

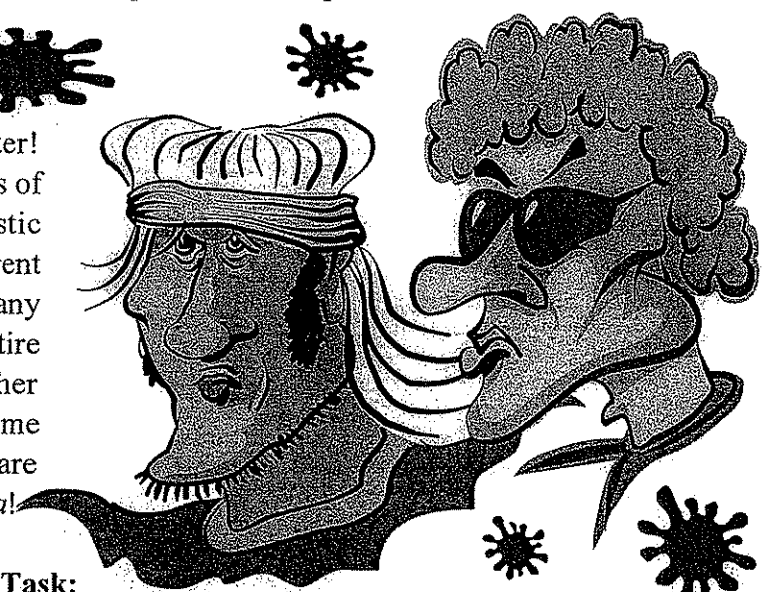


**Project Outcomes:**

- Students will use a variety of Spanish adjectives to describe clothing and physical appearance.
- Students will effectively use the Spanish comparative and superlative constructions for both adjectives and adverbs.

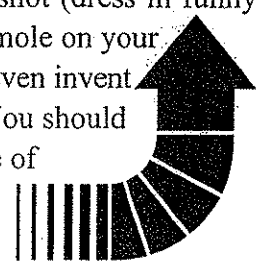
**Project Introduction:**

*Antes...y después!* Before...and after! We've all seen those amazing transformations of people who have gone on diets, had plastic surgery, or even just dyed their hair a different color (or in some cases, shaved it off!). Many times, these make-overs will change an entire person's "look." Friends and family gather around waiting for the final "reveal." It's time you got into the make-over business...you are about to perform *una transformación extrema!*



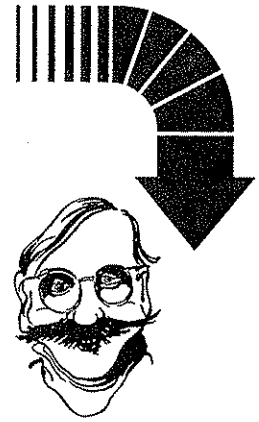
**Project Task:**

You will first need an *antes* picture. You may choose to use yourself as the model or may pick a full-length picture of any celebrity from a magazine. If you choose yourself, you can also decide to alter your appearance for the *antes* shot (dress in funny clothes, put on a wig, use makeup to put a big mole on your nose, use fake Halloween teeth, etc.). You can even invent another identity for this alter-ego of yourself. You should then have your teacher take a full-length picture of you with a digital camera so that you can print two copies. Next...*la transformación!*





You will need to change as many of your physical characteristics as possible for the *después* picture. If you are using a picture from a magazine, you should make a duplicate copy of which you can alter the appearance -- much like a paper doll. If you are working with a digital picture, you can even use computer programs that digitally alter the picture. Use graphics programs to add different clothes, change your height or weight, shorten your nose, or put an image of your head on another body. You could also just take a second digital picture in which you dress completely differently from the first.



Once you have both the *antes* and *después* pictures, it's time to discuss the differences. This will be a fun way to show your teacher and/or class how well you can make comparisons in Spanish. It is all right to keep all your verbs in the present tense. Be sure your adjectives agree when you talk about *la transformación extrema*.

**Each student should prepare:** (along with some examples)

□ 5 general statements of differences:

**Antes, yo tenía cabello marrón. Después, yo tengo cabello rubio.**

**Antes, yo usaba botas moradas. Después, yo uso sandalias.**

**Antes, yo era muy feo(a). Después, yo soy bonito(a) ó simpático(a).**

**Antes, yo tenía vestidos pasados de moda. Después, yo me visto a la moda.**

**Antes, yo usaba lentes. Después, yo uso solo lentes para el sol.**

□ 3 comparative statements:

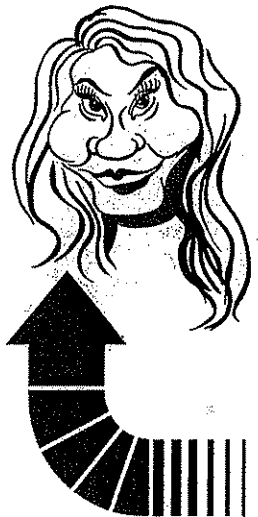
**Ahora, yo soy más dinámico(a) y divertido(a).**

