

Using suffixes -er -or -ar to make nouns

Main curriculum references

Reading – decoding

Rw/E2.3 use phonic and graphic knowledge to decode words. Understand that the meaning of individual words can often be deduced from surrounding context, using own life knowledge and experience as a guide. Understand that some words can be split into specific parts, and recognise the parts, including compound words, prefixes, suffixes, inflectional endings, plurals, e.g. *playground, replay, playful, plays, playing, played*. Reinforce and extend knowledge of sound-letter patterns in simple words with common spelling patterns.

Rw/E3.5 use a variety of reading strategies to help decode an increasing range of unfamiliar words. Apply knowledge of sound & 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/E2.2 use knowledge of sound-symbol relationships and phonological patterns to help work out correct spellings. Understand that (a) many words follow regular spelling patterns which correspond to certain sounds (b) it is possible to greatly reduce the chances of making random spelling errors by applying their knowledge of spelling patterns and rules (d) -ed and -ing are common spellings at the end of words to show the past and present forms of verbs (e) some words can be split into parts to help spelling, e.g. compound words, words with prefixes or suffixes.

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.

Grammar – word classes

Rs/E2.2 use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning.

Rs/E2.3 apply own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words.

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.

Writing sentences

Ws/E3.1 write in complete sentences.

Teaching ideas

Important points

- This resource assumes students have had previous input on verbs, nouns and simple suffixes such as -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.
- 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** is to help students (and tutor) decide which areas need to be worked 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 2-3* (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.

Contextualisation

DIY - construction

- If your students are not interested in cooking use a list of instructions from a DIY (Do It Yourself) book instead of the recipe instructions on pages 8-9.
- The web is also an excellent source of instructions: <http://www.buildituk.com/> has lists of instructions that can be adapted. Here's a few examples (adapted from the Build it UK - Electrics section)

1. Plan a route for the cable.
2. Run the cable from the master socket.
3. Fix cable by hammering in cleats.
4. Cut the cable where it reaches socket.
5. Strip about 32mm from the cables.
6. Connect the conductors to the socket.

Situations Vacant

- Look at the jobs pages, highlighting all the occupations that end in -er, -or or -ar. Local papers are an excellent choice. On one double page spread we found:

1. Cleaning Supervisor
2. Warehouse Person / Driver
3. Service Engineer
4. Examinations Officer
5. Maintenance Manager
6. Travel Desk Administrator
7. Senior Photographer
8. Junior Buyer
9. Gardener
10. Salesman / Estimator
11. Mechanical Designer
12. Warehouse Labourer

Extension Ideas

Newspaper or magazine search

- Look through an interesting newspaper article and highlight all the words ending in -er, -or or -ar. Discuss. Are they all nouns? Which ending is the most common? Check the meanings of any unfamiliar words.
- Alternatively, block out all the "er" 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. The cloze exercise can then be kept and re-used with other students.

Other suffixes

Discuss other suffixes that can be used to make nouns. For example:

- book - booklet, music - musician, motor - motorist. (nouns to different nouns)
- special - specialist, kind - kindness. (adjectives to nouns)
- inhabit - inhabitant, irritate - irritant, react - reaction. (verbs to nouns)

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Using suffixes -er -or -ar to make nouns

AIMS

These worksheets will help you

Page

- | | | |
|--------------------------|---|----------------|
| <input type="checkbox"/> | recognise nouns and verbs | 2, 8. |
| <input type="checkbox"/> | be aware of 'er' sounding endings and how to spell them | 3, 4, 5, 6, 8. |
| <input type="checkbox"/> | add a suffix to a verb (to make a noun) | 3, 4, 6, 8. |
| <input type="checkbox"/> | make changes (when needed) to a word before adding a suffix | 3, 4, 6. |
| <input type="checkbox"/> | make up mnemonics to help remember spellings | 5. |
| <input type="checkbox"/> | improve your vocabulary and write interesting sentences | 4, 5, 7, 9. |

Glossary

- mnemonic** - A memory aid. A rhyme or sentence that helps you remember something such as important facts, a spelling or spelling rule.
*Naughty elephants squirt water (points of the compass)
I before E except after C when the sound made is 'ee' (spelling rule)
Big elephants can always understand small elephants (because)*
- noun** - A naming word (see page 2).
- 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.
- verb** - An action word (see page 2).

