

FRIENDSHIP

№ 8

MAY 2018

THE MORE WE ARE TOGETHER
THE HAPPIER WE ARE



Great Victory - 73

A letter to the soldier

Day Birds Competition *The Colors of Autumn*

School memories of the year



This year we celebrate the 73^d anniversary of great Victory over Nazi Germany.

At dawn on June 22, 1941, Hitler's armies attacked the Soviet Union without declaring war. The Great Patriotic war, which was to last about 4 years, had begun.

73 years have passed since that terrible war. It has left unforgettable feelings not only on pages of war and historic documents, books and picture albums, but also in genetic memory of our people. No doubt, we must know our roots, the heroic past of our fellow countrymen. 73 years ago our Motherland was in fire. Millions of people suffered and died. But nevertheless people coped with everything, went through the trials and reached the victory reached independence and freedom from fascism. And it was the most important achievement that they could get.



May 9 is a great holiday for all people. This holiday is dear for all the Russians!

Friendship

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*Magazine for young learners
who love English and want to know it*



Let's celebrate!	4
The Day of Spring and Labour	4
Great Victory - 73	5
We remember! We are proud!	6
A letter to a soldier	7
School life	8
Birds' Day Competition	9
Our guests	10
The Colors of Autumn	10
Our talents	12
We know English! We love English!	12
The film is ready to see	12
Project work	13
Our translations	14
Keep up your English	16
Our achievements	18
School memories of the year	19

Let's celebrate!

The Day of Spring and Labour



Celebrations of May 1 lost their political meaning in Russia after 1991. Some political parties and labor unions may have demonstrations on this day, but most Russians use Spring and Labor Day for gardening or spending time with their families. Many Russians use this public holiday to relax.



Some may go on a retreat to their country homes (called dachas) to work in the garden or spend time with their families. It is also common for people to have picnics or barbecues. Men may give spring flowers, especially tulips and lilacs, to women, and parents may buy balloons and ice-cream to their children to celebrate the end of the cold season in Russia.



Spring and Labor Day is a public holiday in Russia. Most banks, public buildings and educational institutions are closed on this day. If May 1 falls on a weekend, the public holiday usually moves to the following Monday.

The most common symbols of Spring and Labor Day are: flowers, especially tulips and lilacs – symbols of late spring; blooming branches of fruit trees – a symbol of approaching summer; balloons – a symbol of celebration. Images of flowers, tree blossoms and balloons often appear in artwork related to Spring and Labor Day in Russia.



From the history:

May Day was celebrated illegally in Russia until the February Revolution enabled the first legal celebration in 1917. It became an important official holiday of the Soviet Union, celebrated with elaborate popular parade in the centre of the major cities. The biggest celebration was traditionally organized in Red Square. In 1991, which

preceded the last year that demonstrations were held in Red Square, May Day grew into high-spirited political action. Around 50,000 people participated in a rally in Red Square in 1991 after which the tradition was interrupted for 13 years. Since 1992, May Day is officially called "The Day of Spring and Labour", and remains a major holiday in present-day Russia.



Great Victory - 73



This year we celebrate the 73^d anniversary of great Victory over Nazi Germany. This holiday is dear for all the Russians.

On the 8th of May the celebratory concert gathered young artists of our school. They sang, danced and recited poems. Everything was imbued with passion, love of art and the joy of revealing the future stars. The concert allowed its participants to express their love and gratitude to the soldiers who won that Great War.



My great-grandfather



Victory waltz



The war has finished



My great-grandfather

*Photos from the family album
of Danir Saidov, 6A*

*Photo from the family album
of Daria Timofeeva, 4G*

I remember! I am proud!

My great-grandfathers are soldiers of the Great Patriotic War



*Kozhemyachko
Anatolii
Yakovlevich*



*Volkov Nikita
Alekseevich*



*Belonogov
Anatolii
Vladimirovich*

I would like to tell you about my three great-grandfathers. They were at the front of the Great Patriotic War and were scattered into different points of our country. But all of them passed the war in spite of there were many difficulties. They could resist and I am proud of them. They passed the war through the different obstacles, such as a grief, hunger and sufferings, exempting the territory of our country from fascists.

My great-grandfathers were under the bullets or shells at the different moments of the war. Despite all their wounds, they came back in the battlefield anyway. My great-grandmothers were at the back land and worried for their husbands a lot.

