【3.20】

**3.20每日一篇 | 外刊精读**

Well **informed**：Do bans on smartphones in schools improve mental health?  
   
What the early evidence suggests about the effect on students  
   
【1】France has not allowed smartphone use in primary or secondary schools since 2018, claiming that it would help children focus, reduce their social media use and **mitigate** online **bullying**. The Netherlands **initiated** a similar ban in January 2024. Hungary followed suit later that year. Legislators in Britain are considering similar measures. The key question facing them is whether banning smartphones in schools offers any **benefits** to mental health.  
   
【2】That there is a problem seems clear. In 2021 America’s **surgeon** general **compiled** a report **revealing** that **persistent** feelings of hopelessness climbed by 40% among American high-school students between 2009 and 2019. The number who seriously **considered** killing themselves went up by 36%. What makes these **findings** all the worse is that 48% of mental-health problems (like **depression** and anxiety) that **emerge** during **adolescence** will **plague** people for the rest of their lives.Panda Foreign Magazine **intensive** Reading:Respect for Originality, Piracy Must Be Punished  
   
【3】It is **tempting** to **connect** these trends with the increased **availability** of smartphones, but **establishing** a **causal** connection is difficult. Part of the problem is that smartphones contain **multitudes**. Using a smartphone to solve **crosswords** or read the news may well have **markedly** different **psychological** effects than **intensive** social-media use.  
   
【4】Children are no less **varied**. The brain **undergoes** **profound** changes during **puberty**, meaning that any research on the effects of smartphone use needs to consider the **developmental** age of the children being studied as well as their **precise** smartphone habits.  
   
【5】No studies have got this **specific**. Those that have come close, however, **reveal** that **unfettered** access to social media on smartphones during **puberty**, especially at **critical** **moments** when the brain is changing, may cause problems. One study, led by Amy Orben at the University of Cambridge, asked 17,409 people between the ages of 10 and 21 how **satisfied** they were with their lives and how much they used social media. The **findings**, reported in 2022 in Nature Communications, show that girls who increased their social media use over the course of a year were **significantly** less **satisfied** with their lives if the increase took place when they were between 11 and 13. Boys showed the same trend when increases took place when they were 14 or 15 years old.  
   
【6】How much of this will change by banning phones in schools is unclear. In a paper **published** in the Lancet in February, Victoria Goodyear at Britain’s University of Birmingham compared the mental well-being of students in schools that **implemented** **restrictive** smartphone policies with those with relaxed policies. She also **monitored** **overall** screentime. Her results show that, while those who spent more time on a smartphone **overall** did have a decline in mental well-being, there was no difference between the two groups. She and her **colleagues** argue that setting up policies at schools alone is simply not enough.Panda Foreign Magazine **intensive** Reading:Respect for Originality, Piracy Must Be Punished  
   
【7】Researchers are trying to **paint** a complete picture with both hands tied behind their back. According to Dr Orben, social media **companies** **routinely** refuse to give independent researchers access to **detailed** data on the **behaviours** of their users. This forces researchers to rely on less **accurate** **proxy** measures, like **overall** screentime. It also means that children playing educational games are being put in the same **analytical** bin as children who are on social media. A more **nuanced** picture of the effects of smartphones needs to be **drawn**.

**①短语**：

1.原文：Children are no less varied.

词典: **no less 同样重要或显著**

例句：And for animals, the impact is no less.

对于动物的影响也旗鼓相当。

2.原文：Boys showed the same trend when increases took place when they were 14 or 15 years old.

词典: **take place发生**

例句：This referendum **took place** almost entirely online.

这次公投几乎完全在网上进行。

3.原文： Researchers are trying to paint a complete picture with both hands tied behind their back.

词典: **with both hands tied behind their back束手无策；身处困境**

例句：The startup launched its product **with both hands tied behind its back**—no funding and a tiny team.

这家初创公司在没有资金、团队极小的困境下推出了产品。

**②长难句**

1. 原文：**What makes these findings all the worse** **is that** 48% of mental-health problems (like depression and anxiety) **that** emerge during adolescence will plague people for the rest of their lives.

分析：本句包含一个主语从句、一个表语从句和一个定语从句。主句为“**What makes these findings all the worse** **is that**...”；“What makes these findings all the worse”为主语从句；“**that** 48% of mental-health problems will plague people for the rest of their lives”为表语从句；“**that** emerge during adolescence”为限制性定语从句，修饰先行词mental-health problems 。

译文：**更糟糕的是，青少年时期出现的心理健康问题（如抑郁和焦虑）有48%将伴随人们一生。**

1. 原文：**The findings**, reported in 2022 in Nature Communications, **show** **that** girls **who** increased their social media use over the course of a year were significantly less satisfied with their lives **if** the increase took place **when** they were between 11 and 13.

