

PRACTICE EXAM 21: ELEVATOR INDUSTRY APTITUDE

TEST SIMULATION (100 QUESTIONS)

This practice exam contains 100 multiple-choice questions: 35 Reading Comprehension, 35 Mechanical Aptitude, and 30 Mathematics. Select the single best answer for each question. NEIEP scores the EIAT pass/fail, with 70% correct as the minimum passing grade. The official published study guide does not specify a time limit.

1. Before a scheduled inspection, Andre placed the required forms on a clipboard and checked that each page matched the equipment identification number. He discovered that the final page belonged to another unit, replaced it with the correct page, and told the inspector about the change. The inspection then proceeded with a complete and matching record set.

What is the passage mainly about?

- A. Repairing a defective unit during an inspection
- B. Ordering clipboards for several work crews
- C. Correcting inspection paperwork before work begins
- D. Changing equipment identification numbers permanently

2. Before a scheduled inspection, Andre placed the required forms on a clipboard and checked that each page matched the equipment identification number. He discovered that the final page belonged to another unit, replaced it with the correct page, and told the inspector about the change. The inspection then proceeded with a complete and matching record set.

What problem did Andre find?

- A. Every form was missing from the clipboard
- B. One page referred to a different unit
- C. The inspector used an unreadable identification tag
- D. The equipment had already failed the inspection

3. Before a scheduled inspection, Andre placed the required forms on a clipboard and checked that each page matched the equipment identification number. He discovered that the final page belonged to another unit, replaced it with the correct page, and told the inspector about the change. The inspection then proceeded with a complete and matching record set.

What did Andre do after replacing the page?

- A. He canceled the scheduled inspection immediately
- B. He destroyed every form on the clipboard
- C. He changed the number displayed on the equipment
- D. He informed the inspector about the correction

4. Before a scheduled inspection, Andre placed the required forms on a clipboard and checked that each page matched the equipment identification number. He discovered that the final page belonged to another unit, replaced it with the correct page, and told the inspector about the change. The inspection then proceeded with a complete and matching record set.

Why did Andre compare pages with the identification number?

- A. To ensure the records matched the equipment
- B. To estimate the equipment's operating speed
- C. To decide which tools the inspector owned
- D. To calculate the cost of replacement parts

5. Before a scheduled inspection, Andre placed the required forms on a clipboard and checked that each page matched the equipment identification number. He discovered that the final page belonged to another unit, replaced it with the correct page, and told the inspector about the change. The inspection then proceeded with a complete and matching record set.

What can be inferred about the inspection record set at the end?

- A. It still contained the unrelated final page
- B. It was discarded before the inspector arrived
- C. It lacked any equipment identification information

D. It was complete and associated with the correct unit

6. Mei planned to transport four sealed containers. She read each label, separated a container marked 'keep upright,' and secured it vertically against a rigid divider. She then checked that the remaining containers could not slide into it. At the destination, every seal and label remained intact.

Why was one container handled separately?

- A. It was the lightest container in the shipment
- B. Its label required it to remain upright
- C. Its seal had already broken before loading
- D. It contained the rigid divider itself

7. Mei planned to transport four sealed containers. She read each label, separated a container marked 'keep upright,' and secured it vertically against a rigid divider. She then checked that the remaining containers could not slide into it. At the destination, every seal and label remained intact.

What did the rigid divider help do?

- A. Support the container in a vertical position
- B. Remove the label from the container
- C. Increase the container's internal volume
- D. Allow all containers to slide freely

8. Mei planned to transport four sealed containers. She read each label, separated a container marked 'keep upright,' and secured it vertically against a rigid divider. She then checked that the remaining containers could not slide into it. At the destination, every seal and label remained intact.

What did Mei check after securing the upright container?

- A. That the destination had canceled the delivery
- B. That every container contained identical material
- C. That other containers could not slide into it

D. That the vehicle could travel without a driver

9. Mei planned to transport four sealed containers. She read each label, separated a container marked 'keep upright,' and secured it vertically against a rigid divider. She then checked that the remaining containers could not slide into it. At the destination, every seal and label remained intact.

What evidence indicates the transport plan worked?

- A. The rigid divider was removed before travel
- B. The containers changed positions repeatedly
- C. All seals and labels were intact on arrival
- D. The upright label became unreadable

10. Mei planned to transport four sealed containers. She read each label, separated a container marked 'keep upright,' and secured it vertically against a rigid divider. She then checked that the remaining containers could not slide into it. At the destination, every seal and label remained intact.

Which description best fits Mei's actions?

