

# Which suffix? -tion, -sion, -ssion or -cian?

## Main curriculum references

### Reading – decoding

**Rw/E3.5 use a variety of reading strategies to help decode an increasing range of unfamiliar words.** Apply knowledge of sound and letter patterns and of structure of words, including compounds, grammatical endings, root words, prefixes, suffixes, syllable divisions to help decode words.

### Vocabulary

**Rw/L1.3 recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings.** Understand that some words are related to others in form and meaning. Use this knowledge to understand new words.

### Spelling

**Ww/E3.2 use developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words.** Understand that knowing spelling patterns (e.g. common letter strings, visual patterns, analogies) reduces the chance of random errors.

**Ww/L1.1 spell correctly words most often used in work, studies and daily life.** Know and apply (a) a range of methods to help learn and remember correct spellings (b) some spelling rules to help attempt and check spelling.

**Ww/L2.1 spell correctly words used most often in work, studies and daily life, including familiar technical words.** (a) Know and apply a range of methods (visual, phonetic, kinaesthetic, use of analogies and mnemonics) to help learn and remember correct spellings. (b) understand how knowledge of word roots, prefixes and suffixes can support spelling, including the spelling of technical words. E.g. read and spell the suffix -cian.

### Grammar – word classes

**Rs/E3.2 use implicit and explicit knowledge of different types of word e.g. *connectives, nouns, verbs, adjectives*, of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning.**

**Rs/L1.1 use implicit and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense.**

### Writing sentences

**Ws/E3.1 Ws/L1.1 write in complete sentences.**

## Teaching ideas

### Important points

- This resource assumes students have received previous input on verbs, nouns and basic suffixes such as -er, -ed and -ing.
- It *is not* intended to be worked through in isolation. Specific pages should be selected by tutors to reflect the individual needs and levels of the learners in their groups. (Aimed mostly at Level 1-2, although parts may be suitable for Entry 3).
- The resource is probably best introduced by displaying on a large screen. Discuss as a group before students work on pages individually or in pairs.
- It is worth spending time on page 1. The **Aims tick list** helps students (and tutor) decide which topics to work on. Ensure all students understand the layout; the symbols used for information, examples and tasks; and the glossary. This is especially important for Entry level students and students with dyslexia.
- Dictionaries should be available and their use encouraged.

## Converting to a multi-sensory resource

- Use *answer sheet pages 1-2* (best enlarged to A3, printed on pastel paper and laminated) to create various matching games. For example, for a whole class warm-up activity spread the verb cards around the classroom and then give each student a noun card. Students must walk around and find the matching verb card. They then return to you to receive another noun card, etc. Students take all their matching pairs back to their table and study them. Discuss findings as a group. E.g. What has been added to the end of the verbs? What's the most common suffix?
- Display individual pages onto a class whiteboard via data projector. Students (or pairs of students) to take turns to come to board and write in answers.

## Extension Ideas

### Newspaper or magazine search

- Choose a suitable newspaper article and ask learners to highlight words ending in -sion, -tion or -cian. Discuss. Are they all nouns? Which ending is the most common? Check the meanings of any unfamiliar words.
- Alternatively, block out all the 'shun' sounding words with a black marker pen and use the article as a cloze exercise. Better still - copy and paste a news article from a news web site, then delete words in your word processor and replace with a space or dotted line. This way the cloze can be kept and re-used with other students.

### For those uninterested in spelling rules

- Spelling rules don't work for everyone. These exercises could also be used alongside Look - Say - Cover - Write - Check spelling practice (see our web site for printable LSCWC sheets). Encourage learners to write down just one or two 'shun' words that they have difficulties with and to learn them using this tried and tested method.

### Other suffixes

Discuss other suffixes that can be used to make nouns.

