

# 题目问法：利弊分析议论文

Some **experts** believe that it is better for children to begin **learning a foreign language** at **primary school** rather than **secondary school**.

Do the **advantages** of this outweigh the **disadvantages**?

一些专家认为，对于小孩子来说，**学习一门外语**最好是从**小学**时开始学习，而不是从**中学**。

你认为**好处**多于**坏处**吗？

# 练习：题干同义替换

题干词汇	同义替换
experts	
learn a foreign language	
primary school	
secondary school	
advantages/ disadvantages	



# 练习：题干同义替换

题干词汇	同义替换
experts	specialist/educationalists – educational authorities
learn a foreign language	
primary school	
secondary school	
advantages/ disadvantages	

# 练习：题干同义替换

题干词汇	同义替换
experts	specialist/educationalists – educational authorities
learn a foreign language	动词短语：study/ <b>introduce</b> /acquire foreign languages 名词短语：second language learning/acquisition 形容词：bilingual/multilingual
primary school	
secondary school	
advantages/ disadvantages	

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题干词汇	同义替换
experts	specialist/educationalists – educational authorities
learn a foreign language	动词短语：study/ <b>introduce</b> /acquire foreign languages 名词短语：second language learning/acquisition 形容词：bilingual/multilingual
primary school	elementary school – from an early age – early exposure to foreign languages
secondary school	
advantages/ disadvantages	



# 练习：题干同义替换

题干词汇	同义替换
experts	specialist/educationalists – educational authorities
learn a foreign language	study/ <b>introduce</b> /acquire foreign languages – second language learning/acquisition
primary school	elementary school – from an early age – early exposure to foreign languages
secondary school	secondary education – middle school
advantages/ disadvantages	

# 练习：题干同义替换

题干词汇	同义替换
experts	specialist/educationalists – educational authorities
learn a foreign language	study/ <b>introduce</b> /acquire foreign languages – second language learning/acquisition
primary school	elementary school – from an early age – early exposure to foreign languages
secondary school	secondary education – middle school
advantages/ disadvantages	benefits/drawbacks – positive/negative outcomes

# 练习：题干同义替换

题干词汇	同义替换
experts	specialist/educationalists – educational authorities
learn a foreign language	study/ <b>introduce</b> /acquire foreign languages – second language learning/acquisition
primary school	elementary school – from an early age – early exposure to foreign languages
secondary school	secondary education – middle school
advantages/ disadvantages	benefits/drawbacks – positive/negative outcomes



# 本题题干:

Some experts believe that it is better for children to begin **learning a foreign language** at **primary school** rather than **secondary school**.

Do the **advantages** of this outweigh the **disadvantages**?



背景信息+（观点）+（写作方向）

文章开头段: Traditionally, children have begun **studying foreign languages** at **secondary school**, but **introducing** them earlier is recommended by **some educationalists**. This policy has been adopted by **some educational authorities or individual schools**, with both **positive and negative outcomes**.



# 文章架构（双边）

开头段Introduction: 背景 - 双方观点

传统上来讲，孩子学习一门外语是从中学时候开始的，但是一些教育者们更推荐在小学时就让孩子接触外语，这一政策已经被一些教育部门或学校所采纳，并且产生了积极的和消极的结果。

