

国家旅游局中国饭店职业英语培训与测试指定用书

# 中国饭店职业英语

**CNTA General English Language Proficiency 2**

[美] R.E.费尔

高级

旅游教育出版社

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# 前 言

自改革开放以来,我国旅游业和饭店业得到了迅速发展。饭店的管理水平和服务质量不断提高,正在向国际水平靠拢。但是我国饭店员工的英语水平仍然普遍较低,与国际水平相比还有一定差距。

为了提高我国饭店服务的水平和质量,提高饭店员工的英语水平,鼓励和促进饭店员工学习英语的积极性,国家旅游局人事劳动教育司从1996年开始,与美国圣地亚哥大学合作,引进该校设计的国际性英语水平测试系统,该测试为国际承认的语言学考试,并根据中国国情,由中美双方专家组经过近两年的协商、调研,开发了一套既符合中国饭店业特点,又达到国际英语交际标准的“中国饭店职业英语标准培训与测试系统”(China National Tourism Administration—General Test of English Language Proficiency,简称CNTA G-TELP),并确定出版相应的分级培训教材。本系列教材共分为三级:初级,即第四级(Level 4);中级,即第三级(Level 3)和高级,即第二级(Level 2)。

该教材的前身——《通用标准英语》(GELP)系列教材是美国圣地亚哥大学专为外国人学习英语而编写的。基于“语言——人际交流的工具”和“使用语言的目的在于人际交流”的理论,该系列教材旨在培养学员实际应用语言的技能,采用功能教学法和交际教学法相结合的手段,全面培养和提高学员听力、口语、阅读的能力。

本系列培训教材在原《通用标准英语》系列教材基础上,根据旅游业、饭店业以及中国的具体情况,由美国圣地亚哥大学的专家进行了必要的修改和增补,对中国饭店具有突出的实用性。

本系列培训教材各级课本分二十个单元,其中第五、十五、二十单元为复习单元。每单元由听力、语法、阅读和对话四部分组成。听、说、读方面的交际能力训练占教材的80%。

此系列教材为准备参加CNTA G-TELP考试人员的培训之用,也适合于旅游高等院校、旅游中等专业学校(包括职业高中)的在校学生和旅游行业及其他相关行业在职人员使用。

本系列教材原作者为美国圣地亚哥大学的Ronald E. Feare先生,Sally Berke和Nancy Herzfeld-Pipkin参加了编写。张明生、修月楨、胡永辉、周福有、余炳炎、戚文琴、吕建中、方薇、李伟、陈更和彭少西同志参加了教材审定工作。

国家旅游局人事劳动教育司

1999年3月

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# Preface

Welcome to *GELP 2*, the General English Language Proficiency course, *Level 2*.

The *GELP* courses comprise a multi-level curriculum, designed to improve the ability of students of English as a foreign language to understand and use the language for functional purposes. *GELP 2* is for students who need to attain intermediate to advanced competency in English in order to function within a wide range of authentic English language situations.

*GELP 2* has two components: A student workbook, and a set of audio cassettes containing the listening passages and exercises. There are 20 units in *GELP 2*, four of which are review units.

*GELP 2* teaches students the use of language in task-oriented situations. It provides instruction and practice in such areas as testimonials, formal recommendations, informal discussions, planned explanations, historical accounts, general articles, encyclopedia entries, and commercial correspondence.

Material for the *GELP* curriculum is based on the specifications of the General Tests of English Language Proficiency (*G-TELP*). The *GELP* courses are not limited to those detailed specifications, but coincide with them, and actually exceed them.

The *GELP 2* course is a progressively higher level that may be studied upon completion of *GELP 3*.

The *GELP* courses emphasize English communication skills. Instruction and practice in listening and reading skills form 75% of the *GELP* materials. Students are exposed to everyday examples of language use such as listening to public announcements, transactions and descriptions; following oral and written instructions; reading personal and business correspondence, tourist information, and applications, etc. Specific grammar points are explained and practiced separately, and are also integrated into the listening and reading practices.

