This review guide will help prepare your students for success on the final exam by outlining the content and format of the examination. The information provided is broad, but will give students a general idea of what is expected for success.

The ProStart Final Examination is an 80-question paper-and-pencil examination designed to test students’ knowledge and understanding of the hospitality industry. The examination questions are multiple-choice items and require students to select the most appropriate response and darken the corresponding circle on the answer sheet. Although there is no time limit to taking the examination, students typically complete the examination within 60 minutes, and may not refer to any notes, books, or communicate in any way with other examinees while the examination is in process. To receive a passing score, students must correctly answer 56 of the 80 items, or 70%, correctly.

The examination is stimulating but not too demanding, and students should not feel threatened or discouraged by the examination questions. The questions represent an 8th grade reading level and are designed to assess thinking skills in accordance with the following cognitive levels:

Level 1: The ability to recall information
Level 2: The ability to know what is being communicated in order to make use of the information
Level 3: The ability to use information in a new situation
Questions for the examination are selected from the following knowledge domains, which parallel the ProStart Year 1 textbook chapters:

<table>
<thead>
<tr>
<th>Year 1 Chapters</th>
<th>No. of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Successful Customer Relations</td>
<td>6</td>
</tr>
<tr>
<td>2: Preparing and Serving Safe Food</td>
<td>14</td>
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<tr>
<td>3: Preventing Accidents and Injuries</td>
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<td>4: Kitchen Basics</td>
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<tr>
<td>5: Foodservice Equipment</td>
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<tr>
<td>6: Nutrition</td>
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<td>7: Breakfast Foods and Sandwiches</td>
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<td>8: Working with People</td>
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<td>9: Salads and Garnishes</td>
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<tr>
<td>10: Business Math</td>
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<tr>
<td>11: Fruits and Vegetables</td>
<td>6</td>
</tr>
<tr>
<td>12: Controlling Foodservice Costs</td>
<td>8</td>
</tr>
<tr>
<td><strong>Year One Total Questions</strong></td>
<td><strong>80</strong></td>
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</tbody>
</table>

To facilitate students’ final exam preparation, the following learning objectives and key words are provided in reference to the chapter in which the content is located. Examination questions may be selected to reflect any of the following:

**ProStart Year One Student Learning Objectives and Key Words**

**Unit One**

**Chapter 1: Successful Customer Relations**

1. Recognize and state the importance of customer service to foodservice.
2. List the reasons and the ways to make a positive first impression in the foodservice industry.
3. Describe a variety of customers that may have special needs.
4. Distinguish between effective and ineffective communication with customers by giving examples.
5. Explain how customer satisfaction directly affects a restaurant’s success.
6. Outline the service planning process.

**Key Words:**

- Comp
- Comment cards
- Customer service
- Focus groups
- Human resources
- Internal customer
- Long-term goals
- Material resources
- Mission statement
- Mystery shoppers
Chapter 2: Preparing and Serving Safe Food

1. List reasons why it is important to keep food safe.
2. Describe good personal hygiene and how it affects food safety.
3. List the steps to proper handwashing.
4. Give examples of potentially hazardous foods.
5. Categorize and describe the microorganisms that cause foodborne illnesses.
6. Identify and list ways chemical and physical hazards can contaminate food.
7. Distinguish between situations in which contamination and cross-contamination occur.
8. List the conditions under which bacteria multiply rapidly and use the letters FAT TOM.
9. Explain how time and temperature guidelines can reduce growth of microorganisms.
10. Define the food temperature danger zone and list temperatures that fall within that zone.
11. Differentiate among types of thermometers and demonstrate how to use them.
12. List the seven principles of a Hazard Analysis Critical Control Point (HACCP) food safety system.
13. Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment.
14. Compare different types of storage areas found in a foodservice operation.
15. Define the difference between clean and sanitary.
16. State procedures for cleaning and sanitizing tools and equipment.

