

初中生诚信作文三步法：一次答应、一次考验、一次兑现

答应朋友的那件事这个题，结构上就是三个场景：一次答应、一次考验、一次兑现。三个场景立住了，文章就立住了；哪个场景虚了，诚信两个字就悬空。

先说答应。选承诺要选小事。答应替同学保守一个秘密，答应每天帮生病的同桌记作业，答应周末一起去图书馆不反悔。承诺越小越具体，后面的考验越真实。不要写答应帮朋友打架这种情节，一看就是编的。判断标准有两条：这条承诺被打破会让你付出实际代价；这件事在初中校园里确实会发生。

答应场景写一百二十字左右就够：交代承诺怎么出口。朋友开口时的表情，你犹豫了几秒，答应时说的那句话。把犹豫写出来，承诺才有分量。满口答应的人，守信不值钱。

考验场景是全文的心脏，篇幅给到二百五十字。考验要设计成链条：先有诱因，再有压力，最后是你的反应。假设你答应替阿哲保密，班里却传开了另一版本的说法，班主任课间把几个同学叫到走廊一个个问，问到你的名字。你开口前喉咙发紧，说出的话是：我不知道，别再问我。考验场景里必须有动作和语言，不能只写我心里很矛盾。矛盾是让读者看出来的，不是你说出来的。

兑现场景写代价。你因为不辩解被误解了两周，或者错过了一个向老师解释的机会。感悟压到一两句，挂在具体细节上：被误解的两周里你第一次明白，信任是一件只能打破一次的东西。

字数分配按六百字算：开头八十，答应一百二，考验二百五，兑现一百，感悟五十。考验占全文四成，这个比例决定了文章重心是不是在守信上，而不是在讲故事上。写完自查一遍：三个场景能不能各用一句话复述，复述不出来的那段就是废段。

A Three-Step Method for Junior High Honesty Essays: One Promise, One Test, One Kept Word

The essay prompt *The Thing I Promised a Friend* stands on three scenes: one promise, one test, one kept word. If the three scenes hold, the essay holds; if any scene goes soft, the word honesty hangs in the air.

Start with the promise, and pick a small one. Promising to keep a secret for a classmate, promising to record homework each day for a sick deskmate, promising to meet at the library on Saturday and not back out. The smaller and more specific the promise, the more real the test that follows. Do not write about promising to help a friend in a fight; readers can tell it is made up. Two checks decide it: breaking this promise would cost you something real, and this kind of thing does happen in a junior high school.

The promise scene needs about one hundred and twenty words. Show how the promise

left your mouth: your friend's face when he asked, the few seconds you hesitated, the exact sentence you said yes with. Write the hesitation, and the promise gains weight. A person who says yes without thinking is not worth much when he keeps his word.

The test scene is the heart of the essay; give it two hundred and fifty words. Build the test as a chain: first a trigger, then pressure, then your reaction. Suppose you promised to keep a secret for A-Zhe, but another version of the story spread through class. During the break the homeroom teacher calls a few students into the corridor and asks them one by one, and your name is called. Your throat tightens before you speak, and what comes out is: I do not know, stop asking me. The test scene must contain action and speech, not just the line I felt torn inside. Torn is something readers see, not something you announce.

In the kept-word scene, show the cost. You stay misunderstood for two weeks because you refuse to explain, or you miss one chance to clear your name with the teacher. Compress the reflection into one or two sentences hung on a concrete detail: during those two weeks you understood for the first time that trust is a thing that can only be broken once.

For a six-hundred-word essay, split it this way: eighty for the opening, one hundred and twenty for the promise, two hundred and fifty for the test, one hundred for keeping the word, fifty for the reflection. The test takes forty percent of the text, and that ratio decides whether the weight of the essay falls on trustworthiness or on mere storytelling. When you finish, try to retell each scene in one sentence; any scene you cannot retell is a dead paragraph.

