

# Student Functionality

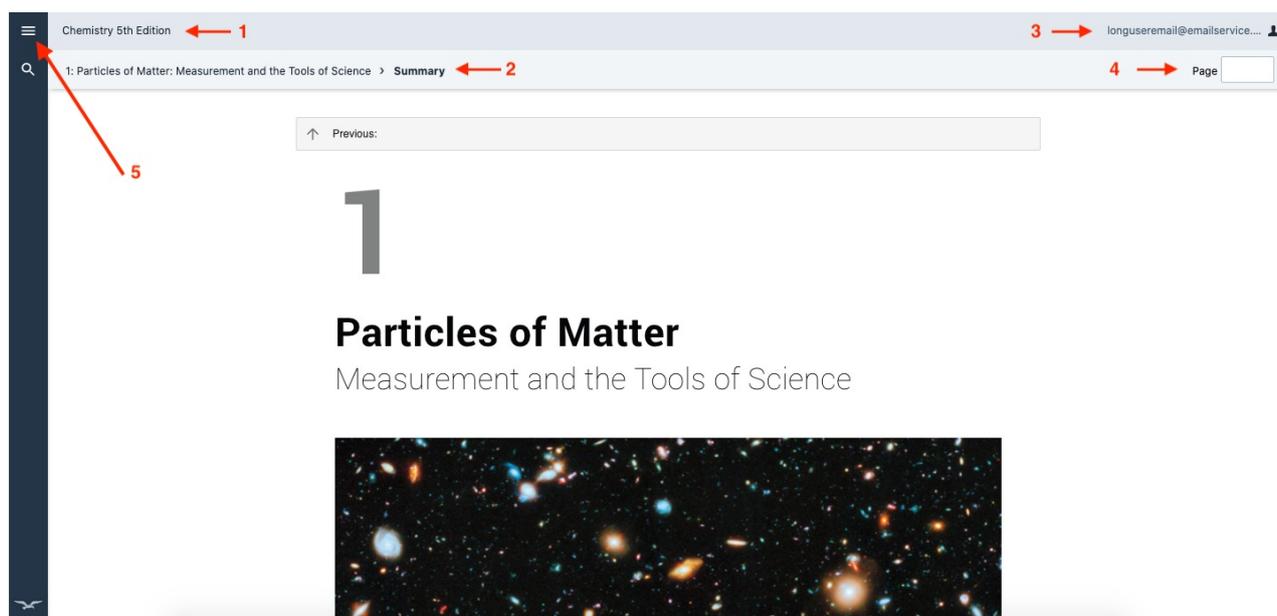
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The Norton Ebook Reader provides an active reading experience, enabling students to take notes, search, highlight, and read offline. This page provides details on how to access and manage these tools.

Hide All Answers

## How do I navigate my Ebook?

This section provides details on how users can navigate and search through the new ebook reader.



1. When logged in you see the **Book Title** displayed at the top of the page.
2. The **Chapter and Section** you are working in are visible below the Book Title.
3. You can open the **Account Menu** by selecting your username. More information about the features available from this menu are discussed here.
4. Indicates what **Page** you are currently viewing.
5. Select the three horizontal lines to make the **Table of Contents** appear. More information about this feature can be found here.

## How do I navigate between sections?

To view the previous section of the ebook scroll to the top of the page you are currently viewing. Select the box showing the previous section name.

Chemistry 5th Edition longuseremail@emailservice...

1: Particles of Matter: Measurement and the Tools of Science > **How and Why** Page

↑ Previous: 1: Particles of Matter: Measurement and the Tools of Science

## 1.1 How and Why

For thousands of years, humans have sought to better understand the world around us. For most of that time we resorted to mythological explanations of natural phenomena. Many once believed, for example, that the Sun rose in the east and set in the west because it was carried across the sky by a god driving a chariot propelled by winged horses.

In recent times we have been able to move beyond such fanciful accounts of natural phenomena to explanations based on observation and scientific reasoning. Unfortunately, this movement toward rational explanations has not always been smooth. Consider, for example, the contributions of a man whom Albert Einstein called the father of modern science, Galileo Galilei. At the dawn of the 17th century, Galileo used advanced telescopes of his own design to observe the movement of the planets and their moons. He concluded that they, like Earth, revolved around the Sun. However, this view conflicted with a belief held by many religious leaders of his time that Earth was the center of the universe. In 1633 a religious tribunal forced Galileo to disavow his conclusion that Earth orbited the Sun and banned him (or anyone) from publishing the results of studies that called into question the Earth-centered view of the universe. The ban was not completely lifted until 1835—nearly 200 years after Galileo's death.

In the last century, advances in the design and performance of telescopes have led to the astounding discovery that we live in an expanding universe that probably began 13.8 billion years ago with an enormous release of energy. In this chapter and in later ones, we examine some of the

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To view the next section of the ebook scroll to the bottom of the page you are currently viewing. Select the box indicating the next section.

Sample Exercises 1.3, 1.4, 1.9

**L08** Express uncertain values with the appropriate number of significant figures

Sample Exercise 1.5

**L09** Distinguish between exact and uncertain values, evaluate the precision and accuracy of experimental results, and identify outliers

Sample Exercises 1.6, 1.7, 1.8

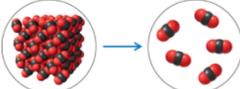
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PARTICULATE PREVIEW

### Matter and Energy

The temperature in outer space is 2.73 K. The temperature of dry ice (carbon dioxide, CO<sub>2</sub>) is 70 times warmer, but still cold enough to keep ice cream frozen on a hot summer day. As you read Chapter 1, look for ideas that will help you answer these questions:

- Particulate images of CO<sub>2</sub> as it sublimates are shown here. Which two phases of matter are involved in sublimation?
- What features of the images helped you decide which two phases were involved?
- What is the role of energy in this transformation of matter? Must energy be added or is energy produced?



↓ Next: How and Why

More information about navigating the ebook can be found in the Table of Contents section.

Additionally, you can view your current location by selecting the three dots found underneath the book title.

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Alloys and Medicine > Substitutional Alloys Page

**CURRENT LOCATION**

1: Solids: Crystals, Alloys, and Polymers

↳ Alloys and Medicine

↳ Substitutional Alloys

↑ Previous: Structures of Metals

## 12.3 Alloys and Medicine

The antibacterial properties of copper metal are attractive for coating surfaces in hospitals and in food service kitchens where an infection can prove deadly (Figure 12.11). However, pure copper has two disadvantages: it is both relatively soft and very malleable, which means that pure copper objects are easily bent and damaged. We can explain the malleability of Au, Cu, and other metals in terms of the relatively weak bonds between the atoms in their cubic closest-packed crystal structure. This arrangement gives the atoms in one layer the ability, under stress, to slip past atoms in an adjacent layer (Figure 12.12), but the overall crystal structure is still cubic closest-packed. The ease with which copper atoms slip past each other makes it easy to bend copper pipes used in plumbing, but it also makes them susceptible to damage. Additionally, copper reacts with air to produce blue-green copper hydroxides and carbonates.



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3: Stoichiometry: Mass, Formulas, and Reactions Page  82

↑ Previous: Questions and Problems

# 3

## Stoichiometry

Mass, Formulas, and Reactions



Enter a term in the search field.

**Search**

Atoms



Type in the field above to search the book

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3: Stoichiometry: Mass, Formulas, and Reactions Page  82

↑ Previous: Questions and Problems

# 3

## Stoichiometry

Mass, Formulas, and Reactions



See the full book search results displayed below.

Chemistry

3: Stoichiometry: Mass, Formulas, and Reactions

0 results in this section

Previous: Questions and Problems

# 3

## Stoichiometry

Mass, Formulas, and Reactions

Clicking on the search results will take you to that specific page in the ebook. Additionally, the keyword you entered will appear highlighted in the text, and you will see a note at the top of the page indicating how many times that word is used within the section.

Chemistry

1: Particles of Matter: Measurement and the Tools of Science

0 of 6 results in this section

ANCIENT UNIVERSE The colors of the more than 10,000 galaxies in this image give us a glimpse into the universe as it existed about 13 billion years ago. This image was taken by NASA's Hubble Space Telescope.

PARTICULATE REVIEW

### Atoms and Molecules: What's the Difference?

In Chapter 1 we explore how chemists classify different kinds of matter, from elements to compounds to mixtures. Hydrogen and helium were the first two elements formed after the universe began. Chemists use distinctively colored spheres to distinguish atoms of different elements in their drawings and models. For example, hydrogen is almost always depicted as white.

- How many of the following particles are shown in this image?
  - Hydrogen atoms?
  - Hydrogen molecules?
  - Helium atoms?
- Are molecules composed of atoms, or are atoms composed of molecules?

