RESEARCH ARTICLE

A SUGGESTED PROCEDURE FOR AN ACADEMIC ENGLISH READING PROFICIENCY TEST AT ALBAHA UNIVERSITY LEVEL

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ABSTRACT

This paper attempts to suggests a procedure for the academic English reading proficiency of Albaha university. The purpose behind the study is to suggest a testing procedure of reading proficiency skills preparing Saudi student of English for academic prospectives. The study provides full account of the supposition proficiency testing of English elucidating the specifications and methods of this test. Self-assessment items were used to measure reading proficiency in English and validated using an International English Language Testing System Academic Reading Module. The test is also operated remedy problematic areas of reading such as problems that students have deciphering unfamiliar vocabulary items and slow reading, guessing meaning of words from context. The reading proficiency test of English text is expected to raise the reading abilities of students level above the linguistic threshold level.

Keywords: reading, foreign language, English for academic purposes

INTRODUCTION

Testing plays a significant role in the teaching process. Rigorous testing can lead to improvement in teaching practices and the overall learning process, especially in general school programs(Backman& Palmer1996). Several studies in the field of testing and evaluation illustrated that teachers and students focus on what tests emphasise. The negative effect is prevalent if there is a leak in the testing system. Language testing is becoming more sophisticated and complex, taking into consideration a number of factors such as the education level of students and their education background system. Research reveals a positive correlation between good teaching and good testing(Hughes, A. 2003). Thus, the impact of tests and testing systems on students performance ('washback effect') relates positively to validity, reliability and practicality of the tests. The content of language testing covers all aspects and skills of a language applying testing methodology and test conditions that fits these aspect and skills. This study attempts to suggest a proficiency test of English

language reading for the students of English at Al Baha University focusing on the construction and the quality of the targeted test.

Literature review

Reading is more than deciphering symbols on a page and applying meaning to it. It is a complex, interactive process where the reader actively creates meaning drawing upon their knowledge and the information presented to them (Braten 1997). As the reading test is in English, Saudi students face difficulties decoding information and applying meaning when reading. This is because the comprehension process between the first language and a second language is different. Therefore, proficiency testing applied at this level is important as it can determine what level the students are at before they gain entry to university. Experts in the education field have illustrated the importance of the proficiency test, as August & Hakuta (1997), argued that 'language proficiency test cannot be ignored because they are tapping an ability correlated with a variety of language proficiencies, not because they constitute language proficiency'.

Reading comprehension is a key element to achieve effective and productive reading. Therefore, it needs more practical and appropriate strategies to test it. Reading comprehension test aims to assist the ability of students in understanding and grasping meanings. The testing of reading seems deceivingly uncomplicated comparing with the other tests of language skills. Furthermore, in terms of constructing the reading tests it is easy to design (Backman& Palmer 1996). The teacher takes passages, present some questions, and the test is ready. However, if the reading test constructed too quickly and without proper attention it may not serve the teacher's objectives. Because it is a receptive skill, the reading test can be presented in various ways depending on the level of students and purpose of the test. Significant thought should be given to the level of students and the test's difficulty.

Charles (1990) illustrated that reading skills are not an easy skill to be tested; however, many researchers and testers present the idea that reading skills can be identified, tested, taught and researched. Moreover, the testers should raise two questions, what do we want to test, and what are the means of testing it? In this reading test, there are some language elements to test. One of these elements is assessing how students derive meaning from, and use unfamiliar lexical items as well as understand information in the texts with conceptualize meaning. Additionally, understanding the relationships between sentences, parts of the texts through lexical cohesion devises and parts of the text through grammatical cohesion devises is also focused on. Furthermore, interpreting text by going outside it is another language element that to be tested in reading test.