For example:

- book - booklet, motor - motorist. (nouns to different nouns)
- special - specialist, kind - kindness. (adjectives to nouns)
- inhabit - inhabitant, bake - baker, act - actor. (verbs to nouns)

# Making nouns with suffixes -tion -sion -ssion -cian

## AIMS

### These worksheets will help you

### Page

- |                          |   |                |
|--------------------------|---|----------------|
| <input type="checkbox"/> | be aware of 'shun' endings (suffixes) and how to spell them | 2, 7.          |
| <input type="checkbox"/> | build nouns from a root word and a suffix                   | 2, 4, 6, 8.    |
| <input type="checkbox"/> | remove a suffix from a noun (to make a verb)                | 3, 5.          |
| <input type="checkbox"/> | make changes (when needed) to a word before adding a suffix | 2, 4, 5, 6, 8. |
| <input type="checkbox"/> | find hidden words to help remember spellings                | 6.             |
| <input type="checkbox"/> | improve your vocabulary and write interesting sentences     | 3, 5, 7, 8.    |

## Glossary

- noun** A naming word. They can be
- things you can see or touch (car, John, computer)
  - places or areas (England, Liverpool, Oxfordshire, Station Road)
  - feelings or ideas (hunger, wealth, racism, kindness, anger).
- verb** A doing word. Verbs describe
- actions (to jump, to stare, to prepare, etc.)
  - states of being or existence (to be, to seem, to appear).
- root word** The main part of a word (with no suffixes or prefixes attached).
- suffix** A word ending. A letter or group of letters added to the end of a word that changes the meaning or grammatical sense of the word.

## How to use this resource


 **First** read the information and the  examples.

Underline any points you are not sure about. Discuss them with your teacher.




**Then** complete the exercises.

# Making nouns that end in a 'shun' sound

 Many nouns end in a 'shun' sound.  
The most common 'shun' endings are -tion and -sion.

## A. Nouns ending in -tion

 These nouns are often made by adding a suffix to a base word (often a verb).  
For example: act - action, deduce - deduction.

### Spelling tips for adding -tion




- If the verb ends in a **t** just add -ion.      diffract - diffraction.
- Remove a final **e** before adding -tion.      intervene - intervention.
- Sometimes you must add or remove a vowel before adding -tion.  
If you **sound out** the new word you may be able to work out the spelling: add - addition (add an i), register - registration (remove an e).
- Other changes are also possible. For example: evolve - evolution.



### Change each verb to a noun that ends in -tion

Add the correct ending to the verbs below.

\* You may have to make other changes too (see information box above).

verb	noun	verb	noun
reduce	 reduction	react	 reaction
examine	 examination	vegetate	
multiply		intercept	
register		adopt	
configure		instruct	
educate		erupt	
satisfy		relate	
consider		part	
imitate		integrate	
edit		relegate	



### Change each noun to a verb.

Remove the suffix from the nouns below to leave the related verb.

\* You may have to make other spelling changes too. Use a dictionary if needed.

noun	verb	noun	verb
inflation	inflate	operation	operate
pronunciation	pron <u>ou</u> nce	congratulations	
selection		plantation	
projection		verification	
addition		interrogation	
subtraction		dedication	
reflection		deduction	
perfection		interpretation	
contraction		retaliation	
conversation		variation	



### Writing. Using -tion nouns in context.

Select 4 nouns ending in -tion.

(Look through pages 2 and 3 or choose some new nouns).

Put each noun into an interesting sentence.



**Station.** Every morning he caught the 9.15 train from Oxford station.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## B. Nouns ending in -sion



### Spelling tips for adding -tion

- If the root word ends in **-se** take off the **e** and add **-ion**. Revise – revision
- If base word ends in **-d** or **-de** change the **d** to an **s**, drop the **e** if needed, then add **-ion**. Erode – erosion, pretend – pretension.

## C. Nouns ending in -ssion



### Spelling tips

- If you can hear the word **mission** inside the noun it will be spelt with a double **s**. Permission, omission, remission.
- If the base word ends in **-ss** just add **-ion**. Discuss – discussion, possess – possession.



### Change each verb to a noun that ends in -sion or -ssion

Add the correct ending to the verbs below.

*\* You may have to make other changes too (see information box above).*

verb	noun	verb	noun
discuss	☞ discussion	impress	☞ impression
transfuse	☞ transfusion	invade	
progress		intrude	
obsess		televise	
collide		conclude	
corrode		supervise	
confess		permit	



### Change each noun to a verb.

Remove the –sion or –ssion suffix from the nouns to make the related verb.

\* *You may have to make other spelling changes too. Use a dictionary if needed.*

noun	verb	noun	verb
admission	admit	persuasion	persuade
confusion		depression	
expression		inclusion	
provision		exclusion	
omission		division	
decision		remission	



### Writing. Using –sion nouns in context.

Select two noun – verb pairs from the completed charts on pages 4 and 5.