Key words:

Bacteria, Clean, Contamination, Critical control point, Critical limit, Cross-contamination, Dry lab, First in, first out (FIFO), Flow of food, Flowchart, Foodborne illness, HACCP principles, Hazard, Hazard Analysis Critical Control Point, Integrated pest management, Master cleaning schedule,

Microorganism, Mold, Parasite, pH, Potable water, Potentially hazardous food, Risk, Sanitarian, Sanitize, Temperature danger zone, Toxic metal poisoning, Toxin, Virus, Water activity, Yeast
Chapter 3: Preventing Accidents and Injuries

1. State who is legally responsible for providing a safe environment and ensuring safe practices.
2. Define the role of Occupational Safety and Health Administration (OSHA) regulations.
4. Identify electrical hazards that contribute to accidental fires.
5. Classify different types of fires and fire extinguishers.
6. Outline proper actions to take in the event of a fire at a foodservice operation.
7. Describe the ways to prevent burns.
8. List hazards that contribute to injury due to slips, trips, or falls.
9. Outline proper procedures for cleaning up spills on floors.
10. Demonstrate how to safely use ladders.
11. Demonstrate proper lifting and carrying procedures to avoid injury.
12. Locate and list hazards that can cause cuts.
13. Demonstrate correct and safe use of knives.
14. List safe driving techniques.
15. Outline basic first aid concepts and procedures.
16. Explain the importance of the general safety audit.
17. Explain the importance of completing standard reports for any accident or illness at the operation.
18. List ways to use protective clothing and equipment to prevent injuries.

Key words:

Unit Two

Chapter 4: Kitchen Basics

1. Identify the components and functions of a standardized recipe.
2. Convert recipes to yield smaller and larger quantities.
3. Describe the use of common liquid and dry measure tools.
4. Explain the difference between customary and metric units of measure.
5. Apply effective mise en place through practice.
6. Identify different functions of several types of knives and demonstrate their proper uses.
7. List common spices and herbs and describe their uses.
8. Describe and demonstrate several basic pre-preparation techniques, including clarifying butter, separating eggs, whipping egg whites, and making parchment liners.
9. Describe dry-heat cooking methods and list the foods to which they are suited.
10. Describe moist-heat cooking methods and list the foods to which they are suited.
11. Describe combination cooking methods and list the foods to which they are suited.

Key words:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Bain-marie</td>
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<td>Mise en place</td>
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<td>Barbecue</td>
<td>Moist-heat cooking</td>
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<td>Baste</td>
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<td>Braise</td>
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<td>Stew</td>
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<td>Customary unit</td>
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<td>Deep fry</td>
<td>Spices</td>
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<td>Dry-heat cooking</td>
<td>Standardized recipe</td>
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<td>Grill</td>
<td>Volume</td>
</tr>
<tr>
<td>Herbs</td>
<td>Yield</td>
</tr>
</tbody>
</table>

Chapter 5: Foodservice Equipment

1. Demonstrate how to use scales and carts to receive food and supplies.
2. Demonstrate measuring and portioning foods using ladles, measuring cups and spoons, scales, and scoops.
3. Demonstrate how to properly sharpen and use different types of knives.
4. Give examples of preparing foods using pots and pans.
5. Explain how to store food and supplies properly on shelves and in refrigerators and freezers.
6. Demonstrate how to cut and mix foods using standard kitchen equipment.
7. Compare and contrast cooking foods using various types of steamers, broilers, griddle, grills, ranges, fryers, and ovens.
8. Outline how to hold and serve food and beverages using kitchen equipment.
9. Compare and contrast the features of dishwashing machines.
10. Outline the order in which food and supplies flow through a foodservice.

11. Demonstrate proper cleaning and sanitizing of foodservice equipment and utensils.

Key words:

