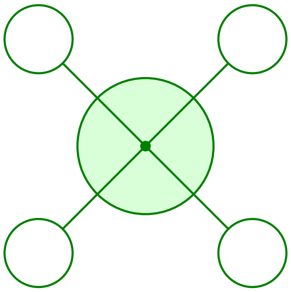
Summit CHEM 111: General Chemistry I

Summit fully illustrated textbook edition



Original Summit-authored instructional text generated from the live course runtime, bibliography layer, and assessment structure.

March 22, 2026

@@TOKEN_0@@ Summit first edition draft @@TOKEN_1@@ college @@TOKEN_2@@ 4 @@TOKEN_3@@ 14 weeks @@TOKEN_4@@ 12.9 hours/week

Originality note

This textbook is a Summit-authored instructional text. It is informed by the course bibliography in @@TOKEN_0@@ and by open academic references used elsewhere in Summit, but it does not copy or restate any single commercial textbook.

How this textbook was built

This book was generated from the live Summit course runtime for General Chemistry I: the syllabus, lesson sequence, reading chapters, guided practice, homework sets, quizzes, mastery exam, and workload standard. The design goal is to give a student a usable, course-complete book while preserving original Summit wording and sequencing.

An original Summit chemistry course for engineers centered on atomic structure, periodic behavior, bonding, geometry, stoichiometry, solution composition, gases, and thermochemical reasoning.

Chemistry chapters should connect the macroscopic description of a system to the particle-level explanation and then to the symbolic model used in calculations.

This volume is structured as a teaching book rather than a bare note pack. Every chapter contains explanation, worked examples, guided practice, chapter homework, and a rear answer key so the student can study independently and still get disciplined feedback.

Course use guide

- Read one chapter at a time in sequence; each chapter is aligned to a live lesson block in the course workspace.
- Rebuild the worked examples before attempting the graded homework or quiz material.
- Keep a scratch notebook beside the text and write down assumptions, diagrams, and the points where you usually get stuck.
- Use the course tutor, guided practice, and homework only after you can explain the chapter in your own words.

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Course map

- 4 live lesson chapters
- 2 graded homework checkpoints
- 2 timed quizzes
- 1 cumulative mastery exam
- 4 declared course outcomes

Prerequisite and readiness position

Readiness clearances: precalculus-ready.

Summit General Chemistry I does not require prior chemistry credit, but it does assume strong algebra, scientific notation, unit conversion, and comfort translating between formulas, symbols, and measured quantities.

Semester workload standard

Summit models this course as @@TOKEN_0@@ across a 14-week term plus final assessment window. The expected distribution is:

- Contact-equivalent instruction: 56 hours
- Reading: 24 hours
- Practice and problem solving: 34 hours
- Homework: 24 hours
- Lab, design, and reporting: 22 hours
- Exam preparation: 20 hours

Expected volume:

- 140-180 chemistry problems spanning stoichiometry, atomic structure, bonding, thermochemistry, and equilibrium setup.
- 10 graded assignments totaling 35-45 multistep chemistry problems and equation-based write-ups.
- 5-6 experiment-style analyses, data interpretations, or model-based chemistry writeups inside the online course flow.

Reference basis

Primary synthesis anchors from the bibliography for this course (50 listed references total):

1. Chemical Principles: The Quest for Insight
2. Chemistry: The Central Science
3. Chemistry: A Molecular Approach
4. Chemistry 2e
5. Chemistry: The Molecular Nature of Matter and Change
6. General Chemistry
7. General Chemistry
8. General Chemistry

Chapter 1

Chapter 1 Atomic structure and periodic behavior

Chapter purpose

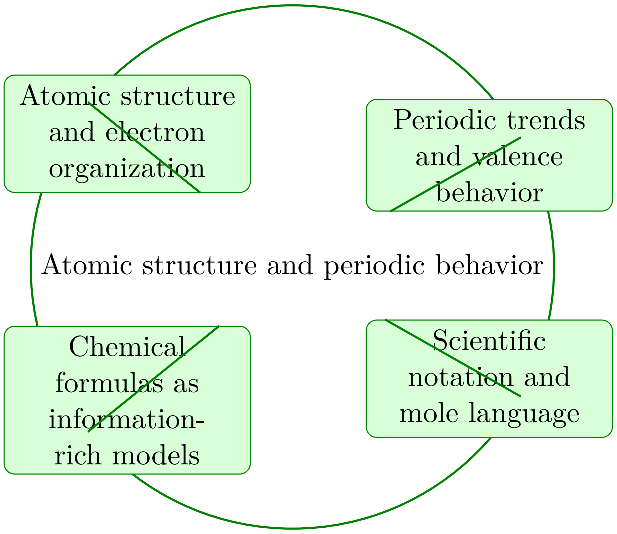
The course opens by building the atom as a model of matter. Electron structure, periodic trends, and quantitative chemical language are treated as the framework that later explains bonding, reactions, and material behavior.

This chapter sits at the opening of General Chemistry I. It develops Atomic structure and electron organization, Periodic trends and valence behavior, Scientific notation and mole language, and Chemical formulas as information-rich models so that the student can move from explanation to execution without losing the thread of the course.

Students should use this chapter to build the bridge between what a chemical system does, what particles are doing underneath, and what equations or data tables capture that behavior. The strongest readers will pause often enough to connect symbolic expressions back to matter, energy, and structure.

Core ideas

- Atomic structure and electron organization
- Periodic trends and valence behavior
- Scientific notation and mole language
- Chemical formulas as information-rich models



How to think through this chapter

Method work in this family begins by identifying the chemical representation in play: formula units, balanced reactions, concentration relationships, energy changes, or kinetic or equilibrium models. Once that representation is stable, the student should carry units and chemical meaning through every line of the solution.

When working this chapter, keep the following question active: @@TOKEN_0@@ A good student answer should connect setup, assumptions, and conclusion instead of only chasing a final number or sentence.

