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SECTION 2
QUESTION EXPLANATIONS

LOGICAL REASONING - 25 QUESTIONS

In this section we look at each LR question in depth by examining the stimulus, strategy overview, answer anticipation and each answer choice.

Q1

Stimulus Summary:

A generalization is given ("Every business . . . ") that's backed up by a premise ("for . . . "). The author then pivots to another generalization ("But not all efforts . . . ") and backs this up with a fact ("Often . . . ") and the implications of that fact ("which clearly harms . . . ").

Strategy Overview:

The correct answer will pass a two-prong test: (1) it Must Be True and (2) it must be the Main Point of the argument.

Answer Anticipation:

The initial sentence is an argument to itself, with a conclusion (the generalization) backed up by a premise ("for . . . "). However, since the author pivots ("But . . . "), that first section doesn't represent the main point of the argument (but expect it to show up as a trap answer).

The pivot here is to a generalization ("not all . . . "), which are often conclusions. This generalization is then backed up by what "[o]ften" happens, explaining why the author believes not all efforts are beneficial. Since the pivot sentence has support, it's the main point of the argument.

Correct Answer: (B)

Answer Choice Explanations:

A. This answer choice is never directly stated in the argument, so it's not the main point. If anything, it's an assumption of the argument.
B. This answer is a rephrasing of the main point from the stimulus (not all are beneficial ➜ some aren't beneficial), so it's the correct answer.
C. This answer choice is never stated or implied by the argument, so it can't serve as the main point.
D. This answer choice rephrases the conclusion from the first portion of the argument. However, the author pivots away from this argument ("But . . . "), so it's not the main point.
E. This answer choice is a premise of the argument, showing one example of how certain measures to increase productivity can hurt employee morale and thus supporting the conclusion that certain measures might hurt the business as a whole.

Key Takeaway:

Take note of the general structure here—Background/Counterpoint, pivot to a conclusion, then provide support for the conclusion. It's a very common structure for arguments on the LSAT.

Q2

Argument or Facts:	**Argument**
Valid or Flawed:	**Flawed**
Question Type:	**Flawed Parallel Reasoning**

Stimulus Summary:

Lab ➜ Bark a lot
St. Bernard ➜ not Bark a lot
Rosa's dogs: Lab/Bernard mix
Therefore, Rosa's dogs bark moderately.

Strategy Overview:

The correct answer choice exhibits the <u>same error in reasoning</u> as the argument in the stimulus.

Answer Anticipation:

This argument features two conditional that guarantee opposing outcomes. It tries to trigger both at the same time and then "average" the outcomes, but that's not how conditionals work (or genetics, for all we know!). The correct answer should similarly try to balance out two opposing outcomes to reach a middle-ground conclusion.

Correct Answer: (B)

Answer Choice Explanations:

A. The stimulus features two conditional premises, whereas this answer choice features one conditional and one "some" statement. That throws the structure and flaw off, so this answer can be eliminated.
B. This answer features two conditionals with opposing outcomes, a mixture of the two sufficient conditions, and an "averaging" of the outcomes. It matches up perfectly with the stimulus, so this is the correct answer.
C. While this answer choice does feature two conditionals with opposing outcomes, there are two important differences. First, the stimulus features dogs that are all a mix of Lab and St. Bernard, whereas this answer talks about the members as a group attending these schools, but it doesn't say that any of them attend both, so we don't know there's a mix. Second, the conclusion doesn't "average" the outcome, but rather says that some have each outcome. This argument is also valid.
D. The conclusion here doesn't take the average of two thing; instead, it states Bob knows two things. Additionally, since Bob meets both sufficient conditions, this is a valid argument.
E. This answer choice features reversed logic—there's no guarantee that all very well made dresses belong to Kenisha, and very badly made dresses belong to Connie. It's possible this closet is for two completely separate people. Since this answer features a different flaw, it's not correct.

Key Takeaway:

Flawed Parallel Reasoning questions—especially those earlier on in the section—generally have a few valid answers that can be eliminated for that reason.

Q3

Argument or Facts:	**Facts**
Valid or Flawed:	**N/A**
Question Type:	**Argument Completion**

Stimulus Summary:

Centuries are like life. When a century ends, people behave like a life is ending. When a life is ending, that person looks back at their life. When a century is ending...

Strategy Overview:

The correct answer choice serves as a logical completion to the stimulus.