Aim of the study

In the case of the current test, the test suggests reading proficiency test of English which effectively examines the students' ability for the critical thinking. Moreover, reading tests can test the ability of students in distinguishing the main ideas from supporting details. Reading tests examine the student's ability to scan and locate required information and the students' ability to distinguish between facts and opinions and the hypothesises. This comprehension test may take several forms. According to Hughes (2003), who presented the importance of suitable techniques that the testers use in reading test which it should interfere as little as possible with the reading itself and familiar to students. In this test different tasks are presented such as (i) questions; the passage followed by questions which require written answers. This kind of task measures the ability of comprehension as well as expression ability; (ii) Multiple choice; which test the candidates' reorganization of the correct answer; (iii) True-false; which requires determining whether the statement is true or false according to the passage, this task measures the understanding ability; (iv) Gap-fill tasks, students are asked to fill in the gaps based on the information in the passage; (v) Pairing or matching tasks where two lists are given in the form of the clauses or words and the students are required to match associated answers. The present test has the same design of the IELTS test and it will present for the candidates as a usual placement or proficiency test.

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Participants

The proposed test serves as a placement test, which assigns preparatory level students of English language at AlBaha university for bachelor degree of English. The study is supposed to examine the academic English reading proficiency with a class range of 35 Saudi students at the preparatory level at Albaha University. The students are male and learning the English language as a foreign language. Importantly, they have not resided in or visited English speaking countries. This test is an entrance test for those students who want to specialise in EFL studies in the English Language Department therefore fulfils the admission requirements and grades the students' level in English reading skills. The test is also used to measure reading proficiency using international English language testing system (IELTS) where students have to achieve band 4 on the IELTS academic reading module. By achieving the required results the students may be offered admission to study in EFL studies.

Discussion

The current proficiency test functions as a screening device for entering the English department. Therefore, the test should be characterised by the major qualities of a good test. Validity is one of these significant qualities which refers to the achievement the accurate purpose of the test. The test should measure exactly what is defined by its objectives (Hughes 2003, 26).Guilford (1942), argued that a valid test is the test that accurately predict the job proficiency or competency of students. Thus, if a test measure aims to evaluate the spelling, it becomes invalid if it evaluates listening. The validity statement in the current test is the construct validity as a means of measuring reading proficiency. In other words, the test scores should provide an accurate representation of the students' academic English reading proficiency.

In terms of validity, several forms of evidence should be considered, such as content validity and criterion-related validity. Content validity represents comprehensiveness which is a representative sample of the tested skill or area. Criterion-related validity refers to the degree to which results on the test match the students' ability. Criterion-related validity is broken down further into concurrent validity and predictive validity. Farr and Carey (1986) argued that a primary indicator of the content validity is matching the objectives of the test to the curriculum objectives. The most significant issue in the current test as a measure of the reading process is construct validity. Kirsch and Guthrie (1980), pointed out that the salience of the test information contributed more than any other variable to overall difficulty examinees had in extracting relevant information. Thus, the construct validity involves a statement of a test's purpose and a description of performance. From the answers that the candidates will provide, the examiners can indicate that the students understand the questions as presented or not. It is necessary for the students to prove to have a clear understanding of the provided comprehension in order to answer questions appropriately. The questions offered are valid and play significant roles in the enhancement of evaluation of the ability of the students to converse in the English language. Conversations in a given language can be achieved only when both speakers have a clear understanding and mastery of the rules of the language (Genesee 2006). In this regard, the provision of short comprehensions is valid for the determination of a clear understanding of the English language. The students can only answer the questions correctly if they have a clear understanding and mastery of the language used. In this regard, it means that the answers given by the students should be a reflection of the provided comprehensions.

It is, therefore, important to assess the validity of the given comprehensions and the validity of the answers provided in order to ascertain the level of proficiency attained by the students. Therefore, the tests become instrumental in the determination of proficiency levels and offer guidelines on what to expect from the students once they are admitted in learning institutions. The use of real current issues in the comprehensions is significant in the determination of the student's development in the English proficiency levels. These current and prevailing issues are important and heighten the validity of the comprehensions. Their use becomes imperative since it can be used to verify the answers from a current-issue perspective.

From the provided answers, the examiners can indicate if the students are conversant with the English language since they can easily answer the questions correctly or not.

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The assigned comprehensions are valid because they also contain the instructions on how the questions are supposed to be asked. According to Feast (2002), instructions are ways of trying to assess the level of understanding of students. Instructions are one of the ways through which the examiner can assess the student's keenness and understanding of the examined language. In this issue, there are instructions on how the questions have to be answered. To the examiner, if the students answer the questions according to the given instructions, it can be argued that the student understands the questions. The perception that the student understands the questions is based on the fact that the answers have been provided as had been indicated in the instructions. Clarity in answering the questions is a clear indication of gained and developed proficiency levels (Woodrow 2006). It is an indication of persons who have taken the time to understand the rules of a given language.