Chemistry begins by teaching students that matter has structure. The periodic table is not a decoration. It is a compact map of how electrons are arranged and how strongly atoms hold onto them.

Atomic structure is a control problem

The nucleus provides the central positive pull, and electrons occupy allowed regions around it. Chemistry becomes useful when students stop seeing this as a cartoon and start reading it as a control problem: how strongly is the atom holding its outer electrons, and how available are those electrons for bonding or transfer?

That question explains why the course spends time on shells, valence electrons, and trend language. These ideas are the first predictive tools students get.

Periodic trends are not separate facts

Atomic radius, ionization energy, and electronegativity are different windows onto the same underlying story of electron hold. Across a period, stronger effective nuclear pull usually shrinks the atom and raises the difficulty of removing an electron.

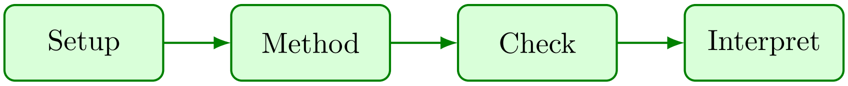
Students remember trends far more reliably when they explain them in words instead of reciting arrows. If the atom pulls harder, the valence electrons sit tighter. From that one sentence, several trends can often be rebuilt.

Valence logic predicts chemistry before equations appear

A strong first-chemistry student can often predict whether an atom tends to lose, gain, or share electrons by reading the outer-shell pattern. That is why valence behavior matters so much in the opening weeks.

The course is not asking students to memorize dozens of charges first. It is asking them to recognize the shell-stability pressures that make common ions and bonding patterns understandable.

Worked example



@@TOKEN_0@@ Explain why sodium and chlorine interact so strongly using valence electrons and periodic trends.

1. Note that sodium has a single valence electron that is comparatively easy to remove, while chlorine strongly attracts one additional electron.
2. Use periodic trends to explain the large difference in electron-holding behavior across the table.
3. Show how electron transfer leads to oppositely charged ions with strong electrostatic attraction.
4. Connect the microscopic electron picture to the macroscopic stability of the ionic compound.

Read this example twice: once for the flow of ideas and once for the technical structure of the solution.

Worked-through guided example

@@TOKEN_0@@ Explain why magnesium commonly forms Mg2+ instead of Mg+.

1. Identify how many valence electrons magnesium has from its main-group position.
2. Ask what ion results when magnesium reaches a stable full-shell arrangement.
3. State why losing two electrons is more natural than stopping after only one.

Magnesium has two valence electrons. Losing both leaves a stable filled shell underneath, so Mg2+ is the common ion rather than Mg+.

Instructor commentary

Students should annotate this chapter for structure, not just facts. Mark where the argument changes direction, where the method requires a hidden assumption, and where the conclusion becomes more general than the worked example. If the chapter feels easy while you are reading it but difficult when you close the page, you have not yet converted recognition into mastery.

The best pattern is concept review, a small set of representative calculations, and then written explanation of what each step means chemically.

Practice while you read

Practice Set: Atomic structure and periodic trends

Read valence behavior and periodic trends as an electron-control story.

@@TOKEN_0@@ Explain why magnesium commonly forms Mg2+ instead of Mg+.

- Hint: Start from the valence shell, not from memorized ion tables.
- Step 1: Identify how many valence electrons magnesium has from its main-group position.
- Step 2: Ask what ion results when magnesium reaches a stable full-shell arrangement.
- Step 3: State why losing two electrons is more natural than stopping after only one.
- Checkpoint: Magnesium tends to lose two valence electrons and form Mg2+.

@@TOKEN_0@@ Across period three, which is expected to have the smaller atomic radius: sodium or chlorine?

- Hint: Use the left-to-right trend in electron pull across the same period.
- Step 1: Place both elements in the same period on the table.
- Step 2: Recall what happens to effective electron pull across a period.
- Step 3: Use that trend to decide which atom holds its valence electrons more tightly.
- Checkpoint: Chlorine is expected to have the smaller radius.

Chapter homework

@@TOKEN_0@@ Periodic trends, bonding, geometry, and property interpretation.

1. Explain how electronegativity helps predict whether bonding will lean ionic or covalent.
2. Describe the steps for building a Lewis structure before making any geometry claim.
3. Why can two substances with similar molar mass have very different boiling points?
4. Explain why chemistry students must move comfortably between particles, moles, and measurable mass.

Answers for these homework problems appear in the back-of-book answer key.

Chapter summary and study notes

- Use periodic trends to make a prediction instead of treating the table as decoration.
- Track valence-electron logic without collapsing into memorized fragments.
- Move confidently among particles, moles, and measurable quantities.

Study tips

- Name the valence-electron count before predicting ionic behavior.
- Explain any periodic trend as a statement about electron pull, shielding, or distance.
- Use the periodic table to rebuild facts instead of storing disconnected facts when you do not need to.

Common traps

- Memorizing trend directions without being able to explain why they occur.
- Talking about charge tendencies without checking the valence shell.
- Treating the periodic table as a lookup chart instead of as a prediction tool.

Family-level errors to watch for

- Treating formulas as disconnected math without naming the chemical model.
- Using stoichiometric or thermodynamic relationships without unit checks.
- Forgetting to connect symbolic answers back to particles, phases, or reactivity.

