

Organizing Intensive English Camps: With activities based on Gardner's Theory of Multiple Intelligences

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Reference Data:

Halvorsen, J. (2005). Organizing Intensive English Camps: With activities based on Gardner's Theory of Multiple Intelligences. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) *JALT2004 Conference Proceedings*. Tokyo: JALT.

Intensive English camps, where the purpose is to provide opportunities for attendees to communicate entirely or mostly in English in a time from one day to one week can increase motivation for studying English. This paper will discuss intensive English camps from the organizer's perspective. Topics covered include the following: Why intensive English camps, activities, staff, follow-up, selecting a venue, planning a menu, plan B, and budget.

1から4日の集中英語キャンプは出席者に高い参加意識や生涯学習への興味を起こさせます。著者は就学前の児童から年配者まで広い年齢層に対応できるよう。20年以上キャンプの経験のある人が選ばれるべきでしょう。話し合うべき次のような項目がある: Activities、スタッフ、補助者、キャンプ地の選択法、食事の準備、代替案、分担する仕事。

Intensive English camps where the purpose is to communicate in only or mostly English from one day to one week can lead to increased motivation on the part of the participants and a life-long interest in learning English. This paper discusses intensive English camps from an organizer's perspective. Topics covered include the following: Why intensive English camps, Activities, Staff, Follow up, Selecting a venue, Planning a menu, Plan B, and Budget

Why Intensive English Camp?

There are three main reasons the author uses intensive English camps. The most important reason is they are fun for the participants and the organizer(s). The author believes this is the reason an intensive English camp increases motivation and further English studies.

Secondly, organizers are free to concentrate on one aspect of language learning, such as pronunciation or writing an English resume, or they can use activities from all four skill areas. Thirdly, the informal camp style helps students relax. As they focus on communication instead of making mistakes, they develop a greater willingness to use English.

Activities

It is generally camp activities that participants remember. The author uses Gardner's Theory of Multiple Intelligences (Brualdi, 1999; Gardner, 1983, 1999; Lazear, 1999) as one basis for activity selection. Gardner proposes eight distinct intelligences that are found in varying degrees in each person. These intelligences are linguistic, musical, logical-mathematical, spatial, body-kinesthetic, intrapersonal, interpersonal, and naturalist.

Gardner (1983) argues that individuals learn in different ways and that teachers need to be aware of this to increase the chances of student success. Gardner sees a cultural difference in emphasis of the different intelligences. He uses the example of Japanese society where there are a number of ways to balance the personal intelligences based on social status, age, and other factors.

The author believes that using activities from as many of the skill areas as possible will increase participant interest. He also believes that using activities not normally used in the classroom will also increase interest. One key factor in deciding activities is his motto *Do it differently*. Giving participants new experiences will be beneficial in the long run as they relate their camp experiences to their further study of English. Willis (1996) argues that tasks "should be goal-oriented activities in which learners use language to achieve a real outcome" (p. 53). This is an important factor for selection. A final consideration in activity selection is *Fun is good*, the motto of the minor league baseball team, the St. Paul Saints.

In drawing up a camp schedule the author plans free time into the day. Over-scheduling can lead to fatigue and a

"why bother" feeling among camp participants. Following are some possible activities related to each of Gardner's intelligences.

Linguistic

Obviously nearly everything undertaken at an intensive English camp will be linguistically related. Organizers can decide to concentrate on one aspect of language learning or include a variety of skills. The author has run camps based on single skills such as pronunciation with junior high school students and English drama with high school students in an English major course. For the pronunciation camp a popular activity was tongue twisters. Participants at the drama camp later performed an English play for the public.

Musical

In keeping with the *Do it differently* philosophy, the author organizes an *orchestra* for elementary school English camps. Each member of the camp is given a kazoo, bought in the U.S. at a toy store for about 30 cents each. Participants make their own *maracas* by filling PET bottles with pebbles, buttons, shells, beads, and other small items. A children's song, such as "B-I-N-G-O" is used as the camp theme song. Students have a great time singing and accompanying themselves. The author once used this activity and received feedback that attested to its success. Two weeks after the camp, he met the mother of one of the participants who complained that her eight year old daughter continues to drive the family crazy with her constant singing of "B-I-N-G-O" and instrumental accompaniment.

