ion. The third IE, however, is over *five times* the previous one. Why is it so much larger? Because the first two electrons are removed from the 3*s* subshell, but the third electron has to be removed from the $n = 2$ shell (specifically, the 2*p* subshell, which is lower in energy than the $n = 3$ shell). Thus, it takes much more energy than just overcoming a larger ionic charge would suggest. Trends like this one demonstrate that electrons within atoms are organized in groups.

Example 2: Ionization Energies

Which atom in each pair has the larger first ionization energy?

a. Ca or Sr
b. K or K^+

Solution

a. Because Sr is below Ca on the periodic table, it is easier to remove an electron from it; thus, Ca has the higher IE.
b. Because K^+ has a positive charge, it will be harder to remove another electron from it, so its IE is larger than that of K. Indeed, it will be significantly larger because the next electron in K^+ to be removed comes from another shell.

Exercise 2: Ionization Energies

Which atom has the lower ionization energy, C or F?

Answer

C

The opposite of IE is described by **electron affinity (EA),** which is the energy change when a gas-phase atom accepts an electron:

$$A(g) + e^- \rightarrow A^-(g) \qquad \Delta H \equiv EA$$

EA is also usually expressed in kJ/mol. EA also demonstrates some periodic trends, although they are less obvious than the other periodic trends discussed previously. Generally, as you go across the periodic table, EA increases its magnitude:

$$as \rightarrow PT,\ EA \uparrow$$

There is not a definitive trend as you go down the periodic table; sometimes EA increases, sometimes it decreases. Figure 3 shows EA values versus position on the periodic table for the s- and *p*-block elements. The trend isn't absolute, especially considering the large positive EA values for the second column. However, the general trend going across the periodic table should be obvious.

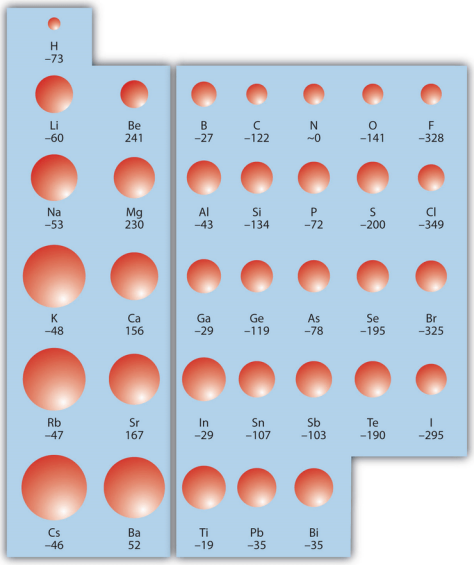


Figure 3: Electron Affinity on the Periodic Table. Values are in kJ/mol.

Example 3: Electron Affinities

Predict which atom in each pair will have the highest magnitude of Electron Affinity.

a. C or F
b. Na or S

Solution

a. C and F are in the same row on the periodic table, but F is farther to the right. Therefore, F should have the larger magnitude of EA.
b. Na and S are in the same row on the periodic table, but S is farther to the right. Therefore, S should have the larger magnitude of EA.

Exercise 3: Electron Affinities

Predict which atom will have the highest magnitude of Electron Affinity: As or Br.

Answer

Br

Summary

Certain properties—notably atomic radius, ionization energies, and electron affinities—can be qualitatively understood by the positions of the elements on the periodic table.

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9: CHEMICAL BONDS

How do atoms make compounds? Typically they join together in such a way that they lose their identities as elements and adopt a new identity as a compound. These joins are called *chemical bonds*. But how do atoms join together? Ultimately, it all comes down to electrons. Before we discuss how electrons interact, we need to introduce a tool to simply illustrate electrons in an atom.

9.1 Lewis Electron Dot Diagrams

9.2 Electron Transfer - Ionic Bonds

9.3 Covalent Bonds

9.4 Violations of the Octet Rule

9.5 Bond Polarity

9.6 Molecular Shapes

9.7 Polar Molecules

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9.1 Lewis Electron Dot Diagrams

Learning Objective

- Draw a Lewis electron dot diagram for an atom or a monatomic ion.

In almost all cases, chemical bonds are formed by interactions of valence electrons in atoms. To facilitate our understanding of how valence electrons interact, a simple way of representing those valence electrons would be useful.

A **Lewis electron dot diagram** (or electron dot diagram or a Lewis diagram or a Lewis structure) is a representation of the valence electrons of an atom that uses dots around the symbol of the element. The number of dots equals the number of valence electrons in the atom. These dots are arranged to the right and left and above and below the symbol, with no more than two dots on a side. (It does not matter what order the positions are used.) For example, the Lewis electron dot diagram for hydrogen is simply

$$\mathbf{H}\cdot \tag{1}$$

Because the side is not important, the Lewis electron dot diagram could also be drawn as follows:

$$\dot{\mathbf{H}} \ \textit{or} \ \cdot\mathbf{H} \ \ \textit{or} \ \ \underset{\cdot}{\mathbf{H}} \tag{2}$$

The electron dot diagram for helium, with two valence electrons, is as follows:

$$\mathbf{He}\text{:} \tag{3}$$

By putting the two electrons together on the same side, we emphasize the fact that these two electrons are both in the 1s subshell; this is the common convention we will adopt, although there will be exceptions later. The next atom, lithium, has an electron configuration of $1s^2 2s^1$, so it has only one electron in its valence shell. Its electron dot diagram resembles that of hydrogen, except the symbol for lithium is used:

$$\mathbf{Li}\cdot \tag{4}$$

Beryllium has two valence electrons in its 2*s* shell, so its electron dot diagram is like that of helium:

$$\mathbf{Be}\text{:} \tag{5}$$

The next atom is boron. Its valence electron shell is $2s^2 2p^1$, so it has three valence electrons. The third electron will go on another side of the symbol:

$$\mathbf{B}\dot{\mathbf{e}}\text{:} \tag{6}$$

Again, it does not matter on which sides of the symbol the electron dots are positioned.

For carbon, there are four valence electrons, two in the 2*s* subshell and two in the 2*p* subshell. As usual, we will draw two dots together on one side, to represent the 2*s* electrons. However, conventionally, we draw the dots for the two *p* electrons on different sides. As such, the electron dot diagram for carbon is as follows:

$$\cdot\dot{\mathbf{C}}\text{:} \tag{7}$$

With N, which has three *p* electrons, we put a single dot on each of the three remaining sides:

$$\cdot\underset{\cdot}{\dot{\mathbf{N}}}\text{:} \tag{8}$$

For oxygen, which has four *p* electrons, we now have to start doubling up on the dots on one other side of the symbol. When doubling up electrons, make sure that a side has no more than two electrons.

$$\cdot\ddot{\underset{\cdot}{\mathrm{O}}}: \tag{9}$$

Fluorine and neon have seven and eight dots, respectively:

$$:\ddot{\underset{\cdot}{\mathrm{F}}}: \tag{10}$$

$$:\ddot{\underset{\cdot\,\cdot}{\mathrm{N}}}\mathrm{e}: \tag{11}$$

With the next element, sodium, the process starts over with a single electron because sodium has a single electron in its highest-numbered shell, the n = 3 shell. By going through the periodic table, we see that the Lewis electron dot diagrams of atoms will never have more than eight dots around the atomic symbol.

Example 1:

What is the Lewis electron dot diagram for each element?

a. aluminum
b. selenium

Solution

a. The valence electron configuration for aluminum is $3s^2 3p^1$. So it would have three dots around the symbol for aluminum, two of them paired to represent the 3*s* electrons:

$$\dot{Al}: \tag{12}$$

2. The valence electron configuration for selenium is $4s^2 4p^4$. In the highest-numbered shell, the n = 4 shell, there are six electrons. Its electron dot diagram is as follows:

$$\cdot\ddot{\underset{\cdot\,\cdot}{\mathrm{S}}}\mathrm{e}: \tag{13}$$

Exercise 1

What is the Lewis electron dot diagram for each element?

a. phosphorus
b. argon

Answer

$$\cdot\ddot{\underset{\cdot}{\mathrm{P}}}: \tag{14}$$

$$:\ddot{\underset{\cdot\,\cdot}{\mathrm{A}}}\mathrm{r}: \tag{15}$$

For atoms with partially filled *d* or *f* subshells, these electrons are typically omitted from Lewis electron dot diagrams. For example, the electron dot diagram for iron (valence shell configuration $4s^2 3d^6$) is as follows:

$$\mathrm{Fe}: \tag{16}$$

Elements in the same column of the periodic table have similar Lewis electron dot diagrams because they have the same valence shell electron configuration. Thus the electron dot diagrams for the first column of elements are as follows:

$$\mathrm{H}\cdot\ \ \mathrm{Li}\cdot\ \ \mathrm{Na}\cdot\ \ \mathrm{K}\cdot\ \ \mathrm{Rb}\cdot\ \ \mathrm{Cs}\cdot \tag{17}$$

Monatomic ions are atoms that have either lost (for cations) or gained (for anions) electrons. Electron dot diagrams for ions are the same as for atoms, except that some electrons have been removed for cations, while some electrons have been added for anions. Thus in comparing the electron configurations and electron dot diagrams for the Na atom and the Na^+ ion, we note that the Na atom has a single valence electron in its Lewis diagram, while the Na^+ ion has lost that one valence electron:

$$Lewis\ dot\ diagram: \quad \mathbf{Na}\cdot \quad Na^+ \tag{18}$$

$$Electron\ configuration: \quad [Ne]\,3s^1 \quad [Ne] \tag{19}$$

Technically, the valence shell of the Na^+ ion is now the *n* = 2 shell, which has eight electrons in it. So why do we not put eight dots around Na^+? Conventionally, when we show electron dot diagrams for ions, we show the original valence shell of the atom, which in this case is the *n* = 3 shell and empty in the Na^+ ion.

In making cations, electrons are first lost from the *highest numbered shell*, not necessarily the last subshell filled. For example, in going from the neutral Fe atom to the Fe^{2+} ion, the Fe atom loses its two 4*s* electrons first, not its 3*d* electrons, despite the fact that the 3*d* subshell is the last subshell being filled. Thus we have

$$Lewis\ dot\ diagram: \quad \mathbf{Fe}\ : \quad Fe^{2+} \tag{20}$$

$$Electron\ configuration: \quad [Ar]\,4s^2 3d^6 \quad [Ar]\,3d^6 \tag{21}$$

Anions have extra electrons when compared to the original atom. Here is a comparison of the Cl atom with the Cl^- ion:

$$Lewis\ dot\ diagram: \quad \mathbf{:\ddot{\underset{\cdot\cdot}{Cl}}\cdot} \quad \mathbf{:\ddot{\underset{\cdot\cdot}{Cl}}:^-} \tag{22}$$

$$Electron\ configuration: \quad [Ne]\,3s^2 3p^5 \quad [Ne]\,3s^2 3p^6 \tag{23}$$

Example 2:

What is the Lewis electron dot diagram for each ion?

a. Ca^{2+}
b. O^{2-}

Solution

a. Having lost its two original valence electrons, the Lewis electron dot diagram is just Ca^{2+}.

   Ca^{2+}

b. The O^{2-} ion has gained two electrons in its valence shell, so its Lewis electron dot diagram is as follows:

$$\mathbf{:\ddot{\underset{\cdot\cdot}{O}}:^{2-}} \tag{24}$$

Exercise 2

Neutral Tl has the electron configuration: $6s^2 5d^{10} 6p^1$. What is the Lewis electron dot diagram for the Tl^+ ion?

Answer

$$\mathbf{Tl}\ :^+ \tag{25}$$

Summary

- Lewis electron dot diagrams use dots to represent valence electrons around an atomic symbol.
- Lewis electron dot diagrams for ions have less (for cations) or more (for anions) dots than the corresponding atom.

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9.2 Electron Transfer - Ionic Bonds

Learning Objectives

- State the octet rule.
- Define *ionic bond*.
- Demonstrate electron transfer between atoms to form ionic bonds.

In Section 9.2, we saw how ions are formed by losing electrons to make cations or by gaining electrons to form anions. The astute reader may have noticed something: Many of the ions that form have eight electrons in their valence shell. Either atoms gain enough electrons to have eight electrons in the valence shell and become the appropriately charged anion, or they lose the electrons in their original valence shell; the *lower* shell, now the valence shell, has eight electrons in it, so the atom becomes positively charged. For whatever reason, having eight electrons in a valence shell is a particularly energetically stable arrangement of electrons. The trend that atoms like to have eight electrons in their valence shell is called the **octet rule**. When atoms form compounds, the octet rule is not always satisfied for all atoms at all times, but it is a very good rule of thumb for understanding the kinds of bonding arrangements that atoms can make.

It is not impossible to violate the octet rule. Consider sodium: in its elemental form, it has one valence electron and is stable. It is rather reactive, however, and does not require a lot of energy to remove that electron to make the Na^+ ion. We *could* remove another electron by adding even more energy to the ion, to make the Na^{2+} ion. However, that requires much more energy than is normally available in chemical reactions, so sodium stops at a 1+ charge after losing a single electron. It turns out that the Na^+ ion has a complete octet in its new valence shell, the $n = 2$ shell, which satisfies the octet rule. The octet rule is a result of trends in energies and is useful in explaining why atoms form the ions that they do.

Now consider an Na atom in the presence of a Cl atom. The two atoms have these Lewis electron dot diagrams and electron configurations:

$$\mathbf{Na}\cdot \qquad \cdot\ddot{\underset{\cdot\,\cdot}{\mathbf{Cl}}}\mathbf{:} \tag{1}$$

$$[Ne]\,3s^1 \qquad [Ne]\,3s^2 3p^5 \tag{2}$$

For the Na atom to obtain an octet, it must lose an electron; for the Cl atom to gain an octet, it must gain an electron. An electron transfers from the Na atom to the Cl atom:

$$\mathbf{Na}\cdot \rightsquigarrow \cdot\ddot{\underset{\cdot\,\cdot}{\mathbf{Cl}}}\mathbf{:} \tag{3}$$

resulting in two ions—the Na^+ ion and the Cl^- ion:

$$\mathbf{Na}^+ \qquad :\ddot{\underset{\cdot\,\cdot}{\mathbf{Cl}}}\mathbf{:}^- \tag{4}$$

$$[Ne] \qquad [Ne]\,3s^2 3p^6 \tag{5}$$

Both species now have complete octets, and the electron shells are energetically stable. From basic physics, we know that opposite charges attract. This is what happens to the Na^+ and Cl^- ions:

$$\mathbf{Na}^+ + :\ddot{\underset{\cdot\,\cdot}{\mathbf{Cl}}}\mathbf{:}^- \rightarrow Na^+Cl^- \;\; or \;\; NaCl \tag{6}$$

where we have written the final formula (the formula for sodium chloride) as per the convention for ionic compounds, without listing the charges explicitly. The attraction between oppositely charged ions is called an **ionic bond,** and it is one of the main types of chemical bonds in chemistry. Ionic bonds are caused by electrons *transferring* from one atom to another.

In electron transfer, the number of electrons lost must equal the number of electrons gained. We saw this in the formation of

NaCl. A similar process occurs between Mg atoms and O atoms, except in this case two electrons are transferred:



The two ions each have octets as their valence shell, and the two oppositely charged particles attract, making an ionic bond:

$$\mathrm{Mg}^{2+} + :\ddot{\mathrm{O}}:^{2-} \quad Mg^{2+}O^{2-} \text{ or } MgO \tag{7}$$

Remember, in the final formula for the ionic compound, we do not write the charges on the ions.

What about when an Na atom interacts with an O atom? The O atom needs two electrons to complete its valence octet, but the Na atom supplies only one electron:

$$\mathrm{Na}\cdot \rightsquigarrow \cdot\ddot{\mathrm{O}}: \tag{8}$$

The O atom still does not have an octet of electrons. What we need is a second Na atom to donate a second electron to the O atom:



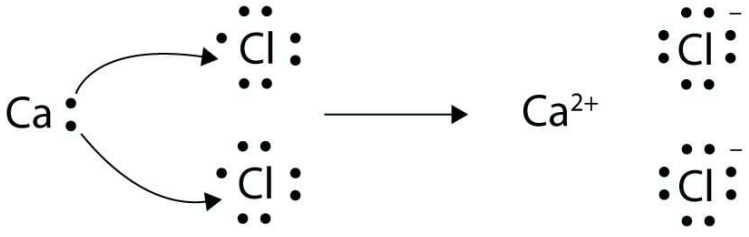
These three ions attract each other to give an overall neutral-charged ionic compound, which we write as Na_2O. The need for the number of electrons lost being equal to the number of electrons gained explains why ionic compounds have the ratio of cations to anions that they do. This is required by the law of conservation of matter as well.

Example 1:

With arrows, illustrate the transfer of electrons to form calcium chloride from Ca atoms and Cl atoms.

Solution

A Ca atom has two valence electrons, while a Cl atom has seven electrons. A Cl atom needs only one more to complete its octet, while Ca atoms have two electrons to lose. Thus we need two Cl atoms to accept the two electrons from one Ca atom. The transfer process looks as follows:

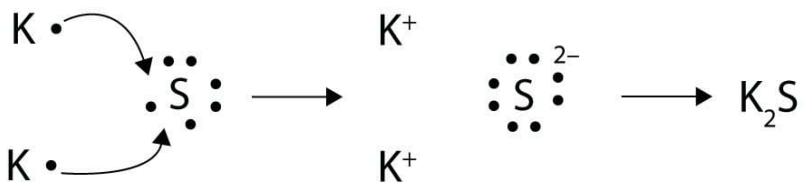


The oppositely charged ions attract each other to make $CaCl_2$.

Exercise 1

With arrows, illustrate the transfer of electrons to form potassium sulfide from K atoms and S atoms.

Answer



The strength of ionic bonding depends on two major characteristics: the magnitude of the charges and the size of the ion. The greater the magnitude of the charge, the stronger the ionic bond. The smaller the ion, the stronger the ionic bond (because a smaller ion size allows the ions to get closer together). The measured strength of ionic bonding is called the **lattice energy**. Some lattice energies are given in Table 1 - Lattice Energies of Some Ionic Compounds.

***Table** 1: Lattice Energies of Some Ionic Compounds*

Compound	Lattice Energy (kJ/mol)
LiF	1,036
LiCl	853
NaCl	786
NaBr	747
MgF_2	2,957
Na_2O	2,481
MgO	3,791

Chemistry Is Everywhere: Salt

The element sodium (part [a] in the accompanying figure) is a very reactive metal; given the opportunity, it will react with the sweat on your hands and form sodium hydroxide, which is a very corrosive substance. The element chlorine (part [b] in the accompanying figure) is a pale yellow, corrosive gas that should not be inhaled due to its poisonous nature. Bring these two hazardous substances together, however, and they react to make the ionic compound sodium chloride (part [c] in the accompanying figure), known simply as salt.

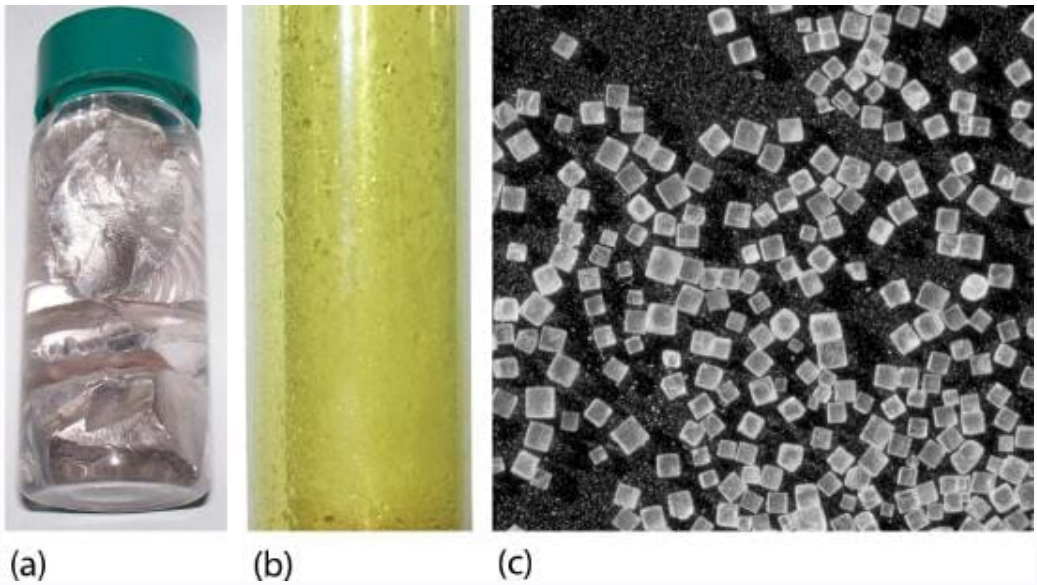


Figure 1: Sodium + Chlorine = Sodium Chloride (a) Sodium is a very reactive metal. (b) Chlorine is a pale yellow, noxious gas. (c) Together, sodium and chlorine make sodium chloride—salt—which is necessary for our survival. Source: Photo on the left courtesy of Greenhorn1. Photo in the center courtesy of Benjah-bmm27, . Photo on the right © Thinkstock.

Salt is necessary for life. Na^+ ions are one of the main ions in the human body and are necessary to regulate the fluid balance in the body. Cl^- ions are necessary for proper nerve function and respiration. Both of these ions are supplied by salt. The taste of salt is one of the fundamental tastes; salt is probably the most ancient flavoring known, and one of the few rocks we eat.

The health effects of too much salt are still under debate, although a 2010 report by the US Department of Agriculture concluded that "excessive sodium intake...raises blood pressure, a well-accepted and extraordinarily common risk factor for stroke, coronary heart disease, and kidney disease."US Department of Agriculture Committee for Nutrition Policy and Promotion, Report of the Dietary Guidelines Advisory Committee on the Dietary Guidelines for Americans, accessed January 5, 2010. It is clear that most people ingest more salt than their bodies need, and most nutritionists recommend curbing salt intake. Curiously, people who suffer from low salt (called *hyponatria*) do so not because they ingest too little salt but because they drink too much water. Endurance athletes and others involved in extended strenuous exercise need to watch their water intake so their body's salt content is not diluted to dangerous levels.

- The tendency to form species that have eight electrons in the valence shell is called the octet rule.
- The attraction of oppositely charged ions caused by electron transfer is called an ionic bond.
- The strength of ionic bonding depends on the magnitude of the charges and the sizes of the ions.

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9.3 Covalent Bonds

Learning Objectives

- Define *covalent bond*.
- Illustrate covalent bond formation with Lewis electron dot diagrams.

Ionic bonding typically occurs when it is easy for one atom to lose one or more electrons, and for another atom to gain one or more electrons. However, some atoms will not give up or gain electrons easily. Yet they still participate in compound formation. How? There is another mechanism for obtaining a complete valence shell: *sharing* electrons. When electrons are shared between two atoms, they form a **covalent bond**.

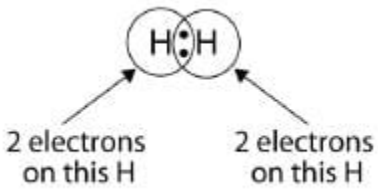
Let us illustrate a covalent bond by using H atoms, with the understanding that H atoms need only two electrons to fill the 1s subshell. Each H atom starts with a single electron in its valence shell:

$$\mathbf{H}\cdot \quad \cdot\mathbf{H}$$

The two H atoms can share their electrons:

$$\mathbf{H:H}$$

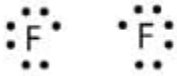
We can use circles to show that each H atom has two electrons around the nucleus, completely filling each atom's valence shell:



Because each H atom has a filled valence shell, this bond is stable, and we have made a diatomic hydrogen molecule. (This explains why hydrogen is one of the diatomic elements.) For simplicity's sake, it is not unusual to represent the covalent bond with a dash, instead of with two dots:

H–H

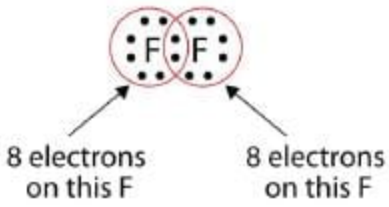
Because two atoms are sharing one pair of electrons, this covalent bond is called a **single bond**. As another example, consider fluorine. F atoms have seven electrons in their valence shell:



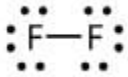
These two atoms can do the same thing that the H atoms did; they share their unpaired electrons to make a covalent bond.



Note that each F atom has a complete octet around it now:



We can also write this using a dash to represent the shared electron pair:

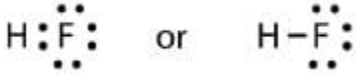


There are two different types of electrons in the fluorine diatomic molecule. The **bonding electron pair** makes the covalent bond. Each F atom has three other pairs of electrons that do not participate in the bonding; they are called **lone pair electrons**. Each F atom has one bonding pair and three lone pairs of electrons.

Covalent bonds can be made between different elements as well. One example is HF. Each atom starts out with an odd number of electrons in its valence shell:



The two atoms can share their unpaired electrons to make a covalent bond:



Note that the H atom has a full valence shell with two electrons, while the F atom has a complete octet of electrons.

Example 1

Use Lewis electron dot diagrams to illustrate the covalent bond formation in HBr.

Solution

HBr is very similar to HF, except that it has Br instead of F. The atoms are as follows:



The two atoms can share their unpaired electron:



Exercise 1

Use Lewis electron dot diagrams to illustrate the covalent bond formation in Cl_2.

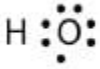
Answer



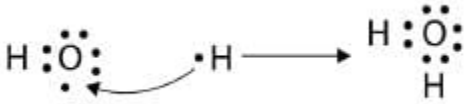
More than two atoms can participate in covalent bonding, although any given covalent bond will be between two atoms only. Consider H and O atoms:



The H and O atoms can share an electron to form a covalent bond:



The H atom has a complete valence shell. However, the O atom has only seven electrons around it, which is not a complete octet. This can be fixed by including a second H atom, whose single electron will make a second covalent bond with the O atom:



(It does not matter what side the second H atom is positioned on.) Now the O atom has a complete octet around it, and each H atom has two electrons, filling its valence shell. This is how a water molecule, H_2O, is made.

Example 2

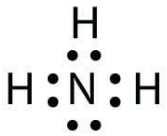
Use a Lewis electron dot diagram to show the covalent bonding in NH_3.

Solution

The N atom has the following Lewis electron dot diagram:



It has three unpaired electrons, each of which can make a covalent bond by sharing electrons with an H atom. The electron dot diagram of NH_3 is as follows:



Exercise 2

Use a Lewis electron dot diagram to show the covalent bonding in PCl_3.

Answer available at the end of this section.

There is a simple set of steps for determining the Lewis electron dot diagram of a simple molecule. First, you must identify the central atom and the surrounding atoms. The **central atom** is the atom in the center of the molecule, while the **surrounding atoms** are the atoms making bonds to the central atom. The central atom is usually written first in the formula of the compound (H_2O is the notable exception). After the central and surrounding atoms have been identified, follow these steps:

1. Count the total number of valence electrons. Add extra if the species has negative charges and remove some for every positive charge on the species.
2. Write the central atom and surround it with the surrounding atoms.
3. Put a pair of electrons between the central atom and each surrounding atom.
4. Complete the octets around the surrounding atoms (except for H).
5. Put remaining electrons, if any, around the central atom.
6. Check that every atom has a full valence shell.

Let us try these steps to determine the electron dot diagram for BF_4^-. The B atom is the central atom, and the F atoms are the surrounding atoms. There is a negative sign on the species, so we have an extra electron to consider.

1. **Count the total number of electrons.** B has 3, each F has 7, and there is one extra electron: 3 + 7 + 7 + 7 + 7 + 1 = 32.

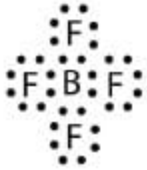
2. **Write the central atom surrounded by surrounding atoms.**



3. **Put a pair of electrons between the central atom and each surrounding atom.** This uses up eight electrons, so we have 32 – 8 = 24 electrons left.



4. **Complete the octets around the surrounding atoms (except for H).** This uses up 24 more electrons, leaving 24 – 24 = 0 electrons left.



5. **Put remaining electrons, if any, around the central atom.** There are no additional electrons to add to the central atom.

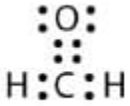
6. **Check.** The B atom has eight electrons around it, as does each F atom. Each atom has a complete octet. This is a good Lewis electron dot diagram for BF_4^-.

