

BIOCHEMISTRY



CAMPBELL
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BIOCHEMISTRY

BIOCHEMISTRY

9TH EDITION

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Mount Holyoke College

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Colorado State University

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Boise State University



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

Biochemistry, Ninth Edition**Mary Campbell, Shawn O. Farrell, Owen McDougal**

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Photo Researcher: Lumina Datamatics

Text Researcher: Lumina Datamatics

Text Designer: Diane Beasley

Cover Designer: Delgado and Company

Cover Image: © Ipatov/Shutterstock.com,

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Library of Congress Control Number: 2016933915

Student Edition:

ISBN: 978-1-305-96113-5

Loose-leaf Edition:

ISBN: 978-1-305-96195-1

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20 Channel Center Street
Boston, MA 02210
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This book is dedicated to the memory of Mary Campbell, who was passionately involved in its creation. Her avid interest in writing and devotion to student engagement led to the publication of the first eight highly successful editions of this textbook.

—Mary K. Campbell

To the returning adult students in my classes, especially those with children and a full-time job . . . my applause.

—Shawn O. Farrell

My recognition and appreciation go to those who saw the potential in me that has taken so many years to develop, and to those students who are on the path to fulfilling their dreams.

—Owen M. McDougal

About the Authors



Mary K. Campbell

Mary K. Campbell was a professor emeritus of chemistry at Mount Holyoke College, where she taught for 36 years. Mary received her PhD from Indiana University and did postdoctoral work in biophysical chemistry at Johns Hopkins University. Her area of interest included researching the physical chemistry of biomolecules, specifically, spectroscopic studies of protein–nucleic acid interactions.



Shawn O. Farrell

Shawn O. Farrell grew up in northern California and received a B.S. degree in biochemistry from the University of California, Davis, where he studied carbohydrate metabolism. He completed his Ph.D. in biochemistry at Michigan State University, where he studied fatty acid metabolism. For 18 years, Shawn worked at Colorado State University teaching undergraduate biochemistry lecture and laboratory courses. Because of his interest in biochemical education, Shawn has written a number of scientific journal articles about teaching biochemistry. He is the coauthor (with Lynn E. Taylor) of *Experiments in Biochemistry: A Hands-On Approach*. Shawn became interested in biochemistry while in college because it coincided with his passion for bicycle racing. An active outdoorsman, Shawn raced competitively for 17 years and now officiates at bicycle races around the world. He was the technical director of USA Cycling, the national governing body of bicycle racing in the United States for 11 years before returning to teaching at CSU in Pueblo, Colorado. He is also an avid fly fisherman, a third-degree black belt in Tae Kwon Do, and a first-degree black belt in combat hapkido. Shawn has also written articles on fly fishing for *Salmon Trout Steelheader* magazine. His other passions are music and foreign languages. He is fluent in Spanish and French and is currently learning to play the guitar.

On his fiftieth birthday, he had his first downhill skiing lesson and now cannot get enough of it. Never tired of education, he visited CSU again, this time from the other side of the podium, and earned his Master of Business Administration in 2008.



Owen M. McDougal

Owen M. McDougal is a professor of chemistry and biochemistry at Boise State University. He is a native of upstate New York where he earned chemistry degrees at State University of New York at Morrisville (AS) and Oswego (BS). His love of the outdoors motivated him to travel west for graduate school and pursue a PhD at the University of Utah in the laboratory of C. Dale Poulter. His work to elucidate the three-dimensional structures of neuropeptides by nuclear magnetic resonance spectroscopy involved the application of physical chemistry to address problems in biological systems. Graduate studies in the heart of the Wasatch Mountains in Utah led to his lifelong enthusiasm for mountain biking and telemark skiing. In this capacity, Owen tested his skills at competitive mountain bike racing and pursued what resulted in a ten-year stint on the National Ski Patrol. Upon completion of his PhD, Owen sought an academic environment that allowed him to share his passion for science with students in small classes. He taught general, organic, and biological chemistry at Southern Oregon University, which allowed him to hone his instructional skills. Looking to advance his love for writing, Owen shifted to a faculty position in the research intensive environment at Boise State University, where he investigates the bioactivity of marine and terrestrial natural products, including studies of food chemistry, nutraceutical products, and specialty chemicals. Owen lives in Boise, Idaho, with wife Lynette, daughters McKenzie and Riley, dog Tater, cat Melody, tortoise Touché, and rabbit Bixby.

Brief Contents

1	Biochemistry and the Organization of Cells	1
2	Water: The Solvent for Biochemical Reactions	33
3	Amino Acids and Peptides	60
4	The Three-Dimensional Structure of Proteins	78
5	Protein Purification and Characterization Techniques	114
6	The Behavior of Proteins: Enzymes	141
7	The Behavior of Proteins: Enzymes, Mechanisms, and Control	168
8	Lipids and Proteins Are Associated in Biological Membranes	201
9	Nucleic Acids: How Structure Conveys Information	239
10	Biosynthesis of Nucleic Acids: Replication	270
11	Transcription of the Genetic Code: The Biosynthesis of RNA	300
12	Protein Synthesis: Translation of the Genetic Message	347
13	Nucleic Acid Biotechnology Techniques	380
14	Viruses, Cancer, and Immunology	422
15	The Importance of Energy Changes and Electron Transfer in Metabolism	467
16	Carbohydrates	490
17	Glycolysis	520
18	Storage Mechanisms and Control in Carbohydrate Metabolism	550
19	The Citric Acid Cycle	578
20	Electron Transport and Oxidative Phosphorylation	609
21	Lipid Metabolism	636
22	Photosynthesis	675
23	The Metabolism of Nitrogen	701
24	Integration of Metabolism: Cellular Signaling	732

Contents

- 1 Biochemistry and the Organization of Cells 1**
- 1-1 Basic Themes 1
 - 1-2 Chemical Foundations of Biochemistry 2
 - 1-3 The Beginnings of Biology 6
 - 1-4 The Biggest Biological Distinction—Prokaryotes and Eukaryotes 16
 - 1-5 How We Classify Eukaryotes and Prokaryotes 21
 - 1A BIOCHEMICAL CONNECTIONS BIOTECHNOLOGY**
Extremophiles: The Toast of the Industry 23
 - 1-6 Biochemical Energetics 25
 - 1B BIOCHEMICAL CONNECTIONS THERMODYNAMICS**
Predicting Reactions 28
 - Summary 29
 - Review Exercises 30
 - Further Reading 32
- 2 Water: The Solvent for Biochemical Reactions 33**
- 2-1 Water and Polarity 33
 - 2-2 Hydrogen Bonds 38
 - 2A BIOCHEMICAL CONNECTIONS CHEMISTRY**
How Basic Chemistry Affects Life: The Importance of the Hydrogen Bond 41
 - 2-3 Acids, Bases, and pH 41
 - 2-4 Titration Curves 45
 - 2-5 Buffers 48
 - 2B BIOCHEMICAL CONNECTIONS BUFFER CHEMISTRY**
Buffer Selection 52
 - 2C BIOCHEMICAL CONNECTIONS CHEMISTRY OF BLOOD**
Some Physiological Consequences of Blood Buffering 54
 - 2D BIOCHEMICAL CONNECTIONS ACIDS AND SPORTS**
Lactic Acid—Not Always the Bad Guy 55
 - Summary 56
 - Review Exercises 57
 - Further Reading 59
- 3 Amino Acids and Peptides 60**
- 3-1 Amino Acids Are Three-Dimensional 60
 - 3-2 Structures and Properties of Amino Acids 61
 - 3-3 Amino Acids Can Act as Both Acids and Bases 66
 - 3-4 The Peptide Bond 70
 - 3-5 Small Peptides with Physiological Activity 72
 - 3A BIOCHEMICAL CONNECTIONS PHYSIOLOGY**
Peptide Hormones—Small Molecules with Big Effects 73
 - Summary 74
 - Review exercises 75
 - Further Reading 77
- 4 The Three-Dimensional Structure of Proteins 78**
- 4-1 Protein Structure and Function 78
 - 4-2 Primary Structure of Proteins 79
 - 4-3 Secondary Structure of Proteins 79
 - 4-4 Tertiary Structure of Proteins 87
 - 4-5 Quaternary Structure of Proteins 93
 - 4A BIOCHEMICAL CONNECTIONS MEDICINE**
Sickle Cell Anemia 98
 - 4-6 Protein-Folding Dynamics 99
 - 4B BIOCHEMICAL CONNECTIONS MEDICINE**
Protein-Folding Diseases 104
 - HOT TOPIC** Aging—Looking for the Biochemical Fountain of Youth 106
 - Summary 110
 - Review Exercises 110
 - Further Reading 112
- 5 Protein Purification and Characterization Techniques 114**
- 5-1 Extracting Pure Proteins from Cells 114
 - 5-2 Column Chromatography 117
 - 5-3 Electrophoresis 123
 - 5-4 Determining the Primary Structure of a Protein 125
 - 5-5 Protein Detection Techniques 131
 - 5A BIOCHEMICAL CONNECTIONS INSTRUMENTATION**
The Power of Mass Spectrometry 131
 - 5-6 Proteomics 136

Summary 137
 Review Exercises 138
 Further Reading 140

6 The Behavior of Proteins: Enzymes 141

- 6-1 Enzyme Kinetics vs. Thermodynamics 141
6A BIOCHEMICAL CONNECTIONS HEALTH SCIENCES
 Enzymes as Markers for Disease 144
- 6-2 Rate of Enzyme-Catalyzed Reactions 144
- 6-3 Enzyme-Substrate Binding 146
- 6-4 The Michaelis-Menten Approach to Enzyme Kinetics 148
6B BIOCHEMICAL CONNECTIONS NEUROSCIENCE
 Enzyme Lets You Enjoy Champagne 155
- 6C BIOCHEMICAL CONNECTIONS PHYSICAL ORGANIC CHEMISTRY**
 Practical Information from Kinetic Data 155
- 6-5 Examples of Enzyme-Catalyzed Reactions 156
- 6-6 Enzyme Inhibition 157
6D BIOCHEMICAL CONNECTIONS MEDICINE
 Enzyme Inhibition in the Treatment of AIDS 163
- Summary 164
 Review Exercises 164
 Further Reading 167

