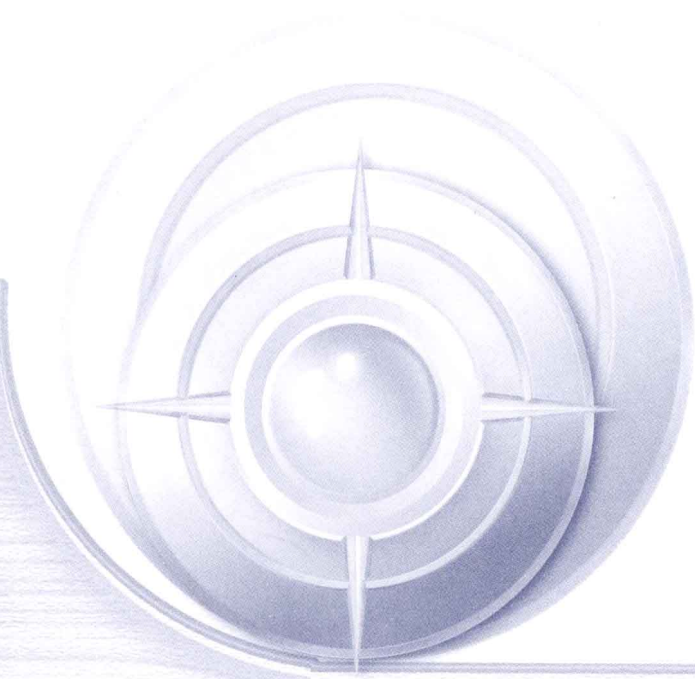


Advanced English

高级英语

参考答案

下 册



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Key to Some of the Exercises

Lesson 11

Questions on the Content

1. She was in a family of ten. The father was the driver for a rich old white lady who owned all the land for miles around. The mother was a housewife.
2. She wanted to go wherever her father went. She was excited at the prospect of riding in a car. And she learned that fairs were fun. She was sure that her father would take her because she believed she was the prettiest.

She thoroughly enjoyed the fair. She was so excited that when back home she shared what she had seen at the fair with those who had had to stay home during the day—the merry-go-round, the man who ate live chickens, and the teddy bears.

3. She was beautifully dressed and gave a long Easter speech in the church. She did it without stammer or pause and thus won warm applauses and high praises from the people around there.
4. She dressed herself like a cowboy. Her playmates were her two brothers. They all went to the picture show on Saturday nights. After that they played what they saw in the movie, chasing each other for hours rustling cattle, being outlaws, delivering damsels from distress. The parents even bought the brothers toy guns that could shoot copper pellets.
5. One day, while Alice was playing games with her brothers, one of them shot her in the right eye. She was seriously injured.

The brothers were very much scared because they would get a whipping for that. They agreed to say that Alice had stepped on one end of a wire and the other end flew up and hit her.

6. Her right eye went blind. And the doctor warned that the other would likely become blind too, which terrified her. But she was most concerned about her appearance. The injury left such an obvious scar on her eye that she lost her confidence as a “cute” little girl.
7. The family had just moved to the place. She was new at the school, with few friends but many ill-disciplined schoolmates. She was often harassed about her injured eye.

The parents sent her back to her old school, where she was taken good care of by her teachers. One teacher taught her to play the piano. Another tried to make her life happier

- and even helped her turn on the child who had been bullying her.
8. The cousin saw a recent school picture on which Alice was showed with the white “glob” and asked her about her eye. She got upset. That night, she abused her eye, ranting and raving at it in front of the mirror and pleading with it to clear up before morning. She was much more concerned about her beauty than her eyesight.
 9. While she was baby-sitting for her favorite brother Bill, he and his wife took her to a local hospital, where the “glob” was removed by a doctor. Although there was still a bluish crater where the scar tissue had been; the ugly white stuff was gone. She immediately resumed her self-confidence. She started making more friends and doing well at school, graduating as the valedictorian.
 10. At first, all she could think of was to get enough sleep the night before the picture was taken so that she would show her best on the picture. But at night, she became hesitant because she worried that her eye would not be straight. Her lover tried to reassure her that her eye would be straight enough.
 11. When she first saw the desert, she fell totally in love with it. She was overwhelmed by its beauty. She realized that it was the most beautiful scenery she had ever seen. She was so grateful for being able to see such beauty that she literally got down on her knees. She even wrote emotional poems in praise of the beauty of the desert.
 12. Alice had been worried that her daughter would be embarrassed once she found her eyes looked different from other people's. But one day, instead of asking about the unusual looking of her eye, the little girl told her mother that she saw a world in her mother's eye, just like the one she saw in the picture of the earth as viewed from the moon. Alice was overjoyed. She realized that her eye was actually not such a problem as she had believed it to be.

