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**QUESTION 1**

Until about 1970, anyone who wanted to write a comprehensive history of medieval English law as it actually affected women would have found a dearth of published books or articles concerned with specific legal topics relating to women and derived from extensive research in actual court records. This is a serious deficiency, since court records are of vital importance in discovering how the law actually affected women, as opposed to how the law was intended to affect them or thought to affect them. These latter questions can be answered by consulting such sources as treatises, commentaries, and statutes; such texts were what most scholars of the nineteenth and early twentieth centuries concentrated on whenever they did write about medieval law. But these sources are of little help in determining, for example, how often women's special statutory privileges were thwarted by intimidation or harassment, or how often women managed to evade special statutory limitations. And, quite apart from provisions designed to apply only, or especially, to women, they cannot tell us how general law affected the female half of the population? how women defendants and plaintiffs were treated in the courts in practice when they tried to exercise the rights they shared with men. Only quantitative studies of large numbers of cases would allow even a guess at the answers to these questions, and this scholarly work has been attempted by few.

One can easily imagine why. Most medieval English court records are written in Latin or Anglo-Norman French and have never been published. The sheer volume of material to be sifted is daunting: there are over 27,500 parchment pages in the common plea rolls of the thirteenth century alone, every page nearly three feet long, and written often front and back in highly stylized court hand. But the difficulty of the sources, while it might appear to explain why the relevant scholarship has not been undertaken, seems actually to have deterred few: the fact is that few historians have wanted to write anything approaching women's legal history in the first place. Most modern legal historians who have written on one aspect or another of special laws pertaining to women have begun with an interest in a legal idea or event or institution, not with a concern for how it affected women. Very few legal historians have started with an interest in women's history that they might have elected to pursue through various areas of general law. And the result of all this is that the current state of our scholarly knowledge relating to law and the medieval Englishwoman is still fragmentary at best, though the situation is slowly improving.

According to the passage, the sources consulted by legal scholars of the nineteenth and early twentieth centuries provided adequate information concerning which one of the following topics?

- A. the intent of medieval English laws regarding women and the opinions of commentators concerning how those laws affected women
- B. the overall effectiveness of English law in the medieval period and some aspects of the special statutes that applied to women only
- C. the degree of probability that a woman defendant or plaintiff would win a legal case in medieval England
- D. the degree to which the male relatives of medieval Englishwomen could succeed in preventing those women from exercising their legal rights
- E. which of the legal rights theoretically shared by men and women were, in practice, guaranteed only to men

Correct Answer: A

As we alluded to earlier, we were asked to recognize that the sources listed in line 12, much to the consternation of our author, provide little insight on the actual legal experience of medieval English women. However, as we've seen, these sources can shed light on what the author refers to as the "latter questions" — namely "how the law was intended to affect them or thought to affect them" (1st paragraph). These topics appear in choice [the intent of medieval English...] "intent and opinion of commentators" is right on the money.

QUESTION 2



Editorial: The structure of the present school calendar was established to satisfy the requirements of early-twentieth-century agricultural life. In those days, farmers needed their children to have long breaks during which they could remain at home and help with the harvest. The contemporary school year is thus made up of periods of study interspersed with long breaks. But agricultural life no longer occupies most of our citizens, so we can now make changes that serve the interests of children. Therefore, long breaks should be removed from the school calendar.

Which one of the following is an assumption on which the editorial's argument depends?

- A. During long breaks children have a tendency to forget what they have learned.
- B. Children of farmers need to continue observing a school calendar made up of periods of study interspersed with long breaks.
- C. Long breaks in the school calendar should be replaced with breaks that are no longer than workers' average vacations.
- D. A change in the present school calendar that shortened breaks would serve the interests of agricultural life.
- E. A school calendar made up of periods of study without long breaks would serve the interests of children more than a school calendar with long breaks.