Mathematical-logical

An activity for using mathematical skills that requires no preparation is to have students learn the multiplication table in English. This is not easy. A set of cuisenaire rods is a valuable tool for teaching mathematics in English, as well as for other lessons (see Spatial below). Using the rods one can teach multiplication visually and kinetically. Bulaevsky (2003), <www.arcytech.org/java/integers/multiplication.html> provides excellent lesson plans for using rods in teaching mathematics. Logic activities are available from textbooks or photocopiable materials such as Rooks (1981). One favorite is the “survival” game where participants must choose people to save from among a fictional group of survivors after a disaster.

Spatial

Putting together jigsaw puzzles of the United States and completing a corresponding worksheet with questions that can be answered while looking at the map, and designing a city using cuisenaire rods (Parker, 1985) are activities that make use of spatial intelligence which the author has used at different intensive English camps.

Body-kinesthetic

This is one intelligence where intensive English camps can easily accommodate participants. Even elementary school children can learn activities taught in English and related to a different culture. The author has successfully used the sport of cricket with elementary children as young as eight (3rd grade). In Japan, the Recreational Cricket Association (RCA)

(2004), <www.cricket.ne.jp/rca> has excellent brochures and teaching resources. In many areas of the country, RCA members are willing to help with workshops. These members include excellent speakers of English from Japan and other countries as well as native English speakers.

Cricket has been used to teach sports-related vocabulary and culture from Britain and her former colonies. It is also an activity that participants remember and talk about when relating their camp experiences.

Other activities not normally available to students include canoeing, whitewater rafting, horseback riding, dog sledding, ice fishing, nature hikes and stargazing. Before going canoeing with college students, the author gives a lecture in English about the sport followed by a short quiz (Appendix 2). As the students at this particular camp received class credit for their experience, the grade on the quiz was reflected in their grade for the class, thus assuring everyone pays close attention during the lecture.

Intrapersonal

Intrapersonal intelligence involves the ability to understand and express one's feelings. For this intelligence the author requires students keep a journal during the camp. Students can use drawings, pictures, or collages, as well as words. With participants' permission, excerpts from journals are posted on a website set up by the organizers. See Appendix 3 for excerpts from a student journal and photos from the homepage (Sapporo International University, 2004) <www.siu.ac.jp/kokusai/kanayamako/profiles1.html>.

Interpersonal

The author usually divides participants into groups. This may even be done at an orientation session before camp begins. With elementary students in particular the author likes to have groups choose a name. They are encouraged to be creative. Some of the more interesting names include “Yellow Submarine” after the Beatles’ song, the “Oh-My” as in “Oh, my goodness!” and the author’s all-time favorite, “The Dead Skunks.” This last name was the result of a story told by the author of his less than pleasant encounter with a dead skunk. Although skunks are not native to Hokkaido, the students enjoyed the story enough to select that name. Groups are asked to make a banner, or poster with their group name and a logo. This helps build group identity and strong relationships. For students who have not met prior to camp, such group-building activities help promote a positive camp atmosphere.

Another easily used camp activity is the ever-popular “Find Someone Who.” Examples can be found in many textbooks including *English Firsthand* (Helgesen, Brown, & Mandeville, 2004). The author usually makes his own version prior to camp.

Natural

Natural intelligence activities are another area where an intensive English camp may be at an advantage over the traditional classroom. The author has taken camp participants on English nature hikes during the day and stargazing in the evening. Even in areas without abundant nature, students can still find activities that make use of this

intelligence, for example, clean up a neighborhood and use English to identify the different types of trash found.

With students of all ages the author has used English to teach simple camping skills. With university students he has made smoked food cookers using 10 liter salad oil cans.

