



# The Effect of Task Complexity and Task Repetition on Iranian EFL Learners' Reading Comprehension

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## ABSTRACT

This study investigates the effects of task complexity and task repetition on the reading comprehension of Iranian EFL learners. The primary aim was to determine whether varying levels of task complexity and the repetition of these tasks could lead to significant enhancements in learners' reading comprehension abilities. A pretest-posttest design was utilized to assess the participants' performance before and after the intervention. Statistical analyses, including the One-Sample Kolmogorov-Smirnov Test and paired samples t-tests, were conducted to assess data normality and evaluate the significance of observed differences. The findings indicated that both task complexity and task repetition had a substantial positive impact on the reading comprehension scores of Iranian EFL learners. Task complexity promoted deeper cognitive engagement, while task repetition facilitated retention and mastery of reading skills. These results suggest that incorporating strategically designed complex tasks and repeating them can enhance reading comprehension in EFL contexts. The study concludes that task complexity and repetition are effective strategies for improving reading comprehension among Iranian EFL learners. The enhancement in comprehension can be attributed to the cognitive challenges posed by complex tasks and the reinforcement provided through task repetition. Educators are encouraged to integrate tasks with varying levels of complexity and to implement repetitive practice within their instructional strategies. This approach not only aids in comprehension but also fosters a more engaging learning environment. Future research should explore the optimal levels of task complexity and repetition to maximize learning outcomes and examine their applicability in diverse educational contexts.

**KEYWORDS:** task complexity, task repetition, reading comprehension, EFL learners, cognitive engagement, instructional strategies

## 1. Introduction

Reading comprehension is recognized as essential for learning English as a foreign language. It allows learners to develop vocabulary knowledge, understand grammatical structures, and gain content knowledge (Grabe & Stoller, 2019). In educational contexts where exposure to spoken English is limited, reading often functions as the main source of language input (Nation, 2013). However, reading in a second language requires more than passive decoding. It involves the use of background knowledge, vocabulary recognition, and strategic processing (Koda, 2007). Many learners experience difficulties due to limited vocabulary, unfamiliar grammar patterns, or ineffective reading strategies. These challenges are commonly found in Iranian EFL classrooms, where traditional teaching methods emphasize grammar and translation rather than comprehension skills (Talebinezhad & Aliakbari, 2001). To address these issues, task-based language teaching has been proposed as an alternative approach. Task-based language teaching focuses on meaningful activities to develop language skills. Within this framework, two factors have

been examined: task complexity and task repetition. Task complexity refers to the cognitive and linguistic demands of a task, including the number of ideas to process, the need for inferences, and the organization of information (Robinson, 2011). Previous studies have demonstrated that complex tasks can lead to improved learning outcomes. For instance, Ahmadian and Tavakoli (2014) found that careful online planning conditions resulted in more accurate task performance. Similar findings were reported by Muhammadpour (2023), who observed that different task repetition schedules affected oral narrative performance among learners with varying working memory capacities.

Task repetition has also been investigated as a method to enhance language learning. Bui (2019) examined spacing effects on repeated task performance and found that distributed practice led to better outcomes than massed practice. Kim and Li (2024) further demonstrated that task repetition combined with written corrective feedback contributed to writing development. These findings align with research by Ahmadian (2017), which showed that both learners and teachers perceive task repetition as beneficial for language development. Recent studies have explored more specific aspects of task repetition. Tabari and Golparvar (2024) investigated the interplay between task repetition and task rehearsal in written production across proficiency levels. Similarly, Abdi Tabari (2025) compared massed and spaced task repetitions in writing tasks and their effects on task emotions. Khezrlou (2025) examined how task repetition with grammatizing influences oral performance and knowledge development. These studies collectively suggest that task repetition can be implemented in various ways to support different aspects of language learning. Despite these findings, few studies have examined the combined effects of task complexity and repetition on reading comprehension. This gap is particularly relevant in contexts like Iran, where reading proficiency is crucial but often underdeveloped. Nazemi and Rezvani (2019) provided some insights by showing how task familiarity and repetition affect oral performance engagement, but similar research is needed for reading skills. The current study investigated how these two factors influenced reading comprehension among Iranian EFL learners.

## 2. Literature Review

### 2.1. Task Complexity

Task complexity is understood as the mental effort required to complete language tasks. It involves different cognitive demands such as organizing information, making connections between ideas, and processing language forms (Robinson, 2001). Two main theories explain how task complexity affects learning. The first theory suggests that learners have limited attention to divide between understanding content and producing correct language (Skehan, 1998). The second theory argues that more complex tasks can help learning when they are carefully designed (Robinson, 2005). Several studies have examined these ideas. It was found that when learners had more time to plan complex tasks, they produced more accurate language (Ahmadian & Tavakoli, 2014). Another study showed that learners with better memory skills performed better on complex speaking tasks (Muhammadpour, 2023). These results indicate that task complexity affects learning in different ways depending on the situation and the learner.

