

POLICE OFFICER
PREPARATION MATERIALS

2

HOW TO SHARPEN READING COMPREHENSION SKILLS

Police Officer candidates during their training period and throughout their career must be able to read quickly, carefully, and with comprehension as it is required to stay up to date on the latest fire safety. The two essential ingredients for successful performance on reading tests are speed and comprehension. The following materials will explain the different kinds of comprehension questions and provide reading passages that will help to sharpen your skills. For the best results, follow the simple steps listed below.

1. Read the section “Planning a Strategy” to learn about the different kinds of reading comprehension questions.
2. Read the section “Reading Quick Tips” to pick up valuable information on how to increase your reading speed and how to use the principles of paragraph construction to improve your comprehension.

Success with reading questions depends on more than reading comprehension. You must also know how to draw the answers from the reading selection, and be able to distinguish the best answer from a number of answers that all seem to be good ones, or from a number of answers that all seem to be wrong.

Strange as it may seem, it’s a good idea to approach reading comprehension questions by reading the questions – not the answer choices, just the questions themselves – before you read the selection. The questions will alert you to look for certain details, ideas, and points of view.

Planning a Strategy

The following items are hints to help you plan your reading comprehension strategy.

1. Read the passage quickly, **but**, carefully enough to get the main idea and major supporting details.
2. Read each question and decide which kind it is. **Always** consider each possible answer before making a choice.
3. Eliminate obviously wrong responses immediately. If possible, check confusing answer choices in the passage text.

The Questions

The reading comprehension questions on your examination will usually be one (1) of three (3) kinds: main idea, details (subordinate ideas), or inference.

Main Idea:

When the question asks you to find the main idea of a paragraph, it is actually asking you "What is this paragraph about?" Commonly you will find the main idea, or a clue to it in the first sentence of a paragraph. You may even find it in the title of the paragraph. Suppose there is no title. You would then look elsewhere for clues.

Example:

"The question, whether an act, repugnant to the constitution, can become the law of the land, is a question deeply interesting to the United States: but, happily, not of an intricacy proportioned to its interest. It seems only necessary to recognize certain principles, supposed to have been long and well established, to decide it. That the people have an original right to establish, for their future government, such principles as, in their opinion, shall most conduce to their own happiness, is the basis on which the whole American fabric has been erected. The exercise of this original right is a very great exertion; nor can it, nor ought it to be, frequently repeated. The principles, therefore, so established, are deemed fundamental; and as the authority from which they proceed is supreme, and can seldom act, they are designed to be permanent."

1. The best title for the paragraph would be:
 - A. Principles of the Constitution.
 - B. The Root of Constitutional Change.
 - C. Only People Can Change the Constitution.
 - D. Methods of Constitutional Change.

This selection deals with the basis for possible changes in the Constitution. Therefore, the correct answer is **(B)**.

Example:

"It is necessary to learn how to delegate and divide work and responsibility to avoid becoming swamped in a lot of detail. Unless you assign each employee certain definite tasks and responsibilities, you are likely to find that the work will not be done efficiently, mistakes will occur, promises will not be kept, and you will begin to lose customers."

What do you think the main idea is in this paragraph? You should have said, "It is important to delegate work and responsibility." The very first sentence states the main idea.

Details

Details or subordinate ideas are those ideas that support the main idea. Each paragraph usually has more than one idea that builds upon the main idea and helps to develop it into something that makes sense. These are presented in different ways throughout a paragraph. Sometimes they may be cause and effect ideas, comparisons or contrasts, and even sequences.

Example:

“Magma is rocky material at high temperatures. It is made up of silicates, water and gases. At depths down in the Earth’s crust, the great pressures prevent the hot, solid magma from liquefying. As the Earth’s crust moves, pressure may increase and a weakness may appear in the overlying rock layers. The pressure is reduced at these points and the magma liquefies. The hot, liquid rock flows into the newly formed cracks. In some places, the liquid magma reaches the surface and solidifies.”

It should be easy to determine what the paragraph is talking about. It is discussing magma, which is rocky material at high temperatures. That was simple, if you started reading from the beginning. But what causes magma? How is it created? What is the cause? The answer would be reduced pressure and high temperature.

