

# Boardwalk



A Team Challenge



# DIRECTIONS

1. Each team will form a line on the floor (or in chairs).
2. A question is shown for all groups to answer within 30 seconds.
  - The first person is the only one who can write the answer to the question on the board.
    - **Before he or she stands, the first person can ask for help figuring out the answer from the group. (Tip: Speak quietly so other groups don't hear.)**
    - **Once he or she has stood up, the rest of the group may NOT help.**
  - People who shout out answers or disrupt class will cost the group 50 points.
3. The first person moves to the board and write the answer (legibly) using the group's dry erase marker. (Each group has a different color.)
  - **DO NOT SLAM THE MARKERS ON THE BOARD.**
4. After answering the question, the first person moves to the back of the line and each group member moves forward. Now there is a new first person for each group.

# POINTS

- Only the first group with the correct answer will earn points.
  - 100 points per correct answer.
  - “First” is determined by the teacher and is not up for discussion. Teams who argue or show poor sportsmanship will be docked points. Play nice.

**Group 1**

**Group 2**

**Group 3**

**Group 4**

# QUESTION

- Which sentence is a clear position statement for a persuasive essay about students using cell phones during school hours?
  - A. Cell phones are cool.
  - B. My favorite thing to do is text my friends.
  - C. I really hate it when my cell phone battery runs out.
  - D. Although distracting, cell phones have their benefits.

# QUESTION

- Which passage has correct transition word usage?
  - A. The conductor walked to the piano and played one note on the keyboard. Next, all the instruments tuned to that tone so that one great sound on the same pitch filled the room.
  - B. The conductor walked to the piano and played one note on the keyboard. Instead, all the instruments tuned to that tone so that one great sound on the same pitch filled the room.
  - C. The conductor walked to the piano and played one note on the keyboard. For example, all the instruments tuned to that tone so that one great sound on the same pitch filled the room.
  - D. The conductor walked to the piano and played one note on the keyboard. Although, all the instruments tuned to that tone so that one great sound on the same pitch filled the room.

# QUESTION

- Which of the sentences below is an example of an imperative sentence?
  - A. That play was fantastic!
  - B. I have twenty-three kids in my class.
  - C. Do you want another piece of chicken?
  - D. Turn left at the corner.

# QUESTION

- Andy wants to write a paper about George Washington. Which of the following questions should probably NOT appear in his research?
  - A. How did George Washington meet his wife?
  - B. How did George Washington become the first American President?
  - C. How did he gain the trust of the people?
  - D. Why did Washington want to be President?

# QUESTION

- Which sentence is correct?
  - A. The most experienced essay writer is she.
  - B. The most experienced essay writer is her.
  - C. The most experienced essay writer is their.
  - D. The most experienced essay writer is herself.



# QUESTION

- What type of organizational structure did the author use in the paragraph?
- *This binder might look very worn out, but I treasure it because Andre gave it to me. He was my best friend last year, and he moved to South Carolina. Since the binder is all I have to remember him by, I will never throw it away.*
  - A. cause and effect
  - B. chronological order
  - C. similarity and difference
  - D. question and answer

# QUESTION

- What is the BEST way to combine the two sentences?
- *Tim had no idea where they were. The map fell out of the car at the last stop.*
  - A. Since Tim had no idea where they were, the map fell out of the car at the last stop.
  - B. When the map had fallen out of the car at the last stop, Tim had no idea where they were.
  - C. Since the map had fallen out of the car at the last stop, Tim had no idea where they were.
  - D. Tim had no idea where they were: therefore, the map must have fallen out of the car at the last stop.

# QUESTION

- A generalization about people or life that is communicated through a literary text is
  - A. the mood.
  - B. the tone.
  - C. the theme.
  - D. the author's purpose.

# QUESTION

- Which of the following is capitalized correctly?
  - A. Dr. John q. McMillan
  - B. Dr. John q. Mcmillan
  - C. Dr. John Q. McMillan
  - D. Dr. John Q. Mcmillan

# QUESTION

- Which combines the sentences below into a compound sentence?
- *Andrew can skate very fast. Sylvia skates the fastest.*
  - A. Andrew can skate very fast, but Sylvia skates the fastest.
  - B. Andrew and Sylvia skate very fast and fastest.
  - C. As though Andrew can skate very fast, Sylvia can skate the fastest.
  - D. Andrew can skate very fast since Sylvia skates the fastest.

