

POLICE OFFICER
EXAM

POLICE OFFICER EXAM



2nd Edition



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Published in the United States by LearningExpress, LLC, New York.

Library of Congress Cataloging-in-Publication Data:

Police officer exam.—2nd ed.

p. cm.

ISBN 1-57685-441-8 (pbk. : alk. paper)

1. Police—United States—Examinations, questions, etc. 2. Police—Vocational
guidance—United States. I. LearningExpress (Organization)

HV8143 .P635 2003

363.2'076—dc21

2002152537

Printed in the United States of America

9 8 7 6 5 4 3 2 1

Second Edition

ISBN 1-57685-441-8

Regarding the Information in this Book

We attempt to verify the information presented in our books prior to publication. It is always a good idea, however, to double-check such important information as minimum requirements, application and testing procedures, and deadlines with your local law enforcement agency, as such information can change from time to time.

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How to Use This Book



Congratulations on your decision to become a police officer! You will find a career in law enforcement to be both rewarding and financially beneficial. The work is interesting, sometimes exciting and, as we all know, extremely important. However, there are some hurdles ahead of you that must be crossed before you can proudly wear a badge. Indeed, you have to beat out the competition and succeed at each step of an arduous selection process before you can participate in the swearing-in ceremony. The hiring process can take anywhere from a few months to two or even three years or more, so you will want to be sure of your commitment before jumping in.

This book will guide you through each stage of the selection process and will help you strengthen your test-taking skills to improve your chances of success. The following chapters are filled with useful information, advice, and practice exercises that will help you understand both how the hiring process works and how you can best meet the requirements.

Chapter 1—How Police Officers Are Selected

In this chapter you will find out how the hiring process works. You will find helpful information about each stage of the process, as well as tips about how to best prepare for each step. You will want to understand this process thoroughly before going any further.

Chapter 2—The Police Officer Suitability Test

To help you assess your suitability for police work, take the quiz in this chapter. It will help you to evaluate and better understand how your own interests and abilities relate to police work. Be sure to take your time with this test and to reflect upon your answers carefully.

Chapter 3—The LearningExpress Test Preparation System

Taking a written exam can be very stressful. This chapter shows how to overcome test anxiety and helps you to take control of the entire test preparation process. You will discover how to organize your time both before and during the written exam. Take advantage of the study plans offered here so that your written test scores are as high as they can possibly be.

Police departments around the country use different types of exams, so we have included a variety of them in this book—three different types, two of each type. Find out which skills the department you are applying to will be testing (Chapter 3 shows you how to figure this out.) Then focus on the practice exams in this book that are similar to the exam you will be taking. The following table is a snapshot of the types of exams included in this book and the relevant chapters to study for each one.

Police Officer Exams	Study Chapters
Exam 1, Chapter 4 Exam 4, Chapter 16 <i>These exams test your basic reading and writing skills.</i>	7. Reading Texts, Tables, Charts, and Graphs 8. Grammar 9. Vocabulary and Spelling
Exam 2, Chapter 5 Exam 5, Chapter 17 <i>These exams test job-related skills, such as memory and observation.</i>	7. Reading Comprehension 10. Math 11. Judgment 12. Map Reading 13. Memory and Observation
Exam 3, Chapter 6 Exam 6, Chapter 18 <i>These exams are similar to the Law Enforcement Candidate (LECR) exam.</i>	9. Vocabulary and Spelling 14. Number and Letter Recall 15. Personal Background

Once you have taken a practice exam and have discovered where any problem areas are, you can study the relevant subjects in Chapters 7–15. After studying these instructional chapters, take the second practice exam to see if your score improves. You may want to prepare further by getting additional help from a tutor or by studying more on your own.

Chapters 19–21 describe the details of the Physical Ability Test, the Personal History Statement, and the Oral Interview. These are important stages in the selection process, so you want to be sure to give them as much attention as you do the written exam. In order to rank high, you want to do well in *every* step of the selection process.

By reading this book, you will know what police departments across the country are looking for when selecting new recruits. Plus, you will know the best way to approach each step of the selection process. However, even though the *basics* of the entire process are covered in this book, you will need to get the *specific* requirements from the municipal office you are applying to. The more effort you put into researching your area of interest, the better your chances of succeeding, so gather as much information as you can. Your success in becoming a police officer depends largely on the amount of work you are willing to do to achieve your goal.

POLICE OFFICER
EXAM

C H A P T E R

1



How Police Officers Are Selected

CHAPTER SUMMARY

The hiring process for selecting the best and the brightest police officers varies among police departments. However, this chapter will give you an overview of the basics common to most municipalities and will show you how you can prepare to successfully master each step of the process.

Getting through each phase of the hiring process will require determination and a commitment to your goal of becoming a police officer. The selection process can be challenging, especially for those who don't know what to expect. You will probably have serious competition. You will have an edge over your competition if you use this book and study it thoroughly. It will provide you with the practice and information you need to succeed.

While there may be some variation among cities and towns across the country, most police departments require applicants to successfully complete each of the following steps—although not necessarily in this exact order:

1. Application
2. Written Exam
3. Physical Agility Test
4. Polygraph Exam
5. Background Investigation
6. Oral Board Interview

- 7. Psychological Evaluation
- 8. Medical Evaluation

Prepare yourself by taking the practice tests in this book and by reading the chapters that apply to your situation, so you can avoid the pitfalls that prevent many police officer candidates from being hired. In most large cities, many more people apply to be police officers than can ever be accepted. That's one reason you are reading this book—to find out as much as you can about the hiring process and to practice the skills you need to succeed at each stage.

This chapter will give you an inside look at the entire process, so you will be less nervous when facing tests, interviews, and procedures that can sometimes be intimidating. As you learn what to expect, you are likely to make better choices and get better results than those who are just rushing blindly ahead.

Municipal police departments across the United States use a variety of measures to rank candidates on their eligibility list. It is from this list that candidates are chosen for hire, so you want to rank as high as possible. The people who plan ahead are the ones who are most likely to rise to the top of the eligibility list.

The Eligibility List

Most police departments establish a list of candidates in rank order. How ranks are determined varies from place to place; sometimes the rank is based solely on the written exam score, sometimes on the oral board, and sometimes on a combination of factors. The point is, even if you make it through the entire selection process, the likelihood that you will be hired as a police officer depends on *the quality of your performance* in one or more parts of the selection process.

Make a commitment now; you need to work hard in advance to do well on the written exam, the physical ability test, and the oral board, so that your

name will stand out at the top of your agency's eligibility list.

First, though, you need information. You need to know about the police officer selection process. This chapter outlines the basic process of becoming a police officer. The majority of police departments use most of the steps presented here, though the order may vary, and some departments put more or less emphasis on the various steps.

Basic Qualifications

The basic qualifications you need in order to even think about becoming a police officer vary from city to city, but here are the most common ones:

- A minimum age—sometimes 18, more often 20 or 21. Maximum ages have been challenged in the courts, with the result that many, if not most, police departments no longer list a maximum age.
- U.S. citizenship or, in a few cities, resident alien status
- A high school diploma or its equivalent and, increasingly, some college credits or even a college degree—Sometimes military experience will substitute for college credits.
- Excellent physical and mental health, good vision and hearing, and an appropriate weight-to-height ratio
- A valid driver's license and a satisfactory driving record
- No felony convictions

Many jurisdictions, but not all, require that you live in the jurisdiction or nearby. Most police departments give special consideration to otherwise qualified veterans over civilians. This may take the form of a policy, sometimes called a "Veteran's Preference" policy, whereby points are automatically added to the written

exam. Is this unfair? No. Military personnel have learned the discipline and many of the skills—such as use of firearms—that are vital to police work. Veterans are simply better qualified than most other people. Also, for older applicants, some departments subtract the number of years served in the military from an applicant's age to satisfy the upper age requirement, if there is one.

Automatic Disqualifiers

There are lots of things that can disqualify you, the most important being any trouble with the law in the past. Convicted felons are not welcome as police officers in any jurisdiction, no matter how much they might have reformed their lives since their conviction. Misdemeanors and even traffic tickets can disqualify applicants in some cities. People who use illegal drugs or abuse legal ones need not apply. See the section on The Personal History Statement and Background Investigation later in this chapter for more information.

Police officers have to be in tip-top physical and emotional shape. Disabilities that would not be a problem in other occupations can become disqualifying conditions for police officers. These disabilities do not have to be obvious or serious ones. For instance, many departments require perfect color vision, so that a simple and common condition like blue-green color blindness can disqualify an applicant. Being overweight can also disqualify you. See the section on the Medical Exam later in this chapter for more information on applicants with disabilities.

Here is a list of other common disqualifiers found in various police departments across the country:

- having a restraining order against you or showing any history of domestic violence
- patterns of drug or alcohol abuse in your history—some cities require absolutely no drug use of any kind within the last one to five years.

- selling of marijuana or narcotics in the past
- any felony convictions
- dishonorable discharge from any branch of the U.S. Armed Forces
- being known to habitually associate with criminals
- having a delinquent financial history
- falsifying anything, or giving misleading information during the hiring process

To find out the qualifications necessary to become a police officer in your city of interest, contact the recruiting or personnel office directly; they will send you a list of qualifications as well as the steps you have to go through to apply.

The Exam Announcement

Applying to be a police officer differs from applying for most other jobs. The differences begin with the exam announcement. In most cases, you won't see job openings in the police department advertised in the Help Wanted section of your newspaper. Instead, the city or state starts looking for people who want to be police officers by means of a special announcement. This announcement will outline the basic qualifications to be a police officer as well as the steps you will have to go through in the selection process. It often tells you some of the duties police officers are expected to perform. It may give the date and place of the written exam, which is usually the first step in the selection process.

Get a copy of this announcement. Often your public library will have a copy. Or you can get one directly from the agency or the city personnel department.

Many jurisdictions now have websites where they post announcements online for job openings, application information, and upcoming tests. If you have access to the Internet, check out the website www.911jobs.com. It has direct links to many police

department websites around the country where you can obtain helpful employment information, such as:

- an exam announcement
- description of duties included in the job
- basic requirements that need to be met at the time of application, such as minimum age, citizenship, high school diploma, or college credits
- brief description of all required tests in the selection process
- benefits of the job
- equal opportunity employment statement
- directions about where to pick up/drop off applications
- veteran's preference statement
- information about who to contact for further information

If the written exams are held irregularly, the police agency or personnel department may maintain a mailing list, so that you can receive an exam announcement the next time an exam is scheduled. If exams are held frequently, you will sometimes be told to simply show up at the exam site on a given day of the week or month. In those cases you usually get more information about the job and the selection process if you pass the written exam. Study the exam announcement, as well as any other material, such as brochures, that the department sends you. You need to be prepared for the whole selection process in order to be successful.

The Application

Often the first step in the process of becoming a police officer is filling out an application. These can be obtained from your city's personnel office or from the police recruitment office. Many police departments now offer applications online, which you can download, fill out, and send in. If you have access to the

Internet, perform a search on any basic search engine, such as www.yahoo.com, www.Google.com, www.excite.com, or www.altavista.com to find out if the police department you want to apply to has a website and/or an online application process.

Applications vary among municipalities, but usually they request basic information about you that will show whether or not you may proceed to the next step in the selection process. Questions about your previous education, employment, and military experience are common. In addition, you may find questions that ask about factors that could prove disqualifying, such as felony convictions or non-citizen status. In this way, police departments can weed out applicants who are not qualified for police work at the first stage of the hiring process.

Be prepared to have the following information available when filling out an application:

- Social Security number
- birth certificate
- college transcripts or relevant training certificates (if any)

Some police departments require you to attach copies of one or more of these documents to your application when you submit it. A few cities have lengthier applications and will want even more documentation such as a credit report, paycheck stubs, or divorce papers. However, most departments want you to submit an abbreviated application initially, followed by a lengthier, more in-depth personal history statement later on in the process. Either way, be sure you know what information will be required before you go to fill out the application, so you can bring the relevant backup documents with you.

Since the initial application is usually for basic information only, don't feel like you have to write your life story for it. There will be plenty of time for more information later, once you pass this first step. Keep your answers brief and to the point. Also, make sure

Application Tips

- Neatness counts! Typing your application is a good idea.
- Double check your application for accuracy before you submit it.
- Do not send your resume in place of an application; this not only shows a disregard for instructions, it probably won't even get read.
- If you are sending your application in the mail, make sure you mail it (and any supporting documentation) to the proper address. Follow all instructions in the exam announcement *exactly*.
- If you download an application from the Internet, make sure your printer has enough toner to print out a good quality copy. If possible, fill out the downloaded application in a word processing program, and be sure you run the spell check feature before submitting the final copy.

you answer all the questions honestly, as this will become a big issue later during your background check. The importance of honesty and integrity cannot be overestimated when seeking employment in the law enforcement industry.

The Written Exam

In most cities, taking a written exam is the next step in the application process, though in some cases a background interview comes first. (By putting the background interview first, agencies save themselves the expense of testing applicants who don't meet the basic qualifications.)

The written exam is your first opportunity to show that you have what it takes to be a police officer. As such, it's extremely important. People who don't pass the written exam don't go any further in the selection process. Furthermore, the written exam score often figures into applicants' rankings on the eligibility list; in some cases, this score by itself determines your rank, while in others it is combined with other scores, such as physical ability or oral board scores. In those cities, a person who merely passes the exam with a score of, say, 70, is unlikely to be hired when there are plenty of applicants with scores in the 90s. The exam bulletin usually specifies what the rank will be based on.

An excellent way to boost your score on the exam is to study and complete the practice exams in this

book that correspond to the kind of police exam you are studying for.

What the Written Exam Is Like

Most written exams simply test basic skills and aptitudes: how well you understand what you read, your writing ability, your ability to follow directions, your judgment and reasoning skills, and sometimes your memory or your math. In this preliminary written exam, *you will not be tested on your knowledge of police policies and procedures, the law, or any other body of knowledge specific to police work.* This test is designed *only* to see if you can read, write, reason, and do basic math.

In a few cities, taking the exam involves studying written materials in advance and then answering questions about them on the exam. Some of these written materials have to do with the law and police procedures—but all you have to do is study the guide you are given. You're still being tested just on your reading skills and memory.

Police officers have to be able to read, understand, and act on complex written materials such as laws, policy handbooks, and regulations. They have to write incident reports and other materials that have to be clear and correct enough to stand up in court. They have to be able to think independently, because a patrol officer gets little direct supervision. They have to be able to do enough math to add up the value of stolen material or compute the street price of a drug

sold to a dealer for x amount per kilo. The basic skills the written exam tests for are skills police officers use every day.

Most exams are multiple-choice tests of the sort you have often encountered in school. You get an exam book and an answer sheet where you have to fill in little circles (bubbles) or squares with a Number 2 pencil.

In addition to the multiple-choice test, some cities have applicants write an essay or mock report. You might be asked to write a page or so on a general topic, like something you might write for a school assignment. Or you might be shown a videotape or slides and be told to write about what you saw. In this case, the agency can assess both your writing skills and your short-term memory. By having you actually write something, the agency can assess both your ability to relate facts in a logical order and your skills in grammar, punctuation, spelling, and the like.

How to Prepare for the Written Exam

Pay close attention to any material the recruiting unit or city personnel department puts out about the written exam. Many police departments will give you an exam bulletin, which describes their written tests in detail. If there's a study guide, study it. Pay close attention to what you are going to be tested on, and then find similar materials to practice with.

For focused, specific preparation, based on police exams actually given throughout the United States, work through the practice police exams, sample exercises, and test instructions in this book. For additional practice, you can take one or more sample exams online. Go to the site www.learnatest.com to find out more about taking a practice police exam.

Kinds of Questions You Can Expect

Police exams usually cover such subjects as basic reading, writing, English usage, math, memory, attention to detail and judgment. Sometimes your ability to read a map or graph is also tested. The exam bulletin or

position announcement, available from your recruitment office, should tell you what subjects are on your exam. This information may also be available online at your local police department's website. Some sites even post sample questions for you to practice. For more information on how to find out if your police department has such a website, look in Chapter 22, under the heading "Additional Resources."

Reading Comprehension Questions

Reading comprehension is a part of almost every written police exam. These reading questions are like the ones you have probably encountered in school tests: you are given a paragraph or two to read and then asked questions about it. Questions typically ask you about:

- the main idea of the passage as a whole
- specific facts or details contained in the passage
- the meaning of words or phrases as they are used in the passage
- inferences and conclusions you can draw from what is stated in the passage

Writing Questions

For writing questions, you will most likely be asked one or two questions about what you would do in a given situation or what you recall about a particular scenario, perhaps viewed in a video beforehand. You will be expected to write a few sentences, or, in some cases, a few paragraphs, in answer to the question. Short essays are more common now than they used to be on law enforcement written exams, but multiple-choice tests remain the most popular format.

Grammar Questions

Usually a grammar question asks you to choose which of four versions of a sentence is most correct. The incorrect choices might contain:

- incomplete sentences (fragments)
- two or more sentences put together as if they were one (run-ons)

- verbs that don't agree with their subjects (*he think*) or that use the wrong tense (*yesterday she goes*)
- pronouns that don't match the noun they refer to (*a person . . . they*)
- incorrect modifiers (good/well, bad/worse/worst)
- double negatives (no, not, never, and so on)

Sometimes grammar questions also test your punctuation or capitalization skills, usually by giving you a sentence with punctuation marks or capital letters underlined and asking you to choose which one is wrong.

Spelling Questions

Spelling questions might give you a sentence with a word missing and then ask you which of the choices is the correct spelling of the missing word. Or you might be given several different words and asked which one is spelled wrong.

Vocabulary Questions

Vocabulary questions usually ask you to find a synonym—a word that means the same—or an antonym—a word that means the opposite—of a given word. If you are lucky, that word will come in a sentence that will help you guess its meaning. If you are less lucky, you will just be given the word and have to choose a synonym or antonym without any help from the context.

Another way vocabulary is tested is to give you a sentence with a blank in it and ask you to choose the word that fits best in the sentence.

Other exams include vocabulary questions as a part of the reading comprehension section. One or more of the questions following the reading passage may ask you to choose the correct meaning of a vocabulary word that was used in the passage.

Math Questions

Math is usually a minor part of a police exam, if it's included at all. The questions usually test basic arithmetic: adding, subtracting, multiplying, and dividing

whole numbers. Most often the math questions are word problems that present everyday situations: the total value of stolen property, that kind of thing.

Some tests might ask you to work with fractions, decimals, or percentages, but in real-life situations: how much is left after one person eats half a pizza and another person eats a third; the amount of mileage on a car gauge after a certain number of trips; how much you have to pay for a shirt at a 15% discount; and so on.

Memory and Observation Questions

Police officers have to be able to remember details about things they see and things they read, so observation and memory questions are often a part of police exams. You may be given a study booklet in advance of the exam and asked to answer questions about it during the exam without referring to the book. Or you might be given a picture to look at or a passage to read during the exam and then have to answer questions about it, usually without referring to the picture or passage. You may even be shown a videotape and then asked questions about it after you have finished viewing it.

Judgment Questions

Obviously police officers need to have good judgment, so some exams include multiple-choice questions designed to test your judgment and common sense. You may be given laws or police procedures and asked to apply them to a hypothetical situation, or you may be asked which hypothetical situation is most likely to indicate dangerous or criminal activity. Answering these questions requires both common sense and an ability to read carefully.

Map-Reading Questions

Map-reading questions are usually straightforward: you are given a small city map and told to find the quickest way to get from Point A to Point B without driving the wrong way down a one-way street or through a building. These questions test your ability to

Written Exam Tips

- Gather as much information as you can—in advance—about the exam. Some agencies will issue study guides, while others hold study sessions. If your agency has a website, you may find sample test questions online.
- Practice, practice, practice! Review the material in the instructional chapters of this book, which offer tips on how to improve in each skill area on your exam.
- Take all the applicable practice police exams in this book.
- Listen carefully to any and all directions given by the person who administers the test.
- Budget your time during the exam. Don't spend too much time on any one question.
- Read through the entire question before answering it, and make sure you carefully read each answer before choosing the correct one.
- Stop to check every now and then to make sure you are filling in the correct 'bubble' or spot for each answer. You don't want to fail the test because of misplaced marks!
- If there is time left after you are finished, go back and double check your answers.

orient yourself on a map and read simple symbols such as one-way arrows.

Finding Out How You Did

Applicants are generally notified in writing about their performance on the exam. This may take a few weeks, especially if there is a large number of applicants taking tests in your area. The notification may simply say whether or not you passed, but it may tell you what your score was. It may also say when you should show up for the next step in the process, which is often a physical ability test.

The Physical Ability Test

The physical ability test is usually the next step in the process after the written exam. You may have to bring a note from your doctor saying that you are in good enough shape to undertake this test before you will be allowed to participate. A few agencies give the medical exam before the physical ability test. They all want to

make sure that no one has a heart attack in the middle of the test. This is a clue: expect the test to be tough.

Police work, after all, is physically demanding. Not to discourage you, but the physical ability test isn't even designed to find out whether you are in good enough shape to be a police officer. It assesses only whether you are in good enough shape to do well in the physical training at the police academy. It's the academy that whips recruits into the physical shape police officers need to have.

What the Physical Ability Test Is Like

The exact events that make up the physical ability test vary from city to city, but generally there are three main areas that are tested: cardiovascular fitness, strength, and flexibility. In addition, there may also be a test of hand strength, which helps to determine whether or not you will be able to handle a firearm. Other factors that may be looked at are agility, coordination, and reaction time.

Some common requirements for the physical ability assessment are: $\frac{1}{4}$ to $1\frac{1}{2}$ mile timed run, sit-ups,

Physical Ability Exam Tips

- Begin a rigorous fitness program and stick with it. Work on your upper body strength, reaction time, cardiovascular endurance, and flexibility. Make sure you include daily stretches in your routine.
- Maintain a healthy diet; lay off the junk food!
- On the day of your exam, eat lightly and don't overdo the caffeine. You want to be clearheaded and energetic.

push-ups, sit-and-reach tests (flexibility), bench pressing (upper body strength), and dragging something heavy for a specified distance. Some cities issue very standard physical fitness tests with basic tests, such as the timed run, sit-ups, bench presses, and sit-and-reach exercises, while others conduct tests that are much more varied. In these cases, you may be asked to push a car, drag a dummy body, complete an obstacle course, or vault yourself over a high bar. To find out exactly what the physical ability test is like in your area, contact your hiring agency for a list of specific events. Some agencies post details about the physical ability test on their websites, while others include the information in their published exam announcement.

How to Prepare for the Physical Ability Test

The physical ability test is one area where advance preparation is almost guaranteed to pay off. No matter how good a shape you are in, start an exercise program now. You can design your program around the requirements listed in the exam announcement if you want, but any exercise that will increase your stamina, flexibility, and strength will help.

If you are *not* in great shape, consult a doctor before you begin. Start gradually, increasing your activity as you go. And remember that you don't have to do all this work alone. Taking an aerobics class or playing football will help increase your stamina, and you can supplement such activities with ones that build your strength.

For more information, see Chapter 19.

The Personal History Statement and Background Investigation

Either at the beginning of the whole selection process or after the first couple of cuts are made, the hiring agency will have you fill out a long form about your personal history. You will usually be interviewed about this material by someone from the police or city personnel department. As the department begins to get serious about considering you, it will conduct an investigation into your background, using your personal history statement as a starting point.

This step may be the most important in the whole process, even though the results may not be reflected in your rank on the eligibility list. This is where the police department checks not only your experience and education, but also, and perhaps more importantly, your character. Do you have the integrity, honesty, commitment, personal stamina, respect for authority and the law that a police officer must have? Police departments go to a lot of trouble and expense to find out.

What the Personal History Statement Is Like

You take part in the background investigation by filling out the personal history form and talking with the interviewer. The form will be long—up to 30 pages—and requires your serious attention and effort. Assume that everything you say will be double-checked by a trained, experienced police investigator. You will be asked where you were born, where you have lived, where you went to school—including elementary

school—what you have studied, where you have worked and what you did there, what organizations you have belonged to, and so on. Your whole life will be laid out on paper. You will have to supply names of teachers, employers, neighbors, and relatives, as well as the names of several additional people who can attest to your character and fitness to be a police officer.

How to Fill Out the Personal History Statement

Fill out the form completely, looking up dates and places whenever you can rather than relying on your memory. Attach all documents, such as diplomas or transcripts, that are requested. Neatness and accuracy count, but one thing counts even more: honesty.

Be completely honest in everything you write and everything you say to the interviewer. Covering up something in your past, even by just not mentioning it, will in itself be taken as evidence that you don't have the integrity it takes to be a police officer. Yes, past drug use, hospitalizations, scrapes with the law, family or financial difficulties, and such can hurt your chances, but not as much as not mentioning them and having them surface during the investigation. Better to acknowledge, up front, anything that might cause doubt about your fitness to be a police officer and deal with it. Convince the interviewer that, although you know you had difficulties in the past, you have since dealt with them and they will not affect your performance now or in the future. The interviewer may have suggestions about how to resolve past "blemishes" on your record. For more information, see Chapter 20.

What the Background Investigation Is Like

Starting from your personal history statement, a background investigator from the police department will check you out. The investigator will verify what you have said about yourself: Do you in fact have a high school diploma, an honorable discharge, five years' employment with the same firm?

And *then* the investigator will start asking the *real* questions. Your former teachers, landlords, employers, friends, and others will be asked by the investigator how long and how well they knew you and what kind of person they found you to be. Did you meet your obligations? How did you deal with problems? Do they know of anything that might affect your fitness to be a police officer?

The investigator or other personnel will also perform a credit check to see how you have handled your finances and if you have made a habit of paying your bills on time. If you have had financial trouble in the past, it does not mean you will be automatically disqualified, but a long pattern of abuse in this area will raise questions about your ability to conduct your affairs in a responsible manner.

How to Prepare for the Personal History Statement and Background Investigation

As a candidate for the job of police officer, the most important way you can improve your performance on the personal history statement is by improving your personal history. You can't change the past, exactly, but you can use the present to improve your chances in the future. For example, you can take steps to make yourself more attractive to the police department by doing police work either as a volunteer, an intern, or a paid cadet.

You can also make sure to pay your bills on time, and clear up any outstanding obligations. Deal with any issues, such as custody cases or legal disputes so that things are resolved in a satisfactory manner. Be sure to give timely notice if leaving a job. In other words, use common sense, meet your obligations, and conduct yourself in a responsible manner.

The Lie Detector Test

Some jurisdictions require a polygraph, or lie detector, test as part of the background investigation process, although the polygraph, if required, is typically one of the last steps you will go through.

There really is no such thing as a lie detector. What the polygraph detects are changes in heart and respiratory rates, blood pressure, and galvanic skin resistance (basically a measure of how much you're perspiring). A cuff like the one your doctor uses to take your blood pressure will be wrapped around your arm. Rubber tubes around your trunk will measure your breathing, and clips on your fingers or palm will measure skin response. The theory is that people who are consciously lying get nervous, and their involuntary bodily responses give them away.

Don't worry about being betrayed by being nervous in the first place. Everyone's a little nervous when confronting a new technology. The polygraph examiner will explain the whole process to you. More importantly, the examiner will ask you a series of questions to establish a baseline both for when you are telling the truth and for when you are not. For instance, the examiner might tell you to answer "No" to every question and then ask you whether your name is George (if it isn't) and whether you drove to the examination today (if you did).

All questions for a polygraph exam have to be in yes-or-no form. You should be told in advance what every question will be. Some questions will be easy ones, like whether you are wearing sneakers. The questions that really count will be ones that will qualify you for a position as a police officer: whether you have committed a crime, whether you have received speeding tickets, or whether you have been arrested. You will probably have been over any problematic areas with the background investigator or other interviewers before, so just tell the truth and try to relax.

The Oral Interview

The selection process in your chosen jurisdiction may include several oral interviews, none of which will be much like other job interviews you have had in the past. There may be an interview connected with your personal history statement, in which the interviewer simply tries to confirm or clarify what you have written. Also, an interview is usually part of the psychological evaluation. In addition, most agencies also conduct an oral interview or board that continues the process of determining whether candidates will make good police officers.

What the Oral Board Is Like

Usually, the interview with the oral board is held at the police department or at city hall. The oral board typically assesses such qualities as interpersonal skills, communication skills, judgment and decision-making abilities, respect for diversity, emotional maturity, problem-solving skills, and adaptability. The board itself may be small, with two or three people, or larger with several people sitting at a long table staring at you. Typically, people on the board are a mixture of police officials, civilians, and other city officials. On some boards, there may be a couple of police officers and that's it. Other police departments do things more formally and may have city council members sitting on the board, or you may even find yourself face to face with the mayor!

Expect your oral board interview to last from 20 to 40 minutes. Those who are on the board have already read your application, so they know a bit about you, but seeing you in person is a whole different story. Don't underestimate your need to make a good impression. Make sure you are neatly groomed, well dressed, and polite at all times during the interview.

The way the interview is conducted depends on the practices of the individual department. You may be asked a few questions similar to those you would be asked at a normal employment interview: Why do you

want to be a police officer? Why in this department? What qualities do you have that would make you a good officer? You may be asked questions about your personal history. Have answers prepared for such questions in case they come.

Instead of or in addition to such questions, you may be presented with hypothetical situations that you will be asked to respond to. A board member may simply tell you what the situation is and ask you what you would do, or one or more board members may role-play the situation, putting you in the place of the officer in charge. You may even see a video that the board members will ask you about after you have seen it.

Often there is at least one person on the board whose job it is to challenge you a bit. He or she may throw in comments or looks meant to throw you off guard or make you second-guess your answers. If you run into this type of situation, don't panic. Just answer as honestly as you can and try to relax. Your best armor is that of being yourself.

This does not mean you shouldn't present your best possible side, however. This is your opportunity to show why you would make a good police officer. Take advantage of questions that leave room for you to mention your positive traits, such as a calm demeanor, a well-developed capacity to settle disputes, and so on. Those on the board have only a few minutes to decide about your personality and character—you want them to see the most positive aspects of these traits.

Increasingly, cities have standardized the oral board questions. The same questions are asked of every candidate, and when the interview is over the board rates each candidate on a standard scale. This procedure helps the interviewers reach a somewhat more objective conclusion about the candidates they have interviewed and may result in a score that is included in the factors used to generate the eligibility list. Indeed, some departments have decided that the oral board is so important that this score by itself determines candidates' rank on the list.

Here are some of the basic traits most oral boards are looking for in potential police officers:

- honesty, integrity, and a willingness to serve the community
- strong communication skills and an ability to interact with others
- willingness to accept responsibility
- overall reasoning abilities
- emotional maturity
- effective stress management skills
- level of comfort with oneself, including self-confidence level
- problem-solving skills

How to Prepare for the Oral Board

If the police or city personnel department puts out any material about the oral board, study it carefully. It will tell you what the board is looking for. It might even give you some sample questions you can practice with. Chapter 21 in this book can help, too.

Think about your answers to questions you might be asked. You might even try to write your own oral board questions and situations.

Here are a few sample questions to get you started:

- Why do you want to be a police officer?
- What would you do if you saw a driver weaving on the road?
- How well do you know your way around the city?
- Describe a situation you have been in where you had to encounter someone who was out of control.
- What is your attitude toward those in authority?
- Do you like to take risks?
- Could you shoot someone if you had to?
- What have you done to prepare yourself for this type of work?

Oral Board Tips

- Be respectful, courteous, and pleasant throughout the process. Always keep your cool.
- Answer all questions honestly and to the best of your ability. Sincerity counts!
- Listen carefully to the questions. Don't distract yourself by thinking too much about how you might look or what they might be thinking about you. Stay in the moment. If you have to pause and think for a moment before you answer a question, that's okay. It's better than rushing yourself through the process.
- Have a question or two ready for when the board invites you to ask them. This shows your genuine interest in the job.
- Make sure you are on time! Better yet, arrive early.
- Dress conservatively, and go lightly on jewelry or makeup.
- Don't drink too much caffeine beforehand—you want to be able to relax.

Write down your answers if you want. Practice saying them in front of a mirror until you feel comfortable, but don't memorize them. You don't want to sound like you're reciting from a book. Your answers should sound conversational even though you've prepared in advance.

Then enlist friends or family to serve as a mock oral board. If you know a speech teacher, get him or her to help. Give them your questions, tell them about what you've learned, and then have a practice oral board. Start from the moment you walk into the room. Go through the entire session as if it were the real thing, and then ask your mock board for their feedback on your performance.

It may even help to videotape your mock board session. The camera can reveal things about your body language or habits that you don't even know about.

Here are some common mistakes that you will want to avoid during your oral board:

- *Letting your eyes roam around the room or staring at the floor.* Make sure to look your interviewers directly in the eyes when answering questions.
- *Making up something that you did to make yourself sound better.* This is not a good idea, especially because you will most likely be giving yourself away through your body language. Plus, if you are questioned about it further, you may soon find yourself in serious trouble.

- *Slouching, fidgeting, or sighing a lot.* This is a sure giveaway that you would rather be almost anywhere else than where you are. Sit up straight, pay attention, and stay focused throughout the entire interview. An alert and eager candidate will outshine the jittery, overly anxious one every time.
- *Swaggering, bragging, and acting like a know-it-all.* This is another extreme to avoid. The board members know you are not yet a police officer; they don't expect you to know everything. If you really don't know the answer to a tough question, say so. You might want to add a couple of words about how willing you are to learn, but don't try to bluff your way through a question cannot answer.

The Psychological Evaluation

Before you get offended at having to go through a battery of psychological tests, consider: Do you want even one emotionally unstable person running around the city maintaining public order and safety with a gun? Neither does the police department.

OK, you're not unstable, and neither are most of the people applying with you. But remember, police work is one of the most stressful occupations there is. While no one can guarantee that a given individual won't "crack" under the stress, police departments

Psychological Evaluation Tips

- Read over your application and any other written material you have submitted to the department to refresh your memory of events in your past that you described. You may be asked a number of questions about each event, so be prepared ahead of time.
- Be confident when you walk into the room, and greet the psychologist with a firm handshake.
- Focus on answering each question clearly, but try not to draw out your answers into lengthy stories. You want to answer the questions, but not supply unrelated additional information.
- Try not to get defensive if the psychologist seems to be getting too personal. Just be honest and remember that he or she is just doing his or her job.

want to weed out as many people with underlying instabilities as they can, in hopes that those remaining will be able to deal with the problems in healthy ways. Sometimes, too, the real purpose of the psychological evaluation is not so much to disclose instabilities as to determine applicants' honesty, habits, and other such factors.

What the Written Psychological Evaluation Is Like

More often than not, the psychological evaluation begins with one or more written tests. Typically, these are standard tests licensed from a psychological testing company; they are often multiple-choice or true-false tests. Both the MMPI (Minnesota Multiphasic Personality Inventory) and the TJTA (Taylor-Johnson Temperament Assessment) tests are commonly used. The tests may take one hour or several; the hiring agency will let you know approximately how much time to allot.

There's only one piece of advice we can offer you for dealing with a written psychological evaluation: *Don't try to psych out the test.* The people who wrote these tests know more about psyching out tests than you do. They designed the test so that one answer checks against another to find out whether test-takers are lying. Just answer honestly, and don't worry too much about how to answer the questions.

What the Oral Psychological Evaluation Is Like

Whether or not there is a written psychological examination, there is usually an oral interview with a psychologist or psychiatrist, who may be either on the city's staff or an independent contractor. The psychologist may ask you questions about your schooling and jobs, your relationships with family and friends, your habits, and your hobbies. Since there is such a broad range of things you could be asked about, there is really no way to prepare. In fact, the psychologist may be more interested in the way you answer—whether you come across as open, forthright, and honest—than in the answers themselves.

Once again, honesty is the best policy; there is no point in playing psychological games with someone who is better trained at it than you are. Try to relax, and answer openly. The psychologist is not trying to trick you.

The Medical Examination

Before passage of the Americans with Disabilities Act (ADA), most police departments conducted a medical examination early in the process, before the physical ability test. Now, the ADA says it's illegal to do any examinations or ask any questions that could reveal an applicant's disability until after a conditional offer of employment has been made. That means that in most

cities you will get such a conditional offer before you are asked to submit to a medical exam. Indeed, you may get such an offer before the polygraph examination, the psychological examination, or, in a few cases, even before the background investigation, precisely because all these components could reveal a disability.

Drug Testing

Note, however, that a test for use of illegal drugs can be administered before a conditional offer of employment is made. If the test comes back positive because of an applicant's use of prescription drugs, the department can ask about and verify that prescription drug use but cannot use the condition for which the drugs are prescribed to reject an applicant.

Yes, you will have to provide a urine sample. Being drug-free is a bona fide occupational qualification for a police officer.

Physical Disabilities and the ADA

After the conditional offer of employment, applicants can be rejected for disabilities revealed in the medical or psychological exam, according to the ADA, as long as the disabilities are related to essential job functions, and no reasonable accommodations exist that would make it possible for the applicant to function in the job. For instance, a potential police officer with a heart condition can reasonably be rejected on the basis of that disability. While officers don't spend their lives chasing after suspects on foot, they may have to do so at a moment's notice, and the police department can't accommodate someone who can't safely run several blocks and still get the job done.

Departments have the right, even under the ADA, to reject applicants who have disabilities as minor as color blindness. Being able to provide descriptions of victims, suspects, vehicles, and so on, both for investigative purposes and in court, is an essential function of a police officer, and there is not always someone else available to make the identification.

If you have gotten this far in the selection process, you probably don't have any obvious or seri-

ously disabling conditions. You got through the written exam, physical ability test, psychological evaluation, and oral interview. Any other conditions that you reveal at this point or that come up in the medical exam will probably have to be dealt with on a case-by-case basis. Even conditions such as diabetes or epilepsy need not disqualify you, if your condition is controlled so that you will be able to fulfill the essential functions of a police officer.

What the Medical Exam Is Like

The medical exam itself is nothing to be afraid of. It will be just like any other thorough physical exam. Typical areas of health that are examined in the medical exam include:

- range of motion
- reflexes
- spine curvature
- ears, nose, and throat health
- muscle resistance
- vision
- color vision
- hearing
- heart
- lungs
- diabetes

The doctor may be on the staff of the police department or, in smaller departments, someone outside the department with his or her own practice, just like your own doctor. Your blood pressure, temperature, weight, and so on will be measured; your heart and lungs will be listened to; and your limbs will be examined. The doctor will peer into your eyes, ears, nose, and mouth, and maybe some other body cavities . . . but it won't be that painful. You will also have to give some blood and some urine for testing. Because of those tests, you won't know the results of the medical exam right away. You will probably be notified in writing in a few weeks, after the test results come in.

Now What?

You have taken all the tests, so what next? Waiting is usually the answer. You have to wait because the results of the tests may take a while. So might the recommendations from the oral board, the psychologist, and the background investigator.

Wait Patiently

You may have several weeks, months, or more to practice patience while waiting to find out how you did on your exams. Even if you are tempted, don't pester the department with phone calls, asking if you made it to the eligibility list or how much longer it will be before you find out your results. For one thing, when you call the department, you will most likely be talking to a receptionist who cannot give you that information anyway. For another, even if you did get through to a higher official, you would be making an impression you don't want to make—that of an annoying pest! They can't indulge the concerns of every new applicant who wants to know how he or she did on a test.

However, you don't have to sit around and do nothing while waiting to find out whether or not you have been selected. In fact, it will work in your best interest if you actively pursue activities that will help to further what will hopefully be your new career. Volunteer somewhere in the community. Work hard at your physical fitness training. Learn more about the law. Even if a problem comes up this time around, you can always try again later or at a different department. Decide *now* to be successful. Get out there and shine!

If You Get Bad News

The selection process for police officers is a rigorous one. If you fail one or more of the steps, take time for some serious self-evaluation.

If you fail the written test, look at the reasons you didn't do well. Was it just that the format was unfamiliar? Well, now you know what to expect.

Do you need to brush up on some of the skills tested? There are lots of books out there to help people with reading, writing, and mathematics. Enlist a teacher or a friend to help you, or check out the basic reading and writing courses offered by local high schools and community colleges.

Many cities allow you to retest after a waiting period—a period you can use to improve your skills. If the exam isn't being offered again for years, consider trying another police department.

If you fail the physical ability test, your course of action is clear. Increase your daily physical exercise until you *know* you can do what is required, and then retest or try another police department.

If you fail the oral board, try to figure out what the problem was. The reasons why you may not have passed the oral board interview could be a little trickier to figure out. You probably won't be told specifics about what exactly the problem was. However, going back over the interview in your mind should provide some clues. How did you feel during the interview? Did you have a hard time expressing yourself? Were you fidgety and inattentive? Were there moments when you lost your temper or found yourself answering questions in a defensive manner?

Practice improving your communication skills. Take a course or read books about effective communication. Talk to other police officers and find out what kinds of answers they gave during their interviews. Go online and visit discussion boards where others are talking about their own oral board interview experiences. Take a look at your opinions and beliefs about the law and the use of force. Are you overly eager to respond aggressively to chaotic situations? Police department officials are looking for candidates with cool heads and sound judgment. They don't want a loose cannon amongst their new recruits.

If the medical exam eliminates you, you will usually be notified as to what condition caused the problem. Is the condition one that can be corrected? See your doctor for advice. A few minor conditions can eliminate you in one department but be acceptable in another. Contact the recruiting officer at a nearby police department to see if you can apply there.

If you don't make the list and aren't told why, the problem might have been the oral board or, more likely, the psychological evaluation or the background investigation. Did your past drug use eliminate you? Different jurisdictions have different criteria when judging the past drug use of an applicant. Some have a "zero tolerance" policy where they don't allow applicants to have had any previous drug use whatsoever. However, most jurisdictions are more lenient about past drug use and will put a time constraint on their policy, such as "no recent drug use," meaning in the past 3–5 years. Other departments have a rule that says you may have used drugs as a juvenile but not as an adult. If past drug use turns out to be a problem for you in the police department you are applying to, it may not be in another jurisdiction. However, if you have had a consistent pattern of drug or alcohol abuse, especially if it is recent, you will most likely have a problem wherever you apply.

If the problem isn't drug use, can you think of *anything* in your past that might lead to questions about your fitness to be a police officer? Could any of your personal traits or attitudes raise such questions? Get the opinions of others you know, especially those who are not emotionally connected to you, such as a former teacher or employer. Ask them if there is anything they can think of that might work against you in a psychological evaluation. Encourage them to be honest, and explain why you wish to know. You may find out some things about yourself you didn't know!

And then the hard question: Is there anything you can do to change these aspects of your past or your personality? If so, you might have a chance when you

reapply or apply to another police department. If not, it's time to think about another field.

If you feel you were wrongly excluded, most departments have appeals procedures if it was on the basis of a psychological evaluation or background check. However, that word *wrongly* is very important. The psychologist or background investigator almost certainly had to supply a rationale in recommending that the department not hire you. Do you have solid factual evidence that you can use in an administrative hearing to counter such a rationale? If not, you would be wasting your time and money, as well as the police department's, by making an appeal. Move carefully and get legal advice before you take such a step.

Still Waiting?

If you make the eligibility list, go through the waiting game, and still aren't selected, don't despair. Think through all the steps of the selection process, and use them to do a critical self-evaluation.

Maybe your written, physical, or oral board score was high enough to pass but not high enough to put you near the top of the list. At the next testing, make sure you are better prepared so you can achieve a higher score.

Maybe you had an excellent score that should have put you at the top of the list, and you suspect that you were passed over for someone lower down on the list. That means someone less qualified was selected while you were not, right? Maybe, maybe not.

There were probably a lot of people on the list, and a lot of them may have scored high too. One more point on the written test might have made the difference, or maybe the department had the freedom to pick and choose on the basis of other qualifications. Maybe, in comparison with you, a lot of people on the list had more education or job-related experience. Maybe there was a special need for people with particular skills, like proficiency in Spanish or Cantonese or

training in photography. And yes, members of minority groups may have been given preference in hiring. Whether or not you think that's fair, you can be assured that it was a conscious decision on the part of the police department.

What can you do? You may have heard or read about a lot of lawsuits being brought against law enforcement agencies about their selection processes, particularly in large cities. That's a last resort, a step you would take only after getting excellent legal advice and thinking through the costs of time, money, and energy. You would also have to think about whether you would want to occupy a position you got as the result of a lawsuit and whether you would be hurting your chances of being hired somewhere else.

If you are not selected for the exact position you applied for, in the area you wanted to be hired in, this does not mean you should give up altogether. Most people are better off simply trying again. And don't limit your options. There are lots of police departments all over the country. And there are other careers available in law enforcement as well. Do your research. Find out what's available. Find out who's hiring. Consider applying to smaller agencies in small towns or rural agencies, to sheriff's departments, to the state police, or a federal agency. Being turned down by one police department need not be the end of your law enforcement career. See Chapter 22 for information on county, state, and federal job opportunities.

When You Are Selected

Congratulations! The end of the waiting game for you is notification that you have been selected. What happens next, in most cases, is that you'll go to the police academy. Then you are on your way to a career in law enforcement.

In most jurisdictions, you will be hired as a police recruit. You will be paid to go to the academy, usually at a lower rate than you will make when you actually become a member of the force. Academies typically run between 12–30 weeks and include physical and firearms training as well as courses in the laws you will be expected to enforce and in police techniques and procedures. In many jurisdictions, the academy is followed by a period of field training in the jurisdiction that hired you.

After your field training is complete, many states require you to pass a certification exam. This exam is usually based on the same curriculum you studied at the academy, so you should know exactly what to expect. The exam is tough, but the department has already invested a lot of time and money in you and will be sure to prepare you sufficiently beforehand. They want you to succeed!

Once the certification exam is passed, you have passed the finish line. Your hard work and dedication have paid off, and you can stand tall and proud, in full dress uniform, as you vow to protect the lives and property of the citizens of your community at your swearing-in ceremony.

C H A P T E R

2



The Police Officer Suitability Test

CHAPTER SUMMARY

Wanting to be a police officer is one thing; being suited for it is something else. The following self-quiz can help you decide whether you and this career will make a good match.

There is no one “type” of person who becomes a police officer. People drawn to law enforcement are as varied as any other group of people in their personalities, experience, and styles. At the same time, there are some attitudes and behaviors that seem to predict success and satisfaction in this profession. They have nothing to do with your intelligence and ability—they simply reflect how you interact with other people and how you choose to approach the world. Suitability is therefore key in selecting police officer candidates.

These “suitability factors” were pulled from research literature and discussions with police psychologists and screeners across the country. They fall into five groups; each has ten questions spaced throughout this test.

The LearningExpress Police Officer Suitability Test is not a formal psychological test. For one thing, it is not nearly long enough; the MMPI (Minnesota Multiphasic Personality Inventory) test used in most psychological assessments has 11 times more items than you will find here. For another, it does not focus on your general mental health.

Instead, the test should be viewed as an informal guide—a private tool to help you decide whether being a police officer would suit you, and whether you would enjoy it. It also provides the opportunity for greater self-understanding, which is beneficial no matter what you choose to do for a living.

THE POLICE OFFICER SUITABILITY TEST

DIRECTIONS

You will need about 20 minutes to answer the 50 questions below. It's a good idea to answer all of the questions in one sitting—scoring and interpretation can be done later. For each question, consider how often the attitude or behavior applies to you. You have a choice between Never, Rarely, Sometimes, Often, and Always; write the number for your answer in the space after each question. To score your answers, see the table below. How the numbers add up will be explained later. If you try to outsmart the test or figure out the “right” answers, you won't get an accurate picture at the end. So just be honest.

PLEASE NOTE: Don't read the scoring sections before you answer the questions, or you will defeat the whole purpose of the exercise!

How often do the following statements sound like you? Choose only one answer for each statement.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
0	5	10	20	40

1. I like to know what's expected of me. ____
2. I am willing to admit my mistakes to other people. ____
3. Once I've made a decision, I stop thinking about it. ____
4. I can shrug off my fears about getting physically hurt. ____
5. I like to know what to expect. ____
6. It takes a lot to get me really angry. ____
7. My first impressions of people tend to be accurate. ____
8. I am aware of my stress level. ____
9. I like to tell other people what to do. ____
10. I enjoy working with others. ____
11. I trust my instincts. ____
12. I enjoy being teased. ____
13. I will spend as much time as it takes to settle a disagreement. ____
14. I feel comfortable in new social situations. ____
15. When I disagree with people, I let them know about it. ____
16. I'm in a good mood. ____
17. I'm comfortable making quick decisions when necessary. ____
18. Rules must be obeyed, even if you don't agree with them. ____
19. I like to say exactly what I mean. ____
20. I enjoy being with people. ____
21. I stay away from doing exciting things that I know are dangerous. ____

THE POLICE OFFICER SUITABILITY TEST

- 22.** I don't mind when a boss tells me what to do. ____
- 23.** I enjoy solving puzzles. ____
- 24.** The people I know consult me about their problems. ____
- 25.** I am comfortable making my own decisions. ____
- 26.** People know where I stand on things. ____
- 27.** When I get stressed, I know how to make myself relax. ____
- 28.** I have confidence in my own judgment. ____
- 29.** I make my friends laugh. ____
- 30.** When I make a promise, I keep it. ____
- 31.** When I'm in a group, I tend to be the leader. ____
- 32.** I can deal with sudden changes in my routine. ____
- 33.** When I get into a fight, I can stop myself from losing control. ____
- 34.** I am open to new facts that might change my mind. ____
- 35.** I understand why I do the things I do. ____
- 36.** I'm good at calming people down. ____
- 37.** I can tell how people are feeling even when they don't say anything. ____
- 38.** I take criticism without getting upset. ____
- 39.** People follow my advice. ____
- 40.** I pay attention to people's body language. ____
- 41.** It's important for me to make a good impression. ____
- 42.** I remember to show up on time. ____
- 43.** When I meet new people, I try to understand them. ____
- 44.** I avoid doing things on impulse. ____
- 45.** Being respected is important to me. ____
- 46.** People see me as a calm person. ____
- 47.** It's more important for me to do a good job than to get praised for it. ____
- 48.** I make my decisions based on common sense. ____
- 49.** I prefer to keep my feelings to myself when I'm with strangers. ____
- 50.** I take responsibility for my own actions rather than blame others. ____

Scoring

Attitudes and behaviors can't be measured in units, like distance or weight. Besides, psychological categories tend to overlap. As a result, the numbers and dividing lines between score ranges are approximate, and numbers may vary about 20 points either way. If your score doesn't fall in the optimal range, it doesn't mean a "failure"—only an area that needs focus.

It may help to share your test results with some of the people who are close to you. Very often, there are differences between how we see ourselves and how we actually come across to others.

Group 1—Risk Questions

Add up scores for questions 4, 6, 12, 15, 21, 27, 33, 38, 44, and 46

TOTAL = ____

This group of questions evaluates your tendency to be assertive and take risks. The ideal is in the middle, somewhere between timid and reckless: you should be willing to take risks, but not seek them out just for excitement. Being nervous, impulsive, and afraid of physical injury are all undesirable traits for a police officer. This group also reflects how well you take teasing and criticism, both of which you may encounter every day. And as you can imagine, it's also important for someone who carries a gun not to have a short fuse.

- A score between 360 and 400 is rather extreme, suggesting a kind of macho approach that could be dangerous in the field.
- If you score between 170 and 360, you are on the right track.
- If you score between 80 and 170, you may want to think about how comfortable you are with the idea of confrontation.

- A score between 0 and 80 indicates that the more dangerous and stressful aspects of the job might be difficult for you.

Group 2—Core Character Traits

Add up scores for questions 2, 8, 16, 19, 26, 30, 35, 42, 47, and 50

TOTAL = ____

This group reflects such basic traits as stability, reliability, and self-awareness. Can your fellow officers count on you to back them up and do your part? Are you secure enough to do your job without needing praise? Because, in the words of one police psychologist, "If you're hungry for praise, you will starve to death." The public will not always appreciate your efforts, and your supervisors and colleagues may be too busy or preoccupied to pat you on the back.

It is crucial to be able to admit your mistakes and take responsibility for your actions, to be confident without being arrogant or conceited, and to be straightforward and direct in your communication. In a job where lives are at stake, the facts must be clear. Mood is also very important. While we all have good and bad days, someone who is depressed much of the time is not encouraged to pursue police work; depression affects one's judgment, energy level, and the ability to respond and communicate.

- If you score between 180 and 360, you are in the ballpark. Over 360 may be unrealistic.
- A score of 100-180 indicates you should look at the questions again and evaluate your style of social interaction.
- Scores between 0 and 100 suggest you may not be ready for this job—yet.

Group 3—Judgment Questions

Add scores for questions 3, 7, 11, 17, 23, 28, 37, 40, 43, and 48

TOTAL = ____

This group of questions evaluates how you make decisions. Successful police officers are sensitive to unspoken messages, can detect and respond to other people’s feelings, and make fair and accurate assessments of a situation, rather than being influenced by their own personal biases and needs. Once the decision to act is made, second-guessing can be dangerous. Police officers must make their best judgments in line with accepted practices, and then act upon these judgments without hesitancy or self-doubt. Finally, it’s important to know and accept that you cannot change the world single-handedly. People who seek this career because they want to make a dramatic individual difference in human suffering are likely to be frustrated and disappointed.

- A score over 360 indicates you may be trying too hard.
- If you scored between 170 and 360, your style of making decisions, especially about people, fits with the desired police officer profile.
- Scores between 80 and 170 suggest that you think about how you make judgments and how much confidence you have in them.
- If you scored between 80 and 170, making judgments may be a problem area for you.

Group 4—Authority/Leadership Questions

Add scores for questions 1, 10, 13, 18, 22, 25, 31, 34, 39, and 45

TOTAL = ____

This group contains the essential attributes of respect for rules and authority—including the “personal

authority” of self-reliance and leadership—and the ability to resolve conflict and work with a team. Once again, a good balance is the key. Police officers must accept and communicate the value of structure and control without being rigid. And even though most decisions are made independently in the field, the authority of the supervisor and the law must be obeyed at all times. Anyone on a personal mission for justice or vengeance will not make a good police officer and is unlikely to make it through the screening process.

- A score between 160 and 360 indicates you have the desired attitude toward authority—both your own and that of your superior officers. Any higher is a bit extreme.
- If you scored between 100 and 160, you might think about whether a demanding leadership role is something you want every day.
- With scores between 0 and 100, ask yourself whether the required combination of structure and independence would be comfortable for you.

Group 5—Personal Style Attributes

Add up scores for questions 5, 9, 14, 20, 24, 29, 32, 36, 41, and 49

TOTAL = ____

This is the personal style dimension, which describes how you come across to others. Moderation rules here as well: police officers should be seen as strong and capable, but not dramatic or heavy-handed; friendly, but not overly concerned with whether they are liked; patient, but not to the point of losing control of a situation. A good sense of humor is essential, not only in the field but among one’s fellow officers. Flexibility is another valuable trait—especially given all the changes that can happen in one shift—but too much flexibility can be perceived as weakness.

- A score between 160 and 360 is optimal. Over 360 is trying too hard.
- Scores between 80 and 160 suggest that you compare your style with the above description and consider whether anything needs to be modified.
- If you scored between 0 and 80, you might think about the way you interact with others and whether you would be happy in a job where people are the main focus.

Summary

The Police Officer Suitability Test reflects the fact that being a successful police officer requires moderation rather than extremes. Attitudes that are desirable in reasonable amounts can become a real problem if they

are too strong. For example, independence is a necessary trait, but too much of it creates a “Dirty Harry” type who takes the law into his or her own hands. Going outside accepted police procedure is a bad idea; worse, it can put other people’s lives in jeopardy.

As one recruiter said, the ideal police officer is “low key and low maintenance.” In fact, there’s only one thing you can’t have too much of, and that’s common sense. With everything else, balance is the key. Keep this in mind as you look at your scores.

This test was developed by Judith Schlesinger, Ph.D., a writer and psychologist whose background includes years of working with police officers in psychiatric crisis interventions.

C H A P T E R

3



The LearningExpress Test Preparation System

CHAPTER SUMMARY

Taking the police officer written exam can be tough. It demands a lot of preparation if you want to achieve a top score. Your rank on the eligibility list is often determined largely by this score. The LearningExpress Test Preparation System, developed by leading test experts, gives you the discipline and attitude you need to be a winner.

This chapter can help you take control of the entire test preparation process. It clearly explains the steps you need to take to achieve a top score on the written exam. Do not underestimate the importance of doing well on the written exam. Your future career in law enforcement depends on it. This chapter will help you to:

- Become familiar with the format of the exam
- Overcome excessive test anxiety
- Prepare gradually for the exam instead of cramming
- Understand and use vital test-taking skills
- Know how to pace yourself through the exam
- Know how to use the process of elimination
- Know when and how to guess
- Be in tip-top mental and physical shape on the day of the exam

Thus, the entire purpose of this chapter is to ensure that you are in control of the test-prep process. You do not want the exam to control you.

The LearningExpress Test Preparation System puts you in control. In just nine easy-to-follow steps, you will learn everything you need to know to make sure that you are in charge of your preparation and your performance on the exam. Other test-takers may let the test get the better of them; other test-takers may be unprepared or out of shape, but not you. You will have taken all the steps you need to take to get a high score on the police exam.

Here’s how the LearningExpress Test Preparation System works: Nine easy steps lead you through everything you need to know and do to get ready to master your exam. The time listed next to each of the steps listed below includes both reading about the step and one or more activities. It’s important that you do the activities along with the reading, or you won’t be getting the full benefit of the system. Each step tells you approximately how much time that step will take you to complete.

Nine Steps to Success	Time
1. Get Information	30 minutes
2. Conquer Test Anxiety	20 minutes
3. Make a Plan	50 minutes
4. Learn to Manage Your Time	10 minutes
5. Learn to Use the Process of Elimination	20 minutes
6. Know When to Guess	20 minutes
7. Reach Your Peak Performance Zone	10 minutes
8. Get Your Act Together	10 minutes
9. Do It!	10 minutes
Total	3 hours

We estimate that working through the entire system will take you approximately three hours, though it’s perfectly OK if you work faster or slower than the time estimates assume. If you can take a whole afternoon or evening, you can work through the whole LearningExpress Test Preparation System in one sitting. Otherwise, you can break it up, and do just one or two steps a day for the next several days. It’s up to you—remember, *you* are in control.

Step 1: Get Information

Time to complete: 30 minutes

Activities: Read Chapter 1, “How Police Officers Are Selected”

Knowledge is power. The first step in the LearningExpress Test Preparation System is finding out everything you can about your police officer written exam. If you have access to the Internet, you can perform a search on any basic search engine, such as www.yahoo.com,

www.excite.com, or www.google.com to find out if the police department you want to apply to has a website. Or you can check out a site that contains a long list of links to police departments around the country: www.911jobs.com. If you find that your targeted police department has a website, review it carefully to see if it contains any information about the written exam. If not, contact the police department you want to apply to and ask for the personnel office. In larger cities, you will be referred to a recruiting unit or to the human resources department. In smaller towns, you may speak to someone right there in the department. Request a position announcement, find out if an exam bulletin is available, and ask when the next written exam is scheduled. If the department issues an exam bulletin, then you'll get a brief outline of what skills will be tested on the written exam.

What You Should Find Out

The more details you can find out about the written exam, either from the bulletin online, or from speaking with a recruiter, the more efficiently you'll be able to study. Here's a list of some things you might want to find out about your exam:

- What skills are tested?
- How many sections are on the exam?
- How many questions does each section have?
- Are the questions ordered from easy to hard, or is the sequence random?
- How much time is allotted for each section?
- Are there breaks in between sections?
- What is the passing score and how many questions do you have to answer right in order to get that score?
- Does a higher score give you any advantages, like a better rank on the eligibility list?
- How is the test scored: Is there a penalty for wrong answers?
- Are you permitted to go back to a prior section or move on to the next section if you finish early?

- Can you write in the test booklet or will you be given scratch paper?
- What should you bring with you on exam day?

What's on Most Police Officer Exams

The skills that the police officer written exam tests vary from city to city. That's why it's important to contact the recruiting office of your police department to find out exactly what skills are covered. Below are the most commonly tested subjects:

- Reading Comprehension
- Grammar
- Vocabulary and Spelling
- Math
- Judgment
- Map Reading
- Memory and Observation
- Number and Letter Recall
- Personal Background

If you haven't already done so, stop here and read Chapter 1 of this book, which gives you an overview of the entire police officer selection process. Then move on to the next step to find out how you can get a handle on test anxiety.

Step 2: Conquer Test Anxiety

Time to complete: 20 minutes

Activity: Take the Test Stress Test

Having as much information as possible about the exam is the first step in getting control of the exam. Next, you have to overcome one of the biggest obstacles to test success: test anxiety. Test anxiety cannot only impair your performance on the exam itself; it can even keep you from preparing! In Step 2, you'll learn stress management techniques that will help you succeed on your exam. Learn these strategies now, and practice them as you work through the exams in this book, so they will be second nature to you by exam day.

Combating Test Anxiety

The first thing you need to know is that a little test anxiety is a good thing. Everyone gets nervous before a big exam—and if that nervousness motivates you to prepare thoroughly, so much the better. It's said that Sir Laurence Olivier, one of the foremost British actors of this century, threw up before every performance. His stage fright didn't impair his performance; in fact, it probably gave him a little extra edge—just the kind of edge you need to do well, whether on a stage or in an examination room.

Stress Management Before the Test

If you feel your level of anxiety getting the best of you in the weeks before your test, here is what you can do to bring the level down again:

- **Get prepared.** There's nothing like knowing what to expect and being prepared for it to put you in control of test anxiety. That's why you are reading this book. Use it faithfully, and remind yourself that you are better prepared than most of the people who will be taking the test.
- **Practice self-confidence.** A positive attitude is a great way to combat test anxiety. This is no time to be humble or shy. Stand in front of the mirror and say to your reflection, "I'm prepared. I'm full of self-confidence. I'm going to ace this test. I know I can do it." If you hear it often enough, you will believe it.
- **Fight negative messages.** Every time someone starts telling you how hard the exam is or how it's almost impossible to get a high score, fight back by telling them your self-confidence messages above. If the someone with the negative messages is *you*, telling yourself *you don't do well on exams, you just can't do this*, don't listen. Listen to your self-confidence messages instead.
- **Visualize.** Imagine yourself reporting for duty on your first day of police academy training. Think of yourself wearing your uniform with pride and

learning the skills you will use for the rest of your life. Visualizing success can help make it happen—and it reminds you of why you are doing all this work in preparing for the exam.

- **Exercise.** Physical activity helps calm your body down and focus your mind. Being in good physical shape can actually help you do well on the exam, as well as prepare you for the physical ability test. So, go for a run, lift weights, go swimming—and do it regularly.

Stress Management on Test Day

There are several ways you can bring down your level of test anxiety on test day. They will work best if you practice them in the weeks before the test, so you know which ones work best for you.

- **Deep breathing.** Take a deep breath while you count to five. Hold it for a count of one, then let it out on a count of five. Repeat several times.
- **Move your body.** Try rolling your head in a circle. Rotate your shoulders. Shake your hands from the wrist. Many people find these movements very relaxing.
- **Visualize again.** Think of the place where you are most relaxed: lying on the beach in the sun, walking through the park, or wherever is most comforting to you. Now close your eyes and imagine you are actually there. If you practice in advance, you'll find that you only need a few seconds of this exercise to experience a significant increase in your sense of well-being.

When anxiety threatens to overwhelm you right there during the exam, there are still things you can do to manage the stress level:

- **Repeat your self-confidence messages.** You should have them memorized by now. Say them quietly to yourself, and believe them!

- **Visualize one more time.** This time, visualize yourself moving smoothly and quickly through the test answering every question right and finishing just before time is up. Like most visualization techniques, this one works best if you have practiced it ahead of time.
- **Find an easy question.** Skim over the test until you find an easy question, and answer it. Getting even one circle filled in can get you into the test-taking groove.
- **Take a mental break.** Everyone loses concentration once in a while during a long test. It's normal, so you shouldn't worry about it. Instead, accept what has happened. Say to yourself, "Hey, I lost it there for a minute. My brain is taking a break." Put down your pencil, close your eyes, and do some deep breathing for a few seconds. Then you'll be ready to go back to work.

On the next page is the Test Stress Test. Answer the questions on that page to learn more about your level of test anxiety.

Step 3: Make a Plan

Time to complete: 50 minutes

Activity: Construct a study plan

Maybe the most important thing you can do to get control of yourself and your exam is to make a study plan. Too many people fail to prepare simply because they fail to plan. Spending hours the day before the exam poring over sample test questions not only raises your level of test anxiety, it also is simply no substitute for careful preparation and practice over time.

Don't fall into the cram trap. Take control of your preparation time by mapping out a study schedule. There are four sample schedules on the following pages, based on the amount of time you have before the exam. If you are the kind of person who needs deadlines and assignments to motivate you for a project, here they are. If you are the kind of person who doesn't like to follow other people's plans, you can use the suggested schedules here to construct your own.

An important aspect of a study plan is flexibility. Your plan should help you, not hinder you, so be pre-

Police Officer Exams	Study Chapters
Exam 1, Chapter 4 Exam 4, Chapter 16 <i>These exams test your basic reading and writing skills.</i>	7. Reading Comprehension 8. Grammar 9. Vocabulary and Spelling
Exam 2, Chapter 5 Exam 5, Chapter 17 <i>These exams test job-related skills, such as memory and observation.</i>	7. Reading Comprehension 10. Math 11. Judgment 12. Map Reading 13. Memory and Observation
Exam 3, Chapter 6 Exam 6, Chapter 18 <i>These exams are similar to the Law Enforcement Candidate Record (LECR) exam.</i>	9. Vocabulary and Spelling 14. Number and Letter Recall 15. Personal Background

Test Stress Test

You only need to worry about test anxiety if it is extreme enough to impair your performance. The following questionnaire will provide a diagnosis of your level of test anxiety. In the blank before each statement, write the number that most accurately describes your experience.

0 = Never 1 = Once or twice 2 = Sometimes 3 = Often

_____ I have gotten so nervous before an exam that I simply put down my books and didn't study for it.

_____ I have experienced disabling physical symptoms such as vomiting and severe headaches because I was nervous about an exam.

_____ I have neglected to show up for an exam because I was too scared to take it.

_____ I have experienced dizziness and disorientation while taking an exam.

_____ I have had trouble filling in the little circles because my hands were shaking so hard.

_____ I have failed an exam because I was too nervous to complete it.

_____ **Total: Add up the numbers in the blanks above.**

Understanding Your Test Stress Score

Here are the steps you should take, depending on your score. If you scored:

- Below 3, your level of test anxiety is nothing to worry about; it's probably just enough to give you that little extra edge.
- Between 3 and 6, your test anxiety may be enough to impair your performance, so you should practice the stress management techniques listed in this section regularly to try to bring your test anxiety down to manageable levels.
- Above 6, your level of test anxiety is a serious concern. In addition to practicing the stress management techniques listed in this section, you may want to seek additional, personal help. Call your local high school or community college and ask for the academic counselor. Tell the counselor that you have a level of test anxiety that sometimes keeps you from being able to take exams. The counselor may be willing to help you or may suggest someone else you should talk to.

pared to alter your study schedule once you get started, if necessary. You will probably find that one or more steps will take longer to complete than you had anticipated, while others will go more quickly.

In constructing your study plan, you should take into account how much work you need to do. If your score on the first practice test wasn't what you had hoped, consider taking some of the steps from Schedule A and getting them into Schedule D somehow, even if you do have only three weeks before the exam.

You can also customize your study plan according to the information you gathered in Step 1. If the exam you have to take doesn't include memory questions, for instance, you can skip Chapter 13 and concentrate instead on some other area that *is* covered. Below is a table that lists all the chapters you need to study for each exam.

Even more important than making a plan is making a commitment. You can't improve your skills in reading, writing, and judgment overnight. You have to set aside some time every day for study and practice.

Try for at least 20 minutes a day. Twenty minutes daily will do you much more good than two hours on Saturday.

If you have months before the exam, you are lucky. Don't put off your study until the week before

the exam! Start now. Even ten minutes a day, with half an hour or more on weekends, can make a big difference in your score—and in your chances of making the force!

Schedule A: The Leisure Plan

If no test is announced in your city, you may have a year or more in which to get ready. This schedule gives you six months to sharpen your skills. If an exam is announced in the middle of your preparation, you can use one of the later schedules to help you compress your study program. Study only the chapters that are relevant to the type of exam you will be taking.

Time	Preparation
6 months before the test	Take one of the exams from Chapters 4, 5, or 6. Then study the explanations for the answers until you know you could answer all the questions right. Start going to the library once every two weeks to read books or magazines about law enforcement. Or browse through police-related websites on the Internet.
5 months before the test	Read Chapters 7 and 8 and work through the exercises. Use at least one of the additional resources listed in each chapter. If possible, find other people who are preparing for the test and form a study group.
4 months before the test	Read Chapters 9 and 10 and work through the exercises. Use at least one of the additional resources for each chapter. Start making flash cards of vocabulary and spelling words, and practice your math by making up problems from everyday events.
3 months before the test	Read Chapters 11 and 12 and work through the exercises. Do at least one of the suggested exercises at the end of Chapter 11.
2 months before the test	Read Chapters 13, 14, and 15 and work through the exercises. Exercise your memory by making note of people and places you see each day. Continue to read and work with your flash cards.
1 month before the test	Take one of the sample tests in either Chapter 16, 17, or 18. Use your score to help you decide where to concentrate your efforts this month. Go back to the relevant chapters and use the extra resources listed there, or get the help of a friend or teacher.
1 week before the test	Review both of the sample tests you took. See how much you've learned in the past months. Concentrate on what you have done well and decide not to let any areas where you still feel uncertain bother you.
1 day before the test	Relax. Do something unrelated to police exams. Eat a good meal and go to bed at your usual time.

Schedule B: The Just-Enough-Time Plan

If you have three to six months before your exam, that should be enough time to prepare for the written test, especially if you score above 70 on the first sample test you take. This schedule assumes four months; stretch it out or compress it if you have more or less time, and only study the chapters that are relevant to the type of exam you will be taking.

Time	Preparation
4 months before the test	Take one practice exam from Chapters 4, 5, or 6 to determine where you need the most work. Read Chapters 7, 8, and 9 and work through the exercises. Use at least one of the additional resources listed in each chapter. Start going to the library once every two weeks to read books about law enforcement, or visit police-related websites online. Also, make flash cards of vocabulary and spelling words.
3 months before the test	Read Chapters 10 and 11 and work through the exercises. Use at least one of the additional resources for each chapter. Practice your math by making up problems from everyday events. Do at least one of the suggested exercises at the end of Chapter 11.
2 months before the test	Read Chapters 12, 13, and 14 and work through the exercises. Exercise your memory by making note of people and places you see each day. Continue to read and work with your flash cards.
1 month before the test	Take one of the sample tests in either Chapter 16, 17, or 18. Use your score to help you decide where to concentrate your efforts this month. Go back to the relevant chapters and use the extra resources listed there, or get the help of a friend or teacher.
1 week before the test	Review both of the sample tests you took. See how much you have learned in the past months. Concentrate on what you have done well, and decide not to let any areas where you still feel uncertain bother you.
1 day before the test	Relax. Do something unrelated to police exams. Eat a good meal and go to bed at your usual time.

Schedule C: More Study in Less Time

If you have one to three months before the exam, you still have enough time for some concentrated study that will help you improve your score. This schedule is built around a two-month time frame. If you have only one month, spend an extra couple of hours a week to get all these steps in. If you have three months, take some of the steps from Schedule B and fit them in. Only study the chapters that are relevant to the type of exam you will be taking.

Time	Preparation
8 weeks before the test	Take one sample test from Chapters 4, 5, or 6 to find your weakest subjects. Choose the appropriate chapter(s) from among Chapters 7–15 to read in these two weeks. Use some of the additional resources listed there. When you get to those chapters in this plan, review them.
6 weeks before the test	Read Chapters 7–11 and work through the exercises.
4 weeks before the test	Read Chapters 12–15 and work through the exercises.
2 weeks before the test	Take one of the second sample tests in either Chapter 16, 17, or 18. Then score it and read the answer explanations until you are sure you understand them. Review the areas where your score is lowest.
1 week before the test	Review Chapters 7–15, concentrating on the areas where a little work can help the most.
1 day before the test	Relax. Do something unrelated to police exams. Eat a good meal and go to bed at your usual time.

Schedule D: The Fast Track

If you have three weeks or less before the exam, you really have your work cut out for you. Carve half an hour out of your day, *every day*, for study. This schedule assumes you have the whole three weeks to prepare in; if you have less time, you'll have to compress the schedule accordingly. Only study the chapters that are relevant to the type of exam you will be taking.

Time	Preparation
3 weeks before the test	Take one practice exam from Chapters 4, 5, or 6. Then read the material in Chapters 7–11 and work through the exercises.
2 weeks before the test	Read the material in Chapters 12–15 and work through the exercises. Take one of the sample tests in either Chapter 16, 17, or 18.
1 week before the test	Evaluate your performance on the second sample test. Review the parts of Chapters 7–15 where you had the most trouble. Get a friend or teacher to help you with the section you found to be the most difficult.
2 days before the test	Review both of the sample tests you took. Make sure you understand all of the answer explanations.
1 day before the test	Relax. Do something unrelated to police exams. Eat a good meal and go to bed at your usual time.

Step 4: Learn to Manage Your Time

Time to complete: 10 minutes to read, many hours of practice!

Activities: Practice these strategies as you take the sample tests in this book

Steps 4, 5, and 6 of the LearningExpress Test Preparation System put you in charge of your exam by showing you test-taking strategies that work. Practice these strategies as you take the sample tests in this book, and then you will be ready to use them on test day.

First, you will take control of your time on the exam. The first step in achieving this control is to find out the format of the exam you're going to take. Some police exams have different sections that are each timed separately. If this is true of the exam you'll be taking, you'll want to practice using your time wisely on the practice exams and trying to avoid mistakes while working quickly. Other types of exams don't have separately timed sections. If this is the case, just practice pacing yourself on the practice exams, so you don't spend too much time on difficult questions.

- **Listen carefully to directions.** By the time you get to the exam, you should be familiar with how all the subtests work, but listen to the person who is administering the exam just in case something has changed.
- **Pace yourself.** Glance at your watch every few minutes, and compare the time to how far you've gotten in the subtest. When one-quarter of the time has elapsed, you should be a quarter of the way through the subtest and so on. If you're falling behind, pick up the pace a bit.
- **Keep moving.** Don't dither around on one question. If you don't know the answer, skip the question and move on. Circle the number of the question in your test booklet in case you have time to come back to it later.
- **Keep track of your place on the answer sheet.** If you skip a question, make sure you skip that

space on the answer sheet too. Check yourself every 5–10 questions to make sure the question number and the answer sheet number are still the same.

- **Don't rush.** Though you should keep moving steadily through the test, rushing won't help. Try to keep calm and work methodically and quickly.

Step 5: Learn to Use the Process of Elimination

Time to complete: 20 minutes

Activity: Complete worksheet on Using the Process of Elimination

After time management, your next most important tool for taking control of your exam is using the process of elimination wisely. It's standard test-taking wisdom that you should always read all the answer choices before choosing your answer. This practice helps you find the right answer by eliminating wrong answer choices. And, sure enough, that standard wisdom applies to your exam, too.

Let's say you're facing a vocabulary question that goes like this:

- 13.** "Biology uses a binomial system of classification." In this sentence, the word binomial most nearly means
- a. understanding the law.
 - b. having two names.
 - c. scientifically sound.
 - d. having a double meaning.

If you happen to know what *binomial* means, of course, you don't need to use the process of elimination, but let's assume that, like many people, you don't. So you look at the answer choices. "Understanding the law" sure doesn't sound very likely for something having to do with biology. So you eliminate choice **a**—and now you only have three answer choices to deal with.

Mark an \times next to choice **a** so you never have to read it again.

On to the other answer choices. If you know that the prefix *bi-* means *two*, as in *bicycle*, flag answer **b** as a possible answer. Mark a check mark beside it, meaning “good answer, I might use this one.”

Choice **c**, “scientifically sound,” is a possibility. At least it’s about science, not law. It could work here, though, when you think about it, having a “scientifically sound” classification system in a scientific field is kind of redundant. You remember the *bi* thing in *binomial*, and probably continue to like answer **b** better. But you are not sure, so you put a question mark next to **c**, meaning “well, maybe.”

Now, choice **d**, “having a double meaning.” You are still keeping in mind that *bi-* means *two*, so this one looks possible at first. But then you look again at the sentence the word belongs in, and you think, “Why would biology want a system of classification that has two meanings? That wouldn’t work very well!” If you are really taken with the idea that *bi* means *two*, you might put a question mark here. But if you are feeling a little more confident, you’ll put an \times . You have already got a better answer picked out.

Now your question looks like this:

- 13.** “Biology uses a binomial system of classification.” In this sentence, the word binomial most nearly means
- \times **a.** understanding the law
 - b.** having two names
 - ? **c.** scientifically sound
 - ? **d.** having a double meaning

You have got just one check mark, for a good answer. If you are pressed for time, you should simply mark answer **b** on your answer sheet. If you have got the time to be extra careful, you could compare your check-mark answer to your question-mark answers to make sure that it’s better. (It is: the *binomial* system in biology is the one that gives a two-part genus and species name like *homo sapiens*.)

It’s good to have a system for marking good, bad, and maybe answers. We’re recommending this one:

- \times = bad
- = good
- ? = maybe

If you don’t like these marks, devise your own system. Just make sure you do it long before test day—while you are working through the practice exams in this book—so you won’t have to worry about it during the test.

Even when you think you’re absolutely clueless about a question, you can often use the process of elimination to get rid of at least one answer choice. If so, you’re better prepared to make an educated guess, as you will see in Step 6. More often, the process of elimination allows you to get down to only *two* possibly right answers. Then you’re in a strong position to guess. And sometimes, even though you don’t know the right answer, you can find it simply by getting rid of the wrong ones, as you did in the example above.

Try using your powers of elimination on the questions in the worksheet entitled Using the Process of Elimination that begins on the next page. The answer explanations there show one possible way you might use the process to arrive at the right answer.

The process of elimination is your tool for the next step, which is knowing when to guess.

Step 6: Know When to Guess

Time to complete: 20 minutes

Activity: Complete worksheet on Your Guessing Ability

Armed with the process of elimination, you’re ready to take control of one of the big questions in test-taking: Should I guess? The first and main answer is Yes. Unless the exam has a so-called “guessing penalty,” you have nothing to lose and everything to gain from guessing. The more complicated answer depends both

Using the Process of Elimination

Use the process of elimination to answer the following questions.

- 1.** Ilsa is as old as Meghan will be in five years. The difference between Ed's age and Meghan's age is twice the difference between Ilsa's age and Meghan's age. Ed is 29. How old is Ilsa?

 - a. 4
 - b. 10
 - c. 19
 - d. 24
- 2.** "All drivers of commercial vehicles must carry a valid commercial driver's license whenever operating a commercial vehicle."

According to this sentence, which of the following people need **NOT** carry a commercial driver's license?

 - a. a truck driver idling his engine while waiting to be directed to a loading dock
 - b. a bus operator backing her bus out of the way of another bus in the bus lot
 - c. a taxi driver driving his personal car to the grocery store
 - d. a limousine driver taking the limousine to her home after dropping off her last passenger of the evening
- 3.** Smoking tobacco has been linked to

 - a. increased risk of stroke and heart attack.
 - b. all forms of respiratory disease.
 - c. increasing mortality rates over the past ten years.
 - d. juvenile delinquency.
- 4.** Which of the following words is spelled correctly?

 - a. incorrigible
 - b. outragous
 - c. domestickated
 - d. understandable

Answers

Here are the answers, as well as some suggestions as to how you might have used the process of elimination to find them.

- 1. d.** You should have eliminated answer **a** right off the bat. Ilsa can't be four years old if Meghan is going to be Ilsa's age in five years. The best way to eliminate other answer choices is to try plugging them in to the information given in the problem. For instance, for choice **b**, if Ilsa is 10, then Meghan must be 5. The difference between their ages is 5. The difference between Ed's age, 29, and Meghan's age, 5, is 24. Is 24 two times 5? No. Then choice **b** is wrong. You could eliminate choice **c** in the same way and be left with choice **d**.
- 2. c.** Note the word *not* in the question, and go through the answers one by one. Is the truck driver in choice **a** "operating a commercial vehicle?" Yes, idling counts as "operating," so he needs to have a commercial driver's license. Likewise, the bus operator in choice **b** is operating a commercial vehicle; the question doesn't say the operator has to be on the street. The limo driver in choice **d** is operating a commercial vehicle, even if it doesn't have a passenger in it. However, the cabbie in choice **c** is not operating a commercial vehicle, but his own private car.
- 3. a.** You could eliminate answer **b** simply because of the presence of the word *all*. Such absolutes hardly ever appear in correct answer choices. Choice **c** looks attractive until you think a little about what you know—aren't fewer people smoking these days, rather than more? So how could smoking be responsible for a higher mortality rate? (If you didn't know that mortality rate means the rate at which

Using the Process of Elimination (continued)

people die, you might keep this choice as a possibility, but you would still be able to eliminate two answers and have only two to choose from.) And choice **d** is plain silly, so you could eliminate that one too. You are left with the correct choice, **a**.

4. a. How you used the process of elimination here depends on which words you recognized as being spelled incorrectly. If you knew that the correct spellings were outrageous, domesticated, and understandable, then you were home free. Surely you knew that at least one of those words was wrong!

on the exam and on you—your personality and your “guessing intuition.”

Most police officer written exams don’t use a guessing penalty. The number of questions you answer correctly yields your score, and there’s no penalty for wrong answers. So most of the time, you don’t have to worry—simply go ahead and guess. But if you find that your exam does have a “guessing penalty,” you should read the section below to find out what that means to you.

How the “Guessing Penalty” Works

A “guessing penalty” really only works against *random* guessing—filling in the little circles to make a nice pattern on your answer sheet. If you can eliminate one or more answer choices, as outlined above, you’re better off taking a guess than leaving the answer blank, even on the sections that have a penalty.

Here’s how a “guessing penalty” works: Depending on the number of answer choices in a given exam, some proportion of the number of questions you get wrong is subtracted from the total number of questions you got right. For instance, if there are four answer choices, typically the “guessing penalty” is one-third of your wrong answers. Suppose you took a test of 100 questions. You answered 88 of them right and 12 wrong.

If there’s no guessing penalty, your score is simply 88. But if there’s a one-third point guessing penalty, the scorers take your 12 wrong answers and divide by 3 to come up with 4. Then they *subtract* that 4 from your correct-answer score of 88 to leave you with a

score of 84. Thus, you would have been better off if you had simply not answered those 12 questions that you weren’t sure of. Then your total score would still be 88, because there wouldn’t be anything to subtract.

What You Should Do About the Guessing Penalty

That’s how a guessing penalty works. The first thing this means for you is that marking your answer sheet at random doesn’t pay. If you’re running out of time on an exam that has a guessing penalty, you should not use your remaining seconds to mark a pretty pattern on your answer sheet. Take those few seconds to try to answer one more question right.

But as soon as you get out of the realm of random guessing, the “guessing penalty” no longer works against you. If you can use the process of elimination to get rid of even one wrong answer choice, the odds stop being against you and start working in your favor.

Sticking with our example of an exam that has four answer choices, eliminating just one wrong answer makes your odds of choosing the correct answer one in three. That’s the same as the one-out-of-three guessing penalty—even odds. If you eliminate two answer choices, your odds are one in two—better than the guessing penalty. In either case, you should go ahead and choose one of the remaining answer choices.

But what if you’re not much of a risk-taker, *and* you think of yourself as the world’s worst guesser? Complete the Your Guessing Ability worksheet to get an idea of how good your intuition is.

Your Guessing Ability

The following are ten really hard questions. You're not supposed to know the answers. Rather, this is an assessment of your ability to guess when you don't have a clue. Read each question carefully, just as if you did expect to answer it. If you have any knowledge at all of the subject of the question, use that knowledge to help you eliminate wrong answer choices. Use this answer grid to fill in your answers to the questions.

ANSWER GRID

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c) (d)

5. (a) (b) (c) (d)
6. (a) (b) (c) (d)
7. (a) (b) (c) (d)
8. (a) (b) (c) (d)

9. (a) (b) (c) (d)
10. (a) (b) (c) (d)

1. September 7 is Independence Day in

- a. India
- b. Costa Rica
- c. Brazil
- d. Australia

2. Which of the following is the formula for determining the momentum of an object?

- a. $p = MV$
- b. $F = ma$
- c. $P = IV$
- d. $E = mc^2$

3. Because of the expansion of the universe, the stars and other celestial bodies are all moving away from each other. This phenomenon is known as

- a. Newton's first law
- b. the big bang
- c. gravitational collapse
- d. Hubble flow

4. American author Gertrude Stein was born in

- a. 1713
- b. 1830
- c. 1874
- d. 1901

5. Which of the following is **NOT** one of the Five Classics attributed to Confucius?

- a. the I Ching
- b. the Book of Holiness
- c. the Spring and Autumn Annals
- d. the Book of History

6. The religious and philosophical doctrine that holds that the universe is constantly in a struggle between good and evil is known as

- a. Pelagianism
- b. Manichaeism
- c. neo-Hegelianism
- d. Epicureanism

7. The third Chief Justice of the U.S. Supreme Court was

- a. John Blair
- b. William Cushing
- c. James Wilson
- d. John Jay

8. Which of the following is the poisonous portion of a daffodil?

- a. the bulb
- b. the leaves
- c. the stem
- d. the flowers

Test Anxiety Quiz

9. The winner of the Masters golf tournament in 1953 was
- Sam Snead.
 - Cary Middlecoff.
 - Arnold Palmer.
 - Ben Hogan.
10. The state with the highest per capita personal income in 1980 was
- Alaska.
 - Connecticut.
 - New York.
 - Texas.

Answers

Check your answers against the correct answers below.

- c
- a
- d
- c
- b
- b
- b
- a
- d
- a

How Did You Do?

You may have simply gotten lucky and actually known the answer to one or two questions. In addition, your guessing was probably more successful if you were able to use the process of elimination on any of the questions. Maybe you didn't know who the third Chief Justice was (question 7), but you knew that John Jay was the first. In that case, you would have eliminated choice **d** and, therefore, improved your odds of guessing right from one in four to one in three.

According to probability, you should get $2\frac{1}{2}$ answers correct, so getting either two or three right would be average. If you got four or more right, you may be a really terrific guesser. If you got one or none right, you may be a really bad guesser.

Keep in mind, though, that this is only a small sample. You should continue to keep track of your guessing ability as you work through the sample questions in this book. Circle the numbers of questions you guess on as you make your guess; or, if you don't have time while you take the practice tests, go back afterward and try to remember which questions you guessed at. Remember, on a test with four answer choices, your chance of guessing correctly is one in four. So keep a separate "guessing" score for each exam. How many questions did you guess on? How many did you get right? If the number you got right is at least one-fourth of the number of questions you guessed on, you are at least an average guesser—maybe better—and you should always go ahead and guess on the real exam. If the number you got right is significantly lower than one-fourth of the number you guessed on, you need to improve your guessing skills.

Step 7: Reach Your Peak Performance Zone

Time to complete: 10 minutes to read; weeks to complete!

Activity: Complete the Physical Preparation Checklist

To get ready for a challenge like a big exam, you have to take control of your physical, as well as your men-

tal, state. Exercise, proper diet, and rest will ensure that your body works with, rather than against, your mind on test day, as well as during your preparation.

Exercise

If you don't already have a regular exercise program, the time during which you're preparing for your written exam is an excellent time to start one. You'll have to be in shape to pass the physical ability test, and to

make it through the first weeks of basic training anyway. And if you're already keeping fit—or trying to get that way—don't let the pressure of preparing for the written exam be an excuse for quitting now. Exercise helps reduce stress by pumping wonderful good-feeling hormones called endorphins into your system. It also increases the oxygen supply throughout your body, including your brain, so you'll be at peak performance on test day.

A half hour of vigorous activity—enough to raise a sweat—every day should be your aim. If you're really pressed for time, every other day is OK. Choose an activity you like and get out there and do it. Jogging with a friend always makes the time go faster, or take a radio.

But don't overdo it. You don't want to exhaust yourself so much that you can't study. Moderation is the key.

Diet

First of all, cut out the junk food. Go easy on caffeine and nicotine, and eliminate alcohol from your system at least two weeks before the exam. Promise yourself a celebration the night after the exam, if need be.

What your body needs for peak performance is simply a balanced diet. Eat plenty of fruits and vegetables, along with protein and carbohydrates. Foods that are high in lecithin (an amino acid), such as fish and beans, are especially good “brain foods.”

Rest

You probably know how much sleep you need every night to be at your best, even if you don't always get it. Make sure you do get that much sleep, though, for at least a week before the exam. Moderation is important here, as well. Too much extra sleep could just make you groggy.

If you're not a morning person and your exam will be given in the morning, you should reset your internal clock so that your body doesn't think you're taking an exam at 3 A.M. You have to start this process

well before the exam. The way it works is to get up half an hour earlier each morning, and then go to bed half an hour earlier that night. Don't try it the other way around; you'll just toss and turn if you go to bed early without having gotten up early. The next morning, get up another half an hour earlier, and so on. How long you will have to do this depends on how late you're used to getting up.

Step 8: Get Your Act Together

Time to complete: 10 minutes to read; time to complete will vary

Activity: Complete Final Preparations worksheet

You're in control of your mind and body; you're in charge of test anxiety, your preparation, and your test-taking strategies. Now it's time to take charge of external factors, like the testing site and the materials you need to take the exam.

Find out Where the Test Is and Make a Trial Run

The exam bulletin or notice the recruiting office sent you will tell you when and where your exam is being held. Do you know how to get to the testing site? Do you know how long it will take you to get there? If not, make a trial run, preferably on the same day of the week at the same time of day. Make note, on the Final Preparations worksheet, of the amount of time it will take you to get to the exam site. Plan on arriving 10–15 minutes early so you can get the lay of the land, use the bathroom, and calm down. Then figure out how early you will have to get up that morning, and make sure you get up that early every day for a week before the exam.

Gather Your Materials

The night before the exam, lay out the clothes you will wear and the materials you have to bring with you to the exam. Plan on dressing in layers; you won't have

Test Anxiety Quiz

For the week before the test, write down 1) what physical exercise you engaged in and for how long and 2) what you ate for each meal. Remember, you're trying for at least half an hour of exercise every other day (preferably every day) and a balanced diet that's light on junk food.

7 Days Before the Exam

Exercise: _____ for _____ minutes

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

3 Days Before the Exam

Exercise: _____ for _____ minutes

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

6 Days Before the Exam

Exercise: _____ for _____ minutes

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

2 Days Before the Exam

Exercise: _____ for _____ minutes

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

5 Days Before the Exam

Exercise: _____ for _____ minutes

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

1 Day Before the Exam

Exercise: _____ for _____ minutes

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

4 Days Before the Exam

Exercise: _____ for _____ minutes

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

any control over the temperature of the examination room. Have a sweater or jacket you can take off if it's warm or put on if the air conditioning is on full blast. Use the checklist on the Final Preparations worksheet on page 44 to help you pull together what you will need.

Don't Skip Breakfast

Even if you don't usually eat breakfast, do so on exam morning. A cup of coffee doesn't count. Don't eat doughnuts or other sweet foods, either. A sugar high will leave you with a sugar low in the middle of the exam. A mix of protein and carbohydrates is best: cereal with milk and just a little sugar, or eggs with toast will do your body a world of good.

