

## Give a comment that helps

Learner page 1 | Read the message as a new classmate

What helps you more: "Great!" or a question about one unclear part? Talk to a partner. In this lesson, help a writer make an invitation easier to follow. All people, events and messages are fictional.

### What Alex wants to say

Alex invites Jo, a new classmate, to a free board-game afternoon on Saturday, 2–4 pm, in the community room at Green Lane Library. People can bring a favourite game, but games will be provided. Jo should reply to Alex by 6 pm on Friday.

### Alex's first message

Hi Jo, We are having a games afternoon on Saturday. Meet us at the usual place after lunch. Bring something if you can. Tell me soon. Thanks, Alex.

### Which comments would help Jo join

| Letter | What a reader says                                                                                                             |
|--------|--------------------------------------------------------------------------------------------------------------------------------|
| A      | Great!                                                                                                                         |
| B      | Your writing is bad.                                                                                                           |
| C      | Change the opening to Dear Sir or Madam.                                                                                       |
| D      | I can see it is Saturday, but I don't know which place or what time. Could you name the place and give start and finish times? |
| E      | "Tell me soon" makes me unsure when to reply. Could you give a reply date and time?                                            |
| F      | Say everyone must bring a game.                                                                                                |

1. Read the whole message. What does Jo already know? Point to a phrase.
2. Choose two useful comments. Which words in Alex's message do they refer to?
3. Which comment invents a rule? Check the facts above.
4. Rewrite one unhelpful comment as a clear, respectful question.

Try: I know... / When you say..., do you mean...? / Could you tell me...? Ask about the message, not the person. Check your choices with the teacher before page 2.

# Help and be helped

Learner page 2 | Both partners take both roles

## The writer can choose

| Choice      | What you can say                          |
|-------------|-------------------------------------------|
| Use it      | That helps. I'll change...                |
| Change part | I'll use this part, but...                |
| Ask         | What do you mean? / I need to check that. |
| Leave it    | I'll keep this because...                 |

## Try two more comments

Use Alex's facts on page 1. G: "Give the exact time and change Hi Jo to Dear Sir or Madam."

H: "Add the full street address." Which choice could the writer make for each? Explain why. Do not invent an address.

G: \_\_\_\_\_ H: \_\_\_\_\_

## Take turns with Alex's message

- Both read page 1 again. Partner A is the reader first; B plays Alex, the writer.
- A gives ONE comment about the place or time. B checks the facts, chooses a response and rewrites that part. A reads it and says what is clearer.
- Swap roles. B gives ONE comment about when to reply; A plays Alex and changes that part. Use the original draft again.
- Each person completes the record below for their writer turn. You can speak your comment and write only keywords.

## My writer turn

My partner's comment and the phrase it refers to

\_\_\_\_\_

My choice and reason

\_\_\_\_\_

My changed sentence

\_\_\_\_\_

Reader: What can Jo understand now? Is any detail still missing?

\_\_\_\_\_

Useful words: reply = answer a message; optional = you can choose; a reply deadline = the last time to answer. If a correction seems uncertain, ask your teacher.

## Try another invitation

Learner page 3 | Use later or for optional homework

### What Sam wants to say

Sam invites Kim, a new classmate, to a free photo walk on Sunday, 10.30 am–12 noon. The meeting point is the main gate of Riverside Park. A phone camera is fine. Kim should reply to Sam by 5 pm on Saturday.

### Sam's first message

Hi Kim, Let's take some photos on Sunday. Meet me near the park in the morning. Bring your camera. Please answer when you can. Thanks, Sam.

### Give your own comment first

Work on your own before comparing. What does Kim already know? Name a phrase. Then choose ONE unclear part that could stop Kim joining. Write a helpful question. Keep the first version before getting help.

What Kim knows already

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My comment and the unclear phrase

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### Play the writer

In class, swap comments with a partner. At home, use your own comment. Play Sam: choose Use it, Change part, Ask or Leave it. Check the facts and explain your choice.

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Rewrite only the part the comment is about. You do not need a whole new invitation.

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Read the change as Kim. What is clearer? What might still need another comment?

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After checking with your partner or teacher, improve one comment or sentence. Keep both versions. If you reuse the routine with your own writing, share only something you are comfortable showing.

# 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>