

2019年12月·第1套 英语六级长篇阅读（信息匹配） 第1篇·36-45 题答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2019年12月·第1套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 10 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第1套(2019-12)·六级

Part III Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Increased Screen Time and Wellbeing Decline in Youth

A) Have young people never had it so good? Or do they face more challenges than any previous generation? Our current era in the West is one of high wealth. This means minors enjoy material benefits and legal protections that would have been the envy of those living in the past. But there is an increasing suspicion that all is not well for our youth. And one of the most popular explanations, among some experts and the popular media, is that excessive "screen time" is to blame. (This refers to all the attention young people devote to their phones, tablets and laptops.) However, this is a contentious theory and such claims have been treated skeptically by some scholars based on their reading of the relevant data.

年轻人从未像现在这样生活优越吗？还是说他们面临着比以往任何一代人都更多的挑战？我们当前的西方时代是一个高度富裕的时代。这意味着未成年人享受着物质利益和法律保护，这些在过去的人看来是令人羡慕的。但人们越来越怀疑我们的年轻人并非一切安好。在一些专家和大众媒体中，最流行的解释之一是过度的“屏幕时间”应该受到指责。（这是指年轻人在手机、平板电脑和笔记本电脑上投入的所有注意力。）然而，这是一个有争议的理论，一些学者基于对相关数据的解读对这些说法持怀疑态度。

B) Now a new study has provided another contribution to the debate, uncovering strong evidence that adolescent wellbeing in the United States really is experiencing a decline and arguing that the most likely cause is the electronic riches we have given them. The background to this is that from the 1960s into the early 2000s, measures of average wellbeing went up in the US. This was especially true for younger people. It reflected the fact that these decades saw a climb in general standards of living and avoidance of mass societal traumas like full-scale war or economic deprivation. However, the "screen time" hypothesis, advanced by researchers such as Jean Twenge, is that electronic devices

and excessive time spent online may have reversed these trends in recent years, causing problems for young people's psychological health.

现在一项新研究为这场辩论提供了另一个贡献,揭示了强有力的证据表明美国青少年的幸福感确实正在经历下降,并认为最可能的原因是我们给予他们的电子财富。其背景是,从20世纪60年代到21世纪初,美国的平均幸福感指标上升了。这对年轻人来说尤其如此。它反映了这样一个事实:这几十年见证了总体生活水平的提高以及对大规模社会创伤(如全面战争或经济匮乏)的避免。然而,Jean Twenge等研究人员提出的"屏幕时间"假说认为,电子设备和在线时间过长可能在近年来逆转了这些趋势,给年轻人的心理健康带来了问题。

- C) To investigate, Twenge and her colleagues dived into the "Monitoring the Future" dataset based on annual surveys of American school students from grades 8, 10, and 12 that started in 1991. In total, 1.1 million young people answered various questions related to their wellbeing. Twenge's team's analysis of the answers confirmed the earlier, well-established wellbeing climb, with scores rising across the 1990s, and into the later 2000s. This was found across measures like self-esteem, life satisfaction, happiness and satisfaction with individual domains like job, neighborhood, or friends. But around 2012 these measures started to decline. This continued through 2016, the most recent year for which data is available.

为了调查这一问题, Twenge和她的同事深入研究了"监测未来"数据集,该数据集基于从1991年开始对美国8年级、10年级和12年级学生的年度调查。总共有110万年轻人回答了与他们幸福感相关的各种问题。Twenge团队对答案的分析证实了早期已确立的幸福感上升趋势,分数在整个20世纪90年代以及21世纪后期都在上升。这在自尊、生活满意度、幸福感以及对工作、社区或朋友等个人领域的满意度等指标中都有发现。但在2012年左右,这些指标开始下降。这种情况一直持续到2016年,这是有数据可查的最近年份。

- D) Twenge and her colleagues wanted to understand why this change in average wellbeing occurred. However, it is very hard to demonstrate causes using non-experimental data such as this. In fact, when Twenge previously used this data to suggest a screen time effect, some commentators were quick to raise this problem. They argued that her causal-sounding claims rested on correlational data, and that she had not adequately accounted for other potential causal factors. This time around, Twenge and her team make a point of saying that they are not trying to establish causes as such, but that they are assessing the plausibility of potential causes.

Twenge和她的同事想要理解为什么平均幸福感发生了这种变化。然而,使用像这样的非实验数据来证明因果关系是非常困难的。事实上,当Twenge之前使用这些数据来暗示屏幕时间效应时,一些评论员很快就提出了这个问题。他们认为,她那些听起来像因果关系的说法建立在相关性数据之上,而且她没有充分考虑其他潜在的因果因素。这一次, Twenge和她的团队特意表示,他们并不是试图确立因果关系本身,而是在评估潜在原因的合理性。

- E) First, they explain that if a given variable is playing a role in affecting wellbeing, then we should expect any change in that variable to correlate with the observed changes in wellbeing. If not, it is not plausible that the variable is a causal factor. So the researchers looked at time spent in a number of activities that could plausibly be driving the wellbeing decline. Less sport, and fewer meetings with peers correlated with lower wellbeing, as did less time reading print media (newspapers) and, surprisingly, less time doing homework. (This last finding would appear to contradict another popular hypothesis that it is our burdening of students with assignments that is causing all the problems.) In addition, more TV watching and more electronic communication both correlated with lower

wellbeing. All these effects held true for measures of happiness, life satisfaction and self-esteem, with the effects stronger in the 8th and 10th-graders.