Step 9: Do It!

Time to complete: 10 minutes, plus test-taking time

Activity: Ace the Police Officer Written Exam!

Fast forward to exam day. You're ready. You made a study plan and followed through. You practiced your

test-taking strategies while working through this book. You're in control of your physical, mental, and emotional state. You know when and where to show up and what to bring with you. In other words, you're better prepared than most of the other people taking the exam with you. You're psyched.

Just one more thing. When you're done with the police officer written exam, you will have earned a reward. Plan a celebration. Call up your friends and plan a party, or have a nice dinner for two—whatever your heart desires. Give yourself something to look forward to.

And then do it. Go into the exam, full of confidence, armed with the test-taking strategies you've practiced till they're second nature. You're in control of yourself, your environment, and your performance on the exam. You're ready to succeed. So do it. Go in there and ace the exam. And look forward to your future career in law enforcement!

Final Preparations

Getting to the Exam Site

Location of exam: _____

Date of exam: _____

Time of exam: _____

Do I know how to get to the exam site? Yes ___ No ___ (If no, make a trial run.)

Time it will take to get to exam site: _____

Things to Lay Out the Night Before

Clothes I will wear _____

Sweater/jacket _____

Watch _____

Photo ID _____

Admission card _____

4 #2 pencils _____

C H A P T E R

4



Police Officer Exam 1

CHAPTER SUMMARY

This first practice exam gives you an example of one kind of police officer exam often used by police departments around the country. It tests your basic reading and writing skills.

Some cities and towns use exams similar to the following one to test potential police recruits. This kind of exam simply tests your reading and writing skills. Basically, the police department wants to know whether you have the basic skills that will enable you to succeed in your academy and on-the-job training.

The following multiple-choice exam is divided into four parts:

- Part One: 30 questions on reading comprehension
- Part Two: 25 questions on the grammatical skills needed for clear writing
- Part Three: 25 vocabulary questions
- Part Four: 20 spelling questions

For the best results, treat this exam like the real thing. Get out your #2 pencils, and give yourself two hours to take this exam. The answer sheet is on the following page. Then comes the exam itself, and after that is the answer key, with each correct answer explained. The answer key is followed by a section on how to score your exam.

EXAM 1

- | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|
| 1. | (a) | (b) | (c) | (d) | 35. | (a) | (b) | (c) | (d) | 69. | (a) | (b) | (c) | (d) |
| 2. | (a) | (b) | (c) | (d) | 36. | (a) | (b) | (c) | (d) | 70. | (a) | (b) | (c) | (d) |
| 3. | (a) | (b) | (c) | (d) | 37. | (a) | (b) | (c) | (d) | 71. | (a) | (b) | (c) | (d) |
| 4. | (a) | (b) | (c) | (d) | 38. | (a) | (b) | (c) | (d) | 72. | (a) | (b) | (c) | (d) |
| 5. | (a) | (b) | (c) | (d) | 39. | (a) | (b) | (c) | (d) | 73. | (a) | (b) | (c) | (d) |
| 6. | (a) | (b) | (c) | (d) | 40. | (a) | (b) | (c) | (d) | 74. | (a) | (b) | (c) | (d) |
| 7. | (a) | (b) | (c) | (d) | 41. | (a) | (b) | (c) | (d) | 75. | (a) | (b) | (c) | (d) |
| 8. | (a) | (b) | (c) | (d) | 42. | (a) | (b) | (c) | (d) | 76. | (a) | (b) | (c) | (d) |
| 9. | (a) | (b) | (c) | (d) | 43. | (a) | (b) | (c) | (d) | 77. | (a) | (b) | (c) | (d) |
| 10. | (a) | (b) | (c) | (d) | 44. | (a) | (b) | (c) | (d) | 78. | (a) | (b) | (c) | (d) |
| 11. | (a) | (b) | (c) | (d) | 45. | (a) | (b) | (c) | (d) | 79. | (a) | (b) | (c) | (d) |
| 12. | (a) | (b) | (c) | (d) | 46. | (a) | (b) | (c) | (d) | 80. | (a) | (b) | (c) | (d) |
| 13. | (a) | (b) | (c) | (d) | 47. | (a) | (b) | (c) | (d) | 81. | (a) | (b) | (c) | (d) |
| 14. | (a) | (b) | (c) | (d) | 48. | (a) | (b) | (c) | (d) | 82. | (a) | (b) | (c) | (d) |
| 15. | (a) | (b) | (c) | (d) | 49. | (a) | (b) | (c) | (d) | 83. | (a) | (b) | (c) | (d) |
| 16. | (a) | (b) | (c) | (d) | 50. | (a) | (b) | (c) | (d) | 84. | (a) | (b) | (c) | (d) |
| 17. | (a) | (b) | (c) | (d) | 51. | (a) | (b) | (c) | (d) | 85. | (a) | (b) | (c) | (d) |
| 18. | (a) | (b) | (c) | (d) | 52. | (a) | (b) | (c) | (d) | 86. | (a) | (b) | (c) | (d) |
| 19. | (a) | (b) | (c) | (d) | 53. | (a) | (b) | (c) | (d) | 87. | (a) | (b) | (c) | (d) |
| 20. | (a) | (b) | (c) | (d) | 54. | (a) | (b) | (c) | (d) | 88. | (a) | (b) | (c) | (d) |
| 21. | (a) | (b) | (c) | (d) | 55. | (a) | (b) | (c) | (d) | 89. | (a) | (b) | (c) | (d) |
| 22. | (a) | (b) | (c) | (d) | 56. | (a) | (b) | (c) | (d) | 90. | (a) | (b) | (c) | (d) |
| 23. | (a) | (b) | (c) | (d) | 57. | (a) | (b) | (c) | (d) | 91. | (a) | (b) | (c) | (d) |
| 24. | (a) | (b) | (c) | (d) | 58. | (a) | (b) | (c) | (d) | 92. | (a) | (b) | (c) | (d) |
| 25. | (a) | (b) | (c) | (d) | 59. | (a) | (b) | (c) | (d) | 93. | (a) | (b) | (c) | (d) |
| 26. | (a) | (b) | (c) | (d) | 60. | (a) | (b) | (c) | (d) | 94. | (a) | (b) | (c) | (d) |
| 27. | (a) | (b) | (c) | (d) | 61. | (a) | (b) | (c) | (d) | 95. | (a) | (b) | (c) | (d) |
| 28. | (a) | (b) | (c) | (d) | 62. | (a) | (b) | (c) | (d) | 96. | (a) | (b) | (c) | (d) |
| 29. | (a) | (b) | (c) | (d) | 63. | (a) | (b) | (c) | (d) | 97. | (a) | (b) | (c) | (d) |
| 30. | (a) | (b) | (c) | (d) | 64. | (a) | (b) | (c) | (d) | 98. | (a) | (b) | (c) | (d) |
| 31. | (a) | (b) | (c) | (d) | 65. | (a) | (b) | (c) | (d) | 99. | (a) | (b) | (c) | (d) |
| 32. | (a) | (b) | (c) | (d) | 66. | (a) | (b) | (c) | (d) | 100. | (a) | (b) | (c) | (d) |
| 33. | (a) | (b) | (c) | (d) | 67. | (a) | (b) | (c) | (d) | | | | | |
| 34. | (a) | (b) | (c) | (d) | 68. | (a) | (b) | (c) | (d) | | | | | |

POLICE OFFICER EXAM 1

PART ONE: READING COMPREHENSION

Answer questions 1–30 on the basis of the reading passages that precede them.

In order for our society to make decisions about the kinds of punishments we will impose on convicted criminals, we must understand why we punish criminals. Some people argue that retribution is the purpose of punishment and that, therefore, the punishment must in some direct way fit the crime. This view is based on the belief that a person who commits a crime deserves to be punished. Because the punishment must fit the specific crime, the theory of retribution allows a sentencing judge to consider the circumstances of each crime, criminal and victim in imposing a sentence.

Another view, *the deterrence theory*, promotes punishment in order to discourage commission of future crimes. In this view, punishment need not relate directly to the crime committed, because the point is to deter both a specific criminal and the general public from committing crimes in the future. However, punishment must necessarily be uniform and consistently applied, in order for the members of the public to understand how they would be punished if they committed a crime. Laws setting sentencing guidelines are based on the deterrence theory and do not allow a judge to consider the specifics of a particular crime in sentencing a convicted criminal.

1. According to the passage, punishment
 - a. is rarely an effective deterrent to future crimes.
 - b. must fit the crime in question.
 - c. is imposed solely at the discretion of a judge.
 - d. may be imposed for differing reasons.
2. The retribution theory of punishment
 - a. is no longer considered valid.
 - b. holds that punishment must fit the crime committed.
 - c. applies only to violent crimes.
 - d. allows a jury to recommend the sentence that should be imposed.
3. The passage suggests that a person who believes that the death penalty results in fewer murders most likely also believes in
 - a. the deterrence theory.
 - b. the retribution theory.
 - c. giving judges considerable discretion in imposing sentences.
 - d. the integrity of the criminal justice system.
4. A good title for this passage would be
 - a. Sentencing Reform: A Modest Proposal.
 - b. More Criminals Are Doing Time.
 - c. Punishment: Deterrent or Retribution?
 - d. Why I Favor Uniform Sentencing Guidelines.
5. A person who believes in the deterrence theory would probably also support
 - a. non-unanimous jury verdicts.
 - b. early release of prisoners because of prison overcrowding.
 - c. a broad definition of the insanity defense.
 - d. allowing television broadcasts of court proceedings.
6. The theories described in the passage differ in
 - a. the amount of leeway they would allow judges in determining sentences.
 - b. the number of law enforcement professionals who espouse them.
 - c. their concern for the rights of the accused.
 - d. their concern for protecting society from crime.

Evidence concerning the character of a witness must be limited to questions of truthfulness. The credibility of a witness can be attacked by any party, and by evidence of a prior conviction for a felony, so long as the relevance of the conviction to the question of truthfulness is deemed by the court to outweigh the prejudicial damage caused to the witness. If, for example, the witness is guilty of some crime which the jury might find repugnant but which is not relevant to the witness's credibility, this would be deemed unacceptably prejudicial. The elements of credibility which can be impeached are perception, memory, clarity, and sincerity. Police officers should not base an arrest on the testimony of an untruthful or otherwise unreliable witness—a witness who is mentally unstable, senile, or intoxicated, for example. Officers should recognize that a case based on the testimony of a witness with prior felony convictions is vulnerable to dismissal.

7. What is the primary purpose of the passage?
 - a. to review the criteria for impeaching the credibility of a witness
 - b. to argue for the importance of determining the credibility of a witness before arresting a suspect
 - c. to raise questions concerning the reliability of witnesses with prior convictions
 - d. to teach police officers proper witness interrogation techniques
8. Which of the following would NOT be admissible to impeach the credibility of a witness?
 - a. proof of a felony conviction
 - b. a psychiatric evaluation
 - c. a neighbor's claim that the witness is a liar
 - d. a claim that the witness is prone to spousal abuse
9. According to the passage, why shouldn't the police base their case on the testimony of an untruthful witness?
 - a. The accused might be innocent.
 - b. The case might be dismissed.
 - c. The police will be embarrassed in court.
 - d. The police will be vulnerable to a lawsuit.
10. Which of the following witnesses would be least likely to be vulnerable to having their credibility impeached, according to the criteria set forth in the passage?
 - a. a nearsighted person who wasn't wearing glasses
 - b. an alcoholic
 - c. a person with a psychiatric history
 - d. a petty thief

Adolescents are at high risk for violent crime. Although they make up only 14% of the population age 12 and over, 30% of all violent crimes—1.9 million—were committed against them. Because crimes against adolescents are likely to be committed by offenders of the same age (as well as same sex and race), preventing violence among and against adolescents is a twofold challenge. Adolescents are at risk of being both victims and perpetrators of violence. New violence-prevention programs in urban middle schools help reduce the crime rate by teaching both victims and perpetrators of such violence the skills of conflict resolution and how to apply reason to disputes, as well as by changing attitudes towards achieving respect through violence and towards the need to retaliate. These programs provide a safe place for students to discuss their conflicts and therefore prove appealing to students at risk.

- 11.** What is the main idea of the passage?
- Adolescents are more likely to commit crimes than older people and must therefore be taught nonviolence in order to protect society.
 - Middle school students appreciate the conflict resolution skills they acquire in violence-prevention programs.
 - Middle school violence-prevention programs are designed to help to lower the rate of crimes against adolescents.
 - Violence against adolescents is increasing.
- 12.** Which of the following is NOT mentioned in the passage as a skill taught by middle school violence-prevention programs?
- keeping one's temper
 - settling disputes without violence
 - avoiding the need for vengeance
 - being reasonable in emotional situations
- 13.** According to the passage, which of the following statements about adolescents is true?
- Adolescents are disproportionately likely to be victims of violent crime.
 - Adolescents are more likely to commit violent crimes than other segments of the population.
 - Adolescents are the victims of 14% of the nation's violent crimes.
 - Adolescents are reluctant to attend violence-prevention programs.
- 14.** According to the passage, why is preventing violence against adolescents a "twofold challenge?"
- because adolescents are twice as likely to be victims of violent crime as members of other age groups
 - because adolescents must be prevented from both perpetrating and being victimized by violent crime
 - because adolescents must change both their violent behavior and their attitudes towards violence
 - because adolescents are vulnerable yet reluctant to listen to adult advice

Police officers must read suspects their Miranda rights upon taking them into custody. When a suspect who is merely being questioned incriminates himself, he might later claim to have been in custody, and seek to have the case dismissed on the grounds of having been unapprised of his Miranda rights. In such cases, a judge must make a determination as to whether or not a reasonable person would have believed himself to have been in custody, based on certain criteria. The judge must determine whether the suspect was questioned in a threatening manner (for example, if the suspect was seated while both officers remained standing), and whether the suspect was aware that he or she was free to leave at any time. Officers must be aware of these criteria and take care not to give suspects grounds for later claiming they believed themselves to be in custody.

- 15.** What is the main idea of the passage?
- Officers must remember to read suspects their Miranda rights.
 - Judges, not police officers, make the final determination as to whether or not a suspect was in custody.
 - Officers who are merely questioning a suspect must not give the suspect the impression that he or she is in custody.
 - Miranda rights needn't be read to all suspects before questioning.
- 16.** When is a suspect not in custody?
- when free to refuse to answer questions
 - when free to leave the police station
 - when apprised of his or her Miranda rights
 - when not apprised of his or her Miranda rights
- 17.** When must police officers read Miranda rights to a suspect?
- while questioning the suspect
 - before taking the suspect to the police station
 - while placing the suspect under arrest
 - before releasing the suspect
- 18.** A police officer who is questioning a suspect who is not under arrest must
- read the suspect his Miranda rights.
 - inform the suspect that he is free to leave.
 - advise the suspect of his right to a lawyer.
 - allow the suspect a phone call.

Law enforcement officers often do not like taking time from their regular duties to testify in court, but testimony is an important part of an officer's job. To be good witnesses, officers should keep complete notes detailing any potentially criminal or actionable incidents. When on the witness stand, officers may refer to those notes to refresh their memory about particular events. It is also very important for officers to listen carefully to the questions asked by the lawyers and to

provide only the information requested. Officers should never volunteer opinions or any extra information that is beyond the scope of a question.

- 19.** According to the passage, an officer who is testifying in court
- will be questioned by the judge.
 - may refer to his or her notes while on the witness stand.
 - must do so without pay.
 - appreciates taking a break from routine assignments.
- 20.** This passage is probably taken from a(n)
- memo entitled "Proper Arrest Procedure."
 - newspaper article.
 - best-selling novel.
 - officers' training manual.
- 21.** According to the passage, testifying in court is
- an important part of a police officer's job.
 - difficult, because lawyers try to trick witnesses.
 - less stressful for police officers than for other witnesses.
 - a waste of time, because judges usually let criminals off.

Detectives who routinely investigate violent crimes can't help but become somewhat jaded. Paradoxically, the victims and witnesses with whom they work closely are often in a highly vulnerable and emotional state. The emotional fallout from a sexual assault, for example, can be complex and long lasting. Detectives must be trained to handle people in emotional distress and must be sensitive to the fact that for the victim, the crime is not routine. At the same time, detectives must recognize the limits of their role and resist the temptation to act as therapists or social workers, instead referring victims to the proper agencies.

- 22.** What is the main idea of the passage?
- Detectives who investigate violent crime must not become emotionally hardened by the experience.
 - Victims of violent crime should be referred to therapists and social workers.
 - Detectives should be sensitive to the emotional state of victims of violent crime.
 - Detectives should be particularly careful in dealing with victims of sexual assault.
- 23.** According to the passage, what is “paradoxical” about the detective’s relationship to the victim?
- Detectives know less about the experience of violent crime than do victims.
 - What for the detective is routine is a unique and profound experience for the victim.
 - Detectives must be sensitive to victims’ needs but can’t be social workers or psychologists.
 - Not only must detectives solve crimes, but they must also handle the victims with care.
- 24.** Which of the following is NOT advocated by the passage for detectives who investigate violent crimes?
- They should refer victims to appropriate support services.
 - They should be aware of the psychological consequences of being victimized.
 - They should not become jaded.
 - They should not become too personally involved with victims’ problems.

In many police departments, detectives who want to be promoted further must first spend an extended period of time working in the internal affairs division. Not only do these officers become thoroughly versed in detecting police misconduct, they also become familiar with the circumstances and attitudes out of which such conduct might arise. Placement in internal affairs reduces the possibility that a com-

manding officer might be too lenient in investigating or disciplining a colleague. The transfer to internal affairs also separates a detective from his or her precinct, reducing the prospect of cronyism, and it familiarizes the detective with serving in a supervisory capacity.

- 25.** According to the passage, detectives are transferred to internal affairs in order to
- enable them to identify situations that might lead to police misconduct.
 - familiarize them with the laws regarding police misconduct.
 - ensure that they are closely supervised.
 - increase the staff of the internal affairs division.
- 26.** Who, according to the passage, must spend an extended period working for the internal affairs department?
- detectives interested in police misconduct
 - all detectives
 - detectives interested in advancement
 - officers who want to become detectives
- 27.** The internal affairs requirement is apparently intended to
- teach detectives how to conduct their own police work properly.
 - demonstrate to the community that the police department takes internal affairs seriously.
 - strengthen the internal affairs division.
 - make supervisors more effective in preventing police misconduct.

Police officers should be aware of the cultural beliefs and habits of the subcultures they are likely to serve in an urban environment. In one case, an African-American man was arrested for the murder of a woman who had been strangled with a pair of stockings missing their tops simply because stocking tops were found in his dresser drawer. The white police

officers were not aware that stocking tops were used in a hair styling process common in African-American communities at that time. Neither was the all-white jury. This shows why it is important not only that officers be culturally aware, but also that both police forces and juries reflect the diversity of their communities.

- 28.** According to the passage, why do police officers need to be aware of the subcultures they serve?
- because they are likely to be prejudiced
 - because of possible hostility between the police and cultural minorities
 - because improved community relations will lead to more effective law enforcement
 - because their ignorance could lead to injustice
- 29.** Why was the African-American man mentioned in the passage suspected of murder?
- because of his color
 - because it seemed to the officers that only the murderer would be likely to possess stocking tops
 - because the officers looked down on his culture
 - because witnesses had identified him
- 30.** The passage suggests that juries should reflect the diversity of the communities they serve in order to
- ensure that juries will be able to place the suspect in the context of the community.
 - make juries more sympathetic to members of cultural minorities.
 - reduce the possibility of bias in their verdicts.
 - improve relations between the community and the criminal justice system.

PART TWO: WRITING

Answer questions 31–55 by choosing the sentence that is correct in both grammar and punctuation.

- 31. a.** The search took place without incident. Except for a brief argument between two residents.
- b.** The search took place. Without incident except for a brief argument between two residents.
- c.** The search, took place without incident except, for a brief argument between two residents.
- d.** The search took place without incident, except for a brief argument between two residents.
- 32. a.** They finished their search, left the building, and return to police headquarters.
- b.** They finished their search, left the building, and returns to police headquarters.
- c.** They finished their search, left the building, and returned to police headquarters.
- d.** They finished their search, left the building, and returning to police headquarters.
- 33. a.** Searching for evidence, police officers, must be mindful of the Fourth Amendment.
- b.** Searching for evidence. Police officers must be mindful of the Fourth Amendment.
- c.** When searching for evidence. Police officers, must be mindful of the Fourth Amendment.
- d.** When searching for evidence, police officers must be mindful of the Fourth Amendment.

- 34. a.** The evidence had been improperly gathered, the case was dismissed.
- b.** Because the evidence had been improperly gathered, the case was dismissed.
- c.** Because the evidence had been improperly gathered. The case was dismissed.
- d.** The evidence had been improperly gathered the case was dismissed.
- 35. a.** Officer Alvarez was able to search the suspect's car, where she found \$200,000 worth of cocaine. Because she had a warrant.
- b.** \$200,000 worth of cocaine was found. The result of a search by Office Alvarez of the suspect's car, because she had a warrant.
- c.** Because of a warrant and a search of the suspect's car. \$200,000 worth of cocaine was found by Officer Alvarez.
- d.** Because Officer Alvarez had a warrant, she was able to search the suspect's car, where she found \$200,000 worth of cocaine.
- 36. a.** The guard, like the prisoners, were sick of the food in the prison mess hall, and yesterday he went to the warden and complained.
- b.** The guard, like the prisoners, was sick of the food in the prison mess hall, and yesterday he goes to the warden and complains.
- c.** The guard, like the prisoners, was sick of the food in the prison mess hall, and yesterday he went to the warden and complained.
- d.** The guard, like the prisoners, were sick of the food in the prison mess hall, and yesterday he goes to the warden and complained.
- 37. a.** Mr. Love felt it was time to move away from the crime-ridden neighborhood, but he could not afford to do so.
- b.** Mr. Love felt it was time to move away from the crime-ridden neighborhood, he could not afford to do so.
- c.** Mr. Love felt it was time to move away from the crime ridden neighborhood he could not afford to do so.
- d.** Mr. Love felt it was time to move away. From the crime-ridden neighborhood, but he could not afford to do so.
- 38. a.** Lieutenant Wells did not think the prisoner could be capable to escape.
- b.** Lieutenant Wells did not think that the prisoner capable of escaping.
- c.** Lieutenant Wells did not think the prisoner capable of escape.
- d.** Lieutenant Wells did not think that the prisoner capable to escape.
- 39. a.** The masked gunman ordered the bank customers to remove their jewelry and lie down on the floor, with a growl.
- b.** The masked gunman ordered the bank customers to remove their jewelry, with a growl, and lie down on the floor.
- c.** The masked gunman ordered the bank customers with a growl. To remove their jewelry and lie down on the floor.
- d.** With a growl, the masked gunman ordered the bank customers to remove their jewelry and lie down on the floor.

- 40. a.** Of all the dogs in the K-9 Corps, Zelda is the most bravest.
- b.** Of all the dogs in the K-9 Corps, Zelda is the bravest.
- c.** Of all the dogs in the K-9 Corps, Zelda is the braver.
- d.** Of all the dogs in the K-9 Corps, Zelda is the more brave.
- 41. a.** When her workday is over, Officer Hernandez likes to watch TV, preferring sitcoms to police dramas.
- b.** When her workday is over, Officer Hernandez likes to watch TV, preferring sitcoms to police dramas.
- c.** When her workday is over, Officer Hernandez likes to watch TV. Preferring sitcoms to police dramas.
- d.** When her workday is over, Officer Hernandez likes to watch TV, preferring sitcoms. To police dramas.
- 42. a.** All day the exhausted volunteers had struggled through snake-ridden underbrush. In search of the missing teenagers, who still had not been found.
- b.** All day the exhausted volunteers had struggled through snake-ridden underbrush in search of the missing teenagers, who still had not been found.
- c.** All day the exhausted volunteers had struggled through snake-ridden underbrush in search of the missing teenagers. Who still had not been found.
- d.** All day the exhausted volunteers had struggled through snake-ridden underbrush. In search of the missing teenagers. Who still had not been found.
- 43. a.** My partner Rosie and I, we did not like each other at first, but now we get along fine.
- b.** My partner Rosie and I did not like each other at first, but now her and I get along fine.
- c.** My partner Rosie and me did not like each other at first, but now she and I get along fine.
- d.** My partner Rosie and I did not like each other at first, but now we get along fine.
- 44. a.** A sharpshooter for many years, Miles Johnson could shoot a pea off a person's shoulder from 70 yards away.
- b.** Miles Johnson could shoot a pea off a person's shoulder from 70 yards away, a sharpshooter for many years.
- c.** A sharpshooter for many years, a pea could be shot off a person's shoulder by Miles Johnson from 70 yards away.
- d.** From 70 yards away, a sharpshooter for many years, Miles Johnson could shoot a pea off a person's shoulder.
- 45. a.** Sergeant Cooper was the most toughest commander we had ever had, yet she was also the fairest.
- b.** Sergeant Cooper was the toughest commander we had ever had, yet she was also the most fair.
- c.** Sergeant Cooper was the toughest commander we had ever had, yet she was also the most fairly.
- d.** Sergeant Cooper was the tough commander we had ever had, yet she was also the most fair.

- 46. a.** Officer Chen thought they should call for backup; moreover, Officer Jovanovich disagreed.
- b.** Officer Chen thought they should call for backup; meanwhile, Officer Jovanovich disagreed.
- c.** Officer Chen thought they should call for backup; however, Officer Jovanovich disagreed.
- d.** Officer Chen thought they should call for backup; furthermore, Officer Jovanovich disagreed.
- 47. a.** The TV show *Colombo* is said to have been inspired in part of the classic Russian novel, *Crime and Punishment*.
- b.** The TV show *Colombo* is said to have been inspired in part by the classic Russian novel, *Crime and Punishment*.
- c.** The TV show *Colombo* is said to have been inspired in part off of the classic Russian novel, *Crime and Punishment*.
- d.** The TV show *Colombo* is said to have been inspired in part from the classic Russian novel, *Crime and Punishment*.
- 48. a.** Corky and Moe, respected members of the K-9 Corps, has sniffed out every ounce of cocaine in the warehouse.
- b.** Corky and Moe, respected members of the K-9 Corps, sniffs out every ounce of cocaine in the warehouse.
- c.** Corky and Moe, respected members of the K-9 Corps, sniffing out every ounce of cocaine in the warehouse.
- d.** Corky and Moe, respected members of the K-9 Corps, sniffed out every ounce of cocaine in the warehouse.
- 49. a.** When ordered to be removing their jewelry and lying down on the floor, not a single bank customer resisted.
- b.** When ordered to have removed their jewelry and to have lain down on the floor, not a single bank customer resisted.
- c.** When ordered to remove their jewelry and lie down on the floor, not a single bank customer resisted.
- d.** When ordered to remove their jewelry and be lying down on the floor, not a single bank customer resisted.
- 50. a.** Recession, as well as budget cuts, is hard on the beat cop.
- b.** Recession and budget cuts is hard on the beat cop.
- c.** Recession, as well as budget cuts, are hard on the beat cop.
- d.** Budget cuts, as well as the recession, is hard on the beat cop.
- 51. a.** Jury members become impatient with both prosecution and defense when they were sequestered for months.
- b.** When jury members are sequestered for months, they are becoming impatient with both prosecution and defense.
- c.** Jury members became impatient with both prosecution and defense when they are sequestered for months.
- d.** When jury members are sequestered for months, they become impatient with both prosecution and defense.

- 52.** a. Doctor Falkenrath believes that neither immorality nor amorality is a spiritual defect.
 b. Doctor Falkenrath believes that neither immorality nor amorality are a spiritual defect.
 c. Doctor Falkenrath believes that immorality and amorality are not a spiritual defect.
 d. Doctor Falkenrath believes that both immorality and amorality is not spiritual defects.
- 53.** a. A police officer can expect danger when you respond to a domestic dispute.
 b. A police officer can expect danger when one responds to a domestic dispute.
 c. A police officer can expect danger when responding to a domestic dispute.
 d. A police officer can expect danger when we respond to a domestic dispute.
- 54.** a. Officer DeAngelo phoned his partner every day when he was in the hospital.
 b. When his partner was in the hospital, Officer DeAngelo phoned him every day.
 c. When in the hospital, a phone call was made every day by Officer DeAngelo to his partner.
 d. His partner received a phone call from Officer DeAngelo every day while he was in the hospital.

- 55.** a. Some of the case transcripts I have to type are very long, but that doesn't bother one if the cases are interesting.
 b. Some of the case transcripts I have to type are very long, but that doesn't bother you if the cases are interesting.
 c. Some of the case transcripts I have to type are very long, but it doesn't bother a person if the cases are interesting.
 d. Some of the case transcripts I have to type are very long, but that doesn't bother me if the cases are interesting.

PART THREE: VOCABULARY

Answer questions 56–80 by choosing the correct definition of the underlined word.

- 56.** Although the neighborhood was said to be safe, they heard intermittent gunfire all night long.
 a. protracted
 b. periodic
 c. disquieting
 d. vehement
- 57.** As soon as the Department of Corrections' recommendations for prison reform were released, the department was inundated with calls from people who said they approved.
 a. provided
 b. bothered
 c. rewarded
 d. flooded
- 58.** Regarding the need for more police officers, the committee's opinion was unanimous.
 a. divided
 b. uniform
 c. adamant
 d. clear-cut

59. The Marion Police Department's policy of aggressively recruiting women officers is unique.
- rigorous
 - admirable
 - unparalleled
 - remarkable
60. Department officials gave tentative approval to the plan for banning smoking from the entire facility.
- provisional
 - ambiguous
 - wholehearted
 - unnecessary
61. When the Franklins learned that their daughter had been arrested for trespassing, they were incredulous.
- fearful
 - outraged
 - disbelieving
 - inconsolable
62. The police department recruited Officer Long because she was proficient in the use of computers.
- helpful
 - unequaled
 - efficient
 - skilled
63. Most people thought the police officers' new hats were ostentatious because of all the gold braid around the brim.
- hilarious
 - outrageous
 - pretentious
 - obnoxious
64. The prerequisite training for this course is a class in basic firearms.
- required
 - optional
 - preferred
 - advisable
65. The Adamsville Police Department's computer system was outmoded.
- worthless
 - unusable
 - obsolete
 - unnecessary
66. The attorney's remarks about the courtroom behavior of opposing counsel were vindictive.
- outrageous
 - insulting
 - offensive
 - spiteful
67. Although Marty Albertson's job as an after-hours security officer was regarded by many as menial, he liked the peace and solitude it offered.
- lowly
 - boring
 - unpleasant
 - unrewarding
68. Although Boyd "Lefty" Sharky argued his case eloquently, the board obstinately refuses to grant him parole.
- repeatedly
 - reluctantly
 - foolishly
 - stubbornly

- 69.** Mayor Owly regarded budget cuts as a panacea for all the problems faced by the police department.
- cure
 - result
 - cause
 - necessity
- 70.** The attorney's glib remarks irritated the judge.
- angry
 - superficial
 - insulting
 - dishonest
- 71.** On the witness stand, the suspect, who was accused of several murders, appeared non-descript.
- lethargic
 - undistinguished
 - respectable
 - impeccable
- 72.** Joe's spiteful remarks about other officers he had worked with made the whole precinct careful about what they said in front of him.
- malicious
 - changeable
 - approving
 - dangerous
- 73.** The general public was apathetic about the verdict.
- enraged
 - indifferent
 - suspicious
 - saddened
- 74.** The theories of some criminal psychologists were fortified by the new research.
- reinforced
 - altered
 - disputed
 - developed
- 75.** One of the duties of a captain is to delegate responsibility.
- analyze
 - respect
 - criticize
 - assign
- 76.** The lecture about skyrocketing crime rates aroused many audience members.
- informed
 - disappointed
 - provoked
 - deceived
- 77.** Officer Albaghadi was called upon to articulate the philosophy of her entire department.
- trust
 - refine
 - verify
 - express
- 78.** After the party in his honor, he was in an expansive mood.
- outgoing
 - relaxed
 - humorous
 - grateful
- 79.** The ruling proved to be detrimental to the investigation.
- decisive
 - harmful
 - worthless
 - advantageous
- 80.** According to the code of conduct, "Every officer will be accountable for his or her decisions."
- applauded
 - compensated
 - responsible
 - approached

PART FOUR: SPELLING

Answer questions 81–100 by choosing the correct spelling of the word that belongs in the blank.

- 81.** In many states, road tests require _____ parking.
- paralel
 - paralell
 - parallal
 - parallel
- 82.** The paramedics attempted to _____ the victim.
- stablize
 - stableize
 - stableise
 - stabilize
- 83.** Prosecutors argued that testimony concerning the past behavior of the accused was _____.
- irelevant
 - irrelevant
 - irrelevat
 - irrelevent
- 84.** The mayor pointed to the _____ drop in crime rate statistics.
- encouredging
 - encouraging
 - incurraging
 - incouraging
- 85.** The patient will have a _____ hearing on Friday.
- commitment
 - committment
 - comittment
 - comitment
- 86.** The prisoner's alibi seemed _____ from the outset.
- rediculous
 - rediculus
 - ridiculous
 - ridiculus
- 87.** It was a _____ day for the Firefighter's annual picnic.
- superb
 - supperb
 - supurb
 - sepurb
- 88.** The first time Officer Lin drove the squad car into town, all his old friends were _____.
- jellous
 - jealous
 - jealuse
 - jeolous
- 89.** When we were halfway up the hill, we heard a _____ explosion.
- teriffic
 - terriffic
 - terific
 - terrific
- 90.** If elected, my brother Roy will make a fine _____.
- sherrif
 - sherriff
 - sherif
 - sheriff
- 91.** Catching the persons responsible for the fire has become an _____ for Officer Beatty.
- obsession
 - obsessian
 - obsession
 - obsessiun

- 92.** Officer Alvarez would have fired her weapon, but she did not want to place the hostage in _____.
- a. jeoperdy
 - b. jepardy
 - c. jeoparddy
 - d. jeopardy
- 93.** Because of the danger they were in, the soldiers were unable to enjoy the _____ scenery.
- a. magniffisent
 - b. magnifisent
 - c. magnificent
 - d. magnifficent
- 94.** From inside the box came a strange _____ whirring sound.
- a. mechinical
 - b. mechanical
 - c. mechenical
 - d. machanical
- 95.** The community was shocked when Cindy Pierce, the president of the senior class, was arrested for selling _____ drugs.
- a. elicitt
 - b. ellicit
 - c. illicit
 - d. illicet
- 96.** There will be an immediate _____ into the mayor's death.
- a. inquiry
 - b. inquirry
 - c. enquirry
 - d. enquery
- 97.** Al Guggins was subject to a lawsuit after he attempted to _____ his contract.
- a. termenate
 - b. terrminate
 - c. termanate
 - d. terminate
- 98.** Ben Alshieka feels that he is being _____ for his religious beliefs.
- a. persecuted
 - b. purseccuted
 - c. preseccuted
 - d. perrsecuted
- 99.** What on earth is that _____ odor?
- a. peculior
 - b. peculiar
 - c. pecculiar
 - d. puculior
- 100.** Some people say that _____ is not a true science.
- a. psycology
 - b. pyschology
 - c. psychology
 - d. psychollogy

ANSWER KEY

PART ONE: READING COMPREHENSION

1. **d.** The passage presents two reasons for punishment. The second sentence notes a view that “some people” hold. The first line of the second paragraph indicates “another view.”
2. **b.** This is the main idea of the first paragraph.
3. **a.** This is an application of the main idea of the second paragraph to a specific crime.
4. **c.** The first sentence indicates that the passage is about punishment. The first paragraph is about retribution; the second is about deterrence.
5. **d.** The second paragraph notes that one reason behind the deterrence theory is the effect of deterring not only criminals but also the public.
6. **a.** The last sentence of each paragraph specifies the effect of the theory discussed on the amount of discretion allowed to judges in sentencing.
7. **a.** The criteria for using information about a witness to cast doubt on his or her testimony is the subject of the whole passage.
8. **d.** An accusation of spousal abuse would be prejudicial but not relevant to the question of the witness’s truthfulness.
9. **b.** This prospect is raised in the last sentence.
10. **d.** A petty thief is not a felon.
11. **c.** The other choices, though mentioned in the passage, are not the main idea.
12. **a.** While keeping one’s temper is probably an aspect of the program, it is not explicitly mentioned in the passage.
13. **a.** See the second sentence of the passage.
14. **b.** This idea is explicitly stated in the fourth sentence.
15. **c.** While choices **a** and **d** are also true, they are not the main idea, which is supported by the whole passage and spelled out in the last sentence.
16. **b.** This is implied in the next-to-last sentence.
17. **c.** See the first sentence of the passage.
18. **b.** Miranda rights are read only when the suspect is taken into custody. The right to call a lawyer (choice **c**) and the right to a phone call (choice **d**) are included in the Miranda rights.
19. **b.** The third sentence of the passage states that officers may refer to their notes.
20. **d.** The passage provides information for law enforcement officers; therefore, it is probably not from either a newspaper article (choice **b**) or a novel (choice **c**). Choice **a** refers to a memo directed to police officers, but the subject matter does not relate to this title.
21. **a.** The first sentence states the importance of officer testimony.
22. **c.** Choice **a** is incorrect because the first sentence suggests that becoming hardened is unavoidable. Choices **b** and **d** are mentioned in the passage but do not reflect the main idea.
23. **b.** See the first two sentences of the passage.
24. **c.** The passage claims that becoming jaded is inevitable.
25. **a.** See the second sentence of the passage.
26. **c.** See the first sentence.
27. **d.** This reason is implied throughout the passage.
28. **d.** The suspect mentioned in the passage was arrested because the police were ignorant of a cultural practice in the black community. The passage doesn’t discuss racial prejudice.
29. **b.** This is implied in the second and third sentences of the passage.

- 30. a.** Both the jury and the police officers in the case mentioned in the passage were unaware of the black community's hair-styling practice.

PART TWO: WRITING

- 31. d.** Choices **a** and **b** contain sentence fragments. Choice **c** uses commas incorrectly.
- 32. c.** The word *returned* is in the past tense, as are *finished* and *left* in the first part of the sentence, so this sentence is the only one that uses proper parallel structure.
- 33. d.** Choices **b** and **c** contain sentence fragments. The first part of choice **a** is a dangling modifier; in addition, no comma should separate *police officers* from *must*.
- 34. b.** Choices **a** and **d** are run-on sentences; choice **c** contains a sentence fragment.
- 35. d.** Each of the other choices includes a sentence fragment.
- 36. c.** The verb should be *was*, not *were*, to agree with *the guard*. The verbs in the second half of the sentence should be in the past tense to match the first half of the sentence.
- 37. a.** This is a complete sentence. Choice **b** is a comma splice; choice **c** is a run-on sentence; choice **d** contains a sentence fragment.
- 38. c.** The correct preposition is *of*. *Think that* in choices **b** and **d** would require a complete clause with a verb, rather than the phrase that actually completes the sentence.
- 39. d.** The modifier *with a growl* should be placed next to *the masked gunman*.
- 40. b.** *Bravest* is the correct form of the adjective.
- 41. a.** The other choices contain sentence fragments.
- 42. b.** The other choices contain sentence fragments.
- 43. d.** The correct pronoun case forms are used; choice **a** contains a redundant subject (*My partner Rosie and I, we . . .*); choices **b** and **c** contain incorrect pronoun case forms.
- 44. a.** The modifier *a sharpshooter for many years* is clearly and correctly placed only in this choice.
- 45. b.** This choice is the only one that contains the correct forms of the adjectives *tough* and *fair*.
- 46. c.** *However* is the clearest and most logical transitional word.
- 47. b.** The correct preposition is *by*; choices **a**, **c**, and **d** contain incorrect prepositions: *of*, *off*, and *from*.
- 48. d.** The correct form of the verb is *sniffed*.
- 49. c.** *To remove* and *lie* are the logical forms of these verbs.
- 50. a.** The subject *recession* agrees in number with its verb *is*; in choices **b**, **c**, and **d** the subjects and verbs do not agree.
- 51. d.** The verbs *are sequestered* and *become* are consistently in the present tense; in choices **a**, **b**, and **c** there are unnecessary shifts in tense.
- 52. a.** The *neither . . . nor* construction always takes a singular verb, while the *both . . . and* construction always takes a plural verb.
- 53. c.** There is no unnecessary shift in person; the other answers contain unnecessary shifts in person from *police officer* to *you*, *one*, and *we*.
- 54. b.** In the other choices, the pronoun reference is ambiguous—who's in the hospital? Choice **c** also contains a misplaced modifier, *When in the hospital*, which seems to refer to *a phone call*.
- 55. d.** The other answers contain unnecessary shifts in person from *I* to *one*, *you*, and *a person*.

PART THREE: VOCABULARY

- 56. b.** An *intermittent* sound is one that starts and stops at intervals.
- 57. d.** To be *inundated* is to be flooded.
- 58. b.** To be *unanimous* is to be in complete accord.
- 59. c.** *Unique* means one of a kind.

- 60. a.** Something that is *tentative* is provisional.
- 61. c.** To be *incredulous* is to express disbelief.
- 62. d.** To be *proficient* at something is to be skilled at it.
- 63. c.** Something that is *ostentatious* is pretentious or showy.
- 64. a.** When something is *prerequisite*, it is required.
- 65. c.** When something is *outmoded*, it is out of date or obsolete.
- 66. d.** To be *vindictive* is to be seek revenge and intend to cause harm.
- 67. a.** A *menial* job is a servile or lowly job.
- 68. d.** Someone who is *obstinate* is refractory or stubborn.
- 69. a.** A *panacea* is a remedy or cure-all.
- 70. b.** A *glib* remark is one that is quick or fluent but seems insincere.
- 71. b.** Someone who is *nondescript* appears ordinary or lacking in distinction.
- 72. a.** A person who is *spiteful* is malicious and intends harm.
- 73. b.** To be *apathetic* about something is to show no interest or be indifferent.
- 74. a.** When something is *fortified*, it is strengthened or secured.
- 75. d.** To *delegate* something is to assign it to someone else.
- 76. c.** To be *aroused* is to be stirred up or excited.
- 77. d.** To *articulate* an idea is to express it clearly.
- 78. a.** An *expansive* mood is one that is open and outgoing.
- 79. b.** Something that is *detrimental* is damaging.
- 80. c.** To be held *accountable* is to be held responsible or answerable.

PART FOUR: SPELLING

Consult a dictionary if you are not sure why the answers in Part Four are correct.

- 81. d.**
- 82. d.**
- 83. c.**
- 84. b.**
- 85. a.**
- 86. c.**
- 87. a.**
- 88. b.**
- 89. d.**
- 90. d.**
- 91. c.**
- 92. d.**
- 93. c.**
- 94. b.**
- 95. c.**
- 96. a.**
- 97. d.**
- 98. a.**
- 99. b.**
- 100. c.**

Scoring

Most U.S. cities require a score of at least 70% to pass a police officer exam. Since this exam has 100 questions, the number you got right is your percentage. If you got 70 questions right, your score is 70%.

What you should do next depends not only on how you score, but also on whether the city you're applying to uses your written score to help determine your rank on the eligibility list. Some cities use other factors, such as your performance in an oral board or interview, to decide whether or not to hire you. In that case, all you need to do is to pass the written exam in order to make it to the next step in the process, and a score of at least 70% is good enough. In other cities, however, your written score, either by itself or in combination with other factors, is used to place you on the eligibility list. The higher your score, the more likely you are to be hired.

Use this practice exam as a way to analyze your performance. Pay attention to the areas in which you miss the most questions. If most of your mistakes are in the reading comprehension questions, then you know you need to practice your reading skills. Or perhaps you had difficulty with the spelling section. Once you see where you need help, then your mission will be to study the chapters in this book on the relevant skills to develop your test-taking strategies.

To help you see where your trouble spots are, break down your scores according to the four sections below:

- Part One: _____ questions right
 Part Two: _____ questions right
 Part Three: _____ questions right
 Part Four: _____ questions right

Write down the number of right answers for each section, and then add up all three numbers for your overall score. Each question is worth one point and the total you arrive at after adding all the numbers is also the percentage of questions that you got right on the test.

And now forget about your total score; what's more important right now is your score on the individual sections of the exam.

Below is a table that shows you which of the instructional chapters correspond to the three parts of the exam. Your best bet is to review all of the chapters carefully, but you'll want to spend the most time on the chapters that correspond to the kind of question that gave you the most trouble.

Exam Part	Chapter
One	7
Two	8
Three	9
Four	9

Remember, reading and writing skills are important not only for the exam, but also for your job as a police officer. So the time you spend improving those skills will pay off—not only in higher exam scores, but also in career success.

After you've read the relevant chapters, take the second exam of this type, in Chapter 16, to see how much you've improved.

C H A P T E R

5



Police Officer Exam 2

CHAPTER SUMMARY

The practice exam in this chapter is an example of the kind of job-related exam used by many police departments around the country. It tests skills police officers actually use on the job—not only basic skills like math and reading, but also map reading, memory, and good judgment and common sense.

The first practice exam in this book showed you an example of a police exam that simply tests your reading and writing skills. This second practice exam shows you a somewhat different kind of test. It still includes reading comprehension—most police exams do, since reading is such a vital job-related skill—but it also tests your ability to memorize pictures and written material, your map-reading skills, and your ability to use judgment to solve the kinds of problems police officers typically encounter, including simple math problems. There are 100 questions on this test, broken down into three sections:

- Part One, Memorization and Visualization, consists of a set of pictures and text that you have to study and then a set of questions that you must answer based on the visuals and the text. You will not be allowed to look back at the material as you respond to these questions.
- Part Two, Reading, covers map reading and reading comprehension.
- Part Three, Judgment and Problem Solving, gives you questions that test deductive and inductive reasoning, ability to apply good judgment and common sense in specific situations, and ability to solve problems involving numbers (math word problems).

For best results, approach this exam as if it were the real thing. Find a quiet place where you can take the exam, tear out the answer sheet on the next page, and arm yourself with a few sharp #2 pencils. Give yourself 15 minutes to study the memory material at the beginning of the exam. Then start the practice test, which begins with questions about what you memo-

rized. Give yourself two-and-a-half hours to complete the test, in addition to the 15 minutes you spent memorizing.

After the exam is an answer key complete with explanations of why the right answer is the best answer. An explanation of how to interpret your test score follows the answer key.

EXAM 2

- | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|
| 1. | (a) | (b) | (c) | (d) | 35. | (a) | (b) | (c) | (d) | 69. | (a) | (b) | (c) | (d) |
| 2. | (a) | (b) | (c) | (d) | 36. | (a) | (b) | (c) | (d) | 70. | (a) | (b) | (c) | (d) |
| 3. | (a) | (b) | (c) | (d) | 37. | (a) | (b) | (c) | (d) | 71. | (a) | (b) | (c) | (d) |
| 4. | (a) | (b) | (c) | (d) | 38. | (a) | (b) | (c) | (d) | 72. | (a) | (b) | (c) | (d) |
| 5. | (a) | (b) | (c) | (d) | 39. | (a) | (b) | (c) | (d) | 73. | (a) | (b) | (c) | (d) |
| 6. | (a) | (b) | (c) | (d) | 40. | (a) | (b) | (c) | (d) | 74. | (a) | (b) | (c) | (d) |
| 7. | (a) | (b) | (c) | (d) | 41. | (a) | (b) | (c) | (d) | 75. | (a) | (b) | (c) | (d) |
| 8. | (a) | (b) | (c) | (d) | 42. | (a) | (b) | (c) | (d) | 76. | (a) | (b) | (c) | (d) |
| 9. | (a) | (b) | (c) | (d) | 43. | (a) | (b) | (c) | (d) | 77. | (a) | (b) | (c) | (d) |
| 10. | (a) | (b) | (c) | (d) | 44. | (a) | (b) | (c) | (d) | 78. | (a) | (b) | (c) | (d) |
| 11. | (a) | (b) | (c) | (d) | 45. | (a) | (b) | (c) | (d) | 79. | (a) | (b) | (c) | (d) |
| 12. | (a) | (b) | (c) | (d) | 46. | (a) | (b) | (c) | (d) | 80. | (a) | (b) | (c) | (d) |
| 13. | (a) | (b) | (c) | (d) | 47. | (a) | (b) | (c) | (d) | 81. | (a) | (b) | (c) | (d) |
| 14. | (a) | (b) | (c) | (d) | 48. | (a) | (b) | (c) | (d) | 82. | (a) | (b) | (c) | (d) |
| 15. | (a) | (b) | (c) | (d) | 49. | (a) | (b) | (c) | (d) | 83. | (a) | (b) | (c) | (d) |
| 16. | (a) | (b) | (c) | (d) | 50. | (a) | (b) | (c) | (d) | 84. | (a) | (b) | (c) | (d) |
| 17. | (a) | (b) | (c) | (d) | 51. | (a) | (b) | (c) | (d) | 85. | (a) | (b) | (c) | (d) |
| 18. | (a) | (b) | (c) | (d) | 52. | (a) | (b) | (c) | (d) | 86. | (a) | (b) | (c) | (d) |
| 19. | (a) | (b) | (c) | (d) | 53. | (a) | (b) | (c) | (d) | 87. | (a) | (b) | (c) | (d) |
| 20. | (a) | (b) | (c) | (d) | 54. | (a) | (b) | (c) | (d) | 88. | (a) | (b) | (c) | (d) |
| 21. | (a) | (b) | (c) | (d) | 55. | (a) | (b) | (c) | (d) | 89. | (a) | (b) | (c) | (d) |
| 22. | (a) | (b) | (c) | (d) | 56. | (a) | (b) | (c) | (d) | 90. | (a) | (b) | (c) | (d) |
| 23. | (a) | (b) | (c) | (d) | 57. | (a) | (b) | (c) | (d) | 91. | (a) | (b) | (c) | (d) |
| 24. | (a) | (b) | (c) | (d) | 58. | (a) | (b) | (c) | (d) | 92. | (a) | (b) | (c) | (d) |
| 25. | (a) | (b) | (c) | (d) | 59. | (a) | (b) | (c) | (d) | 93. | (a) | (b) | (c) | (d) |
| 26. | (a) | (b) | (c) | (d) | 60. | (a) | (b) | (c) | (d) | 94. | (a) | (b) | (c) | (d) |
| 27. | (a) | (b) | (c) | (d) | 61. | (a) | (b) | (c) | (d) | 95. | (a) | (b) | (c) | (d) |
| 28. | (a) | (b) | (c) | (d) | 62. | (a) | (b) | (c) | (d) | 96. | (a) | (b) | (c) | (d) |
| 29. | (a) | (b) | (c) | (d) | 63. | (a) | (b) | (c) | (d) | 97. | (a) | (b) | (c) | (d) |
| 30. | (a) | (b) | (c) | (d) | 64. | (a) | (b) | (c) | (d) | 98. | (a) | (b) | (c) | (d) |
| 31. | (a) | (b) | (c) | (d) | 65. | (a) | (b) | (c) | (d) | 99. | (a) | (b) | (c) | (d) |
| 32. | (a) | (b) | (c) | (d) | 66. | (a) | (b) | (c) | (d) | 100. | (a) | (b) | (c) | (d) |
| 33. | (a) | (b) | (c) | (d) | 67. | (a) | (b) | (c) | (d) | | | | | |
| 34. | (a) | (b) | (c) | (d) | 68. | (a) | (b) | (c) | (d) | | | | | |

POLICE OFFICER EXAM 2

STUDY BOOKLET

You have 15 minutes to study the following Wanted posters and to read the article on police procedure. After 15 minutes are up, turn the page and go on to answer the test questions, beginning with questions about the study material. **Do not refer back to this study booklet to answer the questions.** When you have finished with Part One: Memorization and Visualization, you may continue with the rest of the exam.

MISSING Valencia Camacho

DESCRIPTION:

Age: 10
Race: Hispanic
Height: 4'10"
Weight: 80 lbs.
Hair: Black, straight, shoulder-length
Eyes: Brown
Skin: Dark brown

REMARKS: Last seen alone at Dixon's Ice Cream Shoppe in Highpoint Mall in Dayton at noon on Saturday, April 1. Wearing red shorts, white t-shirt, with her hair in a pony tail. Front right tooth missing.

IF LOCATED: Call Dayton Sheriff's Department, Juvenile Unit, at 344-555-1220.



WANTED

James Wilson Baker

ALIASES: Willie James
WANTED BY: Chicago Police Department
CHARGES: Burglary
DESCRIPTION:

Age: 18
Race: White
Height: 5'11"
Weight: 195 lbs.
Hair: Red
Eyes: Green

IDENTIFYING SCARS OR MARKS: Tattoo on inner right forearm of black Nazi swastika.

REMARKS: Rides a black Kawasaki 750 with cracked headlight. Last seen in Chicago and believed to be headed for Madison, Wisconsin.



WANTED

Jean Chan

ALIASES: Jean Cho
WANTED BY: New Mexico State Police
CHARGES: Auto Theft
DESCRIPTION:

Age: 30
Race: Asian
Height: 5'2"
Weight: 110 lbs.
Hair: Black
Eyes: Brown

IDENTIFYING SCARS OR MARKS: Scar above right eye.

REMARKS: Last seen at Edward's Texaco Gasmart in Albuquerque, New Mexico. Chan may be headed for Oakland, California, driving a stolen white Trans Am.



WANTED
Louis Robert Hart

ALIASES: Hart-Break; Robert Louis

WANTED BY: FBI

CHARGES: Conspiracy

DESCRIPTION:

Age: 45

Race: Black

Height: 6'3"

Weight: 255 lbs.

Hair: Black

Eyes: Brown

REMARKS: Hart is addicted to gambling and frequents the Blue Streak Greyhound Raceway in Jacksonsville, Mississippi. Is thought to still be in the area.

CAUTION: Hart is known to carry a diving knife strapped to his right leg.



WANTED
Larry Edward Cloud

ALIASES: Eddie One-Eye

WANTED BY: Florida State Police

CHARGES: DUI

DESCRIPTION:

Age: 62

Race: White

Height: 5'8½"

Weight: 180 lbs.

Hair: Gray

Eyes: Blue

IDENTIFYING SCARS OR MARKS: Wears black patch over missing right eye.

REMARKS: Last seen in Pensacola. Is known to frequent the Dew Drop Inn downtown and drives a sky-blue Ford Escort. Sources say he is moving to Peoria, Illinois.



TERRY STOPS

Often in the course of routine patrol, a police officer needs to briefly detain a person for questioning without an arrest warrant or even probable cause. The officer may also feel that it is necessary to frisk this person for weapons. This type of detention is known as a "Terry Stop," after the U.S. Supreme Court case *Terry versus State of Ohio*. In that case, the Court determined that a Terry Stop does not violate a citizen's right to be free from unreasonable search and seizure, as long as certain procedures are followed. First, the person must be behaving in some manner that arouses the police officer's suspicion. Second, the officer must believe that swift action is necessary to prevent a crime from being committed or a suspect from escaping. Finally, in order to frisk the individual, the officer must reasonably believe that the person is armed and dangerous. We will now look at each of these elements in more detail.

In determining whether an individual is acting in a suspicious manner, a police officer must rely on his or her training and experience. Circumstances in each case will be different, but an officer must be able to articulate what it was about a person's behavior that aroused suspicion, whether it was one particular action or a series of actions taken together. For example, it may not be unusual for shoppers in a store to wander up and down the aisles looking at merchandise. However, it may be suspicious if a person does this for an inordinate period of time, seems to be checking the locations of surveillance equipment, and is wearing loose clothing that would facilitate shoplifting. Similarly, it is not unusual for a person wearing gym shorts and a t-shirt to be running through a residential neighborhood; however, a person dressed in regular clothes might legitimately be suspect. It is important to note that a person who simply appears out of place based on the manner in which he or she is dressed, is not alone cause for suspicion on the part of a police officer.

In addition to the behavior that arouses an officer's attention, the officer must believe that immediate action must be taken to prevent the commission of a crime or a suspect from escaping. In some situations, it may be better to wait to develop probable cause and arrest the person. One important element of this decision is the safety of any other people in the area. In addition, a police officer may determine that her or his immediate action is necessary to avert the commission of a crime, even if no people are in danger. If the suspect appears, for example, to be checking out parked cars for the possibility of stealing one, an officer may well be able to wait until the crime is in progress (thereby having probable cause for an arrest) or even until the crime is actually committed, when patrol cars can be dispatched to arrest the individual. On the other hand, a person who appears to be planning a car-jacking should be stopped before the occupants of a car can be hurt. Again, an officer must make a quick decision based on all the circumstances.

Once an officer has detained a suspicious person, the officer must determine if he or she feels it is necessary to frisk the individual for weapons. Again, an officer should rely on her or his training and experience. If the officer feels that the detainee poses a threat to the officer's safety, the suspect should be frisked. For example, although there may certainly be exceptions, a person suspected of shoplifting is not likely to be armed. On the other hand, a person suspected of breaking and entering may very well be carrying a weapon. In addition, the officer should be aware of the behavior of the person once the stop is made. Certain behavior indicates the person is waiting for an opportunity to produce a weapon and threaten the officer's safety. The safety of the officer and any civilians in the area is the most important consideration.

PART ONE: MEMORIZATION AND VISUALIZATION

Answer the following 30 questions based on the Wanted posters and police procedure article you have just studied. **Do not refer back to the study material to answer these questions.**

- 1.** James Wilson Baker is wanted for
 - a. theft.
 - b. fraud.
 - c. conspiracy.
 - d. burglary.
- 2.** James Wilson Baker wears a tattoo on his right arm depicting a
 - a. swastika.
 - b. motorcycle.
 - c. ring.
 - d. greyhound.
- 3.** How old is Valencia Camacho?
 - a. 18
 - b. 10
 - c. 30
 - d. 17
- 4.** Larry Edward Cloud also goes by which of the following names?
 - a. Eddie One-Eye
 - b. Robert Louis
 - c. Edward Cloud
 - d. Willie James
- 5.** When last seen, Valencia Camacho wore her hair in
 - a. tight curls.
 - b. braids.
 - c. a pony tail.
 - d. a spike cut.
- 6.** Identifying scars or marks on Larry Edward Cloud include which of the following?
 - a. missing right eye
 - b. tattoo of a swastika
 - c. a scar above the right eye
 - d. tattoo of an eye on the inner right forearm
- 7.** Jean Chan weighs approximately
 - a. 180 lbs.
 - b. 110 lbs.
 - c. 120 lbs.
 - d. 80 lbs.
- 8.** Jean Chan was last seen driving a
 - a. Ford Escort.
 - b. Ford F-150.
 - c. Trans Am.
 - d. Kawasaki 750.
- 9.** Louis Robert Hart is wanted by the
 - a. FBI.
 - b. Jacksonville Police.
 - c. New Mexico State Police.
 - d. Florida State Police.
- 10.** Jean Chan is wanted for
 - a. carrying a concealed weapon.
 - b. conspiracy.
 - c. reckless driving.
 - d. auto theft.
- 11.** Louis Robert Hart is believed to be in which state?
 - a. New Mexico
 - b. Mississippi
 - c. Illinois
 - d. Florida
- 12.** Which of the following best describes Louis Robert Hart's facial hair?
 - a. He is clean-shaven.
 - b. He wears a full beard and mustache.
 - c. He wears a goatee.
 - d. He wears a thin mustache.

- 13.** Which of these females is listed as missing?
a. Camacho
b. Chan
c. Cho
d. both Chan and Camacho
- 14.** Which of the suspects is wanted for conspiracy?
a. Hart
b. Chan
c. Cloud
d. Baker
- 15.** Which suspect frequents the Dew Drop Inn in Pensacola?
a. Hart
b. Camacho
c. Baker
d. Cloud
- 16.** Which suspect may be moving to Peoria, Illinois?
a. Cloud
b. Baker
c. Chan
d. Hart
- 17.** Which suspect is known to strap a diving knife to his or her leg?
a. Chan
b. Hart
c. Cloud
d. both Chan and Hart
- 18.** Which suspect has gray hair?
a. Hart
b. Chan
c. Baker
d. Cloud
- 19.** Based on the Wanted posters, which of the following statements is TRUE?
a. Both Hart and Cloud have tattoos.
b. Both Hart and Cloud are under 40.
c. Hart is younger than Cloud.
d. Cloud is taller than Hart.
- 20.** Based on the Wanted posters, which of the following statements is FALSE?
a. Baker has red hair.
b. Hart is black.
c. Baker and Hart both have mustaches.
d. Baker and Hart are not close in age.
- 21.** According to the reading passage, a “Terry Stop” is
a. an arrest for shoplifting.
b. the brief detention and questioning of a suspicious person.
c. an officer’s frisking a suspect for weapons.
d. the development of a case that results in an arrest warrant.
- 22.** According to the passage, a Terry Stop includes frisking a suspect if
a. the officer sees evidence of a weapon.
b. the person is suspected of breaking and entering.
c. there are civilians in the area.
d. the officer or others are in danger.
- 23.** An officer on foot patrol notices two people standing on a street corner. The officer observes the two and, after a moment, one of the people walks slowly down the street, looks in the window of a store called McFadden’s, walks forward a few feet, and then turns around and returns to the other person. They speak briefly, and then the other person walks down the street, performing the same series of motions. They repeat this ritual five or six times each. The officer would be justified in performing a Terry Stop, based on her suspicion that the people
a. appeared to be carrying weapons.
b. looked out of place.
c. might be planning to rob McFadden’s.
d. were obstructing the sidewalk.

- 24.** According to the passage, an officer may choose to conduct a Terry Stop to
- discourage loitering.
 - prevent a crime from being committed or a suspect from escaping.
 - find out if a person is carrying a concealed weapon.
 - rule out suspects after a crime has been committed.
- 25.** According to the passage, the determination that a person is suspicious
- depends on the circumstances of each situation.
 - means someone looks out of place.
 - usually means someone is guilty of planning a crime.
 - usually indicates a person is carrying a concealed weapon.
- 26.** An officer has stopped a suspicious individual. The suspect seems to be trying to reach for something under her coat. The officer should
- call for back-up.
 - arrest the suspect.
 - frisk the suspect.
 - handcuff the suspect.
- 27.** An officer observes a person sitting on a bench outside a bank at 4:30 P.M. The officer knows the bank closes at 5:00. The person checks his watch several times and watches customers come and go through the door of the bank. He also makes eye contact with a person driving a blue sedan that appears to be circling the block. Finally, a parking space in front of the bank becomes vacant, and the sedan pulls in. The driver and the man on the bench nod to each other. The officer believes the two are planning to rob the bank just before it closes. The officer should
- immediately begin questioning the man on the bench, since it appears he's going to rob the bank.
 - immediately begin questioning the driver of the sedan, since it appears she's driving the get away car.
 - go into the bank, warn the employees, and ask all the customers to leave for their own safety.
 - call for back-up, since it appears the potential robbers are waiting for the bank to close.
- 28.** According to the United States Supreme Court, a Terry Stop
- is permissible search and seizure.
 - often occurs in the course of police work.
 - should only be undertaken when two officers are present.
 - requires probable cause.
- 29.** According to the passage, persons suspected of shoplifting
- should never be frisked, as shoplifters rarely carry weapons.
 - may legitimately be the subjects of a Terry Stop.
 - always wear loose clothing and wander in the store a long time.
 - may be handcuffed immediately for the safety of the civilians in the area.

- 30.** An officer in a squad car is patrolling a wealthy residential neighborhood. She notices one house in which a light will come on in one part of the house for a few minutes, then go off. A moment later, a light will come on in another part of the house, then go off. This happens several times in different parts of the house. The officer also notes that the garage door is standing open and that there are no cars parked there or in the driveway. The officer believes there may be a burglary in progress, and pulls over to observe the house. While she is watching the house, a man wearing torn jeans and a dirty t-shirt walks by the house. According to the passage, the officer should NOT
- allow the man to see her, as he may be dangerous.
 - involve the neighbors by asking them if they have information.
 - stop the man, as there is no indication he is involved in criminal activity.
 - radio headquarters until she is absolutely sure a crime is being committed.

PART TWO: READING

Answer questions 31–34 solely on the basis of the following passage.

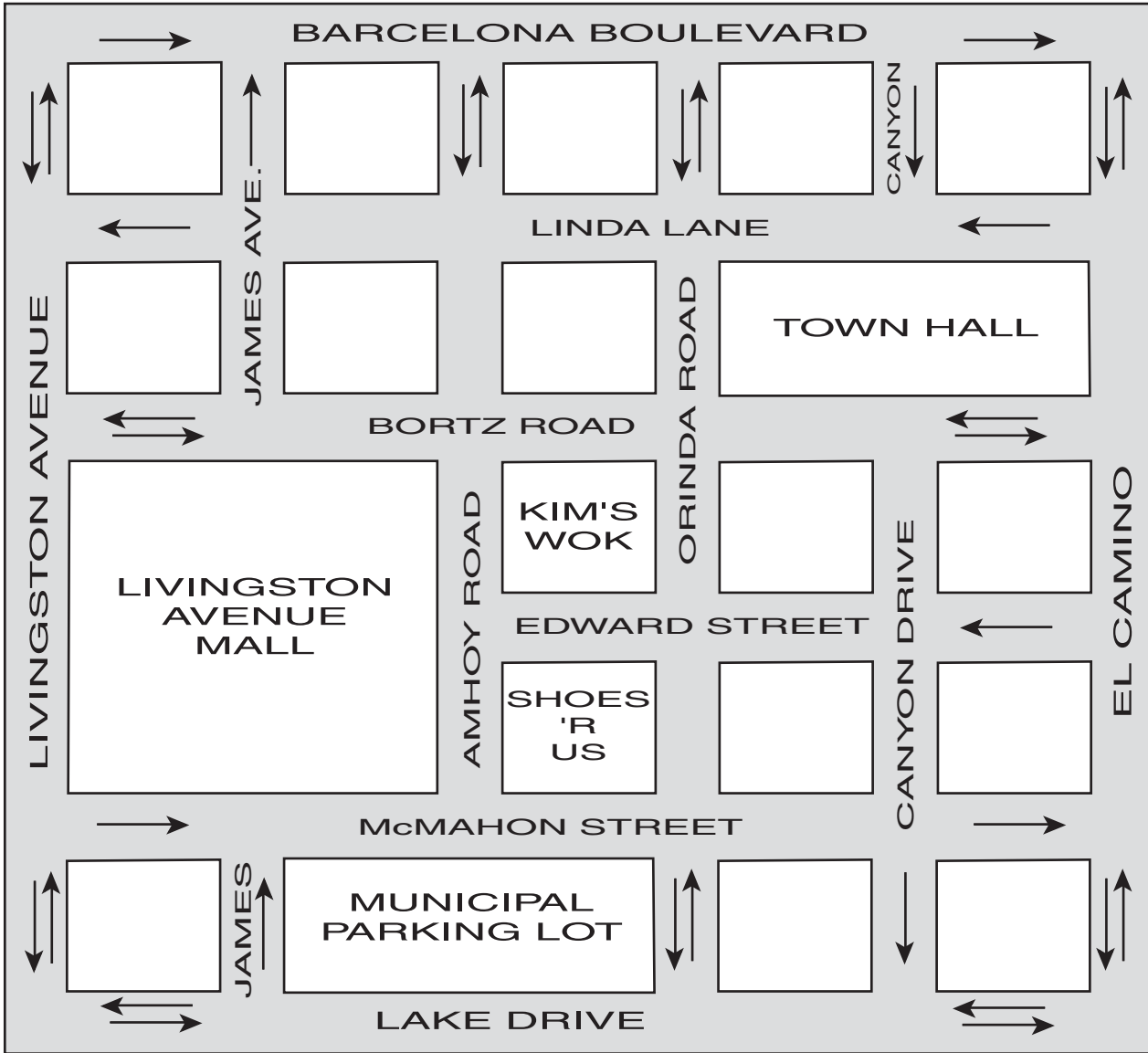
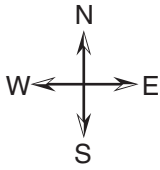
At 12:45 A.M. on October 15, while parked at 1910 Fairlane, Police Officers Flores and Steinbrenner were asked to respond to a disturbance at 1809 Clarkson. When they arrived at the one-story dwelling, the complainant, Alan Weber, who resides next door at 1807 Clarkson, told them that he had been kept awake for two hours by the sound of yelling and breaking glass. He said the occupant of 1809 Clarkson, a Mr. Everett Hayes, lived alone. When the officers knocked on the door, Mr. Hayes answered promptly and said, “It’s about time you

got here.” Inside, broken furniture was strewn about. Mr. Hayes stated he had been protecting himself from persons who lived inside the woodwork of his home. He went willingly with the officers to Fairfield County Hospital at 1010 Market, where he was admitted to the psychiatric unit for observation. No arrests were made.

- 31.** The call to the police was most likely made from which of the following addresses?
- 1910 Fairlane
 - 1809 Clarkson
 - 1807 Clarkson
 - 1010 Market
- 32.** Based on the passage, what was the most likely reason the police were called?
- A neighbor was bothered by the noise coming from Mr. Hayes’ home.
 - A neighbor was worried for Mr. Hayes’ safety.
 - A neighbor was worried for the safety of Mr. Hayes’ family.
 - A neighbor was curious about Mr. Hayes’ personal life.
- 33.** What was Mr. Hayes’ demeanor when the police arrived at his door?
- He seemed surprised.
 - He seemed to have been expecting them.
 - He seemed frightened and distrustful.
 - He seemed angered by their presence.
- 34.** Based on the passage, what reason would Mr. Hayes most likely give for the commotion at his house?
- He was acting in self-defense.
 - He was mentally ill.
 - He was cleaning the woodwork.
 - He was annoyed at his neighbors.

Answer questions 35–37 solely on the basis of the map on the next page. The arrows indicate traffic flow; one arrow indicates a one-way street going in the direction of the arrow; two arrows represent a two-way street. You are not allowed to go the wrong way on a one-way street.

- 35.** Officers Kamena and Bean are completing a call in the Livingston Avenue Mall at the southeast corner of the building. Dispatch notifies them of a silent alarm going off in a residence located at the northwest corner of Canyon Drive and Linda Lane. What is the quickest route for Officers Kamena and Bean to take to the residence?
- Turn north on Amhoy Road, then east on Linda Lane, and then north on Canyon Drive.
 - Turn east on McMahan Street, then north on El Camino, then west on Linda Lane, then north on Orinda Road, and then east on Barcelona Boulevard to Canyon Drive.
 - Turn north on Amhoy Road, then east on Barcelona Boulevard, and then south on Canyon Drive.
 - Turn north on Amhoy Road, then east on Bortz Road, then north on Orinda Road, and then east on Barcelona Boulevard.
- 36.** Officers Montinari and Schmidt are south-bound on Canyon Drive and have just crossed Edward Street. They receive a call of an altercation between a bus driver and a passenger, with the bus parked at a bus stop located at Livingston Avenue and Bortz Road. What is the quickest route for Officers Montinari and Schmidt to take to the bus stop?
- Continue south on Canyon Drive, then west on McMahan Street, then north on Orinda Road, then west on Edward Street, then north on Amhoy Road, and then west on Bortz Road to Livingston Avenue.
 - Continue south on Canyon Drive, then west on Lake Drive, and then north on Livingston Avenue to Bortz Road.
 - Make a U-turn on Canyon Drive and then go west on Bortz Road to Livingston Avenue.
 - Continue south on Canyon Drive, then east on Lake Drive, then north on El Camino, and then west on Bortz Road to Livingston Avenue.
- 37.** Officer Ricardo is driving west on Bortz Road. She makes a right onto James Avenue, then a left onto Linda Lane, then a right onto Livingston, and then a right onto Barcelona Road. What direction is she facing?
- east
 - south
 - west
 - north



Answer questions 38–43 solely on the basis of the following passage.

Police officers are held to a higher standard of conduct than most citizens. Should an officer behave in a disruptive manner, make an offensive joke, or behave in an otherwise uncivil manner, even while off duty, community leaders, public officials, and the media react not only with disapprobation and censure, but even with surprise. Police officers are expected to be idealists. One often hears the expression “jaded cop,” but when is a corporate executive ever disparaged as a “jaded businessman?” A businessman whose moral sense has been fatigued or one who lacks compassion is not considered notable, yet a police officer is expected to have high ideals even though he or she confronts human nature at its most disillusioning every day.

This is as it should be. As police officers are the keepers of civil order, they must exemplify civil behavior. Civil order depends less upon legal coercion than upon mutual respect and common ideals. Committed to the ideals of justice and truth, police officers must practice fairness and accuracy, even in their speech. Sworn to uphold individual rights, they must treat every individual with respect. A high standard of civil conduct is not merely a matter of community relations, but speaks to the essence of a police officer’s role. By the same token, the public should treat police officers with the respect due those who must adhere to a higher standard of tolerance, understanding, moderation, and civility, even while working under extraordinarily trying conditions.

- 38.** Which of the following best expresses the main idea of the passage?
- High standards should apply to businessmen as well as to police officers.
 - Police officers are held to unrealistic standards of behavior.
 - Police officers must remain idealistic, despite the disillusioning nature of their work.
 - A police officer should uphold common ideals, both as expressed in law and as required to keep the peace.
- 39.** The passage suggests that police officers should refrain from racial slurs for all of the following reasons EXCEPT
- as generalizations; such slurs are unfair and inaccurate.
 - when such slurs are disrespectful to individuals.
 - when such slurs harm the relationship between the community and the police.
 - when such slurs are hurtful to the morale of a multiracial police force.
- 40.** Which of the following is the best title for the passage?
- The Definition of Civil Order
 - Why the Police Deserve Respect
 - Civil Conduct for Police Officers
 - Why Police Officers Should Be Tolerant
- 41.** According to the passage, a police officer should be held to a different standard than a businessman because
- a police officer’s very job is concerned with civil behavior.
 - police officers are more jaded.
 - police officers are expected to be honest.
 - a police officer is a figure of civil authority.
- 42.** Why does civil conduct “speak to the very essence of a police officer’s role?”
- because a police officer is a public servant
 - because a police officer who behaves in an uncivil manner meets with public censure
 - because civil conduct is necessary in order to keep the civil peace
 - because a police officer upholds the law

- 43.** Which of the following is NOT mentioned in the passage as a quality a police officer must exemplify?
- politeness
 - justice
 - moderation
 - courage

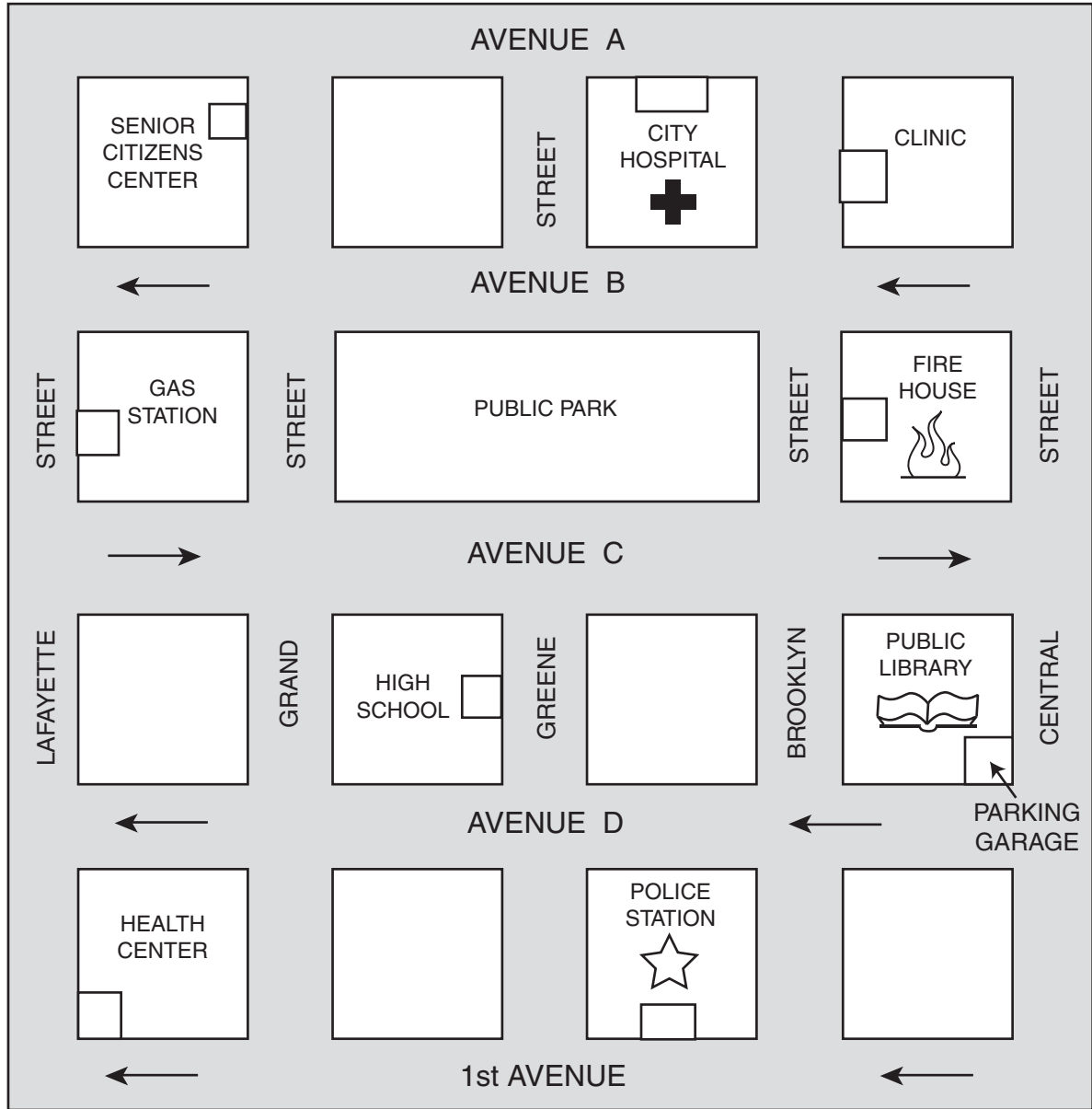
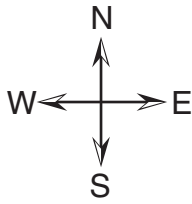
Answer questions 44–48 based on the map on the opposite page, and the information below.

A police officer is often required to assist civilians who seek travel directions or referral to city agencies and facilities.

Diagram A is a map of a section of the city where some public buildings are located. Each of the squares represents one city block. Street names are as shown. If there is an arrow next to the street name, it means the street is one way only in the direction of the arrow. If there is no arrow next to the street name, two-way traffic is allowed.

- 44.** While you are on foot patrol, an elderly man stops you in front of the fire house and asks you to help him find the Senior Citizens Center. You should tell him to
- walk across the street to the Senior Citizens Center.
 - walk south to Avenue C, make a right and walk west on Avenue C, make a right on Grand Street and walk up to the Senior Citizens Center.
 - walk north to Avenue B and then west on Avenue B to the end of the park, make a right and go one block.
 - walk north to Avenue B and then west on Avenue B to Lafayette Street, make a right and go one block.
- 45.** The head librarian needs gasoline for his automobile. He is leaving the Avenue D garage exit from the library. His quickest legal route is to go
- north on Central Street to Avenue C and west on Avenue C to the gas station.
 - west on Brooklyn Street to Avenue B and north on Avenue B to the gas station.
 - west on Avenue D to Grand Street and north on Grand Street to the gas station.
 - west on Avenue D to Lafayette Street and north on Lafayette Street to the gas station.
- 46.** You are dispatched from the police station to an altercation taking place at the northwest corner of the public park. Which is the most direct legal way to drive there?
- east to Central Street, north on Central Street to Avenue B, and west on Avenue B to Grand Street
 - west to Grand Street and north on Grand Street to Avenue B
 - east to Brooklyn Street, north on Brooklyn Street to Avenue B, and west on Avenue B to Grand Street
 - west to Greene Street, north on Greene Street to Avenue C, and east on Avenue C to Brooklyn Street

POLICE OFFICER EXAM 2



- 47.** Your spouse is a nurse at the city hospital and goes to the public library every Monday as a volunteer. What would be the shortest legal route from the hospital to the library?
- west on Avenue A, south on Lafayette Street, east on Avenue C, and south on Central Street to the library entrance
 - east on Avenue B and south on Central Street to the library entrance
 - west on Avenue A, south on Lafayette Street, and east on Avenue D to the library entrance
 - east on Avenue A and south on Central Street to the library entrance
- 48.** After responding to a call at the fire house, you are ready to drive back to the police station for the end of your shift. What is the quickest legal route?
- south on Brooklyn Street and west on 1st Avenue to the police station
 - north on Brooklyn Street, west on Avenue A, south on Lafayette Street, and east on 1st Avenue to the police station
 - north on Brooklyn Street and east on 1st Avenue to the police station
 - south on Brooklyn Street, west on Avenue C, south on Grand Street, and east on 1st Avenue to the police station

Answer questions 49–53 solely on the basis of the following passage.

At 12:15 A.M., while riding the uptown-bound 12 subway, Transit Officers Cobb and Wilson received a report of a disturbance in the fourth car of a downtown-bound 12 train. That train was held at the Fourth Street station until the arrival of the officers, who found complainant Alan Sterns tending his injured eye. Mr. Sterns told Officer Wilson he had been attacked by Caroline Simpson when he attempted to move her bags, after politely asking her to do so, in order to make room to sit down. He said Ms. Simpson poked him in the eye and then threat-

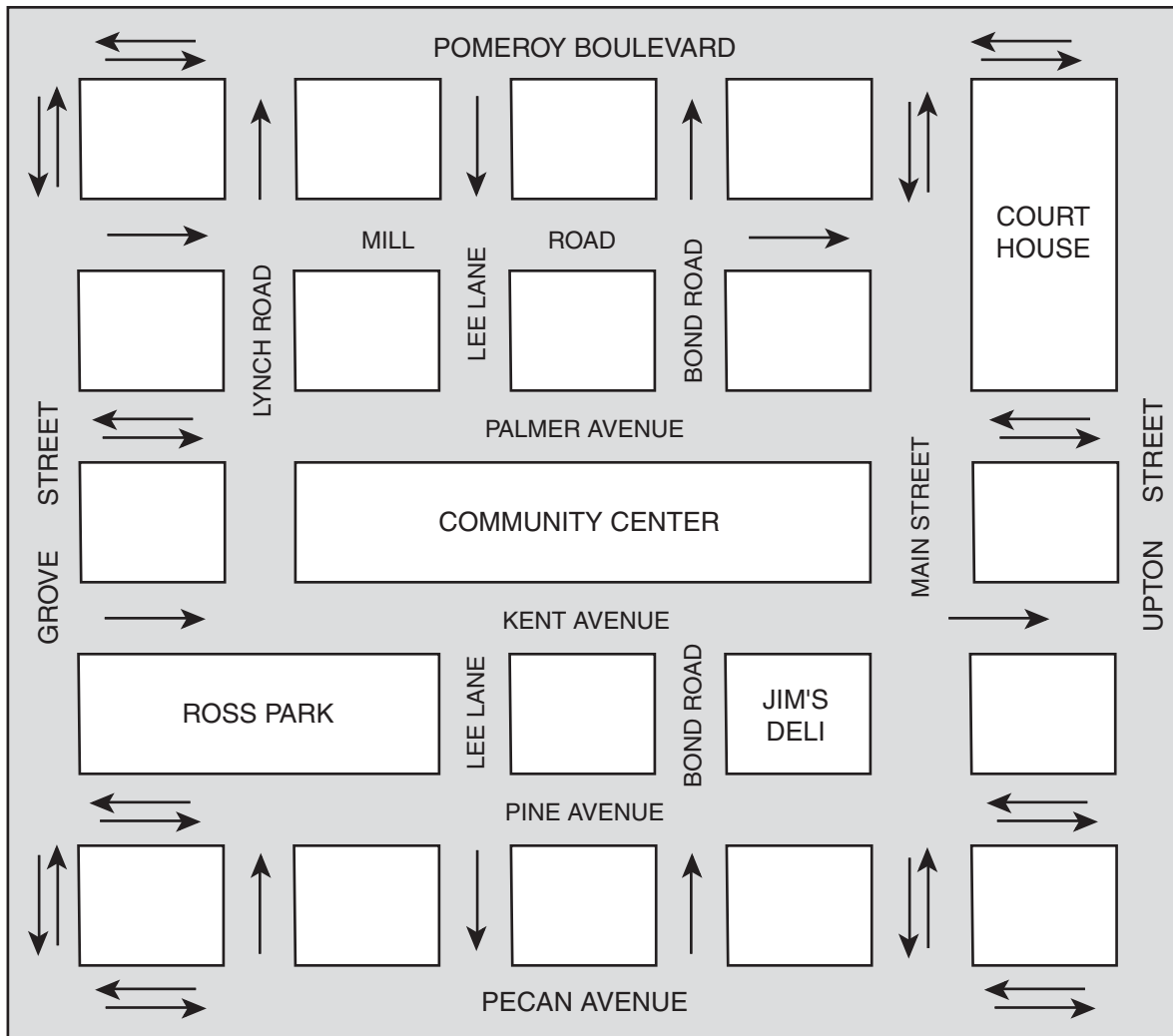
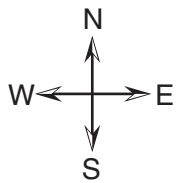
ened him with a switchblade. Ms. Simpson told Officer Cobb she had been harassed by Mr. Sterns and struck him in self-defense. The officers asked Mr. Sterns, Ms. Simpson, and witnesses Lisa Walker and Lois Casey to step off the train and proceeded to question them on the platform. Ms. Walker, whose view of the incident had been partially obstructed by a metal pole, stated that Mr. Sterns had only raised his arm after being struck, but she was not sure whether the gesture was threatening or defensive. Ms. Casey, who sat on the other side of Ms. Simpson, maintained that Mr. Sterns was only protecting himself and had behaved in a polite manner. Ms. Simpson was placed under arrest for carrying a concealed weapon.

- 49.** Where did the assault occur?
- on a subway platform
 - on the fourth car of the uptown-bound 12 train
 - at the Fourth Street station
 - on the fourth car of the downtown-bound 12 train
- 50.** Which of the following actions caused the arrest?
- injuring the complainant's eye
 - threatening the complainant
 - carrying a switchblade
 - disturbing the peace
- 51.** The complainant's last name is
- Sterns.
 - Simpson.
 - Walker.
 - Cobb.
- 52.** Where was Ms. Casey sitting?
- beside the complainant
 - across the car, behind a metal pole
 - between the complainant and the accused
 - beside the accused

- 53.** According to the complainant, he was struck because
- he handled the woman's property.
 - he asked the woman to move her bags.
 - he politely asked the woman to move over.
 - he appeared to raise his arm in a threatening manner.

Answer questions 54–56 solely on the basis of the map on the next page. The arrows indicate traffic flow; one arrow indicates a one-way street going in the direction of the arrow; two arrows represent a two-way street. You are not allowed to go the wrong way on a one-way street.

- 54.** Officer Tenney is eastbound on Kent Avenue at Lee Lane. He receives a call about a vicious dog at a residence located at the northeast corner of Lynch Road and Mill Road. What is the quickest route for Officer Tenney to take?
- Continue east on Kent Avenue, then north on Main Street to Mill Road, and then west on Mill Road to the northeast corner of Lynch Road and Mill Road.
 - Continue east on Kent Avenue, then north on Main Street, then west on Pomeroy Boulevard, and then south on Lynch Road.
 - Continue east on Kent Avenue, then south on Main Street, then west on Pine Avenue, then north on Grove Street, and then east on Mill Road to Lynch Road.
 - Continue east on Kent Avenue, then north on Main Street, then west on Palmer Avenue, and then north on Lynch Road to Mill Road.
- 55.** Officers McElhane and Calhoun are driving by the court house, northbound on Upton Street. They receive a call about a fight among four juveniles at Ross Park on the Grove Street side of the park. What is the most direct route for Officers McElhane and Calhoun?
- Continue north on Upton Street, west on Pomeroy Boulevard, then south on Main Street, and then west on Kent Avenue to Grove Street.
 - Continue north on Upton Street, then west on Pomeroy Boulevard, and then south on Grove Street to Ross Park.
 - Continue north on Upton Street, then west on Pomeroy Boulevard, then south on Main Street, then west on Palmer Avenue, and then south on Grove Street to Ross Park.
 - Make a U-turn on Upton Street and then go west on Palmer Avenue and then south on Grove Street to Ross Park.
- 56.** Officer Kearney is leaving Jim's Deli, heading west on Pine Avenue. She turns left on Lee Lane, then left again onto Pecan Avenue. She turns left on Main Street and finally turns right on Palmer Avenue. What direction is she facing?
- west
 - south
 - north
 - east



Answer questions 57–60 solely on the basis of the following passage.

Most criminals do not suffer from anti-social personality disorder; however, nearly all persons with this disorder have been in trouble with the law. Sometimes labeled “sociopaths,” they are a grim problem for society. Their crimes range from con

games to murder, and they are set apart by what appears to be a complete lack of conscience. Often attractive and charming, and always inordinately self-confident, they nevertheless demonstrate a disturbing emotional shallowness, as if they had been born without a faculty as vital as sight or hearing. These individuals are not legally insane, nor do they suffer from the distortions of thought associated

with mental illness; however, some experts believe they are mentally ill. If so, it is an illness that is exceptionally resistant to treatment, particularly since these individuals have a marked inability to learn from the past. It is this latter trait that makes them a special problem for law enforcement officials. Their ability to mimic true emotion enables them to convince prison officials, judges, and psychiatrists that they feel remorse. When released from incarceration, however, they go back to their old tricks, to their con games, their impulsive destructiveness, and their sometimes lethal deceptions.

- 57.** Based on the passage, which of the following is NOT likely to be a characteristic of the person with anti-social personality disorder?
- delusions of persecution
 - feelings of superiority
 - inability to suffer deeply
 - inability to feel joy
- 58.** Which of the following careers would probably best suit the person with anti-social personality?
- soldier with ambition to make officer
 - warden of a large penitentiary
 - loan officer in a bank
 - salesperson dealing in nonexistent real estate
- 59.** Based on the passage, which of the following words best sums up the inner emotional life of the person with anti-social personality?
- angry
 - anxious
 - repressed
 - empty
- 60.** According to the passage, which of the following characteristics is most helpful to the person with antisocial personality in getting out of trouble with the law?
- inability to learn from the past
 - ability to mimic the emotions of others
 - attractiveness and charm
 - indifference to the suffering of others

PART THREE: JUDGMENT AND PROBLEM SOLVING

Use good judgment and common sense, as well as the information provided in the question, to answer the following questions.

- 61.** While on foot patrol downtown, Officer Gutierrez is approached by Ms. Louise Herald, who says that a man snatched a shopping bag full of gifts from her arm and ran away. Ms. Herald remembers the contents of the shopping bag as follows:
- | | |
|---------------------------------------|-------|
| ■ 1 cashmere sweater valued at | \$260 |
| ■ 3 diamond bracelets, each valued at | \$365 |
| ■ 1 computer game valued at | \$78 |
| ■ 1 cameo brooch valued at | \$130 |

Later, Officer Gutierrez receives a call from Ms. Herald, who says she has found the receipts for the stolen merchandise. She says that what she told the officer was correct except that there were only 2 diamond bracelets, not 3, and that the value of the cashmere sweater was \$245. What should Officer Gutierrez write as the total value of the stolen property?

