CHEM1306: HEALTH CHEMISTRY I



Osvaldo Rodriguez
El Paso Community College

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CHEM1306: Health Chemistry I (Rodriguez)

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TABLE OF CONTENTS

Licensing

1: Classifying Matter

- 1.1: In Your Room
- 1.2: What Is Chemistry?
- 1.3: Classifying Matter According to Its State- Solid, Liquid, and Gas
- 1.4: Classifying Matter According to Its Composition
- 1.5: Measurements
- 1.6: Expressing Numbers - Scientific Notation
- 1.7: Expressing Numbers - Significant Figures
- 1.8: The International System of Units
- 1.9: Problem Solving and Unit Conversions
- 1.10: Solving Multistep Conversion Problems
- 1.11: Units Raised to a Power
- 1.12: Density
- 1.E: Chemistry, Matter, and Measurement (Exercises)
- 1.S: Chemistry, Matter, and Measurement (Summary)

2: Atoms

- 2.1: The Elements
- 2.2: Looking for Patterns- The Periodic Table
- 2.3: The Structure of Atoms
- 2.4: Nuclei of Atoms
- 2.5: Bohr Diagrams of Atoms and Ions
- 2.6: Atomic Masses
- 2.7: Periodic Trends- Atomic Radius
- 2.8: Periodic Trends- Ionization Energy
- 2.9: Radioactivity
- 2.E: Elements, Atoms, and the Periodic Table (Exercises)
- 2.S: Elements, Atoms, and the Periodic Table (Summary)

3: Compounds-How Elements Combine

- 3.1: Ions
- 3.2: Two Types of Bonding
- 3.3: Formulas for Ionic Compounds
- 3.4: Ionic Compounds- Formulas and Names
- 3.5: Covalent Bonds
- 3.6: Covalent Compounds - Formulas and Names
- 3.7: Multiple Covalent Bonds
- 3.8: Characteristics of Covalent Bonds
- 3.9: Characteristics of Molecules
- 3.E: Covalent Bonding and Simple Molecular Compounds (Exercises)
- 3.E: Ionic Bonding and Simple Ionic Compounds (Exercises)
- 3.S: Covalent Bonding and Simple Molecular Compounds (Summary)
- 3.S: Ionic Bonding and Simple Ionic Compounds (Summary)

4: Mass Relations in Chemical Reactions

- 4.1: The Mole
- 4.2: Atomic and Molar Masses
- 4.3: Mass Percent Composition from a Chemical Formula
- 4.4: Mole-Mass Conversions

5: Introduction to Chemical Reactions

- 5.1: Changes in Matter - Physical and Chemical Changes
- 5.2: Differences in Matter- Physical and Chemical Properties
- 5.3: Conservation of Mass - There is No New Matter
- 5.4: Chemical Equations
- 5.5: How to Write Balanced Chemical Equations
- 5.6: Mole-Mole Relationships in Chemical Reactions
- 5.7: Mole-Mass and Mass-Mass Problems
- 5.E: Introduction to Chemical Reactions (Exercises)
- 5.S: Introduction to Chemical Reactions (Summary)

6: Types of Chemical Reactions

- 6.1: Classifying Chemical Reactions
- 6.2: Aqueous Solutions and Solubility - Compounds Dissolved in Water
- 6.3: Precipitation Reactions
- 6.4: Writing Chemical Equations for Reactions in Solution- Molecular, Complete Ionic, and Net Ionic Equations
- 6.5: Redox Reactions in Organic Chemistry and Biochemistry

7: Energy and Chemical Reactions

- 7.1: Energy
- 7.2: Temperature - Random Motion of Molecules and Atoms
- 7.3: Temperature Changes - Heat Capacity
- 7.4: Energy and Heat Capacity Calculations
- 7.5: Bond Energies
- 7.E: Energy and Chemical Processes (Exercises)
- 7.S: Energy and Chemical Processes (Summary)

8: Solids, Liquids, and Gases

- 8.1: Prelude to Solids, Liquids, and Gases
- 8.2: Intermolecular Interactions
- 8.3: Solids and Liquids
- 8.4: Gases and Pressure
- 8.5: Gas Laws
- 8.E: Solids, Liquids, and Gases (Exercises)
- 8.S: Solids, Liquids, and Gases (Summary)

9: Solutions

- 9.1: Prelude to Solutions
- 9.2: Solutions
- 9.3: Concentration
- 9.4: The Dissolution Process

- 9.5: Properties of Solutions
- 9.E: Solutions (Exercises)
- 9.S: Solutions (Summary)

10: Acids and Bases

- 10.1: Prelude to Acids and Bases
- 10.2: Arrhenius Definition of Acids and Bases
- 10.3: Brønsted-Lowry Definition of Acids and Bases
- 10.4: Water - Both an Acid and a Base
- 10.5: The Strengths of Acids and Bases
- 10.6: Buffers
- 10.E: Acids and Bases (Exercises)
- 10.S: Acids and Bases (Summary)

Index

Glossary

Detailed Licensing

Licensing

*A detailed breakdown of this resource's licensing can be found in **Back Matter/Detailed Licensing**.*

CHAPTER OVERVIEW

1: Classifying Matter

1.1: In Your Room
1.2: What Is Chemistry?
1.3: Classifying Matter According to Its State- Solid, Liquid, and Gas
1.4: Classifying Matter According to Its Composition
1.5: Measurements
1.6: Expressing Numbers - Scientific Notation
1.7: Expressing Numbers - Significant Figures
1.8: The International System of Units
1.9: Problem Solving and Unit Conversions
1.10: Solving Multistep Conversion Problems
1.11: Units Raised to a Power
1.12: Density
1.E: Chemistry, Matter, and Measurement (Exercises)
1.S: Chemistry, Matter, and Measurement (Summary)

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1.1: In Your Room

Matter is any substance that has mass and takes up space. Matter includes atoms and anything made up of atoms, but not other energy phenomena or waves such as light or sound. While this simple definition is easily applied, the way people view matter is often broken down into two characteristic length scales: the macroscopic and the microscopic.



Figure **1.1.1**: A typical American university and college dormitory room in 2002 (CC BY-SA 3.0; Raul654).

The macroscopic scale is the length scale on which objects or phenomena are large enough to be visible almost practically with the naked eye, without magnifying optical instruments. Everything that one can see, touch, and handle in the dorm room of Figure **1.1.1** is within the macroscopic scale. To describe each of these objects, only a few macroscopic properties are required. However, each of these items can be decomposed into smaller microscopic scale properties.

The microscopic scale is the scale of objects and events smaller than those that can easily be seen by the naked eye, requiring a lens or microscope to see them clearly. All of the everyday objects that we can bump into, touch, or squeeze are ultimately composed of atoms. This ordinary atomic matter is in turn made up of interacting subatomic particles—usually a nucleus of protons and neutrons, and a cloud of orbiting electrons. Because of this, a large number of variables are needed to describe such a system which complicates the characterization.

Matter vs. Mass

Matter should not be confused with mass, as the two are not the same in modern physics. Matter is a physical substance of which systems may be composed, while mass is not a substance, but rather a quantitative property of matter and other substances or systems.

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1.2: What Is Chemistry?

Learning Objectives

1. Define chemistry in relation to other sciences.
2. Identify the general steps in the scientific method.

Chemistry is the study of matter—what it consists of, what its properties are, and how it changes. Being able to describe the ingredients in a cake and how they change when the cake is baked is called chemistry. Matter is anything that has mass and takes up space—that is, anything that is physically real. Some things are easily identified as matter—this book, for example. Others are not so obvious. Because we move so easily through air, we sometimes forget that it, too, is matter.

Chemistry is one branch of science. Science is the process by which we learn about the natural universe by observing, testing, and then generating models that explain our observations. Because the physical universe is so vast, there are many different branches of science (Figure **1.2.1**). Thus, chemistry is the study of matter, biology is the study of living things, and geology is the study of rocks and the earth. Mathematics is the language of science, and we will use it to communicate some of the ideas of chemistry.

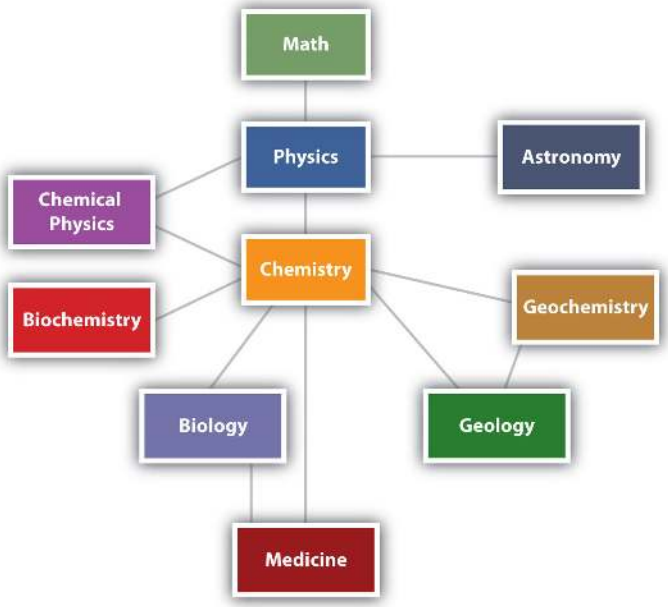


Figure **1.2.1**: The Relationships between Some of the Major Branches of Science. Chemistry lies more or less in the middle, which emphasizes its importance to many branches of science.

Although we divide science into different fields, there is much overlap among them. For example, some biologists and chemists work in both fields so much that their work is called biochemistry. Similarly, geology and chemistry overlap in the field called geochemistry. Figure **1.2.1** shows how many of the individual fields of science are related.

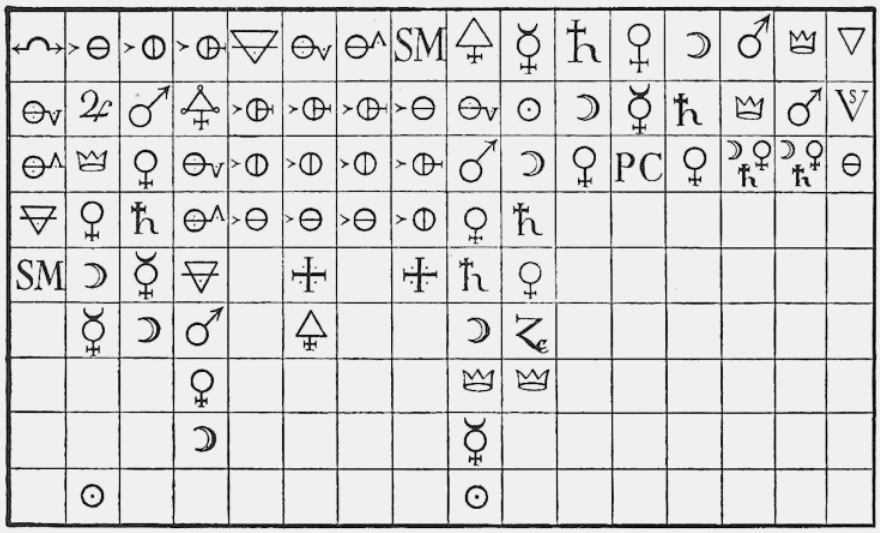
> *There are many other fields of science in addition to the ones listed here.*

Alchemy

As our understanding of the universe has changed over time, so has the practice of science. Chemistry in its modern form, based on principles that we consider valid today, was developed in the 1600s and 1700s. Before that, the study of matter was known as *alchemy* and was practiced mainly in China, Arabia, Egypt, and Europe.

Alchemy was a somewhat mystical and secretive approach to learning how to manipulate matter. Practitioners, called alchemists, thought that all matter was composed of different proportions of the four basic elements—fire, water, earth, and air—and believed that if you changed the relative proportions of these elements in a substance, you could change the substance. The long-standing attempts to “transmute” common metals into gold represented one goal of alchemy. Alchemy’s other major

goal was to synthesize the philosopher's stone, a material that could impart long life—even immortality. Alchemists used symbols to represent substances, some of which are shown in the accompanying figure. This was not done to better communicate ideas, as chemists do today, but to maintain the secrecy of alchemical knowledge, keeping others from sharing in it.



The first affinity table. Table of different relations observed in chemistry between different substances; Memoirs of the Royal Academy of Sciences, p. 202-212. Alchemists used symbols like these to represent substances.

In spite of this secrecy, in its time alchemy was respected as a serious, scholarly endeavor. Isaac Newton, the great mathematician and physicist, was also an alchemist.

Exercise 1.2.1

Which fields of study are branches of science? Explain.

a. sculpture
b. astronomy

Answer a

Sculpture is not considered a science because it is not a study of some aspect of the natural universe.

Answer b

Astronomy is the study of stars and planets, which are part of the natural universe. Astronomy is therefore a field of science.

Exercise 1.2.2

Which fields of study are branches of science?

a. physiology (the study of the function of an animal's or a plant's body)
b. geophysics
c. agriculture
d. politics

Answer

a, b and c only

How do scientists work? Generally, they follow a process called the scientific method. The scientific method is an organized procedure for learning answers to questions and making explanations for observations. To find the answer to a question (for example, “Why do birds fly toward Earth’s equator during the cold months?”), a scientist goes through the following steps, which are also illustrated in Figure **1.2.2**:

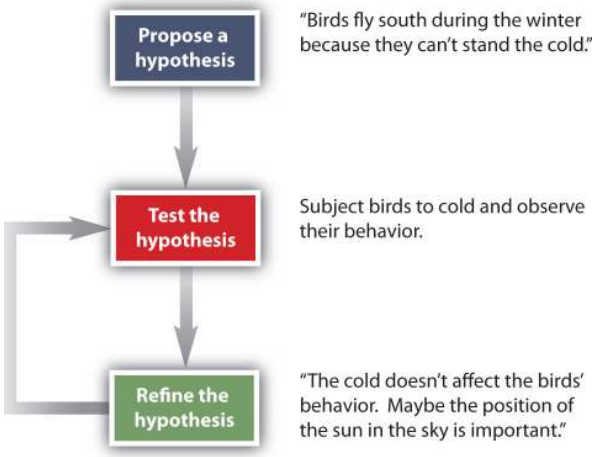


Figure **1.2.2**: The General Steps of the Scientific Method. After an observation is made or a question is identified, a hypothesis is made and experiments are designed to test the hypothesis.

The steps may not be as clear-cut in real life as described here, but most scientific work follows this general outline.

1. **Propose a hypothesis.** A scientist generates a testable idea, or hypothesis, to try to answer a question or explain an observation about how the natural universe works. Some people use the word *theory* in place of hypothesis, but the word hypothesis is the proper word in science. For scientific applications, the word theory is a general statement that describes a large set of observations and data. A theory represents the highest level of scientific understanding.
2. **Test the hypothesis.** A scientist evaluates the hypothesis by devising and carrying out experiments to test it. If the hypothesis passes the test, it may be a proper answer to the question. If the hypothesis does not pass the test, it may not be a good answer.
3. **Refine the hypothesis if necessary.** Depending on the results of experiments, a scientist may want to modify the hypothesis and then test it again. Sometimes the results show the original hypothesis to be completely wrong, in which case a scientist will have to devise a new hypothesis.

Not all scientific investigations are simple enough to be separated into these three discrete steps. But these steps represent the general method by which scientists learn about our natural universe.

1.2.3 Exercise

Define science and chemistry.

Answer

Science is a process by which we learn about the natural universe by observing, testing, and then generating models that explain our observations. Chemistry is the study of matter.

1.2.4 Exercise

Name the steps of the scientific method.

Answer

After identifying the problem or making an observation, propose a hypothesis, test the hypothesis, and refine the hypothesis, if necessary

Key Takeaways

- Chemistry is the study of matter and how it behaves.
- The scientific method is the general process by which we learn about the natural universe.

1. Based on what you know, which fields are branches of science?

    a. meteorology (the study of weather)
    b. astrophysics (the physics of planets and stars)
    c. economics (the study of money and monetary systems)
    d. astrology (the prediction of human events based on planetary and star positions)
    e. political science (the study of politics)

2. Based on what you know, which fields are a branches of science?

    a. history (the study of past events)
    b. ornithology (the study of birds)
    c. paleontology (the study of fossils)
    d. zoology (the study of animals)
    e. phrenology (using the shape of the head to determine personal characteristics)

3. Which of the following are examples of matter?

    a. a baby
    b. an idea
    c. the Empire State Building
    d. an emotion
    e. the air
    f. Alpha Centauri, the closest known star (excluding the sun) to our solar system

4. Which of the following are examples of matter?

    a. your textbook
    b. brain cells
    c. love
    d. a can of soda
    e. breakfast cereal

5. Suggest a name for the science that studies the physics of rocks and the earth.
6. Suggest a name for the study of the physics of living organisms.
7. Engineering is the practical application of scientific principles and discoveries to develop things that make our lives easier. Is medicine science or engineering? Justify your answer.
8. Based on the definition of engineering in Exercise 7, would building a bridge over a river or road be considered science or engineering? Justify your answer.
9. When someone says, “I have a theory that excess salt causes high blood pressure,” does that person really have a theory? If it is not a theory, what is it?
10. When a person says, “My hypothesis is that excess calcium in the diet causes kidney stones,” what does the person need to do to determine if the hypothesis is correct?
11. Some people argue that many scientists accept many scientific principles on faith. Using what you know about the scientific method, how might you argue against that assertion?
12. Most students take multiple English classes in school. Does the study of English use the scientific method?

Answers

1.
    a. science
    b. science
    c. not science
    d. not science
    e. not science

2.
    a. not science
    b. science
    c. science
    d. science
    e. not science

3.
    a. matter
    b. not matter
    c. matter
    d. not matter
    e. matter
    f. matter

4.
    a. matter
    b. matter
    c. not matter
    d. matter
    e. matter

5. geophysics
6. biophysics
7. Medicine is probably closer to a field of engineering than a field of science, but this may be arguable. Ask your doctor.
8. Engineering
9. In scientific terms, this person has a hypothesis.
10. Conduct experiments to determine if kidney stones contain calcium.
11. Science is based on reproducible facts, not blind belief.
12. No.

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1.3: Classifying Matter According to Its State- Solid, Liquid, and Gas

Learning Objectives

- To describe the solid, liquid and gas phases.

Water can take many forms. At low temperatures (below **0°C**), it is a solid. When at "normal" temperatures (between **0°C** and **100°C**), it is a liquid. While at temperatures above **100°C**, water is a gas (steam). The state that water is in depends upon the temperature. Each state has its own unique set of physical properties. Matter typically exists in one of three states: **solid**, **liquid**, or **gas**.

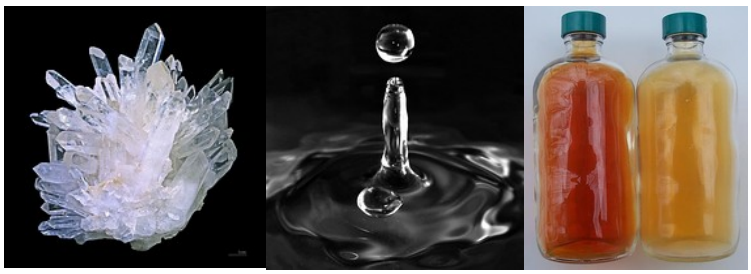


Figure **1.3.1**: Matter is usually classified into three classical states, with plasma sometimes added as a fourth state. From left to right: quartz (solid), water (liquid), nitrogen dioxide (gas).

The state that a given substance exhibits is also a physical property. Some substances exist as gases at room temperature (oxygen and carbon dioxide), while others, like water and mercury metal, exist as liquids. Most metals exist as solids at room temperature. All substances can exist in any of these three states. Figure **1.3.2** shows the differences among solids, liquids, and gases at the molecular level. A solid has definite volume and shape, a liquid has a definite volume but no definite shape, and a gas has neither a definite volume nor shape.

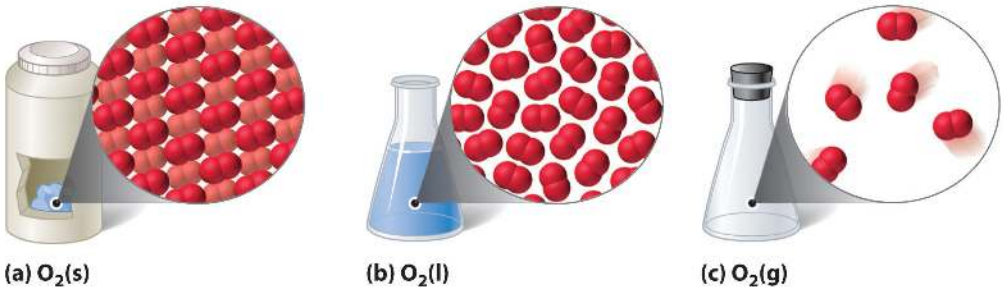
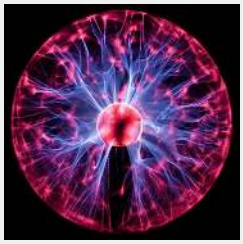


Figure **1.3.2**: A Representation of the Solid, Liquid, and Gas States. (a) Solid O_2 has a fixed volume and shape, and the molecules are packed tightly together. (b) Liquid O_2 conforms to the shape of its container but has a fixed volume; it contains relatively densely packed molecules. (c) Gaseous O_2 fills its container completely—regardless of the container's size or shape—and consists of widely separated molecules.

Plasma: A Fourth State of Matter

Technically speaking, a fourth state of matter called plasma exists, but it does not naturally occur on earth, so we will omit it from our study here.



A plasma globe operating in a darkened room. (CC BY-SA 3.0; Chocolateoak).

Solids

In the solid state, the individual particles of a substance are in fixed positions with respect to each other because there is not enough thermal energy to overcome the intermolecular interactions between the particles. As a result, solids have a definite shape and volume. Most solids are hard, but some (like waxes) are relatively soft. Many solids composed of ions can also be quite brittle.

Solids are defined by the following characteristics:

- Definite shape (rigid)
- Definite volume
- Particles vibrate around fixed axes

If we were to cool liquid mercury to its freezing point of $-39°C$, and under the right pressure conditions, we would notice all of the liquid particles would go into the solid state. Mercury can be solidified when its temperature is brought to its freezing point. However, when returned to room temperature conditions, mercury does not exist in solid state for long, and returns back to its more common liquid form.

Solids usually have their constituent particles arranged in a regular, three-dimensional array of alternating positive and negative ions called a **crystal**. The effect of this regular arrangement of particles is sometimes visible macroscopically, as shown in Figure **1.3.3**. Some solids, especially those composed of large molecules, cannot easily organize their particles in such regular crystals and exist as amorphous (literally, “without form”) solids. Glass is one example of an amorphous solid.

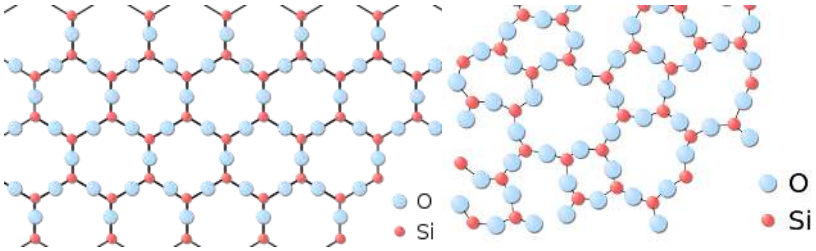


Figure **1.3.3**: (left) The periodic crystalline lattice structure of quartz SiO_2 in two-dimensions. (right) The random network structure of glassy SiO_2 in two-dimensions. Note that, as in the crystal, each Silicon atom is bonded to 4 oxygen atoms, where the fourth oxygen atom is obscured from view in this plane. Images used with permission (public domain).

Liquids

If the particles of a substance have enough energy to partially overcome intermolecular interactions, then the particles can move about each other while remaining in contact. This describes the liquid state. In a liquid, the particles are still in close contact, so liquids have a definite volume. However, because the particles can move about each other rather freely, a liquid has no definite shape and takes a shape dictated by its container.

Liquids have the following characteristics:

- No definite shape (takes the shape of its container).
- Has definite volume.
- Particles are free to move over each other, but are still attracted to each other.

A familiar liquid is mercury metal. Mercury is an anomaly. It is the only metal we know of that is liquid at room temperature. Mercury also has an ability to stick to itself (surface tension)—a property that all liquids exhibit. Mercury has a relatively high surface tension, which makes it very unique. Here you see mercury in its common liquid form.



***Video* 1.3.1**: *Mercury boiling to become a gas.*

If we heat liquid mercury to its boiling point of $357^{\circ}C$ under the right pressure conditions, we would notice all particles in the liquid state go into the gas state.

Gases

If the particles of a substance have enough energy to completely overcome intermolecular interactions, then the particles can separate from each other and move about randomly in space. This describes the gas state, which we will consider in more detail elsewhere. Like liquids, gases have no definite shape, but unlike solids and liquids, gases have no definite volume either. The change from solid to liquid usually does not significantly change the volume of a substance. However, the change from a liquid to a gas significantly increases the volume of a substance, by a factor of 1,000 or more. Gases have the following characteristics:

- No definite shape (takes the shape of its container)
- No definite volume
- Particles move in random motion with little or no attraction to each other
- Highly compressible

Table **1.3.1**: Characteristics of the Three States of Matter

Characteristics	Solids	Liquids	Gases
shape	definite	indefinite	indefinite
volume	definite	definite	indefinite
relative intermolecular interaction strength	strong	moderate	weak
relative particle positions	in contact and fixed in place	in contact but not fixed	not in contact, random positions

Example 1.3.1

What state or states of matter does each statement, describe?

a. This state has a definite volume, but no definite shape.
b. This state has no definite volume.
c. This state allows the individual particles to move about while remaining in contact.

Solution

a. This statement describes the liquid state.
b. This statement describes the gas state.
c. This statement describes the liquid state.

Exercise 1.3.1

What state or states of matter does each statement describe?

a. This state has individual particles in a fixed position with regard to each other.
b. This state has individual particles far apart from each other in space.
c. This state has a definite shape.

Answer a:

solid

Answer b:

gas

Answer c:

solid

Summary

- Three states of matter exist—solid, liquid, and gas.
- Solids have a definite shape and volume.
- Liquids have a definite volume, but take the shape of the container.
- Gases have no definite shape or volume.

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1.4: Classifying Matter According to Its Composition

Learning Objectives

- Explain the difference between a pure substance and a mixture.
- Explain the difference between an element and a compound.
- Explain the difference between a homogeneous mixture and a heterogeneous mixture.

One useful way of organizing our understanding of matter is to think of a hierarchy that extends down from the most general and complex to the simplest and most fundamental (Figure **1.4.1**). Matter can be classified into two broad categories: pure substances and mixtures. A **pure substance** is a form of matter that has a constant composition (meaning that it is the same everywhere) and properties that are constant throughout the sample (meaning that there is only one set of properties such as melting point, color, boiling point, etc. throughout the matter). A material composed of two or more substances is a **mixture**. Elements and compounds are both examples of pure substances. A substance that cannot be broken down into chemically simpler components is an **element**. Aluminum, which is used in soda cans, is an element. A substance that can be broken down into chemically simpler components (because it has more than one element) is a **compound**. For example, water is a compound composed of the elements hydrogen and oxygen. Today, there are about 118 elements in the known universe. In contrast, scientists have identified tens of millions of different compounds to date.

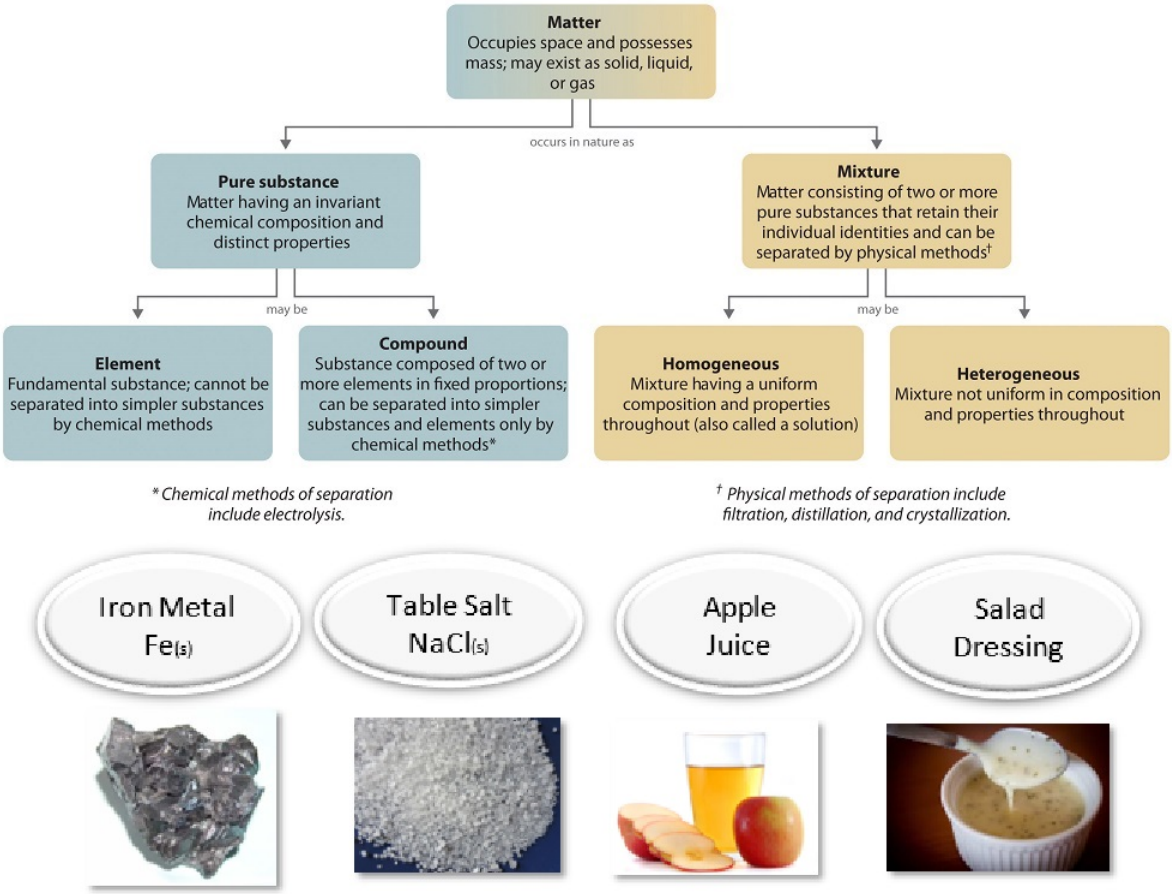


Figure **1.4.1**: Relationships between the Types of Matter and the Methods Used to Separate Mixtures

Ordinary table salt is called sodium chloride. It is considered a **substance** because it has a uniform and definite composition. All samples of sodium chloride are chemically identical. Water is also a pure substance. Salt easily dissolves in water, but salt water cannot be classified as a substance because its composition can vary. You may dissolve a small amount of salt or a large amount into a given amount of water. A mixture is a physical blend of two or more components, each of which retains its own identity and

properties in the **mixture**. Only the form of the salt is changed when it is dissolved into water. It retains its composition and properties.

A **homogeneous** mixture is a mixture in which the composition is uniform throughout the mixture. The salt water described above is homogeneous because the dissolved salt is evenly distributed throughout the entire salt water sample. Often it is easy to confuse a homogeneous mixture with a pure substance because they are both uniform. The difference is that the composition of the substance is always the same. The amount of salt in the salt water can vary from one sample to another. All solutions are considered homogeneous because the dissolved material is present in the same amount throughout the solution.

A **heterogeneous mixture** is a mixture in which the composition is not uniform throughout the mixture. Vegetable soup is a heterogeneous mixture. Any given spoonful of soup will contain varying amounts of the different vegetables and other components of the soup.

Phase

A phase is any part of a sample that has a uniform composition and properties. By definition, a pure substance or a homogeneous mixture consists of a single phase. A heterogeneous mixture consists of two or more phases. When oil and water are combined, they do not mix evenly, but instead form two separate layers. Each of the layers is called a phase.

Example 1.4.1

Identify each substance as a compound, an element, a heterogeneous mixture, or a homogeneous mixture (solution).

a. filtered tea
b. freshly squeezed orange juice
c. a compact disc
d. aluminum oxide, a white powder that contains a 2:3 ratio of aluminum and oxygen atoms
e. selenium

Given: a chemical substance

Asked for: its classification

Strategy:

A. Decide whether a substance is chemically pure. If it is pure, the substance is either an element or a compound. If a substance can be separated into its elements, it is a compound.
B. If a substance is not chemically pure, it is either a heterogeneous mixture or a homogeneous mixture. If its composition is uniform throughout, it is a homogeneous mixture.

Solution

a. **A)** Tea is a solution of compounds in water, so it is not chemically pure. It is usually separated from tea leaves by filtration.
B) Because the composition of the solution is uniform throughout, it is ***a homogeneous mixture***.
b. **A)** Orange juice contains particles of solid (pulp) as well as liquid; it is not chemically pure.
B) Because its composition is not uniform throughout, orange juice is ***a heterogeneous mixture***.
c. **A)** A compact disc is a solid material that contains more than one element, with regions of different compositions visible along its edge. Hence, a compact disc is not chemically pure.
B) The regions of different composition indicate that a compact disc is ***a heterogeneous mixture.***
d. **A)** Aluminum oxide is a single, chemically ***pure compound***.
e. **A)** Selenium is one of the known ***elements***.

Exercise 1.4.1

Identify each substance as a compound, an element, a heterogeneous mixture, or a homogeneous mixture (solution).

a. white wine
b. mercury
c. ranch-style salad dressing
d. table sugar (sucrose)

Answer a:
homogeneous mixture (solution)

Answer b:
element

Answer c:
heterogeneous mixture

Answer d:
compound

Example 1.4.2

How would a chemist categorize each example of matter?

a. saltwater
b. soil
c. water
d. oxygen

Solution

a. Saltwater acts as if it were a single substance even though it contains two substances—salt and water. Saltwater is a homogeneous mixture, or a solution.
b. Soil is composed of small pieces of a variety of materials, so it is a heterogeneous mixture.
c. Water is a substance. More specifically, because water is composed of hydrogen and oxygen, it is a compound.
d. Oxygen, a substance, is an element.

Exercise 1.4.2

How would a chemist categorize each example of matter?

a. coffee
b. hydrogen
c. an egg

Answer a:
a homogeneous mixture (solution), assuming it is filtered coffee

Answer b:
element

Answer c:
heterogeneous mixture

Summary

Matter can be classified into two broad categories: pure substances and mixtures. A pure substance is a form of matter that has a constant composition and properties that are constant throughout the sample. Mixtures are physical combinations of two or more

elements and/or compounds. Mixtures can be classified as homogeneous or heterogeneous. Elements and compounds are both examples of pure substances. Compounds are substances that are made up of more than one type of atom. Elements are the simplest substances made up of only one type of atom.

Vocabulary

- Element: a substance that is made up of only one type of atom.
- Compound:a substance that is made up of more than one type of atom bonded together.
- Mixture: a combination of two or more elements or compounds which have not reacted to bond together; each part in the mixture retains its own properties.

Contributions & Attributions

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- Stephen Lower, Professor Emeritus (Simon Fraser U.) Chem1 Virtual Textbook

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1.5: Measurements

Learning Objectives

- Express quantities properly using a number and a unit.

A coffee maker's instructions tell you to fill the coffeepot with 4 cups of water and use 3 scoops of coffee. When you follow these instructions, you are measuring. When you visit a doctor's office, a nurse checks your temperature, height, weight, and perhaps blood pressure (Figure **1.5.1**); the nurse is also measuring.



Figure **1.5.1**: Measuring Blood Pressure. A nurse or a doctor measuring a patient's blood pressure is taking a measurement. (GNU Free Documentation License; Pia von Lützau via Wikipedia).

Chemists measure the properties of matter using a variety of devices or measuring tools, many of which are similar to those used in everyday life. Rulers are used to measure length, balances (scales) are used to measure mass (weight), and graduated cylinders or pipettes are used to measure volume. Measurements made using these devices are expressed as quantities. A **quantity** is an amount of something and consists of a **number** and a **unit**. The number tells us how many (or how much), and the unit tells us what the scale of measurement is. For example, when a distance is reported as "5.2 kilometers," we know that the quantity has been expressed in units of kilometers and that the number of kilometers is 5.2.

$$\underbrace{5.2}_{\text{number}}\ \underbrace{\text{kilometers}}_{\text{unit}}$$

If you ask a friend how far he or she walks from home to school, and the friend answers "12" without specifying a unit, you do not know whether your friend walks—for example, 12 miles, 12 kilometers, 12 furlongs, or 12 yards.

Without units, a number can be meaningless, confusing, or possibly life threatening. Suppose a doctor prescribes phenobarbital to control a patient's seizures and states a dosage of "100" without specifying units. Not only will this be confusing to the medical professional giving the dose, but the consequences can be dire: 100 mg given three times per day can be effective as an anticonvulsant, but a single dose of 100 g is more than 10 times the lethal amount.

> *Both a number and a unit must be included to express a quantity properly.*

To understand chemistry, we need a clear understanding of the units chemists work with and the rules they follow for expressing numbers. The next two sections examine the rules for expressing numbers.

Exercise 1.5.1

Identify the ***number*** and the ***unit*** in each quantity.

a. one dozen eggs
b. 2.54 centimeters
c. a box of pencils
d. 88 meters per second

Answer a

The number is one, and the unit is dozen.

Answer b

The number is 2.54, and the unit is centimeter.

Answer c

The number 1 is implied because the quantity is only *a* box. The unit is box of pencils.

Answer d

The number is 88, and the unit is meters per second. Note that in this case the unit is actually a combination of two units: meters and seconds.

? Exercise 1.5.2

Identify the ***number*** and the ***unit*** in each quantity.

a. 99 bottles of soda
b. 60 miles per hour
c. 32 fluid ounces
d. 98.6 degrees Fahrenheit

Answer a

The number is 99, and the unit is bottles of soda.

Answer b

The number is 60, and the unit is miles per hour.

Answer c

The number 32, and the unit is fluid ounces

Answer d

The number is 98.6, and the unit is degrees Fahrenheit

? Exercise 1.5.2

What are the two necessary parts of a quantity?

Answer

The two necessary parts are the number and the unit.

Key Takeaway

- Identify a quantity properly with a number and a unit.

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1.6: 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 $15. \times 10^5$ (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 1.6.1: Scientific Notation

Express each number in scientific notation.

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

Answer a

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

Answer b

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.

Answer c

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

? Exercise 1.6.1

Express each number in scientific notation.

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

Answer a

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

Answer b

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.

Answer c

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

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 1.6.2

Express each number in standard, or conventional notation.

a. 5.27×10^4
b. 1.0008×10^6

Answer a

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

Answer b

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

✓ Exercise 1.6.2

Express each number in standard, or conventional notation.

a. 6.98×10^8
b. 1.005×10^2

Answer a

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

Answer b

Moving the decimal point two places to the right gives 100.5

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:

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

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. $1{,}500{,}000 = 1.5 \times 10^{6}$
- 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. $0.006 = 6 \times 10^{-3}$

Example 1.6.3

Express each number in scientific notation.

a. 0.000006567
b. −0.0004004
c. 0.000000000000123

Answer a

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

Answer b

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.

Answer c

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

Exercise 1.6.3

Express each number in scientific notation.

a. 0.000355
b. 0.314159
c. −0.051204

Answer a

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

Answer b

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

Answer c

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

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 1.6.4

Change the number in scientific notation to standard form.

a. 6.22×10^{-2}
b. 9.9×10^{-9}

Answer a

0.0622

Answer b

0.0000000099

Exercise 1.6.4

Change the number in scientific notation to standard form.

a. 9.98×10^{-5}
b. 5.109×10^{-8}

Answer a

0.0000998

Answer b

0.00000005109

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 1.6.1

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

Answer

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

? Exercise 1.6.2

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

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.

Key Takeaway

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

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1.7: 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 1.7.1).

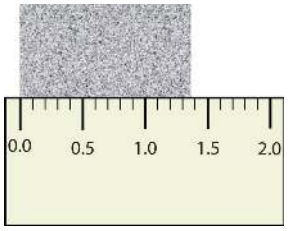


Figure 1.7.1: Measuring an Object to the Correct Number of Digits. How many digits should be reported for the length of this object?

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 1.7.1

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

four (by rules 1 and 4)

Answer b

seven (by rules 1 and 2)

Answer c

nine (by rules 1, 2, and 4)

Answer d

four (by rules 1 and 3)

Exercise 1.7.1

How many significant figures does each number have?

