

# General, Organic, & Biological CHEMISTRY

Fifth Edition

**Janice Gorzynski Smith**

University of Hawai'i at Mānoa

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Hill**





## GENERAL, ORGANIC, &amp; BIOLOGICAL CHEMISTRY, FIFTH EDITION

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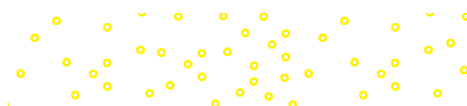
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## About the Author



Daniel C. Smith

**Janice Gorzynski Smith** was born in Schenectady, New York. She received an A.B. degree *summa cum laude* in chemistry at Cornell University and a Ph.D. in Organic Chemistry from Harvard University under the direction of Nobel Laureate E. J. Corey. During her tenure with the Corey group, she completed the total synthesis of the plant growth hormone gibberellic acid.

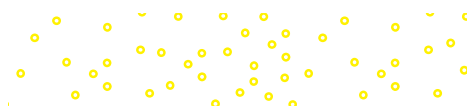
Following her postdoctoral work, Jan joined the faculty of Mount Holyoke College where she was employed for 21 years. During this time she was active in teaching chemistry lecture and lab courses, conducting a research program in organic synthesis, and serving as department chair. Her organic chemistry class was named one of Mount Holyoke's "Don't-miss courses" in a survey by *Boston* magazine. After spending two sabbaticals amidst the natural beauty and diversity in Hawai'i in the 1990s, Jan and her family moved there permanently in 2000. Most recently, she has served as a faculty member at the University of Hawai'i at Mānoa. In 2003, she received the Chancellor's Citation for Meritorious Teaching.

Jan resides in Hawai'i with her husband Dan, an emergency medicine physician, pictured with her hiking in Laos in 2019. She has four children and nine grandchildren. When not teaching, writing, or enjoying her family, Jan bikes, hikes, snorkels, and scuba dives in sunny Hawai'i, and time permitting, enjoys travel and Hawaiian quilting.

Dedicated to my family, especially Max, Oliver, Alijah, Koa, Logan, Elliott, Penelope, Otis, and Isabelle

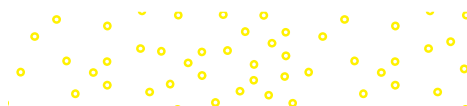
**About the cover** Giant kelp, a type of marine algae that grows in dense forests in cold ocean waters, is a source of atmospheric chloromethane ( $\text{CH}_3\text{Cl}$ ), a simple organic compound that contains the halogen chlorine. Chloromethane, a colorless gas with a faint odor, is also formed in forests by wood-rotting fungi and is released during volcanic eruptions. Because it is a key compound in the manufacture of polymers and drugs, chloromethane is extensively produced by the chemical industry, but most of the chloromethane in the atmosphere is natural in origin. In *General, Organic, & Biological Chemistry*, we learn about the chemical properties of compounds like chloromethane.





# Brief Contents

<b>1</b>	Matter and Measurement	1
<b>2</b>	Atoms and the Periodic Table	38
<b>3</b>	Ionic Compounds	79
<b>4</b>	Covalent Compounds	111
<b>5</b>	Chemical Reactions	144
<b>6</b>	Energy Changes, Reaction Rates, and Equilibrium	197
<b>7</b>	Gases, Liquids, and Solids	235
<b>8</b>	Solutions	285
<b>9</b>	Acids and Bases	325
<b>10</b>	Nuclear Chemistry	373
<b>11</b>	Introduction to Organic Molecules and Functional Groups	404
<b>12</b>	Alkanes	447
<b>13</b>	Unsaturated Hydrocarbons	478
<b>14</b>	Organic Compounds That Contain Oxygen, Halogen, or Sulfur	524
<b>15</b>	The Three-Dimensional Shape of Molecules	559
<b>16</b>	Aldehydes and Ketones	590
<b>17</b>	Carboxylic Acids, Esters, and Amides	624
<b>18</b>	Amines and Neurotransmitters	667
<b>19</b>	Lipids	699
<b>20</b>	Carbohydrates	743
<b>21</b>	Amino Acids, Proteins, and Enzymes	787
<b>22</b>	Nucleic Acids and Protein Synthesis	835
<b>23</b>	Metabolism and Energy Production	875
<b>24</b>	Carbohydrate, Lipid, and Protein Metabolism	905
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<b>25</b>	Body Fluids	25-1



# Contents

Preface xxi

Acknowledgments xxviii



Daniel C. Smith

**1 Matter and Measurement 1**

1.1 Chemistry—The Science of Everyday Experience 2

1.2 States of Matter 3

1.3 Classification of Matter 5

1.4 Measurement 8

1.4A The Metric System 8

1.4B Measuring Length 10

1.4C Measuring Mass 10

1.4D Measuring Volume 11

1.5 Significant Figures 12

1.5A Determining the Number of Significant Figures 12

1.5B Using Significant Figures in Multiplication and Division 13

1.5C Using Significant Figures in Addition and Subtraction 15

1.6 Scientific Notation 16

1.6A Writing Numbers in Scientific Notation 16

1.6B Using a Scientific Calculator for Numbers in Scientific Notation 19

1.7 Problem Solving Using Conversion Factors 19

1.7A Conversion Factors 19

1.7B Solving a Problem Using One Conversion Factor 20

1.7C Solving a Problem Using Two or More Conversion Factors 22

1.8 FOCUS ON HEALTH & MEDICINE: Problem Solving Using Clinical Conversion Factors 23

1.9 Temperature 25

1.10 Density and Specific Gravity 26

1.10A Density 26

1.10B Specific Gravity 29

Chapter Review 29

Key Terms 29

Key Concepts 30

Key Equations 30

Key Skills 31

Problems 32

Challenge Problems 35

Answers to Problems 36



Daniel C. Smith

**2 Atoms and the Periodic Table 38**

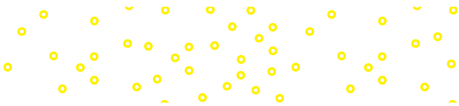
2.1 Elements 39

2.1A Elements and the Periodic Table 40

2.1B FOCUS ON THE HUMAN BODY: The Elements of Life 41

2.1C Compounds 42

2.2 Structure of the Atom 44



<b>2.3</b>	Isotopes	48
2.3A	Isotopes, Atomic Number, and Mass Number	48
2.3B	Atomic Weight	51
2.3C	FOCUS ON HEALTH & MEDICINE: Isotopes in Medicine	52
<b>2.4</b>	The Periodic Table	52
2.4A	Basic Features of the Periodic Table	52
2.4B	Characteristics of Groups 1A, 2A, 7A, and 8A	54
<b>2.5</b>	Electronic Structure	56
<b>2.6</b>	Electronic Configurations	59
2.6A	First-Row Elements (Period 1)	60
2.6B	Second-Row Elements (Period 2)	61
2.6C	Electronic Configurations of Other Elements Using the Periodic Table	62
<b>2.7</b>	Valence Electrons	64
2.7A	Relating Valence Electrons to Group Number	65
2.7B	Electron-Dot Symbols	67
<b>2.8</b>	Periodic Trends	67
2.8A	Atomic Size	67
2.8B	Ionization Energy	68
	Chapter Review	70
	Key Terms	70
	Key Concepts	71
	Key Skills	72
	Problems	73
	Challenge Problems	77
	Answers to Problems	77



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<b>3</b>	<b>Ionic Compounds</b>	<b>79</b>
<b>3.1</b>	Introduction to Bonding	80
<b>3.2</b>	Ions	82
3.2A	Cations and Anions	82
3.2B	Relating Group Number to Ionic Charge for Main Group Elements	85
3.2C	Metals with Variable Charge	87
3.2D	FOCUS ON THE HUMAN BODY: Important Ions in the Body	88
<b>3.3</b>	Ionic Compounds	90
3.3A	Formulas for Ionic Compounds	91
3.3B	FOCUS ON HEALTH & MEDICINE: Ionic Compounds in Consumer Products	93
<b>3.4</b>	Naming Ionic Compounds	93
3.4A	Naming Cations	93
3.4B	Naming Anions	94
3.4C	Naming Ionic Compounds with Cations from Main Group Metals	95
3.4D	Naming Ionic Compounds Containing Metals with Variable Charge	95
3.4E	Writing a Formula from the Name of an Ionic Compound	97
<b>3.5</b>	Physical Properties of Ionic Compounds	98
<b>3.6</b>	Polyatomic Ions	99
3.6A	Writing Formulas for Ionic Compounds with Polyatomic Ions	100
3.6B	Naming Ionic Compounds with Polyatomic Ions	101
3.6C	FOCUS ON HEALTH & MEDICINE: Useful Ionic Compounds	102
3.6D	FOCUS ON HEALTH & MEDICINE: Treating Osteoporosis	103
	Chapter Review	103
	Key Terms	103
	Key Concepts	103
	Key Skills	104
	Problems	105
	Challenge Problems	108
	Answers to Problems	109



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## 4 Covalent Compounds 111

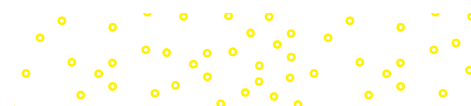
- 4.1** Introduction to Covalent Bonding 112
  - 4.1A Covalent Bonding and the Periodic Table 113
  - 4.1B FOCUS ON THE HUMAN BODY: Covalent Molecules and the Cardiovascular System 115
- 4.2** Lewis Structures 116
  - 4.2A Drawing Lewis Structures 116
  - 4.2B Multiple Bonds 118
- 4.3** Exceptions to the Octet Rule 120
  - 4.3A Elements in Group 3A 120
  - 4.3B Elements in the Third Row 120
- 4.4** Resonance 121
  - 4.4A Drawing Resonance Structures 121
  - 4.4B FOCUS ON THE ENVIRONMENT: Ozone 123
- 4.5** Naming Covalent Compounds 124
- 4.6** Molecular Shape 125
  - 4.6A Two Groups Around an Atom 125
  - 4.6B Three Groups Around an Atom 126
  - 4.6C Four Groups Around an Atom 126
- 4.7** Electronegativity and Bond Polarity 128
- 4.8** Polarity of Molecules 131
- 4.9** FOCUS ON HEALTH & MEDICINE: Covalent Drugs and Medical Products 132
- Chapter Review 135
  - Key Terms 135
  - Key Concepts 135
  - Key Skills 136
  - Problems 137
  - Challenge Problems 141
  - Answers to Problems 142



Jill Braaten

## 5 Chemical Reactions 144

- 5.1** Introduction to Chemical Reactions 145
  - 5.1A General Features of Physical and Chemical Changes 145
  - 5.1B Writing Chemical Equations 147
- 5.2** Balancing Chemical Equations 149
- 5.3** Types of Reactions 154
  - 5.3A Combination and Decomposition Reactions 154
  - 5.3B Replacement Reactions 156
- 5.4** Oxidation and Reduction 159
  - 5.4A General Features of Oxidation–Reduction Reactions 159
  - 5.4B Examples of Oxidation–Reduction Reactions 161
  - 5.4C FOCUS ON HEALTH & MEDICINE: Pacemakers 162
- 5.5** The Mole and Avogadro's Number 163
- 5.6** Mass to Mole Conversions 165
  - 5.6A Molar Mass 166
  - 5.6B Relating Grams to Moles 167
  - 5.6C Relating Grams to Number of Atoms or Molecules 169
- 5.7** Mole Calculations in Chemical Equations 170
- 5.8** Mass Calculations in Chemical Equations 171
  - 5.8A Converting Moles of Reactant to Grams of Product 171
  - 5.8B Converting Grams of Reactant to Grams of Product 173
- 5.9** Percent Yield 177
  - 5.9A Calculating Percent Yield 177
  - 5.9B Calculating Percent Yield from Grams of Reactant 178



5.9C FOCUS ON HEALTH & MEDICINE: The Importance of Percent Yield in the Pharmaceutical Industry 180

## 5.10 Limiting Reactants 181

5.10A Determining the Limiting Reactant 181

5.10B Using the Limiting Reactant to Determine How Much Product Is Formed 183

5.10C Determining the Limiting Reactant Using the Number of Grams 184

Chapter Review 185

Key Terms 185

Key Concepts 186

Key Skills 186

Problems 188

Challenge Problems 194

Answers to Problems 194



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## 6 Energy Changes, Reaction Rates, and Equilibrium 197

### 6.1 Energy 198

6.1A The Units of Energy 198

6.1B FOCUS ON THE HUMAN BODY: Energy and Nutrition 199

### 6.2 Energy Changes in Reactions 200

6.2A Bond Dissociation Energy 201

6.2B Calculations Involving  $\Delta H$  Values 203

### 6.3 Energy Diagrams 205

### 6.4 Reaction Rates 208

6.4A How Concentration and Temperature Affect Reaction Rate 208

6.4B Catalysts 209

6.4C FOCUS ON THE HUMAN BODY: Lactase, a Biological Catalyst 210

6.4D FOCUS ON THE ENVIRONMENT: Catalytic Converters 211

### 6.5 Equilibrium 211

6.5A The Equilibrium Constant 213

6.5B The Magnitude of the Equilibrium Constant 214

6.5C Calculating the Equilibrium Constant 216

### 6.6 Le Châtelier's Principle 218

6.6A Concentration Changes 219

6.6B Temperature Changes 221

6.6C Pressure Changes 222

### 6.7 FOCUS ON THE HUMAN BODY: Body Temperature 224

Chapter Review 225

Key Terms 225

Key Concepts 225

Key Equations 226

Key Skills 226

Problems 227

Challenge Problems 232

Answers to Problems 232



Daniel C. Smith

## 7 Gases, Liquids, and Solids 235

### 7.1 The Three States of Matter 236

### 7.2 Gases and Pressure 237

7.2A Properties of Gases 237

7.2B Gas Pressure 238

7.2C FOCUS ON HEALTH & MEDICINE: Blood Pressure 239

### 7.3 Gas Laws That Relate Pressure, Volume, and Temperature 240

7.3A Boyle's Law—How the Pressure and Volume of a Gas Are Related 240

7.3B Charles's Law—How the Volume and Temperature of a Gas Are Related 242



7.3C	Gay–Lussac’s Law—How the Pressure and Temperature of a Gas Are Related	244
7.3D	The Combined Gas Law	246
7.4	Avogadro’s Law—How Volume and Moles Are Related	247
7.5	The Ideal Gas Law	250
7.6	Dalton’s Law and Partial Pressures	253
7.7	Intermolecular Forces, Boiling Point, and Melting Point	255
7.7A	London Dispersion Forces	255
7.7B	Dipole–Dipole Interactions	256
7.7C	Hydrogen Bonding	256
7.7D	Boiling Point and Melting Point	258
7.8	The Liquid State	260
7.8A	Vapor Pressure	260
7.8B	Viscosity and Surface Tension	261
7.9	The Solid State	262
7.10	Specific Heat	263
7.11	Energy and Phase Changes	266
7.11A	Converting a Solid to a Liquid	266
7.11B	Converting a Liquid to a Gas	268
7.11C	Converting a Solid to a Gas	269
7.12	Heating and Cooling Curves	270
7.12A	Heating Curves	270
7.12B	Cooling Curves	271
7.12C	Combining Energy Calculations	272
	Chapter Review	273
	Key Terms	273
	Key Concepts	274
	Key Equations—The Gas Laws	274
	Key Skills	275
	Problems	276
	Challenge Problems	282
	Answers to Problems	283



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8	Solutions	285
8.1	Mixtures	286
8.1A	Solutions	286
8.1B	Colloids and Suspensions	287
8.2	Electrolytes and Nonelectrolytes	288
8.2A	Classification	288
8.2B	Equivalents	289
8.3	Solubility—General Features	291
8.3A	Basic Principles	291
8.3B	Ionic Compounds—Additional Principles	294
8.4	Solubility—Effects of Temperature and Pressure	295
8.4A	Temperature Effects	295
8.4B	Pressure Effects	295
8.5	Concentration Units—Percent Concentration	296
8.5A	Weight/Volume Percent	296
8.5B	Volume/Volume Percent	298
8.5C	Using a Percent Concentration as a Conversion Factor	298
8.5D	Parts Per Million	300
8.6	Concentration Units—Molarity	301
8.7	Dilution	304

<b>8.8</b>	Colligative Properties	307
8.8A	Boiling Point Elevation	307
8.8B	Freezing Point Depression	308
<b>8.9</b>	Osmosis and Dialysis	310
8.9A	Osmotic Pressure	310
8.9B	FOCUS ON THE HUMAN BODY: Osmosis and Biological Membranes	312
8.9C	FOCUS ON HEALTH & MEDICINE: Dialysis	313
	Chapter Review	315
	Key Terms	315
	Key Concepts	315
	Key Equations—Concentration	316
	Key Skills	316
	Problems	318
	Challenge Problems	323
	Answers to Problems	323



