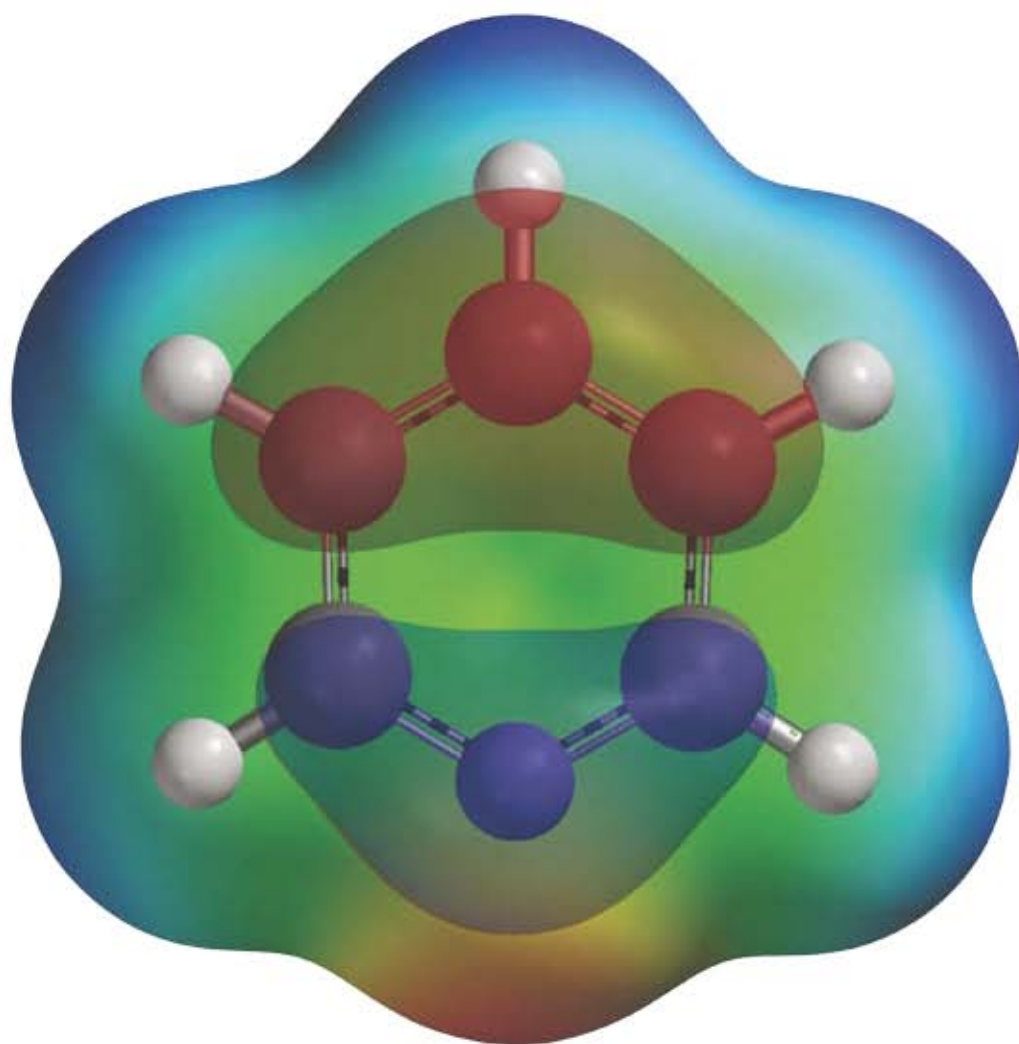


Quanta, Matter, and Change

A molecular approach to physical chemistry



Peter Atkins, Julio de Paula, and Ronald Friedman

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Quanta, Matter, and Change

A molecular approach to physical chemistry

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About the book

Our *Physical Chemistry* has always started with thermodynamics, progressed on to quantum mechanics, and then brought these two great rivers together by considering statistical thermodynamics. We always took care to enrich the thermodynamics with molecular understanding, and wrote the text so that it could be used flexibly to suit the pedagogical inclinations of its users. There are many, though, who consider it more appropriate to build an understanding of the subject from a firm foundation of quantum theory and then to show how the concepts of thermodynamics emerge as the microscopic evolves into the macroscopic. This text is directed at them.

We have taken the cloth of *Physical Chemistry*, unravelled it, and woven a new cloth that begins from quantum theory, establishes the link with the macroscopic world by introducing statistical thermodynamics, and then shows how thermodynamics is used to describe bulk properties of matter. But this is no mere reordering of topics. As we planned the book and then progressed through its writing, we realized that we had to confront issues that required fundamentally new approaches even to very familiar material. In fact, we experienced a kind of intellectual liberation that comes from looking at a familiar subject from a new perspective. Therefore, although readers will see material that has appeared throughout the editions of *Physical Chemistry*, there is an abundance of new material, new approaches to familiar topics, and—we hope—a refreshing new insight into the familiar.

The text is divided into five parts and preceded by a *Fundamentals* section that reviews the material that we presume is already familiar to readers at this level but about which their memories might need a gentle prod. In *Part 1, Quantum theory*, we set out the foundations of quantum mechanics in terms of its postulates and then show how these principles are used to describe motion in one and more dimensions. We have acknowledged the present surge of interest in nanoscience, and have built our presentation around these exciting systems. In *Part 2, Atoms molecules, and assemblies*, we turn to the more traditional nanosystems of chemistry and work progressively through the building blocks of chemistry, ending with solids. We have paid particular attention to computational chemistry, which is, of course, of great practical significance throughout chemistry. We have confronted head on the sheer difficulty of presenting computational chemistry at this level by illustrating all the major techniques by focusing on an almost trivially simple system. Our aim in this important chapter was to give a sense of reality to this potentially recondite subject: we develop understanding and provide a launching platform for those who wish to specialize further. *Part 3, Molecular spectroscopy*, brings together all the major spectroscopic techniques, building on the principles of quantum mechanics introduced in Part 1.

Part 4, Molecular thermodynamics, was for us the most challenging—and therefore the most exciting—part to write, for here we had to make the awesome passage from the quantum theory of microscopic systems to the thermodynamic properties of bulk matter. The bridge is provided by that most extraordinary concept, the Boltzmann distribution. Once that concept has been established, it can be used to develop an understanding of the central thermodynamic properties of internal energy and entropy. We have trodden carefully through this material, trying to maintain the sense that thermodynamics is a self-contained subject dealing with phenomenological relations between properties but, at the same time, showing the illumination that comes from a molecular perspective. We hope this sensitivity to the subject is apparent and that the new insights that we ourselves have acquired in the course of developing this material will be found to be interesting and informative. There are parts of traditional thermodynamics (phase equilibria, among them), we have to admit, that are not open to this kind of elucidation or at least would be made unduly complicated, and

we have not hesitated where our judgement persuaded us to set the molecular aside and present the material from a more straightforward classical viewpoint.

In *Part 5, Chemical dynamics*, we turn to another main stream of physical chemistry, the rates of reactions. Some of this material—the setting up of rate laws, for instance—can be expressed in a purely traditional manner, but there are aspects of the dynamics of chemical reactions that draw heavily on what has gone before.

