

MASTER THE™

PETERSON'S
Publishing

CATHOLIC HIGH SCHOOL

ENTRANCE EXAMS | 2012

 facebook.com/catholicexams

Facebook and Facebook logo are registered trademarks of Facebook, Inc. Facebook, Inc. was not involved in the production of this book and makes no endorsement of this product.

*SAT is a registered trademark of the Secondary School Admission Test Board, which does not endorse this book.
**GCE is a registered trademark of the Educational Records Bureau, which does not endorse this book.



Master the Catholic High School Entrance Exams 2013





About Peterson's Publishing

To succeed on your lifelong educational journey, you will need accurate, dependable, and practical tools and resources. That is why Peterson's is everywhere education happens. Because whenever and however you need education content delivered, you can rely on Peterson's to provide the information, know-how, and guidance to help you reach your goals. Tools to match the right students with the right school. It's here. Personalized resources and expert guidance. It's here. Comprehensive and dependable education content delivered whenever and however you need it. It's all here.

For more information, contact Peterson's, 2000 Lenox Drive, Lawrenceville, NJ 08648; 800-338-3282 Ext. 54229; or find us online at www.petersonspublishing.com.

Peterson's makes every reasonable effort to obtain from reliable sources accurate, complete, and timely information about the tests covered in this book. Nevertheless, changes can be made in the tests or the administration of the tests at any time and Peterson's makes no representation or warranty, either expressed or implied as to the accuracy, timeliness, or completeness of the information contained in this book.

© 2012 Peterson's, a Nelnet company

Previous editions © 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011

SSAT is a registered trademark of the Secondary School Admission Test Board, which does not endorse this book.

ISEE is a registered trademark of the Educational Records Bureau, which does not endorse this book.

Facebook® and Facebook logos are registered trademarks of Facebook, Inc. Facebook, Inc. was not involved in the production of this book and makes no endorsement of this product.

Bernadette Webster, Director of Publishing; Mark D. Snider, Editor; Ray Golaszewski, Publishing Operations Manager; Linda M. Williams, Composition Manager; Timothy Conboy, EBook Production Specialist.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems—without the prior written permission of the publisher.

For permission to use material from this text or product, complete the Permission Request Form at <http://www.petersons.com/permissions>.

ISBN-13: 978-0-7689-3674-2

ISBN-10: 0-7689-3674-8

Eighteenth Edition

Contents

Before You Begin

[Why You Should Use This Book](#)

[How This Book is Organized](#)

[How To Use This Book](#)

[What to Study: TACHS, COOP, and HSPT](#)

[What to Study: SSAT and ISEE](#)

[Special Study Features](#)

[You're Well on Your Way to Success](#)

[Find Us On Facebook®](#)

[Give Us Your Feedback](#)

[Top 10 Ways to Raise Your Score](#)

Part I: Tackling the Exams

1 All About the New York City Test for Admission into Catholic High Schools (TACHS)

[The TACHS Exam Format](#)

[About the TACHS Questions](#)

[Summing It Up](#)

2 All About the Cooperative Entrance Exam (COOP)

[The COOP Exam Format](#)

[How the COOP is Scored](#)

[About the COOP Questions](#)

[Summing It Up](#)

3 All About the High School Placement Test (HSPT)

[The HSPT Exam Format](#)

[How the HSPT is Scored](#)

[About the HSPT Questions](#)

[The HSPT Optional Tests](#)

[Summing It Up](#)

4 All About the Secondary School Admission Test (SSAT)

[The SSAT Exam Format](#)

[How the SSAT is Scored](#)

[What is the Writing Sample?](#)

[About the SSAT Question](#)

[5 All About the Independent School Entrance Examination \(ISEE\)](#)

[The ISEE Exam Format](#)

[How the ISEE is Scored](#)

[About the ISEE Questions](#)

[Summing It Up](#)

[6 Test-Taking Techniques](#)

[What to Expect When You Take the Exam](#)

[Tips for Answering Questions](#)

[Summing It Up](#)

[Part II: Verbal Skills](#)

[7 Synonyms](#)

[Tips for Answering Synonym Questions](#)

[Exercises: Synonyms](#)

[Answer Keys and Explanations](#)

[Summing It Up](#)