- \$833
- \$1,183
- \$1,198
- \$1,563

- 62.** Officer Kemp has worked more night shifts in a row than Officer Rogers, who has worked five. Officer Miller has worked 15 night shifts in a row, more than Officers Kemp and Rogers combined. Officer Calvin has worked eight night shifts in a row, less than Officer Kemp. How many night shifts in a row has Officer Kemp worked?
- eight
 - nine
 - ten
 - eleven
- 63.** For the past two months, stereo shops all over the city have been hit by burglars in the early morning hours. Sergeant Adams tells Officer Bryant that he should carefully watch the stores in his area that specialize in stereo equipment. Which one of the following situations should Officer Bryant investigate?
- a truck with its motor running backed up to the rear door of the House of Stereos at 1:00 A.M.
 - a lone man going through a dumpster at the rear of the House of Stereos at 2:00 A.M.
 - a delivery van marked "House of Stereos" parked in the rear of the store at 2:00 A.M.
 - two teenaged boys intently examining a stereo system in the window of House of Stereos at a little after midnight
- 64.** Police officers do not always have to issue citations even though a clear violation of traffic laws has taken place in their presence. In which of the following situations would it be most appropriate for an officer NOT to issue the driver a ticket?
- A woman having a heart attack rolls through a four-way stop sign in her car.
 - A man late to a meeting goes seven miles over the speed limit in light traffic.
 - A woman speeds through a school zone thinking it is Saturday, not Friday.
 - A man runs a stop sign because no other cars were in sight.
- 65.** Four eyewitnesses saw a vehicle being stolen and noted the license plate number. Each wrote down a different number listed below. Which one is probably right?
- KLV 017
 - XIW 007
 - XIW 017
 - XIV 017
- 66.** Randy Wade comes home and surprises a burglar in his house. The burglar runs past Randy out the door. Which one of the following parts of Randy's description of the burglar will be most helpful to police in identifying him?
- He walked with a limp.
 - He carried a VCR.
 - He wore a ski mask.
 - He smelled like fish.
- 67.** Officer Madeira has noticed that daytime residential burglaries in his district have increased during the past two months. Which of the following situations, occurring around 1:00 P.M., should Officer Madeira investigate?
- a teenaged boy dancing down the sidewalk, holding a large radio to his ear and singing
 - a woman walking door-to-door carrying a small suitcase
 - a man parked in the shade eating a sandwich and watching some children play
 - a man walking down the street carrying a medium-sized television set

Use the following information to answer questions 68–70.

Officers responding alone to the scene of a burglar alarm should do the following in the order given:

1. Turn off siren and emergency lights as soon as possible to keep from alerting suspects.
 2. Park the patrol car away from the building.
 3. Notify the dispatcher of their arrival and location.
 4. Begin checking the outside of the building for signs of entry.
 5. Notify the dispatcher if signs of entry are discovered.
 6. Wait for backup if it is available before going inside a building where entry has been made.
 7. Tell backup officers where to position themselves as they arrive.
- 68.** Officer Kim is dispatched to a burglar alarm call at 100 South Main Street, where the Quik Stop convenience store is located. The store closed at 1 A.M. and it is now 3 A.M. Officer Kim is parked in the parking lot of the pawnshop next door writing a report when the call comes out. Officer Kim's next step should be to
- a. walk up to the building from the side so her approach is undetected.
 - b. wait for backup before approaching the building.
 - c. inform the dispatcher that she has arrived at 100 South Main St.
 - d. check the outside of the building for signs of entry.
- 69.** Officer Smith is sent to 1313 Milbury Way on a residential burglary alarm call at 1 P.M. Traffic is heavy on the way to the call, and he turns on his emergency lights to help clear the way. Officer Smith is notified that no back-up is available in his sector. What is the next thing Officer Smith should do?
- a. Park his patrol car a house or two away from 1313 Milbury Way.
 - b. Inform the dispatcher when he arrives.
 - c. Approach the front door, since any suspects are probably gone by now.
 - d. Turn off his emergency lights as soon as he can safely do so.
- 70.** The dispatcher puts out a call of a burglar alarm at a warehouse at 410 Fourth Avenue. The alarm has already sounded three times in the past four hours. Officer Harris is three blocks away from the warehouse and tells the dispatcher that she will respond to the call. She parks down the block from the warehouse and radios in to the dispatcher that she has arrived. The dispatcher tells her that the warehouse owner is en route to fix the problem with the alarm. The next step Officer Harris should take is to
- a. wait for the warehouse owner to arrive.
 - b. check the outside of the building for signs of entry.
 - c. call for back-up.
 - d. resume her patrol as something other than an intruder is setting off the alarm.

71. On Monday morning, Officers Rosen and McNalty respond to a call of a burglary that apparently took place over the weekend at Datamation Computer Consultants. The owner of the business says that the following equipment is missing:

- 3 telephone sets, each valued at \$125
- 2 computers, each valued at \$1,300
- 2 computer monitors,
each valued at \$950
- 1 printer valued at \$600
- 1 answering machine valued at \$50

Officer McNalty is preparing a complaint report on the burglary. What should he write as the total value of the missing property?

- a. \$3,025
 - b. \$5,400
 - c. \$5,525
 - d. \$6,525
- 72.** The police are staking out a suspected crack house. Officer Michaels is in front of the house. Officer Roth is in the alley behind the house. Officer Jensen is covering the windows on the north side, Officer Sheen those on the south. If Officer Michaels switches places with Officer Jensen, and Jensen then switches places with Officer Sheen, where is Officer Sheen?
- a. in the alley behind the house
 - b. on the north side of the house
 - c. in front of the house
 - d. on the south side of the house
- 73.** Downtown merchants have complained to Sergeant Ramos about a recent rash of auto thefts. Mr. Smith says that six of his best customers have had their cars stolen in the past two weeks while parked in the downtown area. Sergeant Ramos alerts Officer Hammond to patrol the area closely. Which following situation should Officer Hammond investigate?

- a. a transient approaching people as they get out of their cars to ask them for a cigarette
- b. two young men sitting on the hood of a car parked in front of Mr. Smith's store
- c. a tow truck operator attempting to open the door of a vehicle for a man who is standing nearby
- d. a man walking from parked car to parked car pulling on the door handles

74. Mrs. Oneida called the police to report that a man was looking into her bedroom window last night around 9:45 P.M. Officer Williams talks to residents in the area and finds out several people have seen a white male dressed in black walking up and down the street at about 10 P.M. for the past week. Officer Williams decides to patrol the area closely and is in the area by 9:30 P.M. Which situation below should she investigate?

- a. two teenagers in jeans and dark t-shirts sitting on the curb smoking cigarettes
- b. a man wearing black jogging shorts and dark shoes stretching his legs in the driveway of a house
- c. a man dressed in dark jeans and a navy blue turtleneck walking rapidly away from some shrubbery at the side of a house
- d. a man in dark clothing attaching a water hose to the faucet on the side of a house

75. In a four day period—Monday through Thursday—each of the following officers worked only one day, each a different day. Officer Johnson was scheduled to work on Monday, but she traded with Officer Carter, who was originally scheduled to work on Wednesday. Officer Falk traded with Officer Kirk, who was originally scheduled to work on Thursday. After all the switching was done, who worked on Tuesday?

- a. Carter
- b. Falk
- c. Johnson
- d. Kirk

- 76.** Police officers may find themselves in situations where using a normal, conversational tone of voice is not enough to get an individual to do what the officer needs done. Which situation below calls for an officer to shout using a firm, authoritative tone of voice?
- asking to see a driver's proof of automobile insurance after an accident
 - advising a new partner of a recently implemented departmental policy
 - chasing a burglar out of a house
 - asking a boy why he is not in school on a Monday morning
- 77.** The police department needs to appoint a new Captain, which will be based on seniority. Sergeant West has less seniority than Sergeant Temple, but more than Sergeant Brody. Sergeant Rhodes has more seniority than Sergeant West, but less than Sergeant Temple. Sergeant Temple doesn't want the job. Who will be the new Captain?
- Rhodes
 - Temple
 - West
 - Brody
- Use the following information to answer questions 78–81.
- Officers frequently handle domestic disturbance calls. Since these calls are dangerous for both the families involved and the officers, officers called to the scene of a domestic disturbance should carry out the following steps in the order listed:
- Inform the dispatcher when they arrive.
 - Park the patrol car away from the residence.
 - Before knocking, listen carefully at the door to get an idea of what is happening inside.
 - Stand on either side of the door while knocking, in order to be less vulnerable to gun shots or immediate attack.
- Knock and identify themselves as police officers.
 - Once inside, restore order as calmly as possible by separating those who are arguing.
 - Administer first aid if immediately necessary.
 - Talk to the participants separately and find out what happened.
 - Let the dispatcher know if the situation is under control or if assistance is needed.
- 78.** Officers Charles and Washington have been dispatched to 2104 Maple Avenue. Neighbors called 911 and said that they could hear Jeff threatening his wife Sara and that they were afraid he was about to beat her. Officer Charles notifies the dispatcher that they have arrived. He parks the car in front of 2102 Maple, and he and Officer Washington begin walking up the sidewalk to 2104 Maple Ave. What should the two officers do next?
- Knock on the front door and request entry.
 - Listen at the door to see if they can tell what is going on inside.
 - Talk to the neighbors who called before taking any action.
 - Administer first aid to those who are injured.
- 79.** Officer Wallace arrives at the scene of a domestic disturbance. After notifying the dispatcher of her arrival and parking her car a few houses away, Officer Wallace is at the house's front door. She listens for a few minutes and hears a woman sobbing. The house is dark and quiet except for the sounds of the woman crying. The next step Officer Wallace should take is to
- walk around to the rear of the house and listen at the back door.
 - knock on the door and identify herself.
 - call to the woman through the door to ask if she is injured.
 - step to one side of the door before knocking.

- 80.** Officers Stanley and DiMartino have just pulled up to the curb near 9000 Block Parkway on a domestic disturbance call. Neighbors are reporting sounds of breaking glass, yelling, and gunshots. What is the first thing the officers should do?
- Listen at the door to see if they can tell what is happening.
 - Get the dispatcher to have a neighbor meet them outside to tell them what they heard.
 - Radio in to the dispatcher when they arrive at the scene.
 - Immediately run into the residence.
- 81.** Officer Roberts is dispatched to a domestic disturbance at 3412 Runnymede. When he arrives, he radios in to the dispatcher and parks at 3410 Runnymede. As he approaches the house, the door flies open and a woman runs out. She is bleeding heavily from a cut on her arm and collapses at his feet, crying, "Help me, officer!" The next thing Officer Roberts should do is to
- apply first aid to the woman's wound.
 - search the house for the suspect.
 - separate the victim and the suspect.
 - identify himself to the victim.
- 82.** Four people witnessed a mugging. Each gave a different description of the mugger. Which description is probably right?
- He was average height, thin, and middle-aged.
 - He was tall, thin, and middle-aged.
 - He was tall, thin, and young.
 - He was tall, of average weight, and middle-aged.
- 83.** Officer Kim reports to the scene of a burglary at 125 Eastside Avenue, apartment 3D. The resident, Anthony Blake, who is a musician, says that he returned from his girlfriend's house this morning to find his lock picked and his instruments missing:
- | | |
|----------------------------------|---------|
| ■ 1 violin valued at | \$3,500 |
| ■ 2 violin bows, each valued at | \$850 |
| ■ 2 music stands, each valued at | \$85 |
| ■ 1 cello valued at | \$2,300 |
- In addition, Mr. Blake says that his watch, valued at \$250, and \$85 in cash are missing. When Officer Kim writes his report on the burglary, what should he write as the total value of the stolen property and cash?
- \$6,735
 - \$7,070
 - \$7,670
 - \$8,005
- 84.** Police officers must sometimes exceed posted speed limits in order to enforce the law. In which situation below would it be most appropriate for an officer to go faster than the speed limit?
- on the way to a call of a burglary that took place the day before
 - while chasing a suspected bank robber who is speeding down the highway
 - on the way to the local hospital, transporting a prisoner who has had recurrent headaches
 - while late for an appointment to testify in a case of breaking and entering

85. Officer Hesalroad has responded to the scene of a robbery. On the officer's arrival, the victim, Ms. Margaret Olsen, tells the officer that the following items were taken from her by a man who threatened her with a knife:

- 1 gold watch, valued at \$240
- 2 rings, each valued at \$150
- 1 ring, valued at \$70
- Cash \$95

Officer Hesalroad is preparing her report on the robbery. Which one of the following is the total value of the cash and property Ms. Olsen reported stolen?

- a. \$545
 - b. \$555
 - c. \$705
 - d. \$785
- 86.** Officers are required to immediately report to their supervisor any damage to a patrol car. In which situation below should an officer call the supervisor to report a damaged patrol car?
- a. A disgruntled citizen kicks a tire on the patrol car as she walks past it.
 - b. The driver's door is dented in by an irate man under arrest for public intoxication.
 - c. The officer bumps a pole while backing out of an alley but finds no dents or scratches on the vehicle.
 - d. The officer finds a dozen eggs smashed on the windshield.

Use the following information to answer question 87.

When a police officer makes an arrest for the crime of Driving While Intoxicated, the officer should:

1. Have the driver get out of the vehicle.
2. Request that the driver perform field sobriety tests.
3. Demonstrate each sobriety test before allowing the driver to attempt the tests.
4. If the driver fails the sobriety tests, arrest the driver and explain why.
5. Have the driver's vehicle towed to a holding facility by the department's designated towing company.

87. Officer Marcos is on patrol when he sees a white Ford Thunderbird run a red light at the intersection of Maple and Walnut. The vehicle is weaving back and forth over the double yellow line in the center of the roadway. The driver pulls over to the side of the road for Officer Marcos five blocks later and gets out of his car. When Officer Marcos smells a strong odor of alcohol on the man's breath, he asks the driver to perform several sobriety tests. The driver says "okay" and immediately tries to stand on one leg, but cannot do so. Officer Marcos tells the driver he is under arrest for Driving While Intoxicated, and places him in the patrol car. He then calls for a tow truck to impound the Thunderbird. Under these circumstances, the actions taken by Officer Marcos were

- a. improper, because he failed to demonstrate the sobriety tests for the driver.
- b. proper, because it was obvious by the driver's actions that he would not pass a field sobriety test.
- c. improper, because he did not tell the driver to get out of his car.
- d. proper, because the driver could not stand on one leg.

Use the following information to answer questions 88–91.

All police officers are expected to know how to properly package evidence after the decision has been made to collect it. The following steps should be carried out in the order listed:

1. Place each item in a separate container.
 2. Seal each container in such a way that it cannot be opened without breaking the seal.
 3. The officer collecting the evidence should write his or her name or employee number on the seal.
 4. Place a tag on the container that identifies the case number, the date and time collected, where the item was found, what the item is, who collected it, and what condition the item is in.
 5. Turn the evidence in personally to the Property Room without breaking the chain of custody by allowing someone else to do it.
- 88.** Officer Schwartz is the first officer to arrive at the scene of a burglary at Wiggin’s Liquor Store. After making sure the scene is secure, he begins to collect evidence. The first item he finds is a screwdriver lying on the sidewalk in front of the glass doors leading into the store. The second item he sees is a small flashlight on the floor inside the building. Officer Jones places the screwdriver in a small plastic bag. What is the next thing he should do?
- a. Lock the screwdriver in the trunk of his car.
 - b. Seal the bag with evidence tape so that the bag cannot be opened.
 - c. Write the case number and other information about the evidence on the outside of the bag.
 - d. Put the flashlight in the bag with the screwdriver.
- 89.** Officer Jackson is dispatched to a fatality collision scene involving a person suspected of driving while intoxicated. The suspect is under arrest, and Officer Jackson is searching his vehicle for evidence. He finds an empty glass beer bottle in the front seat, along with a receipt from Evy’s Liquor Emporium for a twelve-pack of beer. The first thing Officer Jackson should do with this evidence is to
- a. put the bottle and the receipt in a bag, and seal it.
 - b. attach a tag to the neck of the bottle and write the case number on the tag.
 - c. place the bottle and the receipt in different bags.
 - d. turn the bottle and the receipt in to the Property Room.
- 90.** Two officers are dispatched to the scene of a robbery. Officer McGregor is assigned to collect all of the physical evidence. Officer Sterne is in charge of the scene and is responsible for interviewing the victim and the witnesses and for keeping the crime scene from being contaminated by onlookers. As Officer McGregor is labeling the bag in which he has placed a knife dropped by the suspect, a witness points out a button on the sidewalk, which she says may have come from the suspect’s jacket. What should Officer McGregor do next?
- a. Seal the button in a container by itself, write his name on the seal, label the container, and give it to Officer Sterne.
 - b. Let Officer Sterne collect and package the button and label its container, and then receive the container from Officer Sterne to deliver it to the Property Room.
 - c. Place the button in a container, seal the container, write his name and information about the button on the label, and then turn in the container to the Property Room.
 - d. Leave the button on the sidewalk, since the witness is not certain it comes from the suspect’s jacket.

- 91.** Officer Patel has collected evidence at a crime scene and placed it in a container. The first thing Officer Patel should write on the evidence tag is
- his employee number.
 - the case number.
 - the date.
 - the time he arrived at the crime scene.
- 92.** Four police officers are chasing a suspect on foot. Officer Calvin is directly behind the suspect. Partners Jenkins and Burton are side by side behind Calvin. Officer Zeller is behind Jenkins and Burton. Burton trips and falls, and Calvin turns back to help him. An officer tackles the suspect. Which officer caught the suspect?
- Burton
 - Zeller
 - Jenkins
 - Calvin

Use the following information to answer question 93.

Police officers follow certain procedures when placing a person under arrest and transporting that person in a patrol car. Officers are expected to:

- Handcuff the prisoner securely.
 - Search the prisoner carefully for possible weapons and contraband.
 - Check the area where the prisoner will be seated in the patrol car for possible weapons and contraband from a previous arrest.
 - Place the prisoner in the patrol car and place a seat belt around the individual.
 - Transport the prisoner directly to jail.
 - Check the seat and floorboard area where the prisoner was seated after arrival at the jail for possible contraband or weapons from the prisoner.
- 93.** Officer DeVero watched Joe Jackson buy a small vial of cocaine from a dealer on 9th Street and arrested him for possession of a controlled substance. She placed handcuffs on Jackson, searched him for weapons and contraband, and then placed him in the back seat of her patrol car after checking the seat and floorboard area. She placed a seat belt around the prisoner and drove toward the jail. On the way, she saw a woman roll through a stop sign and pulled her over. She issued the woman a citation and drove on to the jail where she helped the prisoner out of the back seat and checked the area where he had been seated for weapons or contraband. Under these circumstances, the actions taken by Officer DeVero were
- improper, because she should have also arrested the dealer.
 - proper, because she followed proper procedure in arresting and transporting Jackson to jail.
 - improper, because she should have taken Jackson directly to jail without stopping.
 - proper, because she was able to efficiently handle two situations: the arrest and the traffic violation.
- 94.** The alarm goes off at the State National Bank. Officer Manson is patrolling in his squad car ten miles away. Officer Fromme is patrolling five miles away, Officer Smith, seven miles. Officer Sexton is farther away than Fromme, but closer than Smith. Approximately how far away from the bank is Sexton?
- nine miles
 - seven miles
 - eight miles
 - six miles

- 95.** Officers Roberts and Reed are on bicycle patrol in the downtown area. Sergeant McElvey tells them that a white male has been committing robberies along the nearby bike path by stepping out of the bushes and threatening bicyclists with an iron pipe until they give him their bicycles. There have been three separate incidents, and the suspect descriptions are from three different victims.

Robbery #1: Suspect is a white male, 20–25 years old, 5'9", 145 pounds, with a shaved head, wearing a skull earring in the left ear, floppy white t-shirt, worn light blue jeans, and black combat boots.

Robbery #2: Suspect is a white male, 25–30 years old, dark brown hair in a military-style crew cut, 6'2", 200 pounds, wearing a white t-shirt with the words "Just Do It" on the back, blue surgical scrub pants, and black combat boots.

Robbery #3: Suspect is a white male, 23 years old, 5'10", skinny build, no hair, wearing a Grateful Dead t-shirt, blue baggy pants, dark shoes, and one earring.

Three days after Sergeant McElvey told the officers about the robberies, Officer Reed arrested a suspect for attempting to take a woman's mountain bike from her on the bicycle path.

The description of the suspect is as follows:

Robbery #4: Suspect is a white male, 22 years old, 140 pounds, 5'10", with a shaved head and one pierced ear, wearing a plain white t-shirt two sizes too large for him, faded baggy blue jeans, and scuffed black combat boots.

After comparing the suspect description with those in the first three robberies, Officer Reed should consider the arrested man as a suspect in which of the other robberies?

- a. Robbery #1, Robbery #2, and Robbery #3
 - b. Robbery #1, but not Robbery #2 or Robbery #3
 - c. Robbery #1 and Robbery #3, but not Robbery #2
 - d. Robbery #1 and Robbery #2, but not Robbery #3
- 96.** Officer Troy arrives at the scene of a hit-and-run traffic accident. Mrs. Chen tells him she was waiting for the light to change when a car struck her from behind. The driver backed up and left the scene. She saw his license plate as he left, as did three teenaged witnesses waiting for the school bus. The following lists what each one reported. Which license plate number below is most likely the license plate of the hit-and-run vehicle?
- a. JXK 12L
 - b. JYK 12L
 - c. JXK 12I
 - d. JXX 12L
- 97.** Captain Forest likes to let her officers choose who their partners will be; however, no pair of officers may patrol together more than seven shifts in a row. Officers Adams and Baxter patrolled together seven shifts in a row. Officers Carver and Dennis have patrolled together three shifts in a row. Officer Carver does not want to work with Officer Adams. Who should Officer Baxter be assigned with?
- a. Carver
 - b. Adams
 - c. Dennis
 - d. Forest

- 98.** Four eyewitnesses give descriptions of the getaway car used in a bank robbery. Which description is probably right?
- dark blue with a white roof
 - dark green with a gray roof
 - black with a gray roof
 - dark green with a tan roof

Use the following information to answer questions 99–100.

The first officer to respond to the scene of a sexual assault has many responsibilities. The officer should take the following steps in the order listed.

- Aid the victim if necessary by calling for an ambulance or administering first aid.
- Try to calm and comfort the victim as much as possible.
- If the attack is recent, get a suspect description from the victim and radio the dispatcher to put out a be-on-the-lookout broadcast.
- Find out from the victim where the crime occurred.
- Determine if there is any physical evidence on the victim that may need to be preserved, such as pieces of the suspect's skin or blood under the victim's fingernails.
- If possible, have the victim change clothing, and then take the clothing she was wearing as evidence.
- Convince the victim that she should undergo a medical exam for her health and safety and so that evidence may be gathered.

- 99.** At 2 A.M., Officer Maxwell is sent to the scene of a sexual assault at 1201 Roxy St. He arrives and finds the victim, Susan Jackson, sitting on the front porch crying. She tells him that a man crawled through her window and raped her. When the rapist ran out the front door, she called the police immediately. The next step Officer Maxwell should take is to

- take a look around the house to make sure the suspect is really gone.
- ask Jackson if she is injured and in need of medical attention.
- talk Jackson into going to the hospital for a medical exam.
- ask Jackson to describe her attacker.

- 100.** Officer Augustine is at 2101 Reynolds Street talking to Betty Smith, the victim of a sexual assault. She is uninjured and is very calm. She gives Officer Augustine a detailed description of her attacker and says she thinks he may be headed for a nearby tavern. At this point, Officer Augustine should

- get into his patrol car and drive to the tavern.
- give the dispatcher the description of the suspect.
- take the victim straight to the hospital for a medical exam.
- have the victim change clothing.

ANSWER KEY

PART ONE: MEMORIZATION AND VISUALIZATION

1. d. Refer to the Charges section on Baker.
2. a. Refer to the Identifying Scars or Marks section on Baker.
3. b. Refer to the Description section where Camacho's age is listed.
4. a. Refer to the Aliases section on Cloud.
5. c. Refer to the drawing of Camacho and to the Remarks section.
6. a. Refer to the Identifying Scars or Marks section on Cloud. Remembering the alias *Eddie One-Eye* would also give you the answer to this question.
7. b. Refer to the Description section on Chan.
8. c. Refer to the Remarks section on Chan.
9. a. Refer to the Wanted By section on Hart.
10. d. Refer to the Charges section on Chan.
11. b. Refer to the Remarks section on Hart.
12. d. Refer to the drawing of Hart.
13. a. Camacho is listed as "missing," while Chan is listed as "wanted."
14. a. Refer to the Charges section on Hart.
15. d. Refer to the Remarks section on Cloud.
16. a. Refer to the Remarks section on Cloud.
17. b. Refer to the Caution section on Hart.
18. d. Refer to the Description section on Cloud.
19. c. Refer to the Description sections of both Hart and Cloud. None of the other options is true.
20. c. Baker does not have a mustache so this option is false. Don't miss the part of this question that asks you which statement is *false*.
21. b. See the first three sentences of the first paragraph of the passage.
22. d. See the fourth paragraph.
23. c. Based on the actions described, an officer's training and experience would indicate that the people were planning a robbery.
24. b. See the sixth sentence of the first paragraph.
25. a. See the second sentence of the second paragraph.
26. c. See the fourth paragraph.
27. d. See the third paragraph.
28. a. See sentences three and four of the first paragraph.
29. b. Refer to the second paragraph, the fourth sentence.
30. c. See the sixth sentence of the second paragraph.

PART TWO: READING

31. c. The complainant, Alan Weber, lives at 1807 Clarkson.
32. a. The neighbor, Mr. Weber, said the noise kept him awake for two hours. There is no mention in the passage of Mr. Weber being worried (choices **b** and **c**) or curious (choice **d**). If he had been worried, he probably wouldn't have waited two hours to call the police.
33. b. Mr. Hayes' first words to the police were, "It's about time you got here." There is no indication that Mr. Hayes was surprised—his statement shows the opposite—nor that he was frightened, distrustful, or angry at the police. He went with them *willingly*.
34. a. Mr. Hayes stated that he was protecting himself. There is no indication in the passage that he knows he is mentally ill (choice **b**) or that he was annoyed by neighbors (choice **d**). He would be unlikely to clean the woodwork (choice **c**), as he believes it houses his enemies.
35. c. This is the simplest way around the one-way streets and Town Hall. Because Linda Lane is one-way the wrong way, some backtracking is inevitable. However, the residence is only one

block off of Barcelona Boulevard, and so turning eastbound on Barcelona requires the least amount of backtracking. Choice **a** directs the officers to turn the wrong way down a one-way street. Choice **b** requires too much backtracking. Choice **d** leaves the officers on Barcelona Boulevard, not Linda Lane.

- 36. b.** This route is most direct because it requires the fewest turns. Choice **a** requires the officers to go the wrong way on McMahon Street. Choice **c** is not correct because Canyon Drive is a one-way street south. Choice **d** takes the officers too far east.
- 37. a.** If Officer Ricardo turns right onto James Avenue she will be facing north. A left turn onto Linda Lane turns her west again, and a right turn onto Livingston Avenue turns her north. The final right turn onto Barcelona Boulevard turns her east.
- 38. d.** The passage deals not only with the sphere of law, but more centrally with the sphere of values and civil conduct. Nowhere does the passage say that police officers should be idealistic (choice **c**).
- 39. d.** Fairness and accuracy, respect for individuals, and the importance of maintaining community relations are all mentioned in the second paragraph. Maintaining morale on a multiracial force is also important, but it is not mentioned in the passage.
- 40. c.** Civil conduct is mentioned throughout the passage.
- 41. a.** See the second sentence of the second paragraph. Choice **d** is close, but the passage suggests a police officer must be not only an authority but also an exemplar.
- 42. c.** See the second and third sentences of the second paragraph.
- 43. d.** *Courage* is never mentioned in the passage. *Moderation* is explicitly referred to near the end of the second paragraph. *Justice* and *politeness* are synonymous with *fairness* and *civil conduct and speech* in the passage.
- 44. c.** Choice **a** takes the man to the park, not to the Senior Citizens Center. Choice **b** takes the man too far south. Choice **d** takes him to Lafayette Street, while the entrance to the Senior Citizens Center is on Grand.
- 45. d.** Choice **a** takes the librarian the wrong way on Avenue C. Choice **b** shows the wrong directions for the streets—Brooklyn Street runs north-south, and Avenue B runs east-west. Choice **c** leaves the librarian one block east of the gas station.
- 46. b.** Choices **a** and **c** take you the wrong way on 1st Avenue. Choice **d** will get you to the southeast, not the northwest, corner of the park.
- 47. d.** Choice **a** is less direct. Choice **b** does not start from the hospital, and involves going the wrong way on Avenue B. Choice **c** is indirect and involves going the wrong way on Avenue D.
- 48. a.** Choice **b** is less direct and involves going the wrong way on 1st Avenue. Choice **c** will lead away from 1st Avenue, not toward it. Choice **d** takes you the wrong way on Avenue C and 1st Avenue.
- 49. d.** See the first sentence of the passage. The officers were initially in the uptown-bound train. The subway platform is where questioning occurred.
- 50. c.** Although Ms. Simpson allegedly assaulted the complainant and created a disturbance, she was arrested for the concealed weapon.
- 51. a.** Alan Sterns is identified as the complainant in the second sentence of the passage.
- 52. d.** See the next-to-last sentence in the passage.
- 53. a.** According to Mr. Sterns, Ms. Simpson struck him when he attempted to move her bags.
- 54. d.** This is the most direct route because it does not require any backtracking. Choice **a** is not correct because it would require the officer to go the wrong way on Mill Road. Choice **b** requires some backtracking and takes the officer the wrong way on Lynch Road. Choice **c** is not as direct because

it requires the officer to move in the opposite direction from the call.

- 55. b.** This is the fastest route, requiring the fewest turns. Choice **a** is not correct because Kent is a one-way street going east. Choice **c** requires too many turns and is not the most direct route. Choice **d** is not correct because Upton Street is one-way going north.
- 56. d.** A left turn onto Lee Lane turns Officer Kearney south. Another left turn onto Pecan Avenue turns her east. Left onto Main Street turns her north and the final right turn onto Palmer turns her back east.
- 57. a.** The discussion of the traits of a person with anti-social personality disorder in the middle of the passage specifies that such a person does not have distortions of thought. The passage speaks of the anti-social person as being *inordinately self-confident* (choice **b**), and of the person's *emotional shallowness* (choices **c** and **d**).
- 58. d.** The third sentence of the passage speaks of *con games*. None of the other professions would suit an impulsive, shallow person who has been in trouble with the law.
- 59. d.** The passage mentions *emotional shallowness*. The other choices hint at the capability to feel meaningful emotion.
- 60. b.** The passage says that a person with anti-social personality disorder can mimic real emotion, thereby conning prison officials, judges, and psychiatrists. The other choices are mentioned in the passage, but not in connection with getting out of trouble with the law.

PART THREE: JUDGMENT AND PROBLEM SOLVING

- 61. b.** Add the corrected value of the sweater (\$245) to the value of the two, not three, bracelets (\$730), plus the other two items (\$78 and \$130).
- 62. b.** Officer Kemp has worked more shifts in a row than Officer Calvin; therefore, Kemp has worked more than eight shifts. The number of Kemp's shifts plus the number of Rogers' shifts (five) cannot equal 15 or more, the number of Miller's shifts. Therefore, Kemp has worked nine shifts in a row ($5 + 9 = 14$).
- 63. a.** A truck with the motor running, backed up to the rear door of a closed business at 1:00 A.M. is suspicious. Delivery vans owned by businesses are commonly parked on store property after hours (choice **c**). A lone man going through a dumpster would have no way to carry off stereo equipment (choice **b**), and it would not be unusual for teenaged boys to be looking at a stereo system in the window, even at midnight (choice **d**).
- 64. a.** The question asks you to choose when it is most appropriate *not* to issue a traffic citation. A woman having a heart attack is not likely to be able to control the situation. The other choices, while they may seem understandable, are clear violations of the law in which the people involved were in control of their behavior.
- 65. c.** The elements of the license plate number that most often repeat in the eyewitnesses descriptions are XIW and 017. Therefore, the correct license number is most likely XIW 017.
- 66. a.** The fact that the burglar walked with a limp is the only element of the description likely to remain constant over time and will therefore be most helpful to the police.
- 67. d.** A man walking down the street in the afternoon carrying a television set is the most likely of all the choices to be the daytime burglar, since people do not regularly carry appliances on the street. The teenaged boy is drawing attention to himself and so is unlikely to have stolen the radio. There is also less reason to suspect the woman, who is probably a door-to-door salesperson. It is likely the man in the car is having a late lunch.

- 68. c.** The officer has already done steps 1 and 2 because she is already at the location. Her next step would be to let the dispatcher know that she is on the scene (step 3).
- 69. d.** Officer Smith should turn off his emergency lights as the first step in answering a burglar alarm call.
- 70. b.** The next step Officer Harris should follow at the scene of this burglar alarm is to check the outside of the building for entry. How many times the alarm has gone off in one night, and who is on the way to fix a problem with the alarm, have no bearing on how the call should be handled.
- 71. c.** The total value of all three telephone sets at \$125 each is \$375. The total value of both computers at \$1,300 each is \$2,600. The two computer monitors, each valued at \$950, have a total value of \$1,900. Add those three totals to the printer at \$600 and the answering machine at \$50 for a grand total of \$5,525 for all the stolen property.
- 72. c.** After all the switches were made, Officer Sheen is in front of the house. Officer Roth is in the alley behind the house; Officer Michaels is on the north side, Officer Jensen on the south.
- 73. d.** An officer who is looking for auto thieves should pay attention to a man who is trying to open car doors. The transient in choice **a** may be panhandling, but there is no reason to suspect car theft. People often sit on car hoods, as in choice **b**. The man in choice **c** probably owns the vehicle he's standing near.
- 74. c.** The officer is looking for a suspect dressed in dark clothing who has been seen walking up and down a residential street during a specific time span—a window peeper. Choices **a**, **b**, and **d** suggest normal neighborhood activity because all of the people involved are out in the open. The shrubbery the man in choice **c** is walking away from suggests a hiding place near a window.
- 75. d.** After all the switches were made, Officer Kirk worked on Tuesday. Officer Carter worked on Monday, Officer Johnson on Wednesday, and Officer Falk on Thursday.
- 76. c.** It would not be appropriate to shout in the situations described in choices **a**, **b**, or **d**. An officer would shout at a burglar because the situation calls for identifying himself or herself as a police officer. A loud, authoritative shout in this situation is part of the voice control officers should exercise as the first step in the use of force.
- 77. a.** Sergeant Temple has the most seniority, but does not want the job. Next in line is Sergeant Rhodes, who has more seniority than West or Brody.
- 78. b.** The officers have accomplished steps 1 and 2. Step 3 is to listen at the door.
- 79. d.** Standing to one side of the door before knocking is the next step in the procedure after listening at the door.
- 80. c.** The first step is for the officers to tell the dispatcher they have arrived at the scene.
- 81. a.** The woman is bleeding and needs first aid. Choice **b** is not an option in the list of procedures. There aren't two people to separate as suggested in choice **c**. The woman knows he is a police officer, so there is no need to identify himself as suggested in choice **d**.
- 82. b.** Tall, thin, and middle-aged are the elements of the description repeated most often and are therefore the most likely to be accurate.
- 83. d.** The two violin bows, each worth \$850, have a total value of \$1,700. The two music stands, each worth \$85, have a total value of \$170. Add those totals to \$3,500 for the violin and \$2,300 for the cello to get \$7,670. Finally, don't forget to add the \$250 watch and \$85 in cash, leaving a grand total of \$8,005.
- 84. b.** No emergency situation exists in choices **a**, **c**, or **d**. (Choice **c** might seem reasonable at first, but the headaches are described as *recurrent*, not sudden in onset.)

- 85. c.** The two rings, each valued at \$150, have a total value of \$300, but then it's important to note that there's another ring, worth \$70. Add \$370 for the three rings to \$240 for the gold watch and \$95 in cash for a total of \$705 in stolen property and cash.
- 86. b.** No damage has been done to the patrol car in choices **a**, **c**, or **d**.
- 87. a.** Step 3 in the procedures instructs the officer to demonstrate each sobriety test, which Officer Marcos did not do.
- 88. b.** Sealing the bag is step 2 on the list of procedures.
- 89. c.** Putting each item of evidence in a separate container is step 1 on the list of procedures.
- 90. c.** This choice includes all of the procedures listed from step 1 to step 5. Choices **a** and **b** are incorrect because the procedures insist that the same officer who collects and labels the evidence should turn it in. In choice **d**, whether the witness is certain or not has no bearing on whether the officer should collect what might be important evidence.
- 91. b.** Step 4 says that the first thing to be written on the evidence tag is the case number. The officer's employee number (choice **a**) goes on the seal, not on the evidence tag.
- 92. c.** After all the switching was done, Officer Jenkins was directly behind the suspect. Officer Burton had fallen and Officer Calvin turned back to help him. Officer Zeller remained in the rear.
- 93. c.** Step 5 of the procedures for arrest and transport specifies that the prisoner should be transported directly to the jail. Officer DeVero should not have stopped, even to write a traffic citation.
- 94. d.** Sexton is farther away than Fromme, who is five miles away, and closer than Smith, who is seven miles away.
- 95. c.** The suspect described in Robbery #2 has a crew-cut hair style, is at least five inches taller than the other suspects, and is about 60 pounds heavier. The other three descriptions are much more likely to be of the same man because they all describe a similar build and mention one earring or a pierced ear.
- 96. a.** The witnesses seem to agree that the plate starts out with the letter J. Three witnesses agree that the plate ends with 12L. Three witnesses think that the second letter is X, and a different three think that the third letter is K. The plate description that has all of these common elements is choice **a**.
- 97. a.** Baxter should be assigned to patrol with Carver. Baxter cannot be assigned with Adams, because they have already been together for seven shifts. If Baxter is assigned to Dennis, that would leave Carver with Adams. Adams does not want to work with Carver.
- 98. b.** *Dark green* and *gray roof* are the elements repeated most often by the eyewitnesses and are therefore most likely correct.
- 99. b.** Getting medical attention for the victim is the first step on the list of procedures. Choice **a** is not on the list of procedures, choice **c** is the last step on the list, and choice **d**, while important, is less urgent than determining if Jackson is injured.
- 100. b.** The officer has already taken care of steps 1 and 2: the victim doesn't need immediate medical help, and she is calm. Step 3 tells the officer to radio the suspect description to the dispatcher so a be-on-the-lookout bulletin can be issued.

Scoring

A passing score for police exams in most cities is 70%. If the real exam consists of 100 questions, like the test you just took, each question would be worth one point. Thus, your score on this exam is the same as your percentage.

While a total score of at least 70 usually lands you on the eligibility list, in many cities you need to do much better than just pass the exam to have a chance at a job. Many cities rank applicants according to their test scores, so that the higher you score on the exam, the better your chance of being called to go through the next steps in the selection process. In addition, veterans and/or residents of the city may have points added to their test scores, so that the best possible score is actually more than 100. If your city conducts this kind of ranking, your goal isn't just to score 70 and pass—you need the highest score you can possibly reach.

Use this practice exam as a way to analyze your performance. Pay attention to the areas where you miss the most questions. If most of your mistakes are in the reading comprehension questions, then you know you need to practice your reading skills. Or perhaps you had difficulty memorizing the Wanted posters. Once you see where you need help, then you should study the chapters in this book on the relevant skills to develop your test-taking strategies.

To help you see where you should concentrate, break down your scores according to the three sections below:

Part One: _____ questions right
 Part Two: _____ questions right
 Part Three: _____ questions right

Write down the number of right answers for each section and then add up all three numbers for your overall score. Each question is worth one point and the total you arrive at after adding all the numbers is also the percentage of questions that you got right on the test.

And now forget about your total score; what's more important right now is your score on the individual sections of the exam.

Below is a table that will show you which of the instructional chapters correspond to the three parts of the exam. Your best bet is to review all of the chapters carefully, but you will want to spend the most time on the chapters that correspond to the kind of question that you found most difficult.

Exam Part	Chapters
One	7 and 13
Two	7 and 12
Three	10 and 11

Depending on your score on the exam you just took, you might breeze through these instructional chapters, or really buckle down and study hard. Either way, the chapters give you what you need to score your best.

After you've read the relevant chapters, take the second exam of this type, in Chapter 17, to see how much you've improved.

C H A P T E R

6



Police Officer Exam 3

CHAPTER SUMMARY

This is the third practice exam in this book based on the entry-level civil service exam that police departments around the country administer to prospective police officers. If the police department you're applying to uses an exam called the LECR (Law Enforcement Candidate Record), this is the exam for you.

This practice police exam has two parts. The first part has two sections: verbal comprehension and number and letter recall. In the verbal section, you are given ten minutes to answer questions on synonyms and antonyms. The number and letter recall section lasts only nine minutes and consists of 100 questions. You are asked to remember certain number-letter combinations from a given table. You will have the table in front of you as you complete these questions.

The second part of the exam consists of 185 questions about your personal background. This exam includes 20 sample personal background questions to familiarize you with the format.

Wrong answers count against you in the first part of the exam. It's better to leave questions blank than to close your eyes and point at an answer. A good rule of thumb is to guess only if you can definitely eliminate at least two of the four given answers.

When you finish the exam, check the answer key at the end of the test, and see how well you scored. Since there are no right or wrong answers on the personal background questions, no answer key is included for it.

EXAM 3

VERBAL SECTION

- 1. (a) (b) (c) (d)
- 2. (a) (b) (c) (d)
- 3. (a) (b) (c) (d)
- 4. (a) (b) (c) (d)
- 5. (a) (b) (c) (d)
- 6. (a) (b) (c) (d)
- 7. (a) (b) (c) (d)
- 8. (a) (b) (c) (d)
- 9. (a) (b) (c) (d)
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- 12. (a) (b) (c) (d)
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- 15. (a) (b) (c) (d)
- 16. (a) (b) (c) (d)
- 17. (a) (b) (c) (d)

- 18. (a) (b) (c) (d)
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- 20. (a) (b) (c) (d)
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- 22. (a) (b) (c) (d)
- 23. (a) (b) (c) (d)
- 24. (a) (b) (c) (d)
- 25. (a) (b) (c) (d)
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- 27. (a) (b) (c) (d)
- 28. (a) (b) (c) (d)
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- 30. (a) (b) (c) (d)
- 31. (a) (b) (c) (d)
- 32. (a) (b) (c) (d)
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- 35. (a) (b) (c) (d)
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- 37. (a) (b) (c) (d)
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- 42. (a) (b) (c) (d)
- 43. (a) (b) (c) (d)
- 44. (a) (b) (c) (d)
- 45. (a) (b) (c) (d)
- 46. (a) (b) (c) (d)
- 47. (a) (b) (c) (d)
- 48. (a) (b) (c) (d)
- 49. (a) (b) (c) (d)
- 50. (a) (b) (c) (d)

NUMBER AND LETTER RECALL SECTION

- 1. (a) (b) (c) (d) (e)
- 2. (a) (b) (c) (d) (e)
- 3. (a) (b) (c) (d) (e)
- 4. (a) (b) (c) (d) (e)
- 5. (a) (b) (c) (d) (e)
- 6. (a) (b) (c) (d) (e)
- 7. (a) (b) (c) (d) (e)
- 8. (a) (b) (c) (d) (e)
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- 43. (a) (b) (c) (d) (e)
- 44. (a) (b) (c) (d) (e)
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- 47. (a) (b) (c) (d) (e)
- 48. (a) (b) (c) (d) (e)
- 49. (a) (b) (c) (d) (e)
- 50. (a) (b) (c) (d) (e)

- 51. (a) (b) (c) (d) (e)
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- 62. (a) (b) (c) (d) (e)
- 63. (a) (b) (c) (d) (e)
- 64. (a) (b) (c) (d) (e)
- 65. (a) (b) (c) (d) (e)
- 66. (a) (b) (c) (d) (e)
- 67. (a) (b) (c) (d) (e)
- 68. (a) (b) (c) (d) (e)
- 69. (a) (b) (c) (d) (e)
- 70. (a) (b) (c) (d) (e)
- 71. (a) (b) (c) (d) (e)
- 72. (a) (b) (c) (d) (e)
- 73. (a) (b) (c) (d) (e)
- 74. (a) (b) (c) (d) (e)
- 76. (a) (b) (c) (d) (e)

NUMBER AND LETTER RECALL SECTION CONT.

- 76. (a) (b) (c) (d) (e)
- 77. (a) (b) (c) (d) (e)
- 78. (a) (b) (c) (d) (e)
- 79. (a) (b) (c) (d) (e)
- 80. (a) (b) (c) (d) (e)
- 81. (a) (b) (c) (d) (e)
- 82. (a) (b) (c) (d) (e)
- 83. (a) (b) (c) (d) (e)
- 84. (a) (b) (c) (d) (e)

- 85. (a) (b) (c) (d) (e)
- 86. (a) (b) (c) (d) (e)
- 87. (a) (b) (c) (d) (e)
- 88. (a) (b) (c) (d) (e)
- 89. (a) (b) (c) (d) (e)
- 90. (a) (b) (c) (d) (e)
- 91. (a) (b) (c) (d) (e)
- 92. (a) (b) (c) (d) (e)
- 93. (a) (b) (c) (d) (e)

- 94. (a) (b) (c) (d) (e)
- 95. (a) (b) (c) (d) (e)
- 96. (a) (b) (c) (d) (e)
- 97. (a) (b) (c) (d) (e)
- 98. (a) (b) (c) (d) (e)
- 99. (a) (b) (c) (d) (e)
- 100. (a) (b) (c) (d) (e)

PERSONAL BACKGROUND SECTION

- 1. (a) (b) (c) (d) (e) (f) (g) (h)
- 2. (a) (b) (c) (d) (e) (f) (g) (h)
- 3. (a) (b) (c) (d) (e) (f) (g) (h)
- 4. (a) (b) (c) (d) (e) (f) (g) (h)
- 5. (a) (b) (c) (d) (e) (f) (g) (h)
- 6. (a) (b) (c) (d) (e) (f) (g) (h)
- 7. (a) (b) (c) (d) (e) (f) (g) (h)

- 8. (a) (b) (c) (d) (e) (f) (g) (h)
- 9. (a) (b) (c) (d) (e) (f) (g) (h)
- 10. (a) (b) (c) (d) (e) (f) (g) (h)
- 11. (a) (b) (c) (d) (e) (f) (g) (h)
- 12. (a) (b) (c) (d) (e) (f) (g) (h)
- 13. (a) (b) (c) (d) (e) (f) (g) (h)
- 14. (a) (b) (c) (d) (e) (f) (g) (h)

- 15. (a) (b) (c) (d) (e) (f) (g) (h)
- 16. (a) (b) (c) (d) (e) (f) (g) (h)
- 17. (a) (b) (c) (d) (e) (f) (g) (h)
- 18. (a) (b) (c) (d) (e) (f) (g) (h)
- 19. (a) (b) (c) (e) (f) (g) (h) (d)
- 20. (a) (b) (c) (d) (e) (f) (g) (h)

POLICE OFFICER EXAM 3

PART ONE: VERBAL SECTION

You have 10 minutes for this section. Choose the correct answer for each question.

1. Which word means the *same* as COERCE?
 - a. compel
 - b. permit
 - c. waste
 - d. deny
2. Which word means the *same* as COLLABORATE?
 - a. cooperate
 - b. coordinate
 - c. entice
 - d. elaborate
3. Which word means the *opposite* of ABSTRACT?
 - a. concentrated
 - b. simple
 - c. concrete
 - d. understandable
4. Which word means the *opposite* of INCOGNITO?
 - a. thoughtful
 - b. hidden
 - c. corrupt
 - d. recognizable
5. Which word means the *same* as ABRUPT?
 - a. interrupt
 - b. brusque
 - c. extended
 - d. corrupt
6. Which word means the *same* as ENTHUSIASTIC?
 - a. adamant
 - b. available
 - c. cheerful
 - d. ardent
7. Which word means the *opposite* of IMPARTIAL?
 - a. complete
 - b. prejudiced
 - c. unbiased
 - d. erudite
8. Which word means the *same* as ERRONEOUS?
 - a. digressive
 - b. confused
 - c. impenetrable
 - d. faulty
9. Which word means the *opposite* of JUDICIOUS?
 - a. partial
 - b. litigious
 - c. imprudent
 - d. unrestrained
10. Which word means the *opposite* of LUCID?
 - a. ordinary
 - b. turbulent
 - c. implausible
 - d. unclear

- 11.** Which word means the *same* as GROTESQUE?
a. extreme
b. frenzied
c. hideous
d. typical
- 12.** Which word means the *same* as GARBLED?
a. lucid
b. unintelligible
c. devoured
d. outrageous
- 13.** Which word means the *same* as AFFECT?
a. accomplish
b. cause
c. sicken
d. influence
- 14.** Which word means the *opposite* of MAR?
a. delineate
b. bolster
c. clarify
d. repair
- 15.** Which word means the *opposite* of AMBIGUOUS?
a. apathetic
b. certain
c. equivocal
d. indefinite
- 16.** Which word means the *same* as EXPOSE?
a. relate
b. develop
c. reveal
d. pretend
- 17.** Which word means the *opposite* of CHRONIC?
a. fatal
b. quick
c. bucolic
d. infrequent
- 18.** Which word means the *same* as ADEQUATE?
a. mediocre
b. sufficient
c. proficient
d. average
- 19.** Which word means the *opposite* of DETAIN?
a. promote
b. increase
c. incur
d. release
- 20.** Which word means the *opposite* of AUDIBLE?
a. mandatory
b. planned
c. optical
d. silent
- 21.** Which word means the *opposite* of REVERENCE?
a. disrespect
b. loyalty
c. frustration
d. prosperity
- 22.** Which word means the *same* as ECSTATIC?
a. inconsistent
b. positive
c. wild
d. exhilarated

- 23.** Which word means the *same* as APATHY?
a. hostility
b. depression
c. indifference
d. concern
- 24.** Which word means the *opposite* of NEUTRAL?
a. partisan
b. adamant
c. fertile
d. aggravated
- 25.** Which word means the *same* as COMPLY?
a. subdue
b. entertain
c. flatter
d. obey
- 26.** Which word means the *same* as COURTESY?
a. civility
b. congruity
c. conviviality
d. rudeness
- 27.** Which word means the *opposite* of CRITICAL?
a. inimical
b. judgmental
c. trivial
d. massive
- 28.** Which word means the *opposite* of ESTEEM?
a. disrespect
b. disregard
c. dissent
d. disabuse
- 29.** Which word means the *opposite* of DETERRENT?
a. encouragement
b. obstacle
c. proponent
d. advantage
- 30.** Which word means the *same* as DESPAIR?
a. mourning
b. disregard
c. despondency
d. pessimism
- 31.** Which word means the *opposite* of HIERARCHICAL?
a. monarchical
b. egalitarian
c. placid
d. oligarchical
- 32.** Which word means the *same* as CONTINUOUS?
a. intermittent
b. adjacent
c. incessant
d. contiguous
- 33.** Which word means the *same* as DIPLOMATIC?
a. tactful
b. delaying
c. elaborate
d. combative
- 34.** Which word means the *opposite* of EXPLICIT?
a. modest
b. innocent
c. suggested
d. embodied

- 35.** Which word means the *opposite* of GENERAL?
a. specific
b. total
c. insignificant
d. substantial
- 36.** Which word means the *opposite* of FORTUNATE?
a. excluded
b. hapless
c. hardworking
d. lucky
- 37.** Which word means the *same* as INUNDATED?
a. provided
b. bothered
c. rewarded
d. flooded
- 38.** Which word means the *same* as UNANIMOUS?
a. divided
b. uniform
c. adamant
d. clear-cut
- 39.** Which word means the *opposite* of INCOHERENT?
a. comprehensible
b. tentative
c. disciplined
d. muddled
- 40.** Which word means the *same* as UNIQUE?
a. rigorous
b. admirable
c. unparalleled
d. remarkable
- 41.** Which word means the *same* as TENTATIVE?
a. provisional
b. ambiguous
c. wholehearted
d. unnecessary
- 42.** Which word means the *opposite* of INQUISITIVE?
a. obsolete
b. apathetic
c. irritable
d. questionable
- 43.** Which word means the *opposite* of SLANDEROUS?
a. laudatory
b. sarcastic
c. mournful
d. sensitive
- 44.** Which word means the *same* as INCREDULOUS?
a. fearful
b. outraged
c. disbelieving
d. inconsolable
- 45.** Which word means the *opposite* of VITAL?
a. invigorating
b. dishonest
c. irrelevant
d. perceptive
- 46.** Which word means the *opposite* of OBSCURE?
a. intelligent
b. ponderous
c. obvious
d. estimable

- 47.** Which word means the *same* as PROFICIENT?
- a. helpful
 - b. skilled
 - c. efficient
 - d. unequaled
- 48.** Which word means the *same* as OSTENTATIOUS?
- a. hilarious
 - b. pretentious
 - c. outrageous
 - d. obnoxious
- 49.** Which word means the *opposite* of PREDECESSOR?
- a. successor
 - b. antecedent
 - c. descendant
 - d. ancestor
- 50.** Which word means the *same* as PREREQUISITE?
- a. required
 - b. optional
 - c. preferred
 - d. advisable

RECALL SECTION

In this section, each set of 25 questions is preceded by a KEY, which consists of letter sets and numbers. Each question consists of one of the letter sets followed by numbers. Use the KEY to pick the number that goes with each letter set, and then fill in the appropriate circle on the answer sheet. You have 9 minutes for this section.

KEY 1

REC 94 LUP 37 BUX 48 ANK 63 MUL 24 SIK 59 CIR 82 DOP 71 ZOL 91

ERK 29 FIA 68 JEX 31 ROL 97 HUK 45 ULP 86 TOL 54 NOX 79 XOL 43

GIZ 85 KEK 52 QUI 33 VIR 76 OLK 21 INP 69 WEX 42 ARL 98 TIR 27

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	
1.	JEX	68	31	24	48	85	14.	WEX	91	48	52	42	27
2.	LUP	59	97	76	29	37	15.	INP	86	33	68	98	69
3.	ULP	33	43	86	69	27	16.	OLK	59	48	27	37	21
4.	QUI	86	52	33	63	91	17.	REC	94	29	97	43	85
5.	BUX	21	82	54	48	21	18.	ERK	31	29	52	71	24
6.	TIR	94	27	33	79	45	19.	TOL	54	48	63	79	94
7.	GIZ	71	94	82	27	85	20.	NOX	42	54	79	86	33
8.	ARL	98	42	37	91	31	21.	KEK	76	98	31	52	76
9.	CIR	76	24	82	42	59	22.	ZOL	91	43	82	21	63
10.	MUL	63	98	45	24	52	23.	HUK	59	86	45	42	68
11.	ROL	97	68	43	69	79	24.	DOP	79	45	54	91	71
12.	XOL	48	29	43	71	54	25.	FIA	97	52	68	33	69
13.	VIR	85	76	21	76	37							

POLICE OFFICER EXAM 3

KEY 2

BUH	XFR	DYP	FAH	RJB	LOF	ZTJ	AXD	BEH
32	94	53	16	28	62	46	75	89

JTD	ILP	RZB	HVA	XBP	NFV	VNI	HYZ	EBJ
20	51	23	37	41	19	68	84	14

PNE	DIH	BHD	UJR	VPF	ABX	LVN	TJO	DPZ
56	90	92	76	38	43	61	34	87

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>			<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
26.	VPF	76	94	38	89	56	39.	FAH	28	23	16	37	61
27.	BEH	89	41	14	23	68	40.	BHD	37	84	53	92	46
28.	DYP	32	34	90	53	87	41.	ILP	68	51	89	34	16
29.	RJB	46	28	94	68	43	42.	NFV	32	43	62	56	19
30.	HYZ	90	51	75	14	84	43.	UJR	76	28	90	14	84
31.	JTD	20	46	87	38	19	44.	HVA	23	92	89	37	51
32.	XFR	34	61	89	94	16	45.	ABX	32	43	19	75	87
33.	EBJ	28	41	53	75	14	46.	DIH	90	84	62	46	20
34.	PNE	43	92	56	19	23	47.	LVN	38	16	53	92	61
35.	BUH	87	32	90	23	34	48.	XBP	76	34	41	14	87
36.	LOF	23	16	84	43	62	49.	VNI	94	16	37	68	20
37.	TJO	34	90	41	14	38	50.	DPZ	61	87	46	53	89
38.	AXD	56	87	62	75	94							

POLICE OFFICER EXAM 3

KEY 3

DEK 29	KAN 43	CIZ 79	IOL 55	AOP 92	VUL 36	YIT 68	RIK 81	MUX 23
ZIX 99	PEK 82	TOK 41	WOL 32	BIR 66	GUK 22	ROK 87	HEK 53	BUZ 71
EIR 70	UEP 26	FIJ 93	JIR 49	SUL 62	LIA 59	NEC 28	QUP 39	TIX 56

	a	b	c	d	e		a	b	c	d	e
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51.	TOK	26	41	32	22	66	64.	HEK	28	53	87	71	32
52.	EIR	82	59	93	70	32	65.	CIZ	81	36	56	43	79
53.	BUZ	49	93	71	81	62	66.	TIX	93	26	56	70	68
54.	DEK	29	81	43	36	92	67.	PEK	82	41	39	62	87
55.	WOL	68	23	66	56	32	68.	YIT	59	82	68	29	43
56.	JIR	43	93	49	53	22	69.	FIJ	70	23	36	28	93
57.	LIA	59	36	92	68	26	70.	ROK	29	99	32	87	39
58.	UEP	71	93	55	26	42	71.	QUP	39	56	59	36	43
59.	KAN	82	70	99	28	43	72.	ZIX	71	66	92	99	82
60.	RIK	23	81	39	56	87	73.	MUX	62	23	81	92	49
61.	GUK	66	62	22	87	29	74.	SUL	43	41	82	32	62
62.	AOP	23	93	49	92	55	75.	VUL	79	36	70	49	81
63.	BIR	66	41	79	99	53							

POLICE OFFICER EXAM 3

KEY 4

CSE	WAQ	KYG	MCE	ESI	OGW	YAC	GUC	ASM
67	15	26	88	42	35	95	10	71

SYK	KOM	QES	EWU	IKC	MQG	CYI	MSU	EKY
85	64	50	39	76	82	86	73	28

SMG	UCW	GCA	WIY	OCU	EUK	YOI	IKM	UOG
14	53	93	65	52	97	48	11	36

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	
76.	YOI	10	48	53	82	71	89.	MSU	73	52	65	42	39
77.	QES	67	52	11	97	50	90.	UCW	28	14	71	53	35
78.	OGW	26	93	35	53	39	91.	KYG	64	26	48	82	11
79.	WIY	65	42	73	14	97	92.	ESI	97	53	42	35	48
80.	ASM	36	86	50	71	48	93.	KOM	88	10	39	64	73
81.	EUK	88	97	65	26	73	94.	CYI	71	86	28	65	73
82.	WAQ	15	73	82	39	42	95.	SMG	14	39	97	64	48
83.	MCE	86	14	93	65	88	96.	YAC	35	48	11	53	95
84.	IKM	36	48	11	50	26	97.	MQG	26	71	86	82	28
85.	GCA	52	93	67	22	71	98.	CSE	93	67	76	26	64
86.	EWU	93	53	42	39	10	99.	SYK	48	52	15	39	85
87.	UOG	64	86	50	95	36	100.	GUC	10	11	36	82	97
88.	IKC	48	93	76	36	67							

PART TWO:
PERSONAL BACKGROUND SECTION

Answer each question honestly. Mark only one answer unless the question directs you otherwise. There is no time limit for this section.

- 1.** If I were to witness a coworker involved in employee theft, my initial reaction would be to
 - a. report the person to my superiors.
 - b. reprimand the person myself.
 - c. ignore the person's actions.
 - d. document the person's actions.
- 2.** As a job applicant, my most important goal in an employment interview is to
 - a. impress the interviewer.
 - b. learn about the position.
 - c. learn about salary and benefits.
 - d. demonstrate my positive characteristics.
 - e. demonstrate my commitment and professionalism.
 - f. demonstrate my sense of humor.
- 3.** My favorite type of movie is
 - a. action/adventure.
 - b. suspense.
 - c. romance.
 - d. comedy.
 - e. drama.
 - f. other.
- 4.** I feel the primary role of a parent is to
 - a. educate.
 - b. discipline.
 - c. protect.
 - d. provide.
- 5.** On a typical weekend afternoon I am likely to (Mark all that apply)
 - a. catch up on work.
 - b. go to a movie.
 - c. go to a cultural event.
 - d. go to a sporting event.
 - e. spend quiet time alone.
 - f. spend time with family or friends.
 - g. engage in physical activity.
 - h. do chores around the house.
- 6.** If a close family member were in a local nursing home I would prefer to visit
 - a. several times a week.
 - b. once a week.
 - c. once or twice a month.
 - d. irregularly.
 - e. on holidays and special occasions.
 - f. not at all.
- 7.** If I come across a difficult word while reading or working, I am most likely to
 - a. try to determine its meaning based on context.
 - b. look it up in the dictionary.
 - c. jot it down and ask someone about its meaning.
 - d. skip over it on the assumption that I can understand what I am reading without knowing the word.
- 8.** I believe my most productive work period is during
 - a. the morning.
 - b. the afternoon.
 - c. the evening.
 - d. the late night.
 - e. any time period.

- 9.** The word that best describes my driving style is
- patient.
 - impatient.
 - observant.
 - aggressive.
 - cautious.
- 10.** If I observe a vehicle broken down along a busy highway, I am most likely to
- stop and offer assistance.
 - find the nearest telephone and report what I saw.
 - continue driving, assuming someone else will help out.
 - respond if I am not in a hurry.
- 11.** In school, I generally completed assignments
- ahead of time.
 - just in time.
 - on time sometimes and late sometimes.
 - most often late.
- 12.** Other than gaining an education, my main priority in school was
- making friends.
 - participating in sports.
 - determining a career path.
 - participating in extracurricular activities.
 - having a good time.
- 13.** If I disagreed with the methods of a teacher, I would
- approach him or her directly.
 - write him or her a note.
 - approach his or her supervisor.
 - not do anything about it.
 - drop the class.
- 14.** In school I demonstrated the most enthusiasm for
- math classes.
 - science classes.
 - social science/social studies classes.
 - liberal arts classes.
 - physical education classes.
 - industrial arts classes.
- 15.** When I complete a major project at work I am most likely to
- begin focusing immediately on another project.
 - expect immediate feedback from colleagues.
 - expect feedback from supervisors.
 - appreciate the sense of accomplishment.
 - desire some time off.
- 16.** I feel that becoming romantically involved with a coworker is
- wrong.
 - sometimes unwise but unavoidable.
 - acceptable under most circumstances.
 - acceptable if kept discreet.
- 17.** When I am given a rush assignment at work, I am most likely to feel
- challenged.
 - that I am being treated unfairly.
 - flustered or overwhelmed.
 - energized.

- 18.** If a coworker asks for a loan I will
- provide it without hesitation.
 - say yes if it is a small amount.
 - say no.
 - provide it, but set up a specific repayment date.
 - base my decision on my evaluation of the particular coworker's trustworthiness.
 - base my decision on the closeness of my relationship with this coworker.
- 19.** In a small-class setting at school, I would
- speak up often.
 - prefer that the teacher did not call on me.
 - respond only if asked to.
 - feel self-conscious about expressing myself.
- 20.** If someone I know tells me he or she is considering dropping out of high school, my first reaction would be to
- express my disappointment.
 - describe how the person's life might be with and without an education.
 - try hard to convince them to remain in school.
 - list their options and let them decide for themselves.
 - refer them to someone else.
 - tell them dropping out is not an option.

ANSWER KEY

VERBAL

	34. c	16. e	51. b	86. d
	35. a	17. a	52. d	87. e
1. a	36. b	18. b	53. c	88. c
2. a	37. d	19. a	54. a	89. a
3. c	38. b	20. c	55. e	90. d
4. d	39. a	21. d	56. c	91. b
5. b	40. c	22. a	57. a	92. c
6. d	41. a	23. c	58. d	93. d
7. b	42. b	24. e	59. e	94. b
8. d	43. a	25. c	60. b	95. a
9. c	44. c	26. c	61. c	96. e
10. d	45. c	27. a	62. d	97. d
11. c	46. c	28. d	63. a	98. b
12. b	47. b	29. b	64. b	99. e
13. d	48. b	30. e	65. e	100. a
14. d	49. a	31. a	66. c	
15. b	50. a	32. d	67. a	
16. c		33. e	68. c	
17. d	RECALL	34. c	69. e	
18. b		35. b	70. d	
19. d	1. b	36. e	71. a	
20. d	2. e	37. a	72. d	
21. a	3. c	38. d	73. b	
22. d	4. c	39. c	74. e	
23. c	5. d	40. d	75. b	
24. a	6. b	41. b	76. b	
25. d	7. e	42. e	77. e	
26. a	8. a	43. a	78. c	
27. c	9. c	44. d	79. a	
28. a	10. d	45. b	80. d	
29. a	11. a	46. a	81. b	
30. c	12. c	47. e	82. a	
31. b	13. b	48. c	83. e	
32. c	14. d	49. d	84. c	
33. a	15. e	50. b	85. b	

Scoring

The passing score for the exam is computed using formulas that subtract for wrong answers and take into consideration the personal background section. Scoring on the personal background section is kept secret, so focus on the first section in determining your score.

Verbal Score

First, count the questions you got right. Then, count the number of questions you got wrong and divide by four. Subtract the results of the division from the number you got right for your raw score. Questions you didn't answer don't count either way.

1. Number of questions right: _____
2. Number of questions wrong: _____
3. Divide number 2 by 4: _____
4. Subtract number 3 from number 1: _____

The result of number 4 above is your raw score on the verbal section.

Recall Score

Count the recall questions you got right. Then, count the number of questions you got wrong and divide by *five*. Subtract the results of the division from the number you got right, and that's your score. Questions you didn't answer don't count.

1. Number of questions right: _____
2. Number of questions wrong: _____
3. Divide number 2 by 5: _____
4. Subtract number 3 from number 1: _____

The result of number 4 above is your raw score on the recall section.

What the Scores Mean

Generally, if you scored at least 70% on each section—that's 35 on verbal and 70 on recall—you can figure that you would probably pass the first part of the test if you took it today. But then, your goal isn't just to pass. Since your rank on the eligibility list may be based on your written exam score among other factors, you want to score as high as you can. Unless you scored nearly 100%, you will want to spend some time in study and practice.

But then, your score isn't the main point of taking this practice exam. Analyzing your performance is much more important. Use this analysis to focus your study and practice between now and exam day.

- **Did you find that you didn't know a lot of the words in the vocabulary section?** Then you should plan to spend a lot of time on the vocabulary section of Chapter 9.
- **Did you have trouble with the recall section?** Then you need to study and practice the material in Chapter 14, Number and Letter Recall.
- **Did you feel that you would have been able to get the answers if only you'd had enough time?** The chapters mentioned above have lots of tips on time management for an exam. You might also review Chapter 3, LearningExpress Test Preparation System.
- **Did you do pretty well overall but feel you could use an extra edge?** That's the point of this whole book. Stick with it, and you will do well on exam day.

Whether you feel you did well or poorly on this practice exam, your next step is to work with Chapters 9, 14 and 15, which cover the three kinds of questions on the exam. You can decide whether to spend a lot of time or just a little on the individual chapters based on how you did on the practice exam.

After you've read the relevant chapters, take the second exam of this type, in Chapter 18, to see how much you've improved.

C H A P T E R

7



Reading Text, Tables, Charts, and Graphs

CHAPTER SUMMARY

Police officers need to have the ability to read, pure and simple. They also need to be able to understand what they are reading. There are reports, procedure explanations, forms, suspect descriptions, and many other documents that are regularly referred to in the law enforcement profession. This chapter provides tips and exercises that will help you improve your reading comprehension and improve your test score in this area.

The reading comprehension portion of the written test is designed to measure how well applicants understand what they read. The tests are usually multiple choice and will likely have questions based on brief passages, much like standardized tests offered in schools. This chapter focuses on the *specifics* you will need to know to ace the reading comprehension questions on your exam. Once you are armed with the strategies that are explained in this chapter, you will be able to understand what you read better. Be sure to spend plenty of time with this chapter so that you can accurately assess your reading comprehension ability and can increase your level of skill in this area. There are also additional resources available at the end of this chapter to help you build on what you learn. Reading is a skill that can always be improved, no matter what your current level of reading comprehension is. And it is a skill that you will use for the rest of your life, not just on the police officer written exam.

Types of Reading Comprehension Questions

You have probably encountered reading comprehension questions before, where you are given a passage to read and then have to answer multiple-choice questions about it. This kind of question has two advantages for you as a test taker:

1. Any information you need to know is right in front of you.
2. You're being tested only on the information the passage provides.

But the disadvantage is that you have to know where and how to find that information quickly in an unfamiliar text. This makes it easy to fall for one of the wrong answer choices, especially since they're designed to mislead you.

The best way to do well on this passage/question format is to be very familiar with the kinds of questions that are typically asked on the test. Questions most frequently fall into one of the following four categories:

1. fact or detail
2. main idea or title
3. inference or interpretation
4. vocabulary definitions

In order for you to do well on a reading comprehension test, you need to thoroughly understand each of these four types of questions.

Fact or Detail

Facts and details are the specific pieces of information that support the passage's main idea. Generally speaking, facts and details are indisputable—things that don't need to be proven, like statistics (18 million people) or descriptions (a green overcoat). While you may need to decipher paraphrases of facts or details, you should be able to find the answer to a fact or detail

question right in the passage. This is usually the simplest kind of question, however, you have to be able to separate important information from less important information. The main challenge in answering this type of question is that the answer choices can be confusing because they are often very similar to each other. You should read each answer choice carefully before selecting one.

Main Idea or Title

The main idea of a passage is the thought, opinion, or attitude that governs the whole passage. It may be clearly stated, or only implied. Think of the main idea as an umbrella that is general enough to cover all of the specific ideas and details in the passage. Sometimes the questions after a passage will ask you about the main idea, while others use the term *title*. Don't be misled; main idea and title questions are the same. They both require you to know what the passage is *mostly* about. Often, the wrong answers to a main idea or title question are too detailed to be correct. Remember that the main idea of a passage or the best title for a passage is general, not specific.

If you are lucky, the main idea will be clearly stated in the first or last sentence of the passage. At other times, the main idea is not stated in a topic sentence but is *implied* in the overall passage, and you will need to determine the main idea by inference. Because there may be a lot of information in the passage, the trick is to understand what all that information adds up to—what it is that the author wants you to know. Often some of the wrong answers to main idea questions are specific facts or details from the passage. A good way to test yourself is to ask, "Can this answer serve as a *net* to hold the whole passage together?" If not, chances are you have chosen a fact or detail, not a main idea.

Inference or Interpretation

Inference or interpretation questions ask you what the passage means, implies, or suggests, not just what it

says. They are often the most difficult type of reading comprehension questions

Inference questions can be the hardest to answer because they require you to draw meaning from the text when that meaning is *implied* rather than directly stated. Inferences are conclusions that we draw based on the clues the writer has given us. When you draw inferences, you have to be something of a detective, looking for such clues as word choice, tone, and specific details that suggest a certain conclusion, attitude, or point of view. You have to read between the lines in order to make a judgment about what an author was implying in the passage.

A good way to test whether you've drawn an acceptable inference is to ask, "What evidence do I have for this inference?" If you can't find any, you probably have the wrong answer. You need to be sure that your inference is logical and that it is based on something that is suggested or implied in the passage itself—not by what you or others might think. Like a good detective, you need to base your conclusions on evidence—facts, details, and other information—not on random hunches or guesses.

Vocabulary Definitions

Questions designed to test vocabulary are really trying to measure how well you can figure out the meaning of an unfamiliar word from its context. *Context* refers to the words and ideas surrounding a vocabulary word. If the context is clear enough, you should be able to substitute a nonsense word for the one being sought, and you would still make the right choice because you could determine meaning strictly from the sense of the sentence. For example, you should be able to determine the meaning of the italicized nonsense word below based on its context:

The speaker noted that it gave him great *terivinix* to announce the winner of the Outstanding Leadership Award.

In this sentence, *terivinix* most likely means

- a. pain.
- b. sympathy.
- c. pleasure.
- d. anxiety.

Clearly, the context of an award makes c, *pleasure*, the best choice. Awards don't usually bring pain, sympathy, or anxiety.

When confronted with an unfamiliar word, try substituting a nonsense word and see if the context gives you the clue. If you're familiar with prefixes, suffixes, and word roots, you can also use this knowledge to help you determine the meaning of an unfamiliar word.

You should be careful not to guess at the answer to vocabulary questions based on how you may have seen the word used before or what you *think* it means. Many words have more than one possible meaning, depending on the context in which they're used, and a word you've seen used one way may mean something else in a test passage. Also, if you don't look at the context carefully, you may make the mistake of confusing the vocabulary word with a similar word. For example, the vocabulary word may be *taut* (meaning *tight*), but if you read too quickly or don't check the context, you might think the word is *tout* (meaning *publicize* or *praise*) or *taunt* (meaning *tease*). Always make sure you read carefully and that what you think the word means fits into the context of the passage you're being tested on.

Now it is time to practice answering the four types of reading comprehension questions.

PRACTICE PASSAGE 1 USING THE FOUR QUESTION TYPES

The following is a sample test passage, followed by four questions. Read the passage carefully, and then answer the questions, based on your reading of the text, by circling your choice. Note under your answer which type

Tips for Improving Your Reading Comprehension Score

Before the Test:

- Practice, practice, practice!
- Working with a friend or family member, select paragraphs from an article in the newspaper and have your partner create questions to ask you about it.
- Read short passages from articles or books and make up questions for yourself.
- Take advantage of online resources (information is available at the end of this chapter.)

During the Test:

- Read the questions first, *before* you read the passage, so you will know what words and ideas to look out for.
- Focus your attention; don't let your mind wander during the reading of the test passages.
- If one part of a passage confuses you, just read on until you are finished. Then go back and look at the confusing part again.
- Look at each one of the multiple choice answers, then compare each with the paragraph to see which ones can be eliminated.
- Focus on the main idea of the text. What is the passage *mostly* about?
- Don't skip any sentences when reading the passage.
- Don't let your own knowledge of the subject matter interfere with your answer selection. Stick with the information that is given in the passage.
- Read the passage actively, asking yourself questions about the main idea, and jotting down notes in the margin.

of question has been asked. Correct answers appear immediately after the questions.

In the last decade, community policing has been frequently touted as the best way to reform urban law enforcement. The idea of putting more officers on foot patrol in high crime areas, where relations with police have frequently been strained, was initiated in Houston in 1983 under the leadership of then-Commissioner Lee Brown. He believed that officers should be accessible to the community at the street level. If officers were assigned to the same area over a period of time, those officers would eventually build a network of trust with neighborhood residents. That trust would mean that merchants and residents in the community would let officers know about criminal activities in the area and would support police intervention. Since then, many large cities have experimented with

Community-Oriented Policing (COP) with mixed results. Some have found that police and citizens are grateful for the opportunity to work together. Others have found that unrealistic expectations by citizens and resistance from officers have combined to hinder the effectiveness of COP. It seems possible, therefore, that a good idea may need improvement before it can truly be considered a reform.

1. Community policing has been used in law enforcement since
 - a. the late 1970s.
 - b. the early 1980s.
 - c. the Carter administration.
 - d. Lee Brown was New York City Police Commissioner.

Question type _____

2. The phrase “a network of trust” in this passage suggests that
- police officers can rely only on each other for support.
 - community members rely on the police to protect them.
 - police and community members rely on each other.
 - community members trust only each other.

Question type _____

3. The best title for this passage would be
- Community Policing: The Solution to the Drug Problem.
 - Houston Sets the Pace in Community Policing.
 - Communities and Cops: Partners for Peace.
 - Community Policing: An Uncertain Future?

Question type _____

4. The word *touted* in the first sentence of the passage most nearly means
- praised.
 - denied.
 - exposed.
 - criticized.

Question type _____

ANSWERS AND EXPLANATIONS FOR PRACTICE PASSAGE 1

Don't just look at the right answers and move on. The explanations are the most important part, so read them carefully. Use these explanations to help you understand how to tackle each kind of question the next time you come across it.

- 1. b.** Question type: 1, fact or detail. The passage says “The idea of putting more officers on foot patrol in high crime areas, where relations with police have frequently been strained, was initiated in Houston in 1983 under the leadership of then-Commissioner Lee Brown.” Do not be confused by the opening phrase, “In the last decade” because the passage does not include the current date. So you have no way of knowing which decade the passage is referring to. This information doesn't help you even if you know that a decade is a period of ten years. Don't be misled by trying to figure out when Carter was president. Also, if you happen to know that Lee Brown was New York City's police commissioner, don't let that information lead you away from the information contained in the passage alone. Brown was commissioner in Houston when he initiated community policing.
- 2. c.** Question type: 3, inference. The “network of trust” referred to in this passage is between the community and the police, as you can see from the sentence where the phrase appears. The key phrase in the question is *in this passage*. You may think that police can rely only on each other, or one of the other answer choices may appear equally plausible to you. But your choice of answers must be limited to the one suggested *in this passage*. Another tip for questions like this: Beware of absolutes! Be suspicious of any answer containing words like *only*, *always*, or *never*.
- 3. d.** Question type: 2, main idea. The title always expresses the main idea. In this passage, the main

idea comes at the end. The sum of all the details in the passage suggests that community policing is not without its critics and that therefore its future is uncertain. Another key phrase is *mixed results*, which means that some communities haven't had full success with community policing.

4. a. Question type: 4, vocabulary. The word *touted* is linked in this passage with the phrase *the best way to reform*. Most people would think that a good way to reform something is praiseworthy. In addition, the next few sentences in the passage describe the benefits of community policing. Criticism or a negative response to the subject doesn't come until later in the passage.

PRACTICE PASSAGE 2

Answer the questions that follow this passage. Circle the answers to the questions, and note under your answer which type of question has been asked. Then check your answers against the key that appears immediately after the questions.

There is some evidence that crime rates are linked to social trends such as demographic and socio-economic changes. Crime statistics showed a decline in the post-World War II era of the 1940s and 50s. Following the Vietnam War in the 1970s, however, reported crimes were on the rise again, only to be followed by lower numbers of such reports in the 1980s. One of the reasons for these fluctuations appears to be age. When the population is younger, as in the 1960s when the baby boomers came of age, there is a greater incidence of crime nationwide. A second cause for the rise and fall of crime rates appears to be economic. Rising crime rates appear to follow falling economies. A third cause cited for the cyclical nature of crime statistics appears to be the ebb and flow of public policy decisions, which sometimes protect personal freedoms at the expense of government control. A youthful, economically disadvantaged population that is not secured by social

controls of family and community or by government authority is likely to see an upswing in reported crimes.

1. Crime statistics seem to rise when populations are
- a. younger.
 - b. older.
 - c. veteran.
 - d. richer.

Question type _____

2. The main idea of the passage is that
- a. times of prosperity show lower crime statistics.
 - b. when the economy slows, crime statistics rise.
 - c. incidence of reported crime is related to several social and economic variables.
 - d. secure families are less likely to be involved in crime.

Question type _____

3. The best title for this passage would be
- a. Wars and Crime Statistics.
 - b. Why Crime Statistics Rise and Fall.
 - c. Youth and Crime Statistics.
 - d. Poverty and Crime Statistics.

Question type _____

4. Crime statistics show that crime is
- a. random.
 - b. cyclical.
 - c. demographic.
 - d. social.

Question type _____

ANSWERS AND EXPLANATIONS FOR PRACTICE PASSAGE 2

- 1. a. Question type: 1, detail. This is a fairly clear example of how you can look quickly through a passage and locate a clearly stated detail. The word *young* appears in relation to the baby boomers; the idea is also suggested in the last sentence by the word *youthful*.
- 2. c. Question type: 2, main idea. The other answer choices are details—they’re all in the passage, but they’re not what the passage is *mostly* about. Answer c is the only one that combines several details into a statement that reflects the first sentence, which is also the topic sentence, of the paragraph.
- 3. b. Question type: 2, main idea. Each of the other choices expresses a detail, one of the reasons listed in the passage for fluctuation in crime rates. Answer b is the only one that expresses the sum of those details.
- 4. b. Question type: 1, detail. The passage mentions “the cyclical nature of crime statistics.” Other phrases that suggest this answer include *fluctuations*, *rise and fall*, and *ebb and flow*.

PRACTICE PASSAGE 3

Answer the questions that follow this passage. Circle the answers to the questions, and note under your answer which type of question has been asked. Then check your answers against the key that appears immediately after the questions.

In recent years, issues of public and personal safety have become a major concern to many Americans. Violent incidents in fast-food restaurants, libraries, hospitals, schools, and offices have led many to seek greater security inside and outside of their homes. Sales of burglar alarms and high-tech security devices such as motion detectors and video monitors have skyrocketed in the last decade. Convenience stores and post offices have joined banks and jewelry stores in barricading staff behind iron

bars and safety glass enclosures. Communities employ private security forces and encourage homeowners to keep trained attack dogs on their premises. While some people have sympathy for the impetus behind these efforts, there is also some concern that these measures will create a “siege mentality” leading to general distrust among people that could foster a dangerous isolationism within neighborhoods and among neighbors.

- 1. The passage suggests which of the following about community security?
 - a. Communities are more dangerous today than they were ten years ago.
 - b. Too much concern for security can destroy trust among neighbors.
 - c. Poor security has led to an increase in public violence.
 - d. Isolated neighborhoods are safe neighborhoods.

Question type _____

- 2. The word *foster* in the last sentence of the passage most nearly means
 - a. adopt.
 - b. encourage.
 - c. prevent.
 - d. secure.

Question type _____

- 3. The author believes that
 - a. more security is needed to make neighborhoods safer.
 - b. people should spend more on home security.
 - c. people should not ignore the problems created by excessive safety concerns.
 - d. attack dogs and high-tech devices are the best protection against violent crime.

Question type _____

4. In the last sentence, the phrase “siege mentality” means
- hostility.
 - defensiveness.
 - fear.
 - corruption.

Question type _____

ANSWERS AND EXPLANATIONS FOR PRACTICE PASSAGE 3

- 1. b.** Question type: 4, inference. The key word here is *distrust*, which implies that neighbors become suspicious of each other if they are worried about safety.
- 2. b.** Question type: 3, vocabulary. The first answer choice is meant to confuse you if you associate the word *foster* with foster care and, by extension, with adoption. *Foster* means *nurture* or *help to grow*. Look again at the sentence. What could a *general distrust*—the thing that fosters—do to a *dangerous isolationism*—the thing being fostered? A general distrust could *encourage* a dangerous isolationism.
- 3. c.** Question type: 4, inference. By using phrases like *dangerous isolationism*, the author suggests that he or she doesn’t approve of the move toward more use of security devices. The other answer choices all indicate the author’s approval of the trend being discussed.
- 4. b.** Question type: 3, vocabulary. The key word here is *siege*. People who perceive themselves to be under attack tend to stick together in the face of a common enemy. They become quick to defend themselves against that enemy.

Create Your Own Questions

A good way to solidify what you’ve learned about reading comprehension questions is for you to write the questions. Here’s a passage, followed by space for you to create your own questions. Write one question of each of the four types: fact or detail, main idea or title, inference or interpretation, and vocabulary definition.

As you create your own questions and answers, you will have the chance to understand how multiple choice questions work. Typically, wrong answers are wrong because the reader has done one of the following: has misunderstood, has a predisposition, uses unsound reasoning, or is only casually reading the passage. Knowing how multiple-choice questions work gives you a definite advantage when taking your written exam.

In recent years, law enforcement officers have welcomed the advent of a number of new technologies which have aided them greatly in their work. These include long-range eavesdropping devices and computer scanners that allow police to identify possible suspects by merely typing a license number into a computer in the patrol car. The scanner allows instant access to motor vehicle and criminal records and gives officers the opportunity to snare wrongdoers, even when they are not involved in criminal activity at the time. Police departments have praised the use of the computers, which they say help them get criminals off the streets and out of the way of honest citizens. Not all of those citizens agree with this attitude, however; some believe that arrests made solely on the basis of scanner identification constitute an invasion of privacy. They regard the accessing of records as illegal search and seizure. In New Jersey, Florida, and Arizona, lawsuits have been filed by citizens who believe that their constitutional rights have been violated. They believe that much computer-generated information is inaccurate and vulnerable to computer hackers

who invade computer data bases. Some believe that such information from scanners could be used to charge innocent citizens with crimes, or to target particular neighborhoods for harassment.

1. Detail question: _____
 - a.
 - b.
 - c.
 - d.

2. Main idea question: _____
 - a.
 - b.
 - c.
 - d.

3. Inference question _____
 - a.
 - b.
 - c.
 - d.

4. Vocabulary question _____
 - a.
 - b.
 - c.
 - d.

POSSIBLE QUESTIONS

Following is one question of each type, based on the passage. Your questions may be very different, but these will give you an idea of the kinds of questions that could be asked.

1. *Main idea question:* Which of the following best expresses the main idea of the passage?
 - a. New technologies are available to police officers.
 - b. Police are skeptical of new policing technologies.
 - c. New technologies raise questions of privacy.
 - d. New technologies may be discriminatory.

2. *Detail question:* Computer scanners allow police to
 - a. identify suspects.
 - b. access computer databases.
 - c. locate wrongdoers.
 - d. all of the above.

3. *Vocabulary question:* In this passage the word *snare* means
 - a. question.
 - b. interrupt.
 - c. capture.
 - d. free.

4. *Inference question:* The writer implies, but does not directly state, that
 - a. computer technologies must be used with care.
 - b. high-tech policing is the wave of the future.
 - c. most citizens believe that high-tech policing is beneficial.
 - d. most police officers prefer using the new technologies.

If English Isn't Your First Language

When non-native speakers of English have trouble with reading comprehension tests, it's often because they lack the cultural, linguistic, and historical frame of reference that native speakers enjoy. People who have not lived in or been educated in the United States often don't have the background information that comes from reading American newspapers, magazines, and textbooks.

A second problem for non-native English speakers is the difficulty in recognizing vocabulary and idioms (expressions like "chewing the fat") that assist comprehension. In order to read with good understanding, it's important to have an immediate grasp of as many words as possible in the text. Test takers need to be able to recognize vocabulary and idioms immediately so that the ideas those words express are clear.

The Long View

Read newspapers, magazines, and other periodicals that deal with current events and matters of local, state, and national importance. Pay special attention to articles that are related to law enforcement.

Be alert to new or unfamiliar vocabulary or terms that occur frequently in the popular press. Use a high-lighter pen to mark new or unfamiliar words as you read. Keep a list of those words and their definitions. Review them for 15 minutes each day. Though at first you may find yourself looking up a lot of words, don't be frustrated—you will look up fewer and fewer words as your vocabulary expands.

During the Test

When you are taking your written exam, make a picture in your mind of the situation being described in the passage. Ask yourself, "What did the writer mostly want me to think about this subject?"

Locate and underline the topic sentence that carries the main idea of the passage. Remember that the topic sentence—if there is one—may not always be the first sentence. If there doesn't seem to be one, try to determine what idea summarizes the whole passage.

Reading Tables, Graphs, and Charts

Police Officer exams may also include a section testing your ability to read tables, charts, and graphs. These sections are really quite similar to regular reading comprehension sections, but instead of pulling information from a passage of text, you will need to answer questions about a graphic representation of data. The types of questions asked about tables, charts, and graphs are actually quite similar to those about reading passages, though there usually aren't any questions

on vocabulary. The main difference in reading tables, charts, or graphs is that you're reading or interpreting data represented in tabular (table) or graphic (picture) form rather than textual (sentence and paragraph) form.

Tables

Tables present data in rows and columns. On the next page is a very simple table that shows the number of accidents reported in one county over a 24-hour period. Use it to answer the question that follows.

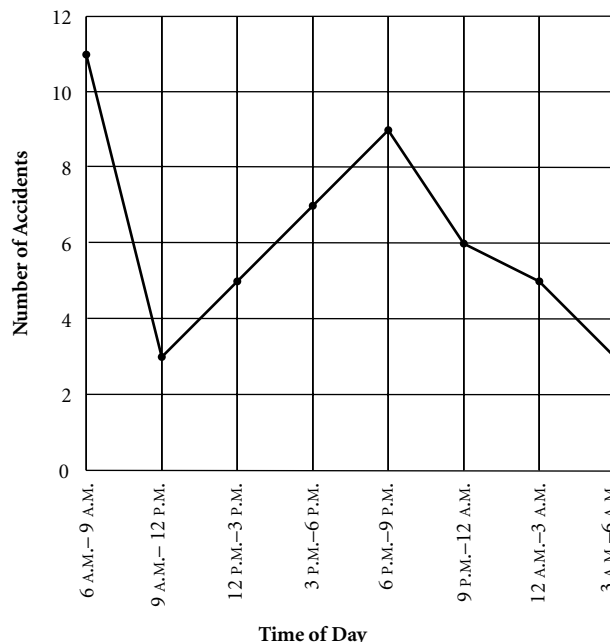
Time of Day	Number of Accidents
6:00 A.M.–9:00 A.M.	11
9:00 A.M.–12:00 P.M.	3
12:00 P.M.–3:00 P.M.	5
3:00 P.M.–6:00 P.M.	7
6:00 P.M.–9:00 P.M.	9
9:00 P.M.–12:00 A.M.	6
12:00 A.M.–3:00 A.M.	5
3:00 A.M.–6:00 A.M.	3

1. Based on the information provided in this table, at what time of day do the most accidents occur?
 - a. noon
 - b. morning rush hour
 - c. evening rush hour
 - d. midnight

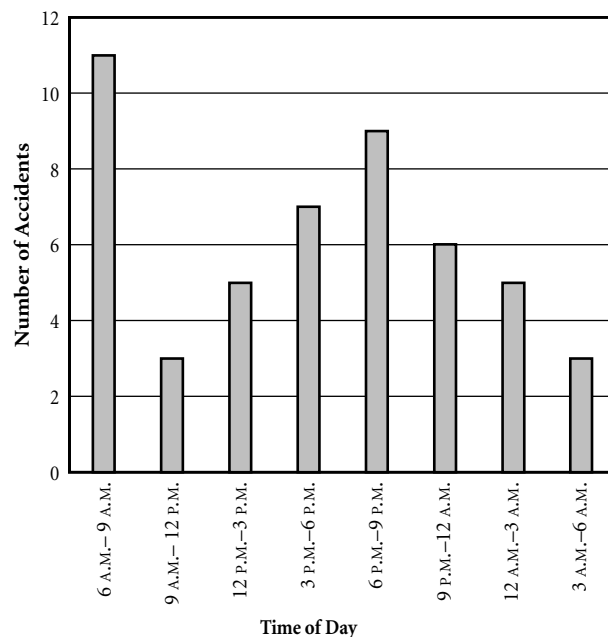
The correct answer, of course, is **b**, morning rush hour. You can clearly see that the highest number of accidents (11) occurred between 6:00 A.M. and 9:00 A.M.

Graphs

Now, here's the same information presented as a graph. A graph uses two axes rather than columns and rows to create a visual picture of the data.



Here you can actually see the time of the greatest number of accidents represented by a line that corresponds to the time of day and number. These numbers can also be represented by a box in a bar graph, as shown below.



The key to reading graphs is to be sure that you know exactly what the numbers on each axis represent. Otherwise, you're likely to misinterpret the information. On the bar graph, you see that the horizontal axis represents the time of day, and the vertical axis represents the number of accidents that occurred. Thus, the tallest box shows the time of day with the most accidents.