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## 9 Acids and Bases 325

<b>9.1</b>	Introduction to Acids and Bases	326
9.1A	Brønsted–Lowry Acids	327
9.1B	Brønsted–Lowry Bases	329
<b>9.2</b>	The Reaction of a Brønsted–Lowry Acid with a Brønsted–Lowry Base	331
<b>9.3</b>	Acid and Base Strength	334
9.3A	Relating Acid and Base Strength	334
9.3B	Using Acid Strength to Predict the Direction of Equilibrium	340
<b>9.4</b>	Equilibrium and Acid Dissociation Constants	341
<b>9.5</b>	The Dissociation of Water	343
<b>9.6</b>	The pH Scale	346
9.6A	Calculating pH	346
9.6B	Calculating pH Using a Calculator	348
9.6C	FOCUS ON THE HUMAN BODY: The pH of Body Fluids	350
<b>9.7</b>	Common Acid–Base Reactions	350
9.7A	Reaction of Acids with Hydroxide Bases	351
9.7B	Reaction of Acids with Bicarbonate and Carbonate	352
<b>9.8</b>	The Acidity and Basicity of Salt Solutions	353
<b>9.9</b>	Titration	355
<b>9.10</b>	Buffers	357
9.10A	General Characteristics of a Buffer	357
9.10B	Calculating the pH of a Buffer	360
9.10C	FOCUS ON THE ENVIRONMENT: Acid Rain and a Naturally Buffered Lake	361
<b>9.11</b>	FOCUS ON THE HUMAN BODY: Buffers in the Blood	362
	Chapter Review	363
	Key Terms	363
	Key Concepts	363
	Key Equations	364
	Key Skills	364
	Problems	365
	Challenge Problems	370
	Answers to Problems	370

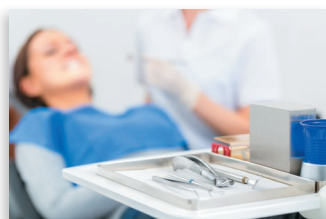


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## 10 Nuclear Chemistry 373

<b>10.1</b>	Introduction	374
10.1A	Isotopes	374
10.1B	Types of Radiation	376

<b>10.2</b>	<b>Nuclear Reactions</b>	<b>377</b>
10.2A	Alpha Emission	377
10.2B	Beta Emission	378
10.2C	Positron Emission	380
10.2D	Gamma Emission	381
<b>10.3</b>	<b>Half-Life</b>	<b>382</b>
10.3A	General Features	383
10.3B	Archaeological Dating	385
<b>10.4</b>	<b>Detecting and Measuring Radioactivity</b>	<b>386</b>
10.4A	Measuring the Radioactivity in a Sample	386
10.4B	FOCUS ON HEALTH & MEDICINE: The Effects of Radioactivity	388
10.4C	Measuring Human Exposure to Radioactivity	388
<b>10.5</b>	<b>FOCUS ON HEALTH &amp; MEDICINE: Medical Uses of Radioisotopes</b>	<b>389</b>
10.5A	Radioisotopes Used in Diagnosis	389
10.5B	Radioisotopes Used in Treatment	390
10.5C	Positron Emission Tomography—PET Scans	391
<b>10.6</b>	<b>Nuclear Fission and Nuclear Fusion</b>	<b>391</b>
10.6A	Nuclear Fission	392
10.6B	Nuclear Fusion	393
<b>10.7</b>	<b>FOCUS ON HEALTH &amp; MEDICINE: Medical Imaging Without Radioactivity</b>	<b>395</b>
	Chapter Review	396
	Key Terms	396
	Key Concepts	396
	Key Skills	396
	Problems	397
	Challenge Problems	401
	Answers to Problems	401



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## 11 Introduction to Organic Molecules and Functional Groups 404

<b>11.1</b>	<b>Introduction to Organic Chemistry</b>	<b>405</b>
<b>11.2</b>	<b>Characteristic Features of Organic Compounds</b>	<b>406</b>
<b>11.3</b>	<b>Shapes of Organic Molecules</b>	<b>409</b>
<b>11.4</b>	<b>Drawing Organic Molecules</b>	<b>414</b>
11.4A	Condensed Structures	414
11.4B	Skeletal Structures	417
<b>11.5</b>	<b>Functional Groups</b>	<b>420</b>
11.5A	Hydrocarbons	421
11.5B	Compounds Containing a Single Bond to a Heteroatom	422
11.5C	Compounds Containing a C=O Group	423
<b>11.6</b>	<b>Properties of Organic Compounds</b>	<b>428</b>
11.6A	Polarity	428
11.6B	Solubility	430
11.6C	FOCUS ON THE ENVIRONMENT: Environmental Pollutants	432
<b>11.7</b>	<b>FOCUS ON HEALTH &amp; MEDICINE: Vitamins</b>	<b>433</b>
11.7A	Vitamin A	433
11.7B	Vitamin C	434
	Chapter Review	435
	Key Terms	435
	Key Concepts	436
	Key Skills	437
	Problems	438
	Challenge Problems	443
	Answers to Problems	444



Daniel C. Smith

## 12 Alkanes 447

- 12.1** Introduction 448
- 12.2** Simple Alkanes 449
  - 12.2A Acyclic Alkanes Having Fewer Than Five Carbons 449
  - 12.2B Acyclic Alkanes Having Five or More Carbons 451
  - 12.2C Classifying Carbon Atoms 453
  - 12.2D Bond Rotation and Skeletal Structures for Acyclic Alkanes 454
- 12.3** An Introduction to Nomenclature 455
  - 12.3A The IUPAC System of Nomenclature 455
  - 12.3B FOCUS ON HEALTH & MEDICINE: Naming New Drugs 455
- 12.4** Alkane Nomenclature 456
  - 12.4A Naming Substituents 456
  - 12.4B Naming an Acyclic Alkane 457
- 12.5** Cycloalkanes 461
  - 12.5A Simple Cycloalkanes 461
  - 12.5B Naming Cycloalkanes 462
- 12.6** FOCUS ON THE ENVIRONMENT: Methane and Other Fossil Fuels 464
- 12.7** Physical Properties 466
- 12.8** FOCUS ON THE ENVIRONMENT: Combustion 466
- 12.9** Halogenation of Alkanes 468
  - Chapter Review 469
    - Key Terms 469
    - Key Concepts 469
    - Key Reactions 470
    - Key Skills 470
    - Problems 471
    - Challenge Problems 475
    - Answers to Problems 475



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## 13 Unsaturated Hydrocarbons 478

- 13.1** Alkenes and Alkynes 479
- 13.2** Nomenclature of Alkenes and Alkynes 481
- 13.3** Cis–Trans Isomers 484
  - 13.3A Stereoisomers—A New Class of Isomer 484
  - 13.3B FOCUS ON HEALTH & MEDICINE: Saturated and Unsaturated Fatty Acids 488
- 13.4** Interesting Alkenes in Food and Medicine 490
- 13.5** FOCUS ON HEALTH & MEDICINE: Oral Contraceptives 490
- 13.6** Reactions of Alkenes 492
  - 13.6A Addition of Hydrogen—Hydrogenation 493
  - 13.6B Addition of Halogen—Halogenation 494
  - 13.6C Addition of Hydrogen Halides—Hydrohalogenation 494
  - 13.6D Addition of Water—Hydration 496
- 13.7** FOCUS ON HEALTH & MEDICINE: Margarine or Butter? 497
- 13.8** Polymers—The Fabric of Modern Society 499
  - 13.8A Synthetic Polymers 499
  - 13.8B FOCUS ON THE ENVIRONMENT: Polymer Recycling 502
- 13.9** Aromatic Compounds 503
- 13.10** Nomenclature of Benzene Derivatives 504
  - 13.10A Monosubstituted Benzenes 504
  - 13.10B Disubstituted Benzenes 505
  - 13.10C Polysubstituted Benzenes 505
  - 13.10D Aromatic Compounds with More Than One Ring 506

- 13.11** FOCUS ON HEALTH & MEDICINE: Aromatic Drugs, Sunscreens, and Carcinogens 507
- 13.12** FOCUS ON HEALTH & MEDICINE: Phenols as Antioxidants 508
- 13.13** Reactions of Aromatic Compounds 509
- 13.13A Chlorination and the Synthesis of the Pesticide DDT 509
- 13.13B FOCUS ON HEALTH & MEDICINE: Nitration and Sulfa Drugs 510
- 13.13C Sulfonation and Detergent Synthesis 511
- Chapter Review 512
- Key Terms 512
- Key Concepts 512
- Key Reactions 513
- Key Skills 513
- Problems 515
- Challenge Problems 520
- Answers to Problems 520



Ed Reschke

## 14 Organic Compounds That Contain Oxygen, Halogen, or Sulfur 524

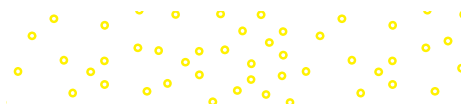
- 14.1** Introduction 525
- 14.2** Structure and Properties of Alcohols 527
- 14.3** Nomenclature of Alcohols 529
- 14.4** Interesting Alcohols 531
- 14.5** Reactions of Alcohols 533
- 14.5A Dehydration 533
- 14.5B Oxidation 535
- 14.6** FOCUS ON HEALTH & MEDICINE: Ethanol, the Most Widely Abused Drug 537
- 14.6A The Metabolism of Ethanol 537
- 14.6B Health Effects of Alcohol Consumption 538
- 14.7** Structure and Properties of Ethers 539
- 14.7A Physical Properties 540
- 14.7B Naming Ethers 541
- 14.8** FOCUS ON HEALTH & MEDICINE: Ethers as Anesthetics 542
- 14.9** Alkyl Halides 543
- 14.9A Physical Properties 543
- 14.9B Nomenclature 544
- 14.9C Interesting Alkyl Halides 545
- 14.9D FOCUS ON THE ENVIRONMENT: Alkyl Halides and the Ozone Layer 545
- 14.10** Organic Compounds That Contain Sulfur 547
- Chapter Review 549
- Key Terms 549
- Key Concepts 549
- Key Reactions 549
- Key Skills 550
- Problems 551
- Challenge Problems 556
- Answers to Problems 556



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## 15 The Three-Dimensional Shape of Molecules 559

- 15.1** Isomers—A Review 560
- 15.2** Looking Glass Chemistry—Molecules and Their Mirror Images 562
- 15.2A What It Means to Be Chiral or Achiral 562
- 15.2B The Chirality of Molecules 563
- 15.2C Chirality in Nature 564



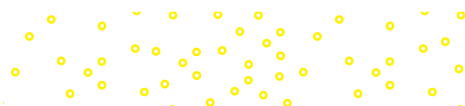
<b>15.3</b>	Chirality Centers	564
15.3A	Locating Chirality Centers	564
15.3B	Drawing a Pair of Enantiomers	567
<b>15.4</b>	Chirality Centers in Cyclic Compounds	568
15.4A	Locating Chirality Centers on Ring Carbons	568
15.4B	FOCUS ON HEALTH & MEDICINE: The Unforgettable Legacy of Thalidomide	570
<b>15.5</b>	FOCUS ON HEALTH & MEDICINE: Chiral Drugs	571
15.5A	Chiral Pain Relievers	572
15.5B	Parkinson's Disease and L-Dopa	572
<b>15.6</b>	Fischer Projections	574
<b>15.7</b>	Optical Activity	575
15.7A	The Physical Properties of Enantiomers	575
15.7B	Specific Rotation	577
<b>15.8</b>	Compounds with Two or More Chirality Centers	578
<b>15.9</b>	FOCUS ON THE HUMAN BODY: The Sense of Smell	580
	Chapter Review	581
	Key Terms	581
	Key Concepts	582
	Key Skills	582
	Problems	583
	Challenge Problems	587
	Answers to Problems	588

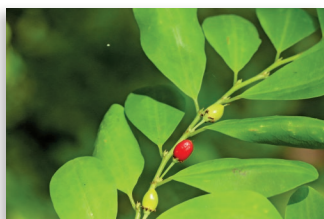


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## 16 Aldehydes and Ketones 590

<b>16.1</b>	Structure and Bonding	591
<b>16.2</b>	Nomenclature	592
16.2A	Naming Aldehydes	592
16.2B	Naming Ketones	594
<b>16.3</b>	Physical Properties	595
<b>16.4</b>	FOCUS ON HEALTH & MEDICINE: Interesting Aldehydes and Ketones	597
<b>16.5</b>	Reactions of Aldehydes and Ketones	598
16.5A	General Considerations	598
16.5B	Oxidation of Aldehydes	598
<b>16.6</b>	Reduction of Aldehydes and Ketones	600
16.6A	Specific Features of Carbonyl Reductions	601
16.6B	Examples of Carbonyl Reduction in Organic Synthesis	602
16.6C	FOCUS ON THE HUMAN BODY: Biological Reductions	603
<b>16.7</b>	FOCUS ON THE HUMAN BODY: The Chemistry of Vision	603
<b>16.8</b>	Acetal Formation	605
16.8A	Acetals and Hemiacetals	606
16.8B	Cyclic Hemiacetals	609
16.8C	Acetal Hydrolysis	612
	Chapter Review	612
	Key Terms	612
	Key Concepts	613
	Key Reactions	613
	Key Skills	614
	Problems	615
	Challenge Problems	620
	Answers to Problems	620





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## 17 Carboxylic Acids, Esters, and Amides 624

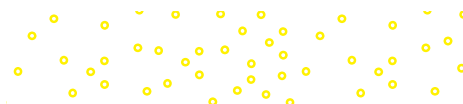
- 17.1** Structure and Bonding 625
- 17.2** Nomenclature 627
  - 17.2A Naming a Carboxylic Acid— $\text{RCOOH}$  627
  - 17.2B Naming an Ester— $\text{RCOOR}'$  629
  - 17.2C Naming an Amide 630
- 17.3** Physical Properties 631
- 17.4** Interesting Carboxylic Acids in Consumer Products and Medicines 633
  - 17.4A FOCUS ON HEALTH & MEDICINE: Skin Care Products 633
  - 17.4B FOCUS ON HEALTH & MEDICINE: Aspirin and Anti-Inflammatory Agents 634
- 17.5** Interesting Esters and Amides 635
- 17.6** The Acidity of Carboxylic Acids 636
  - 17.6A Reaction with Bases 636
  - 17.6B Carboxylate Anions—Salts of Carboxylic Acids 637
  - 17.6C How Does Soap Clean Away Dirt? 639
- 17.7** FOCUS ON HEALTH & MEDICINE: Aspirin 641
- 17.8** The Conversion of Carboxylic Acids to Esters and Amides 643
  - 17.8A Ester Formation 643
  - 17.8B Amide Formation 645
- 17.9** Hydrolysis of Esters and Amides 646
  - 17.9A Ester Hydrolysis 647
  - 17.9B Amide Hydrolysis 648
  - 17.9C FOCUS ON HEALTH & MEDICINE: Olestra, a Synthetic Fat 649
- 17.10** Synthetic Polymers in Modern Society—Polyamides and Polyesters 651
  - 17.10A Nylon—A Polyamide 651
  - 17.10B Polyesters 653
  - 17.10C FOCUS ON HEALTH & MEDICINE: Dissolving Sutures 654
  - 17.10D FOCUS ON THE ENVIRONMENT: Polymer Recycling 655
- 17.11** FOCUS ON HEALTH & MEDICINE: Penicillin 655
- Chapter Review 656
  - Key Terms 656
  - Key Concepts 657
  - Key Reactions 657
  - Key Skills 658
  - Problems 659
  - Challenge Problems 663
  - Answers to Problems 664



Daniel C. Smith

## 18 Amines and Neurotransmitters 667

- 18.1** Structure and Bonding 668
- 18.2** Nomenclature 671
  - 18.2A Primary Amines 671
  - 18.2B Secondary and Tertiary Amines 671
  - 18.2C Aromatic Amines 672
  - 18.2D Miscellaneous Nomenclature Facts 672
- 18.3** Physical Properties 673
- 18.4** FOCUS ON HEALTH & MEDICINE: Caffeine and Nicotine 674
  - 18.4A Caffeine 674
  - 18.4B Nicotine 675
- 18.5** Alkaloids—Amines from Plant Sources 676
  - 18.5A Morphine and Related Alkaloids 676
  - 18.5B Quinine 677
  - 18.5C Atropine 678