Finally, my great-grandfathers came back home and they continued their lives and work. Though it

wasn't possible to live with such deposit at the heart any more, but they consulted. I am proud of my great-grandfathers very much. I will remember all their merits and I will hold it as the remembrance for my descendants.

Kozhemyachko Sergey, 6A

A letter to Pavel Kostrov, a soldier



Pavel Kostrov

Do not be surprised, dear soldier Pavel Kostrov. This letter is from me, your great-great-granddaughter Vasilina Starkova. I admire you and I'm very proud of you - such a brave, intelligent and fearless Man. You were called up for military service in June 1941. You taught young soldiers.

From the first days of the war to the Victory, you overcame all the hardships of that war. You froze in the damp and dirty trenches. You were exhausted by long fights with the hated enemy. But every time you arose from trenches and ran to kill fascists with shout of hurrah. German planes bombed you from the air and their artillery tried to repel all your attacks. Many of

our soldiers were killed or maimed in those battles.

You Pavel, were twice wounded: a bullet in the leg and shrapnel wounds in the chest. But after treatment in a military hospital, you returned to the front again. Neither death of your comrades nor the atrocities of arrogant fascist invaders broke your morale.

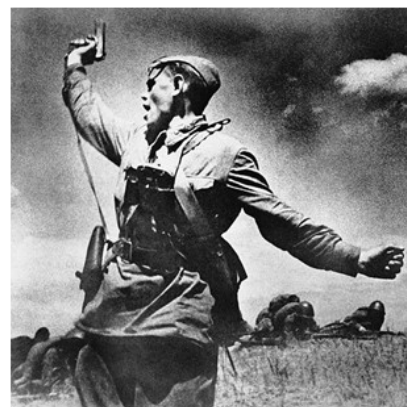
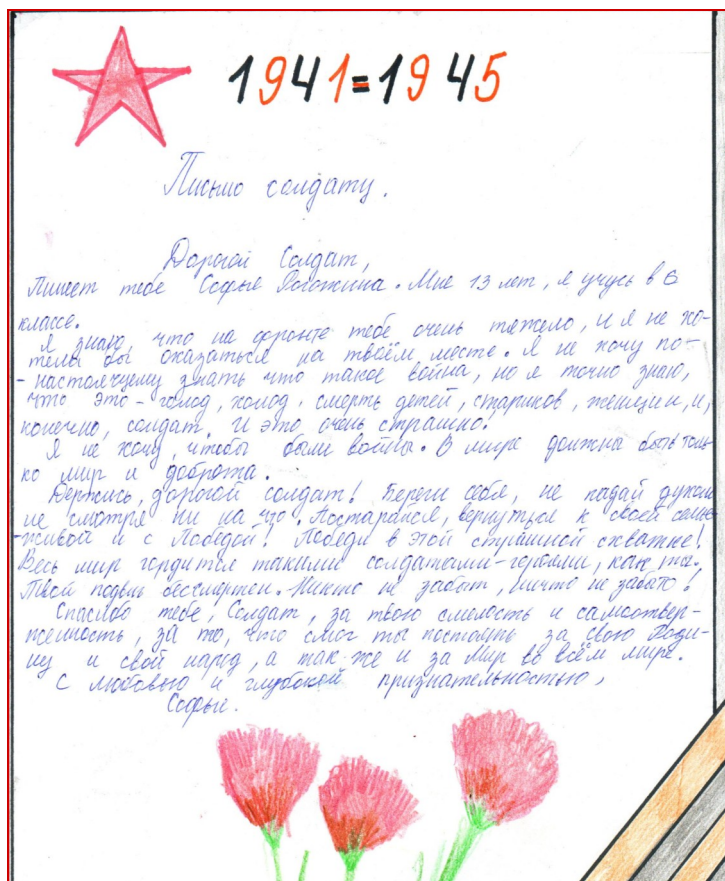
For your heroism you were awarded five medals and two orders of the Red Star. These are very high and honorable awards in our country. I bow to you and your comrades, who defended our Homeland and shed their blood for it.

Eternal memory to all those who saved our mother Russia! Now it's our time to defend our Homeland! We won't let you down. We, as well as you, aspire to be smart and courageous, ready to overcome all the challenges.

*With deep respect to you,
Vasilina*

I remember! I am proud!

A letter to a soldier



Dear Russian soldier,
My name is Novikova Ksenia. I've decided to write you a letter.