[8 Antonyms](#)

[Tips for Answering Antonym Questions](#)

[Exercises: Antonyms](#)

[Answer Keys and Explanations](#)

[Summing It Up](#)

[9 Analogies](#)

[Tips for Answering Analogy Questions](#)

[Exercises: Analogies](#)

[Answer Keys and Explanations](#)

[Summing It Up](#)

[10 Verbal Logic](#)

[HSPT Logic](#)

[HSPT Verbal Classification](#)

[COOP Extraction of Information](#)

[COOP Logic](#)

[COOP Artificial Language](#)

[Exercises: Verbal Logic](#)

[Answer Keys and Explanations](#)

[Summing It Up](#)

[11 Reading](#)

[How to Improve Your Reading Skills](#)

[Tips for Answering Reading Comprehension Questions](#)

[Exercises: Reading](#)

[Answer Keys and Explanations](#)

[Summing It Up](#)

12 Spelling

[Tips for Improving Your Spelling Skills](#)

[Twenty-Four Spelling Rules](#)

[Exercises: Spelling](#)

[Answer Key and Explanations](#)

[Summing It Up](#)

13 Punctuation and Capitalization

[Punctuation Rules](#)

[Capitalization Rules](#)

[Exercises: Punctuation and Capitalization](#)

[Answer Key and Explanations](#)

[Summing It Up](#)

14 English Usage

[Principles of Grammar](#)

[Troublesome Words](#)

[Exercises: English Usage](#)

[Answer Keys and Explanations](#)

[Summing It Up](#)

15 Language Composition and Expression

[Tips for Answering Language Composition and Expression Questions](#)

[Exercises: Language Composition and Expression](#)

[Answer Key and Explanations](#)

[Summing It Up](#)

Part III: Quantitative and Nonverbal Skills

16 Quantitative Reasoning

[The Best Approach](#)

[Exercises: Quantitative Reasoning](#)

[Answer Key and Explanations](#)

[Summing It Up](#)

17 Mathematics

[The Number Line](#)

[Decimals](#)

[Fractions](#)

[Percentages](#)

[Algebra](#)

[Equations](#)

[Geometry](#)

[Coordinate Geometry](#)

[Word Problems](#)

[Test Yourself Answers and Explanations](#)

[Exercises: Mathematics](#)

[Answer Keys and Explanations](#)

[Summing It Up](#)

18 Series Reasoning

[Number Series](#)

[Letter Series](#)

[Mixed Series](#)

[Symbol Series](#)

[Tips for Answering Series Questions](#)

[Test Yourself Answer Keys and Explanations](#)

[Exercises: Series Reasoning](#)

[Answer Keys and Explanations](#)

[Summing It Up](#)

19 Comparisons

[Geometric Comparisons](#)

[Nongeometric Comparisons](#)

[Exercises: Comparisons](#)

[Answer Key and Explanations](#)

[Summing It Up](#)

Part IV: Eight Practice Tests

Practice Test 1: TACHS

[Reading](#)

[Language](#)

[Math](#)

[Ability](#)

[Answer Keys and Explanations](#)

Practice Test 2: TACHS

[Reading](#)

[Language](#)

[Math](#)

[Practice Test 3: COOP](#)

[Section 1. Sequences](#)

[Section 2. Analogies](#)

[Section 3. Quantitative Reasoning](#)

[Section 4. Verbal Reasoning—Words](#)

[Section 5. Verbal Reasoning—Context](#)

[Section 6. Reading and Language Arts](#)

[Section 7. Mathematics](#)

[Answer Keys and Explanations](#)

[Score Sheet](#)

[Practice Test 4: COOP](#)

[Section 1. Sequences](#)

[Section 2. Analogies](#)

[Section 3. Quantitative Reasoning](#)

[Section 4. Verbal Reasoning—Words](#)

[Section 5. Verbal Reasoning—Context](#)

[Section 6. Reading and Language Arts](#)

[Section 7. Mathematics](#)

[Answer Keys and Explanations](#)

[Score Sheet](#)

[Practice Test 5: HSPT](#)

[Verbal Skills](#)

[Quantitative Skills](#)

[Reading](#)

[Mathematics](#)

[Language](#)

[Answer Keys and Explanations](#)

