

## (2) 岐阜県立池田高等学校における実践

### <授業実践>

#### 授業実践に向けての構え

今年度の課題は、英語で即興性のある会話や、自分の考えを自由に表現することができる「実践的コミュニケーション能力」を付ける指導である。中学校との授業交流で明確な指導目標と段階を追った指導の大切さを再認識し、1つの課(トピック)に以下のような活動を取り入れた授業実践を2年生のWritingの科目で行った。

- 1) トピックに関する短い対話活動をペアでする。
- 2) Conversational strategies\*の練習をペアでする。
- 3) ライティング課題として、必要な語彙を調べながら自分の意見を書き、関連する質問を3つ考えてくる。(宿題)
- 4) 友達のライティング課題を読み、3つ誤りを正し、コメントや質問を書く。
- 5) ライティング課題に基づき、ペアを変えて2 - 4分間のTimed-conversationを3、4回繰り返す。各会話の後、2分間で相手の話の要約を英語で書きとめる。
- 6) もう一度新しいペアで2 - 4分間の会話をし、カセットテープに録音する。(Taped-conversation\*)
- 7) 録音されたテープを家に持ち帰り、会話を聞き、内容を全て書き取る。(宿題)
- 8) 書き取った内容を基に、良かった所、悪かった所を振り返り、次回の目標を設定する。また、文法的な誤りを正し、会話のパートナーの評価もする。(宿題)
- 9) ライティング課題として、指摘された誤りを正し、さらに文章を書き足し、写真やイラストを添えて掲示発表する作品を仕上げる。(宿題)

Conversational strategies\* : トピックごとに、会話における聞き返しや相づちなどのストラテジーを2つずつ紹介し、練習する。

Taped-conversation\* : 各自カセットテープを持参し、小型のカセットテープレコーダーで会話を録音する。授業後、録音した会話を基に上記の7)8)の活動を通して自己評価をする。

#### 第1回授業交流研究会

【日時】2002年 6月14日 第6限

【公開授業】2年4組(22人)“Writing”

本時はTopic 4 “The World Cup”の第2限目で、4)から6)までの活動を行った。自分の意見を15文程度で書き、関連する質問を3つ書いてくるライティング課題を基に、ペアを替えて、3分間のTimed-conversationを3回繰り返した。3回繰り返す間に書いたものを見ないで会話ができるように努力させた。4回目の会話を録音し、宿題として7)8)の自己評価と9)のライティング課題を与えた。

#### 【授業研究会】

##### 1) 自己学習能力を高める指導

- ・ ライティング課題の点検や会話の録音による振り返りなど、相互評価や自己評価を中心にして進められたことがよかった。生徒自身による「気づき」を大切にすることができた。

##### 2) 4技能の統合と段階を追った指導

- ・ 宿題も含め、1時限の授業で「書く活動」「話す活動」「読む活動」「聞く活動」があった。
- ・ あるトピックについて「書くこと」「話すこと」を繰り返し、最後には、3分間の会話活動と写真やイラストを添えた200語程度のライティング課題を仕上げるという段階を追った指導であった。生徒のアウトプット量が多く学習者中心の授業であったが、このような段階を

追った指導に支えられていた。

### 3) 課題

- ・ 友達のライティング課題を読み、誤りを正す活動では、誤りを見付けることがまだ十分できていなかった。間違いやすい表現を紹介したり、チェックする文法ポイントを明示したりして誤りに気付かせる工夫をしたい。

## 第2回授業交流研究会

【日時】2002年 11月7日 第6限

【公開授業】2年4組(22人) “Writing”

本時は Topic 8 “The School Trip to Okinawa” の第2限目で、前回同様4)から6)までの活動を行った。友達のライティング課題を



読み、誤りを正す活動では、辞書を使いながら動詞に注目して誤りを3つ正すように指示した。今回、Timed-conversation は3分から4分にのびしたが、戦争や平和というテーマで自分の意見を述べなくてはいけないので、長さではなく自分の気持ちや考えをどのように相手に伝えるかという点で苦労していた。ジェスチャーを使ったり、他の表現で言い換えたりして何とか会話を続けた。ペアを替えて4分間の Timed-conversation を2回繰り返す間に、書いたものを見ないで会話できるように努力させた。3回目の会話を録音し、宿題として7)8)の自己評価と9)のライティング課題を与えた。(指導案と生徒のワークシート参照。資料1)

