

# Pluralisation

## Objective

Understand the ways in which noun endings change for plurals.

## Background knowledge

The general idea of 'adding an "s" to make a plural' is subject to a number of exceptions. In many of the rules shown in the table below there are alterations that occur when the 's' is added. In addition to these, there are other pluralisations that are irregular (for example, 'child' and 'children'). Other examples of exceptions include words such as 'sheep' and 'trousers', which do not change at all in the plural form.

## Activities

The regularity of these rules is on the teacher's side when it comes to teaching pluralisation. They provide clear help to children in forming plurals. The list provided on poster page 103 'Plurals' is an invaluable guide to the pluralisation of nouns.

### ● Photocopiable page 113 'Add an 's'?'

Part of the skill employed by language users is the instinctive feel for what is correct. We are so immersed in its use we instinctively react to spellings or word forms that just don't sound right. This is a skill children will use as they try pluralising the words given on the photocopiable sheet. One approach to the activity is to go through the input section of the machine on the sheet as a class, putting an 's' at the end of each of the words. This will probably elicit the immediate reaction from the children that *It doesn't look right* or *We don't say 'childs'!*

### ● Photocopiable page 114 'Make the plural'

As for the previous photocopiable, the children need to rely on what they feel is correct in an instinctive way when they choose the plural form of each word. In this activity, by eliminating the words that they know are wrong, the children may find it easier to decide on which word is correct.

### ● Photocopiable page 115 'Random nouns'

In this activity the children are asked to find nouns – any texts can be used – and change them from singular to plural or vice versa. Remind them to refer to the rules for plural endings (see poster page 103), and to be aware that they are likely to encounter the pluralisation of words that are exceptions to the rules.

## Further ideas

● **Explain the error:** Children can take the rules chart on poster page 103 'Plurals' and use it as a way of reviewing their own spelling. If they have some writing they did in a previous year stored in a record folder, ask them to read through their work carefully to see where they missed out on certain rules.

● **New plurals:** Looking at contemporary comics or pop and computer magazines, children can find new nouns, such as terms in computer jargon (for example, 'byte') or words that are creeping into general speech (for example, 'geek'), and form their plurals.



## What's on the CD-ROM

On the CD-ROM you will find:

- Printable versions of all three photocopiable pages.
- Answers to 'Add an 's'?' and 'Make the plural'.
- Interactive version of 'Add an 's'?'.