Pass the TACHS!

Test for Admission into Catholic High Schools
Study Guide

Published by
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Getting Started

Congratulations! By deciding to take the Test for Admissions into Catholic High Schools (TACHS®), you have taken the first step toward a great future! Of course, there is no point in taking this important examination unless you intend to do your best to earn the highest grade you possibly can. That means getting yourself organized and discovering the best approaches, methods and strategies to master the material. Yes, that will require real effort and dedication on your part, but if you are willing to focus your energy and devote the study time necessary, before you know it you will be opening that letter of acceptance to the school of your choice!

We know that taking on a new endeavour can be scary, and it is easy to feel unsure of where to begin. That’s where we come in. This study guide is designed to help you improve your test-taking skills, show you a few tricks of the trade and increase both your competency and confidence.

The Test for Admissions into Catholic High School

The TACHS exam is composed of four sections, section one, Reading, comprises vocabulary, and reading comprehension, section two is English language. Section three is mathematics and section four is Ability, or IQ.

While we seek to make our guide as comprehensive as possible, note that like all exams, the TACHS® Exam might be adjusted at some future point. New material might be added, or content that is no longer relevant or applicable might be removed. It is always a good idea to give the materials you receive when you register to take the TACHS® a careful review.

How this study guide is organized

This study guide is divided into three sections. The first section, Self-Assessments, which will help you recognize your areas of strength and weaknesses. This will be a boon when it comes to managing your study time most efficiently; there is not much point of focusing on material you have already got firmly under control. Instead, taking the self-assessments will show you where that time could be much better spent. In this area you will begin with a few questions to quickly evaluate your understanding of material that is likely to appear on the TACHS®. If you do poorly in certain areas, simply work carefully through those sections in the tutorials and then try the self-assessment again.

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The second section, Tutorials, offers information in each of the content areas, as well as strategies to help you master that material. The tutorials are not intended to be a complete course, but cover general principles. If you find that you do not understand the tutorials, it is recommended that you seek out additional instruction.

Third, we offer two sets of practice test questions, similar to those on the TACHS Exam.

The TACHS Study Plan

Now that you have made the decision to take the TACHS, it is time to get started. Before you do another thing, you will need to figure out a plan of attack. The very best study tip is to start early! The longer the time period you devote to regular study practice, the more likely you will be to retain the material and be able to access it quickly. If you thought that 1x20 is the same as 2x10, guess what? It really is not, when it comes to study time. Reviewing material for just an hour per day over the course of 20 days is far better than studying for two hours a day for only 10 days. The more often you revisit a particular piece of information, the better you will know it. Not only will your grasp and understanding be better, but your ability to reach into your brain and quickly and efficiently pull out the tidbit you need, will be greatly enhanced as well.

The great Chinese scholar and philosopher Confucius believed that true knowledge could be defined as knowing what you know and what you do not know. The first step in preparing for the TACHS is to assess your strengths and weaknesses. You may already have an idea of what you know and what you do not know, but evaluating yourself using our Self-Assessment modules for each of the four areas, Reading, Language, Mathematics and Ability, will clarify the details.

Making a Study Schedule

To make your study time the most productive, you will need to develop a study plan. The purpose of the plan is to organize all the bits of pieces of information in such a way that you will not feel overwhelmed. Rome was not built in a day, and learning everything you will need to know to pass the TACHS® is going to take time, too. Arranging the material you need to learn into manageable chunks is the best way to go. Each study session should make you feel as though you have accomplished your goal, or at least are a little closer, and your goal is simply to learn what you planned to learn during that particular session. Try to organize the content in such a way that each study session builds on previous ones. That way, you will retain the informa-
tion, be better able to access it, and review the previous bits and pieces at the same time.

Self-assessment

The Best Study Tip! The very best study tip is to start early! The longer you study regularly, the more you will retain and ‘learn’ the material. Studying for 1 hour per day for 20 days is far better than studying for 2 hours for 10 days.

What don’t you know?

The first step is to assess your strengths and weaknesses. You may already have an idea of where your weaknesses are, or you can take our Self-assessment modules for each of the content areas.

<table>
<thead>
<tr>
<th>Exam Component</th>
<th>Rate 1 to 5</th>
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<tbody>
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<td>Reading</td>
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<td>Vocabulary</td>
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<td>Reading Comprehension</td>
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<td>Geometry</td>
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<td>Ability (IQ)</td>
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</table>
THIS CHAPTER CONTAINS A SELF-ASSESSMENT AND READING TUTORIAL. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the Reading questions likely to be on the TACHS, but are not intended to be identical to the exam questions. If you do not understand the questions, or the tutorial, or find the tutorial difficult, it is recommended that you seek out additional instruction.

Note that these questions are for skill practice only.

Tour of the TACHS Reading

The TACHS Reading section has two sections, reading comprehension and synonyms. Below is a detailed list of the types of reading questions that generally appear on the TACHS®:

- Drawing logical conclusions
- Make predictions
- Analyze and evaluate the use of text structure to solve problems or identify sequences
- Summarize
- Meaning from context
- Synonyms

The questions below are not the same as you will find on the TACHS® - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly the changes consist of substituting new questions for old, but the changes can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section and combining sections. Below are general Reading questions that cover the same areas as the TACHS®. So, while the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the Reading section of the TACHS®.

