

### UJIAN TENGAH SEMESTER GASAL 2013/2014

Mata Ujian : READING IV  
Semester : V  
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Waktu : 100 menit  
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#### SYRIA'S RISKY ARMS RACE

As Russia continues to equip the Assad regime, rebel groups are buying powerful weapons abroad too. Is all-out civil war inevitable?

By Simon Shuster

**T**HIS WEAPON IS PERFECT FOR CLOSE-QUARTERS COMBAT, house to house," the Russian arms dealer explains, handing a silencer-equipped AK-104 assault rifle to a Syrian official, who brings the gun's sight to his eye and aims it across Pavilion C3 of Russia's biennial arms bazaar. Through the crosshairs, he can see the neon display of Rosoboronexport, Russia's state weapons dealer, which has given the Syrians a rare chance to do some military shopping. Most of the world has banned arms sales to the Syrian government amid the country's escalating civil revolt. So in Moscow the four-member Syrian delegation is enjoying the hospitality. After an hour with the Kalashnikov salesman, the Syrians stroll over to study some rocket launchers, cruise missiles and military SUVs, which gleam in the summer sun like sports cars at a dealership.

Welcome to Russia's premier weapons expo, the innocuously named Forum of Technologies in Machine Building, a military buffet that President Vladimir Putin, who was then Prime Minister, inaugurated two years ago. In the last week of June, delegations from 103 nations, including Iran, Zimbabwe, Pakistan and Uganda, descended on Zhukovsky Airfield near Moscow to attend the expo. One noteworthy attraction: a "ballet" of twirling, smoke-belching tanks staged by a choreographer from the Bolshoi Theatre.

But the Syrians were not there to be entertained. Over the past 16 months, Syrian forces loyal to President Bashar Assad have used their Russian weaponry to hammer a homegrown rebellion, the most violent of the Arab Spring revolts. The U.N. estimates the death toll at more than 10,000, including thousands of women and children. And as Syria falls deeper into disarray, Assad's regime has continued to import Russian weaponry as part of long-standing deals between the two countries. According to CAST, a Russian military think tank with ties to the Ministry of Defense, there are now a total of 64 billion in open weapons contracts between Russia and Syria, and even though Moscow has pledged not to sign any new

deals with Damascus until the war ends, its existing agreements "will not be affected in any way," Anatoly Isaykin, the head of Rosoboronexport, tells *Time*.

On the opposite side of the conflict, the disparate bands of rebels fighting to oust Assad are also receiving arms from abroad, making the Syrian crisis seem to many observers like a proxy conflict whose lines of patronage stretch not only to Moscow but across the Arab world and all the way to Washington. Russia, the U.S. and Europe all have major stakes in the Syrian struggle, as does almost every religious sect and ethnic clan in the Middle East, and they are all lining up behind one side or another. But with none of the foreign players willing to commit troops, the means of engagement has been through an arms race. For the West and its Arab allies, supporting the rebels is a low-risk way to even out the battlefield just long enough to persuade Assad to step down. For Russia and Iran, Assad's most powerful supporters, this tactic smacks of violent regime change.

The stalemate has allowed more weapons to flow into Syria—increasing the chances that this bloody internal conflict will morph into a full-scale civil war, with regional and international forces backing opposing sides. "This is a proxy war," Sergei Ordzhonikidze, a Russian diplomat, told *Time* after returning to Moscow from Damascus in July. It harks back to the tradition of Cold War détente, he says, when the nuclear superpowers "avoided direct confrontation while advancing their interests through third countries."

U.S. officials reject the notion that the

U.S. is involved in a conflict with Russia in Syria. Washington is moving more subtly than its old Cold War adversary. In the past few months, the U.S. State Department has worked to establish relationships with opposition groups and is planning to open an office in Istanbul to vet them for possible ties to al-Qaeda and other terrorist groups, Administration and congressional sources say. On July 6, Secretary of State Hillary Clinton pledged not to leave the rebel fighters hanging, even if the U.S. continues to avoid direct arms sales, let alone military intervention. "The United States will continue providing nonlethal assistance to help those inside Syria who are carrying the fight," she said at a meeting on the crisis in Paris. That assistance has included communications equipment and training. Meanwhile, countries such as Qatar, Saudi Arabia and the United Arab Emirates are providing weapons or funds for them, U.S. sources say. An official at the Saudi embassy in Washington declined to comment; officials from the Qatari and

Emirati embassies did not respond to repeated requests for comment. No government has openly acknowledged supplying the rebels with weapons.