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

Answer a

five

Answer b

four

Answer c

four

Answer d

one

Answer e

one

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:

```
    56.789
+   102.2
+ 1,300.099
= 1,459.088
          ↑ 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 1.7.2

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

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.

Answer b

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.

Answer c

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 1.7.2

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

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

Answer b

$1437 = 1.437 \times 10^3$

Answer c

$156 = 1.56 \times 10^2$

Answer d

$2.14 = 2.14 \times 10^0$

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 1.7.1

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

Answer

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 1.7.2

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

Answer

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 1.7.3

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

Answer

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

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.

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1.8: 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 **1.8.1**, 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:

$$K = °C + 273 \tag{1.8.1}$$

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 **1.8.1**: 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 **1.8.1**). 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 **1.8.2**. (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 **1.8.2**: 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 **1.8.1**: 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.

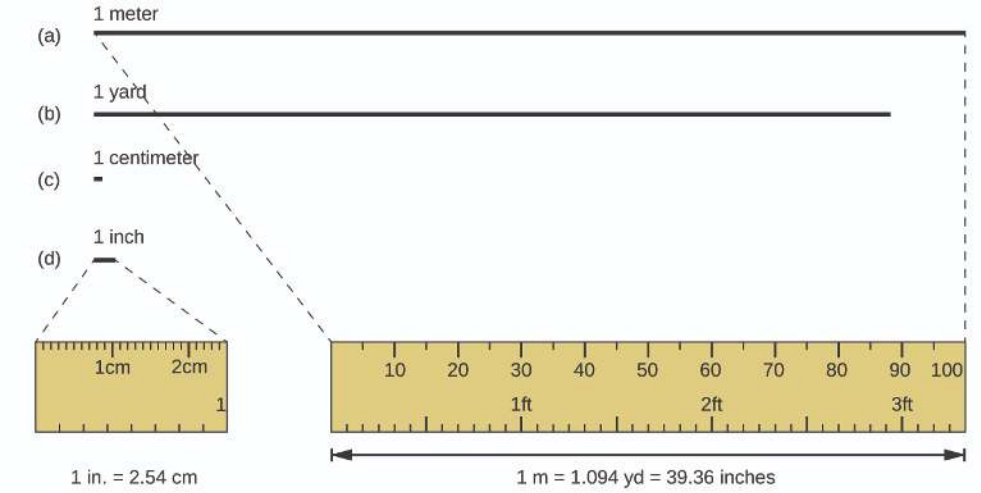


Figure 1.8.2: The relative lengths of 1 m, 1 yd, 1 cm, and 1 in. are shown (not actual size), as well as comparisons of 2.54 cm and 1 in., and of 1 m and 1.094 yd. (CC BY 4.0; OpenStax)

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 1.8.3, 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.

$$1\ mL = 1\ cm^3 \tag{1.8.2}$$

Example 1.8.1

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

The abbreviation for a kiloliter is kL. Because kilo means “1,000 ×,” 1 kL equals 1,000 L.

Answer b

The abbreviation for microsecond is µs. Micro implies 1/1,000,000th of a unit, so 1 µs equals 0.000001 s.

Answer c

The abbreviation for decimeter is dm. Deci means 1/10th, so 1 dm equals 0.1 m.

Answer d

The abbreviation for nanogram is ng and equals 0.000000001 g.

? Exercise 1.8.1

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

km (1,000 m)

Answer b

mg (0.001 g)

Answer c

ns (0.000000001 s)

Answer d

cL (0.01L)

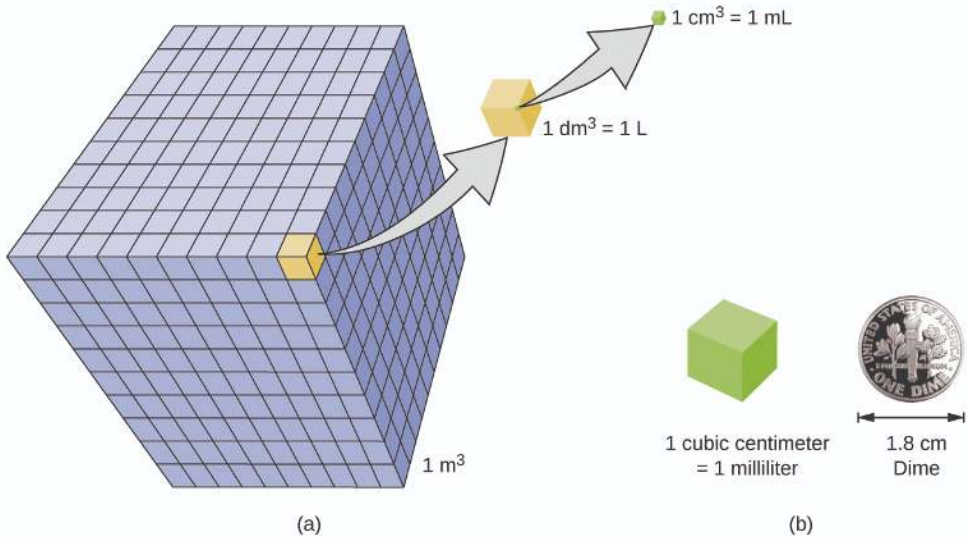


Figure **1.8.3**: Units of Volume. (a) The relative volumes are shown for cubes of 1 m^3, 1 dm^3 (1 L), and 1 cm^3 (1 mL) (not to scale). A liter (L) is defined as a cube 1 dm (1/10th of a meter) on a side. A milliliter (mL), 1/1,000th of a liter, is equal to 1 cubic centimeter. (b) The diameter of a 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.

$$\text{density} = \frac{\text{mass}}{\text{volume}} \tag{1.8.3}$$

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 **1.8.2**: 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 1.8.2: 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 1.8.2: Density of Oxygen

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

Answer

1.45 g/L

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; $\mathbf{mL} \times \frac{\mathbf{g}}{\mathbf{mL}} = \mathbf{g}$ (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.

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1.9: Problem Solving and Unit Conversions

Learning Objectives

- To convert a value reported in one unit to a corresponding value in a different unit using conversion factors.

During your studies of chemistry (and physics also), you will note that mathematical equations are used in many different applications. Many of these equations have a number of different variables with which you will need to work. You should also note that these equations will often require you to use measurements with their units. Algebra skills become very important here!

Converting Between Units with Conversion Factors

A **conversion factor** is a factor used to convert one unit of measurement into another. A simple conversion factor can convert meters into centimeters, or a more complex one can convert miles per hour into meters per second. Since most calculations require measurements to be in certain units, you will find many uses for conversion factors. Always remember that a conversion factor has to represent a fact; this fact can either be simple or more complex. For instance, you already know that 12 eggs equal 1 dozen. A more complex fact is that the speed of light is 1.86×10^5 miles/sec. Either one of these can be used as a conversion factor depending on what type of calculation you are working with (Table 1.9.1).

Table 1.9.1: Conversion Factors from SI units to English Units

English Units	Metric Units	Quantity
1 ounce (oz)	28.35 grams (g)	*mass
1 fluid once (oz)	29.6 mL	volume
2.205 pounds (lb)	1 kilogram (kg)	*mass
1 inch (in)	2.54 centimeters (cm)	length
0.6214 miles (mi)	1 kilometer (km)	length
1 quarter (qt)	0.95 liters (L)	volume

*Pounds and ounces are technically units of force, not mass, but this fact is often ignored by the non-scientific community.

Of course, there are other ratios which are not listed in Table 1.9.1. They may include:

- Ratios embedded in the text of the problem (using words such as *per* or *in each*, or using symbols such as / or %).
- Conversions in the metric system, as covered earlier in this chapter.
- Common knowledge ratios (such as 60 seconds = 1 minute).

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

$$1\ \text{cm} = \frac{1}{100}\ \text{m} = 10^{-2}\text{m}$$

or

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

Suppose we divide both sides of the equation by 1m (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:

$$\frac{100\ \text{cm}}{1\ \text{m}} = \frac{1000\ \text{mm}}{1\ \text{m}} = \frac{1 \times 10^6 \mu\text{m}}{1\ \text{m}} = 1$$

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.

Performing Dimensional Analysis

Dimensional analysis is amongst the most valuable tools that physical scientists use. Simply put, it is the conversion between an amount in one unit to the corresponding amount in a desired unit using various conversion factors. This is valuable because certain measurements are more accurate or easier to find than others. The use of units in a calculation to ensure that we obtain the final proper units is called *dimensional analysis*.

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:

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

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:

quantity (in old units) × conversion factor = 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 encounter *will not always be so simple*. If you master the technique of applying conversion factors, you will be able to solve a large variety of problems.

In the previous example, 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 **1.9.1** shows a concept map for constructing a proper conversion.

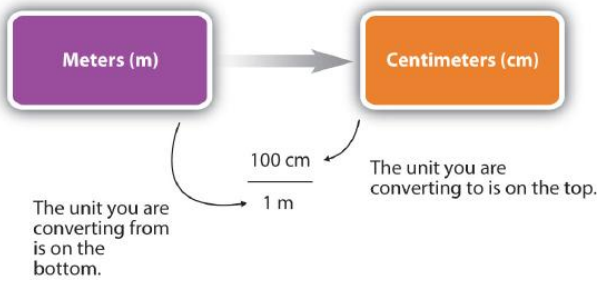


Figure 1.9.1: A Concept Map for Conversions. This is how you construct a conversion factor to convert from one unit to another. Converting meters to centimeters: the unit you are converting is on the bottom of the fraction, and the unit to convert to is on top

General Steps in Performing Dimensional Analysis

1. Identify the "**given**" information in the problem. Look for a number with units to start this problem with.
2. What is the problem asking you to "**find**"? In other words, what unit will your answer have?
3. Use **ratios** and conversion factors to cancel out the units that aren't part of your answer, and leave you with units that are part of your answer.
4. When your units cancel out correctly, you are ready to do the **math**. You are multiplying fractions, so you multiply the top numbers and divide by the bottom numbers in the fractions.

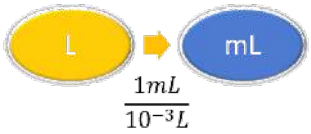
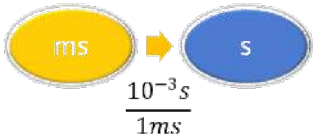
Significant Figures in Conversions

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 that are approximations have a limited number of significant figures and should be considered in determining the significant figures of the final answer.

Example 1.9.1

Steps for Problem Solving for Example 2.6.1 and 2.6.2

	Example 1.9.1	Example 1.9.2
Steps for Problem Solving	The average volume of blood in an adult male is 4.7 L. What is this volume in milliliters?	A hummingbird can flap its wings once in 18 ms. How many seconds are in 18 ms?
Identify the "given" information and what the problem is asking you to "find."	Given: 4.7 L Find: mL	Given: 18 ms Find: s
List other known quantities.	$1\,mL = 10^{-3} L$	$1\,ms = 10^{-3} s$
Prepare a concept map and use the proper conversion factor.	 $\frac{1mL}{10^{-3}L}$	 $\frac{10^{-3}s}{1ms}$
Cancel units and calculate.	$4.7 \cancel{L} \times \frac{1\text{ mL}}{10^{-3}\ \cancel{L}} = 4,700\text{ mL}$ or $4.7 \cancel{L} \times \frac{1,000\text{ mL}}{1\ \cancel{L}} = 4,700\text{ mL}$ or 4.7 x 10^3 2SF, not ambiguous	$18\ \cancel{ms} \times \frac{10^{-3}\text{ s}}{1\ \cancel{ms}} = 0.018\text{ s}$ or $18\ \cancel{ms} \times \frac{1\text{ s}}{1,000\ \cancel{ms}} = 0.018\text{ s}$
Think about your result.	The amount in mL should be 1000 times larger than the given amount in L.	The amount in s should be 1/1000 the given amount in ms.

? Exercise 1.9.1

Perform each conversion.

a. 101,000 ns to seconds
b. 32.08 kg to grams
c. 1.53 grams to cg

Answer a:

$1.01000x10^{-4}s$

Answer b:

$3.208x10^{4}g$

Answer c:

$1.53x10^{2}cg$

Summary

- Conversion factors are used to convert one unit of measurement into another.
- Dimensional analysis (unit conversions) involves the use of conversion factors that will cancel unwanted units and produce the appropriate units.

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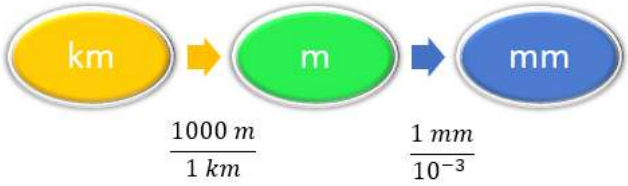
1.10: Solving Multistep Conversion Problems

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. We will set up a series of conversion factors so that each conversion factor produces the next unit in the sequence. We first convert the given amount in km to the base unit, which is meters. We know that 1,000 m =1 km.

Then we convert meters to mm, remembering that $1\ \text{mm} = 10^{-3}\ \text{m}$.

Concept Map



Convert kilometers to meters to millimeters: use conversion factors 1000 meters per 1 kilometer and 1 millimeter per 0.001 meter

Calculation

$$54.7\ \cancel{\text{km}} \times \frac{1{,}000\ \cancel{\text{m}}}{1\ \cancel{\text{km}}} \times \frac{1\ \cancel{\text{mm}}}{10^{-3}\ \cancel{\text{m}}} = 54{,}700{,}000\ \text{mm}$$

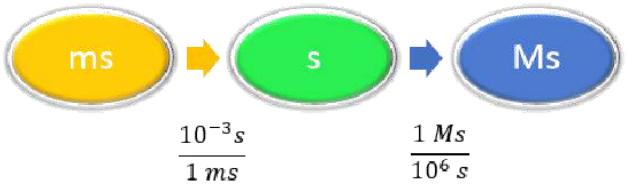
$$= 5.47 \times 10^{7}\ \text{mm}$$

> *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.*

Example 1.10.1: Unit Conversion

Convert 58.2 ms to megaseconds in one multi-step calculation.

Solution

Steps for Problem Solving	Unit Conversion
Identify the "given" information and what the problem is asking you to "find."	Given: 58.2 ms Find: Ms
List other known quantities	$1ms = 10^{-3}s$ $1Ms = 10^{6}s$
Prepare a concept map.	 Convert milliseconds to seconds to microseconds: use conversion factors 0.001 second per millisecond and 1 microsecond per 1 million seconds
Calculate.	$58.2\ \cancel{ms} \times \frac{10^{-3}\ \cancel{s}}{1\ \cancel{ms}} \times \frac{1\ \text{Ms}}{1,000,000\ \cancel{s}} = 0.0000000582\ \text{Ms} = 5.82 \times 10^{-8}\ \text{Ms}$ Neither conversion factor affects the number of significant figures in the final answer.

Example 1.10.2: Unit Conversion

How many seconds are in a day?

Solution

Steps for Problem Solving	Unit Conversion
Identify the "given" information and what the problem is asking you to "find."	Given: 1 day Find: s
List other known quantities.	1 day = 24 hours 1 hour = 60 minutes 1 minute = 60 seconds
Prepare a concept map.	 Convert day to hour to minute to second: use conversion factors 24 hours per day, 60 minutes per hour, and 60 seconds per minute
Calculate.	$1\ \text{d} \times \frac{24\ \text{hr}}{1\ \text{d}} \times \frac{60\ \text{min}}{1\ \text{hr}} \times \frac{60\ \text{s}}{1\ \text{min}} = 86,400\ \text{s}$

Exercise 1.10.1

Perform each conversion in one multi-step calculation.

a. 43.007 ng to kg
b. 1005 in to ft
c. 12 mi to km

Answer a

$4.3007 \times 10^{-11} kg$

Answer b

$83.75\ ft$

Answer c

$19\ km$

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.



A woman consulting with a pharmacist. (Public Domain; Rhoda Baer via National Cancer Institute, an agency that is part of the National Institutes of Health.)

Summary

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

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1.11: Units Raised to a Power

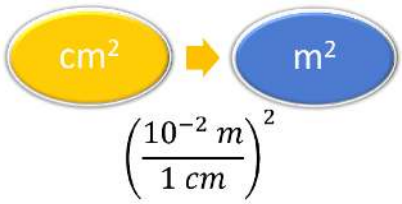
Learning Objectives

- To convert a value reported in one unit raised to a power of 10, to a corresponding value in a different unit raised to the same power of 10, using conversion factors.

Conversion factors for area and volume can also be produced by the dimensional analysis method. Just remember that if a quantity is raised to a power of 10, both the number and the unit must be raised to the same power of 10. For example, to convert $\mathbf{1500\ cm^2}$ to $\mathbf{m^2}$, we need to start with the relationship between centimeter and meter. We know that 1 cm = 10^{-2} m or 100 cm =1 m, but since we are given the quantity in 1500 cm^2, then we have to use the relationship:

$$1\,cm^2 = (10^{-2}\,m)^2 = 10^{-4}\,m^2$$

CONCEPT MAP



To convert centimeters squared to meters squared, use the conversion factor 0.01 meters per 1 centimeter, squared overall

CALCULATION

$$1500\ \cancel{cm}^2 \times \left(\frac{10^{-2}\,m}{1\ \cancel{cm}}\right)^2 = 0.15\,m^2$$

or

$$1500\ \cancel{cm}^2 \times \left(\frac{1\,m}{100\ \cancel{cm}}\right)^2 = 0.15\,m^2$$

or

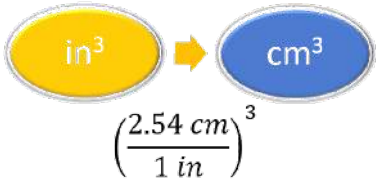
$$1500\ \cancel{cm}^2 \times \frac{1\,m^2}{10,000\ \cancel{cm}^2} = 0.15\,m^2$$

Example 1.11.1: Volume of a Sphere

What is the volume of a sphere (radius 4.30 inches) in cubic cm (cm^3)?

Solution

Solution for Example 2.8.1

Steps for Problem Solving	**What is the volume of a sphere (radius 4.30 inches) in cubic cm (cm^3)?**
Identify the "given" information and what the problem is asking you to "find."	Given: radius = 4.30 in Find: cm^3 (volume)
Determine other known quantities.	Volume of a sphere: $V = \frac{4}{3} \times \pi \times r^3$ $= \frac{4}{3} \times 3.1416 \times (4.30\underline{in})^3$ $= 333.04 in^3$
Prepare a concept map.	 $\left(\frac{2.54\ cm}{1\ in}\right)^3$ To convert inches cubed to centimeters cubed, use conversion factor 2.54 centimeters per 1 inch, cubed overall
Calculate.	$333.04\ in^3 \left(\frac{2.54 cm}{1\ in}\right)^3 = 5.46 \times 10^3 cm^3$
Think about your result.	A centimeter is a smaller unit than an inch, so the answer in cubic centimeters is larger than the given value in cubic inches.

? Exercise 1.11.1

Lake Tahoe has a surface area of 191 square miles. What is the area in square km (km^2)?

Answer

495 km^2

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1.12: Density

Learning Objectives

- Define density.
- Use density as a conversion factor.

Density (ρ) is a physical property found by dividing the mass of an object by its volume. Regardless of the sample size, density is always constant. For example, the density of a pure sample of tungsten is always 19.25 grams per cubic centimeter. This means that whether you have one gram or one kilogram of the sample, the density will never vary. The equation, as we already know, is as follows:

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$

or just

$$\rho = \frac{m}{V} \tag{1.12.1}$$

Based on this equation, it's clear that density can, and does, vary from element to element and substance to substance due to differences in the relationship of mass and volume. Pure water, for example, has a density of 0.998 g/cm^3 at 25° C. The average densities of some common substances are in Table **1.12.1**. Notice that corn oil has a lower mass to volume ratio than water. This means that when added to water, corn oil will "float."

Table **1.12.1**: Densities of Common Substances

Substance	Density at 25°C (g/cm3)
blood	1.035
body fat	0.918
whole milk	1.030
corn oil	0.922
mayonnaise	0.910
honey	1.420

Density can be measured for all substances—solids, liquids and gases. For solids and liquids, density is often reported using the units of g/cm^3. Densities of gases, which are significantly lower than the densities of solids and liquids, are often given using units of g/L.

Example 1.12.1: Ethyl Alcohol

Calculate the density of a 30.2 mL sample of ethyl alcohol with a mass of 23.71002 g

Solution

This is a direct application of Equation 1.12.1:

$$\rho = \frac{23.71002\,g}{30.2\,mL} = 0.785\,g/mL$$

? Exercise 1.12.1

a. Find the density (in kg/L) of a sample that has a volume of 36.5 L and a mass of 10.0 kg.
b. If you have a 2.130 mL sample of acetic acid with mass 0.002234 kg, what is the density in kg/L?

Answer a

$0.274\ kg/L$

Answer b

$1.049\ kg/L$

Density as a Conversion Factor

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 g mercury = 1 mL mercury

This relationship can be used to construct two conversion factors:

$$\frac{13.6\ g}{1\ mL} = 1$$

and

$$\frac{1\ mL}{13.6\ g} = 1$$

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 2.0 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:

$$2.0\ \cancel{mL} \times \frac{13.6\ g}{1\ \cancel{mL}} = 27.2\ g = 27\ g$$

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.

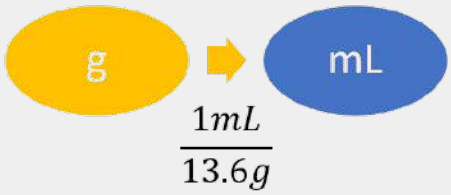
> *Density can be used as a conversion factor between mass and volume.*

✓ Example 1.12.2: Mercury Thermometer Steps for Problem Solving

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

Solution to Example 2.9.2

Steps for Problem Solving	Unit Conversion
Identify the "given" information and what the problem is asking you to "find."	Given: 0.750 g Find: mL
List other known quantities.	13.6 g/mL (density of mercury)
Prepare a concept map.	
Calculate.	$0.750\ \cancel{g} \times \frac{1\ \text{mL}}{13.6\ \cancel{g}} = 0.055147...\ \text{mL} \approx 0.0551\ \text{mL}$ We have limited the final answer to three significant figures.

? Exercise 1.12.2

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

Answer

$77\ L$

Summary

- Density is defined as the mass of an object divided by its volume.
- Density can be used as a conversion factor between mass and volume.

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1.E: Chemistry, Matter, and Measurement (Exercises)

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1.S: Chemistry, Matter, and Measurement (Summary)

To ensure that you understand the material in this chapter, you should review the meanings of the bold terms in the following summary and ask yourself how they relate to the topics in the chapter.

Chemistry is the study of **matter**, which is anything that has mass and takes up space. Chemistry is one branch of **science**, which is the study of the natural universe. Like all branches of science, chemistry relies on the **scientific method**, which is a process of learning about the world around us. In the scientific method, a guess or **hypothesis** is tested through experiment and measurement.

Matter can be described in a number of ways. **Physical properties** describe characteristics of a sample that do not change the chemical identity of the material (size, shape, color, and so on), while **chemical properties** describe how a sample of matter changes its chemical composition. A **substance** is any material that has the same physical and chemical properties throughout. An **element** is a substance that cannot be broken down into chemically simpler components. The smallest chemically identifiable piece of an element is an **atom**. A substance that can be broken down into simpler chemical components is a **compound**. The smallest chemically identifiable piece of a compound is a **molecule**. Two or more substances combine physically to make a **mixture**. If the mixture is composed of discrete regions that maintain their own identity, the mixture is a **heterogeneous mixture**. If the mixture is so thoroughly mixed that the different components are evenly distributed throughout, it is a **homogeneous mixture**. Another name for a homogeneous mixture is a **solution**. Substances can also be described by their **phase**: solid, liquid, or gas.

Scientists learn about the universe by making measurements of **quantities**, which consist of **numbers** (how many) and **units** (of what). The numerical portion of a quantity can be expressed using **scientific notation**, which is based on **powers**, or exponents, of 10. Large numbers have positive powers of 10, while numbers less than 1 have negative powers of 10. The proper reporting of a measurement requires proper use of **significant figures**, which are all the known digits of a measurement plus the first estimated digit. The number of figures to report in the result of a calculation based on measured quantities depends on the numbers of significant figures in those quantities. For addition and subtraction, the number of significant figures is determined by position; for multiplication and division, it is decided by the number of significant figures in the original measured values. Nonsignificant digits are dropped from a final answer in accordance with the rules of **rounding**.

Chemistry uses SI, a system of units based on seven **basic units**. The most important ones for chemistry are the units for length, mass, amount, time, and temperature. Basic units can be combined with numerical prefixes to change the size of the units. They can also be combined with other units to make **derived units**, which are used to express other quantities such as **volume**, **density**, or **energy**. A formal conversion from one unit to another uses a **conversion factor**, which is constructed from the relationship between the two units. Numbers in conversion factors may affect the number of significant figures in a calculated quantity, depending on whether the conversion factor is **exact**. Conversion factors can be applied in separate computations, or several can be used at once in a single, longer computation. Conversion factors are very useful in calculating **dosages**.

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CHAPTER OVERVIEW

2: Atoms

2.1: The Elements
2.2: Looking for Patterns- The Periodic Table
2.3: The Structure of Atoms
2.4: Nuclei of Atoms
2.5: Bohr Diagrams of Atoms and Ions
2.6: Atomic Masses
2.7: Periodic Trends- Atomic Radius
2.8: Periodic Trends- Ionization Energy
2.9: Radioactivity
2.E: Elements, Atoms, and the Periodic Table (Exercises)
2.S: Elements, Atoms, and the Periodic Table (Summary)

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2.1: The Elements

Learning Objectives

- Define a chemical element and give examples of the abundance of different elements.
- Represent a chemical element with a chemical symbol.

An element is a substance that cannot be broken down into simpler chemical substances. There are about 90 naturally occurring elements known on Earth. Using technology, scientists have been able to create nearly 30 additional elements that do not occur in nature. Today, chemistry recognizes 118 elements—some of which were created an atom at a time. Figure **2.1.1** shows some of the chemical elements.



Figure **2.1.1**: Samples of Elements. Gold is a yellowish solid, iron is a silvery solid, while mercury is a silvery liquid at room temperature. © Thinkstock

Abundance

The elements vary widely in abundance. In the universe as a whole, the most common element is hydrogen (about 90% of atoms), followed by helium (most of the remaining 10%). All other elements are present in relatively minuscule amounts, as far as we can detect.

Table **2.1.1**: Elemental Composition of Earth

Earth's Crust		Earth (overall)	
Element	**Percentage**	**Element**	**Percentage**
oxygen	46.1	iron	34.6
silicon	28.2	oxygen	29.5
aluminum	8.23	silicon	15.2
iron	5.53	magnesium	12.7
calcium	4.15	nickel	2.4
sodium	2.36	sulfur	1.9
magnesium	2.33	all others	3.7
potassium	2.09		
titanium	0.565		
hydrogen	0.14		
phosphorus	0.105		
all others	0.174		

Source: D. R. Lide, ed. *CRC Handbook of Chemistry and Physics*, 89th ed. (Boca Raton, FL: CRC Press, 2008–9), 14–17.

On the planet Earth, however, the situation is rather different. Oxygen makes up 46.1% of the mass of Earth's crust (the relatively thin layer of rock forming Earth's surface), mostly in combination with other elements, while silicon makes up 28.2%. Hydrogen, the most abundant element in the universe, makes up only 0.14% of Earth's crust. Table **2.1.1** lists the relative abundances of elements on Earth as a whole and in Earth's crust. Table **2.1.2** lists the relative abundances of elements in the human body. If you compare Table **2.1.1** and Table **2.1.2**, you will find disparities between the percentage of each element in the human body and on Earth. Oxygen has the highest percentage in both cases, but carbon, the element with the second highest percentage in the body, is relatively rare on Earth and does not even appear as a separate entry in Table **2.1.1**; carbon is part of the 0.174% representing "other" elements. How does the human body concentrate so many apparently rare elements?

Table **2.1.2**: Elemental Composition of a Human Body

Element	Percentage by Mass
oxygen	61
carbon	23
hydrogen	10
nitrogen	2.6
calcium	1.4
phosphorus	1.1
sulfur	0.20
potassium	0.20
sodium	0.14
chlorine	0.12
magnesium	0.027
silicon	0.026
iron	0.006
fluorine	0.0037
zinc	0.0033
all others	0.174

Source: D. R. Lide, ed. *CRC Handbook of Chemistry and Physics*, 89th ed. (Boca Raton, FL: CRC Press, 2008–9), 7–24.

The relative amounts of elements in the body have less to do with their abundances on Earth than with their availability in a form we can assimilate. We obtain oxygen from the air we breathe and the water we drink. We also obtain hydrogen from water. On the other hand, although carbon is present in the atmosphere as carbon dioxide, and about 80% of the atmosphere is nitrogen, we obtain those two elements from the food we eat, not the air we breathe.

LOOKING CLOSER: PHOSPHOROUS, THE CHEMICAL BOTTLENECK

There is an element that we need more of in our bodies than is proportionately present in Earth's crust, and *this* element is not easily accessible. Phosphorus makes up 1.1% of the human body but only 0.105% of Earth's crust. We need phosphorus for our bones and teeth, and it is a crucial component of all living cells. Unlike carbon, which can be obtained from carbon dioxide through photosynthesis, there is no phosphorus compound present in our surroundings that can serve as a convenient source. Phosphorus, then, is nature's bottleneck. Its availability limits the amount of life our planet can sustain.

Higher forms of life, such as humans, can obtain phosphorus by selecting a proper diet (plenty of protein); but lower forms of life, such as algae, must absorb it from the environment. When phosphorus-containing detergents were introduced in the 1950s, wastewater from normal household activities greatly increased the amount of phosphorus available to algae and other plant life. Lakes receiving this wastewater experienced sudden increases in growth of algae. When the algae died, concentrations of bacteria that ate the dead algae increased. Because of the large bacterial concentrations, the oxygen content of the water dropped, causing fish to die in large numbers. This process, called *eutrophication*, is considered a negative environmental impact.

Today, many detergents are made without phosphorus so the detrimental effects of eutrophication are minimized. You may even see statements to that effect on detergent boxes. It can be sobering to realize how much impact a single element can have on life—or the ease with which human activity can affect the environment.

Names and Symbols

Each element has a name. Some of these names date from antiquity, while others are quite new. Today, the names for new elements are proposed by their discoverers but must be approved by the International Union of Pure and Applied Chemistry, an international organization that makes recommendations concerning all kinds of chemical terminology.

> *Today, new elements are usually named after famous scientists.*

The names of the elements can be cumbersome to write in full, especially when combined to form the names of compounds. Therefore, each element name is abbreviated as a one- or two-letter chemical symbol. By convention, the first letter of a chemical symbol is a capital letter, while the second letter (if there is one) is a lowercase letter. The first letter of the symbol is usually the first letter of the element's name, while the second letter is some other letter from the name. Some elements have symbols that derive from earlier, mostly Latin names, so the symbols may not contain any letters from the English name. Table **2.1.3** lists the names and symbols of some of the most familiar elements.

Table **2.1.3**: Element Names and Symbols

aluminum	Al	magnesium	Mg
argon	Ar	manganese	Mn
arsenic	As	mercury	Hg*
barium	Ba	neon	Ne
bismuth	Bi	nickel	Ni
boron	B	nitrogen	N
bromine	Br	oxygen	O
calcium	Ca	phosphorus	P
carbon	C	platinum	Pt
chlorine	Cl	potassium	K*
chromium	Cr	silicon	Si
copper	Cu*	silver	Ag*
fluorine	F	sodium	Na*
gold	Au*	strontium	Sr
helium	He	sulfur	S
hydrogen	H	tin	Sn*
iron	Fe	tungsten	W†
iodine	I	uranium	U
lead	Pb*	zinc	Zn
lithium	Li	zirconium	Zr

*The symbol comes from the Latin name of element.

†The symbol for tungsten comes from its German name—*wolfram*.

Element names in languages other than English are often close to their Latin names. For example, gold is *oro* in Spanish and *or* in French (close to the Latin *aurum*), tin is *estaño* in Spanish (compare to *stannum*), lead is *plomo* in Spanish and *plomb* in French (compare to *plumbum*), silver is *argent* in French (compare to *argentum*), and iron is *fer* in French and *hierro* in Spanish (compare to *ferrum*). The closeness is even more apparent in pronunciation than in spelling.

Example 2.1.1

Write the chemical symbol for each element without consulting Table **2.1.3** "Element Names and Symbols".

a. bromine
b. boron
c. carbon
d. calcium
e. gold

Answer a

Br

Answer b

B

Answer c

C

Answer d

Ca

Answer e

Au

Exercise 2.1.1

Write the chemical symbol for each element without consulting Table 2.1.3.

a. manganese
b. magnesium
c. neon
d. nitrogen
e. silver

Answer a

Mn

Answer b

Mg

Answer c

Ne

Answer d

N

Answer e

Ag

Example 2.1.2

What element is represented by each chemical symbol?

a. Na
b. Hg
c. P
d. K
e. I

Answer a

sodium

Answer b

mercury

Answer c

phosphorus

Answer d

potassium

Answer e

iodine

? Exercise 2.1.2

What element is represented by each chemical symbol?

a. Pb
b. Sn
c. U
d. O
e. F

Answer a

lead

Answer b

tin

Answer c

uranium

Answer d

oxygen

Answer e

fluorine

Concept Review Exercises

1. What is an element?
2. Give some examples of how the abundance of elements varies.
3. Why are chemical symbols so useful? What is the source of the letter(s) for a chemical symbol?

Answers

1. An element is the basic chemical building block of matter; it is the simplest chemical substance.
2. Elements vary from being a small percentage to more than 30% of the atoms around us.
3. Chemical symbols are useful to concisely represent the elements present in a substance. The letters usually come from the name of the element.

Key Takeaways

- All matter is composed of elements.
- Chemical elements are represented by a one- or two-letter symbol.

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2.2: Looking for Patterns- The Periodic Table

Learning Objectives

- Explain how elements are organized into the periodic table.
- Describe how some characteristics of elements relate to their positions on the periodic table.

In the 19th century, many previously unknown elements were discovered, and scientists noted that certain sets of elements had similar chemical properties. For example, chlorine, bromine, and iodine react with other elements (such as sodium) to make similar compounds. Likewise, lithium, sodium, and potassium react with other elements (such as oxygen) to make similar compounds. Why is this so?

In 1864, Julius Lothar Meyer, a German chemist, organized the elements by atomic mass and grouped them according to their chemical properties. Later that decade, Dmitri Mendeleev, a Russian chemist, organized all the known elements according to similar properties. He left gaps in his table for what he thought were undiscovered elements, and he made some bold predictions regarding the properties of those undiscovered elements. When elements were later discovered whose properties closely matched Mendeleev's predictions, his version of the table gained favor in the scientific community. Because certain properties of the elements repeat on a regular basis throughout the table (that is, they are periodic), it became known as the periodic table.

> *Mendeleev had to list some elements out of the order of their atomic masses to group them with other elements that had similar properties.*

The periodic table is one of the cornerstones of chemistry because it organizes all of the known elements on the basis of their chemical properties. A modern version is shown in Figure **2.2.1**. Most periodic tables provide additional data (such as atomic mass) in a box that contains each element's symbol. The elements are listed in order of atomic number.

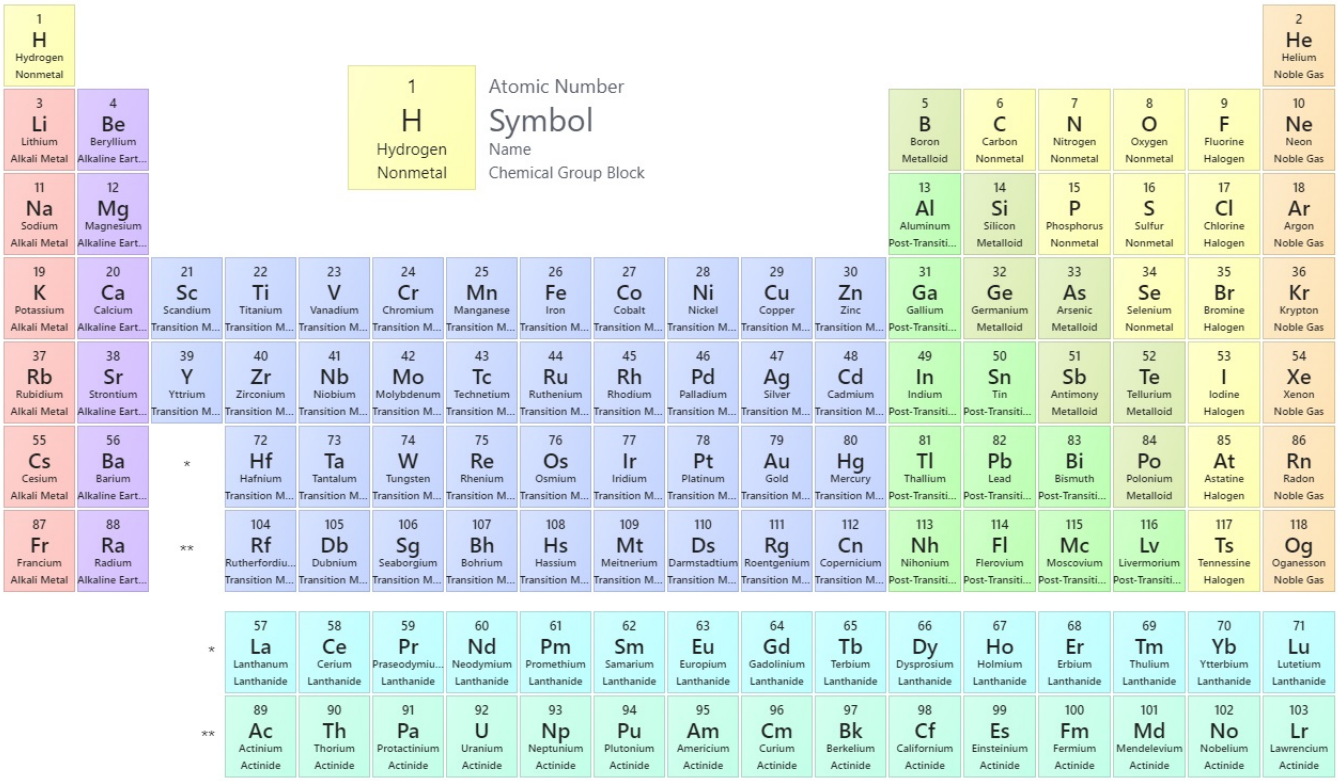


Figure **2.2.1**: A Modern Periodic Table. A modern periodic table lists elements left to right by atomic number. An interactive Periodic table can be found Periodic Table of Elements. (Public Domain; PubChem via NIH)

Features of the Periodic Table

Elements that have similar chemical properties are grouped in columns called groups (or families). As well as being numbered, some of these groups have names—for example, *alkali metals* (the first column of elements), *alkaline earth metals* (the second column of elements), *halogens* (the next-to-last column of elements), and *noble gases* (the last column of elements).

> *The word halogen comes from the Greek for "salt maker" because these elements combine with other elements to form a group of compounds called salts.*

To Your Health: Radon

Radon is an invisible, odorless noble gas that is slowly released from the ground, particularly from rocks and soils whose uranium content is high. Because it is a noble gas, radon is not chemically reactive. Unfortunately, it is radioactive, and increased exposure to it has been correlated with an increased lung cancer risk.

Because radon comes from the ground, we cannot avoid it entirely. Moreover, because it is denser than air, radon tends to accumulate in basements, which if improperly ventilated can be hazardous to a building's inhabitants. Fortunately, specialized ventilation minimizes the amount of radon that might collect. Special fan-and-vent systems are available that draw air from below the basement floor, before it can enter the living space, and vent it above the roof of a house.

After smoking, radon is thought to be the second-biggest *preventable* cause of lung cancer in the United States. The American Cancer Society estimates that 10% of all lung cancers are related to radon exposure. There is uncertainty regarding what levels of exposure cause cancer, as well as what the exact causal agent might be (either radon or one of its breakdown products, many of which are also radioactive and, unlike radon, not gases). The US Environmental Protection Agency recommends testing every floor below the third floor for radon levels to guard against long-term health effects.

Each row of elements on the periodic table is called a period. Periods have different lengths; the first period has only 2 elements (hydrogen and helium), while the second and third periods have 8 elements each. The fourth and fifth periods have 18 elements each, and later periods are so long that a segment from each is removed and placed beneath the main body of the table.

Certain elemental properties become apparent in a survey of the periodic table as a whole. Every element can be classified as either a metal, a nonmetal, or a metalloid (or semi metal), as shown in Figure **2.2.2**. A **metal** is a substance that is shiny, typically (but not always) silvery in color, and an excellent conductor of electricity and heat. Metals are also malleable (they can be beaten into thin sheets) and ductile (they can be drawn into thin wires). A **nonmetal** is typically dull and a poor conductor of electricity and heat. Solid nonmetals are also very brittle. As shown in Figure **2.2.2**, metals occupy the left three-fourths of the periodic table, while nonmetals (except for hydrogen) are clustered in the upper right-hand corner of the periodic table. The elements with properties intermediate between those of metals and nonmetals are called **metalloids** (or **semi-metals**). Elements adjacent to the bold line in the right-hand portion of the periodic table have semimetal properties.

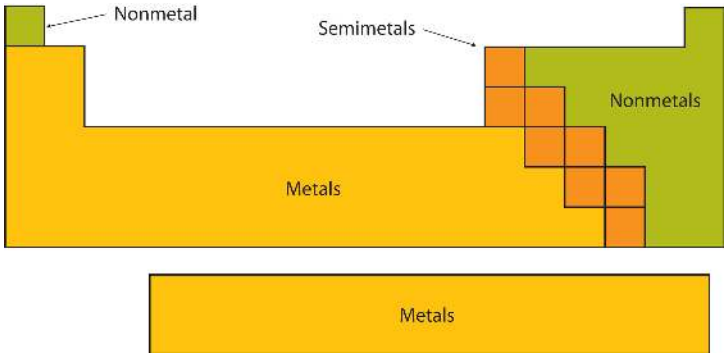


Figure **2.2.2**: Types of Elements. Elements are either metals, nonmetals, or metalloids (or semi metals). Each group is located in a different part of the periodic table. (CC BY-NC-SA; Anonymous by request)

Example 2.2.1

Based on its position in the periodic table, classify each element below as metal, a nonmetal, or a metalloid.

a. Se
b. Mg
c. Ge

Solution

a. In Figure 2.2.1, selenium lies above and to the right of the diagonal line marking the boundary between metals and nonmetals, so it should be a nonmetal.
b. Magnesium lies to the left of the diagonal line marking the boundary between metals and nonmetals, so it should be a metal.
c. Germanium lies within the diagonal line marking the boundary between metals and nonmetals, so it should be a metalloid.

Exercise 2.2.1

Based on its location in the periodic table, do you expect indium to be a nonmetal, a metal, or a metalloid?

Answer

Indium is a metal.

Another way to categorize the elements of the periodic table is shown in Figure 2.2.3. The first two columns on the left and the last six columns on the right are called the main group elements. The ten-column block between these columns contains the **transition metals**. The two rows beneath the main body of the periodic table contain the **inner transition metals**. The elements in these two rows are also referred to as, respectively, the **lanthanide metals** and the **actinide metals**.

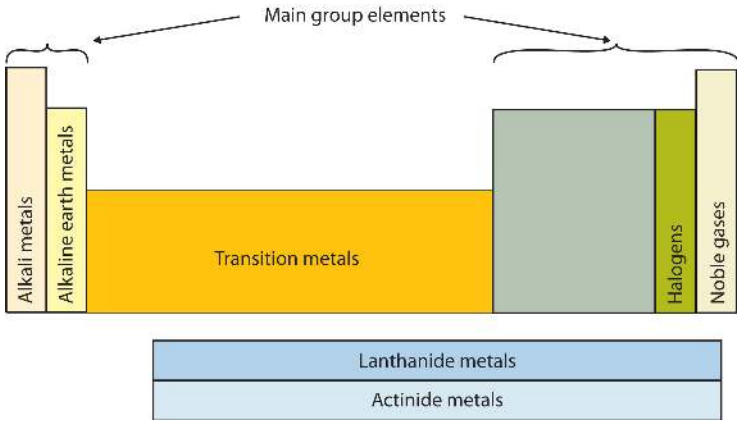


Figure 2.2.3: Special Names for Sections of the Periodic Table. (CC BY-NC-SA; Anonymous by request)

Sections of period table: Alkali metals, alkaline earth metals, transition metals, halogens, noble gases, lanthanide metals, actinide metals.

Descriptive Names

As previously noted, the periodic table is arranged so that elements with similar chemical behaviors are in the same group. Chemists often make general statements about the properties of the elements in a group using descriptive names with historical origins.

Group 1: The Alkali Metals

The alkali metals are lithium, sodium, potassium, rubidium, cesium, and francium. Hydrogen is unique in that it is generally placed in Group 1, but it is not a metal.

The compounds of the alkali metals are common in nature and daily life. One example is table salt (sodium chloride); lithium compounds are used in greases, in batteries, and as drugs to treat patients who exhibit manic-depressive, or bipolar, behavior. Although lithium, rubidium, and cesium are relatively rare in nature, and francium is so unstable and highly radioactive that it exists in only trace amounts, sodium and potassium are the seventh and eighth most abundant elements in Earth's crust, respectively.



Video: Alkali metals in water - Chemical elements: properties and reactions. (The Open University via https://youtu.be/6ZY6d6jrq-0)

Group 2: The Alkaline Earth Metals

The alkaline earth metals are beryllium, magnesium, calcium, strontium, barium, and radium. Beryllium, strontium, and barium are rare, and radium is unstable and highly radioactive. In contrast, calcium and magnesium are the fifth and sixth most abundant elements on Earth, respectively; they are found in huge deposits of limestone and other minerals.

Group 17: The Halogens

The halogens are fluorine, chlorine, bromine, iodine, and astatine. The name halogen is derived from the Greek words for "salt forming," which reflects that all of the halogens react readily with metals to form compounds, such as sodium chloride and calcium chloride (used in some areas as road salt).

Compounds that contain the fluoride ion are added to toothpaste and the water supply to prevent dental cavities. Fluorine is also found in Teflon coatings on kitchen utensils. Although chlorofluorocarbon propellants and refrigerants are believed to lead to the depletion of Earth's ozone layer and contain both fluorine and chlorine, the latter is responsible for the adverse effect on the ozone layer. Bromine and iodine are less abundant than chlorine, and astatine is so radioactive that it exists in only negligible amounts in nature.

Group 18: The Noble Gases

The noble gases are helium, neon, argon, krypton, xenon, and radon. Because the noble gases are composed of only single atoms, they are called monatomic. At room temperature and pressure, they are unreactive gases. Because of their lack of reactivity, for many years they were called inert gases or rare gases. However, the first chemical compounds containing the noble gases were prepared in 1962. Although the noble gases are relatively minor constituents of the atmosphere, natural gas contains substantial amounts of helium. Because of its low reactivity, argon is often used as an unreactive (inert) atmosphere for welding and in light bulbs. The red light emitted by neon in a gas discharge tube is used in neon lights.

Example 2.2.2: Groups

Provide the family or group name of each element.

a. Li
b. Ar
c. Cl

Solution

a. Lithium is an alkali metal (Group 1)
b. Argon is a noble gas (Group 18)
c. Chlorine is a halogen (Group 17)

Exercise 2.2.2: Groups

Provide the family or group name of each element.

a. F
b. Ca
c. Kr

Answer a:

Fluorine is a halogen (Group 17).

Answer b:

Calcium is a alkaline earth metal (Group 2).

Answer c:

Krypton is a noble gas (Group 18).

Example 2.2.3: Classification of Elements

Classify each element as metal, non metal, transition metal or inner transition metal.

a. Li
b. Ar
c. Am
d. Fe

Solution

a. Lithium is a metal.
b. Argon is a non metal.
c. Americium is an inner transition metal.
d. Iron is a transition metal.

Exercise 2.2.3: Classification of Elements

Classify each element as metal, non metal, transition metal or inner transition metal.

a. F
b. U
c. Cu

Answer a:

Fluorine is a nonmetal.

Answer b:

Uranium is a metal (and a inner transition metal too).

Answer c:

Copper is a metal (and a transition metal too).

Summary

The periodic table is an arrangement of the elements in order of increasing atomic number. Elements that exhibit similar chemistry appear in vertical columns called groups (numbered 1–18 from left to right); the seven horizontal rows are called periods. Some of the groups have widely-used common names, including the alkali metals (Group 1) and the alkaline earth metals (Group 2) on the far left, and the halogens (Group 17) and the noble gases (Group 18) on the far right.

The elements can be broadly divided into metals, nonmetals, and semi metals. Semi metals exhibit properties intermediate between those of metals and nonmetals. Metals are located on the left of the periodic table, and nonmetals are located on the upper right. They are separated by a diagonal band of semi metals. Metals are lustrous, good conductors of electricity, and readily shaped (they are ductile and malleable). Solid nonmetals are generally brittle and poor electrical conductors. Other important groupings of elements in the periodic table are the main group elements, the transition metals, and the inner transition metals (the lanthanides, and the actinides).

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1. Petrucci, Ralph H., William S. Harwood, F. G. Herring, and Jeffrey D. Madura. General Chemistry: Principles and Modern Applications. 9th ed. Upper Saddle River: Pearson Education, Inc., 2007.
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2.3: The Structure of Atoms

Learning Objectives

- Describe the three main subatomic particles.
- State how the subatomic particles are arranged in atoms.

There have been several minor but important modifications to Dalton's atomic theory. For one thing, Dalton considered atoms to be indivisible. We know now that atoms not only can be divided but also are composed of three different kinds of particle, *subatomic particles*, with their own properties that are different from the chemical properties of atoms.

Subatomic Particles

The first subatomic particle was identified in 1897 and called the electron. It is an extremely tiny particle, with a mass of about 9.109×10^{-31} kg. Experiments with magnetic fields showed that the electron has a negative electrical charge. By 1920, experimental evidence indicated the existence of a second particle. A proton has the same amount of charge as an electron, but its charge is positive, not negative. Another major difference between a proton and an electron is mass. Although still incredibly small, the mass of a proton is 1.673×10^{-27} kg, which is almost 2,000 times greater than the mass of an electron. Because opposite charges attract each other (while like charges repel each other), protons attract electrons (and vice versa).

Finally, additional experiments pointed to the existence of a third particle. Evidence produced in 1932 established the existence of the neutron, a particle with about the same mass as a proton but with no electrical charge, it is *neutral*. We understand now that all atoms can be broken down into subatomic particles: protons, neutrons, and electrons. Table **2.3.1** lists some of their important characteristics and the symbols used to represent each particle.

Table **2.3.1**: Properties of the Subatomic Particles

Particle	Symbol	Mass (kg)	Relative Mass (proton = 1)	Relative Charge
proton	p^+	1.673×10^{-27}	1	+1
neutron	n^0	1.675×10^{-27}	1	0
electron	e^-	9.109×10^{-31}	0.00055	−1

The Nucleus

How are these subatomic particles arranged? Between 1909 and 1911, Ernest Rutherford, a Cambridge physicist, and his associates Hans Geiger and Ernest Marsden performed experiments that provided strong evidence concerning the internal structure of an atom. They took a very thin metal foil, such as gold or platinum, and aimed a beam of positively charged particles (called alpha particles, which are combinations of two protons and two neutrons) from a radioactive source toward the foil. Surrounding the foil was a detector—either a scintillator (a material that glows when hit by such particles) or some unexposed film (which is exposed where the particles hit it). The detector allowed the scientists to determine the distribution of the alpha particles after they interacted with the foil. Figure **2.3.1** shows a diagram of the experimental setup.

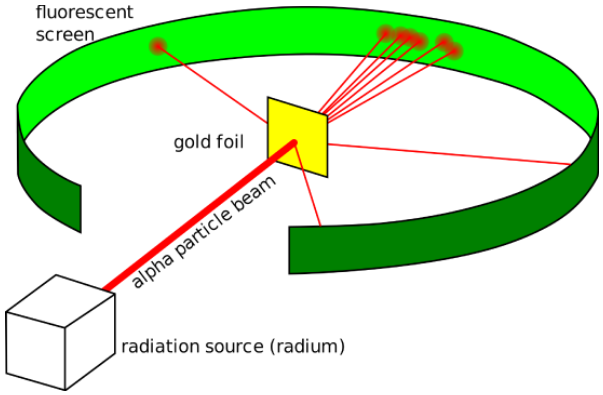


Figure **2.3.1**: The Geiger-Marsden Experimental Setup. Experiments using this setup were used to investigate the structure of atoms. In this experiment, most of the particles traveled straight through the foil, but some alpha particles were deflected off to one side. Some were even deflected back toward the source. This was unexpected. Rutherford once said, "It was almost as incredible as if you fired a 15-inch shell at a piece of tissue paper and it came back and hit you." (CC SA-BY 3.0; Kurzon).

Rutherford proposed the following model to explain these experimental results. Protons and neutrons are concentrated in a central region he called the nucleus (plural, *nuclei*) of the atom. Electrons are outside the nucleus and orbit about it because they are attracted to the positive charge in the nucleus. Most of the mass of an atom is in the nucleus, while the orbiting electrons account for an atom's size. As a result, an atom consists largely of empty space. Rutherford called his description the "planetary model" of the atom. Figure **2.3.2** shows how this model explains the experimental results.

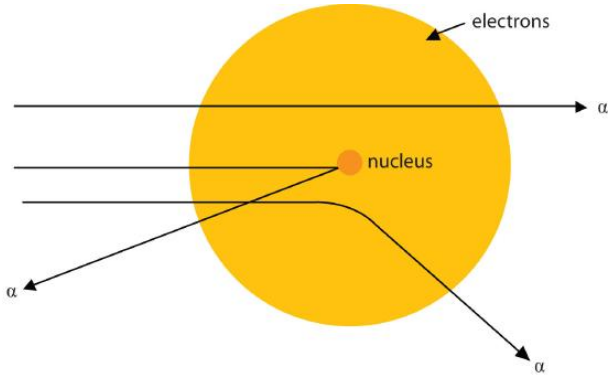


Figure **2.3.2**: Rutherford's Metal Foil Experiments. Rutherford explained the results of the metal foil experiments by proposing that most of the mass and the positive charge of an atom are located in its nucleus, while the relatively low-mass electrons orbit about the nucleus. Most alpha particles go straight through the empty space, a few particles are deflected, and fewer still ricochet back toward the source. The nucleus is much smaller proportionately than depicted here.

> *The planetary model of the atom replaced the plum pudding model, which had electrons floating around aimlessly like plums in a "pudding" of positive charge.*

Rutherford's model is essentially the same model that we use today to describe atoms but with one important modification. The planetary model suggests that electrons occupy certain specific, circular orbits about the nucleus. We know now that this model is overly simplistic. A better description is that electrons form fuzzy clouds around nuclei. Figure **2.3.3** shows a more modern version of our understanding of atomic structure.

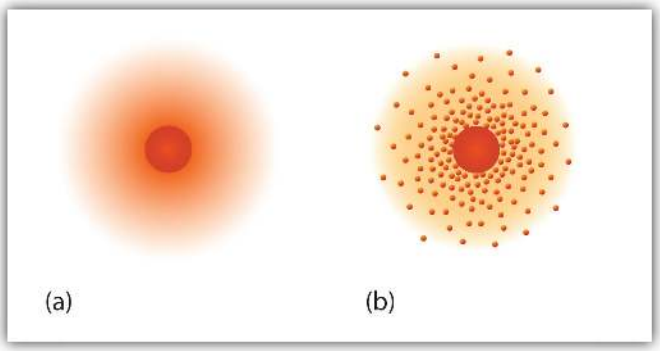


Figure **2.3.3**: A Modern Depiction of Atomic Structure. A more modern understanding of atoms, reflected in these representations of the electron in a hydrogen atom, is that electrons occupy regions of space about the nucleus; they are not in discrete orbits like planets around the sun. (a) The darker the color, the higher the probability that an electron will be at that point. (b) In a two-dimensional cross section of the electron in a hydrogen atom, the more crowded the dots, the higher the probability that an electron will be at that point. In both (a) and (b), the nucleus is in the center of the diagram.

Concept Review Exercises

1. What are the charges and the relative masses of the three subatomic particles?
2. Describe the structure of an atom in terms of its protons, neutrons, and electrons.

Answers

1. proton: +1, large; neutron: 0, large; electron: −1, small
2. Protons and neutrons are located in a central nucleus, while electrons orbit about the nucleus.

Key Takeaways

- Atoms are composed of three main subatomic particles: protons, neutrons, and electrons.
- Protons and neutrons are grouped together in the nucleus of an atom, while electrons orbit about the nucleus.

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2.4: Nuclei of Atoms

Learning Objectives

- Define and differentiate between the atomic number and the mass number of an element.
- Explain how isotopes differ from one another.

Now that we know how atoms are generally constructed, what do atoms of any particular element look like? How many protons, neutrons, and electrons are in a specific kind of atom? First, if an atom is electrically neutral overall, then the number of protons equals the number of electrons. Because these particles have the same but opposite charges, equal numbers cancel out, producing a neutral atom.

Atomic Number

In the 1910s, experiments with x-rays led to this useful conclusion: the magnitude of the positive charge in the nucleus of every atom of a particular element is the same. In other words, all atoms of the same element have the same number of protons. Furthermore, different elements have a different number of protons in their nuclei, so the number of protons in the nucleus of an atom is characteristic of a particular element. This discovery was so important to our understanding of atoms that the number of protons in the nucleus of an atom is called the atomic number (Z).

For example, hydrogen has the atomic number 1; all hydrogen atoms have 1 proton in their nuclei. Helium has the atomic number 2; all helium atoms have 2 protons in their nuclei. There is no such thing as a hydrogen atom with 2 protons in its nucleus; a nucleus with 2 protons would be a helium atom. The atomic number *defines* an element. Table **2.4.1** lists some common elements and their atomic numbers. Based on its **atomic number**, you can determine the **number of protons in the nucleus** of an atom. The largest atoms have over 100 protons in their nuclei.

Example 2.4.1

What is the number of protons in the nucleus of each element?

a. aluminum
b. iron
c. carbon

Answer a

According to Table 2.4.1, aluminum has an atomic number of 13. Therefore, every aluminum atom has 13 protons in its nucleus.

Answer b

Iron has an atomic number of 26. Therefore, every iron atom has 26 protons in its nucleus.

Answer c

Carbon has an atomic number of 6. Therefore, every carbon atom has 6 protons in its nucleus.

Exercise 2.4.1

What is the number of protons in the nucleus of each element? Use Table 2.4.1.

a. sodium
b. oxygen
c. chlorine

Answer a

Sodium has 11 protons in its nucleus.

Answer b

Oxygen has 8 protons in its nucleus.

Answer c

Chlorine has 17 protons in its nucleus

How many electrons are in an atom? Previously we said that for an electrically neutral atom, the **number of electrons equals the number of protons**, so the total opposite charges cancel. Thus, the **atomic number** of an element also gives the **number of electrons** in an atom of that element. (Later we will find that some elements may gain or lose electrons from their atoms, so those atoms will no longer be electrically neutral. Thus we will need a way to differentiate the number of electrons for those elements.)

Example 2.4.2

How many electrons are present in the atoms of each element?

a. sulfur
b. tungsten
c. argon

Answer a

The atomic number of sulfur is 16. Therefore, in a neutral atom of sulfur, there are 16 electrons.

Answer b

The atomic number of tungsten is 74. Therefore, in a neutral atom of tungsten, there are 74 electrons.

Answer c

The atomic number of argon is 18. Therefore, in a neutral atom of argon, there are 18 electrons.

Exercise 2.4.2

How many electrons are present in the atoms of each element?

a. magnesium
b. potassium
c. iodine

Answer a

Mg has 12 electrons.

Answer b

K has 19 electrons.

Answer c

I has 53 electrons.

Table **2.4.1**: Some Common Elements and Their Atomic Numbers

Element	Atomic Number	Element	Atomic Nmbers
aluminum (Al)	13	magnesium (Mg)	12
americium (Am)	95	manganese (Mn)	25
argon (Ar)	18	mercury (Hg)	80
barium (Ba)	56	neon (Ne)	10
beryllium (Be)	4	nickel (Ni)	28
bromine (Br)	35	nitrogen (N)	7
calcium (Ca)	20	oxygen (O)	8
carbon (C)	6	phosphorus (P)	15
chlorine (Cl)	17	platinum (Pt)	78
chromium (Cr)	24	potassium (K)	19
cesium (Cs)	55	radon (Rn)	86
fluorine (F)	9	silver (Ag)	47
gallium (Ga)	31	sodium (Na)	11
gold (Au)	79	strontium (Sr)	38
helium (He)	2	sulfur (S)	16
hydrogen (H)	1	titanium (Ti)	22
iron (Fe)	26	tungsten (W)	74
iodine (I)	53	uranium (U)	92
lead (Pb)	82	zinc (Zn)	30
lithium (Li)	3	zirconium (Zr)	40

Isotopes

How many neutrons are in atoms of a particular element? At first it was thought that the number of neutrons in a nucleus was also characteristic of an element. However, it was found that atoms of the same element can have *different* numbers of neutrons. Atoms of the same element (i.e., same atomic number, Z) that have different numbers of neutrons are called isotopes. For example, 99% of the carbon atoms on Earth have 6 neutrons and 6 protons in their nuclei; about 1% of the carbon atoms have 7 neutrons in their nuclei. Naturally occurring carbon on Earth, therefore, is actually a mixture of isotopes, albeit a mixture that is 99% carbon with 6 neutrons in each nucleus.

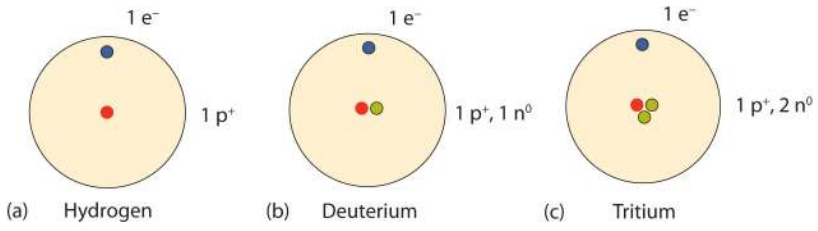


Figure **2.4.1**: Isotopes of Hydrogen. Most hydrogen atoms have only a proton in the nucleus (a). A small amount of hydrogen exists as the isotope deuterium, which has one proton and one neutron in its nucleus (b). A tiny amount of the hydrogen isotope tritium, with one proton and two neutrons in its nucleus, also exists on Earth (c). The nuclei and electrons are proportionately much smaller than depicted here.

An important series of isotopes is found with hydrogen atoms. Most hydrogen atoms have a nucleus with only a single proton. About 1 in 10,000 hydrogen nuclei, however, also has a neutron; this particular isotope is called *deuterium*. An extremely rare hydrogen isotope, *tritium*, has 1 proton and 2 neutrons in its nucleus. Figure **2.4.1** compares the three isotopes of hydrogen.

> The discovery of isotopes required a minor change in Dalton's atomic theory. Dalton thought that all atoms of the same element were exactly the same.

Most elements exist as mixtures of isotopes. In fact, there are currently over 3,500 isotopes known for all the elements. When scientists discuss individual isotopes, they need an efficient way to specify the number of neutrons in any particular nucleus. The *mass number* (A) of an atom is the sum of the numbers of protons and neutrons in the nucleus. Given the mass number for a nucleus (and knowing the atomic number of that particular atom), you can determine the number of neutrons by subtracting the atomic number from the mass number.

A simple way of indicating the mass number of a particular isotope is to list it as a superscript on the left side of an element's symbol. Atomic numbers are often listed as a subscript on the left side of an element's symbol. Thus, we might see

$$\begin{matrix}\text{mass number}\longrightarrow 56\\ \text{atomic number}\longrightarrow 26\end{matrix}\mathrm{Fe} \tag{2.4.1}$$

which indicates a particular isotope of iron. The 26 is the atomic number (which is the same for all iron atoms), while the 56 is the mass number of the isotope. To determine the number of neutrons in this isotope, we subtract 26 from 56: 56 − 26 = 30, so there are 30 neutrons in this atom.

✔ Example 2.4.3

How many protons and neutrons are in each atom?

a. $^{35}_{17}\mathrm{Cl}$
b. $^{127}_{53}\mathrm{I}$

Answer a

In $^{35}_{17}\mathrm{Cl}$ there are 17 protons, and 35 − 17 = 18 neutrons in each nucleus.

Answer b

In $^{127}_{53}\mathrm{I}$ there are 53 protons, and 127 − 53 = 74 neutrons in each nucleus.

? Exercise 2.4.3

How many protons and neutrons are in each atom?

a. $^{197}_{79}\mathrm{Au}$
b. $^{23}_{11}\mathrm{Na}$

Answer a

In $^{197}_{79}\mathrm{Au}$ there are 79 protons, and 197 − 79 = 118 neutrons in each nucleus.

Answer b

In $^{23}_{11}\mathrm{Na}$ there are 11 protons, and 23 − 11 = 12 neutrons in each nucleus.

It is not absolutely necessary to indicate the atomic number as a subscript because each element has its own unique atomic number. Many isotopes are indicated with a superscript only, such as $^{13}\mathrm{C}$ or $^{235}\mathrm{U}$. You may also see isotopes represented in print as, for example, carbon-13 or uranium-235.

Summary

The atom consists of discrete particles that govern its chemical and physical behavior. Each atom of an element contains the same number of protons, which is the **atomic number (Z)**. Neutral atoms have the same number of electrons and protons. Atoms of an element that contain different numbers of neutrons are called **isotopes**. Each isotope of a given element has the same atomic number but a different **mass number (A)**, which is the **sum of the numbers of protons and neutrons**.

Almost all of the mass of an atom is from the total protons and neutrons contained within a tiny (and therefore very dense) nucleus. The majority of the volume of an atom is the surrounding space in which the electrons reside. A representation of a carbon-12 atom is shown below in Figure **2.4.2**.

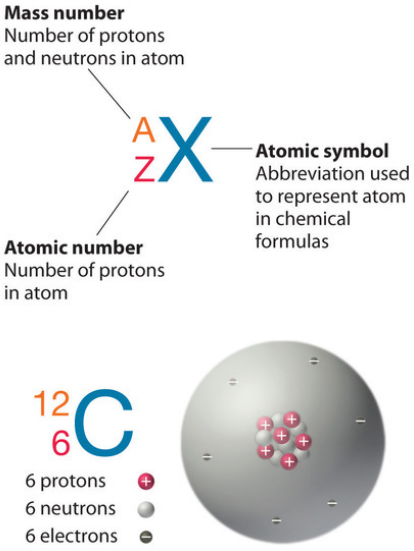


Figure **2.4.2**: Formalism used for identifying specific nuclide (any particular kind of nucleus)

The atomic symbol, X, is the abbreviation used to represent an atom in chemical formulas. The mass number, A, is the number of protons and neutrons in the atom, which is to the left of the X. The atomic number, Z, is the number of protons in the atom, which is to the left of the X and below the A.

Concept Review Exercises

1. Why is the atomic number so important to the identity of an atom?
2. What is the relationship between the number of protons and the number of electrons in an atom?
3. How do isotopes of an element differ from each other?
4. What is the mass number of an element?

Answers

1. The atomic number defines the identity of an element. It describes the number of protons in the nucleus.
2. In an electrically neutral atom, the number of protons equals the number of electrons.
3. Isotopes of an element have the same number of protons but have different numbers of neutrons in their nuclei.
4. The mass number is the sum of the numbers of protons and neutrons in the nucleus of an atom.

Key Takeaways

- Each element is identified by its atomic number. The atomic number provides the element's location on the periodic table
- The isotopes of an element have different masses and are identified by their mass numbers.

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2.5: Bohr Diagrams of Atoms and Ions

Objectives

- Recall the stability associated with an atom that has a completely-filled valence shell
- Construct an atom according to the Bohr model

Key Terms

- **Octet rule:** A rule stating that atoms lose, gain, or share electrons in order to have a full valence shell of 8 electrons. (Hydrogen is excluded because it can hold a maximum of 2 electrons in its valence shell.)
- **Electron shell**: The collective states of all electrons in an atom having the same principal quantum number (visualized as an orbit in which the electrons move).

Electron Shells

Niels Bohr proposed an early model of the atom as a central nucleus containing protons and neutrons being orbited by electrons in shells. As previously discussed, there is a connection between the number of protons in an element, the atomic number that distinguishes one element from another, and the number of electrons it has. In all electrically-neutral atoms, the number of electrons is the same as the number of protons. Each element, when electrically neutral, has a number of electrons equal to its atomic number.

An early model of the atom was developed in 1913 by Danish scientist Niels Bohr (1885–1962). The Bohr model shows the atom as a central nucleus containing protons and neutrons with the electrons in circular orbitals at specific distances from the nucleus (Figure **2.5.1**). These orbits form electron shells or energy levels, which are a way of visualizing the number of electrons in the various shells. These energy levels are designated by a number and the symbol "n." For example, the 1n shell represents the first energy level located closest to the nucleus.

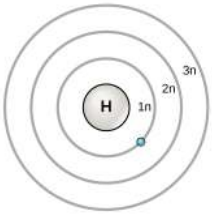


Figure **2.5.1**: The Bohr model postulated that electron orbited the nucleus in shells of fixed distance.

An electron normally exists in the lowest energy shell available, which is the one closest to the nucleus. Energy from a photon of light can bump it up to a higher energy shell, but this situation is unstable and the electron quickly decays back to the ground state.

Bohr Diagrams

Bohr diagrams show electrons orbiting the nucleus of an atom somewhat like planets orbit around the sun. In the Bohr model, electrons are pictured as traveling in circles at different shells, depending on which element you have. Figure **2.5.2** contrast the Bohr diagrams for lithium, fluorine and aluminum atoms. The shell closest to the nucleus is called the K shell, next is the L shell, next is the M shell.

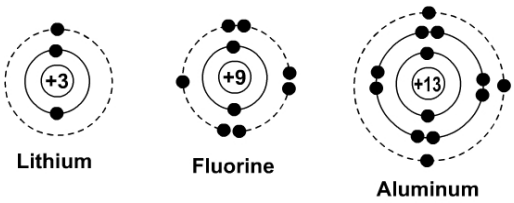


Figure **2.5.2**: Bohr diagrams for neutral lithium, fluorine and aluminum atoms.

Each shell can only hold certain number of electrons. K shell can have 2, L can have 8 , M can have 18 electrons and so on.

- Lithium has three electrons:
  - two go to K shell and
  - the remaining one goes to the L shell.
  - Its electronic configuration is K(2), L(1)
- Fluorine has nine electrons:
  - two go to K shell and
  - the remaining seven go to the L shell.
  - Its electronic configuration is K(2), L(7). Note that L can have 8 electrons.
- Aluminum has thirteen electrons:
  - two go to the K shell,
  - eight go to the L shell, and
  - remaining three go to the M shell.
  - Its electronic configuration is K(2), L(8), M(3). Note that the M shell can have 18 electrons.

Orbitals in the Bohr model

Electrons fill orbit shells in a consistent order. Under standard conditions, atoms fill the inner shells (closer to the nucleus) first, often resulting in a variable number of electrons in the outermost shell. The innermost shell has a maximum of two electrons, but the next two electron shells can each have a maximum of eight electrons. This is known as the octet rule which states that, with the exception of the innermost shell, atoms are more stable energetically when they have eight electrons in their valence shell, the outermost electron shell. Examples of some neutral atoms and their electron configurations are shown in Figure **2.5.3**. As shown, helium has a complete outer electron shell, with two electrons filling its first and only shell. Similarly, neon has a complete outer 2n shell containing eight electrons. In contrast, chlorine and sodium have seven and one electrons in their outer shells, respectively. Theoretically, they would be more energetically stable if they followed the octet rule and had eight.

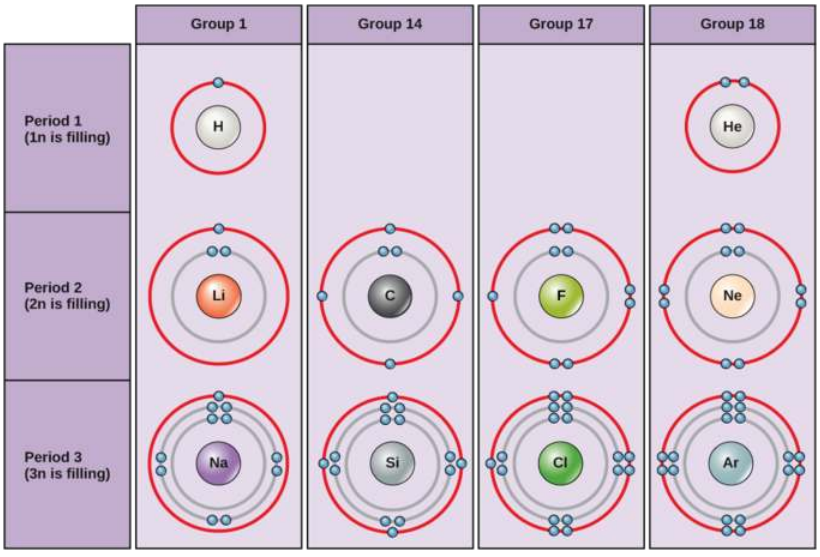


Figure **2.5.3**:

Bohr diagrams

Bohr diagrams indicate how many electrons fill each principal shell. Group 18 elements (helium, neon, and argon are shown) have a full outer, or valence, shell. A full valence shell is the most stable electron configuration. Elements in other groups have partially-filled valence shells and gain or lose electrons to achieve a stable electron configuration.

An atom may gain or lose electrons to achieve a full valence shell, the most stable electron configuration. The periodic table is arranged in columns and rows based on the number of electrons and where these electrons are located, providing a tool to understand how electrons are distributed in the outer shell of an atom. As shown in , the group 18 atoms helium (He), neon (Ne),

and argon (Ar) all have filled outer electron shells, making it unnecessary for them to gain or lose electrons to attain stability; they are highly stable as single atoms. Their non-reactivity has resulted in their being named the inert gases (or noble gases). In comparison, the group 1 elements, including hydrogen (H), lithium (Li), and sodium (Na), all have one electron in their outermost shells. This means that they can achieve a stable configuration and a filled outer shell by donating or losing an electron. As a result of losing a negatively-charged electron, they become positively-charged ions. When an atom loses an electron to become a positively-charged ion, this is indicated by a plus sign after the element symbol; for example, Na^+. Group 17 elements, including fluorine and chlorine, have seven electrons in their outermost shells; they tend to fill this shell by gaining an electron from other atoms, making them negatively-charged ions. When an atom gains an electron to become a negatively-charged ion this is indicated by a minus sign after the element symbol; for example, F^-. Thus, the columns of the periodic table represent the potential shared state of these elements' outer electron shells that is responsible for their similar chemical characteristics.

Lewis Symbols

Lewis Symbols are simplified Bohr diagrams which only display electrons in the outermost energy level.

Summary

- In the Bohr model of the atom, the nucleus contains the majority of the mass of the atom in its protons and neutrons.
- Orbiting the positively-charged core are the negatively charged electrons, which contribute little in terms of mass, but are electrically equivalent to the protons in the nucleus.
- In most cases, electrons fill the lower-energy orbitals first, followed by the next higher energy orbital until it is full, and so on until all electrons have been placed.
- Atoms tend to be most stable with a full outer shell (one which, after the first, contains 8 electrons), leading to what is commonly called the "octet rule".
- The properties of an element are determined by its outermost electrons, or those in the highest energy orbital.
- Atoms that do not have full outer shells will tend to gain or lose electrons, resulting in a full outer shell and, therefore, stability.

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- Manish Bhardwaj

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2.6: Atomic Masses

Learning Objectives

- Define atomic mass and atomic mass unit.
- Calculate atomic mass.

Even though atoms are very tiny pieces of matter, they have mass. Their masses are so small, however, that chemists often use a unit other than grams to express them—the atomic mass unit.

Atomic Mass Unit

The atomic mass unit (abbreviated u, although amu is also used) is defined as 1/12 of the mass of a ^{12}C atom:

$$1\ \text{u} = \frac{1}{12}\ \text{the mass of}\ ^{12}\text{C atom} \tag{2.6.1}$$

It is equal to 1.661×10^{-24} g.

Masses of other atoms are expressed with respect to the atomic mass unit. For example, the mass of an atom of ^{1}H is 1.008 u, the mass of an atom of ^{16}O is 15.995 u, and the mass of an atom of ^{32}S is 31.97 u. Note, however, that these masses are for particular isotopes of each element. Because most elements exist in nature as a mixture of isotopes, any sample of an element will actually be a mixture of atoms having slightly different masses (because neutrons have a significant effect on an atom's mass). How, then, do we describe the mass of a given element? By calculating an average of an element's atomic masses, weighted by the natural abundance of each isotope, we obtain a weighted average mass called the atomic mass (also commonly referred to as the *atomic weight*) of an element.

Atomic Mass is the Weighted Average Mass of Isotopes

As stated above, most elements occur naturally as a mixture of two or more isotopes. Listed below (Table **2.6.1**) are the naturally occurring isotopes of selected elements along with the percent natural abundance of each.

Table **2.6.1**: Atomic Masses and Percent Abundances of Some Natural Isotopes

Element	Isotope (Symbol)	Percent Natural Abundance	Atomic Mass (amu)	Average Atomic Mass (amu)
Hydrogen	$^{1}_{1}H$	99.985	1.0078	1.0079
	$^{2}_{1}H$	0.015	2.0141	
	$^{3}_{1}H$	negligible	3.0160	
Carbon	$^{12}_{6}C$	98.89	12.000	12.011
	$^{13}_{6}C$	1.11	13.003	
	$^{14}_{6}C$	trace	14.003	
Oxygen	$^{16}_{8}O$	99.759	15.995	15.999
	$^{17}_{8}O$	0.037	16.995	
	$^{18}_{8}O$	0.204	17.999	
Chlorine	$^{35}_{17}Cl$	75.77	34.969	35.453
	$^{38}_{17}Cl$	24.23	36.966	
Copper	$^{63}_{29}Cu$	69.17	62.930	63.546
	$^{65}_{29}Cu$	30.83	64.928	

For some elements, one particular isotope is much more abundant than any other isotopes. For example, naturally occurring hydrogen is nearly all hydrogen-1, and naturally occurring oxygen is nearly all oxygen-16. For many other elements, however, more than one isotope may exist in substantial quantities. Chlorine (atomic number 17) is yellowish-green toxic gas. About three quarters of all chlorine atoms have 18 neutrons, giving those atoms a mass number of 35. About one quarter of all chlorine atoms have 20 neutrons, giving those atoms a mass number of 37. Were you to simply calculate the arithmetic average of the precise atomic masses, you would get approximately 36.

$$\frac{34.969\,u + 36.966\,u}{2} = 35.968\,u$$

As you can see, the average atomic mass given in the last column of the table above (35.453) is significantly lower. Why? The reason is that we need to take into account the natural abundance percentages of each isotope in order to calculate what is called the **weighted average**. The atomic mass *of an element is the weighted average of the atomic masses of the naturally occurring isotopes of that element.*

$$0.7577\,(34.969\,u) + 0.2423\,(36.966\,u) = 35.453\,u$$

The weighted average is determined by multiplying the percent of natural abundance by the actual mass of the isotope. This is repeated until there is a term for each isotope. For chlorine, there are only two naturally occurring isotopes so there are only two terms.

Atomic mass = (%1)(mass 1) + (%2)(mass 2) + ⋯

Another example: oxygen exists as a mixture that is 99.759% ^{16}O, 0.037% ^{17}O and 0.204% ^{18}O. The atomic mass of oxygen (use percent natural abundance data from Table 2.5.1) would be calculated as follows:

Atomic mass = (%1)(mass 1) + (%2)(mass 2) + (%3)(mass 3)

$$0.99759\,(15.995u) + 0.00037\,(16.995u) + 0.00204\,(17.999u) = 15.999u$$

To confirm your answer, compare the calculated value to the weighted mass displayed on the periodic table.

Example 2.6.1

Calculate the atomic mass of oxygen. Oxygen exists as a mixture of 3 isotopes. Their respective masses and natural abundance are shown below.

- ^{16}O: 15.995 u (99.759%)
- ^{17}O: 16.995 u (0.037%)
- ^{18}O: 17.999 u (0.204%)

Solution

Multiply the isotope abundance by the actual mass of the isotope, and then sum up the products.

$$0.99759\,(15.995\,u) + 0.00037\,(16.995\,u) + 0.00204\,(17.999\,u) = 15.999\,u$$

2.6.1 Exercise

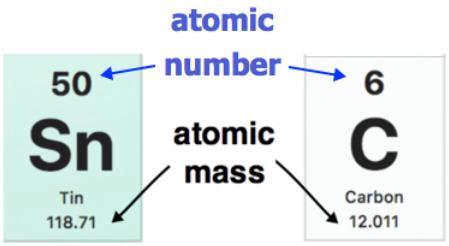
Calculate the atomic mass of copper. Copper exists as a mixture of 2 isotopes. Their respective masses and natural abundance are shown below.

- ^{63}Cu: 62.930 u (69.17%)
- ^{65}Cu: 64.928 u (30.83%)

Answer

63.546 u

The **atomic mass** of each element is found under the element symbol in the **periodic table.** Examples are shown below. The atomic mass of tin (Sn) is 118.71 u while the atomic mass of carbon (C) is 12.011 u. On the other hand, the **atomic number (Z)** of each element is found **above** the atomic symbol.



Atomic mass indicated on entries of the Periodic Table. (public Domain; Pubchem)

The **periodic table** is found in this link:

https://pubchem.ncbi.nlm.nih.gov/periodic-table/png/Periodic_Table_of_Elements_w_Atomic_Mass_PubChem.png

Example 2.6.2: Mass of Carbon

What is the average mass of a carbon atom in grams? The atomic mass is found in the Periodic Table. Please use two decimal places.

Solution

This is a simple one-step conversion, similar to conversions we did in Chapter 1. We use the fact that 1 u = 1.661×10^{-24} g:

$$12.01\ \cancel{u} \times \frac{1.661 \times 10^{-24}\ \text{g}}{1\ \cancel{u}} = 1.995 \times 10^{-23}\ \text{g}$$

This is an extremely small mass, which illustrates just how small individual atoms are.

? Exercise 2.6.2: Mass of Tin

What is the average mass of a tin atom in grams? The average atomic mass is found in the Periodic Table. Please use two decimal places.

Answer

$$118.71 \cancel{u} \times \frac{1.661 \times 10^{-24}\ \text{g}}{1\ \cancel{u}} = 1.972 \times 10^{-22}\ \text{g}$$

Concept Review Exercises

1. Define atomic mass. Why is it considered a weighted average?
2. What is an atomic mass unit?

Answers

1. The atomic mass is an average of an element's atomic masses, weighted by the natural abundance of each isotope of that element. It is a weighted average because different isotopes have different masses.
2. An atomic mass unit is 1/12th of the mass of a ^{12}C atom.

Key Takeaway

- Atoms have a mass that is based largely on the number of protons and neutrons in their nucleus.
- The atomic mass of each element in the Periodic Table is the weighted average of the mass of all its isotopes.

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2.7: Periodic Trends- Atomic Radius



Figure 2.7.1 (CC by 2.0; James Cridland via Flickr)

How can all of these people fit in such a small space?

Events draw large numbers of people to them. Even an outdoor event can fill up so that there is no room for more people. The crowd capacity depends on the amount of space in the venue, and the amount of space depends on the size of the objects filling it. We can get more people into a given space than can elephants, because elephants are larger than people. We can get more squirrels into that same space than we can people for the same reason. Knowing the sizes of objects to be dealt with can be important in deciding how much space is needed.

Atomic Radius

The size of atoms is important to explanations of the behavior of atoms or compounds. One way to express the size of atoms is by use of **atomic radius**. This data helps us understand why some molecules fit together and why other molecules have parts that get too crowded under certain conditions.

The size of an atom is defined by the edge of its orbital. However, orbital boundaries are fuzzy, and variable under different conditions. In order to standardize the measurement of atomic radii, the distance between the nuclei of two identical atoms bonded together is measured. The atomic radius is defined as one-half the distance between the nuclei of identical atoms that are bonded together.

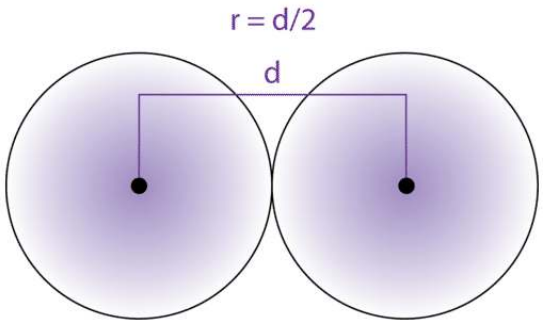


Figure 2.7.2: The atomic radius (r) of an atom can be defined as one half the distance (d) between two nuclei in a diatomic molecule. (CC BY-NC 3.0; Christopher Auyeung via CK-12 Foundation)

Atomic radii have been measured for elements. The units for atomic radii are picometers, equal to 10^{-12} meters. As an example, the internuclear distance between the two hydrogen atoms in an H_2 molecule is measured to be $74\ \text{pm}$. Therefore, the atomic radius of a hydrogen atom is $\frac{74}{2} = 37\ \text{pm}$.

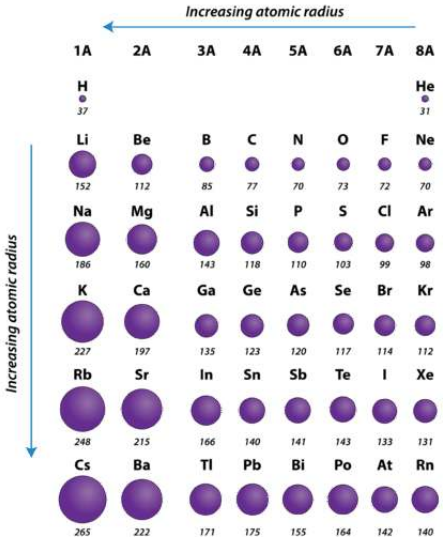


Figure **2.7.3**: Atomic radii of the representative elements measured in picometers. (CC BY-NC 3.0; Christopher Auyeung via CK-12 Foundation)

Periodic Trend

The atomic radius of atoms generally decreases from left to right across a period. There are some small exceptions, such as the oxygen radius being slightly greater than the nitrogen radius. Within a period, protons are added to the nucleus as electrons are being added to the same principal energy level. These electrons are gradually pulled closer to the nucleus because of its increased positive charge. Since the force of attraction between nuclei and electrons increases, the size of the atoms decreases. The effect lessens as one moves further to the right in a period, because of electron-electron repulsions that would otherwise cause the atom's size to increase.

Group Trend

The atomic radius of atoms generally increases from top to bottom within a group. As the atomic number increases down a group, there is again an increase in the positive nuclear charge. However, there is also an increase in the number of occupied principal energy levels. Higher principal energy levels consist of orbitals which are larger in size than the orbitals from lower energy levels. The effect of the greater number of principal energy levels outweighs the increase in nuclear charge, and so atomic radius increases down a group.

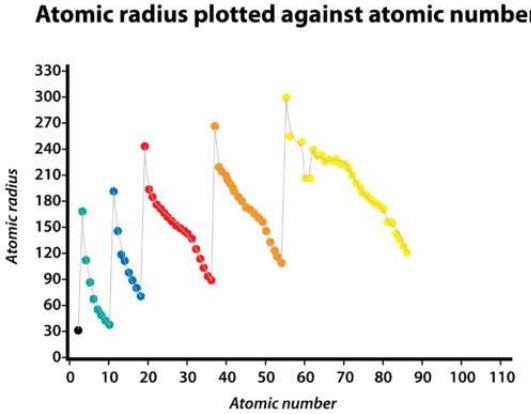
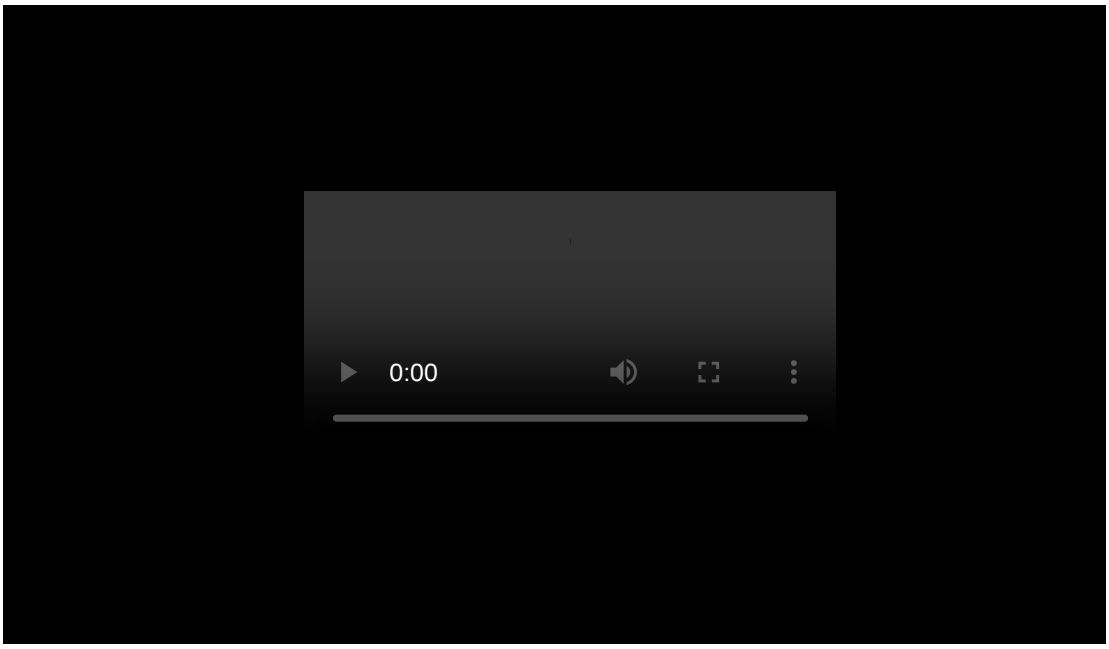


Figure **2.7.4**: A graph of atomic radius plotted versus atomic number. Each successive period is shown in a different color. As the atomic number increases within a period, the atomic radius decreases. (CC BY-NC 3.0; Christopher Auyeung via CK-12 Foundation)



Summary

- Atomic radius is determined as half the distance between the nuclei of two identical atoms bonded together.
- The atomic radius of atoms generally decreases from left to right across a period.
- The atomic radius of atoms generally increases from top to bottom within a group.

Review

1. Define “atomic radius.”
2. What are the units of measurement for atomic radius?
3. How does the atomic radius of different elements change across a period?
4. How does atomic radius change from top to bottom within a group?
5. Explain why the atomic radius of hydrogen is so much smaller than the atomic radius of potassium.

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2.8: Periodic Trends- Ionization Energy



Figure **2.8.1** (CC by 2.0; Nick Russill via Flickr, Northern Lights, Greenland [www.flickr.com])

The incredible green lights in this cold northern sky consist of charged particles known as ions. Their swirling pattern is caused by the pull of Earth's magnetic field. Called the northern lights, this phenomenon of nature shows that ions respond to a magnetic field. Do you know what ions are? Read on to find out.

Atoms Are Neutral

The northern lights aren't caused by atoms, because atoms are not charged particles. An atom always has the same number of electrons as protons. Electrons have an electric charge of -1 and protons have an electric charge of +1. Therefore, the charges of an atom's electrons and protons "cancel out." This explains why atoms are neutral in electric charge.

Q: What would happen to an atom's charge if it were to gain extra electrons?

A: If an atom were to gain extra electrons, it would have more electrons than protons. This would give it a negative charge, so it would no longer be neutral.

Atoms to Ions

Atoms cannot only gain extra electrons. They can also lose electrons. In either case, they become **ions**. Ions are atoms that have a positive or negative charge because they have unequal numbers of protons and electrons. If atoms lose electrons, they become positive ions, or cations. If atoms gain electrons, they become negative ions, or anions. Consider the example of fluorine (see figure below). A fluorine atom has nine protons and nine electrons, so it is electrically neutral. If a fluorine atom gains an electron, it becomes a fluoride ion with an electric charge of -1.

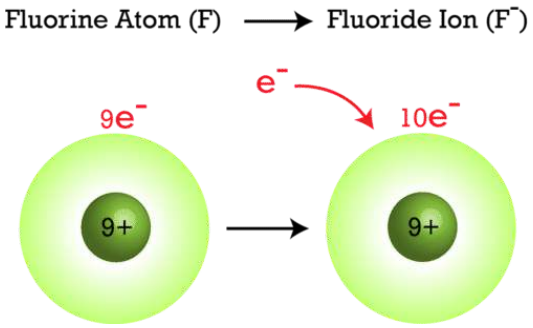


Figure **2.8.2** (CC BY-NC 3.0; Christopher AuYeung via CK-12 Foundation)

Names and Symbols

Like fluoride, other negative ions usually have names ending in *–ide*. Positive ions, on the other hand, are just given the element name followed by the word *ion*. For example, when a sodium atom loses an electron, it becomes a positive sodium ion. The charge of an ion is indicated by a plus (+) or minus sign (-), which is written to the right of and just above the ion's chemical symbol. For example, the fluoride ion is represented by the symbol F^-, and the sodium ion is represented by the symbol Na^+. If the charge is greater than one, a number is used to indicate it. For example, iron (Fe) may lose two electrons to form an ion with a charge of plus

two. This ion would be represented by the symbol Fe^{2+}. This and some other common ions are listed with their symbols in the table below.

Table *PageIndex*1: Some Common Ions

Cations		Anions	
Name of Ion	Chemical Symbol	Name of Ion	Chemical Symbol
Calcium ion	Ca^{2+}	Chloride	Cl^-
Hydrogen ion	H^+	Fluoride	F^-
Iron(II) ion	Fe^{2+}	Bromide	Br^-
Iron(III) ion	Fe^{3+}	Oxide	O^{2-}

Q: How does the iron(III) ion differ from the iron(II) ion?

A: The iron(III) ion has a charge of +3, so it has one less electron than the iron(II) ion, which has a charge of +2.

Q: What is the charge of an oxide ion? How does its number of electrons compare to its number of protons?

A: An oxide ion has a charge of -2. It has two more electrons than protons.

How Ions Form

The process in which an atom becomes an ion is called ionization. It may occur when atoms are exposed to high levels of radiation. The radiation may give their outer electrons enough energy to escape from the attraction of the positive nucleus. However, most ions form when atoms transfer electrons to or from other atoms or molecules. For example, sodium atoms may transfer electrons to chlorine atoms. This forms positive sodium ions (Na^+) and negative chloride ions (Cl^-).



Q: Why do you think atoms lose electrons to, or gain electrons from, other atoms?

A: Atoms form ions by losing or gaining electrons because it makes them more stable and this state takes less energy to maintain. The most stable state for an atom is to have its outermost energy level filled with the maximum possible number of electrons. In the case of metals such as lithium, with just one electron in the outermost energy level, a more stable state can be achieved by losing that one outer electron. In the case of nonmetals such as fluorine, which has seven electrons in the outermost energy level, a more stable state can be achieved by gaining one electron and filling up the outer energy level.



Properties of Ions

Ions are highly reactive, especially as gases. They usually react with ions of opposite charge to form neutral compounds. For example, positive sodium ions and negative chloride ions react to form the neutral compound sodium chloride, commonly known as table salt. This occurs because oppositely charged ions attract each other. Ions with the same charge, on the other hand, repel each other. Ions are also deflected by a magnetic field, as you saw in the opening image of the northern lights.

Summary

- Atoms have equal numbers of positive protons and negative electrons, so they are neutral in electric charge.
- Atoms can gain or lose electrons and become ions, which are atoms that have a positive or negative charge because they have unequal numbers of protons and electrons.
- The process in which an atom becomes an ion is called ionization. It may occur when atoms are exposed to high levels of radiation or when atoms transfer electrons to or from other atoms.
- Ions are reactive, attracted or repulsed by other charged particles, and deflected by a magnetic field.

Review

1. Why are atoms neutral in electric charge?
2. Define ion.
3. Compare and contrast cations and anions, and give an example of each.
4. Describe how ions form.
5. List properties of ions.
6. The model in the illustration below represents an atom of lithium (Li). If the lithium atom becomes an ion, which type of ion will it be, a cation or an anion? What will be the electric charge of this ion? What will the ion be named? What symbol will be used to represent it?

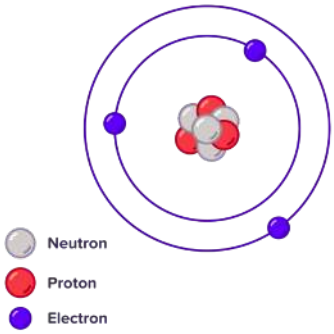


Figure **2.8.3** (CC BY-NC 3.0; CK-12 Foundation Employee via CK-12 Foundation)

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2.9: Radioactivity

Learning Objectives

- To define and give examples of the major types of radioactivity.

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 the atom, while electrons circle the nucleus in shells and subshells and account for an atom's size. Remember, the notation for succinctly representing an isotope of a particular atom:

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

The element in this example, represented by the symbol *C*, is carbon. Its atomic number, 6, is the lower left subscript on the symbol and is the number of protons in the atom. The mass number, the superscript to the upper left of 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 neutrons). 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, $^{2}\mathrm{H}$ and $^{3}\mathrm{H}$, are given their own names: deuterium (D) and tritium (T), respectively. Another way of expressing a particular isotope is to list the mass number after the element name, like carbon-12 or hydrogen-3.

Atomic theory in the 19th 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 as 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 so it is the same as a helium nucleus. (We often use $^{4}_{2}\mathrm{He}$ 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:

$$^{235}_{92}\mathrm{U} \rightarrow {}^{4}_{2}\mathrm{He} + {}^{231}_{90}\mathrm{Th}$$

How do we know that a product of the 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 chemical equation. If our uranium nucleus loses 2 protons, there are 90 protons remaining, identifying the element as thorium. Moreover, if we lose 4 nuclear particles of the original 235, there are 231 remaining. Thus, we use subtraction to identify the isotope of the thorium atom —in this case, $^{231}_{90}\mathrm{Th}$.

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, $^{235}_{92}\mathrm{U}$ is the parent isotope, and $^{231}_{90}\mathrm{Th}$ is the daughter isotope. When one element changes into another in this manner, it undergoes *radioactive decay*.

Example 2.9.1

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 $^{222}_{86}\mathrm{Rn}$. We represent the alpha particle as $^{4}_{2}\mathrm{He}$ and use subtraction (222 − 4 = 218 and 86 − 2 = 84) to identify the daughter isotope as an isotope of polonium, $^{218}_{84}\mathrm{Po}$:

$$^{222}_{86}\text{Rn} \rightarrow {}^{4}_{2}\text{He} + {}^{218}_{84}\text{Po}$$

Exercise 2.9.1

Write the nuclear equation that represents the radioactive decay of polonium-209 by alpha particle emission and identify the daughter isotope.

Answer

$$^{209}_{84}\text{Po} \rightarrow {}^{4}_{2}\text{He} + {}^{205}_{82}\text{Pb}$$

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 $^{0}_{-1}\text{e}$ or β^{-}. 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:

$$^{14}_{6}\text{C} \rightarrow {}^{14}_{7}\text{N} + {}^{0}_{-1}\text{e}$$

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:

$$^{222}_{86}\text{Rn} \rightarrow {}^{218}_{84}\text{Po} + {}^{4}_{2}\text{He} + \gamma$$

This may not seem like much energy, but if 1 mol of radon atoms were to decay, the gamma ray energy would be 49 million kJ!