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Reading Self-Assessment

The purpose of the self-assessment is:

- Identify your strengths and weaknesses.
- Develop your personalized study plan (above)
- Get accustomed to the TACHS format
- Extra practice – the self-assessments are almost a full 3rd practice test!
- Provide a baseline score for preparing your study schedule.

Since this is a self-assessment, and depending on how confident you are with Reading, timing is optional. The TACHS® has 50 questions, and 20 vocabulary questions to be answered in 10 minutes and 30 reading comprehension questions to be answered in 25 minutes. The self-assessment has 15 vocabulary questions and 18 Reading questions, so allow about 10 and 20 minutes respectively to complete this assessment.

The timing is not exact, as the Reading section includes reading comprehension and vocabulary questions. For the entire section, there are a total of 35 questions to be answered in 50 minutes.

Once complete, use the table below to assess your understanding of the content, and prepare your study schedule described in chapter 1.

<table>
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<th>Percentage</th>
<th>Description</th>
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<td>80% - 100%</td>
<td>Excellent – you have mastered the content</td>
</tr>
<tr>
<td>60 – 79%</td>
<td>Good. You have a working knowledge. Even though you can just pass this section, you may want to review the tutorials and do some extra practice to see if you can improve your mark.</td>
</tr>
<tr>
<td>40% - 59%</td>
<td>Below Average. You do not understand reading comprehension or vocabulary problems. Review the tutorials, and retake this quiz again in a few days, before proceeding to the practice test questions.</td>
</tr>
<tr>
<td>Less than 40%</td>
<td>Poor. You have a very limited understanding of reading comprehension and vocabulary problems. Please review the tutorials, and retake this quiz again in a few days, before proceeding to the practice test questions.</td>
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Reading Part I Self-Assessment Answer Sheet

A  B  C  D
1   
2   
3   
4   
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8   
9   
10  
11  
12  
13  
14  
15  

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Reading Part I - Vocabulary

Directions: Choose the word that is most similar in meaning to the underlined word.

1. Her **amazing** talent wowed the audience during the contest.
   a. Ugly
   b. Extraordinary
   c. Plain
   d. Ordinary

2. Jean was **furious** when her little brother destroyed her favorite doll.
   a. Distraught
   b. Angry
   c. Annoyed
   d. Eviscerated

3. We will **inquire** about our scores on the pop quiz.
   a. Ask
   b. Complain
   c. Suggest
   d. Command

4. The **car accident** was an **awful** experience the victims want to forget.
   a. Terrible
   b. Pleasant
   c. Wonderful
   d. Unforgettable
Answer Key

1. B
Amazing means the same as extraordinary.

2. B
Furious means the same as angry.

3. A
Inquire means the same as ask.

4. A
Awful means the same as terrible.
How to Improve your Vocabulary

Vocabulary tests can be daunting when you think of the enormous number of words that might come up in the exam. As the exam date draws near, your anxiety will grow because you know that no matter how many words you memorize, chances are, you will still remember so few, and there are so many more to memorize! Here are some tips which you can use to hurdle the big words that may come up in your exam without having to open the dictionary and memorize all the words known to humankind.

Build up and tear apart the big words. Big words, like many other things, are composed of small parts. Some words are made up of many other words. A man who lifts weights for example, is a weight lifter. Words are also made up of word parts called prefixes, suffixes and roots. Often times, we can see the relationship of different words through these parts. A person who is skilled with both hands is ambidextrous. A word with double meaning is ambiguous. A person with two conflicting emotions is ambivalent. Two words with synonymous meanings often have the same root. Bio, a root word derived from Latin is used in words like biography meaning to write about a person’s life, and biology meaning the study of living organisms.

- **Words with double meanings.** Did you know that the word husband not only means a man married to a woman, but also thrift or frugality? Sometimes, words have double meanings. The dictionary meaning, or the denotation of a word is sometimes different from the way we use it or its connotation.

- **Read widely, read deeply and read daily.** The best way to expand your vocabulary is to familiarize yourself with as many words as possible through reading. By reading, you are able to remember words in a proper context and thus, remember its meaning or at the very least, its use. Reading widely would help you get acquainted with words you may never use every day. This is the best strategy without doubt. However, if you are studying for an exam next week, or even tomorrow, it isn’t much help! Below you will find a range of different ways to learn new words quickly and efficiently.

- **Remember.** Always remember that big words are easy to understand when divided into smaller parts, and the smaller words will often have several other meanings aside from the one you already know.

- **Be Committed To Learning New Words.** To improve your vocabulary you need to make a commitment to learn new words. Commit to learning at least a word or two a day. You can also get new words by reading.
Reading Part II  Answer Sheet

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
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
Reading Part II - Reading Comprehension

Directions: The following questions are based on several reading passages. A series of questions follow each passage. Read each passage carefully, and then answer the questions based on it. You may reread the passage as often as you wish. When you have finished answering the questions based on one passage, go right onto the next passage. Choose the best answer based on the information given and implied.