Questions on Strategy and Style

1. The thesis: Beauty was not determined by other people accepting one's looks and but by how one feels about oneself. When one changes perspective and realizes for oneself, he/she will find “the other dancer”. The theme is not stated explicitly in the essay, but can be inferred.
2. Self-image is everything. How we feel about ourselves determines our happiness, peace of mind, and how we relate to our world. When our self-image is low, we feel low and life seems dark. And vice versa, for when we feel good about ourselves it is possible to be happy. The title expresses this idea, so do the concluding sentences of the essay.
3. The author uses the present sense mainly to emphasize the everlasting influence of this incident on her life till now and thus make the essay more vivid and forceful, and get the readers more emotionally involved.

4. She begins the essay by narrating two childhood incidents to show how self-confidence in her beauty before the incident highlights the importance of self-image.
5. She directly refers to the age at which some incident had a great impact on her life (Para. 28, 32 and 34). She uses repetition. She repeatedly uses the phrase "I am" to begin her paragraphs. Though it is used plainly, it is very effective in describing each changed setting. The phrase, along with the constant shifting of settings, created a back and forth, rocking rhythm. It starts out happy, then changes to being bitter and angry, and ends with a sense of gratefulness and acceptance.
6. The repetition of the refrain is used to achieve an ironic effect. Though her family members feel she is not changed, she herself feels she is no longer the same self after her appearance undergoes the change. She wrongly believes that what she looks will determine how others view her.
7. They are all transitional paragraphs to introduce another topic or incident.
8. She uses a metaphor in the conclusion to show her new understanding of beauty: 'Till now she is still self-conscious of her wandering eye. She is still at war with herself. She is separate, not complete because she has not accepted that beauty can only truly come from within. Her peace of mind does not completely come, her separated selves are not truly united, until her three-year-old daughter's words strike a chord somewhere deep within and make her think. Suddenly, all of the negative and ugly beliefs that she has held about herself fall away as she realizes the greater importance of "inner vision" over society's rules of beauty. She saw herself through her daughter's eyes. Her self was "beautiful, whole, and free," dancing with Walker for the first time as an equal, wonderful part of her, alongside her in all of her imperfections and splendor. "And she is also me".
9. Her opinion of herself was always influenced by what others thought of her. When she was young, she had much confidence in her prettiness and she looked pretty. After the accident, she felt she was changed, ugly and different, and thus became very timid and self-conscious. Later, after the surgery, she felt better and looked up again, thus she became confident and popular again. But it was not until her daughter's remarks assured her of her beauty that she finally came to peace with herself.
10. Many of us feel passed over in a world that seems to place a high value on outward beauty. But a short poem by Anthony Euell reminds us that physical attractiveness can be over-rated. He writes: "As a beauty I am not a great star. There are others more handsome by far. But my face, I don't mind it. For I am behind it. It's the people in front who get the jar!" Maybe you are not the most beautiful person in the world. And maybe, as the poem suggests, it doesn't matter. There is hidden beauty in each of us that can be experienced by anybody who cares to explore. We each possess a unique inner beauty that can be discovered by anyone who cares to explore beneath the surface. You may have even successfully hidden it from yourself, but that does not mean it is not there. Outward

looks simply don't matter. Who we really are lays beneath the outer landscape like a magnificent subterranean palace. When you look for beauty beneath the surface, you will see what others have missed. And you will be rewarded beyond measure.