Practice

Like regular reading comprehension questions, questions on tables, charts, and graphs may also ask you to make inferences and maybe even do basic math using the information and numbers presented on the table, chart, or graph. For example, you may be asked questions like the following on the information presented in the table, line graph, or bar graph on the previous page. The answers follow immediately after the questions.

2. What is the probable cause for the high accident rate between 6 A.M. and 9 A.M.?
 - a. People haven't had their coffee yet.
 - b. A lot of drivers are rushing to work.
 - c. sun glare
 - d. construction

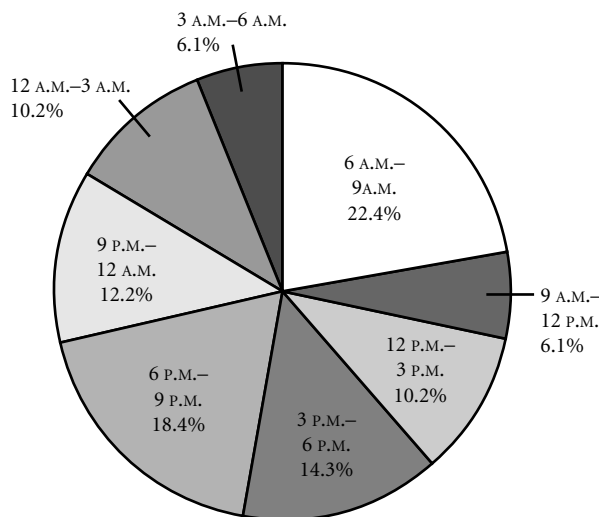
3. What is the total number of accidents?
 - a. 48
 - b. 51
 - c. 49
 - d. 53

not logical because construction generally slows traffic down. Choice **b** is the best answer, because from 6:00 to 9:00 A.M. there is consistently a lot of rush-hour traffic. In addition, many people do *rush*, and this increases the likelihood of accidents.

3. c. This question, of course, tests your basic ability to add. To answer this question correctly, you need to determine the value of each bar and then add those numbers together if you are given the bar graph. If you are given the table, you merely add up the column of numbers to find the total.

Charts

Finally, you may be presented information in the form of a chart like the pie chart below. Here, the accident figures have been converted to percentages. In this figure you don't see the exact number of accidents, but you see how accidents for each time period compare to the others.



ANSWERS AND EXPLANATIONS TO PRACTICE EXERCISE

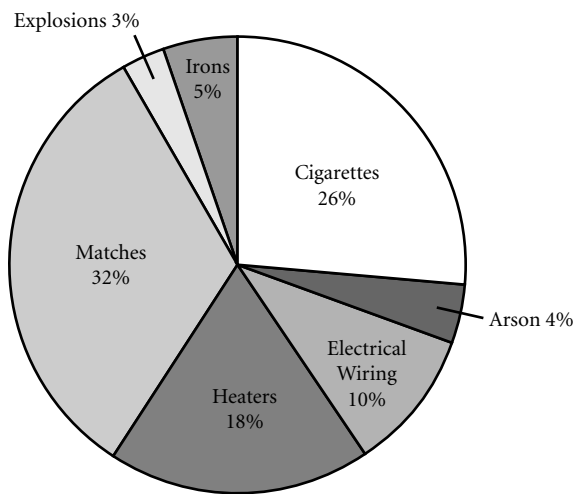
2. b. A question like this tests your common sense as well as your ability to read the graph. Though there may indeed be sun glare and though many drivers may not have had their coffee, these items are too variable to account for the high number of accidents. In addition, choice **d**, construction, is

PRACTICE

Try the following questions to hone your skill at reading tables, graphs, and charts.

Answer questions 1 and 2 on the basis of the pie chart shown below.

Causes of household fires, in percentages



1. What is the percentage of smoking-related fires?
 - a. 26%
 - b. 32%
 - c. 58%
 - d. 26–58%

2. Based on the information provided in the chart, which of the following reasons applies to the majority of these fires?
 - a. malicious intent to harm
 - b. violation of fire safety codes
 - c. carelessness
 - d. faulty products

Answer questions 3 and 4 on the basis of the graph shown below.

Number of sick days per year of employment



3. At what point does the rate of increase of sick days change?
 - a. 1 year of employment
 - b. 4 years of employment
 - c. 3 years of employment
 - d. 9 years of employment

4. During what years of employment are the number of sick days equal to double the number of years of employment?
 - a. 1, 4, and 12
 - b. 13, 14, and 15
 - c. 1, 2, and 15
 - d. 2, 4, and 10

ANSWERS AND EXPLANATIONS TO PRACTICE EXERCISE

1. **d.** Of the causes presented in the chart, both cigarettes (26%) and matches (32%) are related to smoking. But not all match fires are necessarily smoking related. Thus, the best answer allows for a range between 26% and 58%.
2. **c.** Fires from cigarettes, heaters, irons, and matches—81% in total—are generally the result

of carelessness. Only 4% of fires are arsons, so choice **a** cannot be correct. Electrical, heater, and explosion fires *may* be the result of fire safety code violations, but even so, they total only 31%. Finally, there's no indication in this chart that there were faulty products involved.

3. **c.** In the first two years of employment, employees gain an additional two sick days. In the third year, employees only gain one additional day, that is, from four to five days.
4. **c.** In the first year, the number of sick days is two; in the second, four; and not until the fifteenth year does the number of sick days (thirty) again double the number of years of employment.

Additional Resources

Here are some other ways you can build the vocabulary and knowledge that will help you do well on reading comprehension questions.

- Practice asking the four sample question types about passages you read for information or pleasure.
- If you have access to the Internet, visit several websites that are related to some aspect of law enforcement. For example, www.apbweb.com, www.leolinks.com, and www.policeguide.com. Many other sites are available—just perform a basic search on any search engine to find more. Exchanging views with others on the Internet will help expand your knowledge of job-related material that may appear in a passage on the test.
- Use your library. Many public libraries have sections, sometimes called “Lifelong Learning Centers,” that contain materials for adult learners. In these sections you can find books with exercises in reading and study skills. It's also a good idea to

enlarge your base of information by reading books and articles related to law enforcement. Many libraries have computer systems that allow you to access information quickly and easily. Library personnel should show you how to use the computers and most now offer some type of Internet access.

- Begin now to build a broad knowledge of your potential profession. Get in the habit of reading articles in newspapers and magazines on job-related issues. Keep a clipping file of those articles. This will help keep you informed of trends in the profession and familiarize you with pertinent vocabulary.
- Consider reading or subscribing to professional journals. The journals listed below are written for a general readership among law-enforcement personnel and are available for a reasonable annual fee. They may also be available in your public library.

American Police Beat
 P.O. Box 382702
 Cambridge, MA 02238-2702
 1-800-234-0056
www.apbweb.com/subscribe.htm

FBI Law Enforcement Bulletin
 Government Printing Office
 Superintendent of Documents
 P.O. Box 371954
 Pittsburgh, PA 15250-7954
 202-512-1800
www.fbi.gov/publications/leb

Law and Order
 P.O. Box 16088
 North Hollywood, CA 91615-9837
www.lawandordermag.com

Police Chief
International Association of Chiefs of Police, Inc.
515 North Washington Street
Alexandria, VA 22314
703-836-6767 or 1-800-THE IACP
www.theiacp.org/pubinfo/pc/

POLICE Magazine
21061 South Western Avenue
Torrance, CA 90501
310-533-2400
www.policemag.com

If you need more help building your reading skills and taking reading comprehension tests, consider the

book entitled *Reading Comprehension Success in 20 Minutes a Day*, Second Edition by Elizabeth Chesla, published by LearningExpress.

Additionally, you may want to check out the following websites that can help build your reading skills:

Helpful Websites

- Reading Strategies
www.utexas.edu/student/utlc/handouts/553.html
- Reading Comprehension Resources
www.resourceroom.net
- Reading Better and Faster
<http://english.glendale.cc.ca.us/speed1.html>

CHAPTER

8



Grammar

CHAPTER SUMMARY

Besides being able to read well, police officers must be able to write correctly and have a good grasp of the English language. This chapter reviews the sentence-level writing skills often tested on multiple-choice exams, including complete sentences, capitalization, punctuation, subject-verb agreement, verb tenses, pronouns, and confusing word pairs.

There is plenty of writing involved in police work; just ask any law enforcement official you see. The grammar section of the written exam helps the department determine whether or not applicants are capable of this aspect of the job. The tips and exercises in this chapter will help you improve your skills in this area and assess how much practice you need before taking the actual test.

Complete Sentences

Sentences are the basic unit of written language. Most writing is done using complete sentences, so it's important to distinguish sentences from fragments. A sentence expresses a complete thought, while a fragment requires something more to express a complete thought.

Fragments

Look at the following pairs of word groups. The first in each pair is a sentence fragment; the second is a complete sentence.

Fragment	Complete Sentence
The dog walking down the street.	The dog was walking down the street.
Exploding from the bat for a home run.	The ball exploded from the bat for a home run.

These examples show that a sentence must have a subject and a verb to complete its meaning. The first fragment has a subject, but it needs a helping verb. Adding *was* before *walking* completes the sentence. The second fragment has neither a subject nor a verb. Only when a subject and verb are added is the sentence complete.

Now look at the next set of word groups. Mark those that are complete sentences.

1. a. We saw the tornado approaching.
b. When we saw the tornado approaching.
2. a. Before the house was built in 1972.
b. The house was built in 1972.
3. a. Since we are leaving in the morning.
b. We are leaving in the morning.

If you chose **1.a.**, **2.b.**, and **3.b.**, you were correct. You may have noticed that the groups of words are the same, but the fragments have an extra word at the beginning. These words are called *subordinating conjunctions*. If a group of words that would normally be a complete sentence is preceded by a subordinating conjunction, something more is needed to complete the thought.

In the following three sentences, that “something more” has been added.

- When we saw the tornado approaching, we headed for cover.
- Before the house was built in 1972, the old house was demolished.
- Since we were leaving in the morning, we went to bed early.

Here is a list of words that can be used as subordinating conjunctions.

after	that
although	though
as	unless
because	until
before	when
if	whenever
once	where
since	wherever
than	while

Run-On Sentences

If you can tell when a group of words isn't a sentence, then you can tell when one or more sentences have been run together, sometimes with a comma in between. Some tests will ask you to find run-on sentences. Each of the sentences below is a run-on sentence. Can you find where to put a period and begin a new sentence?

1. We went to the beach, we had a good time.
2. Without exception, the prisoners conformed to the new ruling they kept their cells clean.
3. The defense needed time to examine the new evidence, the lawyer asked for an extension.

If you noticed that a new sentence begins after *beach* in the first sentence, after *ruling* in the second, and after *evidence* in the third, you were right. Generally, you can tell whether you're looking at a run-on by covering the second half of the sentence and asking yourself whether the first half by itself is a sentence. Then cover

the first half. Is the second half a sentence by itself? If your answer to the first and/or second question is *no*, then the sentence is fine. If you answered both questions with *yes*—both halves of the sentence could be sentences by themselves—then you’ve got a run-on, unless there happens to be a semicolon (;) between the two halves.

Practice

Some of the questions on a police officer exam may test your ability to distinguish a sentence from a fragment or a run-on. Check for a subject and a verb, as well as for subordinating conjunctions. Practice answering the following sample questions.

1. Which of the following groups of words is a complete sentence?
 - a. The treasure buried beneath the floorboards beside the furnace.
 - b. After we spent considerable time examining all of the possibilities before making a decision.
 - c. In addition to the methods the doctor used to diagnose the problem.
 - d. The historical account of the incident bore the most resemblance to fact.

2. Which of the following groups of words is a complete sentence?
 - a. This was fun to do.
 - b. We looking.
 - c. Before the door opened.
 - d. If we ever see you again.

3. Which of the following groups of words is a run-on?
 - a. Whenever I see the moon rise, I am awed by the deep orange color.
 - b. The special services unit completed its work and made its report to the chief.
 - c. Unless we hear from the directors of the board before the next meeting, we will not act on the new proposal.
 - d. We slept soundly we never heard the alarm.

Answers

1. d.
2. a.
3. d.

Capitalization

You may encounter questions that test your ability to capitalize correctly. Here is a quick review of the most common capitalization rules.

- Capitalize the first word of a sentence. If the first word is a number, write it as a word.
- Capitalize the pronoun *I*.
- Capitalize the first word of a quotation: I said, “What’s the name of your dog?” Do not capitalize the first word of a partial quotation: He called me “the worst excuse for a student” he had ever seen.
- Capitalize proper nouns and proper adjectives. See the table on the next page for more about proper nouns and adjectives.

The following passage contains no capitalized words. Circle those letters that should be capitalized.

when I first saw the black hills on january 2, 1995, i was shocked by their beauty. we had just spent new year’s day in sioux falls, south dakota and had

Capitalization

Category	Example (Proper nouns)
days of the week, months of the year	Friday, Saturday; January, February
holidays, special events	Christmas, Halloween; Two Rivers Festival, Dilly Days
names of individuals	John Henry, George Billeck
names of structures, buildings	Lincoln Memorial, Principal Building
names of trains, ships, aircraft	Queen Elizabeth, Chicago El
product names	Corn King hams, Dodge Intrepid
cities and states	Des Moines, Iowa; Juneau, Alaska
streets, highways, roads	Grand Avenue, Interstate 29, Deadwood Road
landmarks, public areas	Continental Divide, Grand Canyon, Glacier National Park
bodies of water	Atlantic Ocean, Mississippi River
ethnic groups, languages, nationalities	Asian-American, English, Arab
official titles	Mayor Daley, President Johnson
institutions, organizations, businesses	Dartmouth College, Lions Club, Chrysler Corporation
proper adjectives	English muffin, Polish sausage

headed west toward our home in denver, colorado. as we traveled along interstate 90, i could see the black hills rising slightly in the distance. president calvin coolidge had called them “a wondrous sight to behold.” i understood why. after driving through the badlands and stopping at wall drug in wall, south dakota, we liked the way the evergreen-covered hills broke the barren monotony of the landscape. my oldest daughter said, “dad, look! there’s something that’s not all white.” we could see why the lakota sioux regarded the hills as a native american holy ground. we saw mount rushmore and custer state park, the home of the largest herd of buffalo in north america. we also drove the treacherous spearfish canyon road. fortunately, our jeep cherokee had no trouble with the ice and snow on the winding road.

Check your circled version against the corrected version of the passage that follows.

When I first saw the Black Hills on January 2, 1995, I was shocked by their beauty. We had just spent New Year’s Day in Sioux Falls, South Dakota and had headed west toward our home in Denver, Colorado. As we traveled along Interstate 90, I could see the Black Hills rising slightly in the distance. President Calvin Coolidge had called them “a wondrous sight to behold.” I understood why. After driving through the Badlands and stopping at Wall Drug in Wall, South Dakota, we liked the way the evergreen-covered hills broke the barren monotony of the landscape. My oldest daughter said, “Dad, look! There’s something that’s not all white.” We could see why the Lakota Sioux regarded the hills as a Native

American holy ground. We saw Mount Rushmore and Custer State Park, the home of the largest herd of buffalo in North America. We also drove the treacherous Spearfish Canyon Road. Fortunately, our Jeep Cherokee had no trouble with the ice and snow on the winding road.

Practice

Now try these sample questions. Choose the option that is capitalized correctly.

- 4.** a. This year we will celebrate christmas on Tuesday, December 25 in Manchester, Ohio.
 b. This year we will celebrate Christmas on Tuesday, December 25 in manchester, Ohio.
 c. This year we will celebrate Christmas on Tuesday, December 25 in Manchester, Ohio.
 d. This year we will celebrate christmas on Tuesday, December 25 in manchester, Ohio.
- 5.** a. Abraham Adams made an appointment with Mayor Burns to discuss the building plans.
 b. Abraham Adams made an appointment with Mayor Burns to discuss the Building Plans.
 c. Abraham Adams made an appointment with mayor Burns to discuss the building plans.
 d. Abraham Adams made an appointment with mayor Burns to discuss the Building Plans.
- 6.** a. Ms. Abigal Dornburg, M.D., was named head of the review board for Physicians Mutual.
 b. Ms. Abigal Dornburg, M.D., was named Head of the Review Board for Physicians Mutual.
 c. Ms. Abigal Dornburg, m.d. Was named head of the review board for Physicians mutual.
 d. Ms. Abigal dornburg, M.D., was named head of the review board for Physicians Mutual.

Answers

- 4.** c.
5. a.
6. a.

Punctuation

A section on the written exam may test your punctuation skills. Make sure you know how to use periods, commas, and apostrophes correctly.

Periods

Here is a quick review of the rules regarding the use of a period.

- Use a period at the end of a sentence that is not a question or an exclamation.
- Use a period after an initial in a name: Millard K. Furham.
- Use a period after an abbreviation, unless the abbreviation is an acronym.
 Abbreviations: Mr., Ms., Dr., A.M., General Motors Corp., Allied Inc.
 Acronyms: NASA, AIDS
- If a sentence ends with an abbreviation, use only one period. (We brought food, tents, sleeping bags, etc.)

Commas

Using commas correctly can make the difference between presenting information clearly and distorting the facts. The following chart demonstrates the necessity of commas in written language. How many people are listed in the sentence?

COMMAS AND MEANING	
Number undetermined	My sister Diane John Carey Melissa and I went to the fair.
Four people	My sister Diane, John Carey, Melissa, and I went to the fair.
Five people	My sister, Diane, John Carey, Melissa, and I went to the fair.
Six people	My sister, Diane, John, Carey, Melissa, and I went to the fair.

Here is a quick review of the most basic rules regarding the use of commas.

- Use a comma before *and*, *but*, *so*, *or*, *for*, *nor*, and *yet* when they separate two groups of words that could be complete sentences.
Example: The coaches laid out the game plan, and the team executed it to perfection.
- Use a comma to separate items in a series.
Example: The student driver stopped, looked, and listened when she got to the railroad tracks.
- Use a comma to separate two or more adjectives modifying the same noun.
Example: The hot, black, rich coffee tasted great after an hour in below-zero weather. [Notice that there is no comma between *rich* (an adjective) and *coffee* (the noun *rich* describes)].
- Use a comma after introductory words, phrases, or clauses in a sentence.
Examples: *Usually*, the class begins with a short writing assignment. [Introductory Word]
Racing down the street, the yellow car ran a stoplight. [Introductory Phrase]

After we found the source of the noise, we relaxed and enjoyed the rest of the evening. [Introductory Clause]

- Use a comma after a name followed by Jr., Sr., or some other abbreviation.
Example: The class was inspired by the speeches of Martin Luther King, Jr.
- Use a comma to separate items in an address.
Example: The car stopped at 1433 West G Avenue, Orlando, Florida 36890.
- Use a comma to separate a day and a year, as well as after the year.
Example: I was born on July 21, 1954, during a thunderstorm.
- Use a comma after the greeting of a friendly letter and after the closing of any letter.
Example: Dear Uncle Jon,
Sincerely yours,
- Use a comma to separate contrasting elements in a sentence.
Example: Your essay needs strong arguments, not strong opinions, to convince me.
- Use commas to set off appositives (words or phrases that explain or identify a noun).
Example: My cat, a Siamese, is named Ron.

The following passage contains no commas or periods. Add commas and periods as needed.

Dr Newton Brown Jr a renowned chemist has held research positions for OPEC Phillips Petroleum Inc Edward L Smith Chemical Designs and R J Reynolds Co His thorough exhaustive research is recognized in academic circles as well as in the business community as the most well-designed reliable data available Unfortunately on July 6 1988 he retired after a brief but serious illness He lives in a secluded retirement community at 2401 Beach Sarasota Springs Florida

Check your version against the following corrected version.

Dr. Newton Brown, Jr., a renowned chemist, has held research positions for OPEC, Phillips Petroleum Inc., Edward L. Smith Chemical Designs, and R.J.Reynolds Co. His thorough, exhaustive research is recognized in academic circles, as well as in the business community, as the most well-designed, reliable data available. Unfortunately, on July 6, 1988, he retired after a brief, but serious illness. He lives in a secluded retirement community at 2401 Beach, Sarasota Springs, Florida.

Apostrophes

Apostrophes communicate important information in written language. Here is a quick review of the two most important rules regarding the use of apostrophes.

- Use an apostrophe to show that letters have been omitted from a word to form a contraction.
Examples: do not = don't; national = nat'l;
 I will = I'll; it is = it's
- Use an apostrophe to show possession. See the table below for more examples.
Examples: Juan's dog; Nikia's house

Practice

Practice with these sample test questions. For each question, choose which of the four options is punctuated correctly.

7.
 - a. Although it may seem strange, my partners purpose in interviewing Dr. E. S. Sanders Jr. was to eliminate him as a suspect in the crime.
 - b. Although it may seem strange my partner's purpose in interviewing Dr. E. S. Sanders, Jr. was to eliminate him, as a suspect in the crime.
 - c. Although it may seem strange, my partner's purpose in interviewing Dr. E. S. Sanders, Jr., was to eliminate him as a suspect in the crime.
 - d. Although it may seem strange, my partner's purpose in interviewing Dr. E. S. Sanders, Jr. was to eliminate him, as a suspect in the crime.

8.
 - a. After colliding with a vehicle at the intersection of Grand, and Forest Ms. Anderson saw a dark hooded figure crawl through the window, reach back and grab a small parcel, and run north on Forest.
 - b. After colliding with a vehicle at the intersection of Grand, and Forest, Ms. Anderson saw a dark hooded figure crawl through the window, reach back and grab a small parcel, and run north on Forest.
 - c. After colliding with a vehicle at the intersection of Grand and Forest Ms. Anderson saw a dark, hooded figure crawl through the window, reach back and grab a small parcel, and run north on Forest.

APOSTROPHES TO SHOW POSSESSION		
Singular nouns (add 's)	Plural nouns ending in s (add ')	Plural nouns not ending in s
boy's	boys'	men's
child's	kids'	children's
lady's	ladies'	women's

d. After colliding with a vehicle at the intersection of Grand and Forest, Ms. Anderson saw a dark, hooded figure crawl through the window, reach back and grab a small parcel, and run north on Forest.

9. a. When we interviewed each of the boys and the fathers, we determined that the men's stories did not match the boy's versions.
 b. When we interviewed each of the boys and the fathers, we determined that the men's stories did not match the boys' versions.
 c. When we interviewed each of the boys and the fathers, we determined that the men's stories did not match the boys' versions.
 d. When we interviewed each of the boys' and the fathers', we determined that the men's stories did not match the boys' versions.

Answers

7. c.
 8. d.
 9. b.

Verbs

Subject-Verb Agreement

In written language, a subject must agree with its verb in number. In other words, if a subject is singular, the verb must be singular. If the subject is plural, the verb must be plural. If you are unsure whether a verb is singular or plural, apply this simple test. Fill in the blanks in the two sentences below with the matching form of the verb. The verb form that best completes the first sentence is singular. The verb form that best completes the second sentence is plural.

One person _____. [Singular]

Two people _____. [Plural]

Look at these examples using the verbs *speaks* and *do*. Try it yourself with any verb that confuses you.

One person *speaks*. One person *does*.

Two people *speak*. Two people *do*.

Pronoun Subjects

Few people have trouble matching noun subjects and verbs, but pronouns are sometimes difficult for even the most sophisticated writers. Some pronouns are always singular, others are always plural, still others can be either singular or plural, depending on the usage.

These pronouns are always singular:

each	everyone
either	no one
neither	nobody
anybody	one
anyone	somebody
everybody	someone

The indefinite pronouns *each*, *either*, and *neither* are the ones most often misused. You can avoid a mismatch by mentally adding the word *one* after the pronoun and removing the other words between the pronoun and the verb. Look at the following examples.

Each **of the men** wants his own car.

Each **one** wants his own car.

Either **of the salesclerks** knows where the sale merchandise is located.

Either **one** knows where the sale merchandise is located.

These sentences may sound awkward because many speakers misuse these pronouns, and you are probably used to hearing them used incorrectly. Despite that, the substitution trick (inserting *one* for the words following the pronoun) will help you avoid this mistake.

Some pronouns are always plural and require a plural verb:

both	many
few	several

Other pronouns can be either singular or plural:

all	none
any	some
most	

The words or prepositional phrases following these pronouns determine whether they are singular or plural. If what follows the pronoun is plural, the verb must be plural. If what follows is singular, the verb must be singular.

All of the **work** is finished.
 All of the **jobs** are finished.
 Is **any** of the **pizza** left?
 Are **any** of the **pieces** of pizza left?

None of the **time** was wasted.
 None of the **minutes** were wasted.

Subjects Joined by *and*

If two nouns or pronouns are joined by *and*, they require a plural verb.

He **and** she want to buy a new house.
 Jack **and** Jill want to buy a new house.

Subjects Joined by *or* or *nor*

If two nouns or pronouns are joined by *or* or *nor*, they require a singular verb. Think of them as two separate sentences and you'll never make a mistake in agreement.

He **or** she wants to buy a new house.
 He wants to buy a new house.
 She wants to buy a new house.

Neither Jack **nor** Jill is good at basketball.
 Jack is not good at basketball.
 Jill is not good at basketball.

Practice

Circle the correct verb in each of the following sentences.

10. Every other day either Bert or Ed (takes, take) out the trash.
11. A woman in one of my classes (works, work) at the Civic Center box office.
12. A good knowledge of the rules (helps, help) you understand the game.
13. Each of these prescriptions (causes, cause) bloating and irritability.
14. (Have, Has) either of them ever arrived on time?

Answers

10. takes
11. works
12. helps
13. causes
14. Has

Verb Tense

The tense of a verb tells a reader when the action occurs. Present tense verbs tell the reader to imagine the action happening as it is being read, while past tense verbs tell the reader the action has already happened. Read the following two paragraphs. The first one is written in the present tense, the second in the past tense. Notice the difference in the verbs. They are highlighted to make them easier to locate.

As Horace **opens** the door, he **glances** around cautiously. He **sees** signs of danger everywhere. The

centerpiece and placemats from the dining room table **are scattered** on the floor next to the table. An end table in the living room **is lying** on its side. He **sees** the curtains flapping and **notices** glass on the carpet in front of the window.

As Horace **opened** the door, he **glanced** around cautiously. He **saw** signs of danger everywhere. The centerpiece and placemats from the dining room table **were scattered** on the floor next to the table. An end table in the living room **was lying** on its side. He **saw** the curtains flapping and **noticed** glass on the carpet in front of the window.

You can distinguish present tense from past tense by simply fitting the verb into a sentence.

VERB TENSE	
Present tense (Today, I ___ . . .)	Past tense (Yesterday, I ___ . . .)
drive	drove
think	thought
rise	rose
catch	caught

The important thing to remember about verb tense is to keep it consistent. If a passage begins in the present tense, keep it in the present tense unless there is a specific reason to change—to indicate that some action occurred in the past, for instance. If a passage begins in the past tense, it should remain in the past tense. Verb tense should never be mixed as it is in the following sentence.

Wrong: Terry **opens** the door and **saw** the crowd.

Correct: Terry **opens** the door and **sees** the crowd.
Terry **opened** the door and **saw** the crowd.

However, sometimes it is necessary to use a different verb tense in order to clarify when an action occurred. Read the following sentences and the explanations following them.

The game warden **sees** the fish that you **caught**. [The verb *sees* is in the present tense, indicating that the action is occurring in the present. However, the verb *caught* is in the past tense, indicating that the fish were caught at some earlier time.]

The house that **was built** over a century ago **sits** on top of the hill. [The verb phrase *was built* is in the past tense, indicating that the house was built in the past. However, the verb *sits* is in the present tense, indicating that the action is still occurring.]

Practice

Check yourself with these sample questions. Choose the option that uses verb tense correctly. Answers are at the end of the chapter.

15.
 - a. When I cry, I always get what I want.
 - b. When I cry, I always got what I want.
 - c. When I cried, I always got what I want.
 - d. When I cried, I always get what I wanted.

16.
 - a. It all started after I came home and am in my room studying for a big test.
 - b. It all started after I came home and was in my room studying for a big test.
 - c. It all starts after I come home and was in my room studying for a big test.
 - d. It all starts after I came home and am in my room studying for a big test.

17. a. The child became excited and dashes into the house and slams the door.
 b. The child becomes excited and dashed into the house and slammed the door.
 c. The child becomes excited and dashes into the house and slammed the door.
 d. The child became excited and dashed into the house and slammed the door.

Answers

15. a.
 16. b.
 17. d.

Pronouns

Pronoun Case

Most of the time, a single pronoun in a sentence is easy to use correctly. In fact, most English speakers would readily identify the mistakes in the following sentences.

Me went to the movie with **he**.
 My teacher gave **she** a ride to school.

Most people know that *Me* in the first sentence should be *I* and that *he* should be *him*. They would also know that *she* in the second sentence should be *her*. Such errors are easy to spot when the pronouns are used alone in a sentence. The problem occurs when a pronoun is used with a noun or another pronoun. See if you can spot the errors in the following sentences.

The director rode with Jerry and **I**.
 Belle and **him** are going to the ice arena.

The errors in these sentences are not as easy to spot as those in the sentences with a single pronoun. The easiest way to attack this problem is to turn the sentence with two pronouns into two separate sentences. Then the error once again becomes very obvious.

The director rode with Jerry.
 The director rode with **me** (not I).

Belle **is** going to the ice arena. [Notice the singular verb *is* in place of *are*.]
He (not *him*) is going to the ice arena.

Pronoun Agreement

Another common error in using pronouns involves singular and plural pronouns. Like subjects and verbs, pronouns must match the number of the nouns they represent. If the noun a pronoun represents is singular, the pronoun must be singular. On the other hand, if the noun a pronoun represents is plural, the pronoun must be plural. Sometimes a pronoun represents another pronoun. If so, either both pronouns must be singular or both pronouns must be plural. Consult the list of singular and plural pronouns you saw earlier in this chapter.

The **doctor** must take a break when **she** (or **he**) is tired. [singular]
Doctors must take breaks when **they** are tired. [plural]

One of the girls misplaced **her** purse. [singular]
All of the girls misplaced **their** purses. [Plural]

If two or more singular nouns or pronouns are joined by *and*, use a plural pronoun to represent them.

Buddha and Muhammad built religions around **their** philosophies.
 If **he and she** want to know where I was, **they** should ask me.

If two or more singular nouns or pronouns are joined by *or*, use a singular pronoun. If a singular and a plural noun or pronoun are joined by *or*, the pronoun should agree with the closest noun or pronoun it represents.

Matthew or Jacob will loan you **his** calculator.

The elephant or the moose will furiously protect **its** young.

Neither **the soldiers** nor **the sergeant** was sure of **his** location.

Neither **the sergeant** nor **the soldiers** was sure of **their** location.

Practice

Circle the correct pronoun in the following sentences.

18. Andy or Arvin will bring (his, their) camera so (he, they) can take pictures of the party.
19. One of the file folders isn't in (its, their) drawer.
20. The auto parts store sent Bob and Ray the parts (he, they) had ordered.
21. Benny and (he, him) went to the movies with Bonnie and (I, me).
22. Neither my cousins nor my uncle knows what (he, they) will do tomorrow.

Answers

18. his, he
19. its
20. they
21. he, me
22. he

Easily Confused Word Pairs

The following word pairs are often misused in written language. By reading the explanations below and looking at the examples, you can learn to use these words correctly every time.

Its/it's

Its is a possessive pronoun that means “belonging to it.” *It's* is a contraction for *it is* or *it has*. The only time you will ever use *it's* is when you can also substitute the words *it is* or *it has*.

Who/that

Who refers to people. *That* refers to things.

There is the man **who** helped me find my wallet.

The woman **who** invented the copper-bottomed kettle died in 1995.

This is the house **that** Harold bought.

The magazine **that** I needed was no longer in print.

There/their/they're

Their is a possessive pronoun that shows ownership. *There* is an adverb that tells where an action or item is located. *They're* is a contraction for the words *they are*. Here is an easy way to remember these words.

- *Their* means belonging to them. Of the three words, *their* can be most easily transformed into the word *them*. Extend the *r* on the right side and connect the *i* and the *r* to turn *their* into *them*. This clue will help you remember that *their* means “belonging to them.”
- If you examine the word *there*, you can see that it contains the word *here*. Whenever you use *there*, you should be able to substitute *here*. The sentence should still make sense.
- Imagine that the apostrophe in *they're* is actually a very small letter *a*. Use *they're* in a sentence only when you can substitute *they are*.

Your/you're

Your is a possessive pronoun that means “belonging to you.” *You're* is a contraction for the words *you are*. The only time you should use *you're* is when you can substitute the words *you are*.

Answering Multiple-Choice Questions about Grammar

As you take the portion of the test that assesses your writing skills, apply what you know about the rules of grammar:

- Look for complete sentences.
- Check for endmarks, commas, and apostrophes.
- Look for subject-verb agreement and consistency in verb tense.
- Check the pronouns to make sure the correct form is used and that the number (singular or plural) is correct.
- Check those easily confused pairs of words.
- When determining which answer is correct to any one question, don't go back and review answer choices that you have already eliminated as being wrong.
- Always read all of the answer choices before selecting one. You may find an even better answer if you keep looking.

To/too/two

To is a preposition or an infinitive.

- As a preposition: *to* the mall, *to* the bottom, *to* my church, *to* our garage, *to* his school, *to* his hide-out, *to* our disadvantage, *to* an open room, *to* a ballad, *to* the gymnasium
- As an infinitive (*to* followed by a verb, sometimes separated by adverbs): *to* walk, *to* leap, *to* see badly, *to* find, *to* advance, *to* read, *to* build, *to* sorely want, *to* badly misinterpret, *to* carefully peruse

Too means also. Whenever you use the word *too*, substitute the word *also*. The sentence should still make sense.

Two is a number, as in one, two. If you memorize this, you will never misuse this form.

Practice

The key is to think consciously about these words when you see them in written language. Circle the correct form of these easily confused words in the following sentences.

23. (Its, It's) (to, too, two) late (to, too, two) remedy the problem now.

24. This is the man (who, that) helped me find the book I needed.

25. (There, Their, They're) going (to, too, two) begin construction as soon as the plans are finished.

26. We left (there, their, they're) house after the storm subsided.

27. I think (your, you're) going (to, too, two) win at least (to, too, two) more times.

28. The corporation moved (its, it's) home office.

Answers

23. It's, too, to

24. who

25. They're, to

26. their

27. you're, to, two

28. its

Additional Resources

This chapter was a very basic review of only a few aspects of written English. For more help with these aspects and more, consult the following books.

For Non-Native Speakers of English

- *English Made Simple* by Arthur Waldhorn and Arthur Zeiger (Made Simple Books)
- *Errors in English and Ways to Correct Them* by Harry Shaw (HarperCollins)
- *Living in English* by Betsy J. Blosser (Passport Books)

For Everyone

- *Grammar Essentials*, 2nd Edition by Judith Olson (LearningExpress)
- *Writing Skills Success in 20 Minutes a Day*, 2nd Edition by Judith Olson (LearningExpress)
- *1001 Pitfalls in English Grammar* by Ruth Parle Craig and Vincent Foster Hopper (Barron's)

- *501 Grammar and Writing Questions* 2nd Edition (LearningExpress)
- *Grammar Smart: A Guide To Perfect Usage*, The Princeton Review Series (*Princeton Review*)
- *English Grammar for Dummies* by Geraldine Woods (John Wiley & Sons)

Grammar-Related Websites

- English Grammar Help
<http://webster.commnet.edu/grammar/index.htm>
- Ask Miss Grammar
www.protrainco.com/info/grammar.htm
- Grammar Rules and Practice Exercises
www.chompchomp.com/menu.htm
- Grammar & Style (a complete online grammar guide)
<http://andromeda.rutgers.edu/~jlynch/Writing/>
- Grammar Slammer
<http://englishplus.com/grammar/>
- Common Errors In English
www.wsu.edu/~brians/errors/

C H A P T E R

9



Vocabulary and Spelling

CHAPTER SUMMARY

Your grasp of the English language will be measured in the areas of vocabulary and spelling on the written exam. This chapter covers both areas, providing useful tips and exercises that can increase your chances of success.

Police officers need the ability to communicate effectively with others. Using good vocabulary and correct spelling is important when writing or speaking. Law enforcement officials need to be able to speak, understand, read, and write the English language efficiently. Use this chapter to improve your vocabulary and spelling skills.

Vocabulary

If your written exam has a section that tests your vocabulary, the questions will most likely deal with *synonyms*, *antonyms*, *word parts*, *context*, and/or *homophones*.

- **Synonyms** are words that share the same meaning or nearly the same meaning as other words.
- **Antonyms** are words that are the opposite or nearly the opposite of other words.
- **Word Parts** are made up of prefixes, roots, and suffixes.
- **Context** refers to the text surrounding a word.

- **Homophones** are words that sound the same but have different meanings, such as *heard* and *herd*.

Synonym and Antonym Questions

A word is a *synonym* of another word if it has the same or nearly the same meaning as the other word. *Antonyms* are words with opposite meanings. Test questions often ask you to find the synonym or antonym of a word. If you're lucky, the word will be surrounded by a sentence that helps you guess what the word means. If you're less lucky, you will just get the word, and then you have to figure out what the word means without any help.

Questions that ask for synonyms and antonyms can be tricky because they require you to recognize the meaning of several words that may be unfamiliar—not only the words in the questions but also the answer choices. Usually the best strategy is to *look* at the structure of the word and to *listen* for its sound. See if a part of a word—the root—looks familiar. The meaning of a word is located within its root. For instance, the root of *credible* is *cred*, which means to trust or believe. Knowing what common root parts mean can help you understand the meaning of words you don't know. Other words with the root *cred* are: *incredible*, *sacred* and *credit*. Looking for related words that have the same root as the word in question can help you to choose the right answer, even if it is only by process of elimination.

Synonym Practice

Try your hand at identifying the root and other word parts and the related words in these sample synonym questions. Circle the word that means the same or about the same as the underlined word. Answers and explanations appear right after the questions.

1. a set of partial prints
 - a. identifiable
 - b. incomplete
 - c. visible
 - d. enhanced
2. substantial evidence
 - a. inconclusive
 - b. weighty
 - c. proven
 - d. alleged
3. corroborated the statement
 - a. confirmed
 - b. negated
 - c. denied
 - d. challenged
4. ambiguous questions
 - a. meaningless
 - b. difficult
 - c. simple
 - d. vague

Answers

The explanations are just as important as the answers, because they show you how to go about choosing a synonym if you don't know the word.

1. **b.** *Partial* means *incomplete*. The root of the word here is *part*. A partial print is only part of the whole.
2. **b.** *Substantial* evidence is *weighty*. The key part of the word here is *substance*. Substance has weight.
3. **a.** *Corroboration* is *confirmation*. Notice the prefix *co-*, which means *with* or *together*. Some related words are: *cooperate*, *coworker*, and *collide*. Corroboration means that one statement fits with another.
4. **d.** *Ambiguous* questions are *vague* or uncertain. The key part of this word is *ambi-*, which means *two* or *both*. An ambiguous question can be taken two ways.

Antonym Practice

The main danger in answering questions with antonyms is forgetting that you are looking for *opposites* rather than synonyms. Most antonym questions

will include one or more synonyms as answer choices. The trick is to keep your mind on the fact that you are looking for the opposite of the word. If you're allowed to mark in the books or on the test papers, circle the word *antonym* or *opposite* in the directions to help you remember.

Otherwise, the same tactics that work for synonym questions work for antonyms as well: try to determine the meaning of part of the word or to remember a context where you've seen the word before.

Circle the word that means the *opposite* of the underlined word in the sentences below. Answers are immediately after the questions.

5. zealous pursuit
 - a. envious
 - b. eager
 - c. idle
 - d. comical

6. inadvertently left
 - a. mistakenly
 - b. purposely
 - c. cautiously
 - d. carefully

7. exorbitant prices
 - a. expensive
 - b. unexpected
 - c. reasonable
 - d. outrageous

8. compatible workers
 - a. comfortable
 - b. competitive
 - c. harmonious
 - d. experienced

9. belligerent attitude
 - a. hostile
 - b. reasonable
 - c. instinctive
 - d. ungracious

Answers

Be sure to read the explanations as well as the right answers.

5. c. *Zealous* means *eager*, so *idle* is most nearly opposite. Maybe you've heard the word *zeal* before. One trick in this question is not to be misled by the similar sounds of *zealous* and *jealous*. The other trick is not to choose the synonym, *eager*.
6. b. *Inadvertently* means *by mistake*, so *purposely* is the antonym. The key element in this word is the prefix *in-*, which usually means *not*, *the opposite of*. Consider related words like *involuntary*, *inappropriate*, or *ineligible*. As usual, one of the answer choices (a) is a synonym.
7. c. The key element here is *ex-*, which means *out of* or *away from*. *Exorbitant* literally means "out of orbit." The opposite of an *exorbitant* or *outrageous* price would be a *reasonable* one.
8. b. The opposite of *compatible* is *competitive*. Here you have to distinguish among three words that contain the same prefix, *com-*, and to let the process of elimination work for you. The other choices are too much like synonyms.
9. b. The key element in this word is the root *belli-*, which means *warlike*. The synonym choices, then, are *hostile* and *ungracious*; the antonym is *reasonable*.

Context Questions

Context is the surrounding text in which a word is used. Most people use context to help them determine the meaning of an unknown word. A vocabulary question that gives you a sentence around the vocabulary

word is usually easier to answer than one with little or no context. The surrounding text can help you as you look for synonyms for the specified words in the sentences.

The best way to take meaning from context is to look for key words in sentences or paragraphs that convey the meaning of the text. If nothing else, the context will give you a means to eliminate wrong answer choices that clearly don't fit. The process of elimination will often leave you with the correct answer.

Context Practice

Try these sample questions. Circle the word that best describes the meaning of the underlined word in the sentence.

- 10.** The members of the jury were appalled by the wild and uncontrolled behavior of the witness in the case.
- horrified
 - amused
 - surprised
 - dismayed
- 11.** Despite the fact that he appeared to have financial resources, the defendant claimed to be destitute.
- wealthy
 - ambitious
 - solvent
 - impoverished
- 12.** Though she was distraught over the disappearance of her child, the woman was calm enough to give the officer her description.
- punished
 - distracted
 - composed
 - anguished
- 13.** The unrepentant criminal expressed no remorse for his actions.
- sympathy
 - regret
 - reward
 - complacency
- 14.** Professor Washington was a very _____ man known for his reputation as a scholar.
- stubborn
 - erudite
 - illiterate
 - disciplined
- 15.** His _____ was demonstrated by his willingness to donate large amounts of money to worthy causes.
- honesty
 - loyalty
 - selfishness
 - altruism

Some tests may ask you to fill in the blank by choosing a word that fits the context. In the following questions, circle the word that best completes the sentence.

Answers

Check to see whether you were able to pick out the key words that help you define the target word, as well as whether you got the right answer.

- 10. a.** The key words *wild* and *uncontrolled* signify *horror* rather than the milder emotions described by the other choices.
- 11. d.** The key words here are *financial resources*, but this is a clue by contrast. The introductory *Despite the fact* signals that you should look for the opposite of the idea of having financial resources.

- 12. d.** The key words here are *though* and *disappearance of her child*, signalling that you are looking for an opposite of *calm* in describing how the mother spoke to the officer. The only word strong enough to match the situation is *anguish*.
- 13. b.** *Remorse* means *regret for one's action*. The part of the word here to beware of is the prefix *re-*. It doesn't signify anything in this word, though it often means *again* or *back*. Don't be confused by the two choices that also contain the prefix *re-*. The strategy here is to see which word sounds better in the sentence. The key words are *unrepentant* and *no*, indicating that you're looking for something that shows no repentance.
- 14. b.** The key words here are *professor* and *scholarly*. Even if you don't know the word *erudite*, the other choices don't fit the description of the professor.
- 15. d.** The key words here are *large amounts of money to worthy causes*. They give you a definition of the word you're looking for. Again, even if you don't know the word *altruism*, the other choices seem inappropriate to describe someone so generous.

For Non-Native Speakers of English

Be very careful not to be confused by the sound of words that may mislead you. Be sure you look at the word carefully, and pay attention to the structure and appearance of the word as well as its sound. You may be used to hearing English words spoken with an accent. The sounds of those words may be misleading in choosing a correct answer.

Questions about Word Parts

Some tests may ask you to find the meaning of a part of a word: roots, which are the main part of the word; prefixes, which go before the root word; or suffixes, which go after. Any of these elements can carry meaning or change the use of a word in a sentence. For

instance, the suffix *-s* or *-es* can change the meaning of a noun from singular to plural: *boy*, *boys*. The prefix *un-* can change the meaning of a root word to its opposite: *necessary*, *unnecessary*.

To identify most parts of words, the best strategy is to think of words you already know which carry the same root, suffix, or prefix. Let what you know about those words help you to see the meaning of words that are less familiar.

On the following two pages are some of the word parts that appear most often on vocabulary tests. If you read the following lists of word parts and their meanings for five to ten minutes every day, you will soon have the level of recognition you need to score high on this portion of the exam. You may also wish to create flash cards to carry around with you—write the word part on one side of the card and its meaning and some examples of it on the other.

Word-Part Practice

Circle the word or phrase below that best describes the meaning of the underlined portion of the word. Answers appear after the questions.

- 16.** proactive
 a. after
 b. forward
 c. toward
 d. behind
- 17.** recession
 a. against
 b. see
 c. under
 d. back
- 18.** contemporary
 a. with
 b. over
 c. apart
 d. time

- 19.** etymology
a. state of
b. prior to
c. study of
d. quality of

- 20.** vandalize
a. to make happen
b. to stop
c. to fill
d. to continue

Common Prefixes and Their Meanings

a (not, without) <i>ex:</i> amoral, apolitical	ab (away from, off) <i>ex:</i> abnormal, abhor	bi (two) <i>ex:</i> bifocals, bicentennial
contra (against, opposite) <i>ex:</i> contradict, contraceptive	de (take away from, down, do the opposite of) <i>ex:</i> deflate, derail	dis (not, opposite of, exclude) <i>ex:</i> disown, disarm
im, in, il (not, negative) <i>ex:</i> impossible, inappropriate, illegal	inter (between, among) <i>ex:</i> interstate, intervene	mis (wrong) <i>ex:</i> misspell, misplace
non (not, no) <i>ex:</i> nonsense, nonconformity	ob, op (toward, against, in the way of) <i>ex:</i> objection, oppose	per (through, very) <i>ex:</i> persecute, persuade
pre (before) <i>ex:</i> precede, predict	pro (forward, for) <i>ex:</i> protect, propel, provide	port (carry) <i>ex:</i> portable, portfolio
re (back, again) <i>ex:</i> remember, reply	term (end, boundary, limit) <i>ex:</i> terminology, termination	trans (across, beyond, change) <i>ex:</i> transformation, transfer
un (not, against, opposite) <i>ex:</i> unstopable, untrustworthy, unhappy	voc (to call) <i>ex:</i> vocation, vocal	

Common Root Words and Their Meanings

anim (mind, life, spirit, anger) <i>ex:</i> animal, animated, animosity	cede, ceed, cess (go, yield) <i>ex:</i> concede, success, exceed	cred (trust, believe) <i>ex:</i> credible, sacred, incredible
dic, dict (say, speak) <i>ex:</i> indication, dictionary, edict	fid (belief, faith) <i>ex:</i> confide, affidavit, fidelity	flu, flux (to flow, flowing) <i>ex:</i> fluid, fluctuate
form (shape) <i>ex:</i> conform, format, formality	ject (throw) <i>ex:</i> interject, object, intersect	man (by hand, make, do) <i>ex:</i> manage, craftsmanship, command
oper (work) <i>ex:</i> operation, cooperate	path (feel) <i>ex:</i> homeopathic, sympathy, psychopath	pict (paint, show, draw) <i>ex:</i> depiction, picture
pel/pulse (push) <i>ex:</i> impulse, compel	rog (ask) <i>ex:</i> interrogate	rupt (break) <i>ex:</i> interrupt, corrupt
sent, sens (feel, think) <i>ex:</i> resentment, sensitive	sist (to withstand, make up) <i>ex:</i> insist, resist, persist	spir (breath, soul) <i>ex:</i> inspire, perspire

Common Suffixes and Their Meanings

ance, ence (quality or process) <i>ex:</i> dominance, dependence	ant, ent (something or someone that performs an action) <i>ex:</i> client, applicant	ate (office or function) <i>ex:</i> dedicate, candidate
dom (state of being) <i>ex:</i> boredom, wisdom	er, or (person or thing that does something) <i>ex:</i> officer, director	ful (amount or quality that fills) <i>ex:</i> handful, cheerful
ian, an (related to, one that is) <i>ex:</i> custodian, human	ia (names, diseases) <i>ex:</i> hysteria, anorexia	ile (capability, aptitude) <i>ex:</i> fragile, docile
ing (action, result of action) <i>ex:</i> singing, jumping, clinging	ion (condition or action) <i>ex:</i> abduction, selection, deduction	ive (condition) <i>ex:</i> motive, directive
ity (expressing state or condition) <i>ex:</i> sincerity, brevity	ment (action, product, result) <i>ex:</i> fragment, ornament, judgment	ness (state, condition, quality) <i>ex:</i> happiness, goodness, nervousness
or (property, condition) <i>ex:</i> candor, squalor, splendor	otic (relationship to action, process, or condition) <i>ex:</i> patriotic, psychotic, hypnotic	ship (status, condition) <i>ex:</i> partnership, friendship, courtship
ty (quality or state) <i>ex:</i> unity, civility, anonymity	ure (act, condition, process or function) <i>ex:</i> exposure, composure, assure	y (inclination, result of an activity) <i>ex:</i> dreamy, pesky, whiny

Answers

Even if the word in the question was unfamiliar, you might have been able to guess the meaning of the prefix or suffix by thinking of some other word that has the same prefix or suffix.

- 16. **b.** Think of a *propeller*. A propeller sends an airplane *forward*.
- 17. **d.** Think of *recall*: Manufacturers *recall* or *bring back* cars that are defective; people *recall* or *bring back* past events in memory.
- 18. **a.** Think of *congregation*: a group of people gather *with* each other in a house of worship.
- 19. **c.** Think of *biology*, the *study of life*.
- 20. **a.** Think of *scandalize*: to *make* something shocking *happen*.

How to Answer Vocabulary Questions

- Look for word parts that you know, such as the root, prefix, or suffix, and think of similar words that may give clues as to the meaning of the word in question.
- Pay close attention to the directions. Make sure you know when to look for the opposite meaning rather than a similar one.
- Think of how the word makes sense in a sentence.
- Sound out the word inside your head to make sure you aren't reading it wrong.
- Don't be fooled by words that sound the same but have different spellings and meanings.
- Check back over your work if you have time remaining to make sure you haven't made any careless mistakes.

Homophone Questions

Don't be fooled by words that sound alike but have entirely different meanings. The best way to identify these easily confused words is by studying them and quizzing yourself until you have the meanings and spellings memorized. On the next page is a list of homophones that are often found on written exams. Review the list carefully and consult your dictionary to determine the meaning of any words that you are unsure of.

Homophone Practice

Each sentence below contains two words in parentheses that are homophones. Circle the word that makes sense in the sentence. Answers and explanations follow the questions.

1. He slammed on his (break, brake) just before the stop sign.
2. The manager decided to (higher, hire) a few more employees.
3. His family advised him to seek (council, counsel) before going any further.
4. She told him to get his (facts, fax) straight before speaking to her again.
5. No one (new, knew) exactly what had happened.
6. They wondered if someone would try to (steel, steal) the treasure.

Answers

Check to see if you selected the correct word in each sentence.

1. **brake**—a stopping device, such as the brake in a truck or car. (*Break* means to damage something.)
2. **hire**—to pay for the services of someone. (*Higher* means something or someone is more high than someone or something else.)
3. **counsel**—advice. (*Council* means a group of people who meet for a purpose.)

4. **facts**—something that is really true. (*Fax*—short for facsimile—means a document sent or received from a fax machine.)
5. **knew**—having known something. (*New* is the opposite of old.)
6. **steal**—taking something that belongs to someone else. (*Steel* is a metal.)

Spelling

Generally, spelling tests are in a multiple-choice format. You will be given several possible spellings for a word and asked to identify the one that is correct. Thus, you must be able to see very fine differences between word spellings. The best way to prepare for a spelling test is to have a good grasp of the spelling fundamentals and be able to recognize when those rules don't apply. Remember that English is full of exceptions in spelling. You have to develop a good eye to spot the errors.

Even though there are so many variant spellings for words in English, police officer exams generally are looking to make sure that you know and can apply the basic rules. Here are some of those rules to review:

- *i* before *e*, except after *c*, or when *ei* sounds like *a*
Examples: piece, receive, neighbor
- *gh* can replace *f* or be silent
Examples: enough, night
- Double the consonant when you add an ending
Examples: forget/forgettable, shop/shopping
- Drop the *e* when you add *-ing*
Example: hope/hoping
- The spelling of prefixes and suffixes generally doesn't change
Examples: project, propel, proactive

Homophones

ad, add
affect, effect
allowed, aloud
bare, bear
bored, board
boulder, bolder
brake, break
bred, bread
build, billed
cent, scent
cereal, serial
cite, sight, site
counsel, council
course, coarse
days, daze
died, dyed
due, do, dew
facts, fax
fair, fare
feat, feet
find, fined
flour, flower
for, fore, four
great, grate
groan, grown
guessed, guest
heal, he'll

hear, here
heard, herd
higher, hire
hoarse, horse
hole, whole
hours, ours
incite, insight
knew, new
know, no
lead, led
leased, least
lesson, lessen
made, maid
marshal, martial
meat, meet
morning, mourning
one, won
pact, packed
pail, pale
passed, past
patience, patients
pause, paws
peace, piece
plain, plane
poor, pour
rain, reign
raise, rays

rap, wrap
right, write
road, rode
roll, role
sale, sail
scene, seen
see, sea
soar, sore
stair, stare
steel, steal
sun, son
sweet, suite
tents, tense
their, there, they're
threw, through
throne, thrown
tide, tied
to, too, two
trooper, trouper
vary, very
wade, weighed
ware, wear, where
weight, wait
weather, whether
wood, would

Spelling Practice

Here are some examples of how spelling would appear on a police officer exam. Choose the word that is spelled correctly in the following sentences. There's no answer key for this section. Instead, use your dictionary to find the right answers.

- 21.** We went to an _____ of early Greek art.
- exibition
 - exhibition
 - excibition
 - exebition
- 22.** We will _____ go to the movies tonight.
- proibly
 - probbaly
 - probely
 - probably
- 23.** We took _____ of pictures on our vacation.
- allot
 - alot
 - a lot
 - alott

Ways to Improve Your Vocabulary

- Learn groups of synonyms for words
- Learn new words in context
- Memorize common word roots, prefixes, and suffixes
- Create and use flashcards regularly

24. The high scorer had the greatest number of _____ answers.

- a. accurate
- b. acurate
- c. accuret
- d. accurit

25. He was warned not to use _____ force.

- a. exessive
- b. excessive
- c. excessivive
- d. excesive

Using Spelling Lists

Some test makers will give you a list of words to study before you take the test. If you have a list to work with, here are some suggestions.

- Divide the list into groups of three, five, or seven words to study. Consider making flash cards of the words you don't know.
- Highlight or circle the tricky elements in each word.
- Cross out or discard any words that you already know for certain. Don't let them get in the way of the ones you need to study.
- Say the words as you read them. Spell them out in your mind so you can "hear" the spelling.

Here's a sample spelling list. These words are typical of the words that appear on exams. If you are not given a list by the agency that's testing you, study this one.

achievement	doubtful	ninety
allege	eligible	noticeable
anxiety	enough	occasionally
appreciate	enthusiasm	occurred
asthma	equipped	offense
arraignment	exception	official
autonomous	fascinate	pamphlet
auxiliary	fatigue	parallel
brief	forfeit	personnel
ballistics	gauge	physician
barricade	grieve	politics
beauty	guilt	possess
beige	guarantee	privilege
business	harass	psychology
bureau	hazard	recommend
calm	height	referral
cashier	incident	recidivism
capacity	indict	salary
cancel	initial	schedule
circuit	innocent	seize
colonel	irreverent	separate
comparatively	jeopardy	specific
courteous	knowledge	statute
criticism	leisure	surveillance
custody	license	suspicious
cyclical	lieutenant	tentative
debt	maintenance	thorough
definitely	mathematics	transferred
descend	mortgage	warrant

How to Answer Spelling Questions

- Sound out the word in your mind. Remember that long vowels inside words usually are followed by single consonants: sofa, total, crime. Short vowels inside words usually are followed by double consonants: dribble, scissors, toddler.
- Give yourself auditory (listening) clues when you learn words. Say “Wed-nes-day” or “lis-ten” or “bus-i-ness” to yourself so that you remember to add letters you do not hear.
- Look at each part of a word. See if there is a root, prefix, or suffix that will always be spelled the same way. For example, in *uninhabitable*, *un-*, *in-*, and *-able* are always spelled the same. What’s left is *habit*, a self-contained root word that’s pretty easy to spell.

More Practice in Vocabulary and Spelling

Here is a second set of practice exercises with samples of each kind of question covered in this chapter. Answers to all questions except spelling questions are at the end of the test. For spelling questions, use a dictionary.

Synonyms

Circle the word that means the same or nearly the same as the underlined word.

26. convivial company
 a. lively
 b. dull
 c. tiresome
 d. dreary
27. conspicuous behavior
 a. secret
 b. notable
 c. visible
 d. boorish
28. meticulous record-keeping
 a. dishonest
 b. casual
 c. painstaking
 d. careless
29. superficial wounds
 a. life-threatening
 b. bloody
 c. severe
 d. shallow
30. impulsive actions
 a. cautious
 b. imprudent
 c. courageous
 d. cowardly
31. amateur athlete
 a. professional
 b. successful
 c. unrivaled
 d. former
32. lucid opinions
 a. clear
 b. strong
 c. hazy
 d. heartfelt

Antonyms

Circle the word that is most nearly opposite in meaning to the underlined word.

- 33.** traveling incognito
 a. unrecognized
 b. alone
 c. by night
 d. publicly
- 34.** incisive reporting
 a. mild
 b. sharp
 c. dangerous
 d. insightful
- 35.** tactful comments
 a. rude
 b. pleasant
 c. complimentary
 d. sociable

Synonyms

Using the context, choose the word that means the same or nearly the same as the underlined word.

- 36.** Though he had little time, the student took copious notes in preparation for the test.
 a. limited
 b. plentiful
 c. illegible
 d. careless
- 37.** Though flexible about homework, the teacher was adamant that papers be in on time.
 a. liberal
 b. casual
 c. strict
 d. pliable
- 38.** The condition of the room after the party was deplorable.
 a. regrettable
 b. pristine
 c. festive
 d. tidy

Complete the Sentences

Choose the word that best completes the following sentences.

- 39.** Her position as a(n) _____ teacher took her all over the city.
 a. primary
 b. secondary
 c. itinerant
 d. permanent
- 40.** Despite her promise to stay in touch, she remained _____ and difficult to locate.
 a. steadfast
 b. stubborn
 c. dishonest
 d. elusive

Word Roots, Prefixes, and Suffixes

Choose the word or phrase closest in meaning to the underlined part of the word.

- 41.** universe
 a. one
 b. three
 c. under
 d. opposite
- 42.** reentry
 a. back
 b. push
 c. against
 d. forward
- 43.** benefit
 a. bad
 b. suitable
 c. beauty
 d. good

44. education
 a. something like
 b. state of
 c. to increase
 d. unlike

45. urbanite
 a. resident of
 b. relating to
 c. that which is
 d. possessing

Spelling

Circle the correct spelling of the word that fits in the blank.

46. The information was _____ to the action.
 a. irelevant
 b. irrevelent
 c. irrelevant
 d. irrevelent

47. He made no _____ to take the job.
 a. comittment
 b. commitment
 c. comitment
 d. comittmint

48. He made an income _____ to meet his needs.
 a. adaquate
 b. adequate
 c. adiquate
 d. adequet

49. We went to eat at a fancy new _____.
 a. restarant
 b. restaraunt
 c. restaurant
 d. resteraunt

50. The vote was _____ to elect the chairman.
 a. unannimous
 b. unanimous
 c. unanimus
 d. unaminous

Answers

- | | |
|--------|--------|
| 26. a. | 36. b. |
| 27. c. | 37. c. |
| 28. c. | 38. a. |
| 29. d. | 39. c. |
| 30. b. | 40. d. |
| 31. a. | 41. a. |
| 32. c. | 42. a. |
| 33. d. | 43. d. |
| 34. a. | 44. b. |
| 35. a. | 45. a. |

Additional Resources

One of the best resources for any adult student is the public library. Many libraries have sections for adult learners or for those preparing to enter or change careers. Those sections contain skill books and review books on a number of subjects, including spelling and vocabulary. Here are some books you might consult to improve your vocabulary and spelling skills.

Books

- *Goof-Proof Spelling* (LearningExpress)
- *Practical Spelling* by Anna Castley (Learning-Express)
- *Practical Vocabulary* by Judith Meyers (Learning-Express)
- *Thirty Days to a More Powerful Vocabulary* by Wilfred John Funk (Pocket Books)
- *Vocabulary and Spelling Success in 20 Minutes a Day*, 2nd Edition by Judith Meyers (Learning-Express)

- *Word Watcher's Handbook: A Deletionary of the Most Abused and Misused Words* by Phyllis Martin (St. Martin's Press)
- *Spelling Made Simple* by Stephen V. Ross (Made Simple)
- *Word Smart II: How to Build a More Educated Vocabulary* by Adam Robinson (The Princeton Review)
- *Vocab-Ability: More Than A Vocabulary Dictionary* by James Colyn (Vantage Press)
- *1001 Vocabulary and Spelling Questions* (LearningExpress).

Websites

- Vocabulary Exercises and Games
www.vocabulary.com
- 5,000 Words & Definitions to Improve Your Vocabulary
www.freevocabulary.com
- Vocabulary Quizzes Online
www.smic.be/smic5022/exercisesvocabulary.htm
- Daily Vocabulary Quiz
www.zdaily.com/vocabulary1.htm
- Online Dictionary and Spelling Quizzes
www.meriam-webster.com
- Online Dictionary, Word Games, and Crosswords
www.dictionary.com
- Online Thesaurus and Word Games
www.thesaurus.com
- Spelling Practice
www.spellzone.com

C H A P T E R

10



Math

CHAPTER SUMMARY

A basic understanding of math will be tested on some police officer exams. This chapter reviews the common types of math questions found on these tests and provides tips and exercises to improve your skills in this area.

As a law enforcement officer, it is not likely that you will be doing complex mathematical formulas, but some basic math skills will most certainly be needed. Adding up the value of stolen property or computing the price of street drugs are just a couple of examples of the type of math problems you will need to be able to solve on the job. Use this chapter to brush up on your basic math skills, especially if it has been a while since you have taken a math course or if you suffer from math anxiety.

Math Strategies

- **Don't work in your head! Use your test book or scratch paper to take notes, draw pictures, and calculate.** Although you might think that you can solve math questions more quickly in your head, that's a good way to make mistakes. Write out each step.
- **Read a math question in *chunks* rather than straight through from beginning to end.** As you read each *chunk*, stop to think about what it means and make notes or draw a picture to represent that *chunk*.
- **When you get to the actual question, circle it.** This will keep you more focused as you solve the problem.
- **Glance at the answer choices for clues.** If they're all fractions, you probably should do your work in fractions; if they're decimals, you should probably work in decimals, and so on.
- **Make a plan of attack** to help you solve the problem.
- **If a question stumps you, try one of the *backdoor* approaches** explained in the next section. These are particularly useful for solving word problems.
- **When you get your answer, reread the circled question to make sure you've answered it.** This helps avoid the careless mistake of answering the wrong question.
- **Check your work after you get an answer.** Test-takers get a false sense of security when they get an answer that matches one of the multiple-choice answers. Here are some good ways to check your work *if you have time*:
 - Ask yourself if your answer is reasonable. Does it make sense?
 - Plug your answer back into the problem to make sure the problem holds together.
 - Do the question a second time, but use a different method.
- **Approximate when appropriate.** For example:
 - $\$5.98 + \8.97 is a little less than $\$15$. (Add: $\$6 + \9)
 - $.9876 \times 5.0342$ is close to 5. (Multiply: 1×5)
- **Skip hard questions and come back to them later.** Mark them in your test book so you can find them quickly.

Backdoor Approaches for Answering Questions that Puzzle You

Remember those word problems you dreaded in high school? Many of them are actually easier to solve by backdoor approaches. The two techniques that follow are terrific ways to solve multiple-choice word problems that you don't know how to solve with a straightforward approach. The first technique, *nice numbers*, is useful when there are unknowns (like x) in the text of the word problem, making the problem too abstract for you. The second technique, *working backwards*, presents a quick way to substitute numeric answer choices back into the problem to see which one works.

Nice Numbers

1. When a question contains unknowns, like x , plug nice numbers in for the unknowns. A nice number is easy to calculate with and makes sense in the problem.
2. Read the question with the nice numbers in place. Then solve it.
3. If the answer choices are all numbers, the choice that matches your answer is the right one.

4. If the answer choices contain unknowns, substitute the same nice numbers into *all* the answer choices. The choice that matches your answer is the right one. If more than one answer matches, do the problem again with different nice numbers. You'll only have to check the answer choices that have already matched.

Example: Judi went shopping with p dollars in her pocket. If the price of shirts was s shirts for d dollars, what is the maximum number of shirts Judi could buy with the money in her pocket?

a. psd

b. $\frac{ps}{d}$

c. $\frac{pd}{s}$

d. $\frac{ds}{p}$

To solve this problem, let's try these nice numbers: $p = \$100$, $s = 2$; $d = \$25$. Now reread it with the numbers in place:

Judi went shopping with **\$100** in her pocket. If the price of shirts was **2** shirts for **\$25**, what is the maximum number of shirts Judi could buy with the money in her pocket?

Since 2 shirts cost \$25, that means that 4 shirts cost \$50, and 8 shirts cost \$100. So our answer is **8**. Let's substitute the nice numbers into all 4 answers:

a. $100 \times 2 \times 25 = 5,000$

b. $\frac{100 \times 2}{25} = 8$

c. $\frac{100 \times 25}{2} = 1,250$

d. $\frac{25 \times 2}{100} = \frac{1}{2}$

The answer is choice **b** because it is the only one that matches our answer of **8**.

Working Backwards

You can frequently solve a word problem by plugging the answer choices back into the text of the problem to see which one fits all the facts stated in the problem. The process is faster than you think because you will probably only have to substitute one or two answers to find the right one.

This approach works only when:

- All of the answer choices are numbers.
- You're asked to find a simple number, not a sum, product, difference, or ratio.

Here's what to do:

1. Look at all the answer choices and begin with the one in the middle of the range. For example, if the answers are 14, 8, 2, 20, and 25, begin by plugging 14 into the problem.
2. If your choice doesn't work, eliminate it. Determine if you need a bigger or smaller answer.
3. Plug in one of the remaining choices.
4. If none of the answers work, you may have made a careless error. Begin again or look for your mistake.

Example: Juan ate $\frac{1}{3}$ of the jellybeans. Maria then ate $\frac{3}{4}$ of the remaining jellybeans, which left 10 jellybeans. How many jellybeans were there to begin with?

a. 60

b. 80

c. 90

d. 120

e. 140

Starting with the middle answer, let's assume there were **90** jellybeans to begin with:

Since Juan ate $\frac{1}{3}$ of them, that means he ate 30 ($\frac{1}{3} \times 90 = 30$), leaving 60 of them ($90 - 30 = 60$). Maria then ate $\frac{3}{4}$ of the 60 jellybeans, or 45 of them ($\frac{3}{4} \times 60 = 45$). That leaves 15 jellybeans ($60 - 45 = 15$).

The problem states that there were **10** jellybeans left, and we wound up with **15** of them. That indicates that we started with too big a number. Thus, 90 , 120 , and 140 are all wrong! With only two choices left, let's use common sense to decide which one to try. The next lower answer is only a little smaller than 90 and may not be small enough. So, let's try **60**:

Since Juan ate $\frac{1}{3}$ of them, that means he ate 20 ($\frac{1}{3} \times 60 = 20$), leaving 40 of them ($60 - 20 = 40$). Maria then ate $\frac{3}{4}$ of the 40 jellybeans, or 30 of them ($\frac{3}{4} \times 40 = 30$). That leaves 10 jellybeans ($40 - 30 = 10$).

Because this result of **10** jellybeans agrees with the problem, the right answer is choice **a**.

Glossary of Terms

Denominator	The bottom number in a fraction. Example: 2 is the denominator in $\frac{1}{2}$.
Difference	Subtract. The difference of two numbers means subtract one number from the other.
Divisible by	A number is divisible by a second number if that second number divides <i>evenly</i> into the original number. Example: 10 is divisible by 5 ($10 \div 5 = 2$, with no remainder). However, 10 is not divisible by 3 . (See <i>multiple of</i>)
Even Integer	Integers that are divisible by 2 , like $\dots -4, -2, 0, 2, 4, \dots$ (See <i>integer</i>)
Integer	Numbers along the number line, like $\dots -3, -2, -1, 0, 1, 2, 3, \dots$ Integers include the whole numbers and their opposites. (See <i>whole number</i>)
Multiple of	A number is a multiple of a second number if that second number can be multiplied by an integer to get the original number. Example: 10 is a multiple of 5 ($10 = 5 \times 2$); however, 10 is not a multiple of 3 . (See <i>divisible by</i>)
Negative Number	A number that is less than zero, like $-1, -18.6, -\frac{3}{4}$.
Numerator	The top part of a fraction. Example: 1 is the numerator of $\frac{1}{2}$.
Odd Integer	Integers that aren't divisible by 2 , like $\dots -5, -3, -1, 1, 3, \dots$
Positive Number	A number that is greater than zero, like $2, 42, \frac{1}{2}, 4.63$.
Prime Number	Integers that are divisible only by 1 and themselves, like $2, 3, 5, 7, 11, \dots$ All prime numbers are odd, except for 2 . The number 1 is not considered prime.
Product	Multiply. The product of 2 numbers means the numbers are multiplied together.
Quotient	The answer you get when you divide. Example: 10 divided by 5 is 2 ; the quotient is 2 .
Real Number	All the numbers you can think of, like $17, -5, \frac{1}{2}, -23.6, 3.4329, 0$. Real numbers include the integers, fractions, and decimals. (See <i>integer</i>)
Remainder	The number left over after division. Example: 11 divided by 2 is 5 , with a remainder of 1 .
Sum	Add. The sum of two numbers means the numbers are added together.
Whole Number	Numbers you can count on your fingers, like $1, 2, 3, \dots$ All whole numbers are positive.

Word Problems

Many of the math problems on tests are word problems. A word problem can include any kind of math, including simple arithmetic, fractions, decimals, percentages, even algebra and geometry.

The hardest part of any word problem is translating English into math. When you read a problem, you can frequently translate it *word for word* from English statements into mathematical statements. At other times, however, a key word in the word problem hints at the mathematical operation to be performed. Here are the translation rules:

EQUALS key words: is, are, has

<i>English</i>	<i>Math</i>
Bob is 18 years old.	$B = 18$
There are 7 hats.	$H = 7$
Judi has 5 books.	$J = 5$

ADDITION key words: sum; more, greater, or older than; total; altogether

<i>English</i>	<i>Math</i>
The sum of two numbers is 10.	$X + Y = 10$
Karen has \$5 more than Sam.	$K = 5 + S$
The base is 3" greater than the height.	$B = 3 + H$
Judi is 2 years older than Tony.	$J = 2 + T$
The total of three numbers is 25.	$A + B + C = 25$
How much do Joan and Tom have altogether ?	$J + T = ?$

SUBTRACTION key words: difference, less or younger than, remain, left over

<i>English</i>	<i>Math</i>
The difference between two numbers is 17.	$X - Y = 17$
Mike has 5 less than twice the number Jan has.	$M = 2J - 5$
Jay is 2 years younger than Brett.	$J = B - 2$
After Carol ate 3 apples, R apples remained .	$R = A - 3$

MULTIPLICATION key words: of, product, times

<i>English</i>	<i>Math</i>
20% of Matthew's baseball caps	$0.20 \times M$
Half of the boys	$\frac{1}{2} \times B$
The product of two numbers is 12	$A \times B = 12$

DIVISION key word: per

<i>English</i>	<i>Math</i>
15 drops per teaspoon	$\frac{15 \text{ drops}}{\text{teaspoon}}$
22 miles per gallon	$\frac{22 \text{ miles}}{\text{gallon}}$

Distance Formula: Distance = Rate \times Time

The key words are movement words like: plane, train, boat, car, walk, run, climb, swim

- How far did the **plane** travel in 4 hours if it averaged 300 miles per hour?

$$D = 300 \times 4$$

$$D = 1,200 \text{ miles}$$

- Ben **walked** 20 miles in 4 hours. What was his average speed?

$$20 = r \times 4$$

$$5 \text{ miles per hour} = r$$

Solving a Word Problem Using the Translation Table

Remember the problem at the beginning of this chapter about the jellybeans?

Juan ate $\frac{1}{3}$ of the jellybeans. Maria then ate $\frac{3}{4}$ of the remaining jellybeans, which left 10 jellybeans. How many jellybeans were there to begin with?

a. 60

b. 80

c. 90

d. 120

e. 140

We solved it by *working backwards*. Now let's solve it using our translation rules.

Assume Juan started with J jellybeans. Eating $\frac{1}{3}$ of them means eating $\frac{1}{3} \times J$ jellybeans. Maria ate a fraction of the **remaining** jellybeans, which means we must **subtract** to find out how many are left: $J - \frac{1}{3} \times J = \frac{2}{3} \times J$. Maria then ate $\frac{3}{4}$, leaving $\frac{1}{4}$ of the $\frac{2}{3} \times J$ jellybeans, or $\frac{1}{4} \times \frac{2}{3} \times J$ jellybeans. *Multiplying out* $\frac{1}{4} \times \frac{2}{3} \times J$ gives $\frac{1}{6}J$ as the number of jellybeans left. The problem states that there were **10 jellybeans left**, meaning that we set $\frac{1}{6} \times J$ **equal to 10**:

$$\frac{1}{6} \times J = 10$$

Solving this equation for J gives $J = 60$. Thus, the right answer is choice **a** (the same answer we got when we *worked backwards*). As you can see, both methods—working backwards and translating from English to math—work. You should use whichever method is more comfortable for you.

Practice Word Problems

You will find word problems using fractions, decimals, and percentages in those sections of this chapter. For now, practice using the translation table on problems that just require you to work with basic arithmetic.

- _____ **1.** Joan went shopping with \$100 and returned home with only \$18.42. How much money did she spend?

a. \$81.58

b. \$72.68

c. \$72.58

d. \$71.68

e. \$71.58

- _____ **2.** Mark invited 10 friends to a party. Each friend brought 3 guests. How many people came to the party, excluding Mark?

a. 3

b. 10

c. 30

d. 40

e. 41

- _____ 3. The office secretary can type 80 words per minute on his word processor. How many minutes will it take him to type a report containing 760 words?
a. 8 b. $8\frac{1}{2}$ c. 9 d. $9\frac{1}{2}$ e. 10
- _____ 4. Mr. Wallace is writing a budget request to upgrade his personal computer system. He wants to purchase 4mb of RAM, which will cost \$100, two new software programs at \$350 each, a tape backup system for \$249, and an additional tape for \$25. What is the total amount Mr. Wallace should write on his budget request?
a. \$724 b. \$974 c. \$1,049 d. \$1,064 e. \$1,074

Answers

1. a.
2. d.
3. d.
4. e.

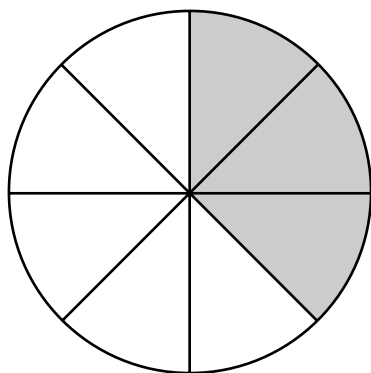
Fraction Review

Problems involving fractions may be straightforward calculation questions, or they may be word problems. Typically, they ask you to add, subtract, multiply, divide, or compare fractions.

Working with Fractions

A fraction is a part of something.

Example: Let's say that a pizza was cut into 8 equal slices and you ate 3 of them. The fraction $\frac{3}{8}$ tells you what part of the pizza you ate. The pizza below shows this: 3 of the 8 pieces (the ones you ate) are shaded.



Three Kinds of Fractions

Proper fraction: The top number (numerator) is less than the bottom number (denominator):

$$\frac{1}{2}, \frac{2}{3}, \frac{4}{9}, \frac{8}{13}$$

The value of a proper fraction is less than 1.

Improper fraction: The top number is greater than or equal to the bottom number:

$$\frac{3}{2}, \frac{5}{3}, \frac{14}{9}, \frac{12}{12}$$

The value of an improper fraction is 1 or more.

Mixed number: A fraction written to the right of a whole number:

$$3\frac{1}{2}, 4\frac{2}{3}, 12\frac{3}{4}, 24\frac{3}{4}$$

The value of a mixed number is more than 1: it is the sum of the whole number plus the fraction.

Changing Improper Fractions into Mixed or Whole Numbers

It's easier to add and subtract fractions that are mixed numbers rather than improper fractions. To change an improper fraction, say $\frac{13}{2}$, into a mixed number, follow these steps:

1. Divide the bottom number (2) into the top number (13) to get the whole number portion (6) of the mixed number:

$$\begin{array}{r} 6 \\ 2 \overline{)13} \\ \underline{-12} \\ 1 \end{array}$$

2. Write the remainder of the division (1) over the old bottom number (2):

$$6\frac{1}{2}$$

3. Check: Change the mixed number back into an improper fraction. (See steps below.)

Changing Mixed Numbers into Improper Fractions

It's easier to multiply and divide fractions when you're working with improper fractions rather than mixed numbers. To change a mixed number, say $2\frac{3}{4}$, into an improper fraction, follow these steps:

1. Multiply the whole number (2) by the bottom number (4).

$$2 \times 4 = 8$$

2. Add the result (8) to the top number (3).

$$8 + 3 = 11$$

3. Put the total (11) over the bottom number (4).

$$\frac{11}{4}$$

4. Check: Reverse the process by changing the improper fraction into a mixed number. If you get back the number you started with, your answer is right.

Reducing Fractions

Reducing a fraction means writing it in *lowest terms*, that is, with smaller numbers. For instance, 50¢ is $\frac{50}{100}$ of a dollar, or $\frac{1}{2}$ of a dollar. In fact, if you have 50¢ in your pocket, you say that you have half a dollar. Reducing a fraction does not change its value.

Follow these steps to reduce a fraction:

1. Find a whole number that divides *evenly* into both numbers that make up the fraction (the numerator and the denominator).
2. Divide that number into the top of the fraction, and replace the top of the fraction with the quotient (the answer you got when you divided).
3. Do the same thing to the bottom number.
4. Repeat the first 3 steps until you can't find a number that divides evenly into both numbers of the fraction.

For example, let's reduce $\frac{8}{24}$. We could do it in 2 steps: $\frac{8 \div 4}{24 \div 4} = \frac{2}{6}$; then $\frac{2 \div 2}{6 \div 2} = \frac{1}{3}$. Or we could do it in a single step: $\frac{8 \div 8}{24 \div 8} = \frac{1}{3}$.

Shortcut: When the numerator and denominator both end in zeroes, cross out the same number of zeroes in both numbers to begin the reducing process. For example $\frac{300}{4,000}$ reduces to $\frac{3}{40}$ when you cross out two zeroes in both numbers.

Whenever you do arithmetic with fractions, reduce your answer. On a multiple-choice test, don't panic if your answer isn't listed. It may mean that you need to reduce it. So try to reduce it and then compare it to the choices.

Reduce these fractions to lowest terms:

_____ 5. $\frac{3}{12}$

_____ 6. $\frac{14}{35}$

_____ 7. $\frac{27}{72}$

Raising Fractions to Higher Terms

Before you can add and subtract fractions, you have to know how to raise a fraction to higher terms. This is actually the opposite of reducing a fraction.

Follow these steps to raise $\frac{2}{3}$ to 24ths:

- | | |
|--|---|
| 1. Divide the old bottom number (3) into the new one (24): | $3 \overline{)24} = 8$ |
| 2. Multiply the answer (8) by the old top number (2): | $2 \times 8 = 16$ |
| 3. Put the answer (16) over the new bottom number (24): | $\frac{16}{24}$ |
| 4. Check: Reduce the new fraction to see if you get back the original one: | $\frac{16 \div 8}{24 \div 8} = \frac{2}{3}$ |

Raise these fractions to higher terms:

_____ 8. $\frac{5}{12} = \frac{\quad}{24}$

_____ 9. $\frac{2}{9} = \frac{\quad}{27}$

_____ 10. $\frac{2}{5} = \frac{\quad}{500}$

Adding Fractions

If the fractions have the same bottom numbers, just add the top numbers together and write the total over the bottom number.

Examples: $\frac{2}{9} + \frac{4}{9} = \frac{2+4}{9} = \frac{6}{9}$. Reduce the sum: $\frac{2}{9}$.

$\frac{5}{8} + \frac{7}{8} = \frac{12}{8}$. Change the sum to a mixed number: $1\frac{4}{8}$; then reduce: $1\frac{1}{2}$.

There are a few extra steps to add mixed numbers with the same bottom numbers. Let's try $2\frac{3}{5} + 1\frac{4}{5}$:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Add the fractions: 2. Change the improper fraction into a mixed number: 3. Add the whole numbers: 4. Add the results of steps 2 and 3: | $\frac{3}{5} + \frac{4}{5} = \frac{7}{5}$ $\frac{7}{5} = 1\frac{2}{5}$ $2 + 1 = 3$ $1\frac{2}{5} + 3 = 4\frac{2}{5}$ |
|--|--|

Finding the Least Common Denominator

If the fractions you want to add don't have the same bottom number, you will have to raise some or all of the fractions to higher terms so that they all have the same bottom number, called the **common denominator**. All of the original bottom numbers divide evenly into the common denominator. If it is the smallest number that they all divide evenly into, it is called the **least common denominator (LCD)**.

Here are a few tips for finding the LCD, the smallest number that all the bottom numbers evenly divide into:

- See if all the bottom numbers divide evenly into the biggest bottom number.
- Check out the multiplication table of the largest bottom number until you find a number that all the other bottom numbers evenly divide into.
- When all else fails, multiply all the bottom numbers together.

Example: $\frac{2}{3} + \frac{4}{5}$

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Find the LCD. Multiply the bottom numbers: 2. Raise each fraction to 15ths: 3. Add as usual: | $3 \times 5 = 15$ $\frac{2}{3} = \frac{10}{15}$ $+ \frac{4}{5} = \frac{12}{15}$ <hr style="width: 50px; margin-left: 0;"/> $\frac{22}{15}$ |
|---|--|

Try these addition problems:

_____ **11.** $\frac{3}{4} + \frac{1}{6}$

_____ **12.** $\frac{7}{8} + \frac{2}{3} + \frac{3}{4}$

_____ **13.** $4\frac{1}{3} + 2\frac{3}{4} + \frac{1}{6}$

Subtracting Fractions

If the fractions have the same bottom numbers, just subtract the top numbers and write the difference over the bottom number.

Example: $\frac{4}{9} - \frac{3}{9} = \frac{4-3}{9} = \frac{1}{9}$

If the fractions you want to subtract don't have the same bottom number, you'll have to raise some or all of the fractions to higher terms so that they all have the same bottom number, or LCD. If you forgot how to find the LCD, just read the section on adding fractions with different bottom numbers.

Example: $\frac{5}{6} - \frac{3}{4}$

1. Raise each fraction to 12ths because 12 is the LCD, the smallest number that 6 and 4 both divide into evenly:

$$\begin{array}{r} \frac{5}{6} = \frac{10}{12} \\ - \frac{3}{4} = \frac{9}{12} \\ \hline \frac{1}{12} \end{array}$$

2. Subtract as usual:

Subtracting mixed numbers with the same bottom number is similar to adding mixed numbers.

Example: $4\frac{3}{5} - 1\frac{2}{5}$

1. Subtract the fractions:

$$\frac{3}{5} - \frac{2}{5} = \frac{1}{5}$$

2. Subtract the whole numbers:

$$4 - 1 = 3$$

3. Add the results of steps 1 and 2:

$$\frac{1}{5} + 3 = 3\frac{1}{5}$$

Sometimes there is an extra "borrowing" step when you subtract mixed numbers with the same bottom numbers, say $7\frac{3}{5} - 2\frac{4}{5}$:

1. You can't subtract the fractions the way they are because $\frac{4}{5}$ is bigger than $\frac{3}{5}$.

So you borrow 1 from the 7, making it 6, and change that 1 to $\frac{5}{5}$ because 5 is the bottom number:

$$7\frac{3}{5} = 6\frac{5}{5} + \frac{3}{5}$$

2. Add the numbers from step 1:

$$6\frac{5}{5} + \frac{3}{5} = 6\frac{8}{5}$$

3. Now you have a different version of the original problem:

$$6\frac{8}{5} - 2\frac{4}{5}$$

4. Subtract the fractional parts of the two mixed numbers:

$$\frac{8}{5} - \frac{4}{5} = \frac{4}{5}$$

5. Subtract the whole number parts of the two mixed numbers:

$$6 - 2 = 4$$

6. Add the results of the last 2 steps together:

$$4 + \frac{4}{5} = 4\frac{4}{5}$$

Try these subtraction problems:

_____ **14.** $\frac{4}{5} - \frac{2}{3}$

_____ **15.** $\frac{7}{8} - \frac{1}{4} - \frac{1}{2}$

_____ **16.** $4\frac{1}{3} - 2\frac{3}{4}$

Now let's put what you've learned about adding and subtracting fractions to work in some real-life problems.

- _____ **17.** Patrolman Peterson drove $3\frac{1}{2}$ miles to the police station. Then he drove $4\frac{3}{4}$ miles to his first assignment. When he left there, he drove 2 miles to his next assignment. Then he drove $3\frac{2}{3}$ miles back to the police station for a meeting. Finally, he drove $3\frac{1}{2}$ miles home. How many miles did he travel in total?
- a. $17\frac{5}{12}$ b. $16\frac{5}{12}$ c. $15\frac{7}{12}$ d. $15\frac{5}{12}$ e. $13\frac{11}{12}$
- _____ **18.** Before leaving the police station, Police Officer Sorensen noted that the mileage gauge on his patrol car registered $4,357\frac{4}{10}$ miles. When he arrived at the scene of the crime, the mileage gauge then registered $4,400\frac{1}{10}$ miles. How many miles did he drive from the station to the crime scene?
- a. $42\frac{3}{10}$ b. $42\frac{7}{10}$ c. $43\frac{7}{10}$ d. $47\frac{2}{10}$ e. $57\frac{3}{10}$

Multiplying Fractions

Multiplying fractions is actually easier than adding them. All you do is multiply the top numbers and then multiply the bottom numbers.

Examples: $\frac{2}{3} \times \frac{5}{7} = \frac{2 \times 5}{3 \times 7} = \frac{10}{21}$ $\frac{1}{2} \times \frac{3}{5} \times \frac{7}{4} = \frac{1 \times 3 \times 7}{2 \times 5 \times 4} = \frac{21}{40}$

Shortcut: Sometimes you can *cancel* before multiplying. Cancelling is a shortcut that makes the multiplication go faster because you're multiplying with smaller numbers. It's very similar to reducing: if there is a number that divides evenly into a top number and bottom number, do that division before multiplying. If you forget to cancel, you will still get the right answer, but you will have to reduce it.

Example: $\frac{5}{6} \times \frac{9}{20}$

- Cancel the 6 and the 9 by dividing 3 into both of them: $6 \div 3 = 2$ and $9 \div 3 = 3$. Cross out the 6 and the 9.
- Cancel the 5 and the 20 by dividing 5 into both of them: $5 \div 5 = 1$ and $20 \div 5 = 4$. Cross out the 5 and the 20.
- Multiply across the new top numbers and the new bottom numbers:

$$\frac{5}{6} \times \frac{9}{20}$$

$$\frac{1}{2} \times \frac{3}{4}$$

$$\frac{1 \times 3}{2 \times 4} = \frac{3}{8}$$

Try these multiplication problems:

_____ **19.** $\frac{1}{5} \times \frac{2}{3}$

_____ **20.** $\frac{2}{3} \times \frac{4}{7} \times \frac{3}{5}$

_____ **21.** $\frac{3}{4} \times \frac{8}{9}$

To multiply a fraction by a whole number, first rewrite the whole number as a fraction with a bottom number of 1:

Example: $5 \times \frac{2}{3} = \frac{5}{1} \times \frac{2}{3} = \frac{10}{3}$ (Optional: convert $\frac{10}{3}$ to a mixed number: $3\frac{1}{3}$)

It's easier to change mixed numbers to improper fractions before multiplying.

Example: $4\frac{2}{3} \times 5\frac{1}{2}$

- | | |
|---|--|
| 1. Convert $4\frac{2}{3}$ to an improper fraction: | $4\frac{2}{3} = \frac{4 \times 3 + 2}{3} = \frac{14}{3}$ |
| 2. Convert $5\frac{1}{2}$ to an improper fraction: | $5\frac{1}{2} = \frac{5 \times 2 + 1}{2} = \frac{11}{2}$ |
| 3. Cancel and multiply the fractions: | $\frac{14}{3} \times \frac{11}{2} = \frac{77}{3}$ |
| 4. Optional: convert the improper fraction to a mixed number: | $\frac{77}{3} = 25\frac{2}{3}$ |

Now try these multiplication problems with mixed numbers and whole numbers:

_____ **22.** $4\frac{1}{3} \times \frac{2}{5}$

_____ **23.** $2\frac{1}{2} \times 6$

_____ **24.** $3\frac{3}{4} \times 4\frac{2}{5}$

Here are a few more real-life problems to test your skills:

- _____ **25.** After driving $\frac{2}{3}$ of the 15 miles to work, Officer Stone stopped to make a phone call. How many miles had he driven when he made his call?
 a. 5 b. $7\frac{1}{2}$ c. 10 d. 12 e. $15\frac{2}{3}$
- _____ **26.** If Henry worked $\frac{3}{4}$ of a 40-hour week, how many hours did he work?
 a. $7\frac{1}{2}$ b. 10 c. 20 d. 25 e. 30
- _____ **27.** Technician Chin makes \$14.00 an hour. When she works more than 8 hours a day, she gets overtime pay of $1\frac{1}{2}$ times her regular hourly wage for the extra hours. How much did she earn for working 11 hours in one day?
 a. \$77 b. \$154 c. \$175 d. \$210 e. \$231

Dividing Fractions

To divide one fraction by a second fraction, invert the second fraction (that is, flip the top and bottom numbers) and then multiply. That's all there is to it!

Example: $\frac{1}{2} \div \frac{3}{5}$

1. Invert the second fraction ($\frac{3}{5}$): $\frac{5}{3}$
2. Change the division sign (\div) to a multiplication sign (\times): $\frac{1}{2} \times \frac{5}{3}$
3. Multiply the first fraction by the new second fraction: $\frac{1}{2} \times \frac{5}{3} = \frac{1 \times 5}{2 \times 3} = \frac{5}{6}$

To divide a fraction by a whole number, first change the whole number to a fraction by putting it over 1. Then follow the division steps above.

