QB Series

Study Guide and Workbook

The QB examinations are 100 question tests which measure the basic writing skills and reading comprehension required for law enforcement officers. There are 50 writing skills questions and 50 reading comprehension questions in the test. The multiple-choice examination has a 75 minute time limit. This study guide and workbook is designed to assist you in preparing for the examination.

The **writing skills** section of the test covers six topics: (1) verb usage; (2) recognizing sentences; (3) subject-verb agreement; (4) adjectives and adverbs; (5) pronoun usage, and (6) spelling. There are 8-9 questions in the test on each of these topics. The questions on writing skills are derived from the material covered in the study guide. The same principles of grammar and usage discussed in the study guide will be included in the examination.

The **reading comprehension** section of the test is based upon 13 short reading passages which range in length from one to four sentences each. Following each passage are three to four questions which test your understanding of the reading passage. There are basically five types of reading comprehension questions which you will encounter in the actual test: (1) identifying main ideas; (2) reading for key words; (3) determining word meaning; (4) drawing conclusions, and (5) negative questions. Each type of reading comprehension question is discussed in detail in this study guide, and techniques for answering these questions are described along with examples.

The study guide contains several workbook problems which are similar to the questions in the actual examination. These practice questions will help you apply the material covered in the study guide. Answers to the practice questions are provided in the back of this study guide.

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WRITING SKILLS

This part of the study guide covers the six writing skills topics included in the QB examination.

Verb Usage

The most important word in a sentence is the verb. A verb expresses action or a state of being. In the examples below, the verbs are in bold print:

John **threw** the ball.
She **believed** the story.
He **lifted** the box.
Mary **will come** next week.
Alex **has started** his own business.

Verbs have three principal parts: present tense, past tense, and past participle. The past participle is used with helping words such as has, had, have, is, etc. The following example is a good way to remember the principal parts of a verb:

I **run** today. (Present Tense)
I **ran** yesterday. (Past Tense)
I **have run** every day this week. (Past Participle)

The following is a list of troublesome verbs whose principal parts are often confused. You are well advised to study these verbs, as some of them may appear on the examination.

Present Tense	Past Tense	Past Participle
arise	arose	arisen
ask	asked	asked
attack	attacked	attacked
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
dig	dug	dug
dive	dived, dove	dived
do	did	done
drag	dragged	dragged

Present Tense	Past Tense	Past Participle
draw	drew	drawn
drink	drank	drunk, drunken
drive	drove	driven
drown	drowned	drowned
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten, forgot
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have, has	had	had
happen	happened	happened
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
mean	meant	meant
meet	met	met
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
send	sent	sent
set	set	set
shake	shook	shaken
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
split	split	split
stand	stood	stood
steal	stole	stolen

Present Tense	Past Tense	Past Participle
stick	stuck	stuck
sting	stung	stung
strike	struck	struck, stricken
suppose	supposed	supposed
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
use	used	used
wind	wound	wound
write	wrote	written

Verbs must agree in **tense** with other verbs in the same sentence or passage. For example:

When Jim **feels** sick, he **goes** to the nurse.
After John **finished** the race, he **went** home.

If the sentence refers to the present tense, the verbs must all be in the present tense. If the sentence refers to the past tense, the verbs must all be in the past tense. It would be **incorrect** to say:

When Jim **feels** sick, he **went** to the nurse.
When Jim **felt** sick, he **goes** to the nurse.

Do the following problems to practice verb usage.

1. He _____ his twenty-first birthday last week.

   A. observe
   B. have observed
   C. observed

2. She _____ the story and feels relieved.

   A. believe
   B. believes
   C. believed

3. Robert _____ a career in law before he died.

   A. have pursued
   B. had pursued
   C. pursues

4. From his comments, it was clear he _____ that no one believed him.

   A. felt
   B. feel
   C. have felt

5. When Alfred _____, no one answers.

   A. is replying
   B. will reply
   C. replied

6. That question has _____ more than once.

   A. arose
   B. arisen
   C. arised

7. Something like that should never _____.

   A. have happen
   B. have happened
   C. happened

8. He _____ the police on a chase that lasted two hours.

   A. led
   B. have led
   C. lead

9. The bell _____ to start the race.

   A. rang
   B. ring
   C. rung

10. The car _____ to the bottom of the lake.

   A. sunk
   B. sank
   C. sink

See last page for correct answers.

Recognizing Sentences

Every sentence must have a **subject** (performer) and a **predicate** (action).

EXAMPLES	**SUBJECT** (Performer)	**PREDICATE** (Action)
The fat lady sang her song.	lady	sang
Mrs. Jones sympathized for her neighbor.	Mrs. Jones	sympathized
The black cat ran across the road.	cat	ran
It often snows in November.	It	snows
The New York Mets won the World Series in 1986.	New York Mets	won

Sometimes a sentence will have more than a single subject and predicate.

