

**Task Name:** Self-Introduction at a New York University Campus Event

**Required Materials:** Genki Textbook Chapter 1, whiteboard or projector for vocabulary display, handouts with task instructions and vocabulary list, name tags (optional for role-play)

**Language Skills Practiced:** Speaking (producing sentences with “XはYです”), listening (comprehending peers’ introductions), reading (vocabulary and example sentences), writing (optional note-taking)

**Time Required:** 40 minutes

**Task Background and Problem Setting (in English):**

You are a new student attending an orientation event at a university in New York City (e.g., City University of New York or a local college). The campus is culturally diverse, and you need to introduce yourself to fellow students and faculty in Japanese class. The challenge is to clearly communicate your nationality, major, and basic background using only the vocabulary and grammar from Genki Chapter 1. Your goal is to create a short, accurate introduction that helps others remember you, while practicing the “XはYです” pattern in a realistic setting.

**Vocabulary from Genki Chapter 1 (to be used in the task):**

- わたし (I)
- あなた (you)
- ～さん (Mr./Ms.)
- アメリカ (America)
- にほん (Japan)
- かんこく (Korea)
- ちゅうごく (China)
- がくせい (student)
- せんせい (teacher)
- かいしゃいん (office worker)
- です (is/am/are)
- Example sentences: メアリーさんはアメリカじんです。たなかさんはがくせいです。

**Task Steps:**

**1. Warm-up and Vocabulary Review (5 minutes):**

- The instructor writes the “XはYです” pattern on the board, using examples from Genki Chapter 1 related to New York (e.g., “わたしはがくせいです” for a student in NYC). Students repeat aloud and practice with flashcards of Chapter 1 vocabulary.

**2. Pair Work Practice (15 minutes):**

- In pairs, students role-play as new students meeting at a NYC campus event. Each student must introduce themselves with at least three sentences using “XはYです”, incorporating their name (use ～さん), nationality (e.g., アメリカじん), and status (e.g., がくせい). They should ask each other questions like “あなたはがくせいですか?” to encourage dialogue.

**3. Group Presentation and Listening Activity (15 minutes):**

- Each pair presents their introductions to the class. Other students listen and write down one key detail about each presenter (e.g., “サムさんはアメリカじんです”). This simulates a networking scenario in a New York academic setting.

**4. Wrap-up and Feedback (5 minutes):**

- The instructor quickly reviews common errors and highlights correct usage of the pattern. Optionally, students can write their introduction on a card to display, reinforcing written practice.