Example: $\frac{3}{5} \div 2 = \frac{3}{5} \div \frac{2}{1} = \frac{3}{5} \times \frac{1}{2} = \frac{3 \times 1}{5 \times 2} = \frac{3}{10}$

When the division problem has a mixed number, convert it to an improper fraction and then divide as usual.

Example: $2\frac{3}{4} \div \frac{1}{6}$

1. Convert $2\frac{3}{4}$ to an improper fraction: $2\frac{3}{4} = \frac{2 \times 4 + 3}{4} = \frac{11}{4}$
2. Divide $\frac{11}{4}$ by $\frac{1}{6}$: $\frac{11}{4} \div \frac{1}{6} = \frac{11}{4} \times \frac{6}{1}$
3. Flip $\frac{1}{6}$ to $\frac{6}{1}$, change \div to \times , cancel and multiply: $\frac{11}{4} \times \frac{6}{1} = \frac{11 \times 3}{2 \times 1} = \frac{33}{2}$

Here are a few division problems to try:

_____ **28.** $\frac{1}{3} \div \frac{2}{3}$

_____ **29.** $2\frac{3}{4} \div \frac{1}{2}$

_____ **30.** $\frac{3}{5} \div 3$

_____ **31.** $3\frac{3}{4} \div 2\frac{1}{3}$

Let's wrap this up with some real-life problems.

- _____ **32.** If four friends evenly split $6\frac{1}{2}$ pounds of grapes, how many pounds of grapes does each person get?
 a. $\frac{8}{13}$ b. $1\frac{5}{8}$ c. $1\frac{1}{2}$ d. $1\frac{5}{13}$ e. 4
- _____ **33.** How many $2\frac{1}{2}$ -pound chunks of cheese can be cut from a single 20-pound piece of cheese?
 a. 2 b. 4 c. 6 d. 8 e. 10
- _____ **34.** Ms. Goldbaum earned \$36.75 for working $3\frac{1}{2}$ hours. What was her hourly wage?
 a. \$10.00 b. \$10.50 c. \$10.75 d. \$12.00 e. \$12.25

Answers

- | | | |
|---|--|--|
| 5. $\frac{1}{4}$ | 15. $\frac{1}{8}$ | 25. c. |
| 6. $\frac{2}{5}$ | 16. $\frac{19}{12}$ or $1\frac{7}{12}$ | 26. e. |
| 7. $\frac{3}{8}$ | 17. a. | 27. c. |
| 8. 10 | 18. b. | 28. $\frac{1}{2}$ |
| 9. 6 | 19. $\frac{2}{15}$ | 29. $5\frac{1}{2}$ |
| 10. 200 | 20. $\frac{8}{35}$ | 30. $\frac{1}{5}$ |
| 11. $\frac{11}{12}$ | 21. $\frac{2}{3}$ | 31. $\frac{45}{28}$ or $1\frac{17}{28}$ |
| 12. $\frac{55}{24}$ or $2\frac{7}{24}$ | 22. $\frac{26}{15}$ or $1\frac{11}{15}$ | 32. b. |
| 13. $7\frac{1}{4}$ | 23. 15 | 33. d. |
| 14. $\frac{2}{15}$ | 24. $\frac{33}{2}$ or $16\frac{1}{2}$ | 34. b. |

Decimals

What Is a Decimal?

A decimal is a special kind of fraction. You use decimals every day when you deal with money—\$10.35 is a decimal that represents 10 dollars and 35 cents. The decimal point separates the dollars from the cents. Because there are 100 cents in one dollar, 1¢ is $\frac{1}{100}$ of a dollar, or \$.01.

Each decimal digit to the right of the decimal point has a name:

- Example:** .1 = 1 tenth = $1\frac{1}{10}$
 .02 = 2 hundredths = $\frac{2}{100}$
 .003 = 3 thousandths = $\frac{3}{1000}$
 .0004 = 4 ten-thousandths = $\frac{4}{10000}$

When you add zeroes after the rightmost decimal place, you don't change the value of the decimal. For example, 6.17 is the same as all of these:

- 6.170
- 6.1700
- 6.1700000000000000

If there are digits on both sides of the decimal point (like 10.35), the number is called a *mixed decimal*. If there are digits only to the right of the decimal point (like .53), the number is called a *decimal*. A whole number (like 15) is understood to have a decimal point at its right (15.). Thus, 15 is the same as 15.0, 15.00, 15.000, and so on.

Changing Fractions to Decimals

To change a fraction to a decimal, divide the bottom number into the top number after you put a decimal point and a few zeroes on the right of the top number. When you divide, bring the decimal point up into your answer.

Example: Change $\frac{3}{4}$ to a decimal.

- | | |
|---|--|
| <p>1. Add a decimal point and 2 zeroes to the top number (3):</p> <p>2. Divide the bottom number (4) into 3.00:
Bring the decimal point up into the answer:</p> <p>3. The quotient (result of the division) is the answer:</p> | <p>3.00</p> $\begin{array}{r} .75 \\ 4 \overline{)3.00} \\ \underline{28} \\ 20 \\ \underline{20} \\ 0 \end{array}$ <p>.75</p> |
|---|--|

Some fractions may require you to add many decimal zeroes in order for the division to come out evenly. In fact, when you convert a fraction like $\frac{2}{3}$ to a decimal, you can keep adding decimal zeroes to the top number forever because the division will never come out evenly! As you divide 3 into 2, you will keep getting 6s:

$$2 \div 3 = .6666666666 \text{ etc.}$$

This is called a *repeating decimal* and it can be written as $.6\overline{6}$ or as $.66\frac{2}{3}$. You can approximate it as .67, .667, .6667, and so on.

Changing Decimals to Fractions

To change a decimal to a fraction, write the digits of the decimal as the top number of a fraction and write the decimal's name as the bottom number of the fraction. Then reduce the fraction, if possible.

Example: .018

- | | |
|---|---|
| <p>1. Write 18 as the top of the fraction:</p> <p>2. Three places to the right of the decimal means <i>thousandths</i>, so write 1,000 as the bottom number:</p> <p>3. Reduce by dividing 2 into the top and bottom numbers:</p> | <p>$\frac{18}{1,000}$</p> $\frac{18 \div 2}{1,000 \div 2} = \frac{9}{500}$ |
|---|---|

Change the following decimals or mixed decimals to fractions. The answers can be found at the end of this section on page 184.

_____ **35.** .005

_____ **36.** 3.48

_____ **37.** 123.456

Comparing Decimals

Decimals are easier to compare when they have the same number of digits after the decimal point, so, to help you compare, you can add zeroes onto the end of the shorter decimals. Then all you have to do is compare the numbers as if the decimal points weren't there:

Example: Compare .08 and .1

1. Tack one zero at the end of .1: .10
2. To compare .10 to .08, just compare 10 to 8.
3. Since 10 is larger than 8, .1 is larger than .08.

Adding and Subtracting Decimals

To add or subtract decimals, line them up so their decimal points are even. You may want to add on zeroes at the end of shorter decimals so you can keep all your digits lined up evenly. Remember, if a number doesn't have a decimal point, then put one at the right end of the number.

Example: $1.23 + 57 + .038$

1. Line up the numbers like this:

1.230
57.000
+ .038

58.268
2. Add:

Example: $1.23 - .038$

1. Line up the numbers like this:

1.230
- .038

1.192
2. Subtract:

Try these addition and subtraction problems:

_____ **38.** $.905 + .02 + 3.075$

_____ **39.** $.005 + 8 + .3$

_____ **40.** $3.48 - 2.573$

_____ **41.** $123.456 - 122$

_____ **42.** Officer Peterson drove 3.7 miles to the state park. He then walked 1.6 miles around the park to make sure everything was all right. He got back into the car, drove 2.75 miles to check on a broken traffic light and then drove 2 miles back to the police station. How many miles did he drive in total?

- a. 8.05 b. 8.45 c. 8.8 d. 10 e. 10.05

- _____ **43.** The average number of emergency room visits at City Hospital fell from 486.4 per week to 402.5 per week. By how many emergency room visits per week did the average fall?
 a. 73.9 b. 83 c. 83.1 d. 83.9 e. 84.9

Multiplying Decimals

To multiply decimals, ignore the decimal points and just multiply the numbers. Then count the total number of decimal digits (the digits to the *right* of the decimal point) in the numbers you're multiplying. Count off that number of digits in your answer beginning at the right side and put the decimal point to the *left* of those digits.

Example: 215.7×2.4

- 1.** Multiply 2157 times 24:

$$\begin{array}{r} 2157 \\ \times 24 \\ \hline 8628 \\ 4314 \\ \hline 51768 \end{array}$$

- 2.** Because there are a total of 2 decimal digits in 215.7 and 2.4, count off 2 places from the right in 51768, placing the decimal point to the *left* of the last 2 digits:

$$517.68$$

If your answer doesn't have enough digits, add zeroes on to the left of the answer.

Example: $.03 \times .006$

- 1.** Multiply 3 times 6:
2. You need 5 decimal digits in your answer, so add 3 zeroes:
3. Put the decimal point at the front of the number (which is 5 digits in from the right):

$$\begin{array}{l} 3 \times 6 = 18 \\ 00018 \\ .00018 \end{array}$$

You can practice multiplying decimals with these:

_____ **44.** $.05 \times .6$

_____ **45.** $.053 \times 6.4$

_____ **46.** $38.1 \times .0184$

- _____ **47.** Joe earns \$14.50 per hour. Last week he worked 37.5 hours. How much money did he earn that week?
 a. \$518.00 b. \$518.50 c. \$525.00 d. \$536.50 e. \$543.75

- _____ **48.** Nuts cost \$3.50 per pound. Approximately how much will 4.25 pounds of nuts cost?
 a. \$12.25 b. \$12.50 c. \$12.88 d. \$14.50 e. \$14.88

Dividing Decimals

To divide a decimal by a whole number, set up the division ($8 \overline{)256}$) and immediately bring the decimal point straight up into the answer ($8 \overline{)256}$). Then divide as you would normally divide whole numbers:

Example:

$$\begin{array}{r} .032 \\ 8 \overline{)256} \\ \underline{-0} \\ 25 \\ \underline{-24} \\ 16 \\ \underline{-16} \\ 0 \end{array}$$

To divide any number by a decimal, there is an extra step to perform before you can divide. Move the decimal point all the way to the right of the number you're dividing by, counting the number of places you're moving it. Then move the decimal point the same number of places to the right in the number you're dividing into. In other words, first change the problem to one in which you're dividing by a whole number.

Example: $.06 \overline{)1.218}$

1. Because there are two decimal digits in .06, move the decimal point two places to the right in both numbers and move the decimal point straight up into the answer:
2. Divide using the new numbers:

$$\begin{array}{r} .06 \overline{)1.218} \\ \underline{-12} \\ 01 \\ \underline{-00} \\ 18 \\ \underline{-18} \\ 0 \end{array}$$

Under certain conditions, you have to add on zeroes to the right of the last decimal digit in the number you're dividing into:

- If there aren't enough digits for you to move the decimal point to the right
- If the answer doesn't come out evenly when you do the division
- If you're dividing a whole number by a decimal, then you'll have to add on the decimal point as well as some zeroes.

Try your skills on these division problems:

_____ **49.** $7 \overline{)9.8}$

_____ **50.** $.0004 \overline{)0.0512}$

_____ **51.** $.05\overline{)28.6}$

_____ **52.** $.14\overline{)196}$

_____ **53.** If James Worthington drove his patrol car 92.4 miles in 2.1 hours, what was his average speed in miles per hour?

- a. 41 b. 44 c. 90.3 d. 94.5 e. 194.04

_____ **54.** Mary Sanders walked a total of 18.6 miles in 4 days. On average, how many miles did she walk each day?

- a. 4.15 b. 4.60 c. 4.65 d. 22.60 e. 74.40

Answers

35. $\frac{5}{1000}$ or $\frac{1}{200}$

42. b.

49. 1.4

36. $3\frac{12}{25}$

43. d.

50. 128

37. $123\frac{456}{1000}$ or $123\frac{57}{125}$

44. 0.03

51. 572

38. 4

45. 0.3392

52. 1400

39. 8.305

46. 0.70104

53. b.

40. 0.907

47. e.

54. c.

41. 1.456

48. e.

Percents

What Is a Percent?

A percent is a special kind of fraction. The *denominator* is always 100. For example, 17% is the same as $\frac{17}{100}$. Literally, the word *percent* means *per 100 parts*. The root *cent* means 100: a *century* is 100 years, there are 100 *cents* in a dollar, and so on. Thus, 17% means 17 parts out of 100. Because fractions can also be expressed as decimals, 17% is also equivalent to .17, which is 17 hundredths.

You come into contact with percents every day. Sales tax, interest, and discounts are just a few common examples.

If you're shaky on fractions, you may want to review the fraction section before reading further.

Changing a Decimal to a Percent and Vice Versa

To change a decimal to a percent, move the decimal point two places to the **right** and add a percent sign (%) at the end. If the decimal point moves to the very right of the number, you don't have to write the decimal point. If there aren't enough places to move the decimal point, add zeroes on the **right** before moving the decimal point.

To change a percent to a decimal, drop off the percent sign and move the decimal point two places to the **left**. If there aren't enough places to move the decimal point, add zeroes on the **left** before moving the decimal point.

Try changing the following decimals to percents. The answers can be found at the end of this section on page 190.

_____ **55.** .45

_____ **56.** .008

_____ **57.** $.16\frac{2}{3}$

Now change these percents to decimals:

_____ **58.** 12%

_____ **59.** $87\frac{1}{2}\%$

_____ **60.** 250%

Changing a Fraction to a Percent and Vice Versa

To change a fraction to a percent, there are two techniques. Each is illustrated by changing the fraction $\frac{1}{4}$ to a percent:

Technique 1: Multiply the fraction by 100%.

Multiply $\frac{1}{4}$ by 100%:

$$\frac{1}{4} \times \frac{100\%}{1} = 25\%$$

Technique 2: Divide the fraction's bottom number into the top number; then move the decimal point two places to the **right** and add a percent sign (%).

Divide 4 into 1 and move the decimal point two places to the right:

$$\begin{array}{r} .25 \\ 4 \overline{)1.00} \end{array} \quad .25 = 25\%$$

To change a percent to a fraction, remove the percent sign and write the number over 100. Then reduce if possible.

Example: Change 4% to a fraction

1. Remove the % and write the fraction 4 over 100:

$$\frac{4}{100}$$

2. Reduce:

$$\frac{4 \div 4}{100 \div 4} = \frac{1}{25}$$

Here's a more complicated example: Change $16\frac{2}{3}\%$ to a fraction

1. Remove the % and write the fraction $16\frac{2}{3}$ over 100:

$$\frac{16\frac{2}{3}}{100}$$

2. Since a fraction means "top number divided by bottom number," rewrite the fraction as a division problem:

$$16\frac{2}{3} \div 100$$

3. Change the mixed number ($16\frac{2}{3}$) to an improper fraction ($\frac{50}{3}$):

$$\frac{50}{3} \div \frac{100}{1}$$

4. Flip the second fraction ($\frac{100}{1}$) and multiply:

$$\frac{50}{3} \times \frac{1}{100} = \frac{1}{6}$$

Try changing these fractions to percents:

_____ **61.** $\frac{1}{8}$

_____ **62.** $\frac{13}{25}$

_____ **63.** $\frac{7}{12}$

Now change these percents to fractions:

_____ **64.** 95%

_____ **65.** $37\frac{1}{2}\%$

_____ **66.** 125%

Sometimes it is more convenient to work with a percentage as a fraction or a decimal. Rather than having to *calculate* the equivalent fraction or decimal, consider memorizing the conversion table on the next page. Not only will this increase your efficiency on the math section of your written exam, but it will also be practical for real life situations.

CONVERSION TABLE		
Decimal	%	Fraction
.25	25%	$\frac{1}{4}$
.50	50%	$\frac{1}{2}$
.75	75%	$\frac{3}{4}$
.10	10%	$\frac{1}{10}$
.20	20%	$\frac{1}{5}$
.40	40%	$\frac{2}{5}$
.60	60%	$\frac{3}{5}$
.80	80%	$\frac{4}{5}$
$.33\bar{3}$	$33\frac{1}{3}\%$	$\frac{1}{3}$
$.66\bar{6}$	$66\frac{2}{3}\%$	$\frac{2}{3}$

Percent Word Problems

Word problems involving percents come in three main varieties:

- Find a percent of a whole.
Example: What is 30% of 40?
- Find what percent one number is of another number.
Example: 12 is what percent of 40?
- Find the whole when the percent of it is given.
Example: 12 is 30% of what number?

While each variety has its own approach, there is a single shortcut formula you can use to solve each of these:

$$\frac{\textit{is}}{\textit{of}} = \frac{\%}{100}$$

The ***is*** is the number that usually follows, or is just before the word ***is*** in the question.

The ***of*** is the number that usually follows the word ***of*** in the question.

The **%** is the number that comes in front of the **%** or **percent** in the question.

Or you may think of the shortcut formula as:

$$\frac{\textit{part}}{\textit{whole}} = \frac{\%}{100}$$

To solve each of the three varieties, we're going to use the fact that the **cross-products** are equal. The cross-products are the products of the numbers diagonally across from each other. Remembering that *product* means *multiply*, here's how to create the cross-products for the percent shortcut:

$$\frac{\textit{part}}{\textit{whole}} = \frac{\%}{100}$$

$$\textit{part} \times 100 = \textit{whole} \times \%$$

Here's how to use the shortcut with cross products:

- Find a percent of a whole.

What is 30% of 40?

30 is the % and 40 is the *of* number:

Cross multiply and solve for *is*:

$$\frac{is}{40} = \frac{30}{100}$$

$$is \times 100 = 40 \times 30$$

$$is \times 100 = 1,200$$

$$12 \times 100 = 1,200$$

Thus, **12 is** 30% of 40.

- Find what percent one number is of another number.

12 is what percent of 40?

12 is the *is* number and 40 is the *of* number:

Cross multiply and solve for %:

$$\frac{12}{40} = \frac{\%}{100}$$

$$12 \times 100 = 40 \times \%$$

$$1,200 = 40 \times \%$$

$$1,200 = 40 \times 30$$

Thus, 12 is **30%** of 40.

- Find the whole when the percent of it is given.

12 is 30% of what number?

12 is the *is* number and 30 is the %:

Cross multiply and solve for the *of* number:

$$\frac{12}{of} = \frac{30}{100}$$

$$12 \times 100 = of \times 30$$

$$1,200 = of \times 30$$

$$1,200 = 40 \times 30$$

Thus 12 is 30% **of 40**.

You can use the same technique to find the percent increase or decrease. The *is* number is the actual increase or decrease, and the *of* number is the original amount.

Example: If a merchant puts his \$20 hats on sale for \$15, by what percent does he decrease the selling price?

- Calculate the decrease, the *is* number:
- The *of* number is the original amount, \$20:
- Set up the equation and solve for *of* by cross multiplying:

$$\$20 - \$15 = \$5$$

$$\frac{5}{20} = \frac{\%}{100}$$

$$5 \times 100 = 20 \times \%$$

$$500 = 20 \times \%$$

$$500 = 20 \times 25$$

- Thus, the selling price is decreased by **25%**.

If the merchant later raises the price of the hats from \$15 back to \$20, don't be fooled into thinking that the percent increase is also 25%! It's actually more, because the increase amount of \$5 is now based on a lower original price of only \$15:

Thus, the selling price is increased by **33%**.

$$\begin{aligned}\frac{5}{15} &= \frac{\%}{100} \\ 5 \times 100 &= 15 \times \% \\ 500 &= 15 \times \% \\ 500 &= 15 \times 33\frac{1}{3}\end{aligned}$$

Find a percent of a whole:

_____ **67.** 1% of 25

_____ **68.** 18.2% of 50

_____ **69.** $37\frac{1}{2}\%$ of 100

_____ **70.** 125% of 60

Find what percent one number is of another number:

_____ **71.** 10 is what % of 20?

_____ **72.** 4 is what % of 12?

_____ **73.** 12 is what % of 4?

Find the whole when the percent of it is given:

_____ **74.** 15% of what number is 15?

_____ **75.** $37\frac{1}{2}\%$ of what number is 3?

_____ **76.** 200% of what number is 20?

Now try your percent skills on some real life problems.

- _____ **77.** Last Monday, 20% of the 140-member police department was absent. How many staff members were absent that day?
- a. 14 b. 20 c. 28 d. 112 e. 126

- _____ **78.** 40% of Vero's police department employees are women. If there are 80 women in Vero's police department, how many men are employed there?
 a. 32 b. 112 c. 120 d. 160 e. 200
- _____ **79.** Of the 840 crimes committed last month, 42 involved petty theft. What percent of the crimes involved petty theft?
 a. .5% b. 2% c. 5% d. 20% e. 50%
- _____ **80.** Sam's Shoe Store put all of its merchandise on sale for 20% off. If Jason saved \$10 by purchasing one pair of shoes during the sale, what was the original price of the shoes before the sale?
 a. \$12 b. \$20 c. \$40 d. \$50 e. \$70

Answers

- | | | |
|--|--|-----------------|
| 55. 45% | 64. $\frac{19}{20}$ | 73. 300% |
| 56. 0.8% | 65. $\frac{3}{8}$ | 74. 100 |
| 57. 16.67% or $16\frac{2}{3}\%$ | 66. $\frac{5}{4}$ or $1\frac{1}{4}$ | 75. 8 |
| 58. 0.12 | 67. $\frac{1}{4}$ or .25 | 76. 10 |
| 59. 0.875 | 68. 9.1 | 77. c. |
| 60. 2.5 | 69. $37\frac{1}{2}$ or 37.5 | 78. c. |
| 61. 12.5% or $12\frac{1}{2}\%$ | 70. 75 | 79. c. |
| 62. 52% | 71. 50% | 80. d. |
| 63. 58.33% or $58\frac{1}{3}\%$ | 72. $33\frac{1}{3}\%$ | |

Averages

What Is an Average?

An average, also called an arithmetic mean, is a number that *typifies* a group of numbers, and is a measure of central tendency. You come into contact with averages on a regular basis: your bowling average, the average grade on a test, the average number of hours you work per week.

To calculate an average, add up each item being averaged and divide by the total number of items.

Example: What is the average of 6, 10, and 20?

Solution: Add the three numbers together and divide by 3: $\frac{6+10+20}{3} = 12$

Shortcut

Here's a neat shortcut for some average problems.

- Look at the numbers being averaged. If they are equally spaced, like 5, 10, 15, 20, and 25, then the average is the number in the middle, or 15 in this case.
- If there are an even number of such numbers, say 10, 20, 30, and 40, then there is no middle number. In this case, the average is half-way between the two middle numbers. In this case, the average is half-way between 20 and 30, or 25.
- If the numbers are almost evenly spaced, you can probably estimate the average without going to the trouble of actually computing it. For example, the average of 10, 20, and 32 is just a little more than 20, the middle number.

Try these average questions:

- _____ **81.** Bob's bowling scores for the last 5 games were 180, 182, 184, 186, and 188. What was his average bowling score?
 a. 182 b. 183 c. 184 d. 185 e. 186
- _____ **82.** Officer Conroy averaged 30 miles an hour for the two hours he drove in town and 60 miles an hour for the two hours he drove on the highway. What was his average speed in miles per hour?
 a. 18 b. $22\frac{1}{2}$ c. 45 d. 60 e. 90
- _____ **83.** There are 10 females and 20 males in the first aid course. If the females achieved an average score of 85 and the males achieved an average score of 95, what was the class average? (Hint: don't fall for the trap of taking the average of 85 and 95; there are more 95s being averaged than 85s, so the average is closer to 95.)
 a. $90\frac{2}{3}$ b. $91\frac{2}{3}$ c. 92 d. $92\frac{2}{3}$ e. 95

Answers

- 81.** c.
82. c.
83. b.

Geometry

Typically, there are very few geometry problems on the math portion of the test. The problems that are included tend to cover the basics: lines, angles, triangles, rectangles, squares, and circles. You may be asked to find the area or perimeter of a particular shape or the size of an angle. The arithmetic involved is pretty simple, so all you really need are a few definitions and formulas.

Geometry Glossary

Angle

Two rays with a common endpoint called a vertex:

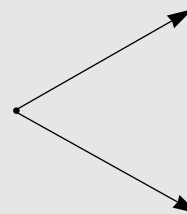
There are four types of angles:

Acute: less than 90°

Obtuse: more than 90°

Right: 90°

Straight: 180°



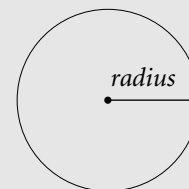
Circle

Set of all points that are all the same distance from the center:

$$\text{Area} = \pi r^2$$

$$\text{Circumference} = 2\pi r$$

$$(\pi = 3.14; r = \text{radius})$$



Circumference

Distance around a circle. (See *circle*)

Diameter

A line through the center of a circle. The diameter is twice the length of the radius. (See *circle*, *radius*)

Line

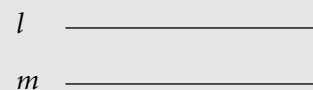
A line extends endlessly in both directions. It is either referred to by a letter at the end of it or by 2 points on it. Thus, the line below may be referred to as line l or as AB.



Parallel lines

Two lines in the same plane that do not intersect:

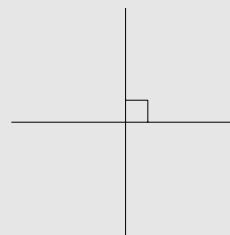
$$l \parallel m$$



Perimeter

Distance around a figure, such as a triangle or a rectangle. The perimeter of a circle is called its *circumference*. **Perimeter** = sum of lengths of all sides

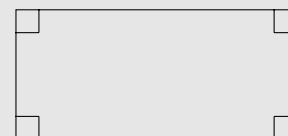
Perpendicular lines Two lines in the same plane that intersect to form four right angles (See *right angle*):



Point A point has location, but no size or dimension. It is referred to by a letter close to it, like this: •A

Radius Line segment from the center to any point on a circle. The radius is half the diameter. (See *circle*, *diameter*)

Rectangle Four-sided figure with a right angle and both pairs of opposite sides parallel (which implies that all four angles are right angles and that opposite sides are equal in length):



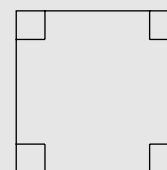
$$\text{Area} = \text{length} \times \text{width}$$

$$\text{Perimeter} = 2 \times \text{length} + 2 \times \text{width}$$

Square Rectangle with four equal sides (see *rectangle*):

$$\text{Area} = (\text{side})^2$$

$$\text{Perimeter} = 4 \times \text{side}$$

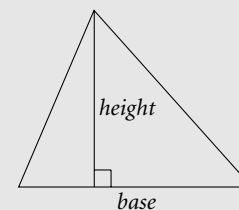


Triangle Three-sided figure:

$$\text{Area} = \frac{1}{2}(\text{base} \times \text{height})$$

Perimeter = sum of the lengths of all 3 sides

Angles: The sum of the three angles of a triangle is always 180° .



Practice Problems

Try your hand at these sample problems.

- _____ **84.** What is the area in inches of a triangle with base 10" and height 8"?
- a. 80 b. 40 c. 20 d. 10 e. 8
- _____ **85.** Find the perimeter of a triangle with sides of length 3, 4, and 5 units.
- a. 60 units b. 20 units c. 12 units d. 9 units e. 7 units

- _____ **86.** If the area of a square abandoned lot measures 256 square feet, how many feet of fencing are needed to completely surround the abandoned lot?
a. 256 b. 128 c. 64 d. 32 e. It cannot be determined
- _____ **87.** The length of a rectangle is twice its width. If the perimeter of the rectangle is 30 units, what is the width of the rectangle?
a. 30 b. 20 c. 15 d. 10 e. 5
- _____ **88.** A circular opening has a diameter of $8\frac{1}{2}$ inches. What is the radius in inches of a circular disk that will exactly fit into the opening?
a. 17 b. 8.5 c. 8 d. 4.25 e. 4
- _____ **89.** The radius of a hoop is 10". If you roll the hoop along a straight path through 6 complete revolutions, approximately how far will it roll, in inches? (Use a value of 3.14 for π .)
a. 31.4 b. 62.8 c. 188.4 d. 376.8 e. 1884

Answers

- 84.** b.
85. c.
86. c.
87. e.
88. d.
89. d.

Algebra

Algebra questions do not appear on every test. However, when they do, they typically cover the material you learned in pre-algebra or in the first few months of your high school algebra course. Popular topics for algebra questions include:

- Solving equations
- Positive and negative numbers
- Algebraic expressions

What is Algebra?

Algebra is a way to express and solve problems using numbers and symbols. These symbols, called *unknowns* or *variables*, are letters of the alphabet that are used to represent numbers.

For example, let's say you're asked to find out what number, when added to 3, gives you a total of 5. Using algebra, you could express the problem as $x + 3 = 5$. The variable x represents the number you're trying to find.

Here's another example, but this one uses only variables. To find the distance traveled, multiply the rate of travel (speed) by the amount of time traveled: $d = r \times t$. The variable d stands for *distance*, r stands for *rate*, and t stands for *time*.

In algebra, the variables may take on different values. In other words, they *vary*, and that's why they're called *variables*.

Operations

Algebra uses the same operations as arithmetic: addition, subtraction, multiplication, and division. In arithmetic, we might say $3 + 4 = 7$, while in algebra we would talk about two numbers whose values we don't know that add up to 7, or $x + y = 7$. Here's how each operation translates to algebra:

ALGEBRAIC OPERATIONS	
The sum of 2 numbers	$x + y$
The difference of 2 numbers	$x - y$
The product of 2 numbers	$x \times y$ or $x \cdot y$ or xy
The quotient of 2 numbers	$\frac{x}{y}$

Equations

An equation is a mathematical sentence stating that two quantities are equal. For example:

$$2x = 10$$

$$x + 5 = 8$$

The idea is to find a replacement for the unknown that will make the sentence true. That's called *solving* the equation. Thus, in the first example, $x = 5$ because $2 \times 5 = 10$. In the second example, $x = 3$ because $3 + 5 = 8$.

Sometimes you can solve an equation by inspection, as with the above examples. Other equations may be more complicated and require a step-by-step solution, for example:

$$\frac{n+2}{4} + 1 = 3$$

The general approach is to consider an equation like a balance scale, with both sides equally balanced. Essentially, whatever you do to one side, you must also do to the other side to maintain the balance. Thus, if you were to add 2 to the left side, you'd also have to add 2 to the right side.

Let's apply this *balance* concept to our complicated equation above. Remembering that we want to solve it for n , we must somehow rearrange it so the n is isolated on one side of the equation. Its value will then be on the other side. Looking at the equation, you can see that n has been increased by 2 and then divided by 4 and ultimately added to 1. Therefore, we will undo these operations to isolate n .

Begin by subtracting 1 from both sides of the equation:

$$\begin{array}{r} \frac{n+2}{4} + 1 = 3 \\ -1 \quad -1 \\ \hline \frac{n+2}{4} = 2 \end{array}$$

Next, multiply both sides by 4:

$$4 \times \frac{n+2}{4} = 2 \times 4$$

$$n + 2 = 8$$

Finally, subtract 2 from both sides:

$$\begin{array}{r} n + 2 = 8 \\ -2 \quad -2 \\ \hline n = 6 \end{array}$$

Which isolates n and solves the equation:

Notice that each operation in the original equation was undone by using the inverse operation. That is, addition was undone by subtraction, and division was undone by multiplication. In general, each operation can be undone by its *inverse*:

ALGEBRAIC INVERSES	
Operation	Inverse
Addition	Subtraction
Subtraction	Addition
Multiplication	Division
Division	Multiplication

After you solve an equation, check your work by plugging the answer back into the original equation to make sure it balances. Let's see what happens when we plug 6 in for n :

$$\begin{array}{l} \frac{6+2}{4} + 1 = 3 \quad ? \\ \frac{8}{4} + 1 = 3 \quad ? \\ 2 + 1 = 3 \quad ? \\ 3 = 3 \quad \checkmark \end{array}$$

Solve the following equations. The answers can be found at the end of this section, on page 199.

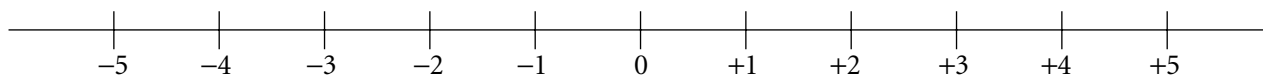
_____ **90.** $x + 5 = 12$

_____ **91.** $3x + 6 = 18$

_____ **92.** $\frac{1}{4}x = 7$

Positive and Negative Numbers

Positive and negative numbers, also known as *signed numbers*, are best shown as points along the number line:



Numbers to the left of 0 are *negative* and those to the right are *positive*. Zero is neither negative nor positive. If a number is written without a sign, it is assumed to be *positive*. Notice that when you are on the negative side of the number line, numbers with bigger values are actually smaller. For example, -5 is *less than* -2 . You come into contact with negative numbers more often than you might think; for example, very cold temperatures are recorded as negative numbers.

As you move to the right along the number line, the numbers get larger. Mathematically, to indicate that for example, 4 is *greater than* -2 , the *greater than* sign ($>$) is used:

$$4 > -2$$

On the other hand, to say that -2 is *less than* 4, we use the *less than* sign, ($<$):

$$-2 < 4$$

Arithmetic with Positive and Negative Numbers

The table on the next page illustrates the rules for doing arithmetic with signed numbers. Notice that when a negative number follows an operation (as it does in the second example below), it is enclosed in parentheses to avoid confusion.

Order of Operations

When more than one arithmetic operation appears, you must know the correct sequence in which to perform the operations. For example, do you know what to do first to calculate $2 + 3 \times 4$? You're right if you said, "multiply first." The correct answer is 14. If you add first, you will get the wrong answer of 20! The correct sequence of operations is:

1. parentheses
2. exponents
3. multiplication
4. division
5. addition
6. subtraction



If you remember this saying, you will know the order of operations: **Please excuse my dear Aunt Sally.**

RULE	EXAMPLE
Addition	
If both numbers have the same sign, just add them. The answer has the same sign as the numbers being added.	$3 + 5 = 8$ $-3 + (-5) = -8$
If both number have different signs, subtract the smaller number from the larger. The answer has the same sign as the larger number.	$-3 + 5 = 2$ $3 + (-5) = -2$
If both numbers are the same but have opposite signs, the sum is zero.	$3 + (-3) = 0$
Subtraction	
Change the sign of the number to be subtracted and then add as above.	$3 - 5 = 3 + (-5) = -2$ $-3 - 5 = -3 + (-5) = -8$ $-3 - (-5) = -3 + 5 = 2$
Multiplication	
Multiply the numbers together. If both numbers have the same sign, the answer is positive; otherwise, it is negative.	$3 \times 5 = 15$ $-3 \times (-5) = 15$ $-3 \times 5 = -15$ $3 \times (-5) = -15$
If one number is zero, the answer is zero.	$3 \times 0 = 0$
Division	
Divide the numbers. If both numbers have the same sign, the answer is positive; otherwise, it is negative.	$15 \div 3 = 5$ $-15 \div (-3) = 5$ $15 \div (-3) = -5$
If the top number is zero, the answer is zero.	$-15 \div 3 = -5$ $0 \div 3 = 0$

Even when signed numbers appear in an equation, the step-by-step solution works exactly as it does for positive numbers. You just have to remember the arithmetic rules for negative numbers. For example, let's solve $-14x + 2 = 5$.

1. Subtract 2 from both sides:

$$\begin{array}{r} -14x + 2 = -5 \\ \quad \quad -2 \quad -2 \\ \hline -14x \quad \quad = -7 \end{array}$$

2. Divide both sides by -14 :

$$\begin{array}{r} -14x \div -14 = -7 \div -14 \\ x \quad \quad = \frac{1}{2} \end{array}$$

Now try these problems with signed numbers.

_____ **93.** $1 - 3 \times (-4) = x$

_____ **94.** $-3x + 6 = -18$

_____ **95.** $\frac{x}{-4} + 3 = -7$

Algebraic Expressions

An algebraic expression is a group of numbers, unknowns, and arithmetic operations, like: $3x - 2y$. This one may be translated as, "3 times some number minus 2 times another number." To *evaluate* an algebraic expression, replace each variable with its value. For example, if $x = 5$ and $y = 4$, we would evaluate $3x - 2y$ as follows:

$$3(5) - 2(4) = 15 - 8 = 7$$

Evaluate these expressions:

_____ **96.** $4a + 3b$; $a = 2$ and $b = -1$

_____ **97.** $3mn - 4m + 2n$; $m = 3$ and $n = -3$

_____ **98.** $-2x - \frac{1}{2}y + 4z$; $x = 5$, $y = -4$, and $z = 6$

_____ **99.** The volume of a cylinder is given by the formula $V = \pi r^2 h$, where r is the radius of the base and h is the height of the cylinder. What is the volume of a cylinder with a base radius of 3 and height of 4? (Leave π in your answer.)

Answers

90. 7

94. 8

98. 16

91. 4

95. 40

99. 36π

92. 28

96. 5

93. 13

97. -45

Additional Resources

If you feel that you need a more in-depth review of math, you can get a private tutor, take classes at your local community college, obtain a math book or two to review on your own, or visit websites that offer math practice exercises. Call your community's high school for their list of qualified math tutors, or check with local colleges for the names of professional tutors and advanced math students who can help you. Don't forget to ask the schools you call for their adult education schedule. The Yellow Pages and the classified section of your city's newspapers are other excellent sources for locating tutors, learning centers, and educational consultants.

If you'd rather work on your own, you'll find many superb math review books at your local bookstore or library. You can also find plenty of math-related websites to help improve your math skills.

Books

- *501 Algebra Questions* (LearningExpress)
- *501 Geometry Questions* (LearningExpress)
- *501 Math Word Problems* (LearningExpress)
- *Algebra Success in 20 Minutes a Day* by Barbara Jund (LearningExpress)
Covers all the basics of algebra, including easy-to-follow examples and practice exercises.
- *All the Math You'll Ever Need* by Steve Slavin (John Wiley & Sons)
A friendly guide for those seeking to brush up on mathematics and elementary algebra.
- *Everyday Math for Dummies* by Charles Seiter (John Wiley & Sons).
Like other books in the *For Dummies* series, this one features a fun presentation that will help you conquer math anxiety.
- *Math the Easy Way*, 3rd Edition by Anthony Prindle and Katie Prindle (Barron's)
Covers basic arithmetic, fractions, decimals, percents, word problems, and introduces algebra and geometry.
- *Math Essentials*, 2nd Edition by Steve Slavin (LearningExpress)
If you have trouble with fractions, decimals, or percents, this book offers an easy, step-by-step review.
- *Math Smart: Getting a Grip on Basic Math* (Princeton Review)
Covers all the basics of math using practice exercises with answers and explanations; good for studying math for the first time, or for review.
- *1,001 Math Problems* by Shirley Tarbell (LearningExpress)
Offers readers 1,001 practice problems to help improve basic math skills.
- *Mathematics Made Simple* by Abraham Sperling and Monroe Stuart (Made Simple)
Targets students and others who want to improve their practical math skills.
- *Practical Math Success in 20 Minutes a Day*, 2nd Edition by Judith Robinovitz (LearningExpress)
Provides review of basic math skills and easy-to-follow examples with opportunities for practice.

Websites

- Ask Dr. Math
<http://mathforum.org/dr.math/>
- Professor Freedman's Math Help
www.mathpower.com
- Solving Math Word Problems
www.iss.stthomas.edu/studyguides/MATHPROBLEMS.htm
- Advice about Taking Math Exams
www.iss.stthomas.edu/studyguides/tsstak6.htm
- Links for Math Learning Strategies
www.nald.ca/NETLINKS/math/math4.htm
- Math Reference Tables
www.math2.org/index.xml
- Practice Math Problems Online
www.mathbiz.com

CHAPTER

11



Judgment

CHAPTER SUMMARY

This chapter shows you how to deal with exam questions that test your judgment and common sense. Reading carefully and learning to think like a cop are the keys to doing well on these types of questions.

Walk into any police academy around the country and you are likely to see the following words emblazoned across a wall: “Common Sense and Good Judgment.” While it might seem obvious that a police officer needs common sense and good judgment, not everyone has these traits, and some people who do have them need to be reminded to use them. Police agencies need to have some way of determining who has these traits. Therefore, you will probably encounter questions that test your judgment either on a multiple-choice exam or in a situational video exam. On a written exam, judgment questions are designed to see if you can make a sound decision—pick the right multiple-choice answer—based on the information given to you. To come to the right conclusion, you will need your common sense, good judgment, and good reading skills.

Most judgment questions on written exams fall into three categories: situational judgment, application of rules and procedures, and judgment based on eyewitness accounts. This chapter will look at each category, take apart an example of each type of judgment question, and then identify the best approach to answering the question. There are also tips on what is most likely to trip up the unwary test-taker.

In addition to judgment questions on multiple-choice exams, you may encounter a video exam, which shows you a situation and asks you to use your judgment skills when responding to it. This chapter will explain this type of video exam and provide tips on how to do your best on the exam.

Situational Judgment Questions

Situational judgment questions ask you to climb inside the mind of a police officer and make decisions from this viewpoint. It isn't necessary for you to know the laws of any state or the policies and procedures of any law enforcement agency. The test itself will give you the information you need to answer the question.

Some exams land you right into the hot seat with language such as, "You are on patrol in a high-crime area. . ." while other exams use a more subtle approach: "Officer Jones is on patrol when she sees a man breaking into a car." Although the approach is different, both test makers are asking you to look at their questions from the same viewpoint—a police officer's view.

The structure of situational judgment questions is quite simple. You will be given a situation, and then you will be asked to choose how you would handle the situation if you were the police officer responding to that call. The nice part is that you don't have to come up with your own plan. You get to choose the best answer from four multiple-choice options listed below the question. Keep in mind that there is only *one* best answer.

Here's an example:

1. Officer Johnson is directing traffic at a busy intersection after the end of a football game near the stadium. A small car stalls and the driver can't restart the engine. He is blocking the one lane of traffic leading out of the stadium area. There is a shoulder next to each lane of traffic on this flat roadway. What should Officer Johnson do?
 - a. Call for a tow truck to move the vehicle.
 - b. Push the car onto the shoulder of the road so that the other traffic may proceed.
 - c. Tell the driver to keep trying to start the engine with hope that the car will start after a brief wait.
 - d. Direct traffic around the stalled vehicle by having the cars drive on the shoulder of the road.

In this situation, all of the options could conceivably happen, but only one answer is the best answer. The best way to approach this type of question is to start by eliminating the options that you know aren't going to work. Option **a** is not as appealing as some of the other options because traffic would be snarled until the tow truck arrived to clear the lane. Option **c** is not much of an option for the same reason. The idea here is to keep traffic moving safely. Now we've narrowed the choices down to two, which makes the odds of getting this question right much better. If you compare the two, option **d** is not as good as option **b** because it is not as practical or as safe as simply pushing the small car several feet until it is on the shoulder of the road. The shoulder of the road is intended for this sort of emergency. Also, this option should appeal to your good judgment and common sense: you want to remove the problem (the stalled vehicle) in the safest, most effective manner.

The temptation with situational judgment questions is to project your thoughts and feelings into the scenario. You may catch yourself chewing on your pencil thinking, "Well, I'd have the driver behind the stalled vehicle get out and help the other driver push the car to the side of the road. That's what I would do." That may be how this situation would play out in real life if the other driver were amenable, but that's not one of your options, so this kind of thinking merely complicates the question and wastes valuable time.

Another temptation is to read more into the situation than is there. You may think, "Maybe the car is too heavy to push, or it won't roll right, or maybe this department doesn't allow its officers to push cars. . . ." The list goes on. Use the information you *see on the page*, not the information that *could* be there, to make your decision.

In some testing situations you may be shown situations on a video and then asked to respond. These tests are a bit more nerve-racking because you might have to come up with your own options to the situations you see. Here, you will just have to think as much like a police officer as possible, watch the situation on the video monitor as closely as you can, and *listen* to what the actors are saying if the video has dialogue.

Whether the test is written or audiovisual, you will be required to exercise your good judgment and common sense. And it certainly helps to know what it means to “think like a cop.”

Through Their Eyes

It’s easy to say “think like a cop” if you know how cops think. The ideal way to learn is to ride with officers in your area and ask lots of questions. See what type of situations officers handle on the job, find out how they feel about the calls they make, and *ask* them—in calmer moments, of course—what they were looking for when they handled specific calls. Do what you can to look at each situation through their eyes.

If you don’t have the time to ride along with a police officer, then arm yourself with the next few paragraphs.

Safety First

If you got tired of hearing your mother say, “Safety first!” when you were growing up, get ready for an exhausting experience. In every action an officer takes, the safety and well-being of everyone involved is Priority Number One. Even the bad guy’s safety is an issue. Protecting life is an officer’s first responsibility.

When you look at a test question, remember that officers have the importance of safety drilled into them from day one at the academy. Is it safer to let the man stand in the street while he tells you how the accident happened, or is it better to have him move onto the sidewalk? Is it safer for the accident victims if the patrol car is blocking this lane of traffic or that lane of traffic? Is it safer for you to stand in front of a door or to

the side of a door before knocking? Is it safer for bystanders if you pursue the speeder through downtown traffic or let him go?

The safety issue may not surface in every judgment question, but when it does, be aware that safety is a police officer’s highest priority.

Use of Force

The smallest amount possible is the right amount of force. You don’t need to go through six months in a police academy to recognize that it’s a monumental waste of effort to swat a fly with a ten-pound sledgehammer when a one-ounce plastic flyswatter will get the job done. Common sense comes into play heavily in this area. Expect to see test questions asking you what the proper amount of force is for an officer to use when physical control is necessary, and what kind of force is appropriate out of the choices you are given. When answering judgment questions, keep in mind that the test makers know that the best officers will use the least force possible in all situations.

The Choices: Lecture, Cite, or Arrest

Do you write a ticket, or are the law and the public better served with a warning and a brief lecture on good driving? Is every breach of the peace a signal to break out the handcuffs? Situational judgment questions on a written exam will demand that you know the answers. For example, you might see a question like this:

2. You are on foot patrol downtown when you see one man punch another man in the stomach. You separate the two men and find out that it was a minor disturbance. The two men are embarrassed that you witnessed the altercation because they are good friends. They assure you that no one is hurt. The victim laughs and says “no” when you ask if he wants to file assault charges. What should you do

about this obvious breach of the peace that has occurred in your presence?

- a. Arrest the suspect anyway because the assault occurred in front of you.
- b. Arrest the suspect because the victim may change his mind later.
- c. Let the suspect go free because the victim does not want to file charges.
- d. Arrest the suspect because bystanders are watching to see what kind of action you will take.

Once again, the process of elimination can help you answer this question. After reading all of the options, you should reason immediately that option **d** is not a good choice. Police work, especially in a city, is rarely conducted in total privacy. The opinions of bystanders should not affect how you enforce the law. Option **a** is not the best choice either. It is not in the best interest of the public or the overcrowded justice system to physically take a person into custody each and every time a violation of the law occurs in your presence. Option **b** is a bad choice for the same reason. The victim obviously knows the suspect. In the unlikely event that he changes his mind later and wants to file charges, he knows the identity of his attacker and can contact the police department with that information. A warrant can always be issued for the suspect.

That leaves us with option **c**, the best choice. Maybe you've heard the expression "no victim, no crime." If the man who was assaulted did not consider himself a victim of a crime then you have no need to arrest the "suspect" for assault. Arresting the suspect for any other violation in this situation would not be in the best interest of the law, the public, or the police department. Common sense should tell you that arrest is not warranted because the two men resolved the situation themselves, no one was hurt, no damage to property occurred, and no one else was affected by the altercation. And by not arresting this man you remain available for more serious calls.

Tips for Answering Situational Judgment Questions

- Read carefully, but don't read anything into the situation that isn't there.
- Think like a cop: Safety first. Use the least possible force.
- Use your common sense.

Using Your Judgment on Video Exams

Some police agencies now use one or more situational video exams called the Behavioral Personnel Assessment Devices (B-PAD) to assess your judgment and interpersonal skills. If you are required to take a video exam in addition to or in place of a written exam, the same basic steps apply: remember the importance of safety, use an appropriate amount of force, and take a common-sense approach.

During a B-PAD exam, you will be shown eight short situations that are typical in a police officer's line of duty. For example, you may be asked to defuse hostile domestic disputes, calm an angry motorist, or comfort a lost child. You will most likely see one-on-one situations and group problems with a mixture of ethnic groups and ages. After each one or two minute situation is shown, you will have 45 seconds to respond to the actors in the video as if you were the officer handling the situation. Your response is taped on a video camera, which is normally positioned right next to the video monitor. You will probably get to respond to a practice scene before beginning the actual test. The entire B-PAD takes about 20 minutes to complete.

You will not be scored on your knowledge of any policies, procedures, or law. Rather, you will be assessed for your judgment, problem-solving, and interpersonal skills in dealing with different types of people in different situations commonly found in police work.

Tips for Performing Well on Video Exams

- Be polite yet firm when dealing with the public. You don't want to appear harsh or overly controlling when talking to bystanders or witnesses.
- Don't be overly nice when dealing with rough suspects who are creating chaos. You want to show that you can take charge of stressful situations when needed.
- Always be honest, and remember the importance of ethical behavior, even if it means turning in a fellow police officer who is dishonest.
- Face the monitor when responding to each situation instead of looking at the video camera that is taping your response.
- Don't respond by saying what you "would do" in the situation; act as if you are actually the officer who is on the scene handling the call.

Application of Laws and Procedures

Your written exam may include questions that ask you to read rules, laws, policies, or procedures and then apply those guidelines to a hypothetical situation. You may still be able to use your good judgment and common sense in these questions, but even more important is your ability to read carefully and accurately.

These kinds of questions ask you to do something police officers do every day: take their knowledge of the laws of their city and state or of their department's procedures and use that knowledge to decide what to do in a given situation. The questions don't expect you to know the laws or procedures; they're right there as part of the test question. And that's why your reading skills really come into play.

Questions that ask you to apply rules and laws are a little different from ones that ask you to apply procedures, so each kind of question is treated separately in this chapter.

Application of Laws

Some questions will give you a definition of a crime and then ask you to apply that definition to hypothetical situations to see which situation matches the definition. Here's an example:

Shoplifting is a theft of goods from a store, shop, or place of business during business hours where the suspect takes the good(s) past the last point of opportunity to pay for the merchandise without attempting to offer payment.

3. Which situation below is the best example of shoplifting?
 - a. Terry walks into the Bag and Save grocery store and gets a piece of candy. He takes it to the counter and discovers he has no money. The clerk tells him to go ahead and keep the candy this time. Terry leaves the store eating the candy.
 - b. Gloria walks into an electronics store to get a pack of triple-A batteries. She sticks the small package in her coat pocket while she looks at the computer display. After a few minutes, she turns to walk out. Before she reaches the door, she remembers the batteries and turns back to the counter to pay for them.
 - c. Gail enters Philo's Pharmacy on 12th Street to pick up a prescription. After paying for the medicine, she walks over to the perfume counter where she finds a small bottle of cologne she likes. She puts the

cologne in her purse and walks out of the front door of the pharmacy.

- d. Pete and his mother, Abby, are grocery shopping. Pete picks up a candy bar, peels off the wrapper, and hands Abby the wrapper. When they reach the checkout counter, Pete walks out of the store while Abby puts the groceries, along with the candy wrapper, on the stand for checkout. The clerk rings up the price of the candy along with the groceries.

The best approach to application of definition questions is to read each option carefully and decide whether or not it fits the definition. You have to rely on your good judgment, your careful reading skills, and your ability to put two and two together to reach a conclusion. The questions do not assume that you have any knowledge of the law or of police procedures; you are given all the information you need to reason out the best possible answer.

Let's look at the options in our example. Option **a** is not an example of shoplifting because the clerk told Terry he did not have to pay for the candy. Terry did not hide the candy or try to leave the business without an attempt to pay. The clerk had the option of having Terry put back the candy, but he instead chose to give it away.

Option **b** is not an example of shoplifting because Gloria did not pass the last point of opportunity to pay before leaving the store without making an attempt to pay for the batteries. In businesses where the checkout stands are located in the middle or toward the rear of the store, the benefit of the doubt goes to the shopper until he or she walks out the door.

Option **c** is an example of shoplifting because Gail made no attempt to pay for the cologne before leaving the business.

Option **d** is not an example of shoplifting because Abby paid for her son's candy, even though he

ate the candy in the store and eventually walked out of the store.

Again, careful reading is the key to getting the application of definition questions correct. You have to read exactly what is there while not reading anything more into the situation than is actually written on the page. For example, if while reading option **b** you focus on Gloria putting the batteries in her pocket instead of whether or not she attempted to pay for the item, you may end up with an incorrect answer. Reread the definition and note that *where* someone carries goods while they are shopping has no bearing on the crime as defined. Do not complicate the situation.

Application of Procedures

Application of procedures questions are a lot like the previous type. You will be given information about police procedures and then asked to apply these procedures to a hypothetical situation. You might have to decide which step in a set of procedures is the next step to be taken in the situation, or you might have to decide whether a hypothetical officer followed the procedures properly in the situation given. In either case, you're being tested on your ability to follow directions and on your reading comprehension skills.

The question is usually preceded by a brief passage telling you about the procedure; for example:

When an officer handles "found" property—property that has been discovered by someone, but is not necessarily evidence from a crime scene—the officer should follow these procedures:

1. Write a report detailing who found the property, what the property is, where it was found, and where it is now located, and turn in the report before the end of his or her shift.
2. Attach a tag to the property.
3. Write the report number on the tag, along with the officer's name, badge number, and the date and time the property was turned in.

4. Turn the property into the Property Room before the end of his or her shift.
4. Officer Smith is on patrol when he is flagged down by a pedestrian on the northeast corner of Elm and St. John. The pedestrian, Carl Randal, tells Officer Smith that he found a gold watch on the sidewalk in the 200 block of Elm. The clasp is broken on the watch, and Randal tells the officer he believes the watch must have fallen off of someone without that person's knowledge. He gives the watch to the officer and provides his name and other information to the officer for the report. Officer Smith writes a found property report using all the details provided by Randal, places a tag on the property, and writes the report number, his name, his badge number, and the date and time the watch came into his possession. He then puts the watch in the glove box of the patrol car. He turns in his report an hour after writing it, and at the beginning of his next shift he takes the watch to the property room. In this situation, Officer Smith acted
- improperly, because he should have let Carl Randal keep the watch until someone reported it as missing.
 - properly, because he turned in his report before the end of his shift.
 - improperly, because he failed to take the property to the property room before the end of his shift.
 - properly, because he wrote all of the pertinent information in his report.

What the test maker wants you to do is study how Officer Smith handled the found property case and see if he followed his department's rules on handling found property.

Each option actually has two parts that require you to make two decisions. First, you have to decide if

the officer acted properly or improperly, and then you have to decide if the reason stated in the option is correct or incorrect. In this case, option **c** is correct on both counts because the officer did not act properly, according to the procedures for turning in found property. He should have turned the watch in before the end of his shift (Step 4).

To help you pick the right option, see if you can assign a step to the information in the option. For example, option **a** states that Officer Smith should have let Randal, the man who found the watch, keep it until someone reported it stolen. If you look at the steps in the list of procedures, you will not see that action in any of the steps.

These questions can be tricky if you read too fast or read only part of the answer choices. Take your time and make sure both parts of the answer are correct. For example, in option **b**, the second part of the answer is correct. That action, turning in the report in a timely manner, is what Officer Smith is supposed to do according to Step 1. However, if you look at the first part of the answer it says Smith acted correctly in this situation because he turned in his report on time. This is not the *best* answer because Smith did *not* act properly since he failed to turn in the found property before the end of his shift. Remember, there's only one *best* answer.

Tips for Answering Application Questions

- Read what's there, not what you think should have been there.
- Read through all the options before you choose an answer.
- Find the exact spot in the law or the procedure that supports your answer.

Judgment Questions Based on Eyewitness Accounts

You'll need a careful eye for detail for the kinds of judgment questions that ask you to choose among eyewitness accounts. The test maker is looking to see if you can pick out the common elements in the list of answer choices in order to arrive at the right answer. The test question usually will contain a description of suspects, vehicles, or license plates. Here's an example:

5. You are called to the scene of a gasoline theft at a neighborhood gas station. The station manager tells you that a woman in a green Chevy Cavalier pumped \$20 of unleaded gasoline into her car and took off northbound on Elm St. He and three other witnesses tell you they saw the license plate on the vehicle. Which of the plates listed below, given to you by the witnesses, is most likely to be the correct plate?
- a. PG-2889
 - b. PG-2089
 - c. PG-2880
 - d. PC-2889

In eyewitness account questions, the actual situation in the question has little bearing on what the test maker wants you to do. You are being asked to pick out which license plate is most likely to be the license plate for the suspect vehicle. The correct answer to this question lies in the answer choices themselves. The end result isn't focusing on the crime that took place so much as on your ability to take information, average it all up, and arrive at a conclusion.

Your best approach to this question is to start comparing the similarities in each answer. You will notice that all of the answers start with the letter "P." The second letter is the letter "G" in all of the answers except for option **d**. The first number is the number 2 for all of the answers. Then you see that all of the

answers except for option **b** agree that the number 8 is the second number on the license plate. The third number of the plate is 8 in all of the answers. The final number of the plate is 9 in all of the answers except for **d**. You should have picked option **a** as the right answer because the license plate that has the most common elements is PG-2889.

You will be asked to use the same kind of reasoning when you see a test question asking you to pick out a suspect description. Once again, the scenario described in the question is not going to carry as much weight as the answers themselves. Your task will be to find the common threads in each answer until you come up with the most likely description of the suspect.

Tips for Answering Eyewitness Account Questions

- Stay calm and work methodically.
- Compare each element of each answer choice until you find the ones that have the common elements.

Improving Your Judgment Skills

You have more options than you may realize when it comes to honing your judgment skills—not only for the police exam, but also for your career as a police officer. There are some surprisingly simple exercises you can do in your everyday life that will sharpen your judgment skills.

What If...

There's a game most police officers play in their minds called "What if." You probably play it too, but you may not be aware of it. "What if I won the lottery tomorrow? If I did, I'd empty my desk drawers on top of my supervisor's desk and run screaming out of the building." Sound familiar?

Some professional baseball players watch slow-motion videos of a batter with perfect form in the hope that by memorizing and studying his moves, they will be able to improve their own performance. And research shows that this works: In times of stress, people are more likely to carry out a task if they've practiced it—either mentally or physically.

“What if” uses the same logic. If you've thought about a situation and you've arrived at a conclusion about what you would do under the given circumstances, then you've given your brain a plan for the situation if it actually comes up. Maybe you've heard someone say, “I didn't have any idea what to do. I just froze.” That brain didn't have a plan to follow. Playing “What if” can give it a plan.

Train yourself to practice “What if” scenarios. Do it in the grocery store. You're standing in line behind a man in a heavy coat. Ask yourself “If I were a police officer, *what* would I do *if* I saw this man slip a package of batteries into his coat pocket and go through the checkout line and then out of the store without paying for them?” This could turn out to be one of the situational judgment questions you find on a police officer exam. Practice. At the very least it might add a new dimension to your grocery shopping.

Self-Confidence Checks

Practice your self-confidence. Self-confidence is what makes most police officers able to make decisions with a minimum of confusion and self-doubt. Although you aren't a police officer yet, you need to develop the same self-confidence so that you will make the right decisions as a test taker. If you aren't confident about your judgment skills and your ability to decide what to

do in a situation, then you are likely to torture yourself with every judgment question that appears on the exam.

Believe it or not, it is possible to practice self-confidence. Many people practice the opposite of self-confidence by thinking and saying negative things like, “I don't know if I can do that,” or “What if I can't do that?”

Start listening to yourself to see if you talk like that. And then turn it around. Tell yourself and others, “The police officer exam is coming up and I intend to ace it.” And “I know I will make a good police officer. I know that when I read the test questions I can rely on my own good judgment to help me. My common sense will point me in the right direction.”

This isn't bragging. It's how you set yourself up for success. You will start thinking of what you need to do to ace the test. You're practicing self-confidence right now by reading this book. You are getting the tools you need to do the job. Your self-confidence has no option but to shoot straight up—and your score along with it.

Read, Read, Read

Reading is as vital on judgment questions as it is on questions that call themselves reading comprehension questions. This isn't the kind of reading you do when you are skimming a novel or skipping through articles in a newspaper. It's the kind where you not only have to pay attention to what the writer is telling you, but you must make decisions based on the information you've received. There's a whole chapter in this book on reading. Check out the suggestions there, under Additional Resources, on ways to improve your reading skills.

C H A P T E R

12



Map Reading

CHAPTER SUMMARY

Some police departments include a map reading section on their written exam. They want to find out if you will be able to navigate through the streets of your jurisdiction. This chapter will explain the types of map reading questions you may encounter.

Have you ever been lost in an unfamiliar city? Have you ever driven up and down unknown streets, gone in circles, or come to a dead-end? While these may be common occurrences for the average person, they can prove deadly to a police officer who needs to respond immediately to an urgent call. That is why you may be tested on your ability to read maps. Once you become a police officer, you may need to consult maps on a regular basis to become familiar with the different neighborhoods or key locations in your jurisdiction. If you don't know where an address is located when you get a call, you will need to be able to consult a map quickly and expertly to get directions.

Reading a map sounds simple enough, but in practice it can be quite a frustrating experience. And practice is the only way to get good at map reading.

Police Officer exams have a method for testing your map-reading skills. Typically, you will see a simple map with the north-south-east-west directions clearly marked, and a key explaining symbols. You will find instructions on which questions should be answered based on the map. Don't be surprised to find several different maps in one test.

A sentence or two is usually devoted to telling you that you can't make up your own traffic laws in order to get from Point A to Point B. You can't go up one-way streets the wrong way or choose paths that will have you

driving through office buildings to get to the call. After that, you will find one or more questions about the map you're looking at. The questions may ask you which is the shortest route from Point A to Point B, or they may tell you to make a series of right and left turns and then ask you in which direction you're heading.

Finding the Shortest Route

Questions that ask you to find the shortest legal route are based on a map like the one on the next page. A scenario follows the instructions, followed by a question asking for the shortest route and the answer choices.

The best approach to solving these puzzles is to first study the map for a minute to get your bearings. Read the question, then turn to the map and figure out what looks like the best route to you. (Do not look at the answers before figuring out the route you would take.) Start with the first answer choice and study each route turn-by-turn. If none of the options looks like the route you came up with after first reading the question, then you may need to reconsider your route. If this is the case, then you will also need to start over and consider all of the options with a fresh eye. Try this strategy on the sample question that follows.

Sample Shortest-Route Question

Here's a question that asks you to find the shortest route on the map on the next page.

Answer questions 1 through 3 based solely on the following map. You are required to follow traffic laws and the flow of traffic. A single arrow depicts one-way streets and two arrows pointing in opposite directions represent two-way streets.

1. Officer Harolds is sitting at a red light at the intersection of Fourth Street and Washington

Road facing southbound. The dispatcher sends him on a one-vehicle collision call. A motorist has run into the northwest corner of the City Hall building. What is the quickest route for Officer Harolds to take to City Hall?

- a. Turn west onto Washington Road, then south on Third Street, and then west on Main Street to Parker Road.
- b. Turn west onto Washington Road, then south onto Parker Road, and then east to Lincoln Avenue.
- c. Turn west onto Washington Road, south on Second Street, and then east onto Main Street to Parker Road.
- d. Turn west onto Washington Road, then south onto Parker Road, and then east onto Main Street.

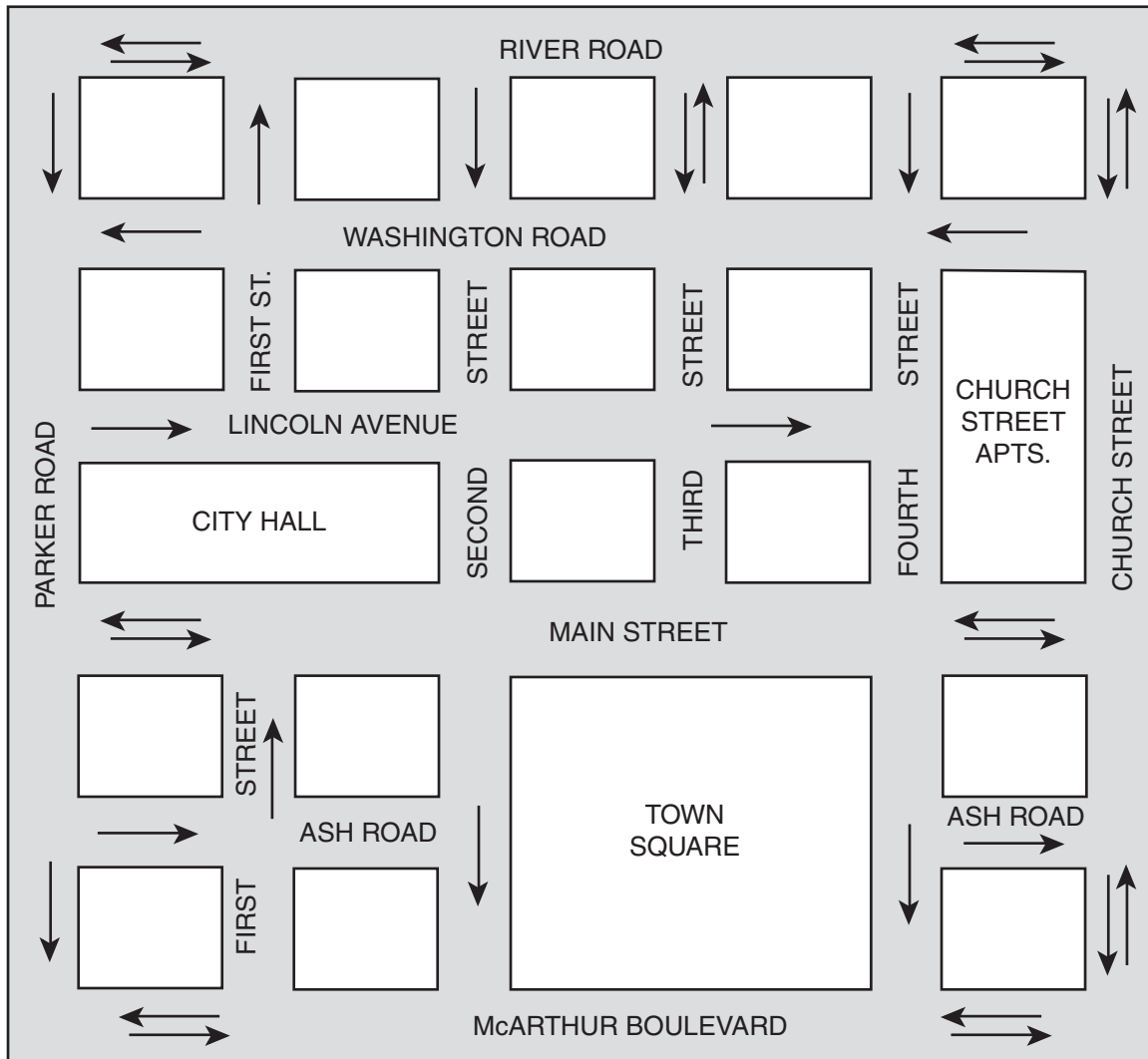
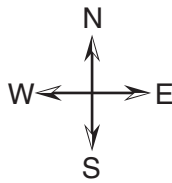
Strategy for Shortest-Route Questions

Here's how to apply the strategy outlined above for this question.

The situation tells you that Officer Harolds needs to answer a collision call. You have an idea of an even more specific location when you read that a motorist has run into the northwest corner of City Hall. As you can see by the map, the City Hall building can be approached on four sides by four different streets. Since you'd like to be close to the northwest corner of the building, you should be considering a route that will put you on that side of City Hall.

Your first step will be to study the map and pick out the quickest legal route to the collision. The arrows show you that Washington Road is a one-way street. Since Officer Harolds is facing south on Fourth Street at Washington Road, his only option available is to turn west onto Washington Road. Notice that Washington Road runs parallel to Lincoln Avenue, the street where City Hall is located. Also notice that Lincoln Avenue runs to the east and you want to end up on the northwest corner of the building. Now look at City

MAP READING



Hall. The northwest corner of this building is at the intersection of Parker Road and Lincoln Avenue. (To determine the northwest corner of the building it may be a helpful trick to imagine that the north-south-east-west indicator is written in the middle of the words “City Hall.” That makes it easy to see where the northwest corner would be for the building.) The quickest, easiest route appears to be west on Washington Road,

south on Parker Road and east on Lincoln Avenue. You have your route, so now it’s time to see if one of the multiple-choice options matches the route you determined.

When you first glance at the four options, it’s fairly obvious that they all start with a turn west onto Washington Road. Starting with option a, we see that this option lists turning south onto Third Street and

then west on Main Street. Main Street is one block south of the street you'd like to be on and so this option is not as efficient as the route you arrived at. Eliminate this option and go on to option **b**.

In option **b**, you see that the first turn after heading west on Washington Road is to turn south onto Parker Road, then east to Lincoln Avenue, which will put the officer at the scene of the collision. This option matches the route you figured out before reading the answers, so option **b** is more than likely right.

However, it's always best to continue reading the answers to make sure you don't pass up an option that turns out to be better than the one you figured out. Option **c** makes Officer Harolds turn east on Main Street, which is heading away from the call and does not end up at Parker Road. Option **d** is not the best answer because the corner of Parker Road and Main Street is one block too far to the south. You'd only choose either of these options if you didn't know which was the northwest corner of City Hall.

Remember, even when you feel like you already have the right answer, it is best to examine *all* the answer choices to be on the safe side.

Finding the Direction

Question 2 is based on the same map you used to answer Question 1 but is different because the test maker wants to know if you can figure out which direction you are facing.

Sample Direction Question

2. Officer Watson is driving eastbound on Main Street at Fourth Street. If he makes a U-turn on Main Street, turns onto Third Street and then makes another U-turn, what direction will he be facing?
- east
 - west
 - north
 - south

Strategy for Direction Questions

The best strategy for solving this type of question is the same as you used on Question 1. Trace out your path after reading the question, then look through the answers until you find the one that matches your decision. Obviously, you don't have much reading to do to pick out the right answer. You will mainly be looking to see which letter is in front of the answer you want.

In the case of Question 2, the answer you want is option **d**. When you traced out your path on the map, you should have seen that if Officer Watson is heading east on Main Street and he makes a U-turn, he will be heading west. If he turns onto Third Street, the only way he can turn will have him heading north on Third Street. If he makes a second U-turn, he will now be facing south.

More Map-Reading Practice

The key to answering map-reading questions is to *take your time*. If you hurry through a question you may misread the question or the answer choices, which will naturally cause you to choose the wrong answer.

Let's try a third question using the same sample map.

3. On a rainy, windy night Officers Epps and Burton are dispatched to a burglar alarm at a business on Ash Road and Church Street. They are driving north on First Street and have just passed Washington Road. What is the quickest route they can take?
- North on First Street, west on River Road, then south on Parker Road, then east on McArthur Boulevard, then north on Church Street to Ash Road.
 - North on First Street, then east on River Road, then south on Third Street, then east on Main Street, then north on Church Street to Ash Road.

Tips for Map-Reading Questions

- Read carefully and follow all directions.
- Feel free to move the map around during the test to face the direction you find comfortable.
- Trace your path lightly on the map with your pencil. Make sure you erase all marks as you complete each question so that you do not confuse yourself for the next question.

- c. North on First Street, then east on River Road, then south on Church Street to Ash Road.
- d. North on First Street, then west on River Road, then south on Parker Road, then east on Lincoln Avenue, then south on Second Street, then east on McArthur Boulevard, then north on Church Street to Ash Road.

After reading the question, you are ready to trace your route. Keep in mind that you want to get to Ash Road and Church Street in the quickest, easiest manner without going the wrong way on any one-way streets. First Street is a one-way street going toward a two-way street, River Road. You have the option of heading east or west on River Road. East makes more sense because it is in the direction of Church Street. The most direct route appears to be east on River Road to Church Street, then south on Church Street to Ash Road.

Now it's time to check your answer against the options. Option **a** has you turning west on First Street,

and you've already determined that west is not the most efficient direction to turn. Option **b** suggests that you turn east on River Road, then south on Third Street, then east on Main Street, and then north on Church Street. You should turn south on Church Street to get to Ash Road, not north. You already have too many turns for this to be an efficient route in any event. Time to look at option **c**. Option **c** directs you east on River Road, then south on Church Street—and there you are at Ash Road. This route matches the route we had in mind. Option **d** has too many turns (like option **b**), in addition to involving a west turn onto River Road, which we already decided was inefficient.

Now that you're becoming an expert in map reading — be sure to make up your own questions to test your growing skills. Or better yet, take a map, get in your car, and try to locate places in unfamiliar neighborhoods. There's nothing like hands-on practice to improve your map-reading skills.

C H A P T E R

13



Memory and Observation

CHAPTER SUMMARY

This chapter contains hints and tips to help you answer questions that test your memory skills. Memory questions can be based on pictures or on written materials; you may get the materials ahead of time or on test day. However the memory questions are structured, this chapter will help you deal with them.

It's amazing what your mind will file away in that cabinet we call memory. You may remember every snippet of dialogue uttered by Clint Eastwood in his first Dirty Harry movie from years ago, but you can't remember which bus route you used yesterday to get to the dentist. Some people remember names well, but can't put them with the right faces. Others forget names quickly, but know exactly when, where, and why they met the person whose name they've forgotten. There are a few lucky individuals who have what is commonly referred to as a photographic memory or total recall. And then there are those of us who wake up every morning to a radio alarm so we can find out what day of the week it is. Fortunately, a good memory is actually a skill that can be developed and improved.

Written exams for police officers may test your ability to memorize material using different techniques. You may have to read passages of various lengths or look at a sketch of a street scene; drawings of men and women with differing facial features, weapons and other property; or photographs. Usually, you will be given a set amount of time (anywhere from 5 to 25 minutes) to look at the material, and then you will be asked to answer test questions about what you saw. Your goal is to memorize as much of that material as you can in the allotted time.

Other police departments are more interested in longer-term memory skills. They may send you a study booklet a few weeks in advance of the test and ask you to memorize material in the booklet. In that case, you will

answer questions based on what you've been memorizing from the study booklet.

This chapter will help you improve your ability to memorize material from written passages, wanted poster drawings with accompanying text, and pictures of street scenes.

Memorizing and Applying Police Information

Questions Based on Written Passages

We've all watched police dramas on television where the gruff sergeant tells his assembled troops which bad guys are running amuck in the city and then hands out paperwork that our heroes, more often than not, leave on their desks on their way out the door. That scenario is not too far removed from reality. Police officers receive a lot of information in a short length of time and are expected to remember most of it. And of course someone has come up with a way to test your ability to accomplish this task.

You will be given a set time to read one or more written passages and study several drawings of people or places, sometimes with accompanying text. Then you will have to answer questions based on what you learned and observed, *without being able to refer back to the material*.

The written passages are not usually more than 500–600 words long. The subject matter will have something to do with criminal law, police procedures, or police techniques. The passage will not assume you have any previous knowledge about police techniques, but it will assume that you can read to learn information and then apply that knowledge. Since you don't have much time to absorb the material, it's best to focus on what you feel will be the most important facts. The questions will most likely ask you to recall the details your common sense will lead you to believe to be most important. For example, here's a short piece on handcuffing techniques. Read it and then answer

the questions that follow *without* looking back at the text.

Proper handcuffing technique is an essential part of officer safety. A suspect cannot easily pick up a weapon or hit an officer when his or her hands are firmly secured. When an officer makes the decision to place handcuffs on an individual, departmental policy states that the officer must always handcuff the individual's hands behind his or her back. The only exception to this rule is if the individual has a physical disability which makes this position impossible. A broken arm set in a cast is an example of such a situation.

Officers will handcuff suspects using the following technique:

1. Instruct the suspect to turn around, putting his or her back to you.
2. Instruct the suspect to place both hands behind his or her back.
3. Grab the suspect's wrist firmly with one hand and secure one ring of the handcuff around the wrist.
4. Grab the remaining wrist firmly and secure the other ring of the handcuff to that wrist.
5. Make sure the handcuffs are loose enough to allow for normal circulation.
6. Lock each side of the handcuff to prevent them from tightening accidentally.
7. Place the suspect inside the patrol car.

Answer the following questions without referring back to the handcuffing piece.

1. The passage on proper handcuffing technique says the suspect's hands should always be handcuffed
 - a. behind the suspect.
 - b. in front of the suspect.
 - c. to the officer.
 - d. to a hook in the patrol car.

2. The passage on proper handcuffing technique says the first step the officer should take when the decision to handcuff a suspect has been made is to
- allow the suspect to telephone a lawyer.
 - instruct the suspect to place both hands behind his or her back.
 - instruct the suspect to turn around, placing his or her back to the officer.
 - lock the handcuffs firmly in place.

Remember, all you have to do to answer questions like this successfully is to remember and apply what you've learned. In the case of question 1, you're applying what you learned about handcuffing if you picked choice **a** as the right answer. In question 2, your common sense should tell you that now is not the time to have the suspect call a lawyer, so choice **a** is not likely to be the answer. Combine your reasoning skills with your ability to remember what you've read, and you should come up with choice **c** as the right answer.

It's also important to pay attention to hints from the author—and this applies both to learning and to memorization. If you see a phrase such as, "The most important point to remember is . . .," pay attention. The test questions are going to pick up on that kind of hint, so your chances of seeing that material again are really good.

What to Do

1. Visualize as you read. Keeping a "movie" of sorts running through your mind as you read is a helpful way to remember details. It may be a cartoon movie with stick figures—whatever works. If you have a visual image of what the passage is describing, you are more likely to remember it.
2. Pay special attention to the first and last steps in a list of procedures.
3. Rely on your common sense and ability to reason to supplement your memorization skills. Sometimes, you will instinctively know which answer is right

even though you cannot specifically recall the exact words in the passage.

4. When applicable, attach parts of the passage to a personal experience you have had. For example, let's say you once witnessed a person with a physical disability being handcuffed. This experience would help you remember the part of the passage that mentions the one exception to the handcuffing rule.

The passage on handcuffing techniques is approximately 200 words long. On the actual test, you should expect longer passages, perhaps more than one of them, and therefore you should expect more questions on the passages than the two given above.

If all this seems daunting, think about the times you've read a news article on, say, a grisly murder. You're talking to a friend later that evening and you say, "Did you read in the paper this morning about that guy who got stabbed with an ice pick? Yeah, some guy in a trench coat stabbed him right in the forehead with an ice pick while they were on the ferry to Martha's Vineyard. He jumped overboard right after that." Granted, this example may be a little dramatic, but you get the point. It probably takes only a minute or so to read a news article, but the information stays with you much longer than a minute. Face the memory portion of your exam with the expectation that you *will* remember what you read.

What Not to Do

- **Do not** draw conclusions or waste time thinking of ways a procedure really should be done. For instance, while reading the article about handcuffing techniques, don't waste time thinking of alternative methods of handcuffing. You're being tested on your ability to remember what you've read, not on your knowledge of the subject matter or your creativity.
- **Do not** add elements to the written passage that weren't originally there. If the author didn't men-

tion the advantage of using hinge cuffs over chain cuffs, then there's no reason for you to add this information to the situation.

- **Do not** spend all of your allotted time on one written passage if your test also includes more passages or drawings. You have to leave time for all of the memory material.

Questions Based on Wanted Posters

Many police departments use mock wanted posters to test memorization skills. Some departments send this material out in study guides to be memorized weeks in advance, and some ask you to memorize the material right then and there during the test, within a set period of time. Either way, you will be asking yourself the same question, "How am I going to remember all of this?" The answer is, the same way you'll one day recognize and remember facts about the criminals in your jurisdiction when you've become an officer. The technique you will learn here works in real life as well as in test situations.

Memorization, as you know by now, relies heavily on solid reading comprehension and observation skills. The Wanted poster sets you are given to memorize will most likely contain line drawings of adult males, females, and juveniles. Next to the drawings, you will see the text that tells each person's story.

For example, suppose you have a drawing of an adult white male with shoulder-length hair parted down the middle. He is clean-shaven, has large eyes, and a mole in the middle of his chin. Next to it, you see the following text.

WANTED

Joseph Wayne Frasier

ALIASES: Joe Wayne

WANTED BY: Boston Police Department

CHARGES: Assault on a Police Officer

DESCRIPTION:

Age: 40

Race: White

Height: 6'0"

Weight: 210

Hair: Blond

Eyes: Blue

REMARKS: Has relatives in the Cape Cod area and is believed to be headed for Provincetown. Was last seen with a white cast on his right forearm extending above the elbow.

CAUTION: Razor blade embedded in the toe of suspect's right boot. One officer badly cut when kicked by Frasier.

Your task is to remember enough details about this person to correctly answer questions about him on the exam. This isn't much to ask until you consider that you will see more than one poster with accompanying text *and* be asked to remember information from written passages. Don't panic, though. Just take the posters one at a time. And there are tricks you can use to improve your memory skills.

Which Comes First, Drawing or Text?

If you're like most people, your eyes will gravitate to the drawing first. That's fine, because you want to make this work as easy on your brain as possible. Start with the top of the head and work your way down. It may sound bizarre, but try holding a conversation in your head to help you memorize the person's features. For example, if you were looking at a drawing of our bad guy, you might think to yourself, "Oh, his hair touches his shoulders just the way my Aunt Gilda's does. In fact, he has a high forehead like Aunt Gilda. His eyes are sort of bugged out like hers, and his nose

is shaped the same way. She doesn't have a mole on her chin like he does, but if she did they'd look like twins." Of *course* this is outlandish, but when you see the name Joseph Wayne Frasier you'll remember exactly what he looks like.

While you look at each face, look for jewelry, scars, facial hair (or lack of it), facial shape, size of facial features, and teeth, if the subject is shown smiling. When you eventually get to the text, you will want to tie in such details. For example, suppose Frasier is shown wearing a cross on a chain around his neck. After you read the text, you could tie lots of information together by thinking, "Now what is a guy named Joseph Wayne Frasier, who looks like Aunt Gilda and kicks cops with a boot razor blade, doing wearing a cross? I wear a cross, and I would not even think about assaulting a police officer." Your brain has locked in the bad guy's name, what he did, what he looks like, what he's charged with, and a distinctive piece of jewelry all in one thought.

Once you are ready to study the text, you will be using the same technique you used for studying the drawing. Read slowly from top to bottom. As you read, carry on your mental conversation. It may sound something like this: "Joseph Wayne Frasier. I used to watch the TV show *Frasier* with my old high school buddy Joseph Wayne. Bet I don't forget the name Joseph Wayne Frasier. And he uses Joe Wayne as an alias. My friend Joseph *hates* the nickname 'Joe' because he says it reminds him of old World War I movies. Hmm. He's wanted by Boston P.D. for assault on a police officer. Hey, the actor who plays Frasier used to be on the show *Cheers* and it was set in Boston. This guy is 40? That's how old Aunt Gilda is. This is getting spooky. Hmm, he's white, just like the actor on *Frasier*, and he's my height and I weigh 210 also. He's ugly, but he's fit and trim."

You get the picture. Your goal is to find a way to make the information you see mean something to you. Your mental conversation may not turn out to be as elaborate or outlandish as the one described above, but you will be far more likely to remember the details

when you make them come alive and relate them to something or someone familiar.

Look at the information on the previous page again, make up your own mental conversation, and then see how easy it is to answer the following questions.

3. What is Frasier wanted for?
 - a. homicide
 - b. assault on a police officer
 - c. sexual assault
 - d. theft
4. How old is Frasier?
 - a. 30
 - b. 33
 - c. 40
 - d. 20
5. What kind of weapon is Frasier known to carry?
 - a. boot knife
 - b. diving knife
 - c. switchblade
 - d. boot razor blade

Check your answers by glancing back at the description. These questions should have seemed pretty simple. However, since this isn't a perfect world for the test taker, keep in mind that you'll be seeing questions containing information from other wanted posters. You may be asked to look at six or more posters and memorize them all. For example, in question 3 above, the right answer is choice **b**, but choices **a**, **c**, and **d** are likely to be crimes committed by some of the other suspects you've memorized for the same test. In other words, don't count on picking the most "familiar" answer—chances are the choices will *all* look familiar. Instead, rely on the little conversation you had with yourself about a given suspect; that way you're less likely to confuse the various criminals.

This technique of associating the new and unfamiliar with something old and familiar works well for almost any type of memorization. Practice this technique for this test, and then use it again when you get your patrol car.

What to Do

1. Divide the number of minutes you have for memorizing the Wanted posters by the number of posters, and then spend only that number of minutes on each poster.
2. Proceed methodically, top to bottom, with both the picture and the text.
3. Have a conversation with yourself, tell yourself a story about the suspect. Associate the unfamiliar picture and description with people you know.

What Not to Do

- **Do not** choose an answer just because it looks familiar. It might be related to the wrong suspect.
- **Do not** try to memorize all the wanted posters at once. Work on one at a time.

Questions Based on Street Scenes

Another way police departments test your memory skills is to let you study a drawing or photograph of a scene for a certain amount of time—either as part of a packet including passages and wanted posters or by itself—and then ask you questions about the scene.

The picture will usually be a scene of a busy city street with plenty of details for you to memorize: store names, buses, taxis, people, clothing, action scenes (a mugging or maybe someone changing a flat tire on a car), and street signs.

At the end of this chapter you will find a street scene and several questions about it that you can use to practice.

What to Do

Use a methodical approach to studying what you see. When you read sentences on a page, you read from left to right. This skill is as unconscious as breathing for most English-language readers. Approach memorizing a picture the same way you read, taking in the information from left to right. Instead of staring at the street scene with the whole picture in focus, make yourself start at the left and work your way across the page until you get to the right.

What Not to Do

- **Do not** go into brain-lock when you first see the busy street scene. Take a deep breath and decide to be methodical.
- **Do not** try to start memorizing with a shotgun approach, letting your eyes roam all over the page without really taking in the details.

Questions Based on a Videotape

Some departments will show you a video and then have you answer questions about what you have observed. This test is not widely used, but it is a method you may encounter. Your best bet is to relax, study the situation on the screen carefully and with *confidence* that you will remember what you see, and then tackle the questions.

Using a Study Guide

Instead of making you memorize material right there during the test, some departments send out a study booklet a few weeks in advance of the test. The booklet contains detailed instructions on what you will be expected to know for the test. The expectation is that you will have plenty of time to memorize the information and that you will be able to answer questions based on what you have memorized.

For example, you may see several pictures of items stolen in a burglary—maybe a wristwatch or a crown inlaid with six rubies. On test day, you may see a question like this:

6. In the study booklet provided to you, there are several drawings of items taken in a burglary. One of the items was a crown. How many jewels did you see on the crown?
 - a. three
 - b. four
 - c. none
 - d. six

The questions are simple. No tricks here. You just have to be able to recall details.

What to Do

If you get material to study in advance, study it *in advance*. Don't start the day before the test. Spend a little time on your study booklet every day from the day you get it until the day before the test.

What Not to Do

- **Do not** read the questions too quickly. If you're having trouble remembering the details, going with what initially feels like the correct answer is usually a good idea—but *you must make sure you're answering the right question*. If you were reading quickly and didn't look at the last sentence in the example above, you might anticipate that the question asks you how many crowns you saw in the drawing, not how many jewels were on the crown. Haste can produce easily avoidable errors.

Memorization Tips

Memorization is much easier if you approach the task with the expectation that you *will* remember what you see. Call it positive thinking, self-hypnosis, or concentration—it doesn't really matter as long as you get results. When you run through the practice questions in this book, prepare your mind before you start. Tell yourself over and over that you will remember what you see as you study the images. Your performance level will rise to meet your expectations.

Yes, it's easy for your brain to freeze up when you see a drawing filled with details, a test section full of questions, and a test proctor standing above you with a stopwatch in one hand intoning, "You have five minutes to study this drawing. You may begin." But if you've programmed yourself to stay calm, stay alert, and execute your plan, you will be much more likely to remember the details when you need them.

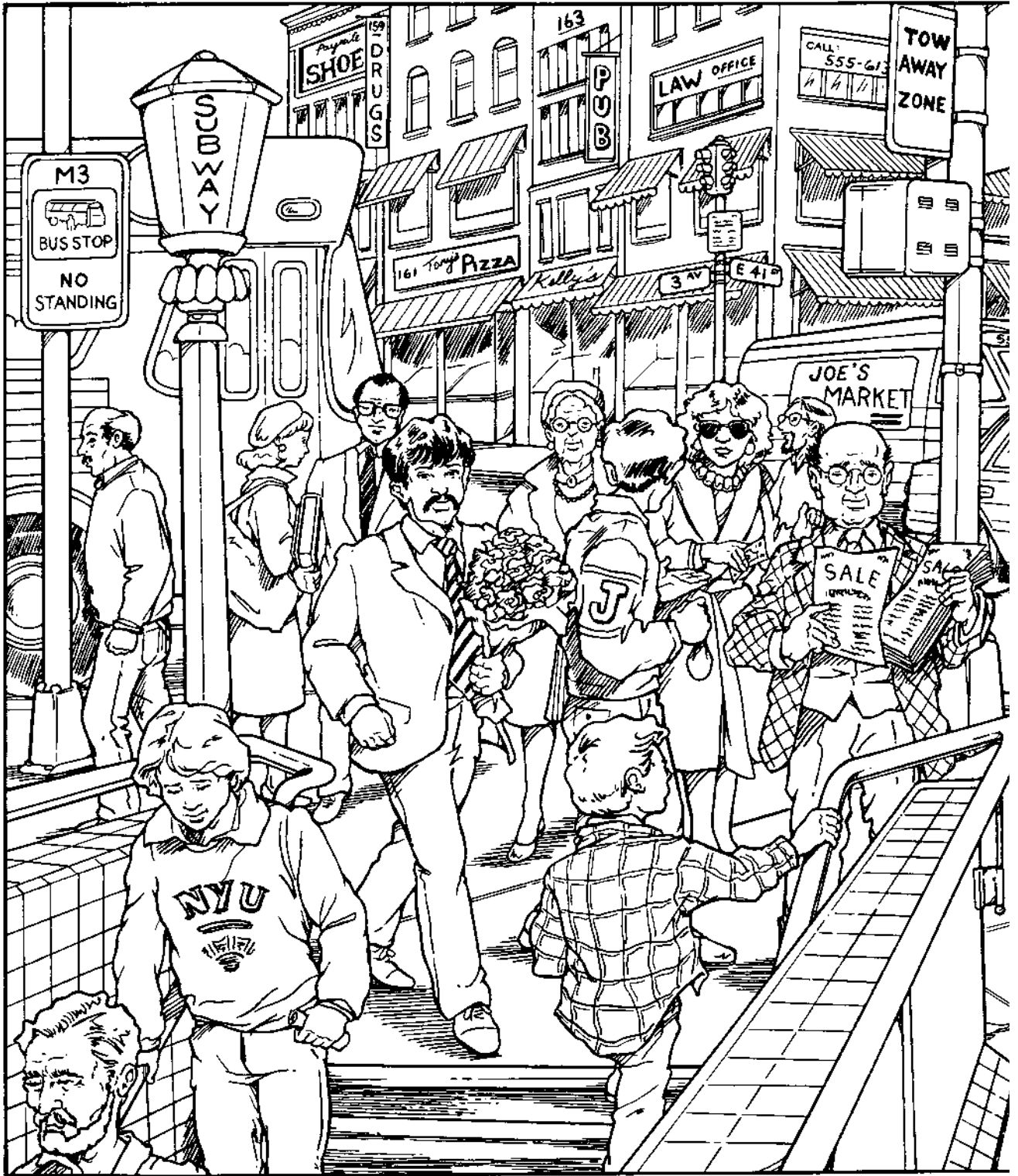
Plan? Yes, you need a plan. If you have a method for memorizing, say, a busy urban street scene—like the left-to-right scheme outlined above—then you will be more likely to relax and allow yourself to retain what you've seen long enough to answer the test questions. Keep in mind that you aren't trying to memorize the scene forever, you are merely doing it to retain the information long enough to answer the test questions.