The ‘Using the book’ section that follows gives details of the pedagogical apparatus in the book, but there is one feature that is so important that it must be mentioned in this Preface. The principal impediment to the ‘quantum first’ approach adopted by this text is the level of mathematics required, or at least the *perceived* level if not the actual level, for we have taken great pains to step carefully through derivations. The actual level of mathematics needed to understand the material is not great, but the thought that it exists can be daunting. To help overcome this barrier to understanding we have included a series of *Mathematical background* features between various chapters. These sections (there are eight) give background support to the mathematics that has been used in the preceding chapter and which will be drawn on in later chapters. We are aware that many chemists prefer the concrete to the abstract, and have illustrated the material with numerous examples.

We hope that you will enjoy using the book as much as we have enjoyed—and learned from—writing it and will appreciate that we have aimed to produce a book that illuminates physical chemistry from a new direction.

PWA
JdeP
RSF

Using the book

We have paid attention to the needs of the student, and have provided a lot of pedagogical features to make the learning process more enjoyable and effective. This section reviews these features. Paramount among them, though, is something that pervades the entire text: we have tried throughout to *interpret* the mathematical expressions, for mathematics is a language, and it is crucially important to be able to recognize what it is seeking to convey. We have paid particular attention to the level at which we introduce information, the possibility of progressively deepening one's understanding, and providing background information to support the development in the text. We have also been very alert to the demands associated with problem solving, and have provided a variety of helpful procedures.

Organizing the information

Checklist of key ideas

We have summarized the principal concepts introduced in each chapter as a checklist at the end of the chapter. We suggest checking off the box that precedes each entry when you feel confident about the topic.

Checklist of key ideas

- | | |
|---|---|
| <input type="checkbox"/> 1. A van der Waals interaction between closed-shell molecules is inversely proportional to the sixth power of their separation. | <input type="checkbox"/> 8. A hydrogen bond is an interaction where A and B are N, O, or F. |
| <input type="checkbox"/> 2. The permittivity is the quantity ϵ in the Coulomb potential energy, $V = Q_1 Q_2 / 4\pi\epsilon r$. | <input type="checkbox"/> 9. The Lennard-Jones (12,6) potential is a model of the total intermolecular energy. |
| <input type="checkbox"/> 3. A polar molecule is a molecule with a permanent electric dipole moment; the magnitude of a dipole moment is the product of the partial charge and the separation. | <input type="checkbox"/> 10. In real gases, molecular interactions are modeled by the true equation of state in which the coefficients B, C, \dots : $pV_m = RT + Bp + Cp^2 + \dots$ |
| <input type="checkbox"/> 4. The potential energy of the dipole-dipole interaction between two fixed (non-rotating) molecules is proportional to $\mu_1 \mu_2 / r^3$ and that between molecules that are free to rotate is proportional to $\mu_1 \mu_2 / r^3$. | <input type="checkbox"/> 11. The van der Waals equation of state is the true equation of state in which the parameters a and b are represented by a parameter a and b : $p = nRT / (V - nb) - a(n/V)^2$. |

Impact sections

Where appropriate, we have separated the principles from their applications: the principles are constant; the applications come and go as the subject progresses. The *Impact* sections show how the principles developed in the chapter are currently being applied in a variety of modern contexts, especially biology and materials science.

IMPACT ON BIOCHEMISTRY

I13.1 The helix-coil transition in polypeptides

The hydrogen bonds between amino acids of a polypeptide give rise to stable helical or sheet structures, which may collapse into a random coil when certain conditions are changed. The unwinding of a helix into a random coil is a *cooperative transition*, in which the polymer becomes increasingly more susceptible to structural changes once the process has begun. We examine here a model based on the principles of statistical thermodynamics that accounts for the cooperativity of the helix-coil transition in polypeptides.

To calculate the fraction of polypeptide molecules present as helix or coil we need to set up the partition function for the vari-

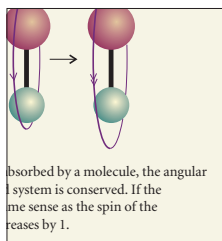
ward: we simply replace the upper li

$$\frac{q}{q_0} = \sum_{i=0}^n C(n,i) s^i$$

A cooperative transformation is moderate, and depends on building a model, conversion from h to c is all about to the one undergoing the conversion. Thus, the zipper model allows a transition $\dots \rightarrow \dots hhhcc \dots$, but not a transition $\dots \rightarrow \dots hchc \dots$. The only exception is the very first conversion from h to

Notes on good practice

Science is a precise activity and its language should be used accurately. We have used this feature to help encourage the use of the language and procedures of science in conformity to international practice (as specified by IUPAC, the International Union of Pure and Applied Chemistry) and to help avoid common mistakes.

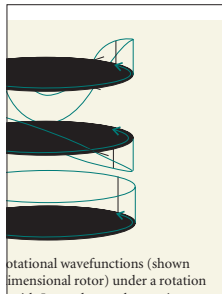


Self-test 10.4 Repeat the problem for $C^{35}CH_3$ (see Self-test 10.2 for details).
[Lines of separation 0.944 cm^{-1} (28.3 GHz)]

A note on good practice For the discussion of spectroscopic transitions, the upper state is written first. So $X \rightarrow Y$ is an emission and $X \leftarrow Y$ is an absorption, where X and Y specify the states in some way (such as by giving the value of the rotational quantum number J , as we have done above).

Justifications

On first reading it might be sufficient simply to appreciate the 'bottom line' rather than work through detailed development of a mathematical expression. However, mathematical development is an intrinsic part of physical chemistry, and to achieve full



For hydrogen, $I = \frac{1}{2}$, and the ratio is 3:1. For N_2 , with $I = 1$, the ratio is 1:2.

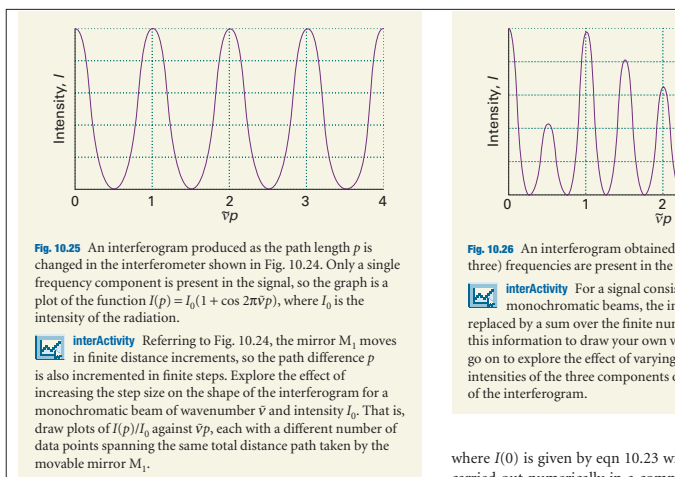
Justification 10.1 The effect of nuclear statistics on rotational spectra

Hydrogen nuclei are fermions (particles with half-integer spin quantum number; in their case $I = \frac{1}{2}$), so the Pauli principle requires the overall wavefunction to change sign under particle interchange. However, the rotation of an H_2 molecule through 180° has a more complicated effect than merely relabelling the nuclei, because it interchanges their spin states too if the nuclear spins are paired ($\uparrow\downarrow$) but not if they are parallel ($\uparrow\uparrow$).
For the overall wavefunction of the molecule to change

understanding it is important to see how a particular expression is obtained. The *Justifications* let you adjust the level of detail that you require to your current needs, and make it easier to review material.

interActivities

You will find that many of the graphs in the text have an *interActivity* attached: this is a suggestion about how you can use the on-line-resources of the book's website to explore the consequences of changing various parameters or of carrying out a more elaborate investigation related to the material in the illustration.



