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

☐ be aware of ‘shun’ endings (suffixes) and how to spell them 2, 7.
☐ build nouns from a root word and a suffix 2, 4, 6, 8.
☐ remove a suffix from a noun (to make a verb) 3, 5.
☐ make changes (when needed) to a word before adding a suffix 2, 4, 5, 6, 8.
☐ find hidden words to help remember spellings 6.
☐ 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. diffrac - 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).

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>reduce</td>
<td>reduction</td>
<td>react</td>
<td>reaction</td>
</tr>
<tr>
<td>examine</td>
<td>examination</td>
<td>vegetate</td>
<td></td>
</tr>
<tr>
<td>multiply</td>
<td></td>
<td>intercept</td>
<td></td>
</tr>
<tr>
<td>register</td>
<td></td>
<td>adopt</td>
<td></td>
</tr>
<tr>
<td>configure</td>
<td></td>
<td>instruct</td>
<td></td>
</tr>
<tr>
<td>educate</td>
<td></td>
<td>erupt</td>
<td></td>
</tr>
<tr>
<td>satisfy</td>
<td></td>
<td>relate</td>
<td></td>
</tr>
<tr>
<td>consider</td>
<td></td>
<td>part</td>
<td></td>
</tr>
<tr>
<td>imitate</td>
<td></td>
<td>integrate</td>
<td></td>
</tr>
<tr>
<td>edit</td>
<td></td>
<td>relegate</td>
<td></td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>inflation</td>
<td>inflate</td>
<td>operation</td>
<td>operate</td>
</tr>
<tr>
<td>pronunciation</td>
<td>pronounce</td>
<td>congratulations</td>
<td></td>
</tr>
<tr>
<td>selection</td>
<td>plantation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>projection</td>
<td>verification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>addition</td>
<td>interrogation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subtraction</td>
<td>dedication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reflection</td>
<td>deduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>perfection</td>
<td>interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contraction</td>
<td>retaliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conversation</td>
<td>variation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

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**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).*

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss</td>
<td>discussion</td>
<td>impress</td>
<td>impression</td>
</tr>
<tr>
<td>transfuse</td>
<td>transfusion</td>
<td>invade</td>
<td></td>
</tr>
<tr>
<td>progress</td>
<td></td>
<td>intrude</td>
<td></td>
</tr>
<tr>
<td>obsess</td>
<td></td>
<td>televise</td>
<td></td>
</tr>
<tr>
<td>collide</td>
<td></td>
<td>conclude</td>
<td></td>
</tr>
<tr>
<td>corrode</td>
<td></td>
<td>supervise</td>
<td></td>
</tr>
<tr>
<td>confess</td>
<td></td>
<td>permit</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>admission</td>
<td>admit</td>
<td>persuasion</td>
<td>persuade</td>
</tr>
<tr>
<td>confusion</td>
<td>depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expression</td>
<td>inclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>provision</td>
<td>exclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>omission</td>
<td>division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>decision</td>
<td>remission</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>root word</th>
<th>noun</th>
<th>root word</th>
<th>noun</th>
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<tr>
<td>music</td>
<td>musician</td>
<td>statistic</td>
<td>statistician</td>
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<tr>
<td>beauty</td>
<td>beautician</td>
<td>technique</td>
<td></td>
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<td>politics</td>
<td></td>
<td>obstetrics</td>
<td></td>
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<tr>
<td>magic</td>
<td></td>
<td>optic</td>
<td></td>
</tr>
<tr>
<td>mathematics</td>
<td></td>
<td>electric</td>
<td></td>
</tr>
<tr>
<td>paediatrics</td>
<td></td>
<td>diet</td>
<td></td>
</tr>
</tbody>
</table>

Words within words
How many words can you find hidden in mathematician?

mathematician - mat    mathematician - he

Can you find six more hidden words inside mathematician?

1. _ _ _ _  
2. _ _  
3. _ _ _ _ _ _  
4. _ _  
5. _ _ _  
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.

