

4

A Journey of Redemption

#practical_writing

#forgive_to_grow_equal

#improve_through_struggles



WARM-UP

Have you ever felt a bit lost in life? What are the things that make you feel stuck or uncertain? Have you ever felt as if you are lacking a purpose, or as if everything in life lacks clear meaning?

1. Check (✓) the description(s) below that match your own experiences.

I feel lost when I . . .

- ☐ have a fight with my best friend.
- ☐ can't obtain a sense of achievement.
- ☐ can't meet my parents' expectations.
- ☐ have a hard time identifying my interests.
- ☐ am misunderstood by my friends or parents.
- ☐ find myself falling behind other classmates.
- ☐ other situations (_____)

2. Use the following sentence frames to share your experiences of feeling lost with your classmates.

I've felt lost when . . . (the incident)

I felt . . . (your feelings)



ABSTRACT

The novel *Les Misérables*, written by Victor Hugo, describes the lives of several individuals in 19th-century France. This review introduces the novel's main themes and briefly summarizes Jean Valjean's pursuit of redemption through love, kindness, and forgiveness, despite the difficult situations he faces. It also discusses the novel's potential emotional impact on its readers. Finally, the author recommends *Les Misérables* for its valuable life lessons to readers, especially teenagers.

READING



Reading Strategy: Identifying Hooks

Like bait for fish, a hook is the opening part of a passage that catches readers' attention. There are five types of hooks, namely question hooks, story hooks, statistic hooks, statement hooks, and quotation hooks. A hook makes readers want to read more while also hinting at the topic of the passage. Therefore, by identifying the hook, readers can get an idea of what the passage may be about.



Reading Strategy Check

Read the first paragraph of the passage below and underline the sentence that serves as a hook. Then, identify which type of hook it is and guess what the passage could be about.

Paragraph 1 provides basic information about the novel.

1 Have you ever felt that you are uncertain about what to do and that you don't know your place in this world? If so, you may consider seeking **guidance** from a novel **published** in 1862 and set in 19th-century **France**. *Les Misérables*, a famous
5 work by **Victor Hugo**, describes struggles and challenges still faced by most 21st century teenagers. Hugo's novel illustrates the importance of expressing love and showing **forgiveness**. By engaging with these **themes**, readers may experience personal growth and be able to recognize their own
10 value.



2 The **characters** in *Les Misérables* exemplify the **transformative** power of love and support in guiding people who

have lost their way. The story begins with the main character, Jean Valjean, who has been put behind bars for a minor crime. Shortly after regaining his freedom, Valjean steals silverware from a bishop. Surprisingly, the bishop forgives him. This act of unexpected kindness transforms Valjean, inspiring him to make a change for the better. Over time, Valjean adopts a new identity and becomes a warm-hearted person. Valjean even shows mercy to Javert, a police officer who doesn't accept Valjean's positive change and has been trying to catch him.

3 *Les Misérables* teaches an important lesson: You hold the power to improve and grow as an individual, even when you are not at your best. It also illustrates how scars and bruises from your past can be healed with love and support from others. Jean Valjean's journey of redemption shows that facing life's challenges leads to personal growth and helps you find your way.



4 While enjoying *Les Misérables*, you may sometimes find yourself disturbed by intense emotions such as deep sadness and hopelessness. This is because Jean Valjean's story illustrates that justice is not always served and that being good and kind is not always rewarded. In the novel, you'll see how the

Paragraph 2 summarizes the novel by focusing on the Jean Valjean.

R Discourse Focus In Paragraph 2, what is the function of the “-ing” form in “inspiring him to . . .”?

Paragraph 3 talks about the lessons that can be learned from this novel and the support it can offer to teenagers.

Discourse Focus In Paragraph 3, what words or phrases carry similar concepts or meanings and are repeated?

Paragraph 4 explores the potential emotional impact of this novel on teenage readers.

“

It is through overcoming obstacles that a person ultimately learns to love, forgive, and embrace his or her true self.

”



legal system fails to recognize Valjean’s redemption and how badly society treats hard-working people. **Confronting** the darker

40 side of **human nature** will put your morals to the test, leading you to think deeply about what is right and wrong.

Paragraph 5
concludes by

this novel to teenage
readers.