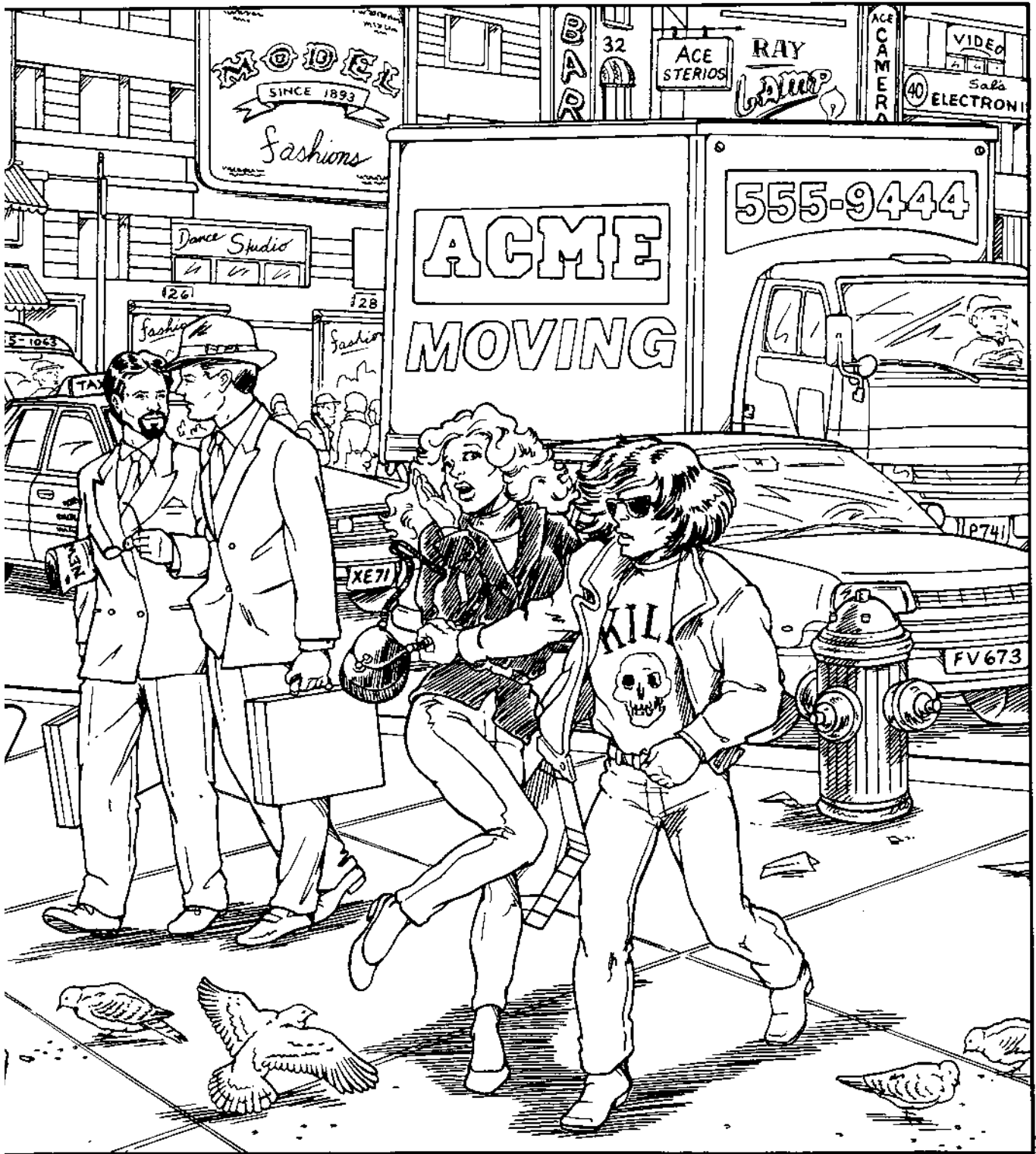
Observation Tips

It's almost impossible to talk about memorization without bringing up observation. Some people are naturally observant. Some drift off into never-never land frequently and have no awareness of the world around them. Whatever category you think you are in, it's never too late to sharpen, or to acquire, strong observation skills. How? Practice, of course.

Newspaper photos make great practice tools. News photos are action-oriented and usually have more than one person in the scenes. Sit down in a quiet place, clear your mind, remind yourself for several minutes that you will retain all the details you need when you study the picture, and then turn to a picture and study it for about five minutes. At the end of the time, turn the picture over, get a piece of paper and a pencil, then write down all the details you can think of in the picture. Make yourself do this as often as possible before the test.

You can practice your observation skills on the way to work or school, too. Instead of sitting in your car waiting for the light to change with a blank stare on your face, look around you and say out loud what you see. "I'm at the corner of 12th and Walnut. I see a man in a black, full-length raincoat standing on the northeast corner looking in the display window of Hank's Motorcycle Shop. There's a black Subaru station wagon parked at a meter near the motorcycle shop. The license plate is . . ." (If you ride to work on a bus or train, you can say these things silently to yourself.) Not only are you





practicing a basic skill that you will need to become an excellent police officer, you are training your mind to succeed at whatever memory questions the test maker throws your way.

Memory and Observation Practice

On the previous page is a street scene like those found on some police exams. Following are several questions asking about details of the scene. Use this scene to practice your memory skills. Take five minutes (no more!) to study the picture and then answer the questions that follow, without looking back at the picture.

Then check your answers by looking back at the scene. If you get all the questions right, you know you're well prepared for memory questions. If you miss a few, you know you need to spend more time practicing, using the tips outlined above. Remember, you *can* improve your memory with practice.

- 7.** What does the woman wearing sunglasses have in her hand?
 - a. money
 - b. a bag
 - c. a wallet
 - d. an envelope

- 8.** The man carrying flowers is wearing
 - a. a beard.
 - b. a mustache.
 - c. wire-rimmed glasses.
 - d. a goatee.

- 9.** The bus stop in this scene is labeled
 - a. M1.
 - b. M16.
 - c. M3.
 - d. M14.

- 10.** What is printed on the sleeve of the jacket worn by the young man who is holding out his hand to the woman in the sunglasses?
 - a. the letter J
 - b. the letter L
 - c. the letter T
 - d. the letter O

- 11.** What name is printed on the side of the panel van driving down the street?
 - a. Jake's Flowers
 - b. Jim's Mercantile
 - c. Joe's Market
 - d. John's Delivery

- 12.** What is the man with a skull and the word "Kill" on his t-shirt doing?
 - a. snatching a woman's purse
 - b. distributing leaflets
 - c. sprinting to catch the bus
 - d. walking down the street

- 13.** What phone number is written on the Acme Moving truck?
 - a. 553-9444
 - b. 555-9994
 - c. 555-9444
 - d. 553-4944

Tips for Memory and Observation Questions

- Use a methodical approach to memorization.
- For questions based on pictures, “read” the picture from top to bottom or left to right.
- For questions based on materials you receive in advance, study the materials for a few minutes every day before the test.
- Visualize as you read passages, forming the words into a moving picture in your mind.
- Read the questions carefully; make sure you’re answering the question that’s being asked.
- Practice your memory and observation skills in your daily routine.

Additional Resources

To help you improve your memory and observation skills, take advantage of one or more of the following resources.

Books

- *The Memory Book* by Harry Lorayne (Ballantine Books)
- *Learn to Remember: Practical Techniques and Exercises to Improve Your Memory* by Dominic O’Brien (Chronicle Books)
- *Improve Your Memory* by Ron Fry (Career Press)
- *The Complete Idiot’s Guide to Improving Your Memory* by Michael Kurland and Richard A. Lupoff (Alpha Books)

Websites

- www.memoryzine.com/games.html
If you’d like to get some practice and help improving your memory skills, this site has some memory games developed by the Practical Memory Institute (PMI) that are designed to improve spatial memory and focus.
- www.premiumhealth.com/memory/
This site offers numerous tips and techniques to improve memory as well as online memory games for practice.

C H A P T E R

14



Number and Letter Recall

CHAPTER SUMMARY

If you are going to take the Law Enforcement Candidate Record (LECR) written exam, then you will need to complete a section on the exam that asks you to match up number and letter combinations. This chapter will help you practice the format of this type of question.

When you encountered the recall questions in Chapter 6 of this book, you probably thought, “What in the world does this have to do with law enforcement work? This looks like a test for clerical workers!” On the face of it, being able to match number combinations to letter combinations doesn’t look like something police officers have to do every day—and it isn’t. But this portion of the exam is testing two important skills: your visual perception and your short-term memory. Indirectly, the recall portion also tests your ability to keep your cool under pressure. You have a short amount of time to answer a lot of questions. If you can keep your head and work methodically through the task, you demonstrate your capacity to maintain composure under fire—a vital ability for any police officer.

You can’t really study for this portion of the exam. What you can do is familiarize yourself with the recall question format and practice with it. If you know what to expect, you will have an edge over candidates who arrive on test day unfamiliar with this unusual type of question.

What Recall Questions Are Like

If you're following the plan outlined in this book, you've already seen number and letter recall questions in the first practice exam. The recall portion of the test gives you a KEY consisting of combinations of three letters, each of which is paired with a two-digit number. Each question consists of one of the three-letter combinations from the KEY, followed by five two-digit numbers, one of which is the number that matches the letter combination in the KEY. Your task is simply to choose the matching number combination and fill in the appropriate circle on your answer sheet. You will have the KEY in front of you as you work. Here's a brief example:

		KEY				
SWO	BDT	MUB	LIH	RIZ		
84	28	42	48	24		
		a	b	c	d	e
1.	MUB	28	48	24	42	84
2.	SWO	48	24	84	28	42
3.	RIZ	24	84	42	48	28
4.	BDT	42	28	48	84	24

The first question asks you which number combination goes with MUB. The correct number is 42, so you would fill in the d circle on your answer sheet. The number that goes with SWO in question 2 is 84, so you'd fill in circle c. Similarly, the answer for question 3 is a, and the answer for question 4 is b.

Looks simple, right? The task itself *is* simple and doesn't require a lot of brain power. But there's a catch: The KEY will be longer than this, including more letter/number combinations, and you will have to answer 100 questions like this in only 9 minutes.

The Purpose of Recall Questions

The time limit is the point of this portion of the exam. Any reasonably intelligent eight-year-old could find the appropriate number to go with the letter combination, given enough time. But you *aren't* given enough time. You have 100 questions to answer in 9 minutes. That averages out to 5.4 seconds per question, in which time you have to:

- 1.** Look at the question to identify the letter combination you have to find in the KEY.
- 2.** Find that letter combination in the KEY and identify the number that goes with it.
- 3.** Go back to the question to see which choice that number is.
- 4.** Fill in your answer choice on the answer sheet.

Why is the hiring agency putting you through this? Because there is a demonstrable correlation between candidates' ability to do well on this test and their success in training and on the job. This portion of the test sorts out people who have:

- good perceptual skills
- a reliable short-term memory
- the ability to work quickly without sacrificing accuracy
- the ability to work well under pressure

If you can find the appropriate letter/number combinations in the allotted time, you have the ability to focus your attention and pick out details. If you happen to remember some of the letter/number combinations as you work, you won't have to consult the KEY as often and will move more quickly through the questions. Since points are subtracted for wrong answers, your test score will show when you guessed or chose the wrong number. Finally, if you can work methodically through this portion of the test, knowing that you have only 9 minutes, you show your ability to keep your cool under high-pressure conditions.

How to Deal with Recall Questions

There's just one secret to doing well on this portion of the test: *focus and stay calm*. You may think, "That's easier said than done." Of course it is. But you can do it. By the time you finish this chapter and the second practice test, not only will you know what to expect, but you will also have practiced this odd type of question—and that's more than will be true of the other candidates taking the test.

Here are some calming facts about the recall portion of the exam:

- The task itself is really quite simple: to match letter and number combinations.
- You're not expected to get through all 100 questions. If you do, great, but you can do well without finishing the entire section.

Armed with those facts, here's your strategy:

- Plan ahead for success. Remind yourself of how simple this task really is. Build a reservoir of self-confidence for exam day.
- When you hit the recall section, *focus and stay calm*. Take three deep breaths and then turn to the first letter combination.
- Don't bother scanning the KEY before you start, unless it's very short. Start with the first question.

- Do one question at a time. Trying to pick up the numbers for several letter combinations at a time will just confuse you.
- Say the letter combination you're looking for silently to yourself. Move your lips if you want; the other test-takers will not be looking at you. When you find the number you're looking for, say it silently too. This tactic helps fix the letters or number in your mind.
- Once you've decided on your answer, *go with it*. Don't waste time checking back to the KEY to make sure your answer is right.
- If you can't find the letter combination you're looking for on the KEY, or if the number you've chosen isn't one of the answer choices, just skip that question and move to the next one.
- Try to keep one finger on your place on the answer sheet at all times, and check frequently to make sure that you're filling in the circle of the number that corresponds with the question number you're answering.

Try the tactics listed above on the following practice set. Find a watch with a second hand and recruit a friend to time you. You have two minutes to do this practice set. Circle the correct answer here in the book. If you do not own this book, use a piece of scrap paper.

NUMBER AND LETTER RECALL

KEY

REC	DBE	HRA	OLB	RAQ	ONK	POH	GKI
48	87	98	75	27	45	79	29

MAQ	BLD	RIW	HOK	GEB	WOL	INB	PAH
57	28	94	78	92	84	47	95

DNI	PKI	LAR	RIK	KIG	HMA	LIN	ODB
82	42	59	49	97	24	72	74

	a	b	c	d	e		a	b	c	d	e
1. HMA	24	98	27	74	72	12. LIN	24	49	75	72	47
2. OLB	27	45	75	94	57	13. BLD	48	75	94	28	42
3. HOK	92	45	24	78	87	14. WOL	72	24	95	79	84
4. POH	29	79	84	78	95	15. HRA	98	87	59	75	24
5. KIG	97	49	79	92	29	16. ONK	28	45	79	27	97
6. DNI	57	28	87	47	82	17. RIW	27	78	94	28	75
7. LAR	42	72	47	94	59	18. PKI	28	42	59	29	49
8. INB	84	59	47	95	72	19. ODB	72	95	45	75	74
9. DBE	98	87	28	48	78	20. REC	84	87	48	74	42
10. GKI	79	97	29	92	47	21. RAQ	57	95	28	27	45
11. RIK	49	59	94	82	97	22. GEB	92	95	48	95	74

Now that your two minutes are up, you can go back and check your answers with the key. Did you manage to do most of the 22 questions in two minutes? If so, you will do fine on the real test. If you got just one or two questions wrong, don't worry about them. You're not expected to finish all the questions, and you don't need a perfect score to get the job.

If you only got halfway through the set, or if you got more than three questions wrong, the problem is

probably that you lost your cool. Your own confidence in your ability to do this test is the most important factor in your success. Review the strategy tips above, and practice improving your self-confidence.

Say these words to yourself three times a day between now and exam day: *I can do this test. It's really quite simple. I just need to focus on doing one step at a time, and then I know I'll do well.* Armed with that kind of self-confidence, you're on your way to a high score.

Tips for Answering Number and Letter Recall Questions

- Focus and stay calm.
- Work methodically on one question at a time.
- Say the letter and number combinations to yourself silently as you look for them.
- Skip any questions you find difficult.
- Don't expect to finish all the questions.

Extra Practice with Recall Questions

There's no way you can really study for the recall section of the test, but you can practice. So here's an extra bonus section: a complete recall section of 100 questions so you can practice. There's an answer sheet on the opposite page—tear it out of the book so you can use it with the test. If you do not own this book, use a piece of scrap paper.

To review: you'll be given a KEY; in this case each KEY has 27 letter-number combinations. The questions consist of one of the three-letter combinations from the KEY, followed by 5 two-digit numbers. Your job is to find the number combination that goes with the given three-letter combination and mark the corresponding circle on the answer sheet.

Remember, time is of the essence. Before you do this practice section, review the strategy tips in this chapter. Then get prepared: tear out the answer sheet or get a piece of scrap paper, get a couple of pencils, and situate yourself at a table or desk where you can work undisturbed. Then set a timer for 9 minutes, which is the amount of time you'll be allowed for this section on the real test. And then begin. Remember the key to success: focus and stay calm.

When you've finished this practice section, check your answers against the answer key that follows. You'll probably find you did better than in the practice exam in Chapter 6. And you'll have another chance to improve your recall skills when you take the second practice exam of this type in Chapter 18.

NUMBER AND LETTER RECALL PRACTICE

- | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|
| 1. | (a) | (b) | (c) | (d) | 35. | (a) | (b) | (c) | (d) | 69. | (a) | (b) | (c) | (d) |
| 2. | (a) | (b) | (c) | (d) | 36. | (a) | (b) | (c) | (d) | 70. | (a) | (b) | (c) | (d) |
| 3. | (a) | (b) | (c) | (d) | 37. | (a) | (b) | (c) | (d) | 71. | (a) | (b) | (c) | (d) |
| 4. | (a) | (b) | (c) | (d) | 38. | (a) | (b) | (c) | (d) | 72. | (a) | (b) | (c) | (d) |
| 5. | (a) | (b) | (c) | (d) | 39. | (a) | (b) | (c) | (d) | 73. | (a) | (b) | (c) | (d) |
| 6. | (a) | (b) | (c) | (d) | 40. | (a) | (b) | (c) | (d) | 74. | (a) | (b) | (c) | (d) |
| 7. | (a) | (b) | (c) | (d) | 41. | (a) | (b) | (c) | (d) | 75. | (a) | (b) | (c) | (d) |
| 8. | (a) | (b) | (c) | (d) | 42. | (a) | (b) | (c) | (d) | 76. | (a) | (b) | (c) | (d) |
| 9. | (a) | (b) | (c) | (d) | 43. | (a) | (b) | (c) | (d) | 77. | (a) | (b) | (c) | (d) |
| 10. | (a) | (b) | (c) | (d) | 44. | (a) | (b) | (c) | (d) | 78. | (a) | (b) | (c) | (d) |
| 11. | (a) | (b) | (c) | (d) | 45. | (a) | (b) | (c) | (d) | 79. | (a) | (b) | (c) | (d) |
| 12. | (a) | (b) | (c) | (d) | 46. | (a) | (b) | (c) | (d) | 80. | (a) | (b) | (c) | (d) |
| 13. | (a) | (b) | (c) | (d) | 47. | (a) | (b) | (c) | (d) | 81. | (a) | (b) | (c) | (d) |
| 14. | (a) | (b) | (c) | (d) | 48. | (a) | (b) | (c) | (d) | 82. | (a) | (b) | (c) | (d) |
| 15. | (a) | (b) | (c) | (d) | 49. | (a) | (b) | (c) | (d) | 83. | (a) | (b) | (c) | (d) |
| 16. | (a) | (b) | (c) | (d) | 50. | (a) | (b) | (c) | (d) | 84. | (a) | (b) | (c) | (d) |
| 17. | (a) | (b) | (c) | (d) | 51. | (a) | (b) | (c) | (d) | 85. | (a) | (b) | (c) | (d) |
| 18. | (a) | (b) | (c) | (d) | 52. | (a) | (b) | (c) | (d) | 86. | (a) | (b) | (c) | (d) |
| 19. | (a) | (b) | (c) | (d) | 53. | (a) | (b) | (c) | (d) | 87. | (a) | (b) | (c) | (d) |
| 20. | (a) | (b) | (c) | (d) | 54. | (a) | (b) | (c) | (d) | 88. | (a) | (b) | (c) | (d) |
| 21. | (a) | (b) | (c) | (d) | 55. | (a) | (b) | (c) | (d) | 89. | (a) | (b) | (c) | (d) |
| 22. | (a) | (b) | (c) | (d) | 56. | (a) | (b) | (c) | (d) | 90. | (a) | (b) | (c) | (d) |
| 23. | (a) | (b) | (c) | (d) | 57. | (a) | (b) | (c) | (d) | 91. | (a) | (b) | (c) | (d) |
| 24. | (a) | (b) | (c) | (d) | 58. | (a) | (b) | (c) | (d) | 92. | (a) | (b) | (c) | (d) |
| 25. | (a) | (b) | (c) | (d) | 59. | (a) | (b) | (c) | (d) | 93. | (a) | (b) | (c) | (d) |
| 26. | (a) | (b) | (c) | (d) | 60. | (a) | (b) | (c) | (d) | 94. | (a) | (b) | (c) | (d) |
| 27. | (a) | (b) | (c) | (d) | 61. | (a) | (b) | (c) | (d) | 95. | (a) | (b) | (c) | (d) |
| 28. | (a) | (b) | (c) | (d) | 62. | (a) | (b) | (c) | (d) | 96. | (a) | (b) | (c) | (d) |
| 29. | (a) | (b) | (c) | (d) | 63. | (a) | (b) | (c) | (d) | 97. | (a) | (b) | (c) | (d) |
| 30. | (a) | (b) | (c) | (d) | 64. | (a) | (b) | (c) | (d) | 98. | (a) | (b) | (c) | (d) |
| 31. | (a) | (b) | (c) | (d) | 65. | (a) | (b) | (c) | (d) | 99. | (a) | (b) | (c) | (d) |
| 32. | (a) | (b) | (c) | (d) | 66. | (a) | (b) | (c) | (d) | 100. | (a) | (b) | (c) | (d) |
| 33. | (a) | (b) | (c) | (d) | 67. | (a) | (b) | (c) | (d) | | | | | |
| 34. | (a) | (b) | (c) | (d) | 68. | (a) | (b) | (c) | (d) | | | | | |

NUMBER AND LETTER RECALL

KEY 1

NEL	MXP	CBY	ARZ	HUF	EML	IGZ	CIB	ARB
31	95	47	13	60	37	23	78	30
NER	DOJ	MPX	CYB	HUS	IZO	PXM	FZR	SUL
51	88	20	73	36	35	79	43	83
IZG	NOL	RUS	FRZ	DOH	CBI	MXT	MOH	GIZ
74	38	71	32	77	49	59	75	17

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>			<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
1.	NOL	88	31	23	38	71	14.	ARZ	73	32	59	30	13
2.	CIB	17	75	49	78	88	15.	FZR	32	13	78	43	75
3.	CBY	73	47	83	20	38	16.	PXM	59	79	95	20	43
4.	IZO	35	74	37	59	83	17.	DOH	17	77	88	75	36
5.	MXT	59	49	43	95	79	18.	NEL	51	79	13	31	95
6.	EML	78	60	37	31	17	19.	RUS	17	23	71	38	32
7.	MPX	47	95	20	79	36	20.	NER	51	74	31	88	75
8.	MOH	71	37	60	17	75	21.	IZG	51	30	35	23	74
9.	FRZ	32	77	49	43	73	22.	CBI	77	47	30	49	78
10.	DOJ	77	38	74	20	88	23.	HUF	13	60	36	83	35
11.	IGZ	35	74	23	79	30	24.	MXP	47	95	20	59	75
12.	CYB	73	49	71	47	37	25.	HUS	35	83	71	36	60
13.	ARB	51	78	30	13	43							

NUMBER AND LETTER RECALL

KEY 2

WOX	JYI	UND	QBM	VAH	LGI	ZUN	WIX	QBW
63	34	12	69	16	21	96	62	64
JYI	FIM	ZUT	UMD	EGL	VIF	JYT	UDL	QMW
15	43	48	92	61	94	19	67	46
NUZ	DOZ	VAF	LGE	DOX	FIV	MOK	ULD	LIG
76	66	91	11	26	68	29	10	49

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>			<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
26.	LIG	49	11	46	76	21	39.	JYI	15	19	34	43	76
27.	VAF	16	11	43	91	19	40.	QMW	69	49	46	16	64
28.	UMD	92	66	12	91	29	41.	ZUN	26	96	48	62	64
29.	LGI	16	11	19	49	21	42.	DOZ	76	66	91	10	26
30.	FIV	29	94	43	68	92	43.	JYI	63	15	19	34	94
31.	QBM	64	92	69	12	46	44.	LGE	49	21	62	26	11
32.	WIX	96	26	63	62	64	45.	UDL	67	94	66	46	10
33.	NUZ	96	66	15	61	76	46.	EGL	10	11	63	94	61
34.	JYT	94	12	67	19	34	47.	VAH	91	67	16	21	69
35.	ZUT	29	34	43	96	48	48.	ULD	67	12	29	49	10
36.	UND	12	92	62	21	10	49.	WOX	29	63	34	15	62
37.	DOX	68	26	61	66	63	50.	QBW	69	68	66	46	64
38.	VIF	61	94	68	48	91							

NUMBER AND LETTER RECALL

KEY 3

MYO	XAR	IPQ	NOC	WEI	NCD	MYS	HUV	XAT
81	55	48	71	80	50	83	17	85
IWU	EPQ	OLJ	WYS	XIR	OJF	HIC	NCO	WUI
38	84	22	33	89	99	72	57	28
YPQ	OLF	XAM	HUC	MYG	NDC	EQP	WEG	LOF
52	29	18	24	58	70	25	86	59

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>			<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
51.	XAR	18	55	72	89	81	64.	NCO	57	28	50	72	70
52.	LOF	29	86	50	28	59	65.	HUC	17	24	58	72	71
53.	OJF	22	72	89	29	99	66.	XAT	18	83	55	25	85
54.	MYG	52	58	33	24	81	67.	YPQ	25	38	48	52	50
55.	MYO	81	58	80	85	55	68.	NCD	57	70	85	83	50
56.	EQP	52	86	84	48	25	69.	WUI	86	17	28	70	80
57.	HIC	28	24	72	25	57	70.	HUV	24	17	85	83	71
58.	MYS	33	81	83	17	38	71.	OLF	52	29	22	99	84
59.	EPQ	84	38	25	48	22	72.	NDC	50	57	70	58	71
60.	XAM	38	81	59	55	18	73.	XIR	55	84	99	89	59
61.	WYS	33	89	83	18	38	74.	WEG	86	38	28	59	80
62.	OLJ	29	48	99	22	33	75.	IPQ	17	84	71	52	48
63.	WEI	71	18	99	80	86							

NUMBER AND LETTER RECALL

KEY 4

GUA	JPB	OWX	KEQ	DRH	EUF	TAV	OMD	GUI
54	93	50	44	92	41	65	64	94
ODN	ECG	KIQ	ALZ	KER	JPC	TIW	EUK	DRX
20	35	46	73	49	98	53	82	97
KIR	PJC	TAY	DRZ	GVA	OWD	EKC	ARZ	KOQ
66	91	15	29	56	40	42	51	45

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	
76.	ALZ	15	73	56	51	29	89.	DRH	92	44	49	29	41
77.	ODN	97	35	66	40	20	90.	KIQ	64	51	46	97	44
78.	EKC	35	40	42	98	73	91.	DRZ	73	15	56	29	51
79.	OWX	64	44	50	93	40	92.	JPC	93	91	40	98	53
80.	GVA	65	54	94	29	56	93.	KEQ	45	46	94	92	44
81.	JPB	98	93	54	35	50	94.	PJC	93	98	15	66	91
82.	TIW	53	65	35	98	82	95.	TAV	53	65	64	15	45
83.	EUF	65	66	92	41	82	96.	DRX	82	97	92	94	29
84.	TAY	65	53	15	20	45	97.	OWD	40	56	42	50	20
85.	KIR	66	49	20	91	42	98.	KOQ	44	97	91	45	51
86.	EUK	41	53	97	42	82	99.	OMD	46	64	20	49	50
87.	GUI	49	54	64	94	50	100.	GUA	64	41	94	93	54
88.	ECG	35	42	49	46	82							

Answers

KEY 1	KEY 2	KEY 3	KEY 4
1. d.	26. a.	51. b.	76. b.
2. d.	27. d.	52. e.	77. e.
3. b.	28. a.	53. e.	78. c.
4. a.	29. e.	54. b.	79. c.
5. a.	30. d.	55. a.	80. e.
6. c.	31. c.	56. e.	81. b.
7. c.	32. d.	57. c.	82. a.
8. e.	33. e.	58. c.	83. d.
9. a.	34. d.	59. a.	84. c.
10. e.	35. e.	60. e.	85. a.
11. c.	36. a.	61. a.	86. e.
12. a.	37. b.	62. d.	87. d.
13. c.	38. b.	63. d.	88. a.
14. e.	39. a.	64. a.	89. a.
15. d.	40. c.	65. b.	90. c.
16. b.	41. b.	66. e.	91. d.
17. b.	42. b.	67. d.	92. d.
18. d.	43. d.	68. e.	93. e.
19. c.	44. e.	69. c.	94. e.
20. a.	45. a.	70. b.	95. b.
21. e.	46. e.	71. b.	96. b.
22. d.	47. c.	72. c.	97. a.
23. b.	48. e.	73. d.	98. d.
24. b.	49. b.	74. a.	99. b.
25. d.	50. e.	75. e.	100. e.

C H A P T E R

15



Personal Background

CHAPTER SUMMARY

This chapter describes the personal background section of the police officer exam, and advises that honesty is the best policy when responding to questions on this part of the exam.

Virtually every police department conducts a background investigation of its candidates. If you get far enough in the selection process, you can expect to fill out a traditional background form and to be investigated.

If the police department to which you are applying uses the Law Enforcement Candidate Record (LECR) as their written exam to screen candidates, then you will need to answer several questions about your personal background as a part of the exam. This chapter will help you become familiar with this portion of the exam.

The personal background section of the police officer exam allows the hiring agency to evaluate the kind of person you are, using a method that is easy for the department to assess—a multiple-choice exam.

You may see questions on the personal background section of the exam that usually aren't included in a traditional background investigation. For instance, you might be asked what kinds of books you like to read or whether you've spent time with a group of friends in the past two weeks. Such questions have nothing to do with your personal integrity and other such issues that are the purpose of the background investigation. Instead, they yield a statistical profile of the kind of person you are.

That profile can then be matched with the profiles of successful police officers. A statistical comparison suggests who is likely to become a good officer and who isn't. While it's possible that your answers to some of the

questions will be checked in a background investigation later in the selection process, the real function of this section of the exam is to establish that statistical match-up.

What the Personal Background Section Is Like

The personal background section of the exam consists of 185 multiple-choice questions. You will be given as much time as you need to complete these questions, which will be a refreshing break after the timed verbal and recall sections. Most people take two to four hours to complete the personal background section.

The questions cover your personal experience: your education, your work history and work habits, your relationships with family and friends, and your feelings or attitudes about any of those aspects of your life. Here's an example of a question that asks you about your relationship with your family:

1. Other than the people I live with, I get together with family
 - a. at least once a year.
 - b. every few months.
 - c. monthly.
 - d. at least weekly.
 - e. at holiday times only.
 - f. never.

All you have to do is answer the question honestly. There are no right or wrong answers to these questions. The right answer is the one that's most true to your own experience.

In addition to questions that ask for more or less factual information like the one above, you may encounter questions that ask about your feelings or attitudes:

2. If I were passed over for a promotion, my *main* reaction would be one of
 - a. bitterness.
 - b. despair.
 - c. happiness for the person who was promoted.
 - d. determination to earn the next promotion.

Notice that there are fewer answer choices for this question than for the previous one. There may be as few as two or as many as ten answer choices for each question.

How to Answer Personal Background Questions

There are no tricks to answering personal background questions. You simply choose the answer that best describes you or your experience.

Questions with More than One Answer Choice

One thing that's a little unusual about this section of the test is that some questions allow you to choose more than one answer. Such questions are clearly marked:

3. If given the opportunity to volunteer, I would enjoy working with (Mark all that apply)
 - a. children.
 - b. older individuals.
 - c. disabled individuals.
 - d. homeless individuals.
 - e. a cultural organization.
 - f. a religious organization.
 - g. I don't have time for volunteer activities.

In this example, you could mark only one choice, or you could mark all seven of them—though at that point someone might start wondering how honest you

are. Questions that allow more than one answer choice are always clearly identified as such. For all other questions, you should mark only one answer.

Honesty is the Best Policy

It's impossible to stress the point too much: *You must answer all the questions honestly.* For one thing, this is a police officer exam, and police departments do have officers whose job is to investigate potential recruits. You wouldn't want to mark anything on your answer sheet that could later be shown to be untrue.

You might think that a question that asks about your feelings and attitudes would be tough to check on. In a sense that's true, in that a background investigator wouldn't be likely to find out that your *real* reaction to being passed over for a promotion would be one of bitterness. However, a test like this is constructed so that one answer checks against another in ways that are impossible for the test-taker to detect. The test itself may be able to show when you haven't been completely truthful.

That being the case, it's dangerous to try to "psych out" the test. Even if you think your honest answer is not the one that would make your profile match that of successful police officers, you're better off marking that honest answer anyway. Your guess about what successful police officers would answer might well be wrong.

Here's an example:

4. I consider taking a few sheets of copier paper home from work
 - a. employee theft.
 - b. a trivial matter.
 - c. acceptable behavior.
 - d. okay, if done only once or twice.

Now, lots of people have taken copier paper home from work. Whether or not you're one of them yourself, you may think it's no big deal, choice **b**, or all right as long as one doesn't make a habit of it, choice **d**. Maybe you even think it's acceptable behavior (choice **c**) under some circumstances. But choice **a** leaps out at you—shouldn't a person who wants to be a law enforcement officer say that taking copier paper is employee theft? And so your impulse is to fill in choice **a**.

Don't do it—unless that answer is true. Fill in the answer that really reflects how you feel. It's impossible to tell what this question is getting at. Is the "right" answer the one that seems to reflect a law-abiding personality—choice **a**? Or is it one of the ones that actually reflects how most people feel, thereby showing that you are answering this question honestly? The point is that *you can't tell*. And so the only safe course of action is to choose the honest answer, the one that truly reflects your own attitudes.

That's why this section of the exam is nothing to worry about. Now that you know what to expect, you've done everything you can or need to do to get ready. Just go in there and answer each question as honestly as you can.

C H A P T E R

16



Police Officer Exam 4

CHAPTER SUMMARY

This fourth exam tests your basic reading and writing skills. Comparing your performance on this exam with your performance on the first exam in this book will help you see how much you've improved.

Like the first exam in this book, Exam 4 is an example of the basic reading and writing skills that show up on police officer exams administered by many cities across the country. If you've already taken Exam 1 in Chapter 4, you've probably studied the areas where you needed the most work, and now you're ready to tackle the same kinds of questions with a little more authority.

There are 105 questions on this test: 65 in Book One and 40 in Book Two. Book One covers clarity of expression (grammar), vocabulary, spelling, and reading comprehension. Book Two is a different kind of reading test that requires you to fill in the missing words in a passage. The directions for each kind of question are included in the test. The answer sheet you should use to mark your answers comes before the test, and the answer key and an explanation of how to score your test results come after.

One of the keys to doing well on any exam is simply knowing what to expect. While there's no substitute for having the skills the exam is testing, the experience of taking similar exams goes a long way toward enhancing your self-confidence—and self-confidence is key to doing well.

On the real test, you will have two-and-a-half hours to answer all the questions, but, for now, don't worry about timing. Just take the test in as relaxed a manner as you can. Make sure you have enough time, however, to do the whole test at a sitting. Find a quiet spot where you won't be interrupted, and turn off the radio and TV. When you've finished, turn to the answer key to see how you did.

BOOK ONE

- | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | (a) | (b) | (c) | (d) | 23. | (a) | (b) | (c) | (d) | 45. | (a) | (b) | (c) | (d) |
| 2. | (a) | (b) | (c) | (d) | 24. | (a) | (b) | (c) | (d) | 46. | (a) | (b) | (c) | (d) |
| 3. | (a) | (b) | (c) | (d) | 25. | (a) | (b) | (c) | (d) | 47. | (a) | (b) | (c) | (d) |
| 4. | (a) | (b) | (c) | (d) | 26. | (a) | (b) | (c) | (d) | 48. | (a) | (b) | (c) | (d) |
| 5. | (a) | (b) | (c) | (d) | 27. | (a) | (b) | (c) | (d) | 49. | (a) | (b) | (c) | (d) |
| 6. | (a) | (b) | (c) | (d) | 28. | (a) | (b) | (c) | (d) | 50. | (a) | (b) | (c) | (d) |
| 7. | (a) | (b) | (c) | (d) | 29. | (a) | (b) | (c) | (d) | 51. | (a) | (b) | (c) | (d) |
| 8. | (a) | (b) | (c) | (d) | 30. | (a) | (b) | (c) | (d) | 52. | (a) | (b) | (c) | (d) |
| 9. | (a) | (b) | (c) | (d) | 31. | (a) | (b) | (c) | (d) | 53. | (a) | (b) | (c) | (d) |
| 10. | (a) | (b) | (c) | (d) | 32. | (a) | (b) | (c) | (d) | 54. | (a) | (b) | (c) | (d) |
| 11. | (a) | (b) | (c) | (d) | 33. | (a) | (b) | (c) | (d) | 55. | (a) | (b) | (c) | (d) |
| 12. | (a) | (b) | (c) | (d) | 34. | (a) | (b) | (c) | (d) | 56. | (a) | (b) | (c) | (d) |
| 13. | (a) | (b) | (c) | (d) | 35. | (a) | (b) | (c) | (d) | 57. | (a) | (b) | (c) | (d) |
| 14. | (a) | (b) | (c) | (d) | 36. | (a) | (b) | (c) | (d) | 58. | (a) | (b) | (c) | (d) |
| 15. | (a) | (b) | (c) | (d) | 37. | (a) | (b) | (c) | (d) | 59. | (a) | (b) | (c) | (d) |
| 16. | (a) | (b) | (c) | (d) | 38. | (a) | (b) | (c) | (d) | 60. | (a) | (b) | (c) | (d) |
| 17. | (a) | (b) | (c) | (d) | 39. | (a) | (b) | (c) | (d) | 61. | (a) | (b) | (c) | (d) |
| 18. | (a) | (b) | (c) | (d) | 40. | (a) | (b) | (c) | (d) | 62. | (a) | (b) | (c) | (d) |
| 19. | (a) | (b) | (c) | (d) | 41. | (a) | (b) | (c) | (d) | 63. | (a) | (b) | (c) | (d) |
| 20. | (a) | (b) | (c) | (d) | 42. | (a) | (b) | (c) | (d) | 64. | (a) | (b) | (c) | (d) |
| 21. | (a) | (b) | (c) | (d) | 43. | (a) | (b) | (c) | (d) | 65. | (a) | (b) | (c) | (d) |
| 22. | (a) | (b) | (c) | (d) | 44. | (a) | (b) | (c) | (d) | | | | | |

BOOK TWO

WRITE 1ST LETTER OF WORD HERE

CODE LETTERS HERE

1	2	3	4	5	6	7	8	9	10
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

11	12	13	14	15	16	17	18	19	20
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

21	22	23	24	25	26	27	28	29	30
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

31	32	33	34	35	36	37	38	39	40
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

POLICE OFFICER EXAM 4

BOOK 1

PART ONE: CLARITY

In the following sets of sentences, choose the sentence that is most clearly written.

- 1. a.** The words “Equal Justice under Law” is carved above the main entrance to the Supreme Court.
b. The words “Equal Justice under Law” has been carved above the main entrance to the Supreme Court.
c. The words “Equal Justice under Law” carved above the main entrance to the Supreme Court.
d. The words “Equal Justice under Law” are carved above the main entrance to the Supreme Court.
- 2. a.** I ordered the suspect to hand over his weapon to Officer Smith and I.
b. To Officer Smith and I, I ordered that the suspect hand over his weapon.
c. I ordered the suspect to hand over his weapon to Officer Smith and me.
d. I ordered the suspect that he hand over his weapon to Officer Smith and me.
- 3. a.** Both the weather and the time of year influences the crime rate in New York City.
b. Both the weather and the time of year influence the crime rate in New York City.
c. Either the weather and the time of year influences the crime rate in New York City.
d. Both the weather and the time of year influencing the crime rate in New York City.
- 4. a.** Neither Jim Green nor Carla McKenzie was granted parole.
b. Neither Jim Green or Carla McKenzie were granted parole.
c. Neither Jim Green nor Carla McKenzie were granted parole.
d. Neither Jim Green or Carla McKenzie was granted parole.
- 5. a.** Officer Williams arrived on the scene first, moreover Officer Jenkins arrived fifteen minutes later.
b. Officer Williams arrived on the scene first, Officer Jenkins arrived fifteen minutes later.
c. Officer Williams arrived on the scene first, and Officer Jenkins arrived fifteen minutes later.
d. Officer Williams arrived on the scene first, next officer Jenkins arrived fifteen minutes later.

- 6. a.** For a variety of many reasons, more people applied to the police academy this year than ever before.
- b.** More people, for various different reasons, applied to the police academy this year than ever before.
- c.** For a number of reasons, more people applied to the police academy this year than ever before.
- d.** For a wide variety of different reasons, more and more people applied to the police academy this year than ever before.
- 7. a.** The firefighters sold less raffle tickets than they sold last year.
- b.** The firefighters sold fewer raffle tickets than they sold last year.
- c.** The firefighters sold fewer raffle tickets than they sell last year.
- d.** The firefighters sell less raffle tickets than they sold last year.
- 8. a.** As soon as Officer Fox returned home, the phone rung.
- b.** As soon as Officer Fox returned home, the phone rings.
- c.** As soon as Officer Fox returns home, the phone rung.
- d.** As soon as Officer Fox returned home, the phone rang.
- 9. a.** Sandra Day O'Connor, the first woman to serve on the Supreme Court, she appointed by President Ronald Regan in 1981.
- b.** Sandra Day O'Connor, the first woman to serve on the Supreme Court, and appointed by President Ronald Regan in 1981.
- c.** Sandra Day O'Connor, the first woman to serve on the Supreme Court, then appointed by President Ronald Regan in 1981.
- d.** Sandra Day O'Connor, the first woman to serve on the Supreme Court, was appointed by President Ronald Regan in 1981.
- 10. a.** For three weeks the Merryville Fire Chief received taunting calls from an arsonist, who would not say where he intended to set the next fire.
- b.** The Merryville Fire Chief received taunting calls from an arsonist, but he would not say where he intended to set the next fire, for three weeks.
- c.** He would not say where he intended to set the next fire, but for three weeks the Merryville Fire Chief received taunting calls from an arsonist.
- d.** The Merryville Police Chief received taunting calls from an arsonist for three weeks, not saying where he intended to set the next fire.
- 11. a.** Some people say jury duty is a nuisance that just takes up their precious time and that we don't get paid enough.
- b.** Some people say jury duty is a nuisance that just takes up your precious time and that one doesn't get paid enough.
- c.** Some people say jury duty is a nuisance that just takes up one's precious time and that one doesn't get paid enough.
- d.** Some people say jury duty is a nuisance that just takes up our precious time and that they don't get paid enough.

- 12.** a. Kate Meyers and several other officers has recently received a well-deserved promotion.
 b. Several officers, including Kate Meyers, has recently received a well-deserved promotion.
 c. Kate Meyers, along with several other officers, have recently received well-deserved promotions.
 d. Several officers, including Kate Meyers, have recently received well-deserved promotions.
- 13.** a. Opposite to what Officer Yu had suspected, the DNA samples were not a match.
 b. Contrary to what Officer Yu had suspected, the DNA samples were not a match.
 c. Contrary with what Officer Yu had suspected, the DNA samples were not a match.
 d. Opposite from what Officer Yu had suspected, the DNA samples were not a match.
- 14.** a. An abused woman's cries for help were sometimes ignored, and she is advised to go back to her abuser.
 b. An abused woman's cries for help were sometimes ignored, and she will be advised to go back to her abuser.
 c. An abused woman's cries for help are sometimes ignored, and she is advised to go back to her abuser.
 d. An abused woman's cries for help are sometimes ignored, and she was advised to go back to her abuser.
- 15.** a. Sergeant Ahlamady often bought pizza for herself and I.
 b. Sergeant Ahlamady often bought pizza for herself and me.
 c. Sergeant Ahlamady often bought pizza for her and me.
 d. Sergeant Ahlamady often bought pizza for herself and myself.

PART TWO: VOCABULARY

In each of the following sentences, choose the word or phrase that most nearly expresses the same meaning as the underlined word.

- 16.** The officer was an indispensable member of the department.
 a. determined
 b. experienced
 c. essential
 d. creative
- 17.** The attorney wanted to expedite the process.
 a. accelerate
 b. evaluate
 c. reverse
 d. justify
- 18.** The suspect gave a plausible explanation for his presence at the scene.
 a. unbelievable
 b. insufficient
 c. apologetic
 d. credible
- 19.** He based his conclusion on what he inferred from the evidence, not on what he actually observed.
 a. intuited
 b. imagined
 c. surmised
 d. implied
- 20.** The neighborhood watch group presented its ultimatum to the drug dealers.
 a. earnest plea
 b. formal petition
 c. solemn promise
 d. non-negotiable demand

- 21.** The county coroner's examination of the body was meticulous.
- delicate
 - painstaking
 - responsible
 - objective
- 22.** Officer Green was thought to be one of the most astute officers on the force.
- perceptive
 - inattentive
 - stubborn
 - studious
- 23.** Different methods to alleviate the situation were debated.
- ease
 - tolerate
 - clarify
 - intensify
- 24.** The matter reached its conclusion only after diplomatic efforts by both sides.
- tactful
 - delaying
 - elaborate
 - combative
- 25.** The suspect refused to show remorse for his flagrant disregard for the law.
- immoral
 - malicious
 - callous
 - outright
- 26.** Sergeant Williams gave the young deputy some sage advice.
- wise
 - unwanted
 - foolish
 - redundant
- 27.** The witness described the mugger as a tall, gangly man with dark hair and glasses.
- ugly
 - lanky
 - rowdy
 - ferocious
- 28.** There was palpable tension in the courtroom.
- rising
 - understated
 - nervous
 - tangible
- 29.** The suspect stoically answered Officer Levine's questions.
- impassively
 - loudly
 - angrily
 - sarcastically
- 30.** The witness's account of the robbery was characterized by hyperbole.
- sincerity
 - mistakes
 - exaggeration
 - honesty

PART THREE: SPELLING

In each of the following sentences, choose the correct spelling of the missing word.

- 31.** The Police chief congratulated the _____ on a job well done.
- liutenant
 - liutenent
 - lutenent
 - lieutenant

- 32.** It is my _____ that the police officers in this county do a fine job.
- beleif
 - bilief
 - belief
 - beleaf
- 33.** An officer must be _____ to the distress of a crime victim.
- sinsitive
 - sensitive
 - sensative
 - sinsative
- 34.** The suspect's bright yellow sweater made him _____ as he tried to blend into the crowd.
- conspiccuous
 - connspicuous
 - conspicuous
 - conspicous
- 35.** The District Attorney announced his intention to _____ the suspected drug smugglers.
- prosecute
 - prossecute
 - prosacute
 - prosecuute
- 36.** Officer Brady found himself in a very sticky _____.
- sittuation
 - situation
 - situachun
 - situacion
- 37.** An _____ donor contributed \$ 1000 to the police officers' fund-raised for the children's hospital.
- annonymous
 - anonimous
 - annonymous
 - anonymous
- 38.** The deputy gave his _____ that the report would be completed on time.
- asurance
 - assurance
 - assurence
 - assurence
- 39.** To maintain peak physical condition, a police officer must eat well and get plenty of _____.
- excercise
 - exercise
 - exersize
 - exercize
- 40.** Officer Forster immediately reported the problem to her _____.
- superviser
 - supervizer
 - supervizor
 - supervisor
- 41.** The members of the jury listened carefully as the suspect gave his _____.
- testamony
 - testimony
 - testamoany
 - testemony
- 42.** Officer Chang expressed his _____ to the officers who helped him foil the robbery.
- graditude
 - gradatude
 - gratatude
 - gratitude
- 43.** Due to his hard work and _____, John graduated from the police academy at the top of his class.
- discipline
 - disapline
 - discapline
 - dissaplin

44. After receiving a _____ score on his police officer exam, Alan vowed to study harder.
- mediocer
 - mediocre
 - medeocer
 - medeocre
45. Ronald Pinkington was twenty-seven years old before he got his driver's _____.
- lisense
 - lisence
 - lycence
 - license

PART FOUR: READING COMPREHENSION

Several reading passages, each accompanied by three or more questions, follow. Answer each question based on what is stated or implied in the preceding passage.

Most criminals do not suffer from anti-social personality disorder; however, nearly all persons with this disorder have been in trouble with the law. Sometimes labeled "sociopaths," they are a grim problem for society. Their crimes range from con games to murder, and they are set apart by what appears to be a complete lack of conscience. Often attractive and charming, and always inordinately self-confident, they nevertheless demonstrate a disturbing emotional shallowness, as if they had been born without a faculty as vital as sight or hearing. These individuals are not legally insane, nor do they suffer from the distortions of thought associated with mental illness; however, some experts believe they are mentally ill. If so, it is an illness that is exceptionally resistant to treatment, particularly since these individuals have a marked inability to learn from the past. It is this latter trait that makes them a special problem for law enforcement offi-

cial. Their ability to mimic true emotion enables them to convince prison officials, judges, and psychiatrists that they feel remorse. When released from incarceration, however, they go back to their old tricks, their con games, their impulsive destructiveness, and their sometimes lethal deceptions.

46. Based on the passage, which of the following is likely NOT a characteristic of the person with anti-social personality disorder?
- delusions of persecution
 - feelings of superiority
 - inability to suffer deeply
 - inability to feel joy
47. Which of the following careers would probably best suit the person with an anti-social personality?
- soldier with ambition to make officer
 - warden of a large penitentiary
 - loan officer in a bank
 - salesperson dealing in non-existent real estate
48. Based on the passage, which of the following words best sums up the inner emotional life of the person with an anti-social personality?
- angry
 - empty
 - anxious
 - repressed
49. According to the passage, which of the following characteristics is most helpful to the person with an anti-social personality in getting out of trouble with the law?
- inability to learn from the past
 - ability to mimic the emotions of others
 - attractiveness and charm
 - indifference to the suffering of others

Hearsay evidence, which is the secondhand reporting of a statement, is allowed in court only when the truth of the statement is irrelevant. Hearsay that depends on the statement's truthfulness is inadmissible because the witness does not appear in court and swear an oath to tell the truth, his or her demeanor when making the statement is not visible to the jury, the accuracy of the statement cannot be tested under cross-examination, and to introduce it would be to deprive the accused of the constitutional right to confront the accuser. Hearsay is admissible, however, when the truth of the statement is unimportant. If, for example, a defendant claims to have been unconscious at a certain time, and a witness claims that the defendant actually spoke to her at that time, this evidence would be admissible because the truth of what the defendant actually said is irrelevant.

- 50.** The main purpose of the passage is to
- explain why hearsay evidence abridges the rights of the accused.
 - question the truth of hearsay evidence.
 - argue that rules about the admissibility of hearsay evidence should be changed.
 - specify which use of hearsay evidence is inadmissible, and why.
- 51.** Which of the following is NOT a reason given in the passage for the inadmissibility of hearsay evidence?
- Rumors are not necessarily credible.
 - The person making the original statement was not under oath.
 - The jury should be able to watch the gestures and facial expressions of the person making the statement.
 - The person making the statement cannot be cross-examined.
- 52.** How does the passage explain the proper use of hearsay evidence?
- by listing a set of criteria
 - by providing a hypothetical example
 - by referring to the Constitution
 - by citing case law
- Police officers are held to a higher standard of conduct than most citizens. Should an officer behave in a disruptive manner, make an offensive joke, or behave in an otherwise uncivil manner, even while off duty, community leaders, public officials, and the media react not only with disapprobation and censure, but even with surprise. Police officers are expected to be idealists. One often hears the expression "jaded cop," but when is a corporate executive ever disparaged as a "jaded businessman?" A businessman whose moral sense has been fatigued or one who lacks compassion is not considered notable, yet a police officer is expected to have high ideals even though he or she confronts human nature at its most disillusioning every day.
- This is as it should be. As police officers are the keepers of civil order, they must exemplify civil behavior. Civil order depends less upon legal coercion than upon mutual respect and common ideals. Committed to the ideals of justice and truth, police officers must practice fairness and accuracy, even in their speech. Sworn to uphold individual rights, they must treat every individual with respect. A high standard of civil conduct is not merely a matter of community relations, but speaks to the essence of a police officer's role. By the same token, the public should treat police officers with the respect due those who must adhere to a higher standard of tolerance, understanding, moderation, and civility, even while working under extraordinarily trying conditions.

- 53.** Which of the following best expresses the main idea of the passage?
- High standards should apply to businessmen as well as to police officers.
 - Police officers are held to unrealistic standards of behavior.
 - Police officers must remain idealistic, despite the disillusioning nature of their work.
 - A police officer should uphold common ideals, both as expressed in law and as required to keep the peace.
- 54.** The passage suggests that police officers should refrain from racial slurs for all of the following reasons EXCEPT
- as generalizations; such slurs are unfair and inaccurate.
 - such slurs are disrespectful to individuals.
 - such slurs harm the relationship between the community and the police.
 - such slurs are hurtful to the morale of a multiracial police force.
- 55.** According to the passage, a police officer should be held to a different standard than a businessman because
- a police officer's very job is concerned with civil behavior.
 - police officers are more jaded.
 - police officers are expected to be honest.
 - a police officer is a figure of civil authority.
- 56.** Why does civil conduct "speak to the very essence of a police officer's role?"
- because a police officer is a public servant
 - because a police officer who behaves in an uncivil manner meets with public censure
 - because civil conduct is necessary in order to keep the civil peace
 - because a police officer upholds the law

- 57.** Which of the following is NOT mentioned in the passage as a quality a police officer must exemplify?
- politeness
 - courage
 - justice
 - moderation

At 9:30 P.M., while parked at 916 Woodward Avenue, Police Officers Whitebear and Morgan were asked to respond to an anonymous complaint of a disturbance at 826 Rosemary Lane. When they arrived, they found the back door open and the jamb splintered. They drew their weapons, identified themselves, and entered the dwelling, where they found Mr. Darrell Hensley, of 1917 Roosevelt Avenue, sitting on the couch. Mr. Hensley calmly stated he was waiting for his wife. At that point, two children emerged from a hallway: Dustin Hensley, age 7, who lives in the dwelling, and Kirstin Jackson, age 14, Dustin's babysitter, who lives at 916 Ambrose Street. Kirstin stated she and Dustin had been sitting at the kitchen table when the back door was kicked in and Mr. Hensley entered, shouting obscenities and calling for Karen Hensley, Dustin's mother. Kirstin then hid with Dustin in a hallway storage closet. The officers contacted Mrs. Hensley at her place of employment at O'Reilley's Restaurant at 415 Ralston. At 9:55 she returned home and showed an Order of Protection stating Mr. Hensley was not to have contact with his wife or child. Mr. Hensley was placed under arrest and taken in handcuffs to the station house.

- 58.** Based on Darrell Hensley's behavior when he first arrived at his wife's house, what was his most likely motivation for being there?
- to see his child, whom he loved
 - to force his wife to deal with him
 - to have a place to stay that night
 - to peacefully reconcile with his family

- 59.** Who called the police to investigate the disturbance described in the passage?
- the babysitter
 - the arrestee's wife
 - a neighbor
 - an unknown person
- 60.** Based on the information in the passage, what is the most likely reason the officers drew their weapons before entering the Hensley home?
- There were signs of forced entry into the house.
 - There was an Order of Protection against Mr. Hensley.
 - Children were in danger inside the premises.
 - They knew Mr. Hensley to be a violent man.
- 61.** Based on the information in the passage, what was Mr. Hensley's demeanor when the police first spoke to him?
- He was enraged.
 - He was remorseful.
 - He was matter-of-fact.
 - He was confused.
- At 12:45 A.M. on October 15, while parked at 1910 Fairlane, Police Officers Flores and Steinbrenner were asked to respond to a disturbance at 1809 Clarkson. When they arrived at the one-story dwelling, the complainant, Alan Weber, who resides next door at 1807 Clarkson, told them that he had been kept awake for two hours by the sound of yelling and breaking glass. He said the occupant of 1809 Clarkson, a Mr. Everett Hayes, lived alone. When the officers knocked on the door, Mr. Hayes answered promptly and said, "It's about time you got here." Inside, broken furniture was strewn about. Mr. Hayes stated he had been protecting himself from persons who lived inside the woodwork of his home. He went willingly with the officers to Fairfield County Hospital at 1010 Market, where he was admitted to the psychiatric unit for observation. No arrests were made.
- 62.** The call to the police was most likely made from which of the following addresses?
- 1910 Fairlane
 - 1809 Clarkson
 - 1807 Clarkson
 - 1010 Market
- 63.** Based on the passage, what was the most likely reason the police were called?
- A neighbor was bothered by the noise coming from Mr. Hayes' home.
 - A neighbor was worried for Mr. Hayes' safety.
 - A neighbor was worried for the safety of Mr. Hayes' family.
 - A neighbor was curious about Mr. Hayes' personal life.
- 64.** What was Mr. Hayes' demeanor when the police arrived at his door?
- He seemed surprised.
 - He seemed to have been expecting them.
 - He seemed frightened and distrustful.
 - He seemed angered by their presence.
- 65.** Based on the passage, what reason would Mr. Hayes himself most likely give for the commotion at his house?
- He was acting in self-defense.
 - He was mentally ill.
 - He was cleaning the woodwork.
 - He was annoyed with his neighbors.

BOOK TWO

This is a test of your reading ability. In the following passages, words have been omitted. Each numbered set of dashed blank lines indicates where a word is left out; each dash represents one letter of the missing word. The correct word should not only make sense in the sentence but also have the number of letters indicated by the dashes.

Read through the whole passage, and then begin filling in the missing words. Fill in as many missing words as possible. If you aren't sure of the answer, take a guess.

Then mark your answers on the answer sheet on page 250 as follows: Write the **first letter** of the word you have chosen in the square under the number of the word. Then blacken the circle of that letter of the alphabet under the square.

Only the blackened alphabet circles will be scored. The words you write on this page and the letters you write at the top of the column on the answer sheet **will not be scored.** Make sure that you blacken the appropriate circle in each column.

Many people become angry when they hear that prison inmates have the opportunity to study for their **1)** _____ school equivalency diplomas, take college courses, and even earn **2)** _____ degrees while they are serving **3)** _____. Such educational services are often provided at **4)** _____ charge to the inmates, which means that the **5)** _____ are borne by taxpayers. Many people see these **6)** _____ educational services as coddling criminals, and providing “rewards” for lawbreakers. Higher education is **7)** _____ and it is frustrating to many people to see convicted criminals **8)** _____ for free what working people have to struggle so hard to **9)** _____ for their children. On the other hand, those **10)** _____ support educational services for inmates argue that it is in society's **11)** _____ interest to provide such services. Rather **12)** _____ being seen as a reward for **13)** _____, education should be viewed as an investment in social order. A decent **14)** _____ will make the ex-offender **15)** _____ employable, and that, in turn, should remove one **16)** _____ for repeat offenses—the inability to earn a living in a socially acceptable **17)** _____. We should not **18)** _____ educational opportunities to those in **19)** _____ if we expect them to become useful citizens when **20)** _____ leave.

Members for high-risk occupations like law enforcement and fire fighting form tightly knit groups. The dangers they share naturally **21)** _____ them close, as does the knowledge that their **22)** _____ are sometimes in one another's hands. The bonds of loyalty and trust help police **23)** _____ work more effectively. However, the sense **24)** _____ loyalty can be taken to **25)** _____. Sometimes officers believe that they always must defend their comrades' actions. What happens though, **26)** _____ those actions are wrong? Frank Serpico found a disturbing **27)** _____ to that question. Serpico **28)** _____ the New York City Police Department assuming **29)** _____ high moral standards were typical of his fellow officers. When he **30)** _____ out otherwise, he was faced with a dilemma: **31)** _____ he violate the trust of his fellow officers by exposing the corruption, **32)** _____ should he close his **33)** _____ because loyalty to his **34)** _____ officers outweighed all other moral (and legal) considerations? Serpico made his **35)** _____. Public attention was focused on police **36)** _____ and the NYPD was improved as a **37)** _____, but those improvements came at a tremendous personal **38)** _____ to Serpico. Ostracized and reviled by other officers, who felt **39)** _____, Serpico eventually left the **40)** _____.

ANSWER KEY BOOK ONE

PART ONE: CLARITY

1. **d.** This is the only choice that is a complete sentence and has subject-verb agreement. In choices **a** and **b**, the subject *words* is plural and does not agree with the singular verb. Choice **c** is a sentence fragment.
2. **c.** In choices **a** and **b**, the pronoun *I* is incorrect. Choice **d** is an awkward construction.
3. **b.** Choice **a** is wrong because the plural subject does not agree with the singular verb. Choice **c** is poorly written; the sentence should read, “Either the weather or the time of year...” Choice **d** is a sentence fragment.
4. **a.** When using *neither . . . nor*, also use a singular verb. Choice **c** is incorrect because it uses a plural verb. Choice **d** is incorrect because *neither* is always used with *nor*. In choice **b**, both the use of *neither* with *or* and the plural verb are incorrect.
5. **c.** The other choices are comma splices or run-on sentences.
6. **c.** This is the only choice that avoids wordiness or redundancies. In choice **a**, the phrase “variety of many” is redundant. In choice **b**, “various different” is redundant. In choice **d**, “variety of different reasons, more and more” is both wordy and redundant.
7. **b.** Choices **a** and **d** are incorrect because *less* is used with quantities that cannot be counted, e.g. *less power*, *less risk*. Use *fewer* with nouns that can be counted, e.g. *fewer cars*, *fewer raffle tickets*. In choice **c**, *fewer* is correct, but there is an unnecessary shift in verb tense— from past to present.
8. **d.** This is the only choice that uses the verb correctly. In choices **a** and **c**, *rung* is an incorrect verb form. In choice **b**, there is an unnecessary tense shift—from past to present.
9. **d.** This is the only choice that does not contain faulty subordination.
10. **a.** The other choices are unclear because they are awkwardly constructed, obscuring who intends to set the fire.
11. **c.** The other choices contain unnecessary shifts in person, from *people* to *their* and *we* in choice **a**, to *your* and *one* in choice **b**, and to *our* and *they* in choice **d**.
12. **d.** This is the only answer in which subject and verb agree.
13. **b.** This is the only choice that uses the standard convention of written English. The other choices—*opposite to*, *contrary with*, and *opposite from*—are idiomatically incorrect.
14. **c.** There is no unnecessary shift in tense between *are* in the first half of the sentence and *is* in the second half; in the other choices there are unnecessary shifts in tense.
15. **b.** *Herself* is the proper pronoun because it refers to something Sgt. Ahlamady does *for herself*, but there is no reason for the speaker to refer to *myself*. Incorrect pronouns are used in the other choices.

PART TWO: VOCABULARY

Consult a dictionary if you're not sure why the answers for the vocabulary and spelling questions are correct.

16. **c.**
17. **a.**
18. **d.**
19. **c.**
20. **d.**

- 21. b.
- 22. a.
- 23. a.
- 24. a.
- 25. d.
- 26. a.
- 27. b.
- 28. d.
- 29. a.
- 30. c.

PART THREE: SPELLING

- 31. d.
- 32. c.
- 33. b.
- 34. c.
- 35. a
- 36. b.
- 37. d
- 38. b.
- 39. b.
- 40. d.
- 41. b.
- 42. d.
- 43. a.
- 44. b.
- 45. d.

PART FOUR: READING COMPREHENSION

46. a. The discussion of the traits of a person with anti-social personality disorder in the middle of the passage specifies that such a person does not have distortions of thought. The passage speaks of the anti-social person as being “inordinately self-confident” (b) and of the person’s “emotional shallowness” (c and d).
47. d. The third sentence of the passage speaks of “con games.” None of the other professions would suit an impulsive, shallow person who has been in trouble with the law.
48. b. The passage mentions “emotional shallowness.” The other choices hint at the capability to feel meaningful emotion.
49. b. The passage says that a person with anti-social personality disorder can mimic real emotion, thereby conning prison officials, judges, and psychiatrists. The other choices are mentioned in the passage, but not in connection with getting out of trouble with the law.
50. d. Although the last sentence expands on the main point, the rest of the passage explains why hearsay evidence is only admissible when it doesn’t matter whether or not the statement is true.
51. a. This statement may be true, but it isn’t in the passage.
52. b. See the last sentence of the passage.
53. d. The passage deals not only with the sphere of law, but more centrally with the sphere of values and civil conduct. Nowhere does the passage say that police officers should be idealistic (choice c).
54. d. Fairness and accuracy, respect for individuals, and the importance of maintaining community relations are all mentioned in the second paragraph. Maintaining morale on a multiracial force is also important, but it is not mentioned in the passage.
55. a. See the first sentence of the second paragraph. Choice d is close, but the passage suggests a police officer must be not only an authority but also an exemplar.
56. c. See the second sentence of the second paragraph.
57. b. *Moderation* is explicitly referred to near the end of the second paragraph. *Justice* and *politeness* are synonymous with *fairness* and *civil conduct* in the passage. *Courage* is never mentioned.

- 58. b.** Mr. Hensley has forced open the door and has told police he is waiting for his wife. Choice **a** is incorrect; Mr. Hensley's child hid from him in a closet, and he evidently didn't try to get the child to come out. Choice **c** is incorrect, because Mr. Hensley has a residence of his own at 1917 Roosevelt. Mr. Hensley evidently didn't intend peaceful reconciliation (choice **d**), since he kicked the door in.
- 59. d.** The first sentence of the passage states that the complaint was anonymous.
- 60. a.** The door had been kicked in. The officers didn't know any of the other facts until after they were inside the house.
- 61. c.** Mr. Hensley spoke to the police "calmly," and he made a seemingly matter-of-fact statement. There is no indication in the passage that Mr. Hensley was enraged at police or that he was remorseful or confused.
- 62. c.** The complainant, Alan Weber, lives at 1807 Clarkson.
- 63. a.** The neighbor, Mr. Weber, said the noise kept him awake for two hours. There is no mention in the passage of Mr. Weber being worried (choices **b** and **c**) or curious (choice **d**). If he had been worried, he probably wouldn't have waited two hours to call the police.
- 64. b.** Mr. Hayes' first words to the police were, "It's about time you got here." There is no indication that Mr. Hayes was surprised—his statement shows the opposite—nor that he was frightened, distrustful, or angry at the police. He went with them "willingly."
- 65. a.** Mr. Hayes stated that he was protecting himself. There is no indication in the passage that he knows he is mentally ill (choice **b**) or that he was annoyed by neighbors (choice **d**). He would be unlikely to clean the woodwork (choice **c**) since he believes it houses his enemies.

BOOK TWO

- | | | |
|-----------------|--------------|----------------|
| 1. high | 15. more | 29. that |
| 2. college | 16. reason | 30. found |
| 3. time | 17. way | 31. should |
| 4. no | 18. deny | 32. or |
| 5. costs | 19. prison | 33. eyes |
| 6. free | 20. they | 34. fellow |
| 7. expensive | 21. bring | 35. choice |
| 8. get | 22. lives | 36. corruption |
| 9. provide | 23. officers | 37. result |
| 10. who | 24. of | 38. cost |
| 11. best | 25. extremes | 39. betrayed |
| 12. than | 26. when | 40. force |
| 13. lawbreakers | 27. answer | |
| 14. education | 28. joined | |

Scoring

Most cities require a score of at least 70% to pass a police officer exam. But that 70 doesn't necessarily mean that you got 70 questions right. The number of correct answers you need for a score of 70 changes each time the test is given. A good estimate of a passing score is 70% or 74 questions right.

But your total score isn't really the main point right now. What's more important is to note how you've improved since you took the first exam in Chapter 4. Once again, take a subscore of each of the categories of questions. Did you do better on reading questions than on clarity questions, or vice versa? You should spend more of your review time on the area in which you scored lower and less time on the area in which you scored well.

If you didn't improve much since the first exam, your overall reading skills could be one reason. Lots of

challenging reading between now and the time of the exam can make a difference in your score. You might also consider having a smart friend or former teacher help you with the areas that give you the most trouble.

On the other hand, if you scored pretty well, you can feel confident as you continue your review. (Having a good score does *not* mean you shouldn't continue studying. It means you don't have to review *a lot*.) You probably just need to brush up on a few things and continue to familiarize yourself with what's likely to be on the exam.

On the following page is a table that will show you which of the instructional chapters correspond to the different parts of the exam. Your best bet is to review all of the chapters carefully, but you will want to spend the most time on the chapters that correspond to the kind of questions that gave you the most trouble. See which exam questions gave you trouble and study the corresponding chapter(s).

Exam Part	Chapter
One	8
Two	9
Three	9
Four	7
Book Two	7

Remember, reading and writing skills are important not only for the exam, but also for your job as a police officer. So the time you spend improving those skills will pay off—not only in higher exam scores, but also for success in your career.

C H A P T E R

17



Police Officer Exam 5

CHAPTER SUMMARY

This fifth exam is representative of the job-related police officer exams used by many cities throughout the United States. It tests map reading, memory, good judgment, and common sense, as well as basic skills like math and reading.

This practice exam, like Exam 2 in Chapter 5, is an example of the type of police officer exam that tests job-related skills. Though the real exam you eventually take may not look exactly like the one in this chapter, many police exams test the same skills, so the following exam provides vital practice. If you've already taken Exam 2 in Chapter 5, you should have pinpointed your weak areas and worked on the appropriate study chapters in this book. Having strengthened these areas, you're going into this practice test ready to improve your score.

For this exam, simulate the actual test-taking experience as much as possible. In addition to your #2 pencils, get a timer or stopwatch. Set your timer for 15 minutes, and use that time to study the memory materials that come right after the answer sheet. Then reset the timer for two and a half hours, which is the amount of time you have to answer the 100 questions on the exam. When time is up, stop. You won't have a true feel for how well you will do on the real exam if you exceed the time limit.

When you're done, check your answers against the answer key on the pages following the exam. An explanation of how to score your exam comes after that.

EXAM 5

- | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|
| 1. | (a) | (b) | (c) | (d) | 35. | (a) | (b) | (c) | (d) | 69. | (a) | (b) | (c) | (d) |
| 2. | (a) | (b) | (c) | (d) | 36. | (a) | (b) | (c) | (d) | 70. | (a) | (b) | (c) | (d) |
| 3. | (a) | (b) | (c) | (d) | 37. | (a) | (b) | (c) | (d) | 71. | (a) | (b) | (c) | (d) |
| 4. | (a) | (b) | (c) | (d) | 38. | (a) | (b) | (c) | (d) | 72. | (a) | (b) | (c) | (d) |
| 5. | (a) | (b) | (c) | (d) | 39. | (a) | (b) | (c) | (d) | 73. | (a) | (b) | (c) | (d) |
| 6. | (a) | (b) | (c) | (d) | 40. | (a) | (b) | (c) | (d) | 74. | (a) | (b) | (c) | (d) |
| 7. | (a) | (b) | (c) | (d) | 41. | (a) | (b) | (c) | (d) | 75. | (a) | (b) | (c) | (d) |
| 8. | (a) | (b) | (c) | (d) | 42. | (a) | (b) | (c) | (d) | 76. | (a) | (b) | (c) | (d) |
| 9. | (a) | (b) | (c) | (d) | 43. | (a) | (b) | (c) | (d) | 77. | (a) | (b) | (c) | (d) |
| 10. | (a) | (b) | (c) | (d) | 44. | (a) | (b) | (c) | (d) | 78. | (a) | (b) | (c) | (d) |
| 11. | (a) | (b) | (c) | (d) | 45. | (a) | (b) | (c) | (d) | 79. | (a) | (b) | (c) | (d) |
| 12. | (a) | (b) | (c) | (d) | 46. | (a) | (b) | (c) | (d) | 80. | (a) | (b) | (c) | (d) |
| 13. | (a) | (b) | (c) | (d) | 47. | (a) | (b) | (c) | (d) | 81. | (a) | (b) | (c) | (d) |
| 14. | (a) | (b) | (c) | (d) | 48. | (a) | (b) | (c) | (d) | 82. | (a) | (b) | (c) | (d) |
| 15. | (a) | (b) | (c) | (d) | 49. | (a) | (b) | (c) | (d) | 83. | (a) | (b) | (c) | (d) |
| 16. | (a) | (b) | (c) | (d) | 50. | (a) | (b) | (c) | (d) | 84. | (a) | (b) | (c) | (d) |
| 17. | (a) | (b) | (c) | (d) | 51. | (a) | (b) | (c) | (d) | 85. | (a) | (b) | (c) | (d) |
| 18. | (a) | (b) | (c) | (d) | 52. | (a) | (b) | (c) | (d) | 86. | (a) | (b) | (c) | (d) |
| 19. | (a) | (b) | (c) | (d) | 53. | (a) | (b) | (c) | (d) | 87. | (a) | (b) | (c) | (d) |
| 20. | (a) | (b) | (c) | (d) | 54. | (a) | (b) | (c) | (d) | 88. | (a) | (b) | (c) | (d) |
| 21. | (a) | (b) | (c) | (d) | 55. | (a) | (b) | (c) | (d) | 89. | (a) | (b) | (c) | (d) |
| 22. | (a) | (b) | (c) | (d) | 56. | (a) | (b) | (c) | (d) | 90. | (a) | (b) | (c) | (d) |
| 23. | (a) | (b) | (c) | (d) | 57. | (a) | (b) | (c) | (d) | 91. | (a) | (b) | (c) | (d) |
| 24. | (a) | (b) | (c) | (d) | 58. | (a) | (b) | (c) | (d) | 92. | (a) | (b) | (c) | (d) |
| 25. | (a) | (b) | (c) | (d) | 59. | (a) | (b) | (c) | (d) | 93. | (a) | (b) | (c) | (d) |
| 26. | (a) | (b) | (c) | (d) | 60. | (a) | (b) | (c) | (d) | 94. | (a) | (b) | (c) | (d) |
| 27. | (a) | (b) | (c) | (d) | 61. | (a) | (b) | (c) | (d) | 95. | (a) | (b) | (c) | (d) |
| 28. | (a) | (b) | (c) | (d) | 62. | (a) | (b) | (c) | (d) | 96. | (a) | (b) | (c) | (d) |
| 29. | (a) | (b) | (c) | (d) | 63. | (a) | (b) | (c) | (d) | 97. | (a) | (b) | (c) | (d) |
| 30. | (a) | (b) | (c) | (d) | 64. | (a) | (b) | (c) | (d) | 98. | (a) | (b) | (c) | (d) |
| 31. | (a) | (b) | (c) | (d) | 65. | (a) | (b) | (c) | (d) | 99. | (a) | (b) | (c) | (d) |
| 32. | (a) | (b) | (c) | (d) | 66. | (a) | (b) | (c) | (d) | 100. | (a) | (b) | (c) | (d) |
| 33. | (a) | (b) | (c) | (d) | 67. | (a) | (b) | (c) | (d) | | | | | |
| 34. | (a) | (b) | (c) | (d) | 68. | (a) | (b) | (c) | (d) | | | | | |

POLICE OFFICER EXAM 5

STUDY BOOKLET

You have 15 minutes to study the following Wanted posters and to read the article on police procedure. After 15 minutes are up, turn the page and go on to answer the test questions, beginning with questions about the study material. **Do not refer to this study section to answer the questions.** When you have finished Part One: Memorization and Visualization, you may continue with the rest of the exam.

MISSING

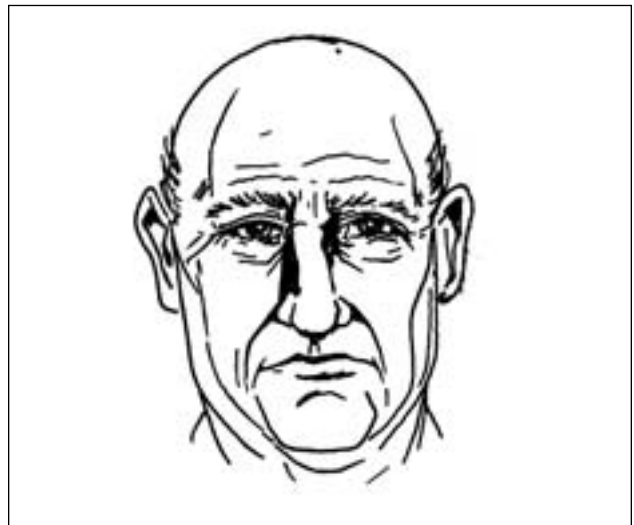
Leonard Prescott Smith

DESCRIPTION:

Age: 78
Race: White
Height: 6'0"
Weight: 185 lbs.
Hair: Bald
Eyes: Green

REMARKS: Alzheimer's patient last seen in lobby of Hillside Nursing Home on Christmas Day. Has been found wandering in Red Rock Park on other occasions.

IF LOCATED: Call Barnstable Police Department, Barnstable, Massachusetts, at 508-555-8000.



WANTED
Denise Gibbons

ALIASES: Dipsey Gibbons; Dee Gibbs

WANTED BY: Hays County Parole Board

CHARGES: Violation of Parole

DESCRIPTION:

Age: 26

Race: White

Height: 5'5"

Weight: 125 lbs.

Hair: Blond

Eyes: Hazel



IDENTIFYING SCARS OR MARKS: Six-inch surgical scar on front left knee; needle marks on inner right arm.

REMARKS: Known prostitute. Frequents Shady Grove area. Is thought to be active heroin addict. Last seen with short, purple-tinted hair. May head for sister's home in Bangor, Maine.

CAUTION: Has been known to carry knives and will fight police. Handle with caution.

WANTED
Jamil Hassid

ALIASES: Jay Hassid

WANTED BY: FBI

CHARGES: Kidnapping

DESCRIPTION:

Age: 22

Race: White

Height: 5'10"

Weight: 165 lbs.

Hair: Black

Eyes: Black

IDENTIFYING SCARS OR MARKS: Thin scar along left cheek.

REMARKS: Last known employer, Lucky Limo Service in Quincy, Massachusetts. Frequently seen with full black beard and mustache. Speaks with thick middle-Eastern accent.

CAUTION: Hassid is known to carry a .45 mm Browning.



WANTED

Louis James Serna

ALIASES: L. J. Serna

WANTED BY: Boston Police Department

CHARGES: Assault

DESCRIPTION:

Age: 17

Race: Hispanic

Height: 5'6"

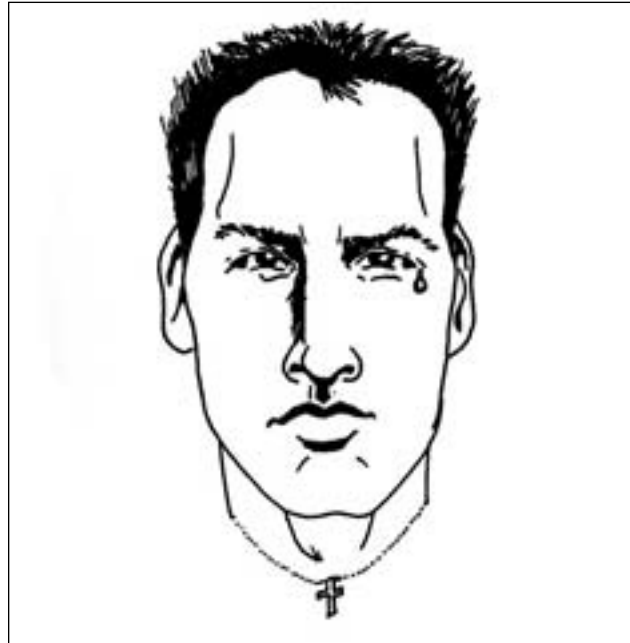
Weight: 120 lbs.

Hair: Black

Eyes: Black

IDENTIFYING SCARS OR MARKS: Tattoos of a tear drop at base of left eye, "Angie" on right upper shoulder, and snake curling around left wrist.

REMARKS: Latino Riders gang member. Limp heavily on right leg.



WANTED

Alice Faye Bunn

ALIASES: Allie Jones

WANTED BY: Coal County Sheriff's Department

CHARGES: Abuse of the Elderly

DESCRIPTION:

Age: 40

Race: White

Height: 5'7"

Weight: 170 lbs.

Hair: Brunette

Eyes: Blue

IDENTIFYING SCARS OR MARKS: Burn scars along top of right hand.

REMARKS: Frequently works as a nurse aide. Last seen in Tempe, Arizona, but is believed to be en route to New Haven, Connecticut.



ROADBLOCK GUIDELINES

The Advisory Committee of the State Police has issued the following guidelines for establishing a roadblock in order to identify and apprehend drunk drivers:

1. **Selecting the location.** The roadblock must be established in a location that affords motorists a clear view of the stop. It cannot be established, for example, just over a hill or around a curve. Motorists must be able to see that a roadblock is ahead and that cars are being stopped.
2. **Staffing the location.** A roadblock must display visible signs of police authority. Therefore, uniformed officers in marked patrol cars should primarily staff the roadblock. Plainclothes officers may supplement the staff at a roadblock, but the initial stop and questioning of motorists should be conducted by uniformed officers. In addition to the officers conducting the motorist stops, officers should be present to conduct field sobriety tests on suspect drivers. A command observation officer must also be present to coordinate the roadblock.
3. **Operation of the roadblock.** All cars passing through the roadblock must be stopped. It should not appear to an approaching motorist that cars are being singled out for some reason while others are not stopped, as this will generate unnecessary fear on the part of the motorist. The observation vehicle that is present at the roadblock will be able to pursue any motorists that refuse to stop.
4. **Questioning the drivers.** Each motorist stopped by the roadblock should be questioned only briefly. In most cases, an officer should ask directly if the driver has been drinking. In suspicious cases, an officer may engage in some further questioning to allow him or her to evaluate the driver's sobriety. A driver who appears to have been drinking should be directed to the side of the road, out of the line of traffic, where other officers may conduct a field sobriety test. Each nonsuspicious driver should be stopped only briefly, for approximately a minute or less.
5. **Duration of operation.** No drunk-driving roadblock should be in operation for more than two hours. Roadblocks in place for longer periods lose their effectiveness as word spreads as to the location of the roadblock, and motorists who have been drinking will avoid the area. In addition, on average only about one percent of all the drivers that pass through a roadblock will be arrested for drunk driving, and, after a short period of time, officers can be used more efficiently elsewhere.
6. **Charges other than drunk driving.** A roadblock may only be established for a single purpose—in this case, detecting drunk drivers—and should not be seen as an opportunity to check for a variety of motorist offenses. However, officers are not required to ignore what is plainly obvious. For example, motorists and passengers who are not wearing seat belts should be verbally warned that failure to do so is against the law. Detaining and ticketing such drivers is not the purpose of the roadblock and would unduly slow down the stops of other cars. An officer who spots a situation that presents a clear and present danger should follow through by directing the motorist to the side of the road where the officers are conducting field sobriety tests. These officers can then follow through on investigating the driver for crimes other than drunk driving.

PART ONE: MEMORIZATION AND VISUALIZATION

Answer the following 30 questions based on the Wanted posters and police procedure article you have just studied. **Do not refer to the study material to answer these questions.**

- 1.** Denise Gibbons is wanted for
 - a. armed robbery.
 - b. fraud.
 - c. sexual assault.
 - d. violation of parole.
- 2.** Leonard Prescott Smith is
 - a. Middle Eastern.
 - b. white.
 - c. Hispanic.
 - d. African-American.
- 3.** Leonard Prescott Smith has
 - a. a mostly bald head.
 - b. a tattoo near his eye.
 - c. missing front teeth.
 - d. a scar on his cheek.
- 4.** Louis James Serna also goes by the name
 - a. A. J. Serna.
 - b. Allie Jones.
 - c. L. J. Serna.
 - d. Louie Serna.
- 5.** Jamil Hassid's last known employer was
 - a. L. J.'s Limo Service.
 - b. Lucky Limo Service.
 - c. Smith's Limo Service.
 - d. Hillside Limo Service.
- 6.** Alice Faye Bunn is wanted for
 - a. kidnapping.
 - b. violation of parole.
 - c. abuse of the elderly.
 - d. assault.
- 7.** Denise Gibbons's hair is
 - a. spiked on top.
 - b. curly.
 - c. dyed blond.
 - d. wavy.
- 8.** Louis Serna's snake tattoo is located on his
 - a. right shoulder.
 - b. chest.
 - c. forehead.
 - d. left wrist.
- 9.** Alice Bunn is believed to be en route to
 - a. Quincy, Massachusetts.
 - b. Tempe, Arizona.
 - c. Barnstable, Massachusetts.
 - d. New Haven, Connecticut.
- 10.** Jamil Hassid's scar runs
 - a. vertically down his chin.
 - b. vertically down his right cheek.
 - c. horizontally along his left cheek.
 - d. horizontally along his forehead.
- 11.** Which of the following is true of Leonard Smith?
 - a. He is wanted for violation of parole.
 - b. He is an Alzheimer's patient.
 - c. He is armed and dangerous.
 - d. He is a former nursing home employee.
- 12.** Louis Serna has been seen wearing
 - a. a scarf around his head.
 - b. a t-shirt.
 - c. a heavy jacket.
 - d. a cross around his neck.
- 13.** Which two suspects are known to carry weapons?
 - a. Hassid and Bunn
 - b. Gibbons and Serna
 - c. Serna and Bunn
 - d. Gibbons and Hassid

- 14.** Which suspect walks with a limp?
- Smith
 - Hassid
 - Serna
 - Bunn
- 15.** Which two suspects are in their twenties?
- Smith and Hassid
 - Gibbons and Hassid
 - Bunn and Hassid
 - Gibbons and Bunn
- 16.** Which two suspects have black hair and black eyes?
- Gibbons and Bunn
 - Hassid and Bunn
 - Serna and Gibbons
 - Hassid and Serna
- 17.** Of the people listed below, which is tallest?
- Smith
 - Hassid
 - Bunn
 - Serna
- 18.** Which suspect is known to carry a gun?
- Serna
 - Gibbons
 - Hassid
 - Bunn
- 19.** Based on the information in the Wanted posters, which of the following is TRUE?
- Bunn is the only suspect with blue eyes.
 - Serna is the only suspect with brown eyes.
 - Bunn and Gibbons both have blue eyes.
 - Smith and Gibbons both have hazel eyes.
- 20.** Based on the information in the Wanted posters, which of the following is FALSE?
- Gibbons wears a nose ring.
 - Serna has a tattoo of the name "Angie."
 - Serna and Hassid both have beards.
 - Bunn wears glasses.
- 21.** According to the Roadblock Guidelines, officers must make sure they set up a drunk-driving roadblock that
- can be seen by motorists from a distance.
 - provides a well-hidden place for officers to park their cars.
 - is near a bar or tavern.
 - is near a busy street or highway.
- 22.** While questioning motorists at a drunk-driving roadblock, Officer Firth notices that, although the driver of a particular car appears to be sober, the passenger in that car seems extremely nervous and has bruises on his face. She asks the passenger if he is all right and, after glancing at the driver, the passenger nods, "yes." According to the Guidelines, Officer Firth should
- let the car pass through, because the driver is not drunk.
 - question the passenger and driver further about the passenger's condition.
 - arrest the driver on suspicion of assault.
 - direct the driver to pull to the side of the road where other officers can investigate further.
- 23.** Officers have been conducting a drunk-driving roadblock since 7:00 P.M. and have made 35 drunk-driving arrests, which is one-quarter of all cars stopped. It is now 9:00 P.M. According to the guidelines, the officers should
- continue the roadblock because they are making a high percentage of arrests.
 - reestablish the roadblock one-quarter mile down the road.
 - ask the Advisory Committee for permission to operate the roadblock longer.
 - dismantle the roadblock, because it has been in operation for two hours.

- 24.** Officers have been directed to operate a drunk-driving roadblock from 6:00 P.M. to 8:00 P.M. at the corner of Greene and First. At 6:45, the unusually heavy traffic begins to back up. According to the guidelines, officers should NOT
- dismantle the roadblock early.
 - begin stopping only every third car.
 - move the roadblock to a quieter intersection.
 - ask for extra officers to help staff the roadblock.
- 25.** According to the guidelines, the officers stopping and questioning motorists at a drunk-driving roadblock should be in uniform so that motorists
- will take the roadblock more seriously.
 - will answer their questions more truthfully.
 - can identify which agency they are from.
 - can tell from a distance that this is an official activity.
- 26.** Officer Robb is stopping and questioning east-bound cars at the drunk-driving roadblock on Highway 7. He asks one driver if she has been drinking. The driver says, "No, Officer, I haven't," but she slurs her words. According to the guidelines, Officer Robb should
- ask the driver a couple more questions.
 - arrest the driver for drunk driving.
 - ask the driver to take a breathalyzer test.
 - pass the driver through with a warning.
- 27.** A car approaching a drunk-driving roadblock slows down, then at the last minute speeds up and passes through the roadblock without stopping. According to the guidelines,
- the officers should note the car's license number and radio headquarters.
 - the officers should request backup to pursue the car.
 - the officers conducting field sobriety tests should pursue the vehicle.
 - the officer in the command observation vehicle should pursue the motorist.
- 28.** Based on the guidelines, which of the following statements is true?
- Guidelines for drunk-driving roadblocks are determined by the State Police.
 - Guidelines for drunk-driving roadblocks are determined by local police departments.
 - Guidelines for drunk-driving roadblocks are determined by the State Legislature.
 - Guidelines for drunk-driving roadblocks are determined by the County Sheriff.
- 29.** According to the guidelines, officers operating a drunk-driving roadblock can expect
- cooperation from most drivers.
 - to arrest only about one percent of the drivers stopped.
 - to issue several tickets for failure to wear a seat belt.
 - that many cars will refuse to stop.
- 30.** According to the guidelines, the main role of the command observation officer at a drunk-driving roadblock is to
- conduct field sobriety tests.
 - establish the official police presence.
 - determine when to dismantle the roadblock.
 - coordinate the roadblock.

PART TWO: READING SKILL

Answer questions 31–34 solely on the basis of the following passage.

