

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

### Level 2: Intermediate

**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:** The passive voice

**Materials needed:** One copy of the worksheet per student

### 1. Warmer

- a. The purpose of this activity is to get students thinking about TV and film adaptation of famous books. You can also start this activity as a class and put the list of books made into movies on the board. Then have your students discuss the questions in pairs or groups.

### 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 | 7. a  |
| 2. a | 8. a  |
| 3. b | 9. c  |
| 4. b | 10. a |
| 5. a | 11. b |
| 6. c | 12. 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. *generations*
3. *eccentricities*
4. *doomed*
5. *corruption*
6. *adaptation*
7. *revenge*
8. *haunted*

### 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. *One location, several generations*
4. *She predicts their children will have pig’s tails.*
5. *Because their marriage as cousins is frowned upon.*
6. *Macondo*
7. *Alchemy, magnets, ice and a syrup that makes you invisible*
8. *Yellow flowers rain down.*
9. *Blood makes its way across town to her feet.*
10. *It’s a place where strange things happen naturally (priests and babies can float, dead don’t stay dead, magical things are treated as normal).*

### 4. Key language

- a. The activity gives students an opportunity to gain exposure to the passive voice, which is often used in literary criticism to maintain objectivity. Remind students that passive voice is used to emphasise the action rather than the doer of the action. As an extension activity, ask students to look for examples of passive voice in this article and others.

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**Key:**

1. Gabriel García Márquez’s 1967 novel **is not to be taken** lightly.
2. *One Hundred Years of Solitude* **is cursed** by its own influence.
3. Their union **is frowned upon** by Úrsula’s mother.
4. All the miracles **are treated** as equally normal.
5. The sons and grandsons of José Arcadio and Úrsula **are doomed** in another way.
6. The rain of yellow flowers and the blood trail **are made** with care.

- b. Students have an opportunity to test their knowledge of the passive and active voices by rewriting the sentences in the active voice. Please note that students’ answers may have some variations. As an extension activity, ask students to discuss how the focus of the sentence shifts with the change in voice.

**Key:**

*Suggested answers:*

1. Readers should not take Gabriel García Márquez’s 1967 novel lightly.
2. The book’s own influence curses it.
3. Úrsula’s mother frowns upon their union.
4. The series treats all the miracles as equally normal.
5. Something else dooms José Arcadio and Úrsula’s sons and grandsons.
6. The production team makes the rain of yellow flowers and the blood trail with care.

### 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. Ask them to answer one or more of these questions:

- Why did you choose this particular TV show or film?
- What is a summary of the plot?
- Describe one of the best scenes. What visual elements are present?
- What themes or messages are present in the work?
- What makes this production unique or noteworthy?

- b. Students could then present their reviews to 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.