Sometimes, however, these steps do not work. If we were to follow these steps for the compound formaldehyde (CH_2O), we would get the following:

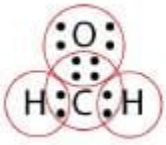


The H and O atoms have the proper number of electrons, but the C atom only has six electrons around it, not the eight electrons for an octet. How do we fix this?

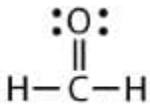
We fix this by recognizing that two atoms can share more than one pair of electrons. In the case of CH_2O, the O and C atoms share two pairs of electrons, with the following Lewis electron dot diagram as a result:



By circling the electrons around each atom, we can now see that the O and C atoms have octets, while each H atom has two electrons:



Each valence shell is full, so this is an acceptable Lewis electron dot diagram. If we were to use lines to represent the bonds, we would use two lines between the C and O atoms:



The bond between the C and O atoms is a **double bond** and represents two bonding pairs of electrons between the atoms. If the rules for drawing Lewis electron dot diagrams do not work as written, a double bond may be required.

Example 3: Carbon Dioxide

What is the proper Lewis electron dot diagram for CO_2?

Solution

The central atom is a C atom, with O atoms as surrounding atoms. We have a total of 4 + 6 + 6 = 16 valence electrons. Following the rules for Lewis electron dot diagrams for compounds gives us



The O atoms have complete octets around them, but the C atom only has four electrons around it. The way to solve this dilemma is to make a double bond between carbon and *each* O atom:



Each O atom still has eight electrons around it, but now the C atom also has a complete octet. This is an acceptable Lewis electron dot diagram for CO_2.

Exercise 3

What is the proper Lewis electron dot diagram for carbonyl sulfide (COS)?

Answer



It is also possible to have a **triple bond,** in which there are three pairs of electrons between two atoms. Good examples of this are elemental nitrogen (N_2) and acetylene (C_2H_2):



Acetylene is an interesting example of a molecule with two central atoms, which are both C atoms. Polyatomic ions are bonded together with covalent bonds. Because they are ions, however, they participate in ionic bonding with other ions. So both major types of bonding can occur at the same time.

Food and Drink Application: Vitamins and Minerals

Vitamins are nutrients that our bodies need in small amounts but cannot synthesize; therefore, they must be obtained from the diet. The word *vitamin* comes from "vital amine" because it was once thought that all these compounds had an amine group (NH_2) in it. This is not actually true, but the name stuck anyway.

All vitamins are covalently bonded molecules. Most of them are commonly named with a letter, although all of them also have formal chemical names. Thus vitamin A is also called retinol, vitamin C is called ascorbic acid, and vitamin E is called tocopherol. There is no single vitamin B; there is a group of substances called the *B complex vitamins* that are all water soluble and participate in cell metabolism. If a diet is lacking in a vitamin, diseases such as scurvy or rickets develop. Luckily, all vitamins are available as supplements, so any dietary deficiency in a vitamin can be easily corrected.

A mineral is any chemical element other than carbon, hydrogen, oxygen, or nitrogen that is needed by the body. Minerals that the body needs in quantity include sodium, potassium, magnesium, calcium, phosphorus, sulfur, and chlorine. Essential minerals that the body needs in tiny quantities (so-called *trace elements*) include manganese, iron, cobalt, nickel, copper, zinc, molybdenum, selenium, and iodine. Minerals are also obtained from the diet. Interestingly, most minerals are consumed in ionic form, rather than as elements or from covalent molecules. Like vitamins, most minerals are available in pill form, so any deficiency can be compensated for by taking supplements.

Supplement Facts

Serving Size 1 Tablet

Each Tablet Contains	% Daily Value
Vitamin A 5000 I.U (50% as Beta Carotene)	100%
Vitamin C 60 mg	100%
Vitamin D 400 I.U.	100%
Vitamin E 30 I.U.	100%
Vitamin K 25 mcg	31%
Thiamin (Vitamin B1) 1.5 mg	100%
Riboflavin (Vitamin B2) 1.7 mg	100%
Niacin 20 mg	100%
Vitamin B6 2 mg	100%
Folic Acid 400 mcg	100%
Vitamin B12 6 mcg	100%
Biotin 30 mcg	10%
Pantothenic Acid 10 mg	100%
Calcium 160 mg	16%
Iron 18 mg	100%
Phosphorus 110 mg	11%
Iodine 150 mcg	100%
Magnesium 100 mg	25%
Zinc 15 mg	100%
Selenium 20 mcg	29%
Copper 2 mg	100%
Manganese 2 mg	100%
Chromium 120 mcg	100%
Molybdenum 75 mcg	100%
Chloride 72 mg	2%
Potassium 80 mg	2%
Boron 150 mcg	*
Nickel 5 mcg	*
Silicon 2 mg	*
Tin 10 mcg	*
Vanadium 10 mcg	*
Lutein 250 mcg	*

* Daily Value (DV) not stablished

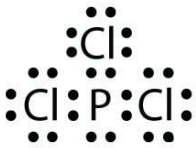
Figure 1: Vitamin and Mineral supplements. Every entry down through pantothenic acid is a vitamin, and everything from calcium and below is a mineral.

Summary

- Covalent bonds are formed when atoms share electrons.
- Lewis electron dot diagrams can be drawn to illustrate covalent bond formation.
- Double bonds or triple bonds between atoms may be necessary to properly illustrate the bonding in some molecules.

Answers

Exercise 2



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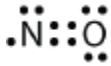
9.4 Violations of the Octet Rule

Learning Objective

- Recognize the three major types of violations of the octet rule.

As important and useful as the octet rule is in chemical bonding, there are some well-known violations. This does not mean that the octet rule is useless—quite the contrary. As with many rules, there are exceptions, or violations.

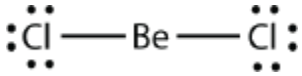
There are three violations to the octet rule. **Odd-electron molecules** are the first violation to the octet rule. Although they are few, some stable compounds have an odd number of electrons in their valence shells. With an odd number of electrons, at least one atom in the molecule will have to violate the octet rule. Examples of stable odd-electron molecules are NO, $\mathrm{NO_2}$, and $\mathrm{ClO_2}$. The Lewis electron dot diagram for NO is as follows:



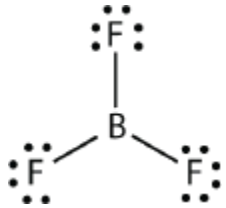
Nitrogen and oxygen share four electrons between them. Oxygen has two lone pairs while nitrogen has one full lone pair and one additional electron.

Although the O atom has an octet of electrons, the N atom has only seven electrons in its valence shell. Although NO is a stable compound, it is very chemically reactive, as are most other odd-electron compounds.

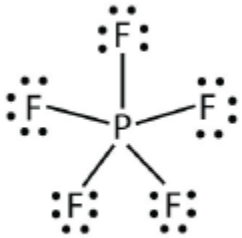
Electron-deficient molecules are the second violation to the octet rule. These stable compounds have less than eight electrons around an atom in the molecule. The most common examples are the covalent compounds of beryllium and boron. For example, beryllium can form two covalent bonds, resulting in only four electrons in its valence shell:



Boron commonly makes only three covalent bonds, resulting in only six valence electrons around the B atom. A well-known example is $\mathrm{BF_3}$:



The third violation to the octet rule is found in those compounds with more than eight electrons assigned to their valence shell. These are called **expanded valence shell molecules**. Such compounds are formed only by central atoms in the third row of the periodic table or beyond that have empty *d* orbitals in their valence shells that can participate in covalent bonding. One such compound is $\mathrm{PF_5}$. The only reasonable Lewis electron dot diagram for this compound has the P atom making five covalent bonds:



Formally, the P atom has 10 electrons in its valence shell.

Example 1

Identify each violation to the octet rule by drawing a Lewis electron dot diagram.

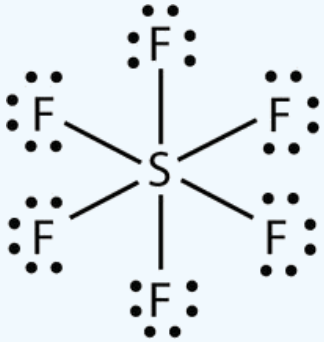
a. ClO
b. $\mathrm{SF_6}$

Solution

1. With one Cl atom and one O atom, this molecule has 6 + 7 = 13 valence electrons, so it is an odd-electron molecule. A Lewis electron dot diagram for this molecule is as follows:



2. In $\mathrm{SF_6}$, the central S atom makes six covalent bonds to the six surrounding F atoms, so it is an expanded valence shell molecule. Its Lewis electron dot diagram is as follows:



Exercise 1: Xenon Difluoride

Identify the violation to the octet rule in $\mathrm{XeF_2}$ by drawing a Lewis electron dot diagram.

Answer available at the end of this section.

Summary

There are three violations to the octet rule: odd-electron molecules, electron-deficient molecules, and expanded valence shell molecules.

Answers

Exercise 1: Xenon Difluoride

The Xe atom has an expanded valence shell with more than eight electrons around it.



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9.5 Bond Polarity

Have you ever spent time with someone you really didn't like? You had nothing in common with them and did not want to have anything to do with them. On the other hand, there are people you enjoy being with. You have a lot in common and like to share with them. Atoms work the same way. If there are strong differences in their attraction of electrons, on atom gets the electrons and the other atom loses them. If they are similar, they share electrons to form a covalent bond.

Bond Polarity

Electronegativity is defined as the ability of an atom to attract electrons when the atoms are in a compound. Electronegativities of elements are shown in the periodic table below.

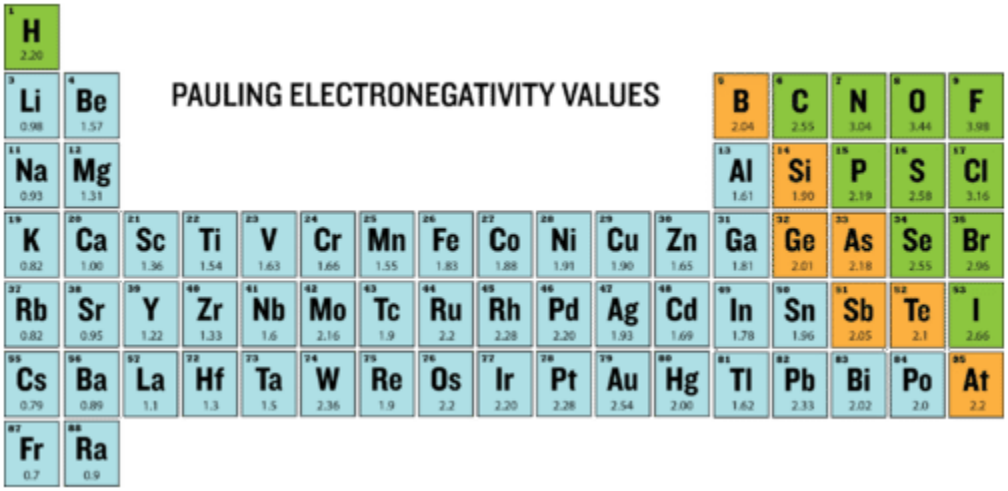


Figure 9.13.1: *Electronegativities of elements.*

The degree to which a given bond is ionic or covalent is determined by calculating the difference in electronegativity between the two atoms involved in the bond.

As an example, consider the bond that occurs between an atom of potassium and an atom of fluorine. Using the table, the difference in electronegativity is equal to $4.0 - 0.8 = 3.2$. Since the difference in electronegativity is relatively large, the bond between the two atoms is ionic. Since the fluorine atom has a much larger attraction for electrons than the potassium atom does, the valence electron from the potassium atom is completely transferred to the fluorine atom. The diagram below shows how difference in electronegativity relates to the ionic or covalent character of a chemical bond.

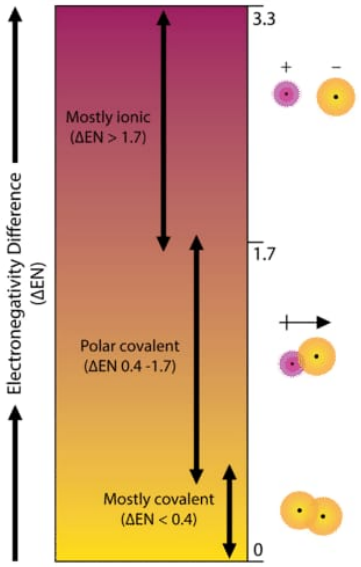


Figure 9.13.2: *Bond type is predicted on the difference in electronegativity of the two elements involved in the bond.*

The polarity of a covalent bond can be judged by determining the *difference* of the electronegativities of the two atoms involved in the covalent bond, as summarized in the following table:

Electronegativity Difference	Bond Type
0	nonpolar covalent
0–0.4	slightly polar covalent
0.4–1.9	definitely polar covalent
>1.9	likely ionic

Nonpolar Covalent Bonds

A bond in which the electronegativity difference is less than 1.7 is considered to be mostly covalent in character. However, at this point we need to distinguish between two general types of covalent bonds. A **nonpolar covalent bond** is a covalent bond in which the bonding electrons are shared equally between the two atoms. In a nonpolar covalent bond, the distribution of electrical charge is balanced between the two atoms.

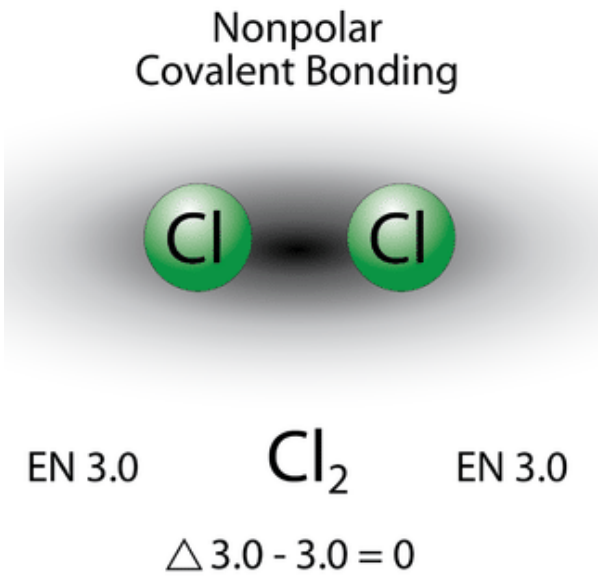


Figure 9.13.3: *A nonpolar covalent bond is one in which the distribution of electron density between the two atoms is equal.*

The two chlorine atoms share the pair of electrons in the single covalent bond equally, and the electron density surrounding the $\mathrm{Cl_2}$ molecule is symmetrical. Also note that molecules in which the electronegativity difference is very small (<0.4) are also considered nonpolar covalent. An example would be a bond between chlorine and bromine ($\Delta \text{EN } = 3.0 - 2.8 = 0.2$).

Polar Covalent Bonds

A bond in which the electronegativity difference between the atoms is between 0.4 and 1.7 is called a polar covalent bond. A **polar covalent bond** is a covalent bond in which the atoms have an unequal attraction for electrons and so the sharing is unequal. In a polar covalent bond, sometimes simply called a polar bond, the distribution of electrons around the molecule is no longer symmetrical.

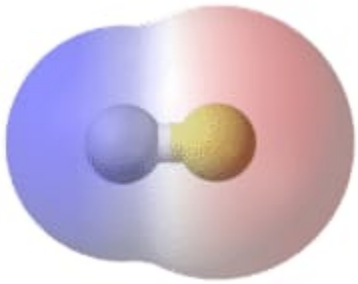


Figure 9.13.4: *In the polar covalent bond of HF, the electron density is unevenly distributed. There is a higher density (red) near the fluorine atom, and a lower density (blue) near the hydrogen atom.*

An easy way to illustrate the uneven electron distribution in a polar covalent bond is to use the Greek letter delta (δ).

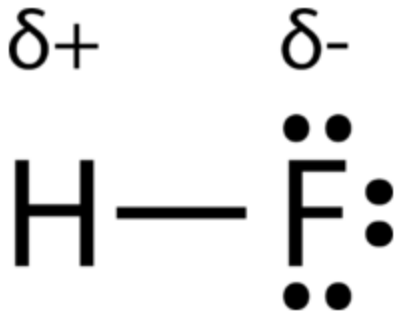


Figure 9.13.5: *Use of δ to indicate partial charge.*

The atom with the greater electronegativity acquires a partial negative charge, while the atom with the lesser electronegativity acquires a partial positive charge. The delta symbol is used to indicate that the quantity of charge is less than one. A crossed arrow can also be used to indicate the direction of greater electron density.

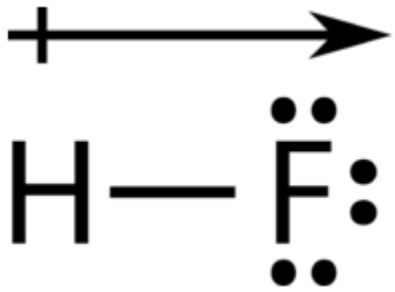


Figure 9.13.6: *Use of crossed arrow to indicate polarity.*

Summary

- The electronegativity of an atom determines how strongly it attracts electrons to itself.
- The polarity of a bond is affected by the electronegativity values of the two atoms involved in that bond.

Contributors

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9.6 Molecular Shapes

Learning Objective

- Determine the shape of simple molecules.

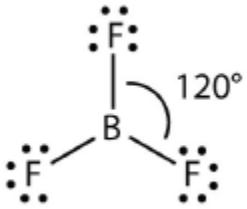
Molecules have shapes. There is an abundance of experimental evidence to that effect—from their physical properties to their chemical reactivity. Small molecules—molecules with a single central atom—have shapes that can be easily predicted. The basic idea in molecular shapes is **called valence shell electron pair repulsion (VSEPR).** It basically says that electron pairs, being composed of negatively charged particles, repel each other to get as far away from each other as possible. VSEPR makes a distinction between *electron group geometry*, which expresses how electron groups (bonds and nonbonding electron pairs) are arranged, and *molecular geometry*, which expresses how the atoms in a molecule are arranged. However, the two geometries are related.

There are two types of **electron groups**: any type of bond—single, double, or triple—and lone electron pairs. When applying VSEPR to simple molecules, the first thing to do is to count the number of electron groups around the central atom. Remember that a multiple bond counts as only *one* electron group.

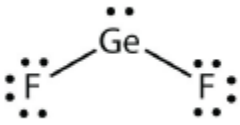
Any molecule with only two atoms is linear. A molecule whose central atom contains only two electron groups orients those two groups as far apart from each other as possible—180° apart. When the two electron groups are 180° apart, the atoms attached to those electron groups are also 180° apart, so the overall molecular shape is linear. Examples include BeH_2 and CO_2:



A molecule with three electron groups orients the three groups as far apart as possible. They adopt the positions of an equilateral triangle—120° apart and in a plane. The shape of such molecules is *trigonal planar*. An example is BF_3:



Some substances have a trigonal planar electron group distribution but have atoms bonded to only two of the three electron groups. An example is GeF_2:



From an electron group geometry perspective, GeF_2 has a trigonal planar shape, but its real shape is dictated by the positions of the atoms. This shape is called *bent* or *angular*.

A molecule with four electron groups about the central atom orients the four groups in the direction of a tetrahedron, as shown

in Figure 1 Tetrahedral Geometry. If there are four atoms attached to these electron groups, then the molecular shape is also *tetrahedral*. Methane (CH_4) is an example.

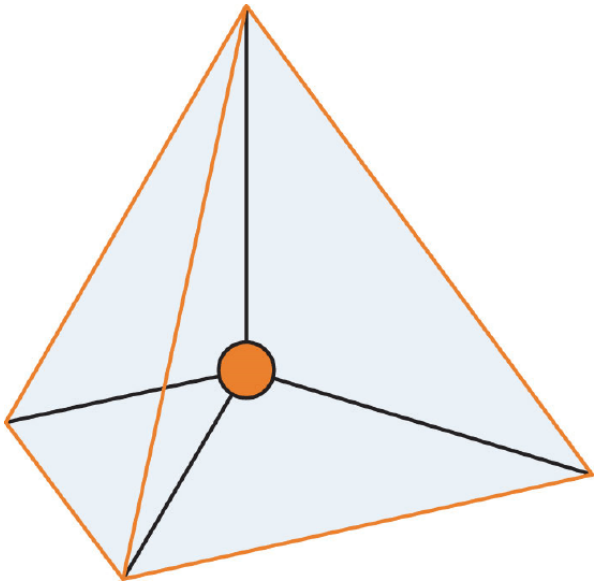
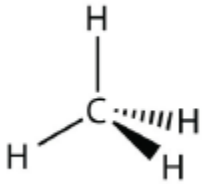
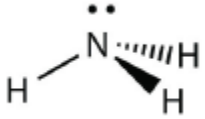


***Figure* 1:** *Tetrahedral Geometry. Four electron groups orient themselves in the shape of a tetrahedron.*

This diagram of CH_4 illustrates the standard convention of displaying a three-dimensional molecule on a two-dimensional surface. The straight lines are in the plane of the page, the solid wedged line is coming out of the plane toward the reader, and the dashed wedged line is going out of the plane away from the reader.

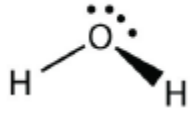


NH_3 is an example of a molecule whose central atom has four electron groups but only three of them are bonded to surrounding atoms.



Although the electron groups are oriented in the shape of a tetrahedron, from a molecular geometry perspective, the shape of NH_3 is *trigonal pyramidal*.

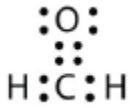
H_2O is an example of a molecule whose central atom has four electron groups but only two of them are bonded to surrounding atoms.



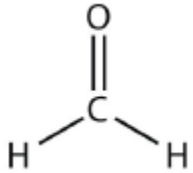
Although the electron groups are oriented in the shape of a tetrahedron, the shape of the molecule is *bent* or *angular*. A molecule

with four electron groups about the central atom but only one electron group bonded to another atom is linear because there are only two atoms in the molecule.

Double or triple bonds count as a single electron group. CH_2O has the following Lewis electron dot diagram.



The central C atom has three electron groups around it because the double bond counts as one electron group. The three electron groups repel each other to adopt a trigonal planar shape:



(The lone electron pairs on the O atom are omitted for clarity.) The molecule will not be a perfect equilateral triangle because the C–O double bond is different from the two C–H bonds, but both planar and triangular describe the appropriate approximate shape of this molecule.

Example 1:

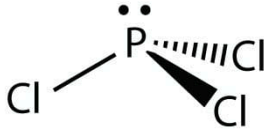
What is the approximate shape of each molecule?

a. PCl_3
b. NOF

Solution

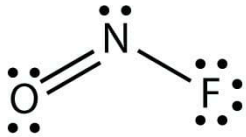
The first step is to draw the Lewis electron dot diagram of the molecule.

1. For PCl_3, the electron dot diagram is as follows:



The lone electron pairs on the Cl atoms are omitted for clarity. The P atom has four electron groups with three of them bonded to surrounding atoms, so the molecular shape is trigonal pyramidal.

2. The electron dot diagram for NOF is as follows:



The N atom has three electron groups on it, two of which are bonded to other atoms. The molecular shape is bent.

Exercise 1

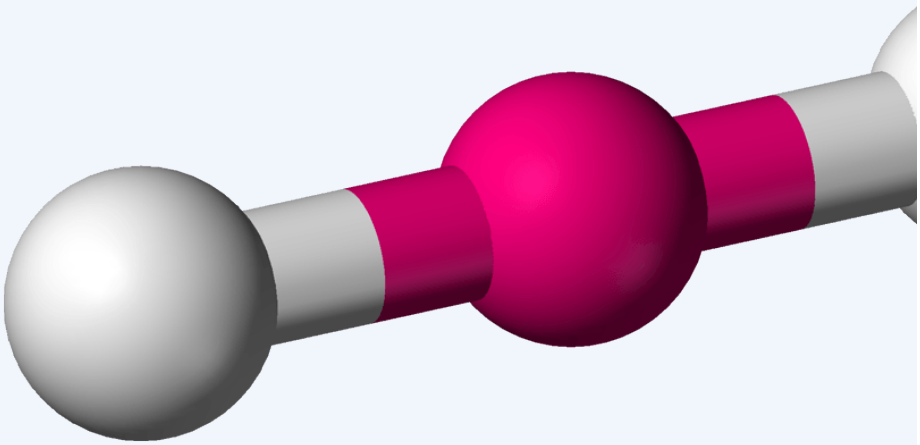
What is the approximate molecular shape of CH_2Cl_2?

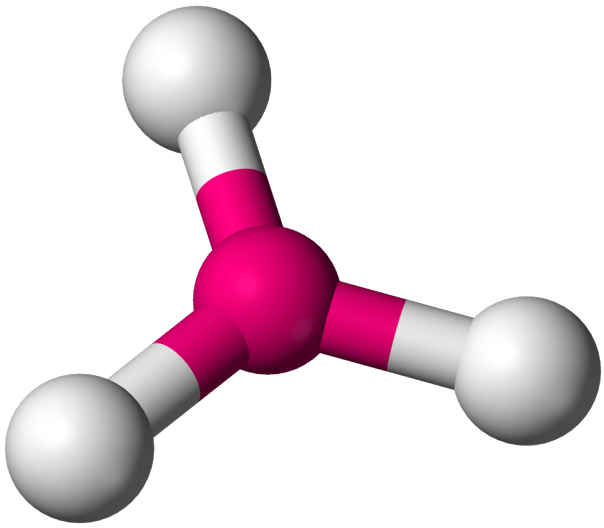
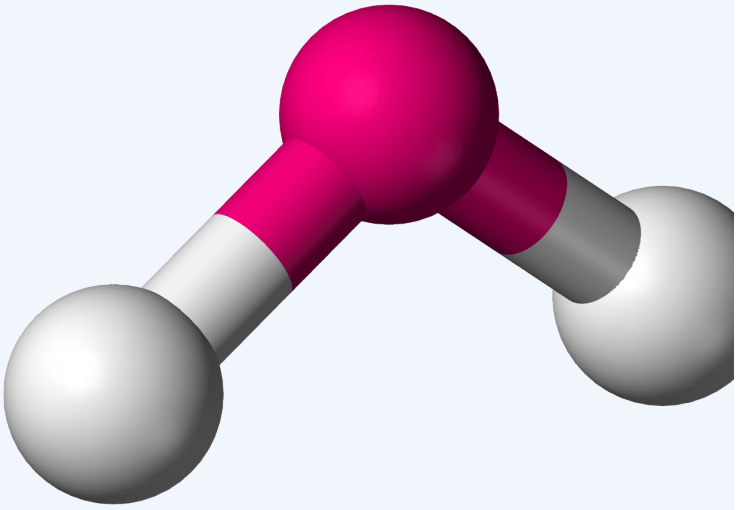
Answer

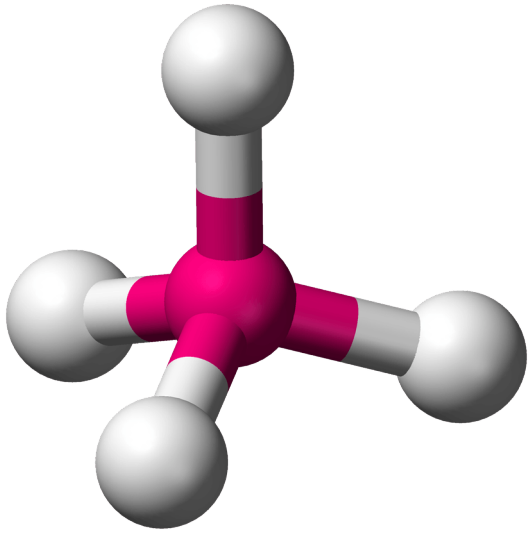
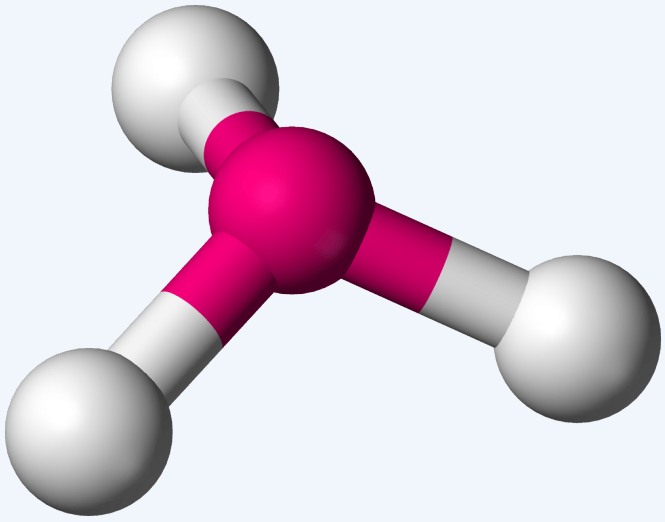
Tetrahedral

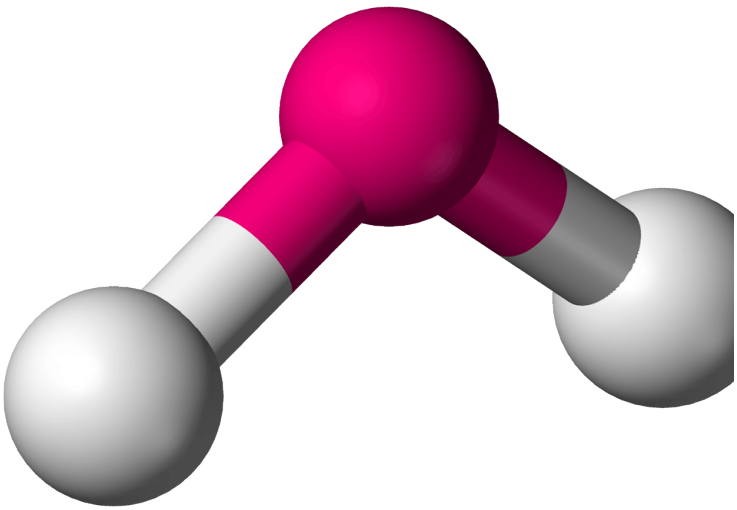
Table 1 summarizes the shapes of molecules based on their number of electron groups and surrounding atoms.