Further information

In some cases, we have judged that a derivation is too long, too detailed, or too different in level for it to be included in the text. In these cases, the derivations will be found less obtrusively at the end of the chapter.

Further information 13.2 The partition functions of polyatomic rotors

The energies of a symmetric rotor are

$$E_{J,K,M_J} = hc\tilde{B}J(J+1) + hc(\tilde{A} - \tilde{B})K^2$$

with $J = 0, 1, 2, \dots, K = J, J-1, \dots, -J$, and $M_J = J, J-1, \dots, -J$. Instead of considering these ranges, we can cover the same values by allowing K to range from $-\infty$ to ∞ , with J confined to $|K|, |K|+1, \dots, \infty$ for each value of K (Fig. 13.23). Because the energy is independent of M_J , and there are $2J+1$ values of M_J for each value of J , each value of J is $(2J+1)$ -fold degenerate. It follows that the partition function

$$q = \sum_{J=0}^{\infty} \sum_{K=-J}^J \sum_{M_J=-J}^J e^{-E_{J,K,M_J}/kT}$$

can be written equivalently as

$$q = \sum_{K=-\infty}^{\infty} \sum_{J=|K|}^{\infty} (2J+1) e^{-E_{J,K,M_J}/kT}$$

$$= \sum_{K=-\infty}^{\infty} \sum_{J=|K|}^{\infty} (2J+1) e^{-hc[\tilde{B}(J+1)(J+1) + (\tilde{A}-\tilde{B})K^2]/kT} \quad (13.59)$$

Now we assume that the temperature is so high that the sums may be approximated by integrals and that the sums may be approximated by integrals and that the sums may be approximated by integrals.

$$q = \int_{-\infty}^{\infty} \int_{-\infty}^{\infty} e^{-[hc(\tilde{A}-\tilde{B})/kT]K^2} \int_{|K|}^{\infty} (2J+1) e^{-hc\tilde{B}J(J+1)/kT} dJ$$

As before, the integral over J can be recognized as the integral of a function, which is the function

$$\int_{|K|}^{\infty} (2J+1) e^{-hc\tilde{B}J(J+1)/kT} dJ = \int_{|K|}^{\infty} \left(-\frac{kT}{hc\tilde{B}} \right) e^{-hc\tilde{B}J(J+1)/kT} dJ$$

$$= \left(-\frac{kT}{hc\tilde{B}} \right) e^{-hc\tilde{B}J(J+1)/kT}$$

$$= \left(\frac{kT}{hc\tilde{B}} \right) e^{-hc\tilde{B}J(J+1)/kT}$$

$$= \left(\frac{kT}{hc\tilde{B}} \right) e^{-hc\tilde{B}J(J+1)/kT}$$

Synoptic tables and the Resource section

Long tables of data are helpful for assembling and solving exercises and problems, but can break up the flow of the text. The *Resource section* at the end of the text consists of a *Data section* with a lot of useful numerical information and a collection of other useful tables. Short extracts in the *Synoptic tables* in the text itself give an idea of the typical values of the physical quantities we are introducing.

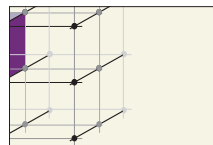
Part 1 Data section

Physical properties of selected materials					
Elements	$\rho/(\text{g cm}^{-3})$ at 293 K†	T_f/K	T_b/K	$\rho/(\text{g cm}^{-3})$ at 293 K†	
Aluminium(s)	2.698	933.5	2740	Inorganic compounds	
Argon(g)	1.381	83.8	87.3	CaCO ₃ (s, calcite)	2.71
Boron(s)	2.340	2573	3931	CuSO ₄ ·5H ₂ O(s)	2.284
Bromine(l)	3.123	265.9	331.9	HBr(g)	2.77
Carbon(s, gr)	2.260	3700s		HCl(g)	1.187
Carbon(s, d)	3.513			HI(g)	2.85
Chlorine(g)	1.507	172.2	239.2	H ₂ O(l)	0.997
Copper(s)	8.960	1357	2840	D ₂ O(l)	1.104
Fluorine(g)	1.108	53.5	85.0	NH ₃ (g)	0.817
Gold(s)	19.320	1338	3080	KBr(s)	2.750
Helium(g)	0.125		4.22	KCl(s)	1.984
Hydrogen(g)	0.071	14.0	20.3	NaCl(s)	2.165
Iodine(s)	4.930	386.7	457.5	H ₂ SO ₄ (l)	1.841
Iron(s)	7.874	1808	3023	Organic compounds	
Krypton(g)	2.413	116.6	120.8	Acetaldehyde, CH ₃ CHO(l)	0.788
Lead(s)	11.350	600.6	2013	Acetic acid, CH ₃ COOH(l)	1.049

Mathematics support

A brief comment

A topic often needs to draw on a mathematical procedure or a concept of physics; A *brief comment* is a quick reminder of the procedure or concept.



sided (but not necessarily the entire crystal structure can be symmetrized (not reflections, rotations,

A brief comment A *symmetry operation* is an action (such as a rotation, reflection, or inversion) that leaves an object looking the same after it has been carried out. There is a corresponding *symmetry element* for each symmetry operation, which is the point, line, or plane with respect to which the symmetry operation is performed. For instance, an *n-fold rotation* (the symmetry operation) about an *n-fold axis of symmetry* (the corresponding symmetry element) is a rotation through $360^\circ/n$. See Chapter 7 for a more detailed discussion of symmetry.

Mathematical background

It is often the case that you need a more full-bodied account of a mathematical concept, either because it is important to understand the procedure more fully or because you need to use a series of tools to develop an equation. The eight *Mathematical background* sections are located between chapters, primarily where they are first needed, and include many illustrations of how each concept is used.

MATHEMATICAL BACKGROUND 8: MULTIVARIATE CALCULUS

MATHEMATICAL BACKGROUND 8
Multivariate calculus

A property of a system typically depends on a number of variables, such as the pressure depending on the amount, volume, and temperature according to an equation of state, $p = f(n, T, V)$. To understand how these properties vary with the conditions we need to understand how to manipulate their derivatives. This is the field of **multivariate calculus**, the calculus of several variables.