### 2.2. Task Repetition

Task repetition means doing the same or similar tasks multiple times. The first time learners do a task, they mainly focus on understanding the content. When they repeat the task, they can pay more attention to using correct language forms (Bygate, 2013). Research has shown that repeating tasks helps learners speak more fluently, make fewer mistakes, and use better vocabulary (Bui, 2019). Recent studies have provided more details about how task repetition works. One study found that combining task repetition with feedback on writing mistakes helped learners improve more than either method alone (Kim & Li, 2024). Another study discovered that learners at intermediate levels benefited most from repeating tasks in certain patterns (Tabari & Golparvar, 2024). It was also shown that focusing on grammar during repeated speaking tasks helped learners improve both their speaking and grammar knowledge (Khezrlou, 2025). These findings suggest that task repetition should be adjusted based on learner levels and goals.

### 2.3. Reading Comprehension

Reading in a foreign language requires several skills working together. Learners need to recognize words quickly, understand sentence structures, and connect ideas across texts (Grabe & Stoller, 2019). In Iran, reading instruction often focuses more on correct answers than on developing these reading skills (Nazemi & Rezvani, 2019). Some studies have explored better ways to teach reading. It was reported that both students and teachers believed repeating reading tasks can be helpful (Ahmadian, 2017). Another study found that spreading out practice over time worked better than cramming for writing tasks, which might also apply to reading (Abdi Tabari et al., 2025). The research suggests that using well-designed tasks with appropriate difficulty levels and repetition could improve reading instruction. However, more studies are needed to understand how these methods work specifically for reading, especially in countries like Iran where reading skills are important for academic success.

### 2.4. The Current Study

The current study is motivated by the need to explore effective instructional strategies for enhancing reading comprehension among Iranian EFL learners. While task complexity and task repetition have been widely studied in the context of oral production

and writing (García Mayo & Imaz Agirre, 2017), their impact on reading comprehension remains underexplored (Mackey & Gass, 2005), particularly in EFL settings where learners face unique challenges, such as limited exposure to the target language. The current study sought to address this gap by examining the effects of task complexity and task repetition on the reading comprehension of Iranian EFL learners. Specifically, the study aimed to answer the following research questions:

1. Does task complexity have any significant effect on Iranian EFL learners' reading comprehension scores?
2. Does task repetition have any significant effect on Iranian EFL learners' reading comprehension scores?

This study investigated these questions to contribute to a deeper understanding of how task complexity and repetition can improve reading comprehension in EFL contexts. The findings may inform instructional practices and curriculum design. They provide insights into how educators can balance cognitive challenges and repetitive practice to promote language learning effectively.

### 3. Methodology

#### 3.1. Participants

The study involved 50 female Iranian EFL learners enrolled in an English language institute in Iran. Participants were selected based on their intermediate English proficiency, which was determined using the Oxford Placement Test (OPT). The OPT is a widely recognized assessment tool that evaluates learners' proficiency across four language skills: reading, writing, listening, and grammar. The test results ensured that all participants had a comparable level of language proficiency, which was essential for the validity of the study's findings.

The participants were divided into two experimental groups, each comprising 25 learners. The grouping was based on random assignment to ensure that both groups were equivalent in terms of language proficiency and other relevant variables. The first group was assigned to the task complexity condition, where learners engaged in reading tasks with varying levels of cognitive and linguistic demands. The second group was assigned to the task repetition condition, where learners repeatedly practiced similar reading tasks over the intervention period.

The age range of the participants was between 18 and 25 years old, ensuring that the sample consisted of young adult learners. This age group was selected to provide insights into the impact of the intervention on learners who are at a similar stage in their educational and language learning journeys. The homogeneity of the sample in terms of age and proficiency level helped maintain consistency across the study, reducing the potential influence of extraneous variables.

#### 3.2. Instruments

##### 3.2.1. Oxford Placement Test (OPT)

The Oxford Placement Test (OPT) was used to assess the participants' English proficiency and ensure homogeneity in the sample. The OPT is a standardized test that evaluates learners across four language skills: reading, writing, listening, and grammar. The test consists of 80 multiple-choice questions, with 20 items for each skill area. The OPT uses an adaptive design, meaning the difficulty of the questions adjusts based on the test-taker's responses. The total time to complete the test is approximately 60–90 minutes.

The OPT results are reported using the Oxford Level Descriptors, which categorize learners into 19 proficiency levels, ranging from A1 (beginner) to C2 (proficient). For this study, participants were required to score within the B1 (intermediate) range, which corresponds to a score range of 40–59 out of 80 on the OPT. This range was selected to ensure that all participants had a comparable level of English proficiency, which was crucial for the validity of the study's findings.

##### 3.2.2. Reading Comprehension Task (Pretest and Posttest)

A standardized reading comprehension test, adapted from the TOEFL iBT Reading Section, was used to assess participants' reading comprehension skills before and after the intervention (See Appendix A). The test included three to four academic passages, each followed by 12–14 multiple-choice questions. The passages covered topics from various disciplines, such as social sciences, natural sciences, humanities, and business. The test measured key reading comprehension skills, including:

1. Main idea comprehension
2. Detail understanding
3. Inference-making
4. Vocabulary in context
5. Text organization and purpose

The pretest and posttest were identical in structure and difficulty to ensure consistency in measuring participants' reading comprehension gains.