5 Its **thought-provoking** themes as well as its encouragement of personal growth make the novel a highly **recommended** one for teenagers. The story can serve as a **beacon** of hope if you
45 are struggling to find value and purpose in life. Hugo once said, “He who does not **weep** does not see.” It is through overcoming **obstacles** that a person ultimately learns to love, forgive, and embrace his or her true self.



GRAPHIC ORGANIZER

The passage is a review of *Les Misérables*. It introduces the novel, summarizes the plot, and explains the lessons the reviewer believes can be learned from the book. Complete the graphic organizer by filling in each of the blanks below with a sentence (A–D).



- (A) People hold the power to improve and grow as individuals, even when they are not at their best.
- (B) The dark side of human nature is shown, which leads readers to think about what is right and wrong.
- (C) This novel is recommended for its thought-provoking themes and encouragement of personal growth.
- (D) After Jean Valjean is unexpectedly forgiven by a bishop, he becomes a warm-hearted person who shares his love with others.

READING COMPREHENSION

I. Choose the correct answer to each question.

() 1. What could be another title for this passage?

Main Idea

- (A) Never Too Late to Start Reading
- (B) Lessons Learned Through Difficult Times
- (C) An Exploration of Nature in Urban France
- (D) The History of 19th-Century French Society

() 2. According to the passage, what kind of people may find the novel *Les Misérables* meaningful or relatable?

Details

- (A) People who have read Victor Hugo's other novels.
- (B) People who have clear plans and goals for their lives.
- (C) People who have made mistakes and want to improve.
- (D) People who have less developed moral and ethical values.

() 3. What does the quote "He who does not weep does not see" mean?

Inference

- (A) Life never goes wrong if we don't cry.
- (B) People can find value in tough situations.
- (C) We should know that failure is unavoidable.
- (D) Those who steal from others weep the most.

II. Fill in the blank with a word from the passage to complete the sentence.

In *Les Misérables*, Jean Valjean was _____ by a bishop, which transformed him into a warm-hearted person.

ADVANCED

CRITICAL THINKING

1. In this book review, the author provides the reasons for the recommendation and expresses concern for readers who are sensitive to negative emotions. What might be the reason(s) for this?
2. Do you believe, as Hugo writes, that "He who does not weep does not see"? Why or why not? Are there any sayings in Chinese that have a similar meaning?
3. Recall a moment of forgiveness in your life. Share with your classmates the story of how you were forgiven or the reasons behind your forgiveness of others.



WRITING STYLE

Practical Writing



Practical writing always has a clear purpose and is written for (random readers/a target audience). This unit's passage explores one type of practical writing—reviews. Reviews, such as book reviews, often follow a structured sequence. A book review usually includes the book's background information, a summary of its content, a discussion of its theme, the opinions of the reviewer, and a conclusion that may include a recommendation.



This review starts by providing the book's historical context. Following this, it offers a summary of the plot and explores the central theme. Next, the reviewer shares his or her views about the book. Finally, the reviewer concludes by recommending the book.

Write a book review for the novel *The Great Gatsby* or any other novel you've recently read. Conduct some research and write down an outline for your book review.

Basic information: _____

Summary: _____

Exploration of the central theme: _____

Evaluation and analysis: _____

Conclusion: _____



DISCOURSE FOCUS

Repetition



Repeating words or ideas can highlight key points in an essay, making them stand out. However, too much repetition can weaken your writing. To emphasize points without overdoing repetition, diversify your wording. One way to achieve this is to use synonyms (e.g., using “large” or “huge” after first using “big”). This keeps your writing fresh and engaging.



1. *Les Misérables*, a famous work by Victor Hugo, describes **struggles** and **challenges** still faced by most 21st century teenagers.
 2. It is through overcoming **obstacles** that a person ultimately learns to love, forgive, and embrace his or her true self.
- The use of synonyms for setbacks in life stresses the importance of the concept without boring readers.

