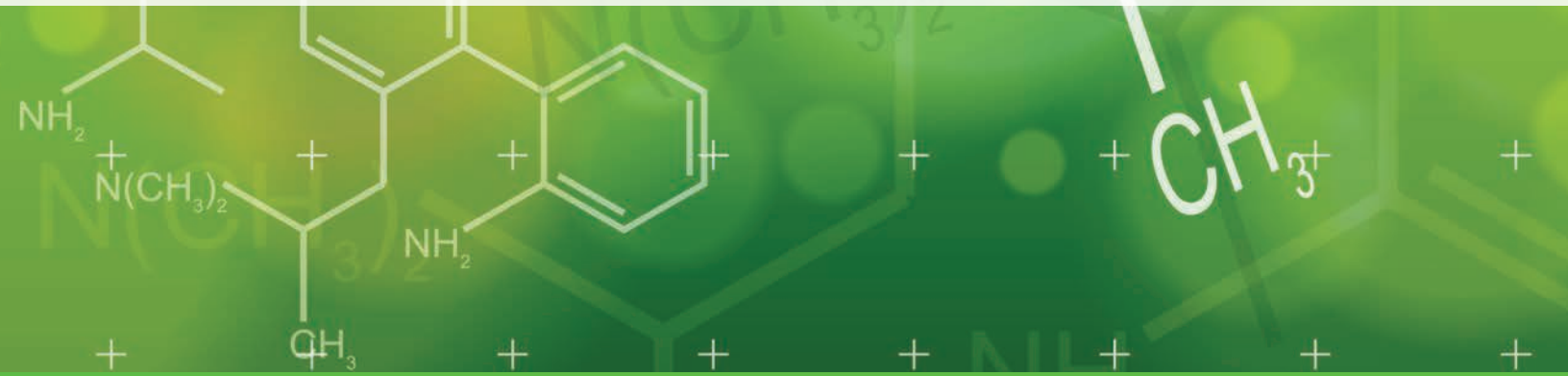
GLOBAL EDITION

Chemistry The Central Science

THIRTEENTH EDITION

Theodore L. Brown • H. Eugene LeMay, Jr. • Bruce E. Bursten
Catherine J. Murphy • Patrick M. Woodward • Matthew W. Stoltzfus



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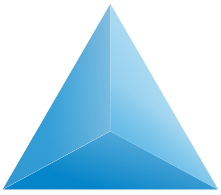


To our students,
whose enthusiasm and curiosity
have often inspired us,
and whose questions and suggestions
have sometimes taught us.

BRIEF CONTENTS

Preface 20

1 Introduction: Matter and Measurement 40
2 Atoms, Molecules, and Ions 78
3 Chemical Reactions and Reaction Stoichiometry 118
4 Reactions in Aqueous Solution 160
5 Thermochemistry 202
6 Electronic Structure of Atoms 250
7 Periodic Properties of the Elements 294
8 Basic Concepts of Chemical Bonding 336
9 Molecular Geometry and Bonding Theories 380
10 Gases 436
11 Liquids and Intermolecular Forces 480
12 Solids and Modern Materials 518
13 Properties of Solutions 568
14 Chemical Kinetics 612
15 Chemical Equilibrium 666
16 Acid–Base Equilibria 708
17 Additional Aspects of Aqueous Equilibria 762
18 Chemistry of the Environment 812
19 Chemical Thermodynamics 850
20 Electrochemistry 894
21 Nuclear Chemistry 946
22 Chemistry of the Nonmetals 990
23 Transition Metals and Coordination Chemistry 1034
24 The Chemistry of Life: Organic and Biological Chemistry 1078

APPENDICES

A Mathematical Operations 1130
B Properties of Water 1137
C Thermodynamic Quantities for Selected Substances at 298.15 K (25 °C) 1138
D Aqueous Equilibrium Constants 1141
E Standard Reduction Potentials at 25 °C 1143

Answers to Selected Exercises A-1

Answers to Give It Some Thought A-31

Answers to Go Figure A-38

Answers to Selected Practice Exercises A-44

Glossary G-1

Photo and Art Credits P-1

Index I-1

CONTENTS

Preface 20

1 Introduction: Matter and Measurement 40

1.1 The Study of Chemistry 40
The Atomic and Molecular Perspective of Chemistry 42 Why Study Chemistry? 43

1.2 Classifications of Matter 44
States of Matter 45 Pure Substances 45 Elements 45 Compounds 46 Mixtures 48

1.3 Properties of Matter 49
Physical and Chemical Changes 50 Separation of Mixtures 51

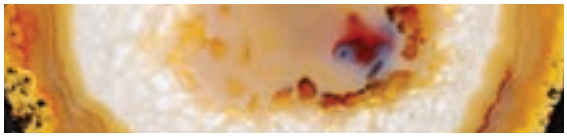
1.4 Units of Measurement 52
SI Units 53 Length and Mass 55 Temperature 55 Derived SI Units 57 Volume 57 Density 57

1.5 Uncertainty in Measurement 60
Precision and Accuracy 60 Significant Figures 60 Significant Figures in Calculations 63

1.6 Dimensional Analysis 65
Using Two or More Conversion Factors 66 Conversions Involving Volume 67

Chapter Summary and Key Terms 70 Learning Outcomes 71 Key Equations 71 Exercises 71 Additional Exercises 75

▲ Chemistry Put to Work Chemistry and the Chemical Industry 44
▲ A Closer Look The Scientific Method 52
▲ Chemistry Put to Work Chemistry in the News 58
▲ Strategies in Chemistry Estimating Answers 66
▲ Strategies in Chemistry The Importance of Practice 69
▲ Strategies in Chemistry The Features of This Book 70



2 Atoms, Molecules, and Ions 78

2.1 The Atomic Theory of Matter 80

2.2 The Discovery of Atomic Structure 81
Cathode Rays and Electrons 81 Radioactivity 83 The Nuclear Model of the Atom 84

2.3 The Modern View of Atomic Structure 85
Atomic Numbers, Mass Numbers, and Isotopes 87

2.4 Atomic Weights 88
The Atomic Mass Scale 88 Atomic Weight 89

2.5 The Periodic Table 90

2.6 Molecules and Molecular Compounds 94
Molecules and Chemical Formulas 94 Molecular and Empirical Formulas 94 Picturing Molecules 95

2.7 Ions and Ionic Compounds 96
Predicting Ionic Charges 97 Ionic Compounds 98

2.8 Naming Inorganic Compounds 100
Names and Formulas of Ionic Compounds 100 Names and Formulas of Acids 105 Names and Formulas of Binary Molecular Compounds 106

2.9 Some Simple Organic Compounds 107
Alkanes 107 Some Derivatives of Alkanes 108

Chapter Summary and Key Terms 110 Learning Outcomes 110 Key Equations 111 Exercises 111 Additional Exercises 116

▲ A Closer Look Basic Forces 87
▲ A Closer Look The Mass Spectrometer 90
▲ A Closer Look What Are Coins Made Of? 92
▲ Chemistry and Life Elements Required by Living Organisms 99
▲ Strategies in Chemistry How to Take a Test 109

3 Chemical Reactions and Reaction Stoichiometry 118

3.1 Chemical Equations 120
Balancing Equations 120 Indicating the States of Reactants and Products 123

3.2 Simple Patterns of Chemical Reactivity 124
Combination and Decomposition Reactions 124 Combustion Reactions 127

3.3 Formula Weights 127
Formula and Molecular Weights 128 Percentage Composition from Chemical Formulas 129

3.4 Avogadro's Number and the Mole 129
Molar Mass 131 Interconverting Masses and Moles 133 Interconverting Masses and Numbers of Particles 134

3.5 Empirical Formulas from Analyses 136
Molecular Formulas from Empirical Formulas 138 Combustion Analysis 139

3.6 Quantitative Information from Balanced Equations 141

3.7 Limiting Reactants 144
Theoretical and Percent Yields 147

Chapter Summary and Key Terms 149 Learning Outcomes 149 Key Equations 150 Exercises 150 Additional Exercises 156 Integrative Exercises 158 Design an Experiment 158

▲ Strategies in Chemistry Problem Solving 130
▲ Chemistry and Life Glucose Monitoring 133
▲ Strategies in Chemistry Design an Experiment 148

4 Reactions in Aqueous Solution 160

4.1 General Properties of Aqueous Solutions 162
Electrolytes and Nonelectrolytes 162 How Compounds Dissolve in Water 163 Strong and Weak Electrolytes 164

4.2 Precipitation Reactions 166
Solubility Guidelines for Ionic Compounds 167 Exchange (Metathesis) Reactions 168 Ionic Equations and Spectator Ions 169

4.3 Acids, Bases, and Neutralization Reactions 170
Acids 170 Bases 171 Strong and Weak Acids and Bases 171 Identifying Strong and Weak Electrolytes 173 Neutralization Reactions and Salts 173 Neutralization Reactions with Gas Formation 176

4.4 Oxidation–Reduction Reactions 176
Oxidation and Reduction 176 Oxidation Numbers 178 Oxidation of Metals by Acids and Salts 180 The Activity Series 181

4.5 Concentrations of Solutions 184
Molarity 184 Expressing the Concentration of an Electrolyte 185 Interconverting Molarity, Moles, and Volume 186 Dilution 187

4.6 Solution Stoichiometry and Chemical Analysis 189
Titrations 190

Chapter Summary and Key Terms 193 Learning Outcomes 194 Key Equations 194 Exercises 194 Additional Exercises 199 Integrative Exercises 201 Design an Experiment 201