In the case of this reading test, which assesses reading comprehension skills for the students, the content and construct validity is based on the test user's theory of reading comprehension. So, the choice of the texts, the task types, and combination of items are considered.

Reliability relates to the consistency of the results for a particular test. Farr and Carey (1986) illustrated in their studies that reliability is a characteristic of scores of a test that given for a specific a group of students at specific time. Therefore, reliability should not be thought of as something a test process, but rather as a characteristic of the test results. Two tests rarely produce the same scores, because the test score is affected by different factors such as the environment of the tests, types of the tasks, or even the physical environment, such as lighting. Farr and Carey (1986), illustrated that the reliability of the results for any test are affected by various of factors beside the natural variability in reading behaviours such as test directions, length and difficulty level. Therefore, it is sensible not to place too much trust in test scores, as even identical test will produce different results.

Hughes (2003, p. 36) presents the idea that tests should be rigorous and consistent enough that they produce similar scores when applied to students of similar abilities and skills, but at a different time, therefore the more similar the scores, the reliable the test. Furthermore, he argues that reliability is an indicator to validity and if test scores cannot be measured consistently and trusted, then it is highly improbable that the scores obtained accurately measure the domain of interest. The current test will follow certain criteria in order to present a reliable result. Firstly, the length of the test will be adequate enough that it addresses the learning objectives, but is not so long that it bores the candidates, which is known to have a negative effect on their performance. Secondly, all the questions are compulsory, thus, there is no freedom in choosing the test's items to answer so students cannot play to their strengths and chose the question they think they can answer best. Finally, clear instructions will be provided before, during, and after the test. This, leads to a positive reflection on the students' performance.

Validity and reliability are essential qualities for any test. Validity of the test cannot be established without reliability. In other words, if the test is not valid, there is no point to discuss the reliability because the validity should be present before the reliability. You cannot have one without the other. Similarly, if the test is not reliable then its validity is called into question.

Authenticity is considered a critical quality of any language test. It is defined as 'the degree of correspondence of the characteristics of a given language test to the features of target language use task (TLU)'(Bachman & Palmer,1996). Thus, the authenticity is presented the features of the target language use task in one side and the characteristics of the test task on the other side. For example, the current test examines comprehension ability, so the test construct serves the comprehension task. According to Bachman and Palmer (1996) language test makers place great emphasis on authenticity when designing language tests. In the current reading test authenticity is considered, the input or the material that used is authentic; so the passage's content matches the candidates' ability. Furthermore, the task itself is authentic as well by providing and identifying the critical features that define tasks in the target language use (TLU).

Testing features discussed above affect language testing positively or negatively. Hughes (2003) defines washback as the effect of the test on learning and teaching. The current reading test has a positive

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impact on candidates, teachers, teaching procedures. The impact of the test on the students is high as it is indicative of their abilities and determines placement into the University's English department. According to the impact on the teacher, the authenticity of the test is high because the teacher feels what in the test is relevant to the test, if not so it will have a negative washback on the instructions of the test. According to the washback on the teaching procedures, the test may indicate what a suitable strategy is helpful in teaching reading skills and solve any potential or existing points of weakness in the students.

The current academic reading comprehension test consists of three sections. In each section there are a text and questions for that text. The first section consists of twelve questions, including two task types, the first task is true, false and the second one is a compilation task which measures the understanding of candidates for the main idea. The second section in this test consists of three different tasks, labelling task, matching information, and short answer questions which test the ability to identify the opinions. The third section consists of two tasks. The first one is a diagram compilation which indicates a clear message about understanding the main ideas and the relationships between different factors. This test is eight pages in length, including the answer sheet. The candidates are recommended to spend twenty minutes on each section. Thus, the whole allocated one hour for completion. In this test the candidates will be given the question booklet and a separate answer sheet. Furthermore, all the texts in this test are taken from a magazine and the topics are chosen in terms of the familiarity with the candidates. Therefore, the difficulty level is appropriate to the candidates' level and the length is about 700-1000 words. The test used to measure reading proficiency by using international English language testing system (IELTS). This test is a formal proficiency test, and students have to achieve band 4 on the IELTS academic reading module. (See the appendix for the current reading test).

