Student: I skateboard and I play hockey, but I'm not on a team.

Student: Do you watch hockey on television? Student: Yes. Lots. My favourite hockey team is the Ottawa Senators.

Student: Good team. Teacher: In my spare time, Madame does kickboxing, but I don't have a lot of spare time because Colin is on two hockey teams and Dylan does fencing [inaudible] mornings. So I don't have a lot of time.

Student: But do you like kickboxing?

Teacher: I love kickboxing! As Madame said, I do it twice a week with a group of friends. It's good for Madame.

Student: If you do kickboxing, it's a lot of exercise.

Teacher: Yes! So Madame has very strong muscles because I do kickboxing. Right?

Student: Me too. I'll start with Alexandra. Alexandra? Who is your partner?

Student: Alicia is my partner.

Teacher: Does Alicia do a sport in her spare time?

Student: Yes. In her spare time, Alicia does figure skating, but she… in the summer, she also plays soccer.

Teacher: Great. Does she like soccer?

Student: Yes, she likes soccer.

Teacher: Great. Alicia, who is your partner?

Student: Alexandra is my partner.

Teacher: Is there a sport that Alexandra does in her spare time?

Student: Yes. In the summer, Alexandra likes to play basketball and in the winter, she likes skating, but she doesn't skate.

Teacher: OK, great. Does she play on a basketball team or does she play just for fun with her friends? Student: I don't know because I didn't say [ask].

Teacher: Can you ask Alexandra maybe, if she plays on a team?

Student: Do you play on a team?
Student: No, but last year, I played on a team and this year, I'm going to try and play on the school team, but I don't know.

Teacher: Does Ben K. do a sport in his spare time?

Student: Yes, Ben K. does BMX and skateboards.

Teacher: Just like you? Student: Yes.

Teacher: Do you do it together sometimes?

Student: No. Teacher: No. This time, students, we need to choose a different partner to ask the same questions in order to get different answers. So choose yourself a different partner now. What do you think, students? I'm going to give you just like a few seconds to talk in your groups about the coach. About the coach. What do you think of the coach? OK. So talk about it together for one minute maybe.

Student: The coach isn't fair.

Student: I think the coach is very, very… How do you say “mean” [in French]?

Student: Pardon? Student: “Mean”? Student: I don't know.

Student: It's very, very… it's no good because he thinks that just with a pin??, he… Samuel is no good at basketball.

Teacher: Do you think he is not a good person?

Student: I think he is not a good person.

Teacher: Why do you think that, Rowan?

Student: Because he tells Samuel that he can't play because he doesn't have another arm.

Teacher: Another arm.

Student: Yes.

Teacher: What does that tell you sometimes about adults?

Student: It says that it's just a…

Teacher: Does this tell you something about adults, maybe in the lives of children?

Student: Yes, but I don't know the word to explain it.

Teacher: Can you think of another way to explain it? Can you think of another one? Instead of just asking Madame how to say it, can you think of another way to explain your ideas?
Student: No, I don't know the word in English also.
Teacher: Oh, you don't know the word in English either?
Student: Yes.
Student: Ahhh, no. Teacher: But you think he is not a good person.
Student: Yes.
Teacher: What do you think, Sam?
Student: For the coaches?
Teacher: About the coach, yes.
Student: I think he is a good person, but he's just not... I think he is a good person, but I think that it's... He just doesn't like...
Teacher: Do you think he might be competitive?
Student: Yes.
Teacher: And that's that.
Student: That's a good word.

Teacher: Do you think that it's a good word? Is that the word you were looking for? Is that the word that you were thinking of or not?

Student: I didn't think about it again, but now when he says that, I think it's a good word.
Teacher: Great.
Student: The group decided that he is bad because he doesn't look at Samuel, but when he looks at Samuel during the game, he thinks that he's good, that he makes good passes and just because one of his arms is like cut off, he is so good for that.
Teacher: Great. Other groups? Alexandra? What did you discuss together?
Student: My group decided that he's not... the coach is not like a bad person, but he just needs to give Samuel a chance and he needs to think about what he's going to do with Samuel and he's not like... not nice; he's just not fair.

Student: I think that one thing that everybody needs [to do] is to try to say the words, and to try to say the word that is not the only word, like describe the word, if you need to say a word.
Student: You say, you need to listen and you need to repeat and that's like, good. It's not fair: “Oh, that's the word!” And the other day, what's the word… and the students repeat…

Teacher: To learn.

Student: To learn. Student: You do a lot with the hands.

Student: You say that you need to listen, because if you don't listen, you won't have a big vocabulary.

Student: I think that Madame uses a lot of expressions so everyone can feel comfortable because it's like a comfortable space.

Student: I think that's because Madame does the same thing over and over and over so we understand the word a lot more than if she said it only once.

Teacher: And now, ask Reilly this question.

Student: What is an extreme sport and why?

Student: I think that cliff jumping with a rope is dangerous because if you throw yourself with the rope, you can hit the cliff and… or you can break an arm or when you hit the water…

Teacher: Yes. It is. I heard that you’ve done this sport.

Student: Yes, I do this sport at Charleston Lake.

Teacher: Please ask this question to your elbow partner.

Student: I spoke with Vince.

Teacher: And what does he think?

Student: Vince thinks that base-jumping is an extreme sport because if your cord or your parachute is broken or doesn't work, you can be dead.

Teacher: Yes, you can die.

Student: You can die.

Teacher: Very good. Jazzy, who’s your partner?

Student: Emma is my partner.

Teacher: What does she think?

Student: She thinks that scuba diving is an extreme sport because a shark can like eat you.
Student: You think that this sport is dangerous or perilous? You don't pull on the parachute at the last minute; you can die because you'll fall to the ground very quickly.