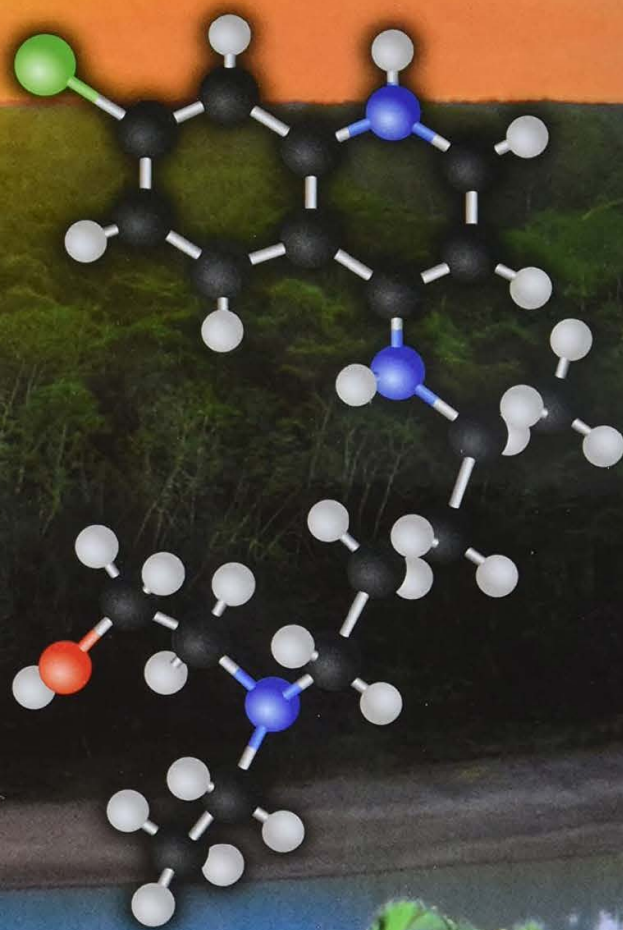


# General, Organic, and **BIOCHEMISTRY**

eleventh edition



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**Denniston | Quirk | Topping | Caret**



# General, Organic, *and* Biochemistry

ELEVENTH EDITION

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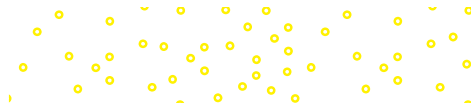
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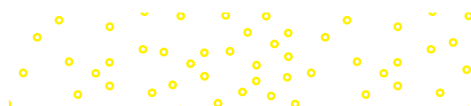
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# Brief Contents

## GENERAL CHEMISTRY

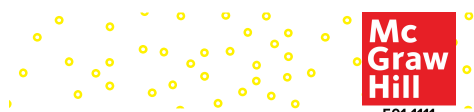
<b>1</b>	Chemistry: Methods and Measurement . . . . .	1
<b>2</b>	The Structure of the Atom and the Periodic Table . . . . .	44
<b>3</b>	Structure and Properties of Ionic and Covalent Compounds . . . . .	85
<b>4</b>	Calculations and the Chemical Equation . . . . .	127
<b>5</b>	States of Matter: Gases, Liquids, and Solids . . . . .	164
<b>6</b>	Solutions . . . . .	192
<b>7</b>	Energy, Rate, and Equilibrium . . . . .	226
<b>8</b>	Acids and Bases and Oxidation-Reduction . . . . .	262
<b>9</b>	The Nucleus, Radioactivity, and Nuclear Medicine . . . . .	299

## ORGANIC CHEMISTRY

<b>10</b>	An Introduction to Organic Chemistry: The Saturated Hydrocarbons . . . . .	330
<b>11</b>	The Unsaturated Hydrocarbons: Alkenes, Alkynes, and Aromatics . . . . .	369
<b>12</b>	Alcohols, Phenols, Thiols, and Ethers . . . . .	412
<b>13</b>	Aldehydes and Ketones . . . . .	448
<b>14</b>	Carboxylic Acids and Carboxylic Acid Derivatives . . . . .	478
<b>15</b>	Amines and Amides . . . . .	518

## BIOCHEMISTRY

<b>16</b>	Carbohydrates . . . . .	556
<b>17</b>	Lipids and Their Functions in Biochemical Systems . . . . .	592
<b>18</b>	Protein Structure and Function . . . . .	627
<b>19</b>	Enzymes . . . . .	657
<b>20</b>	Introduction to Molecular Genetics . . . . .	691
<b>21</b>	Carbohydrate Metabolism . . . . .	733
<b>22</b>	Aerobic Respiration and Energy Production . . . . .	767
<b>23</b>	Fatty Acid Metabolism . . . . .	798



# Contents

Perspectives xii  
Preface xiv

## GENERAL CHEMISTRY

### 1 Chemistry: Methods and Measurement 1

#### 1.1 Strategies for Success in Chemistry 2

The Science of Learning Chemistry 2  
Learning General Chemistry 2



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#### 1.2 The Discovery Process 4

Chemistry 4  
The Scientific Method 5  
Models in Chemistry 6  
*A Human Perspective: The Scientific Method* 7

#### 1.3 The Classification of Matter 8

States of Matter 8  
Composition of Matter 8  
Physical Properties and Physical Change 10  
Chemical Properties and Chemical Change 11  
Intensive and Extensive Properties 12

#### 1.4 The Units of Measurement 12

Mass 13  
Length 14  
Volume 14  
Time 15

#### 1.5 The Numbers of Measurement 15

Significant Figures 15  
Recognition of Significant Figures 16  
Scientific Notation 17  
Accuracy and Precision 18  
Exact (Counted) and Inexact Numbers 19  
Rounding Numbers 19  
Significant Figures in Calculation of Results 20

#### 1.6 Unit Conversion 22

Conversion of Units within the Same System 23  
Factor-Label Method 23  
Conversion of Units Between Systems 25  
*A Medical Perspective: Curiosity and the Science That Leads to Discovery* 27

#### 1.7 Additional Experimental Quantities 29

Temperature 29  
Energy 30  
Concentration 31  
Density and Specific Gravity 31  
*A Human Perspective: Food Calories* 32  
*A Medical Perspective: Assessing Obesity: The Body Mass Index* 35  
*A Human Perspective: Quick and Useful Analysis* 36

Chapter Map 37  
Summary 38  
Questions and Problems 39  
Multiple Concept Problems 42

### 2 The Structure of the Atom and the Periodic Table 44

#### 2.1 Composition of the Atom 45

Electrons, Protons, and Neutrons 45  
Isotopes 47



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#### 2.2 Development of Atomic Theory 49

Dalton's Theory 49  
Evidence for Subatomic Particles: Electrons, Protons, and Neutrons 49  
*Chemistry at the Crime Scene: Microbial Forensics* 50  
Evidence for the Nucleus 51

#### 2.3 Light, Atomic Structure, and the Bohr Atom 52

Electromagnetic Radiation 52  
Photons 53  
The Bohr Atom 53  
*Green Chemistry: Practical Applications of Electromagnetic Radiation* 55  
Modern Atomic Theory 56  
*A Human Perspective: Atomic Spectra and the Fourth of July* 57

#### 2.4 The Periodic Law and the Periodic Table 58

Numbering Groups in the Periodic Table 58  
Periods 60  
Metals and Nonmetals 60  
*A Medical Perspective: Copper Deficiency and Wilson's Disease* 61  
Information Contained in the Periodic Table 61

#### 2.5 Electron Arrangement and the Periodic Table 62

The Quantum Mechanical Atom 62  
Principal Energy Levels, Sublevels, and Orbitals 63  
Electron Configurations 64  
Guidelines for Writing Electron Configurations of Atoms 65  
Electron Configurations and the Periodic Table 69  
Shorthand Electron Configurations 69

#### 2.6 Valence Electrons and the Octet Rule 70

Valence Electrons 70  
The Octet Rule 70  
Ions 71  
Ion Formation and the Octet Rule 72  
*A Medical Perspective: Dietary Calcium* 75

#### 2.7 Trends in the Periodic Table 76

Atomic Size 76  
Ion Size 77  
Ionization Energy 77  
Electron Affinity 78

Chapter Map 79  
 Summary 80  
 Questions and Problems 81  
 Multiple Concept Problems 84

### 3 Structure and Properties of Ionic and Covalent Compounds 85

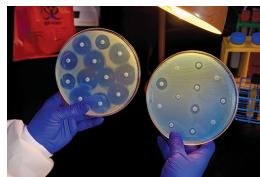
3.1 Chemical Bonding 86  
 Lewis Symbols 86  
 Principal Types of Chemical Bonds:  
 Ionic and Covalent 87  
 Polar Covalent Bonding  
 and Electronegativity 90

3.2 Naming Compounds and Writing Formulas of Compounds 93  
 Ionic Compounds 93  
 Covalent Compounds 98  
*A Medical Perspective: Unwanted Crystal Formation* 99

3.3 Properties of Ionic and Covalent Compounds 101  
 Physical State 101  
 Melting and Boiling Points 101  
 Structure of Compounds in the Solid State 101  
*A Medical Perspective: Rebuilding Our Teeth* 102  
 Solutions of Ionic and Covalent Compounds 102

3.4 Drawing Lewis Structures of Molecules and Polyatomic Ions 102  
 Lewis Structures of Molecules 102  
*A Medical Perspective: Blood Pressure and the Sodium Ion/  
 Potassium Ion Ratio* 105  
 Lewis Structures of Polyatomic Ions 105  
 Lewis Structure, Stability, Multiple Bonds, and Bond Energies 109  
 Isomers 110  
 Lewis Structures and Resonance 110  
 Lewis Structures and Exceptions to the Octet Rule 112  
 Lewis Structures and Molecular Geometry; VSEPR Theory 113  
 Periodic Molecular Geometry Relationships 116  
 Lewis Structures and Polarity 118

3.5 Properties Based on Molecular Geometry and Intermolecular Forces 120  
 Solubility 120  
 Boiling Points of Liquids and Melting Points of Solids 120  
 Chapter Map 122  
 Summary 123  
 Questions and Problems 124  
 Multiple Concept Problems 126



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### 4 Calculations and the Chemical Equation 127

4.1 The Mole Concept and Atoms 128  
 The Mole and Avogadro's Number 128  
 Calculating Atoms, Moles, and Mass 130

4.2 The Chemical Formula, Formula Mass, and Molar Mass 134  
 The Chemical Formula 134  
 Formula Mass and Molar Mass 134

4.3 The Chemical Equation and the Information It Conveys 136  
 A Recipe for Chemical Change 136  
 Features of a Chemical Equation 137  
 The Experimental Basis of a Chemical Equation 137  
 Strategies for Writing Chemical Equations 138



Wilawan Khasawong/Alamy Stock Photo

4.4 Balancing Chemical Equations 140

4.5 Precipitation Reactions 143

4.6 Net Ionic Equations 144  
 Writing Net Ionic Equations 144

4.7 Acid-Base Reactions 146

4.8 Oxidation-Reduction Reactions 146

4.9 Calculations Using the Chemical Equation 146  
 General Principles 146  
 Using Conversion Factors 147  
*A Human Perspective: The Chemistry of Automobile Air Bags* 151  
*A Medical Perspective: Carbon Monoxide Poisoning: A Case of  
 Combining Ratios* 154  
 Theoretical and Percent Yield 155  
*A Medical Perspective: Pharmaceutical Chemistry: The Practical  
 Significance of Percent Yield* 156  
 Chapter Map 158  
 Summary 159  
 Questions and Problems 160  
 Multiple Concept Problems 163

