TEST NINJAS

PRACTICE ASSESSMENT

CLASSIC LEARNING TEST · FULL-LENGTH PRACTICE TEST

Test Ninjas CLT Free Printable Practice Test

Test book, answer sheet, answer key and explanations · For students preparing for the CLT college entrance exam

120	3	2 hours	None
QUESTIONS	SECTIONS	WORKING TIME	CALCULATOR

	SECTION	QUESTIONS	TIME
1	Verbal Reasoning	Questions 1–40	**40 minutes**
2	Grammar & Writing	Questions 41–80	**35 minutes**
	Break (as in a school administration)		**10 minutes**
3	Quantitative Reasoning	Questions 81–120	**45 minutes**
	Total working time	**120 questions**	**120 minutes**

STUDENT NAME _____ DATE _____ TIMED BY _____

BEFORE YOU BEGIN

- Read the directions at the start of each section.
- Work only on the section you're timed on. Don't go on to the next section or back to an earlier one.
- Mark one answer per question on the answer sheet (page 4).
- Your practice score is the number of questions you answer correctly, so answer every question.
- The answer key starts after Section 3. Leave it closed until the test is over.

TEST INFORMATION

TIMING
120 minutes of working time, plus one break

MATERIALS
Pencils · eraser · scratch paper · no calculator

SCORING
Practice only · unofficial

STOP **Do not open this test book until you are ready to begin.**

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How this test works

This test book follows the format of the CLT's three core sections: Verbal Reasoning, Grammar & Writing and Quantitative Reasoning, in that order, with forty four-choice questions in each and each section's working time. The questions are original Test Ninjas practice questions, the same ones in the free practice at test-ninjas.com. This is not an official CLT form.

#	SECTION	QUESTIONS	WHAT'S IN IT	TIME
1	**Verbal Reasoning**	40 (1–40)	Four passages (literature, science, philosophy and religion, historical and founding documents), ten questions on each; the last two for each passage are analogies	40 minutes
2	**Grammar & Writing**	40 (41–80)	Four passages with numbered sentences (historical profile, modern argument, science, philosophy and religion), ten editing questions on each	35 minutes
	Break before Section 3 (as in a school administration)			10 minutes
3	**Quantitative Reasoning**	40 (81–120)	Algebra (10 questions), geometry and trigonometry (14) and mathematical reasoning (16), rising in difficulty; formula reference supplied	45 minutes
	Total	**120**	**Working time: 2 hours**	**120 minutes**

General directions

- For each question, choose the best of the four answers and fill in its circle on the answer sheet (page 4). You may write in this test book or use scratch paper.
- Be sure the number you mark on the answer sheet is the number of the question you are answering. Question numbers run from 1 to 120 through the whole test.
- Your practice score is the number of correct answers. Nothing is subtracted for a wrong answer, so don't leave a question blank.
- Each section is timed separately. Inside a section you may skip a question and come back to it. When time is called, stop, and don't return to that section later.
- Calculators are not allowed. A formula reference is printed at the start of Section 3.

Setting up

- Print the whole document. Work from pages 1–33 (the test book and answer sheet) and set the rest aside; it starts at page 34 with the answer key.
- Use a timer and stop when each section's time is up. A standard school administration of the CLT has a 10-minute break after Section 2; take it here too.
- Take the whole test in one sitting, then score the answer sheet with the answer key and read the explanations.

CLT PRACTICE TEST · ANSWER SHEET

Answer Sheet

Fill in one circle for each question. If you change an answer, erase the first mark completely.

STUDENT NAME _____ DATE _____ TOTAL CORRECT _____

SECTION 1 · VERBAL REASONING — QUESTIONS 1–40

1 Ⓐ Ⓑ Ⓒ Ⓓ	9 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ	10 Ⓐ Ⓑ Ⓒ Ⓓ	18 Ⓐ Ⓑ Ⓒ Ⓓ	26 Ⓐ Ⓑ Ⓒ Ⓓ	34 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ	11 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ	12 Ⓐ Ⓑ Ⓒ Ⓓ	20 Ⓐ Ⓑ Ⓒ Ⓓ	28 Ⓐ Ⓑ Ⓒ Ⓓ	36 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ	13 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓐ Ⓑ Ⓒ Ⓓ	14 Ⓐ Ⓑ Ⓒ Ⓓ	22 Ⓐ Ⓑ Ⓒ Ⓓ	30 Ⓐ Ⓑ Ⓒ Ⓓ	38 Ⓐ Ⓑ Ⓒ Ⓓ
7 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓐ Ⓑ Ⓒ Ⓓ	16 Ⓐ Ⓑ Ⓒ Ⓓ	24 Ⓐ Ⓑ Ⓒ Ⓓ	32 Ⓐ Ⓑ Ⓒ Ⓓ	40 Ⓐ Ⓑ Ⓒ Ⓓ

SECTION 2 · GRAMMAR & WRITING — QUESTIONS 41–80

41 Ⓐ Ⓑ Ⓒ Ⓓ	49 Ⓐ Ⓑ Ⓒ Ⓓ	57 Ⓐ Ⓑ Ⓒ Ⓓ	65 Ⓐ Ⓑ Ⓒ Ⓓ	73 Ⓐ Ⓑ Ⓒ Ⓓ
42 Ⓐ Ⓑ Ⓒ Ⓓ	50 Ⓐ Ⓑ Ⓒ Ⓓ	58 Ⓐ Ⓑ Ⓒ Ⓓ	66 Ⓐ Ⓑ Ⓒ Ⓓ	74 Ⓐ Ⓑ Ⓒ Ⓓ
43 Ⓐ Ⓑ Ⓒ Ⓓ	51 Ⓐ Ⓑ Ⓒ Ⓓ	59 Ⓐ Ⓑ Ⓒ Ⓓ	67 Ⓐ Ⓑ Ⓒ Ⓓ	75 Ⓐ Ⓑ Ⓒ Ⓓ
44 Ⓐ Ⓑ Ⓒ Ⓓ	52 Ⓐ Ⓑ Ⓒ Ⓓ	60 Ⓐ Ⓑ Ⓒ Ⓓ	68 Ⓐ Ⓑ Ⓒ Ⓓ	76 Ⓐ Ⓑ Ⓒ Ⓓ
45 Ⓐ Ⓑ Ⓒ Ⓓ	53 Ⓐ Ⓑ Ⓒ Ⓓ	61 Ⓐ Ⓑ Ⓒ Ⓓ	69 Ⓐ Ⓑ Ⓒ Ⓓ	77 Ⓐ Ⓑ Ⓒ Ⓓ
46 Ⓐ Ⓑ Ⓒ Ⓓ	54 Ⓐ Ⓑ Ⓒ Ⓓ	62 Ⓐ Ⓑ Ⓒ Ⓓ	70 Ⓐ Ⓑ Ⓒ Ⓓ	78 Ⓐ Ⓑ Ⓒ Ⓓ
47 Ⓐ Ⓑ Ⓒ Ⓓ	55 Ⓐ Ⓑ Ⓒ Ⓓ	63 Ⓐ Ⓑ Ⓒ Ⓓ	71 Ⓐ Ⓑ Ⓒ Ⓓ	79 Ⓐ Ⓑ Ⓒ Ⓓ
48 Ⓐ Ⓑ Ⓒ Ⓓ	56 Ⓐ Ⓑ Ⓒ Ⓓ	64 Ⓐ Ⓑ Ⓒ Ⓓ	72 Ⓐ Ⓑ Ⓒ Ⓓ	80 Ⓐ Ⓑ Ⓒ Ⓓ

SECTION 3 · QUANTITATIVE REASONING — QUESTIONS 81–120

81 Ⓐ Ⓑ Ⓒ Ⓓ	89 Ⓐ Ⓑ Ⓒ Ⓓ	97 Ⓐ Ⓑ Ⓒ Ⓓ	105 Ⓐ Ⓑ Ⓒ Ⓓ	113 Ⓐ Ⓑ Ⓒ Ⓓ
82 Ⓐ Ⓑ Ⓒ Ⓓ	90 Ⓐ Ⓑ Ⓒ Ⓓ	98 Ⓐ Ⓑ Ⓒ Ⓓ	106 Ⓐ Ⓑ Ⓒ Ⓓ	114 Ⓐ Ⓑ Ⓒ Ⓓ
83 Ⓐ Ⓑ Ⓒ Ⓓ	91 Ⓐ Ⓑ Ⓒ Ⓓ	99 Ⓐ Ⓑ Ⓒ Ⓓ	107 Ⓐ Ⓑ Ⓒ Ⓓ	115 Ⓐ Ⓑ Ⓒ Ⓓ
84 Ⓐ Ⓑ Ⓒ Ⓓ	92 Ⓐ Ⓑ Ⓒ Ⓓ	100 Ⓐ Ⓑ Ⓒ Ⓓ	108 Ⓐ Ⓑ Ⓒ Ⓓ	116 Ⓐ Ⓑ Ⓒ Ⓓ
85 Ⓐ Ⓑ Ⓒ Ⓓ	93 Ⓐ Ⓑ Ⓒ Ⓓ	101 Ⓐ Ⓑ Ⓒ Ⓓ	109 Ⓐ Ⓑ Ⓒ Ⓓ	117 Ⓐ Ⓑ Ⓒ Ⓓ
86 Ⓐ Ⓑ Ⓒ Ⓓ	94 Ⓐ Ⓑ Ⓒ Ⓓ	102 Ⓐ Ⓑ Ⓒ Ⓓ	110 Ⓐ Ⓑ Ⓒ Ⓓ	118 Ⓐ Ⓑ Ⓒ Ⓓ
87 Ⓐ Ⓑ Ⓒ Ⓓ	95 Ⓐ Ⓑ Ⓒ Ⓓ	103 Ⓐ Ⓑ Ⓒ Ⓓ	111 Ⓐ Ⓑ Ⓒ Ⓓ	119 Ⓐ Ⓑ Ⓒ Ⓓ
88 Ⓐ Ⓑ Ⓒ Ⓓ	96 Ⓐ Ⓑ Ⓒ Ⓓ	104 Ⓐ Ⓑ Ⓒ Ⓓ	112 Ⓐ Ⓑ Ⓒ Ⓓ	120 Ⓐ Ⓑ Ⓒ Ⓓ

SECTION 1 OF 3

1 Verbal Reasoning

40 minutes

40 questions · Questions 1–40

DIRECTIONS

Read each passage, then answer the ten questions that follow it. Base your answers on what the passage states or implies, not on outside knowledge. The last two questions for each passage are analogies drawn from the passage.

Work until you reach STOP or time is called. If you finish early, you may check your work in this section only.

Questions 1–10 are based on the following passage.

The Clockroom

LITERATURE

Practice text; scenes, speakers, and study data are invented.

PARAGRAPH 1

When the station clock lost seven minutes, the town accused my aunt of growing old. She had wound it for thirty years, climbing the narrow stairs before the first train arrived, and the townspeople had come to regard the clock as an expression of her temperament: patient, exact, and incapable of surprise. I was seventeen and had recently acquired a wristwatch. Its polished face seemed to me a certificate of independence, though I checked it against her clock every morning. When she asked me to accompany her upstairs, I imagined that she was finally preparing to surrender the responsibility.

PARAGRAPH 2

The clockroom contained no chair. My aunt said that a person who could comfortably sit beside a faulty mechanism might be tempted to admire it instead of repairing it. She set her tools on a folded newspaper and asked what I heard. I answered that the clock was ticking. She waited, allowing my answer to sound as inadequate as it was, until I noticed a faint scrape between every fourth pair of beats. Below us a train moved away without any appearance of having suffered from the town's misplaced seven minutes. I announced that the clock needed a new wheel.

PARAGRAPH 3

She did not contradict me. Instead, she removed a small brass cover and placed it in my hand. Underneath, an old thread had wound itself around a pin; each revolution tightened it slightly, making the wheel hesitate. The thread came from a cloth she had used during the previous week's cleaning. I expected embarrassment, perhaps even a speech about the treachery of age, but she merely asked for the tweezers. Her admission was so ordinary that my prepared generosity had nowhere to stand. I had wanted to forgive a failing that she had already begun to remedy.

PARAGRAPH 4

Outside the high window, the clock's public face remained invisible to us. I could see the people on the platform raising their heads, consulting a certainty that consisted, on our side of the wall, of dust, oil, and a troublesome piece of cotton. I asked whether we should explain the delay to them. My aunt said that anyone who asked deserved an answer, but that the clock required a repair before it required a defense. She let me remove the thread. With the resistance gone, the wheel began its unremarkable turning, and I discovered how little a successful correction resembled a triumph.

PARAGRAPH 5

We adjusted the hands together. When the stairs returned us to the platform, a porter smiled and said that the old clock had remembered its manners. My aunt accepted the joke without either confession or evasion; no question had been asked. I looked at my wristwatch and saw that I had forgotten to wind it. For a moment I covered its face with my sleeve, then asked her to show me the correct time. She answered as if I had made a sensible request. The next morning I went upstairs carrying the newspaper, not because she needed an heir, but because I had begun to hear the scrape.