**WRITE YOUR ANSWERS IN THE ANSWER SHEET PROVIDED.**

**Section 1 (50 points)**

**Read the following article, and answer the questions that follow in a comprehensive manner. Your maximum score for each number is 5 points.**

**Questions**

1. A war has been going on in Syria between the government and the civil rebels. What is the goal of the civil rebels?
2. ~~What~~ What has most of the world banned arms sales to the Syrian government?
3. What countries support the Syrian government?
4. How do these countries (in number 3) support the Syrian government?
5. What countries support the Syrian rebels?
6. How do these countries (in Number 5) support the Syrian rebels?
7. Why are there no foreign players that are willing to commit troops in Syria?
8. What may happen as a result of the flowing of more weapons into Syria?
9. Why is the war in Syria called a proxy war? (Proxy means authority to represent or act for another?)
10. Why has no government openly acknowledged supplying the Syrian rebels with weapons?

**Section 2 (50 points)**

**Read the following article, and answer the questions that follow in a comprehensive manner. Your maximum score for each number is 5 points.**

***Bonjour? Nihao? It is still Greek to most U.S. kids.***

**By Barbara Kantrowitz and Pat Wingert**

**Jul 23, 2006 8:00 PM EDT**

A pristine lake in the Minnesota woods may seem an unlikely setting for classes in calligraphy, martial arts and Chinese cooking. But for the more than 350 youngsters studying Chinese this summer at Concordia Language Villages, it's a unique opportunity to delve into a new culture. The camp combines a Chinese language immersion program with learning activities; students do everything in Chinese—from asking to pass the soy sauce to griping about a thunderstorm. Even though he knew only one word of Chinese (*nihao*, or "hello") when he arrived at the beginning of the month, 12-year-old Justin Hilton of Potomac, Md., is enthralled. "My friends and family all say that if you can learn Chinese, you'll be rich," he says. "You can go there and be an entrepreneur."

The Concordia program, established in the 1960s, offers classes to campers from ages 7 to 18 in 13 other languages, including Arabic, Japanese and Finnish. It's exactly the kind of instruction that many educators advocate for all American kids. But despite a post-9/11 call for more public-school language classes, especially in Arabic and Chinese, too few students venture beyond English. "A lot of school administrators and principals are feeling under such pressure to improve their test scores in reading, English and math that they are dropping foreign-language instruction," says Nancy Rhodes, director of foreign-language education at the Center for Applied Linguistics (CAL), a nonprofit group. A 2004 report by the Council of Chief School State Officers found that only 14 states require a foreign language for high-school graduation.

Learning another language takes many years, and educators say the key is getting to kids early so they have more time to develop proficiency and feel comfortable with speaking and thinking in something other than English. There have been a few hopeful signs. Last year the Department of Defense, as part of the National Security Education Program (aimed at strengthening foreign-language skills), funded a kindergarten-through-college curriculum in Portland, Ore.; similar efforts are underway in Ohio and Michigan.

But it's clearly not enough. Many foreign-language educators want more of a push from Washington. "The U.S. is the only developed country that does not have a consistent policy of language instruction in the early grades," says Christine Schulze, executive director and CEO of Concordia Language Villages. Educators also argue for efforts to cultivate kids who are gifted in languages, just as the Intel Science Talent Search rewards budding physicists. A little nurturing indeed helps. Concordia camper Natalie Morin, 14, of Palo Alto, Calif., has been studying French in school for 11 years and Chinese for three. Now, she says, "a lot of Asian languages interest me, like Japanese. I'm also thinking about Arabic." That's heartening news in any language.