▲ Chemistry Put to Work Antacids 177
▲ Strategies in Chemistry Analyzing Chemical Reactions 184

5 Thermochemistry 202

5.1 Energy 204
Kinetic Energy and Potential Energy 204 Units of Energy 206 System and Surroundings 207 Transferring Energy: Work and Heat 207

5.2 The First Law of Thermodynamics 208
Internal Energy 209 Relating ΔE to Heat and Work 210 Endothermic and Exothermic Processes 211 State Functions 212

5.3 Enthalpy 213
Pressure–Volume Work 213 Enthalpy Change 215
5.4 Enthalpies of Reaction 217
5.5 Calorimetry 219
Heat Capacity and Specific Heat 219 Constant-Pressure Calorimetry 221 Bomb Calorimetry (Constant-Volume Calorimetry) 223
5.6 Hess's Law 225
5.7 Enthalpies of Formation 227
Using Enthalpies of Formation to Calculate Enthalpies of Reaction 230
5.8 Foods and Fuels 232
Foods 232 Fuels 235 Other Energy Sources 236
Chapter Summary and Key Terms 238 Learning Outcomes 239 Key Equations 240 Exercises 240 Additional Exercises 247 Integrative Exercises 248 Design an Experiment 249
A Closer Look Energy, Enthalpy, and *P–V* Work 216
Strategies in Chemistry Using Enthalpy as a Guide 219
Chemistry and Life The Regulation of Body Temperature 224
Chemistry Put to Work The Scientific and Political Challenges of Biofuels 236

6 Electronic Structure of Atoms 250
6.1 The Wave Nature of Light 252
6.2 Quantized Energy and Photons 254
Hot Objects and the Quantization of Energy 254 The Photoelectric Effect and Photons 255
6.3 Line Spectra and the Bohr Model 257
Line Spectra 257 Bohr's Model 258 The Energy States of the Hydrogen Atom 259 Limitations of the Bohr Model 261
6.4 The Wave Behavior of Matter 261
The Uncertainty Principle 263
6.5 Quantum Mechanics and Atomic Orbitals 264
Orbitals and Quantum Numbers 266
6.6 Representations of Orbitals 268
The *s* Orbitals 268 The *p* Orbitals 271 The *d* and *f* Orbitals 271
6.7 Many-Electron Atoms 272
Orbitals and Their Energies 272 Electron Spin and the Pauli Exclusion Principle 273
6.8 Electron Configurations 275
Hund's Rule 275 Condensed Electron Configurations 277 Transition Metals 278 The Lanthanides and Actinides 278
6.9 Electron Configurations and the Periodic Table 279
Anomalous Electron Configurations 283
Chapter Summary and Key Terms 284 Learning Outcomes 285 Key Equations 285 Exercises 286 Additional Exercises 290 Integrative Exercises 293 Design an Experiment 293
A Closer Look Measurement and the Uncertainty Principle 263
A Closer Look Thought Experiments and Schrödinger's Cat 265
A Closer Look Probability Density and Radial Probability Functions 270
Chemistry and Life Nuclear Spin and Magnetic Resonance Imaging 274

7 Periodic Properties of the Elements 294
7.1 Development of the Periodic Table 296
7.2 Effective Nuclear Charge 297
7.3 Sizes of Atoms and Ions 300
Periodic Trends in Atomic Radii 302 Periodic Trends in Ionic Radii 303
7.4 Ionization Energy 306
Variations in Successive Ionization Energies 306 Periodic Trends in First Ionization Energies 307 Electron Configurations of Ions 309
7.5 Electron Affinity 310
7.6 Metals, Nonmetals, and Metalloids 311
Metals 312 Nonmetals 314 Metalloids 315

7.7 Trends for Group 1A and Group 2A Metals 316
Group 1A: The Alkali Metals 316 Group 2A: The Alkaline Earth Metals 319
7.8 Trends for Selected Nonmetals 320
Hydrogen 320 Group 6A: The Oxygen Group 321 Group 7A: The Halogens 322 Group 8A: The Noble Gases 324
Chapter Summary and Key Terms 326 Learning Outcomes 327 Key Equations 327 Exercises 327 Additional Exercises 332 Integrative Exercises 334 Design an Experiment 335
▲ A Closer Look Effective Nuclear Charge 299
▲ Chemistry Put to Work Ionic Size and Lithium-Ion Batteries 305
▲ Chemistry and Life The Improbable Development of Lithium Drugs 319

8 Basic Concepts of Chemical Bonding 336
8.1 Lewis Symbols and the Octet Rule 338
The Octet Rule 338
8.2 Ionic Bonding 339
Energetics of Ionic Bond Formation 340 Electron Configurations of Ions of the *s*- and *p*-Block Elements 343 Transition Metal Ions 344
8.3 Covalent Bonding 344
Lewis Structures 345 Multiple Bonds 346
8.4 Bond Polarity and Electronegativity 347
Electronegativity 347 Electronegativity and Bond Polarity 348 Dipole Moments 349 Differentiating Ionic and Covalent Bonding 352
8.5 Drawing Lewis Structures 353
Formal Charge and Alternative Lewis Structures 355
8.6 Resonance Structures 358
Resonance in Benzene 360
8.7 Exceptions to the Octet Rule 360
Odd Number of Electrons 361 Less Than an Octet of Valence Electrons 361 More Than an Octet of Valence Electrons 362
8.8 Strengths and Lengths of Covalent Bonds 363
Bond Enthalpies and the Enthalpies of Reactions 365 Bond Enthalpy and Bond Length 367
Chapter Summary and Key Terms 370 Learning Outcomes 371 Key Equations 371 Exercises 371 Additional Exercises 376 Integrative Exercises 378 Design an Experiment 379
▲ A Closer Look Calculation of Lattice Energies: The Born–Haber Cycle 342
▲ A Closer Look Oxidation Numbers, Formal Charges, and Actual Partial Charges 357
▲ Chemistry Put to Work Explosives and Alfred Nobel 368

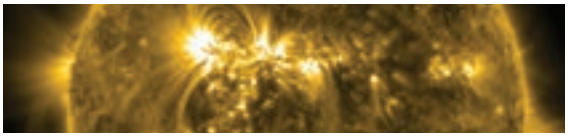
9 Molecular Geometry and Bonding Theories 380
9.1 Molecular Shapes 382
9.2 The VSEPR Model 385
Effect of Nonbonding Electrons and Multiple Bonds on Bond Angles 389 Molecules with Expanded Valence Shells 390 Shapes of Larger Molecules 393
9.3 Molecular Shape and Molecular Polarity 394
9.4 Covalent Bonding and Orbital Overlap 396
9.5 Hybrid Orbitals 397
sp Hybrid Orbitals 398 sp^2 and sp^3 Hybrid Orbitals 399 Hypervalent Molecules 400 Hybrid Orbital Summary 402
9.6 Multiple Bonds 403
Resonance Structures, Delocalization, and π Bonding 406 General Conclusions about σ and π Bonding 410
9.7 Molecular Orbitals 411
Molecular Orbitals of the Hydrogen Molecule 411 Bond Order 413
9.8 Period 2 Diatomic Molecules 414
Molecular Orbitals for Li_2 and Be_2 415 Molecular Orbitals from 2*p* Atomic Orbitals 415 Electron Configurations for B_2 through Ne_2 419 Electron Configurations and Molecular Properties 421 Heteronuclear Diatomic Molecules 422

Chapter Summary and Key Terms 424 Learning Outcomes 425 Key Equations 426 Exercises 426 Additional Exercises 431 Integrative Exercises 434 Design an Experiment 435

▲ Chemistry and Life The Chemistry of Vision 410

▲ A Closer Look Phases in Atomic and Molecular Orbitals 417

▲ Chemistry Put to Work Orbitals and Energy 423



10 Gases 436

10.1 Characteristics of Gases 438

10.2 Pressure 439

Atmospheric Pressure and the Barometer 439

10.3 The Gas Laws 442

The Pressure–Volume Relationship: Boyle's Law 442 The Temperature–Volume Relationship: Charles's Law 444 The Quantity–Volume Relationship: Avogadro's Law 444

10.4 The Ideal-Gas Equation 446

Relating the Ideal-Gas Equation and the Gas Laws 448

10.5 Further Applications of the Ideal-Gas Equation 450

Gas Densities and Molar Mass 451 Volumes of Gases in Chemical Reactions 452

10.6 Gas Mixtures and Partial Pressures 453

Partial Pressures and Mole Fractions 455

10.7 The Kinetic-Molecular Theory of Gases 456

Distributions of Molecular Speed 457 Application of Kinetic-Molecular Theory to the Gas Laws 458

10.8 Molecular Effusion and Diffusion 459

Graham's Law of Effusion 461 Diffusion and Mean Free Path 462

10.9 Real Gases: Deviations from Ideal Behavior 464

The van der Waals Equation 466

Chapter Summary and Key Terms 469 Learning Outcomes 469 Key Equations 470 Exercises 470 Additional Exercises 476 Integrative Exercises 478 Design an Experiment 479

▲ Strategies in Chemistry Calculations Involving Many Variables 448

▲ A Closer Look The Ideal-Gas Equation 459

▲ Chemistry Put to Work Gas Separations 463

11 Liquids and Intermolecular Forces 480

11.1 A Molecular Comparison of Gases, Liquids, and Solids 482

11.2 Intermolecular Forces 484

Dispersion Forces 485 Dipole–Dipole Forces 486 Hydrogen Bonding 487 Ion–Dipole Forces 490 Comparing Intermolecular Forces 490