MB8.1 Partial derivatives

A **partial derivative** of a function of more than one variable, such as $f(x, y)$, is the slope of the function with respect to one of the variables, all the other variables being held constant (Fig. MB8.1). Although a partial derivative shows how a function changes when one variable changes, it may be used to determine how the function changes when more than one variable changes by an infinitesimal amount. Thus, if f is a function of x and y then, when x and y change by dx and dy , respectively, f changes by

$$df = \left(\frac{\partial f}{\partial x}\right)_y dx + \left(\frac{\partial f}{\partial y}\right)_x dy \quad (\text{MB8.1})$$

Self test MB8.1 Evaluate df for $f = ax^3y + by^3x$ when x and y change by dx and dy , respectively, and verify that the order of taking the partial derivatives is irrelevant. [$df = 4x^2y dx + 3x^3 dy + 3xy^2 dx + 4y^3 dy$]

Problem solving

A brief illustration

A *brief illustration* is a short example of how to use an equation that has just been introduced in the text. In particular, we show how to use data and how to manipulate units correctly.

● A BRIEF ILLUSTRATION

Consider a complex salt with three unpaired electrons per complex cation at 298 K, of mass density 3.24 g cm^{-3} , and molar mass 200 g mol^{-1} . First note that

$$\frac{N_A g^2 \mu_B^2}{3k} = 6.3001 \times 10^{-6} \text{ m}^3 \text{ K}^{-1} \text{ mol}^{-1}$$

Consequently,

$$\chi_m = 6.3001 \times 10^{-6} \times \frac{S(S+1)}{T/K} \text{ m}^3 \text{ mol}^{-1}$$

Substitution of the data with $S = \frac{3}{2}$ gives $\chi_m = 7.9 \times 10^{-8} \text{ m}^3 \text{ mol}^{-1}$. Note that the density is not needed at this stage. To obtain the volume magnetic susceptibility, the molar susceptibility is divided by the molar volume $V_m = M/\rho$, where ρ is the mass density. In this illustration, $V_m = 61.7 \text{ cm}^3 \text{ mol}^{-1}$, so $\chi = 1.3 \times 10^{-3}$. ●

(c) Induced magnetic moments

An applied magnetic field induces the currents. These currents give rise to a magnetic field that opposes the applied field, so the substance is diamagnetic. In some cases the induced field augments the substance is then paramagnetic.

The great majority of molecules with unpaired electrons are diamagnetic. In these cases, the electrons are paired within the orbitals of the molecule in its ground state. In the few cases in which there are unpaired electrons, the substance is paramagnetic despite having no unpaired electrons because the spin magnetic moments can make use of unoccupied orbitals that are higher in energy. This orbital paramagnetism is called **temperature-independent paramagnetism (TIP)**.

We can summarize these remarks as

Worked examples

Each *Worked example* has a *Method section* to suggest how to set up the problem (another way might seem more natural: setting up problems is a highly personal business) and use or find the necessary data. Then there is the worked-out *Answer*, where we emphasize the importance of using units correctly.

Example 13.5 Evaluating the rotational partition function explicitly

Evaluate the rotational partition function of $^1\text{H}^{35}\text{Cl}$ at 25°C , given that $B = 10.591 \text{ cm}^{-1}$.

Method We use eqn 13.19 and evaluate it term by term. Once again, we use $kT/hc = 207.224 \text{ cm}^{-1}$ at 298.15 K . The sum is readily evaluated by using mathematical software.

Answer To show how successive terms contribute, we draw up the following table by using $hcB/kT = 0.05111$ (Fig. 13.8):

J	0	1	2	3	4	...	10
$(2J+1)e^{-0.05111J(J+1)}$	1	2.71	3.68	3.79	3.24	...	0.08

The sum required by eqn 13.19 (the sum of the numbers in the second row of the table) is 19.9, hence $q^R = 19.9$ at this temperature. Taking J up to 50 gives $q^R = 19.902$. Notice that about ten J -levels are significantly populated but the number of populated states is larger on account of the $(2J+1)$ -fold degeneracy of each level. We shall shortly encounter the approximation that $q^R \approx kT/hcB$, which in the present case gives $q^R = 19.6$, in good agreement with the exact value and with much less work.

CO₂

v_1

v_2

v_3

* For more values, see Table 10.1 and use $hc/k = 1.439 \text{ K cm}$.

At room temperature $kT/hc = 207 \text{ cm}^{-1}$ and often smaller (though the rotational levels are populated at n this is the case, the partition function is $q^R = \frac{kT}{hcB}$)

Non-linear rotors: $q^R = \left(\frac{kT}{hc}\right)^3$

where \bar{A} , \bar{B} , and \bar{C} are the rotational constants expressed as wavenumbers. However, read on (to eqns 13.21 and 13.22)

Self-tests

Each *Worked example* has a *Self-test* with the answer provided as a check that the procedure has been mastered. There are also a number of free-standing *Self-tests* that are located where we thought it a good idea to provide a question to check your understanding. Think of *Self-tests* as in-chapter exercises designed to help you monitor your progress.

Discussion questions

The end-of-chapter material starts with a short set of questions that are intended to encourage reflection on the material and to view it in a broader context than is obtained by solving numerical problems.

Discussion questions

<p>17.1 Explain how the mixing of reactants and products affects the position of chemical equilibrium.</p> <p>17.2 Explain how a reaction that is not spontaneous may be driven forward by coupling to a spontaneous reaction.</p> <p>17.3 Use concepts of statistical thermodynamics to describe the molecular features that determine the magnitudes of equilibrium constants and their variation with temperature.</p> <p>17.4 Suggest how the thermodynamic equilibrium constant may respond differently to changes in pressure and temperature from the equilibrium constant expressed in terms of partial pressures.</p> <p>17.5 Account for Le Chatelier's principle in terms of thermodynamic quantities. Can you think of a reason why the principle might fail?</p>	<p>17.6 State the limits to the generality of the equation in eqn 17.28.</p> <p>17.7 Distinguish between galvanic, electrochemical, and concentration cells.</p> <p>17.8 Explain why salt bridges are routine measurements.</p> <p>17.9 Discuss how the electrochemical series can be used to predict the spontaneity of a redox reaction.</p> <p>17.10 Describe a method for the determination of the standard reaction enthalpy of a redox couple.</p> <p>17.11 Describe at least one non-calorimetric method for determining a standard reaction enthalpy.</p>
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Exercises and Problems

The core of testing understanding is the collection of end-of-chapter *Exercises* and *Problems*. The *Exercises* are straightforward numerical tests that give practice with manipulating numerical data. The *Problems* are more searching. They are divided into ‘numerical’, where the emphasis is on the manipulation of data, and ‘theoretical’, where the emphasis is on the manipulation of equations before (in some cases) using numerical data. At the end of the *Problems* are collections of problems that focus on practical applications of various kinds, including the material covered in the *Impact* sections. Although this text includes many of the hundreds of *Exercises* and *Problems* that are present in the 8th edition of *Physical chemistry*, well more than half of them are entirely new or have been modified.