- A. She ignored orientation requirements to save time
- B. She relied on container weight alone
- C. She opened every seal to inspect the contents
- D. She followed label instructions and controlled movement

11. A service call listed an intermittent door problem. Luis first asked when the problem occurred and learned it appeared only during the busiest hour. He observed several normal cycles before a cart briefly blocked a sensor. After the cart was moved, the doors operated normally. Luis documented the obstruction and recommended keeping the sensor path clear.

What condition was associated with the problem?

- A. The doors lacked electrical power all day
- B. A cart briefly obstructed a sensor

- C. A broken cable remained visible at every cycle
- D. The building was empty during the busiest hour

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Why did Luis ask when the problem occurred?

- A. To identify a pattern that could guide observation
- B. To determine the cart's purchase price
- C. To avoid observing the doors at all
- D. To change the building's busiest hour

13. A service call listed an intermittent door problem. Luis first asked when the problem occurred and learned it appeared only during the busiest hour. He observed several normal cycles before a cart briefly blocked a sensor. After the cart was moved, the doors operated normally. Luis documented the obstruction and recommended keeping the sensor path clear.

What happened after the cart was moved?

- A. The sensor was permanently removed
- B. The building lost all electrical service
- C. The doors returned to normal operation
- D. The doors remained blocked during every cycle

14. A service call listed an intermittent door problem. Luis first asked when the problem occurred and learned it appeared only during the busiest hour. He observed several normal cycles before a cart briefly blocked a sensor. After the cart was moved, the doors operated normally. Luis documented the obstruction and recommended keeping the sensor path clear.

What recommendation followed the observation?

- A. Place more carts beside the sensor
- B. Disable the doors during busy periods
- C. Replace every door component immediately
- D. Keep the sensor path free of obstructions

15. A service call listed an intermittent door problem. Luis first asked when the problem occurred and learned it appeared only during the busiest hour. He observed several normal cycles before a cart briefly blocked a sensor. After the cart was moved, the doors operated normally. Luis documented the obstruction and recommended keeping the sensor path clear.

What is the best summary of Luis's approach?

- A. He used timing and direct observation to find the cause
- B. He replaced parts before gathering information
- C. He assumed a cause without observing a cycle
- D. He ignored the intermittent nature of the report

16. Rosa received two coils of wire with similar packaging. The work order called for the coil with the higher temperature rating. Rather than relying on package color, she read the printed ratings and selected the correct coil. She marked the unused coil for return and stored it separately so it would not be installed by mistake.

Why did Rosa read the printed ratings?

- A. The work order prohibited all printed labels
- B. Package color was not a reliable identifier
- C. Both coils had already been installed
- D. The unused coil lacked any packaging

17. Rosa received two coils of wire with similar packaging. The work order called for the coil with the higher temperature rating. Rather than relying on package color, she read the printed ratings and selected the correct coil. She marked the unused coil for return and stored it separately so it would not be installed by mistake.

Which coil did the work order require?

- A. The coil with the brighter package color
- B. The coil with the higher temperature rating
- C. The coil closest to the storage entrance
- D. The coil that had no printed information

18. Rosa received two coils of wire with similar packaging. The work order called for the coil with the higher temperature rating. Rather than relying on package color, she read the printed ratings and selected the correct coil. She marked the unused coil for return and stored it separately so it would not be installed by mistake.

What did Rosa do with the unused coil?

- A. Marked it for return and stored it separately
- B. Installed it beside the selected coil
- C. Removed its identification permanently
- D. Mixed it with materials ready for installation

19. Rosa received two coils of wire with similar packaging. The work order called for the coil with the higher temperature rating. Rather than relying on package color, she read the printed ratings and selected the correct coil. She marked the unused coil for return and stored it separately so it would not be installed by mistake.

What error was Rosa trying to prevent?

- A. Returning the coil required by the work order
- B. Changing the printed temperature rating
- C. Increasing the color similarity of both packages
- D. Installing the lower-rated coil by mistake

20. Rosa received two coils of wire with similar packaging. The work order called for the coil with the higher temperature rating. Rather than relying on package color, she read the printed ratings and selected the correct coil. She marked the unused coil for return and stored it separately so it would not be installed by mistake.

What principle does the passage illustrate?

- A. Appearance is always more accurate than labeling
- B. Similar packages contain interchangeable materials
- C. Use specifications rather than appearance when selecting materials
- D. Unused materials should remain unmarked

21. A crew expected a replacement fan at noon. At 11:30, the supplier reported a two-hour delay. The lead worker updated the task board, reassigned the crew to an available inspection, and reserved the original work area for later. When the fan arrived, the crew returned without having lost the entire afternoon.

What caused the schedule change?

