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Level 2 – 23rd July, 2021

Woodland gives city kids better mental health

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<https://breakingnewsenglish.com/2107/210723-woodland-2.html>

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Please try Levels 0, 1 and 3. They are (a little) harder.

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THE READING

From <https://breakingnewsenglish.com/2107/210723-woodland-2.html>

Woodland in cities gives children better mental health. Researchers say children who visit and experience the great outdoors every day also have better thinking skills. Researchers from University College London looked at how woodland benefits city children. They said their research helped their understanding "of the natural environment as an important protective factor for [a child's] cognitive development and mental health". They added that seeing and hearing the sounds of nature provides psychological benefits for children, especially those in cities.

In their four-year study, researchers studied 3,568 children at 31 schools in London. They looked at how the natural environment affected thinking skills and mental health. They calculated how woodland, parks, and "blue space" like rivers, lakes and the sea, affected children's health. The children took memory-based tests. Those who visited woodland every day scored higher on the tests and had a 17 per cent lower risk of behavioural problems. A researcher said all children should experience "forest bathing". This is enjoying "the sights, sounds and smells of a forest".

Sources: <https://www.nature.com/articles/s41893-021-00751-1.epdf>
<https://edition.cnn.com/2021/07/20/health/woodland-children-wellness-scn-intl-scli-gbr/index.html>
<https://phys.org/news/2021-07-woodlands-good-children-young-people.html>

PHRASE MATCHING

From <https://breakingnewsenglish.com/2107/210723-woodland-2.html>

PARAGRAPH ONE:

- | | |
|----------------------------|-----------------------|
| 1. experience the great | a. development |
| 2. have better thinking | b. city children |
| 3. how woodland benefits | c. for children |
| 4. the natural | d. factor |
| 5. an important protective | e. outdoors every day |
| 6. cognitive | f. of nature |
| 7. hearing the sounds | g. environment |
| 8. psychological benefits | h. skills |

PARAGRAPH TWO:

- | | |
|-------------------------------|-----------------|
| 1. In their four- | a. a forest |
| 2. the natural | b. skills |
| 3. affected thinking | c. on the tests |
| 4. The children took memory- | d. sights |
| 5. Those who visited woodland | e. environment |
| 6. scored higher | f. every day |
| 7. This is enjoying the | g. year study |
| 8. smells of | h. based tests |

LISTEN AND FILL IN THE GAPS

From <https://breakingnewsenglish.com/2107/210723-woodland-2.html>

Woodland (1) _____ children better mental health. Researchers say children who visit and experience (2) _____ every day also have better thinking skills. Researchers from University College London looked at how woodland (3) _____. They said their research helped their understanding "of (4) _____ as an important protective factor for [a child's] (5) _____ mental health". They added that seeing and hearing the sounds of nature provides psychological benefits for children, especially (6) _____.

In their (7) _____, researchers studied 3,568 children at 31 schools in London. They looked at (8) _____ environment affected thinking skills and mental health. (9) _____ woodland, parks, and "blue space" like rivers, lakes and the sea, affected children's health. The children took (10) _____. Those who visited woodland every day scored higher on the tests and had a 17 per cent (11) _____ behavioural problems. A researcher said all children should experience "forest bathing". This is enjoying "the (12) _____ smells of a forest".

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/2107/210723-woodland-2.html>

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WOODLAND SURVEY

From <https://breakingnewsenglish.com/2107/210723-woodland-2.html>

Write five GOOD questions about woodland in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student A: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

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WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student B: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

