

CONTEXT

A friend of yours has come with his/her family to spend their holidays in Cantabria. You happen to be there too, so you meet to spend the afternoon together and catch up. During your get together your friend asks you for help in understanding a flyer about the wildlife park Cabárcenos. He/She wants to visit the park with his/her family but none of them are fluent in Spanish, and the website

is written mostly in Spanish. They are mainly interested in finding out about what kind of park it is, opening times, prices of the tickets and any special activities that they can do during their visit.

GOAL

To help your friend find out about the most important bits of information in the flyer. Answer your friend's questions.

TOTAL TIME: 40 min 1 round/ 55 min 2 rounds

MEDIATION TIME: 10 min + 5 min preparation

CONTENTS

Informal Register

Grammar

- Conditional subordinate clauses: *supposing; suppose; imagine; as long as; provided, etc.*
- Informal use of "that" followed by adjectives and adverbs: *it's not that small; it's not that expensive; etc.*

Vocabulary

Natural spaces, holidays & day trips

Speaking Skills

Supposing: *I guess...; I imagine...; I suppose so; I'd say...*

Describing: *It's a wildlife park where animals can be found scattered about in a vast terrain, which belongs to an old mine.*

Expressing doubt: *We don't know whether to...*

Note to the teacher: You can have your students work in pairs or groups for activities 1 and 2. You can ask them, as a whole class to read their answers out loud to see if they are correct. Monitor students' work during the pre-mediation and the mediation practice, by walking around the class and reading or listening to their answers as they produce them. Correct their mistakes when necessary. You can use the **Teacher's Feedback Template**.

PRE-MEDIATION REVISION (15 min)

1. In informal contexts, when we want to express that something is not as we expected, we can use **It is not that...** followed by an adjective or an adverb, expressing the opposite idea. Fill in the following chart turning these thoughts into what you would say using this structure.

It's not that + adjective / adverb...

i.e. It's not that small...

You think...

You say....

0.	<i>The park is huge!</i>	<i>The park is not that small.</i>
1.	The tickets are quite cheap.	<i>The tickets are not that expensive.</i>
2.	The tickets are rather expensive.	<i>The tickets are not that cheap.</i>
3.	The variety of activities is quite good.	<i>The variety of activities is not that bad.</i>
4.	The high season is quite short.	<i>The high season is not that long.</i>
5.	The low season is longer than I expected.	<i>The low season is not that short.</i>
6.	The variety of animals is not as extraordinary as I thought it would be.	<i>The variety of animals is not that extraordinary.</i>

2. Rewrite these sentences so that the meaning doesn't change, using the words in brackets.

1. I guess you could sign up for one of the special activities available if you don't mind spending the whole day on that.

- a. *I guess you could sign up for one of the special activities available provided you don't mind spending the whole day on that.* (provided)
- b. *I guess you could sign up for one of the special activities available providing that you don't mind spending the whole day on that.* (providing)

2. Imagine you could come a second day, then you would be able to do both things.

- a. *Suppose you could come a second day, then you would be able to do both things.* (suppose)
- b. *Supposing you could come a second day, then you would be able to do both things.* (supposing)

3. I'd like to sign up for that activity in which you pretend to be a vet for a day, if I can skip the falconer part.

- a. *I'd like to sign up for that activity in which you pretend to be a vet for a day, as long as I can skip the falconer part.* (as long as)

MEDIATION PRACTICE (10 min per round + 5 min preparation)

Ideally, and provided there is enough time, students can change partners to perform both roles in turns.

- STEPS TO FOLLOW:**
- 1 - With your partner, decide which role you are going to perform in this round.
 - 2 - Read your instructions.
 - 3 - In 5 minutes, prepare your task reading the information on the leaflet, taking notes and/or writing questions, depending on your role.
 - 4 - You have 10 minutes to carry out your mediation practice.

STUDENT A (Welsh visitor): You are from Wales. You are spending your holidays in Cantabria with your family. A friend of yours happens to be there too, so you meet to spend the afternoon together and catch up. During your get together you ask your friend for help to learn a bit more about the wildlife park Cabárceno. You want to visit the park with your family but none of you are fluent in Spanish, and the website is written mostly in Spanish.

You are mainly interested in finding out about:

- what kind of park it is,
- opening times,
- prices of the tickets and
- any special activities that you can do during your visit.

Prepare questions in English to ask your friend.

STUDENT B (mediator): You are Spanish. A friend of yours has come with his/her family to spend their holidays in Cantabria. You happen to be there too, so you meet to spend the afternoon together and catch up. During your get together your friend asks you for help to learn a bit more about the wildlife park Cabárcenos. He/She wants to visit the park with his/her family but none of them are fluent in Spanish, and the flyer is written mostly in Spanish.

