



Preparation for Adults Through
Training and Higher Education

**CUNY CareerPATH
and
CUNY Language Immersion Program**

***Our Pleasure to Serve You:*
Hospitality and Tourism**

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***Our Pleasure to Serve You:* Hospitality and Tourism**

CLIP CareerPATH Curriculum



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Our Pleasure to Serve You...

Course Syllabus

THEME

What is hospitality? What role does it play in your culture? What role does it play in your life? When a guest visits your home, how do you welcome him or her? What do you say? What do you do? What do you offer? Is it the same in New York City as in the country of your birth?

What role does food play in traditions of hospitality? How is it served? How is it eaten? How is it prepared? What goes on, behind the scenes of graciousness and manners, in the kitchens of the world? What does it take to become a great chef?!

What does it take to be successful *in any career*? In this course, we are going to read books and materials related to growing field of hospitality and the restaurant business. In the process, we are going to explore what it takes and what it means to be successful in fields that you may wish to pursue in your educational and professional lives.

UNITS

Unit I: Introduction to Hospitality. What role does hospitality play in American and global cultures? In this brief introductory unit, we will explore traditions of hospitality from a multicultural point of view, reading international folktales and non-fiction stories that address the meaning of hospitality in different lands.

Unit II: Yes, Chef: What does it take to become a chef? In this unit, we will read *Yes, Chef*, by Marcus Samuelsson, the dramatic story of his incredible journey from early childhood in Ethiopia through his culinary apprenticeship in Europe to celebrity chef status and success in the hospitality industry in the United States. His story serves as a platform for exploration of the choices you face as you enter college and the next stage of your own pathways.

Unit III: Enlightened Hospitality: What role does hospitality play in institutions and businesses outside of the hospitality sector? In this unit, we will explore this question while reading *Setting the Table: The Transforming Power of Hospitality in Business* by restaurateur Danny Meyer, famous for his principles and practices of “enlightened

hospitality.” In this unit, we will also learn about the travel industry and create an itinerary for visitors on a weekend tour of New York City, choosing their hotels, restaurants, entertainment and more.

READING

Reading is the foundation of the course, as it is the foundation for learning in college. To prepare you for college reading, in this course you will learn and practice reading strategies—methods for taking control of the reading process. Strategies include: posing questions, making predictions, using background knowledge, taking notes, and identifying main ideas and key details. Reading is the foundation for building vocabulary, grammar and for critical thinking, too. The more you read, and the more you engage actively in the process of reading, the more prepared you will be for college and professional success. “Our Pleasure to Serve You” is built on great reading practices and great books:

- *Yes, Chef*, by Marcus Samuelsson
- *Setting the Table: the Transformative Power of Hospitality in Business*, by Danny Meyer
- *Food Jobs*, by Irena Chambers
- *Female Nomad and Friends: Tales of Breaking Free and Breaking Bread Around the World*, by Rita Golden Gelman
- “Travel Means Jobs,” a report of the U.S. Travel Association
- “The New York City Travel Guide,” “36 Hours in...” and other travel features of *The New York Times*

WRITING

Like reading, writing is tremendously important for language learning as well as for success in college and beyond. It is **a process** that involves many thinking and language skills: brainstorming, outlining, prioritizing, organizing ideas, making connections between information and ideas, selecting appropriate vocabulary and structures, **reviewing** (**re**-looking at) your work and then doing it again—**rewriting**—**revision**. In this course, you will learn about the process of writing and develop the skills you need to develop the content of your writing, to organize your ideas and to express yourself clearly on the page.

To learn to write well, you have to write a lot. That’s why we will write a new **multiple-draft** essay every week in addition to shorter writings in class, including double-entry journals. Responding to quotations from the reading in double-entry journals will help you learn vocabulary and sharpen both your analytical thinking and your writing skills.

You might think that it's best for the teacher to correct all your errors, but studies show that might not help you in the long term. Writing well means more than just correcting your grammar and spelling; it means you make your points clearly and you explain them with specific examples and details. That's why, in your essays, we will respond to **what** you write about first (the content), and work on **how** you write about it (the grammar and spelling) in the second draft. In the process, you'll learn how to develop your writing skills and help your classmates with theirs, too.

Essay Topics*:

1. A Meal to Remember
2. A Person Who Made a Difference
3. Work History and Goals
4. New York, New York: How Sweet, Hospitable, or Otherwise It Was!
5. A Restaurant Review
6. What Went Wrong at Merkato: Anatomy of a Business Failure
7. Marcus's cover letter/resume (or a cover letter/resume in support of a position in Marcus's restaurant or hospitality company)
8. CATW (See practice set on pages 307-313 of curriculum.)
9. Career Map (The Career Mapping activities are on pages 317-324.)
10. Option: My Emotional Skill Set or Effectively Addressing Mistakes in Language Learning
11. 48 Hours in NYC Project
12. Portfolio Completion and Assessment

*The essay prompts are located at the end of each week's section in the curriculum.

SPEAKING AND LISTENING

It's your responsibility to speak English as much as possible, no matter how many people around you speak your native language. We will all gain cross-cultural understanding by interacting with each other in a language that we share, English. We'll also prepare for college in a city as international as New York by listening to a variety of accents in English in various video clips, documentaries and movies related to hospitality. To improve our pronunciation, we'll practice listening carefully to ourselves and others and paying attention to linking sounds, counting syllables and intonation. Oral presentations will give you a chance to get used to speaking in front of the class. Some of these will be spontaneous and informal, while others will require you to prepare in advance by doing research and memorizing your material. Whether you're acting out a scene from the books we're reading, imitating an actor or participating in a debate, you'll be integrating your language skills and building your confidence by trying out different voices.

ANALYTICAL THINKING

In addition to language skills, your success in college depends on your ability to think **analytically**. Analytical thinking (often referred to as "critical thinking") means asking questions about information and ideas, comparing different perspectives, exploring beliefs and assumptions, and drawing conclusions by synthesizing information from different sources. Analytical thinking also involves learning how to solve problems effectively. The assignments we do in this course are designed to build your analytical, your "critical thinking" skills, as well as your language skills and content knowledge.

ASSESSMENT AND SELF-ASSESSMENT

In hospitality settings, clients are often asked to give feedback on the quality of the service they receive. When your job is to provide service, feedback is essential. In education, assessment and feedback are also essential. Traditionally, it is the teacher who does the assessment and gives the feedback. In this course, the teacher will assess your performance in class discussions and on the reading and writing assignments, and will give you feedback based on this assessment. In addition, you will be asked to take stock of—to assess—your own skills and knowledge. Good learners constantly "take stock" of where they are in their learning—reviewing their knowledge, assessing what they know and what they need to know. *In education, it serves you well to assess yourself well!*

COLLEGE KNOWLEDGE

Whether you've already studied at another university or you're the first person in your family to pursue a college degree, it can be confusing to start learning in a new system.

The City University of New York is a public university with 24 colleges and schools, so your options might seem endless. If you're not sure what you really want to study, you're not alone. Many college students start with one major and graduate with another; some programs allow for a dual major or a major in one subject and a minor in a different one. In this course, you will do research about majors that will help you make more informed choices. You will learn how to navigate the college website and the college itself. You will learn strategies for managing time, accessing student services, and studying independently and in groups. You will also learn the nuts and bolts of being a college student—course selection and the registration process, calculating your GPA, and other skills and information vital to your success.

COMPUTER LAB

The computer lab will be used to type and edit your essays and do research for projects. In the lab, you will watch online video clips related to the course content. You will use the following websites to do research for the NYC Tour Project:

- “The New York Times, New York City Travel Guide”:
<http://travel.nytimes.com/travel/guides/north-america/united-states/new-york/new-york-city/overview.html>
- “New York City: The Official Guide”: <http://www.nycgo.com/>
- “New York City Sightseeing Guide Study Reference”:
http://www.nyc.gov/html/dca/downloads/pdf/study_reference.pdf
- “Lonely Planet New York City Guide”:
<http://www.lonelyplanet.com/usa/new-york-city>
- “Yelp Best of New York”: <http://www.yelp.com/nyc>

In the lab, you will do career research, using these websites:

- The DOL’s Occupational Outlook Handbook: <http://www.bls.gov/ooh/>
- Career Cruising: www.careercruising.com (username = cuny; password = newyork)
- CUNY college websites/college catalogs: www.cuny.edu

In addition, you will learn how to make a LinkedIn profile at: <http://us.linkedin.com/>

FILMS

Images, video clips, films and other media will offer another way to learn and to enjoy the course. Some possible films are listed below, but there are also many short videos included in the Study Guide activities.

1. "A Cook's Tour: In Search of the Perfect Meal"
2. "Cooking with Stella"
3. Clips from "Diners, Drive-ins & Dives" and/or other Food Network shows
4. "Globetrekker" shows
5. "Pressure Cooker"
6. "Ratatouille"
7. "The Best Exotic Marigold Hotel"

There are numerous video interviews on the web with Marcus Samuelsson and Danny Meyer. Links to particular videos are included in certain activities in the curriculum.

FIELD TRIPS

The possibilities are... global, citywide, virtual, real and endless. These are important destinations:

- **Red Rooster/The Nook and highlights of Harlem** mentioned in *Yes, Chef*.
- **Neighborhoods** (Chinatown, Jackson Heights and others) **where Marcus Samuelsson "chased flavors"** in New York City. (You can make your own map of the tastes of New York...)
- **Shake Shack** (in downtown Brooklyn, Madison Square Park, the Theater District, Battery Park...) for observations of their hospitality. (Interview the staff to get their insights about hospitality and see if they've read Danny Meyer's book!)
- **Restaurant (or food truck...) of student's choice for a restaurant review.**
- **NYC landmark(s) of your choice:** Statue of Liberty and Ellis Island, Central Park, Grand Central Station, Rockefeller Center, The NYPL Rose Main Reading Room, Coney Island and Nathan's, etc...
- **Cultural Institutions:** an example of both large ones, such as The Metropolitan Museum of Art, and smaller ones, such as Museum of Chinese in America.
- **The Tenement Museum** has two new permanent exhibitions of a 19th century, family-owned German tavern that was located in the museum's Orchard Street tenement. It's a trip back to a hospitality business of the past, with great stories and opportunities for compare and contrast with neighborhood restaurants and entertainment centers today. <http://www.tenement.org/>

- **As part of your research for the “48 Hours in NYC Itinerary Project,”** you will take virtual and real field trips to sites of potential value and interest to your target clients.

“It’s Our Pleasure To Serve You is a course of discovery and self-discovery that will help you make informed decisions about your future academic and career paths—about the journey you are all starting as college students at CUNY.

Bon Voyage!

Unit I: Intro to Hospitality

Week I

Key Questions and Concepts

- What is hospitality?
- What are the roots of the word *hospitality*?
- How do people show hospitality in different cultures?
- How do people set *the table* in different cultures?
- What is your relationship to food and to cooking?
- What experiences have you had, or have you heard about, working in restaurants?

Introductions:

- Syllabus
- Find Someone Who...
- Showing Hospitality in Different Cultures
- Exploring Hospitality in Folktales
- Pre- and Post-Reading Core Activities
- Setting the Table (Your Way)

Reading:

- Folktales: “Soup of the Soup” (Iran) and “Lord of the Cranes” (China)
- Folktales that you find related to hospitality
- *Female Nomad and Friends*: “Bonjour, Friendship!” and “Soul Food”

Writing:

- Essay I: A Meal to Remember

Intro to Each Other

Find Someone Who

This activity will help you review some English grammar and get to know the other students in the class. First, write a question for each statement. Then, find two students in the class who can say “yes” to your question. Follow the example.

Find someone who ...	Write it as a question!	Find two students in our class!
... has been to the Metropolitan Museum	Have you been to the Metropolitan Museum?	Sasha and Gus have been to the Met.
... was in CLIP last semester		
... was not in CLIP last semester		
... gets less than 6 hours of sleep a night		
... eats out often		
...enjoys having guests		

Find someone who ...	Write it as a question!	Find two students in our class!
... can find 7 continents on a world map		
... prefers adventure to sightseeing		
... loves to take short vacations away from home		
... wants to major in tourism and hospitality		
... likes to try all kinds of food		
... greets others with a friendly smile, even when he or she is tired		
... knows someone who works in a hotel, restaurant or similar business		

Intro to the Word: *What is Hospitality?*

A. Let's start with pronunciation: How do you say the word *hospitality*?

Sound it out. Look at the syllables. Count them. Say the word out loud syllable by syllable:

hos – pi – tal – i – ty

Where does the stress go? Which of the syllables is emphasized? In other words, which syllable is elongated?

It's the third syllable: hos – pi – **taaaal** – i – ty

Stretch it out. Have fun saying it. **Make yourself at home**, with the word!

B. Think about the meaning:

1. **What words** does the word *hospitality* look related to? What words does it contain within it?
2. **What connections** do you think there may be between the words *hospitality* and *hospital*? How does the possible connection help you understand the meaning of *hospitality*?
3. **What other words begin with the first syllable of *hospitality*?** What do they mean? What connections might there be between the word *hospitality* and other words that begin with the first syllable?
4. **Look up the word *hospitality*** in a dictionary. Write down the definitions.
5. **Think about the grammar:** Look for clues about the part of speech the word belongs to: whether the word is a noun, verb, adjective or adverb. The part of speech of a word often depends how it's used in a sentence, but in the case of *hospitality*, the "ity" on the end indicates that it's an abstract noun.

Hospitality: The Roots of the Word

Background: In English, we say that a word has “roots.” The roots of a word are like the ancestors of the word. English is an Indo-European language. Its roots are from the ancient family of languages that are part of the Indo-European classification (i.e., group or family) of languages.

Checking the roots of a word helps you make discoveries about other words that it is related to, where the word comes from, how it connects to words in a related language, and its meanings.

Task: In the computer lab, try to search for the Indo-European roots of the word hospitality. What words have the same root? What discoveries and connections do you make?

You can use this link to access the page of the **American Heritage Dictionary of Indo-European Roots** with notes on the word *hospitality*:

http://books.google.com/books?id=4IHbQgzInZYC&pg=PA31&lpg=PA31&dq=hospitality+indoeuropean+root&source=bl&ots=IPSBt_6j0T&sig=nChg0P22BsILt4MXGDQBEclRxgo&hl=en&sa=X&ei=iBEIUeiwEuTx0wHAK4H4Dw&ved=0CEgQ6AEwBA#v=onepage&q=hospitality%20indoeuropean%20root&f=false

Host and Guest: A Reciprocal Relationship

Read this excerpt from the book, *American Heritage Dictionary of Indo-European Roots*:

“The basic meaning of the Indo-European word **ghos-ti-** was “someone with whom one has reciprocal duties of hospitality.” In practical terms, it referred to strangers in general, as well as both guests and hosts (both of which words are descended from it). The word **ghos-ti-** was thus the central expression of the guest-host relationship, a mutual exchange relationship highly important to Indo-European society...” (*American Heritage Dictionary of Indo-European Roots*, page 31)

A. Discussion: Working with a partner, discuss these questions:

1. What is a *host*? What is a *guest*?
2. What kind of relationship exists between them?
3. What do the words *reciprocal* and *reciprocity* mean?
4. According to the note about hospitality in *The American Heritage Dictionary of Indo-European Roots*, hospitality was very important to (ancient) Indo-European cultures. What about other cultures? What role do you think hospitality plays in other parts of the world? How important is it? Give an example.
5. When a guest arrives at your home in your native country, how do you receive them? What do you say? What do you offer?
6. When a guest arrives at your home here in New York, how do you receive them? What do you offer them? What do you say? What do you offer?
7. How were you received when you first came to New York?
8. What is the importance of hospitality in your culture?
9. What is the importance of hospitality to you?

B. Complete the “Showing Hospitality” chart on the following page.

Introduction to Hospitality: A Multicultural Perspective

Hospitality in Your Country of Origin

When you receive a *guest* in your country of origin—as the *host*, what do you do? As the *host*, what do you say? As the *guest*, what do you do and say? Think of a specific situation—a friend, a relative, a government official, or someone else—visiting someone’s home. What are the roles and responsibilities of the host and the guest in the particular situation?

Host: What do you do?

Host: What do you say?

Guest: What do you do?

Guest: What do you say?

Introduction to Hospitality: A Multicultural Perspective

Hospitality in New York City

When you receive a guest in New York City—as the host—what do you do? What do you say? As the guest, what do you do and say? Think of a specific situation—a friend, a relative, a government official, or someone else—visiting someone’s home. What are the roles and responsibilities of the host and the guest in the particular situation?

Host: What do you do?

Host: What do you say?

Guest: What do you do?

Guest: What do you say?

Intro to Hospitality

Hospitality Folktales

Hospitality is a universal theme and value. Cultures all around the world have folktales about hospitality and generosity.

An educational organization called “Learning to Give” has a webpage with links to international folktales on the theme of “giving” from all over the world:

<http://learningtogive.org/materials/folktales/trait.asp?trait=giving>

Here are two folktales from the website related to the hospitality theme.

- Soup of the Soup (Iran)
- Lord of the Cranes (China)

Read the folktales on the following pages. Then complete the accompanying chart about these folktales.

Hospitality Folktales

Soup of the Soup

a Mullah Nasrudin Folktale

One evening Nasrudin Hodja and his wife were just sitting down to dinner when there came a knock on the door. The Hodja opened the door to find his good friend Hassan from the next village standing on the doorstep. In Hassan's hands was a fine rabbit.

"Hodja," said Hassan, "I have brought you a gift." And he handed the rabbit to the Hodja.

This was indeed a fine gift. "Come in, come in!" said the Hodja. "We will cook the rabbit. We will make a pilaf. We will have a feast."

And they did. The Hodja's wife was a very fine cook. The rabbit and all that went with it was delicious. The Hodja told stories. Hassan laughed. And when Hassan had gone home, the Hodja was pleased to be able to say to his wife, "There is plenty of rabbit and plenty of rice left. We will have rabbit pilaf tomorrow."

But the next evening, just as they were about to sit down to this fine meal, there was a knock at the door. When the Hodja opened the door, there stood a man he recognized as a neighbor of Hassan's. The Hodja observed that he carried nothing in his hands.

"Greetings, Hodja," he said. "I am a friend of Hassan from the village."

Now, the Hodja knew the custom of hospitality. "Come in," he said. "We were just about to eat our evening meal."

The meal was very good, for the Hodja's wife was indeed a good cook, but the Hodja did not tell quite so many stories. There was not as much laughter and the guest left soon after dinner.

The Hodja looked at the platters. "There are still the bones of the rabbit," he said, "and plenty of rice and vegetables to make a fine soup."

All the next day the Hodja's house smelled of the wonderful soup that was cooking, and in the evening the Hodja and his wife sat down to eat it with good appetites. But just as they picked up their spoons, there was a knock at the door.

The Hodja opened the door, and found on the doorstep a man who looked faintly familiar. "I am a friend of the friend of Hassan from the village," he said in a friendly voice.

The Hodja thought of how he had hoped to eat two bowls of that good soup which the man on the doorstep appeared to be smelling with pleasure. However, hospitality is a duty: so he said,

“Come in. We were just about to eat our soup.”

The guest appeared to enjoy the soup very much, but the Hodja was unusually quiet and he did not object when the man left as soon as he had eaten. He looked into the soup pot and found one large spoonful of soup. “Tomorrow,” he said, “I will prepare the evening meal. I will take care of everything.”

The next day there were no good smells of cooking in the Hodja’s house and the Hodja and his wife did not sit down to eat at their accustomed time. But there came a knock on the door.

The Hodja flung open the door. Standing on the doorstep he saw a stranger, someone he had never seen before. But the man was smiling. “I am a friend of the friend of the friend of your friend Hassan,” he said.

“Indeed,” said the Hodja. “Well, you must come in and share my meal.”

“I would like that very much,” said the stranger. So the Hodja led him to the table. The man sniffed the air.

“Don’t worry,” said the Hodja. “I was just going to fetch the food.” He went into the kitchen and scooped the spoonful of soup from the bottom of the pot. He carefully divided it between two bowls, filled each bowl up with hot water from the kettle, and carried the bowls to the table. He set one in front of the stranger and one in front of himself. Then he sat down and smiled happily at the man.

The man gazed into his bowl. It contained a clear liquid with two grains of rice and a shred of carrot floating in it.

The Hodja spoke: “O friend of the friend of the friend of my friend Hassan, here is the soup of the soup of the bones of the rabbit.”

The next night the Hodja and his wife sat down to eat alone, in peace.

The educational organization called “Learning to Give” has a webpage with links to international folktales on the theme of “giving” from all over the world. “Soup of the Soup” was accessed at this webpage: <http://learningtogive.org/materials/folktales/trait.asp?trait=giving>. “Lord of the Cranes,” the Chinese folktale on the following page, is also found on this website.

Hospitality Folktales

Lord of the Cranes

a Chinese folktale

There are places in China where the mountains reach all the way up to the clouds. High up on one of these mountains lived a wise old man. His name was Tian, which means “heaven.” There among the clouds lived Tian’s friends, the cranes. Tian fed them and cared for them. The birds told Tian of the wonders they had seen on their flights down below. Tian was devoted to these birds, and they would do anything for him. That is why Tian was called Lord of the Cranes.

One day Tian decided to go down to the city. He wanted to see if people were remembering to be kind and generous. So the old man settled himself on the back of a crane and flew through the clouds.

In the city, Tian met a beggar. “Would you be willing to exchange your clothes with mine?” asked Tian. The beggar was shocked. “Oh, no, sir! Why would you give up your splendid robes for my torn old rags?”

“I have come to test the people,” Tian said. “No one must recognize me.” Then the beggar understood that Tian was no ordinary man, and gratefully agreed to the exchange. Tian gave the beggar his blessing and went on his way.

Day after day, Tian went begging through the streets of the beautiful city. Many wealthy people passed by, but no one seemed to notice him. Not a single person dropped a coin in Tian’s cup.

One evening Tian arrived, tired and hungry, at a small inn. Wang, the owner, welcomed him, “What can I do for you?” “Could you give me a little something to eat and drink?” asked Tian. “I’m sorry, but I have no money to pay.”

Wang smiled cheerfully and waved away the apology.

“Sit down. Take a rest!” Wang brought the old man a warm bowl of soup, rice, tea, and a plate of sizzling meat. Tian’s heart was as full as his belly when he left the inn that evening.

On the following evening, Tian stood again at Wang’s door. “Please, sir, could I have a sip of rice wine and a bite of Joa-tze to eat?” he asked.

“My pleasure, and don’t worry about the cost,” answered Wang. Tian ate and drank, and smiled his thanks.

From then on, Tian came every day to Wang's inn, where he was always welcome. Many months went by in this way. One day, Tian said to Wang, "I am deeply in your debt. You have been so good to me, I must find a way to repay you." Wang was quite surprised. "But you do not need to repay me! What I have given to you, I've given gladly. It makes me happy when I can help someone." Tian smiled. "Nonetheless, I would like to repay you. Of course, I have no money, but I can give you something else..."

Tian untied a gourd from his walking stick. It looked like a water flask, but Tian used it like the finest sable brush to paint a picture of three cranes on the wall of the inn. Wang was astonished. "It is wonderful!" he exclaimed. "Heavenly!"

"Just wait, it gets better!" said Tian with a smile. He started to sing and clap his hands—and the cranes began to move! One by one they fluttered off the wall and danced to Tian's song. Wang's eyes and mouth were wide with astonishment. "Let your guests be merry," Tian said. "When they start singing and clapping, the cranes will dance." Tian turned to the door. "Wait—just who are you, good sir?" Wang called, but Tian just gave a friendly wave and disappeared.

Soon everyone in the city was talking about the wondrous dancing cranes at Wang's Inn. More and more people came every day to marvel at the beautiful birds. Before long, Wang was one of the richest men in the city, but he always kept a seat free and a bowl of soup ready for anyone in need.

One day Tian returned. Wang hurried to greet him, sat him at the best table, and brought him a delicious meal.

"Please tell me who you are," he begged.

Tian didn't answer. Instead, he lifted his flute to his lips and played a melody that was so tender and beautiful it brought tears to Wang's eyes.

"That was a melody from heaven," whispered Wang. "I thank you for allowing me to hear it. You have made me a rich and happy man. How can I ever repay you?"

"Teach others to be as kind and generous to the poor as you have been to me," said Tian. "That is my only wish."

Tian raised the flute to his lips and played the melody from heaven one last time.

The three cranes stepped off the wall and knelt before him. Tian stroked them and said, "I thank you for your help, my friends. We will now fly home." He bowed to Wang. "Farewell, good sir."

Tian flew on the back of one of the cranes, up away from the city and into the sky. A great flock of cranes accompanied them. Wang stood watching the sky long after Tian and the cranes had disappeared.

At last he knew who the unusual beggar really was. Deeply humbled, Wang returned to his inn. For the rest of his life, Wang tried to fulfill the Lord of the Cranes's wish—telling all who would listen of his miraculous encounter with the beggar in disguise and urging them to share with those less fortunate.

Hospitality Folktales

What is the plot (i.e., the action, what happens, what takes place) of each the folktales? What does it teach about *hospitality*? In the middle column, write brief summary notes on the plot of each folktale. In the column on the right, write brief notes on what the folktale teaches about hospitality.

Folktale	Plot Summary	What It Teaches about Hospitality
Soup of the Soup		
Lord of the Cranes		

More Hospitality Folktales

Search the following webpage to find a folktale of your choice (from your own culture or any other) that deals *in any way* with hospitality: <http://learningtogive.org/materials/folktales/trait.asp?trait=giving>. Complete the first row of the chart about the folktale you find. Then exchange what you find with a classmate who worked on a different story, and complete the second row.

Folktale/Country	Plot Summary	What It Teaches about Hospitality
A story you find		
A story your classmate finds		

BEFORE YOU READ
Female Nomads and Friends

Food and Hospitality:

When people talk about traditions of hospitality, they very often talk about two things in particular: *food and drink*. Offering a drink—a glass of water, a cup of tea, or a glass of wine, perhaps—and something to eat, whether it’s a snack or a full meal—are universal ways of showing hospital.

The way that these things are offered in different cultures differs. We’ve read and discussed some folktales and traditions that deal with hospitality as expressed by the generosity—or the lack of it—in sharing food. Now we’re going to read a couple of *non-fiction stories* that deal with food and hospitality.

The stories come from a book of travelers’ tales called *Female Nomads and Friends*. This is a book of true stories written by world travelers who have gone “off the beaten path,” made new friends, and written about their experiences. The stories have been collected in the book edited by Rita Golden Gelman, a world traveler, writer and editor, who has given up her home to explore the globe.

Female Nomads and Friends contains a section of food stories. We’re going to read two stories from this section. The first is a food and hospitality story called, “Bonjour, Friendship!” The second, which deals with food and hospitality from the point of view of a financially struggling student, is called, “Soul Food.”

Before we these stories, we are going to do some pre-reading activities to build your vocabulary and reading skills. The following page has a description of four types of pre-reading activities that we will use with this book and with other reading in the course.

BEFORE YOU READ

Sentence Work

In this course, before you read a portion of a text, sentences have been selected from that text for you to work with. You will use these selected sentences to:

1. **Build Vocabulary**
2. **Form Questions**
3. **Make Predictions**
4. **Paraphrase**

1. **Vocabulary Building**

To build your vocabulary, you will identify a word **or a phrase** in the selected sentence that you want or need to know. You will try to figure out the meaning of words from the context—from the other words around them. You will also talk about and practice using the new word or phrase.

2. **Forming Questions**

A sentence contains information and ideas. When you read a sentence, it often answers some questions, but also makes you ask (elicits) new questions. Questions are the key to getting more information and thinking about ideas. As a pre-reading activity, you will write at least one question (**who, what, where, when, how, how many, how much, why...**) in response to sentences that have been selected from the text you are about to read. When you read the chapter, you will try to find answers to your own questions.

3. **Making Predictions**

Often, you can make a prediction based on the information in a sentence. In this course, you will make predictions based on the sentences that have been selected. Your prediction can be about something that will happen or something that happened already, why it happened, how it happened, or what the sentence is talking about. When you read the story, you will find out what really happens and assess the accuracy of your predictions.

4. **Paraphrasing**

When you paraphrase a sentence, you rewrite it in your own words. If the sentence is a long one, you can paraphrase it in more than one sentence. To be able to paraphrase accurately, it's important to understand the main idea and key details of the sentence. In this course, you will practice identifying the main ideas and key details of selected sentences and passages of text. You will practice paraphrasing, an essential skill for language learning and for college students.

BEFORE YOU READ: *Female Nomad and Friends: “Bonjour, Friendship!”* (pages 254-258)

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“As I looked around at the beautifully sculpted gardens and brilliant blooms, I felt a knot of homesickness starting in my stomach” (254).</p>			
<p>“Soon Madame Cantel arrived with a floral china tray with matching cups, a pot of tea, and a lovely plate of homemade pastry” (255).</p>			

Paraphrase one of these two sentences here:

BEFORE YOU READ: *Female Nomad and Friends: “Bonjour, Friendship!”* (pages 256)

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Then paraphrase the sentence. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“When I arrived a month later for the promised dinner, I nearly gasped with surprise” (256).</p>			

AFTER YOU READ: “Bonjour, Friendship!” (pages 254-258)

Summarizing

Use this chart to briefly summarize *the most important information* in the story.

Who (Who’s in it? Who’s it about?)	What (What happens? What’s the most important information?)
Where (Where does it take place?)	When (When does it take place?)
How (How does something important in the story happen?)	Why (Why does something important in the story happen?)

AFTER YOU READ: “Bonjour, Friendship!” (pages 254-258)

Setting the Table

In “Bonjour, Friendship!,” the writer/traveler Patricia Lundquist describes a very memorable meal she once had as a guest in someone’s home in France. She provides certain details to give you a picture of *the setting* of the meal, *the presentation* of the food, and *the dishes* that they served. She was flabbergasted by the quality of the cuisine and the hospitality she received.

