Once again the overall goal is based  on pattern recognition and on the ideas contained in the text “Knowing your chances,”( that is to say being aware of the probability of your being correct in your French expression and the willingness to make mistakes in order to refine your assessment of those chances).

First the three lesson plans/goals:

1)      Present the students with the conjugation of regular verbs using the mathematical model presented earlier: nous X touver = nous trouvons.  Students’ understanding of this model can very easily be assessed with a short quiz in which an assortment of subject pronouns and verb infinitives are given to be conjugated.

2)      Present the notion of principle and subordinate clause in simple sentences in the context of architecture.  Students will be presented with sentences of two clauses in which they will identify the principle and subordinate clause.  They will come to recognize which clauses can stand on their own or support a second.  And which, unaided, will collapse. Again a simple list of varied clauses, and how they can be combined, will assess the understanding of the “superstructure” concept.

3)      Present the subjunctive in French as a chemical reaction.  Students are already familiar with the notion of principal and subordinate clauses and are now introduced to the idea that the subjunctive results from the chemical reaction between certain types of principal clause and their subordinates. Without attempting an exhaustive treatment of the subjunctive, students will acquire a number of “litmus” tests in order to determine the most common uses of the subjunctive. Assessment of understanding can be determined by asking students to which situation pertains which litmus test.

To each of these specific goals t is a common thread in which can be identified the three QR goals (I hope!):

1)      Conceptual understanding of the pattern underlying the specific instance.

2)      A logical and quantitive thought process which can be applied over and over.

3)      An overall habit of mind that approaches language “problems” in a reasoned and concrete manner.

Jargon and specialized vocabulary will be kept to a minimum but certain terms that are used, and that exist in common usage, from the domains of mathematics, chemistry, and architecture, are seen as an “added” value in terms of vocabulary enrichment.