### 3.2.3. Task Complexity Scale (TCS)

The Task Complexity Scale (TCS), developed by Robinson (2001), was used to measure the complexity of the reading tasks assigned to participants. The TCS evaluates task complexity across four dimensions:

1. Linguistic complexity: The complexity of the language used in the task.
2. Cognitive complexity: The mental processing required to complete the task.
3. Discourse complexity: The complexity of the discourse structure in the task.
4. Social interactive complexity: The level of social interaction required to complete the task.

Tasks in this group were designed to reflect three levels of cognitive demand, based on Robinson's (2001) Triadic Componential Framework. The levels were as follows:

1. Low Complexity: Tasks required basic comprehension skills, such as identifying main ideas and supporting details. These tasks involved familiar topics and simple sentence structures.
2. Medium Complexity: Tasks required intermediate cognitive skills, such as making inferences and understanding vocabulary in context. These tasks involved moderately challenging texts with some unfamiliar vocabulary and more complex sentence structures.
3. High Complexity: Tasks required advanced cognitive skills, such as synthesizing information, evaluating arguments, and analyzing text organization. These tasks involved unfamiliar topics, dense academic texts, and complex discourse structures.

The tasks were sequenced to gradually increase in complexity over the six-week intervention period, ensuring that learners were progressively challenged. The complexity of each task was rated using the Task Complexity Scale (TCS), and the ratings were cross-checked by two additional EFL experts to ensure reliability.

The task repetition group focused on repeating similar reading tasks at spaced intervals. The tasks were of medium complexity and were repeated three times over the intervention period. The repetition was designed to reinforce comprehension skills, vocabulary retention, and fluency through repeated exposure to the same or similar texts.

## 3.3. Design and Context of the Study

The study employed a quasi-experimental design with a pretest-treatment-posttest framework. The participants were divided into two experimental groups, each comprising 25 learners. The first group was assigned to the task complexity condition, where learners engaged in reading tasks with varying levels of cognitive and linguistic demands. The second group was assigned to the task repetition condition, where learners repeatedly practiced similar reading tasks over the intervention period. Table 1 summarizes the group procedures, instructions, and data collected for each experimental group.

**Table 1.**

*Group Procedure and Instruction*

| Group                 | Procedure                                                               | Instruction                                                             | Data Gathered                                                                 |
|-----------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Task Complexity Group | Engaged in tasks with increasing cognitive and linguistic demands.      | Tasks included inferencing, summarizing, and evaluating complex texts.  | Pretest and posttest scores, task performance data, and complexity ratings.   |
| Task Repetition Group | Repeated similar reading tasks with spaced intervals for reinforcement. | Tasks focused on consolidating comprehension through repeated practice. | Pretest and posttest scores, task performance data, and repetition frequency. |

## 3.4. Data Collection Procedure

The study was conducted over eight weeks, with each experimental group receiving six weeks of intervention. At the beginning of the study, all participants completed the pretest to establish their baseline reading comprehension levels. Following the pretest, the participants were divided into the two experimental groups based on random assignment.

- Task Complexity Group: This group engaged in reading tasks with varying levels of complexity. The tasks were designed to challenge learners' cognitive and linguistic abilities, requiring them to infer, summarize, and evaluate information from the texts. The complexity of the tasks increased gradually over the intervention period.

- **Task Repetition Group:** This group focused on repeating similar reading tasks at spaced intervals. The tasks were designed to reinforce comprehension skills, vocabulary retention, and fluency through repeated exposure to the same or similar texts.

Throughout the intervention, the teacher monitored participants' progress, provided feedback, and guided them in addressing errors and challenges. At the end of the six-week intervention, all participants completed the posttest, which was identical to the pretest in structure and difficulty. The posttest scores were compared to the pretest scores to measure the impact of task complexity and repetition on reading comprehension.

### 3.5. Data Analysis Procedure

The data analysis for this study was conducted using a variety of statistical methods to evaluate the effects of task complexity and task repetition on Iranian EFL learners' reading comprehension. To begin, descriptive statistics were used to summarize the pretest and posttest scores for both groups, providing an overview of the learners' reading comprehension performance before and after the intervention. Given the study's focus on comparing the effects of task complexity and task repetition, the primary inferential statistical method employed was the paired sample t-test. This test was utilized to compare the pretest and posttest scores within each experimental group, allowing for the assessment of whether there were significant improvements in reading comprehension over time as a result of the interventions. The paired sample t-test was particularly appropriate for this study, as it helped determine the impact of the experimental conditions on the same group of participants before and after the treatment. Additionally, a One-Sample Kolmogorov-Smirnov Test was conducted to assess the normality of the data distribution. Ensuring that the data followed a normal distribution was essential for the validity of the subsequent parametric tests, such as the paired sample t-test. This test provided insights into the appropriateness of using parametric methods for data analysis in this study.