1. For discussion: When a guest arrives in your culture, how do you set *the table*? What special food and other preparations do you make? What do you put in the room or on the table? What utensils do you use? Where does everything on the table (or on the mat on the floor, if that is the customary setting) go? How is the food served? Is it served all at once, or in “courses”? Does everyone get his/her own separate plate of food, or is it shared from the middle? ...

2. Think of a time when...

a. special guest came to dinner at your home

or

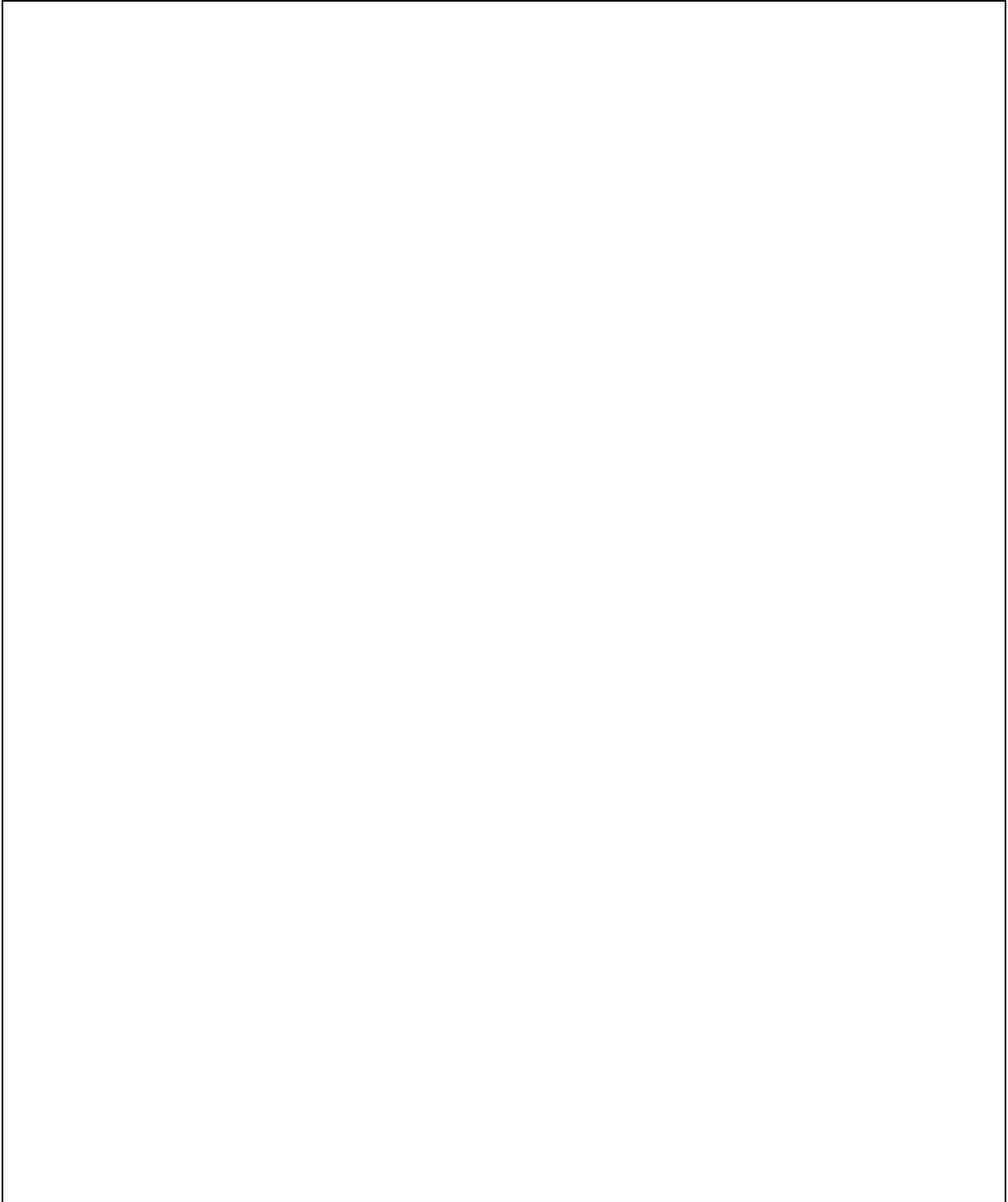
b. when you were a special guest at a meal at someone else’s home

On the next page, make a sketch of the setting and the food that was served. Give as many details in your sketch as you can!

Note: You don’t have to be da Vinci—the Renaissance artist who painted “The Last Supper”—to draw the meal. Have fun with your drawing!

Option: If you wish to make your drawing with watercolors from a 99 cent shop, doing that would be great!

Sketch Frame: Setting the Table



BEFORE YOU READ: Female Nomad and Friends: “Soul Food” (pages 311-315)

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“The Old Reg’lar Baptist meetings generally went through three or four different preachers during the same service, and the sermons often lasted hours” (311).</p>			
<p>“All the good ladies of that church knew how to cook, and they did not waste their talents doling out dainty portions of haute cuisine” (312).</p>			

Paraphrase one of these two sentences here:

BEFORE YOU READ: Female Nomad and Friends: “Soul Food” (pages 311-315)

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“As per the usual assistantship tradeoff, in return for teaching freshman classes, the university paid my full tuition, along with a bit extra to cover living expenses—so long as said living expenses didn’t include luxury items such as heat in my room or more than one meal a day” (313).</p>			
<p>“It did not contain three pieces, or even five pieces—it brimmed with ten pieces of chicken, all coated in a crisp, peppered golden skin and, as I found out by sampling, with tender white meat inside” (314).</p>			

AFTER YOU READ: “Soul Food” (pages 311-315)

Summarizing

Use this chart to briefly summarize *the most important information* in the story.

Who (Who’s in it? Who’s it about?)

What (What happens? What’s the most important information?)

Where (Where does it take place?)

When (When does it take place?)

How (How does something important in the story happen?)

Why (Why does something important in the story happen?)

AFTER YOU READ: “Bounjour, Friendship!” & “Soul Food”

Delicious Conversation

Here are some juicy questions for discussion, in international, multilingual pairs or small groups:

A. Who likes to eat?

- *What do you like to eat?*
- *What’s your favorite meal?*
- *What’s your favorite dish?*
- *How important is food to your identity?*
- *Do you like trying foods from other cuisines?*
- *Would you consider yourself a “foodie”?*

B. Who likes to eat out?

- *Where? When? With whom?*
- *What’s your favorite restaurant or café?*
- *What do you like about it?*
- *If you had a \$300 gift certificate for two people to the restaurant of your choice, describe the type of restaurant you would go to, what you would order, and the service you would like to receive.*

C. Who likes to cook?

- *What do you like to cook?*
- *Do you have a “signature dish”? If so, what is it?*
- *Where and when do you shop for food?*
- *Who taught you, formally or informally, to cook? How did you learn?*

D. Who likes to cook for other people?

- *How often do you do it?*
- *What do you like about the experience?*
- *Do you like to do cook and/or be the host often or only on special occasions?*

E. Who has worked in a restaurant?

- *What jobs have you done in a restaurant?*
- *What did you do in each position?*
- *Did you like the job? What did you like or not like about it?*
- *Name at least five jobs in a restaurant. (Can you think of ten?!)*
- *What do you think the terms “front of the house” and “back of the house” refer to?*
- *If you haven’t worked in a restaurant, what have you heard about it?*

Essay I: A Meal to Remember

At the end of “Bonjour, Friendship!,” there’s a brief bio of Patricia Lundquist and her email address. Write an essay that you will email to Patricia Lundquist,” about the meal you sketched.

Provide enough detail so Patricia Lundquist can see the picture clearly and feels like s/he was there, eating the same meal, having the same experience that you had.

Include the following:

1. An introduction to the occasion of the meal you are writing about;
2. Description of the host(s) and the guest(s);
3. Description of the setting – the place where the meal was eaten and how the table (if it was a table!) was set (where everything was place in the setting);
4. A description of each “course” (if the food was served in “courses”) and the way the food was served.
5. The etiquette – the manner with which the food was eaten and any do’s and don’ts

Keep in Mind:

- In your introduction, *hook your reader*—like an appetizer that prepares your reader and makes them want to “dig in” to the rest of the essay.
- End with a conclusion as delicious as a dessert—something that completes the meal, satisfies the reader’s appetite and makes the reader want to read your essay again (after a short break for digestion)!
- You will probably need more than one paragraph for some of the components of the meal—the people, the setting, the dishes, the quality of the hospitality—that you are describing.

Serve Yourself: Self-Assessment – Week I

In hospitality settings, clients are often asked to give feedback on the quality of the service they receive. In learning, self-assessment—being able to assess your own strengths and weaknesses—is essential. Good learners constantly “take stock” of where they are in their learning—reviewing their knowledge, assessing what they know and what they need to know. Use the following chart to help you assess your learning at the end of a week. Start by looking back on the week’s work.

Sentence Work:

Vocabulary, Asking Questions, Making Predictions, Paraphrasing

- Which of these skills are you especially good at?
- What skills do you want or need to develop?

Summarizing:

- Review the notes you wrote of the two stories in *Female Nomads and Friends*.
- What was challenging for you in preparing a summary?
- What technique(s) did you learn to help you summarize information?

Reading:

- What was your favorite part of the reading this week?
- What was most difficult about this week’s reading?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

Writing:

- What was your favorite moment in writing this week?
- What was most the most challenging moment in writing?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?

Unit 2: *Yes, Chef*

Week 2

Key Questions and Concepts

- Who is Marcus Samuelsson?
- Where does he come from?
- What were some of Samuelsson's formative experiences?
- What are the key ingredients (elements) of his identity?
- What impact did race play in Samuelsson's childhood?
- What influences did each of his family members have on him?
- What role did sports play in his childhood?
- What role did food play in his childhood?

Reading:

- *Yes, Chef*: Part I ("Boy") Chapters 1-6

Writing:

- Essay 2: A Person (or People) Who Made a Difference to You

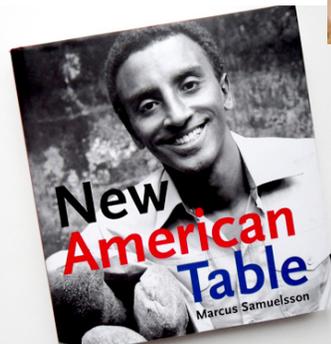
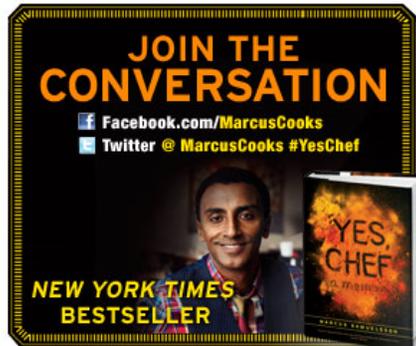
The Reading Menu

Reading in this course is a three-part process—like a 3-course meal in a restaurant. It begins with an appetizer, continues with the main course, and concludes with dessert.

- **The appetizer** consists of some “before-you-read” activities, also known as pre-reading activities. These activities open the door and prepare you for the reading itself.
- **The main course** is the next portion of the text you are reading. When you read, you have a dialogue—a conversation—with the author and with the information and the ideas in the reading. This dialogue happens mostly in your head. But sometimes it happens on the page, when you *annotate* the reading or when you take notes on the reading in a notebook or worksheet.
- **The dessert** consists of “after-you-read” activities. When you have a great meal, you don’t just stand up and leave the table or the floor if you are eating on the floor. Often, you finish off the meal with some coffee or tea, something sweet to eat and, if you are not alone, with some good conversation. The same is true with the each section of our reading. We might not have coffee or something sweet, but we will most certainly have meaningful conversation, and do some writing in response to the reading, too. That’s our reading dessert.

BEFORE YOU EAT THE BOOK READ Yes, Chef, Chapter I

Who is Marcus Samuelsson?



Yes, Chef

BEFORE YOU ~~EAT~~ READ

Who is Marcus Samuelsson?

A. Based on the pictures on the preceding page, who do you think Marcus Samuelsson is? *What do you see that makes you say all that? What else do you see that makes you say that?* Write your ideas here and share them with a classmate or small group.

B. Who is not Marcus Samuelsson? What do you think their connection to Marcus may be? *What do you see that makes you say that?* Observe closely and be specific!

C. Write *three questions* about Marcus Samuelsson *based on anything you see* in the pictures? Share your questions with a small group of classmates, and then with the entire class.

Chapter I: “My African Mother”

BEFORE YOU ~~EAT THE BOOK~~ READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“I have never seen a picture of my mother, but I know how she cooked” (4).			
“If you don’t finish it, you leave it outside and let it dry in the sun” (4).			

Paraphrase one of these two sentences here:

**Chapter I: “My African Mother”
Sentence Work**

BEFORE YOU ~~EAT THE BOOK~~ READ

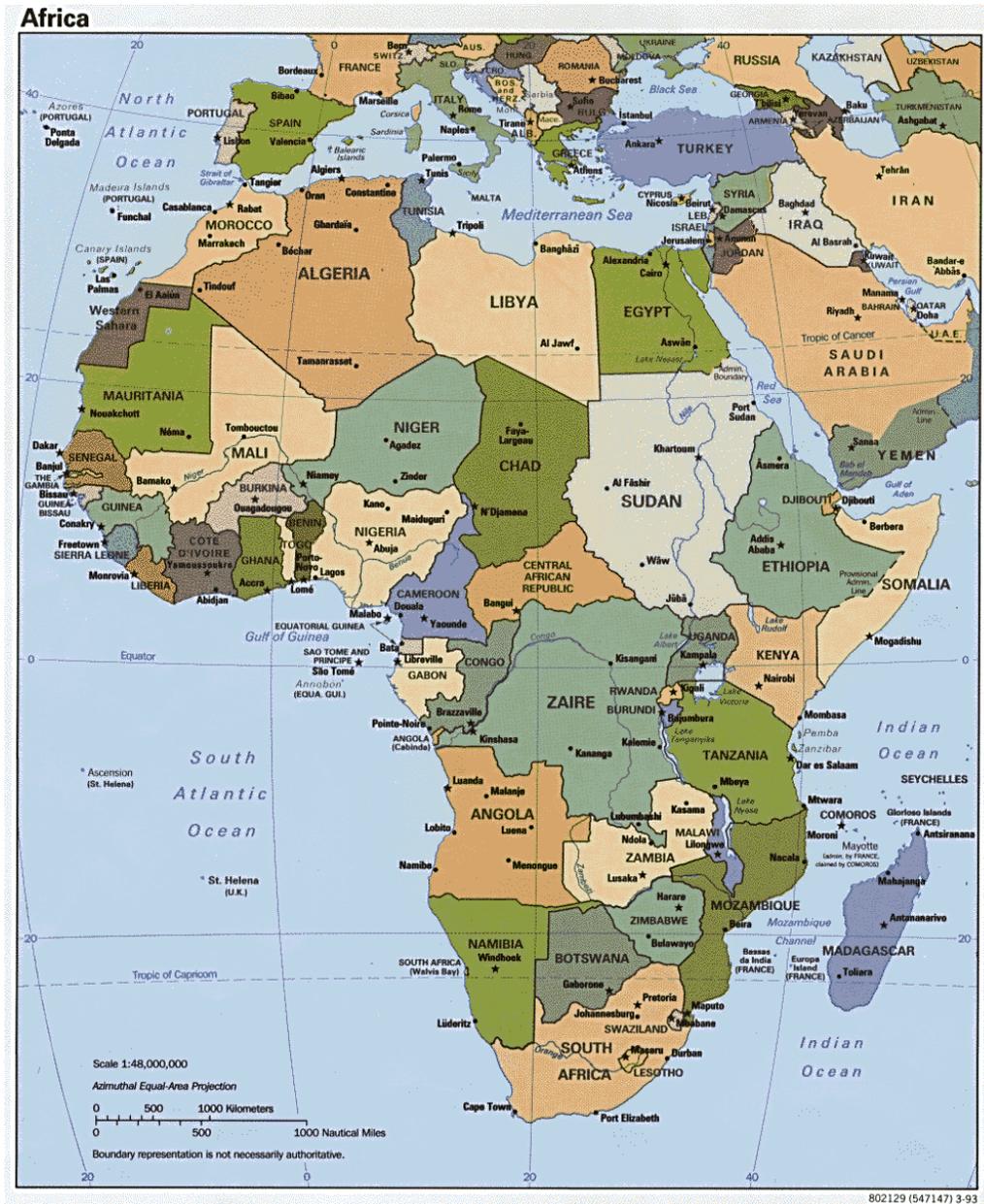
Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“After eight p.m. it was dark and there were new threats—animals that would see a baby like me as supper and dangerous men who might see my mother as another kind of victim” (5).</p>			
<p>“She and Fantaye walked more than seventy-five miles, my mother carrying me the whole way, under a hot sun, from our village to the hospital in Addis Ababa to get help” (6).</p>			

Chapter I: “My African Mother” BEFORE YOU EAT THE BOOK READ

Where in the World Is Addis Ababa?

...and what do you know about it?



Chapter I: “My African Mother” *AFTER YOU ~~EAT THE BOOK~~ READ*

Marcus Samulesson on the Web

Marcus Samuelsson has a big “web presence.” There are a number of websites associated with him. Here are two of the larger ones:

- www.marcussamulesson.com/
- www.samuelssongroup.com/

In the computer lab, explore these sites and answer these questions:

1. What do you think are the main differences between the two above websites?
2. Which of the questions that you wrote that were elicited by the “Who is Marcus Samuelsson?” page of pictures, can you answer from exploring these websites? What are the answers?
3. What are the *three most interesting pieces of biographical information* you learn from either of the websites about Marcus Samuelsson?
4. What are the *three most interesting pieces of business information* did you learn from either of the websites about Marcus Samuelsson?
5. Which of his restaurants would you like to try? Why do you choose this one?
6. Which of his recipes would you like to try to cook (or have someone cook for you)? Why do you choose this one?

Chapter 2: “My Swedish Mother”

BEFORE YOU ~~MEET HER~~ READ

Agree or Disagree

Do you agree or disagree with the statements below? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give reasons and examples to support your opinions.

1. Adoption is an act of hospitality.

2. International and transracial adoptions cause more problems than they solve.

3. Adoptive parents should always keep the birth names of the children they adopt.

4. Older children have more difficulty adjusting to new environments than toddlers do.

5. Fairy tales are for children and adults.

Chapter 2: “My Swedish Mother”

AFTER YOU ~~MEET HER~~ READ

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of the statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **MWA** for *Marcus would agree*, or **MWD** for *Marcus would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Adoption is an act of hospitality.

2. International and transracial adoptions cause more problems than they solve.

3. Adoptive parents should always keep the birth names of the children they adopt.

4. Older children have more difficulty adjusting to new environments than toddlers do.

5. Fairy tales are for children and adults.

Chapter 2: “My Swedish Mother”

BEFORE YOU MEET HER READ

Where in the World Is Göteborg? Any Idea?...

Europe



Chapter 2: “My Swedish Mother”

AFTER YOU ~~MEET HER~~ READ

Chunking the Chapter

Just like a movie has scenes, a chapter has topics that it deals with. In some books, the topics are clearly identified with section breaks and headings (names). Some books don't have clearly identified sections with their own headings. If you can “chunk” (break down, divide) a chapter into sections and briefly summarize the topic of each section, it shows that you comprehend and that you can organize the information you are reading. Doing this also builds your communication skills.

Your job in this task is to chunk the chapter into sections. After you read, make a list of the sections/topics. Give each section an original title (a name for the section) and a sentence to describe what it's about or what happens in it. *You decide how many sections there are in the chapter. Continue on the second page of the chart if necessary.*

Title	1- or 2-Sentence Summary of the Chunk
<p><i>Example: “History of Adoption in My Mother’s Family”</i> pp. 8-9</p>	<p><i>Example: In the opening section of the chapter, Marcus talks about his mother’s family, who had a tradition of adopting kids. When she was a kid, Marcus’s mother’s family adopted a girl name Frieda after World War II, and when Marcus’s mother was grown up, she and her husband adopted Anna (an interracial foster child), before adopting Marcus and his sister Linda.</i></p>
Titles/pages	1- or 2-Sentence Summary of the Chunk

Chapter 2: “My Swedish Mother”

AFTER YOU ~~MEET HER~~ READ

Chunking the Chapter

Titles/pages	I- or 2-sentence summary of the chunk

Chapter 3: “Swedish Fish”

BEFORE YOU ~~EAT~~ HERRING READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. If your grandmother is a great cook, your mother (or father) must be one, too.

2. Cooking and serving food day in and day out are chores that are not compatible with life in the modern world.

3. Organizing what you eat for dinner by day of the week is a great idea.

4. Herring is delicious (and grows hair on your chest).



Chapter 3: “Swedish Fish”

AFTER YOU ~~EAT HERRING~~ READ

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **MWA** for *Marcus would agree*, or **MWD** for *Marcus would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. If your grandmother is a great cook, your mother is one, too.

2. Cooking and serving food day in and day out are chores that are not compatible with life in the modern world.

3. Organizing what you eat for dinner by day of the week is a great idea.

4. Herring is delicious (and grows hair on your chest).

Chapter 3: “Swedish Fish”

AFTER YOU ~~EAT HERRING~~ READ

Chunking the Chapter

Just like a movie has scenes, a chapter has topics that it deals with. In some books, the topics are clearly identified with section breaks and headings (names). Some books don't have clearly identified sections with their own headings. If you can “chunk” (break down, divide) a chapter into sections and briefly summarize the topic of each section, it shows that you comprehend and that you can organize the information you are reading. Doing this also builds your communication skills.

Your job in this task is to chunk the chapter into sections. After you read, make a list of the sections/topics. Give each section an original title (a name for the section) and a sentence to describe what it's about or what happens in it. *You decide how many sections there are in the chapter. Continue on the second page of the chart if necessary.*

Title	1- or 2-Sentence Summary of the Chunk
<i>Example: “Mom’s Attitude toward Cooking”</i> pp. 15-16	<i>Example: In the opening section Marcus explains that his mother was a good, but not a great cook, like his grandmother was. For his mother, convenience mattered most.</i>
Titles/pages	1- or 2-Sentence Summary of the Chunk

Chapter 3: “Swedish Fish”

AFTER YOU ~~EAT HERRING~~ READ

Chunking the Chapter

Titles/pages	1- or 2-sentence summary of the chunk

Chapter 3: “Swedish Fish”

AFTER YOU ~~EAT~~ READ

Food Categories and Vocabulary

Ways of Cooking	
Appetizers	
Main Dishes	
Desserts	
Meat	
Fish	
Vegetables	
Grains	
Pastas	
Breads	
Spices	
Sauces	
Cheese	
Fruit	
Jams	
Toppings	

Chapter 4: “Helga”

BEFORE YOU COOK READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“<i>Mormor</i> had the unique experience of being surrounded by luxury despite living in poverty her entire life” (20).</p>			
<p>“<i>Mormor</i> spent an enormous amount of time pickling and preserving, using the 1-2-3 solution to pickle cauliflower and cucumbers, herring and beets, which she stuffed into jars and stored in her pantry” (22).</p>			

Chapter 4: “Helga”

BEFORE YOU COOK READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>Saturdays meant soccer practice for me, ice-skating and riding lessons for my sisters, and almost without exception, Saturdays meant the best meal we would have all week because dinner was almost always at my grandparent’s house. (5).</p>			
<p>“<i>Mormor</i> thought like a chef” (24).</p>			

Paraphrase one of the above sentences:

Chapter 4: “Helga”

AFTER YOU COOK READ

Mormor’s “Signature Dish”

Imagine you are Marcus Samuelsson. You have learned by your *Mormor’s* side, how to cook her signature dish: “Chicken Roasted with Rosemary.”

Working with a partner, write the recipe for your *Mormor’s* signature dish, based on what you learn in this chapter. Begin by listing the ingredients (organized by category). Under the ingredients, write the steps for preparing and roasting the bird.

Ingredients:



Cooking Instructions: (Steps)

Chapter 4: “Helga”

AFTER YOU COOK READ

Food Categories and Vocabulary: *Add new food/cooking words from chapter 4.*

Ways of Cooking	
Appetizers	
Main Dishes	
Desserts	
Meat	
Fish	
Vegetables	
Grains	
Pastas	
Breads	
Spices	
Sauces	
Cheese	
Fruit	
Jams	
Toppings	



Chapter 5: “With Respect to the Sea”

BEFORE YOU FISH READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—to do for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“The day before our arrival, Stellan had drowned the boats, pulling each one out about four feet from shore and filling it with rocks until the hull filled with water” (29).</p>			
<p>“I constantly reminded myself that they would never quit a job just because of the name-calling and plate-throwing and brutal hours that are common in a professional kitchen” (30).</p>			

Chapter 5: “With Respect to the Sea”

BEFORE YOU FISH READ



Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“More than once during our visits to Smögen, we’d seen or heard of a family’s smokehouse blowing up like a meth lab” (31).</p>			
<p>“This was my first time cooking on my own, as opposed to helping my grandmother or mother” (33).</p>			

Paraphrase one of the above sentences here:

Chapter 5: “With Respect to the Sea”

AFTER YOU FISH READ

Chunking the Chapter

Titles/pages	1- or 2-Sentence Summary of the Chunk

Chapter 5: “With Respect to the Sea”

AFTER YOU FISH READ

Chunking the Chapter

Titles/pages	1- or 2-sentence summary of the chunk

Chapter 6: “Mats”

BEFORE YOU ~~PLAY SOCCER~~ READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“Boje had thrown the ball hard, but the word hit harder” (38).</p>			
<p>And in the same way that five-year-old Linda had kept vigilant for months on end, the question occurred to me for the very first time—where was home? (39).</p>			

Paraphrase one of the above sentences here:

Chapter 6: “Mats”

BEFORE YOU PLAY SOCCER READ



Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“The first non-school book I ever read was one Mats lent to me, which he’d take out from the local library” (41).			
“I walked out of the restaurant, not sure whether I wanted to cry or hit someone” (44).			

Paraphrase one of the above sentences here:



Chapter 6: “Mats” *BEFORE YOU PLAY SOCCER READ*

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
Soccer, then, became not only a beloved sport, but GAIS, with its <i>blatte</i> crew, became a reprieve from what felt like an increasingly white world. (45).			
“The only career path I’d ever considered for myself was now closed” (48).			

Paraphrase one of the above sentences here:

Chapter 6: “Mats”

AFTER YOU ~~TAKE A SHOWER~~ READ

Chunking the Chapter

Titles/pages	I- or 2-Sentence Summary of the Chunk

Chapter 6: “Mats”

AFTER YOU TAKE A SHOWER READ

Chunking the Chapter

Titles/pages	I- or 2-sentence summary of the chunk

Essay 2: A Person (or People) Who Made a Difference to You

In chapters 1-6, you meet and learn about the people—essential members of his biological and adoptive family and an essential friend—who were most important in Marcus Samuelsson’s early life. You learn about specific experiences Marcus had with each of them. You learn about the influences they had on Marcus’s identity as a young person.

Who made a difference to you when you were growing up? What significant influence did he/she or they have on you and your development? What specific experience(s) did you have with him/her/them that made a difference? Did any one person or people have a particular influence on your likes and dislikes or what you may wish to pursue as a career, or your attitude and approach to life?

Write an essay about a person or people who made a significant difference to you and how he/she/they made a difference. You can mention a few people in the essay and then choose one to focus on in more detail, or you can write about people and experiences with equal focus. It depends on you, your history and what you choose to write about.

Be specific about:

- the person (or people) who made a difference to you
- the influence that the person (or people) had on you
- how the person (or people) influenced you
- the experience(s) you had with the person or people you focus on

Include in your essay a brief synopsis of the people who really mattered to Marcus Samuelsson. You can do that in the introduction to your essay, or you can *hook the reader* with a specific story or situation from your own life, and then “pull the camera back” to reveal the context and to refer to Marcus Samuelsson’s story.

Serve Yourself: Self-Assessment – Week 2

In hospitality settings, clients are often asked to give feedback on the quality of the service they receive. In learning, self-assessment—being able to assess your own strengths and weaknesses—is essential. Good learners constantly “take stock” of where they are in their learning—reviewing their knowledge, assessing what they know and what they need to know. Use the following chart to help you assess your learning at the end of a week. Start by looking back on the week’s work.

Sentence Work:

Vocabulary, Asking Questions, Making Predictions, Paraphrasing

- Which of these skills are you especially good at?
- What skills do you want or need to develop?

Chunking a Chapter:

- Review the chunks you made in the chapters you read.
- What do you think is useful about chunking a chapter?
- What helped you to make a one- or two-sentence summary of a chunk?

Reading:

- What was your favorite part of the reading this week?
- What was most difficult about this week’s reading?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

Writing:

- What was your favorite moment in writing this week?
- What was most the most challenging moment in writing?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?

Unit 2: Yes, Chef

Week 3

Key Questions and Concepts

- What is a vocational high school?
- What is an academic program?
- What are the key jobs in the front of the house?
- What are the key jobs in the back of the house?
- What is meant by “division of labor”?
- What do *rank* and *hierarchy* mean and what role do they play in a kitchen?
- What positions did Marcus have when he got started?
- What was his experience in “climbing the ladder”?
- What does it mean to *stage* in a restaurant?
- What professional and emotional skills did Marcus learn?
- What attitudes did Marcus bring to the task of building his career?
- How did he/do you manage stress on the job/and elsewhere?
- How did Marcus choose his path?
- Who does a person choose a career path?
- What resources exist to help you choose?
- What are your skills, aptitudes and interests?
- What careers match your skills aptitudes and interests?

