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PrepTest 61

PrepTest 61, Section 1 (RC)

Passage 1

Paragraph 1 gives us a history of human rights in the UN. Note the “Although” in line 6, which clearly indicates that while there was human rights language in place, many thought it did not go far enough.

Paragraph 2 goes through the history of the drafting process and the final guarantees agreed to in the document.

Paragraph 3 discusses the UDHR’s weakness due to its nonbinding status but indicates the document has been successful in leading to binding human rights conventions.

This is a very basic passage without a lot of nuance. The main idea is that the UDHR was successful in helping human rights despite some flaws and a contentious drafting process.

1. Before you start, think of why the author describes the document as “purely programmatic”. S/he is indicating that the document is not legally enforceable. **(D)**
2. The author wants to compare the language of the charter and that of the proposals of opposition groups. **(B)** is correct. **(A)** might be tempting, but the two documents don’t disagree on the definition of rights – only how strongly the documents may be enforced.
3. We know the author is generally positive, though she has some reservations in paragraph 3. **(B)**.
4. **(D)**. The author lays out the practical consequences at the end of paragraph 3, so **(D)** is in fact false. All of the other statements are explicitly included in the passage.
5. **(A)** is tempting but wrong; it’s not ambiguity that made the initial charter ineffective but its lack of legal consequences. **(B)** is wrong because the last paragraph suggest the opposite, that the strengths outweigh the weaknesses. **(C)** is explicitly not true (paragraph 3). **(D)** is not in the passage. **(E)** is correct –lines 14-22 discuss that the “staunchest proponents” indeed wanted more legal enforceability.
6. We have to review the views of the delegates mentioned. Lines 11-14 mention the proponents of strengthening the charter to require member states to enforce human rights. **(A)** reflects this demand for action on the part of the offending member state.

Passage 2

Paragraph 1 makes 2 points: that forgeries are generally considered to be less aesthetically pleasing, and also that forgeries can be confused for originals.

Paragraph 2 asks whether forgery can indeed be art (philosophically).

Paragraph 3 answers the question with the work of Lessing. Lessing argues that art is valuable for its original vision, not only for its aesthetic qualities.

Paragraph 4 relates Lessing to Vermeer. The forger did not have a unique vision, so it “lacks historical significance.”

The author seems to endorse Lessing’s writing without reservation, so the main idea is that art should be judged not only by aesthetics but by originality, so forgeries are less artistically valuable.

7. **(C)** relates our prediction. **(B)** is wrong because it is still talking only about aesthetic value, and Lessing says

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we have to move beyond that.

8. (A) is correct. The forgery can be aesthetically valuable – Lessing would just argue that the forgery is less artistically valuable overall because of its lack of original vision. (D) is wrong because it is addressing overall artistic success (not just aesthetics); Lessing would say that the forgery is less valuable from this perspective.

9. Make a prediction: the author seems to refer to the critic to show how hard it can be to determine originals from forgeries. (D) is correct. While (A) might be true, that’s not why the author makes the point.

10. In line 13, critics are embarrassed to learn that the work they praised was in fact done by someone other than the purported author. (C) captures this logic. None of the other options discuss this sort of deception.

11. No prediction here so we should move through the choices.

(A) Lessing makes no mention of how many forgeries there are.

(B) We know that Lessing doesn’t care for forgeries and likes originality. Thus the creation of the work is important in assessing value. Correct.

(C) Lessing doesn’t mention influence.

(D) Lessing doesn’t discuss different definitions of forgery.

(E) is tempting, but it’s too strong. Lessing doesn’t say that re-use of techniques “can’t be innovative” at all – only that such work should be judged as less successful artistically.

12. (E) is correct. The first paragraph is explicit that van Meegeren painted original works under the false signature of Vermeer, but he didn’t copy Vermeer works directly.

13. We need to strengthen the contention that aesthetics are separate from artistic value.

(A) This doesn’t speak to that distinction.

(B) Correct. This is exactly what we’re after. Aesthetically pleasing copies are not regarded as high in artistic value.

(C) Again, this only speaks to forgeries and doesn’t compare aesthetics to artistic value.

(D) and (E), similarly, are not comparative between aesthetics and artistic value, only discussing one or the other.

Passage 3, Comparative reading

Passage A argues that unlike humans, when animals vocalize they don’t purposefully do so to alter the behavior of other animals or to provide other animals with information.

Passage B: the first and second paragraphs describe the “common” argument that animals do not communicate with conscious intention. (The discussion of lying is an example in support of this point). The third paragraph begins with the key transition “but.” It argues that the previous thinking is circular and that recent research calls previous assumptions made by the “common argument” into question.

How are these two passages related? Well, although they deal with different aspects of intentionality, Passage A and the beginning of Passage B argue that animal communication is qualitatively different from that of humans. But Passage B ends up concluding that recent research shows animal and human communication is more similar than previously thought. So while Passage B doesn’t explicitly refute Passage A, the two are in conflict.

14. (B) is correct, both passages discuss conscious intention. (A) is only addressed in Passage B. (C) is never discussed. Read (D) carefully as it looks tempting. (D) suggests a comparison between nonhuman primates and all other animals, but both of these passages are about differences between animals and humans. (E) is discussed in Passage B but not Passage A.

15. Read back in the passage to make a prediction here. The author uses Maritain to “exemplify” the common view, which the author goes on to refute in the next paragraph. (A) matches this exactly.

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16. Remember that we already know the author of Passage B is somewhat critical of the thinking in Passage A.
- (A) Irrelevant – neither author discusses whether humans act with intentionality all the time, only that they can and often do.
 - (B) Passage B never calls into question an author’s credentials (which would likely be an argument ad hominem!)
 - (C) While deception is mentioned in Passage B, Passage A doesn’t take a stance on it.
 - (D) Correct. In the last paragraph of Passage B, the author calls into question the assumptions of the argument that animals don’t act with intentionality, then points to empirical data to suggest that they might.
 - (E) Evolutionary benefits are not a central part of either passage.

17. Re-reading those lines, we know we’re looking for evidence that animals communicate out of instinct, without doing so intentionally. Sound familiar? (D) is correct; the frog example in Passage A made the very same point.

18. Remember our prediction, that Passage B’s author believed that human and animal communication are more similar and that animals act with more intentionality than previously believed. (C) is correct; this is nearly exactly how Passage B’s author frames the issue in the final paragraph. For (B), the authors don’t really disagree on how important the issue is. (D) is especially tempting here, but read closely. Only Passage A actually discusses attributing mental states to others. Both passages discuss the broad idea of intentionality, but Passage B doesn’t discuss the sub-issue of attributing states to other animals at all.

19. As in 18, we should remember that Passage B is generally more critical of the current scientific consensus and presents evidence of alternatives. (B) is correct as Passage B is explicitly critical of other scientists, while Passage A is not. (A) is wrong because neither passage takes up the question of whether science can answer questions. (C) is incorrect; Passage B doesn’t accept the validity of conflicting positions, it explicitly says that one of the sides is wrong.

(D) can be deceptive. While we might infer that Passage B supports ongoing research, it never does so explicitly. Furthermore, Passage A doesn’t take a stand on whether further research is necessary, so it’s impossible to say that the two differ. (E) is wrong because Passage B does not “refuse to commit itself.”

Passage 4

This passage is particularly important to diagram because it bounces between several different perspectives.

Paragraph 1 introduces the idea that African American histories were transnational “in contrast” to prevailing perspectives.

Paragraph 2 explains why this was – the problem of citizenship. (Curiously and unusually, this example is introduced with “First,” but there does not appear to be a second explanation.)

Paragraph 3 returns to the mainstream perspective, finally defining nationalism and explaining why it was prevalent in mainstream historiography. (Note that if you don’t know exactly what “historiography” means, you can still intuit what the passage is talking about – a kind of current explanation of historical and current events).

