

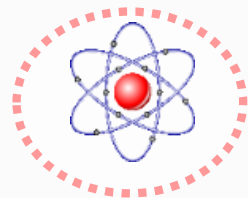


和平高中

HEPING HIGH SCHOOL

[www.hpsh.tp.edu.tw](http://www.hpsh.tp.edu.tw)

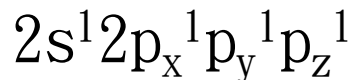
高中化學



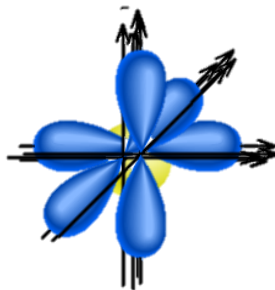
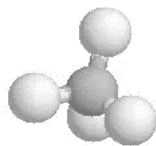
[混成軌域]

**HPSH**

# (CH<sub>4</sub>)的立體結構



提升



- **鮑林**認為在形成共價鍵的過程中，為使中心原子獲得較佳的成鍵效果，由**能量相近**的軌域重新組合，形成數個與原來軌域數相同的**混成軌域**

Sp3

混成軌域  
變化

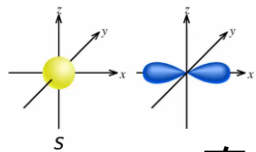
混成軌域

學習  
重點

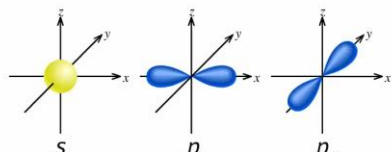
sp、sp2、sp3  
混成軌域

# 混成軌域

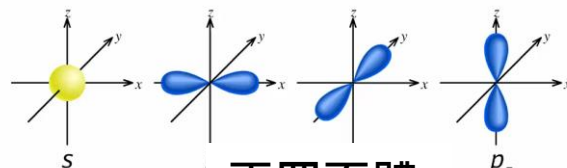
- 原子在相互結合時，其中心原子的價電子所佔有的價軌域可先經由電子的提升，以增加鍵結數。
- 混成形成數個能量相等的混成軌域，再與鍵結原子的軌域結合。



直線



平面三角形

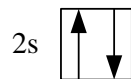
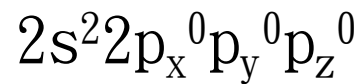


正四面體

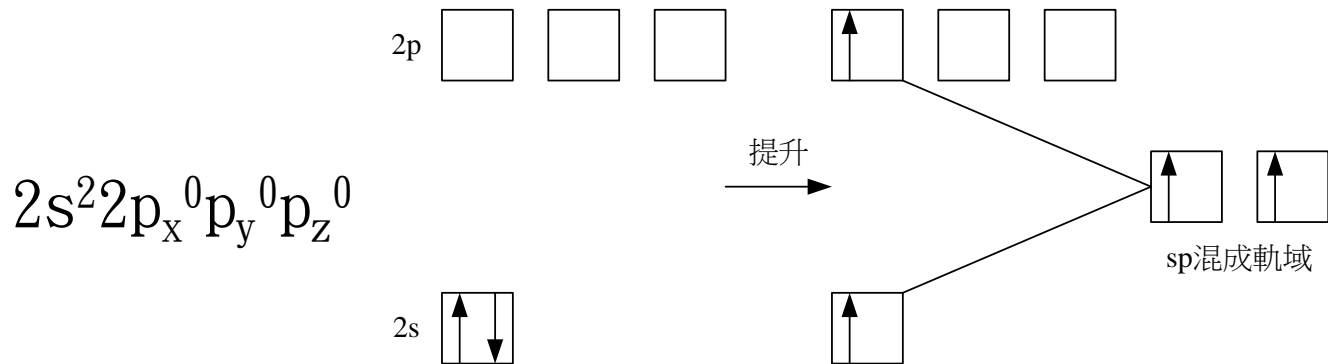
- 軌域數：混成軌域總數等於參與混成之軌域總數。

能量高低： $s < \underline{sp} < \underline{sp^2} < \underline{sp^3} < p$ 。

# sp混成軌域 (BeCl<sub>2</sub>)

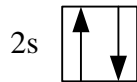
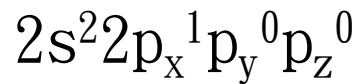