## 4. Results

### 4.1. Results of the First Research Question Analysis

To determine whether task complexity had a significant effect on Iranian EFL learners' reading comprehension scores, the data were analyzed using the Wilcoxon Signed-Rank Test, a non-parametric test suitable for small sample sizes and paired data. The test was chosen because the sample size for each experimental group was 25 learners, and the data did not fully meet the assumptions required for parametric tests, such as normal distribution.

**Table 2.**

*Wilcoxon Signed-Rank Test for Task Complexity Group*

| Test                  | Pretest Median | Posttest Median | Z-value | p-value |
|-----------------------|----------------|-----------------|---------|---------|
| Task Complexity Group | 8.00           | 15.00           | -4.32   | .000    |

The results showed a significant improvement in reading comprehension scores for the task complexity group ( $Z = -4.32$ ,  $p < .001$ ). Next, a paired sample t-test was conducted to compare the pretest and posttest scores of the task complexity group.

**Table 3.**

*Paired Sample T-Test on Pretest and Posttest Scores of Task Complexity Group*

|        |                                                      | Paired Differences |                |                 |                                           |         | t      | df | Sig. (2-tailed) |
|--------|------------------------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|--------|----|-----------------|
|        |                                                      | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |    |                 |
|        |                                                      |                    |                |                 | Lower                                     | Upper   |        |    |                 |
| Pair 1 | Task Complexity Posttest - Task Complexity (Pretest) | 7.6400             | 2.23383        | .4467           | 6.71792                                   | 8.56208 | 17.101 | 24 | .000            |

The results showed a t-value of 17.101 with 24 degrees of freedom, and a p-value of .000. Since the p-value is less than the assumed significance level of .05, it indicates that the difference in task complexity group between the pretest and posttest is statistically significant. This implies that task complexity notably influenced the reading comprehension abilities of EFL learners.

## 4.2. Results of the Second Research Question Analysis

The Wilcoxon Signed-Rank Test was used to analyze the effect of task repetition on reading comprehension scores. This non-parametric test was appropriate for the paired data and small sample size.

**Table 4.**

*Wilcoxon Signed-Rank Test for Task Repetition Group*

| Test                  | Pretest Median | Posttest Median | Z-value | p-value |
|-----------------------|----------------|-----------------|---------|---------|
| Task Repetition Group | 8.00           | 16.00           | -4.21   | .000    |

The results revealed a significant improvement in reading comprehension scores for the task repetition group ( $Z = -4.21$ ,  $p < .001$ ). Next, a paired sample t-test was conducted to compare the pretest and posttest scores of the task repetition group.

**Table 5.**

*Paired Sample T-Test on Pretest and Posttest Scores of Task Repetition Group*

|        |                                                      | Paired Differences |                |                 |                                           |         | t      | df | Sig. (2-tailed) |
|--------|------------------------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|--------|----|-----------------|
|        |                                                      | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |    |                 |
|        |                                                      |                    |                |                 | Lower                                     | Upper   |        |    |                 |
|        |                                                      |                    |                |                 |                                           |         |        |    |                 |
| Pair 1 | Task Repetition Posttest - Task Repetition (Pretest) | 8.24000            | 2.94788        | .58958          | 7.02317                                   | 9.45683 | 13.976 | 24 | .000            |

The results showed a t-value of 13.97 with 24 degrees of freedom, and a p-value of .000. Since the p-value is less than the assumed significance level of .05, it indicates that the difference in task repetition group between the pretest and posttest is statistically significant. This suggests that the task repetition had a significant effect on increasing EFL learners' reading comprehension.

## 5. Discussion

The results showed that both task complexity and task repetition improved the reading comprehension scores of Iranian EFL learners. These results confirmed that task characteristics could influence how learners engage with reading texts. Robinson (2001) stated that more complex tasks require greater attention and deeper processing, which support comprehension. In the present study, learners spent more time and effort when completing tasks with higher complexity, which helped them understand the texts more thoroughly. These findings align with those of Révész et al.'s (2016) study. They also demonstrated that increased task demands led to more careful engagement and better learning outcomes. Likewise, the improvement in performance after task repetition was also significant. Learners achieved higher scores when they repeated the same reading tasks. Bygate and Samuda (2005) explained that repeating tasks helped learners manage cognitive resources more effectively. Repetition provided learners with more opportunities to plan their responses, organize their thoughts, and focus on both content and language. Thai and Boers (2016) found that repeated exposure to the same task improved learners' focus and allowed them to process information more efficiently. In the present study, repeated tasks appeared to help learners become more confident and accurate in their reading. These findings are consistent with results of previous research in the Iranian EFL context. Zarei and Khalessi (2011) found that task repetition supported the improvement of reading comprehension among Iranian students. The findings of the current study supported those results and confirmed that both repetition and complexity could be useful in the development of reading comprehension skills.

