

# 写老师作文的四个常见毛病和修法

批改了几十篇我的老师，毛病集中在四个。对照着查自己的作文，中一个就改一个。

毛病一：流水账。从老师早上进教室写到放学，上课、批改、打扫卫生全写一遍。判断方法：读完你的作文，能不能用一句话复述出他干了什么，如果能，就是流水账。修法：只留一件事，把这件事按时间倒着排，从最紧张的地方开始写。比如写他雨天背你过积水，直接从背上的温度写起，再回头说为什么会背上你。

毛病二：全班写同一件事。你写老师带病上课，你同桌也写带病上课，后排还写带病上课。判断方法：把你写的题目念给同学听，他要是说这个我也写了，就撞车了。修法：换素材库。带病上课、下雨送学生、深夜批改，这三件是重灾区，全避开。去写只有你们班发生的事：老师给你们班起的绰号、他没收东西又偷偷还回去、运动会他喊加油喊哑了。

毛病三：把老师写成超人。老师什么都会，什么题都难不倒，从不犯错。判断方法：读一遍，你的老师有没有任何一处笨拙的地方，没有就是写过头了。修法：写一处老师的失误或口头禅。数学老师把x写成y被全班笑，他挠头说这个y长得确实像x；语文老师读错了一个字，第二天在黑板上写了十个那个字的组词。写失误不减低老师的形象，反而让人相信你真认识这个老师。

毛病四：结尾强行抒情。前面写的是老师摆粉笔，结尾突然变成老师您是蜡烛，是园丁，照亮了我们。判断方法：把结尾单独读一遍，里面有没有蜡烛、园丁、春蚕这三个词，有就换。修法：结尾接回正文里的那个细节，加一句你的打算。比如王老师，等我毕业那天，想在你讲台上帮你把粉笔摆成一排。

自查按四个问题走：我的作文能一句话复述吗，同学写过同一件事吗，我的老师有笨拙的地方吗，结尾有没有蜡烛园丁。四个都过关，这篇就站得住了。

## Four Common Flaws in Teacher Compositions and How to Fix Them

After marking dozens of My Teacher compositions, the flaws cluster into four. Check your own against them and fix any that apply.

Flaw one: a running account. The essay follows the teacher from morning entry to dismissal: class, grading, cleaning, everything. Test it: after reading your essay, can someone summarize in one sentence what the teacher did? If yes, it is a running account. Fix: keep one event only, and start from its most intense moment. If you write about the teacher carrying you across floodwater on a rainy day, begin with the warmth of his back, then circle back to why you ended up there.

Flaw two: the whole class writes the same event. You write teaching while sick, your deskmate writes teaching while sick, and so does the back row. Test it: read your topic aloud to a classmate; if they say I wrote that too, you collided. Fix:

change your material pool. Sick-in-class, sending students home in rain, grading late at night are collision zones; avoid all three. Write what only happened to your class: the nickname the teacher gave your class, the toy he confiscated and secretly returned, the sports meet where he lost his voice cheering.

Flaw three: turning the teacher into a superhero. The teacher knows everything, no problem stumps him, he never makes mistakes. Test it: does your teacher have a single clumsy moment anywhere? If not, you overshot. Fix: write one mistake or catchphrase of the teacher. The math teacher wrote  $y$  instead of  $x$ , the class laughed, and he scratched his head saying that  $y$  really does look like  $x$ ; the Chinese teacher mispronounced a character and the next day wrote ten words using it on the blackboard. A mistake does not lower the teacher's image; it makes readers believe you actually know him.

Flaw four: forced lyricism at the end. The body describes chalk on the podium, and the ending suddenly declares you are a candle, a gardener, lighting our way. Test it: read the ending alone; if it contains candle, gardener, or spring silkworm, replace it. Fix: return to the detail from the body and add one intention of yours. For example: Mr. Wang, on my graduation day, I want to line up the chalk on your podium for you.

Run the four self-check questions: can my essay be summarized in one sentence, has a classmate written the same event, does my teacher have a clumsy side, does my ending contain candles or gardeners. Pass all four and the composition stands.