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**QUESTION 1**

Four boys -- Fred, Juan, Marc, and Paul -- and three girls -- Nita, Rachel, and Trisha -- will be assigned to a row of five adjacent lockers, numbered consecutively 1 through 5, arranged along a straight wall. The following conditions govern the assignment of lockers to the seven children:

Each locker must be assigned to either one or two children, and each child must be assigned to exactly one locker.

Each shared locker must be assigned to one girl and one boy.

Juan must share a locker, but Rachel cannot share a locker.

Nita's locker cannot be adjacent to Trisha's locker. Fred must be assigned to locker 3.

If Trisha is assigned to locker 3 and Marc alone is assigned to locker 1, then which one of the following must be true?

- A. Juan is assigned to locker 4.
- B. Juan is assigned to locker 5.
- C. Paul is assigned to locker 2.
- D. Rachel is assigned to locker 2.
- E. Rachel is assigned to locker 5.

Correct Answer: B

As soon as you see that we're given new information -- and two pieces, yet! -- you should think to set up a little sketch for the purpose of this question, adding what you already know to what you're told. We see that one of the shared lockers must be #3.

QUESTION 2

On the popular children's television show, there are four little animals that make up the "Creature Buddies" are digitally animate. Since that means that they can't make a live stage performance, while the Creature Buddies are on tour, each is represented by a puppet that is operated by a chief and an assistant puppeteer.

The Creature Buddies are a: Dragon, Gorilla, Kangaroo, and Tiger.

The Creature's Names are: Audrey, Hamish, Melville, Rex

The Chief Puppeteers are: Ben, Jill, Paul and Sue



The Assistant Puppeteers are: Dave, Gale, Pam and Tom

Melville isn't the puppet who is operated by Sue and her assistant Pam.

Hamish's chief puppeteer (who is not Jill) is assisted by Tom.

Ben is in charge of the dragon, but Jill doesn't have anything to do with the kangaroo.

Dave is the assistant puppeteer for the tiger.

Rex, whose chief is Paul, isn't the gorilla (who's name is not Melville).

Who is the assistant puppeteer for Melville?

- A. Dave
- B. Gale
- C. Pam
- D. Tom
- E. Ben

Correct Answer: A

QUESTION 3

Passage

(1)

[1] The September 1906 edition of Cosmopolitan magazine recounts a story once told of an old Native American chieftain. [2] The chieftain was given a tour of the modern city of New York. [3] On this excursion, he saw the soaring heights of the grand skyscrapers and the majesty of the Brooklyn Bridge. [4] He observed the comfortable masses gathered in amusement at the circus and the poor huddled in tenements. [5] Upon the completion of the chieftain's journey, several Christian men asked him, "What is the most surprising thing you have seen?" The chieftain replied slowly with three words: "little children working." (2)

[6] Although the widespread presence of laboring children may have surprised the chieftain at the turn of the 20th century, this sight was common in the United States at the time. [7] From the Industrial Revolution through the 1930s was a period in which children worked in a wide variety of occupations. [8] Now, nearly 110 years after the story of the chieftain was told, the overt presence of widespread child labor in New York or any other American city no longer exists. [9] The move away from engaging children in economically productive labor occurred within the last 100 years. [10] As numerous authors on the subject have remarked, "Children have always worked." [11] In the 18th century, the arrival of a newborn to a rural family was viewed by the parents as a future beneficial laborer and an insurance policy for old age. [12] At an age as young as 5, a child was expected to help with farm work and other household chores. [13] The agrarian lifestyle common in America required large quantities of hard work, whether it was planting crops, feeding chickens, or mending fences. [14] Large families with less work than children would often send children to another household that could employ them as a maid, servant, or plowboy. [15] Most families simply could not afford the costs of raising a child from birth to adulthood without some compensating labor.

(3)

[16] One of the authors who noted that "children have always worked" is Walter Trattner. [17] During early human



history when tribes wandered the land, children participated in the hunting and fishing. [18] When these groups separated into families, children continued to work by caring for livestock and crops. [19] The medieval guild system introduced children to the trades. [20] The subsequent advance of capitalism created new social pressures. [21] For example, in 1575, England provided for the use of public money to employ children in order to "accustom them to labor" and "afford a prophylactic against vagabonds and paupers." [22] An Englishman stated, with regret, that "a quarter of the mass of mankind are children, males and females under seven years old, from whom little labor is to be expected." [23] This statement was consistent with the Puritan belief that put work at the center of a moral life. [24] This belief shaped a citizenry that grew to praise work and scorn idleness. [25] The growth of the Industrial Revolution and manufacturing, however, provided the greatest opportunity for society to avoid the perceived problem of the idle child. [26] Now that more work was less complex because of the introduction of machines, children had more potential job opportunities. [27] For example, one industrialist in 1790 proposed building textile factories around London to employ children to "prevent the habitual idleness and degeneracy" that were destroying the community. [28] With the advances in machinery, not only could society avoid the issue of unproductive children, but also the children themselves could easily create productive output with only their rudimentary skills.

