

Giving Feedback (scenarios)



Phone survey

Hello! This is Samira calling from Star Computing customer service. You recently bought a laptop from Star Computing. I have 3 quick questions to ask you about the service you received. Do you have 5 minutes to answer some questions?

Yes, that's ok

Thank you. On a scale of 1 to 5, 1 being the worst and 5 being the best, please can you respond to these statements?

- 1. There was a good range of laptops available for you to choose from.* (5)
- 2. The sales person listened to what you were saying.* (3)
- 3. The sales person was able to answer all the questions you had about the laptop.* (4)

Learner feedback survey



One to One Learner Feedback Form

Your feedback will help us improve Home Tutoring at English Language Partners.

Please answer these questions.

Circle (O) the best answer:

- The learning with my home tutor is
Too easy 😞 Just right 😊 Too hard 😞
- The tutor teaches the things I want to know
Yes 😊 No 😞
- I would like to learn

Skype call quality survey



How would you rate the overall quality of this video call?

Your feedback will help us make Skype better.

- ★★★★★ **Excellent**
Perfect, clear no problems
- ★★★★ **Good**
Minor problems, hardly noticed them
- ★★★ **Fair**
Had some problems that affected the call
- ★★ **Poor**
Had several problems; really affected the call
- ★ **Very bad**
Problems so bad the call was impossible

Cancel

Giving feedback – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 9 of this document.

Warm up – before you look at the picture sequence

If you have already filled in an ELP feedback form with your learner, discuss the occasion. What questions are asked, how easy or difficult was it to fill in the form? Alternatively discuss occasions when you have given feedback to friends or to organisations.

Focus on key vocabulary (see page 9 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the pictures (Lower level), or brainstorm words with the learner (Higher level).

Focus particularly on descriptors for feedback:

On a scale of 1 to 5, 1 being the worst and 5 being the best
Too easy Just right Too hard
Excellent Good Fair Poor Very bad

To revise the latter two, put them onto cards, jumble them up and then put them back in order.

Questions stories (See pages 11-12 for suggested questions)

Ask a series of questions relating to the pictures. The learner's answers can guide them to describe what is happening in each picture. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the pictures. Learners often get more practice answering than asking questions.

Jumbled descriptions – reading

Cut up the text on page 13 into strips. Each strip relates to one of the pictures. Jumble up the strips.

Look at the pictures and ask the learner(s) to match the appropriate sentence to the right picture.

Responses

Look at the pictures where oral feedback is required. Brainstorm some responses that could go into the empty speech bubbles- e.g:

- *Oh no, you look very nice! or We-eel, it is a bit short, isn't it.*
- *Yes, that's good. Where can I find it?*
- *No, it's delicious, honestly!*



Point of view:

Write a description for each picture from one person's point of view (for the owner of the new haircut, or the person who made the cake).

Gapped text:

Gap out some words in the text on page 10 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)
Jody is in the _____ with her baby. There is a woman at a stand offering _____ of Yoyo Yogurt. Jody tries a sample of a _____ called 'Pineapple Lumps'. The woman asks her what she thinks. Her _____ will let Yoyo Yogurt Company know what customers think about their product.
- or "grammar" words: e.g. prepositions
Jody is _____ the supermarket _____ her baby. There is a woman _____ a stand offering samples _____ Yoyo Yogurt. Jody tries a sample _____ a flavour called 'Pineapple Lumps'. The woman asks her what she thinks. Her feedback will let Yoyo Yogurt Company know what customers think _____ their product.
- or articles
Jody is in _____ supermarket with her baby. There is _____ woman at _____ stand offering samples of Yoyo Yogurt. Jody tries _____ sample of _____ flavour called 'Pineapple Lumps'. The woman asks her what she thinks. Her feedback will let Yoyo Yogurt Company know what customers think about their product.

Listening practice: True/false

Say some sentences about the pictures, some true, some false: e.g. *the woman in the third picture has made some biscuits* (False); *The woman in the first picture has had a new haircut* (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, she hasn't made a biscuits, she's made a cake.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Extension activities

ELP feedback form

Fill in the ELP Feedback form. Talk to your local branch about when the best time to do this is.

Learner feedback survey

 ENGLISH LANGUAGE PARTNERS NEW ZEALAND
Working with Māori and Pasifika

One to One Learner Feedback Form
Your feedback will help us improve Home Tutoring at English Language Partners.
Please answer these questions.
Circle (O) the best answer:

- The learning with my home tutor is
Too easy ☹️ Just right 😊 Too hard 😞
- The tutor teaches the things I want to know
Yep ☹️ No 😊
- I would like to learn

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Traffic light feedback - Getting everyday feedback from your learner.

Sometimes it is hard to be sure that your learner has understood the lesson or feels comfortable with what you have covered – this can be more pronounced in a class. One possible solution is to use the traffic light feedback card on the left below – ask your learner to point to one of the lights after completing an activity so you know where you stand.

