



أول منصة عربية للتحضير الذكي لاختبار الآيلتس

نموذج مجاني مع الإجابة – قابل للطباعة

# نموذج امتحان الآيلتس الأكاديمي مع الإجابة

نماذج تحاكي الاختبار الحقيقي بالكامل

Speaking

Writing Academic

Listening

Reading Academic

British Council

IELTS.org

Cambridge IELTS 1-19

100%

مجاني



إجابات مفصلة

+40

سؤالاً

4

مهارات كاملة

GoIELTS.ai – جميع الحقوق محفوظة © 2026 · يُمنع إعادة النشر دون إذن

# ما الذي يُميّزه؟

هذا الملف مصمّم لـ IELTS Academic فقط

## الملف الصحيح إذا كنت:

- ✓ مقدّم لبرامج الابتعاث الجامعي
- ✓ تحتاج IELTS Academic للجامعات أو الدراسات العليا أو الإقامة
- ✗ ليس هذا الملف إذا كنت تحتاج IELTS General (الهجرة / العمل)

## الفرق الرسمي بين النوعين

| القسم      | ✓ Academic                 | ✗ General          |
|------------|----------------------------|--------------------|
| Reading    | نصوص أكاديمية (3 Passages) | رسائل + إعلانات    |
| Writing T1 | وصف رسوم بيانية ومخططات    | كتابة رسالة رسمية  |
| Writing T2 | مقال أكاديمي               | مقال – نفس التنسيق |
| Listening  | مشارك ✓                    | مشارك ✓            |
| Speaking   | مشارك ✓                    | مشارك ✓            |

## دليل الصفحات

| المهارة          | النوع    | الوقت       | الأسئلة      | الصفحة |
|------------------|----------|-------------|--------------|--------|
| Reading Academic | ACADEMIC | 60 دقيقة    | 20 سؤال      | 5-3    |
| Listening        | BOTH     | 30 د + 10 د | 26 سؤال      | 8-6    |
| Writing T1       | ACADEMIC | 20 دقيقة    | رسم بياني    | 10-9   |
| Writing T2       | ACADEMIC | 40 دقيقة    | مقال أكاديمي | 12-11  |
| Speaking         | BOTH     | 14-11 دقيقة | 3 أجزاء      | 13     |
| مفتاح الإجابات   | ACADEMIC | –           | كل الأسئلة   | 14     |



## Passage 1 – The Rise of Remote Work

Band 6-7

Academic

دقيقة 20

- A.** The concept of remote work has existed for decades, but the global health crisis of 2020 transformed it into a mainstream phenomenon. Within weeks, millions of employees worldwide transitioned to home-based setups, fundamentally altering perceptions of productive work environments.
- B.** Research by Stanford economist Nicholas Bloom found that remote workers demonstrated a 13% productivity increase, attributed to quieter environments and reduced commuting fatigue. However, critics argue gains are not uniform – creative industries and roles requiring collaboration showed measurable output declines.
- C.** The psychological dimensions are complex. While many report improved work-life balance, a significant proportion – particularly younger professionals – experience heightened isolation. A 2022 APA survey found 39% of remote workers reported increased loneliness.
- D.** Companies adopting permanent remote models face challenges maintaining corporate culture. Middle managers expressed concerns about mentoring junior staff without physical presence. Companies including Meta reversed remote policies by 2023, citing cultural degradation.
- E.** Urban economists predict lasting consequences for city planning. Central business districts have seen rising commercial vacancy rates, while suburban areas experience increased housing demand, carrying implications for public transport and municipal tax revenues.

### استراتيجية

اقرأ كل **Passage** كاملاً أولاً في 15-18 دقيقة. القراءة الأكاديمية أطول وأصعب من General – ركز على موقع كل فقرة.