Paragraph 4 changes course – it argues that African American discourse was in fact nationalistic under a certain interpretation. This seems to be the author’s final perspective, but it’s one that we could not easily have seen coming given the 3 previous paragraphs.

The main idea is that while African American historical perspectives appear to be less nationalistic than mainstream perspectives, they in fact are also nationalistic.

20. If you have already predicted the main idea this shouldn’t be too hard:
- (A) The paragraph is about historical narrative, not general challenges for African Americans.

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- (B) The motives of African American historians is mentioned but is not the main idea.
- (C) This sounds good but is wrong; the last paragraph reveals that African American historians did in fact take a nationalist perspective.
- (D) Correct. Note how similar this was to our prediction: (D) starts by acknowledging that African American historians seem at first to be transnational, but then concludes that they were in fact more nationalistic than first thought.
- (E) This isn't mentioned in the passage.

21. The context of "reconstructing" is creating a glorious African past in order to overcome degrading representations. (E) is correct – the authors are shaping a conception. (A) is the closest wrong answer, but note that "reconstructing" involves creating an identity, not simply correcting an old one. The old representations are being "overturned," not simply corrected.

22.

- (A) is strongly implied in the second paragraph; it was the unresolved citizenship question that led to emigrationist sentiment.
- (B) really isn't discussed anywhere in the passage.
- (C) has two problems – first, the passage doesn't indicate that nationalist historians were in any way fictionalizing the glory of their nation, only that they focused on that aspect. Second, (C) ignores the voices of the African American historians.
- (D) the passage never addresses foreign policy and nationalism.
- (E) While the last paragraph makes the case that African American historians were nationalistic, nowhere do African Americans explicitly endorse nationalism – in fact, just the opposite.

23. Make sure to go back and understand what the transnationalist perspective is. (It's not explicitly defined, so be careful).

- (A) Nowhere does transnationalism promote the comparison of 2 different nationalist mythologies.
- (B) While it is true that transnationalism plays down territorial ambition, there's nothing to say that it involves treatment of minority populations. (While it might make sense that African American transnationalists would be interested in this issue, it's not explicitly a part of transnationalism itself).
- (C) Simply recounting attempts doesn't have any historical perspective.
- (D) is a bit confusing and seems like a possibility. Ultimately we just don't have evidence that transnationalism would be interested specifically in U.S. foreign policy.
- (E) is correct. Incorporating a variety of cultures without giving credence to national borders seems the most transnational.

24. Make sure to look back at the passage frequently. You can't pick an answer here without specific evidence that the passage supports your answer. (E) is correct; Paragraph 2 defines how leaders responded to the citizenship question.

25. This one is tricky and involves more process of elimination than loving the right answer.

- (A) False; the author is explicit that African Americans originally came from many different countries.
- (B) Correct; the final paragraph discussed how African American historians could be seen as creating a nation, even without explicit geographical borders.
- (C) Very strong language; we can't say they didn't engage in any myth-making.
- (D) We don't know whether the historians mentioned were the most prominent. Again, too extreme.
- (E) There isn't any evidence for this.

26. Make sure to have a prediction. We know the second paragraph explains why many African American historians had a trans-national perspective. (A) is correct, a very near paraphrase of our prediction. While (D) is technically true, that's not why the paragraph is there.

27. Make sure you know the position of mainstream U.S. historians given in the 3rd paragraph.

- (B) Correct. This is very much like a nation's "temperament" leading to its success (lines 32-34). None of the other options come very close.

PrepTest 61, Section 2 (LR)

1. Question Type: Flaw

Mary concludes that Jamal's argument is absurd because he says she both has a right and doesn't have a right to sell the business. It's clear, however, that there may be a difference between "right" and "legal right," and Jamal distinguishes between them. Mary's mistake is to ignore this distinction, so the answer is (D).

- (A) There's no mention of time in the prompt.
- (B) This isn't directly related to Mary's argument, which turns on her rights, not the employees'.
- (C) Mary's argument isn't that she has a right to sell the business, but that Jamal's claims are contradictory. She doesn't need to provide evidence for these claims in order to show that they contradict each other.
- (D) Correct.
- (E) Mary attacks Jamal's statements by calling them absurd, but says nothing about Jamal's character.

2. Question Type: Principle

The principle illustrated is that there's no value in making one part of something work when all the other parts don't work if the whole thing requires all its parts in order to be successful. This same principle is illustrated in (E): Automotive engineers find that there's no value in making a part of a car which will continue working when the car itself is on the junk heap. So (E) is the answer.

- (A) The items in a store are sold independently of one another, but the organs in a body work only together, so this is a different situation.
- (B) This argument is about the organs working together, so it's not parallel to the prompt, which describes one organ working alone.
- (C) The different models sold by a car company don't work together the way the organs in a body do, so this isn't the same principle.
- (D) This answer demonstrates the opposite of the principle that the prompt demonstrates: if one organ is overdeveloped, it can actually harm the other organs.
- (E) Correct.

3. Question Type: Must be true

The prompt offers two criteria which, combined, are sufficient for success: protecting individual liberties and helping the economy. Since we know that the present administration protects individual liberties, if it were also successful economically it would be an overall success. Thus (C) must be true.

- (A) The prompt doesn't tell us anything about the current administration's economic success.
- (B) We know that the current administration doesn't protect the environment, but since the prompt says that such an administration can still be an "overall success," we don't know whether B is true.
- (C) Correct.
- (D) The prompt says nothing about the relationship between economic success and protecting the environment.
- (E) The prompt says that one does not need to protect the environment in order to be an overall success.

4. Question Type: Method of argument

The prompt argues that the government should enact a ban on fishing. The evidence it cites shows that the fish in Eagle Bay are toxic, and that this presents a risk to public health. So (D) is the answer. Note that the prompt does not provide evidence that the ban would be economically harmful; it merely says that other people ("widespread concern") have said so.

- (A) The ban, not the toxin, is described as economically harmful.
- (B) The argument seeks to demonstrate that a ban should be enacted, not that a general moral principle is true.
- (C) The prompt provides no evidence on what opponents of the ban have or have not thought.
- (D) Correct.
- (E) The prompt shows that fishing in the bay would make expose the public to toxins, not that banning fishing would reduce the level of toxins in the bay.

5. Question Type: Principle

Vandenburg says that the art museum is violating the purpose of its founders, since they wanted to pay attention to contemporary art but the collection of contemporary art at this museum is smaller than its other collections; Simpson says that it's not violating its purpose, since its purpose is to collect good art and there may be little good contemporary art. Simpson will be correct if the museum would be wrong to collect bad art merely

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to give equal space to contemporary art. Thus (A) is the answer.

- (A) Correct.
- (B) This would justify Vandenburg, not Simpson.
- (C) Simpson's argument is that an art museum should not collect art from periods with no good art, so his argument won't be adequately justified by the claim that it "need not" do so.
- (D) The argument is about an art museum, not an ethnographic museum.
- (E) Simpson's argument is not that the curators are and should be violating the founders' intentions, but that even if the founders intended to devote equal "attention" to contemporary art this doesn't mean that they have to devote equal space.

6. Question Type: Strengthen

This argument is fairly weak as it stands, since it relies merely on correlation (corporations want something and government does that thing) without providing any evidence that the two phenomena are actually linked. It might just be chance that the government cuts funding to projects which corporations object to; perhaps the government has cut funding to all research projects, not just those on alternative energy. We need evidence that the government is cutting funding specifically because corporations object, and (C) provides that evidence: If only projects discouraged by corporations are cut by the government, that makes it likely that corporations influenced the government's decisions.