[Score Sheet](#)

[Practice Test 6: HSPT](#)

[Verbal Skills](#)

[Quantitative Skills](#)

[Reading](#)

[Mathematics](#)

[Language](#)

[Answer Keys and Explanations](#)

[Score Sheet](#)

Practice Test 7: SSAT (Upper Level)

[Part I: Writing Sample](#)

[Part II: Multiple Choice](#)

[Answer Keys and Explanations](#)

[Score Yourself](#)

Practice Test 8: ISEE (Upper Level)

[Section 1: Verbal Reasoning](#)

[Section 2: Quantitative Reasoning](#)

[Section 3: Reading Comprehension](#)

[Section 4: Mathematics Achievement](#)

[Section 5: Essay](#)

[Answer Keys and Explanations](#)

[Score Yourself](#)

SPECIAL ADVERTISING SECTION

[Saint Louis University John Cook School of Business](#)

[St. Mary's University Bill Greehey School of Business](#)

[Thomas Jefferson University School of Population Health](#)

[University of Medicine & Dentistry of New Jersey](#)

[The Winston Preparatory Schools](#)

Before You Begin

Why You Should Use This Book

If you're in the eighth grade and are preparing to continue your education at a Catholic high school, then this book is just what you need. An essential part of getting into the school of your choice is taking and passing an entrance exam. This book has been specially designed to assist you with preparing for and taking the two most commonly used Catholic high school entrance exams, the COOP and the HSPT. It will also introduce you to the SSAT and the ISEE, two other widely used tests. If you live within the Archdiocese of New York, or the Diocese of Brooklyn and Rockland County, you probably will have to take the Test for Admissions into Catholic High Schools, commonly known as the TACHS. Exercises are included here to prepare you for that test also. You'll find help with answering questions in every test subject and plenty of practice to get you ready for your exam.

Master the Catholic High School Entrance Exams will not only help you develop your test-taking skills, it also includes descriptions and examples of each type of entrance exam and eight full-length practice exams—two TACHS, two COOPs, two HSPTs, one SSAT, and one ISEE. The TACHS, COOP, HSPT, SSAT, and ISEE practice exams simulate the type of questions you can expect to find on the actual exams. However, the test-makers may have instituted changes after this book was published. To see if new information regarding the tests is available, check Peterson's Web site (www.petersonspublishing.com/publishingupdates). In addition, this book provides skills review and practice questions in each of the subject areas covered by typical entrance exams. Use these sections to help you strengthen your weak areas.

How This Book is Organized

Divided into sections, this book provides four main parts that can help you with your preparation. Use Part I to learn more about each exam type and how it's scored. You'll find examples of typical questions from each exam. Use Part II to review the verbal skill sections of the TACHS, COOP, and HSPT exams, such as analogies, verbal logic, reading, and composition. Use Part III to review quantitative and nonverbal skills, such as mathematics. Part IV includes practice exams for the TACHS, the COOP, the HSPT, the SSAT, and the ISEE.

How To Use This Book

Diagnostic Test Method

One way to use this book is to start with a diagnostic test. A diagnostic test is a test that helps you understand your strengths and weaknesses on the exam. It “diagnoses” the skills that need the most improvement.

In this method, you take a diagnostic test first. Then you use the results of your diagnostic to develop a study plan. Use one of the practice tests in Part IV as your diagnostic test. Take this test under

“realistic” testing conditions. Go to a quiet setting, away from distractions. Time yourself as you would be timed on the real test, making sure to complete all test sections at once.

Once you’ve taken your diagnostic test, score yourself to see your strengths and weaknesses. How do you do? Make a list of your strong and weak areas. If you scored well on Math but poorly on Verbal Skills, then you can count Math as a strength. Your Verbal Skills, on the other hand, will need some work. Rank the different sections in terms of your strongest and weakest skills.

Use your ranking list to develop your study plan. Your plan should prioritize boosting your weaker skills. You don’t need to spend as much time brushing up on your strengths. However, you should plan to spend *some* time on “strong skills” exercises—just to stay in shape!

Once you’ve got a study plan, put it to work. Read the introduction to your test in Part I. Then, focus on improving your weak skills by studying the sections in Parts II and III. After you’ve reviewed the content sections, take your second practice test. This test should show an improvement in your score.