# أسئلة القراءة – Reading Questions

Passage 1: The Rise of Remote Work

## Questions 1–6: True / False / Not Given

TRUE = تطابق | FALSE = تعارض | NOT GIVEN = غير موجود في النص

المصدر: ielts.org Academic Reading

| إجابتك                                                                                   | Statement                                                             | # |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---|
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE <input type="checkbox"/> NG | Remote work became widespread due to advances in internet technology. | 1 |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE <input type="checkbox"/> NG | Nicholas Bloom's research was carried out at Stanford University.     | 2 |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE <input type="checkbox"/> NG | All employees showed increased productivity when working remotely.    | 3 |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE <input type="checkbox"/> NG | Younger workers were particularly affected by feelings of isolation.  | 4 |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE <input type="checkbox"/> NG | Meta reversed its remote work policy in 2023.                         | 5 |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE <input type="checkbox"/> NG | Rural housing prices fell as a result of remote work adoption.        | 6 |

## Questions 7–11: Matching Paragraphs A–E

اكتب الحرف المناسب (A-E) في المربع. كل حرف يُستخدم مرة واحدة فقط.

| الفقرة                   | Information                                                             | # |
|--------------------------|-------------------------------------------------------------------------|---|
| <input type="checkbox"/> | A concern about mentoring junior staff without physical presence.       | 7 |
| <input type="checkbox"/> | A reference to consequences for city infrastructure and tax revenues.   | 8 |
| <input type="checkbox"/> | Statistics about feelings of social disconnection among remote workers. | 9 |

| الفقرة                   | Information                                                          | #  |
|--------------------------|----------------------------------------------------------------------|----|
| <input type="checkbox"/> | Evidence that productivity gains are not equal across all job types. | 10 |
| <input type="checkbox"/> | The event that accelerated global adoption of working from home.     | 11 |

---

## Passage 2 – Urban Farming

Band 5.5-6.5 | Academic | ⌚ 18 دقيقة

Urban farming encompasses activities from rooftop gardens to hydroponic warehouses. Proponents argue that locally grown food reduces transportation costs and carbon emissions. In areas described as "food deserts," urban farms provide a direct solution. A 2021 FAO report estimated that urban agriculture supplies food for approximately **800 million people** globally.

Despite its promise, urban farming faces significant limitations. Land in cities is expensive, making large-scale cultivation challenging without public subsidy. Water consumption for hydroponic systems, while lower than soil-based agriculture per unit of output, still represents a considerable municipal burden.

Nevertheless, urban farming's value extends beyond food production. Community gardens have been shown to strengthen social bonds, improve **mental health** outcomes, and provide educational opportunities. Cities including Singapore, Detroit, and Rotterdam have incorporated urban agriculture into official planning strategies.

### Questions 12–16: Summary Completion

أكمل بكلمة أو كلمتين من النص فقط.  
المصدر: Cambridge IELTS Academic

Urban farming covers forms from gardens to sophisticated (12) \_\_\_\_\_ systems. Advocates note local food lowers (13) \_\_\_\_\_ costs. In areas called food (14) \_\_\_\_\_, urban farms address needs directly. The FAO estimated urban agriculture feeds around (15) \_\_\_\_\_ people. Community gardens are known to improve (16) \_\_\_\_\_ outcomes.

### Questions 17–20: Multiple Choice

أدور Question

#

A

B

C

17

Main economic obstacle to large-scale urban farming...

- A. Equipment cost
- B. Expensive urban land
- C. Lack of interest

A B C

Water usage in hydroponic farming is...

18

- A. Greater than soil farming
- B. Lower per unit of food
- C. Not discussed

A B C

Which city is NOT mentioned?

19

- A. Singapore
- B. Rotterdam
- C. Tokyo

A B C

Main purpose of the passage...

20

- A. Argue urban farming solves food insecurity
- B. Present a balanced view
- C. Criticise industrial agriculture

# Listening – نموذج الاستماع

الاستماع مشترك – نفس التنسيق لكلا النوعين

تذكر

الاستماع مشترك بين General Academic – نفس التنسيق والمعايير.