War... One word, but so deep meaning. It changed your life and all the people's lives, too. You, a soldier, overcame all the difficulties of that terrible war. You made our world peaceful. All the mankind will remember your courage and fearlessness forever!

We remember! We are proud!

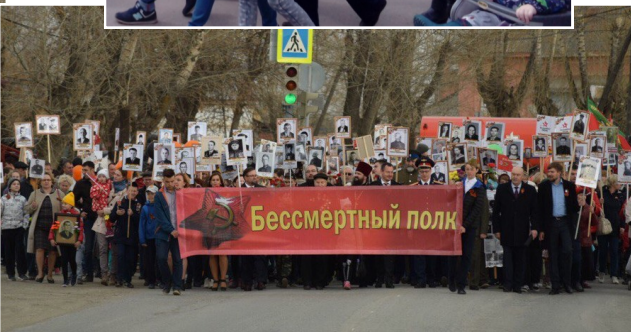
Thank you, Ksenia

Dear Russian soldier!
My name is Liza Yatsenko. I do not know what war is, and I hope that I will never know about it. In one minute the World War II greatly changed the world. You did not give up. You won the war!

Every year on the 9th of May all the Russians celebrate Victory Day. Without you, without your Victory may be there would be no Russia now.

Thank you for all that you have done for our country! Liza

Immortal Regiment March In Sysert



School life



Birds' Day Competition



On the 7th of April Birds' Day Competition was held in the park near school №7 in Patrushi village. The competition was organized by "Bazhov Places" Park. Nine teams took part in the event. Two teams presented our school in the event: "Eaglets" (Grade 2b) and "Young Falcons" (Grade 5a).



Sasha Nikitenko:

"The funniest task was sling-shot. I really liked darts game. To make a birdhouse was a challenging task but we managed to do it."

Sasha Fabrikant:

"I liked everything there. I learned a lot of new things. But most of all I enjoyed spending time with friends in open air."

Igor Subbotin:

"It was fun to guess birds voices by listening. The fact that the woodpecker has got the longest tongue was really amazing. I didn't know that."

Artyom Kochetkov:

"There were no new information for me. And to pick a "fish" from a "well" was really exciting".

Dasha Tarabaeva:

"The most difficult question was about a bird that sings like a nightingale. And to make a birdhouse was hard".

Nastya Demenshina:

"Oh, yes, I agree with Dasha but I think it's a great idea to knock a birdhouse together using nails and a hammer."

Ivan Balin:

"To recognize birds voices was not easy but interesting and useful."

Our team took the second place. We were happy! All members of our team enjoyed the time in Birds Day competition. We would like to take part in this event next year.

Grade 5A & Larisa Vladimirovna



Our guests



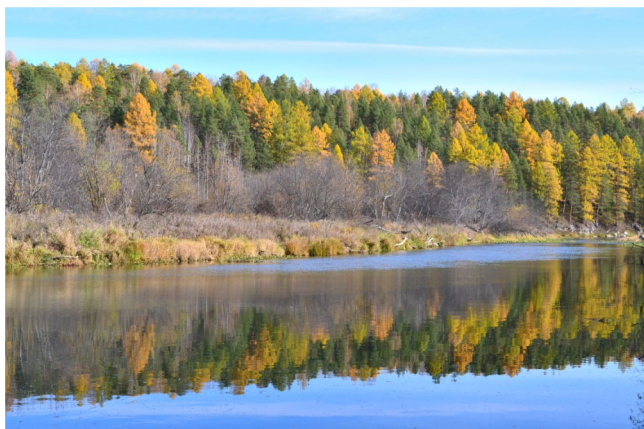
The Colors of Autumn

It's spring. Tree branches have been bare all winter, but will soon see an explosion of green leaves. The trees will wear green through the summer until autumn brings a change in color. A few weeks later the trees will shed their leaves. The branches will once again be bare.