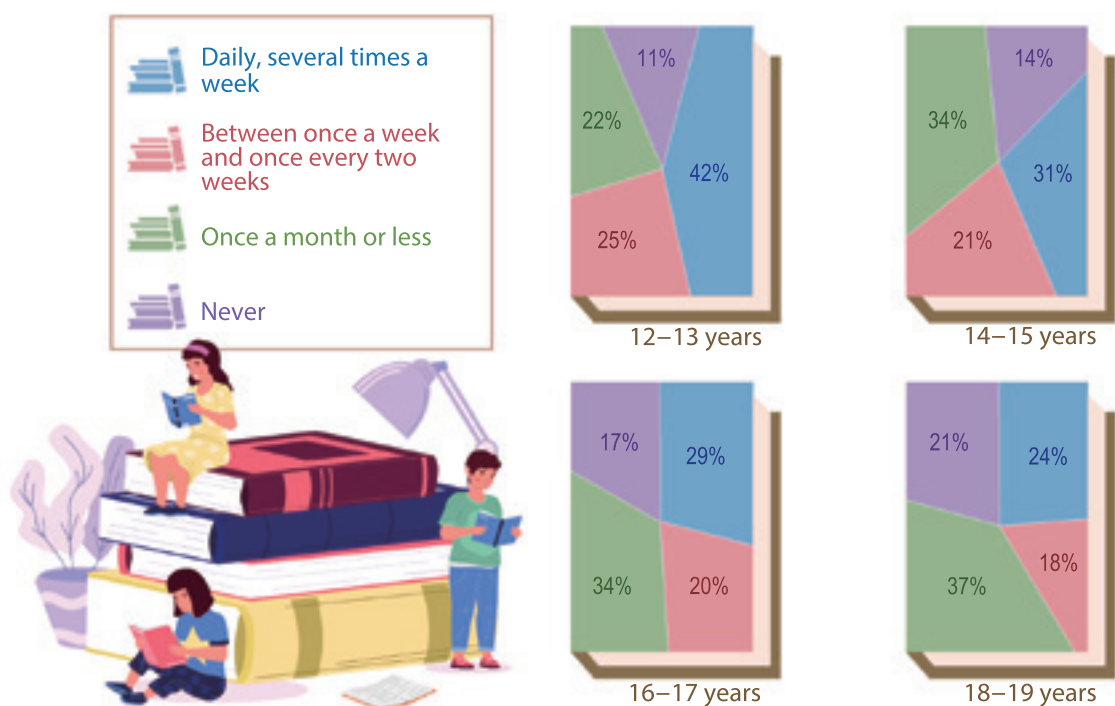
NOTES



INFORMATION VISUALIZATION

Reading books has many advantages, and how often people read depends on their age. The charts below show how frequently teenagers read for enjoyment outside of their classes. Read the charts and the passage about the benefits of reading classic literary works to answer the questions on the next page.

Teenagers' Out-of-School Reading Habits



Source: statista.com (2022)

There are several reasons that teenagers should read classic literature. The first reason is simply that reading is enjoyable. Since classic literature covers a wide range of subjects, from romance to horror, students can choose to read what interests them. This provides them with joy and enables them to acquire knowledge that goes beyond textbooks. Second, classic literature can be an excellent way to introduce students to different cultures and time periods that they may not otherwise encounter. It broadens their minds and teaches them life lessons that are still relevant today. With that being said, the above pie charts show that, in general, the percentages of frequent out-of-school readers _____ as teenagers get older.

- () 1. Which of the following statements is **NOT** true about teenagers' reading habits?
- (A) More than 50% of students aged 18–19 either never read or read once a month or less.
 - (B) The percentage of teenagers who never read books outside the syllabus increases with age.
 - (C) More than 30% of students 14–19 years old do out-of-school reading only once a month or less.
 - (D) According to the trend in the charts, there could be fewer frequent readers who are below 12 years old.
- () 2. Which of the following statements is a possible reason that teenagers read beyond their required materials?
- (A) They can finish their assignments faster.
 - (B) They can pursue personal joy and curiosity.
 - (C) They can improve their school performance.
 - (D) They can impress others with their knowledge.
- () 3. Which of the following words is the most suitable for the blank in the final sentence of the passage?
- (A) increase
 - (B) decrease
 - (C) stay the same
 - (D) change irregularly



VOCABULARY



Words for Production

1 guidance

[ˈɡaɪdn̩s]

► n. [U] *advice that someone gives, which can help someone else solve problems* 引導，指引

guidance on/about something

- The new clerk wasn't yet able to work independently, so she asked for **guidance** from her co-workers on how to deal with customers.

2 publish

[ˈpʌblɪʃ]

► vt. *to make copies of a book or newspaper, etc., for public sale* 出版

publish a book/magazine/paper

- The first print run of the book sold out within a week of being **published**.

publisher

[ˈpʌblɪʃə]

► n. [C] 出版商

- The **publisher** released a new children's book that quickly became a bestseller.