المصدر: Cambridge IELTS | British Council | ielts.org

## Section 1 – Form Completion

**[Receptionist]:** Good morning, City Sports Centre. How can I help?

**[Man]:** I'd like to register for fitness classes please.

**[Receptionist]:** Can I take your name?

**[Man]:** Ahmed Al-Rashidi. A-H-M-E-D, Al-Rashidi.

**[Receptionist]:** Date of birth?

**[Man]:** 14th March 1998.

**[Receptionist]:** Which classes?

**[Man]:** Swimming on Tuesday mornings and the yoga session.

**[Receptionist]:** Yoga is Thursday evenings at 7pm. Suitable?

**[Man]:** Perfect. Number is 0551 738 429. I'll pay by credit card.

**[Receptionist]:** Total 180 riyals per month. All confirmed.

## Questions 21–26: Form Completion

## City Sports Centre – Registration Form

**Full Name:**

\_\_\_\_\_

(21)

**Date of Birth:**

\_\_\_\_\_

(22)

**Classes:**

Swimming + \_\_\_\_\_

(23)

**Yoga Time:**

\_\_\_\_\_ evenings at 7pm

(24)

**Contact Number:**

\_\_\_\_\_

(25)

**Payment Method:**

\_\_\_\_\_

(26)

## Section 3 – نموذج الاستماع

Academic Discussion – Renewable Energy

### استراتيجية

لنركز على من يقول ماذا – الآراء تتباين بين Sarah و James.  
المصدر: Cambridge IELTS

**[Tutor]:** What are your takeaways from the renewable energy case study?

**[Sarah]:** Solar is most compelling – cost dropped over 85% in a decade. It's genuinely competitive now.

**[James]:** True, but intermittency is underestimated. Without better storage, solar and wind can't replace baseload power.

**[Sarah]:** Grid interconnection can compensate – Spain's excess solar and Germany's excess wind can balance each other.

**[James]:** In theory – but infrastructure investment is enormous. Decades and trillions.

**[Tutor]:** What does the case study recommend?

**[Sarah]:** A diversified approach – solar, wind, hydro, nuclear while storage matures.

**[James]:** More realistic than betting on one technology.

### Questions 27–32: Multiple Choice

| #  | Question                                      | أدور                                                                                                                                                                    |
|----|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 27 | Sarah's main argument for solar is its...     | <div><input type="radio"/> A <input type="radio"/> B <input type="radio"/> C</div> <div><p>A. Reliability</p><p>B. Falling cost</p><p>C. Ease of installation</p></div> |
| 28 | James believes the key unsolved problem is... | <div><input type="radio"/> A <input type="radio"/> B <input type="radio"/> C</div> <div><p>A. Public opposition</p></div>                                               |

| أدور                                   | Question                                                                                                                                          | #  |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----|
|                                        | <p>B. Energy storage</p> <p>C. Government policy</p>                                                                                              |    |
| <div>A</div> <div>B</div> <div>C</div> | <p>Sarah's solution to intermittency is...</p> <p>A. Better batteries</p> <p>B. Connecting national grids</p> <p>C. More nuclear</p>              | 29 |
| <div>A</div> <div>B</div> <div>C</div> | <p>James's concern about grid connection is the...</p> <p>A. Political difficulties</p> <p>B. Cost and time</p> <p>C. Technical impossibility</p> | 30 |
| <div>A</div> <div>B</div> <div>C</div> | <p>Both students agree the approach involves...</p> <p>A. Multiple energy types</p> <p>B. Prioritising solar</p> <p>C. Waiting for storage</p>    | 31 |
| <div>A</div> <div>B</div> <div>C</div> | <p>The tutor's role is mainly to...</p> <p>A. Provide answers</p> <p>B. Challenge views</p> <p>C. Guide discussion</p>                            | 32 |

## Section 4 – نموذج الاستماع

Academic Lecture – Decision Fatigue

### تذكر

Section 4 بدون توقف – الأسئلة تتبع ترتيب المحاضرة تماماً.

المصدر: Cambridge IELTS

Today I'd like to discuss **decision fatigue** – the deterioration in decision quality after prolonged decision-making, popularised by Roy Baumeister who proposed that **willpower** operates like a muscle – finite and subject to exhaustion.

A landmark study examined Israeli **parole** judges over a working day. Prisoners appearing in the morning were granted parole approximately **65%** of the time. By end of day, that figure dropped to nearly **zero** – not because cases were weaker, but because judges' capacity for deliberate decision-making had been depleted.

**Breaks** involving food temporarily restored their willingness to grant favourable rulings. The practical implication: some institutions now front-load complex choices to **earlier** in the day.

### Questions 33–39: Note Completion

أكمل النقاط بكلمة أو كلمتين من المحاضرة. الإجابات تظهر بترتيب المحاضرة.