Reading:

- *Yes, Chef*: Part I (“Boy”) Chapters 7-10
- *Food Jobs*, pages 1-23

Writing

- Essay 3: Work History and Goals

Chapter 7: “All Chips on Food” ~~BEFORE YOU FIND YOUR PATH READ~~

Prediction Guide

The following statements are written as statements of *fact* (not statements of *opinion*, as in the agree/disagree activity). However, some of them are true, but some of them are false. On the line before each one, write **T** if you think it is *true*, or **F** if you think it is *false*. Discuss it with a partner.

1. _____ The jobs in the kitchen of a white-cloth restaurant are hierarchical, like ranks in the military service.

2. _____ In restaurant terms, the “front of the house” refers to the top jobs—the cooks and the waiters and the “back of the house” refers to the dishwashers and low-level assistants who prep (prepare) the food for the cooks.

3. _____ In a white-cloth restaurant, there is only one chef and everyone in the kitchen takes their orders from him or her.

4. _____ There is no clear division of labor in a restaurant.

5. _____ The dishes that are ordered by the people at one table are usually cooked by different cooks.

After You Read: Check the chapter to review your predictions. If any of the above statements are false, rewrite them to make them true. Work with a classmate.

Chapter 7: “All Chips on Food” ~~AFTER YOU FIND YOUR PATH~~ **READ**

The Back of the House: The Jobs, the Duties and the Hierarchy

What are *the jobs* in the **back of the house**? What are **the duties** of each job? Use the chart below to complete the table based on information from chapter 7. You will learn more in subsequent chapters and can make revisions to your chart. **Start at the bottom, with the lowest ranked positions, and proceed to the top, in hierarchical order.**

Job Title	Duties (Responsibilities)

Chapter 7: “All Chips on Food” *AFTER YOU ~~FIND YOUR PATH~~ READ*

Summarizing: Who, What, Where, When, How, Why

In some chapters, you have chunked (organized) the main topics and written brief summaries of each section. In this activity, you will take notes on the key information in the chapter, organizing the information by question word: **who, what, where, when, how, why.**

<p>Who (the people in the chapter and important information about them)</p>	<p>What (What are the most important things that happen in the chapter?)</p>
<p>Where (locations in the chapter and important information about them)</p>	
<p>When (when it takes place and important information about time)</p>	
<p>How (the way something important happens)</p>	<p>Why (something important happens)</p>

Chapter 7: “All Chips on Food”

Marcus’s Alma Mater



The following text comes from the website of Marcus’s school:

Welcome to Ester Mosessons culinary school, Göteborg, Sweden.

Ester Mosessons gymnasium is an Upper Secondary Vocational School in Göteborg, Sweden. The school was built in 1991 and is located in a former shipbuilding district in the harbour of Göteborg, Lindholmen, a unique Education Centre embracing companies and educations.

Ester Mosessons gymnasium offers two programmes, The Hotel and Restaurant programme and The Food and Food Preparation programme. The number of students is approximately 800.

Those students who select The Hotel and Restaurant programme experience an increasing degree of specialization during the second and third year, leading towards hotel, cookery, waiting, or marine purser trainings. For the latter the admission is nationwide. During the second year the students also can apply for admission to the International class for their third year. The studies are concentrated to half a year in school during the autumn term and to a four-month placement period in England, Ireland or Norway during the spring term.

The Food and Food Preparation programme involves specialization in the fields of either bakery/confectionery or meat and meat processing, perishables and delicatessen. Subjects required for university entry are studied throughout the students’ three years in school. The school provides tailor-made courses for different purposes, for example for those already in employment with course lengths ranging from a single day to a whole term.

The activities of the school resemble those of a commercial company with shop, café, meat processing, bakery, restaurants, banqueting rooms and conference facilities.

Ester Mosessons gymnasium in Göteborg is one of the best restaurant schools in Sweden and is one of six schools, which has been awarded The Quality Assurance Certificate from SHR, the Swedish Hotel and Restaurant Industry.

[Ester Mosessons gymnasium belongs to the Association of European Hotel Schools \(AEHT\).](#)

Kontakt

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Fax: 031 - 779 08 04
E-post: info.mosesson@educ.goteborg.se



Ansvarig utgivare: Helena Mehner utsedd av Göteborgs Stad. Databasens namn:
www.goteborg.se

Chapter 7: “All Chips on Food” *AFTER YOU FIND YOUR PATH READ*

Career Paths: How do you choose?

“With a soccer career off the table, I decided to apply to a vocational high school. ... As I considered my options, I began to play around with the idea of being a chef. Cooking was something I loved and was good at.” (Samuelsson, p. 50)

With a classmate or small group, discuss these questions:

1. How does a person choose a career path? How did Marcus choose his?
2. What are *your* options? What are some things you love to do? What are some things you are good at? Talk about it with a partner or in a small group.
3. Where can you get information about options? What resources are available to you at the college to help you choose?

Chapter 7: “All Chips on Food” *AFTER YOU SEEK YOUR PATH READ*

Career Path Web Resources

In this course, we will be using these websites to research career paths and educational requirements and opportunities.

- **Career Cruising:** www.careercruising.com (username = cuny; password = newyork)
- **The Department of Labor’s Occupational Outlook Handbook:** <http://www.bls.gov/ooh/>
- **CUNY college websites/college catalogs:** www.cuny.edu

We’ll start with **Career Cruising**. At the website of this career development company, you can do the following:

- assess your interests, your aptitudes and your skills
- match your interests, aptitudes and skills with careers
- obtain information about careers—educational requirements, duties, salaries, prospects for growth
- learn about resumes and cover letters
- find current job openings

In the lab, log on to the site, set up an account, and get started building your profile with Career Cruising’s assessment tools. In the coming few weeks, you will use the site to research careers that match your profile.

Chapter 8: “Earning My Knives” *BEFORE YOU EARN YOUR KNIVES READ*

Where Did Marcus Get His Start?



<http://www.tidblomspub.se/>

Check out **the *hum*** page of this restaurant. (That’s not a spelling mistake! It’s the Swedish word for **home**.)

- What other words can you find on the *hum* page that sound like English?

- What meal is the same exact word as in English?

Chapter 8: “Earning My Knives”

BEFORE YOU EARN YOUR KNIVES READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“If I dropped out of culinary school, even if I dropped out because I wanted something more challenging, my father would see me as a quitter and see any future success as accidental, instead of being the result of the two things he valued most: focus and discipline” (59).</p>			
<p>“He was furious—wasting good food was a no-no—and I thought I’d be fired” (65).</p>			

Chapter 8: “Earning My Knives” ~~AFTER YOU SHARPEN YOUR KNIVES READ~~

Summarizing: Who, What, Where, When, How, Why

Take notes on the key information in the chapter, organizing the information by question word: who, what, where, when, how, why.

<p>Who (the people in the chapter and important information about them)</p>	<p>What (What are the most important things that happen in the chapter?)</p>
<p>Where (locations in the chapter and important information about them)</p>	
<p>When (when it takes place and important information about time)</p>	
<p>How (the way something important happens)</p>	<p>Why (something important happens)</p>

Chapter 8: “Earning My Knives” *AFTER YOU ~~SHARPEN YOUR KNIVES~~ READ*

The Back of the House at Tidbloms: Marcus’s Internship

What are Marcus’s duties as an intern in the kitchen, which he says is one step above dishwasher in the “back of the house” hierarchy? Write down his duties, using bullet-pointed action statements (*omitting the subject of the verb*) and *your own words*. The first one is done for you.

Job Title	Duties (Responsibilities)
Kitchen intern	<ul style="list-style-type: none"> • Switched on the electric plate warmer

What new kitchen terms appear in this chapter? What do they mean?

Chapter 9: “Belle Avenue”

BEFORE YOU GET TOO EXCITED READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“The first day I worked at Belle Avenue, I didn’t finish with the fish until two in the morning” (70).			
“The blade went through his finger instead of the fish, fully severing its tip” (71).			
“I’m going to send you to <i>stage</i> in Amsterdam” (74).			

Chapter 9: “Belle Avenue”

AFTER YOU GET EXCITED READ

Summarizing: Who, What, Where, When, How, Why

Take notes on the key information in the chapter, organizing the information by question word: who, what, where, when, how, why.

<p>Who (the people in the chapter and important information about them)</p>	<p>What (What are the most important things that happen in the chapter?)</p>
<p>Where (locations in the chapter and important information about them)</p>	
<p>When (when it takes place and important information about time)</p>	
<p>How (the way something important happens)</p>	

Chapter 9: “Belle Avenue”

AFTER YOU GET EXCITED READ

Belle Avenue: Marcus’s “laboratory, studio, church”!

At Belle Avenue, Marcus starts out as a kitchen boy, one step above an intern. What were his duties in this position? Write them down, using bullet-pointed action statements (omitting the subject) and your own words. The first one is done for you.

Job Title	Duties (Responsibilities)
Köknisse (kitchen boy)	<ul style="list-style-type: none"> • Took the fish off the fish truck and brought it into the kitchen

Marcus starts out as a kitchen boy, but then he becomes a junior cook and a **commis**. What **stations** does he say he works at in the restaurant in these positions? List them here:

Part I: “Boy”

AFTER YOU ~~GROW UP~~ READ

“Boy”

A. For Discussion: We’ve finished part one of the book, the section called “Boy.” Now that you have finished it, why do you think it is called, “Boy?” What do you think will come next?

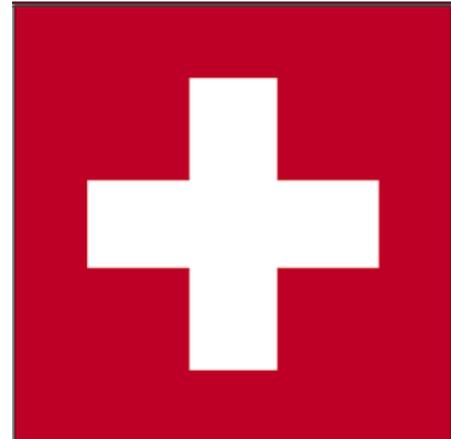
B. Key People and Places: Who are the key people and their associated places in Marcus’s childhood? List each person and his/her associated place in the same box in the left column. In the column on the right, note the main influence of each person/place. You can continue on the next page.

The Key People and Places	Their Main Influence

The Key People and Places	Their Main Influence

Where Is Marcus Going Next?

Where do you think? Take a look at the pictures and make an educated guess...



Take a virtual tour of his destination:
<http://www.youtube.com/watch?v=Ev07vKiaFTY>

Chapter 10: "Switzerland"

BEFORE YOU GO SWISS READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Career comes first; relationships second.

2. Food is a passport to the world.

3. France is the highest point on the culinary mountaintop, but Switzerland is more famous for its hospitality industry.

4. To climb the ladder in the back of the house, you need to make sure the chef knows who you are.

5. If your job is causing you to throw up every day due to stress, you should change jobs.

Chapter 10: “Switzerland”**AFTER YOU GO SWISS READ****Point of View**

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **MWA** for *Marcus would agree*, or **MWD** for *Marcus would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Career comes first; relationships second.

2. Food is a passport to the world.

3. France is the highest point on the culinary mountaintop, but Switzerland is more famous for its hospitality industry.

4. To climb the ladder in the back of the house, you need to speak up to make sure the chef knows who you are.

5. If your job is causing you to throw up every day due to stress, you should change jobs.

Chapter 10: “Switzerland”

BEFORE YOU ~~GO SWISS~~ READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“My girlfriend, Christina, on the other hand, didn’t want to let go” (81).</p>			
<p>“But it wasn’t the guns; it was that nothing about the army fit into my dream of becoming a chef” (82).</p>			

Paraphrase one of the above sentences here:

Chapter 10: “Switzerland”

BEFORE YOU GO SWISS READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“His chef’s coat and knife creased black pants were perfectly clean and pressed, and he wore a pair of Doc Martens boots” (88).</p>			
<p>“I might as well have been sent to Siberia” (90).</p>			

Paraphrase one of the above sentences here:

Chapter 10: “Switzerland”

BEFORE YOU GO SWISS READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“Out of nowhere, Stocker showed up and slammed off the power, two seconds before Otto’s hand was ground into mincemeat” (94).</p>			
<p>“The only time I skipped out was for what had become, since my arrival, a daily ritual: throwing up” (96).</p>			

Paraphrase one of the above sentences here:

Chapter 10: “Switzerland”

AFTER YOU GO SWISS READ

Chunking the Chapter

A lot of things happen in this big chapter. Chunk it! Break the chapter into its topics/sections. Give each section an original title (a name for the topic) and a sentence to describe what it’s about or what happens in it. *You decide how many sections there are in the chapter.*

Titles/pages	1- or 2-Sentence Summary of the Topic
“Going to Switzerland for Six Months as a Commis!” pp. 15-16	In the beginning of the chapter, Marcus introduces the next chapter in his life. He hooks the reader with a brief description of part of the journey, then he reveals that he is going to work at a fancy resort in Switzerland.
“My Father’s Reaction”	Marcus briefly describes his dad’s reaction to the news of his job. His dad brief’s Marcus on Swiss geography.

Chapter 10: “Switzerland”

AFTER YOU GO SWISS READ

Chunking the Chapter (continued)

Titles/pages	I- or 2-sentence summary of the topic

Food Jobs: Introduction (1-3) BEFORE YOU ~~GET A FOOD JOB~~ READ

Prediction Guide: True or False?

Read the sentences below and make an educated guess whether they are true or false. Write **T** if you think a sentence is true and **F** if you think it's false. After you read, check your own answers and support or change them based on evidence from the text.

1. A degree in finance can be useful for a career in the hospitality field.

2. There are many different options for careers in the hospitality field, but ice cream tasting is not one of them.

3. In the United States, there are more people working in the food industry than there are people in New York City.

4. Less than ten percent of jobs in the restaurant industry are in fancy restaurants.

5. Americans spend almost 50% of their total budget for food in restaurants.

Food Jobs: Introduction (5-7) BEFORE YOU CHOOSE A CAREER READ

Finding Your Path

How do you choose a career path? What can you do to help you choose?

On the bottom of page 5 and on pages 6 and 7, the author offers some creative activities to help you think about career paths.

What are the activities? Which activity appeals to you most? What do you think you can learn from it?

Reading Strategy: A useful strategy for reading textbooks is to pay attention to titles, headings, and other clues to the information in each section. This will activate your thinking about the topic. It's like opening the doors to the topic of the section.

Food Jobs: Restaurants and Food Service (11-17)

AFTER YOU READ

Question Stems

Choose three of the question stems below to make discussion questions that will help you analyze the text. Work with any part of pages 11-17 in *Food Jobs*, including all the side notes in the margins. Write a note to indicate the page where the answer is.

Examples: **How would you describe** two different restaurant styles? (See pages 11-12)
 What are the most important qualifications employers are looking for? (See page 12)

1. Which are the most important ...?

(Finish this question stem with events, circumstances, or other details from the selection.)

2. Explain the difference between ... and

(Fill in the blank with any two jobs or ideas from the selection.)

3. How would you describe ...?

(Fill in the blank with a job, idea or other element of the selection.)

4. What does ... mean here?

(Fill in the blank with a job, quote, or other element of the selection.)

5. Describe the relationship between ... and

(Fill in the blank with any two jobs, job duties, or food businesses.)

Food Jobs: Restaurants and Food Service (18-23 and 26

BEFORE & AFTER YOU READ

Cooperative Reading

Successful students often organize or join study groups, knowing that two heads are better than one. Let’s test this theory with a few more heads. Work in groups of four or five. Make sure your group is multilingual. Each person will read and report on a specific type of **back-of-the-house** job. Then you’ll share what you learned with each other to fill in the table below. First define your terms. What does **back-of-the-house** mean? What have you learned about the “back of the house” from *Yes, Chef*. What new knowledge do you get from *Food Jobs*?

Job	Three or More Typical Duties	Ways to Learn and Get the Job
Executive Chef		
Banquets and Special Events Chef		
Chef de Cuisine		

Job	Three or More Typical Duties	Ways to Learn and Get the Job
Sous Chef		
Line Cook and Chef de Partie		
Prep Cook		
Butcher		

Food Jobs: Restaurants and Food Service (19 and 21-23)

AFTER YOU READ

Quotes and Questions

In pairs, review the passage on page 19 from the famous French chef Jacques Pepin, who has made countless cooking videos with Julia Child and others. Choose a significant idea from what he said and quote it (copy it word for word). Then write either a question about it or an interpretation or response. Then do the same for the real life stories from culinary students.

Examples:

Quote: “When I was coming up, it was the work of the many” (Pepin, in Chalmers 19).

Question: What does he mean by this?

Quote: “Cooking involves all your senses” (Fong, in Chalmers 21).

Response: I wonder if this is really a difference between a home cook and a restaurant cook. I think I pay attention to all my senses when I’m cooking, but maybe I don’t. Hmm, I guess it depends. Maybe I’m not aware of sound as much as taste and sight... How about you?

Jacques Pepin

Quote:

Alison Fong

Quote:

Mat Nugent

Quote:

Essay 3: Work History and Career Goals

We are reading about the career path of a determined young man who wants to be a chef in a top restaurant one day. To make it—to achieve success in the career of his choice—he endures grueling work and very long hours. All of us today want to achieve success. How we define success may differ. For some it means money, for others it means freedom and other benefits. For many, it's some combination of these things.

This essay is about *your* personal work experience, your attitude about working and your vision of your goals.

Where you have been

- Describe your work experience up to now. What has been your most important job, and why? Which has been the job you liked best or least?
- If you have never worked at a paying job yet, think about other kinds of work you might have done. For instance, most teens have done some kind of work at home for the family. What kind of household tasks are you best at performing? Which jobs do you like least? Also, perhaps you have been a volunteer at your house of worship or at some school organization or event. If so, describe the work required in those capacities.

Where you want to go

- Now you have been accepted to college in order to study some major that can lead to a career path. What is your major? Make some predictions about what you will learn in those classes, or what kind of projects your teachers might expect you to complete. What career will this major prepare you for? Describe what you are personally seeking in a job in this career besides money. Do you have a long-term career goal? If you do, tell about it.

Where you are now

- Are you on target for your career goal? Why or why not? What specifically will you do or have you been doing to reach your goal?
- As always, remember that any essay you write in an English class may be read out loud or by other students, so don't make it too personal for you to be comfortable with that.

Things to keep in mind

- Choose the right tense for the time period you are describing. For instance, if part of your work history is already over, then use past tenses in your description. If part of your work experience is happening right now, then use present tenses.
- Use direction/signal words like “before, next, then, later” to show time sequence in your paper.
- Include enough detail so that any reader (either your teacher or another classmate) can fully understand what you are describing.

Peer Review: My Work History and Career Goals

Name of Reviewer: _____

Name of the Author of the Paper: _____

1. Check to see whether the verbs are in the right tense. Remember, if the work experience is already over, the tenses should be past tenses. If the work experience is still going on, the tenses should be present. **Circle** verbs that you think need to be put into another tense.
2. When telling a story about the past, an author has to make sure that events are told in a logical time sequence. Check to see that there are words like “before, next, then, one day” etc. **Make an arrow mark** where you think the author should include more words or expressions to show more about when in time something had happened.
3. Check to see what kinds of details have been included about this work experience. **Underline the best descriptions.** Make a note in the margin where you think more descriptive words should be added.

Answer the following questions on this sheet. If you need more space, turn the paper over to finish your answer. Remember to give the number of the question you are answering so the student writer understands you.

4. Overall, what part needs the most to be developed? Why do you think it needs to be developed?
5. Write two or three questions about anything that is unclear to you or that you want more information about in the essay.
6. Overall, what do you think is the BEST part of this essay? What do you like about it?

Please staple this PEER REVIEW to your revised draft, along with your first draft, to hand in to me. Put your revised draft on top, the first draft below that, and this sheet below the first draft. Note: You must hand in a completed PEER REVIEW sheet, or your work will be returned to you unread.

Serve Yourself: Self-Assessment – Week 3

In hospitality settings, clients are often asked to give feedback on the quality of the service they receive. In learning, self-assessment—being able to assess your own strengths and weaknesses—is essential. Good learners constantly “take stock” of where they are in their learning—reviewing their knowledge, assessing what they know and what they need to know. Use the following chart to help you assess your learning at the end of a week. Start by looking back on the week’s work.

Sentence Work:

Vocabulary, Asking Questions, Making Predictions, Paraphrasing

- Which of these skills are you especially good at?
- What skills do you want or need to develop?

Favorite Activity

- Which was your favorite activity in the week?
- What did you like about it?
- What skills did you learn from it?

Reading:

- What was your favorite part of the reading this week?
- What was most difficult about this week’s reading?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

Writing:

- What was your favorite moment in writing this week?
- What was most the most challenging moment in writing?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?

Unit 2: *Yes, Chef*

Week 4

Key Questions and Concepts

- How would you describe the atmosphere in the front of the house and the back of the house of the kinds of restaurants that Marcus has been apprenticing in?
- What role has race played in the Marcus's experiences in the hospitality industry?
- In what ways might you say the hospitality industry is not very hospitable?
- What is a dietician?
- What role do you think innovation should play in cooking at a fine restaurant?
- What is the ultimate goal of a great chef?
- What sacrifices do you think are necessary to achieve success?
- What sacrifices are you not willing to make?
- What do you think is the balance between pursuit of career and relationships?
- In what ways would you say New York City is and isn't a hospitable place?

Reading:

- *Yes, Chef*: Part II ("Chef") Chapters 11-14

Writing

- Essay 4: First Impressions of New York, New York: How Sweet, Hospitable, or Otherwise It Was!

Chapter 11: “Stocker”**BEFORE YOU GO SWISS READ****Prediction Guide**

The following statements are written as statements of *fact* (not statements of *opinion*, as in the agree/disagree activity). However, some of them are true, but some of them are false. On the line before each one, write **T** if you think it is *true*, or **F** if you think it is *false*. Discuss it with a partner.

1. _____ The entire kitchen team is called a *brigade*.

2. _____ Stocker, the *sous chef*, is the head of his brigade.

3. _____ In the kitchen hierarchy, a *line cook* is above a *commis* but below a *chef de partie*.

4. _____ Roasting meat should be done at high heat and quickly to maximize tenderness and moisture.

5. _____ *Entremetier*, *viande*, *patissier* and *garde mange* are all names of jobs in a kitchen.

After You Read: Check the chapter to review your predictions. If any of the above statements are false, rewrite them to make them true. Work with a classmate.

Chapter 11: “Stocker”

BEFORE YOU ~~GO SWISS~~ READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“He didn’t live to torture us, he lived to give the guests the best service possible” (100).</p>			
<p>“One afternoon on her seventh or eighth day, after I’d put my laundry in the dorm washer, Christina dropped her bombshell” (102).</p>			

Paraphrase one of the above sentences here:

Chapter 11: “Stocker”

BEFORE YOU GO SWISS READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“One ignorant chef who couldn’t see past the color of my skin was not going to stop me” (105).</p>			
<p>“To endure such humiliation didn’t get easier after months of working with him, but I did learn to make fewer mistakes—and every day started off with a level playing field, which is to say that everyone else who worked for Giggs had just as much of a chance as I did of being on the losing end of a shitstorm” (111).</p>			

Chapter 11: “Stocker”

AFTER YOU GO SWISS READ

Stocker, Giggs, Christina and the Negresco

Imagine you could turn chapter 11 into a movie. Apart from Marcus himself, which four people do you think play the most important roles. Rank them in order of importance, according to you—the director. Take notes in the chart below about each one.

Person	What They Do in the Chapter That Is Important to Marcus

Chapter 12: “A Short Stay in Austria (That Will Change My Life)”

BEFORE YOU...

Following Marcus (*not on Twitter, on a Map!*)

Marcus is a guy who’s “going places.” Where has he been already? Before you continue the journey with him, use this chart to plot his moves.

Country (and town)	Workplace	Position and Key Duties	Where Next?

Chapter 12: “A Short Stay in Austria (That Will Change My Life)”

BEFORE YOU...

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“As soon as I walked through the doors of Nordica, the hotel where I was supposed to work, I knew something was wrong” (114).</p>			
<p>“For a second, I considered “doing the right thing”—marrying Brigitta, this woman I hardly knew, and spending the rest of my life in Austria, not a place where many black Swedes from Ethiopia have been known to put down roots” (120).</p>			

Chapter 12: “A Short Stay in Austria”

AFTER THE MAIN COURSE

Do You Have Room for This?



1. Any idea what it's called? (It's mentioned and described in chapter 12.)
2. What are the ingredients? (Find a recipe on the web.)
3. Where can you find it in New York City? (Search for a restaurant in NYC on the web that serves this classic Austrian dessert.)

Chapter 12: “A Short Stay in Austria (That Will Change My Life)”

Double-Entry Journal

Marcus Samuelsson is on a journey. It’s **a geographical journey**, from Africa through many countries in Europe and ultimately to our very own home—New York, New York. He’s also on **a career path journey**—a journey toward the goal of becoming a professional chef. Along the way, he is **“chasing flavors.”** He’s hungry to experience new tastes and to explore ways of introducing cultures to one another through their flavors, their spices, their foods. You could also say that he’s on **a journey of identity**—finding out who he is in the world and where he belongs. In this sense, it could be said to be **a journey towards home**—to his place in the kitchen and in the world. His memoir, *Yes, Chef*, is a record of his journey. Notice that he structures it in three parts: “Boy,” “Chef,” “Man.” In this sense, it’s a journey toward adulthood and maturity.

As we have been reading this book, we have been doing a lot of pre- and post-reading language comprehension and critical-thinking activities. By doing these activities, you have been developing reading and writing skills such as **forming questions, making predictions, organizing information, assessing point of view**, among others. These activities are designed to make you a better reader and writer by giving you **the tools to dialogue with books** and other readings. Over the last few weeks, you have been developing skills that will make you more skillful and independent readers.

We are going to add **a new activity** that will play a big role for much of the rest of the book. Just as Marcus keeps a journal as he travels on his journey, you are going to keep a journal—**a “double-entry” journal**. In a double-entry journal, you choose a particular passage from the book that is **significant or compelling to you in any way**, and you respond to it. Your response can be:

1. a memory that it evokes
2. questions that it evokes
3. how the passage makes you feel (happy, angry, sad, perplexed, a combination of these feelings, or other ones...)
4. your opinion—whether you agree or disagree with the information or idea
5. a connection between the passage and something else you have read in another part of the same book
6. a connection between the passage and a different text you have read or a movie you have seen
7. a connection between the passage and your experience
8. a combination of these things
9. any other response you may have to the passage!

Chapter 12: “A Short Stay in Austria (That Will Change My Life)”

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) **that you think is significant or compelling in any way**. Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Chapter 13: “Secrets”

BEFORE YOU TELL THE TRUTH READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Marcus should return to Austria, settle down there and raise the child.

2. Marcus should tell Christina about what happened in Austria.

3. Marcus's should not tell his parents what happened in Austria.

4. Marcus should encourage Giggs to persuade Stocker to put on the menu at the Victoria, some of the multicultural dishes that Marcus is recording in his journal.

Chapter 13: “Secrets”**~~AFTER YOU REVEAL THE TRUTH READ~~****Point of View**

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **MWA** for *Marcus would agree*, or **MWD** for *Marcus would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Marcus should return to Austria, settle down there and raise the child.

2. Marcus should tell Christina about what happened in Austria.

3. Marcus's should not tell his parents what happened in Austria.

4. Marcus should encourage Giggs to persuade Stocker to put on the menu at the Victoria, some of the multicultural dishes that Marcus is recording in his journal.

Chapter 13: “Secrets”

BEFORE YOU TELL THE TRUTH READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“I was not fine, though, and every time I looked at Christina, every time she told me she loved me, I felt like a bigger jerk had never existed” (126).			
“Blood and glass were everywhere” (132).			

Paraphrase one of the above sentences here:

Chapter 13: “Secrets”

~~AFTER YOU REVEAL THE TRUTH~~ READ

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) **that you think is significant or compelling in any way**. Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Chapter 14: “New York”

BEFORE YOU GO AMERICAN READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write **A** for agree, or **D** for disagree. If you are not sure, write **NS** for not sure. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. As a cook and as a person, Marcus was made for a place like New York City!

2. With all of his experience, when he arrives, Marcus should get a position as a *chef de partie* or higher in New York.

3. Durian smells awful but tastes divine.



4. With his international experience and his culinary skills, Marcus will adapt easily to the culture of dating in New York City.

5. In the New York City restaurant world, Marcus won't face the kind of racial discrimination that he faced when looking for work in upscale restaurants in Europe.

Chapter 14: “New York”

AFTER YOU GO AMERICAN READ

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **MWA** for *Marcus would agree*, or **MWD** for *Marcus would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. As a cook and as a person, Marcus was made for a place like New York City!

2. With all of his experience, when he arrives, Marcus should get a position as a *chef de partie* or higher in New York.

3. Durian smells awful but tastes divine.



4. With his international experience and his culinary skills, Marcus will adapt easily to the culture of dating in New York City.

5. In the New York City restaurant world, Marcus won't face the kind of racial discrimination that he faced when looking for work in upscale restaurants in Europe.

Chapter 14: “New York”

AFTER YOU GO AMERICAN READ

Diversity, Music, Excitement, Creativity

New York City is an adventure for Marcus. He becomes a “full-time student of New York,” exploring the neighborhoods by rollerblade and meeting all kinds of people. Use this chart to keep track of people he works with and meets, where they meet, and what he learns from or experiences with them:

Person	Where They Meet	What He Learns or Experiences

Chapter 14: "New York"

AFTER YOU GO AMERICAN READ

Neighborhoods

What neighborhoods does Marcus like to explore and what *specific things* does he like most about them? Make a bullet point list here:



Chapter 14: “New York”

~~AFTER YOU GO AMERICAN~~ READ

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) **that you think is significant or compelling in any way**. Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Essay 4: First Impressions of New York, New York: How Sweet, Hospitable, or Otherwise It Was!