11.3 Select Properties of Liquids 493

Viscosity 493 Surface Tension 494 Capillary Action 494

11.4 Phase Changes 495

Energy Changes Accompanying Phase Changes 495 Heating Curves 497 Critical Temperature and Pressure 498

11.5 Vapor Pressure 499

Volatility, Vapor Pressure, and Temperature 500 Vapor Pressure and Boiling Point 501

11.6 Phase Diagrams 502

The Phase Diagrams of H_2O and CO_2 503

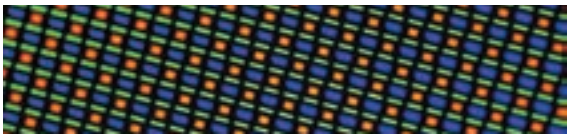
11.7 Liquid Crystals 505

Types of Liquid Crystals 505

Chapter Summary and Key Terms 508 Learning Outcomes 509 Exercises 509 Additional Exercises 515 Integrative Exercises 516 Design an Experiment 517

▲ Chemistry Put to Work Ionic Liquids 492

▲ A Closer Look The Clausius–Clapeyron Equation 501



12 Solids and Modern Materials 518

12.1 Classification of Solids 518

12.2 Structures of Solids 520

Crystalline and Amorphous Solids 520 Unit Cells and Crystal Lattices 521 Filling the Unit Cell 523

12.3 Metallic Solids 524

The Structures of Metallic Solids 525 Close Packing 526 Alloys 529

12.4 Metallic Bonding 532

Electron-Sea Model 532 Molecular–Orbital Model 533

12.5 Ionic Solids 536

Structures of Ionic Solids 536

12.6 Molecular Solids 540

12.7 Covalent-Network Solids 541

Semiconductors 542 Semiconductor Doping 544

12.8 Polymers 545

Making Polymers 547 Structure and Physical Properties of Polymers 549

12.9 Nanomaterials 552

Semiconductors on the Nanoscale 552 Metals on the Nanoscale 553 Carbons on the Nanoscale 554

Chapter Summary and Key Terms 557 Learning Outcomes 558 Key Equation 558 Exercises 559 Additional Exercises 565 Integrative Exercises 566 Design an Experiment 567

▲ A Closer Look X-ray Diffraction 524

▲ Chemistry Put to Work Alloys of Gold 532

▲ Chemistry Put to Work Solid-State Lighting 546

▲ Chemistry Put to Work Recycling Plastics 549

13 Properties of Solutions 568

13.1 The Solution Process 568

The Natural Tendency toward Mixing 570 The Effect of Intermolecular Forces on Solution Formation 570 Energetics of Solution Formation 571 Solution Formation and Chemical Reactions 573

13.2 Saturated Solutions and Solubility 574

13.3 Factors Affecting Solubility 576

Solute–Solvent Interactions 576 Pressure Effects 579 Temperature Effects 581

13.4 Expressing Solution Concentration 582

Mass Percentage, ppm, and ppb 582 Mole Fraction, Molarity, and Molality 583 Converting Concentration Units 585

13.5 Colligative Properties 586

Vapor-Pressure Lowering 586 Boiling-Point Elevation 589 Freezing-Point Depression 590 Osmosis 592 Determination of Molar Mass from Colligative Properties 595

13.6 Colloids 597

Hydrophilic and Hydrophobic Colloids 598 Colloidal Motion in Liquids 600

Chapter Summary and Key Terms 602 Learning Outcomes 603 Key Equations 603 Exercises 604 Additional Exercises 609 Integrative Exercises 610 Design an Experiment 611

▲ Chemistry and Life Fat-Soluble and Water-Soluble Vitamins 577

▲ Chemistry and Life Blood Gases and Deep-Sea Diving 582

▲ A Closer Look Ideal Solutions with Two or More Volatile Components 588

▲ A Closer Look The Van't Hoff Factor 596

▲ Chemistry and Life Sickle-Cell Anemia 600

14 Chemical Kinetics 612

14.1 Factors that Affect Reaction Rates 614

14.2 Reaction Rates 615

Change of Rate with Time 617 Instantaneous Rate 617 Reaction Rates and Stoichiometry 618

14.3 Concentration and Rate Laws 619

Reaction Orders: The Exponents in the Rate Law 622 Magnitudes and Units of Rate Constants 623 Using Initial Rates to Determine Rate Laws 624

14.4 The Change of Concentration with Time 625

First-Order Reactions 625 Second-Order Reactions 627 Zero-Order Reactions 629 Half-Life 629

14.5 Temperature and Rate 631

The Collision Model 631 The Orientation Factor 632 Activation Energy 632 The Arrhenius Equation 634 Determining the Activation Energy 635

14.6 Reaction Mechanisms 637

Elementary Reactions 637 Multistep Mechanisms 638 Rate Laws for Elementary Reactions 639 The Rate-Determining Step for a Multistep Mechanism 640 Mechanisms with a Slow Initial Step 641 Mechanisms with a Fast Initial Step 642

14.7 Catalysis 644

Homogeneous Catalysis 645 Heterogeneous Catalysis 646 Enzymes 647

Chapter Summary and Key Terms 652 Learning Outcomes 652 Key Equations 653 Exercises 653 Additional Exercises 662 Integrative Exercises 664 Design an Experiment 665

▲ A Closer Look Using Spectroscopic Methods to Measure Reaction Rates: Beer's Law 620

▲ Chemistry Put to Work Methyl Bromide in the Atmosphere 630

▲ Chemistry Put to Work Catalytic Converters 648

▲ Chemistry and Life Nitrogen Fixation and Nitrogenase 650

15 Chemical Equilibrium 666

15.1 The Concept of Equilibrium 668

15.2 The Equilibrium Constant 670

Evaluating K_c 672 Equilibrium Constants in Terms of Pressure, K_p 673 Equilibrium Constants and Units 674

15.3 Understanding and Working with Equilibrium Constants 675

The Magnitude of Equilibrium Constants 675 The Direction of the Chemical Equation and K 677 Relating Chemical Equation Stoichiometry and Equilibrium Constants 677

15.4 Heterogeneous Equilibria 679

15.5 Calculating Equilibrium Constants 682

15.6 Applications of Equilibrium Constants 684

Predicting the Direction of Reaction 684 Calculating Equilibrium Concentrations 686

15.7 Le Châtelier's Principle 688

Change in Reactant or Product Concentration 689 Effects of Volume and Pressure Changes 690 Effect of Temperature Changes 692 The Effect of Catalysts 695

Chapter Summary and Key Terms 698 Learning Outcomes 698 Key Equations 699 Exercises 699 Additional Exercises 704 Integrative Exercises 706 Design an Experiment 707

▲ Chemistry Put to Work The Haber Process 671

▲ Chemistry Put to Work Controlling Nitric Oxide Emissions 697

16 Acid–Base Equilibria 708

16.1 Acids and Bases: A Brief Review 710

16.2 Brønsted–Lowry Acids and Bases 711

The H^+ Ion in Water 711 Proton-Transfer Reactions 711 Conjugate Acid–Base Pairs 712 Relative Strengths of Acids and Bases 714

16.3 The Autoionization of Water 716
The Ion Product of Water 717

16.4 The pH Scale 718
pOH and Other "p" Scales 720 Measuring pH 721

16.5 Strong Acids and Bases 722
Strong Acids 722 Strong Bases 723

16.6 Weak Acids 724
Calculating K_a from pH 726 Percent Ionization 727 Using K_a to Calculate pH 728 Polyprotic Acids 732

16.7 Weak Bases 734
Types of Weak Bases 736

16.8 Relationship between K_a and K_b 737

16.9 Acid–Base Properties of Salt Solutions 740
An Anion's Ability to React with Water 740 A Cation's Ability to React with Water 740 Combined Effect of Cation and Anion in Solution 742

16.10 Acid–Base Behavior and Chemical Structure 743
Factors That Affect Acid Strength 743 Binary Acids 744 Oxyacids 745 Carboxylic Acids 747

16.11 Lewis Acids and Bases 748

Chapter Summary and Key Terms 751 Learning Outcomes 752 Key Equations 752 Exercises 753 Additional Exercises 758 Integrative Exercises 760 Design an Experiment 761

▲ Chemistry Put to Work Amines and Amine Hydrochlorides 739
▲ Chemistry and Life The Amphiprotic Behavior of Amino Acids 747

17 Additional Aspects of Aqueous Equilibria 762

17.1 The Common-Ion Effect 764

17.2 Buffers 767
Composition and Action of Buffers 767 Calculating the pH of a Buffer 769 Buffer Capacity and pH Range 772 Addition of Strong Acids or Bases to Buffers 773

17.3 Acid–Base Titrations 776
Strong Acid–Strong Base Titrations 776 Weak Acid–Strong Base Titrations 778 Titrating with an Acid–Base Indicator 782 Titrations of Polyprotic Acids 784

17.4 Solubility Equilibria 786
The Solubility-Product Constant, K_{sp} 786 Solubility and K_{sp} 787

17.5 Factors That Affect Solubility 789
Common-Ion Effect 789 Solubility and pH 791 Formation of Complex Ions 794 Amphoterism 796

17.6 Precipitation and Separation of Ions 797
Selective Precipitation of Ions 798

17.7 Qualitative Analysis for Metallic Elements 800

Chapter Summary and Key Terms 803 Learning Outcomes 803 Key Equations 804 Exercises 804 Additional Exercises 809 Integrative Exercises 810 Design an Experiment 811

