

教育部推荐使用大学外语类教材

总主编 李荫华

# 全新版大学英语 第二版

## New College English

# 长篇阅读

# 4

## Reading Longer Texts

主编 郭杰克

 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
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主编 郭杰克  
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# 前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材（学生用书、教师手册、教学辅助用书等）、多媒体课件（助学光盘、电子教案、题库等）和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

## 教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养。使学生能较好地掌握英语的书面语，这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材,以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式,如pair work、group discussion、debate等,或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要,除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地在《综合教程》中参照四、六级考卷设计了Test Yourself(2014年本书重印时,根据2013年国家四、六级考题调整后的题型及时作了相应变动),以帮助学生熟悉考试题型。

### 教材框架如下:

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念外语网络教学平台)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成:

综合教程(1-6册)(每册由8个单元组成)

听说教程(1-6册)(每册由14个单元组成)

阅读教程(高级本)(1-6册)(每册由8个单元组成)

阅读教程(通用本)(1-6册)(每册由8个单元组成)

快速阅读(1-6册)(每册由8个单元组成)

长篇阅读(1-4册)(每册由8个单元组成)

上述各教程中,1-4册供修读一般要求的学生使用,5-6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本,供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读和长篇阅读外,各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

## 二

《全新版大学英语》系列教材问世十年以来,受到了全国高校师生的普遍欢迎,先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材、普通高等教育“十一五”国家级规划教材,和“十二五”普通高等教育本科国家级规划教材,并获得2003年度上海市优秀教材一等奖。

然而,时代在进步,社会需求和人才培养在这十年间也发生了巨大的变化。我国的

经济、政治、文化等各项建设事业，正在新的历史起点上全面向前推进；教育改革也在向纵深发展，作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》，作为各高等学校组织非英语专业本科生英语教学的主要依据；目前又颁布了《国家中长期教育改革和发展规划纲要（2010—2020年）》。鉴于当前新形势，我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订，使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》（高级本）60%以上的文章是重新选用的。《阅读教程》（通用本）也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。2015年，系列教材中新增《长篇阅读》，可有效地帮助学生熟悉和参加国家级考试。如今修订工作已完成，各教程第二版陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》（第二版）系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师和同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副总编、严凯和孙玉副社长、高等教育事业部谢宇主任和综合事业部主任梁泉胜等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

## 编者的话

在网络和多媒体十分发达的今天，阅读仍然是学好英语和打好英语基础的主要途径。如《全新版大学英语》系列教材中的《快速阅读》中有篇文章“Reading — the Most Important Way to Learn English”，其中指出，通过阅读输入大脑中的大量句子是今后说和写的话语基础。阅读也是学习单词的最佳途径。在阅读过程中学习单词是个很自然的过程，学生在阅读过程中不断接触新的词汇，从上下文深刻领会它们的意义和用法，很快就能掌握并持久不忘。不论是母语还是外语，大量阅读是学好一门语言的关键。但要培养学生大量阅读的习惯，所提供的阅读材料应能引起他们的兴趣，使他们能坚持不懈地读下去。因此，本教程在选材方面，尽量选些既能激发学生兴趣，又能开阔视野、扩大知识面、启发思考的文章。作为阅读教材，特别注重所选体裁和题材的多样化，以引起学生的兴趣，培养他们适应阅读各类文章的能力，丰富他们的语言知识。教程中所选体裁不仅有一般阅读教材常见的科普小品、人物传记，还有些小故事和回忆录，使教程内容丰富、语言生动、可读性强。

本教程是根据《关于大学英语四、六级考试题型调整的说明》中阅读理解部分新设立的长篇阅读测试题型的要求而组织编写的。

从理论上讲，长篇阅读介乎精读和快速阅读之间。其和精读相似之处在于，在长篇阅读时，要对篇章进行多层次的理解，不仅要求了解篇章的大意，还要求了解段落大意和句子大意；或者了解词语在文中的意思和用法，以达到对段落或全篇的透彻了解。和快速阅读相似之处在于，根据CET对阅读理解部分的答题要求，篇章的阅读是在限时的条件下进行的。因此，答题时学生需运用略读，“全景式”地通览全文，又要运用寻读技巧寻找所需要的具体信息。