主体段1: 主题句 + 支持句

对“小学时学习外语有好处”的第一个点展开

主体段2: 主题句 + 支持句

对“小学时学习外语有好处”的第二个点展开

主体段2: 主题句 + 支持句

对“小学时学习外语有坏处”的理由展开

结尾段: 表明个人立场 - 概括理由



# 思路拓展

## 小学时学习外语的好处：

### 1. 客观因素：

#### (1) 个人层面：

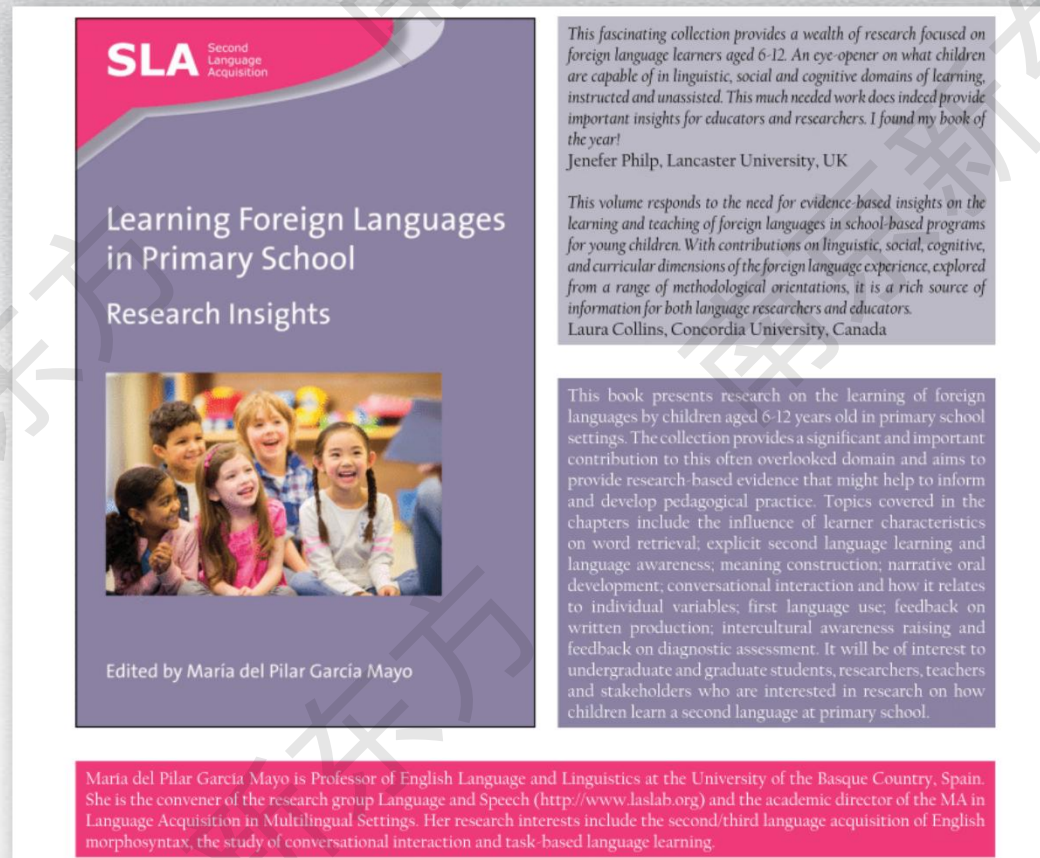
小孩子学习语言的速度？  
(先天)

#### (2) 学校层面：

小学的课程安排？  
小学的学习方法？  
(后天)

### 2. 主观因素：

性格特征？ 学习意识？





# 思路拓展

## 小学时学习外语的好处：



*This fascinating collection provides a wealth of research focused on foreign language learners aged 6-12. An eye-opener on what children are capable of in linguistic, social and cognitive domains of learning, instructed and unassisted. This much needed work does indeed provide important insights for educators and researchers. I found my book of the year!*

Jenefer Philp, Lancaster University, UK

*This volume responds to the need for evidence-based insights on the learning and teaching of foreign languages in school-based programs for young children. With contributions on linguistic, social, cognitive, and curricular dimensions of the foreign language experience, explored from a range of methodological orientations, it is a rich source of information for both language researchers and educators.*

Laura Collins, Concordia University, Canada

*This book presents research on the learning of foreign languages by children aged 6-12 years old in primary school settings. The collection provides a significant and important contribution to this often overlooked domain and aims to provide research-based evidence that might help to inform and develop pedagogical practice. Topics covered in the chapters include the influence of learner characteristics on word retrieval; explicit second language learning and language awareness; meaning construction; narrative oral development; conversational interaction and how it relates to individual variables; first language use; feedback on written production; intercultural awareness raising and feedback on diagnostic assessment. It will be of interest to undergraduate and graduate students, researchers, teachers and stakeholders who are interested in research on how children learn a second language at primary school.*



