

Teaching the feedback lesson

Teacher notes | PF1 | Suggested A2-B1 | Adults and teens

Aim: learners give a specific reader question, respond to advice with a reason and improve the relevant part of an invitation. The focus is whether the invited classmate knows how to join. This is feedback training with supplied facts, not a test of independent invitation writing.

Print or share

Give pages 1-2, one copy per learner. Page 3 is for a later 10-15-minute check or optional homework. Keep teacher pages 4-6 private. The separate learner files have no answer models. No recording or personal writing is required. Keep first attempts and revised parts so both roles can be reviewed.

Minutes	What to do
0-5	Talk about helpful comments. Check place, reply and optional using unrelated examples. Set the single reader focus.
5-12	Learners read the facts and message on page 1 individually, then compare comments. Hear a reason from each learner.
12-18	Check A-F. Model one reader question about a vague phrase. Each repairs one weak comment.
18-25	Use the four response choices and comments G/H on page 2. Check that learners can disagree with part of the advice or ask for missing facts.
25-37	Run both reader/writer turns on page 2. Stop after one comment per turn; each writer changes only that part.
37-43	Readers explain what is clearer. Teacher gives one focused point; learners try the comment or sentence again.
43-45	Collect each learner's comment, writer choice and revision. Set page 3 for later.

Support without taking over

For A2, accept "Where?" as a starting point, then practise "Where do we meet?" or "Could you give the place?" Allow oral comments and keyword records. For B1, ask for a phrase from the draft and a reason. Keep attention on meaning before uncertain grammar corrections. The teacher checks disputed facts and language.

Online and one to one

Share learner pages separately and keep dated drafts. In pairs, swap roles at the stated point. One to one, alternate reader/writer roles with the learner; make sure the learner gives a comment as well as responding. Continue with fictional samples if learners do not want to share their writing. Timings need trying in class.

Answers for Alex's invitation

Teacher notes | Share models after learners try

Page 1 comments

Letter	What to discuss
A	Kind but too general. Name what worked, for example that Saturday is clear. Praise can help when it is specific.
B	A judgement without a reason or next step. Replace it with a question about one phrase.
C	Jo is a named classmate. This formal opening does not help Jo find out how to join.
D	Useful: it asks for a clear place and start/finish times.
E	Useful: it asks what "soon" means for the reply.
F	Wrong requirement: bringing a game is optional and games are provided.

The two useful comments are D/E. Jo already knows there is a games afternoon on Saturday. Accept a repaired weak comment such as "Where is the usual place?" or "What should I bring?" when it points to the draft and fits the reader focus.

Page 2 choices

G: Change part. Use the request for the exact time, but keep the friendly named greeting. For example: "I'll add 2-4 pm, but Hi Jo is right for my classmate." H: Ask. The facts do not include a full address. "I need to check the street address before adding it." A useful question does not give permission to invent the answer.

For D, Use it can lead to "Meet us in the community room at Green Lane Library from 2 to 4 pm." For E: "Please reply to me by 6 pm on Friday." For F, Leave it can mean rejecting the compulsory-game suggestion while clarifying the choice: "You can bring a game if you like; games are provided."

The choice needs a reason, not a single compulsory label. A learner may ask a sensible clarification before using advice. Accept that route if the facts stay accurate.

A full invitation for comparison

Hi Jo, Would you like to come to our free board-game afternoon on Saturday? We are meeting in the community room at Green Lane Library from 2 to 4 pm. You can bring a favourite game if you like, but we will have games there. Please let me know by 6 pm on Friday if you can come. Thanks, Alex.

This model repairs several gaps. One reviewer turn only needs a useful comment and the matching changed sentence. Do not require a learner to make every change in the full model at once. After both turns, note other gaps for later.

Answers for the later task

Teacher notes | Keep the first attempt before helping

Page 3 possible exchange

Reader: "Sunday is clear, but near the park doesn't tell me where to meet. Could you give the meeting point?" Writer: "Use it. I'll name the place from the facts." Change: "Meet me at the main gate of Riverside Park." Reader: "Now I know where to meet; I still need the start time."

Other useful comments can ask about the vague morning time, reply deadline or whether a phone camera is enough. A corresponding change must keep Sunday, 10.30 am–12 noon, main gate, phone camera allowed and reply to Sam by Saturday 5 pm accurate. Do not insist on a separate camera when a phone camera is allowed, or invent an entrance fee.

A full invitation for comparison

Hi Kim, Would you like to join our free photo walk on Sunday from 10.30 am to 12 noon? Meet me at the main gate of Riverside Park. A phone camera is fine. Please reply by 5 pm on Saturday if you can come. Thanks, Sam.

If the comment asks about the meeting point, a clear meeting-point sentence is enough for that turn. Note other gaps for later. A question about the full address can be useful, but the source supplies no address to add.

Keep evidence from both roles

What did this learner do	Comment or example
Pointed to a phrase and asked a useful question	
Checked the advice against the facts	
Explained a writer choice and changed the relevant part	
Said what the reader could understand afterwards	

Record prompts, oral rehearsal or teacher corrections. A better final message alone does not show who gave useful feedback. One supported sample does not establish a writing level or lasting independence. Try the routine with another suitable draft later.

Use the routine again

Agree a reader, purpose and one focus; save the original draft; use the four writer choices; change one part and reread. For a story, focus on understanding an event rather than applying an invitation checklist. Do not pressure learners to share personal writing.

Teaching background checked 21 October 2026: British Council TeachingEnglish, Peer and self-assessment. Its speaking activity models narrow feedback and role changes. These writing examples and tasks are our own. <https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/peer-and-self-assessment>