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QUESTION 1

For the last three years, entomologists have been searching for a parasite to help control a whitefly that has recently become a serious crop pest. Believing this new pest to be a variety of sweet-potato whitefly, the entomologists confined their search to parasites of the sweet-potato whitefly. Genetic research now shows the new pest to be a distinct species, the silver leaf whitefly. Therefore, the search for a parasite has so far been wasted effort.

Which one of the following is an assumption on which the argument relies?

- A. All varieties of the sweet-potato whitefly are serious crop pests.
- B. If a crop pest has a parasite, that parasite can always be used to control that pest.
- C. The chances of successfully identifying a useful parasite of the new pest have increased since the proper identification of the pest.
- D. No parasite of the sweet-potato whitefly is also a parasite of the silver leaf whitefly.
- E. In the last three years, the entomologists found no parasites of the sweet-potato whitefly.

Correct Answer: D

The conclusion, signaled by "therefore" in the final sentence, is that the search for a parasite has been a wasted effort. Entomologists were searching for a parasite to the sweet-potato whitefly, believing that species to be a serious crop pest, but the culprit turned out to be the silver leaf whitefly instead. It is because of this error that the author concludes that the search has so far been a waste. Perhaps you were able to prephrase an alternative to this scenario: What if a parasite that would control the sweet-potato fly would also be effective against the silver leaf? Then it would be a bit rash to say that the effort thus far has been totally in vain, no? In order for the conclusion to stand, therefore, it must be assumed that no sweet-potato whitefly parasite is also a parasite of the silver leaf whitefly. If there is a parasite common to both the denial of option [No parasite of the sweet-potato whitefly is] -- then arguing that the search has been a total waste would be premature since it's possible they'd be able to use what they found against the silver leaf species anyway.

QUESTION 2

Juan: Unlike the ancient Olympic games on which they are based, the modern Olympics include professional as well as amateur athletes. But since amateurs rarely have the financial or material resources available to professionals, it is unlikely that the amateurs will ever offer a serious challenge to professionals in those Olympic events in which amateurs compete against professionals. Hence, the presence of professional athletes violates the spirit of fairness essential to the games. Michiko: But the idea of the modern Olympics is to how case the world's finest athletes, regardless of their backgrounds or resources. Hence, professionals should be allowed to compete.

Which one of the following most accurately expresses the point at issue between Juan and Michiko?

- A. whether the participation of both amateur and professional athletes is in accord with the ideals of the modern Olympics
- B. whether both amateur and professional athletes competed in the ancient Olympic games upon which the modern Olympics are based
- C. whether the athletes who compete in the modern Olympics are the world's finest
- D. whether any amateur athletes have the financial or material resources that are available to professional athletes



E. whether governments sponsor professional as well as amateur athletes in the modern Olympics

Correct Answer: A

Since both Juan and Michiko helpfully use the Conclusion Keyword "Hence," we can readily see that Juan's point is that pros should be barred from the Olympics while Michiko thinks otherwise. That each speaker mentions Olympic ideals, whether of fairness (Juan) or of intent (Michiko), serves to bolster [whether the participation of both amateur and...] as their point at issue. Michiko never mentions the ancient games at all, so option [whether both amateur and professional athletes...] cannot be a point at issue between her and Juan. Neither can option [whether the athletes who compete in the modern...], since it's an assertion that Michiko believes and that Juan concedes (when he argues that the amateurs are no match for the pros). Finally, Michiko takes her stand "regardless of [the athletes'] backgrounds or resources," so neither option [whether any amateur athletes have...] nor [whether governments sponsor professional as...], each of which raises those very background and resource issues, will pass muster as the issue over which Michiko and Juan go toe to toe.

QUESTION 3

Theoretically, analog systems are superior to digital systems. A signal in a pure analog system can be infinitely detailed, while digital systems cannot produce signals that are more precise than their digital units. With this theoretical advantage there is a practical disadvantage, however. Since there is no limit on the potential detail of the signal, the duplication of an analog representation allows tiny variations from the original, which are errors. These errors tend to accumulate as signals are duplicated, until this "noise" obliterates the information embodied in the original signal.

The statements above, if true, most strongly support which one of the following?

- A. Many ideas that work well in theory do not work well in practice.
- B. Analog representation of information is impractical because we do not need infinitely detailed information.
- C. Digital systems are the best information systems because error cannot occur in the emission of digital signals,
- D. Analog systems are inferior to digital systems for most practical purposes.
- E. Digital systems are preferable to analog systems when the signal must be reproduced many times.

Correct Answer: E

We see an Inference stem and a lot of text, so we should gear our attack on the stimulus accordingly, scoping out the more concrete facts and looking to interpret and combine as we go. In theory, we're told, analog systems trump digital ones, and sentence 2 tells us one way that's so--a difference in the detail and precision of their respective signals. But there's a very real downside to this theoretical advantage: The detail possible in an analog signal allow for errors to creep in during duplication, and the resultant noise can eventually drown out the original signal. There's nothing really obvious in the way of connections here, so we'll have to rely on a careful evaluation of the choices.