# sp混成軌域 (BeCl<sub>2</sub>)

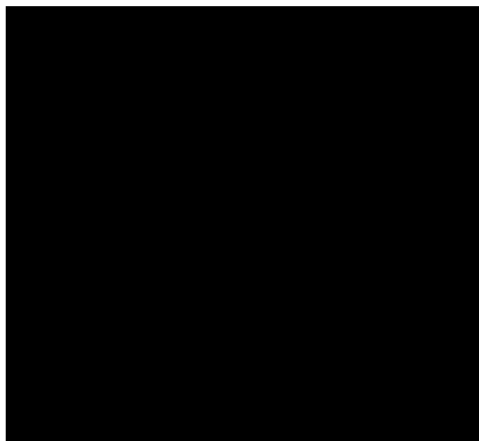
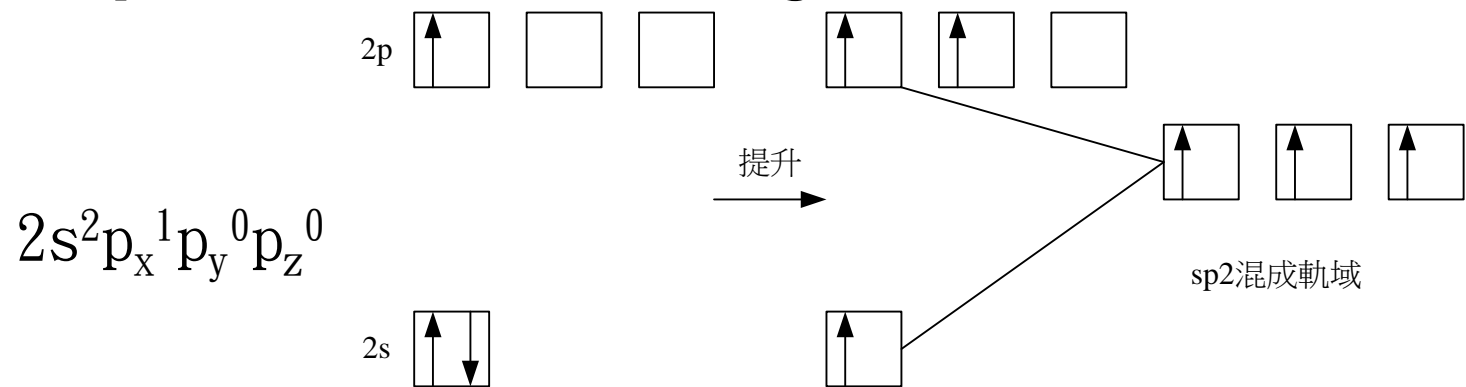


直線

# $sp^2$ 混成軌域( $BCl_3$ )



# sp<sup>2</sup>混成軌域(BCl<sub>3</sub>)



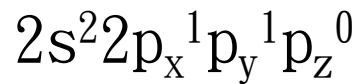
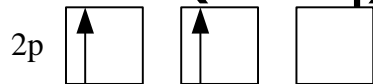
$\sigma$  sp<sup>2</sup>-p