#### Decision Fatigue – Notes

#

Definition: The \_\_\_\_\_ in decision quality after prolonged decision-making.

33

Key concept: \_\_\_\_\_ – finite and exhaustible (Baumeister).

34

Study: Israeli \_\_\_\_\_ judges over one working day.

35

Morning approval rate: approximately \_\_\_\_\_ %.

36

End-of-day: dropped to nearly \_\_\_\_\_.

37

| Decision Fatigue – Notes                                      |  | #  |
|---------------------------------------------------------------|--|----|
| Recovery: _____, especially involving food.                   |  | 38 |
| Practical: complex decisions placed _____ in the working day. |  | 39 |

# Writing Task 1 – نموذج الكتابة الأكاديمية

Academic vs General Task 1

| العنصر       | ✓ Academic                         | ✗ General                        |
|--------------|------------------------------------|----------------------------------|
| المهمة       | وصف رسم بياني أو مخطط أو خريطة ✓   | كتابة رسالة رسمية أو غير رسمية ✗ |
| الأسلوب      | أكاديمي موضوعي – لا ضمير المتكلم ✓ | وجداني / رسمي                    |
| الخطأ الأكبر | حذف النظرة العامة (Overview) ✗     | نسيان غرض الرسالة                |

## Academic Writing Task 1 – Line Graph

Academic Writing Task 1

كلمة +150

دقيقة 20

### Academic Writing Task 1 – Line Graph

The line graph shows the percentage of households with internet access in Saudi Arabia, the UK, and Japan (2000-2020). Summarise the information and make comparisons. **Write at least 150 words.**

■ **Saudi Arabia:** 1% (2000) → 10% (2005) → 38% (2010) → 65% (2015) → 91% (2020)

▲ **UK:** 40% (2000) → 60% (2005) → 77% (2010) → 90% (2015) → 96% (2020)

● **Japan:** 37% (2000) → 66% (2005) → 78% (2010) → 91% (2015) → 93% (2020)

المصدر: ielts.org Writing Band Descriptors Academic

### تذكر دائماً

- ✓ ابدأ بـ Overview
- ✓ لا رأي شخصي
- ✓ أرقام دقيقة من الرسم
- ✓ قارن بين الدول والفترات الزمنية

## اكتب هنا – Academic Writing Task 1

عدد الكلمات: \_\_\_\_\_

الوقت: \_\_\_\_\_

Overview ☐ أرقام ☐ لا رأي ☐

# Writing Task 2 – نموذج الكتابة الأكاديمية

Academic Writing Task 2 Band Descriptors

| المعيار          | Band 5        | Band 7               | Band 8+              |
|------------------|---------------|----------------------|----------------------|
| Task Response    | موقف غير واضح | موقف واضح + أمثلة    | موقف + أدلة أكاديمية |
| Coherence        | انتقال مبتور  | تنظيم واضح           | تدفق منطقي           |
| Lexical Resource | مفردات متكررة | تعبيرات متنوعة       | دقة أكاديمية         |
| Grammar          | أخطاء متكررة  | معقدة محدودة الأخطاء | تنوع وسلامة          |

## Academic Writing Task 2 – Essay Prompt

Academic Writing Task 2

كلمة +250

دقيقة 40

### Academic Writing Task 2 – Essay

Some people believe that universities should focus exclusively on academic knowledge. Others argue universities should also prepare students for the practical demands of the workplace.

Discuss both views and give your own opinion.

نوع المقال + موقف:

أدلة أكاديمية:

المصدر: ielts.org Writing Band Descriptors Academic Task 2

عدد الكلمات: \_\_\_\_\_

Band: \_\_\_\_\_

Task Response ☐

Cohesion ☐ Lexical ☐  
Grammar ☐

Grammar ☐

# Speaking – نموذج المحادثة

Speaking مشترك – نفس التنسيق والمعايير في General و Academic

مصدر

ielts.org Speaking Band Descriptors

## أسئلة تدريبية – Part 1

### Work/Study

- What do you do?
- What do you enjoy most?
- Would you change your field?

### Hometown

- Where are you from?
- What is it famous for?
- Has it changed recently?