Questions 1 – 4 refer to the following passage.

Passage 1 - Who Was Anne Frank?

You may have heard mention of the word Holocaust in your History or English classes. The Holocaust took place from 1939-1945. It was an attempt by the Nazi party to purify the human race, by eliminating Jews, Gypsies, Catholics, homosexuals and others they deemed inferior to their “perfect” Aryan race. The Nazis used Concentration Camps, which were sometimes used as Death Camps, to exterminate the people they held in the camps. The saddest fact about the Holocaust was the over one million children under the age of sixteen died in a Nazi concentration camp. Just a few weeks before World War II was over, Anne Frank was one of those children to die.

Before the Nazi party began its persecution of the Jews, Anne Frank had a happy life. She was born in June of 1929. In June of 1942, for her 13th birthday, she was given a simple present which would go onto impact the lives of millions of people around the world. That gift was a small red diary that she called Kitty. This diary was to become Anne’s most treasured possession when she and her family hid from the Nazi’s in a secret annex above her father’s office building in Amsterdam.

For 25 months, Anne, her sister Margot, her parents, another family, and an elderly Jewish dentist hid from the Nazis in this tiny annex. They were never permitted to go outside and their food and supplies were brought to them by Miep Gies and her husband, who did not believe in the Nazi persecution of the Jews. It was a very difficult life for young Anne and she used Kitty as an outlet to describe her life in hiding.

After 2 years, Anne and her family were betrayed and arrested by the Nazis. To this day, nobody is exactly sure who betrayed the Frank family and the other annex residents. Anne, her mother, and her sister were separated from Otto Frank, Anne’s father. Then, Anne and Margot were separated from their mother. In March of 1945, Margot Frank died of starvation in a Concentration Camp. A few days later, at the age of 15, Anne Frank died of typhus. Of all the people who hid in the Annex, only Otto Frank survived the Holocaust.

Otto Frank returned to the Annex after World War II. It was there that he found Kitty, filled with Anne’s thoughts and feelings about being a persecuted
Jewish girl. Otto Frank had Anne's diary published in 1947 and it has remained continuously in print ever since. Today, the diary has been published in over 55 languages and more than 24 million copies have been sold around the world. The Diary of Anne Frank tells the story of a brave young woman who tried to see the good in all people.

1. From the context clues in the passage, what does annex mean?
   a. Attic
   b. Bedroom
   c. Basement
   d. Kitchen

2. Why do you think Anne’s diary has been published in 55 languages?
   a. So everyone could understand it.
   b. So people around the world could learn more about the horrors of the Holocaust.
   c. Because Anne was Jewish but hid in Amsterdam and died in Germany.
   d. Because Otto Frank spoke many languages.

3. From the description of Anne and Margot’s deaths in the passage, what can we assume typhus is?
   a. The same as starving to death.
   b. An infection the Germans gave to Anne.
   c. A disease Anne caught in the concentration camp.
   d. Poison gas used by the Germans to kill Anne.

4. In the third paragraph, what does outlet mean?
   a. A place to plug things into the wall
   b. A store where Miep bought cheap supplies for the Frank family
   c. A hiding space similar to an Annex
   d. A place where Anne could express her private thoughts.


**Answer Key**

1. **A**  
   We know that an annex is like an attic because the text states the annex was above Otto Frank’s building.

   Choice B is incorrect because an office building doesn’t have bedrooms. Choice C is incorrect because a basement would be below the office building. Choice D is incorrect because there would not be a kitchen in an office building.

2. **B**  
   The diary has been published in 55 languages so people all over the world can learn about Anne. That is why the passage says it has been continuously in print.

   Choice A is incorrect because it is too vague. Choice C is incorrect because it was published after Anne died and she did not write in all three languages. Choice D is incorrect because the passage does not give us any information about what languages Otto Frank spoke.

3. **C**  
   Use the process of elimination to figure this out.
Choice A cannot be the correct answer because otherwise the passage would have simply said that Anne and Margot both died of starvation. Choices B and D cannot be correct because if the Germans had done something specifically to murder Anne, the passage would have stated that directly. By the process of elimination, choice C has to be the correct answer.

4. D
We can figure this out using context clues. The paragraph is talking about Anne’s diary and so, outlet in this instance is a place where Anne can pour her feelings.

Choice A is incorrect answer. That is the literal meaning of the word outlet and the passage is using the figurative meaning. Choice B is incorrect because that is the secondary literal meaning of the word outlet, as in an outlet mall. Again, we are looking for figurative meaning. Choice C is incorrect because there are no clues in the text to support that answer.
Help with Reading Comprehension

At first sight, reading comprehension tests look challenging especially if you are given long essays to answer only two to three questions. While reading, you might notice your attention wandering, or you may feel sleepy. Do not be discouraged because there are various tactics and long-range strategies that make comprehending even long, boring essays easier.

