**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_ ( )**

**Tuesday English News Report**

Broadcast Date: 26th April

*Hong Kong school* ***woes****: children mistaken for having developmental problems, when the high-pressure school system is to blame*

Hong Kong’s high-pressure education system is leading children who are considered to be “underperforming” to be mistaken for having developmental problems, parents and child health workers say.

Developmental-behavioural **paediatrician** Dr Fanny Lam Wai-fan said the major types of child developmental cases had **shifted** from hearing or visual impairment to poor learning abilities in the past 20 years.

She **cited** one case where a young girl was brought to see her to take developmental tests following concerns about her performance at school.

“I had an eight-year-old client who studied in an **elite** school and was forced to memorise texts until 2am as she could not master the last paragraph well,” she said.

“The girl was absolutely normal after assessment ... It was just the **immense** pressure of studying in an elite school.”

Mrs Chan took her son, who was then six-years-old, to receive developmental tests after she learned from a teacher that her son was having ‘problems’ in classes.

“They said he couldn’t collect his meal during lunchtime on his own, and he tended to be slower when he marked homework in his handbook ... He was also not **attentive** during classes,” she said.

Outside school, he was not actively socialising with other children and was **reluctant** to do homework at home.

While Chan believed the developmental progress of each child was different, she took the teachers’ advice and had her son receive assessments.

“Teachers have seen many more children than I have. If my son was really having problems I don’t want to miss the chance to cure him,” she said. But it turned out that her son was fine.

“The private clinical psychologist said he was **bright** after seeing him. He might just not be suitable for the **moulding** system in Hong Kong,” she said.

Another assessor in a public hospital said Chan’s son was on the border of having an attention **deficiency**, but it was not **severe** enough to require treatment.

1. What do you think?
2. Vocabulary

*Fill in the blanks in the sentences below using words from the box.*

|  |  |  |  |
| --- | --- | --- | --- |
| woes | paediatrician  | shift(ed) | cited |
| elite | immense | attentive | reluctant |
| bright | moulding | deficiency | severe |

1. Mary is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She always listens to her teachers.
2. Paula is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She won a scholarship to study at Oxford University.
3. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a doctor who has special training in children’s medical care.
4. After WW1, the balance of power began to \_\_\_\_\_\_\_\_\_\_\_ (move) from Britain to America.
5. A migraine is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ headache.
6. The Spartans were the \_\_\_\_\_\_\_\_\_\_\_ (best-trained and most powerful) warriors of ancient Greece.
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means shaping something or influencing someone.
8. William Shakespeare is often \_\_\_\_\_\_\_\_\_\_\_ as the finest writer in the English language.
9. He was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to travel abroad because he knew he would miss his girlfriend.
10. I visited the pyramids when I was 14 years old. I was impressed by how \_\_\_\_\_\_\_\_\_\_\_\_\_ they were.
11. Lack of nutrients and vitamin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can lead to poor health and disease.
12. To add to his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (problems, sorrow, distress), customers have been spending less in his shop.

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