

Use feedback to support revision

Teacher page 4 | Keep teacher pages 4 and 5 separate from learners

WFR1 | Main worked task B1, adults and teens | About 35-40 minutes. Support A2 writers with oral planning, shorter messages and the phrase bank. For B2, reduce support and compare reader relationships. The routine adapts to other levels and genres, but the supplied task is a short workplace request.

Prepare and share

Give learners pages 1-3 only. Keep the model answer on page 5 unseen until after the first revision and reader check. For online use, share the separate learner PDF; keep dated draft and revision copies. No recording or extra task writing is needed.

When	What learners do
0-7 minutes	Use page 1 to distinguish facts known by the writer from facts actually in the draft. Choose a useful feedback comment and explain why.
7-14 minutes	Draft on page 2. Include the room, group size, day, slot, reason, reply deadline and who tells the group. Note support used.
14-19 minutes	A reader names one success and asks a focused question. The writer explains one agreed revision target. Check uncertain peer advice.
19-28 minutes	Revise on page 3. If language blocks the change, model one structure, practise it briefly and return to the draft.
28-35 minutes	Readers complete the action notes using only the revision. Compare with the task facts. Writers explain one change and its effect; retry one unclear sentence.
35-40 minutes	Show the model if useful. Agree one small language focus and a later check, or use the time for a slower writing pace.

Keep feedback manageable

The main target is making the request usable. Several facts may need adding to meet that target; do not add a list of unrelated grammar corrections. If the learner already includes every fact, check a real issue such as unclear reference or the requested response. Do not manufacture an error to fill the sheet.

We can follow a learner's explanation with What would Jo do next? We can also prepare the fact list, rehearse a sentence and then remove support. Both routes keep the writer responsible for the revision. Use PF1 separately if the class needs fuller peer-feedback training.

Adapt the reader check

One to one: take Jo's role and write what you can act on. Groups: exchange drafts and give one reader question; the teacher verifies advice. Online: comment beside the exact wording. For stories, change the action table to sequence, reference and intended effect. Ask before changing the writer's voice. Exam and academic writing require their own criteria.

Answers and a fresh writing task

Teacher page 5 | Show models after learners have tried

Page 1 answers

The draft tells Jo that a training room is needed, but not which room, group size, day, slot or reply deadline. The three rows are all no. Tell them does not clearly identify who should inform the group and contradicts the intended allocation if taken as a request for Jo to do it. Comment B identifies reader needs. A imposes formality; C gives no specific next move.

One possible room request

Model after the reader check

Subject: Room 3 request for Thursday

Hi Jo,

Could you book Room 3 for our training session on Thursday from 10 to 11 am? There will be six of us. Room 2 is unavailable.

Please confirm by 12 noon on Wednesday. I will let the participants know once you have confirmed the booking.

Thanks,
Alex

Accept any natural wording that keeps the facts and actions. Room 3 is a request, not an already confirmed booking. On names the event day; by sets the latest reply time. Can you book is also an appropriate request to a familiar colleague.

A new task for a later lesson

Display or read only this task, with fresh copies of pages 2-3. Do not share this whole teacher page or show the model first.

New task facts

You are Sam. Write to Lee, a familiar colleague who lends equipment. Ask for three microphones for a Tuesday workshop from 2 to 3 pm. Ask Lee to confirm by Monday at 10 am. You will collect the microphones at 1.45 pm on Tuesday. Do not say the equipment has already been booked.

For this task, change the reader-check headings to equipment and quantity; day and use times; reply deadline; who collects and when. Keep the reader, purpose, facts and support comparable if comparing the two samples.

Possible fresh task answer

Hi Lee, could you lend us three microphones for our workshop on Tuesday from 2 to 3 pm? Please confirm by 10 am on Monday. I will collect them at 1.45 pm on Tuesday. Thanks, Sam. Accept natural alternatives. Check that collection is before the workshop and confirmation is requested beforehand.

Record the actual text and support used. A better supported revision does not prove independent learning. Editorial checks are complete; classroom timing, interest and later use still need observing.