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.

Name _____ Date _____

Nouns and verbs



Nouns are *naming* words - they name

- 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).



Circle the nouns.



Mary visited her friend in hospital.

There are some beautiful walks in Scotland.

Please close the gate or the sheep will escape.

I thanked the farmer for his help.

We walked for miles on the first day of our holiday.



Verbs are *doing* words

- most verbs describe actions (to jump, to stare, to prepare, etc.)
- some verbs are about being or existing (to be, to seem, to appear).



Circle the verbs.



Mary visited her friend in hospital.

There are some beautiful walks in Scotland.

Please close the gate or the sheep will escape.

I thanked the farmer for his help.

We walked for miles on the first day of our holiday.




Fill in the gaps with a suitable verb.

I _____ last week off work. I _____ to Scotland with my family and we _____ in a cottage. During the day we _____ the local countryside and _____ several small villages. In the evening we _____ too tired to _____ so we _____ at the local pub.

Unfortunately I _____ now back at work and my holiday _____ like a distant memory!

Name _____ Date _____


Making nouns from verbs

 You can add **-or** or **-er** to the end of many verbs to make nouns.

- The nouns you make are the names of the people (or objects) that carry out the verb. E.g. bake – baker, destroy – destroyer, visit – visitor, rob – robber.
- Both these word endings (suffixes) sound like 'er' so be careful with spelling.

A. Adding –er to verbs

* These verbs are often short single-syllable words

 race + r = racer *verb ends in a silent e (add -r)*
 run + n + er = runner *verb ends with a short vowel followed by a consonant (double the consonant and add -er)*
 farm + er = farmer *other verbs*


 **Change each verb to a noun that ends in -er.**


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



| verb | noun | verb | noun |
|---------|--|--------|---|
| drive |  driver | spin |  spinner |
| knit | | plan | |
| write | | garden | |
| joke | | sweep | |
| lecture | | mine | |
| ramble | | teach | |
| clean | | train | |
| sin | | drive | |


Name _____ Date _____


B. Adding -or to verbs
 * These verbs are often longer words of two or more syllables

 dictate + or = dictator *verb ends in a silent e (remove the e and add -or)*
 edit + or = editor *verb ends in one or more consonants (add -or)*
 inspect + or = inspector *verb ends in one or more consonants (add -or)*

 **Change each verb to a noun that ends in -or.**
 * You may have to make other changes too (see information box above).

| verb | noun | verb | noun |
|---------|---|-------------|--|
| create |  creator | survive |  survivor |
| act | | calculate | |
| credit | | collect | |
| solicit | | direct | |
| conduct | | visit | |
| success | | refrigerate | |
| react | | credit | |
| inherit | | direct | |

 **Choose some of the nouns you have made on pages 2 and 3.**
Put the nouns into 2 or 3 interesting sentences.

 The teacher used a calculator when she marked the maths homework.

Name _____ Date _____

Nouns ending in -ar

* (sounds like 'er')



A few nouns end in -ar. **collar pillar beggar scholar liar dollar caterpillar vicar burglar calendar**

Learn these words to avoid spelling mistakes.

Spelling tips: make up a mnemonic (memory aid) or stress the -ar ending when you say each word to yourself.



Make up some silly sentences to help you remember -ar nouns.

Use the pictures to help you.



A caterpillar crept under the vicar's dog collar.

Name _____ Date _____

Which suffix? –or –ar – er

* Revision of pages 1-4



Add -er -or or -ar to change each verb into a noun.