### 【授業研究会】

#### 1) 生徒の変化

- ・ 会話の長さが4分にのびたが、4分間が過ぎてもまだ会話を続けようとする姿があった。3)のライティング課題では自分で語彙を調べながら間違いを恐れずに多くの文が書けるようになっていた。9)のライティング課題では6月のころより大きな作品ができており、積極的に自分の考えを表現できるようになっている。

#### 2) 授業時間の自己評価(class-evaluation)とトピックごとの自己評価(self-evaluation)

- ・ 授業内の活動(interesting, useful)と英語使用(percentage)について毎時間自己評価するように改善した。1時間中ほとんど100%英語を話してがんばっている生徒を紹介することにより、身近な友達をモデルにして努力できるようになった。
- ・ 自己評価や相互評価による「気付き」を大切にし、自立した学習者を育成する指導目標に近づくことができた。

#### 3) 言語の使用場面

- ・ 授業の中で英語を使用する場面と時間が十分与えられていた。あるトピックについて友達と「話す」ために自分の考えを「書いておく」ことや、友達と「話す」度に会話内容が広がっていき、話した内容を基に友達に「読んでもらう」ためにもう一度「書く」という流れが定着しており、教室内で積極的なコミュニケーション活動が行われていた。

### <グローバル・スタンダードによる英語力診断>

【実施日】2002年11月6日 【受験者数】3年生 78名

【生徒の感想】・問題文の指示から全て英語による試験だったので驚いた。生の英語を聞く機会を増やしナチュラルスピードの英語を理解できるようにしたい。

### <イマ・ジョン・プログラム>

#### コンピュータ特別講座

【講師】アニメーションクリエイター（中国人）

【内容】1）パワーポイントを用いて英語による学校紹介のスライドを製作した。（夏休み）

2）講師のアニメーション作品を鑑賞した後、パワーポイントを用いてオリジナル電子絵本を一人一作品ずつ製作し、コンテストを開いた。（2月）

【生徒の感想】・ストーリーを自分で考えて英語にしていけることがとても楽しかった・絶対無理だと思っていたのに、コンピュータで絵を描きアニメーションの動きをつけ、ナレーションも録音して入れオリジナルの絵本ができたのですごく嬉しい・友達の作品を読むこともおもしろかった。

#### 国際理解講座

【講師】岐阜大学 留学生（出身国：中国、イラク、スリランカ、ミャンマー、エジプト）

【内容】1）自国文化の紹介をポスタープレゼンテーションで発表してもらった。（文化祭）

2）各クラスで自国文化の紹介を”Show and Tell”形式で話してもらった。（2月）

【生徒の感想】・愉快で優しい人達でとても楽しかった・その国がすごく身近に感じられ興味が出てきた・写真を見たり、民族衣装を着たりしながら話を聞いたのでよくわかった・言葉だけでなく、笑顔やジェスチャーを使えば話が通じることがわかり感動した・いろいろな国に行っている人々と話をしたくなった。そのために英語をがんばって勉強したい・「日本は平和でいい。平和な世界をつかってほしい」というイラクの人の言葉にこたえたいと思った。



#### リスニング上達講座

【講師】名古屋外国語大学 助教授（日本人）

【内容】映画“Back to the future”を用いてさまざまなリスニングストラテジーを学んだ後、ペアで1シーンを演じてパフォーマンスコンテストを実施した。（2月）