Front-to-Back Method

Another way to use this book is the front-to-back method. In this method, you work through the book the way it is organized. This method might be quickest if you don’t have the time to take two practice tests.

Start at Part I of the book and carefully read through the introductory section on your exam. This will help you understand the exam and how it’s scored. Next, study the content sections in Parts II and III. Focus on the sections that relate to your exam. If you know your strong and weak skills, you might devote extra time to sections where you need the most improvement.

After you’ve reviewed the content, take a practice test or two in Part IV. Even taking one test will help you be more prepared for exam day. Sometimes, the process of taking the test itself can actually help increase your score. This is because you become more familiar with the test, which increases your confidence.

After you complete each test, review your answers with the explanations provided. If you still don’t understand how to answer a certain question, you might ask a teacher for help. A review session with a friend might prove helpful, too.

What to Study: TACHS, COOP, and HSPT

Parts II and III of this book provide TACHS, COOP, and HSPT content for you to review. Use the table below to determine which chapters to study for your test.

No.	Chapter	TACHS	COOP	HSPT
<i>Part II: Verbal Skills</i>				
7	Synonyms	X		
8	Antonyms			
9	Analogies		X	
10	Verbal Logic		X	

11	Reading	X	X
12	Spelling	X	X
13	Punctuation and Capitalization	X	X
14	English Usage	X	X
15	Language Composition and Expression	X	X
<i>Part III: Quantitative and Nonverbal Skills</i>			
16	Quantitative Reasoning		X
17	Mathematics	X	X
18	Series Reasoning	X	X
19	Comparisons		

What to Study: SSAT and ISEE

If you are thinking about taking the SSAT and the ISEE, you'll find an entire chapter and practice tests for each in this book. Although most Catholic high schools prefer scores from the TACHS, COOP, and HSPT, there are some Catholic high schools that will accept SSAT and ISEE scores as well. While Parts I and III in this guide are not specifically dedicated to the SSAT and ISEE, note that the Synonyms, Analogies, Reading, Mathematics, and Quantitative Reasoning chapters do cover much of the same content that appears on these two exams (although the questions may appear in different formats). For more in-depth preparation for the SSAT and ISEE, check out *Peterson's Master the SSAT & ISEE*, available everywhere books are sold.

Special Study Features

Master the Catholic High School Entrance Exams is designed to be as user-friendly as it is complete. To this end, it includes several features to make your preparation much more efficient.

Overview

Each chapter begins with a bulleted overview listing the topics to be covered in the chapter. This will allow you to quickly target the areas in which you are most interested.

Summing It Up

Each chapter ends with a point-by-point summary that captures the most important points contained in the chapter. They are a convenient way to review key points.

Bonus Information

As you work your way through the book, keep your eye on the margins to find bonus information and advice. Information can be found in the following forms:

NOTE

Notes highlight critical information about each test's format.

TIP

Tips draw your attention to valuable concepts, advice, and shortcuts. By reading the tips, you will learn how to approach different question types, pace yourself, and use process-of-elimination techniques.

ALERT!

Wherever you need to be careful of a common pitfall or test-taker trap, you'll find an *Alert!* This information reveals and eliminates the misperceptions and wrong turns so many students take on the exam.

By taking full advantage of all the features presented in *Master the Catholic High School Entrance Exams*, you will become much more comfortable with the test that you need to take and will be more confident about getting a good score.

You're Well on Your Way to Success

Remember that knowledge is power. By using this book you will be studying the most comprehensive guide available.

Find Us On Facebook®

Join the Catholic high school conversation by liking us on Facebook® at [facebook.com/petersonspublishing](https://www.facebook.com/petersonspublishing). Here you'll find additional test-prep tips and advice. Peterson's resources are available to help you do your best on these important exams—and others in your future.

Give Us Your Feedback

Peterson's publishes a full line of books—test prep, education exploration, financial aid, and career preparation. Peterson's publications can be found at high school guidance offices, college libraries and career centers, and your local bookstore and library. Peterson's books are now also available as eBooks.

We welcome any comments or suggestions you may have about this publication. Your feedback will help us make educational dreams possible for you—and others like you.