# QUESTION

- Which sentence has all the modifiers in the correct places?
  - A. I like to listen to rap music doing my homework.
  - B. Without a plan for the weekend, we decided to watch a movie.
  - C. Jennifer couldn't ride to work on her bicycle with a broken leg.
  - D. Dancing lightly through the trees, the children were delighted by the birds.

# QUESTION

*“Fire and Ice”*  
by Robert Frost

- Some say the world will end in fire;
  - Some say in ice.
  - From what I've tasted of desire
  - I hold with those who favor fire.
  - But if it had to perish twice,
  - I think I know enough of hate
  - To know that for destruction ice
  - Is also great
  - And would suffice.
- What is a possible theme for this poem?
    - A. The world is going to end.
    - B. Hate is stronger than desire.
    - C. Humanity will likely be the cause of its own destruction.
    - D. Opposites attract.

# QUESTION

- If you are reading, and come to a word you are unfamiliar with, which technique would help you understand the meaning of the word?
  - A. Think about the spelling of the word.
  - B. Skip the word and come back to it later.
  - C. Ignore the prefixes or suffixes in the word.
  - D. Look for clues to the meaning of the word in the surrounding passage.



# QUESTION

## Bill Clinton: First Inaugural Address

by *Bill Clinton*

Wednesday, January 21, 1993

- Raised in unrivaled prosperity, we inherit an economy that is still the world's strongest, but is weakened by business failures, stagnant wages, increasing inequality, and deep divisions among our people.
- In this excerpt from Bill Clinton's First Inaugural Address, the word *prosperity* MOST LIKELY means
  - A. extreme poverty.
  - B. financial success.
  - C. international conflict.
  - D. the future of the nation's youth.

# QUESTION

- The words *Chattahoochee*, *raccoon*, *Oklahoma* and *Etowah* most likely originated from
  - A. French words.
  - B. Old English words.
  - C. Native American words.
  - D. Irish or Scottish words.

# QUESTION

- The objective of the author of an expository text is called
  - A. the theme.
  - B. the exposition.
  - C. the conclusion.
  - D. the author's purpose.

# QUESTION

- Marly is doing a research paper on how advertising affects American teenagers. Which sources would contain information to help her complete this research?
  - A. spending habits of teenagers in Europe
  - B. statistics showing items adults buy most
  - C. government studies about teenagers' spending habits
  - D. TV, magazine, and newspaper ads targeting five to eight year olds

# QUESTION

## HYPER/HYPO GLYCEMIA

by Centers for Disease Control and Prevention

- *Low blood sugar is called hypoglycemia (hi-poe-gly-SEE-me-uh). This can happen when someone with diabetes doesn't eat enough, takes too much medicine, or gets too much exercise. Symptoms of low blood sugar include sweating, shakiness, and confusion, and in extreme cases, a person can faint or have a seizure. A person with diabetes who has low blood sugar needs to eat sugar - and fast – to get it under control. In fact, many people with diabetes keep glucose pills with them in case they get low blood sugar. But, if you are around someone who has diabetes and starts to feel this way, you can also help him or her out by knowing what else he or she can eat. Good options include a couple of hard candies or gumdrops, orange juice, soda or pop (not diet!), a spoonful of honey, or some cake icing. Low blood sugar isn't an excuse to gorge on sweets, though - most people with diabetes only need a little sugar to get themselves back on track.*
- Mark's grandfather has diabetes. Using the information in the article, what could Mark do to make sure he can help his grandfather with a low blood sugar problem while they are at a baseball game?
  - A. Bring along plenty of ice.
  - B. Buy some candy at the game.
  - C. Keep plenty of water on hand.
  - D. Stay in the shade and wear loose-fitting clothing.

# QUESTION



---

## Forceful Advertising

---

The strength of the copy often measures the pulling power of the ad. In the preparation of copy we have had nearly forty years of practical experience.

We can prepare copy for you that will be strong, forceful, convincing.

We can place the copy in publications best suited to your business.

We can take your advertising appropriation and make of it a profitable investment, instead of a speculation.

Shall we show you how we do it?

---

## J. Walter Thompson Co

The Rookery, Chicago

New York

Boston

- The use of a picture of an owl in this advertisement reinforces what words?
  - A. forceful advertising
  - B. light you to success
  - C. experience and knowledge
  - D. strong, forceful and convincing

# QUESTION



## Forceful Advertising

The strength of the copy often measures the pulling power of the ad. In the preparation of copy we have had nearly forty years of practical experience.