The current test has an admission purpose, and used to measure reading proficiency using international English language testing system (IELTS) of which the students have to achieve band 4 on the IELTS academic reading module. By achieving the required results, the students may be offered admission to study in English as a Foreign Language (EFL). Therefore, the maximum score is 40/40 which is the full mark of this test and the passing score is 18/40. Thus, 18 is considered as the pass score of the current test. However, even with the provision of answers, the way the students are expected to answer the questions could have been changed. This is because; the answers have been offered in simple terms, which may not be sufficient enough to assess proficiency in the language. In order to clearly understand whether the students have gained any proficiency in the English language, it would have been better for the examiners to offer the questions in such a way that the students will provide the answers in an essay form. This would have been important in trying to understand the level of proficiency in the English language. The examiners could have provided comprehensions and instruct the students to provide answers in the essay forms in order to evaluate the student's development in both comprehending the provided comprehensions and their ability to write. Writing down the answers in prose forms without having to indicate by use of multiple choices, whether a given answer is true or false, is a better way of evaluating the progress and proficiency of a student in understanding the English language. Thus, these examinations could have been provided in a way that would push students to use their linguistic talents to understand and comprehend literature and then communicate by providing answers that show heightened literary effort (Bayliss and Ingram 2006). This effort is to be seen in the way the students strive to provide answers to questions through the use of essays in continuous prose forms, without having to indicate whether the provided answers are true or false. This method is not intended to indicate that the effort expected from the students to indicate whether the answers are true or false cannot achieve similar results.

However, in order to clearly ascertain that the students have clearly mastered the use of the English language, the method of providing the answers could have been made more demanding in order to clearly see the problems that may affect the students in regard to English language. The expectation of the students to just indicate whether the provided answers are true or false may not be effective ways of ascertaining how

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proficient the students have been. Students can get the right answers by just guessing the true and false provisions, while having no clear understanding of the expected language mastery.

Summary

Understanding the proper academic reading test for EFL in this study forms basic knowledge for prospective applied testing studies.

Curriculum should be deigned or revised according to EFL syllabus, while the syllabus should be changed to the needs of our students. This can be achieved by many ways. An increased focus on reading and teaching reading strategies from elementary school should be fitted to the reading purpose.

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Appendix

Academic English reading proficiency test

Reading Passage1

You should spend about 20 minutes on **Questions1-12,** which are based in Reading Passage 1below.

ALL WORK AND NO PLAY!! A GOOD ADAGE?

As summer comes near, many children are really happy to forget about school for a few months. However, they might be taking that goal too seriously.

A Studies have found that children typically forget between one and three months' worth of school learning during the summer months. Spelling and math abilities super the most, while reading is not really influenced by the time of. The most probable reason for this is that most children read at least occasionally outside of the classroom, whether newspapers, magazines, books, or video game guides. However, their math and spelling skills only get exercised in the school setting.

B   The original purpose of summer vacations was to let farm children have time of to help work in the fields in the high growing season, but this reason is no longer valid since fewer kids actually work on farms today. Some cities in the United States, such as Los Angeles, have moved to a year-round school calendar, which may help reduce the academic decline that occurs during the long summer vacation. Most cities maintain the normal nine and a half-month calendar. To improve skills and to maintain a good level of preparation, superintendents recommend trips to museums, summer camps, vacations with educational components, and visits to libraries to keep kids mentally alert and interested throughout the summer.

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C   There are other educational systems that provide vacations while still keeping students' skills sharp. For example, in Japan students attend class for seven weeks consecutively, followed by two weeks of vacation. . This continues throughout the year. In Italy, students attend class six days per week, but finish at 1:30 PM each day In areas where there are not enough classrooms—in Afghanistan or Somalia, for example—older students attend classes in the morning while the younger kids go to school in the afternoon. School administrators and educational specialists fear that the three-month summer vacation halts the continuity of learning. Just as students become accustomed to new math equations or new concepts in reading, writing, or critical thinking skills, they "shut down" for an extended period. When they go back to school after the long summer vacation, they take up to two months to return to their previous level of proficiency. And so the debate continues: whether to continue the status-quo in terms of vacations or to seek changes based on the Los Angeles or the Japanese models.