The findings also supported key principles of task-based language teaching. Ellis (2009) emphasized that task-based approaches allowed learners to engage with language in meaningful ways. In the current study, learners worked on reading tasks that required them to understand, interpret, and analyze texts. These tasks encouraged learners to use both linguistic and cognitive skills. The improvement in reading comprehension scores following task repetition and task complexity suggested that task-based instruction could be effective for reading development. Shintani (2012) also reported that repeating tasks improved learners' performance in reading and speaking, which supported the idea that repeated engagement with the same task led to more effective processing. The use of repeated and complex tasks also appeared to increase learners' confidence. When learners became more familiar with task content and structure, they seemed more willing to engage with the texts. They may have developed reading strategies such as identifying main ideas, using contextual clues, and connecting information across the text. These strategies supported their understanding and allowed them to manage more demanding texts. The gradual increase in familiarity with the reading content through repetition seemed to reduce anxiety and promote more active participation. Moreover, individual differences among learners might have influenced how they responded to task repetition and complexity.



Kormos and Trebits (2012) found that learners with higher working memory capacity performed better on complex tasks. Skehan (2016) argued that learners responded differently to task features based on their cognitive abilities and language proficiency levels. Some learners may benefit more from repeated tasks, while others may perform better when challenged with complex tasks. The present findings suggested that learner characteristics should be considered when designing reading tasks in the EFL classrooms.

## 6. Conclusion

The findings showed that both task complexity and task repetition contributed to improved reading comprehension among Iranian EFL learners. Learners who were given more complex tasks or repeated the same tasks performed better on reading comprehension assessments. These results supported the view that learners benefited from cognitively engaging tasks and repeated exposure to the same reading content. The study confirmed the usefulness of task-based instruction in helping learners develop reading skills. Learners seemed to develop more effective reading strategies and felt more confident when working with familiar or cognitively demanding tasks.

Several limitations should be considered when interpreting the findings. The sample size in this study was limited to a specific group of Iranian EFL learners, which may affect the generalizability of the results. The study only focused on reading comprehension and did not investigate the impact of task complexity or repetition on other language skills such as writing, speaking, or listening. In addition, the effects of learner variables such as motivation, anxiety, and prior knowledge were not controlled. These factors may have influenced how learners responded to the tasks. The study was also conducted in a classroom context, where external factors such as teacher feedback or peer interaction might have affected the learners' performance. These limitations suggest that the results should be interpreted with caution and should not be generalized to all EFL learning contexts.

Future research can examine how task complexity and repetition influence learners across different proficiency levels and age groups. It would be helpful to study whether these effects remain consistent in other skill areas such as listening, speaking, or writing. Researchers can also explore how individual learner factors such as working memory or language aptitude interact with task features. Further investigation can help teachers design tasks that match learners' needs and improve outcomes in diverse classroom settings.

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## 8. Appendix A: Reading Comprehension Test

### Passage 1: Social Sciences

#### The History of Urbanization

Urbanization is a process that has occurred over thousands of years, leading to the development of cities and towns from small, agricultural communities. The earliest urban areas emerged in Mesopotamia, Egypt, the Indus Valley, and China, where surplus agricultural production allowed a portion of the population to engage in non-agricultural activities. Over time, these urban centers became hubs of trade, governance, and culture.

The development of urban areas was closely tied to the availability of resources and the growth of complex societies. In Mesopotamia, for example, the abundance of water from the Tigris and Euphrates rivers supported agriculture, which in turn supported the growth of cities like Uruk and Babylon. These cities became centers of commerce, with extensive trade networks that extended across regions.

One of the key factors contributing to urbanization was the need for efficient administration of large populations. As cities grew, the management of resources, law, and infrastructure became increasingly complex, necessitating the development of formal institutions and bureaucratic systems. The creation of writing systems, such as cuneiform in Mesopotamia, was directly linked to the need for record-keeping in these growing urban centers.

The Industrial Revolution marked a significant acceleration in the pace of urbanization. With advances in technology and transportation, people migrated to cities in search of employment and better living standards. This period also saw the rise of the modern metropolis, characterized by dense populations, diverse economies, and significant social stratification. Factories, railways, and other industrial infrastructure transformed cities into hubs of production and innovation.

However, the rapid urbanization of the Industrial Revolution also brought about significant challenges. Overcrowding, pollution, and inadequate housing became pressing issues in many cities. In response, urban planning and public health initiatives were introduced to address these challenges. The development of sewage systems, public parks, and zoning laws were all efforts to improve the quality of urban life.

Today, urbanization continues to shape human society, with more than half of the global population living in urban areas. The challenges of urbanization, such as overcrowding, pollution, and inequality, require innovative solutions and careful planning to ensure sustainable development in the future. Urbanization is a dynamic process that reflects broader social, economic, and technological trends.

#### Questions for Passage 1

1. **Multiple-Choice Question: Main Idea**

What is the main idea of the passage?

- ☐ A) The history of urbanization and its impact on society.
- ☐ B) The challenges of modern urbanization.
- ☐ C) The role of agriculture in the development of cities.
- ☐ D) The technological advancements of the Industrial Revolution.

2. **Inserting a Sentence: Logical Flow**

Where would the following sentence best fit within the passage?

"These cities were often located along rivers, which provided water, transportation, and fertile land for agriculture."