7 The Behavior of Proteins: Enzymes, Mechanisms, and Control 168

- 7-1 Behavior of Allosteric Enzymes 168
- 7-2 The Concerted and Sequential Models for Allosteric Enzymes 172
7A BIOCHEMICAL CONNECTIONS MEDICINE
 Allosterism: Drug Companies Exploit the Concept 175
- 7-3 Control of Enzyme Activity by Phosphorylation 176
7B BIOCHEMICAL CONNECTIONS MEDICINE
 An Ancient Drug Works by Stimulating a Protein Kinase 178
- 7-4 Zymogens 179
- 7-5 The Nature of the Active Site 180
7C BIOCHEMICAL CONNECTIONS ALLIED HEALTH
 Families of Enzymes: Proteases 182
- 7-6 Chemical Reactions Involved in Enzyme Mechanisms 185
- 7-7 The Active Site and Transition States 188
7D BIOCHEMICAL CONNECTIONS ALLIED HEALTH
 Catalytic Antibodies against Cocaine 189
- 7-8 Coenzymes 191
7E BIOCHEMICAL CONNECTIONS ENVIRONMENTAL TOXICOLOGY
 Catalysts for Green Chemistry 193

HOT TOPIC Alzheimer's Disease 194

Summary 198
 Review Exercises 198
 Further Reading 200

8 Lipids and Proteins Are Associated in Biological Membranes 201

- 8-1 The Definition of a Lipid 201
- 8-2 The Chemical Natures of the Lipid Types 201
- 8-3 Biological Membranes 208
8A BIOCHEMICAL CONNECTIONS NUTRITION
 Butter versus Margarine-Which Is Healthier? 211
- 8B BIOCHEMICAL CONNECTIONS BIOTECHNOLOGY**
 Membranes in Drug Delivery 212
- 8-4 Membrane Proteins 213
- 8-5 The Functions of Membranes 216
8C BIOCHEMICAL CONNECTIONS PHYSIOLOGY
 Lipid Droplets Are Not Just Great Balls of Fat 220
- 8-6 Lipid-Soluble Vitamins and Their Functions 222
8D BIOCHEMICAL CONNECTIONS NEUROSCIENCE
 Vision Has Great Chemistry 224
- 8-7 Prostaglandins and Leukotrienes 228
8E BIOCHEMICAL CONNECTIONS NUTRITION
 Why Should We Eat More Salmon? 229
- HOT TOPIC** The Science of Happiness and Depression 231
- Summary 236
 Review Exercises 237
 Further Reading 238

9 Nucleic Acids: How Structure Conveys Information 239

- 9-1 Levels of Structure in Nucleic Acids 239
- 9-2 The Covalent Structure of Polynucleotides 239
9A BIOCHEMICAL CONNECTIONS LAW
 Who Owns Your Genes? 244
- 9-3 The Structure of DNA 245
9B BIOCHEMICAL CONNECTIONS GENETICS
 The Human Genome Project: Treasure or Pandora's Box? 252
- 9-4 Denaturation of DNA 253
- 9-5 The Principal Kinds of RNA and Their Structures 254
- 9-6 Roles for RNA 256
- 9-7 RNA and Medical Applications 260
9C BIOCHEMICAL CONNECTIONS GENETICS
 Why Identical Twins Are Not Identical 262
- HOT TOPIC** The Genetics of Breast Cancer 263
- Summary 265
 Review Exercises 266
 Further Reading 268

10 Biosynthesis of Nucleic Acids: Replication 270

- 10-1 The Flow of Genetic Information in the Cell 270
- 10-2 Replication of DNA 270
- 10-3 DNA Polymerase 273
- 10-4 Proteins Required for DNA Replication 278
- 10-5 Proofreading and Repair 282

10A BIOCHEMICAL CONNECTIONS GENETICS

Why Does DNA Contain Thymine and Not Uracil? 287

- 10-6 DNA Recombination 288

10B BIOCHEMICAL CONNECTIONS MICROBIOLOGY

The SOS Response in *E. coli* 290

- 10-7 Eukaryotic DNA Replication 291

10C BIOCHEMICAL CONNECTIONS ALLIED HEALTH

Telomerase and Cancer 295

10D BIOCHEMICAL CONNECTIONS EVOLUTIONARY BIOLOGY

Self-Replicating RNAs 296

Summary 297

Review Exercises 298

Further Reading 299

11 Transcription of the Genetic Code: The Biosynthesis of RNA 300

- 11-1 Overview of Transcription 300
- 11-2 Transcription in Prokaryotes 300
- 11-3 Transcription Regulation in Prokaryotes 306
 - 11A BIOCHEMICAL CONNECTIONS BACTERIOLOGY
 - Riboswitches Provide Another Weapon against Pathogens 315
- 11-4 Transcription in Eukaryotes 316
- 11-5 Transcription Regulation in Eukaryotes 321
- 11-6 Noncoding RNAs 326
 - 11B BIOCHEMICAL CONNECTIONS MEDICINE
 - A Micro RNA Helps Regenerate Nerve Synapses after Injury 329
- 11-7 Structural Motifs in DNA-Binding Proteins 330
- 11-8 Posttranscriptional RNA Modifications 333
- 11-9 Ribozymes 338

HOT TOPIC Epigenetics 340

Summary 342

Review Exercises 344

Further Reading 345

12 Protein Synthesis: Translation of the Genetic Message 347

- 12-1 Translating the Genetic Message 347
- 12-2 The Genetic Code 347

12A BIOCHEMICAL CONNECTIONS VIROLOGY

Influenza A Virus Alters the Reading Frame to Lower Its Morbidity 352

- 12-3 Amino Acid Activation 353

- 12-4 Prokaryotic Translation 356

- 12-5 Eukaryotic Translation 365

12B BIOCHEMICAL CONNECTIONS NEUROLOGY

Protein Synthesis Makes Memories 368

- 12-6 Posttranslational Modification of Proteins 370

12C BIOCHEMICAL CONNECTIONS GENETICS

Silent Mutations Are Not Always Silent 371

12D BIOCHEMICAL CONNECTIONS BIOPHYSICAL CHEMISTRY

Chaperones: Preventing Unsuitable Associations 373

- 12-7 Protein Degradation 374

12E BIOCHEMICAL CONNECTIONS PHYSIOLOGY

How Do We Adapt to High Altitude? 375

Summary 376

Review Exercises 377

Further Reading 379

13 Nucleic Acid Biotechnology Techniques 380

- 13-1 Purification and Detection of Nucleic Acids 380

- 13-2 Restriction Endonucleases 382

- 13-3 Cloning 385

- 13-4 Genetic Engineering 391

13A BIOCHEMICAL CONNECTIONS PLANT SCIENCE

Genetic Engineering in Agriculture 392

13B BIOCHEMICAL CONNECTIONS ALLIED HEALTH

Human Proteins through Genetic Recombination Techniques 396

- 13-5 DNA Libraries 398

13C BIOCHEMICAL CONNECTIONS ANALYTICAL CHEMISTRY (CHROMATOGRAPHY)

Fusion Proteins and Fast Purifications 399

- 13-6 The Polymerase Chain Reaction 401

- 13-7 DNA Fingerprinting 404

13D BIOCHEMICAL CONNECTIONS FORENSICS

CSI: Biochemistry—Forensic Uses of DNA Testing 408

- 13-8 Sequencing DNA 408

- 13-9 Genomics and Proteomics 410

HOT TOPIC CRISPR 415

Summary 417

Review Exercises 419

Further Reading 420

14 Viruses, Cancer, and Immunology 422

- 14-1 Viruses 422

- 14-2 Retroviruses 427

14A BIOCHEMICAL CONNECTIONS MEDICINE

Viruses Are Used for Gene Therapy 428

14-3 The Immune System 429

14B BIOCHEMICAL CONNECTIONS MEDICINE

The First Vaccine: Bad Science Gone Good 430

14C BIOCHEMICAL CONNECTION VIROLOGY

Viral RNAs Outwit the Immune System 442

14-4 Cancer 442

14D BIOCHEMICAL CONNECTIONS GENETICS

Cancer: The Dark Side of the Human Genome 443

14E BIOCHEMICAL CONNECTIONS BIOTECHNOLOGY

Nanotech Tackles Cancer 450

14F BIOCHEMICAL CONNECTIONS IMMUNOLOGY AND ONCOLOGY

Attacking the Symptoms Instead of the Disease? 451

14-5 AIDS 452

HOT TOPIC Stem Cells: Science and Politics 457

Summary 462

Review Exercises 464

Further Reading 465

15 The Importance of Energy Changes and Electron Transfer in Metabolism 467

15-1 Standard States for Free-Energy Changes 467

15-2 A Modified Standard State for Biochemical Applications 470

15-3 The Nature of Metabolism 471

15A BIOCHEMICAL CONNECTIONS THERMODYNAMICS

Living Things Are Unique Thermodynamic Systems 471

15-4 The Role of Oxidation and Reduction in Metabolism 472

15-5 Coenzymes in Biologically Important Oxidation-Reduction Reactions 473

15-6 Coupling of Production and Use of Energy 477

15B BIOCHEMICAL CONNECTIONS PHYSIOLOGY

ATP in Cell Signaling 480

15-7 Coenzyme A in Activation of Metabolic Pathways 483

Summary 486

Review Exercises 487

Further Reading 489

16 Carbohydrates 490

16-1 Sugars: Their Structures and Stereochemistry 490

16A BIOCHEMICAL CONNECTIONS NUTRITION AND HEALTH

Low-Carbohydrate Diets 495

16-2 Reactions of Monosaccharides 498

16B BIOCHEMICAL CONNECTIONS NUTRITION

Vitamin C is Related to Sugars 499

16-3 Some Important Oligosaccharides 504

16C BIOCHEMICAL CONNECTIONS NUTRITION

Lactose Intolerance: Why Do So Many People Not Want to Drink Milk? 506

16-4 Structures and Functions of Polysaccharides 507

16D BIOCHEMICAL CONNECTIONS ALLIED HEALTH

Why Is Dietary Fiber So Good for You? 508

16-5 Glycoproteins 514

16E BIOCHEMICAL CONNECTIONS ALLIED HEALTH

Glycoproteins and Blood Transfusions 515

Summary 516

Review Exercises 517

Further Reading 519

17 Glycolysis 520

17-1 The Overall Pathway of Glycolysis 520

17A BIOCHEMICAL CONNECTIONS ENVIRONMENTAL SCIENCE

Biofuels from Fermentation 521

17-2 Conversion of Six-Carbon Glucose to Three-Carbon Glyceraldehyde-3-Phosphate 524

