The Delights of Books

Books are to mankind what memory is to the individual. They contain the history of our race, the discoveries we have made, the accumulated knowledge and experience of ages; they picture for us the marvels and beauties of nature, help us in our difficulties, comfort us in sorrow and in suffering, change hours of weariness into moments of delight, store our minds with ideas, fill them with good and happy thoughts, and lift us out of and above ourselves.

When we read, we may not only be kings and live in palaces, but, what is far better, we may transport ourselves to the mountains or the seashore, and visit the most beautiful parts of the earth, without fatigue, inconvenience, or expense. Precious and priceless are the blessings which books scatter around our daily paths. We walk, in imagination, with the noblest spirits, through the most sublime and enchanting regions.

Macaulay had wealth and fame, rank and power, and yet he tells us in his biography that he owed the happiest hours of his life to books. In a charming letter to a little girl, he says: “If anyone would make me the greatest king that ever lived, with palaces and gardens and fine dinners, and wines and coaches, and beautiful clothes, and hundreds of servants, on condition that I should not read books, I would not be a king. I would rather be a poor man in a garret with plenty of books than a king who did not love reading.”

John Lubbock (1834-1913)

Youth

Youth is not a time of life; it is a state of mind; it is not a matter of rosy cheeks, red lips and supple knees; it is a matter of the will, a quality of the imagination, a vigor of the emotions; it is the freshness of the deep springs of life.

Youth means the predominance of courage over timidity; of adventure over the love of ease. This often exists in a man of sixty more than in a boy of twenty.
Nobody grows old merely by a number of years. We grow old by deserting our ideals.

Years many wrinkle the skin, but to give up enthusiasm wrinkles the soul. Worry, doubt, self-distrust, fear, and despair—these are the long, long years that bow the head and turn the growing spirit back to the dust.

Whether sixty or sixteen, there is in every human being's heart the love of wonder, the sweet amazement of the stars and the star-like things, the undaunted challenge of events, the unfailing child-like appetite for what comes next, and the joy of the game of living.

You are as young as your faith, as old as your doubt; as young as your self-confidence, as old as your fear; as young as your hope, as old as your despair.

Samuel Ullman (1840-1924)

Introduction

An essay is a short piece of writing. It is often written from an author's personal point of view. The academic essay tests the student's ability to present their thoughts in an organized way and tests their intellectual capabilities. Some types of essays are descriptive, narrative, exemplification, comparison and contrast, cause and effect, classification, definition, and dialectic. A definition essay defines a word, term, or concept in depth by providing a personal commentary on what the specific subject means. Most physical objects have a definition about which most people agree. However, abstract terms, such as love, pain, or youth, have different meanings for different individuals since such terms play on people's feelings more than their physical senses. The definition essay provides a personal, extended definition of such terms by linking or comparing the term to a previous definition and by illustrating how that term should be applied.

Students must analyze to read an essay, so they also learn to dissect and organize while understanding the content meaning. The purpose of this lesson plan is to teach students to (1) look for the main divisions of an essay through guiding questions, (2) get the skeleton of the author's argument with the help of graphics, (3) retain important sentences for future reference, (4) examine the rhetorical techniques used, and (5) learn to write structural essays by their personal opinion and experience.
I. Raising Students’ Awareness

Directions: Essays are a rich source of famous quotations. The students fill each blank with a word listed in the box to complete the quotations on “Books” and “Youth.”

(A) Famous Quotations on BOOKS:

| garden | memory | mirror | windows | money | digested |

1. Some books are to be tasted, others to be swallowed, and some few to be chewed and _________.
2. A book is a __________; if an ass peers into it, you can’t expect an apostle(使徒) to peer out.
3. A book is like a __________ carried in the pocket. (文章是案頭的山水)
4. If I have a little __________, I buy books; and if any is left, I buy food and clothes.
5. A home without books is like a house without __________.
6. Books are to mankind what _________ is to the individual.