You can use the feedback cards on the right in a class to encourage learners to help each other – Use of their first language can be allowed or even encouraged in this activity.



If you feel that your learners would have trouble understanding the English here, you can use [Google Translate](https://www.google.com/translate) to render the text into their own language. It may not be perfect but it should be comprehensible.

Filling in feedback forms

Google “feedback forms” and select “Images” You will find a selection of feedback forms for various products that you can practise filling in. Highlight the kind of vocabulary you can expect to find on each form.

Feedback language

The BBC World Service has some programmes teaching language for giving feedback. Some examples are:

- [Making positive and negative comments](#),
e.g. *What I like about this is...* vs. *Perhaps a weakness of this is that...*
- [Making recommendations](#)
e.g. *You might want to... If I were you...*
- [Asking someone to change their behaviour](#)
e.g. *I hope you don't mind me mentioning this but... would you mind not...*

Talking about appearance

[This video on "What not to say"](#) has an interesting discussion on phrases to avoid when discussing someone's appearance:

- *You look tired.*
- *You've lost weight.*
- *You look so skinny!*
- *You look good for your age.*
- *I could never wear that.*



Before watching the video, look at the phrases. Would you say any of these? Is there any reason not to say them? What is another way of paying a similar compliment?

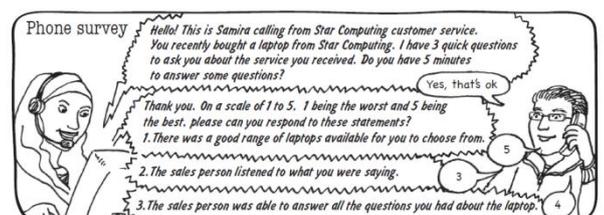
Then watch the video and check your predictions. Do you agree with what the presenter says? What suggestions are there for other good ways of paying compliments ?

You can also read [the article from Real Simple magazine](#) that the presenter refers to.

You could follow up with looking at the [BBC's "How to" programme on responding to compliments](#).

Telemarketers

ELP has another sequence story called Unexpected Callers which covers how to respond to telemarketers and other unexpected callers.



New Zealand icons

Pineapple Lumps are a very typical New Zealand brand. Have a discussion about other New Zealand icons. You can find lots of examples if you search for New Zealand icons on Google Images; example:



for



Discuss the significance of these in New Zealand culture. If your learner was going to make a similar poster on his or her country, what would she choose to include and why?

You can also watch this [classic advert for Pineapple Lumps](#) which has some great idioms:

giving out stuff

sleep in

you've got to be quick around here

well done

sweet as

Conversation questions on technology and computers.

[Telephones](#)

[Computers](#)

[Technology](#)

[Digital revolution](#)

[Facebook](#)

[Social networking](#)

[Search engines](#)

[Websites](#)

[MP3s](#)

[Hacking](#)

[Cyberbullying](#)

[Identity theft](#)

More ideas [for worksheets about technology on ESL flow](#)



Baking a carrot cake – video

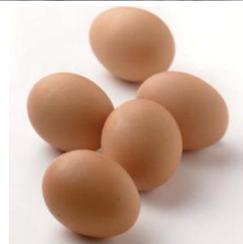
“Nicko’s Bakery” is an Australian YouTube channel with a good selection of straightforward cooking videos without distracting chat. The following procedure uses his [carrot cake recipe](#) but you can easily adapt it to any other cake.



- A. Brainstorm different kinds of cake – chocolate, carrot, banana, lemon, sponge etc.
What are some typical cakes from your learner’s culture?
- B. Discuss how to make a cake – what are the usual ingredients and procedure?
- C. Ingredients – match the pictures to the ingredient list

3 ½ cups SR Flour
2 tsp cinnamon
2 tsp nutmeg
2 cups sugar
2 ½ cups grated carrot
100g walnuts (chopped)
1 cup vegetable oil

5 eggs
300g sour cream
2 tsp vanilla
CREAM CHEESE ICING
300g cream cheese
1 tsp vanilla
2 cups icing sugar



- D. Teach your learner the meanings of these quantities:

1 cup –
½ cup
tsp.

tbsp.
100g
180°C

a few drops
a dollop

- E. Vocabulary – check that your learner knows the meaning of each of these words. The best way to teach them is by taking appropriate objects in and demonstrating the actions.

to sift (in)

to add (in)

to mix

to whisk

to stir

to line sthg (with paper)

to pre-heat (the oven)

to come out clean

to check

to burn

to leave to rest

to soften

to cream together

to work sthg around

to sprinkle sthg on sthg

chopped

crushed-up

grated

combined

creamy

wet ingredients

dry ingredients

some batter

a slice of cake

a bowl

a spring-form cake tin

baking paper

a (cake) skewer

an electric beater

- F. When you have finished the work on vocabulary, show your learner the picture of the finished cake.