Example:

“Another explanation of the persistence of the criminal is found in the existence of criminality or near-criminality in the general society.”

1. The statement least consistent with this quotation is:
 - A. Not all criminals are apprehended and sentenced for their crimes.
 - B. Advertisements of many commodities are often fraudulent in their claims.
 - C. The reformation of the offender would be much simpler if society contained more persons of the near-criminal type.
 - D. Any business concerns are willing to purchase stolen goods.

Choice (C) is in direct opposition to the quotation. It is therefore, **least** consistent with the quotation.

Inference

An inference is a conclusion made from something that is implied. The answer to an inference question will not be found in the passage and is therefore the most difficult type of reading comprehension question to answer. You must interpret the material by looking at words, feelings or sounds of words. When you listen to two (2) people speaking, you can infer that the person is angry with the other if the tone or sound of their voice is raised or sharp. You must carefully read and think logically in order to draw the correct conclusion from the information given. A variation of the inference question might be stated as, “The author would expect that . . .”. To answer these questions, you must understand the author’s point of view, and then make an inference from that viewpoint based upon the information in the selection.

Example:

The facts, as we see them, on drug use and the dangerous behavior caused by drugs are that some people get into trouble while using drugs, and some of those drug users are dangerous to others. Sometimes a drug is a necessary element in order for a person to commit a crime, although it may not be the cause of his or her criminality. On the other hand, the use of a drug sometimes seems to be the only convenient excuse by means of which the observer can account for the undesirable behavior.

1. The author apparently feels that:
 - A. The use of drugs always results in crime.
 - B. Drugs and crime are only sometimes related.
 - C. Drug use does not always cause crime.
 - D. Drugs are usually an element in accidents and suicides.

The author states that drugs are sometimes a necessary element in a crime, but at other times are just an excuse for criminal behavior. Therefore, **(B)** is the correct answer.

Two additional forms that reading comprehension questions may follow are: interpretation and vocabulary. Interpretation questions ask you what the questions means, not just what it says. Vocabulary questions will ask the meaning of certain words or phrases as used in the selection.

Once you have read the selection and understood what you have read, it becomes a simple matter to apply the ideas from the paragraph to the question asked. It asks you to make conclusions based on the material you have read.

Example:

“The algae grew in thick blooms, faster than they could be eaten. They died and covered the bottom of the lake. Enormous amounts of bacteria fed on the dead plants. Bacteria used up the oxygen. The fish died and their bodies added food for more bacteria, which used up more oxygen.

The fish died because of a lack of:

1. Food
2. Water fleas
3. Algae
4. Oxygen
5. Sunlight

The correct answer is (4). Although it was not stated specifically in the reading selection, you should know that fish can't live without sufficient oxygen in the water. Bacteria used up the oxygen. Lack of oxygen would be fatal to a fish, sooner than lack of food.

If you correctly guessed the answer, you made a judgment decision. There was no mention that the fish needed water fleas or algae to live. Sunlight was never mentioned. Thus, there were only two (2) logical choices: food or oxygen. Normally too, the information asked for in the question is not presented in the paragraph.

Remember this type of question is similar to inference questions. You are required to use logic, but in addition, you are also asked to apply what you have learned from the reading selection to a question that uses this information.

Reading: Quick Tips

Main ideas are the most important thoughts in a paragraph or selection. The main idea is often stated in a topic sentence. The topic sentence expresses the central thought of the paragraph.

Supporting details are the major thoughts used to explain and expand the main idea.

Skimming is a speed-reading technique that is used to extract the main idea and supporting details from a selection.

Scanning is the method used to locate specific information in a selection.

For speed and accuracy in reading and answering comprehension questions, practice and use the following scanning techniques.

1. **To answer main ideas and inference questions.**

- ❖ Use your index finger as a guide and a pacer. Read the selection through quickly.
- ❖ As you move your finger across each line, concentrate on looking at three or four word phrases, not at one word at a time. Try not to “say” the words in your mind as you go.
- ❖ Follow your finger only with your eyes, not with your whole head.
- ❖ Your purpose is to locate the topic sentence, the main idea, and the major supporting details. This information should enable you to answer most main idea and inference questions.

