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**QUESTION 1**

How can I write any of the essays when there are so many essays to be written?

In terms of its logical structure, the remark above most closely resembles which one of the following?

- A. How can he buy a new car when he is already deeply in debt?
- B. How can she increase her collection of books when it is already so large?
- C. How can he iron any of his shirts when he has so many shirts that need ironing?
- D. How can she visit London and Paris when she has not yet visited New York and Washington?
- E. How can they raise horses when they already raise so many cows?

Correct Answer: C

In each case, the verb ("iron".. "need ironing"; "write".. "to be written") is repeated, while the adjective ("many") modifies the repeated noun.

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**QUESTION 2**

Passage

The Marshmallow Test for Grownups

(1)

Originally conducted by psychologist Walter Mischel in the late 1960s, the Stanford marshmallow test has

become a touchstone of developmental psychology. Children at Stanford's Bing Nursery School, aged four to six, were placed in a room furnished only with a table and chair. A single treat, selected by the child, was placed on the table. Each child was told if they waited for 15 minutes before eating the treat, they would be given a second treat. Then they were left alone in the room. Follow-up studies with the children later in adolescence showed a correlation between an ability to wait long enough to obtain a second treat and various forms of life success. And a 2011 fMRI study conducted on 59 original participants ?now in their 40s ?by Cornell's B.J. Casey showed higher levels of brain activity in the prefrontal cortex among those participants who delayed immediate gratification in favor of a greater reward later on. This finding is important because of the research that's emerged on the critical role played by the prefrontal cortex in directing our attention and managing our emotions.

(2)

As adults, we face a version of the marshmallow test nearly every waking minute of every day. We're not tempted by sugary treats, but by our browser tabs, phones, and tablets ?all the devices that connect us to the global delivery system for those blips of information that do to us what marshmallows do to preschoolers.

(3)

Sugary treats tempt us into unhealthy eating habits because the agricultural and commercial systems that meet our nutritional needs today are so vastly different from the environment in which we evolved as a species. Early humans lived in a calorie-poor world, and something like a piece of fruit was both rare and valuable. Our brains developed a response mechanism to these treats that reflected their value ?a surge of interest and excitement, a feeling of reward



and satisfaction ?which we find tremendously pleasurable. But as we\\'ve reshaped the world around us, radically diminishing the cost and effort involved in obtaining calories, we still have the same brains we evolved thousands of years ago. This mismatch is at the heart of why so many of us struggle to resist tempting foods that we know we shouldn\\'t eat.

(4)

A similar process is at work in our response to information. Our formative environment as a species was information-poor as well as calorie-poor. The features of that environment ?specifically the members of our immediate community and our interactions with them ?typically changed rarely and gradually. New information in the form of new community members or new ways of interacting were unusual and notable events that typically signified something of great importance. Just as our brains developed a response mechanism that prized sugary treats, we evolved to pay close attention to new information about the people around us and our interactions with them. But just as the development of industrial agriculture and mass commerce has profoundly altered our caloric environment, global connectivity has profoundly altered our information environment. We are now ceaselessly bombarded with new information about the people around us ?and the definition of "people around us" has fundamentally changed, putting us in touch with more people in an hour than early humans met in their entire lives. All of this poses a critical challenge to our brains ?the adult version of the marshmallow test.

(5)

Not only are we constantly interrupted by alerts, beeps, and buzzes that tell us some new information has arrived, we constantly interrupt ourselves to seek out new information. We pull out our phones while we\\'re in the middle of a conversation with someone. We check our email while we\\'re engaged in a complex task that requires our full concentration. We scan our feeds even though we just checked them a minute ago. There\\'s increasing evidence suggesting that these disruptions make it difficult to do our best work, diminish our productivity, and contribute to a feeling of overwhelm.

(6)

The agricultural and commercial revolutions were clearly net gains for humanity, making it possible for more people to live better lives than ever before. It would be both wrongheaded and fruitless to suggest that we should turn back the clock on these advances. Similarly, the information revolution is helping us to make great strides as a species. But just as we need to be more thoughtful about our caloric consumption, delaying gratification of our impulsive urges in order to eat more nutritiously, we need to be more thoughtful about our information consumption, resisting the allure of the mental equivalent of "junk food" in order to allocate our time and attention most effectively. (This article has been picked from hbr.org and has been edited for use.)

Which one of the following best describes the organization of the passage?

- A. A study is presented, its results are discussed, an analogy of the study is presented with respect to another age group, a new hypothesis that undermines the study is shown.
- B. A recently observed phenomenon is contrasted with a research study, justifications for the occurrence of the phenomenon are given, recommendations to overcome the inconveniences created by the phenomenon are described.
- C. A study is presented and its results are discussed, its relevance with respect to another age group is discussed, justifications are given for why the extrapolation is plausible.
- D. A research and the assumptions on which it is based are described, a contradicting study is presented, validity of both the studies are questioned.
- E. A research study is presented, conclusions drawn from it are presented, evidence that undermines the validity of the study is described, an evaluation of the evidence is presented.