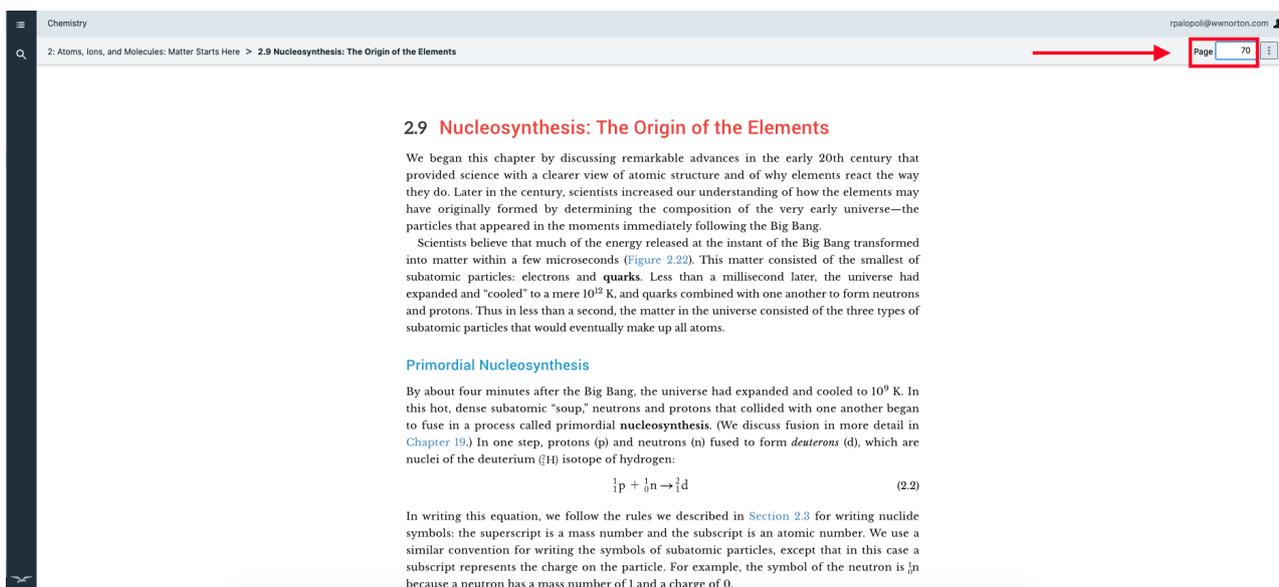
SHOW ANSWER

Learning Outcomes

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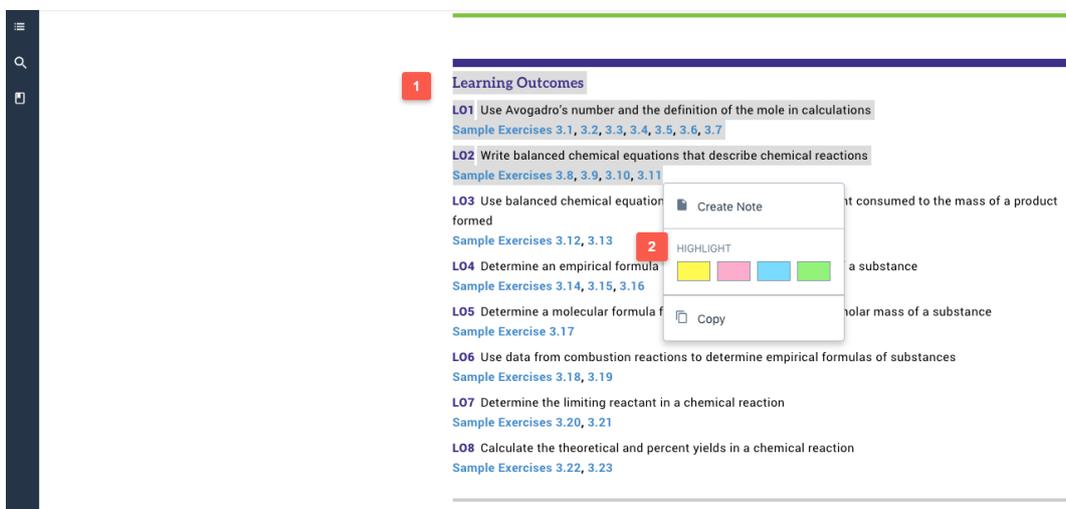


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### Removing Highlights

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Click **Delete Highlight**

6: Properties of Gases: The Air We Breathe

Notebook

- Classify the products as elements, compounds, or a mixture.  
(Review Sections 1.1, 1.2, and 3.3 if you need help.)

SHOW ANSWER

1 Learning Outcomes

L01 Distinguish gases from liquids and solids

L02 Measure pressure and convert it to standard units. Use the ideal gas law to quantify it

Sample Exercises 6.1, 6.2

L03 Calculate changes in the volume of a gas using the ideal gas law. Calculate the number of moles of a gas by using the ideal gas law

Sample Exercises 6.3, 6.4, 6.5, 6.6

L04 Use balanced chemical equations to calculate the amount of a product by using the stoichiometric coefficients. Calculate the amount of a gas-phase reactant to the amount of a product by using the ideal gas law

Sample Exercises 6.8, 6.9

L05 Calculate the density and molar mass of a gas

Sample Exercises 6.10, 6.11

L06 Determine the mole fraction of a gas in a mixture

Sample Exercises 6.12, 6.13, 6.14

L07 Use kinetic molecular theory to explain the behavior of gases

Select **Delete** and the highlighting will be removed from the selected text.

**Delete Highlight** ×

Are you sure you want to delete this **highlight**?

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Cancel Delete

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Click **Create Note**

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6: Properties of Gases: The Air We Br... > 6.1 Air: An Invisible Necessity Page 274

anesthesiologists in a hospital operating room constantly monitor levels of oxygen and carbon dioxide in the blood. The management of the delicate balance of gases entering and leaving a patient can mean the difference between a normal recovery and an irreversible coma.

We have seen how dissolved compounds react in aqueous solution. Chemical reactions also take place in the gas phase, and gases are intimately involved in chemical reactions in living systems as well as in the material world. Most life in our biosphere requires oxygen. Insects, birds, mammals, plants, and even underwater organisms need O<sub>2</sub> to metabolize nutrients.

1 How do gases differ from solids and liquids? Gases have neither definite volumes nor definite shapes; they expand to occupy the entire volume of their container and assume the container's shape. Under everyday conditions, other properties also distinguish gases from liquids and solids:

1. Unlike the volume occupied by a liquid or solid, the volume occupied by a gas changes significantly with pressure. If we carry an inflated balloon from sea level (0 m) to the top of a 1600-m mountain, the balloon volume increases by about 20%. The volume of a liquid or solid is unchanged under these conditions.

2. The volume of a gas changes with temperature. For example, the volume of a balloon filled with room-temperature air decreases when the balloon is taken outside on a cold winter's day. A temperature decrease from 20°C to 0°C leads to a volume decrease of about 7%, whereas the volume of a liquid or solid remains practically unchanged by this modest temperature change.

3. Gases are **miscible**, which means they can be mixed in any proportion (unless they chemically

Create Note  
HIGHLIGHT  
Copy

Type your annotation into the text field and click the **Save** button save your annotation.

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Create note

HIGHLIGHT

NOTE

Important definition

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Click on the **Notebook** page icon to view notes in the Notebook

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4. Gases are typically much less dense than liquids or solids. One indicator of this large difference is that gas densities are expressed in grams per *liter* but liquid densities are expressed in grams per *milliliter*. The density of dry air at 20°C at typical atmospheric pressure is 1.20 g/L, for example, whereas the density of liquid water under the same conditions is 1.00 g/mL—more than 800 times greater than the density of dry air.

These four observations about gases are consistent with the idea that the particles of a gas (be they molecules or atoms) are further apart than the particles in solids and liquids. The larger

Not in table of Contents

List of ChemTours

2: Atoms, Ions, and Molecules: Matter Starts Here

4: Reactions in Solution: Aqueous Chemistry in Nature

6: Properties of Gases: The Air We Breathe

6: Properties of Gases: The Air We Breathe

6.1 Air: An Invisible Necessity

Sept 23, 2021

How do gases differ from solids and liquids? Gases have neither definite volumes nor definite shapes; they expand to occupy the entire volume of their container and assume the container's shape. Under everyday conditions, other properties also distinguish gases from liquids and solids:

Important definition

Answers to Selected End-of-Chapter Questions and Problems

## How to Edit Annotations

Click the **notebook** page icon. The **Context Menu** will appear. Select **Edit Note**

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6: Properties of Gases: The Air We Br... > 6.1 Air: An Invisible Necessity Page 274

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After editing the note, select **Save**.

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6: Properties of Gases: The Air We Br... > 6.1 Air: An Invisible Necessity Page 274

**Edit note**

6: Properties of Gases: ...  
6.1 Air: An Invisible Necessity  
**How do gases differ from solids and liquids?**  
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HIGHLIGHT

NOTE

This item will be on the exam!

