

PREFACE

BACKGROUND

This text is an abbreviated version of standard thermodynamics, fluid mechanics, and heat transfer texts, covering topics that engineering students are most likely to need in their professional lives. The thermodynamics portion of this text is based on the text *Thermodynamics: An Engineering Approach* by Y. A. Çengel and M. A. Boles, the fluid mechanics portion is based on *Fluid Mechanics: Fundamentals and Applications* by Y. A. Çengel and J. M. Cimbala, and the heat transfer portion is based on *Heat Transfer: A Practical Approach* by Y. A. Çengel, all published by McGraw-Hill. Most chapters are practically independent of each other and can be covered in any order. The text is well suited for curriculums that have a common introductory course or a two-course sequence on thermal-fluid sciences.

It is recognized that all topics of thermodynamics, fluid mechanics, and heat transfer cannot be covered adequately in a typical three-semester-hour course, and therefore, sacrifices must be made from depth if not from the breadth. Selecting the right topics and finding the proper level of depth and breadth are no small challenge for the instructors, and this text is intended to serve as the ground for such selection. Students in a combined thermal-fluids course can gain a basic understanding of energy and energy interactions, various mechanisms of heat transfer, and fundamentals of fluid flow. Such a course can also instill in students the confidence and the background to do further reading of their own and to be able to communicate effectively with specialists in thermal-fluid sciences.

OBJECTIVES

This book is intended for use as a textbook in a first course in thermal-fluid sciences for undergraduate engineering students in their junior or senior year, and as a reference book for practicing engineers. Students are assumed to have an adequate background in calculus, physics, and engineering mechanics. The objectives of this text are

- To cover the *basic principles* of thermodynamics, fluid mechanics, and heat transfer.
- To present numerous and diverse real-world *engineering examples* to give students a feel for how thermal-fluid sciences are applied in engineering practice.
- To develop an *intuitive understanding* of thermal-fluid sciences by emphasizing the physics and physical arguments.

The text contains sufficient material to give instructors flexibility and to accommodate their preferences on the right blend of thermodynamics, fluid mechanics, and heat transfer for their students. By careful selection of topics, an instructor can spend one-third, one-half, or two-thirds of the course on thermodynamics and the rest on selected topics of fluid mechanics and heat transfer.

PHILOSOPHY AND GOAL

The philosophy that contributed to the warm reception of the first edition of this book has remained unchanged. Namely, our goal is to offer an engineering textbook that

- Communicates directly to the minds of tomorrow's engineers in a *simple yet precise* manner.
- Leads students toward a clear understanding and firm grasp of the *basic principles* of thermal-fluid sciences without getting bogged down in mathematical detail.
- Encourages *creative thinking* and development of a *deeper understanding* and *intuitive feel* for thermal-fluid sciences.
- Is *read* by students with *interest* and *enthusiasm* rather than being used as an aid to solving problems.

Special effort has been made to appeal to readers' natural curiosity and to help students explore the various facets of the exciting subject area of thermal-fluid sciences. The enthusiastic response we received from the users of the first edition all over the world indicates that our objectives have largely been achieved.

Yesterday's engineers spent a major portion of their time substituting values into the formulas and obtaining numerical results. Now, however, formula manipulations and number crunching are being left to computers. Tomorrow's engineer will have to have a clear understanding and a firm grasp of the *basic principles* so that he or she can understand even the most complex problems, formulate them, and interpret the results. A conscious effort is made to emphasize these basic principles while also providing students with a look at how modern tools are used in engineering practice.

NEW IN THIS EDITION

All the popular features of the previous edition are retained while new ones are added. The main body of the text remains largely unchanged except that three new chapters are added, and a fourth one is available on the Web. The most significant changes in this edition are highlighted next.

FOUR NEW CHAPTERS

The thermodynamics part of the text now contains a new chapter *Gas Mixtures and Psychrometrics* (Chapter 9), where the properties of nonreacting ideal-gas mixtures are discussed, and common air-conditioning processes are examined. The fluid mechanics part of the text contains two additional chapters: *Momentum Analysis of Flow Systems* (Chapter 13) where the linear and angular momentum equations are discussed, and *Dimensional Analysis and Modeling* (available as a web chapter) contributed by John M. Cimbala. The additional chapter in the heat transfer part of the text is *Fundamentals of Thermal Radiation* (Chapter 21), where the basic concepts of radiation and radiation properties are discussed. The most significant changes in this edition are highlighted next.