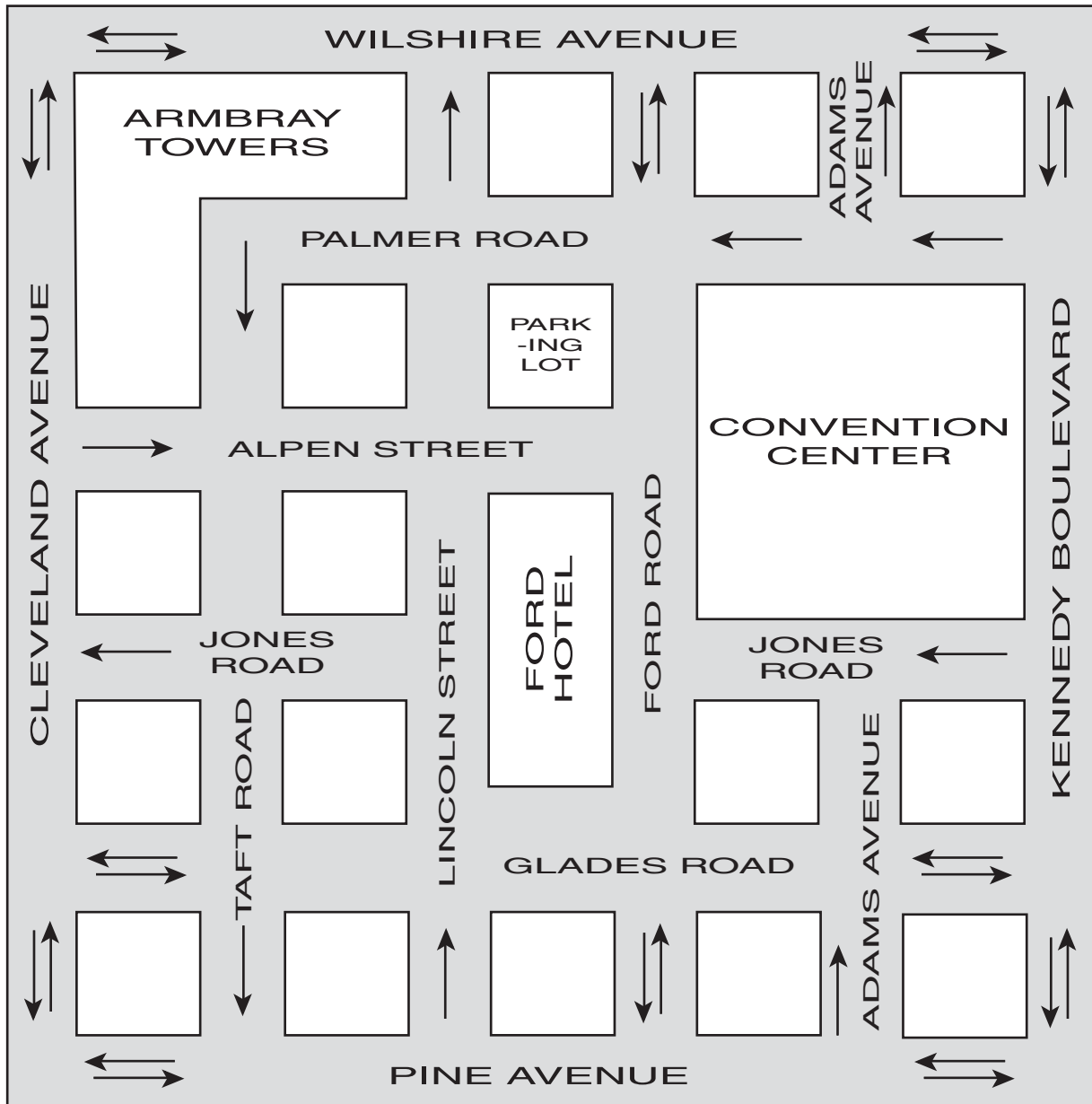
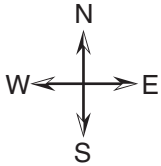
At 1:30 A.M., while parked at 917 Crescent, Police Officers Lin and Lawton were asked to respond to a call from Tucker’s Tavern at 714 Clarinda. At 1:42 A.M., when the officers arrived, they found paramedics attempting to revive 18-year-old Brent Morrow, who lay unconscious on the floor. A patron of the tavern, Edward Pickens, stated that at around 12:10 A.M., Mr. Morrow’s two companions had playfully challenged Mr. Morrow to “chug” a pint of whiskey and that Mr. Morrow had done so in approximately 15 minutes. Mr. Pickens thought the two should be arrested. Mr. Morrow’s companions, Jeremy Roland and Casey Edwards, denied Mr. Pickens’ statement. The bartender, Raymond Evans, stated he had not served Mr. Morrow and that Tucker’s Tavern does not sell whiskey by the pint. At 1:50 A.M. paramedics took Mr. Morrow to University Hospital where he remains unconscious. No arrests were made. An investigation is pending.

- 31.** Which of the following persons most likely called police to Tucker’s Tavern?
 - a. Raymond Evans
 - b. Brent Morrow
 - c. Jeremy Roland
 - d. Edward Pickens
- 32.** What was the main reason Brent Morrow was removed from Tucker’s Tavern?
 - a. He was drunk.
 - b. He was underage.
 - c. He was a university student.
 - d. He was ill.
- 33.** What is the most likely reason Brent Morrow’s companions challenged him to “chug” a pint of whiskey?
 - a. They thought it would be fun.
 - b. They wanted him to get sick.
 - c. They thought it was time he “grew up.”
 - d. They were trying to get even with him.
- 34.** At about what time did Brent Morrow finish “chugging” the pint of whiskey?
 - a. 12:25 A.M.
 - b. 1:30 A.M.
 - c. 1:42 A.M.
 - d. 1:50 A.M.

POLICE OFFICER EXAM 5

Answer questions 35–37 solely on the basis of the map below. The arrows indicate traffic flow; one arrow indicates a one-way street going in the direction of

the arrow; two arrows represent a two-way street. You are not allowed to go the wrong way on a one-way street.



- 35.** Officers Muldoon and Chavez are eating at Al's Cafe, which faces Jones Road. They get a call of a suspicious person at the Cleveland Avenue entrance to the Armbray Towers. What is their most direct route to the Armbray Towers?
- Go east on Jones Road, then south on Kennedy Boulevard, then west on Glade Road, and then north on Cleveland Avenue to the Armbray Towers.
 - Go west on Jones Road to Cleveland Avenue and then north on Cleveland to the Armbray Towers.
 - Go west on Jones Road, then south on Ford Road, then west on Glade Road, and then north on Cleveland Avenue to the Armbray Towers.
 - Go west on Jones Road, then north on Ford Road, then west on Palmer Road, then south on Taft Road, then west on Jones Road, and then north on Cleveland Avenue to the Armbray Towers.
- 36.** Officers Chang and Parker are northbound on Lincoln Street and have just crossed Alpen Street. They receive a call about a two-car, injury collision on Adams Avenue at Pine Avenue. What is their most direct route to the accident scene?
- Continue north on Lincoln Street, then east on Wilshire Avenue, then south on Ford Road, then east on Glade Road, and then south on Adams Avenue to the accident scene.
 - Continue north on Lincoln Street, then west on Palmer Road, then south on Taft Road, and then east on Pine Avenue to the accident scene.
 - Make a U-turn on Lincoln Street, and then go south on Lincoln Street and then east on Pine Avenue to the accident scene.
 - Continue north on Lincoln Street, then east on Wilshire Avenue, then south on Kennedy Boulevard, and then west on Pine Avenue to the accident scene.
- 37.** Officer Tananga is southbound on Kennedy Boulevard. He makes a right turn onto Glade Road, then a left onto Taft Road, a right onto Pine Avenue and another right onto Cleveland Avenue, and then a right onto Wilshire Avenue. Which direction is he facing?
- west
 - south
 - east
 - north

Answer questions 38–41 solely on the basis of the following passage.

The rules for obtaining evidence, set down in state and federal law, usually come to our attention when they work to the advantage of defendants in court, but these laws were not created with the courtroom in mind. They were formulated with the pragmatic intent of shaping police procedure before the arrest, in order to ensure justice, thoroughness, and the preservation of civil liberties. A good police officer must be as well schooled in the rules for properly obtaining evidence as a defense lawyer or he or she can risk losing a conviction. When a case is thrown out of court or a defendant is released because of these evidentiary “technicalities,” we are often angered and mystified, but we are not always aware of how these rules of evidence shape police procedure in positive ways every day.

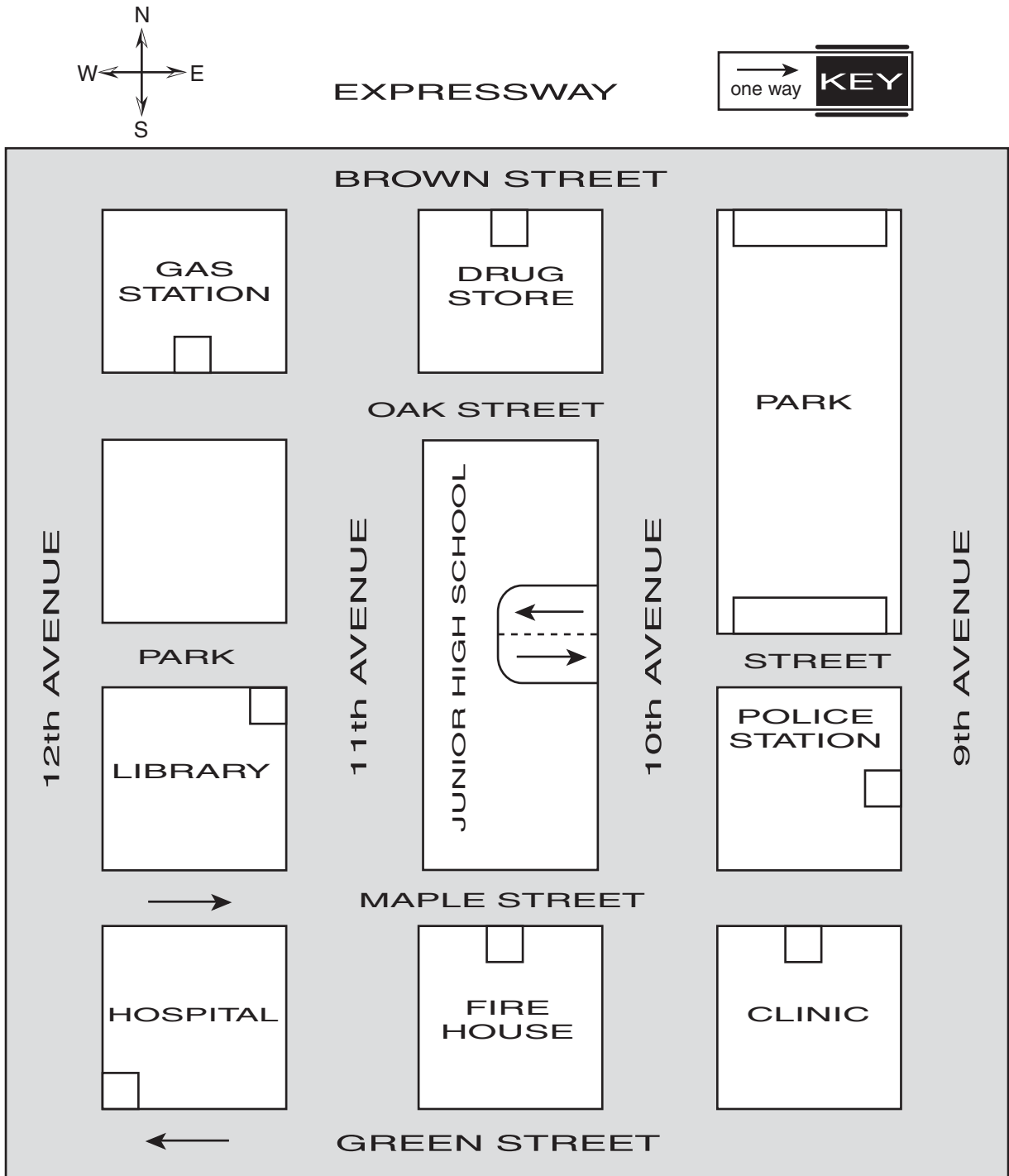
- 38.** The main idea of this passage is that
- the rules of evidence protect the rights of defendants at trial.
 - police officers should know the rules of evidence.
 - the rules of evidence have more positive than negative effects.
 - rules of evidence help shape police procedure.

- 39.** According to the passage, rules of evidence are designed to ensure all of the following EXCEPT
- meticulousness in gathering evidence.
 - proof of guilt.
 - protection of individual rights.
 - fairness of treatment.
- 40.** According to the passage, why should a police officer know the rules of evidence?
- The rules protect the rights of the accused.
 - The public does not appreciate the rules' importance.
 - An officer must follow the rules to obtain a conviction.
 - Following the rules protects officers from accusations of misconduct.
- 41.** In saying that the intent of rules of evidence is "pragmatic," the author most likely means that
- the focus of the rules is on police procedures in the field rather than on legal maneuvers in court.
 - the practical nature of the rules enables lawyers to use them in court to protect defendants.
 - the framers of these rules designed them to maintain idealistic standards of fairness.
 - the rules are often misused in court because of their limited scope.
- 42.** You arrive at the scene of a vehicular accident at the corner of Brown Street and 9th Avenue to find gasoline leaking from one of the cars. What is the most direct legal way for the fire engine to travel to the scene of the accident?
- east on Maple Street and north on 9th Avenue to the accident
 - west on Maple Street, north on 12th Avenue, and east on Brown Street to the accident
 - east on Maple Street and north on 11th Avenue to the accident
 - west on Maple Street, north on 11th Avenue, and east on Brown Street to the accident
- 43.** What streets run north and south of the park?
- Brown Street and Oak Street
 - Maple Street and Park Street
 - Brown Street and Park Street
 - Green Street and Oak Street
- 44.** A civilian leaving the clinic needs to drive to the drug store. If you were giving her directions from the clinic, what would be the most direct, legal route?
- east on Maple Street, north on 9th Avenue, and west on Brown Street to the store entrance
 - west on Maple Street, north on 10th Avenue, and west on Brown Street to the store entrance
 - west on Green Street, north on 12th Avenue, and east on Brown Street to the store entrance
 - east on Oak Street, north on 11th Avenue, and east on Brown Street to the store entrance

Answer questions 42–46 based on the map on the opposite page and the information below.

A police officer is often required to assist civilians who seek travel directions or referral to city agencies and facilities.

The map is a section of the city, where some public buildings are located. Each of the squares represent one city block. Street names are as shown. If there is an arrow next to the street name, it means the street is one way only in the direction of the arrow. If there is no arrow next to the street name, two-way traffic is allowed.



45. Someone at the junior high school has been injured and needs to go to the hospital. What directions from the junior high school would you give to the ambulance driver?

- a. north on 10th Avenue, west on Brown Street, and south on 12th Avenue to the hospital entrance
- b. south on 10th Avenue and west on Green Street to the hospital entrance
- c. north on 10th Avenue and south on Brown Street to the hospital entrance
- d. south on 10th Avenue, west on Maple Street, and west on Green Street to the hospital entrance

- 46.** You are leaving work at the police station and need to fill your gas tank before you go home. What is the quickest legal route to the gas station?
- south on 9th Avenue, west on Maple Street, north on 11th Avenue, and west on Oak Street to the entrance
 - east on Maple Street, north on 10th Avenue, and west on Oak Street to the entrance
 - north on 9th Avenue and west on Brown Street to the entrance
 - north on 9th Avenue, west on Park Street, north on 10th Avenue, and west on Oak Street to the entrance

Answer questions 47–51 solely on the basis of the following passage.

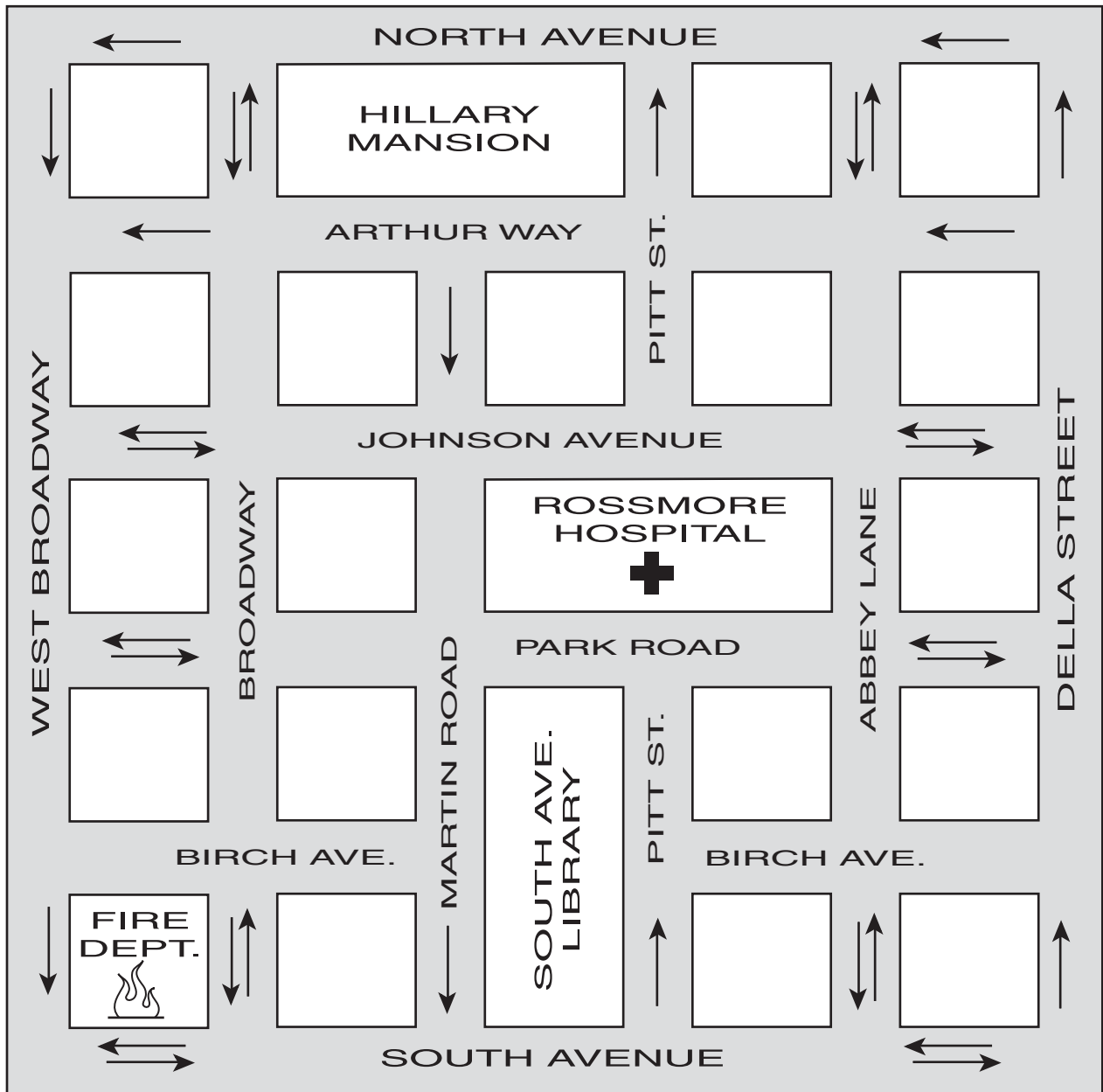
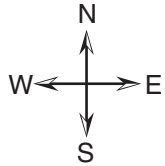
At 9:20 A.M., Officers Torres and Verona investigated a burglary at 212 Hawkins Drive, Apartment 2107. Robert Larkin reported that he left for work at 10 P.M. and returned at 8:15 A.M. to find his television, VCR, CD player, and several CDs missing. After calling the police, he reported hearing music coming through the ceiling and stated that he suspected his upstairs neighbor, Lawrence Cole, who lives in Apartment 3107. Mr. Larkin stated that Mr. Cole had a key to Mr. Larkin's apartment and that there was no sign of forced entry. Further, he said that Mr. Cole had not previously owned a CD player. Mr. Larkin reported that the two had recently had a falling out. The officers questioned Mr. Cole, who claimed that he had been at the apartment of his girlfriend, Teresa Romero, 210 Hawkins Drive, Apartment 3112, from 9:30 P.M. until 8:30 A.M. Ms. Romero confirmed this. Mr. Larkin could not produce receipts for the merchandise in question, save for the CD player. The receipt supported Mr. Larkin's claim that he purchased the

CD player from his neighbor, Irene Franklin, in Apartment 3218. The serial numbers on the CD player were filed off. Ms. Franklin could not be located, and the officers decided to investigate further.

- Who reported the crime?
 - a neighbor
 - the suspect
 - the victim
 - the suspect's girlfriend
- Where does the suspect's girlfriend live?
 - 212 Hawkins Drive, Apartment 3107
 - 212 Hawkins Drive, Apartment 3218
 - 210 Hawkins Drive, Apartment 3218
 - 210 Hawkins Drive, Apartment 3112
- Who failed to produce a receipt for the VCR?
 - Mr. Larkin
 - Ms. Franklin
 - Ms. Romero
 - Mr. Cole
- Who may have been in possession of stolen merchandise?
 - the victim
 - the suspect and the neighbor
 - the neighbor
 - the suspect, the victim, and the neighbor
- When did the burglary take place?
 - approximately 9:20 A.M.
 - between 8:15 P.M. and 9:20 A.M.
 - approximately 9:30 P.M.
 - between 10:00 P.M. and 8:15 A.M.

POLICE OFFICER EXAM 5

Answer questions 52–54 solely on the basis of the following map. The arrows indicate traffic flow; one arrow indicates a one-way street going in the direction of the arrow; two arrows represent a two-way street. You are not allowed to go the wrong way on a one-way street.



- 52.** Officer Lazere is spending his lunch break at the South Avenue Library, which faces South Avenue. He gets a call of a burglary at the Hillary Mansion, the entrance to which faces North Avenue. What is Officer Lazere's most direct route to the Hillary Mansion?
- Go east on South Avenue, then north on Abbey Lane to North Avenue, and then west on North Avenue to the Hillary Mansion.
 - Go east on South Avenue, then north on Pitt Street, and then west on North Avenue to the Hillary Mansion.
 - Go west on South Avenue, then north on West Broadway, and then east on North Avenue to the Hillary Mansion.
 - Go west on South Avenue, then north on Broadway to North Avenue, and then east on North Avenue to the Hillary Mansion.
- 53.** Officer Lew is southbound on Martin Road, and has just crossed Park Road. Dispatch assigns a family disturbance call to him and sends him to a residence at the corner of Arthur Way and Della Street. What is Officer Lew's most direct route to the residence?
- Make a U-turn on Martin Road and go north on Martin Road to Arthur Way and then east on Arthur Way to the residence.
 - Continue south on Martin Road and then go east on South Avenue, then north on Pitt Street, then east on Park Road, then north on Abbey Lane, and then east on Arthur Way to the residence.
 - Continue south on Martin Road and then go east on South Avenue and then north on Della Street to the residence.
 - Continue south on Martin Road and then go east on Birch Avenue and then north on Della Street to the residence.

- 54.** Officer Berger is heading west on Johnson Avenue. She makes a right turn on Broadway, a left turn on Arthur Way, a left turn onto West Broadway, and finally a left turn onto Birch Avenue. Which direction is Officer Berger facing?
- east
 - south
 - west
 - north

Answer questions 55–60 solely on the basis of the following passage.

Stalking—the “willful, malicious, and repeated following and harassing of another person”—is probably as old as human society. But in the United States, until 1990, no substantive law existed to protect the stalking victim. The most that police officials could do was arrest the stalker for a minor offense or suggest the victim obtain a restraining order, a civil remedy often ignored by the offender. (One of the Orange County victims mentioned below was shot by her husband while carrying a restraining order in her purse.) Frightened victims had their worst fears confirmed: They would have to be harmed—or killed—before anything could be done.

In 1990, however, partly because of the 1989 stalker-murder of television star Rebecca Schaeffer, and partly because of the 1990 stalker-murders of four Orange County women in a single six-week period, California drafted the first anti-stalking law. Now most states have similar laws.

The solution is not perfect: Some stalkers are too mentally deranged or obsessed to fear a prison term. There is danger, however small, of abuse of the law, particularly in marital disputes. Most importantly, both police and society need better education about stalking, especially about its often sexist underpinnings. (The majority of stalking victims are women terrorized by former husbands or lovers.)

But the laws are a start, carrying with them felony penalties of up to ten years in prison for those who would attempt to control or possess others through intimidation and terror.

- 55.** Which of the following statements best expresses the main idea of the passage?
- a.** More education is needed about sexism, as it is the most important element in the crime of stalking.
 - b.** Stalking is thought of as a new kind of crime, but has probably existed throughout human history.
 - c.** The new anti-stalking legislation is an important weapon against the crime of stalking, though it is not the complete answer.
 - d.** Today almost every state in the United States has an effective, if not perfect, anti-stalking law.
- 56.** Based on the passage, which of the following is likely the most common question asked of police by stalking victims prior to 1990?
- a.** How can I get a restraining order?
 - b.** Does he have to hurt me before you'll arrest him?
 - c.** Why is this person stalking me?
 - d.** Is it legal for me to carry a weapon in my purse?
- 57.** Which of the following is NOT mentioned in the passage as a weakness in the new anti-stalking legislation?
- a.** The laws alone might not deter some stalkers.
 - b.** A person might be wrongly accused of being a stalker.
 - c.** Neither the police nor the public completely understand the crime.
 - d.** Victims do not yet have adequate knowledge about anti-stalking laws.
- 58.** Based on the passage, which of the following is the main reason restraining orders are ineffective in preventing stalking?
- a.** No criminal charges can be leveled against the violator.
 - b.** Until 1990, restraining orders could not be issued against stalkers.
 - c.** Law enforcement officials do not take such orders seriously.
 - d.** Restraining orders apply only to married couples.
- 59.** Based on the information in the passage, which of the following did the murders of Rebecca Schaeffer and the Orange County woman mentioned in the first paragraph have in common?
- a.** Both murders provided impetus for anti-stalking laws.
 - b.** Both victims sought, but could not obtain, legal protection.
 - c.** Both victims were stalked and killed by a husband or lover.
 - d.** Both murders were the result of sexism.
- 60.** Which of the following is NOT a stated or implied motive for stalking?
- a.** to own the victim
 - b.** to rob the victim
 - c.** to terrify the victim
 - d.** to badger the victim

**PART THREE: JUDGMENT AND
PROBLEM SOLVING**

Use good judgment and common sense, as well as the information provided in the question, to answer the following questions.

- 61.** The new governor has decreed that one quarter of all inmates in the state prison system must be released, due to overcrowding. She has directed police officials to release the inmates that have been held the longest. Weston has been in prison longer than Papak, but not as long as Gomez. Rashad has been in prison less time than Weston, but more time than Papak. Which one prisoner should be released?
- Gomez
 - Weston
 - Papak
 - Rashad

Use the following information to answer questions 62–64.

Officers who use pepper spray to disperse a crowd should do the following:

- Warn other officers that pepper spray is about to be deployed.
- Order the crowd to disperse.
- Take a position upwind of the crowd.
- Direct the spray into the crowd while continuing to order them to disperse.
- Provide first aid to anyone who is overcome by the spray.

- 62.** Officers Brady, Dion, and Rodriguez are called to the scene of a large fight in front of Omar's Grill. When they arrive they see around 15 adult males bunched up in the parking lot punching each other. Officer Dion pulls out his canister of pepper spray. What should he do next?
- Order the crowd to stop fighting.
 - Warn the other two officers that he's about to spray the crowd.
 - Warn the crowd that he has pepper spray.
 - Stand downwind of the crowd before spraying.
- 63.** Officers Perez and Navarro arrive at City Hall to find a mob rocking Mayor Dickson's car back and forth in the street. Officer Navarro shouts to Officer Perez that he is going to use his pepper spray. What should he do next?
- Stand downwind of the crowd.
 - Shout to the crowd to disperse.
 - Warn the crowd that pepper spray is about to be deployed.
 - Stand upwind of the crowd before using the spray.
- 64.** A large crowd has formed at city council chambers to protest a new city ordinance against sleeping in public. The crowd is angry and has begun to throw rocks at the building. Officers Jensen and Morin arrive, followed by Officer Jacobs, who is shouting for them to look out because he is about to spray. He orders the crowd to disperse. What should he do next?
- Stand downwind of the other two officers.
 - Warn the crowd he is about the spray.
 - Position himself upwind of the crowd.
 - Spray the crowd.

- 65.** Officer Yang has noticed an increase in gang graffiti in his area. Store owners are complaining about the damage and have asked him to keep a closer eye out for this problem. Which situation below should Officer Yang investigate?
- Two teenagers are leaning against a park wall completely covered with gang-related graffiti.
 - Four teenagers are leaning against the clean white wall of a neighborhood grocery store. One teenager has a spray paint can hanging out of the rear pocket of his pants.
 - Three teenagers are riding bicycles in a grocery store parking lot late at night.
 - Six teenagers are walking along the sidewalk bouncing a basketball and yelling at passing cars while making gang signs with their hands.
- 66.** Burrows County has a higher crime rate than Kirk County. Kirk County has a higher crime rate than Madison County, but lower than Rogers County. Which county has the lowest crime rate?
- Burrows County
 - Kirk County
 - Madison County
 - Rogers County
- 67.** Merchants in the South Oaks Shopping Mall are upset by a recent rash of purse-snatchings in their parking lot. Officer Crandall is closely patrolling the mall area, including the vacant lot behind the stores. Which situation below would Officer Crandall most likely investigate?
- a car horn honking continuously in the mall parking lot
 - a car in the mall parking lot with four flat tires and a broken windshield
 - a woman's voice raised in anger in the mall parking lot
 - a man running through the vacant lot with a bulky object under his sweatshirt
- 68.** Taylor, Hudson, Xavier, and Muller are on the security detail for the governor's visit. Taylor is in front of the stage, Hudson is behind the stage, Xavier is near the exit door and Muller is at the back of the auditorium. If Hudson switches places with Xavier and Xavier then switches places with Muller, where is Muller?
- near the exit
 - in front of the stage
 - at the back of the auditorium
 - behind the stage
- 69.** Drug addicts often try to pass fake prescriptions at pharmacies in order to get drugs illegally. Which situation below would lead an officer to investigate a possible forgery at the City Drugstore?
- a prescription written on a piece of notebook paper
 - a written prescription covered with coffee stains
 - a prescription called in by a doctor
 - a prescription for pain killers with a date showing it was written the day before
- 70.** Abraham has been arrested one more time than Jolson. Kirk has been arrested one less time than Jolson and one more time than Sanchez. Jolson has been arrested seven times. How many times has Sanchez been arrested?
- six times
 - five times
 - four times
 - eight times

71. Officer Rannick is meeting his girlfriend at the mall to go see a movie. He is running late and is afraid she may have left the theater thinking he was not going to show up. As he enters the mall, he sees a man about 10 yards away grab a woman's purse, push her down, and take off running through the mall. What should Officer Rannick do?

- a. Walk away because he is not on duty.
- b. Have a store manager call mall security and then hurry on his way.
- c. Chase the suspect.
- d. Find mall security himself.

Use the following information to answer questions 72–74.

To pick up a motorcycle without help after it has fallen, motorcycle officers should do the following:

- 1. Turn the ignition switch to off.
- 2. Place both hands on the handle bars.
- 3. Position the motorcycle so that both tires are touching the ground.
- 4. Rock the motorcycle back and forth on the metal engine guards until momentum is built up.
- 5. Stand the bike upright using the momentum from the rocking motion.
- 6. Rest the bike on its kick-stand.

72. Officer Greene has completed a radar assignment in the school zone near West High School. Before he starts his motorcycle, his foot slips on the kick-stand, and the motorcycle falls over onto its left side. Officer Greene sees that both tires are on the ground, so he places both hands on the handle bars. What should the officer do now?

- a. Turn the ignition switch to off.
- b. Rock the bike on its engine guards.
- c. Position the bike so that the tires are touching the ground.
- d. Stand the bike upright.

73. The streets are slick following a brief rain. Officer Woodrow rolls his motorcycle to a stop at a red light. His right foot slips, and he drops the motorcycle onto its right side. He turns the engine off at the ignition switch. What should he do next?

- a. Put the kick-stand down so the bike can rest on it.
- b. Rock the bike on its engine guards to build momentum.
- c. Place both hands on the handle bars.
- d. Position the bike so that both tires are touching the ground.

74. Officer Wilson is on a motorcycle in pursuit of a vehicle that has refused to pull over for him. As the suspect and Officer Wilson reach Anderson Lane, the suspect makes a sharp left turn. Officer Wilson makes the turn too fast, and the motorcycle slides out from under him. He runs to the bike. What should he do next?

- a. Quickly stand the motorcycle upright and continue the pursuit.
- b. Turn off the ignition.
- c. Radio a description of the suspect vehicle, and then rock the bike on the engine guards.
- d. Put the kick-stand down so that the bike will have something to rest on when he stands it up.

- 75.** Upon conviction, Jackson was sentenced to two more years than Williams, but three less than Hobbes. Richards was sentenced to one more year than Hobbes. Williams was sentenced to 12 years. How long was Richards' sentence?
- 18 years
 - 17 years
 - 16 years
 - 19 years
- 76.** Officer Bettis has arrived at the scene of a family disturbance. Two other officers are in the front yard of the residence fighting with family members. Officer Bettis pulls out his departmentally approved nightstick and runs up to help one of the officers. A woman steps up and swings a broken beer bottle at Officer Bettis' head. What should he do next?
- Try to snatch the beer bottle out of her hand and hope he doesn't get cut.
 - Strike her in a departmentally approved target area so she will drop the bottle.
 - Immediately call for more backup.
 - Dodge her blows and continue on to help the officer being attacked.
- 77.** While operating a speed trap on the interstate, Officer Hamin is running the radar in the eastbound lane, and Officer Firth is posted further down that lane to pursue speeders that Officer Hamin identifies. Officer Wong is running the radar in the westbound lane, and Officer Kelly is further down that lane to pursue speeders. If Officer Kelly switches with Officer Wong, who then switches with Officer Hamin, where is Wong now posted?
- running the radar in the westbound lane
 - pursuing speeders in the eastbound lane
 - running the radar in the eastbound lane
 - pursuing speeders in the westbound lane
- 78.** Fred is a business owner downtown who makes it well known that he hates police and thinks they are all corrupt. Fred runs a red light downtown, almost causing a van to hit him, and then pulls over in front of his store, cursing loudly about the other driver's driving skills. Officer Martinez was standing on the corner and watched Fred run the light. What should he do?
- Write Fred a citation for running a red light.
 - Warn Fred not to run red lights and hope this improves Fred's opinion of police.
 - Suggest to Fred that he take defensive driving classes.
 - Look into having someone retime the lights in the downtown area.
- 79.** Extortion is a less serious crime than burglary. Breaking and entering is more serious than extortion, but less serious than assault. Assault is more serious than burglary. Which crime is the most serious?
- burglary
 - breaking and entering
 - assault
 - extortion

Use the following information to answer questions 80–82.

After arresting a suspect, officers should conduct a search for weapons and contraband by doing the following:

1. Make sure the prisoner's hands are handcuffed securely behind his or her back.
2. Check the waistband and area within reach of the prisoner's handcuffed hands.
3. Check the prisoner's cap or hat.
4. Check the neck area and both arms.
5. Check the prisoner's front pockets.

6. Check the inseam of the pants and crotch area.
 7. Check the legs and ankles.
 8. Check the prisoner's shoes.
- 80.** Officer Linder arrests a man wearing a baseball cap, a t-shirt, blue jeans, and lace-up work boots. She checks to make sure the handcuffs are secure. She notices a bulge in his cap. What should Officer Linder do next?
- a. Check his front pockets.
 - b. Check the cap for weapons.
 - c. Check the prisoner's waistband.
 - d. Check the area near his neck.
- 81.** Officer Petrochowsky arrests a man for public intoxication. The man is wearing a cowboy hat, a long-sleeved shirt, dress slacks, and cowboy boots. The officer checks the prisoner's handcuffs and checks to make sure the waistband and back pocket area are clear of weapons. Suddenly, the prisoner sits down on the curb and refuses to stand up. Two other officers help get the prisoner to his feet. What should Officer Petrochowsky do next?
- a. Check the prisoner's cowboy hat.
 - b. Check the prisoner's boots.
 - c. Check the prisoner's waistband and back pocket area.
 - d. Take the prisoner straight to jail before he tries to sit back down.
- 82.** Officer Chastaine has a woman under arrest for possession of cocaine. She is wearing a scarf, a long dress, hose, and high heels. He checks to make sure the handcuffs are secure on the woman. What should he do next?
- a. Check the suspect's scarf.
 - b. Check the waistline of the suspect's dress and any pockets near her hands.
 - c. Check the suspect's neck area.
 - d. Check the suspect's shoes, which are partially hidden by her skirt.
- 83.** The owner of the Sun Times Chevrolet dealership tells Officer Chervenack that someone is stealing running boards and other parts from the vans he has parked in the south lot some time after 10:30 P.M. Officer Chervenack decides to patrol the area carefully. Which of the following situations should she investigate?
- a. After midnight, an Hispanic male in his early twenties is walking up and down rows of new pickups parked near the edge of the dealership.
 - b. After midnight, a panel truck pulls out of the vacant lot next to the dealership near where the vans are lined up.
 - c. After midnight, two youths in baggy pants and t-shirts are roller-blading around the new cars on the Sun Times lot.
 - d. After midnight, a station wagon drives into the lot and stops near the door to the main show room. A man gets out and unloads a mop, a bucket, and a broom.
- 84.** Officer Phelps has been on the force two years longer than Officer Smith and three years less than Officer London. Officer London has been on the force nine years. How long has Officer Smith been on the force?
- a. five years
 - b. six years
 - c. three years
 - d. four years

- 85.** Winslow Elementary School is having a criminal mischief problem. Windows are being broken out at the school between 7:00 P.M. and 6:00 A.M. Officer Link has talked to the school principal and is keeping a closer eye on the school. Which of the following situations should he investigate?
- At 1:00 A.M. Officer Link watches a man carrying a grocery sack cut through the school yard and come out on the other side of the school grounds. The officer can see a loaf of bread protruding out of the sack.
 - At 11:00 P.M. a car pulls up in the school parking lot. Officer Link sees the driver turn on the cabin light and unfold a map.
 - Around 11:30 P.M. Officer Link passes the school and sees two figures come out from behind one of the classroom buildings. They stop when they see him and then start walking, each in a different direction.
 - At 9:00 P.M. several teenagers skateboard into the parking lot, set up a small wooden ramp, and practice skateboarding tricks.
- 86.** In the K-9 Corps, Officer Thomas is partnered with Ranger, Officer Cain is partnered with Scout, Officer Stern is partnered with Laddie, and Officer Walker is partnered with Astro. If Officer Thomas switches partners with Officer Stern and Officer Stern then switches with Officer Cain, who is Officer Stern's new partner?
- Ranger
 - Scout
 - Laddie
 - Astro
- 87.** Officers aren't always required to make a custody arrest that very moment even though the law has been broken. A warrant can always be issued at a later date for the suspect if the person can be identified. Which of the following situations best illustrates this point?
- Jeremy is well-known in his community for his appearance at political demonstrations. Police are called to the scene of a massive riot where Jeremy has incited over 100 college students to throw rocks and attack the outnumbered police force.
 - Melody is walking along the street when a man jumps out from the shadows, grabs her purse, and takes off running. Officer Bentley catches him one block later.
 - Antonio tells Officer Di Angelo that his cousin has been threatening to come burn his house down. While Antonio is telling this story, a gasoline can comes crashing through the living room window.
 - Rachel walks up to Officer Xavier dragging a teenager by the jacket. She tells the officer that she caught the young man putting his hand into her coat pocket when she was waiting at the bus stop.
- 88.** Four people saw Ramirez snatch a woman's purse. Which description of Ramirez is probably right?
- He wore blue pants and an orange sweatshirt.
 - He wore blue pants and a red sweatshirt.
 - He wore black pants and an orange sweatshirt.
 - He wore blue pants and an orange jacket.

Use the following information to answer questions 89–91.

Police officers are required to give out physical descriptions of suspects over police radios for other officers to assist in locating the person. A description should be given out in the following order:

1. race and sex
 2. weapons the suspect may be carrying
 3. approximate height and weight
 4. color and length of hair
 5. baseball cap or other headgear
 6. coat, jacket, or shirt
 7. long or short pants
 8. footwear
- 89.** Officer Lundy was on patrol when he saw a man on a sidewalk waving wildly at him. The man told him he'd been robbed about one block away by a white male carrying a lock-blade knife. The suspect has on white tennis shoes, olive drab fatigue pants, a black turtle-neck, and a black baseball cap. He's about 6 feet tall and weighs about 180 pounds. What is the first thing Officer Lundy should put out over the radio when he begins describing the suspect?
- a. a description of the suspect's knife
 - b. a description of the suspect's race and sex
 - c. a description of the suspect's pants
 - d. a description of the suspect's speaking voice

- 90.** While investigating a possible burglary in progress, Officer Risher sees the burglar dart out the back door of the house and run through the backyard. Other officers are en route to help. He picks up his radio to put out a description of the suspect. He couldn't tell the race or sex of the suspect, but guessed the height to be 5'8" and the weight about 140 pounds. He also couldn't tell if the suspect carried a weapon. He did see black pants, white high-top tennis shoes, a dark windbreaker, and a red baseball cap. What is the first thing Officer Risher should put out on the radio when he begins to give the description?
- a. a description of the suspect's race and sex
 - b. a description of the suspect's pants
 - c. a description of the suspect's shoes
 - d. a description of the suspect's height and weight
- 91.** Officer Scott is taking a report of a purse-snatching at the mall. The victim says the thief was 5'10" tall, weighed about 160 pounds, had short red hair, and was wearing a New York Yankees baseball cap with gray warm-up pants and a gray sweatshirt. He was wearing black jogging shoes, was a white male, and appeared to be without weapons. Officer Scott begins his description with the race and sex of the suspect, but is interrupted by the victim. When he resumes his description, Officer Scott should begin with the
- a. suspect's footwear.
 - b. suspect's headgear.
 - c. suspect's height and weight.
 - d. suspect's weapon.

- 92.** Officer Mattox is listening to Claude, an angry citizen. Claude is furious with Officer Mattox because he feels that he doesn't deserve a ticket for running a stop sign. At what point should the officer consider physically arresting Claude?
- Claude is seated in his automobile shouting, "Why aren't you out catching real crooks?" while the officer opens his ticket book.
 - Claude is standing beside his car on the sidewalk holding his arms out, with palms up, at passing cars while the officer writes the ticket.
 - Claude points his pen at Officer Mattox and says, "I want your name and badge number because I'm calling your supervisor."
 - Claude pokes his forefinger in Officer Mattox's chest and tells him he doesn't know what he's talking about.
- 93.** During the graduation ceremony at the police academy, Cadet Jurgens is standing immediately to Cadet Shirley's left. Cadet Shirley is immediately to the left of Cadet Davis. Cadet Riley is to the right of Cadet Shirley. There are no other cadets in this row. In what order are the cadets standing?
- Riley, Jurgens, Shirley, Davis
 - Shirley, Davis, Riley, Jurgens
 - Davis, Riley, Jurgens, Shirley
 - Jurgens, Shirley, Davis, Riley
- 94.** Officer O'Brien is dispatched to the Blue Moon Art Gallery to pick up a shoplifter. When she arrives, she talks to Jeffrey, the store security guard, who tells her that he watched a man pick up a five-inch-long statue, stuff it in his coat pocket, and walk out the front door of the shop. He chased the man down and brought him back to the store. Jeffrey takes Officer O'Brien into the back room where he gives her a photograph of the statue for her to turn in as evidence. Officer O'Brien searches the prisoner for weapons and then places him in the patrol car, seat belting him in securely. They drive straight to the jail where O'Brien books the suspect for shoplifting. Officer O'Brien's actions were
- proper, because the incident was obviously a shoplifting.
 - improper, because she did not take the statue itself in as evidence.
 - proper, because the security guard watched the man carefully before accusing him of anything.
 - improper, because she did not have the guard fill out a witness statement or complaint form.

Use the following information to answer question 94.

When an officer goes to a business to pick up a shoplifter who is already in the custody of private security guards, the officer should take the following steps in the order listed:

- Check with store security personnel to verify that the circumstances fit the criteria for shoplifting.

- Have store personnel fill out witness statements and a complaint form for shoplifting.
- Take a photograph of the evidence and return the evidence to the store.
- Search the suspect for weapons or contraband.
- Place the suspect in the patrol car, and seat belt him or her securely.
- Transport the suspect directly to jail.

- 95.** The police department is staking out a warehouse. Officer Walters is stationed north of Officer Smits. Officer Foster is stationed north of Officer Walters. Officer Balboa is stationed south of Officer Foster. Given these facts, which of the following statements is definitely true?
- Officer Walters is the farthest north of all the officers.
 - Officer Balboa is the farthest south of all the officers.
 - Officer Smits is stationed south of Officer Foster.
 - Officer Balboa is stationed south of Officer Walters.

Use the following information to answer question 96.

In many smaller police departments, the first officer to arrive at the scene of a homicide is often the same officer who will be responsible for taking photographs to preserve the scene. That officer should take the following steps in the order listed:

- Make sure the crime scene is secure and assign another officer to be responsible for who comes in and out of the area.
- Leave the crime scene as it is, not moving any objects or specific items of evidence until photos can be taken of the scene as it first appears to the officer.
- Take a picture of the overall crime scene area, then take a more specific photo of the area where the body is, and then take photos of specific pieces of evidence.
- After the first set of photographs is taken, shoot another set and put in an object such as a ruler that will give whoever looks at the pictures a sense of perspective.
- Place the film in a container and write on the container the case number, the photographer's

name and employee number, the date, and the location where the photographs were taken.

- Take the film to the department photo lab to be developed.
- 96.** Officer Scales received a call at 8:00 A.M. of a headless body found in a dumpster in an alley behind 4501 West Thompson Street. He arrives on scene and secures the area by having everyone step away from the dumpster and by assigning backup Officer Angel to keep onlookers away from the scene. He reaches inside the dumpster and moves a cardboard box so that he can see the body better. He steps back, takes an overall shot of the scene, then moves in closer and takes specific shots of the body and then of all items that appear to be potential evidence. He takes a second set of photographs of the scene using a ruler for a marker. He then places the film in an evidence container and writes his case number, name and employee number, the date, and the location of where the photos were taken. He takes the film to the department photo lab. Based on the information in the passage, Officer Scales actions were
- improper, because he needed a flash unit given that the inside of the dumpster is dark.
 - improper, because he didn't witness the development of the film himself to protect the chain of evidence.
 - improper, because he moved the cardboard box before taking photographs of the scene as it first appeared.
 - proper, because he fulfilled all the duties as outlined in the procedures.

- 97.** The police department files information on crimes by date committed. Baker robbed a bank before Mitchell assaulted a police officer, but after Nelson stole a car. Edgar burgled a warehouse before Nelson committed his crime. In what order do these files appear at the police department?
- Nelson, Baker, Mitchell, Edgar
 - Edgar, Nelson, Baker, Mitchell
 - Baker, Mitchell, Edgar, Nelson
 - Edgar, Mitchell, Nelson, Baker

Use the following information to answer question 98.

When called upon to work a collision scene, the police officer should do the following:

- Have all drivers move all vehicles not in need of a tow truck out of the roadway.
- Position the patrol car behind disabled vehicles to keep other traffic from becoming involved.
- Turn on emergency lights so other traffic is warned of the problem.
- Call tow trucks if needed.
- Put on a reflective traffic vest if traffic direction becomes necessary.
- Have the drivers, passengers, and witnesses step out of the roadway.
- Collect information from drivers, passengers, and witnesses.

- 98.** Officer Gofort has been dispatched to a four-car collision at Maple and Walnut. When he arrives, he notices that all four cars are in the same lane of traffic and have apparently run into the back of each other. What is the first thing he should do?
- Call for four tow trucks to be en route to his location.
 - Have the drivers move all driveable cars into a nearby parking lot.
 - Put on his reflective vest.
 - Collect information from all drivers, passengers, and witnesses.
- 99.** Officer Littmar is driving by a mall when he is flagged down by four men at a bus stop. They tell him that they just watched a man jump out of a yellow taxi cab and force a woman at gunpoint to get inside the cab with him. They drove away northbound on Exeter Street. All four witnesses say they saw the number painted on the side of the cab and give Officer Littmar the numbers. Which of the numbers below is most likely to be the true numbers painted on the side of the taxi?
- 9266
 - 9336
 - 9268
 - 8266

100. Officer Manley is called to the scene of a theft of auto parts at Lucky Lube Auto Parts. The store manager, Alfonso, tells the officer that while he was waiting on another customer, a woman came inside the store, picked up a pen-shaped tire gauge, and ran out of the store without paying. He shouted at her to stop, but she kept running. Alfonso says he thinks this is the same woman who has been shoplifting up and down the strip mall for the past two weeks. Alfonso describes the woman as white, 5'2", 105 pounds, with light brown hair touching the tops of her shoulders, dark navy-blue wire rimmed glasses, and a pale blue dress. Officer Manley looks at four other reports to see if the same woman fits as a suspect in the other four thefts.

Suspect in Theft #1: Female, white, 5'2", 105 lbs, shoulder-length brownish hair, glasses, white sandals, stained pale-colored dress.

Suspect in Theft #2: Female, white, 5'3", 110 lbs, with shoulder-length brown hair and wire-rimmed glasses, wearing a green dress.

Suspect in Theft #3: Female, white, 5'5", 125 lbs, dyed light blond hair, blue dress, bare feet.

Suspect in Theft #4: Female, white, 5'2", 112 lbs, light hair worn slightly below the shoulder, thin-framed metal glasses, light colored sandals, black dress.

In which of the above thefts is Alfonso's suspect the most likely culprit?

- a. 2, 3, 4
- b. 1, 2, 4
- c. 1, 2, 3
- d. 1, 3, 4

ANSWER KEY

PART ONE: MEMORIZATION AND VISUALIZATION

1. d. Refer to the Charges section on Gibbons.
2. b. Refer to the Description section on Smith.
3. a. Refer to the drawing of Smith.
4. c. Refer to the Aliases section on Serna.
5. b. Refer to the Remarks section on Hassid.
6. c. Refer to the Charges section on Bunn.
7. a. Refer to the drawing of Gibbons.
8. d. Refer to the Identifying Scars or Marks section on Serna.
9. d. Refer to the Remarks section on Bunn.
10. c. Refer to the drawing of Hassid, as well as to the Identifying Scars or Marks section.
11. b. Refer to the Remarks section on Smith.
12. d. Refer to the drawing of Serna.
13. d. Refer to the Caution section on both Gibbons and Hassid.
14. c. Refer to the Remarks section on Serna.
15. b. Refer to the Description section of Gibbons and Hassid.
16. d. Refer to the Description section of Hassid and Serna.
17. a. The Description section on Smith notes that he is six feet tall; thus, he is taller than any of the other persons depicted on the posters.
18. c. Refer to the Caution section on Hassid.
19. a. Refer to the Description sections for all persons depicted on the posters.
20. c. Both Serna and Hassid are clean-shaven. It is important not to miss the part of this question that asks you which statement is *false*.
21. a. See guideline 1, the fourth sentence.
22. d. See guideline 6, the sixth sentence.
23. d. See the second sentence of guideline 5.
24. b. See guideline 3.
25. d. See the first sentence of guideline 2.
26. a. See guideline 4, the fourth sentence.

27. d. See guideline 3, the fourth sentence.
28. a. See the first paragraph of the passage.
29. b. See the fourth sentence of guideline 5.
30. d. See guideline 2, the sixth sentence.

PART TWO: READING SKILL

31. d. The passage states that Mr. Pickens thought Mr. Morrow's companions *should be arrested*. Mr. Morrow himself is unconscious. Mr. Evans and Mr. Roland would probably be afraid of being blamed for Mr. Morrow's condition.
32. d. Mr. Morrow allegedly *chugged* a pint of whiskey in 15 minutes and is comatose.
33. a. The passage says that Mr. Morrow's friends' actions were *playful*.
34. a. According to Mr. Pickens, Mr. Morrow began to *chug* the whiskey at 12:10 and did so in about 15 minutes.
35. c. This is the quickest way around the Ford Hotel and then to Cleveland Avenue. Choice **a** is not correct because it requires the officers to go the wrong way on Jones, a one-way street. Choice **b** would require the officers to drive through the Ford Hotel. Choice **d** has too many turns to be the most direct.
36. b. This choice is correct because it is the quickest and most direct route. Choice **a** has too many turns and takes the officers the wrong way on Adams Avenue. Lincoln Street is a one-way street going north, so choice **c** is wrong. Choice **d** takes the officers several blocks out of their way and so is not the most direct.
37. c. A right turn onto Glade Road turns Officer Tananga west. The left onto Taft Road turns him south; the right onto Pine Avenue turns him west, the right onto Cleveland Avenue turns him back north, and the right onto Wilshire Avenue turns him east.

- 38. d.** This idea is stated in the second sentence and discussed throughout the passage.
- 39. b.** Proof of guilt is the whole point of gathering evidence, but this is never referred to in the passage.
- 40. c.** This is stated in the third sentence. Choice **a** is incorrect because, while rules of evidence protect the accused, that is not the reason the passage gives that an officer must know them.
- 41. a.** The *pragmatic* (or practical) intent the author refers to in the second sentence is the purpose of shaping police procedure before arrest.
- 42. a.** The other routes are impossible or illegal.
- 43. c.** Brown Street and Park Street are the two streets that run north and south of the park.
- 44. a.** The other routes are impossible or illegal.
- 45. b.** The other routes are impossible (choices **c** and **d**) or circuitous (choice **a**).
- 46. d.** Choice **a** takes you the wrong way on Maple Street. Choice **b** starts from the fire house, not the police station. Choice **c** will not get you to the entrance of the gas station.
- 47. c.** The second sentence clearly implies that Mr. Larkin, the victim, reported the crime.
- 48. d.** The passage gives Ms. Romero's address as 210 Hawkins Drive, Apartment 3112.
- 49. a.** The third sentence from the end states that Mr. Larkin, the victim, is the one who could not produce receipts for the stolen merchandise.
- 50. d.** Clearly Mr. Cole, the suspect, may have stolen merchandise. However, since the serial numbers have been filed off the CD player and there is no way of knowing when this occurred, it is possible that it was stolen property when both Ms. Franklin, the neighbor, and Mr. Larkin, the victim, were in possession of it. The officers cannot know whether Ms. Franklin did indeed have possession of the merchandise and where it came from without further investigation.
- 51. d.** The burglary took place while Mr. Larkin was at work from 10:00 P.M. to 8:15 A.M.
- 52. a.** This the most direct route to the Hillary Mansion, requiring the fewest changes in direction. Choice **b** requires the officer to drive through the Rossmore Hospital. Choice **c** takes the officer the wrong way up West Broadway. Choice **d** takes the officer the wrong way on North Avenue.
- 53. c.** This route requires the fewest number of turns. Choice **a** is wrong because Martin Road is a one-way street. Choice **b** requires a number of turns and goes the wrong way on Arthur Way. Choice **d** requires the officer to drive through the South Avenue Library.
- 54. a.** A right turn onto Broadway turns Officer Berger north. The left turn onto Arthur Way turns her back west, the left turn onto West Broadway turns her south, and the left turn onto Birch Avenue turns her east.
- 55. c.** See the third and fourth paragraphs of the passage. The other answer choices are mentioned in the passage but are not the central argument.
- 56. b.** See the last sentences of the first paragraph, which discusses the stalking victim's *worst fear*.
- 57. d.** All of the other choices are mentioned in the third paragraph. The victim's knowledge or lack of knowledge about anti-stalking laws is not discussed in the passage.
- 58. a.** As discussed in the first paragraph, a restraining order is a civil remedy that is often not taken seriously by the stalker.
- 59. a.** See the second paragraph. Choices **b** and **c** apply only to the Orange Country woman; choice **d** cannot be shown to apply to either woman.
- 60. b.** All three of the other choices are mentioned in the final paragraph.

PART THREE: JUDGMENT AND PROBLEM SOLVING

- 61. a.** Gomez has been in prison longer than Weston, who has been in longer than Rashad, who has been in longer than Papak.
- 62. b.** According to step 1 in the procedure, the officer should warn the other officers before he takes further action. The officer does want the crowd to stop fighting and will order them to do so, but choice **a** is step 2. Choice **c** is not listed as a step, and choice **d** is not a good answer because the officer will always want to be upwind of pepper spray, not downwind.
- 63. b.** The officer has already taken step 1, having warned his partner that he is about to use the spray. Step 2 is to order the crowd to disperse.
- 64. c.** The next step the officer must take after ordering the crowd to disperse is to position himself upwind of the crowd so that the spray will not come back on him or his partners.
- 65. b.** Seeing a teenager with a spray paint can is the most suspicious of the incidents described since Officer Yang is looking for graffiti artists. Spray paint is not an item most people carry around with them and is suspicious given the circumstances.
- 66. c.** From highest to lowest, the county crime rates are either Burrows or Rogers in first place, followed by Kirk and then by Madison, which has the lowest rate.
- 67. d.** Seeing a man running through the vacant lot with a bulky item under his shirt should make the officer suspicious. A purse snatcher would very likely choose to run through the vacant lot to get away from the area and would very likely want to hide an object as obvious as a woman's purse from view. Choice **a** is not particularly suspicious given that most car alarms activate the car horn, and car alarms frequently go off in parking lots. In choice **b**, a car with flat tires and a broken windshield may indicate criminal mischief, but it isn't necessarily linked to the purse-snatchings. In choice **c**, a woman's voice raised in anger would be a plausible thing to hear following a purse snatching, but it's not nearly as suspicious as the situation in choice **d**.
- 68. d.** After all the switches are made, Muller is behind the stage, Hudson is near the exit, Xavier is at the back of the auditorium, and Taylor is still in front of the stage.
- 69. a.** Prescriptions are usually written on standardized prescription pads recognized by pharmacists. A prescription written on any other kind of paper would be suspect. In choice **b**, the doctor or the patient could be responsible for the coffee stains. It has no apparent bearing on the validity of the prescription. Choice **c** is incorrect because doctors frequently phone in prescriptions. In choice **d**, it may be odd that the patient is just now getting around to filling a prescription for pain killers, but the fact that it took a day to do so does not necessarily suggest forgery.
- 70. b.** Sanchez has been arrested five times. Jolson has been arrested seven times, and Kirk has been arrested one less time (six). Sanchez has been arrested one less time than Kirk.
- 71. c.** Officer Rannick is obligated to fulfill his duties as a police officer. He cannot allow a crime to occur in his presence.
- 72. b.** The ignition is off because the bike has not been started. The officer has placed both hands on the handle bars and has seen that both tires are already positioned on the ground. Thus, the next thing he should do is to perform step 4 in the procedure, rock the bike on its engine guards.
- 73. c.** The officer should place both hands on the handle bars after he has turned off the ignition. The other choices are correct steps but are out of order for this scenario.
- 74. b.** The first step is always to turn the engine off. In the heat of the moment it may seem reasonable

to do what is listed in the other choices, but this would not be correct according to the procedures list.

- 75. a.** Richards' sentence was 18 years. Williams was sentenced to 12 years, Jackson was sentenced to two more (14) and Hobbes to three more than Jackson (17). Richards was sentenced to one more than Hobbes.
- 76. b.** Police officers are required to subdue combative suspects as quickly and safely as possible. If Officer Bettis is in a situation where the nightstick is an approved weapon and he or other officers are in physical danger, he should use his nightstick. The situation does not change because the attacker is female. No other option is safe or feasible.
- 77. c.** After all the switches were made, Officer Wong was running the radar in the eastbound lane. Officer Firth was pursuing speeders in the eastbound lane, Officer Kelly was running the radar in the westbound lane, and Officer Hamin was pursuing speeders in the westbound lane.
- 78. a.** Fred's opinion of police has nothing to do with the situation. Officer Martinez should write the ticket because the situation was dangerous, and that is what he would do under normal circumstances. A warning is not appropriate since a collision was narrowly averted.
- 79. c.** Assault is the most serious crime, followed, in descending order, by burglary, breaking and entering, and extortion.
- 80. c.** The officer has already performed step 1 by making sure the handcuffs are secure. Checking the suspect's waistband and back pocket area is step 2, which she should perform next. She should not be distracted by the bulge in the cap, so choice **b** is not correct.
- 81. a.** The officer should check the arrestee's hat because that is the next step after checking the waistband and back pocket area. The officer should not be distracted from the proper procedures because the intoxicated man is being difficult to control. The other officers are there to assist, and he should be able to safely conduct his search.
- 82. b.** The officer should check the waistband area and the area near the arrestee's hands, because that is the next step on the list of procedures. That the arrestee is a woman and is wearing a dress should not distract the officer from following procedure. Dresses have pockets and waistbands.
- 83. b.** A panel truck pulling out of a vacant lot near a car dealership that has suffered a rash of theft of auto parts is suspicious. The truck would be able to hold plenty of auto parts. The two rollerbladers in choice **c** aren't likely to be able to carry off a new running board without attracting attention. The Hispanic male in his early twenties in choice **a** appears to be doing what a lot of people do late at night, which is look at new cars without having to worry about sales personnel. It is not unusual for cleanup crews to arrive late at night after everyone has gone, as in choice **d**.
- 84. d.** Officer Smith has been on the force four years. Officer London has been on the force nine years, Officer Phelps has been on the force three less years (six), and Officer Smith has been on two less than Phelps (four).
- 85. c.** The odd behavior and the location of the two figures should cause the officer to investigate, given the problems the school has been having.
- 86. b.** After all the switches were made, Officer Stern's partner was Scout. Officer Thomas' partner was Laddie, Officer Cain's was Ranger, and Officer Walker's was Astro.
- 87. a.** Outnumbered officers attempting to control a hostile crowd may not be able to arrest the instigator safely; however, according to the situation they will likely be able to find him later, since they are aware of his identity. In the other situations, custody arrests are appropriate and more easily accomplished. Although in choice **c** it seems

apparent that Antonio knows his cousin's identity, and therefore a warrant could be issued at a later date, the violence of the situation makes immediate action necessary.

- 88. a.** Blue pants, sweatshirt, and the color orange are the elements repeated most often by the eye-witnesses and are therefore most likely correct.
- 89. b.** The first step is to give the race and sex of the suspect. In this case, the victim has provided that information.
- 90. d.** The officer can't give information he doesn't have. The first step he will be able to follow is to give the height and weight description.
- 91. c.** The next information the officer can give out is a height and weight description. Since no weapon was seen, choice **d** is not possible.
- 92. d.** Claude has just assaulted Officer Mattox by poking him in the chest. This is a safety issue for the officer, and he should not allow contact of this nature. Allowing an angry citizen to vent and release a certain amount of frustration, as in the other options, is appropriate in many situations.
- 93. d.** The order of the cadets is: Jurgens, Shirley, Davis, Riley. Jurgens is on Shirley's immediate left, and Davis is on Shirley's immediate right. Riley is therefore on Davis' immediate right.
- 94. d.** Step 2 says the officer should have asked the security guard to fill out a witness statement and a complaint form.
- 95. c.** Officer Smits is stationed south of Officer Foster. Officer Walters cannot be farthest north, because Foster is north of Walters. Balboa is south of Foster, but may or may not be south of Walters; therefore Balboa may not be farthest south, nor definitely south of Walters.
- 96. c.** Step 2 instructs the officer not to move any objects until photos are taken of them as they first appeared when the officer arrived.
- 97. b.** Edgar burgled a warehouse before Nelson stole a car. Baker robbed a bank after Nelson stole a car; Mitchell assaulted a police officer after Baker robbed a bank and Nelson stole a car. The order is: Edgar, Nelson, Baker, Mitchell.
- 98. b.** The first step in the procedure is to move all driveable vehicles, and that should be Officer Gofort's first move.
- 99. a.** Three of the witnesses agree that the first number is 9. Three agree that the second number is 2. Three witnesses agree that the third number is 6, and three others agree that the fourth number is also 6. Choice **a** is the best choice because it is made up of the numbers that most of the witnesses agree that they saw.
- 100. b.** The suspect described in theft 3 does not match Alfonso's suspect description very closely. The women in 1, 2, and 4 all appear to be the same woman Alfonso saw because of the similarities in height, weight, hair, and eye-wear.

Scoring

When you compare your scores from the exam you just took to Police Officer Exam 2, you should see improvement. Once again, it's important that you use this exam as a means of figuring out where your strengths and weaknesses lie. To help you see where your trouble spots are again, break down your scores according to the three sections below:

- Part One: _____ questions right
 Part Two: _____ questions right
 Part Three: _____ questions right

Write down the number of right answers for each section, and then add up all three numbers for your overall score. Each question is worth one point and the total you arrive at after adding all the numbers is also your percentage of questions that you got right on the test. Remember, you need a score of at least 70 to pass, but in order to get near the top of the eligibility list you need a much higher score than that. Every point counts.

If your score wasn't as high as you expected, then analyze the reasons:

- **If you ran out of time before finishing the test**, reread Chapter 3, The LearningExpress Test Preparation System, for tips on timing. Make sure you followed the rules, too. Did you take the full two and a half hours allotted? Did you read the directions and the questions carefully?
- **If your score on Part One was low**, review Chapters 7 and 13. Practice your memory and observation skills as suggested in Chapter 13.
- **If you didn't score as well as you'd like on Part Two**, reread Chapters 7 and 12, perhaps focusing on either Reading Comprehension or Map Reading, depending on which skill gave you the most trouble.
- **If you had trouble with Part Three**, review Chapter 11 and follow the suggestions there for working on your judgment skills in your daily life.

What comes next? If you got a high score on this second practice exam, you might not need to do a lot more preparation. On the other hand, anyone can benefit from a little more study and practice. Use the table on this page to help you decide what to do next, based on your score.

Your Score:	Your Strategy:
69 or below	Consider looking for a private tutor or continuing education class to help you with your reading skills. Look back over Chapters 7, 11, 12, and 13 to see how to handle the questions.
70–89	Continue to study Chapters 7, 11, 12, and 13 and pay close attention to the tips and resources for further improvement. Identify and concentrate on what made you miss the questions you did.
90 or above	Maintain that edge. Keep this book handy and study it right up to the day you take the test.

If, as recommended in The LearningExpress Test Preparation System, you got a copy of the exam announcement and found out what will be on your exam, you may have more work ahead of you. If there are any skills tested on your exam that aren't on the exam you just took, you should spend some time working on those skills as well.

A key element to your success is self-confidence. The more comfortable you are with your ability to perform, the more likely you are to do well on the exam. You know what to expect, you know your strengths and weaknesses, and you can work to turn those weaknesses into strengths before the actual exam. Your preparedness should give you the confidence that you will need to do well on exam day.

C H A P T E R

18



Police Officer Exam 6

CHAPTER SUMMARY

This practice exam is similar in format to the practice exam in Chapter 6. It tests vocabulary, number and letter recall, and your personal background.

The first part of the exam in this chapter includes verbal comprehension and recall questions. You are given 10 minutes to answer 50 vocabulary questions and 9 minutes to answer 100 recall questions. Before you take those two sections, set a timer or stopwatch, so that you can time the sections exactly. Your main task in both of these sections is simply not to get flustered. If you stay calm and focused, you *can* get the right answers to these questions.

The second part of the official exam consists of 185 personal background questions, which you can take as much time as you need to answer. There's not much you can or need to do to prepare for these questions, since they're all about you, your experiences, your attitudes. The practice exam in this chapter includes 20 personal background questions just to help you get familiar with the format.

After the exam is an answer key for the first part of the exam, the verbal and number and letter recall questions. There is no answer key for the second part, the personal background questions, because those questions have no right or wrong answers.

EXAM 6

**PART ONE
VERBAL SECTION**

- 1. (a) (b) (c) (d)
- 2. (a) (b) (c) (d)
- 3. (a) (b) (c) (d)
- 4. (a) (b) (c) (d)
- 5. (a) (b) (c) (d)
- 6. (a) (b) (c) (d)
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- 45. (a) (b) (c) (d)
- 46. (a) (b) (c) (d)
- 47. (a) (b) (c) (d)
- 48. (a) (b) (c) (d)
- 49. (a) (b) (c) (d)
- 50. (a) (b) (c) (d)

NUMBER AND LETTER RECALL SECTION

- 1. (a) (b) (c) (d) (e)
- 2. (a) (b) (c) (d) (e)
- 3. (a) (b) (c) (d) (e)
- 4. (a) (b) (c) (d) (e)
- 5. (a) (b) (c) (d) (e)
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- 70. (a) (b) (c) (d) (e)
- 71. (a) (b) (c) (d) (e)
- 72. (a) (b) (c) (d) (e)
- 73. (a) (b) (c) (d) (e)
- 74. (a) (b) (c) (d) (e)
- 76. (a) (b) (c) (d) (e)

NUMBER AND LETTER RECALL SECTION CONT.

- 76. (a) (b) (c) (d) (e)
- 77. (a) (b) (c) (d) (e)
- 78. (a) (b) (c) (d) (e)
- 79. (a) (b) (c) (d) (e)
- 80. (a) (b) (c) (d) (e)
- 81. (a) (b) (c) (d) (e)
- 82. (a) (b) (c) (d) (e)
- 83. (a) (b) (c) (d) (e)
- 84. (a) (b) (c) (d) (e)

- 85. (a) (b) (c) (d) (e)
- 86. (a) (b) (c) (d) (e)
- 87. (a) (b) (c) (d) (e)
- 88. (a) (b) (c) (d) (e)
- 89. (a) (b) (c) (d) (e)
- 90. (a) (b) (c) (d) (e)
- 91. (a) (b) (c) (d) (e)
- 92. (a) (b) (c) (d) (e)
- 93. (a) (b) (c) (d) (e)

- 94. (a) (b) (c) (d) (e)
- 95. (a) (b) (c) (d) (e)
- 96. (a) (b) (c) (d) (e)
- 97. (a) (b) (c) (d) (e)
- 98. (a) (b) (c) (d) (e)
- 99. (a) (b) (c) (d) (e)
- 100. (a) (b) (c) (d) (e)

PART TWO

PERSONAL BACKGROUND SECTION

- 1. (a) (b) (c) (d) (e) (f) (g) (h)
- 2. (a) (b) (c) (d) (e) (f) (g) (h)
- 3. (a) (b) (c) (d) (e) (f) (g) (h)
- 4. (a) (b) (c) (d) (e) (f) (g) (h)
- 5. (a) (b) (c) (d) (e) (f) (g) (h)
- 6. (a) (b) (c) (d) (e) (f) (g) (h)
- 7. (a) (b) (c) (d) (e) (f) (g) (h)

- 8. (a) (b) (c) (d) (e) (f) (g) (h)
- 9. (a) (b) (c) (d) (e) (f) (g) (h)
- 10. (a) (b) (c) (d) (e) (f) (g) (h)
- 11. (a) (b) (c) (d) (e) (f) (g) (h)
- 12. (a) (b) (c) (d) (e) (f) (g) (h)
- 13. (a) (b) (c) (d) (e) (f) (g) (h)
- 14. (a) (b) (c) (d) (e) (f) (g) (h)

- 15. (a) (b) (c) (d) (e) (f) (g) (h)
- 16. (a) (b) (c) (d) (e) (f) (g) (h)
- 17. (a) (b) (c) (d) (e) (f) (g) (h)
- 18. (a) (b) (c) (d) (e) (f) (g) (h)
- 19. (a) (b) (c) (e) (f) (g) (h) (d)
- 20. (a) (b) (c) (d) (e) (f) (g) (h)

POLICE OFFICER EXAM 6

PART ONE

VERBAL SECTION

You have 10 minutes for this section. Choose the correct answer for each question.

1. Which word means the *same* as OUTMODED?
 - a. worthless
 - b. unusable
 - c. obsolete
 - d. unnecessary
2. Which word means the *opposite* of ELOQUENT?
 - a. shabby
 - b. fluent
 - c. inarticulate
 - d. plain
3. Which word means the *opposite* of HYPOTHETICAL?
 - a. uncritical
 - b. actual
 - c. specific
 - d. imaginary
4. Which word means the *opposite* of ENHANCE?
 - a. diminish
 - b. improve
 - c. digress
 - d. deprive
5. Which word means the *same* as VINDICTIVE?
 - a. spiteful
 - b. outrageous
 - c. insulting
 - d. offensive
6. Which word means the *same* as MENIAL?
 - a. lowly
 - b. boring
 - c. unpleasant
 - d. unrewarding
7. Which word means the *opposite* of HINDER?
 - a. disable
 - b. aid
 - c. please
 - d. concur
8. Which word means the *same* as OBSTINATELY?
 - a. repeatedly
 - b. reluctantly
 - c. foolishly
 - d. stubbornly
9. Which word means the *same* as PANACEA?
 - a. cure
 - b. result
 - c. cause
 - d. necessity
10. Which word means the *opposite* of DISTINGUISHED?
 - a. inflamed
 - b. barbaric
 - c. foolish
 - d. inconspicuous

- 11.** Which word means the *same* as GLIB?
a. angry
b. superficial
c. insulting
d. dishonest
- 12.** Which word means the *opposite* of CANDID?
a. sincere
b. passive
c. dishonest
d. shy
- 13.** Which word means the *opposite* of EVIDENT?
a. obvious
b. immaterial
c. concealed
d. illusory
- 14.** Which word means the *same* as NONDESCRIPT?
a. undistinguished
b. lethargic
c. respectable
d. impeccable
- 15.** Which word means the *same* as APATHETIC?
a. enraged
b. indifferent
c. suspicious
d. saddened
- 16.** Which word means the *same* as FORTIFIED?
a. reinforced
b. altered
c. disputed
d. developed
- 17.** Which word means the *opposite* of INDIGENT?
a. cautious
b. forthright
c. wealthy
d. provocative
- 18.** Which word means the *opposite* of MALICE?
a. instinct
b. agitation
c. compassion
d. anger
- 19.** Which word means the *opposite* of MEDIOCRE?
a. forbidden
b. exceptional
c. steadfast
d. average
- 20.** Which word means the *same* as DELEGATE?
a. analyze
b. respect
c. criticize
d. assign
- 21.** Which word means the *same* as AROUSED?
a. informed
b. disappointed
c. provoked
d. deceived
- 22.** Which word means the *opposite* of NOVICE?
a. adversary
b. resident
c. expert
d. follower

- 23.** Which word means the *same* as ARTICULATE?
a. trust
b. refine
c. verify
d. express
- 24.** Which word means the *opposite* of OBSOLETE?
a. contemporary
b. stubborn
c. perceptive
d. ancient
- 25.** Which word means the *opposite* of PROFOUND?
a. mysterious
b. deep
c. rewarding
d. superficial
- 26.** Which word means the *same* as EXPANSIVE?
a. obsolete
b. meager
c. spacious
d. costly
- 27.** Which word means the *same* as DETRIMENTAL?
a. decisive
b. harmful
c. worthless
d. advantageous
- 28.** Which word means the *same* as ACCOUNTABLE?
a. applauded
b. compensated
c. approached
d. responsible
- 29.** Which word means the *opposite* of SENSIBLE?
a. organized
b. irrational
c. humorous
d. bitter
- 30.** Which word means the *opposite* of SKEPTICAL?
a. innovative
b. antagonistic
c. necessary
d. gullible
- 31.** Which word means the *same* as ALLEVIATE?
a. ease
b. tolerate
c. clarify
d. intensify
- 32.** Which word means the *same* as ANIMATED?
a. abbreviated
b. civil
c. secret
d. lively
- 33.** Which word means the *same* as INTERMITTENT?
a. protracted
b. periodic
c. disquieting
d. vehement
- 34.** Which word means the *opposite* of PROMOTE?
a. explicate
b. curtail
c. concede
d. retain

- 35.** Which word means the *opposite* of PRUDENT?
a. rash
b. licentious
c. libertine
d. demonstrative
- 36.** Which word means the *same* as COMPLIANT?
a. skeptical
b. obedient
c. forgetful
d. appreciative
- 37.** Which word means the *opposite* of RETAIN?
a. withhold
b. release
c. succumb
d. incise
- 38.** Which word means the *opposite* of SCANT?
a. invisible
b. meager
c. copious
d. vocal
- 39.** Which word means the *opposite* of STEADFAST?
a. envious
b. fickle
c. improvident
d. sluggish
- 40.** Which word means the *same* as AUGMENT?
a. repeal
b. evaluate
c. expand
d. criticize
- 41.** Which word means the *same* as INDISPENSABLE?
a. determined
b. experienced
c. essential
d. creative
- 42.** Which word means the *opposite* of STRINGENT?
a. obese
b. lax
c. obtuse
d. fluid
- 43.** Which word means the *same* as EXPEDITE?
a. accelerate
b. evaluate
c. reverse
d. justify
- 44.** Which word means the *opposite* of SUBJECTIVE?
a. invective
b. objectionable
c. unbiased
d. obedient
- 45.** Which word means the *opposite* of SUCCINCT?
a. distinct
b. laconic
c. unpersuasive
d. verbose
- 46.** Which word means the *opposite* of TEDIOUS?
a. stimulating
b. alarming
c. intemperate
d. tranquil

- 47.** Which word means the *same* as PLAUSIBLE?
- a. unbelievable
 - b. insufficient
 - c. apologetic
 - d. credible
- 48.** Which word means the *opposite* of UNIFORM?
- a. dissembling
 - b. diverse
 - c. bizarre
 - d. slovenly
- 49.** Which word means the *same* as INFERRED?
- a. intuited
 - b. imagined
 - c. implied
 - d. surmised
- 50.** Which phrase means the *same* as ULTIMATUM?
- a. earnest plea
 - b. formal petition
 - c. solemn promise
 - d. non-negotiable demand

NUMBER AND LETTER RECALL SECTION

In this section, each set of 25 questions is preceded by a KEY, which consists of letter sets and numbers. Each question consists of one of the letter sets followed by numbers. Use the KEY to pick the number that goes with each letter set, and then fill in the appropriate circle on the answer sheet. You have 9 minutes for this section.

KEY 1

ERU	AIK	ZOP	CEX	WXV	QUL	APA	QOX	LKZ
37	64	23	46	78	52	66	22	39
MIP	FOL	RUS	UKO	BOR	GAX	ZIL	KOP	TAK
84	71	56	29	67	92	33	79	76
FEX	WIX	OEP	BOK	ILP	VAP	JOK	VXO	TOK
36	32	51	21	93	77	28	31	48

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>		
1.	ZOP	37	23	64	78	46	14.	ZIL	28	33	84	78	79
2.	UKO	71	52	28	92	29	15.	FOL	23	92	71	56	36
3.	VAP	77	39	76	21	28	16.	WIX	32	36	46	52	67
4.	QUL	31	93	32	52	66	17.	APA	77	29	31	66	36
5.	LKZ	22	51	79	36	39	18.	VXO	84	67	71	92	31
6.	MIP	33	67	84	76	48	19.	WXV	32	79	78	64	23
7.	ILP	93	66	21	64	84	20.	TAK	37	51	39	48	76
8.	BOR	22	67	29	46	92	21.	GAX	92	77	46	21	93
9.	ERU	23	51	37	78	31	22.	JOK	29	56	78	28	39
10.	TOK	79	48	71	32	28	23.	CEX	22	28	64	46	33
11.	RUS	84	29	77	56	76	24.	FEX	84	23	36	32	48
12.	OEP	33	36	93	66	51	25.	BOK	66	21	37	51	67
13.	QOX	22	64	32	39	21							

POLICE OFFICER EXAM 6

KEY 2

FGO	KTA	SDN	CBQ	MZI	HEC	PNY	OXF	RWA
54	30	13	24	95	25	81	70	57
LIY	VQG	XTI	EFJ	UZO	DGM	IZK	BSV	WRM
45	49	66	91	83	59	33	17	98
NIQ	PWL	SNP	ADC	QEH	TMC	GZA	FME	YBJ
27	96	47	53	60	78	69	80	29

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	
26.	TMC	78	13	24	17	69	39.	UZO	49	30	69	83	81
27.	PNY	96	54	45	81	25	40.	RWA	54	57	70	24	29
28.	ADC	80	60	53	95	59	41.	VQG	98	25	91	13	49
29.	NIQ	27	70	24	13	81	42.	IZK	29	33	60	78	83
30.	FGO	59	45	29	30	54	43.	SNP	47	81	96	17	70
31.	BSV	24	59	13	17	98	44.	FME	69	78	13	80	29
32.	XTI	91	66	80	24	98	45.	OXF	70	54	27	59	24
33.	GZA	60	80	53	25	69	46.	LIY	25	91	45	49	54
34.	SDN	59	81	96	13	57	47.	QEH	54	17	53	98	60
35.	WRM	98	45	17	78	80	48.	PWL	60	53	96	44	29
36.	HEC	53	91	25	60	47	49.	MZI	95	47	33	59	83
37.	YBJ	29	78	57	96	66	50.	DGM	13	83	60	59	95
38.	KTA	60	95	53	13	30							

POLICE OFFICER EXAM 6

KEY 3

BIX 27	PIL 36	CER 94	YOP 89	REZ 46	HIL 35	YOX 51	DAC 91	TEP 26
DIX 83	TIR 74	MOX 48	EIK 34	CEN 53	NUK 65	GIP 63	TOR 25	KIK 56
RIX 20	HOX 96	SOV 55	ROZ 32	JIX 44	LIO 86	ZOX 39	ZIM 67	QUP 52

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	
51.	CER	27	46	94	65	74	64.	PIL	39	36	91	52	94
52.	GIP	63	52	89	48	44	65.	QUP	67	52	94	20	34
53.	JIX	32	44	34	91	86	66.	LIO	86	44	46	63	51
54.	YOX	36	83	55	51	20	67.	TOR	48	55	25	52	56
55.	CEN	56	65	53	63	26	68.	TIR	96	99	34	74	27
56.	KIK	34	25	39	65	56	69.	TEP	39	27	89	63	26
57.	ZOX	39	96	67	86	32	70.	HIL	36	94	53	35	51
58.	BIX	63	27	91	63	51	71.	DAC	67	25	20	51	91
59.	ZIM	86	55	27	67	52	72.	RIX	20	32	67	27	26
60.	SOV	36	32	46	83	55	73.	DIX	32	89	56	44	83
61.	YOP	89	94	74	25	51	74.	HOX	94	67	96	27	39
62.	EIK	56	83	34	96	27	75.	REZ	48	46	86	25	63
63.	ROZ	20	65	74	86	32							

POLICE OFFICER EXAM 6

KEY 4

DWN	HIK	JYD	XPR	YSQ	MEC	WGY	IXO	SEI
49	21	58	79	45	74	63	37	18
HJP	RBT	AON	CBX	DYU	ZIS	AEB	LCA	IHU
32	87	90	23	16	73	56	41	64
WMO	TRV	PGL	RMH	CLR	VOF	PYB	WNE	OHK
19	34	89	20	76	26	84	42	55

		<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>			<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
76.	ZIS	79	56	37	84	73	89.	DYU	73	58	20	16	18
77.	PGL	89	23	79	42	56	90.	WNE	49	23	42	34	84
78.	IXO	90	37	63	73	55	91.	AON	87	90	89	20	63
79.	TRV	19	56	32	58	34	92.	MEC	41	34	16	74	89
80.	CLR	79	42	18	76	26	93.	HJP	87	20	37	73	32
81.	PYB	58	84	56	49	64	94.	VOF	79	56	26	84	90
82.	OHK	74	23	55	32	19	95.	IHU	21	64	42	41	73
83.	WGY	63	16	74	20	41	96.	XPR	84	41	79	20	45
84.	CBX	76	87	23	16	32	97.	RMH	23	20	90	76	16
85.	AEB	19	58	49	56	37	98.	JYD	37	58	74	23	55
86.	HIK	64	21	74	90	16	99.	WMO	32	84	64	19	23
87.	LCA	41	76	56	42	20	100.	YSQ	79	18	45	56	87
88.	RBT	45	79	34	55	87							

PART TWO: PERSONAL BACKGROUND SECTION

Answer each question honestly. Mark only one answer unless the question states otherwise. There is no time limit for this section.

1. If I were struggling with a course in school, the *last* thing I would do would be to
 - a. put in extra time on my own.
 - b. seek help from the teacher.
 - c. do extra research in the library.
 - d. request a tutor.
 - e. seek help from family or friends.
 - f. drop the course.
2. At work, I prefer to
 - a. work on one project at a time.
 - b. work on many projects simultaneously.
3. I exercise strenuously
 - a. daily.
 - b. every other day.
 - c. two or three times a week.
 - d. whenever I can fit it into my schedule.
 - e. rarely or never.
4. In school, I learned the *most* from
 - a. lectures by teachers.
 - b. guest lectures.
 - c. field trips.
 - d. visual presentations.
 - e. independent research.
 - f. participation in class discussions.
5. The *main* reason I accepted my most recent position was because it
 - a. offered a challenge.
 - b. provided a good income and benefits.
 - c. offered career advancement.
 - d. gave me a lot of responsibility.
 - e. allowed me to provide for myself and/or my family.
 - f. was conveniently located.
6. I prefer to meet with my supervisor
 - a. daily.
 - b. weekly.
 - c. every other day.
 - d. every other week.
 - e. as often as problems materialize.
 - f. infrequently.
7. I work late
 - a. on a regular basis.
 - b. whenever I need to catch up.
 - c. in order to meet deadlines.
 - d. when asked to do so.
 - e. never.
8. I enjoy myself the most when I spend time
 - a. alone.
 - b. with one or two other people.
 - c. with a group of three or four people.
 - d. in larger groups of people.
9. I prefer tasks that are
 - a. physically demanding.
 - b. mentally demanding.
 - c. both physically and mentally demanding.
 - d. neither physically nor mentally demanding.
10. Of the following hobbies, the ones I engage in at least once a year are (Mark all that apply)
 - a. reading a book.
 - b. watching a movie.
 - c. golfing.
 - d. hunting.
 - e. skiing (water or snow).
 - f. home improvement projects.
 - g. attending cultural events.
 - h. hiking.

- 11.** If I get lost while driving, I am most likely to
- ask for directions.
 - refer to a map.
 - continue driving until I find my way.
- 12.** If my supervisor needs to discipline me at work, I would prefer that my supervisor
- speak with me directly.
 - issue me a memo.
 - show me what I should have done.
 - call the staff together to discuss the problem.
- 13.** I consider an appropriate length of commitment for a new professional position to be
- six months.
 - one year.
 - two years.
 - three years.
 - five years.
 - more than five years.
- 14.** I have shoplifted
- never.
 - once or a few times, when I was young.
 - once or a few times, but only inexpensive items.
 - several times.
- 15.** The *most* important consideration for me when I am deciding whether to take a new position is
- the hours.
 - the pay.
 - the health benefits.
 - the retirement/investment benefits.
 - my coworkers.
 - my supervisor.
 - the work itself.
 - other.
- 16.** The most important thing I have gained from my family is a sense of
- trust.
 - cooperation.
 - responsibility.
 - caring.
 - commitment.
 - self-sufficiency.
 - other.
- 17.** My free time is mostly spent
- alone.
 - with family.
 - with friends.
 - with colleagues from work.
- 18.** My coworkers would describe me as (Mark all that apply)
- motivated.
 - laid-back.
 - professional.
 - driven.
 - intelligent.
 - fearless.
 - focused.
 - flexible.
- 19.** If criticized at work, my *first* reaction is to
- use the criticism to improve my skills.
 - defend myself to the person making the critical comments.
 - consider the criticism irrelevant.
 - get upset with myself.
 - lose focus.
 - sharpen my focus.

- 20.** The *main* reason I enjoy being with my friends is being able to
- a. confide in them.
 - b. have fun times together.
 - c. engage in serious discussions.
 - d. learn from them.
 - e. take my mind off concerns I may have.
 - f. engage in activities I can't do alone.
 - g. some other reason.

ANSWER KEY

VERBAL	34. b	14. b	49. a	84. c
	35. a	15. c	50. d	85. d
1. c	36. b	16. a	51. c	86. b
2. c	37. b	17. d	52. a	87. a
3. b	38. c	18. e	53. b	88. e
4. a	39. b	19. c	54. d	89. d
5. a	40. c	20. e	55. c	90. c
6. a	41. c	21. a	56. e	91. b
7. b	42. b	22. d	57. a	92. d
8. d	43. a	23. d	58. b	93. e
9. a	44. c	24. c	59. d	94. c
10. d	45. d	25. b	60. e	95. b
11. b	46. a	26. a	61. a	96. c
12. c	47. d	27. d	62. c	97. b
13. c	48. b	28. c	63. e	98. b
14. a	49. d	29. a	64. b	99. d
15. b	50. d	30. e	65. b	100. c
16. a		31. d	66. a	
17. c	NUMBER AND	32. b	67. c	
18. c	LETTER	33. e	68. d	
19. b	RECALL	34. d	69. e	
20. d		35. a	70. d	
21. c	1. b	36. c	71. e	
22. c	2. e	37. a	72. a	
23. d	3. a	38. e	73. e	
24. a	4. d	39. d	74. c	
25. d	5. e	40. b	75. b	
26. c	6. c	41. e	76. e	
27. b	7. a	42. b	77. a	
28. d	8. b	43. a	78. b	
29. b	9. c	44. d	79. e	
30. d	10. b	45. a	80. d	
31. a	11. d	46. c	81. b	
32. d	12. e	47. e	82. c	
33. b	13. a	48. c	83. a	

Scoring

The exam score is computed using a formula that subtracts for wrong answers on Part One, the verbal and number and letter recall sections. Scoring on the personal background section is a deep dark secret, so there's no way to estimate how you would score on that section. Here's a method for computing a rough score for Part One.

Verbal Score

First, count the questions you got right. Then, count the number of questions you got wrong and divide by four. Subtract the results of the division from the number you got right for your raw score. Questions you didn't answer don't count either way.

1. Number of questions right: _____
2. Number of questions wrong: _____
3. Divide number 2 by 4: _____
4. Subtract number 3 from number 1: _____

The result of number 4 above is your raw score on the verbal section.

Number and Letter Recall Score

Count the number and letter recall questions you got right. Then, count the number of questions you got wrong and divide by *five*. Subtract the results of the division from the number you got right, and that's your score. Questions you didn't answer don't count.

1. Number of questions right: _____
2. Number of questions wrong: _____
3. Divide number 2 by 5: _____
4. Subtract number 3 from number 1: _____

The result of number 4 above is your raw score on the number and letter recall section.

What the Scores Mean

In general, a score of at least 70% is enough to pass. That would mean a score of at least 35 on the verbal section and 70 on the recall section. The personal background section will also be factored into your final score, but no one can tell just how that section is scored.

Your goal is to score as high as possible on the written exam, since that score in part determines your rank on the eligibility list. You've probably already seen an improvement in your score between the exam in Chapter 6 and this exam. If you want to score even higher, the best place to put your energy is the vocabulary section, since that's the one part of the exam you can really study for. Use the tips in Chapter 9 to help you continue to improve your vocabulary.

As exam day draws near, the biggest thing you can do to continue to improve is to practice your self-confidence. Remember, the key to doing well on this exam, in which timing counts so much, is to *stay calm and focus*.

Practice your self-confidence in front of the mirror every morning. Say to yourself: *I can lick this exam. It's not really that hard. I just have to focus and answer one question at a time. I can find the right answer. I can score well.* Armed with self-confidence, and knowing that you've practiced the kinds of questions on the exam, you can do your best on exam day.

C H A P T E R

19



The Physical Ability Test

CHAPTER SUMMARY

This chapter presents an overview of what to expect on the physical test that is required for future police officers. It also offers specific advice on how to get in shape for this often-demanding exam—and how to stay in shape.

Physical fitness testing, otherwise known as the physical ability or physical agility test, is a staple in the police officer selection process. In an attempt to measure your ability to either successfully perform the duties of a police officer or to complete the training to perform those duties, a department will probably require you to perform a test or series of tests that will physically challenge you. The timing as well as the make-up of the test are dictated to a certain extent by legislation that protects against potentially discriminatory practices. The goal of this chapter is to identify the types of tests you are likely to encounter and to provide you with some instruction—so that you can run, jump, push, and pull your way through the selection test.