1 Which statement best captures the narrator's change?

(A) The narrator replaces a desire to judge competence with a willingness to learn its daily work.

(B) The narrator values shared responsibility because the aunt can no longer maintain the clock.

(C) The narrator replaces concern about the mistake with determination to protect the aunt's reputation.

(D) The narrator abandons personal independence and accepts the town's judgment about the aunt's aging.

2 The narrator first checks the wristwatch against the station clock, later covers its unwound face, and finally asks the aunt for the time. Taken together, these moments most strongly suggest that the watch

(A) makes the narrator recognize an error resembling the aunt's, but also accept her example of protecting confidence by keeping a failure unannounced.

(B) exposes a dependence the narrator initially disguises as independence and finally begins to acknowledge without surrendering the chance to learn.

(C) turns the narrator's wish to inherit a public role into a private standard of competence, fulfilled by accepting the aunt's correction of the watch.

(D) transfers authority from a communal instrument to a personal one, while teaching the narrator to maintain the new authority through the aunt's methods.

3 What directly causes the clock to hesitate?

(A) The wheel has developed a worn edge that scrapes the pin.

(B) The hands were set seven minutes behind the train's departure.

(C) A thread tightens around a pin as the wheel turns.

(D) The aunt left the mechanism unwound after cleaning.

4 In paragraph 3, "my prepared generosity had nowhere to stand" means that the narrator's generosity was

(A) an offer to share the repair that became unnecessary once the aunt found the thread.

(B) a rehearsed willingness to forgive that the aunt's matter-of-fact response made unnecessary.

(C) a willingness to defend the aunt that faded when she admitted causing the fault.

(D) a readiness to overlook the delay that the aunt interpreted as disrespect for her work.

5 Before removing the brass cover, what does the aunt ask the narrator to do?

(A) Identify a replacement wheel.

(B) Listen to the mechanism.

(C) Check the wristwatch.

(D) Remove the trapped thread.

6 What does the aunt's response to the proposed public explanation suggest?

(A) She regards an explanation as useful chiefly if it prevents the town from judging her age.

(B) She wants the narrator to explain the delay while she takes responsibility for the repair.

(C) She gives practical correction priority while remaining willing to answer a genuine question.

(D) She expects the restored clock to give passengers the explanation they are owed without a conversation.

7 The view of the platform from inside the clockroom chiefly emphasizes which contrast?

(A) Public expectations make the aunt's ordinary mistake seem more serious from inside the room.

(B) People performing a repair possess greater certainty than those depending on its result.

(C) Public certainty depends on imperfect material processes that users ordinarily cannot see.

(D) Confidence in a familiar object allows its users to overlook signs of declining reliability.

8 Which sentence best supports the claim that the aunt treats admitting an error as part of routine work?

(A) Paragraph 3, sentence 4: "The thread came from a cloth she had used during the previous week's cleaning."

(B) Paragraph 4, sentence 5: "She let me remove the thread."

(C) Paragraph 3, sentence 5: "I expected embarrassment, perhaps even a speech about the treachery of age, but she merely asked for the tweezers."

(D) Paragraph 5, sentence 3: "My aunt accepted the joke without either confession or evasion; no question had been asked."

9 In the passage, scrape : trapped thread ::

(A) wrench : loose bolt

(B) burning wood : smoke

(C) street map : town

(D) smoke : burning wood

10 The public clock face relates to the hidden mechanism most like which passage-based pair?

(A) The narrator's confident diagnosis relates to the limited observation from which it arose.

(B) The passengers' trust in the clock relates to their admiration for its long-serving caretaker.

(C) The aunt's careful listening relates to the successful repair it makes possible.

(D) The appearance of effortless accuracy relates to the maintenance that sustains it.

Questions 11–20 are based on the following passage.

Collecting the Night

SCIENCE

Practice text; scenes, speakers, and study data are invented.

PARAGRAPH 1

A city research group proposed collecting water from dew on the roofs of small garden sheds. The proposal attracted attention because it appeared to turn an idle surface into a resource without drawing from the water supply. Before estimating how many gardens it could serve, however, the group needed to discover which feature of a collector mattered most. Several volunteers favored a rough surface, reasoning that its hollows would give droplets places to gather. Others thought the surface's temperature after sunset would be more important than its texture. The disagreement was useful because it offered two explanations that could be tested separately.

PARAGRAPH 2

The researchers prepared smooth and textured panels of the same material, with equal areas and slopes. Half of each kind stood beneath removable shades during the afternoon; the others received sunlight. All shades were removed before evening measurements began, so every panel faced the same open night sky. On twenty dry, cloudless nights, the team recorded the panels' temperatures two hours after sunset and the water collected by morning. Positions were rotated between trials to prevent a sheltered corner from consistently favoring one treatment. The table reports averages across those nights, not the outcome of every individual trial.

PARAGRAPH 3

The results complicated the volunteers' original expectations. Textured panels collected slightly more water than smooth ones within each afternoon treatment, but shading corresponded to a much larger difference. The shaded panels were also cooler when the nighttime readings were taken. The team therefore considered temperature a promising explanation for most of the collection difference, while treating texture as a possible smaller influence. They did not claim that the table alone established every step in the process. A temperature reading made two hours after sunset could not reveal precisely when each panel had first begun collecting water.

PARAGRAPH 4

One volunteer wanted to multiply the best average yield by the city's entire roof area. The researchers resisted. Shed roofs differed in angle, surrounding vegetation, cleanliness, and exposure to wind, and the trial included neither cloudy nights nor rainy ones. Moreover, collected water would need testing before any use involving human consumption. Even for garden irrigation, a seasonal total would matter more than an attractive yield on favorable nights. The group could recommend a more extensive trial without claiming that the prototype had already solved a city's water problem. Refusing that claim was a way of preserving the experiment's usefulness rather than dismissing it.

PARAGRAPH 5

The next study would use sensors that recorded temperature continuously, together with collectors placed on working sheds throughout the city. Continuous records could connect changes in temperature with the onset of collection, while the varied sites would test how well the initial result traveled. These were different questions, and neither improvement would answer the other automatically. A precise account of one panel's behavior would not establish a dependable citywide supply; a large total from many roofs would not by itself explain why a particular texture worked. The original disagreement had thus produced more than a winning design. It had supplied a disciplined order in which to ask the next questions.

DATA DISPLAY FOR THIS PASSAGE

Night water collection by panel treatment. Invented trial averages across 20 nights; equal-area panels.

Afternoon treatment	Surface	Temperature two hours after sunset (°C)	Water by morning (mL)
Shaded	Smooth	15.3	14
Shaded	Textured	15.4	15
Exposed	Smooth	19.1	5
Exposed	Textured	19	6

11 What is the passage's central purpose?

(A) To show how evidence about texture established a preferred collector suitable for deployment in city gardens.

(B) To explain why controlling a collector's design is more useful than testing it under changing weather.

(C) To show how a preliminary comparison can guide further research without settling every practical and causal question.

(D) To contrast rooftop collection's promise with practical costs that make further testing difficult to justify.

12 Suppose the final paragraph proposed only continuous temperature readings on the original panels during additional dry, cloudless nights. How would this change the passage's development?

(A) It would abandon the original comparison of temperature and texture, since following the panels continuously would replace differences among treatments with changes within each treatment.

(B) It would make the same panels answer both the mechanism and supply questions, since longer observation would connect the temperature sequence with the variation across working roofs.

(C) It would test whether the initial yields persist before examining their mechanism, turning the next study into a response to the citywide-supply question rather than the timing question.

(D) It would pursue the unresolved sequence of collection more closely while leaving the earlier objections to transferring the yields across roofs and weather conditions unanswered.

13 Why were panel positions rotated between trials?

(A) To balance the afternoon shade received by the two treatment groups.

(B) To reduce a consistent advantage associated with a particular location.

(C) To test whether moving a collector increases its overnight yield.

(D) To expose every panel to several roof angles.

14 In the final paragraph, how well a result "traveled" refers to

(A) how readily the design could be installed on roofs around the city.

(B) how consistently the same panels repeated their performance across the twenty nights.

(C) how accurately the water yield could be explained by the temperature records.

(D) how well the finding applied beyond the original trial setting.

15 A volunteer argues that rotating panel positions and removing all afternoon shades before nightfall prove that the cooler nighttime readings caused the higher yields. Which response best respects both the controls and the remaining uncertainty?

(A) Those controls weaken location and continuing-cover explanations, but a reading after sunset still cannot establish how the temperature sequence related to the beginning of collection.

(B) Those controls remove evidence about the contribution of shade, because no panel remained covered while the nighttime temperatures and morning yields were being measured.

(C) Those controls make the average yields reliable, but temperature could explain the difference only if textured and smooth panels had exactly the same nighttime temperature.

(D) Those controls isolate temperature from the afternoon treatment, so the missing onset record affects estimates of how much water formed rather than the proposed causal interpretation.

16 Why does the author discuss the volunteer's citywide multiplication?

(A) To show why a seasonal forecast should average all four trial designs.

(B) To illustrate an extrapolation that goes beyond the conditions tested.

(C) To contrast the needs of garden irrigation with those of household consumption.

(D) To distinguish a promising collection rate from the cost of installing enough panels.

17 Which statement is supported by the data display?

(A) Within each afternoon treatment, textured panels collect 9 mL more average water than smooth panels.

(B) Within each surface type, afternoon shading is associated with 9 mL more average water than exposure.

(C) Afternoon shading lowers the average temperature of each surface type by approximately 9 °C.

(D) Smooth shaded panels collect 9 mL more average water than textured panels exposed to the sun.

18 Which sentence most directly supports the claim that the initial trial cannot determine a year-round yield?

(A) Paragraph 4, sentence 3: “Shed roofs differed in angle, surrounding vegetation, cleanliness, and exposure to wind, and the trial included neither cloudy nights nor rainy ones.”

(B) Paragraph 4, sentence 4: “Moreover, collected water would need testing before any use involving human consumption.”

(C) Paragraph 2, sentence 6: “The table reports averages across those nights, not the outcome of every individual trial.”

(D) Paragraph 5, sentence 2: “Continuous records could connect changes in temperature with the onset of collection, while the varied sites would test how well the initial result traveled.”

19 In the trial, rotating panel positions : consistent location advantage ::

(A) concealing program labels : reviewer priming

(B) recorded harbor noise : missed calls

(C) continuous temperature readings : collection onset

(D) observed panel yields : seasonal supply

20 A favorable nightly average is to a dependable seasonal supply as

(A) a general prediction is to one observation used to test it.

(B) an initial performance measure is to a broader reliability claim.

(C) a controlled comparison is to the mechanism it conclusively identifies.

(D) a typical outcome is to an exceptional result excluded from an estimate.

Questions 21–30 are based on the following passage.

The Gift and the Ledger

PHILOSOPHY / RELIGION

Practice text; scenes, speakers, and study data are invented.

PARAGRAPH 1

Imagine a town whose residents build a common garden with donated tools, money, and labor. At its opening, a committee proposes placing every donor's name on a wall, with larger letters for larger contributions. The proposal seems fair to some residents because unequal gifts would receive unequal acknowledgment. Others object that the wall would turn generosity into a contest. Both sides risk treating recognition as though it had only one possible meaning. A public record may express gratitude, invite imitation, or advertise status, and the same inscription may serve these purposes in different proportions.

PARAGRAPH 2

The first question, then, is not whether a generous act can be noticed, but what noticing it asks of the community. Gratitude acknowledges that someone has benefited us without pretending that the benefit created an exact price we must pay. A debt, by contrast, normally identifies an obligation that can be discharged through some corresponding payment. If a donor insists that a gift entitles her to control the garden indefinitely, the language of generosity conceals a claim of ownership. Yet if the town refuses even to thank a donor, it may confuse freedom from control with freedom from consideration.

PARAGRAPH 3

The size of a contribution also needs interpretation. A wealthy resident may provide a truckload of stone with little inconvenience, while another resident gives three evenings after exhausting work. The stone may be more useful to the project, and there is no need to deny that fact in order to recognize the second person's sacrifice. Usefulness and sacrifice are different measures. A committee that assigns one rank to every contribution may hide this difference behind the apparent precision of its list. Equality of letter size would avoid one hierarchy, but it would not settle every question of fair acknowledgment.

PARAGRAPH 4

Anonymous giving offers a possible escape from public rivalry, but it should not become another occasion for easy judgment. A donor may remain unnamed from modesty, from indifference, or because publicity would expose the donor to unwanted demands. Conversely, someone may accept recognition so that neighbors will see the project as worth supporting. We cannot infer a complete motive from the presence or absence of a name. The point is not that motives are irrelevant, but that observers should hesitate before claiming knowledge they do not possess. Evaluating the public arrangement and judging a person's entire character are distinct undertakings.

PARAGRAPH 5

The town might therefore keep an accurate account of contributions while adopting a modest, unranked acknowledgment and making its rules of shared control explicit. Such an arrangement would not purify every motive or make gratitude effortless. It would instead reduce the chance that a record of assistance became a title to power. The garden would still require people to thank one another, notice overlooked work, and resist using gifts as instruments of command. These responsibilities cannot be completed by designing the perfect wall. The distinction matters even when the gift was sincerely offered. A ledger can record what entered the garden; it cannot, without further judgment, determine what its neighbors owe one another.