- A. The inspection required an additional fan
- B. The original work area was permanently closed
- C. The replacement fan was delayed two hours
- D. The crew arrived two hours late for the shift

22. A crew expected a replacement fan at noon. At 11:30, the supplier reported a two-hour delay. The lead worker updated the task board, reassigned the crew to an available inspection, and reserved the original work area for later. When the fan arrived, the crew returned without having lost the entire afternoon.

How did the lead worker use the waiting time?

- A. Sent the entire crew home for the day
- B. Assigned the crew to an available inspection
- C. Waited in the reserved area without working
- D. Canceled both the repair and the inspection

23. A crew expected a replacement fan at noon. At 11:30, the supplier reported a two-hour delay. The lead worker updated the task board, reassigned the crew to an available inspection, and reserved the original work area for later. When the fan arrived, the crew returned without having lost the entire afternoon.

Why was the original work area reserved?

- A. So the crew could return when the fan arrived
- B. So the supplier could perform the inspection
- C. So no later work could occur there
- D. So the fan would no longer be needed

24. A crew expected a replacement fan at noon. At 11:30, the supplier reported a two-hour delay. The lead worker updated the task board, reassigned the crew to an available inspection, and reserved the original work area for later. When the fan arrived, the crew returned without having lost the entire afternoon.

What was updated after the supplier called?

- A. The fan's manufacturing date
- B. The building's street address
- C. The crew's employment records
- D. The task board

25. A crew expected a replacement fan at noon. At 11:30, the supplier reported a two-hour delay. The lead worker updated the task board, reassigned the crew to an available inspection, and reserved the original work area for later. When the fan arrived, the crew returned without having lost the entire afternoon.

What can be inferred about the revised plan?

- A. It reduced idle time while preserving the delayed task
- B. It ensured the fan arrived earlier than promised
- C. It abandoned the original repair permanently

D. It prevented the inspection from being completed

26. Caleb found three unlabeled keys on a bench after a shift change. He did not test them randomly. Instead, he contacted the outgoing worker, compared the key numbers with the key log, and placed each key on its assigned hook. He then recorded the reconciliation so the next shift could verify custody.

Why did Caleb avoid testing the keys randomly?

- A. The keys were too heavy to lift safely
- B. The bench was scheduled for replacement
- C. Every lock had already been removed
- D. Random use could operate the wrong lock

27. Caleb found three unlabeled keys on a bench after a shift change. He did not test them randomly. Instead, he contacted the outgoing worker, compared the key numbers with the key log, and placed each key on its assigned hook. He then recorded the reconciliation so the next shift could verify custody.

What record helped identify the keys?

- A. The equipment lubrication chart
- B. The supplier delivery receipt
- C. The key log
- D. The building cleaning schedule

28. Caleb found three unlabeled keys on a bench after a shift change. He did not test them randomly. Instead, he contacted the outgoing worker, compared the key numbers with the key log, and placed each key on its assigned hook. He then recorded the reconciliation so the next shift could verify custody.

Who provided additional information?

- A. An unknown delivery driver
- B. The outgoing worker
- C. A customer outside the building

D. A manufacturer not involved in the shift

29. Caleb found three unlabeled keys on a bench after a shift change. He did not test them randomly. Instead, he contacted the outgoing worker, compared the key numbers with the key log, and placed each key on its assigned hook. He then recorded the reconciliation so the next shift could verify custody.

Where did Caleb place the identified keys?

- A. On their assigned hooks
- B. Back together on the unlabeled bench
- C. Inside an unrelated equipment cabinet
- D. In his personal vehicle for safekeeping

30. Caleb found three unlabeled keys on a bench after a shift change. He did not test them randomly. Instead, he contacted the outgoing worker, compared the key numbers with the key log, and placed each key on its assigned hook. He then recorded the reconciliation so the next shift could verify custody.

Why did Caleb record the reconciliation?

- A. To erase the existing key numbers
- B. To make the assigned hooks unnecessary
- C. To prevent any future shift change
- D. To let the next shift verify key custody

31. During a parts count, Tasha found that the shelf total exceeded the inventory sheet by one bearing. She paused the count, checked recent issue slips, and found that a returned bearing had been placed on the shelf but not entered. After updating the record, she recounted the shelf and the totals agreed.

What discrepancy did Tasha observe?

- A. The record listed one more shelf than existed
- B. The shelf had one more bearing than the record
- C. Every bearing was missing from the shelf

D. The issue slips contained no recent entries

32. During a parts count, Tasha found that the shelf total exceeded the inventory sheet by one bearing. She paused the count, checked recent issue slips, and found that a returned bearing had been placed on the shelf but not entered. After updating the record, she recounted the shelf and the totals agreed.