(B) Famous Quotations on YOUTH:

| long      | despair | mind     | young    | years    | older   |

1. Some books are to be tasted, others to be swallowed, and some few to be chewed and _________.
2. A book is a __________; if an ass peers into it, you can’t expect an apostle(使徒) to peer out.
3. A book is like a __________ carried in the pocket. (文章是案頭的山水)
4. If I have a little __________, I buy books; and if any is left, I buy food and clothes.
5. A home without books is like a house without __________.
6. Books are to mankind what _________ is to the individual.
1. As long as you can still be disappointed, you are still __________.
2. To me, old age is always fifteen years ___________ than I am.
3. Every man desires to live ___________; but no man would be old.
4. Youth is not a time of life; it is a state of ____________
5. You are as young as your faith, as old as your doubt; as young as your self-confidence, as old as your fear; as young as your hope, as old as your _____________.
6. Nobody grows old merely by a number of _____________. We grow old by deserting our ideals.

II. Presenting the Text

(A) Graphics of “The Delights of Books”
Directions: Students are guided to read the essay by dissecting it into three parts, and then complete the graphics on their own.

1. Topic Sentence
   What is the topic sentence?

2. Body
   (1) What do books contain?
   (2) What do books do to us?
   (3) What do we achieve when we read?

3. Conclusion— An Example
   (1) Who is used as the example?
   (2) How does he compare books with rank, power, and wealth?

Books are to mankind what memory is to the individual.

What do books contain?

the history of our race
the discoveries we have made
accumulated knowledge
experience of ages
What do books do to us?

| picture for us the marvels and beauties of nature | help us in our difficulties | comfort us in sorrow and in suffering | change hours of weariness into moments of delight | store our minds with ideas | fill our minds with good and happy thoughts | lift us out of and above ourselves |

What do we achieve when we read?

| We are kings and live in palaces. | We transport ourselves to the mountains or the seashore, and visit the most beautiful parts of the earth without fatigue, inconvenience, or expense. | We walk, in imagination, with the noblest spirits, through the most sublime and enchanting regions. |

Macaulay had wealth and fame, rank and power, and yet he owed the happiest hours of his life to books. He would rather be a poor man in a garret with plenty of books than a king who did not love reading.

(B) Graphics of Youth

Directions: Students are guided to read the essay by dissecting it into three parts, and then complete the graphics on their own.

1. Definition of Youth
   (1) What is youth?
   (2) What does youth mean?

2. Relation between Youth and Years
   (1) What makes us grow old?
   (2) What bows our heads and turns the growing spirit into dust?
   (3) What are the qualities of youth in every human being’s heart?

3. Conclusion—Emphatic Repetition
Youth is a matter of the will. Youth is a quality of the imagination. Youth is a state of mind. Youth is a vigor of the emotion. Youth means the predominance of courage over timidity; of adventure over the love of ease. Youth is the deep spring of life. Youth is the freshness of the deep spring. Youth is the vigor of the emotion.

**Main idea:**

**What is youth?**

Youth is the predominance of courage over timidity; of adventure over the love of ease. Youth means the deep spring of life. Youth is the freshness of the deep spring. Youth is the vigor of the emotion. Youth is the predominance of courage over timidity; of adventure over the love of ease. Youth is the deep spring of life. Youth is the freshness of the deep spring. Youth is the vigor of the emotion.

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**Definition of Youth**

**Relation between Youth and Years**

**What makes us grow old?**

<table>
<thead>
<tr>
<th></th>
<th>makes us grow old</th>
<th>wrinkles the skin</th>
<th>wrinkles the soul</th>
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<tbody>
<tr>
<td>years</td>
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<td>deserting ideals</td>
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<td>giving up enthusiasm</td>
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<td>○</td>
</tr>
</tbody>
</table>

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**What bows our heads and turns the growing spirit into dust?**

- worry
- despair
- doubt
- fear
- self-distrust

[Diagram showing how worry, despair, doubt, and fear lead to self-distrust]
What are the qualities of youth in every human being’s heart?

- the love of wonder
- the sweet amazement of the stars
- the undaunted challenge of events
- the unfailing child-like appetite for what comes next
- the joy of the game of living

You are as young as your faith
self-confidence
hope

You are as old as your
faith
self-confidence
hope
doubt
fear
despair

III. Bridging Practice to Writing

(A) Pattern Practice

1. A is to B what C is to D.

Directions: Look at the examples and complete the sayings by using the pattern. Make sayings of your own if necessary.