**Ahora, yo soy más inteligente.**

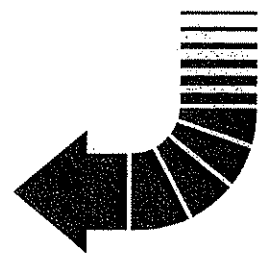
**Ahora, yo soy menos alto(a).**

□ 1 superlative statement:

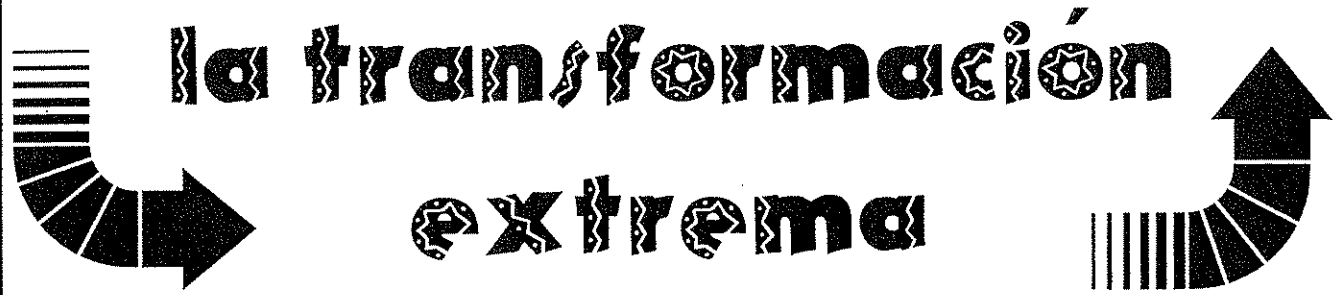
**Ahora, yo soy la más encantador(a) de mis amigos.**



When all students have displayed their transformations, it's time for even more comparisons. Display all the final versions of the pictures for the class. Each student will then write 10 grammatically correct sentences based on what they see, comparing their pictures to those of other students (using the phrases *más...que / menos...que / tan...como*). These will be turned in to your Spanish teacher for a grade. Your class can even vote for *el más creativo* and *el más chistoso* transformation of the class!



# Evaluation Rubric



	<i>EXCELLENT</i>	<i>ACCEPTABLE</i>	<i>NEEDS WORK</i>
<b>Deadlines:</b>	Student meets <u>all</u> deadlines for image preparation, in-class presentation, and written comparisons. 5	Student meets <u>most</u> deadlines for image preparation, in-class presentation, and written comparisons. 4 3	Student meets <u>few</u> deadlines for image preparation, in-class presentation, and written comparisons. 2 1 0
<b>Before/After Image Preparation:</b>	Student has done a fantastic job in preparing both the before and after pictures to use in the presentation. Many useful differences appear. 10 9	Student has done a good job in preparing both the before and after pictures to use in the presentation. Several useful differences appear. 8 7 6	Student has done a poor job in preparing the before and after pictures to use in the presentation. Few useful differences appear. 5 4 3 2 1 0
<b>In-Class Presentation:</b> <b>Pronunciation and Grammar</b>	Student is well prepared with a complete, smooth presentation. All descriptions are pronounced clearly and easily understood by the audience. Spanish is grammatically correct with only minor or no errors. 10 9	Student is fairly prepared for the presentation. Most descriptions are pronounced clearly; audience may have some trouble understanding. Spanish is mostly correct in grammar but has several noticeable errors. 8 7 6	Student is not prepared for the presentation. Few descriptions are pronounced clearly; audience has a lot of trouble understanding. Spanish contains poor grammar with way too many noticeable errors. 5 4 3 2 1 0
<b>In-Class Presentation:</b> <b>Use of Spanish</b>	Entire presentation is in done in Spanish; absolutely no English is spoken. Student uses Spanish vocabulary with which the class is familiar. 10 9	Entire presentation is in done in Spanish; absolutely no English is spoken. Student uses some Spanish vocabulary with which the class is not familiar. 8 7 6	Entire presentation is in <u>not</u> done in Spanish; some English is spoken. Student uses some Spanish vocabulary with which the class is not familiar. 5 4 3 2 1 0
<b>Memorization:</b>	All required elements of the description are memorized. No notes are necessary. 5	Most required elements of the description are memorized. Student uses a few notes or has to be prompted. 4 3	Most of the required elements of the presentation are <u>not</u> memorized. Student uses notes or simply reads the material. 2 1 0
<b>10 Written Comparisons:</b>	Student writes <u>10+</u> grammatically correct comparisons and/or superlatives using a variety of Spanish structures ( <i>más...que/menos...que/tan...como</i> ) with only minor errors. 10 9	Student writes <u>10+</u> comparisons and/or superlatives using a variety of Spanish structures ( <i>más...que/menos...que/tan...como</i> ); grammar contains several errors. 8 7 6	Student writes <u>0-9</u> comparisons and/or superlatives using Spanish structures (little variety); grammar contains too many errors (such as agreement). 5 4 3 2 1 0