<b>18.6</b>	Amines as Bases	678
18.6A	Reaction of Amines with Acids	678
18.6B	Ammonium Salts	680
<b>18.7</b>	FOCUS ON HEALTH & MEDICINE: Ammonium Salts as Useful Drugs	682
<b>18.8</b>	Neurotransmitters	683
18.8A	Norepinephrine and Dopamine	684
18.8B	Serotonin	685
18.8C	Acetylcholine and Nicotine Addiction	686
<b>18.9</b>	FOCUS ON HEALTH & MEDICINE: Epinephrine and Related Compounds	687
18.9A	Derivatives of 2-Phenylethylamine	688
18.9B	Drugs to Treat Asthma	689
<b>18.10</b>	FOCUS ON HEALTH & MEDICINE: Histamine and Antihistamines	689
	Chapter Review	690
	Key Terms	690
	Key Concepts	691
	Key Reaction	691
	Key Skills	692
	Problems	693
	Challenge Problems	696
	Answers to Problems	696



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## 19 Lipids 699

<b>19.1</b>	Introduction to Lipids	700
<b>19.2</b>	Fatty Acids	702
<b>19.3</b>	Waxes	704
<b>19.4</b>	Triacylglycerols—Fats and Oils	706
19.4A	General Features	707
19.4B	FOCUS ON HEALTH & MEDICINE: Fats and Oils in the Diet	709
<b>19.5</b>	Hydrolysis of Triacylglycerols	712
19.5A	FOCUS ON THE HUMAN BODY: Metabolism of Triacylglycerols	713
19.5B	Soap Synthesis	715
<b>19.6</b>	Phospholipids	716
19.6A	Phosphoacylglycerols	716
19.6B	Sphingomyelins	718
<b>19.7</b>	Cell Membranes	720
19.7A	Structure of the Cell Membrane	720
19.7B	Transport Across a Cell Membrane	721
<b>19.8</b>	FOCUS ON HEALTH & MEDICINE: Cholesterol, the Most Prominent Steroid	722
<b>19.9</b>	Steroid Hormones	725
<b>19.10</b>	FOCUS ON HEALTH & MEDICINE: Fat-Soluble Vitamins	727
<b>19.11</b>	FOCUS ON HEALTH & MEDICINE: Prostaglandins and Leukotrienes	729
19.11A	Prostaglandins	729
19.11B	Asthma and Leukotrienes	730
	Chapter Review	731
	Key Terms	731
	Key Concepts	731
	Key Reactions	733
	Key Skills	733
	Problems	734
	Challenge Problems	739
	Answers to Problems	739





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## 20 Carbohydrates 743

- 20.1** Introduction 744
- 20.2** Monosaccharides 746
  - 20.2A Fischer Projection Formulas 748
  - 20.2B Monosaccharides with More Than One Chirality Center 749
  - 20.2C Common Monosaccharides 751
- 20.3** The Cyclic Forms of Monosaccharides 752
  - 20.3A The Cyclic Forms of D-Glucose 752
  - 20.3B Haworth Projections 754
  - 20.3C The Cyclic Forms of Fructose, a Ketohexose 756
- 20.4** Reduction and Oxidation of Monosaccharides 758
  - 20.4A Reduction of the Aldehyde Carbonyl Group 758
  - 20.4B Oxidation of the Aldehyde Carbonyl Group 759
  - 20.4C FOCUS ON HEALTH & MEDICINE: Monitoring Glucose Levels 761
- 20.5** Disaccharides 762
  - 20.5A FOCUS ON HEALTH & MEDICINE: Lactose Intolerance 765
  - 20.5B FOCUS ON HEALTH & MEDICINE: Sucrose and Artificial Sweeteners 766
- 20.6** Polysaccharides 768
  - 20.6A Cellulose 768
  - 20.6B Starch 769
  - 20.6C Glycogen 771
  - 20.6D FOCUS ON HEALTH & MEDICINE: Human Milk Oligosaccharides 772
- 20.7** FOCUS ON THE HUMAN BODY: Useful Carbohydrate Derivatives 772
  - 20.7A Glycosaminoglycans 773
  - 20.7B Chitin 774
- 20.8** FOCUS ON THE HUMAN BODY: Blood Type 774
  - Chapter Review 776
    - Key Terms 776
    - Key Concepts 776
    - Key Reactions 777
    - Key Skills 778
    - Problems 779
    - Challenge Problems 783
    - Answers to Problems 783



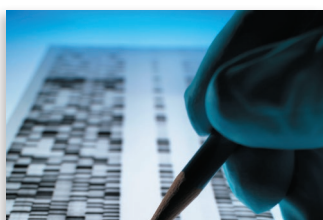
Daniel C. Smith

## 21 Amino Acids, Proteins, and Enzymes 787

- 21.1** Introduction 788
- 21.2** Amino Acids 789
  - 21.2A General Features of Amino Acids 789
  - 21.2B Stereochemistry of Amino Acids 791
- 21.3** Acid–Base Behavior of Amino Acids 792
- 21.4** Peptides 794
- 21.5** FOCUS ON THE HUMAN BODY: Biologically Active Peptides 799
  - 21.5A Neuropeptides—Enkephalins and Pain Relief 799
  - 21.5B Peptide Hormones—Oxytocin and Vasopressin 800
- 21.6** Proteins 802
  - 21.6A Primary Structure 802
  - 21.6B Secondary Structure 802
  - 21.6C Tertiary and Quaternary Structure 805
- 21.7** FOCUS ON THE HUMAN BODY: Common Proteins 808
  - 21.7A  $\alpha$ -Keratins 808
  - 21.7B Collagen 808
  - 21.7C Hemoglobin and Myoglobin 809



<b>21.8</b>	Protein Hydrolysis and Denaturation	810
21.8A	Protein Hydrolysis	810
21.8B	Protein Denaturation	811
<b>21.9</b>	Enzymes—Characteristics and Classification	812
21.9A	Characteristics of Enzymes	812
21.9B	Classification of Enzymes	813
21.9C	Naming Enzymes	816
<b>21.10</b>	How Enzymes Work	817
21.10A	Enzyme Specificity	817
21.10B	Factors That Affect Enzyme Activity	819
21.10C	Allosteric Control	820
21.10D	Enzyme Inhibitors	821
21.10E	Zymogens	822
<b>21.11</b>	FOCUS ON HEALTH & MEDICINE: Using Enzymes to Diagnose and Treat Diseases	823
21.11A	Enzyme Levels as Diagnostic Tools	823
21.11B	Treating Disease with Drugs That Interact with Enzymes	823
	Chapter Review	824
	Key Terms	824
	Key Concepts	825
	Key Skills	826
	Problems	827
	Challenge Problems	831
	Answers to Problems	832



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## 22 Nucleic Acids and Protein Synthesis 835

<b>22.1</b>	Nucleosides and Nucleotides	836
22.1A	Nucleosides—Joining a Monosaccharide and a Base	836
22.1B	Nucleotides—Joining a Nucleoside with a Phosphate	839
<b>22.2</b>	Nucleic Acids	841
<b>22.3</b>	The DNA Double Helix	844
<b>22.4</b>	Replication	847
<b>22.5</b>	RNA	848
<b>22.6</b>	Transcription	850
<b>22.7</b>	The Genetic Code	851
<b>22.8</b>	Translation and Protein Synthesis	853
<b>22.9</b>	Mutations and Genetic Diseases	856
<b>22.10</b>	Recombinant DNA	858
22.10A	General Principles	859
22.10B	Polymerase Chain Reaction	860
22.10C	FOCUS ON THE HUMAN BODY: DNA Fingerprinting	860
22.10D	The Human Genome Project	862
<b>22.11</b>	FOCUS ON HEALTH & MEDICINE: Viruses	862
	Chapter Review	864
	Key Terms	864
	Key Concepts	865
	Key Skills	866
	Problems	866
	Challenge Problems	871
	Answers to Problems	872





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## 23 Metabolism and Energy Production 875

- 23.1** Introduction 876
- 23.2** An Overview of Metabolism 877
  - 23.2A Stage [1]—Digestion 878
  - 23.2B Stages [2]–[4] of Catabolism 879
- 23.3** ATP and Energy Production 879
  - 23.3A General Features of ATP Hydrolysis and Formation 880
  - 23.3B Coupled Reactions in Metabolic Pathways 881
  - 23.3C FOCUS ON THE HUMAN BODY: Creatine and Athletic Performance 884
- 23.4** Coenzymes in Metabolism 885
  - 23.4A Coenzymes  $\text{NAD}^+$  and  $\text{NADH}$  885
  - 23.4B Coenzymes  $\text{FAD}$  and  $\text{FADH}_2$  887
  - 23.4C Coenzyme A 888
- 23.5** The Citric Acid Cycle 889
  - 23.5A Overview of the Citric Acid Cycle 889
  - 23.5B Specific Steps of the Citric Acid Cycle 890
- 23.6** The Electron Transport Chain and Oxidative Phosphorylation 893
  - 23.6A The Electron Transport Chain 894
  - 23.6B ATP Synthesis by Oxidative Phosphorylation 895
  - 23.6C ATP Yield from Oxidative Phosphorylation 896
- 23.7** FOCUS ON HEALTH & MEDICINE: Hydrogen Cyanide 896
- Chapter Review 897
  - Key Terms 897
  - Key Concepts 898
  - Key Skills 899
  - Problems 900
  - Challenge Problems 902
  - Answers to Problems 903



Daniel C. Smith

## 24 Carbohydrate, Lipid, and Protein Metabolism 905

- 24.1** Introduction 906
- 24.2** Understanding Biochemical Reactions 906
- 24.3** Glycolysis 908
  - 24.3A The Steps in Glycolysis 909
  - 24.3B The Net Result of Glycolysis 912
  - 24.3C Glycolysis and Other Hexoses 913
  - 24.3D FOCUS ON HEALTH & MEDICINE: Glycolysis and Cancer Cells 914
- 24.4** The Fate of Pyruvate 914
  - 24.4A Conversion to Acetyl CoA 914
  - 24.4B FOCUS ON HEALTH & MEDICINE: Conversion to Lactate 915
  - 24.4C FOCUS ON HEALTH & MEDICINE: Conversion to Ethanol 916
- 24.5** The ATP Yield from Glucose 917
- 24.6** Gluconeogenesis 919
- 24.7** The Catabolism of Triacylglycerols 920
  - 24.7A Glycerol Catabolism 920
  - 24.7B Fatty Acid Catabolism by  $\beta$ -Oxidation 921
  - 24.7C The Energy Yield from Fatty Acid Oxidation 923
- 24.8** Ketone Bodies 924
- 24.9** Amino Acid Metabolism 926
  - 24.9A Degradation of Amino Acids—The Fate of the Amino Group 926
  - 24.9B Degradation of Amino Acids—The Fate of the Carbon Skeleton 929

Chapter Review	930
Key Terms	930
Key Concepts	930
Key Skills	931
Problems	932
Challenge Problems	936
Answers to Problems	936

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## 25 Body Fluids 25-1

25.1	Types of Body Fluids	25-2
25.2	Composition of the Blood	25-4
25.2A	Types of Blood Cells	25-4
25.2B	Blood Plasma	25-5
25.2C	Blood Serum and Clotting	25-6
25.3	The Transport of Oxygen and Carbon Dioxide	25-7
25.3A	Hemoglobin	25-7
25.3B	Delivering O <sub>2</sub> and Removing CO <sub>2</sub>	25-8
25.3C	How CO <sub>2</sub> Is Transported in the Blood	25-11
25.4	Buffers in the Body	25-11
25.5	The Blood–Brain Barrier	25-13
25.6	The Role of the Kidneys	25-14
25.6A	How the Kidneys Filter the Blood	25-15
25.6B	Composition of Urine	25-16
25.6C	The Kidneys and pH, Fluid Balance, and Electrolyte Concentration	25-16
	Chapter Review	25-17
	Key Terms	25-17
	Key Concepts	25-18
	Problems	25-19
	Answers to Problems	25-21

## Appendices

A	The Elements	A-1
B	Periodic Table of the Elements	A-2
C	Useful Prefixes, Conversion Factors, Physical Constants, and Common Element Colors	A-3
D	Useful Mathematical Concepts	A-4

**Glossary G-1**

**Index I-1**

**List of How To's (Online)**

**List of Selected Applications (Online)**

# Preface

**M**y goal in writing this text was to relate the fundamental concepts of general, organic, and biological chemistry to the world around us, and in this way illustrate how chemistry explains many aspects of everyday life. A key feature is the use of molecular art to illustrate and explain common phenomena we encounter every day. Each topic is broken down into small chunks of information that are more manageable and easily learned. Students are given enough detail to understand basic concepts, such as how soap cleans away dirt and why trans fats are undesirable in the diet, without being overwhelmed.

This textbook is written for students who have an interest in nursing, nutrition, environmental science, food science, and a wide variety of other health-related professions. The content of this book is designed for an introductory chemistry course with no chemistry prerequisite, and is suitable for either a two-semester sequence or a one-semester course. I have found that by introducing one new concept at a time, keeping the basic themes in focus, and breaking down complex problems into small pieces, many students in these chemistry courses acquire a new appreciation of both the human body and the larger world around them.

## The Learning System Used in *General, Organic, & Biological Chemistry*

- **Writing Style** A concise writing style allows students to focus on learning major concepts and themes of general, organic, and biological chemistry. Relevant materials from everyday life are used to illustrate concepts, and topics are broken into small chunks of information that are more easily learned.
- **Chapter Outline and Chapter Goals** The chapter outline lists the main headings of the chapter to help students map out the organization of each chapter's content, and the chapter goals identify the key concepts that students will learn.
- **Chapter Review** The end-of-chapter summary sections are divided into parts: **Key Terms**, **Key Concepts**, **Key Equations**, **Key Reactions**, and **Key Skills**, with structures and examples to illustrate important concepts and skills.
- **Macro-to-Micro Illustrations** Because today's students are visual learners, and because visualizing molecular-level representations of macroscopic phenomena is critical to the understanding of any chemistry course, many illustrations in this text include photos or drawings of everyday objects, paired with their molecular representation, to help students understand the chemistry behind ordinary occurrences.
- **Problem Solving** Sample Problems lead students through the thought process tied to successful problem solving by employing Analysis and Solution parts. Sample Problems are paired with Practice Problems to allow students to apply what they have just learned. The Practice Problems are followed by More Practice lists to point students to end-of-chapter Problems that are similar in concept. Other Problems within the chapter build on the concepts learned in the Sample and Practice Problems. Students can verify their answers to all Practice Problems and odd-numbered in-chapter and end-of-chapter Problems at the end of each chapter.
- **How To's** Key processes are taught to students in a straightforward and easy-to-understand manner by using examples and multiple, detailed steps to solving problems.
- **Applications** Common applications of chemistry to everyday life are found in margin-placed Health Notes, Consumer Notes, and Environmental Notes, as well as sections titled "Focus on Health & Medicine," "Focus on the Environment," and "Focus on the Human Body."

## New To This Edition

### General

**CHAPTER REVIEW** Chapter Review, which replaces Chapter Highlights at the end of each chapter, consists of Key Terms that are defined in the Glossary, Key Concepts, Key Equations, Key Reactions, and Key Skills. The Key Concepts and Key Skills sections use art and chemical structures to more clearly explain the key features detailed within the chapter. Key Skills, which presents the steps needed to solve important topics within the chapter, should be especially valuable for students learning stepwise processes.

**STUDY TIPS** Brief Study Tips have been added to the margins in Chapters 1, 4, 7, 11, 13, and 19 to help students develop general methods for solving recurrent types of problems, such as those that require a specific equation or drawing the products of an organic reaction.

**PHOTOS** Over one-half of the chapter-opening photos have been replaced with photos emphasizing relevant material within the chapter. More marginal photos of applications on topics such as glaucoma medications, plant-based burgers, and cannabis have also been added.

**ART** The colors in artwork throughout the text were revised for emphasis, clarity, and consistency.

**PROBLEMS** Over 150 new problems have been added.

### Other New Coverage

Some of the new material added within specific chapters is listed below.

- Coverage on using a scientific calculator with scientific notation and logarithms has been expanded in Sections 1.6B and 9.6B. Tables with art that indicates what buttons should be pressed and what calculator displays will be shown are given.
- Figure 3.7 presents a succinct graphic on how to name different kinds of ionic compounds.
- Chapter 4 opens by presenting a new current topic, the effect of sunscreens like oxybenzone on the bleaching of coral reefs. Later in the chapter, a practice problem asks students to determine properties of oxybenzone from its ball-and-stick model. Recent research on oxybenzone is also discussed in Section 13.11.
- In Chapter 5, a new Table 5.4 has been added to summarize reaction types with both general cases and specific examples. More color has been added to both reactions and mathematical equations throughout this chapter to highlight the key components.
- The discussion of dialysis and osmosis in Section 8.9 has been edited to emphasize the distinction between these related concepts. Three new problems on this subject have been added.
- New material on using PET scans to visualize the brain in Alzheimer's patients has been added to Section 10.5.
- New material on anesthetics has been added to Section 11.6.
- New material on sources of methane in the atmosphere has been added to Section 12.6.
- The treatment of CFCs in Chapter 14 has been updated to include new compounds used as refrigerants that cause less harm to the ozone layer.
- Section 17.4B now contains information on prostaglandin analogues that are used in the treatment of glaucoma. Additional material is also added to Section 19.11A.
- Figure 19.1 now presents data on saturated fats, unsaturated oils, and trans fats in bar graph form for easier visualization of lipid content.
- The discussion of the HIV drug amprenavir in Section 21.11 has been updated.
- The art used in Figures 22.2, 22.3, 22.5, and 22.7 has been updated to provide better clarity on the complex biochemical processes shown.
- A brief discussion of COVID-19 has been added to Section 22.11.
- The art in many of the metabolic pathways in Chapters 23 and 24 has been edited to better illustrate the key features of the steps in these schemes.