QUESTION 4

Joseph: My encyclopedia says that the mathematician Pierre de Fermat died in 1665 without leaving behind any written proof for a theorem that he claimed nonetheless to have proved. Probably this alleged theorem simply cannot be proved, since ?as the article points out ?no one else has been able to prove it. Therefore, it is likely that Fermat was either lying or else mistaken when he made his claim. Laura: Your encyclopedia is out of date. Recently someone has in fact proved Fermat's theorem. And since the theorem is provable, your claim ?that Fermat was lying or mistaken ?clearly is wrong.



Joseph's statement that "this alleged theorem simply cannot be proved" plays which one of the following roles in his argument?

- A. an assumption for which no support is offered
- B. a subsidiary conclusion on which his argument's main conclusion is based
- C. a potential objection that his argument anticipates and attempts to answer before it is raised
- D. the principal claim that his argument is structured to refute
- E. background information that neither supports nor undermines his argument's conclusion

Correct Answer: B

We get a chance at two questions for this dialogue stimulus; let's scan them before we read the stimulus. A Method of Argument question, asks us for the role played by a statement of Joseph, and a Flaw question, asks us to identify a flaw in Laura's argument. Joseph introduces us to Fermat, and tells us that Fermat was lying or wrong in claiming to have proved the theorem. Laura responds that the theorem has been recently proved and, so, Fermat was not lying or wrong about having proved the theorem. Joseph's statement that "this alleged theorem . . ." is a conclusion of his argument, but not his overall main point. This statement is supported by the evidence that immediately follows it—that no one else has proved it. The use of that evidence to support the statement in question makes it a conclusion, but not the main conclusion. Joseph's main conclusion is that Fermat was either lying or wrong, which is supported by his statement that the theorem cannot be proved. Choice [a subsidiary conclusion on which his...] states just that.

QUESTION 5

Many educators in Canada and the United States advocate multicultural education as a means of achieving multicultural understanding. There are, however, a variety of proposals as to what multicultural education should consist of. The most modest of these proposals holds that schools and colleges should promote multicultural understanding by teaching about other cultures, teaching which proceeds from within the context of the majority culture. Students should learn about other cultures, proponents claim, but examination of these cultures should operate with the methods, perspectives, and values of the majority culture. These values are typically those of liberalism: democracy, tolerance, and equality of persons.

Critics of this first proposal have argued that genuine understanding of other cultures is impossible if the study of other cultures is refracted through the distorting lens of the majority culture's perspective. Not all cultures share liberal values. Their value systems have arisen in often radically different social and historical circumstances, and thus, these critics argue, cannot be understood and adequately appreciated if one insists on approaching them solely from within the majority culture's perspective.

In response to this objection, a second version of multicultural education has developed that differs from the first in holding that multicultural education ought to adopt a neutral stance with respect to the value differences among cultures. The values of one culture should not be standards by which others are judged; each culture should be taken on its own terms. However, the methods of examination, study, and explanation of cultures in this second version of multicultural education are still identifiably Western. They are the methods of anthropology, social psychology, political science, and sociology. They are, that is, methods which derive from the Western scientific perspective and heritage.

Critics of this second form of multicultural education argue as follows: The Western scientific heritage is founded upon an epistemological system that prizes the objective over the subjective, the logical over the intuitive, and the empirically verifiable over the mystical. The methods of social-scientific examination of cultures are thus already value laden; the choice to examine and understand other cultures by these methods involves a commitment to certain values such as objectivity. Thus, the second version of multicultural education is not essentially different from the first. Scientific discourse has a privileged place in Western cultures, but the discourses of myth, tradition, religion, and mystical insight are often the dominant forms of thought and language of non-Western cultures. To insist on trying to understand



nonscientific cultures by the methods of Western science is not only distorting, but is also an expression of an attempt to maintain a Eurocentric cultural chauvinism: the chauvinism of science. According to this objection, it is only by adopting the (often nonscientific) perspectives and methods of the cultures studied that real understanding can be achieved.

Critics who raise the objection discussed in the second paragraph would be most likely to agree with which one of the following?

- A. The social and historical circumstances that give rise to a culture's values cannot be understood by members of a culture with different values.
- B. The historical and social circumstances of a culture can play an important role in the development of that culture's values.
- C. It is impossible for one culture to successfully study another culture unless it does so from more than one cultural perspective.
- D. Genuine understanding of another culture is impossible unless that culture shares the same cultural values.
- E. The values of liberalism cannot be adequately understood if we approach them solely through the methods of Western science.

Correct Answer: B

Would be most likely to agree" clearly signals an Inference question, and we are sent right to 2, which we ought to reread, or skim, before attacking the choices.

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