- (A) This provides no evidence for the causal link the prompt is trying to prove.
- (B) This weakens the argument, since it suggests that funding may be cut for other reasons besides corporate opposition.
- (C) Correct.
- (D) This weakens the argument, since it suggests that corporations don't have much power over government funding decisions.
- (E) This doesn't provide evidence for the causal link the prompt is trying to prove.

7. Question Type: Point at issue

Note that Sklar doesn't object to any of Talbert's arguments for teaching chess; he simply provides a completely different reason for thinking it should not be taught. The two speakers don't necessarily disagree on whether chess promotes mental maturity, or whether it diverts attention from social value; they simply disagree on whether, overall, it should be taught. Thus the answer is (D).

- (A) Talbert agrees with this, but Sklar doesn't say he disagrees.
- (B) Neither speaker expresses an opinion on this.
- (C) Sklar agrees with this, but Talbert doesn't say whether he disagrees.
- (D) Correct.
- (E) Neither speaker expresses an opinion on this.

8. Question Type: Flaw

Theodora's mistake occurs right in her first sentence: she refutes the idea that vegetarianism cannot lead to nutritional deficiencies, when Marcia merely said vegetarianism doesn't necessarily lead to nutritional deficiencies. So whether or not her argument about poverty is adequate, she's arguing against a straw man, and the answer is (A).

- (A) Correct.
- (B) Theodora makes an argument which is independent of the results cited by Marcia, so she isn't wrong to ignore them.
- (C) Theodora doesn't say that industries won't collapse if people don't become vegetarian, only that these industries will if people do become vegetarian.
- (D) Marcia and Theodora use "diet" in the same way.
- (E) She doesn't say this.

9. Question Type: Main point

The musicologist makes a general claim about the classification of instruments in order to prove a specific claim: that pianos are percussion instruments even though they have strings. Thus the answer is (E).

- (A) This is a premise of the musicologist's argument but not his main point.
- (B) He says nothing about how musicians interact with instruments.

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- (C) He doesn't mention how pianos sound.
- (D) He says the opposite of this.
- (E) Correct.

10. Question Type: Inference

We can infer that since agricultural runoff adds phosphorus, and phosphorus stimulates the growth of plankton, agricultural runoff stimulates plankton growth. A says this, and none of the other answers follow from the prompt. Thus the answer is (A).

- (A) Correct.
- (B) We can't infer what the ocean was like before the situation described in the prompt, since the prompt doesn't discuss this.
- (C) We can't infer that there would be no bacteria if there were no agricultural runoff, only that there would be less bacteria.
- (D) Even if agricultural runoff caused the doubling in phosphorus levels: runoff may have increased only slightly, or quadrupled, for all we know.
- (E) We can't infer this general statement from a specific description of a given body of water.

11. Question Type: Weaken

This argument clearly isn't rock-solid: there are a number of reasons why it might take one longer to leave a parking space in some situations than others, even if one didn't feel "possessive" of that space. An alternative explanation for the results would severely weaken the argument, and (A) provides such an alternative: drivers leave more slowly not because they feel possessive, but because they feel pressured and drive less well when they're pressured. Thus (A) weakens the argument.

- (A) Correct.
- (B) The argument is about leaving, not entering.
- (C) This answer looks right, since it seems to provide an alternative explanation just like (A). But it's not as good as (A) because it explains only the difference between leaving a space when no one is waiting and leaving when someone is waiting, not the difference between waiting patiently and waiting with honking. Answer (A) explains this difference (there's more pressure if someone's honking), so it's a better answer.
- (D) The psychologists don't need parking spaces to be representative of how likely it is that someone is waiting, only of the effect on time when someone is waiting.
- (E) This applies only to waiting with honking, not to waiting patiently, so it doesn't weaken the argument.

12. Question Type: Paradox

The "paradox" here is that shark teeth are very common, but shark skeletons are very uncommon, in the fossil record. This would be explained if there were a significant difference between shark teeth and shark skeletons. Answer choice A provides such a difference: shark skeletons are made of cartilage, which is less likely to fossilize than teeth. (A) is the answer.

- (A) Correct.
- (B) This only deepens the paradox.
- (C) This is irrelevant.
- (D) This implies that there should be more shark teeth than shark skeletons, but doesn't explain why shark skeletons are rarer than other vertebrate skeletons.
- (E) This only deepens the paradox, since if the same processes are involved we would expect them to be equally common.

13. Question Type: Assumption

In an assumption question, always look for the word or concept that's in the conclusion but not in the premises. Here, that concept is "interpretation of reality"—the premises tell us nothing about this. They merely tell us that photographs "express worldviews." To draw a logical argument we must link these two claims. Only (B) does so: if photographers express a worldview, and expressing a worldview is interpreting reality, then the critic's conclusion follows.

- (A) The critic would certainly agree with this, but it's not sufficient for his argument, since it only says that realistic depiction can interpret, whereas he says that photographers always do interpret.
- (B) Correct.

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- (C) This doesn't link expression with interpretation, so it's not sufficient.
- (D) We're looking for (express a worldview -> interpret reality); this is logically distinct from (interpret reality -> express a worldview), so this can't be the answer.
- (E) The critic would agree with this statement, but it doesn't link interpretation and expression.

14. Question Type: Weaken

The geologist concludes that, since it's very unlikely that worms made the tracks, they must have been caused by geological processes. He provides no positive evidence for geological processes; he merely excludes an alternative explanation. So if we had reason to believe that geological processes were also a very unlikely cause, that would weaken his argument. Answer choice (D) does just this: if it's impossible that geological processes made the tracks, this certainly works against his conclusion.

- (A) We must assume that the geologist's premises are true—that the sandstone really is as old as he says. So even if it's sometimes hard to estimate the age of sandstone, that doesn't matter here.
- (B) This strengthens the argument: if a wide variety of marks were made, why not these worm-like ones too?
- (C) This is irrelevant, since the life forms would presumably be just as unlikely as worms to be alive half a billion years before the earliest forms of multi-cellular life.
- (D) Correct.
- (E) This raises the possibility that worms may have been around earlier than we suspect, but if the marks are half a billion years earlier than the earliest traces of life it's very unlikely that worms were around then.

15. Question Type: Conclusion

The main point of the prompt is clearly that "it should be unsurprising if" unrelated species evolve similar organs. The evidence is that certain organs are the only way to accomplish a given task, so if unrelated species need to accomplish this task they'll need to develop these organs. Thus the answer is (B).

- (A) This doesn't mention needs, so it doesn't fit.
- (B) Correct.
- (C) This is too general: the prompt doesn't just say they'll develop organs, but that they'll develop similar organs.
- (D) The prompt says that the same needs lead to similar organs, but doesn't say anything about different needs.
- (E) Eyes and wings are merely examples, not the main point of the argument.

16. Question Type: Assumption

The engineer's argument seems pretty solid: he doesn't claim that his plan is feasible, only that if it could be done the steel plants would reduce their electric bills. However, he makes an important leap: he says not just that they would reduce their electric bills but that they would save money overall. Of course, this is only true if installing the generators saves more money than it costs, so he must assume choice (C).

- (A) The engineer doesn't claim that this plan is the best, only that it would save money.
- (B) The engineer doesn't say his plan is possible with current technology, only that if it worked it would save money.
- (C) Correct.
- (D) For the engineer's argument to work, it's not necessary that electricity be the primary source of energy, just that it be a source of energy.
- (E) The engineer's argument doesn't depend on this being the only way to save money.

17. Question Type: Method of argument

The herbalist claims that the bacteria will have an easier time resisting a standard antibiotic than an herbal antibacterial, just as a cook would have an easier time preparing a meal for a single guest than for dozens. So clearly the standard antibiotic corresponds to a single guest.

- (A) Correct.
- (B) This corresponds to the herbal antibacterial.
- (C) Irrelevant.
- (D) The cook corresponds to the bacteria.
- (E) The ingredients aren't part of the analogy.