Top 10 Ways to Raise Your Score

When it comes to taking your entrance exam, some test-taking skills will do you more good than others. There are concepts you can learn, techniques you can follow, and tricks you can use that will help you to do your very best. Here are our picks for the top 10 ways to raise your score:

- 1. Regardless of which plan you will follow, get started by reading Part I to familiarize yourself with the test formats.**
- 2. Make sure to complete the exercises in each chapter you read.**
- 3. When you are one third of the way through your preparation, take a practice test.** Make sure you are applying new test-taking strategies.
- 4. It's a good idea to have a dictionary nearby while taking the practice test or studying the review sections of this book.** If you come across a word you don't know, circle it and look it up later.
- 5. Revisit problematic chapters and chapter summaries.**
- 6. After you have completed all of the study sections, take your second practice test.** You should find the second practice test much easier now, and, after your study and practice, you should be able to answer more questions than you could on the first practice test.
- 7. If you have the time, you might find it instructive to take the practice tests for the other exams.** For example, if you're required to take the COOP exam, you might also test yourself with the HSPT exam.
- 8. During the last phase of your study, review the practice tests.**
- 9. Be sure to read the test-taking techniques in Chapter 6 for additional tips to help you on the day of the exam.**
- 10. The night before your exam, RELAX.** You'll be prepared.

Part I

Tackling the Exams

[CHAPTER 1:](#)

All About the New York City Test for Admission into Catholic High Schools (TACHS)

[CHAPTER 2:](#)

All About the Cooperative Entrance Exam (COOP)

[CHAPTER 3:](#)

All About the High School Placement Test (HSPT)

[CHAPTER 4:](#)

All About the Secondary School Admission Test (SSAT)

[CHAPTER 5:](#)

All About the Independent School Entrance Examination (ISEE)

[CHAPTER 6:](#)

Test-Taking Techniques

Chapter 1

All About the New York City Test for Admission into Catholic High Schools (TACHS)

OVERVIEW

- [The TACHS exam format](#)
- [About the TACHS questions](#)
- [Summing it up](#)

The Test for Admission into Catholic High Schools (TACHS) is the entrance examination for eighth-grade students wishing to attend a Catholic high school in New York City beginning in the ninth grade.

If you are currently in the eighth grade or will be in the eighth grade and are planning to attend a Catholic high school in the ninth grade, this is the exam you will take as part of your admissions process. You may take the exam only once. If you are planning to attend a New York City Catholic high school as a tenth-, eleventh- or twelfth-grader, you will not need to take the TACHS. Instead, you will need to apply directly to the high school you wish to attend.

The TACHS tests basic knowledge in the areas of reading, language arts, math, and general reasoning ability. The specific details of each of these sections will be discussed later. The TACHS is an instrument used to help high schools make decisions about admissions and placement of eighth-graders into the high school setting as ninth-graders. Therefore, the exam is not designed to trick applicants or present any extremely difficult challenges for applicants. Rather, the TACHS tests knowledge and skills that have been determined to be standard for eighth-grade students. Knowing this ahead of time should help you relax and do your best on the exam.

Results from the exam will be sent to up to three Catholic high schools of your choice. If you are currently enrolled in a Catholic elementary school, your school will also receive the results of your exam. If you are not currently enrolled in a Catholic school, results of the exam will be sent to your home.

You can register for the exam via the Internet or by phone or paper registration. Be sure to complete and submit the Eligibility Form for Students Needing Extended Testing Time, if applicable. Upon registration, you will receive an Admit Card that will confirm your test site. You must bring this Admit Card with you on the day of the test. Complete registration information, including important dates, registration procedures, registration fees, and testing locations can be found online at www.tachsinfo.com.

The TACHS Exam Format

The multiple-choice answer format is used throughout the TACHS exam. Most answer choices are

given in sets of four, and the sets are grouped as (A), (B), (C), (D) or as (J), (K), (L), (M). For example, the first question might use (A), (B), (C), (D) as the answer choices, and the next question might use (J), (K), (L), (M). Answer choices in the Spelling section are given in groups of five, and the sets are grouped as (A), (B), (C), (D), (E) or as (J), (K), (L), (M), (N). This design should help you keep your place as you flip back and forth between the test booklet and the answer sheet.

