



PLURAL NOUNS

© talkmor.com

Lesson Aim

Students learn how to make and use plural nouns.

They practise:

- Regular plurals with **-s**
- Regular plurals with **-es**
- Words ending in **consonant + y**
- Some common spelling changes
- Common irregular plurals

WARM-UP 2 – LOOK AROUND

Ask students to look around the classroom.

Say: Find one thing.

Students say: a chair

Then: Find two or more.

Students say: chairs

Continue with things students can see:

- desk / desks
- book / books
- pen / pens
- window / windows
- student / students
- bag / bags

Don't worry about the spelling rules yet. The aim is to introduce the idea of singular and plural.

1. MOST NOUNS: ADD -S

Most nouns simply take **-s**.

2. ADD -ES

Many nouns ending in **s, sh, ch, x, or o** take **-es**

Singular	Plural	Singular	Plural
book	books	bus	buses
car	cars	dish	dishes
teacher	teachers	watch	watches
apple	apples	box	boxes
house	houses	tomato	tomatoes

Teacher Tip - At A1–A2, don't try to teach every exception to every rule. Focus on the common patterns and useful vocabulary.

WARM-UP 1

ONE OR MORE?

Write these words on the board:

- book – books
- apple – apples
- student – students
- child – children

Ask students:

Which word means ONE?

Which word means MORE THAN ONE?

Explain:

Singular = one

one book

Plural = two or more

two books

3. CONSONANT + Y

For many nouns ending in **consonant + y**, change **y** → **ies**.

Singular	Plural
baby	babies
city	cities
family	families
country	countries

If there is a **vowel before y**, simply add **-s**.

boy → boys

toy → toys

key → keys

COMMON IRREGULAR PLURALS

These words do not follow the usual rules.

Singular	Plural
child	children
man	men
woman	women
person	people
foot	feet
tooth	teeth
mouse	mice
goose	geese

Students should learn these as individual vocabulary items.

QUICK CHECK

Ask students to give the plural.

1. book → _____ books
2. box → _____ boxes
3. baby → _____ babies
4. child → _____ children
5. tooth → _____ teeth

TEACHER TIP

Don't teach all plural rules at once.

A useful classroom sequence is:

one → two → notice the change → practise → speak

Students need to use plural nouns, not simply memorise a list of spelling rules.