### 5 States of Matter: Gases, Liquids, and Solids 164

5.1 The Gaseous State 165  
 Ideal Gas Concept 165  
 Measurement of Properties  
 of Gases 166  
 Kinetic Molecular Theory of Gases 166  
*A Human Perspective: The Demise of the Hindenburg* 167  
 Properties of Gases and the Kinetic Molecular Theory 167  
 Boyle's Law 168  
 Charles's Law 169  
 Combined Gas Law 171  
 Avogadro's Law 173  
 Molar Volume of a Gas 174  
 Gas Densities 174  
 The Ideal Gas Law 175  
 Dalton's Law of Partial Pressures 177  
*Green Chemistry: The Greenhouse Effect and Global Climate  
 Change* 178  
 Ideal Gases Versus Real Gases 178

5.2 The Liquid State 179  
 Compressibility 179  
 Viscosity 179  
 Surface Tension 180  
 Vapor Pressure of a Liquid 180  
 Boiling Point and Vapor Pressure 181  
 van der Waals Forces 181  
 Hydrogen Bonding 182  
*Chemistry at the Crime Scene: Explosives at the Airport* 183

5.3 The Solid State 184  
 Properties of Solids 184  
 Types of Crystalline Solids 185  
 Sublimation of Solids 185  
*A Human Perspective: Gemstones* 186  
 Chapter Map 187  
 Summary 188  
 Questions and Problems 188  
 Multiple Concept Problems 191



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**6 Solutions 192****6.1 Properties of Solutions 193**

- General Properties of Liquid Solutions 193  
 True Solutions, Colloidal Dispersions, and Suspensions 194  
 Degree of Solubility 195  
 Solubility and Equilibrium 196  
 Solubility of Gases: Henry's Law 196  
*A Human Perspective: Scuba Diving: Nitrogen and the Bends* 197  
 Henry's Law and Respiration 197  
*A Medical Perspective: Blood Gases and Respiration* 198



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**6.2 Concentration Based on Mass 198**

- Mass/Volume Percent 198  
 Mass/Mass Percent 200  
 Parts per Thousand (ppt) and Parts per Million (ppm) 201

**6.3 Concentration Based on Moles 202**

- Molarity 202  
 Dilution 204

**6.4 Concentration-Dependent Solution Properties 206**

- Vapor Pressure Lowering 207  
 Freezing Point Depression and Boiling Point Elevation 207  
 Calculating Freezing Points and Boiling Points of Aqueous Solutions 208  
 Osmosis, Osmotic Pressure, and Osmolarity 211  
*A Medical Perspective: Oral Rehydration Therapy* 214

**6.5 Aqueous Solutions 214**

- Water as a Solvent 214  
*Kitchen Chemistry: Solubility, Surfactants, and the Dishwasher* 216  
 Concentration of Electrolytes in Solution 216  
 Biological Effects of Electrolytes in Solution 219  
*A Medical Perspective: Hemodialysis* 220  
 Chapter Map 221  
 Summary 221  
 Questions and Problems 222  
 Multiple Concept Problems 225

**7 Energy, Rate, and Equilibrium 226****7.1 Thermodynamics 227**

- The Chemical Reaction and Energy 227  
 The First Law of Thermodynamics 228  
*Green Chemistry: Twenty-First Century Energy* 230  
 The Second Law of Thermodynamics 231  
 Free Energy 233  
*A Medical Perspective: Hot and Cold Packs* 234



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**7.2 Experimental Determination of Energy Change in Reactions 235****7.3 Kinetics 238**

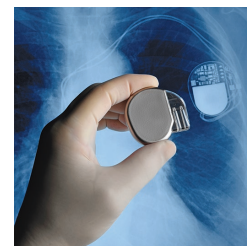
- Chemical Kinetics 238  
 Activation Energy and the Activated Complex 239  
 Factors That Affect Reaction Rate 240  
 Mathematical Representation of Reaction Rate 242  
*A Human Perspective: Too Fast or Too Slow?* 243

**7.4 Equilibrium 245**

- Physical Equilibrium 245  
 Chemical Equilibrium 246  
 The Generalized Equilibrium Constant Expression for a Chemical Reaction 247  
 Writing Equilibrium Constant Expressions 247  
 Interpreting Equilibrium Constants 248  
 Calculating Equilibrium Constants 250  
 Using Equilibrium Constants 251  
 LeChatelier's Principle 252  
*A Human Perspective: An Extraordinary Molecule* 255  
 Chapter Map 256  
 Summary 256  
 Questions and Problems 257  
 Multiple Concept Problems 260

**8 Acids and Bases and Oxidation-Reduction 262****8.1 Acids and Bases 263**

- Acid and Base Theories 263  
 Amphiprotic Nature of Water 265  
 Conjugate Acid-Base Pairs 265  
 Acid and Base Strength 266  
 Self-Ionization of Water and  $K_w$  269



Don Farrall/Getty Images

**8.2 pH: A Measurement Scale for Acids and Bases 270**

- A Definition of pH 270  
 Measuring pH 271  
 Calculating pH 271  
*A Medical Perspective: Drug Delivery* 275  
 The Importance of pH and pH Control 275

**8.3 Reactions between Acids and Bases 276**

- Neutralization 276  
 Polyprotic Substances 278  
*Green Chemistry: Hydrangea, pH, and Soil Chemistry* 279

**8.4 Acid-Base Buffers 280**

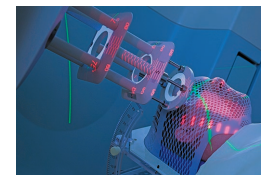
- The Buffer Process 280  
 Addition of Base or Acid to a Buffer Solution 280  
 Determining Buffer Solution pH 281  
 The Henderson-Hasselbalch Equation 284  
 Control of Blood pH 285  
*Green Chemistry: Acid Rain* 286

**8.5 Oxidation-Reduction Processes 287**

- Oxidation and Reduction 287  
 Voltaic Cells 288  
*A Human Perspective: Lithium-Ion Batteries* 290  
 Electrolysis 291  
 Applications of Oxidation and Reduction 292  
 Chapter Map 294  
 Summary 295  
 Questions and Problems 296  
 Multiple Concept Problems 298

**9 The Nucleus, Radioactivity, and Nuclear Medicine 299****9.1 Natural Radioactivity 300**

- Alpha Particles 301  
 Beta Particles and Positrons 301

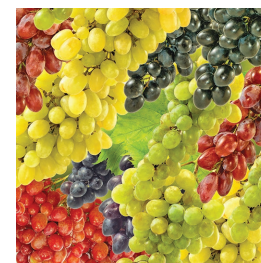


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- Gamma Rays 302  
Properties of Alpha, Beta, Positron, and Gamma Radiation 302  
*A Human Perspective: Origin of the Elements* 303
- 9.2 Writing a Balanced Nuclear Equation 303**  
Alpha Decay 304  
Beta Decay 304  
Positron Emission 304  
Gamma Production 304  
Predicting Products of Nuclear Decay 305
- 9.3 Properties of Radioisotopes 308**  
Nuclear Structure and Stability 308  
Half-Life 308  
Radiocarbon Dating 310  
*A Human Perspective: An Extraordinary Woman in Science* 311
- 9.4 Nuclear Power 312**  
Energy Production 312  
Nuclear Fission 312  
Nuclear Fusion 314  
Breeder Reactors 314  
*Green Chemistry: Nuclear Waste Disposal* 315
- 9.5 Medical Applications of Radioactivity 315**  
Cancer Therapy Using Radiation 315  
Nuclear Medicine 316  
Making Isotopes for Medical Applications 317  
*A Medical Perspective: Magnetic Resonance Imaging* 319
- 9.6 Biological Effects of Radiation 319**  
Radiation Exposure and Safety 319
- 9.7 Measurement of Radiation 321**  
Photographic Imaging 321  
Computer Imaging 321  
The Geiger Counter 322  
Film Badges 322  
Units of Radiation Measurement 322  
*Green Chemistry: Radon and Indoor Air Pollution* 323  
Chapter Map 325  
Summary 326  
Questions and Problems 327  
Multiple Concept Problems 329
- 10.3 Alkanes 337**  
Structure 337  
Physical Properties 341  
Alkyl Groups 341  
Nomenclature 343  
*Kitchen Chemistry: Alkanes in Our Food* 344  
*Green Chemistry: Biofuels: A Renewable Resource* 346  
Constitutional or Structural Isomers 349
- 10.4 Cycloalkanes 350**  
*cis-trans* Isomerism in Cycloalkanes 352
- 10.5 Conformations of Alkanes and Cycloalkanes 354**  
Alkanes 354  
*Green Chemistry: The Petroleum Industry and Gasoline Production* 355  
Cycloalkanes 355
- 10.6 Reactions of Alkanes and Cycloalkanes 356**  
Combustion 356  
Halogenation 357  
*A Medical Perspective: Polyhalogenated Hydrocarbons Used as Anesthetics* 359  
Chapter Map 360  
Summary of Reactions 361  
Summary 361  
Questions and Problems 362  
Multiple Concept Problems 367

## 11 The Unsaturated Hydrocarbons: Alkenes, Alkynes, and Aromatics 369

- 11.1 Alkenes and Alkynes: Structure and Physical Properties 370**
- 11.2 Alkenes and Alkynes: Nomenclature 372**
- 11.3 Geometric Isomers: A Consequence of Unsaturation 375**  
*A Medical Perspective: Killer Alkynes in Nature* 376
- 11.4 Alkenes in Nature 381**
- 11.5 Reactions Involving Alkenes and Alkynes 383**  
Hydrogenation: Addition of  $H_2$  384  
Halogenation: Addition of  $X_2$  387  
Hydration: Addition of  $H_2O$  389  
Hydrohalogenation: Addition of  $HX$  392  
Addition Polymers of Alkenes 394  
*Green Chemistry: Plastic Recycling* 395
- 11.6 Aromatic Hydrocarbons 396**  
*A Human Perspective: The Dragonfly and the Moon* 397  
Structure and Properties 398  
Nomenclature 398  
*Kitchen Chemistry: Pumpkin Pie Spice: An Autumn Tradition* 401  
Polynuclear Aromatic Hydrocarbons 401  
Reactions Involving Benzene 402
- 11.7 Heterocyclic Aromatic Compounds 403**  
*Kitchen Chemistry: Amazing Chocolate* 404  
Chapter Map 405  
Summary of Reactions 406  
Summary 407  
Questions and Problems 407  
Multiple Concept Problems 411



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## ORGANIC CHEMISTRY

### 10 An Introduction to Organic Chemistry: The Saturated Hydrocarbons 330

- 10.1 Strategies for Success in Organic Chemistry 331**  
Prepare for Class 331  
Make the Most of Class Time 331
- 10.2 The Chemistry of Carbon 333**  
Important Differences between Organic and Inorganic Compounds 333  
*A Human Perspective: The Father of Organic Chemistry* 334  
Families of Organic Compounds 334  
*Green Chemistry: Frozen Methane: Treasure or Threat?* 336



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## 12 Alcohols, Phenols, Thiols, and Ethers 412