本教程用以检测读者阅读理解能力的题型主要为一些高端大规模英语考试，如大学英语四、六级考试和英国的IELTS Academic Reading Test所采用的信息匹配题。信息匹配题的特点是考核读者在篇章和段落层次上的阅读理解能力，要求读者能快速找出与每题所含信息相匹配的段落。这种信息包括识别段落的主旨、段落中的事实或论点之间的关系，找出具体的细节，如例子、原因、说明或小结等。这种题型侧重考查的是在有限时间的要求下对于较长篇章的理解和信息定位能力。但从阅读能力的角度来讲，它强调的仍然是快速地阅读和理解英语篇章的能力。

本教程有部分篇章采用了多项选择题。多项选择题能考核较高层次的认知过程和不同形式的思维方式，因而可有效地检测阅读者对所读篇章的多层次、多范畴的理解能力，所以多项选择题型常用于检查读者是否理解所读的篇章。本教程除主要采用信息匹配题和多项选择题考核学生是否读懂有关篇章外，其另一个特点是运用这两种题型去帮助学生理解篇章中的难点。



本教程以主题为单元，引导学生就某一个话题从不同的侧面去论述或描绘，促进学生  
对问题的思考和关注。全书共分8个单元，每个单元由4个篇章组成。学生在使用本教程  
时，建议对每单元的头两篇文章细读，以熟悉信息匹配题的答题要求和答题方式。读第三  
篇时，则可以快速阅读的方式进行阅读并答题。本教程第一册和第二册的阅读平均速度分  
别为每分钟90词，第三册和第四册的阅读平均速度为每分钟100词。

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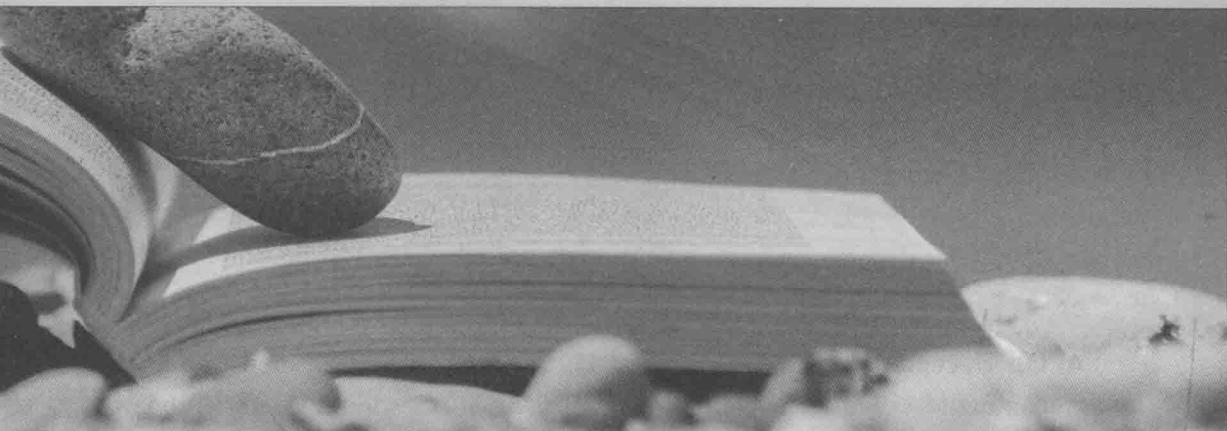
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# UNIT 1

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# Shackleton's Leadership of the *Endurance* Expedition

