# Identification of PAMPs originating from Downy Mildew Pathogen Hyaloperonospora parasitica

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#### Introduction

Pathogen Associated Molecular Patterns (PAMPs) are highly conserved molecules, unique to microbes and conserved within a given class of microbes (pathogens and non pathogens)¹. These are recognised as foreign by plant pattern recognition receptors, inducing an immune response termed PAMP-triggered immunity. Known bacterial PAMPs include flagellin and Ef-Tu, no PAMPs have been identified for the oomycete plant pathogen Hyaloperonospora parasitica.

The aim of this project was to establish a system for identifying PAMPs.



Figure 1 - Hyaloperonospora parasitica is an obligate pathogen of the plant Arabidopsis thaliana. Notice the white spores on the leaf.

#### **Methods**

In order to test for PAMPs, it was necessary to detect when an immune response was generated. Transgenic PR-1-GUS plants were used for this purpose, containing the promoter of Pathogenesis Related gene 1 (PR-1), one of the many genes induced during the plant immune response, fused with the GUS gene for the enzyme beta-glucuronidase. Assaying for GUS activity using the enzyme substrate X-Gluc, to produce blue staining in the plant, revealed when an immune response had been generated.





Figure 3 – GUS assay 48 hours after treatment. No staining in top row, blue staining shown in bottom row.

# **Pathogen Spores**

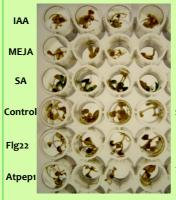
Spores from three isolates of *H. parasitica*, Noks1, Cala2 & Emoy2, either untreated or heat killed, used as treatments. Intense staining seen in untreated spores wells

(Nu, Cu, Eu); very faint staining caused by heat killed spores in some seedlings.



Figure 4 — GUS stained PR-1-GUS seedlings treated with untreated and heat killed spores. No Untreated Nokss spores, Nh. Heat killed Nokss spores, Cu. Untreated Emoya spores, Ch. Heat killed Calaz spores, Eu. Untreated Emoya spores.

# **Bacterial PAMPs and Plant Hormones**



treated
with SA;
weaker
staining in
leaf veins
treated
with
flagellin &
Atpep1.

Strong

staining

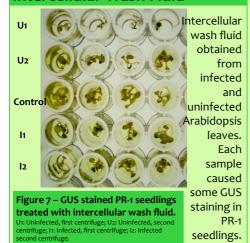
observed

when

Figure 5 – GUS stained PR-1-GUS seedlings treated with plant hormones and bacterial

**FAMPS.** IAA: indoleacetic acid; MEJA: methyl jasmonate; SA: salicylic acid; Flg2 flagellin peptide; Atpep1: plant peptide.

#### Intercellular Wash Fluid



#### References:

<sup>1</sup>Knoth, C. and Eulgem, T. (2008) The oomycete response gene LURP1 is required for defence against Hyaloperonospora parasitica in Arabidopsis thaliana. The Plant Journal 55, 53-64.

<sup>2</sup>Tör, M. (2008) **Tapping into molecular conversation between comycete plant pathogens and their hosts.** European Journal
of Plant Pathology 122, 57-69.

# **Conclusions**

H. parasitica spores all induced GUS expression in PR-1 seedlings.

Heat treated spore induced GUS expression in some PR-1 seedlings but at a much lower level.

Flg22 and Atpep1 induced GUS expression in PR-1 seedlings.

SA greatly induced GUS expression in PR-1. Uninfected and infected plant extracts induce GUS expression.

Intercellular wash fluid from infected and uninfected plants induced GUS expression in PR-1 seedlings.



# **Plant Material**

Plant protein samples extracted UI from **Arabidopsis** US leaves used to treat seedlings. Control **GUS** staining observed in all treatment conditions. most intense in UI, II and IS.



Figure 6 – GUS stained PR-1 seedlings treated with plant material extracts. UT: uninfected plant total protein; UI: uninfected plant soluble protein; US: uninfected plant soluble protein; II: Infected plant total protein; III: Infected plant is coluble protein; III: Infected plant is coluble protein.

#### **Further Work**

- Try heat killing spores for longer to see if GUS expression is prevented.
- Try separating plant proteins in size order to identify which proteins are inducing GUS expression.
- Use a quantitative assay to determine differences in the level of GUS expression caused by the different treatments.

# **URSS Experience**

The scheme has given me an insight into the world of academic research; I have learnt about how research problems are approached, attended and contributed to group meetings, developed and practiced my laboratory skills and gained invaluable experience which will help me when applying for jobs. This placement has also been a chance to explore one of the career paths available to me after graduation, of which I previously had very little knowledge.