1

Cancel Save 2

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## How to Delete Annotations

1. Select the **notebook page icon** on the annotation that you want to delete

2. Click **Delete Highlight & Note**

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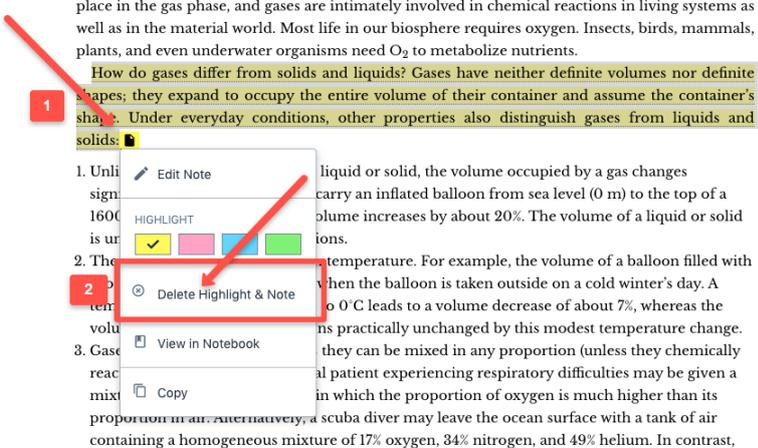
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How do gases differ from solids and liquids? Gases have neither definite volumes nor definite shapes; they expand to occupy the entire volume of their container and assume the container's shape. Under everyday conditions, other properties also distinguish gases from liquids and solids:

1. Unlike liquids or solids, the volume occupied by a gas changes when the temperature or pressure changes. For example, a balloon filled with air at sea level (0 m) and 16°C will expand to occupy a volume that is 20% greater when it is taken to the top of a mountain where the temperature is 0°C. The volume of a liquid or solid is unaffected by these changes.

2. The molecules of a gas are far apart and move rapidly in all directions. For example, the volume of a balloon filled with air at sea level and 16°C will contract to a volume that is 7% smaller when it is taken to the top of a mountain where the temperature is 0°C. The volume of a liquid or solid is practically unchanged by this modest temperature change.

3. Gases can be mixed in any proportion (unless they chemically react). For example, a patient experiencing respiratory difficulties may be given a mixture of gases in which the proportion of oxygen is much higher than its proportion in air. Alternatively, a scuba diver may leave the ocean surface with a tank of air containing a homogeneous mixture of 17% oxygen, 34% nitrogen, and 49% helium. In contrast, many liquids are immiscible, such as oil and water.

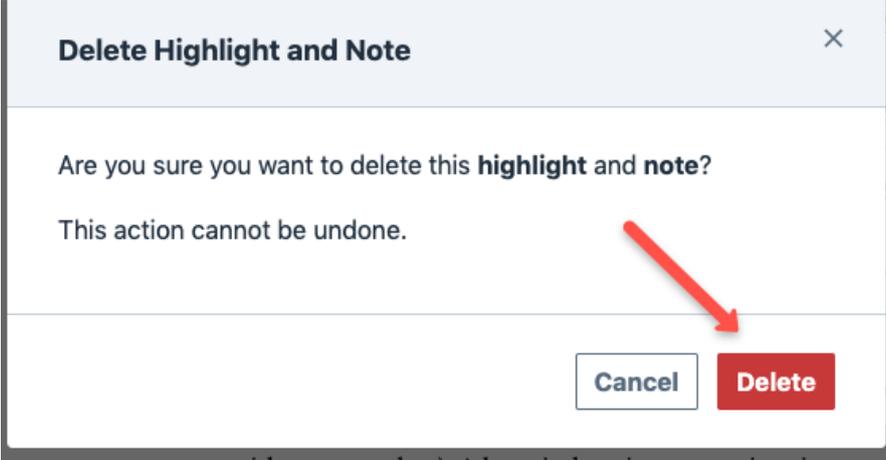


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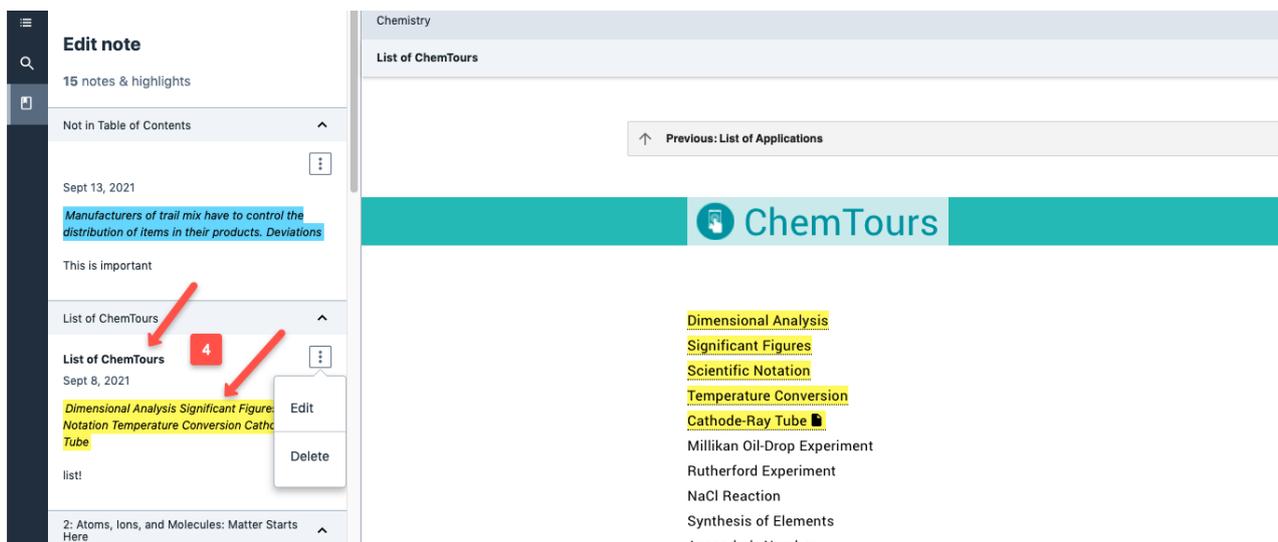


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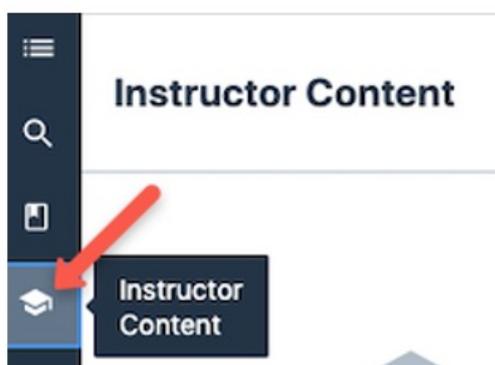
This screenshot is similar to the first one but includes red annotations. A red box labeled "1" highlights the "15 notes & highlights" text in the sidebar. Another red box labeled "2" highlights the three-dot menu icon above a note snippet. A third red box labeled "3" highlights the "List of ChemTours" section title in the sidebar. The main content area on the right is partially visible, showing the "Previous:" button, the number "1", and the title "Particles of Matter".

1. This is the **total number** of notes and highlights
2. To **Edit** or **Delete** content select the 3 dots icon above the annotation or highlight
3. Annotations that you have created can be found under the highlights
4. Click on the **section title** to go directly to the page where an annotation or highlight is located.