▲ Chemistry and Life Blood as a Buffered Solution 775
▲ A Closer Look Limitations of Solubility Products 789
▲ Chemistry and Life Ocean Acidification 791
▲ Chemistry and Life Tooth Decay and Fluoridation 793

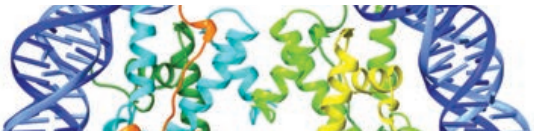
18 Chemistry of the Environment 812

18.1 Earth's Atmosphere 814
Composition of the Atmosphere 814 Photochemical Reactions in the Atmosphere 816 Ozone in the Stratosphere 818

18.2 Human Activities and Earth's Atmosphere 820
The Ozone Layer and Its Depletion 820 Sulfur Compounds and Acid Rain 822 Nitrogen Oxides and Photochemical Smog 824 Greenhouse Gases: Water Vapor, Carbon Dioxide, and Climate 825

18.3 Earth's Water 829
The Global Water Cycle 829 Salt Water: Earth's Oceans and Seas 830 Freshwater and Groundwater 830

18.4 Human Activities and Water Quality 832
Dissolved Oxygen and Water Quality 832 Water Purification: Desalination 833 Water Purification: Municipal Treatment 834
18.5 Green Chemistry 836
Supercritical Solvents 838 Greener Reagents and Processes 838
Chapter Summary and Key Terms 841 Learning Outcomes 841 Exercises 842 Additional Exercises 846 Integrative Exercises 847 Design an Experiment 849
▲ A Closer Look Other Greenhouse Gases 828
▲ A Closer Look The Ogallala Aquifer—A Shrinking Resource 832
▲ A Closer Look Fracking and Water Quality 835



19 Chemical Thermodynamics 850

19.1 Spontaneous Processes 852
Seeking a Criterion for Spontaneity 854 Reversible and Irreversible Processes 854
19.2 Entropy and the Second Law of Thermodynamics 856
The Relationship between Entropy and Heat 856 ΔS for Phase Changes 857 The Second Law of Thermodynamics 858
19.3 The Molecular Interpretation of Entropy and the Third Law of Thermodynamics 859
Expansion of a Gas at the Molecular Level 859 Boltzmann's Equation and Microstates 861 Molecular Motions and Energy 862 Making Qualitative Predictions about ΔS 863 The Third Law of Thermodynamics 865
19.4 Entropy Changes in Chemical Reactions 866
Entropy Changes in the Surroundings 868
19.5 Gibbs Free Energy 869
Standard Free Energy of Formation 872
19.6 Free Energy and Temperature 874
19.7 Free Energy and the Equilibrium Constant 876
Free Energy under Nonstandard Conditions 876 Relationship between ΔG° and K 878
Chapter Summary and Key Terms 882 Learning Outcomes 882 Key Equations 883 Exercises 883 Additional Exercises 889 Integrative Exercises 891 Design an Experiment 893
▲ A Closer Look The Entropy Change When a Gas Expands Isothermally 858
▲ Chemistry and Life Entropy and Human Society 866
▲ A Closer Look What's "Free" about Free Energy? 874
▲ Chemistry and Life Driving Nonspontaneous Reactions: Coupling Reactions 880

20 Electrochemistry 894

20.1 Oxidation States and Oxidation–Reduction Reactions 896
20.2 Balancing Redox Equations 898
Half-Reactions 898 Balancing Equations by the Method of Half-Reactions 898 Balancing Equations for Reactions Occurring in Basic Solution 901
20.3 Voltaic Cells 903
20.4 Cell Potentials Under Standard Conditions 906
Standard Reduction Potentials 907 Strengths of Oxidizing and Reducing Agents 912
20.5 Free Energy and Redox Reactions 914
Emf, Free Energy, and the Equilibrium Constant 915
20.6 Cell Potentials Under Nonstandard Conditions 918
The Nernst Equation 918 Concentration Cells 920
20.7 Batteries and Fuel Cells 924
Lead–Acid Battery 924 Alkaline Battery 925 Nickel–Cadmium and Nickel–Metal Hydride Batteries 925 Lithium-Ion Batteries 925 Hydrogen Fuel Cells 927
20.8 Corrosion 929
Corrosion of Iron (Rusting) 929 Preventing Corrosion of Iron 930
20.9 Electrolysis 931
Quantitative Aspects of Electrolysis 932
Chapter Summary and Key Terms 935 Learning Outcomes 936 Key Equations 937 Exercises 937 Additional Exercises 943 Integrative Exercises 945 Design an Experiment 945

▲ A Closer Look Electrical Work 917
▲ Chemistry and Life Heartbeats and Electrocardiography 922
▲ Chemistry Put to Work Batteries for Hybrid and Electric Vehicles 927
▲ Chemistry Put to Work Electrometallurgy of Aluminum 933

21 Nuclear Chemistry 946

21.1 Radioactivity and Nuclear Equations 948
Nuclear Equations 949 Types of Radioactive Decay 950

21.2 Patterns of Nuclear Stability 952
Neutron-to-Proton Ratio 952 Radioactive Decay Chains 954 Further Observations 954

21.3 Nuclear Transmutations 956
Accelerating Charged Particles 956 Reactions Involving Neutrons 957 Transuranium Elements 958

21.4 Rates of Radioactive Decay 958
Radiometric Dating 959 Calculations Based on Half-Life 961

21.5 Detection of Radioactivity 964
Radiotracers 965

21.6 Energy Changes in Nuclear Reactions 967
Nuclear Binding Energies 968

21.7 Nuclear Power: Fission 970
Nuclear Reactors 972 Nuclear Waste 974

21.8 Nuclear Power: Fusion 975

21.9 Radiation in the Environment and Living Systems 976
Radiation Doses 978 Radon 980

Chapter Summary and Key Terms 982 Learning Outcomes 983 Key Equations 983 Exercises 984 Additional Exercises 987 Integrative Exercises 989 Design an Experiment 989

▲ Chemistry and Life Medical Applications of Radiotracers 966
▲ A Closer Look The Dawning of the Nuclear Age 972
▲ A Closer Look Nuclear Synthesis of the Elements 977
▲ Chemistry and Life Radiation Therapy 981

22 Chemistry of the Nonmetals 990

22.1 Periodic Trends and Chemical Reactions 990
Chemical Reactions 993

22.2 Hydrogen 994
Isotopes of Hydrogen 994 Properties of Hydrogen 995 Production of Hydrogen 996 Uses of Hydrogen 997 Binary Hydrogen Compounds 997

22.3 Group 8A: The Noble Gases 998
Noble-Gas Compounds 999

22.4 Group 7A: The Halogens 1000
Properties and Production of the Halogens 1000 Uses of the Halogens 1002 The Hydrogen Halides 1002 Interhalogen Compounds 1003 Oxyacids and Oxyanions 1004

22.5 Oxygen 1004
Properties of Oxygen 1005 Production of Oxygen 1005 Uses of Oxygen 1005 Ozone 1005 Oxides 1006 Peroxides and Superoxides 1007

22.6 The Other Group 6A Elements: S, Se, Te, and Po 1008
General Characteristics of the Group 6A Elements 1008 Occurrence and Production of S, Se, and Te 1008 Properties and Uses of Sulfur, Selenium, and Tellurium 1009 Sulfides 1009 Oxides, Oxyacids, and Oxyanions of Sulfur 1009

22.7 Nitrogen 1011
Properties of Nitrogen 1011 Production and Uses of Nitrogen 1011 Hydrogen Compounds of Nitrogen 1011 Oxides and Oxyacids of Nitrogen 1013

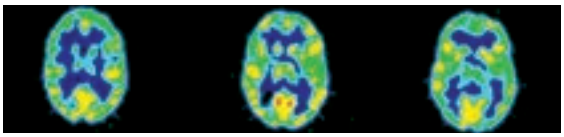
22.8 The Other Group 5A Elements: P, As, Sb, and Bi 1015
General Characteristics of the Group 5A Elements 1015 Occurrence, Isolation, and Properties of Phosphorus 1015 Phosphorus Halides 1016 Oxy Compounds of Phosphorus 1016

22.9 Carbon 1018
Elemental Forms of Carbon 1018 Oxides of Carbon 1019 Carbonic Acid and Carbonates 1021 Carbides 1021

22.10 The Other Group 4A Elements: Si, Ge, Sn, and Pb 1022
General Characteristics of the Group 4A Elements 1022 Occurrence and Preparation of Silicon 1022 Silicates 1023 Glass 1024 Silicones 1025
22.11 Boron 1025
Chapter Summary and Key Terms 1027 Learning Outcomes 1028 Exercises 1028 Additional Exercises 1032 Integrative Exercises 1032 Design an Experiment 1033
▲ A Closer Look The Hydrogen Economy 996
▲ Chemistry and Life Nitroglycerin, Nitric Oxide, and Heart Disease 1014
▲ Chemistry and Life Arsenic in Drinking Water 1018
▲ Chemistry Put to Work Carbon Fibers and Composites 1020

