

实用警务英语口语

Practical Spoken English for Police



主 编 张莉萍
副主编 朱志平 任玉昌



◎ 运用灵活多样的口语训练形式突出听与说的互动性

◎ 运用恰当的警务英语依法进行现场处置

◎ 力求口语技能训练与专业技能自然交融



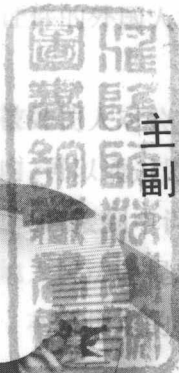
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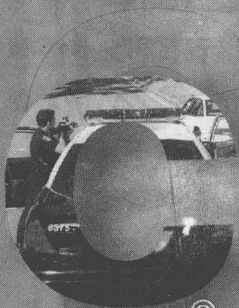
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边防检查
Immigration



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前 言

进入新世纪,随着我国经济建设和社会发展的步伐进一步加快,各种对外国际交流合作日渐增加,我国警务人员正愈来愈多地参与国际间的警务交流与合作,因此,公安执法和治安服务领域中涉外交往和治安接触将成为全国警察的日常工作之一。特别是北京成功申办 2008 年奥运会和上海成功申办 2010 年世博会,对全国警察涉外治安事件处置能力和涉外治安服务水平提出了更高的要求 and 更紧迫的任务。在这一背景下,我们编写了《实用警务英语口语》,以适应形势发展的需要。

本书专门为公安干警学习警务英语口语而设计编写,其主要特点:遵循“以学习者为中心”的指导思想,跳出了同类教材以句型操练为主的框架,代之以警务英语和实际工作场景的方方面面,运用灵活多样的口语训练形式,使学习者能够在现有的语言基础上,逐步提高警务英语口语技能。全书无论是题材的选择还是语言的运用,注重科学性、可接受性与趣味性,在内容上力求新颖并与可操作性相结合,设计的口语活动切实体现警务英语的专业特色,并能紧密结合警务工作中经常发生的情况和问题,运用恰当的警务英语依法进行现场处置,力求做到口语技能训练与专业技能自然交融,突出听与说的互动性,具有很强的实用性。

全书共分 15 个单元,包括社区警务、出入境管理、处理涉外治安案件、失物招领、交通监管、巡逻与盘查、急救、安检、刑事侦察等。每一单元由七个部分组成:

1. Warm-up 该部分目的在于建立轻松愉快的学习气氛,使学习者进入主题单元学习前处于良好的心理状态,活动形式以简短问答为主,同时学习者可以

进行简短的口头表述。

2. Sample Dialogue

本部分由两个典型的情景对话组成,旨在培养学习者公安业务涉外口头交流的能力。

3. Passage for Reading Practice

本部分所选文章具有很强的科学性,旨在培养学习者具有阅读公安类专业英语的能力,同时训练学员就文章所涉及的内容进行相关的讨论。

4. Practice Situation

该部分目的在于培养学习者根据特定的场景与角色,灵活运用警务英语完成各个场景对话,同时帮助学员获得解决各种实际问题的能力,这也是一种最贴近实战的训练方式。

5. Look and Talk

本部分为看图说话。编者通过 15 套组合图片,培养学习者观察、推理、想象、描绘以及叙述的能力。

6. Retell the Following Short Story

本部分练习旨在帮助学习者读完一篇文章以后,能准确而又连贯地用英语复述故事或场景。

7. Classroom Activity

本训练项目为学习者提供机会就某一话题来阐述自己的观点和看法,并以此展开讨论。

本书最后提供了 20 个附录,其中包括:警衔名称、毒品名称、爆炸物名称、常用武器、涉外法律法规名称、涉外机构、犯罪类别、交通标志、安全须知、消防安全用语以及上海主要涉外旅游景点、宾馆等。

在编写本书过程中,编者查阅了国内外大量有关警务英语方面的报刊和书籍,在此谨向这些作者和出版社表示衷心的感谢,我们恳切希望专家、同行以及使用者对本书提出批评意见和建议,以利于我们做好修订工作,使其日臻完善。

本书由任玉昌负责编写第11单元、第12单元、第13单元、第14单元、第15单元；朱志平负责编写第3单元、第4单元、第5单元、第6单元、第7单元；张莉萍负责编写第1单元、第2单元、第8单元、第9单元和第10单元。承蒙许芳梅副教授审阅全书，对她提出的宝贵修改意见，我们表示衷心的感谢。本书部分图片由庄伟雯提供，在此一并表示衷心的感谢。

编 者

2004年4月

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Unit 1 Community Policing

Warm-up

1. Talk about what you know about community policing.
2. Which do you prefer, to be a community policeman/woman or a criminal investigator? Explain the reasons.

