



中国人民公安大学研究生系列教材  
警务专业学位研究生系列教材

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# 警务 英语

English for the  
Police

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◎ 主编 曾范敬



中国人民公安大学出版社

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警务专业学位研究生系列教材

# 警 务 英 语

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## 编者的话

随着国际化进程的不断深入,各种形式的跨国犯罪与国际犯罪不断涌现,国际警务执法、交流与合作也日益频繁,公安部门越来越需要具有较强英语应用能力、能够处理涉外案(事)件的警务专门人才。这对公安院校的警务英语培养方案、教学设计和课程设置等提出了更高的要求,而策划和编写高质量的警务英语系列教材也迫在眉睫。

多年以来,中国人民公安大学国际警务执法学院警务英语教研室积极开展警务英语理论研究和教学实践,先后出版适用于公安院校本科阶段教学的《警务英语视听说》(2014)、《警务英语阅读与翻译》(2014)、《警官实用英语口语》(2010)等教材。但适于研究生使用的警务英语类教材则一直处于空缺状态。因此,这本研究生《警务英语》教材的出版发行恰逢其时。

警务英语是为公安学、公安技术学研究生开设的一门公共基础课,其目标是培养硕士研究生警务英语听、说、读、写、译的基础技能,掌握警务相关基本知识,使其具有运用英语进行公安文献阅读和警务学术论文写作、参与学术交流讨论、开展对外警务交流、服务管理在华外国人、处置涉外案(事)件的能力。研究生《警务英语》教材希望能为公安类研究生提供一个了解外国警察制度和警察文化的窗口。

研究生《警务英语》教材以 ESP(专门用途英语)理论为

指导，遵循内容与语言相融合的课程设计思路，选择最新国内外原版警务素材，突出警务英语特色主题。本教材知识涵盖警务的各个方面，如警务历史、警察伦理、犯罪学、犯罪侦查、反恐、刑事科学技术、交通管理、禁毒、网络犯罪、非法移民、跨国犯罪和国际警务合作等；围绕中心主题展开听、说、读、写、译英语技能训练，真正做到通过专业学英语，通过英语学专业。学生在锻炼语言能力的同时，习得专业基础知识，为以后专业英语或双语课程打下良好基础。

研究生《警务英语》教材按综合课程设计，分为“警务英语听说”和“警务英语阅读”两部分。限于篇幅和教学课时的限制，本教材没有包括警务英语写作的内容，我们将在以后单独编写出版。听说部分每一单元包括两个部分：口语部分包括问题导入、图片描述、情景对话、小组讨论、语言功能训练等；听力部分包括了与主题相关的最新警务音视频材料，并设计了问答、填空、判断等语言训练形式。阅读部分包括 Text A 和 Text B 两部分。Text A 为主课文，设计了丰富的语言练习，主要包括警务英语词汇学习、警务英语术语表达、警务英语信息的掌握和沟通等。本教材可作为公安院校硕士研究生的听说与阅读教材、博士研究生的拓展教材，也可作为在职民警和英语爱好者的自学教材。为方便学习者使用，我们将听力原文和参考答案一并放到了教材附赠的光盘内。

研究生《警务英语》教材由曾范敬副教授牵头，警务英语教研室全体教师共同编写完成。具体分工如下：曾范敬任主编，负责拟定编写大纲和体例，并最后校对统稿，并负责第 1、2 单元的选材、编写和练习设置；王卫平负责第 4、6、10 单元；刘华负责第 5、13 单元；吕岩负责第 7、8 单元；姚述负责第 3、9 单元；戴丽红负责第 11、12、14 单元；印远方和范蕴之老师在教材编写过程中收集了相关材料并参与了后期文稿的校对工作。

在此，衷心感谢中国人民公安大学教务处处长马亚雄教授、国际警务执法学院院长王莉教授和副院长刘宏斌、赵宇教授的大力支持，他们一直关心本教材的编写出版并提出了许多宝贵意见和建议。本教材的出版还得到了中国人民公安大学研究生院“研究生教材建设项目”的资助，研究生院院长罗亚平教授、副院长靳高风教授十分重视该项目，为教材出版提供了无私帮助，在此表示诚挚的感谢！

鉴于编写人员的水平有限，加之时间仓促，不足之处在所难免，敬请使用本教材的老师 and 同学们批评指正。

编者

2017年1月



# 目 录

## 听说部分

### Listening & Speaking

Unit 1	The History of the Police .....	3
Unit 2	Police Ethics .....	10
Unit 3	Criminal Investigation .....	20
Unit 4	Narcotics Control .....	28
Unit 5	Forensic Science .....	37
Unit 6	Counterterrorism .....	45
Unit 7	Criminology .....	52
Unit 8	Traffic Control .....	57
Unit 9	Intelligence-led Policing .....	63
Unit 10	Police Command and Tactics .....	70
Unit 11	Human Trafficking .....	78
Unit 12	Border Control .....	84
Unit 13	Cyber Security .....	90
Unit 14	International Police Cooperation .....	100