Exercises

17.1(a) Write the expressions for the equilibrium constants of the following reactions in terms of (i) activities and (ii) where appropriate, the ratios p/p° and the products $\gamma b/lb^\circ$:

- $\text{CO(g)} + \text{Cl}_2\text{(g)} \rightleftharpoons \text{COCl(g)} + \text{Cl(g)}$
- $2 \text{SO}_2\text{(g)} + \text{O}_2\text{(g)} \rightleftharpoons 2 \text{SO}_3\text{(g)}$
- $\text{Fe(s)} + \text{PbSO}_4\text{(aq)} \rightleftharpoons \text{FeSO}_4\text{(aq)} + \text{Pb(s)}$
- $\text{Hg}_2\text{Cl}_2\text{(s)} + \text{H}_2\text{(g)} \rightleftharpoons 2 \text{HCl(aq)} + 2 \text{Hg(l)}$
- $2 \text{CuCl(aq)} \rightleftharpoons \text{Cu(s)} + \text{CuCl}_2\text{(aq)}$

17.1(b) Write the expressions for the equilibrium constants of the following reactions in terms of (i) activities and (ii) where appropriate, the ratios p/p° and the products $\gamma b/lb^\circ$:

- $\text{H}_2\text{(g)} + \text{Br}_2\text{(g)} \rightleftharpoons 2 \text{HBr(g)}$
- $2 \text{O}_3\text{(g)} \rightleftharpoons 3 \text{O}_2\text{(g)}$
- $2 \text{H}_2\text{(g)} + \text{O}_2\text{(g)} \rightleftharpoons 2 \text{H}_2\text{O(l)}$
- $\text{H}_2\text{(g)} + \text{O}_2\text{(g)} \rightleftharpoons \text{H}_2\text{O}_2\text{(aq)}$
- $\text{H}_2\text{(g)} + \text{I}_2\text{(g)} \rightleftharpoons 2 \text{HI(aq)}$

17.2(a) Identify the stoichiometric numbers in the reaction $\text{Hg}_2\text{Cl}_2\text{(s)} + \text{H}_2\text{(g)} \rightarrow 2 \text{HCl(aq)} + 2 \text{Hg(l)}$.

17.2(b) Identify the stoichiometric numbers in the reaction $\text{CH}_4\text{(g)} + 2 \text{O}_2\text{(g)} \rightarrow \text{CO}_2\text{(g)} + 2 \text{H}_2\text{O(l)}$.

17.4(b) The equilibrium pressure of H_2 , or hydride, UH_3 , at 500 K is 139 Pa. Calculate formation of $\text{UH}_3\text{(s)}$ at 500 K.

17.5(a) From information in the *Data sec* Gibbs energy and the equilibrium constant for the reaction $\text{PbO(s)} + \text{CO(g)} \rightleftharpoons \text{Pb(s)}$ reaction enthalpy is independent of temp

17.5(b) From information in the *Data sec* Gibbs energy and the equilibrium constant for the reaction $\text{CH}_4\text{(g)} + 3 \text{Cl}_2\text{(g)} \rightleftharpoons \text{CHCl}_3\text{(l)}$ reaction enthalpy is independent of temp

17.6(a) For $\text{CaF}_2\text{(s)} \rightleftharpoons \text{Ca}^{2+}\text{(aq)} + 2 \text{F}^-\text{(aq)}$ the standard Gibbs energy of formation of

17.6(b) For $\text{PbI}_2\text{(s)} \rightleftharpoons \text{Pb}^{2+}\text{(aq)} + 2 \text{I}^-\text{(aq)}$ the standard Gibbs energy of formation of

17.7(a) In the gas-phase reaction $2 \text{A} + \text{B} \rightleftharpoons 3 \text{C}$ when 1.00 mol A, 2.00 mol B, and 1.00 mol C come to equilibrium at 25°C, the resulting total pressure is 1.00 bar. Calculate $\Delta_r G^\circ$

The Book Companion Site

The Book Companion Site to accompany *Quanta, Matter, and Change* provides teaching and learning resources to augment the printed book. It is free of charge, and provides additional material for download, which can be incorporated into a virtual learning environment.

The book companion site can be accessed by visiting www.whfreeman.com/pchem.

Note that instructor resources are available only to registered adopters of the textbook. To register, simply visit www.whfreeman.com/pchem and follow the appropriate links. You will be given the opportunity to select your own username and password, which will be activated once your adoption has been verified.

Student resources are openly available to all, without registration.

The materials on the book companion site include:

Living graphs

A *Living graph* can be used to explore how a property changes as a variety of parameters are changed. To encourage the use of this resource (and the more extensive *Explorations in physical chemistry*; see below), we have included a suggested *interActivity* to many of the illustrations in the text.

Artwork

An instructor may wish to use the figures from this text in a lecture. Almost all the figures are available in PowerPoint® format and can be used for lectures without charge (but not for commercial purposes without specific permission).

Tables of data

All the tables of data that appear in the chapter text are available and may be used under the same conditions as the artwork.

Group theory tables

Comprehensive group theory tables are available for downloading.

Weblinks

There is a huge network of information available about physical chemistry, and it can be bewildering to find your way to it. Also, a piece of information may be needed that we have not included in the text. The website might suggest where to find the specific data or indicate where additional data can be found.

Other resources

Explorations in Physical Chemistry by Valerie Walters, Julio de Paula, and Peter Atkins

Explorations in Physical Chemistry consists of interactive Mathcad® worksheets and interactive Excel® workbooks, complete with thought-stimulating exercises. They motivate students to simulate physical, chemical, and biochemical phenomena with their personal computers. Harnessing the computational power of Mathcad® by Mathsoft, Inc. and Excel® by Microsoft Corporation, students can manipulate over 75 graphics, alter simulation parameters, and solve equations to gain deeper insight into physical chemistry.

Explorations in Physical Chemistry can be purchased at www.whfreeman.com/explorations; ISBN 0-7167-0841-8.

Solutions manuals

Two solutions manuals accompany this book; both are written by Charles Trapp, Marshall Cady, and Carmen Giunta.

A *Student's Solutions Manual* (ISBN 1-4292-2375-8) provides full solutions to the 'a' exercises, and the odd-numbered problems.

An *Instructor's Solutions Manual* (1-4292-2374-x) provides full solutions to the 'b' exercises, and the even-numbered problems.