首先,他们解释说,如果某个特定变量在影响幸福感方面发挥作用,那么我们应该预期该变量的任何变化都会与观察到的幸福感变化相关。如果不是,那么该变量不太可能是一个因果因素。因此研究人员考察了在若干可能推动幸福感下降的活动上所花费的时间。较少的运动和较少与同伴的会面与较低的幸福感受相关,阅读印刷媒体(报纸)的时间减少也是如此,令人惊讶的是,做作业的时间减少也是如此。(最后这一发现似乎与另一个流行的假说相矛盾,即正是我们给学生布置的作业负担导致了所有问题。)此外,看电视和更多电子通讯都与较低的幸福感受相关。所有这些效应在幸福感、生活满意度和自尊的指标中都成立,在8年级和10年级学生中效应更强。

- F) Next, Twenge's team dug a little deeper into the data on screen time. They found that adolescents who spent a very small amount of time on digital devices—a couple of hours a week—had the highest wellbeing. Their wellbeing was even higher than those who never used such devices. However, higher doses of screen time were clearly associated with lower happiness. Those spending 10-19 hours per week on their devices were 41 percent more likely to be unhappy than lower-frequency users. Those who used such devices 40 hours a week or more (one in ten teenagers) were twice as likely to be unhappy. The data was slightly complicated by the fact that there was a tendency for kids who were social in the real world to also use more online communication, but by bracketing out different cases it became clear that the real-world sociality component correlated with greater wellbeing, whereas greater time on screens or online only correlated with poorer wellbeing.

接下来, Twenge的团队对屏幕时间数据进行了更深入的挖掘。他们发现,在数字设备上花费很少时间的青少年——每周几个小时——拥有最高的幸福感。他们的幸福感甚至高于那些从不使用此类设备的人。然而,更高剂量的屏幕时间明显与较低的幸福感受相关。那些每周在设备上花费10-19小时的人比低频率使用者不快乐的可能性高41%。那些每周使用此类设备40小时或更长时间的人(十分之一的青少年)不快乐的可能性是两倍。数据略微复杂的是,在现实世界中善于社交的孩子也倾向于使用更多在线通讯,但通过区分不同的情况,可以清楚地看到现实世界的社交成分与更高的幸福感受相关,而在屏幕上或在线花费更多时间只与较低的幸福感受相关。

- G) So far, so plausible. But the next question is, are the drops in average wellbeing happening at the same time trends toward increased electronic device usage? It looks like it—after all, 2012 was the tipping point when more than half of Americans began owning smartphones. Twenge and her colleagues also found that across the key years of 2013-16, wellbeing was indeed lowest in years where adolescents spent more time online, on social media, and reading news online, and when more youth in the United States had smartphones. And in a second analysis, they found that where technology went, dips in wellbeing followed. For instance, years with a larger increase in online usage were followed by years with lower wellbeing, rather than the other way around. This does not prove causality, but is consistent with it. Meanwhile, TV use did not show this tracking. TV might make you less happy, but this is not what seems to be driving the recent declines in young people's average happiness.

到目前为止,这些都是合理的。但下一个问题是,平均幸福感的下降是否与电子设备使用增加的趋势同时发生?看起来是这样的——毕竟,2012年是超过半数美国人开始拥有智能手机的转折点。Twenge和她的同事还发现,在2013-16年的关键年份中,幸福感受确实在青少年花更多时间上网、使用社交媒体和在线阅读新闻以及美国更多年轻人拥有智能手机的年份最低。在第二次分析中,他们发现科技走到哪里,幸福感的下降就跟到哪里。例如,在线使用量增加较多的年份之后是幸福感受较低的年份,而不是相反。这并不

能证明因果关系,但与之一致。与此同时,电视使用并没有显示出这种跟踪关系。电视可能会让你不那么快乐,但这似乎不是推动年轻人平均幸福感近期下降的原因。

- H) A similar but reversed pattern was found for the activities associated with greater wellbeing. For example, years when people spent more time with friends were better years for wellbeing (and followed by better years). Sadly, the data also showed face-to-face socializing and sports activity had declined over the period covered by the survey.

与更高幸福感相关的活动发现了类似但相反的模式。例如,人们与朋友相处时间更多的年份是幸福感更好的年份(并且随后是更好的年份)。遗憾的是,数据还显示,在调查涵盖的时期内,面对面社交和体育活动有所下降。

- I) There is another explanation that Twenge and her colleagues wanted to address: the impact of the great recession of 2007-2009, which hit a great number of American families and might be affecting adolescents. The dataset they used did not include economic data, so instead the researchers looked at whether the 2013-16 wellbeing decline was tracking economic indicators. They found some evidence that some crude measures, like income inequality, correlated with changes in wellbeing, but economic measures with a more direct impact, like family income and unemployment rates (which put families into difficulties), had no relationship with wellbeing. The researchers also note that the recession hit some years before we see the beginning of the wellbeing drop, and before the steepest wellbeing decline, which occurred in 2013.

还有另一个Twenge和她的同事想要解决的解释:2007-2009年大衰退的影响,它打击了大量美国家庭,可能正在影响青少年。他们使用的数据集不包括经济数据,因此研究人员转而考察2013-16年的幸福感下降是否与经济指标相关。他们发现一些证据表明,一些粗略的指标,如收入不平等,与幸福感的变化相关,但具有更直接影响的经济指标,如家庭收入和失业率(这些会使家庭陷入困境),与幸福感没有关系。研究人员还指出,经济衰退发生在我们看到幸福感开始下降之前的几年,也在最急剧的幸福感下降(发生在2013年)之前。

- J) The researchers conclude that electronic communication was the only adolescent activity that increased at the same time psychological wellbeing declined. I suspect that some experts in the field will be keen to address alternative explanations, such as unassessed variables playing a role in the wellbeing decline. But the new work does go further than previous research and suggests that screen time should still be considered a potential barrier to young people's flourishing.