- 12.1 Alcohols: Structure and Physical Properties** 413
- 12.2 Alcohols: Nomenclature** 416  
IUPAC Names 416  
Common Names 417
- 12.3 Medically Important Alcohols** 419  
Methanol 419  
Ethanol 419  
*Kitchen Chemistry: Sugar Alcohols and the Sweet Tooth* 420  
Propan-2-ol 421  
Ethane-1,2-diol 421  
Propane-1,2,3-triol 421
- 12.4 Reactions Involving Alcohols** 421  
Preparation of Alcohols 421  
Dehydration of Alcohols 424  
Oxidation Reactions 425
- 12.5 Oxidation and Reduction in Living Systems** 428
- 12.6 Phenols** 429  
*Kitchen Chemistry: Spicy Phenols* 430  
*A Medical Perspective: Resveratrol: Fountain of Youth?* 431
- 12.7 Ethers** 432
- 12.8 Thiols** 435  
*Kitchen Chemistry: The Magic of Garlic* 438  
Chapter Map 440  
Summary of Reactions 441  
Summary 441  
Questions and Problems 442  
Multiple Concept Problems 446



Darren Greenwood/Design Pics

## 13 Aldehydes and Ketones 448

- 13.1 Structure and Physical Properties** 449  
*A Human Perspective: Powerful Weak Attractions* 450
- 13.2 IUPAC Nomenclature and Common Names** 452  
Naming Aldehydes 452  
Naming Ketones 454
- 13.3 Important Aldehydes and Ketones** 457  
*Green Chemistry: Aldehydes, Stink Bugs, and Wine* 457
- 13.4 Reactions Involving Aldehydes and Ketones** 458  
Preparation of Aldehydes and Ketones 458  
Oxidation Reactions 460  
Reduction Reactions 462  
*A Human Perspective: Alcohol Abuse and Antabuse* 463  
Addition Reactions 465  
*Kitchen Chemistry: The Allure of Truffles* 466  
Keto-Enol Tautomers 469  
Chapter Map 471  
Summary of Reactions 472  
Summary 472  
Questions and Problems 473  
Multiple Concept Problems 476



Andrea Booher/FEMA photo

## 14 Carboxylic Acids and Carboxylic Acid Derivatives 478

- 14.1 Carboxylic Acids** 479  
Structure and Physical Properties 479  
Nomenclature 481  
*Chemistry at the Crime Scene: Carboxylic Acids and the Body Farm* 485  
Some Important Carboxylic Acids 486  
*Green Chemistry: Garbage Bags from Potato Peels?* 487  
Reactions Involving Carboxylic Acids 490
- 14.2 Esters** 493  
Structure and Physical Properties 493  
Nomenclature 493  
Reactions Involving Esters 495  
*A Human Perspective: The Chemistry of Flavor and Fragrance* 497  
*A Human Perspective: Detergents* 501
- 14.3 Acid Chlorides and Acid Anhydrides** 503  
Acid Chlorides 503  
Acid Anhydrides 503
- 14.4 Nature's High-Energy Compounds: Phosphoesters and Thioesters** 507  
*A Medical Perspective: Esters for Appetite Control* 509  
Chapter Map 510  
Summary of Reactions 510  
Summary 511  
Questions and Problems 512  
Multiple Concept Problems 516



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## 15 Amines and Amides 518

- 15.1 Amines** 519  
Structure and Physical Properties 519  
Nomenclature 523  
Medically Important Amines 526  
Reactions Involving Amines 528  
*Chemistry at the Crime Scene: Methamphetamine* 530  
Quaternary Ammonium Salts 532
- 15.2 Heterocyclic Amines** 533
- 15.3 Amides** 535  
Structure and Physical Properties 535  
*Kitchen Chemistry: Browning Reactions and Flavor: The Maillard Reaction* 536  
Nomenclature 536  
Medically Important Amides 537  
Reactions Involving Amides 539  
*A Medical Perspective: Semisynthetic Penicillins* 540
- 15.4 A Preview of Amino Acids, Proteins, and Protein Synthesis** 543
- 15.5 Neurotransmitters** 544  
Catecholamines 544  
Serotonin 544  
*A Medical Perspective: Opiate Biosynthesis and the Mutant Poppy* 545  
Histamine 546  
 $\gamma$ -Aminobutyric Acid and Glycine 547  
Acetylcholine 547  
*Green Chemistry: Neonicotinoid Pesticides and Bumble Bees* 548  
Nitric Oxide and Glutamate 549



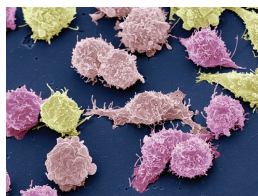
ximagination/123RF

- Chapter Map 549
- Summary of Reactions 550
- Summary 550
- Questions and Problems 551
- Multiple Concept Problems 555

## BIOCHEMISTRY

### 16 Carbohydrates 556

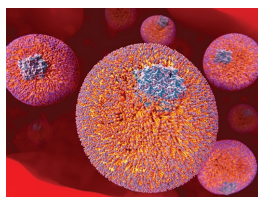
- 16.1 Strategies for Success in Biochemistry 557
- 16.2 Types of Carbohydrates 559
- 16.3 Monosaccharides 560
  - A Medical Perspective: Chemistry through the Looking Glass* 561
- 16.4 Stereoisomers and Stereochemistry 562
  - Stereoisomers 562
  - Rotation of Plane-Polarized Light 564
  - The Relationship between Molecular Structure and Optical Activity 565
  - Fischer Projection Formulas 565
  - Racemic Mixtures 566
  - Diastereomers 567
  - Meso Compounds 568
  - The D- and L- System of Nomenclature 569
- 16.5 Biologically Important Monosaccharides 569
  - Glucose 570
  - Fructose 574
  - Galactose 574
  - Ribose and Deoxyribose, Five-Carbon Sugars 575
  - Reducing Sugars 575
  - Kitchen Chemistry: The Chemistry of Caramels* 576
- 16.6 Biologically Important Disaccharides 578
  - Maltose 578
  - Lactose 579
  - A Medical Perspective: Human Milk Oligosaccharides* 580
  - Sucrose 580
- 16.7 Polysaccharides 581
  - Starch 581
  - Glycogen 583
  - Cellulose 583
  - A Medical Perspective: Monosaccharide Derivatives and Heteropolysaccharides of Medical Interest* 584
  - Chapter Map 586
  - Summary 587
  - Questions and Problems 588
  - Multiple Concept Problems 590



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### 17 Lipids and Their Functions in Biochemical Systems 592

- 17.1 Biological Functions of Lipids 593
  - A Medical Perspective: Lifesaving Lipids* 594

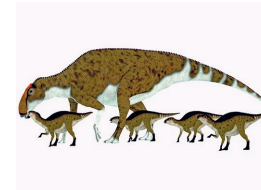


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- 17.2 Fatty Acids 595
  - Structure and Properties 595
  - Omega-3 Fatty Acids 598
  - Eicosanoids: Prostaglandins, Leukotrienes, and Thromboxanes 599
- 17.3 Glycerides 601
  - Neutral Glycerides 601
  - Chemical Reactions of Fatty Acids and Glycerides 603
  - Phosphoglycerides 606
  - Chemistry at the Crime Scene: Adipocere and Mummies of Soap* 608
- 17.4 Nonglyceride Lipids 608
  - Sphingolipids 608
  - Steroids 610
  - A Medical Perspective: Disorders of Sphingolipid Metabolism* 612
  - A Medical Perspective: Steroids and the Treatment of Heart Disease* 613
  - Waxes 615
- 17.5 Complex Lipids 615
- 17.6 The Structure of Biological Membranes 618
  - Fluid Mosaic Structure of Biological Membranes 618
  - A Medical Perspective: Liposome Delivery Systems* 621
  - Chapter Map 623
  - Summary 623
  - Questions and Problems 624
  - Multiple Concept Problems 626

### 18 Protein Structure and Function 627

- 18.1 Biological Functions of Proteins 628
- 18.2 Protein Building Blocks: The  $\alpha$ -Amino Acids 629
  - Structure of Amino Acids 629
  - Stereoisomers of Amino Acids 629
  - Classes of Amino Acids 629
- 18.3 The Peptide Bond 632
  - A Human Perspective: Plant-Based Meats* 635
- 18.4 The Primary Structure of Proteins 636
- 18.5 The Secondary Structure of Proteins 636
  - $\alpha$ -Helix 637
  - $\beta$ -Pleated Sheet 638
- 18.6 The Tertiary Structure of Proteins 639
  - A Medical Perspective: Collagen, Cosmetic Procedures, and Clinical Applications* 641
- 18.7 The Quaternary Structure of Proteins 642
- 18.8 An Overview of Protein Structure and Function 642
- 18.9 Myoglobin and Hemoglobin 644
  - Myoglobin and Oxygen Storage 644
  - Hemoglobin and Oxygen Transport 644
  - Oxygen Transport from Mother to Fetus 645
  - Sickle Cell Anemia 645
- 18.10 Proteins in the Blood 646



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**18.11 Denaturation of Proteins 647**  
 Temperature 647  
 pH 648  
 Organic Solvents 648  
 Detergents 648  
 Heavy Metals 648  
 Mechanical Stress 648  
*Kitchen Chemistry: Egg Foams: Meringues and Soufflés* 649  
*A Medical Perspective: Medications from Venoms* 650

**18.12 Dietary Protein and Protein Digestion 650**  
 Chapter Map 652  
 Summary 653  
 Questions and Problems 654  
 Multiple Concept Problems 656

**19 Enzymes 657**

**19.1 Nomenclature and Classification 658**  
 Classification of Enzymes 658  
 Nomenclature of Enzymes 661  
*Kitchen Chemistry: Transglutaminase: aka Meat Glue* 663

**19.2 The Effect of Enzymes on the Activation Energy of a Reaction 664**

**19.3 The Effect of Substrate Concentration on Enzyme-Catalyzed Reactions 665**

**19.4 The Enzyme-Substrate Complex 666**

**19.5 Specificity of the Enzyme-Substrate Complex 667**

**19.6 The Transition State and Product Formation 668**  
*A Medical Perspective: HIV Protease Inhibitors and Pharmaceutical Drug Design* 670

**19.7 Cofactors and Coenzymes 671**

**19.8 Environmental Effects 674**  
 Effect of pH 674  
 Effect of Temperature 674  
*A Medical Perspective:  $\alpha_1$ -Antitrypsin and Familial Emphysema* 675

**19.9 Regulation of Enzyme Activity 676**  
 Allosteric Enzymes 676  
 Feedback Inhibition 677  
 Proenzymes 678  
 Protein Modification 678

**19.10 Inhibition of Enzyme Activity 679**  
 Irreversible Inhibitors 679  
 Reversible, Competitive Inhibitors 679  
*Chemistry at the Crime Scene: Enzymes, Nerve Agents, and Poisoning* 680

**19.11 Proteolytic Enzymes 682**

**19.12 Uses of Enzymes in Medicine 683**  
 Chapter Map 685  
 Summary 686  
 Questions and Problems 687  
 Multiple Concept Problems 689



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 Moment Open/Getty Images

**20 Introduction to Molecular Genetics 691**

**20.1 The Structure of the Nucleotide 692**  
 Chemical Composition of DNA and RNA 693  
 Nucleosides 693  
 Nucleotide Structure 694

**20.2 The Structure of DNA and RNA 695**  
 DNA Structure: The Double Helix 695  
 Chromosomes 697  
 RNA Structure 699  
*A Medical Perspective: Molecular Genetics and Detection of Human Genetic Disorders* 700

**20.3 DNA Replication 700**  
 Bacterial DNA Replication 702  
 Eukaryotic DNA Replication 703

**20.4 Information Flow in Biological Systems 705**  
 Classes of RNA Molecules 705  
 Transcription 705  
 Post-transcriptional Processing of RNA 707

**20.5 The Genetic Code 709**

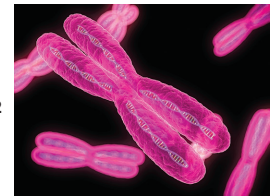
**20.6 Protein Synthesis 710**  
 The Role of Transfer RNA 712  
 The Process of Translation 712