What was your experience of arriving in New York? What were your first impressions? How did you learn about the city and its neighborhoods? Did New York feel like home when you first arrived? Does it feel like home to you now?

Was your impression that New York City was a hospitable place? Who showed you around or helped you get to know it? What has been your experience of hospitality in New York City?

Frame your essay, by comparing and contrasting your first impressions and experiences in New York City with the experiences of Marcus Samuelsson when he first arrived and explored the Big Apple.

Serve Yourself: Self-Assessment – Week 4

In hospitality settings, clients are often asked to give feedback on the quality of the service they receive. In learning, self-assessment—being able to assess your own strengths and weaknesses—is essential. Good learners constantly “take stock” of where they are in their learning—reviewing their knowledge, assessing what they know and what they need to know. Use the following chart to help you assess your learning at the end of a week. Start by looking back on the week’s work.

Sentence Work:

Vocabulary, Asking Questions, Making Predictions, Paraphrasing

- Which of these skills are you especially good at?
- What skills do you want or need to develop?

Agree/Disagree and Point of View:

- Choose one agree/disagree statement from this week that is most interesting to you. What do you think about it now?
- In what ways has your own point of view changed?
- What made it easy or difficult to express your point of view?

Reading:

- What was your favorite part of the reading this week?
- What was most difficult about this week’s reading?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

Writing:

- What was your favorite moment in writing this week?
- What was most the most challenging moment in writing?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?

Unit 2: Yes, Chef

Week 5

Key Questions and Concepts

- What are the characteristics of cruise vacations?
- What role do restaurant reviews play in the hospitality industry?
- What is a “celebrity chef”?
- What opportunities and social responsibilities do you think Marcus Samuelsson has?
- Where are some prominent sources of reviews on the web and in print?
- What is Yelp (<http://www.yelp.com/nyc>)?
- What is the significance of three stars in the *Michelin Guide*? In *The New York Times*?
- What are *Gourmet* and *Bon Appetit*?
- What are the James Beard Foundation and Meals on Wheels?
- How can global ingredients in classical cuisine challenge a diner’s “comfort zone”?
- What changes did Marcus bring to the menu at Aquavit?
- What is a “signature dish”?
- What are foie gras and ganache?
- What is a tasting menu?
- Who was Martin Luther King, Jr. and what impact did he have on Marcus Samuelsson?
- What are some possible reasons for lack of minorities at the chef level in white-cloth restaurants?
- What role does passion play in the pursuit of a career?

Reading:

- Yes, Chef: Part II (“Chef”) Chapters 15-21

Writing

- Essay 5: A Restaurant Review

Chapter 15: “France”

~~BEFORE YOU GET TO FRANCE~~ READ

Prediction Guide

The following statements are written as statements of *fact* (not statements of *opinion*, as in the agree/disagree activity). However, some of them are true, but some of them are false. On the line before each one, write **T** if you think it is *true*, or **F** if you think it is *false*. Discuss it with a partner.

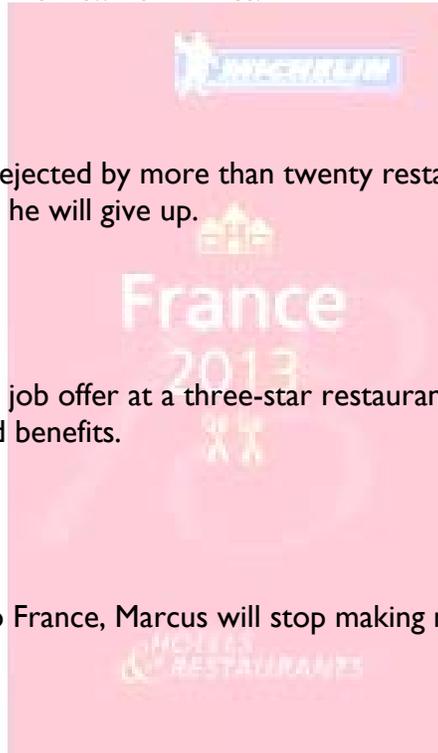
1. _____ A three-star review in the *Michelin Guide* is the more prestigious than three stars from *The New York Times*.

2. _____ Marcus will get rejected by more than twenty restaurants that he applies to in France, and he will give up.

3. _____ Marcus will get a job offer at a three-star restaurant in France, with excellent pay and benefits.

4. _____ In order to go to France, Marcus will stop making monthly child support payments.

5. _____ Tacos are crisp-fried tortilla envelopes (shells) stuffed with pork or other ingredients.



After You Read: Check the chapter to review your predictions. If any of the above statements are false, rewrite them to make them true. Work with a classmate.

Chapter 15: "France"

BEFORE YOU GET TO FRANCE READ

Picture Predictions

Where in the world is Marcus going? Where in the world isn't he going? Make some predictions...



Chapter 15: “France”

~~BEFORE YOU GET TO FRANCE READ~~

Following Marcus (*not on Tweeter, on a Map!*)

Marcus may love New York, but he still feels he needs to go to France. He finally gets an offer, but before he can afford to go, he needs to save up some money. He gets a job on a cruise ship and *chases flavors* around the world. What nationalities does he meet on the ship? What countries does he stop in? What foods and ingredients does he taste there? What is his reaction to the foods he discovers?

Nationalities or Countries	Dishes and Ingredients He Discovers	His Reaction

Chapter 15: “France” **~~AFTER YOU WORK ON A CRUISE SHIP~~ READ**

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) **that you think is significant or compelling in any way**. Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Chapter 15: "France"

~~AFTER YOU WORK ON A CRUISE SHIP~~ READ

Where Next?



Chapter 16: “The Price”

BEFORE YOU ~~SAY OUI~~ READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“I told myself that when the time was right—which, for me, meant when I’d achieved what I wanted in my career—I would make my presence known in Zoe’s life” (162).</p>			
<p>“Bocuse was the <i>ne plus ultra</i> of twentieth-century cooking, credited with transforming <i>haute cuisine</i> into <i>nouvelle cuisine</i>” (163).</p>			

Paraphrase *s'il vous plait*:

Chapter 16: “The Price”

~~BEFORE YOU SAY OUI~~ READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“So what if I had to cook for Georges Blanc’s dog?” (170).</p>			
<p>“And when his screaming wasn’t enough to fully express his rage, he punched the guy in the stomach” (163).</p>			

Paraphrase *s'il vous plait*:

Chapter 16: “The Price”

AFTER YOU SAY ~~QUI~~ READ

Double Entry Journal:

The name of this chapter is “The Price.” Marcus is referring to “the price you pay” – the sacrifices you make – in order to reach the top in the restaurant world. The passage below names the kinds of sacrifices Marcus was making. Do you think it’s worth it to pay the price to reach the top? Do you think it is true that you need to make all of these sacrifices to reach the top? Do you think Marcus has been doing the right things? What is *your response* to this passage and the role sacrifice plays in Marcus’s story, and *possibly yours*?

Passage	Response
<p><i>“Your time, your ego, your relationships, your social life, they are all sacrificed” (165)</i></p>	

Chapter 17: “Another Shot of Aquavit” **BEFORE YOU SAY AU REVOIR READ**

What’s Your Next Move?

Imagine, you are Marcus. You started out on your culinary journey in Sweden. From there you went to Switzerland, then to Austria, then back to Switzerland, and then a few months in New York City, where you were amazed by the diversity and the energy. After that, you chased flavors around the world and worked as a cook on a cruise ship, and then, finally, you have worked in a three-Michelin-star restaurant in France, at the renowned establishment Georges Blanc (albeit, as a lowly *commis*)!

How did you accomplish all of this? Well, you worked as hard as possible and you took every opportunity to learn new skills and techniques. You sacrificed your ego. You earned the respect of the chefs you worked for, and they have supported your moves with letters of reference and helping to make contacts for you.

What’s your next move? Where should you go? You’ve never been to your childhood home in Ethiopia. You’ve never met your own child in Austria? You’ve not yet worn a chef’s hat, either. And you don’t have the resources to open your own fine restaurant.

If you were Marcus, what would your next move be? What would you do, and how would you get there?

Chapter 17: “Another Shot of Aquavit”

AFTER YOU...

Chunking the Chapter

Chunk it! Break the chapter into its sections. Give each section an original title (a name for the section) and a sentence or two to describe what it’s about or what happens in it. *You decide how many sections there are in the chapter. The first section is done for you.*

Titles/pages	1- or 2-Sentence Summary of the Topic
“Three Letters”	Marcus writes three letters—two to Oprah Winfrey and Dave Letterman inquiring about going into the restaurant business together—and one to Aquavit, asking for a job there.

Chapter 17: “Another Shot of Aquavit”

AFTER YOU...

Summarizing: Who, What, Where, When, How, Why

Take notes on the key information in the chapter, organizing the information by question word: who, what, where, when, how, why.

<p>Who (the people in the chapter and important information about them)</p>	<p>What (What are the most important things that happen in the chapter?)</p>
<p>Where (locations in the chapter and important information about them)</p>	
<p>When (when it takes place and important information about time)</p>	
<p>How (the way something important happens)</p>	

Chapter 18: "Life After Death"

BEFORE YOU REVITALIZE READ

Picture Predictions

Based on the images on this page, what do you think will happen to Marcus and to Aquavit in this chapter?



Chapter 18: “Life After Death”

BEFORE YOU REVITALIZE READ

YELP!

Where should we eat tonight?

Go to this Yelp’s website: <http://www.yelp.com/nyc>

Select some restaurant possibilities. Read the reviews and narrow down your choice to three recommendations. Base your selection on the following criteria:

- Cuisine
- Quality
- Atmosphere
- Price
- Convenience

Take notes on each of your recommendations, and share your recommendations with a group of three classmate-hungry New York foodies. Try to come to a consensus about where the three of you would choose to go.

After the group decides, if the restaurant takes reservations, call and ask if you can get one. (But don’t make it!)

Chapter 18: “Life After Death”

BEFORE YOU REVITALIZE READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“I started by looking through my old food journals, remembering flavors and pairings and preparations from everywhere I’d ever worked, everywhere I’d ever been: I wanted to find ways to incorporate the efficiencies of Switzerland, the soulfulness of Austria, the reverence for ingredients I learned in France, but I wanted to do it with a Swedish accent” (186).</p>			

Chapter 18: “Life After Death”

BEFORE YOU REVITALIZE READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“We’d make salmon brushed in miso and wrapped in Thai basil, then serve it with fennel and a broth that used Kaffir lime leaves, lemongrass, galangal, and the Japanese citrus fruit called <i>yuzu</i>, and on the menu we’d call it crispy salmon with orange broth and grilled fennel” (188).</p>			

Chapter 18: “Life After Death”

AFTER YOU REVITALIZE READ

Summarizing: Who, What, Where, When, How, Why

Take notes on the key information in the chapter, organizing the information by question word: who, what, where, when, how, why.

<p>Who (the people in the chapter and important information about them)</p>	<p>What (What are the most important things that happen in the chapter?)</p>
<p>Where (locations in the chapter and important information about them)</p>	
<p>When (when it takes place and important information about time)</p>	
<p>How (the way something important happens)</p>	<p>Why (something important happens)</p>

Chapter 19: “Three Stars”**~~BEFORE YOU REACH THE TOP~~ READ****The Big *** Review**

Restaurant reviews in *The New York Times*, and in many other media outlets, comment on the quality of the food, but that’s not all. They also evaluate the setting (the design and atmosphere or *ambience*) and the quality of the service, too. All of these things are taken into consideration when evaluating the quality of the hospitality:

- **The Food:**
the menu (range and selection of the dishes)
the quality of the dishes and the cooking
the quality of the ingredients and the flavors
the prices
- **The Setting:**
the design (from the architecture to the tables and chairs)
the atmosphere (sound, light, mood)
- **The Service:**
the attitude of the waiters and any other front of the house staff
the professionalism of the front of the house

See how Ruth Reichl does it in the review that put Marcus and Aquavit on the map, so to speak. What are the highlights that it mentions in each of the above three areas? According to Ruth Reichl’s review, what are the restaurant’s greatest strengths? What weaknesses, if any, does the reviewer identify?

***NY Times* *** Review: Aquavit**

By RUTH REICHL

Published: September 29, 1995

The entrance to Aquavit is a series of descents. Steps outside lead to stairs inside. These take you through a bar and down another set of steps. After this journey downward, the soaring space of the dining room bursts upon you with almost physical force. Looking up, you find yourself in an atrium where the ceiling seems to have disappeared. Surrounded by glass and sky, Aquavit occupies a magical space filled with changing light and the gentle sound of falling water.

The restaurant has made its own perilous journey. After an auspicious beginning, the restaurant descended to a lackluster period when the decor seemed to be the main attraction. Then, things were looking up until the chef, Jan Sendel, died unexpectedly last winter, plunging the restaurant into turbulence. But that has passed: now the waterfall has been restored, the staff has been

spruced up and a new chef, Marcus Samuelsson, has taken over the kitchen. Aquavit, judging by four recent visits, is living up to its early promise.

You sense this almost immediately from the demeanor of the staff. They seem happier now, and it is not just because they are wearing those colorful Marimekko vests. Ask for help in choosing among the list's many aquavits, which are like flavored vodkas, and you get enthusiastic recommendations. Ask which bread to choose and you are likely to get them all. Inquire about the food and the reply is proud.

It should be. Mr. Samuelsson is cooking delicate and beautiful food, walking a tightrope between Swedish tradition and modern taste. Swedish food often balances salty with sweet -- think of herring -- but Mr. Samuelsson has appropriated the idea and made it his own. I found myself tasting his best dishes again and again, wondering where the sweetness came from. It was like a musical theme, fading in and out but never disappearing.

As I ate the roasted-lobster salad, I found myself chasing the flavors. First there was the taste of the seafood piqued by the sweetness of melon, tamed by the blandness of fromage blanc and sharpened with mint. It was maddeningly delicious.

Pieces of yellowfin tuna were wrapped with salmon to make a beautiful rose, then set on a bed of cucumber "noodles" slicked with sesame. Every once in a while, the taste of citrus would come shooting through the sesame like a flare.

The chilled tomato soup, at lunch, has a sweetness that is hard to define. "Is it juice?" I asked the waiter. He shook his head. "Honey?" I guessed. He shook his head again. He insisted that the sweetness came only from curry leaf and the natural sugar of the tomato, but I'm not convinced. Whatever it is, the soup, topped with plump little shrimp, is delicious.

Sometimes the sweetness comes where you most expect it, as in the lingonberry sauce served with the fine, gamy pan-roasted venison. But there is always a surprise as well; here it is in the twist of phyllo on the side filled with cinnamon-dusted apples and potatoes. The sun-dried cherries are a nice touch on the opulent lamb chops, and they are nicely balanced by the little wedge of pastry-enclosed goat cheese resting on the crossed bones of the lamb.

Occasionally, however, the sweetness is a shocker. Mr. Samuelsson has pulled no punches with his Swedish bouillabaisse, which bears very little relation to anything served in the south of France. The rich dish combines grilled oysters, salmon and snapper in a crayfish broth boldly scented with ice wine. The almost syrupy sweetness of this desert wine is straightforward, pronounced and totally unexpected with seafood. I've never tasted anything quite like this dish and many people will not like it. I did.

Not everything here is sweet. But everything is pretty. The appetizers include slices of smoked salmon perched on a fat little blini, surrounded by pinwheels of pureed goat cheese and spattered with tiny red bits of roe. At lunch, sauteed salmon is an island in a lake of brightly flavored orange broth; it is served on sweet potato pancakes set on a bed of baby chard. Dense pink slices

of tea-smoked duck breast are cushioned on a creamy risotto laced with bits of lemon and seared sweetbreads and topped by feathery fronds of fried leek.

Desserts are pretty, too. The most unusual looks like a Jackson Pollock painting on a plate. Called gingerbread, it is anything but a child's dessert: thin triangles of spice cake layered with mascarpone ice cream sit amid black drizzles of a sauce that tastes like melted licorice whips. Arctic Circle turns out to be a sort of ice cream sandwich of meringue, vanilla ice cream and cloudberry sorbet nestled against a puree of salmon-colored cloudberry. Even the cheese plate is decorative: wedges of cheese have long, crisp crackers stuck in them so they look like chess pieces. The figs and hazelnuts, even the small pot of port creme brulee, look like so many pawns in the game. Too pretty to eat? Hardly.

I have a few quibbles with Aquavit. A couple of the dishes are dull, and at night, when the room is full, the service can become perfunctory. But most times, Aquavit is a pleasure, a calm oasis where the food is as attractive as the striking space in which it is served.

Aquavit

13 West 54th Street, Manhattan, (212) 307-7311.

Ambiance: The former Rockefeller mansion has been turned into one of New York City's most beautiful and grown-up dining rooms.

Service: Always proper; some waiters are warmly solicitous while others are merely efficient.

Recommended dishes: Tuna and salmon rosette; smorgasbord plate; herring plate; roasted-lobster salad; smoked salmon on blini; chilled tomato soup; Swedish bouillabaisse; tea-smoked duck breast; cherry-crust rack of lamb; pan-roasted venison; seared beef tenderloin; sauteed salmon in orange-fennel broth; gingerbread; cheese; Arctic Circle; warm chocolate cake.

Wine list: It is tempting to try the many different aquavits, which go well with this food. But wine drinkers have a wide range of interesting options at fair prices.

Hours: Lunch, noon to 2:15 P.M. Mondays through Fridays; dinner, 5:30 to 10:30 P.M. Mondays through Saturdays; Sunday brunch, noon to 4 P.M.

Price range: Lunch: appetizers \$8 to \$13, main courses \$18 to \$23, desserts \$8; three-course prix fixe \$29; dinner: pre-theater menu \$39; three-course prix fixe \$55, five-course tasting menu \$75; Sunday brunch \$35.

Credit cards: All major cards.

Wheelchair accessibility: Many stairs.

Chapter 19: “Three Stars”

~~BEFORE YOU REACH THE TOP~~ READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Now that Aquavit has received a three star review from the *NY Times*, Marcus will be living in the lap luxury.

2. Now that Marcus is the executive chef of a three-star restaurant, he no longer needs to eat out in inexpensive ethnic places.

3. You need passion for what you do to be successful in life.

4. If you can make it in New York, you can make it anywhere.

Chapter 19: “Three Stars”

~~BEFORE YOU REACH THE TOP~~ READ

Point of View

After you read the chapter, what do you think Marcus Samuelsson would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **MWA** for *Marcus would agree*, or **MWD** for *Marcus would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Now that Aquavit has received a three star review from the *NY Times*, Marcus will be living in the lap luxury.

2. Now that Marcus is the executive chef of a three-star restaurant, he no longer needs to eat out in inexpensive ethnic places.

3. You need passion for what you do to be successful in life.

4. If you can make it in New York, you can make it anywhere.

Chapter 20: “The Funerals We Miss”

~~BEFORE YOU GET YOUR GREEN CARD READ~~

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“I couldn’t leave the States to go to his funeral without jeopardizing my immigration status” (201).</p>			
<p>“He taught me, by example, that some principles, no matter how clichéd they sound, really do mean something” (204).</p>			

Paraphrase one of the above sentences:

Chapter 20: “The Funerals We Miss” ~~BEFORE YOU GET YOUR GREEN CARD- READ~~

Marcus’s Signature Dish



Foie Gras Ganache Recipe

<http://www.marcussamuelsson.com/recipe/foie-gras-ganache>

As a special thank you, I wanted to share my recipe for the foie gras ganache I prepared on the Top Chef Masters finale.

When I was 21 years old, I apprenticed at Georges Blanc in Vonnas, about an hour outside of Lyon. The farmer would come twice weekly with a truck full of truffles and foie for us to use on our menu. The farmers in Vonnas are nothing like farmers here. They were real characters and had a French aesthetic, right down to their perfectly knotted scarves.

We then let the foie sit at room temperature before we cleaned it with the back of a spoon. We would then make it into a terrine.

When I came to America, I thought it was interesting that people seared their foie gras here then served it on toast with mango or fig. In Europe, you ate foie the way we served it at Georges Blanc, a terrine, or out of a can. My family ate it from the can. It wasn't the best but we loved it.

In New York, I wanted to make a signature foie gras dish. First I tried a foie gras pancake but that didn't quite work. Then I toyed with the idea of making a foie gras cake. Instead of regular flour, I used almond flour to make it sweet. Texture is everything so I baked it in high heat to make it firm outside and soft inside. I used less and less eggs every time until it came out perfect.

It took years to get the recipe right and even now, it can be a very temperamental recipe to produce.

For the finale, I made several batches because stakes were high and I wanted it to be perfect for the judges.

Note: You can prepare this recipe with duck or chicken liver; whichever is easier for you to source

Foie Gras Ganache Recipe

Servings: 8

Calories: 150 per serving

Prep Time: 1 hour 10 mins

Cook Time: 8 mins

Total Time: 1 hour 18 mins

Ingredients

Foie Gras Ganache

- 1/2 lb Grade A duck foie gras
- 1 cup plus 2 tbsp white port
- 2 tbsp brandy
- 2 shallots, finely chopped
- 1 tsp finely chopped fresh tarragon
- 3/4 pound (3 sticks) unsalted butter, at room temperature
- 1/2 cup almond flour
- Scant 1 tbsp garam masala
- 1/2 tsp kosher salt
- 2 large eggs
- 1 large egg yolk

Garnish

- Aged balsamic vinegar
- Fleur de sel

Directions

1. Preheat the oven to 400°F. Generously butter eight 4-ounce ramekins, dust with flour, and shake out the excess.
2. Cut 2 ounces of the foie gras into 8 equal pieces. Combine the port and brandy in a small bowl, add the pieces of foie gras, turning once or twice, and let marinate at room temperature for 20 minutes.
3. Meanwhile, combine the shallots, tarragon, and the remaining 1 cup port in a small saucepan and bring to a boil over medium-high heat. Reduce the heat slightly and boil gently for about 15 minutes, until the shallots are soft and all the liquid has cooked away. Remove from the heat and set aside.
4. Cut the remaining 6 ounces foie gras into 1/2-inch pieces. Put the butter and foie gras in the top of a double boiler or a heatproof bowl and heat over simmering water for 4 to 5 minutes, until the butter and most of the foie gras have melted. Turn off the heat and keep warm over the hot water.
5. Toast the almond flour and garam masala in a skillet over medium heat, stirring and shaking the pan frequently, for about 10 minutes, or until fragrant and golden brown. Transfer to a plate and let cool.
6. Puree the cooked shallots in a blender. Add the almond flour mixture and blend for 1 minute on high speed. Add the salt. With the blender on medium-low speed, gradually add the butter-foie gras mixture. Transfer to a bowl and whisk in the eggs and egg yolk.
7. Divide the mixture among the prepared ramekins. Drop a piece of the marinated foie gras into the center of each. Set the ramekins in a large baking pan and add enough boiling water to the pan to come two-thirds of the way up the sides of the ramekins.
8. Bake for exactly 8 minutes, until the ganache has pulled away from the sides of each ramekin, the edges are lightly browned and look firm, the center is still jiggly when shaken, and a pool of molten foie gras ganache remains in the center - the ganache may not look done at this point, but it is; do not overcook.
9. Carefully remove the ramekins from the water bath and wipe them dry. Gently invert onto plates, if desired. Drizzle a few drops of balsamic vinegar over each ganache, sprinkle with a few grains of fleur de sel, and serve immediately.

Watch Marcus prepare foie gras ganache via this link:
<http://www.youtube.com/watch?v=IRmuSzdJIQs>

Chapter 20: “The Funerals We Miss” AFTER YOU ~~GET YOUR GREEN CARD~~ READ

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) **that you think is significant or compelling in any way**. Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Chapter 21: “By the Content of My Cooking” *BEFORE YOU JUDGE READ*

I Have a Dream...

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.”

— Martin Luther King, Jr.

The title of this chapter, “By the Content of My Cooking” is in reference to the famous quotation above from Martin Luther King. Before we read the chapter, discuss these related questions:

1. What do you think Marcus means by substituting the words “the content of my cooking”? What point(s) is he trying to make?

2. Read the following passages from the chapter. What do you think they mean?
 - “So much of what drew me to New York was the chance to blend in, to not stand out for once because of the color of my skin” (209).
 - “When I first started to gain some notice in the United States, I wasn’t sure how to handle other people’s desire to categorize me as a black chef. I was uncomfortable with it, resentful of having to discuss it, and worried it would define me. I turned down invitations to events or requests for interviews that seemed geared exclusively toward black audiences. But the more I traveled around the country, the more I came to see my race as an opportunity rather than a burden” (215).

3. At the end of the chapter, Marcus poses these questions: “*Why was I so clueless about Ethiopian cuisine, when it was the country of my birth? How, in more than a decade of chasing flavors, could I have overlooked an entire continent so completely?*” (217).

Put yourself in Marcus’s shoes. What do you think the answer may be to *your* questions?

Chapter 21: “By the Content of My Cooking”

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) ***that you think is significant or compelling in any way.*** Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Yes, Chef, Part II: “Chef”

~~AFTER YOU REACH YOUR GOAL READ~~

Yes, Chef!

FOR DISCUSSION

- A.** Congratulations! You’ve finished part two of the book, the section called “Chef.” Marcus has finally done it; he has become a chef! Not just a *chef de partie*, or even a *sous chef*. He’s made it all the way to the top: Executive Chef. That’s the highest level there is! And he has achieved great respect in the process, earning a three-star review for the restaurant Aquavit. Think back on all that he has gone through to get to this point.
- What got him there?
 - What did he have to sacrifice?
 - Do you think he earned it?
 - Where do you think he is going from here?
- B.** The last section is called, “Man.” What do you think it means that the last section, the part after “Chef,” is called “Man”? Explain your ideas.

Essay 5: A Restaurant Review

Write an original review of a restaurant of your choice—a restaurant or café of any type. Your review should include well-articulated evaluation of and comments on each of the components we have studied in our discussions of Ruth Reichl's review of Aquavit and other reviews you have read.

Components of the review:

- **The Food: the quality of the hospitality in terms of the food...**
 - the menu (range and selection of the dishes)
 - the quality of the cooking
 - the quality of the ingredients, flavors and appearance
 - the value in terms of price

- **The Setting: the quality of the hospitality in terms of the setting...**
 - the design
 - the atmosphere (sound, light, mood...)

- **The Service: the quality of the hospitality in terms of service...**
 - The attitude and professionalism of the waiters and other front of the house staff

Make the quality of the hospitality of the restaurant in terms of each of the above components, a feature of your review!

Serve Yourself: Self-Assessment – Week 5

This week, you assessed the quality of a restaurant. Now, assess the quality of your review! Use the following chart to help you assess yourself as a reviewer.

How did you prepare for the review? What research did you do? Did you make a checklist or a rubric for your review? What would you do differently if you did it again?	How observant were you when you were at the restaurant? What would you do differently if you did it again?
What are the strengths of your review (in terms of the quality of your writing)?	What areas would you like to improve in?

Unit 2: *Yes, Chef*

Week 6

Key Questions and Concepts

- What are the key ingredients and staples of the Ethiopian diet?
- What are some distinctive traditions of Ethiopian hospitality?
- What impact can geo-political events and economic trends have on the hospitality industry?
- What does it take, in your opinion, to be “a man,” or a “mature adult”?
- What skills and resources are needed to open a restaurant?
- What management skills are needed to be a restaurateur?
- What are some of the challenges involved in owning and managing a restaurant?
- What is meant by a “silent investor” or a “silent partner”?
- What licenses do you need to open a restaurant?

Reading:

- *Yes, Chef*: Part III (“Man”) Chapters 22-25

Writing

- Essay 6: What Went Wrong at Merkato: Anatomy of a Business Failure

Chapter 22: “Back to Africa”**BEFORE YOU GO BACK READ****Prediction Guide**

The following statements are written as statements of *fact* (not statements of *opinion*, as in the agree/disagree activity). However, some of them are true, but some of them are false. On the line before each one, write **T** if you think it is *true*, or **F** if you think it is *false*. Discuss it with a partner.

1. _____ *Injera*, a staple of the Ethiopian diet, is a soft and round flat bread that is used as a plate. Ethiopians break off a piece of *injera*, scoop up some stew placed on it, and eat it with their hands. With *injera*, you don't need a plate or a fork or knife.

2. _____ If you are a serious coffee drinker, you won't be happy in Ethiopia.

3. _____ In Ethiopia, the host shows hospitality by placing a scoop of food in the guest's mouth, and the guest reciprocates.

4. _____ A chef such as Marcus, would never go to a competitor's restaurant.

5. _____ The attack on the World Trade Center had an impact on the hospitality industry in New York City, but not nationally.

After You Read: Check the chapter to review your predictions. If any of the above statements are false, rewrite them to make them true. Work with a classmate.

Chapter 22: “Back to Africa”

AFTER YOU GO BACK READ

Chunking the Chapter

Chunk it! Break the chapter into its topics/sections. Give each section an original title and a one or two sentences to describe what it’s about or what happens in it. *You decide how many sections there are in the chapter. The first section is done for you.*

Titles/pages	1- or 2-Sentence Summary of the Topic
“An Offer He Couldn’t Resist”	Marcus starts the chapter with a story about how he got invited to go to the land of his birth—Ethiopia.

Chapter 22: “Back to Africa”

~~AFTER YOU GO BACK READ~~

Chunking the Chapter

Chunk it! Break the chapter into its topics/sections. Give each topic an original title (a name for the topic) and a couple of sentences to describe what it’s about or what happens in it. *You decide how many sections there are in the chapter. The first section is done for you.*

Titles/pages	1- or 2-Sentence Summary of the Topic

Chapter 23: “The Man That I Am”

BEFORE YOU ~~BECOME A MAN~~ READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. To respect the feelings of his Swedish mother and to honor the memory of his Swedish father, Marcus shouldn't pursue the identity of his biological father in Ethiopia.