研究人员得出结论,电子通讯是唯一在心理幸福感下降的同时增加的青少年活动。我怀疑该领域的一些专家会热衷于解决其他解释,例如未评估的变量在幸福感下降中发挥作用。但这项新工作确实比以前的研究走得更远,并表明屏幕时间仍应被视为年轻人蓬勃发展的潜在障碍。

陈述句与逐句解析

36. The year when most Americans began using smartphones was identified as a turning point in young Americans' level of happiness.

大多数美国人开始使用智能手机的那一年被认定为美国年轻人幸福水平的转折点。

【答案】 G 段 (强锚点)

【锚点】 强锚点: smartphones + turning point

【定位】 It looks like it—after all, 2012 was the tipping point when more than half of Americans began owning smartphones.

看起来确实如此——毕竟，2012 年是超过半数美国人开始拥有智能手机的临界点。

【改写】 The year when most Americans began using smartphones ↔

2012 was the tipping point when more than half of Americans began owning smartphones

most ↔ more than half 同义; using ↔ owning 近义

a turning point in young Americans' level of happiness ↔ **2012 was the tipping point**

turning point ↔ tipping point 是同义替换

【辨邻】 **C** 题干问的是“smartphones 过半的那一年是 happiness 的 turning point”，C 段只讲“2012 福祉指标开始下降”，没有把“那一年”与“smartphones 普及”或“turning point”绑定，因此只是话题相邻、并非源头段。

But around 2012 these measures started to decline

37. Scores in various wellbeing measures began to go downward among young Americans in recent years.

近年来,美国年轻人在各项幸福感指标上的得分开始下降。

【答案】 **C** 段 (强锚点)

【锚点】 强锚点: began to go downward + various wellbeing measures

【定位】 But around 2012 these measures started to decline. This continued through 2016, the most recent year for which data is available.

但大约在 2012 年, 这些 (福祉) 指标开始下降。这一趋势一直延续到 2016 年, 这是目前有数据可查的最近一年。

【改写】 Scores in various wellbeing measures ↔

measures like self-esteem, life satisfaction, happiness and satisfaction with individual domains

上位 various measures ↔ 下位列举具体指标

began to go downward ↔ **these measures started to decline**

began ↔ started、go downward ↔ decline 同义

in recent years ↔

But around 2012 these measures started to decline. This continued through 2016, the most recent year for which data is available

recent years ↔ 2012–2016 的具体年段

【辨邻】 **B** B 段提到的福祉是上升趋势, 且时间锚点是 1960s–early 2000s; 题干要求的是“下降”且“近几年”, 方向、时点都不匹配。

measures of average wellbeing went up in the US

38. Unfortunately, activities involving direct contact with people, which contributed to better wellbeing, were found to be on the decline.

不幸的是,涉及与人直接接触的活动(这些活动有助于提升幸福感)被发现正在减少。

【答案】 **H** 段 (强锚点)

【锚点】 强锚点: direct contact with people + on the decline

【定位】 Sadly, the data also showed face-to-face socializing and sports activity had declined over the period covered by the survey.

遗憾的是, 数据还显示面对面社交与体育活动在调查所覆盖的时期内有所下降。

【改写】 activities involving direct contact with people ↔ **face-to-face socializing and sports activity**
direct contact ↔ face-to-face 同义

which contributed to better wellbeing ↔

years when people spent more time with friends were better years for wellbeing

活动多 → 福祉更好, 是 contributed 的来源

were found to be on the decline ↔ **had declined over the period covered by the survey**

had declined ↔ on the decline 名词化改写

【辨邻】 **E** 题干强调的是“这些活动 were found to be on the decline”, E 段给的是“做少了相关于福祉低”, 没有断言这些活动整体在下降——这一关键趋势信息只在 H 段。

Less sport, and fewer meetings with peers correlated with lower wellbeing

39. In response to past critics, Twenge and her co-researchers stress they are not trying to prove that the use of digital devices reduces young people's wellbeing.

为回应过去的批评者, Twenge 及其合作研究者强调他们并非试图证明数字设备的使用会降低年轻人的幸福感。

【答案】 **D** 段 (强锚点)

【锚点】 强锚点: Twenge + not trying to prove

【定位】 This time around, Twenge and her team make a point of saying that they are not trying to establish causes as such, but that they are assessing the plausibility of potential causes.

这一次, Twenge 及其团队特意声明, 他们不是在确立因果关系本身, 而是在评估各种潜在原因的合理性。

【改写】 In response to past critics ↔

some commentators were quick to raise this problem. They argued that her causal-sounding claims rested on correlational data

past critics ↔ some commentators 同义指代

stress they are not trying to prove ↔

make a point of saying that they are not trying to establish causes as such

stress ↔ make a point of saying; prove ↔ establish 同义

the use of digital devices reduces young people's wellbeing ↔ **establish causes as such**

题干具体化原文的笼统 causes

【辨邻】 J J 段虽也讲 Twenge 团队与 screen time, 但讲的是“结论 + 新研究比以往更进一步”, 没有“明确声明不在证因果”的立场转换。

The researchers conclude that electronic communication was the only adolescent activity that increased

40. In the last few decades of the 20th century, living standards went up and economic depressions were largely averted in the US.

在20世纪最后几十年里,美国的生活水平提高了,经济萧条在很大程度上得以避免。

【答案】 B 段 (强锚点)

【锚点】 强锚点: last few decades of the 20th century + economic depressions averted

【定位】 It reflected the fact that these decades saw a climb in general standards of living and avoidance of mass societal traumas like full-scale war or economic deprivation.