## 阅读部分

### Reading & Translating

Unit 1	The History of the Police .....	109
Unit 2	Police Ethics .....	121



Unit 3	Criminal Investigation .....	132
Unit 4	Narcotics Control .....	142
Unit 5	Forensic Science .....	156
Unit 6	Counterterrorism .....	168
Unit 7	Criminology .....	185
Unit 8	Traffic Control .....	195
Unit 9	Intelligence-led Policing .....	205
Unit 10	Police Command and Tactics .....	216
Unit 11	Human Trafficking .....	230
Unit 12	Border Control .....	242
Unit 13	Cyber Security .....	255
Unit 14	International Police Cooperation .....	267

# 听说部分

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Listening & Speaking



## Unit 1 The History of the Police

### I. Speaking Module

#### 1. Topics for Discussion

- (1) Where did the word "Police" originate?
- (2) Please define what "policing" is.
- (3) Describe the following cartoon with the help of keywords provided below.

British police; development of policing; uniform; evolve; watchman; lantern; rattle; staff; truncheon; Bow Street Runner; citizen volunteers; ineffective and disorganized; urbanization and industrialization; crimes and social unrest; London Metropolitan Police; first modern police department; civilian style high hats; swallow tail coats; formalized police organizations; professionalization



#### 2. Situational Dialogues

- (1) Read and Role Play

Task Directions: Read the following dialogue and try to role play with your partner.

A: anchorman                      B: Commissioner of MPS

A: Today, we are greatly honored to have Sir Bernard Hogan-Howe (B), commissioner of Metropolitan Police Service (MPS) join with us to talk about history of British Policing. Let's give a warm welcome to Sir Bernard.

B: Thank you! It's my pleasure.

A: Sir Bernard, what's the background for the establishment of Metropolitan Police Force in the year 1829?

B: Before 1829, law enforcement had been lacking in organization. As London expanded during the 18th and 19th centuries, the whole question of maintaining law and order had become a matter of public concern. A formalized police force was needed at that time.

A: Can you tell us in detail about the formation of the Metropolitan Force?

B: Yes. In 1829 when Sir Robert Peel was Home Secretary, he introduced the Bill for Improving the Police in and Near the Metropolis (Metropolitan Police Act) to Parliament. It was passed and as a result the Metropolitan Police Force was established.

A: What was the scale of the Metropolitan Force at its very beginning?

B: The force consisted of 895 constables, 88 sergeants, 20 inspectors and 8 superintendents. The formation of the Metropolitan Police Force by Sir Robert Peel occurred on the 29th September 1829.

A: Did the new force cover the whole London area?

B: No. This new force superseded the local Watch in the London area but the City of London was not covered. The City of London Police, which was set up in 1839, remains an independent force to this day.

A: How is Sir Robert Peel commemorated in the Metropolitan Police Service now?

B: Sir Robert Peel is regarded as the father of modern policing as he played an integral role in the creation of this department. He is commemorated in the MPS by the training schools' names (first Peel House, now Peel Center), by a bronze statue acquired by the Hendon training school in 1873 and by a marble bust.

A: What was the main duty of the police according to Sir Robert Peel?

B: Peel stressed that the principal duty of the police was to be crime prevention rather than detection.

A: Do you agree with Peel on the object of a police force?

B: Yes. The primary object of an efficient police is the prevention of crime; the

next that of detection and punishment of offenders if crime is committed.

A: How to judge whether the police force have attained these objects?

B: The protection of life and property, the preservation of public tranquility, and the absence of crime will alone prove the police force's efficiency.

A: What should the police force do to attain these objects?

B: In attaining these objects, much depends on the approval and co-operation of the public. One of the key principles of modern policing in Britain is that the police seek to work with the community and as part of the community.

A: Thank you, Sir Bernard.

B: You are welcome.

(2) Make your own dialogue

**Task Directions:** Suppose you were the interviewer and would ask a Police Chief questions concerning Police history. Please make your own dialogue according to the example above. Your interview may cover the history of American Police, NYPD, LAPD, or FBI. You may need to read the texts of the unit or find more materials about police history through the Internet.