We can prepare copy for you that will be strong, forceful, convincing.

We can place the copy in publications best suited to your business.

We can take your advertising appropriation and make of it a profitable investment, instead of a speculation.

Shall we show you how we do it?

**J. Walter Thompson Co**

The Rookery, Chicago

New York

Boston

- Using information from the images, how long had this company been in business at the time this advertisement appeared?
  - A. 39 years
  - B. 1903 years
  - C. 1864 years
  - D. 43 years

# QUESTION

## The Ant and the Dove by Aesop

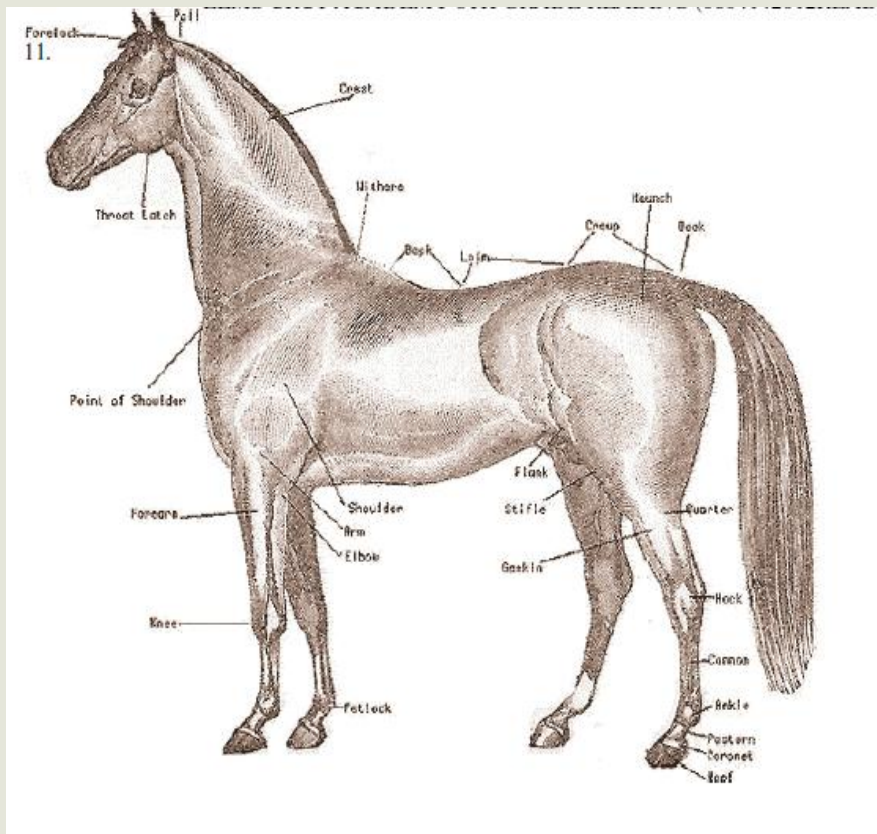
- An ant went to the bank of a river to quench its thirst, and being carried away by the rush of the stream, was on the point of drowning. A dove sitting on a tree overhanging the water plucked a leaf and let it fall into the stream close to her. The ant climbed onto it and floated in safety to the bank. Shortly afterwards a bird catcher came and stood under the tree, and laid his lime-twigs for the dove, which sat in the branches. The ant, perceiving his design, stung him in the foot. In pain, the bird catcher threw down the twigs, and the noise made the dove take wing. One good turn deserves another.

## The Crow and the Pitcher by Aesop

- A crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life. Necessity is the mother of invention
- Which is true of the two passages?
  - A. They are both Shakespearean sonnets containing satirical literary devices.
  - B. They are both science fiction pieces set in another universe.
  - C. They are both fables used to teach lessons or morals about human weaknesses.
  - D. They are both tall tales combining realism with outrageous exaggeration often to reflect hardships endured by early settlers.

