

当堂练笔常见病：学游泳作文里五个高频毛病与改法

巡视和讲评时按下面五张「病历卡」抓毛病，每张卡写清怎么认、当场怎么改。

毛病一：流水账。信号是全文只有「然后」一个连接词，从起床写到回家。认法：数连接词，出现三个以上不同顺序词才算过关。当场改法：让学生在草稿上给每件事编号，只留编号二、三、四对应的三件事，其余划掉，再补上「一开始、谁知道、最后」。学游泳作文只写练腿、呛水、放手游三件事就够，删比加难，先练删。

毛病二：心理靠喊。信号是「害怕极了」「非常紧张」连着出现。认法：把这类句子全部画波浪线，数一数有几条。当场改法：每条波浪线下面重写一句，规定新句里不许出现那个形容词，只许写身体：手心、膝盖、呼吸、眼皮。写「我紧张地抓住池边」就改成「手指扣住池边瓷砖，扣得发白」。

毛病三：开头结尾喊口号。信号是开头「在我的成长道路上」，结尾「这件事让我明白了坚持就是胜利」。当场改法：开头直接从动作开始，把「暑假第一天，我站在泳池边」这类实句顶到第一行；结尾删掉感悟句，换成回扣前文细节的一句话。讲评时把口号句投影出来全班改，比单独改一篇省时间。

毛病四：细节编造经不起追问。信号是写「我游了一千米」却说不清泳姿。认法：抽两名学生口头复述自己写的细节，追问「水灌进鼻子是什么感觉」。当场改法：编不出真实细节的学生，改用「采访同学」策略，同桌口述一遍呛水感受，听记者录下来再写，明确允许写听来的经历，标注是同学转述。

毛病五：片段写不完整。信号是铃响只写了三行。认法：巡视时看草稿行数，少于五行即标记。当场改法：给这类学生降格任务，只写「呛水那一刻」一个瞬间，把心理梯的三级压成「动作加一句身体反应」，先保住完成度，课后作业再扩。

五张卡的讲评顺序：先全班改毛病三，见效最快；再个别纠毛病一、二；毛病四、五在巡视中当场处理，不留到讲评。一节课四十分钟，讲评只占五分钟，抓大放小。

Common Faults in the In-Class Drill: Five Frequent Problems in Swimming Essays and Their Fixes

During the walk-around and the feedback, catch faults with the five chart cards below. Each card says how to spot the fault and how to fix it on the spot.

Fault one: a running account. The signal is then as the only linker in the whole piece, writing from waking up to coming home. How to spot: count the linkers, three or more different order words to pass. The fix: have the student number every event on the draft, keep only numbers two, three, four, cross out the rest, then add at first, unexpectedly, finally. A swimming essay needs only kicking drills, choking, and swimming alone; deleting is harder than adding, so practice deleting first.

Fault two: feelings by shouting. The signal is extremely scared and very nervous appearing one after another. How to spot: wave-line every such sentence and count them. The fix: rewrite one sentence under each wave line, with the rule that the new sentence cannot contain that adjective, only the body: palms, knees, breath, eyelids. Change I grabbed the pool edge nervously to fingers hooked on the tiles, hooked until they went white.

Fault three: slogan openings and endings. The signal is openings like on the road of my growth and endings like this event taught me that persistence is victory. The fix: start with an action, push a real sentence like on the first day of summer vacation I stood at the pool edge to the first line; delete the moral sentence at the end and replace it with one sentence returning to an earlier detail. In feedback, project the slogan sentences and let the whole class rewrite them, faster than fixing one piece alone.

Fault four: invented details that fail follow-up. The signal is writing I swam a thousand meters but not knowing which stroke. How to spot: ask two students to retell their own details aloud, follow up with what it felt like when water ran into your nose. The fix: for students with no real detail to use, switch to the interview strategy, the desk partner tells the choking experience aloud, the listener writes it down, clearly allowed as a heard experience, marked as a classmate retelling.

Fault five: the paragraph stays unfinished. The signal is three lines when the bell rings. How to spot: during the walk-around check line counts, under five lines gets a mark. The fix: give these students a reduced task, write only the single moment of choking, compress the feeling ladder into one action plus one body reaction sentence, protect completion first, expand in homework.

Feedback order for the five cards: fix fault three with the whole class first, it shows results fastest; then correct faults one and two individually; handle faults four and five during the walk-around, never carry them into feedback. Forty minutes per period, feedback takes only five, catch the big and release the small.