Answer Anticipation:

This Argument Completion question is focused heavily on the comparison between life ending and centuries ending, stating people behave similarly in both situations. Since we're told people at the end of their life look back at that life, it follows that the author would finish the argument by stating that at the end of a century, people would look back at that century.

Correct Answer: (D)

Answer Choice Explanations:

A. While people at the end of their life look back at their life, to finish the comparison, people looking back at the century would look back at the century. Remember, the first premise is that a century is like a life, so any comparison needs to essentially substitute those two concepts.
B. The stimulus states that, at the end of a century, people behave *toward that century* similar to someone who is approaching the end of their life does *toward that life*. Again, the stimulus sets up the end of life as parallel to the end of the century, so as we approach the end of the century, people would be thinking about the century, not their lives.
C. The stimulus never talks about looking *forward*, just backwards ("looking back on the events . . . "), so this answer is out of scope.
D. Much as people at the end of their lives look back on that life, as the century ends, people would look back on that century. This answer reflects that parallel, so this answer is correct.
E. If the stimulus stated that people at the end of their lives looked back at their regrets, this answer choice would likely be correct. However, the stimulus says these people look at the events of their lives, not a subset of them, so this answer choice is too narrow.

Key Takeaway:

Argument Completion questions frequently feature comparisons, so be sure to understand what things are being compared to be able to find the answer that draws the correct parallel.

Q4

Argument or Facts: **Argument**
Valid or Flawed: **Flawed**
Question Type: **Errors in Reasoning**

Stimulus Summary:

The *C Report* says O's meals are not nutritious. But the *C Report* is paid for by O's rival, which approves all material. Since the *C Report* is biased, O's foods must be nutritious.

Strategy Overview:

The correct answer choice correctly <u>identifies the error in reasoning</u> used in the stimulus, often using abstract terms.

Answer Anticipation:

The Consumer here points out a valid consideration when looking at any C Report—there's potential bias in it. Based on potential bias, there's reason to be suspicious of the report, and question its conclusions. However, the Consumer goes a step further here—she doesn't just question the conclusion of the report, but she actually reaches the opposite conclusion. Reaching the opposite conclusion of an argument because of a flaw in that argument is, itself, a flaw—just because an argument's conclusion is unsupported doesn't make it wrong.

Correct Answer: (A)

Answer Choice Explanations:

A. This answer choice directly matches our anticipated answer. The Consumer takes evidence of bias as showing that the conclusion—O's foods are not nutritious—is false—they are nutritious. The bias only proves that the conclusion *might* be wrong, so the argument goes a step too far, and this answer is correct.

B. If the argument jumped between O's prepackaged meals in the premise to all of their food in the conclusion, then this sampling flaw answer might be correct. However, both the premises and conclusion are about prepackaged meals, and there's no indication that the *C Report* cherry-picked those meals, so this answer is wrong.

C. A hypothetical report by O doesn't impact an argument about whether the *C Report* from D is biased or wrong.

D. The premises and comparisons aren't based on a comparison between the two corporations, so this answer choice is out of scope. The argument here is about whether O's prepackaged meals are nutritious or not, not whether they're more nutritious than other options.

E. The argument is about whether a report on O's food is biased and thus wrong because of the needed approval of D's PR department before publication. What else they would approve outside of reports on O's food is immaterial to whether their bias influences the information in this report.

Key Takeaway:

Flaws in an argument (including evidence of bias) just proves that the argument is invalid, or, in other words, the conclusion is unsupported. That's different than the conclusion being false. When a conclusion is undermined, that just establishes it *could* be false/wrong, not that it *is* false/wrong. Making that extra jump is an error in reasoning.

Q5

Argument or Facts:	Argument
Valid or Flawed:	Flawed
Question Type:	Weaken

Stimulus Summary:

The Earth is .5C hotter than the last century. Gases that block the outward flow of heat are the cause.

Strategy Overview:

The correct answer choice <u>weakens</u> the argument.

Answer Anticipation:

The Scientist here reaches a causal conclusion—the buildup of certain gases is causing the Earth to warm. When weakening a causal relationship, there are three primary ways to do it. First, an alternative cause could be pointed out. Second, counterexamples could be presented (gas buildup without warming; warming without gas buildup). Third, reversed causality could be explored (here, a warming Earth causing gas buildup). Knowing these patterns should help us analyze the answer choices.

