

Korean Speaking Activation Course

WEEK 1

Meeting Someone and
Keeping the
Conversation Going

**60-MINUTE
TEACHER LESSON**

**90-MINUTE
STUDENT PRACTICE**

**10-MINUTE
MIDPOINT BREAK**

WEEKLY PURPOSE

Introduce yourself, answer ordinary personal questions, and ask enough follow-up questions to sustain a short first conversation.

A. Weekly Overview

Speaking purpose

Introduce yourself, answer ordinary personal questions, and ask enough follow-up questions to sustain a first conversation.

Weekly outcome

By the end of Week 1, learners can:

- ☑ give a natural self-introduction of 60-90 seconds;
- ☑ ask and answer questions about name, origin, residence, work, study and family;
- ☑ describe several people using familiar job and relationship words;
- ☑ give a short answer, add one relevant detail and return a question;
- ☑ introduce a partner using five accurate facts;
- ☑ use a repair expression instead of immediately switching to English; and
- ☑ sustain a four- to five-minute guided conversation without reading a script.

Why Week 1 begins here

Self-introduction language is familiar enough to expose the real problem: slow retrieval. The content is deliberately ordinary. Learners must produce it promptly, listen to a partner and decide what to ask next.

Active target vocabulary - 32 items

All 32 items come from the controlled vocabulary bank. Learners have met much of this language before; Week 1 activates it through repeated production.

People and relationships - 12

Korean	Working meaning	Week 1 use
가족	family	personal information
친구	friend	personal information
어머니	mother	family description
아버지	father	family description
아들	son	family description
딸	daughter	family description
남편	husband	family description
아내	wife	family description
아이	child	family description
이웃	neighbour	people nearby
선생님	teacher	identity and work
학생	student	identity and study

Work and roles - 8

Korean	Working meaning	Week 1 use
직업	occupation/job	asking about work
의사	doctor	identity substitution
변호사	lawyer	identity substitution
예술가	artist	identity substitution
작가	writer/author	identity substitution
기자	reporter	identity substitution
배우	actor	identity substitution
가수	singer	identity substitution

Places - 5

Korean	Working meaning	Week 1 use
집	house/home	residence
아파트	apartment	residence
사무실	office	work location
학교	school	study or work location
대학교	university	study or work location

Actions - 7

Korean	Working meaning	Week 1 use
일하다	to work	ordinary present action
공부하다	to study	ordinary present action
배우다	to learn	current activity
가르치다	to teach	current activity
읽다	to read	current activity
쓰다	to write	current activity
말하다	to speak/say	conversation activity

The role nouns are a controlled substitution set. Learners use them to build retrieval speed and profile-card conversations. If a learner's actual occupation is absent, the teacher may supply that one personally required noun, record it as support language and return to the activity.

Target patterns

- N이에요/예요** - identity
선생님이에요. / 의사예요.
- N이/가 아니예요** - negative identity
학생이 아니예요.
- Place에서 왔어요 / Place에 살아요** - origin and current residence
호주에서 왔어요. / 멜버른에 살아요.
- Place에서 일해요 / 공부해요** - location of an activity
사무실에서 일해요. / 집에서 공부해요.
- N을/를 V-아요/어요** - ordinary present actions

한국어를 공부해요. / 책을 읽어요.

6 뭐, 어디, 누구, 몇 명 - ordinary information questions

직업이 뭐예요? / 어디에 살아요? / 누구예요? / 가족이 몇 명이에요?

These are retrieval targets, not invitations to lecture about every use of particles or present-tense conjugation.

Required support expressions

Korean	Meaning/Use	Status
안녕하세요	hello	opener
이름	name	introduction
살다 -> 살아요	to live	residence
오다 -> 왔어요	to come -> came/from	origin
한국어 / 영어	Korean / English	personal study or language answer
책	book	object for 읽다
몇 명	how many people	family question
그리고	and	simple extension
하지만	but	optional contrast
저도요	me too	listener response
그래요?	Really?/Is that so?	listener response
맞아요	That's right	confirmation
잘 모르겠어요	I'm not sure	repair
다시 말해 주세요	Please say it again	repair
천천히 말해 주세요	Please speak slowly	repair
뭐라고요?	What did you say?	repair

Personal names, actual place names and a learner's one necessary occupation noun are variable information, not active vocabulary targets.