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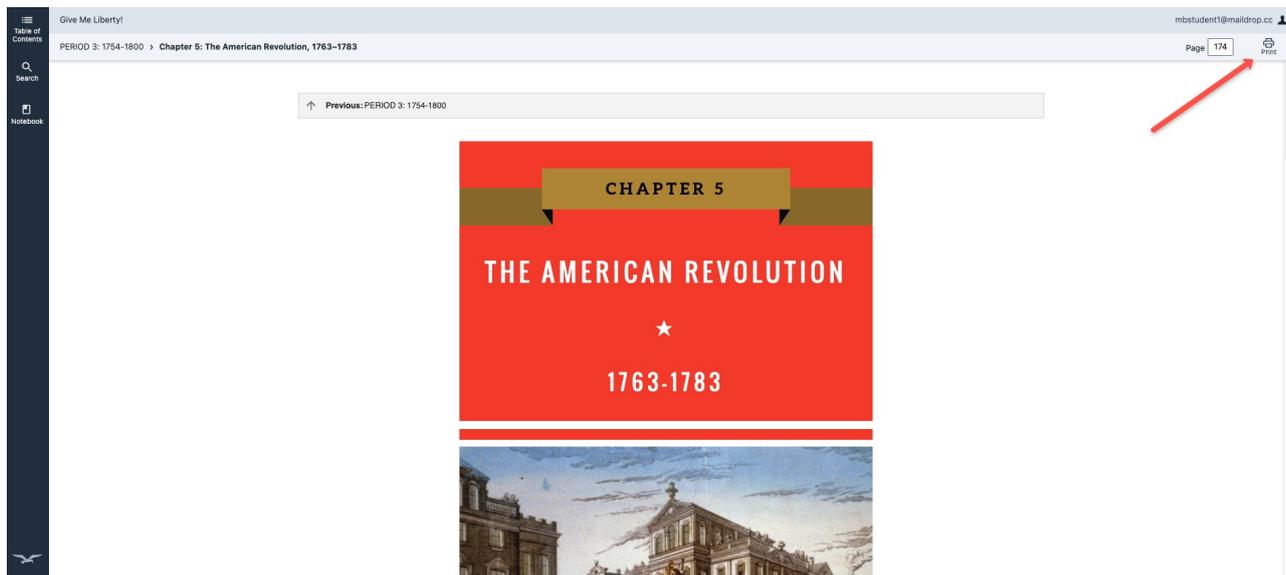
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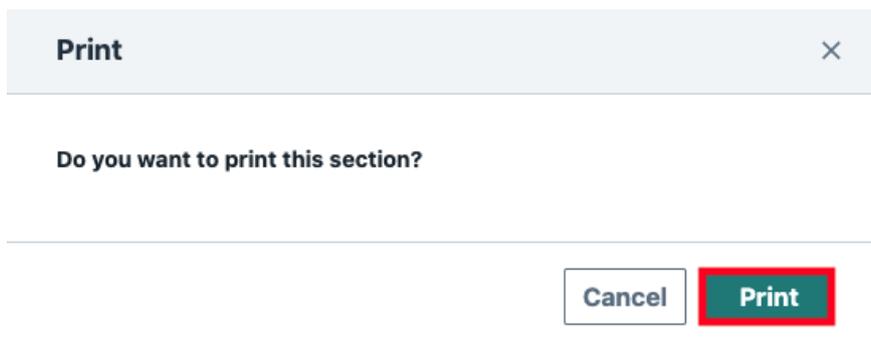
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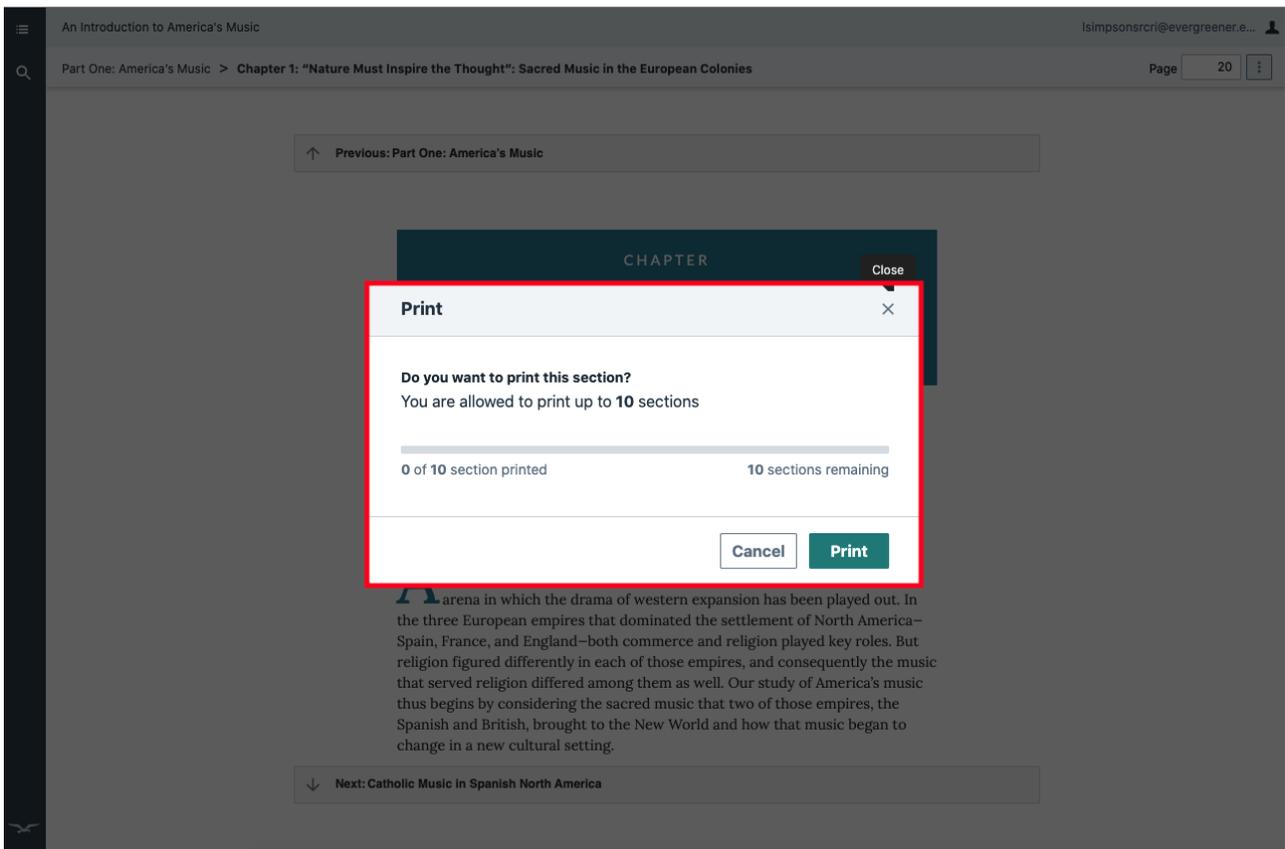
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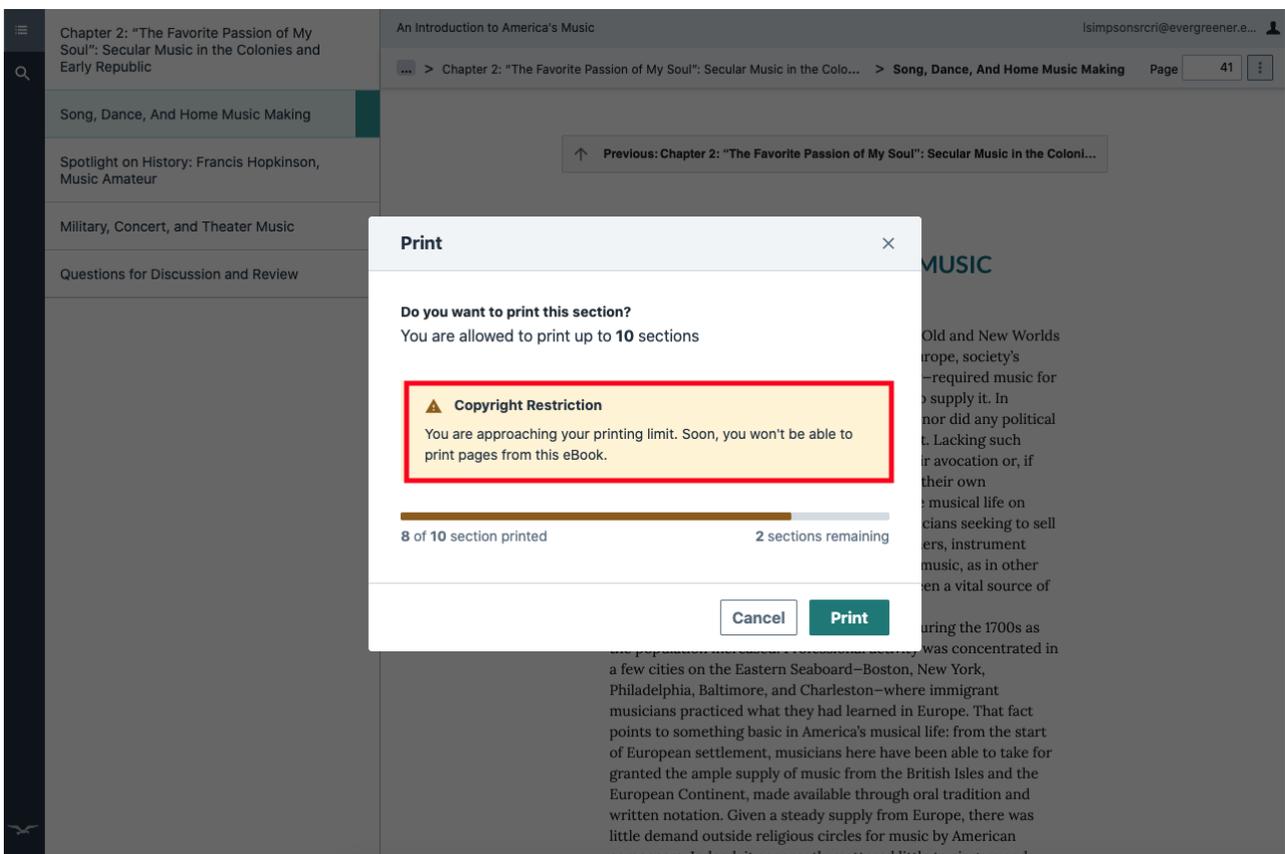
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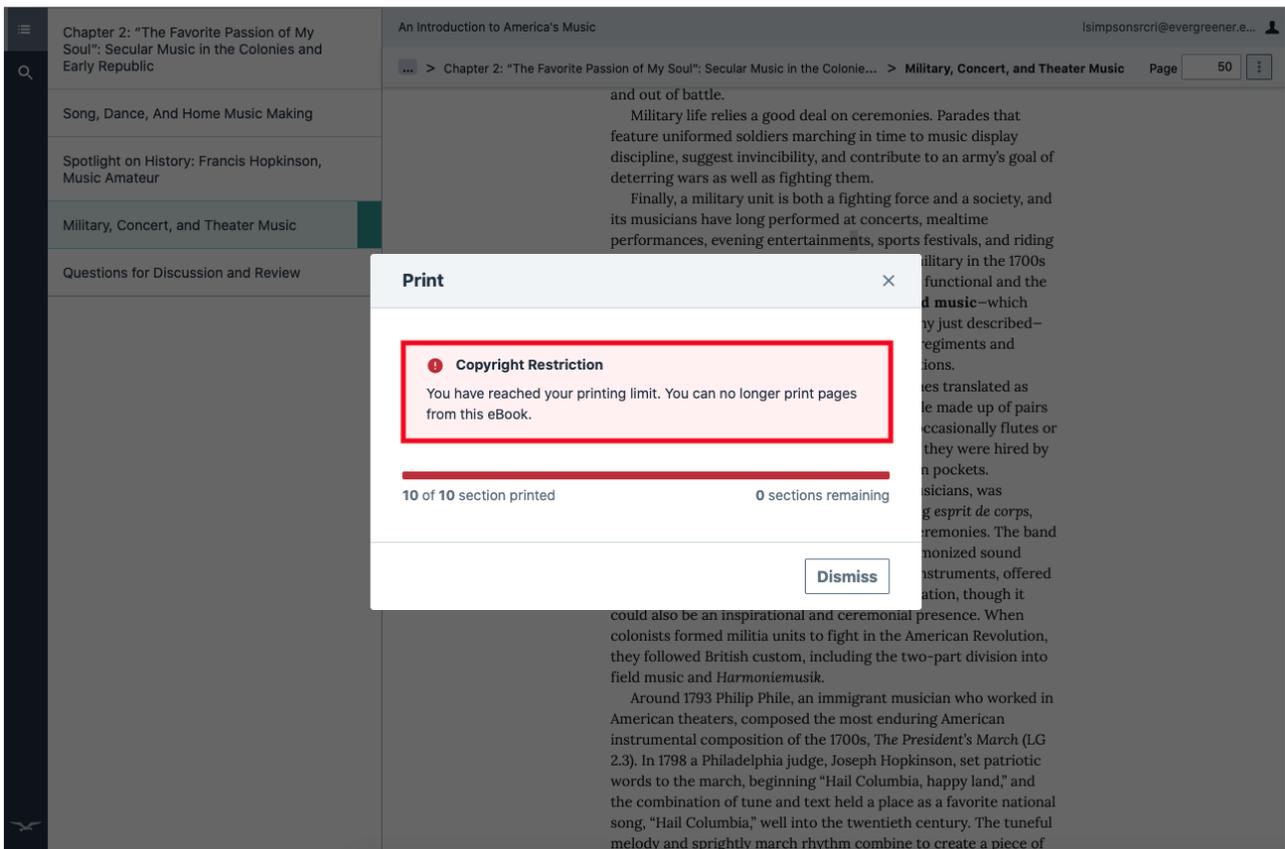
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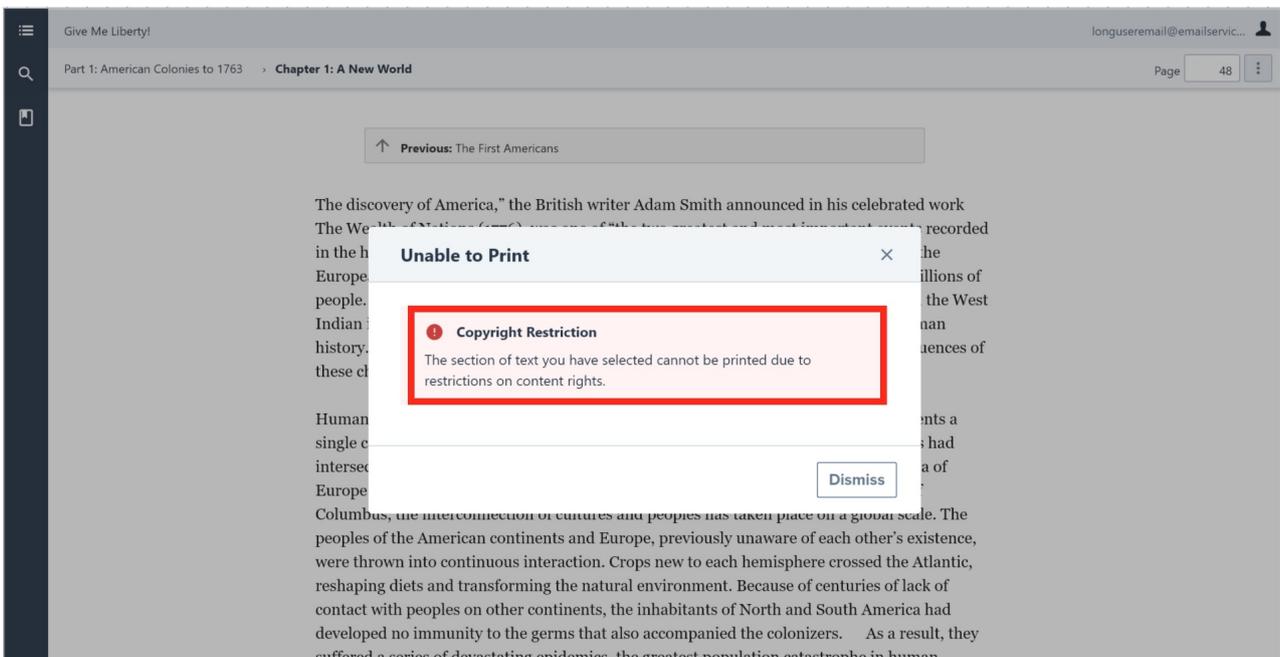