EXAMPLES	SUBJECT (Performer)	PREDICATE (Action)
The officer and his wife visited the Jacksons.	officer wife	visited
The plumber fixed the pipes and installed the sink.	plumber	fixed installed
Billy and Judy hopped and skipped.	Billy Judy	hopped skipped

When is a sentence a complete thought?

Sometimes a sentence has a subject and a predicate, yet it is not a complete thought. Any sentence which begins with such words as **often, because, when, before, as, since, as soon as** needs to have a completing thought.

Example: Before you come.

Before you come has a subject (you) and a predicate (come), but it is **not** a sentence because it does not contain a complete thought. Here are some possibl endings which would make complete thoughts.

Before you come, call me.
Before you come, I will leave.
Before you come, practice.

Without a completing thought, Before you come is a **fragment**; with a completing thought, it becomes a **sentence**.

Some verbs need an **object** in order to have a complete thought; other verbs do not need an object.

EXAMPLES	SENTENCE OR FRAGMENT
They ran fast.	Sentence
He lifted.	Fragment
She sang.	Sentence
She sang the song.	Sentence
She recognized.	Fragment
Mr. Roberts objected.	Sentence
A school of fish crossed.	Fragment

In the preceding examples, the fragments did not contain completing thoughts. Here are some possible endings which would change these fragments into complete sentences:

He lifted the box.
He lifted himself up.
She recognized her boss.
She recognized the picture.
A school of fish crossed the lake.
A school of fish crossed in front of us.

Sometimes sentences contain two complete thoughts separated by a comma and a **connecting-word** such as: **and, or, but, however, yet.** These are correct sentences.

Example: She washed the car, but she stayed home.
He speaks Spanish, but he understands some French as well.
It rained on Sunday, yet they went to the ball game.

Sometimes a sentence contains a complete thought and an incomplete thought connected by a comma. Such sentences may be proper English. Some examples are given below:

EXAMPLES	SENTENCE OR FRAGMENT
Once the rain starts to fall, the grass will grow.	Sentence
Once the rain starts to fall, and the grass becomes greener.	Fragment

The first example contains a complete thought: the grass will grow, and an incomplete thought, Once the rain starts to fall. It is a proper sentence, because it contains a complete thought separated from the rest of the sentence by a comma.

The second example contains two incomplete thoughts: Once the rain starts to fall; and the grass becomes greener. Two incomplete thoughts do not make a sentence.

Sometimes a longer sentence must be separated with terminal punctuation marks such as a period, question mark or exclamation point. When two or more complete thoughts are included in a single sentence, without the proper punctuation or connecting-words, you have a **run-on sentence.** Run-on sentences, like fragments, are **not acceptable** English. Some examples are given below:

EXAMPLE	SENTENCE/FRAGMENT/RUN-ON
The greatest change in education has come in the area of the sciences, while little has changed in the area of mathematics.	Sentence
The emphasis on a broad liberal arts education has declined the shift has been towards specialization.	Run-on
The trend in the workplace is also shifting with more and more emphasis being placed.	Fragment

Do the following problems to practice sentence recognition.

1. The most fun we had last summer during our visit to Washington with the high school class.

   A. sentence
   B. fragment
   C. run on

2. It was clear to everyone that she recognized.

   A. sentence
   B. fragment
   C. run on

3. One swallow does not make a summer.

   A. sentence
   B. fragment
   C. run on

4. No one expected it to occur it happened without warning.

   A. sentence
   B. fragment
   C. run on

5. Because they missed the class, no one remembers.

   A. sentence
   B. fragment
   C. run on

6. She objected, but most of the others agreed.

   A. sentence
   B. fragment
   C. run on

7. The example is one that doesn't even begin.

   A. sentence
   B. fragment
   C. run on

8. The operation was unsuccessful it didn't change anything.

   A. sentence
   B. fragment
   C. run on

9. No one doubts her, yet few agree.

   A. sentence
   B. fragment
   C. run on

10. It was a poor idea nothing could come of it.

    A. sentence
    B. fragment
    C. run on

See last page for correct answers.

Subject-Verb Agreement

In a sentence, the subject and the verb must agree in number. Some examples are given below:

> The students at the high school want to have a senior prom.
> Seven representatives of the club are going to Dallas.
> No one has ever climbed that mountain.
> The fire in the living room has been extinguished.
> I am a firefighter.

When you are uncertain about the selection of the proper verb form, break the sentence down to the simple subject and verb and test it. Look at the following examples of incorrect sentences which illustrate this point:

The total of bills which were charged to Mr. Day were high. (Incorrect)

In simple form, the sentence reads: The total...was high. (Correct)

Another example: The only times the prisoners are released is when they have visitors. (Incorrect)

The simple sentence is: The only times...are when... (Correct)

Remember, prepositional phrases do not affect singular-plural. For example,

The arrangement of wires that connects with the office is something like a tree.

