

修改前后对照：同一次秋游，两篇作文差在哪

我把修改前的作文和修改后的作文都留在作文本上，两篇写的是同一次秋游，去的是同一个地方，看的是同一只猴子。现在把它们并排放在这里，让大家看看差别到底在哪里。

修改前的全文是这样的：十月十八日，学校组织秋游。我们八点在学校门口集合，校长讲了安全和纪律。八点二十分上车，车上我们唱歌，我很兴奋。九点半到了动物园。我们先去看大象，大象用鼻子卷草吃，饲养员给了它一根胡萝卜。再去看长颈鹿，长颈鹿的脖子真长，舌头是黑的。中午在草地上吃饭，我和同桌分享了薯片。下午去看猴子，猴子在假山上跳来跳去，有的猴子互相抓痒，很好玩。两点半集合回学校，三点二十回到校门口，爸爸妈妈来接我。今天真是难忘的一天。全文四百八十字，一共写了九件事。

老师在本子边上写的批语是：九件事，每件五十个字，读者一件也记不住。圈出猴子一段，批：这里你站得最久，就写这里。

修改后我交上去的全文只剩二百九十字，开头一句话交代：十月十八日秋游，动物园里我最记得的是猴山。然后整篇写猴山。重点段全文是这样的：猴山前围了一圈人。那只老猴子坐在假山顶上，离它最近的铁丝网只有半米。它面前有一个橘子，不知道是谁扔的。它先用指甲抠开橘子皮，抠出一个小口，再把橘子两瓣掰开，放到鼻子底下闻了一下，才慢慢送进嘴里。它吃得很慢，一瓣橘子吃了差不多两分钟。旁边一个小男孩喊，妈妈你看，它在闻。大人都笑，回头看我们小孩。老猴子吃完把橘子皮放在石头上，没有扔。它坐在那里往下看，看山下面那些跳来跳去的年轻猴子。我在铁丝网前站了多久不知道，反正老师两次喊集合我都没听见。

对照着数，改动有三类。第一类是删：上车、唱歌、大象、长颈鹿、草地吃饭、集合回家，六件事全删了，一共删掉大约三百字。第二类是留：猴山留下，而且从原来的两行半扩成了整段。第三类是慢写：老猴子剥橘子那三十秒，修改前根本没有，修改后占了全文将近一半，抠、掰、闻、送四个动词，加小男孩一句话，加橘子皮放在石头上这个细节。

最有意思的是同学的反馈。老师把两段都读给全班听，读完问大家记住了什么。听修改前那篇，同学说记住了吃薯片，因为薯片跟他们有关，猴子没人提。听修改后那篇，三个同学举手，说的都是同一件事：老猴子闻橘子。还有一个同学说了一句我没想到过的话：它把橘子皮放在石头上没有扔，说明它不是猴子，它比有些扔橘子的人好。我那一刻明白了详略得当是什么意思：不是我写得多读者就看得多，是我写得慢，读者才看得见。

Before and After: The Same Field Trip, Two Essays, What Changed

I kept both the before and after versions in my notebook. They describe the same field trip, the same place, the same monkey. Let me lay them side by side so you can see exactly what changed.

The before version reads in full: October 18, our school held a field trip. We gathered at the school gate at eight; the principal talked about safety and

discipline. We boarded at eight twenty; we sang on the bus and I was excited. We reached the zoo at nine thirty. First the elephants; the elephant curled grass into its mouth with its trunk, and the keeper gave it a carrot. Then the giraffes; their necks are so long and their tongues are black. We ate lunch on the lawn and shared chips with my deskmate. In the afternoon we visited the monkeys; they jumped on the rock hill, some scratching each other, very fun. We assembled at two thirty and got back to the gate at three twenty, where our parents picked us up. What an unforgettable day. Four hundred and eighty characters, nine events in all.

The teacher's note in the margin read: nine events, fifty characters each, and the reader remembers none. She circled the monkey paragraph: you stood longest here, write this.

The after version is only two hundred and ninety characters. One opening sentence sets it up: on our October 18 field trip, what I remember most from the zoo is the monkey hill. Then the whole piece is the monkey hill. The key paragraph reads in full: a ring of people stood before the monkey hill. The old monkey sat on top of the rock hill, half a meter from the nearest wire fence. In front of it lay an orange, thrown there by someone unknown. First it picked the peel open with its nails, making a small hole, then broke the orange into two halves, held it under its nose for one sniff, only then slowly put it into its mouth. It ate slowly; one half took nearly two minutes. Beside me a little boy shouted, Mommy, look, it is smelling it. The grown-ups laughed and turned to look at us children. After finishing, the old monkey placed the peel on a stone instead of throwing it away. It sat there looking down at the young monkeys jumping below. I do not know how long I stood at the fence; anyway the teacher called us to assemble twice and I did not hear.

Counting the changes, there are three kinds. First, deletion: the bus, singing, elephants, giraffes, lawn lunch, assembly and pickup, six events gone, about three hundred characters cut. Second, keeping: the monkey hill stayed, expanded from two and a half lines into the whole piece. Third, slow writing: the thirty seconds of the old monkey peeling the orange simply did not exist before, and now take up nearly half the piece, with four verbs, one boy's line, and the detail of the peel placed on the stone.

The most interesting part was the classmates' feedback. The teacher read both versions aloud, then asked what people remembered. After the before version, classmates said they remembered the chips, because chips relate to them; nobody mentioned the monkey. After the after version, three hands went up and all said the same thing: the old monkey smelling the orange. One classmate said something I had never thought of: it put the peel on the stone instead of throwing it away, which shows it is not just a monkey, it is better than some people who throw orange peels. In that moment I understood what detail and brevity mean: the reader does not see

more because I write more; the reader sees only when I write slowly.