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18. Question Type: Flaw

The argument turns on showing that owls who have developed an auditory schema based on faulty sight still fail to navigate even when they get their sight back. But this fails to address the question of whether their sight is damaged by the lenses in such a way that it remains faulty even after the lenses are taken off. If this were the case, the owls might be using sight to locate sounds as adults and their errors might result from problems in sight. Thus the answer is (A).

- (A) Correct.
- (B) This is irrelevant.
- (C) The argument doesn't imply that the owls reason, merely that they develop an association.
- (D) The argument is about owls and doesn't refer to other bird species.
- (E) The experimental results discussed are all relevant.

19. Question Type: Paradox EXCEPT

We need to explain why journalists still use quotation to report false claims, but no longer challenge those claims. Remember, this is an EXCEPT question, so four of the answer choices will help explain this and one, the correct one, won't. (D) doesn't explain the shift—on the contrary, if debate on controversial issues draws attention, we would expect journalists to do it more, not less. So (D) is the answer.

- (A) This would discourage journalists from disagreeing with controversial claims, so it helps explain why journalists don't do so.
- (B) If journalists don't know as much about the topics they cover, they may be unqualified to identify false claims and refute them.
- (C) If people who make controversial and possibly false claims speak only to journalists who agree with them, other journalists won't get a chance to refute their views.
- (D) Correct.
- (E) If journalists are criticized for refuting false claims, that explains why they do so less often.

20. Question Type: Weaken

This argument contains a major flaw which is rather subtle: the computer may be predicting a higher proportion of heart attacks than the human but at the same time generating a lot of false positives. Suppose the computer simply diagnosed every EKG it looked at as a heart attack—then it would correctly diagnose 100% of the things that later turned out to be heart attacks, but clearly it wouldn't be doing a better job than an experienced cardiologist. Answer (C) suggests that something like this is going on: the computer is generating many false positives, so the human may still be better at reading EKGs.

- (A) This doesn't weaken the argument, since even if the cardiologist made few mistakes the computer may have made even fewer.
- (B) This doesn't affect the fact that in this situation the computer seems to have done better.
- (C) Correct.
- (D) The computer and the human may both have limits, but this doesn't weaken the claim that the computer is better.
- (E) The prompt says the cardiologist was better (more experienced and skilled) than most cardiologists, so if even he couldn't beat the computer that only strengthens the claim that the computer is better than humans.

21. Question Type: Principle

The prompt provides evidence that taking a given action would reduce the accident rate, then states that this action should be taken. The prompt is assuming, therefore, that if a measure reduces accidents one should adopt it, and the answer is (E).

- (A) The prompt says nothing about changing exclusively high-speed roadways, only that at least these should be changed.
- (B) This would help to justify the argument in that it would provide support for a uniform national standard, but this isn't sufficient to justify a specific standard speed, so (E) is a better answer.
- (C) The prompt doesn't state that all roadways have equal average traffic speeds, so this principle would weaken the argument.
- (D) The argument isn't about "good laws," it's about reducing accidents.
- (E) Correct.

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22. Question Type: Strengthen

Keep in mind that this is an EXCEPT question: all but one of the answer choices will strengthen the psychiatrist's claim, and the one that doesn't is the right answer. (C) clearly doesn't strengthen the argument: it's either irrelevant (since the psychiatrist's argument is about college students) or weakens the argument (since increased spending does help some groups decrease anxiety and depression). So (C) is the answer.

- (A) This simply confirms the evidence the psychiatrist cites.
- (B) This supports the psychiatrist's view that those with high levels of spending wouldn't be worse off if they decreased spending.
- (C) Correct.
- (D) If the psychiatrist's measurements are argument, his evidence is all the more believable.
- (E) Individual cases of very large shifts in spending without shifts in anxiety and depression provide evidence that spending won't increase anxiety and depression.

23. Question Type: Parallel flaw

The structure of this argument could be sketched as follows:

BH → FY

Most FY are TS

Therefore: Most BH are TS

So what's the flaw? Well, even if all the brick houses have front yards, and most houses with front yards have two stories, it could be the case that the brick houses are in the minority of front-yard houses that don't have two stories. Just because most of a class (front yards) has a characteristic (two stories) doesn't mean most of a subset of a class (brick houses) has that characteristic. (Just as it could be true that most days in May this year were sunny but still false that most Wednesdays in May were sunny.) The only answer choice which shares this flaw precisely is D: legislators are parallel to brick houses, public servants are parallel to houses with front yards, and not running for office is parallel to having two stories. So (D) is the answer.

- (A) L → P, Most L are RO, therefore most P are RO. This is almost right, but if you look carefully at the diagram you'll see that it differs from the prompt.
- (B) Introduces four groups, legislators, politicians, those who have run for office and public servants, when the prompt contains only three groups.
- (C) The conclusion here isn't about "most" of something, so it's ruled out immediately.
- (D) Correct.
- (E) "Most are not" in the conclusion isn't parallel to the prompt.

24. Question Type: Sufficient assumption

This question depends on a subtle vocabulary shift: the historian initially talks about "clear and unambiguous moral beliefs" but switches later to "inclination to morally judge human behavior." If these two phrases mean the same thing, the argument is properly drawn—so we need an assumption which says they're equivalent. Only B provides that, so B is the answer.

- (A) The argument's conclusion is about what studying history does to a person, not about which events the person focuses on.
- (B) Correct.
- (C) The historian doesn't discuss "understanding human history," only studying it extensively.
- (D) The historian says that anyone who views history as a working out of moral themes must have a strong moral belief, but he doesn't imply that the stronger ones moral beliefs the more one sees it that way.
- (E) The historian seems to imply that people grow more objective as they learn more, which is the opposite of this.

25. Question Type: Paradox

The students express a preference for experience, but among individual candidates they choose one who has no experience. We have to find a piece of information which explains this apparent contradiction between students' expressed preferences. An obvious possibility is that students simply don't know which candidates are experienced; if this is the case, it makes sense that they might choose an inexperienced candidate in ignorance of his inexperience, while still preferring experienced candidates in principle. Thus (D) is the answer.

- (A) This still doesn't explain why the one candidate students did choose was inexperienced.
- (B) Again, this doesn't explain why students chose a candidate with no experience.

PrepTest 61, Section 2 (LR) Continued...

- (C) This suggests that the students may not have had the option of choosing an experienced candidate, but it doesn't state this explicitly, so (D) is still a better answer.
- (D) Correct.
- (E) This may be true, but the question isn't about who would actually make a good president; it's about the apparent contradiction between who the students think would make a good president. Thus this is irrelevant.

PrepTest 61, Section 3, Game 1

This is a grouping game with two complications: the issue of the driver, and the fact that we're not sure exactly how many workers go in each car. Note that there are no distinctions in the rules between Car 1 and Car 2, so we'll use 1 and 2 for labels, but we could just as easily switch the occupants between cars without breaking any rules.

F G H J K L = 6

Rules

#1: F or G drives H

#2: F or K drives J

#3: G L

1 d

2 d

Discussion: Make sure to note a position for each driver in each car. (We've put the "d" first in each car, but remember there isn't any relative position between riders in each car; no one is "before or after" anyone else within a car.)

The two rules regarding drivers require consideration. H and J must be driven by a combination of F, G, or K. It's also possible that F drives BOTH H and J. It's work working out the possibilities.

F and G drive

Fd J

Gd L

F and K drive

Fd H

Kd

K and G drive

Kd J

Gd L H

F drives both H and J

Fd H J

 G L

If F drives H and J, the block of G and L must go in the other car since there's not room. However, we know nothing about the driver of the second car.