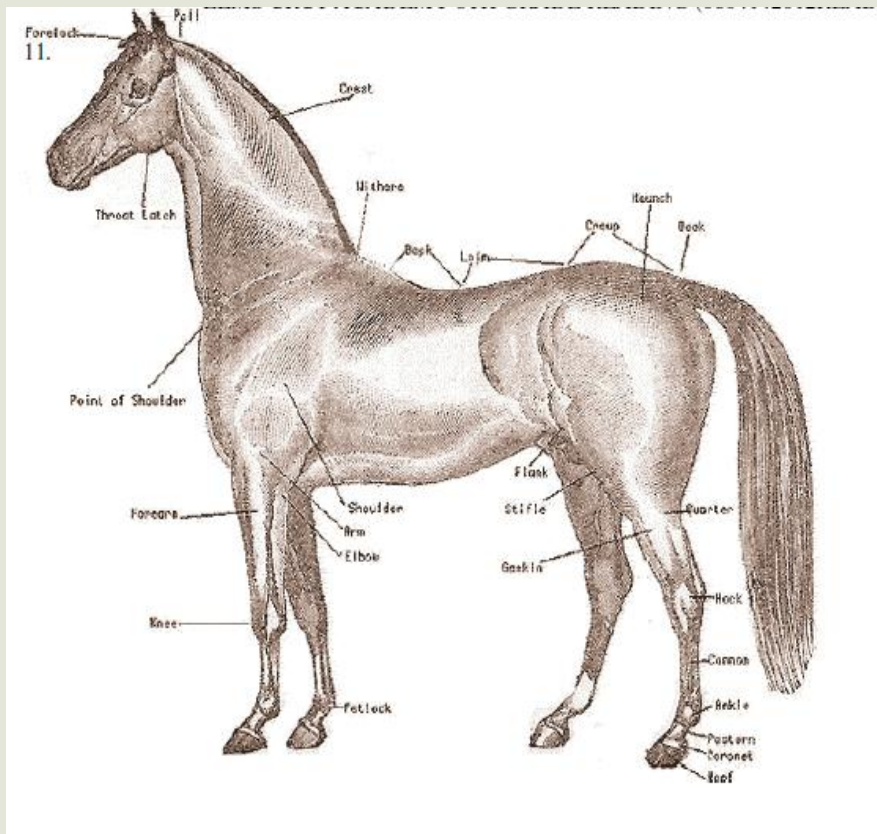


# QUESTION



- For which type of book would the diagram shown be used?
  - A. a book for children
  - B. a novel about horses
  - C. a veterinarian's textbook
  - D. an instruction manual for people buying saddles

# QUESTION



- The diagram shown might be included in which type of research paper?
  - A. a paper about the anatomy of horses
  - B. an article about the best type of horse for children
  - C. an essay about the history of horse racing in America
  - D. a paper directed at people who are interested in becoming horse owners

# QUESTION

## **Poor Richard's Almanac**

by *Benjamin Franklin*

For want of a nail the  
shoe was lost;  
For want of a shoe the  
horse was lost;  
For want of a horse the  
rider was lost;  
For want of a rider the  
battle was lost;  
For want of a battle the  
country was lost;  
And all for the want of a  
twopenny nail.

- This poem contains
  - A. alliteration
  - B. internal rhyme
  - C. meter
  - D. onomatopoeia

# QUESTION

Slide 1 of 6

## Good Poetry

As he slowly walked to school, the young man could barely make out the city before him. The morning wash thick with fog and rain. If he were back home—if he were in India—the sun would be shining, and the sea glimmering. The young man, whose name was Abid, had recently moved to Atlanta from India. On this day, he longed for India with its bright reds and oranges. He missed the hot marketplace—all the food, music, and people. But most of all, he missed his language—Hindi. Abid found it very difficult to express himself in English. Its hard consonants and short, sharp sounds were too different from the smooth, flowing phrases of Hindi. Abid dreaded the day ahead as he approached his new middle school and slowly made his way up its steps. At nine o'clock in the morning, Abid entered his English literature class. So far, the class had been reading American novels. Abid found most of the novels to be incredibly boring—as gray and cold as the day outside. He missed the warm, descriptive stories told by his favorite Indian writers.

"Today, class, we are going to begin our unit on poetry. We'll start with Langston Hughes," Mr. Bailey announced.

"Who is Langston Hughes?" Abid thought to himself.

"I think you'll enjoy the poetry unit. Many of the works we will be studying are similar in style to the kind of music you hear on the radio today. Some of these poets have taken the English language and turned it into a kind of spoken music," Mr. Bailey said.

"Are you talking about hip-hop, Mr. B?" Carmen asked. "Some of my favorite artists have done cool things with English. They use English in all kinds of ways to express themselves."