23 Transition Metals and Coordination Chemistry 1034

23.1 The Transition Metals 1036
Physical Properties 1036
Electron Configurations and Oxidation States 1037 Magnetism 1039
23.2 Transition-Metal Complexes 1040
The Development of Coordination Chemistry: Werner's Theory 1041 The Metal–Ligand Bond 1043 Charges, Coordination Numbers, and Geometries 1044
23.3 Common Ligands in Coordination Chemistry 1045
Metals and Chelates in Living Systems 1047
23.4 Nomenclature and Isomerism in Coordination Chemistry 1050
Isomerism 1052 Structural Isomerism 1052 Stereoisomerism 1053
23.5 Color and Magnetism in Coordination Chemistry 1057
Color 1057 Magnetism of Coordination Compounds 1059
23.6 Crystal-Field Theory 1059
Electron Configurations in Octahedral Complexes 1062 Tetrahedral and Square-Planar Complexes 1064
Chapter Summary and Key Terms 1068 Learning Outcomes 1069 Exercises 1069 Additional Exercises 1073 Integrative Exercises 1075 Design an Experiment 1077
▲ A Closer Look Entropy and the Chelate Effect 1048
▲ Chemistry and Life The Battle for Iron in Living Systems 1049
▲ A Closer Look Charge-Transfer Color 1066



24 The Chemistry of Life: Organic and Biological Chemistry 1078

24.1 General Characteristics of Organic Molecules 1080
The Structures of Organic Molecules 1080 The Stabilities of Organic Substances 1081 Solubility and Acid–Base Properties of Organic Substances 1081
24.2 Introduction to Hydrocarbons 1082
Structures of Alkanes 1083 Structural Isomers 1083 Nomenclature of Alkanes 1084 Cycloalkanes 1087 Reactions of Alkanes 1087
24.3 Alkenes, Alkynes, and Aromatic Hydrocarbons 1088
Alkenes 1089 Alkynes 1091 Addition Reactions of Alkenes and Alkynes 1092 Aromatic Hydrocarbons 1094 Stabilization of π Electrons by Delocalization 1094 Substitution Reactions 1095
24.4 Organic Functional Groups 1096
Alcohols 1096 Ethers 1099 Aldehydes and Ketones 1099 Carboxylic Acids and Esters 1100 Amines and Amides 1104
24.5 Chirality in Organic Chemistry 1105
24.6 Introduction to Biochemistry 1106
24.7 Proteins 1106
Amino Acids 1106 Polypeptides and Proteins 1108 Protein Structure 1109

24.8 Carbohydrates 1111
Disaccharides 1112 Polysaccharides 1113
24.9 Lipids 1114
Fats 1114 Phospholipids 1115
24.10 Nucleic Acids 1115
Chapter Summary and Key Terms 1120
Learning Outcomes 1121 Exercises 1121
Additional Exercises 1127
Integrative Exercises 1128
Design an Experiment 1129
Chemistry Put to Work Gasoline 1088
A Closer Look Mechanism of Addition Reactions 1093
Strategies in Chemistry What Now? 1119

Appendices
A Mathematical Operations 1130
B Properties of Water 1137
C Thermodynamic Quantities for Selected Substances at 298.15 K (25 °C) 1138
D Aqueous Equilibrium Constants 1141
E Standard Reduction Potentials at 25 °C 1143

Answers to Selected Exercises A-1
Answers to Give It Some Thought A-31
Answers to Go Figure A-38
Answers to Selected Practice Exercises A-44
Glossary G-1
Photo and Art Credits P-1
Index I-1

CHEMICAL APPLICATIONS AND ESSAYS

Chemistry Put to Work

Chemistry and the Chemical Industry 44
Chemistry in the News 58
Antacids 177
The Scientific and Political Challenges of Biofuels 236
Ionic Size and Lithium-Ion Batteries 305
Explosives and Alfred Nobel 368
Orbitals and Energy 423
Gas Separations 463
Ionic Liquids 492
Alloys of Gold 532
Solid-State Lighting 546
Recycling Plastics 549
Methyl Bromide in the Atmosphere 630
Catalytic Converters 648
The Haber Process 671
Controlling Nitric Oxide Emissions 697
Amines and Amine Hydrochlorides 739
Batteries for Hybrid and Electric Vehicles 927
Electrometallurgy of Aluminum 933
Carbon Fibers and Composites 1020
Gasoline 1088

A Closer Look

The Scientific Method 52
Basic Forces 87
The Mass Spectrometer 90
What Are Coins Made Of? 92
Energy, Enthalpy, and *P*–*V* Work 216
Measurement and the Uncertainty Principle 263
Thought Experiments and Schrödinger's Cat 264
Probability Density and Radial Probability Functions 270
Effective Nuclear Charge 299
Calculation of Lattice Energies: The Born–Haber Cycle 342
Oxidation Numbers, Formal Charges, and Actual Partial Charges 357
Phases in Atomic and Molecular Orbitals 417
The Ideal-Gas Equation 459
The Clausius–Clapeyron Equation 501
X-ray Diffraction 524
Ideal Solutions with Two or More Volatile Components 588
The Van't Hoff Factor 596
Using Spectroscopic Methods to Measure Reaction Rates: Beer's Law 620
Limitations of Solubility Products 789
Other Greenhouse Gases 828
The Ogallala Aquifer—A Shrinking Resource 832
Fracking and Water Quality 835
The Entropy Change When a Gas Expands Isothermally 858
What's "Free" about Free Energy? 874
Electrical Work 917
The Dawning of the Nuclear Age 972
Nuclear Synthesis of the Elements 977
The Hydrogen Economy 996
Entropy and the Chelate Effect 1048
Charge-Transfer Color 1066
Mechanism of Addition Reactions 1093

Chemistry and Life

Elements Required by Living Organisms 99
Glucose Monitoring 133
The Regulation of Body Temperature 224
Nuclear Spin and Magnetic Resonance Imaging 274
The Improbable Development of Lithium Drugs 319
The Chemistry of Vision 410
Fat-Soluble and Water-Soluble Vitamins 577
Blood Gases and Deep-Sea Diving 582
Sickle-Cell Anemia 600
Nitrogen Fixation and Nitrogenase 650
The Amphiprotic Behavior of Amino Acids 747
Blood as a Buffered Solution 775
Ocean Acidification 791
Tooth Decay and Fluoridation 793
Entropy and Human Society 866
Driving Nonspontaneous Reactions: Coupling Reactions 880
Heartbeats and Electrocardiography 922
Medical Applications of Radiotracers 966
Radiation Therapy 981
Nitroglycerin, Nitric Oxide, and Heart Disease 1014
Arsenic in Drinking Water 1018
The Battle for Iron in Living Systems 1049

Strategies in Chemistry

Estimating Answers 66
The Importance of Practice 69
The Features of This Book 70
How to Take a Test 109
Problem Solving 130
Design an Experiment 148
Analyzing Chemical Reactions 184
Using Enthalpy as a Guide 219
Calculations Involving Many Variables 448
What Now? 1119

PREFACE

To the Instructor

Philosophy

We authors of *Chemistry: The Central Science* are delighted and honored that you have chosen us as your instructional partners for your general chemistry class. We have all been active researchers who appreciate both the learning and the discovery aspects of the chemical sciences. We have also all taught general chemistry many times. Our varied, wide-ranging experiences have formed the basis of the close collaborations we have enjoyed as coauthors. In writing our book, our focus is on the students: we try to ensure that the text is not only accurate and up-to-date but also clear and readable. We strive to convey the breadth of chemistry and the excitement that scientists experience in making new discoveries that contribute to our understanding of the physical world. We want the student to appreciate that chemistry is not a body of specialized knowledge that is separate from most aspects of modern life, but central to any attempt to address a host of societal concerns, including renewable energy, environmental sustainability, and improved human health.

Publishing the thirteenth edition of this text bespeaks an exceptionally long record of successful textbook writing. We are appreciative of the loyalty and support the book has received over the years, and mindful of our obligation to justify each new edition. We begin our approach to each new edition with an intensive author retreat, in which we ask ourselves the deep questions that we must answer before we can move forward. What justifies yet another edition? What is changing in the world not only of chemistry, but with respect to science education and the qualities of the students we serve? The answer lies only partly in the changing face of chemistry itself. The introduction of many new technologies has changed the landscape in the teaching of sciences at all levels. The use of the Internet in accessing information and presenting learning materials has markedly changed the role of the textbook as one element among many tools for student learning. Our challenge as authors is to maintain the text as the primary source of chemical knowledge and practice, while at the same time integrating it with the new avenues for learning made possible by technology and the Internet. This edition incorporates links to a number of those new methodologies, including use of the Internet, computer-based classroom tools, such as Learning Catalytics™, a cloud-based active learning analytics and assessment system, and web-based tools, particularly MasteringChemistry®, which is continually evolving to provide more effective means of testing and evaluating student performance, while giving the student immediate and helpful feedback. In past versions, MasteringChemistry® provided feedback only on a question level. Now with Knewton-enhanced adaptive follow-up assignments, and Dynamic Study Modules, MasteringChemistry® continually adapts to each student, offering a personalized learning experience.

As authors, we want this text to be a central, indispensable learning tool for students. Whether as a physical book or in electronic form, it can be carried everywhere and used at any time. It is the one place students can go to obtain the information outside of the classroom needed for learning, skill development, reference, and test preparation. The text, more effectively than any other instrument, provides the depth of coverage and coherent background in modern chemistry that students need to serve their professional interests and, as appropriate, to prepare for more advanced chemistry courses.