21 Which claim best summarizes the argument?

(A) Public gratitude should recognize assistance without treating gifts as automatic claims to control or complete measures of character.

(B) The obligations created by a gift depend principally on the donor's intentions, which a carefully designed acknowledgment can reveal.

(C) Public recognition is fairest when a community ranks contributions by personal sacrifice rather than by their measurable usefulness.

(D) A community should record contributions privately because public acknowledgment tends to convert sincere gifts into claims of ownership.

22 What is the role of the final paragraph?

(A) It resolves the dispute by separating material donations from voluntary labor in the town's accounts.

(B) It selects an unranked wall as the fairest way to express the value of unequal contributions.

(C) It proposes a limited institutional response while preserving responsibilities that no record can settle.

(D) It shifts from evaluating donors' motives to explaining why contribution records should remain private.

23 According to paragraph 2, how does gratitude differ from a debt?

(A) Gratitude depends on generosity; a debt arises from a useful contribution.

(B) Gratitude leaves recipients free to decide whether benefits deserve acknowledgment.

(C) Gratitude need not assign an exact corresponding payment that settles the relationship.

(D) Gratitude repays donors through recognition instead of through money or labor.

24 In the final sentence, "ledger" chiefly refers to

(A) an account of the community's remaining debts to those who supported it.

(B) a scale for weighing personal sacrifice against the project's material gains.

(C) a record of contributions whose information does not settle all moral obligations.

(D) an acknowledgment designed to prevent donors from competing for public attention.

25 Which possible reason for remaining anonymous is expressly mentioned?

(A) Preventing neighbors from estimating the contribution's monetary value.

(B) Allowing the committee to thank the whole group equally.

(C) Avoiding unwanted demands that publicity might bring.

(D) Keeping a useful gift from appearing less costly than another.

26 The committee keeps donor names in equal-sized letters and denies donors special control, but publishes a second list ranking "commitment" by what the town would have paid to obtain the same materials or work. Which objection follows most directly from the stone-and-evening-labor comparison?

(A) The price list makes gratitude a debt that can be discharged, because assigning a replacement cost obliges the town to repay each donor with goods of that value.

(B) The ranking discounts labor unless it gives time priority over materials, because the evening worker's sacrifice makes that contribution more useful than the truckload of stone.

(C) The safeguards leave unequal contributions unrecognized, so the price ranking should determine the prominence of each name even though it grants no special governing rights.

(D) The safeguards address status and control, but the new price measure can still rank usefulness to the project as though it measured the different sacrifices made by donors.

27 Which judgment would the author most likely reject?

(A) A donor who accepts recognition may hope to encourage further support.

(B) A named donor must be less generous than an anonymous donor.

(C) A useful contribution may represent less personal sacrifice than a smaller one.

(D) An unranked acknowledgment may leave some questions of fair recognition unresolved.

28 Which sentence best supports the claim that a gift can be used to disguise a demand for power?

(A) Paragraph 2, sentence 4: "If a donor insists that a gift entitles her to control the garden indefinitely, the language of generosity conceals a claim of ownership."

(B) Paragraph 2, sentence 3: "A debt, by contrast, normally identifies an obligation that can be discharged through some corresponding payment."

(C) Paragraph 1, sentence 6: "A public record may express gratitude, invite imitation, or advertise status, and the same inscription may serve these purposes in different proportions."

(D) Paragraph 3, sentence 5: "A committee that assigns one rank to every contribution may hide this difference behind the apparent precision of its list."

29 In the gift argument, usefulness : sacrifice ::

(A) donor intention : shelter received

(B) public thanks : donor reputation

(C) donor's hardship in giving : shelter received

(D) shelter received : donor's hardship in giving

30 The ledger relates to moral judgment as

(A) a public verdict relates to the evidence that establishes its fairness.

(B) relevant information relates to an evaluation that requires more than that information alone.

(C) a promise of repayment relates to the obligation it creates.

(D) a measure of benefit relates to a matching measure of gratitude.

Questions 31–40 are based on the following passage.

Speaking for the City

HISTORICAL / FOUNDING DOCUMENTS

Practice text; scenes, speakers, and study data are invented.

PASSAGE A, PARAGRAPH 1

The following is an original imagined address in an ancient harbor city, not a historical quotation. Neighbors, you ask whether every citizen must attend the assembly when only a few can speak with skill. I answer that the assembly needs more than skilled speeches. The sailor knows where the harbor wall fails; the farmer knows which road becomes impassable after rain; the keeper of accounts knows what either repair would cost. None possesses the whole city in his experience. When these partial accounts meet, each can expose what the others have mistaken for the whole.

PASSAGE A, PARAGRAPH 2

Do not suppose that gathering many people makes error impossible. A crowd may reward a pleasing falsehood, and a practiced speaker may give a private interest the appearance of a public necessity. That danger is a reason to examine speeches, not to surrender every decision to the practiced speakers. The citizen who cannot shape a graceful argument may still ask where its figures came from or who will bear its expense. Such questions are not interruptions of government. They are among the ordinary labors by which government becomes the work of those who live under it.

PASSAGE A, PARAGRAPH 3

There will be matters requiring special knowledge, and we would be foolish to vote on the strength of a beam as though timber obeyed applause. Let builders explain the limits of the possible. The assembly must still choose which possible work serves the city and what sacrifices it is prepared to make. Expertise informs that judgment without owning it. If we cease practicing the work of judgment, we cannot expect wisdom to wait unused within us until a crisis calls it forth. The city should not become a ship whose passengers have forgotten how to question its course.

PASSAGE B, PARAGRAPH 1

The following is an original imagined civic essay from an early American federation, not a historical quotation. A people spread across distant districts cannot gather in one square whenever a common decision is required. To insist on that form of participation would permit distance to silence the citizens whose farms and workshops lie farthest away. Representation can bring their concerns into a common council. Its defense rests not on the claim that representatives are a naturally wiser class, but on the possibility of arranging public judgment where direct attendance is impracticable.

PASSAGE B, PARAGRAPH 2

The arrangement remains dangerous if election is treated as a permanent transfer of responsibility. A representative may confuse hearing from a district with hearing only from its most convenient visitor. Published reasons, regular opportunities for challenge, and a limited term help prevent that confusion from becoming a settled privilege. None is a charm that guarantees virtue. Each gives citizens a way to compare what was promised with what was done and to replace confidence that has ceased to deserve its name. A mandate is borrowed authority, not a private possession.

PASSAGE B, PARAGRAPH 3

Our task is therefore to shorten the distance between a decision and an account of its reasons, even when we cannot shorten the roads between our homes. Citizens need not perform every administrative act in order to retain a governing responsibility. They must, however, have practical means to know, question, and change the conduct of those who act for them. A council that merely speaks in the people's name may be less public than a small meeting in a barn. What matters is whether its claims to speak can be tested by the people it claims to represent.

31 What is Passage A's central claim?

(A) The assembly's chief value is giving each occupation equal influence over city decisions.

(B) Skilled speakers should combine citizens' different concerns into a judgment before presenting proposals.

(C) Citizens' varied experience supplies knowledge that makes technical advice less necessary in public decisions.

(D) Public judgment benefits from citizens testing partial perspectives, even when expertise is also necessary.

32 How do the passages differ in their main institutional focus?

(A) Passage A asks how citizens can judge expert claims; Passage B asks how representatives can replace local judgment.

(B) Passage A seeks agreement among different occupations; Passage B seeks agreement among geographically separate communities.

(C) Passage A defends citizens' direct participation; Passage B explains how representation can remain answerable to citizens.

(D) Passage A argues for widening access to speeches; Passage B argues for choosing leaders with greater knowledge.

33 According to Passage A, what should builders explain?

(A) The costs citizens should accept to keep the harbor working.

(B) The limits of what a proposed structure can physically do.

(C) The relative influence each occupation should have in the assembly.

(D) The project whose benefits justify the sacrifices required of citizens.

34 In Passage B, "borrowed authority" emphasizes that a mandate is

(A) authority held until the representative has completed the projects promised at election.

(B) temporary power earned by showing greater judgment than the people represented.

(C) shared power requiring approval from the district before each administrative act.

(D) conditional power held on behalf of others rather than owned permanently.

35 Which safeguard does Passage B explicitly recommend?

(A) Rotating visitors among districts.

(B) Requiring advance district votes.

(C) Selecting representatives by occupation.

(D) Publishing reasons for decisions.

36 Which principle would both speakers most likely accept?

(A) People should judge the quality of a proposal by the experience of the person presenting it.

(B) Public decisions gain legitimacy chiefly by bringing together the largest possible number of citizens in one place.

(C) People affected by public decisions should have meaningful ways to question the reasoning behind them.

(D) Representatives and experts should resolve technical disagreements before citizens are asked to assess their proposals.

37 Which feature of the council in Passage B would most directly answer Passage A's worry about citizens forgetting how to question government?

(A) A limited term that leaves decisions unchallenged until the next election.

(B) Published comparisons of districts' distances from the council.

(C) A representative selected for experience in making technical decisions.

(D) Regular, usable opportunities for citizens to challenge representatives' reasons.

38 Which sentence most directly shows that Passage A does not assume assembly participation guarantees truth?

(A) Passage A, paragraph 2, sentence 1: "Do not suppose that gathering many people makes error impossible."

(B) Passage B, paragraph 2, sentence 4: "None is a charm that guarantees virtue."

(C) Passage A, paragraph 3, sentence 4: "Expertise informs that judgment without owning it."

(D) Passage A, paragraph 1, sentence 5: "None possesses the whole city in his experience."

39 In Passage A, sailor's account : city's judgment ::

(A) judge's instruction : witness report

(B) witness report : jury decision

(C) signed verdict : official record

(D) jury decision : witness report

40 A representative's mandate relates to the district in Passage B as

(A) a completed service relates to those obliged to reward it.

(B) a public promise relates to those who must carry it out.

(C) delegated responsibility relates to those entitled to review its exercise.

(D) specialized advice relates to those relying on its accuracy.

STOP If time remains, check your work in this section only. Don't go on to the next section.

SECTION 2 OF 3

2 Grammar & Writing

35 minutes

40 questions · Questions 41–80

DIRECTIONS

Each passage has numbered sentences, and the parts that questions ask about are underlined. Answer each question independently: other proposed edits have not been applied. NO CHANGE keeps the original wording.

Work until you reach STOP or time is called. If you finish early, you may check your work in this section only.

Questions 41–50 are based on the following passage.

A Printer's Other Ledger

HISTORICAL PROFILE

[1] In fictional Bellmere in 1842, printer Lydia Vale kept two ledgers beside her desk. [2] One recorded payments for advertisements and pamphlets; the other recorded promises to correct mistakes that had reached the public in print. [3] The collection of corrections were less profitable than the advertisements, yet Vale eventually considered it the more revealing account of her business. [4] She inherited the shop from an uncle who valued speed and believed that yesterday's newspaper quickly ceased to matter. [5] A disputed notice about a ferry schedule, however, showed her that a printed error could outlive the sheet on which it appeared.

[6] After publishing the notice, several travelers blamed Vale for a wasted journey, although the schedule had come from the ferry operator. [7] Vale initially pointed to her source, the travelers replied that they had relied on her newspaper rather than on a conversation with the operator. [8] The exchange did not make Vale responsible for every fact in town; it made her reconsider how responsibility traveled between a source and a reader. [9] She began retaining the original notices, comparing disputed wording, and to publish corrections in a fixed place where readers could find them. [10] This routine took additional work, but it also gave customers a way to distinguish an acknowledged mistake from an accusation that remained unresolved.

[11] Her compositor, a worker who arranged metal type, proposed setting corrections in smaller letters so that the newspaper could reserve prominent space for paid notices. [12] Vale rejected the suggestion because a correction that readers could not readily locate would repair the shop's accounts more effectively than their understanding. [13] She instead placed each correction under a short heading that stated the original publication date, and the ledger linked that entry to the disputed copy. [14] By creating this link, she established a connection between the two records that connected each record to the other one. [15] The ledger was neither an admission that all reporting was unreliable nor a guarantee against future errors.

[16] Some advertisers worried that visible corrections would make the paper look careless, while others valued a procedure that also protected them against inaccurate complaints. [17] Vale responded by separating three questions: what had been printed, what the surviving evidence supported, and what clarification a reader now needed. [18] The procedure could not reassure that everyone would agree, but it prevented a demand for agreement from replacing an examination of the record. [19] When a merchant demanded a flattering correction unsupported by his own order, Vale declined with the same formality she used when acknowledging her own mistake. [20] That refusal was a pretty gutsy move for a shop whose rent depended partly on local merchants, though it did not end their business relationship.

