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QUESTION 1

The okapi, a forest mammal of central Africa, has presented zoologists with a number of difficult questions since they first learned of its existence in 1900. The first was how to classify it. Because it was horse like in dimension, and bore patches of striped hide similar to a zebra's (a relative of the horse), zoologists first classified it as a member of the horse family. But further studies showed that, despite okapi's coloration and short necks, their closest relatives were giraffes. The okapi's rightful place within the giraffe family is confirmed by its skin-covered horns (in males), two-lobed canine teeth, and long prehensile tongue.

The next question was the size of the okapi population. Because okapis were infrequently captured by hunters, some zoologists believed that they were rare; however, others theorized that their habits simply kept them out of sight. It was not until 1985, when zoologists started tracking okapis by affixing collars equipped with radio transmitters to briefly captured specimens, that reliable information about okapi numbers and habits began to be collected. It turns out that while okapis are not as rare as some zoologists suspected, their population is concentrated in an extremely limited chain of forestland in northeastern central Africa, surrounded by savanna. One reason for their seeming scarcity is that their coloration allows okapis to camouflage themselves even at close range. Another is that okapis do not travel in groups or with other large forest mammals, and neither frequent open riverbanks nor forage at the borders of clearings, choosing instead to keep to the forest interior. This is because okapis, unlike any other animal in the central African forest, subsist entirely on leaves: more than one hundred species of plants have been identified as part of their diet, and about twenty of these are preferred. Okapis never eat one plant to the exclusion of others; even where preferred foliage is abundant, okapis will leave much of it uneaten, choosing to move on and sample other leaves. Because of this, and because of the distribution of their food, okapis engage in individual rather than congregated foraging.

But other questions about okapi behavior arise. Why, for example, do they prefer to remain within forested areas when many of their favorite plants are found in the open border between forest and savanna? One possibility is that this is a defense against predators; another is that the okapi was pushed into the forest by competition with other large, hoofed animals, such as the bushbuck and bongo, that specialize on the forest edges and graze them more efficiently. Another question is why okapis are absent from other nearby forest regions that would seem hospitable to them. Zoologists theorize that okapis are relicts of an era when forestland was scarce and that they continue to respect those borders even though available forestland has long since expanded.

The function of the third paragraph is to

- A. pose a question about okapi behavior
- B. rebut a theory about okapi behavior
- C. counter the assertion that okapis are rare
- D. explain why okapis appeared to be rare
- E. support the belief that okapis are rare

Correct Answer: D

One should be able to answer any question about the purpose of any if s/he has done the right Roadmapping in route. Our Roadmap reveals that 3 is explaining why the okapi have seemed scarcer than they really are.

QUESTION 2

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 describes the organization of the passage?

- A. A problem is identified, followed by a list of obstacles to its solution; examples of the obstacles are discussed; a solution is proposed; methods of implementing the solution are described; an alternative to the solution is introduced and endorsed.
- B. A problem is identified, followed by solutions to the problem; methods of implementing the solutions are discussed; obstacles to implementing the solutions are described; an alternative method of implementing one of the solutions is proposed.
- C. A problem is identified, followed by a solution to the problem; a method of implementing the solution is discussed; obstacles to implementing the solution are described; a challenge to the solution is introduced and countered.
- D. A problem is identified, followed by examples of the problem; a solution is proposed; a method for implementing the solution is described; examples of successful implementation are discussed; the solution is applied to other similar problems.
- E. A problem is identified, followed by a proposal for solving the problem; benefits and drawbacks of the proposal are discussed; examples of the benefits and drawbacks are described; a challenge to the proposal is introduced and the proposal is rejected.

Correct Answer: C

If you constructed a good mental roadmap of the passage, this "Organization" question should have been eminently doable. We can accept as given that "a problem is identified," as that phrase begins every choice. There's nothing else to do but check the remainder of each choice against the passage. Option C. captures all of the elements of the passage, and gets them in the right order. The problem is that traditional languages can fall into disuse, but by the end

of 1 a solution is proposed: Some communities have taken steps to prevent language loss through community self-teaching. The "method of implementing the solution" is that stuff in 2, and the obstacles come in 3 and 4. The "challenge to the solution" is the idea in the beginning of 5 that writing down traditional languages is misguided and unnecessary, a notion that is then countered by the "defenders of the practice." All elements present and accounted for.

QUESTION 3

The Trojan War is one of the most famous wars in history. It is well known for the ten year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began. According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddesses of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict. To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked "for the most beautiful." All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him. "I'll grant you vast kingdoms to rule," promised Hera. "Vast kingdoms are nothing in comparison with my gift," contradicted Athena. "Choose me and I'll see that you win victory and fame in war." Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, Zeus's daughter and the most beautiful mortal, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece. Although Paris learned that Helen was married, he accepted the hospitality of her husband, King Menelaus of Sparta, anyway. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

Athena _____ Hera, promising Paris victory and fame in war.