They are mainly interested in finding out about:

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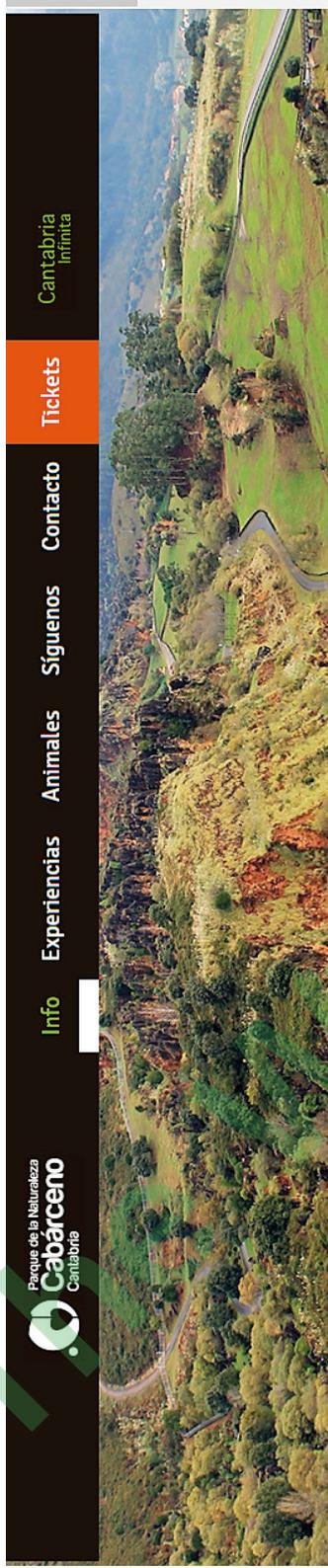
Answer your friend's questions and suggest any activities you think they might find interesting.

Remind your students to use nice B2 structures, connectors, idiomatic expressions and functional language...

- Subordinate clauses introduced by *in order [not] to + infinitive*; *so as to (not) to + infinitive*; *in order that/ so that*.
- Subordinate clauses to compare (*as though/ as if*) *It seems as though/if ...*
- *Wherever; whenever; whoever; whatever; however*
- Emphatic use of reflexive pronouns: *myself, yourself, itself, herself etc.*
- Discourse markers to include and exclude information *As well as, except for*
- It's not that + adjective / adverb *It's not that pricey.*
- Supposing: *I guess...; I imagine...; I suppose so; I'd say...*
- Describing: *It's a wildlife park where animals can be found scattered about in a vast terrain, which belongs to an old mine.*
- Expressing doubt: *We don't know whether to...*

You can take notes here to prepare for your mediation practice.

Cabárceno website - Info section



El Parque de la Naturaleza de Cabárceno acoge a casi 150 especies animales de los cinco continentes en régimen de semilibertad, que se distribuyen en recintos de grandes superficies donde coexisten una o varias especies.



Folleto informativo del parque
Descárgatelo



El Parque de la Naturaleza de Cabárceno no es un zoológico convencional ni un **parque natural**. Es un espacio naturalizado por la mano del hombre, a partir de la belleza primitiva de su paisaje kárstico, sobre las 750 ha de una antigua explotación minera a cielo abierto.

En el Parque de la Naturaleza de Cabárceno la vida se desarrolla en el ambiente más natural posible para los animales que lo habitan. Salvo la alimentación que se les facilita, el resto de las actividades están marcadas por su casi total libertad e instinto. Prácticamente todos ellos desencadenan peleas y luchas en época de celo por el control de las hembras y desde luego, salvo el instinto de supervivencia, el resto de sus sentidos son tan salvajes como en su hábitat natural.

En la actualidad por su enorme calidad, las instalaciones del Parque de la Naturaleza de Cabárceno están entre las mejor valoradas por los organismos que vigilan las condiciones de vida de los animales.

El Parque de la Naturaleza de Cabárceno está concebido con **fines educativos, culturales, científicos y recreativos**, habiéndose convertido en uno de los mayores atractivos turísticos del norte de España.

Los más de **20 Km de carreteras** que surcan el parque nos conducirán a los diferentes recintos a través de maravillosos desfiladeros, apacibles lagos y sugerentes figuras rocosas. Además, por todo el parque existen numerosas zonas de aparcamiento y sendas que nos permiten descubrir rincones de gran belleza.

El Parque de la Naturaleza de Cabárceno es un **lugar ideal para pasar el día en familia** ya que dispone de numerosas zonas de recreo, merenderos, miradores, rutas botánicas, cafeterías, restaurantes, parque infantil...

