

A little, A few & A lot of

1 Directions: Read and pronounce the names of the items below.



Directions: List the items above under **A FEW** or **A LITTLE** below.

A FEW
(Count)

tickets _____

A LITTLE
(Non-count)

water _____

2 Directions: Practice asking questions with "How much?" and "How many?" Answer using "a little," "a few," and "a lot of." See the examples ▶

Student 1: How much/How many _____ do you see?

Student 2: I see _____.




3 Directions: Write "a few," "a little," or "a lot of" below.

1 
 How many apples are there? There are a few apples.

2 
 How much tea do you drink? I drink _____ tea.

3 
 How many people are there? I see _____ people.

4 
 How many children are there? There are _____.

5 
 How much fruit do you eat? I eat _____ fruit.

6 
 How much cash is in the photo? It's _____ money.

4 Interview: Ask another student the questions below. Write the answers using "a few," "a little," or "a lot of."

Student Survey



- How many brothers/sisters do you have? _____
- How many relatives do you have? _____
- How much money does gas cost? _____
- How many hours do you sleep? _____
- How many books do you read in a year? _____
- How many close friends do you have? _____
- How many hours do you study? _____
- How much do you like _____ ? _____
- How much _____ ? _____
- How many _____ ? _____

Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation using “**how much**” and “**how many**” to determine how much the students already know about how these expressions are used. (See lesson **How much & How many**, Item #0098).
- 2 Distribute the worksheet. Introduce the vocabulary and pronounce the names of the items for each photo. Have the students model the pronunciation of the words after you. Make sure that the students know the following countable nouns: **glass**, **carton**, **cup**, **slice**, **spoon**, **liter**, **gallon**, **lock (of hair)**, and **plate**. Point out that these words are countable and can be used with non-countable words in expressions with “**of**.” **Examples: a glass of water, a carton of milk, a cup of coffee, a slice of bread, a spoon of sugar, a liter/gallon of gas, a lock of hair, and a plate of food.**
- 3 Explain that we use “**a few**” for items that can be counted and “**a little**” for items that cannot be counted. Then, direct the students to list the items in the photos under the columns “**A FEW**” or “**A LITTLE**”.
- 4 Introduce the structure by asking questions such as the examples below. Continue asking similar questions about the remaining photos.

*How much water do you see in the photo?
How many tickets do you see?*

*I see a little water.
I see a few tickets.*

- 5 Vary the questions by using other verbs such as “**want**,” “**have**,” “**need**,” “**eat**,” “**drink**,” “**study**,” “**like**,” etc.
- Examples:**
- | | |
|--|---|
| <i>How much money do you want?</i> | <i>How much coffee do you drink?</i> |
| <i>How many friends do you have?</i> | <i>How much food do you eat for dinner?</i> |
| <i>How much do you like ice cream?</i> | <i>How many hours do you study?</i> |

- 6 Explain that “**a lot of**” is the opposite of “**a little**” and “**a few**” is used with both count and non-count nouns.
- Examples:**
- | | |
|--------------------------------------|--|
| <i>How many friends do you have?</i> | <i>I have <u>a lot of</u> friends.</i> |
| <i>How much money do you want?</i> | <i>I want <u>a lot of</u> money.</i> |

Repeat the drill in exercise 2 eliciting answers with “**a lot of**.” Ask about friends, relatives, cousins, the cost of a car, gas, etc.

- 7 Direct students to exercise 3 on the worksheet. Identify the items in the photos and have students repeat them after you. As a oral exercise ask the students to use “**a little**,” “**a few**,” and “**a lot of**” in the blank spaces below the photos. Expand the activity by asking for volunteers to pose original questions using “**How much**” and “**How many**” using “**a little**,” “**a few**,” or “**a lot of**” in the answers. Finally, have the students write the expressions on the blank lines provided. (**Answers:** 1. a few; 2. answers will vary; 3. a lot of; 4. a lot of; 5. answers will vary; 6. a lot of)

- 8 Direct the students to the **Student Survey** in exercise 4 at the bottom of the worksheet. As an active listening and reading exercise, read the questions to the class orally and have the students underline any unknown words. Then, explain any unfamiliar vocabulary. Ask the students to provide two original questions at the end of the survey. Finally, discuss the answers in a class discussion.

FOLLOW UP ACTIVITIES

- 9 Emphasize the use of such words as “**food**,” “**money**,” “**work**,” “**furniture**,” and “**hair**” with the question “**How much?**” Some students tend to use the question “**How many?**” with these words. It may be useful to drill these in the following types of contrasts:

How much money? A little money.

How much work? A little work.

Stress that the use of the article “**a**” is essential. Lack of the article produces a negative impression.

- 10 **Compare:**
- | | |
|--|--|
| <i>I have little time. (almost none)</i> | <i>I have few friends. (almost none)</i> |
| <i>I have <u>a</u> little time. (a small quantity)</i> | <i>I have <u>a</u> few friends. (some)</i> |