Example 2.9.2

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 $^{12}_{5}\text{B}$ while one of the products is an electron, $^{0}_{-1}\text{e}$. 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:

$$^{12}_{5}\text{B} \rightarrow {}^{12}_{6}\text{C} + {}^{0}_{-1}\text{e} + \gamma$$

The daughter isotope is $^{12}_{6}\text{C}$.

Exercise 2.9.2

Write the nuclear equation that represents the radioactive decay of iodine-131 by beta particle emission and identify the daughter isotope. A gamma ray is emitted simultaneously with the beta particle.

Answer

$$^{131}_{53}\text{I} \rightarrow {}^{131}_{54}\text{Xe} + {}^{0}_{-1}\text{e} + \gamma$$

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.

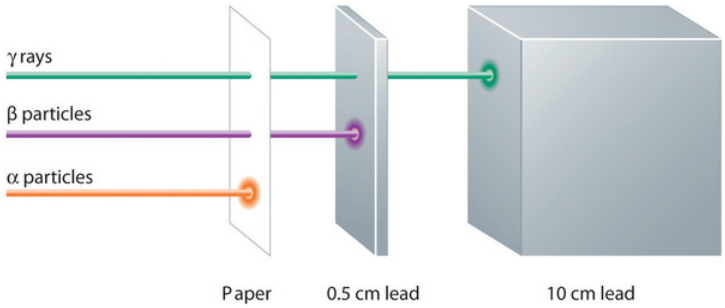


Figure **2.9.2**: Different emissions exhibit different penetration powers. (CC BY-NC-SA 3.0; anonymous)

Table **2.9.1** summarizes the properties of the three main types of radioactive emissions.

Table **2.9.1**: 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

$$^{235}_{92}\mathrm{U} \rightarrow {}^{139}_{56}\mathrm{Ba} + {}^{94}_{36}\mathrm{Kr} + 2{}^{1}_{0}\mathrm{n}$$

where $^{1}_{0}\mathrm{n}$ is a neutron. As with any nuclear process, the sums of the atomic numbers and the 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 Takeaway

The major types of radioactivity include alpha particles, beta particles, and gamma rays.

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2.E: Elements, Atoms, and the Periodic Table (Exercises)

02.E: Exercises II

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2.S: Elements, Atoms, and the Periodic Table (Summary)

To ensure that you understand the material in this chapter, you should review the meanings of the following bold terms and ask yourself how they relate to the topics in the chapter.

An element is a substance that cannot be broken down into simpler chemical substances. Only about 90 naturally occurring elements are known. They have varying abundances on Earth and in the body. Each element has a one- or two-letter **chemical symbol**.

The **modern atomic theory** states that the smallest piece of an element is an **atom**. Individual atoms are extremely small, on the order of 10^{-10} m across. Most elements exist in pure form as individual atoms, but some exist as **diatomic molecules**. Atoms themselves are composed of subatomic particles. The **electron** is a tiny subatomic particle with a negative charge. The **proton** has a positive charge and, while small, is much larger than the electron. The **neutron** is also much larger than an electron but has no electrical charge.

Protons, neutrons, and electrons have a specific arrangement in an atom. The protons and neutrons are found in the center of the atom, grouped together into a **nucleus**. The electrons are found in fuzzy clouds around the nucleus.

Each element has a characteristic number of protons in its nucleus. This number of protons is the **atomic number** of the element. An element may have different numbers of neutrons in the nuclei of its atoms; such atoms are referred to as **isotopes**. Two isotopes of hydrogen are deuterium, with a proton and a neutron in its nucleus, and tritium, with a proton and two neutrons in its nucleus. The sum of the numbers of protons and neutrons in a nucleus is called the **mass number** and is used to distinguish isotopes from each other.

Masses of individual atoms are measured in **atomic mass units**. An atomic mass unit is equal to 1/12th of the mass of a single carbon-12 atom. Because different isotopes of an element have different masses, the **atomic mass** of an element is a weighted average of the masses of all the element's naturally occurring isotopes.

The modern theory of electron behavior is called **quantum mechanics**. According to this theory, electrons in atoms can only have specific, or **quantized**, energies. Electrons are grouped into general regions called **shells**, and within these into more specific regions called **subshells**. There are four types of subshells, and each type can hold up to a maximum number of electrons. The distribution of electrons into shells and subshells is the **electron configuration** of an atom. Chemistry typically occurs because of interactions between the electrons of the outermost shell of different atoms, called the valence shell electrons. Electrons in inner shells are called core electrons.

Elements are grouped together by similar chemical properties into a chart called the **periodic table**. Vertical columns of elements are called **groups** or **families**. Some of the groups of elements have names, like the alkali metals, the alkaline earth metals, the halogens, and the noble gases. A horizontal row of elements is called a **period**. Periods and groups have differing numbers of elements in them. The periodic table separates elements into **metals**, **nonmetals**, and **semimetals**. The periodic table is also separated into **main group elements**, **transition metals**, **lanthanide elements**, and **actinide elements**. The lanthanide and actinide elements are also referred to as **inner transition metal elements**. The shape of the periodic table reflects the sequential filling of shells and subshells in atoms.

The periodic table helps us understand trends in some of the properties of atoms. One such property is the **atomic radius** of atoms. From top to bottom of the periodic table, atoms get bigger because electrons are occupying larger and bigger shells. From left to right across the periodic table, electrons are filling the same shell but are being attracted by an increasing positive charge from the nucleus, and thus the atoms get smaller.

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CHAPTER OVERVIEW

3: Compounds-How Elements Combine

3.1: Ions
3.2: Two Types of Bonding
3.3: Formulas for Ionic Compounds
3.4: Ionic Compounds- Formulas and Names
3.5: Covalent Bonds
3.6: Covalent Compounds - Formulas and Names
3.7: Multiple Covalent Bonds
3.8: Characteristics of Covalent Bonds
3.9: Characteristics of Molecules
3.E: Covalent Bonding and Simple Molecular Compounds (Exercises)
3.E: Ionic Bonding and Simple Ionic Compounds (Exercises)
3.S: Covalent Bonding and Simple Molecular Compounds (Summary)
3.S: Ionic Bonding and Simple Ionic Compounds (Summary)

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3.1: Ions

Learning Objectives

- Define the two types of ions.
- Use Lewis diagrams to illustrate ion formation.

Most atoms do not have eight electrons in their valence electron shell. Some atoms have only a few electrons in their outer shell, while some atoms lack only one or two electrons to have an octet. In cases where an atom has three or fewer valence electrons, the atom may lose those valence electrons quite easily until what remains is a lower shell that contains an octet. Atoms that lose electrons acquire a positive charge as a result because they are left with fewer negatively charged electrons to balance the positive charges of the protons in the nucleus. Positively charged ions are called cations. Most metals become cations when they make ionic compounds.

Some atoms have nearly eight electrons in their valence shell and can gain additional valence electrons until they have an octet. When these atoms gain electrons, they acquire a negative charge because they now possess more electrons than protons. Negatively charged ions are called anions. Most nonmetals become anions when they make ionic compounds.

> The names for positive and negative ions are pronounced CAT-eye-ons (cations) and ANN-eye-ons (anions), respectively.

Electron Transfer

We can use electron configurations to illustrate the electron transfer process between sodium atoms and chlorine atoms.

$$\text{Na: } 1s^2 2s^2 2p^6 3s^1$$

As demonstrated here, a sodium atom (Na) has one valence electron in the third principal energy level. It is likely to achieve an octet in its outermost shell by losing its one valence electron. The cation produced in this way, Na^+, is called the sodium ion to distinguish it from the element. The sodium ion, Na^+, has the electron configuration with an octet of electrons from the second principal energy level. It is now the same as that of the noble gas neon. The term **isoelectronic** refers to an atom and an ion of a different atom (or two different ions) that have the same electron configuration. The sodium ion is isoelectronic with the neon atom. The equation below illustrates this process.

$$\begin{array}{ccc} \mathbf{Na} & \rightarrow & \mathbf{Na^+ + e^-} \\ \mathbf{1s^2\ 2s^2\ 2p^6\ 3s^1} & & \mathbf{1s^2\ 2s^2\ 2p^6\ (octet)} \end{array}$$

Figure **3.1.1** is a graphical depiction of this process.

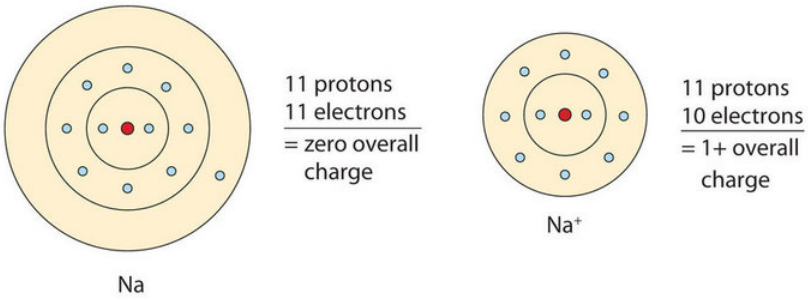


Figure **3.1.1**: The Formation of a Sodium Ion. On the left, a sodium atom has 11 electrons. On the right, the sodium ion only has 10 electrons and a 1+ charge.

Now, let's consider chlorine atom, Cl: $1s^2 2s^2 2p^6 3s^2 3p^5$

Only one more electron is needed to achieve an octet in chlorine's valence shell. When a chlorine atom gains an electron, its outermost principal energy level achieves an octet. In this case, the ion has the same outermost shell as the original atom, but now that shell has eight electrons in it. Once again, the octet rule has been satisfied. The resulting anion, Cl^-, is called the chloride ion;

note the slight change in the suffix (*-ide* instead of *-ine*) to create the name of this anion. This process is illustrated below. (In table salt, this electron comes from the sodium atom.)

$$\underset{1s^2\,2s^2\,2p^6\,3s^2\,3p^5}{Cl + e^-} \rightarrow \underset{1s^2\,2s^2\,2p^6\,3s^2\,3p^6(\text{octet})}{Cl^-}$$

Figure **3.1.2** is a graphical depiction of this process.

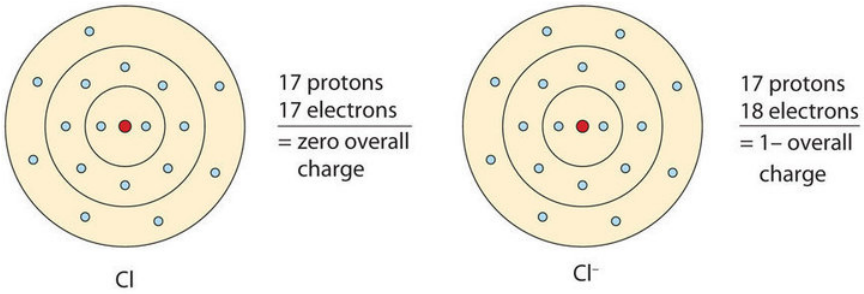


Figure **3.1.2**: The Formation of a Chlorine Ion. On the left, the chlorine atom has 17 electrons. On the right, the chloride ion has 18 electrons and has a 1− charge.

With two oppositely charged ions, there is an electrostatic attraction between them because opposite charges attract. The resulting combination is the compound sodium chloride. Notice that there are no leftover electrons. The number of electrons lost by the sodium atom (one) equals the number of electrons gained by the chlorine atom (one), so the compound is electrically neutral. In macroscopic samples of sodium chloride, there are billions and billions of sodium and chloride ions, although there is always the same number of cations and anions.

✔ Example 3.1.1

Write the electron configuration of aluminum atom (Z=13). How many electrons must Al lose/gain to achieve octet? Write the formula of the resulting ion and its electron configuration.

Solution

The electron configuration of Al atom is $1s^2 2s^2 2p^6 3s^2 3p^1$. The second shell has octet ($2s^2 2p^6$) while the valence shell has 3 electrons ($3s^2 3p^1$). Mg can achieve octet by losing the 3 valence electrons. The resulting cation is Al^{3+} with electron configuration, $1s^2 2s^2 2p^6$.

3.1.1 Exercise

Write the electron configuration of oxygen atom (Z=8). How many electrons must O lose/gain to achieve octet? Write the formula of the resulting ion and its electron configuration.

Answer

The electron configuration of O atom is $1s^2 2s^2 2p^4$. The second shell has six electrons ($2s^2 2p^4$) and needs two electrons to achieve octet. Oxygen will gain 2 electrons. The resulting anion is O^{2-} with electron configuration, $1s^2 2s^2 2p^6$.

In many cases, elements that belong to the same group (vertical column) on the periodic table form ions with the same charge because they have the same number of valence electrons. Thus, the periodic table becomes a tool for remembering the charges on many ions. For example, all ions made from alkali metals, the first column on the periodic table, have a 1+ charge. Ions made from alkaline earth metals, the second group on the periodic table, have a 2+ charge. On the other side of the periodic table, the next-to-last column, the halogens, form ions having a 1− charge. Figure **3.1.3** shows how the charge on many ions can be predicted by the location of an element on the periodic table. Note the convention of first writing the number and then the sign on a multiply charged ion. The barium cation is written Ba^{2+}, not Ba^{+2}.

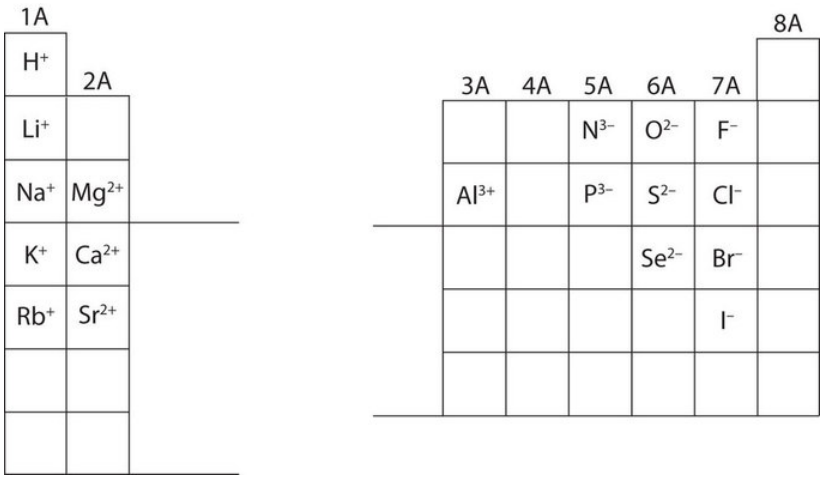


Figure **3.1.3**: Predicting Ionic Charges. The charge that an atom acquires when it becomes an ion is related to the structure of the periodic table. Within a group (family) of elements, atoms form ions of a certain charge.

Example 3.1.2

Which of these ions is *not likely* to form?

a. Mg^{+}
b. K^{+}

Solution

(a) Mg is in Group 2A and has two valence electrons. It achieves octet by losing two electrons to form Mg^{2+} cation. Losing only one electron to form Mg^{+} does not make an octet, hence, Mg^{+} is not likely to form.

3.1.2 Exercise

Which of these ions is *not likely* to form?

a. S^{3-}
b. N^{3-}

Answer

(a) S is in Group 6A and has six valence electrons. It achieves octet by gaining two electrons to form S^{2-} anion. Gaining three electrons to form S^{3-} does not make it octet, hence, S^{3-} is not likely to form.

Lewis Diagrams

Chemists use simple diagrams to show an atom's valence electrons and how they transfer. These diagrams have two advantages over the electron shell diagrams. First, they show only valence electrons. Second, instead of having a circle around the chemical symbol to represent the electron shell, they have up to eight dots around the symbol; each dot represents a valence electron. These dots are arranged to the right and left and above and below the symbol, **with no more than two dots on a side**. For example, the representation for sodium is as follows:



and the representation for chlorine is as follows:



> For the above diagrams, it does not matter what sides the dots are placed on in Lewis diagrams as long as each side has a maximum of two dots.

These diagrams are called **Lewis electron dot diagrams**, or simply Lewis diagrams, after Gilbert N. Lewis, the American chemist who introduced them. To write an element's Lewis dot symbol, place the dots representing its valence electrons, one at a time, around the element's chemical symbol. Up to four dots are placed above, below, to the left, and to the right of the symbol (in any order, as long as elements with four or fewer valence electrons have no more than one dot in each position). The next dots, for elements with more than four valence electrons, are again distributed one at a time, each paired with one of the first four. In other words, **place the dots singly on each side before pairing them**. The Lewis electron dot diagram of fluorine, for example, with seven valence electrons, is constructed as follows:

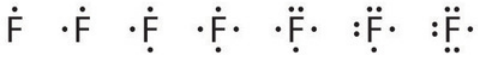
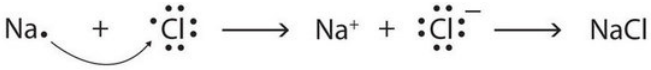


Figure **3.1.4** shows the electron configurations and Lewis diagrams of the elements lithium through neon, which is the entire second period of the periodic table. For the **main group** elements, the **number of valence electrons** is the **same as the group number** listed at the top of the periodic table.



Figure **3.1.4**: Lewis Electron Dot Diagrams of the Elements Lithium through Neon

The transfer of electrons can be illustrated easily with Lewis diagrams:



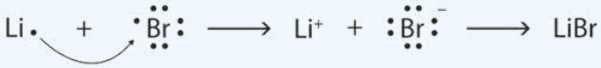
In representing the final formula, the dots are omitted.

Example 3.1.3

Starting with lithium and bromine atoms, use Lewis diagrams to show the formation of the ionic compound LiBr.

Solution

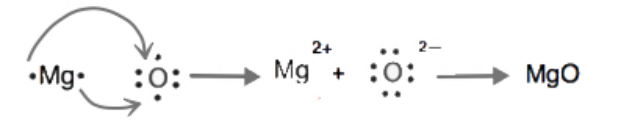
From the periodic table, we see that lithium is in the same column as sodium, so it will have the same valence shell electron configuration. That means that the neutral lithium atom will have the same Lewis diagram that the sodium atom has. Similarly, bromine is in the same column as chlorine, so it will have the same Lewis diagram that chlorine has. Therefore,



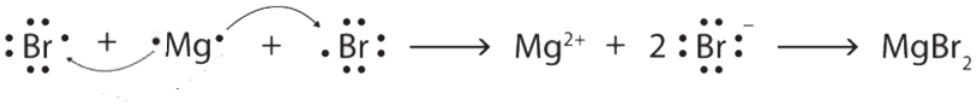
Exercise 3.1.3

Starting with magnesium and oxygen atoms, use Lewis diagrams to show the formation of the ionic compound MgO.

Answer



Some ionic compounds have different numbers of cations and anions. In those cases, electron transfer occurs between more than one atom. For example, here is the formation of $MgBr_2$:



Notice that in this example there are two bromide ions (1– charge) needed for every one magnesium ion (2+ charge) in order for the overall charge of the compound to equal zero. This is called **charge balance**. The number of each type of ion is indicated in the formula by the subscript.

Most of the elements that make ionic compounds form an ion that has a characteristic charge. For example, sodium makes ionic compounds in which the sodium ion always has a 1+ charge. Chlorine makes ionic compounds in which the chloride ion always has a 1− charge. Some elements, especially transition metals, can form ions of multiple charges. Figure **3.1.5** shows the characteristic charges for some of these ions. As we saw in Figure **3.1.1**, there is a pattern to the charges on many of the main group ions, but there is no simple pattern for transition metal ions (or for the larger main group elements).

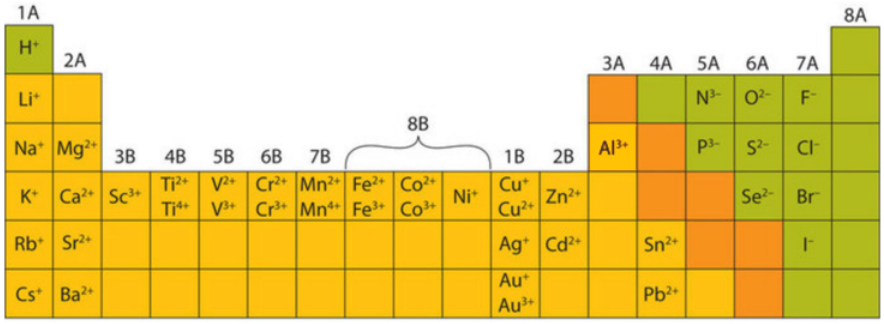


Figure **3.1.5**: Charges of the Monatomic Ions. Note that some atoms commonly form ions of variable charges.

Key Takeaways

- Ions can be positively charged or negatively charged.
- A Lewis diagram is used to show how electrons are transferred to make ions and ionic compounds.

Exercises

1. What are the two types of ions?
2. Use Lewis diagrams to illustrate the formation of an ionic compound from a potassium atom and an iodine atom.

3. When the following atoms become ions, what charges do they acquire?

a. Li
b. S
c. Ca
d. F

4. Identify each as a cation, an anion, or neither.

a. H^+
b. Cl^-
c. O_2
d. Ba^{2+}
e. CH_4
f. CS_2

5. Identify each as a cation, an anion, or neither.

a. NH_3
b. Br^-
c. H^-
d. Hg^{2+}

e. CCl_4
f. SO_3

6. Write the electron configuration for each ion.

a. Li^+
b. Mg^{2+}
c. F^-
d. S^{2-}

7. Write the electron configuration for each ion.

a. Na^+
b. Be^{2+}
c. Cl^-
d. O^{2-}

8. Draw Lewis diagrams for the ions listed in Exercise 6. Also include Lewis diagrams for the respective neutral atoms as a comparison.

9. Draw Lewis diagrams for the ions listed in Exercise 7. Also include Lewis diagrams for the respective neutral atoms as a comparison.

10. Using Lewis diagrams, show the electron transfer for the formation of LiF.

11. Using Lewis diagrams, show the electron transfer for the formation of MgO.

12. Using Lewis diagrams, show the electron transfer for the formation of Li_2O.

13. Using Lewis diagrams, show the electron transfer for the formation of CaF_2.

14. What characteristic charge do atoms in the first column of the periodic table have when they become ions?

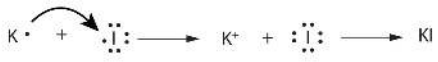
15. What characteristic charge do atoms in the second column of the periodic table have when they become ions?

16. What characteristic charge do atoms in the third-to-last column of the periodic table have when they become ions?

17. What characteristic charge do atoms in the next-to-last column of the periodic table have when they become ions?

Answers

1. Cations (positive charged) and anions (negative charged).

2. 

3.
a. 1+
b. 2−
c. 2+
d. 1−

4.
a. cation
b. anion
c. neither
d. cation
e. neither
f. neither

5.
a. neither
b. anion

c. anion
d. cation
e. neither
f. neither

6.

a. $1s^2$
b. $1s^22s^22p^6$
c. $1s^22s^22p^6$
d. $1s^22s^22p^63s^23p^6$

7.

a. $1s^22s^22p^6$
b. $1s^2$
c. $1s^22s^22p^63s^23p^6$
d. $1s^22s^22p^6$

8.

a. $Li\bullet$, Li^+

b. $\bullet Mg\bullet$, Mg^{2+}

c. $:\ddot{F}:$, $:\ddot{F}:^-$

d. $:\ddot{S}:$, $:\ddot{S}:^{2-}$

9. $Na\bullet$, Na^+

$\bullet Be\bullet$, Be^{2+}

$:\ddot{Cl}:$, $:\ddot{Cl}:^-$

$:\ddot{O}:$, $:\ddot{O}:^{2-}$

10. $Li\bullet + :\ddot{F}: \longrightarrow Li^+ + :\ddot{F}:^- \longrightarrow LiF$

11. $Li\bullet + :\ddot{O}:\bullet + \bullet Li \longrightarrow 2Li^+ + :\ddot{O}:^{2-} \longrightarrow Li_2O$

12. $\bullet Mg\bullet + :\ddot{O}: \longrightarrow Mg^{2+} + :\ddot{O}:^{2-} \longrightarrow MgO$

$:\ddot{F}:\bullet + \bullet Ca\bullet + \bullet\ddot{F}: \longrightarrow Ca^{2+} + 2:\ddot{F}:^- \longrightarrow CaF_2$

13.

14. 1+

15. 2+

16. 2−

17. 1−

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3.2: Two Types of Bonding

Learning Objectives

- Define the octet rule.
- Describe how ionic bonds are formed.

Atoms can join together by forming a chemical bond, which is a very strong attraction between two atoms. Chemical bonds are formed when electrons in different atoms interact with each other to make an arrangement that is more stable than when the atoms are apart.

What causes atoms to make a chemical bond with other atoms, rather than remaining as individual atoms? A clue comes by considering the noble gas elements, the rightmost column of the periodic table. These elements—helium, neon, argon, krypton, xenon, and radon—do not form compounds very easily, which suggests that they are especially stable as lone atoms. What else do the noble gas elements have in common? Except for helium, they all have eight valence electrons. Chemists have concluded that atoms are especially stable if they have eight electrons in their outermost shell. This useful rule of thumb is called the **octet rule**, and it is a key to understanding why compounds form.

> *Of the noble gases, only krypton, xenon, and radon have been found to make compounds.*

There are two ways for an atom that does not have an octet of valence electrons to obtain an octet in its outer shell. One way is the transfer of electrons between two atoms until all atoms have octets. Because some atoms will lose electrons and some atoms will gain electrons, there is no overall change in the number of electrons, but individual atoms acquire a nonzero electric charge. Those that lose electrons become positively charged, and those that gain electrons become negatively charged. Charged atoms are called ions. Because opposite charges attract (while like charges repel), these oppositely charged ions attract each other, forming **ionic bonds**. The resulting compounds are called **ionic compounds** and are the primary subject of this chapter.

The second way for an atom to obtain an octet of electrons is by sharing electrons with another atom. These shared electrons simultaneously occupy the outermost shell of more than one atom. The bond made by electron sharing is called a **covalent bond**.

Despite our focus on the octet rule, we must remember that for small atoms, such as hydrogen, helium, and lithium, the first shell is, or becomes, the outermost shell and hold only two electrons. Therefore, these atoms satisfy a "**duet rule**" rather than the octet rule.

Example 3.2.1

A sodium atom has one valence electron. Do you think it is more likely for a sodium atom to lose one electron or gain seven electrons to obtain an octet?

Solution

Although either event is possible, a sodium atom is more likely to lose its single valence electron. When that happens, it becomes an ion with a net positive charge. This can be illustrated as follows:

Table explaining the solution to the example.

Sodium atom		Sodium ion	
11 protons	11+	11 protons	11+
11 electrons	11−	10 electrons	10−
	0 overall charge		+1 overall charge

? Exercise 3.2.1

A fluorine atom has seven valence electrons. Do you think it is more likely for a fluorine atom to lose seven electrons or gain one electron to obtain an octet? Write the formula of the resulting ion.

Answer

The process that involves less number of electrons is more favorable. Fluorine would gain one electron. The formula of the resulting ion is F^-.

Key Takeaways

- Atoms have a tendency to have eight electrons in their valence shell.
- The attraction of oppositely charged ions is what makes ionic bonds.

Exercises

1. What is the octet rule?

2. How are ionic bonds formed?

3. Why is an ionic compound unlikely to consist of two positively charged ions?

4. Why is an ionic compound unlikely to consist of two negatively charged ions?

5. A calcium atom has two valence electrons. Do you think it will lose two electrons or gain six electrons to obtain an octet in its outermost electron shell? Write the formula of the resulting ion.

6. An aluminum atom has three valence electrons. Do you think it will lose three electrons or gain five electrons to obtain an octet in its outermost electron shell? Write the formula of the resulting ion.

7. A selenium atom has six valence electrons. Do you think it will lose six electrons or gain two electrons to obtain an octet in its outermost electron shell? Write the formula of the resulting ion.

8. An iodine atom has seven valence electrons. Do you think it will lose seven electrons or gain one electron to obtain an octet in its outermost electron shell? Write the formula of the resulting ion.

Answers

1. The octet rule is the concept that atoms tend to have eight electrons in their valence electron shell.

2. Ionic bonds are formed by the attraction between oppositely charged ions.

3. Positive charges repel each other, so an ionic compound is not likely between two positively charged ions.

4. Negative charges repel each other also. 5. Ca atom is more likely to lose two electrons. It will become Ca^{2+} ion. 6. An Al atom is more likely to lose three electrons. It will become Al^{3+} ion.

7. Selenium is more likely to gain two electrons. It will become Se^{2-} ion.

8. Iodine is more likely to gain one electron. It will become I^- ion.

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3.3: Formulas for Ionic Compounds

Learning Objectives

- Write the chemical formula for a simple ionic compound.
- Recognize polyatomic ions in chemical formulas.

We have already encountered some chemical formulas for simple ionic compounds. A chemical formula is a concise list of the elements in a compound and the ratios of these elements. To better understand what a chemical formula means, we must consider how an ionic compound is constructed from its ions.

Ionic compounds exist as alternating positive and negative ions in regular, three-dimensional arrays called crystals (Figure **3.3.1**). As you can see, there are no individual **NaCl** "particles" in the array; instead, there is a continuous lattice of alternating sodium and chloride ions. However, we can use the ratio of sodium ions to chloride ions, expressed in the lowest possible whole numbers, as a way of describing the compound. In the case of sodium chloride, the ratio of sodium ions to chloride ions, expressed in lowest whole numbers, is 1:1, so we use **NaCl** (one **Na** symbol and one **Cl** symbol) to represent the compound. Thus, **NaCl** is the chemical formula for sodium chloride, which is a concise way of describing the relative number of different ions in the compound. A macroscopic sample is composed of myriads of NaCl pairs; each individual pair called a **formula unit**. Although it is convenient to think that **NaCl** crystals are composed of individual **NaCl** units, Figure **3.3.1** shows that no single ion is exclusively associated with any other single ion. Each ion is surrounded by ions of opposite charge.

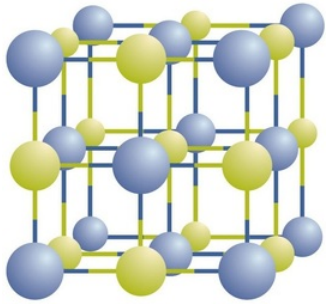


Figure **3.3.1**: A Sodium Chloride Crystal. A crystal contains a three-dimensional array of alternating positive and negative ions. The precise pattern depends on the compound. A crystal of sodium chloride, shown here, is a collection of alternating sodium and chlorine ions.

The formula for an ionic compound follows several conventions. First, the **cation** is written **before** the **anion**. Because most metals form cations and most nonmetals form anions, formulas typically list the metal first and then the nonmetal. Second, **charges** are **not written** in a formula. Remember that in an ionic compound, the component species are ions, not neutral atoms, even though the formula does not contain charges. Finally, the proper formula for an ionic compound always has ***a net zero charge,*** meaning the total positive charge must equal the total negative charge. To determine the proper formula of any combination of ions, determine how many of each ion is needed to balance the total positive and negative charges in the compound.

> *This rule is ultimately based on the fact that matter is, overall, electrically neutral.*

By convention, assume that there is only one atom if a subscript is not present. We do not use 1 as a subscript.

If we look at the ionic compound consisting of lithium ions and bromide ions, we see that the lithium ion has a 1+ charge and the bromide ion has a 1− charge. Only one ion of each is needed to balance these charges. The formula for lithium bromide is **LiBr**.

When an ionic compound is formed from magnesium and oxygen, the magnesium ion has a 2+ charge, and the oxygen atom has a 2− charge. Although both of these ions have higher charges than the ions in lithium bromide, they still balance each other in a one-to-one ratio. Therefore, the proper formula for this ionic compound is **MgO**.

Now consider the ionic compound formed by magnesium and chlorine. A magnesium ion has a 2+ charge, while a chlorine ion has a 1− charge:

$$Mg^{2+}Cl^{-}$$

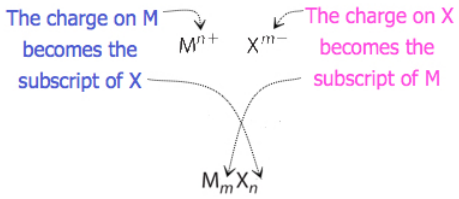
Combining one ion of each does not completely balance the positive and negative charges. The easiest way to balance these charges is to assume the presence of *two* chloride ions for each magnesium ion:

$$Mg^{2+}\ Cl^{-}\ Cl^{-}$$

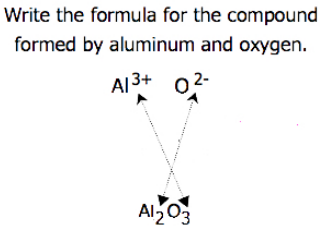
Now the positive and negative charges are balanced. We could write the chemical formula for this ionic compound as $MgClCl$, but the convention is to use a numerical subscript when there is more than one ion of a given type—$MgCl_2$. This chemical formula says that there are one magnesium ion and *two* chloride ions in this formula. (Do not read the "Cl_2" part of the formula as a molecule of the diatomic elemental chlorine. Chlorine does not exist as a diatomic element in this compound. Rather, it exists as two individual chloride ions.) By convention, the **lowest whole number ratio** is used in the formulas of ionic compounds. The formula Mg_2Cl_4 has balanced charges with the ions in a 1:2 ratio, but it is not the lowest whole number ratio.

> By convention, the lowest whole-number ratio of the ions is used in ionic formulas. There are exceptions for certain ions, such as Hg_2^{2+}.

For compounds in which the ratio of ions is not as obvious, the subscripts in the formula can be obtained by **crossing charges**: use the absolute value of the charge on one ion as the subscript for the other ion. This method is shown schematically in Figure 3.3.2.



The image shows M with a charge of n+ and X with a charge of m-. The charge on the M becomes the subscript of X, and the charge on X becomes the subscript of M, making the final product M subscript m X subscript n.



The image asks to write the formula for the compound formed by aluminum and oxygen. It shows Al with a charge of 3+ and O with a charge of 2-. By crossing charges, the final result is Al subscript 2 O subscript 3.

Figure **3.3.2**: Crossing charges. One method for obtaining subscripts in the empirical formula is by crossing charges.

When crossing charges, it is sometimes necessary to reduce the subscripts to their simplest ratio to write the empirical formula. Consider, for example, the compound formed by Pb^{4+} and O^{2-}. Using the absolute values of the charges on the ions as subscripts gives the formula Pb_2O_4. This simplifies to its correct empirical formula PbO_2. The empirical formula has one Pb^{4+} ion and two O^{2-} ions.

✔ Example 3.3.1

Write the chemical formula for an ionic compound composed of each pair of ions.

a. the sodium ion and the sulfur ion
b. the aluminum ion and the fluoride ion
c. the 3+ iron ion and the oxygen ion

Solution

a. To obtain a valence shell octet, sodium forms an ion with a 1+ charge, while the sulfur ion has a 2− charge. Two sodium 1+ ions are needed to balance the 2− charge on the sulfur ion. Rather than writing the formula as $\mathbf{NaNaS}$, we shorten it by convention to $\mathbf{Na_2S}$.

b. The aluminum ion has a 3+ charge, while the fluoride ion formed by fluorine has a 1− charge. Three fluorine 1− ions are needed to balance the 3+ charge on the aluminum ion. This combination is written as $\mathbf{AlF_3}$.

c. Iron can form two possible ions, but the ion with a 3+ charge is specified here. The oxygen atom has a 2− charge as an ion. To balance the positive and negative charges, we look to the least common multiple—6: two iron 3+ ions will give 6+, while three 2− oxygen ions will give 6−, thereby balancing the overall positive and negative charges. Thus, the formula for this ionic compound is $\mathbf{Fe_2O_3}$. Alternatively, use the crossing charges method shown in Figure 3.3.2.

? Exercise 3.3.1

Write the chemical formula for an ionic compound composed of each pair of ions.

a. the calcium ion and the oxygen ion
b. the 2+ copper ion and the sulfur ion
c. the 1+ copper ion and the sulfur ion

Answer a:

CaO

Answer b:

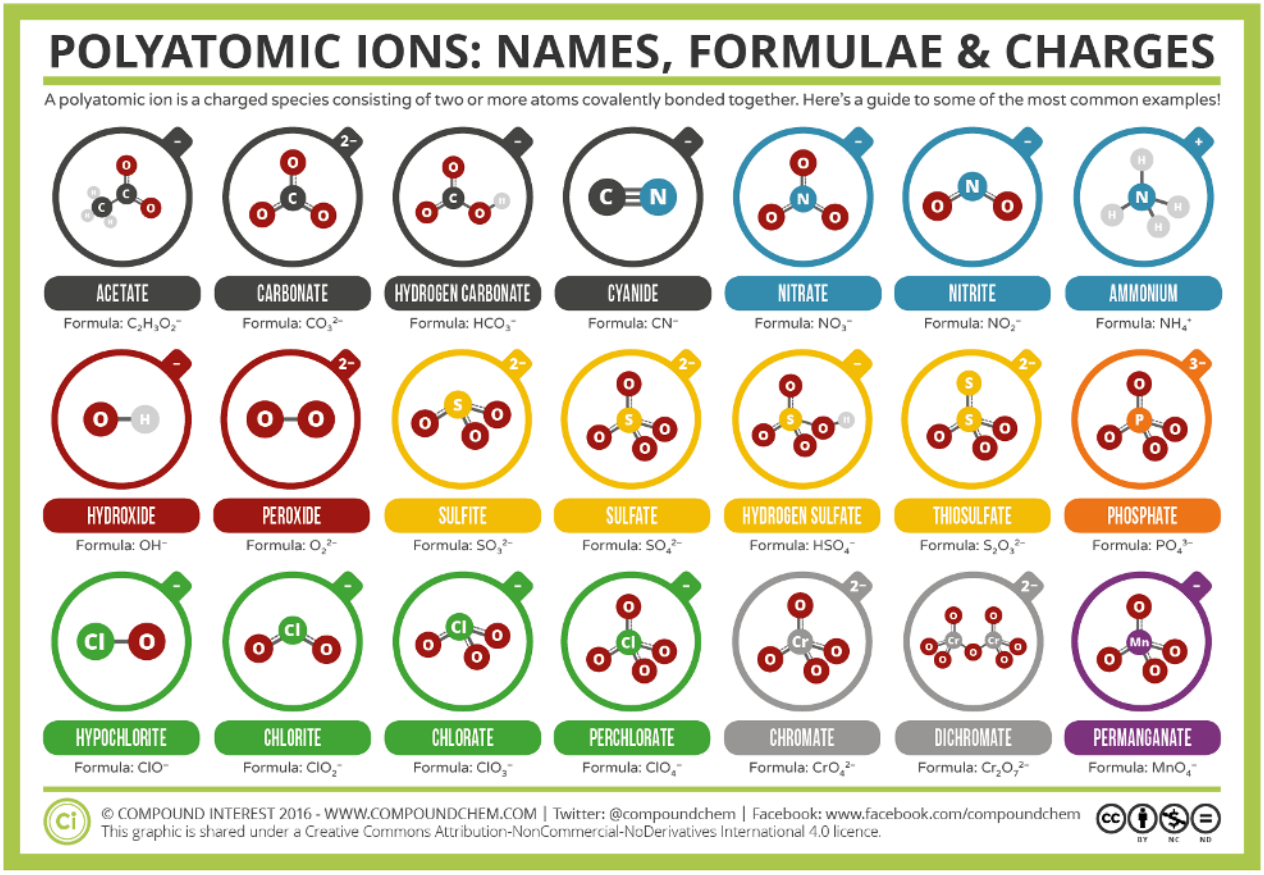
CuS

Answer c:

Cu_2S

Polyatomic Ions

Some ions consist of groups of atoms ***covalently*** bonded together and have an **overall electric charge**. Because these ions contain more than one atom, they are called polyatomic ions. The Lewis structures, names and formulas of some polyatomic ions are found in Table 3.3.1.



Some Polyatomic Ions

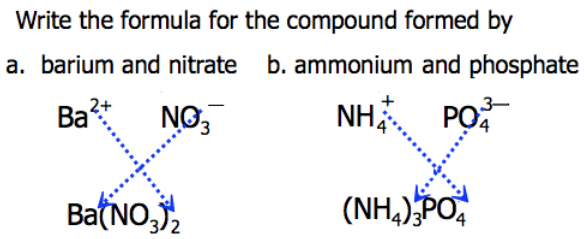
Polyatomic ions have defined formulas, names, and charges that cannot be modified in any way. Table **3.3.2** lists the ion names and ion formulas of the most common polyatomic ions. For example, $\mathbf{NO_3^-}$ is the nitrate ion; it has one nitrogen atom and three oxygen atoms and an overall 1− charge. Figure **3.3.2** lists the most common polyatomic ions.

Table **3.3.2**: Ion Names and Ion Formulas of Common Polyatomic Ions

Ion Name	Ion Formula
ammonium ion	NH_4^{+1}
hydroxide ion	OH^{-1}
cyanide ion	CN^{-1}
carbonate ion	CO_3^{-2}
bicarbonate or hydrogen carbonate	HCO_3^{-}
acetate ion	$C_2H_3O_2^{-1}$ **or** $CH_3CO_2^{-1}$
nitrate ion	NO_3^{-1}
nitrite ion	NO_2^{-1}
sulfate ion	SO_4^{-2}
sulfite ion	SO_3^{-2}
phosphate ion	PO_4^{-3}
phosphite ion	PO_3^{-3}

Note that only one polyatomic ion in this Table, the ammonium ion ($NH_4^{+1)}$, is a cation. This polyatomic ion contains one nitrogen and four hydrogens that collectively bear a +1 charge. The remaining polyatomic ions are all negatively-charged and, therefore, are classified as anions. However, only two of these, the hydroxide ion and the cyanide ion, are named using the "-ide" suffix that is typically indicative of negatively-charged particles. The remaining polyatomic anions, which all contain oxygen, in combination with another non-metal, exist as part of a series in which the number of oxygens within the polyatomic unit can vary. As has been repeatedly emphasized in several sections of this text, no two chemical formulas should share a common chemical name. A single suffix, "-ide," is insufficient for distinguishing the names of the anions in a related polyatomic series. Therefore, "-ate" and "-ite" suffixes are employed, in order to denote that the corresponding polyatomic ions are part of a series. Additionally, these suffixes also indicate the relative number of oxygens that are contained within the polyatomic ions. Note that all of the polyatomic ions whose names end in "-ate" contain one more oxygen than those polyatomic anions whose names end in "-ite." Unfortunately, much like the common system for naming transition metals, these suffixes only indicate the *relative* number of oxygens that are contained within the polyatomic ions. For example, the nitrate ion, which is symbolized as NO_3^{-1}, has one more oxygen than the nitrite ion, which is symbolized as NO_2^{-1}. However, the sulfate ion is symbolized as SO_4^{-2}. While both the nitrate ion and the sulfate ion share an "-ate" suffix, the former contains three oxygens, but the latter contains four. Additionally, both the nitrate ion and the sulfite ion contain three oxygens, but these polyatomic ions do not share a common suffix. Unfortunately, the relative nature of these suffixes mandates that the ion formula/ion name combinations of the polyatomic ions must simply be memorized.

The rule for constructing formulas for ionic compounds containing polyatomic ions is the same as for formulas containing monatomic (single-atom) ions: the positive and negative charges must balance. If more than one of a particular polyatomic ion is needed to balance the charge, the *entire formula* for the polyatomic ion must be enclosed in parentheses, and the numerical subscript is placed *outside* the parentheses. This is to show that the subscript applies to the entire polyatomic ion. Two examples are shown below:



The image asks a two-part question: Write the formula for the compound formed by (a) barium and nitrate, and (b) ammonium and phosphate. For (a), Ba has a charge of 2+ and NO_3 has a charge of -1. By crossing charges, the formula is $Ba(NO_3)_2$. For (b), NH_4 has a charge of +1 and PO_4 has a charge of 3-, so by crossing charges the formula is $(NH_4)_3PO_4$.

Example 3.3.2

Write the chemical formula for an ionic compound composed of each pair of ions.

a. the potassium ion and the sulfate ion
b. the calcium ion and the nitrate ion

Solution

a. Potassium ions have a charge of 1+, while sulfate ions have a charge of 2−. We will need two potassium ions to balance the charge on the sulfate ion, so the proper chemical formula is $\mathbf{K_2SO_4}$.
b. Calcium ions have a charge of 2+, while nitrate ions have a charge of 1−. We will need two nitrate ions to balance the charge on each calcium ion. The formula for nitrate must be enclosed in parentheses. Thus, we write $\mathbf{Ca(NO_3)_2}$ as the formula for this ionic compound.

Exercise 3.3.2

Write the chemical formula for an ionic compound composed of each pair of ions.

a. the magnesium ion and the carbonate ion
b. the aluminum ion and the acetate ion

Answer a:

Mg^{2+} and $CO_3^{2-} = MgCO_3$

Answer b:

Al^{3+} and $C_2H_3O_2^- = Al(C_2H_3O_2)_3$

Recognizing Ionic Compounds

There are two ways to recognize ionic compounds. First, compounds between **metal and nonmetal** elements are usually **ionic**. For example, $CaBr_2$ contains a metallic element (calcium, a group 2A metal) and a nonmetallic element (bromine, a group 7A nonmetal). Therefore, it is most likely an ionic compound. (In fact, it *is* ionic.) In contrast, the compound NO_2 contains two elements that are both nonmetals (nitrogen, from group 5A, and oxygen, from group 6A). It is not an ionic compound; it belongs to the category of covalent compounds discuss elsewhere. Also note that this combination of nitrogen and oxygen has no electric charge specified, so it is *not* the nitrite ion.

Second, if you recognize the formula of a **polyatomic ion** in a compound, the compound is **ionic**. For example, if you see the formula $\mathbf{Ba(NO_3)_2}$, you may recognize the "NO_3" part as the nitrate ion, $\mathbf{NO_3^-}$. (Remember that the convention for writing formulas for ionic compounds is not to include the ionic charge.) This is a clue that the other part of the formula, **Ba**, is actually the $\mathbf{Ba^{2+}}$ ion, with the 2+ charge balancing the overall 2− charge from the two nitrate ions. Thus, this compound is also ionic.

Example 3.3.3

Identify each compound as ionic or not ionic.

a. Na_2O
b. PCl_3
c. NH_4Cl
d. OF_2

Solution

a. Sodium is a metal, and oxygen is a nonmetal; therefore, Na_2O is expected to be ionic.
b. Both phosphorus and chlorine are nonmetals. Therefore, PCl_3 is not ionic.
c. The NH_4 in the formula represents the ammonium ion, NH_4^+, which indicates that this compound is ionic.
d. Both oxygen and fluorine are nonmetals. Therefore, OF_2 is not ionic.

Exercise 3.3.3

Identify each compound as ionic or not ionic.

a. N_2O
b. $FeCl_3$
c. $(NH_4)_3PO_4$
d. $SOCl_2$

Answer a:

not ionic

Answer b:

ionic

Answer c:

ionic

Answer d:

not ionic

Looking Closer: Blood and Seawater

Science has long recognized that blood and seawater have similar compositions. After all, both liquids have ionic compounds dissolved in them. The similarity may be more than mere coincidence; many scientists think that the first forms of life on Earth arose in the oceans. A closer look, however, shows that blood and seawater are quite different. A 0.9% solution of sodium chloride approximates the salt concentration found in blood. In contrast, seawater is principally a 3% sodium chloride solution, over three times the concentration in blood. Here is a comparison of the amounts of ions in blood and seawater:

Table showing a comparison of the amounts of ions in blood and seawater.

Ion	Percent in Seawater	Percent in Blood
Na^+	2.36	0.322
Cl^-	1.94	0.366
Mg^{2+}	0.13	0.002
SO_4^{2-}	0.09	—
K^+	0.04	0.016
Ca^{2+}	0.04	0.0096
HCO_3^-	0.002	0.165
HPO_4^{2-}, $H_2PO_4^-$	—	0.01

Most ions are more abundant in seawater than they are in blood, with some important exceptions. There are far more hydrogen carbonate ions ($\mathbf{HCO_3^-}$) in blood than in seawater. This difference is significant because the hydrogen carbonate ion and some related ions have a crucial role in controlling the acid-base properties of blood. The amount of hydrogen phosphate ions—$\mathbf{HPO_4^{2-}}$ and $\mathbf{H_2PO_4^-}$—in seawater is very low, but they are present in higher amounts in blood, where they also affect acid-base properties. Another notable difference is that blood does not have significant amounts of the sulfate ion ($\mathbf{SO_4^{2-}}$), but this ion is present in seawater.

Key Takeaways

- Proper chemical formulas for ionic compounds balance the total positive charge with the total negative charge.
- Groups of atoms with an overall charge, called polyatomic ions, also exist.

EXERCISES

1. What information is contained in the formula of an ionic compound?

- Why do the chemical formulas for some ionic compounds contain subscripts, while others do not?

3. Write the chemical formula for the ionic compound formed by each pair of ions.

   a. Mg^{2+} and I^-
   b. Na^+ and O^{2-}

4. Write the chemical formula for the ionic compound formed by each pair of ions.

   a. Na^+ and Br^-
   b. Mg^{2+} and Br^-
   c. Mg^{2+} and S^{2-}

5. Write the chemical formula for the ionic compound formed by each pair of ions.

   a. K^+ and Cl^-
   b. Mg^{2+} and Cl^-
   c. Mg^{2+} and Se^{2-}

6. Write the chemical formula for the ionic compound formed by each pair of ions.

   a. Na^+ and N^{3-}
   b. Mg^{2+} and N^{3-}
   c. Al^{3+} and S^{2-}

7. Write the chemical formula for the ionic compound formed by each pair of ions.

   a. Li^+ and N^{3-}
   b. Mg^{2+} and P^{3-}

c. Li^+ and P^{3-}

8. Write the chemical formula for the ionic compound formed by each pair of ions.

a. Fe^{3+} and Br^-
b. Fe^{2+} and Br^-
c. Au^{3+} and S^{2-}
d. Au^+ and S^{2-}

9. Write the chemical formula for the ionic compound formed by each pair of ions.

a. Cr^{3+} and O^{2-}
b. Cr^{2+} and O^{2-}
c. Pb^{2+} and Cl^-
d. Pb^{4+} and Cl^-

10. Write the chemical formula for the ionic compound formed by each pair of ions.

a. Cr^{3+} and NO_3^-
b. Fe^{2+} and PO_4^{3-}
c. Ca^{2+} and CrO_4^{2-}
d. Al^{3+} and OH^-

11. Write the chemical formula for the ionic compound formed by each pair of ions.

a. NH_4^+ and NO_3^-
b. H^+ and $Cr_2O_7^{2-}$
c. Cu^+ and CO_3^{2-}
d. Na^+ and HCO_3^-

12. For each pair of elements, determine the charge for their ions and write the proper formula for the resulting ionic compound between them.

a. Ba and S
b. Cs and I

13. For each pair of elements, determine the charge for their ions and write the proper formula for the resulting ionic compound between them.

a. K and S
b. Sc and Br

14. Which compounds would you predict to be ionic?

a. Li_2O
b. $(NH_4)_2O$
c. CO_2
d. $FeSO_3$
e. C_6H_6
f. C_2H_6O

15. Which compounds would you predict to be ionic?

a. $Ba(OH)_2$
b. CH_2O
c. NH_2CONH_2
d. $(NH_4)_2CrO_4$
e. C_8H_{18}
f. NH_3

Answers

1. the ratio of each kind of ion in the compound

2. Sometimes more than one ion is needed to balance the charge on the other ion in an ionic compound.

3.
    a. MgI_2
    b. Na_2O

4.
    a. NaBr
    b. $MgBr_2$
    c. MgS

5.
    a. KCl
    b. $MgCl_2$
    c. MgSe

6.
    a. Na_3N
    b. Mg_3N_2
    c. Al_2S_3

7.
    a. Li_3N
    b. Mg_3P_2
    c. Li_3P

8.
    a. $FeBr_3$
    b. $FeBr_2$
    c. Au_2S_3
    d. Au_2S

9.
    a. Cr_2O_3
    b. CrO
    c. $PbCl_2$
    d. $PbCl_4$

10.
    a. $Cr(NO_3)_3$
    b. $Fe_3(PO_4)_2$
    c. $CaCrO_4$
    d. $Al(OH)_3$

11.
    a. NH_4NO_3
    b. $H_2Cr_2O_7$
    c. Cu_2CO_3
    d. $NaHCO_3$

12.

a. Ba^{2+}, S^{2-}, BaS
b. Cs^{+}, I^{-}, CsI

13.

a. K^{+}, S^{2-}, K_2S
b. Sc^{3+}, Br^{-}, $ScBr_3$

14.

a. ionic
b. ionic
c. not ionic
d. ionic
e. not ionic
f. not ionic

15.

a. ionic
b. not ionic
c. not ionic
d. ionic
e. not ionic
f. not ionic

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3.4: Ionic Compounds- Formulas and Names

6.9: Binary Ionic Compounds and Their Properties

6.18: Ionic Compounds Containing Polyatomic Ions

Learning Objectives

- Derive names for common types of inorganic compounds using a systematic approach

Nomenclature, a collection of rules for naming things, is important in science and in many other situations. This module describes an approach that is used to name simple ionic and molecular compounds, such as NaCl, $CaCO_3$, and N_2O_4. The simplest of these are binary compounds, those containing only two elements, but we will also consider how to name ionic compounds containing polyatomic ions, and one specific, very important class of compounds known as acids (subsequent chapters in this text will focus on these compounds in great detail). We will limit our attention here to inorganic compounds, compounds that are composed principally of elements other than carbon, and will follow the nomenclature guidelines proposed by IUPAC. The rules for organic compounds, in which carbon is the principle element, will be treated in a later chapter on organic chemistry.

Ionic Compounds

To name an inorganic compound, we need to consider the answers to several questions. First, is the compound ionic or molecular? If the compound is ionic, does the metal form ions of only one type (fixed charge) or more than one type (variable charge)? Are the ions monatomic or polyatomic? If the compound is molecular, does it contain hydrogen? If so, does it also contain oxygen? From the answers we derive, we place the compound in an appropriate category and then name it accordingly.

Compounds Containing Only Monatomic Ions

The name of a binary compound containing monatomic ions consists of the name of the cation (the name of the metal) followed by the name of the anion (the name of the nonmetallic element with its ending replaced by the suffix *–ide*). Some examples are given in Table **3.4.2**.

Table **3.4.1**: Names of Some Ionic Compounds

NaCl, sodium chloride	Na_2O, sodium oxide
KBr, potassium bromide	CdS, cadmium sulfide
CaI_2, calcium iodide	Mg_3N_2, magnesium nitride
CsF, cesium fluoride	Ca_3P_2, calcium phosphide
LiCl, lithium chloride	Al_4C_3, aluminum carbide

Compounds Containing Polyatomic Ions

Compounds containing polyatomic ions are named similarly to those containing only monatomic ions, except there is no need to change to an *–ide* ending, since the suffix is already present in the name of the anion. Examples are shown in Table **3.4.2**.

CL, ammonium chloride, C a S O subscript 4 calcium sulfate, and M g subscript 3 (P O subscript 4) subscript 2 magnesium phosphate." data-quail-id="56" data-mt-width="1071">

Table **3.4.2**: Names of Some Polyatomic Ionic Compounds

$KC_2H_3O_2$, potassium acetate	$(NH_4)Cl$, ammonium chloride
$NaHCO_3$, sodium bicarbonate	$CaSO_4$, calcium sulfate
$Al_2(CO_3)_3$, aluminum carbonate	$Mg_3(PO_4)_2$, magnesium phosphate

Ionic Compounds in Your Cabinets

Every day you encounter and use a large number of ionic compounds. Some of these compounds, where they are found, and what they are used for are listed in Table. Look at the label or ingredients list on the various products that you use during the next few days, and see if you run into any of those in this table, or find other ionic compounds that you could now name or write as a formula.

Everyday Ionic Compounds

Ionic Compound	Use
NaCl, sodium chloride	ordinary table salt
KI, potassium iodide	added to “iodized” salt for thyroid health
NaF, sodium fluoride	ingredient in toothpaste
$NaHCO_3$, sodium bicarbonate	baking soda; used in cooking (and as antacid)
Na_2CO_3, sodium carbonate	washing soda; used in cleaning agents
NaOCl, sodium hypochlorite	active ingredient in household bleach
$CaCO_3$ calcium carbonate	ingredient in antacids
$Mg(OH)_2$, magnesium hydroxide	ingredient in antacids
$Al(OH)_3$, aluminum hydroxide	ingredient in antacids
NaOH, sodium hydroxide	lye; used as drain cleaner
K_3PO_4, potassium phosphate	food additive (many purposes)
$MgSO_4$, magnesium sulfate	added to purified water
Na_2HPO_4, sodium hydrogen phosphate	anti-caking agent; used in powdered products
Na_2SO_3, sodium sulfite	preservative

Compounds Containing a Metal Ion with a Variable Charge

Most of the transition metals can form two or more cations with different charges. Compounds of these metals with nonmetals are named with the same method as compounds in the first category, except the charge of the metal ion is specified by a Roman numeral in parentheses after the name of the metal. The charge of the metal ion is determined from the formula of the compound and the charge of the anion. For example, consider binary ionic compounds of iron and chlorine. Iron typically exhibits a charge of either 2+ or 3+ (see [link]), and the two corresponding compound formulas are $FeCl_2$ and $FeCl_3$. The simplest name, “iron chloride,” will, in this case, be ambiguous, as it does not distinguish between these two compounds. In cases like this, the charge of the metal ion is included as a Roman numeral in parentheses immediately following the metal name. These two compounds are then unambiguously named iron(II) chloride and iron(III) chloride, respectively. Other examples are provided in Table **3.4.3**.

Table **3.4.3**: Names of Some Transition Metal Ionic Compounds

Transition Metal Ionic Compound	Name
$FeCl_3$	iron(III) chloride
Hg_2O	mercury(I) oxide
HgO	mercury(II) oxide
$Cu_3(PO_4)_2$	copper(II) phosphate

Out-of-date nomenclature used the suffixes *–ic* and *–ous* to designate metals with higher and lower charges, respectively: Iron(III) chloride, $FeCl_3$, was previously called ferric chloride, and iron(II) chloride, $FeCl_2$, was known as ferrous chloride. Though this naming convention has been largely abandoned by the scientific community, it remains in use by some segments of industry. For example, you may see the words *stannous fluoride* on a tube of toothpaste. This represents the formula SnF_2, which is more properly named tin(II) fluoride. The other fluoride of tin is SnF_4, which was previously called stannic fluoride but is now named tin(IV) fluoride.

Naming Ionic Compounds

Name the following ionic compounds, which contain a metal that can have more than one ionic charge:

a. Fe_2S_3
b. CuSe
c. GaN
d. $CrCl_3$
e. $Ti_2(SO_4)_3$

Solution

The anions in these compounds have a fixed negative charge (S^{2-}, Se^{2-} , N^{3-}, Cl^-, and $\mathbf{SO_4^{2-}}$), and the compounds must be neutral. Because the total number of positive charges in each compound must equal the total number of negative charges, the positive ions must be Fe^{3+}, Cu^{2+}, Ga^{3+}, Cr^{4+}, and Ti^{3+}. These charges are used in the names of the metal ions:

a. iron(III) sulfide
b. copper(II) selenide
c. gallium(III) nitride
d. chromium(III) chloride
e. titanium(III) sulfate

Exercise 3.4.1

Write the formulas of the following ionic compounds:

1. (a) chromium(III) phosphide
2. (b) mercury(II) sulfide
3. (c) manganese(II) phosphate
4. (d) copper(I) oxide
5. (e) chromium(VI) fluoride

Answer

(a) CrP; (b) HgS; (c) $Mn_3(PO_4)_2$; (d) Cu_2O; (e) CrF_6

Summary

Chemists use nomenclature rules to clearly name compounds. Ionic and molecular compounds are named using somewhat-different methods. Binary ionic compounds typically consist of a metal and a nonmetal. The name of the metal is written first, followed by the name of the nonmetal with its ending changed to *–ide*. For example, K_2O is called potassium oxide. If the metal can form ions with different charges, a Roman numeral in parentheses follows the name of the metal to specify its charge. Thus, $FeCl_2$ is iron(II) chloride and $FeCl_3$ is iron(III) chloride. Some compounds contain polyatomic ions; the names of common polyatomic ions should be memorized. Molecular compounds can form compounds with different ratios of their elements, so prefixes are used to specify the numbers of atoms of each element in a molecule of the compound. Examples include SF_6, sulfur hexafluoride, and N_2O_4, dinitrogen tetroxide. Acids are an important class of compounds containing hydrogen and having special nomenclature rules. Binary acids are named using the prefix *hydro-*, changing the *–ide* suffix to *–ic*, and adding "acid;" HCl is hydrochloric acid. Oxyacids are named by changing the ending of the anion to *–ic*, and adding "acid;" H_2CO_3 is carbonic acid.

Contributors and Attributions

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3.5: Covalent Bonds

Learning Objectives

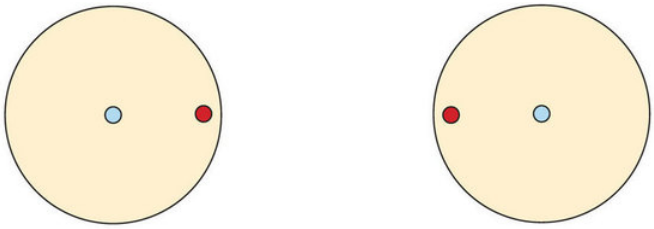
- To describe how a covalent bond forms.
- To apply the octet rule to covalent compounds

You have already seen examples of substances that contain covalent bonds. One substance mentioned previously was water (H_2O). You can tell from its formula that it is not an ionic compound; it is not composed of a metal and a nonmetal. Consequently, its properties are different from those of ionic compounds.

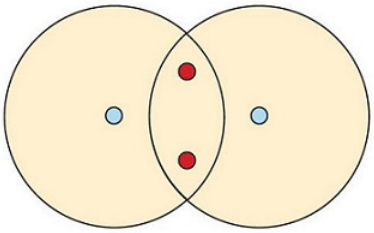
Electron Sharing

Previously, we discussed ionic bonding where electrons can be transferred from one atom to another so that both atoms have an energy-stable outer electron shell. Because most filled electron shells have eight electrons in them, chemists called this tendency the octet rule. However, there is another way an atom can achieve a full valence shell: atoms can *share* electrons.

This concept can be illustrated by using two hydrogen atoms, each of which has a single electron in its valence shell. (For small atoms such as hydrogen atoms, the valence shell will be the first shell, which holds only two electrons.) We can represent the two individual hydrogen atoms as follows:



In contrast, when two hydrogen atoms get close enough together to share their electrons, they can be represented as follows:



By sharing their valence electrons, both hydrogen atoms now have two electrons in their respective valence shells. Because each valence shell is now filled, this arrangement is more stable than when the two atoms are separate. The sharing of electrons between atoms is called a covalent bond, and the two electrons that join atoms in a covalent bond are called a bonding pair of electrons. A discrete group of atoms connected by covalent bonds is called a molecule—the smallest part of a compound that retains the chemical identity of that compound.

Chemists frequently use Lewis diagrams to represent covalent bonding in molecular substances. For example, the Lewis diagrams of two separate hydrogen atoms are as follows:



The Lewis diagram of two hydrogen atoms sharing electrons looks like this:



This depiction of molecules is simplified further by using a dash to represent a covalent bond. The hydrogen molecule is then represented as follows:

H—H

Remember that the dash, also referred to as a single bond, represents a *pair* of electrons.

The bond in a hydrogen molecule, measured as the distance between the two nuclei, is about 7.4×10^{-11} m, or 74 picometers (pm; 1 pm = 1×10^{-12} m). This particular bond length represents a balance between several forces: the attractions between oppositely charged electrons and nuclei, the repulsion between two negatively charged electrons, and the repulsion between two positively charged nuclei. If the nuclei were closer together, they would repel each other more strongly; if the nuclei were farther apart, there would be less attraction between the positive and negative particles.

Fluorine is another element whose atoms bond together in pairs to form *diatomic* (two-atom) molecules. Two separate fluorine atoms have the following electron dot diagrams:

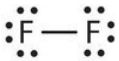


Each fluorine atom contributes one valence electron, making a single bond and giving each atom a complete valence shell, which fulfills the **octet** rule:



Two F's with two dots in between them, and two dots on the top, left/right side, and bottoms of each F.

The circles show that each fluorine atom has eight electrons around it. As with hydrogen, we can represent the fluorine molecule with a dash in place of the bonding electrons:



Two F's with a long dash in between them, and two dots on the top, left/right side, and bottoms of each F.

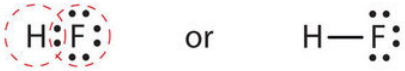
Each fluorine atom has six electrons, or three pairs of electrons, that are not participating in the covalent bond. Rather than being shared, they are considered to belong to a single atom. These are called nonbonding pairs (or lone pairs) of electrons.

Covalent Bonds between Different Atoms

Now that we have looked at electron sharing between atoms of the same element, let us look at covalent bond formation between atoms of different elements. Consider a molecule composed of one hydrogen atom and one fluorine atom:



Each atom needs one additional electron to complete its valence shell. By each contributing one electron, they make the following molecule:



An H and F connected by two dots, and the F has 2 dots on the top, right, and bottom. It also shows the same combination but with a long dash in between the H and F rather than two dots.

In this molecule, the hydrogen atom does not have nonbonding electrons, while the fluorine atom has six nonbonding electrons (three lone electron pairs). The circles show how the valence electron shells are filled for both atoms.

Example 3.5.1

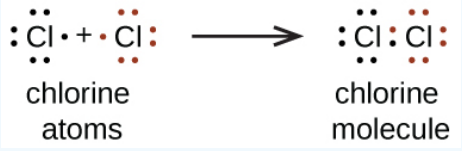
Use Lewis diagrams to indicate the formation of the following:

a. Cl_2
b. HBr

Solution

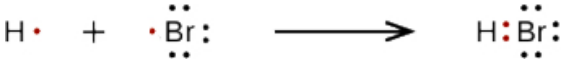
a. When two chlorine atoms form a chlorine molecule, they share one pair of electrons. In Cl_2 molecule, each chlorine atom is surrounded by an **octet** number of electrons.

The Lewis diagram for a Cl_2 molecule is similar to the one for F_2 (shown above).



Cl with 7 dots surrounding it plus Cl with 7 dots surrounding it means they are chlorine atoms. To turn into a chlorine molecule, have two dots in between each Cl and 6 dots surrounding each Cl on the sides that aren't connected.

b. When a hydrogen atom and a bromine atom form HBr, they share one pair of electrons. In the HBr molecule, H achieves a full valence of two electrons (**duet**) while Br achieves an **octet**. The Lewis diagram for HBr is similar to that for HF shown above.



H with one dot plus Br with 7 dots turns into H connected to Br by two dots, with 6 other dots surrounding Br.

Exercise 3.5.1

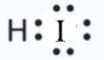
Draw the Lewis diagram for each compound.

a. a molecule composed of one chlorine atom and one fluorine atom
b. a molecule composed of one hydrogen atom and one iodine atom

Answer a:

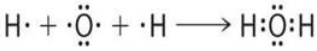


Answer b:



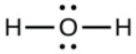
Covalent Bonds in Larger Molecules

The formation of a water molecule from two hydrogen atoms and an oxygen atom can be illustrated using Lewis dot symbols (shown below).



H with one dot + O with 6 dots + H with one dot turns into H connected to O with two dots connected to H with two dots. O also has two dots on top and top dots on bottom.

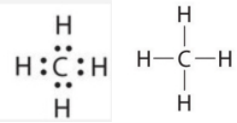
The structure on the right is the *Lewis electron structure*, or *Lewis structure*, for H_2O. With two bonding pairs and two lone pairs, the oxygen atom has now completed its **octet**. Moreover, by sharing a bonding pair with oxygen, each hydrogen atom now has a full valence shell of two electrons. Chemists usually indicate a bonding pair by a single line, as shown (below).



Water

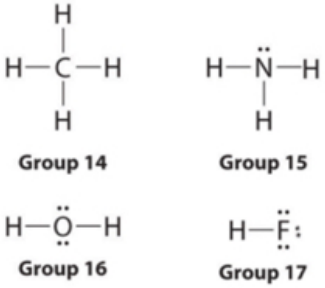
Other large molecules are constructed in a similar fashion, with some atoms participating in more than one covalent bond. For example, methane (CH_4), the central carbon atom bonded to four hydrogen atoms, can be represented using either of the Lewis

structures below. Again, sharing electrons between C and H atoms results in C achieving and octet while H achieving a duet number of electrons.



How Many Covalent Bonds Are Formed?

The number of bonds that an atom can form can often be predicted from the number of electrons needed to reach an octet (eight valence electrons). In the Lewis structure, the number of bonds formed by an element in a neutral compound is the same as the number of unpaired electrons it must share with other atoms to complete its octet of electrons. For example, each atom of a **group 4A** (14) element has four electrons in its outermost shell and therefore requires four more electrons to reach an octet. These four electrons can be gained by forming **four covalent bonds**, as illustrated here for carbon in CH_4 (methane). **Group 5A** (15) elements such as nitrogen have five valence electrons in the atomic Lewis symbol: one lone pair and three unpaired electrons. To obtain an octet, these atoms form **three covalent bonds**, as in NH_3 (ammonia). Oxygen and other atoms in **group 6A** (16) obtain an octet by forming **two covalent bonds**. Fluorine and the other halogens in **group 7A** (17) have seven valence electrons and can obtain an octet by forming **one covalent bond**.



Typically, the atoms of group 4A form 4 covalent bonds; group 5A form 3 bonds; group 6A form 2 bonds; and group 7A form one bond. The number of electrons required to obtain an octet determines the number of covalent bonds an atom can form. This is summarized in the table below. In each case, the sum of the number of bonds and the number of lone pairs is 4, which is equivalent to eight (octet) electrons.

This table shows atoms and their group numbers, and how many bonds and lone pairs each has.

Atom (Group number)	Number of Bonds	Number of Lone Pairs
Carbon (Group 14 or 4A)	4	0
Nitrogen (Group 15 or 5A)	3	1
Oxygen (Group 16 or 6A)	2	2
Fluorine (Group 17 or 7A)	1	3

Because hydrogen only needs two electrons to fill its valence shell, it follows the duet rule. It is an **exception to the octet rule.** Hydrogen only needs to form one bond. This is the reason why H is always a terminal atom and never a central atom. Figure **3.5.1** shows the number of covalent bonds various atoms typically form.

The transition elements and inner transition elements also do not follow the octet rule since they have d and f electrons involved in their valence shells.

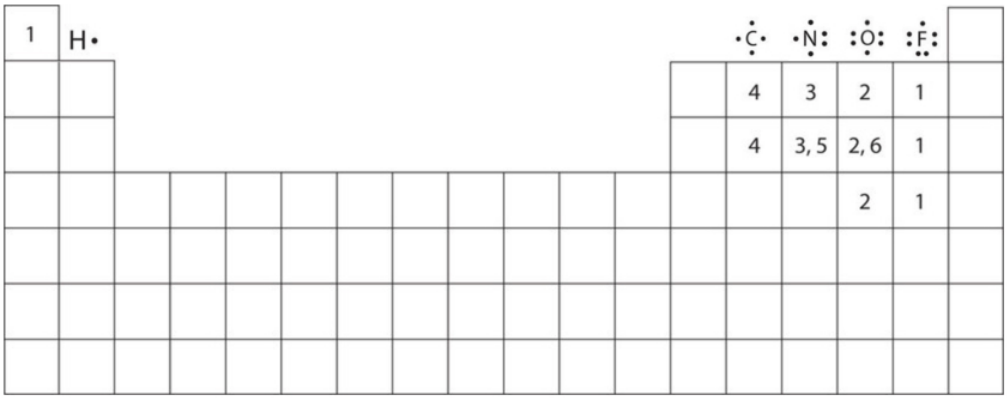
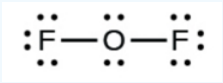


Figure **3.5.1**: How Many Covalent Bonds Are Formed? In molecules, there is a pattern to the number of covalent bonds that different atoms can form. Each block with a number indicates the number of covalent bonds formed by that atom in neutral compounds.

Example 3.5.2

Examine the Lewis structure of OF_2 below. Count the number of bonds formed by each element. Based on the element's location in the periodic table, does it correspond to the expected number of bonds shown in Table 4.1? Does the Lewis structure below follow the octet rule?



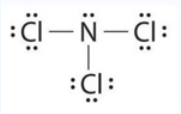
F surrounded by 6 dots, connected to O with a long dash. O surrounded by 4 dots and connects to another F with a long dash. F surrounded by 6 dots.

Solution

Yes. F (group 7A) forms one bond and O (group 6A) forms 2 bonds. Each atom is surrounded by 8 electrons. This structure satisfies the octet rule.

3.5.2 Exercise

Examine the Lewis structure of NCl_3 below. Count the number of bonds formed by each element. Based on the element's location in the periodic table, does it correspond to the expected number of bonds shown in Table 4.1? Does the Lewis structure below follow the octet rule?



Answer

Both Cl and N form the expected number of bonds. Cl (group 7A) has one bond and 3 lone pairs. The central atom N (group 5A) has 3 bonds and one lone pair. Yes, the Lewis structure of NCl_3 follows the octet rule.

Key Takeaways

- A covalent bond is formed between two atoms by sharing electrons.
- The number of bonds an element forms in a covalent compound is determined by the number of electrons it needs to reach octet.
- Hydrogen is an exception to the octet rule. H forms only one bond because it needs only two electrons.

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3.6: Covalent Compounds - Formulas and Names

Learning Objectives

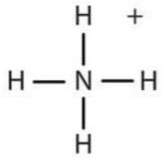
- Identify covalent and ionic compounds.
- Determine the chemical formula of a simple covalent compound from its name.
- Determine the name of a simple covalent compound from its chemical formula.

COVALENT AND IONIC COMPOUNDS

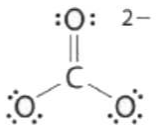
What elements make covalent bonds? Covalent bonds form when two or more nonmetals combine. For example, both hydrogen and oxygen are nonmetals, and when they combine to make water, they do so by forming covalent bonds. Compounds that are composed of only non-metals or semi-metals with non-metals will display covalent bonding and will be classified as molecular compounds.

As a general rule of thumb, compounds that involve a metal binding with either a non-metal or a semi-metal will display ionic bonding. Thus, the compound formed from sodium and chlorine will be ionic (a metal and a non-metal). Nitrogen monoxide (NO) will be a covalently bound molecule (two non-metals), silicon dioxide (SiO_2) will be a covalently bound molecule (a semi-metal and a non-metal) and $MgCl_2$ will be ionic (a metal and a non-metal).

A polyatomic ion is an ion composed of two or more atoms that have a charge as a group (poly = many). The ammonium ion (see figure below) consists of one nitrogen atom and four hydrogen atoms. Together, they comprise a single ion with a 1+ charge and a formula of NH_4^+. The carbonate ion (see figure below) consists of one carbon atom and three oxygen atoms and carries an overall charge of 2−. The formula of the carbonate ion is CO_3^{2-}.



ammonium ion



carbonate ion

The atoms of a polyatomic ion are tightly bonded together and so the entire ion behaves as a single unit. Several examples are found in Table 3.3.1. Nonmetal atoms in polyatomic ions are joined by covalent bonds, but the ion as a whole participates in ionic bonding. For example, ammonium chloride (NH_4Cl) has ionic bonding between a polyatomic ion, $\mathbf{NH_4^+}$, and $\mathbf{Cl^-}$ ions, but within the ammonium ion (NH_4^+), the nitrogen and hydrogen atoms are connected by covalent bonds (shown above).

Both ionic and covalent bonding are also found in calcium carbonate. Calcium carbonate ($CaCO_3$) has ionic bonding between calcium ion $\mathbf{Ca^{2+}}$ and a polyatomic ion, $\mathbf{CO_3^{2-}}$, but within the carbonate ion (CO_3^{2-}), the carbon and oxygen atoms are connected by covalent bonds (shown above).

Characteristics of Covalent (Molecular) Compounds

Compounds that contain covalent bonds (also called molecular compounds) exhibit different physical properties than ionic compounds. Because the attraction between molecules, which are electrically neutral, is weaker than that between electrically charged ions, covalent compounds generally have much lower melting and boiling points than ionic compounds (discussed in Section 3.6). For example, water (molecular compound) boils at 100 °C while sodium chloride (ionic compound) boils at 1413 °C. In fact, many covalent compounds are liquids or gases at room temperature, and, in their solid states, they are typically much softer than ionic solids. Furthermore, whereas ionic compounds are good conductors of electricity when dissolved in water, most covalent compounds, being electrically neutral, are poor conductors of electricity in any state. The attraction between molecules (called intermolecular forces) will be discussed in more detail in Section 8.1

Example 3.6.1

Is each compound formed from ionic bonds, covalent bonds, or both?

a. Na_2O
b. Na_3PO_4
c. N_2O_4

Answer a

The elements in Na_2O are a metal and a nonmetal, which form ionic bonds.

Answer b

Because sodium is a metal and we recognize the formula for the phosphate ion, we know that this compound is ionic. However, within the polyatomic phosphate ion, the atoms are held together by covalent bonds, so this compound contains both ionic and covalent bonds.

Answer c

The elements in N_2O_4| are both nonmetals, rather than a metal and a nonmetal. Therefore, the atoms form covalent bonds.

Exercise 3.6.1

Is each compound are formed from ionic bonds, covalent bonds, or both?

a. $Ba(OH)_2$
b. F_2
c. PCl_3

Answer a:

both

Answer b:

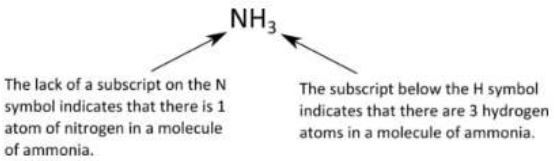
covalent

Answer c:

covalent

MOLECULAR FORMULAS

The chemical formulas for covalent compounds are referred to as **molecular formulas** because these compounds exist as separate, discrete molecules. Typically, a molecular formula begins with the nonmetal that is closest to the lower left corner of the periodic table, except that hydrogen is almost never written first (H_2O is the prominent exception). Then the other nonmetal symbols are listed. Numerical subscripts are used if there is more than one of a particular atom. For example, we have already seen CH_4, the molecular formula for methane. Below is the molecular formula of ammonia, NH_3.



NH_3. An arrow points to the N and says, "The lack of a subscript on the N symbol indicates that there is 1 atom of nitrogen in a molecule of ammonia". An arrow points to H and says, "The subscript below the H symbol indicates that there are 3 hydrogen atoms in a molecule of ammonia".

NAMING COVALENT COMPOUNDS

Naming *binary* (two-element) covalent compounds is similar to naming simple ionic compounds. The first element in the formula is simply listed using the name of the element. The second element is named by taking the stem of the element name and adding

the suffix *-ide*. A system of numerical prefixes is used to specify the number of atoms in a molecule. Table **3.6.1** lists these numerical prefixes. Normally, no prefix is added to the first element's name if there is only one atom of the first element in a molecule. If the second element is oxygen, the trailing vowel is usually omitted from the end of a polysyllabic prefix but not a monosyllabic one (that is, we would say "monoxide" rather than "monooxide" and "trioxide" rather than "troxide").

Table **3.6.1**: Numerical Prefixes for Naming Binary Covalent Compounds

Number of Atoms in Compound	Prefix on the Name of the Element
1	mono-*
2	di-
3	tri-
4	tetra-
5	penta-
6	hexa-
7	hepta-
8	octa-
9	nona-
10	deca-

*This prefix is not used for the first element's name.

Let us practice by naming the compound whose molecular formula is CCl_4. The name begins with the name of the first element—carbon. The second element, chlor*ine*, becomes chlor*ide*, and we attach the correct numerical prefix ("tetra-") to indicate that the molecule contains four chlorine atoms. Putting these pieces together gives the name *carbon tetrachloride* for this compound.

✔ Example 3.6.2

Write the molecular formula for each compound.

a. chlorine trifluoride
b. phosphorus pentachloride
c. sulfur dioxide
d. dinitrogen pentoxide

Solution

If there is no numerical prefix on the first element's name, we can assume that there is only one atom of that element in a molecule.

a. ClF_3
b. PCl_5
c. SO_2
d. N_2O_5 (The *di-* prefix on nitrogen indicates that two nitrogen atoms are present.)

? Exercise 3.6.2

Write the molecular formula for each compound.

a. nitrogen dioxide
b. dioxygen difluoride
c. sulfur hexafluoride

d. selenium monoxide

Answer a:

a. NO_2

Answer b:

O_2F_2

Answer c:

SF_6

Answer d:

SeO

Because it is so unreactive, sulfur hexafluoride is used as a spark suppressant in electrical devices such as transformers.

Example 3.6.3

Write the name for each compound.

a. BrF_5
b. S_2F_2
c. CO

Solution

a. bromine pentafluoride
b. disulfur difluoride
c. carbon monoxide

Exercise 3.6.3

Write the name for each compound.

a. CF_4
b. $SeCl_2$
c. SO_3

Answer a:

carbon tetrafluoride

Answer b:

selenium dichloride

Answer c:

sulfur trioxide

For some simple covalent compounds, we use common names rather than systematic names. We have already encountered these compounds, but we list them here explicitly:

- H_2O: water
- NH_3: ammonia
- CH_4: methane

Methane is the simplest organic compound. Organic compounds are compounds with carbon atoms and are named by a separate nomenclature system that we will introduce in in a separate section.

Key Takeaways

- The chemical formula of a simple covalent compound can be determined from its name.
- The name of a simple covalent compound can be determined from its chemical formula.

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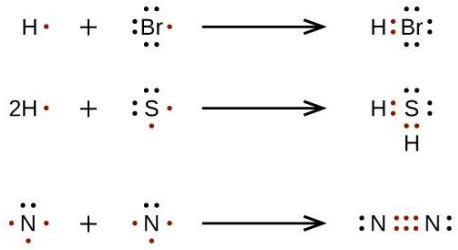
3.7: Multiple Covalent Bonds

Learning Objectives

- To draw Lewis structures.
- To recognize molecules that are likely to have multiple covalent bonds.

DRAWING LEWIS STRUCTURES

For very simple molecules and molecular ions, we can write the Lewis structures by merely pairing up the unpaired electrons on the constituent atoms. See these examples:



For more complicated molecules and molecular ions, it is helpful to follow the step-by-step procedure outlined here:

1. Determine the total number of valence (outer shell) electrons among all the atoms. For cations, subtract one electron for each positive charge. For anions, add one electron for each negative charge.
2. Draw a skeleton structure of the molecule or ion, arranging the atoms around a central atom. (Generally, the least electronegative element should be placed in the center.) Connect each atom to the central atom with a single bond (one electron pair).
3. Distribute the remaining electrons as lone pairs on the terminal atoms (except hydrogen), completing an octet around each atom.
4. Place all remaining electrons on the central atom.
5. Rearrange the electrons of the outer atoms to make multiple bonds with the central atom in order to obtain octets wherever possible.

Let us determine the Lewis structures of OF_2 and HCN as examples in following this procedure:

1. Determine the total number of valence (outer shell) electrons in the molecule or ion. For a molecule, we add the number of valence electrons (use the main group number) on each atom in the molecule. This is the total number of electrons that must be used in the Lewis structure.

$$O + 2\,(F) = OF_2$$

$$6e^- + (2 \times 7e^-) = 20e^-$$

$$H + C + N = HCN$$

$$1e^- + 4e^- + 5e^- = 10e^-$$

2. Draw a skeleton structure of the molecule or ion, arranging the atoms around a central atom and connecting each atom to the central atom with a single (one electron pair) bond. Note that H and F can only form one bond, and are always on the periphery rather than the central atom.

F—O—F H—C—N

3. Distribute the remaining electrons as lone pairs on the terminal atoms (except hydrogen) to complete their valence shells with an octet of electrons.

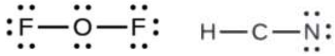
- In OF_2, six electrons are placed on each F.

- In HCN, six electrons placed on N



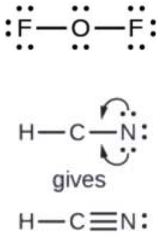
4. Place all remaining electrons on the central atom.

- In OF_2, 4 electrons are placed on O.
- In HCN: no electrons remain (the total valence of $10e^-$ is reached) so nothing changes.



5. Rearrange the electrons of the outer atoms to make multiple bonds with the central atom in order to obtain octets wherever possible.

- In OF_2, each atom has an octet as drawn, so nothing changes.
- In HCN, form two more C–N bonds

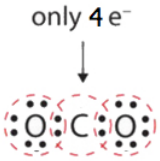


H dash C dash N with 6 dots around the N. 4 of the dots are pointing to the dash connecting the C and the N. This turns the formula into H dash C and three lines connecting the C and N together, with two dots on the outside of the N.

Finally, check to see if the total number of valence electrons are present in the Lewis structure. And then, inspect if the H atom has 2 electrons surrounding it and if each of the main group atoms is surrounded by 8 electrons.

MULTIPLE BONDS

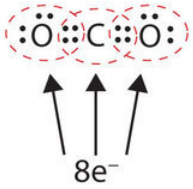
In many molecules, the octet rule would not be satisfied if each pair of bonded atoms shares only two electrons. Review HCN in Step 5 above. Another example is carbon dioxide (CO_2). CO_2 has a total valence of $4e^- + (2 \times 6e^-) = 16e^-$. Following steps 1 to 4, we draw the following:



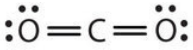
This does not give the carbon atom a complete octet; only four electrons are in its valence shell. This arrangement of shared electrons is far from satisfactory.



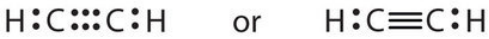
In this case, more than one pair of electrons must be shared between two atoms for both atoms to have an octet. A second electron pair from each oxygen atom must be shared with the central carbon atom shown by the arrows above. A lone pair from each O must be converted into a bonding pair of electrons.



In this arrangement, the carbon atom shares four electrons (two pairs) with the oxygen atom on the left and four electrons with the oxygen atom on the right. There are now eight electrons around each atom. Two pairs of electrons shared between two atoms make a double bond between the atoms, which is represented by a double dash:



Some molecules contain triple bonds (like HCN, shown above). Triple bonds are covalent bonds in which *three* pairs of electrons are shared by two atoms. Another compound that has a triple bond is acetylene (C_2H_2), whose Lewis diagram is as follows:



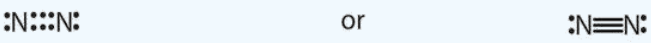
Example 3.7.1

Draw the Lewis diagram for each molecule.

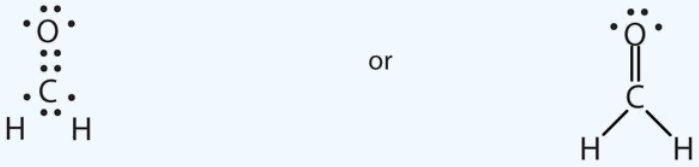
1. $\mathbf{N_2}$
2. $\mathbf{CH_2O}$ (The carbon atom is the central atom.) One application of CH_2O, also called formaldehyde, is the preservation of biological specimens. Aqueous solutions of CH_2O are called formalin and have a sharp, characteristic (pungent) odor.

Solution

1. The total number of electrons is 2 x 5 = 10 electrons. The bond between the two nitrogen atoms is a triple bond. The Lewis diagram for $N_2$is as follows:



2. The total number of electrons is 4 x 2(1) + 6 = 12 electrons. In CH_2O, the central atom is surrounded by two different types of atoms. The Lewis diagram that fills each atom's valence electron shell is as follows:

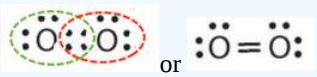


Exercise 3.7.1

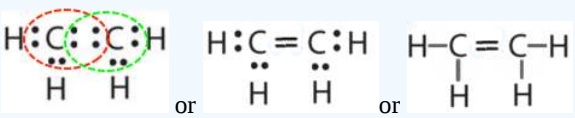
Draw the Lewis diagram for each molecule.

a. $\mathbf{O_2}$
b. $\mathbf{C_2H_4}$

Answer a:

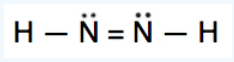


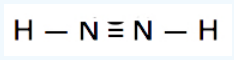
Answer b:

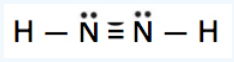


Example 3.7.2

Which is the correct Lewis structure for N_2H_2?

A. 

B. 

C. 

Solution

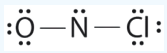
Lewis structure A is the correct answer. It has a total of (2 x $5e^-$) + (2 x $1e^-$) = $12e^-$. Each of the N atoms satisfy the octet requirement and the H atoms follow the duet rule.

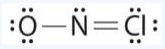
Structure B is electron deficient. It has only $10e^-$ instead of 12.

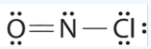
Structure C has 14 (2 extra) electrons. The N atoms do not satisfy the octet.

3.7.2 Exercise

Which is the correct Lewis structure for NOCl?

A. 

B. 

C. 

Answer

Structure A violates the octet rule; N is surrounded by only $6e^-$.

Structure B violates the octet rule; Cl has $10e^-$ around it. Furthermore, there are a total of $20e^-$ instead of $18e^-$.

Structure C is the correct structure. It has a total of $6e^-$ + $5e^-$ + $7e^-$ = $18e^-$. Each atom is surrounded by 8 electrons (octet rule).

Key Takeaways

- A Lewis structure shows the bonding and nonbonding electrons around individual atoms in a molecule.
- Some molecules must have multiple covalent bonds between atoms to satisfy the octet rule.
- A double bond contains four electrons and a triple bond contains six electrons.

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3.8: Characteristics of Covalent Bonds

Learning Objectives

- Recognize bond characteristics of covalent compounds: bond length and bond polarity.
- Use electronegativity values to predict bond polarity.

Bond Length

We previously stated that the covalent bond in the hydrogen molecule (H_2) has a certain length (about 7.4×10^{-11} m). Other covalent bonds also have known bond lengths, which are dependent on both the identities of the atoms in the bond and whether the bonds are single, double, or triple bonds. Table **3.8.1** lists the approximate bond lengths for some single covalent bonds. The exact bond length may vary depending on the identity of the molecule but will be close to the value given in the table.

Table **3.8.1**: Approximate Bond Lengths of Some Single Bonds

Bond	Length ($\times 10^{-12}\ m$)
H–H	74
H–C	110
H–N	100
H–O	97
H–I	161
C–C	154
C–N	147
C–O	143
N–N	145
O–O	145

Table **3.8.2** compares the lengths of single covalent bonds with those of double and triple bonds between the same atoms. Without exception, as the number of covalent bonds between two atoms increases, the bond length decreases. With more electrons between the two nuclei, the nuclei can get closer together before the internuclear repulsion is strong enough to balance the attraction.

Table **3.8.2**: Comparison of Bond Lengths for Single and Multiple Bonds

Bond	Length ($\times 10^{-12}\,m$)
C–C	154
C=C	134
C≡C	120
C–N	147
C=N	128
C≡N	116
C–O	143
C=O	120
C≡O	113
N–N	145
N=N	123
N≡N	110
O–O	145
O=O	121

Electronegativity and Bond Polarity

Although we defined covalent bonding as electron sharing, the electrons in a covalent bond are not always shared equally by the two bonded atoms. Unless the bond connects two atoms of the same element, as in H_2, there will always be one atom that attracts the electrons in the bond more strongly than the other atom does, as in HCl, shown in Figure **3.8.1**. A covalent bond that has an equal sharing of electrons (Figure **3.8.1***a*) is called a **nonpolar covalent bond**. A covalent bond that has an unequal sharing of electrons, as in Figure **3.8.1***b*, is called a **polar covalent bond**.

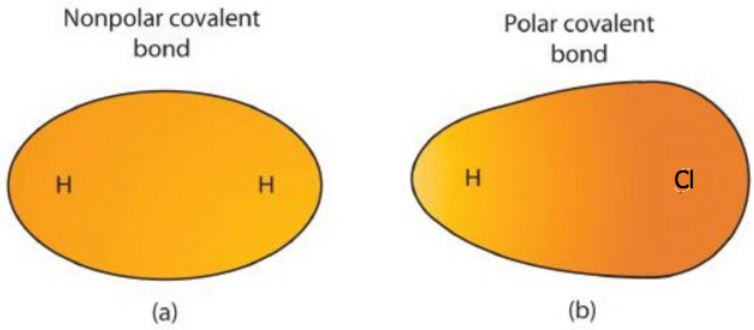


Figure **3.8.1** Polar versus Nonpolar Covalent Bonds. (a) The electrons in the covalent bond are equally shared by both hydrogen atoms. This is a nonpolar covalent bond. (b) The chlorine atom attracts the electrons in the bond more than the hydrogen atom does, leading to an imbalance in the electron distribution. This is a polar covalent bond.

The distribution of electron density in a polar bond is uneven. It is greater around the atom that attracts the electrons more than the other. For example, the electrons in the H–Cl bond of a hydrogen chloride molecule spend more time near the chlorine atom than near the hydrogen atom. Note that the shaded area around Cl in Figure **3.8.1***b* is much larger than it is around H.

This imbalance in electron density results in a buildup of partial negative charge (designated as δ−) on one side of the bond (Cl) and a partial positive charge (designated δ+) on the other side of the bond (H). This is seen in Figure **3.8.2***a*. The separation of charge in a polar covalent bond results in an electric dipole (two poles), represented by the arrow in Figure **3.8.2***b*. The direction of the arrow is pointed toward the δ− end while the + tail of the arrow indicates the δ+ end of the bond.

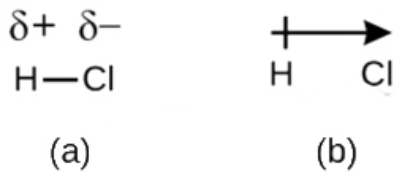


Figure **3.8.2**: (a) Unequal sharing of the bonding pair of electrons between H and Cl leads to partial positive charge on the H atom and partial negative charge on the Cl. Symbols δ+ and δ– indicate the polarity of the H–Cl bond. (b) The dipole is represented by an arrow with a cross at the tail. The cross is near the δ+ end and the arrowhead coincides with the δ–.

Any covalent bond between atoms of different elements is a polar bond, but the degree of polarity varies widely. Some bonds between different elements are only minimally polar, while others are strongly polar. Ionic bonds can be considered the ultimate in polarity, with electrons being transferred rather than shared. To judge the relative polarity of a covalent bond, chemists use **electronegativity**, which is a relative measure of how strongly an atom attracts electrons when it forms a covalent bond. There are various numerical scales for rating electronegativity. Figure **3.8.3** shows one of the most popular—the Pauling scale.

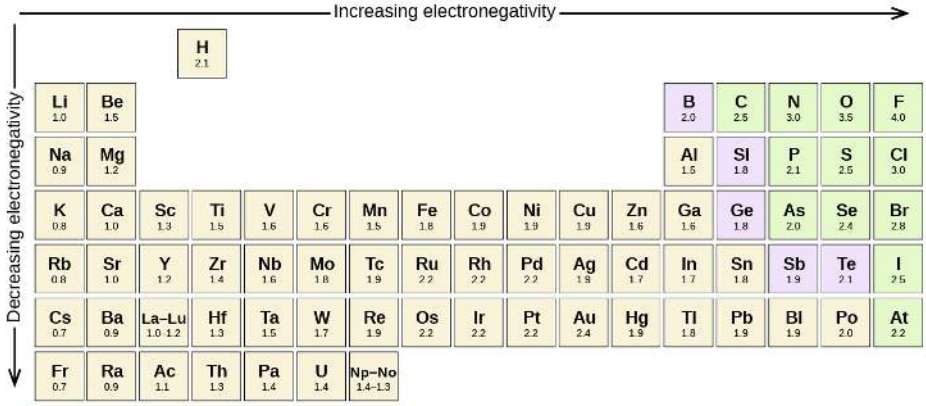
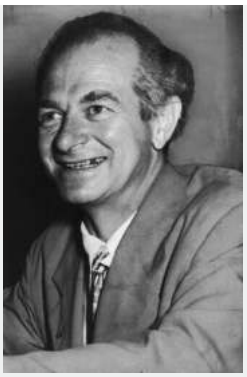


Figure **3.8.3** The electronegativity values derived by Pauling follow predictable periodic trends with the higher electronegativities toward the upper right of the periodic table. Fluorine has the highest value (4.0).

Looking Closer: Linus Pauling

Arguably the most influential chemist of the 20th century, Linus Pauling (1901–94) is the only person to have won two individual (that is, unshared) Nobel Prizes. In the 1930s, Pauling used new mathematical theories to enunciate some fundamental principles of the chemical bond. His 1939 book *The Nature of the Chemical Bond* is one of the most significant books ever published in chemistry.

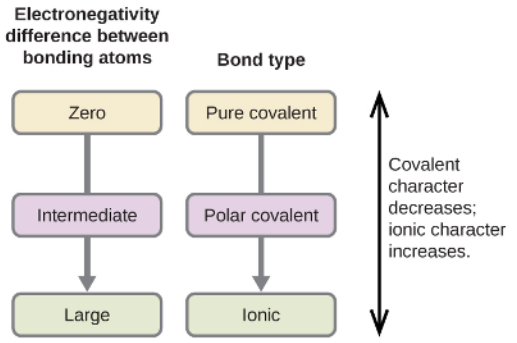
By 1935, Pauling's interest turned to biological molecules, and he was awarded the 1954 Nobel Prize in Chemistry for his work on protein structure. (He was very close to discovering the double helix structure of DNA when James Watson and James Crick announced their own discovery of its structure in 1953.) He was later awarded the 1962 Nobel Peace Prize for his efforts to ban the testing of nuclear weapons.



Linus Pauling was one of the most influential chemists of the 20th century.

In his later years, Pauling became convinced that large doses of vitamin C would prevent disease, including the common cold. Most clinical research failed to show a connection, but Pauling continued to take large doses daily. He died in 1994, having spent a lifetime establishing a scientific legacy that few will ever equal.

The polarity of a covalent bond can be judged by determining the difference in the electronegativities of the two atoms making the bond. The greater the difference in electronegativities, the greater the imbalance of electron sharing in the bond. Although there are no hard and fast rules, the general rule is if the difference in electronegativities is **less than about 0.4,** the bond is considered **nonpolar;** if the difference is **greater than 0.4,** the bond is considered **polar.** If the difference in electronegativities is large enough **(**generally **greater than about 1.8),** the resulting compound is considered **ionic** rather than covalent**.** An electronegativity difference of **zero,** of course, indicates a **nonpolar covalent bond.**



Bond Type	Electronegativity Difference
pure covalent	< 0.4
polar covalent	between 0.4 and 1.8
ionic	> 1.8

Figure **3.8.4**: As the electronegativity difference increases between two atoms, the bond becomes more ionic.

Example 3.8.1

Describe the electronegativity difference between each pair of atoms and the resulting polarity (or bond type).

a. C and H
b. H and H
c. Na and Cl
d. O and H

Solution

a. Carbon has an electronegativity of 2.5, while the value for hydrogen is 2.1. The difference is 0.4, which is rather small. The C–H bond is therefore considered nonpolar.
b. Both hydrogen atoms have the same electronegativity value—2.1. The difference is zero, so the bond is nonpolar.
c. Sodium's electronegativity is 0.9, while chlorine's is 3.0. The difference is 2.1, which is rather high, and so sodium and chlorine form an ionic compound.
d. With 2.1 for hydrogen and 3.5 for oxygen, the electronegativity difference is 1.4. We would expect a very polar bond. The sharing of electrons between O and H is unequal with the electrons more strongly drawn towards O.

? Exercise 3.8.1

Describe the electronegativity (EN) difference between each pair of atoms and the resulting polarity (or bond type).

a. C and O
b. K and Br
c. N and N
d. Cs and F

Answer a:

The EN difference is 1.0 , hence polar. The sharing of electrons between C and O is unequal with the electrons more strongly drawn towards O.

Answer b:

The EN difference is greater than 1.8, hence ionic.

Answer c:

Identical atoms have zero EN difference, hence nonpolar.

Answer d:

The EN difference is greater than 1.8, hence ionic.

Bond Polarity and Molecular Polarity

If there is only one bond in the molecule, the bond polarity determines the molecular polarity. Any diatomic molecule in which the two atoms are the same element must be a **nonpolar** molecule. A diatomic molecule that consists of a polar covalent bond, such as HF, is a **polar molecule**. A **polar molecule** *is a molecule in which one end of the molecule is slightly positive, while the other end is slightly negative*. 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. Hence, a *molecule with two poles is called a* **dipole**. A simplified way to depict polar molecules like HF is pictured below (see figure below).