If the text is to be effective in supporting your role as instructor, it must be addressed to the students. We have done our best to keep our writing clear and interesting and the book attractive and well illustrated. The book has numerous in-text study aids for students, including carefully placed descriptions of problem-solving strategies. We hope that our cumulative experiences as teachers is evident in our pacing, choice of examples, and the kinds of study aids and motivational tools we have employed. We believe students are more enthusiastic about learning chemistry when they see its importance relative to their own goals and interests; therefore, we have highlighted many important applications of chemistry in everyday life. We hope you make use of this material.

It is our philosophy, as authors, that the text and all the supplementary materials provided to support its use must work in concert with you, the instructor. A textbook is only as useful to students as the instructor permits it to be. This book is replete with features that can help students learn and that can guide them as they acquire both conceptual understanding and problem-solving skills. There is a great deal here for the students to use, too much for all of it to be absorbed by any one student. You will be the guide to the best use of the book. Only with your active help will the students be able to utilize most effectively all that the text and its supplements offer. Students care about grades, of course, and with encouragement they will also become interested in the subject matter and care about learning. Please consider emphasizing features of the book that can enhance student appreciation of chemistry, such as the *Chemistry Put to Work* and *Chemistry and Life* boxes that show how chemistry impacts modern life and its relationship to health and life processes. Learn to use, and urge students to use, the rich online resources available. Emphasize conceptual understanding and place less emphasis on simple manipulative, algorithmic problem solving.

What Is New in This Edition?

A great many changes have been made in producing this thirteenth edition. We have continued to improve upon the art program, and new features connected with the art have been introduced. Many figures in the book have undergone modification, and dozens of new figures have been introduced.

A systematic effort has been made to place explanatory labels directly into figures to guide the student. New designs have been employed to more closely integrate photographic materials into figures that convey chemical principles.

We have continued to explore means for more clearly and directly addressing the issue of concept learning. It is well established that conceptual misunderstandings, which impede student learning in many areas, are difficult to correct. We have looked for ways to identify and correct misconceptions via the worked examples in the book, and in the accompanying practice exercises. Among the more important changes made in the new edition, with this in mind, are:

- A major new feature of this edition is the addition of a second Practice Exercise to accompany each Sample Exercise within the chapters. The majority of new *Practice Exercises* are of the multiple-choice variety, which enable feedback via MasteringChemistry®. The correct answers to select Practice Exercises are given in an appendix, and guidance for correcting wrong answers is provided in MasteringChemistry®. The new Practice Exercise feature adds to the aids provided to students for mastering the concepts advanced in the text and rectifying conceptual misunderstandings. The enlarged practice exercise materials also further cement the relationship of the text to the online learning materials. At the same time, they offer a new supportive learning experience for all students, regardless of whether the MasteringChemistry® program is used.
- A second major innovation in this edition is the *Design An Experiment* feature, which appears as a final exercise in all chapters beginning with Chapter 3, as well as in MasteringChemistry®. The *Design an Experiment* exercise is a departure from the usual kinds of end-of-chapter exercises in that it is inquiry based, open ended, and tries to stimulate the student to "think like a scientist." Each exercise presents the student with a scenario in which various unknowns require investigation. The student is called upon to ponder how experiments might be set up to provide answers to particular questions about a system, and/or test plausible hypotheses that might account for a set of observations. The aim of the *Design an Experiment* exercises is to foster critical thinking. We hope that they will be effective in active learning environments, which include classroom-based work and discussions, but they are also suitable for individual student work. There is no one right way to solve these exercises, but we authors offer some ideas in an online Instructor's Resource Manual, which will include results from class testing and analysis of student responses.
- The *Go Figure* exercises introduced in the twelfth edition proved to be a popular innovation, and we have expanded on its use. This feature poses a question that students can answer by examining the figure. These questions encourage students to actually study the figure and understand its primary message. Answers to the *Go Figure* questions are provided in the back of the text.
- The popular *Give It Some Thought (GIST)* questions embedded in the text have been expanded by improvements in some of the existing questions and addition of new ones. The answers to all the GIST items are provided in the back of the text.
- New end-of-chapter exercises have been added, and many of those carried over from the twelfth edition have been significantly revised. Analysis of student responses to the twelfth edition questions in MasteringChemistry® helped us identify and revise or create new questions, prompting improvements and eliminations of some questions. Additionally, analysis of usage of MasteringChemistry® has enhanced our understanding of the ways in which instructors and students have used the end-of-chapter and MasteringChemistry® materials. This, in turn, has led to additional improvements to the content within the text and in the MasteringChemistry® item library. At the end of each chapter, we list the *Learning Outcomes* that students should be able to perform after studying each section. End-of-chapter exercises, both in the text and in MasteringChemistry® offer ample opportunities for students to assess mastery of learning outcomes. We trust the *Learning Outcomes* will help you organize your lectures and tests as the course proceeds.

Organization and Contents

The first five chapters give a largely macroscopic, phenomenological view of chemistry. The basic concepts introduced—such as nomenclature, stoichiometry, and thermochemistry—provide necessary background for many of the laboratory experiments usually performed in general chemistry. We believe that an early introduction to thermochemistry is desirable because so much of our understanding of chemical processes is based on considerations of energy changes. Thermochemistry is also important when we come to a discussion of bond enthalpies. We believe we have produced an effective, balanced approach to teaching thermodynamics in general chemistry, as well as providing students with an introduction to some of the global issues involving energy production and consumption. It is no easy matter to walk the narrow pathway between—on the one hand—trying to teach too much at too high a level and—on the other hand—resorting to oversimplifications. As with the book as a whole, the emphasis has been on imparting *conceptual* understanding, as opposed to presenting equations into which students are supposed to plug numbers.

The next four chapters (Chapters 6–9) deal with electronic structure and bonding. We have largely retained our presentation of atomic orbitals. For more advanced students, *Closer Look* boxes in Chapters 6 and 9 highlight radial probability functions and the phases of orbitals. Our approach of placing this latter discussion in a *Closer Look* box in Chapter 9 enables those who wish to cover this topic to do so, while others may wish to bypass it. In treating this topic and others in Chapters 7 and 9, we have materially enhanced the accompanying figures to more effectively bring home their central messages.

In Chapters 10–13, the focus of the text changes to the next level of the organization of matter: examining the states of

matter. Chapters 10 and 11 deal with gases, liquids, and intermolecular forces, as in earlier editions. Chapter 12 is devoted to solids, presenting an enlarged and more contemporary view of the solid state as well as of modern materials. The chapter provides an opportunity to show how abstract chemical bonding concepts impact real-world applications. The modular organization of the chapter allows you to tailor your coverage to focus on materials (semiconductors, polymers, nanomaterials, and so forth) that are most relevant to your students and your own interests. Chapter 13 treats the formation and properties of solutions in much the same manner as the previous edition.

The next several chapters examine the factors that determine the speed and extent of chemical reactions: kinetics (Chapter 14), equilibria (Chapters 15–17), thermodynamics (Chapter 19), and electrochemistry (Chapter 20). Also in this section is a chapter on environmental chemistry (Chapter 18), in which the concepts developed in preceding chapters are applied to a discussion of the atmosphere and hydrosphere. This chapter has increasingly come to be focused on green chemistry and the impacts of human activities on Earth's water and atmosphere.

After a discussion of nuclear chemistry (Chapter 21), the book ends with three survey chapters. Chapter 22 deals with nonmetals, Chapter 23 with the chemistry of transition metals, including coordination compounds, and Chapter 24 with the chemistry of organic compounds and elementary biochemical themes. These final four chapters are developed in a parallel fashion and can be covered in any order.

Our chapter sequence provides a fairly standard organization, but we recognize that not everyone teaches all the topics in the order we have chosen. We have therefore made sure that instructors can make common changes in teaching sequence with no loss in student comprehension. In particular, many instructors prefer to introduce gases (Chapter 10) after stoichiometry (Chapter 3) rather than with states of matter. The chapter on gases has been written to permit this change with *no* disruption in the flow of material. It is also possible to treat balancing redox equations (Sections 20.1 and 20.2) earlier, after the introduction of redox reactions in Section 4.4. Finally, some instructors like to cover organic chemistry (Chapter 24) right after bonding (Chapters 8 and 9). This, too, is a largely seamless move.

We have brought students into greater contact with descriptive organic and inorganic chemistry by integrating examples throughout the text. You will find pertinent and relevant examples of "real" chemistry woven into all the chapters to illustrate principles and applications. Some chapters, of course, more directly address the "descriptive" properties of elements and their compounds, especially Chapters 4, 7, 11, 18, and 22–24. We also incorporate descriptive organic and inorganic chemistry in the end-of-chapter exercises.

Changes in This Edition

The **What is New in This Edition** section on pp. 20–21 details changes made throughout the new edition. Beyond a mere listing, however, it is worth dwelling on the general goals we set forth in formulating this new edition. *Chemistry: The Central Science* has traditionally been valued for its clarity of writing, its scientific accuracy and currency, its strong end-of-chapter exercises, and its consistency in level of coverage. In making changes, we have made sure not to compromise these characteristics, and we have also continued to employ an open, clean design in the layout of the book.

The art program for this thirteenth edition has continued the trajectory set in the twelfth edition: to make greater and more effective use of the figures as learning tools, by drawing the reader more directly into the figure. The art itself has continued to evolve, with modifications of many figures and additions or replacements that teach more effectively. The *Go Figure* feature has been expanded greatly to include a larger number of figures. In the same vein, we have added to the *Give it Some Thought* feature, which stimulates more thoughtful reading of the text and fosters critical thinking.