2. **To answer detail questions.**

- ❖ Take a key word from the question you want to answer and “lock” it in your mind.
- ❖ Using your index finger as a guide, scan the lines for that word.
- ❖ **Do not read when you scan!** You are simply looking for the key word.
- ❖ When you find the word, **STOP!** The answer to your question will usually be in the same sentence.
- ❖ Read the entire sentence carefully **before** choosing an answer.

The most important ingredients in successful reading performance are accuracy and speed. Both require lots of practice. The tips you have just read should noticeably improve your accuracy and speed, **if your practice them conscientiously.**

Hints for Scoring High

1. Read the questions and underline or remember key words. Look for clues in three (3) places: in the paragraph, in the question and in you.
2. Skim the selection to get a general idea of the subject matter, the point that is being made, and the organization of the material.
3. Reread the selection giving attention to details and point of view. Underscore key words and phrases.

4. If the author has quoted material from another source, be sure that you understand the purpose of the quote. Does the author agree or disagree.
5. Carefully read each question or incomplete statement. Determine exactly what is being asked. Watch for negatives or all-inclusive words such as **always, never, all, only, every, absolutely, completely, none, entirely, no**. Misreading a question is one of the major mistakes made on reading comprehension tests.
6. Read all the answer choices. Eliminate those choices that are obviously incorrect. Reread the remaining choices and refer to the selection, if necessary, to determine the best answer.
7. Avoid inserting your own judgments into your answers. Even if you disagree with the author, or even if you spot a factual error in the selection, you must answer on the basis of what is stated or implied in the selection.
8. Do not allow yourself to spend too much time on any one (1) question. If looking back at the selection does not help you to find or figure out the answer, choose from among the answers remaining after you eliminate the obviously wrong answers, mark the question in the text booklet, and go on. If you have time at the end of the examination or examination portion, reread the selection and the question. Often a fresh look provides new insights.
9. Develop the habit of being a detective when answering questions so that you are always on alert to the clues.
10. Regularly review the reading skills: main idea, subordinate idea, intended inference and application of ideas.

READING COMPREHENSION

Read the passage and the questions listed after each passage. To answer the questions, circle the letter/choice which best answers the question.

A. Any night, every night, the transcontinental planes roar across the vast length of our country. At hundreds of miles a minute, they reel off these great stretches which the pioneers of another day conquered so heroically, mile by indomitable mile. It is another element, but it is still the same spirit. The pioneer, driving his teams, trusted the stars to guide him in the cool of night. Today the pilot has radar, dials, and airline beacons. But stars or dials, one horsepower or thousands, only the progress of science separates the pioneer from the pilot. For the struggle to triumph over space is never-ending. And the courage that drives men forward is a flame that will not die.

1. The best title for this passage is:

- A. Glory by Night and Day.
- B. 1600 Horsepower.
- C. The Modern Pioneer.
- D. Guides Yesterday and Today.
- E. The Past Compared with the Present.

2. The writer implies that:

- A. The stars are airplane beacons.
- B. The flame of the airplane engine will live.
- C. Man's spirit is unconquerable.
- D. Space is not as great as formerly.
- E. The early pioneer and the airplane pilot are very close in time and place.

3. All of the following statement apply to this passage except:

- A. Pilots today utilize radar, dials and airplane beacons for direction.
- B. The struggle to overcome space will end in the future.
- C. Pioneers trusted the stars to guide them at night.
- D. Courage is man's flame that will never die.
- E. None of the above.

B. The dramatic events of December 7, 1941, plunged this nation into war. The full import of the war we can't even now comprehend, but one of the effects stands out in sharp relief – the coming of the air age. The airplane, which played a relatively minor part in World War I, has already soared to heights undreamed of, except by the few with mighty vision. In wartime the airplane is the artillery on wings and the battleship that flies. To man in his need it symbolized deadly extremes: friend or foe; deliverance or death. It is a powerful instrument of war – revolutionizing military strategy, but its peacetime role is just as revolutionary. This new master of time and space, fruit of man's inventive genius, has come to stay, smalling the earth and smoothing its surface. To all of us, then, to youth and to adult alike, comes the winged challenge to get ourselves ready – to orient ourselves for living in an age, which the airplane seems destined to mold.