COMPREHENSIVE PROBLEMS WITH PARAMETRIC STUDIES

A distinctive feature of this edition is the incorporation of about 230 comprehensive problems that require conducting extensive parametric studies, using the enclosed Engineering Equation Solver (EES) or other suitable software. Students are asked to study the effects of certain variables in the problems on some quantities of interest, to plot the results, and to draw conclusions from the results obtained. These problems are designated by a computer-EES icon for easy recognition, and can be ignored if desired. Solutions of these problems are given in the *Instructor's Solutions Manual*.

CONTENT CHANGES AND REORGANIZATION

With the exception of the changes already mentioned, the main body of the text remains largely unchanged. This edition involves over 500 new or revised problems. The noteworthy changes in various chapters are summarized here for those who are familiar with the previous edition.

- In Chapter 1, the sections on *Closed and Open Systems* and *Properties of a System* are moved to Chapter 2, and the *Conservation of Mass Principle* is moved to Chapter 4. A new section *Accuracy, Precision, and Significant Digits* is added.
- In Chapter 2, a new section *Energy and Environment* is added in addition to the two sections moved from Chapter 1.
- In Chapter 3, the section *Vapor Pressure and Phase Equilibrium* is deleted since it is now covered in Chapter 9, and a new section *Compressibility Factor* is added to complement the discussions of ideal gas.
- In Chapter 4, a new section *Conservation of Mass Principle* (moved from Chapter 1) is added.
- In Chapter 6, the section *Household Refrigerators* is deleted.
- In Chapter 7, a new section *Entropy Balance* is added.
- In Chapter 10 (old Chapter 9), a new section *Vapor Pressure and Cavitation* is added, and the section *Viscosity* is greatly revised.
- In Chapter 11 (old Chapter 10), a new section *Fluids in Rigid-Body Motion* is added, and the section *Buoyancy and Stability* is greatly revised.
- In Chapter 13 (old Chapter 11), four new sections *Basic Conservation Relations*, *Choosing a Control Volume*, *Forces Acting on a Control Volume*, and *The Angular Momentum Equation* are added. All other sections are greatly revised.
- In Chapter 14 (old Chapter 12), a new section *The Entrance Region* is added, the section *Laminar Flow in Pipes* is greatly revised.
- In Chapter 15 (old Chapter 13), the first three sections are greatly revised.
- In Chapter 17 (old Chapter 15), the section *Thermal Insulation* is deleted and a new section *Heat Transfer in Common Configurations* is added.
- In Chapter 19 (old Chapter 17), the covered topics remain the same, but the material in all sections is greatly revised.

- In Chapter 20 (old Chapter 18), two new sections *Equation of Motion and the Grashof Number* and *Natural Convection from Finned Surfaces and PCBs* are added. The remaining part of the chapter is completely rewritten, and the Nusselt number relations for rectangular enclosures are updated.
- In Chapters 21 and 22 (old Chapter 19), a new section *Radiation Intensity* is added, and the section *Radiation Properties* is rewritten. The basic concepts associated with thermal radiation are covered in Chapter 21 *Fundamentals of Thermal Radiation*, while radiation exchange between surfaces is discussed in Chapter 22 *Radiation Heat Transfer*.
- In the appendixes, the values of the physical constants are updated; new tables for the properties of saturated ammonia and propane are added; and the tables on the properties of air, gases, and liquids (including liquid metals) are replaced by those obtained using EES. Therefore, property values in tables for air, other ideal gases, ammonia, propane, and liquids are identical to those obtained from EES.

LEARNING TOOLS

EMPHASIS ON PHYSICS

A distinctive feature of this book is its emphasis on the physical aspects of subject matter in addition to mathematical representations and manipulations. The authors believe that the emphasis in undergraduate education should remain on *developing a sense of underlying physical mechanisms* and a *mastery of solving practical problems* that an engineer is likely to face in the real world. Developing an intuitive understanding should also make the course a more motivating and worthwhile experience for the students.