Vocabulary and Structure

1. Define the following words according to the context where they occurred.

1. trying to destroy or weaken an established system
2. to make oneself very tired
3. (especially of a disease or something bad) continuing for a long time
4. to put someone or something into a lower or less important rank or position
5. to hide or block the light from something
6. slight fevers
7. charming and attractive
8. in a fault-finding manner
9. to attack suddenly and unexpectedly
10. to sit or lie down in a heavy and sudden way
11. get cured
12. normal
13. virtually
14. look damaged
15. to overcome some difficulties and become better

2. Paraphrase the following sentences.

1. I know people in the church admire my dress, but my spirit, which is close to liveliness and confidence, impressed them mostly.
2. I often heard they say "oh, isn't she the cutest thing!" Then they will thankfully add: "She is so bright!" Until today, I still thank them for their considerate compliments.
3. I thought you have stopped worrying about that.
4. I realize I have walked around the world madly and try to take in as much as possible in case one day I finally become blind.
5. I become alert by her focusing on my eye and try to protect myself.

3. Note the differences among the following words or phrases, and fill in the blanks with the appropriate ones in their proper forms.

- | | | |
|-------------------------|----------------|------------------------|
| 1. (1) knocking ... out | (2) knocks off | (3) knock ... down |
| (4) knocked off | (5) knock back | (6) was knocking about |
| (7) knocked together | | |

- | | | |
|----------------|-----------|-------------|
| 2. (1) margins | (2) brink | (3) borders |
| (4) verge | (5) edge | (6) rim |

4. Fill in the blanks with words and phrases from the text.

- | | | |
|-----------------------|----------------------|---------------------------|
| 1. by the prospect of | 2. of their dreams | 3. said with assurance |
| 4. a wave of love | 5. hold his breath | 6. relegate to a position |
| 7. just in time | 8. under their wings | 9. flagged... down |
| 10. ill-disciplined | 11. turned on | 12. not to mention |
| 13. slip | 14. a cover story | 15. Ironically |

5. Combine the sentences into complex ones by using appropriate conjunctions.

1. My mother, of course, will not go, for she is knocked out from getting most of us ready.
2. When I am two-and-a-half years old, I want to go everywhere my daddy goes, that is why I am excited at the prospect of riding in a car.
3. She is the teacher who "knew me before I was born" and bought my first baby clothes, who now makes life bearable, and whose presence finally helps me turn on the one child at the school who continually calls me "one-eyed bitch".
4. Even when I am in the desert for the first time, I fall totally in love with it, for I am so overwhelmed by its beauty that I confront for the first time, consciously, the meaning of the doctor's words years ago.
5. I know from experience that all children are cruel about physical differences, though they don't always mean to be is another matter, so I assume Rebecca will be the same.

6. Translate the following into English.

1. At the news conference, the club spokesman said that if the team was **knocked out** in the next round, it might be **relegated** to a second-rate team.
2. It was **characteristic of** this black woman author who approached human weakness from an unconventional perspective and whose early works **bore witness** to her departure from the convention.
3. In his televised address, the president **pleaded with** his people to unite to combat separatism when the country was **in the throes of** crisis and conflicts.
4. The moment their **adoring** singer made his appearance on the stage, the fans burst into wild applause and cheers, and their enthusiasm **bordered on** cult.
5. She was so **overwhelmed** by grief at the news that the aircraft her husband worked on crashed down that the absence of his name from the victim list **slipped her attention**.
6. On the market day, the pedestrians and peddlers **overflowed** the pavement into the road; and the drivers, annoyed by the delay, began **ranting and raving** about the chaos.

7. **Confronted with** the allegation that he had lied to his voters, **in all probability**, the independent candidate would be compelled to drop out of (withdraw from) the campaign.
8. **With assurance**, his wife said to him: "**It would not surprise me** to find you getting back into the old habit of sitting up late at night."
9. Alice Walker perhaps was best known as the author of *The Color Purple*, her award-winning and best-selling novel. The publication of the novel in 1982 brought her fame as well as widespread controversy, for it portrayed the life of a poor and abused southern black woman who eventually triumphed over oppression of sexists and racists. Walker described herself as a womanist, her term for black feminist.