1. The title below that best expresses the ideas of this passage is:
 - A. The airplane in World War I and in peace.
 - B. The coming of the air age.
 - C. The value of the airplane in war.
 - D. The fruit of man's genius.
 - E. The latest invention in aviation.

2. The author implies that aviation must play in peacetime a role that:
 - A. Is greater than the one it played in war.
 - B. Is as significant as the one it played in war.
 - C. Is less important than the one it played in war.
 - D. Orients us to the past and the present.
 - E. Will revolutionize military strategy.

3. The airplane played a _____ part in World War I.
 - A. Significant.
 - B. Relatively minor.
 - C. Momentous.
 - D. Average.
 - E. None of the above.

4. The use of the airplane during World War II helped to revolutionize military strategy?
 - A. True statement.
 - B. False statement.

- C. In 1969, the Supreme Court made a landmark decision in overturning a lower California Appeals Court and California Supreme Court ruling. The case in question involved Ted Chimel, who was arrested for the burglary of a local coin shop. Incidental to his arrest, authorities thoroughly searched his residence against his wishes. Officers were successful in locating evidence that implicated Mr. Chimel in the coin shop robbery. That evidence was used in the trial to convict Mr. Chimel. Both the California Appeals Court and the California Supreme Court upheld the decision. It was, however, reversed by the Supreme Court, which held that Mr. Chimel's Fourth and Fourteenth Amendment rights were violated when the search (incident to the arrest and without a warrant) went beyond that area of his person or the area within his reach from which he might have obtained a weapon. Consequently today, how and what is searched is rigidly defined. Incident to arrest, an officer is only allowed to search the person and area within proximate reach for a potential weapon. Searches can not be expanded further unless there is a warrant issued by a magistrate specifying exactly what can be searched or the arrested person gives permission or an officer has reasonable belief that another person's life may be in danger. The word *reasonable* is and has been subjected to various interpretations in the courts. The most dependable way of conducting a search without the "color of authority" potentially affecting the outcome of a trial is with a written warrant from an impartial magistrate.

1. What would be an appropriate title for this passage?
 - A. *Chimel vs. California* (1969).
 - B. Search and seizure guidelines as established by the Supreme Court.
 - C. The consequences of an unreasonable search.
 - D. The disadvantages of not utilizing a warrant.
 - E. None of the above.

 2. The word *incident* (to arrest) as it is applied in the reading most nearly means:
 - A. as a preliminary.
 - B. dependent on.
 - C. in the course of.
 - D. preparatory.
 - E. situational response.

 3. Which of the following factors could ultimately determine the legality of a warrant-less search in the court's view?
 - A. The position of the arresting officers in relation to the arrestee.
 - B. The degree of physical restraint placed on the arrestee.
 - C. The relative degree of ease or difficulty of the arrestee reaching a given area.
 - D. All of the above.
 - E. None of the above.

 4. According to the reading, which of the following statements is the most accurate?
 - A. Mr. Chimel's Fourteenth Amendment rights were violated in the landmark case of *Chimel vs. California*.
 - B. Warrants give a broad definition as to what area can be searched during criminal investigations.
 - C. Warrants, in effect, remove the prospect of a court's consideration of whether "color of authority" may have in any way biased the case.
 - D. The California Supreme Court overturned Mr. Chimel's conviction on the basis that his civil rights were neglected.
 - E. All of the above.
- D. When a vehicle has been disabled in a tunnel, the officer on patrol in this zone shall press the emergency truck light button. In the fast lane, red lights will go on throughout the tunnel; in the slow lane, amber lights will go on throughout the tunnel. The yellow zone light will go on at each signal control station throughout the tunnel and will flash the number of the zone in which the stoppage has occurred. A red flashing pilot light will appear only at the signal control station at which the emergency truck button was pressed. The emergency garage will receive an audible and visual signal indicating the signal control station at which the emergency truck button was pressed. The garage officer shall acknowledge receipt of the signal by pressing the acknowledgement button. This will cause the pilot light at the operated signal control station in the tunnel to cease flashing and to remain steady. It is an answer to the officer at the operated signal control station that the emergency truck is responding to the call.

