

修改前后对比：同一段作文我改了两次

这篇心得我直接把三个版本抄出来，改动一目了然。

第一版，五十字左右：我的王老师对工作非常负责，对同学们非常关心，上课讲得生动有趣，我非常喜欢她。她就像妈妈一样温暖。写完我数了数，形容词七个，事情零件。当时我觉得这已经写得不错了，因为每个词都是真心话。

第二版，改在观察批改作业之后：有一次放学后我去办公室交作业，王老师正在改我们班的日记。她每个错别字都画一个小圈，不画大叉。我看到她在一篇日记下面画了波浪线，旁边写了个小小的好字。办公室很安静，只有笔尖在纸上划的声音。这一版多了一件事和三个细节：画小圈、波浪线、笔尖的声音。老师批语写的是：有画面了，但这个人还不会说话。

第三版，改在记录口头禅之后：我把她常讲的那句加进去。那天我错题又犯，她把我叫到跟前说：这道题我讲过没有？讲过。那为什么还在错？说完她从抽屉里拿出一张新的草稿纸，把题目重新演算一遍，最后问我：现在再讲一遍给你听，还是你自己回去做？我说自己做。她点点头，在本子上给我画了个笑脸。这一版多了语言、动作和一个结尾的小画面。老师批语只有四个字：这就是她。

三次修改让我明白一件事：喜欢老师这句话没有错，但它应该是读者读完作文之后自己得出的结论，而不是我开头就喊出来的口号。把老师做的事写出来，喜欢两个字不写，别人也能感觉到。

现在我的作文本里还夹着这三版对比页，每次不知道怎么写，就拿出来看一遍第一版，提醒自己别再回去。

Before and After: I Revised the Same Paragraph Twice

In this reflection I copy out all three versions directly, so the changes speak for themselves.

Version one, about fifty characters: my Teacher Wang is extremely responsible about work and extremely caring to us, her classes are lively and interesting, and I like her very much. She is as warm as a mother. After writing I counted: seven adjectives, zero events. At the time I thought it was pretty good, because every word was sincere.

Version two, revised after I watched her grade homework: one day after school I went to the office to hand in assignments, and Teacher Wang was grading our class journals. She drew a small circle around every wrong character instead of a big cross. I saw her draw a wave line under one journal entry with a tiny good character beside it. The office was quiet except for the pen scratching on paper. This version gained one event and three details: the small circle, the wave line, and the sound of the pen. The teacher's comment read: there is a picture now, but this person still

cannot speak.

Version three, revised after I recorded her catchphrase: I added the sentence she always says. That day I made the same mistake again, and she called me over: Have I covered this problem before? Yes. Then why are you still getting it wrong? Then she took a fresh sheet of scratch paper from the drawer and reworked the problem step by step, finally asking me: shall I explain it once more, or will you do it yourself back at your desk? I said I would do it myself. She nodded and drew a smiley face in my notebook. This version gained speech, actions, and a small closing picture. The teacher's comment was four characters: this is her.

The three revisions taught me one thing: saying I like the teacher is not wrong, but it should be the reader's conclusion after finishing the essay, not a slogan I shout at the beginning. Write out what the teacher does, and even without the word like, people can feel it.

The comparison page of the three versions is still tucked in my essay book. Whenever I do not know how to write, I read version one again and warn myself not to go back there.