EFFECTIVE USE OF ASSOCIATION

An observant mind should have no difficulty understanding engineering sciences. After all, the principles of engineering sciences are based on our *everyday experiences* and *experimental observations*. A more physical, intuitive approach is used throughout this text. Frequently, *parallels are drawn* between the subject matter and students' everyday experiences so that they can relate the subject matter to what they already know.

SELF-INSTRUCTING

The material in the text is introduced at a level that an average student can follow comfortably. It speaks to students, not over students. In fact, it is *self-instructive*. Noting that the principles of sciences are based on experimental observations, most of the derivations in this text are largely based on physical arguments, and thus they are easy to follow and understand.

EXTENSIVE USE OF ARTWORK

Figures are important learning tools that help the students “get the picture.” The text makes effective use of graphics. It contains more figures and illustrations than any other book in this category. Figures attract attention and

stimulate curiosity and interest. Some of the figures in this text are intended to serve as a means of emphasizing some key concepts that would otherwise go unnoticed; some serve as page summaries.

CHAPTER OPENERS AND SUMMARIES

Each chapter begins with an overview of the material to be covered and its relation to other chapters. A *summary* is included at the end of each chapter for a quick review of basic concepts and important relations.

NUMEROUS WORKED-OUT EXAMPLES

Each chapter contains several worked-out *examples* that clarify the material and illustrate the use of the basic principles. An *intuitive* and *systematic* approach is used in the solution of the example problems, with particular attention to the proper use of units.

A WEALTH OF REAL-WORLD END-OF-CHAPTER PROBLEMS

The end-of-chapter problems are grouped under specific topics in the order they are covered to make problem selection easier for both instructors and students. Within each group of problems are *Concept Questions*, indicated by “C” to check the students’ level of understanding of basic concepts. The problems under *Review Problems* are more comprehensive in nature and are not directly tied to any specific section of a chapter—in some cases they require review of material learned in previous chapters. The problems under the *Design and Essay Problems* title are intended to encourage students to make engineering judgments, to conduct independent exploration of topics of interest, and to communicate their findings in a professional manner. Several economics- and safety-related problems are incorporated throughout to enhance cost and safety awareness among engineering students. Answers to selected problems are listed immediately following the problem for convenience to students.

A SYSTEMATIC SOLUTION PROCEDURE

A well-structured approach is used in problem solving while maintaining an informal conversational style. The problem is first stated and the objectives are identified, and the assumptions made are stated together with their justifications. The properties needed to solve the problem are listed separately. Numerical values are used together with their units to emphasize that numbers without units are meaningless, and unit manipulations are as important as manipulating the numerical values with a calculator. The significance of the findings is discussed following the solutions. This approach is also used consistently in the solutions presented in the *Instructor’s Solutions Manual*.

RELAXED SIGN CONVENTION

The use of a formal sign convention for heat and work is abandoned as it often becomes counterproductive. A physically meaningful and engaging approach is adopted for interactions instead of a mechanical approach. Subscripts “in” and “out,” rather than the plus and minus signs, are used to indicate the directions of interactions.

A CHOICE OF SI ALONE OR SI / ENGLISH UNITS

In recognition of the fact that English units are still widely used in some industries, both SI and English units are used in this text, with an emphasis on SI. The material in this text can be covered using combined SI/English units or SI units alone, depending on the preference of the instructor. The property tables and charts in the appendixes are presented in both units, except the ones that involve dimensionless quantities. Problems, tables, and charts in English units are designated by “E” after the number for easy recognition, and they can be ignored easily by the SI users.

CONVERSION FACTORS

Frequently used conversion factors and physical constants are listed on the inner cover pages of the text for easy reference.

SUPPLEMENTS

These supplements are available to the adopters of the book.

COSMOS SOLUTIONS MANUAL (AVAILABLE TO INSTRUCTORS ONLY)

Available to instructors only, the detailed solutions for all text problems will be delivered in our new electronic Complete Online Solution Manual Organization System. COSMOS is a database management tool geared toward assembling homework assignments, tests, and quizzes. COSMOS helps you to quickly find solutions and also keeps a record of problems assigned to avoid duplication in subsequent semesters. Instructors can contact their McGraw-Hill sales representative at <http://www.mhhe.com/catalogs/rep/> to obtain a copy of the COSMOS solutions manual.