Section A Dialogue

Sample Dialogue 1

P: Hello, I am Officer Wang, a community policewoman from Weifang Police Station. This is my service card.

F: How do you do!

P: You have just moved into this residential quarter, haven't you?

F: Yes, I have just moved here for a few days.

P: Maybe everything here is new to you. Is there anything I can do for you?

F: I'm just about to contact you.

P: What's up?

F: Nothing special, I just want to get to know you in case of trouble.

P: Yes, I see. You know, this is our common practice to visit every new-comer.

F: That's great.

P: Please fill in the residential card to facilitate our service for you. Your data will be entered into the computer network and you may contact us

through the network or by telephone.

P: OK. I see.

F: As we all know, there is a large floating population around this residential area because this is the rural and urban border where the public order is rather complicated. But I am sure that you will be fine as long as we are on guard and take effective security measures.

F: Is there much theft around here?

P: No, there's not a single burglary so far.

F: Then I don't have to worry. Thank you very much.

P: You are welcome. And I hope you will enjoy your stay here.

Sample Dialogue 2

P: Good morning, Mr. Smith. I am Officer Chen, a community policeman in charge of this residential quarter. This is my service card.

F: Nice to meet you. I have just moved here and I am not familiar with the surroundings here. Would you please tell me something I need to pay special attention to?

P: Yes, are your door-lock and window-latches in good condition? And have you installed an alarm system?

F: The doors and windows of my house are very well secured, but the alarm system hasn't been installed.

P: You can ask your property management company to help you install it.

F: All right.

P: If you hire a servant, part-time or permanent, please ask the police sub-station for a background check.

F: Are they unreliable then?

P: Yes, our report indicates that there is a higher incidence of house-servant

F: Yes, what you say is true. They would be more familiar with our property.

P: Lock your valuables in a safe whenever you are out.

F: Yes, I see. Anything else?

P: The kitchen-sets should be properly secured in case they should be used as criminal tools.

F: Thank you for reminding me.

P: In case you are out on vacation, please inform the property management company so that the security personnel can take special precautions for you.

F: All right.

P: In short, let's keep in touch for better service.

F: Nice to have talked with you today, and thanks a lot.

P: Good-bye.

F: Good-bye.

Section B Passage for Discussion

School Violence

The shooting rampage that left 15 people dead at Columbia High School on April 20 has turned the spotlight on the rising problem of teenage brutality in a society.

“Statistics show that by the early 1990s, the incidence of violence caused by young people reached unparalleled levels in American society.” The American Psychology Association said.

One out of 12 high school students is threatened or injured by a weapon each year, according to the APA. The latest tragedy at the Littleton high

school in a Colorado suburb is believed to be the deadliest attack ever in a US public school.



The APA says that there is no single explanation for the overall rise in youth violence and many different factors cause violent behaviors. But Melissa Johnson-Reid, who teaches social work at Washington University points to “a stronger focus on violence in our culture.” She says that the broadcast and print media are obsessed about these things and young people are generally influenced by what they see.

In addition, a study shows that children’s television shows air about 20 violent acts per hour and that young people tend to behave differently after watching these programs. And Leonard Eron of the University of Illinois finds that children under 10 years old who watch violent TV shows tend to be more aggressive in their teenage years.

According to the APA, exposure to violence, an unhappy childhood, the need for attention and the easy access to weapons are at the root of the problem. Yet, for many observers, the media seems to stand out as one of the leading catalysts of violent behaviors. For James Levin, a Psychology professor at City University of New York, the root causes of youth violence are many, but “media influence is enormous” because of its constant images of brutality, destruction and sexuality.

Coupled with urbanization and the erosion of the traditional family structure, the obsessive focus on violence in the media is contributing to the alarming rise in teenage delinquency, psychologists warn.

New Words and Expressions

rampage	['ræmpeɪdʒ] <i>n.</i>	狂暴行为
spotlight	['spɒtlaɪt] <i>n.</i>	注意的中心
brutality	[brʊr:'tælɪti] <i>n.</i>	暴行;野蛮行为
unparalleled	[,ʌn'pærəleld] <i>adj.</i>	空前的;独一无二的
obsess	[əb'ses] <i>vt.</i>	使着迷;困扰
air	[eə] <i>vt.</i>	播送
aggressive	[ə'gresɪv] <i>adj.</i>	爱挑衅的;放肆的
exposure	[ɪks'pəʊʒə] <i>n.</i>	接触;暴露;揭露
access to		接近;进入
stand out		显著,引人注目
catalyst	['kætəlɪst] <i>n.</i>	刺激(或促进)因素
sexuality	['seksju'ælɪti] <i>n.</i>	性行为,性活动
couple with		连接;结合
urbanization	[ə:'bʌnaɪ'zeɪʃən] <i>n.</i>	城市化
erosion	[i'rəʊʒən] <i>n.</i>	腐蚀;侵蚀
obsessive	[əb'sesɪv] <i>adj.</i>	过分的
delinquency	[dɪ'lɪŋkwənsɪ] <i>n.</i>	少年犯罪,过失