1. List question.
- a) **Correct.**
- b) Violates Rule 2
- c) Violates Rule 3
- d) Violates Rule 1
- e) Violates Rule 2

2. Look through our options; if F drives we're not sure who the second driver is, but we listed out all of the other options.

e) **Correct.** K and L can't be drivers.

3. If Lisa drives, looking at our options the only configuration is to have F drive both H and J, giving us:

Fd H J
Ld G
.....

a) **Correct.** K is unrestricted and could go with F, H, and J.

4. If F is not the driver, the only configuration is the one with G and K driving.

Kd J
Gd L H
.....

If F travels with 2 other workers, he must go with K and J, as the other car already has 3 workers:

Kd J F
Gd L H
.....

c) **Correct.** F must be driven by K, and the other rider is J.

5. This is trial and error.

a) Could be true, e.g. GL, FHJK

b) Could be true, e.g. FH, K G L J

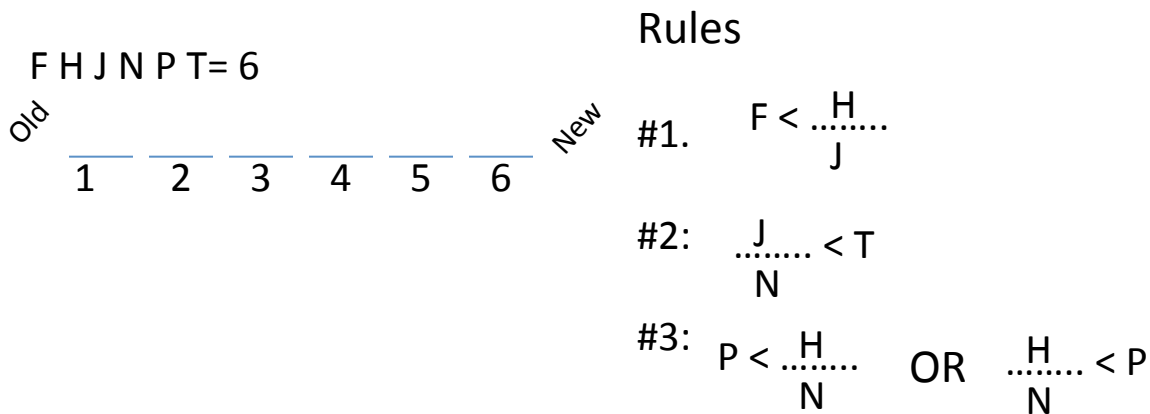
c) Could be true, e.g. F J, G L K J

d) **Correct, must be false.** If K doesn't drive, all the configurations with K riding have him with 2+ other workers.

e) Could be true, see a)

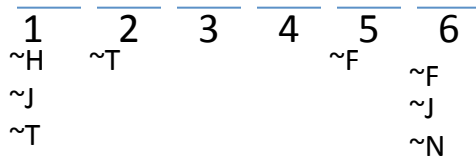
PrepTest 61, Section 3, Game 2

This is a straightforward linear game with sequencing rules.



Discussion: Make sure to put in your basic exclusion rules. While variables like J appear multiple times, it's not really possible to combine rules since you won't know all the relationships. You can deduce $F < J < T$ from Rules 1 and 2.

Rule 3 essentially says that P is either before both H and N or after; it just can't be between them.



6. List question.

- a) **Correct.**
- b) Violates Rule 2
- c) Violates Rule 3
- d) Violates Rule 1
- e) Violates Rule 2

7. Our inferences tell us that none of H, J, and T can go first; the other 3 could.

c) **Correct. Three.**

8. You can do quite a bit of elimination here from other diagrams.

- a) **Correct.** With F in 4th we know that J and H must come after it. But J must also go before T, which won't work. (This is also an inference we can add to our main diagram. While it's possible to have found it earlier, it would have been almost by accident and would not have been a good time investment).
- b) Could work: P N F H J T
- c) Could work: F H N J T P
- d) Could work: F J P N T A
- e) Could work: F H N P J T

9. If F goes third, we know right away that J and H must go after it. What do we do with Rule 2? Since T must be after J, T must also go after F (in either 5 or 6). We have N and P left for the first 2 spaces. Since P can't go between H and N, N will have to go second with P first.

c) Correct. Only the necklace can go third.

10. We are given P is first and need to know what could go second. Right away we can eliminate J and H (which need F before them) and T, which needs N and J. We're left with F and N. They could both work:

- P F J N H T
- P N F J H T

b) Correct. Only F or N could go second if P is first.

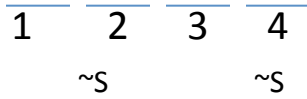
11. In this rule change question, the second rule is eliminated and we need to figure out how to get it back. We know we need to find a way for N and J to both come before T.

- This gives us the order $F < T < H$, but that tells us nothing about N and needlessly puts H behind T.
- F was going to have to go before T anyway, and $N < T$ helps here, but this rule doesn't position J.
- This rule, written $N < T \leftrightarrow J < T$, doesn't work because it's possible for neither side of the conditional to be triggered. It allows $T < N$ and $T < J$ simultaneously, which breaks our rule twice.
- Correct.** This rule tells us that F, J, and N are all older than T. N and J are correctly positioned; $F < J$ was correct in the old setup as well (remember our deduction that $F < J < T$), so it's just restating something we already knew was true.
- $P < N \leftrightarrow P < T$. Understanding where P goes doesn't really help us place T.

PrepTest 61, Section 3, Game 3

This is a hybrid game with linear and grouping components. We must understand which 4 of the 5 runners are in, and also in what order they go.

Q R S T U = 5



Rules

#1: $Q \rightarrow \boxed{Q T}$ $\sim \boxed{Q T} \rightarrow \sim Q$

#2: $\sim S2, \sim S4$ (insert into diagram)

#3: $\sim U \rightarrow R2$ $\sim R2 \rightarrow U$

#4: $R2 \rightarrow \sim U$ $U \rightarrow \sim R2$

Discussion: Rules 3 and 4 clearly interact. For many students, it's easier to create 2 double-sided arrows to explain the rules:

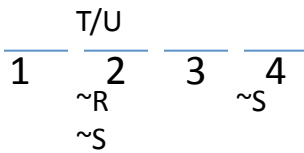
$\sim U \leftrightarrow R2$ (Rule 3 and Rule 4)

$U \leftrightarrow \sim R2$ (contrapositive of Rule 3 and Rule 4).

What does it all mean? Essentially, we'll have either U or $\sim R2$, but not both.

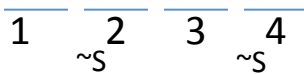
Since we know that one runner will be out, it might be worth your time to consider all of those options:

$\sim Q$



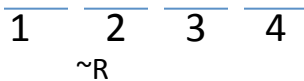
With Q out, we know U will be in, so $\sim R2$.

$\sim R$



No further inferences. With R out, $\sim R2$ is true so we know U, but we know that anyway since each of the other 4 are already in for this option.

$\sim S$

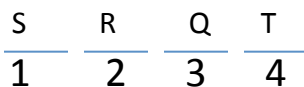


Since S is out, U will be in, so we know $\sim R2$.

$\sim T$

$\sim T$ doesn't work; if T is out, Q must be in, but if Q is in it must be before T. **This gives us the valuable inference that T must always be in.**

$\sim U$



Since $\sim U$, we know R2. Q and T are both in, so we know they make up a block, and there's only room for that block in 3 and 4. S can only go first.

12. List question.
 a) Violates Rule 4
 b) Violates Rule 2
 c) Violates Rule 1
 d) **Correct**
 e) Violates Rule 3

13. We learned from our deductions that T must be included. **d) is correct.**

14. Look back at our options; which one was fully determined? The option with $\sim U$. Is that one of the answer choices? Yes! **b) is correct.**

15.

