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| **Instituto Tecnológico Superior de Puerto Vallarta** |
| **English Academy First Period Exam** | **English Level** | **5F** | **Type of Exam** | **Written** |
| **Name** |  |
| **Date** | **Friday, April 1st, 2011** | **Grade**  | **Do not write on this area** |
| **Teacher** | **María Dolores González Cruz** |

**Instructions:**

**Read the following paragraph carefully and slowly.**

**Remember to start your exercises with instruction number one, and follow onto the other instructions.**

**Keep your exam clean for it is the key to successfully complete all tasks required by the teacher.**

1. **Write each sentence separately on the lines provided. Remember to write all sentences correctly since any mistake will count.**
2. **In each sentence, underline subject once, underline verb twice, and place parenthesis around the complement of the sentence.**
3. **Circle all nouns found in each sentence.**
4. **Write *“adj”* above all adjectives, and draw an arrow from the adjective to the word it modifies.**

**Multilingualism and Education for Democracy**

**Heidi Biseth**

In what language does a society operate? Is it the language of all the citizens? If not, what is done by the state to involve all the linguistic groups within its borders in the democratic process? How is the marginalization of linguistic minorities groups to be avoided (using the word ‘‘minority’’ in the broader socio-economic sense of a disadvantaged group)? These are issues that are relevant to democracies in both the northern and the southern hemisphere, although the challenges vary greatly from one country and region to another. In most Western European countries, many of which are officially monolingual, there are immigrants and refugees from all over the world who have to be integrated into the democratic society. Often they are expected to adopt the dominant language, while their own minority language is given a low status, if any. In the case of democratic African countries there is usually a wide variety of linguistic groups living within the same borders. Usually a former colonial language is used as the official language and given a higher status than the indigenous African languages, despite the fact that the latter are spoken by the majority. Thus, the situation of the minorities in the democracies in the Northern hemisphere can be compared to that of majority populations in the democracies of the Southern hemisphere (Brock-Utne 1998). The issue of multilingualism must therefore be taken into consideration by all democratic countries.

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