

# Academic Reading Practice Test 72

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# Instructions for Taking the Test

Read the rules and regulations carefully before the test:

1. Switch off your mobile phone and electronic devices.
2. Manage your time strictly to **20 minutes** per passage, reading questions first to guide your skimming and scanning for answers, always paying close attention to word limits and matching synonyms.
3. Read the instructions thoroughly before answering the questions.
4. Read the questions carefully to avoid silly mistakes.

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## Attitudes to language

Being systematic and objective in language study is not simple. The famous linguistic argument continues to escalate into intrusive debating. Language belongs to all, so many individuals think they have a right to have a view about it. And when thoughts differ, feelings are high. Debates can begin at small points of application, as well as important principles of linguistic education. Language, moreover, is very general behavior, so it is simple to refer to and critique different uses. Community or social behavior is no exception, and linguistic factors affect how we determine character, brilliance, social status, educational standards, workability and identity, and many places of social survival. As a result, language use is easier to hurt and hurt when attacked emotionally.

In its most known sense, one type of language is naturally superior to another, and the notion that it should be imposed on the entire speech community. Vision is particularly relevant to grammar and vocabulary and is often associated with pronunciation. The preferred type in this account is usually the version of the 'standard' written language, particularly the standard spoken language that most closely reflects this style in the literature or not. Followers of this category will speak or write 'correctly', Deviations from it are said to be 'false'.

All major languages have been reviewed in a recommended manner, particularly in the 18th-century method of writing grammar and dictionaries. The motives of these early grammarians were threefold, they wanted to encode the principles of their languages, they wanted to show that there was a system under obvious confusing use, they wanted a way to resolve disputes overuse, and they liked to point out what they sensed to be typical mistakes were to 'improve' the language. The authoritarian nature of the method is best classified by reliance on the 'rules' of grammar. Some applications are 'recommended' and must be learned and followed accurately, while others are 'prohibited' and should be avoided. In these earlier days, there were no half-measures, whether the application was correct or incorrect, and the grammarian's job was not simply to record the alternatives, but to pronounce judgment on them.



These approaches are still with us, and they encourage widespread concern that linguistic standards must be maintained. However, there is an alternative view that is less concerned with standards than the realities of linguistic usage. This method summarizes that it is the task of the grammarian to describe the facts of linguistic diversity, not to suggest-record, and not to try impossible tasks such as assessing language variation or stopping language modification. We have already found this opinion of people like Joseph Priestley in the second half of the 18th century when the foundations of his English grammar (1761) emphasized that 'spoken language is the original and reasonable standard of any language'. It is argued that linguistic problems cannot be solved by logic and law. This opinion has become the theory of the modern linguistic method of grammatical study.

In our time, the antagonism between 'interpretation' and 'prescriptivism' is frequently intense, with both sides drawing untrue pictures of the other. Interpretive grammarians are presented as individuals who do not care about standards because they see all kinds of usage as equals. Grammarians who have been nominated as blind adherents of a historical tradition are presented. Opposition is also expressed in extreme liberalism and semi-political terms against elite conservatism.

## Attitudes to language IELTS reading questions

### Question (1 - 5)

Do the following statements agree with the information given in the Reading Passage?

Write

**YES** if the statement agrees with the claims of the writer

**NO** if the statement contradicts the claims of the writer

**NOT GIVEN** if it is impossible to say what the writer thinks about this

1. It is not easy to be systematic and objective in language study.
2. Buying grammar books in the 18th-century cost more money.
3. Language use is not easier to hurt and hurt when attacked emotionally.
4. One type of language is naturally superior to another
5. Vision is particularly irrelevant to grammar and vocabulary





### Question (6 - 10)

Complete the summary below.

Write **NO MORE THAN TWO WORDS** from the passage for each answer.

Most of the major languages have been studied in a suggested manner, especially in the

6 \_\_\_\_\_ method of writing grammar and

7 \_\_\_\_\_. One of the goals of the early

8 \_\_\_\_\_ is, they wanted to encode the principles of their

9 \_\_\_\_\_. The authoritarian nature of the method is best classified by reliance on the

10 \_\_\_\_\_ of grammar.

### Question (11 - 13)

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

11. How many half-measures in the earlier days?

12. Is linguistic issues can be solved?

13. Who was nominated as blind adherents of a historical tradition?

[Click Here to Check Answers](#)



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## Answers for IELTS Academic Reading Practice Test 72

1. Yes	2. Not Given	3. No	4. Yes
5. No	6. 18th century	7. dictionaries	8. grammarians
9. languages	10. rules	11. No	12. No
13. Grammarians			

### How many questions did you get right?

Correct Answers (Out of 13)	Your Next Step
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