1. According to this passage, when the emergency truck light button is pressed,
 - A. Amber lights will go on in every lane throughout the tunnel.
 - B. Emergency signal lights will go on only in the lane in which the disabled vehicle is located.
 - C. Red lights will go on in the fast lane throughout the tunnel.
 - D. Pilot lights at all signal control stations will turn amber.
 - E. The responding officer will shut down the system.

2. According to this passage, the number of the zone in which the stoppage has occurred is flashed.
 - A. Immediately after all the lights in the tunnel turn red.
 - B. By the yellow zone light at each signal control station.
 - C. By the emergency truck at the point of stoppage.
 - D. By the emergency garage.
 - E. By the yellow zone light in the garage.

3. According to the passage, an officer near the disabled vehicle will know that the emergency tow truck is coming when:
 - A. The pilot light at the operated signal control station appears and flashes red.
 - B. An audible signal is heard in the tunnel.
 - C. The zone light at the operated signal control station turns red.
 - D. The pilot light at the operated signal control station becomes steady.
 - E. The zone and pilot lights turn yellow.

4. Under the system described in the passage, it would be correct to come to the conclusion that:
 - A. Officers at all signal control stations are expected to acknowledge that they have received the stoppage signal.
 - B. Officers at all signal control stations will know where the stoppage has occurred.
 - C. All traffic in both lanes of that side of the tunnel in which the stoppage has occurred must stop until the emergency truck has arrived.
 - D. There are tow emergency garages, each able to respond to stoppages in traffic going in one particular direction.

READING COMPREHENSION ANSWERS

- A.
- (C) is correct. The passage represents a comparison of the modern with the ancient pioneer.
(A) is wrong. There is no discussion of the concept of glory.
(B) is wrong. This is just a brief allusion within the passage.
(D) is wrong. Again, there is simply the allusion to this motion.
(E) is wrong. This is much too general as the title.
 - (C) is correct. The final sentence clinches this idea.
(A) is wrong. This is actually contrary to the intent of the author.
(B) is wrong. This is a confused comparison.
(E) is wrong. They are close in spirit, not in the realities of time.
 - (B) is correct. This is contrary to the passage.
(A), (C), (D), and (E) are specifically stated in the passage.
- B.
- (B) is correct. This is specifically stated and restated in conclusion.
(A) is wrong. The emphasis is actually on post-World War II influences.
(C) is wrong. This is only one illustration.
(D) is not sufficiently specific. (E) is not discussed.
 - (B) is correct. This is specifically stated as a main point.
(A) is contrary to statement of paragraph.
(C), (D), and (E) are not relevant to the idea expressed.
 - (B) is correct.
 - (A) is correct.
- C.
- (B) Selection A was indeed discussed, but it fails to include the entire content of the article. Selections C and D touch only on specifics and do not properly summarize the passage's underlying meaning.
 - (B) is correct the interpretation of the word incident as used in this passage.
 - (D) is correct. Selections A, B, and C are all factors that limit areas that an arrestee may reach, albeit for a weapon or just the fact that it is within their area of control. After the *Chimel v. California* decision, courts take three factors into consideration when determining what a reasonable search without a warrant may entail.
 - (C) is correct. Selection A is correct, but the question asks for the most accurate statement of the four given. This selection would have been more complete had it specified that his Fourth Amendment rights were violated as well. Selection B is incorrect because warrants are very specific with regard to what can be searched. They are not broad in definition. Selection D is incorrect because it was the Supreme Court of the United States, not the California Supreme Court, which reversed a lower court's decision in *Chimel's* case.
- D.
- (C) is correct. See the second sentence. When a reading passage is crammed with details, most of the questions will be strictly factual.
 - (B) is correct. See the third sentence.
 - (D) is correct. See the last 2 sentences.
 - (B) is correct. The yellow zone light goes on at each signal control station and flashes the number of zones in which the stoppage has occurred, so all officers receive this information.