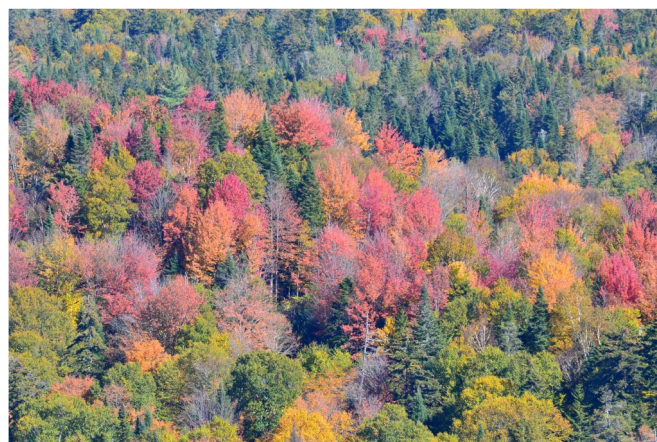


Leaves appear green because they contain an abundance of a green pigment called chlorophyll. In September, when the days become shorter and the nights colder, leaves will begin to lose their chlorophyll. They will then change color from green to yellow and orange. The yellow-orange pigments were in the leaves all summer but were masked by the green chlorophyll. Some trees, such as maple and oak, make additional pigments at this time. These new colors are red and purple. When combined with the yellow-orange pigments they can produce a wide variety of leaf colors.

Chusovaya Tourist Base - larch trees

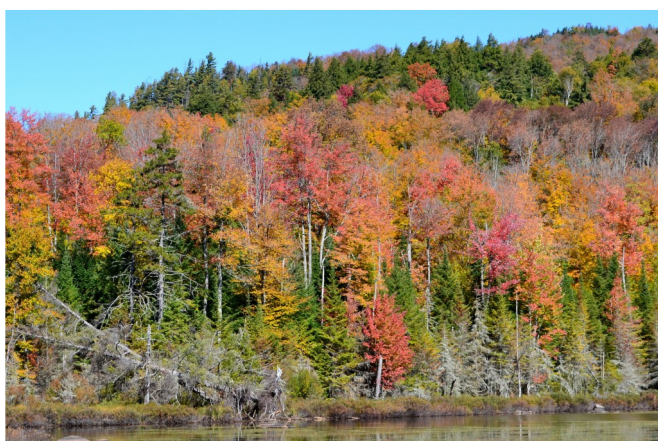


Deer Streams Nature Park - Serga River



Lake Placid - from Cobble Hill

In Sverdlovsk the leafy trees are almost entirely birch and aspen. I've also seen larch during my visits. All three of these trees do not make the red-purple pigments, so their autumn foliage appears yellow-orange. Adding these colors to the greens of pine and spruce creates a pleasing but limited autumn palette.

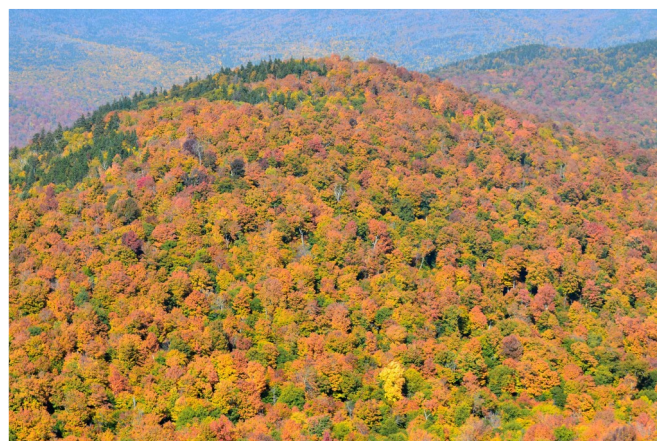


Lake Placid - Echo Lake shoreline

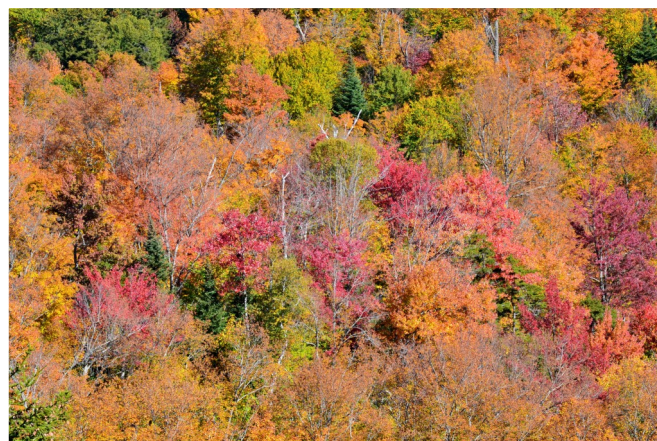


Lake Placid - Connery Pond

In New York and the New England states up to 70% of tree species make the red-purple pigments. The most important of these is maple. As a result the region is one of the best places in the world to view leaf color change. Tourists visit every autumn to enjoy the variety of colors. I'm fortunate to be living in Lake Placid and have spent many sunny autumn days taking pictures of the colorful foliage.