Examples:
(1) Books are to a home what the soul is to a body.
(2) Freedom is to a man what water is to a body.

Practice:
2. **Whether +S.+V. ➔ Adverb Clause**

*Directions: Look at the examples and use the pattern to combine the following pairs of sentences describing Jake, who is crazy about reading.*

**Examples:**
(1) Whether one is sixty or sixteen, there is the love of wonder in every human being’s heart.
(2) Whether you like it or not, the world is ever-changing.

**Practice:**
(1) It may be sunny. It may be rainy. Jake has his head buried in books.
→ Whether (it is) sunny or rainy, Jake has his head buried in books.
(2) They may be comic books. They may be long novels. Jake loves them all.
→ Whether (they are) comic books or long novels, Jake loves them all.
(3) It may be during a vacation. It may be before an exam. Jake can always find time to read.
→ Whether (it is) during a vacation or before an exam, Jake can always find time to read.
(4) He may be taking the bus. He may be taking the MRT. Jake grabs every opportunity to enjoy a page or two.
→ Whether (he is) taking the bus or the MRT, Jake grabs every opportunity to enjoy a page or two.
(5) His brother may urge him to play basketball. His sister may invite him to a concert.
→ Whether his brother urges him to play basketball or his sister invites him to a concert, Jake prefers to stay home and read books.
3. **Whether +S.+V. → Noun Clause**

*Directions:* Look at the examples and use the pattern as a noun clause to complete the following statements.

**Examples:**
(1) I am wondering whether I should buy the novel or just see the movie.
(2) No one is sure whether (or not) the book will sell.

**Practice:**
(1) Is Jim coming back to work next week or next month?
   The boss doesn’t know whether Jim is coming back to work next week or next month.
(2) Are the newly-weds going to Japan or Italy for their honeymoon?
   The relatives aren’t sure whether the newly-weds are going to Japan or Italy for their honeymoon.
(3) Will the bride’s or the groom’s dad pay for the photographer?
   The studio has no idea whether the bride’s or the groom’s dad will pay for the photographer.
(4) Do the guests like the flower arrangement at the party?
   The hostess would like to know whether (or not) the guests like the flower arrangement at the party.
(5) Are many guests coming to the wedding banquet?
   The couple is wondering whether (or not) many guests are coming to the wedding banquet.

(B) **Imitative Writing— The Delights of Music**

*Directions:* Students work in groups, imitating the content of The Delights of Books to write an essay on the topic of The Delights of Music. The following graphics are completed before the students start to write.

1. **Graphics of The Delights of Music**

   - Music is to a man what nature is to the world.
   - What does music contain?
Music washes away the dust of everyday life from the soul. Without music, life is a journey through a desert.

2. An example of the students’ graphics
(C) Extensive Writing—Describing a Book/Movie:

Directions: The students write about a book/movie they have enjoyed reading/seeing with the help of the controlled outline.

1. Complete the outline before writing.

1st Paragraph:
The title of the book/movie: _____________________________________
The name of the author/director: _________________________________
The central idea of the book/movie: _______________________________

2nd Paragraph:
A summary of the book/movie: ___________________________________
______________________________________________________________

3rd Paragraph:
Why did you enjoy the book/movie? What was special about it?
______________________________________________________________
______________________________________________________________
______________________________________________________________

2. An example of the students’ outline

[Image of handwritten outline]

1st Paragraph:
The title of the book/movie: P.S. I Love You
The name of the author/director: Cecelia Ahern
The central idea of the book/movie: Everyone should forget their sadness and face their own life with optimistic heart.

2nd Paragraph:
A summary of the book/movie: Holly’s husband passed away. She couldn’t recover from the sad mood for a long time. On her 30th birthday, Holly received a birthday cake from her husband, Jerry. Jerry then told her that he will send many letters to her. As a result, Holly depended on Jerry’s letters to starting with a new beginning.