Your friends before your foes. It is always best to start with passages with familiar subjects rather than those with unfamiliar ones. This approach applies the same logic as tackling easy questions before hard ones. Skip passages that do not interest you and leave them for later.

Don’t use ‘special’ reading techniques. This is not the time for speed-reading or anything like that – just plain ordinary reading – not too slow and not too fast.

Read through the entire passage and the questions before you do anything. Many students try reading the questions first and then looking for answers in the passage thinking this approach is more efficient. What these students do not realize is that it is often hard to navigate in unfamiliar roads. If you do not familiarize yourself with the passage first, looking for answers become not only time-consuming but also dangerous because you might miss the context of the answer you are looking for. If you read the questions first you will only confuse yourself and lose valuable time.

Familiarize yourself with reading comprehension questions. If you are familiar with the common types of reading questions, you are able to take note of important parts of the passage, saving time. There are six major kinds of reading questions.

• **Main Idea** - Questions that ask for the central thought or significance of the passage.

• **Specific Details** - Questions that asks for explicitly stated ideas.

• **Drawing Inferences** - Questions that ask for a logical extension of statements.

• **Tone or Attitude** - Questions that test your ability to sense the emotional state of the author.

• **Context Meaning** – Questions that ask for the meaning of a word depending on the context.

• **Technique** – Questions that ask for the method of organization or the writing style of the author.
This section contains an English language self-assessment and tutorials. The Tutorials are designed to familiarize students with general principles and the self-assessment contains general questions similar to the English language questions likely to be on the TACHS exam, but are not intended to be identical to the exam questions. The tutorials are not designed to be a complete English course, and it is assumed that students have some familiarity with English. If you do not understand parts of the tutorial, or find the tutorial difficult, it is recommended that you seek out additional instruction. Note that these questions are for skill practice only.

Tour of the TACHS English Content

The TACHS language section has two parts. The first part (40 questions, 23 minutes) covers spelling, capitalization, punctuation and English usage, and the second part covers paragraphs (10 questions, 7 minutes). Below is a detailed list of the topics likely to appear on the TACHS.

- English Grammar
- Meaning in Context (Vocabulary)
- Spelling
- Punctuation
- Capitalization
- Sentence Structure
- Paragraph organization, conciseness and clarity

The questions below are not the same as you will find on the TACHS - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly, the changes consist of substituting new questions for old, but the changes also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section, and combining sections. So, while the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the language section of the TACHS.
Language Self-Assessment

The purpose of the self-assessment is:

- Identify your strengths and weaknesses.
- Develop your personalized study plan (above)
- Get accustomed to the TACHS format
- Extra practice – the self-assessment is a 3rd test!
- Provide a baseline score for preparing your study schedule.

Since this is a self-assessment, and depending on how confident you are with English, timing yourself is optional. The TACHS language section has 30 questions which must be answered in 40 minutes. The self-assessment has 38 questions, so allow 50 minutes to complete this assessment.

Once complete, use the table below to assess your understanding of the content and prepare your study schedule described in chapter 1.

<table>
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<td>Below Average. You do not understand the content. Review the tutorials, and retake this quiz again in a few days, before proceeding to the Practice Test Questions.</td>
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<tr>
<td>Less than 40%</td>
<td>Poor. You have a very limited understanding. Please review the Tutorials, and retake this quiz again in a few days, before proceeding to the Practice Test Questions.</td>
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# English Self-Assessment Answer Sheet

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Part I - Spelling, Capitalization, Punctuation, and Usage

Select the word that best fits the given sentence.

1. He didn’t realize how serious the crime was. It wasn’t simply a misdemeanor, but rather a ________.
   a. Felony
   b. Trespass
   c. Infraction
   d. None of the Above

2. Choose the correct sentence.
   a. Does the sun set in the East or West?
   b. Does the sun set in the east or the west?
   c. Does the Sun set in the east or west?
   d. None of the Above.

3. Their new house is like a castle. I have never seen such a ________ home.
   a. Palace
   b. Palatial
   c. Meagre
   d. Humble

4. Fill in the blank.

She never does anything like that, so I doubt that she will do it herself. I am sure she will get one of her ________ to do it.

   a. Superiors
   b. Acquaintances
   c. Underlings
   d. None of the Above
Language Part II - Paragraphs

A Personal Satellite?

Many of us are already so loaded with technology, we don’t have time to think about integrating even more! [1] In fact at this point it seems impossible to think about personal satellites now, just as we once thought about smart phones. [2] The reality of personal spacecraft is still in the realm of Star Trek and geeky space fantasies. [3]

However, the days when each of us will have our own personal satellite are not far away! [4] And what is even more exciting is they will be available for the cost of an iPhone! [5] At least, according to Zach Manchester, the inventor of the nano-satellite KickSat. [6] “I’d like to think of it as the people’s satellite,” says Manchester. [7] “We’re pushing towards a personal satellite, where you can afford to put your own thing in space.” [8]