17B BIOCHEMICAL CONNECTIONS ALLIED HEALTH

Dolphins as a Model for Humans with Diabetes 528

17-3 Glyceraldehyde-3-Phosphate Is Converted to Pyruvate 531

17-4 Anaerobic Metabolism of Pyruvate 538

17C BIOCHEMICAL CONNECTIONS ALLIED HEALTH (Dentistry)

What Is the Connection between Anaerobic Metabolism and Dental Plaque? 539

17D BIOCHEMICAL CONNECTIONS ALLIED HEALTH

Fetal Alcohol Syndrome 542

17E BIOCHEMICAL CONNECTIONS CANCER RESEARCH

Using Pyruvate Kinase Isozymes to Treat Cancer 543

17-5 Energy Production in Glycolysis 543

17-6 Control of Glycolysis 544

Summary 547

Review Exercises 548

Further Reading 549

18 Storage Mechanisms and Control in Carbohydrate Metabolism 550

18-1 How Glycogen Is Degraded and Produced 550

18A BIOCHEMICAL CONNECTIONS EXERCISE PHYSIOLOGY

Why Do Athletes Go in for Glycogen Loading? 552

18-2 Gluconeogenesis Produces Glucose from Pyruvate 557

18-3 Control of Carbohydrate Metabolism 562

18-4 **Glucose Is Sometimes Diverted through the Pentose Phosphate Pathway** 570

18B BIOCHEMICAL CONNECTIONS ALLIED HEALTH
The Pentose Phosphate Pathway and Hemolytic Anemia 573

Summary 575
Review Exercises 575
Further Reading 577

19 The Citric Acid Cycle 578

- 19-1 **The Central Role of the Citric Acid Cycle in Metabolism** 578
19-2 **The Overall Pathway of the Citric Acid Cycle** 578
19-3 **How Pyruvate is Converted to Acetyl-CoA** 580
19-4 **The Individual Reactions of the Citric Acid Cycle** 584

19A BIOCHEMICAL CONNECTIONS TOXICOLOGY
Fluorine Compounds and Carbohydrate Metabolism 586

19B BIOCHEMICAL CONNECTIONS LABELING METHODS
What Is the Origin of the CO₂ Released by the Citric Acid Cycle? 588

- 19-5 **Energetics and Control of the Citric Acid Cycle** 593
19-6 **The Glyoxylate Cycle: A Related Pathway** 596
19-7 **The Citric Acid Cycle in Catabolism** 597
19-8 **The Citric Acid Cycle in Anabolism** 598
19C BIOCHEMICAL CONNECTIONS EVOLUTION
Why Can't Animals Use All the Same Energy Sources as Plants and Bacteria? 599

19D BIOCHEMICAL CONNECTION NUTRITION
Why Is It So Hard to Lose Weight? 602

- 19-9 **The Link to Oxygen** 604
Summary 605
Review exercises 607
Further Reading 608

20 Electron Transport and Oxidative Phosphorylation 609

- 20-1 **The Role of Electron Transport in Metabolism** 609
20-2 **Reduction Potentials in the Electron Transport Chain** 610
20-3 **Organization of Electron Transport Complexes** 613
20-4 **The Connection between Electron Transport and Phosphorylation** 620
20-5 **The Mechanism of Coupling in Oxidative Phosphorylation** 622
20-6 **Shuttle Mechanisms** 625
20A BIOCHEMICAL CONNECTIONS ALLIED HEALTH
Sports and Metabolism 627
20-7 **The ATP Yield from Complete Oxidation of Glucose** 628

HOT TOPIC What Does Brown Adipose Tissue Have to Do with Obesity? 629

Summary 631
Review Exercises 633
Further Reading 634

21 Lipid Metabolism 636

- 21-1 **Lipids Are Involved in the Generation and Storage of Energy** 636
21-2 **Catabolism of Lipids** 636
21-3 **The Energy Yield from the Oxidation of Fatty Acids** 641
21-4 **Catabolism of Unsaturated Fatty Acids and Odd-Carbon Fatty Acids** 643
21-5 **Ketone Bodies** 646
21-6 **Fatty Acid Biosynthesis** 647
21A BIOCHEMICAL CONNECTIONS GENE EXPRESSION
Transcription Activators in Lipid Biosynthesis 647
21B BIOCHEMICAL CONNECTIONS NUTRITION
Acetyl-CoA Carboxylase—A New Target in the Fight against Obesity 650
21C BIOCHEMICAL CONNECTIONS GENETICS
A Gene for Obesity 655
21-7 **Synthesis of Acylglycerols and Compound Lipids** 655
21-8 **Cholesterol Biosynthesis** 659
21D BIOCHEMICAL CONNECTIONS ALLIED HEALTH
Atherosclerosis 667
21-9 **Hormonal Control of Appetite** 669
Summary 671
Review Exercises 672
Further Reading 673

22 Photosynthesis 675

- 22-1 **Chloroplasts Are the Site of Photosynthesis** 675
22A BIOCHEMICAL CONNECTIONS PHYSICS
The Relationship between Wavelength and Energy of Light 678
22-2 **Photosystems I and II and the Light Reactions of Photosynthesis** 679
22-3 **Photosynthesis and ATP Production** 685
22-4 **Evolutionary Implications of Photosynthesis with and without Oxygen** 686
22B BIOCHEMICAL CONNECTIONS APPLIED GENETICS
Improving the Yield of Antimalarial Plants 688
22-5 **Dark Reactions of Photosynthesis Fix CO₂** 688
22C BIOCHEMICAL CONNECTIONS AGRICULTURE
Plants Feed Animals—Plants Need Energy—Plants Can Produce Energy 688
22D BIOCHEMICAL CONNECTIONS GENETICS
Chloroplast Genes 694

22-6 CO₂ Fixation in Tropical Plants 695

Summary 697

Review Exercises 698

Further Reading 699

23 The Metabolism of Nitrogen 701

23-1 Nitrogen Metabolism: An Overview 701

23-2 Nitrogen Fixation 702

23A BIOCHEMICAL CONNECTIONS PLANT SCIENCE

Why Is the Nitrogen Content of Fertilizers So Important? 704

23-3 Feedback Inhibition in Nitrogen Metabolism 704

23-4 Amino Acid Biosynthesis 705

23-5 Essential Amino Acids 713

23-6 Amino Acid Catabolism 713

23B BIOCHEMICAL CONNECTIONS PHYSIOLOGY

Water and the Disposal of Nitrogen Wastes 715

23-7 Purine Biosynthesis 718

23-8 Purine Catabolism 721

23-9 Pyrimidine Biosynthesis and Catabolism 723

23-10 Conversion of Ribonucleotides to Deoxyribonucleotides 726

23-11 Conversion of dUDP to dTTP 727

23C BIOCHEMICAL CONNECTIONS MEDICINE

Chemotherapy and Antibiotics—Taking Advantage of the Need for Folic Acid 728

Summary 728

Review Exercises 729

Further Reading 731

24 Integration of Metabolism: Cellular Signaling 732

24-1 Connections between Metabolic Pathways 732

24A BIOCHEMICAL CONNECTIONS ALLIED HEALTH

Alcohol Consumption and Addiction 733

24-2 Biochemistry and Nutrition 734

24B BIOCHEMICAL CONNECTIONS NUTRITION

Iron: An Example of a Mineral Requirement 737

24-3 Hormones and Second Messengers 741

24-4 Hormones and the Control of Metabolism 749

24C BIOCHEMICAL CONNECTIONS NUTRITION

Insulin and Low-Carbohydrate Diets 751

24-5 Insulin and Its Effects 752

24D BIOCHEMICAL CONNECTIONS ALLIED HEALTH

A Workout a Day Keeps Diabetes Away? 754

24E BIOCHEMICAL CONNECTIONS ALLIED HEALTH

Insulin, Diabetes, and Cancer 755

HOT TOPIC G-Protein–Coupled Receptors 757

Summary 761

Review Exercises 762

Further Reading 764

Answers to Review Exercises A-1

Index I-1

Preface

This text is intended for students in any field of science or engineering who want a one-semester introduction to biochemistry but who do not intend to be biochemistry majors. Our main goal in writing this book is to make biochemistry as clear and applied as possible and to familiarize science students with the major aspects of biochemistry. For students of biology, chemistry, physics, geology, nutrition, sports physiology, and agriculture, biochemistry impacts greatly on the content of their fields, especially in the areas of medicine and biotechnology. For engineers, studying biochemistry is especially important for those who hope to enter a career in biomedical engineering or some form of biotechnology.

Students who will use this text are at an intermediate level in their studies. A beginning biology course, general chemistry, and at least one semester of organic chemistry are assumed as preparation.

What's New

All textbooks evolve to meet the interests and needs of students and instructors and to include the most current information. Several changes mark this edition.

Biochemistry Hot Topics These articles are now conveniently located within the relevant chapters. They highlight new breakthroughs and topics in the area of biochemistry such as CRISPR, Alzheimer's disease, epigenetics, brown fat, and more!



Updated Coverage Each chapter in the text has been updated with the current developments and scientific findings in the biochemistry field.

New Design and Updated Art Illustrations throughout the text have been redrawn for improved consistency. In conjunction with the book's updated art program, a more contemporary design and color palette have been utilized.



Further Reading An annotated bibliography is now provided in the Further Reading section at the end of each chapter, making these resources more easily accessible to the student.