Chapter 2

Chapter 2 Bonding, molecular geometry, and intermolecular forces

Chapter purpose

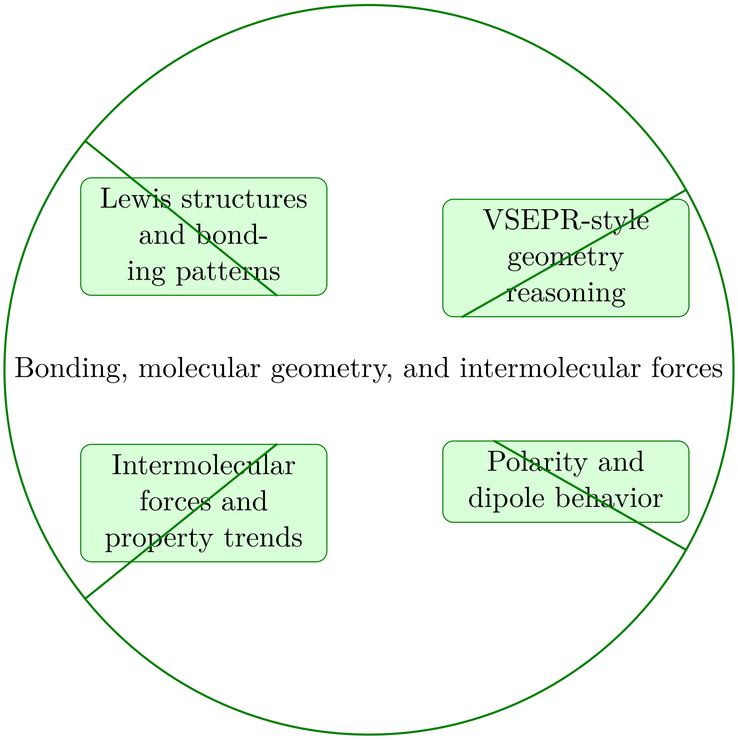
Students move from isolated atoms to structured matter. Lewis structures, geometry, polarity, and intermolecular forces are treated as a single chain of reasoning from electrons to properties.

This chapter sits in the middle of General Chemistry I. It develops Lewis structures and bonding patterns, VSEPR-style geometry reasoning, Polarity and dipole behavior, and Intermolecular forces and property trends so that the student can move from explanation to execution without losing the thread of the course.

Students should use this chapter to build the bridge between what a chemical system does, what particles are doing underneath, and what equations or data tables capture that behavior. The strongest readers will pause often enough to connect symbolic expressions back to matter, energy, and structure.

Core ideas

- Lewis structures and bonding patterns
- VSEPR-style geometry reasoning
- Polarity and dipole behavior
- Intermolecular forces and property trends



How to think through this chapter

Method work in this family begins by identifying the chemical representation in play: formula units, balanced reactions, concentration relationships, energy changes, or kinetic or equilibrium models. Once that representation is stable, the student should carry units and chemical meaning through every line of the solution.

When working this chapter, keep the following question active: @@TOKEN_0@@ A good student answer should connect setup, assumptions, and conclusion instead of only chasing a final number or sentence.

Bonding and geometry teach students that chemical properties are built from structure. The right way to study this chapter is to follow the chain from electrons to shape, then from shape to polarity and intermolecular behavior.

Lewis structures are bookkeeping with a purpose

Counting valence electrons and placing them carefully is not an ornamental classroom ritual. It is the bookkeeping step that tells you how the atom arrangement is actually using its electrons.

If that bookkeeping is wrong, every later claim about geometry, polarity, and reactivity becomes untrustworthy. That is why careful students slow down here instead of rushing to a shape name.

Geometry controls whether local dipoles cancel

Bond polarity is a local effect, but molecular polarity is a whole-shape effect. That distinction is one of the first conceptual tests in Chemistry I.

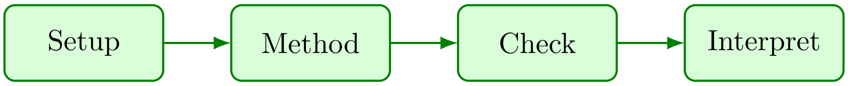
A symmetric geometry can cancel strongly polar bonds, while a bent or pyramidal geometry can preserve a net dipole. Students should say both parts aloud: the bond is polar, and the geometry either cancels or preserves that polarity.

Intermolecular forces are the property bridge

Once polarity is understood, boiling-point and solubility trends stop feeling like random outcomes. They become the macroscopic consequences of how strongly molecules attract one another.

This is a good place to practice moving between scales: electron arrangement explains shape, shape explains polarity, polarity helps explain intermolecular forces, and those forces influence measured properties.

Worked example



@@TOKEN_0@@ Explain why water is polar while carbon dioxide is nonpolar even though both contain polar bonds.

1. Identify the bond polarity in each molecule first rather than jumping straight to the whole-molecule conclusion.
2. Use geometry: water is bent, so its bond dipoles reinforce, while carbon dioxide is linear, so its dipoles cancel.
3. Translate the geometry into a molecular polarity statement.
4. Connect polarity to the stronger intermolecular attraction seen in water.

Read this example twice: once for the flow of ideas and once for the technical structure of the solution.

Worked-through guided example

@@TOKEN_0@@ Give the basic electron-count steps for drawing the Lewis structure of NH3.

1. Count the total valence electrons from nitrogen and the three hydrogens.

2. Place the N-H single bonds first and subtract those electrons from the total.
3. Place any remaining electrons on the central nitrogen as lone pairs and then infer the geometry.

Nitrogen contributes 5 valence electrons and the hydrogens contribute 3 more, for 8 total. Three N-H bonds use 6 electrons and the remaining 2 electrons form one lone pair on nitrogen, giving a trigonal-pyramidal arrangement.

Instructor commentary

Students should annotate this chapter for structure, not just facts. Mark where the argument changes direction, where the method requires a hidden assumption, and where the conclusion becomes more general than the worked example. If the chapter feels easy while you are reading it but difficult when you close the page, you have not yet converted recognition into mastery.

The best pattern is concept review, a small set of representative calculations, and then written explanation of what each step means chemically.

Practice while you read

Practice Set: Bonding, geometry, and polarity

Move from valence-electron bookkeeping to 3D structure and polarity.

@@TOKEN_0@@ Give the basic electron-count steps for drawing the Lewis structure of NH3.

- Hint: Count electrons first, then place bonds, then lone pairs.
- Step 1: Count the total valence electrons from nitrogen and the three hydrogens.
- Step 2: Place the N-H single bonds first and subtract those electrons from the total.
- Step 3: Place any remaining electrons on the central nitrogen as lone pairs and then infer the geometry.
- Checkpoint: NH3 has 8 valence electrons total, three N-H bonds, and one lone pair on nitrogen.