【生徒の感想】・映画で英語が勉強できてとても楽しかった・生の英語は速くて始めは聞き取れなかったけど、いろいろな活動をして繰り返し聞くうちに聞き取れるようになったので驚いた・リップシャドーイングは難しかったけど、慣れてくると映画をみながら聞き取れる英語を繰り返していた・役に立つ英語表現を楽しくたくさん覚えられてよかった・好きな映画で英語を勉強したくなった。

### <成果と課題>

#### 成果

- ・ペア活動を通しての自己表現活動や継続的なオーラルプレゼンテーションにより、英語で積極的にコミュニケーションを図る態度が育成された。（昨年度）
- ・パフォーマンステストの導入により授業の評価方法が大きく変わった。（昨年度）
- ・Writingの授業で実践的コミュニケーション能力の育成を図った。（今年度）
- ・録音した会話を基に自己評価をさせ、自立した学習集団を育成した。（今年度）
- ・80語程度の英作文で2分の会話しかできなかった生徒が、250語程度の英作文をつくり4分の自然な会話ができるようになった。（今年度）

#### 課題

- ・自由英作文からエッセイライティングへどのように発展させるのか。（来年度）
- ・会話活動からディスカッション、ディベートへどのように発展させるのか。（来年度）
- ・高校3年間を見通したカリキュラムをどのように作成するのか。
- ・実践的コミュニケーション能力の指導をどのように系統立てて推し進めていくのか。
- ・中学校と高校の連携をさらにどう深めるのか。

School: Ikeda High School  
 Instructors: Keiko Takahashi  
 Corinne Large

1. **Date:** Thursday, November 7, 2002 the 6<sup>th</sup> period (2:15p.m. -3:05p.m.)
2. **Class and Subject:** 2-4 (22 students), Writing
3. **Text & Teaching Material:** Students' Own Conversation Cards (Duane Kindt)
4. **Allotment: Topic 8: The School Trip to Okinawa**

### 1<sup>st</sup> period

- (1) Preparation: Set the English target
- (2) Song : "The Rose"
- (3) Warm-up: brainstorming # 1 worksheet
- (4) Introducing three questions: #1 worksheet
- (5) Practice conversational strategies: #2 worksheet
- (6) Class-evaluation: How interesting and how useful are the today's activities?
- (7) Homework: writing assignment #3 worksheet

### 2<sup>nd</sup> period (this period)

- (1) Preparation: Set the English target (Class evaluation sheet)
- (2) Song: "The Rose"
- (3) Checking homework: peer-correction #3 worksheet
- (4) Timed-conversation:( 4-minute timed-conversation and 2-minute summarizing) × 2 times  
#4 worksheet
- (5) Recording: taped- conversation (4-minute timed-conversation )
- (6) Class-evaluation: How interesting and how useful are today's activities? (Class evaluation sheet)
- (7) Homework: transcription and self-evaluation of the taped-conversation, writing assignment  
#5 #6 worksheets

### 5. Main Objectives:

- 1) To enable the students to use English to express their opinions and feelings.
- 2) To enable the students to develop confidence in using oral English through timed-conversation.
- 3) To inspire confidence in the four skills of English and to make writing more accessible through interesting topics in their life.
- 4) To encourage the students to be autonomous learners through peer-correction, writing assignments, self-evaluation and class-evaluation.

### 6. Unit Summary: Topic 8: The School Trip to Okinawa:

What did you learn? What can we do to make a peaceful world?

### 7. Main aims of this period:

- 1) To allow the students to think about "the battle of Okinawa" in English.
- 2) To allow the students to write original sentences based on their own personal experiences.
- 3) To enhance students' communicative ability through timed-conversation and essay writing.
- 4) To allow the students to learn conversational strategies such as "What does that mean? "  
"Do you know what I mean?" " I know what you mean."