Correct Answer: (B)

Answer Choice Explanations:

A. The Scientist doesn't assign blame or recommend ways to cut down on the pollution, so the source of the pollution is irrelevant to the argument.
B. This answer choice falls into the second common category of answers. By showing that the supposed cause—the gas buildup—occurred after the supposed effect—warming—this answer weakens the causal relationship. The effect was happening without/before the cause, which isn't how cause and effect work!

C. While this answer choice might seem like an alternative cause, it doesn't provide enough information for us to know that. First, does solar radiation cause warming? Second, was the amount of solar radiation higher in the past century than earlier centuries? If not, then it wouldn't explain the recent warming. Without this (and other) information, we can't be certain that solar radiation is an alternative cause, so this answer is wrong.
D. There's no information in this answer that suggests the dust/particles are at different levels in the last century compared to earlier ones, which would be needed to explain a change. Additionally, it seems as if reflecting the Sun's radiation would, if anything, lower the temperature, so this would make the warming even more concerning if there were more particles in the atmosphere!
E. If anything, this answer choice strengthens the argument by showing that the buildup of gases coincided with the heating of the atmosphere. This answer guarantees that there was more gas this year than last, and the temperature increased, which is evidence that there could be a causal relationship.

Key Takeaway:

When asked to weaken a causal relationship, look to find alternative causes, counterexamples, or reversed causality. Additionally, when the argument features a change (here, an increase in temperature), make sure you're reading answers carefully to see if they're also providing a change. Here, answers (C) and (D) bring up facts that don't let us know if solar radiation and particles were different in the past century, which is relevant since the argument is trying to prove something caused a change.

Q6

Stimulus Summary:

Executive board ➜ Undergrad degree
Felony ➜ not Executive board
Murray: Felony, Undergrad degree
Therefore, Murray can't be appointed to Exec Admin

Strategy Overview:

The correct answer choice (1) <u>strengthens</u> AND (2) is <u>sufficient</u> to guarantee the conclusion of the argument (aka the super premise).

Answer Anticipation:

The conclusion here is that Murray can't be appointed to a certain position. There are two conditional rules that set up requirements for being appointed to the executive board: an undergrad degree, and no felony convictions. Murray meets the first requirement, but he also has a felony conviction. Based on the second conditional rule, that means he can't be appointed to the executive board.

That makes the argument seem valid, but let's compare what we just inferred to the conclusion. Our inference is that Murray can't be appointed to the executive board; the conclusion is that he can't be appointed to Executive Administrator. There's no indication that the Executive Administrator is on the executive board. If that position is on the board, Murray can't be appointed and the argument is valid. The correct answer needs to draw that connection.

Correct Answer: (B)

Answer Choice Explanations:

A. Murray has a felony conviction, so this answer choice doesn't let us draw conclusions about him. This answer is a negation of what we need to prove Murray can't be appointed.

B. This answer choice connects the position of EA to the board (EA ➜ Eligible for board; not Eligible for board ➜ not EA). Murray isn't eligible for the board since he has a felony conviction, and this answer guarantees that someone not eligible for the board can't be appointed EA, thus validating the conclusion.

C. This answer choice establishes that the requirements for EA are not the same as the requirements for the board. If anything, that attacks the argument, which relies on someone who isn't eligible for the board also not being eligible for the EA position.

D. Since the question is asking us to justify the conclusion that Murray isn't eligible for the position, what would be true in a hypothetical alternative world doesn't help, so this answer is wrong.

E. The established rules aren't about what type of felony someone is convicted of, just that they are convicted of a felony. This answer choice is out of scope.

Key Takeaway:

When a new term or concept shows up in the conclusion of a Strengthen with Sufficient Premise question, the correct answer will generally connect an idea from the premise to that new idea. Here, the conclusion mentioned the EA position, but the premises never talk about that role. The correct answer connected an idea from the premises (appointment to the board) to this new concept.

Q7

Argument or Facts: **Facts**
Valid or Flawed: **N/A**
Question Type: **Illustration**

Stimulus Summary:

Most advanced moral motivation: Based ONLY on abstract principles.

Other motivations: Self-interest or based on societal norms.

Strategy Overview:

The correct answer choice best illustrates the example set forth in the stimulus.

Answer Anticipation:

Since the question stem asks specifically about the most advanced kind of moral motivation, the second sentence—which is about other types of motivation—won't lead us to the right answer. However, it's still important to understand those other motivations, as it will let us quickly eliminate an answer if we can say that the actions described fall into these other categories.