- a) **Correct.** If we know that R is directly before S we know that U is in: looking back at the option where $\sim U$, S is before R. So our group is R S U and T. R can't be second because U is in, so the only place the RS block can go is 3 and 4. However, this puts S in 4, which is prohibited by rule.
 b) Could be true: S Q T U
 c) Could be true: S T U R
 d) Could be true: S Q T R
 e) Could be true: U T S R

16. If U is first, we know $\sim R2$. So what could go second? S never can, so our only options are Q or T. WE can split them out quickly:

U	Q		
1	2	3	4
	$\sim R$		$\sim S$
	$\sim S$		

If Q is in, T must be next. Since S can't go 4th, R must go last and S must be out.

U	Q	T	R
1	2	3	4
	$\sim R$		$\sim S$
	$\sim S$		

U	T		
1	2	3	4
	$\sim R$		$\sim S$
	$\sim S$		

If T is second, Q must be out because there's no space for Q to be directly before T. S and R must be in; S can't go 4th by rule, so it must go 3rd, with R in 4th.

U	T	S	R
1	2	3	4
	$\sim R$		$\sim S$
	$\sim S$		

Either way, R is 4th. **e) Correct.** All of the other choices could be false.

17. S can only go one of two places by rule: first or 4th. Let's see what the options look like:

S			
---	--	--	--

If S is first, there are a number of ways to fill in the rest of the diagram.

Q	T	S	
---	---	---	--

If S goes third, the block of QT have to go first and second.

b) Correct. Only S or Q can go first in this configuration.

PrepTest 61, Section 3, Game 4

This is a linear game.

F G H J K L M = 7

1	2	3	4	5	6	7
	~L					

Rules

#1: H ... _____ ... M

#2: G K

#3: M < J

#4: L < F < K

#5: L not 2 (insert)

L < F < GK

Discussion: Rules 2 and 4 can be combined. There are many simple exclusion inferences to be made. Since 1 and 7 are so heavily restricted, it makes sense to note which variables could go there.

H/L/M	1	2	3	4	5	6	K/J/H	7
~K		~L	~K			~L	~G	
~J		~K				~F	~M	
~F		~G					~F	
~G							~L	

18. List question.

- a) Violates Rule 4
- b) Violates Rule 5
- c) Violates Rule 3
- d) **Correct**
- e) Violates Rule 1

19. We know J can't go first, but unfortunately that's not an answer choice so we'll need to do more work. Make sure to eliminate from other diagrams.

- a) Could work, M J L F G K H
- b) Could work, L M J F G K H
- c) **Correct**, J can't go 5th.
- d) Could work, L M J G K J H
- e) Could work, L M J G K H J

20.

- a) M going first forces L into second, which violates a rule.
- b) K in 5 puts G in 4; we would need L, F, and M to all fit in the first 2 slots.
- c) With H in 6, GK must go 4/5. Nothing will be available to go last. (remember only K J H can go last).
- d) **Correct.** L M J F G K H
- e) F in 2 forces L into 1. There is no way M can fit before J, violating a rule.

21. We are given $K < M$. We can combine with our other 2 sequencing rules to get:

$$L < F < GK < M < J$$

We just need to place H, taking care to separate it from M.

- a) If G is second, L and F must go 1 and 2. H will be too close to M.
- b) **Correct.** H can go third: L F H G K M J
- c) Juarez must go much later.
- d) L can't go third as only H can go before it, leaving an empty spot in 1 or 2.
- e) M must have at least 4 variables before it.

22. If G is 5, K will be 6.

- b) **Correct.** Only HJK can go last; we know K is 6 here. If we put J into 7, we need to get M H L J into the first 4. Since M and H have to be split, we put M in 1 and H in 4. However, since L must go before F, L would have to go second, which is forbidden by Rule 5. (Students often forget "smaller" rules like this.)

23. We know L has at least 3 variables behind it (F, K, G). Can L go 4? That puts F and the GK block in 5-7. We won't have space in the first 3 spaces to fit in H ___ M.

PrepTest 61, Section 4 (LR)

1. Question Type: Principle

The situation described is essentially this: Males with large spots are more likely to mate but less likely to survive to adulthood in some environments. Thus the answer is (E).

- (A) We don't know whether spots are more dangerous for males than females, so this isn't necessarily true.
- (B) This is probably true, but doesn't incorporate the danger of predators, so it doesn't apply that well to the situation.
- (C) This is clearly untrue: males with large spots may have more offspring but die young.
- (D) We don't know whether females have spots or not, so we can't say whether the spots are helpful or harmful for them.
- (E) Correct.

2. Question Type: Requires clarification (this is a relatively unique question stem)

The Mythecho executive claims that the difference in salary between programmers and technical writers is due to seniority, but she doesn't provide enough information to prove her point: Even if "many of the technical writers" have worked at Mythecho longer than "many of the programmers," that doesn't tell us whether, on average, the technical writers have worked at Mythecho longer and therefore earned their higher pay. We need to know the average difference in the seniority of the two groups to know whether the writers deserve higher pay, so (B) is the answer.

- (A) This is irrelevant.
- (B) Correct.
- (C) The question isn't about the relationship between salary and benefits for a given employee but about the difference in those two things combined between two groups of employees.
- (D) This wouldn't affect our evaluation of the executive's argument.
- (E) The argument is about technical writers vs. programmers, not about executives.

3. Question Type: Most strongly supported EXCEPT

Remember, this is an EXCEPT question: four of the statements are supported by the prompt, while one is not.

- (A) is unsupported, since we are told only that some cable networks have expanded overseas, not that any broadcast networks have, so (A) is the right answer.
- (B) Correct.
- (B) We are told that cable can offer lower advertising rates than broadcast because it's supported by fees, which implies that broadcast is not supported by fees.
- (C) We are told that advertisers are attracted to cable because it offers lower fees, which implies that advertisers care about lower fees.
- (D) We are told that cable offers the advantage of a multinational audience to advertisers, which implies that advertisers want such an audience.
- (E) We are told that 24-hour news stations are an advantage of cable for advertisers, so they must be something advertisers want.

4. Question Type: Strengthen

This argument isn't that strong, because it shows that two things (air pollution and elimination of plant disease) occurred at the same time, then claims that one caused the other. Correlation doesn't imply causation. We're seeking further evidence that these two things were linked and didn't just coincidentally happen at the same time. Answer choice (D) shows that not only did air pollution coincide with the elimination of these diseases, but no air pollution coincided with their reemergence; since two such coincidences are unlikely, (D) supports the idea that air pollution eliminates these diseases.

- (A) The question isn't about how plants react to air pollution but about how plant diseases react to it.
- (B) This is information about the plant diseases, but doesn't provide evidence that they're eliminated by air pollution.
- (C) This doesn't strengthen or weaken the argument, it just tells us what we don't know.
- (D) Correct.
- (E) Since we don't care about plant diseases besides black spot and tar spot, what happened to them is irrelevant.

PrepTest 61, Section 4 (LR) Continued...

5. Question Type: Most strongly supported

We know two things about the abridgement: that it was done from memory (since the person who did it didn't possess a copy of Hamlet), and that whoever did it remembered one character's speeches much better than the other characters' speeches. Who memorizes a whole play, but memorizes one part much better than others? An actor, of course! Thus the answer is (C).

- (A) Shakespeare would have possessed a copy of the play, so this isn't supported.
- (B) We don't know whether the new version was easier to produce.
- (C) Correct.
- (D) A spectator might conceivably memorize the play, but would have no reason to remember one part better than others, so this is weakly supported.
- (E) We can't infer anything about the abridger's motivations.

6. Question Type: Main point

The musicologist clearly thinks that people are wrong to criticize repetition in Handel's arias, and he justifies his view by arguing that this repetition serves a role. Only (C) captures this idea, so (C) is the answer.