The KickSat, a 30 cm. long hardware pack, is a space enthusiast’s dream. [9] It contains the basics of a fully functional satellite. [10] Inside its compact design, the KickSat itself contains 200 more tinier satellites of cubic shape called “Sprites.” [11] The Sprites are engineered and programmed so that they can be tracked and communicate via radio signals with a ground station on earth. [12] Each Sprite is available for purchase and is uniquely named after the sponsors who support Zach’s project. [13] Anyone who has sponsored a Sprite will be able to track their personal satellite from a ground station installed in their balcony or roof! [14]
31. Which sentence from the passage is an example of a sentence fragment?
   a. 4
   b. 7
   c. 6
   d. 10

32. Which of the following sentences should be edited to reduce redundancy?
   a. 5
   b. 4
   c. 10
   d. 16

33. Which of the following changes are needed to sentence 2?
   a. In fact at this point it seems impossible to think about personal satel-
      lites now - just as we once thought about smart phones.
   b. In fact, at this point, it seems impossible to think about personal satel-
      lites now, just as we once thought about smart phones.
   c. In fact, at this point, it seems impossible to think about personal satel-
      lites now - just as we once thought about smart phones.
   d. In fact at this point, it seems impossible to think about personal satel-
      lites now, just as we once thought about smart phones.

34. Which of the following changes are needed to sentence 11?
   a. Under its compact design, the KickSat itself contains 200 more tiny satel-
      lites of cubic shape called “Sprites.”
   b. Under its compact design, the KickSat itself contains 200 more tiny satel-
      lites of cubic shapes called “Sprites.”
   c. Inside its compact design, the KickSat itself contains 200 tinier satel-
      lites of cubic shapes called “Sprites.”
   d. With its compact design, the KickSat contains 200 tiny cube-shaped satel-
      lites called “Sprites.”
Answer Key

1. A  
**Felony:** A serious criminal offense, which, under federal law, is punishable by death or imprisonment for a term exceeding one year.

2. A  
The cardinal directions, North, South East and West are capitalized. In general, the first letter is capitalized for well-defined regions, e.g. South America, Lower California, Tennessee Valley. This general rule also applies to zones of the Earth’s surface (North Temperate Zone, the Equator). In other cases, do not capitalize the points of the compass (north China, south-east London) or other adjectives (western Arizona, central New Mexico, upper Yangtze, lower Rio Grande)

3. B  
**Palatial:** Of or relating to a palace.

4. C  
**Underlings:** A subordinate, or person of lesser rank or authority.
31 B
Sentence 6 is a fragment. “At least, according to Zach Manchester, the inventor of the nano-satellite KickSat.”

This sentence fails to complete the thought, even though it is somewhat consistent with the previous sentence. Sentence 6 does not have a subject and thus does not form any main clause which is essential for constructing a complete thought. This fragment can be revised as “At least, this is according to Zach Manchester, the inventor of the nano-satellite KickSat.”

32. B
Suggested changes to Sentence 4 to reduce redundancy, “However, the days when each of us will have our own personal spacecraft are truly not far away!”

The adjectives “own” and “personal” are used simultaneously. Either of them can be used, and the other must be eliminated. The correct form will be either one of the following:

• However, the days when each of us will have our own spacecraft are truly not far away!
• However, the days when each
of us will have our personal spacecraft are truly not far away!

33. C
The revised version of sentence 2 is, “In fact, at this point, it seems impossible to think about personal satellites now - just as we once thought about smart phones.”

This choice uses the correct punctuation; two commas, one before and one after the subordinate conjunction “at this point” which bridges the adverbial clause after it with the adjective at the start of the sentence. Also the use of a hyphen to express extended thought is correct in choice C.

34. D
The only choice with correct grammar is choice D. It replaces “more tiny” with “tiny” as well as “cubic shaped” with “cube-shaped.” Tinier is the correct comparative form of “tiny” and “cubic” is the adjective that must describe the singular noun “shape,” not “shapes” or any of its verbal forms. Two word adjectives, such as “a 3-mile race” are hyphenated.

“Under its compact design” is incorrect. Replace with, “with its compact design ... “
English Grammar and Punctuation Tutorials

Capitalization

Although many of the rules for capitalization are pretty straightforward, there are several tricky points that are important to review.

Starting a Sentence

Everyone knows that you need to capitalize the first letter of the first word in a sentence, but is it really all that easy to figure out where one sentence starts and another stops? Take these three examples:

That was the moment it really sunk in: There would be no hockey this year.

It was April and that could mean only one thing: baseball.

We played for hours before heading home; everyone felt tired and happy.

In the first example, the first letter after the colon is capitalized while in the second example, it is not. That is because everything after the first example’s colon is a complete sentence, while example two’s colon is only one word. In example three you have what could be a complete sentence (“everyone felt tired and happy”), but which is not because it follows a semicolon, making it just another clause instead.

Within a sentence you can have an additional complete sentence if the sentence follows a colon. However, if what could be a complete sentence follows a semicolon, it is a clause and does not get capitalized.

Remember that the same rules apply for quotation marks that apply for colons: A complete sentence inside quotation marks is capitalized, but a single word or phrase is not.