**20.7 Mutation, Ultraviolet Light, and DNA Repair 715**  
 The Nature of Mutations 715  
 The Results of Mutations 715  
 Mutagens and Carcinogens 716  
 Ultraviolet Light Damage and DNA Repair 716  
*A Medical Perspective: Epigenomics* 717  
 Consequences of Defects in DNA Repair 718

**20.8 Recombinant DNA 718**  
 Tools Used in the Study of DNA 718  
 Genetic Engineering 719

**20.9 Polymerase Chain Reaction 722**

**20.10 The Human Genome Project 722**  
 Genetic Strategies for Genome Analysis 722  
*Chemistry at the Crime Scene: DNA Fingerprinting* 723  
 DNA Sequencing 724  
*A Medical Perspective: CRISPR Technology and the Future of Genetics* 725  
 Chapter Map 727  
 Summary 728  
 Questions and Problems 729  
 Multiple Concept Problems 731



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**21 Carbohydrate Metabolism 733**

**21.1 ATP: The Cellular Energy Currency 734**

**21.2 Overview of Catabolic Processes 737**  
 Stage I: Hydrolysis of Dietary Macromolecules into Small Subunits 738



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Stage II: Conversion of Monomers into a Form That Can Be Completely Oxidized 738  
 Stage III: The Complete Oxidation of Nutrients and the Production of ATP 738

### 21.3 Glycolysis 739

An Overview 739  
 Biological Effects of Genetic Disorders of Glycolysis 742  
 Reactions of Glycolysis 742  
 Entry of Fructose into Glycolysis 746  
*A Medical Perspective: High Fructose Corn Syrup* 747  
 Regulation of Glycolysis 747

### 21.4 Fermentations 748

Lactate Fermentation 748  
 Alcohol Fermentation 749  
*A Human Perspective: Fermentations: The Good, the Bad, and the Ugly* 750

### 21.5 The Pentose Phosphate Pathway 751

### 21.6 Gluconeogenesis: The Synthesis of Glucose 752

### 21.7 Glycogen Synthesis and Degradation 754

The Structure of Glycogen 754  
 Glycogenolysis: Glycogen Degradation 754  
 Glycogenesis: Glycogen Synthesis 755  
*A Medical Perspective: Diagnosing Diabetes* 758  
 Compatibility of Glycogenesis and Glycogenolysis 760  
*A Human Perspective: Glycogen Storage Diseases* 761  
 Chapter Map 762  
 Summary 762  
 Questions and Problems 763  
 Multiple Concept Problems 765

## 22 Aerobic Respiration and Energy Production 767

### 22.1 The Mitochondria 768

Structure and Function 768  
 Origin of the Mitochondria 769  
*A Human Perspective: Exercise and Energy Metabolism* 770



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### 22.2 Conversion of Pyruvate to Acetyl CoA 771

### 22.3 An Overview of Aerobic Respiration 773

### 22.4 The Citric Acid Cycle (the Krebs Cycle) 774

Biological Effects of Disorders of the Citric Acid Cycle 774  
 Reactions of the Citric Acid Cycle 775

### 22.5 Control of the Citric Acid Cycle 778

### 22.6 Oxidative Phosphorylation 780

Electron Transport Systems and the Hydrogen Ion Gradient 780  
 ATP Synthase and the Production of ATP 781  
 Summary of the Energy Yield 781  
*A Medical Perspective: Babies with Three Parents?* 782

### 22.7 The Degradation of Amino Acids 783

Removal of  $\alpha$ -Amino Groups: Transamination 783  
 Removal of  $\alpha$ -Amino Groups: Oxidative Deamination 786  
 The Fate of Amino Acid Carbon Skeletons 786

### 22.8 The Urea Cycle 786

Reactions of the Urea Cycle 786  
*A Medical Perspective: Pyruvate Carboxylase Deficiency* 789

### 22.9 Overview of Anabolism: The Citric Acid Cycle as a Source of Biosynthetic Intermediates 790

Chapter Map 793  
 Summary 794  
 Questions and Problems 795  
 Multiple Concept Problems 797

## 23 Fatty Acid Metabolism 798

### 23.1 Lipid Metabolism in Animals 799

Digestion and Absorption of Dietary Triglycerides 799  
 Lipid Storage 800  
*A Medical Perspective: Obesity: A Genetic Disorder?* 802



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### 23.2 Fatty Acid Degradation 803

An Overview of Fatty Acid Degradation 803  
 The Reactions of  $\beta$ -Oxidation 804  
*A Medical Perspective: Carnitine: The Fat Mover* 807

### 23.3 Ketone Bodies 809

Ketosis 810  
 Ketogenesis 810  
*A Human Perspective: Losing Those Unwanted Pounds of Adipose Tissue* 812

### 23.4 Fatty Acid Synthesis 813

A Comparison of Fatty Acid Synthesis and Degradation 813

### 23.5 The Regulation of Lipid Metabolism 814

*A Medical Perspective: Diabetes Mellitus and Ketone Bodies* 815  
 The Liver 816  
 Adipose Tissue 816  
 Muscle Tissue 817  
 The Brain 817

### 23.6 The Effects of Insulin and Glucagon on Cellular Metabolism 817

Chapter Map 819  
 Summary 820  
 Questions and Problems 820  
 Multiple Concept Problems 822

Glossary G-1

Answers to Practice Problems AP-1

Answers to Odd-Numbered Questions and Problems AP-13

Index I-1

# Perspectives

## A Human Perspective



The Scientific Method 7  
Food Calories 32  
Quick and Useful Analysis 36  
Atomic Spectra and the Fourth of July 57  
The Chemistry of Automobile Air Bags 151  
The Demise of the Hindenburg 167  
Gemstones 186  
Scuba Diving: Nitrogen and the Bends 197  
Too Fast or Too Slow? 243  
An Extraordinary Molecule 255  
Lithium-Ion Batteries 290  
Origin of the Elements 303

An Extraordinary Woman in Science 311  
The Father of Organic Chemistry 334  
The Dragonfly and the Moon 397  
Powerful Weak Attractions 450  
Alcohol Abuse and Antabuse 463  
The Chemistry of Flavor and Fragrance 497  
Detergents 501  
Plant-Based Meats 635  
Fermentations: The Good, the Bad, and the Ugly 750  
Glycogen Storage Diseases 761  
Exercise and Energy Metabolism 770  
Losing Those Unwanted Pounds of Adipose Tissue 812

## A Medical Perspective



Curiosity and the Science that Leads to Discovery 27  
Assessing Obesity: The Body Mass Index 35  
Copper Deficiency and Wilson's Disease 61  
Dietary Calcium 75  
Unwanted Crystal Formation 99  
Rebuilding Our Teeth 102  
Blood Pressure and the Sodium Ion/Potassium Ion Ratio 105  
Carbon Monoxide Poisoning: A Case of Combining Ratios 154  
Pharmaceutical Chemistry: The Practical Significance of Percent Yield 156  
Blood Gases and Respiration 198  
Oral Rehydration Therapy 214  
Hemodialysis 220  
Hot and Cold Packs 234  
Drug Delivery 275  
Magnetic Resonance Imaging 319  
Polyhalogenated Hydrocarbons Used as Anesthetics 359  
Killer Alkynes in Nature 376  
Resveratrol: Fountain of Youth? 431  
Esters for Appetite Control 509  
Semisynthetic Penicillins 540  
Opiate Biosynthesis and the Mutant Poppy 545

Chemistry through the Looking Glass 561  
Human Milk Oligosaccharides 580  
Monosaccharide Derivatives and Heteropolysaccharides of Medical Interest 584  
Lifesaving Lipids 594  
Disorders of Sphingolipid Metabolism 612  
Steroids and the Treatment of Heart Disease 613  
Liposome Delivery Systems 621  
Collagen, Cosmetic Procedures, and Clinical Applications 641  
Medication from Venoms 650  
HIV Protease Inhibitors and Pharmaceutical Drug Design 670  
 $\alpha_1$ -Antitrypsin and Familial Emphysema 675  
Molecular Genetics and Detection of Human Genetic Disorders 700  
Epigenomics 717  
CRISPR Technology and the Future of Genetics 725  
High Fructose Corn Syrup 747  
Diagnosing Diabetes 758  
Babies with Three Parents? 782  
Pyruvate Carboxylase Deficiency 789  
Obesity: A Genetic Disorder? 802  
Carnitine: The Fat Mover 807  
Diabetes Mellitus and Ketone Bodies 815



## Green Chemistry

- Practical Applications of Electromagnetic Radiation 55
- The Greenhouse Effect and Global Climate Change 178
- Twenty-First Century Energy 230
- Hydrangea, pH, and Soil Chemistry 279
- Acid Rain 286
- Nuclear Waste Disposal 315
- Radon and Indoor Air Pollution 323
- Frozen Methane: Treasure or Threat? 336
- Biofuels: A Renewable Resource 346
- The Petroleum Industry and Gasoline Production 355
- Plastic Recycling 395
- Aldehydes, Stink Bugs, and Wine 457
- Garbage Bags from Potato Peels? 487
- Neonicotinoid Pesticides and Bumble Bees 548



## Kitchen Chemistry

- Solubility, Surfactants, and the Dishwasher 216
- Alkanes in Our Food 344
- Pumpkin Pie Spice: An Autumn Tradition 401
- Amazing Chocolate 404
- Sugar Alcohols and the Sweet Tooth 420
- Spicy Phenols 430
- The Magic of Garlic 438
- The Allure of Truffles 466
- Browning Reactions and Flavor: The Maillard Reaction 536
- The Chemistry of Caramels 576
- Egg Foams: Meringues and Soufflés 649
- Transglutaminase: aka Meat Glue 663



## Chemistry at the Crime Scene

- Microbial Forensics 50
- Explosives at the Airport 183
- Carboxylic Acids and the Body Farm 485
- Methamphetamine 530
- Adipocere and Mummies of Soap 608
- Enzymes, Nerve Agents, and Poisoning 680
- DNA Fingerprinting 723

# Preface

## To Our Students

Student engagement in the study of chemistry has been our primary aim since the first edition of this book. We wanted to show you that chemistry is much more than an onerous obstacle in the journey toward your career goals. Through the Perspectives boxes in each chapter, we have tried to show that chemistry is a fascinating discipline that has an enormous impact on all aspects of your life—whether chemistry in the kitchen, investigations at a crime scene, issues of environmental concern, medicine, or the chemical reactions that keep our bodies functioning.

While engagement in a subject is a good place to begin, effective study practices will ensure your success in learning the course content. In the preface of previous editions, we included suggestions for studying chemistry that included the five stages of the Study Cycle. Because education research has shown that effective use of the Study Cycle improves student performance in all subjects, we wanted to share this information with you. In this edition, we have expanded our attention to research-based learning strategies by including specific sections of the text devoted to effective study skills. In Section 1.1 you will learn about the Study Cycle, as well as some useful strategies that are specific to general chemistry. In Section 10.1, the beginning of the organic chemistry section of the course, you will be challenged to apply study strategies that are specific to that discipline. Similarly, in Section 16.1, the beginning of the biochemistry section, you will be introduced to practices and ideas that will help you master that content.

We have also introduced a new type of problem, multiple concept problems. These challenge you to apply your knowledge of many aspects of the topic to answer thought-provoking questions that will help you develop a much deeper understanding of the principles of chemistry. Research has shown that this type of deeper understanding is crucial to success in all areas of your education. It is our hope that these new elements of the text will provide you with the tools you need to successfully meet the challenges of this course.

