

LPF Writing Exemplar

Three Dolls

Task Description

Students rewrote the ending of the story ‘Three Dolls’ by describing what happened to the three dolls after being sent to the refugee camp.

Preparation

Before the writing activity, students read the story about the different personalities of the three dolls displayed in a shop and how they ended up in the refugee camp. They then drew a mind map for the new ending with reference to the elements below:

- The setting (e.g. When? Where?)
- The characters (e.g. Who? The three dolls only? Any new characters?)
- The plot (e.g. What happened to the characters in the refugee camp?)

Three Dolls

SETTING: A toy shop near a school

CHARACTERS: Narrator
Alan – The shopkeeper
Kitty –The most popular doll
Kero –The most expensive doll
Alice – The doll with a well-shaped body
Sally – A customer

Narrator: The three dolls, Kitty, Kero and Alice, are sitting in the shop window of a small toy shop near a school. A student is looking at them, choosing which one to buy.

Sally: [She is undecided. Her eyes rest on one of the dolls but her head moves to another one.] They all are very lovely. Which one should I choose? Kero is cute but many of my friends love Kitty. And Alice looks best. Oh! I want to buy all of them, but I do not have enough money.

Kero: There is a girl choosing us, who do you think she will pick? [She is thinking of herself.]

Alice: She will definitely choose me. I'm prettier than both of you. In my opinion, it's the figure that counts. I guess she thinks in the same way. You heard her say that I look best. [She looks at herself admiringly.] So, I am the best doll in the world. And I think she will choose me.

Kitty: No. You're wrong. Who do you think you are? A model? Everyone in our world knows that it's not the figure that counts, but popularity. Since I am the most popular, I am the best doll in the world. And the girl will choose me.

Kero: (Proudly) What nonsense are you both talking about! Alice, you may have the best figure, but what is the stuff inside you? Nylon! Kitty, you're popular and so you can be seen everywhere, but that means cheap. The rich and famous knows that brand name goods worth the money. [She's thinking herself to be one of them.] I'm the most expensive and my name is more renowned than either of yours. I'm therefore the best doll in the world.

Narrator: Before the girl makes up her mind, they start fighting and scratching one another's face. Kitty's whiskers are gone and there are holes in her face. Kero's big round eyes pop out like those of a golden fish. Alice's dress is torn and old nylon shreds burst out.

Sally: (Shocked, thinking that she is in a dream) Where am I? Oh, stop it! I don't want any of you now! [She shouts loudly in tears and runs away.]

Alan: [He rushes out on hearing her shout.]: Hey! What's the matter? [He looks at the shop window.] What happened? How come? No one will buy them or even want them for free. I'd rather donate the dolls to the children in the refugee camp.

Kitty:

Kero: [All scream at the same time.] NO!

Alice:

Kitty: All because of you, Kero, you started it.

Kero: No, Alice thought she was the best.

Alice: You two also thought in that way.

Kitty: I don't like poor children. They smell...

Alice: They are boring...

Kero: I'd rather bury myself in the rubbish dump than having anyone know how poor I'm going to be.

Kitty: Let me go!

Kero: [Between the shopkeeper's fingers, they plead loudly.] Oh, no!

Alice: Help!

Narrator: The shopkeeper can't hear them. He gives the three dolls to the poor children in a refugee camp. The three dolls hate that because they always dream of living in a big house.

Narrator: In the end, the three dolls live unhappily ever after.

END

Learning Outcomes: ATMs4-5

Content	Organisation	Language & Style
<p>ATM5 Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration</p>	<p>ATM4 Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas</p>	<p>ATM5 Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types</p>
<p>The student can</p> <ul style="list-style-type: none"> • follow the development of the original story by extending the original ending, e.g. ‘After the three dolls went to the refugee camp...Hello Kitty was given to a poor girl called Anne.’ • add to the characterisation by: - providing some supporting details about Anne and her family, e.g. ‘Anne was a lovely little girl age of 7. She liked reading books. However, her family didn’t have much money to let her study.’ • build on the original story, e.g. ‘...she saw Keroppi burying himself in some rubbish’ echoes ‘I’d rather bury myself in the rubbish dump...’ in the original story • describe why Hello Kitty changed her view on the life 	<p>The student can</p> <ul style="list-style-type: none"> • establish links using a small range of cohesive devices, e.g. using the adverb phrases of time to specify a particular time in relation to the sequence of events, e.g. ‘After a few days...’, ‘One day...’ and the connectives ‘However’ and ‘So’ to link ideas within paragraphs • structure the story using three paragraphs, including a brief introductory statement, e.g. ‘After the three dolls went to the refugee camp...’ that outlines the setting of the story and a concluding statement, e.g. ‘So Hello Kitty, keroppi and Anne lived happily together forever’, which describes the happy ending for the two dolls 	<p>The student can</p> <ul style="list-style-type: none"> • use relevant vocabulary to describe the people and the environment in the refugee camp, e.g. ‘poor’, ‘dirty rubbish’ • use correct word collocations, e.g. ‘slept with’ and ‘played with’ to refer to the activities that Hello Kitty did with Anne • use adverbial clauses to put emphasis on the feelings of Anne and Hello Kitty at a particular time, e.g. ‘...after she got Hello Kitty’ and ‘... when Hello Kitty was playing with Anne outside her home...’ • use relative clauses to give further information about the events, e.g. ‘...the things that happened in the stationery shop’, ‘... the time when she just met Anne’

<p>in the refugee camp by providing elaborations on Hello Kitty's happy life with Anne, e.g. 'She played with Hello Kitty almost every time. She played with her, ate with her and slept with her...'</p>		<ul style="list-style-type: none"> • use some stylistic features, e.g. the use of the parallel structure 'She played with her, ate with her and slept with her every day' to talk about the different activities Hello Kitty did with Anne
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Full text

After the three dolls went to the refugee camp...

Hello Kitty was given to a poor girl called Anne. Anne was a lovely little girl age of 7. She liked reading books. However, her family didn't have much money to let her study. Anne was happy after she got Hello Kitty, it was her dream doll! She played with Hello Kitty almost every time. She played with her, ate with her and slept with her every day. Hello Kitty was also happier than the time when she just met Anne. After a few days, Hello Kitty forgot how she got there and she forgot the things that happened in the stationery shop.

One day, when Hello Kitty was playing with Anne outside her home, she saw Keroppi burying himself in some rubbish. Quickly Anne discovered him and picked him up from the dirty rubbish. She washed him and kept him. So Hello Kitty, Keroppi and Anne lived happily together forever.

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