HOT TOPIC CRISPR

Genetic engineering is the process by which scientists use biotechnology to manipulate the DNA of an organism by introducing/eliminating genes or inserting/deleting mutations to achieve desired traits. One example of genetic engineering introduced earlier in this chapter is the Simplot Innate potato. Researchers at J. R. Simplot Co. inserted genes from the wild potato into the genome of the Innate potato to eliminate the production of enzymes that cause browning and bruising. The three most common methods that scientists use to edit a genome are (1) clustered, regularly interspaced, short palindromic repeat technology in combination with the Cas9 RNA-guided nuclease (CRISPR/Cas9); (2) site-directed zinc finger nucleases; and (3) TAL effector nucleases. This segment will focus on the most recent, powerful, broadly applicable, and potentially impactful of these biotechnological advancements: the CRISPR/Cas9 genome editing technique. Although effective, site-directed zinc finger nucleases have been limited in their utility due to difficulties in the design of proteins that target a DNA locus of interest, and TAL effector nucleases are challenged due to design, synthesis, and validation of pro-teins required as engineered nucleases. CRISPR/Cas9 is an RNA-based genome editing strategy employing the same cellular machinery used by bacteria to afford them immunity to viruses or plasmids. CRISPR was first described in 1987 and fundamental research was performed on the genome editing approach up until a major breakthrough in 2012, when it was demonstrated that CRISPR/Cas9 RNA-guided DNA endonuclease could be applied to mediate site-specific genome engineering in eukaryotic cells including human cells. Since 2012, well over 1,000 studies have been published in the scientific literature and the fundamental research on in vitro model systems has shifted to in vivo mammal testing. To understand how genome editing with the CRISPR/Cas9 method works, let's first begin with the four key components of the system CRISPR, Cas9, sgRNA, and PAM (Table 13.2).

Table 13.2 Components of the CRISPR/Cas9 genome editing system.

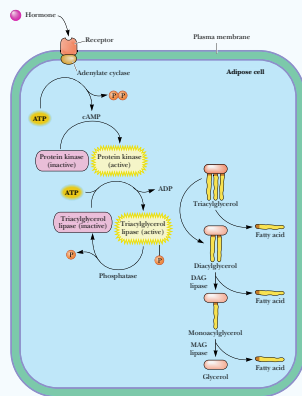
Acronym	Spelled out	Significance	Image
CRISPR	Clustered Regularly Interspaced Palindromic Repeats	Loci on DNA that can serve as gene insertion or deletion positions	
Cas9	CRISPR associated protein 9	Nuclease for cutting DNA (Cas 1...10 exist)	
sgRNA	Single guide ribonucleic acid	A construct/chimera of CRISPR RNA (crRNA) and trans-activating CRISPR RNA (tracrRNA); contains sequence information for insertion/deletion	
PAM	Protospacer adjacent motif	sgRNA binds to a target gene locus next to PAM; sequence NGG (any, guanine, guanine) in <i>S. pyogenes</i> or 5'-NAG (any, adenine, guanine) in humans	<i>S. pyogenes</i> : NGG Human: 5'-NAG

CRISPR - <https://en.wikipedia.org/wiki/CRISPR> [simplified view from Horvath, P. and R. Barrangou Science 327, 167 (2010)]; Cas9 - Jinek et al. Science 343, 6167 (2014); sgRNA - www.clontech.com/US/Products/Editing/CRISPR_cas9/Reas/Designing_sgRNA

HT-415

Table of Changes by Chapter

- Chapter 1** Added summary of major types of biomolecules
- Chapter 3** Expanded Biochemical Connection on oxytocin and its social effects, added four new Review Exercises
- Chapter 4** Updated Biochemical Connection on prion diseases, added Hot Topic about aging
- Chapter 6** Updated Biochemical Connection on enzyme markers for diseases
- Chapter 7** Added new Hot Topic on Alzheimer's disease, added four new Review Exercises
- Chapter 8** Added expanded Hot Topic on happiness and depression, added two new Review Exercises
- Chapter 9** Added Hot Topic on breast cancer, added material on long noncoding RNA, added new section on medical applications of RNA, deleted Biochemical Connection on synthetic genome
- Chapter 10** Added brief mention of replication termination
- Chapter 11** Added new Hot Topic on epigenetics, deleted Biochemical Connections box about CREB, deleted Biochemical Connections about epigenetics and cancer
- Chapter 13** Added new Hot Topic on clustered, regularly interspaced, short palindromic repeat technology
- in combination with the Cas9 RNA-guided nuclease (CRISPR/Cas9) method of genetic engineering, example of CRISPR/Cas9 to engineer Innate potato
- Chapter 14** Updated content on vaccine development for Ebola and advances in stem cell research
- Chapter 16** New research findings that correlate the use of artificial sweeteners to gut microbiome, suggesting the reason diet products may not result in weight loss
- Chapter 17** Updated content associated with biofuels
- Chapter 19** New information on the use of the compound 1080 (sodium fluoroacetate) for control of mammal populations in New Zealand
- Chapter 20** Added a new Hot Topic on brown fat to include recent research developments demonstrating the benefits of brown adipose tissue to maintenance of healthy metabolism
- Chapter 24** Added updated Hot Topic on G-protein-coupled receptors to include recent research on the biased agonism or functional selectivity model associated with opioid receptors



Proven Features

Visual Impact Ideal for visual learners, this book's state-of-the-art approach helps students visualize key processes and understand important topics.

Biochemical Connections The Biochemical Connections highlight special topics of particular interest to students. Topics frequently have clinical implications, such as cancer, AIDS, and nutrition. These essays help students make the connection between biochemistry and the real-world. They are flowed in with the narrative and are placed exactly where they need to be read in each chapter. And although they have a different presentation than the rest of the narrative, they are meant to be read with the narrative and should not be skipped. They are like crescendos in classical music—the change in tempo from the usual narrative to the unique visual presentation and voice of the Biochemical Connections prevents the student's level of interest from dipping—students are always engaged. See a full listing of Biochemical Connections boxes in the Table of Contents.

12B BIOCHEMICAL CONNECTIONS

Neurology

Protein Synthesis Makes Memories

2.1 APPLY YOUR KNOWLEDGE

pH Calculations

Apply Your Knowledge The Apply Your Knowledge boxes are interspersed within chapters and are designed to provide students with problem-solving experience. The topics chosen are areas of study where students usually have the most difficulty. Solutions and problem-solving strategies are included, giving examples of the problem-solving approach for specific material.

Marginal Glossary No flipping back and forth to read full definitions of key terms. Terms are defined in the margins.

titration an experiment in which a measured amount of base is added to an acid

Early Inclusion of Thermodynamics Select material on thermodynamics appears early in the text. Chapter 1 includes sections on energy and change, spontaneity in biochemical reactions, and life and thermodynamics. Also, Chapter 4 contains an extended section on protein-folding dynamics. We feel it is critical that students understand the driving force of biological processes and see that so much of biology (protein folding, protein–protein interactions, small molecule binding, etc.) is driven by the favorable disordering of water molecules.



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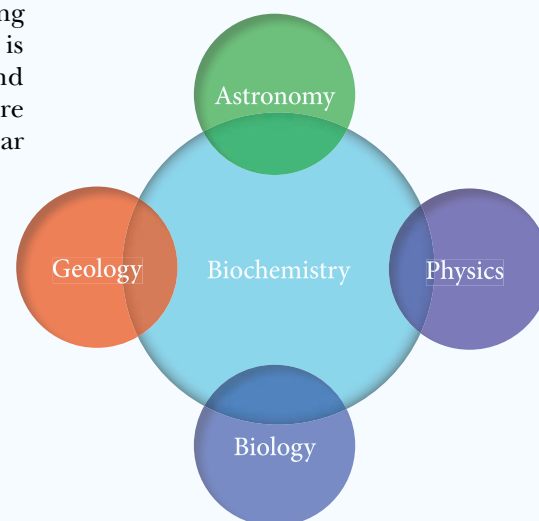
Summaries and Questions Each chapter closes with a concise summary, a broad selection of questions, and an annotated bibliography that suggests sources for further reading. The Review Exercises fall into four categories: **RECALL**, **REFLECT AND APPLY**, **BIOCHEMICAL CONNECTIONS**, and **MATHEMATICAL**. The **RECALL** questions are designed for students to quickly assess their mastery of the material, and the **REFLECT AND APPLY** questions are for students to work through more thought-provoking questions. **BIOCHEMICAL CONNECTIONS** questions test students on the **BIOCHEMICAL CONNECTIONS** essays in that chapter. The **MATHEMATICAL** questions are quantitative in nature and focus on calculations.

Organization

Because biochemistry is a multidisciplinary science, the first task in presenting it to students of widely varying backgrounds is to put it in context. The text is organized into four categories. The first provides the necessary background and connects biochemistry to other sciences. The next focuses on the structure and dynamics of important cellular components. This is followed by molecular biology and then intermediary metabolism.

Chapters 1 & 2: Background and Connections

- Relationship between biochemistry and other sciences, particularly concerning the origins of life
- Organic functional groups in the context of biochemistry
- Link between biochemistry and biology, especially the distinction between prokaryotes and eukaryotes and the role of organelles in eukaryotes
- Biochemical view of buffers, solvent properties of water, and other familiar general chemistry topics





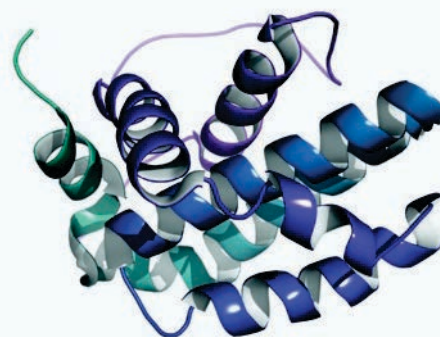
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Chapters 3-8: Structure and Dynamics of Cellular Components

- Amino acids, peptides, the structure and action of proteins, including enzyme catalysis
- Thermodynamics, hydrophobic interactions
- Techniques for isolating and studying proteins
- Enzyme kinetics and mechanisms
- Structure of membranes and their lipid components



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Chapters 9-14: Molecular Biology

- Replication of DNA
- Transcription and gene regulation
- Biosynthesis of nucleic acids
- Translation of the genetic message and protein synthesis
- Biotechnology techniques
- Viruses, cancer, and immunology

Chapters 15-24: Intermediary Metabolism

- Thermodynamic concepts applied specifically to biochemical topics such as coupled reactions
- Connection between metabolism and electron transfer (oxidation–reduction) reactions
- Coenzymes
- Overview of the metabolic pathways: glycolysis
- Glycogen metabolism, gluconeogenesis, and the pentose phosphate pathway
- Citric acid cycle, electron transport chain, and oxidative phosphorylation
- Catabolic and anabolic aspects of lipid metabolism
- Photosynthesis and carbohydrate metabolism
- Plant origin of antimalarials
- Metabolism of nitrogen-containing compounds such as amino acids, porphyrins, and nucleobases
- Integrated look at metabolism, including a treatment of hormones and second messengers
- Nutrition
- Immune system

Some topics such as enzymes and the biosynthesis of nucleic acids are split into two chapters to give students ample time to fully understand the concepts involved. Some are discussed several times, such as the control of carbohydrate metabolism. Subsequent discussions make use of and build on information students have already learned. It is particularly useful to return to a topic after students have had time to assimilate and reflect on it.

