

开头结尾的六个常见错误，对照自查一遍

批了上百篇《我的老师》之后，开头结尾的毛病可以归成六个。每个都配病句和改法，写完对照自查。

错误一：生涯式开头。病句：“在我的学习生涯中，遇到过许多老师，如天上的星星。”判断方法：把第一句删掉，文章能不能照常开始？能，这句就是废的。改法：从事件的时间点开始，“九月一号，教室门口站着一个抱书的男人”，或者从一件东西开始，“我书包里有把不敢扔的蓝伞”。

错误二：比喻开头。病句：“老师是蜡烛，是园丁，是灯塔。”判断方法：数一数，全班如果二十个人用蜡烛，你的蜡烛还新吗？改法：换成只有你家老师有的东西。“李老师的公文包拉链坏了，用一根鞋带系着。”一个真实细节胜过三个比喻。

错误三：结尾喊口号。病句：“这就是我的老师，一位平凡而伟大的人，我爱我的老师！”判断方法：读出来，如果这句话可以原封不动抄给任何一位老师，它就是空话。改法：把感情换成物件或动作。“毕业多年，我每个雨天都带伞，不带伞就心慌。”伞在，感情就在，不用喊。

错误四：结尾升华人生。病句：“从那以后，我立志好好学习，报效祖国，不辜负老师的期望。”判断方法：看这个结尾和前文的事件有没有关系。前文写送伞，结尾突然报效祖国，中间没有路。改法：结尾只处理前文出现过的问题。送伞的故事，就收在带伞的习惯上，事件多大，结尾就多大。

错误五：首尾不呼应。病句举例：开头写“教室门口初见”，结尾写“办公室批改作业”，两头各管各。判断方法：只看第一句和最后一句，问它们有没有共同的物件、地点或句子。改法：开头出现过的东西，结尾再让它出场一次。门口初见，结尾就回到门口；开头是伞，结尾还得是伞。

错误六：开头写太长。有的作文第一段写完，老师还没出场：先写开学，再写天气，再写暑假。判断方法：数句子，第三句结束时老师出现了吗？没有就砍。改法：把天气、暑假整段删掉，直接从“教室门开了一条缝”开始。

自查顺序：先删第一句看能不能开始，再数比喻个数，再看最后一句能不能原样送给别的老师，最后核对首尾有没有共同的物件。四步走完，开头结尾基本不会坏。剩下的问题都在中间段落，那是另一篇文章的事。

Six Common Mistakes in Openings and Endings, Checked One by One

After marking over a hundred essays titled My Teacher, the faults at the two ends sort into six. Each comes with a sick sentence and a fix; check your own draft against them.

Mistake one: the career-style opening. Sick sentence: "In my school life I have

met many teachers, like stars in the sky." Test: delete the first sentence; can the essay still begin? If yes, the sentence is dead. Fix: start from the time point of an event, "On September first, a man holding books stood at the classroom door", or from an object, "In my schoolbag there is a blue umbrella I dare not throw away".

Mistake two: the metaphor opening. Sick sentence: "A teacher is a candle, a gardener, a lighthouse." Test: count how many classmates also use candles; is yours still new? Fix: replace it with something only your teacher has. "The zipper of Teacher Li's briefcase is broken; it is tied with a shoelace." One real detail beats three metaphors.

Mistake three: the slogan ending. Sick sentence: "This is my teacher, ordinary yet great; I love my teacher!" Test: read it aloud; could it be copied unchanged for any teacher in the world? Then it is empty. Fix: turn the feeling into an object or habit. "Years after graduation, I carry an umbrella every rainy day, and feel uneasy without one." If the umbrella is there, the feeling is there; no shouting needed.

Mistake four: the grand-lifespan ending. Sick sentence: "From then on I resolved to study hard, serve the country, and live up to my teacher's hopes." Test: does the ending connect to the event before it? If the essay was about an umbrella and the ending suddenly serves the country, there is no road between them. Fix: let the ending handle only what the essay already raised. An umbrella story closes on the habit of carrying one; the ending should be no bigger than the event.

Mistake five: opening and ending do not rhyme. Example: the opening is the first meeting at the classroom door, the ending is grading homework in the office, each end serving itself. Test: read only the first and last sentences; do they share an object, a place, or a line? Fix: bring back what the opening introduced. If it began at the door, return to the door; if it began with the umbrella, the ending must still be the umbrella.

Mistake six: the opening runs too long. Some essays finish the first paragraph before the teacher appears: first school starts, then the weather, then the summer vacation. Test: count sentences; by the end of the third, has the teacher appeared? If not, cut. Fix: delete the weather and vacation entirely and start with "the classroom door stood open a crack".

The self-check order: delete the first sentence and see if the essay still starts; count the metaphors; ask whether the last sentence could be sent as-is to another teacher; finally match the shared object between the two ends. Walk these four steps and the openings and endings will mostly hold. Whatever problems remain live in the middle paragraphs, and that is another essay's business.