[21] Years later, Vale's apprentice described the second ledger as a record of work that customers rarely requested before they discovered they needed it. [22] Its pages contained crossed-out dates and brief explanations rather than declarations of the printer's virtue, a distinction the apprentice considered important. [23] The entries showed decisions that could be inspected; a claim to perfect honesty would have given a skeptical reader much less to examine. [24] Vale never published the ledger as a book, and the fictional account offers no reason to believe that she intended it as a monument to herself. [25] Its value lay in a habit made visible: when words traveled beyond the shop, the obligation to attend to them did not stop at the door.

41 In sentence 3, which replacement is grammatically correct? Target in sentence 3: “were”.

(A) NO CHANGE **(B)** was

(C) have been **(D)** are

42 Which complete revision of sentence 6 correctly identifies the actor who published the notice? Target in sentence 6: “After publishing the notice, several travelers blamed Vale for a wasted journey, although the schedule had come from the ferry operator.”.

(A) NO CHANGE

(B) After publishing the notice, a wasted journey caused several travelers to blame Vale, although the schedule had come from the ferry operator.

(C) After Vale published the notice, several travelers blamed her for a wasted journey, although the schedule had come from the ferry operator.

(D) Publishing the notice, the ferry operator’s schedule caused several travelers to blame Vale for a wasted journey.

43 Choose the best replacement for the targeted words in sentence 7. Target in sentence 7: “source, the travelers”.

(A) NO CHANGE

(B) source the travelers

(C) source, however the travelers

(D) source; the travelers

44 Which choice completes the parallel series in sentence 9? Target in sentence 9: “to publish”.

(A) NO CHANGE **(B)** publishing

(C) published **(D)** she publishes

45 Which choice correctly punctuates the description in sentence 11? Target in sentence 11: “compositor, a worker who arranged metal type, proposed”.

(A) NO CHANGE

(B) compositor a worker who arranged metal type, proposed

(C) compositor, a worker who arranged metal type proposed

(D) compositor; a worker who arranged metal type, proposed

46 Which replacement for sentence 14 most concisely preserves its meaning?

(A) NO CHANGE

(B) The new record replaced the disputed one.

(C) This link connected the two records.

(D) The linked records established a single account.

47 Which word best fits the meaning and grammatical construction of sentence 18? Target in sentence 18: “reassure”.

(A) NO CHANGE **(B)** persuade

(C) convince **(D)** ensure

48 Which replacement retains sentence 20’s assessment of the refusal while matching the historical profile’s measured tone? Target in sentence 20: “a pretty gutsy move”.

(A) NO CHANGE

(B) a financially risky decision

(C) a decision with uncertain commercial consequences

(D) an effort to protect the shop’s commercial standing

49 The writer is considering replacing sentence 14 with "A reader could therefore trace a correction to the exact notice it amended, even if the parties still disagreed about who caused the mistake." Should this revision be made?

(A) Yes, because it shows how readers can trace corrections without settling personal responsibility.

(B) Yes, because it makes agreement about responsibility the condition for correcting a notice.

(C) No, because it shifts the procedure from acknowledging a printed error to identifying the person at fault.

(D) No, because it treats locating the disputed notice as sufficient evidence that its contents were accurate.

50 If sentence 15 were deleted, what important function would the passage lose?

(A) A qualification showing that visible corrections would be useful only after advertisers accepted responsibility for disputed notices

(B) An assurance that keeping the original notice would permit the printer to settle disagreements without relying on readers' accounts

(C) A qualification preventing the ledger from being mistaken for either blanket distrust or a promise of perfection

(D) A distinction between faults already acknowledged in the ledger and errors that the printer could now promise to prevent

Questions 51–60 are based on the following passage.

A Place to Stay Without Buying

MODERN / INFLUENTIAL ARGUMENT

[1] A public square can welcome visitors without giving them a place to remain, a contradiction visible when every seat belongs to a café. [2] The square may appear busy and attractive while quietly requiring anyone who wishes to rest to become a customer of a private business. [3] Neither the row of cafés nor the adjoining shops provide an adequate substitute for benches that people may use without purchasing anything. [4] Adding such benches would not diminish the legitimate role of commerce; it would recognize that a public place serves more than one purpose. [5] An older resident waiting for a bus and a student reading between appointments should not need to justify their presence with a receipt.

[6] The strongest objection is practical rather than philosophical: seats must be maintained, kept accessible, and placed where they do not obstruct movement. [7] A proposal that ignores these costs is incomplete, however, acknowledging a cost does not establish that the benefit is unimportant or unattainable. [8] Before ordering furniture, the city should publish a maintenance estimate and identify the office responsible for complaints. [9] Each bench and its immediate surroundings should remain accessible, with enough clear space for a wheelchair user to join someone seated there. [10] The aim is not to fill every open surface with furniture but to create several useful resting places connected to the square's existing paths.

[11] Shopkeepers may reasonably worry that poorly placed seats will block entrances, so the plan should be reviewed with them before installation begins. [12] This consultation should seek practical knowledge rather than grant any one business authority to exclude noncustomers from the square altogether. [13] A pilot arrangement could test two locations: the sheltered edge near the bus stop and the open side beside the public garden. [14] Observers could record whether the seats are used, whether paths remain clear, and how often maintenance workers need to remove litter. [15] These observations would supply information about the arrangement without turning every person who sits down into an object of intrusive questioning.

[16] The pilot must also last long enough to include different weather and ordinary weekdays, not merely one festive afternoon chosen for attractive photographs. [17] Such a trial would be temporary for a limited period of time, allowing the city to move a bench if its position causes problems. [18] Because the benches would be publicly available residents could use them whether or not they planned to enter a neighboring shop. [19] The principle is not that commercial spaces are bad, but that their useful offerings should complement rather than replace a genuinely public alternative. [20] A bench can be a modest amenity whose value is shared by people who have different incomes, schedules, and reasons for entering the square.

[21] Critics sometimes describe free seating as an invitation for people to hang around doing absolutely nothing, as though every visible pause must have a commercial explanation. [22] Yet waiting, resting, and talking are ordinary activities of civic life; a square that makes no room for them has narrowed its own purpose. [23] The effect of the proposed benches would be limited: they would not solve every problem of access or replace the need for safe crossings. [24] That limitation should keep the proposal proportionate, not lead us to dismiss a manageable improvement simply because it is not a complete solution. [25] A public square earns its name partly by making a place for the person who arrives with time to spend but no money to spend there.

51 Which choice is grammatically correct in sentence 3? Target in sentence 3: "provide".

(A) NO CHANGE
(B) provides
(C) has provided
(D) is providing

52 Which replacement correctly connects the clauses in sentence 7? Target in sentence 7: “incomplete, however, acknowledging”.

(A) NO CHANGE
(B) incomplete, however acknowledging
(C) incomplete; however, acknowledging
(D) incomplete however, acknowledging

53 Which choice is correct in sentence 9? Target in sentence 9: “should remain”.

(A) NO CHANGE
(B) should remains
(C) should have remains
(D) should remaining

54 Which choice correctly introduces the two locations in sentence 13? Target in sentence 13: “locations: the sheltered”.

(A) NO CHANGE
(B) locations; the sheltered
(C) locations, and: the sheltered
(D) locations the sheltered

55 Which replacement removes redundancy in sentence 17 while preserving meaning? Target in sentence 17: “temporary for a limited period of time”.

(A) NO CHANGE **(B)** seasonal
(C) temporary **(D)** periodic

56 Which replacement correctly punctuates sentence 18? Target in sentence 18: “available residents”.

(A) NO CHANGE
(B) available; residents
(C) available: residents
(D) available, residents

57 Which replacement best retains sentence 21’s criticism while matching the essay’s tone? Target in sentence 21: “hang around doing absolutely nothing”.

(A) NO CHANGE
(B) linger without making a purchase
(C) remain while waiting to become customers
(D) occupy seats that nearby businesses are expected to maintain

58 Which choice best fits sentence 23? Target in sentence 23: “effect”.

(A) NO CHANGE **(B)** affect
(C) defect **(D)** infect

59 Should the writer add after sentence 14, “The city should judge the pilot chiefly by whether shops nearest the new benches report higher weekly sales”?

(A) Yes, because consulting shopkeepers commits the city to making the benches’ effect on nearby trade the main measure of success.
(B) No, because it would make a commercial benefit the chief test of an amenity whose stated purpose extends beyond purchasing.
(C) Yes, because increased sales would show that the seating serves commerce while remaining available to residents who choose not to buy.
(D) No, because counting business activity would conflict with the pilot’s decision to assess physical arrangements rather than how people use them.

60 The writer is considering deleting sentence 23. What is the strongest reason to retain it?

(A) It establishes a second measure of the pilot's success by comparing improvements in seating with improvements in safe access.

(B) It ranks seating below the access problems the city would have to resolve through other improvements.

(C) It explains why the city should postpone the seating trial until the crossings around the square have been made safer.

(D) It limits the proposal's claims, preparing the distinction between a useful improvement and a complete solution.

Questions 61–70 are based on the following passage.

Making Shade Visible

SCIENCE

[1] Imagine a class comparing miniature shelters under a lamp to investigate how shade changes the light reaching a surface. [2] This invented teaching model does not report measured performance from any building or commercial product. [3] One shelter has a broad overhang; the other has a narrow one, while the walls and the marked surface beneath each roof remain identical. [4] The students move the lamp through several positions because a roof that shades the surface from one direction may leave it exposed from another. [5] A diagram of the lamp's position is therefore as important as a sketch of the shelter itself.

[6] The class labels each lamp position and decides how to record the boundary between the illuminated and shaded parts of the surface. [7] Neither a shelter nor its supports are moved during a set of observations, so changes within that set can be related to the changing lamp position. [8] After completing one set, the students may rotate the shelters and repeat the sequence, provided that they record the new orientation clearly. [9] The procedure requires careful labeling, the same picture could otherwise be assigned to different arrangements and appear to support incompatible conclusions. [10] The resulting record describes a relationship among a light source, an obstruction, and a surface rather than a permanent property of the roof alone.

[11] A larger shadow does not automatically mean that a shelter is preferable, because the design question may include access to light as well as protection from it. [12] A model intended to shade a resting place at one time may be evaluated differently from a model intended to admit light during another period. [13] The class should therefore state its design goal before ranking the models, not choose a goal after discovering which model performs more impressively. [14] If a student claims that one design is better, the teacher asks her to identify the condition under which that comparison is supposed to hold. [15] This request does not weaken the conclusion; it gives the conclusion a boundary that another observer can understand and test.

[16] The model also leaves out features of real buildings, including changes in weather, materials, and the way surrounding structures may block light. [17] Recognizing those omissions helps students decide what the activity illustrates and what additional information a practical design decision would require. [18] They can summarize the results in a summary that states the results without pretending that a classroom lamp reproduces every feature of an outdoor setting. [19] The teacher's aim is to elicit an explanation of the geometry, not merely to reward the student who has built the neatest miniature house. [20] A carefully described limitation is useful here because it shows which question has been answered and which question remains outside the model.

[21] By the time the class compares its drawings, each group has recorded several arrangements rather than relying on one attractive photograph of a shadow. [22] The comparison may reveal that two roofs reverse their apparent advantage when the lamp changes direction, a result that invites a more precise question. [23] Instead of asking which roof is the best ever, the students can ask which arrangement serves a specified purpose under specified conditions. [24] Those conditions, the teacher emphasizes are not an inconvenient addition to the answer; they are part of what makes the answer meaningful. [25] The lesson moves from a visible patch of darkness to a general habit of relating a design judgment to the situation in which the design must work.

61 Which choice is correct in sentence 7? Target in sentence 7: "are moved".

(A) NO CHANGE
(B) is moved
(C) has moved
(D) was moved

62 Which replacement correctly punctuates sentence 9? Target in sentence 9: "labeling, the same".

(A) NO CHANGE
(B) labeling the same
(C) labeling; the same
(D) labeling, however the same

63 Which choice supplies the correct pronoun in sentence 14? Target in sentence 14: "asks her to identify".

(A) NO CHANGE
(B) asks she to identify
(C) asks hers to identify
(D) asks herself to identify

64 Which replacement removes repetition in sentence 18 while preserving the task? Target in sentence 18: "summarize the results in a summary that states the results".

(A) NO CHANGE
(B) describe the conclusion
(C) select favorable results
(D) summarize the results

65 Which choice best fits sentence 19? Target in sentence 19: "elicit".

(A) NO CHANGE
(B) illicit
(C) exclude
(D) conceal

66 Which replacement makes sentence 21 consistent with an activity narrated throughout in the present tense? Target in sentence 21: "has recorded".

(A) NO CHANGE
(B) will have recording
(C) has record
(D) had recorded

67 Which replacement retains the unrestricted claim being questioned in sentence 23 while matching the analytical tone? Target in sentence 23: "the best ever".

(A) NO CHANGE
(B) universally superior
(C) most suitable in this setting
(D) most economical

68 Which replacement correctly punctuates the interruption in sentence 24? Target in sentence 24: "conditions, the teacher emphasizes are".

(A) NO CHANGE
(B) conditions the teacher emphasizes, are
(C) conditions, the teacher emphasizes, are
(D) conditions; the teacher emphasizes, are

69 Where should "Otherwise, a difference attributed to the roof might actually result from moving the entire model" be inserted so that otherwise refers to a control kept within a set of observations, rather than prohibiting the separately recorded changes between sets?