Arrangement is singular, therefore, the correct verb forms are connects and is. The prepositional phrase of wires does not affect singular-plural. Learn your prepositions, i.e.: after, from, among, between, at, in, on, into, upon, of, within, etc. When you are trying to determine whether a verb is singular or plural, remember to subtract the prepositional phrase from the sentence.

The following words are typically singular and should be followed by singular verbs:

anybody	everybody	none
anyone	everyone	no one
anything	everything	nothing
each	much	one
either	neither	someone
every	nobody	something

Grouped subjects (connected by the word: and) preceded by each, every, no one, etc., also remain singular:

Every man and woman in the country is affected by the new law. (Correct)

When grouped subjects are not preceded by any of the singular subjects listed above, they take a plural verb.

Either...or and neither...nor are singular if the subjects are singular, or plural if the subjects are plural:

Either John or Mary is coming.
Neither the Packers nor the Cardinals are going to win.

The following words may be singular or plural, depending upon the sense of the sentence:

all	some
any	that
more	who
most	which

For example:

all All the gas has been used. (a quantity)
All of the choices have been exhausted. (separate things)

any Any of the formulas works well. (any one)
Are there any cookies left? (any separate things)

which Which are to be eaten? (which ones)
Which is to be eaten? (which one)

who Who is to sign it? (what person)
Who are to sign it? (what persons)

Do the following problems to practice subject-verb agreement.

1. The supervisors _____ to have a meeting.

   A. want
   B. wants

2. The best opportunities for catching fish _____ when they are feeding.

   A. is
   B. are

3. A large amount of information and news _____ to be found there.

   A. is
   B. are

4. Every member of the team will have to play _____ part.

   A. his
   B. their

5. Neither Peter nor Milton _____ coming to Odessa.

   A. is
   B. are

6. Harriet and her mother _____ at the fair.

A. were
B. was

7. Six of the twelve paintings _____ to be displayed.

A. is
B. are

8. None of the American League teams _____ a chance in the World Series.

A. has
B. have

9. The best choice among the alternatives _____ impractical.

A. was
B. were

10. The sum of the figures in the ledger _____ me to suspect fraud.

A. cause
B. causes

See last page for correct answers.

Adjectives and Adverbs

Adjectives are used to modify or give more exact meaning to nouns. Some examples of adjectives are:

the old man	two men
a fat cat	that ring
a short stick	a big deal
a yellow book	a fair price

Adverbs, like adjectives, give a more exact meaning to other words. Adverbs modify verbs, adjectives, other adverbs, entire sentences or clauses. Some examples are given:

The house was absolutely waterproof.
The clock worked unusually well.
She missed him badly.

An adverb usually answers the questions: How? When? Where? or To what extent?

He ran quickly down the street. (How)
She went to school today. (When)
David dropped the coin there. (Where)
Mary sang loudly. (To what extent)

Adverbs often end in ly (badly, normally, finely, mostly, etc.). The words good and well are often confused. Good is an adjective, and well may be either an adjective or an adverb:

He speaks good English. (adjective)
He speaks English well. (adverb)
They did a good job. (adjective)
Albert is feeling well. (adverb)

Comparison of adjectives and adverbs follows the form shown below.

WORD	COMPARISON OF TWO	COMPARISON OF MORE THAN TWO
nice	nicer	nicest
small	smaller	smallest
quiet	quieter	quietest
quietly	more quietly	most quietly
dignified	more dignified	most dignified
pretty	prettier	prettiest

For example:

Of the two professors, he is the more dignified.
Of the three professors, he is the most dignified.
She is the nicer of the twins.
He is the nicest member of the basketball team.

The adjectives good and bad are irregular in their comparative forms:

WORD	COMPARISON OF TWO	COMPARISON OF MORE THAN TWO
good	better	best
bad	worse	worst

Do the following problems to practice adjectives and adverbs.

1. He did _____ in preparing the written report.

   A. good
   B. well

2. They were playing _____ in the den.

   A. quiet
   B. quietly

3. Mary is the _____ daughter of the five O'Hara girls.

   A. beautifulest
   B. most beautiful

4. Louis felt _____ about losing the game.

   A. bad
   B. badly

5. The car stopped so _____ that the passengers flew out of their seats.

   A. sudden
   B. suddenly

6. I like my cereal very _____.

   A. sweet
   B. sweetly

7. If you are not sure whether to turn right or left, turning right is always the _____ bet.

   A. surest
   B. surer

8. The sea looks _____.

   A. calm
   B. calmly

9. They looked at it _____.

   A. different
   B. differently

10. It was the _____ performance in the show.

   A. worse
   B. worst

See last page for correct answers.