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Summary of contents

Fundamentals	1
Mathematical background 1: Differentiation and integration	18
PART 1 Quantum theory	23
1 The principles of quantum theory	25
Mathematical background 2: Differential equations	50
2 Nanosystems 1: motion in one dimension	52
Mathematical background 3: Complex numbers	76
3 Nanosystems 2: motion in several dimensions	78
PART 2 Atoms, molecules, and assemblies	97
4 Atomic structure and spectra	99
Mathematical background 4: Vectors	134
5 The chemical bond	137
Mathematical background 5: Matrices	168
6 Computational chemistry	172
7 Molecular symmetry	196
8 Molecular assemblies	220
9 Solids	254
Mathematical background 6: Fourier series and Fourier transforms	293
PART 3 Molecular spectroscopy	297
10 Rotational and vibrational spectra	297
11 Electronic spectroscopy	338
12 Magnetic resonance	371
PART 4 Molecular thermodynamics	409
13 The Boltzmann distribution	411
Mathematical background 7: Probability theory	438
14 The First Law of thermodynamics	442
Mathematical background 8: Multivariate calculus	479
15 The Second Law of thermodynamics	482
16 Physical equilibria	518
17 Chemical equilibrium	558
PART 5 Chemical dynamics	589
18 Molecular motion	591
19 Chemical kinetics	623

20 Molecular reaction dynamics	658
21 Catalysis	693
Resource section	723
Solutions to a) exercises	758
Solutions to odd-numbered problems	765
Index	770

Contents

Fundamentals	1		
F.1 Atoms	1		
F.2 Molecules	2		
F.3 Bulk matter	3		
F.4 Thermodynamic properties	5		
F.5 The relation between molecular and bulk properties	5		
F.6 Particles	7		
F.7 Waves	11		
F.8 Units	13		
Exercises	14		
Mathematical background 1: Differentiation and integration	18		
MB1.1 Differentiation: definitions	18		
MB1.2 Differentiation: manipulations	18		
MB1.3 Partial derivatives	18		
MB1.4 Series expansions	19		
MB1.5 Integration: definitions	19		
MB1.6 Integration: manipulations	20		
MB1.7 Multiple integrals	21		
PART 1 Quantum theory	23		
1 The principles of quantum theory	25		
Three crucial experiments	25		
1.1 Quantization of energy	26		
1.2 The particle character of electromagnetic radiation	26		
1.3 The wave character of particles	28		
I1.1 Impact on biology: Electron microscopy	29		
The postulates	30		
1.4 Postulate I: the wavefunction	30		
1.5 Postulate II: the Born interpretation	30		
1.6 Postulate III: quantum mechanical operators	33		
1.7 Postulate IV: eigenvalues and eigenfunctions	35		
1.8 Postulate V: superpositions and expectation values	37		
Complementary observables	41		
1.9 The Heisenberg uncertainty principle	41		
1.10 The general form of the uncertainty principle	43		
Checklist of key ideas	45		
Further information 1.1: Dirac notation	45		
Discussion questions		46	
Exercises		46	
Problems		48	
Mathematical background 2: Differential equations	50		
MB2.1 The structure of differential equations	50		
MB2.2 The solution of ordinary differential equations	50		
MB2.3 The solution of partial differential equations	51		
2 Nanosystems 1: motion in one dimension	52		
Translational motion	53		
2.1 Free motion	53		
2.2 A particle in a box	53		
2.3 Tunnelling	57		
I2.1 Impact on nanoscience: Scanning probe microscopy	59		
Vibrational motion	61		
2.4 The energy levels	61		
2.5 The wavefunctions	63		
Techniques of approximation	67		
2.6 An overview of approximation techniques	67		
2.7 Time-independent perturbation theory	67		
Checklist of key ideas		69	
Further information 2.1: Time-independent perturbation theory		69	
Discussion questions		71	
Exercises		71	
Problems		72	
Mathematical background 3: Complex numbers	76		
MB3.1 Definitions	76		
MB3.2 Polar representation	76		
MB3.3 Operations	77		
3 Nanosystems 2: motion in several dimensions	78		
Translational motion	78		
3.1 Motion in two dimensions	79		
3.2 Motion in three dimensions	80		
I3.1 Impact on nanoscience: Quantum dots	81		
Rotational motion	82		
3.3 Rotation in two dimensions: a particle on a ring	82		
3.4 Rotation in three dimensions: the particle on a sphere	86		
3.5 Spin	91		

Checklist of key ideas	93	5.8 Butadiene and π -electron binding energy	159
Discussion questions	93	5.9 Benzene and aromatic stability	160
Exercises	93	Checklist of key ideas	161
Problems	95	Discussion questions	162
		Exercises	162
		Problems	164
PART 2 Atoms, molecules, and assemblies	97	Mathematical background 5: Matrices	168
4 Atomic structure and spectra	99	MB5.1 Definitions	168
Hydrogenic atoms	99	MB5.2 Matrix addition and multiplication	168
4.1 The structure of hydrogenic atoms	100	MB5.3 Eigenvalue equations	169
4.2 Atomic orbitals and their energies	103	6 Computational chemistry	172
4.3 Spectroscopic transitions	111	The central challenge	172
Many-electron atoms	114	6.1 The Hartree–Fock formalism	173
I4.1 Impact on astrophysics: The spectroscopy of stars	115	6.2 The Roothaan equations	175
4.4 The orbital approximation	115	6.3 Basis sets	178
4.5 Term symbols	122	The first approach: semiempirical methods	180
Checklist of key ideas	127	6.4 The Hückel method revisited	180
Further information 4.1: The separation of internal and external motion	128	6.5 Differential overlap	181
Further information 4.2: Time-dependent perturbation theory	128	The second approach: <i>ab initio</i> methods	181
Discussion questions	129	6.6 Configuration interaction	181
Exercises	129	6.7 Many-body perturbation theory	183
Problems	131	The third approach: density functional theory	184
Mathematical background 4: Vectors	134	6.8 The Kohn–Sham equations	184
MB4.1 Definitions	134	6.9 The exchange–correlation energy	184
MB4.2 Operations	134	Current achievements	186
MB4.3 The graphical representation of vector operations	135	6.10 Comparison of calculations and experiments	186
MB4.4 Vector differentiation	136	6.11 Applications to larger molecules	187
5 The chemical bond	137	I6.1 Impact on nanoscience: The structure of nanoparticles	188
The Born–Oppenheimer approximation	138	I6.2 Impact on medicine: Molecular recognition and drug design	189
Valence-bond theory	138	Checklist of key ideas	191
5.1 Homonuclear diatomic molecules	138	Discussion questions	192
5.2 Polyatomic molecules	140	Exercises	192
Molecular orbital theory	142	Problems	193
5.3 The hydrogen molecule-ion	142	7 Molecular symmetry	196
5.4 Homonuclear diatomic molecules	146	The symmetry elements of objects	197
5.5 Heteronuclear diatomic molecules	152	7.1 Operations and symmetry elements	197
I5.1 Impact on biochemistry: The biochemical reactivity of O ₂ , N ₂ , and NO	156	7.2 The symmetry classification of molecules	199
Polyatomic molecules: the Hückel approximation	157	7.3 Some immediate consequences of symmetry	203
5.6 Ethene	157	Applications	204
5.7 The matrix formulation of the Hückel method	158	7.4 Character tables and symmetry labels	204
		7.5 Vanishing integrals and orbital overlap	210
		7.6 Vanishing integrals and selection rules	214