Anticipated usage issues

- ☒ Use **이에요** after a final consonant and **예요** after a vowel: 학생이에요, 의사예요.
- ☒ Use **에서** for origin and an action location: 호주에서 왔어요, 사무실에서 일해요.
- ☒ Use **에** for residence: 멜버른에 살아요.
- ☒ Use **을/를** in the full model, but do not stop a natural exchange merely because a learner omits it where the meaning is clear.
- ☒ In **직업이 뭐예요?**, 이 marks the subject of the question.
- ☒ **가족이 몇 명이에요?** asks how many people are in the family. The answer may be **가족은 네 명이에요**.
- ☒ Do not repeat **저는** in every sentence. Establish the topic once and omit it while the meaning remains clear.
- ☒ Family details may be private. Learners may use a profile card or say **잘 모르겠어요** rather than disclose personal information.

B. Lesson 1 - Teacher-Led Speaking Lesson

Teacher objective

Model the Week 1 language, correct only what affects the week's targets, and move learners from a baseline introduction to an unscripted first conversation.

Facilitator note

Keep explanations brief and directly connected to this week's speaking targets. If an interesting cultural or language question falls outside the lesson, note it under "Questions for later" and continue with the planned activity.

Do not add cultural material, personal stories, photographs, extra grammar or general vocabulary. Every segment already has a speaking outcome. The lesson is full.

Materials

- ☒ Participant Handout 1: Weekly Language
- ☒ Participant Handout 2: Practice Grid
- ☒ A timer
- ☒ One observation slip per learner
- ☒ Blank "Questions for later" box

Timed plan - exactly 60 minutes

Time	Speaking outcome	Teacher action	Learner action	Correction focus
0-5 min	Produce a baseline introduction	Pair learners immediately. Say: "지금 아는 한국어로 1분 동안 자기소개하세요. 멈춰도 괜찮아요." Time one minute each, then collect one retrieval difficulty per pair.	Give a one-minute introduction; identify one slow item.	Observe only. Do not teach yet.
5-12 min	Hear and reproduce the core introduction	Model the seven core lines once naturally and once in chunks. Limit explanation to two minutes.	Shadow once, then personalise the seven lines.	이에요/예요; 예 and 예서; omission of repeated 저는.
12-20 min	Retrieve people and role nouns quickly	Run three-second identity substitutions: statement, question and negative. Mix family, teacher/student and job cues.	Produce the required form, then make one true or profile-based sentence.	Ending choice; 이/가 in negative identity.
20-29 min	Ask and answer origin and residence questions	Model two exchanges. Rotate pairs after four minutes and change place cues.	Ask where a partner is from and lives; add one place detail.	어디에서/어디에; 왔어요/살아요.
29-38 min	Talk about work, study and ordinary activities	Model 어디에서 일해요?, 뭐를 공부해요?, 요즘 뭐를 배워요? Run action substitutions, then personal answers.	Give a core answer, add one detail and ask a return question.	Present polite forms; action location with 에서; object particles in the model.
38-46 min	Describe family or an assigned profile	Model the family exchange. Give learners a choice of real information or a profile card.	Produce four relationship sentences and ask one family question.	몇 명; family noun retrieval; avoid forced disclosure.
46-56 min	Sustain a guided first conversation	Give pairs the seven-question path. Run one five-minute round, change partners, then repeat with prompts face down when possible.	Complete two conversations using core, extension and return.	Repair phrases; recast one target error and retry once.
56-60 min	Introduce a partner and identify one unstable item	Invite each learner to introduce a partner in 30-45 seconds, simultaneously in pairs if the group is large.	Report five accurate facts; record one slow item for Lesson 2.	Do not interrupt. Give one correction after the turn.

Core introduction

안녕하세요. 이름은 ____이예요/예요.

Hello. My name is ____.

____에서 왔어요.

I'm from ____.

지금 ____에 살아요.

I live in ____ now.

직업은 ____이예요/예요.

I'm a ____.

____에서 일해요.

I work at/in ____.

한국어를 공부해요. 요즘 ____도 배워요.

I study Korean. These days I also learn ____.

가족은 ____명이예요.

There are ____ people in my family.

Learners omit lines that are not true. They may use a profile card instead of disclosing personal information.

