Dear Margarita,

 How are you? I just got back from a trip to California. I went to visit my cousin, Isaac. Isaac lives in San Diego. I always go to visit him once a year. It usually takes about six hours to get there from Boston by plane.

 This year we drove to San Francisco for three days. We went sightseeing. I saw the Golden Gate Bridge and Pier 39. We also went shopping, and I bought souvenirs. It was a fun trip!

 Hope you are well. Write soon!

 Your friend,

 Alicia

**Ask your partner.**

Where did Alicia go?

Who did she visit?

How often does she go there?

How long does it usually take to get there?

What did she do there?

Dear Margarita,

 How are you? I just got back from a trip to California. I went to visit my cousin, Isaac. Isaac lives in San Diego. I always go to visit him once a year. It usually takes about six hours to get there from Boston by plane.

 This year we drove to San Francisco for three days. We went sightseeing. I saw the Golden Gate Bridge and Pier 39. We also went shopping, and I bought souvenirs. It was a fun trip!

 Hope you are well. Write soon!

 Your friend,

 Alicia

**Ask your partner.**

Where did Alicia go?

Who did she visit?

How often does she go there?

How long does it usually take to get there?

What did she do there?

Why use this activity structure?

This activity is great for multi-level students, but can benefit like-ability students as well:

* it gives students a reason to talk before writing
* It adds meaningful redundancy—more practice with the same language
* It helps students create meaning from the text
* It replicates a real-world scenario: comprehension questions are for learning English; telling or asking a friend about a letter that was received are things you might do outside the classroom.

Students can be paired:

* By level (lower-level reads the question, higher-level reads the letter)
* By audio/visual learning preferences
* As they finish reading independently
* Students can choose their own partner (you can ensure that people you think should *not* be partners are both readers or both questioners)

Other ideas

* The questioner can write the answers they hear, then scan the text to find the information.
* Students can work together or independently to answer the comprehension questions in the book.
* Follow up with more critical-thinking questions: How does Alicia feel about her trip? Do you think Alicia and Margarita see each other often? Etc.