SECTION ONE Reading Tasks   *Questions 1-6*

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1- 6 on your on your answer sheet, write:

TRUE   *if the statement agrees with the information*

FALSE   *if the statement contradicts the information*

NOT GIVEN   *if there is no information on this*

1. Mathematics, good spelling and reading skills all suffer a lot when children are on school holidays.
2. Children generally read from a variety of sources apart from school materials.
3. Half as many children work on farms these days.
4. Most American cities' schools have around 3 months' vacation and breaks.
5. After a typical 3 month summer break, some African and Middle Eastern students could take the same amount of time to return to a previous level of proficiency.
6. The writer suggests that the systems in each country should continue as they are.

Questions 7-12 Complete the table using NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

A SAMPLE OF EDUCATIONAL VACATION SYSTEMS

COUNTRY	TYPICAL STUDY DURATION or TIMINGS INFORMATION	VACATION LENGTH	OTHER INFORMATION
The United States*	(7) _____ months	3 months	*Schools in Los Angeles excepted.
Somalia	x	X	Morning: (8) _____students attend.
Italy	(9) 6 _____	X	Some students finish at 1.30.
(10) _____	7 weeks followed by……..	(11) 2_____	
Afghanistan	x	x	Afternoon: (12) _____students attend.

Reading Passage 2

You should spend about 20minutes on **Questions 13-26**, which are based on Reading Passage 2 below.

ENGLISH-IT'SALLCONTEXT

A.   It is not uncommon for close synonyms to be under stood to share the same meaning. The difference between words like "hard" and "difficult", for example, goes tragically unnoticed. One may employ one or the other with complete in difference, postulating no discrepancy between them. In general this is well and good;

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most people lack the scrupulous pedanticalness to quibble over such trifles. Nevertheless, for those of us with amplecompulsiveness(andtime),itisofsignificantvaluetocomprehendsuchnuances.

B. Take for example the following sentences: 1)The test was hard. 2)The test was difficult. Is the difference between these synonyms readily apparent? Is there a noticeable difference between them tall? Indeed, these questions are valid and warrant answer. For, what would be the point to having multiple words with the exact same meaning? No, that would be super fluous; the English language being far too economical. While many close synonyms share similar, if not the same, dictionary definitions, the feeling, or mood, they convey is utterly singular. Although a dictionary can provide information about word meanings, pronunciations, etymologies,inflectedforms,derivedforms,etcetera,itcannotcommunicatehowitfeelstouseaword.

C. So, if there is indeed a difference between words like" hard" and "difficult", what is it? To begin, "hard" is pragmatic and realistic, firmly grounded in reality. It is a utilitarian word that gets the job done and doesn't apologize for its brusque, un couth nature. On the other hand, "difficult" is eloquent and refined. It is civilized, willing to expend the effort necessary to appear urbane. Why, the mere difference in sonic quality between the misstriking enough. "Hard" makes a quick, un assuming sound, having but a single syllable (voiced under certain inflections, it can even come across as harsh), while "difficult" is more lengthy and melodic, its number of syllables to taling three times that of its counterpart. Furthermore, "hard" is more likely to be used in casual, informal circumstances, or to communicate an idea" on the go "or simply to" get it out" as the sayings go. It is used without pretense, and does not maintain a feeling of being overly concerned. In terms of daily usage, "hard" may be employed by an exhausted brick mason when posed with the question, "How was your day?"Conversely," difficult" may be used by a military general upon explaining to his or her superior the progression of a particularly taxing campaign.

D. Similar to "hard" and "difficult", the words "weird" and" strange" too are close synonyms ,and may seemingly be used interchangeably. Take for instance the following sentences : 1) Seam on keys are weird. 2) Sea monkeys are strange. Contrary to popular belief, these sentences are not tautologous. So how do they differ? Their dictionary definitions are nearly identical, so the difference does not lie there. Rather, the difference involves the feeling ,or mood, that these words convey.