这反映了一个事实: 这些数十年里, 整体生活水平不断上升, 并避开了像全面战争或经济剥夺这样的大规模社会创伤。

【改写】 In the last few decades of the 20th century ↔ **from the 1960s into the early 2000s**

20 世纪最后几十年 ↔ 1960s 起的时段

living standards went up ↔ **a climb in general standards of living**

go up ↔ climb 同义; 动词 vs. 名词化

economic depressions were largely averted ↔

avoidance of mass societal traumas like full-scale war or economic deprivation

averted ↔ avoidance; economic depressions ↔ economic deprivation

【辨邻】 I 题干要的是“上升 + 萧条被避开”的乐观叙事, I 段反而是“大衰退发生 + 其影响是否到福祉”, 时段不在 20 世纪, 立意也是负面事件而非正面避开, 差异显著。

the impact of the great recession of 2007-2009

41. Contrary to popular belief, doing homework might add to students' wellbeing.

与普遍看法相反,做作业可能会增加学生的幸福感。

【答案】 E 段 (强锚点)

【锚点】 强锚点: doing homework + 反直觉

【定位】 (This last finding would appear to contradict another popular hypothesis that it is our burdening of students with assignments that is causing all the problems.)

(这最后一项发现似乎与另一个流行假说相矛盾——那个假说认为,正是给学生布置作业的重负在引发所有问题。)

【改写】 Contrary to popular belief ↔ **would appear to contradict another popular hypothesis**
contrary to popular belief ↔ contradict popular hypothesis 同义结构

doing homework might add to students' wellbeing ↔

less time doing homework correlated with lower wellbeing

反向推理: 少做作业相关于低福祉 = 做作业利好福祉

popular belief ↔

it is our burdening of students with assignments that is causing all the problems

通俗看法的具体内容即“作业过重 = 万恶之源”

【辨邻】 F F 段与题干都涉及福祉,但讨论的影响因素是屏幕时间而非作业,不能命中要求 homework 的题。

digital devices—a couple of hours a week—had the highest wellbeing

42. The author believes the researchers' new study has gone a step further regarding the impact of screen time on wellbeing.

作者认为研究人员的这项新研究在屏幕时间对幸福感的影响方面更进了一步。

【答案】 J 段 (强锚点)

【锚点】 强锚点: author believes + gone a step further

【定位】 But the new work does go further than previous research and suggests that screen time should still be considered a potential barrier to young people's flourishing.

但这项新研究确实比以往的研究更进一步,并提示屏幕时间仍应被视为青少年发展繁荣的潜在障碍。

【改写】 The author believes ↔

I suspect that some experts in the field will be keen to address alternative explanations

原文用 I suspect 标明作者第一人称视角

has gone a step further regarding the impact of screen time on wellbeing ↔

the new work does go further than previous research and suggests that screen time should still be considered a potential barrier to young people's flourishing

gone a step further ↔ go further than previous research; screen time on wellbeing ↔ screen time as barrier to flourishing

【辨邻】 **D** D 段主语是 Twenge and her team (研究者), J 段才出现 I suspect / new work does go further 这种作者主语; 题干要的是后者。

Twenge and her team make a point of saying that they are not trying to establish causes as such

43. The researchers found that extended screen time makes young people less happy.

研究人员发现,过长的屏幕时间使年轻人不那么快乐。

【答案】 **F** 段 (强锚点)

【锚点】 强锚点: extended screen time + less happy

【定位】 However, higher doses of screen time were clearly associated with lower happiness.

然而, 更高剂量的屏幕时间明显与更低的快乐感相关。

【改写】 extended screen time ↔ **higher doses of screen time**

extended ↔ higher doses 同义

makes young people less happy ↔ **were clearly associated with lower happiness**

less happy ↔ lower happiness 同义; makes ↔ associated with 强弱差异需注意

less happy ↔

Those spending 10-19 hours per week on their devices were 41 percent more likely to be unhappy

百分比数据支撑“剂量 ↔ 不快乐”的断言

【辨邻】 **G** G 段粒度是“年份层面”的同步追踪, F 段才是“个体层面”的剂量-不开心关系。题干 extended screen time makes young people less happy 描述的是个体剂量效应, 归属 F 段。

wellbeing was indeed lowest in years where adolescents spent more time online

J J 段给的是“电子通讯增加 + 福祉下降”的同步关系, 题干则在问“剂量延长 → 不开心”这种个体层面剂量效应, 最匹配仍是 F 段。

electronic communication was the only adolescent activity that increased at the same time
psychological wellbeing declined

44. Data reveals that economic inequality rather than family income might affect people's wellbeing.

数据显示,经济不平等而非家庭收入可能影响人们的幸福感。

【答案】 I 段 (强锚点)

【锚点】 强锚点: economic inequality + family income 对比

【定位】 They found some evidence that some crude measures, like income inequality, correlated with changes in wellbeing, but economic measures with a more direct impact, like family income and unemployment rates (which put families into difficulties), had no relationship with wellbeing.