Proper Nouns

The first letter of all proper nouns needs to be capitalized. There are many categories of proper noun. The most common proper nouns are the specific
How to Answer English Grammar Multiple Choice - Verb Tense

This tutorial is designed to help you answer English Grammar multiple choice questions as well as a very quick refresher on verb tenses. It is assumed that you have some familiarity with the verb tenses covered here. If you find these questions difficulty or do not understand the tense construction, we recommend you seek out additional instruction.

Tenses Covered

1. Past Progressive
2. Present Perfect
3. Present Perfect Progressive
4. Present Progressive
5. Simple Future
6. Simple Future – “Going to” Form
7. Past Perfect Progressive
8. Future Perfect Progressive
9. Future Perfect
10. Future Progressive
11. Past Perfect

1. The Past Progressive Tense

How to Recognize This Tense

He was running very fast when he fell.

They were drinking coffee when he arrived.

About the Past Progressive Tense

This tense is used to speak of an action that was in progress in the past when another event occurred.

The action was unfolding at a point in the past.
Mathematics

This chapter contains a self-assessment and math tutorials. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the mathematics questions likely to be on the TACHS exam, but are not intended to be identical to the exam questions. The tutorials are not designed to be a complete math course, and it is assumed that students have some familiarity with math. If you do not understand parts of the tutorial, or find the tutorials difficult, it is recommended that you seek out additional instruction.

Tour of the TACHS Mathematics Content

The TACHS mathematics section has 50 questions. Below is a detailed list of the mathematics topics likely to appear on the TACHS. Make sure that you understand these topics at the very minimum.

- Convert decimals, percent and fractions
- Basic arithmetic functions
- Probability and statistics
- Operations using fractions, percent and fractions
- Geometry
- Algebra
- Exponents
- Estimation

The questions in the self-assessment are not the same as you will find on the TACHS - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly, the changes consist of substituting...
new questions for old, but the changes also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section, and combining sections. So, while the format and exact wording of the questions may differ slightly, and changes from year to year, if you can answer the questions below, you will have no problem with the mathematics section of the TACHS.

**Mathematics Self-Assessment**

The purpose of the self-assessment is:

- Identify your strengths and weaknesses.
- Develop your personalized study plan (above)
- Get accustomed to the TACHS format
- Extra practice – the self-assessments are almost a full 3rd practice test!
- Provide a baseline score for preparing your study schedule.

Since this is a Self-assessment, and depending on how confident you are with Mathematics, timing yourself is optional. The TACHS has 50 questions, to be answered in 75 minutes. This self-assessment has 45 questions, so allow about 70 minutes to complete.

Once complete, use the table below to assess your understanding of the content, and prepare your study schedule described in chapter 1.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>80% - 100%</td>
<td>Excellent – you have mastered the content</td>
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<tr>
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<td>Good. You have a working knowledge. Even though you can just pass this section, you may want to review the tutorials and do some extra practice to see if you can improve your mark.</td>
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<tr>
<td>40% - 59%</td>
<td>Below Average. You do not understand the content. Review the tutorials, and retake this quiz again in a few days, before proceeding to the practice test questions.</td>
</tr>
<tr>
<td>Less than 40%</td>
<td>Poor. You have a very limited understanding. Please review the tutorials, and retake this quiz again in a few days, before proceeding to the practice test questions.</td>
</tr>
</tbody>
</table>
Math Self-Assessment Answer Sheet

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4. A B C D
5. A B C D
6. A B C D
7. A B C D
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16. A B C D
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18. A B C D
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35. A B C D
36. A B C D
37. A B C D
38. A B C D
39. A B C D
40. A B C D
41. A B C D
42. A B C D
43. A B C D
44. A B C D
45. A B C D
Math Self-Assessment

1. A boy has 5 red balls, 3 white balls and 2 yellow balls. What percent of the balls are yellow?
   a. 2%
   b. 8%
   c. 20%
   d. 12%

2. The length a rectangle is twice its width and its area is equal to the area of a square of side 12 cm. What will be the perimeter of the rectangle near to the nearest whole number?
   a. 36 cm
   b. 46 cm
   c. 51 cm
   d. 56 cm

3. There are 15 yellow and 35 orange balls in a basket. How many more yellow balls must be added to make yellow balls 65%?
   a. 35
   b. 50
   c. 65
   d. 70

4. At the beginning of 2009, Marilyn invested $5,000 in a savings account. The account pays 4% interest per year. At the end of the year, after the interest was paid, how much did Marilyn have in the account?
   a. $5,200
   b. $5,020
   c. $5,110
   d. $7,000
**Answer Key**

1. C
Total no. of balls = 10, number of yellow balls = 2, so, \( \frac{2}{10} \times 100 = 20\% \)

2. C
Area of the square = \(12 \times 12 = 144\) cm\(^2\). Let \(x\) be the width so \(2x\) will be the length of rectangle. The area will be \(2\times2\) and the perimeter will be \(2(2x + x) = 6x\). According to the condition \(2 \times 2 = 144\) then \(x = 8.48\) cm. The perimeter will be \(6 \times 8.48 = 50.88 = 51\) cm.

