把平淡的水果作文改好：《外婆家的水蜜桃》三处修改

拿一篇很常见的平淡作文《外婆家的水蜜桃》，一段一段改。改三处，平淡作文就变成了好作文。

原文第一段：暑假，我们回乡下，外婆带我去桃园摘桃子。桃园的桃子又大又红，我们摘了很多。「又大又红」「摘了很多」是水果作文里最空的两个说法。问：树有多高？桃子挂在什么地方？怎么摘下来的？改出来的段落：外婆桃园的桃树比我高，桃子挂在叶子中间，半藏半露。我踮起脚够不着，外公把我托起来。我的手握住一个桃子，绒毛扎得手心发痒。外公说，别拽，拧。我一拧，桃子就下来了，一滴汁顺着手腕流下去。「拧」这个字，只有摘过桃的人写得出。

原文第二段：外婆把桃子洗了洗，洗得很干净。「洗了洗很干净」把洗桃的全过程跳过去了。问：用什么洗的？洗的时候你在干什么？改出来的段落：外婆把桃子端到井边，打了一桶井水泡进去。桃子在凉水里滚来滚去，我用手指一个一个去按。外婆拍开我的手：别按，再泡一会儿。井、水桶、外婆拍我的手，洗桃这一段终于有人了。

原文第三段：我咬了一口，桃子甜极了，我太喜欢了。「甜极了」能贴进任何一篇水果作文。问：牙破开皮的时候什么感觉？汁流到哪里去了？哪一块最甜？改出来的段落：我挑了一个最白的桃子咬了一口，皮和肉一起破开，汁顺着手往下流，流进指缝里。桃太甜，甜得牙齿发黏，我张着嘴不敢合。一个桃子里贴核的那块最甜，我每次都把最后一口留给它。这一段写完，「甜极了」就不需要了。

三处修改的办法是同一个：不替孩子写，只问问题。原句是报告，回答才是作文。

家长可以备三个问题：桃子怎么摘的？怎么洗的？怎么咬的？孩子一写「又大又红」「很干净」「甜极了」，就从三个问题里挑一个问。他的回答就是新的一段。

还要注意：这三处修改没有加一个成语。中年级作文不需要成语，需要的是绒毛的扎、井水的凉、贴核那一口。孩子的记忆里全有，只是没人问。

还有一件事：改完的作文让孩子读给外婆听。外婆听到「外公托我」那一句，会自己补一句——那年桃子特别甜，因为雨水少。外婆补的这一句，也可以写进作文里。水果作文是可以全家一起说厚的。

Turning a Flat Fruit Composition into a Good One: Three Repairs in The Honey Peach at Grandma's House

Take a very common flat composition titled The Honey Peach at Grandma's House and repair it paragraph by paragraph. Three repairs, and the flat composition becomes a good one.

The original first paragraph read: During summer vacation we went back to the countryside, and Grandma took us to pick peaches in the orchard. The peaches were big and red, and we picked a lot. Big and red and picked a lot are the two emptiest

phrases in any fruit composition. We asked: how tall were the trees, where did the peaches hang, and how did you get them down. The repaired paragraph: the peach trees in Grandma's orchard are taller than me, and the peaches hang among the leaves, half hidden and half in plain sight. I stood on tiptoe and still could not reach, so Grandpa lifted me up. My hand closed around a peach, and the fuzz tickled my palm. Grandpa said, do not pull it, twist it. I twisted, and the peach came off in my hand, and one drop of juice ran down my wrist. The verb twist can only be written by someone who has picked a peach.

The original second paragraph read: Grandma washed the peaches, and they came out very clean. Washed them and very clean skips the entire washing process. We asked: what was used to wash them, and what were you doing while they were washed. The repaired paragraph: Grandma carried the peaches to the well and drew a bucket of well water to soak them. The peaches rolled around in the cold water, and I kept poking them one by one with my finger. Grandma swatted my hand away: leave them alone, let them soak a little longer. The well, the bucket, and Grandma's swatting hand — now the washing scene has a person in it.

The original third paragraph read: I took a bite. The peach was extremely sweet. I loved it. Extremely sweet can be pasted into any fruit composition. We asked: what did it feel like when your teeth broke the skin, where did the juice run, and which part was the sweetest. The repaired paragraph: I picked out the whitest peach and took a bite, and the skin and the flesh broke open together; the juice ran down my hand and into the gaps between my fingers. The peach was so sweet that my teeth felt stuck together, and I kept my mouth open so I would not bite my tongue. In every peach the part closest to the pit is the sweetest, and I always save that last bite for the end. Once this paragraph exists, extremely sweet is no longer needed.

All three repairs use one method: do not write for the child, only ask. The original sentences are a report; the answers are the composition.

Parents can keep three questions ready: how was the peach picked, how was it washed, how did you take the bite. Whenever the child writes big and red, very clean, or extremely sweet, pick one of the three questions and ask it. His answer is the new paragraph.

Notice also that these three repairs added not one idiom. Middle grade compositions do not need idioms. They need the prick of the fuzz, the cold of the well water, and the bite next to the pit. The child's memory already contains all of it; nobody has simply asked.

One more thing: after the repairs, have the child read the composition aloud to Grandma. When Grandma hears the line about Grandpa lifting him up, she will add something of her own — that the peaches that year were especially sweet because

there was little rain. Whatever Grandma adds can go into the composition too. A fruit composition is something a whole family can thicken together.