Lake Placid - from Mount Whitney



Lake Placid - below Cobble Hill



*Photos by Bruce Bertrand,
Lake Placid, USA*

Our talents



We know English! We love English!

On the 4th of April seven teams of young English language lovers from different schools of Sysert district arrived in school № 9 (village of Shelkun) to take part in the contest “Scholars of the English Language”. The program of the event was quite challenging: the participants were to solve various puzzles that concerned history, geography, places of interest, customs and traditions of English-speaking countries.



Our “Dream Team” - Anna Kormishina, Alexandra Mavletdinova and Alexander Bogomolov (grade 6a) admitted at the end of the meeting that it had been a

good team work. “It was a great fun!”, they said at the end of the contest. Well done!

The film was introduced to viewers

Catcher of Time



The students from schools 1, 6, 23 of Sysert took part in shooting the film "Catcher of Time".

Among them there were our schoolmates Liza Koltysheva, Alexandr Bogomolov, and Alexandra Mavletdinova.

We worked on the project for six months.



Those months were the best for me in this school year. Every week I waited for Sunday to go to “Globus” to continue the work on the film. Most of all I liked shooting and editing. I was a producer, an editor, and a cameraman. In future I would like to take part in such projects again!

Alexandra Mavletdinova, 6A

Project work

XIII National Contest of Research, Practice-oriented and Creative Projects in English among School and University Students



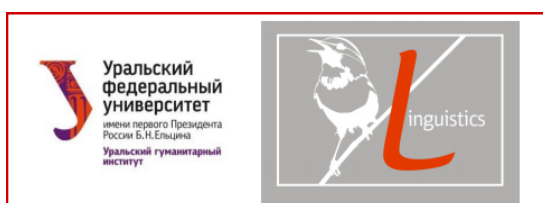
Our brilliant students Valeria Bayankina and Sofia Rogozhina (grade 6B) became the prize-winners of the XIII National Contest of Research, Practice-oriented and Creative Projects in English.

This year project contest was devoted to the sport topic “Citius, Altius, Fortius!” because of the World Football Cup in Russia and in our city, too.



Our students' research project “We are for healthy lifestyle!” took the third place in the contest by correspondence. All in all there were 31 projects, 125 participants.

Some participants came from Karpinsk, Sukhoy Log, Perm, Verhnyaya Chelyabinsk, Salda, Kushva, Sysert.



Contest of translations among school students “Young Linguist”

The students of the 6-10 grades of our school Semen Konovalov, Ksenia Novikova, Alexandra Mavletdinova, Uliana Mukhlinina took part in the Regional Contest of translations among school students “Young Linguist”. On the 28th of March they took part in master classes on translation, which were held in the Urals State University. They were awarded Diplomas. Ksenia Novikova (grade 7b) became the winner of the Contest in the nomination “Prose”.



The Comparison of Languages. *M. Halliday*

In touching on the formal levels of descriptive linguistics and also a little on the level of phonology, which links form and substance, I have tried to show that just as the sounds of a language may be described, with the help of phonetic methods, in such a way as to be of benefit to the student, so a description of the form of language, if based on general linguistic theory, can provide language teachers with a useful and efficient tool. Needless to say, it is not phonetics and linguistics as such that are relevant to the language student, but the results of phonetic and linguistic analysis. I have devoted the major part of this paper to this topic because the description of the language concerned is in my opinion the main task for which general linguistics can be applied to language teaching.

But there is another aspect to be considered: the comparison of languages, and, in particular, the comparison of the foreign language with the mother tongue. There are different points of view on this question. Some

teachers are convinced that one should pay no attention to the learner's mother tongue; that one should keep one's gaze firmly on the foreign language throughout. There are of course cases where no use can be made of the mother tongue, for example if one has a class of twenty students with twenty different native languages; such instances are clearly outside the discussion. This point of view is no doubt partly a reaction against some former methods which were not perhaps very useful: the translation of isolated uncontextualized sentences, the learning of word-lists with translation equivalents and so on. And if the native language itself is not well described, it is difficult to use it effectively. However, given the right conditions one can make positive use of the student's mother tongue; and in such cases to neglect it may be to throw away one of the tools best adapted to the task in hand.