Table 1: *Summary of Molecular Shapes*

Number of Electron Groups on Central Atom	Number of Surrounding Atoms	Molecular Shape	
any	1	linear	
2	2	linear	

Number of Electron Groups on Central Atom	Number of Surrounding Atoms	Molecular Shape	
3	3	trigonal planar	
3	2	bent	

Number of Electron Groups on Central Atom	Number of Surrounding Atoms	Molecular Shape	
4	4	tetrahedral	
4	3	trigonal pyramidal	

Number of Electron Groups on Central Atom	Number of Surrounding Atoms	Molecular Shape	
4	2	bent	

Images:Public Domain, Link

Summary

The approximate shape of a molecule can be predicted from the number of electron groups and the number of surrounding atoms.

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9.7 Polar Molecules

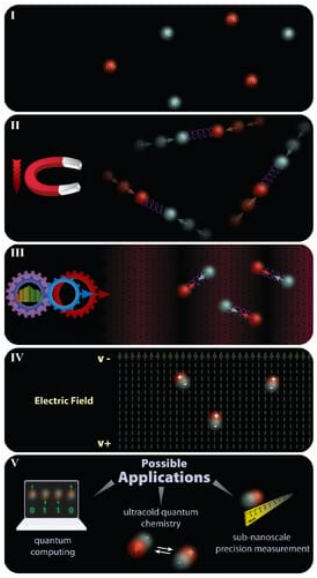


Figure 1 (Public Domain; G. Kuebler/JILA and the NIST via Patapsco Image Gallery [patapsco.nist.gov])

How cold are ultracold polar molecules?

Ultracold polar molecules have been created by research scientists. These "molecules" consist of Rb and K atoms excited by lasers to form a type of $\mathrm{Rb}{-}\mathrm{K}$ compound where the Rb has a positive charge and the K has a negative charge. The material is formed at temperatures extremely close to absolute zero. The researchers believe these techniques will help them make new reactions and new materials.

Polar Molecules

A **polar molecule** is a molecule in which one end of the molecule is slightly positive, while the other end is slightly negative. A diatomic molecule that consists of a polar covalent bond, such as HF, is a polar molecule. The two electrically charged regions on either end of the molecule are called poles, similar to a magnet having a north and a south pole. A molecule with two poles is called a **dipole** (see figure below). Hydrogen fluoride is a dipole.



Figure 2: A dipole is any molecule with a positive end and a negative end, resulting from unequal distribution of electron density throughout the molecule. (CC BY-NC 3.0; Christopher Auyeung via CK-12 Foundation)

Polar molecules orient themselves in the presence of an electric field with the positive ends of the molecule being attracted to the negative plate, while the negative ends of the molecules are attracted to the positive plate (see figure below).

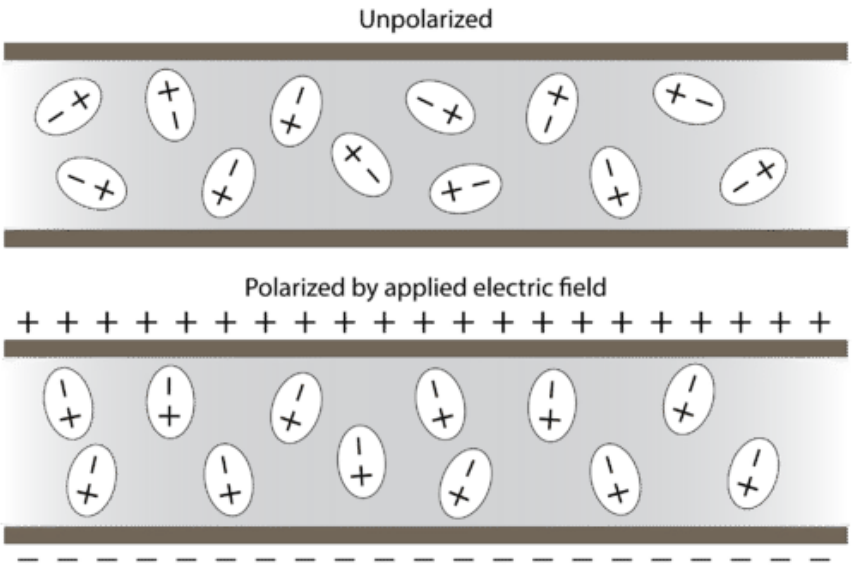


Figure 3: Polar molecules are randomly oriented in the absence of an applied electric field (top). In an electric field, the molecules orient themselves because of the attraction of opposite charges (bottom). (CC BY-NC 3.0; Zachary Wilson via CK-12 Foundation)

For molecules with more than two atoms, the molecular geometry must also be taken into account when determining if the molecule is polar or nonpolar. The figure below shows a comparison between carbon dioxide and water. Carbon dioxide (CO_2) is a linear molecule. The oxygen atoms are more electronegative than the carbon atom, so there are two individual dipoles pointing outward from the C atom to each O atom. However, since the dipoles are of equal strength and are oriented this way, they cancel out, and the overall molecular polarity of CO_2 is zero.

Water is a bent molecule because of the two lone pairs on the central oxygen atom. The individual dipoles point from the H atoms toward the O atom. Because of the shape, the dipoles do not cancel each other out, and the water molecule is polar. In the figure below, the net dipole is shown in blue and points upward.

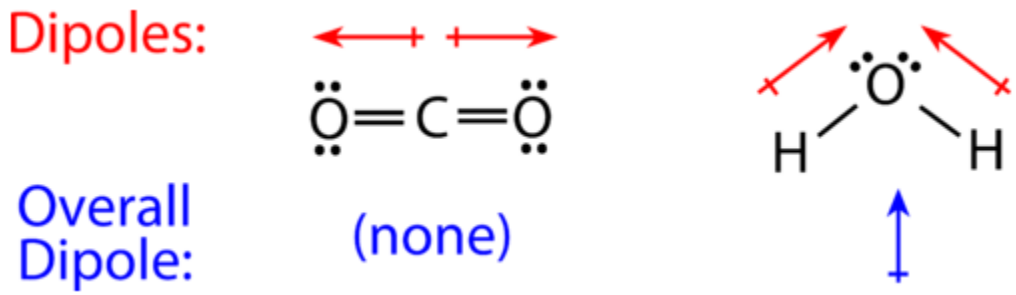


Figure 4: The molecular geometry of a molecule affects its polarity. (CC BY-NC 3.0; Joy Sheng via CK-12 Foundation)

Some other molecules are shown in the figure below. Notice that a tetrahedral molecule such as CH_4 is nonpolar. However, if one of the peripheral H atoms is replaced with another atom that has a different electronegativity, the molecule becomes polar. A trigonal planar molecule (BF_3) may be nonpolar if all three peripheral atoms are the same, but a trigonal pyramidal molecule (NH_3) is polar.

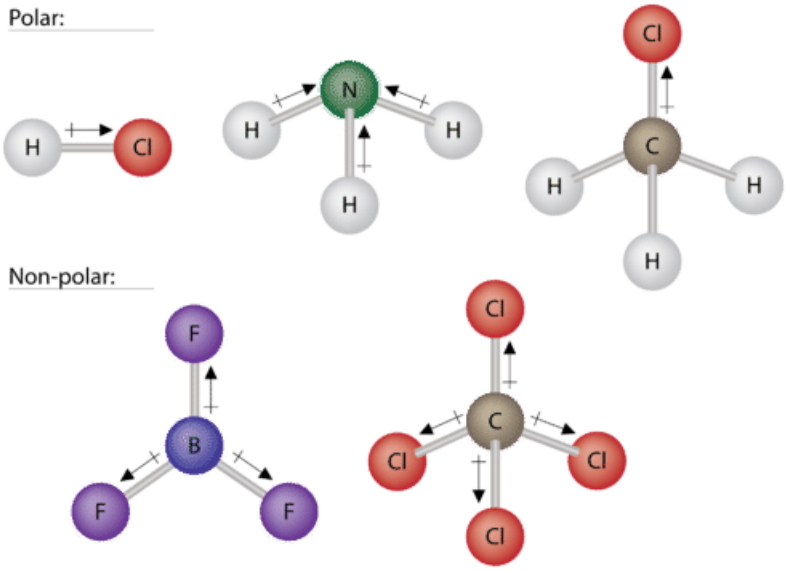


Figure 5: Some examples of polar and nonpolar molecules based on molecular geometry. (CC BY-NC 3.0; Joy Sheng via CK-12 Foundation)

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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Simulations

Why does water form droplets? How does soap get our clothes clean? Hint: both actions have to do with polarity. Try these simulations to learn more:

How are stains removed from your clothing?

Why do liquids form droplets?

Summary

- Polar molecules result from differences in the electronegativity of the atoms in the molecule.
- Dipoles that are directly opposite one another cancel each other out.

Review

1. Why is a polar molecule called a dipole?
2. The molecular geometry of NH_3 is trigonal pyramidal. What about the molecular geometry of NH_3 makes it a polar molecule?
3. What happens to polar molecules when an electric field is applied?

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10: SOLUTIONS

A solution is a *homogeneous mixture*—a mixture of two or more substances that are so intimately mixed that the mixture behaves in many ways like a single substance. Many chemical reactions occur when the reactants are dissolved in solution. In this chapter, we will introduce concepts that are applicable to solutions and the chemical reactions that occur in them.

10.1 Definitions

10.2 Quantitative Units of Concentration

10.3 Dilutions and Concentrations

10.4 Concentrations as Conversion Factors

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10.1 Definitions

Learning Objective

- Learn some terminology involving solutions.
- Recognize which terminology is qualitative and which terminology is quantitative.
- Explain why certain substances dissolve in other substances.

The major component of a solution is called the **solvent.** The minor component of a solution is called the **solute**. "Major" and "minor" indicate which component has the greater or lesser presence by mass or moles, respectively. Sometimes this becomes confusing, especially when considering substances with very different molar masses. We will confine the discussion here to solutions for which the major component and the minor component are obvious.

Solutions exist for every possible phase of the solute and the solvent. Salt water, for example, is a solution of solid NaCl in liquid water; soda water is a solution of gaseous CO_2 in liquid water, while air is a solution of a gaseous solute (O_2) in a gaseous solvent (N_2). In all cases, however, the overall phase of the solution is the same phase as the solvent.

Example 1: Sugar Water

A solution is made by dissolving 1.00 g of sucrose ($C_{12}H_{22}O_{11}$) in 100.0 g of liquid water. Identify the solvent and solute in the resulting solution.

Solution

Either by mass or by moles, the obvious minor component is sucrose, so it is the solute. Water—the majority component—is the solvent. The fact that the resulting solution is the same phase as water also suggests that water is the solvent.

Exercise 1

A solution is made by dissolving 3.33 g of HCl(g) in 40.0 g of liquid methyl alcohol (CH_3OH). Identify the solvent and solute in the resulting solution.

Answer

solute: HCl(g); solvent: CH_3OH

One important concept of solutions is in defining how much solute is dissolved in a given amount of solvent. This concept is called **concentration**. Various words are used to describe the relative amounts of solute. **Dilute** describes a solution that has very little solute, while **concentrated** describes a solution that has a lot of solute. One problem is that these terms are qualitative; they describe more or less but not exactly how much.

In most cases, only a certain maximum amount of solute can be dissolved in a given amount of solvent. This maximum amount is called the **solubility** of the solute. It is usually expressed in terms of the amount of solute that can dissolve in 100 g of the solvent at a given temperature. Table 1 lists the solubilities of some simple ionic compounds. These solubilities vary widely: NaCl can dissolve up to 31.6 g per 100 g of H_2O, while AgCl can dissolve only 0.00019 g per 100 g of H_2O.

Table 1: Solubilities of Some Ionic Compounds

Solute	Solubility (g per 100 g of H_2O at 25°C)
AgCl	0.00019

Solute	Solubility (g per 100 g of H_2O at 25°C)
$CaCO_3$	0.0006
KBr	70.7
NaCl	36.1
$NaNO_3$	94.6

When the maximum amount of solute has been dissolved in a given amount of solvent, we say that the solution is **saturated** with solute. When less than the maximum amount of solute is dissolved in a given amount of solute, the solution is **unsaturated**. These terms are also qualitative terms because each solute has its own solubility. A solution of 0.00019 g of AgCl per 100 g of H_2O may be saturated, but with so little solute dissolved, it is also rather dilute. A solution of 36.1 g of NaCl in 100 g of H_2O is also saturated but rather concentrated. Ideally, we need more precise ways of specifying the amount of solute in a solution. We will introduce such ways in Section 11.3.

In some circumstances, it is possible to dissolve more than the maximum amount of a solute in a solution. Usually, this happens by heating the solvent, dissolving more solute than would normally dissolve at regular temperatures, and letting the solution cool down slowly and carefully. Such solutions are called **supersaturated** solutions and are not stable; given an opportunity (such as dropping a crystal of solute in the solution), the excess solute will precipitate from the solution.

It should be obvious that some solutes dissolve in certain solvents but not others. NaCl, for example, dissolves in water but not in vegetable oil. Beeswax dissolves in liquid hexane but not water. What is it that makes a solute soluble in some solvents but not others?

The answer is intermolecular interactions. The intermolecular interactions include London dispersion forces, dipole-dipole interactions, and hydrogen bonding (as described in Chapter 10). From experimental studies, it has been determined that if molecules of a solute experience the same intermolecular forces that the solvent does, the solute will likely dissolve in that solvent. So, NaCl—a very polar substance because it is composed of ions—dissolves in water, which is very polar, but not in oil, which is generally nonpolar. Nonpolar wax dissolves in nonpolar hexane but not in polar water. This concept leads to the general rule that "like dissolves like" for predicting whether a solute is soluble in a given solvent. However, this is a general rule, not an absolute statement, so it must be applied with care.

Example 2: Polar and Nonpolar Solvents

Would I_2 be more soluble in CCl_4 or H_2O? Explain your answer.

Solution

I_2 is nonpolar. Of the two solvents, CCl_4 is nonpolar and H_2O is polar, so I_2 would be expected to be more soluble in CCl_4.

Exercise 2

Would C_3H_7OH be more soluble in CCl_4 or H_2O? Explain your answer.

Answer

H_2O because both experience hydrogen bonding

Summary

- Solutions are composed of a solvent (major component) and a solute (minor component).
- Concentration is the expression of the amount of solute in a given amount of solvent and can be described by several qualitative terms.

- Solubility is a specific amount of solute that can dissolve in a given amount of solvent.
- "Like dissolves like" is a useful rule for deciding if a solute will be soluble in a solvent.

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10.2 Quantitative Units of Concentration

Learning Objective

- Learn to determine specific concentrations with several common units.

Rather than qualitative terms (Section 11.2 - Definitions) we need quantitative ways to express the amount of solute in a solution; that is, we need specific units of concentration. In this section, we will introduce several common and useful units of concentration.

Molarity (M) is defined as the number of moles of solute divided by the number of liters of solution:

$$molarity = \frac{moles\ of\ solute}{liters\ of\ solution} \tag{1}$$

which can be simplified as

$$M = \frac{mol}{L},\ or\ mol/L \tag{2}$$

As with any mathematical equation, if you know any two quantities, you can calculate the third, unknown, quantity.

For example, suppose you have 0.500 L of solution that has 0.24 mol of NaOH dissolved in it. The concentration of the solution can be calculated as follows:

$$molarity = \frac{0.24\ mol\ NaOH}{0.500\ L} = 0.48\ M\ NaOH \tag{3}$$

The concentration of the solution is 0.48 M, which is spoken as “zero point forty-eight molarity” or “zero point forty-eight molar.” If the quantity of the solute is given in mass units, you must convert mass units to mole units before using the definition of molarity to calculate concentration. For example, what is the molar concentration of a solution of 22.4 g of HCl dissolved in 1.56 L? First, convert the mass of solute to moles using the molar mass of HCl (36.5 g/mol):

$$22.4\ \cancel{g\ HCl} \times \frac{1\ mol\ HCl}{36.5\ \cancel{g\ HCl}} = 0.614\ M\ HCl \tag{4}$$

Now we can use the definition of molarity to determine a concentration:

$$M = \frac{0.614\ mol\ HCl}{1.56\ L} = 0.394\ M \tag{5}$$

Example 1:

What is the molarity of a solution made when 32.7 g of NaOH are dissolved to make 445 mL of solution?

Solution

To use the definition of molarity, both quantities must be converted to the proper units. First, convert the volume units from milliliters to liters:

$$445\ \cancel{mL} \times \frac{1\ L}{1000\ \cancel{mL}} = 0.445\ L \tag{6}$$

Now we convert the amount of solute to moles, using the molar mass of NaOH, which is 40.0 g/mol:

$$32.7\ \cancel{g\ NaOH} \times \frac{1\ mol\ NaOH}{40.0\ \cancel{g\ NaOH}} = 0.818\ mol\ NaOH \tag{7}$$

Now we can use the definition of molarity to determine the molar concentration:

$$M = \frac{0.818\ mol\ NaOH}{0.445\ L} = 1.84\ M\ NaOH \tag{8}$$

Exercise 1

What is the molarity of a solution made when 66.2 g of $C_6H_{12}O_6$ are dissolved to make 235 mL of solution?

Answer

1.57 M

The definition of molarity can be used to determine the amount of solute or the volume of solution, if the other information is given. Example 4 illustrates this situation.

Example 1:

How many moles of solute are present in 0.108 L of a 0.887 M NaCl solution?

Solution

We know the volume and the molarity; we can use the definition of molarity to mathematically solve for the amount in moles. Substituting the quantities into the definition of molarity:

$$0.887\ M = \frac{mol\ NaCl}{0.108\ L} \tag{9}$$

We multiply the 0.108 L over to the other side of the equation and multiply the units together; “molarity × liters” equals moles, according to the definition of molarity. So

mol NaCl = (0.887 M)(0.108 L) = 0.0958 mol

Exercise 1

How many moles of solute are present in 225 mL of a 1.44 M $CaCl_2$ solution?

Answer

0.324 mol

If you need to determine volume, remember the rule that the unknown quantity must be by itself and in the numerator to determine the correct answer. Thus rearrangement of the definition of molarity is required.

Example 1:

What volume of a 2.33 M $NaNO_3$ solution is needed to obtain 0.222 mol of solute?

Solution

Using the definition of molarity, we have

$$2.33\,M = \frac{0.222\,mol}{L} \tag{10}$$

To solve for the number of liters, we bring the 2.33 M over to the right into the denominator, and the number of liters over to the left in the numerator. We now have

$$L = \frac{0.222\,mol}{2.33\,M} \tag{11}$$

Dividing, **the volume is 0.0953 L = 95.3 mL.**

Exercise 1

What volume of a 0.570 M K_2SO_4 solution is needed to obtain 0.872 mol of solute?

Answer

1.53 L

A similar unit of concentration is **molality** (*m*), which is defined as the number of moles of solute per kilogram of solvent, not per liter of solution:

$$molality = \frac{moles\ solute}{kilograms\ solvent} \tag{12}$$

Mathematical manipulation of molality is the same as with molarity.

Another way to specify an amount is **percentage composition by mass** (or *mass percentage*, % m/m). It is defined as follows:

$$\%m/m = \frac{mass\ of\ solute}{mass\ of\ entire\ sample} \times 100\% \tag{13}$$

It is not uncommon to see this unit used on commercial products (Fig. 11.3.1 - Concentration in Commercial Applications)



Fig. 11.3.1 Concentration in Commercial Applications © Thinkstock

The percentage of urea in this package is 5% m/m, meaning that there are 5 g of urea per 100 g of product.

Example 1:

What is the mass percentage of Fe in a piece of metal with 87.9 g of Fe in a 113 g sample?

Solution

Using the definition of mass percentage, we have

$$\%m/m = \frac{87.9\,g\,Fe}{113\,g\,sample} \times 100\% = 77.8\%\,Fe \tag{14}$$

Exercise 1

What is the mass percentage of H_2O_2 in a solution with 1.67 g of H_2O_2 in a 55.5 g sample?

Answer

3.01%

Related concentration units are **parts per thousand (ppth), parts per million (ppm)** and **parts per billion (ppb).** Parts per thousand is defined as follows:

$$ppth = \frac{mass\ of\ solute}{mass\ of\ sample} \times 1000 \tag{15}$$

There are similar definitions for parts per million and parts per billion:

$$ppm = \frac{mass\ of\ solute}{mass\ of\ sample} \times 1,000,000 \tag{16}$$

and

$$ppb = \frac{mass\ of\ solute}{mass\ of\ sample} \times 1,000,000,000 \tag{17}$$

Each unit is used for progressively lower and lower concentrations. The two masses must be expressed in the same unit of mass, so conversions may be necessary.

Example 1:

If there is 0.6 g of Pb present in 277 g of solution, what is the Pb concentration in parts per thousand?

Solution

Use the definition of parts per thousand to determine the concentration. Substituting

$$\frac{0.6g\,Pb}{277g\,solution} \times 1000 = 2.17\,ppth \tag{18}$$

Exercise 1

If there is 0.551 mg of As in 348 g of solution, what is the As concentration in ppm?

Answer

1.58 ppm

As with molarity and molality, algebraic rearrangements may be necessary to answer certain questions.

Example 1:

The concentration of Cl^- ion in a sample of H_2O is 15.0 ppm. What mass of Cl^- ion is present in 240.0 mL of H_2O, which has a density of 1.00 g/mL?

Solution

First, use the density of H_2O to determine the mass of the sample:

$$240.0 \cancel{mL} \times \frac{1.00\ g}{\cancel{mL}} = 240.0\ g \tag{19}$$

Now we can use the definition of ppm:

$$15.0\,ppm\ = \frac{mass\ of\ solute}{240.0\ g\ solution} \times 1,000,000 \tag{20}$$

Rearranging to solve for the mass of solute,

$$mass\ solute = \frac{(15.0\,ppm)(240.0\ g\ solution)}{1,000,000} = 0.0036g = 3.6\,mg \tag{21}$$

Exercise 1

The concentration of Fe^{3+} ion in a sample of H_2O is 335.0 ppm. What mass of Fe^{3+} ion is present in 3,450 mL of H_2O, which has a density of 1.00 g/mL?

Answer

1.16 g

For ionic solutions, we need to differentiate between the concentration of the salt versus the concentration of each individual ion. Because the ions in ionic compounds go their own way when a compound is dissolved in a solution, the resulting concentration of the ion may be different from the concentration of the complete salt. For example, if 1 M NaCl were prepared, the solution could also be described as a solution of 1 M $Na^+(aq)$ and 1 M $Cl^-(aq)$ because there is one Na^+ ion and one Cl^- ion per formula unit of the salt. However, if the solution were 1 M $CaCl_2$, there are two $Cl^-(aq)$ ions for every formula unit dissolved, so the concentration of $Cl^-(aq)$ would be 2 M, not 1 M.

In addition, the total ion concentration is the sum of the individual ion concentrations. Thus for the 1 M NaCl, the total ion concentration is 2 M; for the 1 M $CaCl_2$, the total ion concentration is 3 M.

Key Takeaway

- Quantitative units of concentration include molarity, molality, mass percentage, parts per thousand, parts per million, and parts per billion.

Exercise 1

1. Differentiate between molarity and molality.
2. Differentiate between mass percentage and parts per thousand.
3. What is the molarity of a solution made by dissolving 13.4 g of $NaNO_3$ in 345 mL of solution?
4. What is the molarity of a solution made by dissolving 332 g of $C_6H_{12}O_6$ in 4.66 L of solution?
5. How many moles of $MgCl_2$ are present in 0.0331 L of a 2.55 M solution?
6. How many moles of NH_4Br are present in 88.9 mL of a 0.228 M solution?
7. What volume of 0.556 M NaCl is needed to obtain 0.882 mol of NaCl?
8. What volume of 3.99 M H_2SO_4 is needed to obtain 4.61 mol of H_2SO_4?
9. What volume of 0.333 M $Al(NO_3)_3$ is needed to obtain 26.7 g of $Al(NO_3)_3$?
10. What volume of 1.772 M $BaCl_2$ is needed to obtain 123 g of $BaCl_2$?
11. What are the individual ion concentrations and the total ion concentration in 0.66 M $Mg(NO_3)_2$?
12. What are the individual ion concentrations and the total ion concentration in 1.04 M $Al_2(SO_4)_3$?
13. If the $C_2H_3O_2^-$ ion concentration in a solution is 0.554 M, what is the concentration of $Ca(C_2H_3O_2)_2$?
14. If the Cl^- ion concentration in a solution is 2.61 M, what is the concentration of $FeCl_3$?

Answers

1. Molarity is moles per liter, whereas molality is moles per kilogram of solvent.
2.
3. 0.457 M
4.
5. 0.0844 mol
6.
7. 1.59 L
8.
9. 0.376 L
10.
11. Mg^{2+} = 0.66 M; NO_3^- = 1.32 M; total: 1.98 M
12.
13. 0.277 M

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10.3 Dilutions and Concentrations

Learning Objective

- Learn how to dilute and concentrate solutions.

Often, a worker will need to change the concentration of a solution by changing the amount of solvent. **Dilution** is the addition of solvent, which decreases the concentration of the solute in the solution. **Concentration** is the removal of solvent, which increases the concentration of the solute in the solution. (Do not confuse the two uses of the word *concentration* here!)

In both dilution and concentration, the amount of solute stays the same. This gives us a way to calculate what the new solution volume must be for the desired concentration of solute. From the definition of molarity,

$$molarity = \frac{moles\,of\,solute}{liters\,of\,solution} \tag{1}$$

we can solve for the number of moles of solute:

moles of solute = (molarity)(liters of solution)

A simpler way of writing this is to use *M* to represent molarity and *V* to represent volume. So the equation becomes

moles of solute = *MV*

Because this quantity does not change before and after the change in concentration, the product *MV* must be the same before and after the concentration change. Using numbers to represent the initial and final conditions, we have

$$M_1V_1 = M_2V_2$$

as the **dilution equation**. The volumes must be expressed in the same units. Note that this equation gives only the initial and final conditions, not the amount of the change. The amount of change is determined by subtraction.

Example 1

If 25.0 mL of a 2.19 M solution are diluted to 72.8 mL, what is the final concentration?

Solution

It does not matter which set of conditions is labeled 1 or 2, as long as the conditions are paired together properly. Using the dilution equation, we have

(2.19 M)(25.0 mL) = M_2(72.8 mL)

$$M_2 = \frac{(2.19\,M)(25.0\,\cancel{mL})}{(72.8\,\cancel{mL})} \tag{2}$$

Solving for the second concentration (noting that the milliliter units cancel),

M_2 = 0.752 M

The concentration of the solution has decreased. In going from 25.0 mL to 72.8 mL, 72.8 – 25.0 = 47.8 mL of solvent must be added.

Exercise 1

A 0.885 M solution of KBr whose initial volume is 76.5 mL has more water added until its concentration is 0.500 M. What is the new volume of the solution?