About the TACHS Questions

Let's take a look at each one of the sections of the exam, so you have a good idea about what to expect when you take the exam.

Reading

The Reading section of the TACHS contains two parts. Part 1 of the Reading section deals with vocabulary. Here you will be presented with vocabulary words within the context of short phrases. You will be asked to select from a group of possible answers the word that means the same or nearly the same as the underlined vocabulary word in the short phrase. Vocabulary words that appear on the exam may be nouns, verbs, and modifiers. Approximately the same number of each will appear on the exam.

To roam the plains

- (A) follow
- (B) wander
- (C) disguise
- (D) destroy

The correct answer is (B), *wander*. Other synonyms include “stray,” “ramble,” and “rove.”

Part 2 of the Reading section measures ability in reading comprehension, or how well you understand what you read. In Part 2, you will be presented with a number of reading passages of varying length. Some passages may be only a few lines while others may be up to a page in length. Reading passages will vary in content. Some passages may be fiction and may include fables, stories, and excerpts from previously published works. Other passages will be nonfiction and may include such topics as social studies and science. The exam will test your ability to comprehend what you read and will not test your understanding of science and social studies, for example. For the most part, you will be asked to make inferences or generalizations about what you read. You may be asked to identify the meaning of a word or phrase in context, to identify the main idea of the passage, and to determine what might come next in the story or to “read between the lines.”

Paul Grisham, as a young boy, sold newspapers on the street corner to help his family. He went to work before sunrise, worked until it was time for school, and then returned home after school. Paul walked

everywhere he went, regardless of the weather. The work ethic he developed as a youngster contributed to his eventual financial success as an adult.

Based on the information in the passage above, which of the following can be inferred about Paul's family when he was a child?

- (A) Paul's family had very little money.
- (B) Paul's family was very wealthy.
- (C) Paul's family lived in the country.
- (D) Paul's family was very large.

The correct answer is (A). Paul worked before school and "walked everywhere he went." It can be inferred from the passage that he worked, because he needed the money, and walked, because the family had no other means of transportation.

Language

The Language section of the TACHS tests different skills and abilities in the language arts. This section covers spelling, capitalization, punctuation, usage, and expression.

The first portion of the TACHS Language section tests your knowledge of spelling. You will be presented with four words, one of which may be spelled incorrectly. You will also be presented with fifth choice, (*No mistakes*), in case all four words are correct. This actually tests your knowledge of four words at a time. Spelling errors you may see on the test include common mistakes in adding unnecessary letters, omitting letters, or reversing letters.

- (A) demolition
- (B) cordial
- (C) occasional
- (D) pleasant
- (E) (*No mistakes*)

The correct answer is (C). The correct spelling is *occasional*.

The second portion of the Language section tests your skill and ability in capitalization. You will be given several lines including words that are capitalized and words that are not. You will be asked to find mistakes in capitalization. You will also be presented with a fourth choice, (*No mistakes*), in the event that there are no capitalization errors. Capitalization errors include capitalizing when unnecessary and not capitalizing when necessary for such things as names, holidays, organizations, and titles.

- (A) The services for easter
- (B) will be held at St. John's
- (C) located at 123 Main Street.
- (D) (*No mistakes*)

The correct answer is (A). *Easter* should be capitalized.

The third portion of the Language section tests your skill and ability in punctuation. You will be given several lines of writing in which you are to identify punctuation errors. You will be given a fourth choice, (*No mistakes*), in the event that there are no punctuation errors. You may find errors in punctuation dealing with commas, semicolons, periods, and apostrophes.

- (A) The city council met last night
- (B) and decided to lower taxes.
- (C) in the Brooksmith neighborhood.
- (D) (*No mistakes*)

The correct answer is (B). There should be no period at the end of choice (B).

The fourth portion of the Language section measures your ability in usage. You will be presented with several lines of text. You will need to find errors in the underlined parts of the text. These errors may include misuse of verbs, nouns, pronouns, and modifiers. You will also be given a fourth choice, (*No change*), in the event that there are no mistakes. You will see examples of these types of questions in Part IV.

The fifth portion of the Language section tests your ability in expression. You will be given several lines of text or a paragraph with questions following it. You will be looking for errors in expression, organization, and clarity.