The correct answer will need to highlight someone who acts based only on abstract principles. There's no good anticipation for what specifically that will look like, so we'll have to stay flexible.

Correct Answer: (D)

Answer Choice Explanations:

A. Bobby's action is self-interested, so it was driven by one of the other, less advanced motivations.
B. Wes's action is self-interested, so it was driven by one of the other, less advanced motivations.
C. Donna's action is self-interested, so it was driven by one of the other, less advanced motivations.
D. Jadine reported her employers based on an abstract principle: protecting the environment is more important than money. That aligns with what the Ethicist says is the most advanced moral motivation, so this is the correct answer.
E. Leigh's action was based on peer pressure—a type of conforming to societal norms. It therefore was driven by one of the other, less advanced motivations.

Key Takeaway:

If the question stem is asking you about one specific portion of a stimulus, it can still be helpful to understand the rest of it. Here, knowing what the other, less advanced motivations were made it easier to eliminate answers that fell into those categories.

Q8

Argument or Facts:	**Facts**
Valid or Flawed:	**N/A**
Question Type:	**Argument Completion**

Stimulus Summary:

Some say the electric car, once adopted, will help the environment. However, charging these cars will require dams, nuclear, or coal, each of which hurts the environment. Therefore...

Strategy Overview:

The correct answer choice serves as a logical completion to the stimulus. Also a subcategory of Must Be True question.

Answer Anticipation:

The argument pivots away from those who believe the electric car will help the environment. This generally means that the main point of the argument will be that the initial viewpoint is wrong, or that's it's unsupported. Here, the author doesn't point out a flaw in the opposing viewpoint, but rather she brings up a consideration that points out a downside to electric cars. In other words, the author thinks that the proponents of the electric car have overlooked something that might balance out the upsides of the electric car. The completion of the argument should reflect that.

Correct Answer: (A)

Answer Choice Explanations:

A.   This answer reflects the argument. The proponents overlooked the need for dams, or nuclear or coal plants, to charge the electric vehicles, which will damage the environment. The impact of electric cars, therefore, won't be as positive as the proponents state, so this answer completes the argument.

B.   While the opposing point does mention popularity ("will be widely used"), the argument deals with the environmental impact, not this popularity. As such , the argument wouldn't be logically completed by going back to discussing popularity.

C.   While the argument does bring up technical problems (battery design, sources of charging electricity), it never mentions that these are the only things holding it back. Additionally, the information after the pivot discusses the impact on the environment, so talking about solving technical problems before success doesn't logically complete the argument.

D.   This is a tempting answer choice! However, the author, after the pivot, discusses environmental damage, but not emissions in particular. The author discusses dams, nuclear, and coal, only one of which definitively releases a lot of emissions. This shift between the environmental damage of the stimulus and the emissions of the answer means this answer is wrong.

E.   Another tempting answer choice! However, while the author does bring up a consideration showing that electric cars will cause some environmental degradation, she doesn't compare it to the current situation. The author could believe that the damage caused by dams/nuclear/coal to charge these cars is still better than the emissions from current cars, but that we need to be honest with how much good electric cars will do.

Key Takeaway:

When the author of an argument is disagreeing with an opposing point, it's important to be precise with the disagreement. Here, the author points out a consideration that was overlooked. That doesn't mean the initial viewpoint is wrong, but rather that it might be. The correct answer here reflected that weaker viewpoint, and it was the difference between getting this question right by picking (A) and wrong by picking the stronger (E).

Q9

Argument or Facts:	**Argument**
Valid or Flawed:	**Flawed**
Question Type:	**Weaken**

Stimulus Summary:

Historically, 75+% of video games have been sold to 13-16yos. This group is expected to decline over the next 10 years. Therefore, despite an increase over the past 3 years, sales should slow or decline in the near future.

Strategy Overview:

The correct answer choice <u>weakens</u> the argument.

Answer Anticipation:

The stimulus here is very much based on predicting what is going to happen in the future in video game sales. What's the basis for the prediction in this case? Historical data—it even uses the word "[h]istorically" here! Whenever a prediction about the future is made based on what has happened in the past, there's a lot of guesswork that leaves open the door for flawed reasoning.

Anything that suggests the future may be different than the past can have a negative impact on the argument, so in this Weaken question, we should look for an answer that gives us a relevant difference between historical video game sales and what is going to happen in the future.