他们发现了一些证据:像收入不平等这样的粗略指标与福祉变化相关,但更直接影响家庭的经济指标,如家庭收入与失业率,却与福祉没有关系。

【改写】 economic inequality ↔ income inequality

economic inequality ↔ income inequality 同义

rather than family income ↔

family income and unemployment rates ... had no relationship with wellbeing

rather than ↔ 原文“前者相关、后者无关”对比

might affect people's wellbeing ↔ correlated with changes in wellbeing

might affect ↔ correlated with 弱化等值

【辨邻】 B B 段虽提及经济议题,但缺失题干要求的“economic inequality vs. family income”的对比要素,故仅话题相邻。

avoidance of mass societal traumas like full-scale war or economic deprivation

45. Too much screen time is widely believed to be the cause of unhappiness among today's young people.

过多的屏幕时间被广泛认为是当今年轻人不快乐的原因。

【答案】 A 段 (强锚点)

【锚点】 强锚点: widely believed to be the cause + 通俗看法

【定位】 And one of the most popular explanations, among some experts and the popular media, is that excessive "screen time" is to blame.

并且,在一些专家和大众媒体中,最流行的解释之一是:过度的“屏幕时间”是罪魁祸首。

【改写】 Too much screen time ↔ excessive "screen time"

too much ↔ excessive 同义

widely believed to be the cause ↔

one of the most popular explanations, among some experts and the popular media, is that excessive "screen time" is to blame

widely believed ↔ popular explanations / is to blame ↔ cause

unhappiness among today's young people ↔ all is not well for our youth

all is not well ↔ unhappiness 婉转表达

【辨邻】 J 题干 widely believed 指公众/媒体的流行看法，源自开篇引出议题的 A 段；J 段是末尾研究者结论，性质不同。

screen time should still be considered a potential barrier to young people's flourishing

PARAGRAPH MAP • 段落主旨图

10 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A 提出全文议题：当代西方青少年物质富足，却普遍状态欠佳；舆论与部分专家把矛头指向 screen time（手机/平板/笔记本占用的时间），但这一说法在学界仍有争议。

信息指纹 screen time 被舆论指为元凶

B 引出 Twenge 的新研究：青少年福祉确实在下降，可能的元凶是电子设备；并回溯 1960s 到 2000s 初福祉是上升的，原因是生活水平提高、避开了大规模战争与经济萧条。

信息指纹 1960s-2000s 早期的福祉上行 + 战争/经济萧条的回避

C 介绍数据集 Monitoring the Future 与样本（1.1 million 学生、grades 8/10/12, 1991 年起），分析结果是 1990s 到 2000s 后期福祉上行、2012 年前后开始下降并延续到 2016 年。

信息指纹 2012 年前后福祉开始下降

D 回应过去批评：以往用此类相关数据声称因果被人质疑，所以本轮 Twenge 团队明确声明不是在证因果，而是在评估潜在原因的合理性。

信息指纹 明确不主张因果、只评估 plausibility

E 讲方法论第一步：把潜在自变量逐一与福祉相关性匹配；发现 less sport、less peer 见面、less 读报、less 做作业都与较低福祉相关，看电视多、电子通讯多也与较低福祉相关。

信息指纹 less homework 反而对应较低福祉（反直觉发现）

F 深挖屏幕时间剂量关系：极少量屏幕时间者福祉最高，重度使用者明显更不开心；10-19 小时/周组不开心概率高 41%，40 小时/周以上组翻倍。

信息指纹 屏幕时间剂量-不开心的具体百分比

G 核对时间线：福祉下降的时点与智能手机普及、上网/社交媒体/读新闻时间增加同步；2012 是过半美国人开始拥有智能手机的临界点；电视使用未表现出这种跟踪关系。

信息指纹 2012 智能手机过半 = 临界点

H 对应“利好福祉的活动”也出现下滑：与朋友相处多的年份福祉更好，但面对面社交与体育活动在调查期间整体下降。

信息指纹 面对面社交与体育活动下滑

I 排除经济衰退替代解释：2007-2009 大衰退被纳入考虑；income inequality 与福祉变化相关，但 family income、unemployment 等更直接的经济指标与福祉无关；衰退时点也对不上 2013 福祉骤降。

信息指纹 income inequality 相关、family income 不相关

J 结论与作者评价：电子通讯是唯一与福祉下降同步增长的青少年活动；作者承认替代解释空间，但认为这项新研究比以往更进一步，屏幕时间仍应被视为青少年发展的潜在障碍。

信息指纹 作者点评：这项研究比以往更进一步

15 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

But there is an increasing suspicion that all is not well for our youth.

A段，第5句

there be 句型搭配同位语从句是四六级和考研阅读中的高频结构,用于引出观点或描述现象;这种句式在学术文本和新闻报道中反复出现,掌握后可迁移到大量类似句子,典型性较高

Twenge's team's analysis of the answers confirmed the earlier, well-established wellbeing climb, with scores rising across the 1990s, and into the later 2000s.

C段，第3句

"主语(带所有格和介词短语) + 及物动词 + 宾语(带多重修饰) + with 独立主格状语" 是四六级和考研阅读中的高频句式，独立主格作伴随状语的用法尤其常见，掌握后可复用到大量类似长句的分析中

This time around, Twenge and her team make a point of saying that they are not trying to establish causes as such, but that they are assessing the plausibility of potential causes.

D段，第5句

主句 + 并列宾语从句的结构在四六级和考研阅读中非常常见，'make a point of doing' 是高频搭配，两个宾语从句通过 but 形成对比也是典型的学术写作句式，掌握后可以大量复用于理解类似结构的句子。

If not, it is not plausible that the variable is a causal factor.

E段，第2句

"It is + 形容词 + that 从句" 是四六级和考研阅读中的高频句式，形式主语结构是必考语法点。条件状语从句的省略也是常见现象。本句作为这类典型结构的代表，学生掌握后可以迁移到大量类似句子。

Less sport, and fewer meetings with peers correlated with lower wellbeing, as did less time reading print media (newspapers) and, surprisingly, less time doing homework.