Answer

135.4 mL

Concentrating solutions involves removing solvent. Usually this is done by evaporating or boiling, assuming that the heat of boiling does not affect the solute. The dilution equation is used in these circumstances as well.

Chemistry Is Everywhere: Preparing IV Solutions

In a hospital emergency room, a physician orders an intravenous (IV) delivery of 100 mL of 0.5% KCl for a patient suffering from hypokalemia (low potassium levels). Does an aide run to a supply cabinet and take out an IV bag containing this concentration of KCl?

Not likely. It is more probable that the aide must make the proper solution from an IV bag of sterile solution and a more concentrated, sterile solution, called a *stock solution*, of KCl. The aide is expected to use a syringe to draw up some stock solution and inject it into the waiting IV bag and dilute it to the proper concentration. Thus the aide must perform a dilution calculation.

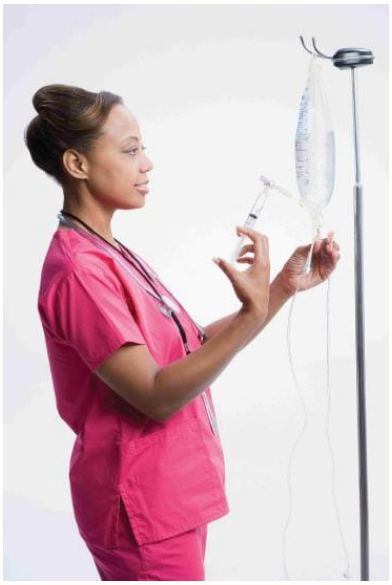


Fig. 11.4.1 Preparing IV Solution © Thinkstock. Medical personnel commonly must perform dilutions for IV solutions.

If the stock solution is 10.0% KCl and the final volume and concentration need to be 100 mL and 0.50%, respectively, then it is an easy calculation to determine how much stock solution to use:

$$(10\%)V_1 = (0.50\%)(100\text{ mL})V_1 = 5\text{ mL}$$

Of course, the addition of the stock solution affects the total volume of the diluted solution, but the final concentration is likely close enough even for medical purposes.

Medical and pharmaceutical personnel are constantly dealing with dosages that require concentration measurements and dilutions. It is an important responsibility: calculating the *wrong* dose can be useless, harmful, or even fatal!

Summary

- Calculate the new concentration or volume for a dilution or concentration of a solution.

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10.4 Concentrations as Conversion Factors

Learning Objective

- Apply concentration units as conversion factors.

Concentration can be a conversion factor between the amount of solute and the amount of solution or solvent (depending on the definition of the concentration unit). As such, concentrations can be useful in a variety of stoichiometry problems. In many cases, it is best to use the original definition of the concentration unit; it is that definition that provides the conversion factor.

A simple example of using a concentration unit as a conversion factor is one in which we use the definition of the concentration unit and rearrange; we can do the calculation again as a unit conversion, rather than as a definition. For example, suppose we ask how many moles of solute are present in 0.108 L of a 0.887 M NaCl solution. Because 0.887 M means 0.887 mol/L, we can use this second expression for the concentration as a conversion factor:

$$0.108 \cancel{L\,NaCl} \times \frac{0.887\,mol\,NaCl}{\cancel{L\,NaCl}} = 0.0958\,mol\,NaCl \tag{1}$$

(There is an understood 1 in the denominator of the conversion factor.) If we used the definition approach, we get the same answer, but now we are using conversion factor skills. Like any other conversion factor that relates two different types of units, the reciprocal of the concentration can be also used as a conversion factor.

Example 1

Using concentration as a conversion factor, how many liters of 2.35 M $CuSO_4$ are needed to obtain 4.88 mol of $CuSO_4$?

Solution

This is a one-step conversion, but the concentration must be written as the reciprocal for the units to work out:

$$4.88 \cancel{mol\,CuSO_4} \times \frac{1\,L}{2.35\,\cancel{mol}} = 2.08\,L\,of\,solution \tag{2}$$

Exercise 1

Using concentration as a conversion factor, how many liters of 0.0444 M CH_2O are needed to obtain 0.0773 mol of CH_2O?

Answer:
1.74 L

Of course, once quantities in moles are available, another conversion can give the mass of the substance, using molar mass as a conversion factor.

Example 2

What mass of solute is present in 0.765 L of 1.93 M NaOH?

Solution

This is a two-step conversion, first using concentration as a conversion factor to determine the number of moles and then the molar mass of NaOH (40.0 g/mol) to convert to mass:

$$0.765 \cancel{L} \times \frac{1.93 \cancel{mol\ NaOH}}{\cancel{L\ solution}} \times \frac{40.0 g\ NaOH}{1 \cancel{mol\ NaOH}} = 59.1\ g\ NaOH \tag{3}$$

Exercise 2

What mass of solute is present in 1.08 L of 0.0578 M H_2SO_4?

Answer

6.12 g

More complex stoichiometry problems using balanced chemical reactions can also use concentrations as conversion factors. For example, suppose the following equation represents a chemical reaction:

$$2\,\mathrm{AgNO_3\,(aq)} + \mathrm{CaCl_2\,(aq)} \longrightarrow 2\,\mathrm{AgCl\,(s)} + \mathrm{Ca(NO_3)_2\,(aq)} \tag{4}$$

If we wanted to know what volume of 0.555 M $CaCl_2$ would react with 1.25 mol of $AgNO_3$, we first use the balanced chemical equation to determine the number of moles of $CaCl_2$ that would react and then use concentration to convert to liters of solution:

$$1.25 \cancel{mol\ AgNO_3} \times \frac{1 \cancel{mol\ CaCl_2}}{2 \cancel{mol\ AgNO_3}} \times \frac{1\ L\ solution}{0.555\ \cancel{mol\ CaCl_2}} = 1.13\ L\ CaCl_2 \tag{5}$$

This can be extended by starting with the mass of one reactant, instead of moles of a reactant.

Example 3

What volume of 0.0995 M $Al(NO_3)_3$ will react with 3.66 g of Ag according to the following chemical equation?

$$3\,\mathrm{Ag\,(s)} + \mathrm{Al(NO_3)_3\,(aq)} \longrightarrow 3\,\mathrm{AgNO_3} + \mathrm{Al\,(s)} \tag{6}$$

Solution

Here, we first must convert the mass of Ag to moles before using the balanced chemical equation and then the definition of molarity as a conversion factor:

$$3.66 \cancel{g\ Ag} \times \frac{1 \cancel{mol\ Ag}}{107.97 \cancel{g\ Ag}} \times \frac{1 \cancel{mol\ Al(NO_3)_3}}{3 \cancel{mol\ Ag}} \times \frac{1\ L\ solution}{0.0995 \cancel{mol\ Al(NO_3)_3}} = 0.114\ L \tag{7}$$

The strikeouts show how the units cancel.

Exercise 3

What volume of 0.512 M NaOH will react with 17.9 g of $H_2C_2O_4$(s) according to the following chemical equation?

$$\mathrm{H_2C_2O_4\,(s)} + 2\,\mathrm{NaOH\,(aq)} \longrightarrow \mathrm{Na_2C_2O_4\,(aq)} + 2\,\mathrm{H_2O}(\ell) \tag{8}$$

Answer:

0.777 L

We can extend our skills even further by recognizing that we can relate quantities of one solution to quantities of another solution. Knowing the volume and concentration of a solution containing one reactant, we can determine how much of another solution of another reactant will be needed using the balanced chemical equation.

Example 4

A student takes a precisely measured sample, called an *aliquot*, of 10.00 mL of a solution of FeCl3. The student carefully adds 0.1074 M Na2C2O4 until all the Fe^{3+}(aq) has precipitated as Fe2(C2O4)3(s). Using a precisely measured tube called a burette, the student finds that 9.04 mL of the Na2C2O4 solution was added to completely precipitate the Fe^{3+}(aq). What was the concentration of the FeCl3 in the original solution? (A precisely measured experiment like this, which is meant to determine the amount of a substance in a sample, is called a *titration*.) The balanced chemical equation is as follows:

$$2\,\mathrm{FeCl_3\,(aq)} + 3\,\mathrm{Na_2C_2O_4\,(aq)} \longrightarrow \mathrm{Fe_2(C_2O_4)_3\,(s)} + 6\,\mathrm{NaCl\,(aq)} \tag{9}$$

Solution

First we need to determine the number of moles of Na2C2O4 that reacted. We will convert the volume to liters and then use the concentration of the solution as a conversion factor:

$$9.04\,\cancel{mL} \times \frac{1\,\cancel{L}}{1000\,\cancel{mL}} \times \frac{0.1074 mol\,Na_2C_2O_4}{\cancel{L}} = 0.000971\,mol\,Na_2C_2O_4 \tag{10}$$

Now we will use the balanced chemical equation to determine the number of moles of Fe^{3+}(aq) that were present in the initial aliquot:

$$0.000971\,\cancel{mol\,Na_2C_2O_4} \times \frac{2\,mol\,FeCl_3}{3\,\cancel{mol\,Na_2C_2O_4}} = 0.000647\,mol\,FeCl_3 \tag{11}$$

Then we determine the concentration of FeCl3 in the original solution. Converting 10.00 mL into liters (0.01000 L), we use the definition of molarity directly:

$$M = \frac{mol}{L} = \frac{0.000647\,mol\,FeCl_3}{0.01000 L} = 0.0647\,M\,FeCl_3 \tag{12}$$

Exercise 4

A student titrates 25.00 mL of H3PO4 with 0.0987 M KOH. She uses 54.06 mL to complete the chemical reaction. What is the concentration of H3PO4?

$$\mathrm{H_3PO_4\,(aq)} + 3\,\mathrm{KOH\,(aq)} \longrightarrow \mathrm{K_3PO_4\,(aq)} + 3\,\mathrm{H_2O} \tag{13}$$

Answer:

0.0711 M



Fig. 11.5.1 Titration © Thinkstock When a student performs a titration, a measured amount of one solution is added to another reactant.

We have used molarity exclusively as the concentration of interest, but that will not always be the case. The next example shows a different concentration unit being used.

Example 5:

H_2O_2 is used to determine the amount of Mn according to this balanced chemical equation:

$$2\,\mathrm{MnO_4^-(aq)} + 5\,\mathrm{H_2O_2(aq)} + 6\,\mathrm{H^+(aq)} \longrightarrow 2\,\mathrm{Mn_2^+(aq)} + 5\,\mathrm{O_2(g)} + 8\,\mathrm{H_2O}(\ell) \tag{14}$$

What mass of 3.00% m/m H_2O_2 solution is needed to react with 0.355 mol of MnO_4^-(aq)?

Solution

Because we are given an initial amount in moles, all we need to do is use the balanced chemical equation to determine the number of moles of H_2O_2 and then convert to find the mass of H_2O_2. Knowing that the H_2O_2 solution is 3.00% by mass, we can determine the mass of solution needed:

$$3.55\ \cancel{mol\ MnO_4^-} \times \frac{5\ \cancel{mol\ H_2O_2}}{2\ \cancel{mol\ MnO_4^-}} \times \frac{34.02\ g\ \cancel{H_2O_2}}{\cancel{mol\ H_2O_2}} \times \frac{100\ g\ solution}{3\ g\ \cancel{H_2O_2}} = 1006\ g\ sol \tag{15}$$

The first conversion factor comes from the balanced chemical equation, the second conversion factor is the molar mass of H_2O_2, and the third conversion factor comes from the definition of percentage concentration by mass.

Exercise 5

Use the balanced chemical reaction for MnO_4^- and H_2O_2 to determine what mass of O_2 is produced if 258 g of 3.00% m/m H_2O_2 is reacted with MnO_4^-.

Answer

7.28 g

Summary

Know how to apply concentration units as conversion factors.

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11: ACIDS AND BASES

Acids and bases are important classes of chemical compounds. They are part of the foods and beverages we ingest, they are present in medicines and other consumer products, and they are prevalent in the world around us. In this chapter, we will focus on acids and bases and their chemistry.

11.1 Arrhenius Acids and Bases

11.2 Brønsted-Lowry Acids and Bases

11.3 Acid-Base Titrations

11.4 Strong and Weak Electrolytes

11.5 Strong and Weak Acids and Bases and their Salts

11.6 Autoionization of Water

11.7 The pH Scale

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11.1 Arrhenius Acids and Bases

Learning Objective

- Identify an Arrhenius acid and an Arrhenius base.
- Write the chemical reaction between an Arrhenius acid and an Arrhenius base.

Historically, the first chemical definition of an acid and a base was put forward by Svante Arrhenius, a Swedish chemist, in 1884. An **Arrhenius acid** is a compound that increases the H^+ ion concentration in an aqueous solution. The H^+ ion is just a bare proton, and it is rather clear that bare protons are not floating around in an aqueous solution. Instead, chemistry has defined the **hydronium ion** (H_3O^+) as the actual chemical species that represents an H^+ ion. H^+ ions and H_3O^+ ions are often considered interchangeable when writing chemical equations (although a properly balanced chemical equation should also include the additional H_2O). Classic Arrhenius acids can be considered ionic compounds in which H^+ is the cation. Table 1 lists some Arrhenius acids and their names.

Table 1 Some Arrhenius Acids

Formula	Name
$HC_2H_3O_2$ (also written CH_3COOH)	acetic acid
$HClO_3$	chloric acid
HCl	hydrochloric acid
HBr	hydrobromic acid
HI	hydriodic acid
HF	hydrofluoric acid
HNO_3	nitric acid
$H_2C_2O_4$	oxalic acid
$HClO_4$	perchloric acid
H_3PO_4	phosphoric acid
H_2SO_4	sulfuric acid
H_2SO_3	sulfurous acid

An **Arrhenius base** is a compound that increases the OH^- ion concentration in aqueous solution. Ionic compounds of the OH^- ion are classic Arrhenius bases.

Example 1

Identify each compound as an Arrhenius acid, an Arrhenius base, or neither.

a. HNO_3
b. CH_3OH
c. $Mg(OH)_2$

Solution

a. This compound is an ionic compound between H^+ ions and NO_3^- ions, so it is an Arrhenius acid.
b. Although this formula has an OH in it, we do not recognize the remaining part of the molecule as a cation. It is neither an acid nor a base. (In fact, it is the formula for methanol, an organic compound.)
c. This formula also has an OH in it, but this time we recognize that the magnesium is present as Mg^{2+} cations. As such, this is an ionic compound of the OH^- ion and is an Arrhenius base.

Exercise 1

Identify each compound as an Arrhenius acid, an Arrhenius base, or neither.

1. KOH
2. H_2SO_4
3. C_2H_6

Answer

1. Arrhenius base
2. Arrhenius acid
3. neither

Acids have some properties in common. They turn litmus, a plant extract, red. They react with some metals to give off H_2 gas. They react with carbonate and hydrogen carbonate salts to give off CO_2 gas. Acids that are ingested typically have a sour, sharp taste. (The name *acid* comes from the Latin word *acidus*, meaning "sour.") Bases also have some properties in common. They are slippery to the touch, turn litmus blue, and have a bitter flavor if ingested.

Acids and bases have another property: they react with each other to make water and an ionic compound called a salt. A **salt**, in chemistry, is any ionic compound made by combining an acid with a base. A reaction between an acid and a base is called a **neutralization reaction** and can be represented as:

$$\text{acid} + \text{base} \rightarrow H_2O + \text{salt}$$

The stoichiometry of the balanced chemical equation depends on the number of H^+ ions in the acid and the number of OH^- ions in the base.

Example 2

Write the balanced chemical equation for the neutralization reaction between H_2SO_4 and KOH. What is the name of the salt that is formed?

Solution

The general reaction is as follows:

$$H_2SO_4 + KOH \rightarrow H_2O + \text{salt}$$

Because the acid has two H^+ ions in its formula, we need two OH^- ions to react with it, making two H_2O molecules as product. The remaining ions, K^+ and SO_4^{2-}, make the salt potassium sulfate (K_2SO_4). The balanced chemical reaction is as follows:

$$H_2SO_4 + 2KOH \rightarrow 2H_2O + K_2SO_4$$

Exercise 2

Write the balanced chemical equation for the neutralization reaction between HCl and $Mg(OH)_2$. What is the name of the salt that is formed?

Answer available at the end of this section.

Key Takeaways

- An Arrhenius acid is a compound that increases the H^+ ion concentration in aqueous solution.
- An Arrhenius base is a compound that increases the OH^- ion concentration in aqueous solution.
- The reaction between an Arrhenius acid and an Arrhenius base is called neutralization and results in the formation of water and a salt.

Answers

Exercise 2

$2HCl + Mg(OH)_2 \rightarrow 2H_2O + MgCl_2$; magnesium chloride

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11.2 Brønsted-Lowry Acids and Bases

Learning Objectives

- Identify a Brønsted-Lowry acid and a Brønsted-Lowry base.
- Identify conjugate acid-base pairs in an acid-base reaction.

The Arrhenius definition of acid and base is limited to aqueous (that is, water) solutions. Although this is useful because water is a common solvent, it is limited to the relationship between the H^+ ion and the OH^- ion. What would be useful is a general definition more applicable to other chemical reactions and, importantly, independent of H_2O.

In 1923, Danish chemist Johannes Brønsted and English chemist Thomas Lowry independently proposed new definitions for acids and bases, ones that focus on proton transfer. A **Brønsted-Lowry acid** is any species that can donate a proton (H^+) to another molecule. A **Brønsted-Lowry base** is any species that can accept a proton from another molecule. In short, a Brønsted-Lowry acid is a proton donor (PD), while a Brønsted-Lowry base is a proton acceptor (PA).

It is easy to see that the Brønsted-Lowry definition covers the Arrhenius definition of acids and bases. Consider the prototypical Arrhenius acid-base reaction:

$$\underset{acid}{H^+(aq)} + \underset{base}{OH^-(aq)} \rightarrow H_2O\,(l)$$

Acid species and base species are marked. The proton, however, is (by definition) a proton donor (labeled PD), while the OH^- ion is acting as the proton acceptor (labeled PA):

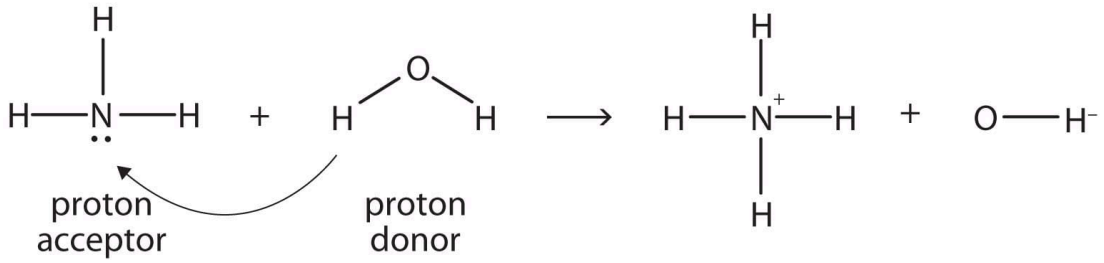
$$\underset{PD}{H^+(aq)} + \underset{PA}{OH^-(aq)} \rightarrow H_2O\,(l)$$

The proton donor is a Brønsted-Lowry acid, and the proton acceptor is the Brønsted-Lowry base:

$$\underset{BL\ acid}{H^+(aq)} + \underset{BL\ base}{OH^-(aq)} \rightarrow H_2O\,(l)$$

Thus H^+ is an acid by both definitions, and OH^- is a base by both definitions.

Ammonia (NH_3) is a base even though it does not contain OH^- ions in its formula. Instead, it generates OH^- ions as the product of a proton-transfer reaction with H_2O molecules; NH_3 acts like a Brønsted-Lowry base, and H_2O acts like a Brønsted-Lowry acid:



A reaction with water is called **hydrolysis**; we say that NH_3 hydrolyzes to make NH_4^+ ions and OH^- ions.

Even the dissolving of an Arrhenius acid in water can be considered a Brønsted-Lowry acid-base reaction. Consider the process of dissolving HCl(g) in water to make an aqueous solution of hydrochloric acid. The process can be written as follows:

$$\mathrm{HCl\,(g) + H_2O(\ell) \longrightarrow H_3O^+\,(aq) + Cl^-\,(aq)}$$

HCl(g) is the proton donor and therefore a Brønsted-Lowry acid, while H_2O is the proton acceptor and a Brønsted-Lowry base. These two examples show that H_2O can act as both a proton donor and a proton acceptor, depending on what other substance is in the chemical reaction. A substance that can act as a proton donor or a proton acceptor is called **amphiprotic**. Water is probably the most common amphiprotic substance we will encounter, but other substances are also amphiprotic.

Example 1

Identify the Brønsted-Lowry acid and the Brønsted-Lowry base in this chemical equation.

$$C_6H_5OH + NH_2^- \longrightarrow C_6H_5O^- + NH_3$$

Solution

The C_6H_5OH molecule is losing an H^+; it is the proton donor and the Brønsted-Lowry acid. The NH_2^- ion (called the amide ion) is accepting the H^+ ion to become NH_3, so it is the Brønsted-Lowry base.

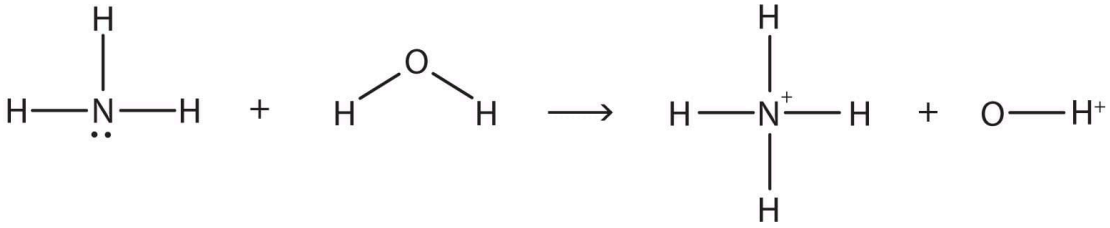
Exercise 1: Aluminum Ions in Solution

Identify the Brønsted-Lowry acid and the Brønsted-Lowry base in this chemical equation.

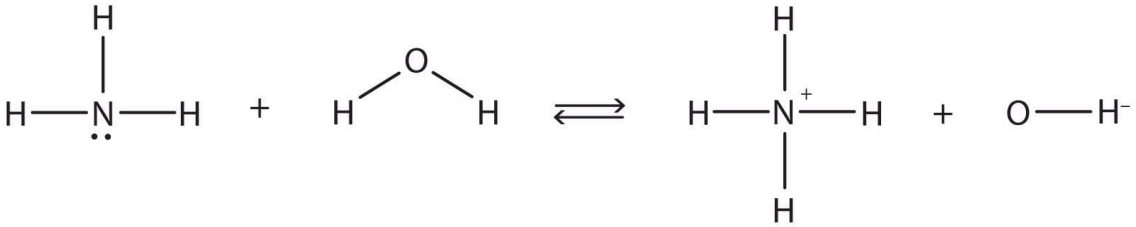
$$Al(H_2O)_6^{3+} + H_2O \longrightarrow Al(H_2O)_5(OH)^{2+} + H_3O^+$$

Answer available at the end of this section.

In the reaction between NH_3 and H_2O,



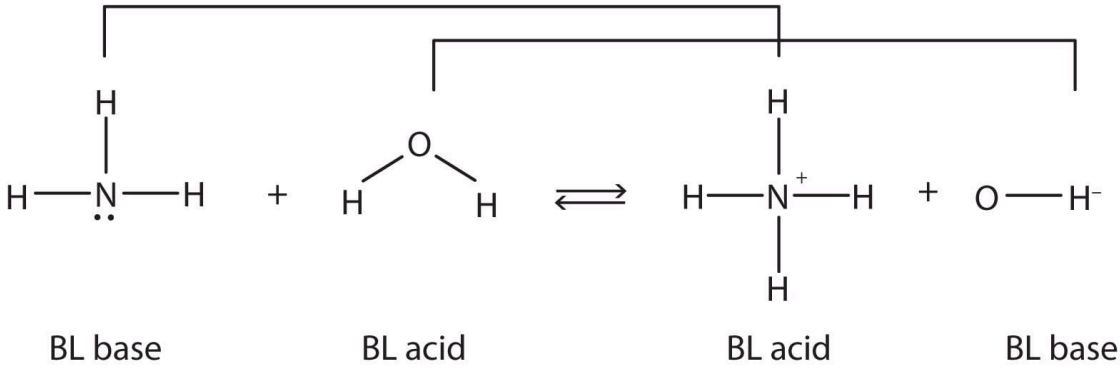
the chemical reaction does not go to completion; rather, the reverse process occurs as well, and eventually the two processes cancel out any additional change. At this point, we say the chemical reaction is at *equilibrium*. Both processes still occur, but any net change by one process is countered by the same net change of the other process; it is a *dynamic*, rather than a *static*, equilibrium. Because both reactions are occurring, it makes sense to use a double arrow instead of a single arrow:



What do you notice about the reverse reaction? The NH_4^+ ion is donating a proton to the OH^- ion, which is accepting it. This means that the NH_4^+ ion is acting as the proton donor, or Brønsted-Lowry acid, while the OH^- ion, the proton acceptor, is acting as a Brønsted-Lowry base. The reverse reaction is also a Brønsted-Lowry acid base reaction:

BL bases. NH4+ and H2O are the BL acids. lt-chem-64081" style="width: 750px; height: 173px;" width="750px" height="173px" src="/@api/deki/files/92035/3765cabac9591a0fb3dd5878f56075e2.jpg" data-quail-id="174">

This means that both reactions are acid-base reactions by the Brønsted-Lowry definition. If you consider the species in this chemical reaction, two sets of similar species exist on both sides. Within each set, the two species differ by a proton in their formulas, and one member of the set is a Brønsted-Lowry acid, while the other member is a Brønsted-Lowry base. These sets are marked here:



The two sets—NH_3/NH_4^+ and H_2O/OH^-—are called **conjugate acid-base pairs**. We say that NH_4^+ is the conjugate acid of NH_3, OH^- is the conjugate base of H_2O, and so forth. Every Brønsted-Lowry acid-base reaction can be labeled with two conjugate acid-base pairs.

Example 2

Identify the conjugate acid-base pairs in this equilibrium.

$$(CH_3)_3N + H_2O \rightleftharpoons (CH_3)_3NH^+ + OH^-$$

Solution

One pair is H_2O and OH^-, where H_2O has one more H^+ and is the conjugate acid, while OH^- has one less H^+ and is the conjugate base. The other pair consists of $(CH_3)_3N$ and $(CH_3)_3NH^+$, where $(CH_3)_3NH^+$ is the conjugate acid (it has an additional proton) and $(CH_3)_3N$ is the conjugate base.

Exercise 2

Identify the conjugate acid-base pairs in this equilibrium.

$$NH_2^- + H_2O \rightleftharpoons NH_3 + OH^-$$

Answer available at the end of this section.

Chemistry is Everywhere: Household Acids and Bases

Many household products are acids or bases. For example, the owner of a swimming pool may use muriatic acid to clean the pool. Muriatic acid is another name for HCl(aq). In Section 4.6, vinegar was mentioned as a dilute solution of acetic acid [$HC_2H_3O_2$(aq)]. In a medicine chest, one may find a bottle of vitamin C tablets; the chemical name of vitamin C is ascorbic acid ($HC_6H_7O_6$).

One of the more familiar household bases is NH_3, which is found in numerous cleaning products. NH_3 is a base because it increases the OH^- ion concentration by reacting with H_2O:

$$NH_3(aq) + H_2O(\ell) \rightarrow NH_4^+(aq) + OH^-(aq)$$

Many soaps are also slightly basic because they contain compounds that act as Brønsted-Lowry bases, accepting protons from H_2O and forming excess OH^- ions. This is one explanation for why soap solutions are slippery.

Perhaps the most dangerous household chemical is the lye-based drain cleaner. Lye is a common name for NaOH, although it is also used as a synonym for KOH. Lye is an extremely caustic chemical that can react with grease, hair, food particles, and other substances that may build up and clog a water pipe. Unfortunately, lye can also attack body tissues and other substances in our bodies. Thus when we use lye-based drain cleaners, we must be very careful not to touch any of the solid drain cleaner or spill the water it was poured into. Safer, non-lye drain cleaners (like the one in the accompanying figure) use peroxide compounds to react on the materials in the clog and clear the drain.



Figure 1 Drain Cleaners. Drain cleaners can be made from a reactive material that is less caustic than a base. Source: Photo used by permission of Citrasolv, LLC.

Key Takeaways

- A Brønsted-Lowry acid is a proton donor; a Brønsted-Lowry base is a proton acceptor.
- Acid-base reactions include two sets of conjugate acid-base pairs.