Staff

The number and age of participants are important factors when deciding the staffing for an intensive English camp. As a general rule, the author uses one staff member for eight to ten participants. There should be a recognized *chain of command* while at the camp. The author likes to include native speaking guest staff if the budget permits. Native speakers can help with all aspects of the camp, but should have a clearly defined role in the camp program. Giving native speaker guests a schedule in advance can help them prepare for the camp. Besides regular teaching activities the author has taken advantage of special skills found among the staff and used them for additional activities. Some skills have included teaching how to make balloon animals, juggling, music, and bird watching.

Follow up

In order for the camp experience to have a lasting impact it is important that there be some type of follow up. This can take many different forms depending on whether participants will meet again as a group, or not. Recently the author has helped organize camps where student work is posted on the Internet. Norihito Kawana, a colleague of the author at Sapporo International University, deserves the credit for

this project. Writing is posted on the Internet almost as soon as it is completed. Students can read their own and others' postings. Camp photos are also posted on the web (Appendix 3) (Sapporo International University, 2004).

The author wants every participant to have a memento of the camp. Some of the items given to students in the past are a laminated certificate of participation, the above-mentioned kazoos and musical instruments, photographs, posters, and letters written at camp mailed after an interval of four months. The last activity involved students writing letters to themselves during a summer camp for elementary children. They gave these to the author along with a stamped self-addressed envelope. In late December, the author added a personal note and mailed the letters.

Camp reunions can be arranged when participants live near each other. The author has held several reunions at restaurants, karaoke boxes, classrooms, and at his house.

Participants enjoy reliving the camp experience and renew their enthusiasm for studying English.

If participants are in the organizer's classes, some of the camp activities may be used in class. These include singing the camp song, having camp participants teach non-participants how to make balloon animals, or playing some of the same games.

Having camp photos on display around school or the community is a good way to increase general awareness of the camp. At the author's university, photos are on display in several places. These displays take different forms. The author has framed enlarged photographs that he hangs in the university's Language Center, along with smaller laminated photos and laminated copies of the camp homepage. In

addition, the author has given photos to people who have helped him with the camp. For example, when he made smoked food cookers, he gave photographs of the project to the restaurant owner who supplied him with the cans and the hardware store where he received advice and supplies. Both places displayed the photos for a period of time.

How to select a venue

Several factors must be considered when selecting a venue. Among them are budget, age and number of participants, accessibility, availability, and aims of the camp program. Although a regular school classroom may be used, the author believes it is better to get outside of the school setting whenever possible. Many colleges have a seminar house that is available to staff members. There are also numerous government facilities, such as a neighborhood *kaikan* (neighborhood hall) that might be used overnight at a reasonable price. Churches, public campgrounds, and a sports center are also venues used by the author for intensive English camps.

The author has conducted camps where participants camped using tents and sleeping bags, but he prefers having an indoor base if possible. This makes it easier to plan activities regardless of the weather. The ideal is an indoor facility for sleeping, with access to outdoor areas for activities.

Planning a menu

The food at camp can be an especially memorable part of the entire experience. The author prefers to have participants help plan the menu and also help shop for food and other

supplies. Usually the author schedules an orientation day prior to the camp experience.

Participants are divided into groups with each group being asked to plan one meal, or more. The author provides possible menu ideas and suggestions on what can be done while encouraging students to be creative. Eating new foods is one of the *Fun is good* experiences that help make fond camp memories. Everyone in Japan has had curry rice, but it is less likely that participants have eaten lamb curry served with *nan* and Indian *chai* tea. Coupled with a morning session of cricket, the participants gain insight to life in an English speaking country. Giving students recipes in English is a way of having them use English to complete real-life tasks that they can use in the future (Willis, 1996) (see Appendix 2 for some camp recipes).

Plan B

To have several options when things do not go as planned, flexibility is necessary when scheduling. When weather prevents being outdoors, a good indoor activity is needed. Among the author's favorite options are making balloon animals, "Twister" and other games, teaching juggling in English, journal writing, and baking cookies.

It is also likely that no matter how well you plan you will forget something. Usually the importance of the item left behind is directly related to how difficult it is to replace or do without. Again flexibility is required, along with a sense of humor and a positive attitude. The author has replaced flour in a recipe with "aji no moto" (it mostly worked), and called on understanding friends to deliver needed goods.