- ☐ A) After the first sentence in the first paragraph.
- ☐ B) After the second sentence in the first paragraph.
- ☐ C) After the first sentence in the second paragraph.

- D) After the first sentence in the third paragraph.

3. **Vocabulary Question: Contextual Meaning**

What does the word "metropolis" in the fourth paragraph most likely mean?

- A) A small town
- B) A large and important city
- C) A rural area
- D) A historic site

4. **Reference Question: Pronoun Referent**

What does the word "these" in the third paragraph refer to?

- A) Formal institutions and bureaucratic systems.
- B) Writing systems like cuneiform.
- C) Record-keeping needs.
- D) Growing urban centers.

5. **Inference Question: Author's Attitude**

What can be inferred about the author's attitude towards urbanization?

- A) The author views urbanization as a necessary but problematic process.
- B) The author believes that urbanization has only negative consequences.
- C) The author thinks that urbanization should be halted to prevent further issues.
- D) The author feels indifferent towards the effects of urbanization.

6. **Purpose and Function Question: Paragraph Function**

What is the main purpose of the third paragraph?

- A) To explain the technological advancements of the Industrial Revolution.
- B) To describe the early urban centers and their characteristics.
- C) To discuss the challenges of modern urbanization.
- D) To highlight the need for formal institutions in urban areas.

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Answer Key for Passage 1

1. **Main Idea:** A) The history of urbanization and its impact on society.
  2. **Inserting a Sentence:** C) After the first sentence in the second paragraph.
  3. **Vocabulary Question:** B) A large and important city.
  4. **Reference Question:** D) Growing urban centers.
  5. **Inference Question:** A) The author views urbanization as a necessary but problematic process.
  6. **Purpose and Function Question:** D) To highlight the need for formal institutions in urban areas.
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## Passage 2: Natural Sciences

## The Role of Photosynthesis in Climate Regulation

Photosynthesis is a critical biological process through which plants, algae, and certain bacteria convert light energy into chemical energy. This process is not only vital for the survival of these organisms, but it also plays a significant role in regulating the Earth's climate. By absorbing carbon dioxide (CO<sub>2</sub>) from the atmosphere, photosynthetic organisms help to mitigate the greenhouse effect and reduce global warming.

The basic mechanism of photosynthesis involves the absorption of light by chlorophyll, a pigment found in the chloroplasts of plant cells. This light energy is then used to convert CO<sub>2</sub> and water (H<sub>2</sub>O) into glucose (C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>) and oxygen (O<sub>2</sub>). The glucose produced during photosynthesis serves as a source of energy for the plant, while the oxygen is released into the atmosphere as a byproduct.

The global carbon cycle is heavily influenced by photosynthesis. Through this process, large amounts of CO<sub>2</sub> are removed from the atmosphere and stored in the form of biomass, such as trees and other vegetation. Forests, particularly tropical rainforests, are known as "carbon sinks" because they absorb more CO<sub>2</sub> than they release. This ability to sequester carbon makes them crucial in the fight against climate change.

However, human activities, such as deforestation and the burning of fossil fuels, have significantly impacted the balance of the carbon cycle. Deforestation reduces the number of trees available to absorb CO<sub>2</sub>, while the burning of fossil fuels releases large amounts of CO<sub>2</sub> into the atmosphere. These activities have contributed to an increase in atmospheric CO<sub>2</sub> levels, leading to a stronger greenhouse effect and global warming.

Efforts to combat climate change often focus on enhancing the role of photosynthesis in carbon sequestration. Reforestation, afforestation, and the preservation of existing forests are key strategies aimed at increasing the Earth's capacity to absorb CO<sub>2</sub>. Additionally, advancements in agricultural practices, such as the use of cover crops and agroforestry, can enhance the photosynthetic capacity of farmland and reduce the overall carbon footprint of food production.

In conclusion, photosynthesis is a fundamental process that not only sustains life on Earth but also plays a crucial role in regulating the climate. By understanding and supporting the natural processes of carbon sequestration, we can make significant strides in addressing the challenges posed by climate change.

## Questions for Passage 2

1. **Multiple-Choice Question: Main Idea**

What is the main idea of the passage?

- A) The process of photosynthesis and its role in the carbon cycle.
- B) The impact of human activities on the carbon cycle.
- C) The importance of reforestation in combating climate change.
- D) The role of photosynthesis in the production of glucose and oxygen.

2. **Inserting a Sentence: Logical Flow**

Where would the following sentence best fit within the passage?

*"This chemical energy is stored in the bonds of glucose molecules."*

- A) After the first sentence in the second paragraph.
- B) After the third sentence in the second paragraph.
- C) After the first sentence in the third paragraph.
- D) After the second sentence in the fourth paragraph.

3. **Vocabulary Question: Contextual Meaning**

What does the word "sequester" in the third paragraph most likely mean?

- A) Release
- B) Absorb
- C) Store
- D) Produce

4. **Reference Question: Pronoun Referent**

What does the word "these" in the fourth paragraph refer to?

- A) Deforestation and burning of fossil fuels.
- B) Human activities.
- C) Tropical rainforests.
- D) Carbon sinks.

