

Task Name: New York Student Schedule Coordination Task

Materials Needed: Whiteboard or digital screen for vocabulary review, printed worksheets with time tables, pen and paper for note-taking.

Language Skills Practiced: Speaking (asking and answering questions about time), listening (comprehending time references), writing (recording schedules).

Time Required: 30-40 minutes.

Background & Problem: You are an international student in New York, planning to meet a friend from another university for a study session and sightseeing. However, both of you have different class schedules and daily routines. The problem is to coordinate your schedules to find a suitable meeting time that works for both, using time references in Japanese. This task simulates a real-life situation where time management and clear communication are essential in a busy city like New York.

Key Vocabulary (from Genki Ch.1-Ch.3):

- 何時 (なんじ) – what time
- 何分 (なんぶん) – how many minutes
- 午前 (ごぜん) – AM
- 午後 (ごご) – PM
- 時 (じ) – hour
- 分 (ぶん) – minute
- 起きます (おきます) – to wake up
- 寝ます (ねます) – to sleep
- 食べます (たべます) – to eat
- 行きます (いきます) – to go
- 来ます (きます) – to come
- 勉強します (べんきょうします) – to study
- 学校 (がっこう) – school
- 大学 (だいがく) – university
- 図書館 (としょかん) – library
- 友達 (ともだち) – friend
- 今 (いま) – now
- 毎日 (まいにち) – every day
- 朝 (あさ) – morning
- 昼 (ひる) – daytime
- 夜 (よる) – night

Steps:

1. **Individual Schedule Creation:** Each student writes down their own daily schedule for a typical day in New York, using time references (e.g., 午前7時に起きます。午前9時に大学へ行きます。). Include at least 5 activities with specific times, based on vocabulary from Ch.1-Ch.3.
2. **Pair Interview:** In pairs, students take turns asking and answering questions about their schedules to find overlapping free time. Use questions like 「何時に起きますか。」 「何時に勉強しますか。」 and record the partner's responses in Japanese.
3. **Time Coordination Discussion:** Based on the interviews, students discuss and negotiate a meeting time for a joint activity (e.g., studying at a library or visiting a park in New York). They must agree

on a specific time (e.g., 午後 3 時) and reason in Japanese, using phrases like 「午後 3 時はいいいですか。」「はい、いいです。」 or 「いいえ、午後 4 時はどうですか。」

4. **Schedule Presentation:** Each pair presents their coordinated meeting plan to the class, stating the agreed time and activity in simple Japanese sentences (e.g., 「わたしたちは午後 3 時に図書館へ行きます。」).