

对比讲评现场实录：一段流水账是怎么被改活的

下面的课堂实录来自假设的讲评课，病文片段甲写接力赛，原文是这样的：下午，我们去看接力赛。第一棒，我们班的李明跑了个第三。第二棒，王强超了一个。第三棒，又被人超了。最后一棒，张亮冲过去，我们赢了。我们很高兴。全班鼓掌，老师笑了。

老师先带全班给这段做体检。第一个问题：这段写了几棒？四棒。每一棒写了多少字？差不多都是二十来个字。第二个问题：哪一棒最该细写？学生七嘴八舌，多数说最后一棒。第三个问题：那张亮冲过去的样子，原文里有没有？学生找，只有冲过去三个字。老师板书：四棒平均用力，最要紧的一棒只有三个字。

接着进入修改。第一个学生提议加形容词，把冲过去改成飞快地冲过去。老师不否，追问：飞快地，然后呢？读者看见他怎么快了吗？全班笑。第二个学生说写他的腿，腿摆得特别快。老师把这句写上黑板，问能不能再加一个动作，让腿之前有个起点。第三个学生接：他先蹲下来，攥紧拳头，枪响以后蹿出去，腿越摆越快。老师把三句连起来念，蹲、攥、蹿、摆，问现在几个动作了？四个。心里呢？有学生补：他心里就一个念头，别掉棒。

修改稿读出来是：最后一棒，张亮蹲在起跑线后，攥紧拳头，眼睛盯着交接区。棒递到手里那一瞬，他蹿了出去，胳膊甩起来，腿越摆越快，离终点还有十米时全班的声都变了调。冲线那一刻他吼了一声，我们班赢了。老师把修改稿和原文并排贴在黑板上，让学生说差别从哪来。有学生说，原文是报告结果，修改稿是让人看见过程。这句话被写上班书，成为这节课的结论。

实录里有两个细节值得注意。老师从头到尾没有给一个现成的好词，所有动作都是学生自己掏出来的。学生提议加形容词时老师没有批评，只用一个然后呢把思路推到了动作上，这比直接纠正更能让学生记住。

A Live Contrast Review: How a Running-Account Paragraph Came Alive

The classroom transcript below comes from an assumed review lesson. The weak excerpt A is about a relay race, and reads: In the afternoon we went to watch the relay. First leg, our classmate Li Ming ran third. Second leg, Wang Qiang passed one runner. Third leg, we were passed. Anchor leg, Zhang Liang charged through and we won. We were very happy. The class applauded and the teacher smiled.

The teacher first gives the paragraph a checkup. Question one: how many legs does it cover? Four. How many characters per leg? Roughly twenty each. Question two: which leg deserved the most space? Most students say the anchor leg. Question three: is there any picture of Zhang Liang charging through in the original? Students search and find only the three words charged through. The board note: four legs with even effort, and the crucial leg has only three words.

Then revision. The first student suggests an adjective, changing charged through

to charged through very fast. The teacher does not reject it, just asks: very fast, and then? Can the reader see how fast he was? The class laughs. A second student says write his legs, pumping incredibly fast. The teacher writes it up and asks whether one more action can give the legs a starting point. A third student continues: he crouched down first, clenched his fists, and when the gun cracked he sprang out, legs pumping faster and faster. The teacher reads the three sentences joined, crouch, clench, spring, pump, and asks how many actions now. Four. And inside his head? A student adds: one thought only, do not drop the baton.

The revised version reads: On the anchor leg, Zhang Liang crouched behind the starting line, fists clenched, eyes fixed on the exchange zone. The instant the baton hit his hand he sprang out, arms swinging, legs accelerating; ten meters from the line the whole class's voices changed pitch. As he crossed the line he shouted one shout, and our class had won. The teacher posts the revision beside the original and asks where the difference comes from. One student says the original reports results while the revision lets you see the process. That sentence goes onto the board as the lesson's conclusion.

Two details in the transcript deserve attention. The teacher never supplied a single ready-made good word; every action came out of the students. When a student proposed an adjective, the teacher did not scold but used one question, and then?, to push the thinking toward actions, which sticks better than direct correction.