

English Ladder

Teaching Guide

Few and Little with/without "a"

A concise classroom guide with lesson flow, teaching cues, and a ready-to-use answer key built around the same English Ladder concept sheet.



Grammar Concepts #	Key Points	Usage of "Few" and "A F	Usage of "Little" and "A L	Detailed Examples and Contexts
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Visual anchor

Use the concept poster to spotlight the main language pattern in **Few and Little with/without "a"** and keep the explanation visible during practice and discussion.

ENGLISH LADDER

Concept 27 ▶ Few & Little with/without "a"

Sometimes a single word can completely change the meaning of a sentence. Consider the inclusion or exclusion of "a" in the sentences in the green section.

 <p>It's enough!</p>	 <p>It's not enough!</p>
<p>I have a few opportunities to speak English, so I am learning English faster than I expected.</p>	<p>I have few opportunities to speak English, so I am not learning English as fast as I expected.</p>
<p>I have a little cash, so I can buy lunch today. </p>	<p>I have little cash, so I cannot buy lunch today. </p>

The word "**few**" is used with countable nouns while "**little**" is used with uncountable nouns.

a few	few	◀ Countable
a little	little	◀ Uncountable

When we think the amount is enough, we include the word "a" before "**few**" and "**little**", but not when we think the amount is insufficient to do what we want.

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At a Glance

<p>Lesson focus Few and Little with/without "a"</p>	<p>Suggested timing 45-60 minutes</p>
<p>Core objective Students explain the target pattern clearly and apply it accurately in controlled practice and discussion.</p>	<p>Materials Student PDF, the concept image, board space, and time for partner checking.</p>

Suggested Lesson Flow

Warm-up	Display the concept image and ask learners to predict the rule behind Few and Little with/without "a" before reading the explanation.
Model	Walk through the Core Idea and the sections on Key Points, Usage of "Few" and "A Few", Usage of "Little" and "A Little". Pause after each part so students can restate the pattern in plain English.
Guided practice	Project two or three examples from the concept sheet and ask pairs to explain why each choice works, not just what the answer is.
Independent work	Assign the 24 practice items for quiet work, partner checking, and final feedback.
Closure	Ask students to create one new sentence or mini-example of their own that follows the same pattern.



Likely Learner Errors

- Learners may overgeneralize the first pattern they notice. Keep returning to **Key Points, Usage of "Few" and "A Few", Usage of "Little" and "A Little"** and ask students to explain what changes from one example to the next.
- Long explanations can hide the signal word or structure. Have students underline the exact phrase that tells them which form, pattern, or response is needed.
- If students can choose an answer but cannot explain it, ask them to justify their choice using words taken directly from the concept sheet.

Differentiation and Delivery Notes

- Support: teach one section at a time, then send students back to **the examples** or the practice set so they can apply the same rule immediately.
- Pair work: let students compare answers aloud before you reveal the key. The explanation step is as important as the final answer.
- Extension: ask stronger students to write two fresh examples or a short dialogue that uses the same target language accurately.

Model Language from the Concept Sheet

- Few is used with countable nouns.
- Little is used with uncountable nouns.
- Apples, books, opportunities, cars.
- Water, money, advice, information.
- Indicates a small number of countable items that is enough for a particular purpose.
- Example Sentences: I have a few friends in the city, so I am not lonely....



Answer Key

Use this key for whole-class feedback or fast marking.

ITEM 01 b) a few

ITEM 02 b) little

ITEM 03 a) a little

ITEM 04 a) a few

ITEM 05 a) a few

ITEM 06 b) few

ITEM 07 a) few

ITEM 08 b) little

ITEM 09 b) little

ITEM 10 b) few

ITEM 11 b) few

ITEM 12 a) a few

ITEM 13 b) little

ITEM 14 a) a little



ITEM 15

b) little

ITEM 16

a) little

ITEM 17

b) little

ITEM 18

b) a little

ITEM 19

a) a little

ITEM 20

b) few

ITEM 21

b) a few

ITEM 22

b) a few

ITEM 23

a) few

ITEM 24

a) few



Feedback Cues

- Item 01: Explanation: "A few" indicates a small but sufficient number of friends. "Few" would indicate not enough friends to avoid loneliness.
- Item 02: Explanation: "Little" indicates an insufficient amount. "A little" would indicate a sufficient amount to quench thirst.
- Item 03: Explanation: "A little" indicates a small but sufficient amount of money. "Little" would indicate not enough money to buy lunch.
- Item 04: Explanation: "A few" indicates enough correct answers to pass. "Few" would indicate not enough correct answers to pass.
- Item 05: Explanation: "A few" indicates a sufficient number of opportunities. "Few" would indicate not enough opportunities to learn faster.
- Item 06: Explanation: "Few" indicates an insufficient number of seats. "A few" would indicate a sufficient number of seats.