

# Temperature, Thermal Energy, and Heat

For starters, temperature and heat are not the same thing. \_\_\_\_\_ is a measure of the \_\_\_\_\_ kinetic energy of the particles in a sample of matter. By using the word \_\_\_\_\_, we mean that some of the particles are moving faster than the \_\_\_\_\_ speed and some are moving slower than the \_\_\_\_\_ speed. As the speed of the particles increase so too does the temperature increase and vice versa.

So if we have two containers of water of equal \_\_\_\_\_, but the first container has a temperature of 30 degrees Celsius while the second container has a temperature of 50 degrees Celsius, the speed of the particles in the second container is \_\_\_\_\_ than in the first container, and therefore have a \_\_\_\_\_ kinetic energy.

\_\_\_\_\_ energy is the \_\_\_\_\_ energy of the particles in a sample of matter, including both their \_\_\_\_\_ and \_\_\_\_\_ energy. The \_\_\_\_\_ energy is based on the motion of the particles while the \_\_\_\_\_ energy is based on the forces that act within or between the particles. Thermal energy is also based on the \_\_\_\_\_ of the sample. The more \_\_\_\_\_ a sample has means it will have more \_\_\_\_\_ energy.

Suppose you have a glass of water at room temperature, 20 degrees Celsius. The temperature of the water in your swimming pool is also 20 degrees Celsius. Since there is a larger \_\_\_\_\_ of water in the swimming pool we say the swimming pool has more \_\_\_\_\_ energy. Since energy is defined as the ability or capacity to do work or cause change, the water in the swimming pool can do \_\_\_\_\_ work than the water in the glass. For example, if we're trying to melt ice, the water in the swimming pool, with its larger \_\_\_\_\_ and greater

\_\_\_\_\_ energy could melt a larger amount of ice than could a glass of water. Just like the units for work, the units for \_\_\_\_\_ energy are measured in **joules**.

\_\_\_\_\_ energy also depends on what \_\_\_\_\_ of a substance your sample is made out of. If I had a twenty gram sample of copper at room temperature and a twenty gram sample of water at room temperature they would have \_\_\_\_\_ amounts of \_\_\_\_\_ energy since they are two \_\_\_\_\_ substances.

When we are talking about \_\_\_\_\_, we're referring to \_\_\_\_\_ energy that flows from something with a \_\_\_\_\_ temperature to something with a \_\_\_\_\_ temperature. So if you are holding an ice cube in your hand, your hand feels cold not because the ice cube puts cold into your hand, but because \_\_\_\_\_ (\_\_\_\_\_ energy) flows out of your hand and into the ice cube. Since the amount of \_\_\_\_\_ energy in your hand has decreased it causes the \_\_\_\_\_ of the particles in your hand to \_\_\_\_\_ down, decreasing the temperature.

To measure changes in \_\_\_\_\_ energy scientists usually use some type of a \_\_\_\_\_. Remember that a \_\_\_\_\_ is a type of insulated container used to study the transfer of \_\_\_\_\_ energy. A type of \_\_\_\_\_ called a bomb \_\_\_\_\_ is used to determine the \_\_\_\_\_ energy in foods. These units of food energy are called calories. A calorie is the amount of food energy needed to raise one gram of water one degree \_\_\_\_\_. One thousand of these small calories (small c) is equal to a \_\_\_\_\_ calorie (large C). It is these large calories that are used to represent the energy content of foods.