Answers

Exercise 1: Aluminum Ions in Solution

Brønsted-Lowry acid: $Al(H_2O)_6^{3+}$; Brønsted-Lowry base: H_2O

Exercise 2

H_2O (acid) and OH^- (base); NH_2^- (base) and NH_3 (acid)

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11.3 Acid-Base Titrations

Learning Objectives

- Describe a titration experiment.
- Explain what an indicator does.
- Perform a titration calculation correctly.

The reaction of an acid with a base to make a salt and water is a common reaction in the laboratory, partly because so many compounds can act as acids or bases. Another reason that acid-base reactions are so prevalent is because they are often used to determine quantitative amounts of one or the other. Performing chemical reactions quantitatively to determine the exact amount of a reagent is called a **titration**. A titration can be performed with almost any chemical reaction for which the balanced chemical equation is known. Here, we will consider titrations that involve acid-base reactions.

In a titration, one reagent has a known concentration or amount, while the other reagent has an unknown concentration or amount. Typically, the known reagent (the **titrant**) is added to the unknown quantity and is dissolved in solution. The unknown amount of substance (the **analyte**) may or may not be dissolved in solution (but usually is). The titrant is added to the analyte using a precisely calibrated volumetric delivery tube called a burette (also spelled buret; see Fig. 12.4.1). The burette has markings to determine how much volume of solution has been added to the analyte. When the reaction is complete, it is said to be at the **equivalence point**; the number of moles of titrant can be calculated from the concentration and the volume, and the balanced chemical equation can be used to determine the number of moles (and then concentration or mass) of the unknown reactant.



Fig. 12.4.1 Equipment for Titrations. A burette is a type of liquid dispensing system that can accurately indicate the volume of liquid dispensed

For example, suppose 25.66 mL (or 0.02566 L) of 0.1078 M HCl was used to titrate an unknown sample of NaOH. What mass of NaOH was in the sample? We can calculate the number of moles of HCl reacted:

$$\text{\# mol HCl} = (0.02566\ \text{L})(0.1078\ \text{M}) = 0.002766\ \text{mol HCl}$$

We also have the balanced chemical reaction between HCl and NaOH:

$$\text{HCl} + \text{NaOH} \rightarrow \text{NaCl} + \text{H}_2\text{O}$$

So we can construct a conversion factor to convert to number of moles of NaOH reacted:

$$0.002766\ \cancel{mol\ HCl} \times \frac{1\ mol\ NaOH}{1\ \cancel{mol\ HCl}} = 0.002766\ mol\ NaOH \tag{1}$$

Then we convert this amount to mass, using the molar mass of NaOH (40.00 g/mol):

$$0.002766\ \cancel{mol\ HCl} \times \frac{40.00\ g\ NaOH}{1\ \cancel{mol\ HCl}} = 0.1106\ g\ NaOH \tag{2}$$

This is type of calculation is performed as part of a titration.

Example 1:

What mass of $Ca(OH)_2$ is present in a sample if it is titrated to its equivalence point with 44.02 mL of 0.0885 M HNO_3? The balanced chemical equation is as follows:

$$2HNO_3 + Ca(OH)_2 \rightarrow Ca(NO_3)_2 + 2H_2O$$

Solution

In liters, the volume is 0.04402 L. We calculate the number of moles of titrant:

moles HNO_3 = (0.04402 L)(0.0885 M) = 0.00390 mol HNO_3

Using the balanced chemical equation, we can determine the number of moles of $Ca(OH)_2$ present in the analyte:

$$0.00390 \ \cancel{mol\ HNO_3} \times \frac{1\ mol\ Ca(OH)_2}{2\ \cancel{mol\ HNO_3}} = 0.00195\ mol\ Ca(OH)_2 \tag{3}$$

Then we convert this to a mass using the molar mass of $Ca(OH)_2$:

$$0.00195 \ \cancel{mol\ Ca(OH)_2} \times \frac{74.1\ g\ Ca(OH)_2}{\cancel{mol\ Ca(OH)_2}} = 0.144\ g\ Ca(OH)_2 \tag{4}$$

Exercise 1

What mass of $H_2C_2O_4$ is present in a sample if it is titrated to its equivalence point with 18.09 mL of 0.2235 M NaOH? The balanced chemical reaction is as follows:

$H_2C_2O_4 + 2NaOH \rightarrow Na_2C_2O_4 + 2H_2O$

Answer

0.182 g

How does one know if a reaction is at its equivalence point? Usually, the person performing the titration adds a small amount of an **indicator**, a substance that changes color depending on the acidity or basicity of the solution. Because different indicators change colors at different levels of acidity, choosing the correct one is important in performing an accurate titration.

Summary

A titration is the quantitative reaction of an acid and a base. Indicators are used to show that all the analyte has reacted with the titrant.

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11.4 Strong and Weak Electrolytes

Car batteries are used around the world to provide the power to start car engines. One essential component of car batteries is the strong electrolyte sulfuric acid. In the battery, this material ionizes into hydrogen ions and sulfate ions. As the battery is used, the concentrations of these ions decreases. Older batteries had openings in the top where new sulfuric acid could be added to replenish the supply. Today, batteries are sealed to prevent leakage of hazardous sulfuric acid.

Strong and Weak Electrolytes

Some polar molecular compounds are nonelectrolytes when they are in their pure state, but become electrolytes when they are dissolved in water. Hydrogen chloride (HCl) is a gas in its pure molecular state and is a nonelectrolyte. However, when HCl is dissolved in water, it conducts a current well because the HCl molecule ionizes into hydrogen and chloride ions.

$$\mathrm{HCl}\,(g) \rightarrow \mathrm{H}^{+}\,(aq) + \mathrm{Cl}^{-}\,(aq)$$

HCl dissolved into water is called hydrochloric acid. A **strong electrolyte** is a solution in which a large fraction of the dissolved solute exists as ions. Ionic compounds, and some polar compounds, are completely broken apart into ions and thus conduct a current very well—this makes them strong electrolytes.

Some other polar molecular compounds become electrolytes upon being dissolved into water, but do not ionize to very great extent. Gaseous nitrous acid ionizes in solution to hydrogen ions and nitrite ions, but does so very weakly. Aqueous nitrous acid is composed of only about 5% ions and 95% intact nitrous acid molecules. A **weak electrolyte** is a solution in which only a small fraction of the dissolved solute exists as ions. The equation showing the ionization of a weak electrolyte utilizes a double arrow indicating an equilibrium between the reactants and products.

$$\mathrm{HNO_2}\,(g) \rightleftharpoons \mathrm{H}^{+}\,(aq) + \mathrm{NO_2}^{-}\,(aq)$$

Summary

- A strong electrolyte exists mainly as ions in solution.
- A weak electrolyte has only a small amount of ionization in solution.

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11.5 Strong and Weak Acids and Bases and their Salts

Learning Objectives

- Define a strong and a weak acid and base.
- Recognize an acid or a base as strong or weak.
- Determine if a salt produces an acidic or a basic solution.

Except for their names and formulas, so far we have treated all acids as equals, especially in a chemical reaction. However, acids can be very different in a very important way. Consider HCl(aq). When HCl is dissolved in H_2O, it completely dissociates into H^+(aq) and Cl^-(aq) ions; all the HCl molecules become ions:

$$HCl \overset{100\%}{\rightarrow} H^+(aq) + Cl^-(aq)$$

Any acid that dissociates 100% into ions is called a **strong acid**. If it does not dissociate 100%, it is a **weak acid**. $HC_2H_3O_2$ is an example of a weak acid:

$$HC_2H_3O_2 \overset{\sim 5\%}{\longrightarrow} H^+(aq) + C_2H_3O_2^-(aq)$$

Because this reaction does not go 100% to completion, it is more appropriate to write it as a reversible reaction:

$$HC_2H_3O_2 \rightleftharpoons H^+(aq) + C_2H_3O_2^-(aq)$$

As it turns out, there are very few strong acids, which are given in Table 1. If an acid is not listed here, it is a weak acid. It may be 1% ionized or 99% ionized, but it is still classified as a weak acid.

***Table** 1: Strong Acids and Bases*

Acids	Bases
HCl	LiOH
HBr	NaOH
HI	KOH
HNO_3	RbOH
H_2SO_4	CsOH
$HClO_3$	$Mg(OH)_2$
$HClO_4$	$Ca(OH)_2$
-	$Sr(OH)_2$
-	$Ba(OH)_2$

The issue is similar with bases: a **strong base** is a base that is 100% ionized in solution. If it is less than 100% ionized in solution, it is a **weak base**. There are very few strong bases (Table 1); any base not listed is a weak base. All strong bases are OH^- compounds. So a base based on some other mechanism, such as NH_3 (which does not contain OH^- ions as part of its formula), will be a weak base.

Example 1

Identify each acid or base as strong or weak.

a. HCl
b. $Mg(OH)_2$
c. C_5H_5N

Solution

a. Because HCl is listed in Table 1, it is a strong acid.
b. Because $Mg(OH)_2$ is listed in Table 1, it is a strong base.
c. The nitrogen in C_5H_5N would act as a proton acceptor and therefore can be considered a base, but because it does not contain an OH compound, it cannot be considered a strong base; it is a weak base.

Exercise 1

Identify each acid or base as strong or weak.

a. RbOH
b. HNO_2

Answer a

strong base

Answer b

weak acid

Example 2

Write the balanced chemical equation for the dissociation of $Ca(OH)_2$ and indicate whether it proceeds 100% to products or not.

Solution

This is an ionic compound of Ca^{2+} ions and OH^- ions. When an ionic compound dissolves, it separates into its constituent ions:

$$Ca(OH)_2\,(aq) \rightarrow Ca^{2+}\,(aq) + 2\,OH^-\,(aq)$$

Because $Ca(OH)_2$ is listed in Table 1, this reaction proceeds 100% to products.

Exercise 2

Write the balanced chemical equation for the dissociation of hydrazoic acid (HN_3) and indicate whether it proceeds 100% to products or not.

Answer

The reaction is as follows:

$$HN_3 \longrightarrow H^+(aq) + N_3^-(aq)$$

It does not proceed 100% to products because hydrazoic acid is not a strong acid.

Certain salts will also affect the acidity or basicity of aqueous solutions because some of the ions will undergo hydrolysis, just like NH_3 does to make a basic solution. The general rule is that salts with ions that are part of strong acids or bases will not hydrolyze, while salts with ions that are part of weak acids or bases will hydrolyze.

Consider NaCl. When it dissolves in an aqueous solution, it separates into Na^+ ions and Cl^- ions:

$$NaCl \longrightarrow Na^+(aq) + Cl^-(aq)$$

Will the $Na^+(aq)$ ion hydrolyze? If it does, it will interact with the OH^- ion to make NaOH:

$$Na^+(aq) + H_2O \longrightarrow NaOH + H^+(aq)$$

However, NaOH is a strong base, which means that it is 100% ionized in solution:

$$NaOH \longrightarrow Na^+(aq) + OH^-(aq)$$

The free $OH^-(aq)$ ion reacts with the $H^+(aq)$ ion to remake a water molecule:

$$H^+(aq) + OH^-(aq) \longrightarrow H_2O$$

The net result? There is no change, so there is no effect on the acidity or basicity of the solution from the $Na^+(aq)$ ion. What about the Cl^- ion? Will it hydrolyze? If it does, it will take an H^+ ion from a water molecule:

$$Cl^-(aq) + H_2O \longrightarrow HCl + OH^-$$

However, HCl is a strong acid, which means that it is 100% ionized in solution:

$$HCl \longrightarrow H^+(aq) + Cl^-(aq)$$

The free $H^+(aq)$ ion reacts with the $OH^-(aq)$ ion to remake a water molecule:

$$H^+(aq) + OH^-(aq) \longrightarrow H_2O$$

The net result? There is no change, so there is no effect on the acidity or basicity of the solution from the $Cl^-(aq)$ ion. Because neither ion in NaCl affects the acidity or basicity of the solution, NaCl is an example of a neutral saltAn ionic compound that does not affect the acidity of its aqueous solution..

Things change, however, when we consider a salt like $NaC_2H_3O_2$. We already know that the Na^+ ion won't affect the acidity of the solution. What about the acetate ion? If it hydrolyzes, it will take an H^+ from a water molecule:

$$C_2H_3O_2^-(aq) + H_2O \rightleftharpoons HC_2H_3O_2 + OH^-(aq)$$

Does this happen? Yes, it does. Why? *Because $HC_2H_3O_2$ is a weak acid.* Any chance a weak acid has to form, it will (the same with a weak base). As some $C_2H_3O_2^-$ ions hydrolyze with H_2O to make the molecular weak acid, OH^- ions are produced. OH^- ions make solutions basic. Thus $NaC_2H_3O_2$ solutions are slightly basic, so such a salt is called a **basic salt**.

There are also salts whose aqueous solutions are slightly acidic. NH_4Cl is an example. When NH_4Cl is dissolved in H_2O, it separates into NH_4^+ ions and Cl^- ions. We have already seen that the Cl^- ion does not hydrolyze. However, the NH_4^+ ion will:

$$NH_4^+(aq) + H_2O \rightleftharpoons NH_3(aq) + H_3O^+(aq)$$

Recall from Section 11.2, that H_3O^+ ion is the hydronium ion, the more chemically proper way to represent the H^+ ion. This is the classic acid species in solution, so a solution of $NH_4^+(aq)$ ions is slightly acidic. NH_4Cl is an example of an **acid salt**. The molecule NH_3 is a weak base, and it will form when it can, just like a weak acid will form when it can.

So there are two general rules:

1. If an ion derives from a strong acid or base, it will not affect the acidity of the solution.
2. If an ion derives from a weak acid, it will make the solution basic; if an ion derives from a weak base, it will make the solution acidic.

Example 3

Identify each salt as acidic, basic, or neutral.

a. KCl
b. KNO_2
c. NH_4Br

Solution

a. The ions from KCl derive from a strong acid (HCl) and a strong base (KOH). Therefore, neither ion will affect the acidity of the solution, so KCl is a neutral salt.
b. Although the K^+ ion derives from a strong base (KOH), the NO_2^- ion derives from a weak acid (HNO_2). Therefore the solution will be basic, and KNO_2 is a basic salt.
c. Although the Br^- ions derive from a strong acid (HBr), the NH_4^+ ion derives from a weak base (NH_3), so the solution will be acidic, and NH_4Br is an acidic salt.

Exercise 3

Identify each salt as acidic, basic, or neutral.

A. $(C_5H_5NH)Cl$
B. Na_2SO_3

Answer a

acidic

Answer b

basic

Some salts are composed of ions that come from both weak acids and weak bases. The overall effect on an aqueous solution depends on which ion exerts more influence on the overall acidity. We will not consider such salts here.

Summary

Strong acids and bases are 100% ionized in aqueous solution.Weak acids and bases are less than 100% ionized in aqueous solution.Salts of weak acids or bases can affect the acidity or basicity of their aqueous solutions.

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11.6 Autoionization of Water

Learning Objectives

- Describe the autoionization of water.
- Calculate the concentrations of H^+ and OH^- in solutions, knowing the other concentration.

We have already seen that H_2O can act as an acid or a base:

$$NH_3 + H_2O \rightarrow NH_4^+ + OH^- \text{ } (H_2O \text{ acts as an acid})$$

$$HCl + H_2O \rightarrow H_3O^+ + Cl^- \text{ } (H_2O \text{ acts as a base})$$

It may not be surprising to learn, then, that within any given sample of water, some H_2O molecules are acting as acids, and other H_2O molecules are acting as bases. The chemical equation is as follows:

$$H_2O + H_2O \rightarrow H_3O^+ + OH^-$$

This occurs only to a very small degree: only about 6 in 10^8 H_2O molecules are participating in this process, which is called the **autoionization of water**. At this level, the concentration of both $H^+(aq)$ and $OH^-(aq)$ in a sample of pure H_2O is about 1.0×10^{-7} M. If we use square brackets—[ ]—around a dissolved species to imply the molar concentration of that species, we have

$$[H^+] = [OH^-] = 1.0 \times 10^{-7} \text{ M}$$

for *any* sample of pure water because H_2O can act as both an acid and a base. The product of these two concentrations is 1.0×10^{-14}:

$$[H^+] \times [OH^-] = (1.0 \times 10^{-7})(1.0 \times 10^{-7}) = 1.0 \times 10^{-14}$$

In acids, the concentration of $H^+(aq)$—$[H^+]$—is greater than 1.0×10^{-7} M, while for bases the concentration of $OH^-(aq)$—$[OH^-]$—is greater than 1.0×10^{-7} M. However, the *product* of the two concentrations—$[H^+][OH^-]$—is *always* equal to 1.0×10^{-14}, no matter whether the aqueous solution is an acid, a base, or neutral:

$$[H^+][OH^-] = 1.0 \times 10^{-14}$$

This value of the product of concentrations is so important for aqueous solutions that it is called the **autoionization constant of water** and is denoted K_W:

$$K_W = [H^+][OH^-] = 1.0 \times 10^{-14}$$

This means that if you know $[H^+]$ for a solution, you can calculate what $[OH^-]$ has to be for the product to equal 1.0×10^{-14}, or if you know $[OH^-]$, you can calculate $[H^+]$. This also implies that as one concentration goes up, the other must go down to compensate so that their product always equals the value of K_W.

Example 1

What is $[OH^-]$ of an aqueous solution if $[H^+]$ is 1.0×10^{-4} M?

Solution

Using the expression and known value for K_W,

$$K_W = [H^+][OH^-] = 1.0 \times 10^{-14} = (1.0 \times 10^{-4})[OH^-]$$

We solve by dividing both sides of the equation by 1.0×10^{-4}:

$$[OH^-] = \frac{1.0 \times 10^{-14}}{1.0 \times 10^{-4}} = 1.0 \times 10^{-10} M$$

It is assumed that the concentration unit is molarity, so $[OH^-]$ is 1.0×10^{-10} M.

Exercise 1

What is $[H^+]$ of an aqueous solution if $[OH^-]$ is 1.0×10^{-9} M?

Answer available at the end of this section.

When you have a solution of a particular acid or base, you need to look at the formula of the acid or base to determine the number of H^+ or OH^- ions in the formula unit because $[H^+]$ or $[OH^-]$ may not be the same as the concentration of the acid or base itself.

Example 2

What is $[H^+]$ in a 0.0044 M solution of $Ca(OH)_2$?

Solution

We begin by determining $[OH^-]$. The concentration of the solute is 0.0044 M, but because $Ca(OH)_2$ is a strong base, there are two OH^- ions in solution for every formula unit dissolved, so the actual $[OH^-]$ is two times this, or 2×0.0044 M = 0.0088 M. Now we can use the K_W expression:

$$[H^+][OH^-] = 1.0 \times 10^{-14} = [H^+](0.0088 \text{ M})$$

Divide both sides by 0.0088:

$$[H^+] = \frac{1.0 \times 10^{-14}}{(0.0088)} = 1.1 \times 10^{-12} M$$

$[H^+]$ has decreased significantly in this basic solution.

Exercise 2

What is $[OH^-]$ in a 0.00032 M solution of H_2SO_4? (Hint: assume both H^+ ions ionize.)

Answer

1.6×10^{-11} M

For strong acids and bases, $[H^+]$ and $[OH^-]$ can be determined directly from the concentration of the acid or base itself because these ions are 100% ionized by definition. However, for weak acids and bases, this is not so. The degree, or percentage, of ionization would need to be known before we can determine $[H^+]$ and $[OH^-]$.

Example 3

A 0.0788 M solution of $HC_2H_3O_2$ is 3.0% ionized into H^+ ions and $C_2H_3O_2^-$ ions. What are $[H^+]$ and $[OH^-]$ for this solution?

Solution

Because the acid is only 3.0% ionized, we can determine $[H^+]$ from the concentration of the acid. Recall that 3.0% is 0.030 in decimal form:

$[H^+] = 0.030 \times 0.0788 = 0.00236$ M

With this $[H^+]$, then $[OH^-]$ can be calculated as follows:

$$[OH^-] = \frac{1.0 \times 10^{-14}}{0.00236} = 4.2 \times 10^{-12} M$$

This is about 30 times higher than would be expected for a strong acid of the same concentration.

Exercise 3

A 0.0222 M solution of pyridine (C_5H_5N) is 0.44% ionized into pyridinium ions ($C_5H_5NH^+$) and OH^- ions. What are $[OH^-]$ and $[H^+]$ for this solution?

Answer available at the end of this section.

Summary

In any aqueous solution, the product of [H+] and [OH–] equals 1.0×10^{-14} (at room temperature).

Answers

Exercise 1

1.0×10^{-5} M

Exercise 3

$[OH^-] = 9.77 \times 10^{-5}$ M; $[H^+] = 1.02 \times 10^{-10}$ M

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11.7 The pH Scale

Learning Objectives

- Define *pH*.
- Determine the pH of acidic and basic solutions.

As we have seen, $[H^+]$ and $[OH^-]$ values can be markedly different from one aqueous solution to another. So chemists defined a new scale that succinctly indicates the concentrations of either of these two ions.

pH is commonly defined as a logarithmic function of $[H^+]$:

$$\mathrm{pH} = -\log[\mathrm{H}^+] \tag{1}$$

pH is usually (but not always) between 0 and 14. Knowing the dependence of pH on $[H^+]$, we can summarize as follows:

- If pH < 7, then the solution is acidic.
- If pH = 7, then the solution is neutral.
- If pH > 7, then the solution is basic.

This is known as the pH scale and is the range of values from 0 to 14 that describes the acidity or basicity of a solution. You can use pH to quickly determine whether a given aqueous solution is acidic, basic, or neutral.

Example 1

Label each solution as acidic, basic, or neutral based only on the stated pH.

a. milk of magnesia, pH = 10.5
b. pure water, pH = 7
c. wine, pH = 3.0

Solution

a. With a pH greater than 7, milk of magnesia is basic. (Milk of magnesia is largely $Mg(OH)_2$.)
b. Pure water, with a pH of 7, is neutral.
c. With a pH of less than 7, wine is acidic.

Exercise 1

Identify each substance as acidic, basic, or neutral based only on the stated pH.

1. human blood, pH = 7.4
2. household ammonia, pH = 11.0
3. cherries, pH = 3.6

Answers

1. basic
2. basic
3. acidic

Table 1 gives the typical pH values of some common substances. Note that several food items are on the list, and most of them are acidic.

*Table 1 Typical pH Values of Various Substances**

Substance	pH
stomach acid	1.7
lemon juice	2.2
vinegar	2.9
soda	3.0
wine	3.5
coffee, black	5.0
milk	6.9
pure water	7.0
blood	7.4
seawater	8.5
milk of magnesia	10.5
ammonia solution	12.5
1.0 M NaOH	14.0
***Actual values may vary depending on conditions**	

pH is a *logarithmic* scale. A solution that has a pH of 1.0 has 10 times the $[H^+]$ as a solution with a pH of 2.0, which in turn has 10 times the $[H^+]$ as a solution with a pH of 3.0 and so forth.

Using the definition of pH (Equation 1), it is also possible to calculate $[H^+]$ (and $[OH^-]$) from pH and vice versa. The general formula for determining $[H^+]$ from pH is as follows:

$$[H^+] = 10^{-pH}$$

Key Takeaways

- pH is a logarithmic function of $[H^+]$.
- $[H^+]$ can be calculated directly from pH.
- pOH is related to pH and can be easily calculated from pH.

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12: OXIDATION AND REDUCTION

One important type of chemical reaction is the oxidation-reduction reaction, also known as the redox reaction. Although we introduced redox reactions in Section 4.7, it is worth reviewing some basic concepts.

12.1 Oxidation-Reduction Reactions

12.2 Balancing Redox Reactions

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12.1 Oxidation-Reduction Reactions

Learning Objectives

- Define *oxidation* and *reduction*.
- Assign oxidation numbers to atoms in simple compounds.
- Recognize a reaction as an oxidation-reduction reaction.

Consider this chemical reaction:

$$\mathrm{Mg\,(s) + Cl_2\,(g) \longrightarrow MgCl_2} \tag{1}$$

The reactants are two electrically neutral elements; they have the same number of electrons as protons. The product, however, is ionic; it is composed of Mg^{2+} and Cl^- ions. Somehow, the individual Mg atoms lose two electrons to make the Mg^{2+} ion, while the Cl atoms gain an electron to become Cl^- ions. This reaction involves the *transfer of electrons* between atoms.

The process of losing and gaining electrons occurs simultaneously. However, mentally we can separate the two processes. **Oxidation** is defined as the loss of one or more electrons by an atom. **Reduction** is defined as the gain of one or more electrons by an atom. O.I.L. R.I.G. is a useful mnemonic, standing for **O**xidation **I**s **L**oss, **R**eduction **I**s **G**ain. So oxidation and reduction always occur together; it is only mentally that we can separate them. Chemical reactions that involve the transfer of electrons are called **oxidation-reduction (or redox) reactions**.

Redox reactions require that we keep track of the electrons assigned to each atom in a chemical reaction. How do we do that? We use **oxidation numbers** to keep track of electrons in atoms. Oxidation numbers are assigned to atoms based on four rules. Oxidation numbers are not necessarily equal to the charge on the atom (although sometimes they can be); we must keep the concepts of charge and oxidation numbers separate.

Assigning Oxidation Numbers

The rules for assigning oxidation numbers to atoms are not arbitrarily assigned, they are based on the relative electronegativity of the elements. The oxidation number tells us how many electrons the atom has gained or lost, relative to the neutral atom, as a result of chemically bonding to the other elements in the molecule.

Our rules for assigning oxidation numbers are as follows:

1. **Atoms in their elemental state are assigned an oxidation number of 0.**
   - If an atom is in it's elemental state it is either by itself or bonded to another atom of the same element, for example H_2, O_2, F_2, or S_8. In all of these cases the electronegativities of all of the atoms is the same and no one atom is going to be electronegative enough to steal an electron from another.
2. **Atoms in monatomic (i.e., one-atom) ions are assigned an oxidation number equal to their charge. Oxidation numbers are usually written with the sign first, then the magnitude, to differentiate them from charges.**
   - As the oxidation number tells us how many electrons the atom has gained or lost relative to the neutral atom and the charge on an ion tells us the same thing the charge is equal to the oxidation number for monatomic ions.
   - Examples: Cu^{2+} has an oxidation number of +2, Cl^- has an oxidation number of -1, O^{2-} has an oxidation number of -2.
3. **In compounds, fluorine is assigned a –1 oxidation number; oxygen is usually assigned a –2 oxidation number [except in peroxide compounds (where it is –1) and in binary compounds with fluorine (where it is positive)]; and hydrogen is usually assigned a +1 oxidation number [except when it exists as the hydride ion (H^-), in which case rule 2 prevails].**
   - Fluorine is the most electronegative element on the periodic table and wants one more electron to look like the nearest noble gas. With the highest electronegativity once fluorine is bonded to any other element its electronegativity allows it to take the extra electron it wants and fluorine will always have a -1 oxidation number if bonded to any other element.

- Oxygen is the second most electronegative element on the periodic table and wants two more electrons to look like the nearest noble gas. When bonding to anyone but fluorine (who is more electronegative) oxygen will take as many electrons as it can until it has 2 additional electrons and has an oxidation number of -2.
  - In H_2O oxygen will take one electron from each hydrogen, as each hydrogen only has one to offer, and have an oxidation number of -2, each hydrogen will have an oxidation number of +1.
  - In H_2O_2 or H-O-O-H each hydrogen only has 1 electron available for the oxygens to take. Each oxygen gets a -1 oxidation number and each hydrogen gets a +1 oxidation number.
- In LiH, lithium is less electronegative than hydrogen. Hydrogen can either gain an electron to look like helium or it can give one up. As the hydrogen is less more electronegative than lithium the hydrogen has a -1 oxidation state and lithium has a +1 oxidation state in LiH.

4. **In compounds, all other atoms are assigned an oxidation number so that the sum of the oxidation numbers on all the atoms in the species equals the charge on the species (which is zero if the species is neutral).**
   - From drawing Lewis structures we know that the total number of electrons for any compound is the sum of the valence electrons plus or minus any charge on the molecule. The oxidation numbers tell us where in the molecule the electrons are living, but if we add up all the oxidation numbers they have to total to the charge on the molecule.

