

学生作文空洞的五种典型毛病清单

这次收上来四十一本作文，我按毛病归类，最常见的五种如下，每种都写清怎么识别、怎么纠正。

毛病一：贴标签。全文由评价词拼成，很好、认真、辛苦、像妈妈。识别方法：数一数文章里有几个动词属于老师。标签文里老师的动词不超过三个。纠正示例：把我的老师很负责改成她收作业时把没交的名字写在黑板右下角，下课一个一个问。

毛病二：事件一句话带过。有事情，但一次讲完：老师给我讲题，我懂了。识别方法：看这件事有没有时间、地点、经过三要素，缺两个以上即中招。纠正方法用拆事六问：什么时候、在哪里、老师先做什么、说了什么、我做什么、结果怎样。六问答完再连句。

毛病三：细节全是套话。写老师的外貌永远是水汪汪的大眼睛、高高的鼻梁，写关心永远是送我去医务室、给我披外套。识别方法：把描写句单独抄出来，如果这句话可以套给任何老师，就是套话。纠正方法：要求写只属于这位老师的细节，比如她总把粉笔头别在教案本边上，或者她念错字时会自己笑一下。

毛病四：开头结尾喊口号。开头在我的成长过程中，结尾我永远不会忘记。识别方法：把首尾段删掉读一遍，中间读得通，说明首尾是空话。纠正方法：开头直接从一件事写起，结尾停在事情的结果或老师的一句话上，不写感想。

毛病五：老师和同学千人一面。写班主任的和写数学老师的像同一个人，同学角色全是同桌帮我。识别方法：遮住名字猜写的是哪位老师，猜不出即中招。纠正方法：写作前先做特征清单，写下这位老师独有的三个习惯动作和一句口头禅，作文里至少用两个。

诊断顺序建议按毛病一到五过一遍，先治贴标签，再治事件单薄，套话和口号放第二批，千人一面放最后。一轮讲评只主攻两种毛病，贪多每种都治不彻底。

A Checklist of Five Typical Emptiness Problems in Students' Essays

I collected forty-one essays this time and sorted them by problem. The five most common ones follow, each with how to spot it and how to fix it.

Problem one: labeling. The whole text is stitched from judgment words: good, serious, hardworking, like a mother. How to spot it: count the teacher's verbs in the essay; a labeling essay has no more than three. Fix example: change my teacher is very responsible into she writes the names of students who did not hand in homework at the lower right corner of the blackboard and asks them one by one after class.

Problem two: events finished in one sentence. There is an event but it is over in a breath: the teacher explained the problem and I understood. How to spot it: check whether the event has time, place, and course; missing two of the three means it

qualifies. The fix is six breaking questions: when, where, what the teacher did first, what she said, what I did, and how it ended. Answer all six, then connect the sentences.

Problem three: details made of cliches. The teacher's appearance is always big watery eyes and a high nose bridge; the care is always taking me to the clinic or putting a coat on my shoulders. How to spot it: copy out the description sentences; if a sentence could fit any teacher, it is a cliché. The fix: require details belonging only to this teacher, such as she always clips a chalk stub to the edge of her lesson book, or she giggles when she misreads a character.

Problem four: slogan openings and endings. It starts with in my growing up journey and ends with I will never forget. How to spot it: delete the first and last paragraphs and read the middle; if it still reads fine, the frame is empty. The fix: start directly with one event, and end on the result of the event or one line the teacher said, with no reflections.

Problem five: every teacher and classmate looks the same. The homeroom teacher and the math teacher read like the same person, and the classmate role is always my deskmate helping me. How to spot it: cover the name and guess which teacher it is; if nobody can guess, it qualifies. The fix: before writing, make a feature list of three habit actions and one catchphrase unique to this teacher, and use at least two in the essay.

Suggested diagnosis order: run from problem one to five, treat labeling first, then thin events, cliches and slogans in the second batch, and same-face characters last. One review round should attack only two problems; trying to fix all five at once fixes none properly.