Pronouns

A pronoun takes the place of a noun:

Mrs. Ellis asked John to be careful with her car when he borrowed it.

The word her is a pronoun and takes the place of Mrs. Ellis.
The word he is a pronoun which replaces the noun John.
The word it is a pronoun which refers to the noun car.

If there were no pronouns in the English language, the sentence would read:

Mrs. Ellis asked John to be careful with Mrs. Ellis' car when John borrowed the car.

Wouldn't this be absurd?

Pronouns are used to replace nouns which are subjects or which perform actions or words which receive action.

	Noun	**Pronoun**
Subject or performer of action	Bill read the book. Alex is tall.	He read the book. He is tall.
Receiver of action	Bill gave the book to Tom. Alex threw the ball to Jane.	Bill gave the book to him. Alex threw the ball to her.

When pronouns are used to replace nouns which are the **performers** or the **subjects**, the following pronouns should be used:

I	we
you	they
he	who
she	
it	

When pronouns are used to replace nouns which are the **receivers of the action**, the following pronouns are used:

me	us
you	them
him	whom
her	
it	

Always remember that **who** is a subject/performer and **whom** is a pronoun which receives action.

When you are confused, remember this old trick:

John and she earned diplomas. (Correct)
John and her earned diplomas. (Incorrect)

Because it is **incorrect** to say:

Her earned a diploma.

Often, sentences have implied words which are omitted. It is helpful to add the omitted words in deciding on the proper pronoun:

Alice eats more slowly than I. (Correct)
Alice eats more slowly than me. (Incorrect)

The word do is implied:

Alice eats more slowly than I (do).

It would obviously be incorrect to say:

Alice eats more slowly than me (do).

Words such as: to, from, among, between (prepositions) are followed by pronouns which receive action:

Please give the award to her.
David divided the cake among them.
You learned that from whom?
He mustered all the courage within himself.

Pronouns must always **agree in number** with the subjects to which they refer.

All of the officers removed their guns before entering.
Each person who attends must show his identification.
Citizens should vote in our elections.

Do the following problems to practice pronouns.

1. For _____ is the phone call?

   A. who
   B. whom

2. Ronald and _____ left the house.

   A. she
   B. her

3. Michael is taller than _____.

   A. I
   B. me

4. You received the message from _____?

   A. whom
   B. who

5. Each member of the club must pay _____ dues by March 15.

   A. his
   B. their

6. All of the students in the class wrote to _____ parents.

   A. his
   B. their

7. Everyone except _____ attended the meeting.

   A. us
   B. we

8. I don't like _____ calling me at the office.

   A. you
   B. your

9. The suspect is _____.

   A. he
   B. him

10. The Robinsons sent the letter to the Smiths and _____.

    A. we
    B. us

See last page for correct answers.

Spelling

The following is a list of commonly misspelled words. Study them carefully. There will be eight spelling words on the examination which will be drawn from this list.

absence
acceptance
accommodate
according
accustomed
achievement
acquaintance
acquire
adequate
adjourned
affidavit
analysis
anticipation
anxiety
appetite
approximately
artificial
assess
attorneys
auxiliary
brief
bureau
cancellation
candidate
capacity
challenge
characteristic
circuit
colonel
commitment
committee
comparatively
complaint
condemn
confidential
conscience
conscious
consensus
consequently
continuous
controversy
convenience
corporation
correspondence
counsel
counterfeit
courteous
crisis
criticism
curiosity
cylinder
debtor
definitely
descend
despair
dilemma
dining
disappear
disappoint
discipline
distinguish
dormitory
efficiency
eligible
eliminate
encouraging
enthusiasm
equipped
exaggerating
except
exceptionally
excessive
executive
exhibition
existence
facilities
fascinating
feasible
fictitious
financial
fortunately
guarantee
handkerchief
haphazard
harass
height
hemorrhage
hydraulic
hygiene
immediately
immense
incidentally
inconvenience
indelible
indictment
indispensable
inevitable
inferred
initial
installation
intellectual
intermittent
intimate
irrelevant
irresistible
jeopardize
journal
laboratory
leisure
license
lieutenant
maintenance
management
manufacturer
mathematics
miniature
monotonous
mortgage
mutual
necessarily
ninety
noticeable
occasionally
occurred
offense
official
omitted
opportunities
ordinarily
pamphlet
parallel
parenthesis
partial
participate
peculiar
perceive
peril
perpendicular
petition
philosophy
physician
plausible
pneumonia
politician
possess
practically
precisely
prior
probability
privilege
psychology
pursuit
receipt
receiving
recommend
referred
relevant
remiss
remittance
representative
requisition
restaurant
ridiculous
satisfactorily
schedule
scissors
seize
separate
sheriff
simultaneous
solemn
specific
spontaneous
statistics
statutes
strength
substantial
succeeded
succession
sufficient
supplement
surveillance
suspicion
sympathy
temporarily
tentative
thoroughly
tourniquet
tragedy
transferred
unanimous
undoubtedly
unique
unmanageable
unnecessary
utilize
vacancy
vague
warrant
weird

Do the following problems to practice spelling.