(A) After sentence 6
(B) After sentence 7
(C) After sentence 8
(D) After sentence 13

70 Should the writer add after sentence 16, "A roof should therefore be recommended for construction whenever it produces the largest shaded area at the lamp positions already tested"?

(A) Yes, because testing several lamp positions allows the model's observed advantage to determine the practical recommendation despite the listed omissions.

(B) Yes, because a consistent measurement of shaded area supplies a common design goal that different groups can apply to their models.

(C) No, because a useful classroom conclusion would require the students to reproduce the omitted building conditions before comparing the roofs.

(D) No, because the recommendation extends a limited measure into a practical judgment without resolving the design goal or the model's omissions.

Questions 71–80 are based on the following passage.

A Promise and a Changed Circumstance

PHILOSOPHY / RELIGION

[1] When I promise to help a friend move, I do more than predict where I will probably be on a particular Saturday morning. [2] I give my friend a reason to organize plans around my assistance, and that reliance changes what a later decision to stay home would mean. [3] The weight of these expectations depend partly on the seriousness of the undertaking, but even an ordinary promise creates a claim that mere preference does not. [4] If I discover a more entertaining use of the morning, the discovery alone does not release me from what I have undertaken to do.

[5] Yet a promise is not a machine that can apply itself without judgment, regardless of whatever happens between the agreement and the appointed time. [6] An unforeseen emergency may create a stronger obligation, while a small inconvenience may simply be a cost that I accepted when I gave my word. [7] The difficult question is not whether circumstances can change, it is which changes justify asking the other person to release or revise an expectation. [8] Answering that question requires attention to the friend's position as well as my own, especially when alternatives are costly or no longer available.

[9] Suppose I learn several days beforehand that an urgent family responsibility will make the promised help impossible, and I tell my friend as soon as I know. [10] That explanation would not erase the inconvenience, but early notice might allow us to arrange other help or change the schedule with less disruption. [11] If another helper had been available, we would settle a replacement plan before moving day arrived; in this example, no replacement help was available. [12] The difference between explaining and excusing matters here: an explanation makes the situation intelligible, whereas an excuse asks that responsibility be reduced or removed.

[13] A person may therefore owe an explanation even when the circumstances supply a sufficient excuse for not carrying out the original promise. [14] The obligation to communicate remains in existence as an obligation because the other person must still decide what to do in a situation shaped by the promise. [15] It would be obligatory to avoid an awkward conversation, but convenience for the person who cancels does not settle what is fair to the person waiting. [16] The principle of fidelity that centers on the other person's reliance, a standard more demanding than the protection of reputation, may call for attention after a justified cancellation.

[17] This view does not reduce friendship to a ledger of services, nor does it require people to ignore emergencies in order to appear perfectly consistent. [18] Likewise, it treats a promise as a relationship that may require continued attention when the original plan can no longer be carried out. [19] The question becomes not whether I can discover a reason that sounds acceptable, but whether I have responded responsibly to the reliance my own words created. [20] Sometimes keeping faith with a person requires changing a plan openly; it rarely consists in behaving as though the plan had never concerned that person at all.

71 Which replacement corrects sentence 3? Target in sentence 3: "depend".

(A) NO CHANGE
(B) have depended
(C) were depending
(D) depends

72 Which replacement correctly punctuates sentence 7? Target in sentence 7: "change, it".

(A) NO CHANGE
(B) change, however it
(C) change; it
(D) change it

73 Which replacement preserves the unrealized condition and makes its result consistent with the completed past-time frame in sentence 11? Target in sentence 11: "had been available, we would settle".

(A) NO CHANGE
(B) had been available, we would have settled
(C) has been available, we will have settled
(D) would have been available, we had settled

74 Which choice correctly connects the distinction and its explanation in sentence 12? Target in sentence 12: "here: an explanation".

(A) NO CHANGE
(B) here, an explanation
(C) here an explanation
(D) here; because an explanation

75 Which replacement best removes redundancy in sentence 14 while retaining its subject and meaning? Target in sentence 14: "remains in existence as an obligation".

(A) NO CHANGE **(B)** expires
(C) weakens **(D)** remains

76 Which word best preserves the contrast in sentence 15? Target in sentence 15: "obligatory".

(A) NO CHANGE **(B)** expedient
(C) inevitable **(D)** impartial

77 The writer means to identify the reliance-based principle specifically and then add a removable description of that principle as a more demanding standard. Which version of sentence 16 preserves both functions?

(A) NO CHANGE
(B) The principle of fidelity, which centers on the other person's reliance, may call for attention after a justified cancellation; it is a standard more demanding than the protection of reputation.
(C) The principle of fidelity—a standard more demanding than the protection of reputation—may call for attention after a justified cancellation, which centers on the other person's reliance.
(D) The principle of fidelity that centers on the other person's reliance may call for attention after a justified cancellation—a standard more demanding than the protection of reputation.

78 Which opening best links sentence 18 to the preceding sentence while retaining the paragraph's account of what fidelity requires when a plan changes? Target in sentence 18: "Likewise, it".

(A) NO CHANGE **(B)** Instead, it
(C) Nevertheless, it **(D)** Consequently, it

79 Should the writer add after sentence 10, "If my friend accepts a substitute arrangement, I must still ask whether a delay in confirming it would leave fewer workable choices"?

(A) No, because the friend's acceptance already supplies the justification for replacing the original promise.

(B) Yes, because it distinguishes agreement about an alternative from the practical reliance that still shapes how it must be confirmed.

(C) Yes, because it makes confirmation of the substitute the evidence that the original cancellation was justified.

(D) No, because it introduces an uncertainty that the discussion of early notice has already resolved.

80 If sentence 13 were removed, which replacement would best preserve the bridge from sentence 12's distinction between explanation and excuse to sentence 14's continuing obligation?

(A) Explaining a broken arrangement can help both friends decide whether an emergency was serious enough to justify changing it.

(B) An explanation should make the disruption clear before either friend decides that a substitute arrangement is acceptable.

(C) Being released from the original performance does not by itself release me from helping my friend understand the situation that now requires a decision.

(D) A substitute arrangement can preserve the purpose of a promise when both friends understand why the new plan is preferable.

STOP If time remains, check your work in this section only. Then take the break before Section 3.

SECTION 3 OF 3

3 Quantitative Reasoning

45 minutes

40 questions · Questions 81–120

DIRECTIONS

Choose the best answer for each question. Calculators are not allowed. A formula reference is printed below. Do your figuring in this test book or on scratch paper.

Work until you reach STOP or time is called. If you finish early, you may check your work in this section only.

FORMULA REFERENCE

Circle. Area = πr^2; circumference = $2\pi r$. *r is the radius.*

Sphere. Volume = $4\pi r^3/3$; surface area = $4\pi r^2$. *r is the radius.*

Triangle. Area = base × perpendicular height / 2. The three interior angles total 180°. *The height is perpendicular to the chosen base.*

Trigonometric ratios. sin θ = opposite / hypotenuse; cos θ = adjacent / hypotenuse; tan θ = opposite / adjacent. *Name the sides relative to angle θ.*

Trigonometric identities. $\tan\theta = \sin\theta / \cos\theta$; $\sin^2\theta + \cos^2\theta = 1$. *The tangent identity requires $\cos\theta \neq 0$.*

A full turn. 360° = 2π radians. *Convert angles using this equality.*

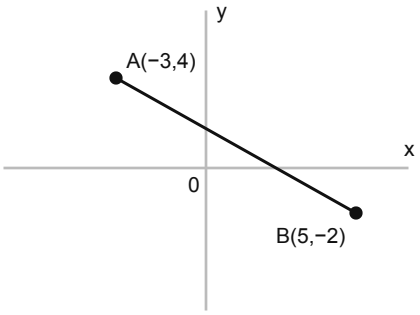
Rectangle. Area = length × width. *Use matching units.*

Right triangle. $a^2 + b^2 = c^2$. *c is the hypotenuse opposite the right angle.*

Reciprocal ratios. $\csc\theta = 1/\sin\theta$; $\sec\theta = 1/\cos\theta$; $\cot\theta = 1/\tan\theta$. *Use only where the denominator is nonzero.*

Special right triangles. 30°–60°–90°: sides opposite those angles have ratio $1 : \sqrt{3} : 2$.
45°–45°–90°: leg : leg : hypotenuse = $1 : 1 : \sqrt{2}$. *Ratios give proportions, not fixed lengths.*

81 What is the slope of the line through A(−3, 4) and B(5, −2)?



(A) −4/3 **(B)** −3/4

(C) −1/4 **(D)** 3/4

82 Which number disproves this claim: every positive integer divisible by 6 is also divisible by 12?

(A) 6 **(B)** 12

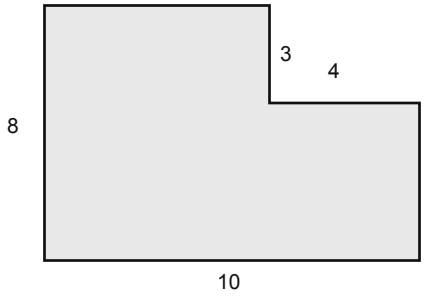
(C) 24 **(D)** 36

83 What is the measure, in degrees, of each exterior angle of a regular nonagon?

(A) 40 **(B)** 45

(C) 140 **(D)** 360

84 A 10-by-8 rectangle has a 4-by-3 rectangle removed from its upper-right corner. What is the area of the remaining region?



(A) 68 **(B)** 74

(C) 80 **(D)** 92

85 Which inequality is equivalent to $5 - 2x \geq 13$?

(A) $x \leq 4$ **(B)** $x \geq 4$

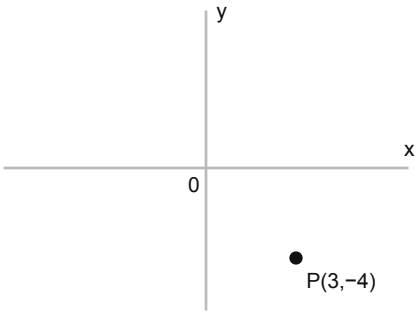
(C) $x \geq -4$ **(D)** $x \leq -4$

86 What is sin 150°?

(A) $-\sqrt{3}/2$ **(B)** $-1/2$

(C) $1/2$ **(D)** $\sqrt{3}/2$

87 A point at (3, −4) is rotated 90° counterclockwise about the origin. What are its new coordinates?



(A) (−4, −3) **(B)** (−3, 4)

(C) (3, 4) **(D)** (4, 3)

88 An integer n makes n(n + 1) + 1 odd. What can be concluded about n?

(A) n may be either even or odd

(B) n is even

(C) n is odd

(D) n(n + 1) is a multiple of 4

89 How many integers from 1 through 80 are divisible by 6 or by 10, including integers divisible by both?

(A) 17 **(B)** 19

(C) 21 **(D)** 23

90 If an archive is open, a staff member is present. If a staff member is present, the lights are on. Which statement must follow?

(A) If the lights are off, the archive is closed.

(B) If the archive is closed, no staff member is present.

(C) If the archive is closed, the lights are off.

(D) If the lights are on, the archive is open.

91 Point P is (−2, 5). Reflect P across y = x, then translate the image 3 units right. What is the final point?

(A) (−2, 8) **(B)** (2, −2)

(C) (5, 1) **(D)** (8, −2)

92 How many integers x satisfy |2x − 3| < 7?

(A) 5 **(B)** 6

(C) 7 **(D)** 8

93 An integer n is greater than 40 and less than 80. It is divisible by 9 and leaves remainder 4 when divided by 5. What is n?

(A) 45 **(B)** 54

(C) 63 **(D)** 72

94 For positive a, a^(3/2) = 27. What is a?

(A) 3 **(B)** 9

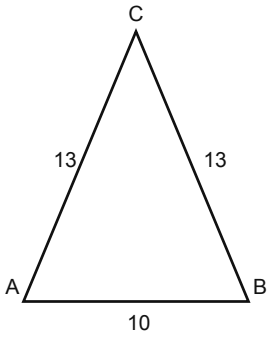
(C) 81 **(D)** 729

95 Two similar triangles have perimeters 28 and 42. The smaller triangle has area 20. What is the larger triangle's area?

(A) 80/9 **(B)** 30

(C) 40 **(D)** 45

96 An isosceles triangle has equal sides of 13 cm and base 10 cm. What is its area in square centimeters?



(A) 60 **(B)** 65

(C) 78 **(D)** 120

97 An arithmetic sequence has fourth term 17 and ninth term 42. What is its first term?

(A) 2 **(B)** 5

(C) 12 **(D)** 22

98 A pass has a listed price of $80. A 15% discount is applied, followed by a 5% tax on the discounted price. What is the final cost?

(A) $70.00 **(B)** $71.40

(C) $72.00 **(D)** $84.00

99 A bag contains 4 blue and 3 gold tokens. Two tokens are selected without replacement. What is the probability that they have different colors?

(A) 12/49 **(B)** 2/7

(C) 24/49 **(D)** 4/7

100 Two liters of a drink containing 40% fruit juice are mixed with three liters containing 80% fruit juice. What percent of the five-liter blend is fruit juice?