Here are some examples for practice. In H_2, both H atoms have an oxidation number of 0 by rule 1. In $MgCl_2$, magnesium has an oxidation number of +2, while chlorine has an oxidation number of –1 by rule 2. In H_2O, the H atoms each have an oxidation number of +1, while the O atom has an oxidation number of –2, even though hydrogen and oxygen do not exist as ions in this compound (rule 3). By contrast, by rule 3, each H atom in hydrogen peroxide (H_2O_2) has an oxidation number of +1, while each O atom has an oxidation number of –1. We can use rule 4 to determine oxidation numbers for the atoms in SO_2. Each O atom has an oxidation number of –2; for the sum of the oxidation numbers to equal the charge on the species (which is zero), the S atom is assigned an oxidation number of +4. Does this mean that the sulfur atom has a 4+ charge on it? No, it means only that the S atom is assigned a +4 oxidation number by our rules of apportioning electrons among the atoms in a compound.

Example 1

Assign oxidation numbers to the atoms in each substance.

1. Cl_2
2. GeO_2
3. $Ca(NO_3)_2$

Solution

1. Cl_2 is the elemental form of chlorine. Rule 1 states each atom has an oxidation number of 0.
2. By rule 3, oxygen is normally assigned an oxidation number of –2. For the sum of the oxidation numbers to equal the charge on the species (zero), the Ge atom is assigned an oxidation number of +4.
3. $Ca(NO_3)_2$ can be separated into two parts: the Ca^{2+} ion and the NO_3^- ion. Considering these separately, the Ca^{2+} ion has an oxidation number of +2 by rule 2. Now consider the NO_3^- ion. Oxygen is assigned an oxidation number of –2, and there are three of them. According to rule 4, the sum of the oxidation numbers on all atoms must equal the charge on the species, so we have the simple algebraic equation

   $x + 3(-2) = -1$

   where x is the oxidation number of the N atom and the –1 represents the charge on the species. Evaluating for x,

   $x + (-6) = -1x = +5$

   Thus the oxidation number on the N atom in the NO_3^- ion is +5.

Exercise 1: Phosphoric Acid

Assign oxidation numbers to the atoms in H_3PO_4.

Answer

H: +1; O: –2; P: +5

All redox reactions occur with a simultaneous change in the oxidation numbers of some atoms. At least two elements must change their oxidation numbers. When an oxidation number of an atom is increased in the course of a redox reaction, that atom is being *oxidized*. When an oxidation number of an atom is decreased in the course of a redox reaction, that atom is being *reduced*. Thus oxidation and reduction can also be defined in terms of increasing or decreasing oxidation numbers, respectively.

Example 2:

Identify what is being oxidized and reduced in this redox reaction.

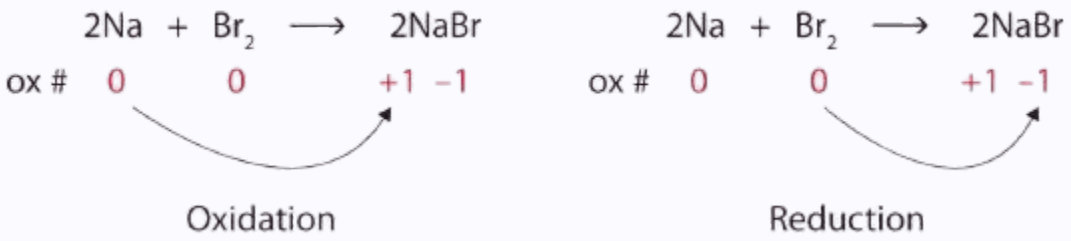
$$2\,\mathrm{Na} + \mathrm{Br_2} \longrightarrow 2\,\mathrm{NaBr}$$

Solution

Both reactants are the elemental forms of their atoms, so the Na and Br atoms have oxidation numbers of 0. In the ionic product, the Na^+ ions have an oxidation number of +1, while the Br^- ions have an oxidation number of –1.

$$\overset{0}{2Na} + \overset{0}{Br_2} \rightarrow \overset{+1-1}{2NaBr}$$

Sodium is increasing its oxidation number from 0 to +1, so it is being oxidized; bromine is decreasing its oxidation number from 0 to –1, so it is being reduced:



Because oxidation numbers are changing, this is a redox reaction. The total number of electrons being lost by sodium (two, one lost from each Na atom) is gained by bromine (two, one gained for each Br atom).

Exercise 2

Identify what is being oxidized and reduced in this redox reaction.

$$\mathrm{C} + \mathrm{O_2} \longrightarrow \mathrm{CO_2}$$

Answer

C is being oxidized from 0 to +4; O is being reduced from 0 to –2.

Oxidation reactions can become quite complex, as attested by the following redox reaction:

$$6H^{+}(aq) + 2\underset{+7}{MnO_4^{-}}(aq) + 5\underset{-1}{H_2O_2}(l) \rightarrow 2\underset{+2}{Mn^{2+}}(aq) + 5\underset{0}{O_2}(g) + 8H_2O(l) \quad (2)$$

To demonstrate that this is a redox reaction, the oxidation numbers of the species being oxidized and reduced are listed; can you determine what is being oxidized and what is being reduced? This is also an example of a net ionic reaction; spectator ions that do not change oxidation numbers are not displayed in the equation. Eventually, we will need to learn techniques for writing correct (i.e., balanced) redox reactions.

Food and Drink Application: Fortifying Food with Iron

Iron is an essential mineral in our diet; iron-containing compounds like the heme protein in hemoglobin could not function without it. Most biological iron has the form of the Fe^{2+} ion; iron with other oxidation numbers is almost inconsequential in human biology (although the body does contain an enzyme to reduce Fe^{3+} to Fe^{2+}, so Fe^{3+} must have some biological significance, albeit minor). To ensure that we ingest enough iron, many foods are enriched with iron. Although Fe^{2+} compounds are the most logical substances to use, some foods—bread and breakfast cereals are the most well-known examples—use "reduced iron" as an ingredient. Reduced iron is simply iron metal; iron is added as a fine metallic powder. The metallic iron is oxidized to Fe^{2+} in the digestive system and then absorbed by the body, but the question remains: Why are we ingesting metallic iron? Why not just use Fe^{2+} salts as an additive?

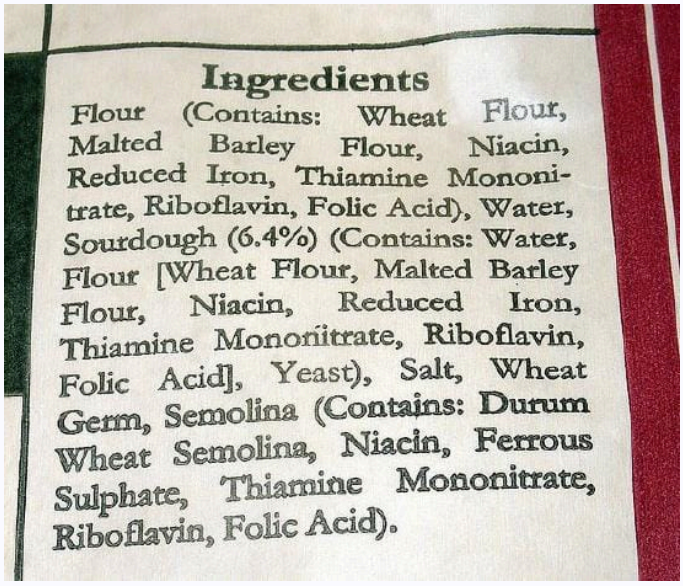


Fig. 14.2.1 Ingredients Many prepared foods list reduced iron in their ingredients list.

Although it is difficult to establish conclusive reasons, a search of scientific and medical literature suggests a few reasons. One reason is that fine iron filings do not affect the taste of the product. The size of the iron powder (several dozen micrometers) is not noticeable when chewing iron-supplemented foods, and the tongue does not detect any changes in flavor that can be detected when using Fe^{2+} salts. Fe^{2+} compounds can affect other properties of foodstuffs during preparation and cooking, like dough pliability, yeast growth, and color. Finally, of the common iron substances that might be used, metallic iron is the least expensive. These factors appear to be among the reasons why metallic iron is the supplement of choice in some foods.

Key Takeaways

- Oxidation-reduction (redox) reactions involve the transfer of electrons from one atom to another.
- Oxidation numbers are used to keep track of electrons in atoms.
- There are rules for assigning oxidation numbers to atoms.

- Oxidation is an increase in oxidation number (loss of electrons); reduction is a decrease in oxidation number (gain of electrons).

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12.2 Balancing Redox Reactions

Learning Objectives

- Learn to balanced simple redox reactions by inspection.
- Learn to balance complex redox reactions by the half reaction method.
- Use the solvent, or parts of it, as a reactant or a product in balancing a redox reaction.

Balancing simple redox reactions can be a straightforward matter of going back and forth between products and reactants. For example, in the redox reaction of Na and Cl_2:

$$\mathrm{Na} + \mathrm{Cl_2} \longrightarrow \mathrm{NaCl} \tag{1}$$

it should be immediately clear that the Cl atoms are not balanced. We can fix this by putting the coefficient 2 in front of the product:

$$\mathrm{Na} + \mathrm{Cl_2} \longrightarrow 2\,\mathrm{NaCl} \tag{2}$$

However, now the sodium is unbalanced. This can be fixed by including the coefficient 2 in front of the Na reactant:

$$2\,\mathrm{Na} + \mathrm{Cl_2} \longrightarrow 2\,\mathrm{NaCl} \tag{3}$$

This reaction is now balanced. That was fairly straightforward; we say that we are able to balance the reaction *by inspection*. Many simple redox reactions can be balanced by inspection.

Example 1:

Balance this redox reaction by inspection.

$SO_2 + O_2 \rightarrow SO_3$

Solution

There is one S atom on both sides of the equation, so the sulfur is balanced. However, the reactant side has four O atoms while the product side has three. Clearly we need more O atoms on the product side, so let us start by including the coefficient 2 on the SO_3:

$SO_2 + O_2 \rightarrow 2SO_3$

This now gives us six O atoms on the product side, and it also imbalances the S atoms. We can balance both the elements by adding coefficient 2 on the SO_2 on the reactant side:

$2SO_2 + O_2 \rightarrow 2SO_3$

This gives us two S atoms on both sides and a total of six O atoms on both sides of the chemical equation. This redox reaction is now balanced.

Exercise 1

Balance this redox reaction by inspection.

$Al + O_2 \rightarrow Al_2O_3$

Answer

$4Al + 3O_2 \rightarrow 2Al_2O_3$

The first thing you should do when encountering an unbalanced redox reaction is to try to balance it by inspection.

Some redox reactions are not easily balanced by inspection. Consider this redox reaction:

$$Al + Ag^{+} \rightarrow Al^{3+} + Ag$$

At first glance, this equation seems balanced: there is one Ag atom on both sides and one Al atom on both sides. However, if you look at the total charge on each side, there is a charge imbalance: the reactant side has a total charge of 1+, while the product side has a total charge of 3+. Something is amiss with this chemical equation; despite the equal number of atoms on each side, it is not balanced.

A fundamental point about redox reactions that has not arisen previously is that *the total number of electrons being lost must equal the total number of electrons being gained* for a redox reaction to be balanced. This is not the case for the aluminum and silver reaction: the Al atom loses three electrons to become the Al^{3+} ion, while the Ag^{+} ion gains only one electron to become elemental silver.

To balance this, we will write each oxidation and reduction reaction separately, listing the number of electrons explicitly in each. Individually, the oxidation and reduction reactions are called **half reactions**. We will then take multiples of each reaction until the number of electrons on each side cancels completely and combine the half reactions into an overall reaction, which should then be balanced. This method of balancing redox reactions is called the **half reaction method**.

The oxidation half reaction involves aluminum, which is being oxidized:

$$Al \rightarrow Al^{3+}$$

This half reaction is not completely balanced because the overall charges on each side are not equal. When an Al atom is oxidized to Al^{3+}, it loses three electrons. We can write these electrons explicitly as products:

$$Al \rightarrow Al^{3+} + 3e^{-}$$

Now this half reaction is balanced—in terms of both atoms and charges.

The reduction half reaction involves silver:

$$Ag^{+} \rightarrow Ag$$

The overall charge is not balanced on both sides. But we can fix this by adding one electron to the reactant side because the Ag^{+} ion must accept one electron to become the neutral Ag atom:

$$Ag^{+} + e^{-} \rightarrow Ag$$

This half reaction is now also balanced.

When combining the two half reactions into a balanced chemical equation, the key is that *the total number of electrons must cancel*, so the number of electrons lost by atoms are equal to the number of electrons gained by other atoms. This may require we multiply one or both half reaction(s) by an integer to make the number of electrons on each side equal. With three electrons as products and one as reactant, the least common multiple of these two numbers is three: we can use a single aluminum reaction but must take three times the silver reaction:

$$Al \rightarrow Al^{3+} + 3e^{-} 3 \times [Ag^{+} + e^{-} \rightarrow Ag]$$

The 3 on the second reaction is distributed to all species in the reaction:

$$\mathrm{Al \rightarrow Al^{3+} + 3e^{-} 3Ag^{+} + 3e^{-} \rightarrow 3Ag}$$

Now the two half reactions can be combined just like two algebraic equations, with the arrow serving as the equals sign. The same species on opposite sides of the arrow can be canceled:

$$Al + 3Ag^{+} + 3e^{-} \rightarrow Al^{3+} + 3Ag + 3e^{-} \tag{4}$$

The net balanced redox reaction is as follows:

$$\mathrm{Al + 3Ag^{+} \rightarrow Al^{3+} + 3Ag}$$

There is still only one Al atom on each side of the chemical equation, but there are now three Ag atoms, and the total charge on each side of the equation is the same (3+ for both sides). This redox reaction is balanced. It took more effort to use the half reaction method than by inspection, but the correct balanced redox reaction was obtained.

Example 1:

Balance this redox reaction by using the half reaction method.

$\mathrm{Fe^{2+} + Cr \rightarrow Fe + Cr^{3+}}$

Solution

We start by writing the two half reactions. Chromium is being oxidized, and iron is being reduced:

$\mathrm{Cr \rightarrow Cr^{3+}}$ oxidation$\mathrm{Fe^{2+} \rightarrow Fe}$ reduction

Then we include the appropriate number of electrons on the proper side to balance the charges for each reaction:

$\mathrm{Cr \rightarrow Cr^{3+} + 3e^{-} Fe^{2+} + 2e^{-} \rightarrow Fe}$

The first reaction involves three electrons, while the second reaction involves two electrons. The least common multiple of these two numbers is six, so to get six electrons in each reaction we need to double the first reaction and triple the second one:

$\mathrm{2 \times [Cr \rightarrow Cr^{3+} + 3e^{-}] = 2Cr \rightarrow 2Cr^{3+} + 6e^{-} 3 \times [Fe^{2+} + 2e^{-} \rightarrow Fe] = 3Fe^{2+} + 6e^{-} \rightarrow 3Fe}$

We can combine the two final reactions, noting that the electrons cancel:

$$2Cr + 3Fe^{2+} + 6e^{-} \rightarrow 2Cr^{3+} + 3Fe + 6e^{-} \tag{5}$$

The overall, balanced redox reaction is

$\mathrm{2Cr + 3Fe^{2+} \rightarrow 2Cr^{3+} + 3Fe}$

Exercise 1

Balance this redox reaction by using the half reaction method.

$\mathrm{O^{2-} + F_2 \rightarrow O_2 + F^{-}}$

Answer

$2O^{2-} + 2F_2 \rightarrow O_2 + 4F^-$

Many redox reactions occur in aqueous solution—in water. Because of this, in many cases H_2O or a fragment of an H_2O molecule (H^+ or OH^-, in particular) can participate in the redox reaction. As such, we need to learn how to incorporate the solvent into a balanced redox equation.

Consider the following oxidation half reaction in aqueous solution, which has one Cr atom on each side:

$$Cr^{3+} \rightarrow CrO_4^-$$

Here, the Cr atom is going from the +3 to the +7 oxidation state. To do this, the Cr atom must lose four electrons. Let us start by listing the four electrons as products:

$$Cr^{3+} \rightarrow CrO_4^- + 4e^-$$

But where do the O atoms come from? They come from water molecules or a common fragment of a water molecule that contains an O atom: the OH^- ion. When we balance this half reaction, we should feel free to include either of these species in the reaction to balance the elements. Let us use H_2O to balance the O atoms; we need to include four water molecules to balance the four O atoms in the products:

$$4H_2O + Cr^{3+} \rightarrow CrO_4^- + 4e^-$$

This balances the O atoms, but now introduces hydrogen to the reaction. We can balance the H atoms by adding an H^+ ion, which is another fragment of the water molecule. We need to add eight H^+ ions to the product side:

$$4H_2O + Cr^{3+} \rightarrow CrO_4^- + 4e^- + 8H^+$$

The Cr atoms are balanced, the O atoms are balanced, and the H atoms are balanced; if we check the total charge on both sides of the chemical equation, they are the same (3+, in this case). This half reaction is now balanced, using water molecules and parts of water molecules as reactants and products.

Reduction reactions can be balanced in a similar fashion. When oxidation and reduction half reactions are individually balanced, they can be combined in the same fashion as before: by taking multiples of each half reaction as necessary to cancel all electrons. Other species, such as H^+, OH^-, and H_2O, may also have to be canceled in the final balanced reaction.

Unless otherwise noted, it does not matter if you add H_2O or OH^- as a source of O atoms, although a reaction may specify *acidic solution* or *basic solution* as a hint of what species to use or what species to avoid. OH^- ions are not very common in acidic solutions, so they should be avoided in those circumstances.

Example 1:

Balance this redox reaction. Assume a basic solution.

$MnO_2 + CrO_3^- \rightarrow Mn + CrO_4^-$

Solution

We start by separating the oxidation and reduction processes so we can balance each half reaction separately. The oxidation reaction is as follows:

$CrO_3^- \rightarrow CrO_4^-$

The Cr atom is going from a +5 to a +7 oxidation state and loses two electrons in the process. We add those two electrons to the product side:

$CrO_3^- \rightarrow CrO_4^- + 2e^-$

Now we must balance the O atoms. Because the solution is basic, we should use OH^- rather than H_2O:

$OH^- + CrO_3^- \rightarrow CrO_4^- + 2e^-$

We have introduced H atoms as part of the reactants; we can balance them by adding H^+ as products:

$OH^- + CrO_3^- \rightarrow CrO_4^- + 2e^- + H^+$

If we check the atoms and the overall charge on both sides, we see that this reaction is balanced. However, if the reaction is occurring in a basic solution, it is unlikely that H^+ ions will be present in quantity. The way to address this is to add an additional OH^- ion to each side of the equation:

$OH^- + CrO_3^- + OH^- \rightarrow CrO_4^- + 2e^- + H^+ + OH^-$

The two OH^- ions on the left side can be grouped together as $2OH^-$. On the right side, the H^+ and OH^- ions can be grouped into an H_2O molecule:

$2OH^- + CrO_3^- \rightarrow CrO_4^- + 2e^- + H_2O$

This is a more appropriate form for a basic solution.

Now we balance the reduction reaction:

$MnO_2 \rightarrow Mn$

The Mn atom is going from +4 to 0 in oxidation number, which requires a gain of four electrons:

$4e^- + MnO_2 \rightarrow Mn$

Then we balance the O atoms and then the H atoms:

$4e^- + MnO_2 \rightarrow Mn + 2OH^- 2H^+ + 4e^- + MnO_2 \rightarrow Mn + 2OH^-$

We add two OH^- ions to each side to eliminate the H^+ ion in the reactants; the reactant species combine to make two water molecules, and the number of OH^- ions in the product increases to four:

$2H_2O + 4e^- + MnO_2 \rightarrow Mn + 4OH^-$

This reaction is balanced for a basic solution.

Now we combine the two balanced half reactions. The oxidation reaction has two electrons, while the reduction reaction has four. The least common multiple of these two numbers is four, so we multiply the oxidation reaction by 2 so that the electrons are balanced:

$2 \times [2OH^- + CrO_3^- \rightarrow CrO_4^- + 2e^- + H_2O] 2H_2O + 4e^- + MnO_2 \rightarrow Mn + 4OH^-$

Combining these two equations results in the following equation:

$4OH^- + 2CrO_3^- + 2H_2O + 4e^- + MnO_2 \rightarrow 2CrO_4^- + 4e^- + 2H_2O + Mn + 4OH^-$

The four electrons cancel. So do the two H_2O molecules and the four OH^- ions. What remains is

$2CrO_3^- + MnO_2 \rightarrow 2CrO_4^- + Mn$

which is our final balanced redox reaction.

Exercise 1

Balance this redox reaction. Assume a basic solution.

$Cl^- + MnO_4^- \rightarrow MnO_2 + ClO_3^-$

Answer

$H_2O + Cl^- + 2MnO_4^- \rightarrow 2MnO_2 + ClO_3^- + 2OH^-$

Key Takeaways

- Redox reactions can be balanced by inspection or by the half reaction method.
- A solvent may participate in redox reactions; in aqueous solutions, H_2O, H^+, and OH^- may be reactants or products.

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13: NUCLEAR CHEMISTRY

Most chemists pay little attention to the nucleus of an atom except to consider the number of protons it contains because that determines an element's identity. However, in nuclear chemistry, the composition of the nucleus and the changes that occur there are very important. Applications of nuclear chemistry may be more widespread than you realize. Many people are aware of nuclear power plants and nuclear bombs, but nuclear chemistry also has applications ranging from smoke detectors to medicine, from the sterilization of food to the analysis of ancient artifacts. In this chapter, we will examine some of the basic concepts of nuclear chemistry and some of the nuclear reactions that are important in our everyday lives.

13.1 Radioactivity

13.2 Uses of Radioactive Isotopes

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13.1 Radioactivity

Learning Objective

- Define and give examples of the major types of radioactivity.

We saw in 3: Atoms, Molecules, and Ions, that atoms are composed of subatomic particles—protons, neutrons, and electrons. Protons and neutrons are located in the nucleus and provide most of the mass of an atom, while electrons circle the nucleus in shells and subshells and account for an atom's size.

We also introduced in 3: Atoms, Molecules, and Ions the notation for succinctly representing an isotope of a particular atom:

$$^{12}_{6}\mathrm{C} \tag{1}$$

The element in this example, represented by the symbol C, is carbon. Its atomic number, 6, is the subscript next to the symbol and is the number of protons in the atom. The mass number, the superscript next to the symbol, is the sum of the number of protons and neutrons in the nucleus of this particular isotope. In this case, the mass number is 12, which means that the number of neutrons in the atom is 12 – 6 = 6 (that is, the mass number of the atom minus the number of protons in the nucleus equals the number of neurons). Occasionally, the atomic number is omitted in this notation because the symbol of the element itself conveys its characteristic atomic number. The two isotopes of hydrogen—^{2}H and ^{3}H—are given their own names and symbols: deuterium (D) and tritium (T), respectively.

Atomic theory in the nineteenth century presumed that nuclei had fixed compositions. But in 1896, the French scientist Henri Becquerel found that a uranium compound placed near a photographic plate made an image on the plate, even if the compound was wrapped in black cloth. He reasoned that the uranium compound was emitting some kind of radiation that passed through the cloth to expose the photographic plate. Further investigations showed that the radiation was a combination of particles and electromagnetic rays, with its ultimate source being the atomic nucleus. These emanations were ultimately called, collectively, **radioactivity**.

There are three main forms of radioactive emissions. The first is called an **alpha particle**, which is symbolized by the Greek letter α. An alpha particle is composed of two protons and two neutrons and is the same as a helium nucleus. We often use

$$^{4}_{2}\mathrm{He} \tag{2}$$

to represent an alpha particle. It has a 2+ charge. When a radioactive atom emits an alpha particle, the original atom's atomic number decreases by two (because of the loss of two protons), and its mass number decreases by four (because of the loss of four nuclear particles). We can represent the emission of an alpha particle with a chemical equation—for example, the alpha-particle emission of uranium-235 is as follows:

$$^{235}_{92}\mathrm{U} \rightarrow {}^{4}_{2}\mathrm{He} + {}^{231}_{90}\mathrm{Th} \tag{3}$$

Rather than calling this equation a chemical equation, we call it a **nuclear equation** to emphasize that the change occurs in an atomic nucleus. How do we know that a product of this reaction is $^{231}_{90}\mathrm{Th}$? We use the law of conservation of matter, which says that matter cannot be created or destroyed. This means we must have the same number of protons and neutrons on both sides of the nuclear equation. If our uranium nucleus loses 2 protons, there are 90 protons remaining, identifying the element as thorium. Moreover, if we lose four nuclear particles of the original 235, there are 231 remaining. Thus we use subtraction to identify the isotope of the Th atom—in this case,

$$^{231}_{90}\mathrm{Th} \tag{4}$$

Chemists often use the names **parent isotope** and **daughter isotope** to represent the original atom and the product other than the alpha particle. In the previous example,

$$^{235}_{92}\mathrm{U} \tag{5}$$

is the parent isotope, and

$$^{231}_{90}\mathrm{Th} \tag{6}$$

is the daughter isotope. When one element changes into another in this manner, it undergoes **radioactive decay**.

Example 1:

Write the nuclear equation that represents the radioactive decay of radon-222 by alpha particle emission and identify the daughter isotope.

Solution

Radon has an atomic number of 86, so the parent isotope is represented as

$$^{222}_{86}\mathrm{Rn} \tag{7}$$

We represent the alpha particle as

$$^{4}_{2}\mathrm{He} \tag{8}$$

Use subtraction (222 – 4 = 218 and 86 – 2 = 84) to identify the daughter isotope as polonium:

$$^{222}_{86}\mathrm{Rn} \rightarrow {}^{4}_{2}\mathrm{He} + {}^{218}_{84}\mathrm{Th} \tag{9}$$

Exercise 1

Test Yourself

Write the nuclear equation that represents radioactive decay of polonium-208 by alpha particle emission and identify the daughter isotope.

Answer

$$^{208}_{80}\mathrm{Po} \rightarrow {}^{4}_{2}\mathrm{He} + {}^{204}_{82}\mathrm{Pb} \tag{10}$$

Daughter isotope:

$$^{204}_{82}\mathrm{Pb} \tag{11}$$

The second major type of radioactive emission is called a **beta particle**, symbolized by the Greek letter β. A beta particle is an electron ejected from the nucleus (not from the shells of electrons about the nucleus) and has a 1– charge. We can also represent a beta particle as $^{0}_{-1}\mathrm{e}$. The net effect of beta particle emission on a nucleus is that a neutron is converted to a proton. The overall mass number stays the same, but because the number of protons increases by one, the atomic number goes up by one. Carbon-14 decays by emitting a beta particle:

$$^{14}_{6}\mathrm{C} \rightarrow {}^{14}_{7}\mathrm{N} + {}^{0}_{-1}\mathrm{e} \tag{12}$$

Again, the sum of the atomic numbers is the same on both sides of the equation, as is the sum of the mass numbers. (Note that the electron is assigned an “atomic number” of –1, equal to its charge.)

The third major type of radioactive emission is not a particle but rather a very energetic form of electromagnetic radiation called **gamma rays**, symbolized by the Greek letter γ. Gamma rays themselves do not carry an overall electrical charge, but they may knock electrons out of atoms in a sample of matter and make it electrically charged (for which gamma rays are termed *ionizing radiation*). For example, in the radioactive decay of radon-222, both alpha and gamma radiation are emitted, with the latter having an energy of 8.2×10^{-14} J per nucleus decayed:

$$^{222}_{86}\mathrm{Rn} \rightarrow {}^{218}_{84}\mathrm{Po} + {}^{4}_{2}\mathrm{He} + \gamma \tag{13}$$

This may not seem like much energy, but if 1 mol of Rn atoms were to decay, the gamma ray energy would be 4.9×10^{7} kJ!

Example 1:

Write the nuclear equation that represents the radioactive decay of boron-12 by beta particle emission and identify the daughter isotope. A gamma ray is emitted simultaneously with the beta particle.

Solution

The parent isotope is \[_{2}^{4}\textrm{He}\]

while one of the products is

$$^{0}_{-1}\mathrm{e} \tag{14}$$

So that the mass and atomic numbers have the same value on both sides, the mass number of the daughter isotope must be 12, and its atomic number must be 6. The element having an atomic number of 6 is carbon. Thus the complete nuclear equation is as follows:

$$^{12}_{5}\mathrm{B} \rightarrow {}^{12}_{6}\mathrm{C} + {}^{0}_{-1}\mathrm{e} + \gamma \tag{15}$$

The daughter isotope is carbon-12.