This text gives an overview of important topics of interest to biochemists and shows how the remarkable recent progress of biochemistry impinges on other sciences. The length is intended to provide instructors with a choice of favorite topics without being overwhelming for the limited amount of time available in one semester.

Alternative Teaching Options

The order in which individual chapters are covered can be changed to suit the needs of specific groups of students. Although we prefer an early discussion of thermodynamics, the portions of Chapters 1 and 4 that deal with thermodynamics can be covered at the beginning of Chapter 15. All of the molecular biology chapters (Chapters 9 through 14) can precede metabolism or can follow it, depending on the instructor's choice. The order in which the material on molecular biology is treated can be varied according to the preference of the instructor.

Alternate Editions

Loose-Leaf Edition for Biochemistry 9e
ISBN: 978-1-305-96195-1

A loose-leaf (unbound, three-hole-punched) version of *Biochemistry 9e*, which can be inserted in a binder, is also available.

Acknowledgments

We would like to acknowledge colleagues who contributed their ideas and critiques of the manuscript. Some reviewers responded to specific queries regarding the text itself. We thank them for their efforts and their helpful suggestions.

Reviewers Acknowledgments

Ninth Edition Reviewers

Paul Adams, *University of Kansas*
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Kerry Smith, *Clemson University*
Alexandre G. Volkov, *Oakwood University*

We would also like to thank the people at Cengage Learning, who were essential to the development of this book: Theresa Dearborn, content developer; Teresa Trego, senior content project manager; Maureen Rosener, product

manager; and Dawn Giovanniello, product director. Thank you, Christine Myaskovsky, our intellectual property analyst, and Kathryn Kucharek, our intellectual property project manager, at Cengage. We also thank Marketing Manager Ana Albinson, Content Developer Elizabeth Woods, and Product Assistant Kristina Cannon.

Lynn Lustberg of MPS Limited served as our project manager. Photo and text research was performed by Rupesh Kumar Jayakumar, Manojkiran Chander, and Rashmi Manoharan of Lumina Datamatics.

Supporting Materials

Please visit <http://www.cengage.com/chemistry/campbell/biochemistry9e> for information about student and instructor resources for this text.

A Final Note from Shawn Farrell

I cannot adequately convey how impossible this project would have been without my wonderful family, who put up with a husband and father who became a hermit in the back office. I would also like to thank David Hall, book representative, for starting me down this path, and the late John Vondeling for giving me an opportunity to expand into other types of books and projects.

I met Mary Campbell in the mid-1990s when I was asked to collaborate on the fourth edition of this textbook with her. She was a fascinating individual and a visionary in this field. She believed that biochemistry should be accessible not only to the hard-core chemistry and biochemistry majors, but also to the wide range of majors that embrace biochemistry. Such was her inspiration for this one-semester text. She was very generous with her time and helped me immensely during the process of writing our first edition together. She also had a rapier wit and was a hoot to hang out with at science conventions. Her sudden passing in May 2014 was a shock to us all, and she will be sorely missed.

A Final Note from Owen McDougal

I wish to thank my wife Lynette for her patience and support, may the road rise to meet you..., my children McKenzie and Riley for reminding me where my priorities belong, and my parents Bob and Bobbie for unconditional support and inspiration to be all I can be.

- 1-1 Basic Themes 1**
 Biochemistry and Life 1
 Origin of Life on Earth 2
- 1-2 Chemical Foundations of Biochemistry 2**
 Amino Acids 2
 Carbohydrates 3
 Nucleotides 4
 Lipids 4
 Functional Groups Important in Biochemistry 4
- 1-3 The Beginnings of Biology 6**
 The Earth and Its Age 6
 Biomolecules 8
 Molecules to Cells 12
- 1-4 The Biggest Biological Distinction—
 Prokaryotes and Eukaryotes 16**
 Prokaryotic Cells 17
 Eukaryotic Cells 18
- 1-5 How We Classify Eukaryotes
 and Prokaryotes 21**
 Five-Kingdom Classification System 22
1A BIOCHEMICAL CONNECTIONS
BIOTECHNOLOGY Extremophiles: The Toast
 of the Industry 23
 Three-Domain Classification System 23
 Eukaryotic Origins 23
- 1-6 Biochemical Energetics 25**
 Thermodynamic Principles 25
 Energy Changes 26
 Spontaneity in Biochemical Reactions 26
 Life and Thermodynamics 27
1B BIOCHEMICAL CONNECTIONS
THERMODYNAMICS Predicting Reactions 28

Biochemistry and the Organization of Cells

1-1 Basic Themes

Biochemistry and Life

► How does biochemistry describe life processes?

Living organisms, such as humans, and even the individual cells of which they are composed, are enormously complex and diverse. Nevertheless, certain unifying features are common to all living things from the simplest bacterium to the human being. They all use the same types of *biomolecules*, and they all use energy. As a result, organisms can be studied via the methods of chemistry and physics.

Biochemistry can be defined in many ways. From the name, it is clear it is the chemistry of life. It combines biology and chemistry, and any given instructor may have more of a biology focus, a chemistry focus, or anything in between.

Disciplines that appear to be unrelated to biochemistry can provide answers to important biochemical questions. For example, the magnetic resonance imaging (MRI) tests that play an important role in the health sciences originated with physicists, became a vital tool for chemists, and currently play a large role in biochemical research. The field of biochemistry draws on many disciplines, and its multidisciplinary nature allows it to use results from many sciences to answer questions about the *molecular nature of life processes*. Important applications of this kind of knowledge are made in medically related fields; an understanding of health and disease at the molecular level leads to more effective treatment of illnesses of many kinds.

The activities within a cell are similar to the transportation system of a city. The cars, buses, and taxis correspond to the molecules involved in reactions (or series of reactions) within a cell. The routes traveled by vehicles likewise can be compared to the reactions that occur in the life of the cell. Note particularly that many vehicles travel more than one route—for instance, cars and taxis can go almost anywhere—whereas other, more specialized modes of transportation, such as subways and streetcars, are confined to single paths. Similarly, some molecules play multiple roles, whereas others take part only in specific series of reactions. Also, *the routes operate simultaneously*, and we shall see that this is true of the many reactions within a cell.

To continue the comparison, the transportation system of a large city has more kinds of transportation than does a smaller

one. Although a small city may have only cars, buses, and taxis, a large city may have all of these plus others, such as streetcars or subways. Analogously, some reactions are found in all cells, and others are found only in specific kinds of cells. Also, more structural features are found in the larger, more complex cells of larger organisms than in the simpler cells of organisms such as bacteria.

An inevitable consequence of this complexity is the large quantity of terminology that is needed to describe it; learning considerable new vocabulary is an essential part of the study of biochemistry. You will also see many cross-references in this book, which reflect the many connections among the processes that take place in the cell.

Origin of Life on Earth

The fundamental similarity of cells of all types makes speculating on the origins of life a worthwhile question. How did the components of our bodies come to be and to do the things that they do? What are the molecules of life? Even the structures of comparatively small biomolecules consist of several parts. Large biomolecules, such as proteins and nucleic acids, have complex structures, and living cells are enormously more complex. Even so, *both molecules and cells must have arisen ultimately from very simple molecules*, such as water, methane, carbon dioxide, ammonia, nitrogen, and hydrogen (Figure 1.1). In turn, these simple molecules must have arisen from atoms.

► How did living things originate?

The way in which the Universe itself, and the atoms of which it is composed, came to be is a topic of great interest to astrophysicists as well as other scientists. Simple molecules were formed by combining atoms, and reactions of simple molecules led in turn to more complex molecules. The molecules that play a role in living cells today are the same molecules as those encountered in organic chemistry; they simply operate in a different context.

1-2 Chemical Foundations of Biochemistry

organic chemistry the study of compounds of carbon, especially of carbon and hydrogen and their derivatives

Organic chemistry is the study of compounds of carbon and hydrogen and their derivatives. Because the cellular apparatus of living organisms is made up of carbon compounds, biomolecules are part of the subject matter of organic chemistry. Additionally, many carbon compounds are not found in any organism, and many topics of importance to organic chemistry have little connection with living things. We are going to concentrate on the aspects of organic chemistry that we need in order to understand what goes on in living cells.

The small molecules found in the cell can usually be lumped into four basic classes. We will see these over and over again during our study of biochemistry. They are the basic building blocks of life.

Amino Acids

The simplest compounds are the amino acids. They get their name from the fact that they all contain an amino group and a carboxyl group, as shown in Figure 1.2. Under physiological conditions both the carboxyl group and amino group are ionized ($-\text{COO}^-$ and $-\text{NH}_3^+$, respectively). Amino acids can be shown in various ways, including a structural formula or a ball and stick formula. Amino acids have a basic structure where a central carbon atom is bonded to a carboxyl group, an amino group, a hydrogen, and a variable group, called

