Музыка — один из самых эффективных способов воздействия на эмоции школьников. А изучение английского языка с помощью песенявляется эффективным методом  развития восприятия речи на слух, произношения,  грамматики. Такая деятельность не только полностью меняет атмосферу урока, но и способствует неосознанному запоминанию новых слов и выражений.

Большинство учителей английского языка имеют возможность использовать ИКТ на уроках, но часто им не хватает дополнительных материалов, чтобы сделать уроки более интересными и привлечь внимание учащихся.

В современных песнях на английском используются те слова, фразеологические обороты, сленг, которые на данный момент актуальны для [носителей английского языка](http://infourok.ru/go.html?href=http%3A%2F%2Feuroeducation.com.ua%2Farticle%2F36-english%2F362-kursy-anglijskogo-kiev-nositel-anglijskogo-jazyka.html), и, включив их в обучение, можно применять их в дальнейшем на практике.

Я в своей работе ориентировалась на учащихся 9 – 11 классов и дала абсолютную свободу в выборе песен.

Работа строилась следующим образом. В течении года каждый ученик имел шанс продемонстрировать свою любимую песню на английском языке, подготавливая задания к данной песни( чаще всего это была песня известная многим, поэтому текст был практически знаком). На урок ребята приходили с распечатанным материалом и «проводили» этот урок. Такие уроки всегда имели успех, ведь учащиеся становились « учителями ».

Вот некоторые работы моих учеников

 **I.** Exercises to the song **Her Name Is Alice** (by Shinedown)

**Exercise 1:** Listen to the song and fill in the gaps with a word you hear:

(If I had a world of my own everything will be nonsense)

( \_\_\_\_\_\_\_ will be what it is

Because everything will be what it isn't)

I invite you to \_\_\_\_\_ where there is no such thing as time

And every creature lens \_\_\_\_\_\_\_\_\_\_ to change your state of \_\_\_\_

And the girl that chase the rabbit drank the wine and took the pill

Has locked herself in limbo to see how it truly feels

To stand \_\_\_\_\_\_ your virtue no one can ever hurt you, or so they say

Her name is Alice (Alice)

She is crawling to the \_\_\_\_\_\_\_\_

Shaped in shadows

Alice (Alice)

And even though she is dreaming, she knows

Sometimes the curiosity can kill the soul but leave the pain

And every ounce of innocence is left inside her brain

And \_\_\_\_\_\_\_\_ the looking glass we see she is painfully returned

But \_\_\_\_ \_\_\_ with her head I fear is everyone's concern

You see there is no real ending

It's only the beginning

Come \_\_\_ and play

Her name is Alice (Alice)

She is crawling to the window

And shapes of \_\_\_\_\_\_\_\_\_

Alice (Alice)

And even though she is dreaming

She is a locked for meaning for you

This kingdom good riddance good \_\_\_\_\_\_\_ and innocence

Has \_\_\_\_\_\_\_\_ this world all clean down

Her name is Alice (Alice)

She is crawling to the window

Shaped in shadows

Alice (Alice)

And even though she is dreaming

She is a locked for meaning

She is a locked for \_\_\_\_\_\_\_\_ for you

(In contrary was what it is it wouldn't be)

(And what it wouldn't be it would)

( \_\_\_ \_\_\_ )

**Exercise 2:** What story tells this song? Select the title and author.

|  |  |
| --- | --- |
| 1. Cinderella
 | 1. Lewis Carroll
 |
| 1. Alice Through the Looking Glass
 | 1. The brothers Grimm
 |
| 1. Alice’s Adventures in Wonderland
 | 1. Charles Perrault
 |
| 1. Bluebeard
 | 1. Alan Milne
 |

**Exercise 3:** Match a word and its translation.

|  |  |
| --- | --- |
| 1. mind
 | 1. любопытство
 |
| 1. locked
 | 1. пробирается
 |
| 1. crawling
 | 1. наоборот
 |
| 1. curiosity
 | 1. душа
 |
| 1. contrary
 | 1. заперлась
 |

**Exercise 4:** Translate the sentences into Russian language and write them down.

1. The girl that chase the rabbit drank the wine and took the pill.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. And even though she is dreaming, she knows

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You see there is no real ending

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. She is a locked for meaning for you

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 5:** Describe the hero of the song. His appearance and character.