What explained the difference?

- A. A new shelf had been counted as a bearing
- B. A bearing had been issued twice physically
- C. A returned bearing had not been entered
- D. The entire inventory sheet was for another building

33. During a parts count, Tasha found that the shelf total exceeded the inventory sheet by one bearing. She paused the count, checked recent issue slips, and found that a returned bearing had been placed on the shelf but not entered. After updating the record, she recounted the shelf and the totals agreed.

Why did Tasha check the issue slips?

- A. To determine the shelf's paint color
- B. To calculate the bearing's rotational speed
- C. To trace recent movement of the bearings
- D. To choose a new storage building

34. During a parts count, Tasha found that the shelf total exceeded the inventory sheet by one bearing. She paused the count, checked recent issue slips, and found that a returned bearing had been placed on the shelf but not entered. After updating the record, she recounted the shelf and the totals agreed.

What did Tasha do after updating the record?

- A. Discarded the returned bearing
- B. Recounted the shelf
- C. Deleted every earlier transaction

D. Ended the count without checking totals

35. During a parts count, Tasha found that the shelf total exceeded the inventory sheet by one bearing. She paused the count, checked recent issue slips, and found that a returned bearing had been placed on the shelf but not entered. After updating the record, she recounted the shelf and the totals agreed.

What is the main lesson?

- A. Investigate and verify inventory discrepancies before closing the count
- B. Change physical stock to match any written total
- C. Ignore small differences in bearing inventory
- D. Record returns only after the next annual count

36. A 72-pound load acts 1.5 feet from a pivot. What effort at 3 feet balances it?

- A. 24
- B. 48
- C. 54
- D. 36

37. A 20-tooth gear at 150 rpm drives a 50-tooth gear. What is output speed?

- A. 60
- B. 50
- C. 100
- D. 375

38. Pressure of 18 psi acts on 15 square inches. What force results?

- A. 33
- B. 120

- C. 270
- D. 300

39. A load is supported by three ideal rope segments. What effort lifts ninety pounds?

- A. 27
- B. 30
- C. 45
- D. 90

40. A shaft turns 75 revolutions in 5 minutes. What is its average speed?

- A. 10
- B. 25
- C. 375
- D. 15

41. A ramp is 18 feet long and rises 6 feet. What is ideal mechanical advantage?

- A. 6
- B. 12
- C. 24
- D. 3

42. A 24-tooth sprocket drives a 72-tooth sprocket from a 210-rpm shaft. What is output speed?

- A. 70
- B. 48
- C. 138
- D. 630

43. A 96-pound force acts right and a 58-pound force acts left. What is net force right?

- A. 28
- B. 38
- C. 48
- D. 154

44. A machine produces 144 parts in 12 minutes. What is the rate per minute?

- A. 10
- B. 14
- C. 12
- D. 132

45. A 5:1 reduction receives 1,750 rpm. What is output speed?

- A. 345
- B. 875
- C. 8750
- D. 350

46. A spring rate is 6 pounds per inch. What force compresses it 7 inches?

- A. 13
- B. 36
- C. 42
- D. 49

47. A 9-gallon tank drains at 2.25 gallons per minute. How many minutes are required?

- A. 4
- B. 2.25
- C. 6.75
- D. 11.25

48. A wheel advances a belt 14 feet in 28 turns. How far per turn?

- A. 0.25
- B. 0.5
- C. 2
- D. 14

49. A piston receives 840 pounds over 14 square inches. What pressure results?

- A. 60
- B. 54
- C. 70
- D. 11760

50. A shaft rotates 90 degrees per second for 16 seconds. How many revolutions?

- A. 2
- B. 8
- C. 16
- D. 4

51. A 44-pound force and a 79-pound force push in the same direction. What is the total?

- A. 35
- B. 113
- C. 123

D. 3476

52. A uniform lever has a 25-pound load 4 feet left of its pivot. What load 5 feet right balances it?

A. 16

B. 20

C. 25

D. 31.25

53. A 30-tooth gear drives a 15-tooth gear from a 100-rpm input. What is driven speed?

A. 200

B. 50

C. 115

D. 300

54. A 3-inch piston has nine times the area of a 1-inch piston. At equal pressure, what is its force ratio?

A. 3

B. 9

C. 6

D. 27

55. A conveyor moves 22.5 feet in 15 seconds. What is its speed in feet per second?

A. 0.67

B. 7.5

C. 1.5

D. 337.5

56. A 21-foot bar is divided into seven equal lengths. How long is each?

- A. 2
- B. 7
- C. 14
- D. 3

57. A hydraulic cylinder has 10 square inches of area at 32 psi. What force is produced?

- A. 42
- B. 220
- C. 320
- D. 3200

58. A motor makes 480 revolutions in 2 minutes. What is its speed?

- A. 120
- B. 240
- C. 242
- D. 960

59. An ideal lever multiplies a 28-pound effort by 4. What output force results?

- A. 7
- B. 32
- C. 84
- D. 112

60. A pulley system has mechanical advantage 5. What ideal effort lifts 250 pounds?

- A. 50
- B. 45
- C. 125
- D. 1250

61. Which tool provides the most precise outside-diameter measurement?

- A. Outside micrometer
- B. Framing square
- C. Slip-joint pliers
- D. Ball-peen hammer