- (A) The musicologist seems to think the proportion of music is justified, not disproportionate, so this isn't his point.
- (B) The musicologist doesn't compare Handel's arias to other arias, so we don't know whether he thinks this.
- (C) Correct.
- (D) The musicologist argues that the repetitions serve "a vital function," so they aren't unnecessary.
- (E) The critic refutes only one criticism of the arias, so we don't know what he thinks about "most" criticism.

7. Question Type: Most strongly supported

The prompt says that Baxe is dominant in the corporate market even though it may not be the best designer. Why? Well, the corporate customers want a company which won't go bankrupt, even if that company isn't necessarily the best. This supports the idea that Baxe may continue to be dominant in the market even if it isn't the best designer, so (E) is the answer.

- (A) This is not supported by the prompt, since Baxe has a near monopoly on the market, so it would be hard for other very large firms to exist.
- (B) We know Baxe has a monopoly in corporate design, but we don't know anything about other markets.
- (C) We know only that some small firms are better than Baxe, not that most are.
- (D) The prompt explains that even if corporate customers knew there were better designers in the market, they might still choose Baxe for its size, so we don't know whether the customers are aware of better designers or not.
- (E) Correct.

8. Question Type: Weaken

The prompt tells us that an asteroid strike could not have a worldwide effect, and so could not be responsible for the extinction of all the dinosaurs. But this argument makes sense only if the dinosaurs lived all over the world; if they lived near the impact, the asteroid could well be responsible for their extinction. Thus (E), if true, would weaken the argument.

- (A) This would strengthen the argument, since it implies that the asteroid couldn't have been responsible for most dinosaurs' extinctions.
- (B) This is irrelevant, since the argument is about dinosaur extinction.
- (C) This might seem to weaken the argument, since it implies that the asteroid did kill dinosaurs, but the prompt never claims that no dinosaurs were killed by the asteroid. It merely says that most dinosaurs were killed by something else.
- (D) This is irrelevant, since the prompt concerns only the Chicxulub asteroid.
- (E) Correct.

9. Question Type: Parallel reasoning

This argument has a relatively simple structure: it takes two random samples from two groups, finds a difference between the samples, and infers a difference between the groups. Only answer choice (D) has precisely this structure: it takes samples from the Liberals and Conservatives (parallel to lot A and lot B) and then infers something about Liberals and Conservatives as a whole. Thus (D) is the answer.

PrepTest 61, Section 4 (LR) Continued...

- (A) There are no two groups in this argument, so it's not parallel.
- (B) This argument isn't about two groups either. It is about plant disease like the prompt, but its reasoning isn't similar.
- (C) This argument does involve statistical sampling on a group, but it doesn't compare two groups, so it's not parallel.
- (D) Correct.
- (E) This argument doesn't compare two groups using statistics, so it's not parallel.

10. Question Type: Most strongly supported

The economist's argument is a bit complicated: If people had the true belief that job loss was caused by impersonal social forces, they would demand government control of the economy. Government control of the economy, however, would lead to economic disaster. It's not hard to see the conclusion: knowledge of the causes of job loss would lead to an economic disaster. Thus the answer is (A).

- (A) Correct.
- (B) The economist implies that personal abilities are no defense against impersonal social forces, since these forces, and not personal failings, cause job loss.
- (C) This is an extreme answer, and you should avoid extreme answers: the economist is against extensive government control, but he doesn't think the government should "never interfere."
- (D) The economist doesn't say anything about change over time, so this isn't supported.
- (E) The economist does say that people shouldn't feel responsible for job loss, but doesn't discuss responsibility for economic disaster, so this isn't strongly supported.

11. Question Type: Find the flaw

On the LSAT, it's extremely important to distinguish between sufficient conditions (if x then y) and necessary conditions (only if x then y). In this prompt we're told that if most residents want the airport, it will be built—they wanting it is a sufficient condition. But the airport may be built even if they don't want it, since them wanting it isn't a necessary condition. The prompt argues that since they don't want it probably won't be built—but this doesn't follow, since it could be built for other reasons. So the flaw is a failure to distinguish between necessary and sufficient conditions, and the answer is (A).

- (A) Correct.
- (B) The prompt takes no stand on whether what "most people believe" (that the airport will cause noise problems) is true or not.
- (C) The prompt concludes only that something is unlikely, not that it won't occur.
- (D) What people near Dalton think isn't relevant.
- (E) This might mean that most people are wrong to hope the airport won't be built, but it doesn't affect whether the airport is likely to be built.

12. Question Type: Paradox

It's important, in facing a paradox question, to figure out exactly what the "paradox" is. Why is the result unexpected? We would assume that if the speed limit is lowered, travel time should go up—but instead it went down. What could have happened to decrease travel time? (C) provides an answer to this question: fewer accidents occur with the new speed limit, so fewer delays occur and travel times go down. Thus (C) is the answer.

- (A) This would only make the paradox more confusing: if speed is lower during rush hour, how can travel times go down?
- (B) This is irrelevant, since the prompt is about rush hour.
- (C) Correct.
- (D) This is irrelevant: if enforcement didn't change, it can't explain change in travel time.
- (E) This is irrelevant: if no change occurred in number of cars, this can't explain change in travel time.

13. Question Type: Assumption

In an assumption question, always ask: what's in the conclusion that isn't in the premises? In this case, "artistic merit" is in the conclusion, but it's not mentioned in the premises. The premises refer only to enjoyment. So we need an assumption that links enjoyment and merit. Only (A) does so, so (A) is the answer: if critics can affect pleasure, and pleasure determines merit, then critics determine merit.

- (A) Correct.

PrepTest 61, Section 4 (LR) Continued...

- (B) We need to know something about merit, so the confidence of viewers isn't relevant.
- (C) This doesn't support the conclusion, since "understanding what gives an artwork merit" isn't the same as determining the work's merit.
- (D) This is irrelevant, since we already know that, one way or another, critical response determines the pleasure people take in a work.
- (E) This simply restates more generally a claim which is already made in the prompt: that criticism can affect a viewer's pleasure.

14. Question Type: Paradox

We want an answer which explains both of the facts cited in the prompt: thefts declined, and likelihood of conviction went up. Only (A) does both: if there are fewer car thieves, that explains why thefts declined, and if the thieves who are around now stay with the stolen cars, they're more likely to be convicted of having stolen them. Thus (A) is the answer.

- (A) Correct.
- (B) If people ignore the alarms, this shouldn't cause a decrease in car thefts, so this wouldn't explain either of the facts in the prompt.
- (C) If more police are chasing burglaries, this would make convictions for car theft go down, not up, so this doesn't explain either fact.
- (D) If the market for car parts is more lucrative, we expect theft to go up, not down.
- (E) This answer is about sentencing, not conviction rates.

15. Question Type: Flaw

The legislator whether his constituents favor "high" taxes, but he didn't define what "high" was. So we don't know what level of taxes his constituents support, and we can't know whether they support a given reduction or increase in taxes. Thus his conclusion that they support the proposed reduction doesn't hold. (B) is the correct answer: the legislator doesn't address what taxes his constituents consider high.

- (A) The legislator makes no claim about the country's population as a whole, only about his constituents.
- (B) Correct.
- (C) The legislator does provide evidence that his constituents support the bill; he just misrepresents it.
- (D) The claim made in support of the conclusion (that his constituents oppose high taxes) is not the same as the conclusion (that his constituents support tax reduction).
- (E) He argues that the public supports his bill, so this doesn't apply.

16. Question Type: Main point

The argument provides two pieces of evidence that the ban on pets should be lifted: it provides health benefits and increases quality of life. Thus the main point (the point this evidence supports) is clearly that the ban should be lifted, and the answer is (C).

- (A) This is evidence in support of the conclusion, not the conclusion.
- (B) This is irrelevant.
- (C) Correct.
- (D) This is evidence in support of the conclusion, not the conclusion.
- (E) This is evidence, not the conclusion.