## 8. Teaching Procedure

STAGES	STUDENTS' ACTIVITIES	TEACHERS' ACTIVITIES (AET & JTE)	POINTS FOR CONSIDERATION	EVALUATION	TIME
<b>Greeting &amp; Preparation for the class</b>	<ul style="list-style-type: none"> <li>-Bring the recorders and get ready for the class.</li> <li>-Write today's activities on the self-evaluation sheet and set the English target.</li> <li>-Have a small talk with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Walk around the class and check the homework, having a small talk with the students.</li> </ul>	<ul style="list-style-type: none"> <li>-To encourage the students to set up the goals to use 80%-90% English in class.</li> <li>-To encourage the students to study hard at home.</li> </ul>		5 min
<b>Song</b>	<ul style="list-style-type: none"> <li>-Listen to the teacher, paying attention to the changes in the pronunciation in connected speech.</li> <li>-Repeat after the teachers.</li> <li>-Read aloud the verse with the beats.</li> </ul>	<ul style="list-style-type: none"> <li>-Read aloud today's verse with the beat.</li> <li>-Have the students repeat after the teachers.</li> <li>-Read aloud the verse with the beat</li> </ul>	<ul style="list-style-type: none"> <li>-To familiarize the students with pronunciation and rhythm of English.</li> </ul>		5 min
<b>Warm-up Conversation</b>	<ul style="list-style-type: none"> <li>-Respond to the teachers' small talk.</li> </ul>	<ul style="list-style-type: none"> <li>-Have a small talk about "the school trip to Okinawa" and tell the students what we are going to learn today.</li> </ul>	<ul style="list-style-type: none"> <li>-To encourage the students to talk about what they learned from the school trip.</li> <li>--To make the aims of this lesson clear.</li> <li>-To make a peer-supportive atmosphere by introducing the conversation strategies.</li> </ul>		5min
<b>Main Activity (1)</b>	<ul style="list-style-type: none"> <li>- &lt;Peer essay correction&gt;</li> <li>-Read the partner's composition and make three corrections for him/her.</li> <li>-Write some comments on the essay.</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage the students to read carefully and make some corrections by using dictionaries.</li> <li>-Have the student to notice the language their partners use.</li> </ul>	<p><b>Developing Awareness</b></p> <ul style="list-style-type: none"> <li>-To encourage the students to notice some linguistic items from peer correction.</li> <li>-To encourage the students to notice some good points of the partner's composition.</li> </ul> <p><b>Autonomous learning</b></p> <ul style="list-style-type: none"> <li>-To encourage the students to learn some vocabulary from the partner's composition.</li> <li>-To encourage the students to use the dictionary when they make some corrections.</li> </ul>	<p><b>-Evaluate the students' writing assignments on the scale of A-C :</b></p> <p>A: 1) Write more than 20 sentences. 2) Write the vocabulary they need. 3) Write three new questions.</p> <p>B: 1) Write more than 15 sentences. 2) Write some vocabulary they need.</p> <p>C: 1) Write less than 15 sentences. 2) Write some vocabulary they need.</p>	10 min

STAGES	STUDENTS' ACTIVITIES	TEACHERS' ACTIVITIES (AET & JTE)	POINTS FOR CONSIDERATION	EVALUATION	TIME
<p><b>Main Activity (2)</b></p>	<p><b>&lt;Timed-conversation&gt;</b>  <u>Have a 4-minute conversation in pairs and summarize the conversation for 2 minutes.</u>   <u>Have a 4-minute conversation in pairs and summarize the conversation for 2 minutes.</u></p> <p><b>&lt;Recording&gt;</b>  Record a 4-minute conversation in pairs.</p>	<p>-Have the students talk in pairs for 4 minutes, using the conversational strategies.  -Give the students 2 minutes to summarize the conversation.</p> <p>- Have the students do another 4-minute conversation, changing partners.  -Give students 2 minutes to summarize the conversation.</p> <p>- Have the students do another 4-minute conversation, changing partners. Have them not look at the essay sheet when they talk.  -Give the students 2 minutes to summarize the conversation.</p> <p>-Have the students perform a taped-conversation.</p>	<p><b>Peer-supportive environment</b>  -To create a friendly and warm atmosphere.</p> <p><b>Recycling and changing partners</b>  -To give the students time to have the conversation about the same topic with different partners.  -To allow for students to become familiar with conversing in the topic.</p> <p><b>Conversation strategies</b>  -To encourage students to use the conversational strategies they have learned.  <i>"What does that mean?" "Do you know what I mean?" "I know what you mean."</i></p>	<p><b>-Evaluate the students' taped-conversation on the scale of A-C:</b>  A: Keep the conversation for 4 minutes, using many conversational strategies.  B: Keep the conversation for 4 minutes, using some conversational strategies.  C: Stop talking many times and fail to use the conversational strategies.</p>	<p>20 min</p>
<p><b>Class-evaluation &amp; Consolidation</b></p>	<p>-Listen to the teachers.  -Write the class evaluation sheet.  -Write the transcription of the taped-conversation, analyze their own conversation and write on the evaluation sheet by the next lesson.</p>	<p>-Make some comments on the topics and the students' conversations.  -Announce homework and conclude the lesson.</p>	<p><b>Autonomous learning</b>  -To encourage the students to notice the aim of the each activity when they do class evaluation.</p> <p><b>Developing awareness</b>  -to promote an environment where students can realize which newly-learnt strategies and expressions used and those they didn't use in the taped-conversation (so that they might use them again later.) when they analyze their conversation.</p>		<p>5 min</p>