Checklist of key ideas	215	Checklist of key ideas	286
Discussion questions	216	Discussion questions	287
Exercises	216	Exercises	287
Problems	217	Problems	289
8 Molecular assemblies	220	Mathematical background 6: Fourier series and Fourier transforms	293
Interactions between molecules	220	MB6.1 Fourier series	293
8.1 Interactions between partial charges	220	MB6.2 Finite approximations and Parseval's theorem	294
8.2 Electric dipole moments	221	MB6.3 Fourier transforms	295
8.3 Interactions between dipoles	223	MB6.4 The convolution theorem	296
8.4 Induced dipole moments	226		
8.5 Hydrogen bonding	229	PART 3 Molecular spectroscopy	297
I8.1 Impact on biochemistry: Proteins and nucleic acids	229	10 Rotational and vibrational spectra	299
8.6 The total interaction	233		
I8.2 Impact on nanoscience: Colloidal nanoparticles	235	Pure rotational spectra	299
Gases and liquids	237	10.1 Moments of inertia	300
8.7 Molecular interactions in gases	238	10.2 Rotational energy levels	302
8.8 Molecular interactions in liquids	244	10.3 Rotational transitions	305
I8.3 Impact on materials science: Liquid crystals	246	10.4 Rotational Raman spectra	308
Checklist of key ideas	247	10.5 Nuclear statistics and rotational states	310
Further information 8.1: The dipole–dipole interaction	247	I10.1 Impact on astrophysics: Rotational spectroscopy of interstellar molecules	312
Further information 8.2: The basic principles of molecular beams	248	The vibrations of diatomic molecules	313
Discussion questions	249	10.6 Techniques	313
Exercises	249	10.7 Molecular vibrations	315
Problems	250	10.8 Selection rules	316
9 Solids	254	10.9 Anharmonicity	317
Crystal lattices	254	10.10 Vibration–rotation spectra	318
9.1 Lattices and unit cells	254	10.11 Vibrational Raman spectra of diatomic molecules	319
9.2 The identification of lattice planes	256	The vibrations of polyatomic molecules	320
9.3 The investigation of structure	259	10.12 Normal modes	321
I9.1 Impact on biochemistry: X-ray crystallography of biological macromolecules	266	10.13 Infrared absorption spectra of polyatomic molecules	322
9.4 Neutron and electron diffraction	267	I10.2 Impact on environmental science: Climate change	323
Crystal structure	268	10.14 Vibrational Raman spectra of polyatomic molecules	324
9.5 Metallic solids	268	I10.3 Impact on biochemistry: Vibrational microscopy	326
9.6 Ionic solids	270	10.15 Symmetry aspects of molecular vibrations	327
9.7 Molecular solids and covalent networks	273	Checklist of key ideas	328
The properties of solids	274	Further information 10.1: The Einstein coefficients	329
9.8 Mechanical properties	274	Further information 10.2: Selection rules for rotational and vibrational spectroscopy	330
9.9 Electrical properties	276	Discussion questions	332
I9.2 Impact on technology: Conducting polymers	280	Exercises	332
I9.3 Impact on nanoscience: Nanowires	280	Problems	334
9.10 Optical properties	280	11 Electronic spectroscopy	338
9.11 Magnetic properties	282	Experimental techniques	338
9.12 Superconductors	284	11.1 Spectrometers	338
		11.2 The Beer–Lambert law	339

The characteristics of electronic transitions	341	13.2 The molecular partition function	414
11.3 The electronic spectra of diatomic molecules	341	13.3 Contributions to the molecular partition function	417
11.4 The electronic spectra of polyatomic molecules	346	I13.1 Impact on biochemistry: The helix–coil transition in polypeptides	424
I11.1 Impact on biochemistry: Vision	349	13.4 The mean energy	425
The fates of electronically excited states	350	The canonical partition function	428
11.5 Fluorescence and phosphorescence	351	13.5 The canonical ensemble	428
I11.2 Impact on nanoscience: Single-molecule spectroscopy	352	13.6 The mean energy of a system	429
11.6 Dissociation and predissociation	354	13.7 Independent molecules	430
11.7 General principles of laser action	355	Checklist of key ideas	431
11.8 Examples of practical lasers	360	Further information 13.1: The derivation of the Boltzmann distribution	431
Checklist of key ideas	363	Further information 13.2: The partition functions of polyatomic rotors	433
Discussion questions	364	Discussion questions	433
Exercises	364	Exercises	434
Problems	367	Problems	436
12 Magnetic resonance	371	Mathematical background 7: Probability theory	438
The effect of magnetic fields on electrons and nuclei	371	MB7.1 Discrete distributions	438
12.1 The energies of electrons in magnetic fields	372	MB7.2 Continuous distributions	440
12.2 The energies of nuclei in magnetic fields	372	14 The First Law of thermodynamics	442
12.3 Magnetic resonance spectroscopy	373	The internal energy	442
Nuclear magnetic resonance	374	14.1 Work, heat, and energy	443
12.4 The NMR spectrometer	374	14.2 The First Law	444
12.5 The chemical shift	375	14.3 Expansion work	445
12.6 The fine structure	379	14.4 Heat transactions	448
12.7 Conformational conversion and exchange processes	386	14.5 Enthalpy	454
Pulse techniques in NMR	387	I14.1 Impact on biochemistry: Differential scanning calorimetry	457
12.8 The magnetization vector	387	14.6 Adiabatic changes	458
12.9 Spin relaxation	390	Thermochemistry	460
I12.1 Impact on medicine: Magnetic resonance imaging	393	14.7 Standard enthalpy changes	460
12.10 Spin decoupling	394	14.8 Standard enthalpies of formation	462
12.11 The nuclear Overhauser effect	395	14.9 The temperature dependence of reaction enthalpies	463
12.12 Two-dimensional NMR	396	Properties of the internal energy and the enthalpy	464
12.13 Solid-state NMR	397	14.10 Changes in internal energy	464
Electron paramagnetic resonance	398	14.11 The Joule–Thomson effect	467
12.14 The EPR spectrometer	399	Checklist of key ideas	470
12.15 The <i>g</i> -value	399	Further information 14.1: Adiabatic processes	471
12.16 Hyperfine structure	400	Discussion questions	472
I12.2 Impact on biochemistry: Spin probes	403	Exercises	472
Checklist of key ideas	403	Problems	474
Discussion questions	404	Mathematical background 8: Multivariate calculus	479
Exercises	404	MB8.1 Partial derivatives	479
Problems	406	MB8.2 Exact differentials	479
PART 4 Molecular thermodynamics	409		
13 The Boltzmann distribution	411		
The distribution of molecular states	412		
13.1 Configurations and weights	412		