2. If Marcus meets his biological father, he should ask him why he didn't raise Marcus and Marcus's sister, Linda, after their mother died.

3. If you visit someone's home in Ethiopia and they offer to roast, grind and brew coffee for you, but if you don't like coffee, you should tell them not to bother.

4. Marcus should offer to provide the money to move his Ethiopian father and his family to a comfortable house in Addis Ababa, with electricity and running water.

5. It's none of Marcus's business whether his Ethiopian father allows his daughters to go to school or not.

Chapter 23: “The Man That I Am”

AFTER YOU ~~BECOME A MAN~~ READ

Point of View

On the line after each statement, write **MWA** for *Marcus would agree*, or **MWD** for *Marcus would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. To respect the feelings of his Swedish mother and to honor the memory of his Swedish father, Marcus shouldn't pursue the identity of his biological father in Ethiopia.

2. If Marcus meets his biological father, he should ask him why he didn't raise Marcus and Marcus's sister, Linda, after their mother died.

3. If you visit someone's home in Ethiopia and they offer to roast, grind and brew coffee for you, but if you don't like coffee, you should tell them not to bother.

4. Marcus should offer to provide the money to move his Ethiopian father and his family to a comfortable house in Addis Ababa, with electricity and running water.

5. It's none of Marcus's business whether his Ethiopian father allows his daughters to go to school or not.

Chapter 23: “The Man That I Am”

BEFORE YOU ~~BECOME A MAN~~ READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“I lived most of my adult life avoiding real relationships, telling myself that they would get in the way of my cooking, or that my mother and my sisters in Sweden needed me to be the man in the family, or that I didn’t have time for commitments” (239).</p>			
<p>“I not only needed to cover their living expenses at the boarding school in Addis, I had to compensate my father for the loss of income that their labor represented” (249).</p>			

Chapter 23: “The Man That I Am”

AFTER YOU...

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) that **you think is significant or compelling in any way**. Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Chapter 23: “The Man That I Am” *AFTER YOU BECOME A MAN READ*

What’s for dinner?

- What is this Ethiopian dish and how do you eat it?



- In Ethiopia, how do you show hospitality when an honored guest comes to your home?

Chapter 23: “The Man That I Am”

AFTER YOU BECOME A MAN READ

“Each One, Teach One”

“I understand why so many people have given up on Africa—no one wants to say we are leaving a continent of people behind to tough it out in a hundreds-of-years-old war of survival, but we are, and the reason is because the level of change it would take to make a difference, to heal past wounds and chart a new path is mammoth, gargantuan, almost unimaginable. But one of the things I have learned during the time I have spent in the United States is an old African American saying: Each one, teach one. I want to believe that I am here to teach one and, more, that there is one here who is meant to teach me, and if we each one teach one, we will make a difference” (248).

What do you think Marcus means by all of this? Talk about it with a partner and paraphrase what he means:

All for Africa: www.allforafrica.org/

What is All for Africa? What does this organization do? In the lab, check out their website and find out.

Also, check out this interview with Marcus:

http://www.youtube.com/watch?v=bIX_Uu90Yto

In what way is Marcus practicing what he preaches?

Chapter 24: “Making It Right”

~~BEFORE YOU DO THE RIGHT THING READ~~

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“The sad fact is, for the first fourteen years of Zoe’s life, I never went to Austria, never sent a postcard or a gift, never picked up the phone and had a conversation with her, never made the slightest effort” (253).</p>			
<p>“It was good that we had a night to remember, because the next morning, the moment I’d been dreading—and which I knew was inevitable—arrived” (259).</p>			

Chapter 24: “Making It Right”

AFTER YOU...

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) **that you think is significant or compelling in any way**. Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Chapter 25: “Merkato”

~~BEFORE YOU OPEN A RESTAURANT READ~~

So You Want to Open a Restaurant!

You are Marcus Samuelsson... You have mastered the kitchens of Europe and New York. You have chased flavors around the world, and discovered cooking secrets of Asia, Latin America, and Africa, too. You realize that there isn't a first-class African restaurant in the city. You are anxious to put Africa on the map of fine dining in New York City, and decide to open such a restaurant.

Where's what you need:

- investors
- a location
- a design
- a menu
- a back of the house staff
- a front of the house staff
- liquor license
- a PR team
- reviews
- other

Task: Working with a partner, do the following:

1. Rank these in order of importance to the success of your vision. (Use numbers to rank them.)
2. What challenges do you think you may face with each of the above elements? Be specific!

Use the chart on the next page to take notes.

Chapter 25: “Merkato”

BEFORE YOU OPEN A RESTAURANT READ

So You Want to Open a Restaurant!

NEED	PRIORITY	CHALLENGE
Investors		
Location		
Design		
Contractors		
Menu		
Back of the house staff		
Front of the house staff		
Liquor license		
PR team		
Reviews		
Other		

Chapter 25: “Merkato”

AFTER YOU OPEN A RESTAURANT READ

Trouble Piling Up

“While we struggled with getting the menu right, trouble started piling up with my investors. I wanted to cut back on reservations, to slow down the pace so we could tighten up the front and back of the house. Our waiters needed time to develop expertise about the food so they could present it effectively, and our kitchen needed time to fall into a steadier rhythm. When you’re slammed every night, you can’t do either, but my investors had a big nut to cover, and they didn’t want to turn anyone away. We were packed every night from six to midnight and waiters were ordered to turn over tables quickly to accommodate the crowds, which meant the service was never where it needed to be” (268).

Imagine a meeting of Marcus and Ramses, one of his silent partners, discussing the challenges that Merkato faces. What would they say to one another? Write a dialogue. In the dialogue, you can refer to some of the issues facing the staff of the restaurant:

Back of the House:

- Executive Chef Marcus Samuelsson
- Sous Chef
- Chef de Partie and Line Cooks
- Commis
- Dishwashers

Front of the House:

- Maitre d’
- Receptionist
- Waiters
- Bus boys

Chapter 25: “Merkato”

~~AFTER YOU CLOSE A RESTAURANT READ~~

Cause and Effect & Contrast

A. Cause and Effect: Use the following expressions to explain problems that Merkato experienced and why it failed:

- because
- as a result
- therefore
- consequently

B. Contrast: Use the following contrast words to express contrast between the interests of Marcus’s “silent” partners and Marcus:

- but
- however
- despite the fact that
- even though

Essay 6: What Went Wrong at Merkato: Anatomy of a Hospitality Business Failure

Imagine you are Marcus. You have analyzed what you did right and what went wrong at Merkato.

Write an essay, in the form of a letter, to hospitality students at CUNY, giving them advice about what is involved in opening a restaurant. Speak from your own experience with Merkato. You want to encourage the students, but above all, you want them to be realistic, to help them to avoid mistakes you made.

Unit 2: *Yes, Chef*

Week 7

Key Questions and Concepts

- What does it mean to have to “buy back the rights to your name”?
- What is “Top Chef Masters”?
- What is the importance of Harlem in New York City history?
- What are some of Harlem’s famous attractions?
- In what way is food a common language for chefs?
- What is a “state dinner” at the White House?
- How do you handle stress in high-stakes situations?
- What is meant by a “waste-nothing” mentality?
- What role do farmers’ markets play in the New York City diet?
- Can food change the world?
- What does it mean “to feel at home” somewhere?
- What are the connections between feeling at home and hospitality?

Reading:

- *Yes, Chef*: Part III (“Man”) Chapters 26-29

Writing

- Essay 7: Resume and Cover Letter

Chapter 26: “For Better and Forever” *BEFORE YOU GET MARRIED READ*

Guess Who’s Getting Married!

If you guess correctly, you win round-trip tickets for two to the wedding. You can redeem your ticket in the computer lab. Here’s the link:

<http://vimeo.com/5789066>



The terms of agreement:

1. You must identify the orange drink in the video.
2. You must name two villages that you visit.
3. You must name five people that you recognize in the video.
4. You must repeat the advice Marcus gives his step sister.
5. You must read chapter twenty six, choose a sentence that is **significant or compelling to you in any way** and write your response to it.

Chapter 26: “For Better and Forever”

AFTER YOU...

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) ***that you think is significant or compelling in any way.*** Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Chapter 27: "The Break-Up"

BEFORE YOU BREAK-UP READ

Picture Guide

The things pictured below all make an appearance in chapter 27. Try to match the picture on this page with the list on the next page. Use the web to help out. Then see what you learn from the chapter:



Chapter 27: “The Break-Up”

BEFORE YOU ~~BREAK UP~~ READ

Picture Guide

The items in the list below all make an appearance in chapter 27. Try to match each item on the list below with its corresponding image with on the previous page. Use the web to help out. Then see what you learn from the chapter:

- A storied (famous) rock and roll club and punk band
- A painting by a Haitian-American New York artist who died at age 28
- A “family restaurant” chain
- A row of beautiful townhouses in the neighborhood where Marcus lives
- A sumptuous room in the private library, now a museum, of one of the most powerful and wealthiest men at the turn of the 20th century
- A magnificent train station in NYC that was demolished to make way for a sports arena
- The façade of an art museum on 125th Street

Chapter 27: “The Break-Up”

BEFORE YOU ~~BREAK UP~~ READ

“Our Names Are Our Stories”

Below are three quotations from Marcus Samuelsson from chapter 27. Read the quotations and discuss them in small groups:

Quotation 1:

“So, if I wanted to leave Aquavit, or do any work outside of the partnership associated with my name, he would be entitled to a percentage of the money” (278).

Discuss: What do you think Marcus is talking about? What situation do you think he is in, and what do you think he will do?

Quotation 2:

“In the end, I emptied my bank account to Hakan and I bought back the rights to “Marcus Samuelsson” because it’s the name that people know and it’s a name people remember” (279).

Discuss: What do you think it means to “buy back the rights” to a name?

Quotation 2:

“But what I know now that I didn’t know then is that our names are our stories. We sew our experiences together to make a life and our names are both the needle and the thread” (279).

Discuss: What do you think he means by saying “our names are our stories”? In what way might your name be your story?

Chapter 27: “The Break-Up”

AFTER YOU BREAK UP READ

“I Wanted Something More”

After Marcus describes the break-up of his close business and personal relationship with Hakan, he discusses his relationship to New York City, and to Harlem in particular. It’s as if he were moving from another adopted family (Hakan’s “family” in midtown) to a new destination in Harlem, the site of his dreamed of restaurant, Red Rooster.

Toward the end of the chapter, he reflects on his life and on the influence of the father who raised him:

“When I decided to become a chef, my motivations were simple. I looked at my father, Lennar, and I wanted to be as good a man as he was. He provided his family with a comfortable home, he supported us all emotionally, and as a geologist he found a career that tapped into the deep passion he had for the land. If I was afraid of anything, it was of turning out to be less than that. I saw in my friends and my earliest coworkers the paths my life could take. I could be like the pizza guy at La Toscana, back in Gburg, a laborer who made a decent wage and went home on the bus every night to his apartment in the projects. I wanted something more” (284).

A. Two big questions about Marcus:

- What do you think about Marcus’s life and the choices he’s made?
- What is it that you think Marcus really wants?

B. Two big questions about you:

- What do you want to do with your own life?
- What have you learned from Marcus’s experience?

Chapter 28: “Back in the Game”

BEFORE YOU COMPETE READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“It was the kind of call chefs dream of receiving, and in many ways it was far more important to me than anything that was happening on TV” (287).</p>			
<p>“In another arena, on TV, I was getting my butt kicked in the challenges by Bravo’s handpicked group of top chefs” (288).</p>			

Chapter 28: “Back in the Game”

BEFORE YOU COMPETE READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“I couldn’t walk down a street in New York without seeing my face on a bus or a billboard” (293).</p>			
<p>“I had to focus and be wholly in the moment” (294).</p>			
<p>“I want to change the gender dynamics in professional kitchens, too” (295).</p>			

Chapter 28: “Back in the Game”

AFTER YOU COMPETE READ

Summarizing: Who, What, Where, When, How, Why

Take notes on the key information in the chapter, organizing the information by question word: who, what, where, when, how, why.

<p>Who (the people in the chapter and important information about them)</p>	<p>What (What are the most important things that happen in the chapter?)</p>
<p>Where (locations in the chapter and important information about them)</p>	
<p>When (when it takes place and important information about time)</p>	
<p>How (the way something important happens)</p>	<p>Why (something important happens)</p>

Chapter 28: “Back in the Game”

AFTER YOU COMPETE READ

“Top Chef Masters” and the Connections that Food Makes

In the lab, watch this short video:

<http://www.loop21.com/culture/marcus-samuelsson-red-rooster-harlem-top-chef-masters>

In this one and a half minute video clip, Marcus talks about:

- Watching himself and the other chefs on “Top Chef Masters” and the power of narrative storytelling; and
- The role food plays and the connections that food makes in his life.

After you watch the clip, answer these questions:

1. Why was Marcus excited to watch the show *even though if he knew the outcome?*
2. What role does food play in Marcus’s life and what three connections does food make for him?

Chapter 29: “Red Rooster”

BEFORE YOU ~~CROW~~ READ

The Final Chapter

You’ve made it. You have arrived at the final chapter of the book. It’s not the final chapter of Marcus’s life. (He’s only in his early forties.) However, it’s the final chapter of his memoir of his journey from childhood, to becoming a chef, to becoming a man!

“When I thought about how much time had passed since I worked at those restaurants, how far I had traveled, it was as if I’d laced up my sneakers when I was fifteen and hadn’t stopped running for twenty-five years” (304).

Marcus has run a long way indeed! Close your eyes for a moment and picture in your mind’s eye some of the scenes from his life, the places he’s been and the people he has been with. What stands out? What scenes from his life have left the biggest impression on you?

Now, what do you think is coming next? What do you think he will talk about in the final chapter of the book? What specific topics do you think he will focus on or mention?

Discuss it in a small group and make a list of *at least* three topics that you think he is going to write about in the final chapter. Then read the chapter and find out how close your predictions were to the truth.

Topics:

- 1.
- 2.
- 3.



Chapter 29: “Red Rooster”

AFTER YOU ~~CROW~~ READ

Chunking the Chapter

Titles/pages	1- or 2-Sentence Summary of the Topic

Chapter 29: “Red Rooster”

AFTER YOU ~~CROW~~ READ

Chunking the Chapter

Titles/pages	I- or 2-sentence summary of the topic

Chapter 29: “Red Rooster”

AFTER YOU CROW READ

Double Entry Journal

Choose any passage (a sentence or a few sentences from the chapter) **that you think is significant or compelling in any way**. Write the passage in the column on the left. In the space on the right, write your response to it. Don't worry about spelling or grammar. Write your thoughts freely. Write as much as you can. Afterwards, reread your response and look at the list on the previous page. What kind of response did you make?

Passage	Response

Essay 7: Resume and Cover Letter

Choice:

- A.** You are Marcus Samuelsson. You would like to inspire a new generation of immigrants to enter the hospitality industry and to be as successful as you have been. You can think of no better place than CUNY, with all its diversity, to get people on the right track. You are not interested in giving up your businesses, but you would like to apply for a position teaching in a hospitality program at CUNY. Write a resume of your experience and a cover letter, stating your goals and what you have to offer in support of your application.

or

- B.** You are a CUNY immigrant student. You have read Marcus Samuelsson's memoir and have learned a great deal about his tireless efforts to make it at the highest level of accomplishment in the restaurant world. Now, as an immigrant New Yorker with a great appreciation for the significance of hospitality in the world, you would like to join his hospitality team at Marcus Samuelsson Group (<http://samuelssongroup.com/home/about>). What do you think you have to offer him? It can be in any department of the business: in the front or the back of the house of one of his restaurants, or as an accountant, or a graphic designer, a videographer, *anything that you have the skills and passion for doing*. What skills, experiences and passion do you have that you think may be relevant to him and his company? Write your own resume and a cover letter in support of your application.

Unit 3: *Enlightened Hospitality*

Week 8

Key Questions and Concepts

- Who is Danny Meyer and what is the Union Square Hospitality Group?
- What does Danny Meyer mean by “the power of hospitality” and “enlightened hospitality”?
- What is a “role model” and who are some of your most influential role models?
- What distinction does Danny Meyer make between “service” and “hospitality”?
- What roles do information and observation play in improving hospitality?
- What role does hospitality play in education, in health care and in other work and institutional settings outside of the hospitality industry?
- What reading and writing skills are incorporated in the CAT-W essay?
- What is a career map and how do you make one?

Reading:

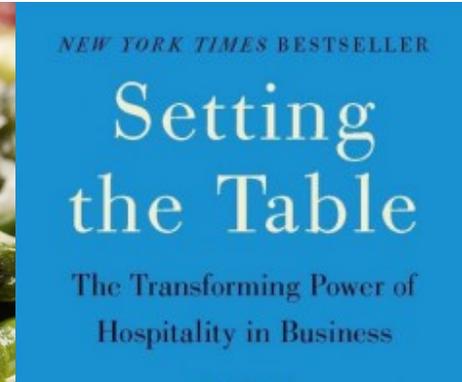
- *Setting the Table:*
 - Introduction
 - Chapter 1 (full chapter, 5-30)
 - Chapter 3 (selection, 55-top 71)
 - Chapter 4 (selection, top 81-top 85)

Writing

- Essay: CAT-W Essay on Hospitality Theme

BEFORE YOU EAT READ
Setting the Table

Who Is Danny Meyer?



BEFORE YOU ~~EAT~~ READ
Setting the Table



Who Is Danny Meyer?

- A.** Danny Meyer is one of the guys on the previous page. Which person do you think may be Danny? What do you see that makes you say that?
- B.** What do you think Danny may be famous for? What do you see that makes you say that?
- C.** What do you think may be special about his business? What do you see that makes you say that?
- D.** Write three questions that you have about anything that you see in the pictures on the previous page:
- 1.
 - 2.
 - 3.
- E.** Based on the pictures, make two predictions about Danny Meyer and his businesses.
- 1.
 - 2.

BEFORE YOU ~~EAT~~ READ
Setting the Table, Chapter I



Who is Danny Meyer?

Danny Meyer is well-known as a successful entrepreneur in the hospitality industry. He is the author of, *Setting the Table*, which was on the *New York Times* bestseller list for many weeks. Its subtitle is *The Transforming Power of Hospitality in Business*. As you read the book, you will learn about Meyer's business practices and principles, and what makes him and his restaurants different from others in important ways.

Before you start the book, visit the website of his company: <http://www.ushgny.com/>. The pictures on the other side of the page come from the website. Find the information you need to do the following:

1. Find Danny.
2. Find the restaurants and entertainment establishments that USHG owns. Choose two that you might be interested in trying. Write their names down and what interests you about each one of the two that you choose.
3. Find the definition of "enlightened hospitality" on the website. Write what you think it means *in your own words*.

Setting the Table, Introduction, pages 1-3

BEFORE YOU READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Hospitality is one of the most important values of every culture. _____

2. Hospitality is important to the restaurant and hotel industry, but it is not so important to other businesses or services such as health care and education. _____

3. The way a restaurant makes you feel is more important than the quality of the food that the restaurant serves. _____

4. The manager of a restaurant needs to show hospitality to his/her customers, but not to his/her employees. _____

5. Your first experience with hospitality comes the moment you are born. _____

Setting the Table, Introduction, pages 1-3**AFTER YOU READ****Point of View**

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Hospitality is one of the most important values of every culture. _____

2. Hospitality is important to the restaurant and hotel industry, but it is not so important to other industries such as health care and education. _____

3. The way a restaurant makes you feel is more important than the quality of the food that the restaurant serves. _____

4. The manager of a restaurant needs to show hospitality to his/her customers, but not to his/her employees. _____

5. Your first experience with hospitality comes the moment you are born. _____

Setting the Table, Introduction, pages 1-3

AFTER YOU READ

The Power of Hospitality and “Enlightened Hospitality”

On page two of the book *Setting the Table*, Danny Meyer mentions “the power of hospitality.” He also mentions, for the first time, his concept of “enlightened hospitality.” He writes:

“My appreciation of **the power of hospitality** and my desire to harness it have been the greatest contributors to whatever success my restaurants and businesses have had. I’ve learned how crucially important it is to put hospitality to work, first for the people who work for me and subsequently for all the other people and stakeholders who are in any way affected by our business—in descending order, our guests, community, suppliers, and investors. I call this way of setting priorities, “**enlightened hospitality**.” It stands some more traditional business approaches on their head, but it’s the foundation of every business decision and every success we’ve had.” (page 2)

1. What do you think Danny Meyer means in the passage above? What **power** does **hospitality** have? (Think of how showing hospitality can help a person perform his/her work more effectively in any business or organization—a restaurant, a hotel, a medical office, a clothing store, a school...)
2. What do you think he means by “**enlightened hospitality**”? (Who comes first in his mind, his employees or his customers, or others?)
3. On the chart below, give two specific examples from your own experience (or the experience of someone you know) of **the power of hospitality**.

The Power of Hospitality	
Example #1	Example #2

Setting the Table, Introduction, pages 1-3**AFTER YOU READ****Danny Meyer's Restaurants and Restaurant Jobs**

Over the course of the past twenty-one years I've opened and operated five white-table cloth restaurants; an urban barbecue joint; a feel-good jazz club; a neo-roadside stand selling frozen custard, burgers, and hot dogs; three modern museum cafes; and an off-premises, restaurant-quality catering company. (Setting the Table, Introduction, page 1)

1. What types of restaurants and entertainment businesses does Danny Meyer mention in this sentence? Write them down here:
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

2. **In the computer lab**, go online to Danny Meyer's company's website: <http://www.ushgny.com/>. Write the name of a restaurant that matches each type listed in number 1.

3. Have you ever been to any of these restaurants? If yes, what was your experience like?

4. Based on what you read on the website, which Danny Meyer restaurant would you choose...
 - a. for a business lunch? Why?
 - b. to propose to get married
 - c. on a first date
 - d. with a good friend of yours

5. Which restaurant might you like to work in?

6. What are the jobs in his restaurants?

7. What job would you like to have there? Why?

Setting the Table: Chapter I, pages 5-30

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“My three most important male role models were businessmen with profoundly different business philosophies, personalities and styles” (9).</p>			
<p>“I adored Grandpa Irving, and I was awed by his otherworldly business success” (10).</p>			

Paraphrase one of these two sentences here:

Setting the Table: Chapter 1, page 11**BEFORE YOU READ****For Discussion: The Business Philosophy of Hospitality**

“Hospitality is the foundation of my business philosophy. Virtually nothing else is as important as how one is made to feel in any business transaction. Hospitality exists when you believe the other person is on your side. The converse is just as true. Hospitality is present when something happens *for* you. It is absent when something happens *to* you. Those two simple prepositions—*for* and *to*—express it all.” (page 11)

- A.** Discuss the following questions with a partner or small group:
1. What does he mean by a “business transaction”? Give an example. Then give an example of how hospitality can play a part in a business transaction. (You can choose any type of business.)
 2. What does it mean when you say a person is “on your side”?
 3. What is another word for “converse”?
- B.** The prepositions “for” and “to”
1. Think of an example of when something happens *for* you. Describe your example to a classmate.
 2. Think of an example of when something happens *to* you. Describe what you see to a classmate.
 3. Which do you prefer, when something happens *for* you or *to* you? Why?
- C.** What role do you think hospitality plays in educational institutions, in health care institutions and other institutional or business settings outside of the hospitality industry? Give specific examples.
- D.** Imagine you are an entrepreneur starting your own business. What type of business would you open? What would be your business philosophy? What role would hospitality play in your business? What would be your own business philosophy?

Setting the Table: Chapter I, pages 5-30

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“He loved the excitement and risk of the racetrack and gave me a taste for it, even when I was too young to place bets legally” (12).</p>			
<p>“I never fully understood how or why, but sometime in the late 1960s, when I was still a young boy, Open Road Tours went bankrupt” (13).</p>			

Paraphrase one of these two sentences here:

Setting the Table: Chapter I, pages 5-30

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“Understandably, my mother was lonely and upset during his absences” (17).</p>			
<p>“I loved earning tips, and this was an easy and enjoyable way to earn extra cash, not just from the <i>trattoria</i> owners but also from my grateful tourists, who rewarded me handsomely for making their visit special, and for just being nice (24).</p>			

Setting the Table: Chapter I, pages 5-30

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“The next morning, completely relaxed, I took the LSAT, and then I never bothered to apply to a single law school” (30).</p>			

Paraphrase the sentence here:

Setting the Table: Chapter I**AFTER YOU READ****Danny, Meet Marcus; Marcus, Meet Danny!**

In *Yes, Chef*, Marcus Samuelsson describes the intensity of the work and, in some cases, the brutality that he has experienced in kitchens. He paints a picture of extremely stressful environment, quite different from the hospitality that takes place in the front of the house. Here are a couple of quotations from Marcus Samuelsson's memoir:

“Everywhere I worked from Belle Avenue to Victoria Jungfrau to Georges Blanc to the cruise ships to Aquavit, they worked me too hard. And I was glad for it. It's what I signed up for. I manage to look young and strong in photos. But my back, the premature arthritis in my hands, the way my teeth are literally falling out—they tell the story of a lifetime of service. A chef's life is one of service, even in the age of *Top Chef* and Food Network stars” (*Yes, Chef*; Samuelsson, p. 292).

“...I got caught in the walk-in refrigerator with a chef who decided to go off on his Japanese *commis*. The chef was a few years younger than the *commis*, and the *commis*, like most of the Japanese who came to work for Blanc, was an excellent worker, meticulous and fast. The chef was just a cocky guy showing that he was boss. He had not only called him a fucking idiot and an amateur, he had upended the *commis's mise en place*, creative a holy mess inside the refrigerator. And when his screaming wasn't enough to fully express his rage, he punched the guy in the stomach. Right in front of me... This was the dark side of the French tradition. All of the chefs had come up through that same brutal system, where only the upper echelons had any sense of job security. Even the *chefs de partie* didn't know if they were going to get punched or fired the next day. Besides, if you put a lot of guys in one room, they are going to fight. Ask any of the top chefs and they will tell you that they've all seen violence in the kitchen. It's not what I do; it is not how I treat people, but there's no denying that this is the way it was. By the end of the nineties, this nonsense started to disappear because cooking became so competitive. Good cooks are hard to come by: They have plenty of options now, and if you treat someone that way, they'll leave. It is, thank God, a different time” (*Yes, Chef*; Samuelsson, 171-172).

What Would Danny Say?: What do you think Danny Meyer would say in response to the working environment what Marcus Samuelsson describes? Imagine a dialogue between Danny and Marcus on the topic of hospitality and enlightened hospitality... Share your ideas with a classmate and together write a dialogue between the two restaurateurs.

Setting the Table: Chapter I

AFTER YOU READ

Career Connections

Danny Meyer has an interesting perspective on what it means to work in a restaurant or any other part of the hospitality field. Consider his point of view in this passage:

“I believe that anyone who is qualified for a job in our company is also qualified for many other jobs at the same pay scale. It’s up to us to provide solid reasons for our employees to want to work for us, over and beyond their compensation” (Meyer 26).

Keeping this in mind, think about what’s important for you when you choose a career and a job. If you had enough money to live on, would you do the same work for free, as a volunteer? If not, what would you do? What’s important to you when you look for work? Do you look for a certain atmosphere (attitude) or certain types of people? What kind of setting do you like: indoor or outdoor? Rushed or relaxed? Why?

Write a paragraph in the space below to describe your own preferences for work and your reaction to Meyer’s idea quoted above.

Career-Mapping

Use the career-mapping activities that start on page 308 of the curriculum to research a career in a field of your interest.

Setting the Table

AFTER YOU READ

Double-Entry Journal

Reading is a kind of dialogue—a silent conversation between you and the author of the book (or other text) that you are reading. It's silent because you do it in your head. You ask questions about the information and ideas on the page, you agree or disagree with it, you challenge it in your mind, you compare and contrast it with other things you have read or have experienced.

A double-entry journal is a way to record a part of this inner dialogue. In a double-entry journal, **you choose a particular passage from a text that is compelling or significant to you in any way**, and you respond to it. Your response can be:

1. a memory that it evokes
2. questions that it evokes
3. how the passage makes you feel
4. your opinion—whether you agree or disagree with the information or idea
5. a connection between the passage and something else you have read in another part of the same book
6. a connection between the passage and a different text you have read or a movie you have seen
7. a connection between the passage and your experience
8. a combination of these things
9. any other response you may have to the passage!

On the next page is a double-entry journal chart. It contains a pre-selected passage from the book. In the space on the right next to the passage, write your own response to the passage. You can write whatever anything! Don't worry about grammar or spelling. This is an opportunity for you to record your ideas as freely as possible.

When you finish writing your response to the passage, review the above list of types of responses. Then answer this question: What kind(s) of response did you make in your double-entry journal response?

Setting the Table: Chapter I, pages 5-30

AFTER YOU READ

Double-entry Journal

Write your response to the passage on the left. Write as much as you can about it. Write whatever comes to your mind.

Passage & Page #	Response
<p>“My writing improved because my mother insisted that I keep a diary of our trip. At the time, I hated doing this. But the diary turned out to be one of the greatest gifts she ever gave me. I wasn’t writing about the museums and churches we’d seen. Instead I chose to write about food” (7).</p>	

When you are finished writing, reread what you wrote. Then look at the list of the types of responses on the previous page. Answer this question: What kinds of responses did you make?

Setting the Table: Chapter 1, pages 5-30

AFTER YOU READ

Double-entry Journal

Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

Setting the Table: Chapter I, pages 5-30**AFTER YOU READ****Early Influences**

In the introduction to *Setting the Table*, Meyer explains “I was born to go into business for myself – and I was destined to find a business that would allow me to share with others my enthusiasm for things I find pleasurable.”