E段，第4句

本句包含复合主语、不及物动词加介词短语作状语、倒装结构、现在分词作定语修饰名词等多种成分,且倒装句中助动词的分析和主语的识别是常考易错点,训练价值较高

(This last finding would appear to contradict another popular hypothesis that it is our burdening of students with assignments that is causing all the problems.)

E段，第5句

本句覆盖主谓宾基本结构、同位语从句、强调句中的主语识别、动名词短语作主语、进行时谓语等多种成分和结构。同位语从句与定语从句的辨析、强调句的还原方法、情态动词结构的识别都是常见易错点，作为划成分练习句有较高训练价值。

In addition, more TV watching and more electronic communication both correlated with lower wellbeing.

E段，第6句

并列主语加不及物动词加介词短语的结构在学术和考试文本中较为常见,动名词作主语也是典型用法,具有一定代表性,掌握后可在类似句型中复用,但不是四六级或考研中最高频的复杂句式。

Next, Twenge's team dug a little deeper into the data on screen time.

F段，第1句

本句为简单句加多个状语和后置定语的结构，在四六级、考研阅读中较为常见。"dig into"（深入研究）这类动词加介词短语的搭配以及后置定语修饰名词的用法都是高频句式，具有一定代表性，但不如复杂从句结构那样高度典型。

Those who used such devices 40 hours a week or more (one in ten teenagers) were twice as likely to be unhappy.

F段，第6句

主句使用"倍数 + as + 形容词 + as"的比较结构，且主语中嵌入限制性定语从句，这两种结构在四六级和考研阅读中频繁出现。句子整体模式（“那些...的人更可能...”）是学术文章和调查报告的典型表达，具有较高的实用性和可迁移性。

The data was slightly complicated by the fact that there was a tendency for kids who were social in the real world to also use more online communication, but by bracketing out different cases it became clear that the real-world sociality component correlated with greater wellbeing, whereas greater time on screens or online only correlated with poorer wellbeing.

F段，第7句

本句包含并列主句、同位语从句、定语从句、主语从句、对比状语从句等多种典型考研和四六级常见结构,且形式主语、被动语态、whereas引导的对比都是高频考点句式,学生掌握后可广泛迁移到真题阅读和写作中

It looks like it—after all, 2012 was the tipping point when more than half of Americans began owning smartphones.

G段，第3句

本句展现了两个典型结构：一是用破折号连接并列主句进行解释说明（常见于议论文和说明文），二是限制性定语从句修饰时间名词（tipping point）的用法（四六级和考研阅读中频繁出现）。这种“判断+论据+细化”的逻辑链条以及定语从句的线性嵌套，都是考试真题中的常见句式，掌握后可大量复用。

Meanwhile, TV use did not show this tracking.

G段，第8句

简单句在真题中常见,但本句过于基础,缺乏四六级或考研常考的从句嵌套、非谓语修饰等典型难点,作为代表性句式迁移价值中等偏下。

For example, years when people spent more time with friends were better years for wellbeing (and followed by better years).

H段，第2句

主句采用主系表结构，主语中嵌套限制性定语从句，是四六级和考研阅读中常见的句式。定语从句由关系副词 when 引导修饰时间名词，表语部分出现并列结构，这些都是典型的考点句式，学习后可迁移到大量类似句子。

The dataset they used did not include economic data, so instead the researchers looked at whether the 2013-16 wellbeing decline was tracking economic indicators.

I段，第2句

本句结构典型、成分丰富,涵盖并列、定语从句、宾语从句和过去进行时等核心考点,主干识别和嵌套理解有一定难度但不过分,时态组合适中,非常适合作为中等难度的结构和时态综合训练材料,推荐优先学习。

The year when most Americans began using smartphones was identified as a turning point in young Americans' level of happiness.

第36题题干

本句体现了考试中常见的两个典型结构：一是限制性定语从句修饰主语，二是被动语态搭配 "as" 引出表语。这种 "主语 + 定语从句 + 被动谓语 + 表语" 的句式在四六级和考研阅读中频繁出现，掌握后可迁移到大量类似句子。

HIGH-FREQUENCY • 真题高频词

本篇出现的 148 个英语六级真题高频词

下列单词既在本篇真题中出现，又是 **英语六级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

wellbeing

B2

n. 幸福;安康

本篇34次 · 真题 43 句

decline

B2

v. 下降

本篇11次 · 真题 88 句

data

B1

n. 数据

本篇9次 · 真题 181 句

researcher

B2

n. 研究人员

本篇7次 · 真题 363 句

measure

B1

v. 测量

本篇7次 · 真题 100 句

device

B1

n. 设备

本篇7次 · 真题 54 句

economic B2

adj. 经济的

本篇6次·真题 167 句

online A2

adj. 在线的

本篇6次·真题 139 句

correlate C1

v. 相关联

本篇6次·真题 18 句

less A1

det. 较少的

本篇5次·真题 273 句

happiness A2

n. 幸福

本篇5次·真题 53 句

electronic B1

adj. 电子的

本篇5次·真题 43 句

adolescent B2

n. 青少年

本篇5次·真题 35 句

average A2

adj. 平均的

本篇4次·真题 112 句

colleague B1

n. 同事

本篇4次·真题 84 句

variable B2

adj. 易变的

本篇4次·真题 17 句

likely A2

adj. 很可能的

本篇3次·真题 228 句

better A1

adj. 更好的 (good 的比较级)