READING COMPREHENSION

Read the following passages and answer the questions listed after each passage.
Select the answer which best answers the question.

Passage 1:

A human resources manager, working at a prominent Northwest company, asked for my help in writing her résumé. She told me: "I see résumés all the time. Thousands have passed through my hands, but when it comes to writing my own I have a difficult time doing it. A résumé is nothing more than a slick advertisement. But an important one, especially in today's job market if you want to be successful in the job market.

She makes it clear that your résumé is all an employer has when they start the screening process. And employers report that most résumés get only a 15-20 second glance. If you don't capture their attention quickly, they pass you by and call in someone else for the interview.

There is a good technique that you can use, though, that employers really like to see on a résumé. When I did our national survey of 600 hiring managers, the overwhelming majority said the most important part of your résumé is your "Summary of Qualifications" section. Adding this triples your impact, and employers reported that this was one of the very first areas they read. And if the briefly stated summary demonstrates solid ability to fill the advertised job, it catches their attention and they slow down and give the applicant more careful consideration.

Passage 1 Questions:

1. Which of the following titles are appropriate for this passage?
 - a. Human Resources Manager Helps Write Resumes!
 - b. Resume Writing in the Northwest!
 - c. National Survey!
 - d. None of the above.

2. By reading this article, a safe guess is that a good resume can:
 - a. Have a negative impact during the actual interview if it is not typed correctly.
 - b. Get an interview with a Company's CEO.
 - c. Provide an employer with a general overview of your knowledge, abilities, and skills.
 - d. Is nothing more than a slick advertisement.
3. This article suggests that the most important part of your resume is your:
 - a. Qualification and Skills Summary.
 - b. Education History.
 - c. Summary of Qualifications Section.
 - d. Personal Information.
4. The ability to demonstrate that an applicant has the knowledge, abilities, and skills to fill the advertised job will catch the attention of the employer and ensure that the applicant has a better shot at being considered for the position to be filled.
 - a. True
 - b. False

Passage 2:

The interview is the most critical point in the job search process. While you might look great on paper, the real test starts when you get in front of a hiring manager. You've got the skills, now you need to prove that you'll be a good fit with your future co-workers and company. And it's oh-so-easy to sabotage that much-coveted and highly-valuable face time.

According to a recent CareerBuilder.com survey of 866 hiring managers, almost 70 percent recalled unusual behavior by job candidates. While the usual suspects did come up, some of their experiences were downright jaw-dropping. Here are some examples of how not to behave in an interview:

Hugh Hefner Wants His Pants Back. Clothes make the man (or woman) and what you wear has a direct impression on a hiring manager. Comfortable clothes will curb your nervousness, but that doesn't mean you should wear pajama bottoms like one job seeker did. The company dress policy may be casual, but save the

Gothic clothes and socks with slippers until you get the job. If you're hitting the beach after your interview, it doesn't give you license to wear your bathing suit and flip flops. And seriously guys, the flashy medallion on a bed of chest hair will not impress anyone.

I'm With The Band. Unless you're in need of a seeing eye dog, you should not bring an animal or another person with you to an interview. It seems like common sense. Nevertheless, many a job seeker has brought a companion along on the interview including a child, spouse, friend, pet and even the entire family. An invitation to a job interview never includes a guest. Bringing one puts your independence in questions.

Passage 2 Questions:

5. The interview is the most critical point during pre-employment testing.
 - a. True
 - b. False

6. According to a CareerBuilder.com survey _____ % of hiring managers recalled unusual behavior by job candidates.
 - a. 86%.
 - b. 75%.
 - c. 70%.
 - d. 66%.

7. A standard practice for majority of interviewing candidates is to bring an animal or spouse to the interview for support.
 - a. True
 - b. False

8. The clothing choice that you make regarding your interview attire, will help you make a good impression on the hiring manager/interviewer.
 - a. True
 - b. False

Passage 3:

Imagine working only four hours a day, nine months a year and earning all the money you need to do exactly what you want with all your free time. Does that sound like your life?