### Questions

1. *Bonjour? Nihao? It is still Greek to most U.S. kids.* What does the title suggest?
2. *"My friends and family all say that if you can learn Chinese, you'll be rich," 12-year-old Justin Hilton of Potomac, Md. says.* How would you justify his statement or is he just a naïve boy?
3. How would you describe an immersion program? What do you think about its effectiveness in relation to its relatively high cost?
4. *But despite a post-9/11 call for more public-school language classes, especially in Arabic and Chinese, too few students venture beyond English.* How would you paraphrase this sentence? What does 9/11 have to do with the learning of languages, especially the two of them?
5. *"A lot of school administrators and principals are feeling under such pressure to improve their test scores in reading, English and math that they are dropping foreign-language instruction," says Nancy Rhodes, director of foreign-language education at the Center for Applied Linguistics (CAL), a nonprofit group.* How would you relate the above case in the United States with the implementation of 2013 curriculum for elementary school in Indonesia?
6. Experts say that learning a foreign language increases one's inter-cultural awareness that he is a part of the world, and thus promotes the World's peace. Do you agree? How would you comment on this?
7. *Last year the Department of Defense, as part of the National Security Education Program (aimed at strengthening foreign-language skills), funded a kindergarten-through-college curriculum in Portland, Ore.; similar efforts are underway in Ohio and Michigan.* Why doesn't Washington make this a national policy for all school in the United States of America?
8. *Educators also argue for efforts to cultivate kids who are gifted in languages, just as the Intel Science Talent Search rewards budding physicists.* How is the treatment different and what are the possible causes?
9. *"The U.S. is the only developed country that does not have a consistent policy of language instruction in the early grades," says Christine Schulze, executive director and CEO of Concordia Language Villages.* What are the possible implications of such inconsistent policy of language instruction in early grades on American children?
10. *But it's clearly not enough. Many foreign-language educators want more of a push from Washington.* Why do many foreign language educators want more of a push from Washington? In what forms would the push that they want be like?

NO.	QUESTIONS	LITERAL	INFERENCE	EVALUATION	APPRECIATION
	Reading 4 - Midterm Examination - 03 October 2014	DETAILS MAIN IDEAS SEQUENCE COMPARISONS CAUSE AND EFFECT RELATIONSHIP CHARACTER TRAITS	SUPPORTING DETAILS MAIN IDEA SEQUENCE COMPARISONS CAUSE AND EFFECT RELATIONSHIPS CHARACTER TRAITS PREDICTING OUTCOMES FIGURATIVE LANGUAGE REALITY OR FANTASY FACT OR OPINION ADEQUACY OR VALIDITY APPROPRIATENESS WORTH, DESIRABILITY, OR ACCEPTABILITY EMOTIONAL RESPONSE TO PLOT OR THEME IDENTIFICATION WITH CHARACTERS AND INCIDENTS REACTIONS TO THE AUTHOR'S USE OF LANGUAGE IMAGERY		
	<b>Reading Passage 1 - Wh Questions</b>				
1	A war has been going on in Syria between the government and the civil rebels. What is the goal of the civil rebels?	X			
2	Why has most of the world banned arms sales to the Syrian government?		X		
3	What countries support Syrian government?	X			
4	How do these countries (in number 3) support the Syrian government?	X			
5	What countries support the Syrian rebels?	X			
6	How do these countries (in number 5) support the Syrian rebels?	X			
7	Why are these countries (in number 5) support the Syrian rebels?				
8	What may happen as a result of the flowing of more weapons into Syria?	X			





<b>Course</b>	<b>: READING I</b>
<b>Course Code / Credits</b>	<b>: EGL104 / 3</b>
<b>Prerequisite</b>	<b>: Intensive Course</b>

**Course Description:**

This course provides students with essential practice in the types of reading skills in an academic environment that require students to not only read text, but also extract basic information from various forms of charts, graphs, illustrations, and photographs. The activities and exercises are intended to develop and improve reading proficiency and comprehension, including the ability to learn new vocabulary from context, and comprehension of English sentence structure.

**Standard of Competence**

The ability to comprehend English written texts with a lower intermediate level of difficulty.

**Learning Outcomes:**

The students are able to:

1. Identify important pieces of information
2. Summarize the overall content of the text
3. Predict the topic of the discourse/text
4. Identify or infer the main idea
5. Predict probable outcomes of certain ideas
6. Predict the application of certain ideas to real life situations
7. Identify the organization of ideas: definition-explanation, cause-effect, problem-solution, opinion-argument, persuasion
8. Evaluate ideas presented in the texts

**Course Contents**

The reading passages contained in the references.

**Scoring System**

STS score = 30% quiz + 70% UTS score

SAS score = 30% quiz + 70% UAS score

Final score = 50% STS score + 50% SAS score

**Course** : READING II  
**Course Code / Credits** : EGL203 / 3  
**Prerequisite** : Reading I

**Course Description**

Intended for high intermediate, academically oriented students of English as a foreign language, this course introduces students to topics of universal interest that develop their general comprehension of main ideas, specific information, understanding structural details, and specific vocabulary.