Exercise 1

Test Yourself

Write the nuclear equation that represents the radioactive decay of technetium-133 by beta particle emission and identify the daughter isotope. A gamma ray is emitted simultaneously with the beta particle.

Answer

$$^{133}_{43}\mathrm{Tc} \rightarrow {}^{133}_{44}\mathrm{Ru} + {}^{0}_{-1}\mathrm{e} + \gamma \tag{16}$$

Daughter isotope: ruthenium-133

Alpha, beta, and gamma emissions have different abilities to penetrate matter. The relatively large alpha particle is easily stopped by matter (although it may impart a significant amount of energy to the matter it contacts). Beta particles penetrate slightly into matter, perhaps a few centimeters at most. Gamma rays can penetrate deeply into matter and can impart a large amount of energy into the surrounding matter. Table 15.2.1 - The Three Main Forms of Radioactive Emissions, summarizes the properties of the three main types of radioactive emissions.

Table 15.2.1 The Three Main Forms of Radioactive Emissions

Characteristic	Alpha Particles	Beta Particles	Gamma Rays
symbols	α, $^{4}_{2}\mathrm{He}$	β, $^{0}_{-1}\mathrm{e}$	γ
identity	helium nucleus	electron	electromagnetic radiation
charge	2+	1–	none
mass number	4	0	0
penetrating power	minimal (will not penetrate skin)	short (will penetrate skin and some tissues slightly)	deep (will penetrate tissues deeply)

Occasionally, an atomic nucleus breaks apart into smaller pieces in a radioactive process called **spontaneous fission (or fission)**. Typically, the daughter isotopes produced by fission are a varied mix of products, rather than a specific isotope as with alpha and beta particle emission. Often, fission produces excess neutrons that will sometimes be captured by other nuclei, possibly inducing additional radioactive events. Uranium-235 undergoes spontaneous fission to a small extent. One typical reaction is

$$^{235}_{92}\mathrm{Tc} \rightarrow {}^{139}_{56}\mathrm{Ba} + {}^{94}_{36}\mathrm{Kr} + 2\,{}^{1}_{0}\mathrm{n} \tag{17}$$

where \(\ce{_0^1n}\) is a neutron. As with any nuclear process, the sums of the atomic numbers and mass numbers must be the same on both sides of the equation. Spontaneous fission is found only in large nuclei. The smallest nucleus that exhibits spontaneous fission is lead-208. (Fission is the radioactive process used in nuclear power plants and one type of nuclear bomb.)

Key Takeaways

- The major types of radioactivity include alpha particles, beta particles, and gamma rays.
- Fission is a type of radioactivity in which large nuclei spontaneously break apart into smaller nuclei.

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13.2 Uses of Radioactive Isotopes

Learning Objective

- Learn some applications of radioactivity.

Radioactive isotopes have a variety of applications. Generally, however, they are useful because either we can detect their radioactivity or we can use the energy they release.

Radioactive isotopes are effective tracers because their radioactivity is easy to detect. A **tracer** is a substance that can be used to follow the pathway of that substance through some structure. For instance, leaks in underground water pipes can be discovered by running some tritium-containing water through the pipes and then using a Geiger counter to locate any radioactive tritium subsequently present in the ground around the pipes. (Recall that tritium is a radioactive isotope of hydrogen.)

Tracers can also be used to follow the steps of a complex chemical reaction. After incorporating radioactive atoms into reactant molecules, scientists can track where the atoms go by following their radioactivity. One excellent example of this is the use of carbon-14 to determine the steps involved in photosynthesis in plants. We know these steps because researchers followed the progress of carbon-14 throughout the process.

Radioactive Dating

Radioactive isotopes are useful for establishing the ages of various objects. The half-life of radioactive isotopes is unaffected by any environmental factors, so the isotope acts like an internal clock. For example, if a rock is analyzed and is found to contain a certain amount of uranium-235 and a certain amount of its daughter isotope, we can conclude that a certain fraction of the original uranium-235 has radioactively decayed. If half of the uranium has decayed, then the rock has an age of one half-life of uranium-235, or about $4.5 \times 10^9 y$. Many analyses like this, using a wide variety of isotopes, have indicated that age of the earth itself is over $4 \times 10^9 y$.

In another interesting example of radioactive dating, hydrogen-3 dating has been used to verify the stated vintages of some old fine wines.

One isotope, carbon-14, is particularly useful in determining the age of once-living artifacts. A tiny amount of carbon-14 is produced naturally in the upper reaches of the atmosphere, and living things incorporate some of it into their tissues, building up to a constant, albeit very low, level. Once a living thing dies, it no longer acquires carbon-14; as time passes the carbon-14 that was in the tissues decays. (The half-life of carbon-14 is 5,370 y.) If a once-living artifact is discovered and analyzed many years after its death and the remaining carbon-14 is compared to the known constant level, an approximate age of the artifact can be determined. Using such methods, scientists determined that the age of the Shroud of Turin (Figure 1 purported by some to be the burial cloth of Jesus Christ and composed of flax fibers, a type of plant) is about 600–700 y, not 2,000 y as claimed by some. Scientists were also able to use radiocarbon dating to show that the age of a mummified body found in the ice of the Alps was 5,300 y.

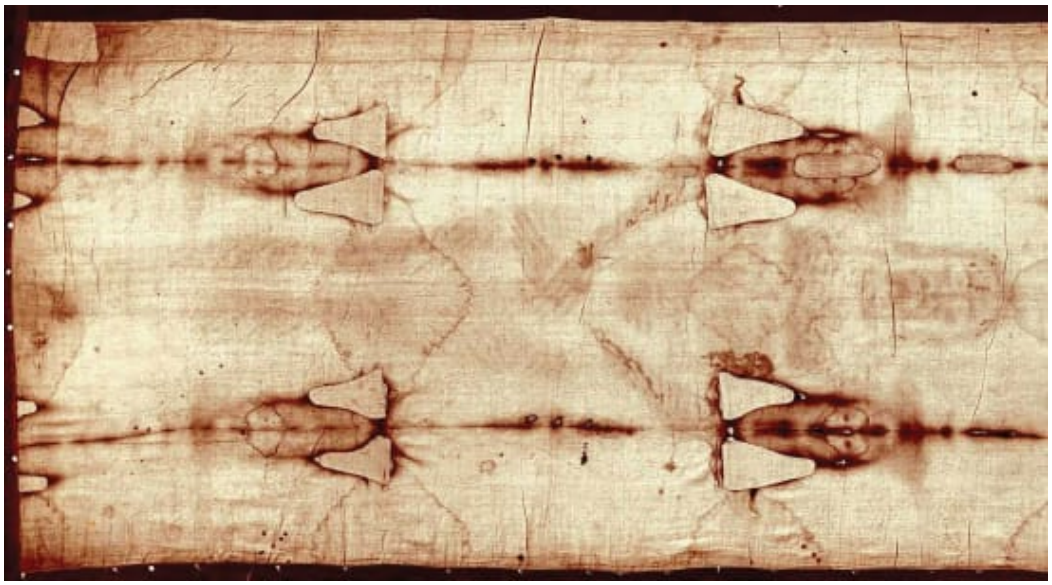


Figure 1: Shroud of Turin. In 1989, several groups of scientists used carbon-14 dating to demonstrate that the Shroud of Turin was only 600–700 y. Many people still cling to a different notion, despite the scientific evidence.

Irradiation of Food

The radiation emitted by some radioactive substances can be used to kill microorganisms on a variety of foodstuffs, extending the shelf life of these products. Produce such as tomatoes, mushrooms, sprouts, and berries are irradiated with the emissions from coba . This exposure kills a lot of the bacteria that cause spoilage, so the produce stays fresh longer. Eggs and some meat, such as beef, pork, and poultry, can also be irradiated. Contrary to the belief of some people, irradiation of food *does not* make the food itself radioactive.

Medical Applications

Radioactive isotopes have numerous medical applications in diagnosing and treating illness and diseases. One example of a diagnostic application is using radioactive iodine-131 to test for thyroid activity (Figure 1). The thyroid gland in the neck is one of the few places in the body with a significant concentration of iodine. To evaluate thyroid activity, a measured dose of $^{131}\mathrm{I}$ is administered to a patient, and the next day a scanner is used to measure the amount of radioactivity in the thyroid gland. The amount of radioactive iodine that collects there is directly related to the activity of the thyroid, allowing trained physicians to diagnose both hyperthyroidism and hypothyroidism. Iodine-131 has a half-life of only 8 d, so the potential for damage due to exposure is minimal. Technetium-99 can also be used to test thyroid function. Bones, the heart, the brain, the liver, the lungs, and many other organs can be imaged in similar ways by using the appropriate radioactive isotope.

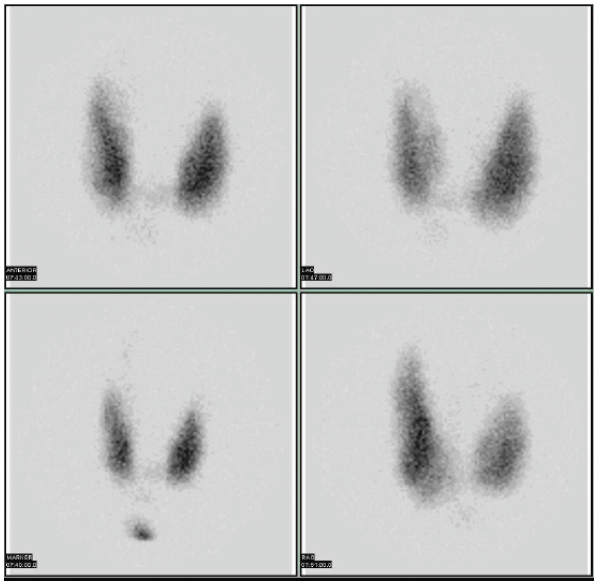


Figure 2: Medical Diagnostics. Radioactive iodine can be used to image the thyroid gland for diagnostic purposes. Source: Scan courtesy of Myo Han, en.Wikipedia.org/wiki/File:Thyroid_scan.jpg.

Very little radioactive material is needed in these diagnostic techniques because the radiation emitted is so easy to detect. However, therapeutic applications usually require much larger doses because their purpose is to preferentially kill diseased tissues. For example, if a thyroid tumor were detected, a much larger infusion (thousands of rem, as opposed to a diagnostic dose of less than 40 rem) of iodine-131 could help destroy the tumor cells. Similarly, radioactive strontium is used to not only detect, but also to ease the pain of bone cancers. Table 1 lists several radioactive isotopes and their medical uses.

Table 1: Some Radioactive Isotopes with Medical Applications

Isotope	Use
$^{32}_{P}$	cancer detection and treatment, especially in eyes and skin
$^{59}_{Fe}$	anemia diagnosis
$^{60}_{Co}$	gamma ray irradiation of tumors
$^{99m}_{Tc*}$	brain, thyroid, liver, bone marrow, lung, heart, and intestinal scanning; blood volume determination
$^{131}_{I}$	diagnosis and treatment of thyroid function
$^{133}_{Xe}$	lung imaging
$^{198}_{Au}$	liver disease diagnosis
***The "m" means that it is a metastable form of this isotope of technetium.**	

In addition to the direct application of radioactive isotopes to diseased tissue, the gamma ray emissions of some isotopes can be directed toward the tissue to be destroyed. Cobalt-60 is a useful isotope for this kind of procedure.

Food and Drink Application: Radioactivity in Wines

Wine lovers put some stock in *vintages*, or the years in which the wine grapes were grown before they were turned into wine. Wine can differ in quality depending on the vintage. Some wine lovers willingly pay much more for a bottle of wine with a certain vintage. But how does one verify that a bottle of wine was in fact part of a certain vintage? Is the label a fake? Is that stash of wine found in the basement of a French chateau really from the 1940s, or was it made in 2009?



Figure 3: A wine label. This wine label from a bottle of wine claims a vintage of 1991. Is the wine really from this vintage, or is it a fake? Radioactivity can help determine the answer. Source: Used by permission of Ralph E. Wermuth.

Cesium-137 is a radioactive isotope that has a half-life of 30.1 y. It was introduced into the atmosphere in the 1940s and 1950s by the atmospheric testing of nuclear weapons by several countries after World War II. A significant amount of cesium-137 was released during the Chernobyl nuclear disaster in 1986. As a result of this atmospheric contamination, scientists have precise measurements of the amount of cesium-137 available in the environment since 1950. Some of the isotope of cesium is taken up by living plants, including grape vines. Using known vintages, oenologists (wine scientists) can construct a detailed analysis of the cesium-137 of various wines through the years.

The verification of a wine's vintage requires the measurement of the activity of cesium-137 in the wine. By measuring the current activity of cesium-137 in a sample of wine (the gamma rays from the radioactive decay pass through glass wine bottles easily, so there's no need to open the bottle), comparing it to the known amount of cesium-137 from the vintage, and taking into account the passage of time, researchers can collect evidence for or against a claimed wine vintage.

Before about 1950, the amount of cesium-137 in the environment was negligible, so if a wine dated before 1950 shows any measurable cesium-137 activity, it is almost surely a fake, so do not shell out lots of money for it! It may be a good wine, but it is almost definitely not over 60 years old.

Summary

Radioactivity has several practical applications, including tracers, medical applications, dating once-living objects, and preservation of food.

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14: CHEMISTRY OF LIFE: ORGANIC AND BIOLOGICAL CHEMISTRY

A general chemistry Libretexts Textmap organized around the textbook
Chemistry: The Central Science
by Brown, LeMay, Bursten, Murphy, and Woodward

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Carbon is unique among the elements in its ability to *catenate*, to form a wide variety of compounds that contain long chains and/or rings of carbon atoms. Some of the most complex chemical structures known are those of the organic molecules found in living organisms. In spite of their size and complexity, these biological molecules obey the same chemical principles as simpler organic molecules. Thus we can use Lewis electron structures to understand the preferred mode of reactivity of a variety of organic compounds, relative electronegativities and bond polarities to predict how certain groups of atoms will react, and molecular orbital theory to explain why certain organic species that contain multiple bonds are especially stable or undergo particular reactions when they interact with light.

In this chapter, we continue our description of organic compounds by focusing on their molecular structures and reactivity; we will also introduce some of the fundamental types of reactions and reaction mechanisms you will encounter in organic and biological chemistry. We discuss why butter is a solid and oils are liquids despite the apparent similarities in their structures, why the widely used anti-inflammatory drug ibuprofen takes longer than half an hour to relieve pain, and the identity of the major carcinogen in grilled meats and cigarette smoke. The chapter concludes with a brief introduction to the molecules of life, which will explain how the consumption of lactose can result in mental retardation and cirrhosis of the liver in some individuals, how hibernating animals survive during the winter, and how certain groups of antibiotics kill bacteria that are harmful to humans.

14.1 General Characteristics of Organic Molecules

14.2 Introduction to Hydrocarbons

14.3 Alkanes

14.4 Unsaturated Hydrocarbons

14.5 Functional Groups

14.6 Organic and Biological Chemistry (Summary)

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14.1 General Characteristics of Organic Molecules

Learning Objectives

- To recognize the composition and properties typical of organic and inorganic compounds.

Organic substances have been used throughout this text to illustrate the differences between ionic and covalent bonding and to demonstrate the intimate connection between the structures of compounds and their chemical reactivity. You learned, for example, that even though NaOH and alcohols (ROH) both have OH in their formula, NaOH is an ionic compound that dissociates completely in water to produce a basic solution containing Na^+ and OH^- ions, whereas alcohols are covalent compounds that do not dissociate in water and instead form neutral aqueous solutions. You also learned that an amine (RNH_2), with its lone pairs of electrons, is a base, whereas a carboxylic acid (RCO_2H), with its dissociable proton, is an acid.

Scientists of the 18th and early 19th centuries studied compounds obtained from plants and animals and labeled them *organic* because they were isolated from "organized" (living) systems. Compounds isolated from nonliving systems, such as rocks and ores, the atmosphere, and the oceans, were labeled *inorganic*. For many years, scientists thought organic compounds could be made by only living organisms because they possessed a vital force found only in living systems. The vital force theory began to decline in 1828, when the German chemist Friedrich Wöhler synthesized urea from inorganic starting materials. He reacted silver cyanate (AgOCN) and ammonium chloride (NH_4Cl), expecting to get ammonium cyanate (NH_4OCN). What he expected is described by the following equation.

$$AgOCN + NH_4Cl \rightarrow AgCl + NH_4OCN \tag{1}$$

Instead, he found the product to be urea (NH_2CONH_2), a well-known organic material readily isolated from urine. This result led to a series of experiments in which a wide variety of organic compounds were made from inorganic starting materials. The vital force theory gradually went away as chemists learned that they could make many organic compounds in the laboratory.

Today **organic chemistry** is the study of the chemistry of the carbon compounds, and **inorganic chemistry** is the study of the chemistry of all other elements. It may seem strange that we divide chemistry into two branches—one that considers compounds of only one element and one that covers the 100-plus remaining elements. However, this division seems more reasonable when we consider that of tens of millions of compounds that have been characterized, the overwhelming majority are carbon compounds.

> The word *organic* has different meanings. Organic fertilizer, such as cow manure, is organic in the original sense; it is derived from living organisms. Organic foods generally are foods grown without synthetic pesticides or fertilizers. Organic chemistry is the chemistry of compounds of carbon.

Carbon is unique among the other elements in that its atoms can form stable covalent bonds with each other and with atoms of other elements in a multitude of variations. The resulting molecules can contain from one to millions of carbon atoms. We previously surveyed organic chemistry by dividing its compounds into families based on functional groups. We begin with the simplest members of a family and then move on to molecules that are organic in the original sense—that is, they are made by and found in living organisms. These complex molecules (all containing carbon) determine the forms and functions of living systems and are the subject of biochemistry.

Organic compounds, like inorganic compounds, obey all the natural laws. Often there is no clear distinction in the chemical or physical properties among organic and inorganic molecules. Nevertheless, it is useful to compare typical members of each class, as in Table 1.

Table 1: General Contrasting Properties and Examples of Organic and Inorganic Compounds

Organic	Hexane	Inorganic	NaCl
low melting points	−95°C	high melting points	801°C
low boiling points	69°C	high boiling points	1,413°C

Organic	Hexane	Inorganic	NaCl
low solubility in water; high solubility in nonpolar solvents	insoluble in water; soluble in gasoline	greater solubility in water; low solubility in nonpolar solvents	soluble in water; insoluble in gasoline
flammable	highly flammable	nonflammable	nonflammable
aqueous solutions do not conduct electricity	nonconductive	aqueous solutions conduct electricity	conductive in aqueous solution
exhibit covalent bonding	covalent bonds	exhibit ionic bonding	ionic bonds

Keep in mind, however, that there are exceptions to every category in this table. To further illustrate typical differences among organic and inorganic compounds, Table 1 also lists properties of the inorganic compound sodium chloride (common table salt, NaCl) and the organic compound hexane (C_6H_{14}), a solvent that is used to extract soybean oil from soybeans (among other uses). Many compounds can be classified as organic or inorganic by the presence or absence of certain typical properties, as illustrated in Table 1.

Key Takeaway

- Organic chemistry is the study of carbon compounds, nearly all of which also contain hydrogen atoms.

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14.2 Introduction to Hydrocarbons

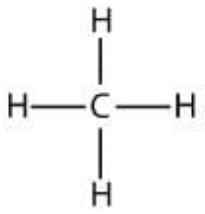
Learning Objectives

- To get an overview of hydrocarbons molecules and their four primary classifications

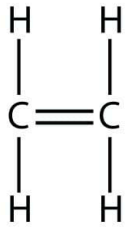
Hydrocarbons are organic compounds that contain **only** carbon and hydrogen. The four general classes of hydrocarbons are: alkanes, alkenes, alkynes and arenes. Aromatic compounds derive their names from the fact that many of these compounds in the early days of discovery were grouped because they were oils with fragrant odors.

The classifications for hydrocarbons, defined by IUPAC nomenclature of organic chemistry are as follows:

1. Saturated hydrocarbons (alkanes) are the simplest of the hydrocarbon species. They are composed entirely of single bonds and are saturated with hydrogen. The general formula for saturated hydrocarbons is C_nH_{2n+2} (assuming non-cyclic structures). Saturated hydrocarbons are the basis of petroleum fuels and are found as either linear or branched species.The simplest alkanes have their C atoms bonded in a straight chain; these are called *normal* alkanes. They are named according to the number of C atoms in the chain. The smallest alkane is methane:



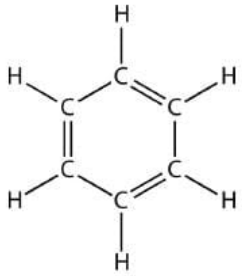
2. Unsaturated hydrocarbons have one or more double or triple bonds between carbon atoms. Those with double bond are called alkenes and those with one double bond have the formula C_nH_{2n} (assuming non-cyclic structures). Those containing triple bonds are called alkynes, with general formula C_nH_{2n-2}. The smallest alkene—ethene—has two C atoms and is also known by its common name ethylene:



The smallest alkyne is ethyne, which is also known as acetylene:



3. Cycloalkanes are hydrocarbons containing one or more carbon rings to which hydrogen atoms are attached. The general formula for a saturated hydrocarbon containing one ring is C_nH_{2n}.
4. Aromatic hydrocarbons, also known as arenes, are hydrocarbons that have at least one aromatic ring. Aromatic compounds contain the benzene unit. Benzene itself is composed of six C atoms in a ring, with alternating single and double C–C bonds:



Because of differences in molecular structure, the empirical formula remains different between hydrocarbons; in linear, or "straight-run" alkanes, alkenes and alkynes, the amount of bonded hydrogen lessens in alkenes and alkynes due to the "self-bonding" or catenation of carbon preventing entire saturation of the hydrocarbon by the formation of double or triple bonds.

The inherent ability of hydrocarbons to bond to themselves is known as catenation, and allows hydrocarbon to form more complex molecules, such as cyclohexane, and in rarer cases, arenes such as benzene. This ability comes from the fact that the bond character between carbon atoms is entirely non-polar, in that the distribution of electrons between the two elements is somewhat even due to the same electronegativity values of the elements (~0.30).

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14.3 Alkanes

Learning Objectives

- To identify and name simple (straight-chain) alkanes given formulas and write formulas for straight-chain alkanes given their names.

We begin our study of organic chemistry with the hydrocarbons, the simplest organic compounds, which are composed of carbon and hydrogen atoms only. As we noted, there are several different kinds of hydrocarbons. They are distinguished by the types of bonding between carbon atoms and the properties that result from that bonding. Hydrocarbons with only carbon-to-carbon single bonds (C–C) and existing as a continuous chain of carbon atoms also bonded to hydrogen atoms are called alkanes (or saturated hydrocarbons). *Saturated*, in this case, means that each carbon atom is bonded to four other atoms (hydrogen or carbon)—the most possible; there are no double or triple bonds in the molecules.

> The word *saturated* has the same meaning for hydrocarbons as it does for the dietary fats and oils: the molecule has no carbon-to-carbon double bonds (C=C).

We previously introduced the three simplest alkanes—methane (CH_4), ethane (C_2H_6), and propane (C_3H_8) and they are shown again in Figure 1.

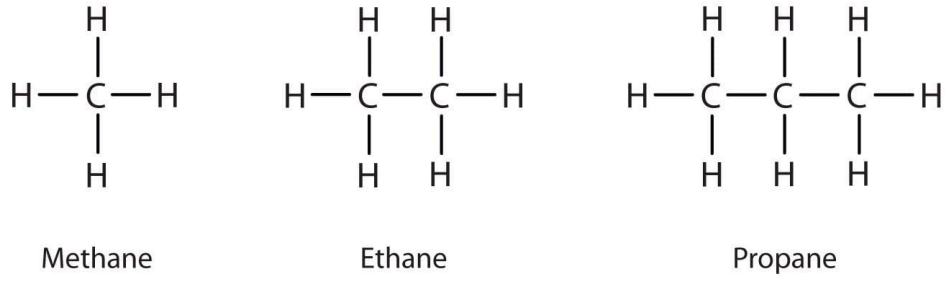


Figure 1: The Three Simplest Alkanes

The flat representations shown do not accurately portray bond angles or molecular geometry. Methane has a tetrahedral shape that chemists often portray with wedges indicating bonds coming out toward you and dashed lines indicating bonds that go back away from you. An ordinary solid line indicates a bond in the plane of the page. Recall that the VSEPR theory correctly predicts a tetrahedral shape for the methane molecule (Figure 2).

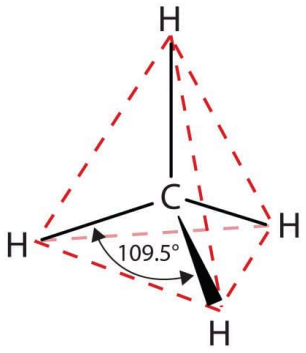


Figure 2: The Tetrahedral Methane Molecule

Methane (CH_4), ethane (C_2H_6), and propane (C_3H_8) are the beginning of a series of compounds in which any two members in a

sequence differ by one carbon atom and two hydrogen atoms—namely, a CH_2 unit. The first 10 members of this series are given in Table 1.

Table 1: The First 10 Straight-Chain Alkanes

Name	Molecular Formula (C_nH_{2n+2})	Condensed Structural Formula	Number of Possible Isomers
methane	CH_4	CH_4	—
ethane	C_2H_6	CH_3CH_3	—
propane	C_3H_8	$CH_3CH_2CH_3$	—
butane	C_4H_{10}	$CH_3CH_2CH_2CH_3$	2
pentane	C_5H_{12}	$CH_3CH_2CH_2CH_2CH_3$	3
hexane	C_6H_{14}	$CH_3CH_2CH_2CH_2CH_2CH_3$	5
heptane	C_7H_{16}	$CH_3CH_2CH_2CH_2CH_2CH_2CH_3$	9
octane	C_8H_{18}	$CH_3CH_2CH_2CH_2CH_2CH_2CH_2CH_3$	18
nonane	C_9H_{20}	$CH_3CH_2CH_2CH_2CH_2CH_2CH_2CH_2CH_3$	35
decane	$C_{10}H_{22}$	$CH_3CH_2CH_2CH_2CH_2CH_2CH_2CH_2CH_2CH_3$	75

Consider the series in Figure 3. The sequence starts with C_3H_8, and a CH_2 unit is added in each step moving up the series. Any family of compounds in which adjacent members differ from each other by a definite factor (here a CH_2 group) is called a homologous series. The members of such a series, called *homologs*, have properties that vary in a regular and predictable manner. The principle of *homology* gives organization to organic chemistry in much the same way that the periodic table gives organization to inorganic chemistry. Instead of a bewildering array of individual carbon compounds, we can study a few members of a homologous series and from them deduce some of the properties of other compounds in the series.

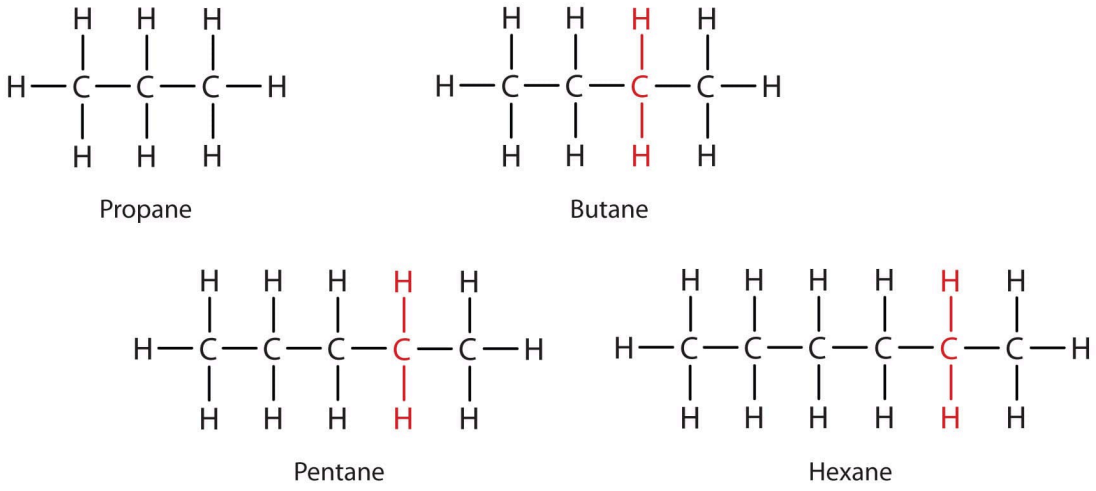


Figure 3: Members of a Homologous Series. Each succeeding formula incorporates one carbon atom and two hydrogen atoms more than the previous formula.