We provide a valuable overview of each chapter under the *What's Ahead* banner. *Concept links* (∞) continue to provide easy-to-see cross-references to pertinent material covered earlier in the text. The essays titled *Strategies in Chemistry*, which provide advice to students on problem solving and "thinking like a chemist," continue to be an important feature. For example, the new *Strategies in Chemistry* essay at the end of Chapter 3 introduces the new *Design an Experiment* feature and provides a worked out example as guidance.

We have continued to emphasize conceptual exercises in the end-of-chapter exercise materials. The well-received *Visualizing Concepts* exercise category has been continued in this edition. These exercises are designed to facilitate concept understanding through use of models, graphs, and other visual materials. They precede the regular end-of-chapter exercises and are identified in each case with the relevant chapter section number. A generous selection of *Integrative Exercises*, which give students the opportunity to solve problems that integrate concepts from the present chapter with those of previous chapters, is included at the end of each chapter. The importance of integrative problem solving is highlighted by the *Sample Integrative Exercise*, which ends each chapter beginning with Chapter 4. In general, we have included more conceptual end-of-chapter exercises and have made sure that there is a good representation of somewhat more difficult exercises to provide a better mix in terms of topic and level of difficulty. Many of the exercises have been restructured to facilitate their use in MasteringChemistry®. We have made extensive use of the metadata from student use of MasteringChemistry® to analyze end-of-chapter exercises and make appropriate changes, as well as to develop *Learning Outcomes* for each chapter.

New essays in our well-received *Chemistry Put to Work* and *Chemistry and Life* series emphasize world events, scientific discoveries, and medical breakthroughs that bear on topics developed in each chapter. We maintain our focus on the positive aspects of chemistry without neglecting the problems that can arise in an increasingly technological world. Our goal is to help students appreciate the real-world perspective of chemistry and the ways in which chemistry affects their lives.

It is perhaps a natural tendency for chemistry textbooks to grow in length with succeeding editions, but it is

one that we have resisted. There are, nonetheless, many new items in this edition, mostly ones that replace other material considered less pertinent. Here is a list of several significant changes in content:

In Chapter 1, the *Closer Look* box on the scientific method has been rewritten. The *Chemistry Put to Work* box, dealing with *Chemistry in the News*, has been completely rewritten, with items that describe diverse ways in which chemistry intersects with the affairs of modern society. The *Chapter Summary* and *Learning Outcomes* sections at the end of the chapter have been rewritten for ease of use by both instructor and student, in this and all chapters in the text. Similarly, the exercises have been thoroughly vetted, modified where this was called for and replaced or added to, here and in all succeeding chapters.

In Chapter 3, graphic elements highlighting the correct approach to problem solving have been added to *Sample Exercises* on calculating an empirical formula from mass percent of the elements present, combustion analysis, and calculating a theoretical yield.

Chapter 5 now presents a more explicit discussion of combined units of measurement, an improved introduction to enthalpy, and more consistent use of color in art.

Changes in Chapter 6 include a significant revision of the discussion of the energy levels of the hydrogen atom, including greater clarity on absorption versus emission processes. There is also a new *Closer Look* box on *Thought Experiments and Schrödinger's Cat*, which gives students a brief glimpse of some of the philosophical issues in quantum mechanics and also connects to the 2012 Nobel Prize in Physics.

In Chapter 7, the emphasis on conceptual thinking was enhanced in several ways: the section on effective nuclear charge was significantly revised to include a classroom-tested analogy, the number of *Go Figure* features was increased substantially, and new end-of-chapter exercises emphasize critical thinking and understanding concepts. In addition, the *Chemistry Put to Work* box on lithium-ion batteries was updated and revised to include discussion of current issues in using these batteries. Finally, the values of ionic radii were revised to be consistent with a recent research study of the best values for these radii.

In Chapter 9, which is one of the most challenging for students, we continue to refine our presentation based on our classroom experience. Twelve new *Go Figure* exercises will stimulate more student thought in a chapter with a large amount of graphic material. The discussion of molecular geometry was made more conceptually oriented. The section on delocalized bonding was completely revised to provide what we believe will be a better introduction that students will find useful in organic chemistry. The *Closer Look* box on phases in orbitals was revamped with improved artwork. We also increased the number of end-of-chapter exercises, especially in the area of molecular orbital theory. The *Design an Experiment* feature in this chapter gives the students the opportunity to explore color and conjugated π systems.

Chapter 10 contains a new *Sample Exercise* that walks the student through the calculations that are needed to understand Torricelli's barometer. Chapter 11 includes an improved definition of hydrogen bonding and updated data for the strengths of intermolecular attractions. Chapter 12 includes the latest updates to materials chemistry, including plastic electronics. New material on the diffusion and mean free path of colloids in solution is added to Chapter 13, making a connection to the diffusion of gas molecules from Chapter 10.

In Chapter 14, ten new *Go Figure* exercises have been added to reinforce many of the concepts presented as figures and graphs in the chapter. The *Design an Experiment* exercise in the chapter connects strongly to the *Closer Look* box on Beer's Law, which is often the basis for spectrometric kinetics experiments performed in the general chemistry laboratory.

The presentation in Chapter 16 was made more closely tied to that in Chapter 15, especially through the use of more initial/change/equilibrium (ICE) charts. The number of conceptual end-of-chapter exercises, including *Visualizing Concepts* features, was increased significantly.

Chapter 17 offers improved clarity on how to make buffers, and when the Henderson–Hasselbalch equation may not be accurate. Chapter 18 has been extensively updated to reflect changes in this rapidly evolving area of chemistry. Two *Closer Look* boxes have been added; one dealing with the shrinking level of water in the Ogallala aquifer and a second with the potential environmental consequences of hydraulic fracking. In Chapter 20, the description of Li-ion batteries has been significantly expanded to reflect the growing importance of these batteries, and a new *Chemistry Put to Work* box on batteries for hybrid and electric vehicles has been added.

Chapter 21 was updated to reflect some of the current issues in nuclear chemistry and more commonly used nomenclature for forms of radiation are now used. Chapter 22 includes an improved discussion of silicates.

In Chapter 23, the section on crystal-field theory (Section 23.6) has undergone considerable revision. The description of how the *d*-orbital energies of a metal ion split in a tetrahedral crystal field has been expanded to put it on par with our treatment of the octahedral geometry, and a new *Sample Exercise* that effectively integrates the links between color, magnetism, and the spectrochemical series has been added. Chapter 24's coverage of organic chemistry and biochemistry now includes oxidation–reduction reactions that organic chemists find most relevant.

To the Student

Chemistry: The Central Science, Thirteenth Edition, has been written to introduce you to modern chemistry. As authors, we have, in effect, been engaged by your instructor to help you learn chemistry. Based on the comments of students and instructors who have used this book in its previous editions, we believe that we have done that job well. Of course, we expect the text to continue to evolve through future editions. We invite you to write to tell us what you like about the book so that we will know where we have helped you most. Also, we would like to learn of any shortcomings so that we might further improve the book in subsequent editions. Our addresses are given at the end of the Preface.

Advice for Learning and Studying Chemistry

Learning chemistry requires both the assimilation of many concepts and the development of analytical skills. In this text, we have provided you with numerous tools to help you succeed in both tasks. If you are going to succeed in your chemistry course, you will have to develop good study habits. Science courses, and chemistry in particular, make different demands on your learning skills than do other types of courses. We offer the following tips for success in your study of chemistry:

Don't fall behind! As the course moves along, new topics will build on material already presented. If you don't keep up in your reading and problem solving, you will find it much harder to follow the lectures and discussions on current topics. Experienced teachers know that students who read the relevant sections of the text *before* coming to a class learn more from the class and retain greater recall. "Cramming" just before an exam has been shown to be an ineffective way to study any subject, chemistry included. So now you know. How important to you, in this competitive world, is a good grade in chemistry?

Focus your study. The amount of information you will be expected to learn can sometimes seem overwhelming. It is essential to recognize those concepts and skills that are particularly important. Pay attention to what your instructor is emphasizing. As you work through the *Sample Exercises* and homework assignments, try to see what general principles and skills they employ. Use the *What's Ahead* feature at the beginning of each chapter to help orient yourself to what is important in each chapter. A single reading of a chapter will simply not be enough for successful learning of chapter concepts and problem-solving skills. You will need to go over assigned materials more than once. Don't skip the *Give It Some Thought* and *Go Figure* features, *Sample Exercises*, and *Practice Exercises*. They are your guides to whether you are learning the material. They are also good preparation for test-taking. The *Learning Outcomes* and *Key Equations* at the end of the chapter should help you focus your study.

Keep good lecture notes. Your lecture notes will provide you with a clear and concise record of what your instructor regards as the most important material to learn. Using your lecture notes in conjunction with this text is the best way to determine which material to study.

Skim topics in the text before they are covered in lecture. Reviewing a topic before lecture will make it easier for you to take good notes. First read the *What's Ahead* points and the end-of-chapter *Summary*; then quickly read through the chapter, skipping Sample Exercises and supplemental sections. Paying attention to the titles of sections and subsections gives you a feeling for the scope of topics. Try to avoid thinking that you must learn and understand everything right away.

You need to do a certain amount of preparation before lecture. More than ever, instructors are using the lecture period not simply as a one-way channel of communication from teacher to student. Rather, they expect students to come to class ready to work on problem solving and critical thinking. Coming to class unprepared is not a good idea for any lecture environment, but it certainly is not an option for an active learning classroom if you aim to do well in the course.