15 The Second Law of thermodynamics	482		
The direction of spontaneous change	483		
15.1 The dispersal of energy	483		
15.2 Entropy	484		
115.1 Impact on technology: Refrigeration	492		
15.3 Entropy changes accompanying specific processes	493		
15.4 The Third Law of thermodynamics	497		
Concentrating on the system	499		
15.5 The Helmholtz and Gibbs energies	499		
15.6 Standard molar Gibbs energies	503		
Combining the First and Second Laws	505		
15.7 The fundamental equation	505		
15.8 Properties of the internal energy	505		
15.9 Properties of the Gibbs energy	506		
Checklist of key ideas	510		
Further information 15.1: The Born equation	511		
Discussion questions	511		
Exercises	512		
Problems	514		
16 Physical equilibria	518		
Phase diagrams	518		
16.1 One-component systems	519		
16.2 Two-component systems	522		
116.1 Impact on biochemistry: Biological membranes	525		
Thermodynamic interpretation	528		
16.3 Properties of the chemical potential	528		
16.4 The structure of one-component phase diagrams	530		
16.5 The structure of two-component phase diagrams	532		
116.2 Impact on biochemistry: Osmosis and the structure of biological cells	540		
16.6 Real solutions	540		
Checklist of key ideas	547		
Further information 16.1: The phase rule	548		
Further information 16.2: The Ehrenfest classification	548		
Further information 16.3: The Debye–Hückel theory of ionic solutions	549		
Discussion questions	551		
Exercises	551		
Problems	554		
17 Chemical equilibrium	558		
Spontaneous chemical reactions	558		
17.1 The Gibbs energy minimum and the reaction Gibbs energy	559		
17.2 The thermodynamic description of equilibrium	559		
117.1 Impact on biology: Energy conversion in biological cells	563		
17.3 The statistical description of equilibrium	564		
The response of equilibria to the conditions	567		
17.4 How equilibria respond to pressure	567		
17.5 The response of equilibria to temperature	569		
Electrochemistry	571		
17.6 Half-reactions and electrodes	571		
17.7 Varieties of cells	572		
17.8 The cell potential	573		
117.2 Impact on engineering: Fuel cells	575		
17.9 Standard electrode potentials	576		
17.10 Applications of standard potentials	578		
117.3 Impact on biology: The respiratory chain	580		
Checklist of key ideas	581		
Discussion questions	582		
Exercises	582		
Problems	584		
PART 5 Chemical dynamics	589		
18 Molecular motion	591		
Motion in gases	591		
18.1 The kinetic model of gases	592		
18.2 Collisions with walls and surfaces	597		
18.3 The rate of effusion	598		
18.4 Transport properties of a perfect gas	598		
Motion in liquids	601		
18.5 Experimental results	601		
18.6 The conductivities of electrolyte solutions	601		
18.7 The mobilities of ions	602		
118.1 Impact on biochemistry: Gel electrophoresis in genomics and proteomics	605		
Diffusion	606		
18.8 The thermodynamic view	606		
18.9 The diffusion equation	608		
18.10 Diffusion probabilities	610		
18.11 The statistical view	611		
118.2 Impact on biochemistry: Transport across membranes	612		
Checklist of key ideas	614		
Further information 18.1: The transport characteristics of a perfect gas	615		
Further information 18.2: Random coils	616		
Discussion questions	617		
Exercises	618		
Problems	620		

19 Chemical kinetics	623	The dynamics of molecular collisions	679
Empirical chemical kinetics	623	20.9 Reactive collisions	679
19.1 Experimental techniques	624	20.10 Potential energy surfaces	680
19.2 The rates of reactions	625	20.11 Some results from experiments and calculations	682
19.3 Integrated rate laws	628	Checklist of key ideas	685
19.4 Reactions approaching equilibrium	631	Further information 20.1: The RRK model of unimolecular reactions	686
Accounting for the rate laws	634	Further information 20.2: The Gibbs energy of activation of electron transfer	686
19.5 Elementary reactions	634	Discussion questions	687
19.6 Consecutive elementary reactions	635	Exercises	687
The kinetics of complex reactions	639	Problems	689
19.7 The Lindemann–Hinshelwood mechanism of unimolecular reactions	639	21 Catalysis	693
19.8 Polymerization kinetics	640	Homogeneous catalysis	694
19.9 Photochemistry	643	21.1 Acid and base catalysis	694
I19.1 Impact on biochemistry: Harvesting of light during plant photosynthesis	648	21.2 Enzymes	694
Checklist of key ideas	651	Heterogeneous catalysis	699
Further information 19.1: Förster theory of resonance energy transfer	652	21.3 The growth and structure of surfaces	699
Discussion questions	652	21.4 The extent of adsorption	702
Exercises	653	21.5 The rates of surface processes	707
Problems	654	I21.1 Impact on biochemistry: Biosensor analysis	710
20 Molecular reaction dynamics	658	21.6 Mechanisms of heterogeneous catalysis	711
The temperature dependence of reaction rates	658	21.7 Catalytic activity at surfaces	712
20.1 The Arrhenius equation	659	I21.2 Impact on technology: Catalysis in the chemical industry	713
20.2 The activation energy of a composite reaction	660	Checklist of key ideas	715
Reactive encounters	661	Further information 21.1: The BET isotherm	716
20.3 Collision theory	661	Discussion questions	717
20.4 Diffusion-controlled reactions	666	Exercises	717
20.5 The material balance equation	668	Problems	719
Transition state theory	669	Resource section	723
20.6 The Eyring equation	670	Solutions to a) exercises	758
20.7 Thermodynamic aspects	673	Solutions to odd-numbered problems	765
20.8 Electron transfer in homogeneous systems	675	Index	770

List of Impact sections

I1.1	Impact on biology : Electron microscopy	29
I2.1	Impact on nanoscience: Scanning probe microscopy	59
I3.1	Impact on nanoscience: Quantum dots	81
I4.1	Impact on astrophysics: The spectroscopy of stars	115
I5.1	Impact on biochemistry: The biochemical reactivity of O ₂ , N ₂ , and NO	156
I6.1	Impact on nanoscience: The structure of nanoparticles	188
I6.2	Impact on medicine: Molecular recognition and drug design	189
I8.1	Impact on biochemistry: Proteins and nucleic acids	229
I8.2	Impact on nanoscience: Colloidal nanoparticles	235
I8.3	Impact on materials science: Liquid crystals	246
I9.1	Impact on biochemistry: X-ray crystallography of biological macromolecules	266
I9.2	Impact on technology: Conducting polymers	280
I9.3	Impact on nanoscience: Nanowires	280
I10.1	Impact on astrophysics: Rotational spectroscopy of interstellar molecules	312
I10.2	Impact on environmental science: Climate change	323
I10.3	Impact on biochemistry: Vibrational microscopy	326
I11.1	Impact on biochemistry: Vision	349
I11.2	Impact on nanoscience: Single-molecule spectroscopy	352
I12.1	Impact on medicine: Magnetic resonance imaging	393
I12.2	Impact on biochemistry: Spin probes	403
I13.1	Impact on biochemistry: The helix–coil transition in polypeptides	424
I14.1	Impact on biochemistry: Differential scanning calorimetry	457
I15.1	Impact on technology: Refrigeration	492
I16.1	Impact on biochemistry: Biological membranes	525
I16.2	Impact on biochemistry: Osmosis and the structure of biological cells	540
I17.1	Impact on biology: Energy conversion in biological cells	563
I17.2	Impact on engineering: Fuel cells	575
I17.3	Impact on biology: The respiratory chain	580
I18.1	Impact on biochemistry: Gel electrophoresis in genomics and proteomics	605
I18.2	Impact on biochemistry: Transport across membranes	612
I19.1	Impact on biochemistry: Harvesting of light during plant photosynthesis	648
I21.1	Impact on biochemistry: Biosensor analysis	710
I21.2	Impact on technology: Catalysis in the chemical industry	713

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