1. He is not _____ to that kind of service.

   A. accustomed
   B. acustomed
   C. accustom

2. The chief of the _____ has contacted me.

   A. burreau
   B. bureu
   C. bureau

3. The victim was _____ after the accident.

   A. conscios
   B. consciouns
   C. conscious

4. No one knew her _____ John.

   A. accept
   B. except
   C. excepped

5. He gave a _____ account of the accident.

   A. fictitious
   B. ficticious
   C. fictisous

6. The _____ was destroyed in the fire.

   A. labrotary
   B. laboratory
   C. labratory

7. It was an _____ undertaking.

   A. immeanse
   B. imense
   C. immense

8. His answer is not _____.

   A. plausible
   B. plasible
   C. plausable

9. David was involved in the automobile _____.

   A. pursute
   B. persuit
   C. pursuit

10. He is wanted on _____ of robbery.

   A. suspicon
   B. suspision
   C. suspicion

See last page for correct answers.

READING COMPREHENSION

This part of the study guide covers the five types of reading comprehension questions included in the QB examination.

Reading for Main Ideas

Every reading passage has a central theme, that is, a **main idea**. Before you consider answering the questions about a reading passage, you should read the passage two or three times. Because the passage is brief, you should have plenty of time to do this. Ask yourself, what are the main ideas in this reading passage? Don't worry about the details or each specific fact at this point. Before you look at the questions, be sure that you understand what the reading passage is all about. Ask yourself, in a phrase or a single sentence, what the main idea of the passage is. Look at the following examples of reading passages for which the main ideas have been identified:

EXAMPLES	MAIN IDEAS
The determination of guilt or innocence is a judgment reserved for the judicial system. Too often, this fact is overlooked by police officers who improperly assume the guilt of a suspect. Proper police procedure requires an impartial treatment of potential offenders, leaving the determination of their guilt or innocence to the proper authority.	Police officers should not judge whether a person is guilty.
The application of excessive force in making an arrest is both wrongful and counterproductive. The officer is legally required to utilize no more than the minimal force necessary to secure an arrest. The use of excessive force may produce resistance by the subject which may make the officer's job more difficult.	Police should not use excessive force in making arrests.
Crime reduction is, too often, assumed to be the sole responsibility of law enforcement personnel. This view ignores the limitations of police work. Effective enforcement is possible only if there is substantial community involvement in each and every aspect of the problem.	The community must be involved, along with the police, in fighting crime.
Officers may be armed, while off duty, with a handgun of their choice except while engaged in activities where decorum dictates their removal. A handgun carried off duty may be of the officer's choice, and departmental approval is not required.	Carrying of handguns by off-duty officers.

EXAMPLES	MAIN IDEAS
The follow-up investigation may be conducted at the crime scene or at another location at a later time and is frequently the responsibility of personnel assigned to the Investigation Unit of the department.	Conducting follow-up investigations.

A word of advice may be helpful. When a test question asks you to identify the central theme or main idea of a passage, don't be distracted by minor details which are mentioned in the passage. Always look for the major topic which is **repeated** throughout the entire passage.

Example:

In all laboratory examinations, the legal integrity of the work is maintained by tight security rules and the careful maintenance of records indicating the chain of possession. Whether an investigator forwards material to the expert or an expert returns it to the investigator, evidence is "booked" in its travels and then safeguarded. No unauthorized person is allowed in contact with the evidential materials, and a record is made of every person making tests on or handling the substance.

What is the main idea in this passage?

A. How experts examine evidence
B. Prohibiting unauthorized persons from handling evidence
C. How evidence is protected during laboratory examinations

The correct answer is "C", because it is the main theme repeated throughout the entire passage. Both "A" and "B" are mentioned in the passage, but they are not the main ideas. The concept expressed in the passage, **taken as a whole**, is that evidence must be protected and accounted for during the time that laboratory examinations are being made. It would be wrong to answer that "A" or "B" are correct just because they are mentioned in the passage. To identify the main idea, look for the central theme of the entire **passage**, not just part of it. The main idea is a general statement which pertains to the entire passage.

Scanning for Key Words

Most reading comprehension test questions require the reader to scan the reading passage for key words. Some examples are given below. Each reading passage is followed by sample questions which require the reader to scan the passage for key words.