3. B
There are 50 balls in the basket now. Let \(x\) be the yellow balls that are to be added to make it 65%. So the equation becomes \(X + 15 / X + 50 = 65/100\). \(X = 50\).

4. A
\(5000 \times 4\% = 200\)
\(5000 + 200 = \$5200\)

The fence is built around a square-shaped field. If one side of the square is “\(a\),” the perimeter of the square is “\(4a\).” Here, the perimeter is equal to 400 meters. So,

\[400 = 4a\]

\(100 = a \rightarrow\) this means that one side of the square is equal to 100 meters.
How to Solve Word Problems

Most students find math word problems difficult. Solving word problems is much easier if you have a systematic approach which we outline below.

Here is the biggest tip for studying word problems.

**Practice regularly and systematically.** Sounds simple and easy right? Yes it is, and yes it really does work.

Word problems are a way of thinking and require you to translate a real world problem into mathematical terms.

Some math instructors go so far as to say that learning how to think mathematically is the main reason for teaching word problems.

So what do we mean by practice regularly and systematically? Studying word problems and math in general requires a logical and mathematical frame of mind. The only way you can get this is by practicing regularly, which means everyday.

It is critical that you practice word problems everyday for the 5 days before the exam as a bare minimum.

If you practice and miss a day, you have lost the mathematical frame of mind and the benefit of your previous practice is pretty much gone. Anyone who has done math will agree – you have to practice everyday.

**Everything is important.** The other critical point about word problems is that all the information given in the problem has some purpose. There is no unnecessary information! Word problems are typically around 50 words in 1 to 3 sentences. If the sometimes complicated relationships are to be explained in that short an explanation, every word has to count. Make sure that you use every piece of information.

**Here are 9 simple steps to solving word problems.**

**Step 1** – Read through the problem at least three times. The first reading should be a quick scan, and the next two readings should be done slowly to find answers to these questions:

What does the problem ask? (Usually located towards the end of the problem)

What does the problem imply? (This is usually a point you were asked to remember).

Mark all information, and underline all important words or phrases.

**Step 2** – Try to make a pictorial representation of the problem such as a circle and an arrow to indicate travel. This makes the problem a bit more real and sensible to you.

A favorite word problem is something like, 1 train leaves Station A traveling at
Fraction Tips, Tricks and Shortcuts

When you are writing an exam, time is precious, and anything you can do to answer questions faster, is a real advantage. Here are some ideas, shortcuts, tips and tricks that can speed up answering fraction problems.

Remember that a fraction is just a number which names a portion of something. For instance, instead of having a whole pie, a fraction says you have a part of a pie—such as a half of one or a fourth of one.

Two digits make up a fraction. The digit on top is known as the numerator. The digit on the bottom is known as the denominator. To remember which is which, just remember that “denominator” and “down” both start with a “d.” And the “downstairs” number is the denominator. So for instance, in ½, the numerator is the 1 and the denominator (or “downstairs”) number is the 2.

- It’s easy to add two fractions if they have the same denominator. Just add the digits on top and leave the bottom one the same: 1/10 + 6/10 = 7/10.

- It’s the same with subtracting fractions with the same denominator: 7/10 - 6/10 = 1/10.

- Adding and subtracting fractions with different denominators is a little more complicated. First, you have to get the problem so that they do have the same denominators. One of the easiest ways to do this is to multiply the denominators: For 2/5 + 1/2 multiply 5 by 2. Now you have a denominator of 10. But now you have to change the top numbers too. Since you multiplied the 5 in 2/5 by 2, you also multiply the 2 by 2, to get 4. So the first number is now 4/10. Since you multiplied the second number times 5, you also multiply its top number by 5, to get a final fraction of 5/10. Now you can add 5 and 4 together to get a final sum of 9/10.

- Sometimes you’ll be asked to reduce a fraction to its simplest form. This means getting it to where the only common factor of the numerator and denominator is 1. Think of it this way: Numerators and denominators are brothers that must be treated the same. If you do something to one, you must do it to the other, or it’s just not fair. For instance, if you divide your numerator by 2, then you should also divide the denominator by the same. Let’s take an example: The fraction 2/10. This is not reduced to its simplest terms because there is a number that will divide evenly into both: the number 2. We want to make it so that the only number that will divide evenly into both is 1. What can we divide into 2 to get 1? The number 2, of course! Now to be “fair,” we have to do the same thing to the denominator: Divide 2 into 10 and you get 5. So our new, reduced fraction is 1/5.