The question is one of priorities. Sooner or later the time comes when one wants to explain to the English stu-

dent the tenses of the French verbal group. By making a comparison with the English tense system, bringing out both the similarities and the differences, we can take advantage of the adult student's ability to make generalizations and abstractions, which is one of his greatest assets.

It is impossible to specify at what stage the native language comes in; the answer depends on the pedagogical principles adopted. On the one hand, one might attempt to make an overall comparison of the grammatical structure of the foreign and native languages; on the other hand, one might take account only of cases of equivalence, cases where there is a high probability that an item in the native language will always be translated by one and the same item in the foreign language. In any case, whatever the stage of teaching at which is proposed to use the mother tongue, valid methods of comparison will be needed, and these methods too depend on general linguistic theory.

Сравнение языков. М. Холлидей

Перевод Ксении Новиковой

Рассматривая формальные уровни дескриптивной лингвистики, а также уровень фонологии, которые связывают форму и содержание, я попытался показать, что как звуки языка могут быть описаны с помощью фонетических методов, чтобы принести пользу ученику, так и описание формы языка, если оно основывается на общей лингвистической теории, может обеспечить учителя полезным и эффективным инструментом. Излишне говорить, что это не фонетика и лингвистика как таковые, имеющие отношение к ученику, а результаты фонетического и лингвистического анализа. Я посвятил основную часть своей статьи этой теме, потому что

описание языка – это, на мой взгляд, главная задача, для решения которой общая лингвистика может быть использована при обучении языку.

Но есть и другой аспект: сравнение языков и, в частности, сравнение иностранного языка с родным языком. Существуют разные точки зрения по этому вопросу. Некоторые учителя убеждены, что не следует обращать внимание на родной язык учащегося; что пристальное внимание должно быть обращено только на иностранный язык. Есть, конечно, случаи, когда нельзя использовать родной язык, например, если в классе двадцать студентов с двадцатью разными родными языками; такие случаи, конечно,

за пределами нашей дискуссии. Несомненно, данная точка зрения отчасти является реакцией на некоторые прежние методы, которые, вероятно, не были очень полезны: перевод изолированных предложений, изучение текстов с эквивалентами перевода и т.д. И если сам родной язык недостаточно освоен, его трудно использовать эффективно. Однако при наличии определенных условий использование родного языка может помочь учащемуся; и в таких случаях пренебрежение им может означать отказ от одного из инструментов, наиболее подходящих к решению поставленной задачи.

Вопрос является одним из приори-

тетных. Рано или поздно, придет время, когда кто-нибудь захочет объяснить английскому студенту времена французских глаголов. Проводя сравнение с системой времен английских глаголов, выявляя как их сходства, так и различия, мы можем использовать способность взрослых студентов делать обобщения, в том числе абстрактные, что является одним из ценных качеств взрослых обучающихся.

Невозможно точно определить, на какой ступени обучения понадобится

родной язык – ответ зависит от принятых педагогических принципов. С одной стороны, можно попытаться провести общее сравнение грамматической структуры иностранного и родного языков; с другой стороны, можно принимать во внимание только эквивалентные случаи, когда существует большая вероятность того, что элемент (слово, понятие) на родном языке всегда будет переведен одним и тем же способом на иностранном языке. В любом случае, какой бы ни

был этап обучения, на котором предлагается использовать родной язык, нужны будут обоснованные методы сравнения, и эти методы в большой степени зависят от общей теоретической лингвистики.



Silence *by Billy Collins*

Now it is time to say what you have to say.
The room is quiet.
The whirring fan has been unplugged,
and the girl who was tapping
a pencil on her desktop has been removed.

So tell us what is on your mind.
We want to hear the sound of your foliage,
the unraveling of your tool kit,
your songs of loneliness,
your songs of hurt.

The trains are motionless on the tracks,
the ships are at rest in the harbor.
The dogs are cocking their heads
and the gods are peering down from their balloons.
The town is hushed,

and everyone here has a copy.
So tell us about your parents -
your father behind the steering wheel,
your cruel mother at the sink.
Let's hear about all the clouds you saw, all the trees.

Read the poem you brought with you tonight.
The ocean has stopped sloshing around,
and even Beethoven
is sitting up in his deathbed,
his cold hearing horn inserted in one ear.