> Police decoy operations have proven themselves to be very effective against high-visibility street crimes--those that provoke the greatest fear in the minds of citizens. Care must be taken, however, to ensure that decoy tactics do not constitute entrapment or other **breaches of constitutional rights**. Because decoy operations normally operate independently of the regular patrol function, the **judgment and character** of the individuals selected to participate in decoy operations are extremely important.

EXAMPLES:

Decoy operations must not be allowed to:

A. operate independently
B. violate the legal rights of others
C. substitute for other police operations

Police officers who are best suited to perform decoy operations are those who:

A. have extensive experience in law enforcement
B. are effective in concealing their identities
C. make good decisions and are dependable

The correct answer to the first question is "B", i.e., violate the legal rights of others. To determine the correct answer to the question, you must check each of the three possible answers to the question by scanning the reading passage for key words. Choice "A", i.e., operate independently, is incorrect even though the passage does say that decoy patrols must operate independently. "A" is incorrect, because it does not answer the question which asks what decoy operations should not be allowed to do. Answer "C" is also incorrect, because no reference is made to this answer in the reading passage. Answer "B" is correct, because the passage states that decoy tactics **should not breach constitutional rights** (key words). These key words in the passage are another way of saying that decoy operations should not violate the legal rights of others, i.e., answer "B". The meaning of the key words in the passage and answer "B" are equivalent. For some test questions, the key words you are looking for in the passages are **identical** or almost identical to the correct answer to the test question. In some cases, the key words in the passages differ from the correct answer but are **equivalent in meaning**.

Consider the second sample test question for which the correct answer is "C". When you compare answers "A" and "B" with the passage to find key words which correspond to these answers, you will find that the reading passage does not even mention these concepts. The key words in the passage are: "the judgment and character of individuals selected to participate in decoy operations are extremely important." The word **judgment** is equivalent in meaning to the phrase **makes good decisions**. The word **character** is equivalent in meaning to the word **dependable**. Therefore, the correct answer is "C".

The following passage and sample test questions further illustrate how scanning for key words will help you answer most reading comprehension test questions:

> The primary purpose of the police mobile teleprinter is not to replace voice communications from the base station to mobile units, but **to supplement them**. Many types of messages transmitted from base stations to mobile units are **quite lengthy** and require a great deal of air time. Included are such things as information concerning crimes just occurred, wanted persons, stolen vehicles, and the like. In areas where the air traffic is already quite heavy, such messages burden an already overcrowded frequency.

EXAMPLE:

Many messages sent to mobile units are:

A. important
B. confusing
C. long

The correct answer is "C", i.e., long. The key words in the reading passage are quite lengthy.

EXAMPLE:

Which of the following is true about the mobile teleprinter in police operations?

A. It replaces voice communications
B. It is superior to voice communications
C. It is a useful addition to voice communications

The correct answer is "C". The key word in the passage is supplement which means the same thing as a useful addition to.

Remember, test each possible answer by scanning for key words. When you find key words in the reading passage which are identical to or equivalent in meaning with a given answer, check the context in which the key words appear to see if the key words really address the question being asked. This is an important point. Don't be fooled by answers which use the same terminology which appears in the reading passage, but in a different context. The key words must answer the question.

Determining Word Meaning

Some of the questions in the reading test will ask you to identify the meaning of certain words used in the passage. When you encounter such questions, you should remember that the meaning of words is often determined from the **context** in which they appear. When you examine the context, you are looking at how the word is used. An example will illustrate this point:

EXAMPLE:

In police work, officers must employ good judgment and respect the rights of individuals.

In the above passage, the word **employ** means the same things as:

A. hire
B. utilize
C. deny

The correct answer is "B", i.e., utilize. While the word employ also means hire, it does **not** mean hire in the context in which it appears in the above passage. In the passage, employ means utilize or use or apply. Do not jump to conclusions about what a word means until you examine the context in which it is used in the reading passage. Consider another example:

EXAMPLE:

Police enforcement policies should reflect the standards of the local community.

In the above statement, the word **reflect** means the same thing as:

A. be consistent with
B. to shine back
C. to ponder

The correct answer is "A". You can test each answer by substituting the language in the answer with the word in the passage. In the above context, reflect means the same thing as: be consistent with. Do not be fooled by "B" and "C" which are other meanings for the word reflect, <u>but in a different context</u>.

Drawing Conclusions

One of the most important aspects of reading comprehension is the ability to draw conclusions from a reading passage. A conclusion or an inference requires you to **apply** the information in the reading passage. The answer to this type of question does not exist word-for-word in the reading passage. What you must look for in the passage is some **basis** or foundation for supporting your conclusion. In answering test questions which require you to draw conclusions, always look for language in the passage which supports your answer. Never answer the question based upon your "common sense" or information which you have learned from other sources. A correct answer is always a conclusion based on the passage. This is important to remember. You must **interpret** what the passage says. Even though you may not find a word-for-word statement which supports your choice of answer, the correct answer is always based upon the content of the passage.