Questions for Discussion

1. What does the shooting rampage at the Columbia High School imply?
2. What are the main factors that contribute to the firearm violence in some American high schools?
3. What are considered to be the roots of committing a crime for children?

4. As a community policeman/woman, how do you possibly help and educate problem children?
5. What do you think are the most common effective ways of solving the problem of teenage delinquency in China?
6. American people think that bearing arms is an expression of freedom. What is your attitude toward the assumption that individuals can bear arms, particularly in China?

Section C Exercises

Exercise 1 Practice Situations

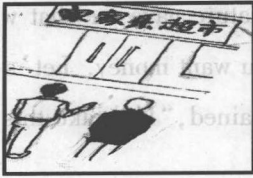
Situation 1: A foreign resident is having a dancing party in the apartment and his/her neighbor complains about the noise. Now a community policeman/woman is called to deal with the problem.

Situation 2: A foreign resident in the community comes to the police station, looking worried. The moment she goes out to dump garbage, the door is locked from the inside by a gust of wind.

Exercise 2 Look and Talk

Look at the pictures and tell a story. Describe what you see. The following words and expressions may serve as guidelines. Imagination is encouraged in your description. Try to see if you can arrive at the best interpretation of the pictures.





Words for Possible Use

self-introduction show sb. around residential area greenland
 children's playground convenient locate say good-bye to each other

Exercise 3 Retell the Following Short Story

A Lucky Burglar

A burglar invaded the bedroom of the President of the United States, who confronted him, struck a deal with him and helped him escape. The President and First Lady asked a journalist friend not to print the story. The journalist kept his word, and this is the first time the incident has been reported.

The event occurred in the early morning hours in August, 1923. He and his family were living in a third-floor suite at the Wilard Hotel in Washington. Coolidge awoke to see an intruder go through his clothes, remove a wallet and unhook a watch chain. Coolidge spoke, "I wish you wouldn't take that." The intruder said, "Why?"

"I don't mean the watch and chain, only the charm(随身护符). Take it near the window and read what is written on the back of it," the President said.

The burglar read, "Presented to Calvin Coolidge, Speaker of the House, by the Massachusetts General Court." "Are you President Coolidge?" He asked.

The President answered, "Yes, and the Legislature gave me that watch chain. I'm fond of it. It would do you no good. You want money. Let's talk this over." Holding up the wallet, the intruder bargained, "I'll take this and leave everything else."

Coolidge, knowing there was \$80 in the billfold, persuaded the intruder to sit down and talk. The young man said he and his college roommate had overspent during their vacation and did not have enough money to pay their hotel bill. Coolidge added up the room rate and two rail tickets back to the campus. Then he counted out \$32 and said it was a loan.

He then told the intruder that there probably would be a police patrolling the hotel corridor and asked if an escape could be made by going back along the hotel ledge.

The man left through the same window he had entered.

Exercises 4 Classroom Activity

1. Burglary seems to be a fact of life in cities all over the world, what do you think are the most effective precautions against burglary?
2. If you are threatened by a burglar at home, what will you do?
3. There is a famous saying, "good fences makes good neighbors." What do you think of it?

Related Words and Expressions

community-centered policing	社区警务
neighborhood mediation committee	人民调解委员会
anti-theft door	防盗门
crime prevention	预防犯罪
strict precaution	严密防范

exercise vigilance	防范, 戒备
household register	户籍
apply for a residence permit	报户口
archives of census registration	户籍档案
Household Registration Law	户籍法
domicile control	户籍管理制度
police in charge of household registration	户籍警
beat officer	管区警员
certificate of residence registration	户籍证明
residence booklet	户口本
inhabitation	入住
security measures	保安措施
security guard room	保安室
security personnel	保安人员
warning device	报警装置
anti-pick latch	防撬
habitual burglar	惯犯
outwit a burglar	智胜撬窃贼
burglar/intrusion alarm	防窃报警器
tools and methods of operation	作案工具和手段
social order	社会秩序
observe the law	守法
community center	社区活动中心
community corrections	社区监管
social reemployment settlement	社会安置