3 forgiveness

[fəˈɡɪvnɪs]

► n. [U] *the act of stopping being angry at someone or of excusing someone for a fault or mistake* 寬恕，原諒

beg/ask/pray for one's forgiveness (for something)

- Although Olivia begged for Tom's **forgiveness**, he was still mad at her.

forgive

[fəˈɡɪv]

► vt. (forgave | forgiven | forgiving) 寬恕，原諒

forgive someone for (doing) something

- Kevin said sorry to Ashley and hoped that she would **forgive** him for being late.

4 theme

[θiːm]

► n. [C] *a main idea or central subject in an activity, a work of art, a piece of writing, etc.* 主題，中心思想

a theme of something

- The main **theme** of the movie was unclear. Many in the audience couldn't understand what it tried to convey.

5 **character**
[ˈkærɪktə]

► n. [C] *a person in a movie, book, or play* (電影、故事、戲劇中的) 人物

a leading/main/central character

- A fairy tale often has two leading **characters** from totally different backgrounds who end up falling in love. “Cinderella” is a perfect example of such a story.

► n. [C] (usu. sing.) *the features that make someone or something different from others* 性格，特性

- Most people see John as outgoing and energetic, but there is a side of his **character** that is quiet and shy.

► adj. 特有的，典型的

be characteristic of . . .

- These colorful houses are **characteristic** of Burano, an island of Venice. You will see them everywhere during your visit there.

► n. [C] 特色，特徵

a characteristic of . . .

- A long nose and large ears are the main **characteristics** of an elephant.

characteristic
[ˌkærəktəˈrɪstɪk]

characteristic
[ˌkærəktəˈrɪstɪk]

6 **crime**
[kraɪm]

► n. [C] *an illegal activity or action* 罪行

commit a crime

- The robber was sentenced to five years in jail for the **crime** he committed.

► n. [U] *activities that are generally illegal* 犯罪，違法活動

the crime rate

- Thanks to the efforts of the police department, there has been a steady decrease in the **crime** rate this year.

► adj. (涉及) 犯罪的

a criminal record/activity/offense

- Those who have a **criminal** record often have difficulty getting a job because employers worry they will commit an offense again.

► n. [C] 罪犯

- The police caught the dangerous **criminals** who bombed the gas station last week.

criminal
[ˈkrɪmənl]

criminal
[ˈkrɪmənl]

7 **regain**

[rɪˈɡeɪn]

gain

[ɡeɪn]

gain

[ɡeɪn]

► vt. *to get back something one no longer has* 重新獲得

- It was hard for Shirley to **regain** her coworkers' trust after she messed up a large project.

► vt. 獲得，取得

gain control/power

- The experienced teacher quickly **gained** control of the noisy class.

► n. [C] 獲得，增加

- Thanks to the new marketing strategy, the company enjoyed a huge **gain** in sales.

8 **steal**

[stiːl]

► vt. (stole | stolen | stealing) *to take something that belongs to someone else without that person's permission* 偷取，盜竊

steal something from . . .

- The thief was caught red-handed when trying to **steal** a purse from a woman in the department store.

9 **adopt**

[əˈdɒpt]

► vt. *to choose something as one's own, usually to replace a previous one* 選用

adopt a name/title/language

- Beginning his career as a child actor, Robin **adopted** his stage name from the first role he played.

► vt. *to take care of one's child and legally become his or her parent* 領養，收養

- Donna decided to **adopt** her nephew Adam, whose parents died in a tragic accident, as her own child.

10 **identity**

[aɪˈdentəti]

► n. [C] (pl. identities) *who or what someone is* 身分

confirm/reveal an identity

- A passport is the most commonly accepted way to confirm one's **identity** when a person travels internationally.

11 **mercy**

[ˈmɜːsi]

► n. [U] *kind treatment, especially by people who have the power to punish or hurt him or her* 仁慈，寬容

- The slave went down on his knees in front of the king and begged for **mercy**.