Compact form notes

- ☑ 학생 + 이에요 -> 학생이예요
- ☑ 의사 + 예요 -> 의사예요
- ☑ 학생이 아니예요 - I am not a student.
- ☑ 호주에서 왔어요 - origin
- ☑ 멜버른에 살아요 - residence
- ☑ 사무실에서 일해요 - place where an action occurs
- ☑ 책을 읽어요 - object plus action

Stop there. Week 1 does not need a lecture on copulas, topic and subject particles, or every use of 에 and 에서.

Identity and relationship substitution

Role	Statement	Question	Negative
선생님	선생님이예요.	선생님이예요?	선생님이 아니예요.
학생	학생이예요.	학생이예요?	학생이 아니예요.
의사	의사예요.	의사예요?	의사가 아니예요.
변호사	변호사예요.	변호사예요?	변호사가 아니예요.
작가	작가예요.	작가예요?	작가가 아니예요.
배우	배우예요.	배우예요?	배우가 아니예요.
가수	가수예요.	가수예요?	가수가 아니예요.
친구	친구예요.	친구예요?	친구가 아니예요.
이웃	이웃이예요.	이웃이예요?	이웃이 아니예요.

Action substitution

Core	Model sentence	Personalized question
일하다 / 사무실	사무실에서 일해요.	어디에서 일해요?
공부하다 / 집	집에서 한국어를 공부해요.	어디에서 공부해요?
배우다 / 한국어	한국어를 배워요.	요즘 뭐를 배워요?
가르치다 / 영어	영어를 가르쳐요.	뭐를 가르쳐요?
읽다 / 책	책을 읽어요.	요즘 뭐를 읽어요?
쓰다 / 한국어	한국어를 써요.	한국어를 자주 써요?
말하다 / 한국어	한국어로 말해요.	한국어로 자주 말해요?

-로 and **자주** are optional support expressions in the final question. The teacher may omit that question if the group needs more repetition of the core language.

Model exchanges

Origin and residence

A: 어디에서 왔어요?
 B: 호주에서 왔어요. 지금 멜버른에 살아요.
 A: 그래요? 저도 멜버른에 살아요.

Work and study

A: 직업이 뭐예요?
 B: 작가예요. 집에서 일해요.
 A: 요즘 뭐를 공부해요?
 B: 한국어를 공부해요. 어디에서 일해요?

Family or profile

A: 가족이 몇 명이에요?
 B: 네 명이에요. 남편하고 아들이 있어요.
 A: 그래요? 아들도 멜버른에 살아요?
 B: 네, 같이 살아요.

-하고, 있어요 and **같이** are support language. Learners may instead use separate simple sentences:

남편이 있어요. 아들이 있어요.

Seven-question conversation path

- 1 이름이 뭐예요?
- 2 어디에서 왔어요?
- 3 지금 어디에 살아요?
- 4 직업이 뭐예요?
- 5 어디에서 일해요? / 어디에서 공부해요?
- 6 요즘 뭐를 배워요, 읽어요, 써요?
- 7 가족이 몇 명이에요?

After each answer, the listener must:

- ☑ give a core response such as **그래요?**, **맞아요** or **저도요**;
- ☑ ask one follow-up or return question; or
- ☑ use a repair expression if the answer was not understood.

Questions for later

Question or interesting detail	Respond when

C. Lesson 2 - Guided Student Practice

Purpose

Make the Week 1 language available without a teacher. Regular and visiting participants use the same core sheet. Lesson 2 introduces no new grammar or vocabulary.

Three-minute orientation

Read this aloud:

오늘은 자기소개와 보통 개인 질문을 연습해요. 먼저 짧게 대답하고, 한 가지 정보를 더 말한 다음 질문을 돌려주세요. 잘 안 나오면 5초 동안 생각하고 참고표를 보세요. 서로 가르치려고 하지 말고 대화를 계속하세요.

Working meaning:

Today we will practise self-introductions and ordinary personal questions. First give a short answer, add one detail, then return a question. If the language does not come, think for five seconds and then check the reference. Do not try to teach one another; keep the conversation moving.

Session rules

- ☒ Korean is the working language during timed rounds.
- ☒ Give a core answer first; add an extension if able.
- ☒ Wait five seconds before looking at the sheet.
- ☒ One brief correction is enough: model, retry, continue.
- ☒ Put disagreements or recurring questions on the teacher-return list.
- ☒ Experienced participants extend conversations; they do not take over.
- ☒ The 10-minute break is a real break. No task is assigned.