7. Choose the item that best completes the sentence.

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. B | 2. B | 3. C | 4. D | 5. B | 6. A | 7. C | 8. C |
| 9. A | 10. A | 11. C | 12. C | 13. D | 14. A | 15. A | 16. C |
| 17. A | 18. D | 19. C | 20. B | | | | |

8. Fill in each of the blanks with an appropriate word.

- | | | | |
|-------------|--------------------|--------------|---------------|
| 1. problems | 2. spend | 3. effort | 4. more |
| 5. with | 6. majority | 7. something | 8. From |
| 9. pages | 10. self-conscious | 11. images | 12. drive |
| 13. receive | 14. skin | 15. up | 16. concerned |
| 17. lead | 18. chronic | 19. sign | 20. along |

9. Proof-reading

- | | | |
|---------------------|------------------|--------------------------|
| 1. admire→ admiring | 5. alike→ like | 8. nor→ or |
| 2. under→ below | 6. racing→ races | 9. reflecting→ reflected |
| 3. slowly→ slow | 7. shape→ shapes | 10. A be→ to |
| 4. as→ | | |

Lesson 12

Questions on the Content

1. It has been accepted that income, particularly the growth of income, is the criterion of a good life and social progress. Both individuals and societies are entitled and obliged to become rich. Therefore, *average income per head* and *rate of growth* are the most important indicators of a country's status in the world.

2. The growth of population will frustrate, diminish, and offset the economic growth that could otherwise be achieved. It would cancel out the increase in economic size so that the *average income per head* would remain stationary. Thus, the continuous growth of population would render the pursuit of universal affluence a prospect of limitless frustration.

Some people believe in a sustained economic growth because they assume the existence of limitless resources in the world, a limitless capacity of mankind to cope with pollution, and the omnipotence of science and social engineering.

3. The author suggests that both the people of the rich countries and those of the poor should give up their fanciful expectations and presuppositions about economic growth. He believes the idea that “only the rich can have a good life” is based on a materialist philosophy that contradicts the universal tradition of mankind. While man’s material needs are actually limited, his material *wants* may run wild. And the increase in his *wants* cannot add to the quality of his life.
4. By poverty, the author means the status in which people have enough to keep body and soul together but little to spare. Misery, on the other hand, refers to the status in which people cannot keep body and soul together, and even the soul suffers deprivation. While poverty may have been a rule in the universal tradition of mankind, misery is something abnormal. Even when societies and cultures collapsed, people normally managed to continue to provide for themselves. Poor peasants and artisans have existed from time immemorial. However, in many parts of the world today, there are miserable and degraded people who should not exist at all and should be helped by all—not in wartime or as an aftermath of war, but in the midst of peace and as a seemingly permanent feature. That is a monstrous and scandalous phenomenon going against the tradition of mankind.
5. The author finds population pressure an unsatisfactory explanation. Since every mouth comes to the world endowed with a pair of hands, population pressure could cause poverty only when there was an absolute shortage of land. But that is not the case today. Population increase as such does not necessarily result in increasing poverty because history has shown that a pair of hands can provide not only the income but also the durable goods or civilized existence.
- The author suggests that people could not help themselves because they abandoned their indigenous culture of poverty. In other words, not only they lost true culture, but also their poverty has turned into misery in many cases.
6. In religious terms, the “ephemeral” is relatively unreal and only the “eternal is” real. On the material plane, goods and services can also be taken as ephemeral or eternal. Although no goods or services are absolutely “ephemeral” or “eternal,” there may be something absolute in the maker’s or provider’s intention, i. e. he may see them as something to be used up, that is to say, to be destroyed in the act of consumption, or as something to be

used or enjoyed as a permanent asset, ideally forever. To put it in the language of business, ephemeral goods are “depreciating assets” and have to be “written off,” whereas eternal goods are never “depreciated” but “maintained.”

For instance, such articles of consumption as a loaf of bread are intended to be used up while others like a work of art are intended to be there forever. Transport services to take a tourist on holiday are intended to be used up and therefore ephemeral, while a bridge across the river is intended to be a permanent facility. Entertainment is intended to be ephemeral, whereas education is intended to be eternal.