## To the Instructor

The eleventh edition of *General, Organic, and Biochemistry*, like our earlier editions, has been designed to help undergraduate majors in health-related fields understand key concepts and appreciate significant connections among chemistry, health, and the treatment of disease. We have tried to strike a balance between theoretical and practical chemistry, while emphasizing material that is unique to health-related studies. We have written at a level intended for students whose professional goals do not include a mastery of chemistry, but for whom an understanding of the principles and practice of chemistry is a necessity.

Although our emphasis is the importance of chemistry to the health-related professions, we wanted this book to be appropriate for all students who need a one- or two-semester introduction to chemistry. Students learn best when they are engaged. One way to foster that engagement is to help them see clear relationships between the

subject and real life. For these reasons, we have included perspectives and essays that focus on medicine and the function of the human body, as well as the environment, forensic science, and even culinary arts.

We begin that engagement with the book cover. Students may wonder why the cover of a chemistry book has a photo of a tree in a Peruvian rainforest. What does a scenic sunset over a river in Peru have to do with the study of chemistry or the practice of medicine? Students will remember that a drug called hydroxychloroquine was considered as a treatment for Coronavirus 2019 (COVID-19). That drug is a synthetic version of quinine, the ancient treatment for malaria. The indigenous people of Peru extracted the bark of the cinchona tree (*Cinchona officinalis*) to produce a powder they used to treat chills and fever. In 1633 the Jesuits introduced this herbal medicine to Europe where it also was used against malaria. Quinine was isolated from the bark in 1820 and the synthetic analogue hydroxychloroquine was approved for medical use in 1955. Although it was not found to be effective against COVID-19, hydroxychloroquine is used in the treatment of rheumatoid arthritis, lupus erythematosus, and post-Lyme arthritis. In fact, it is the first-line treatment for lupus erythematosus.

The cover sets the theme for the book: chemistry is not an abstract study, but one that has an immediate impact on our lives. We try to spark student interest with an art program that uses relevant photography, clear and focused figures, and perspectives and essays that bring life to abstract ideas. We reinforce key concepts by explaining them in a clear and concise way and encouraging students to apply the concept to solve problems. We provide guidance through the inclusion of a large number of in-chapter examples that are solved in a stepwise fashion and that provide students the opportunity to test their understanding through the practice problems that follow and the suggested end-of-chapter questions and problems that apply the same concepts.

## Foundations for Our Revisions

Over the past thirty years, we have been guided by the collective wisdom of reviewers who are expert chemists and excellent teachers. They represent experience in community colleges, liberal arts colleges, comprehensive institutions, and research universities. We have followed their recommendations, while remaining true to our overriding goal of writing a readable, student-centered text. All of our editions have been designed to be amenable to a variety of teaching styles. Each feature incorporated into this edition has been carefully considered with regard to how it may be used to support student learning in both the traditional classroom and the flipped learning environment.

In addition to the faculty reviewers, we have been able to incorporate real student data points and input, derived from thousands of our LearnSmart users, to help guide our revision. LearnSmart Heat Maps provided a quick visual snapshot of usage of portions of the text and the relative difficulty students experienced in mastering the content.

With these data, we were able to hone not only our text content but also the LearnSmart probes.

- If the data indicated that the subject covered was more difficult than other parts of the book, as evidenced by a high proportion of students responding incorrectly, we substantively revised or reorganized the content to be as clear and illustrative as possible.
- In some sections, the data showed that a smaller percentage of the students had difficulty learning the material. In those cases, we revised the *text* to provide a clearer presentation by rewriting the section, providing additional examples to strengthen student problem-solving skills, designing new text art or figures to assist visual learners, etc.
- In other cases, one or more of the LearnSmart probes for a section was not as clear as it might be or did not appropriately reflect the content. In these cases, the *probe*, rather than the text, was edited.

The voices of these faculty and students have improved the quality of each edition and prepared us for the most recent revisions for students using the traditional printed text and those moving into the electronic world. Their input has been invaluable.

### New in This Edition

Because many students are visual learners, we have paid particular attention to the **photos, artwork, chemical structures, and equations** throughout the text. This was particularly emphasized for relevant material and applications. All revisions have been focused on accessibility, clarity, and consistency. Color has also been used in many areas to help students better understand chemical structure, stereochemistry, and reactions. The Chapter Maps were also revised as necessary to better reflect key concepts emphasized in learning goals.

**Perspective** boxes help students relate the topics from the text to real-world situations and for this reason, they must be accurate and current. Particular attention has been focused in this edition to update the content, remove outdated Perspectives, and ensure that the content engages student interest.

The following is a summary of the additions and refinements that we have included in this edition. One of the most important revisions of the eleventh edition is the adoption of the International Union of Pure and Applied Chemistry (IUPAC) nomenclature system for organic chemistry. While this nomenclature was adopted many years ago, this is the year that IUPAC has mandated the use of the new system. For that reason, the nomenclature section of each chapter has been rewritten and all examples, questions, and problems have been revised.

Throughout the general chemistry chapters we have updated and validated the data using the CRC Handbook of Chemistry and Physics and the National Institute of Standards and Technology guidelines. In particular, we have focused on data for atomic masses, electronegativity values, constants, conversion factors, solubilities, melting points, boiling points, and radioactive half-lives in order to provide continuity with problems solved by students in ALEKS.

In the biochemistry section of the course, particular attention was paid to the structures of the molecules. Consistency in the use of structural formulas and skeletal structures has made these large, complex structures more easily understood by the students.

## Applications

Each chapter contains applications that present short stories about real-world situations involving one or more topics students will encounter within the chapter. There are over 100 applications throughout the text, so students are sure to find many topics that spark their interest. Global climate change, DNA fingerprinting, the benefits of garlic, and gemstones are just a few examples of application topics.

- **Medical Perspectives** relate chemistry to a health concern or a diagnostic application.
- **Green Chemistry** explores environmental topics, including the impact of chemistry on the ecosystem and how these environmental changes affect human health.
- **Human Perspectives** delve into chemistry and society and include such topics as gender issues in science and historical viewpoints.
- **Chemistry at the Crime Scene** focuses on forensic chemistry, applying the principles of chemistry to help solve crimes.
- **Kitchen Chemistry** discusses the chemistry associated with everyday foods and cooking methods.

## Learning Tools

In designing the original learning system we asked ourselves: “If we were students, what would help us organize and understand the material covered in this chapter?” Based on the feedback of reviewers and users of our text, we include a variety of learning tools:

- **Strategies for Success in Chemistry** are found at the beginning of each major unit of the course: general, organic, and biochemistry. These new sections provide students with research-based strategies for successful mastery of that content.
- **Chapter Overview** pages begin each chapter, with a chapter outline and an engaging Introduction, leading students directly to the learning goals of the chapter. Both students and professor can see, all in one place, the plan for the chapter.
- **Learning Goal Icons** mark the sections and examples in the chapter that focus on each learning goal.
- **Chapter Cross-References** help students locate pertinent background material. These references to previous chapters, sections, and perspectives are noted in the margins of the text. Marginal cross-references also alert students to upcoming topics related to the information currently being studied.
- **End-of-Chapter Questions and Problems** are arranged according to the headings in the chapter outline, with further subdivision into Foundations (basic concepts) and Applications.
- **Chapter Maps** are included just before the end-of-chapter Summaries to provide students with an overview of the chapter—showing connections among topics, how concepts are related, and outlining the chapter hierarchy.
- **Chapter Summaries** are now a bulleted list format of chapter concepts by major sections, with the integrated bold-faced **Key Terms** appearing in context. This more succinct format helps students to quickly identify and review important chapter concepts and to make connections with the incorporated Key Terms. Each Key Term is defined and listed alphabetically in the **Glossary** at the end of the book.



- **Answers to Practice Problems** are supplied in an appendix at the end of the text so that students can quickly check their understanding of important problem-solving skills and chapter concepts.
- **Summaries of Reactions** in the organic chemistry chapters highlight each major reaction type on a tan background. Major chemical reactions are summarized by equations at the end of the chapter, facilitating review.

## Problem Solving and Critical Thinking

Perhaps the best preparation for a successful and productive career is the development of problem-solving and critical thinking skills. To this end, we created a variety of problems that require recall, fundamental calculations, and complex reasoning. In this edition, we have used suggestions from our reviewers, as well as from our own experience, to enhance our 2300 problems. This edition includes new problems and hundreds of example problems with step-by-step solutions.

- **In-Chapter Examples, Solutions, and Practice Problems:** Each chapter includes examples that show the student, step by step, how to properly reach the correct solution to model problems. Each example contains a practice problem, as well as a referral to further practice questions. These questions allow students to test their mastery of information and to build self-confidence. The answers to the practice problems can be found in the Answer Appendix so students can check their understanding.
- **Color-Coding System for In-Chapter Examples:** In this edition, we also introduced a color-coding and label system to help alleviate the confusion that students frequently have when trying to keep track of unit conversions. Introduced in Chapter 1, this color-coding system has been used throughout the problem-solving chapters.

$$3.01 \text{ mol S} \times \frac{32.059 \text{ g S}}{1 \text{ mol S}} = 96.5 \text{ g S}$$

Data Given  $\times$  Conversion Factor = Desired Result

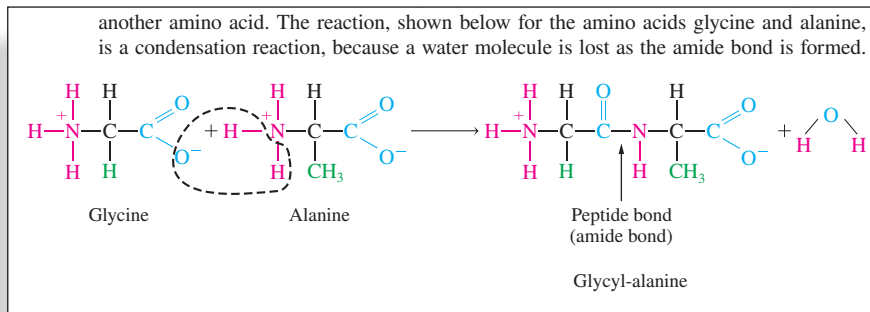
- **In-Chapter and End-of-Chapter Questions and Problems:** We have created a wide variety of paired concept problems. The answers to the odd-numbered questions are found in the Answer Appendix at the back of the book as reinforcement for students as they develop problem-solving skills. However, students must then be able to apply the same principles to the related even-numbered problems.
- **Multiple Concept Problems:** Each chapter includes a set of these problems intended to engage students to integrate concepts to solve more complex problems. They make a perfect complement to the classroom lecture because they provide an opportunity for in-class discussion of complex problems dealing with daily life and the health care sciences. The answers to the Multiple Concept Problems are available through the Instructor Resources in the Connect Library tab.

Over the course of the last ten editions, hundreds of reviewers have shared their knowledge and wisdom with us, as well as the reactions of their students to elements of this book. Their contributions, as well as our own continuing experience in the area of teaching and learning science, have resulted in a text that we are confident will provide a strong foundation in chemistry, while enhancing the learning experience of students.

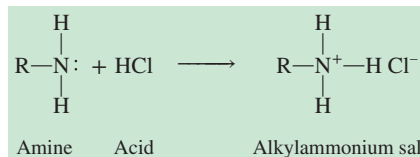
## The Art Program

Today's students are much more visually oriented than previous generations. We have built upon this observation through the use of color, figures, and three-dimensional computer-generated models. This art program enhances the readability of the text and provides alternative pathways to learning.