## Our Commitment to Serving Teachers and Learners

**TO THE INSTRUCTOR** Writing a chemistry textbook is a colossal task. Teaching chemistry for over 30 years at both a private, liberal arts college and a large state university has given me a unique perspective with which to write this text. I have found that students arrive with vastly different levels of preparation and widely different expectations for their college experience. As an instructor and now an author, I have tried to channel my love and knowledge of chemistry into a form that allows this spectrum of students to understand chemical science more clearly, and then see everyday phenomena in a new light.

**TO THE STUDENT** I hope that this text and its ancillary program will help you to better understand and appreciate the world of chemistry. My interactions with thousands of students in my long teaching career have profoundly affected the way I teach and write about chemistry, so please feel free to email me with any comments or questions at [jgsmith@hawaii.edu](mailto:jgsmith@hawaii.edu).



# Learning Resources for Instructors and Students

## Student Solutions Manual

Each chapter contains the solutions to all in-chapter problems, as well as the solutions to all odd-numbered end-of-chapter problems.

## Instructor's Solutions Manual

This supplement contains complete, worked-out solutions for all the end-of-chapter problems in the text. It can be found within the Instructor's Resources on Connect's online learning center.

## Presentation Tools

Accessed from your textbook's Instructor's Resources, **Presentation Tools** is an online digital library containing photos and artwork that can be used to create customized lectures, visually enhanced tests and quizzes, compelling course websites, or attractive printed support materials. All assets are copyrighted by McGraw-Hill Higher Education but can be used by instructors for classroom purposes. The visual resources in this collection also include:

- **PowerPoint Slides:** For instructors who prefer to create their lectures from scratch, all illustrations, photos, and tables are pre-inserted by chapter into PowerPoint slides.
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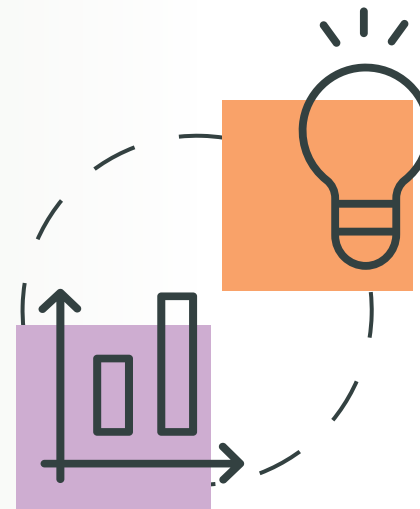
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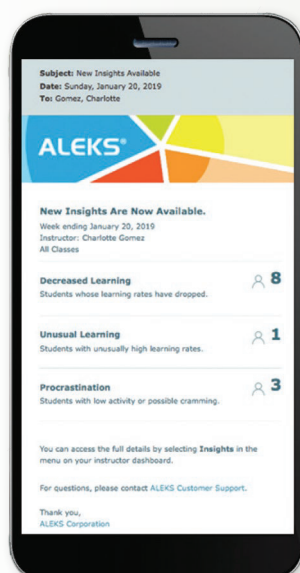
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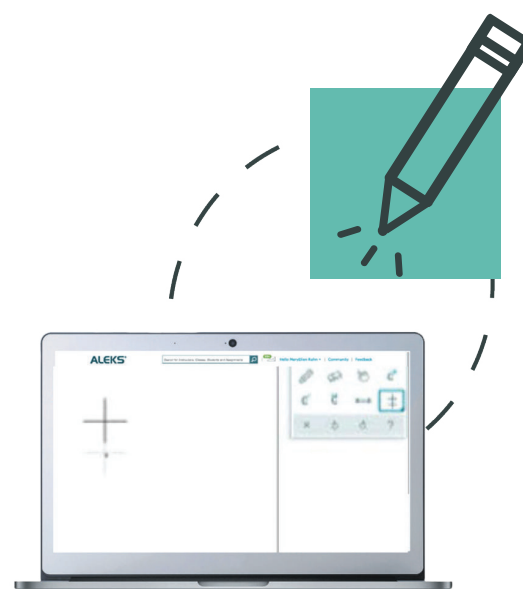
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# Acknowledgments

With each new edition published, I am incredibly thankful to work with a group of knowledgeable and hard-working publishing professionals at McGraw-Hill.

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# Matter and Measurement

# 1



Determining the weight and length of a newborn are common measurements performed by healthcare professionals.  
*Daniel C. Smith*

## CHAPTER OUTLINE

- 1.1 Chemistry—The Science of Everyday Experience
- 1.2 States of Matter
- 1.3 Classification of Matter
- 1.4 Measurement
- 1.5 Significant Figures
- 1.6 Scientific Notation
- 1.7 Problem Solving Using Conversion Factors
- 1.8 FOCUS ON HEALTH & MEDICINE: Problem Solving Using Clinical Conversion Factors
- 1.9 Temperature
- 1.10 Density and Specific Gravity

## CHAPTER GOALS

In this chapter you will learn how to:

- 1 Describe the three states of matter
- 2 Classify matter as a pure substance, mixture, element, or compound
- 3 Report measurements using the metric units of length, mass, and volume
- 4 Use significant figures
- 5 Use scientific notation for very large and very small numbers
- 6 Use conversion factors to convert one unit to another
- 7 Convert temperature from one scale to another
- 8 Define density and specific gravity and use density to calculate the mass or volume of a substance

## Why Study ...

### Matter and Measurement?

Everything you touch, feel, or taste is composed of chemicals—that is, **matter**—so an understanding of its composition and properties is crucial to our appreciation of the world around us. Some matter—lakes, trees, sand, and soil—is naturally occurring, whereas other examples of matter—aspirin, CDs, nylon fabric, plastic syringes, and vaccines—are made by humans. To understand the properties of matter, as well as how one form of matter is converted to another, we must also learn about measurements. Following a recipe, pumping gasoline, and figuring out drug dosages involve manipulating numbers. Thus, Chapter 1 begins our study of chemistry by examining the key concepts of matter and measurement.

## 1.1 Chemistry—The Science of Everyday Experience

What activities might occupy the day of a typical student? You may have done some or all of the following tasks: eaten some meals, drunk coffee or cola, taken a shower with soap, checked email on a computer, ridden a bike or car to a part-time job, taken an aspirin to relieve a headache, and spent some of the evening having snacks and refreshments with friends. Perhaps, without your awareness, your life was touched by chemistry in each of these activities. What, then, is this discipline we call **chemistry**?

- **Chemistry** is the study of matter—its composition, properties, and transformations.

What is **matter**?

- **Matter** is anything that has mass and takes up volume.

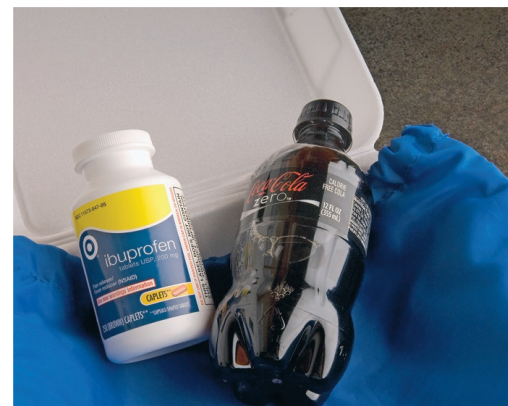
In other words, **chemistry studies anything that we touch, feel, see, smell, or taste**, from simple substances like water and salt, to complex substances like proteins and carbohydrates that combine to form the human body. Some matter—cotton, sand, an apple, and the cardiac drug digoxin—is **naturally occurring**, meaning it is isolated from natural sources. Other substances—nylon, Styrofoam, the plastic used in soft drink bottles, and the pain reliever ibuprofen—are **synthetic**, meaning they are produced by chemists in the laboratory (Figure 1.1).

**Figure 1.1** Naturally Occurring and Synthetic Materials

a. Naturally occurring materials



b. Synthetic materials



Matter occurs in nature or is synthesized in the lab. (a) Sand and apples are two examples of natural materials. Cotton fabric is woven from cotton fiber, obtained from the cotton plant. The drug digoxin (trade name Lanoxin), widely prescribed for decades for patients with congestive heart failure, is extracted from the leaves of the woolly foxglove plant. (b) Nylon was the first synthetic fiber made in the laboratory. It quickly replaced the natural fiber silk in parachutes and ladies' stockings. Styrofoam and PET (polyethylene terephthalate), the plastic used for soft drink bottles, are strong yet lightweight synthetic materials used for food storage. Over-the-counter pain relievers like ibuprofen are synthetic. The starting materials for all of these useful products are obtained from petroleum.

(a–b): Jill Braaten/McGraw-Hill

**Figure 1.2** Transforming Natural Materials into Useful Synthetic Products

(a) Latex, the sticky liquid that oozes from a rubber tree when it is cut, is too soft for most applications. (b) Vulcanization converts latex into the stronger, elastic rubber used in tires and other products. (a): Suphatthra China/Shutterstock; (b): Roy McMahon/Fuse/Getty Images

Sometimes a chemist studies what a substance is made of, whereas at other times, the focus may be how to convert one material into a new material with unique and useful properties. As an example, naturally occurring rubber exists as the sticky liquid latex, which is too soft for most applications. The laboratory process of vulcanization converts it into the stronger, more elastic material used in tires and other products (Figure 1.2).

Chemistry is truly the science of everyday experience. Soaps and detergents, newspapers and CDs, condoms and oral contraceptives, Tylenol and penicillin—all of these items are products of chemistry. Without a doubt, advances in chemistry have transformed life in modern times.

**Problem 1.1**

Imagine that your job as a healthcare professional is to take a blood sample from a patient and store it in a small container in a refrigerator until it is picked up for analysis in the hospital lab. You might have to put on gloves and a mask, use a plastic syringe with a metal needle, store the sample in a test tube or vial, and place it in a cold refrigerator. Pick five objects you might encounter during the process and decide if they are made of naturally occurring or synthetic materials.

## 1.2 States of Matter

**Matter exists in three common states—solid, liquid, and gas.**

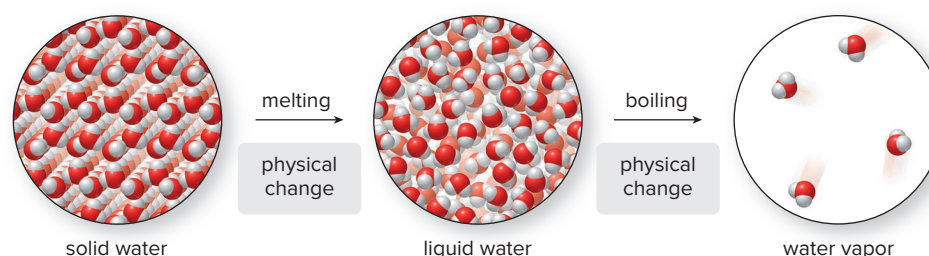
- A *solid* has a definite volume, and maintains its shape regardless of the container in which it is placed. The particles of a solid lie close together, and are arranged in a regular three-dimensional array.
- A *liquid* has a definite volume, but takes on the shape of the container it occupies. The particles of a liquid are close together, but they can randomly move around, sliding past one another.
- A *gas* has no definite shape or volume. The particles of a gas move randomly and are separated by a distance much larger than their size. The particles of a gas expand to fill the volume and assume the shape of whatever container they are put in.

For example, water exists in its solid state as ice or snow, liquid state as liquid water, and gaseous state as steam or water vapor. Blow-up circles like those in Figure 1.3 will be used commonly in this text to indicate the composition and state of the particles that compose a substance. In this molecular art, different types of particles are shown in color-coded spheres, and the distance between the spheres signals its state—solid, liquid, or gas.

Matter is characterized by its **physical properties** and **chemical properties**.

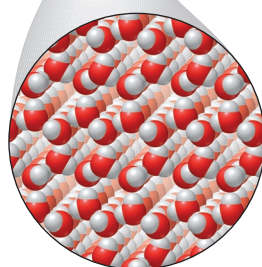
- **Physical properties** are those that can be observed or measured without changing the composition of the material.

Common physical properties include melting point (mp), boiling point (bp), solubility, color, and odor. A **physical change** alters a substance without changing its composition. The most common physical changes are **changes in state**—that is, the **conversion of matter from one state to another**. Melting an ice cube to form liquid water, and boiling liquid water to form steam, are two examples of physical changes. Water is the substance at the beginning and end of both physical changes. More details about physical changes are discussed in Chapter 7.



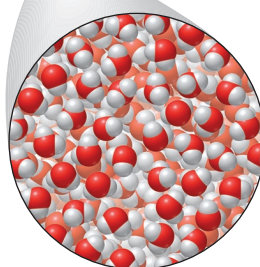
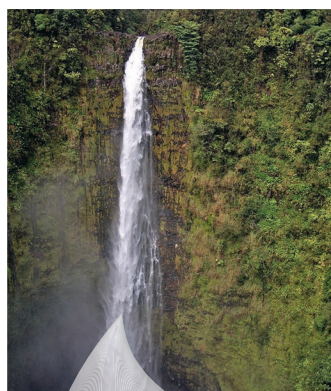
**Figure 1.3** The Three States of Water—Solid, Liquid, and Gas

a. Solid water



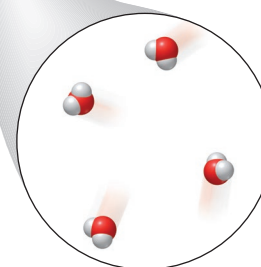
- The particles of a solid are **close together** and **highly organized**. (Photo: snow-capped Mauna Kea on the Big Island of Hawaii)

b. Liquid water



- The particles of a liquid are **close together** but **more disorganized** than the solid. (Photo: Akaka Falls on the Big Island of Hawaii)

c. Gaseous water

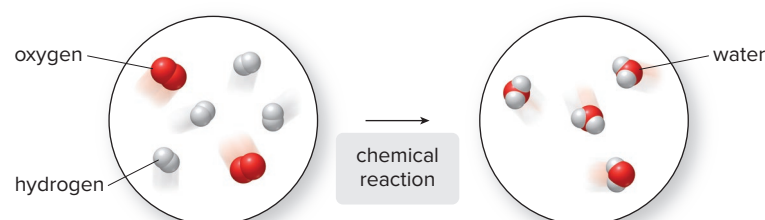


- The particles of a gas are **far apart** and **disorganized**. (Photo: steam formed by a lava flow on the Big Island of Hawaii)

Each red sphere joined to two gray spheres represents a single water particle. In proceeding from left to right, from solid to liquid to gas, the molecular art shows that the level of organization of the water particles decreases. Color-coding and the identity of the spheres within the particles will be addressed in Chapter 2. (a): *Alvis Uptis/Getty Images*; (b): *Daniel C. Smith*; (c): *Source: T.J. Takahash/USGS*

- **Chemical properties** are those that determine how a substance can be converted to another substance.

A **chemical change, or a chemical reaction, converts one material into another.** The conversion of hydrogen and oxygen into water is a chemical reaction because the composition of the material is different at the beginning and end of the process. Chemical reactions are discussed in Chapters 5 and 6.

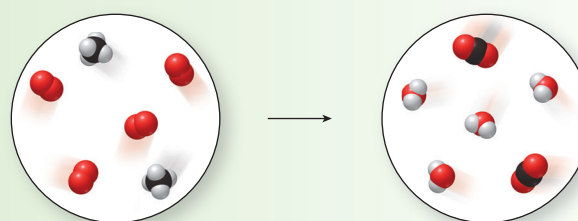


### Problem 1.2

Characterize each process as a physical change or a chemical change: (a) making ice cubes; (b) burning natural gas; (c) silver jewelry tarnishing; (d) a pile of snow melting; (e) fermenting grapes to produce wine.

### Problem 1.3

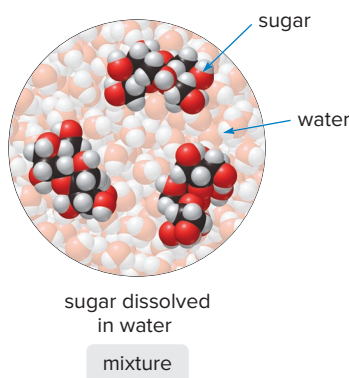
Does the molecular art represent a chemical change or a physical change? Explain your choice.