Tests to measure your physical ability to be a police officer generally take one of two forms: job task simulation and physical fitness. Physical fitness tests are widely used and favored for their validity and predictability. A battery of tests measure your physiological parameters, such as body composition, aerobic capacity, muscular strength and endurance, and flexibility. Physical fitness tests also hint at your medical status and, perhaps more importantly, they reveal your ability to perform the potentially hundreds of physical tasks required of a police officer.

Job task simulation tests, on the other hand, while they may tax your physiological fitness, are designed for the most part to illustrate your ability in a handful of job areas. Typically these tests also challenge your motor skills: balance, coordination, power, speed, reaction time, and agility.

Getting Organized for the Test

You should receive a notification in the mail regarding the time, date, and location of your physical ability test. Read this notification carefully to see if it details what you should bring with you to the testing site. If it doesn't specify, you may want to call the recruiting office to find out exactly what you will need. Here are some items that you may want or need to bring with you to the testing site:

- photo I. D.
- medical verification or clearance form signed by a medical doctor stating that you are physically able to take the test
- check or money order to pay for an exam fee
- extra sweatpants and sweatshirt
- fruit
- bagels or bread
- sports drink, juice, or water
- change of clothes and towel if locker rooms are available
- gloves, kneepads, or ankle braces (if they are allowed by your testing agency)
- writing paper and two black pens

Physical Fitness Tests

Physical fitness testing typically takes place in a group setting, most often in a gymnasium, field house, or athletic field—remember, these are “field tests.” Plan to wear a warm-up suit or sweatpants along with shorts and a T-shirt so you can shed layers if you get too warm. Also, wear sneakers or rubber soled shoes. The time between events and the duration of the test vary

according to the number of candidates and the number of test events.

Physical fitness test events typically include an *aerobic capacity test*, which measures your cardiorespiratory system's ability to take in and use oxygen to sustain activity. A field test, such as a one and one-half mile run or a 12-minute run, gives an indication of your ability to participate in sustained activities such as walking a patrol, foot pursuits, and subject control and restraint. The most common standards here are “time to complete the distance” and “distance covered in the allotted time.”

Flexibility, the ability to freely use the range of motion available at a given joint in your body, is frequently tested because it impacts upon many movements and activities. Sitting for long periods at a dispatching center or behind the wheel of a patrol car or bending over to lift a handcuffed subject—all will affect or be affected by your flexibility. *Sit and reach tests* to evaluate low back and hamstring flexibility require you to sit with straight legs extended and to reach as far forward as possible. The performance standard for this commonly-used test is to touch or to go beyond your toes.

Another staple of fitness tests is muscular strength and endurance measures. Muscular strength, the ability to generate maximum force, is indicative of your potential in a “use-of-force” encounter, subject control, or other emergency situations. *Bench press* and *leg press tests* to measure upper and lower body strength are commonly used and require you to lift a percentage of your present body weight. A maximum effort is required after a warm-up on the testing machine/apparatus.

Dynamic muscular endurance, on the other hand, is the ability to sustain effort over time. This very common element of fitness tests is related to sitting or standing for long periods of time as well as to the incidence of low back pain and disability. *Sit-up* and *push-up tests* are frequently timed events lasting one to two minutes that involve military push-ups and traditional or hands-across-the-chest sit-ups.

Sample Physical Fitness Exam

Here is an example of an actual physical fitness exam used by a police department to screen potential candidates.

- 1. Sit-ups.** The candidate lays flat on the back, knees bent, heels flat on the floor, fingers interlaced and placed behind the head. The monitor holds the feet down firmly. In the up position, the candidate should touch elbows to knees and return with shoulder blades touching floor. A passing score depends on your age and gender. For example, a female age 21 must do 32 sit-ups in one minute to pass the test.
- 2. Flex.** The candidate removes shoes and places his or her feet squarely against a box with feet no wider than eight inches apart. Toes are pointed directly toward ceiling; knees remain extended throughout the test. With hands placed one on top of the other, the candidate leans forward without lunging or bobbing and reaches as far down the yardstick as possible. The hands must stay together and the stretch must be held for one second. Three attempts are allowed with the best of the three recorded to the nearest $\frac{1}{4}$ inch to determine whether the candidate passed/failed.
- 3. Push-ups.** The hands are placed slightly wider than shoulder width apart, with fingers pointing forward. The monitor places one fist on the floor below the candidate's chest. If a male monitor is testing a female, a 3-inch sponge will be placed under the sternum to substitute for the fist. Starting from the up position (elbows extended), the candidate must keep the back straight at all times and lower the body to the floor until the chest touches the monitor's fist. The candidate then returns to the up position. This is one repetition. The candidate's score will consist of the number of correct repetitions performed without a break (i.e. failing to extend the elbows, one or both knees touching the floor, hitting the floor, remaining on the floor or stopping). A 22-year-old male must do 29 push-ups in one minute to achieve a passing score.
- 4. One and a Half Mile Run.** The 1.5-mile run will be administered on a track. The candidate will be informed of his/her lap time during the test. A 31-year-old female must be able to complete the 1.5-mile run within 15 minutes and 57 seconds to achieve a passing score.

Finally, it is not uncommon to encounter a test that estimates the amount of fat compared to lean tissue or total body weight. *Body composition* is an indication of health risk status, and the results are usually expressed as a percent. Normal ranges for healthy young adults are 18–24% for females and 12–18% for males. A skinfold technique that measures the thickness of the skin and subcutaneous fat at sex-specific sites is the most common field test to estimate overall percentage of body fat.

Job Task Simulation Tests

Job task simulation tests use a small sample of actual or simulated job tasks to evaluate your ability to do the job of a police officer. This type of test is used because of its realistic relationship to the job and police officer

training and because of its defensibility as a fair measure of a candidate's physical abilities.

Because courts of law have found it unreasonable to evaluate skills that require prior training, general job-related skills are tested at the applicant level. It's unlikely that you will be required to demonstrate competency with a firearm, for example. But climbing through a window, over barriers, and up stairs and use-of-force situations, such as a takedown or simulated application of handcuffs, are common tasks.

Simulation tests are often presented as obstacle courses, with the events performed one after another and linked by laps around the gymnasium or athletic field. Frequently, the requirement is to successfully complete the course or each event in a given amount of time. The test may be given on an individual or small

Important

Regardless of the type of physical test you take, you need to be reasonably fit to successfully complete the test. Because the selection process, the police academy training, and the lifestyle of police officers are all stressful, it is essential to achieve fitness early and to maintain it for the duration of your career as a police officer.

group basis. Candidates performing a job task simulation test may be walked or talked through the first run or allowed to practice certain events prior to actual testing.

A job task simulation test is typically held during one of two periods, subject to labor and anti-discrimination legislation. Testing can legally occur at the very beginning of the process, alone or in combination with a written test, to establish an applicant's rank. Or it can take place after a written test but before a conditional offer of employment. In some cases, it may also occur following a conditional offer of employment. If this is the case you can reasonably expect a medical examination prior to participating in the test, which may also serve as an academy selection test. Due to the variability in the timing of the test, it is advisable to ask about physical standards as early in the selection process as possible.

Beginning an Exercise Program

In preparing for the physical ability test, you must plan ahead, taking into account both the timing and the content of the test. The short-term objective, of course, is to pass the test. But your greater goal is to integrate fitness into your lifestyle so that you can withstand the rigors of the career you want in law enforcement.

The first order of business is to determine the type of physical ability test you'll have to complete. What you have to accomplish on the test naturally will guide your exercise program. You can tailor your training to simulate the test and to train for the test events. Even if you're facing a job simulation task test, you may want to include physical fitness test events, such as push-ups and sit-ups, in your training regimen. It's

unsafe and inadequate to use skill events as your only training mode. If you're unfit it won't allow for a slow progression, and if you are fit it may not represent enough of a challenge for you.

To avoid injury while achieving overall fitness, balance in fitness training is essential. Steady progress is the name of the game. Remember, you didn't get into or out of shape overnight, so you won't be able to change your condition overnight. Work opposing muscle groups when doing strength or flexibility training and include aerobic conditioning as well as proper nutrition in your total fitness program.

To achieve continued growth in fitness you must overload the body's systems. The body makes progress by adapting to increasing demands. With adaptation, your systems are able to overcome the physical challenge, resulting in a higher level of fitness. That means if you can do a 40-pound leg-lift this week, aim to do a 45-pound leg lift next week (or the week after).

Finally, don't forget rest. It will allow your body and your mind to recover from the challenges of training—and to prepare for another day. So try to get plenty of sleep.

Get Active

Once you have decided to get into shape, the next step is to get active! Remember, you can do some things throughout your day to help increase your level of fitness. Take the stairs instead of the elevator, park your car in the furthest spot away from where you are going so you can walk, or do calf-raises while standing in line at the grocery store. Granted, these things will not turn

Sample Job Task Simulation Exam

Here is an example of an actual job task simulation exam used by a police department to screen potential candidates.

- 1. Obstacle Course.** This event simulates the actions necessary to pursue and “take down” a suspect. The event begins with an obstacle course where the candidate will be faced with: climbing under an obstacle, climbing up and down steps, going through an open window, climbing over a wall and negotiating a series of cones arranged in a zigzag pattern. At the end of the course, the candidate will be required to grab hold of a weighted bag attached to a pulley and touch it to the ground. The candidate will then immediately move around the Power Station to the handcuffing simulation where he/she will be required to pull on two hand levers until the cable hits the stop. This completes the event. The time limit is 130.4 seconds.
- 2. The Trigger Pull Event.** This event consists of raising a handgun and squeezing the trigger six times with each hand. The time limit is 7.1 seconds.
- 3. The Separation Event.** This event simulates tasks that require separating one party from another and controlling individuals, such as in crowd control situations. The candidate will be required to pull a hanging bag backward touching it to the ground across a marked line. Candidates will have to perform two “pulls.” The time limit is 14.2 seconds.
- 4. The Dummy Drag.** This event simulates dragging an unconscious victim out of a burning vehicle. Candidates will be required to drag a dummy over a straight course. The time limit is 11 seconds.

you into a fitness pro, but they can supplement your workouts.

As you probably know, the best frequency for workouts is three to five times per week. Since you are preparing for an important physical ability exam, however, you may need to exercise 5 or more days per week, depending on your current fitness level and the amount of time before your test. Here are some guidelines for getting active in an exercise program.

Warm-up

A warm-up phase should always precede strenuous activity. A warm-up is a gradual increase in intensity of physical activity that should last for 5 to 10 minutes. During your warm-up, you can:

1. Increase your body temperature slowly.
2. Stretch your muscles and joints to avoid injury.
3. Increase your heart rate and breathing gradually.

Good warm-up activities include walking briskly, jogging slowly, or doing low-impact aerobic steps (such as the side to side step) followed by calisthenics and light stretching.

Stretching

You can do stretching exercises as a part of your warmup, but only after you do some form of low intensity aerobic activity for at least 5 to 10 minutes. Don't try to just jump into stretching when you are cold, or you could do some damage. If you don't want to stretch during your warm-up, you can include stretching exercises along with your calisthenics or as a part of your cooldown. Perform all stretching exercises slowly and gently, without any bouncing, bobbing, jerking, or lunging.

Calisthenics

You can perform calisthenics without using any equipment, although some people like to use hand or ankle

weights. Calisthenics usually involve the repetitive lifting and lowering of a body segment as in pushups, squats, or arm circles. These types of exercises can be used to develop strength, muscular endurance, and flexibility. Here are some recommended calisthenics to help you get into shape:

- Side straddle hop (jumping jacks)
- Half squats
- Heel raises
- Push-ups
- Stomach crunches

And for the more advanced:

- Diamond push-ups
- Bent leg raises

Weight Training

Weight training should be used to develop your strength, muscular endurance, and flexibility. You can use free weights (such as barbells or dumbbells) or weight machines (such as Nautilus) in your weight-training program. Be careful if you are not familiar with free weights because they could cause injury if they fall on you or if you strain yourself by trying to control the weight to keep it from falling. For instance, if you try to lift a weight that is too heavy for you, it could fall on your foot! If you are new to weight lifting, you may want to stick to weight machines rather than trying to use free weights. If you really want to use free weights for weight training, then always have a spotter who can help work with you.

Aerobic Training

Aerobic training will improve your cardiovascular fitness. Examples of aerobic training are jogging, bicycling, climbing stairs, rowing, walking, swimming, hiking, cross country skiing, skating, and aerobic dancing. Try to sustain aerobic activity for at least 20 minutes.

Cool-Down

Your cool-down phase is as critical as your warm-up, and it too should last at least 5 to 10 minutes. Your cool-down will help you decrease your heart rate gradually and will help you avoid nausea after a strenuous workout. You should slow down your last workout activity, and then switch over to walking or doing light calisthenics and stretching to complete your cool-down.

Scheduling Your Work-Outs

Depending on the amount of time before your physical ability test, you may be able to ease into an exercise program slowly or you may need a crash course in physical fitness. Here are some tips about how to schedule your workouts.

12 Weeks Or Less to the Test Date

Your primary goal when faced with a short window of preparation is to meet a given standard, either physical fitness or job task simulation. Therefore, “specificity of training”—training for what you will actually be asked to do on the test—is the rule.

If you’re training for a physical fitness test, then the performance standards are your training goals. You should make every attempt to use, or to build up to, the standards as the training intensity level. If you are unable to reach the standards right away, approximate them and increase the intensity 5% per week until you achieve them.

If you’re training for a pre-academy test, try to determine what the Academy’s “PT” curriculum entails, use these as your modes of training, and test yourself with the standards every two to three weeks.

On the other hand, if the short-term goal is to meet a job task simulation test standard, particularly one that is used for pre-academy selection, you should determine the content of the PT curriculum and use it as the training model. At the same time, practice the

Staying “FITT”

FITT stands for Frequency, Intensity, Type, and Time. FITT simplifies your training by helping you plan what to do, when, how hard, and for how long. Because the four FITT “variables” are interrelated, you need to be careful in how you exercise. For example, intensity and time have an inverse relationship: as the intensity of your effort increases, the length of time you can maintain that effort decreases. A good rule of thumb when adjusting your workout variables to achieve optimum conditioning is to modify one at a time, increasing by 5-10%. Be sure to allow your body time to adapt before adjusting up again.

The following presents some FITT guidelines to help you plan your training program.

Frequency

- 3-5 times a week

Intensity

- Aerobic training—60-85% of maximum effort
- Resistance training—8-12 repetitions
- Flexibility training—Just to slight tension

Type

- Aerobic—Bike, walk, jog, swim
- Resistance—Free weights, weight machines, calisthenics
- Flexibility—Static stretching

Time

- Aerobic—20-60 minutes
- Resistance—1-3 sets, 2-4 exercises/body part
- Flexibility—Hold stretched position 8-30 seconds

skills required on the test once every two weeks in lieu of a training day.

Six or More Months to Go

The training program, when there are six or more months to prepare, is essentially similar to the one described above. However, the longer timeframe means that your goal can become making permanent, positive changes in your lifestyle rather than simply applying training principles to pass a test. Reasonable and gradual changes in your lifestyle will help you ensure that the behavioral and physical changes are permanent.

This extended timetable also reduces the likelihood of injury and allows for more diversity and balance in your training program and lifestyle. If you're preparing for a physical fitness test, you have the opportunity to set (and meet) performance goals that

may be 25-50% greater than the standards themselves. On the other hand, if you have more than six months to prepare for a job task simulation test, you may want to avoid practicing any of the skills required for the first three months to avoid injury. Instead, consider incorporating sports activities into your conditioning routine; this will provide an enjoyable opportunity to train the necessary motor skills. After three months, you could begin practicing the physical test skills one day every two to four weeks.

Exercise at the Academy

All your hard work in creating and sticking to an exercise plan will pay off once you pass your physical ability test and enter the academy. Because, like it or not, your physical training program is not over yet. Indeed,

you can expect the following workout once you enter the academy.

Physical training begins with a warm-up to increase your core body temperature and to prepare you for the more intense conditioning to follow. Brisk walking or jogging, in place or around a gymnasium, or jumping rope are good start-up options and should be conducted for five minutes. This is followed immediately by a period of active head-to-toe stretching to prevent injury.

Basic conditioning in the academy frequently is achieved with calisthenic exercises. Beginners can do sets of 10 on a “two count” and those of intermediate or advanced fitness can begin on a “four count” (1,2,3,1; 1,2,3,2; etc.). Running in formation typically follows ‘cals’ and is done at about a 9 to 10 minutes per mile pace. Marine Corps cadences played on a Walkman may help to put you in the mood for academy runs! For those who are just beginning to prepare for the fitness test, 8 to 12 minutes of running is a safe start; those more fit may begin with 25 or more minutes. A three to five minute cool-down period to recover and some gentle, static stretching from the floor, focusing on the lower legs, will complete your workout and prepare you for the showers!

Additional Resources

Websites

- Fitness Info Developed by the President’s Council on Physical Fitness and Sports
www.hoptechno.com/book11.htm

- General Fitness Site
www.key2fitness.com
- Physical fitness: Phases, types, and evaluations
www.fitness-training.net/introduction/
- In-Depth Health and Fitness Site
www.personalhealthzone.com/fitsports.html
- The National Association for Health and Fitness
www.physicalfitness.org

Books

- *Body for Life: 12 Weeks to Mental and Physical Strength* by Bill Phillips (Harper Collins).
- *Fitness for Dummies* by Suzanne Schlosberg (John Wiley & Sons).
- *Getting Stronger: Weight Training for Men and Women* by Bill Pearl (Shelter Publications).
- *When Working Out Isn’t Working Out: A Mind/Body Guide to Conquering Unidentified Fitness Obstacles* by Michael Gerrish (Griffin Trade Paperback).
- *8 Minutes in the Morning: A Simple Way to Start Your Day That Burns Fat and Sheds the Pounds* by Jorge Cruise (Harper Collins).
- *Eat Smart, Play Hard: Customized Food Plans for All Your Sports and Fitness Pursuits* by Elizabeth Ann Applegate and Liz Applegate (Rodale Press).
- *Essentials of Strength Training and Conditioning* by Thomas R. Baechle and Roger W. Earle (Human Kinetics Pub).
- *Fit for Duty* by Robert Hoffman and Thomas R. Collingwood (Human Kinetics Pub).

C H A P T E R

20



The Personal History Statement

CHAPTER SUMMARY

This chapter explores the quirks, subtleties, and realities of filling out the lengthy personal history statement. Paperwork tells the tale in police work—you only get one shot at this document.

The Personal History Statement is exactly that—a detailed personal statement of your life history. You may hear it called many things—Application and The Applicant History Statement being other common terms. No doubt you will come up with a few of your own by the time you finish completing this lengthy project. Although the paperwork may go by different names, the reason for it is the same. The purpose of the statement is to provide law enforcement background investigators with the material for a panel, an individual, or a personnel department to make a sound decision about whether or not to hire you.

When you take your first look at the Personal History Statement, you might want to be sitting down. Or at least have a chair handy. This document can seem like a black hole for the unprepared. All of your precious time, energy, and resources can be sucked into the void if you aren't prepared to be asked about the tiniest details of your life. Although not all departments require the same level of detail, don't be surprised to find yourself madly hunting for the address of that kindergarten you once attended.

Some departments aren't so demanding. They will ask you to start out this tale of your life with your high school days and work forward. It's best to expect the worst, though.

The Importance of the Personal History Statement

No matter where you choose to apply, this chapter may be the helping hand you need to make your background investigation go as smoothly as possible. It will serve as a guide to help you present an accurate, HONEST summary of your past and present life. After all, the Personal History Statement—how you complete it, what you reveal and what you don't reveal—can determine whether or not you get the opportunity to convince an oral board you are worth hiring.

You may not make the connection between the oral interview board and the Personal History Statement at first. The connection is there and it's strong. What you reveal—and what you fail to reveal—in your Personal History Statement will come back around to help or haunt you at your oral board. Background investigators will rustle around in your life's basement using this document as a flashlight. They will illuminate the good things and the bad things for all the oral board members to see and to use in their questioning. You're forewarned, however, and you are ready.

One of the more frustrating aspects of searching for that perfect law enforcement job is realizing that every department, even within the same state, has its own way of doing business. Yes, you may have applied yesterday to one police department 20 miles away from the one you are applying to today, but the process will usually be entirely different. Law enforcement agencies rarely have the same priorities, budgets, or staffing so the process, right down to the people they may want to hire, won't match up.

Be flexible. No matter how the application process is designed, no matter what order you handle each task given you, the information you will need to supply each department remains the same. They all want to know about your past, present, and potential.

Preparation Is the Key

Even if you haven't decided which departments you will grace with your applications, you can start work now. Beginning with the day you were born (or for at least the past ten years), make a list of every address where you've lived up to the present. If you are 34 years old and normally change addresses twice a year you can pause a moment now to groan aloud. You should include contact information for any landlords or property management offices, if applicable. Make this list and keep plenty of copies. You will only need to do this once—instead of every time you apply to a different department—if you are careful to keep copies of your efforts. You never know; the CIA, FBI, or other agency may lure you from your dream department one day and you will wish you'd kept up the list.

Addresses aren't the only project you can work on ahead of time to prepare for completing the personal history statement. Create a list of every part-time, full-time, or some-time job you've had since your working life began. Once again, not every department will use the same jump-off point to investigate your job history. Many forms ask you to list the jobs you've held during the past ten years, some during the past five years, and the others want your history from the moment you received your first check.

Your Driving Record

Here's yet another project to work on before applying to a police agency. Research your driving history. You will be asked by some departments to list every traffic ticket you've ever received in any state or country, whether on a military post or on civilian roadways. Some may ask you to list only the moving violations (these include speeding, running red lights, unsafe lane changes, etc.) while other departments want to see moving violations and tickets for things like expired license plates, failure to wear seat belts, and most certainly expired automobile insurance.

One agency may ask for you to tell them about the tickets you've received in the past five years while others want to know your driving history from the moment your foot first touched an accelerator. Do your homework. And don't leave off tickets you think they won't find out about, because that kind of ticket doesn't exist. Tickets leave paper trails and paper trails are the easiest kinds to follow.

Gathering Documents

Your pre-application preparations wouldn't be complete without a list of documents you will need to have handy. This list does not include *every* form you may have to have, but it's almost a dead certainty your department will want to see:

- Birth Certificate
- Social Security Card
- DD 214 (if you are a veteran)
- Naturalization papers (if applicable)
- High School Diploma or G.E.D. Certificate
- High School Transcripts
- College Transcripts
- Current Driver's License(s)
- Current Copies of Driving Records
- Current Consumer Credit Reports
- Selective Service Card
- Court orders, including marriage certificates, divorce papers, legal separation documents, and name change paperwork.

If you don't have certified copies of these documents, start calling or writing the proper authorities *now* to find out what you need to do to get them. If you've sucked your social security card up in the vacuum cleaner and haven't seen it since, run down to the social security office in your community and arrange for a new one. Legal documents often take anywhere from six to eight weeks for delivery, but you probably won't be able to wait that long if you have already received and started on your Personal History State-

ment. Most departments have a deadline for filling out and returning Personal History Statements so you may have to tap dance a bit.

If time runs out and you realize you won't be able to turn the Personal History Statement in with all the required documents, *ask* the powers-that-be what you should do. Many departments will tell you to attach a memo to your application outlining your problem and what you have done about it. For example, you've ordered a copy of your birth certificate but either the postal service is using it for scratch paper or your request is mired in the bureaucratic process. Attach a letter of explanation to your application detailing when you requested a copy of your birth certificate, where you asked for the copy to be sent, and when you expect to receive the document. If you have it, attach all copies of correspondence you sent out requesting a copy of your certificate. That will show that you are making all the right moves.

You may have a little homework to do before rounding up all of these documents. Check with as many departments as you can to find out what rules they have for how certain documents are submitted—like college transcripts, for instance. Departmental officials may require you to have the school send the documentation directly to their recruiting office instead of to you at home via regular mail. The same goes for credit reports or copies of driving records. It's best to call the recruiting department, explain to them that you are trying to round up all of your documentation, and ask them how they accept these documents so you will know what to do.

Other questions you need to ask are:

- Do you need photocopies or original documents?
- Will you return my original if I send it?
- How recent does the credit history have to be?
- What's the most recent copy you will accept of my college transcript?

The answers to these questions can save you lots of money on antacids and postage. You'd be surprised at the number of ways each department can come up with for you to chase paper.

You may also want to check online to see if your targeted police department has a copy of the personal history statement available to download or view at their website. You may find detailed instructions about how to submit each type of document at the beginning of the online personal history statement.

Ready For Action

So, you are as prepared as you can be. You've made your decision on where you are applying, and let's even assume you are at the point in the application process where you've received the Personal History Statement. *Before* you set pen to paper, make a copy of this form. Do not write on it, breathe on it, or dare to set it down on the coffee table without making a copy FIRST. After you have a copy, then put away the original for now. (You will be using the photocopy as a working draft and a place to make mistakes.) Eventually you will transfer all the information you have on your practice copy onto the original. And then you'll be making a copy of your original. You may be spending lots of time on this project and using more than a few dimes in the copy machine before this is all over, but it will be time and money well spent. Especially if the *unthinkable* happens. And the unthinkable usually goes like this:

Your phone rings. It's your recruiter. "Gee, Fred, this is Officer Jones at Friendly P.D. recruiting and I have a little bad news. We can't seem to put a finger on that application you sent. Isn't that the darndest thing? Could you make us a copy from the one you have at home and send it out right away?"

Don't think it doesn't happen. Be sure to make copies of your completed personal history statement and accompanying documentation you submit and keep them in a safe place. And hold on to these copies! You need to review this document before the oral board contacts you, not to mention the possibility that you may need this information to complete other applications years down the road.

Personal History Statements may vary from department to department, but the questions most applicants ask about filling out these tedious documents have not changed over the years. The following are a few questions and comments made by actual applicants as they went through application processes across the United States. The responses to and comments about these questions will allow you to learn from someone else's mistakes, thereby giving you an advantage over the competition—and having an advantage in this highly competitive field can never hurt!

"What do you mean you don't accept resumes? It cost me \$60 to get this one done!"

A formal resume like the one you may prepare for a civilian job may not be much good to a law enforcement agency. Although criminal justice instructors in many colleges suggest that their students have a resume made, it's always best to call and ask a recruiter whether or not to bother. Why go to the expense if the agency is going to throw away the resume upon receipt? Most agencies rely upon their Personal History Statements to get the details of your life, education, and experience, so save yourself the time and money when you can. Some departments do, however, request that you submit a resume. They use it as an additional screening element. So it's always best to ask first.

“I didn’t realize the Personal History Statement would take so long to complete, and the deadline for turning it in caught me by surprise. I got in a hurry and left some things blank.”

The letter this applicant received in the mail disqualifying her from further consideration probably caught her by surprise as well. As you know from reading this chapter so far, a Personal History Statement requires planning, efficiency, and attention to detail. Most police departments demand accuracy, thoroughness, and timeliness. There are entirely too many applicants to choose from who have taken the necessary time to properly fill out an application for a busy background investigator to bother with an applicant who has left half of the form blank and isn’t quite sure what should go in the other half. In fact, many departments will tell you in their application instructions that failing to respond to questions or failure to provide requested information will result in disqualification.

“I read *most* of the instructions. I didn’t see the part that said I had to print.”

Read *all* of the instructions. Every sentence. Every word. And please do so before you begin filling out your practice copy of the Personal History Statement. In fact, you should read the entire document from the first page to the last page before you tackle this project. Have a note pad next to you and as you read make notes of everything you do not understand. You will be making a phone call to your recruiter **AFTER** reading the entire document to ask questions. It’s important to read the whole document because the questions on your pad may be answered as you read along. It’s a bit embarrassing to call with a question that the recruiter answers by saying “Well, as you would have found out by reading the next sentence, you should. . . .”

“No one is going to follow up on all this stuff anyway. It’d take way too long and it’s way too involved.”

A good background investigator lives for the opportunity to follow up on the details of your life. That’s their job. When all is said and done, they must sign their name at the bottom of the report documenting their investigation. It’s not wise to assume someone will put their career at risk by doing a sloppy job on your background investigation. A thorough investigator will take as much time as it takes to do a good job. The good news is that you can earn brownie points by making that investigator’s job as simple as possible. Give them as much information as you possibly can and make sure that information is correct. When you write down a phone number, make sure it’s current. For example, if you used to work at Jumpin’ Jacks Coffee Parlor four years ago and you still remember the phone number, **CALL** that number to make sure it’s still in service before you write it down. Nothing is more irritating to a busy investigator than dialing wrong number after wrong number. If that’s the only number you have and you discover it’s no longer in service, make a note of this so the investigator doesn’t assume you are being sloppy. Phone numbers get changed and businesses fail every day.

When you turn in a Personal History Statement, you are building on the reputation you began forming from the moment you first made contact with the recruiting staff. An application that is turned in on time, is filled out neatly and meticulously, and that has *correct*, detailed information—that is easily verified—says a lot about the person who filled it out. Not only will an investigator have warm fuzzy thoughts for anyone who makes his/her job easier, they will come to the conclusion that you will probably carry over these same traits into your police work.

The investigator, the oral board, and the staff psychologist all will be looking at *how* you filled out the application as well as what information is contained in the application. Police officers will build a

case for hiring you (or *not* hiring you) based on facts, impressions, and sometimes even intuition. With this in mind, *every detail is worth a second look* before you call your Personal History Statement complete. Ask yourself:

- Is my handwriting as neat as it can be?
- Did I leave off answers or skip items?
- Do my sentences make sense?
- Is my spelling accurate?
- Are my dates and times consistent?

“I figured you could find out that information more easily than I could. That’s why I didn’t look up that information. After all, you’re the investigator.”

And this applicant is probably *still* looking for a job. The Personal History Statement is a prime opportunity for you to showcase your superb organizational skills, attention to detail, and professionalism. Do as much of the work as you can for the background investigator. Make your extra credit points where you can. For example, let’s say you worked for Grace’s Record Store. The business went under after a few months, and you moved on to other employment. You’re not sure what happened to Grace, your immediate supervisor and owner of the business, but you do know a friend of hers. Contact that friend, find out Grace’s address and phone number, and give this information to your investigator. Going the extra mile shows initiative, and you are going to get the extra credit points.

It’s not uncommon for a major police department to get thousands of applications per year. Most of the applicants have the same credentials to offer as you do. Do all you can do to stand out from the crowd by showing your efficiency, professionalism, and accuracy.

“I know I got disqualified, but it’s only because I misunderstood the question. I didn’t want to ask about it because I didn’t want to look dumb.”

If you do not understand a question—ASK someone. By not making sure you know how to properly answer a question you run the risk of answering it incorrectly, incompletely, or not at all. Any one of these mistakes can lead to your disqualification if an investigator thinks you are not telling the truth, or that you are unwilling to provide the information requested. Don’t take chances when a simple question can clear up the problem.

“You know, I didn’t have any idea what that question meant so I just guessed.”

Never guess. Never assume. This advice can never be repeated too often—if you don’t know, find out. ASK QUESTIONS. Answering your questions is part of the job for recruiters or background investigators.

“I lied because I thought if I told the truth, I’d look bad.”

Never lie about *anything*. As far as police departments are concerned, there is no such thing as a harmless lie. Supervisors don’t want people working for them who cannot tell the truth, other officers don’t want to work with partners whom they can’t trust, and communities expect *criminals* to lie, not police officers. Your credibility must be beyond reproach.

Let’s look at an example. One applicant told his recruiter that the reason he didn’t admit to getting a ticket for an unregistered car was because he thought the department would think he wasn’t organized and couldn’t take care of business. Which would you prefer for a potential employer to know about you—that you lie instead of admitting to mistakes, or that you make mistakes and admit to them readily? The fact is, telling the truth is crucial if you want to do police work.

“I listed John Doe as a personal reference because he’s the mayor and I worked on his campaign. Why did my investigator call me and ask me to give him another reference?”

Choose your personal references carefully. Background investigators do not want to talk to people because they have impressive credentials. They want to talk to them so they can understand you are a little better. Investigators will know within minutes whether or not a reference knows you well. Personal references are important enough to warrant their own in-depth discussion later in this chapter, so read on.

How to Read and Answer Questions

Reading questions and instructions carefully is critical to successfully completing the Personal History Statement. Certain words should leap off the page at you. These are the words you should key in on:

- All
- Every
- Any
- Each

If you see these words in a question, you are being asked to include all the information you know. For example, you may see the following set of instructions in your Personal History Statement:

List **any** and **all** pending criminal charges against you.

This doesn’t mean list only the charges facing you in Arizona, but not the ones from that incident in Nevada last week. This department wants to know about every single criminal charge that may be pending against you no matter what city, county, parish, village, country, or planet may be handling the case(s). Do not try to tap dance your way around instructions like these for any reason. If your fear is that the information you list

might make you look bad, you may have some explaining to do. And you may have perfectly good explanations for your past and your present. If you lie to try to make yourself look good, chances are you’ll be disqualified in short order and no one will get the opportunity to consider your explanations.

Another question you may see is:

Have you **ever** been arrested or taken into police custody for **any** reason?

The key words here are **ever** and **any**. This department means at any time in your life, beginning at your moment of birth, up to and including the split second that just went by. If you don’t know what is meant by the word “arrested,” then call your recruiter or investigator and ASK. When in doubt, list any situation you think has a ghost of a chance of falling into the category you are working on. The best advice, though, is ask if you don’t know!

Here’s a request for information that includes several eye-catching words.

List **all** traffic citations you received in the past five (5) years, in this or **any** other state (moving and non-moving) **excluding** parking tickets.

In this example, the department leaves little doubt that what you should do here is make a complete list of every kind of violation you’ve been issued a citation for, no matter where you got it and no matter what the traffic violation was for within the past five years. They even let you know the one kind of citation they don’t need to know about—parking tickets. If you aren’t sure what a moving violation is or what a non-moving violation is, call the department and have them explain. Keep in mind that if an officer issued you a citation on a single piece of paper, you may have been cited for more than one violation. Most citations have blanks for at least three violations, sometimes more. For example, say that last year you were pulled over for

speeding. The officer discovered you had no insurance and your car license plates were expired. She told you she was writing you three tickets for these violations, but handed you only one piece of paper. Did you get one ticket or three? You got three.

Once again, ASK if you don't know. No one will make fun of you if you are unfamiliar with terminology such as "moving violation."

Here are some sample questions taken from actual personal history statements:

List all traffic citations ever received, including the date, place, and full details of each incident.

Submit 7-year driving history from each state in which you have ever held a driver's license.

List all moving and non-moving traffic citations, excluding parking tickets (i.e., speeding, running a red light, expired registration, no insurance, etc.), that you have received in the past five (5) years, starting with the most recent citation. List the month and year each was issued, the type of violation, and the issuing agency.

Personal References

Your personal references are the people who will be able to give the background investigator the best picture of you as a whole person. Some Personal History Statements ask you to list up to six people as references and some only ask for three. You also may be given a specific time limit for how long you may have known these people before listing them. Your instructions may direct you to list only those individuals whom you've known for a minimum of two years, for example. Pay close attention to the instructions for this section, if there are any. Selecting the people for this section is not something you should take lightly for many reasons.

Earlier, you read that by making the investigator's job easier you make your investigation run smoother, you get brownie points, and your background is finished quickly. The Personal References Section is one area where you really want to make it easy. You'll want the investigator to talk to people who know you well—who can comment on your hobbies, interests, personality, and ability to interact with others. Try to choose friends who will be honest, open, and sincere. When an investigator calls a reference and figures out quickly that the person he/she is talking to barely has an idea of who you are, the red flags will come shooting up. Investigators are suspicious people by nature. Most police officers are. The investigator will wonder why you listed someone who doesn't know you well. Are you trying to throw them off the track? Are you afraid someone who knows you too well will let out information you don't want known? This is how an investigator will look at the situation. And, at the very least, you will get a phone call requesting another reference because the one you listed was unsatisfactory.

Most investigators expect that you will notify your personal references and tell them that they will be getting a phone call or a personal visit from the investigating agency. Get the RIGHT phone numbers, find out from your references what times they are most accessible, and ESPECIALLY find out if they have any objections to being contacted. You don't need a reluctant personal reference. They will probably do more harm than good.

Tell your references how important it is for them to be open and honest with the investigator. It's also wise to let them know that there are no right or wrong answers to most of these questions. Investigators do not want to have a conversation with someone who is terrified about saying the wrong thing. And that's what your personal references should expect to have with an investigator—a conversation, not an interrogation. Your goal here is to let the investigator see you as a person through the eyes of those who know you best.

Here are sample requests for references taken from actual personal history statements:

CHARACTER REFERENCES (do not include relatives, former employers, or persons living outside the United States or its Territories). List only character references who have definite knowledge of your qualifications and fitness for the position for which you are applying. Do not repeat names of job supervisors. List a minimum of three (3) character references. Give each person's name, the number of years known, their street address, and phone number.

Provide three (3) references (not relatives, fellow employees, or school teachers) who are responsible adults of reputable standing in their communities, such as heads of households, property owners, business or professional men or women, who have known you well during the past five (5) years. List each one's name, home and business phone numbers, street address, and occupation.

Additionally, provide three (3) social acquaintances that have known you well during the past five (5) years. (These must be different people from the three references listed above)

Additionally, provide contact information for three (3) of your neighbors:

Before You Turn It In

You've filled out the practice copy you made of the Personal History Statement, made all your mistakes on that copy, answered all the questions, and filled in all the appropriate blanks. Now you're ready to make the final copy.

Part of the impression you will make on those who make the hiring and firing decisions will come from how your application looks. Is your handwriting so sloppy that investigators pass your work around to see who can read it? Did you follow the instructions directing you to print? Were you too lazy to attach an additional sheet of paper and instead you wrote up and down the sides of the page? Did you spell words correctly? Do your sentences make sense to the reader? (A good tip here is to read your answers aloud to yourself. If it doesn't make sense to your ear, then you need to work on what you wrote.)

Every time you contact the hiring agency you make an impression. The written impression you make when you turn in your Personal History Statement is one that can follow you through the entire process and into the academy. In fact, it can have a bearing on whether or not you even make it into the academy because most departments have a method of scoring you on the document's appearance.

Here are some items you might find useful as you work on your application and prepare it for submission.

- a dictionary
- a grammar handbook
- a good pen (or pencil—whatever the directions tell you to use)

Make sure that you check your work, check it again, and have someone you trust check it yet again **before** you make your final copy.

You now have the information you need to make the Personal History Statement a manageable task. This is not a document to take lightly, especially when you are now aware of the power this document has over your potential career as a police officer. Remember, it's important that you:

THE PERSONAL HISTORY STATEMENT

- follow instructions and directions
- be honest and open about your past and present
- provide *accurate* information
- choose excellent personal references
- turn in presentable, error-free documentation
- turn in documents on time

A recruiting department can ask for nothing better than an applicant who takes this kind of care and interest in the application process. And you will get all the credit!

C H A P T E R

21



The Oral Interview

CHAPTER SUMMARY

This chapter is the next best thing to having someone do your oral interview for you. The oral interview process is demystified in these pages with a down-to-earth look at the ordeal. Read on for tips, suggestions, and how-to's.

Municipal police departments nationwide depend on some form of oral interview to help them choose suitable police candidates. In Los Angeles, California, a panel of two civilians and one retired police officer questions applicants for 15 to 20 minutes about their qualifications. In Austin, Texas, applicants can expect to be grilled by a panel of five higher-ranking police officers and a civilian psychologist for over an hour. And that's if you keep your responses short and to the point.

The oral interview board, no matter what form it takes, is unlike any oral job interview you will ever experience. The questions are pointed, personal, and uncompromising. Vague, plastic responses will usually goad a panel of veteran police officers into rougher questioning techniques until they get the honest response called for by the circumstances. This chapter will show you how to prepare for the oral board from the moment you decide to apply to a department until the moment you walk into the interview.

The Oral Board Members

If you are like most people, you've had some experience asking someone for a job. So, it's not unrealistic to expect that the police oral interview board will be similar to a civilian oral interview—is it? Yes and no. There are a few similarities. Both prospective civilian and police employers are looking for the most qualified person for the job—reliable, honest men and women who will work hard and be there when they are needed.

Civilian employers expect applicants to show up on time for their interview, to dress professionally, and to show off their best manners, as do police employers. When you step into a police oral interview board, however, you will realize that the people who are interviewing you have more than a surface interest in you and your past experiences. And the board will have more than a one- or two-page resume in their hands when the interview begins.

Exactly who is going to be using the details of your personal and professional life to interview you? More than likely it will be a panel of two, three, four—maybe more—individuals with one purpose in mind: to get to know you well. The board members will most likely be supervisory-level police officers who have several years' experience on the force. Some departments use civilian personnel specialists to sit on their boards, but most interview boards will be made up of experienced police officers.

These board members will be using information you have provided on your personal history statement and information investigators discovered during your background investigation. Investigators will provide board members with a detailed report on your past and present life history. Yes, you will be asked questions when board members already know the answer and when they don't know the answer. You will be asked to explain why you've made the decisions you've made in your life—both personal and professional. You will also be asked questions that don't have

right or wrong answers. In short, you can expect an intense grilling from men and women who don't have the time or patience for applicants who walk into their interview unprepared.

The Importance of the Personal History Statement

Before you reach the oral interview board stage of the application process, you will have had to fill out a detailed personal history statement often referred to as the Applicant History Statement, the Personal History Statement, or simply the application. Terminology differs from department to department. Unless you are skipping around in this book, you have probably read about it by now. Call it what you want—just do not underestimate its role in the oral interview.

The Personal History Statement guides the oral board through your past and present life. You must be willing to open your life up to the board by giving them an informative, accurate tour of where you have been in your life and who you are.

Since the Personal History Statement is what background investigators use to conduct investigations and what a final report to the board is built on, then it follows that you should make that document the most important thing in your life when you are filling it out. Members of the oral board generally are given a copy of your Personal History Statement and then a copy of the investigators' final report on you. While you are answering questions for the board, most board members will be shuffling through the pages of your life—checking what you say against what they see on paper. Naturally, you will want to remember what information you gave them. Instead of tossing and turning the night before your interview, your time will be well spent reading and rereading your Personal History Statement so that you know what they know about you.

How much effort you put into the Personal History Statement will have a direct impact on how difficult your oral interview will be. If board members have an accurate, detailed picture of you as a whole person from the information you have supplied, your time under the microscope will be less than the applicant who turned in a vague, mistake-laden account of his or her past and present life. If the thought of the oral interview board makes your palms sweat, then pay close attention to the chapter on how to handle the Personal History Statement. You will feel better afterward.

Preparing for Your Interview

Preparation for the oral interview board begins when you make the decision to apply. From the moment you first make contact with a police department, everything you say and do will be potential fuel for the oral interview board. Just walking through the doors of the recruiting office to pick up an application gives you the opportunity to make a lasting impression. You are dealing with professionals who are trained to notice and *remember* people and details.

If you show up to pick up an application wearing your favorite cutoff blue jeans and trashed out, beer-stained T-shirt from those college party days, you may be in for a shock several months later when a board member asks you why you chose to make that particular fashion statement. Dress neatly and as professionally as possible each and every time you make contact with the department where you want to work.

The same goes for telephone contacts—if you call a department to request an application you will make an impression on the person who answers the phone. If all you want is an information packet and/or application and you do not have any specific questions to ask, do NOT take this opportunity to tell the recruiter your entire life story from the moment of conception.

Not only are you probably the hundredth person to request an application that day, the recruiter has no way, or reason, to remember the details of your life at this stage of the process. Remember, though, you have to give your name and address to this person who will be responsible for mailing your application, so the potential for connecting your name to the impression you make on the phone is high.

Self-Awareness—Don't Show Up Without It!

You would not want to show up for a car race on a tri-cycle any more than you would want to try putting out a fire with gasoline. Using this same logic, it's safe to say you would never want to sit down in front of a panel of professionals—who have the power to offer you a career dealing with people—without a good measure of self-awareness.

Self-awareness is knowing yourself—being aware of what you do and why you do it. Many of the questions you will hear from the board are designed to reveal how well you know yourself and how honest you can be about your talents and your shortcomings.

Do not pay any attention to consultants or books suggesting that you downplay, or do not admit to, weaknesses. If you can remember only one piece of advice from this chapter, please let it be this! If an oral board member asks you to list the weaknesses you believe you have and you can't think of any, they will be more than happy to bring up a few instances in your life to illustrate the weaknesses you are not able to identify.

You should be able to list your weaknesses in the same unhesitating manner with which you list your strengths. And you should be able to tell the board what you are doing to correct or compensate for your weaknesses. If you truly aren't aware of your failings, ask trusted friends and relatives for their input. Write down what you think your weaknesses are and then compare your list with what your friends and family have said. Don't forget to ask your friends about your

strengths as well. Some applicants find talking about strengths as difficult as talking about weaknesses. You must be able to do both.

Part of being self-aware is knowing what others know about you. Hardly any of the questions during your oral board interview should come as a surprise to you if you have studied a copy of your application.

Before showing up for the board you must take the time to go back over your application and carefully think about each piece of information in this document. The questions put to you by the board are generated mostly from the information you write in the Personal History Statement. As you review your copy of the Statement, think about the type of questions such information could generate.

For example, if one of the questions on the application directed you to list any instances where you've been fired from a job, think about how you would answer the question, "Mr. Smith, can you tell the board why you got fired from Tread Lightly Tire Shop in 1993?" Although you may have told the investigator why you were fired during an earlier conversation, the board will want to hear it for themselves.

Practice Speaking In Front of Others

Being interviewed by a group of people is a lot like having one of those dreams in which you show up to work in nothing but a pair of socks. You may experience anxiety, sweaty palms, and a burning desire to be some place else. Public speaking classes will go a long way toward easing your fear of talking to groups.

Strongly consider taking a speech class at a nearby community college or through an adult education course. At the very least, have friends ask you questions about yourself and have them take notes about any annoying mannerisms you may exhibit while speaking. Then practice speaking and learn to control those mannerisms.

Practice is one of the keys to success on an oral board. If you've ever truly practiced something—bat-

ting a ball, for instance—you know that once you have the motion down, you can rely on your muscles to "remember" what to do when it comes time to play the game. The same rationale holds true for practicing oral board answers.

One effective technique is to mentally place yourself in a situation and visualize how you want to act or respond when the pressure is on. Some police officers call this mental exercise "What if..." and they use this technique to formulate a plan of action for those times when split-second decisions rule the moment. Visualizing a successful performance ahead of time can help trigger that response once you're in the actual situation. This technique will work for you if you practice, practice, practice.

Dress Like a Professional

You may feel like you don't have much control over what happens to you in an oral interview setting, but this is one area in which you have total control. The initial impression you make on board members is up to you and this is the perfect opportunity to score points without ever opening your mouth. The way you dress sends a signal to the people who are watching you walk into the room.

Wearing blue jeans tells the panel you wouldn't mind having the job if someone wouldn't mind giving it to you. Business suits (for men and women) tell them that you *want* this job, you take this interview seriously, and there's nothing casual about the way you are approaching it.

If you don't own businesswear, borrow it. Rent it. Buy it. Wear it!

Practice Your Manners

After you've earned bonus points with your professional appearance, it's time to earn more with your manners. Most law enforcement agencies are paramilitary organizations—your first clue should be the uniforms and the rank structure. In the military it's customary to address higher-ranking men and women

Arrive Early

Show the board how much you want this job. They will check to see when you arrived for your board. An early arrival means you planned ahead for emergencies (flat tires, wrong turns, and so on), that you arrived in enough time to prepare yourself mentally for what you are about to do, and that you place a value on other people's time as well as your own.

with courtesy and respect. "Yes, ma'am" or "yes, sir" or "no, ma'am" or "no, sir" is expected from military personnel. If you have military experience you will be ahead in this area.

If you are not accustomed to using these terms of courtesy, practice them! Make a conscious effort to use them. It's rarely considered rude to simply respond "yes" or "no" to a question, but you'll *always* be on shaky ground if "yeah" or "uh huh" are your customary responses. You won't go wrong with "yes, sir" instead of "yeah" or "Could you repeat the question?" instead of "what?"

No doubt you realize that an oral board sees many, many applicants when a department is in a hiring phase. Most oral boards typically schedule five or six applicants in one day for interviews. Some departments schedule boards for one day during the week and some departments have oral boards set for every day of the week. The point here is that you are talking to people who are more than likely quite tired of listening. That means the "little things" take on an extra importance.

Yes It All Matters

What you have read so far may seem inconsequential. This is far from the truth. You walk a fine line when you appear before an oral board. They want you to appear self-confident and poised, but not cocky or arrogant. You are expected to be nervous, but not so nervous that you can't communicate beyond an occasional grunt or nod. You are expected to be polite, but you're not expected to fawn all over the board. Above all, you are expected to be yourself and not who you *imagine* the board might want. Which brings up

another point—what exactly *is* the board looking for in an applicant?

What Is the Oral Board Looking For?

Today's departments expect officers to attend neighborhood meetings, get to know the people living and working in their patrol areas, and to be accessible to the public. This concept is known as community policing. Community policing is being embraced by most medium-to-large police agencies and is designed to get the cop out of the squad car and back into the community. The days of riding around in a car waiting for the next call to come out are over for most officers.

Officers nationwide feel community policing is simply a return to the basic idea behind policing—public service. Therefore, oral interview boards are faced with the formidable task of hiring men and women with the skills and talents equal to the demands of modern policing.

The men and women most highly sought after by police departments are those who can handle the demands placed on them by advanced technology and changes in policing concepts. Computers are here to stay—in the office and in the patrol car. If you haven't already, now's the time to brush up on your typing skills and sign up for a computer class.

Then there's the liability issue. Lawsuits and threats of lawsuits have law enforcement agencies scurrying to find applicants who have specific qualities and skills that will keep them out of the headlines and civil courtrooms.

Yes, law enforcement agencies want it all. There's *always* room for men and women who can leap tall buildings and do the speeding train thing, but even if your cape isn't red, you can still compete if you can convince the board you have the following qualities:

- Maturity
- Common sense
- Good judgment
- Compassion
- Integrity
- Honesty
- Reliability
- The ability to work without constant supervision

These qualities aren't ranked in order of importance because it would be hard to say which should come first. They are all of importance in the eyes of the board and your task in the oral interview is to convince them you have these qualities. Since you are in an obvious question-and-answer setting, you will do your convincing through how and what you say when you respond to questions.

Youth and Inexperience— Plus or Minus?

The question here is, will an oral board think you have enough life experience for them to be willing to take a chance on hiring you? Law enforcement agencies have never been as liability conscious as they are today. Incidents like the Rodney King trial and the subsequent Los Angeles riots, not to mention the O.J. Simpson trial and the criticism of the Los Angeles Police Department in general, have heightened the awareness of city legal departments around the country.

This concern ripples straight through the department and eventually arrives to haunt recruiters, background investigators, oral boards, and everyone who has anything to do with deciding who gets a badge. The first question you hear when trouble hits a police department is, "How did that person get a job here

anyway?" As a result, police departments are scrutinizing applicants more closely than ever before, and they are clearly leaning toward individuals who have proven track records in employment, schooling, volunteer work, and community involvement.

Youth and inexperience are not going to disqualify you from the process. You should be aware that if you are 21 years old and have never held a job, have never been responsible for your own care, feeding, and life in general, you will have a more difficult time getting hired on your first try at a larger police department than someone who is older, has job references to check, and who is able to demonstrate a history of reliability, responsibility, and community involvement.

Maturity is a huge concern with police departments. They can no longer afford to hire men and women who are unable to take responsibility for their actions or the actions, in some cases, of those around them. Although maturity cannot be measured in the number of years an individual has been alive, departments will want to see as much proof as possible that you have enough maturity and potential to risk hiring you.

Get Out in the World

Make it as easy as possible for the oral board to see how well you handle responsibility. Sign up for volunteer work *now* if you don't have any experience dealing with people. If you are still living at home with parents, be able to demonstrate the ways in which you are responsible around the home. If you are on your own, but living with roommates, talking to the board about this experience and how you handle conflicts arising from living with strangers or friends will help your case.

You may want to work extra hard on your communication skills before going to the board. The more articulate you are, the better you will be able to sell yourself.

Older and Wiser Pays Off

Being older certainly is not a hindrance in police work. Oral boards are receptive to men and women who have life experience that can be examined, picked apart, and verified. Maturity, as has been mentioned before, is not necessarily linked with how old you are. Older applicants can be either blessed or cursed by the trail they have left in life. Many applicants have gone down in flames because they were unable to explain incidents in their past and present that point to their immaturity and inability to handle responsibility.

Applicants of any age who have listed numerous jobs and have turned in Personal History Statements too thick to run through a stapling machine should be extra-vigilant about doing homework before the oral board stage. If you fall into this category, you should carefully pore over the copy of the application your background investigator used to do your background check. Be fully aware of the problem areas and consider what you will most likely be asked to explain. And decide now what you are going to say. Prepare, prepare, prepare.

Don't Leave the Meter Running

The longer your history, the longer you can expect to sit before an oral board. If a board is not required to adhere strictly to time limits, you may be required to endure a longer session than other applicants simply because there's more material to cover. The more you know about yourself and the more open you are about your life, the smoother your interview will run. This advice holds true for *all* applicants.

The Types of Questions You Will Be Asked

Questions. What kind of questions are they going to ask? Isn't that what everyone is really worried about when they are sitting in the chair outside of the interview room? You will hear all kinds of questions—per-

sonal questions about your family life, questions about your likes and dislikes, questions about your temperament, your friends, and even a few designed to make you laugh so you will get a little color back into your face. Don't look for many questions that can be answered with simply "yes" or "no" because you won't get that lucky. Let's look at the types of questions you are likely to be asked.

Open-Ended Questions

The open-ended question is the one you are most likely to hear. An example of an open-ended question is:

Board Member: "Mr. Jones, can you tell the board about your Friday night bowling league?"

Board members like these questions because it gives them an opportunity to see how articulate you can be, and it gives them a little insight into how you think. This is also a way for them to ease into more specific questions. For example:

Board Member: "Mr. Jones, can you tell the board about your Friday night bowling league?"

Jones: "Yes ma'am. I've been bowling in this league for about two years. We meet every Friday night around 6 P.M. and bowl until about 8:30 P.M. I like it because it gives me something to do with the friends I may not get to see otherwise because everyone is so busy. This also gives me time to spend with my wife. We're in first place right now, and I like it that way."

Board Member: "Oh, congratulations. You must be a pretty competitive bowler."

Jones: “Yes ma’am, I am. I like to win and I take the game pretty seriously.”

Board Member: “How do you react when your team loses, Mr. Jones?”

That one question generates enough information for the board to draw a lot of conclusions about Mr. Jones. They can see that he likes to interact with his friends, he thinks spending time with his wife is important, and that competition and winning are important to him. Mr. Jones’ answer opens up an avenue for the board to explore how he reacts to disappointment, how he is able to articulate his feelings and reactions, and they’ll probably get a good idea of his temperament.

Open-ended questions allow the board to fish around for information, granted, but this is not a negative situation. You should seize these opportunities to open up to the board and give them an idea of how you are as a person.

Obvious Questions

This is the kind of question boards ask when everyone in the room already knows the answer. For example:

Board Member: “Mr. Jones, you were in the military for four years?”

Jones: “Yes sir, I was in the Marines from 1982 until 1986.”

Board Member: “Why did you get out?”

The obvious question is used most often as a way to give the applicant a chance to warm up and to be aware of what area the board is about to explore. It’s also a way for the board to check up on the information they’ve been provided. Board members and background investigators can misread or misunderstand information they receive. Understanding this, board members will usually be careful to confirm details with you during the interview.

Fishing Expeditions

The fishing expedition is always a nerve-racking kind of question to answer. You aren’t certain why they are asking or where the question came from and they aren’t giving out clues. For example:

Board Member: “Mr. Jones, in your application you stated that you’ve *never* been detained by police. (Usually they will pause a few seconds and then get to the point.) You’ve *never* been detained?”

If your nerves aren’t wracked by this kind of questioning, someone probably needs to check you for a pulse. In the example above, if the applicant has been detained by police and failed to list this on his application then he’ll be wondering if the board KNOWS this happened. The odds are sky-high that the board does know the answer before asking the question. If the applicant has never been detained, then paranoia is certain to set in. Did someone on his list of references lie to the background investigator? Did someone on the board misread his application? These questions race through his mind as the board scrutinizes him.

Chances are, the board is simply fishing to see what he will say. In any event, don’t let these questions cause you a dilemma because if you are honest there can be no dilemma. You simply **MUST** tell the truth at ALL times in an oral board. Your integrity is at stake, your reputation, and, not least of all, your chance to become a police officer is at stake. Don’t try to guess at WHY the board is asking a question. Your job is to answer truthfully and openly.

Situational/Ethics Queries

Who doesn’t dread these? You hear the words, “What would you do if . . .” and your heart pounds wildly. For example:

Board Member: “Mr. Jones, assume you are a police officer and you are on your way to back up an officer who is on the scene of a burglary alarm at a clothing store. You walk in just in time to see him pick up a small bottle of men’s cologne and put it into his pocket. What do you do?”

Some oral boards almost exclusively ask one situational question after another. Other departments may ask one, then spend the rest of the interview asking you about your past job history. Your best defense here is to decide ahead of time what your ethics are and go with how *you* honestly feel. The only possible right answer is *your* answer. If the board doesn’t like what they hear then you may be grilled intensely about your answer; however, you CANNOT assume that you’ve given the “wrong” answer if the board does begin questioning you hard about your answers. Boards have more than one reason for hammering away at you, and it’s never safe to assume why they are doing it.

Keep in mind, too, that it’s not uncommon on police boards for one board member to be assigned the task of trying to get under an applicant’s skin. The purpose is to see if the applicant rattles easily under pressure or loses his or her temper when baited. The person assigned this task is not hard to spot. He or she will be the one you’d love to push in front of a city bus after you’ve had to answer such questions as, “Why in the world would we want to hire someone like YOU?”

Expect boards to jump on every discrepancy they hear and pick apart some of your comments—all because they want to see how you handle pressure. Not all departments designate a person to perform this function, but someone is usually prepared to slip into this role at some point in the interview.

Role Play Situations

Answering tough questions is stressful enough, but doing it under role play conditions is even tougher.

Many departments are using this technique more and more frequently in the oral board setting. A board member will instruct you to pretend you are a police officer and ask you to act out your verbal and/or physical responses. For example:

Board Member: “Mr. Jones, I want you to pretend that you are a police officer and you are chasing a fleeing suspect. The suspect is running from you now and I want you to stand up and instruct him to stop by yelling, “Freeze! Police!”

Board members may set up more elaborate role playing scenes for you. Try to enter into these situations with a willingness to participate. Most people are aware that you are not a professional actor or actress so they are not looking for Academy Award performances. Do the best you can. Role playing is used heavily in almost all police academies and training situations today so expect to do a lot of role playing during your career as a law enforcement professional. Shy, reserved people may have difficulty working up enthusiasm for this kind of interaction. Practice how you’d handle this scene, and prepare yourself mentally as best you can.

Highly Personal Questions

The members of the oral board can indeed ask you just about any question that comes to mind. Applying for a job in public safety puts you in a different league than the civilian sector applicant. Yes, federal and state laws may prohibit civilian employers from seeking certain information about their applicants. But law enforcement agencies are allowed more freedom of movement within the laws for obvious reasons.

For example, you will rarely find a space for an applicant’s birth date on an application for employment in private industry. This is the result of age discrimination litigation. Law enforcement agencies, as well as other agencies dealing with public safety, need

such information to perform thorough background investigations and do not have many of the same restrictions. You will be expected to provide your date of birth and identify your race and your sex before you get very far in the application process for any police department. You are applying for a sensitive public safety job and must expect information you may consider highly personal to come to light.

In short, law enforcement agencies can ask you any question that may have a bearing on your mental stability, your ability to do the physical tasks common to police work, your integrity, honesty, character, and reputation in the community. There's not much left to the imagination after all of this is covered. If some of the questions are probing and perhaps even offensive, it is because you are being held to a higher standard by both the courts who allow these questions to be asked and the departments who want to hire you to protect life and property.

Answers—How Many Are There?

While you are sitting in the interview hot seat, you may feel like only two kinds of answers exist—the one you wish you had given and the one you wish you could take back. There isn't a law enforcement officer in uniform today who doesn't have a war story about the one thing he wishes he hadn't brought up in his oral interview board. And this is to be expected. Nerves and pressure often conspire at the most inappropriate times. To help you be on guard for these moments, let's look at the mysterious “wrong” and “right” answer.

The Wrong Answer

The wrong answer to any question is the answer you think you should say because that's what you've been told the board wants to hear. Do not take well-meant advice from friends or officers who haven't been before an oral board in the last five years and can't remember much about the one they did go through except that it

made them nervous. Boards will often overlook answers they don't “like” if they feel you have good reasons for what you say and if you are being honest with them.

If the board fails you, it will not be because you gave the wrong answer. It will be because you are not the kind of person they are looking for, or there are some things about your life or yourself you need to work on. The board just feels you need some time to work on these matters before they consider you for a job in law enforcement.

The Right Answer

The answers the board wants to hear are the ones only *you* can give. They want *your* opinion, *your* reasons, *your* personal experiences, and they want to know what *you* would do under certain circumstances. No one else matters but you and how you present yourself in the oral interview. If you try to say what you think the board wants to hear you will almost certainly give them a shallow, unsatisfying response to their question.

What DO I Say?

It's not so much *what* you say as *how* you say it. The best way to answer ANY question is with directness, honesty, and brevity. Keep your answers short, but give enough information to fully answer the question. The board won't be handing out prizes for conserving words, but they also don't want to have to pull answers out of you like an old country dentist just so that they can get enough information.

Avoid skirting the issue when answering questions. For example:

Board Member: “Mr. Jones, I see you've been arrested once for public intoxication while you were in college? Is that true?”

Jones: “No, sir.”

Board Member: “Really? That’s odd. It says here on page seven that you were arrested and spent the night in the city jail.”

Jones: “Yes, well, I wasn’t exactly *arrested* because the officer didn’t put handcuffs on me.

Don’t play word games with the board. You won’t win. In this case the applicant clearly knows that the board is aware of his arrest record, but he’s trying to downplay the incident by ducking the question.

You should also elaborate as much as possible when answering questions so you don’t come across as difficult. For example:

Board Member: “Mr. Jones, tell the board why you left the job you held at Tread Lightly Tire Shop.”

Jones: “I was fired.”

Board Member: “Why were you fired?”

Jones: “Because the boss told me not to come back.”

Board Member: “Why did the boss tell you not to come back?”

Jones: “Because I was fired.”

Board Member: “What happened to cause you to be fired?”

Jones: “I was rude.”

Board Member: “Rude to whom and under what circumstances?”

You get the picture. This question could have been answered fully when the Board Member asked Jones why he left the tire shop job. The board would prefer that you not rattle on and on when you answer questions, but they would also appreciate a little balance here. This applicant also runs the risk of being labeled a smart alec with this kind of answer. An oral board’s patience is usually thin with an applicant who uses this answering technique.

Make sure you are answering the question the board is asking you. Try to avoid straying from the topic at hand. For example:

Board Member: “Well, Mr. Jones, we know about some of the things you are good at, now tell us something about yourself that you’d like to improve.”

Jones: “I’m really good with people. People like me and find it easy to talk to me for some reason. I guess it’s because I’m such a good listener.”

If he is a good listener, Mr. Jones didn’t demonstrate this quality with that answer. It’s important to listen to the question and answer directly. If you duck the question then the board will assume you have something to hide or you are not being honest. If you don’t understand how to answer the question, tell the person who asked it what you don’t understand. They will be happy to rephrase the question or explain what they want. Be specific and above all, answer the question you are asked, not the one you wish they had asked instead.

Sample Interview Scenarios

By now, you should have a reasonable idea of what an oral board is looking for and how best to not only survive the experience, but come out ahead on your first oral interview. You’ve had a lot of material to absorb in this chapter. Read the following scenarios illustrating the wrong way and the right way to tackle an oral interview. As you read, try to put yourself in the shoes of the oral board member who is asking the questions.

Scenario #1

Mary Smith is sitting before the Friendly Police Department oral interview board. She is wearing a pair of black jeans, loafers without socks, and a short-sleeve cotton blouse. As the questions are being asked she is

tapping her foot against the table and staring at her hands.

Board Member: “Ms. Smith, can you give the board an example of how you’ve handled a disagreement with a coworker in the past?”

Smith: “Nope. I get along with everybody. Everyone likes me.”

Board Member: “I see. So, you’ve never had a disagreement or difference of opinion with anyone you’ve ever worked with.”

Smith: “That’s right.”

Board Member: “Well, I see by your application that you were once written up by a supervisor for yelling at a fellow employee. Can you tell us about that situation?”

Smith: “That’s different. It was his fault! He started talking to a customer I was supposed to wait on so I told him off.”

Now read the second situation.

Scenario #2

Mary Smith is sitting before the Friendly Police Department oral interview board dressed in a gray business suit. She is sitting still, with her hands folded in her lap and is looking directly at the person asking her a question.

Board Member: “Ms. Smith, can you give the board an example of how you’ve handled a disagreement with a coworker in the past?”

Jones: “Yes sir. I can think of an example. When I was working at ‘Pools by Polly’ I had an argument with a coworker over which one of us was

supposed to wait on a customer. I lost my cool and yelled at him. My boss wrote me up because of how I handled the situation.”

Board Member: “I see. How do you think you should have handled the situation?”

Smith: “If I had it to do over again, I’d take James, my coworker, aside and talk to him about it in private. If I couldn’t work something out with him I would ask my supervisor to help out.”

Board Member: “What have you done to keep this sort of thing from happening again?”

Smith: “I’ve learned to stop and think before I speak and I’ve learned that there is a time and place to work out differences when they come up. I haven’t had a problem since that incident.”

So, which scenario left the best taste in your mouth? In scenario #1, the applicant is obviously unwilling to accept responsibility for her actions, she isn’t showing any evidence that she is mature, and she isn’t honest with herself or the board members when she said everyone liked her and she’s never had disagreements with coworkers.

On the other hand, in scenario #2, the applicant is able to admit her mistakes and take responsibility for her part in the incident. Although she may have wished she could present herself in a better light, she did illustrate maturity by being honest, open, and straightforward in talking about the disagreement. In scenario #2, the applicant may have had to endure a long, hard interview in order to sell herself, but she was able to articulate what she did to correct a fault.

On the other hand, you can bet she had a very short interview and a “we’re not interested, but thanks” from the board in scenario #1. Let’s not even

talk about the way the applicant was dressed in scenario #1 or her irritating mannerisms!

These two situations may seem exaggerated, but unfortunately applicants all over the country are making these same mistakes.

Your Chance to Practice

Since you are all warmed up, read the following situation. From Answer A, B, or C—decide which response you think is most appropriate for the question.

Alfred Wannabe's oral interview board is today at 9 A.M. at the police academy. He's sitting in a chair outside of the board room by 8:40 A.M. waiting to be called.

When it is time, Alfred is ushered into the room and introduced to all of the board members. He sits where he's told and waits. It begins.

Board Member: "Mr. Wannabe, what would you like for us to call you this morning?"

Wannabe: (A) "I don't know. It doesn't matter. Alfred is okay, I guess."
(B) "Alfred is fine, sir."
(C) "I go by Al."

Board Member: "Why do you want to be a police officer?"

Wannabe: (A) "I don't know. I guess because it's fun and you get to help people. I want to be there when somebody needs something."
(B) "I'd like to be a police officer because I'm very interested in the work. I love to be around people. I like the variety of duties. And I like the challenge of trying to figure out what's really going on in a given situation."

(C) "Police work is what I've always wanted to do."

Board Member: "I see. Well, we have a few standardized questions for you and I know a few others will crop up as we go along. First, can you tell us about your personality. What are you like to be around on a social basis?"

Wannabe: (A) "Oh, I don't know. I'm okay, I guess. My friends like me."
(B) "My friends tell me I'm usually fun to be around. I'm not particularly shy. I'd say I'm outgoing. I like meeting new people, talking, and I can be a pretty good listener, too. I am even-tempered. I get mad sometimes, but if I do I get over it quickly. I have a good sense of humor and don't mind being teased as long as I get to tease back."

(C) "I'm easy to talk to, friendly, very social—I like being around lots of people—and I'm laid-back."

Board Member: "I see here that your background investigator found that you once got thrown out of a friend's house during a party because you were picking fights with the other guests. Tell us about this experience."

Wannabe: (A) "Well . . . that was just that once. I had a little too much to drink I guess. I walked home from there."
(B) "That happened about five years ago in my very early college days. I had just discovered beer and I don't think I handled myself well at all in those days. At that party I kept trying to get everyone to agree to switch the stereo to another station and was quite a jerk about it."

My friend asked me to leave so I walked home. I was a jerk again the very next weekend and had to be asked to leave again. That wised me up. I realized I didn't need to be drinking like that so I did something about it."

(C) "Yes, that did happen. I got into an argument with friends over what music we'd listen to. I had been drinking. My host asked me to leave. I did."

Board Member: "What steps have you taken to make sure this type of situation doesn't happen again?"

Wannabe: (A) "I guess I just watch how much I drink. I don't go to that guy's house anymore, either."

(B) "I learned to eat before I went to parties where there was alcohol being served and then carried around the same drink for a while. I limited myself to two beers during an evening. I went home happy that way and so did all my friends. I still follow the same rules for myself today."

(C) "I limit myself to two beers at a party and I don't drink much any other time. I'm responsible about the way I drink now."

All of the choices you read are responses that candidates have made in oral board situations—not verbatim, but awfully close to it. If you chose Answer (A) for all your responses, you will be guaranteed to grate on the last nerve of every board member. It's not hard to see why. Phrases like "I don't know" and "I guess so" and "I think so" tell the listener that the speaker isn't sure of himself. It says the speaker probably has never thought about what you asked and is giving the answer without bothering to think about it now.

The Answer (A) choices do not give the board much to go on. The answers don't offer explanations, although the open-ended question gives the applicant all the necessary room to do so. The board would be left with a wishy-washy impression of this candidate at best.

If you liked Answer (B) for each of the questions, you've kept yourself awake for most of this chapter. Answer (B) shows the applicant has manners, but he doesn't go overboard. He is direct, but not so direct that he comes across as blunt. He has either thought about the kinds of questions that will surface in the interview, or he thinks about what he wants to say before he speaks.

He comes across as confident, willing to discuss his past life, and not ashamed to admit mistakes. He also has a detailed explanation for how he's handled the drinking situation and the potential for future problems. It's at this point the applicant needs to be the most vocal. Board members are especially interested in how you handle your life in the present and what you will most likely do in the future.

If Answer (C) is what you chose for most of the questions, you probably won't blow the interview but if you pass, it will be a squeaker. The candidate is not rude, but he walks a thin line. When answering the second question, he should elaborate more on how he feels about police work because this is one of his opportunities to show the board how well he can express himself. People have different reasons for wanting to go into police work. Some are good and some are marginal, but for the most part this question is designed to warm you up and let the board warm up, too.

It'd be hard to come up with a truly wrong answer for this question, although people have managed to do so. ("I love to shoot guns" would not win extra points here.) The board gets a feel for how you are going to be as an interviewee with this standard question. You don't have to deliver the Gettysburg Address, but give them *something* to go on.

Answer (C) is the type of response quiet, self-assured people often tend to give. They don't use up a whole lot of words and usually answer questions with directness. The danger here is that this applicant may not say enough to convince the board that he will deal well with the public and with other officers and supervisors.

These kinds of answers will most often force the board to switch to different kinds of questions that will force the applicant into lengthier responses. Don't make them work too hard getting the answers, though, unless you want a *really* short interview.

Pulling It All Together

Don't let all of this information become overwhelming. Make yourself step back and look at the big picture. You know what kind of overall impression you are most likely to make. If you don't, you should. And cut yourself a little slack. The people who interview you aren't perfect and have no real desire to hire someone who is, considering they may have to work with you some day.

Keep your sense of humor intact while you're going through this process. Don't go into the board cracking jokes, but if you can keep your sense of humor close at hand you might actually be able to come out of interview shock long enough to react if the board jokes with you about something. It wouldn't be unusual for this to happen. Most law enforcement personnel like to tease or joke around to relieve stress. Let the board lead the way in this area, though.

Self-confidence is key. Relax, believe in yourself, and let it all come out naturally. If you feel like you are

“blowing it” during the interview, show the board your self-confidence by stopping yourself. Take a deep breath and tell them that's not exactly what you'd like to say, then tell them what you'd like to say. Now THAT'S self-confidence. Be firm if a board member tries to rattle your cage. “Firm” doesn't mean inflexible—change your mind if you need to—just don't do it every other sentence. You don't want to appear wishy-washy.

You are as ready as you will ever be if you follow these suggestions. There are no secrets to give away when it comes to oral interview boards. You can't change your past, your job history, or your educational status at this point in the process, nor can you change your personality or go back and do a more thorough job on your Personal History Statement. And you can't fake maturity if you are not a mature individual. But you can put your best foot forward, fight for your cause, and be as well-prepared as possible.

Many police officers you see on the street today failed on their first attempt to be hired by their department's oral board and then passed the board after working on shortcomings and correcting problems. Your goal, of course, is to make it through the process on the first try. If that doesn't happen and you decide to try again, you owe it to yourself to come fully prepared the next time around.

If you follow the tips you've read so far you should not make the kinds of mistakes that tend to eliminate otherwise well-qualified candidates. You will certainly be ahead of the applicant who has the same qualifications you have, but doesn't have a clue as to how to prepare for an oral interview board. Good luck.

Some Final Words of Advice

Dr. Rick Bradstreet is a 17-year veteran psychologist for the Austin Police Department in Austin, Texas. He holds a law degree from Stanford University and a Ph.D. in Counseling Psychology from the University of Texas in Austin. His specialty is communication skills and conflict resolution. Throughout his career with APD, Dr. Bradstreet estimates that he's sat on about 250 to 300 oral interview boards and has had plenty of opportunity to observe applicants in oral interviews. He offers the following advice to those who see an oral board in their future.

- Make eye contact. Applicants who fail to make eye contact with interviewers can expect a negative reaction from the board. Making eye contact makes the speaker feel like what he or she is saying is being heard and is being taken seriously.
- Sit erect in your chair, but not too stiff. You should not have the same posture that you would have if you were sitting at home in your living room, yet you want to appear somewhat relaxed and alert.
- Keep your hands in your lap if you have a tendency to wring your hands together when agitated. Wringing hands are generally perceived as signs of nervousness.
- Drumming fingers—try not to drum on the table. Although this behavior is most often interpreted more as a sign of someone who has excess energy and is not necessarily seen as nervous behavior, it can be distracting to those around you.
- Feel free to shift positions periodically. It's perfectly natural to move around as you speak and is expected during normal conversation. An oral board is not meant to be an interrogation, so you are not expected to sit frozen in place for the duration.
- Speak up. If a board member lets you know you are mumbling, then project your voice. Speaking in a voice so soft that no one can hear you does nothing to enhance the image you want to project—that of a self-confident, take-charge person who knows what you want.
- Focus on explaining how you are as a person; do not respond to questions defensively. Once again, this is not an interrogation. Try to have a normal, respectful conversation with the board members and your body language will take on a more natural, confident look.
- Get out of the self-conscious mode. Your goal is to let the board see you and your experiences as unique. Do not try to mold your experiences and answers to questions according to what you “think” the board may want.

Additional Resources

Websites

- Preparing for the Oral Interview (Online Article)
www.rh.cc.ca.us/departments/academic/pubserv/leo/pcareer/htbaleo5.htm
- Test Preparation Guidebook for Oral Tests & Interviews
www.testbetternow.com/police_oral_2.htm
- Police & Law Enforcement Chat Boards
www.policeworld.net/forums/index.php
- Home Pages of Police Officers in the United States
www.leolinks.com/search/Miscellaneous/Officer_Homepages/United_States/index.shtml
- The “Real Voice” of Police Officers: Discussion Boards and Chat Rooms
www.thepigpen.org
- Wealth of Information, Discussion Boards, Chat Rooms, and Links
www.copseek.com
- General Interview Tips and Strategies
www.myfuture.com/career/step1.html
- Tips for Successful Interviews
www.alljobsuk.com/ivtips.shtml

- How to Prepare for Interviewing
www.uky.edu/CareerCenter/interviewhowto.html
- The Importance of First Impressions
www.suntimes.com/output/challenger/02chal1.html
- Public Speaking Tips
www.uncommon-knowledge.co.uk/public_speaking_tips.htm

Books

- *Best Answers to the 201 Most Frequently Asked Interview Questions* by Matthew J. Deluca (McGraw-Hill Trade).
- *101 Great Answers to the Toughest Interview Questions* by Ronald W. Fry (Career Press).
- *The Essential Book of Interviewing: Everything You Need to Know from Both Sides of the Table* by Arnold B. Kanter (Times Books).
- *Last Minute Interview Tips* by Brandon Toropov (Career Press).
- *101 Ways to Improve Your Communication Skills Instantly* by Jo Condrill (Goalminds).

C H A P T E R

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Additional Law Enforcement Opportunities

CHAPTER SUMMARY

There are many areas of law enforcement to consider as a career option in addition to being a city police officer. You may be interested in becoming a state trooper, a deputy sheriff, or in working for the federal government. This chapter gives a brief overview of these law enforcement areas along with additional resources where you can find more information about these options.

County Police

Most counties in each state have an elected official who serves as that county's sheriff. Depending on the size of the county, the sheriff may have only a few or as many as several hundred deputy sheriffs. Since the size of each county varies, the entry requirements and specific duties for deputy sheriffs vary significantly from place to place. The range of duties for deputy sheriffs is broad. They may patrol particular regions, enforce traffic laws, enforce laws in county parks, transport suspects throughout the county, participate in criminal investigations, and serve subpoenas and garnishments for the county courts.

Some sheriff's departments have a wide range of areas of specialization that a deputy sheriff can work in, such as:

- crime lab
- detectives
- jail
- K-9s

narcotics patrol
water patrol
radio

A Deputy Sheriff must meet minimum qualifications. Applicants must be between the ages of 19 and 29, and they must have:

- U. S. citizenship
- High school diploma or GED
- Written, physical, or oral exams
- Medical and psychological exams

For more information on becoming a deputy sheriff, visit the national Association of Sheriff's website www.sheriffs.org or go to the Police Employment Web page for deputy sheriffs and see if the sheriff's office you are interested in applying to has a link, www.policeemployment.com/sheriff. You can also check your telephone book to get the contact information for the sheriff's office near you.

State Police

Working as a state police officer is much like working for the city except that your job encompasses a much broader geographical scope. You would be responsible for statewide law enforcement of criminal activity and traffic violations as well as citizen protection.

Your job as a state police officer would include:

- providing emergency assistance
- conducting investigations
- writing reports
- presenting testimony in a court of law
- enforcing traffic laws

State police officer applicants must be at least 21 years of age (a few states will accept officers who are 19 or 20). In addition, a state police officer must have:

- good vision and hearing
- drug free status (at least one year, usually)
- good physical health
- a high school diploma or GED
- residency in the United States
- a valid driver's license
- passed any qualifying exams and a background investigation

Testing

Testing for state police work is very similar to testing for city police work. Multiple-choice tests that cover basic writing, reading, observation, and memory are usually included. Abilities looked at include: human interaction, handling authority, situational judgment, social maturity and ethics, unbiased law enforcement, and reactions under pressure. There is also a physical ability test, an oral interview, a background investigation, a polygraph test, and medical and psychological evaluations.

For more information about state police jobs in your area, contact your local state agency or visit www.statetroopersdirectory.com/Troops.htm for a listing of websites across the country.

Federal Law Enforcement Careers

There are numerous departments and agencies that employ federal law enforcement officers or agents. In this section, you will find brief descriptions of some of these agencies as well as basic requirements and contact information for the most popular federal law enforcement jobs.

The Federal Bureau of Investigation (FBI)

The Federal Bureau of Investigation deals with violations of federal law in all areas except for those covered by other federal departments. Bank robberies, civil

rights violations, blackmail, kidnapping, treason, and federal employee murders or assaults are all things that would be investigated by the FBI.

Working for the FBI is an interesting job and those who are a part of this organization may find themselves doing a wide variety of different tasks.

An applicant for special agent for the FBI Must be no younger than 23 and no older than 37. The minimum qualifications for being a Special Agent for the FBI include:

- U.S. citizenship or citizenship in the Northern Mariana Islands
- a valid driver's license
- a polygraph test, a drug test, and a color vision test
- a four-year college degree

The background investigation for FBI applicants includes contacting current and former employers, checking out references, talking to neighbors and other social acquaintances, reviewing your credit history, checking for any criminal activity or arrest records, looking into your educational background, and checking your military and medical records.

If you want to be a special agent for the FBI, there is an online application you can fill out at their website in the employment section. If you do not have Internet access, you can get an application by contacting the Applicant Coordinator or Special Agent Recruiter at the FBI field office nearest you. (Check your local telephone book.)

For more information, visit the FBI website at www.fbi.gov.

The Federal Drug Enforcement Agency (DEA)

The DEA enforces laws related to the illegal use, distribution, and sale of narcotics such as cocaine,

opium, heroin, marijuana, hallucinogens, and synthetic (man-made) narcotics such as methamphetamines or barbiturates. The DEA works to limit and halt incoming narcotics from other countries as well as the use of them within U.S. borders. They work to infiltrate drug trafficking organizations, arrest violators who are dangerous criminals, confiscate illegal drugs, collect and prepare evidence, and often testify in criminal court cases.

Working for the Federal Drug Enforcement Agency is both exciting and dangerous at times, and much of the work is done undercover. There may also be long hours spent doing surveillance as well, which isn't always the most interesting thing to do. Still, every aspect of the job is important and those who wish to apply to the DEA should know that they will be expected to perform well on both physical and written exams.

An applicant for Federal Drug Enforcement Agent must be between 21 and 36 years of age. They also must have:

- U.S. citizenship
- a valid driver's license
- the ability to obtain a top secret security clearance
- excellent physical condition, good vision, and good hearing ability
- a college degree with an overall GPA of 2.5 or better

Diversion Investigators for the DEA

Investigators in this agency work to uncover illegal activities within the manufacturing and distribution of pharmaceuticals and related chemicals. They collect and analyze information and work closely with DEA special agents to apprehend criminals in the drug/chemical market.

The minimum qualifications for being a DEA Diversion Investigator include:

- U.S. citizenship
- a valid driver's license
- the ability to distinguish shades of color
- the ability to hear a conversational voice from a distance of 20 feet with both ears
- A Bachelor's Degree (any major)

DEA Diversion Investigators must be willing to accept assignments anywhere in the United States, depending on the needs of the agency.

For more information on either of these positions, contact a recruiter at the DEA field office nearest you or a special agent recruiter at DEA headquarters.

Special Agent Recruitment
Drug Enforcement Administration
700 Army Navy Drive
Arlington, VA 22202
Telephone: 800-DEA-4288

The United States Marshals Service

The U.S. Marshals Service is in charge of the much publicized witness protection program. They also transport federal prisoners to court proceedings and inmates from one prison or facility to another. Additionally, they supervise federal court proceedings by maintaining security and order, guarding prisoners, and serving orders of the courts.

U.S. Marshals also pursue federal fugitives, manage assets seized from criminal enterprises, and work to protect those who live within the witness protection program system. This job can also be dangerous at times, which is the case, however, in most law enforcement positions. U.S. Marshals are paid well and there is ample opportunity for career advancement.

United States Marshals applicants must be U.S. citizens between the ages of 21 and 36. In addition they must have:

- U.S. citizenship
- excellent physical condition
- a bachelor's degree or three years of qualifying experience
- a valid driver's license with a good driving record

For more information about how to enter this law enforcement career field, contact:

U.S. Courthouse
3rd & Constitution Avenue N.W.
Room 1103
Washington, DC 20001
202-353-0600

For more information, log onto www.usdoj.gov/marshals.

The Federal Bureau of Prisons

Corrections officers within the federal bureau of prisons work to enforce the rules and maintain order in prisons where inmates have been sentenced by the federal court. There is opportunity to transfer to most any area of the country. This job provides a stable work environment and ample opportunity for advancement. This particular agency of the federal government is one of the fastest growing ones, especially because of the many opportunities for career advancement.

Federal Corrections Officer applicants must not be older than 37. Other minimum qualifications include:

- U.S. citizenship
- a high school diploma or GED
- at least two years of work experience
- no felony convictions
- good physical fitness, eyesight, and hearing

For more information, you can call the Federal Bureau of Prisons at 800-347-7744 or visit their website at www.bop.gov.

Bureau of Alcohol, Tobacco and Firearms (ATF)

ATF agents investigate violations and enforce laws relating to firearms, explosives, alcohol, and tobacco. Much of the work may be done undercover, as agents infiltrate groups who are suspected of smuggling arms or explosives into the country.

ATF agent applicants must be between 21 and 37 years old. In addition, the minimum qualifications for being an ATF agent include:

- U.S. citizenship
- a valid driver’s license
- good physical condition, with good hearing and vision
- a bachelor’s degree or three years of qualifying experience

For more information, you can contact:

Bureau of Alcohol, Tobacco, and Firearms
 Personnel Division
 Room 4100
 650 Massachusetts Avenue N.W.
 Washington, D.C. 20226
 202-927-5690 / 8610
www.atf.treas.gov

United States Customs Service

U.S. Customs agents are employed for the most part in port cities, in international airports, or along the borders of Mexico and Canada. They investigate the smuggling of illegal drugs, revenue and cargo thefts, money laundering and other import/export violations. U.S. Customs agents also collect taxes and duties on goods and services going in and out of the country. There are numerous areas within the U.S. Customs Agency for law enforcement career choices, including work as a Customs Inspector, a Criminal Investigator, or an Intelligence Research Specialist among other things.

The minimum qualifications for being a U.S. Customs Agent include:

- U.S. citizenship
- a valid driver’s license
- four years of college, or three years work experience
- good physical condition
- previous law enforcement or military experience is preferred, but not always necessary

For more information call 800-944-7725, or visit the U. S. Customs website at www.customs.gov.

Immigration and Naturalization Service (INS)

The INS is responsible for enforcing U.S. naturalization and immigration laws. They do this through patrolling the borders of our country and by conducting criminal investigations into suspected illegal activity, such as the importation of illegal goods or services. Border Patrol Agents prevent illegal entries into the United States, and investigators seek to determine the immigration status of persons applying for U.S. citizenship. INS agents work closely with the U.S. Customs Service to protect our country’s borders and to prevent the illegal exporting and importing of goods or services. There are many law enforcement careers within the INS.

Special Agents enforce the laws of the Immigration and Nationality Act. Working closely with other federal and state agencies, special agents investigate and uncover criminal activity regarding immigration and naturalization laws across the United States. They carry firearms, make arrests, prepare investigative reports, present cases for prosecution, and give testimony in court hearings.

Deportation Officers provide the control and removal of persons who are in the United States illegally. They work closely with foreign entities regarding passports and transportation documents.

Immigration Inspectors are stationed anywhere that people might enter the United States, by way of air, sea, or land. They inspect all people who wish to be admitted, and they determine eligibility. Inspectors must have extensive knowledge of laws, regulations, policies, and court decisions regarding entry requirements.

Immigration Enforcement Agents enforce immigration laws involving employer sanctions, criminal aliens, and the apprehension of absconders from deportation proceedings.

Border Patrol Agents detect and prevent the smuggling and unlawful entry of undocumented aliens and/or illegal drugs into the United States. They do this by patrolling the borders of our country and by conducting criminal investigations into suspected illegal activity, such as the importation of illegal goods or services.

The minimum qualifications vary depending on the specific career within the INS. General requirements for a law enforcement career with the INS include:

- at least three years work experience that demonstrates strong analytical, planning, organizational, and communications skills or a bachelors' degree from an accredited university or a combination of work experience and college course work
- U.S. citizenship
- a valid state driver's license
- a written entry exam (with a passing grade)
- a medical and drug test, and a background investigation (results must be acceptable)

For more information call 612-727-5290 and ask for document 20005.

U.S. INS Washington District Office
 4420 North Fairfax Drive
 Arlington, VA 22203
www.ins.usdoj.gov/graphics/workfor/index.htm

Civil Aviation Security Specialists

Civil aviation security specialists work to keep our skies and all related aviation environments safe. Enforcing airport security, tracking transportation of dangerous cargo by air, and providing guidance to the aviation industry about federal regulations are just some of the areas they cover.

Federal Air Marshals (Sky Marshals) are special agents who accompany selected high-risk flights in order to deter hijacking attempts and to ensure the safety of passenger and crewmembers. Sometimes, sky marshals are required to work irregular shifts for long periods of time, and they are frequently away from home.

Applicants for Civil Aviation Security Specialist must be between 21 and 37 years of age. In addition, they must:

- be eligible for top-secret clearance
- demonstrate experience relating to the position, such as experience in a security-related airport position, a background in investigative work, or time in the military with experience in the handling of dangerous cargo

For more information, contact the Aviation Careers Division at 405-954-4657 or visit the website at <http://jobs.faa.gov>.

United States Secret Service

Agents of the United States Secret Service have the job of protecting our President, Vice President, previous U.S. Presidents, and their families. They also protect visiting foreign heads of state. The United States Secret Service is also responsible for protecting the White House, the Vice President's home, and the Treasury Building.

The investigative division of the Secret Service deals with criminal activity involving money crimes (such as counterfeiting), computer fraud, and credit card fraud.

A United States Secret Service Agent applicant must be 21 and 36 years old. Other minimum qualifications include:

- a bachelor's degree, three years of law enforcement experience, or comparable experience.
- good vision

Applicants must also pass a medical exam, interview, lie detector test, and a background investigation.

For more information:

United States Secret Service Personnel Division
 905 H Street, N.W.
 Washington, D.C. 20001-4518
 Job Hotline: 888-813-8777
www.ustreas.gov/treasury/bureaus/usss/usss.html

Special Agents for the Fish and Wildlife Service

Special Agents of this agency enforce federal wildlife laws throughout the United States. They investigate matters such as the illegal capturing, killing, or selling of protected species, and illegal exporting/importing of such species. This is a job that includes frequent travel and agents are often away from home for extended periods of time.

Applicants for Special Agent for the Fish and Wildlife Service must be between 21 and 37 years of age. Other minimum qualifications include:

- U.S. citizenship
- a willingness to relocate, if necessary
- excellent physical condition

A four-year degree in wildlife management, criminal justice, or a related field is preferred. Agents spend 18 weeks of training in Georgia after which they are assigned to an area in the United States.

Additional Resources

Websites

- Federal, State, and Local Law Enforcement Jobs
www.copcareer.com
- Law Enforcement Employment and Hiring Information
www.911hotjobs.com
- Information on Local, State, and Federal Law Enforcement Jobs
www.policeemployment.com
- "Ask-A-Cop" Message Board
www.ganon.net/ubb/ultimatebb.php

Books

- *Law Enforcement Career Starter*, 2nd Edition by Mary Hesalroad with Lauren B. Starkey (LearningExpress).
- *Guide to Careers in Federal Law Enforcement* by Thomas H. Ackerman (Sage Creek Press).
- *Federal Careers in Law Enforcement* by Russ Smith (Impact Publications).
- *Federal Jobs in Law Enforcement* by Jack W. Warner and Beverly Sweatman (Arco).
- *FBI Careers: The Ultimate Guide to Landing a Job as One of America's Finest* by Thomas H. Ackerman (Jist Works).
- *Guide to Careers in the FBI* by John Douglas (Kaplan).
- *Norman Hall's State Trooper and Highway Patrol Exam Preparation Book* by Norman S. Hall (Adams Media Corporation).

Basic Skills ad goes here

Test-Prep ad goes here

Skill Builders ad goes here