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# UNIT 1

Listening objective: Repetition of important information

Grammar objective: Present participles after nouns

Reading objective: The SQ3R method

## Section 1: LISTENING SKILLS

### 1.1 Listening Explanation

#### REPETITION OF IMPORTANT INFORMATION

In natural speech, you probably repeat important information to check if you have heard correctly. This is a good strategy to use in conversations, so that your partner knows you are listening and have understood. Also, when you are listening to lectures, announcements or discussions, the speaker often restates essential information. There are several ways to repeat information you've heard or to ask for a repetition:

- Repeat the information as a statement.

Example: A: How much does this book cost?

B: It's \$ 8.99.

A: \$ 8.99.

- Repeat the information as a question.

Example: A: How far is it to Cleveland from here?

B: It's about 90 miles, I'd say.

A: About 90 miles?

B: Yes, that's right.

- Request a repetition.

Example: A: How many concert tickets can I buy at one time?

B: You're limited to four at a time.

A: I'm sorry, but how many did you say?

B: Four tickets per customer.

Following are additional ways of asking for a repetition:

- \* I'm sorry, could you repeat that please?
- \* I'm sorry. I didn't catch that.
- \* Excuse me, how much is it again...?

Another way listeners can check their comprehension is to summarize the information at the end.

- Example: A: Where's the electronics store from here?  
B: Down two blocks and then left past the park.  
A: Is that two blocks down this street?  
B: Yes, until you see the park on the left.  
A: So I go past the park and I'll see the store.  
B: That's right.

Following are some ways that speakers show that they are going to summarize:

- \* So...
- \* In other words, ...
- \* If I understand you correctly, ...
- \* Let me see if I have that right: ...
- \* It sounds like ...

### 1.2 Listening Practice

**DIRECTIONS:** As you listen to the conversation, pay attention to the repetition of important information. Then answer the questions about the information.

- |   |                       |
|---|-----------------------|
| 1. (a) It's not a very good restaurant. | 4. (a) Palm Avenue    |
| (b) She has eaten there before.         | (b) Seventh Street    |
| (c) It doesn't have grilled salmon.     | (c) Bloom Boulevard   |
| (d) She doesn't like the seafood there. | (d) Paseo Drive       |
| 2. (a) the top of a hill                | 5. (a) grilled salmon |
| (b) the nearby ocean                    | (b) lobster           |
| (c) the flowers in bloom                | (c) scallops          |
| (d) the town in the distance            | (d) shrimp salad      |
| 3. (a) They're both right on the beach. |                       |
| (b) They're both located on Seventh.    |                       |
| (c) They're owned by one company.       |                       |
| (d) They're not open for breakfast.     |                       |

### 1.3 G-TELP Listening Exercise

**DIRECTIONS:** You will hear a conversation about a geology exhibit. First you will hear several questions. Then you will hear the conversation. Choose the best answer to each question in the time provided. You may take notes on the page as you listen.

- |                                       |                          |
|---------------------------------------|--------------------------|
| 1. (a) He thought it would be boring. | 2. (a) her husband       |
| (b) He considered it fun.             | (b) Roger and Elaine     |
| (c) He knew his kids would love it.   | (c) her children         |
| (d) He found it very interesting.     | (d) neighborhood friends |

3. (a) It is made from fossils.  
(b) It is sold at low prices.  
(c) It consists mainly of pearls.  
(d) It can be custom-made.
4. (a) the jewelry maker  
(b) the fossil displays  
(c) the banquet table  
(d) the shopping booths
5. (a) bacon and eggs  
(b) fish and seafood  
(c) corn and peas  
(d) noodles and rice
6. (a) before having lunch  
(b) as soon as possible  
(c) later in the afternoon  
(d) after the carousel ride
7. (a) to avoid taking them on more rides  
(b) because he thinks they will like it  
(c) so he has a good reason to bring them to the fair  
(d) since it is close to the art exhibits

## Section 2: GRAMMAR SKILLS

### 2.1 Grammar Preview

Read the following passage. Study the underlined parts of the passage carefully.