# 主体段1：小学时学习外语的好处一

**主题句：**小孩子学习语言速度较青少年快。

**原因**

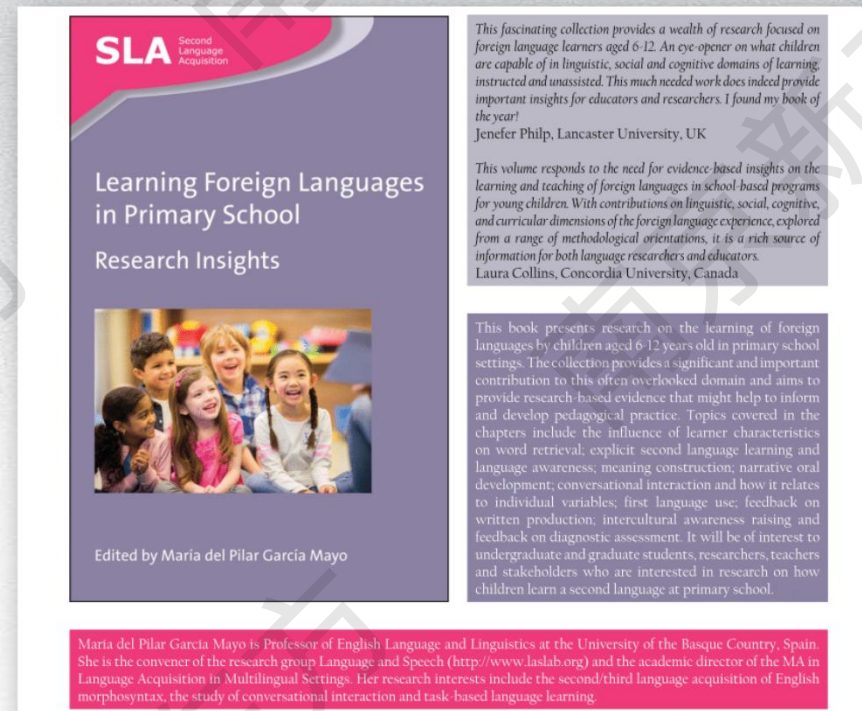
大脑发育阶段有利于  
语言学习，如正  
处于母语学习阶段

**结果**

有利于学习一门外语

**对比**

青少年：受自我意识影响



# 练习：词汇补充

幼儿		促进，使容易	
学习语言/ 不费力的学会		青少年	
按照某种方式行事		克制；抑制	
母语		自我意识	



# 练习：词汇补充

幼儿	young children	促进，使容易	
学习语言/ 不费力的学会		青少年	
按照某种方式行事		克制；抑制	
母语		自我意识	

# 练习：词汇补充

幼儿	young children	促进，使容易	facilitate
学习语言/ 不费力的学会		青少年	
按照某种方式行事		克制；抑制	
母语		自我意识	

# 练习：词汇补充

幼儿	young children	促进，使容易	facilitate
学习语言/ 不费力的学会	acquire languages/ pick up languages	青少年	
按照某种方式行事		克制；抑制	
母语		自我意识	



# 练习：词汇补充

幼儿	young children	促进，使容易	facilitate
学习语言/ 不费力的学会	acquire languages/ pick up languages	青少年	teenagers/ adolescents/juveniles
按照某种方式行事		克制；抑制	
母语		自我意识	

# 练习：词汇补充

幼儿	young children	促进，使容易	facilitate
学习语言/ 不费力的学会	acquire languages/ pick up languages	青少年	teenagers/ adolescents/juveniles
按照某种方式行事	be programmed to	克制；抑制	
母语		自我意识	