@@TOKEN_0@@ Why is water polar even though it contains only two O-H bonds?

- Hint: You need both the bond-polarity story and the geometry story.
- Step 1: State whether the O-H bonds are polar.
- Step 2: Identify the molecular geometry of water.
- Step 3: Explain whether the bond dipoles cancel or reinforce.
- Checkpoint: Water is polar because its bent geometry keeps the two O-H bond dipoles from canceling.

Chapter homework

@@TOKEN_0@@ Periodic trends, bonding, geometry, and property interpretation.

1. Explain how electronegativity helps predict whether bonding will lean ionic or covalent.
2. Describe the steps for building a Lewis structure before making any geometry claim.
3. Why can two substances with similar molar mass have very different boiling points?
4. Explain why chemistry students must move comfortably between particles, moles, and measurable mass.

Answers for these homework problems appear in the back-of-book answer key.

Chapter summary and study notes

- Build geometry from electron domains rather than guessing from shape names.
- Explain why a molecule is polar or nonpolar using both bond polarity and geometry.
- Use intermolecular-force reasoning to justify boiling-point or solubility trends.

Study tips

- Count total valence electrons before drawing anything.
- Separate electron-domain geometry from molecular geometry when lone pairs are present.
- When judging polarity, say the bond story and the shape story separately.

Common traps

- Calling a molecule polar only because it contains polar bonds.
- Guessing geometry before finishing the Lewis structure.
- Forgetting that lone pairs change geometry even when they are not shown as atoms in the molecular shape name.

Family-level errors to watch for

- Treating formulas as disconnected math without naming the chemical model.
- Using stoichiometric or thermodynamic relationships without unit checks.
- Forgetting to connect symbolic answers back to particles, phases, or reactivity.

Chapter 3

Chapter 3 Stoichiometry, reactions, and solution composition

Chapter purpose

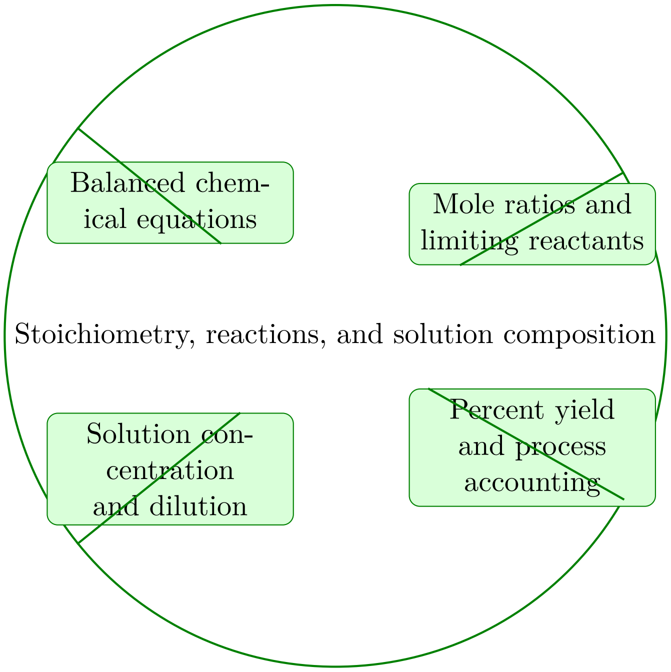
This lesson turns chemical equations into engineering-accounting tools. Students use balanced reactions, mole ratios, limiting-reactant logic, and concentration language to track matter through laboratory and process settings.

This chapter sits in the middle of General Chemistry I. It develops Balanced chemical equations, Mole ratios and limiting reactants, Percent yield and process accounting, and Solution concentration and dilution so that the student can move from explanation to execution without losing the thread of the course.

Students should use this chapter to build the bridge between what a chemical system does, what particles are doing underneath, and what equations or data tables capture that behavior. The strongest readers will pause often enough to connect symbolic expressions back to matter, energy, and structure.

Core ideas

- Balanced chemical equations
- Mole ratios and limiting reactants
- Percent yield and process accounting
- Solution concentration and dilution



How to think through this chapter

Method work in this family begins by identifying the chemical representation in play: formula units, balanced reactions, concentration relationships, energy changes, or kinetic or equilibrium models. Once that representation is stable, the student should carry units and chemical meaning through every line of the solution.

When working this chapter, keep the following question active: @@TOKEN_0@@ A good student answer should connect setup, assumptions, and conclusion instead of only chasing a final number or sentence.

Stoichiometry is where Chemistry I becomes explicit process accounting. The balanced equation defines the rules, the mole is the common language, and the student has to guard units and ratios carefully at every step.

A balanced equation is a quantitative rule

The balanced chemical equation is more than a symbolic summary of what reacts. It states the mole relationship that every quantity calculation must respect.

That is why experienced students refuse to start a stoichiometry problem until the balancing step is settled. If the ratio is wrong, every downstream mass, mole, and yield answer is wrong too.

Limiting reactants decide what the process can produce

A reaction is controlled by whichever reactant runs out first under the stoichiometric demand of the balanced equation. This means students must compare reactants through the reaction ratio, not through raw amounts alone.

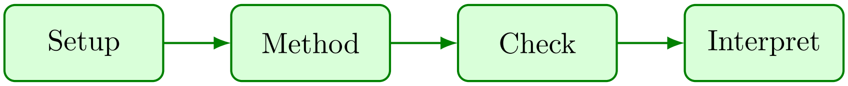
Once that idea lands, product calculations become cleaner. The limiting reactant becomes the only safe basis for the maximum product claim.

Solutions demand careful definitions

Molarity sounds simple, but it exposes whether the student respects definitions. Concentration is moles of solute divided by final solution volume, not the amount of solvent poured in, and not a vague sense of how much is dissolved.

That precision matters later in laboratories and engineering settings where concentration targets control safety, quality, and process behavior.