Put each verb *and* its related noun into an interesting sentence

\* *You may have to make spelling changes to the end of the verbs.*



#### impress (verb) – impression (noun)

He impresses me so much that I think I'll give him a pay rise.

I think I made a good impression during the interview.

#### admit (verb) – admission (noun)

The children admitted that they had climbed over the fence and chased the sheep.

Admission to the museum is free if you are over sixty.

1a (verb) \_\_\_\_\_

1b (noun) \_\_\_\_\_

2a (verb) \_\_\_\_\_

2b (noun) \_\_\_\_\_

## D. Nouns ending in -cian



### Spelling tips

- These nouns often name jobs or hobbies, and show a person's skill.
- If the base word ends in -c just add -ian. Music – musician.
- If the base word ends in -cs remove the -s before adding -ian. Politics - politician, physics – physician.
- Other changes are also possible. E.g. beauty - beautician.



### Making -cian words.

Add the correct ending to the root words.

\* You may have to make other spelling changes too. Use a dictionary if needed.

root word	noun	root word	noun
music	musician	statistic	statistician
beauty	beautician	technique	
politics		obstetrics	
magic		optic	
mathematics		electric	
paediatrics		diet	



### Words within words

How many words can you find hidden in mathematician?



math**em**atician – mat

math**em**atician – **he**

Can you find six more hidden words inside mathematician?

1. \_ \_ \_ \_

4. \_ \_

2. \_ \_

5. \_ \_ \_

3. \_ \_ \_ \_ \_ \_ \_

6. \_ \_ \_



## E. Revision of all nouns ending in a 'shun' sound



### Summary and Tips

**Cushion** and **fashion** are the only two common English words where the **sh** sound at the beginning of the last syllable is actually spelt **-sh**.

So, if the last syllable of a word starts with a **sh** sound **DO NOT WRITE** -sh unless the word is **fashion** or **cushion**!

**The most likely endings are shown below (most common first):**

- tion (action, friction, caution, perfection and hundreds more words)
- sion (explosion, precision, excursion, mansion, pension, version and about 40 more common words)
- ssion (mission, permission, possession, passion and about 30 more words)
- cian (musician, electrician, technician and about 12 more words)

**Other less common 'shun' endings:**

- sian (Asian, Persian, Russian, Caucasian)
- xion (complexion, crucifixion)
- cion (suspicion, coercion)
- shion (fashion, cushion) see tip above
- cean (ocean, crustacean)



### -sion or -tion?

Add the correct ending (-sion or -tion) to these words.  
Use a dictionary if you need to.



### C o n v e r s a t i o n

E x p l o \_ \_ \_ \_

F r a c \_ \_ \_ \_

S u c \_ \_ \_ \_

M a n \_ \_ \_ \_

C o n f u \_ \_ \_ \_

D e s p e r a \_ \_ \_ \_

P r e p a r a \_ \_ \_ \_

P o r \_ \_ \_ \_

C r e a \_ \_ \_ \_

D o n a \_ \_ \_ \_

R e v i \_ \_ \_ \_

F u \_ \_ \_ \_

C o m p e t i \_ \_ \_ \_

V e r \_ \_ \_ \_

P o p u l a \_ \_ \_ \_

I l l u \_ \_ \_ \_

D i v i \_ \_ \_ \_

A c \_ \_ \_ \_

C o n c l u \_ \_ \_ \_

C a p \_ \_ \_ \_



## **-cian, -sion, -ssion or -tion? Complete the sentences**

Add the correct 'shun' ending to the root words below.

*\* You may have to make other spelling changes too. Use a dictionary if needed.*

