Dear Colleagues,

Throughout our years of teaching chemistry, we asked students why they were taking chemistry. Many responded that they wanted to work in careers related to health and medicine and others were preparing for general chemistry. Still others said that they did not see the relevance of chemistry to their career goals. We observed early in our teaching career that many of the students were already working in the allied-health field. Classroom discussions that related chemistry to the medical field sparked their interest and led us to develop *Chemistry Links to Health* that related to real-life situations such as: A Diet and Exercise Program, Cold Packs and Hot Packs, Cardiac Imaging using a Radioisotope, and Dating Ancient Objects.

When we started to develop chemistry texts, we assumed that the student had no prior knowledge of chemistry. Our objective was and still is to make learning chemistry an engaging and positive experience by relating chemistry to real life. Each chapter in the text begins with a *Chapter Opener* that discusses a chemistry aspect of a career in health, environment, agriculture, or engineering. Within the chapter, problems and examples develop the story. At the end of the chapter, an *Update* continues the story related to the chapter opener. For example, one opening story discusses an overweight adolescent. Within the chapter, we discuss energy units used in nutrition. In the Update, students use food values and calculate the kilocalories in diets.

Our goal in every text is to provide students with tools that help them understand concepts and retrieve them during exams. In this edition, we have increased the number of study and learning strategies shown to improve student success in chemistry. For example, the *Engage* features remind students to pause and work on a question related to adjacent content. All *Sample Problems* include *Try It First*, which encourages students to try to solve the problem before looking at the given solution. *Analyze the Problem* helps students identify Given, Need, and Connect, and the *Steps* guide students through the problem solution. Within each Sample Problem, we have increased the number of *Self Tests* for more problem-solving practice.

Throughout each chapter, *Key Math Skills* and *Core Chemistry Skills* are emphasized in the margins to indicate important concepts needed for success in chemistry. *Key Math Skills and Core Chemistry Skills Tutorials* provide assignable practice problems related to the in-text feature boxes, ensuring the students master the basic quantitative and science skills they need to succeed in the cores.

In this new edition, we have increased the number of ways that students can test and retest to learn new information: *Engage* questions, *Self Tests, Practice Problems* at the end of each
section, *Additional Practice*, and *Challenge Problems* at the end of each chapter. *Combining Ideas* provide students with more complex problem-solving practice with material from two or three chapters. The *Answers* to the Engage questions, Self Tests, and odd-numbered Practice Problems are included within each chapter for immediate feedback. All these methods help the student participate in active reading and succeed in problem-solving.

As always, if you would like to share your experience with teaching chemistry, or have questions and comments about this text, we would appreciate hearing from you.

Sincerely,
Karen and William Timberlake