Correct Answer: (E)

Answer Choice Explanations:

A. If anything, this reinforces the view that sales will go down since those over 17 don't buy video games.
B. There's no information about how rentals and sales interact. Maybe more rentals leads to fewer sales, since people get to play the game. Maybe they lead to more sales, since people who try out a game might want to buy it. Without knowing that connection, we don't know what impact this answer has on the argument and must rule it out.
C. While this answer choice does raise a difference about the future, it doesn't do so in a way that lets us know the impact on video game sales. These other entertainment options could replace video games, or they could only appeal to those who don't already play video games. Without knowing, we have to rule this answer choice out.
D. If anything, this answer choice says the future will be similar to the past, which aligns with an argument predicting the future based on what has happened historically.
E. This answer choice points out how the recent past is different from the period before the recent uptick in sales. More than 3 years ago, 75+% were purchased by those 16 and under. Over the past 3 years when sales have increased, that reversed and 50+% were purchased by those over 16. If that's the case, predicting the future based on data from before the uptick isn't looking like as strong of a prediction, so this answer weakens the argument.

Key Takeaway:

When an argument makes a prediction about the future based on historical data, it's relying on the factors that resulted in the previous trend continuing. Changes to those factors weaken the prediction, whereas those factors holding steady would strengthen it.

Q10

Argument or Facts:	**Argument**
Valid or Flawed:	**Flawed**
Question Type:	**Main Point**

Stimulus Summary:

A recommendation is made ("should be used"). A benefit of that recommendation is listed, and the benefit is tied into the recommendation.

Strategy Overview:

The correct answer will pass a two-prong test: (1) it Must Be True and (2) it must be the Main Point of the argument.

Answer Anticipation:

Recommendations ("should be used") are almost always conclusions, and the first sentence here is a recommendation. The recommendation—to use double-blind studies—is supported by the stated benefit, so that second clause is a premise.

The last sentence also uses "should," so we should think about whether it's the conclusion here. However, there's no support for it—it just states what scientists should do, not why they should do it. It also supports the recommendation—double-blind studies should be used because they help prevent misinterpretations, which is something scientists should do. Since the last sentence has no support and supports the first sentence, that first sentence is the main point of the argument.

Correct Answer: (B)

Answer Choice Explanations:

A. This answer is a portion of the premise stating the benefit of using double-blind studies, so it's not the main point but rather support.
B. "It is advisable" matches with "should be used," and "as high a proportion. . . as they can" matches with "whenever possible." This answer choice paraphrases the first sentence, which was the main point, so it's correct.
C. This answer choice isn't stated in the argument, so it can't be the main point of it.
D. While this borrows a phrase from the main point of the argument, the rest of the answer choice reflects the last clause, which supported the recommendation to use double-blind studies.
E. This answer choice misses the recommendation made in the conclusion. It also goes a step farther than the stimulus, which discusses being diligent about misinterpretations and biases, and helping to prevent these misinterpretations, not ensuring objectivity. Trap answers in Main Point questions often are a bit stronger than the actual argument!

Key Takeaway:

"Should" typically shows up in the conclusion, but we can see here that that's just a rule of thumb, not an absolute rule! Make sure you're still analyzing arguments to ensure that these rules of thumb that help us understand structure are holding up in that specific question.

Q11

Stimulus Summary:

A common complaint is stated. The author then pivots to a comparable situation from the past, and draws a conclusion that contradicts the common complaint.

Strategy Overview:

The correct answer choice will <u>identify the role played in the argument</u> by the portion identified in the question stem.

Answer Anticipation:

In general, an argument is going to pivot away from common beliefs (even those that take the form of complaints). Here, we see that happen with the, "But . . . " The author moves away from the complaint and eventually concludes ("So . . . ") that this complaint will turn out to be overblown. She does so by using the statement in question—something that happened in the past that the author views as comparable to what's going on now, but didn't have the negative impact that the current complainers fear. So the correct answer must reflect that the author uses the complaint of several centuries ago to undermine a complaint today and reach a different conclusion.

Correct Answer: (C)

Answer Choice Explanations:

A. This answer choice states that the old complaint supports the new complaint. However, we know that's not true both because of the structure of the argument, which sees the author pivot from the modern complaint, and because the content of the historical example doesn't help support the modern complaint.

