

读后续写翻译练习 1

1. 上高中的第一天，我对我的高中新生活很好奇。我清楚地知道我要应对的压力。虽然要面对很多挑战，但我该冷静下来对自己有信心。我会全力以赴，争取良好的表现。只有这样，我才能实现自己的梦想。

将上文汉译英，连成一篇语言流畅、用词准确、逻辑严密的小短文。

范文： On my first day at senior high, although curious about my new life, I knew exactly the pressure(I have to deal with ahead). Despite great challenges, I should calm down and be confident about myself. Moreover, I will go all out and struggle to have a wonderful performance. Only in this way can I achieve my dream.

2. 我报名参加了音乐俱乐部，我的节目被成功入选，我特别兴奋！我在脑海中一遍遍想着那一天。终于那一天到了！上台前，我的大脑一片空白，我正紧张地深呼吸，旁边的女生推了推我，提醒我该上场了。转过头，我看到我的好朋友正向我点点头，鼓励我。我也朝她微笑，然后自信地走上舞台。
将上文汉译英，连成一篇语言流畅、用词准确、逻辑严密的小短文。

范文： I signed up for the Music Club and my show got selected. How excited I was! After I had pictured it over and over again in my mind, the big day finally arrived. Before the performance, I tried to turn on my brain but the engine wouldn't start. With butterflies in my stomach, I was taking a deep breath when the girl next to me gave me a nudge, saying "It's your turn." Turning around, I saw my friend nodding at me to encourage me. I gave her a smile, stepping onto the stage confidently.

参加绘画比赛看到对手作品超厉害

- 动作描写：笑容瞬间僵住，手揪着衣角，凑近细细打量作品。
- 情绪描写：先是紧张担忧，随后燃起斗志，内心五味杂陈。
- 语言描写：喃喃自语：“画得真好，我也不能输。”
- 心理描写：既怕比不过，又渴望证明自己，十分纠结。
- 主旨升华：明白强大对手是成长动力，激励自己追求卓越。

DAY3: 参加绘画比赛看到对手作品超厉害

- 动作描写：His smile froze instantly, and with his hand clutching the corner of his clothes (with 的复合结构作伴随状语), he leaned closer to examine the opponent's work carefully.
- 情绪描写：First, nervousness and worry welled up in him (无灵主语), and then a wave of fighting spirit took hold of him (无灵主语), his heart full of a mixed feeling (独立主格结构作伴随状语).
- 语言描写：He muttered to himself, "It's so well - painted. But I can't lose either."
- 心理描写：Fearing not to be able to compete with others but eager to prove himself (现在分词短语和形容词短语并列作状语), he was torn inside.
- 主旨升华：It was then that he understood a strong opponent is the driving force for growth, inspiring him to pursue excellence (it was...that 的强调结构；现在分词作结果状语，表示一种自然而然的结果).

在小区里看到一只流浪猫受伤

- 动作描写：急忙跑回家拿医药箱，回来后轻轻查看猫咪伤口。
- 情绪描写：满心都是心疼与怜惜，像被揪住一样难受。
- 语言描写：轻声安慰：“别怕，马上就不疼了。”
- 心理描写：只想快点帮猫咪减轻痛苦，心急如焚。
- 主旨升华：意识到关爱生命无大小，点滴善举传递温暖。

DAY4: 在小区里看到一只流浪猫受伤

- 动作描写：Hurrying back home to get the first - aid kit（现在分词作时间状语）, he returned and gently check the cat's wound.
- 情绪描写：His heart was filled with nothing but heartache and pity, as if it were being gripped tightly（as if 引导虚拟语气的方式状语从句，对现在情况虚拟，用过去进行时表与现在事实相反）.
- 语言描写：He whispered in a soft voice, "Don't be afraid. It won't hurt soon."
- 心理描写：All he wanted was to relieve the cat's pain as soon as possible（无灵主语，all 作主语，he wanted 为定语从句修饰 all）, his heart burning with anxiety（独立主格结构作伴随状语）.
- 主旨升华：only then did he realize that caring for life is of no size difference, and every little act of kindness can spread warmth.（only 在句首的部分倒装）.