## 1.3 Classification of Matter

All matter can be classified as either a **pure substance** or a **mixture**.

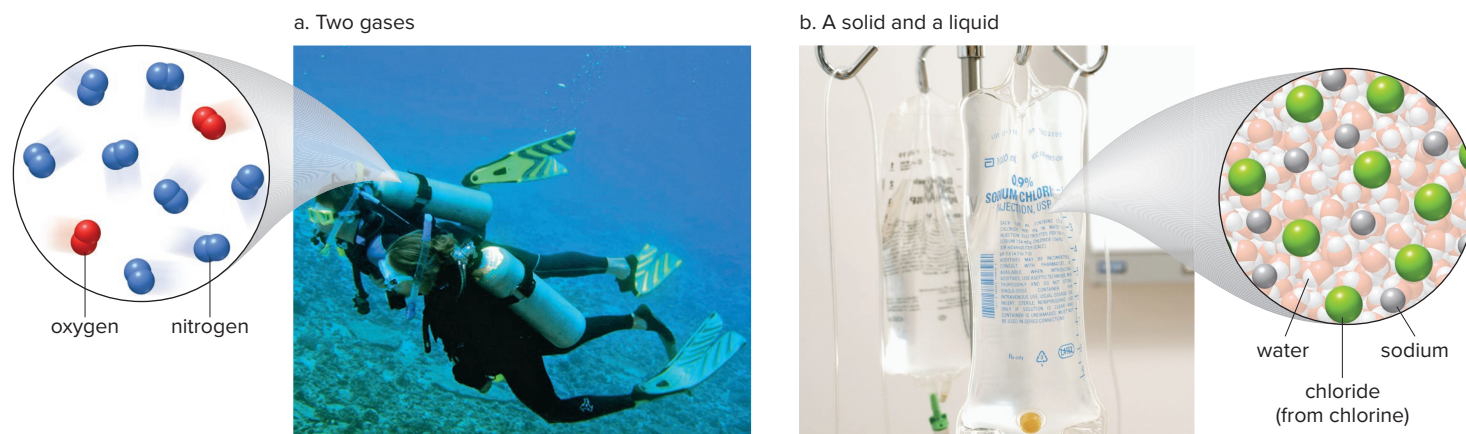
- A **pure substance** is composed of a single component and has a constant composition, regardless of the sample size and the origin of the sample.



A pure substance, such as water or table sugar, can be characterized by its physical properties, because these properties do not change from sample to sample. **A pure substance cannot be broken down to other pure substances by any physical change.**

- A **mixture** is composed of more than one substance. The composition of a mixture can vary depending on the sample.

The physical properties of a mixture may also vary from one sample to another. **A mixture can be separated into its components by physical changes.** Dissolving table sugar in water forms a mixture, whose sweetness depends on the amount of sugar added. If the water is allowed to evaporate from the mixture, pure table sugar and pure water are obtained.

**Figure 1.4** Two Examples of Mixtures

(a): Daniel C. Smith; (b): Janis Christie/Digital Vision/Alamy Stock Photo

Mixtures can be formed from solids, liquids, and gases, as shown in Figure 1.4. The compressed air breathed by a scuba diver consists mainly of the gases oxygen and nitrogen. A saline solution used in an IV bag contains solid sodium chloride (table salt) dissolved in liquid water.

A pure substance is classified as either an **element** or a **compound**.

- An *element* is a pure substance that cannot be broken down into simpler substances by a chemical reaction.
- A *compound* is a pure substance formed by chemically combining (joining together) two or more elements.

An alphabetical list of elements is located in Appendix A. The elements are commonly organized into a periodic table, shown in Appendix B, and discussed in much greater detail in Section 2.4.

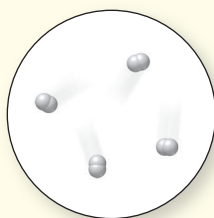
Nitrogen gas, aluminum foil, and copper wire are all elements. Water is a compound because it is composed of the elements hydrogen and oxygen. Table salt, sodium chloride, is also a compound because it is formed from the elements sodium and chlorine (Figure 1.5). Although only 118 elements are currently known, over 50 million compounds occur naturally or have been synthesized in the laboratory. We will learn much more about elements and compounds in Chapter 2. Figure 1.6 summarizes the categories into which matter is classified.

### Sample Problem 1.1

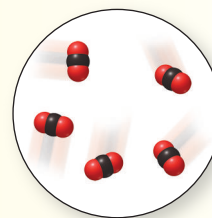
### Using Molecular Art for an Element and a Compound

Classify each example of molecular art as an element or a compound:

a.



b.



#### Analysis

In molecular art, an element is composed of spheres of the same color, whereas a compound is composed of spheres of different colors.

#### Solution

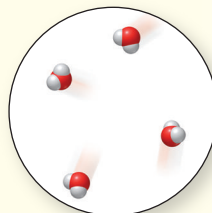
Representation (a) is an element because each particle contains only gray spheres.

Representation (b) is a compound because each particle contains both red and black spheres.

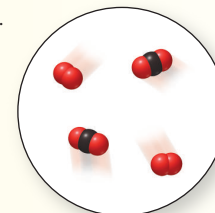
## Practice Problem 1.1

Classify each example of molecular art as a pure substance or a mixture:

a.



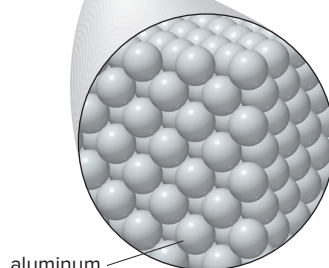
b.



More Practice: Try Problems 1.19–1.21.

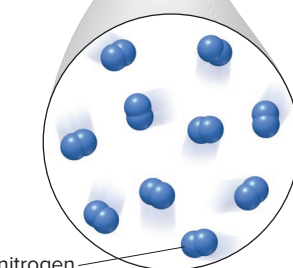
Figure 1.5 Elements and Compounds

a. Aluminum foil



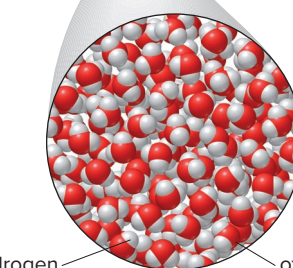
aluminum

b. Nitrogen gas



nitrogen

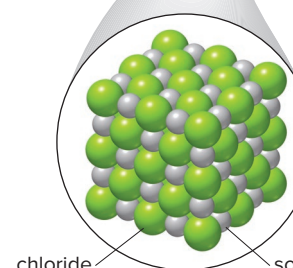
c. Water



hydrogen

oxygen

d. Table salt

chloride  
(from chlorine)

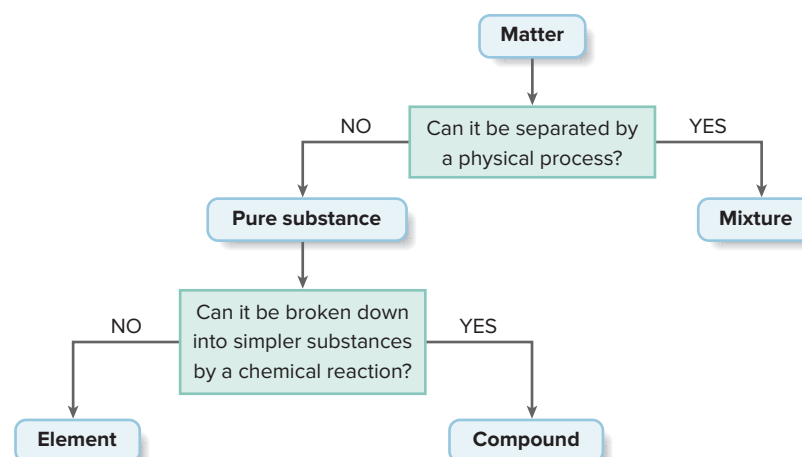
sodium

- Aluminum foil and nitrogen gas are elements. **The molecular art for an element shows spheres of one color only.** Thus, aluminum is a solid shown with gray spheres, whereas nitrogen is a gas shown with blue spheres. Water and table salt are compounds. Color-coding of the spheres used in the molecular art indicates that water is composed of two elements—hydrogen shown as gray spheres, and oxygen shown in red. Likewise, the gray (sodium) and green (chlorine) spheres illustrate that sodium chloride is formed from two elements as well.

(a): Daniel C. Smith; (b): Keith Eng, 2008; (c): Jill Braaten/McGraw-Hill; (d): Daniel C. Smith

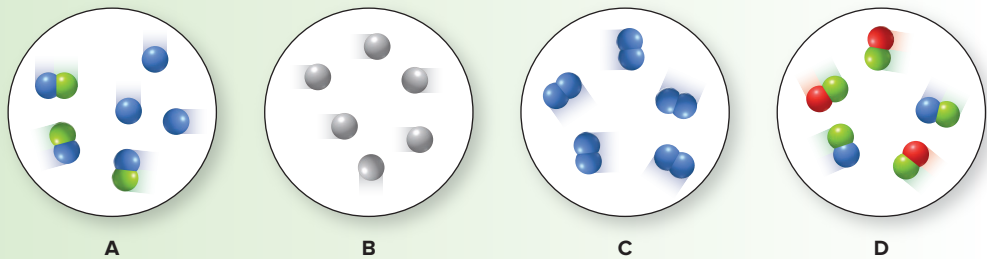
Figure 1.6

Classification of Matter



Problem 1.4

(a) Which representation(s) of molecular art illustrate pure elements? (b) Which representation(s) illustrate a mixture of a compound and an element? (c) Which representation(s) illustrate a mixture of two compounds?



Problem 1.5

Classify each item as a pure substance or a mixture: (a) blood; (b) ocean water; (c) a piece of wood; (d) a chunk of ice.

Problem 1.6

Classify each item as an element or a compound: (a) the gas inside a helium balloon; (b) table sugar; (c) the rust on an iron nail; (d) aspirin. All elements are listed alphabetically in Appendix A.

In 1960, the **International System of Units** was formally adopted as the uniform system of units for the sciences. **SI units**, as they are called, are based on the metric system, but the system recommends the use of some metric units over others. SI stands for the French words *Système Internationale*.

## 1.4 Measurement

Anytime you check your weight on a scale, measure the ingredients of a recipe, or figure out how far it is from one location to another, you are measuring a quantity. Measurements are routine for healthcare professionals who use weight, blood pressure, pulse, and temperature to chart a patient's progress.



Roy Hsu/Photographer's Choice RF/Getty Images

- Every measurement is composed of a *number* and a *unit*.

Reporting the value of a measurement is meaningless without its unit. For example, if you were told to give a patient an aspirin dosage of 325, does this mean 325 ounces, pounds, grams, milligrams, or tablets? Clearly there is a huge difference among these quantities.

### 1.4A The Metric System

In the United States, most measurements are made with the **English system**, using units like miles (mi), gallons (gal), pounds (lb), and so forth. A disadvantage of this system is that the units are not systematically related to each other and require memorization. For example, 1 lb = 16 oz, 1 gal = 4 qt, and 1 mi = 5,280 ft.

CONSUMER NOTE



The metric system is slowly gaining acceptance in the United States, as seen in the gallon jug of milk and the two-liter bottle of soda. *Jill Braaten*

Scientists, health professionals, and people in most other countries use the **metric system**, with units like meter (m) for length, gram (g) for mass, and liter (L) for volume. The metric system is slowly gaining popularity in the United States. The weight of packaged foods is often given in both ounces and grams. Distances on many road signs are shown in miles and kilometers. Most measurements in this text will be reported using the metric system, but learning to convert English units to metric units is also a necessary skill that will be illustrated in Section 1.7.

The important features of the metric system are the following:

- Each type of measurement has a base unit—the meter (m) for length; the gram (g) for mass; the liter (L) for volume; the second (s) for time.
- All other units are related to the base unit by powers of 10.
- The prefix of the unit name indicates if the unit is *larger* or *smaller* than the base unit.

The base units of the metric system are summarized in Table 1.1, and the most common prefixes used to convert the base units to smaller or larger units are summarized in Table 1.2. **The same prefixes are used for all types of measurement.** For example, the prefix *kilo-* means 1,000 times as large. Thus,

1 kilometer = 1,000 meters

or

1 km = 1,000 m

1 kilogram = 1,000 grams

or

1 kg = 1,000 g

1 kiloliter = 1,000 liters

or

1 kL = 1,000 L

The prefix *milli-* means one-thousandth as large (1/1,000 or 0.001). Thus,

1 millimeter = 0.001 meter

or

1 mm = 0.001 m

1 milligram = 0.001 gram

or

1 mg = 0.001 g

1 milliliter = 0.001 liter

or

1 mL = 0.001 L

Table 1.1 Metric Units

Quantity	Metric Base Unit	Symbol
Length	Meter	m
Mass	Gram	g
Volume	Liter	L
Time	Second	s

The metric symbols are all lowercase except for the unit **liter** (L) and the prefixes **mega-** (M) and **giga-** (G).

Table 1.2 Common Prefixes Used for Metric Units

Prefix	Symbol	Meaning	Numerical Value <sup>a</sup>	Scientific Notation <sup>b</sup>
Giga-	G	Billion	1,000,000,000.	10 <sup>9</sup>
Mega-	M	Million	1,000,000.	10 <sup>6</sup>
Kilo-	k	Thousand	1,000.	10 <sup>3</sup>
Deci-	d	Tenth	0.1	10 <sup>-1</sup>
Centi-	c	Hundredth	0.01	10 <sup>-2</sup>
Milli-	m	Thousandth	0.001	10 <sup>-3</sup>
Micro-	μ <sup>c</sup>	Millionth	0.000 001	10 <sup>-6</sup>
Nano-	n	Billionth	0.000 000 001	10 <sup>-9</sup>

<sup>a</sup>Numbers that contain five or more digits to the right of the decimal point are written with a small space separating each group of three digits.

<sup>b</sup>How to express numbers in scientific notation is explained in Section 1.6.

<sup>c</sup>The symbol μ is the lowercase Greek letter mu. The prefix *micro-* is sometimes abbreviated as **mc**.

Sample Problem 1.2

Translating a Measurement into a Metric Unit

What term is used for each of the following units: (a) a thousand seconds; (b) a millionth of a gram?

Analysis

Use Table 1.2 to determine the prefix, and add the prefix before the base unit.

Solution

- a. The prefix *kilo-* means 1,000 times as large, so 1,000 seconds = 1 **kilo**second.
- b. The prefix *micro-* means one-millionth as large (0.000 001), so 0.000 001 gram = 1 **micro**gram.



Adam Gault /Science Photo Library RF/Science Source

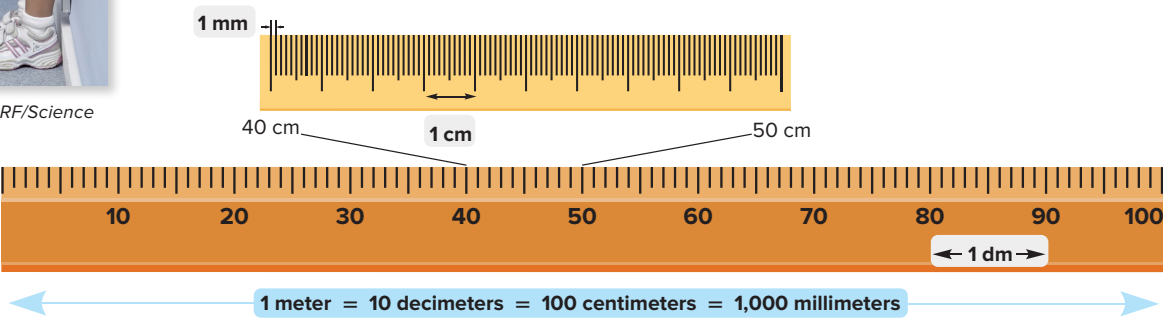
Practice Problem 1.2

What term is used for each of the following units: (a) a million liters; (b) a thousandth of a second; (c) a hundredth of a gram; (d) a tenth of a liter?

More Practice: Try Problem 1.8.

1.4B Measuring Length

The base unit of length in the metric system is the *meter (m)*. A meter, 39.4 inches in the English system, is slightly longer than a yard (36 inches). Common units derived from a meter, shown with a size comparison on a meter stick, are the decimeter (dm), centimeter (cm), and millimeter (mm).



Note how these values are related to those in Table 1.2. Because a centimeter is one *hundredth* of a meter (0.01 m), there are *100* centimeters in a meter.

Problem 1.7

If a nanometer is one billionth of a meter (0.000 000 001 m), how many nanometers are there in one meter?



Photodisc/Getty Images

1.4C Measuring Mass

Although the terms mass and weight are often used interchangeably, they really have different meanings.