Correct Answer: C



The passage starts off by describing the marshmallow study and its results. It further extends the discussion to how this study could impact adults, the baits being phones and tablets, not candies and marshmallows. Subsequently, gives reasons for why the abundance of information is pernicious to humans, reducing productivity and increasing a feeling of overwhelm. Finally, it concludes by saying that this information revolution and technology is positively contributing to humankind but should be used judiciously.

Option [A study is presented, its results are discussed, an analogy of...] is incorrect primarily because of the last phrase, which states that '\a new hypothesis that undermines the study is shown.\' The passage does not undermine the original marshmallow study.

Option [A recently observed phenomenon is contrasted with...] is incorrect because the author does not give any recommendations to overcome the inconveniences caused by technology and the copious amounts of information.

Option [A study is presented and its results are discussed, its relevance with...] is correct. The marshmallow study is presented and its conclusions are stated. Further, the author extrapolates the study to adults. He also gives reasons to support why this extrapolation is fair. Just as children were lured by the treats, so humans are lured by the current technology.

Option [A research and the assumptions on which...] is incorrect on multiple counts. Firstly, the assumptions of the marshmallow study are not discussed. Further no contradictory study is presented.

Option [A research study is presented, conclusions drawn from...] is incorrect because evidence to undermine the study are not stated by the author of the passage. Also, there is no evaluation of the evidence.

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### QUESTION 3

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.

Which one of the following most accurately states the main point of the passage?

- A. Proponents of two proposals for promoting multicultural understanding disagree about both the goal of multicultural education and the means for achieving this goal.
- B. Proponents of two proposals for promoting multicultural understanding claim that education should be founded upon an epistemological system that recognizes the importance of the subjective, the intuitive, and the mystical.
- C. Proponents of two proposals for promoting multicultural understanding claim that it is not enough to refrain from judging non-Western cultures if the methods used to study these cultures are themselves Western.
- D. Critics of two proposals for promoting multicultural understanding disagree about the extent to which a culture's values are a product of its social and historical circumstances.
- E. Critics of two proposals for promoting multicultural understanding claim these proposals are not value neutral and are therefore unable to yield a genuine understanding of cultures with a different value system.

Correct Answer: E

The answer choices for this Global, "main point" question are pretty lengthy. But scan them quickly. See the 3/2 split? And notice that the answer has to be options [Critics of two... a product of its social and historical circumstance.] or [Critics of two ... a genuine understanding of cultures with a different value system.] because far more of the author's time is spent discussing the criticism of proposals than the proposals themselves. If you start with those two choices, you see that option [Critics of two... a product of its social and historical circumstance.] is faulty because critics are in agreement on the significant extent to which cultural values emerge from circumstances. The critics in 2 say as much and those in 4 would hardly disagree. But option [Critics of two ... a genuine understanding of cultures with a different value system.] fits the bill, because the critics in 2 and 4 have much more in common than they disagree. Both sets of critics argue against the proposals' value neutrality and shortcomings.

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#### QUESTION 4

If a petrochemical plant manufactures a range of hazardous chemical products and must therefore follow strict guidelines concerning each of the chemicals may interact with one another on a daily basis. The plant processes five different chemicals every week. Three of these chemicals can be processed on any given day. Xenon may be processed any day except for every other Monday and every other Thursday.

Oxygen, however, can be processed only on Tuesdays and Wednesdays.

Liquid Hydrogen may be processed on Mondays, Wednesdays and Fridays.

Sulfur Dioxide can't be processed on Fridays.

Methane can't be processed on Wednesday.

Which weekday is most likely to be impossible for 3 chemicals to be processed in one day?

- A. Monday
- B. Tuesday



C. Wednesday

D. Thursday

E. Friday

Correct Answer: D

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### QUESTION 5

Exactly six piano classes are given sequentially on Monday: two with more than one student and four with exactly one student. Exactly four females -- Gimena, Holly, Iyanna, and Kate -- and five males -- Leung, Nate, Oscar, Pedro, and Saul -- attend these classes. Each student attends exactly one class. The following must obtain:

Iyanna and Leung together constitute one class.

Pedro and exactly two others together constitute one class.

Kate is the first female, but not the first student, to attend a class.

Gimena's class is at some time after Iyanna's but at some time before Pedro's.

Oscar's class is at some time after Gimena's.

Which one of the following is a complete and accurate list of classes any one of which could be the class Gimena attends?

A. the fourth, the fifth

B. the fourth, the sixth

C. the second, the fourth, the fifth

D. the third, the fifth, the sixth

E. the second, the third, the fourth

Correct Answer: A

Three classes must be scheduled before G's class (n/s . . . K, and I+L), and so G cannot be second or third. That kills options [the second, the fourth, the fifth], [the third, the fifth, the sixth] and [the second, the third, the fourth]. p and o come after G, and so G cannot be last.

That kills option [the fourth, the sixth].

When you get a "complete and accurate" question, you can use the choices strategically. Any choice that is wrong in any respect can be eliminated. Sometimes, you can eliminate many choices at once! If the



testmakers had been more sadistic, they might have made one of the choices merely "fourth." That would have trapped anyone that didn't see that o and p could be together in the triple class, allowing one of the H/n/s trio to push G into the fifth position.

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