Danny Meyer was lucky enough to have a family that gave him all kinds of experiences and exposed him to food, travel and the ups and downs of business. All of his early experiences and family members influenced him in various ways.

Here is a list of some of the people and experiences that influenced Danny Meyer:

- Early travels in Europe and the U.S.
- Growing up in St. Louis, Missouri
- His mother
- His father
- Grandpa Irving
- Music
- Summer camp
- Job in Rome after his second year in college (p23)
- Semester abroad in Rome during his third year in college (p24)
- Job for the company Checkpoint in New York
- Experiences living in NYC while working for Checkpoint

After you read, choose from the above list three of what you think are the most important influences on Danny Meyer. Use the chart on the next page to take notes on each of these influences. In the left column, write the person or the experience. In the right column, take notes on how the person or experience influenced him.

Setting the Table: Chapter I, pages 5-30

AFTER YOU READ

Early Influences

Person or Experience that Influenced Meyer	How the Person or Experience Influenced Daniel Meyer
Example:	

Setting the Table: Chapter 3, pages 55 to 71 (top)

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“Though the restaurateur in me was obsessed with hospitality, the entrepreneur in me was becoming addicted to volume” (55).</p>			
<p>“On the first night that we served actual paying guests, two parties left because their food never arrived” (56).</p>			

Paraphrase one of these two sentences here:

Setting the Table: Chapter 3, pages 55 to 71 (top)

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“If it had been two inches to the right it could well have killed her, and would surely have put me out of business for good” (59).</p>			
<p>“As we neared the front door, he threw a nasty punch that hit me squarely in the jaw” (60).</p>			

Paraphrase one of these two sentences here:

Setting the Table: Chapter 3, pages 55 to 71 (top)

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“My pants were wet and very cold” (69).</p>			
<p>“On the night of January 23, 1986, Ali Barker and I camped out at <i>The New York Times</i> building on West Forty-third Street” (69).</p>			

Paraphrase one of these two sentences here:

Setting the Table: Chapter 3, page 65**BEFORE YOU READ****Hospitality and Service: A Fine Distinction**

Many people think *hospitality* and *service* are synonyms—words with the same meaning. Danny Meyer makes a distinction between them. He writes:

“Understanding the distinction between service and hospitality has been at the foundation of our success. Service is the technical delivery of a product. Hospitality is how the delivery of that product makes its recipient *feel*. Service is a monologue—we decide how we want to do things and set out own standards for service. Hospitality, on the other hand, is a dialogue. To be on a guest’s side requires listening to that person with every sense, and following up with a thoughtful, gracious, appropriate response. It takes both great service and great hospitality to rise to the top” (65).

A. Discuss the following questions with a partner or small group.

1. What do you think he means by “the technical delivery of a product”?
2. What does Meyer italicize the word “feel”?
3. What is the meaning of “monologue”? Why do you think Meyer says service is a monologue?
4. What is the meaning of “dialogue”? Why do you think Meyer says hospitality is a dialogue?
5. What application do you think this distinction between “service” and “hospitality” may have to educational, health care or other business or institutional settings?

B. Service versus Hospitality: in “your mind’s eye”

1. Picture in your mind’s eye an example what he means by service. What do you see in your mind’s eye?
2. Picture in your mind’s eye an example of what he means by hospitality. What do you see in your mind’s eye?

C. While You Read...

When you read, find and take notes on two examples Meyer gives of the distinction between service and hospitality.

Setting the Table: Chapter 3, pages 55 to 71

AFTER YOU READ

Double-entry Journal

Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

Setting the Table: Chapter 4, pages 81 (top) to 85 (top) BEFORE YOU READ

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **IT** for *It Depends*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Knowledge is power. _____

2. Observation skills are essential to hospitality. _____

3. If you are a waiter, you should pay close attention to everything the people at your table say and do. _____

Setting the Table: Chapter 4, pages 81 (top) to 85 (top)

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“A moment later, as they got up to leave, the man handed me a \$100 bill” (83).</p>			

Paraphrase the sentence here:

Setting the Table: Chapter 4, page 81**AFTER YOU READ****Summarizing**

A. Read the following passage:**Collecting and Connecting the Dots**

Dots are information. The more information you collect, the more frequently you can make meaningful connections that can make other people feel good and give you an edge in business. Using whatever information I've collected to gather guests together in spirit of shared experience is what I call connecting the dots. If I don't turn over the rocks, I won't see the dots. If I don't collect the dots, I can't connect the dots. If I don't know that someone works, say, for a magazine whose managing editor I happen to know, I've lost a chance to make a meaningful connection that could enhance our relationship with the guest and the guest's relationship with us. The information is there. You just have to choose to look. (page 81)

B. Answer these questions:

1. What is the topic of this passage?
2. What is the main idea?

C. Summarizing

When you summarize something, you give the topic and the main idea.

1. Write a three-sentence summary of this paragraph.

2. Write a one-sentence summary of it.

Setting the Table: Chapter 4, pages 81 (top) to 85 (top) AFTER YOU READ

Double-entry Journal

Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

Essay: CAT-W Practice on Hospitality Theme

Using the CAT-W practice set that begins on page 299 of the curriculum, practice the skills involved in writing a CAT-W essay. Then write an essay in the form of a CAT-W in response to one of the readings in the set.

Unit 3: *Enlightened Hospitality*

Week 9

Key Questions and Concepts

- What issues did Danny face when deciding to expand his hospitality business operations?
- How did Danny Meyer manage stress when his restaurant expansion didn't go according to plan and when he faced challenges in his home life?
- What are the ingredients of success in Shack Shack?
- What responsibilities does a company have to its community?
- What role do travel and tourism play in the national economy? What does the term "ripple effect" mean?
- What industries are directly or indirectly connected to travel and tourism?
- What jobs are there in travel and tourism?
- What is the ranking of major industries in terms of jobs in the national economy?

Reading:

- *Setting the Table:*
 - Chapter 5 (selection, middle 99 - 110)
 - Chapter 6 (selection, bottom 130 - 138)
- "Travel Means Jobs" Report of the U.S. Travel Association
- "The New York Times Travel Section: 36 Hours in..."

Writing:

- Essay: Career Map

Setting the Table: Chapter 5, pages 99 (middle) to 110

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“Some people thought I was crazy, but for me, hospitality must be enlightened; we must care for our own staff first” (102).</p>			
<p>“Actually, I felt like a miserable failure in 1994-1995” (107).</p>			

Paraphrase one of these two sentences here:

Setting the Table: Chapter 5, pages 99 (middle) to 110

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“It was a crushing blow that challenged our marriage and our lives; and if we had not resolved to use every form of therapy available – and in my case additional intensive work with a men’s group – the loss would have brought us down individually and together” (108-109).</p>			

Paraphrase the sentence here:

Setting the Table: Chapter 5, pages 99 (middle) to 110 AFTER YOU READ

Double-entry Journal

Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

BEFORE YOU EAT READ

Setting the Table: Chapter 6, pages 130 (bottom) to 138

I



Hot Dogs, Hamburgers and French Fries



What is your relationship to fast food? Is it a love affair? Is it a love-hate relationship? Have you broken up?

Write a short story about your relationship to fast food.



BEFORE YOU EAT READ

Setting the Table: Chapter 6, pages 130 (bottom) to 138

I



Hot Dogs, Hamburgers and French Fries



**What is the relationship between the picture above and the picture below?
How can you find out?**



I Hot Dogs, Hamburgers and French Fries

Go to the Shake Shack website: <http://www.shakeshack.com/>. Read the different sections on the website menu: Our Story, What's New, Give Some Shack, Stand for Something Good and Let's Talk It Out. Read about the food and drink on the menu. After you have explored the menu, select three concrete examples of the philosophy of "Enlightened Hospitality" from anything you read or see on the website.



SHAKE SHACK®
PHILADELPHIA

<p>Burgers 100% all-natural Angus beef. No hormones and no antibiotics ever. We grind our proprietary Shack blend fresh daily. Our burgers are cooked medium unless otherwise requested.</p> <p>ShackBurger® Cheeseburger topped with lettuce, tomato and ShackSauce \$4.55 Single \$7.10 Double</p> <p>SmokeShack™ Cheeseburger topped with Niman Ranch all-natural applewood smoked bacon, chopped cherry pepper and ShackSauce \$6.25 Single \$8.80 Double</p> <p>'Shroom Burger (vegetarian) Crisp-fried portabella mushroom filled with melted muenster and cheddar cheeses, topped with lettuce, tomato and ShackSauce \$6.55</p> <p>Shack Stack® Cheeseburger and a 'Shroom Burger topped with lettuce, tomato and ShackSauce \$8.60</p> <p>Hamburger Let us know if you would like lettuce, tomato, pickle or onion \$3.55 Single \$5.60 Double Add cheese +\$0.50 per patty Add bacon +\$1.25</p> <hr/> <p>Flat-Top Dogs Split and griddled crisp.</p> <p>\$4.00 Shack-cago Dog® Dragged through the garden with Rick's Picks Shack relish, onion, cucumber, pickle, tomato, sport pepper, celery salt and mustard</p> <p>\$3.40 Frisky Dog Topped with spicy tomato-simmered onions and kraut</p> <p>\$3.00 Hot Dog Vienna all-beef dog</p> <p>\$4.40 Bird Dog Shake Shack chicken, apple and sage sausage</p> <p>Design Your Own Dog</p> <p>Fix-Ins +\$0.50 each • Spicy tomato-simmered onions • Shack cheese sauce • Rick's Picks Shack relish • Kraut</p> <hr/> <p>Fries Crinkle cut Yukon potatoes. 100% free of artificial trans fats and 25% less fat than average fries.</p> <p>\$2.65 Fries</p> <p>\$3.65 Cheese Fries Topped with our Shack cheddar and American cheese sauce</p>	<p>Frozen Custard Our dense, rich & creamy ice cream-spun fresh daily right here at the Shack!</p> <p>Shakes</p> <p>\$5.00 Hand-spun vanilla, chocolate, caramel, black & white, strawberry or peanut butter Make it malted +\$0.50</p> <p>\$5.50 Fair Shake Vanilla shake featuring 100% certified organic Arabica Fair Trade coffee</p> <p>\$4.75 Floats Root beer, purple cow or creamsicle</p> <p>Cups & Cones Vanilla, chocolate or flavor of the day</p> <p>\$3.25 Single Dip \$4.25 Double Dip</p> <p>\$5.75 Pints To Go</p> <p>Concretes Dense frozen custard blended at high speed with mixins</p> <p>\$4.25 Half \$6.50 Regular</p> <p>Center City Pretzel Vanilla custard, Philly-style soft pretzel, caramel sauce, marshmallow sauce and banana</p> <p>Rittenhouse² Chocolate custard, La Colombe coffee beans, coffee marshmallow sauce and chocolate truffle cookie dough</p> <p>Liberty Shell Vanilla custard, Termini Bros. cannoli shell, strawberry purée & lemon ricotta</p> <p>Design Your Own Concrete</p> <p>\$3.25 Half \$4.50 Regular</p> <p>Mix-Ins +\$0.55 each • Fudge sauce • Caramel sauce • Peanut butter sauce • Marshmallow sauce • Strawberry purée • Chocolate toffee • Guittard chocolate sprinkles • Cannoli shells • Banana • Featured mix-in</p> <hr/> <p>For Dogs</p> <p>\$3.75 Pooch-ini® A chilly treat for those with four feet. ShackBurger dog biscuits, peanut butter sauce and vanilla custard. *Includes dairy, sugar and nut products. Not intended for small dogs.</p> <p>\$7.50 Bag O' Bones A real doggie bag: handful of ShackBurger dog biscuits to go.</p>	<p>Drinks</p> <p>Fresh Squeezed Lemonade \$2.40 Regular \$3.05 Large</p> <p>Fresh Brewed Iced Tea \$1.90 Regular \$2.40 Large</p> <p>Fifty/Fifty™ Half lemonade, half iced tea \$2.15 Regular \$2.80 Large</p> <p>Fountain Soda Coke, Diet Coke, Coke Zero, Sprite, Fanta Orange, Fanta Grape, Dr. Pepper \$1.90 Regular \$2.40 Large</p> <p>Draught Root Beer Abita Brewing Co., Louisiana \$2.65 Regular \$3.40 Large</p> <p>Bottled Water Keeper Springs helps restore America's waterways \$2.00 Half liter</p> <hr/> <p>Beer</p> <p>Draught \$5.00 ShackMeister® Ale, Brooklyn Brewery, 16oz. \$5.75 Regional Seasonal Draught, 16oz.</p> <p>Bottle Check out the menu board for our complete selection.</p> <hr/> <p>Wine Check out the menu board for our complete selection.</p> <hr/> <p>Stand For Something Good®</p> <ul style="list-style-type: none"> • We pride ourselves in sourcing premium ingredients. Everything at the Shack is made to order. • Our menu is completely free of artificial trans fats. Ask about our gluten free options. • 100% of our electric usage is offset through Renewable Energy Certificates, supporting wind farms in the United States. • We use energy efficient equipment and compost all of our kitchen food waste. • We use green materials and sustainable woods in our building designs whenever possible. <hr/> <p>Give Some Shack</p> <p>Gift Cards Get 'em at the Shack or on our website at www.shakeshack.com.</p> <p>Shack Swag Check out our stock of Shack Gear.</p>
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Contact: 215.809.1742 | Hours: 11:00AM - 11:00PM

Notice: consuming raw or undercooked meats, poultry, seafood, or eggs may increase your risk of foodborne illness, especially if you have certain medical conditions. Peanuts, nuts and other food allergens are present at Shake Shack. Although we make every effort to keep these items separated, we cannot guarantee that our products will be free of the eight major allergens identified by the FDA.

BEFORE YOU EAT READ

Setting the Table: Chapter 6, pages 130 (bottom) to 138

Agree or Disagree

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. People expect convenience, not hospitality from hot dog carts, burger joints and other fast food operations. _____

2. Success in business brings problems of its own. _____

3. The secret of Starbucks success isn't the quality of the coffee it sells. _____

4. A successful business owes something to the community it operates in.

5. Shake Shack makes the best hamburgers in New York City. _____

AFTER YOU READ

Setting the Table: Chapter 6, pages 130 (bottom) to 138

Point of View

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. People expect convenience, not hospitality from hot dog carts, burger joints and other fast food operations. _____

2. Success in business brings problems of its own. _____

3. The secret of Starbucks success isn't the quality of the coffee it sells. _____

4. A successful business owes something to the community it operates in.

5. Shake Shack makes the best hamburgers in New York City. _____

AFTER YOU READ

Setting the Table: Chapter 6, pages 130 (bottom) to 138

For Discussion: Hospitality, Community and Business Success

Community Experience: In Chapter 6, Meyer explains his idea that “people don’t go out just to eat; they also select restaurants in order to be part of a community experience” (134). He talks about Starbucks, and points to the role hospitality and community have played in its success: “Starbucks took the notion of drinking good coffee (and standing in line to buy it) and figured out how to make the experience of drinking coffee with a community of other like-minded people become the real star of the show. ... It was brilliant entrepreneurship to grasp that selling excellent coffee is secondary to creating a sense of community” (134).

What do you think is the connection between these three things: hospitality, community and successful business?

Hospitality and community in the Great Outdoors:

Meyer sees Shake Shack as an important factor in inviting people to visit Madison Square Park and keep the park safe, clean and beautiful. He writes:

I understood that it’s not enough to just restore a park: you must sustain its beauty and safety by providing good citizens with lots of reason to visit it. Otherwise, you’ve merely given the park a temporary face-lift. Union Square Park always relied on the greenmarket as its most powerful magnet in attracting people. Other attractions were the park’s playgrounds; its dog run; and Luna Park, its summertime restaurant (135).

Think about a park that has food service of some type, and maybe additional elements to attract people. Is there a carousel or a playground for children? Are there special events in the warmer months to get the community involved? If you can’t think of a park with this type of hospitality, think of a busy neighborhood, a place where you see people selling food and drinks from pushcarts or coolers. What kind of things do they sell? Are any of these people immigrants? If so, where are they from? Do their customers tend to be from the same country or region? What, based on your observations and experiences, makes a public space an inviting place, a place that you would say offers hospitality?

TRAVEL AND TOURISM

Word Association: Tourism

When you hear the word tourism, what words come to your mind? Write down as many words as you can think of here:

1. Share your word association list in a small group. Then look up in a dictionary the meaning of the word tourism and any related words that you would like to know.

2. What experiences do you have as a tourist and as a traveler? Are those two the same thing? In what ways might they be different? Discuss this with your classmates. Talk about your own experiences as both tourists and travelers.

3. What connections do you think there may be between *tourism* and *hospitality*?

TRAVEL AND TOURISM

Quotations about Travel and Tourism

1. Choose two of the quotes (below and on the following page) that you like or agree with, and circle them. Discuss these two quotes with a partner, explaining why you like or agree with them. Try to connect each quote to a business or something else that you know about. Take notes by writing one connection next to each of the two quotes as you talk.
2. Find and mark (check) two quotes that you think are similar in some way. Discuss them with a partner.
3. Find and mark (star) two quotes that are in opposition to each other. Discuss then with a partner.

“My dream was to sail down the West Coast of North America to Mexico.” —Deborah Chaney in *Sand in My Bra and Other Misadventures*

“As is my new first-day-in-a-foreign-city custom, I do absolutely nothing other than walk aimlessly and stop at bustling cafés to sip café cortados and gobble *alfajores* (cookies layered with dulce de leche that I can already tell will be my Argentinean substitute for Tim Tams).” —Rachel Friedman in *The Good Girl's Guide to Getting Lost*

“He sat down quietly to breakfast in his cabin, never once thinking of inspecting the town, being one of those Englishmen who are wont to see foreign countries through the eyes of their domestics.” —The narrator in Jules Verne's novel *Around the World in 80 Days*

“Yet what I am is a traveler, whose life is about trying to occupy shoes – and lives and hearts – very different from my own; and a human being, who cannot fail to be washed clean and opened up by silence.” —Pico Iyer in *A Moveable Feast*

“What mattered was consistency and service, pleasing the passengers who had paid a thousand dollars a day to be on that ship. It was like being an actor in a Broadway show, having to be on

time and do your best six days a week, except we did it for seven.” —Marcus Samuelsson in *Yes, Chef* (page 155)

“Americans are so fascinated by the Amish way of life, by the idea of people living 200 years in the past, that they come quite literally by the millions to gawk.” —Bill Bryson in *The Lost Continent*

“Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime.” —Mark Twain in *The Innocents Abroad/Roughing It*

“For the past eight hours, ever since I waved goodbye to my father at the airport and marched myself onto a plane bound for Dublin, I’ve been wondering if I was in some altered state when I planned this trip, because the reality of it feels distinctly like a bad hangover.” —Rachel Friedman in *The Good Girl’s Guide to Getting Lost*

“I love old school, hometown places. When it comes to Manhattan, this means places like Katz’s Deli, and Keen’s, and Russ & Daughters, uniquely New York institutions that have survived the brutal caprices of style and changing tastes – and are still worth going out of your way to patronize.” —Anthony Bourdain in *A Moveable Feast*

“He’s a true vagabond, returning home only in the winter tourist season to work and save money to spend in the second half of the year traveling abroad.” —Rachel Friedman in *The Good Girl’s Guide to Getting Lost*

“Tourists don’t know where they’ve been, travelers don’t know where they’re going.” —Paul Theroux*

(*Read this response on the web for a different point of view about tourists and travelers: <http://www.runawayjane.com/is-there-really-a-difference-between-a-tourist-and-a-traveller/>)

Travel Jobs by the Numbers



TRAVEL MEANS
JOBS
U.S. TRAVEL
ASSOCIATION

14.4 million: total number of American jobs supported by travel

1 in 8: American jobs (private sector) supported by travel

1.1 million: American jobs directly supported by travel exports

#6: where travel ranks in terms of total U.S. employment

48: number of states where travel is a top ten employer (2010)

29%: pace that travel jobs have been created — faster than the rest of the economy (March 2010–July 2012)

1 in 7: ratio of projected growth of travel jobs (3.3 million) to total U.S. job growth by 2020

44 of 50: number of states where small businesses in travel employ a higher percentage of workers than the private sector (2007)

33: number of overseas visitors that create one American job

A report by the U.S. Travel Association

[http://www.ustravel.org/sites/default/files/page/2012/08/e-Travel Means Jobs-2012.pdf](http://www.ustravel.org/sites/default/files/page/2012/08/e-Travel%20Means%20Jobs-2012.pdf)

BEFORE AND AFTER YOU READ

Travel Means Jobs: Executive Summary (pages 2-3)

Prediction: True or False?

Read the sentences below carefully and make an “educated guess” whether they are true or false. Write **T** if you think a sentence is true and **F** if you think it’s false. Then talk about your ideas with a partner. **After you read**, you’ll check your own answers and support or change them based on evidence from the text.

- _____ 1. In the travel industry, images of tourist attractions such as the Statue of Liberty and the Grand Canyon are considered “exports.”

- _____ 2. Encouraging more people to travel would be good for the US’s image in the world, but would not have a significant effect on the U.S. economy.

- _____ 3. Travel is one of the top five job sectors in the United States.

- _____ 4. There are more jobs supported by travel than there are people living in New York City.

- _____ 5. The travel industry can be a source of jobs even during an economic recession.

- _____ 6. Travel is an export industry.

- _____ 7. There are not many options for higher education related to travel.

BEFORE YOU READ

Travel Means Jobs: Executive Summary (page 2-3)

Ripple Effects

The term “ripple effect” is used on page 2 and later in “Travel Means Jobs.” It comes from the verb **to ripple: to cause small waves**. Think of the way one wave pushes another, and another, etc. Maybe you are trying to get a college degree because you know it can have a positive ripple effect on your life, including a better job, a higher education, a professional network, etc.

Keeping the ripple effect in mind, please read the questions below and discuss them with a partner. Try to guess even if you don’t know; write at least one answer for every question.

1. One action or industry can support various jobs. For instance, the auto industry supports mechanics, engineers, designers, salespeople, driving instructors, etc. What are some jobs that travel supports in the sectors below?

Goods-producing, excluding agriculture:

Services-providing:

2. What do you think “travel exports” are?
3. A well-known travel website like Expedia is considered a big business in travel. What are some small businesses in the travel industry? With a partner, try to name at least three.
4. What are some things that travelers spend their money on? List at least five answers.



BEFORE YOU READ

Travel Means Jobs: Background: The Economic Impact of Travel (page 4)

Prediction Guide: Job Statistics by Industry

Read the sentences below carefully and make an “educated guess” whether they are true or false. Write **T** if you think a sentence is true and **F** if you think it’s false. Talk about your ideas with a partner. Then, read the table on page 4 and check your own predictions based on the data.

- _____ 1. More people work in health care related occupations than in any other public sector industry.

- _____ 2. Travel is the sixth largest employer in the private sector of the economy.

- _____ 3. Health Care and Social Assistance; Retail Trade; Manufacturing; Professional, Scientific and Technical Services; and Agriculture are the top five employers in the American private sector.

- _____ 4. There are more people in the private sector working in travel jobs than in education jobs.

- _____ 5. Some jobs in the retail trade, in food services and transportation sectors are not counted as jobs in the travel industry.

After you read, check the data and review your answers.

Reading the numbers: The numbers on the table on page 4 of the report “Travel Means Jobs” are written in millions. The total number of travel jobs is written 7,512. This is an abbreviation for 7,512,000. It is read: seven million, five hundred two thousand.

Now, practice reading the number of jobs in the top ten industries.

BEFORE YOU READ**Travel Means Jobs: The Economic Impact of Travel (page 4)****Counting Jobs: Data from the Bureau of Labor Statistics**

The Bureau of Labor Statistics (BLS) is part of the U.S. Department of Labor. It offers economic information about jobs, working conditions, price changes in the economy and more. This information can help people make decisions about where to invest their money or what to study. For instance, if the number of jobs in a certain area (sector) has decreased a lot over the past 10 years, how might that affect your course of study?

Before we read further into the “Travel Means Jobs” report, we’re going to look at some data about jobs from the BLS to get a bigger picture about jobs in the United States. Below is some data about the number of jobs in the “Goods-producing sector (excluding agriculture)” in the years 2000 and 2010, and projections for 2020. Look at the data and answer the following questions:

1. Which industry in the “Goods-producing” sector had the most jobs in 2010?
2. Which industry didn’t lose jobs between 2000 and 2010? How do you know?
3. Which industries are predicted to grow by 2020? Write the predicted number.

Industry sector	Numbers of jobs		
	2000	2010	2020
Total	146,236,000	143,068,200	163,537,100
Goods-producing, excluding agriculture	24,569,700	17,705,500	19,496,800
Mining	520,400	655,900	680,700
Construction	6,786,400	5,525,600	7,365,100
Manufacturing	17,262,900	11,524,000	11,450,900

BEFORE YOU READ**Travel Means Jobs: The Economic Impact of Travel (page 4)****Counting Jobs: Data from the Bureau of Statistics
(continued)**

The data below also comes from the BLS. It shows information about the types of jobs that involve providing services, which are often known as service jobs.

Notice that in the numbers on this table, there is a decimal point before the final digit. This is an abbreviation. If the full number were written, there would be a comma instead of a decimal point, and there would be two zeros after the final digit. For example, the number of wholesale trade jobs in 2000 would be: 5,933,500. That would be read: five million, nine hundred thirty three thousand, and five hundred jobs.

Industry Sectors	2000	2010	2020
Services-providing	107,855.3	112,730.1	130,680.1
Utilities	601.3	551.8	516.1
Wholesale trade	5,933.5	5,456.1	6,200.2
Retail trade	15,279.8	14,413.7	16,182.2
Transportation and warehousing	4,410.3	4,183.3	5,036.2
Information	3,630.6	2,710.9	2,851.2
Financial activities	7,687.5	7,630.2	8,410.6
Professional and business services	16,666.1	16,688.0	20,497.0
Educational services	2,390.6	3,149.6	3,968.8
Health care and social assistance	12,718.3	16,414.5	22,053.9
Leisure and hospitality	11,861.6	13,019.6	14,362.3
Other services	5,885.7	6,031.3	6,850.7

- A.** Write down the name and number of jobs in the largest and the smallest sectors of the service industries. Then practice saying the complete number.

Largest service sector field, name: _____

Largest service sector field, number: _____

Smallest service sector field, name: _____

Smallest service sector field, number: _____

BEFORE YOU READ

Travel Means Jobs: The Economic Impact of Travel (page 4)

**Counting Jobs: Data from the Bureau of Statistics
(continued)**

B. Using the table on the previous page and your background knowledge, work with a partner to answer these questions:

I. What are some more specific job titles (positions) in these fields?

Retail trade:

Financial activities:

2. Which sectors listed on the table probably include jobs related to travel?

3. The table does not include information about data about non-service sector jobs such as agriculture, forestry, fishing, and hunting. How do you think jobs in these four areas could deal with travel?

4. In the table, mark a star next to the top five sources of employment in the services sector in 2010.

BEFORE YOU READ

Travel Means Jobs: Background: The Economic Impact of Travel (page 4)

Vocabulary: The Direct Impact of Travel and Additional Travel Impact

An **economic driver** is a force or industry that has an effect on the economy. Travel is an economic driver due to the jobs that it creates and the money involved. Think about three different ways that travel-related dollars affect the economy and write examples in the table below. Work with a partner and do your best; this might be a little tricky. Afterwards, read page 4 and discuss it.

Sectors	<i>Direct spending:</i> dollars spent by travelers	<i>Indirect impact of that spending:</i> dollars spent by those who the travelers paid, for travel-related services & products	<i>Induced impact of that spending:</i> dollars spent by those who the travelers paid, in other parts of the economy
<i>Transportation</i>	\$40 for a taxi ride	\$20 paid by the taxi driver for gas	\$10 for the taxi driver's lunch
<i>Hotels</i>			
<i>Restaurants</i>			
<i>Retail or Entertainment</i>			

BEFORE YOU READ

*Travel Means Jobs: **Background: The Economic Impact of Travel (page 5)***

Travel Is a Strong Investment: Interpreting a Chart

1. Before you read the section called “Travel Is a Strong Investment,” look at the chart called “**Employment Effects of Economic Development: Number of Employees.**” What do you think the chart is comparing?

2. On the chart, it looks like each sector had the same number of “direct jobs.” What is the number? Do you think it is true that there is the same number of direct jobs in each of these sectors?

3. Fill in the blanks: According to the chart, _____ created the most additional jobs, while _____ created the least.

4. Now, read the text called “Travel Is a Strong Investment.” After you read it, why do you think the title of the section is called, “Travel Is a Strong Investment”?

AFTER YOU READ

Travel Means Jobs: Background: The Economic Impact of Travel (page 5)

Travel Is a Strong Investment: Paraphrasing

When you paraphrase a sentence, you keep the same meaning but you write it *in your own words*. If the sentence that you are paraphrasing is a complex one, it can be helpful to break it down into shorter sentences. First, you need to identify the main idea of the original sentence. Then you need to find the subordinate (secondary) ideas. Practice with this quote from page 5:

“Comparing the overall employment impact of four different investment projects shows that while all new business investments provide positive economic benefits to local communities, other industries do not possess the same ripple effect at as travel” (5).

1. With a partner, talk about what the sentence means. What is the main idea of the sentence? Write the main idea here in one simple sentence:

2. What do you think are the subordinate ideas in the sentence? Write one sentence for each subordinate idea that you find:

3. Your sentence from number 1 and your sentence(s) from number 2 together is your paraphrase of the quotation! Write the paraphrase here in simple sentences.

AFTER YOU READ

Travel Means Jobs: Background: The Economic Impact of Travel (page 5)

Travel's Widespread Impact: Summarizing and Paraphrasing

What is the difference between a summary and a paraphrase? Discuss this in class.

