

范文点评：《对折两次的纸》——议论怎么从动作里长出来

下面这篇假设的范文约六百二十字，题目叫对折两次的纸。点评重点在议论：这篇只在结尾用了一句议论，却比通篇喊口号有力，我们看它怎么做到的。

第一段原文：那张数学成绩单我到现在还留着，对折两次的折痕已经发白。它躺在抽屉最里面，提醒我上个月它是怎么被藏起来的。点评：从现在回望开头，折痕发白是时间感，藏起来是悬念，两句话把读者按在座位上。可加半句：它旁边还压着一张期末成绩单，悬念就有了对照。

第二段原文：月考成绩出来那天，数学一栏的数字让我把纸对折两次。家长会后妈妈从书包夹层里把它抽出来，我以为要挨骂，她只说：从明天起，我陪你到十点。点评：我以为要挨骂这五个字写的是孩子的预判，和妈妈的反应形成落差，落差就是文章的情绪。建议保留原样，这段不用改。

第三段原文：那之后的每个晚上，十点半开始补白天的漏。一道二次函数题我卡了二十分钟，辅助线擦了三次，第三次把已知条件拆成三行写在旁边才做出来。十一点眼皮打架，我用冷水拍手腕内侧，继续。点评：这段是全文的骨头。二十分钟、三次、三行、十一点、手腕内侧，五个具体数字和动作把努力钉死了。议论之所以能省，全靠这段把该说的都用动作说了。要学的是：写努力不写努力两个字。

第四段原文：期末成绩出来，妈妈接过单子，先看数学，看完把纸放平，像怕弄皱。她呼了一口气，肩膀落下来，然后嘴角动了一下，说：这次最后那道大题你看懂了吧。点评：肩膀落下来先于嘴角，这个顺序是全文最准的一笔，如释重负写在身体上。最后那道大题比分数重要，这句台词把妈妈的人设立住了：她在意的是学没学会，不是数字。

第五段原文：看着她落下去的肩膀，我忽然明白，她要的从来不是那个数字，是我没有把那题放弃。点评：这就是那句唯一的议论。它有力，因为它不是从天上掉下来的道理，是从上一段肩膀落下来这个动作里长出来的。对比一下：如果换成我以后一定要努力学习，不辜负妈妈，三句口号，全空。议论防空泛的根子在这：先有画面，再从画面里抽一句，抽完就停。

整篇看，骨头在第三段的数字，情绪在第二段的落差，议论在第五段的一句。三处各司其职，这篇就稳。

Review: How Argument Grows Out of Action

The sample below, about six hundred and twenty words, is titled The Paper Folded Twice. The review focuses on argument: this essay uses exactly one argument sentence at the end, yet it hits harder than a whole piece of slogans. Let us see how.

Paragraph one: I still keep that math report card today, the crease from folding it twice gone white. It lies at the bottom of my drawer, reminding me how it was hidden last month. Comment: looking back from now, the white crease gives a sense of time, and hidden sets suspense; two sentences pin the reader to the seat. Add half a line: beside it sits a final exam report card, and the suspense gains a contrast.

Paragraph two: the day the monthly results came out, the number in the math column made me fold the paper twice. After the parents meeting mom pulled it from the hidden pocket of my bag; I expected a scolding, and she only said: starting tomorrow, I keep you company until ten. Comment: I expected a scolding is the child's prediction, and the gap between it and mom's reaction is the essay's emotion. Keep this paragraph as it is.

Paragraph three: every night after that, ten thirty, redone the day's gaps. One quadratic function problem stalled me for twenty minutes, the auxiliary line erased three times, and on the third try I broke the given conditions into three written lines beside it and finally solved it. At eleven my eyelids fought, I splashed cold water on my inner wrist, and went on. Comment: this is the skeleton. Twenty minutes, three times, three lines, eleven o'clock, inner wrist, five concrete numbers and actions nail effort down. The argument can be saved precisely because this paragraph already said everything through action. The lesson: to write effort, do not write the word effort.

Paragraph four: final grades came out, mom took the sheet, read math first, then laid the paper flat as if afraid to crease it. She breathed out, her shoulders dropped, then her mouth moved once: you understood that last big problem this time, right. Comment: shoulders dropping before the mouth is the truest stroke, relief written on the body. The last big problem mattering more than the score, that line of dialogue sets mom's character: she cares whether you learned it, not the number.

Paragraph five: watching her shoulders fall, I suddenly understood that what she wanted was never that number, but that I had not given up on the problem. Comment: this is the single argument sentence. It works because it is not a truth dropped from the sky; it grew out of the falling shoulders in the paragraph before. Compare: replace it with I will study hard from now on and not let mom down, three slogans, all hollow. The root of keeping argument honest is here: picture first, then draw one sentence out of the picture, and stop once drawn.

Overall, the skeleton is the numbers in paragraph three, the emotion is the gap in paragraph two, the argument is the one sentence in paragraph five. Each doing its own job, and the essay is steady.