- In some ways, multiplying fractions is the easiest of all: Just multiply the two top numbers and then multiply the two bottom numbers. For

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Parallelogram

\[ P = 2a + 2b \]
\[ A = ah_s = bh_b \]

Rhombus

\[ P = 4a \]
\[ A = ah = \frac{d_1 d_2}{2} \]

Triangle

\[ P = a + b + c \]
\[ A = \frac{ah_a}{2} = \frac{bh_b}{2} = \frac{ch_c}{2} \]

Equilateral Triangle

\[ P = 3a \]
\[ A = \frac{a^2 \sqrt{3}}{4} \]

Trapezoid

\[ P = a + b + c + d \]
\[ A = \frac{a + b}{2} h \]

Circle

\[ P = 2\pi r \]
\[ A = \pi r^2 \]

Area and Volume (3-dimensional shapes)

To calculate the area of a 3-dimensional shape, we calculate the areas of all sides and then we add them all.
To find the volume of a 3-dimentional shape, we multiply the area of the base (B) and the height (H) of the 3-dimentional shape.

\[ V = BH \]

For a pyramid and a cone, the volume would be divided by 3.

\[ V = \frac{BH}{3} \]

Here are some of the 3-dimentional shapes with formulas for their area and volume:

**Cuboids**

\[ A = 2(ab + bc + ac) \]
\[ V = abc \]

**Cube**

\[ A = 6a^2 \]
\[ V = a^3 \]

**Pyramid**

\[ A = ab + ah_a + bh_b \]
\[ V = \frac{abH}{3} \]

**Cylinder**

\[ A = 2\pi r^2 + 2\pi rH \]
\[ V = \pi r^2 H \]

**Cone**

\[ A = (r+s)r\pi \]
\[ V = \frac{r^2\pi H}{3} \]
THIS SECTION CONTAINS AN ABILITY SELF-ASSESSMENT AND TUTORIALS. The Tutorials are designed to familiarize students with general principles and the self-assessment contains general questions similar to the Ability questions likely to be on the TACHS exam, but are not intended to be identical to the exam questions. The tutorials are not designed to be a complete course, and it is assumed that students have some familiarity with these types of questions. If you do not understand parts of the tutorial, or find the tutorial difficult, it is recommended that you seek out additional instruction.

Note that these questions are for skill practice only.

Tour of the TACHS Ability Content

The TACHS Ability section has three different types of questions. All the Ability questions are graphical. The first type of question presents a series of objects that are similar or linked, and asks you to choose from a series of four objects, one that is similar. The second type of questions presents two related shapes, and asks you to choose an object that has the same relationship as the first two. The third type of question presents a piece of paper and you are asked to select the diagram of how the paper would appear folded.

The questions below are not the same as you will find on the TACHS - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly, the changes consist of substituting new questions for old, but the changes also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section, and combining sections. So, while the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the Ability section of the TACHS.

Ability Self-Assessment

The purpose of the self-assessment is:

- Identify your strengths and weaknesses.
- Develop your personalized study plan (above)
- Get accustomed to the TACHS format
- Extra practice – the self-assessment is a 3rd test!
• Provide a baseline score for preparing your study schedule.

Once complete, use the table below to assess your understanding of the content and prepare your study schedule described in chapter 1.

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Ability Self-Assessment Answer Sheet

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
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
Directions: Questions 1 - 4:
The first 3 figures are related. Choose the figure that has the same relationship.
Answer Key

1. B
Each figure is created by adding the mirror image of the previous figure.

2. B
Each square has 2 blank squares.

3. A
The inner square is rotated clockwise on the corner of the outside square.

4. C
The bottom box is rotated counterclockwise.
Practice Test Questions Set 1

The questions below are not the same as you will find on the TACHS - that would be too easy! And nobody knows what the questions will be and they change all the time. Below are general questions that cover the same subject areas as the TACHS. So, while the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the TACHS.

For the best results, take these practice test questions as if it were the real exam. Set aside time when you will not be disturbed, and a location that is quiet and free of distractions. Read the instructions carefully, read each question carefully, and answer to the best of your ability.

Use the bubble answer sheets provided. When you have completed the practice questions, check your answer against the Answer Key and read the explanation provided.

Do not attempt more than one set of practice test questions in one day. After completing the first practice test, wait two or three days before attempting the second set of questions.

Section I – Reading
Questions: 50
Time: 45 minutes

Section II - Language
Questions: 50
Time: 30 minutes

Section III – Mathematics
Questions: 50
Time: 40 Minutes

Section IV - Ability
Questions: 40
Time: 30 Minutes

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### Reading Answer Sheet

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The questions below are not the same as you will find on the TACHS - that would be too easy! And nobody knows what the questions will be and they change all the time. Below are general questions that cover the same subject areas as the TACHS. So, while the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the TACHS.

For the best results, take these practice test questions as if it were the real exam. Set aside time when you will not be disturbed, and a location that is quiet and free of distractions. Read the instructions carefully, read each question carefully, and answer to the best of your ability.

Use the bubble answer sheets provided. When you have completed the practice questions, check your answer against the Answer Key and read the explanation provided.

Do not attempt more than one set of practice test questions in one day. After completing the first practice test, wait two or three days before attempting the second set of questions.

**Section I – Reading**
- Questions: 50
- Time: 45 minutes

**Section II - Language**
- Questions: 50
- Time: 30 minutes

**Section III – Mathematics**
- Questions: 50
- Time: 40 Minutes

**Section IV - Ability**
- Questions: 40
- Time: 30 Minutes
# Reading Answer Sheet

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