**GRAMMAR**

**Video: inside the quest to make lab-grown meat**

**1. Grammar:** **-less or -free ?**

Whenever you form an adjective by adding the suffix **-less** or **– free,** you are describing something as not having or not affected by the thing mentioned.

Ex : *“Fin****less*** *foods are slaughter-****free****.”*

Normally, usage prescribes one OR the other.

(ex : chewing gum can be sugar**less** or sugarf**ree**).

In the following examples, only one is possible. Test your knowledge buy using either **-less** or **-free** in each example. :

1° There are many homeless. people sleeping rough on the streets of London.

2° The whole journey was trouble-free and we arrived at our destination on time.

3° There are so many duty-free goods in the airport shop that we just don’t know where to begin.

4° It was a completely meaningless exercise and they made no progress in their work.

5° The mayor said she was powerless without the support of the police.

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**2. MODAL VERBS**

**Article : meat alternatives – the future of food**

**All modal verbs have the following features in common**

* **They are always followed by the infinitive without ‘to’.**
* **They are the same for all the pronouns.**
* **They do not need auxiliaries. They take direct negative and question forms.**
* **They never combine with another modal verb.**

**Look for mistakes in the following sentences:**

*The impossible burger will can be found in many American stores next year .*

*Just Scramble, the vegan omelette, could to help solve world hunger.*

*Does lab-grown meat can convince vegetarians ?*

*Real meat doesn’t may disappear before long.*

**Possible/impossible, probable or certain?**

We use the modal ***can***to make **general statements**about what is possible.

*L55 : “cakes and even brioche can be made using the bottled-egg alternative.”*

Fr : “ “

We use the negative ***can’t***or ***cannot***to show that something is impossible :

*L44-45 : « … intensive animal agriculture can’t possibly continue with eight billion people.”*

Fr : “ “

We use the modals ***could***, ***might***and ***may***to show that something is possible in the future, but not certain.

*L53 : « … animal-free substitutes could make a meaningful impact”*

Fr : “ “

*L72 : “lab-grown meat might one day be an affordable, low-impact way of feeding the world.”*

Fr : “ “

We use ***will*** to talk about the future – to say what we believe will happen.

*L37 : « Dr Patrick O Brown … says that over the next two or three years, plant-based meat will become as affordable as the cheapest fast-food burger”*

Fr : “ “

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3. Grammar - **Subordonnées en IF**

[**https://learnenglish.britishcouncil.org/en/quick-grammar/conditionals-1**](https://learnenglish.britishcouncil.org/en/quick-grammar/conditionals-1)

1/ Observez les exemples suivants tirés des documents étudiés :

***-What would happen if the whole word turned vegan overnight?***

***-If more people had a vegan diet or ate organic food, their carbon footprint would not be as heavy.***

***-If everyone suddenly became vegan, food-related emissions would drop by around 70%***

***- if domesticated farm animals were released into the wild, the majority would become the next meal for wild predators***

***-If I were you, I would try flexitarianism.***

a/ A quel temps est le verbe dans les subordonnées en **IF**?

b/ Dans la proposition principale ?

c/ Quelle est la notion exprimée par la subordonnée en IF ?

d/ Complétez le texte suivant :

Lorsque l’on veut exprimer une ...................................., on utilise le...........................................dans la subordonnée en IF et WOULD +…………………………………….dans la principale.

2/ Observez l’exemple suivant :

**-If the weather is fine we will go to the beach.**

→Donnez le temps des verbes dans la subordonnée et dans la principale.

→Quelle est la notion exprimée par IF ici ?

3/ Complétez les phrases suivantes avec le verbe au temps qui convient :

a/ If supermarkets ……………..(sell) vegan burger it will be a success.

b/ If they…………………(be) here, they would buy organic food.

c/ If consumers paid more attention to the carbon footprint of the food they buy, it……….………………..(be) a major progress.

d/ She would buy sustainable sugar cane if she ……………………………..(can find) some at the supermarket.

e/ Lab meat will not be available for consumers if scientists ……………………………(stop) their researches.

f/ If there is not enough information on the label, he …………………………(not buy) this product.

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**4. TO or FOR WITH VERBS**

**\*TO**

Use “**to**” with a verb to talk about a motive, reason or objective. (longer version – “**in order to**”)

**WHY ?**

Q. Why did you eat that piece of labmeat?

A. **To see** if it tasted as good as real meat.

Q. Why did you go foraging at the coast last weekend?

A. **To get** some delicious seaweed for tomorrow’s dinner.

A. I did it to help the planet! I’m cutting down on meat at the moment.

Q. What’s the point in studying future food?

A. It’s **to draw attention** to the fact that in 30 years there won’t be enough food to feed everyone.

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**NOTE** -

**TO** or **FOR** can both be used for a motive/reason.

**TO is always with a verb**

**FOR is always with a noun.** Look at the examples below.

He went to the library **to meet** the students about the new campus canteen.

He went to the library **for a meeting** with the students about the new campus canteen.

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**Give four answers to this age-old question. Two of your answers should contain the word ‘to’ and two should contain the word ‘for’.**

1. To \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. To \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**FOR (+ V-ING)**



Use for with a verb in its progressive, ‘-ing’ form, to talk about function.

**WHAT**

**FOR ?**

This instrument is **for extracting** juice from beetles.

This machine is **for testing** patients’ cholesterol levels.

Q. What’s that glove for?

A. It’s for removing live scorpions safely from their boxes.

**Write four similar questions and answers for the kitchen utensils pictured**