**Standard of Competence**

The ability to comprehend English written texts with a high intermediate level of difficulty.

**Learning Outcomes**

The students are able to:

1. Identify important pieces of information
2. Summarize the overall content of the text
3. Predict the topic of the discourse/text
4. Identify or infer the main idea
5. Predict probable outcomes of certain ideas
6. Predict the application of certain ideas to real life situations
7. Identify the organization of ideas: definition-explanation, cause-effect, problem-solution, opinion-argument, persuasion
8. Evaluate ideas presented in the texts

**Course Contents**

The reading passages contained in the references

**Scoring System**

STS score = 40% Quiz score + 60% UTS score

SAS score = 40% Quiz score + 60% UAS score

Final Score = 50% Final UTS Score + 50% Final UAS Score

**References**

1. Smith, Lorraine C., Mare, Nancy Nici. 2004. *Issues for Today*. Boston: Heinle.
2. Huizunga, Jann and Maria Thomas Ruzic. 1994. *Reading Workout*. Massachusetts: Heinle and Heinle.
2. Huizunga, Jann and Maria Thomas Ruzic. 1994. *Reading Workout*. Massachusetts: Heinle and Heinle.



**Course** : READING III  
**Course Code / Credits** : EGL208 / 3  
**Prerequisite** : Reading II

**Course Description:**

Intended for a lower advanced level reading, this course introduces students to various topics covering School and Family, Influences in our Lives, Technology and Ethical Issues, and the Environment. The exercises are intended to develop and improve vital skills including identifying main idea and supporting details, summary writing, overall reading proficiency, inferencing ability, learning vocabulary from context, and critical thinking.

**Standard of Competence**

The ability to comprehend English written texts with a lower advanced level of difficulty.

**Learning Outcomes:**

The students are able to:

1. Identify important pieces of information
2. Summarize the overall content of the text
3. Predict the topic of the discourse/text
4. Identify or infer the main idea
5. Predict probable outcomes of certain ideas
6. Predict the application of certain ideas to real life situations
7. Identify the organization of ideas: definition-explanation, cause-effect, problem-solution, opinion-argument, persuasion
8. Evaluate ideas presented in the texts

**Course Contents**

The reading passages contained in the references

**Scoring System**

STS score = 30% quiz + 70% UTS

SAS score = 30% quiz + 70% UAS

Final Score = 50% STS + 50% SAS

**Reference**

Smith, Lorraine C., Mare, Nancy Nici. 2004. *Topics for Today*.  
Boston: Heinle

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<b>Course</b>	<b>: Reading IV</b>
<b>Course code / credits</b>	<b>: EGL 302 / 3</b>
<b>Prerequisite</b>	<b>: Reading III</b>

#### **Course Description**

Intended to develop the reading skills of advanced, college-bound students, this course provides the students with mostly authentic reading materials about modern topics taken from various sources including magazines, TOEFL, and IELTS. Besides, it also trains the students to compose questions based on the revised Bloom's Taxonomy.

#### **Standard of Competence**

The ability to comprehend English written texts with an advanced level of difficulty

#### **Learning Outcomes**

The students are able to:

1. Identify important pieces of information
  2. Summarize the overall content of the text
  3. Predict the topic of the discourse
  4. Identify or infer the main idea of the discourse
  5. Predict probable outcomes of the ideas presented in the discourse
  6. Predict the possible applications of the ideas to real life situations
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7. Identify the organization of ideas: definition-explanation, cause-effect, problem-solution, opinion-argument, persuasion.
  8. Evaluate the validity of ideas

#### **Course Contents**

The reading passages contained in the references

#### **Scoring System**

STS score: 40% quiz + 60% UTS

SAS Score: 40% quiz + 60% UAS

Final Score: 50% STS + 50% SAS

#### **References:**

1. Baker, Aryn. Running on Faith. *TIME*. Vol.180, No. 4 / 2012, page 32-33
2. Hahemi, Louise and Thomas, Barbara. 2011. Cambridge IELTS Trainer. Cambridge: Cambridge University Press
3. Latulippe, L.D.. 1987. *Developing Academic Reading Skills*. \_\_\_\_\_: Prentice Hall
4. Sadiq, Marwan. 2012. The Making of an American. *TIME*. Vol.180, No. 4 / 2012, page 54
5. Scherer, Michael. 2012. Just a Regular Guy. *TIME*. Vol.180, No. 4 / 2012, page 11