

One Hundred Years of Solitude review – Gabriel García Márquez's classic makes for startling TV beauty

Level 1: Elementary

Article summary: This article provides a review of the TV adaptation of Gabriel García Márquez's classic magical realism novel.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Word families

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to get students thinking about books turned into films or TV series. You can also prepare a list of famous books turned into films and focus on discussing those.

2. Key words

- a. Ask students to do the activity individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

Key:

1. c
2. a
3. b
4. b
5. a
6. c
7. a
8. c
9. b
10. a

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

1. *imagination*
2. *episode*
3. *generation*
4. *dream*
5. *politics*
6. *announce*

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g. in item 1, they may say, 'The novel was originally written in 1967' or something similar.

Key:

Suggested answers:

1. 1967
2. 16
3. Colombia
4. They are cousins who get married.
5. She says their children will have pig's tails.
6. The ghost of a man he killed
7. Macondo
8. A syrup that makes you invisible
9. Yellow flowers rain down.
10. Blood comes across town to her feet.

4. Key language

- a. The activity gives students an opportunity to explore word families, where the noun and verb forms are the same. This will expand their vocabulary and help them to understand parts of speech better by making connections. As an extension activity, ask students to identify which are nouns and which are verbs. The parts of speech are in brackets below. Go even further by looking for other words they can extend like this in the article or others they may know.

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Key:

- 1a. book (noun)
- 1b. book (verb)
- 2a. move (noun)
- 2b. moved (verb)
- 3a. dreamed (verb)
- 3b. dream (noun)
- 4a. place (verb)
- 4b. place (noun)

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to write their own review of a TV show or film they have recently watched. Answer these questions. Ask them to answer one or more of the questions to complete the review.
- b. Students could then present their reviews to the class. Encourage students to share their opinions, give reasons and include examples to support their answers.

**** A note from the Editor on the use of the word gypsy (gypsies)**

The original text of *The Guardian* article uses the word *gypsy*, and we chose to reprint it as is. Please be advised that this word is sometimes considered offensive, and the preferred word is *Romani* or *traveller* depending on the particular community. However, there are several Romani groups in Europe who use the word *Gypsy* with pride, spelled with the capital letter.

The original book *One Hundred Years of Solitude* was written in Spanish. In Spanish, the word for *Gypsy or Romani people* is *gitano*, which too has a negative connotation. In 2015, *Consejo Estatal del Pueblo Gitano* (State Council of the Gypsy Peoples) requested that *La Real Academia de la Lengua Española* (the government body responsible for defining and describing the Spanish language) added a note in their online dictionary that the negative connotations are offensive. The official *La Real Academia de la Lengua Española* dictionary still lists *gitano* as the proper name for the peoples and provides a number of alternatives such as *romaní*. We advise that you inform your students on the issues surrounding the use of this word in English.