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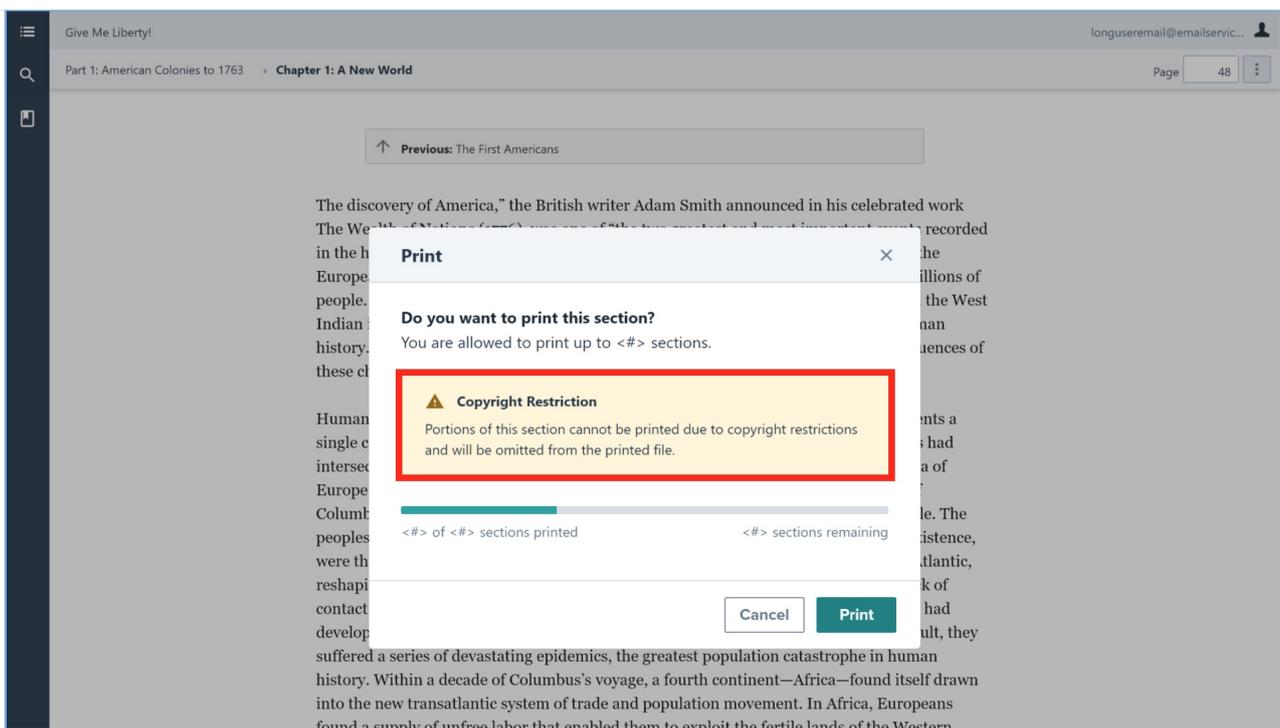
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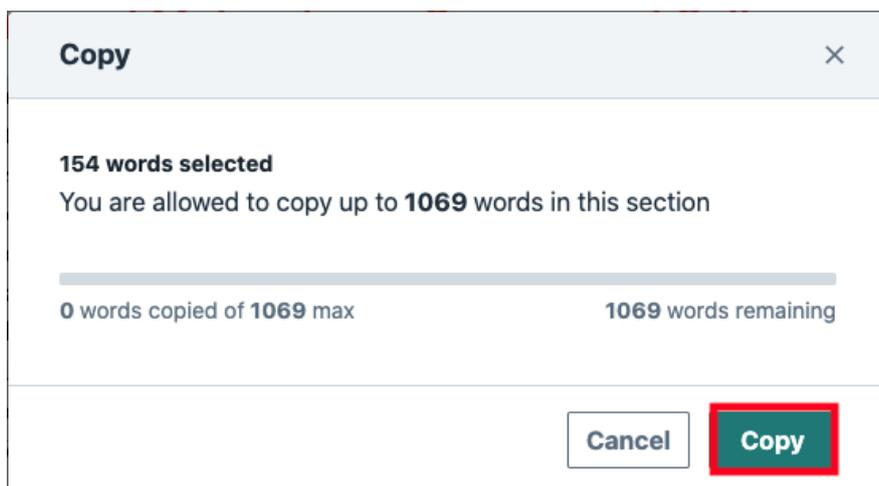
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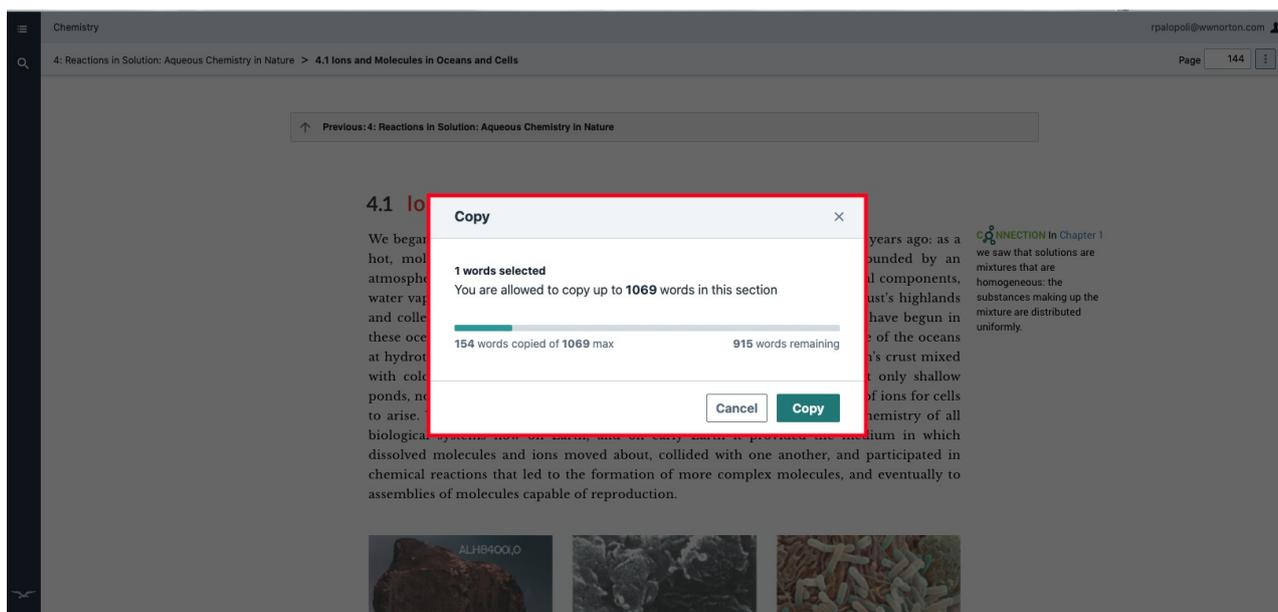
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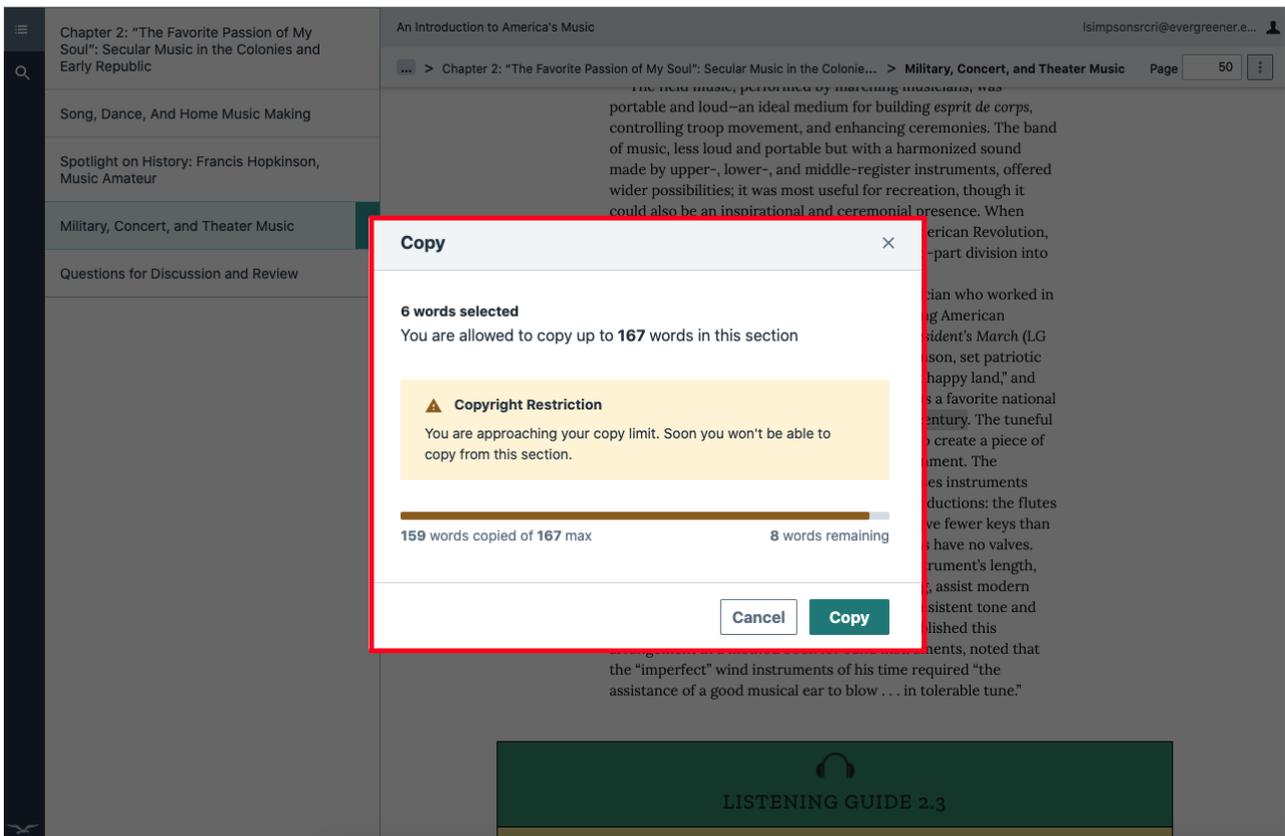