** You may have to make other changes too.*

Underline any words that you are not sure about then check in a dictionary, discuss with another student or ask your tutor.

| verb | noun | verb | noun |
|------------|-----------|-----------|------------|
| trap | ☞ trapper | farm | ☞ farmer |
| play | ☞ player | educate | ☞ educator |
| duplicate | | kidnap | |
| report | | elect | |
| brew | | survey | |
| propel | | work | |
| defect | | supervise | |
| accelerate | | extract | |
| raid | | select | |
| bowl | | burgle | |
| smoke | | grind | |
| invent | | beg | |
| lie | | instruct | |
| select | | build | |

Name _____ Date _____

Quiz (challenging - don't be afraid to use a dictionary!)



All the answers are nouns ending in -or.

Write the answers in the grid.

Can you find the hidden vertical word?

1. A large vulture-like bird.
2. An important academic person in a university.
3. Look in this to see your reflection.
4. A person under the legal age limit (or a musical term).
5. Someone who makes men's clothes.
6. Found in central heating systems (and in a car).
7. A person who donates something.
8. Another word for a car (it also makes things move).
9. _____

| | | | | | | | | | | | | | | |
|---|--|--|--|--|---|--|--|--|--|--|--|---|---|--|
| 1 | | | | | 9 | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | o | r | |
| 7 | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | |

Name _____ Date _____

Find the verb. Change it to a noun



Listed below are 20 random instructions from a cake recipe book.

Underline the verb in each sentence.

Put the verb in the next column.

Change each verb into a noun. (Add the correct suffix).



| Recipe instructions | verb | noun |
|---|------|-------|
| ☞ <u>Mix</u> the eggs and sugar together. | mix | mixer |
| Heat the oven to 200°C. | | |
| Line the tray with greaseproof paper. | | |
| Gently fold in the egg whites. | | |
| Beat the butter and sugar until creamy. | | |
| Stir in the milk. | | |
| Sift the flour. | | |
| Bake for 30 minutes. | | |
| Freeze for up to one month. | | |
| Use a sharp knife. | | |
| Stick decorations on cake with icing. | | |
| The cakes keep well in an airtight tin. | | |
| Pipe out shapes on a tray. | | |
| Lay a sheet of foil over surface. | | |
| Fill with jam. | | |
| Spread icing over cake. | | |
| Trim away rough edges. | | |
| Decorate as you wish. | | |
| Refrigerate any leftovers. | | |
| Cut into squares. | | |
| Whisk cream until stiff. | | |

What do you notice about most of the noun endings? _____

Page 2 - Circle the nouns.

There are some beautiful **walks** in **Scotland**.

Please close the **gate** or the **sheep** will escape.

I thanked the **farmer** for his **help**.

We walked for **miles** on the first **day** of our **holiday**.

Page 2 - Circle the verbs.

There **are** some beautiful walks in Scotland.

Please **close** the gate or the sheep **will escape**.

I **thanked** the farmer for his help.

We **walked** for miles on the first day of our holiday.

Page 2 - Fill in the gaps with a suitable verb.

** Suggested verbs are in brackets but other verbs are possible in many of the sentences.*

I (took / had) last week off work. I (drove / went) to Scotland with my family and we (stayed) in a cottage. During the day we (investigated) the local countryside and (explored / visited) several small villages. In the evening we (were) too tired to (cook) so we (ate / dined) at the local pub.

Unfortunately I (am) now back at work and my holiday (seems) like a distant memory!

Answers

pages 3 - 4

Page 3. Change each verb to a noun that ends in –er.

| verb | noun | verb | noun |
|---------|-----------------|--------|-----------------|
| knit | knit <u>ter</u> | plan | plan <u>ner</u> |
| write | writer | garden | gardener |
| joke | joker | sweep | sweeper |
| lecture | lecturer | mine | miner |
| ramble | rambler | teach | teacher |
| clean | cleaner | train | trainer |
| sin | sin <u>ner</u> | drive | driver |

Page 4. Change each verb to a noun that ends in –or.