Using the vocabulary and the ingredient list, predict how to make the cake. Then watch the video to check your predictions

- G. Make the cake together. Is there anything you might change? (e.g. add different spices, less/more sugar, add other ingredients such as currants or pineapple, etc.)
- H. Find words to describe it
What's it like? – rich, moist, lovely, delicious, tasty, sweet, light, home-made
- I. Practice the language for offering, accepting and refusing - e.g.

How about some (more) cake?

Would you like some cake?

Yes, please.

Sure. Thanks

Looks lovely. Thanks

Don't mind if I do.

No, thanks. I'm fine

I'm really full. Thanks anyway.

Looks delicious, but I'd better not.

No, but thanks for offering.

Giving Feedback – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

Target Vocabulary (see page 2)

Feedback, have one's hair cut, haircut, stand, sample, flavour, dreadful, baker, laptop, survey, customer service, service, scale, respond, statement, range, improve, service, learner, home tutor, hard, just right, rate, quality, overall, minor, fair, poor, several, affect, impossible

Text - Scenarios

Haircut

Lola meets her friend at a cafe. She has just had her hair cut. She asks her friend what she thinks of her haircut.

Yoyo Yogurt

Jody is in the supermarket with her baby. There is a woman at a stand offering samples of Yoyo Yogurt. Jody tries a sample of a flavour called 'Pineapple Lumps'. The woman asks her what she thinks. Her feedback will let Yoyo Yogurt Company know what customers think about their product.

Cake

Julie is at home with her friend and her friend's child. They are having a cup of tea in the kitchen. Julie has made a cake but she thinks it looks dreadful. She tells her friend she is a terrible baker. Her friend tries to make her feel better.

Phone Survey

Simon is at home. He recently bought a laptop from Star Computing. Samira from Star Computing customer service calls him to ask about the service he received at Star Computing. He agrees to answer her questions. He responds to the statements she reads out with a number from 1 to 5. His feedback could help Star Computing improve their service.

Learner Feedback Survey

Learners who have a home tutor receive this form from English Language Partners (ELP). ELP would like to know what learners think about their Home Tutoring experience. In statements 1 and 2, learners should choose the best answer for their experience with their home tutor. In statement 3, learners should write about what they would like to learn with their home tutor. Their feedback helps ELP improve their Home Tutoring service.

Skype call quality survey

After a video call on Skype, customers receive a 'Skype call quality survey' form on their computer. Skype would like to know about the overall quality of the call. Customers should select the box that best describes their call experience. Their feedback helps make Skype better.

Questions for *Question Stories* (see page 2)

Haircut

How many people are in the picture?
 Where are they?
 What has Lola just had done?
 Did she want a regular haircut?
 What does she ask her friend?
 What does her friend say?

Yoyo Yogurt

How many people are in the picture?
 Where are they?
 Who is Jody with?
 What does the woman ask her?
 Does she try a sample?
 Which flavour does she try?
 What does the woman want to know?
 What does Jody say?

Cake

How many people are in the picture?
 Where are they?
 What is Julie doing?
 How does she feel? Why?
 Does she think she is good at baking?
 What does her friend say?

Phone Survey

Who is in the picture?
 What are they doing?
 What has Simon recently bought? Where from?
 Who does Samira work for?
 Why is she calling Simon?
 How long will the survey take?
 Does Simon agree to do the survey?
 Does Simon think they was a good range of laptops to choose from?
 How do you know?
 Did Simon think the service was good or bad overall? How do you know?
 Why do you think Star Computing wants Simon's feedback?
 Have you ever received a call like this?

Learner Feedback Survey

- What can you see in the picture?
- Which company wrote the form?
- Who gives feedback on the form?
- What do learners have to do in questions 1 and 2?
- What do learners have to do in question 3?
- Why do ELP want the learners' feedback?
- Have you ever completed one of these forms?

Skype call quality survey

- What can you see in the picture?
- Which company wrote the form?
- Who gives feedback on the form?
- What do customers have to do?
- Why do you think Skype wants this feedback?
- Have you ever done a Skype call quality survey?
- Do you ever use Skype?

Descriptions for *Jumbled descriptions* (see page 2)**Photocopy and cut up.**

Lola asks her friend what she thinks of her new haircut. Her friend tells her what she thinks.

Jody tries a sample of Yoyo Yogurt at the supermarket. She tells the woman what she thinks of the new flavour.

Julie has made a cake. She thinks it looks dreadful. Her friend tells her what she thinks.

Simon recently bought a laptop at Star Computing. Samira calls Simon to ask him some questions about the service at Star Computing. Simon gives his feedback by responding to statements with a number.

English Language Partners give this form to their learners. They would like to know what their learners think about their Home Tutoring service. Learners give their feedback by filling in the form.

Skype send this form to their customers after a Skype video call. They would like to know about the quality of the call. Customers give their feedback by choosing the best answer.