The school trip to Okinawa

1. warm-up :Work in groups. Write down the words that describe those words and your feelings.

Gama caves

dark, hospital  
terrible, die  
no sun, no food  
Japanese soldiers

Sakima Museum

picture, war, big,  
base, baby, scary

The Kadena Air Base

plane, America  
soldier, wall  
big sound

The Himeyuri Monument

war, die, girl students.

2. Three Questions

What did you learn from the school trip?

1. What did you learn when you visited Sakima Museum ?

I learned we never cause war and we must  
make peaceful world without war.

2. How did you feel when you visited The Kadena Base?

I was very surprised because very big and large.  
There were many plane and waipane, I felt scary.

3. What can we do to make a peaceful world ?

We can speak. So, we ~~to take~~ <sup>talk</sup> with many people  
in the world, and we make many friends in  
the world.

## Conversation Strategies 8

## 1. Asking for an explanation

**What does that mean?      What do you mean?**

*Example*

A: Wars destroy everything.

B: Everything? **What does that mean?**

A: Well, people lose their lives, their families, their hopes and their dreams.

B: I see. We must stop fighting and killing each other.

\*Practice with your partners. Use the cards.

## 2. Seeing if your partner understands

This phrase is much more natural than "Do you understand?"

**Do you know what I mean?**

## 3. Showing you understand

**I know what you mean.**

**I see.**

*Example*

A: Wars destroy everything. People lose their lives, their families, their hopes and their dreams. **Do you know what I mean?**

B: **I know what you mean.** Specially children suffer a lot. We should stop fighting and killing each other.

\*Practice with your partners.



## The school trip to Okinawa

A

1.

We went to Sakima Museum. We saw big pictures. There were many dead people, many dying people and so on. The pictures ~~was very sad~~ <sup>made me feel sad,</sup> ~~I became sad too.~~  
I think, we don't never cause war and we must make peaceful world.

We went to The Kadena Base. I was very surprised, because very big and large. There were many planes and warplanes. Big sounds echoed near the base. The planes <sup>flown</sup> ~~flew~~ over the houses. I thought, that place was not Okinawa, that is USA.

We can talk. So, we talk and make many firends in the world. And, we must not forget the war.

Ayaka.

Very good!!

## 2. New Vocabulary

echo ... こだま。

over ... 上空。

## 3. Three new questions

o What is the best place for you?

### The school trip to Okinawa

1. First, I was very disgusting. Because I heard about "Okinawa war" before I <sup>went</sup> to Gama. Gama story was very misery. For example, Japanese soldier killed Okinawan people and many Okinawan people did "Group suicide". So I was very strange. But my friend hold my hand. So I was relief. In Gama was very big and dark. I found kitchen, disposition room. I <sup>felt</sup> was very strange.