12 individual [ˌɪndəˈvɪdʒuəl] individual [ˌɪndəˈvɪdʒuəl]	► n. [C] <i>a single person considered separately rather than as part of a group</i> 個體，個人 - You don't need to find a partner, since both individuals and teams are allowed to take part in this game. ► adj. 個別的，單獨的 - The team's performance improved when the individual members of the team communicated effectively with one another.
13 scar [skar] scar [skar]	► n. [C] <i>a mark left on the skin after an injury</i> 傷疤 - The surgery left a small scar on her arm. If she didn't tell you about it, you might not even notice it. ► vt. 結疤，留下傷疤 - His legs were badly scarred in a fire, which is why he always wears long pants, even in summer.
14 bruise [bruːz] bruise [bruːz]	► n. [C] <i>a purple or blue mark on one's skin that results from an injury</i> 瘀青，擦傷 - The bruises on Melissa's legs are from falling down the stairs. ► vt. 使受瘀傷 - Eugene bruised his shoulder because he bumped into a steel door.
15 disturb [dɪˈstɜːb]	► vt. <i>to cause someone to feel worried or upset</i> 使煩惱，使覺得困擾 - The uncertainty about the future disturbed him, leading to sleepless nights and increased stress. ► vt. <i>to interrupt someone while he or she is doing something</i> 打擾，干擾 - If you finish the test early, please remain seated so that you don't disturb the other students.
16 intense [ɪnˈtens] intensity [ɪnˈtensəti]	► adj. <i>having a very strong effect or experiencing a strong feeling</i> 激烈的，劇烈的 - The treatment caused the patient such intense pain that she could hardly bear it. ► n. [U] 強烈 (程度)，強度 - The intensity of the heat in the summer made staying outside very difficult.

intensive
[ɪnˈtensɪv]

- ▶ adj. 密集的
- After taking a two-month **intensive** language course, John greatly improved his speaking ability and can now chat fluently with native speakers.

17 **justice**
[ˈdʒʌstɪs]

- ▶ n. [U] *the fair way to treat people* 正義，公正
- The public hoped that the murderer would spend his whole life in jail, so **justice** would be done.

18 **reward**
[rɪˈwɜːd]

- ▶ vt. *to give someone something because of his or her good behavior or hard work* 獎賞，酬謝

reward someone for (doing) something

- Ms. Pfeiffer **rewarded** her employees with free movie tickets for securing a major business contract.

reward
[rɪˈwɜːd]

- ▶ n. [C] 報酬，回報

a reward for (doing) something

- All the medical staff were treated to a nice trip as a **reward** for their hard work in the past year.

19 **legal**
[ˈliːɡl]

- ▶ adj. *related to law* 法律的
- It is a good idea to seek **legal** advice when you draft or review contracts in order to protect and ensure your rights.

20 **confront**
[kənˈfrʌnt]

- ▶ vt. *to face or deal with a difficult problem or situation* 處理，解決 (問題或困境)
- We can't avoid **confronting** this issue, even though it's uncomfortable.
- ▶ vt. *to make someone face an unpleasant person or situation* 使面對 (難處理的人或狀況)

confront someone with . . .

- My parents **confronted** me with a choice between college and work in my last year of high school.

confrontation
[ˌkɒnfrʌnˈteɪʃən]

- ▶ n. [C] 衝突，對峙

a confrontation between . . .

- The meeting ended with a **confrontation** between the CEO and the board members over the company's direction.

21 **recommend**

[ˌrɛkəˈmɛnd]

► vt. *to say that someone or something is useful, good, or suitable for a particular purpose* 推薦，介紹

recommend something for someone

- With only two bedrooms, this small apartment is **recommended** for a household of two to three persons.

recommendation

[ˌrɛkəməˈnɛdʃən]

► n. [C] 建議

make a recommendation to do something

- The United Nations made a **recommendation** to tax meat in order to reduce its consumption and slow down the rate of global warming.

22 **weep**

[wɪp]

► vi. (wept | wept | weeping) *to cry because of a strong emotion* 哭泣

weep for/with something

- Sara **wept** for joy when her boyfriend proposed to her.

23 **obstacle**

[ˈɒbstəkl̩]

► n. [C] *something that prevents someone from achieving a goal* 障礙，阻礙

an obstacle to (doing) something

- My poor study habits are an **obstacle** to getting good grades.