- **Dynamic Illustrations:** Each chapter is amply illustrated using figures, tables, and chemical formulas. All of these illustrations are carefully annotated for clarity. To help students better understand difficult concepts, there are approximately 350 illustrations and 250 photos in the eleventh edition.
- **Color-Coding Scheme:** We have color-coded equations so that chemical groups being added or removed in a reaction can be quickly recognized.
  1. **Red print** is used in chemical equations or formulas to draw the reader's eye to key elements or properties in a reaction or structure.
  2. **Blue print** is used when additional features must be highlighted.
  3. **Green background** screens denote generalized chemical and mathematical equations. In the organic chemistry chapters, the Summary of Reactions at the end of the chapter is also highlighted for ease of recognition.

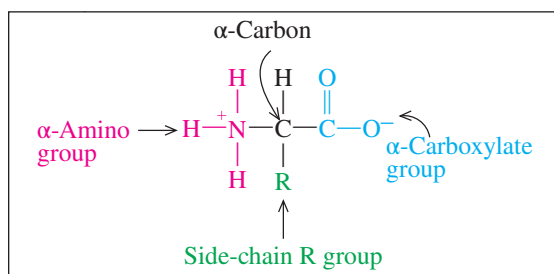
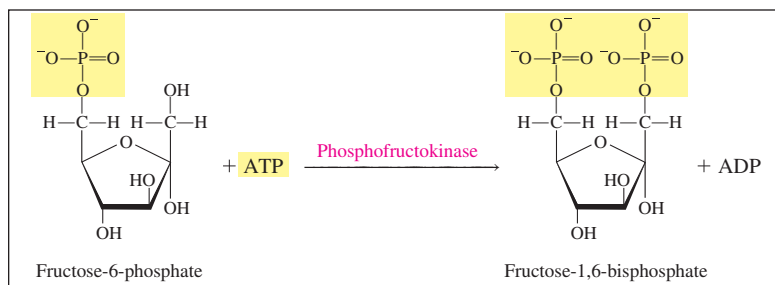


Because amines are bases, they react with acids to form alkylammonium salts.



The reaction of methylamine with hydrochloric acid shown is typical of these reactions. The product is an alkylammonium salt, methylammonium chloride.

4. **Yellow backgrounds** illustrate energy, stored either in electrons or groups of atoms, in the general and biochemistry sections of the text. In the organic chemistry section of the text, yellow background screens also reveal the parent chain of an organic compound.



5. There are situations in which it is necessary to adopt a unique color convention tailored to the material in a particular chapter. For example, in Chapter 18, the structures of amino acids require three colors to draw attention to key features of these molecules. For consistency, blue is used to denote the acid portion of an amino acid and red is used to denote the basic portion of an amino acid. Green print is used to denote the R groups.
- **Computer-Generated Models:** The ability of students to understand the geometry and three-dimensional structure of molecules is essential to the understanding of organic and biochemical reactions. Computer-generated models are used throughout the text because they are both accurate and easily visualized.

## Instructor and Student Resources



ALEKS (Assessment and LEarning in Knowledge Spaces) is a web-based system for individualized assessment and learning available 24/7 over the Internet. ALEKS uses artificial intelligence to accurately determine a student's knowledge and then guides her to the material that she is most ready to learn. ALEKS offers immediate feedback and access to ALEKSPedia—an interactive text that contains concise entries on chemistry topics. ALEKS is also a full-featured course management system with rich reporting features that allow instructors to monitor individual and class performance, set

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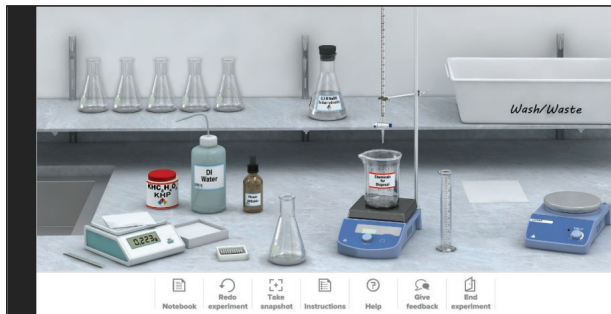
Instructors have access to the following instructor resources:

- **Instructor's Manual:** Written and developed for the eleventh edition, this ancillary contains many useful suggestions for organizing flipped classrooms, lectures, instructional objectives, perspectives on readings from the text, answers to the even-numbered problems and the Multiple Concept problems from the text, a list of each chapter's key concepts, and more. The Instructor's Manual is available through the ALEKS Instructor Resources.
- **Presentation Tools:** Build instructional material wherever, whenever, and however you want with assets such as photos, artwork, and other media that can be used to create customized lectures, visually enhanced tests and quizzes, compelling course websites, or attractive printed support materials. Accessible PowerPoint Lecture Outlines, ready-made presentations that combine art and lecture notes, are also provided for each chapter of the text. The Presentation Tools can be accessed from the ALEKS Instructor Resources.
- **More than 300 animations available through the eBook:** They supplement the textbook material in much the same way as instructor demonstrations. However, they are only a few mouse-clicks away, any time, day or night. Because many students are visual learners, the animations add another dimension of learning; they bring a greater degree of reality to the written word.
- **Computerized Test Bank:** Over 1,800 test questions that accompany *General, Organic, and Biochemistry* are available for creating exams or quizzes.
- **Instructor's Solutions Manual:** This supplement contains complete, worked-out solutions for even-numbered problems in the text.



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## Additional Student Resources

- **Student Solutions Manual:** A separate Student Solutions Manual is available. It contains the answers and complete solutions for the odd-numbered problems.
- **Schaum's Outline of General, Organic, and Biological Chemistry:** Written by George Odian and Ira Blei, this supplement provides students with more than 1400 solved problems with complete solutions. It also teaches effective problem-solving techniques.
- **Laboratory Manual for General, Organic, and Biological Chemistry:** Authored by Applegate, Neely, and Sakuta to be the most current lab manual available for the GOB course, incorporating the most modern instrumentation and techniques. Illustrations and chemical structures were developed by the authors to conform to the most recent IUPAC conventions. A problem-solving methodology is also utilized throughout the laboratory exercises. There are two online virtual labs for Nuclear Chemistry and Gas Laws. This Laboratory Manual is also designed with flexibility in mind to meet the differing lengths of GOB courses and the variety of instrumentation available in GOB labs. Helpful instructor materials are also available on this companion website, including answers, solution recipes, best practices with common student issues and TA advice, sample syllabi, and a calculation sheet for the Density lab.

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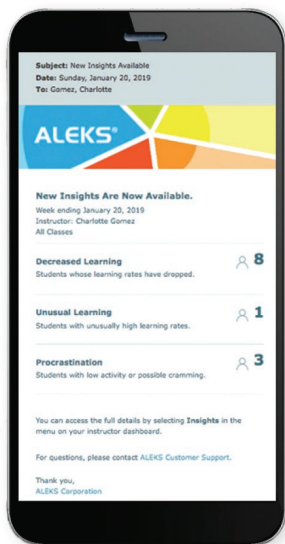
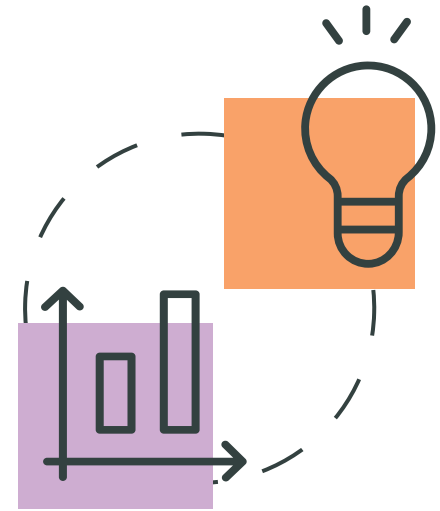
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# METHODS AND MEASUREMENT

## Chemistry

# 1

### OUTLINE

- Introduction 1
- 1.1** Strategies for Success in Chemistry 2
- 1.2** The Discovery Process 4  
*A Human Perspective: The Scientific Method* 7
- 1.3** The Classification of Matter 8
- 1.4** The Units of Measurement 12
- 1.5** The Numbers of Measurement 15
- 1.6** Unit Conversion 22  
*A Medical Perspective: Curiosity and the Science That Leads to Discovery* 27
- 1.7** Additional Experimental Quantities 29  
*A Human Perspective: Food Calories* 32  
*A Medical Perspective: Assessing Obesity: The Body Mass Index* 35  
*A Human Perspective: Quick and Useful Analysis* 36

### INTRODUCTION



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Louis Pasteur, a chemist and microbiologist, said, “Chance favors the prepared mind.” In the history of science and medicine, there are many examples in which individuals made important discoveries because they recognized the value of an unexpected observation.

One such example is the use of ultraviolet (UV) light to treat infant jaundice. Infant jaundice is a condition in which the skin and the whites of the eyes appear yellow because of high levels of the bile pigment bilirubin in the blood. Bilirubin is a breakdown product of the oxygen-carrying blood protein

hemoglobin. If bilirubin accumulates in the body, it can cause brain damage and death. The immature liver of the baby cannot remove the bilirubin.

In 1956, an observant nurse in England noticed that when jaundiced babies were exposed to sunlight, the jaundice faded. Research based on her observation showed that the UV light changes the bilirubin into another substance, which can be excreted. To this day, jaundiced newborns undergoing phototherapy are treated with UV light. Historically, newborns were diagnosed with jaundice based only on their physical appearance. However, it has been determined that this method is not always accurate. Now it is common to use either an instrument or a blood sample to measure the amount of bilirubin present in the serum.

In this first chapter of your study of chemistry, you will learn about the scientific method: the process of developing hypotheses to explain observations and the design of experiments to test those hypotheses.

You will also see that measurement of properties of matter, and careful observation and recording of data, are essential to scientific inquiry. So too is assessment of the precision and accuracy of measurements. Measurements (data) must be reported to allow others to determine their significance. Therefore, an understanding of significant figures, and the ability to represent data in the most meaningful units, enables other scientists to interpret data and results.

*Continued*



The following Learning Goals of this chapter will help you develop the skills needed to represent and communicate data and results from scientific inquiry.

- 1 Outline a strategy for learning general chemistry.
- 2 Explain the relationship between chemistry, matter, and energy.
- 3 Discuss the approach to science, the scientific method, and distinguish among the terms *hypothesis*, *theory*, and *scientific law*.
- 4 Distinguish between *data* and *results*.
- 5 Describe the properties of the solid, liquid, and gaseous states.
- 6 Classify matter according to its composition.
- 7 Provide specific examples of physical and chemical properties and physical and chemical changes.
- 8 Distinguish between intensive and extensive properties.
- 9 Identify the major units of measure in the English and metric systems.
- 10 Report data and calculate results using scientific notation and the proper number of significant figures.
- 11 Distinguish between *accuracy* and *precision* and their representations: *error* and *deviation*.
- 12 Convert between units of the English and metric systems.
- 13 Know the three common temperature scales, and convert values from one scale to another.
- 14 Use density, mass, and volume in problem solving, and calculate the specific gravity of a substance from its density.

## 1.1 Strategies for Success in Chemistry

### The Science of Learning Chemistry

A growing body of scientists, including neurobiologists, chemists, and educational psychologists, study the process of learning. Their research has shown that there are measurable changes in the brain as learning occurs. While the research on brain chemistry and learning continues, the results to date have taught us some very successful strategies for learning chemistry. One of the important things we have learned is that, in the same way that repetition in physical exercise builds muscle, long-term retention of facts and concepts also requires repetition. As in physical exercise, a proven plan of action is invaluable for learning. Repetition is a central component of the **Study Cycle**, Figure 1.1, a plan for learning. Following this approach can lead to success, not only in chemistry, but in any learning endeavor.