(A) 56 **(B)** 60

(C) 64 **(D)** 70

101 If $x + y = 7$ and $xy = 10$, what is $x^2 + y^2$?

(A) 29 **(B)** 39

(C) 49 **(D)** 69

102 An open-top rectangular box is 6 cm long, 4 cm wide, and 3 cm high. What is its total exterior area, excluding the missing top?

(A) 60 **(B)** 72

(C) 84 **(D)** 108

103 One machine completes a batch in 6 hours and another in 12 hours. At constant rates, how many hours do they need to complete one batch together?

(A) 3 **(B)** 4

(C) 6 **(D)** 9

104 For $0 \le t \le 7$, an object's height is $h(t) = -t^2 + 6t + 7$ meters. What is its maximum height?

(A) 7 **(B)** 14

(C) 16 **(D)** 49

105 Angle θ is acute and $\sin\theta = 3/5$. What is $\cos\theta$?

(A) $-4/5$ **(B)** $3/4$

(C) $4/5$ **(D)** $5/4$

106 Six measurements have mean 18. A seventh measurement is added, making the mean 20. What is the seventh measurement?

(A) 2 **(B)** 20

(C) 30 **(D)** 32

107 If $2x + y = 11$ and $x - y = 1$, what is $x + 2y$?

(A) 7 **(B)** 9

(C) 10 **(D)** 13

108 What is the range of $y = 3\sin(2x) + 1$ for real x?

(A) $[-2, 4]$ **(B)** $[-3, 3]$

(C) $[-2, 2]$ **(D)** $[1, 4]$

109 The roots of $2x^2 - 7x - 4 = 0$ are r and s. What is $1/r + 1/s$?

(A) $-7/2$ **(B)** -2

(C) $-7/4$ **(D)** $7/4$

110 A line is perpendicular to $2x + 5y = 10$. What is its slope?

(A) $-5/2$ **(B)** $-2/5$

(C) $2/5$ **(D)** $5/2$

111 A claim says: if two positive irrational numbers have an integer product, their sum must be irrational. Which pair is a counterexample?

(A) $\sqrt{2}$ and $\sqrt{8}$

(B) $2 + \sqrt{3}$ and $2 - \sqrt{3}$

(C) $\sqrt{3}$ and $\sqrt{12}$

(D) $\sqrt{5}$ and $\sqrt{20}$

112 Which pair gives the solutions of $x^2 - 6x + 13 = 0$?

(A) $3 \pm 2i$ **(B)** $-3 \pm 2i$

(C) $6 \pm 2i$ **(D)** $3 \pm 4i$

113 A two-digit positive integer has digits summing to 9. Its tens digit is twice its ones digit. What is the integer?

(A) 36 **(B)** 63

(C) 72 **(D)** 81

114 A route from (0, 0) to (5, 3) uses only unit moves right or up along grid lines. It must avoid both (2, 1) and (3, 2). How many routes are allowed?

(A) 14 **(B)** 26

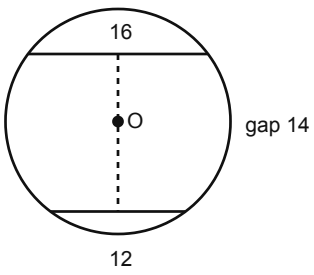
(C) 38 **(D)** 56

115 A cyclist travels 18 km outward at 6 km/h, stops for 30 minutes, then rides the same 18 km back at a constant speed. The average speed for the entire trip, including the stop, is 8 km/h. What is the return speed in km/h?

(A) 8 **(B)** 10

(C) 12 **(D)** 18

116 Two parallel chords lie on opposite sides of a circle's center. Their lengths are 16 and 12, and the distance between the chords is 14. What is the circle's radius?



(A) 6 **(B)** 8

(C) 10 **(D)** 12

117 A rectangular crate measures 11 by 10 by 8. Identical boxes measure 2 by 3 by 4. They are packed in straight rows and layers, all in the same orientation with edges parallel to the crate. What is the greatest number that fit?

(A) 20 **(B)** 24

(C) 30 **(D)** 36

118 How many distinct angles θ with $0 \le \theta < 2\pi$ satisfy $\sin^2\theta/(1 - \cos\theta) = 2\cos^2\theta$?

(A) 1 **(B)** 2

(C) 3 **(D)** 4

119 Four distinct numbers are selected from {1, 2, 3, 4, 5, 6, 7, 8}. Their sum is 18, and 2 and 7 may not both be selected. How many selections are possible? Order does not matter.

(A) 3 **(B)** 5

(C) 8 **(D)** 10

120 Exactly three of A, B, C, D, E, and F are selected. Selecting A requires B; selecting C requires D; E and F cannot both be selected. If F is selected, which statement must be true?

(A) At least one of A and C is selected.

(B) At least one of B and D is selected.

(C) B is selected.

(D) D is selected.

STOP This is the end of the test. If time remains, you may check your work in this section only.

AFTER THE TEST

Answer Key, Scoring and Explanations

The test ends with Section 3. Everything from this page on is for scoring and review. Don't read past this page until the whole test is finished.

- Page 35: the answer key for all 120 questions.
- Page 36: a scoring worksheet by section.
- Pages 37–44: a short explanation of every question, in test order.

Answer Key

Correct answers by question number. Count one point for each correct answer; nothing is subtracted for a wrong one.

SECTION 1 · VERBAL REASONING — QUESTIONS 1–40

1 A	2 B	3 C	4 B	5 B	6 C	7 C	8 C	9 D	10 D
11 C	12 D	13 B	14 D	15 A	16 B	17 B	18 A	19 A	20 B
21 A	22 C	23 C	24 C	25 C	26 D	27 B	28 A	29 D	30 B
31 D	32 C	33 B	34 D	35 D	36 C	37 D	38 A	39 B	40 C

SECTION 2 · GRAMMAR & WRITING — QUESTIONS 41–80

41 B	42 C	43 D	44 B	45 A	46 C	47 D	48 B	49 A	50 C
51 A	52 C	53 A	54 A	55 C	56 D	57 B	58 A	59 B	60 D
61 A	62 C	63 A	64 D	65 A	66 A	67 B	68 C	69 B	70 D
71 D	72 C	73 B	74 A	75 D	76 B	77 A	78 B	79 B	80 C

SECTION 3 · QUANTITATIVE REASONING — QUESTIONS 81–120

81 B	82 A	83 A	84 A	85 D	86 C	87 D	88 A	89 B	90 A
91 D	92 B	93 B	94 B	95 D	96 A	97 A	98 B	99 D	100 C
101 A	102 C	103 B	104 C	105 C	106 D	107 C	108 A	109 C	110 D
111 B	112 A	113 B	114 A	115 D	116 C	117 C	118 B	119 B	120 B

Score your test

Check the answer sheet against the answer key, count the questions answered correctly in each section, and fill in the table.

SECTION	QUESTIONS	NUMBER CORRECT	PERCENT CORRECT
1. Verbal Reasoning	40		
2. Grammar & Writing	40		
3. Quantitative Reasoning	40		
Total All three sections	120		

What your number correct can and can't tell you. The official CLT reports a score from 0 to 40 for each section and a total from 0 to 120 that is their sum. Those official scores are equated from one test form to the next, which a practice test can't reproduce, and this practice test is not calibrated to the official scale. So your number correct here is a practice result, not a CLT score. Use it to compare your three sections with each other and to track progress from one practice test to the next.

Reading your results

- **Look at the lowest section first.** It has the most points left to gain.
- **Check the explanations for every miss**, and for every question that was a guess, even if the guess was right.
- **Look for patterns by skill.** Each explanation names what the question tests, such as an analogy, subject agreement or similar triangles.
- **Check your pace.** If the last questions of a section were blank or rushed, practice that section against the clock.

Keep your momentum. More free CLT practice, lessons for each section and a question a day are at **test-ninjas.com/clt**.

Section 1 · Verbal Reasoning

Questions 1–40.

1 **(A)** PASSAGE 1 · NARRATIVE SELF CORRECTION

The narrator first anticipates taking over and forgiving the aunt, but ends by helping and listening. The change concerns humility and attentive work.

2 **(B)** PASSAGE 1 · NARRATIVE OBJECT PATTERN

The opening independence is already qualified by daily checking against the aunt's clock. Covering the unwound watch briefly repeats the wish to appear self-sufficient, but asking the time openly acknowledges a need; returning to learn the next morning develops that change. Authority has not transferred to the unwound personal instrument. The aunt is willing to explain an error when asked, so concealment is not her lesson. Accepting a time correction begins learning; it does not establish completed competence.

3 **(C)** PASSAGE 1 · QUALIFIED DETAIL RETRIEVAL

Paragraph 3 identifies the thread and describes how repeated turns tighten it. Age and winding are suggested elsewhere but are not the cause.

4 **(B)** PASSAGE 1 · CONTEXTUAL WORD MEANING

The next sentence explains the phrase: the narrator had wanted to forgive, while the aunt had already begun correcting the problem.

5 **(B) Listen to the mechanism.** PASSAGE 1 · CAUSAL SEQUENCE DETAIL

Paragraph 2 places the listening request before the narrator's guess and the removal of the cover in paragraph 3.

6 **(C)** PASSAGE 1 · CHARACTER STANDARD INFERENCE

She explicitly says questioners deserve answers, then puts repair before defense. Neither secrecy nor self-justification is her first concern.

7 **(C)** PASSAGE 1 · PERSPECTIVE SYMBOLIC CONTRAST

The passengers look up for certainty while the narrator sees dust, oil, and cotton. The contrast exposes the work behind an apparently simple authority.

8 **(C)** PASSAGE 1 · EXPLICIT CLAIM EVIDENCE

The keyed sentence contrasts expected embarrassment with an ordinary request for tweezers. Naming the cloth's source establishes responsibility, and the other moments concern public explanation, but the tool request most directly shows routine acceptance of an error.

9 **(D) smoke : burning wood** PASSAGE 1 · DIAGNOSTIC SIGNAL ANALOGY

The scrape is a perceptible sign of resistance caused by the trapped thread. Smoke likewise signals the burning wood producing it. Burning wood : smoke reverses the cause-and-sign order. A wrench acts on a bolt rather than signaling a fault produced by it. A street map represents a town; it is not a symptom caused by the town.

10 **(D)** PASSAGE 1 · PUBLIC SURFACE HIDDEN WORK ANALOGY

The clock face displays an outcome sustained by an unseen mechanism and maintenance. A diagnosis and its evidence, listening and its result, or trust and admiration do not preserve that order and supporting relationship.

11 **(C)** PASSAGE 2 · RESEARCH PURPOSE SYNTHESIS

The experiment identifies promising differences but leaves mechanisms and citywide reliability for separate follow-up studies.

12 **(D)** PASSAGE 2 · EXPERIMENT TO FOLLOWUP STRUCTURE

Paragraph 3 identifies missing onset information; continuous readings respond to that process question. Paragraph 4 raises different-roof and untested-weather limits that more observations of the same panels on the same kind of night do not remove. The original ending pairs continuous sensors with varied working sites; the proposed ending drops that second response. Longer recording need not abandon treatment comparisons, and repeating a narrow setting cannot establish transfer merely by producing more observations.

13 **(B)** PASSAGE 2 · EXPERIMENTAL CONTROL DETAIL

Paragraph 2 names the risk of a sheltered corner consistently favoring one treatment. Rotation addresses location, not shade balance (all shades were removed before measurement), any effect of moving a panel, or roof angle (slopes were equal).

14 **(D)** PASSAGE 2 · CONTEXTUAL DICTION

The phrase follows the proposal to test collectors on varied working sheds. It concerns generalization across settings.

15 (A) PASSAGE 2 · CAUTIOUS CAUSAL INFERENCE

Rotation reduces systematic advantage from a sheltered position; removing the covers makes the night-sky exposure shared. These design choices matter, but they do not convert one later temperature reading into a time sequence showing collection's onset. The afternoon treatment is not isolated away from temperature; it may help explain the cooler later condition. Removing shade at night does not erase a possible earlier effect. Exact equality between surface types is not required for temperature to be a plausible contributor, and the missing sequence bears on the explanation rather than only the final quantity.

16 (B) PASSAGE 2 · QUALIFICATION PURPOSE

Multiplying a favorable average ignores varied roofs and untested weather. The objection concerns assumptions, not necessarily arithmetic.

17 (B) PASSAGE 2 · SCIENCE DISPLAY COMPARISON

Smooth panels differ by 14−5=9 mL and textured panels by 15−6=9 mL. The figures are averages, not identical nightly outcomes.

18 (A) PASSAGE 2 · CLAIM SUPPORT LOCATION

The keyed sentence identifies untested cloudy and rainy weather, directly limiting a year-round projection. Averaging limits claims about individual nights, safety testing limits uses, and a proposed follow-up describes methods; none identifies the seasonal sampling gap as directly.