<table>
<thead>
<tr>
<th>Bain marie</th>
<th>Ice machine</th>
<th>Sheet pan</th>
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<tbody>
<tr>
<td>Bake pan</td>
<td>Ladle</td>
<td>Shuck</td>
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<td>Bench scraper</td>
<td>Measuring cup</td>
<td>Sieve</td>
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<td>Boning knife</td>
<td>Measuring spoon</td>
<td>Skimmer</td>
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<td>Braising pan</td>
<td>Microwave oven</td>
<td>Single-tank conveyor</td>
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<tr>
<td>Butcher knife</td>
<td>Mixer</td>
<td>dishwasher</td>
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<tr>
<td>Can opener</td>
<td>Offset spatula</td>
<td>Single-tank door</td>
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<td>Cast iron skillet</td>
<td>Open burner</td>
<td>dishwasher</td>
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<tr>
<td>Charbroiler</td>
<td>Oyster knife</td>
<td>Slicer</td>
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<td>Chef’s knife</td>
<td>Paring knife</td>
<td>Slow-roasting oven</td>
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<td>China cap</td>
<td>Pariissienne scoop</td>
<td>Slotted spoon</td>
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<td>Chinois</td>
<td>Pastry bag</td>
<td>Solid spoon</td>
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<td>Circular dishwasher</td>
<td>Pastry brush</td>
<td>Spit</td>
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<td>Clam knife</td>
<td>Pastry knife</td>
<td>Steak knife</td>
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<td>Cleaver</td>
<td>Perforated spoon</td>
<td>Steam table</td>
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<td>Coffee maker</td>
<td>Pie server</td>
<td>Steamer</td>
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<td>Colander</td>
<td>Pizza cutter</td>
<td>Steam-jacketed kettle</td>
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<td>Convection oven</td>
<td>Potwashing machine</td>
<td>Steel</td>
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<td>Conventional oven</td>
<td>Pulper and extractor</td>
<td>Stock pot</td>
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<td>Conveyor oven</td>
<td>Range</td>
<td>Straight spatula</td>
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<td>Cook’s fork</td>
<td>Reach-in</td>
<td>Strainer</td>
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<td>Countertop broiler</td>
<td>refrigerator/freezer</td>
<td>Tilting fry pan</td>
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<td>Deck oven</td>
<td>Receiving table</td>
<td>Tongs</td>
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<td>Deep-fat fryer</td>
<td>Ring-top burner</td>
<td>Tourné</td>
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<td>Dough arm</td>
<td>Roasting pan</td>
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<td>Double boiler</td>
<td>Rotary oven</td>
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<td>Fixed equipment</td>
<td>Rotisserie</td>
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<td>Flat beater</td>
<td>Rubber spatula</td>
<td>Vegetable peeler</td>
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<td>Flat-top burner</td>
<td>Salamander</td>
<td>Vertical cutter mixer</td>
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<td>Flight dishwasher</td>
<td>Sandwich spreader</td>
<td>(VCM)</td>
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<td>Food chopper</td>
<td>Sauce pot</td>
<td>Volume measure</td>
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<td>Saucepan</td>
<td>Walk-in</td>
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<td>Food warmer</td>
<td>Sauté pan</td>
<td>refrigerator/freezer</td>
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<td>Grater</td>
<td>Scale</td>
<td>Wing whip</td>
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<td>Griddle</td>
<td>Scoop</td>
<td>Wire whip</td>
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<td>Hotel broiler</td>
<td>Serrated slicer</td>
<td>Zester</td>
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<tr>
<td>Hotel pan</td>
<td>Sharpening stone</td>
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</table>

Chapter 6: Nutrition

1. Characterize the roles of carbohydrates, hormones, fiber, starch, and fats in people’s diets and identify food that contain these nutrients.

2. Describe cholesterol and list food in which it is found.

3. Characterize the roles of proteins, water, vitamins, and minerals in people’s diets and identify foods that contain these nutrients.
4. Differentiate between complete and incomplete proteins.

5. Use Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.

6. Describe a healthy diet.

7. Interpret information on a nutrition label.

8. Identify recipes that preserve nutrients in quantity cooking.

9. Suggest ways to make recipes more healthful.

10. Suggest healthful substitutes for high-fat ingredients.

**Key words:**

- Amino acid
- Calorie
- Carbohydrate
- Caramelized
- Cholesterol
- Complete protein
- Dietary Guidelines for Americans
- Essential amino acid
- Essential fatty acid
- Fat
- Fat-soluble vitamin
- Fiber
- Food Guide Pyramid
- Glucose
- Hormone
- Incomplete protein
- Insulin
- Legume
- Liaison
- Macronutrient
- Micronutrient
- Mineral
- Nutrient
- Osteoporosis
- Oxidation
- Protein
- Recommended Dietary Allowances
- Reduce
- Starch
- Tahini
- Vitamin
- Water-soluble vitamin