### Learning General Chemistry

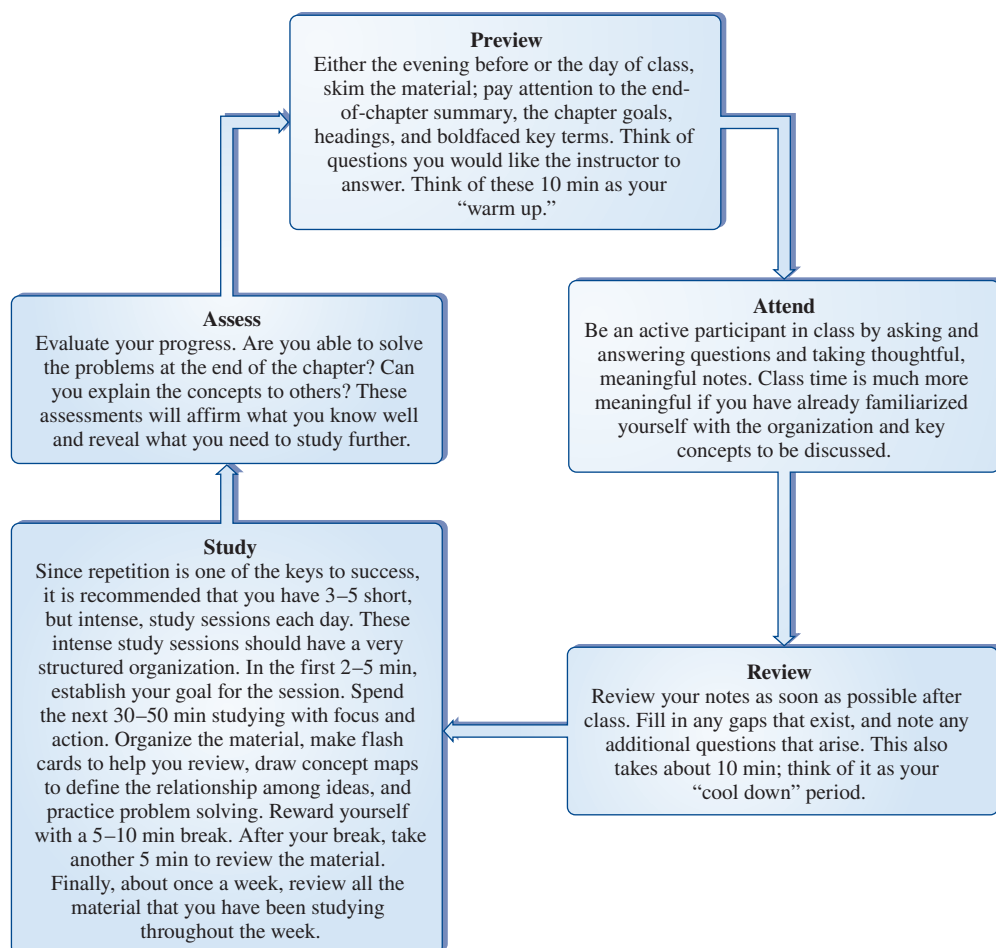
The first nine chapters of this book focus on the basic principles of **general chemistry**. General chemistry incorporates concepts that connect most aspects of chemistry. The thought of mastering this information can appear to be a daunting task. As the authors, we have combined our experiences (first as students, then as instructors), along with input from dozens of fellow chemistry professors, to design a book with content and features that will support you as you learn chemistry.

We suggest several strategies that you can use to help convert the concepts in Chapters 1–9 into an organized framework that facilitates your understanding of general chemistry:

1. Several researchers have demonstrated the importance of previewing materials prior to each class. As you look through the chapter, identify the concepts that are unclear to you. It is critical to address these unclear ideas because if you don't, they will become barriers to your understanding throughout the course, not just in the chapter you are currently studying. Ask for clarification. Your instructor

#### LEARNING GOAL

- 1 Outline a strategy for learning general chemistry.

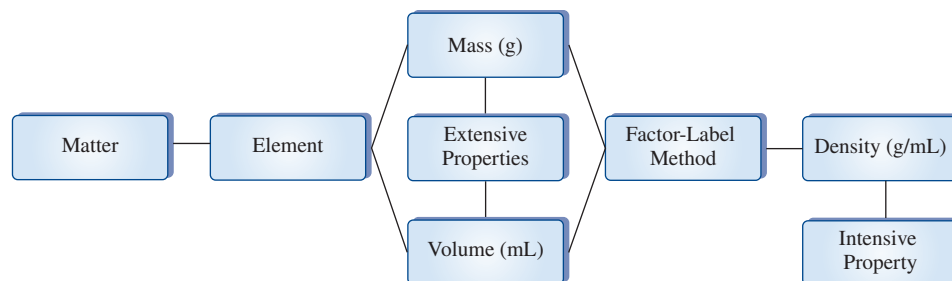


**Figure 1.1** Research has shown that it can be effective for students to incorporate these five phases of the Study Cycle into their study plan.

should be a primary contact; additionally, the department or college may have a student resource center with tutors to help you.

2. Class time is another opportunity to improve your understanding. Students who actively participate in class, asking questions and participating in the discussion, gain a better understanding of the materials and achieve better grades.
3. Your class notes are another important study tool. As you review them after class, take note of questions you have and use the text to try to answer those questions.
4. You will find it very useful to design flash cards for use as a study tool for key equations, definitions, or relationships.
5. Identify big ideas. The learning goals at the beginning of each chapter are an excellent place to start. Additionally, the boldfaced terms throughout each chapter highlight the most important concepts.
6. Organize the material in a way that lends itself to processing not only individual concepts but the interrelationships that exist among these concepts. As you organize the big ideas, look for these connections. Use the chapter maps and summaries at the end of each chapter to help you visualize the organization of topics within and among the various chapters.
7. Concept maps are excellent tools to help you define and understand the relationships among ideas. For example, Chapter 1 introduces classification of matter and properties of matter. The use of “chemical arithmetic” is also presented to make

useful chemical and physical calculations. To understand these connections, you might begin with a diagram such as:



Then, next to each line you can write the relationship between these concepts. You can also continue to build upon your concept map as you continue to learn new material. The concepts and calculations introduced in Chapter 1 are used and expanded upon in subsequent chapters, enabling a fuller understanding of more complex chemical behavior.

- Use the in-chapter and end-of-chapter questions and problems as your own personal quiz. Attempt to answer the questions and problems dealing with a certain topic; then check the answers in the textbook. Use the textbook explanations and Solutions Manual to help you determine where you may have gone wrong. Remember that numerous example problems in the chapter model solutions to the most frequently encountered situations.

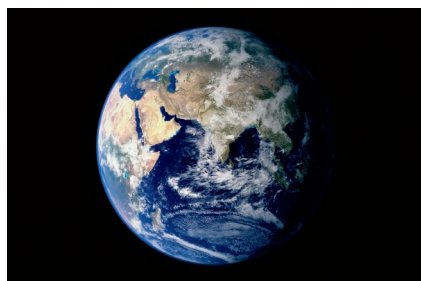
Remember, these are suggestions. You may find that some work well for you and others, perhaps, not as well. The goal is active learning; you are ultimately responsible for learning the material. Preparation builds confidence; confidence is a key component of success in exams and, importantly, success in the course.

**Question 1.1** Each student is a unique individual; not all students learn in the same way. Based on what you have read above, coupled with your own experience, design a learning strategy for Chapter 1 that you believe will work for you.

**Question 1.2** Discuss how you can determine what the big ideas are within a chapter.

## LEARNING GOAL

- Explain the relationship between chemistry, matter, and energy.



Chemistry is the study of anything that has mass and occupies space.

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## 1.2 The Discovery Process

### Chemistry

**Chemistry** is the study of matter, its chemical and physical properties, the chemical and physical changes it undergoes, and the energy changes that accompany those processes.

**Matter** is anything that has mass and occupies space. The air we breathe, our bodies, our planet earth, our universe; all are made up of an immense variety and quantity of particles, collectively termed matter. Matter undergoes change. Sometimes this change occurs naturally or we change matter when we make new substances (creating drugs in a pharmaceutical laboratory). All of these changes involve **energy**, the ability to do work to accomplish some change. Hence, we may describe chemistry as a study of matter and energy and their interrelationship.

Chemistry is an experimental science. A traditional image of a chemist is someone wearing a white coat and safety goggles while working in solitude in a laboratory. Although much chemistry is still accomplished in a traditional laboratory setting, over the last 40 years the boundaries of the laboratory have expanded to include the power of modern technology. For example, searching the scientific literature for information no

longer involves a trip to the library as it is now done very quickly via the Internet. Computers are also invaluable in the laboratory because they control sophisticated instrumentation that measures, collects, processes, and interprets information. The behavior of matter can also be modeled using sophisticated computer programs.

Additionally, chemistry is a collaborative process. The solitary scientist, working in isolation, is a relic of the past. Complex problems dealing with topics such as the environment, disease, forensics, and DNA require input from other scientists and mathematicians who can bring a wide variety of expertise to problems that are chemical in nature.

The boundaries between the traditional sciences of chemistry, physics, and biology, as well as mathematics and computer science, have gradually faded. Medical practitioners, physicians, nurses, and medical technologists use therapies that contain elements of all these disciplines. The rapid expansion of the pharmaceutical industry is based on recognition of the relationship between the function of an organism and its basic chemical makeup. Function is a consequence of changes that chemical substances undergo.

For these reasons, an understanding of basic chemical principles is essential for anyone considering a medically related career; indeed, a worker in any science-related field will benefit from an understanding of the principles and applications of chemistry.

## The Scientific Method

The **scientific method** is a systematic approach to the discovery of new information. How do we learn about the properties of matter, the way it behaves in nature, and how it can be modified to make useful products? Chemists do this by using the scientific method to study the way in which matter changes under carefully controlled conditions.

The scientific method is not a “cookbook recipe” that, if followed faithfully, will yield new discoveries; rather, it is an organized approach to solving scientific problems. Every scientist brings his or her own curiosity, creativity, and imagination to scientific study. Yet, scientific inquiry does involve some of the “cookbook recipe” approach.

Characteristics of the scientific process include the following:

- **Observation.** The description of, for example, the color, taste, or odor of a substance is a result of observation. The measurement of the temperature of a liquid or the size or mass of a solid results from observation.
- **Formulation of a question.** Humankind’s fundamental curiosity motivates questions of why and how things work.
- **Pattern recognition.** When a cause-and-effect relationship is found, it may be the basis of a generalized explanation of substances and their behavior.
- **Theory development.** When scientists observe a phenomenon, they want to explain it. The process of explaining observed behavior begins with a hypothesis. A **hypothesis** is simply an attempt to explain an observation, or series of observations. If many experiments support a hypothesis, it may attain the status of a theory. A **theory** is a hypothesis supported by extensive testing (experimentation) that explains scientific observations and data and can accurately predict new observations and data.
- **Experimentation.** Demonstrating the correctness of hypotheses and theories is at the heart of the scientific method. This is done by carrying out carefully designed experiments that will either support or disprove the hypothesis or theory. A scientific experiment produces **data**. Each piece of data is the individual result of a single measurement or observation.

A **result** is the outcome of an experiment. Data and results may be identical, but more often, several related pieces of data are combined, and logic is used to produce a result.