(4)

[29] Similarly, in America, productive outlets were sought for children. [30] Colonial laws modeled after British laws sought to prevent children from becoming a burden on society. [31] At the age of 13, orphan boys were sent to apprentice in a trade while orphan girls were sent into domestic work. [32] Generally, children, except those of Northern merchants and Southern plantation owners, were expected to be prepared for gainful employment. [33] In other locations, the primary motivation in employing children was not about preventing their idleness but rather about satisfying commercial interests and the desire to settle the vast American continent. [34] Regardless of the motivation, a successful childhood was seen as one that developed the child's financially productive capacity.

The author makes use of all of the following in presenting the discussion of child labor in American and England EXCEPT

- A. an anecdote
- B. hypothetical case
- C. perspectives of individuals
- D. comparison
- E. chronology of historical events

Correct Answer: B

Option [an anecdote] is incorrect because the author starts the passage with an anecdote of the chieftain's visit to New York.

Option [hypothetical case] is correct because the author does not mention any hypothetical case in the passage.

Option [perspectives of individuals] is incorrect because the author states the perspectives of various individuals and authors in the passage. For instance, the author mentions the perspective of Walter Trattner in sentence 16. He also mentions the opinion of an industrialist in sentence 27.

Option [comparison] is incorrect because the author, across the passage, does compare the situation of child labor in England to that in America.

Option [chronology of historical events] is incorrect because the author does mention events and conditions with respect to time. Events of 1575, 1790, and the 18th century are all mentioned in the passage. Hence, a chronology of events is stated in the passage.



QUESTION 4

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas. Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's omnipotence. Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Armada, in January 1586. Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled one hundred and thirty sailing vessels of all types and recruited more than nineteen thousand robust soldiers and eight thousand sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable. The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8. Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

Philip recruited many _____ soldiers and sailors.

- A. warlike
- B. strong
- C. accomplished
- D. timid
- E. non experienced

Correct Answer: B

QUESTION 5

Tribal communities in North America believe that their traditional languages are valuable resources that must be maintained. However, these traditional languages can fall into disuse when some of the effects of the majority culture on tribal life serve as barriers between a community and its traditional forms of social, economic, or spiritual interaction. In some communities the barrier has been overcome because people have recognized that language loss is serious and have taken action to prevent it, primarily through community self-teaching.

Before any community can systematically and formally teach a traditional language to its younger members, it must first document the language's grammar; for example, a group of Northern Utes spent two years conducting a thorough analysis and classification of Northern Ute linguistic structures. The grammatical information is then arranged in sequence from the simpler to the more complex types of usage, and methods are devised to present the sequence in ways that will be most useful and appropriate to the culture.

Certain obstacles can stand in the way of developing these teaching methods. One is the difficulty a community may



encounter when it attempts to write down elements (particularly the spellings of words) of a language that has been primarily oral for centuries, as is often the case with traditional languages. Sometimes this difficulty can simply be a matter of the lack of acceptable written equivalents for certain sounds in the traditional language: problems arise because of an insistence that every sound in the language have a unique written equivalent—a desirable but ultimately frustrating condition that no written language has ever fully satisfied.

Another obstacle is dialect. There may be many language traditions in a particular community: which one is to be written down and taught? The Northern Utes decided not to standardize their language, agreeing that various phonetic spellings of words would be accepted as long as their meanings were clear. Although this troubled some community members who favored Western notions of standard language writing or whose training in Western-style linguistics was especially rigid, the lack of standard orthography made sense in the context of the community's needs. Within a year after the adoption of instruction in the Northern Ute language, even elementary school children could write and speak it effectively.

It has been argued that the attempt to write down traditional languages is misguided and unnecessary; after all, in many cases these languages have been transmitted in their oral form since their origins. Defenders of the practice counter that they are writing down their languages precisely because of a general decline in oral traditions, but they concede that languages could be preserved in their oral form if a community made every effort to eschew aspects of the majority culture that make this preservation difficult.

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

- A. In the face of the pervasive influences of the majority culture, some tribes are having difficulty teaching their traditional languages to younger tribe members.
- B. If tribes are to continue to hold on to their cultures in the face of majority culture influences, it is necessary for them to first teach their traditional languages to younger tribe members.
- C. Responding to doubts about the value of preserving oral forms of culture, some tribes, using techniques of Western-style linguistics, have taught their traditional languages to younger tribe members.
- D. Recognizing the value of their traditional languages, some tribes, despite the difficulties involved, have developed programs to teach their traditional languages to younger tribe members.
- E. Sidestepping the inherent contradiction of preserving oral forms of culture in writing, some tribes are attempting, eschewing the influences of the majority culture, to teach their traditional languages to younger tribe members.

Correct Answer: D

We get a Global Main Idea question to start off; nothing out of the ordinary. Stick to the topic, scope, purpose and passage structure just discussed and you'll be okay. The choices are fairly long, but that's okay—only one will contain all of the relevant elements of the passage. The notion of traditional language as a valuable resource is given up front in the very first sentence. To preserve such languages, the strategy of community teaching of the young is introduced and described. Finally, the obstacles, or "difficulties" of the endeavor, certainly take up a large part of the passage. Put it all together and we have the main thing this author set out to describe.

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