范文点评：《那声我没改口的「我不知道」》

下面这篇假设的范文按答应、考验、兑现三段走，逐段看它怎么把守信写具体。

答应段原文：阿哲把我堵在楼梯拐角，手里攥着一个捏扁的矿泉水瓶，说他爸妈闹离婚的事只告诉了我一个人，让我别在班里接话。我愣了两秒，说行。点评：捏扁的矿泉水瓶是这段的锚点，阿哲的紧张全在手上，不用写他有多难受。愣了两秒比满口答应可信，也埋下后文考验的重量。可以再进一步的地方：你的行可以再具体一点，比如加一句那我能不说吗，把犹豫拖长半拍。

考验段原文：周四课间，班主任把六个人叫到走廊，挨个问阿哲家里的事是谁先传的。轮到我了。前面三个同学都说了不知道，轮到我时我知道自己再说一遍不知道就会把脏水引到没开过口的人身上。手心在校服裤缝上蹭了两下，我听见自己说：我不知道，别再问我。点评：这段的功夫在信息差。读者知道真相，班主任不知道，三个同学也不知道，张力全靠这个差撑。动作只给了一个蹭裤缝，够了，多给反而假。可以再进一步的地方：加一句走廊尽头教室的声音，把环境压进来，比如教室里在放课间操音乐，鼓点一下一下砸在你要开口的那半秒上。

兑现场景原文：传话的矛头转向了我，有人说是我讲的。我没辩解，因为辩解就得说出阿哲。两周里课间没人跟我传新消息，我照常做题。周五放学阿哲在校门口等我，说了句我知道是你没说，我点头走了。点评：代价写的是日常里的冷落，不写大哭大吵，符合初中真实。阿哲那句我知道是你没说是全文最重的一句，兑现的回报只给这一句，不加分镜，克制。可以再进一步的地方：我照常做题后面补一个具体动作，比如把同一道错题改了三遍，让两周的难熬落在一个重复动作上。

三段连起来看，这篇的字数花在考验段，全文约二百五十字都在走廊那一分钟里，答应和兑现各一百字上下。重心压对了，诚信就不是喊出来的。

Model Essay Review: The 'I Don't Know' I Never Took Back

The model essay below, written as if by a junior high student, moves through promise, test, and kept word. Review it paragraph by paragraph to see how trustworthiness gets written concretely.

The promise paragraph reads: A-Zhe cornered me at the stairwell turn, crumpling a mineral water bottle in his hand, saying his parents' divorce was told to me alone and asking me not to pick it up in class. I froze for two seconds and said okay. Review: the crumpled bottle is this paragraph's anchor; all of A-Zhe's tension lives in his hand, so the essay never has to state his pain. Freezing for two seconds beats an instant yes, and it pre-loads the weight of the coming test. Where it could go one step further: make the word okay slightly more specific, adding something like Can I just not say it?, stretching the hesitation by half a beat.

The test paragraph reads: At Thursday's break the homeroom teacher called six of us into the corridor and asked one by one who started the rumor about A-Zhe's family. It was my turn. The three students before me each said they did not know, and I knew that if I said it again the mud would slide onto the ones who had not spoken at all. I rubbed my palm twice against the seam of my uniform trousers and heard myself say: I don't know, stop asking me. Review: this paragraph runs on an information gap. The reader knows the truth; the teacher does not; the three classmates do not. The tension is carried entirely by that gap. Only one action is given, the rub against the seam, and that is enough; more would ring false. Where it could go further: press the environment in from the far end of the corridor, for example the exercise music playing in the classroom, its beat hammering down on the half-second before you speak.

The kept-word paragraph reads: The rumor's edge turned toward me; some said I was the source. I did not defend myself, because defending meant naming A-Zhe. For two weeks nobody passed me new gossip at break, and I kept doing problems as usual. On

Friday after school A-Zhe waited for me at the gate and said I know you didn't tell, and I nodded and walked on. Review: the cost is written as everyday coldness, not tears or shouting, which fits how junior high actually feels. A-Zhe's single sentence is the heaviest line in the essay; the reward for keeping the word is only this one line, with no extra shot, well restrained. Where it could go further: after kept doing problems, add one concrete repeated action, like correcting the same wrong problem three times, so the two hard weeks land on one repeated gesture.

