Write a scene of *Hunger Games* B1-B2

***Dispatch the four pictures among the members of your group, and follow the steps to write the scene in a suspenseful way.***

## STEP 1. Briefly write what happens in your picture (work ALONE).

## Use the third person narrative (he/she) and write in the past tense.

## STEP 2. Improve the description of your picture (work ALONE).

### VOCABULARY : find synonyms or opposites to improve the vocabulary that you think is too simple.

**Use adverbs of emphasis :** extremely, immensely, highly, strongly, so… that…

**Use adjectives to describe the atmosphere and the situation :** Tense, unfair, severe, strict, cruel, senseless, gloomy, menacing, heavy

**Use adjectives to describe the characters :** unharmful, innocent, brave, scared to death, terrified, petrified, stunned, flabbergasted, outraged, satisfied, glad/content, a sense of contempt

### Add details : the atmosphere, visible AND invisible elements (B2)

The guards, the crowd, the sounds, the looks on people’s faces (men/ women), the TV screen, the microphone…

### Imagine the character’s thoughts. (B2)

**Exprimer des pensées :** She realised that / she felt a sheer sense of… / What she tought was… / she tought that… / she told herself that… / she knew that…/ she imagined that… / she felt ………… / she had a deep feeling of…….

**Style indirect libre :** she wondered what if she was to… ? what was going to happen next… ?

### Explain their feelings.

Because (of) / as / since / for (car) / to result in…

The reason why she was scared was a matter of ………….

## STEP 3. Link your picture to the other pictures of the scene (work with your group).

**CHRONOLOGY/ TIME :** Then, after that, before BV-ing , later, soon after, this is when, immediately, finally, in the end…

**CONSEQUENCE :** As a result, this is why, consequently, doing this resulted in, this lead to, make so do sth…

**SUDDEN EVENTS :** all of a sudden, suddenly, rapidly, fast, hastily, slowly, gradually, little by little,

in the meantime , while, all the while…

### *Check the progression/ logic of your story, avoid repetitions (use synonyms or different phrases)*

### STEP 4. Check grammar and vocabulary (work with your group).

## Utiliser le Prétérit et l’aspect ing ou have –en si nécessaire !

Prétérit : action passée ponctuelle en rupture avec le présent.

*She* ***took*** *the microphone*

Aspect be –ing : idée de durée

*They* ***were still waiting*** *when she called her name.*

Aspect have –en : antériorité d’un événement qui a une conséquence sur un autre.

*The lady* ***had already called*** *her sister’s name when she offered to go instead*

**B2** Aspect be-ing ET have-en : événement antérieur qui a une incidence sur le moment passé + idée de durée. *ex : Effy* ***had been waiting*** *for a year for the Hunger Games to start over again, so when she took the microphone, she felt a sheer sense of excitement…*