

LESSON PLAN • SPEAKING + READING + WRITING

Respecting Others

Listening well when people disagree

LEVEL	DURATION	CLASS
B1-B2	60 minutes	Older teens / adults

Objectives

By the end of the lesson, students will be able to:

- Identify respectful and disrespectful responses in a disagreement.
- Use paraphrasing to show understanding before responding.
- Negotiate one fair rule for a shared space.

Materials

Student worksheet (pages 3–4), board or shared screen, pens; optional timer. All reading texts and scenarios are original fictional classroom examples.

Language focus

Active listening, paraphrasing and polite disagreement

1. Warm-up (5 minutes)

Ask: What is the difference between agreeing with someone and respecting them? Gather examples from everyday life.

- Pairs share a short example; take two or three responses without putting anyone on the spot.

2. Language preparation (8 minutes)

Write the sequence on the board: listen -> paraphrase -> ask -> respond. Model "So you are saying...", "Have I understood?", "I see it differently because..."

- Students choose two useful expressions from the language bank on page 4 and rehearse them in pairs.

3. Reading for meaning (10 minutes)

Give students the fictional case on page 3. Read independently, then underline the main problem and the response. Ask learners to explain the case in one sentence.

- Do not provide the answer key yet; invite two different summaries.

TEACHER PLAN • CONTINUED

Teaching sequence

Respecting Others • B1-B2 • 60 minutes

4. Guided practice (12 minutes)

Students complete the five-item vocabulary match and four reading questions on page 3. Check in pairs first, then review answers as a class.

- Ask for the sentence or detail in the reading that supports each answer.
- For faster groups, ask whether the characters could have chosen another respectful solution.

5. Communicative task (15 minutes)

Use the role-play on page 4. Give each participant one minute to prepare their position; complete the discussion and agree on an action.

- A group project member regularly arrives late. One student wants strict consequences; another wants flexibility.
- If working in threes, an observer records one effective expression and one suggestion for improvement.
- Learners present their agreed decision briefly to another pair.

6. Writing and feedback (7 minutes)

Students complete the page 4 writing task (90–110 words). Prioritize a clear point and practical example over perfect grammar.

- Ask students to underline one target-language expression and check whether their proposal answers the prompt.

7. Exit ticket (3 minutes)

Each learner writes one sentence explaining what they would change in the case and why. Collect two examples or ask for a volunteer summary.

Differentiation and classroom care

Support: allow preparation notes and sentence frames; pair less confident speakers with supportive peers. Stretch: require a counterargument, a limitation or a measurable next step.

Distinguish respect from agreement; do not frame tolerating harassment as a necessary compromise.

Assessment

Look for (1) accurate understanding of the case, (2) two appropriate topic expressions, (3) respectful turn-taking, and (4) a specific, justified recommendation.

Optional extension / homework

Observe one disagreement in a fictional film scene and rewrite two lines more respectfully.

STUDENT WORKSHEET • 1/2

Respecting Others

B1-B2 | Read the case, work with key vocabulary, and check your understanding.

A. Read the case

Fictional classroom case study

Two students share a study room after class. Mara likes quiet because she has online lessons. Leo practises presentations aloud and believes speaking helps him learn. At first, both feel the other person is being selfish. When Leo begins talking, Mara interrupts and says, "You never think about anyone else." Leo replies, "You are always complaining." Their argument gets louder. The next day, a classmate suggests a different approach.

Each person has one minute to explain their needs without interruption. Mara learns that Leo cannot practise at home. Leo learns that Mara must listen carefully to her online tutor. Neither person was trying to cause trouble. They decide that Mara can reserve the quiet room on two afternoons, while Leo can use it for spoken practice at other agreed times. They also put a sign on the door to show when someone has booked it. Their opinions do not become identical, but they now understand each other better and have a practical arrangement.

B. Vocabulary match

Match the words (1–5) to the definitions (A–E). Write the correct letter.

WORD	DEFINITION
1. interrupt ____	A. a particular way of seeing a situation
2. boundary ____	B. an agreement in which both sides give something up
3. perspective ____	C. to speak before someone has finished
4. acknowledge ____	D. to show that you have heard or understood something
5. compromise ____	E. a limit a person asks others to respect

C. Check your understanding

1. What did both students assume at first?

2. Which comments made the conflict worse?

3. What listening rule did the classmate suggest?

4. What compromise did they reach?

STUDENT WORKSHEET • 2/2

Speak, decide, write

Respecting Others • B1-B2

D. Role-play and decision

A group project member regularly arrives late. One student wants strict consequences; another wants flexibility.

ROLE A

Student A: explain how lateness affects the group; ask for a reliable plan.

ROLE B

Student B: explain a genuine scheduling difficulty; propose a realistic alternative.

Your decision: Agree on a two-sentence group agreement that is both clear and fair.

Useful language

- If I understand you correctly,...
- I can see why that matters to you.
- My concern is...
- Could we agree on...?

E. Writing task

Write a 90-110-word message after a disagreement. Paraphrase the other person's concern and suggest one compromise. Use the lines below or continue on separate paper.

F. Reflection

Which phrase helped you communicate respectfully or clearly? What would you improve next time?

TEACHER KEY

Answers and teaching notes

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B. Vocabulary matching

1 C · 2 E · 3 A · 4 D · 5 B

C. Reading comprehension — suggested answers

1. That the other person was being selfish.
2. "You never think..." and "You are always complaining."
3. One minute each without interruption.
4. Agreed quiet and speaking times, with a booking sign.

D. Speaking task — success criteria

Agree on a two-sentence group agreement that is both clear and fair.

- Each speaker states a concern without personal attacks.
- The pair acknowledges at least one trade-off or limitation.
- The final decision names a specific action or safeguard.

E. Writing — sample response

I understand that you have commitments after school and that arriving on time is difficult. At the same time, the rest of us need to begin the project together. Could we agree on a fixed start time and allow online updates if someone is late? That way, we can keep working while everyone still has a chance to contribute. We could review this agreement after our next meeting. If it is not working, we should talk again calmly instead of blaming one another. I appreciate your willingness to find a solution together.

Teacher reminder

Distinguish respect from agreement; do not frame tolerating harassment as a necessary compromise.

Further practice

Observe one disagreement in a fictional film scene and rewrite two lines more respectfully.