5. **Inference Question: Author's Attitude**

What can be inferred about the author's attitude towards photosynthesis?

- A) The author views photosynthesis as a critical process for both life and climate regulation.
- B) The author believes that photosynthesis has minimal impact on climate change.
- C) The author thinks that human activities have rendered photosynthesis ineffective.
- D) The author feels that photosynthesis is an outdated process in the fight against climate change.

6. **Purpose and Function Question: Paragraph Function**

What is the main purpose of the fourth paragraph?

- A) To explain the chemical process of photosynthesis.
- B) To discuss the impact of human activities on the carbon cycle.
- C) To highlight the role of tropical rainforests as carbon sinks.
- D) To propose solutions for enhancing carbon sequestration.

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Answer Key for Passage 2

1. **Main Idea:** A) The process of photosynthesis and its role in the carbon cycle.
  2. **Inserting a Sentence:** A) After the first sentence in the second paragraph.
  3. **Vocabulary Question:** C) Store.
  4. **Reference Question:** A) Deforestation and burning of fossil fuels.
  5. **Inference Question:** A) The author views photosynthesis as a critical process for both life and climate regulation.
  6. **Purpose and Function Question:** B) To discuss the impact of human activities on the carbon cycle.
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Passage 3: Humanities

The Evolution of Artistic Styles in the Renaissance

The Renaissance, spanning roughly from the 14th to the 17th century, was a period of profound cultural and artistic transformation in Europe. This era is characterized by a renewed interest in the classical art and literature of ancient Greece and Rome, combined with innovative approaches to artistic expression. The evolution of artistic styles during the Renaissance was marked by a shift from the rigid and symbolic forms of medieval art to more naturalistic and human-centered representations.

One of the most significant developments of the Renaissance was the use of perspective in painting. Artists such as Filippo Brunelleschi and Leon Battista Alberti pioneered techniques that allowed for the depiction of three-dimensional space on a two-dimensional surface. This innovation gave rise to a new level of realism in art, where figures and objects were portrayed with accurate proportions and a sense of depth.

The human figure became a central subject in Renaissance art, reflecting the period's emphasis on humanism. Artists like Leonardo da Vinci, Michelangelo, and Raphael sought to capture the beauty and complexity of the human body in their work. Da Vinci's "Vitruvian Man," for example, embodies the Renaissance ideal of the harmonious relationship between human proportions and the natural world. Michelangelo's sculptures, such as "David" and "Pietà," are celebrated for their detailed anatomical accuracy and emotional intensity.

In addition to innovations in technique and subject matter, the Renaissance saw a diversification of artistic genres. Portraiture, landscape, and still life became increasingly popular, alongside traditional religious themes. The growing demand for art from wealthy patrons, including the Medici family in Florence, led to the flourishing of these new genres. The emergence of printmaking during this period also played a crucial role in the dissemination of Renaissance art, making it accessible to a broader audience.

The Renaissance was not limited to Italy; it had a profound impact across Europe. In the Northern Renaissance, artists like Jan van Eyck and Albrecht Dürer combined the naturalism of the Italian Renaissance with their own regional traditions. Van Eyck's meticulous attention to detail and use of oil paints resulted in works of striking realism, while Dürer's engravings and woodcuts brought Renaissance ideas to a wide audience through the medium of print.

By the end of the Renaissance, the foundations of modern Western art had been firmly established. The techniques and ideas developed during this period continued to influence artists for centuries to come, laying the groundwork for the Baroque, Rococo, and Neoclassical movements. The Renaissance remains a defining moment in the history of art, celebrated for its contributions to the advancement of artistic expression and the humanistic values that underpin much of Western culture.

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### Questions for Passage 3

1. **Multiple-Choice Question: Main Idea**

What is the main idea of the passage?

- ☐ A) The role of humanism in Renaissance art.
- ☐ B) The evolution of artistic styles during the Renaissance.
- ☐ C) The influence of the Medici family on Renaissance art.
- ☐ D) The spread of Renaissance art across Europe.

2. **Inserting a Sentence: Logical Flow**

Where would the following sentence best fit within the passage?

*"This technique, known as linear perspective, became a hallmark of Renaissance painting."*

- ☐ A) After the first sentence in the second paragraph.
- ☐ B) After the second sentence in the second paragraph.
- ☐ C) After the last sentence in the second paragraph.
- ☐ D) After the first sentence in the third paragraph.



3. **Vocabulary Question: Contextual Meaning**

What does the word "harmonious" in the third paragraph most likely mean?

- A) Balanced
- B) Musical
- C) Decorative
- D) Complex

4. **Reference Question: Pronoun Referent**

What does the word "it" in the fourth paragraph refer to?

- A) The demand for art.
- B) The Medici family.
- C) The emergence of printmaking.
- D) Renaissance art.

5. **Inference Question: Author's Attitude**

What can be inferred about the author's attitude towards the Renaissance?

- A) The author views the Renaissance as a period of minor artistic development.
- B) The author believes the Renaissance was a turning point in the history of art.
- C) The author thinks that the Renaissance was limited in its influence.
- D) The author feels that Renaissance art was too focused on humanism.

