

一篇溪边友情小故事的逐段点评

假设故事叫《溪边的大石头》。第一段：那年夏天我随妈妈到乡下外婆家，吃不惯也玩不着，躲在门后哭。外婆领我去村后的小溪打水漂，我在那里认识了阿贵。点评：开头带一点别扭，吃不惯、哭，溪水就成了把别扭抹平的地方，大石头从第一段起就有了分量。

第二段：我们比赛打水漂，阿贵一下漂四个，还教我挑扁的、边薄的石头。捉小鱼时，他总把自己捉的倒进我的桶里。点评：友情全靠细节说话。教挑石头、往我桶里倒鱼，两个动作比一百句他真好有用。总字是关键，倒一次是客气，每次都倒是友情。

第三段：开学前一天，我们坐在大石头上。阿贵伸出小拇指：明年暑假头一天，还在这儿。我们拉了钩，大拇指盖章，晃了三下。点评：约定场景话语、动作、时间三样齐全。还在这儿两个字比咱们约定吧更像孩子嘴里的话。大拇指盖章是孩子真做的动作，写进故事就站得住。

第四段：一冬天我想起那条溪好几次，怕阿贵忘了。有一回我问外婆，村后溪边的大石头还在不在。外婆说，石头在，石头在的地方，人就在。点评：一年中间没有留白。一次担心、一句对话，就把两个夏天接上了。外婆这句是全篇最好的一句，读者的信心也是它稳住的。

第五段：第二年暑假头一天，我到溪边早了。溪湾里出现一个人影，阿贵手里扬着一样东西。走近看清，是我去年打水漂丢的那块发白的平石头。点评：重聚不靠抱不靠哭，靠一块石头。物件第三次出场，友情保管没保管好，读者亲眼看见，不用谁说破。

两处可以改。第一处，第二段可以加一次小别扭，比如为一块石头谁赢吵了几句，傍晚又和好，友情就多一面，不只是互相让。第二处，阿贵替我保管石头太巧，改成两个人蹲在溪边一起找那块石头，找到找不到都成立，故事更可信，找的过程本身也是重聚。

A Streamside Friendship Story Annotated Paragraph by Paragraph

Suppose the story is called The Big Rock by the Stream. Paragraph one: that summer I followed my mother to the home of my grandma in the country, could not get used to the food and had no one to play with, and hid behind the door crying. Grandma took me to skip stones at the stream behind the village, and there I met A-Gui. Comment: the opening carries a small trouble, the food and the crying, so the stream becomes the place that smooths the trouble away, and the big rock gains weight from the very first paragraph.

Paragraph two: we raced at skipping stones, A-Gui skipped four at a time, and he taught me to pick stones that are flat with thin edges. When catching minnows, he always poured his own catch into my bucket. Comment: the friendship lives entirely in details. Teaching stone picking and pouring fish into my bucket do more than a hundred lines of he is really good. The word always is the key. Pouring once is politeness, pouring every time is friendship.

Paragraph three: the day before school opened, we sat on the big rock. A-Gui held out his pinky: next year, first day of summer vacation, still here. We hooked pinkies and pressed thumbs to make a stamp, shaking three times. Comment: the promise scene has all three things, words, gesture, time. The two words still here sound more like a child than let us make a promise. The thumb stamp is a gesture kids really perform, so it stands firm inside a story.

Paragraph four: all winter I thought of that stream many times, afraid A-Gui had forgotten. Once I asked grandma whether the big rock by the stream was still there. Grandma said, the rock is there, and where the rock is, people are. Comment: the year in between is not left blank. One worry and one line of talk stitch the two summers together. The line of grandma is the best in the whole story, and the confidence of readers is steadied by it.

Paragraph five: on the first day of summer vacation the next year, I reached the stream early. A figure appeared at the bend, and A-Gui was waving something in his hand. Up close it was the flat white stone I had lost while skipping stones the year before. Comment: the reunion needs no hugging and no crying, only one stone. The object makes its third appearance, and readers see with their own eyes whether the friendship was kept, without anyone saying it out.

Two spots to improve. First, paragraph two could take a small quarrel, for instance a few sharp words over whose stone won, patched up by evening, and the friendship gains another face instead of only giving way to each other. Second, A-Gui keeping my stone for me is too neat. Change it to the two of them crouching by the stream looking for that stone together, found or not found both work, and the search itself becomes the reunion.