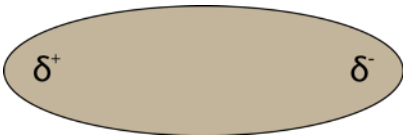


Figure 3.8.5: A molecular dipole results from the unequal distribution of electron density throughout a molecule.

When placed between oppositely charged plates, polar molecules orient themselves so that their positive ends are closer to the negative plate and their negative ends are closer to the positive plate (see Figure 4.4.6 below).

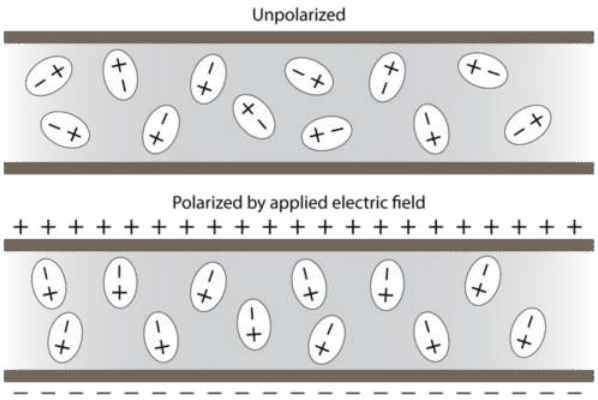


Figure 3.8.6: Polar molecules are randomly oriented in the absence of an applied electric field (top). In an electric field, the molecules orient themselves to maximize the attraction between opposite charges (bottom).

Experimental techniques involving electric fields can be used to determine if a certain substance is composed of polar molecules and to measure the degree of polarity.

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. (Figure **3.8.7**) is 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 directly opposite each other, they cancel each other out, and the overall molecular polarity of CO_2 is zero. CO_2 is a **nonpolar** molecule. In H_2O, the orientation of the two O–H bonds is **bent**: one end of the molecule has a partial positive charge, and the other end has a partial negative charge. In short, the molecule itself is **polar**. The polarity of water has an enormous impact on its physical and chemical properties. For example, the boiling point of water (100°C) is high for such a small molecule due to the fact that polar molecules attract each other strongly. On the other hand, the nonpolar carbon dioxide becomes a gas at −77°C, almost 200° lower than the temperature at which water boils. More details will be presented in the next section.



Figure **3.8.7** Physical Properties and Polarity. The physical properties of water and carbon dioxide are affected by their polarities.

Key Takeaways

- Covalent bonds between different atoms have different bond lengths.
- Covalent bonds can be polar or nonpolar, depending on the electronegativity difference between the atoms involved.

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3.9: Characteristics of Molecules

Learning Objectives

- Determine the molecular mass of a molecule.
- Predict the general shape of a simple covalent molecule.
- Predict the polarity of the molecule.
- Compare the properties of ionic and molecular compounds.

Unlike the ions in ionic compounds, which are arranged in lattices called crystals, molecules of covalent compounds exist as discrete units with a characteristic mass and a certain three-dimensional shape.

Molecular Mass

The mass of a molecule—the molecular mass (sometimes called the molecular weight)—is simply the sum of the masses of its atoms. As with formula masses, it is important that you keep track of the number of atoms of each element in the molecular formula to obtain the correct molecular mass.

Example 3.9.1

What is the molecular mass of each covalent compound?

a. H_2O
b. C_6H_6
c. NO_2
d. N_2O_5

Solution

Use the atomic masses from the Periodic Table in Section 2.7.

The molecular formula H_2O indicates that there are two hydrogen atoms and one oxygen atom in each molecule. Summing the masses of these atoms,

This table finds the mass of atoms.

2 H:	2 × 1.01 =	2.02 amu
1 O:		+ 16.00 amu
Total:		18.02 amu

The molecular mass of H_2O is **18.02** amu.

This table finds the mass of atoms.

6 C:	6 × 12.01 =	72.06 amu
6 H:	6 × 1.01 =	+ 6.06 amu
Total:		78.12 amu

The molecular mass of C_6H_6 is **78.12** amu.

This table finds the mass of atoms.

1 N:		14.01 amu
2 O:	2 × 16.00 =	+ 32.00 amu
Total:		46.01 amu

The molecular mass of NO_2 is **46.01** amu.

This table finds the mass of atoms.

2 N:	2 × 14.01 =	28.02 amu
5 O:	5 × 16.00 =	+ 80.00 amu
Total:		108.02 amu

The molecular mass of N_2O_5 is **108.02** amu.

Note that the two different nitrogen and oxygen compounds in these examples have different molecular masses.

? Exercise 3.9.1

What is the molecular mass of each covalent compound?

a. C_2H_2
b. CO
c. CO_2
d. BF_3

Answer a:

26.04 amu

Answer b:

28.01 amu

Answer c:

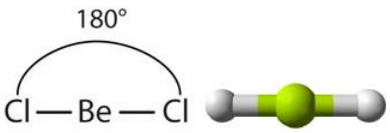
44.01 amu

Answer d:

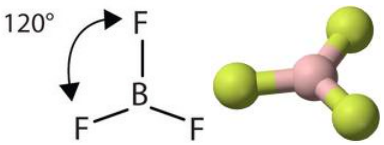
67.81 amu

Molecular Shape: VSEPR Theory

Unlike ionic compounds, with their extended crystal lattices, covalent molecules are discrete units with specific three-dimensional shapes. The shape of a molecule is determined by the fact that covalent bonds, which are composed of negatively charged electrons, tend to repel one another. This concept is called the **valence shell electron pair repulsion (VSEPR) theory**. For example, the two covalent bonds in $BeCl_2$ **stay as far from each other** as possible, ending up 180° apart from each other. The result is a ***linear*** molecule:



The three covalent bonds in BF_3 repel each other to form 120° angles in a plane, in a shape called ***trigonal planar***:



The molecules $BeCl_2$ and BF_3 actually violate the octet rule; however, such exceptions are rare and will not be discussed in this text.

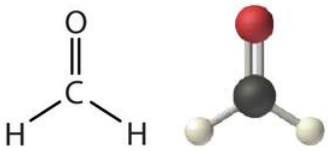
> Try sticking three toothpicks into a marshmallow or a gumdrop and see if you can find different positions where your "bonds" are farther apart than the planar 120° orientation.

The four covalent bonds in CCl_4 arrange themselves three dimensionally, pointing toward the corner of a tetrahedron and making bond angles of 109.5°. CCl_4 is said to have a ***tetrahedral*** shape:

Table describes how to use the number of atoms around the central atom to determine the geometry of a molecule, as well as examples.

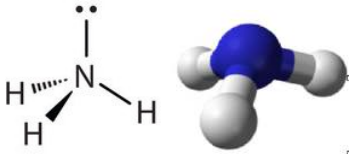
Atoms Around Central Atom	Geometry	Example
2 $\mathbf{AB_2}$	Linear	$\mathbf{BeCl_2}$
3 $\mathbf{AB_3}$	Trigonal Planar	$\mathbf{BF_3}$
4 $\mathbf{AB_4}$	Tetrahedral	$\mathbf{CCl_4}$

In determining the shapes of molecules, it is useful to first determine the Lewis diagram for a molecule. The shapes of molecules with multiple bonds are determined by treating the multiple bonds as one bond. Thus, formaldehyde (CH_2O) has a shape similar to that of BF_3. It is ***trigonal planar***.

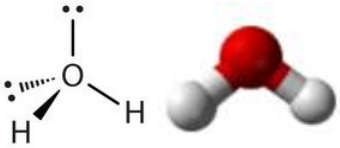


Molecules With Lone Pairs Around Central Atom

Molecules with lone electron pairs around the central atom have a shape based on the position of the atoms, not the electron pairs. For example, NH_3 has **one lone electron pair** and **three bonded electron pairs**. These four electron pairs repel each other and adopt a tetrahedral arrangement. However, the shape of the molecule is described in terms of the positions of the atoms, not the lone electron pairs. Thus, NH_3 is said to have a ***trigonal pyramidal*** shape, not a tetrahedral one.



Similarly, H_2O has **two lone pairs** of electrons around the central oxygen atom and **two bonded electron pairs**. Although the four electron pairs adopt a tetrahedral arrangement, the shape of the molecule is described by the positions of the atoms only. The shape of H_2O is ***bent*** with an approximate 109.5° angle.

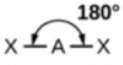
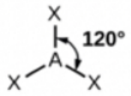
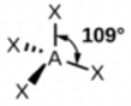


In summary, to determine the molecular geometry:

Step 1: Draw the Lewis structure.

Step 2: Count the number of bonds (a double/triple bond counts as one) and lone pairs around the **central atom**.

Step 3: Use Table 4.5.1 to determine the molecular geometry.

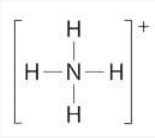
Number of bonds and lone pairs	Number of bonds 0 lone pair	1 lone pair	2 lone pairs
2	 Linear		
3	 Trigonal planar	 Bent or angular	Lone Pair
4	 Tetrahedral	 Trigonal pyramid	 Bent or angular

If a molecule has 2 bonds and 0 lone pairs, it is linear. If a molecule has 3 bonds and 0 lone pairs, it is trigonal planar. If a molecule has 3 bonds and 1 lone pair, it is bent or angular. If a molecule has 4 bonds and 0 lone pairs, it is tetrahedral. If a molecule has 4 bonds and 1 lone pair, it is trigonal pyramid. If a molecule has 4 bonds and 2 lone pairs, it is bent or angular.

Table 4.5.1: *The molecular geometry depends on the number of bonds and lone pairs around the* **central atom, A.**

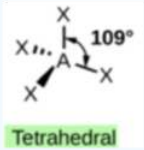
Example 3.9.1

What is the geometry of the ammonium ion, NH_4^+? Its Lewis structure is shown below. How is this different from ammonia, NH_3?

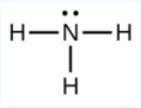


Solution

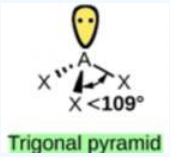
In ammonium ion, the central atom N has 4 bonds and no lone pair. It is equivalent to the below in Table 4.5.1. Hence, this is *tetrahedral*.



In ammonia (NH_3), shown below, N has 3 bonds and one lone pair.

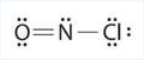


It is equivalent to the below in Table 4.5.1. Hence, the shape of this molecule is *trigonal pyramid*.



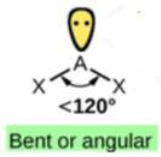
3.9.1 Exercise

What is the molecular shape of nitrosyl chloride, a highly corrosive, reddish-orange gas? Its Lewis structure is shown below.



Answer

Focus on the central atom, N. It has a double bond to O, count this as one bond. It also has a single bond to Cl. Thus, N has 2 bonds and one lone pair. These 3 electron pairs will spread out 120 degrees from each other. But, since the shape is defined by the arrangement of the atoms only, the shape is bent or angular. If you consult Table 4.5.1, this molecule is equivalent to the below. Hence, two bonds and one lone pair has a *bent or angular* shape.



Molecular Polarity

In general, a molecule is nonpolar if all its bonds are nonpolar. Examples are I_2, O_2, H_2, CH_4, C_2H_6 and C_3H_8.

In general, a molecule is polar if it contains polar bonds EXCEPT when the bond polarities cancel each other. As mentioned in Section 4.4, the shape of the CO_2 molecule (linear) orients the two C=O polar bonds **directly opposite** each other, thus **cancelling** each other's effect. **Carbon dioxide** (CO_2) is a ***nonpolar*** molecule.

On the other hand, water (as discussed above) is a bent molecule because of the two lone pairs on the central oxygen atom. Because of the bent shape, the dipoles do not cancel each other out and the water molecule is ***polar***. In the figure below, the individual H-O polar bonds represented by the two red arrows are not directly opposite each other. These two dipoles don't cancel each other out. In fact, the net dipole (blue arrow) points upward. There is a resultant partial positive charge at one end (between the two H atoms) and a partial negative charge on the other end (where O is located). The uneven distribution of charge or the overall dipole is shown by the blue arrow below (Figure 4.5.1). Hence, **water is *polar*** (has + and - poles) while **carbon dioxide is *nonpolar***.

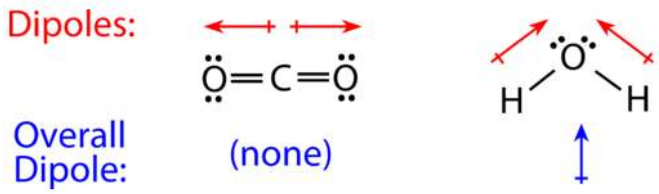


Figure 4.5.1: The molecular geometry of a molecule (linear vs. bent) affects its polarity.

Similarly, in BF_3 (trigonal planar), the effect of a B-F bond is cancelled by the sum of the other two B-F bonds (see video). Hence, a trigonal planar molecule (BF_3) is nonpolar because the bond polarities cancel each other, but a trigonal pyramidal molecule (NH_3) is polar.

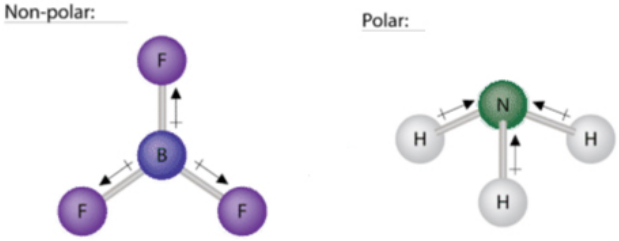


Figure 4.5.2: The molecular geometry of a molecule (trigonal planar vs. trigonal pyramid) affects its polarity.

Some other molecules are shown in the figure below. Notice that a tetrahedral molecule such as CCl_4 is ***nonpolar***. However, if the peripheral atoms are not of the same electronegativity, the bond polarities don't cancel and the molecule becomes ***polar***, as in CH_3Cl.

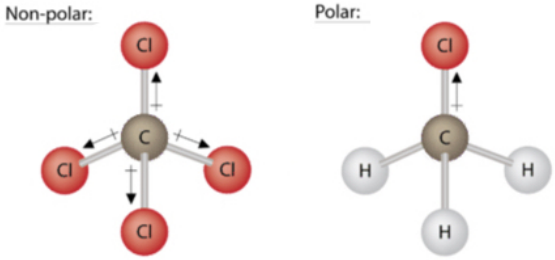


Figure 4.5.3: *The same molecular geometry but peripheral bonds are of different electronegativity. CCl_4 is nonpolar but CH_3Cl is polar.*

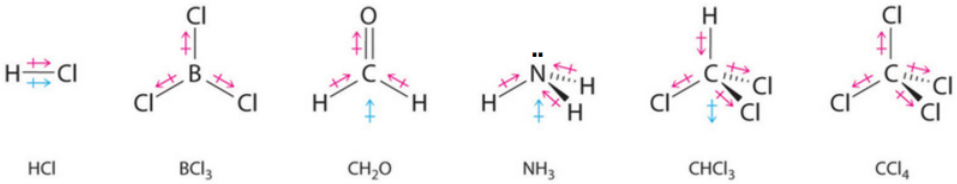


Figure **3.9.4**: Molecules with Polar Bonds. Individual bond dipole moments are indicated in red. Due to their different three-dimensional geometry, some molecules with polar bonds have a net dipole moment (HCl, CH_2O, NH_3, and $CHCl_3$), indicated in blue, whereas others do not because the bond dipoles cancel due to symmetry (BCl_3 and CCl_4).

Physical Properties of Molecular Compounds

The physical state and properties of a particular compound depend in large part on the type of chemical bonding it displays. **Molecular compounds**, sometimes called covalent compounds, display a wide range of physical properties due to the different types of intermolecular attractions such as different kinds of polar interactions. The melting and boiling points of molecular compounds are generally quite low compared to those of **ionic compounds**. This is because the energy required to disrupt the **intermolecular forces** (discussed in Section 8.1) between molecules is far less than the energy required to break the ionic bonds in a crystalline ionic compound. Since molecular compounds are composed of neutral molecules, their electrical conductivity is generally quite poor, whether in the solid or liquid state. Ionic compounds do not conduct electricity in the solid state because of their rigid structure, but conduct well when either molten or dissolved into a solution. The water solubility of molecular compounds is variable and depends primarily on the type of intermolecular forces involved. Substances that exhibit hydrogen bonding or dipole-dipole forces are generally water soluble, whereas those that exhibit only London dispersion forces are generally insoluble. Most, but not all, ionic compounds are quite soluble in water. The table below summarizes some of the differences between ionic and molecular compounds.

Table 4.5.2: Comparison of Ionic and Molecular Compounds

Property	Ionic Compounds	Molecular Compounds
Type of elements	Metal and nonmetal	Nonmetals only
Bonding	Ionic - transfer of electron(s) between atoms	Covalent - sharing of pair(s) of electrons between atoms
Representative unit	Formula unit	Molecule
Physical state at room temperature	Solid	Gas, liquid, or solid
Water solubility	Usually high	Variable
Melting and boiling temperatures	Generally high	Generally low
Electrical conductivity	Good when molten or in solution	Poor

In summary, covalent compounds are softer, have lower boiling and melting points, are more flammable, are less soluble in water and do not conduct electricity compared to ionic compounds. The individual melting and boiling points, solubility and other physical properties of molecular compounds depend on molecular polarity.

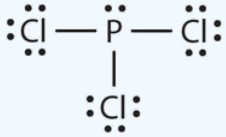
Example 3.9.2

Describe the shape of each molecule. Is it polar or nonpolar?

a. PCl_3
b. CO_2

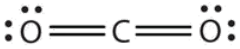
Solution

a. The Lewis diagram for PCl_3 is as follows:



Focus on the central atom, P that has 3 bonds and one lone pair. The four electron pairs arrange themselves tetrahedrally, but the lone electron pair is not considered in describing the molecular shape. Like NH_3, this molecule is *pyramidal*. The 3 P-Cl bonds don't cancel each other. This is *polar.*

- The Lewis diagram for CO_2 is as follows:



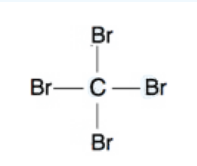
Focus on the central atom, C. The multiple bonds are treated as one group, hence C has 2 bonds and zero lone pair. CO_2 has only two groups of electrons that repel each other. They will direct themselves 180° apart from each other, so CO_2 molecules are *linear*. This is highly symmetrical, with the two opposite dipoles cancelling each other. The CO_2 molecule is *nonpolar*.

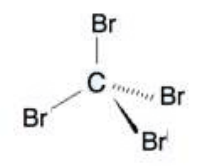
Exercise 3.9.2

Describe the shape of each molecule. Is it polar or nonpolar?

a. CBr_4
b. BCl_3

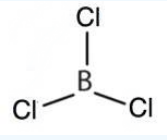
Answer a:



or


The Lewis structure shows 4 groups attached to the central atom, hence *tetrahedral*. All the 4 groups are identical and the shape is symmetrical. Hence, it is *nonpolar.*

Answer b:



The Lewis diagram shows 3 groups attached to the central atom, hence *trigonal planar*. All the 3 groups are identical and shape is symmetrical, hence, it is *nonpolar.*

Key Takeaways

- A molecule has a certain mass, called the molecular mass.
- Simple molecules have geometries that can be determined from VSEPR theory.
- Polar molecules result from differences in electronegativity of the atoms in the molecule.
- Dipoles that are directly opposite one another cancel each other out.

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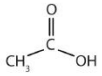
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3.E: Covalent Bonding and Simple Molecular Compounds (Exercises)

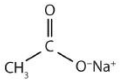
Additional Exercises

Use the atomic masses found in Figure 2.7.1

1. An atomic mass unit equals 1.661×10^{-24} g. What is the mass in grams of each molecule of (a) H_2S (b) N_2O_4 (c) ICl_3 (d) NCl_3?
2. An atomic mass unit equals 1.661×10^{-24} g. What is the mass in grams of (a) O_2F_2 (b) CCl_4 (c) C_6H_6 (d) SO_3?
3. An atomic mass unit equals 1.661×10^{-24} g. What is the mass in grams of 5.00×10^{22} molecules of $C_9H_8O_4$?
4. An atomic mass unit equals 1.661×10^{-24} g. What is the mass in grams of 1.885×10^{20} molecules of $C_{27}H_{46}O$?
5. Acetic acid has the following structure:

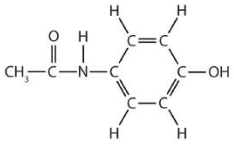


This molecule can lose a hydrogen ion (H^+) and the resulting anion can combine with other cations, such as Na^+:



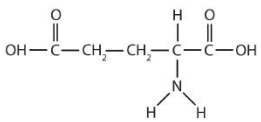
Name this ionic compound.

6. Formic acid (HCOOH) loses a hydrogen ion to make the formate ion ($HCOO^-$). Write the formula for each ionic compound: potassium formate, calcium formate, and ferric formate.
7. Cyanogen has the formula C_2N_2. Propose a bonding scheme that gives each atom the correct number of covalent bonds. (Hint: the two carbon atoms are in the center of a linear molecule.)
8. How many carbon–carbon single bonds, linked together, are needed to make a carbon chain that is 1.000 cm long?
9. How many carbon–carbon double bonds, linked together, are needed to make a carbon chain that is 1.000 cm long?
10. In addition to themselves, what other atoms can carbon atoms bond with and make covalent bonds that are nonpolar (or as nonpolar as possible)?
11. What is the greatest possible electronegativity difference between any two atoms? Use Figure 4.4 to find the answer.
12. Acetaminophen, a popular painkiller, has the following structure:



Name the recognizable functional groups in this molecule. Do you think there are other groups of atoms in this molecule that might qualify as functional groups?

13. Glutamic acid is the parent compound of monosodium glutamate (known as MSG), which is used as a flavor enhancer. Glutamic acid has the following structure:



Name the functional groups you recognize in this molecule. Do you think there are other groups of atoms in this molecule that might qualify as functional groups?

Answers

1.

a: 5.661×10^{-23} g

b: 1.534×10^{-22} g

c: 3.874×10^{-22} g

d: 1.999×10^{-22} g

2.

a: 1.163×10^{-22} g

b: 2.555×10^{-22} g

c: 1.298×10^{-22} g

d: 1.330×10^{-22} g

3. 14.96 g

4. 0.1211 g

5. sodium acetate

6.

a. KHCOO

b. $Ca(HCOO)_2$

c. $Fe(HCOO)_3$

7. :N≡C–C≡N:

8. 6.49×10^7 C-C bonds

9. 7.46×10^7 C=C bonds

10. Hydrogen atoms make relatively nonpolar bonds with carbon atoms.

11. The greatest electronegativity difference is 3.2, between F and Rb.

12. alcohol; the ring with double bonds, and the O=C-NH are also likely functional groups.

13. carboxyl and $-NH_2$ functional groups

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3.E: Ionic Bonding and Simple Ionic Compounds (Exercises)

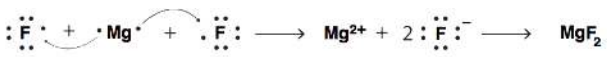
Additional Exercises

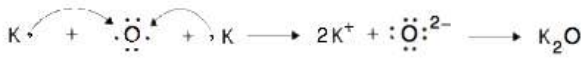
1. What number shell is the valence electron shell of a sodium atom? What number shell is the valence shell of a sodium ion? Explain the difference.
2. What number shell is the valence electron shell of a bromine atom? What number shell is the valence shell of a bromide ion? Explain the difference between these answers and the answers to Exercise 1.
3. What is the electron configuration of each ion?
    1. K^+
    2. Mg^{2+}
    3. F^-
    4. S^{2-}
4. What is the electron configuration of each ion?
    1. Li^+
    2. Ca^{2+}
    3. Cl^-
    4. O^{2-}
5. 1. If a sodium atom were to lose two electrons, what would be the electron configuration of the resulting cation?
    2. Considering that electron shells are typically separated by large amounts of energy, use your answer to Exercise 5a to suggest why sodium atoms do not form a 2+ cation.
6. 1. If a chlorine atom were to gain two electrons, what would be the electron configuration of the resulting anion?
    2. Considering that electron shells are typically separated by large amounts of energy, use your answer to Exercise 6a to suggest why chlorine atoms do not form a 2− anion.
7. Use Lewis diagrams and arrows to show the electron transfer that occurs during the formation of an ionic compound among Mg atoms and F atoms. (Hint: how many atoms of each will you need?)
8. Use Lewis diagrams and arrows to show the electron transfer that occurs during the formation of an ionic compound among K atoms and O atoms. (Hint: how many atoms of each will you need?)
9. Mercury forms two possible cations—Hg^{2+} and Hg_2^{2+}, the second of which is actually a two-atom cation with a 2+ charge.
    1. Using common names, give the probable names of these ions.
    2. What are the chemical formulas of the ionic compounds these ions make with the oxide ion, O^{2-}?
10. The uranyl ion (UO_2^{2+}) is a common water-soluble form of uranium. What is the chemical formula of the ionic compound uranyl nitrate? What is the chemical formula of the ionic compound uranyl phosphate?
11. The formal chemical name of the mineral *strengite* is iron(III) phosphate dihydrate. What is the chemical formula of strengite? What is the formula mass of strengite?
12. What is the formula mass of $MgSO_4 \cdot 7H_2O$?
13. What is the formula mass of $CaSO_4 \cdot ½H_2O$?
14. What mass does 20 formula units of NaCl have?
15. What mass does 75 formula units of K_2SO_4 have?
16. If an atomic mass unit equals 1.66×10^{-24} g, what is the mass in grams of one formula unit of NaCl?
17. If an atomic mass unit equals 1.66×10^{-24} g, what is the mass in grams of 5.00×10^{22} formula units of NaOH?
18. If an atomic mass unit equals 1.66×10^{-24} g, what is the mass in grams of 3.96×10^{23} formula units of $(NH_4)_2SO_4$?
19. Both tin and lead acquire 2+ or 4+ charges when they become ions. Use the periodic table to explain why this should not surprise you.
20. Which ion would you expect to be larger in size—In^{3+} or Tl^{3+}? Explain.
21. Which ion would you expect to be smaller in size—I^- or Br^-? Explain.
22. Which ion with a 2+ charge has the following electron configuration? $1s^2 2s^2 2p^6$
23. Which ion with a 3− charge has the following electron configuration? $1s^2 2s^2 2p^6$

Answers

1. For sodium, the valence shell is the third shell; for the sodium ion, the valence shell is the second shell because it has lost all its third shell electrons.
2. The valence shell for both bromine atom and bromide ion is n=4. This is because the valence shell of bromine atom can accommodate one more electron.
3. 1. $1s^2 2s^2 2p^6 3s^2 3p^6$
   2. $1s^2 2s^2 2p^6$
   3. $1s^2 2s^2 2p^6$
   4. $1s^2 2s^2 2p^6 3s^2 3p^6$
4. 1. $1s^2$
   2. $1s^2 2s^2 2p^6 3s^2 3p^6$
   3. $1s^2 2s^2 2p^6 3s^2 3p^6$
   4. $1s^2 2s^2 2p^6$
5. 1. $1s^2 2s^2 2p^5$
   2. It probably requires too much energy to form.
6. 1. $1s^2 2s^2 2p^6 3s^2 3p^6 4s^1$

2. Gaining the second electron would probably require too much energy.

7. 

8. 

9. 1. mercuric and mercurous, respectively

2. HgO and Hg_2O, respectively

10. uranyl nitrate $UO_2(NO_3)_2$ and uranyl phosphate $(UO_2)_3(PO4)_2$

11. $FePO_4 \cdot 2H_2O$; 186.86 u

12. 246.51 u

13. 145.16 u

14. 1,169 u

15. 13,070 u

16. 9.701×10^{-23} g

17. 3.32 g

18. 86.9 g

19. Both tin and lead have two *p* electrons and two *s* electrons in their valence shells.

20. Tl^{3+} is larger because it is found lower on the periodic table

21. Br^{-} because it is higher up on the periodic table

22. Mg^{2+}

23. N^{3-}

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3.S: Covalent Bonding and Simple Molecular Compounds (Summary)

To ensure that you understand the material in this chapter, you should review the meanings of the following bold terms in the following summary and ask yourself how they relate to the topics in the chapter.

Atoms can share pairs of valence electrons to obtain a valence shell octet. This sharing of electrons is a **covalent bond**. A species formed from covalently bonded atoms is a **molecule** and is represented by a **molecular formula**, which gives the number of atoms of each type in the molecule. The two electrons shared in a covalent bond are called a **bonding pair of electrons**. The electrons that do not participate in covalent bonds are called **nonbonding pairs** (or **lone pairs**) **of electrons**. A covalent bond consisting of one pair of shared electrons is called a **single bond**.

Covalent bonds occur between nonmetal atoms. Naming simple covalent compounds follows simple rules similar to those for ionic compounds. However, for covalent compounds, numerical prefixes are used as necessary to specify the number of atoms of each element in the compound.

In some cases, more than one pair of electrons is shared to satisfy the octet rule. Two pairs of electrons are shared by two atoms to make a **double bond**. Three pairs of atoms are shared to make a **triple bond**. Single, double, and triple covalent bonds may be represented by one, two, or three dashes, respectively, between the symbols of the atoms.

The distance between two covalently bonded atoms is the **bond length**. Bond lengths depend on the types of atoms participating in the bond as well as the number of electron pairs being shared. A covalent bond can be a **polar covalent bond** if the electron sharing between the two atoms is unequal. If the sharing is equal, the bond is a **nonpolar covalent bond**. Because the strength of an atom's attraction for electrons in a bond is rated by the atom's **electronegativity**, the difference in the two atoms' electronegativities indicates how polar a covalent bond between those atoms will be.

The mass of a molecule is called its **molecular mass** and is the sum of the masses of the atoms in the molecule. The shape of a molecule can be predicted using **valence shell electron pair repulsion (VSEPR)**, which uses the fact that the negative electrons in covalent bonds repel each other as much as possible. Molecules with polar bonds are **polar** except when the bond polarities cancel due to symmetry.

Organic chemistry is the chemistry of carbon compounds. Carbon forms covalent bonds with other carbon atoms and with the atoms of many other elements. The simplest organic compounds are **hydrocarbons**, which consist solely of carbon and hydrogen. Hydrocarbons containing only single bonds are called **alkanes (saturated hydrocarbons)**. Hydrocarbons containing carbon–carbon double bonds are **alkenes**, while hydrocarbons with carbon–carbon triple bonds are **alkynes**. Carbon-carbon double and triple bonds are examples of **functional groups**, atoms or bonds that impart a characteristic chemical function to the molecule. Other functional groups include the alcohol functional group (OH) and the **carboxyl functional group** (COOH). They are the characteristic functional group in organic compounds called **alcohols** and **carboxylic acids**.

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3.S: Ionic Bonding and Simple Ionic Compounds (Summary)

To ensure that you understand the material in this chapter, you should review the meanings of the following bold terms and ask yourself how they relate to the topics in the chapter.

Atoms combine into compounds by forming **chemical bonds**. A survey of stable atoms and molecules leads to the **octet rule**, which says that stable atoms tend to have eight electrons in their outermost, or valence, shell. One way atoms obtain eight electrons in the valence shell is for some atoms to lose electrons while other atoms gain them. When this happens, the atoms take on an electrical charge. Charged atoms are called **ions**. Ions having opposite charges attract each other. This attraction is called **ionic bonding**, and the compounds formed are called **ionic compounds**.

Positively charged ions are called **cations**, while negatively charged ions are called **anions**. The formation of both cations and anions can be illustrated using electron configurations. Because elements in a column of the periodic table have the same valence shell electron configuration, atoms in the same column of the periodic table tend to form ions having the same charge. **Electron dot diagrams**, or **Lewis diagrams**, can also be used to illustrate the formation of cations and anions.

Ionic compounds are represented in writing by a **chemical formula**, which gives the lowest ratio of cations and anions present in the compound. In a formula, the symbol of the cation is written first, followed by the symbol of the anion. **Formula unit** is considered the basic unit of an ionic compound because ionic compounds do not exist as discrete units. Instead, they exist as **crystals**, three-dimensional arrays of ions, with cations surrounded by anions and anions surrounded by cations. Chemical formulas for ionic compounds are determined by balancing the positive charge from the cation(s) with the negative charge from the anion(s). A subscript to the right of the ion indicates that more than one of that ion is present in the chemical formula.

Some ions are groups of atoms bonded together and having an overall electrical charge. These are called **polyatomic ions**. Writing formulas with polyatomic ions follows the same rules as with monatomic ions, except that when more than one polyatomic ion is present in a chemical formula, the polyatomic ion is enclosed in parentheses and the subscript is outside the right parenthesis. Ionic compounds typically form between metals and nonmetals or between polyatomic ions.

Names of ionic compounds are derived from the names of the ions, with the name of the cation coming first, followed by the name of the anion. If an element can form cations of different charges, there are two alternate systems for indicating the compound's name. In the **Stock system**, a roman numeral in parentheses indicates the charge on the cation. An example is the name for $FeCl_2$, which is iron(II) chloride. In the common system, the suffixes *-ous* and *-ic* are used to stand for the lower and higher possible charge of the cation, respectively. These suffixes are attached to a stem representing the element (which frequently comes from the Latin form of the element name). An example is the common name for $FeCl_2$, which is ferrous chloride.

The **formula mass** of an ionic compound is the sum of the masses of each individual atom in the formula. Care must be taken when calculating formula masses for formulas containing multiple polyatomic ions because the subscript outside the parentheses refers to all the atoms in the polyatomic ion.

Ionic compounds are hard, brittle and have very high melting points. When in solution, the ions separate and form **electrolyte** solutions.

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CHAPTER OVERVIEW

4: Mass Relations in Chemical Reactions

4.1: The Mole

4.2: Atomic and Molar Masses

4.3: Mass Percent Composition from a Chemical Formula

4.4: Mole-Mass Conversions

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4.1: The Mole

Learning Objectives

- To define the mole unit.

Figure **4.1.1** shows that we need 2 hydrogen atoms and 1 oxygen atom to make 1 water molecule. If we want to make 2 water molecules, we will need 4 hydrogen atoms and 2 oxygen atoms. If we want to make 5 molecules of water, we need 10 hydrogen atoms and 5 oxygen atoms. The ratio of atoms we will need to make any number of water molecules is the same: 2 hydrogen atoms to 1 oxygen atom.

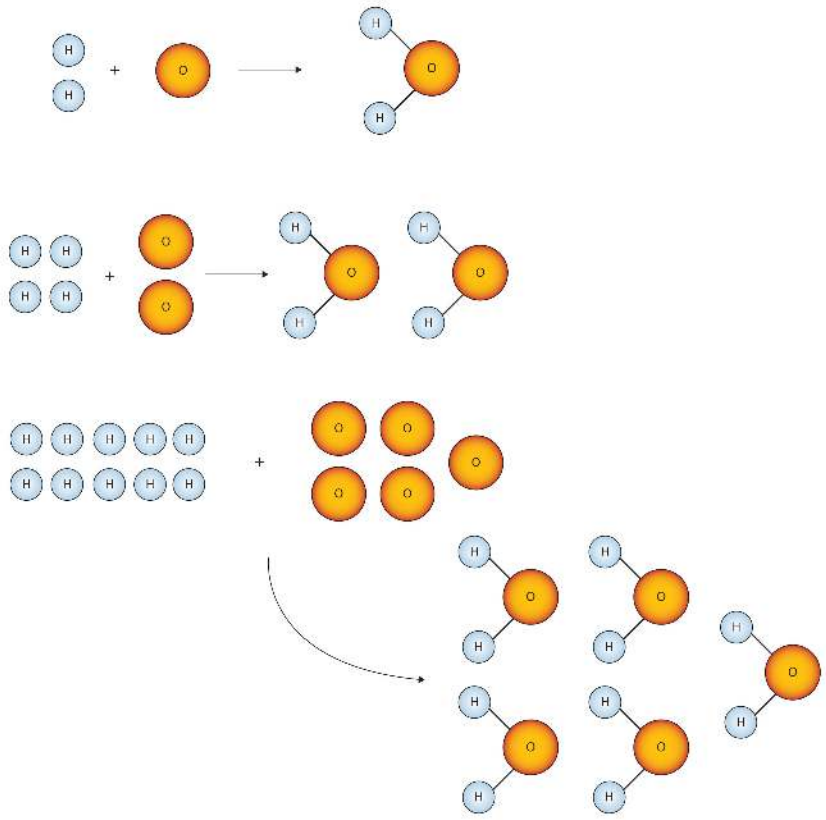


Figure **4.1.1** Water Molecules. The ratio of hydrogen atoms to oxygen atoms used to make water molecules is always 2:1, no matter how many water molecules are being made.

One problem we have, however, is that it is extremely difficult, if not impossible, to organize atoms one at a time. As stated in the introduction, we deal with billions of atoms at a time. How can we keep track of so many atoms (and molecules) at a time? We do it by using mass rather than by counting individual atoms.

A hydrogen atom has a mass of approximately 1 u. An oxygen atom has a mass of approximately 16 u. The ratio of the mass of an oxygen atom to the mass of a hydrogen atom is therefore approximately 16:1.

If we have 2 atoms of each element, the ratio of their masses is approximately 32:2, which reduces to 16:1—the same ratio. If we have 12 atoms of each element, the ratio of their total masses is approximately (12 × 16):(12 × 1), or 192:12, which also reduces to 16:1. If we have 100 atoms of each element, the ratio of the masses is approximately 1,600:100, which again reduces to 16:1. As long as we have equal numbers of hydrogen and oxygen atoms, the ratio of the masses will always be 16:1.

The same consistency is seen when ratios of the masses of other elements are compared. For example, the ratio of the masses of silicon atoms to equal numbers of hydrogen atoms is always approximately 28:1, while the ratio of the masses of calcium atoms to equal numbers of lithium atoms is approximately 40:7.

So we have established that the masses of atoms are constant with respect to each other, as long as we have the same number of each type of atom. Consider a more macroscopic example. If a sample contains 40 g of Ca, this sample has the same number of atoms as there are in a sample of 7 g of Li. What we need, then, is a number that represents a convenient quantity of atoms so we can relate macroscopic quantities of substances. Clearly even 12 atoms are too few because atoms themselves are so small. We need a number that represents billions and billions of atoms.

Chemists use the term **mole** to represent a large number of atoms or molecules. Just as a dozen implies 12 things, a **mole** (abbreviated as ***mol***) represents **6.022×10^{23} things**. The number 6.022×10^{23}, called Avogadro's number after the 19th-century chemist Amedeo Avogadro, is the number we use in chemistry to represent macroscopic amounts of atoms and molecules. Thus, if we have 6.022×10^{23} Na atoms, we say we have 1 mol of Na atoms. If we have 2 mol of Na atoms, we have $2 \times (6.022 \times 10^{23})$ Na atoms, or 1.2044×10^{24} Na atoms. Similarly, if we have 0.5 mol of benzene (C_6H_6) molecules, we have $0.5 \times (6.022 \times 10^{23})$ C_6H_6 molecules, or 3.011×10^{23} C_6H_6 molecules.

> A mole represents a very large number! If 1 mol of quarters were stacked in a column, it could stretch back and forth between Earth and the sun *6.8 billion* times.

Notice that we are applying the mole unit to different types of **chemical entities**. The word *mole* represents a number of things—6.022×10^{23} of them—but does not by itself specify what "they" are. The chemical entities can be ***atoms, molecules***, ***formula units*** and ***ions***. This specific information needs to be specified accurately. Most students find this confusing hence, we need to review the composition of elements, covalent and ionic compounds.

Most elements are made up of individual ***atoms,*** such as helium. However, some elements consist of ***molecules***, such as the diatomic elements, nitrogen, hydrogen, oxygen, etc. One mole of He consists of 6.022×10^{23} He ***atoms*** but one mole of nitrogen contains 6.022×10^{23} N_2 ***molecules***. The basic units of covalent (molecular) compounds are ***molecules*** as well. The molecules of "compounds" consist of different kinds of atoms while the molecules of "elements" consist of only one type of atom. For example, the molecules of ammonia (NH_3) consist of nitrogen and hydrogen atoms while N_2 molecules have N atoms only. Compounds that are ionic, like NaCl, are represented by ionic formulas. One mole of NaCl, for example, refers to 6.022×10^{23} ***formula units*** of NaCl. And, one formula unit of NaCl consists of one sodium ***ion*** and one chloride ***ion***. Figure 6.1.2 summarizes the basic units of elements, covalent and ionic compounds

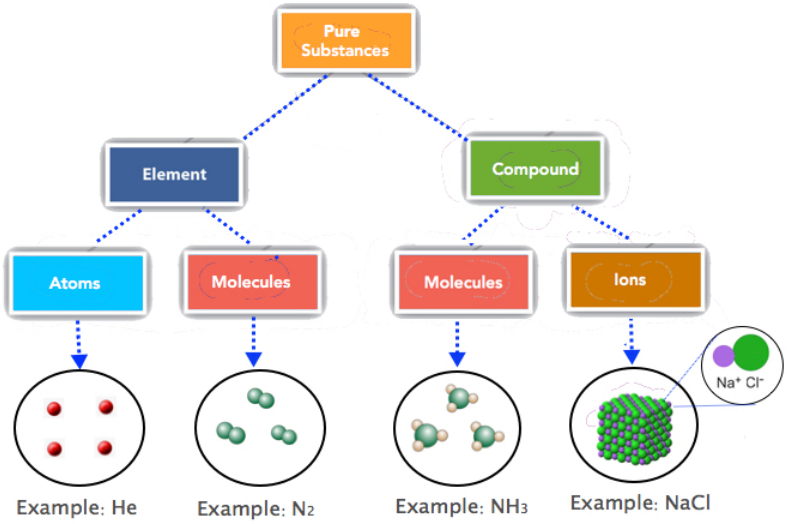


Figure **4.1.2**: The basic units of elements (atoms or molecules), covalent compounds (molecules) and ionic compounds (formula units of ions).

Conversion Between Moles and Atoms, Molecules and Ions

Using our unit conversion techniques learned in Chapter 1, we can use the mole relationship and the chemical formula to convert back and forth between the moles and the number of chemical entities (atoms, molecules or ions).

Because 1 N_2 molecule contains 2 N atoms, 1 mol of N_2 molecules (6.022×10^{23} molecules) has 2 mol of N atoms. Using formulas to indicate how many atoms of each element we have in a substance, we can relate the number of moles of molecules to the number of moles of atoms. For example, in 1 mol of ethanol (C_2H_6O), we can construct the following relationships (Table **4.1.1**):

Table **4.1.1**: Molecular Relationships

1 Molecule of C_2H_6O Has	1 Mol of C_2H_6O Has	Molecular Relationships
2 C atoms	2 mol of C atoms	$\frac{2\ \text{mol C atoms}}{1\ \text{mol } C_2H_6O\ \text{molecules}}$ or $\frac{1\ \text{mol } C_2H_6O\ \text{molecules}}{2\ \text{mol C atoms}}$
6 H atoms	6 mol of H atoms	$\frac{6\ \text{mol H atoms}}{1\ \text{mol } C_2H_6O\ \text{molecules}}$ or $\frac{1\ \text{mol } C_2H_6O\ \text{molecules}}{6\ \text{mol H atoms}}$
1 O atom	1 mol of O atoms	$\frac{1\ \text{mol O atoms}}{1\ \text{mol } C_2H_6O\ \text{molecules}}$ or $\frac{1\ \text{mol } C_2H_6O\ \text{molecules}}{1\ \text{mol O atoms}}$

The following example illustrates how we can use these relationships as conversion factors.

Example 4.1.1

If a sample consists of 2.5 mol of ethanol (C_2H_6O), how many moles of carbon atoms, hydrogen atoms, and oxygen atoms does it have?

Solution

Using the relationships in Table **4.1.1**, we apply the appropriate conversion factor for each element:

$$2.5\ \text{mol } C_2H_6O\ \text{molecules} \times \underbrace{\frac{2\ \text{mol C atoms}}{1\ \text{mol } C_2H_6O\ \text{molecules}}}_{\text{conversion factor}} = 5.0\ \text{mol C atoms}$$

Note how the unit *mol C_2H_6O molecules* cancels algebraically. Similar equations can be constructed for determining the number of H and O atoms:

$$2.5\ \text{mol } C_2H_6O\ \text{molecules} \times \frac{6\ \text{mol H atoms}}{1\ \text{mol } C_2H_6O\ \text{molecules}} = 15\ \text{mol H atoms}$$

$$2.5\ \text{mol } C_2H_6O\ \text{molecules} \times \frac{1\ \text{mol O atoms}}{1\ \text{mol } C_2H_6O\ \text{molecules}} = 2.5\ \text{mol O atoms}$$

Exercise 4.1.1

If a sample contains 6.75 mol of Na_2SO_4, how many moles of sodium atoms, sulfur atoms, and oxygen atoms does it have?

Answer

13.5 mol Na, 6.75 mol S and 27 mol O.

We can use Avogadro's number as a conversion factor, or ratio, in dimensional analysis problems. For example, if we are dealing with element X, the mole relationship is expressed as follows:

$$1\ \text{mol X} = 6.022 \times 10^{23}\ \text{X atoms}$$

We can convert this relationship into two possible conversion factors shown below:

$$\frac{1\ \text{mol X}}{6.022 \times 10^{23}\ \text{X atoms}} \text{ or } \frac{6.022 \times 10^{23}\ \text{X atoms}}{1\ \text{mol X}}$$

If the number of "atoms of element X" is given, we can convert it into "moles of X" by multiplying the given value with the conversion factor at the left. However, if the number of "mol of X" is given, the appropriate conversion factor to use is the one at

the right.

If we are dealing with a molecular compound (such as C_4H_{10}), the mole relationship is expressed as follows:

$$1 \text{ mol } C4H10 = 6.022 \times 10^{23} \text{ } C4H10 \text{ molecules}$$

If working with ionic compounds (such as NaCl), the mole relationship is expressed as follows:

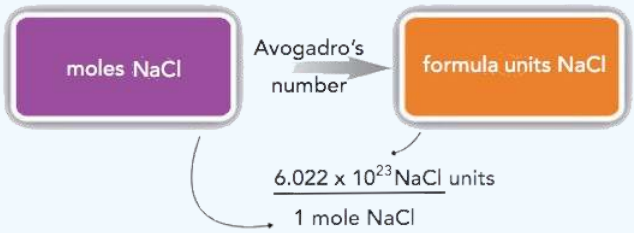
$$1 \text{ mol NaCl} = 6.022 \times 10^{23} \text{ NaCl formula units}$$

Example 4.1.2

How many formula units are present in 2.34 mol of NaCl? How many ions are in 2.34 mol?

Solution

Typically in a problem like this, we start with what we are given and apply the appropriate conversion factor. Here, we are given a quantity of 2.34 mol of NaCl, to which we can apply the definition of a **mole as a conversion factor**:



$$2.34 \text{ mol NaCl} \times \frac{6.022 \times 10^{23} \text{ NaCl units}}{1 \text{ mol NaCl}} = 1.41 \times 10^{24} \text{ NaCl units}$$

Because there are two ions per formula unit, there are

$$1.41 \times 10^{24} \text{ NaCl units} \times \frac{2 \text{ ions}}{\text{NaCl units}} = 2.82 \times 10^{24} \text{ ions}$$

in the sample.

Exercise 4.1.2

How many molecules are present in 16.02 mol of C_4H_{10}? How many atoms are in 16.02 mol?

Answer

9.647 x 10^{24}molecules, 1.351 x 10^{26} atoms.

Key Takeaway

- A mole is 6.022×10^{23} things.

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4.2: Atomic and Molar Masses

Learning Objectives

- To learn how the masses of moles of atoms and molecules are expressed.

Now that we have introduced the mole and practiced using it as a conversion factor, we ask the obvious question: why is the mole *that particular* number of things? Why is it 6.022×10^{23} and not 1×10^{23} or even 1×10^{20}?

The number in a mole, Avogadro's number, is related to the relative sizes of the **atomic mass unit** and **gram mass units**. Whereas one hydrogen atom has a mass of approximately 1 u, **1 mol of H atoms** has a mass of approximately **1 *gram***. And whereas one sodium atom has an approximate mass of 23 u, 1 mol of Na atoms has an approximate mass of 23 *grams*.

One mole of a substance has the same mass in grams that one atom or molecule has in atomic mass units. The numbers in the periodic table that we identified as the atomic masses of the atoms not only tell us the mass of one atom in u but also tell us the mass of 1 mol of atoms in grams.

> One mole of a substance has the same mass in grams that one atom or molecule has in atomic mass units.

Example 4.2.1: Moles to Mass Conversion with Elements

What is the mass of each quantity?

a. 1 mol of Al atoms
b. 2 mol of U atoms

Solution

a. One mole of Al atoms has a mass in grams that is numerically equivalent to the atomic mass of aluminum. The periodic table shows that the atomic mass (rounded to two decimal points) of Al is 26.98, so 1 mol of Al atoms has a mass of 26.98 g.
b. According to the periodic table, 1 mol of U has a mass of 238.0 g, so the mass of 2 mol is twice that, or 476.0 g.

Exercise 4.2.1: Moles to Mass Conversion with Elements

What is the mass of each quantity?

a. 1 mol of Au atoms
b. 5 mol of Br atoms

Answer a

197.0 g

Answer b

5 mol Br atoms x 79.90 g/mol = 399.5 g

The mole concept can be extended to masses of formula units and molecules as well. The mass of 1 mol of molecules (or formula units) in grams is numerically equivalent to the mass of one molecule (or formula unit) in atomic mass units. For example, a single molecule of O_2 has a mass of 32.00 u, and 1 mol of O_2 molecules has a mass of 32.00 g. As with atomic mass unit–based masses, to obtain the mass of 1 mol of a substance, we simply sum the masses of the individual atoms in the formula of that substance. The mass of 1 mol of a substance is referred to as its **molar mass**, whether the substance is an element, an ionic compound, or a covalent compound.

Example 4.2.2: Moles to Mass Conversion with Compounds

What is the mass of 1 mol of each substance?

a. NaCl
b. bilirubin ($C_{33}H_{36}N_4O_6$), the principal pigment present in bile (a liver secretion)

Solution a

1. Summing the molar masses of the atoms in the NaCl formula unit gives

Solutions to Example 6.2.2, Summing the molar masses of the atoms in the NaCl formula unit gives

1 Na molar mass:	22.99 g
1 Cl molar mass:	35.45 g
Total:	58.44 g

The mass of 1 mol of NaCl is 58.44 g.

Solution b

Multiplying the molar mass of each atom by the number of atoms of that type in bilirubin's formula and adding the results, we get

Solutions to Example 6.2.2, Multiplying the molar mass of each atom by the number of atoms of that type in bilirubin's formula and adding the results, we get

33 C molar mass:	33 × 12.01 g	396.33 g
36 H molar mass:	36 × 1.01 =	36.36 g
4 N molar mass:	4 × 14.01 =	56.04 g
6 O molar mass:	6 × 16.00 =	96.00 g
Total:		584.73 g

The mass of 1 mol of bilirubin is 584.73 g.

Exercise 4.2.2: Moles to Mass Conversion with Compounds

What is the mass of 1 mol of each substance?

a. barium sulfate ($BaSO_4$), used to take X rays of the gastrointestional tract
b. adenosine ($C_{10}H_{13}N_5O_4$), a component of cell nuclei crucial for cell division

Answer a

233.36 g

Answer b

267.28 g

Be careful when counting atoms. In formulas with polyatomic ions in parentheses, the subscript outside the parentheses is applied to every atom inside the parentheses. For example, the molar mass of $Ba(OH)_2$ requires the sum of 1 mass of Ba, 2 masses of O, and 2 masses of H:

The molar mass of Ba(OH)2 requires the sum of 1 mass of Ba, 2 masses of O, and 2 masses of H:

1 Ba molar mass:	1 × 137.3 g =	137.3 g
2 O molar mass:	2 × 16.00 g =	32.00 g
2 H molar mass:	2 × 1.01 g =	2.02 g
Total:		171.32 g

Because molar mass is defined as the mass for 1 mol of a substance, we can refer to molar mass as grams per mole (g/mol). The division sign (/) implies "per," and "1" is implied in the denominator. Thus, the molar mass of bilirubin can be expressed as 584.73 g/mol, which is read as "five hundred eighty four point seventy three grams per mole."

Key Takeaway

- The mass of moles of atoms and molecules is expressed in units of grams.

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4.3: Mass Percent Composition from a Chemical Formula

Learning Objectives

- Determine the percent composition of each element in a compound from the chemical formula.

The percent composition of a compound can also be determined from the formula of the compound. The subscripts in the formula are first used to calculate the mass of each element in one mole of the compound. This is divided by the molar mass of the compound and multiplied by 100%.

$$\%\text{ by mass} = \frac{\text{mass of element in 1 mol}}{\text{molar mass of compound}} \times 100\%$$

The percent composition of a given compound is always the same, given that the compound is pure.

Example 4.3.1

Dichlorine heptoxide (Cl_2O_7) is a highly reactive compound used in some organic synthesis reactions. Calculate the percent composition of dichlorine heptoxide.

Solution

Solutions to Example 6.7.1

Steps for Problem Solving	**Calculate the percent composition of dichlorine heptoxide (Cl_2O_7).**
Identify the "given" information and what the problem is asking you to "find."	Given : Cl_2O_7 Find: % Composition (% Cl and %O)
List other known quantities.	Mass of Cl in 1 mol Cl_2O_7 , 2 Cl : 2 x 35.45 g = 70.90 g Mass of O in 1 mol Cl_2O_7 , 7 O: 7 x 16.00 g = 112.00 g Molar mass of Cl_2O_7 = 182.90 g/mol
Cancel units and calculate.	$$\%Cl = \frac{70.90\text{ g Cl}}{182.90\text{ g}} \times 100\% = 38.76\%\text{ Cl}$$ $$\%\text{ O} = \frac{112.00\text{ g O}}{182.90\text{ g}} \times 100\% = 61.24\%\text{ O}$$ Calculate the percent by mass of each element by dividing the mass of that element in 1 mole of the compound by the molar mass of the compound and multiplying by 100%.
Think about your result.	The percentages add up to 100%.

Percent composition can also be used to determine the mass of a certain element that is contained in any mass of a compound. In the previous sample problem, it was found that the percent composition of dichlorine heptoxide is 38.76% Cl and 61.24% O. Suppose that you needed to know the masses of chlorine and oxygen present in a 12.50 g sample of dichlorine heptoxide. You can set up a conversion factor based on the percent by mass of each element.

$$12.50\text{ g } Cl_2O_7 \times \frac{38.76\text{ g Cl}}{100\text{ g } Cl_2O_7} = 4.845\text{ g Cl}$$

$$12.50\text{ g } Cl_2O_7 \times \frac{61.24\text{ g O}}{100\text{ g } Cl_2O_7} = 7.655\text{ g O}$$

The sum of the two masses is 12.50 g, the mass of the sample size.

? Exercise 4.3.1

Barium fluoride is a transparent crystal that can be found in nature as the mineral frankdicksonite. Determine the percent composition of barium fluoride.

Answer a:

78.32% Ba and 21.67% F

Summary

- Processes are described for calculating the percent composition of a compound based on the chemical formula.

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4.4: Mole-Mass Conversions

Learning Objectives

- To convert quantities between mass units and mole units.

A previous Example stated that the mass of 2 mol of U is twice the molar mass of uranium. Such a straightforward exercise does not require any formal mathematical treatment. Many questions concerning mass are not so straightforward, however, and require some mathematical manipulations.

The simplest type of manipulation using molar mass as a conversion factor is a mole-mass conversion (or its reverse, a mass-mole conversion). In such a conversion, we use the molar mass of a substance as a conversion factor to convert mole units into mass units (or, conversely, mass units into mole units).

We also established that 1 mol of Al has a mass of 26.98 g (Example **4.4.1**). Stated mathematically,

$$1 \text{ mol Al} = 26.98 \text{ g Al}$$

We can divide both sides of this expression by either side to get one of two possible conversion factors:

$$\frac{1 \text{ mol Al}}{26.98 \text{ g Al}} \quad \text{and} \quad \frac{26.98 \text{ g Al}}{1 \text{ mol Al}}$$

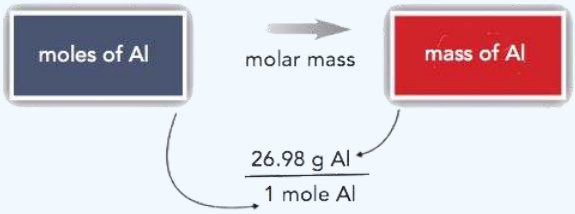
The first conversion factor can be used to convert from mass to moles, and the second converts from moles to mass. Both can be used to solve problems that would be hard to do "by eye."

Example 4.4.1

What is the mass of 3.987 mol of Al?

Solution

The first step in a conversion problem is to decide what conversion factor to use. Because we are starting with mole units, we want a conversion factor that will cancel the mole unit and introduce the unit for mass in the numerator. Therefore, we should use the $\frac{26.98 \text{ g Al}}{1 \text{ mol Al}}$ conversion factor. We start with the given quantity and multiply by the conversion factor:



$$3.987 \text{ mol Al} \times \frac{26.98 \text{ g Al}}{1 \text{ mol Al}}$$

Note that the mol units cancel algebraically. (The quantity 3.987 mol is understood to be in the numerator of a fraction that has 1 in the unwritten denominator.) Canceling and solving gives

$$3.987 \text{ mol Al} \times \frac{26.98 \text{ g Al}}{1 \text{ mol Al}} = 107.6 \text{ g Al}$$

Our final answer is expressed to four significant figures.

Exercise 4.4.1

How many moles are present in 100.0 g of Al? (Hint: you will have to use the other conversion factor we obtained for aluminum.)

Answer

$$100.0\ \text{g Al} \times \frac{1\ \text{mol Al}}{26.98\ \text{g Al}} = 3.706\ \text{mol Al}$$

Conversions like this are possible for any substance, as long as the proper atomic mass, formula mass, or molar mass is known (or can be determined) and expressed in grams per mole. Figure **4.4.1** is a chart for determining what conversion factor is needed, and Figure **4.4.2** is a flow diagram for the steps needed to perform a conversion.

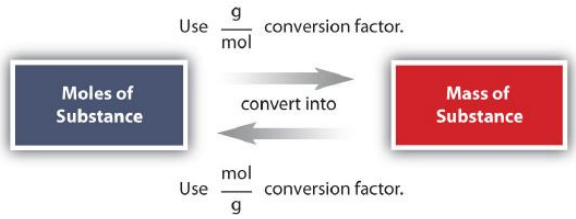


Figure **4.4.1** A Simple Flowchart for Converting between Mass and Moles of a Substance. It takes one mathematical step to convert from moles to mass or from mass to moles.

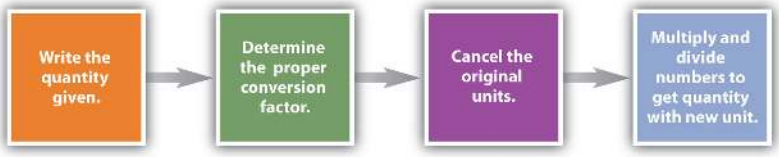


Figure **4.4.2** A Flowchart Illustrating the Steps in Performing a Unit Conversion. When performing many unit conversions, the same logical steps can be taken.

Example 4.4.2

A biochemist needs 0.00655 mol of bilirubin ($C_{33}H_{36}N_4O_6$) for an experiment. How many grams of bilirubin will that be?

Solution

To convert from moles to mass, we need the molar mass of bilirubin, which we can determine from its chemical formula:

Solutions to Example 6.3.2

33 C molar mass:	33 × 12.01 g =	396.33 g
36 H molar mass:	36 × 1.01 g =	36.36 g
4 N molar mass:	4 × 14.01 g =	56.04 g
6 O molar mass:	6 × 16.00 g =	96.00 g
Total:		584.73 g

The molar mass of bilirubin is 584.73 g. Using the relationship

1 mol bilirubin = 584.73 g bilirubin

we can construct the appropriate conversion factor for determining how many grams there are in 0.00655 mol. Following the steps from Figure **4.4.2**:

$$0.00655\ \text{mol bilirubin} \times \frac{584.73\ \text{g bilirubin}}{\text{mol bilirubin}} = 3.83\ \text{g bilirubin}$$

The mol bilirubin unit cancels. The biochemist needs 3.83 g of bilirubin.

Exercise 4.4.2

A chemist needs 457.8 g of $KMnO_4$ to make a solution. How many moles of $KMnO_4$ is that?

Answer

$$457.8\ \text{g KMnO}_4 \times \frac{1\ \text{mol KMnO}_4}{158.04\ \text{g KMnO}_4} = 2.897\ \text{mol KMnO}_4$$

To Your Health: Minerals

For our bodies to function properly, we need to ingest certain substances from our diets. Among our dietary needs are minerals, the noncarbon elements our body uses for a variety of functions, such developing bone or ensuring proper nerve transmission. The US Department of Agriculture has established some recommendations for the RDIs of various minerals. The accompanying table lists the RDIs for minerals, both in mass and moles, assuming a 2,000-calorie daily diet.

Table **4.4.1**: Essential Minerals and their Composition in Humans

Mineral	Male (age 19–30 y)		Female (age 19–30 y)	
Ca	1,000 mg	0.025 mol	1,000 mg	0.025 mol
Cr	35 µg	6.7×10^{-7} mol	25 µg	4.8×10^{-7} mol
Cu	900 µg	1.4×10^{-5} mol	900 µg	1.4×10^{-5} mol
F	4 mg	2.1×10^{-4} mol	3 mg	1.5×10^{-4} mol
I	150 µg	1.2×10^{-6} mol	150 µg	1.2×10^{-6} mol
Fe	8 mg	1.4×10^{-4} mol	18 mg	3.2×10^{-4} mol
K	3,500 mg	9.0×10^{-2} mol	3,500 mg	9.0×10^{-2} mol
Mg	400 mg	1.6×10^{-2} mol	310 mg	1.3×10^{-2} mol
Mn	2.3 mg	4.2×10^{-5} mol	1.8 mg	3.3×10^{-5} mol
Mo	45 mg	4.7×10^{-7} mol	45 mg	4.7×10^{-7} mol
Na	2,400 mg	1.0×10^{-1} mol	2,400 mg	1.0×10^{-1} mol
P	700 mg	2.3×10^{-2} mol	700 mg	2.3×10^{-2} mol
Se	55 µg	7.0×10^{-7} mol	55 µg	7.0×10^{-7} mol
Zn	11 mg	1.7×10^{-4} mol	8 mg	1.2×10^{-4} mol

Table **4.4.1** illustrates several things. First, the needs of men and women for some minerals are different. The extreme case is for iron; women need over twice as much as men do. In all other cases where there is a different RDI, men need more than women.

Second, the amounts of the various minerals needed on a daily basis vary widely—both on a mass scale and a molar scale. The average person needs 0.1 mol of Na a day, which is about 2.5 g. On the other hand, a person needs only about 25–35 µg of Cr per day, which is under one millionth of a mole. As small as this amount is, a deficiency of chromium in the diet can lead to diabetes-like symptoms or neurological problems, especially in the extremities (hands and feet). For some minerals, the body does not require much to keep itself operating properly.

Although a properly balanced diet will provide all the necessary minerals, some people take dietary supplements. However, too much of a good thing, even minerals, is not good. Exposure to too much chromium, for example, causes a skin irritation, and certain forms of chromium are known to cause cancer (as presented in the movie *Erin Brockovich*).

Key Takeaway

- It is possible to convert between moles of material and mass of material.

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CHAPTER OVERVIEW

5: Introduction to Chemical Reactions

5.1: Changes in Matter - Physical and Chemical Changes
5.2: Differences in Matter- Physical and Chemical Properties
5.3: Conservation of Mass - There is No New Matter
5.4: Chemical Equations
5.5: How to Write Balanced Chemical Equations
5.6: Mole-Mole Relationships in Chemical Reactions
5.7: Mole-Mass and Mass-Mass Problems
5.E: Introduction to Chemical Reactions (Exercises)
5.S: Introduction to Chemical Reactions (Summary)

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5.1: Changes in Matter - Physical and Chemical Changes

Learning Objectives

- Label a change as chemical or physical.
- List evidence that can indicate a chemical change occurred.

Change is happening all around us all of the time. Just as chemists have classified elements and compounds, they have also classified types of changes. Changes are classified as either physical or chemical changes. Chemists learn a lot about the nature of matter by studying the changes that matter can undergo. Chemists make a distinction between two different types of changes that they study—physical changes and chemical changes.

Physical Change

Physical changes are changes in which no bonds are broken or formed. This means that the same types of compounds or elements that were there at the beginning of the change are there at the end of the change. Because the ending materials are the same as the beginning materials, the properties (such as color, boiling point, etc.) will also be the same. Physical changes involve moving molecules around, but not changing them. Some types of physical changes include:

- Changes of state (changes from a solid to a liquid or a gas and vice versa).
- Separation of a mixture.
- Physical deformation (cutting, denting, stretching).
- Making solutions (special kinds of mixtures).

As an ice cube melts, its shape changes as it acquires the ability to flow. However, its composition does not change. Melting is an example of a physical change. A physical change is a change to a sample of matter in which some properties of the material change, but the identity of the matter does not. When liquid water is heated, it changes to water vapor. However, even though the physical properties have changed, the molecules are exactly the same as before. We still have each water molecule containing two hydrogen atoms and one oxygen atom covalently bonded. When you have a jar containing a mixture of pennies and nickels and you sort the mixture so that you have one pile of pennies and another pile of nickels, you have not altered the identity of the pennies or the nickels—you've merely separated them into two groups. This would be an example of a physical change. Similarly, if you have a piece of paper, you don't change it into something other than a piece of paper by ripping it up. What was paper before you started tearing is still paper when you are done. Again, this is an example of a physical change.



Figure **5.1.1**: Ice melting is a physical change. When liquid water (H_2O) freezes into a solid state (ice), it appears changed; however, this change is only physical, as the composition of the constituent molecules is the same: 11.19% hydrogen and 88.81% oxygen by mass. (Public Domain; Moussa).

Physical changes can further be classified as reversible or irreversible. The melted ice cube may be refrozen, so melting is a reversible physical change. Physical changes that involve a change of state are all reversible. Other changes of state include **vaporization** (liquid to gas), **freezing** (liquid to solid), and **condensation** (gas to liquid). Dissolving is also a reversible physical change. When salt is dissolved into water, the salt is said to have entered the aqueous state. The salt may be regained by boiling off the water, leaving the salt behind.

Chemical Change

Chemical changes occur when bonds are broken and/or formed between molecules or atoms. This means that one substance with a certain set of properties (such as melting point, color, taste, etc) is turned into a different substance with different properties. Chemical changes are frequently harder to reverse than physical changes.

One good example of a chemical change is burning a candle. The act of burning paper actually results in the formation of new chemicals (carbon dioxide and water) from the burning of the wax. Another example of a chemical change is what occurs when natural gas is burned in your furnace. This time, on the left there is a molecule of methane, $\mathrm{CH_4}$, and two molecules of oxygen, $\mathrm{O_2}$; on the right are two molecules of water, $\mathrm{H_2O}$, and one molecule of carbon dioxide, $\mathrm{CO_2}$. In this case, not only has the appearance changed, but the structure of the molecules has also changed. The new substances do not have the same chemical properties as the original ones. Therefore, this is a chemical change.



Figure **5.1.2**: Burning of wax to generate water and carbon dioxide is a chemical reaction. (CC-SA-BY-3.0; Andrikkos)

We can't actually see molecules breaking and forming bonds, although that's what defines chemical changes. We have to make other observations to indicate that a chemical change has happened. Some of the evidence for chemical change will involve the energy changes that occur in chemical changes, but some evidence involves the fact that new substances with different properties are formed in a chemical change.

Observations that help to indicate chemical change include:

- Temperature changes (either the temperature increases or decreases).
- Light given off.
- Unexpected color changes (a substance with a different color is made, rather than just mixing the original colors together).
- Bubbles are formed (but the substance is not boiling—you made a substance that is a gas at the temperature of the beginning materials, instead of a liquid).
- Different smell or taste (do not taste your chemistry experiments, though!).
- A solid forms if two clear liquids are mixed (look for *floaties*—technically called a precipitate).

✔ Example 5.1.1

Label each of the following changes as a physical or chemical change. Give evidence to support your answer.

a. Boiling water.
b. A nail rusting.
c. A green solution and colorless solution are mixed. The resulting mixture is a solution with a pale green color.
d. Two colorless solutions are mixed. The resulting mixture has a yellow precipitate.

Solution

a. Physical: boiling and melting are physical changes. When water boils, no bonds are broken or formed. The change could be written: $\mathrm{H_2O}\,(l) \rightarrow \mathrm{H_2O}\,(g)$

b. Chemical: The dark grey nail changes color to form an orange flaky substance (the rust); this must be a chemical change. Color changes indicate chemical change. The following reaction occurs: $\mathrm{Fe + O_2 \rightarrow Fe_2O_3}$

c. Physical: because none of the properties changed, this is a physical change. The green mixture is still green and the colorless solution is still colorless. They have just been spread together. No color *change* occurred or other evidence of chemical change.

d. Chemical: the formation of a precipitate and the color change from colorless to yellow indicate a chemical change.

? Exercise 5.1.1

Label each of the following changes as a physical or chemical change.

a. A mirror is broken.
b. An iron nail corroded in moist air
c. Copper metal is melted.
d. A catalytic converter changes nitrogen dioxide to nitrogen gas and oxygen gas.

Answer a:

physical change

Answer b:

chemical change

Answer c:

physical change

Answer d:

chemical change

Separating Mixtures Through Physical Changes

Homogeneous mixtures (solutions) can be separated into their component substances by physical processes that rely on differences in some physical property, such as differences in their boiling points. Two of these separation methods are distillation and crystallization. Distillation makes use of differences in volatility, a measure of how easily a substance is converted to a gas at a given temperature. A simple distillation apparatus for separating a mixture of substances, at least one of which is a liquid. The most volatile component boils first and is condensed back to a liquid in the water-cooled condenser, from which it flows into the receiving flask. If a solution of salt and water is distilled, for example, the more volatile component, pure water, collects in the receiving flask, while the salt remains in the distillation flask.

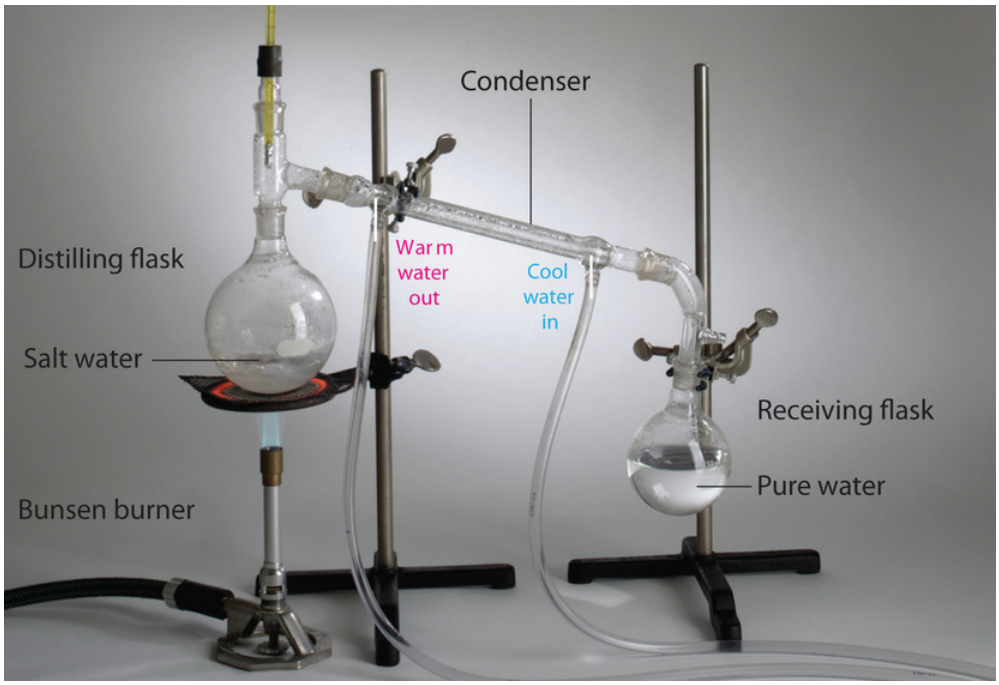


Figure **5.1.3***: The Distillation of a Solution of Table Salt in Water. The solution of salt in water is heated in the distilling flask until it boils. The resulting vapor is enriched in the more volatile component (water), which condenses to a liquid in the cold condenser and is then collected in the receiving flask.*

Parts of a distillation setup: Bunsen burner, salt water in distilling flask, condenser with cool water in and warm water out, pure water in receiving flask

Mixtures of two or more liquids with different boiling points can be separated with a more complex distillation apparatus. One example is the refining of crude petroleum into a range of useful products: aviation fuel, gasoline, kerosene, diesel fuel, and lubricating oil (in the approximate order of decreasing volatility). Another example is the distillation of alcoholic spirits such as brandy or whiskey. This relatively simple procedure caused more than a few headaches for federal authorities in the 1920s during the era of Prohibition, when illegal stills proliferated in remote regions of the United States.

Another example for using physical properties to separate mixtures is filtration (Figure **5.1.4**). Filtration is any mechanical, physical or biological operation that separates solids from fluids (liquids or gases) by adding a medium through which only the fluid can pass. The fluid that passes through is called the filtrate. There are many different methods of filtration; all aim to attain the separation of substances. Separation is achieved by some form of interaction between the substance or objects to be removed and the filter. The substance that is to pass through the filter must be a fluid, i.e. a liquid or gas. Methods of filtration vary depending on the location of the targeted material, i.e. whether it is dissolved in the fluid phase or suspended as a solid.

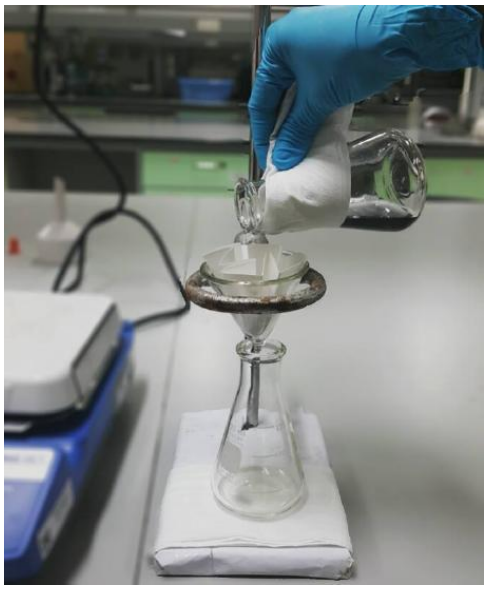


Figure **5.1.4***: Filtration for the separation of solids from a hot solution. (CC BY-SA 4.0; Suman6395).*

Summary

- Chemists make a distinction between two different types of changes that they study—physical changes and chemical changes.
- Physical changes are changes that do not alter the identity of a substance.
- Chemical changes are changes that occur when one substance is turned into another substance.
- Chemical changes are frequently harder to reverse than physical changes. Observations that indicate a chemical change has occurred include color change, temperature change, light given off, formation of bubbles, formation of a precipitate, etc.

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5.2: Differences in Matter- Physical and Chemical Properties

Learning Objectives

To separate physical from chemical properties.

All matter has physical and chemical properties. Physical properties are characteristics that scientists can measure without changing the composition of the sample under study, such as mass, color, and volume (the amount of space occupied by a sample). Chemical properties describe the characteristic ability of a substance to react to form new substances; they include its flammability and susceptibility to corrosion. All samples of a pure substance have the same chemical and physical properties. For example, pure copper is always a reddish-brown solid (a physical property) and always dissolves in dilute nitric acid to produce a blue solution and a brown gas (a chemical property).

Physical Property

A *physical property* is a characteristic of a substance that can be observed or measured without changing the identity of the substance. Silver is a shiny metal that conducts electricity very well. It can be molded into thin sheets, a property called malleability. Salt is dull and brittle and conducts electricity when it has been dissolved into water, which it does quite easily. Physical properties of matter include color, hardness, malleability, solubility, electrical conductivity, density, melting point, and boiling point.

For the elements, color does not vary much from one element to the next. The vast majority of elements are colorless, silver, or gray. Some elements do have distinctive colors: sulfur and chlorine are yellow, copper is (of course) copper-colored, and elemental bromine is red. However, density can be a very useful parameter for identifying an element. Of the materials that exist as solids at room temperature, iodine has a very low density compared to zinc, chromium, and tin. Gold has a very high density, as does platinum. Pure water, for example, has a density of 0.998 g/cm^3 at 25°C. The average densities of some common substances are in Table **5.2.1**. Notice that corn oil has a lower mass to volume ratio than water. This means that when added to water, corn oil will "float."

Table **5.2.1**: Densities of Common Substances

Substance	Density at 25°C (g/cm3)
blood	1.035
body fat	0.918
whole milk	1.030
corn oil	0.922
mayonnaise	0.910
honey	1.420

Hardness helps determine how an element (especially a metal) might be used. Many elements are fairly soft (silver and gold, for example) while others (such as titanium, tungsten, and chromium) are much harder. Carbon is an interesting example of hardness. In graphite, (the "lead" found in pencils) the carbon is very soft, while the carbon in a diamond is roughly seven times as hard.



Figure 5.2.1: Pencil (left) and Diamond ring (right). Both are a form of carbon, but exhibit very different physical properties.

Melting and boiling points are somewhat unique identifiers, especially of compounds. In addition to giving some idea as to the identity of the compound, important information can be obtained about the purity of the material.

Chemical Properties

Chemical properties of matter describe its potential to undergo some chemical change or reaction by virtue of its composition. The elements, electrons, and bonds that are present give the matter potential for chemical change. It is quite difficult to define a chemical property without using the word "change". Eventually, after studying chemistry for some time, you should be able to look at the formula of a compound and state some chemical property. For example, hydrogen has the potential to ignite and explode given the right conditions—this is a chemical property. Metals in general have the chemical property of reacting with an acid. Zinc reacts with hydrochloric acid to produce hydrogen gas—this is a chemical property.



Figure 5.2.2: Heavy rust on the links of a chain near the Golden Gate Bridge in San Francisco; it was continuously exposed to moisture and salt spray, causing surface breakdown, cracking, and flaking of the metal. (CC BY-SA 3.0; Marlith).

A chemical property of iron is its capability of combining with oxygen to form iron oxide, the chemical name of rust (Figure 5.2.2). The more general term for rusting and other similar processes is corrosion. Other terms that are commonly used in descriptions of chemical changes are burn, rot, explode, decompose, and ferment. Chemical properties are very useful in identifying substances. However, unlike physical properties, chemical properties can only be observed as the substance is in the process of being changed into a different substance.

Table 5.2.2: Contrasting Physical and Chemical Properties

Physical Properties	Chemical Properties
Gallium metal melts at 30 ^{o}C.	Iron metal rusts.
Mercury is a very dense liquid.	A green banana turns yellow when it ripens.
Gold is shiny.	A dry piece of paper burns.

Example 5.2.1

Which of the following is a chemical property of iron?

a. Iron corrodes in moist air.
b. Density = 7.874 g/cm^3
c. Iron is soft when pure.
d. Iron melts at 1808 K.

Solution

"Iron corrodes in moist air" is the only chemical property of iron from the list.

Exercise 5.2.1A

Which of the following is a physical property of matter?

a. corrosiveness
b. pH (acidity)
c. density
d. flammability

Answer

c

Exercise 5.2.1B

Which of the following is a chemical property?

a. flammability
b. melting point
c. boiling point
d. density

Answer

a

Summary

A physical property is a characteristic of a substance that can be observed or measured without changing the identity of the substance. Physical properties include color, density, hardness, and melting and boiling points. A chemical property describes the ability of a substance to undergo a specific chemical change. To identify a chemical property, we look for a chemical change. A chemical change always produces one or more types of matter that differ from the matter present before the change. The formation of rust is a chemical change because rust is a different kind of matter than the iron, oxygen, and water present before the rust formed.

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5.3: Conservation of Mass - There is No New Matter

It may seem as though burning destroys matter, but the same amount, or mass, of matter still exists after a campfire as before. Look at Figure **5.3.1** below. It shows that when wood burns, it combines with oxygen and changes not only to ashes, but also to carbon dioxide and water vapor. The gases float off into the air, leaving behind just the ashes. Suppose you had measured the mass of the wood before it burned and the mass of the ashes after it burned. Also suppose you had been able to measure the oxygen used by the fire and the gases produced by the fire. What would you find? The total mass of matter after the fire would be the same as the total mass of matter before the fire.

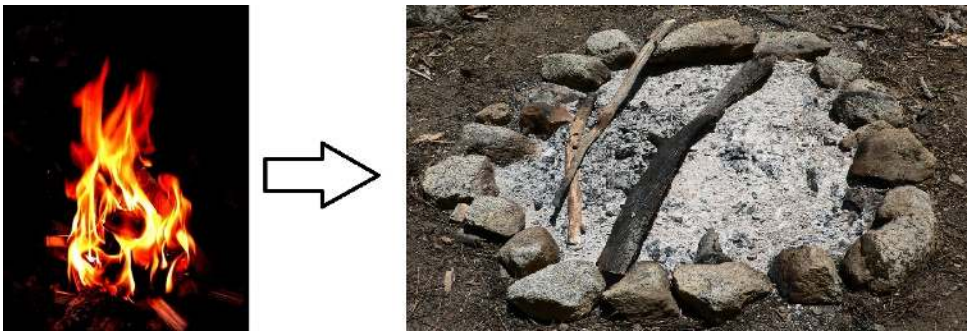


Figure **5.3.1**: Burning is a chemical process. The flames are caused as a result of a fuel undergoing combustion (burning). (CC BY-SA 2.5; Einar Helland Berger for fire and Walter Siegmund for ash).

Law of Conservation of Mass

The law of conservation of mass was created in 1789 by a French chemist, Antoine Lavoisier. The **law of conservation of mass** states that matter cannot be created or destroyed in a chemical reaction. For example, when wood burns, the mass of the soot, ashes, and gases equals the original mass of the charcoal and the oxygen when it first reacted. So the mass of the product equals the mass of the reactant. A reactant is the chemical reaction of two or more elements to make a new substance, and a product is the substance that is formed as the result of a chemical reaction (Video **5.3.1**). Matter and its corresponding mass may not be able to be created or destroyed, but can change forms to other substances like liquids, gases, and solids.



Video **5.3.1**: This is a nice little demonstration showing the Conservation of Mass in action.

If you witness a 300 kg tree burn to the ground, there are only ashes left after the burn, and all of them together weigh 10 kg. It may make you wonder where the other 290 kg went. The missing 290 kg was released into the atmosphere as smoke, so the only thing left that you can see is the 10 kg of ash. If you know the law of conservation of mass, then you know that the other 290 kg has to go somewhere, because it has to equal the mass of the tree before it burnt down.

Example 5.3.1

If heating 10.0 grams of calcium carbonate ($CaCO_3$) produces 4.4 g of carbon dioxide (CO_2) and 5.6 g of calcium oxide (CaO), show that these observations are in agreement with the law of conservation of mass.

Solution

$$\text{Mass of the reactants} = \text{Mass of the products}$$
$$10.0\,\text{g of } CaCO_3 = 4.4\,\text{g of } CO_2 + 5.6\,\text{g of CaO}$$
$$10.0\,\text{g of reactant} = 10.0\,\text{g of products}$$

Because the mass of the reactant is equal to the mass of the products, the observations are in agreement with the law of conservation of mass.

Exercise 5.3.1

Potassium hydroxide (**KOH**) readily reacts with carbon dioxide (CO_2) to produce potassium carbonate (K_2CO_3) and water (H_2O). How many grams of potassium carbonate are produced if 224.4 g of **KOH** reacts with 88.0 g of CO_2? The reaction also produces 36.0 g of water.

Answer

276.4 g of potassium carbonate

The Law is also applicable to both chemical and physical changes. For example, if you have an ice cube that melts into a liquid and you heat that liquid up, it becomes a gas. It will appear to have disappeared, but is still there.

Summary

- Burning and other changes in matter do not destroy matter.
- The mass of matter is always the same before and after the changes occur.
- The law of conservation of mass states that matter cannot be created or destroyed.

Contributions & Attributions

- Binod Shrestha (University of Lorraine)

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5.4: Chemical Equations

Learning Objectives

- Identify the reactants and products in any chemical reaction.
- Convert word equations into chemical equations.
- Use the common symbols, (s), (l), (g), (aq), and $\rightarrow$ appropriately when writing a chemical reaction.

In a chemical change, new substances are formed. In order for this to occur, the chemical bonds of the substances break, and the atoms that compose them separate and rearrange themselves into new substances with new chemical bonds. When this process occurs, we call it a chemical reaction. A **chemical reaction** is the process in which one or more substances are changed into one or more new substances.

Reactants and Products

To describe a chemical reaction, we need to indicate what substances are present at the beginning and what substances are present at the end. The substances that are present at the beginning are called **reactants** and the substances present at the end are called **products**.

Sometimes when reactants are put into a reaction vessel, a reaction will take place to produce products. Reactants are the starting materials, that is, whatever we have as our initial ingredients. The products are just that—what is produced—or the result of what happens to the reactants when we put them together in the reaction vessel. If we think about baking chocolate chip cookies, our reactants would be flour, butter, sugar, vanilla, baking soda, salt, egg, and chocolate chips. What would be the products? Cookies! The reaction vessel would be our mixing bowl.

$$\underbrace{\text{Flour}+\text{Butter}+\text{Sugar}+\text{Vanilla}+\text{Baking Soda}+\text{Eggs}+\text{Chocolate Chips}}_{\text{Ingredients = Reactants}} \rightarrow \underbrace{\text{Cookies}}_{\text{Product}}$$

Writing Chemical Equations

When sulfur dioxide is added to oxygen, sulfur trioxide is produced. Sulfur dioxide and oxygen, $SO_2 + O_2$, are reactants and sulfur trioxide, SO_3, is the product.

$$\underbrace{2\,SO_2\,(g)+O_2\,(g)}_{\text{Reactants}} \rightarrow \underbrace{2\,SO_3\,(g)}_{\text{Products}}$$

In chemical reactions, the reactants are found before the symbol "$\rightarrow$" and the products are found after the symbol "$\rightarrow$". The general equation for a reaction is:

$$\text{Reactants} \rightarrow \text{Products}$$

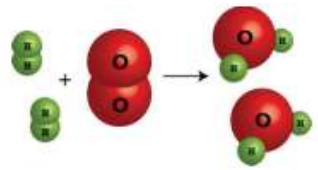
There are a few special symbols that we need to know in order to "talk" in chemical shorthand. In the table below is the summary of the major symbols used in chemical equations. Table **5.4.1** shows a listing of symbols used in chemical equations.

Table **5.4.1**: Symbols Used in Chemical Equations

Symbol	Description	Symbol	Description
$+$	used to separate multiple reactants or products	(s)	reactant or product in the solid state
$\rightarrow$	yield sign; separates reactants from products	(l)	reactant or product in the liquid state
$\rightleftharpoons$	replaces the yield sign for reversible reactions that reach equilibrium	(g)	reactant or product in the gas state
$\xrightarrow{\text{Pt}}$	formula written above the arrow is used as a catalyst in the reaction	(aq)	reactant or product in an aqueous solution (dissolved in water)
$\xrightarrow{\Delta}$	triangle indicates that the reaction is being heated		

Chemists have a choice of methods for describing a chemical reaction.

1. They could draw a picture of the chemical reaction.



2. They could write a word equation for the chemical reaction:
"Two molecules of hydrogen gas react with one molecule of oxygen gas to produce two molecules of water vapor."

3. They could write the equation in chemical shorthand.

$$2H_2\,(g) + O_2\,(g) \rightarrow 2H_2O\,(g)$$

In the symbolic equation, chemical formulas are used instead of chemical names for reactants and products, while symbols are used to indicate the phase of each substance. It should be apparent that the chemical shorthand method is the quickest and clearest method for writing chemical equations.

We could write that an aqueous solution of calcium nitrate is added to an aqueous solution of sodium hydroxide to produce solid calcium hydroxide and an aqueous solution of sodium nitrate. Or in shorthand we could write:

$$Ca(NO_3)_2\,(aq) + 2NaOH\,(aq) \rightarrow Ca(OH)_2\,(s) + 2NaNO_3\,(aq)$$

How much easier is that to read? Let's try it in reverse. Look at the following reaction in shorthand and write the word equation for the reaction:

$$Cu\,(s) + AgNO_3\,(aq) \rightarrow Cu(NO_3)_2\,(aq) + Ag\,(s)$$

The word equation for this reaction might read something like "solid copper reacts with an aqueous solution of silver nitrate to produce a solution of copper (II) nitrate with solid silver."

To turn word equations into symbolic equations, we need to follow the given steps:

1. Identify the reactants and products. This will help you know which symbols go on each side of the arrow and where the $+$ signs go.
2. Write the correct formulas for all compounds. You will need to use the rules you learned in Chapter 5 (including making all ionic compounds charge balanced).

3. Write the correct formulas for all elements. Usually this is given straight off of the periodic table. However, there are seven elements that are considered diatomic, meaning that they are always found in pairs in nature. They include those elements listed in the table.

Table **5.4.1**: *Diatomic Elements*

Element Name	Hydrogen	Nitrogen	Oxygen	Fluorine	Chlorine	Bromine	Iodine
Formula	H_2	N_2	O_2	F_2	Cl_2	Br_2	I_2

Example 5.4.1

Transfer the following symbolic equations into word equations or word equations into symbolic equations.

a. $\mathrm{HCl}\,(aq) + \mathrm{NaOH}\,(aq) \rightarrow \mathrm{NaCl}\,(aq) + \mathrm{H_2O}\,(l)$

b. Gaseous propane, $\mathrm{C_3H_8}$, burns in oxygen gas to produce gaseous carbon dioxide and liquid water.

c. Hydrogen fluoride gas reacts with an aqueous solution of potassium carbonate to produce an aqueous solution of potassium fluoride, liquid water, and gaseous carbon dioxide.

Solution

a. An aqueous solution of hydrochloric acid reacts with an aqueous solution of sodium hydroxide to produce an aqueous solution of sodium chloride and liquid water.

b. Reactants: propane ($\mathrm{C_3H_8}$) and oxygen ($\mathrm{O_2}$)

Product: carbon dioxide ($\mathrm{CO_2}$) and water ($\mathrm{H_2O}$)

$$\mathrm{C_3H_8}\,(g) + \mathrm{O_2}\,(g) \rightarrow \mathrm{CO_2}\,(g) + \mathrm{H_2O}\,(l)$$

c. Reactants: hydrogen fluoride and potassium carbonate

Products: potassium fluoride, water, and carbon dioxide

$$\mathrm{HF}\,(g) + \mathrm{K_2CO_3}\,(aq) \rightarrow \mathrm{KF}\,(aq) + \mathrm{H_2O}\,(l) + \mathrm{CO_2}\,(g)$$

Exercise 5.4.1

Transfer the following symbolic equations into word equations or word equations into symbolic equations.

a. Hydrogen gas reacts with nitrogen gas to produce gaseous ammonia.

b. $\mathrm{HCl}\,(aq) + \mathrm{LiOH}\,(aq) \rightarrow \mathrm{LiCl}\,(aq) + \mathrm{H_2O}\,(l)$

c. Copper metal is heated with oxygen gas to produce solid copper(II) oxide.

Answer a

$H_2(g) + N_2(g) \rightarrow NH_3(g)$

Answer b

An aqueous solution of hydrochloric acid reacts with an aqueous solution of lithium hydroxide to produce an aqueous solution of lithium chloride and liquid water.

Answer c

$Cu(s) + O_2(g) \rightarrow CuO(s)$

Summary

- A chemical reaction is the process by which one or more substances are changed into one or more new substances.
- Chemical reactions are represented by chemical equations.
- Chemical equations have reactants on the left, an arrow that is read as "yields", and the products on the right.

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5.5: How to Write Balanced Chemical Equations

Learning Objectives

- Explain the roles of subscripts and coefficients in chemical equations.
- Balance a chemical equation when given the unbalanced equation.
- Explain the role of the Law of Conservation of Mass in a chemical reaction.

Even though chemical compounds are broken up and new compounds are formed during a chemical reaction, atoms in the reactants do not disappear, nor do new atoms appear to form the products. In chemical reactions, atoms are never created or destroyed. The same atoms that were present in the reactants are present in the products—they are merely reorganized into different arrangements. In a complete chemical equation, the two sides of the equation must be present on the reactant and the product sides of the equation.

Coefficients and Subscripts

There are two types of numbers that appear in chemical equations. There are subscripts, which are part of the chemical formulas of the reactants and products; and there are coefficients that are placed in front of the formulas to indicate how many molecules of that substance is used or produced.

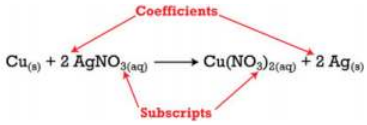
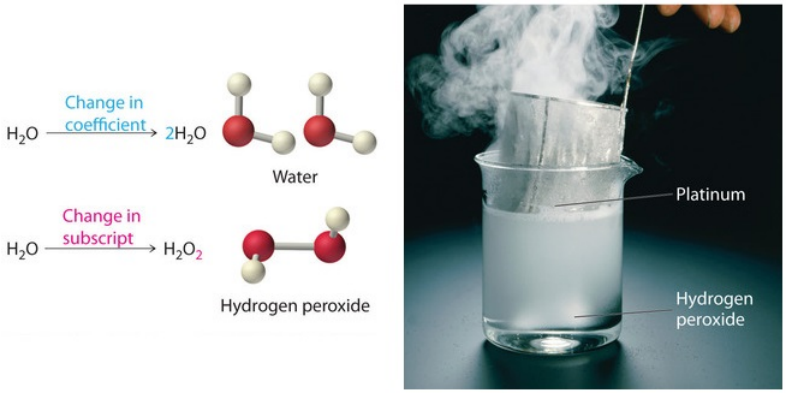


Figure **5.5.1**: Balancing Equations. You cannot change subscripts in a chemical formula to balance a chemical equation; you can change only the coefficients. Changing subscripts changes the ratios of atoms in the molecule and the resulting chemical properties. For example, water (H_2O) and hydrogen peroxide (H_2O_2) are chemically distinct substances. H_2O_2 decomposes to H_2O and O_2 gas when it comes in contact with the metal platinum, whereas no such reaction occurs between water and platinum.

The **subscripts** are part of the formulas and once the formulas for the reactants and products are determined, the subscripts may not be changed. The **coefficients** indicate the number of each substance involved in the reaction and may be changed in order to balance the equation. The equation above indicates that one mole of solid copper is reacting with two moles of aqueous silver nitrate to produce one mole of aqueous copper (II) nitrate and two atoms of solid silver.

Balancing a Chemical Equation

Because the identities of the reactants and products are fixed, the equation cannot be balanced by changing the subscripts of the reactants or the products. To do so would change the chemical identity of the species being described, as illustrated in Figure **5.5.1**.



Original molecule $\mathbf{H_2O}$: if the coefficient 2 is added in front, that makes 2 water molecules; but if the subscript 2 is added to make $\mathbf{H_2O_2}$, that's hydrogen peroxide.

The simplest and most generally useful method for balancing chemical equations is “inspection,” better known as trial and error. The following is an efficient approach to balancing a chemical equation using this method.

Steps in Balancing a Chemical Equation

1. Identify the most complex substance.
2. Beginning with that substance, choose an element(s) that appears in only one reactant and one product, if possible. Adjust the coefficients to obtain the same number of atoms of this element(s) on both sides.
3. Balance polyatomic ions (if present on both sides of the chemical equation) as a unit.
4. Balance the remaining atoms, usually ending with the least complex substance and using fractional coefficients if necessary. If a fractional coefficient has been used, multiply both sides of the equation by the denominator to obtain whole numbers for the coefficients.
5. Count the numbers of atoms of each kind on both sides of the equation to be sure that the chemical equation is balanced.

Example 5.5.1: Combustion of Heptane

Balance the chemical equation for the combustion of Heptane (C_7H_{16}).

$$C_7H_{16}\,(l) + O_2\,(g) \longrightarrow CO_2\,(g) + H_2O\,(g)$$

Solution

Solutions to Example 5.5.1

Steps	Example
1. **Identify the most complex substance.**	The most complex substance is the one with the largest number of different atoms, which is C_7H_{16}. We will assume initially that the final balanced chemical equation contains 1 molecule or formula unit of this substance.
2. **Adjust the coefficients.**	a. Because one molecule of n-heptane contains 7 carbon atoms, we need 7 CO_2 molecules, each of which contains 1 carbon atom, on the right side: $$C_7H_{16}\,(l) + O_2\,(g) \longrightarrow \underline{7}CO_2\,(g) + H_2O\,(g)$$ • 7 carbon atoms on both reactant and product sides b. Because one molecule of n-heptane contains 16 hydrogen atoms, we need 8 H_2O molecules, each of which contains 2 hydrogen atoms, on the right side: $$C_7H_{16}\,(l) + O_2\,(g) \longrightarrow 7\,CO_2\,(g) + \underline{8}H_2O\,(g)$$ • 16 hydrogen atoms on both reactant and product sides
3. **Balance polyatomic ions as a unit.**	There are no polyatomic ions to be considered in this reaction.
4. **Balance the remaining atoms.**	The carbon and hydrogen atoms are now balanced, but we have 22 oxygen atoms on the right side and only 2 oxygen atoms on the left. We can balance the oxygen atoms by adjusting the coefficient in front of the least complex substance, O_2, on the reactant side: $$C_7H_{16}\,(l) + \underline{11}O_2\,(g) \longrightarrow 7\,CO_2\,(g) + 8\,H_2O\,(g)$$ • 22 oxygen atoms on both reactant and product sides
5. **Check your work.**	The equation is now balanced, and there are no fractional coefficients: there are 7 carbon atoms, 16 hydrogen atoms, and 22 oxygen atoms on each side. Always check to be sure that a chemical equation is balanced.