# QUESTION

Slide 2 of 6

"Well, Carmen, many consider Hughes a forerunner to hip-hop. As early as the 1920s, he was using poetry as a medium to express the hardships that many African-Americans faced," Mr. Bailey replied. "You see, Langston Hughes lived during a time known as the Harlem Renaissance. Along with many other African-American novelists and poets of the 1920s and 30s, authors such as Hughes made their voices heard using rhythm and dialect in a way that had not been done before. These strong black artists changed the way that many people viewed American literature and poetry. Langston Hughes was a central part of this creative outpouring," Mr. Bailey informed the class.

"Hip-hop produces strong black voices today," John offered.

"That is exactly right. So let's read some of Hughes's poetry and then compare it to some contemporary hip-hop music," Mr. Bailey said.

As the class read through Hughes's poetry, Abid found himself more and more intrigued. He began to smile as he appreciated its rhythms, rhymes, breaks, and beats. He was drawn to the way that Hughes used "slang" as poetry. Abid had never before realized that English could sound so good, so melodic—like music to his ears.

"Abid, it looks like Mr. Hughes has caught your attention. You seem to be enjoying this poetry. Would you like to read the next stanza from 'Mother to Son'?" Mr. Bailey asked.

Abid, who was usually nervous about speaking in class, felt a confidence come over him. He realized there was no one "right" way to speak English, as Hughes demonstrated. In a clear voice, he read the stanza. Langston Hughes spoke through him about climbing upward and turning corners, about feeling in the dark and once again finding himself in the light, about lessons that his mother taught him about life. As Abid finished the poem he felt as if he, like Hughes, was also coming out of the darkness.

# QUESTION

Slide 3 of 6

"Excellent job, Abid," Mr. Bailey said. "For homework, I would like you each to write a poem."

As Abid walked out of his English class, he took a good look around him and listened closely to his classmates as they conversed with one another in loud, excited voices. For the first time since he had moved to Atlanta, he didn't feel like a complete stranger; he didn't miss his people, his language, and his music quite as badly. He didn't feel so discouraged about speaking English. Langston Hughes had shown him something; he could make English his own. He could be confident in his own rhythm and dialect. Abid went back into the classroom and approached Mr. Bailey.

"Mr. Bailey," Abid began, "until today, I was incredibly frustrated with English. I never thought I would be able to express myself using a foreign language. But Langston Hughes has taught me something—I can make English work for me. I can express myself through a blending of English and Hindi, and I would like to try to do this in my poem."

"Abid, that sounds like an excellent idea. Let both English and Hindi come together in your poem. You don't have to abandon one for the other—you can use both," Mr. Bailey replied.

"Now that would make excellent poetry," Abid thought to himself as a smile slowly crossed his face.

# QUESTION

Slide 4 of 6

- Which statement below BEST reflects the author's opinion of Langston Hughes's poetry?
  - A. The author believes that hip-hop music is better than Hughes's poetry.
  - B. The author believes it is not important to learn about Hughes's poetry.
  - C. The author believes that Hughes's poetry is very difficult for people to understand.
  - D. The author believes that Hughes made important contributions to American poetry.

# QUESTION

Slide 5 of 6

- What is the meaning of the word *intrigued* in the sentence?
- *As the class read through Hughes's poetry, Abid found himself more and more intrigued. He began to smile as he appreciated its rhythms, rhymes, breaks, and beats . . .*
  - A. curious
  - B. aware
  - C. certain
  - D. removed



# QUESTION

Slide 6 of 6

- Which event below happened FIRST in the story?
  - A. Abid read "Mother to Son" in English class.
  - B. Abid found American literature boring.
  - C. Abid began to feel good about the English language.
  - D. Abid learned about Langston Hughes from Mr. Bailey.

# QUESTION

Slide 1 of 7

## **Franklin's First Day in Philadelphia**

*by Benjamin Franklin*

I arrived in Philly about eight or nine o'clock on Sunday morning. I was in my working dress. I was dirty from my journey; my pockets were stuffed with shirts and stockings, and I knew no soul, nor where to look for lodging. I was fatigued with traveling, rowing, and want of rest; I was very hungry, and my whole stock of cash consisted of a Dutch dollar and about a shilling in copper. The latter I gave the people of the boat for my passage, who at first refused it, on account of my rowing; but I insisted on their taking it, a man being sometimes more generous when he has but a little money than when he has plenty, perhaps through fear of being thought to have but little. Then I walked up the street gazing about, till near the markethouse, I met a boy with bread. I had made many a meal on bread, and, inquiring where he got it, I went immediately to the baker's he directed me to, in Second Street, and asked for biscuit, intending such as we had in Boston; but they, it seems, were not made in Philadelphia. Then I asked for a threepenny loaf, and was told they had none such. So, not considering or knowing the difference of money, and the greater cheapness nor the names of his bread, I bade him give me threepenny-worth of any sort. He gave me, accordingly, three great puffy rolls. I was surprised at the quantity, but took it, and, having no room in my pockets, walked off with a roll under each arm, and eating the other.