2. I was interested in "The Himeyuri Monument". Because the history was about girl students. The students <sup>sent</sup> ~~send~~ as "Himeyuri Gakutoda". Girl students became nurse students. It was very hard and stern. "The Himeyuri Monument" display all students picture and many drug and robes. These give a vivid description of the battle.

3. We should cast away the weapon. And don't make a weapon. I want to call about a peaceful world. And I want to make a poster about a peaceful world. And everyone keep the peaceful world.

Mihoko  
Very good!

#### 2. New Vocabulary

- |                         |                            |  |
|-------------------------|----------------------------|--|
| • disgusting... 嫌な      | • disposition room... 又々置室 | • give a vivid description of the battle... 戦場の様子を生々しく語る |
| • misery... 悲惨な         | • nurse student... 看護学生    | • Weapon... 武器   |
| • Group suicide... 集団自決 | • stern... がくた             |  |
| • relief... 安心          | • display... てんじ           |  |
|                         | • robe... 着物               |  |

#### 3. Three new questions

- What did you think when you go to the "Gama"?
- Can you care of many soldier?
- What do you think make a weapons?

## Topic 8

## Timed-Conversation

Directions: Summarize the main points

Partner's name ( )

When she heard Gama story,  
she was very disgusting.  
She went to Gama

Partner's name ( )

She went to The Kadena Base.  
She saw a planes and some  
soliders. She not wanted  
to live there.

Check if you used the Conversational  
Strategies

- What does that mean?
- Do you know what I mean?
- I know what you mean. / I see

Check if you used the Conversational  
Strategies

- What does that mean?
- Do you know what I mean?
- I know what you mean. / I see



### TRANSCRIPTION FORM

M: How ya doin'?

C: O.K. How about you?

M: I'm sleepy. Because now is very hot.

C: Yes, me too.

M: By the way, Did you enjoy the Okinawa trip?

C: Yes, I enjoyed the Okinawa trips. My best memory is do went to Kokusai street. Do you remember?

M: I and friends went to the Kokusai street. Very interesting.

C: Yes.

M: By the way, We went to the Kadena Base. I was very surprised. Because, there were many planes or many warplanes.

C: Warplanes.

M: Did you see?

C: Yes, I see.

M: And, Big sounds echoed near the base.

C: I hear the sounds.

M: And, Many planes flown over to houses. Do you know what I mean?

C: Yes, I see.

M: How about you?

C: When I went to Himeyati, I learn war is terrible. And the Himeyati was watched at movie at school. Do you remember?

4-Minute Conversation

Topic: The school trip to Okinawa Date: November 7

Partner's name:

1. Here are three things I said about the school trip

We went to the Kadena Base. I was very surprised. There were many planes and warplanes.

We went to Sakima Museum. We saw a very big picture. There were many dead people and so on.

We can talk. We talk and make friends in the world.

2. Here are three things I said that I want to correct:

Example: I felt scary. → I felt scared

I think stop killing. → I think we should stop killing each other.

(1) I hear the sounds. → I heard the sounds.

(2) Many planes flown over to houses. → over the houses.

(3) The Himeyuri was watched at movie at school. → We watched the Himeyuri at movie at school.

3. I used conversation strategies such as .....

How ya doin? How about you. By the way. Do you know what I mean? I know what you mean. Nice talking with you. You too.

4. NOTICING my partner:

Useful things my partner said

suggestion for my partner

How about you? Do you know what I mean? Shadowing

She used shadowing many times. Her talk was very good.

5. Goals for next 4-minute conversation.

↑が、とて Shadowing を多々使ったし、とて上手だし、  
↑のよりに、Shadowing を、  
多々使ったし。

6. On a scale of A+A, B, C, F, I would give myself B for my part.



# OKINAWA



## The Kadena Air Base

We went to the Kadena Air Base. I couldn't imagine the base. So, I was very surprised. The base was very big and very large. There were many planes and warplanes. So, I became fearful. The people were walking near the base. That place was not Okinawa, that place is U.S.A. There are many houses, many building, hospital and school in the base. I thought, that place is the other country.