Example 5.5.2: Combustion of Isooctane

Combustion of Isooctane (C_8H_{18})

$$C_8H_{18}\,(l) + O_2\,(g) \longrightarrow CO_2\,(g) + H_2O\,(g)$$

Solution

The assumption that the final balanced chemical equation contains only one molecule or formula unit of the most complex substance is not always valid, but it is a good place to start. The combustion of any hydrocarbon with oxygen produces carbon dioxide and water.

Solutions to Example 7.4.2

Steps	Example
1. **Identify the most complex substance.**	The most complex substance is the one with the largest number of different atoms, which is C_8H_{18}. We will assume initially that the final balanced chemical equation contains 1 molecule or formula unit of this substance.
2. **Adjust the coefficients.**	a. The first element that appears only once in the reactants is carbon: 8 carbon atoms in isooctane means that there must be 8 CO_2 molecules in the products: $$C_8H_{18}(l) + O_2(g) \longrightarrow \underline{8}CO_2(g) + H_2O(g)$$ • 8 carbon atoms on both reactant and product sides b. 18 hydrogen atoms in isooctane means that there must be 9 H_2O molecules in the products: $$C_8H_{18}(l) + O_2(g) \longrightarrow 8\,CO_2(g) + \underline{9}H_2O(g)$$ • 18 hydrogen atoms on both reactant and product sides
3. **Balance polyatomic ions as a unit.**	There are no polyatomic ions to be considered in this reaction.
4. **Balance the remaining atoms.**	The carbon and hydrogen atoms are now balanced, but we have 25 oxygen atoms on the right side and only 2 oxygen atoms on the left. We can balance the least complex substance, O_2, but because there are 2 oxygen atoms per O_2 molecule, we must use a fractional coefficient ($\frac{25}{2}$) to balance the oxygen atoms: $$C_8H_{18}(l) + \underline{\frac{25}{2}}O_2\ (g) \longrightarrow 8\,CO_2(g) + 9\,H_2O(g)$$ • 25 oxygen atoms on both reactant and product sides The equation is now balanced, but we usually write equations with whole number coefficients. We can eliminate the fractional coefficient by multiplying all coefficients on both sides of the chemical equation by **2**: $$\underline{2}C_8H_{18}(l) + \underline{25}O_2(g) \longrightarrow \underline{16}CO_2(g) + \underline{18}H_2O(g)$$
5. **Check your work.**	The balanced chemical equation has 16 carbon atoms, 36 hydrogen atoms, and 50 oxygen atoms on each side. Balancing equations requires some practice on your part as well as some common sense. If you find yourself using very large coefficients or if you have spent several minutes without success, go back and make sure that you have written the formulas of the reactants and products correctly.

Example 5.5.3: Precipitation of Lead (II) Chloride

Aqueous solutions of lead (II) nitrate and sodium chloride are mixed. The products of the reaction are an aqueous solution of sodium nitrate and a solid precipitate of lead (II) chloride. Write the balanced chemical equation for this reaction.

Solution

Solutions to Example 7.4.3

Steps	Example
1. **Identify the most complex substance.**	The most complex substance is lead (II) chloride. $Pb(NO_3)_2\,(aq) + NaCl\,(aq) \longrightarrow NaNO_3\,(aq) + PbCl_2\,(s)$
2. **Adjust the coefficients.**	There are twice as many chloride ions in the reactants as there are in the products. Place a 2 in front of the NaCl in order to balance the chloride ions. $Pb(NO_3)_2\,(aq) + \underline{2}\,NaCl\,(aq) \longrightarrow NaNO_3\,(aq) + PbCl_2\,(s)$ • 1 Pb atom on both reactant and product sides • 2 Na atoms on reactant side, 1 Na atom on product side • 2 Cl atoms on both reactant and product sides
3. **Balance polyatomic ions as a unit.**	The nitrate ions are still unbalanced. Place a 2 in front of the $NaNO_3$. The result is: $Pb(NO_3)_2\,(aq) + 2\,NaCl\,(aq) \longrightarrow \underline{2}\,NaNO_3\,(aq) + PbCl_2\,(s)$ • 1 Pb atom on both reactant and product sides • 2 Na atoms on both reactant and product sides • 2 Cl atoms on both reactant and product sides • 2 NO_3^- atoms on both reactant and product sides
4. **Balance the remaining atoms.**	There is no need to balance the remaining atoms because they are already balanced.
5. **Check your work.**	$Pb(NO_3)_2\,(aq) + 2\,NaCl\,(aq) \longrightarrow 2\,NaNO_3\,(aq) + PbCl_2\,(s)$ • 1 Pb atom on both reactant and product sides • 2 Na atoms on both reactant and product sides • 2 Cl atoms on both reactant and product sides • 2 NO_3^- atoms on both reactant and product sides

? Exercise 5.5.1

Is each chemical equation balanced?

a. $2\,Hg(\ell)^+\ O_2\,(g)\ \rightarrow Hg_2O_2\,(s)$
b. $C_2H_4\,(g) + 2\,O_2(g) \longrightarrow 2\,CO_2\,(g) + 2\,H_2O\,(g)$
c. $Mg(NO_3)_2\,(s) + 2\,Li\,(s)\ \rightarrow Mg(s)^+\ 2\,LiNO_3\,(s)$

Answer a

yes

Answer b

no

Answer c

yes

Exercise 5.5.2

Balance the following chemical equations.

a. $\mathbf{N_2\,(g) + O_2\,(g) \longrightarrow NO_2\,(g)}$
b. $\mathbf{Pb(NO_3)_2\,(aq) + FeCl_3\,(aq) \longrightarrow Fe(NO_3)_3\,(aq) + PbCl_2\,(s)}$
c. $\mathbf{C_6H_{14}\,(l) + O_2(g) \longrightarrow CO_2\,(g) + H_2O\,(g)}$

Answer a

$N_2\,(g) + 2O_2\,(g) \rightarrow 2NO_2\,(g)$

Answer b

$3Pb(NO_3)_2(aq) + 2FeCl_3(aq) \rightarrow 2Fe(NO_3)_3(aq) + 3PbCl_2(s)$

Answer c

$2C_6H_{14}(l) + 19O_2(g) \rightarrow 12CO_2(g) + 14H_2O(g)$

Summary

- To be useful, chemical equations must always be balanced. Balanced chemical equations have the same number and type of each atom on both sides of the equation.
- The coefficients in a balanced equation must be the simplest whole number ratio. Mass is always conserved in chemical reactions.

Vocabulary

- **Chemical reaction** - The process in which one or more substances are changed into one or more new substances.
- **Reactants** - The starting materials in a reaction.
- **Products** - Materials present at the end of a reaction.
- **Balanced chemical equation** - A chemical equation in which the number of each type of atom is equal on the two sides of the equation.
- **Subscripts** - Part of the chemical formulas of the reactants and products that indicate the number of atoms of the preceding element.
- **Coefficient** - A small whole number that appears in front of a formula in a balanced chemical equation.

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5.6: Mole-Mole Relationships in Chemical Reactions

Learning Objectives

- To use a balanced chemical reaction to determine molar relationships between the substances.

Previously, you learned to balance chemical equations by comparing the numbers of each type of atom in the reactants and products. The coefficients in front of the chemical formulas represent the numbers of molecules or formula units (depending on the type of substance). Here, we will extend the meaning of the coefficients in a chemical equation.

Consider the simple chemical equation

$$2\,H_2 + O_2 \longrightarrow 2\,H_2O$$

The convention for writing balanced chemical equations is to use the lowest whole-number ratio for the coefficients. However, the equation is balanced as long as the coefficients are in a 2:1:2 ratio. For example, this equation is also balanced if we write it as

$$4\,H_2 + 2\,O_2 \longrightarrow 4\,H_2O$$

The ratio of the coefficients is 4:2:4, which reduces to 2:1:2. The equation is also balanced if we were to write it as

$$22\,H_2 + 11\,O_2 \longrightarrow 22\,H_2O$$

because 22:11:22 also reduces to 2:1:2.

Suppose we want to use larger numbers. Consider the following coefficients:

$$12.044 \times 10^{23}\ H_2 + 6.022 \times 10^{23}\ O_2 \rightarrow 12.044 \times 10^{23}\ H_2O$$

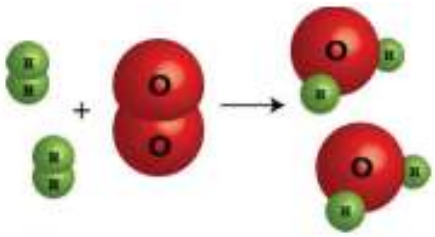
These coefficients also have the ratio 2:1:2 (check it and see), so this equation is balanced. But 6.022×10^{23} is 1 mol, while 12.044×10^{23} is 2 mol (and the number is written that way to make this more obvious), so we can simplify this version of the equation by writing it as

$$2\ \text{mol}\ \ H_2 + 1\ \ \text{mol}\ \ O_2 \longrightarrow 2\ \text{mol}\ \ H_2O$$

We can leave out the word *mol* and not write the 1 coefficient (as is our habit), so the final form of the equation, still balanced, is

$$2\,H_2 + O_2 \longrightarrow 2\,H_2O$$

Now we interpret the coefficients as referring to molar amounts, not individual molecules. The lesson? *Balanced chemical equations are balanced not only at the molecular level but also in terms of molar amounts of reactants and products.* Thus, we can read this reaction as “two moles of hydrogen react with one mole of oxygen to produce two moles of water.”



2 molecules H_2 1 molecule O_2 2 molecules H_2O

2 moles H_2 1 mole O_2 2 moles H_2O

2 x 2.02 g=4.04 g H_2 32.0 g O_2 2 x 18.02 g=36.04 g H_2O

Figure **5.6.1**: This representation of the production of water from oxygen and hydrogen show several ways to interpret the quantitative information of a chemical reaction.

By the same token, the ratios we constructed to describe molecules reaction can also be constructed in terms of moles rather than molecules. For the reaction in which hydrogen and oxygen combine to make water, for example, we can construct the following

ratios:

$$\frac{2\ \text{mol}\ H_2}{1\ \text{mol}\ O_2}\ \text{or}\ \frac{1\ \text{mol}\ O_2}{2\ \text{mol}\ H_2}$$

$$\frac{2\ \text{mol}\ H_2O}{1\ \text{mol}\ O_2}\ \text{or}\ \frac{1\ \text{mol}\ O_2}{2\ \text{mol}\ H_2O}$$

$$\frac{2\ \text{mol}\ H_2}{2\ \text{mol}\ H_2O}\ \text{or}\ \frac{2\ \text{mol}\ H_2O}{2\ \text{mol}\ H_2}$$

We can use these ratios to determine what amount of a substance, in moles, will react with or produce a given number of moles of a different substance. The study of the numerical relationships between the reactants and the products in balanced chemical reactions is called ***stoichiometry*****.** The ratio of coefficients in a balanced chemical equation, used in computations relating amounts of reactants and products is called the **stoichiometric factor.**

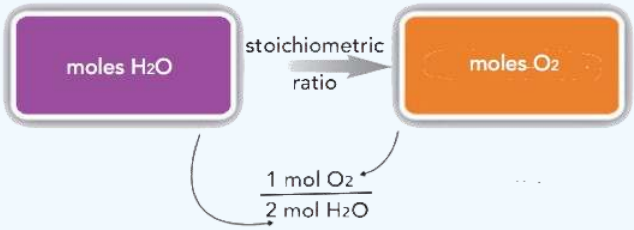
Example 5.6.1

How many moles of oxygen react with hydrogen to produce 27.6 mol of H_2O? The balanced equation is as follows:

$$2\,H_2 + O_2 \longrightarrow 2\,H_2O$$

Solution

Because we are dealing with quantities of H_2O and O_2, we will use the **stoichiometric ratio** that relates those two substances. Because we are given an amount of H_2O and want to determine an amount of O_2, we will use the ratio that has H_2O in the denominator (so it cancels) and O_2 in the numerator (so it is introduced in the answer). Thus,



$$27.6\ \text{mol}\ H_2O \times \frac{1\ \text{mol}\ O_2}{2\ \text{mol}\ H_2O} = 13.8\ \text{mol}\ O_2$$

To produce 27.6 mol of H_2O, 13.8 mol of O_2 react.

Exercise 5.6.1

Using $2H_2 + O_2 \rightarrow 2H_2O$, how many moles of hydrogen react with 3.07 mol of oxygen to produce H_2O?

Answer

$$3.07\ \text{mol}\ O_2 \times \frac{2\ \text{mol}\ H_2}{1\ \text{mol}\ O_2} = 6.14\ \text{mol}\ H_2$$

Key Takeaway

- The balanced chemical reaction can be used to determine molar relationships between substances.

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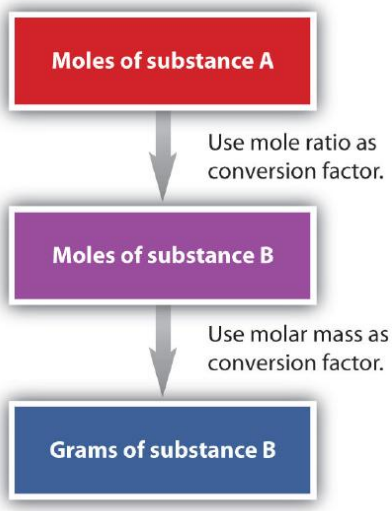
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5.7: Mole-Mass and Mass-Mass Problems

Learning Objectives

- To convert from mass or moles of one substance to mass or moles of another substance in a chemical reaction.

We have established that a balanced chemical equation is balanced in terms of moles as well as atoms or molecules. We have used balanced equations to set up ratios, now in terms of moles of materials, that we can use as conversion factors to answer stoichiometric questions, such as how many moles of substance A react with so many moles of reactant B. We can extend this technique even further. Recall that we can relate a molar amount to a mass amount using molar mass. We can use that ability to answer stoichiometry questions in terms of the masses of a particular substance, in addition to moles. We do this using the following sequence:



Collectively, these conversions are called mole-mass calculations.

As an example, consider the balanced chemical equation

$$\mathrm{Fe_2O_3 + 3\,SO_3 \rightarrow Fe_2(SO_4)_3}$$

If we have 3.59 mol of Fe_2O_3, how many grams of SO_3 can react with it? Using the mole-mass calculation sequence, we can determine the required mass of SO_3 in two steps. First, we construct the appropriate molar ratio, determined from the balanced chemical equation, to calculate the number of moles of SO_3 needed. Then using the molar mass of SO_3 as a conversion factor, we determine the mass that this number of moles of SO_3 has.

The first step resembles the exercises we did in Section 6.4. As usual, we start with the quantity we were given:

$$\mathrm{3.59\ mol\ Fe_2O_3 \times \frac{3\ mol\ SO_3}{1\ mol\ Fe_2O_3} = 10.77\ mol\ SO_3}$$

The mol Fe_2O_3 units cancel, leaving mol SO_3 unit. Now, we take this answer and convert it to grams of SO_3, using the molar mass of SO_3 as the conversion factor:

$$\mathrm{10.77\ mol\ SO_3 \times \frac{80.07\ g\ SO_3}{1\ mol\ SO_3} = 862.4\ g\ SO_3}$$

Our final answer is expressed to three significant figures. Thus, in a two-step process, we find that 862 g of SO_3 will react with 3.59 mol of Fe_2O_3. Many problems of this type can be answered in this manner.

The same two-step problem can also be worked out in a single line, rather than as two separate steps, as follows:



$$3.59 \text{ mol } Fe_2O_3 \times \underbrace{\frac{3 \text{ mol } SO_3}{1 \text{ mol } Fe_2O_3}}_{\text{converts to moles of } SO_3} \times \underbrace{\frac{80.07 \text{ g } SO_3}{1 \text{ mol } SO_3}}_{\text{converts to grams of } SO_3} = 862.4 \text{ g } SO_3$$

We get exactly the same answer when combining all the math steps together as we do when we calculate one step at a time.

Example 5.7.1

How many grams of CO_2 are produced if 2.09 mol of HCl are reacted according to this balanced chemical equation?

$$CaCO_3 + 2\,HCl \rightarrow CaCl_2 + CO_2 + H_2O$$

Solution

Our strategy will be to convert from moles of HCl to moles of CO_2 and then from moles of CO_2 to grams of CO_2. We will need the molar mass of CO_2, which is 44.01 g/mol. Performing these two conversions in a single-line gives 46.0 g of CO_2:

$$2.09 \text{ mol } HCl \times \underbrace{\frac{1 \text{ mol } CO_2}{2 \text{ mol } HCl}}_{\text{from the coefficients of the balanced equation}} \times \frac{44.01 \text{ g } CO_2}{1 \text{ mol } CO_2} = 46.0 \text{ g } CO_2$$

The molar ratio between CO_2 and HCl comes from the balanced chemical equation.

Exercise

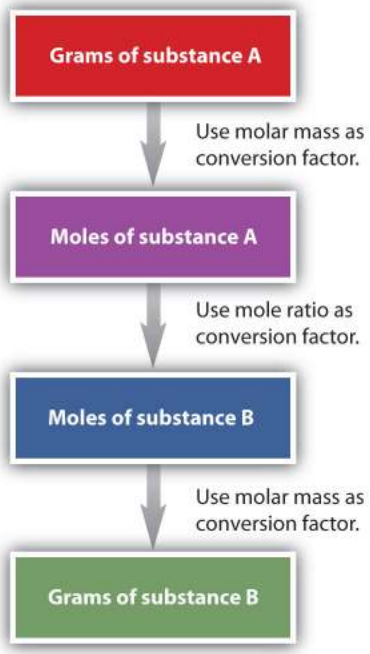
How many grams of glucose ($C_6H_{12}O_6$) are produced if 17.3 mol of H_2O are reacted according to this balanced chemical equation?

$$6\,CO_2 + 6\,H_2O \rightarrow C_6H_{12}O_6 + 6\,O_2$$

Answer

$$17.3 \text{ mol } H_2O \times \frac{1 \text{ mol } C_6H_{12}O_6}{6 \text{ mol } H_2O} \times \frac{180.18 \text{ g } C_6H_{12}O_6}{1 \text{ mol } C_6H_{12}O_6} = 520 \text{ g } C_6H_{12}O_6$$

It is a small step from mole-mass calculations to mass-mass calculations. If we start with a known mass of one substance in a chemical reaction (instead of a known number of moles), we can calculate the corresponding masses of other substances in the reaction. The first step in this case is to convert the known mass into moles, using the substance's molar mass as the conversion factor. Then—and only then—we use the balanced chemical equation to construct a conversion factor to convert that quantity to moles of another substance, which in turn can be converted to a corresponding mass. Sequentially, the process is as follows:



This three-part process can be carried out in three discrete steps or combined into a single calculation that contains three conversion factors. The following example illustrates both techniques.

Example 5.7.2: Chlorination of Carbon

Methane can react with elemental chlorine to make carbon tetrachloride (CCl_4). The balanced chemical equation is as follows:

$$CH_4 + 4\,Cl_2 \rightarrow CCl_4 + 4\,HCl$$

How many grams of HCl are produced by the reaction of 100.0 g of CH_4?

Solution

First, let us work the problem in stepwise fashion. We begin by converting the mass of CH_4 to moles of CH_4, using the molar mass of CH_4 (16.05 g/mol) as the conversion factor:

$$100.0\ g\ CH_4 \times \frac{1\ mol\ CH_4}{16.05\ g\ CH_4} = 6.231\ mol\ CH_4$$

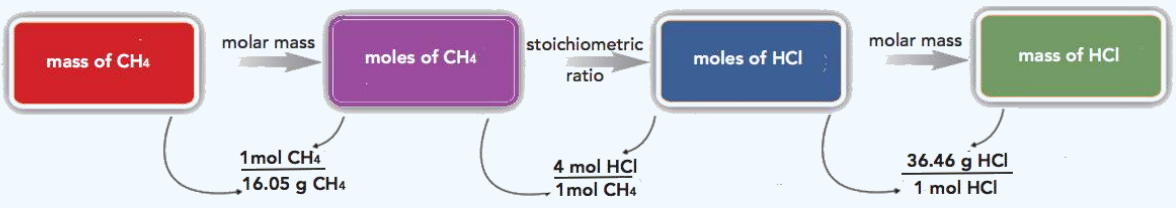
Note that we inverted the molar mass so that the gram units cancel, giving us an answer in moles. Next, we use the balanced chemical equation to determine the ratio of moles CCl_4 and moles HCl and convert our first result into moles of HCl:

$$6.231\ mol\ CH_4 \times \frac{4\ mol\ HCl}{1\ mol\ CH_4} = 24.92\ mol\ HCl$$

Finally, we use the molar mass of HCl (36.46 g/mol) as a conversion factor to calculate the mass of 24.92 mol of HCl:

$$24.92\ mol\ HCl \times \frac{36.46\ g\ HCl}{1\ mol\ HCl} = 908.5\ g\ HCl$$

In each step, we have limited the answer to the proper number of significant figures. If desired, we can do all three conversions on a single line:



$$100.0\ \text{g CH}_4 \times \frac{1\ \text{mol CH}_4}{16.05\ \text{g CH}_4} \times \frac{4\ \text{mol HCl}}{1\ \text{mol CH}_4} \times \frac{36.46\ \text{g HCl}}{1\ \text{mol HCl}} = 908.7\ \text{g HCl}$$

This final answer is slightly different from our first answer because only the final answer is restricted to the proper number of significant figures. In the first answer, we limited each intermediate quantity to the proper number of significant figures. As you can see, both answers are essentially the same.

? Exercise 5.7.2: Oxidation of Propanal

The oxidation of propanal (CH_3CH_2CHO) to propionic acid (CH_3CH_2COOH) has the following chemical equation:

$$CH_3CH_2CHO + 2K_2Cr_2O_7 \rightarrow CH_3CH_2COOH + \text{other products}$$

How many grams of propionic acid are produced by the reaction of 135.8 g of $K_2Cr_2O_7$?

Answer

$$135.8\ \text{g K}_2\text{Cr}_2\text{O}_7 \times \frac{1\ \text{mol K}_2\text{Cr}_2\text{O}_7}{294.20\ \text{g K}_2\text{Cr}_2\text{O}_7} \times \frac{1\ \text{mol CH}_3\text{CH}_2\text{COOH}}{2\ \text{mol K}_2\text{Cr}_2\text{O}_7} \times \frac{74.09\ \text{g CH}_3\text{CH}_2\text{COOH}}{1\ \text{mol CH}_3\text{CH}_2\text{COOH}} = 17.10\ \text{g CH}_3\text{CH}_2\text{COOH}$$

To Your Health: The Synthesis of Taxol

Taxol is a powerful anticancer drug that was originally extracted from the Pacific yew tree (*Taxus brevifolia*). As you can see from the accompanying figure, taxol is a very complicated molecule, with a molecular formula of $C_{47}H_{51}NO_{14}$. Isolating taxol from its natural source presents certain challenges, mainly that the Pacific yew is a slow-growing tree, and the equivalent of six trees must be harvested to provide enough taxol to treat a single patient. Although related species of yew trees also produce taxol in small amounts, there is significant interest in synthesizing this complex molecule in the laboratory.

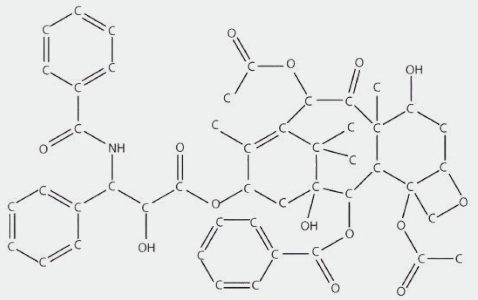


Figure 5.7.1 The Structure of the Cancer Drug Taxol. Because of the complexity of the molecule, hydrogen atoms are not shown, but they are present on every atom to give the atom the correct number of covalent bonds (four bonds for each carbon atom).

After a 20-year effort, two research groups announced the complete laboratory synthesis of taxol in 1994. However, each synthesis required over 30 separate chemical reactions, with an overall efficiency of less than 0.05%. To put this in perspective, to obtain a single 300 mg dose of taxol, you would have to begin with 600 g of starting material. To treat the 26,000 women who are diagnosed with ovarian cancer each year with one dose, almost 16,000 kg (over 17 tons) of starting material must be converted to taxol. Taxol is also used to treat breast cancer, with which 200,000 women in the United States are diagnosed every year. This only increases the amount of starting material needed.

Clearly, there is intense interest in increasing the overall efficiency of the taxol synthesis. An improved synthesis not only will be easier but also will produce less waste materials, which will allow more people to take advantage of this potentially life-saving drug.

Key Takeaway

- A balanced chemical equation can be used to relate masses or moles of different substances in a reaction.

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5.E: Introduction to Chemical Reactions (Exercises)

Additional Exercises

1. Isooctane (C_8H_{18}) is used as a standard for comparing gasoline performance. Write a balanced chemical equation for the combustion of isooctane.
2. Heptane (C_7H_{16}), like isooctane (see Exercise 1), is also used as a standard for determining gasoline performance. Write a balanced chemical equation for the combustion of heptane.
3. What is the difference between a combination reaction and a redox reaction? Are all combination reactions also redox reactions? Are all redox reactions also combination reactions?
4. Are combustion reactions always redox reactions as well? Explain.
5. A friend argues that the equation

   $$Fe^{2+} + Na \rightarrow Fe + Na^{+}$$

   is balanced because each side has one iron atom and one sodium atom. Explain why your friend is incorrect.
6. Some antacids contain aluminum hydroxide [$Al(OH)_3$]. This compound reacts with excess hydrochloric acid (HCl) in the stomach to neutralize it. If the products of this reaction are water and aluminum chloride, what is the balanced chemical equation for this reaction? What is the stoichiometric ratio between the number of HCl molecules made to the number of H_2O molecules made?
7. Sulfuric acid is made in a three-step process: (1) the combustion of elemental sulfur to produce sulfur dioxide, (2) the continued reaction of sulfur dioxide with oxygen to produce sulfur trioxide, and (3) the reaction of sulfur trioxide with water to make sulfuric acid (H_2SO_4). Write balanced chemical equations for all three reactions.
8. If the products of glucose metabolism are carbon dioxide and water, what is the balanced chemical equation for the overall process? What is the stoichiometric ratio between the number of CO_2 molecules made to the number of H_2O molecules made?
9. Historically, the first true battery was the Leclanché cell, named after its discoverer, Georges Leclanché. It was based on the following reaction:

   $$Zn(s) + Cu^{2+}(aq) \rightarrow Zn^{2+}(aq) + Cu(s)$$

   Identify what is being oxidized, what is being reduced, and the respective reducing and oxidizing agents.

Answers

1. $2C_8H_{18} + 25O_2 \rightarrow 16CO_2 + 18H_2O$
2. $C_7H_{16} + 11O_2 \rightarrow 7CO_2 + 8H_2O$
3. A combination reaction makes a new substance from more than one reactant; a redox reaction rearranges electrons. Most (not all) combination reactions are redox reactions. Not all redox reactions are combination reactions.
4. All combustion reactions are redox reactions. In combustion a chemical is combining with oxygen and that chemical is being oxidized. Oxygen, on the other hand, is being reduced.
5. Your friend is incorrect because the number of electrons transferring is not balanced. A balanced equation must not only have the same number of atoms of

each element on each side of the equation but must also have the same charge on both sides.

6. $Al(OH)_3 + 3HCl \rightarrow 3H_2O + AlCl_3$; 1:1
7. (1) $S + O_2 \rightarrow SO_2$; (2) $2SO_2 + O_2 \rightarrow 2SO_3$; (3) $SO_3 + H_2O \rightarrow H_2SO_4$
8. $C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O$; 1:1
9. oxidized and reducing agent: Zn; reduced and oxidizing agent: Cu^{2+}

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5.S: Introduction to Chemical Reactions (Summary)

To ensure that you understand the material in this chapter, you should review the meanings of the following bold terms in the following summary and ask yourself how they relate to the topics in the chapter.

Scientific **laws** are general statements that apply to a wide variety of circumstances. One important law in chemistry is the **law of conservation of matter**, which states that in any closed system, the amount of matter stays constant.

Chemical equations are used to represent **chemical reactions**. **Reactants** change chemically into **products**. The law of conservation of matter requires that a proper chemical equation be **balanced**. **Coefficients** are used to show the relative numbers of reactant and product molecules.

In **stoichiometry**, quantities of reactants and/or products can be related to each other using the balanced chemical equation. The coefficients in a balanced chemical reaction are used to devise the proper ratios that relate the number of molecules of one substance to the number of molecules of another substance.

Chemical reactions can be classified by type. **Combination reactions** (also called **composition reactions**) make a substance from other substances. **Decomposition reactions** break one substance down into multiple substances. **Combustion reactions** combine molecular oxygen with the atoms of another reactant.

Oxidation reactions are reactions in which an atom loses an electron. **Reduction reactions** are reactions in which an atom gains an electron. These two processes always occur together, so they are collectively referred to as **oxidation-reduction** (or **redox**) **reactions**. The species being oxidized it called the **reducing agent**, while the species being reduced is the **oxidizing agent**. Alternate definitions of oxidation and reduction focus on the gain or loss of oxygen atoms, or the loss or gain of hydrogen atoms. Redox reactions are easily balanced if the overall reaction is first separated into **half reactions**, which are individually balanced.

Oxidation-reduction reactions are common in organic and biological chemistry. **Respiration**, the process by which we inhale and metabolize oxygen, is a series of redox reactions. In the absence of oxygen, redox reactions still occur in a process called **anaerobic metabolism**. **Antioxidants** such as ascorbic acid also play a part in the human diet, acting as reducing agents in various biochemical reactions. **Photosynthesis**, the process by which plants convert water and carbon dioxide to glucose, is also based on redox reactions.

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CHAPTER OVERVIEW

6: Types of Chemical Reactions

6.1: Classifying Chemical Reactions

6.2: Aqueous Solutions and Solubility - Compounds Dissolved in Water

6.3: Precipitation Reactions

6.4: Writing Chemical Equations for Reactions in Solution- Molecular, Complete Ionic, and Net Ionic Equations

6.5: Redox Reactions in Organic Chemistry and Biochemistry

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6.1: Classifying Chemical Reactions

Learning Objectives

- Classify a chemical reaction as a synthesis, decomposition, single replacement, double replacement, or a combustion reaction.
- Predict the products of simple reactions.

The chemical reactions we have described are only a tiny sampling of the infinite number of chemical reactions possible. How do chemists cope with this overwhelming diversity? How do they predict which compounds will react with one another and what products will be formed? The key to success is to find useful ways to categorize reactions. Familiarity with a few basic types of reactions will help you to predict the products that form when certain kinds of compounds or elements come in contact.

Most chemical reactions can be classified into one or more of five basic types: acid–base reactions, exchange reactions, condensation reactions (and the reverse, cleavage reactions), and oxidation–reduction reactions. The general forms of these five kinds of reactions are summarized in Table **6.1.1**, along with examples of each. It is important to note, however, that many reactions can be assigned to more than one classification, as you will see in our discussion.

Table **6.1.1:** *Basic Types of Chemical Reactions*

Name of Reaction	General Form	Examples
Oxidation–Reduction (redox)	oxidant + reductant → reduced oxidant + oxidized reductant	$C_7H_{16}(l) + 11O_2(g) \rightarrow 7CO_2(g) + 8H_2O(g)$
Acid–Base	acid + base → salt	$NaOH(aq) + HNO_3(aq) \rightarrow NaNO_3(aq) + H_2O(l)$
Exchange: Single Replacement	AB + C → AC + B	$ZnCl_2(aq) + Mg(s) \rightarrow MgCl_2(aq) + Zn(s)$
Exchange: Double Replacement	AB + CD → AD + CB	$BaCl_2(aq) + Na_2SO_4(aq) \rightarrow BaSO_4(s) + 2NaCl(aq)$
Combination (Synthesis)	A + B → AB	$CO_2(g) + H_2O(l) \rightarrow H_2CO_3(aq)$ $N_2(g) + 2O_2(g) \rightarrow 2NO_2(g)$
Decomposition	AB → A + B	$CaCO_3(s) \rightarrow CaO(s) + CO_2(g)$

The classification scheme is only for convenience; the same reaction can be classified in different ways, depending on which of its characteristics is most important. Oxidation–reduction reactions, in which there is a net transfer of electrons from one atom to another, and condensation reactions are discussed in this section. Acid–base reactions are one kind of exchange reaction—the formation of an insoluble salt, such as barium sulfate, when solutions of two soluble salts are mixed together.

Combination Reactions

A **combination reaction** is a reaction in which two or more substances combine to form a single new substance. Combination reactions can also be called synthesis reactions. The general form of a combination reaction is:

$$\mathbf{A + B \rightarrow AB}$$

One combination reaction is two elements combining to form a compound. Solid sodium metal reacts with chlorine gas to produce solid sodium chloride.

$$\mathbf{2Na\,(\mathit{s}) + Cl_2\,(\mathit{g}) \rightarrow 2NaCl\,(\mathit{s})}$$

Notice that in order to write and balance the equation correctly, it is important to remember the seven elements that exist in nature as diatomic molecules ($\mathbf{H_2}$, $\mathbf{N_2}$, $\mathbf{O_2}$, $\mathbf{F_2}$, $\mathbf{Cl_2}$, $\mathbf{Br_2}$, and $\mathbf{I_2}$).

One type of combination reaction that occurs frequently is the reaction of an element with oxygen to form an oxide. Metals and nonmetals both react readily with oxygen under most conditions. Magnesium reacts rapidly and dramatically when ignited, combining with oxygen from the air to produce a fine powder of magnesium oxide:

$$2Mg\,(s) + O_2\,(g) \rightarrow 2MgO\,(s)$$

Sulfur reacts with oxygen to form sulfur dioxide:

$$S\,(s) + O_2\,(g) \rightarrow SO_2\,(g)$$

When nonmetals react with one another, the product is a molecular compound. Often, the nonmetal reactants can combine in different ratios and produce different products. Sulfur can also combine with oxygen to form sulfur trioxide:

$$2S\,(s) + 3O_2\,(g) \rightarrow 2SO_3\,(g)$$

Transition metals are capable of adopting multiple positive charges within their ionic compounds. Therefore, most transition metals are capable of forming different products in a combination reaction. Iron reacts with oxygen to form both iron (II) oxide and iron (III) oxide:

$$2Fe\,(s) + O_2\,(g) \rightarrow 2FeO\,(s)$$

$$4Fe\,(s) + 3O_2\,(g) \rightarrow 2Fe_2O_3\,(s)$$

Example 6.1.1: Combustion of Solid Potassium

Potassium is a very reactive alkali metal that must be stored under oil in order to prevent it from reacting with air. Write the balanced chemical equation for the combination reaction of potassium with oxygen.

Solution

Solutions to Example 7.10.1

Steps	Example Solution
Plan the problem.	Make sure formulas of all reactants and products are correct before balancing the equation. Oxygen gas is a diatomic molecule. Potassium oxide is an ionic compound and so its formula is constructed by the crisscross method. Potassium as an ion becomes K^+, while the oxide ion is O^{2-}.
Solve.	The skeleton (unbalanced) equation: $$K\,(s) + O_2\,(g) \rightarrow K_2O\,(s)$$ The equation is then easily balanced with coefficients. $$4K\,(s) + O_2\,(g) \rightarrow 2K_2O\,(s)$$
Think about your result.	Formulas are correct and the resulting combination reaction is balanced.

Combination reactions can also take place when an element reacts with a compound to form a new compound composed of a larger number of atoms. Carbon monoxide reacts with oxygen to form carbon dioxide according to the equation:

$$2CO\,(g) + O_2\,(g) \rightarrow 2CO_2\,(g)$$

Two compounds may also react to form a more complex compound. A very common example is the reactions of oxides with water. Calcium oxide reacts readily with water to produce an aqueous solution of calcium hydroxide:

$$CaO\,(s) + H_2O\,(l) \rightarrow Ca(OH)_2\,(aq)$$

Sulfur trioxide gas reacts with water to form sulfuric acid. This is an unfortunately common reaction that occurs in the atmosphere in some places where oxides of sulfur are present as pollutants. The acid formed in the reaction falls to the ground as acid rain.

$$SO_3\,(g) + H_2O\,(l) \rightarrow H_2SO_4\,(aq)$$



Figure **6.1.1**: Acid rain has severe consequences on both natural and manmade objects. Acid rain degrades marble statues like the one on the left (A). The trees in the forest on the right (B) have been killed by acid rain.

? Exercise 6.1.1

a. Write the chemical equation for the synthesis of silver bromide, **AgBr**.
b. Predict the products for the following reaction: $CO_2\,(g) + H_2O\,(l)$

Answer a:

$$2Ag + Br_2 \rightarrow 2AgBr$$

Answer b:

$$CO_2\,(g) + H_2O\,(l) \rightarrow H_2CO_3$$

Decomposition Reactions

A **decomposition reaction** is a reaction in which a compound breaks down into two or more simpler substances. The general form of a decomposition reaction is:

$$AB \rightarrow A + B$$

Most decomposition reactions require an input of energy in the form of heat, light, or electricity.

Binary compounds are compounds composed of just two elements. The simplest kind of decomposition reaction is when a binary compound decomposes into its elements. Mercury (II) oxide, a red solid, decomposes when heated to produce mercury and oxygen gas:

$$2HgO\,(s) \rightarrow 2Hg\,(l) + O_2\,(g)$$



Video* 6.1.2*: *Mercury (II) oxide is a red solid. When it is heated, it decomposes into mercury metal and oxygen gas.*

A reaction is also considered to be a decomposition reaction even when one or more of the products are still compounds. A metal carbonate decomposes into a metal oxide and carbon dioxide gas. For example, calcium carbonate decomposes into calcium oxide and carbon dioxide:

$$CaCO_3\,(s) \rightarrow CaO\,(s) + CO_2\,(g)$$

Metal hydroxides decompose on heating to yield metal oxides and water. Sodium hydroxide decomposes to produce sodium oxide and water:

$$2NaOH\,(s) \rightarrow Na_2O\,(s) + H_2O\,(g)$$

Some unstable acids decompose to produce nonmetal oxides and water. Carbonic acid decomposes easily at room temperature into carbon dioxide and water:

$$H_2CO_3\,(aq) \rightarrow CO_2\,(g) + H_2O\,(l)$$

Example 6.1.2: Electrolysis of Water

When an electric current is passed through pure water, it decomposes into its elements. Write a balanced equation for the decomposition of water.

Solution

Solutions to Example 7.10.2

Steps	Example Solution
Plan the problem.	Water is a binary compound composed of hydrogen and oxygen. The hydrogen and oxygen gases produced in the reaction are both diatomic molecules.
Solve.	The skeleton (unbalanced) equation: $$H_2O\,(l) \xrightarrow{elec} H_2\,(g) + O_2\,(g)$$ Note the abbreviation "**elec**" above the arrow to indicate the passage of an electric current to initiate the reaction. Balance the equation. $$2H_2O\,(l) \xrightarrow{elec} 2H_2\,(g) + O_2\,(g)$$
Think about your result.	The products are elements and the equation is balanced.

Exercise 6.1.2

Write the chemical equation for the decomposition of:

a. Al_2O_3
b. Ag_2S

Answer a

$$2Al_2O_3 \rightarrow 4Al + 3O_2$$

Answer b

$$Ag_2S \rightarrow 2Ag + S$$

Single Replacement Reactions

A third type of reaction is the single replacement reaction, in which one element replaces a similar element in a compound. The general form of a single-replacement (also called single-displacement) reaction is:

$$A + BC \rightarrow AC + B$$

In this general reaction, element **A** is a metal and replaces element **B**, also a metal, in the compound. When the element that is doing the replacing is a nonmetal, it must replace another nonmetal in a compound, and the general equation becomes:

$$\mathbf{Y + XZ \rightarrow XY + Z}$$

where **Y** is a nonmetal and replaces the nonmetal **Z** in the compound with **X**.

Metal Replacement

Magnesium is a more reactive metal than copper. When a strip of magnesium metal is placed in an aqueous solution of copper (II) nitrate, it replaces the copper. The products of the reaction are aqueous magnesium nitrate and solid copper metal.

$$\mathbf{Mg\,(\mathit{s}) + Cu(NO_3)_2\,(\mathit{aq}) \rightarrow Mg(NO_3)_2\,(\mathit{aq}) + Cu\,(\mathit{s})}$$

This subcategory of single-replacement reactions is called a metal replacement reaction because it is a metal that is being replaced (copper).

Hydrogen Replacement

Many metals react easily with acids and when they do so, one of the products of the reaction is hydrogen gas. Zinc reacts with hydrochloric acid to produce aqueous zinc chloride and hydrogen (figure below).

$$\mathbf{Zn\,(\mathit{s}) + 2HCl\,(\mathit{aq}) \rightarrow ZnCl_2\,(\mathit{aq}) + H_2\,(\mathit{g})}$$

In a hydrogen replacement reaction, the hydrogen in the acid is replaced by an active metal. Some metals are so reactive that they are capable of replacing the hydrogen in water. The products of such a reaction are the metal hydroxide and hydrogen gas. All Group 1 metals undergo this type of reaction. Sodium reacts vigorously with water to produce aqueous sodium hydroxide and hydrogen (see figure below).

$$\mathbf{2Na\,(\mathit{s}) + 2H_2O\,(\mathit{l}) \rightarrow 2NaOH\,(\mathit{aq}) + H_2\,(\mathit{g})}$$



Figure **6.1.2**: (First image) Zinc metal reacts with hydrochloric acid to give off hydrogen gas in a single-displacement reaction. (Second image) Sodium metal reacts vigorously with water, giving off hydrogen gas. A large piece of sodium will often generate so much heat that the hydrogen will ignite.

Halogen Replacement

The element chlorine reacts with an aqueous solution of sodium bromide to produce aqueous sodium chloride and elemental bromine:

$$\mathbf{Cl_2\,(\mathit{g}) + 2NaBr\,(\mathit{aq}) \rightarrow 2NaCl\,(\mathit{aq}) + Br_2\,(\mathit{l})}$$

The reactivity of the halogen group (group 17) decreases from top to bottom within the group. Fluorine is the most reactive halogen, while iodine is the least. Since chlorine is above bromine, it is more reactive than bromine and can replace it in a halogen replacement reaction.

Example 6.1.3

What are the products of the reaction between solid aluminum (**Al**) and iron (III) oxide ($\mathbf{Fe_2O_3}$)?

Solution

Solutions to Example 7.10.3

Steps	Example Solution
Plan the problem.	To predict the products, we need to know that aluminum will replace iron and form aluminum oxide (the metal will replace the metal ion in the compound). Aluminum has a charge of $+3$ and oxygen has a charge of -2. The compound formed between aluminum and oxygen, therefore, will be Al_2O_3. Since iron is replaced in the compound by aluminum, the iron will now be the single element in the products.
Solve.	The unbalanced equation will be: $$Al + Fe_2O_3 \rightarrow Al_2O_3 + Fe$$ and the balanced equation will be: $$2Al + Fe_2O_3 \rightarrow Al_2O_3 + 2Fe$$
Think about your result.	This is a single replacement reaction, and when balanced the coefficients accurately reflect that the iron and aluminum have the same charge in this reaction.

? Exercise 6.1.3

a. Write the chemical equation for the single replacement reaction between zinc solid and lead (II) nitrate solution to produce zinc nitrate solution and solid lead. (Note that zinc forms ions with a $+2$ charge.)

b. Predict the products for the following reaction: $Fe + CuSO_4$. (In this reaction, assume iron forms ions with a $+2$ charge.)

Answer a

$$Zn + Pb(NO_3)_2 \rightarrow Pb + Zn(NO_3)_2$$

Answer b

$$Fe + CuSO_4 \rightarrow Cu + FeSO_4$$

Double Replacement Reactions

A **double-replacement reaction** is a reaction in which the positive and negative ions of two ionic compounds exchange places to form two new compounds. The general form of a double-replacement (also called double-displacement) reaction is:

$$AB + CD \rightarrow AD + BC$$

In this reaction, A and C are positively-charged cations, while B and D are negatively-charged anions. Double-replacement reactions generally occur between substances in aqueous solution. In order for a reaction to occur, one of the products is usually a solid precipitate, a gas, or a molecular compound such as water.

Formation of a Precipitate

A precipitate forms in a double-replacement reaction when the cations from one of the reactants combine with the anions from the other reactant to form an insoluble ionic compound. When aqueous solutions of potassium iodide and lead (II) nitrate are mixed, the following reaction occurs:

$$2KI\,(aq) + Pb(NO_3)_2\,(aq) \rightarrow 2KNO_3\,(aq) + PbI_2\,(s) \qquad (6.1.1)$$

There are very strong attractive forces that occur between Pb^{2+} and I^- ions and the result is a brilliant yellow precipitate (Figure **6.1.3**). The other product of the reaction, potassium nitrate, remains soluble.



Figure **6.1.3**: Lead (II) iodide precipitates when potassium iodide is mixed with lead (II) nitrate (Equation 6.1.1). (CC BY-SA 3.0; PRHaney).

Formation of a Gas

Some double-replacement reactions produce a gaseous product which then bubbles out of the solution and escapes into the air. When solutions of sodium sulfide and hydrochloric acid are mixed, the products of the reaction are aqueous sodium chloride and hydrogen sulfide gas:

$$\mathrm{Na_2S}\,(aq) + 2\mathrm{HCl}\,(aq) \rightarrow 2\mathrm{NaCl}\,(aq) + \mathrm{H_2S}\,(g)$$

Formation of a Molecular Compound

Another kind of double-replacement reaction is one that produces a molecular compound as one of its products. Many examples in this category are reactions that produce water. When aqueous hydrochloric acid is reacted with aqueous sodium hydroxide, the products are aqueous sodium chloride and water:

$$\mathrm{HCl}\,(aq) + \mathrm{NaOH}\,(aq) \rightarrow \mathrm{NaCl}\,(aq) + \mathrm{H_2O}\,(l)$$

Example 6.1.4

Write a complete and balanced chemical equation for the double-replacement reaction $\mathrm{NaCN}\,(aq) + \mathrm{HBr}\,(aq) \rightarrow$ (hydrogen cyanide gas is formed).

Solution

Solutions to Example 7.10.4

Steps	Example Solution
Plan the problem.	The production of a gas drives the reaction.
Solve.	The cations of both reactants are $+1$ charged ions, while the anions are -1 charged ions. After exchanging partners, the balanced equation is: $\mathrm{NaCN}\,(aq) + \mathrm{HBr}\,(aq) \rightarrow \mathrm{NaBr}\,(aq) + \mathrm{HCN}\,(g)$
Think about your result.	This is a double replacement reaction. All formulas are correct and the equation is balanced.

Exercise 6.1.4

Write a complete and balanced chemical equation for the double-replacement reaction $(\mathrm{NH_4})_2\mathrm{SO_4}\,(aq) + \mathrm{Ba(NO_3)_2}\,(aq) \rightarrow$ (a precipitate of barium sulfate forms).

Answer a:

$$(\mathrm{NH_4})_2\mathrm{SO_4}\,(aq) + \mathrm{Ba(NO_3)_2}\,(aq) \rightarrow 2\mathrm{NH_4NO_3}\,(aq) + \mathrm{BaSO_4}\,(s)$$

Occasionally, a reaction will produce both a gas and a molecular compound. The reaction of a sodium carbonate solution with hydrochloric acid produces aqueous sodium chloride, carbon dioxide gas, and water:

$$\mathrm{Na_2CO_3}\,(aq) + \mathrm{2HCl}\,(aq) \rightarrow 2\ \mathrm{NaCl}\,(aq) + \mathrm{CO_2}\,(g) + \mathrm{H_2O}\,(l)$$

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6.2: Aqueous Solutions and Solubility - Compounds Dissolved in Water

Learning Objectives

- Define and give examples of electrolytes.

When some substances are dissolved in water, they undergo either a physical or a chemical change that yields ions in solution. These substances constitute an important class of compounds called electrolytes. Substances that do not yield ions when dissolved are called nonelectrolytes. If the physical or chemical process that generates the ions is essentially 100% efficient (all of the dissolved compound yields ions), then the substance is known as a strong electrolyte. If only a relatively small fraction of the dissolved substance undergoes the ion-producing process, it is called a weak electrolyte.

Substances may be identified as strong, weak, or nonelectrolytes by measuring the electrical conductance of an aqueous solution containing the substance. To conduct electricity, a substance must contain freely mobile, charged species. Most familiar is the conduction of electricity through metallic wires, in which case the mobile, charged entities are electrons. Solutions may also conduct electricity if they contain dissolved ions, with conductivity increasing as ion concentration increases. Applying a voltage to electrodes immersed in a solution permits assessment of the relative concentration of dissolved ions, either quantitatively, by measuring the electrical current flow, or qualitatively, by observing the brightness of a light bulb included in the circuit (Figure 6.2.1).

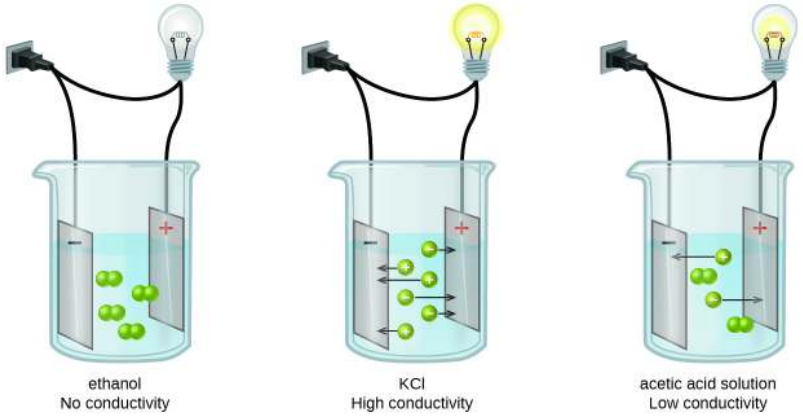


Figure 6.2.1: Solutions of nonelectrolytes, such as ethanol, do not contain dissolved ions and cannot conduct electricity. Solutions of electrolytes contain ions that permit the passage of electricity. The conductivity of an electrolyte solution is related to the strength of the electrolyte. This diagram shows three separate beakers. Each has a wire plugged into a wall outlet. In each case, the wire leads from the wall to the beaker and is split resulting in two ends. One end leads to a light bulb and continues on to a rectangle labeled with a plus sign. The other end leads to a rectangle labeled with a minus sign. The rectangles are in a solution. In the first beaker, labeled “Ethanol No Conductivity,” four pairs of linked small green spheres suspended in the solution between the rectangles. In the second beaker, labeled “K C l Strong Conductivity,” six individual green spheres, three labeled plus and three labeled minus are suspended in the solution. Each of the six spheres has an arrow extending from it pointing to the rectangle labeled with the opposite sign. In the third beaker, labeled “Acetic acid solution Weak conductivity,” two pairs of joined green spheres and two individual spheres, one labeled plus and one labeled minus are shown suspended between the two rectangles. The plus labeled sphere has an arrow pointing to the rectangle labeled minus and the minus labeled sphere has an arrow pointing to the rectangle labeled plus.

Ionic Electrolytes

Water and other polar molecules are attracted to ions, as shown in Figure 6.2.2. The electrostatic attraction between an ion and a molecule with a dipole is called an ion-dipole attraction. These attractions play an important role in the dissolution of ionic compounds in water.

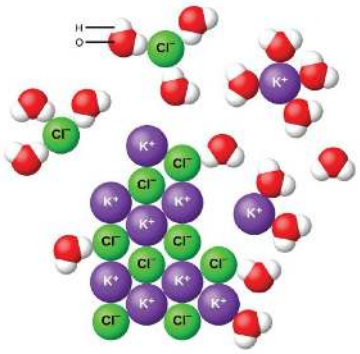


Figure 6.2.2: As potassium chloride (KCl) dissolves in water, the ions are hydrated. The polar water molecules are attracted by the charges on the K^+ and Cl^- ions. Water molecules in front of and behind the ions are not shown. The diagram shows eight purple spheres labeled K superscript plus and eight green spheres labeled C l superscript minus mixed and touching near the center of the diagram. Outside of this cluster of spheres are seventeen clusters of three spheres, which include one red and two white spheres. A red sphere in one of these clusters is labeled O. A white sphere is labeled H. Two of the green C l superscript minus spheres are surrounded by three of the red and white clusters, with the red spheres closer to the green spheres than the white spheres. One of the K superscript plus purple spheres is surrounded by four of the red and white clusters. The white spheres of these clusters are closest to the purple spheres.

When ionic compounds dissolve in water, the ions in the solid separate and disperse uniformly throughout the solution because water molecules surround and solvate the ions, reducing the strong electrostatic forces between them. This process represents a physical change known as dissociation. Under most conditions, ionic compounds will dissociate nearly completely when dissolved, and so they are classified as strong electrolytes.

Let us consider what happens at the microscopic level when we add solid KCl to water. Ion-dipole forces attract the positive (hydrogen) end of the polar water molecules to the negative chloride ions at the surface of the solid, and they attract the negative (oxygen) ends to the positive potassium ions. The water molecules penetrate between individual K^+ and Cl^- ions and surround them, reducing the strong interionic forces that bind the ions together and letting them move off into solution as solvated ions, as Figure 6.2.2 shows. The reduction of the electrostatic attraction permits the independent motion of each hydrated ion in a dilute solution, resulting in an increase in the disorder of the system, as the ions change from their fixed and ordered positions in the crystal to mobile and much more disordered states in solution. This increased disorder is responsible for the dissolution of many ionic compounds, including KCl, which dissolve with absorption of heat.

In other cases, the electrostatic attractions between the ions in a crystal are so large, or the ion-dipole attractive forces between the ions and water molecules are so weak, that the increase in disorder cannot compensate for the energy required to separate the ions, and the crystal is insoluble. Such is the case for compounds such as calcium carbonate (limestone), calcium phosphate (the inorganic component of bone), and iron oxide (rust).

Solubility Rules

Some combinations of aqueous reactants result in the formation of a solid precipitate as a product. However, some combinations will not produce such a product. If solutions of sodium nitrate and ammonium chloride are mixed, no reaction occurs. One could write a molecular equation showing a double-replacement reaction, but both products, sodium chloride and ammonium nitrate, are soluble and would remain in the solution as ions. Every ion is a spectator ion and there is no net ionic equation at all. It is useful to be able to predict when a precipitate will occur in a reaction. To do so, you can use a set of guidelines called the **solubility rules** (Tables 6.2.1 and 6.2.2).

Table 6.2.1: Solubility Rules for Soluble Substances

Soluble in Water	Important Exceptions (Insoluble)
All Group IA and NH_4^+ salts	none
All nitrates, chlorates, perchlorates and acetates	none
All sulfates	$CaSO_4$, $BaSO_4$, $SrSO_4$, $PbSO_4$
All chlorides, bromides, and iodides	AgX, Hg_2X_2, PbX_2 (X= Cl, Br, or I)

Table **6.2.2**: Solubility Rules for Sparingly Soluble Substances

Sparingly Soluble in Water	Important Exceptions (Soluble)
All carbonates and phosphates	Group IA and NH_4^+ salts
All hydroxides	Group IA and NH_4^+ salts; Ba^{2+}, Sr^{2+}, Ca^{2+} sparingly soluble
All sulfides	Group IA, IIA and NH_4^+ salts; MgS, CaS, BaS sparingly soluble
All oxalates	Group IA and NH_4^+ salts
Special note: The following electrolytes are of only moderate solubility in water: CH_3COOAg, Ag_2SO_4, $KClO_4$. They will precipitate only if rather concentrated solutions are used.	

As an example on how to use the solubility rules, predict if a precipitate will form when solutions of cesium bromide and lead (II) nitrate are mixed.

$$Cs^+(aq) + Br^-(aq) + Pb^{2+}(aq) + 2NO_3^-(aq) \rightarrow ?$$

The potential precipitates from a double-replacement reaction are cesium nitrate and lead (II) bromide. According to the solubility rules table, cesium nitrate is soluble because all compounds containing the nitrate ion, as well as all compounds containing the alkali metal ions, are soluble. Most compounds containing the bromide ion are soluble, but lead (II) is an exception. Therefore, the cesium and nitrate ions are spectator ions and the lead (II) bromide is a precipitate. The balanced net ionic reaction is:

$$Pb^{2+}(aq) + 2Br^-(aq) \rightarrow PbBr_2(s)$$

✔ Example 6.2.1: Solubility

Classify each compound as soluble or insoluble

a. $Zn(NO_3)_2$
b. $PbBr_2$
c. $Sr_3(PO_4)_2$

Solution

a. All nitrates are soluble in water, so $Zn(NO_3)_2$ is soluble.
b. All bromides are soluble in water, except those combined with Pb^{2+}, so $PbBr_2$ is insoluble.
c. All phosphates are insoluble, so $Sr_3(PO_4)_2$ is insoluble.

? Exercise 6.2.1: Solubility

Classify each compound as soluble or insoluble.

a. $Mg(OH)_2$
b. KBr
c. $Pb(NO_3)_2$

Answer a

insoluble

Answer b

soluble

Answer c

soluble

Summary

Substances that dissolve in water to yield ions are called electrolytes. Nonelectrolytes are substances that do not produce ions when dissolved in water. Solubility rules allow prediction of what products will be insoluble in water.

Contributions & Attributions

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6.3: Precipitation Reactions

Learning Objectives

- To identify a precipitation reaction and predict solubility.

A precipitation reaction is a reaction that yields an insoluble product—a precipitate—when two solutions are mixed. When a colorless solution of silver nitrate is mixed with a yellow-orange solution of potassium dichromate, a reddish precipitate of silver dichromate is produced.

$$\mathrm{AgNO_3\,(aq) + K_2Cr_2O_7\,(aq) \rightarrow Ag_2Cr_2O_7\,(s) + KNO_3\,(aq)} \tag{6.3.1}$$

This unbalanced equation has the general form of an exchange reaction:

$$\mathrm{AC + BD \rightarrow \underset{insoluble}{AD} + BC} \tag{6.3.2}$$

Thus precipitation reactions are a subclass of exchange reactions that occur between ionic compounds when one of the products is insoluble. Because both components of each compound change partners, such reactions are sometimes called **double-displacement reactions**. Precipitation reactions are used to isolate metals that have been extracted from their ores, and to recover precious metals for recycling.



Video: Mixing potassium dichromate and silver nitrate together to initiate a precipitation reaction (Equation 6.3.1).

Just as important as predicting the product of a reaction is knowing when a chemical reaction will *not* occur. Simply mixing solutions of two different chemical substances does *not* guarantee that a reaction will take place. For example, if 500 mL of aqueous *NaCl* solution is mixed with 500 mL of aqueous *KBr* solution, the final solution has a volume of 1.00 L and contains $\mathrm{Na^+\,(aq)}$, $\mathrm{Cl^-\,(aq)}$, $\mathrm{K^+\,(aq)}$, and $\mathrm{Br^-\,(aq)}$. As you will see in (Figure 6.3.1), none of these species reacts with any of the others. When these solutions are mixed, the only effect is to dilute each solution with the other.

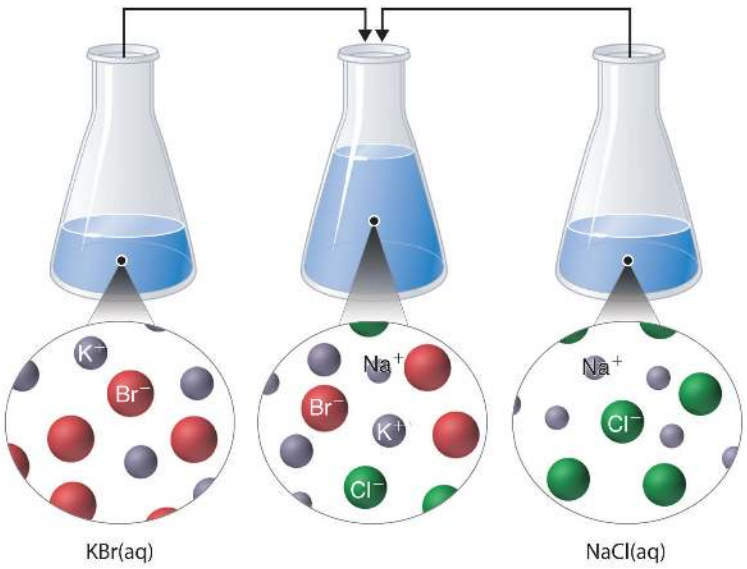


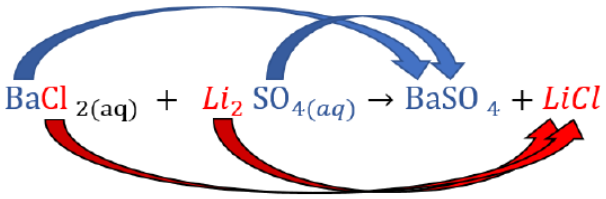
Figure **6.3.1**: The Effect of Mixing Aqueous **KBr** and **NaCl** Solutions. Because no net reaction occurs, the only effect is to dilute each solution with the other. (Water molecules are omitted from molecular views of the solutions for clarity.)

Predicting Precipitation Reactions

A precipitation reaction occurs when a solid precipitate forms after mixing two strong electrolyte solutions. As stated previously, if none of the species in the solution reacts then no net reaction occurred.

Predict what will happen when aqueous solutions of barium chloride and lithium sulfate are mixed.

Change the partners of the anions and cations on the reactant side to form new compounds (products):



Chemical equation of the reactants barium chloride and lithium sulfate forming the products barium sulfate and lithium chloride.

Because barium chloride and lithium sulfate are strong electrolytes, each dissociates completely in water to give a solution that contains the constituent anions and cations. Mixing the two solutions *initially* gives an aqueous solution that contains Ba^{2+}, Cl^-, Li^+, and SO_4^{2-} ions. The only possible exchange reaction is to form **LiCl** and **$BaSO_4$**.

Correct the formulas of the products based on the charges of the ions.

No need to correct the formula as both compounds already have their charges balanced.

$$BaCl_2\,(aq) + Li_2SO_4\,(aq) \rightarrow BaSO_4 + LiCl$$

Refer to the solubility rules table to determine insoluble products which will therefore form a precipitate.

$$BaCl_2\,(aq) + Li_2SO_4\,(aq) \rightarrow BaSO_4\,(s) + LiCl\,(aq)$$

Table 7.5.1 from the previous section shows that **LiCl** is soluble in water, but **$BaSO_4$** is not soluble in water.

Balance the equation:

$$BaCl_2\,(aq) + Li_2SO_4\,(aq) \rightarrow BaSO_4\,(s) + 2\,LiCl\,(aq)$$

Although soluble barium salts are toxic, **$BaSO_4$** is so insoluble that it can be used to diagnose stomach and intestinal problems without being absorbed into tissues. An outline of the digestive organs appears on x-rays of patients who have been given a "barium milkshake" or a "barium enema"—a suspension of very fine **$BaSO_4$** particles in water.



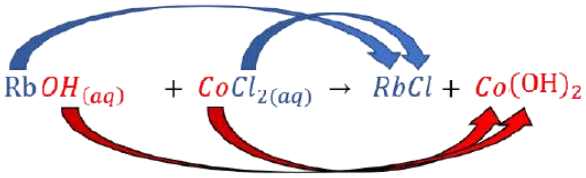
Figure **6.3.2**: An x-ray of the digestive organs of a patient who has swallowed a “barium milkshake.” A barium milkshake is a suspension of very fine $BaSO_4$ particles in water; the high atomic mass of barium makes it opaque to x-rays. (Public Domain; Glitzy queen00 via Wikipedia).

Example 6.3.1

Predict what will happen if aqueous solutions of rubidium hydroxide and cobalt(II) chloride are mixed.

Solution

Solutions to Example 7.6.1

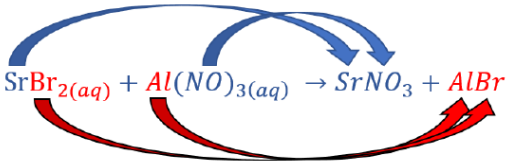
Steps	Example
Change the partners of the anions and cations on the reactant side to form new compounds (products).	 Chemical equation of the reactants rubidium hydroxide and cobalt(II) chloride forming the products rubidium chloride and cobalt hydroxide.
Correct the formulas of the products based on the charges of the ions.	$\mathbf{RbOH\,(aq) + CoCl_2\,(aq) \rightarrow RbCl + Co(OH)_2}$
Refer to the solubility rules table to determine insoluble products which will therefore form a precipitate.	$\mathbf{RbOH\,(aq) + CoCl_2\,(aq) \rightarrow RbCl\,(aq) + Co(OH)_2\,(s)}$
Balance the equation.	Coefficients already balanced. $\mathbf{RbOH\,(aq) + CoCl_2\,(aq) \rightarrow RbCl\,(aq) + Co(OH)_2\,(s)}$

Example 6.3.2

Predict what will happen if aqueous solutions of strontium bromide and aluminum nitrate are mixed.

Solution

Solutions for Example 7.6.2

Steps	Example
Change the partners of the anions and cations on the reactant side to form new compounds (products).	 Chemical equation of the reactants strontium bromide and aluminum nitrate forming the products strontium nitrate and aluminum bromide.
Correct the formulas of the products based on the charges of the ions.	$\mathbf{SrBr_2\,(aq) + Al(NO_3)_3\,(aq) \rightarrow Sr(NO_3)_2 + AlBr_3}$
Refer to the solubility rules table to determine insoluble products which will therefore form a precipitate.	$\mathbf{SrBr_2\,(aq) + Al(NO_3)_3\,(aq) \rightarrow Sr(NO_3)_2\,(aq) + AlBr_3\,(aq)}$ According to Table 7.5.1 from the previous section, both $\mathbf{AlBr_3}$ (rule 4) and $\mathbf{Sr(NO_3)_2}$ (rule 2) are soluble.
If all possible products are soluble, then no net reaction will occur.	$\mathbf{SrBr_2\,(aq) + Al(NO_3)_3\,(aq) \rightarrow}$ **NO REACTION**

? Exercise 6.3.2

Using the information in Table 7.5.1 from the previous section, predict what will happen in each case involving strong electrolytes.

a. An aqueous solution of strontium hydroxide is added to an aqueous solution of iron(II) chloride.
b. Solid potassium phosphate is added to an aqueous solution of mercury(II) perchlorate.
c. Solid sodium fluoride is added to an aqueous solution of ammonium formate.
d. Aqueous solutions of calcium bromide and cesium carbonate are mixed.

Answer a

$Fe(OH)_2$ precipitate is formed.

Answer b

$Hg_3(PO_4)_2$ precipitate is formed.

Answer c

No Reaction.

Answer d

$CaCO_3$ is precipitate formed.

Summary

In a **precipitation reaction**, a subclass of exchange reactions, an insoluble material (a **precipitate**) forms when two electrolyte solutions are mixed. To predict the product of a precipitation reaction, all species initially present in the solutions are identified, as are any combinations likely to produce an insoluble salt.

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6.4: Writing Chemical Equations for Reactions in Solution- Molecular, Complete Ionic, and Net Ionic Equations

A typical precipitation reaction occurs when an aqueous solution of barium chloride is mixed with one containing sodium sulfate. The **complete chemical equation** can be written to describe what happens, and such an equation is useful in making chemical calculations.

$$\underbrace{BaCl_2\,(aq) + Na_2SO_4\,(aq) \longrightarrow BaSO_4\,(s) + 2\,NaCl\,(aq)}_{\text{Complete Chemical Equation}} \tag{6.4.1}$$

However, Equation 6.4.1 does not really represent the microscopic particles (that is, the ions) present in the solution. Below is the complete ionic equation:

$$\underbrace{Ba^{2+}\,(aq) + \overbrace{2Cl^-\,(aq)}^{\text{spectator}} + \overbrace{2Na^+\,(aq)}^{\text{spectator}} + SO_4{}^{2-}\,(aq) \longrightarrow BaSO_4\,(s) + \overbrace{2Na^+\,(aq)}^{\text{spectator}} + \overbrace{Cl^-\,(aq)}^{\text{spectator}}}_{\text{Complete Ionic Equation}} \tag{6.4.2}$$

Equation 6.4.2 is rather cumbersome and includes so many different ions that it may be confusing. In any case, we are often interested in the independent behavior of ions, not the specific compound from which they came. A precipitate of $BaSO_4\,(s)$ will form when *any* solution containing $Ba^{2+}\,(aq)$ is mixed with *any* solution containing $SO_4{}^{2-}\,(aq)$ (provided concentrations are not extremely small). This happens independently of the $Cl^-\,(aq)$ and $Na^+\,(aq)$ ions in Equation 6.4.2. These ions are called **spectator ions** because they do not participate in the reaction. When we want to emphasize the independent behavior of ions, a **net ionic equation** is written, omitting the spectator ions. For precipitation of $BaSO_4$ the net ionic equation is

$$\underbrace{Ba^{2+}\,(aq) + SO_4{}^{2-}\,(aq) \longrightarrow BaSO_4\,(s)}_{\text{Net Ionic Equation}} \tag{6.4.3}$$

Example 6.4.1

a. When a solution of $AgNO_3$ is added to a solution of $CaCl_2$, insoluble $AgCl$ precipitates. Write three equations (complete chemical equation, complete ionic equation, and net ionic equation) that describe this process.

b. Write the balanced net ionic equation to describe any reaction that occurs when the solutions of Na_2SO_4 and NH_4I are mixed.

Solution

Solutions to Example 7.7.1

Equation Type	Example 6.4.1*a*	Example 6.4.1*b*
Complete Chemical Equation	$2\,AgNO_3\,(aq) + CaCl_2\,(aq) \longrightarrow 2\,AgCl\,(s) + Ca(NO_3)_2\,(aq)$ The proper states and formulas of all products are written and the chemical equation is balanced.	$Na_2SO_4\,(aq) + 2\,NH_4I\,(aq) \longrightarrow 2\,NaI\,(aq) + (NH_4)_2SO_4\,(aq)$ Both products are aqueous so there is no net ionic equation that can be written.
Complete Ionic Equation	$2\,Ag^+\,(aq) + 2\,NO_3{}^-\,(aq) + Ca^{2+}\,(aq) + 2\,Cl^-\,(aq) \longrightarrow 2\,AgCl\,(s) + Ca^{2+}\,(aq) + 2\,NO_3{}^-\,(aq)$ AgCl is a solid so it does not break up into ions in solution.	
Net Ionic Equation	$Ag^+\,(aq) + Cl^-\,(aq) \longrightarrow AgCl\,(s)$ All spectator ions are removed. The chemical equation is written using the lowest common coefficients.	NaI and $(NH_4)_2SO_4$ are both soluble. No net ionic equation. There is no reaction.

The occurrence or nonoccurrence of precipitates can be used to detect the presence or absence of various species in solution. A $BaCl_2$ solution, for instance, is often used as a test for the presence of $SO_4^{2-}(aq)$ ions. There are several insoluble salts of Ba, but they all dissolve in dilute acid except for $BaSO_4$. Thus, if $BaCl_2$ solution is added to an unknown solution which has previously been acidified, the occurrence of a white precipitate is proof of the presence of the SO_4^{2-} ion.



Figure 6.4.1: The three common silver halide precipitates: AgI, AgBr and AgCl (left to right). The silver halides precipitate out of solution, but often form suspensions before settling. (CC BY-SA 3.0; Cychr).

$AgNO_3$ solutions are often used in a similar way to test for halide ions. If $AgNO_3$ solution is added to an acidified unknown solution, a white precipitate indicates the presence of Cl^- ions, a cream-colored precipitate indicates the presence of Br^- ions, and a yellow precipitate indicates the presence of I^- ions (Figure 6.4.1). Further tests can then be made to see whether perhaps a mixture of these ions is present. When $AgNO_3$ is added to tap water, a white precipitate is almost always formed. The Cl^- ions in tap water usually come from the Cl_2 which is added to municipal water supplies to kill microorganisms.

? Exercise 6.4.1

Write balanced net ionic equations to describe any reaction that occurs when the following solutions are mixed.

a. $K_2CO_3 + SrCl_2$
b. $FeSO_4 + Ba(NO_3)_2$

Answer a

$$Sr^{2+}(aq) + CO_3^{2-}(aq) \longrightarrow SrCO_3(s)$$

Answer b

$$Ba^{2+}(aq) + SO_4^{2-}(aq) \longrightarrow Ba(SO_4)(s)$$

Precipitates are also used for quantitative analysis of solutions, that is, to determine the amount of solute or the mass of solute in a given solution. For this purpose it is often convenient to use the first of the three types of equations described above. Then the rules of stoichiometry may be applied.

Contributions & Attributions

- Ed Vitz (Kutztown University), John W. Moore (UW-Madison), Justin Shorb (Hope College), Xavier Prat-Resina (University of Minnesota Rochester), Tim Wendorff, and Adam Hahn.

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6.5: Redox Reactions in Organic Chemistry and Biochemistry

Learning Objectives

- To identify oxidation-reduction reactions with organic compounds.

Oxidation-reduction reactions are of central importance in organic chemistry and biochemistry. The burning of fuels that provides the energy to maintain our civilization and the metabolism of foods that furnish the energy that keeps us alive both involve redox reactions.



Figure **6.5.1**: The Burning of Natural Gas. The burning of natural gas is not only a combustion reaction but also a redox reaction. Similar reactions include the burning of gasoline and coal. These are also redox reactions. (CC BY-SA 2.0 Generic; Simon Law via Flickr).

All combustion reactions are also redox reactions. A typical combustion reaction is the burning of methane, the principal component of natural gas (Figure **6.5.1**).

$$\mathrm{CH_4 + 2\,O_2 \rightarrow CO_2 + 2\,H_2O} \tag{6.5.1}$$

In respiration, the biochemical process by which the oxygen we inhale in air oxidizes foodstuffs to carbon dioxide and water, redox reactions provide energy to living cells. A typical respiratory reaction is the oxidation of glucose ($\mathrm{C_6H_{12}O_6}$), the simple sugar we encountered in the chapter-opening essay that makes up the diet of yeast:

$$\mathrm{C_6H_{12}O_6 + 6\,O_2 \rightarrow 6\,CO_2 + 6\,H_2O} \tag{6.5.2}$$

Organic chemists use a variety of redox reactions. For example, potassium dichromate ($\mathrm{K_2Cr_2O_7}$) is a common oxidizing agent that can be used to oxidize alcohols (symbolized by the general formula ROH). The product of the reaction depends on the location of the OH functional group in the alcohol molecule, the relative proportions of alcohol and the dichromate ion, and reaction conditions such as temperature. If the OH group is attached to a terminal carbon atom and the product is distilled off as it forms, the product is an aldehyde, which has a terminal *carbonyl group* (C=O) and is often written as RCHO. One example is the reaction used by the Breathalyzer to detect ethyl alcohol ($\mathrm{CH_3CH_2OH}$) in a person's breath:

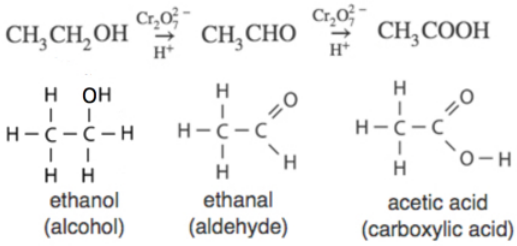
$$\mathrm{3\,CH_3CH_2OH + Cr_2O_7^{2-} + 8\,H^+ \rightarrow 3\,CH_3CHO + 2\,Cr^{3+} + 7\,H_2O} \tag{6.5.3}$$

If the product acetaldehyde ($\mathrm{CH_3CHO}$) is not removed as it forms, it is further oxidized to acetic acid ($\mathrm{CH_3COOH}$). In this case, the overall reaction is as follows:

$$\mathrm{3\,CH_3CH_2OH + 2\,Cr_2O_7^{2-} + 16\,H^+ \rightarrow 3\,CH_3COOH + 4\,Cr^{3+} + 11\,H_2O} \tag{6.5.4}$$

In this reaction, the chromium atom is reduced because it lost oxygen atoms from $Cr_2O_7^{2-}$ to Cr^{3+}. On the other hand, the carbon atom in ethanol is oxidized. In the **oxidation** of ethyl alcohol (CH_3CH_2OH, a.k.a. ethanol) to form acetaldehayde (CH_3CHO, a.k.a. ethanal), the **number of bonds to oxygen has increased and the number of hydrogen atoms has decreased** from six to four. Either or both of these indicate that an oxidation has occurred.

In the oxidation of acetaldehyde to acetic acid (a.k.a. ethanoic acid), the carbon atom that gained an additional oxygen is the element oxidized.



When the OH group of the alcohol is bonded to an interior carbon atom, the oxidation of an alcohol will produce a ketone (the formulas of ketones are often written as RCOR, and the carbon–oxygen bond is a double bond). The simplest ketone is derived from 2-propanol ($\mathbf{CH_3CHOHCH_3}$). It is the common solvent acetone [$\mathbf{(CH_3)_2CO}$], which is used in varnishes, lacquers, rubber cement, and nail polish remover. Acetone can be formed by the following redox reaction:

$$\mathbf{3\,CH_3CHOHCH_3 + Cr_2O_7^{2-} + 8\,H^+ \rightarrow 3\,(CH_3)_2CO + 2\,Cr^{3+} + 7\,H_2O} \tag{6.5.5}$$

As we have just seen, aldehydes and ketones can be formed by the oxidation of alcohols. Conversely, aldehydes and ketones can be reduced to alcohols. Reduction of the carbonyl group is important in living organisms. For example, in anaerobic metabolism, in which biochemical processes take place in the absence of oxygen, pyruvic acid ($\mathbf{CH_3COCOOH}$) is reduced to lactic acid ($\mathbf{CH_3CHOHCOOH}$) in the muscles.

$$\mathbf{CH_3COCOOH \rightarrow CH_3CHOHCOOH} \tag{6.5.6}$$

(Pyruvic acid is both a carboxylic acid and a ketone; only the ketone group is reduced.) The buildup of lactic acid during vigorous exercise is responsible in large part for the fatigue that we experience.

In food chemistry, the substances known as antioxidants are reducing agents. Ascorbic acid (vitamin C; $\mathbf{C_6H_8O_6}$) is thought to retard potentially damaging oxidation of living cells. In the process, it is oxidized to dehydroascorbic acid ($\mathbf{C_6H_6O_6}$). In the stomach, ascorbic acid reduces the nitrite ion ($\mathbf{NO_2^-}$) to nitric oxide ($\mathbf{NO}$):

$$\mathbf{C_6H_8O_6 + 2\,H^+ + 2\,NO_2^- \rightarrow C_6H_6O_6 + 2\,H_2O + 2\,NO} \tag{6.5.7}$$

> *If reaction in Equation 6.5.7 did not occur, nitrite ions from foods would oxidize the iron in hemoglobin, destroying its ability to carry oxygen.*

Tocopherol (vitamin E) is also an antioxidant. In the body, **vitamin E** is thought to act by scavenging harmful by-products of metabolism, such as the highly reactive molecular fragments called free radicals. In foods, vitamin E acts to prevent fats from being oxidized and thus becoming rancid. **Vitamin C** is also a good antioxidant (Figure **6.5.2**).



Figure **6.5.2**: Citrus Fruits. Citrus fruits, such as oranges, lemons, and limes, are good sources of vitamin C, which is an antioxidant. (Pexels License; Scott Webb via Pexels)

Finally, and of greatest importance, green plants carry out the redox reaction that makes possible almost all life on Earth. They do this through a process called photosynthesis, in which carbon dioxide and water are converted to glucose ($\mathbf{C_6H_{12}O_6}$). The synthesis

of glucose requires a variety of proteins called enzymes and a green pigment called chlorophyll that converts sunlight into chemical energy (Figure **6.5.3**). The overall change that occurs is as follows:

$$6\,CO_2 + 6\,H_2O \rightarrow C_6H_{12}O_6 + 6\,O_2 \tag{6.5.8}$$

In this reaction, carbon dioxide is reduced to glucose, and water is oxidized to oxygen gas. Other reactions convert the glucose to more complex carbohydrates, plant proteins, and oils.



Figure **6.5.3**: Life on Earth. Photosynthesis is the fundamental process by which plants use sunlight to convert carbon dioxide and water into glucose and oxygen. Then plants make more complex carbohydrates. It is the ultimate source of all food on Earth, and it is a redox reaction. (Public Domain; Wikipedia).

Summary

Redox reactions are common in organic and biological chemistry, including the combustion of organic chemicals, respiration, and photosynthesis.

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CHAPTER OVERVIEW

7: Energy and Chemical Reactions

7.1: Energy

7.2: Temperature - Random Motion of Molecules and Atoms

7.3: Temperature Changes - Heat Capacity

7.4: Energy and Heat Capacity Calculations

7.5: Bond Energies

7.E: Energy and Chemical Processes (Exercises)

7.S: Energy and Chemical Processes (Summary)

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7.1: Energy

Learning Objectives

- Define heat and work.
- Distinguish between kinetic energy and potential energy.
- State the law of conservation of matter and energy.

Just like matter, energy is a term that we are all familiar with and use on a daily basis. Before you go on a long hike, you eat an *energy* bar; every month, the *energy* bill is paid; on TV, politicians argue about the *energy* crisis. But what is energy? If you stop to think about it, energy is very complicated. When you plug a lamp into an electric socket, you see energy in the form of light, but when you plug a heating pad into that same socket, you only feel warmth. Without energy, we couldn't turn on lights, we couldn't brush our teeth, we couldn't make our lunch, and we couldn't travel to school. In fact, without energy, we couldn't even wake up because our bodies require energy to function. We use energy for every single thing that we do, whether we are awake or asleep.

Ability to Do Work or Produce Heat

When we speak of *using* energy, we are really referring to *transferring* energy from one place to another. When you use energy to throw a ball, you transfer energy from your body to the ball, and this causes the ball to fly through the air. When you use energy to warm your house, you transfer energy from the furnace to the air in your home, and this causes the temperature in your house to rise. Although energy is used in many kinds of different situations, all of these uses rely on energy being transferred in one of two ways. Energy can be transferred as *heat* or as *work*.

When scientists speak of ***heat***, they are referring to energy that is transferred from an object with a higher temperature to an object with a lower temperature, as a result of the temperature difference. Heat will "flow" from the hot object to the cold object until both end up at the same temperature. When you cook with a metal pot, you witness energy being transferred in the form of heat. Initially, only the stove element is hot—the pot and the food inside the pot are cold. As a result, heat moves from the hot stove element to the cold pot. After a while, enough heat is transferred from the stove to the pot, raising the temperature of the pot and all of its contents (Figure **7.1.1**).



Figure **7.1.1**: Energy is transferred as heat from the hot stove element to the cooler pot until the pot and its contents become just as hot as the element. The energy that is transferred into the pot as heat is then used to cook the food.

Heat is only one way in which energy can be transferred. Energy can also be transferred as **work**. The scientific definition of work is *force (any push or pull) applied over a distance*. When you push an object and cause it to move, you do work, and you transfer some of *your* energy to the object. At this point, it's important to warn you of a common misconception. Sometimes we think that the amount of work done can be measured by the amount of effort put in. This may be true in everyday life, but it is not true in science. By definition, scientific work requires that force be applied *over a distance*. It does not matter how hard you push or how hard you pull. If you have not moved the object, you haven't done any work.

So far, we've talked about the two ways in which energy can be transferred from one place, or object, to another. Energy can be transferred as heat, and energy can be transferred as work. But the question still remains—*what IS energy*?

Kinetic Energy

Machines use energy, our bodies use energy, energy comes from the sun, energy comes from volcanoes, energy causes forest fires, and energy helps us to grow food. With all of these seemingly different types of energy, it's hard to believe that there are really only two different *forms* of energy: kinetic energy and potential energy. **Kinetic energy** is energy associated with motion. When an object is moving, it has kinetic energy. When the object stops moving, it has no kinetic energy. While all moving objects have kinetic energy, not all moving objects have the same amount of kinetic energy. The amount of kinetic energy possessed by an object is determined by its mass and its speed. The heavier an object is and the faster it is moving, the more kinetic energy it has.

Kinetic energy is very common, and it's easy to spot examples of it in the world around you. Sometimes we even try to capture kinetic energy and use it to power things like our home appliances. If you are from California, you might have driven through the Tehachapi Pass near Mojave or the Montezuma Hills in Solano County and seen the windmills lining the slopes of the mountains (Figure **7.1.2**). These are two of the larger wind farms in North America. As wind rushes along the hills, the kinetic energy of the moving air particles turns the windmills, trapping the wind's kinetic energy so that people can use it in their houses and offices.



Figure **7.1.2**: A wind farm in Solano County harnesses the kinetic energy of the wind. (CC BY-SA 3.0 Unported; BDS2006 at Wikipedia)

Potential Energy

Potential energy is *stored* energy. It is energy that remains available until we choose to use it. Think of a battery in a flashlight. If left on, the flashlight battery will run out of energy within a couple of hours, and the flashlight will die. If, however, you only use the flashlight when you need it, and turn it off when you don’t, the battery will last for days or even months. The battery contains a certain amount of energy, and it will power the flashlight for a certain amount of time, but because the battery stores *potential* energy, you can choose to use the energy all at once, or you can save it and only use a small amount at a time.

Any stored energy is potential energy. There are a lot of different ways in which energy can be stored, and this can make potential energy very difficult to recognize. In general, an object has potential energy because of its *position relative to another object*. For example, when a rock is held above the earth, it has potential energy because of its position relative to the ground. This is *potential energy* because the energy is *stored* for as long as the rock is held in the air. Once the rock is dropped, though, the stored energy is released as kinetic energy as the rock falls.

Chemical Energy

There are other common examples of potential energy. A ball at the top of a hill stores potential energy until it is allowed to roll to the bottom. When two magnets are held next to one another, they store potential energy too. For some examples of potential energy, though, it's harder to see how "position" is involved. In chemistry, we are often interested in what is called **chemical potential energy**. Chemical potential energy is energy stored in the atoms, molecules, and chemical bonds that make up matter. How does this depend on position?

As you learned earlier, the world, and all of the chemicals in it are made up of atoms and molecules. These store potential energy that is dependent on their positions relative to one another. Of course, you can't see atoms and molecules. Nevertheless, scientists do know a lot about the ways in which atoms and molecules interact, and this allows them to figure out how much potential energy

is stored in a specific quantity (like a cup or a gallon) of a particular chemical. *Different chemicals have different amounts of potential energy* because they are made up of different atoms, and those atoms have different positions relative to one another.

> Since different chemicals have different amounts of potential energy, scientists will sometimes say that potential energy depends not only on ***position***, but also on ***composition***. Composition affects potential energy because it determines which molecules and atoms end up next to one another. For example, the total potential energy in a cup of pure water is different than the total potential energy in a cup of apple juice, because the cup of water and the cup of apple juice are *composed* of different amounts of different chemicals.

At this point, you may wonder just how useful chemical potential energy is. If you want to release the potential energy stored in an object held above the ground, you just drop it. But how do you get potential energy out of chemicals? It's actually not difficult. Use the fact that different chemicals have *different amounts of potential energy*. If you start with chemicals that have a lot of potential energy and allow them to react and form chemicals with less potential energy, all the extra energy that was in the chemicals at the beginning, but not at the end, is released.

Units of Energy

Energy is measured in one of two common units: the calorie and the joule. The joule (**J**) is the SI unit of energy. The calorie is familiar because it is commonly used when referring to the amount of energy contained within food. A **calorie** (cal) is the quantity of heat required to raise the temperature of 1 gram of water by $1°C$. For example, raising the temperature of $100\ g$ of water from $20°C$ to $22°C$ would require $100 \times 2 = 200\ cal$.

Calories contained within food are actually kilocalories (**kcal**). In other words, if a certain snack contains 85 food calories, it actually contains $85\ kcal$ or $85,000\ cal$. In order to make the distinction, the dietary calorie is written with a capital C.

$$1\ \text{kilocalorie} = 1\ \text{Calorie} = 1000\ \text{calories}$$

To say that the snack "contains" 85 Calories means that $85\ kcal$ of energy are released when that snack is processed by your body.

Heat changes in chemical reactions are typically measured in joules rather than calories. The conversion between a joule and a calorie is shown below.

$$1\ J = 0.2390\ cal \text{ or } 1\ cal = 4.184\ J$$

We can calculate the amount of heat released in kilojoules when a 400 Calorie hamburger is digested.

$$400\ Cal = 400\ kcal \times \frac{4.184\ kJ}{1\ kcal} = 1.67 \times 10^3\ kJ$$

Summary

- Any time we use energy, we transfer energy from one object to another.
- Energy can be transferred in one of two ways: as heat, or as work.
- Heat is the term given to energy that is transferred from a hot object to a cooler object due to the difference in their temperatures.
- Work is the term given to energy that is transferred as a result of a force applied over a distance.
- Energy comes in two fundamentally different forms: kinetic energy and potential energy.
- Kinetic energy is the energy of motion.
- Potential energy is stored energy that depends on the position of an object relative to another object.
- Chemical potential energy is a special type of potential energy that depends on the positions of different atoms and molecules relative to one another.
- Chemical potential energy can also be thought of according to its dependence on chemical composition.
- Energy can be converted from one form to another. The total amount of mass and energy in the universe is conserved.

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7.2: Temperature - Random Motion of Molecules and Atoms

Learning Objectives

- Identify the different between temperature and heat.
- Recognize the different scales used to measure temperature

The concept of temperature may seem familiar to you, but many people confuse temperature with heat. **Temperature** is a measure of how hot or cold an object is relative to another object (its thermal energy content), whereas **heat** is the flow of thermal energy between objects with different temperatures. Temperature is a measure of the average kinetic energy of the particles in matter. In everyday usage, temperature indicates a measure of how hot or cold an object is. Temperature is an important parameter in chemistry. When a substance changes from solid to liquid, it is because there was in increase in the temperature of the material. Chemical reactions usually proceed faster if the temperature is increased. Many unstable materials (such as enzymes) will be viable longer at lower temperatures.



Figure **7.2.1**: The glowing charcoal on the left represents high kinetic energy, while the snow and ice on the right are of much lower kinetic energy.

Three different scales are commonly used to measure temperature: Fahrenheit (expressed as °F), Celsius (°C), and Kelvin (K). Thermometers measure temperature by using materials that expand or contract when heated or cooled. Mercury or alcohol thermometers, for example, have a reservoir of liquid that expands when heated and contracts when cooled, so the liquid column lengthens or shortens as the temperature of the liquid changes.



Figure **7.2.2**: Daniel Gabriel Fahrenheit (left), Anders Celsius (center), and Lord Kelvin (right).

The Fahrenheit Scale

The first thermometers were glass and contained alcohol, which expanded and contracted as the temperature changed. The German scientist, Daniel Gabriel Fahrenheit used mercury in the tube, an idea put forth by Ismael Boulliau. The Fahrenheit scale was first developed in 1724 and tinkered with for some time after that. The main problem with this scale is the arbitrary definitions of temperature. The freezing point of water was defined as $32°F$ and the boiling point as $212°F$. The Fahrenheit scale is typically not used for scientific purposes.

The Celsius Scale

The Celsius scale of the metric system is named after Swedish astronomer Anders Celsius (1701-1744). The Celsius scale sets the freezing point and boiling point of water at $0°C$ and $100°C$ respectively. The distance between those two points is divided into 100 equal intervals, each of which is one degree. Another term sometimes used for the Celsius scale is "centigrade" because there are 100 degrees between the freezing and boiling points of water on this scale. However, the preferred term is "Celsius".

The Kelvin Scale

The Kelvin temperature scale is named after Scottish physicist and mathematician Lord Kelvin (1824-1907). It is based on molecular motion, with the temperature of $\mathbf{0\ K}$, also known as absolute zero, being the point where all molecular motion ceases. The freezing point of water on the Kelvin scale is $\mathbf{273.15\ K}$, while the boiling point is $\mathbf{373.15\ K}$. Notice that there is no "degree" used in the temperature designation. Unlike the Fahrenheit and Celsius scales where temperatures are referred to as "degrees **F**" or "degrees **C**", we simply designate temperatures in the Kelvin scale as kelvins.

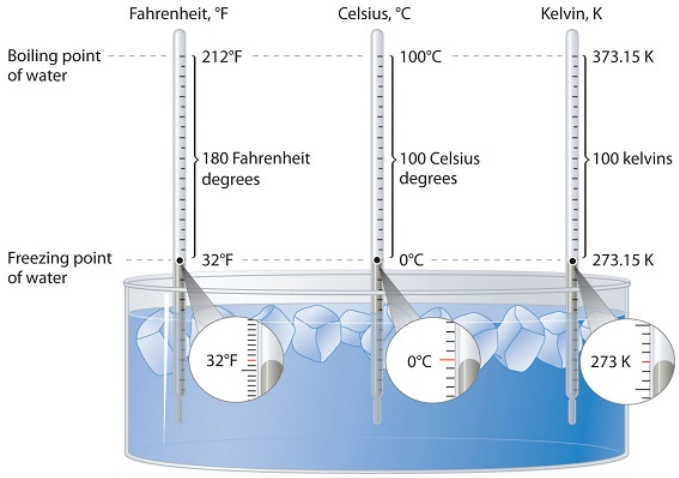


Figure **7.2.1**: A Comparison of the Fahrenheit, Celsius, and Kelvin Temperature Scales. Because the difference between the freezing point of water and the boiling point of water is 100° on both the Celsius and Kelvin scales, the size of a degree Celsius (°C) and a kelvin (K) are precisely the same. In contrast, both a degree Celsius and a kelvin are 9/5 the size of a degree Fahrenheit (°F). (CC BY-SA-NC 3.0; anonymous)

Converting Between Scales

The Kelvin is the same size as the Celsius degree, so measurements are easily converted from one to the other. The freezing point of water is 0°C = 273.15 K; the boiling point of water is 100°C = 373.15 K. The Kelvin and Celsius scales are related as follows:

$$T\,(\text{in °C}) + 273.15 = T\,(\text{in K}) \tag{3.10.1}$$

$$T\ \ (\text{in K}) - 273.15 = T\ (\text{in °C}) \tag{3.10.2}$$

Degrees on the Fahrenheit scale, however, are based on an English tradition of using 12 divisions, just as 1 ft = 12 in. The relationship between degrees Fahrenheit and degrees Celsius is as follows: where the coefficient for degrees Fahrenheit is exact. (Some calculators have a function that allows you to convert directly between °F and °C.) There is only one temperature for which the numerical value is the same on both the Fahrenheit and Celsius scales: −40°C = −40°F. The relationship between the scales is as follows:

$$°C = \frac{(°F - 32)}{1.8} \tag{3.10.3}$$

$$°F = 1.8 \times (°C) + 32 \tag{3.10.4}$$

Example 7.2.1: Temperature Conversions

A student is ill with a temperature of 103.5°F. What is her temperature in °C and K?

Solution

Converting from Fahrenheit to Celsius requires the use of Equation 3.10.3:

$$°C = \frac{(103.5°F - 32)}{1.8} \tag{7.2.1}$$

$$= 39.7\,°C \tag{7.2.2}$$

Converting from Celsius to Kelvin requires the use of Equation 3.10.1:

$$K = 39.7\,°C + 273.15 \quad (7.2.3)$$
$$= 312.9\,K \quad (7.2.4)$$

Exercise 7.2.1

Convert each temperature to °C and °F.

a. the temperature of the surface of the sun (5800 K)
b. the boiling point of gold (3080 K)
c. the boiling point of liquid nitrogen (77.36 K)

Answer (a)

5527 K, 9980 °F

Answer (b)

2807 K, 5084 °F

Answer (c)

-195.79 K, -320.42 °F

Summary

Three different scales are commonly used to measure temperature: Fahrenheit (expressed as °F), Celsius (°C), and Kelvin (K).

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7.3: Temperature Changes - Heat Capacity

If a swimming pool and wading pool, both full of water at the same temperature, were subjected to the same input of heat energy, the wading pool would certainly rise in temperature more quickly than the swimming pool. The heat capacity of an object depends on both its mass and its chemical composition. Because of its much larger mass, the swimming pool of water has a larger heat capacity than the wading pool.