Worked example



@@TOKEN_0@@ A reaction consumes 2 moles of A for every 1 mole of B. Explain how to determine which reactant is limiting when 3 moles of A and 2 moles of B are available.

1. Convert the available reactants into a common stoichiometric comparison rather than comparing raw mole counts only.
2. Recognize that 3 moles of A would require only 1.5 moles of B, so B is present in excess relative to A.
3. Conclude that A is the limiting reactant because it runs out first under the balanced ratio.
4. Use that limiting amount as the basis for maximum product calculation.

Read this example twice: once for the flow of ideas and once for the technical structure of the solution.

Worked-through guided example

@@TOKEN_0@@ For the reaction 2A + B product, determine the limiting reactant when 8 mol A and 3 mol B are available.

1. Use the ratio 2 mol A for every 1 mol B.
2. Ask how many moles of B would be required to consume all 8 mol A.
3. Compare that required amount to the 3 mol B actually available.

Eight moles of A would require 4 moles of B under the balanced ratio, but only 3 moles of B are present, so B is the limiting reactant.

Instructor commentary

Students should annotate this chapter for structure, not just facts. Mark where the argument changes direction, where the method requires a hidden assumption, and where the conclusion becomes more general than the worked example. If the chapter feels easy while you are reading it but difficult when you close the page, you have not yet converted recognition into mastery.

The best pattern is concept review, a small set of representative calculations, and then written explanation of what each step means chemically.

Practice while you read

Practice Set: Stoichiometry and solution concentration

Use balanced reactions, limiting-reactant logic, and molarity definitions cleanly.

@@TOKEN_0@@ For the reaction 2A + B product, determine the limiting reactant when 8 mol A and 3 mol B are available.

- Hint: Compare the reactants through the balanced ratio, not by raw mole count alone.
- Step 1: Use the ratio 2 mol A for every 1 mol B.
- Step 2: Ask how many moles of B would be required to consume all 8 mol A.
- Step 3: Compare that required amount to the 3 mol B actually available.
- Checkpoint: B is limiting.

@@TOKEN_0@@ What is the molarity of a solution containing 0.75 mol solute in 1.50 L of final solution?

- Hint: Use the definition $M = n/V$ with the final solution volume in liters.
- Step 1: Write the molarity definition before substituting numbers.
- Step 2: Insert 0.75 mol for the amount of solute and 1.50 L for the final volume.
- Step 3: Simplify and keep the units visible.
- Checkpoint: $M = 0.50$ M

Chapter homework

@@TOKEN_0@@ Balanced equations, concentration, gas relations, and heat accounting.

1. Explain why limiting-reactant calculations must start from a balanced chemical equation.
2. Describe how to prepare a target-molarity solution accurately in the lab.
3. What does a positive measured temperature rise in a calorimetry setup say about energy flow?
4. Why is the ideal-gas law useful even though real gases are not perfectly ideal?

Answers for these homework problems appear in the back-of-book answer key.

Chapter summary and study notes

- Balance the chemistry before doing any quantity calculation.
- Use the limiting reactant to control product yield instead of averaging reactants mentally.
- Track concentration using moles and final volume without hand-waving the dilution step.

Study tips

- Balance first and circle the stoichiometric coefficients before converting units.
- Choose one reactant at a time and convert it all the way to product before comparing limiting behavior.
- Write molarity with units every time so the numerator and denominator stay visible.

Common traps

- Comparing raw masses or moles without using the balanced ratio.
- Using the excess reactant to compute theoretical yield.
- Forgetting that molarity uses final solution volume, not added-water volume alone.

Family-level errors to watch for

- Treating formulas as disconnected math without naming the chemical model.
- Using stoichiometric or thermodynamic relationships without unit checks.
- Forgetting to connect symbolic answers back to particles, phases, or reactivity.

Chapter 4

Chapter 4 Gases, thermochemistry, and chemical energy accounting

Chapter purpose

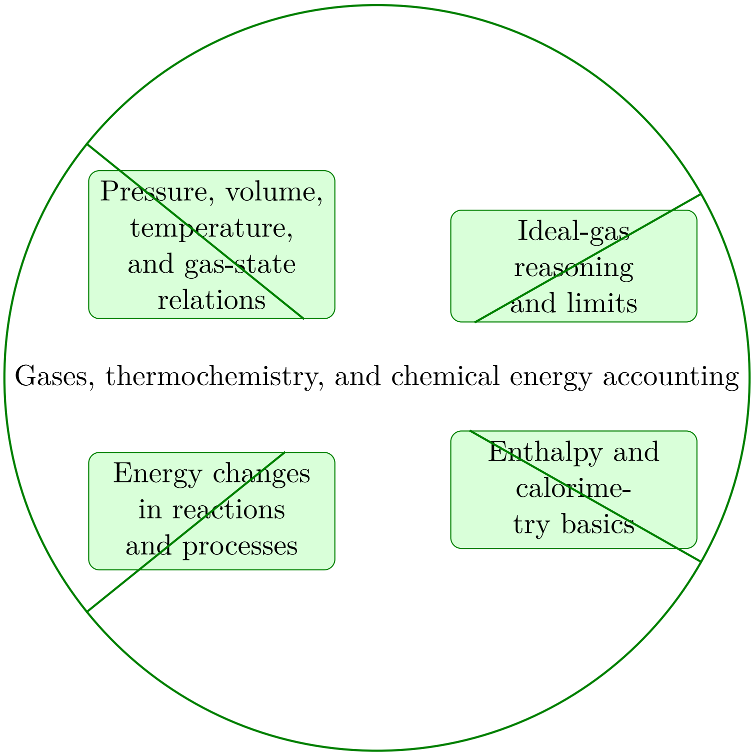
The final lesson connects chemistry to measurable process behavior. Students study gas variables, idealized state relations, heat transfer in reactions, and energy accounting that later supports engineering thermodynamics and process work.

