

When $k_1 = k_2$ the (Counterintuitive?) result is that the same size of MFR and PFR will maximize the concentration of R (the intermediate product): $C_{R, \max}$ is higher in the PFR, but the volumes are the same!

My solution (partly graphical) showed that $V_{PFR} \approx 153 \text{ L}$ while $V_{MFR} \approx 167 \text{ L}$. In fact, they should be identical! ^(?)

Here is the justification (after Kelly Caputo pointed it out to me... Thanks, Kelly!!!):

$$\tau_{MFR, \text{opt}} = \frac{1}{\sqrt{R_1 R_2}} = \underline{10 \text{ min (OK)}} \quad \frac{V_{PFR} = V_{MFR} = 167 \text{ L}}{\nearrow}$$

(eq. 8.15)

For the PFR, we use L'Hôpital's theorem

$$\tau_{PFR, \text{opt}} = \lim_{R_2/k_1 \rightarrow 1} \frac{\ln\left(\frac{R_2}{R_1}\right)}{R_2 - R_1} = \frac{\lim\left(1 + \ln \frac{R_2}{R_1}\right)}{\lim(R_2)} = \frac{1}{R_2} = \underline{10 \text{ min}}$$

So, the important comment here, in agreement with Levenspiel's statement on p.176, is NOT ONLY that the MFR is "not much worse than" the PFR, But that in terms of activity - even though conversion is lower - the MFR does not have the typical size disadvantage as well. (vs. selectivity)

Please add this page to your [HW #6] Solution package!

Prentice Hall Chemistry Chapter 8 Assessment Answers

Sebastian Brünink



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of the world around them

Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of *Resources for Teaching Elementary School Science* the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

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Modern Enolate Chemistry Manfred Braun, 2016-02-23 Authored by one of the world's leading synthetic chemists in the field this reference presents modern enolate chemistry with an emphasis on

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