62. What is the principal purpose of a lubricant between sliding surfaces?

- A. Increase surface abrasion
- B. Prevent relative motion entirely
- C. Reverse the direction of travel
- D. Reduce friction and wear

63. Which component protects a circuit by melting during excessive current?

- A. Bearing
- B. Pulley
- C. Fuse
- D. Pressure gauge

64. What usually happens to speed when a small gear drives a larger gear?

- A. Output speed increases
- B. Output speed decreases
- C. Both gears stop

D. Direction becomes unpredictable

65. Why is trapped air undesirable in many hydraulic lines?

- A. It makes liquid incompressible
- B. It permanently strengthens hoses
- C. It compresses and delays firm response
- D. It prevents all pressure loss

66. Which tool is designed to check horizontal level?

- A. Pipe cutter
- B. Spirit level
- C. Wire stripper
- D. Cold chisel

67. What does a bearing do for a rotating shaft?

- A. Raises circuit voltage
- B. Stores compressed air
- C. Changes thread pitch
- D. Supports the shaft while reducing friction

68. If two external gears mesh directly, how do they rotate?

- A. In opposite directions
- B. In the same direction
- C. Only the small gear rotates
- D. Without a fixed relationship

69. Which action is appropriate for a mushroomed striking-tool head?

- A. Continue striking with greater force
- B. Cool it with water and keep using it
- C. Give it to another worker without warning
- D. Remove it from service until corrected

70. What property lets a material recover after a load is removed?

- A. Elasticity
- B. Opacity
- C. Conductivity
- D. Brittleness

71. What is $67 + 89$?

- A. 146
- B. 166
- C. 156
- D. 1463

72. What is $500 - 263$?

- A. 227
- B. 237
- C. 247
- D. 763

73. What is 34×16 ?

- A. 534
- B. 554
- C. 544
- D. 604

74. What is $972 \div 27$?

- A. 27
- B. 32
- C. 46
- D. 36

75. What is $\frac{5}{6} + \frac{1}{3}$?

- A. $1 \frac{1}{6}$
- B. $\frac{5}{6}$
- C. 1
- D. 1.5

76. What is $\frac{11}{12} - \frac{5}{12}$?

- A. $\frac{5}{12}$
- B. 0.5
- C. $\frac{7}{12}$
- D. $1 \frac{1}{3}$

77. What is $1 \frac{3}{4} \times 2 \frac{2}{7}$?

- A. 3.5
- B. 4.5
- C. 4

D. 5

78. What is $7.2 \div 0.9$?

A. 0.8

B. 6.3

C. 64.8

D. 8

79. What is 28% of 350?

A. 78

B. 98

C. 88

D. 322

80. A \$240 item is reduced 20%. What is the sale price?

A. 192

B. 48

C. 220

D. 288

81. Solve: $4x + 9 = 53$.

A. 9

B. 13

C. 15.5

D. 11

82. Solve: $7y - 5 = 44$.

A. 5.57

B. 7

C. 6

D. 9

83. Evaluate $9 + 3 \times 8$.

A. 24

B. 72

C. 33

D. 96

84. Evaluate $(30 - 12) \div 6 + 5$.

A. 8

B. 3

C. 6

D. 10

85. What is the area of a 13-by-7 rectangle?

A. 40

B. 91

C. 81

D. 104

86. What is the perimeter of a 14-by-5 rectangle?

- A. 38
- B. 19
- C. 28
- D. 70

87. Convert 9.5 feet to inches.

- A. 21.5
- B. 102
- C. 114
- D. 120

88. Convert 1.75 hours to minutes.

- A. 75
- B. 115
- C. 175
- D. 105

89. A vehicle travels 68 miles in 1.25 hours. What is average speed?

- A. 51
- B. 54.4
- C. 69.25
- D. 85

90. Five equal packages weigh 135 pounds. What does each weigh?

- A. 22
- B. 25
- C. 27

D. 130

91. A 20-foot length is divided 2:3. How long is the larger part?

A. 8

B. 10

C. 15

D. 12

92. If 8 fasteners cost \$10.40, what is cost per fastener?

A. 1.3

B. 0.77

C. 1.25

D. 83.2

93. What is the average of 16, 22, 27, and 35?

A. 23

B. 25

C. 24

D. 27

94. A 360-gallon tank is $\frac{7}{8}$ full. How many gallons are inside?

A. 315

B. 45

C. 280

D. 350

95. Increase 120 by 15%.

- A. 18
- B. 135
- C. 138
- D. 153

96. What is 0.072×100 ?

- A. 0.72
- B. 72
- C. 720
- D. 7.2

97. What is the square root of 225?

- A. 13
- B. 17
- C. 15
- D. 112.5

98. A right triangle has legs 9 and 12. What is its hypotenuse?

- A. 13
- B. 18
- C. 21
- D. 15

99. If $z/6 = 8.5$, what is z ?

- A. 14.5
- B. 51
- C. 48
- D. 56

100. Twenty-four tasks represent 60% of a job. How many tasks are planned?

- A. 40
- B. 14.4
- C. 36
- D. 84

Practice Exam 21: Answer Key and Explanations

1. C — Andre verifies an inspection record set, finds one mismatched page, replaces it, and communicates the correction before inspection. Those details make document accuracy the central subject, rather than equipment repair, supply purchasing, or renumbering machinery. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

2. B — Andre found that the last page did not match the equipment identification number because it belonged to another unit. The forms were not all missing, the tag was not described as unreadable, and no failure had yet occurred. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

3. D — The passage says Andre told the inspector about the change after inserting the correct page. This preserves transparency and alerts the inspector to the correction. Cancellation, destruction of records, and equipment renumbering are neither stated nor necessary. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

4. A — Comparing the identifier on every page with the unit identifier verifies that the records belong to the equipment being inspected. Operating speed, tool ownership, and repair cost cannot be determined from matching record numbers. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

5. D — The incorrect page was replaced, the inspector was notified, and the inspection proceeded with a complete matching record set. Therefore the final packet belonged to the correct unit. The other choices contradict the completed correction described. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

6. B — The label specifically required the container to stay upright, so Mei separated and secured it vertically. Weight, a broken seal, and ownership of the divider are not given as reasons for special handling. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

7. A — Mei secured the upright container against a rigid divider, which provided support and helped preserve its orientation. The divider did not remove labels, change capacity, or encourage uncontrolled movement. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice satisfies every condition.

8. C — After securing the specially labeled container, Mei checked the remaining containers for possible sliding contact. This additional step protected the upright load. The passage says nothing about cancellation, identical contents, or driverless travel. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

9. C — The intact seals and labels at the destination provide observable evidence that the containers arrived without the described damage or disruption. Removing the support, repeated shifting, or an unreadable label would indicate the opposite. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

10. D — Mei read the labels, maintained the required orientation, secured the container, and prevented neighboring loads from sliding into it. This is a controlled plan based on instructions, not reliance on weight, haste, or opening sealed contents. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

11. B — Luis observed the symptom when a cart briefly blocked the sensor. Normal cycles occurred before and after the obstruction, connecting the intermittent condition to the blocked sensing path rather than continuous power loss or cable damage. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

12. A — Asking when the symptom appeared helped Luis focus on the busiest hour, when the relevant condition was more likely to occur. Timing information supported diagnosis; it did not price a cart, eliminate observation, or alter the schedule. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

13. C — Once the cart no longer interrupted the sensor path, the doors cycled normally. That sequence supports the obstruction as the cause. Permanent sensor removal, building-wide power loss, and continued failure are not described. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

14. D — Luis recommended controlling the condition he directly observed: objects blocking the sensor path. Keeping that area clear addresses the cause without unsupported replacement or disabling. Adding carts would increase the same interference. The remaining options conflict with the stated facts or apply

the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

15. A — Luis gathered timing information, watched multiple cycles, observed the obstruction, verified normal operation afterward, and documented the result. This evidence-based sequence contrasts with premature replacement, assumption, or ignoring when the symptom occurred. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

16. B — The packages looked similar, and the required difference concerned temperature rating. Reading the printed specifications provided reliable identification, whereas color alone could mislead. The work order did not prohibit labels, and installation had not occurred. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

17. B — The passage explicitly states that the job required the higher-temperature-rated coil. Color, storage position, and missing information were not selection criteria. Rosa therefore used the printed rating to choose the required material. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

18. A — Rosa marked the unused coil for return and separated it from usable job material. Those steps reduce the chance of accidental installation. The alternatives contradict the deliberate identification and segregation described. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice satisfies.

19. D — Because the coils looked alike, the lower-rated one could be selected accidentally. Reading ratings and separating the unused coil controlled that risk. Rosa was not trying to alter labels, colors, or return the required material. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

20. C — The critical distinction was a printed performance rating, not package appearance. Rosa verified the specification and controlled the unused item. Therefore the passage supports specification-based selection, not treating similar packaging as proof of interchangeability. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

21. C — The supplier's notice of a two-hour delivery delay prompted the lead worker to revise the plan. The inspection was an available substitute task, while permanent closure and late worker arrival are not mentioned. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

22. B — Rather than leaving the crew idle, the lead worker moved them temporarily to an inspection that could be performed with available resources. The passage explicitly contrasts this reassignment with losing the afternoon. The remaining options conflict with the stated facts or apply the relevant

relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

23. A — Keeping the original area available allowed the delayed repair to resume promptly after delivery. It preserved the plan while other work continued. The reservation did not eliminate the need for the fan or transfer inspection duties. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

24. D — The lead worker updated the task board to reflect the new sequence. This communicated the temporary reassignment and delayed repair. Manufacturing data, addresses, and personnel records were unrelated to the schedule change. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

25. A — The crew completed useful inspection work during the delay and returned to the repair when the fan arrived. Thus the plan reduced idle time without abandoning the original task. It could not control supplier arrival time. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

26. D — Unidentified keys could fit or operate unintended locks, so random testing would create confusion or unauthorized operation. Caleb chose records and communication instead. Weight, bench replacement, and removed locks are unsupported. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice satisfies.

27. C — Caleb compared engraved key numbers with the key log, which associates keys with assigned locations. Lubrication charts, receipts, and cleaning schedules do not normally establish key custody or hook assignment. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice satisfies every.

28. B — The outgoing worker had recent custody information and could help explain the unlabeled keys after the shift change. The passage specifically says Caleb contacted that worker, not an unrelated driver, customer, or manufacturer. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

29. A — After matching the key numbers to the log, Caleb returned each key to its assigned hook. This restored organized custody. Leaving them unlabeled or moving them to unrelated or personal locations would undermine that goal. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

30. D — The record provided continuity and evidence of where each key was placed, enabling the next shift to confirm custody. Documentation does not erase numbers, eliminate storage locations, or prevent routine shift changes. The remaining options conflict with the stated facts or apply the relevant

relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

31. B — The physical shelf count exceeded the recorded total by one bearing. That specific difference prompted Tasha to investigate recent transactions. The other options change the type or direction of the discrepancy. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice satisfies.

32. C — A returned bearing was physically back on the shelf but absent from the inventory record. Adding that transaction reconciled physical and recorded quantities. The passage gives no evidence of duplicate issues or wrong records. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

33. C — Issue and return slips document material movement and can explain differences between physical stock and records. Tasha used them to locate the unentered return. Paint, speed, and relocation are unrelated. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice satisfies every.

34. B — Tasha recounted after correcting the entry, providing an independent confirmation that the physical and recorded totals now matched. Discarding stock or ending without verification would not confirm reconciliation. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice satisfies every condition in.

35. A — Tasha paused, traced the transaction, corrected the record, and recounted. This sequence demonstrates investigation and verification before closing inventory. It does not support altering stock improperly, ignoring differences, or delaying entries. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice satisfies.

36. D — Applying the stated mechanical relationship gives 36. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

37. A — Applying the stated mechanical relationship gives 60. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

38. C — Applying the stated mechanical relationship gives 270. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior

described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

39. B — Applying the stated mechanical relationship gives 30. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

40. D — Applying the stated mechanical relationship gives 15. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

41. D — Applying the stated mechanical relationship gives 3. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

42. A — Applying the stated mechanical relationship gives 70. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

43. B — Applying the stated mechanical relationship gives 38. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

44. C — Applying the stated mechanical relationship gives 12. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

45. D — Applying the stated mechanical relationship gives 350. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

46. C — Applying the stated mechanical relationship gives 42. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

47. A — Applying the stated mechanical relationship gives 4. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

48. B — Applying the stated mechanical relationship gives 0.5. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

49. A — Applying the stated mechanical relationship gives 60. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

50. D — Applying the stated mechanical relationship gives 4. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

51. C — Applying the stated mechanical relationship gives 123. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

52. B — Applying the stated mechanical relationship gives 20. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

53. A — Applying the stated mechanical relationship gives 200. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant

relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

54. B — Applying the stated mechanical relationship gives 9. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

55. C — Applying the stated mechanical relationship gives 1.5. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

56. D — Applying the stated mechanical relationship gives 3. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

57. C — Applying the stated mechanical relationship gives 320. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

58. B — Applying the stated mechanical relationship gives 240. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

59. D — Applying the stated mechanical relationship gives 112. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

60. A — Applying the stated mechanical relationship gives 50. The calculation uses the given force, distance, rate, area, or ratio directly, with consistent units. The result matches the physical behavior described in the stem. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

61. A — An outside micrometer uses a calibrated screw and opposing measuring faces to determine external diameter precisely. A square checks alignment, pliers grip objects, and a hammer delivers impact. Those tools do not provide the same dimensional resolution. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

62. D — Lubricant separates contacting asperities with a film, reducing frictional resistance, heat, and wear during relative motion. It does not intentionally abrade surfaces, lock them together, or determine the direction in which a mechanism travels. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

63. C — A fuse contains a calibrated element that melts when current exceeds its designed limit for sufficient time, opening the circuit. Bearings support motion, pulleys redirect force, and pressure gauges indicate fluid pressure. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

64. B — A larger driven gear has more teeth, so it completes fewer revolutions for each driver revolution. Output speed therefore decreases, while ideal torque capacity rises. Meshing still produces predictable rotation rather than stopping both gears. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

65. C — Air is much more compressible than hydraulic liquid. Trapped bubbles can store energy, delay actuator response, and create spongy motion. Air does not make liquid more incompressible, strengthen hoses, or prevent every pressure loss. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

66. B — A spirit level uses a bubble in a vial to show whether its body is horizontal or vertical. A pipe cutter severs tubing, a stripper removes insulation, and a cold chisel cuts or shapes metal. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

67. D — A bearing supports and locates the shaft while permitting rotation with relatively low friction. It does not boost electrical voltage, function as an air reservoir, or alter the pitch of machined threads. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way. Checking the wording, quantities, and sequence confirms that no other choice.

68. A — At the mesh point, each gear tooth pushes the mating tooth in the opposite tangential direction. The gears therefore rotate oppositely. Their tooth counts affect speed ratio, but both gears move with a definite relationship. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

69. D — A mushroomed head can shed sharp fragments when struck and should be removed from service until properly dressed or replaced. Continued use, cooling alone, or transferring the hazard to someone else does not control the defect. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

70. A — Elasticity describes recovery toward original shape and dimensions after unloading, as long as the elastic limit was not exceeded. Opacity concerns transmission of light, conductivity concerns heat or electricity, and brittleness concerns fracture. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

71. C — Using the quantities and operations given in the stem produces 156. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

72. B — Using the quantities and operations given in the stem produces 237. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

73. C — Using the quantities and operations given in the stem produces 544. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

74. D — Using the quantities and operations given in the stem produces 36. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

75. A — Using the quantities and operations given in the stem produces $1\frac{1}{6}$. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

76. B — Using the quantities and operations given in the stem produces 0.5. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

77. C — Using the quantities and operations given in the stem produces 4. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

78. D — Using the quantities and operations given in the stem produces 8. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

79. B — Using the quantities and operations given in the stem produces 98. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

80. A — Using the quantities and operations given in the stem produces 192. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

81. D — Using the quantities and operations given in the stem produces 11. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

82. B — Using the quantities and operations given in the stem produces 7. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

83. C — Using the quantities and operations given in the stem produces 33. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

84. A — Using the quantities and operations given in the stem produces 8. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

85. B — Using the quantities and operations given in the stem produces 91. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

86. A — Using the quantities and operations given in the stem produces 38. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

87. C — Using the quantities and operations given in the stem produces 114. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

88. D — Using the quantities and operations given in the stem produces 105. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

89. B — Using the quantities and operations given in the stem produces 54.4. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

90. C — Using the quantities and operations given in the stem produces 27. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

91. D — Using the quantities and operations given in the stem produces 12. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

92. A — Using the quantities and operations given in the stem produces 1.3. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

93. B — Using the quantities and operations given in the stem produces 25. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

94. A — Using the quantities and operations given in the stem produces 315. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

95. C — Using the quantities and operations given in the stem produces 138. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

96. D — Using the quantities and operations given in the stem produces 7.2. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

97. C — Using the quantities and operations given in the stem produces 15. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

98. D — Using the quantities and operations given in the stem produces 15. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

99. B — Using the quantities and operations given in the stem produces 51. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.

100. A — Using the quantities and operations given in the stem produces 40. Applying standard arithmetic rules and maintaining consistent units gives one unambiguous result. A second calculation confirms the value and eliminates the alternatives. The remaining options conflict with the stated facts or apply the relevant relationship in the wrong way.