This chapter sits at the end of General Chemistry I. It develops Pressure, volume, temperature, and gas-state relations, Ideal-gas reasoning and limits, Enthalpy and calorimetry basics, and Energy changes in reactions and processes so that the student can move from explanation to execution without losing the thread of the course.

Students should use this chapter to build the bridge between what a chemical system does, what particles are doing underneath, and what equations or data tables capture that behavior. The strongest readers will pause often enough to connect symbolic expressions back to matter, energy, and structure.

Core ideas

- Pressure, volume, temperature, and gas-state relations
- Ideal-gas reasoning and limits
- Enthalpy and calorimetry basics
- Energy changes in reactions and processes



How to think through this chapter

Method work in this family begins by identifying the chemical representation in play: formula units, balanced reactions, concentration relationships, energy changes, or kinetic or equilibrium models. Once that representation is stable, the student should carry units and chemical meaning through every line of the solution.

When working this chapter, keep the following question active: @@TOKEN_0@@ A good student answer should connect setup, assumptions, and conclusion instead of only chasing a final number or sentence.

The closing part of General Chemistry I connects chemical change to measurable process variables. Pressure, volume, temperature, and heat flow give students their first serious exposure to chemistry as engineering-state reasoning.

Gas laws are state relations

Students often memorize named gas laws as separate formulas, but the stronger habit is to keep the full ideal-gas relation in view and decide which variables are fixed in the process being described.

That approach reduces confusion because the mathematics stays attached to the physical setup. If amount and volume are fixed, pressure must respond to temperature. If pressure is fixed, volume must carry the adjustment instead.

Thermochemistry is about where energy went

Temperature change is valuable because it reports energy flow indirectly. A sample that warms has absorbed thermal energy; a sample that cools has released it or lost it to something else.

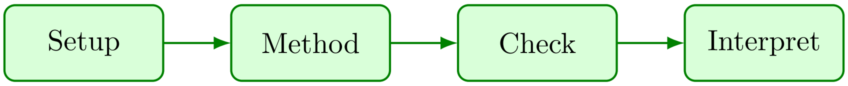
The sign convention only remains trustworthy when the system is named clearly. Students should keep asking: which object am I measuring, and is that object gaining or losing energy?

Chemistry now has process language

At this point in the course, chemistry is no longer only about particles or formulas. It is about tracking state, composition, and energy in a process description.

That is why these topics matter so much for later engineering work. They teach students to read equations as models of what a real system is doing.

Worked example



@@TOKEN_0@@ A sample gas expands at constant amount while temperature rises. Explain qualitatively how pressure and volume are related in the ideal-gas model.

1. Start from the ideal-gas relation linking pressure, volume, amount, and temperature.
2. If amount stays fixed and temperature rises, pressure and volume cannot both remain unchanged.
3. Use the specific process description to explain which variable is constrained and how the other must respond.
4. Interpret the change physically instead of quoting the equation in isolation.

Read this example twice: once for the flow of ideas and once for the technical structure of the solution.

Worked-through guided example

@@TOKEN_0@@ A gas sample is kept at constant amount and constant volume. If the temperature rises, what happens to the pressure and why?

1. Write $PV = nRT$ and mark n and V as constant.

2. Ask which variable must change if T increases while the equality remains true.
3. Translate the relationship into a physical sentence about the gas.

With n and V fixed, the ideal-gas relation requires pressure to rise when temperature rises. Physically, the hotter gas pushes more strongly on the container walls.

Instructor commentary

Students should annotate this chapter for structure, not just facts. Mark where the argument changes direction, where the method requires a hidden assumption, and where the conclusion becomes more general than the worked example. If the chapter feels easy while you are reading it but difficult when you close the page, you have not yet converted recognition into mastery.

The best pattern is concept review, a small set of representative calculations, and then written explanation of what each step means chemically.

Practice while you read

Practice Set: Gases and thermochemistry

Connect gas-state changes to physical constraints and interpret calorimetry signs correctly.

@@TOKEN_0@@ A gas sample is kept at constant amount and constant volume. If the temperature rises, what happens to the pressure and why?

- Hint: Use the ideal-gas relation and identify what is fixed first.
- Step 1: Write PV = nRT and mark n and V as constant.
- Step 2: Ask which variable must change if T increases while the equality remains true.
- Step 3: Translate the relationship into a physical sentence about the gas.
- Checkpoint: The pressure increases because pressure tracks temperature when amount and volume are fixed.

@@TOKEN_0@@ Using q = mcT, find the heat absorbed by 100 g of water if it warms by 5řC and c = 4.18 J/gřC.

- Hint: A positive temperature change means the water gained heat.
- Step 1: Write q = mcT.
- Step 2: Substitute m = 100 g, c = 4.18 J/gřC, and T = 5řC.
- Step 3: Multiply and interpret the sign.
- Checkpoint: q = 2090 J absorbed

Chapter homework

@@TOKEN_0@@ Balanced equations, concentration, gas relations, and heat accounting.

1. Explain why limiting-reactant calculations must start from a balanced chemical equation.
2. Describe how to prepare a target-molarity solution accurately in the lab.
3. What does a positive measured temperature rise in a calorimetry setup say about energy flow?
4. Why is the ideal-gas law useful even though real gases are not perfectly ideal?

Answers for these homework problems appear in the back-of-book answer key.

Chapter summary and study notes

- Track gas variables with units and physical meaning instead of swapping symbols mechanically.
- Explain what a measured temperature change says about energy flow.
- Combine stoichiometric and energetic reasoning when a process changes both composition and state.

Study tips

- Keep the full PV = nRT relation in mind and identify which variables are fixed first.
- Always state the system before assigning the sign of q.
- Translate a temperature change into an energy-flow sentence, not just a number.

Common traps

- Plugging into gas equations without identifying which variables are constrained by the process.
- Using the wrong sign convention because the system was never named clearly.
- Treating heat and temperature as interchangeable ideas instead of related but different quantities.