| verb | noun | verb | noun |
|---------|-----------|-------------|----------------------|
| act | actor | calculate | calculat <u>or</u> |
| credit | creditor | collect | collector |
| solicit | solicitor | direct | director |
| conduct | conductor | visit | visitor |
| success | successor | refrigerate | refrigerat <u>or</u> |
| react | reactor | credit | creditor |
| inherit | inheritor | direct | director |

Answers

pages 6 - 7

Page 6. Add -er -or or -ar to change each verb into a noun.

| verb | noun | verb | noun |
|------------|---------------------|-----------|--------------------|
| duplicate | duplicat <u>or</u> | kidnap | kidnapp <u>er</u> |
| report | reporter | elect | elector |
| brew | brewer | survey | surveyor |
| propel | propell <u>er</u> | work | worker |
| defect | defector | supervise | supervis <u>or</u> |
| accelerate | accelerat <u>or</u> | extract | extractor |
| raid | raider | select | selector |
| bowl | bowler | burgle | burgl <u>ar</u> |
| smoke | smoker | grind | grinder |
| invent | inventor | beg | begg <u>ar</u> |
| lie | li <u>ar</u> | instruct | instructor |
| select | selector | build | builder |

Page 7. Quiz - all the answers are nouns ending in -or.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | c | o | n | d | o | r | | |
| 2 | | | p | r | o | f | e | s | s | o | r |
| 3 | | | m | i | r | r | o | r | | | |
| 4 | m | i | n | o | r | | | | | | |
| 5 | | | t | a | i | l | o | r | | | |
| 6 | | | r | a | d | i | a | t | o | r | |
| 7 | | | | d | o | n | o | r | | | |
| 8 | m | o | t | o | r | | | | | | |

Answers

pages 8 - 9

Page 8. Write the verb in the next column. Change each verb into a noun.

| Recipe instructions | verb | Noun |
|--|-------------|--------------|
| 1. <u>Heat</u> the oven to 200 C | heat | heater |
| 2. <u>Line</u> the tray with greaseproof paper. | line | liner |
| 3. Gently <u>fold</u> in the egg whites. | fold | folder |
| 4. <u>Beat</u> the butter and sugar until creamy. | beat | beater |
| 5. <u>Stir</u> in the milk. | stir | stirrer |
| 6. <u>Sift</u> the flour. | sift | sifter |
| 7. <u>Bake</u> for 30 minutes. | bake | baker |
| 8. <u>Freeze</u> for up to one month. | freeze | freezer |
| 9. <u>Use</u> a sharp knife. | use | user |
| 10. <u>Stick</u> decorations on cake with icing. | stick | sticker |
| 11. The cakes <u>keep</u> well in an airtight tin. | keep | keeper |
| 12. <u>Pipe</u> out shapes on a tray. | pipe | piper |
| 13. <u>Lay</u> a sheet of foil over surface. | lay | layer |
| 14. <u>Fill</u> with jam. | fill | filler |
| 15. <u>Spread</u> icing over cake. | spread | spreader |
| 16. <u>Trim</u> away rough edges. | trim | trimmer |
| 17. <u>Decorate</u> as you wish. | decorate | decorator |
| 18. <u>Refrigerate</u> any leftovers. | refrigerate | refrigerator |
| 19. <u>Cut</u> into squares. | cut | cutter |
| 20. <u>Whisk</u> cream until stiff. | whisk | whisker |

What do you notice about most of the noun endings?

Did you notice that most of the nouns you made end in -er? This is the most common 'er' sounding ending. If in a tight spot, with no dictionary, it is probably best to choose -er.

Page 9. Nouns with more than one meaning.

How many meanings did you find? Here's some you may have missed.

- The ocean liner was making its last voyage
- He is a real stirrer - always causing trouble.
- The piper stood outside the castle and played all night.
- Put your work in a folder.
- My hedge trimmer is broken so I'll use my old shears.
- The lighthouse keeper was very old.
- There was a thick layer of dust everywhere.
- My son collects stickers.
- The cat has beautiful whiskers.