SECTION TWO Reading Tasks   *Questions13-17*

The reading passage above has five sections labeled A-E. Which section contains the following information?

Write the correct letter A-E ,in boxes 13-17 on your answer sheet.

13. Humans can communicate how a word "feels".

14.A dictionary cannot tell you how a word "feels".

15. Supplies a second example of close synonyms.

16. Most people do not know the subtle differences between similar words.

17*.*An explanation of sonic quality.

Question18-19   Choose TWO letters A-F

The list below includes factors contributing to understanding close synonyms in English.

Which **TWO** are mentioned by the writer in the passage?

A   being a native English speaker

B   the notion of tautologous sentences

C   the effect of on easyllable word

D   differences between adult and younger speakers

E   recent changes in the meaning of some words in English as a global language

F   the meaning of the word is more important than its mood or feeling.

Questions20-23   Answer the questions below

Choose **NO MORE THAN TWO WORDS** for each question. Write your answers in boxes 20-23 on your answer sheet.

feeling and mood of synonymus age described?

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22 When said with a certain inflection 20 What do most people lack when arguing over trifling differences in word meaning?

21 How is the, how can the word" hard" sound?

23. What two other words apart from "hard" and "difficult" does the text discuss?

ReadingPassage3

You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage3 below.

YOU ARE WHAT YOU EAT

Many of the serious health concerns in modern America can be linked to poor diet

A. People who regularly consume foods high in sodium, sugar, and saturated fats not only increase their chances of obesity ,but also increase their risks of developing heart disease, hypertension, diabetes, and several types of cancer. Although some people who regularly consume unhealthy foods do so knowingly, there is also a significant portion of the population that remains under educated about proper nutrition. What is more, individuals who live in food deserts—areas in low-income neighborhoods that lack easy access to healthy, afford able food—may note ven have the opportunity to obtain nutritious food. Although there have been some recent government efforts to reduce the number of food deserts, more community-based efforts should been courage and supported.