The athletes on the field were preparing for a citywide track meet. In one section of the field some athletes were warming up on the grass. The athletes lying on their backs were doing leg exercises. The athletes standing up were doing back and neck exercises.

In another section of the field, there were some male high-jumpers leaping over a tall bar. The men jumping the highest were the best in the city. The men touching the beam often were the most inexperienced athletes.

Some women athletes were preparing on another part of the field. The women practicing on the track were getting ready for the first event, the 100-yard dash. In the infield there was a small group of women listening to their coach. The women surrounding the coach seemed nervous with anticipation.

### 2.2 Grammar Explanation

#### PRESENT PARTICIPLES AFTER NOUNS

Sometimes it is appropriate to put one sentence inside of another sentence.

Combining sentences is often a good way of expressing thoughts more efficiently.

In this unit sentences are combined using present *participle forms*. A present participle is the *-ing* form of a verb. Some examples:

lie	lying	leap	leaping
practice	practicing	listen	listening

Here are two sentences that are combined to form one sentence in the passage:

The athletes were doing leg exercises.

The athletes were lying on their backs.

**Combined:**

<u>The athletes</u>	<u>who were lying on their backs</u>	<u>were doing leg exercises.</u>
subject of main	subject and verb prepositional phrase	verb and object
clause	relative clause / adjective clause	of main clause

The combined sentences are formed by using the relative pronoun *who* to create a relative clause. A relative clause is also called an adjective clause because it modifies (describes or defines) the preceding noun or noun phrase. The relative clause, like a main clause, contains its own subject and verb (*who were lying*).

It is also possible to reduce the sentence further by removing the relative pronoun *who* in subject position and a form of the auxiliary *be* (in this case, *were*). In the following example, the parentheses (...) indicate the parts that can be removed.

The athletes (who were) lying on their backs were doing leg exercises.

The underlined portion is called a participle phrase. It contains the present participle *lying* and the prepositional phrase *on their backs*. Unlike a clause, a phrase does not contain a subject and verb.

Here are other examples of participle phrases in the passage, showing first the original sentences and then the combined forms.

- A. In another section of the field, there were some male high-jumpers.

The high-jumpers were leaping over a tall bar.

**Combined:**

In another section of the field there were some male high-jumpers (who were) leaping over a tall bar.

- B. The men were the best in the city.

The men were jumping the highest.

**Combined:**

The men (who were) jumping the highest were the best in the city.

- C. The women were getting ready for the first event, the 100-yard dash.

The women were practicing on the track.

**Combined:**

The women (who were) practicing on the track were getting ready for the first event, the 100-yard dash.

- D. In the infield there was a small group of women.

The women were listening to their coach.

**Combined:**

In the infield there was a small group of women (who were) listening to their coach.

## 2.3 G-TELP Grammar Exercise

**DIRECTIONS:** The following items need a word or words to complete the sentence. From the four choices for each item, choose the best answer.

1. This morning there were several people in the doctor's reception room. Some of them had been waiting for quite some time. The person \_\_\_\_\_ the longest was complaining to the secretary.  
(a) waits  
(b) was waiting  
(c) has waited  
(d) waiting
2. Yesterday some company engineers had a meeting with management. They discussed progress on an important project. The engineers \_\_\_\_\_ on it asked for more time and assistance.  
(a) are working  
(b) working  
(c) to be worked  
(d) worked
3. The children's room was a mess. There were toys and books everywhere. There were even some clothes \_\_\_\_\_ on the floor.  
(a) lying  
(b) were lying  
(c) have laid  
(d) lie
4. Regular supersonic travel was not possible a few years ago. Recent improvements in engine technology have made it possible. Airplanes \_\_\_\_\_ over the speed of sound are now used on international flights.  
(a) traveled  
(b) traveling  
(c) were traveling  
(d) travel
5. The professor finished his lecture early. He asked the students whether they had understood the material and completed the assignments. Students \_\_\_\_\_ their hands were allowed to leave the class.  
(a) are raising  
(b) have raised  
(c) raise  
(d) raising
6. The park was full of people. Some adults were playing baseball on the grass. Small kids were running around the playground. A couple \_\_\_\_\_ under a tree were having a picnic.  
(a) to be sitting  
(b) sitting  
(c) has been sitting  
(d) was sitting