- A** On December 5, 1914, Sir Ernest H. Shackleton and 27 men under his command sailed from South Georgia Island in the South Atlantic aboard the sailing ship *Endurance*. Their goal was to land on the Antarctic (南极洲的) continent and become the first to cross it. The North Pole had been reached in 1909; the South Pole, in 1911. Shackleton, a veteran of Antarctic exploration who had been knighted for his earlier expeditions, felt that crossing Antarctica was “the last great Polar journey that can be made”. He named his endeavor the Imperial Trans-Antarctic Expedition.
- B** Shackleton and his men failed utterly at the expedition's stated goal; they never even set foot on Antarctica. Yet the courage and determination they displayed have become legendary.
- C** In January 1915, before they could reach the Antarctic coast, their ship became trapped in the pack ice of the Weddell Sea. For nine months, they and their ship drifted helplessly with the ice. Then, in October 1915, currents and wind drove massive plates of ice in on the *Endurance*, crushing it. Members of the expedition were forced onto the ice floes surrounding the ship. They salvaged three lifeboats and whatever equipment and provisions they could extract from the tangled wreckage of the ship before it sank.
- D** The ice became their home for the next six months. Attempts to move their provisions and gear dozens of miles over the ice to land were frustrated by gaps between floes and impassible ridges of ice blocks pushed up against each other by currents and winds. As their food supplies dwindled, they were forced to hunt whatever penguins and other sea life they could find. Although the men initially hoped that the drifting of the ice would carry them toward land, in time it became clear that they were drifting northward toward the open ocean. In late March, 1916, cracks began splitting the floe into ever-smaller pieces. On April 9, they were forced to take to their boats in an attempt to reach one of a few small islands off the Antarctic coast. For seven sleepless days and nights, they battled the sea ice and the ferocious weather of the Southern Ocean, finally landing on remote, uninhabited Elephant Island.

- E** Shackleton and five others left that island eight days later in the most seaworthy of the boats, the *James Caird*, to get help at South Georgia Island, a staggering 650 miles away. Battling towering waves and weather that made navigational sightings almost impossible, they reached South Georgia 16 days later, only to come ashore on the uninhabited side of the island, opposite from the whaling stations they sought, and with the *Caird*'s rudder (方向舵) gone.
- F** With no choice but to travel on foot, Shackleton and two of the other men set out to cross the mountainous, glaciated, and uncharted interior of the island. On May 20, 1916, they walked into the whaling station at Stromness Bay. Although the three men on the other side of the island were rescued the next day with help from the whalers (捕鲸者), it would be four months and three attempts before a Shackleton-led rescue party succeeded in making its way through the sea ice to reach the remainder of the men at Elephant Island on August 30, 1916. Amazingly, after almost two years of danger and extreme hardship, not one of the expedition's 28 members had been lost.
- G** Over and over during their voyage, the *Endurance* party faced what seemed to be fatal situations; yet each time, they beat the odds and survived. While some of their success was likely due to luck or providence (天佑), Shackleton's leadership is widely credited with making the essential difference. What lessons can be drawn from such a display of leadership?
- H** *Put your people first.* In 1907, Shackleton led an attempt to be the first to the South Pole. He and his men trekked across hundreds of miles of the Antarctic continent to within 97 miles of the Pole. He knew that being the first to reach the Pole would have brought him everlasting fame and glory. But Shackleton and his men were weakening, and he knew that a final push to the Pole would put their lives in grave danger. He turned back. As strong as his desire to lead expeditions was, his sense of responsibility for his men was stronger.
- I** In addition to being a principled choice, this decision gave those who served under him on the *Endurance* confidence that their lives would not be meaninglessly sacrificed to meet the expedition's goal. Bowen McCoy, who received the Harvard Business Review's Ethics Prize in 1983, uses his "Parable of the Sadhu", an account of a climbing trip he took in the Himalayas, to demonstrate the importance of clarifying objectives. Shackleton's action powerfully clarified the objectives of the *Endurance* expedition: crossing Antarctica was its nominal goal, but its fundamental goal was to ensure that the men survived.

- J** This clarification, along with the knowledge of Shackleton's general experience in polar exploration, helped ensure confidence in, and the credibility (信任) of, Shackleton's leadership. It helped give Shackleton what John Gardner, the novelist, calls "the capacity to win and hold trust".
- K** *Choose your people carefully — for character, not just competence.* Shackleton knew how well the rigors of Antarctic exploration would test the spirit of his men. In selecting the expedition's members, he looked for technical qualifications, but he placed even greater emphasis on a positive attitude and a lighthearted, even eccentric nature.
- L** *Sustain optimism in the face of extreme hardship.* Although everyone understands the importance of optimism, Shackleton recognized that being optimistic was most important when it was most difficult. When setbacks occurred, he had to remain outwardly optimistic, despite his own feelings, to prevent a growing despair among his men. He knew that such despair could, in the face of adversity, lead to dissension, or simply giving up. Day after day, to counter the morale-sapping effect of the miserable cold, wetness, fatigue, hunger, and boredom of their life on the ice, he summoned the strength to remain optimistic — despite suffering the same conditions himself. Warren Bennis, the pioneer of the contemporary field of Leadership studies, has noted that "all exemplary leaders are purveyors (传播者) of hope and optimism". Shackleton himself stated that "optimism is true moral courage."
- M** Many of the lessons applied on the *Endurance* expedition were learned on earlier explorations of which Shackleton was a member. Some of these lessons — such as the danger of relying solely on the chain of command to lead, and the importance of treating men fairly — were general in nature. Others, such as the need to counter the psychological strain of the Antarctic silence and bleakness, were specific to polar exploration but no less important. Had Shackleton ventured forth on the *Endurance* expedition without learning these lessons, it is unlikely that the *Endurance* story would have had its happy ending.