本篇3次·真题 205 句

effect A2

n. 影响

本篇3次·真题 191 句

impact B2

n. 影响

本篇3次·真题 185 句

affect B1

v. 影响

本篇3次·真题 116 句

income B1

n. 收入

本篇3次·真题 94 句

potential B2

adj. 潜在的

本篇3次·真题 92 句

smartphone B1

n. 智能手机

本篇3次·真题 44 句

explanation B1

n. 解释

本篇3次·真题 31 句

satisfaction B2

n. 满意

本篇3次·真题 28 句

youth A2

n. 青年时期

本篇3次·真题 15 句

would A1

aux. (will 的过去式) 将要, 会

本篇2次·真题 568 句

base A2

n. 基础

本篇2次·真题 126 句

decade B1

n. 十年

本篇2次·真题 120 句

expert B1

n. 专家

本篇2次·真题 114 句

claim B1

v. 声称

本篇2次·真题 111 句

factor B1

n. 因素

本篇2次·真题 108 句

argue B1

v. 争论

本篇2次·真题 106 句

medium B1

adj. 中等的

本篇2次·真题 98 句

united B1

adj. 联合的

本篇2次·真题 97 句

evidence B1

n. 证据

本篇2次·真题 87 句

further B1

adv. 更远地

本篇2次·真题 79 句

digital B1

adj. 数字的

本篇2次·真题 72 句

trend B1

n. 趋势

本篇2次·真题 63 句

various B1

adj. 各种各样的

本篇2次·真题 63 句

occur B1

v. 发生, 出现

本篇2次·真题 62 句

associate B2

v. 联系

本篇2次·真题 54 句

inequality B2

n. 不平等

本篇2次·真题 50 句

analysis B2

n. 分析

本篇2次·真题 49 句

previous B1

adj. 先前的

本篇2次·真题 44 句

psychological B2

adj. 心理的

本篇2次·真题 39 句

hypothesis C1

n. 假设

本篇2次·真题 18 句

excessive B2

adj. 过多的

本篇2次·真题 14 句

recession C1

n. 经济衰退

本篇2次·真题 14 句

dataset C1

n. 数据集

本篇2次·真题 10 句

causal C1

adj. 因果关系的

本篇2次·真题 9 句

unhappy A2

adj. 不快乐的

本篇2次·真题 9 句

author A2

n. 作者

本篇1次·真题 264 句

benefit B1

n. 好处

本篇1次·真题 244 句

relationship B1

n. 关系

本篇1次·真题 168 句

individual B2

adj. 单独的

本篇1次·真题 142 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题 138 句

million A2

num. 一百万

本篇1次·真题 126 句

stress B1

n. 压力

本篇1次·真题 126 句

finding B2

n. 调查结果

本篇1次·真题 121 句

rate A2

n. 速度

本篇1次·真题 121 句

challenge B1

n. 挑战

本篇1次·真题 119 句

case A2

n. 情况

本篇1次·真题 97 句

account A2

n. 账户

本篇1次·真题 93 句

belief B1

n. 相信

本篇1次·真题 85 句

amount A2

n. 数量

本篇1次·真题 84 句

involve B1

v. 包含

本篇1次·真题 82 句

states A1

n. 国家

本篇1次·真题 80 句

contribute B1

v. 捐献

本篇1次·真题 79 句

identify B1

v. 识别

本篇1次·真题 75 句

current B1

adj. 现在的

本篇1次·真题 72 句

reflect B1

v. 反映, 显示

本篇1次·真题 71 句

material B1

n. 材料

本篇1次·真题 66 句

available A2

adj. 可获得的

本篇1次·真题 63 句

peer B2

n. 同龄人

本篇1次·真题 62 句

generation B2

n. 一代人

本篇1次·真题 60 句

media B1

n. 大众传播媒介 (报刊、电视、广播、互联...

本篇1次·真题 58 句

theory B1

n. 理论

本篇1次·真题 55 句

reveal B2

v. 揭示

本篇1次·真题 54 句

per B1

prep. 每

本篇1次·真题 53 句

debate B2

n. 辩论

本篇1次·真题 52 句

response B1

n. 回答

本篇1次·真题 52 句

advance B1

v. 前进

本篇1次·真题 48 句

observe B2

v. 观察; 注意到

本篇1次·真题 48 句

track A2

n. 小路

本篇1次·真题 48 句

pattern B1

n. 模式

本篇1次 · 真题 46 句

demonstrate B2

v. 证明

本篇1次 · 真题 45 句

mass B1

n. 大量

本篇1次 · 真题 44 句

reading A1

n. 阅读

本篇1次 · 真题 43 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次 · 真题 42 句

protection B1

n. 保护

本篇1次 · 真题 42 句

user A2

n. 使用者

本篇1次 · 真题 42 句

addition A2

n. 增加

本篇1次 · 真题 41 句

alternative B2

n. 可供选择的事物

本篇1次 · 真题 41 句

related B1

adj. 相关的

本篇1次 · 真题 39 句

relevant B2

adj. 相关的

本篇1次 · 真题 38 句

unemployment B2

n. 失业 (状态)

本篇1次 · 真题 38 句

indeed B1

adv. 确实, 的确 (强调肯定)

本篇1次 · 真题 37 句

instance B2

n. 例子

本篇1次 · 真题 35 句

contact B1

n. 联系

本篇1次 · 真题 34 句

critic B2

n. 批评家

本篇1次 · 真题 34 句

datum C1

n. 数据 (单数形式, 复数为 data)