EXAMPLE:

> If society is to survive, at least in a civilized manner, it is imperative that laws be enforced. Because the observance of law is so vital, society cannot depend on simple persuasion for its accomplishment; rather it must rely in part on force. The term "enforcement" and indeed, the very nature of man implies a possible use of force.

Based upon this passage, the use of force by police is:

A. necessary
B. unnecessary
C. improper

The correct answer is "A".

EXAMPLE:

> The police are only one of several resources that may be used in problems of human relations and in relieving the consequences of crowd tension. It is true that police are often accused of aggravating and inciting tension. These accusations are often untrue. They probably arise because the police are necessarily constantly involved in incidents concerning public order. They will be blamed by a certain segment of the society for what they have done, and they will be blamed by another segment for what they have not done.

When it comes to crowd control, a low key approach by the police:

A. is usually the best approach
B. will produce the least criticism
C. may result in a negative public response

The correct answer is "C".

EXAMPLE:

Crime rates in American cities tend to be highest in the center of the city and tend to decrease in relation to distance from the center. This pattern has been found to hold fairly well for both offenses and offenders, although it is sometimes broken by unusual features of geography such as irregularities in the distribution of opportunities to commit crime, and unusual concentrations of commercial and industrial establishments in outlying areas.

The crime trend described in the passage is probably a result of:

A. the physical features of center city environments
B. the presence of gangs
C. poverty factors

In the above example, please note that the correct answer is "A", even though common sense or experience may tell you that "B" and "C" are also true to an extent. However, nothing in the passage supports the conclusions stated in "B" and "C". To be correct, the conclusion must be based only upon the content of the reading passage, because this is a test for reading comprehension not common sense or general knowledge.

Answering Negative Questions

Negative questions ask you to select from the three possible answers the one which represents an **incorrect conclusion** based upon the reading passage.

EXAMPLE:

It is recognized fact that police departments sometimes gain reputations of efficiency and effectiveness based upon their vigilance in dealing with criminal offenses and the establishment of a high state of visibility in the community. It is no secret that criminals often plan their illegal ventures in areas where the police are known to be lax and inefficient and that they purposely avoid communities in which the police have established reputations of being extremely vigilant and aggressive in deterring crime. Moreover, citizen feelings of safety and security are enhanced by a high level of police visibility.

Which of the following conclusions is **not** justified based upon this passage?

A. police visibility deters criminals
B. aggressive policing sometimes provokes problems
C. police vigilance makes citizen feel secure

The correct answer is "B". Answers "A" and "C" are mentioned specifically in the reading passage, but answer "B" is not mentioned anywhere. Therefore, "B" is not a justifiable conclusion. Since the question asks you to identify the conclusion which is not justified, "B" is the correct answer.

Another example based on the reading passage may be helpful:

EXAMPLE:

This passage does not suggest that police should be:

A. visible
B. lax
C. vigilant

The correct answer is "B". The passage clearly suggests that police should be visible and vigilant in fighting crime. It does not suggest that they should be lax.

Sometimes a negative question will ask you to identify a subject which was not covered in the reading passage.

EXAMPLE:

The passage did not refer to:

A. the penalties for criminal behavior
B. how criminals plan their crimes
C. the reputation of police

"A" is correct, because it was not covered in the passage. Answers "B" and "C" were discussed in the passage.

When you are handling negative questions, you are either: (1) looking for incorrect conclusions, or (2) looking for statements or concepts which were not covered within the reading passage.

READING COMPREHENSION PRACTICE QUESTIONS

Do the following practice questions, then check your answers on the last page of this booklet.

The effort to eliminate political influence in police departments has had adverse consequences in some instances. While it is necessary that the police remain free from partisan political pressures, they must, nevertheless, remain responsive to local community demands. These demands are often articulated through the actions of local elected officials, who are expected to look after the needs of their constituencies and to ensure that governmental operations are conducted in a fair and efficient manner.

1. What role do politicians play with respect to police departments?

   A. They have no role to play.
   B. They may have an important role to play.
   C. Their influence is negative.

2. Police departments should always listen to:

   A. governmental operations
   B. partisan political pressures
   C. local community demands

3. Who often expresses the desires of a community?

   A. politicians
   B. police departments
   C. taxpayers

One of the predominant pitfalls in recording statements by various persons contacted during the course of an investigation is to represent paraphrased information provided by witnesses or victims as exact quotations. A simple rule to follow is to identify quotations with quotation marks and then record the verbatim statements in precisely the same words used by the subject. Never violate that rule. If one word is changed or missing, do not use quotation marks.

