

我的素材本里，藏着王老师的十句口头禅

我的素材本里有一页专门记王老师的话，标题是我自己起的：王老师的十句话。现在把这一页抄给大家。

第一句：这道题我讲过没有？讲过。那为什么还在错？她说这句时不生气，反而带着笑，因为她知道我们确实听过，只是没听进去。第二句：先别急着写，想三秒钟。每次动笔算题前她都喊这句，后来我写作文也借用，先想三秒钟再落笔。第三句：听懂的同学举手。她扫视一圈，如果手稀稀拉拉，她不往下讲，直接换个例子。

第四句：字是门面。她每周检查一次作业本的封面，谁的封面皱了、卷角了，她给抚平再还回来。第五句：错了不要紧，要紧的是错一次还是错两次。她准备了一个错题登记本，但只登记第二次出现的错误。第六句：谁有不一样的想法？她问这句时会走下讲台，站到发言的同学旁边听。

第七句：我看看你们，你们也看看我。上课有人走神，她不点名，就说这句，全班一起互相看一圈，走神的人自己不好意思了。第八句：下课十分钟，先喝水再玩。她自己也是这样，每节课下课先喝两口保温杯里的水，杯身上贴着一块胶布。

第九句：这篇我念给全班听。她念别人的作文时，念到写得好的一句会停下来重复一遍。第十句：走，去操场，看两分钟再回教室。下雨天困在教室，她带我们站在走廊看雨，说看完心情不一样。

把这十句用进作文后，我总结出引用人物语言的三个注意点。一，只引原话，不要转述成老师教育我要认真；二，引一句话就配上当时的场景，说这句话时她在做什么；三，一两句就够，十句全塞进去，作文就成了语录。我的作文里只用了第一句和第四句，老师评语是：人物站起来了。

Ten Catchphrases of Teacher Wang Hidden in My Material Book

One page of my material book is devoted to Teacher Wang's words, and I titled it myself: Teacher Wang's Ten Sentences. Let me copy this page for everyone.

Sentence one: Have I covered this problem before? Yes. Then why are you still getting it wrong? She says it without anger, even smiling, because she knows we truly heard it once but did not take it in. Sentence two: Do not rush to write, think for three seconds. She calls this out before every calculation, and I later borrowed it for writing: think three seconds before the pen moves. Sentence three: Those who understand, raise your hands. If the hands are scattered, she stops and switches to another example directly.

Sentence four: Handwriting is your face. She checks the covers of exercise books

once a week; if a cover is wrinkled or its corners curl, she smooths it out and returns it. Sentence five: Making a mistake is fine; what matters is whether you make it once or twice. She keeps a mistake log, but only logs errors appearing for the second time. Sentence six: Who has a different idea? When she asks this, she steps down from the platform and stands beside the student who answers.

Sentence seven: Let me look at you, and you look at me. When someone drifts off, she does not name them, just says this, and the whole class looks around; the drifting student feels shy on their own. Sentence eight: Ten minutes break, drink water first, then play. She does the same herself: after every class she takes two sips from her thermos, which has a piece of tape on its body.

Sentence nine: I will read this one to the whole class. When she reads someone's essay aloud, she pauses at a good sentence and repeats it once. Sentence ten: Come, go to the playground, watch for two minutes, then come back. On rainy days trapped in the classroom, she takes us to stand in the corridor and watch the rain, saying your mood changes after watching.

After using these ten sentences in essays, I worked out three points about quoting character speech. First, quote the original words only; do not turn them into the teacher taught me to be serious. Second, pair each quoted line with the scene: what she was doing when she said it. Third, one or two lines are enough; cram in all ten and the essay becomes a quotation list. I used only sentences one and four in my essay, and the teacher's comment was: the character is standing up.