- A.** Read the paragraph about “Travel’s Widespread Impact”. Write a one-sentence summary of the main idea.

- B.** Paraphrase these sentences from the paragraph:

1. “It is a common misconception that states with well-known attractions dominate travel industry employment, but the reality is not so limited.” (*Before you paraphrase this, talk with a partner about the meaning of “misconception.” Also, with your partner, give examples of “states with well-known attractions.”*)

2. “Not surprisingly, the most populated states tend to employ the highest number of travel workers, but many smaller states boast a high percentage of travel jobs in terms of total private-sector employment.”

AFTER YOU READ

Travel Means Jobs: Background: The Economic Impact of Travel

Summarizing the Sections

“Background: The Economic Impact of Travel” has 4 subsections. In the table below, write the name of each section in each of the boxes, and then write a brief summary of the main idea from each section.

1	2
3	4

BEFORE YOU READ

Travel Means Jobs: **Travel Jobs: A Gateway to Opportunity**
(pages 6-8)

Prediction: True or False?

Read the sentences below carefully and make an “educated guess” whether they are true or false. Write **T** if you think a sentence is true and **F** if you think it’s false. Then talk about your ideas with a partner. **After you read**, you’ll check your own answers and support or change them based on evidence from the text.

_____ 1. The rate of unemployment for people without a high school diploma is twice as high as people with a college degree.

_____ 2. Travel does not offer many entry-level positions.

_____ 3. Not many people work in hospitality and travel while studying at the same time.

_____ 4. Jobs in tourism can be easily outsourced to people in other countries.

AFTER YOU READ

Travel Means Jobs: Travel Jobs: A Gateway to Opportunity
(pages 6-8)

Supporting Main Ideas with Details

Find specific examples in the text to explain and support the ideas below. Write the page number where you found the information. Use your own knowledge when you are sure it is accurate.

Main idea 1: Some groups of people have more trouble finding a job than others.

Details to support it:

Main idea 2: Pursuing a higher education can increase your chances of finding a job.

Details to support it:

Main idea 3: Many people choose the tourism and hospitality industries to find a part-time job while they study for a degree.

Details to support it:

Main idea 4: Many other major industries have a much higher percentage of jobs being lost to other nations than jobs in the travel industry.

Details to support it:

Essay: Career Map

Write “a career map”—the steps involved in getting to a particular position within a field of interest that you have been researching. Include the skills, the education and the experience that is required. Explain what else may be helpful in terms of attributes.

In your essay, explain what you like about the career and in what ways you think it may be appropriate for you. Explain any downsides to the career and any particular challenges you think you might face along the way.

If you wish, you can create a graphic to visually display the steps, to accompany your written description.

Unit 3: *Enlightened Hospitality*

Week 10

Key Questions and Concepts

- What are technical skills?
- What are emotional skills?
- Describe the meaning and significance of the following terms as they apply to the workplace or from the point of view of business manager: *optimistic warmth*, *intelligence*, *work ethic*, *empathy*, *self-awareness* and *integrity*.
- In hiring in the hospitality (or other industries), which do you think may be more important: technical skills or emotional skills?
- What role do mistakes play in work, in school, in life?
- What are some strategies for effectively addressing mistakes in the hospitality industry?
- How might these strategies apply to language learning and other experiences?
- What are the requirements to become a licensed New York City tour guide?
- What is an itinerary and how do you create one for a specific group of tourists coming for a 48-hour taste of New York City?
- What resources are available to help you plan a 48-hour *weekend-of-a-lifetime* for out-of-towners in New York City?
- What are some possible restaurants, hotels and destinations for the itinerary you will create for the “48 Hours in NYC” project?

Reading:

- *Setting the Table*:
 - Chapter 7 (selections, pages 139-top 151; bottom 154-160)
 - Chapter 8 (selection, middle 182-186)
 - Chapter 10 (selection, 219-bottom 231)
- Research reading for the “48 Hours in NYC” Project (See web resource list on page 309.)

Writing

- Essay Options: My Emotional Skill Set or Effectively Addressing Mistakes in Language Learning

BEFORE YOU READ

Setting the Table: Chapter 7, pages 139 to 151 (top)

Agree or Disagree

Please read each statement below and think about it. Write **A** if you agree with it, **D** if you disagree, and **ID** if you believe that **It Depends** on the context. Under the statement write at least 1 sentence to give your reasons.

1. From a manager's point of view, the emotional skills of his/her employees are more important than the employees' technical skills. _____

2. An intelligent person is someone who is curious about the world and loves to learn.

3. If someone knows how to do a job, it doesn't really matter if he or she enjoys it.

4. Pleasant people often prefer to work with others who are also pleasant. The same is true for grumpy people. _____

5. It's easier to train someone to be hospitable than to train someone with the technical skills to do a job. _____

AFTER YOU READ

Setting the Table: Chapter 7, pages 139 to 151 (top)

Point of View

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. From a manager's point of view, the emotional skills of his/her employees are more important than the employees' technical skills. _____
2. An intelligent person is someone who is curious about the world and loves to learn.

3. If someone knows how to do a job, it doesn't really matter if he or she enjoys it.

4. Pleasant people often prefer to work with others who are also pleasant. The same is true for grumpy people. _____
5. It's easier to train someone to be hospitable than to train someone with the technical skills to do a job. _____

AFTER YOU READ

Setting the Table: Chapter 7, pages 139 to 151 (top)

Characteristics of a “51 Percenter”

In chapter 7, Meyer describes his concept of a “51 Percenter” with examples from the restaurant business. In this activity, you will discuss what he means by this, and write about yourself and someone you know or know about in relation to the characteristics of a “51 percenter.”

- A.** With a partner, discuss the following questions. Refer to the book for evidence to support your ideas.
1. What is a “51 percenter”?
 2. What does the other 49 percent refer to?
 3. What does Meyer imply by saying that one set of characteristics is 51 percent and the other is 49 percent?
 4. From the point of view of a manager, why do you think **the 51%** solution works well in the hospitality industry? What other careers and fields is this solution relevant to?
- B.** With you partner, complete the chart on the following page. On the chart, take notes on yourself and someone you know in relation to each of the characteristics of a 51 percenter. Give specifics: **Where, when** and **how** do you and a person you know show optimistic warmth, for example? (If you do not think that you rank highly in any of the five characteristics, say so in your notes.)

Setting the Table: Chapter 7, pages 139 to 151 (top)

AFTER YOU READ

51 Percenters: Characteristics Chart

In the middle column, write **where, when and how** you show the characteristic (as defined by Danny Meyer in Chapter 7) on the right. In the left column, write where, when and how someone you know or know about shows the characteristic.

Characteristic	You	Someone You Know or Know about
Optimistic Warmth		
Intelligence		
Work Ethic		

Setting the Table: Chapter 7, pages 139 to 151 (top)

AFTER YOU READ

51 Percenters: Characteristics Chart

In the middle column, write **where, when and how** you show the characteristic (as defined by Danny Meyer in Chapter 7) on the right. In the left column, write where, when and how someone you know or know about shows the characteristic.

Characteristic	You	Someone You Know or Know about
Empathy		
Self-awareness and Integrity		

Setting the Table: Chapter 7, pages 154 (middle) to 160

BEFORE YOU READ

Sentence Work

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“And I’d pay \$250 to the writer of the essay I felt was the best” (156).</p>			
<p>“That fueled even more resentment, which was directed toward me, and I began to wonder how I had somehow created this monster” (157).</p>			

Paraphrase one of these two sentences here:

Setting the Table: Chapter 8, pages 182 (middle) to 186

BEFORE YOU READ

Sentence Work

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“I’ve observed that, with a small group of critics, the outcome of a review can be positively influenced by a free meal” (182)</p>			
<p>“He had initially praised our hospitality but now he issued the cynical suggestion that the welcome was all a façade” (185).</p>			

Paraphrase one of these two sentences here:

BEFORE YOU READ

Setting the Table: Chapter 10, pages 219 to 231 (bottom)

Agree or Disagree

Please read each statement below and think about it. Write **A** if you agree with it, **D** if you disagree, and **ID** if you believe that **It Depends** on the context. Under the statement write at least 1 sentence to give your reasons.

1. Problems aren't signs of failure; they are opportunities for success. _____

2. The way you deal with a mistake is more important than the mistake itself.

3. If you make a mistake on the job, it's a good idea to try to cover it up. _____

4. Making a new kind of mistake is worse than repeating a previous mistake.

5. If a cook makes a mistake with diner's order, the waiter shouldn't apologize to the diner. _____

6. "If you are not aware, you're nowhere!" _____

7. In business as in life, you get more by giving more. _____

AFTER YOU READ**Setting the Table: Chapter 10, pages 219 to 231 (bottom)****Point of View**

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Problems aren't signs of failure; they are opportunities for success. _____

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6. "If you are not aware, you're nowhere!" _____

7. In business as in life, you get more by giving more. _____

Setting the Table: Chapter 10, pages 219 to 231 (bottom)

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“His philosophy came down to a simple fact of business life: success lies not in the elimination of problems but in the art of creative, profitable problem solving” (220).</p>			
<p>“The couple kept up a correspondence with him and eventually became regulars at Tabla, making the 500 mile round trip nearly every month for dinner” (220).</p>			

Paraphrase one of these two sentences here:

Setting the Table: Chapter 10, pages 219 to 231 (bottom)

BEFORE YOU READ

Sentence Work

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“Unbeknownst to the woman, we sent a staff member uptown to meet the driver and retrieve the wallet and cell phone, both of which were in her hands before the check for lunch was on the table.” (227)</p>			
<p>“The guest wrote to me, ‘I can’t believe how insulting and passive-aggressive that was, and it’s not what I would expect from one of your restaurants.’” (230)</p>			

Paraphrase one of these two sentences here:

AFTER YOU READ

Setting the Table: Chapter 10, pages 219 to 231 (bottom)

Double-entry Journal

Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

“The New York Times” Travel Section: “36 hours in...”

“36 Hours in Brooklyn”

http://travel.nytimes.com/2011/02/13/travel/13hours-brooklyn.html?_r=0



Left, the bar at Anella in Greenpoint. Center, recharging at Blue Bottle Coffee in Williamsburg. Right, Southpaw, in Park Slope, is a place to get out of the cold and listen to live music.

By Sam Sifton

Published: February 10, 2011

The Brooklyn Cruise Terminal on the Buttermilk Channel has picturesque views even when the Queen Mary 2, which docks there regularly, is at sea. There is verdant Governor’s Island across the water and, behind it, the heaving, jagged rise of Manhattan. To the north are the great bridges of the East River. To the west, the Statue of Liberty. And to the east, beyond chain link and forbidding streets, there is Brooklyn itself, New York City’s most populous borough, a destination in its own right.

Friday, 4pm, **A Waterfront Stroll**

The cobblestone streets under the Manhattan Bridge are home to small shops and shiny new condominium buildings, and to Saint Ann’s Warehouse (38 Water Street, at Dock Street; 718-254-8779; stannswarehouse.org), a theater that has been a mainstay of the Brooklyn arts scene for more than three decades. Located across from Fulton Ferry State Park, it is an excellent destination after a walk along the Promenade in Brooklyn Heights (parallel to Columbia Heights, a grand old street of towering brownstones, running from Remsen to Orange Streets). Check ahead to see what’s playing and then wander down to the box office to pick up your tickets.

...

Saturday, 2pm, **A Visit to Hipchester...**

Want 36 Hours in Queens? Go here: <http://frugaltraveler.blogs.nytimes.com/2012/12/20/36-hours-in-queens-enough-frugal-options-for-a-week/>

“The New York Times” Travel Section: “36 hours in...”

“36 Hours in Rio de Janeiro”

<http://travel.nytimes.com/2007/02/25/travel/25hours.html>



John Maier for The New York Times
In the hilltop Santa Teresa neighborhood.

By Seth Kugel

Published: February 25, 2007

So you missed Carnival in Rio de Janeiro last week. No worries. Many residents, known as Cariocas, missed it as well, fleeing the tourist onslaught for vacation homes and more intimate Carnivals around Brazil. But the party never stops. With the Pan-American Games coming in July, streets are being spruced up and the beaches swept. Clean public restrooms at Copacabana beach — who would have thought it? Good thing, too, since the city is glued to its sandy shoreline. When the sun fails to appear, Cariocas can become flustered and confused — sort of like ants whose hill was just destroyed by an 8-year-old.

Friday, 3 p.m., MOUNTAIN CLIMBING

Throw anti-cliché caution to the wind and take the cog railway to the top of Corcovado (Rua Cosme Velho 513; 55-21-2558-1329; 36 Brazilian reais or about \$17 at 2.16 reais to the dollar). That is where the iconic statue of Christ the Redeemer presides over Rio. You can see the famous Sugarloaf Mountain, the island-pocked Guanabara Bay and the beaches outlining the coast like links of white sausages. Even better, you can make fun of the inevitable sightseer aping the statue's outstretched arms for a photo. “Turistas chatos” means “annoying tourists” in Portuguese, should that phrase come to mind.

7 p.m., CAIPIRINHA LESSONS

The caipirinha, a cocktail of muddled lime, sugar, ice and the sugar cane liquor known as cachaça, has become a global bar standard. Try it on its home turf, at the Academia da Cachaça (Rua Conde Bernadotte 26; 55-21-2529-2680; www.academiadacachaca.com.br) in the upscale neighborhood of Leblon. You can choose among hundreds of artisanal brands, including Lua Cheia, a fruity, intense cachaça aged for two years (4.20 reais). After a couple of caipirinhas, you might want to turn to the place's Brazilian dinner menu; an escondidinho (16.80 reais), a traditional dish of dried beef served under cheesy mashed yucca, makes for a good appetizer if you cannot wait for dinner.

“The New York Times” Travel Section: “36 Hours in ...”

AFTER YOU READ

While and after you read each article in the “36 Hours in...” series, take notes and write a response in the chart below.

<p>Feature of the article</p>	<p>What do you want to say about it? (Express your opinion, add your own ideas, ask a question, etc.)</p>
<p>Setting (place, time of year, etc.)</p>	
<p>Target audience</p> <ul style="list-style-type: none"> • <i>Who do you think the trip is appropriate for?</i> • <i>Are there more tips for people with lots of money to spend?</i> • <i>Are there lots of physically active tips? etc.</i> 	
<p>Most interesting food option</p>	

“The New York Times” Travel Section: “36 Hours in ...”(continued)

AFTER YOU READ

**Most interesting tip
related to cultural activities**

Most physically active recommendation

Most and least expensive shopping tips

**What would make you want to visit the
place described in this article, or not?**

TOURISM IN NYC

Who showed you around New York City?

Discuss the following question in a small group or with a partner:

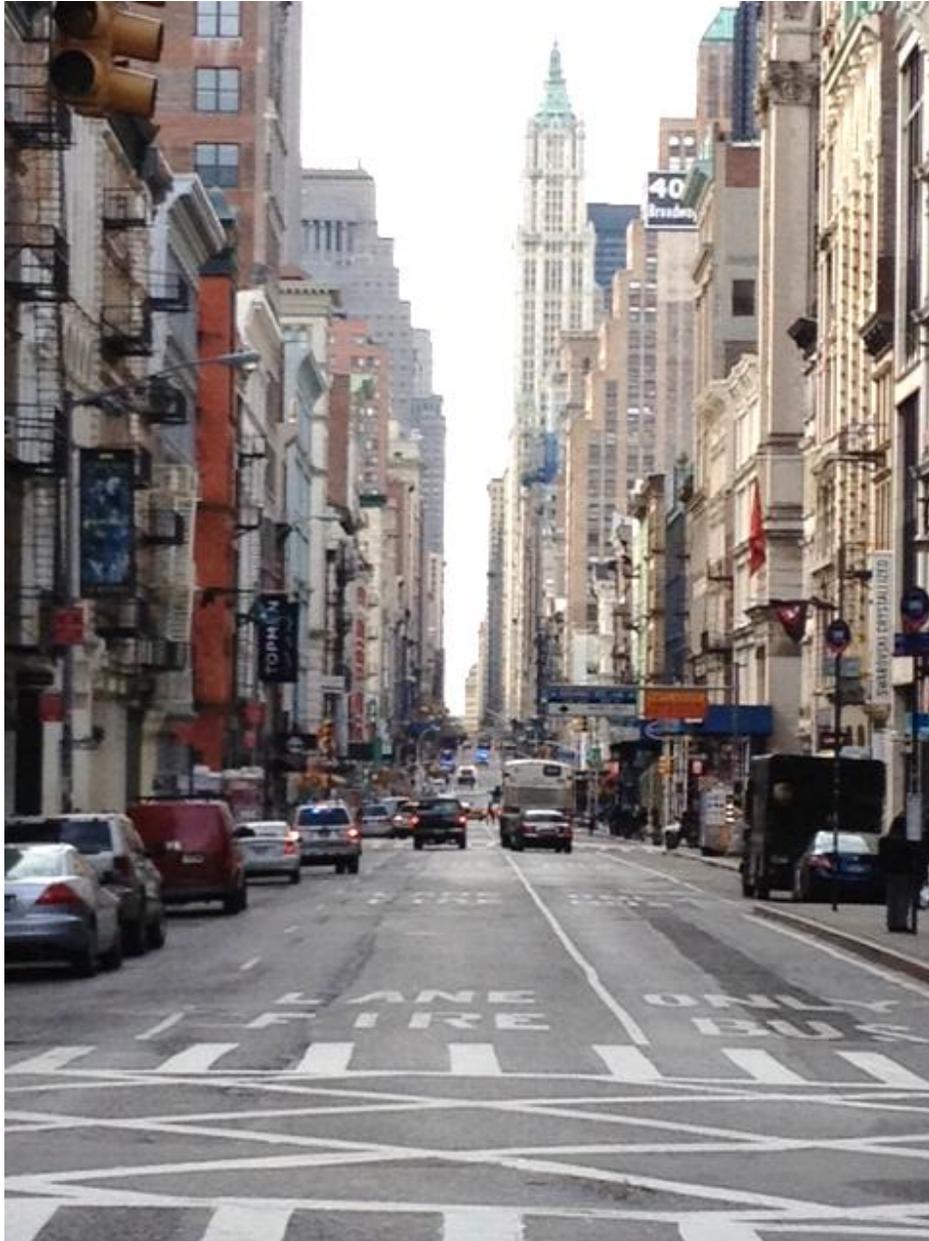
- A.** Who showed you around when you first came to New York City? Was it a family member? Was it a friend? Who was your “tour guide”?
- B.** Have you ever played the role of “tour guide” to newcomers to New York City, or to friends from other boroughs visiting your neighborhood? What was the experience like?
- C.** What do you think it takes to be an effective tour guide? What skills do you think a good guide needs? What knowledge? With a partner, brainstorm two lists here:

To Be a New York City Tour Guide...

Skills Needed

Knowledge Needed





TOURISM IN NYC

What does a NYC Tour Guide Need to Know?

Professional tour guides in New York City are licensed by the city. To prepare for their licensing exam, people who want to be guides study a variety of topics that they will deal with in their careers as tour guides. You probably know about some of these topics already, as someone who lives in New York. Here is a list of the topics on the New York City Tour Guide Licensing Exam.

Topics from the New York City Tour Guide Licensing Exam

The following information is adapted from the New York City Department of Consumer Affairs. Here is the link:

http://www.nyc.gov/html/dca/downloads/pdf/study_reference.pdf

1. **New York City History 1:** Basic history from the Algonquin Indians to the arrival of the Dutch explorers.
2. **New York City History 2:** Basic history from the European explorers and colonists to the early 1900s (gaslight era).
3. **New York City History 3:** Basic history from the early 1900s to the present day.
4. **New York City Neighborhoods 1:** (Predominantly Manhattan): Location, history, and historic transformations.
5. **New York City Neighborhoods 2:** So-called Ethnic New York (Neighborhoods with large concentrations of people from other countries).
6. **Major New York City Landmarks:** General information and location.
7. **Ethnic Studies and Immigration Patterns, Past and Present**
8. **Museums, Art, and Culture:** Basic knowledge of artistic mission and focus of major cultural institutions, museums, historic houses, and cultural properties throughout New York City. Basic tourist-oriented knowledge of collections.
9. **Music, Theatre, and Dance:** Basic knowledge suitable for visitor orientation purposes.

- 10. New York City Literature:** A few questions will be included about the New York writings of prominent authors whose works can readily enhance a tour. In the examination, the list will be limited to the following: *E. B. White, Langston Hughes, Edith Wharton, Washington Irving, Paule Marshall, Jack Finney, Walt Whitman, O. Henry, F. Scott Fitzgerald, Paul Auster, etc.* [A very general recognition of the writings of each of these authors will be sufficient for examination purposes. A few hours in a library or bookstore should suffice.]
- 11. Religion:** General knowledge about religious orientations of major ethnic groups and basic religious traditions; notable religious structures.
- 12. Architecture and Basic New York City Planning:** Some identification of prominent architectural styles in New York City and the identification of noted examples. Comprehension of “grid plan” and its impacts.
- 13. Parks and Parkways:** Very general knowledge of New York City’s major parks and garden cemeteries.
- 14. Ethnic Foods:** Basic identification of popular ethnic foods. Personal experience helps!
- 15. Public Sculptures of Noted People:** Identification and sites, predominantly in Manhattan; mostly outdoor sculptures.
- 16. A Few Residences of Noted People/Celebrity “Walks of Fame” in the City.** “Walks of Fame” include Seventh Avenue’s “Fashion Walk,” Brooklyn Botanic Garden’s “Celebrity Walk,” the former Theater 80 “Film Star Walk,” Second Avenue Deli’s “Yiddish Theatre Walk,” and others.

The website lists books and resources that are recommended to get information on these topics.



48 Hours in New York City: Hospitality Research and Itinerary Project

Some tourists are arriving. They've never been here before. You're a New Yorker. You have been studying about hospitality and tourism. Now is your chance to put your skills and knowledge into action. Your job is to plan a trip—*48 hours in New York City*—for a group of very special guests.

- A. The guests.** There are four groups of people coming. You will work together to plan a trip for one of the following five groups.
1. A small delegation of space aliens from Venus (or was it Mars)? There are five of them: three women and two men, ages 35 to 65. They are government officials on their planet. There are no cities there and they are thinking of building one. They are interested in urban planning. They are also interested in international (and inter-planetary relations). Their budget is tight. They have to show all the receipts for everything. There is no tipping on their planet.
 2. A family of ancient Egyptians. They are over two thousand years old, but they were mummified and are very well preserved. They have different interests. The parents were high school teachers in ancient Egypt. The kids (a son who is 12 and a daughter who is 17) are interested in entertainment, shopping and sports. They have very good taste, but they are not rich. They all need some clothes to get them out of their mummy wraps.
 3. A newlywed couple from New Zealand. They are on their honeymoon. She is an artist—a painter. He is a marine biologist. They have both done a lot of traveling and are not easily impressed but they have heard that New York City is an amazing place with incredible diversity of people and environments. They are interested in learning about different cultures and exploring the art scene and coastline of NYC. They are vegetarians. They are rich but they don't like to show off.
 4. Three middle-class independent restaurant owners from Texas are in town for a National Restaurant Association Convention. The convention is over and they have 48 hours left before they head back to Texas. While the convention was on, they went to a number of restaurants in Manhattan, but they didn't get a chance to go to the other boroughs. One owns a barbecue restaurant. One owns a Tex-Mex place. The third owns a Vietnamese seafood place.

B. Your job: Your responsibility is simple: *To plan the most memorable 48 hour-trip that they have ever experienced. You must take care of all the details and plan a trip that reflects the best practices in hospitality.*

1. Arrange all transportation within the city.
2. Choose their hotel(s) and make their reservations.
3. Choose the places they will go to see and the things they will do at these places.
4. Arrange their schedules: the times for the activities that you plan.
5. Select the restaurants they will eat in. (Read the reviews ahead of time and include some info about the restaurants for your clients—your guests—so they know where they will eat. Think out of the box! Don't neglect street food and food trucks, etc.)
6. Plan their evenings as well as their days.
7. Meet all their needs as best as possible.

You don't need to be with your group at every moment of the 48 hours. It is up to you to decide how much time to spend with them and when they should be independent.

Step 1:

Choose which group you and your classmates will do.

Step 2:

Figure out what you know about your guests. Look at the paragraph with the profile of your group and brainstorm ideas for 48 hours that will be memorable to your group. In addition, think about such factors as these:

- Do you think they can walk long distances and tolerate all kinds of weather?
- How often and how much do they need to eat? Do they have any dietary restrictions? What do you think they will like and can afford?
- Do they have any other special needs?
- Do they like to see the most famous sites and do what's popular, or do they prefer to see things that are "off the beaten path"?
- How much will things cost (hotel, transportation, food, entertainment, other expenses) and can your clients afford it?
- *How can you show hospitality every step of the way?*

Step 3:

Choose a well-balanced package of experiences that you think will meet the needs and interests of your clients. Research options for the itinerary and make the plan. See the list of websites on the following page to use in planning. Use the itinerary charts included in this activity set to take notes on your plan.

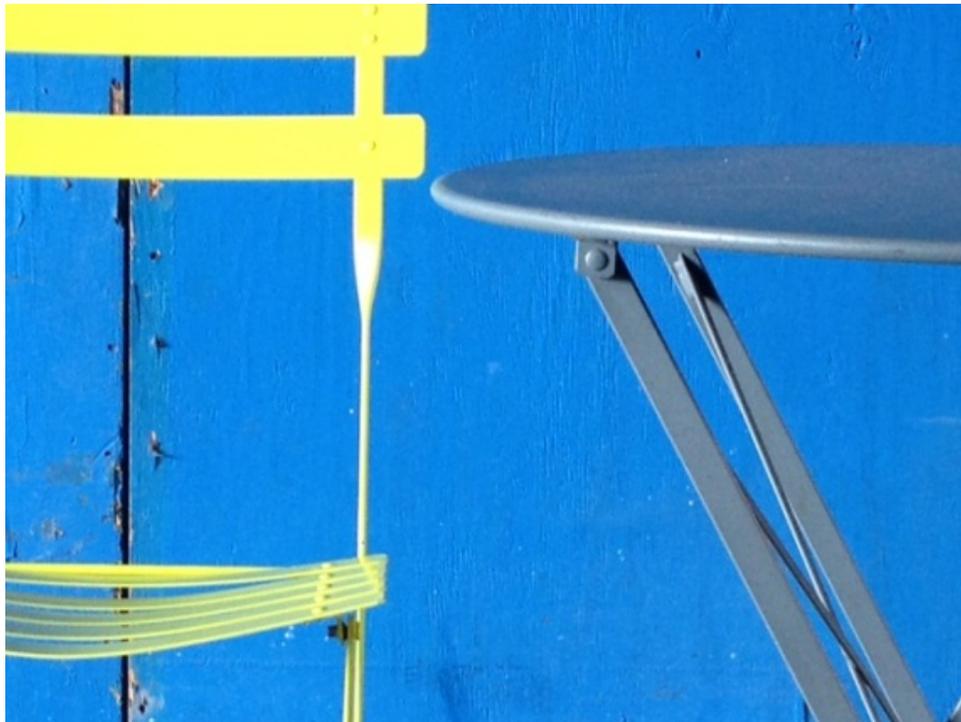
Step 4:

Write your plan in paragraph form. Give details and explain your choices. Include the following information:

- An introduction to the 48-hour trip
- Hotel accommodations
- Destinations and activities
- Food and entertainment
- Include schedule (times) and costs for each activity

48 Hours in New York City: Web Resources

- **“The New York Times, New York City Travel Guide”:**
<http://travel.nytimes.com/travel/guides/north-america/united-states/new-york/new-york-city/overview.html>
- **“The New York Times: 36 Hours in Brooklyn”:**
http://travel.nytimes.com/2011/02/13/travel/13hours-brooklyn.html?_r=0
- **“New York City: The Official Guide”:** <http://www.nycgo.com/>
- **“Lonely Planet New York City Guide”:**
<http://www.lonelyplanet.com/usa/new-york-city>
- **“Time Out New York”:** <http://www.timeout.com/newyork>
- **“Yelp Best of New York”:** <http://www.yelp.com/nyc>
- Neighborhood websites/blogs are also handy!



Tourism in NYC

48 Hours in New York City: Schedule

For each time slot, create an activity for your guests. The information below is a sample based on one of the *New York Times* “36 Hours in ...” articles. *Feel free to adjust specific times and activities according to what your particular guests would appreciate.*

Friday

3 p.m.

Introduction to the tour

Choose a place for your guests to visit or an activity for them to do that will give them a good introduction to the 36-hours and the aspect(s) of the city that you will show them. In your introduction, include some highlights from the plan. Also, describe the hotel(s) you have selected. Provide any cultural orientation to help your guests know how to interact and to know what proper behavior in New York City is.

7 p.m.

Food and/or drinks

Describe a delicious, fun or interesting place to eat. Include descriptions of specific menu items and average prices. Do the waiters have any special qualities, or bring diners food in a special way? Does the restaurant have a good view or is it in a building or neighborhood that your guests will enjoy? Include any relevant seasonal information and a website for your restaurant or other dining option. Explain the culture of tipping in New York City.

10 p.m.

Entertainment

Describe a bar, if your guests drink alcohol, or other late-night entertainment option. Maybe they'd like to go bowling, ice skating, dancing, to the theater, or just walk around a certain neighborhood...

Saturday

9 a.m.

Breakfast

Describe one or more options, including what you think may be most suitable for your guests.

11 a.m.

Sites



Describe one or more interesting sites in a specific neighborhood. What should your guests do? What's classic? What's new? *What will your group be most interested in?* What should they avoid or be careful with?

1 p.m.

Lunch

Describe one or more options, including what you think may be most suitable for your guests. Include descriptions of specific menu items and average prices. Are there any activities that your guests can do during lunch?