EES SOFTWARE

Developed by Sanford Klein and William Beckman from the University of Wisconsin–Madison, this software program enables students to solve problems, especially design problems, and to ask “what if” questions. EES (pronounced “ease”) is an acronym for Engineering Equation Solver. EES is very easy to master since equations can be entered in any form and in any order. The combination of equation-solving capability and engineering property data makes EES an extremely powerful tool for students.

EES can do optimization, parametric analysis, and linear and nonlinear regression and provides publication-quality plotting capability. Equations can be entered in any form and in any order. EES automatically rearranges the equations to solve them in the most efficient manner. EES is particularly useful for heat transfer problems since most of the property data needed for solving such problems are provided in the program. For example, the steam tables are implemented such that any thermodynamic property can be obtained from a built-in function call in terms of any two properties. Similar capability is provided for many organic refrigerants, ammonia, methane, carbon dioxide, and many other fluids. Air tables are built-in, as are psychrometric functions and JANAF table data for many common gases. Transport properties are also provided for all substances. EES also enables the user to enter property data or functional relationships with look-up tables, with internal functions written with EES, or with externally compiled functions written in Pascal, C, C++, or FORTRAN.



The *Student Resources CD* that accompanies the text contains the *Limited Academic Version* of the EES program and the scripted EES solutions of about 30 homework problems (indicated by the “EES-CD” logo in the text). Each EES solution provides detailed comments and online help, and can easily be modified to solve similar problems. These solutions should help students master the important concepts without the calculational burden that has been previously required. The full Academic Version of EES is available free to departments of educational institutions who adopt the text. Instructors should contact their McGraw-Hill sales representative or go to the Online Learning Center for further download instructions.

BOOK-SPECIFIC ONLINE LEARNING CENTER (OLC)

The book website can be found at www.mhhe.com/cengel/. Visit this site for book and supplement information, author information, and resources for further study or reference.

THREE WEB-BASED CHAPTERS

Three web-based chapters are available on the Online Learning Center (www.mhhe.com/cengel/). These chapters are *Dimensional Analysis and Modeling*, *Heating and Cooling of Buildings*, and *Cooling of Electronic Equipment*.

ACKNOWLEDGMENTS

We would like to acknowledge with appreciation the numerous and valuable comments, suggestions, criticisms, and praise from the following reviewers, many of whom reviewed the manuscript at more than one stage of development:

Thomas M. Adams
Rose-Hulman Institute of Technology

J. Iwan D. Alexander
Case Western Reserve University

Farruhk S. Alvi
Florida A&M University–Florida State University

Michael Amitay
Rensselaer Polytechnic Institute

Pradeep Kumar Bansal
University of Auckland, New Zealand

Kevin W. Cassel
Illinois Institute of Technology

John M. Cimbala
Pennsylvania State University

Subrat Das, Swinburne
University of Technology

Tahsin Engin
Sakarya University, Turkey

Richard S. Figliola
Clemson University

Mehmet Kanoğlu
Gaziantep University, Turkey

Thomas M. Kiehne
University of Texas at Austin

Joseph M. Kmec
Purdue University

William E. Lee III
University of South Florida

Frank K. Lu
University of Texas at Arlington

Richard S. Miller
Clemson University

T. Terry Ng
University of Toledo

Jim A. Nicell
McGill University, Montreal, Canada

Narender P. Reddy
University of Akron

Arthur E. Ruggles
University of Tennessee

Chiang Shih
FAMU–Florida State University

Brian E. Thompson
Rensselaer Polytechnic Institute

Their suggestions have greatly helped to improve the quality of this text. Special thanks go to Professor John M. Cimbala of Penn State for his critical review of all fluid mechanics chapters, and his contribution of the Web chapter *Dimensional Analysis and Modeling*. We also would like to thank our students who provided plenty of feedback from their perspectives. Finally, we would like to express our appreciation to our wives Zehra Çengel and Nancy Turner and our children for their continued patience, understanding, and support throughout the preparation of this text.

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