7. There are two distinct types of “standards of living.” Two societies of the same volume of production and the same income per head of population may show fundamental and incomparable differences in the quality of life or life-style. One may place its main emphasis on ephemeral satisfactions and the other may devote itself primarily to the creation of eternal values. In the former, there may be opulent living in terms of ephemeral goods and starvation in terms of eternal goods—eating, drinking, and wallowing in entertainment, in unhealthy surroundings—while in the latter there may be frugal living in terms of ephemeral goods and opulence in terms of eternal goods—modest, simple, and healthy consumption in a noble setting. Conventional economic accounting may take both as equally developed but fails to show the qualitative differences between them.
8. The life-style of modern industrial society is one that places primary emphasis on ephemeral satisfactions and is characterized by a gross neglect of eternal goods. Modern industrial society is even engaged in a process of ever-increasing ephemeralization, in which goods and services that by their very nature belong to the eternal side are being produced as if their purpose were ephemeral. While the economic calculus is applied everywhere, it discourages the production of goods that could last forever. Meanwhile, purely ephemeral goods are produced to standards of refinement, elaboration, and luxury, as if they were meant to serve eternal purposes and last for all time.
Many preindustrial societies, in fact, have been able to create superlative cultures by placing their emphasis in the exactly opposite way and created the greatest part of the modern world’s cultural heritage.
9. Modern affluent societies consume so much of the world’s resources, create such intensive ecological dangers, and produce so much fear among their populations that they cannot serve as a model for the less developed societies to imitate. The failure of modern affluence is not caused by affluence as such but is directly due to mistaken priorities: a gross overemphasis on the ephemeral and brutal undervaluation of the eternal. No amount of indulgence on the ephemeral side can compensate for starvation on the eternal side.
10. A culture of poverty is based on the insight that the real needs of man are limited and must be met, but that his wants tend to be unlimited, cannot be met, and must be resisted. Only by a reduction of wants to needs can resources for genuine progress be freed. The

required resources for progress cannot be found from foreign aid because such aid would bring about the life-style characteristic of modern industrial society. The resources can be found only by a life-style that emphasizes frugal living in terms of ephemeral goods, which can create (or maintain and develop) an ever-increasing supply of eternal goods. Frugal living in terms of ephemeral goods means adherence to simplicity, a conscious avoidance of any unnecessary elaborations, and a magnanimous rejection of luxury on the ephemeral side. This makes it possible to enjoy a high standard of living on the eternal side, as a compensation and reward. Luxury and refinement have their proper place and function but only with eternal, not with ephemeral goods.

11. Labor power is infinitely creative. Modern industrial society's emphasis on ephemeral goods results in an automatic preference for mass production and thus the progressive elimination of the human factor from the productive process. In a poor society, however, when the primary emphasis is placed on eternal goods, production by the masses will be preferred to mass production, because such goods are intended to last and cannot be standardized. This will bring the whole human being back into the productive process, and even ephemeral goods will be far more efficient and economical when a proper fit has been ensured by the human factor.
12. (The answer is open-ended.)

Questions on Strategy and Style

1. The author first of all points out a common phenomenon, and then he begins to prove that this universally-held notion actually is not correct. Afterwards he tries to develop his own ideas of poverty by differentiating between two kinds of goods, which naturally lead to his solution: a culture of poverty. Some transitional devices are used to link the ideas in different paragraphs, for example, between Para. 16 and 17, the connection is achieved through the use of "no... nor".
2. The thesis: A culture of poverty is necessary if we want to solve mankind's problem of economic development. The theme is not stated explicitly in the essay but hinted in several places (Para. 6, 8).
3. The motto poses the question of the relationship between a good life and money, which actually is the topic and starting point of the whole essay.
4. The change from the third person to the first person is very obvious and thus effective. When the author begins to point out the mistaken notions, he is no longer objective and neutral; he gets more emotionally involved and wants the readers to be involved too. The first person is very effective in doing this because it is more personal, more subjective.
5. The author quotes his book in order to pose the question why there is so much misery in the present world and thus prepare the readers for the author's solution: the necessity of a

culture of poverty (which is the thesis of the essay).

6. In the concluding paragraph, the author expresses his hope that his solution will come to people's attention and set people thinking, thus making things move in the way he desires. This call for action is a forceful way to end the argumentative essay.
7. The author uses different kinds of rhetorical devices to make his point, such as rhetorical questions, comparison and contrast, parallelism, and figure of speech like metaphor, etc.
8. First, the author poses the question of the relationship between money and a good life, then he refutes the popular assumption for the last half a century, which naturally leads to his own thesis. Then he explains why his solution is applicable by using comparison and contrast between two different attitudes towards the ephemeral and the eternal. At last, he comes to the conclusion, also a restatement of the theme: the necessity of a culture of poverty.
9. The tone is sincere, persuasive, serious and factual.
10. The language is formal, which can be seen from its choice of formal and written words and complex sentence structures.