# QUESTION

Slide 2 of 7

Thus I went up Market Street as far as Fourth Street, passing by the door of Mr. Reed, my future wife's father; when she, standing at the door, saw me, and thought I made, as I certainly did, a most awkward, ridiculous appearance. Then I turned and went down Chestnut Street and part of Walnut Street, eating my roll all the way, and, coming round, found myself again at Market Street wharf, near the boat I came in, to which I went for a draught of the river water; and, being filled with one of my rolls, gave the other two to a woman and her child that came down the river in the boat with us and were waiting to go farther. Thus refreshed, I walked again up the street, which by this time had many clean-dressed people in it, who were all walking the same way. I joined them, and thereby was led into the great meetinghouse of the Quakers near the market. I sat down among them, and, after looking round a while and hearing nothing said, being very drowsy through labor and want of rest the preceding night, I fell fast asleep, and continued so till the meeting broke up, when one was kind enough to rouse me. This was, therefore, the first house I was in, or slept in, in Philadelphia.

# QUESTION

Slide 3 of 7

- Which BEST explains why the author wrote this passage?
  - A. to show how he met his future wife
  - B. to explain why he was in Philadelphia
  - C. to describe his boat trip to Philadelphia
  - D. to tell about something that actually happened to him

# QUESTION

Slide 4 of 7

- Franklin's words "*...being filled with one of my rolls, gave the other two to a woman and her child that came down the river in the boat with us and were waiting to go farther*" show that he was
  - A. generous.
  - B. impatient.
  - C. selfish.
  - D. tired.

# QUESTION

Slide 5 of 7

- What effect does the description of Franklin carrying the rolls provide?
  - A. It adds a bit of humor.
  - B. It shows how tired he was.
  - C. It reveals how hungry he was.
  - D. It tells how he first met his wife.

# QUESTION

Slide 6 of 7

- Why did Franklin insist on paying for his boat trip?
  - A. He didn't feel that helping by rowing was enough.
  - B. He didn't want to be perceived as having no money.
  - C. He wanted to preserve his wealthy family's reputation.
  - D. He knew that the boat's owners would expect him to pay.

# QUESTION

Slide 7 of 7

- What character trait does Franklin display in this passage?
  - A. shyness
  - B. independence
  - C. determination
  - D. unselfishness



# QUESTION

Slide 1 of 8

## How to Write a Novel in Thirty Days

By: *Amanda Thornton*

### Day 1:

- Buy some manila folders and label each of them with a chapter number. 90,000 words (the average length of most novels) seems like an unimaginable amount, but completing small slices of 3,000 words each is a more realistic goal.
- Write a short outline for each chapter and paste it inside each folder.
- Arrange a plot-line map and stick this on the wall in front of your work space.

### Day 2:

- Create your character profiles in as much depth as you can. Have fun. Be creative with their personalities and appearance. Invent pasts for them, including family and friends. Imagine you are the casting director who has to find actors to play the characters in the movie version of your novel. Find images or cut out pictures of people who remind of you that character. Hang these up in your work space to give yourself the sense that these people are "with" you as you write.

### Day 3:

- Add your characters' intended activities and actions to the short outlines pasted in your manilla folders. Double-check that the plot is still on track. Start thinking about the background details that will enhance your fictional world. Make sure your characters' pasts are consistent with the things they are doing NOW. A person who was abandoned as a child will not just suddenly open up and trust easily, for example.

# QUESTION

Slide 2 of 8

## Days 4 - 29

- Create or set aside some spare time to write. Don't make excuses, don't let yourself get sidetracked with more planning, and don't re-do what you have already done.
- Sit down and fill in the details of those short outlines you made.
- Forget all about grammar and mechanics. Don't worry about background detail or making it perfect yet. Just write the bare bones of a scene that will get you from one chapter to the next. If you set yourself a target goal of writing 3,000 words per day, then in 26 days you will have an 80,000 word first draft of a completed novel.