Words for Recognition

1 **redemption** [rɪˈdɛmpʃən] n. [U] *the state of being saved from suffering or evil* 救贖，贖罪

2 **France** [fræns] n. *a country in western Europe, which is famous for its wines, foods, and perfumes* 法國

French [frɛntʃ] adj. 法國的

French [frɛntʃ] n. [C]; [U] (the~) 法國人；法語

3 **Les Misérables** [le ˌmɪzəˈrəbl̩] n. *a French novel written by Victor Hugo and first published in 1862* 《悲慘世界》

4 **Victor Hugo** [ˈvɪktə ˈhjuɡo] n. *a French poet, novelist, and playwright* 維克多·雨果

5 **transformative** [trænsˈfɔrmətɪv] adj. *causing a big change to someone or something* 徹底改觀的

6 **Jean Valjean** [ˈdʒɔn ˈvɒldʒɔn] n. *the main character of Les Misérables* 尚萬強

7 **silverware** [ˈsɪlvəˌwɛr] n. [U] *objects that are made of silver, especially knives, forks, dishes, etc.* 銀器

- 8 **bishop** [ˈbɪʃəp] n. [C] *a senior priest who is in charge of the priests in a large area* 主教
- 9 **Javert** [ˈdjævər] n. *the police inspector pursuing Jean Valjean in Les Misérables* 賈維
- 10 **human nature** [ˌhjumən ˈnetʃə] n. [U] *the natural ways of thinking and behaving that most people share* 人性
- 11 **thought-provoking** [ˈθɒt prəˈvɒkɪŋ] adj. *making people think a lot or have new ideas about something* 發人深省的
provoke [prəˈvɒk] vt. 激起
- 12 **beacon** [ˈbiːkən] n. [C] *a light that is placed somewhere to guide people or vehicles* 燈塔

Idioms and Phrases

- 1 **behind bars** (informal) *in prison* 坐牢
- After spending ten years **behind bars**, Simon was released from jail, and he was determined to become a good person.
- 2 **a change for the better/worse** *a person or situation becoming better or worse compared to a previous state or condition* 改善，好轉；惡化，每況愈下
- Loretta's New Year's resolution is to do daily exercise for an hour a day. It is tiring, but she believes it will be **a change for the better**.

NOTES

SENTENCE STRUCTURE

At eight o'clock he was still at work, writing with a good deal of inconvenience upon little squares of paper, with a big book open on his knees, when Madame Magloire entered, according to her wont, to get the silver-ware from the cupboard near his bed. A moment later, the Bishop, knowing **that** the table was set **and that** his sister was probably waiting for him, shut his book, rose from his table, and entered the dining-room.

Les Misérables—Book II, Chapter 3



S + V + (that)-clause and that-clause

What is it?

本課句型為兩個 **that** 引導的「名詞子句」作「受詞」，可以用來在同一句內同時表達或傳達相關的兩件事情。

Examples

	S	V	(that)	-clause	and	that	-clause
1	You	have felt	that	you are uncertain about ...	and	that	you don't know your place in this world.
2	Jean Valjean's story	illustrates	that	justice is not always served	and	that	being good and kind is not always rewarded.

How to use it

- 一般來說，使用 **that** 引導的「名詞子句」作「受詞」時，**that** 可以省略。
→ I believe (that) everyone has a second chance.
- 當有兩個 **that** 引導的「名詞子句」作前方「動詞」的「受詞」時，會使用 **and** 連接兩個子句，此時，第二個子句的 **that** 一般不省略。除了更方便閱讀，也能更清楚地表達兩個子句都是前方「動詞」的「受詞」。
→ Jean Valjean hopes (that) someone can understand him and that he can become a different person.
O₁ O₂

NOTES

Exercise

Jenny was feeling down today because she failed a very important exam. Seeing her lose all her confidence, her friend, Aletha, recommended that she read *Les Misérables*. Thanks to the valuable insights Jenny gained from the novel, she began feeling much better. Below are some sentences from her diary written after she finished reading the novel. Combine the sentences by using the sentence structure of this unit. The first one has been done for you.

May 4, 2025

1. I felt down about my poor grade because I knew that I could have done better. I knew that I should have studied more for the exams.

→ I felt down about my poor grade because I knew (that) I could have done better and that I should have studied more for the exams.

2. After reading the novel, I realized that I shouldn't be too hard on myself. I realized that I can always improve myself.

→ After reading the novel, _____.

3. I learned that Jean Valjean once made mistakes. I learned that he eventually became a better person.

→ _____.

4. Jean Valjean became a better person because of the bishop's mercy. Likewise, with Aletha's support and kindness, I hope that I can do better. I hope that I can learn from the experience.

