

《我的老师》开头结尾句式手册：五种开头、五种结尾，各配示例

《我的老师》写不好，多半坏在两头：开头一句“在我的学习生涯中，遇到过许多老师”，结尾一句“这就是我的老师，我爱我的老师”。前者没有信息，后者只有口号。下面十种句式，五种开头、五种结尾，每种配示例，直接可以套进自己的素材。

开头一：外貌式。第一句写一个看得见的特征。示例：“王老师左手的食指侧面，有一块洗不掉的白，是粉笔灰磨出来的。”适用：老师外形有记忆点时。注意只写一个特征，不要从头到脚。

开头二：场景式。第一句站在一个具体时刻。示例：“九月一号，教室门口站着一个陌生的男人，怀里抱着一摞卷了边的语文书。”这就是“教室门口初见老师”素材的用法。适用：想从第一次见面写起。

开头三：悬念式。第一句抛出一个反常的事。示例：“我书包里有一把伞，十年没用过，也没敢扔。”后面再讲“雨天送伞”的来历。适用：有一件旧物能牵出故事。

开头四：对比式。第一句把前后放一起。示例：“以前我怕进办公室，现在我是办公室的常客。”适用：全文写变化。

开头五：声音式。第一句直接引用老师的话。示例：“‘作文不是编事，是记事。’李老师开学第一课只说了这一句。”适用：老师说话有特点。

结尾一：抒情式，但要借物抒情。示例：“每次路过教室，我还会看一眼门口那块小玻璃窗。”适用：不想完全丢掉感情句。禁止直接喊“我爱老师”。

结尾二：照应式。最后一句回到开头。开头写“教室门口的陌生男人”，结尾可写：“毕业那天，教室门口站着的还是他，只是怀里换成了我们的毕业照。”适用：开头用了场景式。

结尾三：动作式。以“我”的一个动作收。示例：“我把那把蓝伞放回柜子最上层，伞骨上还缠着一圈胶布。”适用：全文出现过一件旧物。

结尾四：画面式。定格一个画面，不解释。示例：“留言册最后一页，李老师的字只有两行：‘路你自己走，伞记得带。’”这是“毕业留言”素材的收法。适用：有具体的文字、物件可定格。

结尾五：留白式。话说一半。示例：“多年以后我又遇到李老师，他老了，可开口第一句还是——”适用：想留余味，且前文铺垫足。

搭配建议：开头和结尾要成对。场景式开头配照应式结尾，悬念式开头配动作式或画面式结尾，对比式开头配留白式结尾。开头用了什么信号，结尾就接住什么信号，文章两头就扣上了。

A Handbook of Openings and Endings for Essays About My Teacher: Five of Each with Examples

Most essays titled My Teacher fail at both ends: an opening like "in my school life I have met many teachers", and an ending like "this is my teacher, I love my teacher". The first carries no information; the second is only a slogan. Below are ten usable patterns, five openings and five endings, each with an example you can drop into your own material.

Opening one: appearance. Make the first sentence one visible feature. Example: "On the side of Teacher Wang's left index finger there is a whiteness no soap can wash off, worn by chalk dust." Use when the teacher has a memorable feature. Write only one feature, not head to toe.

Opening two: scene. Start at one concrete moment. Example: "On September first, a strange man stood at the classroom door, holding a stack of dog-eared Chinese textbooks." This is how to use the first-meeting-at-the-door material. Use when writing from a first encounter.

Opening three: suspense. Open with something odd. Example: "In my schoolbag there is an umbrella I have not used for ten years, and never dared to throw away." Then tell where the rainy-day umbrella came from. Use when an old object can pull out a story.

Opening four: contrast. Put before and after in one sentence. Example: "I used to be afraid of the teachers' office; now I am a regular there." Use when the essay writes change.

Opening five: voice. Quote the teacher directly. Example: "'Writing is not inventing events, it is recording events.' That was the only sentence Teacher Li said in the first class of the term." Use when the teacher has a way with words.

Ending one: lyrical, but through an object. Example: "Every time I pass that classroom, I still glance at the small window in the door." Use when you want some feeling without shouting "I love my teacher", which stays forbidden.

Ending two: echo. The last sentence returns to the opening. If the opening showed the stranger at the door, end with: "On graduation day, the man at the classroom door was still him, only now he held our class photo instead of books." Use with a scene opening.

Ending three: action. Close with one act of the narrator. Example: "I put the blue umbrella back on the top shelf; its ribs were still wrapped with a ring of tape." Use when an old object appeared in the essay.

Ending four: image. Freeze a picture without explaining. Example: "On the last page of the message book, Teacher Li's writing was only two lines: the road is yours to walk; remember to carry an umbrella." This is how to close the graduation-message

material. Use when there is concrete writing or an object to freeze.

Ending five: open ending. Leave the sentence half done. Example: "Years later I met Teacher Li again. He had grown old, yet his first words were still—" Use when you want a lingering note and the setup is strong.

Pairing advice: openings and endings come in pairs. Scene opening with echo ending; suspense opening with action or image ending; contrast opening with open ending. Whatever signal the opening sends, the ending catches it, and the essay buckles shut at both ends.