

## 9.3 Vocabulary and skills development

GOALS ■ Understand reference ■ Use synonyms and antonyms

### Reading & Speaking understanding reference

- 1 Look at the list of commonly held beliefs about the moon. Do you think any of these are scientific facts? Why/Why not? Discuss with a partner.
  - 1 The 1969 moon landings were faked. At the time, science was not advanced enough to travel there, so the film simply cannot be genuine.
  - 2 Supermoons, when the moon appears bigger because it is closer to Earth, can cause tsunamis because the gravitational force is so much stronger. Such disasters would be more common if the moon was any nearer.
  - 3 The side of the moon which we cannot see is in permanent darkness because the rays of the sun cannot reach there.
  - 4 A full moon can make people go crazy. Police and hospital workers know that people are wilder when there is one.
  - 5 The Earth could not survive without the moon. It stops the Earth from tilting on its side, which would dramatically affect the weather.
- 2 9.5 ))) Listen and check your ideas.



- 3a Read the information in the Unlock the code box about reference.

#### UNLOCK THE CODE reference

Texts are linked together by using words to refer back to earlier parts of the text.

For example:

- 1 Pronouns, e.g. *he, she, her, him, this, that, these, those, one(s)* and possessives, e.g. *its, their, his, her*, etc. can refer back to nouns, phrases or sentences. *The same* can also be used in this way.
 

*Nor is it true that the other side of the moon is always dark. This is just a myth, its far side is lit by the sun just as often as the side we can see.*
- 2 A form of auxiliary verbs like *do*, e.g. *do, does, did, have done*, can refer back to a verb or a verb plus what follows it. *So* is often used instead of *it* to replace what goes after a verb.
 

*When the American team first landed on the moon, they planted a flag. In doing so, they accidentally started the myth that the moon landings were faked ...*
- 3 Adverbs like *here, there* and *then* can be used to refer back to a situation.
 

*... the flag appeared to flutter in a slight wind – and clearly there is no wind there (on the moon).*
- 4 Nouns, for example, 'one' or 'ones', can be used to refer back to other nouns or situations. *Such a/an* (singular) or *such* (plural) can be used before a noun to mean *this kind of*.
 

*Sometimes there are tsunamis at the same time as a supermoon, but such occurrences are just a coincidence.*

- b Work with a partner. Look at the sentences in exercise 1 and find examples of reference.
- c Now read the article on page 91. What do the highlighted words and phrases refer to?
- 4 Read the article again and answer the questions. You will need to understand reference to do this.
  - 1 What did people tend to avoid doing on a full moon?
  - 2 What kind of nights do hunting animals prefer?
  - 3 What have people feared for thousands of years?
  - 4 How did the Ancient Greeks explain the supposed impact of the moon on human behaviour?
  - 5 Do more people get injured or get in trouble at the time of a full moon?
  - 6 What three effects does the moon seem to have on human sleep patterns?

# Man and the moon?

In a world where electric street lights and car headlamps illuminate the night, it is easy to overlook the moon, to <sup>1</sup>forget that not so many years ago anyone who wanted to move about at night depended on a full moon to light their way. Travellers used almanacs to chart the phases of the moon and plan their journeys, farmers used the moon to harvest their crops and anyone committing a crime would think twice about doing so on a moonlit night.

Myths and legends tell of creatures that hunt under a full moon, but the fact is that most animals are actually less active when the moon is at its brightest. <sup>2</sup>Animals which fear being eaten feel safer in the darker nights, and predators are better able then to hunt unseen. Only humans and other primates seem to be naturally more active at full moon.

But while we can be reassured by the light, people also fear the effect of the full moon on human behaviour. This dates back many thousands of years. The Ancient Greeks knew the moon affected the tides and concluded that it had a similar <sup>3</sup>impact on the water in the human brain. And even today, many people <sup>4</sup>believe that hospitals and police stations are busier at the time of the full moon, despite plenty of research that has failed to confirm this.

However, a recent piece of research has shown that the moon *does* appear to affect our sleep. Brain scans taken when the moon was full showed 30% less deep sleep, and that on those nights people took longer to get to sleep, and <sup>5</sup>stayed asleep for less time.

It seems that deep in our brain, we may still have the remnants of an ancient body clock, designed to protect us by keeping us just a little more wakeful on moonlit nights.

## Vocabulary synonyms and antonyms

5a Read the Vocabulary focus box.

### VOCABULARY FOCUS synonyms and antonyms

As well as using reference and substitution, writers also use lexical links to make a text easier to follow, and to avoid repetition.

One very common way of doing this is to use synonyms (words with similar meanings) and antonyms (words with opposite meanings).

*Supermoons, when the moon appears bigger because it is closer to Earth may cause tsunamis because the gravitational force is so much stronger. Such disasters would be more common if the moon was any nearer.*

*Some people said the 1969 moon landings were faked. At the time, science was not sufficiently advanced for us to travel there, so the film simply could not be genuine.*

b Look at the article in exercise 4 again and find synonyms or antonyms for the underlined words or phrases 1-5.

6 Match each word in the box to synonym or antonym, 1-6.

absence    cease    deliberate (adj)    evil    match (verb)  
praise (noun)

1 stop                            3 bad                            5 presence  
2 criticism                    4 contrast                    6 accidental

7 **TASK** Work in small groups. Sit in a circle if possible. One student should choose an item of vocabulary from exercises 5 and 6. The next student has to say a synonym or antonym for that word. The next student provides another synonym or antonym for the same word. Continue until you run out of ideas, then start with a new word.