- *Mass* is a measure of the amount of matter in an object.
- *Weight* is the force that matter feels due to gravity.

The mass of an object is independent of its location. The weight of an object changes slightly with its location on the earth, and drastically when the object is moved from the earth to the moon, where the gravitational pull is only one-sixth that of the earth. Although we often speak of *weighing* an object, we are really *measuring its mass*.

The base unit of mass in the metric system is the *gram (g)*, a small quantity compared to the English pound (1 lb = 454 g). Two common units derived from a gram are the kilogram (kg) and milligram (mg).

1 kg = 1,000 g  
1 g = 1,000 mg

Problem 1.8

What term is used for each quantity? (For example, 0.001 g = one milligram.)

- |                    |                    |
|--------------------|--------------------|
| a. 0.000 001 g     | c. 0.000 000 001 s |
| b. 1,000,000,000 m | d. 0.01 g          |

Note the difference between the units **cm** and **cm<sup>3</sup>**. The centimeter (cm) is a unit of *length*. A cubic centimeter (cm<sup>3</sup> or cc) is a unit of *volume*.

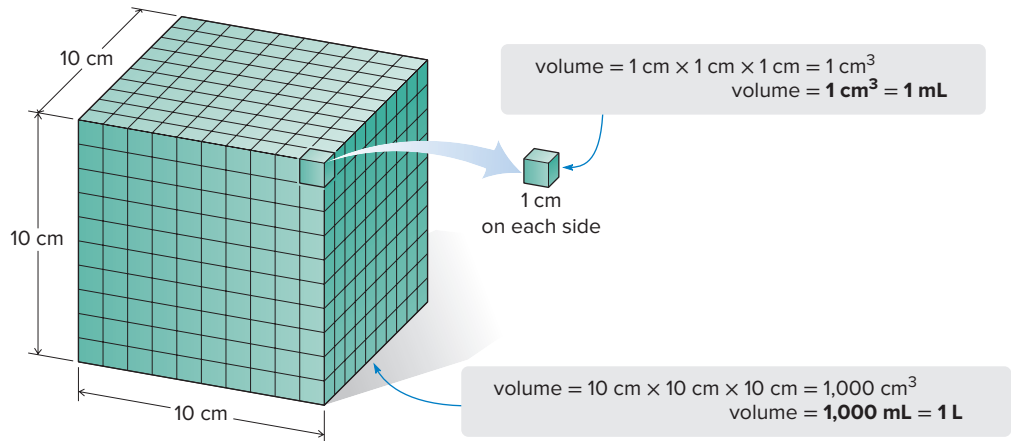


Rawpixel/123RF

1 mL = 1 cm<sup>3</sup> = 1 cc

1.4D Measuring Volume

The base unit of volume in the metric system is the *liter (L)*, which is slightly larger than the English quart (1 L = 1.06 qt). One liter is defined as the volume of a cube 10 cm on an edge.



Three common units derived from a liter used in medicine and laboratory research are the deciliter (dL), milliliter (mL), and microliter (μL). **One milliliter is the same as one cubic centimeter (cm<sup>3</sup>), which is abbreviated as cc.**

1 L = 10 dL  
1 L = 1,000 mL  
1 L = 1,000,000 μL

Table 1.3 summarizes common metric units of length, mass, and volume. Table 1.4 lists English units of measurement, as well as their metric equivalents.

Problem 1.9

Using the prefixes in Table 1.2, determine which quantity in each pair is larger.

a. 3 mL or 3 cL

b. 1 ng or 1 μg

c. 5 km or 5 cm

d. 2 mL or 2 μL

Table 1.3 Summary of the Common Metric Units of Length, Mass, and Volume		
Length	Mass	Volume
1 km = 1,000 m	1 kg = 1,000 g	1 L = 10 dL
1 m = 100 cm	1 g = 1,000 mg	1 L = 1,000 mL
1 m = 1,000 mm	1 mg = 1,000 μg	1 L = 1,000,000 μL
1 cm = 10 mm		1 dL = 100 mL
		1 mL = 1 cm <sup>3</sup> = 1 cc

Common metric abbreviations and conversion factors are also listed in Appendix C.

Table 1.4 English Units and Their Metric Equivalents		
Quantity	English Unit	Metric–English Relationship
Length	1 ft = 12 in.	2.54 cm = 1 in.
	1 yd = 3 ft	1 m = 39.4 in.
	1 mi = 5,280 ft	1 km = 0.621 mi
Mass	1 lb = 16 oz	1 kg = 2.20 lb
	1 ton = 2,000 lb	454 g = 1 lb
		28.3 g = 1 oz
Volume	1 qt = 4 cups	946 mL = 1 qt
	1 qt = 2 pt	1 L = 1.06 qt
	1 qt = 32 fl oz	29.6 mL = 1 fl oz
	1 gal = 4 qt	

Common abbreviations for English units: inch (in.), foot (ft), yard (yd), mile (mi), pound (lb), ounce (oz), gallon (gal), quart (qt), pint (pt), and fluid ounce (fl oz).



A container of 71 macadamia nuts weighs 125 g. The number of nuts (71) is exact, whereas the mass of the nuts (125 g) is inexact. *Zachary D.-K. Smith*

## 1.5 Significant Figures

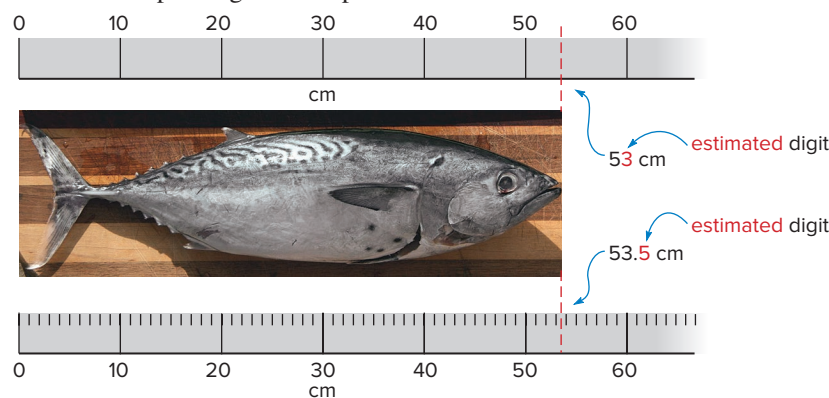
Numbers used in chemistry are either **exact** or **inexact**.

- An *exact* number results from counting objects or is part of a definition.

Our bodies have 10 fingers, 10 toes, and two kidneys. A meter is composed of 100 centimeters. These numbers are exact because there is no uncertainty associated with them.

- An *inexact* number results from a measurement or observation and contains some uncertainty.

Whenever we measure a quantity there is a degree of uncertainty associated with the result. The last number (farthest to the right) is an estimate, and it depends on the type of measuring device we use to obtain it. For example, the length of a fish caught on a recent outing could be reported as 53 cm or 53.5 cm depending on the tape measure used.



*Daniel C. Smith*

- *Significant figures* are all the digits in a measured number including *one* estimated digit.

Thus, the length 53 cm has two significant figures, and the length 53.5 cm has three significant figures.

### 1.5A Determining the Number of Significant Figures

How many significant figures are contained in a number?

- All nonzero digits are always significant.

65.2 g	<b>three</b> significant figures
1,265 m	<b>four</b> significant figures
25 $\mu$ L	<b>two</b> significant figures
255.345 g	<b>six</b> significant figures

Whether a zero counts as a significant figure depends on its location in the number.

#### Rules to Determine When a Zero Is a Significant Figure

**Rule [1]** A zero *counts* as a significant figure when it occurs:

- Between two nonzero digits  
29.05 g—**four** significant figures  
1.0087 mL—**five** significant figures
- At the end of a number with a decimal point  
25.70 cm—**four** significant figures  
3.7500 g—**five** significant figures  
620. lb—**three** significant figures

**Rule [2]** A zero does *not* count as a significant figure when it occurs:

- At the beginning of a number  
0.0245 mg—**three** significant figures  
0.008 mL—**one** significant figure
- At the end of a number that does *not* have a decimal point  
2,570 m—**three** significant figures  
1,245,500 m—**five** significant figures

In reading a number with a decimal point from left to right, **all digits starting with the first nonzero number are significant figures**. The number 0.003 450 120 has seven significant figures, shown in **red**.

Sample Problem 1.3

Determining the Number of Significant Figures

How many significant figures does each number contain?

a. 34.08      b. 0.0054      c. 260.00      d. 260

Analysis

All nonzero digits are significant. A zero is significant when it occurs between two nonzero digits, or at the end of a number with a decimal point.

Solution

Significant figures are shown in red.

a. 34.08 (four)      b. 0.0054 (two)      c. 260.00 (five)      d. 260 (two)

Practice Problem 1.3

How many significant figures does each number contain?

a. 23.45      c. 230      e. 0.202      g. 1,245,006      i. 10,040

b. 23.057      d. 231.0      f. 0.003 60      h. 1,200,000      j. 10,040.

More Practice: Try Problems 1.33, 1.34.

Problem 1.10

Indicate whether each zero in the following numbers is significant.

a. 0.003 04      b. 26,045      c. 1,000,034      d. 0.304 00

1.5B Using Significant Figures in Multiplication and Division

We often must perform calculations with numbers that contain a different number of significant figures. The number of significant figures in the answer of a problem depends on the type of mathematical calculation—multiplication (and division) or addition (and subtraction).

- In multiplication and division, the answer has the same number of significant figures as the original number with the *fewest* significant figures.

Let’s say you drove a car 351.2 miles in 5.5 hours, and you wanted to calculate how many miles per hour you traveled. Entering these numbers on a calculator would give the following result:

four significant figures

two significant figures

Miles per hour =  $\frac{351.2 \text{ miles}}{5.5 \text{ hours}}$  = 63.854 545 miles per hour

The answer must contain only two significant figures.

The answer to this problem can have only *two* significant figures, because one of the original numbers (5.5 hours) has only *two* significant figures. To write the answer in proper form, we must **round off the number** to give an answer with only two significant figures. Two rules are used in rounding off numbers.

- If the first number that must be dropped is 4 or fewer, *drop it and all remaining numbers*.
- If the first number that must be dropped is 5 or greater, *round the number up* by adding one to the last digit that will be retained.

In this problem:

These digits must be retained.

first digit to be dropped

63.854 545

These digits must be dropped.

- Because the first digit to be dropped is **8** (5 or greater), add 1 to the digit to its left.
- The answer 63.854 545 rounded to **two** digits is **64 miles per hour**.

Table 1.5 gives other examples of rounding off numbers.

Table 1.5 Rounding Off Numbers

Original Number	Rounded To	Rounded Number
61.2537	Two places	61
61.2537	Three places	61.3
61.2537	Four places	61.25
61.2537	Five places	61.254

The first number to be dropped is indicated in red in each original number. When this number is 4 or fewer, it and all other digits to its right are dropped. When this number is 5 or greater, 1 is added to the digit to its left.



A scientific calculator is useful in simple mathematical calculations, as well as more complicated functions, such as converting a number to scientific notation (Section 1.6B) or taking the logarithm of a number (Section 9.6B). *S.Narongrit/Shutterstock*

When a calculator is used in calculations, sometimes the display shows *more* digits than are significant and sometimes it shows *fewer* digits. For example, in multiplying 23.2 by 1.1, the calculator displays the answer as 25.52. Because the quantity 1.1 has only two significant figures, the answer must contain only two significant figures and be rounded to 26.

23.2

three  
significant figures

×

1.1

two  
significant figures

=

25.52

calculator  
display

→ round off →

26

two  
significant figures

Answer

In contrast, dividing 25.0 by 0.50 displays the answer as 50, a quantity with only one significant figure. Because 0.50 has *two* significant figures, the answer must contain *two* significant figures, and this is achieved by adding a decimal point (50.).

25.0

three  
significant figures

×

0.50

two  
significant figures

=

50

calculator  
display

→ add decimal →

50.

two  
significant figures

Answer

Sample Problem 1.4

### Rounding Off Numbers

Round off each number to three significant figures.

a. 1.2735      b. 0.002 536 22      c. 3,836.9

**Analysis**

If the answer is to have *three* significant figures, look at the *fourth* number from the left.

- If this number is 4 or fewer, *drop it* and all remaining numbers to the right.
- If the fourth number from the left is 5 or greater, *round the number up* by adding one to the third digit.

**Solution**

a. 1.27      b. 0.002 54      c. 3,840 (Omit the decimal point after the 0. The number 3,840. has four significant figures.)

Practice Problem 1.4

Round off each number in Sample Problem 1.4 to two significant figures.

**More Practice:** Try Problems 1.35, 1.36.

Sample Problem 1.5

### Determining Significant Figures in Multiplication and Division

Carry out each calculation and give the answer using the proper number of significant figures.

a.  $3.81 \times 0.046$       b.  $120.085 \div 106$

**Analysis**

Because these calculations involve multiplication and division, the answer must have the same number of significant figures as the original number with the *fewer* number of significant figures.

**Solution**

a.  $3.81 \times 0.046 = 0.1753$

0.1753

Because this number is 5 (5 or greater), round the 7 to its left up by one.

• Because 0.046 has only **two** significant figures, round the answer to give it **two** significant figures.

Answer: 0.18

b.  $120.085 \div 106 = 1.132\ 877\ 36$

- Because 106 has **three** significant figures, round the answer to give it **three** significant figures.

1.132 877 36

Because this number is 2 (4 or fewer), drop it and all numbers to its right.

Answer: 1.13

Practice Problem 1.5

Carry out each calculation and give the answer using the proper number of significant figures.  
a.  $10.70 \times 3.5$       b.  $0.206 \div 25,993$       c.  $1,300 \div 41.2$       d.  $120.5 \times 26$

More Practice: Try Problems 1.37a, c, e; 1.38a, c, e.

### 1.5C Using Significant Figures in Addition and Subtraction

In determining significant figures in addition and subtraction, the decimal place of the last significant digit determines the number of significant figures in the answer.

- In addition and subtraction, the answer has the same number of decimal places as the original number with the *fewest* decimal places.

Suppose a baby weighed 3.6 kg at birth and 10.11 kg on his first birthday. To figure out how much weight the baby gained in his first year of life, we subtract these two numbers and report the answer using the proper number of significant figures.

weight at one year = 10.11 kg

weight at birth = 3.6 kg

10.11 kg

− 3.6 kg

weight gain = 6.51 kg

two digits after the decimal point

one digit after the decimal point

last significant digit

- The answer can have only **one** digit after the decimal point.
- Round 6.51 to 6.5.
- The baby gained 6.5 kg during his first year of life.

Because 3.6 kg has only one significant figure after the decimal point, the answer can have only one significant figure after the decimal point as well.

Sample Problem 1.6

Determining Significant Figures in Addition and Subtraction

While on a diet, a woman lost 3.52 lb the first week, 2.2 lb the second week, and 0.59 lb the third week. How much weight did she lose in all?

**Analysis**

Add up the amount of weight loss each week to get the total weight loss. When adding, the answer has the same number of decimal places as the original number with the fewest decimal places.

**Solution**

3.52 lb

2.2 lb

0.59 lb

6.31 lb

last significant digit

one digit after the decimal point

round off

6.3 lb

- Because 2.2 lb has only **one** digit after the decimal point, the answer can have only **one** digit after the decimal point.
- Round 6.31 to 6.3.
- Total weight loss: 6.3 lb.

**Practice Problem 1.6**

Carry out each calculation and give the answer using the proper number of significant figures.

- a.  $27.8 \text{ cm} + 0.246 \text{ cm}$                       c.  $54.6 \text{ mg} - 25 \text{ mg}$   
 b.  $102.66 \text{ mL} + 0.857 \text{ mL} + 24.0 \text{ mL}$                       d.  $2.35 \text{ s} - 0.266 \text{ s}$

**More Practice:** Try Problems 1.37b, d, f; 1.38b, d, f.

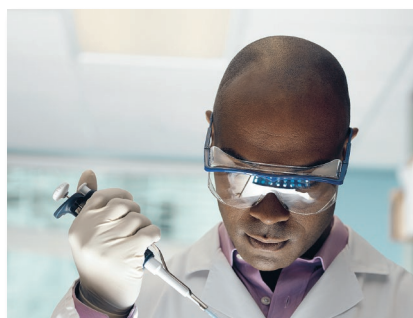
## 1.6 Scientific Notation

Healthcare professionals and scientists must often deal with very large and very small numbers. For example, the blood platelet count of a healthy adult might be 250,000 platelets per mL. At the other extreme, the level of the female sex hormone estriol during pregnancy might be 0.000 000 250 g per mL of blood plasma. Estriol is secreted by the placenta and its concentration is used as a measure of the health of the fetus.

### 1.6A Writing Numbers in Scientific Notation

To write numbers that contain many leading zeros (at the beginning) or trailing zeros (at the end), scientists use **scientific notation**.