That's the life a futurist of the early 20th century predicted the average worker would be living by the 21st century.

Despite the introduction of many labor-saving devices, Harvard University Economist Juliet Schor found by the 1990s people were working the equivalent of one month a year more than they did at the end of World War II. It seems that whenever a significant new "labor saving" product or service is developed we use it so much our workload actually increases. After all, wasn't our work supposed to be made easier by voice mail, faxes, cell phones and e-mail?

Instead, many of us find we are constantly on-call, frequently interrupted and overwhelmed with communications that people expect to receive immediate responses to. That's on top of the already heavy workload existing in most organizations. For some workers, the best way to deal with the overload is to take an extended stress leave.

If switching from double lattes to decaf isn't enough to reduce your stress at work, here are seven ways you can get your workload under control:

1. Work on things that are important.
2. Keep an "activity log."
3. Set daily goals.
4. Be gentle with yourself.
5. Avoid interruptions.
6. Don't let other people's problems become yours.
7. When you feeling overwhelmed, say so.

Passage 3 Questions:

9. An appropriate title for this passage is:
 - a. Dealing With Other Problems.
 - b. Seven Ways to Reduce Stress At Work.
 - c. Working.
 - d. Using Voice Mail, Faxes and Cell Phones.

10. When a new "Labor Saving" product is developed, it is used so much that workload actually _____.
- a. Decreases.
 - b. Stays the same.
 - c. Increases.
 - d. Depends on the individual.
11. In the early 1900's people were working the equivalent of one month more a year than was worked in the 1990's.
- a. True
 - b. False
12. With the invention of various communication devices such as cell phones, faxes, voice mail and e-mail many people now feel that the workload has become overwhelming.
- a. True
 - b. False
13. Which of the items listed below is not listed as a stress reducer in the passage?
- a. Work on things that are important.
 - b. When you are feeling overwhelmed, say so.
 - c. Avoid interruptions.
 - d. Working in a position that requires 70% of your time out-of-doors.

Passage 4:

NEWARK, N.J. — Sirens wailing, Ed Wheat's ambulance races through the streets of Newark en route to yet another GSW. In Wheat's world, that's shorthand for gun shot wound. Newark is a city so rough that no one but the state government is willing to take responsibility for emergency medical care. Wheat's crew is often the first on the scene of traumatic accidents, stabbings and gun battles.

This time, the initial report is wrong — not a gun shot victim, just a 300-pound diabetic, former professional boxer whose hypoglycemic state has him flailing at those who have come to his aid. Wheat, a 6'4" 250 pound former military policeman, is the perfect candidate to step in and subdue the man. With several police and firefighters, he moves in and takes a hard punch in the eye before the man is loaded into the ambulance for treatment.

“It’s like that some days,” Wheat says, showing off a burgeoning shiner. “It can be quiet sometimes, but a lot of times it’s run and gun, and you’re fighting to stay focused on your job, almost robotic, instead of thinking about what could happen around you.”

Coolness under pressure and his experience with gun and knife wounds makes the 34-year-old the perfect candidate for another job, one the Army and Marine Corps are more and more desperate to fill these days.

Luring trained veterans back into the medical corps is a full-time headache for the military, which even in peacetime is compelled to offer bonuses and perks that would compare with those available in the private sector. These days, with conflicts in Iraq and Afghanistan and the military attempting to add more than 40,000 new soldiers over the next few years, the challenge is more acute than ever.

Passage 4 Questions:

14. The Army and Marine Corps are looking for individuals that would be good medics.
 - a. True
 - b. False

15. In this passage, GSW stands for?
 - a. Great Sun Water.
 - b. Gun Shot Wound.
 - c. Gun, Scene and Water.
 - d. Gone Sun-tanning and Wading.

16. _____ is a city so rough that that no one, but the state government is willing to take responsibility for emergency medical care.
 - a. Omaha.
 - b. Kansas City
 - c. Newark
 - d. None of the above

Reading Comprehension Answers

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