# 练习：词汇补充

幼儿	young children	促进，使容易	facilitate
学习语言/ 不费力的学会	acquire languages/ pick up languages	青少年	teenagers/ adolescents/juveniles
按照某种方式行事	be programmed to	克制；抑制	inhibit restrain/suppress
母语		自我意识	



# 练习：词汇补充

幼儿	young children	促进，使容易	facilitate
学习语言/ 不费力的学会	acquire languages/ pick up languages	青少年	teenagers/ adolescents/juveniles
按照某种方式行事	be programmed to	克制；抑制	inhibit
母语	mother tongue	自我意识	

# 练习：词汇补充

幼儿	young children	促进，使容易	facilitate
学习语言/ 不费力的学会	acquire languages/ pick up languages	青少年	teenagers/ adolescents/juveniles
按照某种方式行事	be programmed to	克制；抑制	inhibit
母语	mother tongue	自我意识	self-consciousness



# 主体段1：小学时学习外语的好处一

## 主题句+支持句

Young children learn languages faster than teenagers. 小孩子学习语言速度较青少年快。

**Sample:** The obvious argument in its favour is that young children \_\_\_\_\_ languages much more easily than \_\_\_\_\_. Their brains \_\_\_\_\_ acquire their mother tongue, which \_\_\_\_\_ learning another language, and unlike \_\_\_\_\_, they are not inhibited by \_\_\_\_\_.



# 主体段1：小学时学习外语的好处一

## 主题句+支持句

idea:

Young children learn languages faster than teenagers. 小孩子学习语言速度较青少年快。

explanation:

**Sample:** The obvious argument in its favour is that young children **pick up** languages much more easily than **teenagers**. Their brains **are still programmed to** acquire their mother tongue, which **facilitates** learning another language, and unlike **adolescents**, they are not inhibited by **self-consciousness**.

?

Their brains **are still programmed to** acquire their mother tongue, which **facilitates** learning another language, and unlike **adolescents**, whose brain plasticity for language learning has already begun to decline.















# 主体段1：小学时学习外语的好处二

主题句：小学的课程安排更加灵活

# 56C Weekly Timetable

WEEK 4, TERM 2

	9:00	10:00	11:30	12:30	1:30	2:15
Monday	English Reading (Inferences); Writing (Sizzling Starts); Reflection; Homework 		RECESS	Maths Assessment 	Footy Maths 	Interschool Sports 
Tuesday	Maths 	Maths Assessment		Phys Ed 	Garden 	Whole School Assembly
Wednesday	Kitchen 			Maths Assessment	Hatchet 	English 
Thursday	ICT 	English 		Maths Assessment		Bully Busters
Friday				Report Writing Day No students at school		
					LUNCH	

原因

课程安排方式：  
短、频率高

结果

学习热情  
学习进步

结果

有利于以后的  
语言学习

结果

对于其他文化  
更加了解



# 练习：词汇补充

灵活性，弹性		热情	
课程表，时间表		语言的掌握，语言的能力	
为…留有余地		接触，暴露	
(从事某项活动的) 一段时间；一场；一节		后来，随后	
以游戏为中心的方法		对其他文化更好的理解	

# 练习：词汇补充

灵活性，弹性	flexibility	热情	
课程表，时间表		语言的掌握，语言的能力	
为…留有余地		接触，暴露	
(从事某项活动的)一段时间；一场；一节		后来，随后	
以游戏为中心的方法		对其他文化更好的理解	



# 练习：词汇补充

灵活性，弹性	flexibility	热情	enthusiasm/passion
课程表，时间表		语言的掌握，语言的能力	
为…留有余地		接触，暴露	
(从事某项活动的) 一段时间；一场；一节		后来，随后	
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灵活性，弹性	flexibility	热情	enthusiasm/passion
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为…留有余地		接触，暴露	
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以游戏为中心的方法		对其他文化更好的理解	



# 练习：词汇补充

灵活性，弹性	flexibility	热情	enthusiasm
课程表，时间表	timetable	语言的掌握，语言的能力	command of language
为…留有余地		接触，暴露	
(从事某项活动的) 一段时间；一场；一节		后来，随后	
以游戏为中心的方法		对其他文化更好的理解	