Discipline problems and medical emergencies also necessitate patience and a willingness to take charge. All participants must have insurance. Most companies sell short term policies at a reasonable price. Every participant must sign a release form, or if a minor, have one signed by a parent or guardian. The form should clearly state the limitations of liability for the organizers.

Budget

Your budget will obviously have a large bearing on your camp. However, you can have a successful camp with even a minimum budget. The author has held overnight camps for elementary students in a public park using tents and sleeping bags, with a budget of 1,000 yen per person. Generally, he uses 15,000 to 20,000 yen as a per person budget for a two-night, three-day camp (Appendix 1). This includes transportation, lodging, food, activity fees, and guest teacher honorarium.

Conclusion

Intensive English camps are one way to create an interest in studying English. Although a fair amount of work is involved, the author believes it is worth the effort. The author has found that practice may not make perfect, but it will make organizing camps easier. He suggests organizers use the *Fun is good* and *Do it differently* mottos to plan activities not usually done in the classroom and he encourages others to set up camps for the benefit of their students.

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Appendix 1

Intensive English camp schedule for winter, including budget

Winter English Adventure in Tomamu

February 14 (Monday) – February 16 (Wednesday), 2005
Cost ¥16,000 (Must pay ¥10,000 by January 19)

Jerry Halvorsen 011- ETC-ETRR email: 0000@ooo.net
Norito Kawana 090-ETC-1234 email: 0000@0000.co.jp
Guests: CR (US, Female), ZP (US, Male)

Schedule:

Monday February 14

8:00 Meet at SIU
8:20 Bus to Lake Kanayama (Bring your own lunch for on the bus)
12:10 Arrive at Lake Kanayama
12:25 Ice Fishing
14:45 Bus to Minami-Furano Curling Rink

15:00 Curling
 17:00 Bus to Tomamu
 17:30 Check in at Tomamu and Orientation
 18:00 Free time and Cooking
 18:30 Dinner (Italian spaghetti, salad, garlic bread, dessert)
 20:00 Fun in English 1 (Introductions and Schedule Explanation)
 21:00 Ofuro, games, talking
 23:00 Lights out

Tuesday February 12

7:30 Wake up
 8:00 Breakfast (cereal, fruit, juice, hot beverages)
 9:00 Fun in English 2 (Discussion and Activity Journal)
 11:30 Free time
 12:00 Lunch (hot dogs, snacks, beverages)
 13:00 Free time
 14:00 Meet at Polar Village
 14:10 Snowshoeing
 16:30 Free time or cooking
 17:30 Dinner (yakimiku, rice, s'mores)
 19:00 Night time Tomamu (Ice Village)
 21:00 Fun in English 3 (Discussion and Activity Journal)
 22:00 Ofuro, games, talking
 23:00 Lights out

Wednesday February 13

7:00 Wake up
 8:00 Breakfast (Oatmeal, cereal, fruit, juice, hot beverages)
 9:00 Cleaning and packing
 10:30 Bus to SIU
 12:00 Lunch (sandwiches)
 14:00 Arrive at SIU
 Follow up journal stories due on Monday February 21. Send by email.

What to bring:

Boots and/or comfortable winter shoes for walking and sitting outdoors, warm winter outer wear, warm inner lining wear (not cotton), gloves, stocking cap, sunglasses, sunscreen, indoor clothes (indoor shoes are a good idea), Ofuro equipment, toothbrush, snacks, a little spending money

Budget:

Smelt Fishing	¥4,000 (group of 10 or more)
Curling	¥200 (at least 16 people for 2 sheets of ice)
Bus	¥4,520
Tomamu Room	¥4,000 (¥2,000 x 2)
Tomamu village charge	¥500
Guest Teachers	¥1,000 (x 15) (SIU to provide partial funds for guests)
Food	¥2,780
TOTAL	¥16,000

(Guest teachers received ¥10,000 each plus their activities and other expenses.)