Heat Capacity and Specific Heat

Different substances respond to heat in different ways. If a metal chair sits in the bright sun on a hot day, it may become quite hot to the touch. An equal mass of water in the same sun will not become nearly as hot. We would say that water has a high **heat capacity** (the amount of heat required to raise the temperature of an object by $1^{\circ}C$). Water is very resistant to changes in temperature, while metals in general are not. The **specific heat** of a substance is the amount of energy required to raise the temperature of 1 gram of the substance by $1^{\circ}C$. The symbol for specific heat is c_p, with the p subscript referring to the fact that specific heats are measured at constant pressure. The units for specific heat can either be joules per gram per degree ($J/g^{\circ}C$) or calories per gram per degree ($cal/g^{\circ}C$) (Table 7.3.1). This text will use $J/g^{\circ}C$ for specific heat.

$$\text{specific heat} = \frac{\text{heat}}{\text{mass} \times \text{cal/g}^{\circ}\text{C}}$$

Notice that water has a very high specific heat compared to most other substances.

Table 7.3.1: Specific Heat Capacities

Substance	Specific Heat Capacity at 25°C in J/g °C	Substance	Specific Heat Capacity at 25°C in J/g °C
H_2 gas	14.267	steam @ 100°C	2.010
He gas	5.300	vegetable oil	2.000
H_2O (l)	4.184	sodium	1.23
lithium	3.56	air	1.020
ethyl alcohol	2.460	magnesium	1.020
ethylene glycol	2.200	aluminum	0.900
ice @ 0°C	2.010	concrete	0.880
steam @ 100°C	2.010	glass	0.840

Water is commonly used as a coolant for machinery because it is able to absorb large quantities of heat (see table above). Coastal climates are much more moderate than inland climates because of the presence of the ocean. Water in lakes or oceans absorbs heat from the air on hot days and releases it back into the air on cool days.



Figure **7.3.1**: This power plant in West Virginia, like many others, is located next to a large lake so that the water from the lake can be used as a coolant. Cool water from the lake is pumped into the plant, while warmer water is pumped out of the plant and back into the lake.

Summary

- Heat capacity is the amount of heat required to raise the temperature of an object by **1°C**).
- The specific heat of a substance is the amount of energy required to raise the temperature of 1 gram of the substance by **1°C**.

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7.4: Energy and Heat Capacity Calculations

Learning Objectives

- To relate heat transfer to temperature change.

Heat is a familiar manifestation of transferring energy. When we touch a hot object, energy flows from the hot object into our fingers, and we perceive that incoming energy as the object being “hot.” Conversely, when we hold an ice cube in our palms, energy flows from our hand into the ice cube, and we perceive that loss of energy as “cold.” In both cases, the temperature of the object is different from the temperature of our hand, so we can conclude that differences in temperatures are the ultimate cause of heat transfer.

The specific heat of a substance can be used to calculate the temperature change that a given substance will undergo when it is either heated or cooled. The equation that relates heat (q) to specific heat (c_p), mass (m), and temperature change (ΔT) is shown below.

$$q = c_p \times m \times \Delta T$$

The heat that is either absorbed or released is measured in joules. The mass is measured in grams. The change in temperature is given by $\Delta T = T_f - T_i$, where T_f is the final temperature and T_i is the initial temperature.

Every substance has a characteristic specific heat, which is reported in units of cal/g•°C or cal/g•K, depending on the units used to express Δ*T*. The specific heat of a substance is the amount of energy that must be transferred to or from 1 g of that substance to change its temperature by 1°. Table **7.4.1** lists the specific heats for various materials.

Table **7.4.1**: *Specific Heats of Some Common Substances*

Substance	Specific Heat $(J/g^{\circ}C)$
Water (l)	4.18
Water (s)	2.06
Water (g)	1.87
Ammonia (g)	2.09
Ethanol (l)	2.44
Aluminum (s)	0.897
Carbon, graphite (s)	0.709
Copper (s)	0.385
Gold (s)	0.129
Iron (s)	0.449
Lead (s)	0.129
Mercury (l)	0.140
Silver (s)	0.233

The *direction* of heat flow is not shown in heat = *mc*Δ*T*. If energy goes into an object, the total energy of the object increases, and the values of heat Δ*T* are positive. If energy is coming out of an object, the total energy of the object decreases, and the values of heat and Δ*T* are negative.

Example 7.4.1

A $15.0\ \text{g}$ piece of cadmium metal absorbs $134\ \text{J}$ of heat while rising from 24.0°C to 62.7°C. Calculate the specific heat of cadmium.

Solution

Step 1: List the known quantities and plan the problem.

Known

- Heat $= q = 134\ \text{J}$
- Mass $= m = 15.0\ \text{g}$
- $\Delta T = 62.7^\circ\text{C} - 24.0^\circ\text{C} = 38.7^\circ\text{C}$

Unknown

- c_p of cadmium $= ?\ \text{J/g}^\circ\text{C}$

The specific heat equation can be rearranged to solve for the specific heat.

Step 2: Solve.

$$c_p = \frac{q}{m \times \Delta T} = \frac{134\ \text{J}}{15.0\ \text{g} \times 38.7^\circ\text{C}} = 0.231\ \text{J/g}^\circ\text{C}$$

Step 3: Think about your result.

The specific heat of cadmium, a metal, is fairly close to the specific heats of other metals. The result has three significant figures.

Since most specific heats are known (Table 7.4.1), they can be used to determine the final temperature attained by a substance when it is either heated or cooled. Suppose that a $60.0\ \text{g}$ of water at 23.52°C was cooled by the removal of $813\ \text{J}$ of heat. The change in temperature can be calculated using the specific heat equation:

$$\Delta T = \frac{q}{c_p \times m} = \frac{813\ \text{J}}{4.18\ \text{J/g}^\circ\text{C} \times 60.0\ \text{g}} = 3.24^\circ\text{C}$$

Since the water was being cooled, the temperature decreases. The final temperature is:

$$T_f = 23.52^\circ\text{C} - 3.24^\circ\text{C} = 20.28^\circ\text{C}$$

Example 7.4.2

What quantity of heat is transferred when a 150.0 g block of iron metal is heated from 25.0°C to 73.3°C? What is the direction of heat flow?

Solution

We can use heat = $mc\Delta T$ to determine the amount of heat, but first we need to determine ΔT. Because the final temperature of the iron is 73.3°C and the initial temperature is 25.0°C, ΔT is as follows:

$$\Delta T = T_{\text{final}} - T_{\text{initial}} = 73.3^\circ\text{C} - 25.0^\circ\text{C} = 48.3^\circ\text{C}$$

The mass is given as 150.0 g, and Table 7.3 gives the specific heat of iron as 0.108 cal/g•°C. Substitute the known values into heat = $mc\Delta T$ and solve for amount of heat:

$$\text{heat} = (150.0\ \text{g})\left(0.108\ \frac{\text{cal}}{\text{g} \cdot {}^\circ\text{C}}\right)(48.3^\circ\text{C}) = 782\ \text{cal}$$

Note how the gram and °C units cancel algebraically, leaving only the calorie unit, which is a unit of heat. Because the temperature of the iron increases, energy (as heat) must be flowing *into* the metal.

? Exercise 7.4.1

What quantity of heat is transferred when a 295.5 g block of aluminum metal is cooled from 128.0°C to 22.5°C? What is the direction of heat flow?

Answer

Heat leaves the aluminum block.

✓ Example 7.4.2

A 10.3 g sample of a reddish-brown metal gave off 71.7 cal of heat as its temperature decreased from 97.5°C to 22.0°C. What is the specific heat of the metal? Can you identify the metal from the data in Table **7.4.1**?

Solution

The question gives us the heat, the final and initial temperatures, and the mass of the sample. The value of ΔT is as follows:

$$\Delta T = T_{\text{final}} - T_{\text{initial}} = 22.0°\text{C} - 97.5°\text{C} = -75.5°\text{C}$$

If the sample gives off 71.7 cal, it loses energy (as heat), so the value of heat is written as a negative number, −71.7 cal. Substitute the known values into heat = $mc\Delta T$ and solve for c:

$$-71.7 \text{ cal} = (10.3 \text{ g})(c)(-75.5°\text{C})$$

$$c = \frac{-71.7 \text{ cal}}{(10.3 \text{ g})(-75.5°\text{C})}$$

$$c = 0.0923 \text{ cal/g•°C}$$

This value for specific heat is very close to that given for copper in Table 7.3.

? Exercise 7.4.2

A 10.7 g crystal of sodium chloride (NaCl) has an initial temperature of 37.0°C. What is the final temperature of the crystal if 147 cal of heat were supplied to it?

Answer

Summary

Specific heat calculations are illustrated.

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7.5: Bond Energies

Learning Objectives

The Learning Objectives of this Module are to:

- Define *bond energy*.
- Calculate enthalpy change or heat of reaction.
- Determine if a chemical process is exothermic or endothermic.

What happens when you take a basketball, place it halfway up a playground slide, and then let it go? The basketball rolls down the slide. What happens if you do it again? Does the basketball roll down the slide? It should.

If you were to perform this experiment over and over again, do you think the basketball would ever roll *up* the slide? Probably not. Why not? Well, for starters, in all of our experience, the basketball has always moved to a lower position when given the opportunity. The gravitational attraction of Earth exerts a force on the basketball, and given the chance, the basketball will move down. We say that the basketball is going to a lower *gravitational potential energy*. The basketball can move up the slide, but only if someone exerts some effort (that is, work) on the basketball. A general statement, based on countless observations over centuries of study, is that all objects tend to move spontaneously to a position of minimum energy unless acted on by some other force or object.

Bond Energy

A similar statement can be made about atoms in compounds. Atoms bond together to form compounds because in doing so they attain lower energies than they possess as individual atoms. A quantity of energy, equal to the difference between the energies of the bonded atoms and the energies of the separated atoms, is released, usually as heat. That is, the bonded atoms have a lower energy than the individual atoms do. *When atoms combine to make a compound, energy is always given off, and the compound has a lower overall energy.* In making compounds, atoms act like a basketball on a playground slide; they move in the direction of decreasing energy.

We can reverse the process, just as with the basketball. If we put energy into a molecule, we can cause its bonds to break, separating a molecule into individual atoms. Bonds between certain specific elements usually have a characteristic energy, called the bond energy, that is needed to break the bond. The same amount of energy was liberated when the atoms made the chemical bond in the first place. The term *bond energy* is usually used to describe the strength of interactions between atoms that make covalent bonds. A C–C bond has an approximate bond energy of 80 kcal/mol, while a C=C has a bond energy of about 145 kcal/mol. The C=C bond is stronger than C-C (as discussed in relation to bond length in Section 4.4). For atoms in ionic compounds attracted by opposite charges, the term lattice energy is used. For now, we will deal with covalent bonds in molecules.

Although each molecule has its own characteristic bond energy, some generalizations are possible. For example, although the exact value of a C–H bond energy depends on the particular molecule, all C–H bonds have a bond energy of roughly the same value because they are all C–H bonds. It takes roughly 100 kcal of energy to break 1 mol of C–H bonds, so we speak of the bond energy of a C–H bond as being about 100 kcal/mol. Table **7.5.1** lists the approximate bond energies of various covalent bonds.

Table **7.5.1**: Approximate Bond Energies

Bond	Bond Energy (kcal/mol)
C–H	100
C–O	86
C=O	190
C–N	70
C–C	85
C=C	145
C≡C	200
N–H	93
H–H	105
Br-Br	46
Cl–Cl	58
O–H	110
O=O	119
H–Br	87
H–Cl	103

When a chemical reaction occurs, the atoms in the reactants rearrange their chemical bonds to make products. The new arrangement of bonds does not have the same total energy as the bonds in the reactants. Therefore, when chemical reactions occur, *there will always be an accompanying energy change*. The enthalpy change, for a given reaction can be calculated using the bond energy values from Table **7.5.1**.

Enthalpy Change or Heat of Reaction, Δ*H*

Energy changes in chemical reactions are usually measured as changes in enthalpy. In this process, one adds energy to the reaction to break bonds, and extracts energy for the bonds that are formed.

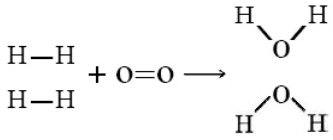
$$\text{enthalpy change} \approx \sum(\text{bonds broken}) - \sum(\text{bonds formed})$$

The ≈ sign is used because we are adding together *average* bond energies (i.e., over many different molecules). Hence, this approach does not give exact values for the enthalpy change, Δ*H*.

Let's consider the reaction of 2 mols of hydrogen gas (H_2) with 1 mol of oxygen gas (O_2) to give 2 mol water:

$$2\,H_2\,(g) + O_2\,(g) \rightarrow 2\,H_2O\,(g)$$

or shown graphically:



with these average bond energies involved:

- **H–H** = 105 kcal/mol
- **O=O** = 119 kcal/mol

- **O–H** = 110 kcal/mol

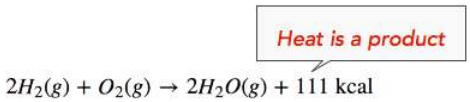
In this reaction, 2 H–H bonds and 1 O=O bonds are broken, while 4 O–H bonds (two for each H_2O) are formed. The energy changes can be tabulated and calculated as follows:

2 H–H bonds and 1 O=O bonds are broken, while 4 O–H bonds (two for each H2O) are formed. The energy changes can be tabulated and calculated as follows:

Bonds Broken (kcal/mol)		Bonds Formed (kcal/mol)	
2 H–H	2 mol x 105 kcal/mol = 210 kcal	4 O–H	4 mols x 110 kcal/mol = 440 kcal
1 O=O	1 mol x 119 kcal/mol = 119 kcal		
	Total = 329 kcal		**Total** = 440 kcal

$$\begin{aligned}\Delta H &\approx \sum(\text{bonds broken}) - \sum(\text{bonds formed}) \\ &\approx 329\ \text{kcal} - 440\ \text{kcal} \\ &\approx -111\ \text{kcal}\end{aligned}$$

The enthalpy change (ΔH) of the reaction is approximately −111 kcal/mol. This means that bonds in the products (440 kcal) are stronger than the bonds in the reactants (329 kcal) by about 111 kcal/mol. Because the bonds in the products are stronger than those in the reactants, the reaction releases more energy than it consumes. This excess energy is **released** as heat, so the reaction is **exothermic**. Hence, we can re-write the reaction with the heat released (111 kcal) on the **product side** of the equation, as follows:



We can also re-write the reaction equation with the ΔH information (see below). Note that an **exothermic** reaction has a **negative ΔH** value.

$$2\,H_2(g) + O_2(g) \rightarrow 2\,H_2O(g) \quad \Delta H = -111\ \text{kcal}$$

Example 7.5.1

What is the enthalpy change for this reaction? Is the reaction exothermic or endothermic?

$$H_2(g) + Br_2(g) \rightarrow 2\,HBr(g)$$

Solution

Step 1- First look at the equation and identify which bonds exist on in the reactants (bonds broken).

- one H-H bond and
- one Br-Br bond

Step 2- Do the same for the products (bonds formed)

- two H-Br bonds

Step 3- Identify the bond energies of these bonds from Table **7.5.1**:

- H-H bonds: 105 kcal/mol
- Br-Br bonds: 46 kcal/mol

Step 4- Set up the table (see below) and apply the formula for enthalpy change.

Solutions to Example 7.4.1

Bonds Broken (kcal/mol)		Bonds Formed (kcal/mol)	
1 H–H	1 mol x 105 kcal/mol = 105 kcal	2 H–*Br*	2 mols x 87 kcal/mol = 174 kcal
1 Br–Br	1 mol x 46 kcal/mol = 46 kcal		
	Total = 151 kcal		**Total** = 174 kcal

$$\Delta H \approx 151 \text{ kcal} - 174 \text{ kcal}$$
$$\approx -23 \text{ kcal}$$

Step 5- Since ΔH is negative (−23 kcal), the reaction is *exothermic*.

7.5.1 Exercise

Using the bond energies given in the chart above, find the enthalpy change for the thermal decomposition of water:

$$H_2(g) + Cl_2(g) \rightarrow 2\,HCl(g)$$

Is the reaction written above exothermic or endothermic? Explain.

Answer

ΔH = −43 kcal

Since ΔH is negative (−43 kcal), the reaction is *exothermic*.

Endothermic and Exothermic Reactions

Endothermic and exothermic reactions can be thought of as having energy as either a reactant of the reaction or a product. **Endothermic** reactions require energy, so energy is a reactant. Heat flows from the surroundings to the system (reaction mixture) and the enthalpy of the system increases (Δ*H* is positive). As discussed in the previous section, in an **exothermic** reaction, heat is released (considered a product) and the enthalpy of the system decreases (Δ*H* is negative).

In the course of an **endothermic** process, the system gains heat from the surroundings and so the **temperature of the surroundings decreases (gets cold).** A chemical reaction is **exothermic** if heat is released by the system into the surroundings. Because the surroundings is gaining heat from the system, **the temperature of the surroundings increases.** See Figure 7.5.1.

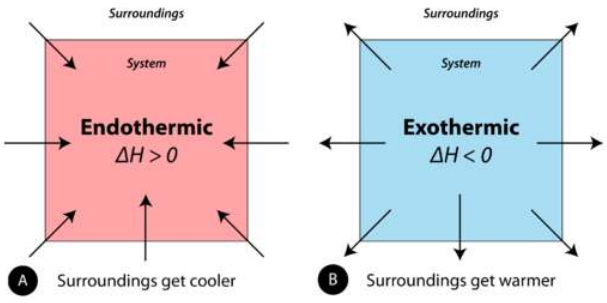
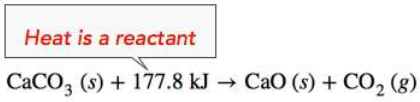


Figure 7.5.1: (A) Endothermic reaction. (B) Exothermic reaction.

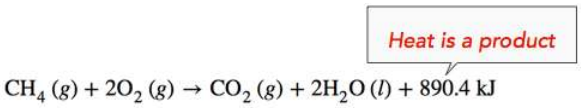
Endothermic reaction: surroundings get cooler and delta H is greater than 0, Exothermic reaction: surroundings get warmer and delta H is less than 0

Endothermic Reaction: When 1 mol of calcium carbonate decomposes into 1 mol of calcium oxide and 1 mol of carbon dioxide, 177.8 kJ of heat is absorbed. Because the heat is absorbed by the system, the 177.8 kJ is written as a **reactant**. The **Δ*H* is positive** for an endothermic reaction.



$$CaCO_3\,(s) \rightarrow CaO\,(s) + CO_2\,(g) \quad \Delta H = +177.8\,kJ$$

Exothermic Reaction: When methane gas is combusted, heat is released, making the reaction exothermic. Specifically, the combustion of **1 mol** of methane releases 890.4 kilojoules of heat energy. This information can be shown as part of the balanced equation in two ways. First, the amount of heat released can be written in the **product** side of the reaction. Another way is to write the **heat of reaction** (ΔH) information with a **negative** sign, **−890.4 kJ**.



$$CH_4\,(g) + 2O_2\,(g) \rightarrow CO_2\,(g) + 2H_2O\,(l) \quad \Delta H = -890.4\,kJ$$

Example 7.5.2

Is each chemical reaction exothermic or endothermic?

a. $CH_4(g) + 2O_2(g) \rightarrow CO_2(g) + 2H_2O(\ell) + 213$ kcal
b. $N_2(g) + O_2(g) + 45$ kcal $\rightarrow 2NO(g)$

Solution

a. Because energy (213 kcal) is a product, energy is given off by the reaction. Therefore, this reaction is exothermic.
b. Because energy (45 kcal) is a reactant, energy is absorbed by the reaction. Therefore, this reaction is endothermic.

Exercise 7.5.2

Is each chemical reaction exothermic or endothermic?

a. $H_2(g) + F_2(g) \rightarrow 2HF\,(g) + 130$ kcal
b. $2C(s) + H_2(g) + 5.3$ kcal $\rightarrow C_2H_2(g)$

Answer

a. The energy (130 kcal) is produced, hence the reaction is exothermic

b. The energy (5.3 kcal) is supplied or absorbed to react, hence, the reaction is endothermic

Energy Diagrams

Endothermic and exothermic reactions can be visually represented by *energy-level diagrams* like the ones in **Figure 7.5.2**. In endothermic reactions, the reactants have higher bond energy (stronger bonds) than the products. **Strong bonds have lower potential energy than weak bonds**. Hence, the **energy of the reactants is lower than that of the products**. This type of reaction is represented by an "uphill" energy-level diagram shown in Figure **7.5.2*A***. For an endothermic chemical reaction to proceed, the reactants must absorb energy from their environment to be converted to products.

In an exothermic reaction, the bonds in the product have higher bond energy (stronger bonds) than the reactants. In other words, the **energy of the products is lower than the energy of the reactants,** hence is energetically downhill, shown in Figure **7.5.2*B***. Energy is given off as reactants are converted to products. The energy given off is usually in the form of heat (although a few

reactions give off energy as light). In the course of an exothermic reaction, heat flows from the system to its surroundings, and thus, gets warm.

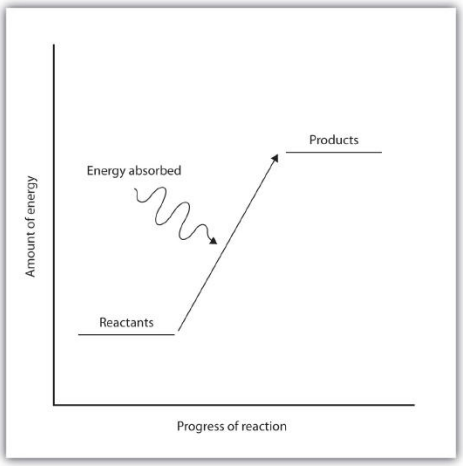


Figure 7.5.2*A*: Endothermic Reactions

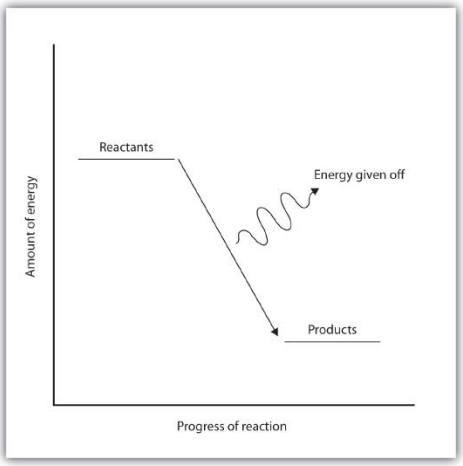


Figure 7.5.2*B*: Exothermic Reactions

Table 7.5.2: Endothermic and Exothermic Reactions

Endothermic Reactions	Exothermic Reactions
Heat is absorbed by reactants to form products.	Heat is released.
Heat is absorbed from the surroundings; as a result, the surroundings get cold.	Heat is released by the reaction to surroundings; surroundings feel hot.
ΔH_{rxn} is positive	ΔH_{rxn} is negative
The bonds broken in the reactants are stronger than the bonds formed in the products	The bonds formed in the products are stronger than the bonds broken in the reactants
The reactants are lower in energy than the products	The products are lower in energy than the reactants
Represented by an "uphill" energy diagram	Represented by an "downhill" energy diagram

Key Takeaways

- Atoms are held together by a certain amount of energy called bond energy.
- Energy is required to break bonds. Energy is released when chemical bonds are formed because atoms become more stable.
- Chemical processes are labeled as exothermic or endothermic based on whether they give off or absorb energy, respectively.

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7.E: Energy and Chemical Processes (Exercises)

7.1: Energy and Its Units

Concept Review Exercises

1. What is the relationship between energy and heat?
2. What units are used to express energy and heat?

Answers

1. Heat is the exchange of energy from one part of the universe to another. Heat and energy have the same units.
2. Joules and calories are the units of energy and heat.

Exercises

1. Define *energy*.
2. What is heat?
3. What is the relationship between a calorie and a joule? Which unit is larger?
4. What is the relationship between a calorie and a kilocalorie? Which unit is larger?
5. Express 1,265 cal in kilocalories and in joules.
6. Express 9,043.3 J in calories and in kilocalories.
7. One kilocalorie equals how many kilojoules?
8. One kilojoule equals how many kilocalories?
9. Many nutrition experts say that an average person needs 2,000 Cal per day from his or her diet. How many joules is this?
10. Baby formula typically has 20.0 Cal per ounce. How many ounces of formula should a baby drink per day if the RDI is 850 Cal?

Answers

1. Energy is the ability to do work.
2. Heat is a form of enery (thermal) that can be transferred from one object to another.
3. 1 cal = 4.184 J; the calorie is larger.
4. 1 kilocalorie(1 Cal) = 1000 cal; the kcal is larger.
5. 1.265 kcal; 5,293 J
6. 2161.4 cal; 2.1614 kcal
7. 1 kcal = 4.184 kJ
8. 1 kJ = 0.239 kcal
9. 8.4×10^6 J
10. 42.5 oz

7.2: Heat and Temperature

Concept Review Exercise

1. Describe the relationship between heat transfer and the temperature change of an object.
2. Describe what happens when two objects that have different temperatures come into contact with one another.

Answer

1. Heat is equal to the product of the mass, the change in temperature, and a proportionality constant called the specific heat.

2. The temperature of the hot object decreases and the temperature of the cold object increases as heat is transferred from the hot object to the cold object. The change in temperature of each depends on the identity and properties of each substance.

Exercises

1. The melting point of mercury is −38.84°C. Convert this value to degrees Fahrenheit and Kelvin.

2. A pot of water is set on a hot burner of a stove. What is the direction of heat flow?

3. Some uncooked macaroni is added to a pot of boiling water. What is the direction of heat flow?

4. How much energy in calories is required to heat 150 g of H_2O from 0°C to 100°C?

5. How much energy in calories is required to heat 125 g of Fe from 25°C to 150°C?

6. If 250 cal of heat were added to 43.8 g of Al at 22.5°C, what is the final temperature of the aluminum?

7. If 195 cal of heat were added to 33.2 g of Hg at 56.2°C, what is the final temperature of the mercury?

8. A sample of copper absorbs 145 cal of energy, and its temperature rises from 37.8°C to 41.7°C. What is the mass of the copper?

9. A large, single crystal of sodium chloride absorbs 98.0 cal of heat. If its temperature rises from 22.0°C to 29.7°C, what is the mass of the NaCl crystal?

10. If 1.00 g of each substance in Table 7.2.1 were to absorb 100 cal of heat, which substance would experience the largest temperature change?

11. If 1.00 g of each substance in Table 7.2.1 were to absorb 100 cal of heat, which substance would experience the smallest temperature change?

12. Determine the heat capacity of a substance if 23.6 g of the substance gives off 199 cal of heat when its temperature changes from 37.9°C to 20.9°C.

13. What is the heat capacity of gold if a 250 g sample needs 133 cal of energy to increase its temperature from 23.0°C to 40.1°C?

Answers

1. -37.91°F and 234.31 K

2. Heat flows into the pot of water.

3. Heat flows to the macaroni.

4. 15,000 cal

5. 1,690 cal

6. 49.0°C

7. 234°C

8. 404 g

9. 61 g

10. Mercury would experience the largest temperature change.

11. hydrogen (H_2)

12. 0.496 cal/g•°C

13. 0.031 cal/g•°C

7.3: Phase Changes

Concept Review Exercises

1. Explain what happens when heat flows into or out of a substance at its melting point or boiling point.
2. How does the amount of heat required for a phase change relate to the mass of the substance?
3. What is the direction of heat transfer in boiling water?
4. What is the direction of heat transfer in freezing water?
5. What is the direction of heat transfer in sweating?

Answers

1. The energy goes into changing the phase, not the temperature.

2. The amount of heat is a constant per gram of substance.

3. Boiling. Heat is being added to the water to get it from the liquid state to the gas state.

4. Freezing. Heat is exiting the system in order to go from liquid to solid. Another way to look at it is to consider the opposite process of melting. Energy is consumed (endothermic) to melt ice (solid to liquid) so the opposite process (liquid to solid) must be exothermic.

5. Sweating. Heat is consumed to evaporate the moisture on your skin which lowers your temperature.

Exercises

1. How much energy is needed to melt 43.8 g of Au at its melting point of 1,064°C?
2. How much energy is given off when 563.8 g of NaCl solidifies at its freezing point of 801°C?
3. What mass of ice can be melted by 558 cal of energy?
4. How much ethanol (C_2H_5OH) in grams can freeze at its freezing point if 1,225 cal of heat are removed?
5. What is the heat of vaporization of a substance if 10,776 cal are required to vaporize 5.05 g? Express your final answer in joules per gram.
6. If 1,650 cal of heat are required to vaporize a sample that has a heat of vaporization of 137 cal/g, what is the mass of the sample?
7. What is the heat of fusion of water in calories per mole?
8. What is the heat of vaporization of benzene (C_6H_6) in calories per mole?
9. What is the heat of vaporization of gold in calories per mole?
10. What is the heat of fusion of iron in calories per mole?

Answers

1. 670 cal

2. 69,630 cal

3. 6.98 g

4. 27.10 g

5. 8,930 J/g

6. 12.0 g

7. 1,440 cal/mol

8. 7,350 cal/mol

9. 80,600 cal/mol

10. 3,530 cal/mol

7.4: Bond Energies and Chemical Reactions

Concept Review Exercises

1. What is the connection between energy and chemical bonds?
2. Why does energy change during the course of a chemical reaction?
3. Two different reactions are performed in two identical test tubes. In reaction A, the test tube becomes very warm as the reaction occurs. In reaction B, the test tube becomes cold. Which reaction is endothermic and which is exothermic? Explain.
4. Classify "burning paper" as endothermic or exothermic processes.

Answers

1. Chemical bonds have a certain energy that is dependent on the elements in the bond and the number of bonds between the atoms.
2. Energy changes because bonds rearrange to make new bonds with different energies.
3. Reaction A is exothermic because heat is leaving the system making the test tube feel hot. Reaction B is endothermic because heat is being absorbed by the system making the test tube feel cold.
4. "Burning paper" is exothermic because burning (also known as combustion) releases heat

Exercises

1. Using the data in Table 7.4.1, calculate the energy of one C–H bond (as opposed to 1 mol of C–H bonds). Recall that 1 mol = 6.022×10^{23} C–H bonds

2. Using the data in Table 7.4.1, calculate the energy of one C=C bond (as opposed to 1 mol of C=C bonds). Recall that 1 mol = 6.022×10^{23} C=C bonds

3. Is a bond-breaking process exothermic or endothermic?

4. Is a bond-making process exothermic or endothermic?

5. Is each chemical reaction exothermic or endothermic?

   a. $2SnCl_2(s) + 33 \text{ kcal} \rightarrow Sn(s) + SnCl_4(s)$
   b. $CH_4(g) + 2O_2(g) \rightarrow CO_2(g) + 2H_2O(\ell) + 213 \text{ kcal}$

6. Is each chemical reaction exothermic or endothermic?

   a. $C_2H_4(g) + H_2(g) \rightarrow C_2H_6(g) + 137 \text{ kJ}$
   b. $C(s, \text{graphite}) + 1.9 \text{ kJ} \rightarrow C(s, \text{diamond})$

Answers

1. 1.661×10^{-19} cal

2. 2.408×10^{-19} cal

3. endothermic

4. exothermic

5.

   a. endothermic

   b. exothermic

6.

a. exothermic

b. endothermic

7.5: The Energy of Biochemical Reactions

Concept Review Exercise

1. What is the energy content per gram of proteins, carbohydrates, and fats?

Answer

1. proteins and carbohydrates: 4 kcal/g; fats: 9 kcal/g

Exercises

1. An 8 oz serving of whole milk has 8.0 g of fat, 8.0 g of protein, and 13 g of carbohydrates. Approximately how many kilocalories does it contain?
2. A serving of potato chips has 160 kcal. If the chips have 15 g of carbohydrates and 2.0 g of protein, about how many grams of fat are in a serving of potato chips?
3. The average body temperature of a person is 37°C, while the average surrounding temperature is 22°C. Is overall human metabolism exothermic or endothermic?
4. Cold-blooded animals absorb heat from the environment for part of the energy they need to survive. Is this an exothermic or an endothermic process?
5. If the reaction ATP → ADP gives off 7.5 kcal/mol, then the reverse process, ADP → ATP requires 7.5 kcal/mol to proceed. How many moles of ADP can be converted to ATP using the energy from 1 serving of potato chips (see Exercise 2)?
6. If the oxidation of glucose yields 670 kcal of energy per mole of glucose oxidized, how many servings of potato chips (see Exercise 2) are needed to provide the same amount of energy?

Answers

1. 156 kcal
2. 10.2 g
3. exothermic
4. endothermic
5. 21.3 mol
6. 4.2 servings

Additional Exercises

1. Sulfur dioxide (SO_2) is a pollutant gas that is one cause of acid rain. It is oxidized in the atmosphere to sulfur trioxide (SO_3), which then combines with water to make sulfuric acid (H_2SO_4).
   a. Write the balanced reaction for the oxidation of SO_2 to make SO_3. (The other reactant is diatomic oxygen.)
   b. When 1 mol of SO_2 reacts to make SO_3, 23.6 kcal of energy are given off. If 100 lb (1 lb = 454 g) of SO_2 were converted to SO_3, what would be the total energy change?
2. Ammonia (NH_3) is made by the direct combination of H_2 and N_2 gases according to this reaction:

$$N_2(g) + 3H_2(g) \rightarrow 2NH_3(g) + 22.0 \text{ kcal}$$

   a. Is this reaction endothermic or exothermic?
   b. What is the overall energy change if 1,500 g of N_2 are reacted to make ammonia?

3. A 5.69 g sample of iron metal was heated in boiling water to 99.8°C. Then it was dropped into a beaker containing 100.0 g of H_2O at 22.6°C. Assuming that the water gained all the heat lost by the iron, what is the final temperature of the H_2O and Fe?
4. A 5.69 g sample of copper metal was heated in boiling water to 99.8°C. Then it was dropped into a beaker containing 100.0 g of H_2O at 22.6°C. Assuming that the water gained all the heat lost by the copper, what is the final temperature of the H_2O and Cu?
5. When 1 g of steam condenses, 540 cal of energy is released. How many grams of ice can be melted with 540 cal?
6. When 1 g of water freezes, 79.9 cal of energy is released. How many grams of water can be boiled with 79.9 cal?
7. The change in energy is +65.3 kJ for each mole of calcium hydroxide [$Ca(OH)_2$] according to the following reaction:

$$Ca(OH)_2(s) \rightarrow CaO(s) + H_2O(g)$$

How many grams of $Ca(OH)_2$ could be reacted if 575 kJ of energy were available?

8. The thermite reaction gives off so much energy that the elemental iron formed as a product is typically produced in the liquid state:

$$2Al(s) + Fe_2O_3(s) \rightarrow Al_2O_3(s) + 2Fe(\ell) + 204 \text{ kcal}$$

How much heat will be given off if 250 g of Fe are to be produced?

9. A normal adult male requires 2,500 kcal per day to maintain his metabolism.
    a. Nutritionists recommend that no more than 30% of the calories in a person's diet come from fat. At 9 kcal/g, what is the maximum mass of fat an adult male should consume daily?
    b. At 4 kcal/g each, how many grams of protein and carbohydrates should an adult male consume daily?
10. A normal adult male requires 2,500 kcal per day to maintain his metabolism.
    a. At 9 kcal/g, what mass of fat would provide that many kilocalories if the diet was composed of nothing but fats?
    b. At 4 kcal/g each, what mass of protein and/or carbohydrates is needed to provide that many kilocalories?
11. The volume of the world's oceans is approximately 1.34×10^{24} cm^3.
    a. How much energy would be needed to increase the temperature of the world's oceans by 1°C? Assume that the heat capacity of the oceans is the same as pure water.
    b. If Earth receives 6.0×10^{22} J of energy per day from the sun, how many days would it take to warm the oceans by 1°C, assuming all the energy went into warming the water?
12. Does a substance that has a small specific heat require a small or large amount of energy to change temperature? Explain.
13. Some biology textbooks represent the conversion of adenosine triphosphate (ATP) to adenosine diphosphate (ADP) and phosphate ions as follows:

$$ATP \rightarrow ADP + \text{phosphate} + \text{energy}$$

What is wrong with this reaction?

14. Assuming that energy changes are additive, how much energy is required to change 15.0 g of ice at −15°C to 15.0 g of steam at 115°C? (Hint: you will have five processes to consider.)

Answers

1.
    a. $2SO_2 + O_2 \rightarrow 2SO_3$
    b. 16,700 kcal
2.
    a. exothermic
    b. 1177 kcal
3. about 23.1°C

4. about 23.0°C

5. 6.76 g

6. 0.148 g

7. 652 g

8. 457 kcal

9.

   a. 83.3 g
   b. 438 g

10.

   a. 278 g
   b. 625 g

11.

   a. 1.34×10^{24} cal
   b. 93 days

12. A substance with **smaller specific heat** requires **less energy** per unit of mass to raise its temperature,

13. A reactant is missing: H_2O is missing.

14. Total energy = 11,019 cal

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7.S: Energy and Chemical Processes (Summary)

To ensure that you understand the material in this chapter, you should review the meanings of the following bold terms in the following summary and ask yourself how they relate to the topics in the chapter.

Energy is the ability to do work. The transfer of energy from one place to another is **heat**. Heat and energy are measured in units of **joules**, **calories**, or kilocalories (equal to 1,000 calories). The amount of heat gained or lost when the temperature of an object changes can be related to its mass and a constant called the **specific heat** of the substance.

The transfer of energy can also cause a substance to change from one phase to another. During the transition, called a **phase change**, heat is either added or lost. Despite the fact that heat is going into or coming out of a substance during a phase change, the temperature of the substance does not change until the phase change is complete; that is, phase changes are **isothermal**. Analogous to specific heat, a constant called the **heat of fusion** of a substance describes how much heat must be transferred for a substance to melt or solidify (that is, to change between solid and liquid phases), while the **heat of vaporization** describes the amount of heat transferred in a boiling or condensation process (that is, to change between liquid and gas phases).

Every chemical change is accompanied by an energy change. This is because the interaction between atoms bonding to each other has a certain **bond energy**, the energy required to break the bond (called **lattice energy** for ionic compounds), and the bond energies of the reactants will not be the same as the bond energies of the products. Reactions that give off energy are called **exothermic**, while reactions that absorb energy are called **endothermic**. Energy-level diagrams can be used to illustrate the energy changes that accompany chemical reactions.

Even complex biochemical reactions have to follow the rules of simple chemistry, including rules involving energy change. Reactions of **carbohydrates** and **proteins** provide our bodies with about 4 kcal of energy per gram, while **fats** provide about 9 kcal per gram.

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CHAPTER OVERVIEW

8: Solids, Liquids, and Gases

Most of us are familiar with the three phases of matter: solid, liquid, and gas. Indeed, we addressed the energy changes involved in phase changes. The substance we are probably most familiar with has those three phases: water. In everyday life, we commonly come in contact with water as a solid (ice), as a liquid, and as a gas (steam). All we have to do is change the conditions of the substance—typically temperature—and we can change the phase from solid to liquid to gas and back again. Under the proper conditions of temperature and pressure, many substances—not only water—can experience the three different phases. An understanding of the phases of matter is important for our understanding of all matter. In this chapter, we will explore the three phases of matter.

8.1: Prelude to Solids, Liquids, and Gases

8.2: Intermolecular Interactions

8.3: Solids and Liquids

8.4: Gases and Pressure

8.5: Gas Laws

8.E: Solids, Liquids, and Gases (Exercises)

8.S: Solids, Liquids, and Gases (Summary)

Template:HideTOC

Thumbnail: A water drop. (CC BY 2.0; José Manuel Suárez via Wikipedia).

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8.1: Prelude to Solids, Liquids, and Gases

We normally experience carbon dioxide (CO_2) as a gas, but if it were cooled down to about −78°C, it would become a solid. The everyday term for solid carbon dioxide is dry ice.

Why “dry” ice? Solid carbon dioxide is called dry ice because it converts from a solid to a gas directly, without going through the liquid phase, in a process called sublimation. Thus, there is no messy liquid phase to worry about. Although it is a novelty, dry ice has some potential dangers. Because it is so cold, it can freeze living tissues very quickly, so people handling dry ice should wear special protective gloves. The cold carbon dioxide gas is also heavier than air (because it is cold and more dense), so people in the presence of dry ice should be in a well-ventilated area.



Figure **8.1.1**: Dry ice. (CC BY SA 3.0 unported; ProjectManhattan).

Dry ice has several common uses. Because it is so cold, it is used as a refrigerant to keep other things cold or frozen (e.g., meats or ice cream). In the medical field, dry ice is used to preserve medical specimens, blood products, and drugs. It also has dermatological applications (e.g., freezing off warts). Organs for transplant are kept cool with dry ice until the recipient of the new organ is ready for surgery. In this respect, carbon dioxide is much like water—more than one phase of the same substance has significant uses in the real world.

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8.2: Intermolecular Interactions

Learning Objectives

- Define *phase*.
- Identify the types of interactions between molecules.

A phase is a certain form of matter that includes a specific set of physical properties. That is, the atoms, the molecules, or the ions that make up the phase do so in a consistent manner throughout the phase. Science recognizes three stable phases: the *solid phase*, in which individual particles can be thought of as in contact and held in place; the *liquid phase*, in which individual particles are in contact but moving with respect to each other; and the *gas phase*, in which individual particles are separated from each other by relatively large distances. Not all substances will readily exhibit all phases. For example, carbon dioxide does not exhibit a liquid phase unless the pressure is greater than about six times normal atmospheric pressure. Other substances, especially complex organic molecules, may decompose at higher temperatures, rather than becoming a liquid or a gas.

> *For many substances, there are different arrangements the particles can take in the solid phase, depending on temperature and pressure.*

Which phase a substance adopts depends on the pressure and the temperature it experiences. Of these two conditions, temperature variations are more obviously related to the phase of a substance. When it is very cold, H_2O exists in the solid form as ice. When it is warmer, the liquid phase of H_2O is present. At even higher temperatures, H_2O boils and becomes steam.

Pressure changes can also affect the presence of a particular phase (as we indicated for carbon dioxide), but its effects are less obvious most of the time. We will mostly focus on the temperature effects on phases, mentioning pressure effects only when they are important. Most chemical substances follow the same pattern of phases when going from a low temperature to a high temperature: the solid phase, then the liquid phase, and then the gas phase. However, the temperatures at which these phases are present differ for all substances and can be rather extreme. Table 8.2.1 shows the temperature ranges for solid, liquid, and gas phases for three substances. As you can see, there is extreme variability in the temperature ranges.

Table 8.2.1: Temperature Ranges for the Three Phases of Various Substances

Substance	Solid Phase Below	Liquid Phase Above	Gas Phase Above
hydrogen (H_2)	−259°C	−259°C	−253°C
water (H_2O)	0°C	0°C	100°C
sodium chloride (NaCl)	801°C	801°C	1413°C

The *melting point* of a substance is the temperature that separates a solid and a liquid. The *boiling point* of a substance is the temperature that separates a liquid and a gas.

What accounts for this variability? Why do some substances become liquids at very low temperatures, while others require very high temperatures before they become liquids? It all depends on the strength of the intermolecular interactions between the particles of substances. (Although ionic compounds are not composed of discrete molecules, we will still use the term *intermolecular* to include interactions between the ions in such compounds.) Substances that experience strong intermolecular interactions require higher temperatures to become liquids and, finally, gases. Substances that experience weak intermolecular interactions do not need much energy (as measured by temperature) to become liquids and gases and will exhibit these phases at lower temperatures.

Substances with the highest melting and boiling points have covalent network bonding. This type of intermolecular interaction is actually a covalent bond. In these substances, all the atoms in a sample are covalently bonded to other atoms; in effect, the entire sample is essentially one large molecule. Many of these substances are solid over a large temperature range because it takes a lot of energy to disrupt all the covalent bonds at once. One example of a substance that shows covalent network bonding is diamond (Figure 8.2.1), which is a form of pure carbon. At temperatures over 3,500°C, diamond finally vaporizes into gas-phase atoms.

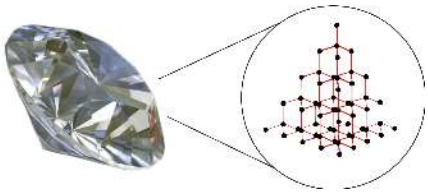


Figure 8.2.1: Diamond. Diamond, a form of pure carbon, has covalent network bonding. It takes a very high temperature—over 3,500°C—for diamond to leave the solid state. Source: Photo © Thinkstock

The strongest force between any two particles is the ionic bond, in which two ions of opposing charge are attracted to each other. Thus, ionic interactions between particles are another type of intermolecular interaction. Substances that contain ionic interactions are relatively strongly held together, so these substances typically have high melting and boiling points. Sodium chloride (Figure 8.2.2) is an example of a substance whose particles experience ionic interactions (Table 8.2.1).

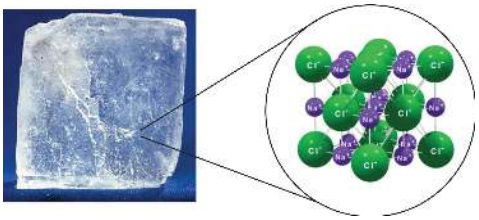


Figure 8.2.2: Sodium Chloride. Solid NaCl is held together by ionic interactions. Source: Photo © Thinkstock

Many substances that experience covalent bonding exist as discrete molecules. In many molecules, the electrons that are shared in a covalent bond are not shared equally between the two atoms in the bond. Typically, one of the atoms attracts the electrons more strongly than the other, leading to an unequal sharing of electrons in the bond. This idea is illustrated in Figure 8.2.3, which shows a diagram of the covalent bond in hydrogen fluoride (HF). The fluorine atom attracts the electrons in the bond more than the hydrogen atom does. The result is an unequal distribution of electrons in the bond, favoring the fluorine side of the covalent bond. Because of this unequal distribution, the fluorine side of the covalent bond actually takes on a partial negative charge (indicated by the δ− in Figure 8.2.3), while the hydrogen side of the bond, being electron deficient, takes on a partial positive charge (indicated by the δ+ in Figure 8.2.3). A covalent bond that has an unequal sharing of electrons is called a polar covalent bond. (A covalent bond that has an equal sharing of electrons, as in a covalent bond with the same atom on each side, is called a nonpolar covalent bond.) A molecule with a net unequal distribution of electrons in its covalent bonds is a polar molecule. HF is an example of a polar molecule.



Figure 8.2.3: Polar Covalent Bonds. The electrons in the HF molecule are not equally shared by the two atoms in the bond. Because the fluorine atom has nine protons in its nucleus, it attracts the negatively charged electrons in the bond more than the hydrogen atom does with its one proton in its nucleus. Thus, electrons are more strongly attracted to the fluorine atom, leading to an imbalance in the electron distribution between the atoms. The fluorine side of the bond picks up a partial overall negative charge (represented by the δ− in the diagram), while the hydrogen side of the bond has an overall partial positive charge (represented by the δ+ in the diagram). Such a bond is called a *polar covalent bond*.

The charge separation in a polar covalent bond is not as extreme as is found in ionic compounds, but there is a related result: oppositely charged ends of different molecules will attract each other. This type of intermolecular interaction is called a dipole-dipole interaction. Many molecules with polar covalent bonds experience dipole-dipole interactions. The covalent bonds in some molecules are oriented in space in such a way that the bonds in the molecules cancel each other out. The individual bonds are polar, but the overall molecule is not polar; rather, the molecule is *nonpolar*. Such molecules experience little or no dipole-dipole interactions. Carbon dioxide (CO_2) and carbon tetrachloride (CCl_4) are examples of such molecules (Figure 8.2.4).

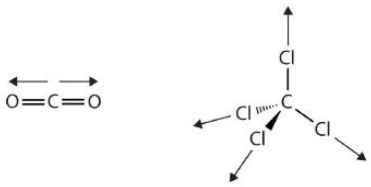


Figure 8.2.4: Nonpolar Molecules. Although the individual bonds in both CO_2 and CCl_4 are polar, their effects cancel out because of the spatial orientation of the bonds in each molecule. As a result, such molecules experience little or no dipole-dipole interaction.

The H–F, O–H, and N–H bonds are strongly polar; in molecules that have these bonds, particularly strong dipole-dipole interactions (as strong as 10% of a true covalent bond) can occur. Because of this strong interaction, hydrogen bonding is used to describe this dipole-dipole interaction. The physical properties of water, which has two O–H bonds, are strongly affected by the presence of hydrogen bonding between water molecules. Figure 8.2.5 shows how molecules experiencing hydrogen bonding can interact.

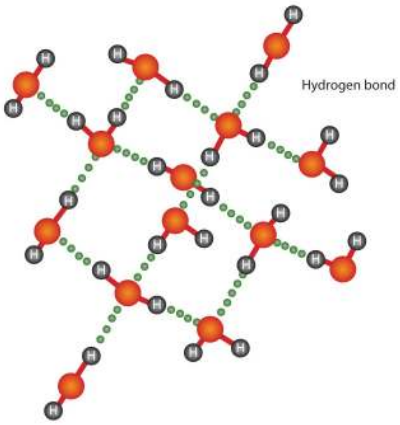


Figure 8.2.5: Hydrogen Bonding between Water Molecules. The presence of hydrogen bonding in molecules like water can have a large impact on the physical properties of a substance.

Finally, there are forces between all molecules that are caused by electrons being in different places in a molecule at any one time, which sets up a temporary separation of charge that disappears almost as soon as it appears. These are very weak intermolecular interactions and are called dispersion forces (or London forces). (An alternate name is London dispersion forces.) Molecules that experience no other type of intermolecular interaction will at least experience dispersion forces. Substances that experience only dispersion forces are typically soft in the solid phase and have relatively low melting points. Because dispersion forces are caused by the instantaneous distribution of electrons in a molecule, larger molecules with a large number of electrons can experience substantial dispersion forces. Examples include *waxes*, which are long hydrocarbon chains that are solids at room temperature because the molecules have so many electrons. The resulting dispersion forces between these molecules make them assume the solid phase at normal temperatures.

The phase that a substance adopts depends on the type and magnitude of the intermolecular interactions the particles of a substance experience. If the intermolecular interactions are relatively strong, then a large amount of energy—in terms of temperature—is necessary for a substance to change phases. If the intermolecular interactions are weak, a low temperature is all that is necessary to move a substance out of the solid phase.

Example 8.2.1: Intermolecular Forces

What intermolecular forces besides dispersion forces, if any, exist in each substance? Are any of these substances solids at room temperature?

a. potassium chloride (KCl)
b. ethanol (C_2H_5OH)
c. bromine (Br_2)

Solution

a. Potassium chloride is composed of ions, so the intermolecular interaction in potassium chloride is ionic forces. Because ionic interactions are strong, it might be expected that potassium chloride is a solid at room temperature.
b. Ethanol has a hydrogen atom attached to an oxygen atom, so it would experience hydrogen bonding. If the hydrogen bonding is strong enough, ethanol might be a solid at room temperature, but it is difficult to know for certain. (Ethanol is actually a liquid at room temperature.)
c. Elemental bromine has two bromine atoms covalently bonded to each other. Because the atoms on either side of the covalent bond are the same, the electrons in the covalent bond are shared equally, and the bond is a nonpolar covalent bond. Thus, diatomic bromine does not have any intermolecular forces other than dispersion forces. It is unlikely to be a solid at room temperature unless the dispersion forces are strong enough. Bromine is a liquid at room temperature.

Exercise 8.2.1

What intermolecular forces besides dispersion forces, if any, exist in each substance? Are any of these substances solids at room temperature?

a. methylamine (CH_3NH_2)
b. calcium sulfate ($CaSO_4$)
c. carbon monoxide (CO)

Concept Review Exercise

1. What types of intermolecular interactions can exist in compounds?

Answer

1. polar and nonpolar covalent bonding, ionic bonding, dispersion forces, dipole-dipole interactions, and hydrogen bonding

Key Takeaways

- A phase is a form of matter that has the same physical properties throughout.
- Molecules interact with each other through various forces: ionic and covalent bonds, dipole-dipole interactions, hydrogen bonding, and dispersion forces.

Exercises

1. List the three common phases in the order you are likely to find them—from lowest temperature to highest temperature.
2. List the three common phases in the order they exist from lowest energy to highest energy.
3. List these intermolecular interactions from weakest to strongest: London forces, hydrogen bonding, and ionic interactions.
4. List these intermolecular interactions from weakest to strongest: covalent network bonding, dipole-dipole interactions, and dispersion forces.
5. What type of intermolecular interaction is predominate in each substance?
   a. water (H_2O)
   b. sodium sulfate (Na_2SO_4)
   c. decane ($C_{10}H_{22}$)
6. What type of intermolecular interaction is predominate in each substance?
   a. diamond (C, crystal)
   b. helium (He)
   c. ammonia (NH_3)
7. Explain how a molecule like carbon dioxide (CO_2) can have polar covalent bonds but be nonpolar overall.
8. Sulfur dioxide (SO_2) has a formula similar to that of carbon dioxide (see Exercise 7) but is a polar molecule overall. What can you conclude about the shape of the SO_2 molecule?

9. What are some of the physical properties of substances that experience covalent network bonding?
10. What are some of the physical properties of substances that experience only dispersion forces?

Answers

1. solid, liquid, and gas
3. London forces, hydrogen bonding, and ionic interactions
5. a. hydrogen bonding
   b. ionic interactions
   c. dispersion forces
7. The two covalent bonds are oriented in such a way that their dipoles cancel out.
9. very hard, high melting point

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8.3: Solids and Liquids

Learning Objectives

- To describe the solid and liquid phases.

Solids and liquids are collectively called *condensed phases* because their particles are in virtual contact. The two states share little else, however.

Solids

In the solid state, the individual particles of a substance are in fixed positions with respect to each other because there is not enough thermal energy to overcome the intermolecular interactions between the particles. As a result, solids have a definite shape and volume. Most solids are hard, but some (like waxes) are relatively soft. Many solids composed of ions can also be quite brittle.



Figure **8.3.1**: Crystalline Arrangement of Quartz crystal cluster. Some large crystals look the way they do because of the regular arrangement of atoms (ions) in their crystal structure. from Wikipedia.

Solids usually have their constituent particles arranged in a regular, three-dimensional array of alternating positive and negative ions called a crystal. The effect of this regular arrangement of particles is sometimes visible macroscopically, as shown in Figure 8.3.1. Some solids, especially those composed of large molecules, cannot easily organize their particles in such regular crystals and exist as amorphous (literally, “without form”) solids. Glass is one example of an amorphous solid.

Liquids

If the particles of a substance have enough energy to partially overcome intermolecular interactions, then the particles can move about each other while remaining in contact. This describes the liquid state. In a liquid, the particles are still in close contact, so liquids have a definite volume. However, because the particles can move about each other rather freely, a liquid has no definite shape and takes a shape dictated by its container.



Figure **8.3.2**: The formation of a spherical droplet of liquid water minimizes the surface area, which is the natural result of surface tension in liquids. from Wikipedia.

Gases

If the particles of a substance have enough energy to completely overcome intermolecular interactions, then the particles can separate from each other and move about randomly in space. Like liquids, gases have no definite shape, but unlike solids and liquids, gases have no definite volume either.

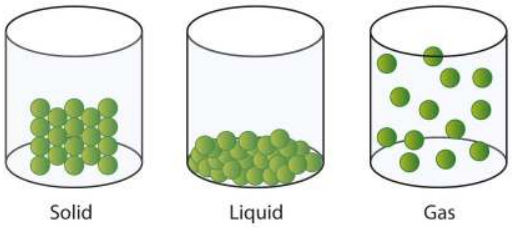


Figure 8.3.3: A Representation of the Solid, Liquid, and Gas States. A solid has definite volume and shape, a liquid has a definite volume but no definite shape, and a gas has neither a definite volume nor shape.

The change from solid to liquid usually does not significantly change the volume of a substance. However, the change from a liquid to a gas significantly increases the volume of a substance, by a factor of 1,000 or more. Figure 8.3.3 shows the differences among solids, liquids, and gases at the molecular level, while Table 8.3.1 lists the different characteristics of these states.

Table 8.3.1: Characteristics of the Three States of Matter

Characteristic	Solid	Liquid	Gas
shape	definite	indefinite	indefinite
volume	definite	definite	indefinite
relative intermolecular interaction strength	strong	moderate	weak
relative particle positions	in contact and fixed in place	in contact but not fixed	not in contact, random positions

Example 8.3.1

What state or states of matter does each statement, describe?

a. This state has a definite volume.
b. This state has no definite shape.
c. This state allows the individual particles to move about while remaining in contact.

Solution

a. This statement describes either the liquid state or the solid state.
b. This statement describes either the liquid state or the gas state.
c. This statement describes the liquid state.

Exercise 8.3.1

What state or states of matter does each statement describe?

a. This state has individual particles in a fixed position with regard to each other.
b. This state has individual particles far apart from each other in space.
c. This state has a definite shape.

Looking Closer: Water, the Most Important Liquid

Earth is the only known body in our solar system that has liquid water existing freely on its surface. That is a good thing because life on Earth would not be possible without the presence of liquid water.

Water has several properties that make it a unique substance among substances. It is an excellent solvent; it dissolves many other substances and allows those substances to react when in solution. In fact, water is sometimes called the *universal solvent* because of this ability. Water has unusually high melting and boiling points (0°C and 100°C, respectively) for such a small molecule. The boiling points for similar-sized molecules, such as methane (BP = −162°C) and ammonia (BP = −33°C), are more than 100° lower.

Though a liquid at normal temperatures, water molecules experience a relatively strong intermolecular interaction that allows them to maintain the liquid phase at higher temperatures than expected.

Unlike most substances, the solid form of water is less dense than its liquid form, which allows ice to float on water. In colder weather, lakes and rivers freeze from the top, allowing animals and plants to continue to live underneath. Water also requires an unusually large amount of energy to change temperature. While 100 J of energy will change the temperature of 1 g of Fe by 230°C, this same amount of energy will change the temperature of 1 g of H_2O by only 100°C. Thus, water changes its temperature slowly as heat is added or removed. This has a major impact on weather, as storm systems like hurricanes can be impacted by the amount of heat that ocean water can store.

Water's influence on the world around us is affected by these properties. Isn't it fascinating that such a small molecule can have such a big impact?

Key Takeaway

- Solids and liquids are phases that have their own unique properties.

Concept Review Exercise

1. How do the strengths of intermolecular interactions in solids and liquids differ?

Answer

1. Solids have stronger intermolecular interactions than liquids do.

Exercises

1. What are the general properties of solids?
2. What are the general properties of liquids
3. What are the general properties of gases?
4. What phase or phases have a definite volume? What phase or phases do not have a definite volume?
5. Name a common substance that forms a crystal in its solid state.
6. Name a common substance that forms an amorphous solid in its solid state.
7. Are substances with strong intermolecular interactions likely to be solids at higher or lower temperatures? Explain.
8. Are substances with weak intermolecular interactions likely to be liquids at higher or lower temperatures? Explain.
9. State two similarities between the solid and liquid states.
10. State two differences between the solid and liquid states.
11. If individual particles are moving around with respect to each other, a substance may be in either the _____ or _____ state but probably not in the _____ state.
12. If individual particles are in contact with each other, a substance may be in either the _____ or _____ state but probably not in the _____ state.

Answers

1. hard, specific volume and shape, high density, cannot be compressed
3. variable volume and shape, low density, compressible
5. sodium chloride (answers will vary)
7. At higher temperatures, their intermolecular interactions are strong enough to hold the particles in place.
9. high density; definite volume
11. liquid; gas; solid

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8.4: Gases and Pressure

Learning Objectives

- To describe the gas phase.

The gas phase is unique among the three states of matter in that there are some simple models we can use to predict the physical behavior of all gases—independent of their identities. We cannot do this for the solid and liquid states. In fact, the development of this understanding of the behavior of gases represents the historical dividing point between alchemy and modern chemistry. Initial advances in the understanding of gas behavior were made in the mid 1600s by Robert Boyle, an English scientist who founded the Royal Society (one of the world's oldest scientific organizations).

How is it that we can model all gases independent of their chemical identity? The answer is in a group of statements called the kinetic theory of gases:

- Gases are composed of tiny particles that are separated by large distances.
- Gas particles are constantly moving, experiencing collisions with other gas particles and the walls of their container.
- The velocity of gas particles is related to the temperature of a gas.
- Gas particles do not experience any force of attraction or repulsion with each other.

Did you notice that none of these statements relates to the identity of the gas? This means that all gases should behave similarly. A gas that follows these statements perfectly is called an *ideal gas*. Most gases show slight deviations from these statements and are called *real gases*. However, the existence of real gases does not diminish the importance of the kinetic theory of gases.

One of the statements of the kinetic theory mentions collisions. As gas particles are constantly moving, they are also constantly colliding with each other and with the walls of their container. There are forces involved as gas particles bounce off the container walls (Figure **8.4.1**). The force generated by gas particles divided by the area of the container walls yields pressure. Pressure is a property we can measure for a gas, but we typically do not consider pressure for solids or liquids.

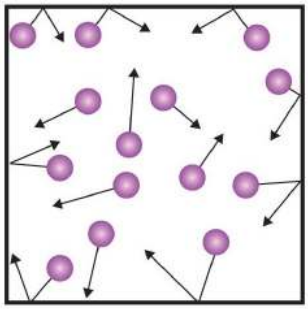


Figure **8.4.1**: Gas Pressure. Pressure is what results when gas particles rebound off the walls of their container.

The basic unit of pressure is the newton per square meter (N/m^2). This combined unit is redefined as a pascal (Pa). One pascal is not a very large amount of pressure. A more useful unit of pressure is the bar, which is 100,000 Pa (1 bar = 100,000 Pa). Other common units of pressure are the atmosphere (atm), which was originally defined as the average pressure of Earth's atmosphere at sea level; and mmHg (millimeters of mercury), which is the pressure generated by a column of mercury 1 mm high. The unit millimeters of mercury is also called a torr, named after the Italian scientist Evangelista Torricelli, who invented the barometer in the mid-1600s. A more precise definition of atmosphere, in terms of torr, is that there are exactly 760 torr in 1 atm. A bar equals 1.01325 atm. Given all the relationships between these pressure units, the ability to convert from one pressure unit to another is a useful skill.

Example 8.4.1: Converting Pressures

Write a conversion factor to determine how many atmospheres are in 1,547 mmHg.

Solution

Because 1 mmHg equals 1 torr, the given pressure is also equal to 1,547 torr. Because there are 760 torr in 1 atm, we can use this conversion factor to do the mathematical conversion:

$$1,547 \text{ torr} \times \frac{1 \text{ atm}}{760 \text{ torr}} = 2.04 \text{ atm}$$

Note how the torr units cancel algebraically.

Exercise 8.4.1: Converting Pressures

Write a conversion factor to determine how many millimeters of mercury are in 9.65 atm.

The kinetic theory also states that there is no interaction between individual gas particles. Although we know that there are, in fact, intermolecular interactions in real gases, the kinetic theory assumes that gas particles are so far apart that the individual particles don't "feel" each other. Thus, we can treat gas particles as tiny bits of matter whose identity isn't important to certain physical properties.

Concept Review Exercise

1. What is pressure, and what units do we use to express it?

Answer

1. Pressure is the force per unit area; its units can be pascals, torr, millimeters of mercury, or atmospheres.

Key Takeaway

- The gas phase has certain general properties characteristic of that phase.

Exercises

1. What is the kinetic theory of gases?
2. According to the kinetic theory of gases, the individual gas particles are (always, frequently, never) moving.
3. Why does a gas exert pressure?
4. Why does the kinetic theory of gases allow us to presume that all gases will show similar behavior?
5. Arrange the following pressure quantities in order from smallest to largest: 1 mmHg, 1 Pa, and 1 atm.
6. Which unit of pressure is larger—the torr or the atmosphere?
7. How many torr are there in 1.56 atm?
8. Convert 760 torr into pascals.
9. Blood pressures are expressed in millimeters of mercury. What would be the blood pressure in atmospheres if a patient's systolic blood pressure is 120 mmHg and the diastolic blood pressure is 82 mmHg? (In medicine, such a blood pressure would be reported as "120/82," spoken as "one hundred twenty over eighty-two.")
10. In weather forecasting, barometric pressure is expressed in inches of mercury (in. Hg), where there are exactly 25.4 mmHg in every 1 in. Hg. What is the barometric pressure in millimeters of mercury if the barometric pressure is reported as 30.21 in. Hg?

Answers

1. Gases are composed of tiny particles that are separated by large distances. Gas particles are constantly moving, experiencing collisions with other gas particles and the walls of their container. The velocity of gas particles is related to the temperature of a gas. Gas particles do not experience any force of attraction or repulsion with each other.
3. A gas exerts pressure as its particles rebound off the walls of its container.
5. 1 Pa, 1 mmHg, and 1 atm
7. 1,190 torr

9. 0.158 atm; 0.108 atm

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8.5: Gas Laws

Learning Objectives

- To predict the properties of gases using the gas laws.

Experience has shown that several properties of a gas can be related to each other under certain conditions. The properties are pressure (P), volume (V), temperature (T, in kelvins), and amount of material expressed in moles (n). What we find is that a sample of gas cannot have any random values for these properties. Instead, only certain values, dictated by some simple mathematical relationships, will occur.

Boyle's Law

The first simple relationship, referred to as a gas law, is between the pressure of a gas and its volume. If the amount of gas in a sample and its temperature are kept constant, then as the pressure of a gas is increased, the volume of the gas decreases proportionately. Mathematically, this is written as

$$\mathbf{P} \propto \frac{1}{\mathbf{V}} \tag{8.5.1}$$

where the "∝" symbol means "is proportional to." This is one form of Boyle's law, which relates the pressure of a gas to its volume.

A more useful form of Boyle's law involves a change in conditions of a gas. For a given amount of gas at a constant temperature, if we know the initial pressure and volume of a gas sample and the pressure or volume changes, we can calculate what the new volume or pressure will be. That form of Boyle's law is written

$$P_i V_i = P_f V_f \tag{8.5.2}$$

where the subscript i refers to initial conditions and the subscript f refers to final conditions.

To use 8.5.2, you need to know any three of the variables so that you can algebraically calculate the fourth variable. Also, the pressure quantities must have the same units, as must the two volume quantities. If the two similar variables don't have the same variables, one value must be converted to the other value's unit.

Example 8.5.1: Increasing Pressure in a Gas

What happens to the volume of a gas if its pressure is increased? Assume all other conditions remain the same.

Solution

If the pressure of a gas is increased, the volume decreases in response.

Exercise 8.5.1: Increasing Volume in a Gas

What happens to the pressure of a gas if its volume is increased? Assume all other conditions remain the same.

Example 8.5.2: Gas Compression

If a sample of gas has an initial pressure of 1.56 atm and an initial volume of 7.02 L, what is the final volume if the pressure is reduced to 0.987 atm? Assume that the amount and the temperature of the gas remain constant.

Solution

The key in problems like this is to be able to identify which quantities represent which variables from the relevant equation. The way the question is worded, you should be able to tell that 1.56 atm is P_i, 7.02 L is V_i, and 0.987 atm is P_f. What we are looking for is the final volume—V_f. Therefore, substituting these values into $P_iV_i = P_fV_f$:

$$(1.56 \text{ atm})(7.02 \text{ L}) = (0.987 \text{ atm}) \times V_f$$

The expression has atmospheres on both sides of the equation, so they cancel algebraically:

$$(1.56)(7.02\ \text{L}) = (0.987) \times V_f$$

Now we divide both sides of the expression by 0.987 to isolate V_f, the quantity we are seeking:

$$\frac{(1.56)(7.02\ \text{L})}{0.987} = \mathbf{V_f}$$

Performing the multiplication and division, we get the value of V_f, which is 11.1 L. The volume increases. This should make sense because the pressure decreases, so pressure and volume are inversely related.

Exercise 8.5.2

If a sample of gas has an initial pressure of 3.66 atm and an initial volume of 11.8 L, what is the final pressure if the volume is reduced to 5.09 L? Assume that the amount and the temperature of the gas remain constant.

If the units of similar quantities are not the same, one of them must be converted to the other quantity's units for the calculation to work out properly. It does not matter which quantity is converted to a different unit; the only thing that matters is that the conversion and subsequent algebra are performed properly. The following example illustrates this process.

Example 8.5.3

If a sample of gas has an initial pressure of 1.56 atm and an initial volume of 7.02 L, what is the final volume if the pressure is changed to 1,775 torr? Does the answer make sense? Assume that the amount and the temperature of the gas remain constant.

Solution

This example is similar to Example **8.5.2**, except now the final pressure is expressed in torr. For the math to work out properly, one of the pressure values must be converted to the other unit. Let us change the initial pressure to torr:

$$1.56\ \text{atm} \times \frac{760\ \text{torr}}{1\ \text{atm}} = 1,190\ \text{torr}$$

Now we can use Boyle's law:

$$(1{,}190\ \text{torr})(7.02\ \text{L}) = (1{,}775\ \text{torr}) \times V_f$$

Torr cancels algebraically from both sides of the equation, leaving

$$(1{,}190)(7.02\ \text{L}) = (1{,}775) \times V_f$$

Now we divide both sides of the equation by 1,775 to isolate V_f on one side. Solving for the final volume,

$$\mathbf{V_f} = \frac{(1,190)(7.02\ \text{L})}{1,775} = 4.71\ \text{L}$$

Because the pressure increases, it makes sense that the volume decreases.

The answer for the final volume is essentially the same if we converted the 1,775 torr to atmospheres: $1,775\ \text{torr} \times \frac{1\ \text{atm}}{760\ \text{torr}} = 2.336\ \text{atm}$. Using Boyle's law: (1.56 atm)(7.02 L) = (2.335 atm) × V_f; $\mathbf{V_f} = \frac{(1.56\ \text{atm})(7.02\ \text{L})}{2.336\ \text{atm}} = 4.69\ \text{L}$.

Exercise 8.5.3

If a sample of gas has an initial pressure of 375 torr and an initial volume of 7.02 L, what is the final pressure if the volume is changed to 4,577 mL? Does the answer make sense? Assume that amount and the temperature of the gas remain constant.

To Your Health: Breathing

Breathing certainly is a major contribution to your health! Without breathing, we could not survive. Curiously, the act of breathing itself is little more than an application of Boyle's law.

The lungs are a series of ever-narrowing tubes that end in a myriad of tiny sacs called alveoli. It is in the alveoli that oxygen from the air transfers to the bloodstream and carbon dioxide from the bloodstream transfers to the lungs for exhalation. For air to move in and out of the lungs, the pressure inside the lungs must change, forcing the lungs to change volume—just as predicted by Boyle's law.

The pressure change is caused by the diaphragm, a muscle that covers the bottom of the lungs. When the diaphragm moves down, it expands the size of our lungs. When this happens, the air pressure inside our lungs decreases slightly. This causes new air to rush in, and we inhale. The pressure decrease is slight—only 3 torr, or about 0.4% of an atmosphere. We inhale only 0.5–1.0 L of air per normal breath.

Exhaling air requires that we relax the diaphragm, which pushes against the lungs and slightly decreases the volume of the lungs. This slightly increases the pressure of the air in the lungs, and air is forced out; we exhale. Only 1–2 torr of extra pressure is needed to exhale. So with every breath, our own bodies are performing an experimental test of Boyle's law.

Charles's Law

Another simple gas law relates the volume of a gas to its temperature. Experiments indicate that as the temperature of a gas sample is increased, its volume increases as long as the pressure and the amount of gas remain constant. The way to write this mathematically is

$$\mathrm{V} \propto T \tag{8.5.3}$$

At this point, the concept of temperature must be clarified. Although the Kelvin scale is the preferred temperature scale, the Celsius scale is also a common temperature scale used in science. The Celsius scale is based on the melting and boiling points of water and is actually the common temperature scale used by most countries around the world (except for the United States, which still uses the Fahrenheit scale). The value of a Celsius temperature is directly related to its Kelvin value by a simple expression:

$$\text{Kelvin temperature} = \text{Celsius temperature} + 273$$

Thus, it is easy to convert from one temperature scale to another.

The Kelvin scale is sometimes referred to as the absolute scale because the zero point on the Kelvin scale is at absolute zero, the coldest possible temperature. On the other temperature scales, absolute zero is −260°C or −459°F.

The expression relating a gas volume to its temperature begs the following question: to which temperature scale is the volume of a gas related? The answer is that gas volumes are directly related to the *Kelvin temperature*. Therefore, the temperature of a gas sample should always be expressed in (or converted to) a Kelvin temperature.

Example 8.5.4: Increasing Temperature

What happens to the volume of a gas if its temperature is decreased? Assume that all other conditions remain constant.

Solution

If the temperature of a gas sample is decreased, the volume decreases as well.

Exercise 8.5.4

What happens to the temperature of a gas if its volume is increased? Assume that all other conditions remain constant.

As with Boyle's law, the relationship between volume and temperature can be expressed in terms of initial and final values of volume and temperature, as follows:

$$\frac{\mathrm{V_i}}{\mathrm{T_i}} = \frac{\mathrm{V_f}}{\mathrm{T_f}} \tag{8.5.4}$$

where V_i and T_i are the initial volume and temperature, and V_f and T_f are the final volume and temperature. This is Charles's law. The restriction on its use is that the pressure of the gas and the amount of gas must remain constant. (Charles's law is sometimes referred to as Gay-Lussac's law, after the scientist who promoted Charles's work.)

Example 8.5.5

A gas sample at 20°C has an initial volume of 20.0 L. What is its volume if the temperature is changed to 60°C? Does the answer make sense? Assume that the pressure and the amount of the gas remain constant.

Solution

Although the temperatures are given in degrees Celsius, we must convert them to the kelvins before we can use Charles's law. Thus,

$$20°C + 273 = 293\ K = T_i\ 60°C + 273 = 333\ K = T_f$$

Now we can substitute these values into Charles's law, along with the initial volume of 20.0 L:

$$\frac{20.0\ L}{293\ K} = \frac{V_f}{333\ K}$$

Multiplying the 333 K to the other side of the equation, we see that our temperature units will cancel:

$$\frac{(333\ K)(20.0\ L)}{293\ K} = V_f$$

Solving for the final volume, V_f = 22.7 L. So, as the temperature is increased, the volume increases. This makes sense because volume is directly proportional to the absolute temperature (as long as the pressure and the amount of the remain constant).

Exercise 8.5.5

A gas sample at 35°C has an initial volume of 5.06 L. What is its volume if the temperature is changed to −35°C? Does the answer make sense? Assume that the pressure and the amount of the gas remain constant.

Combined Gas Law

Other gas laws can be constructed, but we will focus on only two more. The combined gas law brings Boyle's and Charles's laws together to relate pressure, volume, and temperature changes of a gas sample:

Double subscripts: use braces to clarify

To apply this gas law, the amount of gas should remain constant. As with the other gas laws, the temperature must be expressed in kelvins, and the units on the similar quantities should be the same. Because of the dependence on three quantities at the same time, it is difficult to tell in advance what will happen to one property of a gas sample as two other properties change. The best way to know is to work it out mathematically.

Example 8.5.6

A sample of gas has P_i = 1.50 atm, V_i = 10.5 L, and T_i = 300 K. What is the final volume if P_f = 0.750 atm and T_f = 350 K?

Solution

Using the combined gas law, substitute for five of the quantities:

$$\frac{(1.50\ atm)(10.5\ L)}{300\ K} = \frac{(0.750\ atm)(V_f)}{350\ K}$$

We algebraically rearrange this expression to isolate V_f on one side of the equation:

$$V_f = \frac{(1.50\ atm)(10.5\ L)(350\ K)}{(300\ K)(0.750\ atm)} = 24.5\ L$$

Note how all the units cancel except the unit for volume.

Exercise 8.5.6

A sample of gas has P_i = 0.768 atm, V_i = 10.5 L, and T_i = 300 K. What is the final pressure if V_f = 7.85 L and T_f = 250 K?

Example 8.5.7

A balloon containing a sample of gas has a temperature of 22°C and a pressure of 1.09 atm in an airport in Cleveland. The balloon has a volume of 1,070 mL. The balloon is transported by plane to Denver, where the temperature is 11°C and the pressure is 655 torr. What is the new volume of the balloon?

Solution

The first task is to convert all quantities to the proper and consistent units. The temperatures must be expressed in kelvins, and the pressure units are different so one of the quantities must be converted. Let us convert the atmospheres to torr:

$$22°C + 273 = 295\ K = T_i$$

$$11°C + 273 = 284\ K = T_f$$

$$1.09\ atm \times \frac{760\ torr}{1\ atm} = 828\ torr = P_i$$

Now we can substitute the quantities into the combined has law:

$$\frac{(828\ torr)(1,070\ mL)}{295\ K} = \frac{(655\ torr) \times V_f}{284\ K}$$

To solve for V_f, we multiply the 284 K in the denominator of the right side into the numerator on the left, and we divide 655 torr in the numerator of the right side into the denominator on the left:

$$\frac{(828\ torr)(1,070\ mL)(284\ K)}{(295\ K)(655\ torr)} = V_f$$

Notice that torr and kelvins cancel, as they are found in both the numerator and denominator. The only unit that remains is milliliters, which is a unit of volume. So V_f = 1,300 mL. The overall change is that the volume of the balloon has increased by 230 mL.

Exercise 8.5.7

A balloon used to lift weather instruments into the atmosphere contains gas having a volume of 1,150 L on the ground, where the pressure is 0.977 atm and the temperature is 18°C. Aloft, this gas has a pressure of 6.88 torr and a temperature of −15°C. What is the new volume of the gas?

The Ideal Gas Law

So far, the gas laws we have used have focused on changing one or more properties of the gas, such as its volume, pressure, or temperature. There is one gas law that relates all the independent properties of a gas under any particular condition, rather than a change in conditions. This gas law is called the ideal gas law. The formula of this law is as follows:

$$PV = nRT \tag{8.5.5}$$

In this equation, P is pressure, V is volume, n is amount of moles, and T is temperature. R is called the ideal gas law constant and is a proportionality constant that relates the values of pressure, volume, amount, and temperature of a gas sample. The variables in this equation do not have the subscripts i and f to indicate an initial condition and a final condition. The ideal gas law relates the four independent properties of a gas under *any* conditions.

The value of R depends on what units are used to express the other quantities. If volume is expressed in liters and pressure in atmospheres, then the proper value of R is as follows:

$$R = 0.08205\ \frac{L \cdot atm}{mol \cdot K} \tag{8.5.6}$$

This may seem like a strange unit, but that is what is required for the units to work out algebraically.

Example 8.5.8

What is the volume in liters of 1.45 mol of N_2 gas at 298 K and 3.995 atm?

Solution

Using the ideal gas law where P = 3.995 atm, n = 1.45, and T = 298,

$$(3.995\ \text{atm}) \times V = (1.45\ \text{mol}) \left(0.08205\ \frac{\text{L} \cdot \text{atm}}{\text{mol} \cdot \text{K}}\right) (298\ \text{K})$$

On the right side, the moles and kelvins cancel. Also, because atmospheres appear in the numerator on both sides of the equation, they also cancel. The only remaining unit is liters, a unit of volume. So

$$3.995 \times V = (1.45)(0.08205)(298)\ \text{L}$$

Dividing both sides of the equation by 3.995 and evaluating, we get V = 8.87 L. Note that the conditions of the gas are not changing. Rather, the ideal gas law allows us to determine what the fourth property of a gas (here, volume) *must* be if three other properties (here, amount, pressure, and temperature) are known.

Exercise 8.5.8

What is the pressure of a sample of CO_2 gas if 0.557 mol is held in a 20.0 L container at 451 K?

For convenience, scientists have selected 273 K (0°C) and 1.00 atm pressure as a set of standard conditions for gases. This combination of conditions is called standard temperature and pressure (STP). Under these conditions, 1 mol of any gas has about the same volume. We can use the ideal gas law to determine the volume of 1 mol of gas at STP:

$$(1.00\ \text{atm}) \times V = (1.00\ \text{mol}) \left(0.08205\ \frac{\text{L} \cdot \text{atm}}{\text{mol} \cdot \text{K}}\right) (273\ \text{K}) \tag{8.5.7}$$

This volume is 22.4 L. Because this volume is independent of the identity of a gas, the idea that 1 mol of gas has a volume of 22.4 L at STP makes a convenient conversion factor:

$$1\ \text{mol gas} = 22.4\ \text{L (at STP)}$$

Example 8.5.9

Cyclopropane (C_3H_6) is a gas that formerly was used as an anesthetic. How many moles of gas are there in a 100.0 L sample if the gas is at STP?

Solution

We can set up a simple, one-step conversion that relates moles and liters:

$$100.0\ \text{L}\ C_3H_6 \times \frac{1\ \text{mol}}{22.4\ \text{L}} = 4.46\ \text{mol}\ C_3H_6$$

There are almost 4.5 mol of gas in 100.0 L.

Note: Because of its flammability, cyclopropane is no longer used as an anesthetic gas.

Exercise 8.5.9

Freon is a trade name for a series of fluorine- and chlorine-containing gases that formerly were used in refrigeration systems. What volume does 8.75 mol of Freon have at STP?

Note: Many gases known as Freon are no longer used because their presence in the atmosphere destroys the ozone layer, which protects us from ultraviolet light from the sun.

Dalton's Law of Partial Pressures

The ideal gas equation of state applies to mixtures just as to pure gases. It was in fact with a gas mixture, ordinary air, that Boyle, Gay-Lussac and Charles did their early experiments. The only new concept we need in order to deal with gas mixtures is the *partial*

pressure, a concept invented by the famous English chemist John Dalton (1766-1844). Dalton reasoned that the low density and high compressibility of gases indicates that they consist mostly of empty space; from this it follows that when two or more different gases occupy the same volume, they behave entirely independently. The contribution that each component of a gaseous mixture makes to the total pressure of the gas is known as the *partial pressure* of that gas.

The definition of Dalton's Law of Partial Pressures that address this is:

The total pressure of a gas is the sum of the partial pressures of its components

which is expressed algebraically as

$$P_{total} = P_1 + P_2 + P_3 ... = \sum_i P_i \tag{8.5.8}$$

or, equivalently

$$P_{total} = \frac{RT}{V} \sum_i n_i \tag{8.5.9}$$

There is also a similar relationship based on *volume fractions*, known as *Amagat's law of partial volumes*. It is exactly analogous to Dalton's law, in that it states that the total volume of a mixture is just the sum of the partial volumes of its components. But there are two important differences: Amagat's law holds only for ideal gases which must all be at the same temperature and pressure. Dalton's law has neither of these restrictions. Although Amagat's law seems intuitively obvious, it sometimes proves useful in chemical engineering applications. We will make no use of it in this course.

Example 8.5.10

Three flasks having different volumes and containing different gases at various pressures are connected by stopcocks as shown. When the stopcocks are opened,

a. What will be the pressure in the system?
b. Which gas will be most abundant in the mixture?

Assume that the temperature is uniform and that the volume of the connecting tubes is negligible.

Solution

The trick here is to note that the total number of moles n_T and the temperature remain unchanged, so we can make use of Boyle's law PV = constant. We will work out the details for CO_2 only, denoted by subscripts *a*.

For CO_2,

$$P_a V_a = (2.13\ atm)(1.50\ L) = 3.19\ L \cdot atm \tag{8.5.10}$$

Adding the PV products for each separate container, we obtain

$$\sum_i P_i V_i = 6.36\ L \cdot atm = n_T RT \tag{8.5.11}$$

We will call this sum P_1V_1. After the stopcocks have been opened and the gases mix, the new conditions are denoted by P_2V_2.

From Boyle's law (8.5.2,

$$P_1 V_1 = P_2 V_2 = 6.36\ L \cdot atm \tag{8.5.12}$$

$$V_2 = \sum_i V_i = 4.50\ L \tag{8.5.13}$$

Solving for the final pressure P_2 we obtain (6.36 L-atm)/(4.50 L) = **1.41 atm**.

For part *(b)*, note that the number of moles of each gas is $n = PV/RT$. The mole fraction if any one gas is $X_i = n_i / n_T$. For CO_2, this works out to (3.19/*RT*) / (6.36/*RT*) = 0.501. Because this exceeds 0.5, we know that this is the most abundant gas in the final mixture.

Dalton’s law states that in a gas mixture (P_{total}) each gas will exert a pressure independent of the other gases (P_n) and each gas will behave as if it alone occupies the total volume. By extension, the partial pressure of each gas can be calculated by multiplying the total pressure (P_{total}) by the gas percentage (%).

$$P_{Total} = P_1 + P_2 + P_3 + P_4 + ... + P_n \tag{8.5.14}$$

or

$$P_n = \frac{n}{P_{Total}} \tag{8.5.15}$$

Table 8.5.1: Partial Pressures for the gases in air on a typical day

Gas	Partial Pressure (mm Hg)	Percentage (%)
Nitrogen, (N_2\)	P_{N_2} = 594	78
Oxygen, O_2	P_{O_2} = 160	21
Carbon Dioxide, CO_2	P_{CO_2} = 0.25	0.033
Water Vapor, H_2O	P_{H_2O} = 5.7	0.75
Other trace gases	P_{Other} = 0.05	0.22
Total air	P_{Total} = 760	1

Henry’s Law

Henry's law is one of the gas laws formulated by William Henry in 1803. It states: "At a constant temperature, the amount of a given gas that dissolves in a given type and volume of liquid is directly proportional to the partial pressure of that gas in equilibrium with that liquid." An equivalent way of stating the law is that the solubility of a gas in a liquid is directly proportional to the partial pressure of the gas above the liquid.

To explain this law, Henry derived the equation:

$$C = kP_{gas} \tag{8.5.16}$$

where

- C is the solubility of a gas at a fixed temperature in a particular solvent (in units of M or mL gas/L)
- k is Henry's law constant (often in units of M/atm)
- P_{gas} is the partial pressure of the gas (often in units of Atm)