# 练习：词汇补充

灵活性，弹性	flexibility	热情	enthusiasm/passion
课程表，时间表	timetable	语言的掌握，语言的能力	command of language
为…留有余地	allow for	接触，暴露	
(从事某项活动的) 一段时间；一场；一节		后来，随后	
以游戏为中心的方法		对其他文化更好的理解	



# 练习：词汇补充

灵活性，弹性	flexibility	热情	enthusiasm/passion
课程表，时间表	timetable	语言的掌握，语言的能力	command of language
为…留有余地	allow for	接触，暴露	exposure
(从事某项活动的) 一段时间；一场；一节		后来，随后	
以游戏为中心的方法		对其他文化更好的理解	

# 练习：词汇补充

灵活性，弹性	flexibility	热情	enthusiasm/passion
课程表，时间表	timetable	语言的掌握，语言的能力	command of language
为…留有余地	allow for	接触，暴露	exposure
(从事某项活动的) 一段时间；一场；一节	session	后来，随后	
以游戏为中心的方法		对其他文化更好的理解	



# 练习：词汇补充

灵活性，弹性	flexibility	热情	enthusiasm/passion
课程表，时间表	timetable	语言的掌握，语言的能力	command of language
为…留有余地	allow for	接触，暴露	exposure
(从事某项活动的) 一段时间；一场；一节	session	后来，随后	subsequently
以游戏为中心的方法		对其他文化更好的理解	

# 练习：词汇补充

灵活性，弹性	flexibility	热情	enthusiasm
课程表，时间表	timetable	语言的掌握，语言的能力	command of language
为…留有余地	allow for	接触，暴露	exposure
(从事某项活动的) 一段时间；一场；一节	session	后来，随后	subsequently
以游戏为中心的方法	a play-centered approach	对其他文化更好的理解	



# 练习：词汇补充

灵活性，弹性	flexibility	热情	enthusiasm
课程表，时间表	timetable	语言的掌握，语言的能力	command of language
为…留有余地	allow for	接触，暴露	exposure
(从事某项活动的) 一段时间；一场；一节	session	后来，随后	subsequently
以游戏为中心的方法	a play-centered approach	对其他文化更好的理解	a better understanding/ comprehension of other cultures

# 主体段2：小学时学习外语的好处二

## 主题句+支持句

小学的课程安排更加灵活

Practice!

idea:

reason (原因论证):

**Sample:** The greater **flexibility** of the primary **timetable** **allows for** more frequent, shorter **sessions** and for a **play-centred approach**, and **thus** maintaining learners' **enthusiasm** and progress. Their **command of the language** in later life will **benefit from** this early **exposure**, while learning other languages **subsequently** will be easier for them. They may also gain **a better understanding of other cultures**.

reason (结果论证1):

reason (结果论证2):

reason (结果论证3):