Appendix 2

Intensive English camp schedule for summer, including camp recipes and canoe quiz

Summer English Camp

Norito Kawana, Telephone: 090-ETC-01234 email: ooo@000

Jerry Halvorsen, Telephone: 011-ETC-01234 email: OOO@ooo

Guest teachers: C R, (US, female), GG (Bulgaria, male)

Schedule: (may be changed due to weather)

Thursday September 9

9:50 Meet at Lucky (make groups, shopping lists)

10:00 Shopping at Lucky

11:30 Return to SIU lunch (hot dogs)

12:30 p.m. Canoe safety talk, quiz, orientation to camp,

15:00 Finish

Friday September 10

8:10 Meet at Sapporo Station: Mr. Donuts North Exit

8:30 Train to Takikawa

9:21 Arrive in Takikawa

9:38 Train to Higashi Shikagoe

11:51 Arrive at Higashi Shikagoe

11:55 Bus to Minami Furano Sports Research Center

12:30 Center Orientation and lunch (bring obento)

13:30 Canoeing

16:00 Clean canoes, prepare for yaki-niku party

17:30 Dinner (yaki-niku party, smoked cooking, s'mores)

19:00 Ofuro

20:00 Fun in English 1

21:30 Free time (star-gazing, popcorn, table tennis, talking, games)

23:00 Bed (Please let others sleep if you wish to stay awake)

Saturday September 11

6:00 Early bird nature walk or canoeing

7:00 Wake up

7:30 Breakfast (scrambled eggs, fruit)

8:30 Fun in English 2

10:00 Go-karts

10:30 Free time (tennis, hiking, games, etc.)

12:00 Lunch (sloppy joes, potato salad)

13:00 Free time (canoeing, tennis, hiking, games, etc.)

15:00 Fun in English 3

16:30 Break

17:00 Fried chicken cooking

18:30 Dinner (fried chicken, rice, pudding)

19:30 Ofuro

21:00 Fun in English 4

22:30 Bed

Sunday September 12

6:00 Early bird nature walk or canoeing

7:00 Wake-up

8:00 Breakfast (cereal, fruit)

9:00 Fun in English 5 (write reports)

10:00 Clean-up and making lunch (sandwiches)

11:00 Group picture

11:30 Leave

12:23 Train to Takikawa (lunch on the train)

14:15 Arrive in Takikawa

14:44 Train to Iwamizawa

15:26 Arrive in Iwamizawa

15:40 Train to Sapporo

16:18 Arrive in Sapporo

What to Bring:

TWO pairs of shoes, sandals. This is the most important item! Bring one pair of comfortable tennis shoes or aqua shoes for canoeing. These shoes may get wet. Canoeing barefoot is dangerous, as is canoeing in sandals, or boots. Please bring shoes, or sandals with straps. You will be walking some also, so bring comfortable walking shoes. Comfortable clothes or swimsuit for canoeing. Not blue jeans or skirts.

You may get wet! Change of clothes, Cap or hat, Sunscreen, Windbreaker or light jacket, Long pants or sweat suit, Bath items, towel, toothbrush, Insect repellent (Very important!), Tennis equipment (Including shoes), May be rented, except shoes, Fishing equipment, Games, Snacks (I love homemade cookies), drinks (no alcohol), Flashlight, Rain suit, umbrella (I hope we don't need this), A little spending money.

English camp recipes

Sloppy Joes Meat Sandwiches (USA)

1 1/2 lbs. (650 g) ground beef	1 tsp. dry mustard
1 large onion	dissolved in:
1 cup, or less, water	1 1/2 T. vinegar
1 tsp. brown sugar	10 oz. (300 g) ketchup
1 tsp. Salt	

Brown meat and onion. Mix water with brown sugar, salt, and the mustard dissolved in vinegar, and add to the meat mixture. Add ketchup. Let simmer 1 1/2 hours so it isn't too juicy. Serve on buns. Makes 12 large servings.