## Section 3: READING SKILLS

### 3.1 Reading Explanation

#### THE SQ3R METHOD

For everyday reading, you usually have a specific purpose that determines how you read. For exam-

ple, you do not read every word on a restaurant menu, or a bus schedule, or in a dictionary. When you are taking a timed exercise or exam, you cannot read everything carefully. You are looking for certain information based on a question you hear or read, so you look over, or scan, the information until you find what you are looking for. On the other hand, some reading material must be read very carefully, to make sure it is understood well. Some examples of this kind of reading are: academic textbooks, legal documents, business proposals, and instruction manuals.

One method for reading carefully, called SQ3R, helps you to be an active reader, thinking about what you are reading and organizing your thoughts about what you read. SQ3R stands for *Survey*, *Question*, *Read*, *Recite* and *Review*. Each part of the method is discussed below.

*Survey* — The first step is to survey the reading, to get some idea of what the reading is about. You can survey by reading the title, any introduction, subheadings, and summaries. Also, look at pictures and read their captions. You could also survey the first lines of paragraphs, and any words that are underlined, or in bold or italic print. Surveying can be useful on an exam where the passages are particularly long.

*Question* — The next step is to create a question for each heading or subheading, one that you hope to answer after reading that part of the text. These questions should start with question words such as *who*, *what*, *when*, *where*, *why* and *how*. For example, consider the explanation you are reading right now. The heading is "The SQ3R Method," and a question formed from this title might be "What is the SQ3R method?" If you can answer this question correctly, you will have understood the passage. This step is also useful when you are reading quickly, such as during exams, because headings and subheadings help you to know where to scan for specific answers to questions.

*Read* — Next, if you don't have time constraints, read each section carefully, keeping your questions in mind as you read. This gives you a purpose for reading, making you an active reader. Mark any unfamiliar words as you read. It is preferable that you look them up later, unless they are essential for comprehension. Be prepared to change your original question if it is necessary, remembering that it was only a prediction. Modify the question to one that fits the section, and try to answer the modified question.

*Recite* — The next step is to answer your questions out loud (*recite* means "to say out loud"). This step should be done at the end of each section. Test yourself by trying to answer the question without looking at the text. If you cannot do this, go back and re-read the section, and then try to answer your question again. When you have answered the question successfully, go on to the next section.

*Review* — When you have read the entire passage, go back to the beginning and review what you have learned. Answer your questions again, and make sure you can talk about the main idea for each section of the reading. If you need to remember what you have learned, or want to make later study of the reading easier, write your answers down in your own words.

### 3.2 Reading Practice

**DIRECTIONS:** Follow the SQ3R system while reading the following historical account. Complete this page to keep you focused on the steps in the system.

1. Write the title and subheadings from the passage here:

Write a prediction about what the main idea of the passage is:

2. On the first line, create a question for the title and for each subheading.

Later, in step 5 below, you will write down the answers on the second line.

Title: \_\_\_\_\_?

Subheading 1: \_\_\_\_\_?

Subheading 2: \_\_\_\_\_?

Subheading 3: \_\_\_\_\_?

Subheading 4: \_\_\_\_\_?

3. Read the passage carefully. Keep your questions in mind as you read. If, after reading, you decide that a question is not really helpful in understanding the passage, change it appropriately.
4. After each section, try to answer your questions out loud. If you cannot answer the question without looking at the passage, read that section again, and then try to answer your question again.
5. Review the passage by answering your questions again. Write the answers down in the space provided above (step 2).
6. Finally, answer the multiple-choice questions following this historical account.

### **William Clark, a Talented Traveler**

William Clark was one of America's most illustrious explorers. Along with Merriwether Lewis, he is known for a great expedition across the United States that resulted in a trail to the Pacific Ocean, the mapping of vast areas of unexplored territories, and the establishment of friendly relations with many Indian tribes.