Vocabulary and Structure

1. Define the following words according to the context where they occurred.

1. making you feel slightly frightened or worried about your ability to achieve something
2. severely
3. clear and concise
4. to prevent the fulfillment of
5. to make up for, balance
6. to be common among a group of people or area at a particular time
7. confusing and worrying
8. to provide with
9. to use one's power, rights or personal qualities in order to achieve something
10. (business) to cancel a debt; to recognize that something is a failure, has no value, etc.
11. to allow oneself to enjoy something completely
12. to take part in a particular activity, especially something that takes a lot of time or effort
13. to force into a usually unhappy state or situation
14. available but not yet used
15. to consider or allow yourself to think about an idea, a hope, a feeling, etc.

2. Paraphrase the following sentences.

1. They advise that when the economy is booming at a fast rate in the history of human development, the only danger is the inability to overcome our fear.

2. Even though man's material wants are limitless, his material needs are limited and in fact quite modest.
 3. According to the conventional economic accounting, the two above-mentioned living standards are developed equally, which means we could not well explain the phenomena by the purely quantitative approach.
 4. At the same time, we produce purely ephemeral goods by standards so as to make them refined, elaborate and luxurious, as if we want to use them in several ways and want them to last forever.
 5. The result is that the number of workers is gradually becoming less and less in the productive process.
3. Note the differences among the following words or phrases, and fill in the blanks with the appropriate ones in their proper forms.
1. (1) write up (2) write down (3) writes off (4) wrote out
(5) wrote in (6) write... off
 2. (1) block (2) obstacles (3) obstruction (4) barrier
(5) block
4. Fill in the blanks with words and phrases from the text.
1. drumming... into 2. The greatest obstacle
 3. knows no bounds 4. keep body and soul together
 5. from time immemorial 6. both theoretically and in practice
 7. missed the point 8. by no means
 9. did the trick 10. have nothing to lose and everything to gain
 11. suits your tastes 12. compensate for
 13. adherence to 14. as such
 15. in terms of
5. Combine the sentences into complex ones by using appropriate conjunctions.
1. There is no other prospect than one of limitless frustration.
 2. Population pressure could not serve as an explanation unless it meant an absolute shortage of land.
 3. A publisher may produce a book so that it should be purchased, read, and treasured by countless generation.
 4. The result is that the human factor will be progressively eliminated from the productive process.
 5. All the above is merely an assembly of a few preliminary indications.

6. Translate the following into English.

1. The economic analyst points out in his report that at present the **prime object** of the government is to effectively control the 'worsening' inflation, which, 'to some extent, **offsets** the economic growth.
2. Since the work of oral interpretation **makes great demands on** the interpreter's fluency and accuracy in English, the teachers **place primary emphasis on** the trainees' oral English in the training course.
3. **It is held that knowledge knows no bounds.** But **it does not follow that** the more knowledge we learn the more we will understand for knowledge is nothing without understanding.
4. The experts estimate by the end of the 3rd quarter the company's profit of this year will **exceed** that of last year. And they **attribute** the rise **to** the company's adoption of new technology.
5. **With regard to your feasibility** report of the reform scheme, we think its problem **lies in** the absence of concrete figures to support it.
6. **In the light of** the changed circumstances, he believed that the youngsters, who are creative but inexperienced, are not a liability but rather a **great asset** to the enterprise.
7. The government pledges to **compensate for** the villagers, the market value of whose land has sharply **depreciated** because of the construction of a nuclear power plant in the neighborhood.
8. There has been a public debate about whether or not **adherence** to the principle of economic growth should be required **at the cost of** environmental pollution.
9. A common measurement for poverty is based on incomes or consumption. A person is considered poor when his consumption or income level falls below some minimum level necessary to meet basic needs. The minimum level is called "poverty line." Poverty lines vary from society to society; therefore, each country uses the line which is appropriate to its level of development.