17. Question Type: Method of argument

The argument's conclusion is that "water itself is among the biggest water polluters." (You can tell because there's a "thus" before it.) This claim is supported by the point that rainwater runoff pollutes more than industrial discharge. Thus the answer is (D).

- (A) The claim that water is a pollutant is the conclusion.
- (B) The statement that rainwater is a larger polluter than industrial runoff is a subsidiary conclusion, not the main conclusion.
- (C) This isn't a generalization, but a comparison.
- (D) Correct.
- (E) The prompt compares two kinds of pollution; it doesn't give examples of various kinds of pollution.

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18. Question Type: Point at issue

Wong clearly thinks that democracies are always better, even if autocracies are temporarily necessary; Tate thinks that autocracies are sometimes better. Thus the main thing they disagree on is whether there exist countries which are permanently better of as autocracies, and the answer is (A).

- (A) Correct.
- (B) Neither speaker says that these things are most important.
- (C) Both speakers discuss what is better, but neither says any countries can't become democracies.
- (D) Both speakers would likely agree with this.
- (E) Tate would disagree with this, but Wong expresses no opinion on the subject.

19. Question Type: Principle

The principle is that if no fully qualified candidate works for Arvue, the most productive candidate should be hired (regardless of whether he works for Arvue). To know whether the principle is well-applied here, we need to know whether any qualified candidates work for Arvue, and whether Delacruz is the most productive candidate from outside Arvue. So the answer is (E).

- (A) We can't know whether Delacruz or Krall will be more productive from this.
- (B) This wouldn't justify the application since we don't know whether Krall is fully qualified and works for Arvue. If he is both these things, he should be hired.
- (C) This doesn't justify the application since if Krall is "fully qualified," he should be hired.
- (D) We don't know whether any of the current candidates who work for Arvue are fully qualified, so we can't say whether one of them should be hired.
- (E) Correct.

20. Question Type: Assumption

Even if the substances which exist in plants not yet studied contain substances of medicinal value, this does not imply that these substances are unknown to medicine: they may be substances which have already been discovered in other plants. The argument assumes that they are new substances; otherwise it would not be the case that medicine could learn from the as yet unstudied plants. Thus the answer is (A).

- (A) Correct.
- (B) This would damage the argument, since it would imply that rain forests do not need to be preserved, so it's certainly not necessary for the argument.
- (C) It's not necessary that the majority of plants contain beneficial substances, only that some do.
- (D) It's not necessary that all useful substances be discovered, only that some be.
- (E) This restates claims already made in the prompt, so it's not an assumption.

21. Question Type: Weaken

The argument is relatively weak here: just because porous bones are helpful for divers doesn't mean that every animal with porous bones is a diver (any more than the fact that sharp eyes are useful for looking at computer screens implies that every animal with good eyesight uses computers). If we discovered that porous bones were fairly common, this would work against the idea that all animals who have them are deep divers. (C) provides such information, so (C) weakens the argument.

- (A) This suggests that there are other ways for deep divers to surface, but it doesn't imply that porous bones have other uses besides diving.
- (B) This strengthens the argument: if porous bones were rare, there's likely a reason that ichthyosaurs have them, and that reason could be diving.
- (C) Correct.
- (E) This merely says that we don't know about ichthyosaurs, so it's not good evidence to either strengthen or weaken the argument.
- (E) This slightly weakens the argument, since ichthyosaurs didn't need porous bones to surface, but porous bones may still have been useful, so it doesn't weaken the argument as much as (C) does.

22. Question Type: Method of argument

The conclusion of the argument is that the grant money should be spent not on the charter but on other things. The librarian explains that it's more important to restore other documents since the charter is of sentimental but not scholarly interest. Thus the claim that the charter will soon deteriorate beyond repair—evidence that

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the money should be spent on the charter—is evidence for a conclusion with which the librarian disagrees. The answer is (C).

- (A) The librarian doesn't disagree that the charter will soon deteriorate beyond repair; she merely argues that even though this is so, the money should still be spent elsewhere.
- (B) The claim that the charter will deteriorate is not a conclusion, but evidence for the conclusion that it should be restored.
- (C) Correct.
- (D) The fact that the charter will deteriorate is evidence against, not for, the librarian's argument.
- (E) Even if the claim were false, the librarian's argument would be all the more true: the money should be spent elsewhere, especially if the charter is in no danger.

23. Question Type: Principle

The columnist argues that if we care about any species, we should try to preserve all of them, since we don't know whether the species we care about are dependent on other species. In other words, we shouldn't let a change occur (species we don't care about going extinct) unless we know it won't endanger something important to us (the survival of species we care about). The principle which most conforms to this is (D).

- (A) The columnist doesn't mention what's in our interest, only what's important to us.
- (B) The columnist doesn't argue for not taking action; his argument implies that we should take action to protect all species.
- (C) The columnist doesn't mention the flourishing of human populations.
- (D) Correct.
- (E) The columnist implies that we should work for the best long-term consequences, not the best immediate consequences.

24. Question Type: Flaw

Answering this question correctly depends on distinguishing between necessary and sufficient conditions. The prompt gives a sufficient condition for feeling comfortable approaching someone (if one is the same age, one feels comfortable), but it clearly assumes that this is also a necessary condition (one will not approach those who are not one's age). This is a mistake: it might be true that one is comfortable approaching strangers who are both one's age and not one's age (in a counterfactual universe, of course). Thus the flaw is that the argument fails to consider that one may be comfortable approaching strangers who are not one's age, and the answer is (E).

- (A) The argument gives a condition for comfort, not for discomfort.
- (B) The argument makes no claim about a specific situation; it's all about general facts.
- (C) The argument states that most friendships begin when someone approaches a stranger, so it doesn't need to deal with the situation in which one approaches a non-stranger.
- (D) The argument does not claim that one never approaches strangers unless one is comfortable, only that most friendships begin when someone feels comfortable approaching a stranger.
- (E) Correct.

25. Question Type: Assumption

The argument is structured as follows:

No social integrity -> No individual freedom

No social integrity -> No pursuit of the good life

Therefore: No rule of law -> No individual freedom.

The argument fails to connect rule of law and individual freedom in its premises. The only thing we know about individual freedom from the premises is that it requires social integrity; thus individual freedom must be connected to rule of law through social integrity, and (B) is the answer:

No rule of law -> No social integrity.

(The good life plays no substantial role in this argument.)

(A) This is the opposite of the direction we want.

(B) Correct.

(C) The good life isn't relevant since it's not connected to individual freedom by the prompt.

(D) This doesn't help us connect the rule of law to individual freedom.

(E) This merely reverses the conclusion. (No individual freedom -> No rule of law) does not imply that (No

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rule of law -> No individual freedom), and only the latter is the conclusion we're looking for.

26. Question Type: Parallel flaw

The economist's answer could be written as follows:

Uneducated -> Weak E & P

Educated -> Serious commitment

Therefore: Serious commitment -> No weak E & P.

It could be symbolized:

No A-> B

A -> C

Therefore: C -> No B

The argument is fraught with flaws: it improperly reverses conditionals in several ways. The easiest way to solve this problem is simply to try to match its form to that of an answer choice. Only (B) matches:

No empathy -> not good candidate

Empathy -> manipulate

Manipulate -> good candidate.

- (A) This involves relative statements (more and less) while the prompt does not, so it's unlikely to be parallel.
- (B) Correct.**
- (C) This is a simple incorrect negation of a conditional, which has only two factors (give orders and understand personalities). Since the prompt involves three groups, this can't be parallel.
- (D) The structure of this isn't parallel to that of the prompt.
- (E) This argument contains no parallel to the split between educated and uneducated people in the prompt; it's all about one group, people who dislike exercise.

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