Timed plan - exactly 90 minutes

Time	Activity	Instructions
0-3 min	Orientation	Read the orientation, choose a timekeeper and form pairs.
3-10 min	No-notes baseline	Each learner gives a 60-second introduction. The listener notes one detail and asks one follow-up. Switch roles.
10-20 min	Three-second vocabulary retrieval	Use the 32-item cue bank. Partner A gives a Korean or English cue; Partner B makes a Week 1 sentence within three seconds. Switch every five cues.
20-31 min	Identity and action transformations	Turn cues into a statement, question or negative. Then complete action substitutions using place plus verb plus object where appropriate.
31-45 min	Question-answer ladder	Round 1: core answer. Round 2: answer plus one detail. Round 3: answer plus detail plus return question. Change partners after each round.
45-55 min	Break	Stop the activity. Take a genuine 10-minute break.
55-66 min	Profile-card information gap	Interview a partner who holds a profile card. Learn six facts without seeing the card. Use repair language when needed.
66-76 min	Introduce your partner	Use the six facts to introduce the partner to another pair. The profile holder corrects only inaccurate facts. Repeat with a new card if time permits.
76-87 min	Guided conversation missions	Complete two five-minute conversations with a one-minute partner change: first find two similarities; then learn enough to introduce the person. Keep prompts face down unless blocked for five seconds.
87-90 min	Retrieval and teacher-return record	Write one item now easy, two items still slow and one recurring question for the teacher.

Week 1 cue bank

People and relationships

가족, 친구, 어머니, 아버지, 아들, 딸, 남편, 아내, 아이, 이웃, 선생님, 학생

Work and roles

직업, 의사, 변호사, 예술가, 작가, 기자, 배우, 가수

Places

집, 아파트, 사무실, 학교, 대학교

Actions

일하다, 공부하다, 배우다, 가르치다, 읽다, 쓰다, 말하다

Core and extension

Question	Core response	Extension	Return
이름이 뭐예요?	이름은 ____이에요/예요.	____에서 왔어요.	이름이 뭐예요?
어디에서 왔어요?	____에서 왔어요.	지금 ____에 살아요.	어디에서 왔어요?
어디에 살아요?	____에 살아요.	집/아파트에 살아요.	어디에 살아요?
직업이 뭐예요?	____이에요/예요.	____에서 일해요.	직업이 뭐예요?
뭐를 공부해요?	____를 공부해요.	집에서 공부해요.	요즘 뭐를 배워요?
요즘 뭐를 읽어요/써요?	책을 읽어요. / 한국어를 써요.	집에서 읽어요/써요.	뭐를 읽어요/써요?
가족이 몇 명이에요?	____명이에요.	어머니/아버지/남편/아내/아들/딸이 있어요.	가족이 몇 명이에요?

Profile cards

These cards recombine approved Week 1 language. The profiles are fictional and avoid forcing personal disclosure.

Card A

- ☒ 이름: 민지
- ☒ 온 곳/사는 곳: 한국 / 서울
- ☒ 집: 아파트
- ☒ 직업: 기자
- ☒ 일하는 곳: 사무실
- ☒ 활동: 영어를 공부해요. 책을 읽어요.
- ☒ 가족: 어머니, 아버지, 딸

Card B

- ☒ 이름: 다니엘
- ☒ 온 곳/사는 곳: 호주 / 멜버른
- ☒ 집: 집
- ☒ 직업: 의사
- ☒ 일하는 곳: 사무실
- ☒ 활동: 한국어를 배워요. 한국어를 말해요.
- ☒ 가족: 아내, 아들

Card C

- ☒ 이름: 유키
- ☒ 온 곳/사는 곳: 일본 / 오사카
- ☒ 집: 아파트
- ☒ 직업: 예술가
- ☒ 일하는 곳: 집
- ☒ 활동: 책을 읽어요. 한국어를 공부해요.
- ☒ 가족: 남편, 아이

Card D

- ☒ 이름: 소피
- ☒ 온 곳/사는 곳: 프랑스 / 파리
- ☒ 집: 집
- ☒ 직업: 변호사
- ☒ 일하는 곳: 사무실
- ☒ 활동: 영어를 가르쳐요. 한국어를 써요.
- ☒ 가족: 어머니, 아버지
- ☒ 주변 사람: 이웃, 친구

Card E

- ☒ 이름: 준
- ☒ 온 곳/사는 곳: 한국 / 부산
- ☒ 집: 아파트

- ☒ 직업: 배우
- ☒ 일하는 곳: 사무실
- ☒ 활동: 영어를 배워요. 책을 읽어요.
- ☒ 가족: 아버지, 어머니, 딸

Card F

- ☒ 이름: 엠마
- ☒ 온 곳/사는 곳: 영국 / 런던
- ☒ 집: 집
- ☒ 직업: 작가
- ☒ 일하는 곳: 집
- ☒ 활동: 한국어를 공부해요. 책을 써요.
- ☒ 가족: 남편, 아들, 이웃

Place names are replaceable proper nouns, not weekly targets.