7. Choose the item that best completes the sentence.

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. D | 2. D | 3. C | 4. A | 5. A | 6. A | 7. B | 8. A |
| 9. C | 10. B | 11. A | 12. D | 13. A | 14. D | 15. A | 16. D |
| 17. A | 18. A | 19. C | 20. D | | | | |

8. Fill in each of the blanks with an appropriate word.

- | | | | |
|---------------|--------------|----------------|------------|
| 1. definition | 2. almost | 3. least | 4. others |
| 5. either | 6. well | 7. Thus | 8. terms |
| 9. whatever | 10. consider | 11. especially | 12. rather |
| 13. coined | 14. adapt | 15. in | 16. except |

17. include

18. least

19. different

20. because

9. Proof-reading

1. with→ by

5. and→ but

8. are ∧ held→ not

2. cultural→ culturally

6. is→ are

9. a→ \

3. barrier→ barriers

7. the→ \

10. tend→ tendency

4. implied→ implies

*Lesson 13***Questions on the Content**

1. He was supposed to be at his post of duty. But he was actually asleep, lying at full length upon his stomach with his head upon the left forearm and his right hand loosely grasping his rifle.
2. He was in a clump of laurel in the angle of a road, which after ascending southward from a deep valley to that point turned sharply to the west and, after running along the summit for about one hundred yards, turned southward again and went zigzagging down the other slope through the forest. At the second turn of the road there was a large flat rock jutting out northward over a high cliff and overlooking the deep valley. The angle where the soldier was lying was on another spur of the same cliff. He could command a view not only of the short arm of the road and the jutting rock but also the entire profile of the cliff below it.
3. The country was wooded everywhere except at the bottom of the valley, where there was a small natural meadow, through which flowed a stream. The open ground was several acres in extent. Its green was more vivid than that of the surrounding forest. Across the valley there rose a line of giant cliffs similar to those upon which the soldier was lying. Viewed from this point, the valley seemed entirely shut in so that one could have wondered how the road had found a way into and out of it and where the waters of the stream came from and flowed on.
4. Concealed in the forest at the bottom of the valley lay five regiments of Federal infantry. They had marched all the previous day and night and were resting. At nightfall they would take to the road again, climb to the place where the soldier was asleep, and, descending the other slope of the ridge, fall upon a camp of the enemy at about midnight. Their hope was to surprise it, for the road led to the rear of it. In case of failure, their position would be perilous in the extreme; and they would surely suffer a defeat if the enemy became aware of the movement.
5. The soldier was a young Virginian named Carter Druse. He was the son, an only child, of

wealthy parents. His home in western Virginia was but a few miles from where he was lying.

When he told his father that he would like to join the Union army, which was fighting their home state, his father agreed and told him to do what he would conceive to be his duty whatever might occur.

6. He had been a faithful and courageous soldier, for which he soon won high regard from his fellows and officers. It was because of his excellent performance in the army plus his knowledge of the surroundings that he was selected for the present perilous duty at the extreme outpost. But he was too exhausted to remain awake.
7. He saw an image of a man riding a horse at the extreme edge of the capping rock. It looked like a motionless statue of impressive dignity with the repose of a Greek god carved in the marble, sharply outlined against the sky. Grasping in his right hand a carbine which laid across the pommel of the saddle, the man on the horse was looking downward to the bottom of the valley. The soldier realized the presence of a formidable near enemy.
8. Carter was now wide awake. He brought the butt of his rifle against his cheek by cautiously pushing the barrel forward through the bushes, cocked the piece, and covered a vital spot of the horseman's breast. A touch upon the trigger would have done the job. But at that moment, the horseman turned his head and looked in the direction of Carter's position. Suddenly Carter grew pale, shook in every limb and turned faint. His hand fell away from his rifle and his head slowly dropped until his face rested on the leaves in which he was lying. He was nearly losing consciousness because of his intensive emotion. He had recognized that the horseman was his father.
9. Before long, Carter resumed his conscience and reason. He knew he could not possibly catch his father and that to alarm him would be disastrous to his comrades. His duty was plain; his father must be shot dead from ambush—without warning, without a moment's spiritual preparation. But Carter was still hesitating, for it was possible that his father had discovered nothing about the troops hiding in the valley so that he might well be permitted to ride away without doing any harm to the troops. However, looking down the valley, Carter could see a sinuous line of figures of men and horses creeping across the green meadow. Some soldiers were even watering their beasts in the open, which could not be missed by his father. Now Carter turned back to his father. He was now aiming at the horse. His father's words of advice were ringing in his memory: "Whatever may occur, do what you conceive to be your duty." He became calm now, his breathing regular and slow. His sense of duty had conquered. He decided to fire.
10. It was an astonishing sight—a man on horseback riding down into the valley through the air. The father sat straight upright in military fashion, with a firm seat in the saddle and a strong clutch upon the rein to hold his horse. From his bare head his long hair streamed upward, waving like a plume. The horse's body was as level as if its hoofs were striking

on solid ground, with all the legs thrown sharply forward as in the act of alighting from a leap. Then there was a crashing sound in the trees—a sound that died without an echo—and all was still.