## II. Listening Module

### 1. The History of American Police

#### New Words

1. constable *n.* 警察、警员
2. patrol *v.* go round (a town, an area, etc) to check that all is secure and orderly or to look for wrongdoers, an enemy or people who need help 巡逻; 巡查
3. well-disciplined *adj.* 受过训练的; 遵守纪律的
4. uprising *n.* 起义; 暴动
5. abolitionist *n.* 废奴主义者
6. convent *n.* 女修道院
7. catholic *n.* 天主教徒、罗马教徒
8. brawl *n.* noisy quarrel or fight 大声争吵; 打架
9. loot *v.* take illegally 抢劫, 洗劫; 强夺
10. deputization *n.* 委派、部署
11. quell *v.* put an end to (sth); suppress 制止(某事物); 镇压; 压制

**Task Directions:** *Listen to the following audio material and answer the following questions.*

(1) Who were responsible for law and order in the early days of American cities?

---

(2) How many constables were there in New York in 1698, 1834 and now-a-days?

---

(3) What form did early policing take in the south in the 1830s?

---

(4) When and where was American's first full-time police department created?

---

(5) At present, how many local police departments are there in the country now?

---

## 2. The History of American Police

**Task Directions:** *Listen to the audio material again and fill in the blanks with what you have heard.*

(1) In early days, New York City's watchmen were paid to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

(2) However the part-time watchmen in New York were no \_\_\_\_\_, they were \_\_\_\_\_, \_\_\_\_\_ and often \_\_\_\_\_.

(3) Slave patrols in the south were tasked with \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

(4) It wasn't until the mid 1800s in the east coastal cities that \_\_\_\_\_ in order to \_\_\_\_\_ against \_\_\_\_\_, Catholics, abolitionists and \_\_\_\_\_.

(5) It was \_\_\_\_\_ and \_\_\_\_\_ that police departments were formed. And for the first time, patrolmen were charged with not only \_\_\_\_\_ and \_\_\_\_\_ but with \_\_\_\_\_ as well.

(6) Over the past several decades, police have become increasingly outfitted with \_\_\_\_\_. Police have undergone various \_\_\_\_\_ and more are needed. Also does well to remember the local police departments that are relating \_\_\_\_\_.

## 3. The History of British Police (I)

## New Words

1. parish *n.* area within a diocese, having its own church and clergyman 牧区
2. well-to-do *adj.* moderately rich 小康的; 富裕的
3. magistrate *n.* 治安法官
4. Westminster *n.* (英) 威斯特敏斯特
5. recruit *n.* person who has just joined the armed forces or police and is not yet trained (未经训练的) 新兵或新警察
6. Birmingham *n.* (英) 伯明翰
7. Manchester *n.* (英) 曼切斯特
8. staggering *adj.* 巨大的; 惊人的; 难以相信的
9. slums *n.* 贫民窟
10. breed *v.* lead to (sth); cause 导致(某事物); 造成

Task Directions: Watch the following video clip carefully and answer the questions.

(1) Who was responsible to keep the good order a thousand years ago?

---

(2) What was the position like as a local parish constable?

---

(3) What was the type of equipment for London paid watchmen known as Charles?

---

(4) Would you like to describe "Bow Street Runners" created by Henry Fielding?

---

(5) What influence did Industrial Revolution bring to England?

---



## 4. The History of British Police (II)

## New Words

1. *compel v. make (sb) do sth; force* 使(某人)做某事; 强迫
2. *charge v. rushing violent attack (by soldiers)* (士兵)猛攻
3. *riot n. wild or violent disturbance by a crowd of people* 暴乱; 骚乱
4. *Peterloo Massacre n.* 彼得卢屠杀
5. *intimidation n.* 恫吓, 恐吓; 胁迫
6. *deterrence n.* 制止; 妨碍物; 制止物; 威慑
7. *commissioner n. police official of high rank* 警察局长
8. *truncheon n.* 警棍; 棍子
9. *provoke v. make (sb) angry or annoyed* 激怒(某人); 惹(某人)气恼
10. *promotion n. raising or being raised to a higher rank or position* 提升; 晋级

Task Directions: Listen to the audio material again and fill in the blanks with what you have heard.

- (1) In a typical British way, both parliament and people distrusted the idea of \_\_\_\_\_ because of the threat to individual freedom.
- (2) When rioting occurred in 1820s, the local authorities called in the army, who were \_\_\_\_\_. The Peterloo Massacre helped \_\_\_\_\_.
- (3) Sir Robert Peel, a skillful \_\_\_\_\_ became Home Secretary in 1822 and carefully made police reforms \_\_\_\_\_. He believed in \_\_\_\_\_. In 1829, legislation was passed by Parliament to \_\_\_\_\_ with its headquarters in \_\_\_\_\_.
- (4) The police constables wore \_\_\_\_\_, and \_\_\_\_\_ and carried \_\_\_\_\_ which they used to alarm or call for help. Recruits to the new force had to be \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- (5) The Bobby was \_\_\_\_\_ as well as \_\_\_\_\_ when he had to be. But above all, he had to \_\_\_\_\_, however much he was \_\_\_\_\_. Every recruit joined \_\_\_\_\_, and promotion would only be \_\_\_\_\_.