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**Unit Three**

**Chapter 7: Breakfast Foods and Sandwiches**

1. Explain and demonstrate how to keep milk products safe and sanitary.
2. Differentiate between butter and margarine by listing the characteristics of each.
3. Distinguish among several different types of cheeses and give examples of each.
4. List the characteristics of eggs and include size and grade.
5. Prepare and serve eggs using a variety of cooking methods.
6. Describe the ways to keep eggs and egg products safe and sanitary.
7. Prepare pancakes, crêpes, waffles, and French toast.
8. Prepare ham, hash, grits, cold cereals, oatmeal, and sausage.
10. Give examples of different types of sandwiches, including simple hot, open-faced, hors d’oeuvres, grilled, deep-fried, and simple cold.
11. Explain the roles of the three components of a sandwich: bread, spread, and filling.
12. Develop a list of sanitation procedures for preparing sandwiches.
13. List the necessary tools and equipment to make sandwiches at a sandwich station.
14. Prepare common sandwich spreads and fillings.
15. Demonstrate preparation of several types of sandwiches.

Key words:

- Baste
- Canapé
- Chemical leaveners
- Clarified butter
- Club sandwich
- Cream
- Crêpe
- French toast
- Hash
- Hash browns
- Home fries
- Homogenization
- Hors d’oeuvres
- Margarine
- Multidecker sandwich
- Omelet
- Open-faced sandwich
- Pancake
- Pasteurization
- Poach
- Pullman loaf
- Quiche
- Quick bread
- Ramekin
- Shirr
- Soufflé
- Tea sandwich
- Waffle

Chapter 8: Working with People

1. Explain how stereotypes and prejudices can negatively affect how people work together.
2. List and demonstrate effective legal interviewing skills.
3. State the importance of having new-employee orientation.
4. Describe common elements of orientation programs.
5. Summarize and discuss effective group and on-the-job training.
6. List and apply effective techniques used in performance evaluations.

Key words:

- Closed question
- Dialect
- Discrimination
- Diversity
- Feedback
- Group training
- On-the-job training
- Open-ended question
- Orientation
- Performance appraisal form
- Prejudice
- Role-play
- Stereotype

Chapter 9: Salads and Garnishes

1. Identify and describe the various ingredients used to make salads.
2. Demonstrate designing attractive salads.
3. Classify and compare types of salads served at different points in the meal.
4. Demonstrate appropriate methods to clean salad greens.
5. Design a procedure to prepare and store salads properly.
6. Differentiate between various oils and vinegars.
7. Demonstrate the preparation of a vinaigrette.
8. List the ingredients of and prepare an emulsified salad dressing.
9. Select ingredients to prepare mayonnaise.
10. Match dressings to salad green and other ingredients.
11. Give examples of ingredients used to make dips.
12. Choose the ingredients and prepare several dips.
13. Give an example of a garnish.
14. Describe and prepare ingredients commonly used as garnishes.
15. Demonstrate garnishing plates.
16. Demonstrate the preparation of toppings for soups.

Key words:

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<tr>
<th>Accompaniment</th>
<th>Consommé</th>
<th>Main course salad</th>
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<tr>
<td>Accompaniment salad</td>
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<tr>
<td>Appetizer salad</td>
<td>Dessert salad</td>
<td>Plating</td>
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<td>Arugula</td>
<td>Dip</td>
<td>Profiterole</td>
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<td>Base</td>
<td>Dollop</td>
<td>Radicchio</td>
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<td>Body</td>
<td>Emulsified vinaigrette dressing</td>
<td>Salad</td>
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<td>Bound salad</td>
<td>Escarole</td>
<td>Salad dressing</td>
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<td>Chef's salad</td>
<td>Fruit salad</td>
<td>Salsa</td>
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<td>Classical French garnish</td>
<td>Gelatin</td>
<td>Separate course salad</td>
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<td>Combination salad</td>
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<td>Complement</td>
<td>Hummus</td>
<td>Vinaigrette</td>
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<tr>
<td>Condiment</td>
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<td>Virgin olive oil</td>
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</table>

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Unit Four

Chapter 10: Business Math

1. Given a list of numbers, add, subtract, multiply, and divide using basic math operations.
2. Given a list of fractions, decimals, whole numbers, and percents—add, subtract, multiply, and divide.
3. Convert recipes from original yield to desired yield using conversion factors.
4. Given a problem, approximate recipe yields.
5. Given a set of numbers, convert between customary and metric units of measure.
6. Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.
7. Given an example, calculate standard recipe cost and cost per serving.
8. Describe and give examples of controllable costs, fixed costs, and variable costs, related to food and labor.
9. Given a set of numbers, calculate depreciation.

