

Hastings H Practice

Aim: Students will be able to pronounce English words beginning with /h/ in a context that reviews cognates

Materials: Worksheet

Procedure:

Note: This supplemental mini-lesson expands on the William the Conqueror theme. It is assumed that learners will be familiar with the story, which was introduced in the Major Cognates lesson. This supplemental pronunciation lesson can be used with similar activities in the /H/ pronunciation unit.

1. Ask the students what they remember about the William the Conqueror story. What do they think happened next? Was he a successful king? Did he marry?
2. The activity answers these questions. Pass out the Hastings H Practice worksheet. Students work individually or in pairs to complete it.
3. Confirm correct answers. See teacher's answer sheet.
4. Students read the sentences in pairs. Check for correct pronunciation of the *h*-words.

Note: Students may wonder why some words borrowed from French don't have an initial h-sound in English while others do. The likely explanation is that most people were illiterate at the time of William and didn't know these words were spelled with *h*. Common words like *hour* were taken into English as they were heard. But more unusual words were likely to be met in writing. Thus when literate English speakers saw the *h* in the spelling of a word like *heroic*, they pronounced it. Confusion still exists today; some English speakers say *herb* with an aspirated *h*, but others say 'erb'.