

Vocabulary Development

ample (am'pal) *adj.* more than enough; abundant (p. 31)

aperture (ap'ercher) *n.* opening in a camera through which light passes into the lens (p. 31)

belay (bi'la) *n.* rope support (p. 33)

laboriously (lə'bɔr'ē əs'le) *adv.* with difficulty (p. 34)

feasible (fē'zəbeɪ) *adj.* capable of being done; possible (p. 36)

formidable (fɔr'mədəbeɪ) *adj.* causing fear or dread (p. 36)

Distinguishing Fact From Opinion

Many people have died attempting to reach the summit of Everest. That is a fact—a statement that can be proved true using evidence. Mountain climbing is an exciting sport. That is an opinion—a statement that can be supported by facts but is not itself a fact. When you distinguish fact from opinion, you can reach your own understanding of an event rather than simply accepting what the author says. Use a chart like the one shown to separate facts from opinions in these accounts.

Facts	Opinions
We reached the top at 11:30 A.M.	It was wonderful.
The temperature was -27°C.	It was rather frightening.

Reading Strategy

Comparing Literary Works

These two works provide an excellent opportunity to compare the authors' perspectives. Hillary and Norgay made the same climb on that historic day. As you read, notice what Hillary says and compare it with what Norgay says about the same thing. For example, notice this contrast:

- From Hillary's perspective, Norgay often struggled and needed Hillary's help during their ascent of Everest.
- From Norgay's perspective, the climbers helped each other equally.

Literary Analysis

Author's Perspective

When you read firsthand accounts, you get the point of view of one person—the author. How the author interprets the events that he or she sees, hears, or experiences personally is the **author's perspective**. In these two accounts of the ascent of Mount Everest, each man's report is influenced by his own beliefs and assumptions. To identify each author's unique perspective, pay close attention to the details and events that each presents.