10. Differentiate between the two categories of food purchase: perishable and nonperishable.

11. Outline and follow basic receiving procedures.

12. State the appropriate storage guidelines and temperatures for different perishable foods.

13. Outline proper techniques for portion control, including standard portion size, standardized recipe, and standard portion cost.

14. Forecast sales by analyzing and evaluating sales histories, popularity indices, and production sheets.

15. List factors contributing to labor costs, such as employee turnover, business volume, and quality and quantity standards.

Key words:

As purchased (AP) amount  Employee turnover  Perishable
Average cover formula  FIFO method  Perpetual
Borrow  Fixed cost  inventory
Centi-  Forecasting  Physical
Conversion factor  Gram  inventory
Cooking loss test  Invoice  Popularity index
Cost  Issue  Portion inventory
Cost control  Kilo-  and reconciliation
Cover  Liter  Prime cost
Cross multiply  Lowest common  Production sheet
Deci- denominator  Purchase specification
Degree Celsius  Meter  Requisition
Denominator  Metric system  Sales history
Depreciation  Milli-  Semivariable cost
Desired yield  Nonperishable  Standard employee hours
Dividend  Numerator  Standard portion cost
Divisor  Operational plan  Standard portion size
Dividend  Organization chart  Stores
Directly variable cost  Overhead costs  Variable cost
Directs  Par stock control  Void sheet
Dupe  Peak hours  Yield percentage
Edible portion (EP) amount  Percent

Chapter 11: Fruits and Vegetables

1. Identify, describe, and demonstrate the preparation of different types of fruits.

2. Identify, describe, and demonstrate the preparation of different types of vegetables.

3. List and explain the USDA quality grades for fresh fruits and vegetables.

4. Demonstrate the procedures for properly storing ripe fruits, vegetables, roots, and tubers.

5. Summarize ways to prevent fruits and vegetables from spoiling too quickly.

6. Match and cook fruits to appropriate methods.

7. Explain how to prevent enzymatic browning of fruits.

8. Match and cook vegetables to appropriate methods.
Chapter 12: Controlling Foodservice Costs

1. Analyze the relationship between cost and sales to determine food cost percentage.
2. List the four steps in the process to control food costs.
3. Calculate projected revenue, average cover, and find revenue level.
4. Perform math computations to define cost/volume/profit relationships.
5. Calculate the average sales per customer.
6. Calculate total sales, including tax and tip.
8. Determine dollar value of inventory.
9. Analyze five ways to determine closing inventory by performing math calculations.
10. Determine daily and monthly food cost.
11. Determine standard portion cost.
12. Determine selling prices using the food cost percentage method.
13. Determine selling prices using the average check method.
14. Determine selling prices using the contribution margin method.
15. Determine selling prices using the straight mark-up pricing method.
A practice examination and answer key are provided on the following pages. These examination questions are similar to what students might see on the actual examination.
Chapter 1: Successful Customer Relations

1. Guests who arrive at your establishment just prior to closing should be
   a. served takeout only since the dining room is closing.
   b. served as quickly and as hurried as possible so that staff can go home.
   c. served, but be told business hours and informed that they will not be served should they come in again this late.
   d. served as other guests would be since they are entitled to the same service as everyone else.

2. What is the most important factor in the customer’s mind when choosing a restaurant?
   a. Quality of service
   b. Location
   c. Price
   d. Food quality

Chapter 2: Preparing and Serving Safe Food

3. Food CANNOT be contaminated by
   a. ill employees.
   b. cleaning materials.
   c. broken glass.
   d. proper handwashing.

4. Bacteria survive and multiply best on foods that are
   a. highly acidic.
   b. in the temperature danger zone.
   c. dehydrated.
   d. low in protein.

Chapter 3: Preventing Accidents and Injuries

5. Grease fires can be prevented by
   a. regularly cleaning walls and work surfaces.
   b. replacing cracked switchplates.
   c. storing corrosive materials away from food in dry storage.
d. ensuring that no loose articles of clothing are worn when cooking.