B. There isn't a general hypothesis being advanced by the author with respect to intellectual abilities and communication, so this answer choice is out of scope.
C. The centuries-old complaint was meant to undermine the modern complaint by pointing out that literacy was viewed as undermining intellectual abilities. That's clearly not true, and so the author uses it to call a similar, modern complaint into question.
D. This answer choice is tempting, but there's a subtle difference between what the argument is saying and what this answer choice is. The argument is saying that electronic media is going to *alter* the human mind, which means that it accepts that there will be changes. Memory and extemporaneous eloquence, after all, went away because of literacy. The argument in the stimulus is over whether this change is a corrosion or an alteration, with the author taking the latter side. So the author does believe that intellectual skills might be lost but replaced by other ones.
E. First, the complaint of centuries ago isn't dismissed but rather forms the premise for the author's conclusion. Second, the modern complainers wouldn't use this historical example as support for their claim since it's a parallel that doesn't result in the outcome that they're predicting!

Key Takeaway:

Argument Structure questions generally feature more complex structures and answer choices that subtly shift away from the stimulus. Use argument structure keywords to help with the former, and careful reading in the answer choices for the latter!

Q12

Argument or Facts:	**Argument**
Valid or Flawed:	**Valid**
Question Type:	**Parallel Reasoning**

Stimulus Summary:

Hypothetical: Someone has promised to keep a secret, and they're asked a question that requires them to reveal that secret to answer truthfully. They can't answer truthfully and keep the secret/promise, so it can't be true that people have an obligation to both be truthful and keep all promises.

Strategy Overview:

The correct answer choice exhibits the <u>same method of reasoning</u> as the argument in the stimulus.

Answer Anticipation:

This entire argument is about setting up a situation where there are two mutually exclusive actions, and then the author points out that they're mutually exclusive. The correct answer will do the same thing.

Correct Answer: (A)

Answer Choice Explanations:

A. Saying whatever we want and being civil are set up as sometimes being at odds, and this answer choice concludes that complete freedom of speech and civility are mutually exclusive. This answer choice matches up with the stimulus!
B. The conclusion here is that some politicians must deceive—it doesn't state that two actions are mutually exclusive. Since the conclusion is fundamentally different, we can rule this answer choice out.
C. This answer choice explores what will happen by taking two opposite actions—and determines that the outcome is the same. That's not the same as being mutually exclusive, so this answer choice can be eliminated.
D. The two options in the conclusion here aren't mutually exclusive—they're just set up so that *at least* one of them can be true. For mutually exclusive options, at *most* one can be true. This answer is the opposite of what we're looking for.
E. While this argument does present several options that won't work, those options aren't mutually exclusive. Instead, they're options that can't be taken because of a third consideration. That's a different structure than the stimulus, so we can rule this answer choice out.

Key Takeaway:

For Parallel Reasoning questions that don't feature conditional logic, it can be helpful—after understanding the argument and its structure—to come up with a couple words or a phrase/cliche that captures the underlying logic. Here, relating answers to the mutually exclusive nature of the stimulus was helpful in getting through these answers quickly!

Q13

Argument or Facts:	**Argument**
Valid or Flawed:	**Flawed**
Question Type:	**Strengthen with Sufficient Premise**

Stimulus Summary:

Aluminum cans M are made from 50% recycled materials from aluminum cans L. All L were recycled into M. Aluminum cans are essentially all aluminum. Therefore, there are twice as many M cans as L cans.

Strategy Overview:

The correct answer choice (1) <u>strengthens</u> AND (2) is <u>sufficient</u> to guarantee the conclusion of the argument (aka the super premise).

Answer Anticipation:

The conclusion of this argument is a relative number—twice as many. That's based on each M can being 50% L can (and 50% aluminum from another source). Since all of L went into making M, it seems as if each M can being only 50% L would mean you could get twice as many cans. So where's the flaw?

Well, in order to get twice as many cans, we'd have to get all of the aluminum from each can. While the stimulus states that all of the L cans were recycled into M cans, it's easy to assume that there wasn't any waste, but maybe recycling a can only yields half as much aluminum as went into it. Without knowing how much of L cans we can recover in the recycling process, it's impossible to know how many M cans we can make at 50% each. Only if we get essentially all of the aluminum from each L can will we double the number of cans when making M.