### Technology

- How often do you use a smartphone?
- Do people rely too much on tech?
- Has it made life easier?

## Part 2 – Cue Card

**Describe a skill you have learned that has been useful.**

**You should say:**

- what the skill is
- how and when you learned it
- who helped you

- why it has been useful.

ملاحظات التحضير (دقيقة واحدة):

---

---

---

---

### أسئلة نقاشية – Part 3

- Do schools teach the right skills today?

- Should governments invest more in vocational or academic training?

- How important is lifelong learning?

- Has technology made it easier or harder to develop new skills?

# مفتاح إجابات نموذج امتحان الآيلتس الأكاديمي

Reading + Listening

## Reading Academic

| ملاحظة             | الإجابة               | #         |
|--------------------|-----------------------|-----------|
| Pandemic not tech  | <b>FALSE</b>          | <b>1</b>  |
| Stanford – Para B  | <b>TRUE</b>           | <b>2</b>  |
| Not uniform        | <b>FALSE</b>          | <b>3</b>  |
| Younger – Para C   | <b>TRUE</b>           | <b>4</b>  |
| Meta – Para D      | <b>TRUE</b>           | <b>5</b>  |
| Demand increased   | <b>FALSE</b>          | <b>6</b>  |
| middle managers    | <b>D</b>              | <b>7</b>  |
| city, tax revenues | <b>E</b>              | <b>8</b>  |
| APA 39%            | <b>C</b>              | <b>9</b>  |
| not uniform        | <b>B</b>              | <b>10</b> |
| crisis 2020        | <b>A</b>              | <b>11</b> |
| Passage 2          | <b>hydroponic</b>     | <b>12</b> |
| Passage 2          | <b>transportation</b> | <b>13</b> |
| Passage 2          | <b>desert</b>         | <b>14</b> |
| Passage 2          | <b>800 million</b>    | <b>15</b> |
| Passage 2          | <b>mental health</b>  | <b>16</b> |
| expensive land     | <b>B</b>              | <b>17</b> |
| lower per unit     | <b>B</b>              | <b>18</b> |

## Listening

| ملاحظة    | الإجابة                | #         |
|-----------|------------------------|-----------|
| Section 1 | <b>Al-Rashidi</b>      | <b>21</b> |
| Section 1 | <b>14th March 1998</b> | <b>22</b> |
| Section 1 | <b>yoga</b>            | <b>23</b> |
| Section 1 | <b>Thursday</b>        | <b>24</b> |
| Section 1 | <b>0551 738 429</b>    | <b>25</b> |
| Section 1 | <b>credit card</b>     | <b>26</b> |
| Section 3 | <b>B</b>               | <b>27</b> |
| Section 3 | <b>B</b>               | <b>28</b> |
| Section 3 | <b>B</b>               | <b>29</b> |
| Section 3 | <b>B</b>               | <b>30</b> |
| Section 3 | <b>A</b>               | <b>31</b> |
| Section 3 | <b>C</b>               | <b>32</b> |
| Section 4 | <b>deterioration</b>   | <b>33</b> |
| Section 4 | <b>willpower</b>       | <b>34</b> |
| Section 4 | <b>parole</b>          | <b>35</b> |
| Section 4 | <b>65</b>              | <b>36</b> |
| Section 4 | <b>zero</b>            | <b>37</b> |

| ملاحظة        | الإجابة | #  |
|---------------|---------|----|
| Tokyo         | C       | 19 |
| balanced view | B       | 20 |

| ملاحظة    | الإجابة | #  |
|-----------|---------|----|
| Section 4 | breaks  | 38 |
| Section 4 | earlier | 39 |

## المراجع

- ① [ielts.org](https://ielts.org) – Academic Band Descriptors
- ② [takeielts.britishcouncil.org](https://takeielts.britishcouncil.org)
- ③ [cambridge.org/elt/ielts](https://cambridge.org/elt/ielts)

## اختبر درجتك النهائية الآن

نماذج امتحان الآيلتس الأكاديمي – AI ±0.5 Band

[goielts.ai/mock-test](https://goielts.ai/mock-test)

goIELTS.ai · نموذج امتحان الآيلتس الأكاديمي مع الإجابة · 2026