6. Which areas are inspected in a safety audit?
   a. Restaurant furnishings
   b. Refrigerators
   c. Employee practices
   d. All of the above

Chapter 4: Kitchen Basics

7. When cooking food using the moist-heat cooking methods, it is best to use
   a. less time.
   b. high heat.
   c. tender meat.
   d. one pot.

8. One way to measure butter is with a
   a. dry measuring cup.
   b. liquid measuring cup.
   c. food scale.
   d. slotted spoon.

Chapter 5: Foodservice Equipment

9. The primary reason dry goods should be stored off the ground on stainless steel shelving is because
   a. keeping dry good off the ground allows air to circulate around the product, keeping it fresher longer.
   b. stainless steel shelves are easy to clean and required by many health departments.
   c. keeping dry goods off the ground allows for easier access of the product and requires less bending and lifting.
   d. stainless steel shelves do not rust and contaminate the product.

10. The preferred piece of equipment for cooking vegetables and grains is a
    a. steamer.
    b. rotisserie.
    c. salamander.
    d. Bain-marie.
Chapter 6: Nutrition

11. A customer on a low cholesterol diet should not eat which food?
   a. Olives
   b. Coconut oil
   c. Peanuts
   d. Eggs

12. The first ingredient listed on a nutritional label refers to the
   a. standard serving size.
   b. percent daily value.
   c. ingredient that weighs the most.
   d. food to be used in moderation.

Chapter 7: Breakfast Foods and Sandwiches

13. A recipe calls for 2 cups of clarified butter. This means that the butter is
   a. heated to remove milk solids and water.
   b. manufactured and contains no milk products.
   c. made of various vegetable and animal fats and oils with added flavoring.
   d. pasteurized to prevent it from aging.

14. A Monte Cristo is an example of what type of sandwich?
   a. Open-faced
   b. Hors d’oeuvre
   c. Canapé
   d. Deep-fried

Chapter 8: Working with People

15. Which of the following statements about teamwork is false?
   a. When people work together they can accomplish more.
   b. Teamwork encourages effective communication.
   c. Teamwork is a good way to share knowledge and information with coworkers.
   d. Teamwork allows supervisors to determine who works hardest.

16. One purpose of orientation is to
   a. test employee’s skills for specific job placement.
   b. help new employees feel welcome and comfortable in their new job.
   c. evaluate whether or not an individual will fit into an organization.
   d. teach skills that are necessary for job performance.
Chapter 9: Salads and Garnishes

17. A couple is interested in starting off their meal with a salad that will stimulate their appetite, contain fresh, crisp ingredients, and be light enough to eat as a first course but not be filling. What type of salad should the server recommend?
   a. Accompaniment
   b. Fruit
   c. Appetizer
   d. Bound

18. One function of a garnish is to
   a. cleanse the palette prior to eating the main course.
   b. cleanse the palette after the meal.
   c. add color and appeal to the dish.
   d. provide added nutrients to the meal.

Chapter 10: Business Math

19. If twelve cases of oranges are delivered and the cost per case is $5.36, what is the total cost of the oranges?
   a. $32.16
   b. $61.32
   c. $64.32
   d. $312.60

20. A recipe calls for 3 lbs. of eggplant. Eggplant has a 75% yield percentage. How much is needed to prepare 3 lbs. of trimmed eggplant?
   a. 3.75 lbs.
   b. 4 lbs.
   c. 4.54 lbs
   d. 5.26 lbs

Chapter 11: Fruits and Vegetables

21. A citrus fruit is characterized by its
   a. smooth skin, low caloric content, and small size.
   b. thick skin, aromatic oil, segmented flesh, and abundance of vitamin C.
   c. tan, green, or yellow skin and rich and flavorful flesh.
   d. sweet taste, smooth, juicy flesh, and good fragrance.
22. Broccoli is what type of vegetable?
   a. Fruit
   b. Green leafy
   c. Tuber
   d. Flower

Chapter 12: Controlling Foodservice Costs

23. Total sales for last Wednesday equaled $798.76. Food costs for that day totaled $232.58. The food cost percentage for that day was
   a. 2.9%.
   b. 29%.
   c. 34.3%.
   d. 56.6%.

24. The total dollar value of the remaining inventory, after totals for each inventory item has been calculated, is known as
   a. book inventory.
   b. closing inventory.
   c. perpetual inventory.
   d. weekly inventory.
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