(1) Jerry and Javon usually don't like to ride roller coasters. (2) Since, they might make an exception if they get to spend spring break at Disney World.

- (A) Because
- (B) However
- (C) On account of
- (D) (*No change*)

The correct answer is (B). "However" is the closest in meaning to "since."

Math

The Math section of TACHS measures your ability to solve math problems in a variety of ways. For each math question, you will be given answer choices from which to choose. The first portion tests your knowledge of math concepts such as fractions, factors, multiples, multiplication, division, and decimals.

The fraction $\frac{9}{10}$ can also be expressed as which of the following decimals?

- (A) 0.9
- (B) 0.09

(C) 0.009

(D) 9.0

The correct answer is (A). 9 divided by 10 is 0.9.

The second portion of this section tests your ability to solve word problems using the basic math concepts mentioned above.

Gail has $\frac{2}{3}$ as many French fries as Mindy. Mindy has 12 French fries. How many French fries does Gail have?

(A) 8

(B) 9

(C) 10

(D) Not given

The correct answer is (A). $\frac{2}{3} \times 12 = 8$

The third portion of this section measures your ability to estimate, or do the math in your head, without using a pencil and paper.

The closest estimate of 3.9×4.1 is _____.

(A) 9

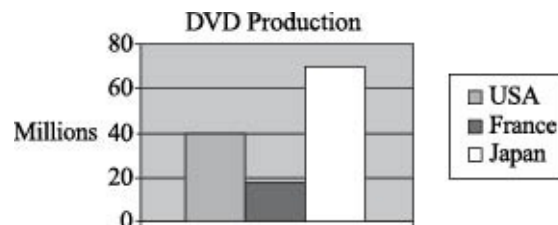
(B) 12

(C) 16

(D) 20

The correct answer is (C). $3.9 \times 4.1 \approx 16$

The fourth portion of this section measures your ability to interpret data, or to work with charts and graphs.



The chart above shows the annual production of DVDs in various countries as measured in millions. Based on the information in the chart, about how many DVDs does Japan produce each year?

(A) 70

(B) 70,000,000

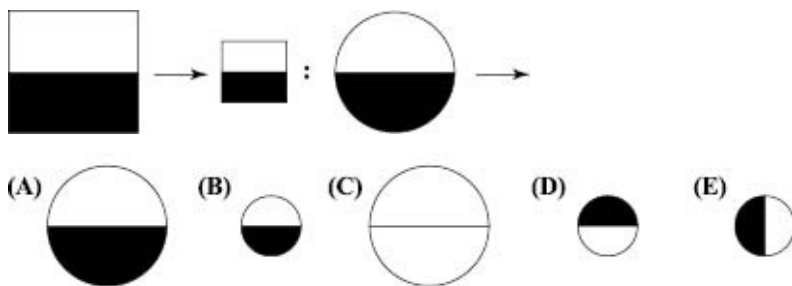
(C) 60

(D) 60,000,000

The correct answer is (B). Japan is represented by the white bar that places yearly DVD production at 70 million.

Ability

The Ability section of the exam tests your abstract reasoning ability. You will be presented with visual tasks that require you to generalize from one item or series of items to another. These are reasoning skills that are going to be tested, not academic abilities, so don't worry if this sounds unlike anything you've been taught in school. Identifying patterns and looking ahead for the logical outcome of series of changes to shapes is all that will be required of you in this section.



The correct answer is (B). The first pair share a similar item, but with the second rectangle being smaller than the first. The same logic must hold true for the second pair. Choice (B) is a smaller version of the black and white circle in the series above.

SUMMING IT UP

- The Test for Admission into Catholic High Schools (TACHS) is for eighth-grade students wishing to attend a Catholic high school in New York City beginning in the ninth grade.
- The TACHS tests basic knowledge in the areas of reading, language arts, math, and general reasoning ability.
- The TACHS uses a multiple-choice answer format, and the testing time is approximately 2 hours.
- Complete registration information, including important dates, registration procedures, registration fees, and testing locations can be found online at www.tachsinfo.com.

Chapter 2

All About the Cooperative Entrance Exam (COOP)

OVERVIEW

- [The COOP exam format](#)
- [How the COOP is scored](#)
- [About the COOP questions](#)
- [Summing it up](#)

The two most widely used entrance exams for Catholic high schools are the COOP and the HSPT. Trailing these in popularity and acceptance for Catholic high schools are the SSAT and ISEE exams.