## Day 30:

- Celebrate by taking an entire day to goof off. You've finished a (very) rough draft, and it needs lots of work. Some famous author once said, "I can fix a bad page, but I can't fix a blank one." He's right. You can worry about that tomorrow.

# QUESTION

Slide 3 of 8

- In order to write a novel in 30 days, the author breaks up the time into how many chunks or assignments?
  - A. 2
  - B. 4
  - C. 5
  - D. 30

# QUESTION

Slide 4 of 8

- On Day 1, the author says that the average length of most novels is 90,000 words. In which section does a different word count for a completed novel appear?
  - A. Day 2
  - B. Day 3
  - C. Day 30
  - D. Days 4-29

# QUESTION

Slide 5 of 8

- If an author followed these directions, what would be the next logical step AFTER day 30?
  - A. Start a second novel.
  - B. Revise and edit the novel.
  - C. Send the novel to an agent.
  - D. Send the novel to a publisher.

# QUESTION

Slide 6 of 8

- When does the author recommend extending the short outline of each chapter pasted in the manila folders on Day 1?
  - A. Day 2
  - B. Day 3
  - C. Days 4-29
  - D. Day 30

# QUESTION

Slide 7 of 8

- Why does the author say to *forget about grammar and mechanics* in the Days 4-29 section?
  - A. This is the final draft.
  - B. This is covered in Days 1-3.
  - C. The author never needs to address those things.
  - D. The author can proofread for those things later.

# QUESTION

Slide 8 of 8

- This passage would probably be MOST helpful to whom?
  - A. authors who have finished a rough draft
  - B. authors who can't think of what to write
  - C. authors who have trouble staying organized
  - D. authors whose fans are waiting for the next book



# QUESTION

Slide 1 of 7

## Kitchen Cleaning Instructions

*by Amanda Thornton*

To properly clean this kitchen:

1. Gather all dishes, cookware and utensils. Stack to the left of the sink.
2. Rinse/sponge off stuck on food before loading dishes in dishwasher. Run garbage disposal as needed.
3. Load glasses and cups to the left two rows of top rack. Put 24 oz. or larger cups on the bottom rack.
4. Load bowls from smallest to largest in a straight line on the far right of the top rack.
5. Load plates (all sizes except small coffee saucers) on the front of bottom either side of the utensil rack.
6. Load utensils in utensil rack, reserving the biggest opening for sippy cup tops and large items. Make sure sharp knives are pointed DOWN!
7. Load larger cookware and serving bowls on bottom, but if the racks don't slide closed EASILY, either reload or hand wash that item. The big black spaghetti pot will NOT fit in the dishwasher.
8. Items that cannot go in dishwasher include but are not limited to:
  - VERY LARGE BOWLS AND POTS
  - ANYTHING WITH A GOLD RIM - never wash crystal glasses in dishwasher!!
  - ANYTHING THAT LOOKS FRAGILE - like crystal serveware - should be washed by hand, dried and put away
9. DO NOT wash the large flat broiler pans in the dishwasher. They do not fit.
10. DO NOT wash cast iron skillets with soap. Use the brush and get all food off, rinse with water and DRY IMMEDIATELY!! Iron + water = RUST!

# QUESTION

Slide 2 of 7

9. All counters/bar should be wiped off with a clean white rag and bleach cleaner - move stuff and clean behind it!!!
10. Scrub the glass stovetop using a sponge with a non-scratch scrubbing side. Use glass stove cleaner, and BE SURE to dry it so you don't leave streaks. Wipe off the range hood and back of stove, removing all seasoning containers before you do.
11. Wipe off the outside of the microwave and all other appliances that sit out on counters, moving them if necessary to get the counters clean.
12. DON'T forget the steamer - empty out the water, wash the containers and tops. This is very important as the water in the steamer will grow mold if not cleaned out every time it is used.
13. Clean out the sink, using a sponge to scrub it. Put all sponges in dishwasher when done. Put detergent in the dishwasher.
14. Start the dishwasher - always make sure the buttons are on "scrub" and "drying heat."
15. Move all the bar stools and sweep or vacuum the floor, then either spot mop or wipe up any wet food and spills. If the floor around the dishwasher and sink are wet, dry them with an old towel BEFORE you sweep or vacuum, since water will clog the vacuum or make the broom drag dirt around.
16. Put items that don't belong in the kitchen away WHERE THEY GO, or have the item's owner come and get it.
17. Throw cleaning cloths down laundry chute to be washed. DO NOT leave dirty cloths and sponges in the sink.