- **Information summarization.** A **scientific law** is nothing more than the summary of a large quantity of information. For example, the law of conservation of matter states that matter cannot be created or destroyed, only converted from one form to another. This statement represents a massive body of chemical information gathered from experiments.



Investigating the causes of the rapid melting of glaciers is a global application of chemistry. How does this illustrate the interaction of matter and energy?

Vadim Balakin/Getty Images

### LEARNING GOAL

- 3** Discuss the approach to science, the scientific method, and distinguish among the terms *hypothesis*, *theory*, and *scientific law*.

### LEARNING GOAL

- 4** Distinguish between *data* and *results*.

**LEARNING GOAL**

- 4 Distinguish between *data* and *results*.

**EXAMPLE 1.1****Distinguishing Between Data and Results**

In many cases, a drug is less stable in the presence of moisture, and excess moisture can hasten the breakdown of the active ingredient, leading to loss of potency. Bupropion (Wellbutrin) is an antidepressant that is moisture sensitive. Describe an experiment that will allow for the determination of the quantity of water gained by a certain quantity of bupropion when it is exposed to air.

**Solution**

To do this experiment, we must first weigh the bupropion sample, and then expose it to the air for a period of time and reweigh it. The change in weight,

$$[\text{weight}_{\text{final}} - \text{weight}_{\text{initial}}] = \text{weight difference}$$

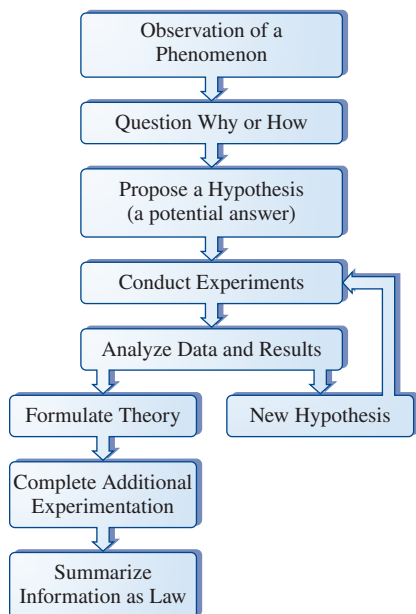
indicates the weight of water taken up by the drug formulation. The initial and final weights are individual bits of *data*; by themselves they do not answer the question, but they do provide the information necessary to calculate the answer: the results. The difference in weight and the conclusions based on the observed change in weight are the *results* of the experiment.

**Note:** This is actually not a very good experiment because many conditions were not measured. Measurement of the temperature, humidity of the atmosphere, and the length of time that the drug was exposed to the air would make the results less ambiguous.

**Practice Problem 1.1**

Describe an experiment that demonstrates that the boiling point of water changes when salt (sodium chloride) is added to the water.

► For Further Practice: **Questions 1.41 and 1.42.**



**Figure 1.2** The scientific method is an organized way of doing science that incorporates a degree of trial and error. If the data analysis and results do not support the initial hypothesis, the cycle must begin again.

The scientific method involves the interactive use of hypotheses, development of theories, and thorough testing of theories using well-designed experiments. It is summarized in Figure 1.2.

**Models in Chemistry**

Hypotheses, theories, and laws are frequently expressed using mathematical equations. These equations may confuse all but the best of mathematicians. For this reason, a *model* of a chemical unit or system is often used to help illustrate an idea. A good model based on everyday experience, although imperfect, gives a great deal of information in a simple fashion.

Consider the fundamental unit of methane, the major component of natural gas, which is composed of one carbon atom (symbolized by C) and four hydrogen atoms (symbolized by H).

A geometrically correct model of methane can be constructed from balls and sticks. The balls represent the individual atoms of hydrogen and carbon, and the sticks correspond to the attractive forces that hold the hydrogen and carbon together. The model consists of four balls representing hydrogen symmetrically arranged around a center ball representing carbon.

# A Human Perspective



## The Scientific Method

The discovery of penicillin by Alexander Fleming is an example of the scientific method at work. Fleming was studying the growth of bacteria. One day, his experiment was ruined because colonies of mold were growing on his plates. From this failed experiment, Fleming made an observation that would change the practice of medicine: Bacterial colonies could not grow in the area around the mold colonies. Fleming hypothesized that the mold was making a chemical compound that inhibited the growth of the bacteria. He performed a series of experiments designed to test this hypothesis.

The success of the scientific method is critically dependent upon carefully designed experiments that will either support or disprove the hypothesis. This is what Fleming did.

In one experiment, he used two sets of tubes containing sterile nutrient broth. To one set he added mold cells. The second set (the control tubes) remained sterile. The mold was allowed to grow for several days. Then the broth from each of the tubes (experimental and control) was passed through a filter to remove any mold cells. Next, bacteria were placed in each tube. If Fleming's hypothesis was correct, the tubes in which the mold had grown would contain the chemical that inhibits growth, and the bacteria would not grow. On the other hand, the control tubes (which were never used to grow mold) would allow bacterial growth. This is exactly what Fleming observed.

Within a few years this *antibiotic*, penicillin, was being used to treat bacterial infections in patients. You can learn more about how modern chemistry and technology have improved the pharmaceutical



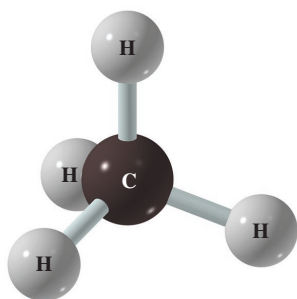
Phenoxymethylpenicillin is a form of penicillin that can be taken orally.

*Julian Claxton/Alamy Stock Photo*

properties of penicillin antibiotics in *A Medical Perspective: Semisynthetic Penicillins* in Chapter 15.

### For Further Understanding

- ▶ What is the purpose of the control tubes used in this experiment?
- ▶ Match the features of this article with the flowchart items in Figure 1.2.



Color-coding the balls distinguishes one type of atom from another; the geometrical form of the model, all of the angles and dimensions of a tetrahedron, are the same for each methane unit found in nature. Methane is certainly not a collection of balls and sticks, but such models are valuable because they help us understand the chemical behavior of methane and other more complex substances.

The structure-properties concept has advanced so far that compounds are designed and synthesized in the laboratory with the hope that they will perform very specific functions, such as curing diseases that have been resistant to other forms of treatment. Figure 1.3 shows some of the variety of modern technology that has its roots in scientific inquiry.

Chemists and physicists have used the observed properties of matter to develop models of the individual units of matter. These models collectively make up what we now know as the atomic theory of matter, which is discussed in detail in Chapter 2.

**Figure 1.3** Examples of technology originating from scientific inquiry: (a) synthesizing a new drug, (b) playing a game with virtual reality goggles, (c) using UV light to set adhesive, and (d) wireless printing from a smart phone. (a) Adam Gault/age fotostock; (b) Rommel Canlas/Innovatedcaptures/123RF; (c) AJ Photo/Science Photo Library/Alamy Stock Photo; (d) Piotr Adamowicz/Shutterstock



### 1.3 The Classification of Matter

Matter is a large and seemingly unmanageable concept because it includes everything that has mass and occupies space. Chemistry becomes manageable as we classify matter according to its **properties**—that is, the characteristics of the matter. Matter will be classified in two ways in this section, by *state* and by *composition*.

#### States of Matter

We will examine each of the three states of matter in detail in Chapter 5.

#### LEARNING GOAL

- 5** Describe the properties of the solid, liquid, and gaseous states.

There are three *states of matter*: the **gaseous state**, the **liquid state**, and the **solid state**. A gas is made up of particles that are widely separated. In fact, a gas will expand to fill any container; it has no definite shape or volume. In contrast, particles of a liquid are closer together; a liquid has a definite volume but no definite shape; it takes on the shape of its container. A solid consists of particles that are close together and often have a regular and predictable pattern of particle arrangement (crystalline). The particles in a solid are much more organized than the particles in a liquid or a gas. As a result, a solid has both fixed volume and fixed shape. Attractive forces, which exist between all particles, are very pronounced in solids and much less so in gases.

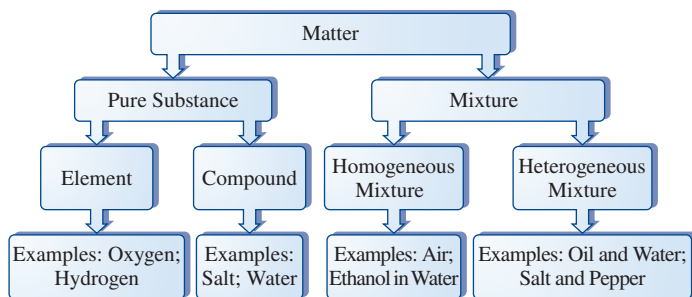
#### LEARNING GOAL

- 6** Classify matter according to its composition.

#### Composition of Matter

We have seen that matter can be classified by its state as a solid, liquid, or gas. Another way to classify matter is by its composition. This very useful system, described in the following paragraphs and summarized in Figure 1.4, will be utilized throughout the textbook.

All matter is either a *pure substance* or a *mixture*. A **pure substance** has only one component. Pure water is a pure substance. It is made up only of particles containing two hydrogen (symbolized by H) atoms and one oxygen (symbolized by O) atom—that is, water molecules ( $\text{H}_2\text{O}$ ).



There are different types of pure substances. Elements and compounds are both pure substances. An **element** is a pure substance that generally cannot be changed into a simpler form of matter. Hydrogen and oxygen, for example, are elements. Alternatively, a **compound** is a substance resulting from the combination of two or more elements in a definite, reproducible way. The elements hydrogen and oxygen, as noted earlier, may combine to form the compound water,  $\text{H}_2\text{O}$ .

A **mixture** is a combination of two or more pure substances in which each substance retains its own identity. Ethanol, the alcohol found in beer, and water can be combined in a mixture. They coexist as pure substances because they do not undergo a chemical reaction. A mixture has variable composition; there are an infinite number of combinations of quantities of ethanol and water that can be mixed. For example, the mixture may contain a small amount of ethanol and a large amount of water or vice versa. Each is, however, an ethanol-water mixture.

A mixture may be either *homogeneous* or *heterogeneous* (Figure 1.5). A **homogeneous mixture** has uniform composition. Its particles are well mixed, or thoroughly intermingled. A homogeneous mixture, such as alcohol and water, is described as a *solution*. Air, a mixture of gases, is an example of a gaseous solution. A **heterogeneous mixture** has a nonuniform composition. A mixture of salt and pepper is a good example of a heterogeneous mixture. Concrete is also composed of a heterogeneous mixture of materials (a nonuniform mixture of various types and sizes of stone and sand combined with cement).

**Figure 1.4** Classification of matter by composition. All matter is either a pure substance or a mixture of pure substances. Pure substances are either elements or compounds, and mixtures may be either homogeneous (uniform composition) or heterogeneous (nonuniform composition).

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At present, more than 100 elements have been characterized. A complete listing of the elements and their symbols is found in Chapter 2.

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*A detailed discussion of solutions (homogeneous mixtures) and their properties is presented in Chapter 6.*



**Figure 1.5** Schematic representations of some classes of matter. (a) A pure substance, water, consists of a single component. (b) A homogeneous mixture, blue dye in water, has a uniform distribution of components. The blue spheres represent the blue dye molecules. (c) The mineral orbicular jasper is an example of a heterogeneous mixture. The lack of homogeneity is apparent from its nonuniform distribution of components. (a) Image Source Plus/Alamy Stock Photo; (b) Image Source/Getty Images; (c) Danaë R. Quirk, Ph.D.