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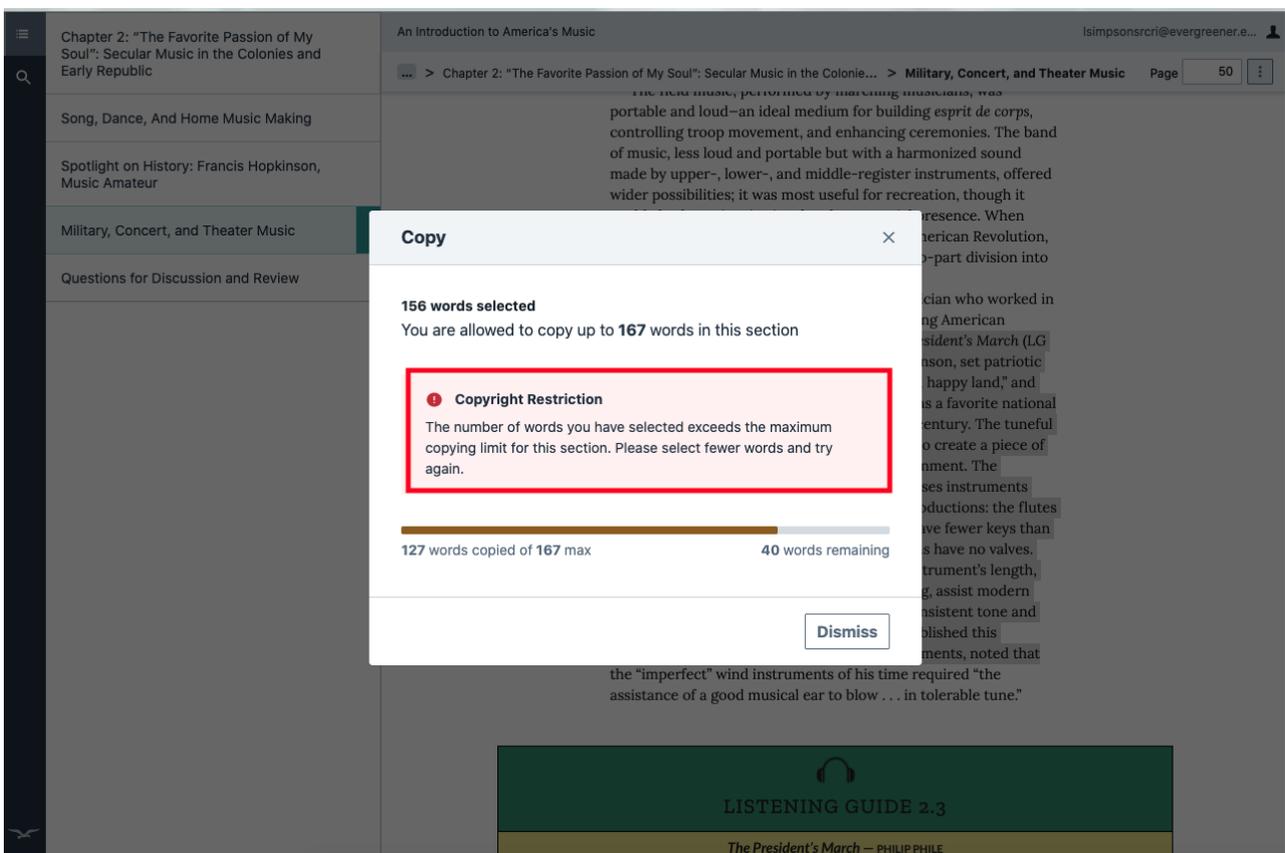
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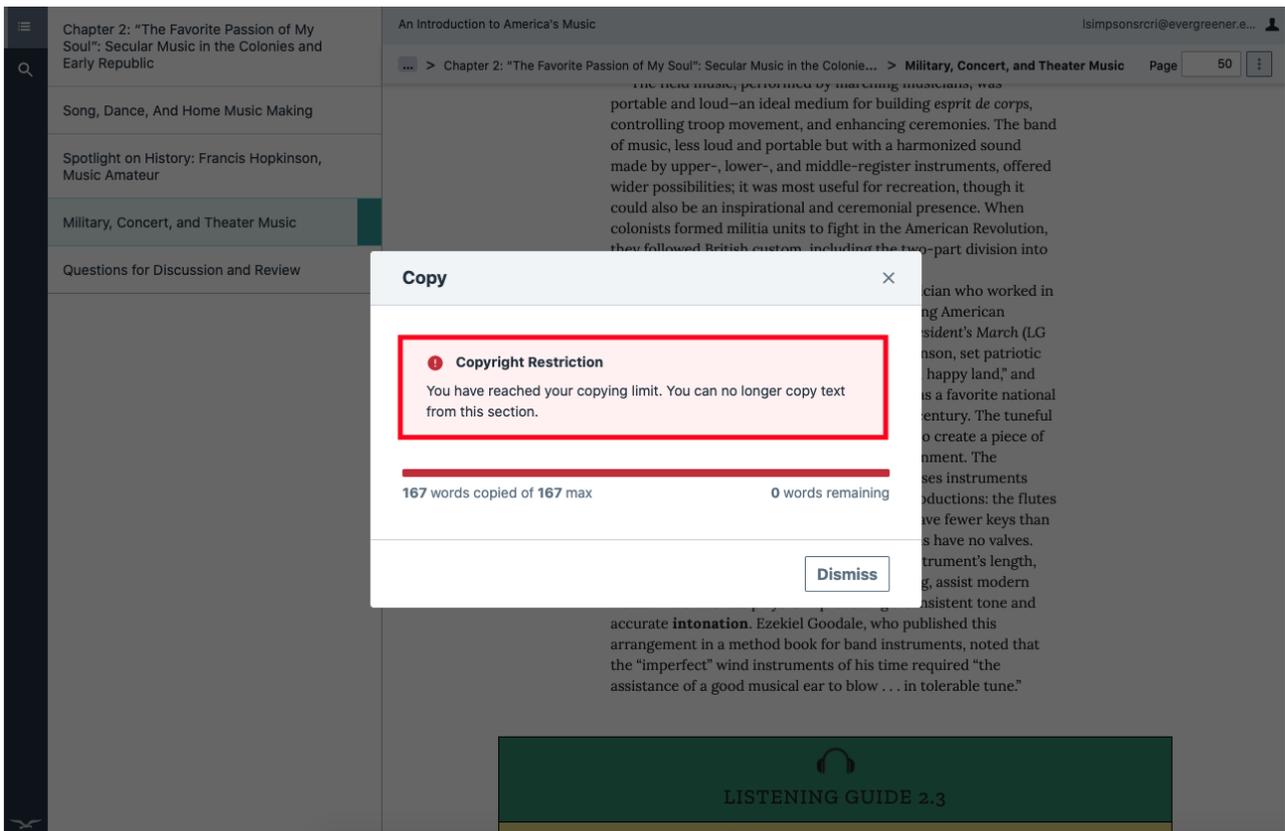
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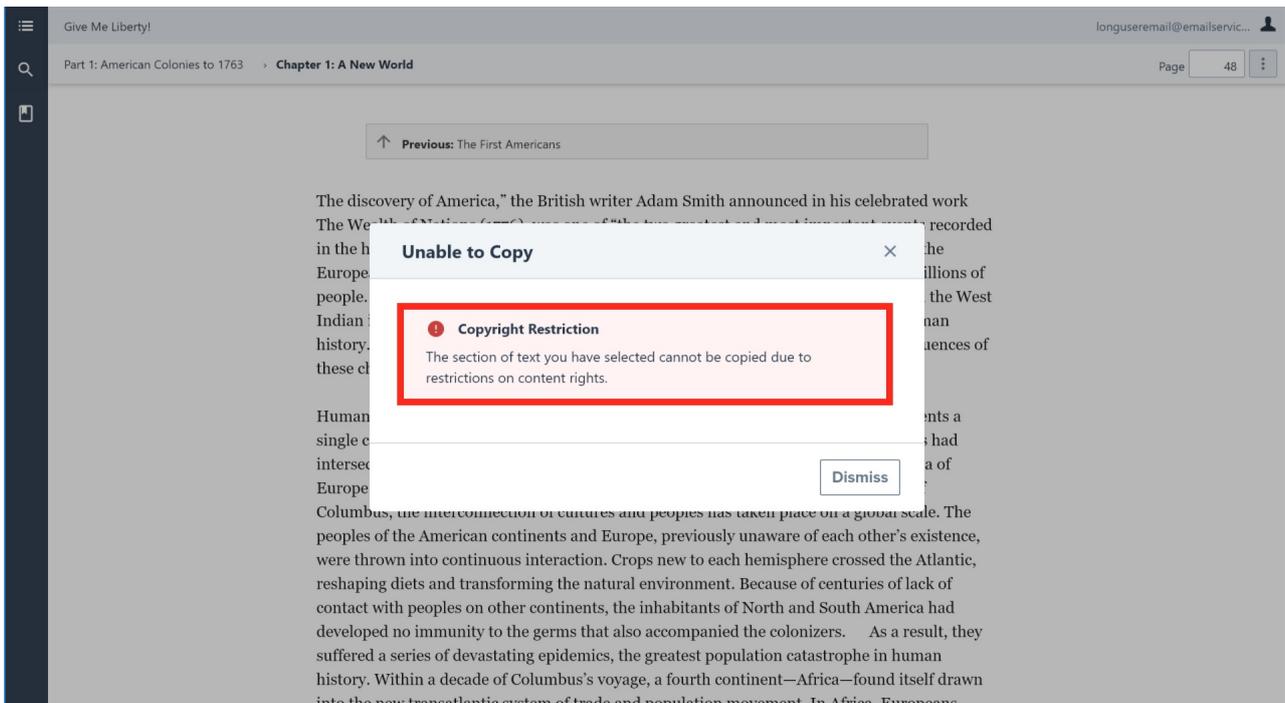