What exactly is the COOP exam? The Cooperative Entrance Examination (called COOP, for short) is a multiple-choice-style exam designed to determine the academic aptitude and skills achievement of eighth-graders seeking admission to selective high schools. The COOP tests your understanding of language, reading, and mathematics, among other things.

The COOP is administered only to students planning to enter ninth grade. It is given once each year, during either October or November. If you plan on taking the COOP, you must first preregister for the exam, either through your parochial elementary school, or, if currently enrolled in public school, as directed on the application form obtained from a parochial school.

Once registered, you'll receive a handbook of instructions that includes some sample questions to familiarize you with the exam. Upon registration you will also receive an admission ticket that you must bring with you to the assigned testing location on the assigned testing date.

The COOP Exam Format

TIP

On the COOP exam, all questions count the same. You won't get more points for answering a really difficult math question than you get for answering a very simple analogy. Remember that the more time you spend wrestling with the answer to one "stumper," the less time you have to whip through several easier questions.

The multiple-choice answer format is used throughout the COOP exam. Most answer choices are given in sets of four, and the sets are grouped either as (A), (B), (C), (D) or as (F), (G), (H), (J). For example, the first question might use (A), (B), (C), (D) as the answer choices, and the next question

might use (F), (G), (H), (J). The test is designed this way to make it easy for you to keep your place as you flip back and forth between the test booklet and the answer sheet.

In the past, various sections of the test have offered five answer choices, so (E) and (K) are added to the answer group range. Note that there is no choice (I). (I) has been omitted to avoid any possible confusion with the number “1.” Each year, the publisher of the COOP (CTB/McGraw-Hill) changes 3 percent of the content of the exam. Most of the changes consist of substituting new questions for old ones. Changes also include new question styles, changing numbers of questions or time limits of test sections, or eliminating or combining test sections. The following chart was accurate at the time this book was written. Your own exam might not adhere precisely to these section titles, the number of questions, or the exact timing, but this chart is similar enough for you to use as your guide.

TIMETABLE AND ANALYSIS OF THE COOP

Test Number and Topic	Number of Questions	Time Allowed
1 Sequences	20	15 min
2 Analogies	20	7 min
3 Quantitative Reasoning	20	15 min
4 Verbal Reasoning—Words	20	15 min
15-minute break		
5 Verbal Reasoning—Context	20	15 min
6 Reading and Language Arts	40	40 min
7 Mathematics	40	35 min

How the COOP is Scored

Raw scores for each test section of the COOP are determined by crediting one point for each question answered correctly. There is no deduction or penalty for any question answered incorrectly. Because each part of the exam contains a different number of questions, your raw score is converted to a scaled score according to a formula devised by the test administrators. The use of scaled scores enables schools to compare your performance on one part of the exam with your performance on other parts of the exam. Your scores are compared to the scores of other students taking the exam and are reported as percentiles. Your percentile rank shows where you stand compared to others who took the test. A percentile rank is reported for each part of the test.

There is no passing grade on the COOP, nor is there a failing grade. All of the high schools to which you have applied receive your scaled scores and your percentile rankings. Each has its own standards and each makes its own admissions decisions based on test scores, school grades, recommendations, and other factors.

About the COOP Questions

sample content of Master the Catholic High School Entrance Exams 2013 (Peterson's Master the Catholic High School Entrance Examss)

- [read Nature Encyclopedia](#)
- [read online Stillwatch here](#)
- [click Android Native Development Kit Cookbook pdf, azw \(kindle\), epub, doc, mobi](#)
- [Remembering the Kanji, Volume 3: Writing and Reading Japanese Characters for Upper-Level Proficiency online](#)

- <http://schroff.de/books/Nature-Encyclopedia.pdf>
- <http://wind-in-herleshausen.de/?freebooks/Ways-of-Forgetting--Ways-of-Remembering--Japan-in-the-Modern-World.pdf>
- <http://test.markblaustein.com/library/Android-Native-Development-Kit-Cookbook.pdf>
- <http://monkeybubblemedia.com/lib/For-Reasons-Unknown.pdf>