

Lesson Plan - *Few/ A Few/ Little/ A Little*

MAK, Pui Yee; LEE, Fung King Jackie

The Hong Kong Institute of Education

Level of students: Junior Secondary

Duration: 50 minutes (1-2 lessons)

Topic: Organizing activities

Students' relevant previous knowledge: countable nouns and uncountable nouns

Learning objectives:

At the end of this unit, students should be able to:

1. Use *a few* and *a little* to talk about things that are of insufficient amount
2. Show an understanding of the differences between the determiners *few*, *a few*, *little* and *a little*
3. Use the determiners to write a proposal to the school principal about a school anniversary celebration event

Time	Procedure of use	Interaction mode	Purpose	Resources WS (Q.)
5	<p>Introduction of determiners <i>few, a few, little and a little</i></p> <p>1. T asks the class what activities they have organized and how they help prepare them. T tells Ss that they will listen to a conversation between committee members of the Student Union about the celebration of the school anniversary,</p>	T → C	<ul style="list-style-type: none"> ● To set a context and relate it to students' daily experience ● To get students (Ss) involved in class ● To arouse their interest 	
10	<p>2. Ss listen for the items that are mentioned in the conversation and fill in the blanks.</p>	Individual work	<ul style="list-style-type: none"> ● To help students notice the grammar items 	Q.1
5	<p>3. Difference between <i>few/ a few</i> and <i>little/ a little</i></p> <p>T asks C to differentiate the usage of the two sets of determiners. T draws Ss' attention to the nouns following the determiners. Ss divide the nouns into two types and then work in pairs to identify when <i>few/ a few</i> and <i>little/ a little</i> are used. <i>Few/ a few</i> is used with countable nouns while <i>little/ a little</i> is used with uncountable nouns. T explicitly explains the usage when necessary.</p>	pair work	<ul style="list-style-type: none"> ● to differential the usage of the determiners ● to encourage interaction among Ss 	Q.2
5	<p>4. Differences between <i>a little/ a few</i> and <i>little/ few</i></p> <p>T draws Ss' attention to the phrases 'a little time' and 'little time' and then asks students if there are any differences in the meaning made. T</p>	pair work	<ul style="list-style-type: none"> ● to notice the different 	Q.3

10	<p>asks students to find out the clues in the conversation.</p> <p>5. Ss work in pairs to identify the usage of the determiners. <i>A few/ a little</i> is used when the amount is small but enough. <i>Few/ little</i> is used when the amount is small and unsatisfactory. T explicitly explains the usage when necessary.</p>		meanings	
5	<p>Practice</p> <p>6. Matching game. Ss work in pairs to match up the sentences given.</p> <p>7. Ss are to set up a game stall for the school anniversary celebration. They have to decide what they can do and what to buy. They have to use <i>few/ a few/ little/ a little</i> to exchange ideas.</p>	pair work	<ul style="list-style-type: none"> ● to provide a summary of the target grammar items 	Q.3
10	<p>Consolidation (assignment)</p> <p>8. T asks Ss to write a proposal to the Principal about the activity their class will organize for the school anniversary. The proposal should include the materials needed and a budget plan. Students have to use the learnt determiners in the proposal.</p>	pair work	<ul style="list-style-type: none"> ● to further consolidate their understanding of the determiners 	Q.4
30		pair work	<ul style="list-style-type: none"> ● to practice the target structures orally 	Q.5
		Individual /pair work	<ul style="list-style-type: none"> ● to reinforce the grammar items by producing comprehensible output 	Q.6