

UPPER INTERMEDIATE B2 LEVEL



These language learning activities are designed to help students reflect on how language connects to the issue of bias.

The activities provided are suggestions to support you in adapting the modules of the program to meet the unique needs and goals of your students. They are intended to spark engagement, critical thinking, and thoughtful reflection on language use in the context of bias and community.

We hope these resources serve as a helpful guide as you facilitate meaningful discussions and learning experiences in your classroom.

About Global Nomads Group

For over 25 years, Global Nomads Group has leveraged technology to host digital safe spaces for young people around the world to share their stories, challenge assumptions, engage with and learn from each other, and, by doing so, foster a more just world.

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Upper Intermediate B2 Level

Imagine you are visiting Washington D.C. for the first time. You walk a while, but you get lost! You have to ask for help from a stranger.



Make a list of characteristics of the kind of person you would ask help from. For example:

- Someone who is a local
- Someone who is intelligent
- Someone who is patient

Now, explain why you would look for someone with these characteristics in this situation. **For example:**

I would look for someone who is a local because they would know the city well.

Tip: Because this situation is hypothetical, you have to use the modal verb, “would,” when explaining why you would look for them.

Upper Intermediate B2 Level

I had assumed..., but now I think...

Make a list of three new things you have done this past year. For example, maybe you tried Chinese food for the first time, or maybe you adopted a dog or cat. Do you remember your initial assumptions? Fill in the following table with what you **had assumed before** doing the new thing and what you **think about it now**.

The new thing	What you had assumed	What you think now
Adopt a cat	Cats are dirty	Cats are kind and good company

Now, write sentences using the following structure:

I had assumed that..., but now I think that...

Example:

I had assumed that cats are dirty, but now I think that cats are kind and good company.

Upper Intermediate B2 Level

Now that you've interacted with your peers from the United States and progressed through the modules, take some time to reflect on what you thought **before** this experience, and what you think **now**.

Copy the following graphic and fill it in with your ideas and comments. In the left column, list out what you thought of the United States and its people before this experience. Then, in the right column, list out what you think of the United States and its people now that you've started this experience.

I thought that	Now I think
What did you think of the U.S. and its people before the exchange?	What do you think of the U.S. and its people now during the exchange?

Great! Now, create sentences using what you wrote and write them in the column on the right in order to compare and contrast what you thought before and what you think now.

For example:

I thought that people from the United States were not nice, but ***now I think*** that they are very kind.

You can also use the following grammatical construction, they have the same meaning!

I used to think that people from the United States were not nice, but ***now I think*** that they are very kind.

