

LA BARAJA ESPAÑOLA

Spanish A2/B1

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COMPASS

**ENHANCING MOTIVATION OF
OLDER LEARNERS TO LEARN
THROUGH CULTURE**

LA BARAJA ESPAÑOLA

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|-------------------------------|---|
| Type of activity | Blended – preferably face-to-face to show students a real deck of cards and have them play. |
| Language and level | Spanish A2/B1 |
| Estimated time | 1.5 hours |
| Skills covered | Reading, speaking, writing, intercultural |
| Relation to cultural heritage | <p>Short description of which of the following topics it deals with:</p> <ul style="list-style-type: none"> × Social × Traditions <p>The Spanish playing cards In Spain, it is more common to play using their own type of cards (also called “Spanish-suited playing cards or “Baraja española”, which translates as Spanish deck of cards). This cards have four suits (called “palos” in Spanish) which are <i>bastos</i> (clubs), <i>oros</i> (literally “golds”, that is, golden coins), <i>copas</i> (cups) and <i>espadas</i> (swords) and are made up of 40 or 48 cards, as traditionally, there aren’t cards number 8 and 9 – there might be 50 if we include two jokers).</p> |



Development/Description
of the activity

Activity 1: Introduce this type of cards to the group. You can do so by showing a real deck of cards or by using a presentation on the screen. Explain the basics of the cards in Spanish and then, ask if they understood what you explained (*i.e. Estas cartas estan divididas en cuatro palos: oros, copas, espadas y bastos. De cada palo hay normalmente 10 cartas: del 1 (o as) al 7 y luego el 10, también llamado sota, el 11, llamado caballo, y el 12, el rey.*)

Activity 2: Verbs. Now it's time to learn some of the most common verbs used when playing cards. Start with the ones below and add more to the list if you see it's easy for the students. They will know at least the infinitive form and the present simple. Revise with them the basis of present simple and the three forms of infinitive if needed.

- × Barajar
- × Repartir
- × Empezar
- × Pasar
- × Tirar
- × Robar
- × Cortar

- Te toca _____ (tirar) a ti.
- ¿A quién le toca _____ (cortar)?
- Ahora ____ (repartir) tu.
- _____(robar) 4 cartas y quédate solo con la que prefieras.
- ¿Quién ____ (empezar) en la siguiente ronda?
- Yo no puedo tirar, ____ (pasar).
- Hasta que no _____ (barajar) las cartas, no deberías repartirlas.

Activity 3: Expressions related to the Spanish cards. First, write the expressions without context or display them on the screen. Ask students to try to guess their meaning. They will probably need help, so now read/show them in context (in a context where it is easier to understand the meaning). Then, have them work in pairs and choose three or four expressions; they will have to write a short dialogue that includes all the expressions chosen.

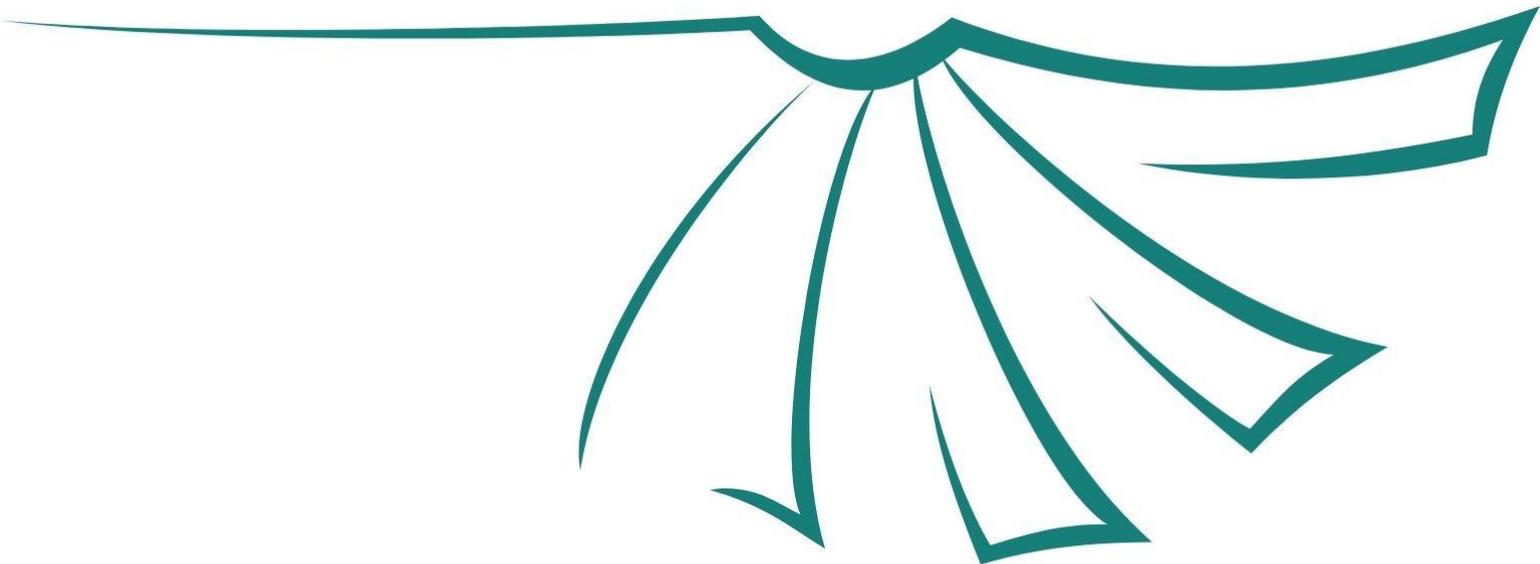
- *O jugamos todos o rompemos la baraja* → used when an agreement is about to be broken to state that either all conditions are met by all or there is no agreement.
- *Ser un as* → to be very good at something.
- *Poner las cartas sobre la mesa* → To be frank and honest and explain a situation as it is, without hiding anything.
- *Ser sota caballo y rey* → to be standard, foreseeable, repetitive and a routine.
- *Tener un as en la manga* → to have something prepared to show it in the right moment.
- *Cantar las cuarenta* → "to tell someone a thing or two"; to yell at someone
- *Pintan bastos* → When it looks like things are not going to end up well

Final activity: Divide the class in groups and give each one the printed instructions of one of the two games: El presidente and La Brisca ([see handouts](#)). Then have them read the instructions carefully and tell that they have to understand everything perfectly and then try it out playing a game. Give them a deck of Spanish cards and let them play alone –walk around the class and

Link to original source if any

<https://www.profedelee.es/actividad/unidad-didactica-interactiva/baraja-espanola-cartas/>





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