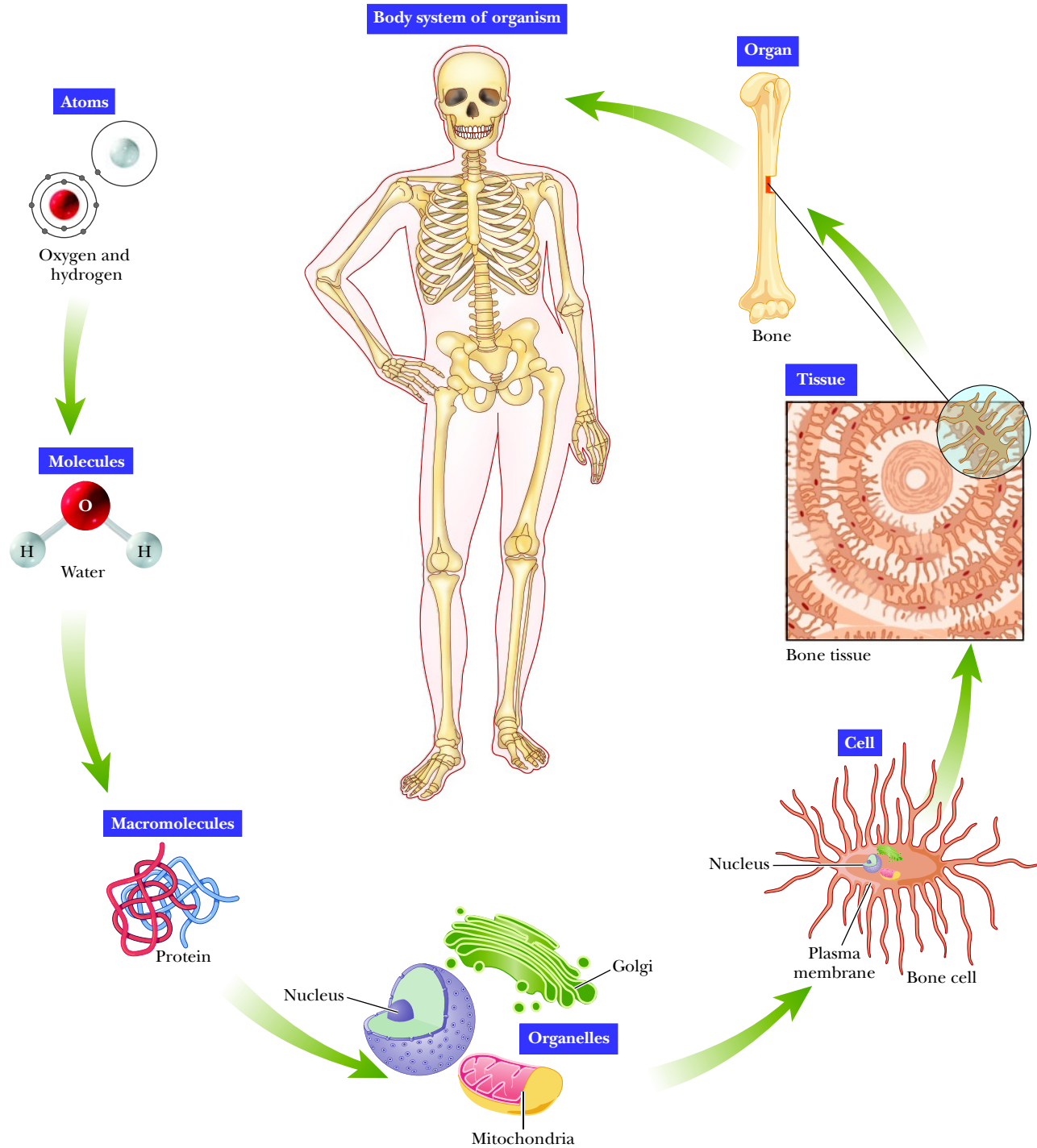


Figure 1.1 Levels of structural organization in the human body. Note the hierarchy from simple to complex.

the R group. It is the difference between the R groups that makes each amino acid unique.

Carbohydrates

Carbohydrates are compounds made up of carbon, hydrogen, and oxygen, with a general formula of $(CH_2O)_n$, where n is at least 3. The simplest forms are called monosaccharides, or sugars. The most common

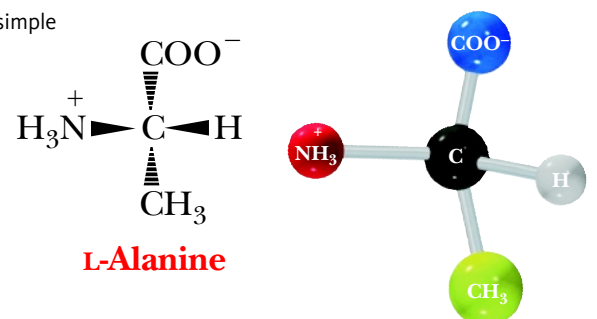


Figure 1.2 Basic structure of the amino acid, alanine.

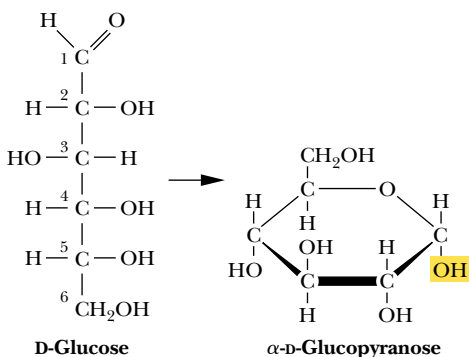


Figure 1.3 Straight chain and cyclic depictions of glucose, the most common monosaccharide.

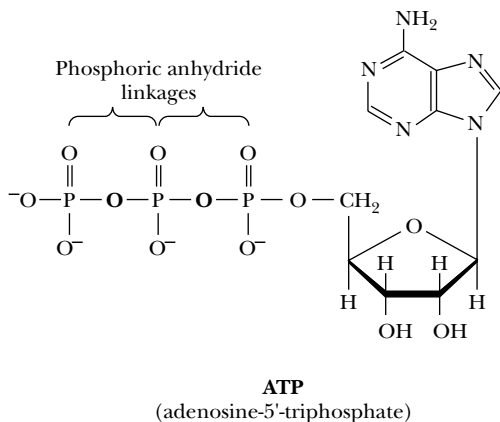


Figure 1.4 The structure of ATP, an important nucleotide in energy production.

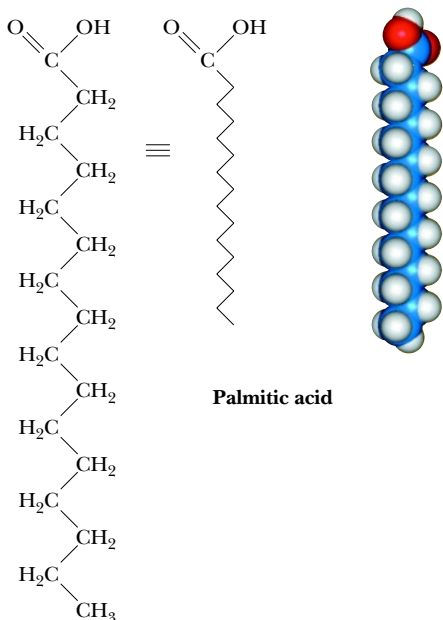


Figure 1.5 The simple lipid palmitic acid, shown with a structural formula, an abbreviated formula, and a space-filling model.

functional groups groups of atoms that give rise to the characteristic reactions of organic compounds

monosaccharide is glucose, which has the formula $C_6H_{12}O_6$, as shown in Figure 1.3. For convenience, sugars are often drawn as a straight chain, but in solution they form cyclic structures. Simple sugars often make up much larger polymers and are used for energy storage and structural components.

Nucleotides

Nucleotides are the basic unit of the hereditary materials DNA and RNA. They also form the molecular currency of the cell, adenosine triphosphate (ATP). A nucleotide is composed of a five-carbon sugar, a nitrogen-containing ring, and one or more phosphate groups. The important nucleotide, ATP, is shown in Figure 1.4. It is composed of the nitrogenous base adenine, the sugar ribose, and three phosphates.

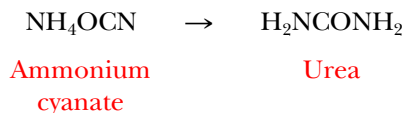
Lipids

The fourth major group of biochemicals consists of lipids. They are the most diverse and cannot be shown with a simple structure common to all lipids. However, they all have the common trait that they are poorly soluble in water. This is because most of their structure is composed of long chains of hydrocarbons. A simple lipid is palmitic acid, which has 16 carbons. There are several ways to depict such a lipid, as shown in Figure 1.5.

Another important lipid you have heard of is cholesterol, shown in Figure 1.6. It differs considerably in its structure from palmitic acid, but is still very insoluble in water due to the chains of carbon and the fact that it has only a single oxygen molecule in it.

► Can a chemist make the molecules of life in a laboratory?

Until the early part of the 19th century, there was a widely held belief in “vital forces,” forces presumably unique to living things. This belief included the idea that the compounds found in living organisms could not be produced in the laboratory. German chemist Friedrich Wöhler performed the critical experiment that disproved this belief in 1828. Wöhler synthesized urea, a well-known waste product of animal metabolism, from ammonium cyanate, a compound obtained from mineral (i.e., nonliving) sources.



It has subsequently been shown that any compound that occurs in a living organism can be synthesized in the laboratory, although in many cases the synthesis represents a considerable challenge to even the most skilled organic chemist.

The reactions of biomolecules can be described by the methods of organic chemistry, which requires the classification of compounds according to their **functional groups**. *The reactions of molecules are based on the reactions of their respective functional groups.*

Functional Groups Important in Biochemistry

Table 1.1 lists some biologically important functional groups. Note that most of these functional groups contain oxygen and nitrogen, which are among the most electronegative elements. As a result, many of these functional groups are polar, and their polar nature plays a crucial role in their reactivity. Some groups that are vitally important to organic chemists are missing from the table because molecules containing these groups, such as alkyl halides and acyl

chlorides, do not have any particular applicability in biochemistry. Conversely, carbon-containing derivatives of phosphoric acid are mentioned infrequently in beginning courses on organic chemistry, but esters and anhydrides of phosphoric acid (Figure 1.7) are of vital importance in biochemistry. ATP, a molecule that is the energy currency of the cell, contains both ester and anhydride linkages involving phosphoric acid.

Important classes of biomolecules have characteristic functional groups that determine their reactions. We shall discuss the reactions of the functional groups when we consider the compounds in which they occur.

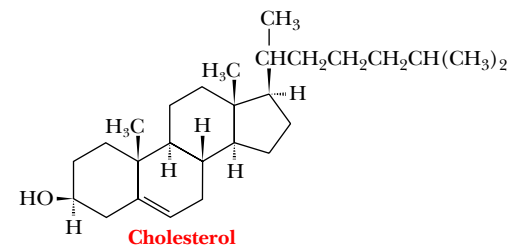
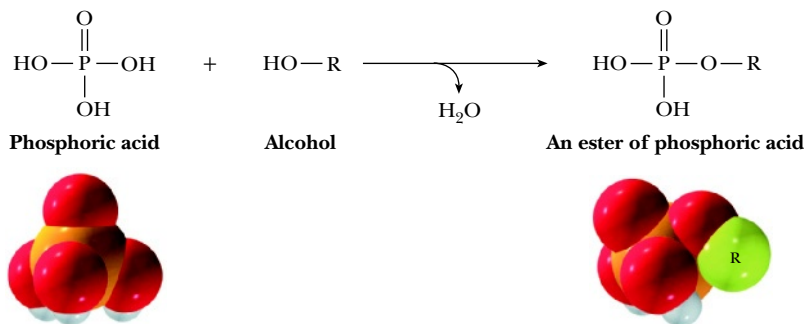


Figure 1.6 The structure of cholesterol, an important lipid in biological membranes.