6. **Purpose and Function Question: Paragraph Function**

What is the main purpose of the fourth paragraph?

- A) To explain the role of the Medici family in the Renaissance.
  - B) To discuss the diversification of artistic genres during the Renaissance.
  - C) To describe the spread of Renaissance art to Northern Europe.
  - D) To highlight the contributions of specific Northern Renaissance artists.
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Answer Key for Passage 3

1. **Main Idea:** B) The evolution of artistic styles during the Renaissance.
  2. **Inserting a Sentence:** B) After the second sentence in the second paragraph.
  3. **Vocabulary Question:** A) Balanced.
  4. **Reference Question:** D) Renaissance art.
  5. **Inference Question:** B) The author believes the Renaissance was a turning point in the history of art.
  6. **Purpose and Function Question:** B) To discuss the diversification of artistic genres during the Renaissance.
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#### Passage 4: Business

##### The Impact of Globalization on Small Businesses

Globalization has transformed the way businesses operate, creating both opportunities and challenges for small enterprises around the world. The integration of global markets has allowed small businesses to access new customers, suppliers, and technologies, but it has also exposed them to increased competition and market volatility. Understanding the impact of globalization on small businesses is crucial for entrepreneurs looking to navigate this complex landscape.

One of the most significant benefits of globalization for small businesses is the ability to reach international markets. Advances in technology, particularly the internet and e-commerce platforms, have made it easier for small businesses to sell their products and services to customers in other countries. This expanded market access can lead to increased sales and revenue, as well as greater brand recognition.

However, globalization also presents challenges for small businesses, particularly in terms of competition. Small enterprises often find themselves competing with larger multinational corporations that have greater resources and economies of scale. These large firms can offer lower prices, more extensive product lines, and superior marketing strategies, making it difficult for small businesses to compete on equal footing.

Another challenge posed by globalization is the increased volatility of global markets. Economic downturns, changes in trade policies, and fluctuations in currency exchange rates can all have a significant impact on small businesses. For example, a sudden increase in tariffs on imported goods can raise costs for small businesses that rely on foreign suppliers, while a drop in the value of a foreign currency can reduce revenue from international sales.

To succeed in a globalized economy, small businesses must be adaptable and strategic. Diversifying their product offerings, building strong relationships with suppliers and customers, and leveraging technology to improve efficiency are all important strategies for mitigating the risks associated with globalization. Additionally, small businesses can benefit from participating in trade associations and networks that provide support, resources, and advocacy for their interests in the global market.

In conclusion, while globalization offers significant opportunities for small businesses, it also brings a host of challenges that must be carefully managed. By understanding the dynamics of the global market and adopting strategies to navigate its complexities, small businesses can position themselves for success in an increasingly interconnected world.

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#### Questions for Passage 4

1. **Multiple-Choice Question: Main Idea**

What is the main idea of the passage?

- A) The benefits of e-commerce for small businesses.
- B) The challenges of competing with multinational corporations.
- C) The impact of globalization on small businesses.
- D) The role of trade associations in supporting small businesses.

2. **Inserting a Sentence: Logical Flow**

Where would the following sentence best fit within the passage?

"For example, an online retailer in the United States can easily sell its products to customers in Europe, Asia, and beyond."

- A) After the first sentence in the second paragraph.
- B) After the last sentence in the second paragraph.
- C) After the first sentence in the third paragraph.

- D) After the second sentence in the fourth paragraph.

3. **Vocabulary Question: Contextual Meaning**

What does the word "volatility" in the third paragraph most likely mean?

- A) Stability
- B) Unpredictability
- C) Growth
- D) Decline

4. **Reference Question: Pronoun Referent**

What does the word "these" in the third paragraph refer to?

- A) Challenges posed by globalization.
- B) Multinational corporations.
- C) Large firms' advantages.
- D) Increased market access.

5. **Inference Question: Author's Attitude**

What can be inferred about the author's attitude towards globalization's impact on small businesses?

- A) The author sees globalization as primarily beneficial for small businesses.
- B) The author believes globalization is overwhelmingly harmful to small businesses.
- C) The author thinks globalization offers both opportunities and challenges for small businesses.
- D) The author feels that small businesses should avoid engaging in global markets.

6. **Purpose and Function Question: Paragraph Function**

What is the main purpose of the third paragraph?

- A) To explain the benefits of globalization for small businesses.
  - B) To describe the competitive challenges small businesses face due to globalization.
  - C) To discuss the role of technology in small business globalization.
  - D) To provide strategies for small businesses to succeed globally.
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Answer Key for Passage 4

1. **Main Idea:** C) The impact of globalization on small businesses.
2. **Inserting a Sentence:** A) After the first sentence in the second paragraph.
3. **Vocabulary Question:** B) Unpredictability.
4. **Reference Question:** B) Multinational corporations.
5. **Inference Question:** C) The author thinks globalization offers both opportunities and challenges for small businesses.
6. **Purpose and Function Question:** B) To describe the competitive challenges small businesses face due to globalization.