- a) She told her son he had two (opt) \_\_\_\_\_, eat his dinner or go without.
- b) (Act) \_\_\_\_\_ speak louder than words.
- c) The (optic) \_\_\_\_\_ said I needed stronger glasses.
- d) We were having a large (extend) \_\_\_\_\_ built on the back of our house.
- e) His (react) \_\_\_\_\_ to my son's haircut was not as bad as I expected.
- f) We went to an interesting art (exhibit) \_\_\_\_\_.
- g) Stop! You're going in the wrong (direct) \_\_\_\_\_.
- h) She lost all her (possess) \_\_\_\_\_ in a fire.
- i) He needed a lot of (persuade) \_\_\_\_\_ before he parted with his money.
- j) We had to ask (permit) \_\_\_\_\_ before we could use the photocopier.
- k) I have enjoyed our (converse) \_\_\_\_\_ but I really must do some work.
- l) He came from a big family and had dozens of (relate) \_\_\_\_\_.
- m) The (music) \_\_\_\_\_ played my favourite pieces.
- n) Traffic was diverted because of a (collide) \_\_\_\_\_ on the motorway.
- o) I get a great feeling of (satisfy) \_\_\_\_\_ when I complete all my work.
- p) There was complete (confuse) \_\_\_\_\_ when the fire alarm went off.
- q) Would you like to look at my stamp (collect) \_\_\_\_\_?
- r) We had to call out an (electric) \_\_\_\_\_ when all the lights went out

# Answers

# pages 2 - 3

Page 2. Change each verb to a noun that ends in -tion.

verb	noun	verb	noun
reduce	reduction	react	reaction
examine	examination	vegetate	vegetation
multiply	multiplication	intercept	interception
register	registration	adopt	adoption
configure	configuration	instruct	instruction
educate	education	erupt	eruption
satisfy	satisfaction	relate	relation
consider	consideration	part	partition
imitate	imitation	integrate	integration
edit	edition	relegate	relegation

Page 3. Remove the suffix to make a verb

noun	verb	noun	verb
inflation	inflate	operation	operate
pronunciation	pronounce	congratulations	congratulate
selection	select	plantation	plant
projection	project	verification	verify
addition	add	interrogation	interrogate
subtraction	subtract	dedication	dedicate
reflection	reflect	deduction	deduce
perfection	perfect	interpretation	interpret
contraction	contract	retaliation	retaliate
conversation	converse	variation	vary

# Answers

pages 4 - 6

**Page 4. Change each verb into a noun that ends in -sion or -ssion.**

verb	noun	verb	noun
discuss	discussion	impress	impression
transfuse	transfusion	invade	invasion
progress	progression	intrude	intrusion
obsess	obsession	televise	television
collide	collision	conclude	conclusion
corrode	corrosion	supervise	supervision
confess	confession	permit	permission

**Page 5. Change each noun to a verb.**

noun	verb	noun	verb
admission	admit	persuasion	persuade
confusion	confuse	depression	depress
expression	express	inclusion	include
provision	provide	exclusion	exclude
omission	omit	division	divide
decision	decide	remission	remit

**Page 6. Add -cian to make new nouns**

root word	noun	root word	noun
music	musician	statistic	statistician
beauty	beautician	technique	technician
politics	politician	obstetrics	obstetrician
magic	magician	optic	optician
mathematics	mathematician	electric	electrician
paediatrics	paediatrician	diet	dietician

**Page 7. Words within words**

- |         |        |             |
|---------|--------|-------------|
| 1. them | 2. at  | 3. thematic |
| 4. an   | 5. the | 6. hem      |

**Page 7. Add the correct ending**

Explosion	Fraction
Suction	Mansion
Confusion	Desperation
Preparation	Portion
Creation	Donation
Revision	Fusion
Competition	Version
Population	Illusion
Division	Action
Conclusion	Caption

**Page 8. Complete the sentences**

- a) She told her son he had two (options), eat his dinner or go without.
- b) (Actions) speak louder than words.
- c) The (optician) said I needed stronger glasses.
- d) We were having a large (extension) built on the back of our house.
- e) His (reaction) to my son's haircut was not as bad as I expected.
- f) We went to an interesting art (exhibition).
- g) Stop! You're going in the wrong (direction).
- h) She lost all her (possessions) in a fire.
- i) He needed a lot of (persuasion) before he parted with his money.
- j) We had to ask (permission) before we could use the photocopier.
- k) I have enjoyed our (conversation) but I really must do some work.
- l) He came from a big family and had dozens of (relations).
- m) The (musician) played my favourite pieces.
- n) Traffic was diverted because of a (collision) on the motorway.
- o) I get a great feeling of (satisfaction) when I complete all my work.
- p) There was complete (confusion) when the fire alarm went off.
- q) Would you like to look at my stamp (collection)?
- r) We had to call out an (electrician) when all the lights went out