#### **Growing Up**

William Clark was born on August 1, 1770 in Virginia. He was raised on a plantation that adjoined Thomas Jefferson's Monticello. Merriwether Lewis, who was to be Clark's partner in exploration, was born and raised not far from the plantation. Clark studied under a local schoolmaster, but also learned a great deal about drawing, mapping, wild nature and outdoor life, probably from the vast library collected by his brother, General George Rogers Clark. William was too young to take part in the Revolutionary War, but he did participate in campaigns against the Indians while still a teenager, after his family moved to Kentucky.

### **Clark's Early Career**

At the age of 24, Clark received a commission as a lieutenant in the Legion of the United States, an army formed to combat Indian attacks. After one year in the Indian campaigns, Clark was sent to scout the Ohio and Mississippi Rivers, and to gather information about Spanish activities. His mission was successful, and he proved himself an excellent scout and intelligence officer. Upon his return, he resigned his commission, and returned home to assist his brother in business.

### **The Lewis and Clark Expedition**

In 1803, Merriwether Lewis invited Clark to become joint commander of an expedition ordered by President Thomas Jefferson, the purpose of which was to explore the northern part of the Louisiana Purchase and find a route to the Pacific Ocean. Clark accepted the offer, and on May 4, 1804, he and Lewis set off with a group of soldiers from St. Louis, Missouri. By the winter of 1804, the expedition had reached North Dakota, where they spent the winter. In the spring of 1805, they followed the Missouri River to Montana, and crossed the Rocky Mountains. In November, they reached the mouth of the Columbia River, and spent the winter on the Pacific Coast. They returned to St. Louis in September, 1806. The expedition explored areas that had never been seen by white men, and created the first maps of the area. They also collected specimens of rocks, minerals, plants and animals. Along the way, they encountered many tribes of Indians, with whom they became friendly. Remarkably, the expedition lost only one soldier, to disease.

### **After the Expedition**

Clark was rewarded for the success of the expedition with his appointment as brigadier of the Missouri militia. In 1813, he became governor of the Missouri Territory and Superintendent of Indian Affairs. He led expeditions up the Mississippi River during the War of 1812, and negotiated treaties with the Indians after the war. From 1824 to 1825, he served as surveyor general of Illinois, Missouri and Arkansas, and in 1828, he was responsible for laying out a new town in Kentucky. After a full life of exploring, surveying, and interacting with Indians, he died in St. Louis at the age of 68.

1. How did the young William Clark become educated about outdoor life?
  - (a) from his schoolmaster
  - (b) from the local Indians
  - (c) from Merriwether Lewis
  - (d) from his brother's books
2. What were Clark's duties in the Legion of the United States?
  - (a) soldier and scout
  - (b) surveyor and scout
  - (c) commissioner and officer
  - (d) businessman and spy

3. Which of the following was not mentioned as one of the accomplishments of the Lewis and Clark Expedition?
- (a) drawing maps of unexplored areas
  - (b) collection of items for scientific study
  - (c) the discovery the Missouri River
  - (d) friendly relations with the Indians
4. What was Clark's reward for his success on the expedition?
- (a) the Missouri Territory
  - (b) appointment as brigadier
  - (c) appointment as governor
  - (d) an expedition up the Mississippi
5. Why was Clark probably invited to be joint commander of the expedition?
- (a) because his brother was a famous general
  - (b) because he had known the President when he was growing up in Virginia
  - (c) because he had resigned his military commission
  - (d) because he was a successful scout during the Indian campaigns

### 3.3 G-TELP Reading Exercise

DIRECTIONS: Read the following passage and answer the questions. The underlined words in the passage are for vocabulary questions.