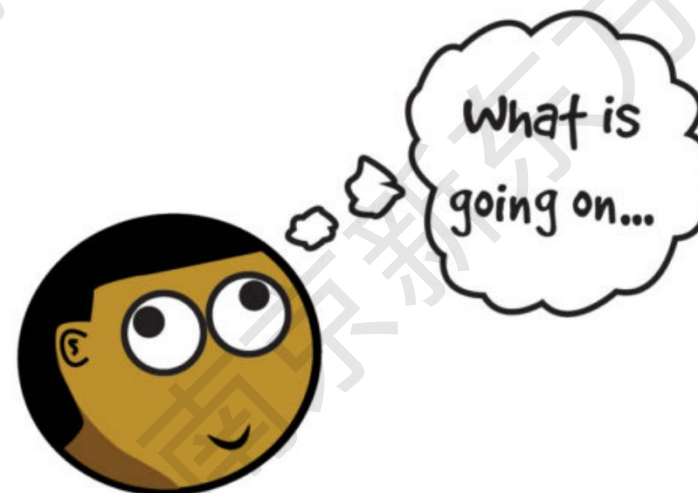
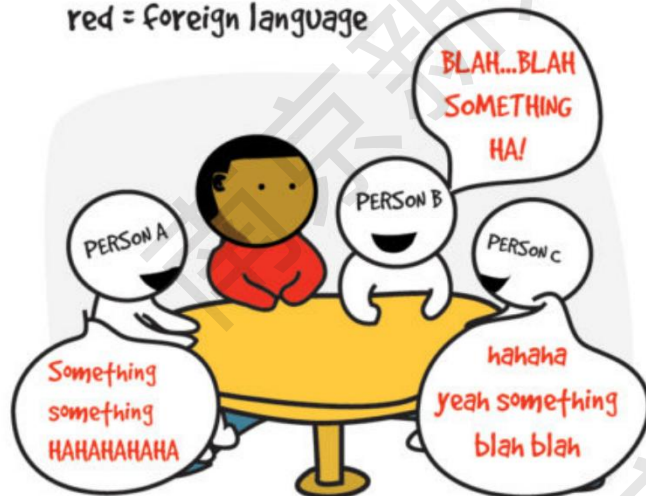


# 思路 拓展

小学时学习外  
语的坏处?

When people speaking the language you're learning  
start speaking too fast...