Conversation

Explo____
Suc____
Confu____
Prepara____
Crea____
Revi____
Compe____
Popula____
Divi____
Conclu____

Frac____
Man____
Despera____
Por____
Dona____
Fu____
Ver____
Illu____
Ac____
Cap____
-cion, -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.
### Page 2. Change each verb to a noun that ends in -tion.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>reduce</td>
<td>reduction</td>
<td>react</td>
<td>reaction</td>
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<tr>
<td>examine</td>
<td>examination</td>
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<td>multiplication</td>
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</tr>
<tr>
<td>edit</td>
<td>edition</td>
<td>relegate</td>
<td>relegation</td>
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</tbody>
</table>

### Page 3. Remove the suffix to make a verb

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>inflation</td>
<td>inflate</td>
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<td>operate</td>
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<tr>
<td>pronunciation</td>
<td>pronounce</td>
<td>congratulations</td>
<td>congratulate</td>
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<td>select</td>
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</tr>
<tr>
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<td>project</td>
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<td>verify</td>
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<td>subtraction</td>
<td>subtract</td>
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<td>dedicate</td>
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<td>reflection</td>
<td>reflect</td>
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<tr>
<td>perfection</td>
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<td>interpretation</td>
<td>interpret</td>
</tr>
<tr>
<td>contraction</td>
<td>contract</td>
<td>retaliation</td>
<td>retaliate</td>
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<tr>
<td>conversation</td>
<td>converse</td>
<td>variation</td>
<td>vary</td>
</tr>
</tbody>
</table>
### Answers pages 4 - 6

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

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss</td>
<td>discussion</td>
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<td>impression</td>
</tr>
<tr>
<td>transfuse</td>
<td>transfusion</td>
<td>invade</td>
<td>invasion</td>
</tr>
<tr>
<td>progress</td>
<td>progression</td>
<td>intrude</td>
<td>intrusion</td>
</tr>
<tr>
<td>obsess</td>
<td>obsession</td>
<td>televise</td>
<td>television</td>
</tr>
<tr>
<td>collide</td>
<td>collision</td>
<td>conclude</td>
<td>conclusion</td>
</tr>
<tr>
<td>corrode</td>
<td>corrosion</td>
<td>supervise</td>
<td>supervision</td>
</tr>
<tr>
<td>confess</td>
<td>confession</td>
<td>permit</td>
<td>permission</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>admission</td>
<td>admit</td>
<td>persuasion</td>
<td>persuade</td>
</tr>
<tr>
<td>confusion</td>
<td>confuse</td>
<td>depression</td>
<td>depress</td>
</tr>
<tr>
<td>expression</td>
<td>express</td>
<td>inclusion</td>
<td>include</td>
</tr>
<tr>
<td>provision</td>
<td>provide</td>
<td>exclusion</td>
<td>exclude</td>
</tr>
<tr>
<td>omission</td>
<td>omit</td>
<td>division</td>
<td>divide</td>
</tr>
<tr>
<td>decision</td>
<td>decide</td>
<td>remission</td>
<td>remit</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>root word</th>
<th>noun</th>
<th>root word</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>music</td>
<td>musician</td>
<td>statistic</td>
<td>statistician</td>
</tr>
<tr>
<td>beauty</td>
<td>beautician</td>
<td>technique</td>
<td>technician</td>
</tr>
<tr>
<td>politics</td>
<td>politician</td>
<td>obstetrics</td>
<td>obstetrician</td>
</tr>
<tr>
<td>magic</td>
<td>magician</td>
<td>optic</td>
<td>optician</td>
</tr>
<tr>
<td>mathematics</td>
<td>mathematician</td>
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<td>electrician</td>
</tr>
<tr>
<td>paediatrics</td>
<td>paediatrician</td>
<td>diet</td>
<td>dietician</td>
</tr>
</tbody>
</table>
Answers

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