19 (A) PASSAGE 2 · METHOD QUESTION ANALOGY

Rotating positions reduces the possibility that one favored location explains a treatment advantage. Concealing a program's labels from reviewers likewise reduces the possibility that seeing those labels shapes their judgments; this influence is reviewer priming. Continuous readings investigate onset rather than remove it. Panel yields inform a broader supply claim, and noise may cause missed calls rather than control a rival explanation.

20 (B) PASSAGE 2 · PROTOTYPE GENERALIZATION ANALOGY

A favorable trial contributes evidence but does not establish performance over changing conditions. The relation runs from narrow evidence to broader claim.

21 (A) PASSAGE 3 · DISTINCTION BASED MAIN CLAIM

The essay distinguishes acknowledgment from debt, usefulness from sacrifice, and public arrangements from complete judgments of motive.

22 (C) PASSAGE 3 · QUALIFIED PROPOSAL STRUCTURE

The proposal combines accurate records, modest acknowledgment, and shared-control rules, but explicitly leaves ongoing duties of judgment.

23 (C) PASSAGE 3 · CONCEPTUAL DEFINITION DETAIL

The paragraph contrasts open acknowledgment of benefit with a debt that normally identifies a dischargeable obligation.

24 (C) PASSAGE 3 · CONTEXTUAL WORD MEANING

The ledger records what entered the project, but the sentence denies that this alone determines what people owe one another.

25 (C) PASSAGE 3 · EXPLICIT ALTERNATIVE MOTIVES

Paragraph 4 lists modesty, indifference, and exposure to unwanted demands as possible explanations.

26 (D) PASSAGE 3 · COUNTEREXAMPLE TO SINGLE RANKING

Replacement cost estimates what assistance is worth to the project, not how difficult it was for a particular donor to give. The same valuable stone can involve little inconvenience to a wealthy donor, while inexpensive-to-replace labor can require a costly personal sacrifice. Equal lettering and shared control solve different issues; they do not justify calling this cost ranking commitment. Valuing assistance does not itself create an obligation to repay it, and the comparison expressly allows stone to be more useful without denying the laborer's greater sacrifice.

27 (B) PASSAGE 3 · LIMITS OF MOTIVE INFERENCE

The rejected judgment treats a visible name as sufficient evidence of lesser generosity. The alternatives remain compatible with the essay: recognition can encourage support, usefulness and sacrifice can differ, and an unranked acknowledgment need not settle fairness.

28 (A) PASSAGE 3 · ANTI CONTROL CLAIM EVIDENCE

The keyed sentence explicitly links the language of generosity to an indefinite ownership claim. Multiple meanings of recognition, the definition of debt, and a criticism of ranking provide related context but do not show that disguised demand for authority.

29 **(D)** PASSAGE 3 · DISTINCT MEASURES ANALOGY

Usefulness concerns the benefit received by the project, while sacrifice concerns the cost borne by the giver. Shelter received : donor's hardship in giving preserves benefit-to-recipient followed by cost-to-provider. Donor's hardship in giving : shelter received reverses that order. Intention and benefit concern motive and result; public thanks and reputation concern recognition and status rather than project benefit and giving cost.

30 **(B)** PASSAGE 3 · RECORD JUDGMENT BOUNDARY

Records can inform judgment but do not mechanically settle gratitude, fairness, or character.

31 **(D)** PASSAGE 4 · PAIRED FIRST PASSAGE THESIS

The speaker values shared questioning while explicitly acknowledging crowd error and the proper role of builders' knowledge.

32 **(C)** PASSAGE 4 · PAIRED ORGANIZATIONAL CONTRAST

A centers on assembly participation; B responds to geographic scale through accountable representation. Both retain citizens' judgment.

33 **(B)** PASSAGE 4 · QUALIFIED EXPERTISE ROLE

The beam example assigns technical feasibility to builders but leaves civic priorities and sacrifices to public judgment.

34 **(D)** PASSAGE 4 · CONTEXTUAL WORD MEANING

The phrase contrasts a limited, answerable mandate with private possession and permanent transfer.

35 **(D)** PASSAGE 4 · ACCOUNTABILITY MECHANISM DETAIL

Published reasons appear alongside opportunities for challenge and limited terms as accountability mechanisms.

36 **(C)** PASSAGE 4 · CROSS TEXT SHARED PRINCIPLE

A values citizens' challenges to speeches; B values access to reasons and practical means of challenge. Their institutional methods differ.

37 **(D)** PASSAGE 4 · CROSS TEXT APPLICATION

The worry concerns losing the practice of judgment. Opportunities to question decisions preserve that practice in a representative system.

38 **(A)** PASSAGE 4 · CROSS TEXT EXPLICIT CONCESSION

A's explicit warning that a gathering does not make error impossible directly supplies the concession. Partial individual experience and limited expert authority concern related issues, while B's warning addresses a different speaker's proposed safeguards.

39 **(B)** PASSAGE 4 · PARTIAL PERSPECTIVE WHOLE ANALOGY

The sailor contributes one relevant perspective to a broader public judgment drawing on several perspectives. A witness report similarly contributes information to a jury decision without deciding the entire case by itself. Jury decision : witness report reverses deliberation and input. An instruction directs a report, and a signed verdict becomes an official record; neither preserves one perspective informing a broader judgment.

40 **(C)** PASSAGE 4 · DELEGATION ACCOUNTABILITY ANALOGY

The mandate remains subject to reasons, challenge, and replacement. Its source retains a reviewing role.

Section 2 · Grammar & Writing

Questions 41–80.

41 **(B) was** PASSAGE 1 · SUBJECT AGREEMENT

The subject is singular collection. The plural corrections belongs to an intervening of-phrase, so the past-tense verb is was.

42 **(C)** PASSAGE 1 · MODIFIER ATTACHMENT

The original introductory phrase incorrectly makes the travelers the publishers. The correct revision explicitly assigns publication to Vale and preserves both the complaint and the source.

43 **(D) source; the travelers** PASSAGE 1 · CLAUSE BOUNDARY

Vale initially pointed to her source and the travelers replied are independent clauses. A semicolon joins them correctly; the original comma alone is insufficient.

44 **(B) publishing** PASSAGE 1 · PARALLEL STRUCTURE

Retaining, comparing, and publishing are three parallel gerunds governed by began. The infinitive to publish breaks that pattern.

45 **(A) NO CHANGE** PASSAGE 1 · APPOSITIVE PUNCTUATION

The nonessential appositive a worker who arranged metal type is enclosed by two commas. Omitting either boundary or replacing the first with a semicolon breaks the sentence.

46 **(C)** PASSAGE 1 · CONCISION

This link connected the two records preserves a relationship between distinct records without repeating the idea of connection. Replacing one record or merging both into one would change the procedure described in sentence 13.

47 **(D) ensure** PASSAGE 1 · WORD CHOICE

Ensure means make certain and can directly introduce that everyone would agree. In the intended construction, reassure, persuade, and convince require a recipient or person as their object; none is supplied.

48 **(B)** PASSAGE 1 · FORMAL REGISTER

A financially risky decision names the specific danger created by dependence on merchants. Uncertain commercial consequences is less precise: consequences could be favorable, while the draft presents the refusal as requiring courage. Protecting commercial standing reverses the immediate risk, even if consistent standards might eventually earn trust.

49 **(A)** PASSAGE 1 · SENTENCE ADDITION

The revision replaces repetition with the practical consequence of the link: readers can locate the notice being corrected. Its even-if clause also preserves the distinction between inspecting a record and securing agreement. It does not make agreement a condition, assign fault, or turn identification into proof of accuracy.

50 **(C)** PASSAGE 1 · SENTENCE DELETION

Sentence 15 rules out two interpretations of the ledger: that all reporting deserves distrust and that the procedure guarantees perfection. The other options turn this qualification into a prerequisite, a way to settle every dispute from records alone, or a promise about future prevention. Those claims conflict with the passage's continuing distinction between an inspectable process and guaranteed agreement.

51 **(A) NO CHANGE** PASSAGE 2 · SUBJECT AGREEMENT

With neither...nor, the verb agrees here with the nearer subject shops, which is plural. Provide is correct; the singular alternatives do not agree.

52 **(C)** PASSAGE 2 · CONJUNCTIVE ADVERB

However introduces a contrast between two independent clauses. The semicolon provides their boundary and the comma separates the transition from the second clause.

53 **(A) NO CHANGE** PASSAGE 2 · VERB FORM

After the modal should, the verb takes its base form remain. The compound subject does not change this modal-plus-base-form rule.

54 **(A) NO CHANGE** PASSAGE 2 · COLON INTRODUCTION

The independent clause A pilot arrangement could test two locations properly introduces the examples with a colon. The listed phrases are not independent clauses joined by a semicolon.

55 **(C) temporary** PASSAGE 2 · CONCISION

Temporary retains the claim that the pilot lasts for a limited period. Seasonal ties it to a season, while periodic implies recurrence; neither condition appears in the original phrase.

56 **(D) available, residents** PASSAGE 2 · DEPENDENT CLAUSE

Because the benches would be publicly available is an introductory dependent clause. A comma separates it from the main clause beginning residents.

57 **(B)** PASSAGE 2 · FORMAL REGISTER

Linger without making a purchase preserves the immediate criticism of noncommercial use. Waiting to become customers adds a later purchase motive that the passage does not require. Seats maintained by nearby businesses would describe a different arrangement; the proposed public benches require a city maintenance plan.

58 **(A) NO CHANGE** PASSAGE 2 · WORD CHOICE

Effect is the noun meaning result. Affect is usually a verb, and neither defect nor infect names the proposal's result.

59 **(B)** PASSAGE 2 · SENTENCE ADDITION

The proposal substitutes sales for the pilot's stated questions about use, access and maintenance. The passage recognizes commerce as legitimate, but sentences 4, 19 and 25 defend a public alternative whose value cannot depend chiefly on purchases. Consultation does not give shops control of the standard. Increased sales could be a secondary observation without establishing noncustomers' benefit, and the pilot does observe how seats are used.

60 **(D)** PASSAGE 2 · SENTENCE DELETION

Sentence 23 bounds the benefits of the bench proposal, and 24 argues that a limited improvement can still be worthwhile. It does not introduce a comparison metric, rank the city's projects, or make safer crossings a prerequisite for the trial. Those alternatives turn a limit on what the proposal claims into a new implementation requirement.

61 (A) NO CHANGE PASSAGE 3 · SUBJECT AGREEMENT

The nearer member of neither…nor is supports, a plural subject. Are moved agrees with it and preserves the present-tense procedure.

62 (C) labeling; the same PASSAGE 3 · CLAUSE BOUNDARY

The two independent clauses need a valid boundary. A semicolon works; a comma alone does not, and however does not repair that comma splice.

63 (A) NO CHANGE PASSAGE 3 · PRONOUN CASE

The student is the object of asks, so her is correct. The reflexive herself would refer to the teacher, changing the stated situation in which the student must support her claim.

64 (D) summarize the results PASSAGE 3 · CONCISION

Summarize the results retains an account of the results as a whole. Describing a conclusion does not necessarily summarize those results, and selecting only favorable findings introduces a bias the original does not request.

65 (A) NO CHANGE PASSAGE 3 · WORD CHOICE

Elicit means draw out a response. Illicit is an adjective meaning unlawful, while exclude and conceal oppose the teacher's goal.

66 (A) NO CHANGE PASSAGE 3 · VERB TENSE

By the time the class compares its drawings describes the present activity at the point when recording is complete. Has recorded fits that sequence; the other forms are malformed or switch needlessly into past perfect.

67 (B) universally superior PASSAGE 3 · FORMAL REGISTER

Universally superior expresses the unrestricted claim that the next clause replaces with a conditional design question. In this setting prematurely supplies that qualification; economical introduces an unstated cost criterion.

68 (C) PASSAGE 3 · APPOSITIVE PUNCTUATION

The parenthetical reporting phrase the teacher emphasizes needs matching commas. Removing it leaves the complete clause Those conditions are not an inconvenient addition.

69 (B) After sentence 7 PASSAGE 3 · SENTENCE PLACEMENT

Sentence 7 fixes the shelters and supports within one observation set. The proposed warning explains that control. Sentence 8 expressly permits a recorded rotation between sets; attaching otherwise there could incorrectly warn against that permitted change. Sentence 6 establishes labeling and recording, while 13 concerns choosing a design goal rather than controlling movement.

70 (D) PASSAGE 3 · SENTENCE ADDITION

The recommendation makes shaded area decisive even though sentences 11–15 require a stated design goal, which may include admitting light. It also turns a model into a construction recommendation despite the omissions in 16–20. More observations do not choose the goal or remove those omissions. The model can still support a limited comparison; it need not reproduce every omitted condition to be useful.

71 (D) depends PASSAGE 4 · SUBJECT AGREEMENT

Weight is the singular subject. The plural expectations belongs to the of-phrase; depends supplies the singular present verb.

72 (C) change; it PASSAGE 4 · CLAUSE BOUNDARY

The two independent clauses are correctly separated by a semicolon. The second identifies the actual question, while a comma alone is insufficient.