→ Likewise, with Aletha's support and kindness, _____.



likewise 同樣地

Extended Exercise

ADVANCED

Jenny not only found comfort in reading *Les Misérables* but also learned a lot from this classic novel. Therefore, she is looking for another novel to read. The following is a list of literary works suitable for teenagers. Complete the introduction of each book by using the sentence structure of this unit. The first one has been done for you.



***Anne of Green Gables* by Lucy Maud Montgomery**

1. Anne, the main character of the novel, believes (that) imagination helps her find joy in everyday things and that being true to herself helps her make close friends (imagination/help/her/find joy/in everyday thing; being true/oneself/help/her/make close friend).



***The Perks of Being a Wallflower* by Stephen Chbosky**

2. In this novel, readers join the characters to discover _____
_____ (connection/other/bring/understanding; embracing/one's true self/lead to/personal growth).



***1984* by George Orwell**

3. George Orwell demonstrates _____
_____ (government's total control/destroy/one's citizen; people/recognize/one's power to think/critically).



***Frankenstein* by Mary Shelley**

4. The novel teaches its readers _____
_____ (unchecked scientific ambition/have/unintended consequence; isolation/have/significant impact/individual).



unchecked 不受限制的 unintended 非計畫的

INTEGRATED ACTIVITY



A high school student, Luca, is writing a review of the short story, *The 'Steelyard,'* which he read in his Chinese class. Read the infographic below to get some background information on the story. Then, answer the following questions.

The 'Steelyard'

Main Characters

- Qin De-Shen, a poor Taiwanese vegetable vendor
- A Japanese police officer

Author

Lai He (1894–1943)

Year of Publication

1926

Background

- Late 19th and early 20th century
- Japanese colonial period

Theme

Injustice in society

Symbols

- A steelyard is a symbol of equality and justice.
- A steelyard being broken by the Japanese police officer symbolizes the unfair treatment by the government.



1. Read Luca's review on the next page. Fill in blank ❶ with a statement hook that includes the story's author, the date of publication, and the setting of the story. Then, fill in the blanks ❷ and ❸ with information from the infographic.



The 'Steelyard' 《一桿秤子》 vendor 小販, 攤販 Lai He 賴和 colonial 殖民的 symbolize 象徵

The 'Steelyard,' ❶ _____

_____. The story illustrates the injustice a poor Taiwanese man faced under Japanese rule. The main character, Qin De-Shen, worked as a vegetable vendor. However, a police officer broke Qin's steelyard on purpose. What's even more unfair was that he was falsely accused of violating measuring laws and was sent to prison. After enduring various forms of humiliation, Qin De-Shen, in his misery, killed the police officer and then himself.

The story strongly criticizes the mistreatment of Taiwanese people by the Japanese colonial government and highlights the cruel and unreasonable behavior of the Japanese police toward ordinary people. The name Qin De-Shen is a pun for "really miserable" in Taiwanese, serving as a clue to his tragic life. Similarly, just as a steelyard symbolizes ❷ _____, the broken steelyard ironically symbolizes the ❸ _____ Qin faced.

When reading *The 'Steelyard,'* readers may feel angry and helpless because of Qin's experiences. However, it also allows readers to learn about social justice, understand what is right and wrong, and develop empathy for those who are treated unfairly in society.



2. Reread the review. Circle and note down the words with similar meanings that are repeated several times: _____

() 3. Given your answer to question 2, what is the purpose of repeating these words?

- (A) To develop the character of the police officer.
- (B) To describe the background setting of the story.
- (C) To leave a strong emotional impact in readers' minds.
- (D) To confuse readers with information unrelated to Qin's tragic life.



- () 4. According to the infographic and the review, which of the following statements is **NOT** true about *The ‘Steelyard’*?
- (A) In the end, both Qin and the police officer died.
- (B) This tragic story teaches its readers about the unfairness of life.
- (C) The story is set at a time that is similar to the life of the author, Lai He.
- (D) The name Qin De-Shen sounds very similar to “really miserable” in Japanese.

SELF-CHECK

In this unit, I learned that . . .



through life’s struggles, we can find the path toward personal growth and positive change.

we have the power to learn from past mistakes, make amends, and improve ourselves.

the bruises from our past can be healed by the touch of love and support from others.

according to *Les Misérables*, people’s place and value are shaped by the lessons they learn from their past, rather than just their mistakes.

Jean Valjean’s journey of redemption promotes equality by illustrating how every individual who has made past mistakes deserves love, forgiveness, and the opportunity for personal growth.

NOTES