## Hotel

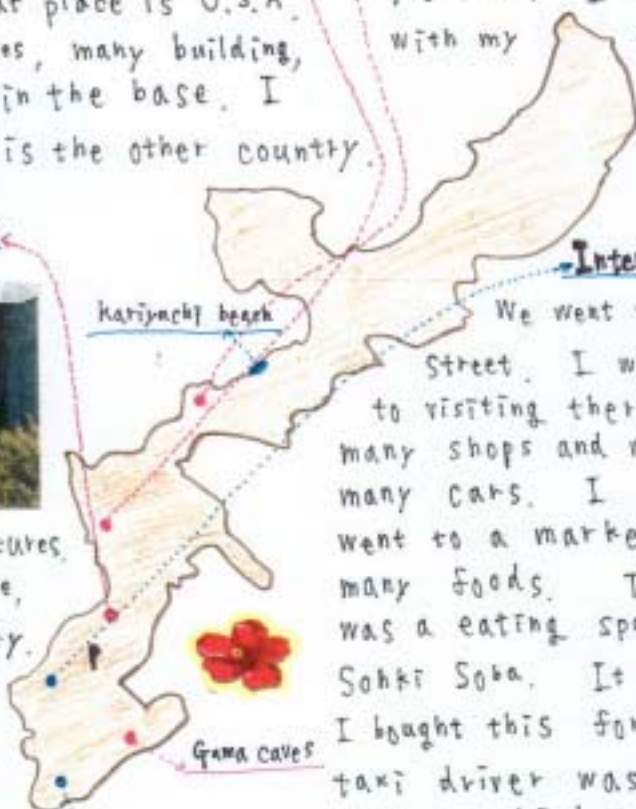
Our hotel's name is SUNMARINA hotel. This hotel was very big and beautiful. Our room was five floor. The ~~big~~ sight of veranda was very beautiful. But, the weather was not good, So, I couldn't see the color of the sea. I had a good time with my friends in hotel.



## Sakima Museum



We saw a big pictures. I became sad because, that picture was misery. There were many dead people and so on. Students were very seriousness. I thought, we don't never cause war. We must make peaceful world without war. We must tell the children about war.



## International Street

We went to International Street. I was looking forward to visiting there. There were many shops and many people and many cars. I and my friends went to a market. There were many foods. The second floor was a eating space. We ate Sohki Soba. It was very delicious. I bought this for my family. Our taxi driver was Mr, Higa. He was very kind to us. I was very happy. At the market, I felt Okinawan people is very kind too. I bought some souvenir. Then, the lady made cheap the souvenir. I want to visit Okinawa again. Next, I want to see the beautiful colorful sea.



# OKINAWA



## Sakima musium

There were many pictures in Sakima musium. The biggest one which shows about Okinawa war is very sorrowful & painful. People who draw in the picture looks as if they complain about something for us.



## Gama

"Do you know where is Gama?" The guide asked us. Then, he said "It is below of us." I was very surprised. Then, we went into the Gama. In the Gama I couldn't walk smoothly, and I couldn't watch everything well. I was sorry of the people who lived in the war. Because, they stayed here until the end of the war.



~ in the beautiful sky & the beautiful sea ~  
**Beautiful sea, sky & hotel '66**

It was my first experience to ride a plain and watch the sea! So, I was very impressed about them.  
Sumarina hotel was very great and very beautiful. I thought I can't leave here! There were beautiful beach, beautiful interior decorations, delicious foods and so on. I can't forget these beautiful things.



## Private Beach!

## Souvenirs

On the second day, I ate "saki-saba" which one of the Okinawan food. It was a little oily, but very delicious!  
Then, I went "okashi-gazen." There were many kinds of confectionery. I tasted a lot with my friends, and bought a lot! "sata-andagi", "chinsukou", "beni-sweet potato pie" and so on! Every thing were very delicious.



## I LOVE OKINAWA



## I WANT TO GO AGAIN