

初中生写老师诗歌最容易犯四个毛病

小学生写老师的诗，毛病是空；初中生写老师的诗，毛病是用力过猛。四个常见毛病，各配改前改后。

毛病一：把抒情当喊话。改前：啊老师，您辛苦了，您像蜡烛燃烧了自己！感叹号一多，诗就变成广播稿。改后：您捏粉笔的那只手，食指侧面的指纹都磨平了。抒情不是喊出来的，是把一个细节端出来，让读的人自己心里发酸。检查方法：数感叹号，超过一个就删到零。

毛病二：比喻成串堆砌。改前：老师是蜡烛，是春蚕，是园丁，是灯塔，是渡船。五个比喻挤在一行，等于没有比喻，因为每一个都没被写开。改后只留一个：您像粉笔，一天短一点，短到捏不住了，还在写。一个比喻写透，胜过五个排队。留哪个比喻，看它能不能继续长出动作。

毛病三：意象没有动作。改前：深夜的灯光，照亮了我的心。灯只是挂在那里，没有做事。改后：灯下，您把那道题的三种讲法划掉两种，留下最清楚的那种，去应付明天第三节课。灯下备课这个要求，靠划掉两种这个动作才落地。写意象时问自己：它在干什么？答不出来就重写这一行。

毛病四：结尾强行升华。改前：我一定要好好学习，报效祖国，不辜负老师的期望。前面两首粉笔和灯攒的意象，被这一句全泄掉了。改后：很多年后我大概会忘了那道题，但忘不掉那一格亮着的灯。升华不靠喊目标，靠把时间拉长——把镜头拉到很多年后，现在的敬意自动显出分量。

四个毛病的根子是同一个：不信任意象，总觉得不喊出来别人看不见。改的时候记住一条：粉笔会短，灯会亮，教案会被划掉——这些东西比任何啊和！都有力气。写完出声读一遍，读到自己脸红的那一行，就是喊话的那一行，删掉它，补一个画面。

Four Mistakes Junior-High Students Most Often Make in Poems About Teachers

Primary-school poems about teachers are empty; junior-high poems about teachers overexert. Four common faults, each with a before-and-after revision.

Fault one: treating lyricism as shouting. Before: Oh teacher, your toil! You are a candle burning yourself! Too many exclamation marks turn a poem into a broadcast script. After: The hand you hold chalk with — the fingerprints on its index finger have been worn smooth. Lyricism is not shouted; it is one detail set out so the reader's heart aches on its own. Check: count the exclamation marks; if more than one, cut them to zero.

Fault two: stacking metaphors in strings. Before: the teacher is a candle, a silkworm, a gardener, a lighthouse, a ferry. Five metaphors crammed into one line equal no metaphor, because none is developed. After, keep only one: you are like

chalk — a little shorter each day, too short to grip, still writing. One metaphor written through beats five standing in line. Which metaphor to keep depends on whether it can keep growing actions.

Fault three: images without actions. Before: the late-night lamplight lit up my heart. The lamp just hangs there, doing nothing. After: under the lamp, you struck two of the three ways of teaching that problem, keeping the clearest one for tomorrow's third period. The requirement of preparing lessons under a lamp only lands through the action of striking two out. When writing an image, ask: what is it doing? If you cannot answer, rewrite the line.

Fault four: forced elevation at the end. Before: I must study hard, serve the country, and not disappoint my teacher. The images built up across the chalk and lamp poems all leak out through this sentence. After: years later I will probably forget that problem, but not that one square of lit lamp. Elevation comes not from shouting goals but from stretching time — pull the camera to years later, and present respect gains its weight by itself.

All four faults share one root: distrust of the image, a feeling that unless you shout, no one will see. When revising, remember: chalk grows short, lamps shine, lesson plans get struck through — these carry more force than any Oh or exclamation mark. Read the finished poem aloud; the line that makes your face hot is the shouting line. Delete it, and replace it with a picture.