3 p.m.

Art galleries, museums, or other options

Describe some places your guests can go to see things that you think they will enjoy, or can't see at home. Include highlights, costs, websites, etc.

7 p.m.

Dinner

Describe a good place to eat, one that would appeal to your guests. Include descriptions of specific menu items and average prices. Give details about the neighborhood (Is it traditionally working-class? Full of financial-oriented companies? etc.) What are some special items on the menu? Are there any options for picky eaters or people with food allergies or strong preferences for one type of food or another?

After Dinner

Entertainment (Theater, music, dance, comedy, etc.)

Describe one of more options. Include costs, tips to maximize enjoyment, etc.

Sunday

11 a.m. or a little later

Brunch or Lunch

Describe a delicious, fun or interesting place to eat. Include descriptions of specific menu items and average prices. Include any relevant seasonal information and a website for your restaurant or other dining option.

2 p.m.

Exciting, Dramatic, Superlative Conclusion

Describe your choice. Explain why it would be perfect for your particular guests, leaving them with a positive impression of their last hours in New York.

48 Hours in NYC: *The Itinerary—Friday*

Time	What	Where and When	Details (costs and other notes)
3 pm			
7 pm			
10 pm			

48 Hours in NYC: *The Itinerary—Saturday*

Time	What	Where and When	Details (costs and other notes)
9 am			
11 am			
1 pm			

48 Hours in NYC: *The Itinerary—Saturday*

Time	What	Where and When	Details (costs and other notes)
3 pm			
7 pm			
After dinner			

48 Hours in NYC: *The Itinerary—Sunday*

Time	What	Where and When	Details (costs and other notes)
Early Morning			
11 am			
2 pm			
Departure			

Essay: Option – My Emotional Skill Set or Effectively Addressing Mistakes in Language Learning

Write an essay on either of these topics based on the reading in *Setting the Table*:

- A.** Write a self-assessment of your emotional skill set, with paragraphs on the five core skills of a “51 Percenter” as described by Danny Meyer. Describe your strengths and weaknesses in your emotional skill set. Give specific examples from your experience.

- B.** In chapter 10, Danny Meyer speaks about the inevitability of mistakes in business. He talks about the importance of addressing mistakes effectively. He provides five tips for doing so in the context of the hospitality industry: “The Five A’s of Effectively Addressing Mistakes.” Think about the role that mistakes play in language learning. Are mistakes inevitable when learning a language? What does it mean to *effectively address mistakes* in the language learning process? How do you learn from mistakes when learning a language? Explain the importance of awareness of mistakes in language learning. How is the ability to self-assess part of this awareness? Include specific experiences you have had and strategies (including self-assessment) that you have used or could use to effectively address mistakes in order to become a better learner.

Unit 3: *Enlightened Hospitality*

Week 11

Key Questions and Concepts

- What is meant by the term *stakeholder*?
- What is the relative significance of each of the following stakeholders, according to Danny Meyer's "enlightened hospitality" business model:
 - Employees
 - Guests
 - Community
 - Suppliers
 - Investors
- In order to achieve success in business terms, how should each of the above stakeholders be treated, according to the model of "enlightened hospitality"?

Reading:

- *Setting the Table*: Chapter 11 (pages 237-270)

Writing

- 48 Hours in NYC: Tour Description and Itinerary

BEFORE YOU READ

Setting the Table: Chapter 11, pages 237 to 270

Agree or Disagree

Please read each statement below and think about it. Write **A** if you agree with it, **D** if you disagree, and **ID** if you believe that **It Depends** on the context. Under the statement write at least 1 sentence to give your reasons.

1. The first responsibility of a business owner is to his/her investors. _____

2. From a manager's point of view, providing the employees in a restaurant benefits such as medical and dental insurance is a waste of money. _____

3. Being respected on the job is more important than anything, including salary.

4. When diners leave at the end of a meal in a restaurant, the best question a waiter can ask is, "How was everything?" _____

5. When showing hospitality, non-verbal communication is more important than verbal communication. _____

6. All businesses, including restaurants and hotels, have a responsibility to give back to the communities where they operate. _____

7. Price is the most important factor when it comes to the supplies you buy for your business. _____

AFTER YOU READ**Setting the Table: Chapter 11, pages 237 to 270****Point of View**

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. The first responsibility of a business owner is to his/her investors. _____

2. From a manager's point of view, providing the employees in a restaurant benefits such as medical and dental insurance is a waste of money. _____

3. Being respected on the job is more important than anything, including salary.

4. When diners leave at the end of a meal in a restaurant, the best question a waiter can ask is, "How was everything?" _____

5. When showing hospitality, non-verbal communication is more important than verbal communication. _____

6. All businesses, including restaurants and hotels, have a responsibility to give back to the communities where they operate. _____

7. Price is the most important factor when it comes to the supplies you buy for your business. _____

WHILE YOU READ

Setting the Table: Chapter 11, pages 237 to 270 (whole chapter)

Chunking the Text

In Chapter 11, Danny Meyer explains “the virtuous cycle of hospitality.” In this cycle, there are five *stakeholders* that he considers essential to the success of his business and to his philosophy of “enlightened hospitality.” The stakeholders are, in order of importance:

1. Employees
2. Guests
3. The Community
4. Suppliers
5. Investors

The chapter begins with an introduction to the cycle. After this, the body of the chapter is divided into five sections, one for each of the stakeholders.

Each of the five sections is like a composition. It contains an introduction to the section and then it contains paragraphs that provide explanation and examples to support the ideas in the introduction.

In this activity, when you read each section, your job is to chunk the text—to identify what the different subtopics are within the section. Give each subtopic a title.

Employees

Subtopics:

Guests

Subtopics:

Community

Subtopics:

Suppliers

Subtopics:

Investors

Suptopics

Essay 11: 48 Hours in NYC: Tour Description and Itinerary

Write up your package tour. The audience for your essay is your client group. Make the tour as a whole, and each of its elements, sound *as exciting as you know it will be!*

Include the following:

- An introduction to the goals of the tour
- Paragraphs on tour highlights and the hotels and restaurants you have chosen, with explanation of the benefits of the selections
- A completed itinerary chart

Unit 3: *Enlightened Hospitality*

Week 12

In the final week, you will review and assess the work you have done throughout the semester, and complete the assembly of your portfolio of essays and projects.

Begin by rereading the course outline and the key questions at the start of the course. What is your answer to these questions? What new questions do you have?

Which were your favorite activities this term? What helped you learn the most? What specific speaking and listening skills did you learn? What specific reading skills and strategies did you learn? What writing skills and strategies did you learn?

Review your essays and the drafts of your essays. What did you learn in the drafting process? Which are your three favorite essays? What do you like most about them?

When your portfolio is complete, write a two-page introduction to it. In your introduction explaining what it contains and how it reflects what you have learned in this course.

CATW Practice: Hospitality Theme

Summarizing

If you can read something, understand it, and tell someone else what it's about, you can write a summary. It's a question of *finding the main idea and leaving out the details*.

Practice:

1. It takes practice to learn how to write a summary in your own words, but the WH-questions can be helpful:

- **Who?**
- **What?**
- **When?**
- **Where?**
- **Why?**
- **How?**

These questions will help you identify and summarize the basic information in a reading. A good way to practice is with a newspaper article. When you read an article, look for the answer to the above WH-questions in the first two or three paragraphs of the article.

2. Take notes on the article. You can also write **MI** where you see the **main idea** and **SD** for supporting **details**.
3. After you're sure you understand the article, put it aside. Then, try to answer this question: **What was the article about?** Answer this question briefly. Try to do it in two ways:
 - a. Write what the article is about in *only one sentence*. That's a one-sentence summary.
 - b. Write a slightly longer summary of 3-5 sentences.

Things to consider:

- Use your own words when you write a summary.
- Focus on the main idea, not the supporting details.
- Try not to look at the article again until you're finished writing, except to check specific information.
- Definitely look at the article after you write your summary, to check spelling and make sure your information is accurate.

CATW Practice

Summarizing: WH-Question Chart

Use this chart to identify the most important information about an article.

Who	What
Where	When
How	Why

CATW Practice

Selecting an Important Passage in a Text

Reread a text. This time, look for a passage that stands out as being especially important. Choose a passage that you have a lot to say about. Copy the passage below in quotes. Next, restate what the passage is saying in your own words. Finally, explain why you chose it and why you find it important.

The Passage:

In My Own Words (Paraphrasing the Passage):

Why I Chose This Passage:

CATW Practice Essay – “Recipe for Success”

In this essay, you will write a response to a short reading called “Recipe for Success,” which is about Anselmo Ruiz, the chef de cuisine at Café Ba Ba Beeba in Chicago. This is excellent practice for the CATW and college classes. Here are the directions:

Read “Recipe for Success” and write an essay responding to the ideas it presents. In your essay, be sure to summarize the reading in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the reading that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.

“Recipe for Success”

Anselmo Ruiz, chef de cuisine at Café Ba Ba Beeba in Chicago

What if you can’t afford to go to culinary school, can’t speak English, and are only fourteen years old with no formal education? Can you still become a successful chef? Chef Anselmo Ruiz is proof positive that it is indeed possible. All it took was hard work, the opportunity and an extraordinary amount of perseverance.

Ruiz came to the United States from his home in Jalisco, Mexico, in 1983. The eighth of twelve children, he was fourteen when he crossed the border with his older brother to join six siblings who had preceded them to Chicago. He immediately got a job as a dishwasher at one of Chicago’s top restaurants thanks to a brother who was working there as a janitor and a fake ID that said he was twenty-one.

When he finished his dishwashing duties, he wandered into the kitchen and offered to assist wherever he could without pay. After six months, the executive chef recognized a spark in the boy and decided to let him try his hand at cleaning fish.

After a few months as a prep cook, Anselmo was promoted to the soufflé station, then to the line, and later was appointed to the position of sous chef.

After performing his duties as sous chef for six years, he was elevated to chef de cuisine. His job has taken him to cities in Spain and to Paris, Lyon, San Francisco and New York, and given him the opportunity to work with many of the world’s most celebrated chefs. It has also enabled him to raise a family and to help take care of loved ones who are still in Mexico.

Chef Ruiz has become an American citizen, and he and his wife are raising two daughters who talk about becoming chefs one day. He still works for the company that gave him his start in the restaurant business and now takes pride in helping others realize their goals, too.

— adapted from *Food Jobs*, by Irena Chalmers

CATW Practice Essay

“A Hooters In Queens Is Sued for Racial Discrimination” “The New York Times,” Sept. 11, 2012

In this essay, you will write a response to the article “A Hooters in Queens Is Sued for Racial Discrimination.” This is excellent practice for the CATW and college classes. In fact, you are going to use the CATW directions as a guideline, with one important difference. Here are the CATW directions as they are written on the test:

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

And here is a direction I’m adding to help you develop your essay:

Make sure you do everything that the prompt asks you to do. AND, you will also do one more thing. I want you to comment on the relationship between what the reporter writes about and one of the other readings that we have done in class. What connections or contrasts can you find? How does the reading add or build on something we’ve already read about? I want you to devote at least one long paragraph to explaining how the story adds and mixes with the ideas we’re already read about in this class.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.

(The reading is on the following page.)

CATW Practice Essay – The Reading

“A Hooters In Queens Is Sued for Racial Discrimination”

from “The New York Times,” Sept. 11, 2012

Hooters, the restaurant chain widely known for the skimpy outfits of its waitresses, has built its reputation in part on its fun-loving and mildly provocative spirit. But a Korean-American customer has accused a Hooters restaurant in Queens of taking that carefree ethos too far and has sued the company for racial discrimination.

In early July, Kisuk Cha and his girlfriend, both Korean immigrants, walked into a Hooters in Fresh Meadows and ordered buffalo shrimp and chicken wings to go. After they placed their order, they noticed their server and another employee standing at the computer giggling and “gawking at them,” according to the lawsuit.

When the server handed them their receipt, Mr. Cha and his girlfriend saw that in the space reserved for the customer’s name, the cashier had typed “chinx.”

“I was shocked,” Mr. Cha, 25, an unemployed information technology specialist, said in an interview. “My girlfriend was shocked as well.” He said he was so distraught that he lost his appetite and, when he got home, threw the food away.

In the lawsuit, which was filed Monday afternoon in federal court in Brooklyn, Mr. Cha’s lawyer, Daniel D. Baek, elaborated:

“He was so overwhelmed that he just wanted to go to bed to sleep, but was too angry to do so,” Mr. Baek wrote. “This incident has continued to cause him mental anguish. He is haunted by the ridiculing giggles and stares of his persecutor. He does not feel welcome at Hooters and indeed questions whether he is welcomed at any non-Korean establishments.”

The lawsuit names the chain’s parent company, Hooters of America, and the owners of the Hooters franchise in Fresh Meadows. It also includes two employees, one of whom is unidentified and the other of whom is identified only by the name she printed on the receipt, “220 Shenika.” It seeks unspecified damages for violations to Mr. Cha’s “federal, state and common law rights.”

Nicole Conboy, director of human resources for the holding company that owns the Fresh Meadows restaurant and three Hooters on Long Island, said that when Mr. Baek advised the company of the incident, the restaurant management responded swiftly with an internal

investigation. During the inquiry, she said, a 17-year-old hostess stepped forward and admitted to committing the act, and the employee immediately resigned.

“We take all of that very, very seriously,” Ms. Conboy said Monday.

The company’s lawyer, Edward G. McCabe, said there had been no prior incidents or complaints of a similar nature at the restaurant.

“It does not reflect the manner in which the restaurant is operated,” he said in a letter to Mr. Baek, calling the employee’s conduct “egregious” and “deplorable.”

Mr. Cha, who emigrated from Korea in 2000 and who lives in Philadelphia, said he remained unconsolated.

“Recently I got my U.S. citizenship,” he said, “and I realized, like, this isn’t something I expected when I became a U.S. citizen.”

Please notice: This article is longer than the typical CATW reading, but your summary does not have to be much longer. Just stay with the main ideas and avoid the examples and details. Also, the article has a number of ideas for you to choose from and respond to in your essay. Choose one or two and stay focused on them. You need to mention all of the main ideas, but just choose one or two to respond to.

Career Exploration Set



ShoePATH Profile Prediction Guide: Which Pair of Shoes is Right for You?

	College Major	Career Path	Other Notes
			
			
			
			

Researching Careers and Career Mapping Activity Set

1. The Department of Labor
2. The DOL's Occupational Outlook Handbook
3. Creating a Career Map
4. Research a Job You Are Interested In

Researching Careers: The Department of Labor

The United States government has a whole department called the Department of Labor. Go to their website to learn more about them: www.dol.gov. Find a basic description of what the Department of Labor does. Take some notes here:

The Department of Labor...

Where did you find this information on the website?

Researching Careers: DOL's Occupational Outlook Handbook

The Department of Labor has something called the Occupational Outlook Handbook. It has information about jobs. Find it on their website: www.dol.gov.

Once you find it, notice how you can search for jobs in different ways. There are broad categories that will give you a list of jobs in that area—for example, Healthcare or Architecture & Engineering. But there are other ways to search for jobs. Find the area that allows you to search by growth rate. Select the *largest* growth rate and see which jobs are growing the fastest right now. Choose the three most interesting jobs listed, and take notes in the chart below:

Job	Education Required	Median Pay

Go back to the main page and click on the career category that relates to your CLIP course theme. Scroll through the list of jobs that comes up and read the short descriptions. Many of these jobs will come up in the books and articles we are reading this semester. Complete the following sentence starters:

I could imagine working as a ...

*I would NEVER want to work as a ...
because ...*

Researching Careers: Create a Career Map

Choose an occupation that is related to one of the books you are reading for the course.

Use these three websites to learn more about what people in the occupation do and how to become one:

- The DOL's Occupational Outlook Handbook
- Career Cruising (username = cuny; password = newyork)
- CUNY college websites/college catalogs

As you take notes, keep track of where you found the information. If you found this information on Career Cruising, write (CC) after it. If you found the information in the DOL's Occupational Outlook Handbook, write (DOL's OOH) after it. If you found the information on a CUNY website, write (CUNY) after it.

Job Basics for: *(Write the occupation name.)*

What do you actually do when you have this job?

What skills do you need?

Where can you get a job?

Education Required for: *(Write the occupation name.)*

What degrees or certificates do you need?	How long does it take to get this degree or certificate?

What classes are required for these degrees or certificates?

Which CUNY colleges offer these degrees or certificates?

Career Cluster for: *(Write the occupation name.)*

What jobs could help you get this job? Or, what kinds of jobs lead to this job?

What other jobs might you get AFTER doing this job?

What other jobs are RELATED TO this job?

Researching Careers: What Are You Interested In?

What field are you **most** interested in right now? Return to the main page of the Occupational Outlook Handbook on the Department of Labor's website (www.dol.gov) OR Career Cruising (www.careercruising.com). Find **THREE** jobs that you find *interesting possibilities for yourself*. Make some notes here about them here, and then select one occupation to research further, using the process as in the previous pages.

Job	Why I'm Interested In This Job

Learn About LinkedIn

Go to www.learn.linkedin.com and look for the list of User Guides on the left side of the page. Click on “Students.” A series of videos will appear. Watch the first video in the series, “Get Started with LinkedIn: What Is LinkedIn and Why Should I join?” Take notes on the following ideas as you watch the video. Pause the video any time you need time to write something down, or back up and watch a section twice to help you understand it.

How Ann Used LinkedIn to Get a Job

What LinkedIn Is NOT

What LinkedIn IS

How LinkedIn Can Help You Find a Job

Learn About LinkedIn Profiles

Return to the www.learn.linkedin.com page and look for the list of Site Features on the left side. Click on “Profile.” Several short videos will appear. Watch these five short videos and take notes on what they explain. Pause or repeat the videos whenever you need to.

Profile Basics: Overview

Profile Basics: Basic Information

Profile Basics: Experience

Profile Basics: Education

Profile Basics: Summary

Setting Up Your LinkedIn Profile

Go to www.linkedin.com and register! Start to set up your profile. To complete this assignment, you will need to fill out five areas of your profile:

- Basic Info
- Experience
- Education
- Summary
- Skills & Expertise

Start with Basic Info. When you are done with Basic Info, search for other profiles to see some examples before you continue. You can search by name or by job title. For example, you can search for “Barack Obama” or “president of the United States.” Look at three profiles.

How is LinkedIn different from Facebook? Make some notes here.

LinkedIn	Facebook

Go back to your profile and fill out what you can. For the Summary section, explain that you are a full-time student in the CLIP program and explain what you hope to do in the future, both in your education and in your career.

Is there any section you need to return and finish later? Which sections?

Make Connections with LinkedIn

Sign into your LinkedIn Profile.

1. Find the link that says “Add Connections.” Follow the instructions. Do you know anyone on LinkedIn already? How many people?
2. Now, you are going to connect your profile to your classmates’ profiles. How will you do this? Discuss with a partner and come up with a plan.
3. Finally, sit with a partner. Pretend that you are a manager and you need to hire someone. Look at your partner’s LinkedIn profile. Would you hire this person? Why or why not? What could this person do to improve their profile? Write some notes here:

Informational Interviewing

Overview for Students: Often the most current information about a career field, especially in a specific geographic location, may not be available in print or online resources. The best information comes from people who are actually working in that career field.

An **informational interview** is an informal conversation with someone working in an area of interest to you who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. **It is not a job interview, and the objective is not to find job openings.**

You may feel awkward making arrangements to talk with people you don't know about their work. However, most people actually enjoy taking a few moments out of their day to reflect on their professional life and to give advice to someone with an interest in their field.

Fall 2012 Practice: To practice informational interviewing, this semester we interviewed three different professionals related to the theme of the course (health). I identified three people and invited them to the class: Blanca Manrique works both as a Certified Nurses Assistant (CNA) at Elmhurst Hospital and as a Community Healthworker with Planned Parenthood in the Bronx. Meghan Williams is a Paramedic and EMT/Paramedic Instructor. Beth Godley who works with International Health Professionals seeking licensure in the U.S., is the director of the NYC Welcome Back Center.

Student did the following:

1. Discussed the purpose of informational interviews (in contrast to a job interview).
2. Discussed ways to find people to interview.
3. Wrote informational-interview request emails. (This was an exercise. I'd already invited the interviewees.)
4. Did brief research about the occupations.
5. Prepared open-ended questions. (We brainstormed questions first and then looked at sample questions from UC Berkeley's website. The question prep made a huge difference in the quality of the experience.)
6. Conducted the interviews as a class.
7. Wrote post-interview reflections immediately following the interviews.
8. Wrote and sent personalized thank-you emails to the interviewees.
9. Wrote reports on their experiences.

Steps for Informational Interviewing

(from the UC Berkeley Career Center Website: <https://career.berkeley.edu/Info/InfoInterview.stm>)

1 Identify people to interview:

- Pursue your own contacts. People you already know, even if they aren't in fields of interest to you, can lead you to people who are. This includes family, friends, teaching assistants, professors and former employers.
- Call organizations directly or visit their website for the name of someone working within a particular area of interest. Contact professional or trade associations.
- Visit the Career Center at your college.

2 Prepare for the interview:

- Develop a short (15-30 second) overview of yourself, including your reasons for contacting this person, as a way to introduce yourself and define the context of the meeting.
- Plan open-ended questions that you will ask in the interview.

3 Initiate contact:

- Contact the person by phone (see Sample Telephone Script below) or email. (See sample email at <https://career.berkeley.edu/Info/InfoInterview.stm>.)
- Mention how you got his or her name.
- Ask whether it's a good time to talk for a few minutes.
- Emphasize that you are looking for information, not a job.
- Ask for a convenient time to have a 20-30 minute appointment.
- Be ready to ask questions on the spot if the person says it is a good time for him/her and that s/he won't be readily available otherwise.

Sample Telephone Script Requesting An Informational Interview:

Hello. My name is Jane Wilson and I'm a second year student majoring in English at LaGuardia Community College. Is this a good time for you to talk briefly? I heard you speak at an event sponsored by the Undergraduate Marketing Association last semester. Although I am not currently looking for a job, I have become very interested in public relations and would like to find out as much as I can about the field. Would it be possible to schedule 20 to 30 minutes with you at your convenience to ask you a few questions and get your advice on how best to prepare to enter the field?

Adapted from the UC Berkeley Career Center Website: <https://career.berkeley.edu/Info/InfoInterview.stm>

4 Conduct the informational interview:

- Restate that your objective is to get information and advice, not a job.
- Give a brief overview of yourself and your education and/or work background.
- Be prepared to direct the interview, but also let the conversation flow naturally, and encourage the interviewee to do most of the talking.
- Listen well and show genuine interest in what the person has to say.
- Take notes if you'd like.
- Respect the person's time. Keep the appointment length within the time span that you requested.
- Ask the person if you may contact him or her again in the future with other questions.
- Always ask for names of other people to talk to for additional information or a different perspective.

5 Follow-up:

- Keep records. Right after the interview write down what you learned, what more you'd like to know and your reactions in terms of how this industry, field or position would "fit" with your lifestyle, interests, skills and future career plans.
- Send a thank-you note within 1-2 days to express your appreciation for the time and information given. Based on whether the informational interview was relatively informal or more businesslike, this may be a brief handwritten note, an email, or a business letter (See sample Thank You Letter at <https://career.berkeley.edu/Info/InfoInterview.stm>.)

Preparation: Interview Questions

Select questions that are right for the profession you are researching, and the stage of decision-making. You can ask about such topics as the nature of a person's work, how to get started in the field, or effective approaches for the job search. Use some of the following questions and/or make up your own.

Open Ended Questions from the University of California, Berkeley Career Center
From the UC Berkeley Career Center Website: <https://career.berkeley.edu/Info/InfoInterview.stm>

1. What are your main responsibilities as a...?
2. What is a typical day (or week) like for you?
3. What do you like most about your work?
4. What do you like least about your work?
5. What kinds of problems do you deal with?
6. What kinds of decisions do you make?
7. How does your position fit within the organization/career field/industry?
8. How does your job affect your general lifestyle?
9. What current issues and trends in the field should I know about/be aware of?
10. What are some common career paths in this field?
11. What kinds of accomplishments tend to be valued and rewarded in this field?
12. What related fields do you think I should consider looking into?
13. How did you become interested in this field? How did you begin your career?
14. How do most people get into this field? What are common entry-level jobs?
15. What steps would you recommend I take to prepare to enter this field?

- 16.** How relevant to your work is your undergraduate major?
- 17.** What kind of education, training, or background does your job require?
- 18.** What skills, abilities, and personal attributes are essential to success in your job/this field?
- 19.** What is the profile of the person most recently hired at my level?
- 20.** What are the most effective strategies for seeking a position in this field?
- 21.** Can you recommend trade journals, magazines or professional associations which would be helpful for my professional development?
- 22.** If you could do it all over again, would you choose the same path for yourself? If not, what would you change?
- 23.** I've read that the entry-level salary range for this field is usually in the range of _____. Does this fit with what you've seen? (Don't ask about the person's actual salary.)
- 24.** What advice would you give someone who is considering this type of job (or field)?
- 25.** Can you suggest anyone else I could contact for additional information?

Which of the above questions would you like to use? What additional questions do you have that are specific to your situation and the career you are interested in? Work with a partner on your questions and use your notebook for additional space

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

Informational Interviewing: Report

Write a report about the process of informational interviewing and your experiences doing informational interviews.

A. Introduction:

- Give a general explanation of informational interviewing. Describe the purpose—what it is and what it isn't. Briefly mention the informational interviews you did in the course and how you plan to use informational interviewing in the future.

B. Body:

- Describe the six steps in the informational interview. (Refer to the U.C. Berkeley Informational Interviewing Video, but explain the process in your own words! Do not cut and paste from the website. You can include a quote with citation, if you wish.)
- Describe your actual experience doing an informational interview. Who did you interview? What was it like at each stage of the process?
- Describe what you learned in as much detail as possible. What topics did you discuss? What topics came up that you didn't expect to discuss? Were there any questions that you had planned to ask, but didn't get to? What was especially useful about the interview? What was the most interesting or surprising part of the interview? Do you have a new appreciation for or better understanding of this work or profession? Explain. Could you imagine yourself in this type of work? Why or Why not? After conducting the interview were you curious about anything? Use these words: *discussed, explained, focused on, said, described, reiterated, mentioned.*
- Describe the experience of interviewing in English. Where there any challenges? What did you do to make sure you could understand? What did you do to take notes or remember important details from the interview? Was there anything you would do differently in the future?

C. Conclusion/ Reflection on Informational Interviews:

- Based on what you have learned and what you have experienced, what do you think are the benefits of doing an informational interview? What do you think are the challenges?

Sample Student Reflections and a Thank You Letter

Reflection 1: The information interview with Blanca Manrique: She shared some anecdotes about her field of Certified Nurses Assistant (CAN) and Community Health worker (CHW). I could note some nervous in her words, but I think that she tried to do her best effort. I like to know cases about people who were professional in their countries and want to overcoming their obstacles such as a language and regardless this barrier for reaching their goals. She is interested to help people and work with Latin community. Blanca said that it is important to be good listener, patient and respectful with others. She likes to do social work because she had contact with the same field in her native country. She graduated as a psychologist in Colombia, and when she came to USA, started to build her education in Health doing training in community work (CHW) and Certified Nurses Assistant (CAN). Blanca currently is working in Parenthood Program to educate woman in their sexual lives. Blanca helped me to find information about volunteers in Elmhurst Hospital. She sent me some email to contact the office and get one opportunity to familiarity with the hospital environment.

Reflection 2: Health field has different areas when we can learn diverse anecdotes, especially if these professionals work in emergency cases such as an EMT or Paramedic. Meghan has a lot of experience in this field. She has good public management and showed professionalism at the moment to do her presentation. She shared information about these two programs. EMT/Paramedics have to be prepared to confront difficult situations. Their environment are limited by the items that there are in the ambulance and the environment depends on what place the emergency happen. She can made decisions by her-self, but her job needs team workers, have strong knowledge, motivation, patience and good communication between her patients. It is really important that people who want to be in this program be a good student and do not miss any class because they could miss important information that will be useful in a future. EMT/Paramedics work in ambulances and are supposed to attend Emergencies like a car accidents, heart attacks, wounded by bullet, etc., but they have another responsibility as transporters of patients from hospital to hospital, hospital to house or vice versa. Meghan mentioned that the work of her EMT colleagues often affects their personal relationships because they are exposed to too much stress. Meghan has worked for 18 years as an EMT, loves her job and likes helping people.

Sample Thank You Letter:

Dear Beth Godley,

I appreciate your time to meet with me and my classmates last Thursday. I learned a lot of things about health field. Especially, I knew information about international professionals who want to continue with their careers in this country. I followed your suggestions, I sent the application online, and I am waiting for the next step now. Your interview was very useful for me. I have contacted someone that you mention, and I made an appointment with her soon. Thank you again for giving me the opportunity to talk with you.

Goals Storyboard

Sketch a picture (a quick drawing) and write a caption for 5 steps you will take to reach your goal.

Caption:

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Caption:

Caption:



Goals Storyboard

Sketch a picture (a sketch is a quick drawing) and write a caption for 5 steps you will take to reach your goal.

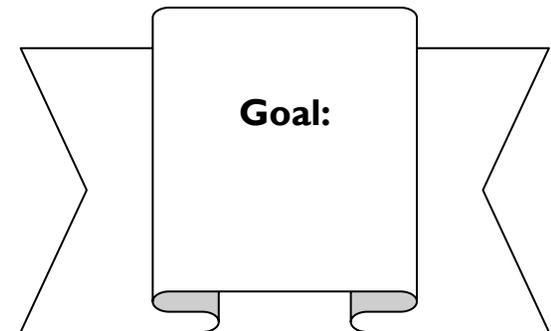
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Caption:



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