Тишина. Билли Коллинз *Перевод Сергея Ваторопина*

Пора сказать тебе, что должно,
В крошечной комнатной тиши.
От вентилятора жужжания
И девочки, пером стучащей,
Остались только миражи.

Скажи нам, что тебе хотелось.
Послушать бы твою листву,
Что раскрывает твой оркестр
В мелодиях столь одиноких
И близких боли естеству.

К путям прикованы вагоны,
На якорь встали корабли.
Псы устремили взор свой к небу,
А боги – вниз с высот звенящих.
Покой дома свой обрели.

Здесь нет уж боле уникальных.
Так Расскажи нам о семье –
Как твой отец баранку крутит,
У мойки мать ворчит угрюмо,
О прожитой тобой судьбе.

Прочти вечернюю поэму.
Весь океан, прислушавшись, затих,
И даже Людвиг ван Бетховен
В предсмертных муках приподнялся,
Внимая твой чуть слышный стих.

Keep up your English

IRREGULAR VERBS

1 Mr. Harrison
a sports car for his
birthday last month.

- 1) gotten
- 2) got
- 3) has got



2 Jane the
100 m dash this month.

- 1) has won
- 2) won
- 3) wan



3 My dog, Paws
..... in my room last
night.

- 1) has slept
- 2) slept
- 3) slept



4 George the
morning newspaper yet.

- 1) read
- 2) has read
- 3) hasn't read



5 My cousin
her arm when she was
skating.

- 1) broke
- 2) brake
- 3) broken



6 When John and
Sally were in France,
they French.

- 1) spoken
- 2) has spoken
- 3) spoke



7 Pat was in a
hurry this morning so
she her bed.

- 1) didn't make
- 2) made
- 3) didn't made



8 Last summer
three wasps me on
the arm.

- 1) has stung
- 2) stung
- 3) have stung



9 Larry
tomato soup for dinner
today.

- 1) have had
- 2) has have
- 3) has had



10 Last week I a
letter to my grandma. She
hates text messages.

- 1) have written
- 2) wrote
- 3) have wrote



11 The boys their
own carol at the nativity
play last Christmas..

- 1) have sang
- 2) have sung
- 3) sang



12 Tom and Sue
for a walk. They'll be
back in an hour.

- 1) have gone
- 2) went
- 3) has gone



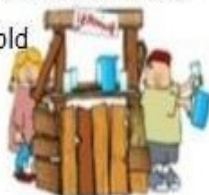
13 Peter a hot
shower before he went
to bed last night.

- 1) took
- 2) have took
- 3) have taken



14 The kids ten
litres of lemonade at the
school fair last weekend.

- 1) have sold
- 2) sold
- 3) sold



15 Fred a few
pounds recently.

- 1) has lose
- 2) has lost
- 3) lost



16 The phone
when I was cutting an
onion for the salad.

- 1) has rung
- 2) was rang
- 3) rang





English Idioms

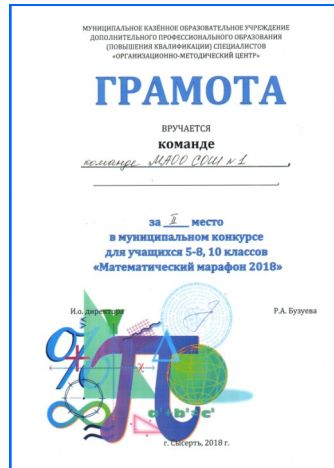
Выражения, которые не стоит понимать буквально и переводить дословно, чтобы не попасть в неловкое положение.

Выучите их, чтобы сделать свою речь более живой.