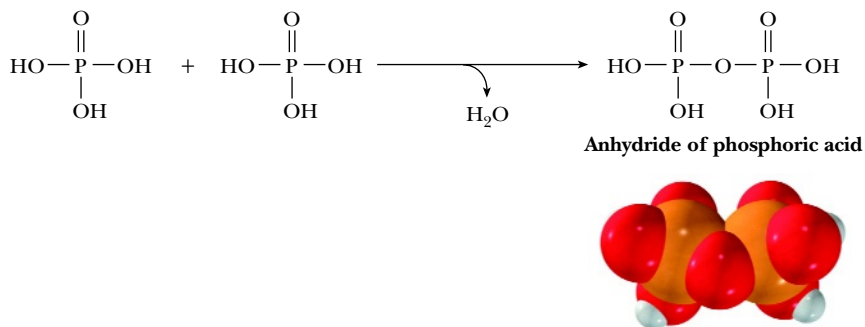
Table 1.1 Functional Groups of Biochemical Importance

Class of Compound	General Structure	Characteristic Functional Group	Name of Functional Group	Example
Alkenes	RCH=CH ₂ RCH=CHR R ₂ C=CHR R ₂ C=CR ₂	C=C	Double bond	CH ₂ =CH ₂
Alcohols	ROH	—OH	Hydroxyl group	CH ₃ CH ₂ OH
Ethers	ROR	—O—	Ether group	CH ₃ OCH ₃
Amines	RNH ₂ R ₂ NH R ₃ N	—N<	Amino group	CH ₃ NH ₂
Thiols	RSH	—SH	Sulfhydryl group	CH ₃ SH
Aldehydes	$\begin{array}{c} \text{O} \\ \parallel \\ \text{R}-\text{C}-\text{H} \end{array}$	$\begin{array}{c} \text{O} \\ \parallel \\ -\text{C}- \end{array}$	Carbonyl group	$\begin{array}{c} \text{O} \\ \parallel \\ \text{CH}_3\text{CH} \end{array}$
Ketones	$\begin{array}{c} \text{O} \\ \parallel \\ \text{R}-\text{C}-\text{R} \end{array}$	$\begin{array}{c} \text{O} \\ \parallel \\ -\text{C}- \end{array}$	Carbonyl group	$\begin{array}{c} \text{O} \\ \parallel \\ \text{CH}_3\text{CCH}_3 \end{array}$
Carboxylic acids	$\begin{array}{c} \text{O} \\ \parallel \\ \text{R}-\text{C}-\text{OH} \end{array}$	$\begin{array}{c} \text{O} \\ \parallel \\ -\text{C}-\text{OH} \end{array}$	Carboxyl group	$\begin{array}{c} \text{O} \\ \parallel \\ \text{CH}_3\text{COH} \end{array}$
Esters	$\begin{array}{c} \text{O} \\ \parallel \\ \text{R}-\text{C}-\text{OR} \end{array}$	$\begin{array}{c} \text{O} \\ \parallel \\ -\text{C}-\text{OR} \end{array}$	Ester group	$\begin{array}{c} \text{O} \\ \parallel \\ \text{CH}_3\text{COCH}_3 \end{array}$
Amides	$\begin{array}{c} \text{O} \\ \parallel \\ \text{R}-\text{C}-\text{NR}_2 \\ \text{O} \\ \parallel \\ \text{R}-\text{C}-\text{NHR} \\ \text{O} \\ \parallel \\ \text{R}-\text{C}-\text{NH}_2 \end{array}$	$\begin{array}{c} \text{O} \\ \parallel \\ -\text{C}-\text{N} < \end{array}$	Amide group	$\begin{array}{c} \text{O} \\ \parallel \\ \text{CH}_3\text{CN}(\text{CH}_3)_2 \end{array}$
Phosphoric acid esters	$\begin{array}{c} \text{O} \\ \parallel \\ \text{R}-\text{O}-\text{P}-\text{OH} \\ \\ \text{OH} \end{array}$	$\begin{array}{c} \text{O} \\ \parallel \\ -\text{O}-\text{P}-\text{OH} \\ \\ \text{OH} \end{array}$	Phosphoric ester group	$\begin{array}{c} \text{O} \\ \parallel \\ \text{CH}_3-\text{O}-\text{P}-\text{OH} \\ \\ \text{OH} \end{array}$
Phosphoric acid anhydrides	$\begin{array}{c} \text{O} \quad \text{O} \\ \parallel \quad \parallel \\ \text{R}-\text{O}-\text{P}-\text{O}-\text{P}-\text{OH} \\ \quad \\ \text{OH} \quad \text{OH} \end{array}$	$\begin{array}{c} \text{O} \quad \text{O} \\ \parallel \quad \parallel \\ -\text{P}-\text{O}-\text{P}- \\ \quad \\ \text{OH} \quad \text{OH} \end{array}$	Phosphoric anhydride group	$\begin{array}{c} \text{O} \quad \text{O} \\ \parallel \quad \parallel \\ \text{HO}-\text{P}-\text{O}-\text{P}-\text{OH} \\ \quad \\ \text{OH} \quad \text{OH} \end{array}$

1 Reaction of phosphoric acid with a hydroxyl group to form an ester, which contains a P-O-R linkage. Phosphoric acid is shown in its nonionized form in this figure. Space-filling models of phosphoric acid and its methyl ester are shown. The red spheres represent oxygen; the white, hydrogen; the green, carbon; and the orange, phosphorus.



2 Reaction of two molecules of phosphoric acid to form an anhydride, which contains a P-O-P linkage. A space-filling model of the anhydride of phosphoric acid is shown.



3 The structure of ATP (adenosine triphosphate), showing two anhydride linkages and one ester.

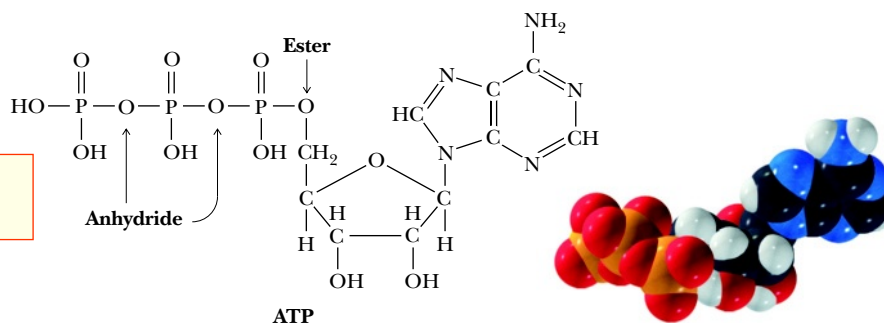


Figure 1.7 ATP and the reactions for its formation.

1-3 The Beginnings of Biology

The Earth and Its Age

Although humans in general and science fiction writers in particular are fascinated by the idea of life on other planets, to date, we are aware of only one planet that unequivocally supports life: our own. The Earth and its waters are universally understood to be the source and mainstay of life as we know it. A natural first question is how the Earth, along with the Universe of which it is a part, came to be.

► How and when did the Earth come to be?

Currently, the most widely accepted cosmological theory for the origin of the Universe is the *big bang*, a cataclysmic explosion. According to big-bang cosmology, all the matter in the Universe was originally confined to a comparatively small volume of space. As a result of a tremendous explosion, this “primordial fireball” started to expand with great force. Immediately after the big bang, the Universe was extremely hot, on the order of 15 billion

(15×10^9) K. (Note that Kelvin temperatures are written without a degree symbol.) The average temperature of the Universe has been decreasing ever since as a result of expansion, and the lower temperatures have permitted the formation of stars and planets. In its earliest stages, the Universe had a fairly simple composition. Hydrogen, helium, and some lithium (the three smallest and simplest elements on the periodic table) were present, having been formed in the original big-bang explosion. The rest of the chemical elements are thought to have been formed in three ways: (1) by thermonuclear reactions that normally take place in stars, (2) in explosions of stars, and (3) by the action of cosmic rays outside the stars since the formation of the galaxy. The process by which the elements are formed in stars is a topic of interest to chemists as well as to astrophysicists. For our purposes, note that the most abundant isotopes of biologically important elements such as carbon, oxygen, nitrogen, phosphorus, and sulfur have *particularly stable nuclei*. These elements were produced by nuclear reactions in first-generation stars, the original stars produced after the beginning of the Universe (Table 1.2). Many first-generation stars were destroyed by explosions called *supernovas*, and their stellar material was recycled to produce second-generation stars, such as our own Sun, along with our solar system. Radioactive dating, which uses the decay of unstable nuclei, indicates that the age of the Earth (and the rest of the solar system) is 4 billion to 5 billion (4×10^9 to 5×10^9) years. The atmosphere of the early Earth was very different from the one we live in, and it probably went through several stages before reaching its current composition. The most important difference is that, according to most theories of the origins of the Earth, very little or no free oxygen (O_2) existed in the early stages (Figure 1.8). The early Earth was constantly irradiated with ultraviolet light from the Sun because there was no ozone (O_3) layer in the atmosphere to block it. Under these conditions, the chemical reactions that produced simple biomolecules took place.

The gases usually postulated to have been present in the atmosphere of the early Earth include NH_3 , H_2S , CO , CO_2 , CH_4 , N_2 , H_2 , and (in both liquid and vapor forms) H_2O . However, there is less agreement on the relative amounts of these components, from which biomolecules ultimately arose. Many of the earlier theories of the origin of life postulated CH_4 as

Table 1.2 Abundance of Important Elements Relative to Carbon*

Element	Abundance in Organisms	Abundance in Universe
Hydrogen	80–250	10,000,000
Carbon	1,000	1,000
Nitrogen	60–300	1,600
Oxygen	500–800	5,000
Sodium	10–20	12
Magnesium	2–8	200
Phosphorus	8–50	3
Sulfur	4–20	80
Potassium	6–40	0.6
Calcium	25–50	10
Manganese	0.25–0.8	1.6
Iron	0.25–0.8	100
Zinc	0.1–0.4	0.12

*Each abundance is given as the number of atoms relative to a thousand atoms of carbon.