Correct Answer: E

We lead off with an Assumption question, so we know to look for the usual suspects: scope shifts, gaps in the reasoning, and stray terms that need to be connected. Here, the latter applies. Did you notice the issue that appears to drop in out of nowhere? The argument hums along nicely until the notion of children's interests is introduced. How do we know what would "serve the interests of children" if the author doesn't tell us? If a factor (agricultural needs) that made long school breaks necessary is no longer relevant, one could certainly argue that long breaks are no longer necessary, but to say that long breaks should be eliminated in the name of student interests requires an additional step -- the author has to somehow show that shorter breaks would actually be better for children.

QUESTION 3

One day, a poet was requested to interpret an especially peculiar and obscure passage within one of his own poems. His response was "at the time that I was writing that particular verse, only God and myself knew its meaning. Now, it is only God who knows."

What does the poet mean by his answer?

- A. God is much wiser than people are
- B. most people can't understand poetry
- C. Poets don't often know where their creative inspiration comes from
- D. great poems are inspired by a muse
- E. the poet has forgotten the meaning of his own verse

Correct Answer: E

QUESTION 4



The past three consecutive women's U.S. tennis champions have all changed to Wilson's new line of tennis rackets. If this is the case, don't you think it's time to improve your tennis swing and trade your old racket in for a Wilson?

Consider the following claims, which claim is not made and cannot be used in conclusion to the above advertisement?

- A. Previous U.S. Tennis champions know a considerable amount about their equipment and the sport of tennis.
- B. Rackets that are strengthened by oak wood are used exclusively in Wilson's new rackets.
- C. Oak wood strengthened rackets help to make tennis rackets durable and stronger, allowing the player to make powerful swings.
- D. With Wilson's rackets, you will improve your tennis playing.
- E. The status achieved by the past three consecutive women's U.S. tennis championships, was due to the assistance of Wilson's rackets.

Correct Answer: E

QUESTION 5

Many great inventions are greeted with ridicule and disbelief. The invention of the airplane was no exception. Although many people who heard about the first powered flight on December 17, 1903, were excited and impressed, others reacted with peals of laughter. The idea of flying an aircraft was repulsive to some people. Such people called Wilbur and Orville Wright, the inventors of the first flying machine, impulsive fools. Negative reactions, however, did not stop the Wrights. Impelled by their desire to succeed, they continued their experiments in aviation. Orville and Wilbur Wright had always had a compelling interest in aeronautics and mechanics. As young boys they earned money by making and selling kites and mechanical toys. Later, they designed a newspaper-folding machine, built a printing press, and operated a bicycle-repair shop. In 1896, when they read about the death of Otto Lilienthal, the brother's interest in flight grew into a compulsion. Lilienthal, a pioneer in hang-gliding, had controlled his gliders by shifting his body in the desired direction. This idea was repellent to the Wright brothers, however, and they searched for more efficient methods to control the balance of airborne vehicles. In 1900 and 1901, the Wrights tested numerous gliders and developed control techniques. The brothers' inability to obtain enough lift power for the gliders almost led them to abandon their efforts. After further study, the Wright brothers concluded that the published tables of air pressure on curved surfaces must be wrong. They set up a wind tunnel and began a series of experiments with model wings. Because of their efforts, the old tables were repealed in time and replaced by the first reliable figures for air pressure on curved surfaces. This work, in turn, made it possible for them to design a machine that would fly. In 1903 the Wrights built their first airplane, which cost less than one thousand dollars. They even designed and built their own source of propulsion- a lightweight gasoline engine. When they started the engine on December 17, the airplane puffed wildly before taking off. The plane managed to stay aloft for twelve seconds, however, and it flew one hundred twenty feet. By 1905 the Wrights had perfected the first airplane that could turn, circle, and remain airborne for half an hour at a time. Others had flown in balloons or in hang gliders, but the Wright brothers were the first to build a full-size machine that could fly under its own power. As the contributors of one of the most outstanding engineering achievements in history, the Wright brothers are accurately called the fathers of aviation.

The Wright's interest in flight grew into a ____.

- A. financial empire
- B. plan
- C. need to act
- D. foolish thought



E. answer not in article

Correct Answer: C

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