Read together, the essay spends its words on the test: about two hundred and fifty words live inside that one minute in the corridor, while promise and kept word take roughly one hundred each. With the weight placed correctly, honesty stops being shouted and starts being shown.

诚信作文五个常见毛病：对照自查一遍再交

这类题的毛病高度集中，交作业前对照下面五条自查，中一条就改一条。

毛病一：承诺选得太大。答应帮朋友转学、答应替人考试作弊，这类情节要么假要么踩线。识别方法：把你答应的那件事用一句话写出来，读一遍，问自己初中班里上周有没有发生过类似的事。答不上来就换小的：保密、记作业、周末同行、借出的书按时还。

毛病二：考验没有压力。考验段只写我很纠结，没有任何外部动作推你。识别方法：数考验段里的动词，去掉想、觉得、感到这类心理动词，还剩几个实义动词。少于三个，考验就是空的。改法：给考验找一个具体的现场，走廊问话、当面索要、群里起哄，让压力从外面来。

毛病三：兑现只喊口号。结尾写我做到了，我很自豪。兑现要写代价：为守这个承诺你失去了什么，被误解、被孤立、错过一次机会。识别方法：结尾段有没有出现失去、代价、被这类词后面接的具体事。没有，就把自豪删掉，换成一件你因此没做成的事。

毛病四：感悟提前剧透。开头就写那件事让我明白了诚信可贵，考验段还没发生，底牌先亮了。识别方法：全文有没有任何一段在场景发生前直接说道理。有，把那句删了挪到结尾，或者干脆删掉，让读者自己悟。

毛病五：三个场景详略平均。答应、考验、兑现各写两百字，像三段平均分配的任务。识别方法：数三段字数，考验段没有明显长于另外两段就是详略失当。改法：把答应段砍到一百二十字，省下的字数全给考验段，让走廊那一分钟成为全文最长的一段。

五条查完再通读一遍，每段问一次：这段有没有一个新信息。删掉这段文章还成立，这段就是多余的。诚信作文不需要漂亮话，需要一次站得住的守口如瓶。

Five Common Flaws in Honesty Essays: Check Against This List Before You Hand It In

The flaws in this kind of essay cluster in five places. Before handing it in, check against the list below; fix any line that applies.

Flaw one: the promise is too big. Promising to help a friend transfer schools or to cheat on an exam for someone is either fake or crosses a line. How to spot it: write the thing you promised in one sentence, read it aloud, and ask whether anything similar happened in your class last week. If you cannot answer, swap in something small: keeping a secret, recording homework, meeting on weekends, returning a borrowed book on time.

Flaw two: the test has no pressure. The test paragraph only says I struggled inside, with no external action pushing on you. How to spot it: count the verbs in the test paragraph; remove mental verbs like thought, felt, sensed, and count how many real action verbs remain. Fewer than three means the test is hollow. Fix: give the test a concrete scene, a corridor interrogation, a face-to-face demand, a group pile-on in a chat, so the pressure comes from outside.

Flaw three: the kept word is only a slogan. The ending reads I did it, I am proud. Keeping a word must show its cost: what you lost to hold this promise, the misunderstanding, the cold shoulder, the missed chance. How to spot it: check whether the closing paragraph contains a concrete event attached to words like lost, cost, or being shut out. If not, delete the pride and replace it with one thing you failed to do because of the promise.

Flaw four: the lesson spoils the story early. The opening already says that experience taught me the value of honesty, before the test even happens. How to spot it: look for any paragraph that states the moral before its scene occurs. If found, move that sentence to the end or delete it outright and let readers figure it out.

Flaw five: the three scenes get equal space. Two hundred words each for promise, test, and kept word reads like three assigned quotas. How to spot it: count the words in each scene; if the test paragraph is not clearly the longest, the balance is wrong. Fix: cut the promise paragraph to one hundred and twenty words and give everything saved to the test, so that one minute in the corridor becomes the longest paragraph in the essay.

After the five checks, read the whole piece once more and ask each paragraph one question: does it carry one new piece of information? If the essay still works without the paragraph, the paragraph is spare. An honesty essay needs no fine words; it needs one kept mouth that can stand up.