- In scientific notation, a number is written as  $y \times 10^x$ .
- The term  $y$ , called the coefficient, is a number between 1 and 10.
- The value  $x$  is an exponent, which can be any positive or negative whole number.



Hospital laboratory technicians determine thousands of laboratory results each day. *Stockbyte/Getty Images*

First, let's recall what powers of 10 with *positive* exponents, such as  $10^2$  or  $10^5$ , mean. These correspond to numbers greater than one, and the positive exponent tells how many zeros are to be written after the number one. Thus,  $10^2 = 100$ , a number with two zeros after the number one.

The product has **two** zeros.

$$10^2 = 10 \times 10 = 100$$

The exponent **2** means "multiply **two** 10s."

The product has **five** zeros.

$$10^5 = 10 \times 10 \times 10 \times 10 \times 10 = 100,000$$

The exponent **5** means "multiply **five** 10s."

Powers of 10 that contain *negative* exponents, such as  $10^{-3}$ , correspond to numbers less than one. In this case the exponent tells how many places (*not* zeros) are located to the right of the decimal point.

The answer has **three** places to the *right* of the decimal point, including the number one.

$$10^{-3} = \frac{1}{10 \times 10 \times 10} = 0.001$$

The exponent **-3** means "divide by **three** 10s."

To write a number in scientific notation, we follow a stepwise procedure.

### How To Convert a Standard Number to Scientific Notation

**Example:** Write each number in scientific notation: (a) 2,500; (b) 0.036.

**Step [1]** Move the decimal point to give a number between 1 and 10.

a. 2500.

Move the decimal point three places to the left to give the number 2.5.

b. 0.036

Move the decimal point two places to the right to give the number 3.6.

—Continued

How To, continued . . .

**Step [2]** Multiply the result by  $10^x$ , where  $x$  is the number of places the decimal point was moved.

- If the decimal point is moved to the **left**,  $x$  is **positive**.
  - If the decimal point is moved to the **right**,  $x$  is **negative**.

a. Since the decimal point was moved three places to the **left**, the exponent is  $+3$ , and the coefficient is multiplied by  $10^3$ .

**Answer:**  $2,500 = 2.5 \times 10^3$

b. Since the decimal point was moved two places to the **right**, the exponent is  $-2$ , and the coefficient is multiplied by  $10^{-2}$ .

**Answer:**  $0.036 = 3.6 \times 10^{-2}$

Notice that the number of significant figures in the coefficient in scientific notation must equal the number of significant figures in the original number. Thus, the coefficients for both 2,500 and 0.036 need two significant figures and no more. Figure 1.7 shows two more examples of numbers written in standard form and scientific notation.

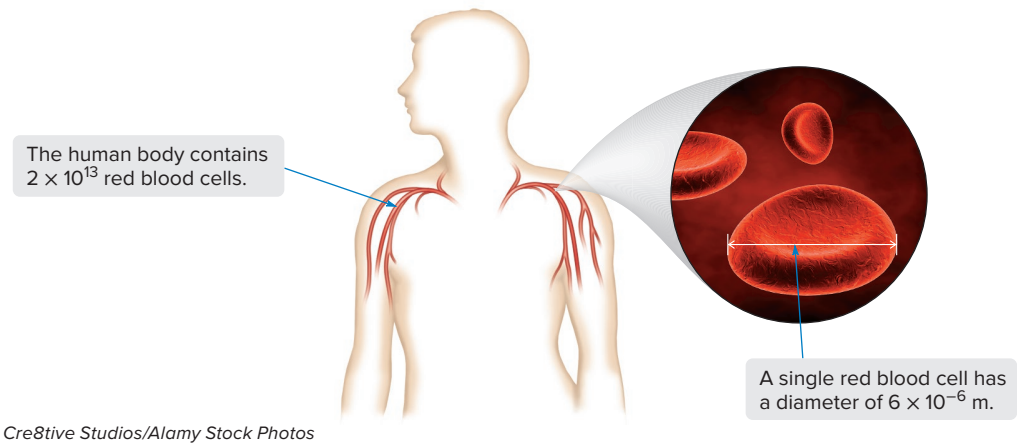
$2,500 = 2.5 \times 10^3$

two significant figures

**not**  $2.50 \times 10^3$  (three significant figures)

**not**  $2.500 \times 10^3$  (four significant figures)

**Figure 1.7** Numbers in Standard Form and Scientific Notation



Very large and very small numbers are more conveniently written in scientific notation.

Quantity	Number	Scientific Notation
Number of red blood cells	20,000,000,000,000	$2 \times 10^{13}$
Diameter of a red blood cell	0.000 006 m	$6 \times 10^{-6}$ m

Sample Problem 1.7

### Writing a Number in Scientific Notation

Write the recommended daily dietary intake of each nutrient in scientific notation: (a) sodium, 2,400 mg; (b) vitamin B<sub>12</sub>, 0.000 006 g.

**Analysis**

Move the decimal point to give a number between 1 and 10. Multiply the number by  $10^x$ , where  $x$  is the number of places the decimal point was moved. The exponent  $x$  is **(+)** when the decimal point moves to the **left** and **(−)** when it moves to the **right**.

### Solution

a.

$$2400. = 2.4 \times 10^3$$

the number of places the decimal point was moved to the left

Move the decimal point three places to the left.

- Write the coefficient as 2.4 (**two** significant figures), because 2,400 contains **two** significant figures.

b.

$$0.000\,006 = 6 \times 10^{-6}$$

the number of places the decimal point was moved to the right

Move the decimal point six places to the right.

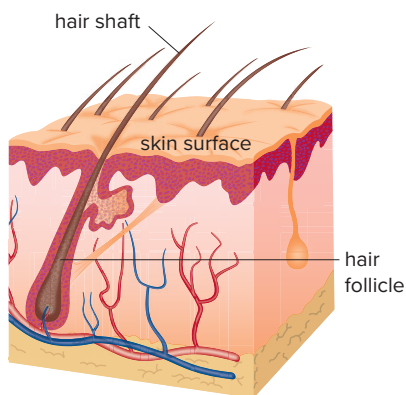
- Write the coefficient as 6 (**one** significant figure), because 0.000 006 contains **one** significant figure.

### Practice Problem 1.7

Write each number in scientific notation.

- |              |              |                      |
|--------------|--------------|----------------------|
| a. 93,200    | c. 6,780,000 | e. 4,520,000,000,000 |
| b. 0.000 725 | d. 0.000 030 | f. 0.000 000 000 028 |

**More Practice:** Try Problems 1.39, 1.40, 1.45.



#### Anatomy of a hair

Hair is a protein that grows from follicles in the skin. We will learn more about the proteins in hair in Section 21.7.

To convert a number in scientific notation to a standard number, reverse the procedure, as shown in Sample Problem 1.8. It is often necessary to add leading or trailing zeros to write the number.

- When the exponent  $x$  is positive, move the decimal point  $x$  places to the **right**.

$$2.800 \times 10^2 \quad \longrightarrow \quad 2,800 \quad \longrightarrow \quad 280.0$$

Move the decimal point to the **right two** places.

- When the exponent  $x$  is negative, move the decimal point  $x$  places to the **left**.

$$2.80 \times 10^{-2} \quad \longrightarrow \quad 0.0280$$

Move the decimal point to the **left two** places.

### Sample Problem 1.8

### Converting a Number in Scientific Notation to a Standard Number

The average diameter of a human hair is about  $1.2 \times 10^{-4}$  m. Convert this value to a standard number.

#### Analysis

The exponent in  $10^x$  tells how many places to move the decimal point in the coefficient to generate a standard number. The decimal point goes to the **right** when  $x$  is positive and to the **left** when  $x$  is negative.

#### Solution

$$1.2 \times 10^{-4} \quad \longrightarrow \quad 0.000\,12 \text{ m}$$

Move the decimal point to the **left four** places.

**Answer**

The answer, 0.000 12, has two significant figures, just like  $1.2 \times 10^{-4}$ .

### Practice Problem 1.8

Convert each number to its standard form.

- |                          |                           |                          |
|--------------------------|---------------------------|--------------------------|
| a. $6.5 \times 10^3$     | c. $3.780 \times 10^{-2}$ | e. $2.221 \times 10^6$   |
| b. $3.26 \times 10^{-5}$ | d. $1.04 \times 10^8$     | f. $4.5 \times 10^{-10}$ |

**More Practice:** Try Problems 1.41, 1.42.

Several examples involving the use of a scientific calculator are found in Appendix D, Useful Mathematical Concepts.

1.6B Using a Scientific Calculator for Numbers in Scientific Notation

A scientific calculator can be used to convert a standard number to a number in scientific notation. Described in this section are the steps that can be followed in calculations with *some* calculators. Consult your manual if these steps do *not* produce the stated result.

To convert a number from its standard form to a number in scientific notation, follow the steps in columns [1]–[3].

	1 Number to enter	2 Buttons to press	3 Display	Meaning
A number ≥ 1:	1,200	2 <sup>nd</sup> SCI	1.2 <sup>03</sup>	1.2 × 10 <sup>3</sup>
A decimal < 1:	0.052	2 <sup>nd</sup> SCI	5.2 <sup>-02</sup>	5.2 × 10 <sup>-2</sup>

To enter a number in scientific notation, follow the steps in columns [1]–[3].

	1 Number to enter	2 Buttons to press	3 Display	Meaning
A number with a <b>positive</b> exponent, as in 1.5 × 10 <sup>8</sup> :	1.5	EE 8	1.5 <sup>08</sup>	150,000,000
A number with a <b>negative</b> exponent, as in 3.5 × 10 <sup>-4</sup> :	3.5	EE 4 Change sign (+ to -)	3.5 <sup>-04</sup>	0.000 35

Problem 1.11

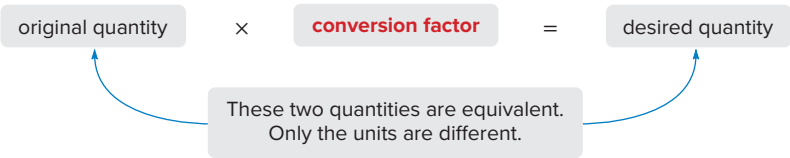
If you used the calculator described in this section, write each of the following calculator displays as a number in standard form and using scientific notation: (a) 5.43<sup>05</sup>; (b) 4.43<sup>-06</sup>; (c) 7.4<sup>04</sup>.

1.7 Problem Solving Using Conversion Factors

Often a measurement is recorded in one unit, and then it must be converted to another unit. For example, a patient may weigh 130 lb, but we may need to know her weight in kilograms to calculate a drug dosage. The recommended daily dietary intake of potassium is 3,500 mg, but we may need to know how many grams this corresponds to.

1.7A Conversion Factors

To convert one unit to another we use one or more **conversion factors**.



- A **conversion factor** is a term that converts a quantity in one unit to a quantity in another unit.
- A conversion factor is formed by taking an equality, such as 2.20 lb = 1 kg, and writing it as a ratio. We can always write a conversion factor in two different ways.

2.20 lb

1 kg

 or 

1 kg

2.20 lb

numerator

denominator

conversion factors for pounds and kilograms

With pounds and kilograms, either of these values can be written above the division line of the fraction (the **numerator**) or below the division line (the **denominator**). The way the conversion factor is written will depend on the problem.

Refer to Tables 1.3 and 1.4 for metric and English units needed in problem solving. Common metric and English units are also listed in Appendix C.

Sample Problem 1.9

Writing Conversion Factors for a Pair of Units

Write two conversion factors for each pair of units: (a) kilograms and grams; (b) quarts and liters.

Analysis

Use the equalities in Tables 1.3 and 1.4 to write a ratio that shows the relationship between the two units.

Solution

a. Conversion factors for kilograms and grams:

$$\frac{1000\text{ g}}{1\text{ kg}} \text{ or } \frac{1\text{ kg}}{1000\text{ g}}$$

b. Conversion factors for quarts and liters:

$$\frac{1.06\text{ qt}}{1\text{ L}} \text{ or } \frac{1\text{ L}}{1.06\text{ qt}}$$

Practice Problem 1.9

Write two conversion factors for each pair of units.

a. miles and kilometers

c. grams and pounds

b. meters and millimeters

d. milligrams and micrograms

### 1.7B Solving a Problem Using One Conversion Factor

When using conversion factors to solve a problem, if a unit appears in the numerator in one term and the denominator in another term, the units *cancel*. **The goal in setting up a problem is to make sure all unwanted units cancel.**

Let’s say we want to convert 130 lb to kilograms.

130 lb

original quantity

×

conversion factor

=

? kg

desired quantity

Two possible conversion factors:  $\frac{2.20\text{ lb}}{1\text{ kg}}$  or  $\frac{1\text{ kg}}{2.20\text{ lb}}$

To solve this problem we must use a conversion factor that satisfies two criteria.

- The conversion factor must contain the two quantities in question—pounds and kilograms.
- The conversion factor must cancel out the unwanted unit—pounds.

This means choosing the conversion factor with the unwanted unit—pounds—in the *denominator* to cancel out pounds in the original quantity. This leaves kilograms as the only remaining unit, and the problem is solved.



How many grams of aspirin are contained in a 325-mg tablet? Mark Dierker/McGraw-Hill

conversion factor

$$130\cancel{\text{ lb}} \times \frac{1\text{ kg}}{2.20\cancel{\text{ lb}}} = 59\text{ kg}$$

answer in kilograms

Pounds (lb) must be the denominator to cancel the unwanted unit (lb) in the original quantity.

We must use the correct number of significant figures in reporting an answer to each problem. In this case, the value 1 kg is *defined* as 2.20 lb; in other words, 1 kg contains the exact number “1” with *no* uncertainty, so it does not limit the number of digits in the answer. Since 130 lb has two significant figures, the answer is rounded to two significant figures (59 kg).

As problems with units get more complicated, keep in mind the following general steps that are useful for solving any problem using conversion factors.

**How To** Solve a Problem Using Conversion Factors**Example:** How many grams of aspirin are contained in a 325-mg tablet?**Step [1]** Identify the original quantity and the desired quantity, including units.

- In this problem the original quantity is reported in milligrams and the desired quantity is in grams.

325 mg	? g
original quantity	desired quantity

**Step [2]** Write out the conversion factor(s) needed to solve the problem.

- We need a conversion factor that relates milligrams and grams (Table 1.3). Since the unwanted unit is in milligrams, **choose the conversion factor that contains milligrams in the denominator so that the units cancel.**

Two possible conversion factors:  $\frac{1000 \text{ mg}}{1 \text{ g}}$  or  $\frac{1 \text{ g}}{1000 \text{ mg}}$  Choose this factor to cancel the unwanted unit, mg.

- Sometimes one conversion factor is all that is needed in a problem. At other times (Section 1.7C) more than one conversion factor is needed.
- If the desired answer has a single unit (grams in this case), **the conversion factor must contain the desired unit in the numerator and the unwanted unit in the denominator.**

**Step [3]** Set up and solve the problem.

- Multiply the original quantity by the conversion factor to obtain the desired quantity.

$$\begin{array}{c}
 \text{conversion factor} \\
 325 \text{ mg} \times \frac{1 \text{ g}}{1000 \text{ mg}} = 0.325 \text{ g of aspirin} \\
 \text{original quantity} \qquad \qquad \qquad \text{desired quantity}
 \end{array}$$

The number of mg (unwanted unit) cancels.

**Step [4]** Write the answer using the correct number of significant figures and check it by estimation.

- Use the number of significant figures in each inexact (measured) number to determine the number of significant figures in the answer. In this case the answer is limited to three significant figures by the original quantity (325 mg).
- Estimate the answer using a variety of methods. In this case we knew our answer had to be less than one, because it is obtained by dividing 325 by a number larger than itself.

**Sample Problem 1.10****Solving a Problem Using Conversion Factors****ENVIRONMENTAL NOTE**

As we will learn in Chapter 13, PET, the plastic used in water bottles, can be recycled into bags, containers, fleece jackets, and carpeting. *Angela Hampton Picture Library/Alamy Stock Photo*

If  $1.65 \times 10^9$  lb of PET (polyethylene terephthalate), the plastic used in water and soft drink bottles, is recycled in a year, how many kilograms of PET does this represent?

**Analysis and Solution****[1]** Identify the original quantity and the desired quantity.

$1.65 \times 10^9$ lb	? kg
original quantity	desired quantity

**[2]** Write out the conversion factors.

- We need a conversion factor that relates pounds and kilograms (Table 1.4). Choose the conversion factor that places pounds in the denominator, so that the units cancel.

$\frac{2.20 \text{ lb}}{1 \text{ kg}}$  or  $\frac{1 \text{ kg}}{2.20 \text{ lb}}$  Choose this factor to cancel the unwanted unit, lb.