- A. denied the statement
- B. defeated
- C. agreed with
- D. restated the statement

Correct Answer: A

QUESTION 4

Thurgood Marshall's litigation of Brown v. Board of Education in 1952 ?the landmark case, decided in 1954, that made segregation illegal in United States public schools ?was not his first case before the U.S. Supreme Court. Some legal scholars claim that the cases he presented to the court in the sixteen years before his successful argument for desegregation of public schools were necessary forerunners of that case: preliminary tests of legal strategies and early erosions of the foundations of discrimination against African Americans that paved the way for success in Brown.

When Marshall joined the legal staff of the National Association for the Advancement of Colored People (NAACP) in 1936, the organization was divided on how to proceed against the legal doctrine that for forty years had promoted "separate but equal" facilities for African Americans in educational institutions, in public transportation, and various other civic amenities. One approach was to emphasize that facilities were not in fact equal and to pursue litigation whose practical goal was the improvement both of opportunity for African Americans and of the facilities themselves. A second, more theoretical, approach was to argue that the concept of separate but equal facilities for the races was by its very nature impossible to fulfill, rendering the doctrine self-contradictory and hence legally unsound. Marshall correctly

believed that the latter approach would eventually be the one to bring repeal of the doctrine, but felt it necessary in the short term to argue several cases using the former approach, in order to demonstrate the numerous ways in which segregation prevented real equality and thus to prepare the courts to recognize the validity of the theoretical argument.

While Marshall enjoyed several successes arguing for the equalization of facilities and opportunities in such areas as voting practices and accommodations for graduate students at public universities, it would be twelve years before he evolved a strategy for arguing against pervasive discriminatory practices that enabled him to make the leap from individual instances of inequality to the broader social argument needed to later invalidate "separate but equal." In 1948, Marshall litigated *Shelley v. Kraemer*, in which he convinced the court to outlaw housing discrimination practiced by private parties. Although the court had previously supported such practices implicitly under a doctrine that excused private dealings from the legal requirement for equal protection of citizens under law, Marshall presented sociological data demonstrating that, in sum and over time, these individual transactions constituted a pattern of insupportable discrimination. Marshall later used this strategy when arguing against individual schools' enrollment restrictions in *Brown*; scholars argue that his successful use of the strategy in *Shelley* prepared the court to accept such data as convincing evidence for finding "separate but equal" insupportable on its face.

The primary purpose of the passage is to

- A. reveal the details of Marshall's career before he litigated *Brown v. Board of Education*
- B. examine the effects of a particular legal doctrine on the lives of African Americans
- C. describe the strategy contributing to a successful legal argument
- D. provide guidance to other litigators who attempt to overturn legal doctrines
- E. call attention to an unsound legal doctrine by focusing on the strategy of its successful challenger

Correct Answer: C

Correct choice [describe the strategy contributing...] for this Global, "primary purpose" question is as abstract in its own way as were the choices. But C. shouldn't be tough to accept. As noted earlier, there are four various references to "success" throughout the passage, and we can readily see the "strategy" of 2 that led to the "successful legal argument" of *Brown*.

QUESTION 5

Twelve healthy volunteers with the Apo-A-IV-1 gene and twelve healthy volunteers who instead have the Apo-A-IV-2 gene each consumed a standard diet supplemented daily by a high-cholesterol food. A high level of cholesterol in the blood is associated with an increased risk of heart disease. After three weeks, the blood cholesterol levels of the subjects in the second group were unchanged, whereas the blood cholesterol levels of those with the Apo-A-IV-1 gene rose 20 percent.

Which one of the following is most strongly supported by the information above?

- A. Approximately half the population carries a gene that lowers cholesterol levels.
- B. Most of those at risk of heart disease may be able to reduce their risk by adopting a low-cholesterol diet.
- C. The bodies of those who have the Apo-A-IV-2 gene excrete cholesterol when blood cholesterol reaches a certain level.
- D. The presence of the Apo-A-IV-1 gene seems to indicate that a person has a lower risk of heart disease.
- E. The presence of the Apo-A-IV-2 gene may inhibit the elevation of blood cholesterol.

Correct Answer: E

Here's an Inference question based on a scientific study. The only thing that the study points to is that there is a difference in having the "IV-1" gene, as opposed to the "IV-2" gene. In the study, where other possible complicating factors were controlled, the results pointed to a positive effect of gene IV-2. choice [The presence of the Apo-A-IV-2 gene may...], in appropriately qualified language, expresses information "most strongly supported" that "may" be true. On the basis of the results, it is reasonable to conclude E., that IV-2 may inhibit cholesterol.

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