Henry’s Law tells us that the greater the pressure of gas above the surface of a liquid, the higher the concentration of the gas in the liquid. Also, Henry’s law tells us that gases diffuse from areas of high gas concentration to areas of low gas concentration.

Applicability of Henry's Law

- Henry's law only works if the molecules are at equilibrium.
- Henry's law does not work for gases at high pressures (e.g., $N_{2\,(g)}$ at high pressure becomes very soluble and harmful when in the blood supply).
- Henry's law does not work if there is a chemical reaction between the solute and solvent (e.g., $HCl_{(g)}$ reacts with water by a dissociation reaction to generate H_3O^+ and Cl^- ions).

Collecting Gases over Water

A common laboratory method of collecting the gaseous product of a chemical reaction is to conduct it into an inverted tube or bottle filled with water, the opening of which is immersed in a larger container of water. This arrangement is called a *pneumatic trough*, and was widely used in the early days of chemistry. As the gas enters the bottle it displaces the water and becomes trapped in the upper part.

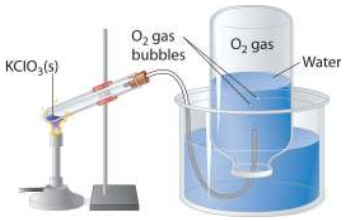


Figure **8.5.1**:An Apparatus for Collecting Gases by the Displacement of Water

The volume of the gas can be observed by means of a calibrated scale on the bottle, but what about its pressure? The total pressure confining the gas is just that of the atmosphere transmitting its force through the water. (An exact calculation would also have to take into account the height of the water column in the inverted tube.) But liquid water itself is always in equilibrium with its vapor, so the space in the top of the tube is a mixture of two gases: the gas being collected, and gaseous H_2O. The partial pressure of H_2O is known as the vapor pressure of water and it depends on the temperature. In order to determine the quantity of gas we have collected, we must use Dalton's Law to find the partial pressure of that gas.

Example 8.5.11

Oxygen gas was collected over water as shown above. The atmospheric pressure was 754 torr, the temperature was 22°C, and the volume of the gas was 155 mL. The vapor pressure of water at 22°C is 19.8 torr. Use this information to estimate the number of moles of O_2 produced.

Solution

From Dalton's law,

$$P_{O_2} = P_{total} – P_{H_2O} = 754 – 19.8 = 734\ torr = 0.966\ atm$$

Now use the Ideal Gas Law to convert to moles

$$n = \frac{PV}{RT} = \frac{(0.966\ atm)(0.155\ L)}{(0.082\ Latmmol^{-1}K^{-1})(295\ K)} = 0.00619\ mol$$

Scuba diving

Our respiratory systems are designed to maintain the proper oxygen concentration in the blood when the partial pressure of O_2 is 0.21 atm, its normal sea-level value. Below the water surface, the pressure increases by 1 atm for each 10.3 m increase in depth; thus a scuba diver at 10.3 m experiences a total of 2 atm pressure pressing on the body. In order to prevent the lungs from collapsing, the air the diver breathes should also be at about the same pressure.

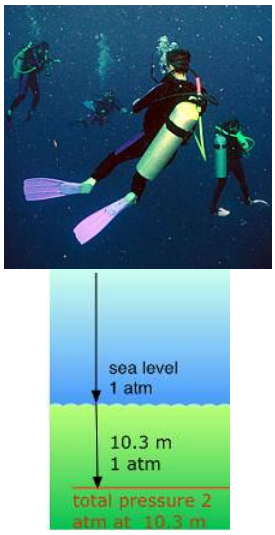


Figure **8.5.2**: Scuba Dviging actively takes into account both Henry's and Dalton's Laws

But at a total pressure of 2 atm, the partial pressure of O_2 in ordinary air would be 0.42 atm; at a depth of 100 ft (about 30 m), the O_2 pressure of 0.8 atm would be far too high for health. For this reason, the air mixture in the pressurized tanks that scuba divers wear must contain a smaller fraction of O_2. This can be achieved most simply by raising the nitrogen content, but high partial pressures of N_2 can also be dangerous, resulting in a condition known as nitrogen narcosis. The preferred diluting agent for sustained deep diving is helium, which has very little tendency to dissolve in the blood even at high pressures.

Career Focus: Respiratory Therapist

Certain diseases—such as emphysema, lung cancer, and severe asthma—primarily affect the lungs. Respiratory therapists help patients with breathing-related problems. They can evaluate, help diagnose, and treat breathing disorders and even help provide emergency assistance in acute illness where breathing is compromised.

Most respiratory therapists must complete at least two years of college and earn an associate's degree, although therapists can assume more responsibility if they have a college degree. Therapists must also pass state or national certification exams. Once certified, respiratory therapists can work in hospitals, doctor's offices, nursing homes, or patient's homes. Therapists work with equipment such as oxygen tanks and respirators, may sometimes dispense medication to aid in breathing, perform tests, and educate patients in breathing exercises and other therapy.

Because respiratory therapists work directly with patients, the ability to work well with others is a must for this career. It is an important job because it deals with one of the most crucial functions of the body.

Concept Review Exercises

1. What properties do the gas laws help us predict?
2. What makes the ideal gas law different from the other gas laws?

Answers

1. Gas laws relate four properties: pressure, volume, temperature, and number of moles.
2. The ideal gas law does not require that the properties of a gas change.

Key Takeaway

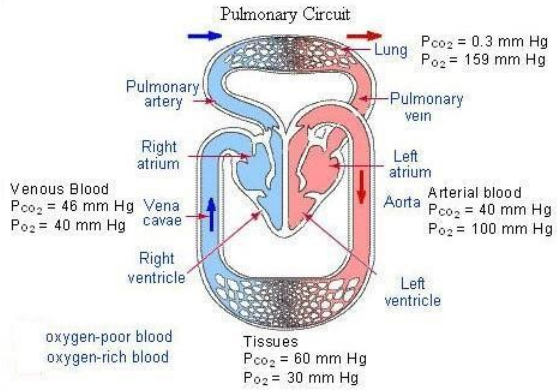
- The physical properties of gases are predictable using mathematical formulas known as gas laws.

Exercises

1. What conditions of a gas sample should remain constant for Boyle's law to be used?
2. What conditions of a gas sample should remain constant for Charles's law to be used?
3. Does the identity of a gas matter when using Boyle's law? Why or why not?
4. Does the identity of a gas matter when using Charles's law? Why or why not?
5. A sample of nitrogen gas is confined to a balloon that has a volume of 1.88 L and a pressure of 1.334 atm. What will be the volume of the balloon if the pressure is changed to 0.662 atm? Assume that the temperature and the amount of the gas remain constant.
6. A sample of helium gas in a piston has a volume of 86.4 mL under a pressure of 447 torr. What will be the volume of the helium if the pressure on the piston is increased to 1,240 torr? Assume that the temperature and the amount of the gas remain constant.
7. If a gas has an initial pressure of 24,650 Pa and an initial volume of 376 mL, what is the final volume if the pressure of the gas is changed to 775 torr? Assume that the amount and the temperature of the gas remain constant.
8. A gas sample has an initial volume of 0.9550 L and an initial pressure of 564.5 torr. What would the final pressure of the gas be if the volume is changed to 587.0 mL? Assume that the amount and the temperature of the gas remain constant.
9. A person draws a normal breath of about 1.00 L. If the initial temperature of the air is 18°C and the air warms to 37°C, what is the new volume of the air? Assume that the pressure and amount of the gas remain constant.

10. A person draws a normal breath of about 1.00 L. If the initial temperature of the air is −10°C and the air warms to 37°C, what is the new volume of the air? Assume that the pressure and the amount of the gas remain constant.
11. An air/gas vapor mix in an automobile cylinder has an initial temperature of 450 K and a volume of 12.7 cm^3. The gas mix is heated to 565°C. If pressure and amount are held constant, what is the final volume of the gas in cubic centimeters?
12. Given the following conditions for a gas: V_i = 0.665 L, T_i = 23.6°C, V_f = 1.034 L. What is T_f in degrees Celsius and kelvins?
13. Assuming the amount remains the same, what must be the final volume of a gas that has an initial volume of 387 mL, an initial pressure of 456 torr, an initial temperature of 65.0°C, a final pressure of 1.00 atm, and a final temperature of 300 K?
14. When the nozzle of a spray can is depressed, 0.15 mL of gas expands to 0.44 mL, and its pressure drops from 788 torr to 1.00 atm. If the initial temperature of the gas is 22.0°C, what is the final temperature of the gas?
15. Use the ideal gas law to show that 1 mol of a gas at STP has a volume of about 22.4 L.
16. Use a standard conversion factor to determine a value of the ideal gas law constant R that has units of L•torr/mol•K.
17. How many moles of gas are there in a 27.6 L sample at 298 K and a pressure of 1.44 atm?
18. How many moles of gas are there in a 0.066 L sample at 298 K and a pressure of 0.154 atm?
19. A 0.334 mol sample of carbon dioxide gas is confined to a volume of 20.0 L and has a pressure of 0.555 atm. What is the temperature of the carbon dioxide in kelvins and degrees Celsius?
20. What must V be for a gas sample if n = 4.55 mol, P = 7.32 atm, and T = 285 K?
21. What is the pressure of 0.0456 mol of Ne gas contained in a 7.50 L volume at 29°C?
22. What is the pressure of 1.00 mol of Ar gas that has a volume of 843.0 mL and a temperature of −86.0°C?
23. A mixture of the gases N_2, O_2, and Ar has a total pressure of 760 mm Hg. If the partial pressure of N_2 is 220 mm Hg and of O_2 is 470 mm Hg, What is the partial pressure of Ar?
24. What percent of the gas above is Ar?
25. Apply Henry's Law to the diagram below to explain:

why oxygen diffuses from the alveoli of the lungs into the blood and from the blood into the tissues of the body. why carbon dioxide diffuses from the tissues into the blood and from the blood into the alveoli and then finally out into the atmosphere.



Answers

1. temperature and amount of the gas
3. The identity does not matter because the variables of Boyle's law do not identify the gas.
5. 3.89 L
7. 92.1 mL
9. 1.07 L

11. 23.7 cm^3

13. 206 mL

15. The ideal gas law confirms that 22.4 L equals 1 mol.

17. 1.63 mol

19. 405 K; 132°C

21. 0.151 atm

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8.E: Solids, Liquids, and Gases (Exercises)

8.1: Intermolecular Interactions

Concept Review Exercise

1. What types of intermolecular interactions can exist in compounds?

2. What is the difference between covalent network and covalent molecular compounds?

Answer

1. ionic bonding, network covalent, dispersion forces, dipole-dipole interactions, and hydrogen bonding.

2. Covalent network compounds contain atoms that are covalently bonded to other individual atoms in a giant 3-dimensional network. Covalent molecular compounds contain individual molecules that are attracted to one another through dispersion, dipole-dipole or hydrogen bonding.

Exercises

1. List the three common phases in the order you are likely to find them—from lowest temperature to highest temperature.
2. List the three common phases in the order they exist from lowest energy to highest energy.
3. List these intermolecular interactions from weakest to strongest: London forces, hydrogen bonding, and ionic interactions.
4. List these intermolecular interactions from weakest to strongest: covalent network bonding, dipole-dipole interactions, and dispersion forces.
5. What type of intermolecular interaction is predominate in each substance?
    a. water (H_2O)
    b. sodium sulfate (Na_2SO_4)
    c. decane ($C_{10}H_{22}$)
6. What type of intermolecular interaction is predominate in each substance?
    a. diamond (C, crystal)
    b. helium (He)
    c. ammonia (NH_3)
7. Explain how a molecule like carbon dioxide (CO_2) can have polar covalent bonds but be nonpolar overall.
8. Sulfur dioxide (SO_2) has a formula similar to that of carbon dioxide (see Exercise 7) but is a polar molecule overall. What can you conclude about the shape of the SO_2 molecule?
9. What are some of the physical properties of substances that experience covalent network bonding?
10. What are some of the physical properties of substances that experience only dispersion forces?

Answers

1. solid, liquid, and gas

2. solid, liquid, and gas

3. London forces, hydrogen bonding, and ionic interactions

4. dispersion, dipole-dipole, network covalent

5. a. hydrogen bonding
    b. ionic interactions
    c. dispersion forces

6. a. network covalent

b. dispersion
c. hydrogen bonding

7. The two covalent bonds are oriented in such a way that their dipoles cancel out.

8. SO_2 is not a linear molecule. It has a bent or V-shape.

9. very hard, high melting point

10. very soft, very low melting point

8.2: Solids and Liquids

Concept Review Exercise

1. How do the strengths of intermolecular interactions in solids and liquids differ?

Answer

1. Solids have stronger intermolecular interactions than liquids do.

Exercises

1. What are the general properties of solids?
2. What are the general properties of liquids
3. What are the general properties of gases?
4. What phase or phases have a definite volume? What phase or phases do not have a definite volume?
5. Name a common substance that forms a crystal in its solid state.
6. Name a common substance that forms an amorphous solid in its solid state.
7. Are substances with strong intermolecular interactions likely to be solids at higher or lower temperatures? Explain.
8. Are substances with weak intermolecular interactions likely to be liquids at higher or lower temperatures? Explain.
9. State two similarities between the solid and liquid states.
10. State two differences between the solid and liquid states.
11. If individual particles are moving around with respect to each other, a substance may be in either the _____ or _____ state but probably not in the _____ state.
12. If individual particles are in contact with each other, a substance may be in either the _____ or _____ state but probably not in the _____ state.

Answers

1. hard, specific volume and shape, high density, cannot be compressed

2. fixed volume, no definite shape, high density, individual molecules touch each other but in a random way

3. variable volume and shape, low density, compressible

4. solid and liquid have definite volume; gas has no definite volume

5. sodium chloride (answers will vary)

6. glass

7. At higher temperatures, their intermolecular interactions are strong enough to hold the particles in place.

8. Substances with weak intermolecular interactions are likely to be liquids at lower temperatures. Their attractive forces are more easily broken hence they melt more readily.

9. high density; definite volume

10. Solids have definite shape while liquids don't. In solids, molecules occupy fixed positions in a pattern, while in liquids, the molecules are moving in a random arrangement.

11. liquid; gas; solid

12. solid; liquid; gas

8.3: Gases and Pressure

Concept Review Exercise

1. What is pressure, and what units do we use to express it?

Answer

1. Pressure is the force per unit area; its units can be pascals, torr, millimeters of mercury, or atmospheres.

Exercises

1. What is the kinetic theory of gases?
2. According to the kinetic theory of gases, the individual gas particles are (always, frequently, never) moving.
3. Why does a gas exert pressure?
4. Why does the kinetic theory of gases allow us to presume that all gases will show similar behavior?
5. Arrange the following pressure quantities in order from smallest to largest: 1 mmHg, 1 Pa, and 1 atm.
6. Which unit of pressure is larger—the torr or the atmosphere?
7. How many torr are there in 1.56 atm?
8. Convert 760 torr into pascals.
9. Blood pressures are expressed in millimeters of mercury. What would be the blood pressure in atmospheres if a patient’s systolic blood pressure is 120 mmHg and the diastolic blood pressure is 82 mmHg? (In medicine, such a blood pressure would be reported as “120/82,” spoken as “one hundred twenty over eighty-two.”)
10. In weather forecasting, barometric pressure is expressed in inches of mercury (in. Hg), where there are exactly 25.4 mmHg in every 1 in. Hg. What is the barometric pressure in millimeters of mercury if the barometric pressure is reported as 30.21 in. Hg?

Answers

1. Gases are composed of tiny particles that are separated by large distances. Gas particles are constantly moving, experiencing collisions with other gas particles and the walls of their container. The velocity of gas particles is related to the temperature of a gas. Gas particles do not experience any force of attraction or repulsion with each other.

2. always

3. A gas exerts pressure as its particles rebound off the walls of its container.

4. Because the molecules are far apart and don't have attractive forces between them

5. 1 Pa, 1 mmHg, and 1 atm

6. atm

7. 1,190 torr

8. 98,700 Pa

9. 0.158 atm; 0.108 atm

10. 767.3 mm Hg

8.4: Gas Laws

Concept Review Exercises

1. What properties do the gas laws help us predict?
2. What makes the ideal gas law different from the other gas laws?

Answers

1. Gas laws relate four properties: pressure, volume, temperature, and number of moles.
2. The ideal gas law does not require that the properties of a gas change.

Exercises

1. What conditions of a gas sample should remain constant for Boyle's law to be used?
2. What conditions of a gas sample should remain constant for Charles's law to be used?
3. Does the identity of a gas matter when using Boyle's law? Why or why not?
4. Does the identity of a gas matter when using Charles's law? Why or why not?
5. A sample of nitrogen gas is confined to a balloon that has a volume of 1.88 L and a pressure of 1.334 atm. What will be the volume of the balloon if the pressure is changed to 0.662 atm? Assume that the temperature and the amount of the gas remain constant.
6. A sample of helium gas in a piston has a volume of 86.4 mL under a pressure of 447 torr. What will be the volume of the helium if the pressure on the piston is increased to 1,240 torr? Assume that the temperature and the amount of the gas remain constant.
7. If a gas has an initial pressure of 24,650 Pa and an initial volume of 376 mL, what is the final volume if the pressure of the gas is changed to 775 torr? Assume that the amount and the temperature of the gas remain constant.
8. A gas sample has an initial volume of 0.9550 L and an initial pressure of 564.5 torr. What would the final pressure of the gas be if the volume is changed to 587.0 mL? Assume that the amount and the temperature of the gas remain constant.
9. A person draws a normal breath of about 1.00 L. If the initial temperature of the air is 18°C and the air warms to 37°C, what is the new volume of the air? Assume that the pressure and amount of the gas remain constant.
10. A person draws a normal breath of about 1.00 L. If the initial temperature of the air is −10°C and the air warms to 37°C, what is the new volume of the air? Assume that the pressure and the amount of the gas remain constant.
11. An air/gas vapor mix in an automobile cylinder has an initial temperature of 450 K and a volume of 12.7 cm^3. The gas mix is heated to 565°C. If pressure and amount are held constant, what is the final volume of the gas in cubic centimeters?
12. Given the following conditions for a gas: V_i = 0.665 L, T_i = 23.6°C, V_f = 1.034 L. What is T_f in degrees Celsius and kelvins?
13. Assuming the amount remains the same, what must be the final volume of a gas that has an initial volume of 387 mL, an initial pressure of 456 torr, an initial temperature of 65.0°C, a final pressure of 1.00 atm, and a final temperature of 300 K?
14. When the nozzle of a spray can is depressed, 0.15 mL of gas expands to 0.44 mL, and its pressure drops from 788 torr to 1.00 atm. If the initial temperature of the gas is 22.0°C, what is the final temperature of the gas?
15. Use the ideal gas law to show that 1 mol of a gas at STP has a volume of about 22.4 L.
16. Use a standard conversion factor to determine a value of the ideal gas law constant *R* that has units of L•torr/mol•K.
17. How many moles of gas are there in a 27.6 L sample at 298 K and a pressure of 1.44 atm?
18. How many moles of gas are there in a 0.066 L sample at 298 K and a pressure of 0.154 atm?

19. A 0.334 mol sample of carbon dioxide gas is confined to a volume of 20.0 L and has a pressure of 0.555 atm. What is the temperature of the carbon dioxide in kelvins and degrees Celsius?

20. What must *V* be for a gas sample if *n* = 4.55 mol, *P* = 7.32 atm, and *T* = 285 K?

21. What is the pressure of 0.0456 mol of Ne gas contained in a 7.50 L volume at 29°C?

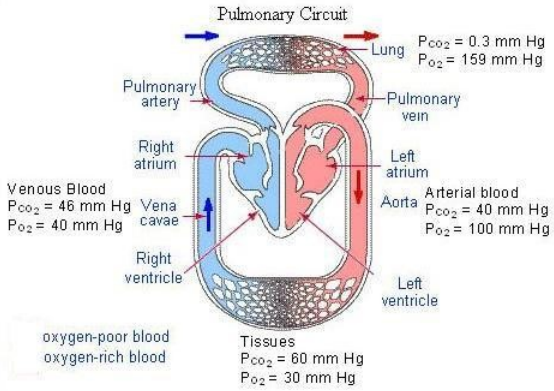
22. What is the pressure of 1.00 mol of Ar gas that has a volume of 843.0 mL and a temperature of −86.0°C?

23. A mixture of the gases N_2, O_2, and Ar has a total pressure of 760 mm Hg. If the partial pressure of N_2 is 220 mm Hg and of O_2 is 470 mm Hg, What is the partial pressure of Ar?

24. What percent of the gas above is Ar?

25. Apply Henry's Law to the diagram below to explain:

why oxygen diffuses from the alveoli of the lungs into the blood and from the blood into the tissues of the body. why carbon dioxide diffuses from the tissues into the blood and from the blood into the alveoli and then finally out into the atmosphere.



Answers

1. temperature and amount of the gas

2. pressure and amount of the gas
3. The identity does not matter because the variables of Boyle's law do not identify the gas.
4. The identity does not matter because the variables of Charles law do not identify the gas.
5. 3.79 L

6. 31.1 mL

7. 92.1 mL

8. 918.4 torr

9. 1.07 L

10. 1.18 L

11. 23.7 cm^3

12. 461 K; 188^0C

13. 206 mL

14. 835 K; 562^0C

15. The ideal gas law confirms that 22.4 L equals 1 mol.

16. $\frac{760\ torr}{1\ atm}$

17. 1.63 mol

18. 4.2×10^{-4} mol

19. 405 K; 132°C

20. 14.5 L

21. 0.151 atm

22. 18.2 atm

23. 70 mm Hg

24. 9.2%

25. Gases diffuse from high concentration to low concentration (Henry's Law). The partial pressure of **oxygen** is high in the **alveoli** and low in the **blood** of the pulmonary capillaries. As a result, **oxygen diffuses** across the respiratory membrane from the **alveoli** into the **blood**. It's also higher partial pressure in the blood than in the tissues, hence it transfers to the tissues. On the other hand, carbon dioxide **diffuses** from the tissues (highest CO_2 partial pressure) and across the respiratory membrane from the **blood** into the **alveoli** and out **to the atmosphere.**

Additional Exercises

1. How many grams of oxygen gas are needed to fill a 25.0 L container at 0.966 atm and 22°C?
2. A breath of air is about 1.00 L in volume. If the pressure is 1.00 atm and the temperature is 37°C, what mass of air is contained in each breath? Use an average molar mass of 28.8 g/mol for air.
3. The balanced chemical equation for the combustion of propane is as follows:

$$C_3H_{8(g)} + 5O_{2(g)} \rightarrow 3CO_{2(g)} + 4H_2O_{(\ell)} \tag{8.E.1}$$

   a. If 100.0 g of propane are combusted, how many moles of oxygen gas are necessary for the reaction to occur?
   b. At STP, how many liters of oxygen gas would that be?

4. The equation for the formation of ammonia gas (NH_3) is as follows:

$$N_{2(g)} + 3H_{2(g)} \rightarrow 2NH_{3(g)} \tag{8.E.2}$$

   At 500°C and 1.00 atm, 10.0 L of N_2 gas are reacted to make ammonia.

   a. If the pressures and temperatures of H_2 and NH_3 were the same as those of N_2, what volume of H_2 would be needed to react with N_2, and what volume of NH_3 gas would be produced?
   b. Compare your answers to the balanced chemical equation. Can you devise a “shortcut” method to answer Exercise 4a?

5. At 20°C, 1 g of liquid H_2O has a volume of 1.002 mL. What volume will 1 g of water vapor occupy at 20°C if its pressure is 17.54 mmHg? By what factor has the water expanded in going from the liquid phase to the gas phase?
6. At 100°C, 1 g of liquid H_2O has a volume of 1.043 mL. What volume will 1 g of steam occupy at 100°C if its pressure is 760.0 mmHg? By what factor has the water expanded in going from the liquid phase to the gas phase?
7. Predict whether NaCl or NaI will have the higher melting point. Explain. (Hint: consider the relative strengths of the intermolecular interactions of the two compounds.)
8. Predict whether CH_4 or CH_3OH will have the lower boiling point. Explain. (Hint: consider the relative strengths of the intermolecular interactions of the two compounds.)
9. A standard automobile tire has a volume of about 3.2 ft^3 (where 1 ft^3 equals 28.32 L). Tires are typically inflated to an absolute pressure of 45.0 pounds per square inch (psi), where 1 atm equals 14.7 psi. Using this information with the ideal gas law, determine the number of moles of air needed to fill a tire if the air temperature is 18.0°C.
10. Another gas law, Amontons’s law, relates pressure and temperature under conditions of constant amount and volume:

$$\frac{P_i}{T_i} = \frac{P_f}{T_f}$$

    If an automobile tire (see Exercise 9) is inflated to 45.0 psi at 18.0°C, what will be its pressure if the operating temperature (i.e., the temperature the tire reaches when the automobile is on the road) is 45.0°C? Assume that the volume and the amount of the

gas remain constant.

Answers

1. 31.9 g

2. 1.13 g

3.

   a. 11.4 mol
   b. 255 L

4.

   a. 30.0 L H_2 and 20.0 L NH_3

   b. the mole ratio in the balanced equation is the same as the volume ratio.

$$10.0\,\text{L}\,\text{N}_2 \times \frac{3\,\text{L}\,\text{H}_2}{1\,\text{L}\,\text{N}_2} = 30.0\,\text{L}\,\text{H}_2$$

$$10.0\,\text{L}\,\text{N}_2 \times \frac{2\,\text{L}\,\text{NH}_3}{1\,\text{L}\,\text{N}_2} = 20.0\,\text{L}\,\text{NH}_3$$

5. 57.75 L; an expansion of 57,600 times

6. 1.698 L; an expansion of 1,628 times

7. NaCl; with smaller anions, NaCl likely experiences stronger ionic bonding.

8. CH_4 will have the lower boiling point because its intermolecular force (London dispersion force only) is weaker than those in CH_3OH. Aside from London dispersion, CH_3OH has dipole-dipole and hydrogen bonding.

9. 11.6 mol

10. 49.2 psi

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8.S: Solids, Liquids, and Gases (Summary)

To ensure that you understand the material in this chapter, you should review the meanings of the following bold terms in the following summary and ask yourself how they relate to the topics in the chapter.

A **phase** is a certain form of matter that has the same physical properties throughout. Three phases are common: the solid, the liquid, and the gas phase. What determines the phase of a substance? Generally, the strength of the **intermolecular interactions** determines whether a substance is a solid, liquid, or gas under any particular conditions. **Covalent network bonding** is a very strong form of intermolecular interaction. Diamond is one example of a substance that has this intermolecular interaction. **Ionic interactions**, the forces of attraction due to oppositely charged ions, are also relatively strong. Covalent bonds are another type of interaction within molecules, but if the bonds are **polar covalent bonds**, then the unequal sharing of electrons can cause charge imbalances within molecules that cause interactions between molecules. These molecules are described as **polar**, and these interactions are called **dipole-dipole interactions**. A certain rather strong type of dipole-dipole interaction, involving a hydrogen atom, is called **hydrogen bonding**. On the other hand, equal sharing of electrons forms **nonpolar covalent bonds**, and the interactions between different molecules is less because the molecules are nonpolar. All substances have very weak **dispersion forces** (also called **London forces**) caused by the movement of electrons within the bonds themselves.

In the solid phase, intermolecular interactions are so strong that they hold the individual atoms or molecules in place. In many solids, the regular three-dimensional arrangement of particles makes a **crystal**. In other solids, the irregular arrangement of particles makes an **amorphous** solid. In liquids, the intermolecular interactions are strong enough to keep the particles of substance together but not in place. Thus, the particles are free to move over each other but still remain in contact.

In gases, the intermolecular interactions are weak enough that the individual particles are separated from each other in space. The **kinetic theory of gases** is a collection of statements that describe the fundamental behavior of all gases. Among other properties, gases exert a **pressure** on their container. Pressure is measured using units like **pascal**, **bar**, **atmosphere**, or **mmHg** (also called a **torr**).

There are several simple relationships between the variables used to describe a quantity of gas. These relationships are called **gas laws**. **Boyle's law** relates the pressure and volume of a gas, while **Charles's law** relates the volume and absolute temperature of a gas. The **combined gas law** relates the volume, pressure, and absolute temperature of a gas sample. All of these gas laws allow us to understand the changing conditions of a gas. The **ideal gas law** relates the pressure, volume, amount, and absolute temperature of a gas under any conditions. These four variables are related to the **ideal gas law constant**, which is the proportionality constant used to calculate the conditions of a gas. Because the conditions of a gas can change, a set of benchmark conditions called **standard temperature and pressure (STP)** is defined. Standard temperature is 0°C, and standard pressure is 1.00 atm.

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CHAPTER OVERVIEW

9: Solutions

Solutions are all around us. Air, for example, is a solution. If you live near a lake, a river, or an ocean, that body of water is not pure H_2O but most probably a solution. Much of what we drink—for example, soda, coffee, tea, and milk—is at least in part a solution. Solutions are a large part of everyday life. A lot of the chemistry occurring around us happens in solution. In fact, much of the chemistry that occurs in our own bodies takes place in solution, and many solutions—such as the Ringer's lactate IV solution—are important for our health. In our understanding of chemistry, we need to understand a little bit about solutions. In this chapter, you will learn about the special characteristics of solutions, how solutions are characterized, and some of their properties.

9.1: Prelude to Solutions
9.2: Solutions
9.3: Concentration
9.4: The Dissolution Process
9.5: Properties of Solutions
9.E: Solutions (Exercises)
9.S: Solutions (Summary)

Template:HideTOC

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9.1: Prelude to Solutions

If you watch any of the medical dramas on television, you may have heard a doctor (actually an actor) call for an intravenous solution of “Ringer’s lactate” (or “lactated Ringer’s” or "Ri-Lac"). So what is Ringer’s lactate?

Intravenous (IV) solutions are administered for two main reasons:

1. to introduce necessary substances into the bloodstream, such as ions for proper body function, sugar and other food substances for energy, or drugs to treat a medical condition, and
2. to increase the volume of the bloodstream.

Many people with acute or long-term medical conditions have received some type of an IV solution.

One basic IV solution, called a *normal saline solution*, is simply a dilute solution of NaCl dissolved in water. Normal saline is 9.0 g of NaCl dissolved in each liter of solution. *Ringer’s lactate* is a normal saline solution that also has small amounts of potassium and calcium ions mixed in. In addition, it contains about 2.5 g of lactate ions ($C_3H_5O_3^-$) per liter of solution. The liver metabolizes lactate ions into bicarbonate (HCO_3^-) ions, which help maintain the acid-base balance of blood. Many medical problems, such as heart attacks and shock, affect the acid-base balance of blood, and the presence of lactate in the IV solution eases problems caused by this imbalance.

Physicians can select from a range of premade IV solutions, in accordance with a patient’s particular needs. Ringer’s lactate is commonly used when a patient’s blood volume must be increased quickly. Another frequently used IV solution, called D5W, is a 5% solution of dextrose (a form of sugar) in water.

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9.2: Solutions

Learning Objectives

- To understand what causes solutions to form.

A solution is another name for a homogeneous mixture. A *mixture* as a material composed of two or more substances. In a solution, the combination is so intimate that the different substances cannot be differentiated by sight, even with a microscope. Compare, for example, a mixture of salt and pepper and another mixture consisting of salt and water. In the first mixture, we can readily see individual grains of salt and the flecks of pepper. A mixture of salt and pepper is not a solution. However, in the second mixture, no matter how carefully we look, we cannot see two different substances. Salt dissolved in water is a solution.

The major component of a solution, called the solvent, is typically the same phase as the solution itself. Each minor component of a solution (and there may be more than one) is called the solute. In most of the solutions we will describe in this textbook, there will be no ambiguity about whether a component is the solvent or the solute.) For example, in a solution of salt in water, the solute is salt, and solvent is water.

Solutions come in all phases, and the solvent and the solute do not have to be in the same phase to form a solution (such as salt and water). For example, air is a gaseous solution of about 80% nitrogen and about 20% oxygen, with some other gases present in much smaller amounts. An alloy is a solid solution consisting of a metal (like iron) with some other metals or nonmetals dissolved in it. Steel, an alloy of iron and carbon and small amounts of other metals, is an example of a solid solution. Table **9.2.1** lists some common types of solutions, with examples of each.

Table **9.2.1**: Types of Solutions

Solvent Phase	Solute Phase	Example
gas	gas	air
liquid	gas	carbonated beverages
liquid	liquid	ethanol (C_2H_5OH) in H_2O (alcoholic beverages)
liquid	solid	saltwater
solid	gas	H_2 gas absorbed by Pd metal
solid	liquid	Hg(ℓ) in dental fillings
solid	solid	steel alloys

What causes a solution to form? The simple answer is that the solvent and the solute must have similar intermolecular interactions. When this is the case, the individual particles of solvent and solute can easily mix so intimately that each particle of solute is surrounded by particles of solute, forming a solution. However, if two substances have very different intermolecular interactions, large amounts of energy are required to force their individual particles to mix intimately, so a solution does not form.

This process leads to a simple rule of thumb: *like dissolves like*. Solvents that are very polar will dissolve solutes that are very polar or even ionic. Solvents that are nonpolar will dissolve nonpolar solutes. Thus water, being polar, is a good solvent for ionic compounds and polar solutes like ethanol (C_2H_5OH). However, water does not dissolve nonpolar solutes, such as many oils and greases (Figure **9.2.1**).



Figure **9.2.1**: A beaker holds water with blue food dye (upper liquid layer) and a much more dense perfluoroheptane (a fluorocarbon) lower liquid layer. The two fluids cannot mix and the dye cannot dissolve in fluorocarbon. A goldfish and a crab have been introduced into the water. The goldfish cannot penetrate the dense fluorocarbon. The crab floats at the liquid boundary with only parts of his legs penetrating the fluorocarbon fluid, unable to sink to the bottom of the beaker. Quarter coins rest on the bottom of the beaker. Animals were rescued from their predicament after the photo was taken. Figure used with permission from Wikipedia (Sbharris (Steven B. Harris)).

We use the word soluble to describe a solute that dissolves in a particular solvent, and the word insoluble for a solute that does not dissolve in a solvent. Thus, we say that sodium chloride is soluble in water but insoluble in hexane (C_6H_{14}). If the solute and the solvent are both liquids and soluble in any proportion, we use the word miscible, and the word immiscible if they are not.

Example 9.2.1

Water is considered a polar solvent. Which substances should dissolve in water?

1. methanol (CH_3OH)
2. sodium sulfate (Na_2SO_4)
3. octane (C_8H_{18})

Solution

Because water is polar, substances that are polar or ionic will dissolve in it.

1. Because of the OH group in methanol, we expect its molecules to be polar. Thus, we expect it to be soluble in water. As both water and methanol are liquids, the word *miscible* can be used in place of *soluble*.
2. Sodium sulfate is an ionic compound, so we expect it to be soluble in water.
3. Like other hydrocarbons, octane is nonpolar, so we expect that it would not be soluble in water.

Exercise 9.2.1

Toluene ($C_6H_5CH_3$) is widely used in industry as a nonpolar solvent. Which substances should dissolve in toluene?

a. water (H_2O)
b. sodium sulfate (Na_2SO_4)
c. octane (C_8H_{18})

Concept Review Exercises

1. What causes a solution to form?
2. How does the phrase *like dissolves like* relate to solutions?

Answers

1. Solutions form because a solute and a solvent have similar intermolecular interactions.
2. It means that substances with similar intermolecular interactions will dissolve in each other.

Key Takeaway

- Solutions form because a solute and a solvent experience similar intermolecular interactions.

Exercises

1. Define *solution*.
2. Give several examples of solutions.
3. What is the difference between a solvent and a solute?
4. Can a solution have more than one solute in it? Can you give an example?
5. Does a solution have to be a liquid? Give several examples to support your answer.
6. Give at least two examples of solutions found in the human body.
7. Which substances will probably be soluble in water, a very polar solvent?
   a. sodium nitrate ($NaNO_3$)
   b. hexane (C_6H_{14})
   c. isopropyl alcohol [$(CH_3)_2CHOH$]
   d. benzene (C_6H_6)
8. Which substances will probably be soluble in toluene ($C_6H_5CH_3$), a nonpolar solvent?
   a. sodium nitrate ($NaNO_3$)
   b. hexane (C_6H_{14})
   c. isopropyl alcohol [$(CH_3)_2CHOH$]
   d. benzene (C_6H_6)
9. The solubility of alcohols in water varies with the length of carbon chain. For example, ethanol (CH_3CH_2OH) is soluble in water in any ratio, while only 0.0008 mL of heptanol ($CH_3CH_2CH_2CH_2CH_2CH_2CH_2OH$) will dissolve in 100 mL of water. Propose an explanation for this behavior.
10. Dimethyl sulfoxide [$(CH_3)_2SO$] is a polar liquid. Based on the information in Exercise 9, which do you think will be more soluble in it—ethanol or heptanol?

Answers

1. a homogeneous mixture
3. A solvent is the majority component of a solution; a solute is the minority component of a solution.
5. A solution does not have to be liquid; air is a gaseous solution, while some alloys are solid solutions (answers will vary).
7. a. probably soluble
   b. probably not soluble
   c. probably soluble
   d. probably not soluble
9. Small alcohol molecules have strong polar intermolecular interactions, so they dissolve in water. In large alcohol molecules, the nonpolar end overwhelms the polar end, so they do not dissolve very well in water.

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9.3: Concentration

Learning Objectives

- Express the amount of solute in a solution in various concentration units.
- Use molarity to determine quantities in chemical reactions.
- Determine the resulting concentration of a diluted solution.

To define a solution precisely, we need to state its concentration: how much solute is dissolved in a certain amount of solvent. Words such as *dilute* or *concentrated* are used to describe solutions that have a little or a lot of dissolved solute, respectively, but these are relative terms whose meanings depend on various factors.

Solubility

There is usually a limit to how much solute will dissolve in a given amount of solvent. This limit is called the solubility of the solute. Some solutes have a very small solubility, while other solutes are soluble in all proportions. Table **9.3.1** lists the solubilities of various solutes in water. Solubilities vary with temperature, so Table **9.3.1** includes the temperature at which the solubility was determined.

Table **9.3.1**: Solubilities of Various Solutes in Water at 25°C (Except as Noted)

Substance	Solubility (g in 100 mL of H2O)
AgCl(s)	0.019
$C_6H_6(\ell)$ (benzene)	0.178
$CH_4(g)$	0.0023
$CO_2(g)$	0.150
$CaCO_3(s)$	0.058
$CaF_2(s)$	0.0016
$Ca(NO_3)_2(s)$	143.9
$C_6H_{12}O_6$ (glucose)	120.3 (at 30°C)
KBr(s)	67.8
$MgCO_3(s)$	2.20
NaCl(s)	36.0
$NaHCO_3(s)$	8.41
$C_{12}H_{22}O_{11}$ (sucrose)	204.0 (at 20°C)

If a solution contains so much solute that its solubility limit is reached, the solution is said to be saturated, and its concentration is known from information contained in Table **9.3.1**. If a solution contains less solute than the solubility limit, it is unsaturated. Under special circumstances, more solute can be dissolved even after the normal solubility limit is reached; such solutions are called *supersaturated* and are not stable. If the solute is solid, excess solute can easily recrystallize. If the solute is a gas, it can bubble out of solution uncontrollably, like what happens when you shake a soda can and then immediately open it.

Precipitation from Supersaturated Solutions

Recrystallization of excess solute from a supersaturated solution usually gives off energy as heat. Commercial heat packs containing supersaturated sodium acetate ($NaC_2H_3O_2$) take advantage of this phenomenon. You can probably find them at your local drugstore.



Video* 9.3.1*: Watered-down sodium acetate trihydrate. Needle crystal is truly wonderful structures

Most solutions we encounter are unsaturated, so knowing the solubility of the solute does not accurately express the amount of solute in these solutions. There are several common ways of specifying the concentration of a solution.

Percent Composition

There are several ways of expressing the concentration of a solution by using a percentage. The mass/mass percent (% m/m) is defined as the mass of a solute divided by the mass of a solution times 100:

$$\%\,\mathrm{m/m} = \frac{\text{mass of solute}}{\text{mass of solution}} \times 100\% \tag{9.3.1}$$

If you can measure the masses of the solute and the solution, determining the mass/mass percent is easy. Each mass must be expressed in the same units to determine the proper concentration.

Example 9.3.1

A saline solution with a mass of 355 g has 36.5 g of NaCl dissolved in it. What is the mass/mass percent concentration of the solution?

Solution

We can substitute the quantities given in the equation for mass/mass percent:

$$\%\,\mathrm{m/m} = \frac{36.5\ \mathrm{g}}{355\ \mathrm{g}} \times 100\% = 10.3\%$$

Exercise 9.3.1

A dextrose (also called D-glucose, $C_6H_{12}O_6$) solution with a mass of 2.00×10^2 g has 15.8 g of dextrose dissolved in it. What is the mass/mass percent concentration of the solution?

For gases and liquids, volumes are relatively easy to measure, so the concentration of a liquid or a gas solution can be expressed as a volume/volume percent (% v/v): the volume of a solute divided by the volume of a solution times 100:

$$\%\,\mathrm{v/v} = \frac{\text{volume of solute}}{\text{volume of solution}} \times 100\% \tag{9.3.2}$$

Again, the units of the solute and the solution must be the same. A hybrid concentration unit, mass/volume percent (% m/v), is commonly used for intravenous (IV) fluids (Figure 9.3.1). It is defined as the mass in grams of a solute, divided by volume in milliliters of solution times 100:

$$\%\,\mathrm{m/v} = \frac{\text{mass of solute (g)}}{\text{volume of solution (mL)}} \times 100\% \tag{9.3.3}$$



Figure **9.3.1**: Mass/Volume Percent.The 0.9% NaCl concentration on this IV bag is mass/volume percent (left). Such solution is used for other purposes and available in bottles (right). Figures used with permission from Wikipedia

Each percent concentration can be used to produce a conversion factor between the amount of solute, the amount of solution, and the percent. Furthermore, given any two quantities in any percent composition, the third quantity can be calculated, as the following example illustrates.

Example 9.3.2

A sample of 45.0% v/v solution of ethanol (C_2H_5OH) in water has a volume of 115 mL. What volume of ethanol solute does the sample contain?

Solution

A percentage concentration is simply the number of parts of solute per 100 parts of solution. Thus, the percent concentration of 45.0% v/v implies the following:

$$\text{45.0\% v/v} \rightarrow \frac{\text{45 mL } C_2H_5OH}{\text{100 mL solution}}$$

That is, there are 45 mL of C_2H_5OH for every 100 mL of solution. We can use this fraction as a conversion factor to determine the amount of C_2H_5OH in 115 mL of solution:

$$\text{115 mL solution} \times \frac{\text{45 mL } C_2H_5OH}{\text{100 mL solution}} = \text{51.8 mL } C_2H_5OH$$

The highest concentration of ethanol that can be obtained normally is 95% ethanol, which is actually 95% v/v.

Exercise 9.3.2

What volume of a 12.75% m/v solution of glucose ($C_6H_{12}O_6$) in water is needed to obtain 50.0 g of $C_6H_{12}O_6$?

Example 9.3.3

A normal saline IV solution contains 9.0 g of NaCl in every liter of solution. What is the mass/volume percent of normal saline?

Solution

We can use the definition of mass/volume percent, but first we have to express the volume in milliliter units:

$$1 \text{ L} = 1{,}000 \text{ mL}$$

Because this is an exact relationship, it does not affect the significant figures of our result.

$$\%\ \text{m/v} = \frac{9.0\ \text{g NaCl}}{1{,}000\ \text{mL solution}} \times 100\% = 0.90\%\ \text{m/v}$$

Exercise 9.3.3

The chlorine bleach that you might find in your laundry room is typically composed of 27.0 g of sodium hypochlorite (NaOCl), dissolved to make 500.0 mL of solution. What is the mass/volume percent of the bleach?

In addition to percentage units, the units for expressing the concentration of extremely dilute solutions are parts per million (ppm) and parts per billion (ppb). Both of these units are mass based and are defined as follows:

$$\text{ppm} = \frac{\text{mass of solute}}{\text{mass of solution}} \times 1{,}000{,}000 \tag{9.3.4}$$

$$\text{ppb} = \frac{\text{mass of solute}}{\text{mass of solution}} \times 1{,}000{,}000{,}000 \tag{9.3.5}$$

> *Similar to parts per million and parts per billion, related units include parts per thousand (ppth) and parts per trillion (ppt).*

Concentrations of *trace elements* in the body—elements that are present in extremely low concentrations but are nonetheless necessary for life—are commonly expressed in parts per million or parts per billion. Concentrations of poisons and pollutants are also described in these units. For example, cobalt is present in the body at a concentration of 21 ppb, while the State of Oregon's Department of Agriculture limits the concentration of arsenic in fertilizers to 9 ppm.

> *In aqueous solutions, 1 ppm is essentially equal to 1 mg/L, and 1 ppb is equivalent to 1 µg/L.*

Example 9.3.4

If the concentration of cobalt in a human body is 21 ppb, what mass in grams of Co is present in a body having a mass of 70.0 kg?

Solution

A concentration of 21 ppb means "21 g of solute per 1,000,000,000 g of solution." Written as a conversion factor, this concentration of Co is as follows:

$$21\ \text{ppb Co} \rightarrow \frac{21\ \text{g Co}}{1{,}000{,}000{,}000\ \text{g solution}}$$

We can use this as a conversion factor, but first we must convert 70.0 kg to gram units:

$$70.0\ \text{kg} \times \frac{1{,}000\ \text{g}}{1\ \text{kg}} = 7.00 \times 10^4\ \text{g}$$

Now we determine the amount of Co:

$$7.00 \times 10^4\ \text{g solution} \times \frac{21\ \text{g Co}}{1{,}000{,}000{,}000\ \text{g solution}} = 0.0015\ \text{g Co}$$

This is only 1.5 mg.

Exercise 9.3.4

An 85 kg body contains 0.012 g of Ni. What is the concentration of Ni in parts per million?

Molarity

Another way of expressing concentration is to give the number of moles of solute per unit volume of solution. Such concentration units are useful for discussing chemical reactions in which a solute is a product or a reactant. Molar mass can then be used as a conversion factor to convert amounts in moles to amounts in grams.

Molarity is defined as the number of moles of a solute dissolved per liter of solution:

$$\text{molarity} = \frac{\text{number of moles of solute}}{\text{number of liters of solution}} \tag{9.3.6}$$

Molarity is abbreviated M (often referred to as “molar”), and the units are often abbreviated as mol/L. It is important to remember that “mol” in this expression refers to moles of solute and that “L” refers to liters of solution. For example, if you have 1.5 mol of NaCl dissolved in 0.500 L of solution, its molarity is therefore

$$\frac{1.5\ \text{mol NaCl}}{0.500\ \text{L solution}} = 3.0\ \text{M NaCl} \tag{9.3.7}$$

which is read as “three point oh molar sodium chloride.” Sometimes (aq) is added when the solvent is water, as in “3.0 M NaCl(aq).”

Before a molarity concentration can be calculated, the amount of the solute must be expressed in moles, and the volume of the solution must be expressed in liters, as demonstrated in the following example.

Example 9.3.5

What is the molarity of an aqueous solution of 25.0 g of NaOH in 750 mL?

Solution

Before we substitute these quantities into the definition of molarity, we must convert them to the proper units. The mass of NaOH must be converted to moles of NaOH. The molar mass of NaOH is 40.00 g/mol:

$$25.0\ \text{g NaOH} \times \frac{1\ \text{mol NaOH}}{40.00\ \text{g NaOH}} = 0.625\ \text{mol NaOH}$$

Next, we convert the volume units from milliliters to liters:

$$750\ \text{mL} \times \frac{1\ \text{L}}{1,000\ \text{mL}} = 0.750\ \text{L}$$

Now that the quantities are expressed in the proper units, we can substitute them into the definition of molarity:

$$\text{M} = \frac{0.625\ \text{mol NaOH}}{0.750\ \text{L}} = 0.833\ \text{M NaOH}$$

Exercise 9.3.5

If a 350 mL cup of coffee contains 0.150 g of caffeine ($C_8H_{10}N_4O_2$), what is the molarity of this caffeine solution?

The definition of molarity can also be used to calculate a needed volume of solution, given its concentration and the number of moles desired, or the number of moles of solute (and subsequently, the mass of the solute), given its concentration and volume. The following example illustrates this.

Example 9.3.6

1. What volume of a 0.0753 M solution of dimethylamine [$(CH_3)_2NH$] is needed to obtain 0.450 mol of the compound?
2. Ethylene glycol ($C_2H_6O_2$) is mixed with water to make auto engine coolants. How many grams of $C_2H_6O_2$ are in 5.00 L of a 6.00 M aqueous solution?

Solution

In both parts, we will use the definition of molarity to solve for the desired quantity.

1. $0.0753\ \text{M} = \dfrac{0.450\ \text{mol}\ (CH_3)_2NH}{\text{volume of solution}}$

   To solve for the volume of solution, we multiply both sides by volume of solution and divide both sides by the molarity value to isolate the volume of solution on one side of the equation:

   $$\text{volume of solution} = \frac{0.450\ \text{mol}\ (CH_3)_2NH}{0.0753\ \text{M}} = 5.98\ \text{L}$$

   Note that because the definition of molarity is mol/L, the division of mol by M yields L, a unit of volume.

2. The molar mass of $C_2H_6O_2$ is 62.08 g/mol., so

   $$6.00\ \text{M} = \frac{\text{moles of solute}}{5.00\ \text{L}}$$

   To solve for the number of moles of solute, we multiply both sides by the volume:

   $$\text{moles of solute} = (6.00\ \text{M})(5.00\ \text{L}) = 30.0\ \text{mol}$$

   Note that because the definition of molarity is mol/L, the product M × L gives mol, a unit of amount. Now, using the molar mass of $C_3H_8O_3$, we convert mol to g:

   $$30.0\ \text{mol} \times \frac{62.08\ \text{g}}{\text{mol}} = 1,860\ \text{g}$$

   Thus, there are 1,860 g of $C_2H_6O_2$ in the specified amount of engine coolant.

   Note: Dimethylamine has a “fishy” odor. In fact, organic compounds called amines cause the odor of decaying fish.

Exercise 9.3.6

a. What volume of a 0.0902 M solution of formic acid (HCOOH) is needed to obtain 0.888 mol of HCOOH?
b. Acetic acid ($HC_2H_3O_2$) is the acid in vinegar. How many grams of $HC_2H_3O_2$ are in 0.565 L of a 0.955 M solution?

Using Molarity in Stoichiometry Problems

Of all the ways of expressing concentration, molarity is the one most commonly used in stoichiometry problems because it is directly related to the mole unit. Consider the following chemical equation:

$$HCl(aq) + NaOH(s) \rightarrow H_2O(\ell) + NaCl(aq)$$

Suppose we want to know how many liters of aqueous HCl solution will react with a given mass of NaOH. A typical approach to answering this question is as follows:

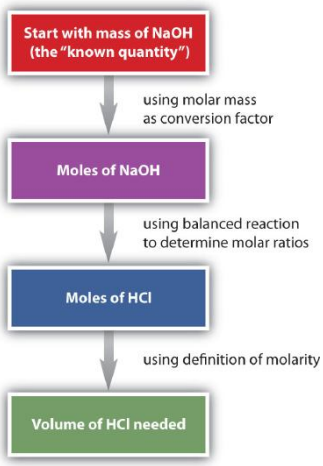


***Figure 9.3.2**: Typical approach to solving Molarity problems*

In itself, each step is a straightforward conversion. It is the combination of the steps that is a powerful quantitative tool for problem solving.

Example 9.3.7

How many milliliters of a 2.75 M HCl solution are needed to react with 185 g of NaOH? The balanced chemical equation for this reaction is as follows:

$$HCl(aq) + NaOH(s) \rightarrow H_2O(\ell) + NaCl(aq)$$

Solution

We will follow the flowchart to answer this question. First, we convert the mass of NaOH to moles of NaOH using its molar mass, 40.00 g/mol:

$$185\ \text{g NaOH} \times \frac{1\ \text{mol NaOH}}{40.00\ \text{g NaOH}} = 4.63\ \text{mol NaOH}$$

Using the balanced chemical equation, we see that there is a one-to-one ratio of moles of HCl to moles of NaOH. We use this to determine the number of moles of HCl needed to react with the given amount of NaOH:

$$4.63\ \text{mol NaOH} \times \frac{1\ \text{mol HCl}}{1\ \text{mol NaOH}} = 4.63\ \text{mol HCl}$$

Finally, we use the definition of molarity to determine the volume of 2.75 M HCl needed:

$$2.75\ \text{M HCl} = \frac{4.63\ \text{mol HCl}}{\text{volume of HCl solution}}$$

$$\text{volume of HCl} = \frac{4.63\ \text{mol HCl}}{2.75\ \text{M HCl}} = 1.68\ \text{L} \times \frac{1,000\ \text{mL}}{1\ \text{L}} = 1,680\ \text{mL}$$

We need 1,680 mL of 2.75 M HCl to react with the NaOH.

Exercise 9.3.7

How many milliliters of a 1.04 M H_2SO_4 solution are needed to react with 98.5 g of $Ca(OH)_2$? The balanced chemical equation for the reaction is as follows:

$$H_2SO_{4(aq)} + Ca(OH)_{2(s)} \rightarrow 2H_2O_{(\ell)} + CaSO_{4(aq)}$$

The general steps for performing stoichiometry problems such as this are shown in Figure **9.3.3**. You may want to consult this figure when working with solutions in chemical reactions. The double arrows in Figure **9.3.3** indicate that you can start at either end of the chart and, after a series of simple conversions, determine the quantity at the other end.

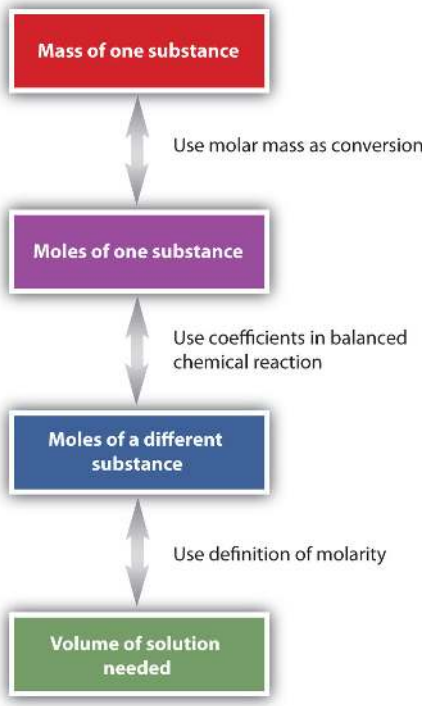


Figure **9.3.3**: Diagram of Steps for Using Molarity in Stoichiometry Calculations. When using molarity in stoichiometry calculations, a specific sequence of steps usually leads you to the correct answer.

Many of the fluids found in our bodies are solutions. The solutes range from simple ionic compounds to complex proteins. Table **9.3.2** lists the typical concentrations of some of these solutes.

Table **9.3.2**: Approximate Concentrations of Various Solutes in Some Solutions in the Body*

Solution	Solute	Concentration (M)
blood plasma	Na^+	0.138
	K^+	0.005
	Ca^{2+}	0.004
	Mg^{2+}	0.003
	Cl^-	0.110
	HCO_3^-	0.030
stomach acid	HCl	0.10
urine	NaCl	0.15
	PO_4^{3-}	0.05
	NH_2CONH_2 (urea)	0.30

*Note: Concentrations are approximate and can vary widely.

Looking Closer: The Dose Makes the Poison

Why is it that we can drink 1 qt of water when we are thirsty and not be harmed, but if we ingest 0.5 g of arsenic, we might die? There is an old saying: *the dose makes the poison*. This means that what may be dangerous in some amounts may not be dangerous in other amounts.

Take arsenic, for example. Some studies show that arsenic deprivation limits the growth of animals such as chickens, goats, and pigs, suggesting that arsenic is actually an essential trace element in the diet. Humans are constantly exposed to tiny amounts of arsenic from the environment, so studies of completely arsenic-free humans are not available; if arsenic is an essential trace mineral in human diets, it is probably required on the order of 50 ppb or less. A toxic dose of arsenic corresponds to about 7,000 ppb and higher, which is over 140 times the trace amount that may be required by the body. Thus, arsenic is not poisonous in and of itself. Rather, it is the amount that is dangerous: the dose makes the poison.

Similarly, as much as water is needed to keep us alive, too much of it is also risky to our health. Drinking too much water too fast can lead to a condition called water intoxication, which may be fatal. The danger in water intoxication is not that water itself becomes toxic. It is that the ingestion of too much water too fast dilutes sodium ions, potassium ions, and other salts in the bloodstream to concentrations that are not high enough to support brain, muscle, and heart functions. Military personnel, endurance athletes, and even desert hikers are susceptible to water intoxication if they drink water but do not replenish the salts lost in sweat. As this example shows, even the right substances in the wrong amounts can be dangerous!

Equivalents

Concentrations of ionic solutes are occasionally expressed in units called equivalents (Eq). One equivalent equals 1 mol of positive or negative charge. Thus, 1 mol/L of $Na^+(aq)$ is also 1 Eq/L because sodium has a 1+ charge. A 1 mol/L solution of $Ca^{2+}(aq)$ ions has a concentration of 2 Eq/L because calcium has a 2+ charge. Dilute solutions may be expressed in milliequivalents (mEq)—for example, human blood plasma has a total concentration of about 150 mEq/L. (For more information about the ions present in blood plasma, see Chapter 3 "Ionic Bonding and Simple Ionic Compounds", Section 3.3 "Formulas for Ionic Compounds".)

Dilution

When solvent is added to dilute a solution, the volume of the solution changes, but the amount of solute does not change. Before dilution, the amount of solute was equal to its original concentration times its original volume:

$$\text{amount in moles} = (\text{concentration} \times \text{volume})_{\text{initial}}$$

After dilution, the same amount of solute is equal to the final concentration times the final volume:

$$\text{amount in moles} = (\text{concentration} \times \text{volume})_{\text{final}}$$

To determine a concentration or amount after a dilution, we can use the following equation:

$$(\text{concentration} \times \text{volume})_{\text{initial}} = (\text{concentration} \times \text{volume})_{\text{final}}$$

Any units of concentration and volume can be used, as long as both concentrations and both volumes have the same unit.

Example 9.3.8

A 125 mL sample of 0.900 M NaCl is diluted to 1,125 mL. What is the final concentration of the diluted solution?

Solution

Because the volume units are the same, and we are looking for the molarity of the final solution, we can use $(\text{concentration} \times \text{volume})_{\text{initial}} = (\text{concentration} \times \text{volume})_{\text{final}}$:

$$(0.900\ \text{M} \times 125\ \text{mL}) = (\text{concentration} \times 1{,}125\ \text{mL})$$

We solve by isolating the unknown concentration by itself on one side of the equation. Dividing by 1,125 mL gives

$$\text{concentration} = \frac{0.900\ \text{M} \times 125\ \text{mL}}{1{,}125\ \text{mL}} = 0.100\ \text{M}$$

as the final concentration.

Exercise 9.3.8

A nurse uses a syringe to inject 5.00 mL of 0.550 M heparin solution (heparin is an anticoagulant drug) into a 250 mL IV bag, for a final volume of 255 mL. What is the concentration of the resulting heparin solution?

Key Takeaways

- Various concentration units are used to express the amounts of solute in a solution.
- Concentration units can be used as conversion factors in stoichiometry problems.
- New concentrations can be easily calculated if a solution is diluted.

Concept Review Exercises

1. What are some of the units used to express concentration?
2. Distinguish between the terms *solubility* and *concentration*.

Answers

1. % m/m, % m/v, ppm, ppb, molarity, and Eq/L (answers will vary)
2. Solubility is typically a limit to how much solute can dissolve in a given amount of solvent. Concentration is the quantitative amount of solute dissolved at any concentration in a solvent.

Exercises

1. Define *solubility*. Do all solutes have the same solubility?
2. Explain why the terms *dilute* or *concentrated* are of limited usefulness in describing the concentration of solutions.
3. If the solubility of sodium chloride (NaCl) is 30.6 g/100 mL of H_2O at a given temperature, how many grams of NaCl can be dissolved in 250.0 mL of H_2O?
4. If the solubility of glucose ($C_6H_{12}O_6$) is 120.3 g/100 mL of H_2O at a given temperature, how many grams of $C_6H_{12}O_6$ can be dissolved in 75.0 mL of H_2O?
5. How many grams of sodium bicarbonate ($NaHCO_3$) can a 25.0°C saturated solution have if 150.0 mL of H_2O is used as the solvent?
6. If 75.0 g of potassium bromide (KBr) are dissolved in 125 mL of H_2O, is the solution saturated, unsaturated, or supersaturated?
7. Calculate the mass/mass percent of a saturated solution of NaCl. Use the data from Table **9.3.1** "Solubilities of Various Solutes in Water at 25°C (Except as Noted)", assume that masses of the solute and the solvent are additive, and use the density of H_2O (1.00 g/mL) as a conversion factor.
8. Calculate the mass/mass percent of a saturated solution of $MgCO_3$ Use the data from Table **9.3.1** "Solubilities of Various Solutes in Water at 25°C (Except as Noted)", assume that masses of the solute and the solvent are additive, and use the density of H_2O (1.00 g/mL) as a conversion factor.
9. Only 0.203 mL of C_6H_6 will dissolve in 100.000 mL of H_2O. Assuming that the volumes are additive, find the volume/volume percent of a saturated solution of benzene in water.
10. Only 35 mL of aniline ($C_6H_5NH_2$) will dissolve in 1,000 mL of H_2O. Assuming that the volumes are additive, find the volume/volume percent of a saturated solution of aniline in water.
11. A solution of ethyl alcohol (C_2H_5OH) in water has a concentration of 20.56% v/v. What volume of C_2H_5OH is present in 255 mL of solution?
12. What mass of KCl is present in 475 mL of a 1.09% m/v aqueous solution?
13. The average human body contains 5,830 g of blood. What mass of arsenic is present in the body if the amount in blood is 0.55 ppm?
14. The Occupational Safety and Health Administration has set a limit of 200 ppm as the maximum safe exposure level for carbon monoxide (CO). If an average breath has a mass of 1.286 g, what is the maximum mass of CO that can be inhaled at that maximum safe exposure level?
15. Which concentration is greater—15 ppm or 1,500 ppb?

16. Express the concentration 7,580 ppm in parts per billion.
17. What is the molarity of 0.500 L of a potassium chromate solution containing 0.0650 mol of K_2CrO_4?
18. What is the molarity of 4.50 L of a solution containing 0.206 mol of urea [$(NH_2)_2CO$]?
19. What is the molarity of a 2.66 L aqueous solution containing 56.9 g of NaBr?
20. If 3.08 g of $Ca(OH)_2$ is dissolved in enough water to make 0.875 L of solution, what is the molarity of the $Ca(OH)_2$?
21. What mass of HCl is present in 825 mL of a 1.25 M solution?
22. What mass of isopropyl alcohol (C_3H_8O) is dissolved in 2.050 L of a 4.45 M aqueous C_3H_8O solution?
23. What volume of 0.345 M NaCl solution is needed to obtain 10.0 g of NaCl?
24. How many milliliters of a 0.0015 M cocaine hydrochloride ($C_{17}H_{22}ClNO_4$) solution is needed to obtain 0.010 g of the solute?
25. Aqueous calcium chloride reacts with aqueous silver nitrate according to the following balanced chemical equation:

$$CaCl_2(aq) + 2AgNO_3(aq) \rightarrow 2AgCl(s) + Ca(NO_3)_2(aq)$$

How many moles of AgCl(s) are made if 0.557 L of 0.235 M $CaCl_2$ react with excess $AgNO_3$? How many grams of AgCl are made?

26. Sodium bicarbonate ($NaHCO_3$) is used to react with acid spills. The reaction with sulfuric acid (H_2SO_4) is as follows:

$$2NaHCO_3(s) + H_2SO_4(aq) \rightarrow Na_2SO_4(aq) + 2H_2O(\ell) + 2CO_2(g)$$

If 27.6 mL of a 6.25 M H_2SO_4 solution were spilled, how many moles of $NaHCO_3$ would be needed to react with the acid? How many grams of $NaHCO_3$ is this?

27. The fermentation of glucose to make ethanol and carbon dioxide has the following overall chemical equation:

$$C_6H_{12}O_6(aq) \rightarrow 2C_2H_5OH(aq) + 2CO_2(g)$$

If 1.00 L of a 0.567 M solution of $C_6H_{12}O_6$ were completely fermented, what would be the resulting concentration of the C_2H_5OH solution? How many moles of CO_2 would be formed? How many grams is this? If each mole of CO_2 had a volume of 24.5 L, what volume of CO_2 is produced?

28. Aqueous sodium bisulfite gives off sulfur dioxide gas when heated:

$$2NaHSO_3(aq) \rightarrow Na_2SO_3(aq) + H_2O(\ell) + SO_2(g)$$

If 567 mL of a 1.005 M $NaHSO_3$ solution were heated until all the $NaHSO_3$ had reacted, what would be the resulting concentration of the Na_2SO_3 solution? How many moles of SO_2 would be formed? How many grams of SO_2 would be formed? If each mole of SO_2 had a volume of 25.78 L, what volume of SO_2 would be produced?

29. What is the concentration of a 1.0 M solution of $K^+(aq)$ ions in equivalents/liter?
30. What is the concentration of a 1.0 M solution of $SO_4^{2-}(aq)$ ions in equivalents/liter?
31. A solution having initial concentration of 0.445 M and initial volume of 45.0 mL is diluted to 100.0 mL. What is its final concentration?
32. A 50.0 mL sample of saltwater that is 3.0% m/v is diluted to 950 mL. What is its final mass/volume percent?

Answers

1. Solubility is the amount of a solute that can dissolve in a given amount of solute, typically 100 mL. The solubility of solutes varies widely.
3. 76.5 g
5. 12.6 g
7. 26.5%
9. 0.203%

11. 52.4 mL

13. 0.00321 g

15. 15 ppm

17. 0.130 M

19. 0.208 M

21. 37.6 g

23. 0.496 L

25. 0.262 mol; 37.5 g

27. 1.13 M C_2H_5OH; 1.13 mol of CO_2; 49.7 g of CO_2; 27.7 L of CO_2

29. 1.0 Eq/L

31. 0.200 M

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9.4: The Dissolution Process

Learning Objectives

- To describe the dissolution process at the molecular level

The Dissolution Process

What occurs at the molecular level to cause a solute to dissolve in a solvent? The answer depends in part on the solute, but there are some similarities common to all solutes.

Recall the rule that *like dissolves like*. This means that substances must have similar intermolecular forces to form solutions. When a soluble solute is introduced into a solvent, the particles of solute can interact with the particles of solvent. In the case of a solid or liquid solute, the interactions between the solute particles and the solvent particles are so strong that the individual solute particles separate from each other and, surrounded by solvent molecules, enter the solution. (Gaseous solutes already have their constituent particles separated, but the concept of being surrounded by solvent particles still applies.) This process is called solvation and is illustrated in Figure **9.4.1**. When the solvent is water, the word hydration, rather than solvation, is used.

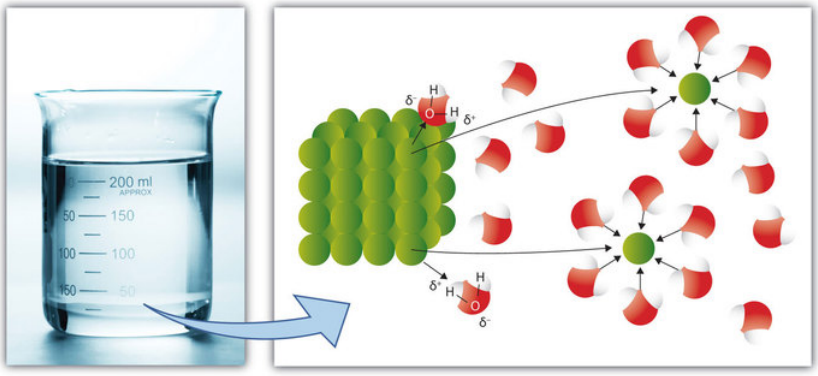


Figure **9.4.1**: Solvation. When a solute dissolves, the individual particles of solute become surrounded by solvent particles. Eventually the particle detaches from the remaining solute, surrounded by solvent molecules in solution. Source: Photo © Thinkstock

Ionic Compounds and Covalent Compounds as Solutes

In the case of molecular solutes like glucose, the solute particles are individual molecules. However, if the solute is ionic, the individual ions separate from each other and become surrounded by solvent particles. That is, the cations and anions of an ionic solute separate when the solute dissolves. This process is referred to as dissociation (Figure **9.4.1**).

The dissociation of soluble ionic compounds gives solutions of these compounds an interesting property: they conduct electricity. Because of this property, soluble ionic compounds are referred to as electrolytes. Many ionic compounds dissociate completely and are therefore called strong electrolytes. Sodium chloride is an example of a strong electrolyte. Some compounds dissolve but dissociate only partially, and solutions of such solutes may conduct electricity only weakly. These solutes are called weak electrolytes. Acetic acid (CH_3COOH), the compound in vinegar, is a weak electrolyte. Solutes that dissolve into individual neutral molecules without dissociation do not impart additional electrical conductivity to their solutions and are called nonelectrolytes. Table sugar ($C_{12}H_{22}O_{11}$) is an example of a nonelectrolyte.

The link below will connect you to an animation that illustrates the differences between ionic compounds (electroytes) and covalent compounds (non-electrolytes) dissolved in water.

> *The term electrolyte is used in medicine to mean any of the important ions that are dissolved in aqueous solution in the body. Important physiological electrolytes include* Na^+, K^+, Ca^{2+}, Mg^{2+}, *and* Cl^-.

Example 9.4.1

The following substances all dissolve to some extent in water. Classify each as an electrolyte or a nonelectrolyte.

1. potassium chloride (KCl)
2. fructose ($C_6H_{12}O_6$)
3. isopropyl alcohol [$CH_3CH(OH)CH_3$]
4. magnesium hydroxide [$Mg(OH)_2$]

Solution

Each substance can be classified as an ionic solute or a nonionic solute. Ionic solutes are electrolytes, and nonionic solutes are nonelectrolytes.

1. Potassium chloride is an ionic compound; therefore, when it dissolves, its ions separate, making it an electrolyte.
2. Fructose is a sugar similar to glucose. (In fact, it has the same molecular formula as glucose.) Because it is a molecular compound, we expect it to be a nonelectrolyte.
3. Isopropyl alcohol is an organic molecule containing the alcohol functional group. The bonding in the compound is all covalent, so when isopropyl alcohol dissolves, it separates into individual molecules but not ions. Thus, it is a nonelectrolyte
4. Magnesium hydroxide is an ionic compound, so when it dissolves it dissociates. Thus, magnesium hydroxide is an electrolyte.

Exercise 9.4.1

The following substances all dissolve to some extent in water. Classify each as an electrolyte or a nonelectrolyte.

a. acetone (CH_3COCH_3)
b. iron(III) nitrate [$Fe(NO_3)_3$]
c. elemental bromine (Br_2)
d. sodium hydroxide (NaOH)

Concept Review Exercise

1. Explain how the solvation process describes the dissolution of a solute in a solvent.

Answer

1. Each particle of the solute is surrounded by particles of the solvent, carrying the solute from its original phase.

Key Takeaway

- When a solute dissolves, its individual particles are surrounded by solvent molecules and are separated from each other.

Exercises

1. Describe what happens when an ionic solute like Na_2SO_4 dissolves in a polar solvent.
2. Describe what happens when a molecular solute like sucrose ($C_{12}H_{22}O_{11}$) dissolves in a polar solvent.
3. Classify each substance as an electrolyte or a nonelectrolyte. Each substance dissolves in H_2O to some extent.
   a. NH_4NO_3
   b. CO_2
   c. NH_2CONH_2
   d. HCl
4. Classify each substance as an electrolyte or a nonelectrolyte. Each substance dissolves in H_2O to some extent.
   a. $CH_3CH_2CH_2OH$
   b. $Ca(CH_3CO_2)_2$

c. I_2
d. KOH

5. Will solutions of each solute conduct electricity when dissolved?

a. $AgNO_3$
b. $CHCl_3$
c. $BaCl_2$
d. Li_2O

6. Will solutions of each solute conduct electricity when dissolved?

a. CH_3COCH_3
b. $N(CH_3)_3$
c. $CH_3CO_2C_2H_5$
d. $FeCl_2$

Answers

1. Each ion of the ionic solute is surrounded by particles of solvent, carrying the ion from its associated crystal.

3. a. electrolyte
b. nonelectrolyte
c. nonelectrolyte
d. electrolyte

5. a. yes
b. no
c. yes
d. yes

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9.5: Properties of Solutions

Learning Objectives

- To describe how the properties of solutions differ from those of pure solvents.

Solutions are likely to have properties similar to those of their major component—usually the solvent. However, some solution properties differ significantly from those of the solvent. Here, we will focus on liquid solutions that have a solid solute, but many of the effects we will discuss in this section are applicable to all solutions.

Colligative Properties

Solutes affect some properties of solutions that depend only on the concentration of the dissolved particles. These properties are called colligative properties. Four important colligative properties that we will examine here are vapor pressure depression, boiling point elevation, freezing point depression, and osmotic pressure.

Molecular compounds separate into individual molecules when they are dissolved, so for every 1 mol of molecules dissolved, we get 1 mol of particles. In contrast, ionic compounds separate into their constituent ions when they dissolve, so 1 mol of an ionic compound will produce more than 1 mol of dissolved particles. For example, every mole of NaCl that dissolves yields 1 mol of Na^+ ions and 1 mol of Cl^- ions, for a total of 2 mol of particles in solution. Thus, the effect on a solution's properties by dissolving NaCl may be twice as large as the effect of dissolving the same amount of moles of glucose ($C_6H_{12}O_6$).

Vapor Pressure Depression

All liquids evaporate. In fact, given enough volume, a liquid will turn completely into a vapor. If enough volume is not present, a liquid will evaporate only to the point where the rate of evaporation equals the rate of vapor condensing back into a liquid. The pressure of the vapor at this point is called the vapor pressure of the liquid.

The presence of a dissolved solid lowers the characteristic vapor pressure of a liquid so that it evaporates more slowly. (The exceptions to this statement are if the solute itself is a liquid or a gas, in which case the solute will also contribute something to the evaporation process. We will not discuss such solutions here.) This property is called vapor pressure depression and is depicted in Figure **9.5.1**.

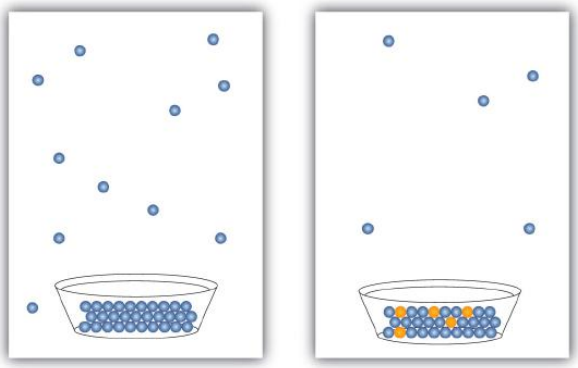


Figure **9.5.1**: Vapor Pressure Depression. The presence of solute particles blocks some of the ability for liquid particles to evaporate. Thus, solutions of solid solutes typically have a lower vapor pressure than the pure solvent.

Boiling Point and Freezing Point Effects

A related property of solutions is that their boiling points are higher than the boiling point of the pure solvent. Because the presence of solute particles decreases the vapor pressure of the liquid solvent, a higher temperature is needed to reach the boiling point. This phenomenon is called boiling point elevation. For every mole of particles dissolved in a liter of water, the boiling point of water increases by about 0.5°C.

> Some people argue that putting a pinch or two of salt in water used to cook spaghetti or other pasta makes a solution that has a higher boiling point, so the pasta cooks faster. In actuality, the amount of solute is so small that the boiling point of the water is

practically unchanged.

The presence of solute particles has the opposite effect on the freezing point of a solution. When a solution freezes, only the solvent particles come together to form a solid phase, and the presence of solute particles interferes with that process. Therefore, for the liquid solvent to freeze, more energy must be removed from the solution, which lowers the temperature. Thus, solutions have lower freezing points than pure solvents do. This phenomenon is called freezing point depression. For every mole of particles in a liter of water, the freezing point decreases by about 1.9°C.

Both boiling point elevation and freezing point depression have practical uses. For example, solutions of water and ethylene glycol ($C_2H_6O_2$) are used as coolants in automobile engines because the boiling point of such a solution is greater than 100°C, the normal boiling point of water. In winter, salts like NaCl and $CaCl_2$ are sprinkled on the ground to melt ice or keep ice from forming on roads and sidewalks (Figure **9.5.2**). This is because the solution made by dissolving sodium chloride or calcium chloride in water has a lower freezing point than pure water, so the formation of ice is inhibited.



Figure **9.5.2**: Effect of Freezing Point Depression. The salt sprinkled on this sidewalk makes the water on the sidewalk have a lower freezing point than pure water, so it does not freeze as easily. This makes walking on the sidewalk less hazardous in winter. © Thinkstock

Example 9.5.1

Which solution's freezing point deviates more from that of pure water—a 1 M solution of NaCl or a 1 M solution of $CaCl_2$?

Solution

Colligative properties depend on the number of dissolved particles, so the solution with the greater number of particles in solution will show the greatest deviation. When NaCl dissolves, it separates into two ions, Na^+ and Cl^-. But when $CaCl_2$ dissolves, it separates into three ions—one Ca^{2+} ion and two Cl^- ions. Thus, mole for mole, $CaCl_2$ will have 50% more impact on freezing point depression than NaCl.

Exercise 9.5.1

Which solution's boiling point deviates more from that of pure water—a 1 M solution of $CaCl_2$ or a 1 M solution of $MgSO_4$?

Osmotic Pressure

The last colligative property of solutions we will consider is a very important one for biological systems. It involves osmosis, the process by which solvent molecules can pass through certain membranes but solute particles cannot. When two solutions of different concentration are present on either side of these membranes (called *semipermeable membranes*), there is a tendency for solvent molecules to move from the more dilute solution to the more concentrated solution until the concentrations of the two solutions are equal. This tendency is called osmotic pressure. External pressure can be exerted on a solution to counter the flow of solvent; the pressure required to halt the osmosis of a solvent is equal to the osmotic pressure of the solution.

Osmolarity (osmol) is a way of reporting the total number of particles in a solution to determine osmotic pressure. It is defined as the molarity of a solute times the number of particles a formula unit of the solute makes when it dissolves (represented by i):

$$osmol = M \times i \tag{9.5.1}$$

If more than one solute is present in a solution, the individual osmolarities are additive to get the total osmolarity of the solution. Solutions that have the same osmolarity have the same osmotic pressure. If solutions of differing osmolarities are present on opposite sides of a semipermeable membrane, solvent will transfer from the lower-osmolarity solution to the higher-osmolarity solution. Counterpressure exerted on the high-osmolarity solution will reduce or halt the solvent transfer. An even higher pressure can be exerted to force solvent from the high-osmolarity solution to the low-osmolarity solution, a process called *reverse osmosis*. Reverse osmosis is used to make potable water from saltwater where sources of fresh water are scarce.

Example 9.5.2

A 0.50 M NaCl aqueous solution and a 0.30 M $Ca(NO_3)_2$ aqueous solution are placed on opposite sides of a semipermeable membrane. Determine the osmolarity of each solution and predict the direction of solvent flow.

Solution

The solvent will flow into the solution of higher osmolarity. The NaCl solute separates into two ions—Na^+ and Cl^-—when it dissolves, so its osmolarity is as follows:

$$\text{osmol (NaCl)} = 0.50\ \text{M} \times 2 = 1.0\ \text{osmol}$$

The $Ca(NO_3)_2$ solute separates into three ions—one Ca^{2+} and two NO_3^-—when it dissolves, so its osmolarity is as follows:

$$\text{osmol } [Ca(NO_3)_2] = 0.30\ \text{M} \times 3 = 0.90\ \text{osmol}$$

The osmolarity of the $Ca(NO_3)_2$ solution is lower than that of the NaCl solution, so water will transfer through the membrane from the $Ca(NO_3)_2$ solution to the NaCl solution.

Exercise 9.5.2

A 1.5 M $C_6H_{12}O_6$ aqueous solution and a 0.40 M $Al(NO_3)_3$ aqueous solution are placed on opposite sides of a semipermeable membrane. Determine the osmolarity of each solution and predict the direction of solvent flow.

To Your Health: Dialysis

The main function of the kidneys is to filter the blood to remove wastes and extra water, which are then expelled from the body as urine. Some diseases rob the kidneys of their ability to perform this function, causing a buildup of waste materials in the bloodstream. If a kidney transplant is not available or desirable, a procedure called dialysis can be used to remove waste materials and excess water from the blood.

In one form of dialysis, called *hemodialysis*, a patient's blood is passed though a length of tubing that travels through an *artificial kidney machine* (also called a *dialysis machine*). A section of tubing composed of a semipermeable membrane is immersed in a solution of sterile water, glucose, amino acids, and certain electrolytes. The osmotic pressure of the blood forces waste molecules and excess water through the membrane into the sterile solution. Red and white blood cells are too large to pass through the membrane, so they remain in the blood. After being cleansed in this way, the blood is returned to the body.



A patient undergoing hemodialysis depends on osmosis to cleanse the blood of waste products that the kidneys are incapable of removing due to disease. from Wikipedia.

Dialysis is a continuous process, as the osmosis of waste materials and excess water takes time. Typically, 5–10 lb of waste-containing fluid is removed in each dialysis session, which can last 2–8 hours and must be performed several times a week. Although some patients have been on dialysis for 30 or more years, dialysis is always a temporary solution because waste materials are constantly building up in the bloodstream. A more permanent solution is a kidney transplant.

Cell walls are semipermeable membranes, so the osmotic pressures of the body's fluids have important biological consequences. If solutions of different osmolarity exist on either side of the cells, solvent (water) may pass into or out of the cells, sometimes with disastrous results. Consider what happens if red blood cells are placed in a *hypotonic* solution, meaning a solution of lower osmolarity than the liquid inside the cells. The cells swell up as water enters them, disrupting cellular activity and eventually causing the cells to burst. This process is called *hemolysis*. If red blood cells are placed in a *hypertonic* solution, meaning one having a higher osmolarity than exists inside the cells, water leaves the cells to dilute the external solution, and the red blood cells shrivel and die. This process is called *crenation*. Only if red blood cells are placed in *isotonic* solutions that have the same osmolarity as exists inside the cells are they unaffected by negative effects of osmotic pressure. Glucose solutions of about 0.31 M, or sodium chloride solutions of about 0.16 M, are isotonic with blood plasma.

> The concentration of an isotonic sodium chloride (NaCl) solution is only half that of an isotonic glucose ($C_6H_{12}O_6$) solution because NaCl produces two ions when a formula unit dissolves, while molecular $C_6H_{12}O_6$ produces only one particle when a formula unit dissolves. The osmolarities are therefore the same even though the concentrations of the two solutions are different.

Osmotic pressure explains why you should not drink seawater if you are abandoned in a life raft in the middle of the ocean. Its osmolarity is about three times higher than most bodily fluids. You would actually become thirstier as water from your cells was drawn out to dilute the salty ocean water you ingested. Our bodies do a better job coping with hypotonic solutions than with hypertonic ones. The excess water is collected by our kidneys and excreted.

Osmotic pressure effects are used in the food industry to make pickles from cucumbers and other vegetables and in brining meat to make corned beef. It is also a factor in the mechanism of getting water from the roots to the tops of trees!

> **Career Focus: Perfusionist**
>
> A perfusionist is a medical technician trained to assist during any medical procedure in which a patient's circulatory or breathing functions require support. The use of perfusionists has grown rapidly since the advent of open-heart surgery in 1953.
>
> Most perfusionists work in operating rooms, where their main responsibility is to operate heart-lung machines. During many heart surgeries, the heart itself must be stopped. In these situations, a heart-lung machine keeps the patient alive by aerating the blood with oxygen and removing carbon dioxide. The perfusionist monitors both the machine and the status of the blood, notifying the surgeon and the anesthetist of any concerns and taking corrective action if the status of the blood becomes abnormal.
>
> Despite the narrow parameters of their specialty, perfusionists must be highly trained. Certified perfusion education programs require a student to learn anatomy, physiology, pathology, chemistry, pharmacology, math, and physics. A college degree is usually required. Some perfusionists work with other external artificial organs, such as hemodialysis machines and artificial livers.

Concept Review Exercises

1. What are the colligative properties of solutions?
2. Explain how the following properties of solutions differ from those of the pure solvent: vapor pressure, boiling point, freezing point, and osmotic pressure.

Answers

1. Colligative properties are characteristics that a solution has that depend on the number, not the identity, of solute particles.

2. In solutions, the vapor pressure is lower, the boiling point is higher, the freezing point is lower, and the osmotic pressure is higher.

Key Takeaway

- `Exercises

1. In each pair of aqueous systems, which will have the lower vapor pressure?

   a. pure water or 1.0 M NaCl
   b. 1.0 M NaCl or 1.0 M $C_6H_{12}O_6$
   c. 1.0 M $CaCl_2$ or 1.0 M $(NH_4)_3PO_4$

2. In each pair of aqueous systems, which will have the lower vapor pressure?

   a. 0.50 M $Ca(NO_3)_2$ or 1.0 M KBr
   b. 1.5 M $C_{12}H_{22}O_{11}$ or 0.75 M $Ca(OH)_2$
   c. 0.10 M $Cu(NO_3)_2$ or pure water

3. In each pair of aqueous systems, which will have the higher boiling point?

   a. pure water or a 1.0 M NaCl
   b. 1.0 M NaCl or 1.0 M $C_6H_{12}O_6$
   c. 1.0 M $CaCl_2$ or 1.0 M $(NH_4)_3PO_4$

4. In each pair of aqueous systems, which will have the higher boiling point?

   a. 1.0 M KBr
   b. 1.5 M $C_{12}H_{22}O_{11}$ or 0.75 M $Ca(OH)_2$
   c. 0.10 M $Cu(NO_3)_2$ or pure water

5. Estimate the boiling point of each aqueous solution. The boiling point of pure water is 100.0°C.

   a. 0.50 M NaCl
   b. 1.5 M Na_2SO_4
   c. 2.0 M $C_6H_{12}O_6$

6. Estimate the freezing point of each aqueous solution. The freezing point of pure water is 0.0°C.

   a. 0.50 M NaCl
   b. 1.5 M Na_2SO_4
   c. 2.0 M $C_6H_{12}O_6$

7. Explain why salt (NaCl) is spread on roads and sidewalks to inhibit ice formation in cold weather.

8. Salt (NaCl) and calcium chloride ($CaCl_2$) are used widely in some areas to minimize the formation of ice on sidewalks and roads. One of these ionic compounds is better, mole for mole, at inhibiting ice formation. Which is that likely to be? Why?

9. What is the osmolarity of each aqueous solution?

   a. 0.500 M NH_2CONH_2
   b. 0.500 M NaBr
   c. 0.500 M $Ca(NO_3)_2$

10. What is the osmolarity of each aqueous solution?

    a. 0.150 M KCl
    b. 0.450 M $(CH_3)_2CHOH$
    c. 0.500 M $Ca_3(PO_4)_2$

11. A 1.0 M solution of an unknown soluble salt has an osmolarity of 3.0 osmol. What can you conclude about the salt?

12. A 1.5 M NaCl solution and a 0.75 M $Al(NO_3)_3$ solution exist on opposite sides of a semipermeable membrane. Determine the osmolarity of each solution and the direction of solvent flow, if any, across the membrane.

Answers

1. a. 1.0 M NaCl
   b. 1.0 M NaCl
   c. 1.0 M $(NH_4)_3PO_4$

3. a. 1.0 M NaCl
   b. 1.0 M NaCl
   c. 1.0 M $(NH_4)_3PO_4$

5. a. 100.5°C
   b. 102.3°C
   c. 101°C

7. NaCl lowers the freezing point of water, so it needs to be colder for the water to freeze.

9. a. 0.500 osmol
   b. 1.000 osmol
   c. 1.500 osmol

11. It must separate into three ions when it dissolves.

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9.E: Solutions (Exercises)

9.1: Solutions

Concept Review Exercises

1. What causes a solution to form?
2. How does the phrase *like dissolves like* relate to solutions?

Answers

1. Solutions form because a solute and a solvent have similar intermolecular interactions.
2. It means that substances with similar intermolecular interactions will dissolve in each other.

Exercises

1. Define *solution*.
2. Give several examples of solutions.
3. What is the difference between a solvent and a solute?
4. Can a solution have more than one solute in it? Can you give an example?
5. Does a solution have to be a liquid? Give several examples to support your answer.
6. Give at least two examples of solutions found in the human body.
7. Which substances will probably be soluble in water, a very polar solvent?
   a. sodium nitrate ($NaNO_3$)
   b. hexane (C_6H_{14})
   c. isopropyl alcohol [$(CH_3)_2CHOH$]
   d. benzene (C_6H_6)
8. Which substances will probably be soluble in toluene ($C_6H_5CH_3$), a nonpolar solvent?
   a. sodium nitrate ($NaNO_3$)
   b. hexane (C_6H_{14})
   c. isopropyl alcohol [$(CH_3)_2CHOH$]
   d. benzene (C_6H_6)
9. The solubility of alcohols in water varies with the length of carbon chain. For example, ethanol (CH_3CH_2OH) is soluble in water in any ratio, while only 0.0008 mL of heptanol ($CH_3CH_2CH_2CH_2CH_2CH_2CH_2OH$) will dissolve in 100 mL of water. Propose an explanation for this behavior.
10. Dimethyl sulfoxide [$(CH_3)_2SO$] is a polar liquid. Based on the information in Exercise 9, which do you think will be more soluble in it—ethanol or heptanol?