# QUESTION

Slide 3 of 7

- Why should sharp knives be loaded into the dishwasher pointing downward?
  - A. to keep the blades shiny
  - B. to keep them consistent with other utensils
  - C. to keep their handles from coming in contact with other utensils
  - D. to keep them from cutting a person's hand when loading the rest of the dishes or unloading later

# QUESTION

Slide 4 of 7

- The instructions specifically say that cups *24 oz. or larger* should be placed on the bottom rack of the dishwasher. What is the most logical reason for this?
  - A. These cups are more fragile.
  - B. These cups contain more liquid.
  - C. These cups do not match the smaller cups in style.
  - D. These cups are either too tall or too wide for the top rack.

# QUESTION

Slide 5 of 7

- Why must a special sponge with a *non-scratch scrubbing side* be used on the stove?
  - A. The stovetop is shiny.
  - B. The stovetop is glass.
  - C. The stovetop is scratchy.
  - D. The stovetop is very dirty.

# QUESTION

Slide 6 of 7

- Why must cast iron skillets be dried completely?
  - A. They are heavy.
  - B. They will rust.
  - C. They have to be put away.
  - D. All the food must be removed.

# QUESTION

Slide 7 of 7

- Although loading the dishwasher is among the first tasks to be completed, the author does not say to start the dishwasher until after counters, stove, and sink are cleaned. What is a possible reason for this?
  - A. The dishwasher won't start until those tasks are completed.
  - B. The dishwasher must be started before the floor is swept or vacuumed.
  - C. The person in the kitchen may need to complete other tasks in a particular order before it starts.
  - D. Additional items from counters, stove, or sink may need to go in the dishwasher.

# QUESTION

Slide 1 of 7

- Use both selections (*Poor Richard's Almanac* and *The Nail*) to answer the following questions.

## **Poor Richard's Almanac**

*by Benjamin Franklin*

- For want of a nail the shoe was lost;
- For want of a shoe the horse was lost;
- For want of a horse the rider was lost;
- For want of a rider the battle was lost;
- For want of a battle the country was lost;
- And all for the want of a twopenny nail.



# QUESTION

Slide 2 of 7

## The Nail

by *Jacob and Wilhelm Grimm*

A merchant had done good business at the fair; he had sold his wares, and had lined his purses with gold and silver. Then he wanted to travel homeward, and to be in his own house before nightfall. So he packed his trunk with money, placed it on his horse, and then he rode away.

At noon he rested in a town; and when he wanted to go on, the stable boy brought out the horse, and said, "A nail is wanting, sir, in the shoe of the left hind foot."

"Let it be wanting," answered the merchant; "the shoe will certainly stay on for the six miles I have still to go. I am in a hurry."

In the afternoon, when he stopped once more to have his horse fed, the stable boy came to him and said, "Sir, the shoe is missing from your horse's left hind foot. Shall I take him to the blacksmith?"

"Let it still be wanting," answered the man; "the horse can very well go on for the two miles that I have yet to go. I am in haste."

He rode forth; but before long the horse began to limp. He had not limped long before he began to stumble; he had not stumbled long before he fell down and broke a leg. The merchant was forced to leave the horse where he was, unbuckle the trunk, take it on his back, and go home on foot.

He did not get there till late that night. "And that unlucky nail," said he to himself, "has caused all this trouble."

# QUESTION

Slide 3 of 7

- Which is true of the two passages?
  - A. One is prose, and the other is poetry.
  - B. One has a theme, and the other doesn't.
  - C. One teaches a lesson, and the other doesn't.
  - D. One tells about a horse, and the other doesn't.

# QUESTION

Slide 4 of 7

- What is a theme of both passages?
  - A. Small problems aren't important.
  - B. A nail is lost from a the horse's hoof.
  - C. Don't worry about what will happen tomorrow.
  - D. Take care of small things before they become big things.

# QUESTION

Slide 5 of 7

- Which is a main topic in both passages?
  - A. significance of lost battles
  - B. significance of injured horses
  - C. significance of small problems
  - D. significance of selfish merchants

# QUESTION

Slide 6 of 7

- What is one way that these two passages are alike?
  - A. They were both written at the same time.
  - B. They were both written in the same style.
  - C. They were both written by the same author.
  - D. They were both written with the same theme.

# QUESTION

Slide 7 of 7

- The MAIN difference in the two passages is the
  - A. form.
  - B. meaning.
  - C. subject.
  - D. theme.