Temporada baja

Del 01/10 al 31/03

(Ambos inclusive, excepto Semana Santa, los puentes, fines de semana y festivos del año).

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Adulto individual	16€	23€
Infantil individual **	9€	14€
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Tarifa escolar ****	11€	11€

Temporada alta

Del 01/04 al 30/09

(Ambos inclusive más Semana Santa -de lunes a domingo-, todos los puentes, fines de semana y festivos del año. La organización se reserva el derecho de modificar actuaciones y horarios).

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HORARIO DE ACCESO AL PARQUE

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9:30 a 18:00 h.

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24, 25, 31 de diciembre y 1 de enero

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Se podrá permanecer en el parque **hasta las 20.00 h.** / You may remain in the park until 20:00 h. / Le parc ferme ses portes à 20 h.

¿Te gustaría saber cómo trabajan los veterinarios y cuidadores del parque?

¿Cómo curar un elefante o un rinoceronte blanco?

¿Visitar el interior del recinto de osos pardo, el más grande del mundo, en 4x4 o ser cetrero por un día?

Entonces no te puedes perder nuestra

Visita Salvaje

ESTARÁS ACOMPAÑADO POR UN EXPERTO EN TODO MOMENTO DESDE LAS 10 HASTA LAS 17 H y visitarás rincones donde solo los cuidadores tienen acceso.

POST-MEDIATION REFLECTION (10 min)

Group feedback

- How challenging was it to act as a mediator having to mediate from a leaflet?
- Was the time provided for the preparation enough, 5 min to read the leaflet or write questions and to get your ideas organized for the mediation practice?

And the 10 minutes for the mediation practice? Could you perform your task without time-pressure?

Individual feedback

Take a few minutes to reflect on the next two points.

- Which strategies, from the following, did you need to use to complete the mediation task?

Adapt the language

Simplify information

Make reference to previous knowledge

Clarify information

Define concepts

Summarize

Rephrase

Translate

Comment

Adapt the message to the recipient

Take notes

Ask the recipient questions

- Were there any expressions that you wanted to use, but you don't know their equivalent in English?

Make sure to write down all those words and expressions that you would like to remember and use from now on.

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2. Rewrite these sentences so that the meaning doesn't change, using the words in brackets.

1. I guess you could sign up for one of the special activities available if you don't mind missing the other shows.

a. (provided)

b. (providing)

2. Imagine you could come a second day, then you would be able to do both things.

a. (suppose)

b. (supposing)

3. I'd like to sign up for that activity in which you pretend to be a vet for a day, if I can skip the falconer part.

a. (as long as)

MEDIATION PRACTICE (10 min per round + 5 min preparation)

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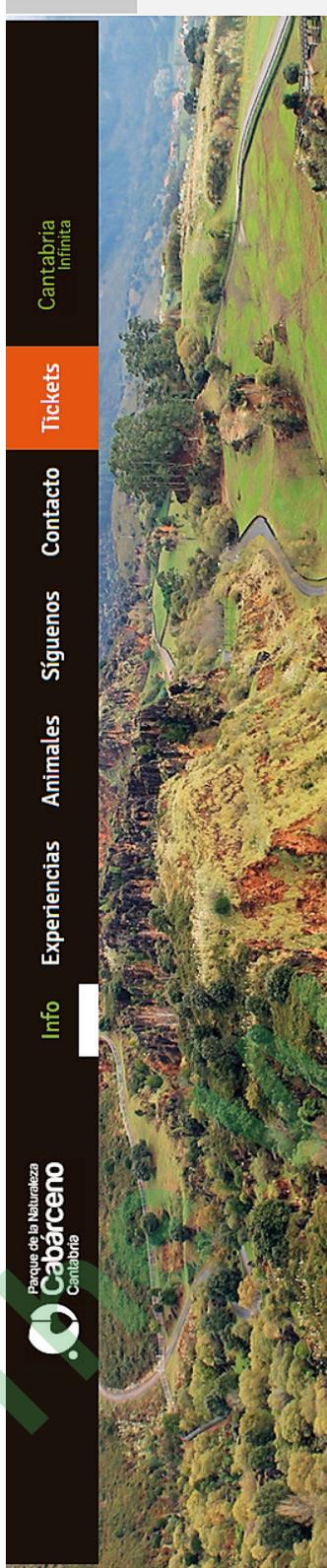
EXAM TIP

Ways to show that you have mastered level B2: use level B2 structures in every Mediation Practice.

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Cabárceno website - Tickets section

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Group feedback

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The Way Experience