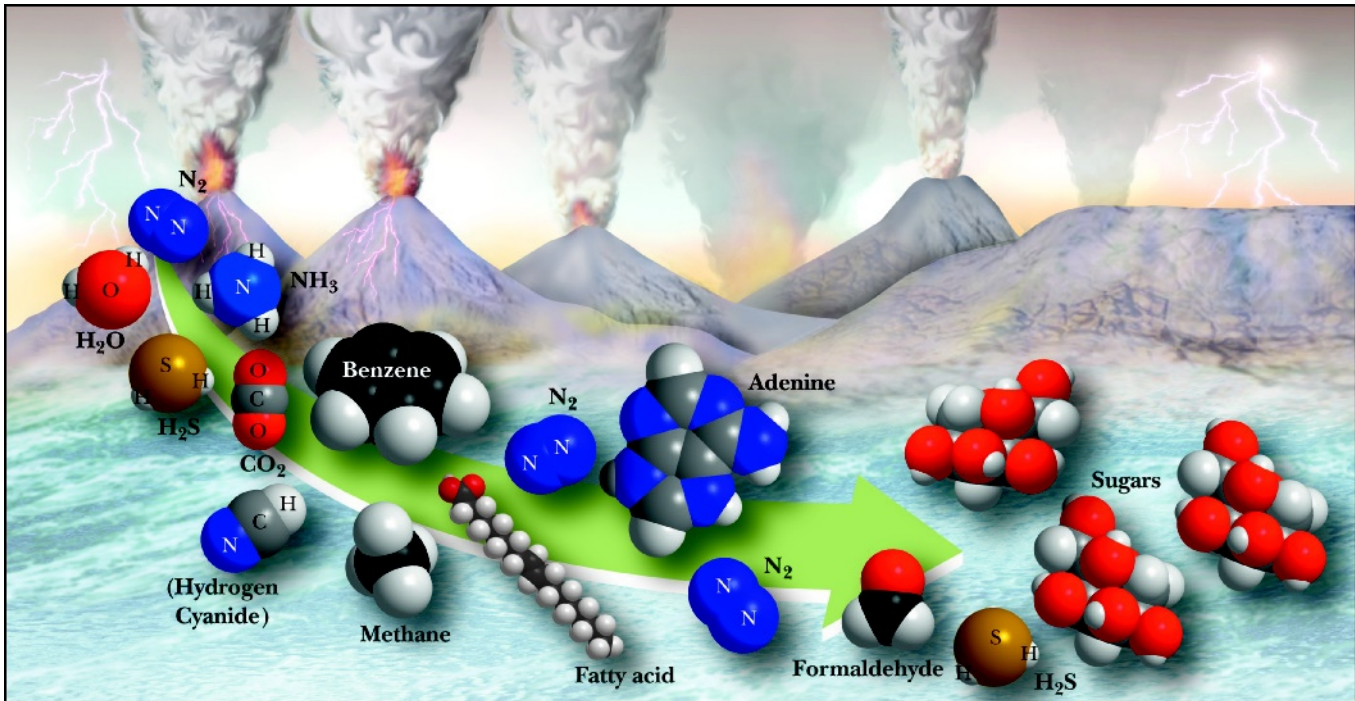


Figure 1.8 Formation of biomolecules on the early Earth. Conditions on early Earth would have been inhospitable for most of today's life. Very little or no oxygen (O_2) existed. Volcanoes erupted, spewing gases, and violent thunderstorms produced torrential rainfall that covered the Earth. The green arrow indicates the formation of biomolecules from simple precursors.

the carbon source, but more recent studies have shown that appreciable amounts of CO_2 must have existed in the atmosphere at least 3.8 billion (3.8×10^9) years ago.

This conclusion is based on geological evidence: The earliest known rocks are 3.8 billion years old, and they are carbonates, which arise from CO_2 . Any NH_3 originally present must have dissolved in the oceans, leaving N_2 in the atmosphere as the nitrogen source required for the formation of proteins and nucleic acids.

Biomolecules

► How were biomolecules likely to have formed on the early Earth?

Experiments have been performed in which the simple compounds of the early atmosphere were allowed to react under the varied sets of conditions that might have been present on the early Earth. The results of such experiments indicate that these simple compounds react *abiotically* or, as the word indicates (*a*, “not,” and *bios*, “life”), in the absence of life, to give rise to biologically important compounds such as the components of proteins and nucleic acids. Of historic interest is the well-known Miller–Urey experiment. In each trial, an electric discharge, simulating lightning, is passed through a closed system that contains H_2 , CH_4 , and NH_3 , in addition to H_2O . Simple organic molecules, such as formaldehyde ($HCHO$) and hydrogen cyanide (HCN), are typical products of such reactions, as are amino acids, the building blocks of proteins. According to one theory, reactions such as these took place in the Earth's early oceans; other researchers postulate that such reactions occurred on the surfaces of clay particles that were present on the early Earth. It is certainly true that mineral substances similar to clay can serve as catalysts in many types of reactions. Recent theories of the origin of life focus

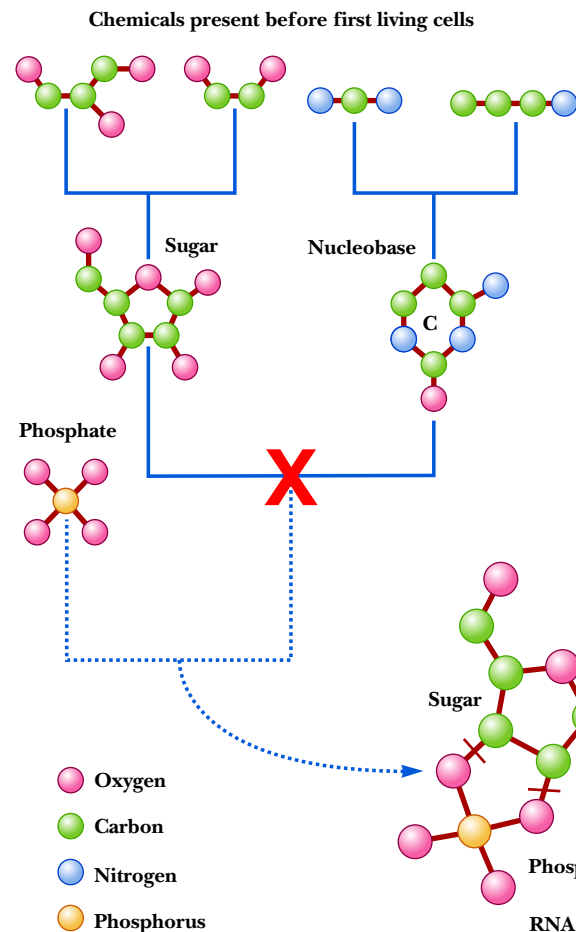
on RNA, not proteins, as the first genetic molecules. Proteins are thought to have developed later in the evolution of the earliest cells. This point does not diminish the importance of this first experiment on abiotic synthesis of biomolecules.

Recent experiments have shown it is possible to synthesize nucleotides from simple molecules by a pathway that includes a precursor that is neither a sugar nor a nucleobase, but a fragment consisting of a sugar and a part of a base. This fragment, 2-aminooxazole, is highly volatile and can vaporize and condense so as to give rise to pockets of pure material in reasonably large amounts. In turn, phosphates released by volcanic action can react with the 2-aminooxazole to produce nucleotides (Figure 1.9). The products include nucleotides that are not part of present-day RNA, but intense ultraviolet light, which was present on the early Earth, destroyed those nucleotides, leaving those found in RNA today.

Living cells today are assemblages that include very large molecules, such as proteins, nucleic acids, and polysaccharides. These molecules are larger by

FAILED NUCLEOTIDES

Chemists have long been unable to find a route by which nucleobases, phosphate and ribose (the sugar component of RNA) would naturally combine to generate quantities of RNA nucleotides.



A NEW ROUTE

In the presence of phosphate, the raw materials for nucleobases and ribose first form 2-aminooxazole, a molecule that contains part of a sugar and part of a C or U nucleobase. Further reactions yield a full ribose-base block and then a full nucleotide. The reactions also produce “wrong” combinations of the original molecules, but after exposure to ultraviolet rays, only the “right” versions—the nucleotides—survive.

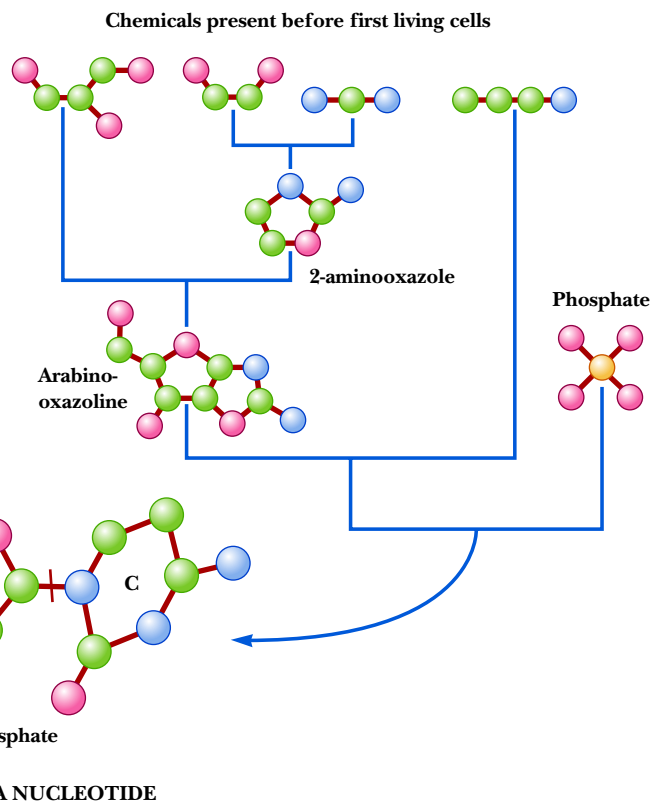


Figure 1.9 Abiotic synthesis of nucleotides. The volatile compound 2-aminooxazole is a key intermediate that eventually gives rise to nucleotides. (Copyright © Andrew Swift)