The principle of homology allows us to write a general formula for alkanes: C_nH_{2n+2}. Using this formula, we can write a molecular formula for any alkane with a given number of carbon atoms. For example, an alkane with eight carbon atoms has the molecular formula $C_8H_{(2\times 8)+2} = C_8H_{18}$.

Key Takeaway

- Simple alkanes exist as a homologous series, in which adjacent members differ by a CH_2 unit.

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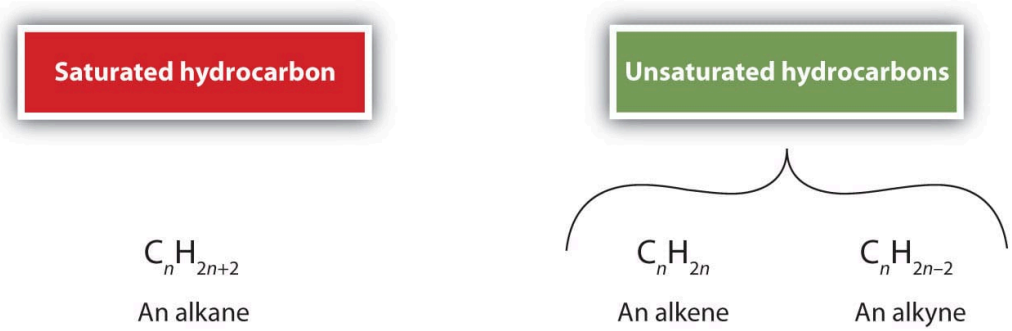
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14.4 Unsaturated Hydrocarbons

Learning Objectives

- To name alkenes given formulas and write formulas for alkenes given names.

As noted before, alkenes are hydrocarbons with carbon-to-carbon double bonds ($R_2C{=}CR_2$) and alkynes are hydrocarbons with carbon-to-carbon triple bonds (R–C≡C–R). Collectively, they are called unsaturated hydrocarbons because they have fewer hydrogen atoms than does an alkane with the same number of carbon atoms, as is indicated in the following general formulas:

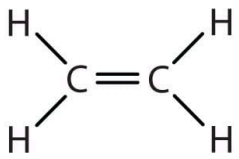


Some representative alkenes—their names, structures, and physical properties—are given in Table 1.

Table 1: Physical Properties of Some Selected Alkenes

IUPAC Name	Molecular Formula	Condensed Structural Formula	Melting Point (°C)	Boiling Point (°C)
ethene	C_2H_4	$CH_2{=}CH_2$	−169	−104
propene	C_3H_6	$CH_2{=}CHCH_3$	−185	−47
1-butene	C_4H_8	$CH_2{=}CHCH_2CH_3$	−185	−6
1-pentene	C_5H_{10}	$CH_2{=}CH(CH_2)_2CH_3$	−138	30
1-hexene	C_6H_{12}	$CH_2{=}CH(CH_2)_3CH_3$	−140	63
1-heptene	C_7H_{14}	$CH_2{=}CH(CH_2)_4CH_3$	−119	94
1-octene	C_8H_{16}	$CH_2{=}CH(CH_2)_5CH_3$	−102	121

We used only condensed structural formulas in Table 1. Thus, $CH_2{=}CH_2$ stands for



The double bond is shared by the two carbons and does not involve the hydrogen atoms, although the condensed formula does not make this point obvious. Note that the molecular formula for ethene is C_2H_4, whereas that for ethane is C_2H_6.

The first two alkenes in Table 1, ethene and propene, are most often called by their common names—ethylene and propylene,

respectively (Figure 1). Ethylene is a major commercial chemical. The US chemical industry produces about 25 billion kilograms of ethylene annually, more than any other synthetic organic chemical. More than half of this ethylene goes into the manufacture of polyethylene, one of the most familiar plastics. Propylene is also an important industrial chemical. It is converted to plastics, isopropyl alcohol, and a variety of other products.

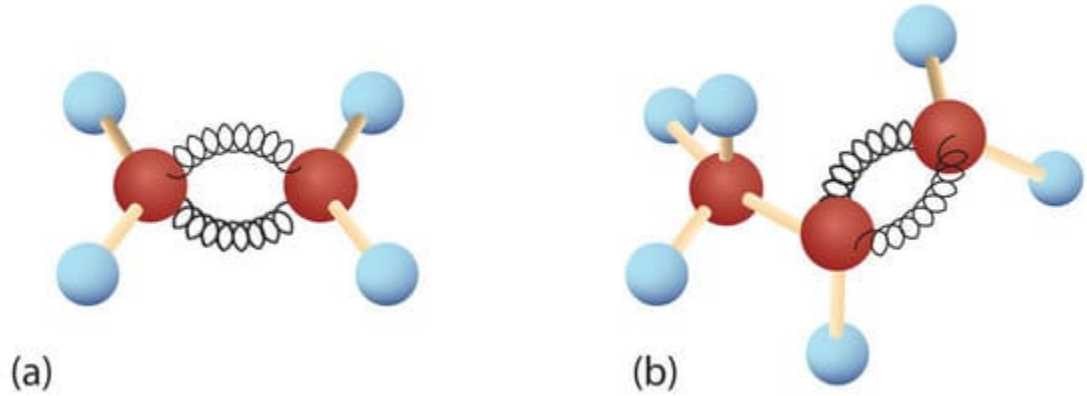
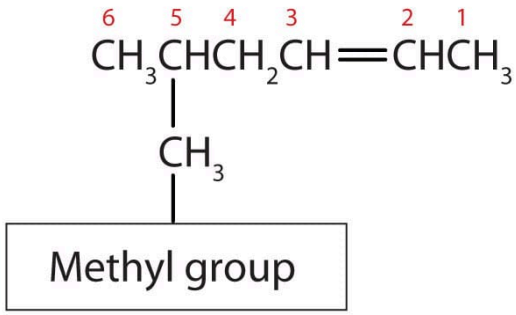


Figure 1: Ethene and Propene. The ball-and-spring models of ethene/ethylene (a) and propene/propylene (b) show their respective shapes, especially bond angles.

Although there is only one alkene with the formula C_2H_4 (ethene) and only one with the formula C_3H_6 (propene), there are several alkenes with the formula C_4H_8.

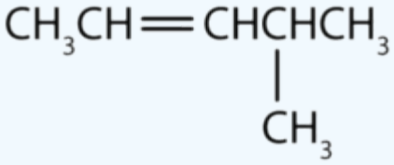
Here are some basic rules for naming alkenes from the International Union of Pure and Applied Chemistry (IUPAC):

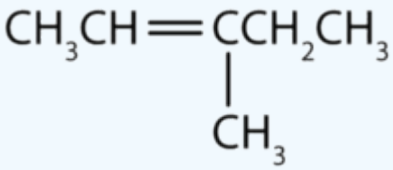
1. The longest chain of carbon atoms *containing the double bond* is considered the parent chain. It is named using the same stem as the alkane having the same number of carbon atoms but ends in *-ene* to identify it as an alkene. Thus the compound CH_2=$CHCH_3$ is *propene*.
2. If there are four or more carbon atoms in a chain, we must indicate the position of the double bond. The carbons atoms are numbered so that the first of the two that are doubly bonded is given the lower of the two possible numbers.The compound CH_3CH=$CHCH_2CH_3$, for example, has the double bond between the second and third carbon atoms. Its name is 2-pentene (not 3-pentene).
3. Substituent groups are named as with alkanes, and their position is indicated by a number. Thus, the structure below is 5-methyl-2-hexene. Note that the numbering of the parent chain is always done in such a way as to give the double bond the lowest number, even if that causes a substituent to have a higher number. *The double bond always has priority in numbering.*



Example 1

Name each compound.

a. 

b. 

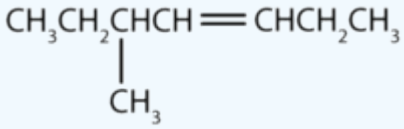
Solution

a. The longest chain containing the double bond has five carbon atoms, so the compound is a *pentene* (rule 1). To give the first carbon atom of the double bond the lowest number (rule 2), we number from the left, so the compound is a 2-pentene. There is a methyl group on the fourth carbon atom (rule 3), so the compound's name is 4-methyl-2-pentene.
b. The longest chain containing the double bond has five carbon atoms, so the parent compound is a *pentene* (rule 1). To give the first carbon atom of the double bond the lowest number (rule 2), we number from the left, so the compound is a 2-pentene. There is a methyl group on the third carbon atom (rule 3), so the compound's name is 3-methyl-2-pentene.

Exercise 1

Name each compound.

a. $CH_3CH_2CH_2CH_2CH_2CH{=}CHCH_3$

b. 

Answer available at the end of this section.

Example 2

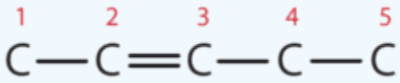
Draw the structure for each compound.

a. 3-methyl-2-pentene
b. cyclohexene

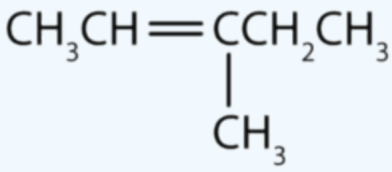
Solution

a.

First write the parent chain of five carbon atoms: C–C–C–C–C. Then add the double bond between the second and third carbon atoms:

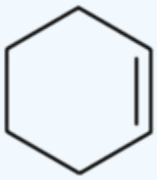


Now place the methyl group on the third carbon atom and add enough hydrogen atoms to give each carbon atom a total of four bonds.



b

First, consider what each of the three parts of the name means. *Cyclo* means a ring compound, *hex* means 6 carbon atoms, and *-ene* means a double bond.



Exercise 2

Draw the structure for each compound.

a. 2-ethyl-1-hexene
b. cyclopentene

Key Takeaway

- Alkenes are hydrocarbons with a carbon-to-carbon double bond.

Answers

Exercise 1

Just as there are cycloalkanes, there are *cycloalkenes*. These compounds are named like alkenes, but with the prefix *cyclo-* attached to the beginning of the parent alkene name.

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14.5 Functional Groups

Learning Objectives

- To know the major classes of organic compounds and identify important functional groups.

You were previously introduced to several structural units that chemists use to classify organic compounds and predict their reactivities. These functional groups, which determine the chemical reactivity of a molecule under a given set of conditions, can consist of a single atom (such as Cl) or a group of atoms (such as CO_2H). The major families of organic compounds are characterized by their functional groups. Figure 1 summarizes five families introduced in earlier chapters, gives examples of compounds that contain each functional group, and lists the suffix or prefix used in the systematic nomenclature of compounds that contain each functional group.

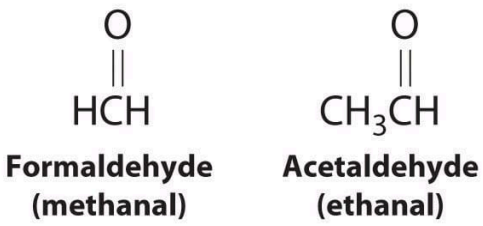
Class	General Formula	Example	Common Name (Systematic Name)	Common Suffix/Prefix (Systematic)
Hydrocarbons				
Alkanes	RH	CH_3CH_3	ethane	-ane
Alkenes	$RR'C{=}CR''R'''$	$H_2C{=}CH_2$	ethylene (ethene)	-ene
Alkynes	$RC{\equiv}CR'$	$HC{\equiv}CH$	acetylene (ethyne)	(-yne)
Arenes	ArH^a		benzene	-ene
Halogen-Containing Compounds				
Alkyl halides	RX	CH_3CH_2Cl	ethyl chloride (chloroethane)	halide (halo-)
Aryl halides	ArX^a		chlorobenzene	halo-
Oxygen-Containing Compounds				
Alcohols	ROH^a	CH_3CH_2OH	ethyl alcohol (ethanol)	-ol
Phenols	$ArOH^a$		phenol	-ol
Ethers	ROR'	$H_3CH_2COCH_2CH_3$	diethyl ether	ether
Aldehydes	RCHO		acetaldehyde (ethanal)	-aldehyde (-al)
Ketones	$RR'C{=}O$		acetone (2-propanone)	-one
Carboxylic acids	RCO_2H		acetic acid (ethanoic acid)	-ic acid (-oic acid)
Carboxylic Acid Derivatives				
Esters	RCO_2R'		methyl acetate (methyl ethanoate)	-ate (-oate)
Amides	$RCONHR'$		*N*-methylacetamide	-amide
Nitrogen-Containing Compounds				
Amines	RNH_2, $RNHR'$, $RNR'R''$	$CH_3CH_2NH_2$	ethylamine	-amine
Nitriles	$RC{\equiv}N$	$H_3CC{\equiv}N$	acetonitrile	-nitrile
Nitro compounds	$ArNO_2^a$		nitrobenzene	nitro-

[a]R indicates an alkyl group; Ar indicates an *aryl* group.

Figure 1: Major Classes of Organic Compounds

The first family listed in Figure 1 is the hydrocarbons. These include alkanes, with the general molecular formula C_nH_{2n+2} where n is an integer; alkenes, represented by C_nH_{2n}; alkynes, represented by C_nH_{2n-2}; and arenes. Halogen-substituted alkanes, alkenes, and arenes form a second major family of organic compounds, which include the alkyl halides and the aryl halides. Oxygen-containing organic compounds, a third family, may be divided into two main types: those that contain at least one C–O bond, which include alcohols, phenols (derivatives of benzene), and ethers, and those that contain a carbonyl group (C=O), which include aldehydes, ketones, and carboxylic acids. Carboxylic acid derivatives, the fourth family listed, are compounds in which the OH of the $-CO_2H$ functional group is replaced by either an alkoxy (–OR) group, producing an ester, or by an amido (–NRR′, where R and R′ can be H and/or alkyl groups), forming an amide. Nitrogen-containing organic compounds, the fifth family, include amines; nitriles, which have a C≡N bond; and nitro compounds, which contain the $-NO_2$ group.

The systematic nomenclature of organic compounds indicates the positions of substituents using the lowest numbers possible to identify their locations in the carbon chain of the parent compound. If two compounds have the same systematic name, then they are the same compound. Although systematic names are preferred because they are unambiguous, many organic compounds are known by their common names rather than their systematic names. Common nomenclature uses the prefix form—for a compound that contains no carbons other than those in the functional group, and acet—for those that have one carbon atom in addition [two in the case of acetone, $(CH_3)_2C{=}O$]. Thus methanal and ethanal, respectively, are the systematic names for formaldehyde and acetaldehyde.



Recall that in the systematic nomenclature of aromatic compounds, the positions of groups attached to the aromatic ring are indicated by numbers, starting with 1 and proceeding around the ring in the direction that produces the lowest possible numbers. For example, the position of the first CH_3 group in dimethyl benzene is indicated with a 1, but the second CH_3 group, which can be placed in any one of three positions, produces 1,2-dimethylbenzene, 1,3-dimethylbenzene, or 1,4-dimethylbenzene (Figure 2). In common nomenclature, in contrast, the prefixes ortho-, meta-, and para- are used to describe the relative positions of groups attached to an aromatic ring. If the CH_3 groups in dimethylbenzene, whose common name is xylene, are adjacent to each other, the compound is commonly called ortho-xylene, abbreviated o-xylene. If they are across from each other on the ring, the compound is commonly called para-xylene or p-xylene. When the arrangement is intermediate between those of ortho- and para-compounds, the name is meta-xylene or m-xylene.

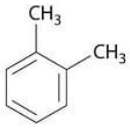
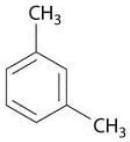
Prefix	Positions of Methyl Groups	Example	Common Name (Systematic Name)
ortho-	1,2		*o*-xylene (1,2-dimethylbenzene)
meta-	1,3		*m*-xylene (1,3-dimethylbenzene)
para-	1,4		*p*-xylene (1,4-dimethylbenzene)

Figure 2: Common Nomenclature for Aromatic Ring Substitutions

We begin our discussion of the structure and reactivity of organic compounds by exploring structural variations in the simple saturated hydrocarbons known as alkanes. These compounds serve as the scaffolding to which the various functional groups are most often attached.

Summary

Functional groups determine the chemical reactivity of an organic molecule. Functional groups are structural units that determine the chemical reactivity of a molecule under a given set of conditions. Organic compounds are classified into several major categories based on the functional groups they contain. In the systematic names of organic compounds, numbers indicate the positions of functional groups in the basic hydrocarbon framework. Many organic compounds also have common names, which use the prefix form—for a compound that contains no carbons other than those in the functional group and acet—for those that have one additional carbon atom.

Conceptual Problems

1. Can two substances have the same systematic name and be different compounds?

2. Is a carbon–carbon multiple bond considered a functional group?

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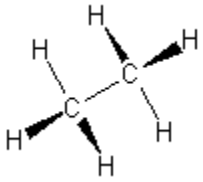
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14.6 Organic and Biological Chemistry (Summary)

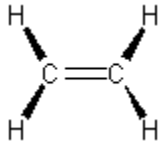
- **organic chemistry** – the study of carbon compounds
- **biochemistry** – the study of the chemistry of living species

25.2: Introduction to Hydrocarbons

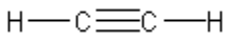
- made of only hydrogen and carbon
- 4 types: alkanes, alkenes, alkynes, and aromatic hydrocarbons
- **alkanes** – only single bonds
- also called saturated hydrocarbons



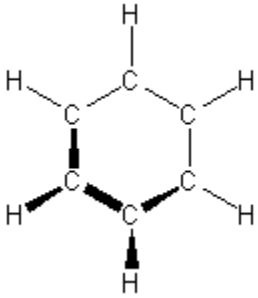
- have the largest amount of hydrogen atoms bonded to a single carbon atom
-



- **alkenes** (olefins) – have double carbon bonds
- ◦ **alkynes** – triple carbon bonds



- ◦ **aromatic hydrocarbons** – carbon atoms connected in a planar ring structure, joined by s and p bonds between carbon atoms



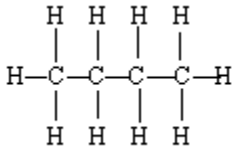
- ◦ **alkenes, alkynes and aromatic hydrocarbons** – unsaturated hydrocarbons
  ◦ less volatile with increasing molar mass
  ◦ very low molecular weight = gas at room temperature
  ◦ moderate molecular weight = liquid
  ◦ high molecular weight = solid

25.3: Alkanes

- methane major part of natural gas
- used in home heating, gas stoves, hot-water heaters
- propane major part of bottled gas
- used for home heating, cooking
- butane – used in disposable lighters, fuel canisters
- alkanes with 5-12 carbon atoms are found in gasoline
- formla for alkanes is called *condensed structural formulas*

Condensed Structural Formulas

Molecular Formula	Condensed Structural Formula	Name	Boiling point (°C)
CH_4	CH_4	Methane	-161
C_2H_6	$CH_3\ CH_3$	Ethane	-89
C_3H_8	$CH_3\ CH_2\ CH_3$	Propane	-44
C_4H_{10}	$CH_3\ CH_2\ CH_2\ CH_3$	Butane	-0.5
C_5H_{12}	$CH_3\ CH_2\ CH_2\ CH_2\ CH_3$	Pentane	36
C_6H_{14}	$CH_3\ CH_2\ CH_2\ CH_2\ CH_2\ CH_3$	Hexane	68
C_7H_{16}	$CH_3\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_3$	Heptane	98
C_8H_{18}	$CH_3\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_3$	Octane	125
C_9H_{20}	$CH_3\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_3$	Nonane	151
$C_{10}H_{22}$	$CH_3\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_2\ CH_3$	Decane	174



Lewis Structure

1. **Structures of Alkanes**

- ◦ tetrahedral geometry
  ◦ carbon-carbon single bond rotates easily at room temperature
  ◦ long chains tend to change shape

1. **Structural Isomers**

- ◦ straight-chained hydrocarbons – carbons atoms that are joined in a continuous chain
  ◦ branched-chain hydrocarbons – hydrocarbons with branched chains, 4 or more carbon atoms
  ◦ **structural isomers** – compounds with the same molecular formula but different bonding arrangements

1. **Nomenclature of Alkanes**

- ◦ **1)** Find the longest continuous chain of carbon atoms, and use the name of this chain as the base name of the compound.
  ◦ **2)** Number the carbon atoms in the longest chain, beginning with the end of the chain that is nearest to a substituent
  ◦ **3)** Name and give the location of each substituent group
  ◦ **4)** When two or more substituents are present list them in alphabetical order

1. **Cycloalkanes**

- ◦ alkanes that form rings or cycles
  ◦ carbon rings with fewer than five carbon atoms are strained
  ◦ more reactive

1. **Reactions of Alkanes**

- ◦ at room temperature alkanes do not react with acids, bases, or strong oxidizing agents
  ◦ important for it's combustion in air; bases for fuels

25.4: Unsaturated Hydrocarbons

- **Alkenes**
- ◦ double carbon bonds
  ◦ ethene or ethylene simplest alkene\
  ◦ nomenclature of alkenes come from the name of the corresponding alkane
  ◦ the –ane ending is changed to –ene
  ◦ **geometrical isomers** – compounds that have the same molecular formula and the same groups bonded to one another but differ in the spatial arrangement of these groups
  ◦ geometrical isomers have distinct physical properties and differ in chemical behavior
  ◦ the double carbon bond is resistant to twisting
  ◦ rotation about a double bond is a key process in the chemistry of vision

1. **Alkynes**

- ◦ one or more triple bonds
  ◦ simplest alkyne is acetylene
  ◦ highly reactive
  ◦ named by changing the alkane ending (-ane) to –yne

1. **Addition Reactions of Alkenes and Alkynes**

- ◦ **addition reactions** – a reactant is added to the two atoms that form the multiple bond
  ◦ **hyrogenation** – reaction between al alkene and H_2

1. **Aromatic Hydrocarbons**

- ◦ simplest is benzene
  ◦ stability comes from the stabilization of the p electrons through delocalization in the p orbitals
  ◦ represented by a hexagon with an inscribed circle
  ◦ **substitution reactions** – one atom of a molecule is removed and replaced by another atom or group of atoms

25.5: Functional Groups

functional group – site of reactivity in an organic molecule; controls how the molecule behaves or functions

- chemistry of an organic molecule is determined by the functional groups it contains

1. **Alcohols (R-OH)**

- **alcohols** – hydrocarbon derivatives in which one ore more hydrogens of a parent hydrocarbon have been replaced by a hydroxyle or alcohol functional group

1. **Ethers (R-O-R')**

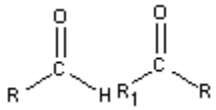
- ◦ **ethers** – two hyrocarbon groups are bonded to one oxygen
  ◦ formed from two molecules of alcohol by splitting out a molecule of water

- **condensation reaction** – reaction where water is split out from two substances
- used in solvents

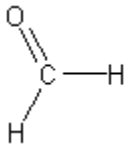
25.6: Compounds with a Carbonyl Group

- carbon oxygen double bonds

1. **Aldehydes and Ketones**

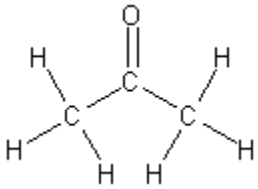


- carbonyl group in aldehydes has at least one attached hydrogen atom



formaldehyde

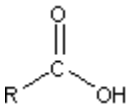
- carbonyl group in ketones occurs at the interior of a carbon chain



Acetone

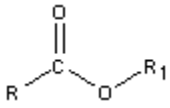
- prepared by oxidizing alcohols

1. **Carboxylic Acids**



- carboxylic acids contain carboxyl functional group (COOH)
- important for manufacturing of polymers
- produced by oxidation in which the OH group is attached to the CH_2

1. **Esters**



- carboxylic acids that undergo condensation with alcohols
- have pleasant odors
- saponification – hydrolysis of an ester in a base

1. **Amines and Amides**

- ◦ **amines** – organic bases; general formula R_3N
  ◦ **amides** – anines containing a hydrogen bonded to nitrogen that undergoes condensation

25.8: Introduction to Biochemistry

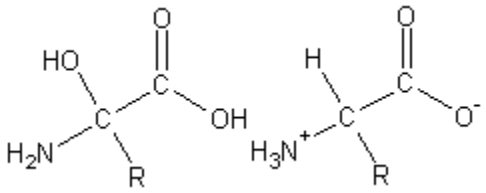
- **biosphere** – part of the earth where living organisms are formed and living
- includes influences on life of the atmosphere, natural waters, solid earth
- living organisms require a large amount of energy
- **biopolymers** – three categories: proteins, polysaccharides (carbohydrates), and nucleic acids

25.9: Proteins

- macromolecular substances
- 50% body's dry weight is proteins
- composed of amino acids

1. **Amino Acids**

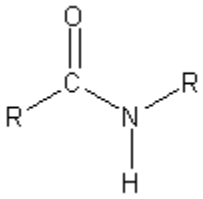
- differ in the R group
- building block of all proteins - a -amino acid
- general form:



- ◦ **chiral** - any molecule containing a carbon with four different attached groups
  ◦ **enantiomers** – mirror-image of chiral
  ◦ enantiomers and chiral have the same physical properties
  ◦ differ in chemical reactivity toward other chiral molecules

1. **Polypeptides and Proteins**

- **peptide bond** – condesation reaction between the carboxyl group of one amino acid and the amino group of another amino acid



- **polypeptides** – large number of amino acids that are linked together by peptide bonds
- proteins are polypeptide molecules
- weighs from 6000 to over 50 million amu

1. **Protein Structure**

- ◦ **primary structure** – arrangement of amino acids along a protein chain
  ◦ makes the protein unique

- **secondary structure** – the way segments of the protein chain are oriented in a regular pattern
- **α -helix** – most important and common secondary structure arrangement
- first propoesed by Linus Pauling and R. B. Corey
- **tertiary structure** – overal shape of a protein
- **globular protein** – a protein that folds into a compact spherical shape
- soluble in water, mobile within cells
- **enzymes** – large protein molecules that serve as catalysts

25.10: Carbohydrates

- written as $C_x(H_2O)_y$
- glucose the most abundant carbohydrate $C_6H_{12}O_6$
- not really hydrates of carbon but polyhydroxly aldehydes and ketones

1. **Disaccharides**

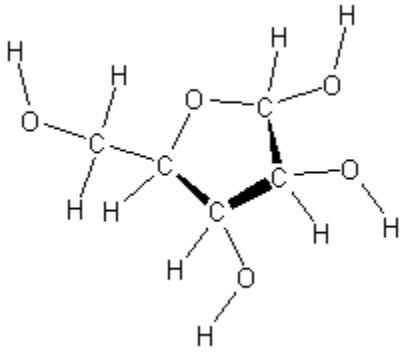
- **monosaccharides** – simple sugars that can't be broken into smaller molecules by hydrolysis with aqueous acids
- **disaccharide** – two linked monosaccharides
- two common disaccharides: sucrose, lactose

1. **Polysaccharides**

- made of several monosaccharide units
- **starch** – group of polysaccharides
- food storage in plant seeds and tuers
- **glycogen** – starchlike substance synthesized in the body
- 5000 to more than 5 million amu
- energy bank in the body; muscles and liver
- cellulose – major strructural unit of plants
- straight chains of glucose units
- more than 500,000 amu

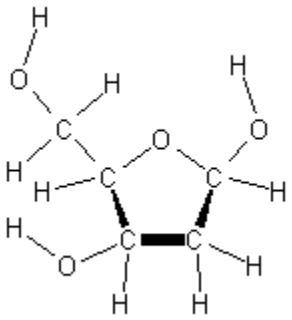
25.11: Nucleic Acids

- **nucleic acids** – biopolymers that are chemical carriers of an organisn't genetic information
- **deoxyribonucleic acids (DNA)** – huge molecules with molar weights of 6-16million amu
- **ribonucleic acids (RNA)** – smaller molecules with molecular weights of 20,000 to 40,000 amu
- DNA found inside the nucleus of a cell, RNA found outside nucleus in the cytoplasm
- DNA stores the genetic information of the cell and controls the production of proteins
- RNA carries information from the DNA out of the nucleus
- Monomers of nucleic acids (nucleotides) have three parts:
  - A phosphoric acid molecule, H_3PO_4
  - A five-carbon sugar



ribose

- A nitrogen-containing organic base



deoxyribose

- ◦ deoxyribose has one less oxygen atom at carbon 2 than ribose
  ◦ nucleic acids are polynucleotides
  ◦ DNA molecules made of two DNA chains that form a double helix

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GLOSSARY

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