3rd Paragraph:
Why did you enjoy the book/movie? What was special about it?
The movie is very touching, it is a story about family, friendship, and love between a couple. Her dead husband teaches her that life goes on, I like the idea of being watched ever by a dear angel.
IV. Students’ Works

Students' proficiency level: The students are in the 2nd year of senior high school of the social study section. Their high school entrance examination score on English is between 50 and 60.

(A) Examples of Imitation Writing—The Delights of Music

1. High Level (The student's entrance examination score on English is 60.)

2. Mid Level (The student's entrance examination score on English is 54.)
3. Low Level (The student's entrance examination score on English is 60.)

(B) Examples of Extensive Writing—Describing a Book/Movie
1. High Level (The student's entrance examination score on English is 54.)
2. Mid Level—1 (The student’s entrance examination score on English is 60.)

The title of the book/movie: The Day After Tomorrow
The name of the author/director: Roland Emmerich
The central idea of the book/movie: Green-house effect and the influence on the Earth

2nd Paragraph:
A summary of the book/movie: The movie describes that mankind is suffering from severe climatic vicissitudes, which brings them dreadful injury, and scientists try their best to save not only their family but the Earth.

3rd Paragraph:
Why did you enjoy the book/movie? What was special about it?

The movie gives us inspiration about the protection of environment. We should save the Earth together and ensure the Earth to be evolve developed for ever.

Mid Level—2 (The student’s entrance examination score on English is 50.)

The title of the book/movie: The Da Vinci Code
The name of the author/director: Dan Brown
The central idea of the book/movie: To find out the secret under the Pyramid of Sion

2nd Paragraph:
The museum keeper was found dead in there. An innocent professor was involved in this murder case. From Paris to London, evidence is so clear that every people can understand but the truth was hidden by history. The professor finally solved all the mysteries.

3rd Paragraph:
Why did you enjoy the book/movie? What was special about it?

Because it is an interesting and interesting novel. It’s special about combining with history and religion because it combines plots of history and religion.
3. **Low Level** (The student’s entrance examination score on English is 50.)

V. Conclusions

The focuses of this lesson plan on writing procedures include (1) teacher’s modeling of writing process, (2) students’ practice of writing process, (3) students’ application of their own knowledge in writing, and (4) students building confidence as writers. Fortunately, all the above purposes have been satisfactorily achieved, though some part of the design still leaves room to be improved.

(A) **Effects of the Analytical Model**

1. **Guiding questions help dissect the content.**

   Asking guiding questions before the students read the content helps guide them to focus their attention on important components. Guiding questions may be used to dissect the content as well.
2. Graphics help analyze the content.

The students’ worksheets on the graphics of “Books” and “Youth” show the order and completeness of their analysis process—their strengths and weaknesses of understanding become clearly evident.
(B) Effects of the Writing Model

1. Writing with a Graphic

Following the organization of “Books,” the students construct the graphic of “Music” and do their imitating writing. Most students feel it easy to write following a form and think the form may be applied to other subjects like “Nature,” “Traveling,” “Exercise,” and so on. Graphic organizers help the students focus, collect, and organize their ideas while reinforcing the connection between critical reading and effective writing.

2. Writing with an Outline

For a writing beginner, an outline is an effective tool which helps sketch out a rough idea of the writing. Writing an outline is a process of setting out how the student is going to say, what he/she plans to say in order, and then following the list he/she has made. Once the student gets his/her outline done, they can make it into an essay more easily.

(C) Suggestions on Grading

Grades communicate to the students how they are doing in their works. Grading System doesn't foster learning, but the teacher should have a grading system that doesn't hinder learning. Here are some suggestions:

1. Maintain the strengths of the traditional grading systems:
   (1) Postpone the grading as long as possible, until the works have been discussed and revised.
   (2) Give letter grades instead of points.
   (3) Give a range of grades to indicate different levels of proficiency.

2. Implement balance in grading to reflect students' performance:
   (1) Grades must show students' true ability.
   (2) Grades must indicate students' growth in ability.
   (3) Grades must take students' effort trying into consideration.