分析：本句包含一个宾语从句、一个定语从句和两个状语从句。主句为“**The findings show** **that**...”，“reported in 2022 in Nature Communications”为过去分词作非谓语，修饰The findings；“**that** girls were significantly less satisfied with their lives”为宾语从句；“**who** increased... a year”为限制性定语从句，修饰girls；“**if** the increase took place”为条件状语从句；“**when** they were between 11 and 13”为时间状语从句。

译文：**2022年，发表在《自然通讯》（Nature Communications）上的研究结果显示，如果11到13岁的女孩在一年内增加社交媒体使用量，她们对生活的满意度会显著下降。**

**③写作技巧：**

In 2021 America’s surgeon general compiled a report revealing that persistent feelings of hopelessness **climbed** by 40% among American high-school students between 2009 and 2019.

**2021年，美国卫生局局长汇编的一份报告显示，2009年至2019年间，美国高中生持续感到绝望的比例上升40%。**

The number who seriously considered killing themselves **went up** by 36%.

**认真考虑过自杀的人数增加了36%。**

The findings, reported in 2022 in Nature Communications, show that girls who **increased** their social media use over the course of a year were significantly less satisfied with their lives if **the increase took place** when they were between 11 and 13.

**2022年，发表在《自然-通讯》（Nature Communications）杂志上的研究结果显示，如果女孩在11至13岁期间增加社交媒体的使用量，她们对生活的满意度会显著下降。**

Her results show that, while those who spent more time on a smartphone overall did **have a decline** in mental well-being, there was no difference between the two groups.

**研究结果显示，虽然总体智能手机使用时间较长的学生确实存在心理健康水平下降的情况，但这两组学生之间并无差异。**

**本文中出现了很多表示“增加，上升”和“减少，下降”的表达，大家注意积累。**

**表示上升的有climb, go up, increase，除此之外，我们还可以用grow, rise等，后面可以接 to（上升至）或by（上升了）。**

**本文表示“减少”用的是have a decline in...这一表达，表示在某方面有减少或下降的趋势。写作中想要表达“减少，下降”，我们还可以用fall, axe, diminish, decrease, plummet, go down等词。**

例句：You can see job numbers have been steadily rising until the pandemic hit when they plummeted.

你可以看到，就业人数一直在稳步上升，直到疫情爆发，就业人数便直线下降。

**④背景知识：**

据3月9日央广网报道，全国两会期间，全国人大代表、姚基金创始人姚明提出了关于“动员未成年人开展息屏24小时行动”的建议，他表示希望更多人关注电子产品对青少年健康所带来的压力和挑战，让青少年走向运动场，贴近大自然，成为身心和意志品格都健康的下一代。这则建议迅速冲上微博热搜第一。

互联网时代，人们在习惯了数字化便利的同时，也被“数字绳索”悄然绑定，上述建议正戳中了社会对手机依赖的集体焦虑。有研究显示，父母沉迷手机会导致孩子焦虑、注意力不集中等。现实中，一些家长陪伴孩子时仍心不在焉地刷手机，孩子的情感需求被忽视，安全感逐渐瓦解。这不仅是家庭关系的危机，更折射出一种困境：成年人尚难自控，又怎能苛责未成年人？

姚明坦言，自己尝试息屏24小时后“确实有些焦虑”，甚至恢复使用时发现“找不着我的人也有些焦虑”。这种双向的依赖，恰如一面镜子，映照出数字时代人际关系的异化——我们既渴望逃离屏幕，又恐惧与屏内世界脱节。

“息屏24小时”的价值，或许不在于形式上的“断舍离”，而更多在于唤醒全社会对“数字平衡”的共识。“数字平衡”理念，为联合国教科文组织所倡导，强调在享受技术便利的同时保留个体的独立空间。此前，一位浙江省政协委员曾倡议“放下手机，从年夜饭开始”，如今“息屏24小时”的建议，同样是期望从具体场景和时段切入，作出更有标志性意义的改变。“息屏24小时”或可成为一项全民公益活动，每年设定固定日期，鼓励家庭共同参与，相关方面可通过组织社区运动赛、亲子读书会、户外探索等，既填补离开屏幕后的“空白”，又重建人与人之间的真实连接。

减少手机依赖，一个息屏日远远不够，还需全社会合力去改变。比如，家庭可约定无手机时段，企业可开发“防沉迷”工具辅助用户自律，学校可设计更多线下活动等。总之，政府的政策引导、社会的实体支撑、家庭的以身作则、个人的克制意识，缺一不可。惟愿更多人能读懂类似建议的良苦用心，它并不是否定电子产品的价值，而是呼吁人们重拾生活的主控权。

段落大意：

【1】法国等国禁止校内使用智能手机，引发对心理健康影响的讨论。

【2】美国高中生心理问题严重，与智能手机的关系待探究。

【3】智能手机普及与心理问题趋势相关，但因果关系难确定。

【4】研究智能手机对青少年的影响需考虑年龄和使用习惯。

【5】研究表明，青春期无节制地使用社交媒体或与对生活满意度下降有关。

【6】禁止校内使用手机对改善学生心理作用不明，仅靠校规远远不够。

【7】社交媒体数据限制影响智能手机影响研究的准确性。