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?

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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.