- **Against the clock** — практически обогнать время — это значит «сделать что-то очень быстро», в короткий срок.
- **To eat one's word** — вы не можете съесть свои слова, но взять свои слова обратно — вполне.
- **Break a leg** — иногда в фильмах можно услышать, как кто-то советует герою «сломать ногу», на самом деле это пожелание удачи: ни пуха, ни пера!
- **The apple of one's eye** — дословно переводится страшновато, но фраза означает что-то вроде «алмаз души моей», очень любить кого-то и беречь как зеницу ока.
- **To feel it in one's bones** — это тот случай, когда вы предчувствуете, что что-то произойдет. В русском языке предчувствие ощущается по-другому, а в английском — костями.
- **When pigs fly** — фраза про летающих свиней многим напомнит ситуацию «когда рак на горе свистнет» или «после дождика в четверг». То есть никогда.
- **To scratch someone's back and that someone will scratch in return** — это выражение дословно можно перевести как «почесать спинку другому, чтобы он почесал тебе в ответ», то есть услуга за услугу: сделать человеку доброе дело в расчете на то, что он ответит тем же.
- **To walk a mile in my shoes** — это не предложение пройтись в чужих ботинках, вас просят «побыть в моей шкуре», представить себя на чьем-то месте.
- **To cost an arm and a leg** — так говорят, когда что-то слишком дорого стоит. Вы буквально должны продать часть тела, чтобы позволить себе эту вещь. Выражение отлично подойдет, чтобы высказаться в двух словах.
- **To count one's chickens before they hatch** — рассчитывать раньше времени на успех, когда еще ничего не ясно. У нас есть аналогичное выражение «цыплят по осени считают».
- **It's raining cats and dogs** — смешно представить себе дождь из кошек и собак, но так говорят, когда льет как из ведра.
- **Rat race** — «крысиные бега» — по большому счету, вся наша жизнь. Это значит «быть в состоянии постоянной спешки и соперничества», гнаться за успехом/ деньгами - кому что.
- **In a nutshell** — если вы хотите рассказать что-то вкратце, то это выражение отлично подойдет, чтобы высказаться в двух словах.
- **The grass is always greener on the other side (of the fence)** — можно перевести как «хорошо там, где нас нет». Многие за собой замечали, что у соседа трава всегда зеленее — вот это то самое чувство.
- **Quick and dirty** — в нашем языке есть такое же емкое выражение «дешево и сердито».
- **To shake a leg** — так говорят, когда нужно поторопиться и сделать что-то быстрее: «шевелись!».
- **Not your cup of tea** — «это не твоя стихия», когда душа не лежит к чему-то или что-то не удастся сделать. Дословно - «не твоя чашка чая», и нужно найти свою.
- **Curiosity killed the cat** — излишне любопытный человек может часто слышать такое. По-русски — любопытной Варваре на базаре нос оторвали, ни один кот не пострадал.

To be continued

Our achievements



Congratulations on your achievements!
You are the best!

School memories of the year



Vika: My class went to the theatres of Ekaterinburg three times. We visited Theatre of Opera and Ballet, Theatre of Musical Comedy and Chamber Theatre. The most exciting theatre production for me was the play "Snowstorm", based on Pushkin's stories. My class-



Sasha: The most delicious day was when we celebrated Defender of Fatherland's Day at our school. Our girls cooked tasty things for boys. We drank tea with tasty biscuits and

Sofia: We participated in the National Contest of Projects in English among School and University Students and took the 3^d place. The theme of our project was "We are for healthy life-style"! We did a lot of hard and interesting work. Next year we are going to work on the project again!

Nastya: I liked our class trip to "Bazhovskie mesta". We traveled there in March. The weather was sunny and warm. Boys and girls of my class took part in different sport competitions and games. It was fun. We made a fire and played snowballs. We had a very good time!



Danil: In May I and my family travelled to the Military Museum in the town of Verkhnyaya Pyshma. There is a collection of over 70 military machines exhibited in the open air and a three storey pavilion with retro cars and motorbikes. The history of the museum started in 2005 when the veterans of the Great Patriotic War asked Andrey Kozitsin, the president of UGMK Holding (Ural Mining and Metallurgical Company) to restore a few machines for the Victory Parade. Today a large part of the museum tanks and cars take part in the Victory

Parades on a regular basis. The collection of the museum is still growing. You can find there retro automobiles from France, USA, UK and of course all types of Ladas and bikes from the USSR. The philosophy of the museum is that there are no machines made in fascist Germany or its allies in the Second World War.



Vasilina: Kovcheg café was a wonderful place where our class usually celebrated holidays during the school year. There we had fascinating concerts with comic scenes from our school life, with cheerful dances and songs. We always got nice souve-

nirs and tasty ice-cream at the end of the party.

We visited the Tea House, where we decorated cookies with cream ourselves. It was a very interesting and informative lesson. There we drank fragrant tea with great pleasure.

The most memorable event of this year was a visit to the Opera and Ballet Theatre. We saw "The Snow Queen". It is an opera and a ballet at the same time. My classmates and me watched the performance with admiration. This school year was wonderful!

SEE YOU IN AUTUMN!

