



## VOUS ET TU

A cultural as well as linguistic goal: with younger language learners teachers do not need to avoid dealing with the concept of formal and informal/ singular and plural “you” that seems so foreign to English speakers. Younger children accept the different forms of “you” sometimes more readily than older French language students. As long as the teacher is consistent from the beginning, students can handle the extra form and can make the culturally appropriate decision of when to use VOUS and when to use TU. Students catch on quickly that TU is for friends, family, and animals, and VOUS shows respect for adults. Teachers can emphasize the good manners expected from children by adding Madame to the interaction, and the shaking of hands (or a kiss on each cheek).

Copy the drawing on the following page. Younger children can color the characters for review of colors and clothing vocabulary. Fold the woman under by folding along the dark line marked FOLD 1. Once the woman has disappeared, the dialogue is just between children, so all forms of “you” will be TU. After students are comfortable with the INFORMAL YOU dialogue, bring back the lady and fold along the dotted line marked FOLD 2, bringing the two dark vertical lines together. The woman is now shaking hands with the girl. It seems complicated, but it works! Now the students need to make choices of when to use TU and when to use VOUS After “reading” through the dialogues, students can act out the dialogues for further reinforcement. No written words are necessary at all, but for older students in middle and high schools, teachers can add the written dialogue.

DIALOGUE: Here is a sample dialogue to apply to these drawings, but teachers can adapt it to any level, providing more complex or more simple vocabulary to fit their classroom experience.

### FIRST ROW (with just the children speaking):

COLETTE: Bonjour, Pierre.  
PIERRE: Bonjour, Colette.  
COLETTE: Comment vas-tu?  
PIERRE: Je vais bien, et toi?  
COLETTE: Comme ci, comme ça.

### SECOND ROW

PIERRE: Comment s'appelle-t-il?  
COLETTE: Il s'appelle Georges.  
PIERRE: Présente-moi, s'il te plaît.  
COLETTE: Pierre, je te présente Georges.

### THIRD ROW

GEORGES, COLETTE, PIERRE: Au revoir

### FIRST ROW (the lady folded over the boy)

COLETTE: Bonjour, madame.  
MME DUBOIS: Bonjour, Colette.  
COLETTE: Comment allez-vous?  
MME DUBOIS: Je vais bien, et toi?  
COLETTE: Comme ci, comme ça.

### SECOND ROW

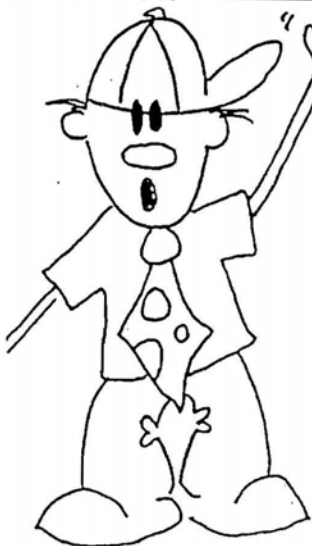
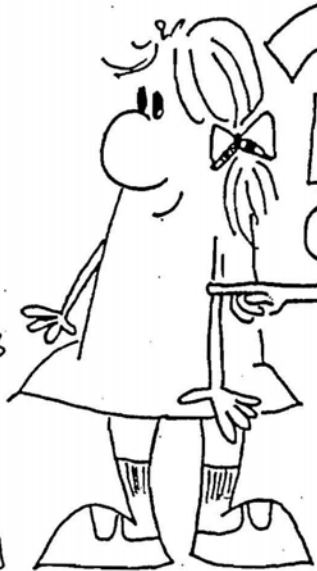
MME DUBOIS: Comment s'appelle-t-il?  
COLETTE: Il s'appelle Georges  
MME DUBOIS: Présente-moi, s'il te plaît.  
COLETTE: Madame, je vous présente Georges.

### THIRD ROW

MME DUBOIS, COLETTE, GEORGES: Au revoir.

We invite FLES\* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; fax: (650) 342-7623.

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FOLD 2

FOLD 1