本篇1次 · 真题 34 句

clearly A2

adv. 清楚地, 明白地

本篇1次 · 真题 32 句

depression B2

n. 抑郁症

本篇1次 · 真题 31 句

era B2

n. 时代

本篇1次 · 真题 31 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本篇1次 · 真题 31 句

assess B2

v. 评估

本篇1次 · 真题 30 句

conclude B2

v. 断定;推断出

本篇1次 · 真题 30 句

meanwhile B1

adv. 与此同时

本篇1次 · 真题 29 句

widely B1

adv. 广泛地

本篇1次 · 真题 29 句

increased A2

v. 增加了

本篇1次 · 真题 28 句

largely B2

adv. 主要地

本篇1次 · 真题 28 句

increasing B1

adj. 越来越多的

本篇1次 · 真题 26 句

lower A2

adj. 较低的;下方的

本篇1次 · 真题 26 句

scholar B2

n. 学者

本篇1次 · 真题 26 句

annual B1

adj. 每年的, 年度的

本篇1次 · 真题 25 句

beginning A1

n. 开始

本篇1次 · 真题 25 句

component

B2

n. 组成部分

本篇1次·真题25句

tendency

B2

n. 倾向

本篇1次·真题24句

legal

B1

adj. 法律的

本篇1次·真题23句

blame

B1

v. 责备

本篇1次·真题22句

consistent

B2

adj. 一致的

本篇1次·真题21句

contribution

B2

n. 贡献

本篇1次·真题21句

slightly

B1

adv. 稍微, 略微, 轻微地

本篇1次·真题21句

deeply

B1

adv. 深深地

本篇1次·真题19句

neighborhood

B1

n. 街区

本篇1次·真题19句

unfortunately

B1

adv. 不幸地

本篇1次·真题19句

devote

B2

v. 把...奉献给

本篇1次·真题18句

indicator

B2

n. 指示物; 指示信号

本篇1次·真题18句

investigate

B2

v. 调查

本篇1次·真题18句

contrary

B2

adj. 相反的

本篇1次·真题17句

reverse

B2

v. 颠倒

本篇1次·真题17句

laptop

A2

n. 笔记本电脑

本篇1次·真题15句

whereas B2

sc. 然而

本篇1次 · 真题 15 句

confirm B1

v. 证实

本篇1次 · 真题 14 句

keen B2

adj. 热衷的

本篇1次 · 真题 14 句

regarding B2

prep. 关于

本篇1次 · 真题 14 句

barrier B2

n. 障碍物

本篇1次 · 真题 12 句

suspect B1

v. 怀疑

本篇1次 · 真题 12 句

tablet B1

n. 药片

本篇1次 · 真题 12 句

socialize B2

v. 社交

本篇1次 · 真题 10 句

societal C1

adj. 社会的

本篇1次 · 真题 10 句

surprisingly B1

adv. 令人惊讶地

本篇1次 · 真题 10 句

dip B1

v. 浸, 蘸

本篇1次 · 真题 9 句

uncover B2

v. 发现, 揭露 (秘密、真相等)

本篇1次 · 真题 9 句

assignment B1

n. (学校的) 作业、任务

本篇1次 · 真题 8 句

domain B2

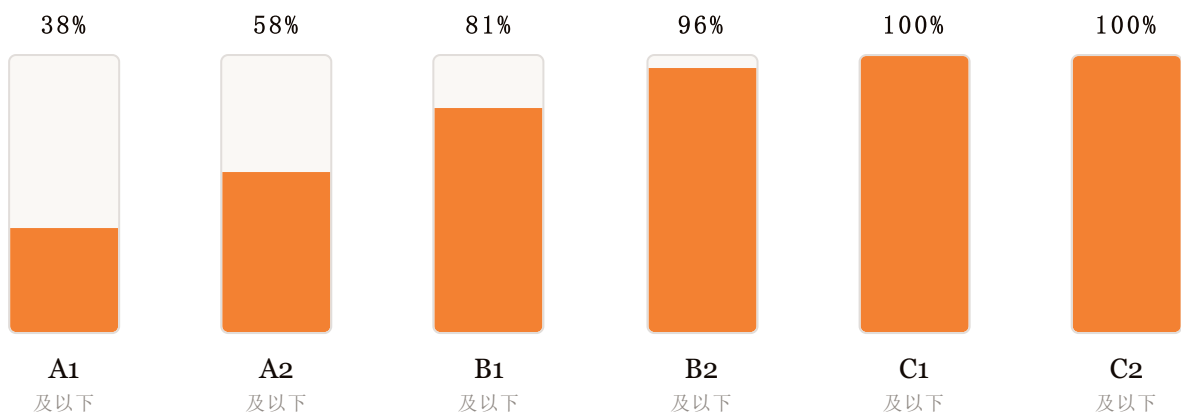
n. 领域

本篇1次 · 真题 8 句

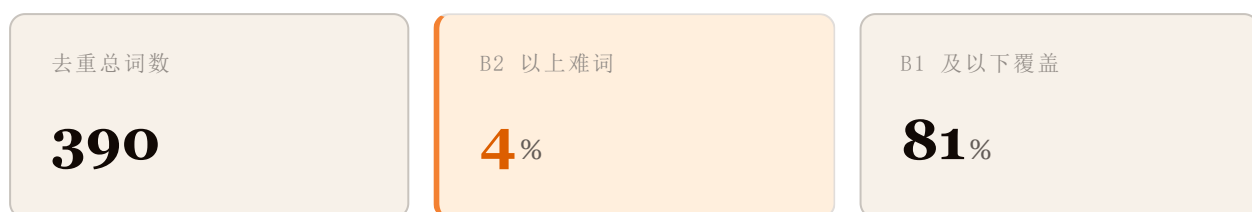
VOCABULARY · 词汇难度分布

全文 390 词按 CEFR 难度累积覆盖

全文去重后共 390 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 15 个 · 约 4%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 390 个 · 末柱为 100%



英语六级 2019年12月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →