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Official* LSAT Practice Test PDF

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Instructions:

Welcome to Magoosh's full-length LSAT Practice Test PDF! Here, you'll find everything you need to know to take the test successfully. This exam is an actual LSAT exam given in June 2007, brought to you in partnership with the makers of the LSAT, Law School Admissions Council (LSAC®).

Since these are authentic LSAT questions, this test will be very close to what you'll see on test day. However, it's important to note that it does not include a variable section. (The variable section is an unscored, experimental section that you'll encounter on test day, where LSAC® tests out questions it's considering for future tests.) Because it doesn't include the unscored section, this practice test is 35 minutes shorter than the exam you'll take on test day, but will still give you an accurate score since it includes all of the scored sections.

It's also important to note that this test is provided as a PDF, but as of 2019 the LSAT is now given in a digital format. You will take the official exam on a touch-screen tablet, with a stylus provided by LSAC®. You can find out more about the digital exam here, and we will update this practice test to the digital format as soon as it is available.

After you take the official practice test, you can use the final pages of this PDF to review expert explanations for every single question, in both written and video format. You'll learn:

- ✔ What concept(s) the question is testing
- ✔ What strategies you can use to get the answer right--quickly
- ✔ What answers are traps--and how you can avoid them

Getting Started with Your Practice LSAT

By taking a full-length practice LSAT exam, you're setting yourself up for success. Not only will you practice the focus and endurance you'll need for the official exam, but you'll also be able to use the results as a diagnostic of your current skills. What are your strengths? What areas do you need to focus on studying? This exam will let you know.

Set yourself up for test-like conditions by working without interruption, in an area where you won't be disturbed.

If you plan on taking the official writing test, you will need to separately download special software. For this practice test, you can simply use any computer-based word processor or text editor.

Once you've completed the exam, return to these pages for the answer key and written and video explanations for each question.

What You'll Need to Take the Test

Set yourself up for success by ensuring you have everything you need for this test that you'll also use on the official exam:

- ✔ Laptop or desktop computer, or tablet (for the digital version of the test)
- ✔ Scratch paper
- ✔ Pencil and eraser (on test day, you can bring these)
- ✔ Pen (on test day, LSAC® will provide this)

Advice for the Practice Test

Before you dive into the exam, it's a good idea to <u>familiarize yourself with guidelines</u> for taking the practice test in digital form. This way, you won't waste time on test day wondering about how everything works. There are some pretty useful functions on the newly digital LSAT.
For example, it's possible to:

- ✔ **Deselect** answer choices
- ✔ **Flag** questions
- ✔ View **time remaining** and get a **five-minute warning** before the end of a section
- ✔ **Rule out** answer choices by crossing them out
- ✔ **Highlight and underline** using your stylus

To make sure you know exactly how the digital exam works, prep by viewing <u>LSAC's video tutorials</u>. Do they make for riveting viewing? Not really. Are they super useful for getting a top score on the exam? Absolutely!

As you take the exam, follow these **guidelines** to make sure you have the most effective practice test experience possible:

- ✔ Eat a **high-protein snack** before you start.
- ✔ Do your best to take the **full practice test** in a single sitting.
- ✔ Take a **15-minute break** after the third section.
- ✔ Take the exam somewhere **quiet**, where you won't be distracted.
- ✔ Create a test-like environment by turning your **phone off** and putting it in another room.
- ✔ Have a watch or **timer** handy if you are taking the written version. For the digital test, you won't need a timer, since there's one on-screen.
- ✔ When you finish the test, **review your answers**, noting any you missed.
- ✔ Read the **explanations**. Watch the explanation video for each problem you missed and any you were unsure about, taking notes so you can avoid the same issues on test day.
- ✔ Visit **lsat.magoosh.com** to sign up for Magoosh LSAT prep and access more official practice questions!

Taking This Test as a Diagnostic Exam

There are two main ways you can use this LSAT exam. If you're at the beginning of your LSAT prep, you can use this practice test as a diagnostic. Taking an LSAT diagnostic helps you identify your current skills, strengths, and weaknesses so you can better address them during your prep. In addition, it will give you a baseline score to help you measure your progress as you prepare.

If you've already taken a diagnostic, you can also make this practice test part of your regular study schedule, substituting it for one of the practice tests in our LSAT Study Plans here:

✔ **Two Week (16 Day) LSAT Study Plan**
✔ **One Month LSAT Study Plan**
✔ **Two Month LSAT Study Plan**
✔ **Three Month LSAT Study Plan**
✔ **Six Month LSAT Study Plan**

Ready to take the test?

Click below to access the test and then come back here for complete answer explanations (both written and video!)

LSAT Official Practice Test

Practice Test Scoring

Congratulations! You finished a full-length LSAT Practice Test! Now it's time to understand why you missed the questions you got wrong—and make sure you know why you got correct answers right.

Scoring Information

On this practice LSAT, you answered 100 questions. On test day, you can expect to see anywhere from 94 to 106 questions (typically 100 or 101), though you will still have 35 minutes per section, no matter how many questions are in it. The number of questions you answer correctly is your raw score.

Your raw score is then translated to a "scaled score" of 120-180. This scaled score varies according to the version of the exam you took.

Ready to take the next step towards your goal LSAT score? Sign up for **Magoosh LSAT Prep** for access to hundreds more official LSAT questions with expert explanations!

Practice Test Explanations (Written & Video)

By taking this full-length LSAT practice test, you've prepared yourself for the endurance and timing you'll need on test day. But you've done another important thing, too: you've created the single best diagnostic tool to improve your LSAT score.

Once you've noted which questions you answered incorrectly, it's time to review them. Below, we have complete explanations for every single question—written by world-class LSAT experts—detailing why the right answer is right and why the incorrect answers are not. We suggest you review even the questions you got right in order to benefit from all of the tips and tricks our experts have to share.

Prefer video explanations? Click the button below for complete video explanations for every single question!

VIEW EXPLANATIONS

Explanations:
Section I - Analytical Reasoning

Game 1 – Setup

The Scenario to this game provides less information that we would expect, telling us only that we're going to be making a Sequence of five-digit codes. That is enough to begin the sketch with some numbered spaces for the five digits:

$$\overline{\;\;1\;\;}\quad\overline{\;\;2\;\;}\quad\overline{\;\;3\;\;}\quad\overline{\;\;4\;\;}\quad\overline{\;\;5\;\;}$$

The first two rules are information that's usually found in the Scenario.

Rule 1 tells us that the things we'll be putting into those five spaces are the numbers 0, 1, 2, 3, and 4.

$$0\quad 1\quad 2\quad 3\quad 4$$

$$\overline{\;\;1\;\;}\quad\overline{\;\;2\;\;}\quad\overline{\;\;3\;\;}\quad\overline{\;\;4\;\;}\quad\overline{\;\;5\;\;}$$

Rule 2 eliminates a potential loophole: no duplicates. So, each of the five numbers will be used exactly once for each of the five digits. As this is our normal expectation for Sequencing Games, there's no need for an extra symbol in the sketch.

Rule 3 says that the second digit and the first digit are linked—the number we place in the second spot has to be twice the number that we place in the first. Since there are only five numbers available, there's only two ways to do this: make the first and second digits a 1 followed by a 2, or a 2 followed by a 4.

Since there are only two possibilities, and since spelling out two of our five total digits would be a big chunk of the game solved, it makes sense to divide the sketch into two possibilities and add the remaining rules to each:

$$\frac{1}{1} \quad \frac{2}{2} \quad \frac{}{3} \quad \frac{}{4} \quad \frac{}{5} \qquad \begin{array}{c} 0\ 1\ 2\ 3\ 4 \\ \frac{}{2} = 2 \times \frac{}{1} \end{array}$$

$$\frac{2}{1} \quad \frac{4}{2} \quad \frac{}{3} \quad \frac{}{4} \quad \frac{}{5}$$

Rule four is another space-linking rule, this time with slots three and five. If the third digit has to be less than the fifth, in our 1-2 sketch, that means we can't use a 4 in the third slot and we can't use a 0 in our fifth. In the 2-4 sketch, that means no 3 in the third and no 0 in the fourth. Each case leaves us with two candidates for each slot, which we can add to the sketch like this:

$$\frac{1}{1} \quad \frac{2}{2} \quad \frac{\cancel{0}3}{3} \quad \frac{}{4} \quad \frac{3\!/4}{5} \qquad \begin{array}{c} 0\ 1\ 2\ 3\ 4 \\ \frac{}{2} = 2 \times \frac{}{1} \\ \frac{}{3} < \frac{}{5} \end{array}$$

$$\frac{2}{1} \quad \frac{4}{2} \quad \frac{\cancel{0}1}{3} \quad \frac{}{4} \quad \frac{1\!/3}{5}$$

With so much already spelled out, we proceed to the questions. In this game, a good order to do the questions in would be to start with questions 1 and 3 (Local questions), then move on to 2, 4, and 5 (Global). The rest of the explanations for this game will assume that that is what you did.

Question 1

Type: Local, Possible Outcomes

Local questions provide a new condition and generally require making a new sketch to accommodate that condition.

If you have split your sketch, you need to first ask if the new condition can happen in one or both. Here, if the last digit of the product code is a 1, that will only be able to happen in the sketch where 2 and 4 are the first two digits, so draw a new set of five spaces, add 1 to the fifth slot and 2 and 4 to the first and second:

$$\frac{2}{1} \quad \frac{4}{2} \quad \frac{}{3} \quad \frac{}{4} \quad \frac{1}{5}$$

Since the third slot has to be less than the fifth (Rule 4), it will have to be a 0, since that's the only number we have left that's less than 1. That means the final slot will have to take the only number left, the 3:

$$\frac{2}{1} \quad \frac{4}{2} \quad \frac{0}{3} \quad \frac{3}{4} \quad \frac{1}{5}$$

The sketch is completely determined! Now, since the question is asking what must be true, just scan through the answers one at a time until you see the one that matches your sketch. Here, that's going to be (A).

Question 2

Type: Global, Possible Outcomes (Must Be True)

With a Global question asking about what must be true, our previous sketches will allow us to eliminate a lot. In this game, our sketches will allow us to eliminate all four answers and select the correct one.

 (A) can be eliminated by our Master Diagram. Since the 2 can be first, we know 1 doesn't have to appear before it.

(B) can be eliminated by the sketch from Question 1. There, the 1 is fifth and the 3 is fourth.

(D) is contradicted by the sketches for Question 1 and Question 3 both. The 0 can be in front of the 3.

(E) can be knocked out by the sketch from Question 3, where the 4 came last.

That leaves us with the (C), which can also be verified by looking at the Master Diagram. In our first possibility, the 2 must come second, with the 3 somewhere in spaces three through five. In the second possibility, the 2 comes first, in front of everything else. Thus, the 2 must come before the 3.

Question 3

Type: Local, Possible Outcomes

This is another Local question that asks about what must be true. Again, start by asking if the new condition can happen in one of the two split possibilities or just one. Here, the third digit could be something other than 0 in both possibilities, so we'll need to start two sketches together.

If the third digit isn't a 0, it will have to be a 3 in the first possibility and a 1 in the second. Start the sketches there:

$$\frac{1}{1} \quad \frac{2}{2} \quad \frac{3}{3} \quad \frac{\_}{4} \quad \frac{\_}{5} \qquad\qquad \frac{2}{1} \quad \frac{4}{2} \quad \frac{1}{3} \quad \frac{\_}{4} \quad \frac{\_}{5}$$

Since the fifth digit must be greater than the third (Rule 4), it will have to be a 4 in the first possibility and a 3 in the second one. That will leave a 0 in both sketches, which will go to the fourth digit in both:

$$\frac{1}{1} \quad \frac{2}{2} \quad \frac{3}{3} \quad \frac{0}{4} \quad \frac{4}{5}$$

$$\frac{2}{1} \quad \frac{4}{2} \quad \frac{1}{3} \quad \frac{0}{4} \quad \frac{3}{5}$$

With the sketches done, the question is asking what must be true. That will need to be something true in both sketches. There's only one thing true in both, that 0 in the fourth spot. Look for an answer choice that says that, and you'll see that (C) is correct.

Question 4

Type: Global, Partial Solution EXCEPT

While this game does not have the expected Solution question (which would list out all five digits in each answer), it does have a Partial Solution question, asking about spaces three and four. Unlike a normal Partial Solution question, however, this is an EXCEPT, meaning that four of the answers will be acceptable ways to fill out those two digits. The correct answer will be the one way that doesn't work according to the rules.

We can use our previous work to answer this question, combined with a little bit of testing. Answer choices B, C, and D can be eliminated by the sketches we've already drawn for Question 1 and Question 3. We've seen them before. That leaves only answer choices (A) and (E) to consider.

It doesn't matter which, but you should just test one of the answers that remains. If it works, eliminate it, and the other answer is right by default. If it doesn't work, then that's your answer.

Start with (A) and make a new sketch with 0 and 1 in those slots:

$$\frac{\quad}{1} \ \frac{\quad}{2} \ \frac{O}{3} \ \frac{1}{4} \ \frac{\quad}{5}$$

Since the 1 is in slot 4, that will mean that this sketch must take place in our 2-4 possibility, using up all the numbers but 3, which will have to go last:

All the rules have been followed, which means that (A) can be an acceptable arrangement. That leaves (E) as the right answer by default.

But why can't 3 and 4 be in the third and fourth slots? Well, if they were, then there would be no number left that is bigger than 3 for the fifth slot. Remember, Rule 4 says that the fifth slot has to be bigger than three!

Question 5

Type: Global, Possible Outcomes (Must Be True)

With a Global question asking about what must be true, our previous sketches will generally allow us to eliminate a lot. In this game, our sketches will allow us to eliminate all four answers and select the correct one.

(A) is disproven by the sketches for both Question 3 and Question 4. We have seen the 0 and the 1 right next to each other, so there does not have to be exactly one space between them.

(B) is eliminated by the sketch from Question 3 and by the Master Diagram both. The 1 and 2 can be right next to each other!

(C) is disproven by the Master Diagram, specifically the 1-2 possibility. When 1 is the first digit, 3 is one of the options for the fifth digit, so there can be *more* than 2 digits between them.

(D) is also disprovable using the Master Diagram, but this time the 2-4 possibility. When 2 is up front, the 3 is allowed to be the final digit, putting three spaces between them, not the max of two specified by the answer choice.

That leaves (E) as the correct answer by default.

But why must there be no more than two spaces between the 2 and the 4? Look at both of the possibilities in the Master Diagram. In the first possibility, the 2 is in the second slot. There's no way to put more than two spaces between the second slot and anything! In the second possibility, the 2 and 4 are right next to each other. So, taken together, there's no way for there to be more than two spaces between the 2 and the 4, so (E) must be true.

Game 2 – Setup

The Scenario tells us that we have three films to schedule across a three-day film festival. Three films in three days would be very easy to schedule—so of course there's a catch! We are allowed to show each film on every day of the festival. Since every day requires a film, that means that we have between three and nine films to manage, ordering them by day, and then within each day. The scenario information is enough to allow us to begin a sketch, however:

$$1+/ea$$
$$G\ H\ L$$

$$\overline{T}\quad\overline{F}\quad\overline{S}$$

There are only three rules here, and they are very similar.

Rule One tells us that the last film on Thursday must be H. We can add that to the sketch by placing H in place and by adding a bar to indicate that it will be the last film, no more films are allowed after it on that day:

$$1+/ea$$
$$G\ H\ L$$

$$\dfrac{H}{T}\bigg|\quad\overline{F}\quad\overline{S}$$

Rule Two is like Rule 1, but more complicated. It, too, concerns the last film on a day, Friday, but here we have a choice, either G or L—but not both. Note that as you did the last rule, but also add the reminder that you may not have both G and L, only one of them:

$$1+/ea$$
$$G\ H\ L$$

$$\dfrac{H}{T}\bigg|\quad \dfrac{G/L}{F}\bigg|\quad\overline{S}$$
$$\sim GL$$

That, at least means that we can't have nine films. We're down to eight!

Rule Three is a carbon copy of Rule Two, but with G and H instead. Write it in the same way:

$$\frac{H}{T} \quad \left| \frac{G\!/\!L}{F} \right| \quad \left| \frac{G\!/\!H}{S} \right| \quad \overset{1+/ea}{G \; H \; L}$$

$$\qquad\quad \sim GL \qquad \sim GH$$

This rule also knocks another film off of our maximum tally. If you can't have both G and H on Saturday, we're down to seven possible films across the three days. And aside from that, there are not really any major deductions in this game. Since most of the questions are Local, most of the work of this game is likely to take place during the questions.

Question 6

Type: Solution

With a Solution question, apply the rules one at a time to the answers, looking for violations.

Rule One will eliminate answer choice (D), because L is last on Thursday instead of H.

Rule Two will eliminate answer choice (B), because both G and L are on Friday. It will also eliminate (E), as H is shown after L on Friday.

Rule Three doesn't eliminate anything else, leaving us with two answers, but don't panic. Sometimes, when there aren't enough rules, one of the answers to a Solution question will be eliminated by information taken from the Scenario rather than a rule.

And that is the case here. Answer choice (A) can be eliminated because it doesn't include a showing for G. All three films must be shown at least once.

That leaves answer choice (C) as the last man standing, and it is the correct answer.

Question 7

Type: Global, Possible Outcomes, Must Be False

With the Local questions done, head back to this Global question which asks what cannot be true (or what must be false). All the sketches that we have seen to this point are available to us as examples of things that COULD be true, so if we've seen it before we can eliminate it. We also have the master sketch to compare to the answers, so we are well armed.

(B) can be disproven by Question 10, which forced us to put L on all three days.

(C) we have never seen before, but we could potentially sketch out, using the second sketch from question 8 as a model. There, all we would have to do is put an extra L on Saturday, before G, and we would have G as the second film on all three days.

(D) can be disproven by the second sketch from Question 8 as it started, as it shows L as the first film on Thursday, H on Friday, and G on Saturday.

(E) is eliminated by the first sketch we made for Question 8. There, H was the last film on Thursday, L on Friday, and G on Saturday.

But, of course, you could have picked (A) directly by consulting the master sketch. H cannot be the last film shown on all three days, because Rule Two forces us to put either G or L as the last film on Thursday.

Question 8

Type: Local, Min/Max

As per usual, you should skip the Global questions in favor of the Locals. This question is a Local question because it adds a new condition, but unlike most Local questions, it's also a Min/Max question, specifically the Max half, asking for the maximum films that could be shown if the condition is put into play.

The condition is a bit tricky. We are trying to maximize the film showings, but we must now show L again after G has been shown. This presents two options. We could attempt to maximize the showings of L, putting G off until the very last day. Or, we could attempt to maximize the showings of G, using L early, and then using G as often as possible after that. In either case, we'll be throwing in as many Hs as we can fit to try to hit the maximum.

If we try to maximize our L showings, we will put G on the very last day, and put L on all the other days, and in front of G on Saturday. We already have an H on Thursday from Rule One, but we can add one more to Friday in front of L, who will be the last film on that day. We won't be able to put another H on Saturday, because if G is there H is not allowed to be there, too. That will produce six showings, as demonstrated by this sketch:

If, on the other hand, we try to maximize our G showings, then L would have to be shown on the first day, and then G after it on all the remaining days. That would mean that G would be alone on Saturday, as H won't be allowed to be there with a G. An extra H could be placed on Friday, and the H that is always on Thursday will be there as well. That, too, would give us a total of six films, as evidenced by this sketch:

Since both possibilities leave us with a maximum of six film showings, the answer will be (D), six.

Question 9

Type: Local, Possible Outcomes, Must Be True

This Local question has a very complicated if-condition as well—if G is show three times, H twice, and L once. Obviously if a film is shown three times, it must be on all three days. And if G is on all three days, then L will not be able to join it on Friday, and H will not be able to join it on Saturday. Since H must be used twice, it will be on Thursday and Friday. That leaves the question of L.

L can go on either Thursday or Saturday. And what's more, if L is on Thursday, it could go in front of G or in between G and H. (H, of course, according to Rule One, will always be last). Thus, our sketch:
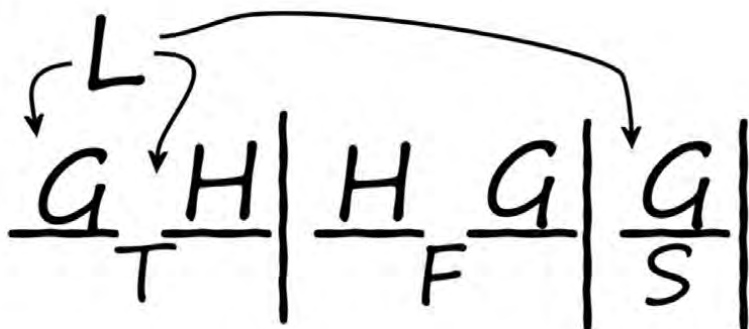
This question wants to know what must be true.

(A) could be true, but doesn't have to be true, as L could be on Saturday, leaving two films on Thursday.

(B) doesn't have to be true for the same reason; L could be on Thursday, leaving one film on Saturday.

(C) doesn't have to be true, because L could be on Saturday.

(D) could be true, but doesn't have to be true, because L could join G on Saturday.

That leaves (E), which must be true, because we can see from our sketch that both H and G are on Friday.

Question 10

Type: Local, List

There aren't many games that have Local questions combined with List questions. List questions ask you what is possible across all possible moments in the sketch, not just in a single sketch. All the candidates for the first film must be in the list, and only those candidates can be in the list.

The Local condition is also complicated, but we've just seen one like it in Question 9—if L is shown three times, H twice, and G once. Showing L three times means putting it on all three days, which means that it will join H on Thursday and block G from Friday.

But this leaves open a couple of questions. If L is on Saturday, it can't be the last film on Saturday. It will have to be there shown before either G or H. And there is no way to nail it down to either G or H, both will be possible. So, we will have to sketch out each possibility.

If we use G on Saturday with L, that will mean the second H will be forced to Friday, like so:
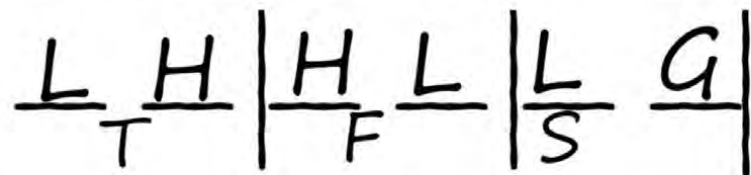
If we use H on Saturday with L, that will mean that G will be forced to go to Thursday. But be careful! When it goes to Thursday, G could be in front of L or between the L and the H. Like so:
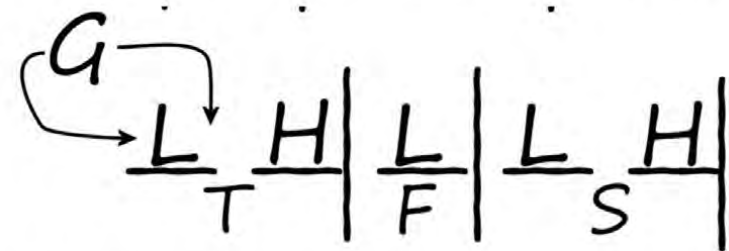
The question asks for a complete list of films that could be the first film on Thursday. According to our two sketches, both G and L could be that film, but H will always be third. That means the answer is (D), G and L.

Game 3 – Setup

The Scenario to this game tells us that we'll be sending a cruise ship to one of four different destinations across seven weeks. That means that we have more spaces than we have things to fill them—repeated destinations will be required! Still, that is enough to begin the sketch with, allowing us to draw our numbered spaces and a list of the destinations. We can use question marks to represent the extra repeated destinations:

$$G \; J \; M \; T \; ? \; ? \; ?$$

$$\overline{1} \; \overline{2} \; \overline{3} \; \overline{4} \; \overline{5} \; \overline{6} \; \overline{7}$$

The first two rules are things that we can fill directly into the sketch, no J for space 4 and T in space 7:

$$G \; J \; M \; T \; ? \; ? \; ?$$

$$\overline{1} \; \overline{2} \; \overline{3} \; \underset{\sim J}{\overline{4}} \; \overline{5} \; \overline{6} \; \underset{7}{\overset{T}{\overline{}}}$$

The third rule is more complicated. First, it tells us that we have two Ms exactly, meaning that one of our question marks can be replaced by an M, and we should note that the other two CANNOT be Ms.

The second half of that rule also specifies that there has to be at least one G in between those two Ms, so we can add all of this to the sketch like so:

$$G \; J \; M \; M \; T \; \underset{\sim M}{?} \; \underset{\sim M}{?}$$

$$\overline{1} \; \overline{2} \; \overline{3} \; \underset{\sim J}{\overline{4}} \; \overline{5} \; \overline{6} \; \underset{7}{\overset{T}{\overline{}}} \qquad M\text{–}G\text{–}M$$

The fourth rule is easy to misunderstand. It say that whenever we have a J, we have to have a G right in front of it. Note that this doesn't mean that whenever we have a G, we have to have a J following. The rule works only in the one direction. It forces things to happen when we use J, but not when we use G.

However, it does allow an immediate deduction. J won't be allowed in week 1, because there would be no room to put a G in front of it. Add both the rule and the deduction to the sketch:

$$G\ J\ M\ M\ T\ ?\ ?$$

$$\underset{\sim J}{\overline{1}}\ \overline{2}\ \overline{3}\ \overline{4}\ \overline{5}\ \overline{6}\ \overset{T}{\overline{7}}$$

M–G–M

J → $\boxed{G\ J}$

~M ~M
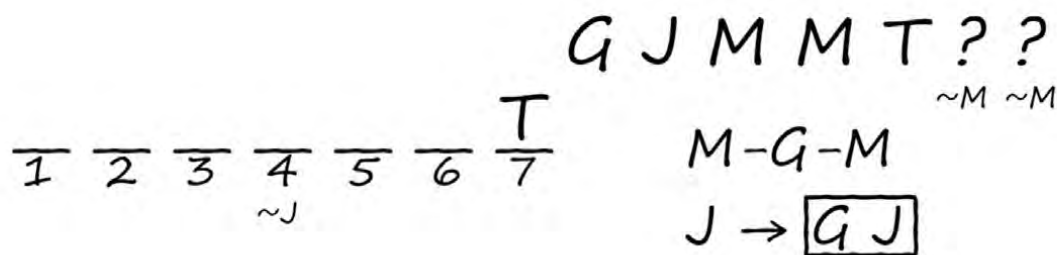
The final rule specifies that we are never allowed to use duplicated destinations consecutively. That allows another deduction, that T won't go in week 6. Note that and the original rule in the sketch, and we are ready to go on to the questions:

$$G\ J\ M\ M\ T\ ?\ ?$$

$$\underset{\sim J}{\overline{1}}\ \overline{2}\ \overline{3}\ \underset{\sim J}{\overline{4}}\ \overline{5}\ \overline{6}\ \overset{T}{\overline{7}}$$

M–G–M

J → $\boxed{G\ J}$

~ $\boxed{X\ X}$

~M ~M
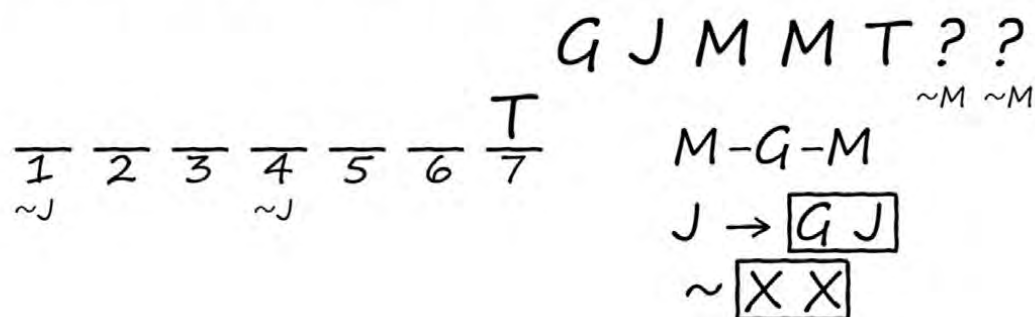
Question 11

Type: Solution

We go to Solution questions first, applying the rules one at a time and eliminating answers that violate the rules. The first rule eliminates answer (D), as J is in week 4. The second rule eliminates (E), as M is last instead of T. The third rule eliminates (B), as there is no G in between the two Ms. And the fourth rule eliminates (C), as there is no G in front of the J in week 1. That leaves answer (A) as the answer.

Question 12

Type: Global, Possible Outcomes, Must Be False

After you have completed the Local and Solution questions, double back to pick up the Global questions, armed with the information you gained working the game out several times. This question should fall to your master diagram. It's asking what cannot be true, and answer choice (A), T in week 6, is something that we deduced early on. Because there is a T in week 7 (Rule Two) and adjacent spaces aren't allowed to have the same destination (Rule Five), there is no way that T can be in week 6.

Question 13

Type: Local, Possible Outcomes, Could Be True

We would skip question 12 to do the local questions first. This local question tells us to put T into week 5. So begin the sketch there, adding that to the T that's already in week 7 from Rule 2. This will have the immediate effect of blocking T from week 4 (and week 6, though it was already barred from that), and blocking J out of week 6 as well, as there is no room for a G to go in front of him there:
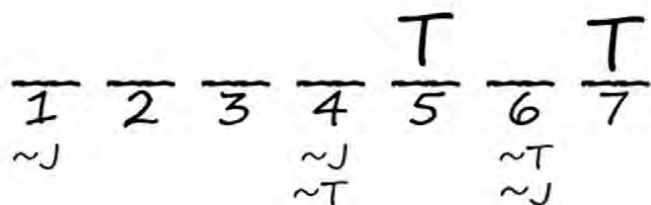
This leaves two big elements left to place. J must be used somewhere, and when it is used a G will have to be in front of it, a GJ block. As well, the M-G-M chain still has not been used. There are two ways to place these two pieces into the sketch. The first would be to put the GJ block inside the M-G-M chain, forming the sequence M-GJ-M. We have five spaces remaining, and that would use four of them. The second way to arrange them would be to put the GJ block first, followed by the M-G-M chain, producing the sequence GJ-M-G-M, taking up all five spaces. Note this sketch down, then add a new set of spaces to accommodate the more complicated option:

$$
\begin{array}{ccccccc}
 & & & & T & & T \\
\overline{1} & \overline{2} & \overline{3} & \overline{4} & \overline{5} & \overline{6} & \overline{7} \\
G & J & M & G & T & M & T \\
\overline{1} & \overline{2} & \overline{3} & \overline{4} & \overline{5} & \overline{6} & \overline{7} \\
\sim J & & & \sim J & & \sim T & \\
& & & \sim T & & \sim J &
\end{array}
$$

To fill out that top options, the M-GJ-M sequence, consider that there will be no way to place the J in week 4, because of Rule 1. That will push the M-GJ into the first 3 spots. The final M can go in either week 4 or 6, and whichever week it doesn't take will have to be a G—since we've used up all our Ms, there's no room for another J, and Ts will not be allowed in weeks 4 and 6 because of the rule barring consecutive destinations. Thus, the final sketch will look like this:

$$
\begin{array}{ccccccc}
M & G & J & G/M & T & M/G & T \\
\overline{1} & \overline{2} & \overline{3} & \overline{4} & \overline{5} & \overline{6} & \overline{7} \\
G & J & M & G & T & M & T \\
\overline{1} & \overline{2} & \overline{3} & \overline{4} & \overline{5} & \overline{6} & \overline{7} \\
\sim J & & & \sim J & & \sim T & \\
& & & \sim T & & \sim J &
\end{array}
$$

The question asks what could be true, and only one answer fits our sketches, answer choice (D). Freedom can go to M or G in week 4.

Question 14

Type: Local, Possible Outcomes, Must Be True

This Local question adds the condition that G is used in week 1 and J in week 5. Redraw your spaces and add them, along with the T from Rule 2, to the sketch. And remember as well that every time you place a J, you must place a G in front of it. That produces this sketch to begin:

$$\frac{G}{1} \; \frac{}{2} \; \frac{}{3} \; \frac{G}{4} \; \frac{J}{5} \; \frac{}{6} \; \frac{T}{7}$$

Check your master diagram to realize that there is a big element left to place, the M-G-M chain. Since there must be a G in between the two Ms, that means that one M will have to go into week 6, and the other will be somewhere in week 2 or 3. Whichever of those final spaces we don't assign to M cannot be a G, as there are already Gs in weeks 1 and 4. Either week 2 or week 3 could be an extra T, and week 2 could even be an extra J (because there is an extra G in week 1 to allow it to meet the rule). All that fills out the sketch like so:

$$\frac{G}{1} \; \frac{}{2} \; \frac{}{3} \; \frac{G}{4} \; \frac{J}{5} \; \frac{M}{6} \; \frac{T}{7}$$

~G (week 2) ~G ~J (week 3)

The question asks what must be true, and only answer choice (E) is required by our sketch, an M in week 6.

Question 15

Type: Local, Possible Outcomes, Must Be True

The sketch to this Local question is a lot simpler. It instructs us to add a G to week 1 and a T to week 2, to go with the T that is always in week 7:

$$\frac{G}{1} \quad \frac{T}{2} \quad \frac{}{3} \quad \frac{}{4} \quad \frac{}{5} \quad \frac{}{6} \quad \frac{T}{7}$$

As with many of the previous questions, we still have to place a J somewhere with a G in front of it, and the two Ms need a G between them. With only four spaces left, the only way to accomplish that will be to place the letters M-GJ-M, completing the sketch:

$$\frac{G}{1} \quad \frac{T}{2} \quad \frac{M}{3} \quad \frac{G}{4} \quad \frac{J}{5} \quad \frac{M}{6} \quad \frac{T}{7}$$

Like the previous question, #15 wants to know what must be true, and the only answer that matches our sketch is answer choice (A), M in week 3.

Question 16

Type: Local, Partial Solution

This is both a Local question and a Partial Solution question, meaning that we have been given a new condition to add to a new sketch AND the answers are phrased as lists of destinations for weeks 3 and 4, in that order. While it is possible to apply the rules to the answers, keeping the if-condition in your head, it is a good bit easier if you quickly write out the answer choices in a little grid:

```
_ _ M G T _ _    a
_ _ M J G _ _    b
_ _ M M T _ _    c
_ _ M T J _ _    d
_ _ M T M _ _    e
1 2 3 4 5 6 7
```

From there, apply the rules, just like in a Solution question. Rule Five will eliminate answer (C), because of the two adjacent Ms. Rule Four eliminates answer (D), because there is no G in front of the J, and answer (B) as well. That leaves only answer choice (A) as the answer.

Question 17

Type, Possible Outcomes, Must Be True

The final Global question is a little trickier than the last. Notice that the first two answer choices are just asking about where particular destinations might be required to go, while the last three answers ask about which destination is allowed to be used three times. To this point in our sketching, we have not yet tried to place three copies of a destination.

To solve this question, you could test the answers one by one, checking against your sketches to see if you can eliminate them, or by making a new sketch.

However, if you consider Rule Four directly, you will realize that J cannot be used three times. Since all four of the destinations must be used, and M must be used twice, there are only two extra spaces in the schedule that could be given to an extra J, G, or T. But, since J requires a G immediately before it, there will not be enough extra spaces to have three Js. Three Js would require 3 Gs to precede them, and that would be six destinations right there, leaving only one week for both T and M to share. Since that's not allowed, answer choice (D) must be true: J is limited to only two voyages.

Game 4 – Setup

The Scenario indicates a Floating Grouping Game: three recycling centers named Center 1, Center 2, and Center 3 have to split up five different items between them: G, N, P, T, and W. Each of the five items must be used at least once, and each Center must recycle at least two and no more than three of those five items.

So, already from the beginning we know that we must use at least one of the items twice, as there's no way to fill up the minimum of six spaces with only five items if we don't repeat one of the items. There's the potential for more repeats, of course, as we could have as many as nine spaces to fill if each Center were to recycle three things.

This information is enough for us to build a basic framework of slots in three groups. Only write two slots, as you only know for certain that there will be two, and put a note to the side that you can use one more slot if needed:

$$1 \quad 2 \quad 3 \qquad g \; n \; p \; t \; w \qquad max$$

Now, proceed to the rules.

Rule 1 is a conditional rule, so write both it and its Contrapositve. If a center recycles W, it has to recycle N, too. Which also means that if it doesn't recycle N, it won't be able to recycle W. Add that to the sketch in shorthand on the side:

$$g \; n \; p \; t \; w \qquad max$$

$$1 \qquad 2 \qquad 3$$

$$w \rightarrow n \qquad \underline{\quad}$$
$$\sim n \rightarrow \sim w \qquad \underline{\quad}$$

___ ___ ___

___ ___ ___

Rule 2 is another conditional rule, but this time about the slots and centers. Anything that Center 2 does, Center 1 does as well. Write the rule, and its contrapositive, in formal logic shorthand. If 2, then 1 contraposes to if not 1, then not 2. Like so:

$$g \; n \; p \; t \; w \qquad max$$

$$1 \qquad 2 \qquad 3$$

$$w \rightarrow n \qquad \underline{\quad}$$
$$\sim n \rightarrow \sim w \qquad \underline{\quad}$$
$$2 \rightarrow 1$$
$$\sim 1 \rightarrow \sim 2$$

___ ___ ___

___ ___ ___

Rule 3 is yet another conditional rule, plus an additional facet that really makes it two rules in one. The first thing it tells us is that we only get to use plastic once. That means that Center 2 could never do plastic, because if it did, from Rule 2, Center 1 would also have to do it, and we don't get enough plastic for that to work. Write this deduction directly over Center 2's column, then write the conditional rule and its contrapositive off the side. Also, put a note over the P in the list of items you have available to indicate that you only get one:

$$1 \quad \overset{\sim p}{2} \quad 3$$

—— —— ——

—— —— ——

$$\overset{=1}{g \; n \; p \; t \; w} \quad max$$

$$w \rightarrow n \quad —$$
$$\sim n \rightarrow \sim w \quad =$$
$$2 \rightarrow 1 \quad —$$
$$\sim 1 \rightarrow \sim 2$$
$$p \rightarrow \sim g$$
$$g \rightarrow \sim p$$
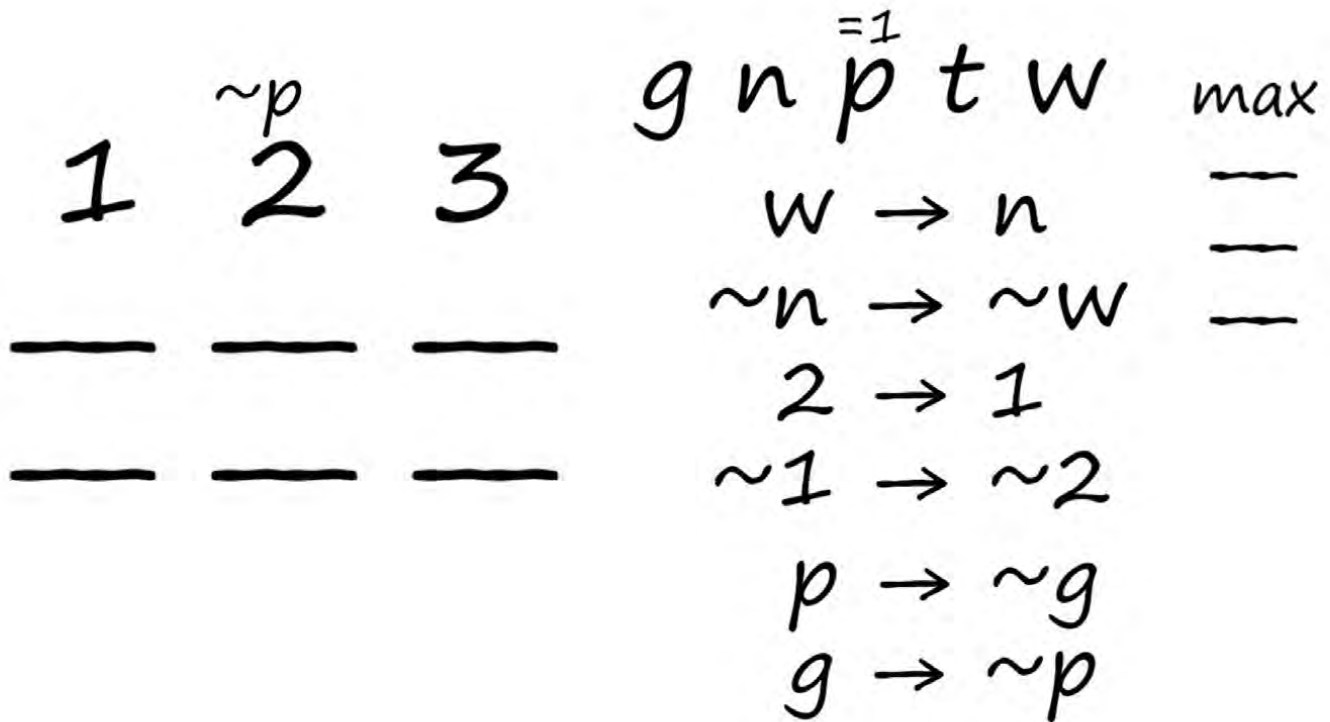
And that should about finish the sketch. Looking to the questions, you can see that the game is mostly composed of Local questions. Expect that most of the sketching then will happen during the questions, rather than up front.

The best order to tackle the questions in would be to knock out the Solution and Local questions first, then double back for the Global questions. So leave 19 to the end and do 18, 20, 21, 22, 23, and 19. The explanations below will assume you attack them in that order.

Question 18

Type: Global, Solution

For Solution questions, check the rules one-at-a-time against the answer choices until you've narrowed the answers down to one.

Rule 1 eliminates (A), as Center 3 is doing W but not N.

Rule 2 eliminates (C), as Center 2 is doing T, but Center 1 is not.

The first half of Rule 3 eliminates (E), since you only get once P, and both Centers 1 and 2 are doing P.

The second half of Rule 3 eliminates (D), because Center 1 is doing both P and G at the same time.

That leaves us with Answer Choice (B) as the correct answer.

Question 19

Type: Global, Complete and Accurate List

There's a good reason to skip questions like 19 until the end. Question 19 only wants to know which centers can recycle P. We've seen both Center 1 and Center 3 recycle P (in Questions 22 and 23, respectively). And we know from our Master Diagram that Center 2 can't recycle P. That leaves only one list that's right, Answer Choice (D). We need do no further work to confirm this.

Question 20

Type: Local, Possible Outcomes (Must Be True)

With a Local question comes a new condition and usually a new sketch. Rewrite your Master Diagram and add the new condition to it:

1   2   3
__   __   __

__   __   __

         __
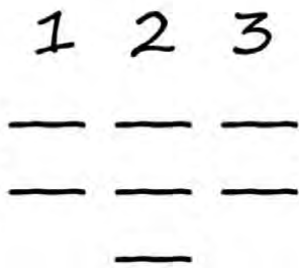
If Center 2 recycles three types of material, then Center 1 must do three, too, as it has to do everything that Center 2 does.

1   2   3

__   __   __

__   __   __

__   __
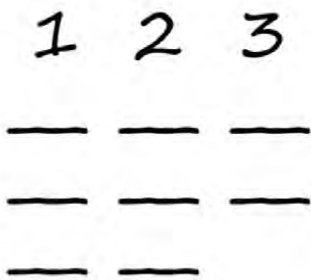
If Center 2 and 1 are doing three pairs of items, that means that P will have to be sent to Center 3. If it were in either 1 or 2, the other one would have to do it, too, but we only get one P.

1   2   3
              p
__   __   __

__   __   __

__   __
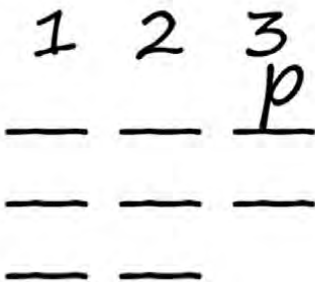
Since this question is asking merely what Center 3 must recycle, then the answer is now clear: Answer Choice (C), P.

Question 21

Type: Local, Possible Outcomes (Could Be True)

Another local condition means a new sketch to which we add the condition. While Question 20 made Center 2 do three items, now it's all three centers that must do 3 things. As we learned in the last question, that forces P to Center 3, since you only get one P, and to put it in either Center 1 or 2 you'd need two P's.

G must be recycled somewhere, and it cannot be with P, so it will have to be in both Centers 1 and 2:

1	2	3
g	g	p
—	—	—
—	—	—

The next move in the sketch is a little tricky. There are currently two spaces left in each Center, and only three candidates to fill them: N, T, and W. We've already used as many G's and P's as we're allowed.

This is where Rule 1 is going to play a huge role. According to Rule 1, if you don't use N, you are also not allowed to use W. If you got rid of both N and W, the only thing you'd have left to fill the two slots with would be T. But you can't fill two slots in the same center with T. That means that it's impossible to not use N. N will be recycled by all three centers:

1	2	3
g	g	p
n	n	n
—	—	—

The remaining spots in Centers 1 and 2 will be filled by the same item, either W or T. Then, whichever of W or T isn't used there will have to be used in Center 3 (because we have to make sure to use all five items somewhere):

$$\begin{array}{ccc}
1 & 2 & 3 \\
g & g & p \\
\hline
n & n & n \\
\hline
w/t & w/t & t/w
\end{array}$$

With the sketch filled out, go to the answers. Because this is a Could Be True question, it's easiest to just work from top to bottom (or bottom to top if you're feeling contrary).

Answer (A) cannot work, because both Center 1 and Center 2 are recycling G.

Answer (B) cannot work, because all three centers are recycling N.

Answer (C) is out because Center 3 is doing P, not Center 1.

Answer (E) can't work, because if Center 1 recycles W, Center 2 will, as well. They have three pairs of identical items since they're both doing three things and everything done in 2 must be done in 1.

That leaves Answer Choice (D) as the right answer. Center 3 could do T. And if it did, Centers 1 and 2 would be doing W.

Question 22

Type: Local, Possible Outcomes, Must Be True

This Local question starts a little differently than the last two, but ends up mostly in the same place. The new condition to add to the sketch is Center 3 recycling G.

Once a Center is reycling G, it can no longer reycle P (Rule 3). That means that the only Center left that could recycle P is Center 1.

Don't let Rule 2 confuse you here. That rule states that everything at Center 2 must be at Center 1, but not the other way around. Center 1 is allowed to do things that Center 2 doesn't—as long as Center 2 is only doing two things. As soon as it does three, it will force Center 1 to do those same three things. Thus, we must limit Center 2 to two slots, and give Center 1 the extra slot for P:

Now that Center 1 is doing P, it cannot do G. That means that Center 2 cannot do G, either, as the only slots we have left are slots that must be the same in each Center. Center 3 then gets G.

At this point, we find ourselves in exactly the same situation we were in in Question 21. Two slots remain in Center 1 and Center 2. There are only three items left—W, N, and T—but if we eliminate N, we'll be forced to eliminate W, too. Once again, we *must* use an N in both Center 1 and Center 2:

$$
\begin{array}{ccc}
1 & 2 & 3 \\
\underline{n} & \underline{n} & \underline{g} \\
\underline{p} & \underline{} & \underline{}
\end{array}
$$

And once again, the remaining slot in Centers 1 and 2 will go to either W or T, with whichever they don't use going to Center 3.

$$
\begin{array}{ccc}
1 & 2 & 3 \\
\underline{n} & \underline{n} & \underline{g} \\
\underline{w/t} & \underline{w/t} & \underline{t/w} \\
\underline{p} & \underline{} & \underline{}
\end{array}
$$

With the sketch done, we just look to the answers to see which one says N, as that's the only thing we know for sure *must* be recycled by Center 2. That's answer choice (B).

Question 23

Type: Local, Partial Solution

Since it starts with the word 'If', we know this is a Local question. Add the condition to a new sketch and follow the logic as far as it takes you. Here, we need to make Center 1 be the only one that does W.

As we learned in Question 22, if Center 1 is going to be the only one doing something, it will have to have three slots and Center 2 will have to be limited to two.
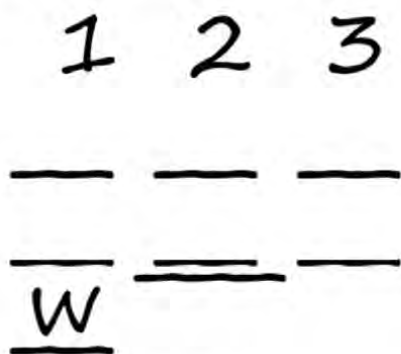
According to Rule 1, once a Center does W, it must also do N. And since we are now out of un-paired spaces, Center 2 will also have to do N.
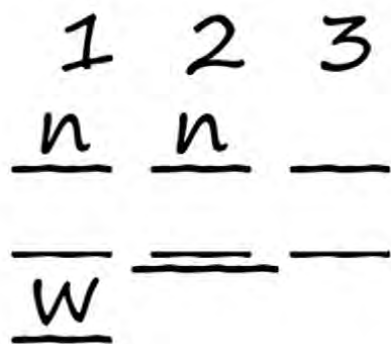
We also have to find somewhere for that single P. Since the only spaces left in Center 1 and Center 2 must be shared, that will put P in Center 3. And as soon as Center 3 gets P, the G will be forced into the last slot in Centers 1 and 2:

```
 1   2   3
 n   n   p
 ─   ─   ─
 g   g
 ─   ─
 W
 ─
```

That leaves T, which has to be recycled somewhere. Since Centers 1 and 2 are full, Center 3 will get the T.

```
 1   2   3
 n   n   p
 ─   ─   ─
 g   g   t
 ─   ─   ─
 W
 ─
```

As a Partial Solution question, this question is asking for a possible list of things recycled by one of the three centers. Notice that the lists in the answer choices are all two items long. If a center is only going to do two items, it will either be Center 2 doing N and G, or Center 3 doing P and T. Answer Choice (A) is the latter, P and T, so it is our answer.

View video explanations for these questions here!

Explanations:
Section II - Logical Reasoning

Question 1

Type: Conclusion ("main conclusion")

Because this question involves an argument, start by breaking the argument down:

Evidence: All businesses try to increase productivity to survive.

Some attempts to increase productivity cut jobs, which hurts those left.

Conclusion: Not all attempts to increase productivity are good.

A Conclusion question asks us to find the conclusion and then find the answer choice that is either a direct quotation of that conclusion or a reasonable rephrasing of it. If you've already broken down the argument, you have the conclusion. Go look for it in the answer choices.

And how do we find the conclusion? It's the part of the argument that everything else is explaining. Here, the argument has a fairly simple structure. The claim that some attempts at increasing productivity aren't good is backed up with a specific example as evidence, an example of one kind of attempt (reducing jobs) that can backfire.

Correct answer:

(B) This is a slight rephrasing of the conclusion, taking "not all are good" and changing it to "some are bad".

Incorrect answers:

(A) This is not anything the passage ever said directly, so it cannot be the conclusion of the argument.

(C) This, too, was not said anywhere in the argument. Nowhere does the argument discuss businesses owned by its employees.

(D) This is the first line of the prompt, but it's not the conclusion, just a piece of setup evidence.

(E) This is the argument's main piece of evidence, not the conclusion.

Question 2

Type: Parallel Flaw ("resembles the flawed reasoning")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: All Labs bark a lot.

All Saint Bernards bark a little.

Rosa's dogs are Lab/Saint Bernard crosses.

Conclusion: Rosa's dogs bark a medium amount.

Like their close cousins, the Parallel Reasoning question, Parallel Flaw questions ask you to find an answer choice that has the same structure as the original argument. But, in addition, in Parallel Flaw questions the answer and the original must also share the same Flaw. The two arguments must be bad in the same way.

Also like Parallel Reasoning questions, Parallel Flaw questions are often used by the test maker to slow you down, making it so that you don't have time to get to other, shorter questions in the section, so it would be wise to skip it on your first pass through the section and come back when time allows. (In other words, don't do three-minute questions when you still have one-and two- minute questions left!)

This argument's structure is very formulaic, and the correct answer will have to follow that formula: two all-statements, then a conclusion drawn about something that's half-way in between the things mentioned in the all-statements. The flaw here isn't exactly very common, but it's a variation on the old Part/Whole problem. A mixture of two things wouldn't have to have properties that are halfway in between the things mixed.

Correct answer:

(B) This argument shares the same flaw as the original and the same structure. All A are toxic = All Labs bark a lot; All B are non-toxic = All Saint Bernards bark a little; This household cleaner is a mix of A&B; Rosa's dogs are a mix of Lab/Saint Bernard; This cleaner is moderately toxic = Rosa's dogs bark a moderate amount.

Incorrect answers:

(A) There aren't two all-groups that Jane is halfway between, only one.

(C) This answer would work if the conclusion were that the Perry family were living halfway between Green and Winn, but it isn't. It's about the individual members being spread out.

(D) Bob would have to know some subject that was halfway between shorthand and calculus for this to work. And he's also not half-engineer, half-transcriptionist—he's just worked as both.

(E) This answer starts out OK, with two all-statements, but it falls apart after that. The dresses in the closet need to be somehow owned by both Connie and Kenisha and be not particularly well made for this to be parallel.

Question 3

Type: Inference (Analogy)

Fill-in-the-blank style questions are almost always either Inference or Strengthen questions. The difference depends on what they're asking us to fill into the blank. If the blank calls for a conclusion, it's an Inference question; if we're being asked to add evidence, it's a Strengthen. The word "so" beginning the sentence that the blank appears in indicates that this is an Inference question.

Essentially, the question is asking us to complete an analogy that's drawn between centuries and lives. At the end of their lives, people look back on their life, so at the end of a century, people will _____.

Correct answer:

(D) To be analogous, the people at the end of the century will need to look back at the century that just happened.

Incorrect answers:

(A) Reminiscing about their own lives is what people do at the end of their lives, not the end of the century.

(B) This is worse than (A), as nowhere is fear of the end brought up in the original half of the analogy.

(C) The next century is the exact opposite of what we want. The people weren't looking forward to their next lives!

(E) Avoiding unfortunate events is not part of the original half of the analogy.

Question 4

Type: Flaw ("vulnerable to criticism")

Because this question involves an Argument, start by breaking the argument down:

Evidence: The Connorly Report says that Ocksenfrey's meals aren't nutritious.

The Connorly Report is biased because it's put out by Ocksenfrey's biggest rival.

Conclusion: Ocksenfrey's meals are actually nutritious.

A Flaw question presents you with an argument that is logically unsound in some way—it's a bad argument. Your job is to find the answer choice that correctly describes what's wrong with the argument. There are many different commonly-tested flaws on the LSAT, and each of those flaws can be phrased in a variety of ways.

This argument features a fairly common flaw on the LSAT, treating the rejection of evidence as though it proves the opposite of the argument's conclusion. The Connorly Report may be biased, which would mean that you might need more evidence to be convinced that Ocksenfrey's meals are unhealthy; but that's not the same thing as proving that Ocksenfrey's meals are actually very healthy.

Correct answer:

(A) This states the flaw precisely. The argument treats evidence of bias (the people who commissioned the study) as proof that the opposite of the Report's claims are true (Ocksenfrey's meals aren't unhealthy, they're healthy).

Incorrect answers:

(B) The argument never discusses specific meals or makes a sample of them.

(C) Whether Ocksenfrey is intending to or has already made similar claims about Danto's products is irrelevant to the question of whether their meals are healthy.

(D) Whether Danto's meals are better or worse is a distinct issue from whether Ocksenfrey's are bad.

(E) What Danto would say about its own food is also irrelevant to this argument about the quality of Ocksenfrey's foods.

Question 5

Type: Weaken ("evidence against")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: Earth's temperature has gone up over the last century.

Minor gasses can block the flow of heat away from Earth.

Conclusion: The buildup of minor gasses is responsible for the temperature increase.

Weakening an argument means attacking the argument's assumptions, which are the things the author never said that nevertheless need to be true in order for the author's evidence to be able to prove the conclusion. Since this is an argument with a causal conclusion, it has the standard causal assumptions.

Assumption: Nothing else caused the warming. (no Alternate cause)

The warming didn't cause the buildup of gasses. (no Reversed causality)

There's nothing standing in the way of the gasses causing the warming.

The correct answer could attack any one of these assumptions and thereby weaken the argument.

Correct answer:

(B) If most of the warming happened before the buildup, it suggests that the buildup can't be the cause. This answer attacks that last assumption, that there's nothing standing in the way of this explanation, by providing a something: impossible timing.

Incorrect answers:

(A) The source of the gasses is beyond the scope of the argument. Whether it's manmade pollution or some natural process causing the gasses to buildup doesn't matter to the question of whether they're causing the warming.

(C) This might seem to be providing an alternate cause, but the answer choice only says that there was *slightly* more solar radiation.

(D) Volcanic gasses might counteract the warming, but that doesn't explain what is or isn't causing it.

(E) This would actually help the argument out, not weaken it, by more tightly linking the appearance of the gasses to the time when the warming occurred.

Question 6

Type: Sufficient Assumption ("follows logically" "if...assumed")

Because this is an argument-based question, begin by breaking the argument down:

Evidence:	There are at least two requirements to be on the executive board: an undergrad degree and a clean felony record.
	Murray has his undergrad (and a masters!) but his felony record isn't clean.
Conclusion:	Murray can't become the Executive Administrator

For a Sufficient Assumption question, the correct answer is a new piece of evidence that will guarantee that the conclusion is true (with no doubts at all) when added to the evidence we're already given.

Notice the scope shift in this argument! The evidence is about requirements for being on the *executive board*, while the conclusion is about becoming the *Executive Administrator*. Murray definitely doesn't meet the requirements for being on the executive board—but what about that Executive Administrator post? Are EAs even on the board?

Correct answer:

(B) If Executive Administrator candidates have to meet the same standards as the executive board, then we're done. Murray clearly can't be on the board, so with this answer choice added to the evidence, he clearly won't be able to be the Executive Administrator, either. This answer, if assumed, is sufficient to prove the conclusion true.

Incorrect answers:

(A) This answer establishes that a master's degree and a clean record would be enough to make someone eligible for the board, but it doesn't do anything to keep Murray out of the Executive Administrator position.

(C) This answer removes the undergrad requirement—that Murray already meets!—from the requirements for the EA position. We are trying to keep Murry out of that job, not make it easier for him to get it.

(D) Since Murray has a felony conviction, this answer choice is irrelevant. It doesn't matter what would happen if he didn't have a conviction. We're trying to use that conviction to keep him out of the EA job.

(E) If this were a Strengthen question, this answer would be correct. It gives us some reason to think that Murray shouldn't get the EA position, but that's not good enough for a Sufficient Assumption question. The answer must, when taken with what we already know, guarantee that the conclusion is true, that Murray won't be allowed to be the EA.

Question 7

Type: Principle Application

This question might be harder to identify, because rather than using the word "principle" in the question stem, it describes the principle, the ethicist's rule about what counts as the most advanced kind of moral motivation.

For Principle Application questions, even hard to recognize ones, the main task is understanding the principle or rule presented. What does the rule demand? Once you understand the rule, look to the answer choices for a situation where the rule is being correctly applied. The rule here is simple: in order to qualify as "the most advanced kind of moral motivation" an action must be based *entirely* on abstract principles. Self-interest and societal norms do not count. So evaluate each answer asking yourself, "does this person use *only* abstract principles?

Correct answer:

(D) Jadine reported the company where she worked, the company that hurt the environment in order to make a profit, because of her abstract principle: protecting the environment is *always* more important than making a profit. Since she used *only* an abstract principle, her actions count as "the most advanced kind of moral motivation."

Incorrect answers:

(A) Bobby was worried about looking stingy. That's both in his self-interest and a worry about societal norms, not an abstract principle.

(B) Wes was hoping his employers would take notice. Looking good to your bosses is definitely self-interest.

(C) Donna, who seems to work at the same place as Jadine, chose not to report because she was worried her employers would go after her. That, too, is self-interest.

(E) Leigh's employers were also harming the environment for profit, but she reported because of what her friends were telling her to do. It's unclear if she's meeting a societal norm or working in her own self-interest, but pressure from your friends is definitely not an abstract principle.

Question 8

Type: Inference

Fill-in-the-blank style questions are almost always either Inference or Strengthen questions. The difference depends on what they're asking us to fill into the blank. If the blank calls for a conclusion, it's an Inference question; if we're being asked to add evidence, it's a Strengthen. The word "thus" in front of the blank is a conclusion keyword, so this is an Inference question.

For an Inference question, go through the passage sentence by sentence, teasing out the facts presented. Here, there are four facts:

1) People who like electric cars think that the only thing left to do to make those cars popular is to fix the battery problems.

2) Those same people think that once the electric cars are widely used, pollution from car emissions will disappear, and with it the damage that that pollution does to the environment.

3) But electric cars need electricity, and that can only come from three places—dams, nuclear plants, or coal plants.

4) Any one of those three places would cause some damage to the environment to produce electricity.

The correct answer will be provable from some combination of those facts.

Correct answer:

(A) Proponents of the electric car think that the damage that comes from auto emissions is going to go away, but electric cars will need power from some environmentally-damaging sources. So there will definitely be more negative effects than the proponents think. How negative is up in the air, but it'll definitely be negative.

Incorrect answers:

(B) The author doesn't take a stance on how popular the cars will become. Maybe people will be turned off by the pollution the electric plants cause, maybe not. We don't know.

(C) This is what the proponents believe. They think the last hurdle to the electric car's adoption is the battery, a practical problem. The author of the passage, however, doesn't tell us if they're right to think that, just that they do think it.

(D) This answer and the last are two different ways of phrasing the same thing, and both represent a step too far. The information provided proves that there will be *some* damage to

the environment from the electrical plants, not that there will be *more* damage than the damage we get rid of from switching to electric cars from gas-powered cars.

(E) If two answer choices say roughly the same thing, neither is usually going to end up being the answer. We don't know that the damage from electrical plants will be more or less that what we clean up by switching to electric cars, just that there won't be zero damage.

Question 9

Type: Weaken ("most seriously weaken")

Because this is an argument-based question, begin by breaking down the argument:

Evidence: For the past three years, video game sales have been accelerating.

In the past, nearly 75% of video games have been bought by 13-16 year olds.

Over the next 10 years, there's going to be fewer and fewer 13-16 year olds.

Conclusion: Video games are soon going to stop increasing steadily in sales.

Weakening an argument means attacking the argument's assumptions, which are the things the author never said that nevertheless need to be true in order for the author's evidence to be able to prove the conclusion. This argument has a fairly common assumption, one present any time that the evidence is about what has happened in the past, but the conclusion is about what will happen in the future:

Assumption: What was true in the past remain true in the future.

(In other words, video games are going to remain things bought primarily by 13-16 year olds.)

Correct answer:

(E) While it may be true that, in the past, 75% of video games have been bought by 13-16 year olds, over the last three years, that trend's changed. People over 16 have bought most of the games. If the trend is changing, it suggests that the assumption may not be true. Thus, the argument has been weakened.

Incorrect answers:

(A) This would actually help the argument out. If the majority of people over 17 haven't ever bought a game, it suggests the market's shrinking, as the argument needs.

(B) This answer is a mixed bag. We would need to know why rentals are declining to know whether this is good or bad for the argument. If people are switching to buying games instead of renting, then it might hurt the argument. If they're no longer renting because they're not interested in video games at all, it would help the argument. Since we don't know which, this neither strengthens nor weakens the argument.

(C) This, too, would strengthen the argument. If video games are going to face competition from new entertainment in the future, it suggests their sales might decline.

(D) This doesn't really strengthen or weaken the argument. There are going to be just as many types of games in the future as now. If this isn't changing, how will it affect the sales of games one way or the other?

Question 10

Type: Conclusion ("main conclusion")

Because this question involves an argument, start by breaking the argument down:

Evidence: Double-blind techniques help avoid misinterpretations.

Scientists need to be very careful to avoid misinterpretations.

Conclusion: Double-blind techniques should be used whenever you can in science.

A Conclusion question asks us to find the conclusion and then find the answer choice that is either a direct quotation of that conclusion or a reasonable rephrasing of it. If you've already broken down the argument, you have the conclusion. Go look for it in the answer choices. Of course, the question naturally arises as to how to realize that this is the conclusion. Conclusion questions generally omit helpful conclusory keywords, so we must rely on our understanding of what a conclusion does in an argument in order to find it. The conclusion is the final point of the logic, the thing that the evidence is trying to prove.

Why should we use double-blind techniques as often as possible? The rest of the argument gives evidence to prove why—because those techniques help scientists do something that's very important to them. Because it is what the argument is trying to prove, this is the conclusion.

Correct answer:

(B) This is a rephrasing of the conclusion given. It just says to use double-blind techniques "in as high a proportion ... as they can," which is a roundabout way of saying "as often as possible."

Incorrect answers:

(A) This is stated in the argument, but is a piece of evidence, rather than the conclusion.

(C) This is something the argument implies, rather than stating outright. If misinterpretations "often arise" during experiments, surely scientists must sometimes neglect to weigh out all the problems. While it may be reasonable and true, the argument never states this, so this cannot be the answer to a Conclusion question.

(D) This, too, is never said in the argument, so it cannot be the answer. The argument says something similar, granted. "Too often" misinterpretations arise from scientists' expectations. That doesn't mean they should *never* use their expectations, just that *sometimes* they make mistakes when they do.

(E) This *is* stated in the argument. It's just one of the pieces of evidence, not the conclusion.

Question 11

Type: Role of a Statement ("reference to… plays which… role in the argument")

Because this question involves an argument, start by breaking the argument down:

Evidence: People worry today that electronic media (the internet, video games, etc.) is destroying the skills that people learn when their entertainment comes from books.

People used to worry that books were destroying the skills that people learned from an oral (pre-literate) culture.

Conclusion: Electronic media aren't going to make us dumber, only change what we know how to do.

A Role of a Statement pulls out a part of the argument and asks us to identify the role that part plays in the argument as a whole. Here the statement we're asked to analyze is the second piece of evidence, that people used to worry about books robbing us of our oral skills. The author seems to admit that electronic media are changing us, just like books and literacy changed us, but concludes that this isn't a problem. It's just a change, not a "devolution".

Correct answer:

(C) This correctly identifies the role of the statement about literacy and books and oral culture. It's used to undermine the claim that electronic media is bad for our intellectual skills by pointing out that it's happened before that one type of media replaced another and that resulted in a change in our skills, not a destruction of our minds.

Incorrect answers:

(A) The author is not supporting the claim that literary skills are being destroyed by electronic media. The author accepts that this is happening, but does not try to prove it.

(B) This answer gets the author's conclusion wrong. The author does not advance a hypothesis about technology and skills always being tied together. The statement in question cannot be evidence for a conclusion the author never makes.

(D) This is probably the trickiest answer choice. The author is arguing that we should not worry that people are today losing their literary skills. The author accepts that those literary skills are being lost, though, and this answer says he's trying to prove that they're not being lost.

(E) The author never dismisses any evidence, not this statement nor anything else.

Question 12

Type: Parallel Reasoning ("most similar in its reasoning")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: You could promise to keep a secret, and then someone could ask you a question that you could only answer truthfully if you told the secret.

It's impossible to keep the secret and tell the truth at the same time in this case.

Conclusion: You can't be required to always tell the truth and to always keep your secrets.

The language in this question is very abstract and also way fancier than it needs to be, making the argument more difficult to break down. Why say "keep a confidence" instead of "keep a secret?" Who talks like that? Unfortunately, the LSAT talks like that to make questions harder, and we have no choice but to put up with it. And worse, the answer choices here are long and often just as confusingly worded as the original argument.

Parallel Reasoning questions are often used by the test makers to slow you down, making it so that you run out of time and don't get to all of the questions in the section, so it would be wise to skip this question on your first pass through the section and only come back to it if time allows. (Don't do three-minute questions when you still have one- and two-minute questions left!)

That said, Parallel Reasoning questions ask you to find an answer choice that has the same structure as the original argument. It must have the same kind of conclusion, the same kind of evidence, and use the evidence in the same way. So for this question, we're looking for a case where the evidence shows that doing one thing would mean being unable to do a second thing, and the argument concludes then that you cannot be required to do both things in every case.

Correct answer:

(A) For all our worries about the length of these answers, it turns out the first one we read is it. You cannot both always be civil and always say exactly what you want, because being civil sometimes means not saying things you want to say (just as you can't always keep your promises and always tell the truth).

Incorrect answer:

(B) This answer starts out right: it's impossible for a politician to both be popular and tell the voters the truth. But this answer's conclusion is a recommendation about what politicians *should* do. The original argument never makes a recommendation. (It doesn't say you should keep your secrets or that you should tell the truth, just that you can't possibly do both all the time.)

(C) Rather than trying to show that two things can't both always be true, this argument starts with two options—either try to make the report look good, or don't try to make it look good. The answer doesn't try to show that these two things can't both be true, just that whichever you do, you'll get criticized.

(D) This argument doesn't present two things as being at odds. It just presents a chain of if/then statements and makes a conclusion from the contrapositive of those statements.

(E) While there are two things at odds here (extending business hours and keeping labor costs low), like answer (B), this argument's conclusion is a recommendation (that we *should* keep our business hours the same). The original argument's conclusion was just a statement of fact; no recommendation was made. Two arguments with different kinds of conclusions cannot be considered parallel in a Parallel Reasoning question.

Question 13

Type: Sufficient Assumption ("follows logically if...assumed")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: All aluminum cans have the same amount of aluminum in them, and there's not really anything other than aluminum in them.

There are two groups of aluminum cans, M and L.

Half of the cans in group M were made by recycling the cans from group L. (And the other half came from somewhere else.)

Conclusion: There are twice as many cans in group M as there originally were in group L.

For a Sufficient Assumption question, the correct answer is a new piece of evidence that will guarantee that the conclusion is true (with no doubts at all) when added to the evidence we're already given.

This question is a little tricky, because it might be hard to see how the conclusion hasn't already been proven by the evidence. It may seem like it adds up. Half of M's metal came from recycling all of L. If there's the same amount of metal in each can, then doesn't that mean that M has to be twice the size of L?

But in a Sufficient Assumption question, the argument *can't* work on its own. The conclusion will always be unproven until the correct answer choice is added to the evidence given in the paragraph. So there must be a loophole that needs to be covered.

Correct answer:

(C) The loophole lies in the recycling process. What if when you recycle a can, you lose some of the metal during the recycling process? If that were the case, then M wouldn't definitely be twice as big as L. It could be a little smaller than that, because some of the metal from L didn't end up in M, it got lost during recycling. This answer covers that loophole, but stating that no metal is lost during recycling. All the metal is recovered and available to be made into the new can. If that's the case, M is definitely twice as big as L.

Incorrect answers:

(A) This is something already stated in the passage ("an action is morally wrong… only if it would… reduce the well-being"). It's not anything new, so it can't help us prove the conclusion any more than what we already have.

(B) This answer might seem close to the correct answer (C), but actually it goes the other way around. If recycled cans are lower quality than unrecycled, maybe there *is* some loss of metal. This would actually hurt the argument, not prove the argument's conclusion true.

(D) Just like (A), where L's metal came from originally is irrelevant. All that matters is what happens to it after it's recycled.

(E) This answer is way outside the scope of the argument! Learning that aluminum is easier to recycle than other items in no way clears up whether all the metal from a recycled can ends up in the new cans made later.

Question 14

Type: Weaken ("most seriously weakens")

Because this is an argument-based question, begin by breaking down the argument. Don't worry so much about the scientific-sounding vocabulary 'lysozyme':

Evidence:	Heating milk to 50°C in a microwave destroys half of its enzyme L.
	Heating milk to 50°C on a stove (a conventional source) doesn't destroy L.
Conclusion:	The enzyme L is destroyed by the microwaves themselves, not by the heat generated by the microwaves.

Weakening an argument means attacking the argument's assumptions, which are the unstated things that need to be true in order for the argument's conclusion to be proven by its evidence. Here, the important assumption is a version of one we see all the time on the LSAT.

Assumption:	There's nothing different about the heat produced by microwaves and the heat produced by the stove that might destroy enzyme L.

Any time you make an argument that something caused something else, your argument will require assuming that there isn't some other potential cause that you've neglected to mention, no *alternate cause*. But be careful, to weaken this argument any old alternate cause won't do. It needs to be something about the heat created by microwaves, the thing the argument's telling us couldn't possibly cause enzyme L to be destroyed.

Correct answer:

(E) This answer weakens the argument by adding a detail to *how* microwaves bring something up to temperature. Yes, the final temperature is the same in each case, 50°C, but microwaves will heat up certain parts of the milk to much higher temperatures as it brings the overall temperature up to 50°C. If that's the case, then maybe it is the heat the microwaves make after all, and not the microwaves themselves.

Incorrect answers:

(A) It doesn't really matter what happens to the milk when it's heated to an overall temperature of 100°C. This argument's trying to explain what happens at 50°C.

(B) This provides us with a solution to fix the damage to the milk—add more enzyme. This doesn't help us at all determine what caused the damage in the first place.

(C) This answer compares two different ways of heating milk that aren't discussed in the original argument at all, using a heat source that is itself 50° and using one that's hotter than 50°. Since these types of sources weren't used in the argument, information about them can't weaken the argument.

(D) How the milk tastes is also beyond the scope of this argument. This argument is only about the damage to enzyme L.

Question 15

Type: Sufficient Assumption ("assumption…properly drawn")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: According to a new plan, high-risk individuals (65+ or sick) must be vaccinated against the flu to protect them.

Each year's vaccine is only effective against the strain of the virus that experts predict will be the most common that year.

Conclusion: Each year, high-risk individuals will need a new flu vaccine for a different strain.

For a Sufficient Assumption question, the correct answer is a new piece of evidence that will guarantee that the conclusion is true (with no doubts at all) when added to the evidence we're already given. Generally speaking, there will be a gap between the evidence and conclusion that must be filled in order to prove the conclusion true.

Here, the gap is a little clever. Sure, the vaccine only works against one virus, and each year experts predict a virus that'll be the most common that year. But what if the strain of virus that is predicted to be the most common in 2020 comes back in 2022. Would people still need a new vaccine? Of course not. They would be covered by the old 2020 vaccine.

Correct answer:

(D) This is a really convoluted way of saying 'the virus never repeats'. If the strain of virus never repeats, and each vaccine is good for only one strain, in order to keep people vaccinated, they'll need a new vaccine each year. The conclusion is undeniably true.

Incorrect answers:

(A) How many people need to be vaccinated each year is kind of beside the point. Even if the number of people who need the vaccine stays the same each year, it doesn't clear up whether there will be repeated strains.

(B) This is surely true, but it doesn't help the evidence prove the conclusion. Beware answers that are simply true facts. They'll feel convincing as answer choices, because your brain wants to say, 'oh, that makes sense!' It may make sense as an idea, but this doesn't answer the question you're being asked.

(C) This answer might be tempting, but it's closing up a loophole that the original argument didn't actually leave open. We already know from the evidence in the argument that the vaccines given during the program will only protect against a single strain. This answer says that there aren't any other vaccines out there that might protect against more than one strain—great to know, but it doesn't mean that people will always need a new vaccine.

(E) It would be nice for the people involved if the side-effects decreased over time, as this answer choice says, but that won't help prove that we need a new vaccine each year. This merely means it'll be easier for people to deal with being re-vaccinated, not that they'll definitely need that new vaccine each year.

Question 16

Type: Point at Issue ("would disagree about")

With a Point at Issue question, we are being asked to find an answer choice that we are 100% certain that the two people involved disagree about. These questions follow the same rules as Inference questions: you must be able to *absolutely* prove that the two people have a different opinion on something *only* using what they say *explicitly*.

Though Taylor and Sandra are making arguments, don't concern yourself with conclusion and evidence. We must treat everything they say as something they believe, and then find an answer that we can prove they disagree about. So, instead, just break the things that each person says into easily digestible chunks:

Taylor tells us three things:

> **1)** There are some researchers who claim that 61% of the information in a conversation is nonverbal.
>
> **2)** We should be suspicious of this claim.
>
> **3)** Science could never be so precise as 61% about anything.

Sandra tells us three things:

> **1)** Precision is possible in some areas, not in others.
>
> **2)** Lots of sciences could produce really precise results.
>
> **3)** We shouldn't doubt those results just because they're precise.

With the answers, you can apply a three-step checklist. 1) Can I prove what Taylor thinks about this? If no, cross the answer out. If yes, go to 2) Can I prove what Sandra thinks about this? If no, cross the answer out. If yes, go to 3) Do Taylor and Sandra disagree? If no, cross it out. If yes, that's your answer!

Correct answer:

(D) Taylor believes that science cannot be precise—science period, all the sciences. Sandra says that some sciences can be precise. So they do disagree on this, we can prove it, and it is our answer.

Incorrect answers:

(A) Taylor definitely has a provable view on this. He disagrees. No science could be so precise as 61%. Be careful, though! We don't know what Sandra thinks about any *particular* science, and that includes linguistics, just that she thinks *some* sciences exist that *could* be this precise.

(B) This is a repeat of (A). Taylor would disagree, saying it's not possible to determine that 61% of conversation is nonverbal, because he believes no science could ever be that precise. Sandra's views on the particular science of linguistics are unknown, however.

(C) And this is another repeat of (A) and (B), but worse. Taylor may think there can be a great deal of precision in some areas—just not so precise as 61%. So we can't even say his view on this topic, nor Sandra's.

(E) This goes way beyond either Taylor or Sandra's views. Neither takes a stand on the *majority* of things that scientists predict. Taylor's just skeptical of extremely specific predictions, he doesn't say how often scientists make such claims. Maybe they do it all the time, maybe they only rarely get that precise. We don't know what he thinks. And the same for Sandra.

Question 17

Type: Flaw ("vulnerable... objections")

Because this question involves an Argument, start by breaking the argument down:

Evidence: At a conference, some computer experts claimed that the biggest threat to large institutions (including hospitals) is breaches of client confidentiality.

Conclusion: The hospital should make client confidentiality its highest priority.

A Flaw question presents you with an argument that is logically unsound in some way—it's a bad argument. Your job is to find the answer choice that correctly describes what's wrong with the argument. There are many different commonly-tested flaws on the LSAT, and each of those flaws can be phrased in a variety of ways.

Here, the flaw is fairly uncommon on the LSAT and concerns the nature of the expertise of the experts mentioned in the evidence. While it's true that they are computer experts, it's not clear that they are experts about the priorities of hospitals.

Correct answer:

(B) The argument does rely on the testimony of experts—the computer experts—and those experts aren't shown to know anything about hospitals priority setting.

Incorrect answers:

(A) The argument never discusses the causes of the threat, nor the effects of the threat, and you can't confuse two things you never discuss.

(C) Once again, the argument isn't interested in causes, and there's no correlation here, either. We cannot accuse the argument of misunderstanding something that it never mentions.

(D) The argument's conclusion isn't general, it's specific to the one hospital where the executive works. There's also no sample mentioned as evidence, as the evidence is a general statement about large institutions.

(E) The argument's conclusion is just about the one hospital, which is surely an institution, but doesn't say anything about all *institutions*.

Question 18

Type: Inference ("above provides the most support for")

Inference questions present us with a handful of facts and ask us to find an answer that we can prove with those facts. The correct answer won't merely be something that's reasonable or likely, it'll be absolutely provable from what we're told in the stimulus. So, begin by analyzing the facts presented in the stimulus:

1) Modern science involves posing hypotheses and trying to prove them wrong.

2) Overthrowing conventional wisdom brings the most recognition possible to a scientist.

3) Some scientists are skeptical of global warming.

4) Almost all the researchers looking into it have failed to find evidence against global warming.

It's often impossible to predict what the correct answer choice will say. All we know is that it must be based on these four facts we've been given.

Correct answer:

(B) This we can prove for certain. The passage tells us that *nothing* brings more recognition than overthrowing conventional wisdom and that the predictions of global warming are widely accepted. Thus, scientists would have a substantial motive to seek out evidence against global warming—recognition.

Incorrect answers:

(A) The passage tells us a little about *some* skeptical scientists, but nothing about *most* skeptical scientists. It also never tells us that *any* scientists are violating the rules of scientific debate.

(C) All we can say from the stimulus is that global warming is widely accepted. Whether it's true or not is up for grabs.

(D) The only thing we know about those skeptical scientists is that they exist and that they haven't been able to offer much in the way of evidence. Whether they have alternative hypothesis is unknown.

(E) While nothing brings more recognition that disproving conventional wisdom, and recognition is certainly a potential motive, we don't know that recognition is the *primary* motive of scientists. (There could be many, noble scientists who merely wish to advance science. We don't know.)

Question 19

Type: Strengthen EXCEPT ("strengthens... EXCEPT")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: The Land Party's only victory came in 1935.

                 In 1935, they targeted the rural population that was suffering economically.

Conclusion: The Land Party's success in 1935 was due to targeting the rural population that were suffering economically.

Strengthening an argument means supporting the argument's assumptions, which are the things that the argument does not state explicitly, but nevertheless need to be true in order for the evidence to be able to prove the conclusion. This argument is a causal argument, meaning it's attempting to prove that something caused something else—here, that the focus on rural voters caused their success. Causal arguments tend to have very similar assumptions. This argument assumes:

Assumptions: It wasn't something else that caused the Land Party's victory.

                   It wasn't just a coincidence that the Land Party won.

                   Economic issues sometimes motivate voters.

Normally, with a Strengthen question, we would be looking for the answer that supports or provides a reason to believe one of those assumptions. Since this is an EXCEPT question, four of the answers will support an assumption, and one will either weaken an assumption or just be irrelevant.

Correct answer:

(A) If we were to learn that this was the first time that The Land Party targeted rural voters in this way, it would certainly help the case that it was their attention to rural voters that got them elected in that one particular year. The only problem is that this answer is about *urban* voters. Failing to target urban voters in previous years wouldn't tell us anything about this year's election and their success with rural voters.

Incorrect answers:

(B) This strengthens the assumption that economic issues can motivate voters. The Land Party was focusing on these voters' economic problems, and focusing on any problem helps motivate voters.

(C) This helps shore up the assumption that it wasn't something else. If most of their successes came during periods of economic distress, it's a good bet that their focus on economics tended to help them in this election.

(D) This bolsters the assumption that it wasn't just a coincidence. The Land Party was the *only* party targeting these needy voters.

(E) If economic distress makes you more likely to vote, then there would've been more voters voting that the Land Party was specifically targeting, meaning their decision to target these voters was probably paying off.

Question 20

Type: Method of Reasoning ("strategy of argumentation")

Because this is an argument-based question, start by trying to understand the argument. Here, there are really two arguments, the one given by Gamba, and the one given by Munoz that Gamba opposes.

Munoz's argument is:

Evidence: The Southwest Hopeville Neighbor's Associations opposes the new water system.

Conclusion: The city of Hopeville opposes the new water system.

While Gamba's argument is:

Evidence: The basis of Munoz's claim about the Association's support is based on a very small survey.

Conclusion: The small survey of one neighborhood isn't good evidence of the city of Hopeville's feelings.

Method of Reasoning questions ask you to analyze the argument from the prompt and then recognize an abstract description of how that argument works. We're specifically being asked about Gamba's argument, so be careful not to confuse the two as you evaluate the answer choices.

Correct answer:

(E) This is precisely what Gamba did. Gamba pointed out that the survey represented less than 1 percent of the population of Hopeville.

Incorrect answers:

(A) Gamba never said that certain groups are more likely to vote. This was not their grounds for arguing with Munoz.

(B) Gamba also never said that statistical data could be purposely manipulated.

(C) Munoz never claimed that the truth of their argument guaranteed the truth of their premises, so Gamaba couldn't have been showing the opposite.

(D) Gamba also never said that it would be impossible to disprove the survey, just that the survey was likely too small.

Question 21

Type: Flaw ("reasoning... vulnerable to criticism")

Because this question involves an Argument, start by breaking the argument down:

Evidence: Minivans have lower accident rates than sports cars in general.

This driver drives a sports car—recklessly, according to his friends.

Conclusion: Trading in his sports car for a minivan would lower this driver's accident risk.

A Flaw question presents you with an argument that is logically unsound in some way—it's a bad argument. Your job is to find the answer choice that correctly describes what's wrong with the argument. There are many different commonly-tested flaws on the LSAT, and each of those flaws can be phrased in a variety of ways.

Here, the flaw is reasonably common on the LSAT: confusing correlation and causation. While it's true that minivans have a much lower accident rate that sports cars, that may not be caused by the characteristics of the minivan itself. It could be, for instance, that safer drivers tend to choose the minivan, or because they tend only to be driven in safer circumstances. Minivans and safety are correlated—they're linked in some way—but the minivan many not be the cause of the safety.

Correct answer:

(A) This answer names the flaw directly, inferring a cause from a correlation.

Incorrect answers:

(B) The only sample we have in the argument is the nebulously-defined "research" mentioned by the driver. We have no way of knowing what the driver sampled in doing that research, so we don't know if the research was from too small a sample.

(C) Since the conclusion of the argument is just that the driver will see "lower risk," this answer is out. The driver never concludes that any result is certain. Lower risk is a probability claim.

(D) The driver does think that switching to a minivan will be generally sufficient to lower their risk of an accident, but nowhere is it implied that switching is the *only* possible way that the risk of accidents could be lowered. Since minivans are never said to be necessary, there's no necessary/sufficient confusion here.

(E) While the driver may seem kind of flippant, we only know that "research" was done. We don't know what the source of that research is, so we don't know if this driver is poorly-informed.

Question 22

Type: Inference ("most strongly supported")

Inference questions present us with a handful of facts and ask us to find an answer that we can prove with those facts. The correct answer won't merely be something that's reasonable or likely, it'll be absolutely provable from what we're told in the stimulus. So, begin by analyzing the facts presented in the stimulus:

> **1)** Local politics are rarely covered by the media well.
>
> **2)** Local political business is done in secret.
>
> **3)** Lack of coverage and secrecy isolate politicians from the citizens.
>
> **4)** Isolation means that it's rare that citizens get positive feedback from their politicians.
>
> **5)** That lack of positive feedback discourages participation in politics.

Note that we essentially have a chain of effects. 1) and 2) lead to 3). 3) leads to 4). 4) leads to 5). Or, in other words: lack of coverage and secrecy isolate politicians, which reduces feedback, which reduces participation. The correct inference will probably be derived directly from that chain.

Correct answer:

(D) We know that the rare news coverage of local politics eventually leads—through that chain of causes—to discouraged participation. Removing that problem would reduce at least *one* source of the problem. Note how careful this answer is. Many of the wrong answers go too far, saying that once a barrier is removed the trend will be reversed. We don't know that. All we know is that this is *a* cause of discouragement, not that if we removed it that suddenly people would become encouraged.

Think of it this way. Not taking the LSAT might contribute to someone not being admitted to law school. But taking the LSAT, while removing that one hurdle, won't in and of itself cause someone to suddenly be admitted to law school. And that's the error this answer avoids, while many of the other answers make it.

Incorrect answers:

(A) This might seem like it's derived from 4), but it's the wrong way around. We can be sure that isolation reduces the chance that residents get positive responses from their politicians, but we can't know if they would get those reactions if not for the isolation. There could be other factors reducing the chance as well that need to be dealt with.

(B) The editorialist never commits to any recommendations, so we can't pick any answer about what *should* be done.

(C) The editorialist also never says that anything is "the most important" factor in anything. Knowing that something is important isn't the same as knowing it's the *most* important.

(E) This answer gets the cause and effect relationship backward. We know that isolated politicians can cause discouraged participation, not the opposite. So encouraging those voters may not have the reverse effect of making those politicians less isolated.

Question 23

Type: Sufficient Assumption ("follows logically if... assumed")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: If an action can be expected to increase the overall well-being of people in general, it is "morally right."

An action is wrong if, and only if, it can be expected to reduce the overall well-being of people in general.

Conclusion: If an action can be expected not to change the overall well-being of people in general, that action is "right."

For a Sufficient Assumption question, the correct answer is a new piece of evidence that will guarantee that the conclusion is true (with no doubts at all) when added to the evidence we're already given.

Whenever you see the source of an argument given as a "philosopher," expect a very abstract argument that uses everyday language in unexpected ways. This question is certainly no exception to that. It concerns whether actions are morally right, or morally wrong. Loosely speaking, the argument concerns three different types of actions: 1) those that make people's lives better, 2) those that make people's lives worse, and 3) those that are in the middle, making people's lives neither better nor worse. Making people's lives better counts as "morally right." Making peoples' lives worse is definitely "morally wrong"—and this is also the *only* thing that counts as morally wrong.

The conclusion is that the third kind of action, the middle one that doesn't make people better or worse off, is also "right." This goes further than the information we have. From what we have in the evidence, we could prove that these 'middle actions' are *not wrong*, because according to the evidence the *only* way something can be wrong is if it reduces people's well-being. But is being "not wrong" the same as being "right?" We need to find an answer choice that will allow us to bridge that gap.

Correct answer:

(C) If everything that is not wrong counts as "right," then the middle actions (that neither hurt nor harm people) will definitely be "right," since we already know that they are "not wrong."

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Incorrect answers:

(A) This is something already stated in the passage ("an action is morally wrong... only if it would... reduce the well-being"). It's not anything new, so it can't help us prove the conclusion any more than what we already have.

(B) We already know that these middle actions (that neither hurt nor harm) are not wrong. This answer says that they can't be *both* wrong and right. But it doesn't tell us that an action has to be either. (Think of it this way: it is impossible for someone to both 30 years old and 5 years old. But that doesn't mean that anyone who isn't 30 is 5.)

(D) This answer establishes that the "middle actions" exist, but that won't help us determine if they are "right".

(E) The actual consequences of actions is shockingly irrelevant in this argument, which is only about what we can "reasonably expect," not about what actually happens.

Question 24

Type: Principle-Identify ("reasoning above confirms... propositions")

A Principle-Identify question presents us with an argument or a more general scenario and asks us to select an answer choice that matches the general details or pattern of the argument. The correct answer will be more abstract and generalized than the original.

Here, we are given an argument to draw a principle from, so begin by breaking the argument's reasoning down:

Evidence: Surveys are often used by designers to gauge comfort, etc.

Surveys may explain why something is disliked, but not how it needs to be changed to be liked by consumers.

Conclusion: Designers interacting with consumers is better than using a survey.

The correct answer could be any generalization that matches that argument.

Correct answer:

(A) This generalization definitely matches the argument. Interacting with consumers is a way of getting "consumer input". The argument tells us that interacting with consumers is a good way to learn how to change the product to make it well liked, so that would count as "contributing to successful product design."

Incorrect answers:

(B) The prompt tells us that car companies solicit consumer information, but we don't know that that's a tradition, or that it counts as "extensive."

(C) Market niches are never discussed in the passage.

(D) This goes too far. We know from the passage that consulting consumers is a good idea, but not that if you don't consult them everything is going to go wrong.

(E) The passage doesn't discuss external vs. internal factors, it only gives us an example of seats and controls. Those probably count as internal factors, if anything.

Question 25

Type: Paradox

Paradox questions give us a scenario in which something doesn't make sense. On the one hand, one thing is true; on the other hand, something else is true. But it doesn't seem like the two things should be able to be true at the same time. The correct answer will resolve the discrepancy, making it no longer hard to understand how the two things could both be true.

Begin by making sure that you've got a handle on the discrepancy/paradox:

1) Both sculptors and painters were supported by the French academy in the 19th century, and the academy discouraged innovation.

2) French sculpture lacked innovation, but French painting didn't.

So the paradox here is why the sculptors were affected by the academy but the painters weren't, when both were receiving support from a source that discouraged innovation.

Correct answer:

(C) This provides us with a reason that the sculptors might be controlled by the academy while the painters weren't. The painters could get along without support, so they could afford to innovate in ways that the academy didn't like. The sculptors had to get their money from the academy, so they had to bend to the academy's wishes.

Incorrect answers:

(B) This makes it harder to understand why the painters were still innovating. They were receiving more money from the academy, so shouldn't they have been even less innovative than the sculptors?

(C) This, too, makes it harder to understand. The painters were receiving more money per person than the sculptors, and the money came with strings attached, but the painters still somehow escaped the academy's desires for less innovation.

(D) Whether some sculptors painted or some painters sculpted doesn't in any way explain why painting was so much more innovative than sculpture.

(E) Since this is true of both sculptors and painters, it doesn't help explain why the sculptors were affected and the painters weren't.

Explanations:
Section III - Logical Reasoning

Question 1

Type: Parallel Reasoning

This would be one of the more creative ways the test maker has ever phrased the stem for a Parallel Reasoning question, but the idea is basically the same. You're looking for a scenario in the answer choices that fits the analysis given in the stimulus.

That analysis is that people sometimes sacrifice comfort for the sake of appearances. Find someone in one of the answer choices doing just that.

Correct answer:

(C) These parents are sacrificing their comfort—they don't like the wine they're drinking—in favor of impressing their guests—which would be keeping up appearances.

Incorrect answers:

(A) This person doesn't seem to be sacrificing comfort at all. They're sacrificing speed and reliability. Likewise, there's nothing here about keeping up appearances.

(B) While color might be tenuously connected to appearances, this parent isn't sacrificing anything—the seat is just as safe as other car seats. What's worse, they picked this seat *because* it was comfortable, not in spite of its uncomfortableness.

(D) Setting your thermostat low would be sacrificing comfort, but this person is doing it for environmental reasons, not to impress people or keep up appearances.

(E) The acrobat is surely trying to impress people, but he's not sacrificing comfort, he's sacrificing money.

Question 2

Type: Paradox ("contributes to an explanation")

Paradox questions give us a scenario in which something doesn't make sense. On the one hand, one thing is true; on the other hand, something else is true. But it doesn't seem like the two things should be able to be true at the same time.

Begin by making sure that you've got a handle on the discrepancy/paradox:

1) Jimmy's gas bills are going up (the "increase mentioned").

2) Jimmy bought a highly efficient gas water heater (which should be making them go down).

Since this is an EXCEPT question, the correct answer will be the only answer that DOESN'T help resolve the discrepancy between these two things, the only one that doesn't do anything to make it easier to understand how the gas bills are going up even after Jimmy made a move that should've reduced them.

Correct answer:

(A) This answer choice merely reveals that Jimmy's heater is working as expected. If it's highly efficient, it would need to use less gas, and if there were no other changes to Jimmy's gas usage, it would also make up a smaller percentage of his overall gas bill. So we're no closer to understanding why his bill is going up.

Incorrect answers:

(B) If the size of his household has doubled, that would explain why Jimmy's bills are going up. He may be using less gas per shower, but there's twice as many showers being taken.

(C) Another new gas appliance would also explain why Jimmy's bills might go up. Even though his water heater uses less gas, he's using more gas elsewhere, to dry his clothes.

(D) If the rate he pays for gas has gone up, that would also explain why Jimmy's bills have risen. Even though he uses less gas overall, the gas itself is more expensive per amount used.

(E) Unusually high gas usage to combat winter weather would also explain the higher bill. Even though the water heater is saving money, Jimmy's spending more money elsewhere to heat his house.

Question 3

Type: Point at Issue ("provides most support… disagree over")

With a Point at Issue question, we are being asked to find an answer choice that we are 100% certain that the two people involved disagree about. These questions follow the same rules as Inference questions: you must be able to *absolutely* prove that the two people have a different opinion on something *only* using what they say *explicitly*.

Though Carolyn and Arnold are making arguments, don't concern yourself with conclusion and evidence. We must treat everything they say as something they believe, and then find an answer that we can prove they disagree about. So, instead, just break the things that each person says into easily digestible chunks:

Carolyn tells us two things:

1) This artist Marc Quin made a "conceptual portrait" of Sir John out of his DNA.

2) Portraits must bear a recognizable resemblance to their subjects.

Arnold tells us two things:

1) Quinn's "conceptual portrait" is a "maximally realistic" portrait.

2) Quinn's "conceptual portrait" has all the instructions needed to create Sir John.

With the answers, you can apply a three-step checklist. 1) Can I prove what Carolyn thinks about this? If no, cross the answer out. If yes, go to 2) Can I prove what Arnold thinks about this? If no, cross the answer out. If yes, go to 3) Do Arnold and Carolyn disagree? If no, cross it out. If yes, that's your answer!

Correct answer:

(E) The two must disagree about this, because Carolyn lays out a requirement for portraits that this portrait doesn't meet. To be a portrait, it must bear a recognizable resemblance to the subject, and this one doesn't. Arnold, on the other hand, thinks that this counts as a "maximally realistic portrait." Don't let the "maximally realistic" part throw you. Whatever he means by that doesn't matter. It couldn't be a "maximally realistic portrait" if it weren't a portrait.

Incorrect answers:

(A) We have no idea if Carolyn considers the portrait art, or what she would ever consider art. The same goes for Arnold, who never tells us what constitutes art or whether this portrait would meet the requirements of art.

(B) This is something both Carolyn and Arnold would agree about. They both take the portrait as belonging to Quinn. This question is asking us to find a disagreement.

(C) We know what Carolyn thinks about this, certainly, as she tells us that Quinn's portrait doesn't count as a portrait because it doesn't bear a recognizable resemblance to Sir John. Arnold never weighs in on whether it resembles Sir John, so we can't prove they disagree about this.

(D) This is the flip side to (C). We know that Arnold believes this, but we don't know whether Carolyn would agree or disagree based on what she said.

Question 4

Type: Flaw ("reasoning… most vulnerable to criticism")

Because this question involves an Argument, start by breaking the argument down:

> **Evidence:** Some corporations have started using motivational posters to try to boost their employees' motivation.
>
> But, almost all their employees are already motivated.
>
> **Conclusion:** The posters used by these companies won't have their intended effect.

A Flaw question presents you with an argument that is logically unsound in some way. In other words, it's a bad argument. Your job is to find the answer choice that correctly describes what's wrong with the argument. Be careful, as there are many different commonly-tested flaws on the LSAT, and each of those flaws can be phrased in a variety of ways. The correct answer may not be phrased in the way you are expecting.

Here, the flaw could be called a **concept shift** or a case of mismatched terms. The conclusion of the argument is that these posters won't have their intended effect, boosting motivation. But the evidence doesn't concern "boosting" motivation, just that their employees are already "motivated." Being motivated isn't the same thing as being unable to have your motivation boosted. (You could boost the amount of money in your bank account, even if your bank account already has money in it, right? Why would motivation be any different?)

Correct answer:

(E) This is precisely the flaw we should have predicted. Just because you are already motivated doesn't mean you can't have your motivation boosted.

Incorrect answers:

(A) The conclusion of this argument is limited just to "these corporations," the ones that are using the posters. What might happen to other corporations that haven't yet started using them isn't a problem for this argument.

(B) Again, the conclusion of this argument is limited just to "these corporations"—not corporations in general. So, it doesn't matter if these are weird or representative companies.

(C) The argument only concerns whether the posters will have their "intended" effect. If they have other effects, it doesn't change whether they will have their "intended" effect.

(D) The argument is limited just to whether these companies' new posters are going to do anything. Whether other factors could motivate the employees instead doesn't really change whether these posters will or won't.

Question 5

Type: Sufficient Assumption ("follows logically if… is assumed")

Because this is an argument-based question, begin by breaking the argument down:

> **Evidence:** An entomologist saw some ants carrying particles to their neighbors.
>
> Further research showed that the ants carrying particles were emptying their dump sites.
>
> **Conclusion:** The entomologist was wrong when they said that the ants carrying particles were trying to bring food to their neighbors.

For a Sufficient Assumption question, the correct answer is a new piece of evidence that will guarantee that the conclusion is absolutely when added to the evidence we're already given. There will be no wiggle room, no room for doubts. Here, we need to prove that there is absolutely no way that the ants who were cleaning out there dumps were bringing food to their neighbors as they did so.

Correct answer:

(C) If there's no food in the dumps, and everything the ants brought to their neighbors came from their dumps, then it must be true that the ants weren't bringing food to their neighbors. The conclusion is 100% guaranteed.

Incorrect answers:

(A) Knowing that ants don't do *everything* that humans do doesn't prove that they don't do any single things that humans do. So ants could still, like humans, be bringing food to their neighbors.

(B) Weak evidence isn't *no* evidence. It's possible for things to be true, even if only weak evidence has currently been discovered to prove it.

(D) What the ants who were brought the particles ultimately did with them doesn't change the intention of the ants who brought them. (If your mom gives you a pie, and you throw it in the garbage before you get home, it's still true that she brought you some food.)

(E) This is a common flaw, sneaking into the answers to a Sufficient Assumption question. Even if the scientist no longer believes the theory, that doesn't mean that the theory is wrong. Removing an argument doesn't prove the opposite of the argument's conclusion. The entomologist could have been right to begin with and wrong to retract!

Question 6

Type: Principle-Identify

A Principle-Identify question presents us with an argument or a more general scenario and asks us to select an answer choice that matches the general details or pattern of the argument. The correct answer will be more abstract and generalized than the original.

Since here we're given a scenario and not an argument, there's no conclusion or evidence to look for. Just make sure that you understand what happened. And here's what happened:

1) Jablonski, who owns a car dealership, donated cars to a youth driving program.

2) She donated the cars because she wanted to help the kids drive better.

3) Since then, some community members have bought cars from Jablonski because they support her charitable donation.

Once you understand the scenario, go into the answers and perform a process of elimination, eliminating anything that doesn't match what happened. In particular, beware of answer choices that go too far, make too big of claims from the limited data set.

Correct answer:

(B) This matches what happened and doesn't go too far. Jablonski did perform an altruistic action (buying the cars out of genuine concern for the drivers), and she did have *some* positive consequences (people bought cars from her).

Incorrect answers:

(A) We don't even know that these driver education programs are working, much less that they're the *only* thing that could work.

(C) The passage doesn't actually say that the cars benefited the young drivers. But, regardless of how beneficial they were, five cars is hardly enough information to make any conclusions about what is *most likely* to happen.

(D) It was in Jablonski's interests this time, but we don't know that this is *usually* the case, or that this was in her *best* interest, only that it benefited her.

(E) We have no indication that Jablonski's actions had broad community support, just that *some* people supported her.

Question 7

Type: Point at Issue ("disagree over")

With a Point at Issue question, we are being asked to find an answer choice that we are 100% certain that the two people involved disagree about. These questions follow the same rules as Inference questions: you must be able to *absolutely* prove that the two people have a different opinion on something *only* using what they say *explicitly*.

Though Antonio and Marla are making arguments, don't concern yourself with conclusion and evidence. We must treat everything they say as something they believe, and then find an answer that we can prove they disagree about. So, instead, just break the things that each person says into easily digestible chunks:

Antonio tells us:
    1) Living a life of moderation means never deviating from "the middle course."
    2) Doing that means never being spontaneous, taking chances, etc.

Marla tell us:
    1) If you never take chances, you're not living the life of moderation.
    2) Living a life of moderation means moderating your moderation.

With the answers, you can apply a three-step checklist. 1) Can I prove what Antonio thinks about this? If no, cross the answer out. If yes, go to 2) Can I prove what Marla thinks about this? If no, cross the answer out. If yes, go to 3) Do Antonio and Marla disagree? If no, cross it out. If yes, that's your answer!

Correct answer:
(B) Antonio thinks that a life of moderation requires never taking chances. Marla thinks that if you don't take chances, you're not being moderate. So, they disagree over what the life of moderation requires.

Incorrect answers:
(A) Antonio seems to have a view about this. He says that you lose "joy" if you are not taking chances. Marla, though, doesn't say anything positive or negative about chance-taking, just that if you aren't doing it, you're not being moderate.
(C) Neither person discusses "other virtues."
(D) Neither person never tells us about what you ought to do, just about how to be moderate. Whether you should be moderate or not they don't address.
(E) Being "moderately spontaneous" isn't discussed by either person. Moderate spontaneity is a completely new concept.

Question 8

Type: Flaw ("reasoning... vulnerable to criticism")

Because this question involves an Argument, start by breaking the argument down:

Evidence: Fabric-Soft, a fabric softener, has a lot of good qualities.

In a survey, 99% of consumers said they preferred a towel washed with Fabric-Soft to a towel washed with no fabric softener.

Conclusion: Fabric-Soft is the most effective fabric softener.

A Flaw question presents you with an argument that is logically unsound in some way—it's a bad argument. Your job is to find the answer choice that correctly describes what's wrong with the argument. There are many different commonly-tested flaws on the LSAT, and each of those flaws can be phrased in a variety of ways.

Whenever the argument's attributed to an "advertisement," expect a particularly bad argument, and hopefully you weren't convinced for a minute by this ad copy. Yes, a towel that's been

washed with fabric softener is softer than one washed without softener (it's right there in the name 'softener'), but the advertisement takes this as evidence that the fabric softener is the "most effective available." It's better than nothing, but how do we know it's better than any other softener?

Correct answer:

(E) This states the flaw just right. The argument fails to consider the fact that the consumers might have preferred another fabric softener to Fabric-Soft. It's only evidence is that the consumers preferred Fabric-Soft to no softener at all.

Incorrect answers:

(A) The argument concerns only whether Fabric-Soft is the "most effective," not whether I has any drawbacks separate from its effectiveness, so not discussing allergies wouldn't be a flaw.

(B) Like allergies, environmental harm wouldn't change the fabric softener's effectiveness.

(C) The same goes for price, which isn't a consideration in effectiveness.

(D) Like (C), this answer is about cost, which isn't relevant to effectiveness.

Question 9

Type: Necessary Assumption ("assumption… depends")

Because this is an argument-based question, begin by breaking the argument down:

> **Evidence:** Naturalists have found no hard evidence that the Tasmanian Tiger still lives in this region. The tiger's natural habitat was taken over by farming.
>
> **Conclusion:** The Tasmanian tiger is extinct (the sightings of it are wrong).

Necessary Assumption questions ask us to identify an assumption that the argument *requires*, something that, if it's not true, would ruin the argument. Without all the necessary assumptions, an argument's evidence cannot prove its conclusion. An argument can have many necessary assumptions, but only one can appear in the answer choices.

This argument has several assumptions, but those most likely to show up in the answer choices would be:

> **Assumptions:** If there were evidence of survival in the region, the naturalists would have found it by now.

These Tasmanian tigers aren't found anywhere other than this region.

Correct answer:

(D) This is the second of our original assumptions. If it's possible that the Tasmanian tiger moved to a different region, its absence from the region where the naturalists can't find it isn't going to prove that it is extinct. So, the argument requires assuming that it didn't move regions.

Incorrect answers:

(A) The argument doesn't require any particular method for the sheep farming to have eliminated the tigers. The last tigers could've starved, sure, but they also could've been eaten by sheepdogs, or died to disease. Starvation isn't *required*.

(B) This would actually be evidence *against* the argument. If there are scavengers that can destroy carcasses, then the lack of carcasses might not mean anything, and those tigers might still be alive in the region.

(C) Be careful of extremes. The argument doesn't require *every* naturalist to be out there looking for the tigers, just enough that their lack of evidence is credible.

(E) It might help the argument to learn that the people who though they saw the tiger weren't very good at tiger-spotting, but it's not *required* that they be non-naturalists. Some naturalists could have thought they saw a tiger, but the lack of hard evidence could still be good proof of the tiger's extinction.

Question 10

Type: Inference (Fill-in-the-Blank)

Fill-in-the-blank style questions are almost always either Inference or Strengthen questions. The difference depends on what they're asking us to fill into the blank. If the blank calls for a conclusion, it's an Inference question; if we're being asked to add evidence, it's a Strengthen. The word "therefore" in front of the blank is a conclusion keyword, so this is an Inference question. For an Inference question, go through the passage sentence by sentence, teasing out the facts presented. Here, there is just one fact that boils down to a two-part recommendation for changing people's minds:

1)   It's easier to get consumers to change consumers' view of something to positive if you link it to something they already like.
2)   When you make these linking ads, use pictures, instead of just words.

The correct answer will be something that we can prove that advertisers would want to do, given that guideline that the question presents. It's usually best to go to the answers and do a process-of-elimination, but we might already predict what the answer choice will look like here. If the way to get people to like something is what they say it is, then it'd make sense for advertisers to want to put that method into practice.

Correct answer:

(E) This was what we predicted. If the rule about consumers they give is true, then it makes sense that advertisers would put it in practice. So, they will need to create ads featuring things that the audience likes, because that is how you make a consumer like something, by associating it with things they like.

Incorrect answers:

(A) The rule was to use pictures and words, instead of just words, not to reduce the number of words.
(B) This answer is a confused version of the second part of the guideline. It's not pictures *rather than* prose, but pictures *with* prose.
(C) Again, this gets the second rule wrong. The advertisers are supposed to use both pictures and prose, not abandon magazines (where prose is found), for TV (which is mostly pictures).
(D) This is not what the rule said. The rule said to link the product being advertised to things the consumers like, not to contrast it with things they don't.

Question 11

Type: Necessary Assumption ("depends... assuming")

Because this is an argument-based question, begin by breaking the argument down:

Evidence:	The mercury levels in the feathers from two different kinds of birds were studied: 1) living birds and 2) taxidermied birds from the 1880s.
	Living birds' feathers had more mercury than the 1880s birds' feathers.
	Mercury in bird feathers comes from the fish they eat.
Conclusion:	Mercury levels in saltwater fish have gone up over the last 100 years.

Necessary Assumption questions ask us to identify an assumption that the argument *requires*, something that, if it's not true, would ruin the argument. Without all the necessary assumptions,

an argument's evidence cannot prove its conclusion. An argument can have many necessary assumptions, but only one can appear in the answer choices.

This argument has several assumptions, but those most likely to show up in the answer choices would be:

Assumptions: There's nothing other than fish that is adding mercury to the feathers of living birds.

There's nothing removing mercury artificially from the feathers of the birds from the 1880s.

The birds selected are fairly representative of birds in general.

In other words, the mercury measurements certainly suggest that the mercury levels are going up, but there are several ways that they might be giving a false impression. For this argument to work, it would need to assume that those various potential complicating factors aren't happening.

Correct answer:

(E) If the process of preserving the birds removes mercury from their feathers, then the rise in mercury may be due to that, instead of a rise in the mercury in fish.

Incorrect answers:

(A) The proportion of fish in the seabird's diet would certainly be relevant to the argument, but this gets it the wrong way around. If the birds today are eating *more* fish, it might be that each fish has the same amount of mercury as always, it's just that eating more fish results in more mercury in their systems. The argument doesn't require assuming something that would be an argument against it.

(B) While this provides a plausible explanation of where the mercury comes from, this argument doesn't require any particular source for the mercury in the fish in order to be true. If the mercury comes from natural underwater deposits, it wouldn't change the case for the overall mercury level rising being proven by the feathers.

(C) This provides a reason birds might want mercury in their feathers, but it wouldn't at all be relevant to the question of whether the mercury level is rising over the last century.

(D) This answer is like (A), something that would be something that would argue *against* the conclusion. If the birds weren't filly grown, then maybe the reason that they had less mercury in them is just that the birds died young, so they hadn't had a chance to accumulate the same amount as the modern birds tested.

Question 12

Type: Conclusion ("conclusion drawn")

Because this question involves an argument, start by breaking the argument down:

Evidence: Some people think that the similarities between X and Y point to plagiarism. The authors of X and Y are very similar people.

Conclusion: The similarities are probably coincidental

A Conclusion question asks us to find the conclusion and then find the answer choice that is either a direct quotation of that conclusion or a reasonable rephrasing of it. If you've already broken down the argument, you have the conclusion. Go look for it in the answer choices.
Of course, the question naturally arises as to how to realize that this is the conclusion. Conclusion questions generally omit helpful conclusory keywords, so we must rely on our understanding of what a conclusion does in an argument in order to find it. The conclusion is the final point of the logic, the thing that the evidence is trying to prove.
Why are the similarities probably coincidental (and not evidence of plagiarism)? The rest of the argument explains why. They have very similar backgrounds. That's why it's probably coincidental.

Correct answer:

(D) This is nearly a direct quotation of the conclusion, only with the order flipped around. The original said that coincidence is *more likely* than plagiarism, the answer says that plagiarism is *less likely* than coincidence.

Incorrect answers:

(A) This is the argument's setup evidence, the thing that caused some people to suspect plagiarism that the author is arguing didn't happen.

(B) This is almost the same as answer choice (A), just adding the suspicion of plagiarism to the setup. The author is not trying to prove *that* people suspect plagiarism; rather, that they're wrong to suspect it.

(C) This is the author's main piece of evidence, not the conclusion.

(E) This answer might seem like it's a rephrasing of the conclusion, but it adds something to it that wasn't there: the word "if." The argument wasn't conditional. The author never said "if they have the same background, then it was probably not plagiarism," the author says "*because* they have the same background, it probably wasn't plagiarism." Consider a parallel. Saying "if it rains, we will stay in," is very different than saying, "because it is raining, we must stay in."

Question 13

Type: Strengthen ("strengthen")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: Cognitive psychotherapy focuses on changing conscious beliefs.

Only our conscious beliefs are under a patient's direct conscious control.

Conclusion: Cognitive psychotherapy is more effective than other forms of psychotherapy that focus on unconscious beliefs.

Strengthening an argument means supporting the argument's assumptions, which are the things that the argument does not state explicitly, but nevertheless need to be true in order for the evidence to be able to prove the conclusion.

This argument, in seeking to prove that cognitive psychotherapy is better than other types of psychotherapy, is making a comparative judgement by providing something that it seems to think is beneficial about it—that it affects things under the patient's conscious control. But is that actually beneficial? Do you need to do that to help someone? It's not said that it does help, but surely it must, or the argument doesn't make any sense. Thus, the argument assumes:

Assumption: Conscious control is important or useful when helping patients.

With a Strengthen question, we are looking for the answer that supports or provides a reason to believe that assumption.

Correct answer:

(B) If it's difficult for therapy to work without operating on things that are under a patient's conscious control, that strengthens the case for conscious control being important, which means that cognitive therapy—which works on the only thing under a patient's control—is likely more effective that things that don't operate on those things.

Incorrect answers:

(A) This goes the wrong way around, strengthening the case for types of therapy that aren't cognitive.

(C) This sneaky answer is almost right, but this argument isn't trying to prove that cognitive therapy is better than *all other forms* of cognitive therapy, only that it's better than forms of therapy that focus on unconscious beliefs.

(D) This seems to be suggesting a way to fix conscious-belief therapies, rather than a way to make sure that cognitive therapy is more effective than conscious-belief therapy.

(E) The answer says that there are things that cannot be controlled without some form of therapy, but it doesn't say that that therapy needs to be cognitive, so this can't help us prove that cognitive is better than any other type.

Question 14

Type: Principle-Identify ("reasoning... conforms to... propositions")

A Principle-Identify question presents us with an argument or a more general scenario and asks us to select an answer choice that matches the general details or pattern of the argument. The correct answer will be more abstract and generalized than the original.

Here, we are given an argument to draw a principle from, so begin by breaking the argument's reasoning down:

Evidence for the Intermediate Conclusion:	Academic scholarship is open in various ways. Open source software is also open in various ways. Proprietary software is not very open.
Intermediate: Conclusion	Open-source software matches the values of scholarship.
Evidence:	Scholarship is central to universities.
Conclusion:	Universities should only use open-source software.

That sure is a complicated argument! Nevertheless, the correct answer could be any generalization that matches that argument. Spoiler alert: the details of the various things attributed to each type of software turn out not to be very important in the argument, just the general pattern, which is to be expected. When the LSAT tries to flood your brain with details, focus on the big pattern.

Correct answer:

(C) This matches the evidence for the main conclusion perfectly. The type of software that the conclusion recommends is said by the evidence to match the values of the university.

Incorrect answers:

(A) Open source-software is never claimed to be the most advanced software available, just that it matches the goals and values of the university.

(B) Though the argument does mention that open-source software doesn't require a fee, which would make it cheaper, the author never states that cost is the reason to use the software.

(D) The argument does not claim that open software is more efficient, but rather that it matches the university's values.

(E) Nobody said anything about proprietary software making it harder for the university to reach its goals, just that proprietary software doesn't match its values.

Question 15

Type: Weaken ("weakens")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: A survey was taken of people who had gone to psychologists.
The percentage of people happy with the therapy was greater after six months than before.

Conclusion: Therapy that goes past six months is more effective than shorter treatment.

Weakening an argument means attacking the argument's assumptions, which are the things the author never said that, nevertheless need to be true in order for the author's evidence to be able to prove the conclusion. This argument is based entirely on the results of a survey, which means that it depends upon assuming that

Assumptions: The survey is of representative individuals.
There's no source of bias in the way the survey was constructed.

To attack these assumptions, don't focus on whether the survey was true; if it's presented as evidence, we must accept that the survey did find the things it claims. Consider however ways that the survey might not quite represent the views of people in general. Are the people in the survey weird or special in some way? That could bias the results or render the survey's conclusion suspect.

Correct answer:

(C) This gives us a reason that the experiences of the people in the survey aren't typical of people who seek out psychological help in general. It's something called a "survivor bias." People who don't feel the therapy's working tend to drop out before the second round of the survey is conducted, leaving behind a larger percentage of people who are happy. So it seems like the therapy is increasing people's happiness, but actually it's just that the unhappy people are no longer around to answer the survey. There aren't actually more happy people.

Incorrect answers:

(A) The evidence here is that the percentage of people happy with the treatment they're getting is going up, but that doesn't preclude the possibility that 10% of people are unhappy. This is then not new information. We already knew that there were likely *some* people unhappy with the treatment. Finding out an exact number of unhappy people doesn't really change the strength of the argument.

(B) This answer would only work if the people who were more likely to respond were also more likely to say that they're happy, or that people who choose not to respond are typically unhappy. That would be a source of bias that might affect the survey.

(D) This actually strengthens the argument. If the people who think that things are going bad are more likely to respond, then the fact that the satisfaction numbers are climbing is certainly significant.

(E) What psychologists recommend is irrelevant to the argument. This might be a consequence of the argument (psychologists recommend things that are seen to be effective), but it doesn't affect the reasons given for the conclusion.

Question 16

Type: Inference (Fill-in-the-Blank)

Fill-in-the-blank style questions are almost always either Inference or Strengthen questions. The difference depends on what they're asking us to fill into the blank. If the blank calls for a conclusion, it's an Inference question; if we're being asked to add evidence, it's a Strengthen. The words "obviously, then" in front of the blank are a conclusion keyword, so this is an Inference question.

For an Inference question, go through the passage sentence by sentence, teasing out the facts presented. Here, there is just one fact that boils down to a two-part recommendation for changing people's minds:

1) Nations are not persons, don't have thoughts or feelings, and have no rights or responsibilities.
2) No nation can survive unless people think of the nation as having rights and responsibilities.
3) Nothing but thinking of nations that way could motivate people to make sacrifices for their nation.

The correct answer will be something that we can prove about nations, given the information that we know for certain about them from the stimulus. It's usually best to go to the answers and do a process-of-elimination, but we might already predict what the answer choice will look like here. If the way to get people to like something is what they say it is, then it'd make sense for advertisers to want to put that method into practice.

Correct answer:

(B) As the stimulus tells us, the idea that nations can have rights and responsibilities is "literally false," and yet citizens must believe this in order for the nation to survive. So, nations can't survive unless their citizens believe literally false things.

Incorrect answers:

(A) This answer is actually contradicted by the information in the passage. The passage tells is that "nothing else" could inspire these sacrifices.

(C) Moral praise and blame is never mentioned directly in the passage, so we can conclude nothing about it.

(D) Whether the nation is worth these sacrifices is beyond the scope of the information we're given. All we know is that the nation *needs* those sacrifices, not that it deserves them or doesn't deserve them.

(E) This answer goes too far. We know that the nation should, at least sometimes, be thought of in metaphorical terms, but not that it must *always* be thought of in that way.

Question 17

Type: Necessary Assumption ("assumption... required")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: The muscles on either side of the spine need to pull equally to protect it. Balanced muscle development is required for a healthy back.

Conclusion: A healthy back requires you exercise the muscles on both sides of the spine equally.

Necessary Assumption questions ask us to identify an assumption that the argument *requires*, something that, if it's not true, would ruin the argument. Without all the necessary assumptions, an argument's evidence cannot prove its conclusion. An argument can have many necessary assumptions, but only one can appear in the answer choices.

This argument's main assumption concerns the **concept shift** between the evidence and the conclusion. The conclusion is that you need to exercise both sides of the spine equally, and the evidence is that you need balanced muscle development. For the argument to work, these things need to be roughly equal, so the argument assumes:

Assumptions: Exercising both sides equally leads to balanced muscle development.

Correct answer:

(B) This is precisely the assumption we were looking for. If working both sides unequally didn't tend to lead to unhealthy muscle development, then working both sides equally wouldn't be required for a healthy back.

Incorrect answers:

(A) This answer confuses necessity and sufficiency. The argument requires believing that balanced muscle development is *required* for a healthy back, not that having those muscles will *guarantee* a healthy back. Other things could still be required for a healthy back, and this argument could still be true—just so long as balanced muscle development is *one* of the requirements.

(C) This answer makes the same error that (A) does, confusing necessity and sufficiency once more. The only real difference between them is that (A) says "proper alignment" while here we have a "healthy back."

(D) This answer is fairly close to the correct one, it just goes too far. The argument requires knowing that unequal development interferes with having a healthy back, not that unequal development damages the back so bad it'll never be able to be fixed. This is far too extreme.

(E) This argument is only trying to prove that equal development is needed for a healthy back, not that there's any one specific exercise route to get there. Perhaps daily exercise is a good idea. Perhaps you need more rest time between workout. Neither must be the case in order for the argument to be true.

Question 18

Type: Flaw ("reasoning... most vulnerable to criticism")

Because this question involves an Argument, start by breaking the argument down:

Evidence: In all cultures, most people believe that there is a moral duty to protect your family.
If you know your child is falsely accused, most people would agree that it would be morally right to hide your child from the police.

Conclusion: Most people also probably would agree that it's sometimes morally ok to obstruct the police.

A Flaw question presents you with an argument that is logically unsound in some way. In other words, it's a bad argument. Your job is to find the answer choice that correctly describes what's wrong with the argument. Be careful, as there are many different commonly-tested flaws on the LSAT, and each of those flaws can be phrased in a variety of ways. The correct answer may not be phrased in the way you are expecting.

Here, the flaw is a kind of **false choice**. The editorialist is arguing that people will agree that it is morally ok to obstruct the police, because they believe it is morally right for parents to protect their children from harm. In other words, the duty to your child outweighs your duty to the police. But, it could easily go the other way around. The information presented is equally consistent with the conclusion that your obligation to the police would outweigh your obligation to your children.

Correct answer:

(B) The argument assumes that the parents in question will follow their moral duty to protect their family members from harm and shirk their potential moral duty to not obstruct the police. Thus, the argument fails to consider the possibility that that second duty, to not obstruct the policy, might override their duty to keep their family safe, in many people's eyes.

Incorrect answers:

(A) The generalization in the conclusion isn't actually very broad. It just says that it is "likely" that "sometimes" people will accept that it's OK to obstruct the police. The evidence also isn't a single type of example, it is itself a broad generalization, "in all cultures" something is true.

(C) Assisting justice is beyond the scope of this argument, which only concerns whether obstructing justice is morally ok.

(D) The argument doesn't assume that there is no moral obligation to follow the law; it just assumes that whatever moral obligation there is can be superseded by the moral obligation to protect one's family (as answer choice (B) correctly points out).

(E) The argument only considers the case where the parents *know* that their child is falsely accused. If they *know*, then they are not mistaken.

Question 19

Type: Strengthen ("strengthen")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: Voters elect politicians who promise assistance.

Assistance costs money.

The money for assistance can only come from taxes.

Taxes are a kind of government intrusion.

Conclusion: Government intrusion will rarely go down in democracies.

Strengthening an argument means supporting the argument's assumptions, which are the things that the argument does not state explicitly, but nevertheless need to be true in order for the evidence to be able to prove the conclusion.

This argument presents us with a fairly unbroken chain of cause and effect. Increases in government assistance means more money to the government, more money to the government means more taxes, and more taxes means more government intrusion. So where's the gap between evidence and conclusion? At the first part of the argument. If government assistance goes up, the chain of events will be triggered, but the argument begins by saying that politicians *promise* more government assistance, not that they actually *provide* that assistance. Thus, the argument assumes:

Assumption: If a candidate promises government assistance, they will actually follow through on that once in office.

With a Strengthen question, we are looking for the answer that supports or provides a reason to believe that assumption.

Correct answer:

(A) This supports the assumption by stating it outright. That is an acceptable way to strengthen an argument.

Incorrect answers:

(B) This would weaken the argument substantially. If politicians never do what they promise, then we have no reason to believe that the government assistance that leads off the chain of events will happen.

(C) The argument says that assisting people generally requires money, which doesn't mean that the people's problems need to be money-related. Further specifying which problems they have won't strengthen the argument, regardless.

(D) What happens in non-democratic countries is entirely beyond the scope of this argument, which is only discussing what happens inevitably in democracies.

(E) Ironically, what the politicians believe isn't relevant to this argument; all that matters is whether they follow through on their campaign promises or not.

Question 20

Type: Parallel Flaw ("flawed reasoning… most similar")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: The local historical society doesn't want to demolish the old train station. Those people have no commitment to economic well-being. New development is important for economic health, and protecting old buildings interferes with that.

Conclusion: We should demolish the old train station.

Like their close cousins, the Parallel Reasoning question, Parallel Flaw questions ask you to find an answer choice that has the same structure as the original argument. But, in addition, in Parallel Flaw questions the answer and the original must also share the same Flaw. The two arguments must be bad in the same way.

Also like Parallel Reasoning questions, Parallel Flaw questions are often used by the test maker to slow you down, making it so that you don't have time to get to other, shorter questions in the section, so it would be wise to skip it on your first pass through the section and come back when time allows. (In other words, don't do three-minute questions when you still have one-and two-minute questions left!)

This argument presents a fairly common flaw on the test, the **absence of evidence** flaw. The people arguing that we should keep the building have some problems with their argument, but that does not mean that the opposite of their conclusion is true. There could still be other arguments, other evidence that proves that the train station shouldn't be demolished. We should look in the answers for another argument with the same structure. There will be some party

saying something, evidence will be presented against their argument, and the answer will conclude that the opposite of whatever they said must be the case.

Correct answer:

(C) Even though it's about haircuts, this is our answer. You have one party, the beauticians, who say that you should get your hair cut twice a month. Evidence is given against their position, and the argument then concludes that you shouldn't get your hair cut twice a month.

Incorrect answers:

(A) This is what we sometimes call a **same subject trap**. Historical preservation and art are naturally similar subjects, but the reasoning in this answer choice is not similar. The answer doesn't merely attempt to refute the argument of a group; it just admits that there are some people who might not agree with the argument.

(B) This is another **same subject trap**, as document preservation and historical preservation are fairly similar. But there's no one here who's opposing the preservation, so the argument isn't the same.

(D) Here, the people opposed to the plan are getting what they want, a postponement. The argument isn't refuting them; it's siding with them.

(E) There is no party opposing the conclusion in this argument. The evidence is just a chain of events that starts with borrowing a little money and ends up in major debt.

Question 21

Type: Weaken ("weaken")

Because this is an argument-based question, begin by breaking the argument down:

> **Evidence:** Animals raised for meat on grain require a lot of grain.
> That grain could feed a lot more people than the meat could.
> The population's going up while farmland and farm yields are going down.

> **Conclusion:** Eating meat will soon be morally unacceptable.

Weakening an argument means attacking the argument's assumptions, which are the things the author never said that, nevertheless need to be true in order for the author's evidence to be able to prove the conclusion. This argument is based on a cost-benefit analysis, and so it has the same assumption that most arguments based on that kind of analysis have. It requires assuming that:

> **Assumption:** There's no factor that would swing the cost-benefit analysis the other way (toward meat).

Since this is also an argument that makes a prediction, it shares the assumptions that always go with a prediction:

Assumption: The relevant factors will stay the same in the future.

Look to the answers for something that attacks one or both of these assumptions.

Correct answer:

(B) This is a clever way of attacking the first assumption. The argument says that the animals raised for meat *on grain* must be fed an unconscionable amount of grain. This answer points out that animals could be raised on something other than grain, and wouldn't displace any grain-farming. If that were true, then the ethical dilemma wouldn't necessarily happen.

Incorrect answers:

(A) People may be willing to pay for things that are not moral to pay for, so this is irrelevant to the argument.

(C) The argument is about the ethics of eating meat, not about the nutritional value of eating grain. Moreover, if this is true, it would actually support the idea that grain-free diets would be something people could actually embrace. (It's hard for something to be immoral if it's the only way to live.)

(D) This answer is closest to right, as it does speak on one of the factors that the argument says is driving this moral choice, the loss of farmland. But it's not clear that the prime farmland being lost to suburban development was farmland that was ever in production, and this argument is specific to that kind of farmland (potential vs. former farmland). Moreover, this merely indicates that we *could* reverse one specific source of farmland loss, not even that it will definitely occur.

(E) If there were only two types of food in this world, meat and grain, then this answer would be right. But since people who aren't eating meat don't have to eat grain *only*, the nutritional value of a grain-only diet is irrelevant.

Question 22

Type: Inference ("follows logically")

Inference questions present us with a handful of facts and ask us to find an answer that we can prove with those facts. The correct answer won't merely be something that's reasonable or likely, it'll be absolutely provable from what we're told in the stimulus. So, begin by analyzing the facts presented in the stimulus. This stimulus provides us with a series of if-then statements.

1) If the cost of beans goes up, the Coffee Shoppe will have to increase its prices.

2) If the prices increase, either the Shoppe's sales will go down or they will have to sell non-coffee products.

3) If they sell non-coffee products, profitability will go down.

4) If the sales go down, then the profitability will go down (because the only way to avoid profitability going down is if sales don't go down).

When the words "follows logically" are used, the inference must be of the strongest sort, no wiggle room whatsoever. And since this argument is just a series of linked if-then statements, we can make a very strong prediction as to what the answer must say. If the cost of beans goes up, one of two things will happen (decreased sales or selling non-coffee products). But, whichever one of those two things happens, profitability will go down. So, if the cost of beans goes up, the profitability at this shop is definitely going down. Look for that in the answer choices.

Correct answer:

(C) This is exactly what we should have predicted from the logical chain we were given.

Incorrect answers:

(A) This is the converse of what we were looking for. In formal logic terms, the answer we want is that an increase in the cost of beans guarantees a profitability decrease, not that a profitability decrease guarantees an increase in the cost of beans.

(B) This is another converse, this time of something the argument tells us directly. If it sells non-coffee products or the sales go down, both will guarantee a profitability decrease. This answer says that a profitability decrease will guarantee that one of those two things happened.

(D) This is even worse than answer choice (A). Formally speaking, it says that if the price of beans goes *down* then profitability must also go down. We want the price of beans to go up.

(E) This answer links two things that the argument doesn't link at all: increased bean price and *increased* sales. We have no idea what will happen if the cost of beans doesn't go up. So it's not a choice between more sales and higher bean prices.

Question 23

Type: Flaw ("flaw")

Because this question involves an Argument, start by breaking the argument down:

Evidence: Politicians make a lot of speeches that include promises.

The purpose of these speeches is to get the politician elected.

Conclusion: These speeches are selfishly motivated and the promises in them unreliable.

A Flaw question presents you with an argument that is logically unsound in some way. In other words, it's a bad argument. Your job is to find the answer choice that correctly describes what's wrong with the argument. Be careful, as there are many different commonly-tested flaws on the LSAT, and each of those flaws can be phrased in a variety of ways. The correct answer may not be phrased in the way you are expecting.

Half of this argument is sound. Since the purpose of these speeches is to elect the politicians, it's fair to call them selfishly-motivated. Where it goes wrong is in concluding that because they are selfishly motivated, they are unreliable. A selfish person may still be reliable—perhaps being reliable is itself something that would benefit them! We could consider this another version of the **concept shift** flaw. Selfish isn't the same thing as unreliable.

Correct answer:

(D) This nails the concept shift in the argument. Selfish motivations are not the same thing as unreliable promises. People can keep their promises for selfish reasons, too.

Incorrect answers:

(A) This is the inverse of something the argument did—not an error the argument committed, but an erroneous way of reading the argument. The argument says that because something is selfish, it is not reliable. That doesn't mean that the author must assume that unselfish things are reliable.

(B) This answer goes too far. The argument didn't conclude that these promises would *never* be kept, just that these promises were *unreliable*. Unreliable means you can't tell if they'll be kept or not, not that they'll always be broken.

(C) If we stretch it, we could say that the argument does mention a cause and its effect, saying that the reason these politicians give their speeches is to cause them to become elected. But nowhere does the argument get confused and asset that getting elected will caused them to give speeches.

(E) This argument doesn't concern whether the candidate is worthy of the office, just whether their promises can be trusted.

Question 24

Type: Strengthen ("strengthen")

Because this is an argument-based question, begin by breaking the argument down:

Evidence: Institutions are merely collections of people.

Conclusion: The idea that people are made evil by the institutions of society is wrong (in other words, people are born evil, not made evil).

Strengthening an argument means supporting the argument's assumptions, which are the things that the argument does not state explicitly, but nevertheless need to be true in order for the evidence to be able to prove the conclusion. It might take a moment to untangle the conclusion here, because it's composed of a double negative: it's wrong to say that people are made evil by institutions. Thus, people *aren't* made evil by institutions. And then the argument says the conclusion a second time, more vaguely, to boot. In the end, this argument makes a big jump from saying that institutions are composed of people to saying that institutions can't make people evil. What is it about being composed of people that means institutions can't affect them? Thus, the argument assumes:

Assumption: There is something that keeps the whole from affecting the nature of the parts.

With a Strengthen question, we are looking for the answer that supports or provides a reason to believe that assumption.

Correct answer:

(E) This would help the argument out by essentially confirming the assumption. Institutions are the 'whole' and people the 'things that compose them'. If the whole doesn't determine the qualities of the parts, then institutions probably don't make people evil.

Incorrect answers:

(A) This won't help prove that people are born evil, just that when people team up they can do more evil together. That doesn't tell us the source of the evil.

(B) Finding out that institutions are imperfect won't tell us what made them that way, whether it was the evil nature of man or something else.

(C) This would more be something that would follow from the argument's conclusion if it were proven true, not something that could help us prove the conclusion. Yes, if people are evil, it would be bad to be over optimistic about them—but we're trying to prove *that* they are evil.

(D) This further connects institutions to a society's values, but doesn't tell us which caused which.

Question 25

Type: Flaw ("reasoning... most vulnerable to criticism")

Because this question involves an Argument, start by breaking the argument down:

Evidence: Other near-humans could cope with different environments, but they didn't survive.

Conclusion: It must be wrong to say that humans needed to evolve to cope with different environments in order to survive.

A Flaw question presents you with an argument that is logically unsound in some way. In other words, it's a bad argument. Your job is to find the answer choice that correctly describes what's wrong with the argument. Be careful, as there are many different commonly-tested flaws on the LSAT, and each of those flaws can be phrased in a variety of ways. The correct answer may not be phrased in the way you are expecting.

The flaw here is very common on the LSAT, **confusing sufficiency and necessity**. The author of the argument is attempting to disprove the claim "coping is necessary to survive," but gives evidence instead against a different claim, "coping is sufficient to survive." Just because food isn't enough to keep you alive doesn't mean that food isn't required to stay alive. The same goes here. Just because coping wasn't enough to keep these near humans alive doesn't mean that coping isn't required to survive.

Correct answers:

(A) The answer says "confusing necessity with sufficiency," it just says it with a lot more words. The "condition required" is the evolving of coping strategies, which the anthropologists say is required or necessary for the "given result" of surviving prehistoric times, but the argument confuses this with saying that those coping strategies were sufficient to ensure survival.

Incorrect answers:

(B) The argument doesn't assume that an extinct species possesses the same characteristics of the surviving one. It states, as evidence, that this occurred. It also doesn't make this into a general statement that all surviving species have extinct cousins with the same features.

(C) The argument never concludes that all species survived anything.

(D) The answer doesn't fail to consider this possibility; rather, it accepts it. Australopithecus afarensis must have had some characteristics that lessened its survival chances, or it would've survived.

(E) This answer uses the word necessary, but is describing a different flaw altogether, overgeneralizing a cause from a single instance.

Explanations:
Section IV - Reading Comprehension

Passage One (Questions 1-8) – Arts and Humanities

The Passage:

The first paragraph of this passage does two things. First, it establishes that in the US, in academia and more generally, there's a **division** between 1) poetry and 2) fiction. And second, it presents the **opinions of writers** who tend to support this division, primarily because of their **definitions** of each—poetry is lyrical and about thoughts and feelings, fiction is about character and narrative.

In the second paragraph, the author begins with a **caveat**. Yes, poetry and fiction are separate *genres*. But then the author asks the **question**: why does academia teach them separately and why do poets and fiction writers embrace this division? The author then gives a **partial answer** to the question: US culture doesn't like generalists.

The **author takes a side** with the word "fortunately" at the beginning of the third paragraph and continues throughout the remainder of the passage, opposing this division between poetry and prose brought up in the first paragraph. Fortunately, the division is breaking up. The paragraph then gives an **example** of a writer whose work is able to bridge this division: Rita Dove. The rest of the paragraph is devoted to **Rita Dove's opinions** about the divide. She, too, opposes it, discussing her own background, both as a child and in Germany.

The final paragraph continues giving Rita Dove's opinions about the division for a sentence, but then moves on to discuss the specific characteristics of Dove's work that show how she bridges the divide, essentially giving two **examples**. First, her poems are lyrical, but structured like fiction. Second, her fiction is lyrical, like poetry.

Question 1

Type: Main Point

Main point questions ask you to select an answer that sums up the argument of the passage as a whole. The correct answer won't have to mention every single major concept brought up during the passage, but it will need to be broad enough to cover those concepts. Since one of your main goals while reading the passage should be looking for its main point and the author's overall agenda, you should already be able to prephrase an answer that you'll be looking for in the answer choices.

Here, your prediction should be something along the lines of 'Good news! The division between prose and poetry in the US is finally breaking down with writers like Rita Dove's work'. Be careful, though most of the passage is spent on Rita's work, she's not the main point of the passage. She's just one example of the division between poetry and fiction breaking down.

Correct answer:

(E) This is precisely what we want. Rita dove *exemplifies* the breaking down of the long-standing division between poetry and fiction in the US.

Incorrect answers:

(A) Several of the wrong answers—three to be precise—treat Rita Dove herself as the main subject of the passage. This answer is one of those. And worse, it focuses on only half of Rita Dove's achievements, ignoring her poetry in favor of her fiction. Even if Dove were the main subject of the passage (and she isn't), the correct answer would need to cover her entire catalog of work, not just the fiction.

(B) This answer, too, treats Dove as the passage's main subject, and like (A) it also only focuses on half of Dove's work—this time the poetry instead of the fiction.

(C) This answer at least grasps that Rita Dove is an example of a trend; it just gets the trend wrong. The trend we're looking for is the breaking down of the division between poetry and fiction, not a general trend toward the use of lyrical language in fiction.

(D) This answer goes back to mistaking Dove for the main point of the passage, and misdescribes her to boot. Dove doesn't *ignore* the usual techniques of poetry and fiction, she *blends* them.

Question 2

Type: Analogy

Analogy questions are closely related to Inference questions. They ask you to find some particular part of the passage, abstract its general characteristics, and then find an answer that has the same general characteristics.

This question directs us to the last paragraph, where Rita Dove's techniques are outlined. Basically, she takes poetic elements and uses them in her fiction and vice versa. So the analogous case will be one in which someone is mixing things from two different genres or areas of experience.

Correct answer:

(D) This answer is great on two levels. First, it has the necessary mixing: two types of dance are combined into one, just as Rita Dove combines poetic techniques with her fiction. And, as a bonus, it's in defiance of convention, just like Dove is defying the accepted division between poetry and fiction.

Incorrect answers:

(A) This answer is close, but still wrong. There is mixing going on, which is good, but to be analogous the mixing would need to be something like using one culture's cooking techniques while making a different culture's food. Here, it's ingredients and cooking methods instead.

(B) There isn't really any mixing here. The professor doesn't use professorial techniques when he becomes a film director. Instead, this just gives us the source of the professor's film knowledge.

(C) There's no mixing of techniques or components here, either. Instead, the actor is just using theater to teach people things.

(E) In this answer, the rock musician is adding something to something else, which is good, but there's no indication that the two are mixing. For this to be correct, we'd need to know that the guitar solos were from a different tradition of rock music or something, and that the song then changes and is informed by this new tradition's techniques.

Question 3

Type: Detail

Detail questions ask you to track down something that the passage *directly stated*. If it's not stated directly in the passage, it cannot be the answer to a Detail question. This Detail question asks about widely held beliefs in the US, and there's two that fit the bill. In the first paragraph, we're told that there's a division between poetry and fiction, and in the second we're told that there's a general distrust of generalists in the US. Either could be the answer.

Correct answer:

(A) This is our answer, though it's a little sneaky, as instead of saying poetry and fiction could be kept separate, it replaces the word 'fiction' with a description of something from fiction, 'characters and narratives'. Still, this counts as a rephrasing of what we were told in the first paragraph.

Incorrect answers:

(B) This is a mistaken version of something said in the first paragraph. The author says that academia divides poetry and fiction, not that it only focuses on one or the other.

(C) This is almost the exact same thing said in answer choice (B). Graduate writing programs treat poetry and fiction as separate; they don't focus on one over the other.

(D) The author does say, in the fourth paragraph, that one thing that makes Rita Dove's fiction effective is when she incorporates lyrical elements, but the author doesn't extend this out to fiction in general, or say that it's the best way to write. So this answer is a distortion of something the passage said.

(E) If only this answer said 'US' instead of 'European' it would be correct—right idea, wrong culture.

Question 4

Type: Inference

Inferences questions ask you to track down enough information in the passage to be able to prove one of the answer choices true. While the correct answer won't be directly stated in the passage, it might feel to you as though it's been said, because it will be such a small departure from what was said explicitly. Answers won't be correct just because they 'make sense' or 'seem reasonable'—they must be provable from things said in the passage.

This particular Inference question asks for the author's attitude toward the rift between poetry and prose in the US. Since that's the subject of the entire passage, this almost counts as a Main Point question. As we've already discussed in Question 1 (and the passage summary), the author is not in favor of the division and is glad that authors like Rita Dove are chipping away at it.

Correct answer:

(E) The author is in favor of the breaking down of the division between poetry and fiction, so that is good evidence of disapproval of the things underlying that division.

Incorrect answers:

(A) The author isn't perplexed about the source of the division. The source is explicitly discussed in the second paragraph, which tells us that a big part of the reason is the inherent distrust of generalists in the US.

(B) The author tells us that academics don't overlook the rift, they actually contribute to it, supporting it and teaching poetry and fiction in separate courses.

(C) The author isn't ambivalent. The division is something that's bad and thankfully coming to an end.

(D) Nor is the author pessimistic about the possibility of the rift ending, as the subject of the passage is about how the rift is being actively overcome by Dove and others.

Question 5

Type: Detail

Detail questions ask you to track down something that the passage *directly stated*. If it's not stated directly in the passage, it cannot be the answer to a Detail question. This Detail question asks what the author identifies as a cause of the division between poetry and fiction, which is explicitly discussed at the end of the second paragraph: the bias against generalists in US culture.

Correct answer:

(D) This is exactly what we want, a rephrasing of the next-to-last sentence of paragraph two.

Incorrect answers:

(A) This answer goes too far. The author says that poets and fiction writers see their crafts as *distinct*, not superior.

(B) The passage does say that graduate students are trained separately in poetry and fiction, but it doesn't present anything about the methods used.

(C) Publishers aren't mentioned in the passage at all.

(E) The popularity of the two genres isn't mentioned, either.

Question 6

Type: Purpose (of a Detail)

Purpose questions ask you to select the answer that describes how a particular part of the passage is used in the author's argument. The part the LSAT asks about can be a word, phrase, line, or even paragraph. The key is to relate the detail to the author's overall purpose.

Here, the question asks about the end of the third paragraph, where the author brings up Rita Dove's experiences in Germany. From our notes, we know that this is the general place where the author is explaining Dove's general ideas about the division between poetry and fiction. This detail is just a part of that explanation.

Correct answer:

(B) Rita Dove thinks that poetry and fiction shouldn't be kept separate, and this detail is just part of the explanation of that.

Incorrect answers:

(A) While it's true that the division is true of the US and not of Germany, the author never suggests that this is an English-language prejudice.

(C) While the author does think that Rita Dove is a strong writer, this is never tied to her international background.

(D) This is certainly an illuminating background detail, but it's not included simply to make the passage more interesting; it's part of the explanation of Rita Dove's views on the division between poetry and prose.

(E) The passage never states that her studies in Germany were the *source* of Dove's views, just a good example of them.

Question 7

Type: Inference

Inferences questions ask you to track down enough information in the passage to be able to prove one of the answer choices true. While the correct answer won't be directly stated in the passage, it might feel to you as though it's been said, because it will be such a small departure from what was said explicitly. Answers won't be correct just because they 'make sense' or 'seem reasonable'—they must be provable from things said in the passage.

This question provides no guidance as to where we can look for the information to answer it. It'll be best to just proceed by process of elimination through the answer choices.

Correct answer:

(A) The correct answer to Inference questions is often underwhelming, and that's certainly the case here. Yes, the author views Dove's works as being primarily fiction or primarily poetry, as that's how they're described in the final paragraph of the passage.

Incorrect answers:

(B) This is the exact opposite of what the author says in the final paragraph. The evoking of inner states is something the passage says is good about Dove's work.

(C) Dove is given as an example of a general trend. She's not unique.

(D) The author does not say that Dove's poetry is better than all other poetry, just that her poetry is good and a good example of the breaking down of the division between poetry and fiction.

(E) Drama is not discussed directly in the passage at all.

Question 8

Type: Inference

Inferences questions ask you to track down enough information in the passage to be able to prove one of the answer choices true. While the correct answer won't be directly stated in the passage, it might feel to you as though it's been said, because it will be such a small departure from what was said explicitly. Answers won't be correct just because they 'make sense' or 'seem reasonable'—they must be provable from things said in the passage.

This Inference question asks us to find an answer that contains a prediction that would be consistent with the information in the passage. The author says very little about the future in this passage, except to say in at the beginning of the third paragraph that the bias against genre-crossing writers is going away in the US.

Correct answer:

(A) If the bias against genre-mixing is diminishing, it would make sense to predict that more and more writers will be able to write in both genres.

Incorrect answers:

(B) There's no indication in the passage that the market for lyric poetry is shrinking, so a prediction that it will shrink even further is not supported.

(C) This prediction goes way too far. What genre divisions will exist in the future is well beyond the scope of the information presented here.

(D) This would seem to be the opposite of the author's view. Specialization, or division into different tracks, would be likely to decrease if the bias against genre-mixing were to diminish.

(E) This, too, goes too far. More writers will likely feel free to switch or mix genres, but there's no indication that people will turn against those who focus on only one genre.

Passage Two (Questions 9-14) – Hard Science / Comparative

The Passages:

When the passages begin with an *italicized* **source description**, don't skip over it! It helps to orient us to know that these two passages are about papers on recent scientific research on music presented at a scientific conference.

Passage A

This passage gets right to the point by presenting its central **question** in the first sentence: did music and language arise independently or together? The remainder of the paragraph concerns various **similarities** between music and language

The second paragraph introduces a new source of **evidence** relevant to the question— brain imaging—then draws an **analogy**—to radios. But before answering the question, the passage also gives us some **differences** between language and music.

In the final paragraph, the author returns to the question and presents the **answer**: they evolved together. However, there is a **complication**. Language is the "primary" function, while music is sort of a bonus that evolved with it.

Passage B

This passage, too, starts with the same **question**, but tries to hide it behind the veil of that quotation from Darwin. Still, the question is, where did music come from? The author presents their **answer** here in this paragraph, too. Music evolved because it's useful for bonding mothers and children. Note that this author definitely **disagrees** with the author of Passage A, who thought that music was sort of a bonus and not something directly evolved.

The second paragraph gives the **evidence** for the author's answer, two items: 1) lullabies, and 2) ritualized sequential behaviors. Be careful, however, as even though the passage concerns music, the author spends most of the time here discussing the "sequential behaviors" and not the more musical lullabies.

The final paragraph gives the **explanation** of how the evidence from the previous paragraph is relevant to the question from the first paragraph. Because humans are helpless at birth, they need better maternal care, which is helped along by the emotional bonds created by those premusical interactions. And it's those premusical interactions that explain where music came from.

Question 9

Type: Main Point

Main point questions ask you to select an answer that sums up the argument of the passage as a whole. The correct answer won't have to mention every single major concept brought up during the passage, but it will need to be broad enough to cover those concepts. Since one of your main goals while reading the passage should be looking for its main point and the author's overall agenda, you should already be able to prephrase an answer that you'll be looking for in the answer choices.

In comparative passages, the main point question often asks, as it does here, about both passages at the same time. The one thing these two passages have in common is their attempt to explain the evolutionary origin of musical ability in humans. Even though they both give different answers to the question of origin, origin is discussed in each.

Be careful, too. Many of the wrong answers are things discussed in only one passage. This question wants to know what *both* passages were written to discuss.

Correct answer:

(C) Both passages attempt to answer the question of where music came from, though they give different answers. Passage A says that music evolved on the coattails of language, while Passage B says that it evolved independently to foster mother-child bonding.

Incorrect answers:

(A) Passage B mentions, in the third paragraph, that brain size increased during hominid evolution, but doesn't at all discuss why. The same for Passage A, which mentions the increase in its third paragraph, but likewise doesn't explain why.

(B) Passage B definitely mentions this, but Passage A doesn't discus mother-child interactions at all.

(D) This time, it's Passage A that mentions the neurological systems, while Passage B doesn't.

(E) Passage A raises the issue of people being better at speaking than composing music, but it never offers an explanation as to why, while Passage B never mentions this difference at all, much less attempt to answer why it exists.

Question 10

Type: Detail

Detail questions ask you to track down something that the passage *directly stated*. If it's not stated directly in the passage, it cannot be the answer to a Detail question. In a comparative passage, Detail questions usually ask for a detail found in both passages, or for one that's found in one but not the other. This Detail question is of the first variety. We have to find the same detail about music's relationship to something explicitly in *both* passages.

Correct answer:

(B) The relationship between human emotion and music is mentioned in the second sentence of Passage A ("Both systems use intonation and rhythm to communicate emotions.") and in the second sentence of Passage B ("...it is in the emotional bonds created by the interaction of mother and child that we can discover the evolutionary origins of human music.").

Incorrect answers:

(A) Passage B discusses this at length, but Passage A never brings up bonding between humans.

(C) Neurological research is mentioned at the beginning of the second paragraph of Passage A, but not in Passage B.

(D) The helplessness of hominid infants is mentioned in B, but not in A.

(E) The first paragraph of Passage A mentions tools used to produce music, but it's never brought up in B.

Question 11

Type: Inference

Inferences questions ask you to track down enough information in the passage to be able to prove one of the answer choices true. While the correct answer won't be directly stated in the passage, it might feel to you as though it's been said, because it will be such a small departure from what was said explicitly. Answers won't be correct just because they 'make sense' or 'seem reasonable'—they must be provable from things said in the passage.

With a comparative passage, Inference questions often ask for something the two authors would each agree about or, as here, something we can prove they disagree about. Evidence for their agreement or disagreement must be found directly in the passage.

Correct answer:

(D) The author of Passage A concludes by saying that music "had little adaptive value," while Passage B ends instead by saying that it would have conferred "considerable evolutionary advantage". Both passages discuss it, and they come to different conclusions about it, disagreeing.

Incorrect answers:

(A) We absolutely know that the author of Passage B believes that increased brain size led to earlier births. That's said in the middle of the third paragraph of Passage B. But Passage A never mentions birth timing, so we do not know what that author would think about this.

(B) This is almost a direct quote from Passage A's second paragraph, but neurological processing isn't mentioned in Passage B.

(C) Both Passage A and Passage B mention that brain size increased rapidly over the course of human evolution, so this is something that the authors would *agree* about, not disagree.

(E) Once again, we know what the author of Passage B thinks about mother-infant bonding, but Passage A never mentions it.

Question 12

Type: Inference

Inferences questions ask you to track down enough information in the passage to be able to prove one of the answer choices true. While the correct answer won't be directly stated in the passage, it might feel to you as though it's been said, because it will be such a small departure from what was said explicitly. Answers won't be correct just because they 'make sense' or 'seem reasonable'—they must be provable from things said in the passage.

With a comparative passage, Inference questions often ask for something the two authors would each disagree about or, as here, something we can prove they would agree about. Evidence for their agreement or disagreement must be found directly in the passage.

Correct answer:

(C) Both passages discuss brain size as a prerequisite or precondition for the development of music in early hominids. Coincidentally, it's in the third paragraph of each passage where the authors bring up brain size and music as evolving together.

Incorrect answers:

(A) Passage B mentions infant musical ability, but Passage A never does.

(B) The same goes for mother-infant bonds, found in B but not in A.

(D) Neurological systems' development is mentioned in A, but not in B.

(E) And differences in musical ability is likewise mentioned in A, but not in B.

Question 13

Type: Principle-Identify

One or two questions in Reading Comprehension will just be Logical Reasoning questions asked about a Reading Comprehension passage, and this is one of those. We are usually asked for a principle that underlies a Logical Reasoning argument, but here the test wants a principle that underlies the arguments in each of these RC passages. Treat these questions as close cousins of the Inference question. We need to be able to find support for the correct principle or generalization by referring back to specific text in the passage. Don't go further than the information allows. Be conservative and careful.

Correct answer:

(E) Both authors' arguments require believing that modern-day humans' behavior is relavent to the

Incorrect answers:

(A) Neither passage mentions non-human animals or studying their behavior, so this cannot be a principle underlying either argument.