73 (B) PASSAGE 4 · VERB TENSE

The sentence explicitly says that replacement help was unavailable and uses arrived as a completed past reference point. Had been available presents the unrealized earlier condition; would have settled places the unrealized result before that past deadline. NO CHANGE mixes that past condition with would settle, leaving the result in an incompatible present or future frame. Has been and will have shift both actions toward the present/future, while would have in the if-clause and had settled in the result fail to express the intended past counterfactual relationship.

74 (A) NO CHANGE PASSAGE 4 · COLON INTRODUCTION

The statement before the colon is complete, and the following clauses explain the distinction. The alternatives create a comma splice, a run-on, or a fragment after a semicolon.

75 (D) remains PASSAGE 4 · CONCISION

Remains preserves the continuing obligation while eliminating repetition. Expires ends that obligation, and weakens reduces its force; neither change is stated in the original.

76 (B) expedient PASSAGE 4 · WORD CHOICE

Expedient means useful or convenient for an immediate purpose, a sense contrasted with fairness in the rest of the sentence. NO CHANGE asserts a duty to avoid the conversation, although the next clause identifies convenience as the motive; the other alternatives would assert inevitability or neutrality.

77 **(A) NO CHANGE** PASSAGE 4 · APPOSITIVE PUNCTUATION

In NO CHANGE, that centers on the other person's reliance restricts which principle is meant and is not enclosed in commas. The noun phrase a standard more demanding than the protection of reputation is a removable appositive describing that principle, so it has paired commas. The second version makes the identifying clause nonrestrictive; the third moves that clause to describe cancellation. The last version retains the restriction but places the standard appositive after cancellation, attaching the description to the wrong idea. All the offered boundary pairs can look orderly; their function and attachment determine the answer.

78 **(B) Instead, it** PASSAGE 4 · LOGICAL TRANSITION

Sentence 17 rejects two descriptions of the view; sentence 18 supplies the positive account that replaces them. Instead makes that corrective movement clear. Nevertheless would suggest that the positive account conflicts with the two denials; consequently would make it a result proved by those denials. The paragraph is clarifying the position rather than adding a similar example or drawing a new consequence.

79 **(B)** PASSAGE 4 · SENTENCE ADDITION

The addition extends the example from notifying a friend to following through on an agreed alternative. Acceptance can change the task without removing the need to consider how delayed confirmation affects the friend's remaining choices. Agreement is not itself the emergency-based justification for canceling, and confirmation is not proof that the original excuse was adequate. Sentence 10 says early notice might reduce disruption; it does not establish that all later uncertainty has been resolved. The proposed condition therefore adds a relevant stage without claiming that every responsibility survives unchanged.

80 **(C)** PASSAGE 4 · SENTENCE DELETION

Sentence 12 separates making a situation intelligible from reducing responsibility. Sentence 14 then explains why communication remains owed to a person who must decide what to do. The correct replacement bridges them by making the two compatible: performance may be excused while an intelligible account is still due. The first choice makes explanation a means of evaluating the excuse, the second makes it a step before accepting a substitute, and the last explains the value of a replacement plan. Those are related concerns, but none preserves the particular inference that a sufficient excuse need not end the obligation to explain.

Section 3 · Quantitative Reasoning

Questions 81–120.

81 **(B) −3/4** SLOPE FROM TWO POINTS

The vertical change is $-2 - 4 = -6$ and the horizontal change is $5 - (-3) = 8$. Thus the slope is $-6/8 = -3/4$.

82 **(A) 6** DIVISIBILITY COUNTEREXAMPLE

The number 6 meets the assumption because it is divisible by 6, but it is not divisible by 12. The other choices satisfy the conclusion.

83 **(A) 40** REGULAR POLYGON EXTERIOR ANGLE

The nine equal exterior turns total 360°. Each exterior angle is $360/9 = 40°$.

84 **(A) 68** SUBTRACT RECTANGULAR CUTOUT

Subtract the missing rectangle's area from the original area: $10 \times 8 - 4 \times 3 = 80 - 12 = 68$.

85 **(D) $x \le -4$** NEGATIVE COEFFICIENT INEQUALITY

Subtract 5 to get $-2x \ge 8$. Dividing by -2 reverses the inequality, giving $x \le -4$.

86 **(C) 1/2** REFERENCE ANGLE SINE

The reference angle is 30°. Sine is positive in Quadrant II, so $\sin 150° = 1/2$.

87 **(D) (4, 3)** QUARTER TURN ABOUT ORIGIN

A 90° counterclockwise rotation maps (x,y) to (−y,x). Therefore (3,−4) maps to (4,3).

88 **(A)** INFER PARITY FROM PRODUCT

Consecutive integers include an even factor, so $n(n + 1)$ is even for every integer n. Adding 1 always makes it odd; both parities are possible.

89 **(B) 19** COUNT UNION OF MULTIPLE SETS

There are 13 multiples of 6 and 8 multiples of 10. The two multiples of 30 were counted twice, so the total is $13 + 8 - 2 = 19$.

90 **(A)** CONTRAPOSITIVE VERSUS CONVERSE

Opening the archive implies staffing, which implies light. Consequently, darkness rules out an open archive. The other statements reverse an implication: the rules allow staff and lights while the archive is closed. A necessary condition is not automatically a sufficient one.

91 **(D) (8, −2)** REFLECTION FOLLOWED BY TRANSLATION

Reflection in $y = x$ swaps coordinates, producing $(5,-2)$. Moving 3 units right adds 3 to the first coordinate, giving $(8,-2)$.

92 **(B) 6** DISTANCE INEQUALITY INTEGER COUNT

The inequality becomes $-7 < 2x - 3 < 7$, then $-2 < x < 5$. The integers are -1, 0, 1, 2, 3 and 4.

93 **(B) 54** BOUNDED CONGRUENCE SEARCH

The multiples of 9 in the interval are 45, 54, 63 and 72. Only 54 leaves remainder 4 after division by 5.

94 **(B) 9** RATIONAL EXPONENT WITH POSITIVE BASE

Let $b = \sqrt{a}$. Then $b^3 = 27$, so $b = 3$ and $a = 9$. Positivity determines the relevant root.

95 **(D) 45** PERIMETER RATIO TO AREA RATIO

The length scale is $42/28 = 3/2$. Areas scale by $(3/2)^2$, so the larger area is $20 \times 9/4 = 45$.

96 **(A) 60** ISOSCELES ALTITUDE AREA

The altitude bisects the base into lengths of 5. Its height is $\sqrt{(13^2 - 5^2)} = 12$, so the area is $10 \times 12/2 = 60$.

97 **(A) 2** RECOVER ARITHMETIC DIFFERENCE

Five steps increase the sequence by 25, so the common difference is 5. Moving back three steps from the fourth term gives $17 - 15 = 2$.

98 **(B) $71.40** DISCOUNT TAX MULTIPLIERS

The discounted price is $80 \times 0.85 = 68$. Tax changes this to $68 \times 1.05 = \$71.40$.

99 **(D) 4/7** PROBABILITY WITHOUT REPLACEMENT

There are $4 \times 3 = 12$ mixed-color pairs among $C(7,2) = 21$ unordered pairs. The probability is $12/21 = 4/7$.

100 **(C) 64** BLEND TWO CONCENTRATIONS

The juice volumes are 0.8 L and 2.4 L, totaling 3.2 L. Dividing by 5 L gives 0.64, or 64%.

101 **(A) 29** EXPAND IDENTITY UNDER CONSTRAINT

Square the sum: $49 = x^2 + 2xy + y^2$. Subtract 20 to obtain $x^2 + y^2 = 29$.

102 **(C) 84** OPEN BOX SURFACE AREA

The bottom contributes $6 \times 4 = 24$. The four walls contribute $2(6 \times 3) + 2(4 \times 3) = 60$. Total area is 84 cm^2.

103 **(B) 4** SIMULTANEOUS COMPLETION

Their combined rate is $1/6 + 1/12 = 1/4$ of a batch per hour. One batch therefore takes 4 hours.

104 **(C) 16** HEIGHT MODEL MAXIMUM

Complete the square: $h(t) = -(t - 3)^2 + 16$. The greatest height is 16 at $t = 3$, which is within the stated interval.

105 **(C) 4/5** ACUTE SINE TO COSINE

The identity gives $\cos^2\theta = 1 - 9/25 = 16/25$. The cosine is positive for an acute angle, so $\cos\theta = 4/5$.

106 **(D) 32** TARGET MEAN AFTER ADDED OBSERVATION

The original sum is $6 \times 18 = 108$. The new sum must be $7 \times 20 = 140$, so the added value is 32.

107 **(C) 10** SYSTEM LINEAR COMBINATION

Adding the equations gives $3x = 12$, so $x = 4$ and $y = 3$. Therefore $x + 2y = 10$.

108 **(A) [−2, 4]** TRIGONOMETRIC RANGE

Sine varies from -1 to 1. Multiplying by 3 and adding 1 gives a minimum of -2 and a maximum of 4.

109 **(C) −7/4** QUADRATIC ROOT PRODUCT

The sum of the roots is $7/2$ and their product is -2. Thus $1/r + 1/s = (r + s)/(rs) = -7/4$.

110 **(D) 5/2** PERPENDICULAR SLOPE STANDARD FORM

The given line has slope $-2/5$. A perpendicular nonvertical line has slope $5/2$, the negative reciprocal.

111 **(B) $2 + \sqrt{3}$ and $2 - \sqrt{3}$** IRRATIONAL COUNTEREXAMPLE WITH PRODUCT PREMISE

Both $2 + \sqrt{3}$ and $2 - \sqrt{3}$ are positive irrational numbers. Their product is $4 - 3 = 1$, satisfying the integer-product condition, but their sum is 4, contradicting the conclusion. Each other pair has an integer product but an irrational sum, such as $\sqrt{2} + \sqrt{8} = 3\sqrt{2}$. A counterexample must satisfy every premise and then violate the conclusion.

112 **(A) $3 \pm 2i$** QUADRATIC COMPLEX CONJUGATES

Completing the square gives $(x - 3)^2 = -4$. Hence $x = 3 \pm 2i$.

113 **(B) 63** DIGIT PLACE VALUE EQUATIONS

If the ones digit is u, the tens digit is $2u$. Then $3u = 9$, so $u = 3$ and the number is 63.

114 **(A) 14** GRID ROUTES AVOIDING TWO POINTS

There are $C(8,3) = 56$ routes. Routes through (2,1) number $C(3,1) \cdot C(5,2) = 30$, and routes through (3,2) also number 30. Routes through both number $3 \cdot 2 \cdot 3 = 18$ and were subtracted twice. Thus $56 - 30 - 30 + 18 = 14$. Subtracting only one forbidden point gives 26.

115 **(D) 18** AVERAGE SPEED REVERSE WITH STOP

The overall time is total distance divided by average speed: 36/8 = 4.5 hours. The outward ride takes 3 hours and the stop takes 0.5 hour, leaving 1 hour for the return. Its speed is therefore 18 km/h. Ignoring the stop gives 12; averaging outward and return speeds arithmetically gives 10 and uses the wrong weighting.

116 **(C) 10** TWO CHORDS RECOVER RADIUS

Let the center-to-chord distances be u for the length-16 chord and v for the length-12 chord. Then $u + v = 14$. Bisecting each chord gives $r^2 = u^2 + 8^2 = v^2 + 6^2$, so $(v - u)(v + u) = 28$ and $v - u = 2$. Thus $u = 6$, $v = 8$, and $r = \sqrt{(36 + 64)} = 10$.

117 **(C) 30** COMPARE BOX ORIENTATIONS WITH UNUSED SPACE

For each orientation, count whole boxes along each direction and multiply. The six orientation counts are 30, 20, 30, 24, 20, and 24. Thus 30 is attainable and maximal under the row-and-layer rule. The volume ratio is 880/24, between 36 and 37, but its floor 36 is only an upper bound; unavoidable leftover strips prevent that packing.

118 **(B) 2** TRIG EQUATION WITH CANCELED DOMAIN

The original denominator excludes $\cos\theta = 1$. On the remaining domain, $\sin^2\theta = (1 - \cos\theta)(1 + \cos\theta)$, so the equation becomes $1 + \cos\theta = 2\cos^2\theta$. Factoring gives $(2\cos\theta + 1)(\cos\theta - 1) = 0$. The $\cos\theta = 1$ branch is excluded; $\cos\theta = -1/2$ gives $2\pi/3$ and $4\pi/3$, exactly two angles.

119 **(B) 5** SUM CONSTRAINED SUBSETS WITH FORBIDDEN PAIR

First list increasing quadruples with sum 18; there are eight. Three contain both 2 and 7, completed by pairs (1,8), (3,6), or (4,5). Removing them leaves five: (1,3,6,8), (1,4,5,8), (1,4,6,7), (2,3,5,8), and (3,4,5,6). Reporting 8 ignores the linked restriction; 3 counts the excluded selections.

120 **(B)** NECESSARY SELECTION ACROSS MULTIPLE PANELS

With F selected, E is excluded and two places remain. The valid pairs are AB, BD, and CD: A needs B, and C needs D. Each pair contains B or D, but neither one appears in every pair. Pair BD also shows why A or C need not be present.

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