**STUDY TIP**

Whenever a calculation requires conversion of a quantity from one unit to another, follow the three-step *How To*:

- 1 Identify the units in the original quantity and the desired quantity.
- 2 Write out the conversion factor(s).
- 3 Arrange the conversion factors so that unwanted units cancel, then solve.

**[3] Solve the problem.**

- Multiply the original quantity by the conversion factor to obtain the desired quantity. Set up the problem, so that the unwanted unit, pounds, cancels.

$$1.65 \times 10^9 \text{ lb} \times \frac{1 \text{ kg}}{2.20 \text{ lb}} = 7.50 \times 10^8 \text{ kg of PET}$$

The number of lb (unwanted unit) cancels.

**Practice Problem 1.10**

Carry out each of the following conversions.

- a. 25 L to dL    b. 40.0 oz to g    c. 32 in. to cm    d. 10 cm to mm

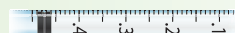
**More Practice:** Try Problems 1.47–1.49, 1.52, 1.53a, 1.54a.

**Problem 1.12**

If the mass of the baby in the chapter-opening photograph is 9 lb 8.0 oz, how many kilograms does the baby weigh?

**Problem 1.13**

(a) What is the volume of liquid contained in the given 0.5-mL syringe? (b) Convert this value to microliters.

**1.7C Solving a Problem Using Two or More Conversion Factors**

Some problems require the use of more than one conversion factor to obtain the desired units in the answer. The same stepwise procedure is followed no matter how many conversion factors are needed. Keep in mind:

- Always arrange the factors so that the denominator in one term *cancels* the numerator in the preceding term.

Sample Problem 1.11 illustrates how to solve a problem with two conversion factors.

**Sample Problem 1.11****Solving a Problem Using More Than One Conversion Factor**

How many liters of blood does this pint of blood contain? *Keith Brofsky/Photodisc/Getty Images*

An individual donated 1.0 pt of blood at the local blood bank. How many liters of blood does this correspond to?

**Analysis and Solution****[1] Identify the original quantity and the desired quantity.**

1.0 pt                      ? L  
original quantity        desired quantity

**[2] Write out the conversion factors.**

- We have no conversion factor that relates pints to liters directly. We do, however, know conversions for pints to quarts, and quarts to liters.

pint–quart conversion                      quart–liter conversion

$$\frac{2 \text{ pt}}{1 \text{ qt}} \quad \text{or} \quad \frac{1 \text{ qt}}{2 \text{ pt}} \quad \frac{1.06 \text{ qt}}{1 \text{ L}} \quad \text{or} \quad \frac{1 \text{ L}}{1.06 \text{ qt}}$$

Choose the conversion factors with the unwanted units—pt and qt—in the denominator.

- [3] Solve the problem.
- To set up the problem so that unwanted units cancel, arrange each term so that the **units in the numerator of one term cancel the units in the denominator of the adjacent term**. In this problem we need to cancel both pints and quarts to get liters.
  - The single desired unit, liters, must be in the **numerator** of one term.

1.0 pt

×

1 qt

2 pt

×

1 L

1.06 qt

=

0.47 L

Liters do not cancel.

Pints cancel.

Quarts cancel.

- [4] Check.
- Because there are two pints in a quart and a quart is about the same size as a liter, one pint should be about half a liter. The answer, 0.47, is just about 0.5.
  - Write the answer with two significant figures because one term, 1.0 pt, has two significant figures.

Practice Problem 1.11

Carry out each of the following conversions.

a. 6,250 ft to km      b. 3 cups to L      c. 4.5 ft to cm

More Practice: Try Problems 1.51, 1.53b, 1.54b, 1.70, 1.72–1.74, 1.76, 1.77.

1.8 FOCUS ON HEALTH & MEDICINE

Problem Solving Using Clinical Conversion Factors

HEALTH NOTE



The active ingredient in Children's Tylenol is acetaminophen. *Jill Braaten/McGraw-Hill*

Sometimes conversion factors don't have to be looked up in a table; they are stated in the problem. If a drug is sold as a 250-mg tablet, this fact becomes a conversion factor relating milligrams to tablets.

250 mg

1 tablet

 or 

1 tablet

250 mg

mg–tablet conversion factors

Alternatively, a drug could be sold as a liquid solution with a specific concentration. For example, Children's Tylenol contains 80 mg of the active ingredient acetaminophen in 2.5 mL. This fact becomes a conversion factor relating milligrams to milliliters.

80 mg

2.5 mL

 or 

2.5 mL

80 mg

mg of acetaminophen–mL conversion factors

Sample Problems 1.12 and 1.13 illustrate how these conversion factors are used in determining drug dosages.

Sample Problem 1.12

Using Clinical Conversion Factors to Solve a Problem

- A patient is prescribed 1.25 g of amoxicillin, which is available in 250-mg tablets. How many tablets are needed?
- Analysis and Solution
- [1] Identify the original quantity and the desired quantity.
- We must convert the number of grams of amoxicillin needed to the number of tablets that must be administered.

1.25 g

? tablets

original quantity      desired quantity

**[2] Write out the conversion factors.**

- We have no conversion factor that relates grams to tablets directly. We do know, however, how to relate grams to milligrams, and milligrams to tablets.

g–mg conversion factors                      mg–tablet conversion factors

$$\frac{1 \text{ g}}{1000 \text{ mg}} \quad \text{or} \quad \frac{1000 \text{ mg}}{1 \text{ g}} \qquad \frac{250 \text{ mg}}{1 \text{ tablet}} \quad \text{or} \quad \frac{1 \text{ tablet}}{250 \text{ mg}}$$

Choose the conversion factors with the unwanted units—g and mg—in the denominator.

**[3] Solve the problem.**

- Arrange each term so that the **units in the numerator of one term cancel the units in the denominator of the adjacent term**. In this problem we need to cancel both grams and milligrams to get tablets.
- The single desired unit, tablets, must be located in the **numerator** of one term.

$$1.25 \cancel{\text{g}} \times \frac{1000 \cancel{\text{mg}}}{1 \cancel{\text{g}}} \times \frac{1 \text{ tablet}}{250 \cancel{\text{mg}}} = 5 \text{ tablets}$$

Grams cancel.                      Milligrams cancel.                      Tablets do not cancel.

**[4] Check.**

- The answer of 5 tablets of amoxicillin (not 0.5 or 50) is reasonable. Since the dose in a single tablet (250 mg) is a fraction of a gram, and the required dose is more than a gram, the answer must be greater than one.

**Practice Problem 1.12**

A patient is prescribed 0.100 mg of a drug that is available in 25-μg tablets. How many tablets are needed?

**More Practice:** Try Problem 1.79.

**Sample Problem 1.13****Using a Clinical Conversion Factor to Solve a Problem**

A dose of 240 mg of acetaminophen is prescribed for a 20-kg child. How many mL of Children's Tylenol (80. mg of acetaminophen per 2.5 mL) are needed?

**Analysis and Solution****[1] Identify the original quantity and the desired quantity.**

- We must convert the number of milligrams of acetaminophen needed to the number of mL that must be administered.

$$\begin{array}{cc} 240 \text{ mg} & ? \text{ mL} \\ \text{original quantity} & \text{desired quantity} \end{array}$$

**[2] Write out the conversion factors.**

mg of acetaminophen–mL conversion factors

$$\frac{80. \text{ mg}}{2.5 \text{ mL}} \quad \text{or} \quad \frac{2.5 \text{ mL}}{80. \text{ mg}}$$

Choose the conversion factor to cancel mg.

**[3] Solve the problem.**

- Arrange the terms so that the **units in the numerator of one term cancel the units of the denominator of the adjacent term**. In this problem we need to cancel milligrams to obtain milliliters.

- In this problem we are given a fact we don't need to use—the child weighs 20 kg. We can ignore this quantity in carrying out the calculation.

$$240\text{ mg} \times \frac{2.5\text{ mL}}{80.\text{ mg}} = 7.5\text{ mL of Children's Tylenol}$$

Milligrams cancel.

- [4] **Check.**
- The answer of 7.5 mL (not 0.75 or 75) is reasonable. Because the required dose is larger than the dose in 2.5 mL, the answer must be larger than 2.5 mL.

Practice Problem 1.13

(a) How many milliliters are contained in the dose of Children's Tylenol shown in the adjacent photo (1 teaspoon = 5 mL)? (b) If Children's Tylenol contains 80. mg of acetaminophen per 2.5 mL, how much acetaminophen (in mg) is contained in the dose?

**More Practice:** Try Problems 1.50, 1.69, 1.71, 1.75, 1.78, 1.80.



Mark Dierker/McGraw-Hill

Problem 1.14

How many milliliters of Children's Motrin (100 mg of ibuprofen per 5 mL) are needed to give a child a dose of 160 mg?

1.9 Temperature

**Temperature is a measure of how hot or cold an object is.** Three temperature scales are used: **Fahrenheit** (most common in the United States), **Celsius** (most commonly used by scientists and countries other than the United States), and **Kelvin** (Figure 1.8).

The Fahrenheit and Celsius scales are both divided into **degrees**. On the Fahrenheit scale, water freezes at 32 °F and boils at 212 °F. On the Celsius scale, water freezes at 0 °C and boils at

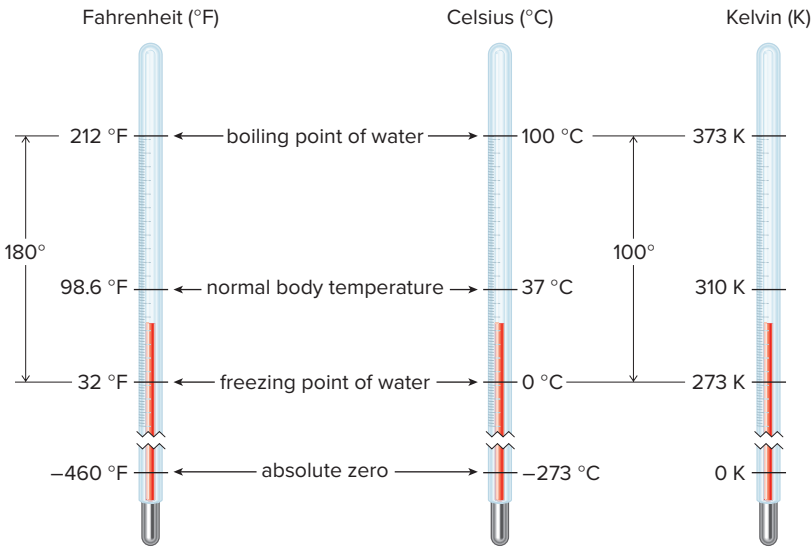
CONSUMER NOTE



Although mercury thermometers were used in hospitals to measure temperature for many years, temperature is now more commonly recorded with a digital thermometer. Tympanic thermometers, which use an infrared sensing device placed in the ear, are also routinely used.

Jill Braaten/McGraw-Hill

Figure 1.8 Fahrenheit, Celsius, and Kelvin Temperature Scales Compared



Because the freezing point and boiling point of water span 180° on the Fahrenheit scale but only 100° on the Celsius scale, a Fahrenheit degree and a Celsius degree differ in size. The Kelvin scale is divided into kelvins (K), not degrees. Because the freezing point and boiling point of water span 100 kelvins, one kelvin is the same size as one Celsius degree.

100 °C. To convert temperature values from one scale to another, we use two equations, where  $T_C$  is the Celsius temperature and  $T_F$  is the Fahrenheit temperature.

To convert from Celsius to Fahrenheit:

$$T_F = 1.8(T_C) + 32$$

To convert from Fahrenheit to Celsius:

$$T_C = \frac{T_F - 32}{1.8}$$

### STUDY TIP

Whenever a calculation requires a specific equation:

- 1 Write down the equation.
- 2 Substitute the known quantities.
- 3 Solve the equation for the unknown quantity. **If there is more than one unknown, you are using the wrong equation.**

The Kelvin scale is divided into **kelvins (K)**, not degrees. The only difference between the Kelvin scale and the Celsius scale is the zero point. A temperature of  $-273\text{ }^{\circ}\text{C}$  corresponds to 0 K. The zero point on the Kelvin scale is called **absolute zero**, the lowest temperature possible. To convert temperature values from Celsius to Kelvin, or vice versa, use two equations.

To convert from Celsius to Kelvin:

$$T_K = T_C + 273$$

To convert from Kelvin to Celsius:

$$T_C = T_K - 273$$

### Sample Problem 1.14

### Converting Temperature from One Scale to Another

An infant had a temperature of 104 °F. Convert this temperature to both  $T_C$  and  $T_K$ .

#### Analysis

First convert the Fahrenheit temperature to degrees Celsius using the equation  $T_C = (T_F - 32)/1.8$ . Then convert the Celsius temperature to kelvins by adding 273.

#### Solution

[1] Convert  $T_F$  to  $T_C$ :

$$\begin{aligned} T_C &= \frac{T_F - 32}{1.8} \\ &= \frac{104 - 32}{1.8} = 40. \text{ }^{\circ}\text{C} \end{aligned}$$

[2] Convert  $T_C$  to  $T_K$ :

$$\begin{aligned} T_K &= T_C + 273 \\ &= 40. + 273 = 313 \text{ K} \end{aligned}$$

### Practice Problem 1.14

When the human body is exposed to extreme cold, hypothermia can result and the body's temperature can drop to 28.5 °C. Convert this temperature to  $T_F$  and  $T_K$ .

**More Practice:** Try Problems 1.53c, 1.54c, 1.55–1.58.

### Problem 1.15

Convert each temperature to the requested temperature scale.

- a. 20. °C to  $T_F$       b. 150. °F to  $T_C$       c. 298 K to  $T_F$       d. 75 °C to  $T_K$

## 1.10 Density and Specific Gravity

Two additional quantities used to characterize substances are **density** and **specific gravity**.

### 1.10A Density

**Density** is a physical property that relates the mass of a substance to its volume. Density is the ratio of mass (in grams) to volume (in milliliters or cubic centimeters).

$$\text{density} = \frac{\text{mass (g)}}{\text{volume (mL or cc)}}$$



Although a can of a diet soft drink floats in water because it is less dense, a can of a regular soft drink that contains sugar is more dense than water so it sinks.  
*Jill Braaten/McGraw-Hill*

Table 1.6 Representative Densities at 25 °C

Substance	Density [g/(mL or cc)]	Substance	Density [g/(mL or cc)]
Oxygen (0 °C)	0.001 43	Urine	1.003–1.030
Gasoline	0.66	Blood plasma	1.03
Ice (0 °C)	0.92	Table sugar	1.59
Water (4 °C)	1.00	Bone	1.80

The density of a substance depends on temperature. For most substances, the solid state is more dense than the liquid state, and as the temperature increases, the density decreases. This phenomenon occurs because the volume of a sample of a substance generally increases with temperature but the mass is always constant.

Water is an exception to this generalization. Solid water, ice, is *less* dense than liquid water, and from 0 °C to 4 °C, the density of water *increases*. Above 4 °C, water behaves like other liquids and its density decreases. Thus, water’s maximum density of 1.00 g/mL occurs at 4 °C. Some representative densities are reported in Table 1.6.

The density (not the mass) of a substance determines whether it floats or sinks in a liquid.

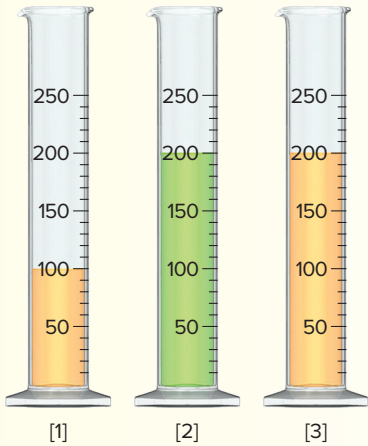
- A less dense substance floats on a more dense liquid.

Ice floats on water because it is less dense. When petroleum leaks from an oil tanker or gasoline is spilled when fueling a boat, it floats on water because it is less dense. In contrast, a cannonball or torpedo sinks because it is more dense than water.

Sample Problem 1.15

Using Density to Solve a Problem

The density of liquid **A** is twice the density of liquid **B**. (a) If you have an equal mass of **A** and **B**, which graduated cylinder ([1] or [2]) corresponds to **A** and which corresponds to **B**? (b) How do the masses of the liquids in graduated cylinders [2] and [3] compare?



Analysis

Density is the number of grams per milliliter (g/mL) or grams per cubic centimeter (g/cc) of a substance.

Solution

- If the density of **A** is twice the density of **B**, you need twice the volume of **B** to have the same mass as a sample of **A**. Thus, graduated cylinder [1] represents **A** (gold liquid) and graduated cylinder [2] represents **B** (green liquid).
- Because graduated cylinders [2] and [3] have equal volumes of **A** and **B** but **A** is twice as dense as **B**, the mass of [3] (**A**) must be twice the mass of [2] (**B**).