B. Food deserts are located in high-poverty areas, such as sparsely populated rural areas or densely populated, low-income urban centers. Food deserts most often develop when major supermarket chains either relocate out of these areas or simply refrain from building stores there in the first place. Major food retailer chains tend to limit their store locations to wealthier urban or suburban neighborhoods. This means that those who live in high-poverty areas often also live miles away from the fresh meats, dairy products, and produce available at supermarkets. Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping, or else they are limited to the food available at local convenience stores and gas stations. These types of food retailers often only sell packaged, processed foods that offer little nutritional value.
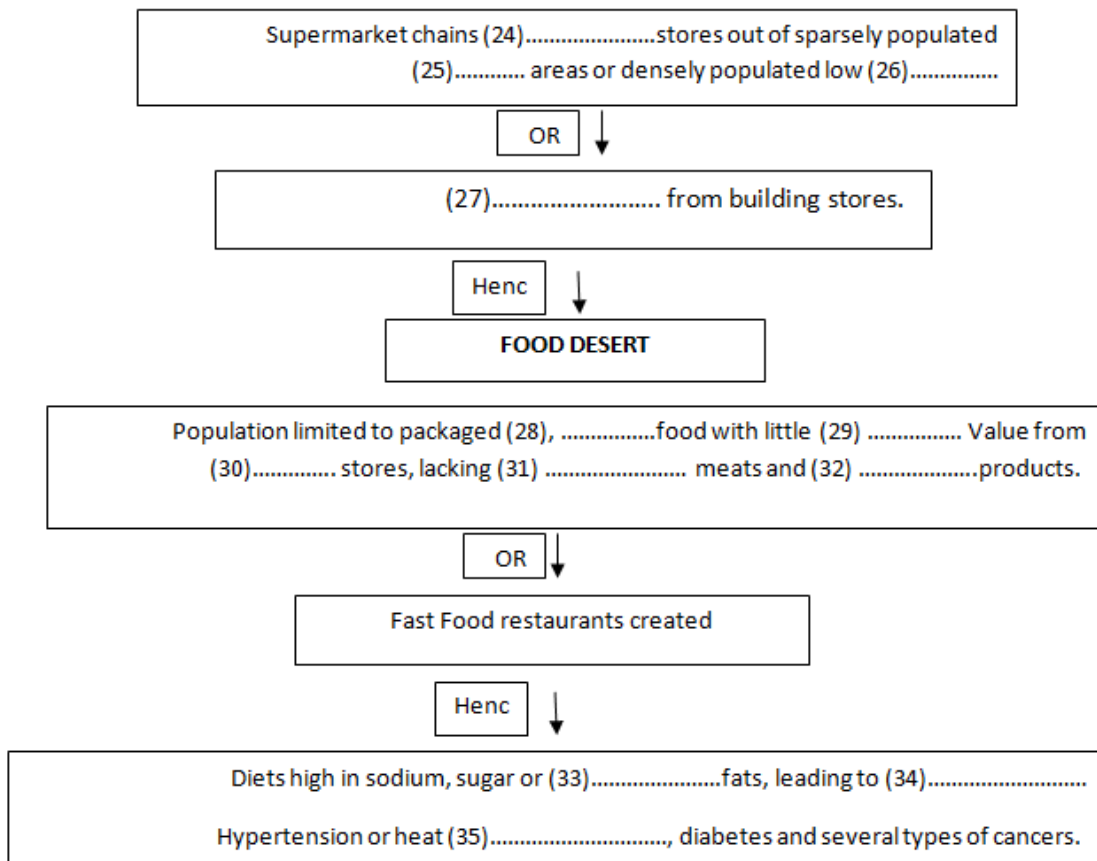
C. Furthermore, fast food restaurants are disproportionately concentrated in low-income areas; recent estimates suggest that those living in the poorest areas of a city experience 2.5 times more exposure to fast food restaurants than the wealthiest inhabitants of the city. Because individuals who live in food deserts tend to get their meals from fast food restaurants or convenience stores, they often suffer from a variety of health issues. Research has found that individuals who live in low-income neighborhoods are much more likely to develop problems with obesity, diabetes, and hypertension than those who live in more affluent neighborhoods. A solution to the problem of food deserts seems obvious: more supermarkets should be built in low income neighborhoods. The problem with this solution, of course, is that it is difficult to lure supermarket chains into poor areas. Because poorer people have less money to spend on food, supermarket chains do not consider them to be attractive customers. One way that the government can help to offset this issue is by offering tax breaks or other incentives for supermarkets in low-income areas. In 2010, the Obama administration implemented the Healthy Food Financing program, which is a set of initiatives designed to help bring grocery stores into areas currently designated as food deserts. While this federal program is a commendable effort to improve low-income residents' access to healthy food, local initiatives often have a stronger and more immediate impact. Community gardens, independent food stores, co-ops, and farmers' markets are all examples of local initiatives that can substitute for or supplement the opening of a major chain supermarket.

D. Despite the time, dedication, and funds required for community members to initiate such programs, these efforts can be incredibly beneficial, not only in providing people with accesses to healthier foods, but also in instilling a sense of community in the residents of these neighborhoods.

SECTIONTHREE READINGTASKS   Question24-35

Complete the flow-chart below. Choose **ONEWORDONLY** from the passage for each answer. Write your answers in boxes 24-35 on your answer sheet.

How Food Desert Are Created

Question36-40

Choose the correct letter A, B, C or D. Write one letter in boxes 36-40 on your answer sheet.

36 People who consume unhealthy food in Food Desert Areas (FDAs)

A. Know that it is unhealthy.

B. Are uneducated about what is good nutrition.

C. Are never helped by governments

D. might not have access to good food.

37Food Desert Areas are:

A. in urbaa reasonly.

B. Never in rural areas.

C. Usually a long way from fresh produce.

D. Usually a long way from fresh produce.

38 Fast food restaurant are:

A. Sparsely located in FDAs.

B. Overly located in FDAs.

C. 25%moreprevalentinFDAs.

D. As frequently visited by wealthier citizens as well.

39 Governments can help FDAs by:

A. Offering tax breaks

B. forcing super markets to create Healthy Food Financing Programs.

C. Replacing upper markets with other food and shopping outlets.

D. Making FDAs more attractive.

40 The text ends by noting that

A. Despite money time and energy no difference can be made. B. Communities will break up due to new initiatives. C. healthy food programs can be create great benefits.

The End of the Test

…. GOOD LUCK

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