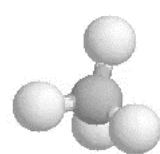
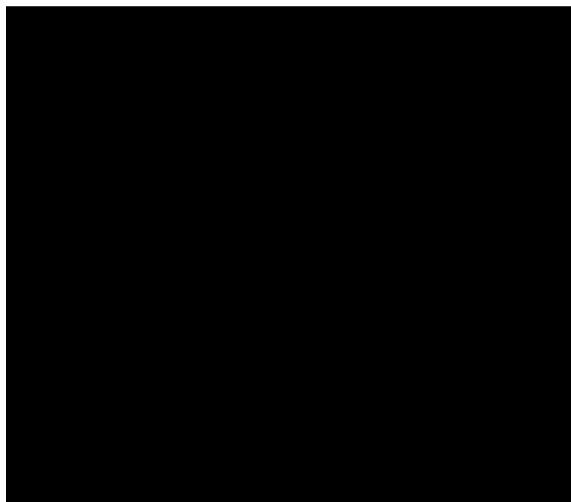
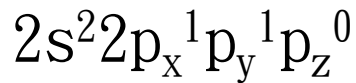
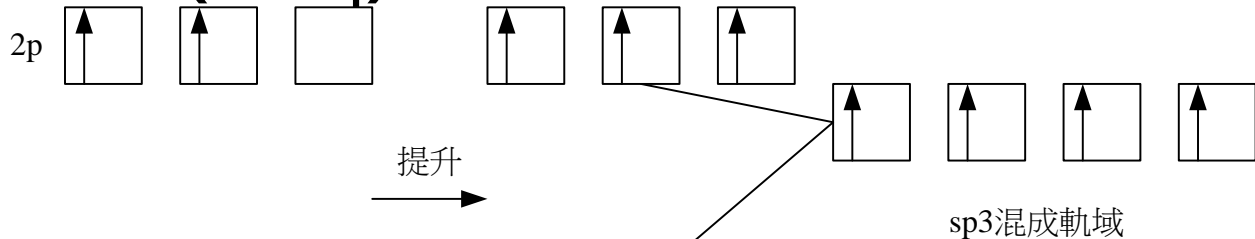
平面三角形



# $sp^3$ 混成軌域 ( $CH_4$ )



# sp<sup>3</sup>混成軌域(CH<sub>4</sub>)

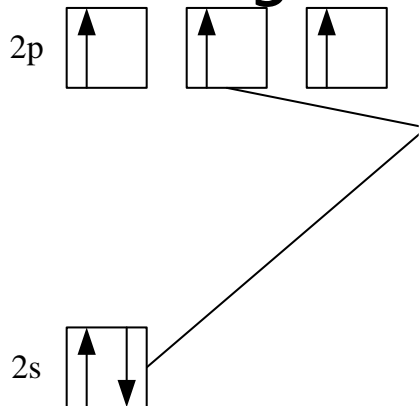


$\sigma$  sp<sup>3</sup>-s

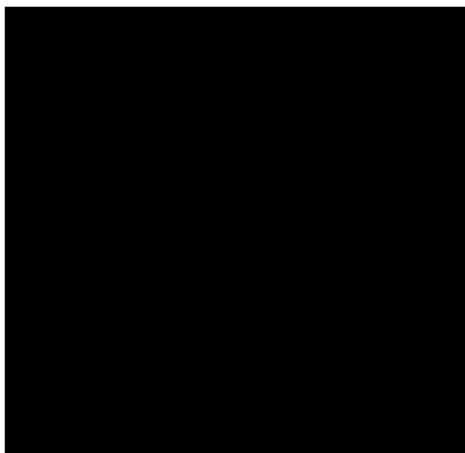
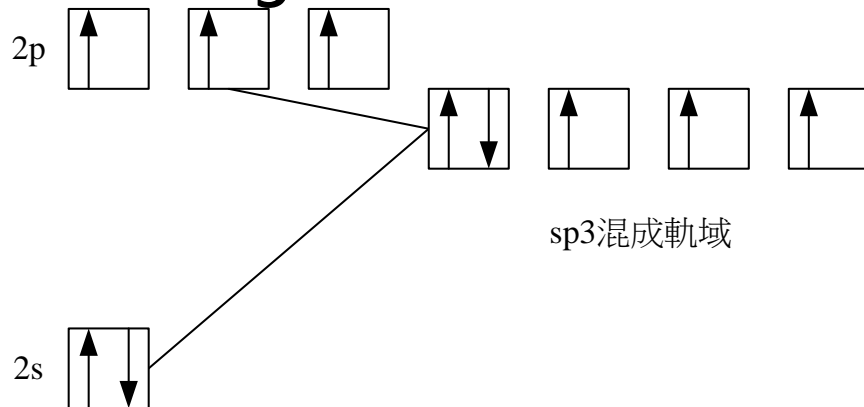
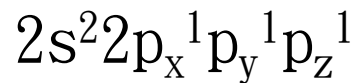
正四面體