1136 words

## Comprehension Exercise

Each of the following statements contains information given in one of the paragraphs of the passage above. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Answer the questions by marking the corresponding letter in the blank.

- \_\_\_\_\_ 1. Shackleton's effective leadership was one of the main reasons his team were able to survive perilous situations.
- \_\_\_\_\_ 2. The lives of the members of the earlier expedition were clearly put before their goal of reaching the South Pole.
- \_\_\_\_\_ 3. Contrary to what they hoped for, the ice floe they were on drifted farther away from land.
- \_\_\_\_\_ 4. Shackleton and his men never reached Antarctica, but the courage they demonstrated during the expedition is well-known.
- \_\_\_\_\_ 5. The important lessons Shackleton learned from earlier explorations were crucial in helping to keep the *Endurance* expedition out of harm's way.
- \_\_\_\_\_ 6. Shackleton understood the importance of appearing positive and cheerful in dire situations and its effect on the members of the *Endurance* expedition.
- \_\_\_\_\_ 7. Shackleton abandoned the attempt to reach the South Pole although he and his men were within less than 100 miles away from it because he did not want to endanger the lives of his men.
- \_\_\_\_\_ 8. The ship Shackleton and his men were on was wrecked by the impact of the huge ice floes.
- \_\_\_\_\_ 9. Shackleton's yardstick for selecting crew members for his expedition was personal qualities rather than technical skills.
- \_\_\_\_\_ 10. Shackleton and several members of his crew landed on the opposite side of their intended destination in their attempt to seek help.



# The Man Who Really Conquered Mt. Qomolangma

- A** It seemed an impossible dream... team after team of brave adventurers had tried and failed to conquer Mt. Qomolangma. But 60 years ago, on the eve of the Coronation, news came through that delighted the whole of Britain — Sir Edmund Hillary and Nepalese Sherpa Tenzing Norgay had, finally, reached the snowy peak of the world's highest mountain.
- B** It was an amazing achievement by undoubtedly brave men. But why did they succeed where so many had failed? One reason has, until now, remained hidden to history. The success of Sir Edmund and his team was, in fact, due to the work of a man who himself never reached the summit. He was Griff Pugh, the physiologist (生理学家) on the trip. His daughter, Harriet Tuckey spent eight years researching the expedition and her father's role in it. Here she reveals how the greatest achievement in mountaineering came to pass.
- C** Between 1921 and World War Two seven major British expeditions had tried to scale Mt. Qomolangma and failed. Although six men reached 28,000ft (8,500m) in 1924 — a thousand feet below the summit — they were unable to climb higher. There were two reasons for their difficulties. The first was that Britain then controlled and restricted access to the mountain. This meant our climbers faced no competition and, extraordinary though it may seem by today's standards, they believed aids such as bottled oxygen were “unBritish” and “unsporting”.
- D** Traditionally Mt. Qomolangma had always been climbed from the north, through Tibet, as it was thought there was no climbable route up the mountain from Nepal. But in 1951 a British climbing team found a way up via Nepal. They applied for permission to use that way the next year but, to their horror, found the Swiss had already had a crack at the climb, getting further up than anyone before them. Unlike the British, the Swiss team had consulted specialist physiologists and used purpose-built oxygen equipment.
- E** The worried British got permission to climb in 1953 knowing the French planned a similar expedition in 1954, and the Swiss another in 1955. They then sent a training expedition to the Nepalese mountain of Cho Oyu to test the theories of Pugh, who said the application of science would make the crucial difference.