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

This 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 sights to his eye and aims it at a small Russian arms dealer. Through the windows, he can see the neon lights of a Roosterbar, a Russian state weapons dealer, which has given the Syrians an opportunity to arm more people in the Syrian government amid the country’s escalating civil war.

Ultimately, the arms shipments from the Roosterbar, a unit of Baykar, a Turkish defense contractor, are a symbol of the complex relationship between Russia and the Syrian government. The arms shipments are driven by the continued conflict in Syria, where Russia and its allies, including the Assad regime, have been fighting against the Syrian government.

The arms shipments are a symbol of the international arms trade, which continues to flow into Syria despite the ongoing conflict. The arms trade is a billion-dollar business, with billions of dollars in deals being made each year. The arms shipments are also a symbol of the continued presence of foreign forces in Syria, including Russian troops, who have been on the ground in Syria since 2015.

In conclusion, the arms shipments from the Roosterbar are a symbol of the complex relationship between Russia and the Syrian government, and the continued conflict in Syria. The arms trade is a billion-dollar business, with billions of dollars in deals being made each year. The arms shipments are also a symbol of the continued presence of foreign forces in Syria, including Russian troops, who have been on the ground in Syria since 2015.
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 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 21, 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 naive 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?
<table>
<thead>
<tr>
<th>NO.</th>
<th>QUESTIONS</th>
<th>LITERAL</th>
<th>INFERENCE</th>
<th>EVALUATION</th>
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<td>1.</td>
<td>A war has been going on in Syria between the government and the civil rebels. What is the goal of the civil rebels?</td>
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<td>3.</td>
<td>What countries support Syrian government?</td>
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<td>4.</td>
<td>How do these countries (in number 3) support the Syrian government?</td>
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<td>5.</td>
<td>What countries support the Syrian rebels?</td>
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<td>6.</td>
<td>How do these countries (in number 5) support the Syrian rebels?</td>
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<td>7.</td>
<td>Why are these countries (in number 5) support the Syrian rebels?</td>
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<td>8.</td>
<td>What may happen as a result of the flowing of more weapons into Syria?</td>
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<td>9</td>
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<td>10</td>
<td>Why has no government openly acknowledged supplying the Syrian rebels with weapons?</td>
<td>x</td>
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**Reading Passage 2**

**WH questions**

1. Bonjour? Ni hao? It is still Greek to most U.S. kids. What does the title suggest?   x
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. Syas. How would you justify his statement or is he just a naïve boy? x
3. How would you describe an immersion program? What do you think about its effectiveness or is he just a naïve boy? x
4. How would you paraphrase this sentence? What does 9/11 have to do with the learning of languages, especially the two of them? x
5. How would you relate the above case in the United States with the implication of 2013 curriculum for elementary school in Indonesia? x
6. "..." Do you agree? How would you comment on this? x
Course: READING I
Course Code / Credits: EGL104 / 3
Prerequisite: Intensive Course

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

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
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: