



they would like to see if you still can retain your composure under pressure and sustain grace under pressure. The most important elements for interviews are your Body Language and Voice Level, and then comes the wording. Besides being tidily attired, appropriate deportment and clarity of diction are also necessary, offering brief and clear answers to the questions. It is useful for daily practice or job seeking interview.

A simple self-introduction is a way to promote the sale of oneself. The procedure is to tell the examiner your distinctive features and unique qualities with clear expressions. Would it not be better if the simple self-introduction runs: "(My name is XXX). I am an honest, hardworking, responsible and diligent student. My strongest traits are cheerfulness and friendliness"? It is because the interviewers are neither interested in our age nor our family members, but our abilities of expressing through language and words.

#### IV. Prospects for future Senior III English Language learning

To portray the pedagogic work for Senior III English Language is like tasting preserved plums. All who have tasted the well preserved plums will know that they are sweet, sour and tasty, inviting people to recollect the pleasant flavour the whole day long. Furthermore, it is known that the well preserved plums had undergone long series of process and many types of "technical treatment" before they are in the present situation. Our pedagogic practice is like preserved plums and needs to undergo a series of process and many types of "technical treatment" before it is "tasty" and of good use. How to help the students to transform the language they have learned into their abilities and let it be of good use in the future in just one academic year? The answer is, of course, purely positive: I believe that in order to nurture the students' ability of social contact in English in such a short time, consolidate the following operations:

Consolidate the training of writing to promote the written performance ability. To foster ideal written performance ability, it is necessary to have a solid basic knowledge of the language and its correct

practice of language communication. Get hold of all the commonly used terms, phrases and sentence patterns, grasp well all the chances of sentence writing and model of essay writing. Language learning is a subject depending greatly on practice and only through plentiful training that such ability can be promoted.

Consolidate the training of reading to strengthen the comprehension ability. Reading a great deal of various topics and styles is the premise and foundation to elevate the reading ability, guaranteeing a fast improvement of the practice. In the training of reading, nourish the students' abilities of quick skimming, skilful surmising, independent analysing, grasping correctly the main sentences and logical judgement, etc. Should the students be able to master all these reading techniques, it will be like adding wings to a tiger and they will acquire a better self-learning ability. This benefits them in learning and in job accomplishment even after graduation.

Consolidate the training of skills to deal with examinations to acquire ideal results. No matter if it is an interview or a written examination, there are skills to deal with them. All teachers should canvass various opinions and benefit from them. Offer to the students guidance in accordance with each type of the questions to enable the students to sit calmly for the examinations while turning their knowledge into their ability and manifest their real self.

In short, for Senior III English Language pedagogy, only when the teachers can create a situation concurrent with the students' practical life and strive to transform the fundamental knowledge into technique of speech, and only if the students can apply what they can speak out or write down into social communication that their ability will not be stricken and perplexed by the English Language in their future continuous learning.

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## 04 认识专注力不足及过度活跃的同学

### 定义

专注力不足及过度活跃是指个人的专注力、活动量、及自我控制的能力，与同年龄的同学比较，出现显著差异，导致学习及社交适应方面出现困难。

### 专注力不足及过度活跃的常见特征

#### 注意力难集中

- 不专心听讲。
- 逃避或拒绝需要持久专注的事。
- 经常不能完成指定工作。
- 做事欠缺条理。
- 经常受外界干扰而分散注意力。

#### 活动量过多

- 会不断地活动、很难停下来。
- 无法安静地参与活动。
- 精力旺盛，经常到处走动。
- 多言。

#### 控制冲动力弱

- 常常打断别人的谈话或活动。
- 突然出手碰人。
- 兴趣较局限性，玩法单调及重复。

#### 教学策略及原则

- 教室的布置越简单越好，以减少令学生分心的干扰。
- 座位的安排要远离窗户或门，尽量靠近教师。
- 尽量使用具体的视觉、听觉和触觉教材，帮助学生集中注意力。
- 给予明确的提示，帮助学生辨别重要的讯息。
- 指令简单化，一次只提一件事。
- 与学生共同制定明确的教室规则及赏罚标准，并设定适当的目标让学生达成，奖励学生适当的行为，忽视不适当的行为，对于伤害的行为，立即阻止或暂时隔离。
- 增加学生参与课堂活动的机会，(例如：回答问题或到黑板写字)。
- 当发现学生注意力分散时，可以走到学生的旁边，把手放在他的手臂上提醒他注意。

### 家长教导原则

- 提供有规律的生活作息。
- 与孩子说话时，要望着他的眼睛。
- 尽量安排他们在宁静的环境下学习。
- 多鼓励，少责备。
- 当要求孩子做任何事的时候，要确认他是否有注意聆听及观看。
- 孩子尚未完成一件工作时，不要指派新工作。
- 尽量安排一些活动，让孩子发泄过剩的体力，减少不当的行为。
- 忽视孩子不适当的行为，并分散其注意力，以免增强不良行为。

### 相处之道

- 了解他们的过动行为并非故意造成，并给予接纳及包容。
- 主动和他做朋友。

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