Answers

1. a homogeneous mixture
2. vinegar, dextrose IV, saline IV, coffee, tea, wine
3. A solvent is the majority component of a solution; a solute is the minority component of a solution.
4. yes. Coke or Pepsi has sugar, caffeine and carbon dioxide as solutes.
5. A solution does not have to be liquid; air is a gaseous solution, while some alloys are solid solutions (answers will vary).
6. Urine, plasma
7. a. probably soluble
   b. probably not soluble

c. probably soluble
d. probably not soluble

8.

a. probably not soluble
b. probably soluble
c. probably not soluble
d. probably soluble

9. Small alcohol molecules have strong polar intermolecular interactions, so they dissolve in water. In large alcohol molecules, the nonpolar end overwhelms the polar end, so they do not dissolve very well in water.

10. Ethanol is a smaller molecule. It will be more soluble in water than heptanol.

9.2: Concentration

Concept Review Exercises

1. What are some of the units used to express concentration?
2. Distinguish between the terms *solubility* and *concentration*.

Answers

1. % m/m, % m/v, ppm, ppb, molarity, and Eq/L (answers will vary)
2. Solubility is typically a limit to how much solute can dissolve in a given amount of solvent. Concentration is the quantitative amount of solute dissolved at any concentration in a solvent.

Exercises

1. Define *solubility*. Do all solutes have the same solubility?
2. Explain why the terms *dilute* or *concentrated* are of limited usefulness in describing the concentration of solutions.
3. If the solubility of sodium chloride (NaCl) is 30.6 g/100 mL of H_2O at a given temperature, how many grams of NaCl can be dissolved in 250.0 mL of H_2O?
4. If the solubility of glucose ($C_6H_{12}O_6$) is 120.3 g/100 mL of H_2O at a given temperature, how many grams of $C_6H_{12}O_6$ can be dissolved in 75.0 mL of H_2O?
5. How many grams of sodium bicarbonate ($NaHCO_3$) can a 25.0°C saturated solution have if 150.0 mL of H_2O is used as the solvent?
6. If 75.0 g of potassium bromide (KBr) are dissolved in 125 mL of H_2O, is the solution saturated, unsaturated, or supersaturated?
7. Calculate the mass/mass percent of a saturated solution of NaCl. Use the data from Table **9.*E*.1** "Solubilities of Various Solutes in Water at 25°C (Except as Noted)", assume that masses of the solute and the solvent are additive, and use the density of H_2O (1.00 g/mL) as a conversion factor.
8. Calculate the mass/mass percent of a saturated solution of $MgCO_3$ Use the data from Table **9.*E*.1** "Solubilities of Various Solutes in Water at 25°C (Except as Noted)", assume that masses of the solute and the solvent are additive, and use the density of H_2O (1.00 g/mL) as a conversion factor.
9. Only 0.203 mL of C_6H_6 will dissolve in 100.000 mL of H_2O. Assuming that the volumes are additive, find the volume/volume percent of a saturated solution of benzene in water.
10. Only 35 mL of aniline ($C_6H_5NH_2$) will dissolve in 1,000 mL of H_2O. Assuming that the volumes are additive, find the volume/volume percent of a saturated solution of aniline in water.

11. A solution of ethyl alcohol (C_2H_5OH) in water has a concentration of 20.56% v/v. What volume of C_2H_5OH is present in 255 mL of solution?
12. What mass of KCl is present in 475 mL of a 1.09% m/v aqueous solution?
13. The average human body contains 5,830 g of blood. What mass of arsenic is present in the body if the amount in blood is 0.55 ppm?
14. The Occupational Safety and Health Administration has set a limit of 200 ppm as the maximum safe exposure level for carbon monoxide (CO). If an average breath has a mass of 1.286 g, what is the maximum mass of CO that can be inhaled at that maximum safe exposure level?
15. Which concentration is greater—15 ppm or 1,500 ppb?
16. Express the concentration 7,580 ppm in parts per billion.
17. What is the molarity of 0.500 L of a potassium chromate solution containing 0.0650 mol of K_2CrO_4?
18. What is the molarity of 4.50 L of a solution containing 0.206 mol of urea [$(NH_2)_2CO$]?
19. What is the molarity of a 2.66 L aqueous solution containing 56.9 g of NaBr?
20. If 3.08 g of $Ca(OH)_2$ is dissolved in enough water to make 0.875 L of solution, what is the molarity of the $Ca(OH)_2$?
21. What mass of HCl is present in 825 mL of a 1.25 M solution?
22. What mass of isopropyl alcohol (C_3H_8O) is dissolved in 2.050 L of a 4.45 M aqueous C_3H_8O solution?
23. What volume of 0.345 M NaCl solution is needed to obtain 10.0 g of NaCl?
24. How many milliliters of a 0.0015 M cocaine hydrochloride ($C_{17}H_{22}ClNO_4$) solution is needed to obtain 0.010 g of the solute?
25. Aqueous calcium chloride reacts with aqueous silver nitrate according to the following balanced chemical equation:

$$CaCl_2(aq) + 2AgNO_3(aq) \rightarrow 2AgCl(s) + Ca(NO_3)_2(aq)$$

How many moles of AgCl(s) are made if 0.557 L of 0.235 M $CaCl_2$ react with excess $AgNO_3$? How many grams of AgCl are made?

26. Sodium bicarbonate ($NaHCO_3$) is used to react with acid spills. The reaction with sulfuric acid (H_2SO_4) is as follows:

$$2NaHCO_3(s) + H_2SO_4(aq) \rightarrow Na_2SO_4(aq) + 2H_2O(\ell) + 2CO_2(g)$$

If 27.6 mL of a 6.25 M H_2SO_4 solution were spilled, how many moles of $NaHCO_3$ would be needed to react with the acid? How many grams of $NaHCO_3$ is this?

27. The fermentation of glucose to make ethanol and carbon dioxide has the following overall chemical equation:

$$C_6H_{12}O_6(aq) \rightarrow 2C_2H_5OH(aq) + 2CO_2(g)$$

If 1.00 L of a 0.567 M solution of $C_6H_{12}O_6$ were completely fermented, what would be the resulting concentration of the C_2H_5OH solution? How many moles of CO_2 would be formed? How many grams is this? If each mole of CO_2 had a volume of 24.5 L, what volume of CO_2 is produced?

28. Aqueous sodium bisulfite gives off sulfur dioxide gas when heated:

$$2NaHSO_3(aq) \rightarrow Na_2SO_3(aq) + H_2O(\ell) + SO_2(g)$$

If 567 mL of a 1.005 M $NaHSO_3$ solution were heated until all the $NaHSO_3$ had reacted, what would be the resulting concentration of the Na_2SO_3 solution? How many moles of SO_2 would be formed? How many grams of SO_2 would be formed? If each mole of SO_2 had a volume of 25.78 L, what volume of SO_2 would be produced?

29. What is the concentration of a 1.0 M solution of $K^+(aq)$ ions in equivalents/liter?
30. What is the concentration of a 1.0 M solution of $SO_4^{2-}(aq)$ ions in equivalents/liter?
31. A solution having initial concentration of 0.445 M and initial volume of 45.0 mL is diluted to 100.0 mL. What is its final concentration?

32. A 50.0 mL sample of saltwater that is 3.0% m/v is diluted to 950 mL. What is its final mass/volume percent?

Answers

1. Solubility is the amount of a solute that can dissolve in a given amount of solute, typically 100 mL. The solubility of solutes varies widely.

2. The term *dilute* means relatively less solute and the term *concentrated* implies relatively more solute. Both are of limited usefulness because these are not accurate.
3. 76.5 g
4. 90.2 g
5. 12.6 g
6. unsaturated
7. 26.5%
8. 2.15%
9. 0.203%
10. 3.4%
11. 52.4 mL
12. 5.18 g
13. 0.00321 g
14. 2.57×10^{-4} g
15. 15 ppm
16. 7,580,000 ppb
17. 0.130 M
18. 0.0458 M
19. 0.208 M
20. 0.0475 M
21. 37.6 g
22. 548 g
23. 0.496 L
24. 20 mL
25. 0.262 mol; 37.5 g
26. 0.345 mol; 29.0 g
27. 1.13 M C_2H_5OH; 1.13 mol of CO_2; 49.7 g of CO_2; 27.7 L of CO_2
28. 0.503 M Na_2SO_3; 0.285 mol SO_2; 18.3 g SO_2; 471 L SO_2
29. 1.0 Eq/L
30. 2.0 Eq/L
31. 0.200 M
32. 0.16 % m/v

9.3: The Dissolution Process

Concept Review Exercise

1. Explain how the solvation process describes the dissolution of a solute in a solvent.

Answer

1. Each particle of the solute is surrounded by particles of the solvent, carrying the solute from its original phase.

Exercises

1. Describe what happens when an ionic solute like Na_2SO_4 dissolves in a polar solvent.
2. Describe what happens when a molecular solute like sucrose ($C_{12}H_{22}O_{11}$) dissolves in a polar solvent.
3. Classify each substance as an electrolyte or a nonelectrolyte. Each substance dissolves in H_2O to some extent.
    a. NH_4NO_3
    b. CO_2
    c. NH_2CONH_2
    d. HCl
4. Classify each substance as an electrolyte or a nonelectrolyte. Each substance dissolves in H_2O to some extent.
    a. $CH_3CH_2CH_2OH$
    b. $Ca(CH_3CO_2)_2$
    c. I_2
    d. KOH
5. Will solutions of each solute conduct electricity when dissolved?
    a. $AgNO_3$
    b. $CHCl_3$
    c. $BaCl_2$
    d. Li_2O
6. Will solutions of each solute conduct electricity when dissolved?
    a. CH_3COCH_3
    b. $N(CH_3)_3$
    c. $CH_3CO_2C_2H_5$
    d. $FeCl_2$

Answers

1. Each ion of the ionic solute is surrounded by particles of solvent, carrying the ion from its associated crystal.

2. Each sucrose molecule is surrounded by solvent molecules (attracted to each other via intermolecular forces of attraction).

3. a. electrolyte
    b. nonelectrolyte
    c. nonelectrolyte
    d. electrolyte

4. a. nonelectrolyte
    b. electrolyte
    c. nonelectrolyte
    d. electrolyte

5. a. yes
    b. no
    c. yes
    d. yes

6.

a. no
b. no
c. no
d. yes

9.4: Properties of Solutions

Concept Review Exercises

1. What are the colligative properties of solutions?
2. Explain how the following properties of solutions differ from those of the pure solvent: vapor pressure, boiling point, freezing point, and osmotic pressure.

Answers

1. Colligative properties are characteristics that a solution has that depend on the number, not the identity, of solute particles.
2. In solutions, the vapor pressure is lower, the boiling point is higher, the freezing point is lower, and the osmotic pressure is higher.

Exercises

1. In each pair of aqueous systems, which will have the lower vapor pressure?

   a. pure water or 1.0 M NaCl
   b. 1.0 M NaCl or 1.0 M $C_6H_{12}O_6$
   c. 1.0 M $\mathbf{CaCl_2}$ or 1.0 M $(NH_4)_3PO_4$

2. In each pair of aqueous systems, which will have the lower vapor pressure?

   a. 0.50 M $Ca(NO_3)_2$ or 1.0 M KBr
   b. 1.5 M $C_{12}H_{22}O_{11}$ or 0.75 M $Ca(OH)_2$
   c. 0.10 M $Cu(NO_3)_2$ or pure water

3. In each pair of aqueous systems, which will have the higher boiling point?

   a. pure water or a 1.0 M NaCl
   b. 1.0 M NaCl or 1.0 M $C_6H_{12}O_6$
   c. 1.0 M $\mathbf{CaCl_2}$ or 1.0 M $(NH_4)_3PO_4$

4. In each pair of aqueous systems, which will have the higher boiling point?

   a. 0.50 M $Ca(NO_3)_2$ or 1.0 M KBr
   b. 1.5 M $C_{12}H_{22}O_{11}$ or 0.75 M $Ca(OH)_2$
   c. 0.10 M $Cu(NO_3)_2$ or pure water

5. Estimate the boiling point of each aqueous solution. The boiling point of pure water is 100.0°C.

   a. 0.50 M NaCl
   b. 1.5 M Na_2SO_4
   c. 2.0 M $C_6H_{12}O_6$

6. Estimate the freezing point of each aqueous solution. The freezing point of pure water is 0.0°C.

   a. 0.50 M NaCl
   b. 1.5 M Na_2SO_4
   c. 2.0 M $C_6H_{12}O_6$

7. Explain why salt (NaCl) is spread on roads and sidewalks to inhibit ice formation in cold weather.

8. Salt (NaCl) and calcium chloride ($CaCl_2$) are used widely in some areas to minimize the formation of ice on sidewalks and roads. One of these ionic compounds is better, mole for mole, at inhibiting ice formation. Which is that likely to be? Why?

9. What is the osmolarity of each aqueous solution?

    a. 0.500 M NH_2CONH_2
    b. 0.500 M NaBr
    c. 0.500 M $Ca(NO_3)_2$

10. What is the osmolarity of each aqueous solution?

    a. 0.150 M KCl
    b. 0.450 M $(CH_3)_2CHOH$
    c. 0.500 M $Ca_3(PO_4)_2$

11. A 1.0 M solution of an unknown soluble salt has an osmolarity of 3.0 osmol. What can you conclude about the salt?

12. A 1.5 M NaCl solution and a 0.75 M $Al(NO_3)_3$ solution exist on opposite sides of a semipermeable membrane. Determine the osmolarity of each solution and the direction of solvent flow, if any, across the membrane.

Answers

1. a. 1.0 M NaCl
   b. 1.0 M NaCl
   c. 1.0 M $(NH_4)_3PO_4$

2.
    a. 1.0 M KBr
    b. 0.75 M $Ca(OH)_2$
    c. 0.10 M $Cu(NO_3)_2$

3.
    a. 1.0 M NaCl
    b. 1.0 M NaCl
    c. 1.0 M $(NH_4)_3PO_4$

4.
    a. 1.0 M KBr
    b. 0.75 M $Ca(OH)_2$
    c. 0.10 M $Cu(NO_3)_2$

5.
    a. 100.5°C
    b. 102.3°C
    c. 101°C

6.
    a. -1.9°C
    b. -8.6°C
    c. -3.8°C

7. NaCl lowers the freezing point of water, so it needs to be colder for the water to freeze.

8. $CaCl_2$ splits up into 3 ions while NaCl splits up into 2 ions only. $CaCl_2$ will be more effective.

9.
    a. 0.500 osmol
    b. 1.000 osmol
    c. 1.500 osmol

10.

a. 0.300 osmol
b. 0.450 osmol
c. 2.50 osmol

11. It must separate into three ions when it dissolves.

12. Both NaCl and $Al(NO_3)_3$ have 3.0 osmol. There will be no net difference in the solvent flow.

9.5: Chemical Equilibrium

Concept Review Exercises

1. What is chemical equilibrium?

2. What does the equilibrium constant tell us?

Answers

1. The rate of the forward reaction equals the rate of the reverse reaction.

2. The ratio of products and reactants when the system is at equilibrium.

EXERCISES

1. If the reaction $H_2 + I_2 \rightleftharpoons 2HI$ is at equilibrium, do the concentrations of HI, H_2, and I_2 have to be equal?

2. Do the concentrations at equilibrium depend upon how the equilibrium was reached?

3. What does it mean if the K_{eq} is > 1?

4. What does it mean if the K_{eq} is < 1?

5. Does the equilibrium state depend on the starting concentrations?

6. Write an expression for the equilibrium constant K equation.

a. $PCl_5\ (g) \rightleftarrows PCl_3\ (g) + Cl_2\ (g)$

b. $2O_3\ (g) \rightleftharpoons 3O_2\ (g)$

7. Benzene is one of the compounds used as octane enhancers in unleaded gasoline. It is manufactured by the catalytic conversion of acetylene to benzene: $3C_2H_2(g) \longrightarrow C_6H_6(g)$. Which value of K would make this reaction most useful commercially? Explain your answer.

a. $K \approx 0.01$

b. $K \approx 1$

c. $K \approx 10$.

8. Tell whether the reactants or the products are favored at equilibrium:

a. $2NH_3(g) \rightleftharpoons N_2(g) + 3H_2(g)$ $K = 172$

b. $2SO_3(g) \rightleftharpoons 2SO_2(g) + O_2(g)$ $K = 0.230$

c. $2NO(g) + Cl_2(g) \rightleftharpoons 2NOCl(g)$ $K = 4.6 \times 10^4$

d. $N_2(g) + O_2(g) \rightleftharpoons 2NO(g)$ $K = 0.050$

AnswerS

1. No, the concentrations are constant but the concentrations do not have to be equal.

2. No.

3. More products than reactants are present at equilibrium.

4. More reactants than products present at equilibrium.

5. No. The equilibrium ratio does not depend on the initial concentrations.

6.

a. $K = \frac{[PCl_3][Cl_2]}{[PCl_5]}$

b. $K = \frac{[O_2]^3}{[O_3]^2}$

7. The answer is c. $K \approx 10$.

Since $K = \frac{[C_6H_6]^2}{[C_2H_2]^3}$ (K≈10), this means that C_6H_6 predominates over C_2H_2. In such a case, the reaction would be commercially feasible if the rate to equilibrium is suitable.

8.

a. products

b. reactants

c. products

d. reactants

9.6: Le Chatelier's Principle

Concept Review Exercises

1. Define Le Chatelier’s principle.

2. List the three factors types of changes that can disturb the equilibrium of a system.

Answers

1. Le Chatelier’s principle states that a system at equilibrium is disturbed, it will respond in a way to minimize the disturbance.

2. temperature, change in amount of substance, change in pressure through change in volume

EXERCISES

1. How will each change affect the reaction?

$PCl_5(g)$ + heat ⇌$PCl_3(g)$ + $Cl_2(g)$

a. Addition of PCl_5
b. Addition of Cl_2
c. Removal of PCl_3
d. Increasing temperature
e. Decreasing temperature
f. Decreasing volume

2. How will each change affect the reaction?

$HNO_2(aq)$ ⇌$H^+(aq)$ + $NO_2^-(aq)$

a. Removal of HNO_2
b. Addition of HCl (i.e. adding more H^+)
c. Increasing volume
d. Decreasing volume

e. Removal of NO_2^-
f. Addition of OH^- (which will react with and remove H^+)

3. How will each change affect the reaction?

$CO_2(g) + C(s) \rightleftharpoons 2CO(g)\ \Delta H=172.5kJ$

a. Addition of CO_2
b. Removal of CO_2
c. Increasing temperature
d. Decreasing temperature
e. Increasing volume
f. Addition of CO

4. How will each change affect the reaction?

$H_2(g) + I_2(g) \rightleftharpoons 2HI(g)\ \Delta H=-9.48kJ$

a. Addition of H_2
b. Removal of H_2
c. Increasing temperature
d. Decreasing temperature
e. Increasing volume
f. Decreasing volume

AnswerS

1.

a. shift right
b. shift left
c. shift right
d. shift right
e. shift left
f. shift left

2.

a. shift left
b. shift left
c. no effect
d. no effect
e. shift right
f. shift right

3.

a. shift right
b. shift left
c. shift right
d. shift left
e. shift right
f. shift left

4.

a. shift right
b. shift left
c. shift left

d. shift right
e. no effect
f. no effect

9.7: Osmosis and Diffusion

Concept Review Exercises

1. What are some of the features of a semipermeable membrane?

2. What do the prefixes hyper, hypo, and iso mean?

Answers

1. A semipermeable membrane allows some substances to pass through but not others.

2. hyper – higher; hypo – lower; iso - same

EXERCISES

1. Two solutions are separated by a semipermeable membrane. Solution A contains 25.0 g of NaCl in 100.0 mL of water and solution B contains 35.0 g of NaCl in 100.0 mL of water.

a. Which one has a higher concentration?
b. Which way will water molecules flow?
c. Which volume will increase?
d. Which volume will decrease?
e. What will happen to the concentration of solution A?
f. What will happen to the concentration of solution B?

2. Two solutions with different concentrations and compositions are separated by a semipermeable membrane. The left-hand solution is a .50 M solution of $MgSO_4$, while the right-hand solution contains $CaCl_2$ at a concentration of .40 M. Determine the direction of the flow of solvent, left or right.

3. Given the following situations, wherein two tanks of different solutions are separated by a semipermeable membrane, determine the direction of the flow of solvent (water).

a. Solution A contains a 0.40 M concentration of $CaCl_2$, while Solution B contains a 0.45 M concentration of KI

b. Solution A contains a 1.00 M concentration of NH_4Cl, while Solution B contains a 1.00 M concentration of CH_2O

4. Cells are placed in a solution and the cells then undergo hemolysis. What can be said about the relative concentrations of solute in the cell and the solution?

5. Describe the relative concentrations inside and outside a red blood cell when crenation occurs.

6. A saltwater fish is placed in a freshwater tank. What will happen to the fish? Describe the flow of water molecules to explain the outcome.

7. What makes up the "head" region of a phospholipid? Is it hydrophobic or hydrophilic?

8. What makes up the "tail" region of a phospholipid? Is it hydrophobic or hydrophilic?

Answers

1. Two solutions are separated by a semipermeable membrane. Solution A contains 25.0 g of NaCl in 100.0 mL of water and solution B contains 35.0 g of NaCl in 100.0 mL of water.

a. Solution B
b. A → → B
c. B

d. A
e. increase
f. decrease

2. Water (solvent) flows from left to right.

3.

a. Water flows from Solution B to Solution A.

b. Water flows from Solution B to Solution A.

4. Cells contain fluid with higher concentration than solution outside the cell.

5. Cells contain fluid with a lower concentration than the solution outside the cell.

6. Water molecules will flow from the tank water into the fish because the fish has a higher concentration of salt. If the fish absorbs too much water, it will die.

7. The "head" region is a phosphate group and it is hydrophilic.

8. The "tail" is a hydrocarbon tail and it is hydrophobic.

Contributors

-
- Allison Soult, Ph.D. (Department of Chemistry, University of Kentucky)

Additional Exercises

1. Calcium nitrate reacts with sodium carbonate to precipitate solid calcium carbonate:

$$Ca(NO_3)_{2(aq)} + Na_2CO_{3(aq)} \rightarrow CaCO_{3(s)} + NaNO_{3(aq)} \tag{9.E.1}$$

   a. Balance the chemical equation.
   b. How many grams of Na_2CO_3 are needed to react with 50.0 mL of 0.450 M $Ca(NO_3)_2$?
   c. Assuming that the Na_2CO_3 has a negligible effect on the volume of the solution, find the osmolarity of the $NaNO_3$ solution remaining after the $CaCO_3$ precipitates from solution.

2. The compound HCl reacts with sodium carbonate to generate carbon dioxide gas:

$$HCl_{(aq)} + Na_2CO_{3(aq)} \rightarrow H_2O_{(\ell)} + CO_{2(g)} + NaCl_{(aq)} \tag{9.E.2}$$

   a. Balance the chemical equation.
   b. How many grams of Na_2CO_3 are needed to react with 250.0 mL of 0.755 M HCl?
   c. Assuming that the Na_2CO_3 has a negligible effect on the volume of the solution, find the osmolarity of the NaCl solution remaining after the reaction is complete.

3. Estimate the freezing point of concentrated aqueous HCl, which is usually sold as a 12 M solution. Assume complete ionization into H^+ and Cl^- ions.

4. Estimate the boiling point of concentrated aqueous H_2SO_4, which is usually sold as an 18 M solution. Assume complete ionization into H^+ and HSO_4^- ions.

5. Seawater can be approximated by a 3.0% m/m solution of NaCl in water. Determine the molarity and osmolarity of seawater. Assume a density of 1.0 g/mL.

6. Human blood can be approximated by a 0.90% m/m solution of NaCl in water. Determine the molarity and osmolarity of blood. Assume a density of 1.0 g/mL.

7. How much water must be added to 25.0 mL of a 1.00 M NaCl solution to make a resulting solution that has a concentration of 0.250 M?

8. Sports drinks like Gatorade are advertised as capable of resupplying the body with electrolytes lost by vigorous exercise. Find a label from a sports drink container and identify the electrolytes it contains. You should be able to identify several simple ionic compounds in the ingredients list.
9. Occasionally we hear a sensational news story about people stranded in a lifeboat on the ocean who had to drink their own urine to survive. While distasteful, this act was probably necessary for survival. Why not simply drink the ocean water? (Hint: See Exercise 5 and Exercise 6 above. What would happen if the two solutions in these exercises were on opposite sides of a semipermeable membrane, as we would find in our cell walls?)

Answers

1.
   a. $Ca(NO_3)_2(aq) + Na_2CO_3(aq) \rightarrow CaCO_3(s) + 2NaNO_3(aq)$
   b. 2.39 g
   c. 1.80 osmol
2.
   a. $2HCl\ (aq) + Na_2CO_3(aq) \rightarrow H_2O(\ell) + CO_2(g) + 2NaCl\ (aq)$
   b. 10.0 g
   c. 1.51 M
3. −45.6°C
4. 118°C
5. 0.513 M; 1.026 osmol
6. molarity = 0.15 M; osmolarity = 0.31 M
7. 75.0 mL
8. magnesium chloride, calcium chloride (answers may vary)
9. The osmotic pressure of seawater is too high. Drinking seawater would cause water to go from inside our cells into the more concentrated seawater, ultimately killing the cells.

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9.S: Solutions (Summary)

To ensure that you understand the material in this chapter, you should review the meanings of the bold terms in the following summary and ask yourself how they relate to the topics in the chapter.

A **solution** is a homogeneous mixture. The major component is the **solvent**, while the minor component is the **solute**. Solutions can have any phase; for example, an **alloy** is a solid solution. Solutes are **soluble** or **insoluble**, meaning they dissolve or do not dissolve in a particular solvent. The terms **miscible** and **immiscible**, instead of soluble and insoluble, are used for liquid solutes and solvents. The statement *like dissolves like* is a useful guide to predicting whether a solute will dissolve in a given solvent.

The amount of solute in a solution is represented by the **concentration** of the solution. The maximum amount of solute that will dissolve in a given amount of solvent is called the **solubility** of the solute. Such solutions are **saturated**. Solutions that have less than the maximum amount are **unsaturated**. Most solutions are unsaturated, and there are various ways of stating their concentrations. **Mass/mass percent**, **volume/volume percent**, and **mass/volume percent** indicate the percentage of the overall solution that is solute. **Parts per million (ppm)** and **parts per billion (ppb)** are used to describe very small concentrations of a solute. **Molarity**, defined as the number of moles of solute per liter of solution, is a common concentration unit in the chemistry laboratory. **Equivalents** express concentrations in terms of moles of charge on ions. When a solution is diluted, we use the fact that the amount of solute remains constant to be able to determine the volume or concentration of the final diluted solution.

Dissolving occurs by **solvation**, the process in which particles of a solvent surround the individual particles of a solute, separating them to make a solution. For water solutions, the word **hydration** is used. If the solute is molecular, it dissolves into individual molecules. If the solute is ionic, the individual ions separate from each other, forming a solution that conducts electricity. Such solutions are called **electrolytes**. If the dissociation of ions is complete, the solution is a **strong electrolyte**. If the dissociation is only partial, the solution is a **weak electrolyte**. Solutions of molecules do not conduct electricity and are called **nonelectrolytes**.

Solutions have properties that differ from those of the pure solvent. Some of these are **colligative** properties, which are due to the number of solute particles dissolved, not the chemical identity of the solute. Colligative properties include **vapor pressure depression**, **boiling point elevation**, **freezing point depression**, and **osmotic pressure**. Osmotic pressure is particularly important in biological systems. It is caused by **osmosis**, the passage of solvents through certain membranes like cell walls. The **osmolarity** of a solution is the product of a solution's molarity and the number of particles a solute separates into when it dissolves. Osmosis can be reversed by the application of pressure; this reverse osmosis is used to make fresh water from saltwater in some parts of the world. Because of osmosis, red blood cells placed in hypotonic or hypertonic solutions lose function through either hemolysis or crenation. If they are placed in isotonic solutions, however, the cells are unaffected because osmotic pressure is equal on either side of the cell membrane.

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CHAPTER OVERVIEW

10: Acids and Bases

Many of us are familiar with the group of chemicals called acids. But do you know what it takes for a compound to be an acid? Actually, there are several different definitions of acid that chemistry uses, and each definition is appropriate under different circumstances. Less familiar—but just as important to chemistry and ultimately to us—is the group of chemicals known as bases. Both acids and bases are important enough that we devote an entire chapter to them—their properties and their reactions.

10.1: Prelude to Acids and Bases
10.2: Arrhenius Definition of Acids and Bases
10.3: Brønsted-Lowry Definition of Acids and Bases
10.4: Water - Both an Acid and a Base
10.5: The Strengths of Acids and Bases
10.6: Buffers
10.E: Acids and Bases (Exercises)
10.S: Acids and Bases (Summary)

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10.1: Prelude to Acids and Bases

One of the most concentrated acids in the body is stomach acid, which can be approximated as a 0.05 M hydrochloric acid solution. Special cells in the stomach wall secrete this acid, along with special enzymes, as part of the digestion process. In a laboratory, a 0.05 M solution of hydrochloric acid would dissolve some metals. How does the stomach survive the presence of such a reactive acid?

Actually, the stomach has several mechanisms for withstanding this chemical onslaught. First, the lining of the stomach is coated with a thin layer of mucus that contains some bicarbonate ions (HCO_3^-). These react with the hydrochloric acid to produce water, carbon dioxide, and harmless chloride ions. If any acid penetrates through the mucus, it can attack the surface layer of stomach cells, called the *gastric epithelium*. Cells in the gastric epithelium are being constantly shed, so damaged cells are quickly removed and replaced with healthy cells.



Figure **10.1.1**: Stomach with acidic digestive juices. Image used with permissin (CC BY-SA 4.0; BruceBlaus).

However, if the gastric epithelium is destroyed faster than it can be replaced, the acid may reach the wall of the stomach, resulting in ulcers. If an ulcer grows large enough, it can expose blood vessels in the stomach wall, causing bleeding. In extreme situations, the loss of blood through a severe ulcer can threaten a person's health.

Ulcers can also result from the presence of a certain bacterium—*Helicobacter pylori*—in the stomach. The mechanism for this ulcer formation is not the same as that for ulcers caused by stomach acid and is not completely understood. However, there are two main treatments for ulcers: (1) *antacids* to react chemically with excess hydrochloric acid in the stomach and (2) *antibiotics* to destroy the *H. pylori* bacteria in the stomach.

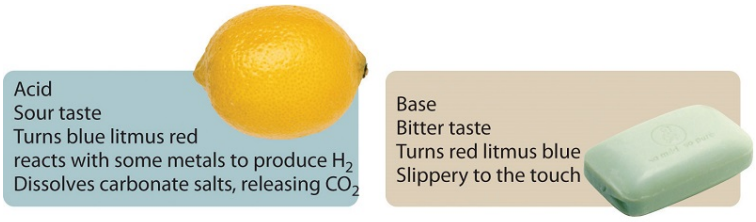
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10.2: Arrhenius Definition of Acids and Bases

Learning Objectives

- To recognize a compound as an Arrhenius acid or an Arrhenius base.

One way to define a class of compounds is by describing the various characteristics its members have in common. In the case of the compounds known as acids, the common characteristics include a sour taste, the ability to change the color of the vegetable dye *litmus* to red, and the ability to dissolve certain metals and simultaneously produce hydrogen gas. For the compounds called bases, the common characteristics are a slippery texture, a bitter taste, and the ability to change the color of litmus to blue. Acids and bases also react with each other to form compounds generally known as salts.



Although we include their tastes among the common characteristics of acids and bases, we never advocate tasting an unknown chemical!

Chemists prefer, however, to have definitions for acids and bases in chemical terms. The Swedish chemist Svante Arrhenius developed the first chemical definitions of acids and bases in the late 1800s. Arrhenius defined an acid as a compound that increases the concentration of hydrogen ion (H^+) in aqueous solution. Many acids are simple compounds that release a hydrogen cation into solution when they dissolve. Similarly, Arrhenius defined a base as a compound that increases the concentration of hydroxide ion (OH^-) in aqueous solution. Many bases are ionic compounds that have the hydroxide ion as their anion, which is released when the base dissolves in water.

Table **10.2.1**: Formulas and Names for Some Acids and Bases

Acids		Bases	
Formula	Name	Formula	Name
HCl(aq)	hydrochloric acid	NaOH(aq)	sodium hydroxide
HBr(aq)	hydrobromic acid	KOH(aq)	potassium hydroxide
HI(aq)	hydriodic acid	$Mg(OH)_2$(aq)	magnesium hydroxide
H_2S(aq)	hydrosulfuric acid	$Ca(OH)_2$(aq)	calcium hydroxide
$HC_2H_3O_2$(aq)	acetic acid	NH_3(aq)	ammonia
HNO_3(aq)	nitric acid		
HNO_2(aq)	nitrous acid		
H_2SO_4(aq)	sulfuric acid		
H_2SO_3(aq)	sulfurous acid		
$HClO_3$(aq)	chloric acid		
$HClO_4$(aq)	perchloric acid		
$HClO_2$(aq)	chlorous acid		
H_3PO_4(aq)	phosphoric acid		
H_3PO_3(aq)	phosphorous acid		

Many bases and their aqueous solutions are named using the normal rules of ionic compounds that were presented previously; that is, they are named as hydroxide compounds. For example, the base sodium hydroxide (NaOH) is both an ionic compound and an aqueous solution. However, aqueous solutions of acids have their own naming rules. The names of *binary acids* (compounds with hydrogen and one other element in their formula) are based on the root of the name of the other element preceded by the prefix *hydro-* and followed by the suffix *-ic acid*. Thus, an aqueous solution of HCl [designated "HCl(aq)"] is called hydrochloric acid, H_2S(aq) is called hydrosulfuric acid, and so forth. Acids composed of more than two elements (typically hydrogen and oxygen and some other element) have names based on the name of the other element, followed by the suffix *-ic acid* or *-ous acid*, depending on the number of oxygen atoms in the acid's formula. Other prefixes, like *per-* and *hypo-*, also appear in the names for some acids. Unfortunately, there is no strict rule for the number of oxygen atoms that are associated with the *-ic acid* suffix; the names of these acids are best memorized. Table **10.2.1** lists some acids and bases and their names. Note that acids have hydrogen written first, as if it were the cation, while most bases have the negative hydroxide ion, if it appears in the formula, written last.

> *The name oxygen comes from the Latin meaning "acid producer" because its discoverer, Antoine Lavoisier, thought it was the essential element in acids. Lavoisier was wrong, but it is too late to change the name now.*

Example 10.2.1

Name each substance.

a. HF(aq)
b. $Sr(OH)_2$(aq)

Solution

a. This acid has only two elements in its formula, so its name includes the *hydro-* prefix. The stem of the other element's name, fluorine, is *fluor*, and we must also include the *-ic acid* ending. Its name is hydrofluoric acid.
b. This base is named as an ionic compound between the strontium ion and the hydroxide ion: strontium hydroxide.

Exercise 10.2.1

Name each substance.

a. $H_2Se(aq)$
b. $Ba(OH)_2(aq)$

Notice that one base listed in Table **10.2.1**—ammonia—does not have hydroxide as part of its formula. How does this compound increase the amount of hydroxide ion in aqueous solution? Instead of dissociating into hydroxide ions, ammonia molecules react with water molecules by taking a hydrogen ion from the water molecule to produce an ammonium ion and a hydroxide ion:

$$NH_{3(aq)} + H_2O_{(\ell)} \rightarrow NH^+_{4(aq)} + OH^-_{(aq)} \tag{10.2.1}$$

Because this reaction of ammonia with water causes an increase in the concentration of hydroxide ions in solution, ammonia satisfies the Arrhenius definition of a base. Many other nitrogen-containing compounds are bases because they too react with water to produce hydroxide ions in aqueous solution.

Neutralization

As we noted previously, acids and bases react chemically with each other to form *salts*. A salt is a general chemical term for any ionic compound formed from an acid and a base. In reactions where the acid is a hydrogen ion containing compound and the base is a hydroxide ion containing compound, water is also a product. The general reaction is as follows:

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

The reaction of acid and base to make water and a salt is called **neutralization**. Like any chemical equation, a neutralization chemical equation must be properly balanced. For example, the neutralization reaction between sodium hydroxide and hydrochloric acid is as follows:

$$NaOH(aq) + HCl_{(aq)} \rightarrow NaCl_{(aq)} + H_2O_{(\ell)} \tag{10.2.2}$$

with coefficients all understood to be one. The neutralization reaction between sodium hydroxide and sulfuric acid is as follows:

$$2NaOH_{(aq)} + H_2SO_{4(aq)} \rightarrow Na_2SO_{4(aq)} + 2H_2O_{(\ell)} \tag{10.2.3}$$

Once a neutralization reaction is properly balanced, we can use it to perform stoichiometry calculations, such as the ones we practiced earlier.

Example 10.2.2

Nitric acid [$HNO_3(aq)$] can be neutralized by calcium hydroxide [$Ca(OH)_2(aq)$].

a. Write a balanced chemical equation for the reaction between these two compounds and identify the salt it produces.
b. For one reaction, 16.8 g of HNO_3 is present initially. How many grams of $Ca(OH)_2$ are needed to neutralize that much HNO_3?
c. In a second reaction, 805 mL of 0.672 M $Ca(OH)_2$ is present initially. What volume of 0.432 M HNO_3 solution is necessary to neutralize the $Ca(OH)_2$ solution?

Solution

a. Because there are two OH^- ions in the formula for $Ca(OH)_2$, we need two moles of HNO_3 to provide H^+ ions. The balanced chemical equation is as follows: $Ca(OH)_2(aq) + 2HNO_3(aq) \rightarrow Ca(NO_3)_2(aq) + 2H_2O(\ell)$

   The salt formed is calcium nitrate.

b. This calculation is much like the calculations we did in Chapter 6 "Quantities in Chemical Reactions". First we convert the mass of HNO_3 to moles using its molar mass of 1.01 + 14.00 + 3(16.00) = 63.01 g/mol; then we use the balanced chemical equation to determine the related number of moles of $Ca(OH)_2$ needed to neutralize it; and then we convert that number of moles of $Ca(OH)_2$ to the mass of $Ca(OH)_2$ using its molar mass of 40.08 + 2(1.01) + 2(16.00) = 74.10 g/mol.

$$16.8\ \text{g HNO}_3 \times \frac{1\ \text{mol HNO}_3}{63.01\ \text{g HNO}_3} \times \frac{1\ \text{mol Ca(OH)}_2}{2\ \text{mol HNO}_3} \times \frac{74.10\ \text{g Ca(OH)}_2}{1\ \text{mol Ca(OH)}_2} = 9.88\ \text{g Ca(OH)}_2\ \text{needed}$$

c. Having concentration information allows us to employ the skills we developed in Chapter 9. First, we use the concentration and volume data to determine the number of moles of $Ca(OH)_2$ present. Recognizing that 805 mL = 0.805 L,

$$0.672\ \text{M}\ \text{Ca(OH)}_2 = \frac{\text{mol Ca(OH)}_2}{0.805\ \text{L soln}}$$

$$0.672\ \text{M CaOH)}_2 \times (0.805\ \text{L soln}) = \text{mol Ca(OH)}_2 = 0.541\ \text{mol Ca(OH)}_2$$

We combine this information with the proper ratio from the balanced chemical equation to determine the number of moles of HNO_3 needed:

$$0.541\ \text{mol}\ \text{Ca(OH)}_2 \times \frac{2\ \text{mol HNO}_3}{1\ \text{mol Ca(OH)}_2} = 1.08\ \text{mol HNO}_3$$

Now, using the definition of molarity one more time, we determine the volume of acid solution needed:

$$0.432\ \text{M HNO}_3 = \frac{1.08\ \text{mol HNO}_3}{\text{volume of HNO}_3}$$

$$\text{volume of HNO}_3 = \frac{1.08\ \text{mol HNO}_3}{0.432\ \text{M HNO}_3} = 2.50\ \text{L} = 2.50 \times 10^3\ \text{mL HNO}_3$$

Exercise 10.2.2

Hydrocyanic acid [HCN(aq)] can be neutralized by potassium hydroxide [KOH(aq)].

a. Write a balanced chemical equation for the reaction between these two compounds and identify the salt it produces.
b. For one reaction, 37.5 g of HCN is present initially. How many grams of KOH are needed to neutralize that much HCN?
c. In a second reaction, 43.0 mL of 0.0663 M KOH is present initially. What volume of 0.107 M HCN solution is necessary to neutralize the KOH solution?

Hydrocyanic acid (HCN) is one exception to the acid-naming rules that specify using the prefix *hydro-* for binary acids (acids composed of hydrogen and only one other element).

Concept Review Exercises

1. Give the Arrhenius definitions of an acid and a base.
2. What is neutralization?

Answers

1. Arrhenius acid: a compound that increases the concentration of hydrogen ion (H^+) in aqueous solution; Arrhenius base: a compound that increases the concentration of hydroxide ion (OH^-) in aqueous solution.
2. the reaction of an acid and a base

Key Takeaway

- An Arrhenius acid increases the H^+ ion concentration in water, while an Arrhenius base increases the OH^- ion concentration in water.

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10.3: Brønsted-Lowry Definition of Acids and Bases

Learning Objectives

1. Recognize a compound as a Brønsted-Lowry acid or a Brønsted-Lowry base.
2. Illustrate the proton transfer process that defines a Brønsted-Lowry acid-base reaction.

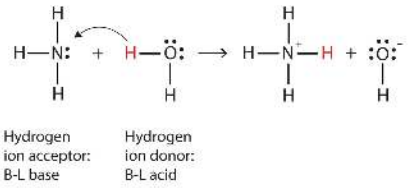
Ammonia (NH_3) increases the hydroxide ion concentration in aqueous solution by reacting with water rather than releasing hydroxide ions directly. In fact, the Arrhenius definitions of an acid and a base focus on hydrogen ions and hydroxide ions. Are there more fundamental definitions for acids and bases?

In 1923, the Danish scientist Johannes Brønsted and the English scientist Thomas Lowry independently proposed new definitions for acids and bases. Rather than considering both hydrogen and hydroxide ions, they focused on the hydrogen ion only. A Brønsted-Lowry acid is a compound that supplies a hydrogen ion in a reaction. A Brønsted-Lowry base, conversely, is a compound that accepts a hydrogen ion in a reaction. Thus, the Brønsted-Lowry definitions of an acid and a base focus on the movement of hydrogen ions in a reaction, rather than on the production of hydrogen ions and hydroxide ions in an aqueous solution.

Let us use the reaction of ammonia in water to demonstrate the Brønsted-Lowry definitions of an acid and a base. Ammonia and water molecules are reactants, while the ammonium ion and the hydroxide ion are products:

$$NH_{3(aq)} + H_2O_{(\ell)} \rightarrow NH^+_{4(aq)} + OH^-_{(aq)} \tag{10.3.1}$$

What has happened in this reaction is that the original water molecule has donated a hydrogen ion to the original ammonia molecule, which in turn has accepted the hydrogen ion. We can illustrate this as follows:



Because the water molecule donates a hydrogen ion to the ammonia, it is the Brønsted-Lowry acid, while the ammonia molecule—which accepts the hydrogen ion—is the Brønsted-Lowry base. Thus, ammonia acts as a base in both the Arrhenius sense and the Brønsted-Lowry sense.

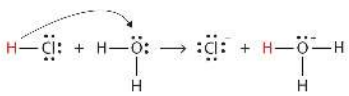
Is an Arrhenius acid like hydrochloric acid still an acid in the Brønsted-Lowry sense? Yes, but it requires us to understand what really happens when HCl is dissolved in water. Recall that the hydrogen *atom* is a single proton surrounded by a single electron. To make the hydrogen *ion*, we remove the electron, leaving a bare proton. Do we *really* have bare protons floating around in aqueous solution? No, we do not. What really happens is that the H^+ ion attaches itself to H_2O to make H_3O^+, which is called the *hydronium ion*. For most purposes, H^+ and H_3O^+ represent the same species, but writing H_3O^+ instead of H^+ shows that we understand that there are no bare protons floating around in solution. Rather, these protons are actually attached to solvent molecules.

> A proton in aqueous solution may be surrounded by more than one water molecule, leading to formulas like $H_5O_2^+$ or $H_9O_4^+$ rather than H_3O^+. It is simpler, however, to use H_3O^+.

With this in mind, how do we define HCl as an acid in the Brønsted-Lowry sense? Consider what happens when HCl is dissolved in H_2O:

$$HCl_{(g)} + H_2O_{(\ell)} \rightarrow H_3O^+_{(aq)} + Cl^-_{(aq)} \tag{10.3.2}$$

We can depict this process using Lewis electron dot diagrams:



Now we see that a hydrogen ion is transferred from the HCl molecule to the H_2O molecule to make chloride ions and hydronium ions. As the hydrogen ion donor, HCl acts as a Brønsted-Lowry acid; as a hydrogen ion acceptor, H_2O is a Brønsted-Lowry base. So HCl is an acid not just in the Arrhenius sense but also in the Brønsted-Lowry sense. Moreover, by the Brønsted-Lowry definitions, H_2O is a base in the formation of aqueous HCl. So the Brønsted-Lowry definitions of an acid and a base classify the dissolving of HCl in water as a reaction between an acid and a base—although the Arrhenius definition would not have labeled H_2O a base in this circumstance.

> All Arrhenius acids and bases are Brønsted-Lowry acids and bases as well. However, not all Brønsted-Lowry acids and bases are Arrhenius acids and bases.

Example 10.3.1

Aniline ($C_6H_5NH_2$) is slightly soluble in water. It has a nitrogen atom that can accept a hydrogen ion from a water molecule just like the nitrogen atom in ammonia does. Write the chemical equation for this reaction and identify the Brønsted-Lowry acid and base.

Solution

$C_6H_5NH_2$ and H_2O are the reactants. When $C_6H_5NH_2$ accepts a proton from H_2O, it gains an extra H and a positive charge and leaves an OH^- ion behind. The reaction is as follows:

$$C_6H_5NH_2(aq) + H_2O(\ell) \rightarrow C_6H_5NH_3^+(aq) + OH^-(aq)$$

Because $C_6H_5NH_2$ accepts a proton, it is the Brønsted-Lowry base. The H_2O molecule, because it donates a proton, is the Brønsted-Lowry acid.

Exercise 10.3.1

Caffeine ($C_8H_{10}N_4O_2$) is a stimulant found in coffees and teas. When dissolved in water, it can accept a proton from a water molecule. Write the chemical equation for this process and identify the Brønsted-Lowry acid and base.

The Brønsted-Lowry definitions of an acid and a base can be applied to chemical reactions that occur in solvents other than water. The following example illustrates.

Example 10.3.2

Sodium amide ($NaNH_2$) dissolves in methanol (CH_3OH) and separates into sodium ions and amide ions (NH_2^-). The amide ions react with methanol to make ammonia and the methoxide ion (CH_3O^-). Write a balanced chemical equation for this process and identify the Brønsted-Lowry acid and base.

Solution

The equation for the reaction is between NH_2^- and CH_3OH to make NH_3 and CH_3O^- is as follows:

$$NH_2^-(solv) + CH_3OH(\ell) \rightarrow NH_3(solv) + CH_3O^-(solv)$$

The label *(solv)* indicates that the species are dissolved in some solvent, in contrast to *(aq)*, which specifies an aqueous (H_2O) solution. In this reaction, we see that the NH_2^- ion accepts a proton from a CH_3OH molecule to make an NH_3 molecule. Thus, as the proton acceptor, NH_2^- is the Brønsted-Lowry base. As the proton donor, CH_3OH is the Brønsted-Lowry acid.

Exercise 10.3.2

Pyridinium chloride (C_5H_5NHCl) dissolves in ethanol (C_2H_5OH) and separates into pyridinium ions ($C_5H_5NH^+$) and chloride ions. The pyridinium ion can transfer a hydrogen ion to a solvent molecule. Write a balanced chemical equation for this process and identify the Brønsted-Lowry acid and base.

To Your Health: Brønsted-Lowry Acid-Base Reactions in Pharmaceuticals

There are many interesting applications of Brønsted-Lowry acid-base reactions in the pharmaceutical industry. For example, drugs often need to be water soluble for maximum effectiveness. However, many complex organic compounds are not soluble or are only slightly soluble in water. Fortunately, those drugs that contain proton-accepting nitrogen atoms (and there are a lot of them) can be reacted with dilute hydrochloric acid [HCl(aq)]. The nitrogen atoms—acting as Brønsted-Lowry bases—accept the hydrogen ions from the acid to make an ion, which is usually much more soluble in water. The modified drug molecules can then be isolated as chloride salts:

$$\mathrm{RN(sl\ aq) + H^+(aq) \rightarrow RNH^+(aq) \xrightarrow{Cl^-(aq)} RNHCl(s)} \tag{10.3.3}$$

where RN represents some organic compound containing nitrogen. The label *(sl aq)* means "slightly aqueous," indicating that the compound RN is only slightly soluble. Drugs that are modified in this way are called *hydrochloride salts*. Examples include the powerful painkiller codeine, which is commonly administered as codeine hydrochloride. Acids other than hydrochloric acid are also used. Hydrobromic acid, for example, gives *hydrobromide salts*. Dextromethorphan, an ingredient in many cough medicines, is dispensed as dextromethorphan hydrobromide. The accompanying figure shows another medication as a hydrochloride salt.



Figure used with permission from Wikipedia.

Concept Review Exercise

1. Give the definitions of a Brønsted-Lowry acid and a Brønsted-Lowry base.

Answer

1. A Brønsted-Lowry acid is a proton donor, while a Brønsted-Lowry base is a proton acceptor.

Key Takeaways

- A Brønsted-Lowry acid is a proton donor, and a Brønsted-Lowry base is a proton acceptor.
- Brønsted-Lowry acid-base reactions are essentially proton transfer reactions.

10.3: Brønsted-Lowry Definition of Acids and Bases is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by LibreTexts.

10.4: Water - Both an Acid and a Base

Learning Objectives

- To write chemical equations for water acting as an acid and as a base.

Water (H_2O) is an interesting compound in many respects. Here, we will consider its ability to behave as an acid or a base.

In some circumstances, a water molecule will accept a proton and thus act as a Brønsted-Lowry base. We saw an example in the dissolving of HCl in H_2O:

$$\mathbf{HCl + H_2O_{(\ell)} \rightarrow H_3O^+_{(aq)} + Cl^-_{(aq)}} \tag{10.4.1}$$

In other circumstances, a water molecule can donate a proton and thus act as a Brønsted-Lowry acid. For example, in the presence of the amide ion (see Example 4 in Section 10.2), a water molecule donates a proton, making ammonia as a product:

$$H_2O_{(\ell)} + NH^-_{2(aq)} \rightarrow OH^-_{(aq)} + NH_{3(aq)} \tag{10.4.2}$$

In this case, NH_2^- is a Brønsted-Lowry base (the proton acceptor).

So, depending on the circumstances, H_2O can act as either a Brønsted-Lowry acid or a Brønsted-Lowry base. Water is not the only substance that can react as an acid in some cases or a base in others, but it is certainly the most common example—and the most important one. A substance that can either donate or accept a proton, depending on the circumstances, is called an amphiprotic compound.

A water molecule can act as an acid or a base even in a sample of pure water. About 6 in every 100 million (6 in 10^8) water molecules undergo the following reaction:

$$H_2O_{(\ell)} + H_2O_{(\ell)} \rightarrow H_3O^+_{(aq)} + OH^-_{(aq)} \tag{10.4.3}$$

This process is called the autoionization of water (Figure **10.4.1**) and occurs in every sample of water, whether it is pure or part of a solution. Autoionization occurs to some extent in any amphiprotic liquid. (For comparison, liquid ammonia undergoes autoionization as well, but only about 1 molecule in a million billion (1 in 10^{15}) reacts with another ammonia molecule.)

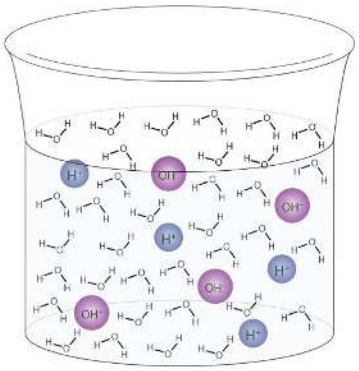


Figure **10.4.1** Autoionization. A small fraction of water molecules—approximately 6 in 100 million—ionize spontaneously into hydronium ions and hydroxide ions. This picture necessarily overrepresents the amount of autoionization that really occurs in pure water.

Example 10.4.1

Identify water as either a Brønsted-Lowry acid or a Brønsted-Lowry base.

1. $H_2O(\ell) + NO_2^-(aq) \rightarrow HNO_2(aq) + OH^-(aq)$
2. $HC_2H_3O_2(aq) + H_2O(\ell) \rightarrow H_3O^+(aq) + C_2H_3O_2^-(aq)$

Solution

1. In this reaction, the water molecule donates a proton to the NO_2^- ion, making $OH^-(aq)$. As the proton donor, H_2O acts as a Brønsted-Lowry acid.
2. In this reaction, the water molecule accepts a proton from $HC_2H_3O_2$, becoming $H_3O^+(aq)$. As the proton acceptor, H_2O is a Brønsted-Lowry base.

Exercise 10.4.2

Identify water as either a Brønsted-Lowry acid or a Brønsted-Lowry base.

1. $HCOOH(aq) + H_2O(\ell) \rightarrow H_3O^+(aq) + HCOO^-(aq)$
2. $H_2O(\ell) + PO_4^{3-}(aq) \rightarrow OH^-(aq) + HPO_4^{2-}(aq)$

Concept Review Exercises

1. Explain how water can act as an acid.
2. Explain how water can act as a base.

Answers

1. Under the right conditions, H_2O can donate a proton, making it a Brønsted-Lowry acid.
2. Under the right conditions, H_2O can accept a proton, making it a Brønsted-Lowry base.

Key Takeaway

- Water molecules can act as both an acid and a base, depending on the conditions.

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10.5: The Strengths of Acids and Bases

Learning Objectives

- Describe the difference between strong and weak acids and bases.
- Describe how a chemical reaction reaches chemical equilibrium.
- Define the pH scale and use it to describe acids and bases.

Acids and bases do not all demonstrate the same degree of chemical activity in solution. Different acids and bases have different strengths.

Strong and Weak Acids

Let us consider the strengths of acids first. A small number of acids ionize completely in aqueous solution. For example, when HCl dissolves in water, every molecule of HCl separates into a hydronium ion and a chloride ion:

$$\mathrm{HCl\,(g) + H_2O\,(l) \xrightarrow{\sim 100\ \%} H_3O^+\,(aq) + Cl^-\,(aq)} \tag{10.5.1}$$

HCl(aq) is one example of a strong acid, which is a compound that is essentially 100% ionized in aqueous solution. There are very few strong acids. The important ones are listed in Table **10.5.1**.

Table **10.5.1**: Strong Acids and Bases (All in Aqueous Solution)

Acids	Bases
HCl	LiOH
HBr	NaOH
HI	KOH
HNO_3	$Mg(OH)_2$
H_2SO_4	$Ca(OH)_2$
$HClO_4$	

By analogy, a strong base is a compound that is essentially 100% ionized in aqueous solution. As with acids, there are only a few strong bases, which are also listed in Table **10.5.1**.

If an acid is not listed in Table **10.5.1**, it is likely a weak acid, which is a compound that is not 100% ionized in aqueous solution. Similarly, a weak base is a compound that is not 100% ionized in aqueous solution. For example, acetic acid ($HC_2H_3O_2$) is a weak acid. The ionization reaction for acetic acid is as follows:

$$HC_2H_3O_{2(aq)} + H_2O_{(\ell)} \rightarrow H_3O^+_{(aq)} + C_2H_3O^-_{2(aq)} \tag{10.5.2}$$

Depending on the concentration of $HC_2H_3O_2$, the ionization reaction may occur only for 1%–5% of the acetic acid molecules.

Looking Closer: 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 hydrochloric acid [HCl(aq)]. Vinegar has already been 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 ammonia (NH_3), which is found in numerous cleaning products. As we mentioned previously, ammonia is a base because it increases the hydroxide ion concentration by reacting with water:

$$NH_{3(aq)} + H_2O_{(\ell)} \rightarrow NH^+_{4(aq)} + OH^-_{(aq)} \tag{10.5.3}$$

Many soaps are also slightly basic because they contain compounds that act as Brønsted-Lowry bases, accepting protons from water and forming excess hydroxide ions. This is one reason that soap solutions are slippery.



Figure 10.5.1: (left) Bottles of alkaline drain cleaners containing sodium hydroxide can dissolve greases and hair. (right) Chemical burns caused by sodium hydroxide solution photographed 44 hours after exposure. Figures used with permission from Wikipedia.

Perhaps the most dangerous household chemical is the lye-based drain cleaner. Lye is a common name for sodium hydroxide, although it is also used as a synonym for potassium hydroxide. Lye is an extremely caustic chemical that can react with grease, hair, food particles, and other substances that may build up and form a clog in a pipe. Unfortunately, lye can also attack 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, nonlye drain cleaners use peroxide compounds to react on the materials in the clog and clear the drain.

Chemical Equilibrium

The behavior of weak acids and bases illustrates a key concept in chemistry. Does the chemical reaction describing the ionization of a weak acid or base just stop when the acid or base is done ionizing? Actually, no. Rather, the reverse process—the reformation of the molecular form of the acid or base—occurs, ultimately at the same rate as the ionization process. For example, the ionization of the weak acid $HC_2H_3O_2$ (aq) is as follows:

$$HC_2H_{3}O_{2(aq)} + H_2O_{(\ell)} \rightarrow H_3O^+_{(aq)} + C_2H_3O^-_{2(aq)} \tag{10.5.4}$$

The reverse process also begins to occur:

$$H_3O^+_{(aq)} + C_2H_3O^-_{2(aq)} \rightarrow HC_2H_{3}O_{2(aq)} + H_2O_{(\ell)} \tag{10.5.5}$$

Eventually, there is a balance between the two opposing processes, and no additional change occurs. The chemical reaction is better represented at this point with a double arrow:

$$HC_2H_{3}O_{2(aq)} + H_2O_{(\ell)} \rightleftharpoons H_3O^+_{(aq)} + C_2H_3O^-_{2(aq)} \tag{10.5.6}$$

The $\rightleftharpoons$ implies that both the forward and reverse reactions are occurring, and their effects cancel each other out. A process at this point is considered to be at chemical equilibrium (or equilibrium). It is important to note that the processes do not stop. They balance out each other so that there is no further net change; that is, chemical equilibrium is a *dynamic equilibrium*.

Example 10.5.1: Partial Ionization

Write the equilibrium chemical equation for the partial ionization of each weak acid or base.

a. HNO_2(aq)
b. C_5H_5N(aq)

Solution

a. $HNO_2(aq) + H_2O(\ell) \leftrightarrows NO_2^-(aq) + H_3O^+(aq)$
b. $C_5H_5N(aq) + H_2O(\ell) \leftrightarrows C_5H_5NH^+(aq) + OH^-(aq)$

Exercise 10.5.1

Write the equilibrium chemical equation for the partial ionization of each weak acid or base.

a. $HF_{(aq)}$
b. $AgOH_{(aq)}$

Hydrofluoric acid $HF_{(aq)}$ reacts directly with glass (very few chemicals react with glass). Hydrofluoric acid is used in glass etching.

Finally, you may realize that the autoionization of water is actually an equilibrium process, so it is more properly written with the double arrow:

$$H_2O_{(\ell)} + H_2O_{(\ell)} \rightleftharpoons H_3O^+_{(aq)} + OH^-_{(aq)} \tag{10.5.7}$$

The pH Scale

One qualitative measure of the strength of an acid or a base solution is the pH scale, which is based on the concentration of the hydronium (or hydrogen) ion in aqueous solution.

$$pH = -\log[H^+] \tag{10.5.8}$$

or

$$pH = -\log[H_3O^+] \tag{10.5.9}$$

A neutral (neither acidic nor basic) solution, one that has the same concentration of hydrogen and hydroxide ions, has a pH of 7. A pH below 7 means that a solution is acidic, with lower values of pH corresponding to increasingly acidic solutions. A pH greater than 7 indicates a basic solution, with higher values of pH corresponding to increasingly basic solutions. Thus, given the pH of several solutions, you can state which ones are acidic, which ones are basic, and which are more acidic or basic than others. Table **10.5.2** lists the pH of several common solutions. Notice that some biological fluids are nowhere near neutral.

Table **10.5.2**: The pH Values of Some Common Solutions

Solution	pH
battery acid	0.3
stomach acid	1–2
lemon or lime juice	2.1
vinegar	2.8–3.0
Coca-Cola	3
wine	2.8–3.8
beer	4–5
coffee	5
milk	6
urine	6
pure H_2O	7
(human) blood	7.3–7.5
sea water	8
antacid (milk of magnesia)	10.5
NH_3 (1 M)	11.6
bleach	12.6
NaOH (1 M)	14.0

Weak acids and bases are relatively common. You may notice from Table **10.5.2** that many food products are slightly acidic. They are acidic because they contain solutions of weak acids. If the acid components of these foods were strong acids, the food would likely be inedible.

Key Takeaways

- Acids and bases can be strong or weak depending on the extent of ionization in solution.
- Most chemical reactions reach equilibrium at which point there is no net change.
- The pH scale is used to succinctly communicate the acidity or basicity of a solution.

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10.6: Buffers

Learning Objectives

- To define *buffer* and describe how it reacts with an acid or a base.

Weak acids are relatively common, even in the foods we eat. But we occasionally come across a strong acid or base, such as stomach acid, that has a strongly acidic pH of 1–2. By definition, strong acids and bases can produce a relatively large amount of hydrogen or hydroxide ions and, as a consequence, have a marked chemical activity. In addition, very small amounts of strong acids and bases can change the pH of a solution very quickly. If 1 mL of stomach acid [which we will approximate as 0.05 M HCl(aq)] is added to the bloodstream, and if no correcting mechanism is present, the pH of the blood would go from about 7.4 to about 4.9—a pH that is not conducive to continued living. Fortunately, the body has a mechanism for minimizing such dramatic pH changes.

The mechanism involves a buffer, a solution that resists dramatic changes in pH. Buffers do so by being composed of certain pairs of solutes: either a weak acid plus a salt derived from that weak acid or a weak base plus a salt of that weak base. For example, a buffer can be composed of dissolved acetic acid ($HC_2H_3O_2$, a weak acid) and sodium acetate ($NaC_2H_3O_2$, a salt derived from that acid). Another example of a buffer is a solution containing ammonia (NH_3, a weak base) and ammonium chloride (NH_4Cl, a salt derived from that base).

Let us use an acetic acid–sodium acetate buffer to demonstrate how buffers work. If a strong base—a source of OH^-(aq) ions—is added to the buffer solution, those hydroxide ions will react with the acetic acid in an acid-base reaction:

$$HC_2H_3O_{2(aq)} + OH^-_{(aq)} \rightarrow H_2O_{(\ell)} + C_2H_3O^-_{2(aq)} \tag{10.6.1}$$

Rather than changing the pH dramatically by making the solution basic, the added hydroxide ions react to make water, and the pH does not change much.

> Many people are aware of the concept of buffers from *buffered aspirin*, which is aspirin that also has magnesium carbonate, calcium carbonate, magnesium oxide, or some other salt. The salt acts like a base, while aspirin is itself a weak acid.

If a strong acid—a source of H^+ ions—is added to the buffer solution, the H^+ ions will react with the anion from the salt. Because $HC_2H_3O_2$ is a weak acid, it is not ionized much. This means that if lots of hydrogen ions and acetate ions (from sodium acetate) are present in the same solution, they will come together to make acetic acid:

$$H^+_{(aq)} + C_2H_3O^-_{2(aq)} \rightarrow HC_2H_3O_{2(aq)} \tag{10.6.2}$$

Rather than changing the pH dramatically and making the solution acidic, the added hydrogen ions react to make molecules of a weak acid. Figure **10.6.1** illustrates both actions of a buffer.

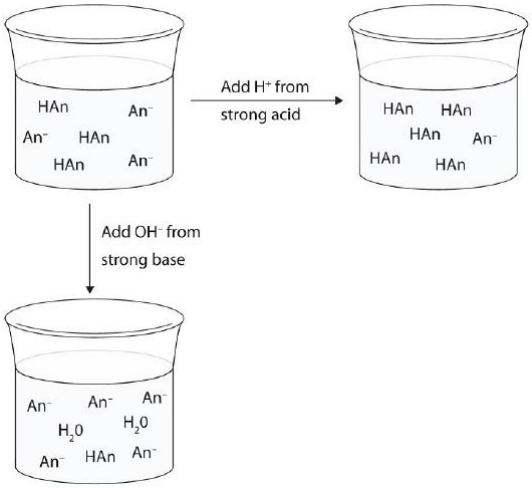


Figure 10.6.1: The Action of Buffers. Buffers can react with both strong acids (top) and strong bases (bottom) to minimize large changes in pH.

Buffers made from weak bases and salts of weak bases act similarly. For example, in a buffer containing NH_3 and NH_4Cl, ammonia molecules can react with any excess hydrogen ions introduced by strong acids:

$$NH_{3(aq)} + H^+_{(aq)} \rightarrow NH^+_{4(aq)} \tag{10.6.3}$$

while the ammonium ion [NH_4^+(aq)] can react with any hydroxide ions introduced by strong bases:

$$NH^+_{4(aq)} + OH^-_{(aq)} \rightarrow NH_{3(aq)} + H_2O_{(\ell)} \tag{10.6.4}$$

Example 10.6.1

Which solute combinations can make a buffer solution? Assume all are aqueous solutions.

a. $HCHO_2$ and $NaCHO_2$
b. HCl and NaCl
c. CH_3NH_2 and CH_3NH_3Cl
d. NH_3 and NaOH

Solution

a. Formic acid ($HCHO_2$) is a weak acid, while $NaCHO_2$ is the salt made from the anion of the weak acid—the formate ion (CHO_2^-). The combination of these two solutes would make a buffer solution.
b. Hydrochloric acid (HCl) is a strong acid, not a weak acid, so the combination of these two solutes would not make a buffer solution.
c. Methylamine (CH_3NH_2) is like ammonia with one of its hydrogen atoms substituted with a CH_3 (methyl) group. Because it is not on our list of strong bases, we can assume that it is a weak base. The compound CH_3NH_3Cl is a salt made from that weak base, so the combination of these two solutes would make a buffer solution.
d. Ammonia (NH_3) is a weak base, but NaOH is a strong base. The combination of these two solutes would not make a buffer solution.

Exercise 10.6.1

Which solute combinations can make a buffer solution? Assume all are aqueous solutions.

a. $NaHCO_3$ and NaCl
b. H_3PO_4 and NaH_2PO_4
c. NH_3 and $(NH_4)_3PO_4$
d. NaOH and NaCl

Buffers work well only for limited amounts of added strong acid or base. Once either solute is all reacted, the solution is no longer a buffer, and rapid changes in pH may occur. We say that a buffer has a certain capacity. Buffers that have more solute dissolved in them to start with have larger capacities, as might be expected.

Human blood has a buffering system to minimize extreme changes in pH. One buffer in blood is based on the presence of HCO_3^- and H_2CO_3 [H_2CO_3 is another way to write $CO_2(aq)$]. With this buffer present, even if some stomach acid were to find its way directly into the bloodstream, the change in the pH of blood would be minimal. Inside many of the body's cells, there is a buffering system based on phosphate ions.

Career Focus: Blood Bank Technology Specialist

At this point in this text, you should have the idea that the chemistry of blood is fairly complex. Because of this, people who work with blood must be specially trained to work with it properly.

A blood bank technology specialist is trained to perform routine and special tests on blood samples from blood banks or transfusion centers. This specialist measures the pH of blood, types it (according to the blood's ABO+/− type, Rh factors, and other typing schemes), tests it for the presence or absence of various diseases, and uses the blood to determine if a patient has any of several medical problems, such as anemia. A blood bank technology specialist may also interview and prepare donors to give blood and may actually collect the blood donation.

Blood bank technology specialists are well trained. Typically, they require a college degree with at least a year of special training in blood biology and chemistry. In the United States, training must conform to standards established by the American Association of Blood Banks.

Key Takeaway

- A buffer is a solution that resists sudden changes in pH.

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10.E: Acids and Bases (Exercises)

1. Give two examples of Arrhenius acids.
2. Give two examples of Arrhenius bases.
3. List the general properties of acids.
4. List the general properties of bases.
5. Name each compound. (For acids, look up the name in Table 10.1.1. For bases, use the rules for naming ionic compounds from Chapter 3.)
    1. HBr(aq)
    2. $Ca(OH)_2(aq)$
    3. $HNO_3(aq)$
    4. $Fe(OH)_3(aq)$
6. Name each compound.
    1. HI(aq)
    2. $Cu(OH)_2(aq)$
    3. $H_3PO_4(aq)$
    4. CsOH(aq)
7. Write a balanced chemical equation for the neutralization of $Ba(OH)_2(aq)$ with $HNO_3(aq)$.
8. Write a balanced chemical equation for the neutralization of $H_2SO_4(aq)$ with $Cr(OH)_3(aq)$.
9. How many moles of sodium hydroxide (NaOH) are needed to neutralize 0.844 mol of acetic acid ($HC_2H_3O_2$)? (Hint: begin by writing a balanced chemical equation for the process.)
10. How many moles of perchloric acid ($HClO_4$) are needed to neutralize 0.052 mol of calcium hydroxide [$Ca(OH)_2$]? (Hint: begin by writing a balanced chemical equation for the process.)
11. Hydrazoic acid (HN_3) can be neutralized by a base.
    1. Write the balanced chemical equation for the reaction between hydrazoic acid and calcium hydroxide.
    2. How many milliliters of 0.0245 M $Ca(OH)_2$ are needed to neutralize 0.564 g of HN_3?
12. Citric acid ($H_3C_6H_5O_7$) has three hydrogen atoms that can form hydrogen ions in solution.
    1. Write the balanced chemical equation for the reaction between citric acid and sodium hydroxide.
    2. If an orange contains 0.0675 g of $H_3C_6H_5O_7$, how many milliliters of 0.00332 M NaOH solution are needed to neutralize the acid?
13. Magnesium hydroxide [$Mg(OH)_2$] is an ingredient in some antacids. How many grams of $Mg(OH)_2$ are needed to neutralize the acid in 158 mL of 0.106 M HCl(aq)? It might help to write the balanced chemical equation first.
14. Aluminum hydroxide [$Al(OH)_3$] is an ingredient in some antacids. How many grams of $Al(OH)_3$ are needed to neutralize the acid in 96.5 mL of 0.556 M $H_2SO_4(aq)$? It might help to write the balanced chemical equation first.

Answers

1. HCl and HNO_3 (answers will vary)

3. sour taste, react with metals, react with bases, and turn litmus red

5.
    1. hydrobromic acid
    2. calcium hydroxide
    3. nitric acid
    4. iron(III) hydroxide

7. $2HNO_3(aq) + Ba(OH)_2(aq) \rightarrow Ba(NO_3)_2(aq) + 2H_2O$

9. 0.844 mol

11. Part 1: $2HN_3(aq) + Ca(OH)_2 \rightarrow Ca(N_3)_2 + 2H_2O$

11. Part 2: 268 mL

13. 0.488 g

10.2 Brønsted-Lowry Definition of Acids and Bases

Exercises

1. Label each reactant as a Brønsted-Lowry acid or a Brønsted-Lowry base.

   $HCl(aq) + NH_3(aq) \rightarrow NH_4^+(aq) + Cl^-(aq)$

2. Label each reactant as a Brønsted-Lowry acid or a Brønsted-Lowry base.

   $H_2O(\ell) + N_2H_4(aq) \rightarrow N_2H_5^+(aq) + OH^-(aq)$

3. Explain why a Brønsted-Lowry acid can be called a proton donor.
4. Explain why a Brønsted-Lowry base can be called a proton acceptor.
5. Write the chemical equation of the reaction of ammonia in water and label the Brønsted-Lowry acid and base.
6. Write the chemical equation of the reaction of methylamine (CH_3NH_2) in water and label the Brønsted-Lowry acid and base.
7. Demonstrate that the dissolution of HNO_3 in water is actually a Brønsted-Lowry acid-base reaction by describing it with a chemical equation and labeling the Brønsted-Lowry acid and base.
8. Identify the Brønsted-Lowry acid and base in the following chemical equation:

   $C_3H_7NH_2(aq) + H_3O^+(aq) \rightarrow C_3H_7NH_3^+(aq) + H_2O(\ell)$

9. Write the chemical equation for the reaction that occurs when cocaine hydrochloride ($C_{17}H_{22}ClNO_4$) dissolves in water and donates a proton to a water molecule. (When hydrochlorides dissolve in water, they separate into chloride ions and the appropriate cation.)
10. If codeine hydrobromide has the formula $C_{18}H_{22}BrNO_3$, what is the formula of the parent compound codeine?

Answers

1. HCl: Brønsted-Lowry acid; NH_3: Brønsted-Lowry base
3. A Brønsted-Lowry acid gives away an H^+ ion—nominally, a proton—in an acid-base reaction.
5. $NH_3 + H_2O \rightarrow NH_4^+ + OH^-$ (here NH_3 = Brønsted-Lowry base; H_2O = Brønsted-Lowry acid)
7. $HNO_3 + H_2O \rightarrow H_3O^+ + NO_3^-$ (here NO_3 = Brønsted-Lowry acid; H_2O = Brønsted-Lowry base)
9. $C_{17}H_{22}NO_{4+} + H_2O \rightarrow H_3O^+ + C_{17}H_{21}NO_4$

10.3 Water: Both an Acid and a Base

Exercises

1. Is $H_2O(\ell)$ acting as an acid or a base?

   $H_2O(\ell) + NH_4^+(aq) \rightarrow H_3O^+(aq) + NH_3(aq)$

2. Is $H_2O(\ell)$ acting as an acid or a base?

   $CH_3^-(aq) + H_2O(\ell) \rightarrow CH_4(aq) + OH^-(aq)$

3. In the aqueous solutions of some salts, one of the ions from the salt can react with water molecules. In some $C_2H_3O_2^-$ solutions, the following reaction can occur:

   $C_2H_3O_2^-(aq) + H_2O(\ell) \rightarrow HC_2H_3O_2(aq) + OH^-(aq)$

   Is H_2O acting as an acid or a base in this reaction?

4. In the aqueous solutions of some salts, one of the ions from the salt can react with water molecules. In some NH_4^+ solutions, the following reaction can occur:

   $NH_4^+(aq) + H_2O \rightarrow NH_3(aq) + H_3O^+(aq)$

   Is H_2O acting as an acid or a base in this reaction?

5. Why is pure water considered neutral?

Answers

1. base

3. acid

5. When water ionizes, equal amounts of H^+ (acid) and OH^- (base) are formed, so the solution is neither acidic nor basic: $H_2O(\ell) \rightarrow H^+(aq) + OH^-(aq)$

[SIDE NOTE: It is rare to truly have pure water. Water exposed to air will usually be slightly acidic because dissolved carbon dioxide gas, or carbonic acid, decreases the pH slightly below 7. Alternatively, dissolved minerals, like calcium carbonate (limestone), can make water slightly basic.]

10.4 The Strengths of Acids and Bases

Concept Review Exercises

1. Explain the difference between a strong acid or base and a weak acid or base.
2. Explain what is occurring when a chemical reaction reaches equilibrium.
3. Define *pH*.

Answers

1. A strong acid or base is 100% ionized in aqueous solution; a weak acid or base is less than 100% ionized.
2. The overall reaction progress stops because the reverse process balances out the forward process.
3. pH is a measure of the hydrogen ion concentration.

Exercises

1. Name a strong acid and a weak acid. (Hint: use Table 10.4.1.)
2. Name a strong base and a weak base. (Hint: use Table 10.4.1.)
3. Is each compound a strong acid or a weak acid? Assume all are in aqueous solution. (Hint: use Table 10.4.1.)
    1. HF
    2. $HC_2H_3O_2$
    3. HCl
    4. $HClO_4$
4. Is each compound a strong acid or a weak acid? Assume all are in aqueous solution. (Hint: use Table 10.4.1.)
    1. H_2SO_4
    2. HSO_4^-
    3. HPO_4^{2-}
    4. HNO_3
5. Is each compound a strong base or a weak base? Assume all are in aqueous solution. (Hint: use Table 10.4.1.)
    1. NH_3
    2. NaOH
    3. $Mg(OH)_2$
    4. $Cu(OH)_2$
6. Is each compound a strong base or a weak base? Assume all are in aqueous solution. (Hint: use Table 10.4.1.)
    1. KOH
    2. H_2O
    3. $Fe(OH)_2$
    4. $Fe(OH)_3$
7. Write the chemical equation for the equilibrium process for each weak acid in Exercise 3.

8. Write the chemical equation for the equilibrium process for each weak acid in Exercise 4.
9. Write the chemical equation for the equilibrium process for each weak base in Exercise 5.
10. Write the chemical equation for the equilibrium process for each weak base in Exercise 6.
11. Which is the stronger acid—HCl(aq) or HF(aq)?
12. Which is the stronger base—KOH(aq) or $Ni(OH)_2$(aq)?
13. Consider the two acids in Exercise 11. For solutions that have the same concentration, which one would you expect to have a lower pH?
14. Consider the two bases in Exercise 12. For solutions that have the same concentration, which one would you expect to have a higher pH?
15. Consider the list of substances in Table \PageIndex3\PageIndex3.2"The pH Values of Some Common Solutions". What is the most acidic substance on the list that you have encountered recently?
16. Consider the list of substances in Table \PageIndex3\PageIndex3.2"The pH Values of Some Common Solutions". What is the most basic substance on the list that you have encountered recently?

Answers

1. strong acid: HCl; weak acid: $HC_2H_3O_2$ (answers will vary)

3. 1. weak
   2. weak
   3. strong
   4. strong

5. 1. weak
   2. strong
   3. strong
   4. weak

7. 3a: $HF(aq) \leftrightarrows H^+(aq) + F^-(aq)$; 3b: $HC_2H_3O_2(aq) \leftrightarrows H^+(aq) + C_2H_3O_2^-(aq)$

9. 5a: $NH_3(aq) + H_2O \leftrightarrows NH_4^+(aq) + OH^-(aq)$; 5d: $Cu(OH)_2(aq) \leftrightarrows Cu^{2+}(aq) + 2OH^-(aq)$

11. HCl(aq)

13. HCl(aq)

15. (answers will vary)

10.5: Buffers

Concept Review Exercise

1. Explain how a buffer prevents large changes in pH.

Answer

1. A buffer has components that react with both strong acids and strong bases to resist sudden changes in pH.

Exercises

1. Describe a buffer. What two related chemical components are required to make a buffer?
2. Can a buffer be made by combining a strong acid with a strong base? Why or why not?
3. Which solute combinations can make a buffer? Assume all are aqueous solutions.
   1. HCl and NaCl
   2. HNO_2 and $NaNO_2$
   3. NH_4NO_3 and HNO_3
   4. NH_4NO_3 and NH_3
4. Which solute combinations can make a buffer? Assume all are aqueous solutions.
   1. H_3PO_4 and Na_3PO_4

2. $NaHCO_3$ and Na_2CO_3
3. $NaNO_3$ and $Ca(NO_3)_2$
4. HN_3 and NH_3

5. For each combination in Exercise 3 that is a buffer, write the chemical equations for the reactions of the buffer components when a strong acid and a strong base is added.
6. For each combination in Exercise 4 that is a buffer, write the chemical equations for the reaction of the buffer components when a strong acid and a strong base is added.
7. The complete phosphate buffer system is based on four substances: H_3PO_4, $H_2PO_4^-$, HPO_4^{2-}, and PO_4^{3-}. What different buffer solutions can be made from these substances?
8. Explain why NaBr cannot be a component in either an acidic or a basic buffer.
9. Explain why $Mg(NO_3)_2$ cannot be a component in either an acidic or a basic buffer.

Answers

1. A buffer resists sudden changes in pH. It has a weak acid or base and a salt of that weak acid or base.

3. 1. not a buffer
   2. buffer
   3. not a buffer
   4. buffer

5. 3b: strong acid: $H^+ + NO_2^- \rightarrow HNO_2$; strong base: $OH^- + HNO_2 \rightarrow H_2O + NO_2^-$; 3d: strong acid: $H^+ + NH_3 \rightarrow NH_4^+$; strong base: $OH^- + NH_4^+ \rightarrow H_2O + NH_3$

7. Buffers can be made by combining H_3PO_4 and $H_2PO_4^-$, $H_2PO_4^-$ and HPO_4^{2-}, and HPO_4^{2-} and PO_4^{3-}.

9. $Mg(NO_3)_2$ includes two types of ions, Mg^{2+} and NO_3^-. $Mg(OH)_2$ is strong base and completely dissociates (100% falls apart), so Mg^{2+} will not react with any added base (0% combines with OH^-). HNO_3 is strong acid and completely dissociates (100% falls apart), so NO_3^- will not react with any added acid (0% combines with H^+). Because $Mg(NO_3)_2$ does will not react with any added base or acid, it does not resist change in pH and is not a buffer.

10.6: Chapter Summary

Additional Exercises

1. The properties of a 1.0 M HCl solution and a 1.0 M $HC_2H_3O_2$ solution are compared. Measurements show that the hydrochloric acid solution has a higher osmotic pressure than the acetic acid solution. Explain why.
2. Of a 0.50 M HNO_3 solution and a 0.50 M $HC_2H_3O_2$ solution, which should have the higher boiling point? Explain why.
3. The reaction of sulfuric acid [$H_2SO_4(aq)$] with sodium hydroxide [NaOH(aq)] can be represented by two separate steps, with only one hydrogen ion reacting in each step. Write the chemical equation for each step.
4. The reaction of aluminum hydroxide [$Al(OH)_3(aq)$] with hydrochloric acid [HCl(aq)] can be represented by three separate steps, with only one hydroxide ion reacting in each step. Write the chemical equation for each step.
5. A friend brings you a small sample of an unknown chemical. Assuming that the chemical is soluble in water, how would you determine if the chemical is an acid or a base?
6. A neutral solution has a hydrogen ion concentration of about 1×10^{-7} M. What is the concentration of the hydroxide ion in a neutral solution?
7. The Lewis definitions of an acid and a base are based on electron pairs, not protons. A Lewis acid is an electron pair acceptor, while a Lewis base is an electron pair donor. Use Lewis diagrams to show that

   $H^+(aq) + OH^-(aq) \rightarrow H_2O(\ell)$

   is an acid-base reaction in the Lewis sense as well as in the Arrhenius and Brønsted-Lowry senses.

8. Given the chemical reaction

   $NH_3(g) + BF_3(g) \rightarrow NH_3—BF_3(s)$

show that the reaction illustrated by this equation is an acid-base reaction if we use the Lewis definitions of an acid and a base (see Exercise 7). The product contains a bond between the N and B atoms.

Answers

1. HCl is a strong acid and yields more ions in solution.
3. $H_2SO_4 + NaOH \rightarrow NaHSO_4 + H_2O$; $NaHSO_4 + NaOH \rightarrow Na_2SO_4 + H_2O$
5. One way is to add it to $NaHCO_3$; if it bubbles, it is an acid. Alternatively, add the sample to litmus and look for a characteristic color change (red for acid, blue for base).
7. The O atom is donating an electron pair to the H^+ ion, making the base an electron pair donor and the acid an electron pair acceptor.

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10.S: Acids and Bases (Summary)

To ensure that you understand the material in this chapter, you should review the meanings of the bold terms in the following summary and ask yourself how they relate to the topics in the chapter.

The earliest chemical definition of an acid, the **Arrhenius definition**, says that an **acid** is a compound that increases the amount of hydrogen ion (H^+) in aqueous solution. An **Arrhenius base** is a compound that increases the amount of hydroxide ion (OH^-) in aqueous solution. While most bases are named as ionic hydroxide compounds, aqueous acids have a naming system unique to acids. Acids and bases react together in a characteristic chemical reaction called **neutralization**, in which the products are water and a salt. The principles of stoichiometry, along with the balanced chemical equation for a reaction between an acid and a base, can be used to determine how much of one compound will react with a given amount of the other.

A **Brønsted-Lowry acid** is any substance that donates a proton to another substance. A **Brønsted-Lowry base** is any substance that accepts a proton from another substance. The reaction of ammonia with water to make ammonium ions and hydroxide ions can be used to illustrate Brønsted-Lowry acid and base behavior.

Some compounds can either donate or accept protons, depending on the circumstances. Such compounds are called **amphiprotic**. Water is one example of an amphiprotic compound. One result of water being amphiprotic is that a water molecule can donate a proton to another water molecule to make a hydronium ion and a hydroxide ion. This process is called the **autoionization of water** and occurs in any sample of water.

Not all acids and bases are equal in chemical strength. A **strong acid** is an acid whose molecules are all dissociated into ions in aqueous solution. Hydrochloric acid is an example of a strong acid. Similarly, a **strong base** is a base whose molecules are dissociated into ions in aqueous solution. Sodium hydroxide is an example of a strong base. Any acid or base whose molecules are not all dissociated into ions in aqueous solution is a **weak acid** or a **weak base**. Solutions of weak acids and weak bases reach a **chemical equilibrium** between the un-ionized form of the compound and the dissociated ions. It is a dynamic equilibrium because acid and base molecules are constantly dissociating into ions and reassociating into neutral molecules.

The **pH** scale is a scale used to express the concentration of hydrogen ions in solution. A neutral solution, neither acidic nor basic, has a pH of 7. Acidic solutions have a pH lower than 7, while basic solutions have a pH higher than 7.

Buffers are solutions that resist dramatic changes in pH when an acid or a base is added to them. They contain a weak acid and a salt of that weak acid, or a weak base and a salt of that weak base. When a buffer is present, any strong acid reacts with the anion of the salt, forming a weak acid and minimizing the presence of hydrogen ions in solution. Any strong base reacts with the weak acid, minimizing the amount of additional hydroxide ions in solution. However, buffers only have limited **capacity**; there is a limit to the amount of strong acid or strong base any given amount of buffer will react with.

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Index

A

alpha decay
- 2.9: Radioactivity

B

Balancing a Chemical Equation
- 5.5: How to Write Balanced Chemical Equations

beta decay
- 2.9: Radioactivity

Bohr Atom
- 2.5: Bohr Diagrams of Atoms and Ions

Bohr Diagram
- 2.5: Bohr Diagrams of Atoms and Ions

C

charge balance
- 3.1: Ions

chemical change
- 5.1: Changes in Matter - Physical and Chemical Changes

chemical property
- 5.2: Differences in Matter- Physical and Chemical Properties

Coefficients and Subscripts
- 5.5: How to Write Balanced Chemical Equations

complete ionic equation
- 6.4: Writing Chemical Equations for Reactions in Solution- Molecular, Complete Ionic, and Net Ionic Equations

compound
- 1.4: Classifying Matter According to Its Composition

conservation of mass
- 5.3: Conservation of Mass - There is No New Matter

covalent bond
- 3.5: Covalent Bonds

E

element
- 1.4: Classifying Matter According to Its Composition

F

fission
- 2.9: Radioactivity

G

gamma emission
- 2.9: Radioactivity

H

heat capacity
- 7.3: Temperature Changes - Heat Capacity

Heat Capacity Calculations
- 7.4: Energy and Heat Capacity Calculations

M

mixture
- 1.4: Classifying Matter According to Its Composition

N

net ionic equation
- 6.4: Writing Chemical Equations for Reactions in Solution- Molecular, Complete Ionic, and Net Ionic Equations

P

physical change
- 5.1: Changes in Matter - Physical and Chemical Changes

physical property
- 5.2: Differences in Matter- Physical and Chemical Properties

potential energy
- 7.1: Energy

precipitation reaction
- 6.3: Precipitation Reactions

R

radioactivity
- 2.9: Radioactivity

Redox Reactions (Organic Chemistry)
- 6.5: Redox Reactions in Organic Chemistry and Biochemistry

Ringer's lactate
- 9.1: Prelude to Solutions

S

scientific notation
- 1.6: Expressing Numbers - Scientific Notation

Separation of Mixtures
- 5.1: Changes in Matter - Physical and Chemical Changes

Significant Figure
- 1.7: Expressing Numbers - Significant Figures

specific heat capacity
- 7.3: Temperature Changes - Heat Capacity

spectator ions
- 6.4: Writing Chemical Equations for Reactions in Solution- Molecular, Complete Ionic, and Net Ionic Equations

T

temperature
- 7.2: Temperature - Random Motion of Molecules and Atoms

U

units of energy
- 7.1: Energy

V

VSEPR
- 3.9: Characteristics of Molecules

W

work
- 7.1: Energy

Glossary

Sample Word 1 | Sample Definition 1

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- CHEM1306: Health Chemistry I (Rodriguez) - *Undeclared*
  - Front Matter - *Undeclared*
    - TitlePage - *Undeclared*
    - InfoPage - *Undeclared*
    - Table of Contents - *Undeclared*
    - Licensing - *Undeclared*
  - 1: Classifying Matter - *Undeclared*
    - 1.1: In Your Room - *Undeclared*
    - 1.2: What Is Chemistry? - *CC BY-NC-SA 4.0*
    - 1.3: Classifying Matter According to Its State- Solid, Liquid, and Gas - *Undeclared*
    - 1.4: Classifying Matter According to Its Composition - *Undeclared*
    - 1.5: Measurements - *CC BY-NC-SA 4.0*
    - 1.6: Expressing Numbers - Scientific Notation - *CC BY-NC-SA 4.0*
    - 1.7: Expressing Numbers - Significant Figures - *CC BY-NC-SA 4.0*
    - 1.8: The International System of Units - *CC BY-NC-SA 4.0*
    - 1.9: Problem Solving and Unit Conversions - *Undeclared*
    - 1.10: Solving Multistep Conversion Problems - *Undeclared*
    - 1.11: Units Raised to a Power - *Undeclared*
    - 1.12: Density - *Undeclared*
    - 1.E: Chemistry, Matter, and Measurement (Exercises) - *CC BY-NC-SA 4.0*
    - 1.S: Chemistry, Matter, and Measurement (Summary) - *CC BY-NC-SA 4.0*
  - 2: Atoms - *Undeclared*
    - 2.1: The Elements - *CC BY-NC-SA 4.0*
    - 2.2: Looking for Patterns- The Periodic Table - *Undeclared*
    - 2.3: The Structure of Atoms - *CC BY-NC-SA 4.0*
    - 2.4: Nuclei of Atoms - *CC BY-NC-SA 4.0*
    - 2.5: Bohr Diagrams of Atoms and Ions - *Undeclared*
    - 2.6: Atomic Masses - *CC BY-NC-SA 4.0*
    - 2.7: Periodic Trends- Atomic Radius - *CC BY-NC 4.0*
    - 2.8: Periodic Trends- Ionization Energy - *CC BY-NC 4.0*
    - 2.9: Radioactivity - *CC BY-NC-SA 4.0*
    - 2.E: Elements, Atoms, and the Periodic Table (Exercises) - *CC BY-NC-SA 4.0*
    - 2.S: Elements, Atoms, and the Periodic Table (Summary) - *CC BY-NC-SA 4.0*
  - 3: Compounds-How Elements Combine - *Undeclared*
    - 3.1: Ions - *CC BY-NC-SA 4.0*
    - 3.2: Two Types of Bonding - *CC BY-NC-SA 4.0*
    - 3.3: Formulas for Ionic Compounds - *CC BY-NC-SA 4.0*
    - 3.4: Ionic Compounds- Formulas and Names - *Undeclared*
    - 3.5: Covalent Bonds - *CC BY-NC-SA 4.0*
    - 3.6: Covalent Compounds - Formulas and Names - *CC BY-NC-SA 4.0*
    - 3.7: Multiple Covalent Bonds - *CC BY-NC-SA 4.0*
    - 3.8: Characteristics of Covalent Bonds - *CC BY-NC-SA 4.0*
    - 3.9: Characteristics of Molecules - *CC BY-NC-SA 4.0*
    - 3.E: Covalent Bonding and Simple Molecular Compounds (Exercises) - *CC BY-NC-SA 4.0*
    - 3.E: Ionic Bonding and Simple Ionic Compounds (Exercises) - *CC BY-NC-SA 4.0*
    - 3.S: Covalent Bonding and Simple Molecular Compounds (Summary) - *CC BY-NC-SA 4.0*
    - 3.S: Ionic Bonding and Simple Ionic Compounds (Summary) - *CC BY-NC-SA 4.0*
  - 4: Mass Relations in Chemical Reactions - *Undeclared*

- 4.1: The Mole - *CC BY-NC-SA 4.0*
- 4.2: Atomic and Molar Masses - *CC BY-NC-SA 4.0*
- 4.3: Mass Percent Composition from a Chemical Formula - *Undeclared*
- 4.4: Mole-Mass Conversions - *CC BY-NC-SA 4.0*

5: Introduction to Chemical Reactions - *Undeclared*

- 5.1: Changes in Matter - Physical and Chemical Changes - *Undeclared*
- 5.2: Differences in Matter- Physical and Chemical Properties - *Undeclared*
- 5.3: Conservation of Mass - There is No New Matter - *Undeclared*
- 5.4: Chemical Equations - *Undeclared*
- 5.5: How to Write Balanced Chemical Equations - *Undeclared*
- 5.6: Mole-Mole Relationships in Chemical Reactions - *CC BY-NC-SA 4.0*
- 5.7: Mole-Mass and Mass-Mass Problems - *CC BY-NC-SA 4.0*
- 5.E: Introduction to Chemical Reactions (Exercises) - *CC BY-NC-SA 4.0*
- 5.S: Introduction to Chemical Reactions (Summary) - *CC BY-NC-SA 4.0*

6: Types of Chemical Reactions - *Undeclared*

- 6.1: Classifying Chemical Reactions - *Undeclared*
- 6.2: Aqueous Solutions and Solubility - Compounds Dissolved in Water - *Undeclared*
- 6.3: Precipitation Reactions - *Undeclared*
- 6.4: Writing Chemical Equations for Reactions in Solution- Molecular, Complete Ionic, and Net Ionic Equations - *Undeclared*
- 6.5: Redox Reactions in Organic Chemistry and Biochemistry - *CC BY-NC-SA 4.0*

7: Energy and Chemical Reactions - *Undeclared*

- 7.1: Energy - *Undeclared*
- 7.2: Temperature - Random Motion of Molecules and Atoms - *Undeclared*
- 7.3: Temperature Changes - Heat Capacity - *Undeclared*
- 7.4: Energy and Heat Capacity Calculations - *Undeclared*
- 7.5: Bond Energies - *CC BY-NC-SA 4.0*
- 7.E: Energy and Chemical Processes (Exercises) - *CC BY-NC-SA 4.0*
- 7.S: Energy and Chemical Processes (Summary) - *CC BY-NC-SA 4.0*

8: Solids, Liquids, and Gases - *CC BY-NC-SA 4.0*

- 8.1: Prelude to Solids, Liquids, and Gases - *CC BY-NC-SA 4.0*
- 8.2: Intermolecular Interactions - *CC BY-NC-SA 4.0*
- 8.3: Solids and Liquids - *CC BY-NC-SA 4.0*
- 8.4: Gases and Pressure - *CC BY-NC-SA 4.0*
- 8.5: Gas Laws - *CC BY-NC-SA 4.0*
- 8.E: Solids, Liquids, and Gases (Exercises) - *CC BY-NC-SA 4.0*
- 8.S: Solids, Liquids, and Gases (Summary) - *CC BY-NC-SA 4.0*

9: Solutions - *CC BY-NC-SA 4.0*

- 9.1: Prelude to Solutions - *CC BY-NC-SA 4.0*
- 9.2: Solutions - *CC BY-NC-SA 4.0*
- 9.3: Concentration - *CC BY-NC-SA 4.0*
- 9.4: The Dissolution Process - *CC BY-NC-SA 4.0*
- 9.5: Properties of Solutions - *CC BY-NC-SA 4.0*
- 9.E: Solutions (Exercises) - *CC BY-NC-SA 4.0*
- 9.S: Solutions (Summary) - *CC BY-NC-SA 4.0*

10: Acids and Bases - *CC BY-NC-SA 4.0*

- 10.1: Prelude to Acids and Bases - *CC BY-NC-SA 4.0*
- 10.2: Arrhenius Definition of Acids and Bases - *CC BY-NC-SA 4.0*
- 10.3: Brønsted-Lowry Definition of Acids and Bases - *CC BY-NC-SA 4.0*
- 10.4: Water - Both an Acid and a Base - *CC BY-NC-SA 4.0*
- 10.5: The Strengths of Acids and Bases - *CC BY-NC-SA 4.0*
- 10.6: Buffers - *CC BY-NC-SA 4.0*
- 10.E: Acids and Bases (Exercises) - *CC BY-NC-SA 4.0*
- 10.S: Acids and Bases (Summary) - *CC BY-NC-SA 4.0*

Back Matter - *Undeclared*

- Index - *Undeclared*
- Glossary - *Undeclared*
- Detailed Licensing - *Undeclared*