11. The officer who had come near the foot of the cliff and seen the fall of the horseman was filled with amazement and terror and overcome by the intensity of his emotions. He could not make sense of what was actually happening. He could hardly keep standing on his feet and abraded his shin. He managed to pull himself together and ran rapidly away from the foot of the cliff. In the fleeting instant of his vision, he seemed to have mistaken the fall of the horseman as a march of aerial cavalry.
12. He reloaded his rifle and resumed his watch. When a Federal sergeant crept over and asked him about the shooting, Carter told him that he had shot a horse and sent it over the cliff. He then turned away his eyes and said no more, with his face white but showing no other sign of emotion. When the sergeant ordered him to report the whole truth, Carter admitted that his father had gone over the cliff together with the horse. The sergeant was extremely astonished.

Questions on Strategy and Style

1. There are maybe two reasons for the author to interrupt the story of Carter by creating the role of the officer; on the one hand, this can create suspense and arouse the reader's curiosity; on the other hand, the author can show the officer's reaction to Carter's shooting of the enemy scout and tell the reader Carter's action was justified from the military point of view.
2. The title can mean any of three things if not all of them: a silhouette of a horseman on a cliff, the actual falling of the horseman from the cliff, and the irony of how Carter just called his father a horseman. The last is ironic because to Carter, his father in war is just another soldier. It seemed that he didn't want to acknowledge to himself that the horseman is his father.
3. The description of the layout of the valley is important in that it helps to justify Carter's killing of his father, because as a member of the Northern Army, he could not allow any Southern soldier to get vital information about the position and plans of the Northern Army. If he let his father live, the South would have gained important information on the position and strength of the Northern Army, and the South could either prepare for the ensuing attack, or launch a surprise attack on the Northern Army before the North attacked them, thus put his army in danger.
4. Though here it seemed that Carter was unfaithful because he fell into sleep when on watch, it turned out later that he was the most faithful soldier in the Northern Army. Here the word has an ironic touch and directed the reader's attention to the issue of faithfulness, one

central idea of the essay.

5. The question interrupts the narration and serves to create suspense. It also dramatizes the inner struggle going through Carter's mind.
6. In Paragraph 10, the author does not tell the reader explicitly that Carter underwent great inner struggle, but he describes the change in Carter's outer appearance, which is a reflection of the intensity of his emotion. Also in Paragraph 11, there are enough hints of his inner conflicts.
7. By withholding the most vital information, the author achieves the greatest dramatic effect, because in this way the reaction of other people is used to set off the abnormality and atrocity of the event and it also creates a sudden surprise ending, which can set the reader thinking.
8. The sudden revelation of the truth is the way of ending that will give the reader the greatest shock and impact, because this terrible truth is the key to all Carter's internal conflicts which yield the most intriguing and touching part of the story. This technique of leaving the most important information till the end is called climax. It is both forceful and effective.
9. To Carter his duty as a sentinel and scout is a vital factor in his decision. Carter felt a great devotion, loyalty and love for the Northern Army; a love so strong that he could not let his fellow soldiers and higher-ranking officers down.
His father also put duty before blood. He respected his son's decision, though he had a breaking heart.
10. The themes of the essay include faithfulness, duty and professionalism of war.

Vocabulary and Structure

1. Define the following words according to the context where they occurred.
 1. without
 2. to see
 3. dizzy
 4. the arrangement of the parts of something; shape
 5. complete control; the action of accepting defeat
 6. to praise
 7. to have something or achieve something because of someone or something else
 8. to rise up in height
 9. a piece of high ground
 10. to give honor to the memory of
 11. to get rid of false beliefs
 12. to faint
 13. to stop something for a short time