one hour into the meetup...  
red = foreign language





# 思路拓展

## 小学时学习外语的坏处：

### 1.客观因素：

#### (1) 老师层面：

小学老师主要的教学目标？

#### (2) 课程层面：

教学标准是否统一化？

#### (3) 学生层面：

上中学之后学生语言能力是否分层？

### 2. 主观因素：

学习体验感？ 学习兴趣/动力？





# 主体段3：小学时学习外语的坏处

主题句：然而，小学时学习外语有一定坏处

原因

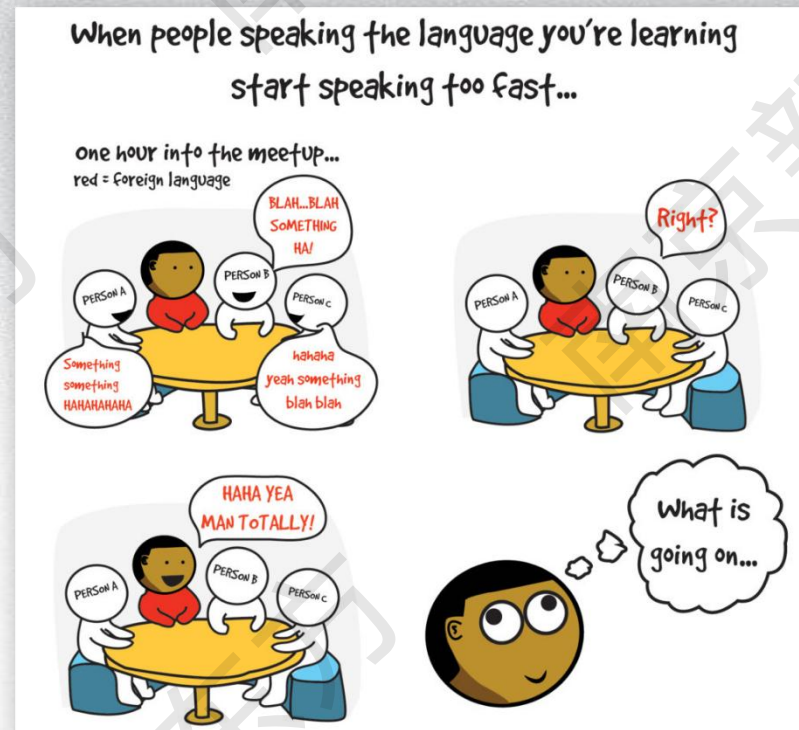
小学老师主要教授语言能力

假设

小学：语言教学标准化×  
中学：不同层次学生

结果

学习体验感差，  
学习成果白费



# 练习：词汇补充

通才，多面手

招生人数

专才，专家

消除，抵消

标准的，标化的

使变的消极，  
失去动力



# 练习：词汇补充

通才，多面手

generalist

招生人数

专才，专家

消除，抵消

标准的，标化的

使变的消极，  
失去动力

# 练习：词汇补充

通才，多面手	generalist	招生人数	intake
专才，专家		消除，抵消	
标准的，标化的		使变的消极， 失去动力	



# 练习：词汇补充

通才，多面手	generalist	招生人数	intake
专才，专家	specialist	消除，抵消	
标准的，标化的		使变的消极， 失去动力	

# 练习：词汇补充

通才，多面手	generalist	招生人数	intake
专才，专家	specialist	消除，抵消	undo
标准的，标化的		使变的消极， 失去动力	



# 练习：词汇补充

通才，多面手	generalist	招生人数	intake
专才，专家	specialist	消除，抵消	undo
标准的，标化的	standardized	使变的消极， 失去动力	

# 练习：词汇补充

通才，多面手	generalist	招生人数	intake
专才，专家	specialist	消除，抵消	undo
标准的，标化的	standardized	使变的消极， 失去动力	demotivate



# 主体段3：小学时学习外语的坏处

## 主题句+支持句

### 小学时学习外语有一定坏处

idea:

reason: (原因论证):

**Sample:** There are, however, some disadvantages. Primary school teachers are **generalists**, and may not have the necessary language skills themselves. If primary language teaching is not **standardized**, secondary schools could be faced with a great variety of levels in different languages within their **intakes**, resulting in a classroom experience which **undoes** the earlier gains. There is no advantage if enthusiastic primary pupils become **demotivated** as soon as they change schools.

reason: (结果论证1):

reason: (结果论证2):



# 结尾段Conclusion:

表述个人立场 - 概括理由



立场:

尽管有坏处，但是好处更多

**Sample:** In conclusion, second language **acquisition** from an early age is beneficial to children because of their **nature and nurture**, although some disadvantages could be found.



