

学游泳作文的五个常见误区，附自查问题

批了上百篇学游泳的作文，翻来覆去的问题就五个，每个都配一个自查问题，写完对着问一遍，自己就能改。

误区一：把学游泳写成课程表。第一段报名，第二段学憋气，第三段学蹬腿，第四段能游了，一节一节课平均用力，像训练日志。自查问题：全文有没有哪一段明显比别段长？如果每段都差不多长、差不多重要，就是流水账。改法是挑出最重要的那件事，给它两倍篇幅，其余过程一句话跳过。

误区二：成长感悟靠喊。文章最后一句通过学游泳，我懂得了做任何事都要坚持不懈。道理本身没错，错在它和前文没有血肉联系：前文写的是学游泳，这句话换成学骑车、学钢琴一个字都不用改。自查问题：把结尾那句单独抽出来，如果套在别的作文上也成立，它就是空话。改法是结尾只写这个故事里独有的画面。

误区三：害怕只用嘴说。我害怕极了，我心里很紧张。形容词是作者的感受，不是读者的感受。自查问题：数一数写害怕的句子，里面有没有身体部位，手、腿、鼻子、皮肤。一个都没有，就是只用了嘴。补法很简单，怕水的时候身体各处都在干什么，写两处就够。

误区四：放弃到坚持之间没有触发。前一段我再也学不会了，下一段第二天我又去了，中间空的，像人格突变。自查问题：从想放弃到又去上课，中间有没有出现一个具体的人、一句话、一个东西或一个画面？没有就补一个，哪怕是妈妈把洗好的泳镜放在桌上这个动作。

误区五：学会之后急着升华。刚写完全学会了，马上我不仅学会了游泳，还学会了面对困难。一步跨太远，读者还没消化前面的故事，就被拽去讲道理。自查问题：学会的那一刻写完之后，有没有立刻跳出故事发议论？有的话先按住，把学会瞬间的身体感觉再写细一点，道理让读者自己想。

五个误区其实是同一个病根：作者急着交差，不肯在故事里多待一会儿。自查的总问题只有一个：我写的每一段，是当时的我在场，还是交作文的我在场。

Five Common Traps in Swimming Essays, with Self-Check Questions

After marking hundreds of swimming essays, the recurring faults come down to five, each with a self-check question. Trap one is the course timetable: enrolment, breathing, kicks, success, every paragraph the same length and weight. Ask whether any paragraph is visibly longer than the others; if not, it is a running account. Give the central event double space and skip the rest in one sentence. Trap two is shouted growth: a closing moral that would fit a cycling or piano essay unchanged. Pull the last sentence out; if it transfers to any other topic, it is hollow. Trap three is spoken fear: adjectives with no body parts in them. Count the sentences

about fear and check for hands, legs, nose, skin. Trap four is a missing trigger between quitting and returning: the writer decides to give up in one paragraph and reappears at the pool in the next with nothing in between. Find or invent one concrete person, sentence, object, or image. Trap five is rushing to sublimation right after mastery, dragging readers out of the story before the moment has landed. All five share one root: the writer is in a hurry to hand in the assignment instead of staying inside the story. The master question is simple: in each paragraph, is the person present the one who lived it, or the one who has to submit homework.