Conversation missions

Mission 1 - Find two similarities

Use country, city, home, work, study, reading, language, family or friends. Finish with two short shared facts:

저도 한국어를 공부해요.
저도 아파트에 살아요.

Mission 2 - Prepare a partner introduction

Learn six accurate facts. Introduce the person using connected short sentences:

민지 씨예요. 한국에서 왔어요. 서울에 살아요. 기자예요. 사무실에서 일해요. 영어를 공부해요.

Conversation rescue card

- ☒ 잘 모르겠어요. - I'm not sure.
- ☒ 다시 말해 주세요. - Please say it again.
- ☒ 천천히 말해 주세요. - Please speak slowly.
- ☒ 뭐라고요? - What did you say?
- ☒ 그래요? - Really?/Is that so?
- ☒ 맞아요. - That's right.
- ☒ 저도요. - Me too.
- ☒ 어디요? - Where?
- ☒ 누구요? - Who?

Visiting-participant entry point

A visiting participant reads only:

- 1 the active vocabulary cue bank;
- 2 the seven core questions;
- 3 the core-and-extension table;

4 the conversation rescue card; and

5 the session rules.

They then join the current timed round. They do not need a separate lesson.

Mixed-experience extension

More-experienced participants may:

- ☒ answer with two connected target sentences;
- ☒ ask an unlisted follow-up made from Week 1 language;
- ☒ introduce a partner without notes; or
- ☒ use natural omission after context is established.

They may not introduce new grammar or vocabulary to make the answer more impressive. This is retrieval practice, not an audition.

D. Participant Handout 1 - Weekly Language

My core introduction

안녕하세요.
 이름은 _____ 이에요/예요.
 _____에서 왔어요.
 지금 _____에 살아요.
 직업은 _____ 이에요/예요.
 _____에서 일해요/공부해요.
 요즘 _____를 배워요/읽어요/써요.
 가족은 _____명이에요.

Cross out any line that is not true. You may use a fictional profile instead.

Seven useful questions

- 1 이름이 뭐예요?
- 2 어디에서 왔어요?
- 3 지금 어디에 살아요?
- 4 직업이 뭐예요?
- 5 어디에서 일해요? / 어디에서 공부해요?
- 6 요즘 뭐를 배워요, 읽어요, 써요?
- 7 가족이 몇 명이에요?

Keep the exchange moving

- ☐ 그래요?
- ☐ 맞아요.
- ☐ 저도요.
- ☐ 다시 말해 주세요.
- ☐ 천천히 말해 주세요.
- ☐ 뭐라고요?
- ☐ 잘 모르겠어요.

Answer shape

Core: one complete answer. **Extension:** one more relevant detail. **Return:** ask a question back.

A: 어디에서 왔어요?
 B: 호주에서 왔어요. 지금 멜버른에 살아요. 어디에서 왔어요?

E. Participant Handout 2 - Practice Grid

Complete each box orally. Do not write a full script.

Topic	Core answer	One extra detail	Return question
이름			
온 곳/사는 곳			
사는 곳			
직업/일			
공부/배우기			
읽기/쓰기/말하기			
가족/친구			

Partner observation

Check	Round 1	Round 2
Gave a complete core answer		
Added one relevant detail		
Asked a return or follow-up question		
Used a repair expression when needed		
Waited five seconds before checking the sheet		

Mark evidence, not every error.

F. Teacher Observation and Correction Record

Learner	Retrieval delay	Target form needing repair	Successful extension	Return to teacher

Correction priorities

- 1 Wrong form that blocks meaning.
- 2 Repeated Week 1 target error.
- 3 Particle or ending error directly tied to the target pattern.
- 4 Pronunciation problem that makes a known word difficult to recognise.

Do not correct every non-target error. Recast once, ask for one retry and continue.