After lecture, carefully read the topics covered in class. As you read, pay attention to the concepts presented and to the application of these concepts in the *Sample Exercises*. Once you think you understand a *Sample Exercise*, test your understanding by working the accompanying *Practice Exercise*.

Learn the language of chemistry. As you study chemistry, you will encounter many new words. It is important to pay attention to these words and to know their meanings or the entities to which they refer. Knowing how to identify chemical substances from their names is an important skill; it can help you avoid painful mistakes on examinations. For example, "chlorine" and "chloride" refer to very different things.

Attempt the assigned end-of-chapter exercises. Working the exercises selected by your instructor provides necessary practice in recalling and using the essential ideas of the chapter. You cannot learn merely by observing; you must be a participant. In particular, try to resist checking the *Student Solutions Manual* (if you have one) until you have made a sincere effort to solve the exercise yourself. If you get stuck on an exercise, however, get help from your instructor, your teaching assistant, or another student. Spending more than 20 minutes on a single exercise is rarely effective unless you know that it is particularly challenging.

Learn to think like a scientist. This book is written by scientists who love chemistry. We encourage you to develop your critical thinking skills by taking advantage of new features in this edition, such as exercises that focus on conceptual learning, and the *Design an Experiment* exercises.

Use online resources. Some things are more easily learned by discovery, and others are best shown in three dimensions. If your instructor has included MasteringChemistry® with your book, take advantage of the unique tools it provides to get the most out of your time in chemistry.

The bottom line is to work hard, study effectively, and use the tools available to you, including this textbook. We want to help you learn more about the world of chemistry and why chemistry is the central science. If you really learn chemistry, you can be the life of the party, impress your friends and parents, and … well, also pass the course with a good grade.

Acknowledgments

The production of a textbook is a team effort requiring the involvement of many people besides the authors who contributed hard work and talent to bring this edition to life. Although their names don't appear on the cover of the book, their creativity, time, and support have been instrumental in all stages of its development and production.

Each of us has benefited greatly from discussions with colleagues and from correspondence with instructors and students both here and abroad. Colleagues have also helped immensely by reviewing our materials, sharing their insights, and providing suggestions for improvements. On this edition, we were particularly blessed with an exceptional group of accuracy checkers who read through our materials looking for both technical inaccuracies and typographical errors.

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List of Resources

For Students

MasteringChemistry®

(http://www.masteringchemistry.com)
MasteringChemistry® is the most effective, widely used online tutorial, homework and assessment system for chemistry. It helps instructors maximize class time with customizable, easy-to-assign, and automatically graded assessments that motivate students to learn outside of class and arrive prepared for lecture. These assessments can easily be customized and personalized by instructors to suit their individual teaching style. The powerful gradebook provides unique insight into student and class performance even before the first test. As a result, instructors can spend class time where students need it most.

Pearson eText The integration of Pearson eText within MasteringChemistry® gives students with eTexts easy access to the electronic text when they are logged into MasteringChemistry®. Pearson eText pages look exactly like the printed text, offering powerful new functionality for students and instructors. Users can create notes, highlight text in different colors, create bookmarks, zoom, view in single-page or two-page view, and more.

Students Guide Prepared by James C. Hill of California State University. This book assists students through the text material with chapter overviews, learning objectives, a review of key terms, as well as self-tests with answers and explanations. This edition also features MCAT practice questions.

Solutions to Red Exercises Prepared by Roxy Wilson of the University of Illinois, Urbana-Champaign. Full solutions to all the red-numbered exercises in the text are provided. (Short answers to red exercises are found in the appendix of the text.)

Solutions to Black Exercises Prepared by Roxy Wilson of the University of Illinois, Urbana-Champaign. Full solutions to all the black-numbered exercises in the text are provided.

Laboratory Experiments Prepared by John H. Nelson of the University of Nevada, and Michael Lufaso of the University of North Florida with contributions by Matthew Stoltzfus of The Ohio State University. This manual contains 40 finely tuned experiments chosen to introduce students to basic lab techniques and to illustrate core chemical principles. This new edition has been revised with the addition of four brand new experiments to correlate more tightly with the text. You can also customize these labs through Catalyst, our custom database program. For more information, please contact your sales representative.

For Instructors

Solutions to Exercises Prepared by Roxy Wilson of the University of Illinois, Urbana-Champaign. This manual contains all end-of-chapter exercises in the text. With an instructor's permission, this manual may be made available to students.

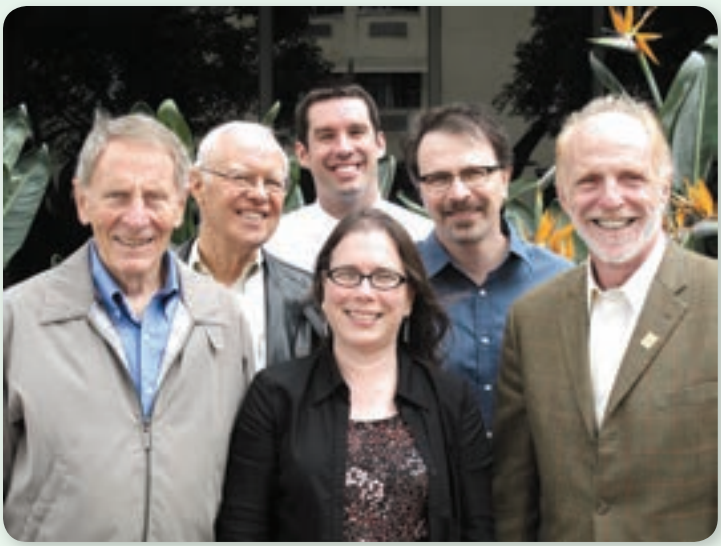
Online Instructor Resource Center This resource provides an integrated collection of resources to help instructors make efficient and effective use of their time. It features all artwork from the text, including figures and tables in PDF format for high-resolution printing, as well as five prebuilt PowerPoint™ presentations. The first presentation contains the images embedded within PowerPoint slides. The second includes a complete lecture outline that is modifiable by the user. The final three presentations contain worked "in-chapter" sample exercises and questions. The Instructor Resource Center also contains movies, animations, and electronic files of the Instructor Resource Manual, as well as the Test Item File.

TestGen Testbank Prepared by Andrea Leonard of the University of Louisiana. The Test Item File now provides a selection of more than 4,000 test questions with 200 new questions in the thirteenth edition and 200 additional algorithmic questions.

Online Instructor Resource Manual Prepared by Linda Brunauer of Santa Clara University and Elzbieta Cook of Louisiana State University. Organized by chapter, this manual offers detailed lecture outlines and complete descriptions of all available lecture demonstrations, interactive media assets, common student misconceptions, and more.

Annotated Instructor's Edition to Laboratory Experiments Prepared by John H. Nelson of the University of Nevada, and Michael Lufaso of the University of North Florida with contributions by Matthew Stoltzfus of the Ohio State University. This AIE combines the full student lab manual with appendices covering the proper disposal of chemical waste, safety instructions for the lab, descriptions of standard lab equipment, answers to questions, and more.

About the Authors



THE BROWN/LEMAY/BURSTEN/ MURPHY/WOODWARD/STOLTZFUS AUTHOR TEAM values collaboration as an integral component to overall success. While each author brings unique talent, research interests, and teaching experiences, the team works together to review and develop the entire text. It is this collaboration that keeps the content ahead of educational trends and contributes to continuous innovations in teaching and learning throughout the text and technology. Some of the new key features in the thirteenth edition and accompanying MasteringChemistry® course are highlighted on the following pages.

THEODORE L. BROWN received his Ph.D. from Michigan State University in 1956. Since then, he has been a member of the faculty of the University of Illinois, Urbana-Champaign, where he is now Professor of Chemistry, Emeritus. He served as Vice Chancellor for Research, and Dean of The Graduate College, from 1980 to 1986, and as Founding Director of the Arnold and Mabel Beckman Institute for Advanced Science and Technology from 1987 to 1993. Professor Brown has been an Alfred P. Sloan Foundation Research Fellow and has been awarded a Guggenheim Fellowship. In 1972 he was awarded the American Chemical Society Award for Research in Inorganic Chemistry and received the American Chemical Society Award for Distinguished Service in the Advancement of Inorganic Chemistry in 1993. He has been elected a Fellow of the American Association for the Advancement of Science, the American Academy of Arts and Sciences, and the American Chemical Society.

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BRUCE E. BURSTEN received his Ph.D. in Chemistry from the University of Wisconsin in 1978. After two years as a National Science Foundation Postdoctoral Fellow at Texas A&M University, he joined the faculty of The Ohio State University, where he rose to the rank of Distinguished University Professor. In 2005, he moved to the University of Tennessee, Knoxville, as Distinguished Professor of Chemistry and Dean of the College of Arts and Sciences. Professor Bursten has been a Camille and Henry Dreyfus Foundation Teacher-Scholar and an Alfred P. Sloan Foundation Research Fellow, and he is a Fellow of both the American Association for the Advancement of Science and the American Chemical Society. At Ohio State he has received the University Distinguished Teaching Award in 1982 and 1996, the Arts and Sciences Student Council Outstanding Teaching Award in 1984, and the University Distinguished Scholar Award in 1990. He received the Spiers Memorial Prize and Medal of the Royal Society of Chemistry in 2003, and the Morley Medal of the Cleveland Section of the American Chemical Society in 2005. He was President of the American Chemical Society for 2008. In addition to his teaching and service activities, Professor Bursten's research program focuses on compounds of the transition-metal and actinide elements.