スラッピジョス (USA)

牛、また牛豚7:3、ひき肉650g	小匙1のドライマスタードを
大きい玉ねぎ 1つ	大匙の酢に溶かす1.5
水 1カップ	300gのケチップ
三温糖小匙 1	塩小匙 1

ひき肉と玉ねぎを炒める。ドライマスタードを酢の中に加えます。そして水、三温糖、塩、溶かしたドライマスタードをひき肉の中に入れて

て炒める。そしてケチップを入れます。90分ぐらい弱火でにます。20分ぐらい間隔で混ぜます。ハンバーガのパンにはさみます。12個分できます。

Sloppy joes are a favorite American party food. They are easy to make and are often served at large gatherings, or for school lunches. They can be eaten anytime. The left-overs can be saved and reheated.

S'mores (USA)

Graham crackers, chocolate bar, marshmallows. Toast 2 or 3 marshmallows over a flame. Place on 1/4 chocolate bar sandwiched between two graham crackers. They are called "s'mores" because as soon as you eat one you want some more!

Australian Chicken (Australia)

Use 8-12 chicken thighs or breasts, skinned and halved. Roll in a mixture of:

3/4 cup flour	1/4 tsp. nutmeg
1/2 tsp. salt	Dash of aji-no-moto or all-spice

Fry in a little hot salad oil until lightly browned on both sides. Cover with the following sauce.

Sauce: Combine-

2 cups of pineapple chunks
6 T sugar
4 T lemon juice
4 T Soy sauce

Simmer chicken in sauce for about 30 minutes.
Serve over rice. Serves 8-10.

Creamy Chocolate Pudding (USA)

2/3 cup sugar	1/4 tsp salt
1/4 cocoa	2 1/4 cup milk
3 T cornstarch	2 T butter
1 tsp vanilla	1 cup whipped cream and nuts

Combine sugar, cocoa, cornstarch and salt in medium saucepan; gradually stir in milk. Cook over medium heat, stirring constantly, until mixture boils; boil and stir 1 minute. Remove from heat; blend in butter and vanilla. Pour into individual serving dishes. Carefully press plastic wrap onto surface. Chill. Garnish with whipped cream and chopped nuts. Makes 4-5 servings.

Canoe Quiz

True/False

Indicate whether the sentence or statement is true or false.

- _____ 1. The people in the canoe should both face the same direction when paddling.
- _____ 2. You and your partner should paddle on the same side.
- _____ 3. The lighter person should usually sit in the stern.
- _____ 4. The person in the bow should enter the canoe first.

- 5. When steering the canoe, the person in the stern should angle his/her paddle on the port side and the person in the bow should paddle on the right side to make a left turn.
- 6. A windy day is best for canoeing.
- 7. The most common length for a 2-person canoe is between 14 (4.6 meters) and 17 feet (5.1 meters).
- 8. If you tip over in a canoe you should leave your canoe and swim for shore.
- 9. Wearing a life jacket is unnecessary on a calm day.
- 10. You rotate your thumb downward when using the J-stroke for paddling in a straight line.

Short Answer

11. Draw a picture of a canoe. Label the following:
1. bow 2. stern 3. gunwhales 4. seats 5. thwarts 6. rocker
 7. portside 8. starboard 9. keel 10. yoke

Canoe Quiz

TRUE/FALSE

1. ANS: T 2. ANS: F 3. ANS: F 4. ANS: T 5. ANS: T
6. ANS: F 7. ANS: T 8. ANS: F 9. ANS: F 10. ANS: T

SHORT ANSWER

ANS: as listed

Appendix 3

Intensive English camp photos and journal excerpt from the camp homepage <www.siu.ac.jp/kokusai/kanayamako/profiles1.html>.



Safety instruction comes first.



We are ready to take the canoes to the shore.



Feel so good!!



Everyone, on board!



We know how to paddle.