Family-level errors to watch for

- Treating formulas as disconnected math without naming the chemical model.
- Using stoichiometric or thermodynamic relationships without unit checks.
- Forgetting to connect symbolic answers back to particles, phases, or reactivity.

Chapter 5

Quiz review and official exam preparation

Homework structure

- Homework Set 1: Atomic reasoning and bonding: 4 graded problems attached to chapter 1.
- Homework Set 2: Stoichiometry, solutions, and energy: 4 graded problems attached to chapter 2.

Quiz structure

- Quiz 1: Atomic structure and bonding: 4 questions, timed, and single-attempt in the live course. Quiz 1 should be taken only after you can solve the chapter homework without outside prompts.
- Quiz 2: Stoichiometry and energy: 4 questions, timed, and single-attempt in the live course. Quiz 2 should be taken only after you can solve the chapter homework without outside prompts.

Official mastery exam

- General Chemistry I cumulative mastery exam: 6 major questions, High rigor, first official attempt locks the course grade.

General Chemistry I cumulative mastery exam preparation checklist

- Review how periodic trends, bonding, geometry, stoichiometry, and energy accounting fit into one matter-and-process story.
- Practice balancing equations, limiting-reactant setup, concentration calculations, and gas or calorimetry reasoning until the unit tracking is automatic.
- Be ready to explain chemistry in words that connect structure to measurable behavior.

- Expect the official exam to reward clear setup and interpretation, not just final numeric output.

How to use this book before assessment

- Read the relevant chapter and rebuild both worked examples without looking.
- Solve the guided practice in the chapter before attempting the graded homework.
- Check your chapter-homework answers only after you complete a full written attempt.
- Review the quiz answer key after each chapter block and classify your errors by concept, setup, algebra, or interpretation.
- Before the official exam, revisit the chapter purposes, homework corrections, and answer-key notes rather than rereading formulas only.

Chapter 6

Course vocabulary index

- @@TOKEN_0@@: treat this as a working term in the course. You should be able to define it, recognize where it appears, and use it correctly in a solution or explanation.
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Chapter 7

Back-of-book answers and solution outlines

Guided practice answer key

Chapter 1: Atomic structure and periodic behavior

@@TOKEN_0@@

1. Explain why magnesium commonly forms Mg^{2+} instead of Mg^{+}.

- Checkpoint answer: Magnesium tends to lose two valence electrons and form Mg^{2+}. - Solution note: Magnesium has two valence electrons. Losing both leaves a stable filled shell underneath, so Mg^{2+} is the common ion rather than Mg^{+}.

1. Across period three, which is expected to have the smaller atomic radius: sodium or chlorine?

- Checkpoint answer: Chlorine is expected to have the smaller radius. - Solution note: Chlorine sits farther to the right in the same period, where effective pull on electrons is stronger, so it is expected to have the smaller atomic radius.

Chapter 2: Bonding, molecular geometry, and intermolecular forces

@@TOKEN_0@@

1. Give the basic electron-count steps for drawing the Lewis structure of NH_3.

- Checkpoint answer: NH_3 has 8 valence electrons total, three N-H bonds, and one lone pair on nitrogen. - Solution note: Nitrogen contributes 5 valence electrons and the hydrogens contribute 3 more, for 8 total. Three N-H bonds use 6 electrons and the remaining 2 electrons form one lone pair on nitrogen, giving a trigonal-pyramidal arrangement.

1. Why is water polar even though it contains only two O-H bonds?

- Checkpoint answer: Water is polar because its bent geometry keeps the two O-H bond dipoles from canceling. - Solution note: The O-H bonds are polar, and water has a bent geometry because oxygen carries two lone pairs. That bent shape means the dipoles do not cancel, so the molecule has a net dipole.

Chapter 3: Stoichiometry, reactions, and solution composition

@@TOKEN_0@@

1. For the reaction 2A + B product, determine the limiting reactant when 8 mol A and 3 mol B are available.

- Checkpoint answer: B is limiting. - Solution note: Eight moles of A would require 4 moles of B under the balanced ratio, but only 3 moles of B are present, so B is the limiting reactant.

1. What is the molarity of a solution containing 0.75 mol solute in 1.50 L of final solution?

- Checkpoint answer: M = 0.50 M - Solution note: M = n/V = 0.75 mol / 1.50 L = 0.50 M.

Chapter 4: Gases, thermochemistry, and chemical energy accounting

@@TOKEN_0@@

1. A gas sample is kept at constant amount and constant volume. If the temperature rises, what happens to the pressure and why?

- Checkpoint answer: The pressure increases because pressure tracks temperature when amount and volume are fixed. - Solution note: With n and V fixed, the ideal-gas relation requires pressure to rise when temperature rises. Physically, the hotter gas pushes more strongly on the container walls.

1. Using q = mcT, find the heat absorbed by 100 g of water if it warms by 5řC and c = 4.18 J/gřC.

- Checkpoint answer: q = 2090 J absorbed - Solution note: q = (100 g)(4.18 J/gřC)(5řC) = 2090 J. Because the water warmed, the heat value is positive for the water sample.

Homework answer key

Homework Set 1: Atomic reasoning and bonding

1. Explain how electronegativity helps predict whether bonding will lean ionic or covalent.

- Answer / solution summary: Large electronegativity separation suggests electron transfer and stronger ionic character, while smaller separation suggests shared electrons and more covalent character.

1. Describe the steps for building a Lewis structure before making any geometry claim.

- Answer / solution summary: Count valence electrons, place a skeletal structure, complete outer octets, allocate remaining electrons, and then evaluate bonding and lone-pair structure before deciding geometry.

1. Why can two substances with similar molar mass have very different boiling points?

- Answer / solution summary: Boiling point depends strongly on intermolecular attraction. Differences in polarity, hydrogen bonding, or molecular shape can dominate even when molar masses are similar.

1. Explain why chemistry students must move comfortably between particles, moles, and measurable mass.

- Answer / solution summary: Chemistry connects microscopic composition to macroscopic measurements, so mole language is the bridge that lets engineers convert between formula-scale reasoning and measurable mass or volume.