#### Harriet Tubman and the Underground Railroad

##### Secret Organization

During the years preceding the U. S. Civil War, slavery was practiced in the southern states, but not in the northern part of the country. Many slaves from the South sought to escape their condition by traveling into the northern states and Canada; however, laws allowed the slave owners to recapture fugitive slaves by force and reclaim them. These circumstances led to the formation of a large network of people based in the northern states who sympathized with the runaway slaves and aided them in various ways. This secret organization became popularly known as the Underground Railroad.

##### Underground Stations

The Underground Railroad most commonly helped escaping slaves by providing guides, food and shelter. Some of the railroad's supporters built secret rooms in their houses for the fugitives to sleep in. These became known as the "stations" of the Underground Railroad. It is estimated that between 50,000 and 100,000 slaves were aided by the organization. The Railroad existed throughout the northern states, but was most active in the states of Ohio, Indiana, and Pennsylvania. Even today, secret rooms used for sheltering escapees are occasionally discovered during archeological excavations.

##### Heroic Journeys

One of the most famous members of the Underground Railroad was Harriet Tubman. She was born a slave in the state of Maryland, but escaped to the North. Once free, she dedicated herself to the ending, or abolition, of slavery, a cause known simply as "abolition" at the time.

Fleeing slaves usually traveled through the states that practiced slavery alone before receiving help from the Railroad. Tubman and a few other railroad supporters repeatedly made heroic journeys back into the South to free groups of slaves and bring them north. On one of these trips, risking her freedom and most probably her own life, Tubman managed to rescue her own parents from slavery.

### **A Distinguished Career**

Harriet Tubman also distinguished herself during the U. S. Civil War, which was fought between the northern and southern states. She worked as an army cook and nurse, and later as a spy and guide for the northern troops. After the war, she ran a hostel for elderly African Americans. She was buried with full U. S. military honors in recognition of her service to the army, but she will always be remembered most for her leadership in the Underground Railroad.

1. What were the Underground Railroad shelters known as?
  - (a) hostels
  - (b) stations
  - (c) excavations
  - (d) guides
2. What did the Underground Railroad do?
  - (a) guide northern troops
  - (b) recapture fugitives
  - (c) help escaped slaves
  - (d) build new houses
3. Which of the following was one of Harriet Tubman's heroic actions?
  - (a) escaping into Canada by herself
  - (b) freeing her parents from slavery
  - (c) changing the North's unfair laws
  - (d) receiving help from the Railroad
4. Why did Harriet Tubman probably devote her life to abolition?
  - (a) because she had been a slave herself
  - (b) so she could join the Underground Railroad
  - (c) so she could serve in the northern army
  - (d) because she had made heroic journeys
5. Why did Underground Railroad supporters probably sympathize with the slaves?
  - (a) They wanted to harm slave owners.
  - (b) They profited from helping slaves.
  - (c) They opposed the U. S. government.
  - (d) They felt slavery was unjust.
6. Which of the following did Tubman NOT do during the U. S. Civil War?
  - (a) work as a cook
  - (b) guide troops
  - (c) shelter soldiers
  - (d) spy for the North
7. Which of the following best summarizes the main idea of the third paragraph?
  - (a) the meaning of "abolition"
  - (b) who Harriet Tubman was
  - (c) how rescue missions worked
  - (d) why it was called a "railroad"
8. In the context of the passage, formation means \_\_\_\_\_.
  - (a) elimination
  - (b) uncovering
  - (c) expansion
  - (d) creation

9. In the context of the passage, rescue means \_\_\_\_\_.

- (a) prevent
- (b) free
- (c) pass
- (d) uncover

## VOCABULARY

caption n. (插图、照片等的)说明文字

preferable adj. (比……)更可取的

illustrious adj. 著名的

adjoin vt. 毗连

commission n. (军官的)任命

lieutenant n. 中尉

legion n. 军队

prove oneself + n. 表现出自己是……

brigadier n. 准将

superintendent n. 负责

lay out 设计

fugitive n. 逃亡者

reclaim vt. 要求收回

archeological adj. 考古学的

excavation n. 发掘

abolition n. (美国)黑奴制度的废止

seek to do 试图……

hostel n. 旅店

distinguish oneself 使(自己)扬名