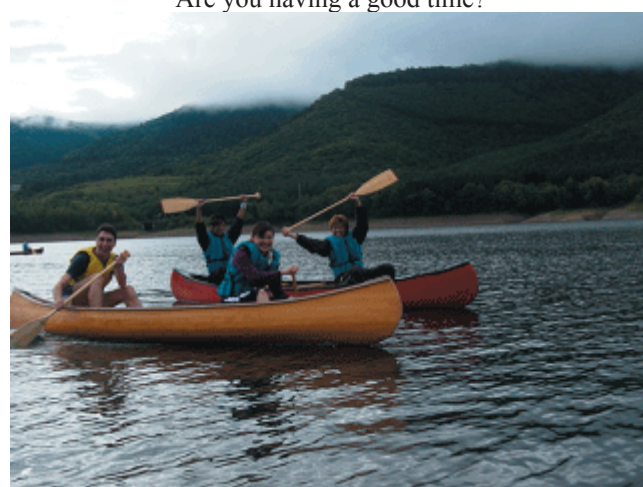
We are confident.



Are you having a good time?



You got long legs!!



We are pirates of SIU.



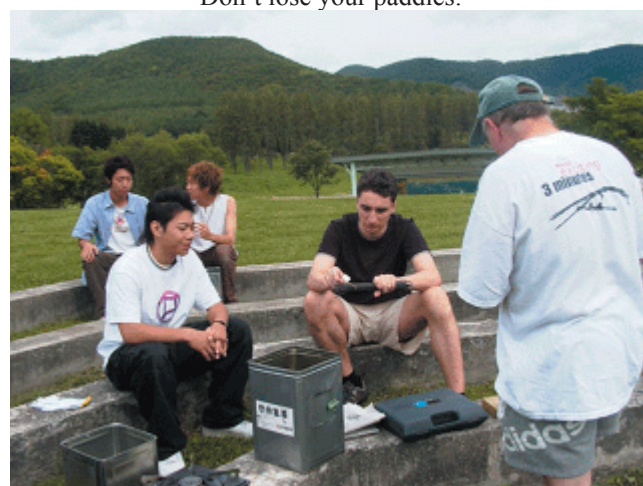
Which way to go?



Don't lose your paddles.



Are you comfortable?



Making a special can is difficult.



Team work is important.



This is a difficult part.



This is a special bag of chips for smoking food.



We are waiting for the smoked food.



Can you see the brown eggs?



This is our breakfast.



Say “Cheese!”



Cornflakes with milk and bananas!



Christy is good at cooking sausages.



Let's measure the level of water for the rice.



What did you put in the sandwiches?



We can peel, cut, and cook.



This is my favorite time.



Yakiniku time! Don't eat meat raw.



I eat only meat!



I am too shy to peel vegetables in public.



Their collaboration is great.

Through many activities the students made friends with each other and got confident in using English.

Study

Everyday we had study time. We wrote what we did on that day. We exchanged our ideas and had our paper corrected. Whatever we learned, we tried to use in conversation. It was so great to find the moments the instructors could understand what we said.



Let's write down what we did today.



Do you remember what we ate today?



We are involved in the same project.



What does the dictionary say?



Do you have any other ideas?



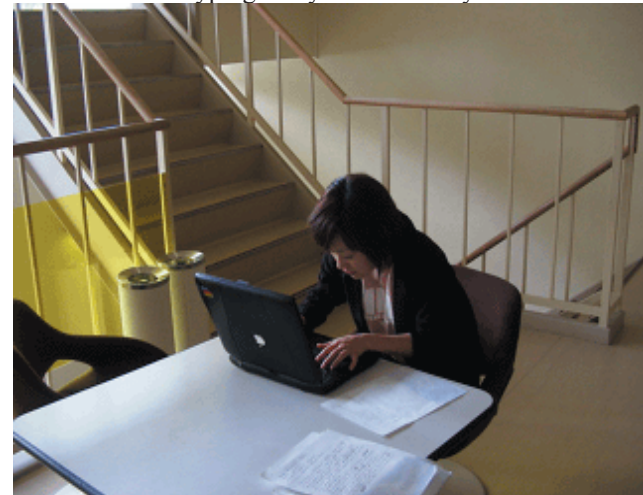
Okay. Let's take a break.



Typing is my favorite study.



I am a kind of sleepy. May I ...



I am careful in typing.



Everyone has their own duty.