4. The word **course** in this passage means the same thing as:

   A. duration
   B. advance
   C. direction

5. What conclusion should you **not** draw from this passage?

   A. Recording statements is a tricky business.
   B. Good grammar is required in writing police reports.
   C. Punctuation marks may be critical in a police report.

6. Quotation marks should be used only when the statement taken is:

   A. word-for-word what the person said
   B. paraphrased information
   C. fairly close to what was said

The ultimate consequence of any arrest by the police, whether it be for a minor traffic offense or something much more serious, is the eventual determination of the defendant's guilt or innocence in a court of law. To achieve this end, the police must obtain sufficient evidence that can withstand judicial scrutiny. The facts and circumstances surrounding an arrest, for example, must be fully reported, leaving no room for doubt as to their authenticity or veracity. Poorly prepared, inaccurate, or incomplete reports may result in important cases being dismissed by the courts.

7. Police reports are important for presenting:

   A. conclusions and opinions
   B. guilt or innocence
   C. evidence

8. Reports which are unsatisfactory may result in:

   A. a bad image of the police department
   B. important cases which the courts must decide
   C. the loss of a conviction

9. Deciding whether a person is guilty or innocent is the:

   A. major reason why so many criminals go free
   B. final result of any arrest
   C. most important aspect of police work

10. The main idea of this passage is that police reports must be:

   A. thorough and correct
   B. written in good English
   C. legible and clear

In certain cases when an individual has exercised his rights against self-incrimination, he later indicates that he wishes to resume the interview and that he wishes to voluntarily make statements or a confession. Under these circumstances, such statements will be held admissible. The subject must initiate the action, however, and there can be no attempt on the part of the officer to take the initiative to gain the statements under conditions in which it would appear that the subject was coerced or enticed to subsequently waive those rights.

11. The word held in the passage means the same thing as:

   A. to grip or grasp
   B. to regard or adjudge
   C. to take or keep

12. It would be incorrect to assume that statements which are made by persons who were coerced by police officers are:

   A. self-incriminating
   B. improper
   C. admissible

13. The main idea of this passage deals with:

   A. confessions or statements
   B. interviewing witnesses
   C. public contacts

If you are familiar with the neighborhood where a prowler is reported, you have a tremendous advantage when responding to the prowler call. With such knowledge, it is possible to stop one or two houses short of the exact location of the prowler and approach silently on foot without warning the suspect of your arrival. It is also to your advantage to know how the numbers on parallel streets appear, so that you or the follow-up officer may park and wait on the next block in case the suspect chooses to hurdle fences, or to run down alleys. There is usually a plan for street numbering, and you should know what it is so that you will know an address without even looking.

14. The main idea of this passage is:

    A. know your neighborhood
    B. what to do while on patrol
    C. how to handle a prowler call

15. The approaching police officer wants to be:

    A. prepared to shoot
    B. wide awake
    C. unseen

16. The officer responding to a prowler call should not have to:

    A. call for assistance
    B. look at a map
    C. use a weapon

17. The passage suggests that the prowler may:

    A. be a robber
    B. flee from the scene
    C. know the neighborhood

The crime file is an excellent source of leads for an investigation, providing that the modus operandi portion of the original report has been accurately filled out by the reporting officer. The file is separated by crime classification and then is divided into "cleared" and "uncleared" categories. Although the primary purpose of this file in most agencies is statistics, it doubles quite efficiently for a "modus operandi" file.

18. The main reason for the use of crime files is usually:

    A. statistics
    B. modus operandi information
    C. investigative leads

19. Modus operandi files:

    A. should be separate from crime files
    B. are used for statistical purposes
    C. need not be separate from crime files

20. The crime reports are typically prepared by:

    A. clerical workers
    B. officers
    C. any public official

CORRECT ANSWERS TO EXERCISES

WRITING SKILLS

Verb Usage	Recognizing Sentences	Subject-Verb Agreement
1. C	1. B	1. A
2. B	2. B	2. B
3. B	3. A	3. A
4. A	4. C	4. A
5. A	5. A	5. A
6. B	6. A	6. A
7. B	7. B	7. B
8. A	8. C	8. A
9. A	9. A	9. A
10. B	10. C	10. B

Adjectives & Adverbs	Pronoun Usage	Spelling
1. B	1. B	1. A
2. B	2. A	2. C
3. B	3. A	3. C
4. B	4. A	4. B
5. B	5. A	5. A
6. A	6. B	6. B
7. B	7. A	7. C
8. A	8. B	8. A
9. B	9. A	9. C
10. B	10. B	10. C

READING COMPREHENSION

1. B	6. A	11. B	16. B
2. C	7. C	12. C	17. B
3. A	8. C	13. A	18. A
4. A	9. B	14. C	19. C
5. B	10. A	15. C	20. B