Homework Set 2: Stoichiometry, solutions, and energy

1. Explain why limiting-reactant calculations must start from a balanced chemical equation.

- Answer / solution summary: The limiting reactant depends on stoichiometric demand, and stoichiometric demand comes only from the balanced reaction ratios. Raw masses alone are not enough.

1. Describe how to prepare a target-molarity solution accurately in the lab.

- Answer / solution summary: Measure the required solute amount, dissolve it fully, transfer carefully, and dilute to the final calibrated volume mark so concentration is defined by final solution volume.

1. What does a positive measured temperature rise in a calorimetry setup say about energy flow?

- Answer / solution summary: If the measured solution temperature rises, that portion of the system absorbed thermal energy, implying the reacting source or coupled process released energy into it.

1. Why is the ideal-gas law useful even though real gases are not perfectly ideal?

- Answer / solution summary: The ideal-gas law provides a clean first-pass relation among pressure, volume, temperature, and amount. It remains useful because it captures major behavior trends and provides a baseline for judging when real-gas effects matter.

Quiz answer key

Quiz 1: Atomic structure and bonding

1. What periodic trend generally increases from left to right across a period and often helps predict bond polarity?

- Answer key: Electronegativity. Electronegativity generally rises across a period and helps predict bond polarity.

1. If a molecule has 2 atoms, how many bonds connect the atoms in the simplest single-bond picture?

- Answer key: Accepted answer(s): 1, 1.0. A simplest diatomic single-bond picture has one bond between the atoms.

1. Why can a bent molecule with polar bonds be polar overall?

- Answer key: Because geometry can keep bond dipoles from canceling. When geometry prevents bond dipoles from canceling, the molecule can be polar overall.

1. What is the molar mass contribution of two hydrogen atoms if each hydrogen contributes about 1 g/mol?

- Answer key: Accepted answer(s): 2, 2.0, 2 g/mol. Two hydrogens contribute about 2 g/mol total.

Quiz 2: Stoichiometry and energy

1. Which quantity controls the theoretical product amount in a reaction with excess reactant present?

- Answer key: The limiting reactant. The limiting reactant controls the maximum product amount.

1. A solution contains 2 moles of solute in 1 liter. What is the molarity?

- Answer key: Accepted answer(s): 2, 2.0, 2 M. Molarity is moles per liter, so the concentration is 2 M.

1. What does an increase in measured solution temperature usually indicate in a calorimetry experiment?

- Answer key: The solution absorbed thermal energy. A higher measured temperature indicates the solution gained thermal energy.

1. If pressure is 2 atm and volume is 3 L, what is the product PV?

- Answer key: Accepted answer(s): 6, 6.0, 6 atm L. The product of pressure and volume is 2 x 3 = 6 atm L.

Mastery exam solution outlines

General Chemistry I cumulative mastery exam

1. Explain how atomic structure and periodic trends together help an engineer predict which elements are likely to form stronger ionic interactions and which are more likely to share electrons covalently.

- What to show: Valence-electron and effective-charge reasoning; How periodic trends guide the decision; A clear ionic-versus-covalent comparison - Solution outline: Use valence-electron structure and effective nuclear attraction to reason about electron loss, gain, or sharing tendencies. Large electronegativity separation points toward ionic behavior, while smaller separation points toward covalent sharing. Periodic trends support the prediction by showing how attraction for electrons changes across the table.

1. Describe a disciplined method for deciding molecular geometry and then using that geometry to reason about polarity and intermolecular behavior.

- What to show: How the electron-domain picture is built; How geometry influences polarity; How intermolecular forces follow from the structure - Solution outline: Start from the Lewis structure and count electron domains around the central atom. Use the domain arrangement and lone-pair count to determine molecular geometry and dipole cancellation or reinforcement. From the resulting polarity, identify the dominant intermolecular interactions and the expected macroscopic consequences.

1. A reaction uses limited feedstock and leaves excess reactant behind. Explain how stoichiometric setup identifies the limiting reactant and why that matters for engineering yield calculations.

- What to show: Balanced-equation logic; Mole-comparison method; How limiting reactant controls yield - Solution outline: Balance the equation and convert the available reactants into comparable mole-based reaction demands. Identify which reactant runs out first under the stoichiometric ratios. Use that limiting reactant to determine the maximum product yield and remaining excess feed.

1. Explain how gas-law reasoning and an energy balance can be combined when a reaction or process changes both temperature and pressure.

- What to show: The relevant state variables; How gas behavior enters the setup; How heat or energy change is interpreted - Solution outline: Track pressure, volume, amount, and temperature with the appropriate gas-law relationship for the modeled change. Use an energy or calorimetry statement to connect temperature change to the process heat. Interpret the result as a coupled thermochemical and state-change story rather than two disconnected formulas.

1. Outline a reliable method for preparing a solution to a target concentration and explain the mistakes that most often destroy concentration accuracy.

- What to show: How moles and final volume are connected; A disciplined preparation sequence; The main sources of preparation error - Solution outline: Compute the required solute amount from the target molarity and final solution volume. Measure, dissolve, and dilute to the final mark rather than guessing from partial volume. Identify weighing mistakes, incomplete transfer, and final-volume errors as the main accuracy threats.

1. Explain why a first chemistry course matters in later engineering decisions about materials, corrosion, water quality, or process safety.

- What to show: At least two engineering contexts; How chemical structure or reaction reasoning appears in them; Why the course matters beyond memorized formulas - Solution outline: Materials performance, corrosion, water treatment, combustion, batteries, and process safety all depend on chemical behavior. Bonding, reaction stoichiometry, solution chemistry, and energy changes appear directly in those decisions. The course matters because it teaches students to reason about matter transformations rather than treating materials and reactions as black boxes.

Reference note

For the full bibliography behind this textbook, use @@TOKEN_0@@. The answer key in this book is Summit-authored and aligned to the live course runtime.