在图书馆复习，周围人很吵闹

- 动作描写：皱着眉，烦躁地合上书，四处张望找管理员。
- 情绪描写：烦躁不安，内心的怒火像小火苗，越烧越旺。
- 语言描写：小声抱怨：“太吵了，还怎么看书。”
- 心理描写：复习的好心情全被破坏，又无奈又气愤。
- 主旨升华：学会在不如意环境保持平和，用恰当方式解决问题。

DAY5: 在图书馆复习，周围人很吵闹

- 动作描写：Frowning in annoyance（现在分词作伴随状语）, he closed the book irritably and looked around to search the librarian.
- 情绪描写：He was upset, and the anger in his heart was like a small flame(比喻), burning more and more vigorously（现在分词作伴随状语，对前面的“the anger in his heart was like a small flame” 进行补充说明，描述火焰的状态）.
- 语言描写：He complained in a low voice, "It's so noisy. How can I still read?"
- 心理描写：Helpless and angry（形容词短语作状语）, he felt that his good mood for review was completely ruined.(that 引导宾语从句)
 - 主旨升华：Not until then did he learn to keep calm in an unfavorable environment and solve problems in an appropriate way（not until 在句首的部分倒装）.

DAY6: 早上醒来发现睡过头要迟到

- 动作描写：猛地从床上弹起，胡乱套上衣服，拎起书包冲出门。

- 情绪描写：心急如焚，恐惧和懊悔交织，像热锅上的蚂蚁。
- 语言描写：边跑边喊：“完了完了，要迟到了！”
- 心理描写：满脑子都是迟到被批评的画面，懊悔没早起。
- 主旨升华：懂得时间管理重要性，自律才能避免慌乱。

DAY6: 早上醒来发现睡过头要迟到

- 动作描写：Jumping up from the bed suddenly（现在分词作时间状语）, he put on his clothes in a hurry, grabbed his schoolbag and rushed/stormed out of the door.
- 情绪描写：So anxious was he that fear and regret intertwined within him, like an ant on a hot pan（so...that...结构，so 置于句首，句子部分倒装，强调焦虑程度；like 引导的介词短语作状语，用比喻描述状态）。
- 语言描写：He shouted while running（状语从句的省略）, "It's over. I'm going to be late!"
- 心理描写：His mind was full of the pictures of being criticized for being late（无灵主语结构，“His mind”作主语），and he regretted not waking up earlier.
- 主旨升华：From that day on, What he came to understand is the importance of time management. Only by being self - disciplined can one avoid chaos（what 引导主语从句，在句中作主语；only + 方式状语置于句首，句子部分倒装）。

DAY7: 参加舞蹈排练总是记不住动作

- 动作描写：不停地跺脚，双手揪头发，沮丧地重复练习。
- 情绪描写：又着急又难过，陷入自我怀疑，心情低落到极点。
- 语言描写：叹气说：“怎么就是记不住，我好笨。”
- 心理描写：担心拖后腿，对自己能力产生怀疑，十分焦虑。
- 主旨升华：明白成长有挫折，坚持练习、相信自己才能突破困境。

DAY7: 参加舞蹈排练总是记不住动作

- 动作描写：Stamping his feet constantly（现在分词作伴随状语）, he tugged at his hair with both hands and repeated the practice in low spirits.
- 情绪描写：Anxious and sad（形容词短语作状语，表示主语的状态）, he fell into self-doubt, his mood hitting the bottom.(独立主格结构作伴随状语，补充说明心情状态）。
- 语言描写：He let out a sigh and said, "Why can't I remember? I'm so stupid."
- 心理描写：Worried about holding back the team（过去分词作原因状语）, he began to doubt his own ability, extremely anxious(形容词短语作状语).
- 主旨升华：It was then that he realized there are setbacks in growth,（it is...that 的强调结构）. and only by persevering in practice and believing in himself can he break through the difficulties.(only + 方式状语置于句首，句子部分倒装）。

DAY8: 看到多年未见老友时

- 动作描写：眼睛一亮，快步跑过去，张开双臂紧紧拥抱。
- 情绪描写：满心都是温暖和喜悦，激动得像久旱逢甘霖。
- 语言描写：“好久不见，我好想你！”激动地说。
- 心理描写：回忆如潮水般涌来，幸福感溢满心间。
- 主旨升华：意识到友谊不会随时间褪色，要珍惜友情。

DAY8: 看到多年未见的老友时

- 动作描写: His eyes lighting up(独立主格结构作时间状语), he quickened his pace and ran over, opening his arms wide to embrace his friend tightly (现在分词作伴随状语) .
- 情绪描写: His heart was filled with warmth and joy, as if he had been blessed with a long - awaited rain after a long drought. (as if 引导虚拟语气的方式状语从句，对现在情况虚拟，用过去完成时表与现在事实相反) .
- 语言描写: "Long time no see. I miss you so much!" he said excitedly.
- 心理描写: Memories came flooding back like a tide (like 引导的介词短语作状语，用比喻描述回忆的状态), filling his heart with happiness (现在分词作结果状语) .
- 主旨升华: What he became aware of is that friendship will not fade with time, and we should cherish it (what 引导主语从句，在句中作主语; that 引导表语从句，在句中作表语) .