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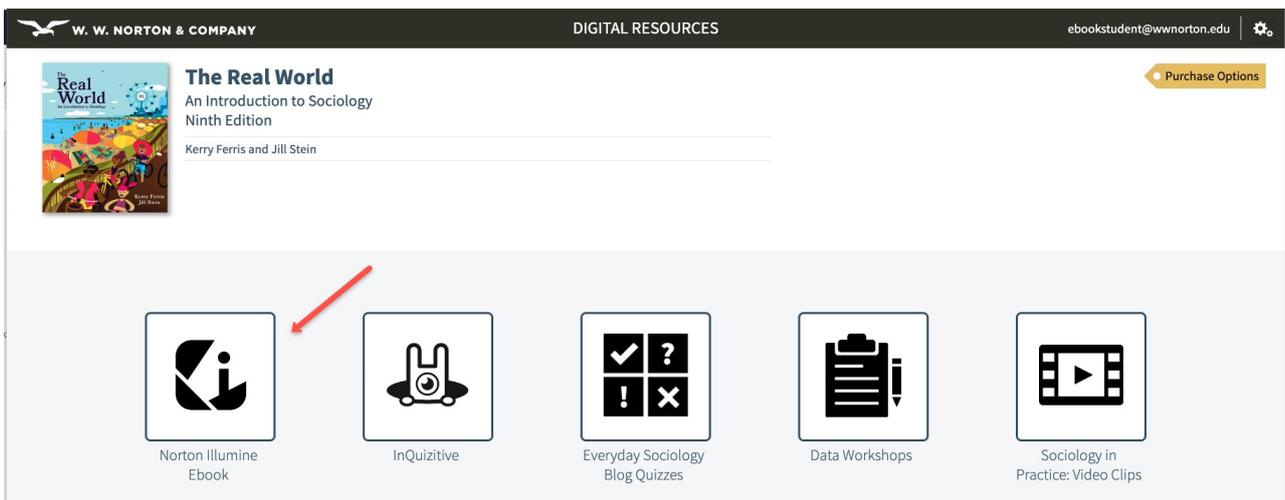


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Chapter 4: Socialization, Interaction, and the Self

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## CHAPTER 4

# Socialization, Interaction, and the Self

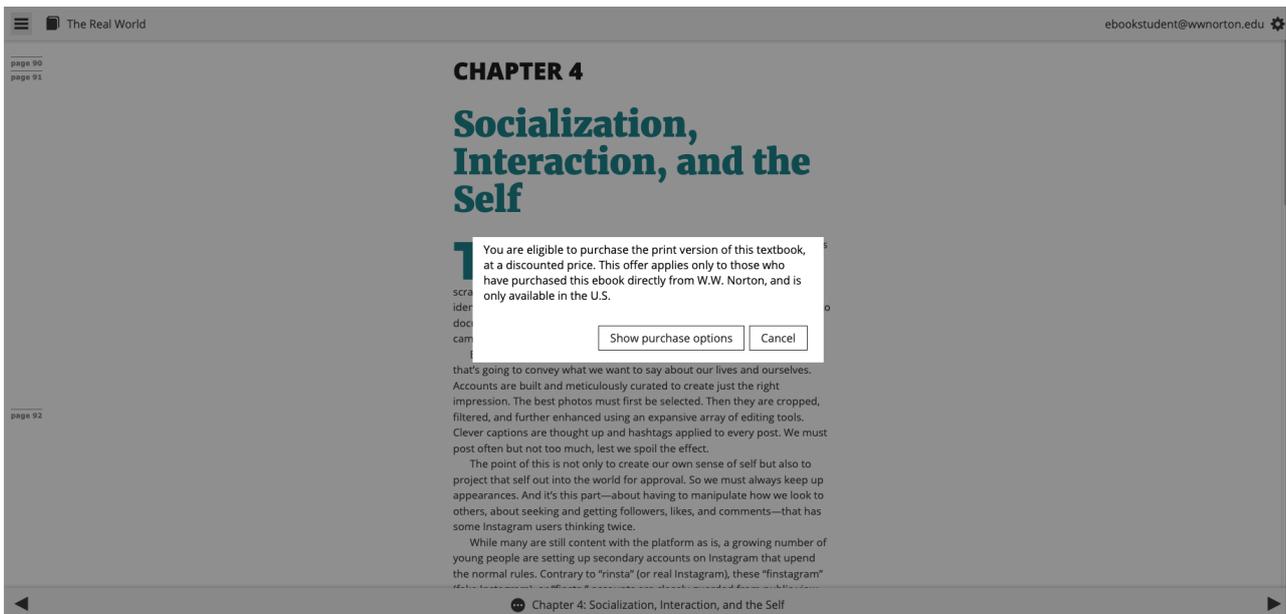
**T**ake a picture of this. For many young people, and some older ones as well, Instagram has become a primary means for presenting themselves to the world. An Instagram account is more than just a scrapbook of images and words; nowadays, it's a way of establishing one's identity, of making a claim about who you are. There is an implicit demand to document and display all the right moments of our lives, so a smartphone camera must always be at the ready.

Everyone is a photographer now, clamoring to find the perfect shot that's going to convey what we want to say about our lives and ourselves. Accounts are built and meticulously curated to create just the right impression. The best photos must first be selected. Then they are cropped, filtered, and further enhanced using an expansive array of editing tools. Clever captions are thought up and hashtags applied to every post. We must post often but not too much, lest we spoil the effect.

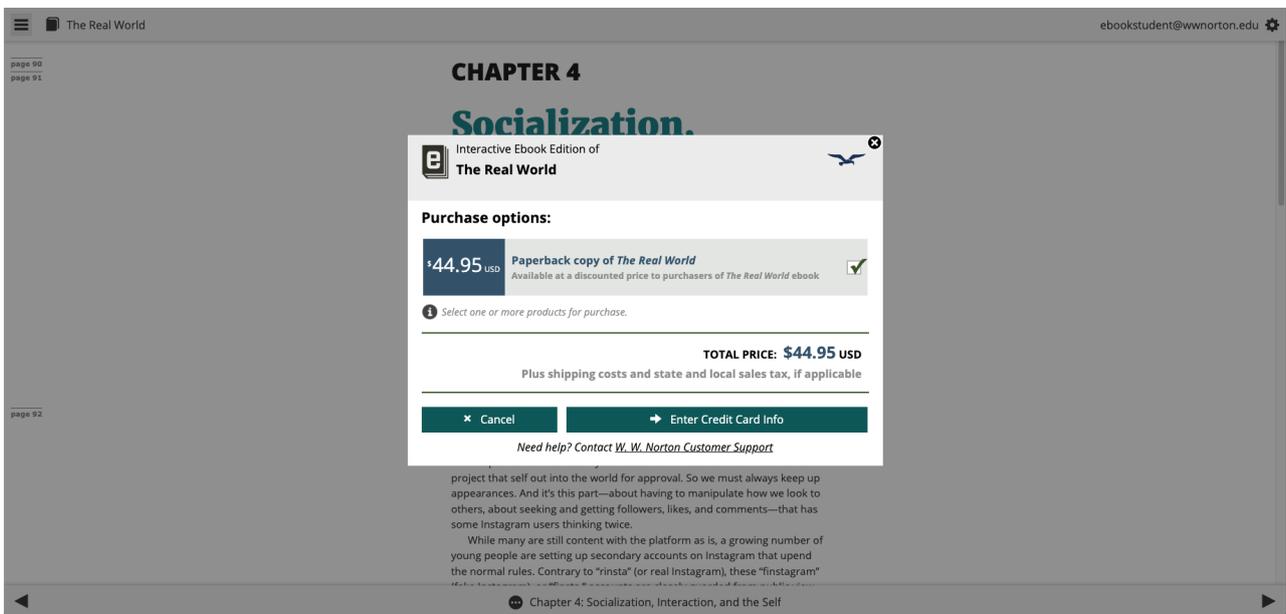
The point of this is not only to create our own sense of self but also to project that self out into the world for approval. So we must always keep up appearances. And it's this part—about having to manipulate how we look to others, about seeking and getting followers, likes, and comments—that has

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