**II.** EXERCISES TO THE SONG **Roots**(BY Imagine Dragons)

**Exercise 1: Listen to the song and fill in the gaps with a word you hear:**

**Verse 1**
Don't 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stones at me
Don't tell anybody
Woah, woah, woah
Trouble finds me, woah
All the noise of this
Has made me lose my 2)\_\_\_\_\_\_\_\_\_
Woah, woah, woah
**Chorus х2**
I'm going back to my roots
Another day, another door
Another 3)\_\_\_\_\_\_\_, another 4)\_\_\_\_\_\_\_\_
Rock bottom, rock bottom, rock bottom
I'm going back to my roots
**Verse 2**
Had to lose my way
To know which road to take
Woah, woah, woah
Trouble 5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me, woah
All I look for was
6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_away by a wave
Woah, woah, woah

**Chorus х2**I'm going back to my roots
Another day, another door
Another high, another low
Rock bottom, rock bottom, rock bottom
I'm going back to my roots
**Bridge**
I know it's gotta go like this, 7)\_\_\_\_\_\_\_\_\_\_\_
Hell will always come before you 8)\_\_\_\_\_\_\_\_\_\_\_
Trouble found me, trouble found me
I know it's gotta go like this, I know
Hell will always come before you grow
Trouble found me, trouble found me

**Chorus x2**
I'm going back to my roots
Another day, another door
Another high, another low
Rock bottom, rock bottom, rock bottom
I'm going back to my roots

**Exercise 2: What is the song about? Tick the topics mentioned in the song:**

* **plants;**
* **lossofhope;**
* **atheist;**
* **loser;**
* **herogoeshome.**

**Exercise 3: Match a word and its translation.**

|  |  |
| --- | --- |
| **1)tothrow** | **a) шум** |
| **2)rockbottom** | **b) волна** |
| **3) stone** | **c) камень** |
| **4) noise** | **d)предел** |
| **5) belief** | **e) бросать** |
| **6) wave** | **f) вера** |

**Exercise 4: Match a line in A with a line in B. Then use these expressions in the sentences of your own**.

|  |  |
| --- | --- |
| A | B |
| 1) **whichroad** | a) **myway** |
| 2)**toback** | b)**stones** |
| 3)**Trouble** | c) **tomyroots** |
| 4) **tolose** | d) **found** |
| 5) **rock** | e)**day** |
| 6**Another** | f) **totake** |
| 7)**tothrow** | g) **bottom** |

**Example: 1)I know which road to take.**

**III.** EXERCISES TO THE SONG  **Paint it Black (by the Rolling Stones)**

**Exercise 1: Listen to the song and fill in the gaps with a word you hear:**

**Paint it black**

I see a red door and I want it \_\_\_\_\_\_\_ black
No colors anymore I want them to turn black
I see the girls walk by dressed in their summer \_\_\_\_\_\_
I have to turn my head \_\_\_\_\_\_ my darkness goes

I see a line of cars and they're all painted black
With flowers and my love \_\_\_\_\_\_ never to come back
I see people turn their heads and \_\_\_\_\_\_\_ look away
Like a new born baby it just happens ev'ry day

I look \_\_\_\_\_\_ myself and see my heart is black
I see my red door and it has been painted black
Maybe then I'll \_\_\_\_\_ away
and not have to face the facts
It's not easy facin' up when your whole \_\_\_\_\_\_\_ is black

No more will my green sea go turn a \_\_\_\_\_\_\_\_ blue
I could not foresee this thing happening to you
If I look hard \_\_\_\_\_\_ into the settin' sun
My love will laugh with me before the mornin' comes

I see a red door and I want it \_\_\_\_\_black
No colors anymore I want them to turn black
I see the girls walk by dressed in their summer \_\_\_\_\_\_
I have to turn my head \_\_\_\_\_ my darkness goes

Hmm, hmm, hmm,...

I wanna see it painted, painted black
Black as night, black as coal
I wanna see the sun \_\_\_\_\_\_ out from the sky
I wanna see it painted, painted, painted, painted black
Yeah!

**Exercise 2: What is the song about? Tick the topics mentioned in the song:**

* flowers;
* loss of hope;
* world ;
* loser;
* In man faded all the "light".

**Exercise 3: Match a word and its translation.**

|  |  |
| --- | --- |
| 1) sun | a) одетый |
| 2) turn | b) солнце |
| 3) paint | c) цвет |
| 4) collor | d) очередь |
| 5) belief | e) краска |
| 6) dressed | f) вера |

Итак, песни на английском стоит использовать в [изучении английского языка](http://infourok.ru/go.html?href=http%3A%2F%2Feuroeducation.com.ua%2Farticle%2F40-razlichnaya-topics%2F461-individualnye-kursy-anglijskogo-v-kieve.html), потому что:

* при изучении английского языка с помощью песен наблюдается более прочное усвоение и расширение лексического запаса, так как включаются новые слова и выражения. В песнях уже знакомые [английские](http://infourok.ru/go.html?href=http%3A%2F%2Feuroeducation.com.ua%2Fobuchenie-online%2F274.html) слова встречаются в новом контекстуальном окружении, что помогает активизировать лексический запас;
* песни на английском языке помогают лучше усвоить и активизировать грамматические конструкции;
* песни на английском способствуют совершенствованию навыков английского произношения, развитию музыкального слуха. Музыкальный слух, слуховое внимание и слуховой контроль находятся в тесной взаимосвязи с развитием артикуляционного аппарата. Разучивание и исполнение коротких, несложных по мелодическому рисунку песен на английском языке частыми повторами помогают закрепить правильную артикуляцию и произношение звуков, правила фазового ударения, особенности ритма и т. д.