# $sp^3$ 混成軌域( $\text{NH}_3$ )

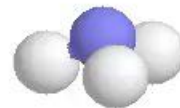
$2s^2 2p_x^1 p_y^1 p_z^1$



# sp<sup>3</sup>混成軌域(NH<sub>3</sub>)

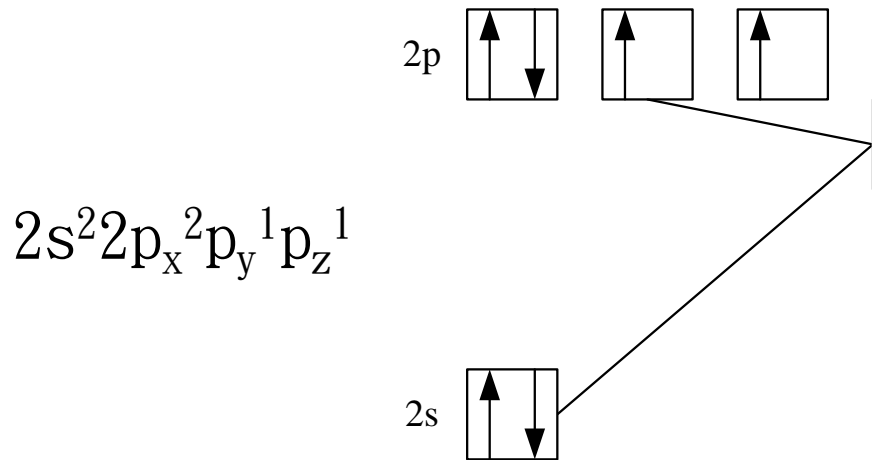


$\sigma$  sp<sup>3</sup>-s

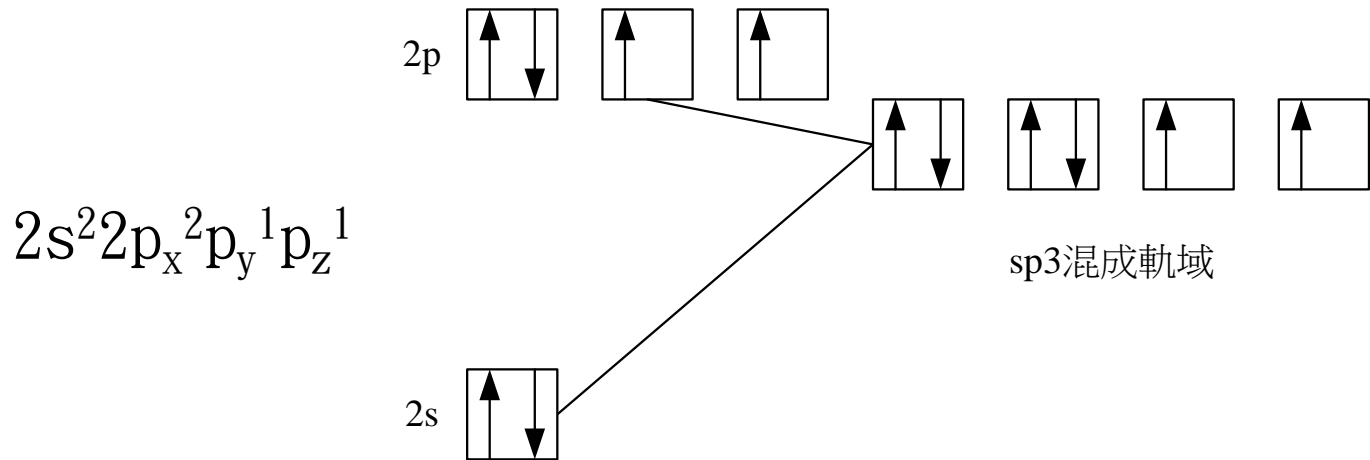


三角錐

# $sp^3$ 混成軌域( $H_2O$ )



# sp<sup>3</sup>混成軌域(H<sub>2</sub>O)



σ sp<sup>3</sup>-s



彎曲型

Sp3

混成軌域

變化

- 氮為sp3為混成一個lp為角錐
- 水為sp3為混成兩個lp為彎曲形

重點  
回顧

混成軌域

- 混成形成數個 能量相等的混成軌域
- 軌混成軌域總數等於混成之軌域總數
- 能量高低：

$$s < sp < sp^2 < sp^3 < p$$

sp、sp2、sp3

混成軌域

- sp為直線形
- sp2為平面三角形
- sp3為正四面體