# 文章架构（单边）

1. 开头段

2. 主体段

好处1

好处2

让步反驳

3. 结尾段

1. 开头段

2. 主体段

让步反驳

好处1

好处2

3. 结尾段



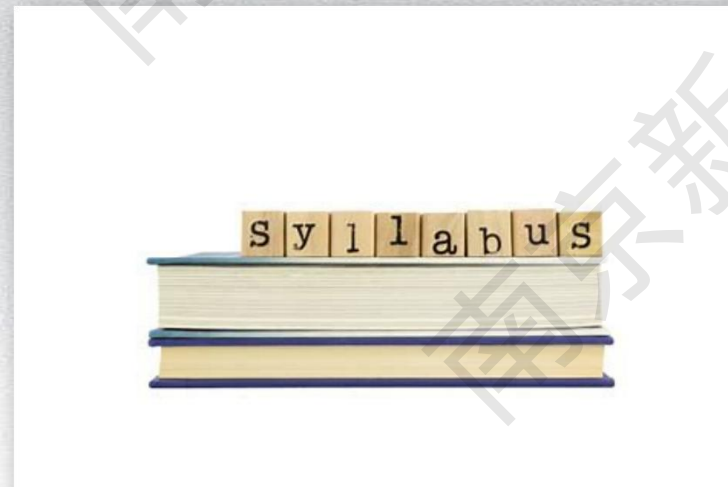
# 让步反驳段落结构

- 阐述反方观点（让步）
- 理由展开
- 反驳反方观点（提出问题的解决方法）



## 主体段3（让步+回归）：小学时学习外语的坏处

**主题句：**然而，小学时学习外语有一定坏处  
(阐述反方观点)



### 理由展开

#### 原因

小学老师主要教授语言能力

#### 假设

小学：语言教学标准化  
×  
中学：不同层次学生

#### 结果

学习体验感差，  
学习成果白费

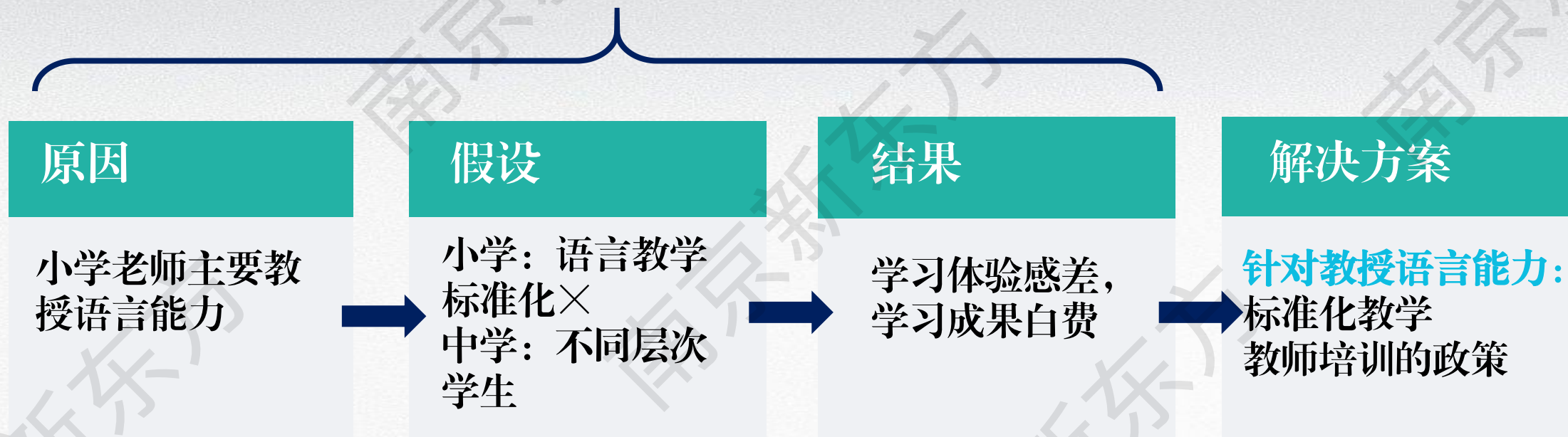
#### 解决方案

在该政策实施情况下，  
以上问题可以解决

## 主体段3（让步+回归）：小学时学习外语的坏处

**主题句：**然而，小学时学习外语有一定坏处（阐述反方观点）

理由展开



这个坏处是否可以被解决？

**让步+回归**

小学时学习外语有一定坏处+理由+可以解决（补充解决方式）



## 主体段3：小学时学习外语的坏处

### 让步+回归

小学时学习外语有一定坏处+理由+可以解决（补充解决方式）

**Sample:** There are, however, some disadvantages. Primary school teachers are **generalists**, and may not have the necessary language skills themselves. If primary language teaching is not **standardized**, secondary schools could be faced with a great variety of levels in different languages within their **intakes**, resulting in a classroom experience which **undoes** the earlier gains. There is no advantage if enthusiastic primary pupils become **demotivated** as soon as they change schools. However, these issues can be **addressed strategically** within the policy adopted by standardising nationwide **syllabus** and teacher training.



# 让步表达

让步引导句 --- 引出反方观点

**Granted**, ...

Admittedly, ...

Undoubtedly, ...

Despite these benefits/ problems, ...

Although..., ...

It is universally acknowledged that...

It is undeniable that...



# 回归表达

回归引导句 --- 回到我方观点

However, ...

Nevertheless, ...

Despite that, ...

However, on balance, 反方观点 **seems to be minor**.

However, on balance, 支持观点 far outweigh 反方观点.



# 结尾段Conclusion:

表述个人立场 - 概括理由



总结：利用小孩子的先天能力，  
从小学就开始学习外语，这样对  
社会发展有利。

**Sample:** Anything which encourages language learning benefits society culturally and economically, and early exposure to language learning contributes to this. Young children's **innate** abilities should be **harnessed** to make these benefits more **achievable**.