G. Curriculum Record

Active vocabulary introduced

Group	Items	Count
People and relationships	가족, 친구, 어머니, 아버지, 아들, 딸, 남편, 아내, 아이, 이웃, 선생님, 학생	12
Work and roles	직업, 의사, 변호사, 예술가, 작가, 기자, 배우, 가수	8
Places	집, 아파트, 사무실, 학교, 대학교	5
Actions	일하다, 공부하다, 배우다, 가르치다, 읽다, 쓰다, 말하다	7
Total		32

Patterns introduced

Pattern	Week & function	Watch for	Recycle
N이에요/예요	identity	ending choice	Week 2
N이/가 아니예요	negative identity	dropping 이/가	Week 3
Place에서 왔어요	origin	replacing 에서 with 에	Week 4
Place에 살아요	residence	replacing 에 with 에서	Week 2
Place에서 V-아요/어요	action location	replacing 에서 with 에	Week 2
N을/를 V-아요/어요	ordinary action	slow object formation	Week 2
뭐/어디/누구/몇 명	information questions	English word order	Week 2

Support expressions used

안녕하세요, 이름, 살아요, 왔어요, 한국어, 영어, 책, 몇 명, 그리고, 하지만, 저도요, 그래요?, 맞아요, 잘 모르겠어요, 다시 말해 주세요, 천천히 말해 주세요, 뭐라고요?, -하고, 있어요, 같이, -로, 자주

Future review

- ☒ Review all 32 items in Week 2 with routine and time contexts where natural.
- ☒ Recycle 집, 아파트, 사무실, 일하다, 공부하다, 읽다, 쓰다 and 말하다 in Week 2.
- ☒ Recycle family and relationship vocabulary again in Weeks 7 and 8.
- ☒ Recycle role nouns selectively in later profile and scenario work.
- ☒ Do not count a word as active merely because it appeared on a card. Count it only when the learner produced it in a sentence without being shown the Korean.

H. Pilot Test and Load Review

Timing

- ☒ Lesson 1 totals exactly 60 minutes.
- ☒ Lesson 2 totals exactly 90 minutes, including a genuine 10-minute break from 45-55 minutes.
- ☒ The break occurs after controlled practice and before the longer information-gap and conversation work.

Vocabulary load

Thirty-two targets are deliberately ambitious. This is justified only because the course activates prior knowledge rather than teaching 32 unfamiliar words from zero.

The pilot must record:

- ☒ how many targets most learners could produce without seeing the Korean;
- ☒ which target groups caused repeated delay;
- ☒ whether family and job substitutions felt useful or merely crowded;
- ☒ whether learners could use at least 20 targets spontaneously by the end of Lesson 2; and
- ☒ which items need to remain active targets in Week 2.

If most learners cannot produce at least 20 targets in conversation, reduce Week 2's new load and recycle the unstable Week 1 items. Do not pretend that exposure equals activation.

Participant accessibility

- ☒ Regular learners arrive with the teacher lesson.
- ☒ Visiting participants can enter Lesson 2 through the compact language reference.
- ☒ Personal disclosure is optional; profile cards provide a complete alternative.
- ☒ Experienced participants extend the same task rather than becoming unofficial teachers.

Curriculum discipline

- ☒ Every activity serves the first-conversation outcome.
- ☒ No cultural presentation or open teacher monologue is required.
- ☒ Questions outside the week's targets go to "Questions for later."
- ☒ Personal vocabulary additions are limited to an actual occupation or place name.

Success criteria

Week 1 passes if, by the end of Lesson 2:

- 1 most learners complete a 60-90 second introduction without reading;
- 2 most learners retrieve at least 20 of the 32 targets in meaningful sentences;
- 3 each learner completes a four- to five-minute conversation using core, extension and return;
- 4 each learner introduces a partner using at least five accurate facts;
- 5 learners use repair expressions instead of abandoning Korean immediately;
- 6 visiting participants can join without a separate lesson; and
- 7 the teacher completes Lesson 1 without adding unrelated material.

Evidence to collect before locking the generator

- 1 Which target words remained slow after Lesson 2?

- 2 Which words appeared naturally without prompting?
- 3 Was 32 an activation load or a vocabulary dump in practice?
- 4 Did the 10-minute break restore conversation quality?
- 5 Did the second half of Lesson 2 add flexibility rather than repeat the first half?
- 6 Which teacher explanations exceeded the planned time?
- 7 Which corrections should feed into Week 2?