(B) Be careful! This answer does concern something that both passages do. They both discuss the evolutionary advantages of a specific human behavior—making music. But this answer goes too far, saying that each author would say that *all* human capacities have to be explained that way. Just because they think it's a good way to think about music doesn't mean they'd extend that to every single human behavior.

(C) Passage B never mentions neurological systems, so this can't be a principle underlying its argument. Passage A, on the other hand, would likely agree with this principle, but the question is asking for something that they would *both* agree with.

(D) Neither passage would agree with this principle. Even though Passage A does mention the neurological basis for music and language, it does not claim that discovering that basis is the same thing as knowing the "essence" of the behavior. Passage B, on the other hand, never mentions this at all.

Question 14

Type: Comparative

Some comparative passage questions simply ask for the relationship between the two passages. This is something that should be on your mind as you read the passages, before you move on to the questions, so you likely already know the answer here. If we were to make a prediction, we would likely predict that the relationship is that they both seek to answer the same question (what's the evolutionary origin of music), but they give very different answers to that question and base their answers on different evidence.

Correct answer:

(A) This is almost exactly what we would've predicted. They use different evidence to draw different conclusions. Passage A's evidence is primarily the similarities between language and music, while B's evidence is those studies of mothers and their children. Passage A concludes that music had little evolutionary value, while B concludes that it was of great value.

Incorrect answers:

(B) Both passages pose the question of the evolutionary value of language, and both passages attempt to answer it. The question isn't limited to A, and the answer isn't limited to B.

(C) The passages present different hypothesis. B is not trying to provide evidence for A's.

(D) Which passage has a "stronger commitment" to its conclusion would be a judgment call, and the test never asks us for our own opinions. Nothing in either passage concretely points to the strength of their beliefs.

(E) The passages have opposite conclusions.

Passage Three (Questions 15-22) - Law

The Passage:

The first paragraph of this passage does 3 things: 1) it gives a **definition** of the Web, 2) notes that there's a **conflict** caused by it (intellectual property issues), and 3) presents **two different sides** on that conflict, the "owners of intellectual property" who want the Web to be controlled with laws and "Web users" who want it to be free and open. Note that the author doesn't side with one or the other. Here in the first paragraph, the passage just presents the two sides.

We might expect that in the second paragraph, the author would take a side, but that doesn't happen. Instead, the passage takes a few steps backward and provides the **origin of the conflict** between the owners and the users. The conflict comes from the fact that the law gives owners of copyright the right to control distribution of their intellectual property, but the Web makes it both easy to distribute content and hard to decide who's doing the distributing. Again, note that the author doesn't side with one group or the other yet, instead just explaining the factors that led to their conflict.

Frustratingly, at the start of the third paragraph, the author *still* hasn't taken a side. Instead of answering the question of who's right and who's wrong, the author begins by laying out the issue that has to be solved before we can know who's right, the **prerequisite to the answer**. That issue: who controls the distribution of the documents on the Web? The author makes a long **comparison** to answering machine messages to answer the question of distribution. And with the comparison, at long last the **author takes a side**: the owners are wrong to think that linking something on the Web counts as distribution.

The passage then offers up some **alternative solutions** the owners could take advantage of other than having the courts or government step in (password protection, restricted access, etc.). One small detail to notice here in the final paragraph. While the author does side with the web users over the owners, a small **caveat** is made that the solutions the author proposes aren't *perfect*. These solutions would still "compromise the openness of the Web somewhat," which was what the web users were worried about in the first paragraph. But the **author concludes** that it would be better than the litigation that the owners of copyright wanted.

If this passage seemed a little bit old-fashioned or out-of-date to you, there's two good reasons why. First, this test is from 2007. But even in 2007, the issues discussed in the passage had largely been settled, and *nobody* was still using the bulky phrase "the World Wide Web" to describe Internet websites. So even back in 2007, the test maker was being a little sneaky by making the information be out-of-date. The test maker expected test takers

to let their knowledge from the real world sneak into their understanding of the passage and keep them from reading what it actually says. Never 'fill in the gaps' with information you know from elsewhere. The correct answers to all of the questions must come only from things directly said in the passage.

Question 15

Type: Main Point

Main point questions ask you to select an answer that sums up the argument of the passage as a whole. The correct answer won't have to mention every single major concept brought up during the passage, but it will need to be broad enough to cover those concepts. Since one of your main goals while reading the passage should be looking for its main point and the author's overall agenda, you should already be able to prephrase an answer that you'll be looking for in the answer choices.

This question clearly hopes that you kind of zoned out somewhere in the middle of the passage and weren't paying attention by the very end when the author sided with the web users (after 40ish lines of being neutral). The correct answer will have to place the author on the correct side of the debate.

Correct answer:

(A) This is precisely what we were looking for. The author sides with the web users over the copyright owners. The only tricky part of this answer is that rather than using the names "web users" and "copyright owners," the answer choice refers to them by their positions. The owners were the ones who wanted to have linking a document be considered copyright infringement, who this answer says are wrong.

Incorrect answers:

(B) This answer is meant to be appealing to people who missed the admission in the last paragraph. The author is OK with there being some restriction of the free exchange of ideas. The author isn't absolute, but this answer choice is, so it cannot be the main point.

(C) Many times, the wrong answers to main point questions will be things that the passage clearly said, but that aren't the overall point. This answer is a good example of that. The author does mention this as a potential solution in the last half of the fourth paragraph, but it is not something the passage as a whole is trying to prove. Instead, it's offered as further proof that the copyright owners are wrong about there needing to be laws to restrict access to information on the web.

(D) The first half of this answer choice is fine up until the words "electronic media". This passage isn't about electronic media in general, just one medium: the World Wide Web. Also, the author doesn't really advocate for using "commonsense principles," to solve the problems. Instead, the author argues that the problem is mostly already solved by technology that already exists.

(E) This answer might seem appealing at first, because it does seem to side with the right people. It's against the copyright owners and for the web users. However, the answer is too extreme in the way it characterizes the position of the copyright owners.

Question 16

Type: Detail (Vocabulary-in-Context)

Detail questions in general ask you to track down something that the passage said *explicitly*. Occasionally, these questions will just ask what a particular word means in the context in which it's used in the passage. This usually requires reading a few lines above and below the specific part of the text that the interface will highlight for you in order to understand the role that the word or phrase is playing in this specific passage.
The question asks about the word "strengthened," used at the next-to-last sentence of the first paragraph. In context, "strengthen" is what the copyright owners want the government to do to the laws: make them stronger so that the ability of web users to distribute their content is reduced.

Correct answer:

(A) This is precisely what the owners want. They want laws that restrict the ability of users of the web to distribute their content.

Incorrect answers:

(B) This may be something that the owners of copyright hope for in the real world, but making the laws more uniform is never mentioned in the passage as something they're asking for.

(C) The harshness of the penalties isn't discussed by the passage at all.

(D) This might seem tempting, because surely the copyright owners do want the laws dutifully enforced. But the passage is not talking about enforcement here in the first paragraph, so the word "strengthened" in context isn't referring to the enforcement of the laws.

(E) The copyright owners want the laws to me changed to be harder on web users, not to make the existing laws seem legitimate.

Question 17

Type: Inference

Inferences questions ask you to track down enough information in the passage to be able to prove one of the answer choices true. While the correct answer won't be directly stated in the passage, it might feel to you as though it's been said, because it will be such a small departure from what was said explicitly. Answers won't be correct just because they 'make sense' or 'seem reasonable'—they must be provable from things said in the passage.

This question asks about the author's views about "documents placed on the Web". Do your research, first. The author mentions documents several times in the passage—in the middle of the first paragraph, for most of the second half of the second paragraph, and then again in the bulk of the third paragraph. Glance back over those parts of the passage, then approach the answer choices cautiously. We're looking for something about documents that we can prove directly with facts from the passage.

Correct answer:

(E) This is mostly a rephrasing of the last sentence of the passage. The author believes that existing copyright law should not be made more restrictive because if they are, it will hurt the Web's ability to serve as a place for the "free exchange of ideas." Thus, the author must believe that when copyright owners restrict access to their documents, it does a similar kind of damage to the exchange of ideas and those documents can no longer fully contribute.

Incorrect answer:

(A) This is the exact opposite of what the author believes. The author thinks existing laws and existing methods are good enough to protect copyright.

(B) This, too, is the opposite of our author. The author states in the last paragraph that existing laws will still allow the Web to be used for ideas (even if it is restricted a little bit).

(C) Another opposite! The author states in the middle of the last paragraph that there are already ways (like passwords) that owners can restrict access to their documents.

(D) And yet another opposite! Usually it's not the case that every single wrong answer is the opposite of what the author believes. A lot of times, the answers are just unsupported. But we know that the author thinks that existing laws don't need to be changed to accommodate the Web.

Question 18

Type: Analogy

Analogy questions are closely related to Inference questions. They ask you to find some particular part of the passage, abstract its general characteristics, and then find an answer that has the same general characteristics.

This question is asking us to find something that's roughly analogous to the relationship between the copyright owner's plan, strengthening copyright laws, and the author's preferred solution, relying on existing measures like passwords. So, essentially, we're going to be looking to the answer choices for a situation where the choice is between making laws/rules stronger, or relying on the existing laws/rules.

Correct answer:

(C) Prohibiting a sport would definitely be making the rules against it stronger (just like making copyright laws harsher), while relying on existing safety gear would be a case of letting the usual way take care of things (just like using the existing technologies of passwords).

Incorrect answers:

(A) This is not a choice between a new stronger rule and an already existing rule. This is a very unrestrictive rule (everyone gets to use it) and a restrictive one (only a select few).

(B) This answer gives us two different ways to restrict something, restrict its use or restrict its sale. This is not a new vs usual relationship.

(D) This is *almost* what we want. If only the answer choice said "passing a new law and enforcing *the old law*," it would be right. Instead, it says "enforcing *that* law," meaning enforcing the *new* law. The choice is between making new rules or relying on existing rules, not making new rules and enforcing the new rules.

(E) This answer's almost a carbon copy of (A). It's a scenario where the comparison is between no restrictions and having restrictions, not new restrictions and existing restrictions.

Question 19

Type: Inference

Inferences questions ask you to track down enough information in the passage to be able to prove one of the answer choices true. While the correct answer won't be directly stated in the passage, it might feel to you as though it's been said, because it will be such a small departure from what was said explicitly. Answers won't be correct just because they 'make sense' or 'seem reasonable'—they must be provable from things said in the passage.

The question stem doesn't give us any help as to where to look for the information, so it's best to proceed with a cautious process of elimination, researching answers as we go.

Correct answer:

(B) This is almost just a rephrasing of a line from the middle of the last paragraph, where the author says that "A... simply by placing the document on the web is... offering it for distribution."

Incorrect answer:

(A) Be careful of extreme answer choices for Inference questions. We know very little about the people who link content on the Web in this passage, certainly not that *none* of them own any content.

(C) The only time privacy is even hinted at in the passage is during the discussion of answering machine messages. Nowhere does the author discuss who should be given privacy rights.

(D) This is the exact opposite of what the author tells us in the last paragraph. The people who create links do not have control over who reads the linked content.

(E) This is a misunderstanding of the beginning of paragraph two. The passage states that putting things on the web is analogous to including a piece of printed text in another work. Nowhere does the author say that copyright infringement only happens when you print something.

Question 20

Type: Detail

Detail questions ask you to track down something that the passage *directly stated*. If it's not stated directly in the passage, it cannot be the answer to a Detail question. This Detail question asks us to track down information about answering machine messages, which luckily were only discussed in the first half of the last paragraph. Glance back over that section to find the critical similarity between answering machines and Web-based copyright infringement.

Correct answer:

(E) The correct answer choice turns out to be a simple rephrasing of when the passage says "Anyone who calls can listen to the message." It's the most relevant similarity to the Web, because the question being answered at that point in the passage is "who controls distribution" of a document on the web. Both answering machines and web documents, the passage argues, are freely available.

Incorrect answer:

(A) While this may be true, it's never mentioned as a feature of telephone messages in the passage, so can't possibly be the answer.

(B) This, too, is never said by the passage.

(C) This is something that the passage says of the Web, not of answering machines.

(D) This is another example of something that's true (who cares if you record other people's outgoing voice mail messages?) but not stated by the passage.

Question 21

Type: Purpose (of a Detail)

Purpose questions ask you to select the answer that describes how a particular part of the passage is used in the author's argument. The part the LSAT asks about can be a word, phrase, line, or even paragraph. The key is to relate the detail to the author's overall purpose.

Here, we're asked why the author brought up telephone answering machines. This was the first half of the last paragraph, where the author was discussing the questions that needed to be answered in order to know whether the copyright owners or the Web users were in the right.

Correct answer:

(D) This answer pretty much just rephrases the first sentence of the last paragraph. To answer the question of whether copyright laws need to be strengthened, "it must first be determined who controls distribution of a document on the Web." This is the basic principle the author says is important to answer first before any decisions can be made about copyright law and distribution of documents.

Incorrect answer:

(A) While it's true that an answering machine message is a kind of electronic media, the point of bringing up the answering machine is to provide an analogy to settle who controls documents on the Web. This isn't just a comparison of answering machines and the Internet.

(B) The first half of this answer is great. The author is providing an analogy with the answering machine—just not an analogy to the two sides of the debate. (An analogy to the two sides of the debate is what question 18 asked us to make!)

(C) No legal problems concerning answering machine messages are raised. Answering machine messages aren't controlled by laws.

(E) Answering machine messages don't violate copyright, so the author couldn't be using them as an example of other types of infringement.

Question 22

Type: Detail

Detail questions ask you to track down something that the passage *directly stated*. If it's not stated directly in the passage, it cannot be the answer to a Detail question. This detail asks us what the passage says that current copyright laws do. If you skim the passage just looking for the phrase "current copyright laws" you'll find the answer—which is probably why the question uses the slightly weird phrase "present copyright laws" instead. It's an attempt to throw you off.

Correct answer:

(D) Right in the middle of the second paragraph, the passage states that "current copyright laws give owners ... the right to sue."

Incorrect answer:

(A) Copyright laws *are* restrictions on use of materials, so they don't provide "completely unrestricted use." This answer confuses the issue of what the author suggests in the last paragraph, that completely unrestricted use would be preferable.

(B) The author says that whoever posts a link to a document on a Web page has *no* control over who access it.

(C) The passage states that copyright law stops *unauthorized* distributers from making profits, not any distributer.

(E) The author is in favor of the free exchange of ideas, so this answer might be tempting, but the author never calls for the alteration of existing copyright laws. Indeed, the author wants the laws to stay the same.

Passage Four (Questions 23-27) – Social Science

The Passage:

This passage begins with a **goal** and the **usual method** used to achieve it: scholars are attempting to study the 'changing face of the Irish landscape' and the way they usually do it is to rely on historical documents. The second sentence gives us one **problem** with the usual method and the third sentence gives us another. Those problems are 1) the usual sources are rare before the 17th century and 2) from the 16th century on the sources are limited mostly to military and commercial concerns.

The second paragraph introduces the **new method** that will be the topic of the rest of the passage: studying fossilized pollen grains. The rest of this paragraph gives us the **characteristics** of the new method and generally explains how it works. The test maker is likely hoping that the boring details about where the pollen is found cause you to skip over the last part of the last sentence, which provides the **function** of the next two paragraphs. In many cases, the passage tells us, the new method can "supplement or correct" the documentary record. The next two paragraphs will be **examples** of such correction or supplementation.

The third paragraph's **example** is cereal-grain cultivation. The **original view** was that it didn't happen in County down until the 7th century and the introduction of something called a "moldboard plough". But the pollen grains provided a **new view**, that the grains were being cultivated earlier than the 7th century.

The fourth paragraph's example is from much later, the 18th century, so pay attention to the **timeframe**. Here, the **original view** was that flax was cultivated in County down before the 18th century, but the pollen grain research revealed that scholars were wrong, and that it wasn't cultivated until after. Notice that our pair of examples are opposites. In the third paragraph, the scholars discovered that something was happening *before* they thought it was; in the fourth paragraph, something wasn't happening until *after* they thought it was.

The final paragraph goes in a new direction, discussing the **limitations** of the new method, in particular, one **example**: some cultivated plants' pollen is indistinguishable from uncultivated plants' pollen, so the technique won't necessarily work. In particular, "madder," a type of dye, would fit into that category of things which pollen grain analysis wouldn't be able to tell us much about.

Question 23

Type: Main Point

Main point questions ask you to select an answer that sums up the argument of the passage as a whole. The correct answer won't have to mention every single major concept brought up during the passage, but it will need to be broad enough to cover those concepts. Since one of your main goals while reading the passage should be looking for its main point and the author's overall agenda, you should already be able to prephrase an answer that you'll be looking for in the answer choices.

This passage is not particularly coy about hiding its main point. The author tells us in the very first paragraph that the passage will be a discussion of the new technique of analyzing pollen grains and how it'll change the way historians study the history of the Irish landscape.

Correct answer:

(A) This is precisely what we should have predicted. The first paragraph lays this out, and the rest of the passage consists just of examples or illustrations of this idea.

Incorrect answers:

(B) This answer is *almost* right. Some previously accepted hypothesis have been revised, but it was not analyzing historical documents that caused the revision, it was the pollen grain evidence.

(C) Analyzing pollen is valuable, but not in the identification of plant species. It's what the pollen tells the historians about the plants grown in the past that's valuable.

(D) It is true that cultivating these crops had a significant impact on Ireland's landscape, but the pollen grain studies aren't revealing that those plants *had* an impact, it's revealing when and where those plants were cultivated.

(E) This is a confused version of something said in the last paragraph. Sometimes pollen isn't useful, because the pollen of cultivated plants is too similar to uncultivated plants. But the author still thinks that pollen is useful in general, not that it is severely limited.

Question 24

Type: Detail

Detail questions ask you to track down something that the passage *directly stated*. If it's not stated directly in the passage, it cannot be the answer to a Detail question. This Detail question asks for something that the passage argues against. We just have to track that down. From our notes, we would probably anticipate that the answer will be found in paragraph four, where we know that the author discusses how the pollen-grain data disproved the earlier view that flax was cultivated prior to the 18th century in Ireland.

Correct answer:

(B) Surprise! The correct answer doesn't come from the fourth paragraph, but rather the third. Originally, people thought that cereal grains were cultivated only once the moldboard plough was introduced, but pollen grains reveal that they were cultivating grain before that.

Incorrect answers:

(A) The introduction of the moldboard plough to Ireland in the seventh century is discussed in the third paragraph, but the pollen grains don't disprove that. The plow was still introduced in the seventh century. It's just that the Irish were cultivating grains before that.

(C) This isn't disproven by the pollen grains. Cereal grains definitely were cultivated after the seventh century.

(D) This is also something that is true and is not disproven by the pollen grains.

(E) This is the view that the pollen grain studies *prove*. It's not disproven.

Question 25

Type: Detail (Vocab-in-Context)

Detail questions in general ask you to track down something that the passage said *explicitly*. Occasionally, these questions will just ask what a particular word or phrase means in the context in which it's used in the passage. This usually requires reading a few lines above and below the specific part of the text that the interface will highlight for you in order to understand the role that the word or phrase is playing in this specific passage.

Here, the question is asking about the phrase "documentary record" that's used at two different times in the passage. Go back to those times, reread around to get the context before going to the answers.

Correct answer:

(D) Read a little bit before the first reference to find what the phrase "documentary record" refers to. It's the typical sources used by historians, the documents that need to be supplemented by the pollen grain analysis.

Incorrect answers:

(A) There aren't any documented analysis of pollen. Pollen is the new technique, not a past one.

(B) The record is not the pollen grains, but rather the documentary record that the grains are supplementing.

(C) There are no "pictorial depictions" written by current historians in this passage anywhere.

(E) The documents are those accounts that survive from the past, not the things written by historians about the past.

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Question 26

Type: Detail

Detail questions ask you to track down something that the passage *directly stated*. If it's not stated directly in the passage, it cannot be the answer to a Detail question. This Detail question asks what the historians believed *before* they started using the pollen grain analysis. There are two things we'd probably predict here. In the third paragraph, we learn that they used to think that cereal grains weren't cultivated before the 7th century, and they also used to think that flax was cultivated before the 18th century. Either could be the answer.

Correct answer:

(E) This is the detail from the fourth paragraph. Historians used to believe that flax was cultivated prior to the 18th century, but pollen grain analysis disproved that.

Incorrect answers:

(A) Flooding isn't mentioned in the passage at all.

(B) This answer is wrong, but in a sneaky way. The passage is only about County Down in Ireland, not all of Ireland. We don't know what historians think about Ireland as a whole, just this one region.

(C) This is the opposite of what the passage says. In the first paragraph, we're told that the documentary record of Ireland is very fragmentary and only focuses on certain things.

(D) The passage only says that madder wouldn't be something you could study with pollen grain analysis. It doesn't tell us what the historians think about it.

Question 27

Type: Structure

Structure questions are closely related to Purpose (of a Detail) questions. These questions ask us to analyze the structure of the passage as it relates to the author's overall plan or purpose? Why did the author say a particular thing at a particular time?

This question asks about the relationship between the second and last paragraphs. From our notes, we know that the second paragraph introduces and explains the method of using pollen grains to determine what plants were growing at a certain point in history. The last paragraph details some limitations to that method, that it can't be used for things like madder, where the wild and cultivated plants are too similar. We're looking for an answer that'll say something along those lines.

Correct answer:

(C) A limitation is a type of qualification, and that's what the final paragraph presents. The claim in the second paragraph is the description of the method and the things that the historians believe will come from it.

Incorrect answers:

(A) The last paragraph isn't a supporting example. It's an example of a limitation to the general method presented in the second paragraph.

(B) The method is presented as already viable throughout the passage. The last paragraph presents a limitation, not a hurdle that must be cleared prior to viability.

(D) The second paragraph isn't something the author is opposing; it's the new method the author is presenting.

(E) There aren't any supplemental procedures in the last paragraph. This is just a limitation to the method that historians would have to be aware of. There's nothing given to explain how to get around the limitation.