Correct Answer: (C)

Answer Choice Explanations:

A. The argument only cares about how many M cans we were able to make, so it doesn't matter what happens to those cans. This answer is out of scope.
B. The quality doesn't matter, just the number of cans we can make. This answer choice is out of scope.
C. This answer choice deals with the recycling process, telling us that 100% of the aluminum is recovered for recycling. If that's true, then recycling all L cans into M cans at 50% L per M can will allow twice as many M cans to be made, and our argument is valid. This is the correct answer.
D. The transition from L to M matters. Since we don't know anything about what happened before the L cans were made, and there's no information in the stimulus about recycled cans being more or less recyclable, this answer is out of scope.
E. Other materials and the ease of recycling are out of scope of the argument. Recycling L cans into M cans is the only consideration.

Key Takeaway:

The anticipation here was difficult, but the incorrect answers were all out of scope and didn't deal with the content of the argument—recycling L cans into M cans. If you find yourself stuck trying to anticipate an answer but you can't, see which answers you can eliminate and work from there.

Q14

Argument or Facts: Argument
Valid or Flawed: Flawed
Question Type: Weaken

Stimulus Summary:

Microwaving milk to 50+C reduces L by half. Heating milk to 50+C doesn't reduce L. Therefore, microwaves, not heat, destroy L.

Strategy Overview:

The correct answer choice <u>weakens</u> the argument.

Answer Anticipation:

The conclusion here is causal, stating that microwaves are the cause for decreased amounts of L. However, the conclusion also states that heat doesn't cause the destruction of L. While we should look for answer choices that fall into our regular categories to weaken causal relationships (alternative causes; counterexamples; reversed causality), we should also look out for support for the alternative cause the stimulus already brought up—heat. While the argument attempted to rule it out as a cause, an answer choice that supports it as a cause or attacks the evidence used to rule it out would also weaken the argument.

Correct Answer: (E)

Answer Choice Explanations:

A. This answer choice raises the temperature, which makes the comparison between the microwave and the heat source irrelevant and thus harder to draw any conclusion from. That said, more microwaving destroying more L would, if anything, align with the argument.

B. The argument only deals with the destruction of the L enzyme, not whether microwaving or conventional heating is better or if there's a fix for losing the enzyme. This answer is out of scope.

C. If this answer brought up the speed of heating between a microwave and conventional heat source, then it might weaken the argument by bringing up an alternative cause (speed of heating instead of the microwaves or the heat itself). However, since it's a comparison between two conventional heat sources, it doesn't undermine the relationship between microwaving and losing L enzyme.

D. Taste has nothing to do with the argument, so this answer is out of scope.

E. This answer choice deals with microwaves and heat, so it's worth digging in deeper. Initially, it can be hard to see how this answer choice would impact the argument. However, if certain pockets of liquid are much hotter than the 50C, then maybe the L enzyme is being destroyed by heat in those areas, while not being destroyed in others. It would explain why not all the L is being destroyed when exposed to microwaves! This answer provides evidence that an alternative cause of the L being destroyed—heat—is a viable explanation, and so it weakens the explanation that it's the microwaves.

Key Takeaway:

When an argument concludes a causal relationship in part by ruling out an alternative, the correct answers will frequently deal with evidence for or against that alternative. In this Weaken question, the correct answer provided evidence that the explanation might be the ruled-out potential cause—heat. Go into the answers with that in mind when you see this pattern!

Q15

Stimulus Summary:

65+ or chronic disease ➡ Vaccinated against the flu

Each year's vaccine will only vaccinate against the strain most likely to be most prevalent. Therefore, every year will require a vaccine for a different strain.

Strategy Overview:

The correct answer choice (1) strengthens AND (2) is sufficient to guarantee the conclusion of the argument (aka the super premise).

Answer Anticipation:

The conditional rule here doesn't really play into the logic of the argument since it's not trying to apply the rule to a specific individual or a subset of the population. Instead, the conclusion is about receiving a different vaccine each year, not whether someone is going to get vaccinated.

Focusing on that aspect of the argument, let's look at what supports the conclusion that a different vaccine will be required each year. That support is that the vaccine will only vaccinate against a single strain—the strain deemed to be most prevalent. So the conclusion is about a different strain, and the premise is about how to determine which strain will be vaccinated against. In order to reach the conclusion, then, a different strain has to be selected each year as the most prevalent. If there are two years in a row with the same strain, then people wouldn't need to get the vaccine again.

Correct Answer: (D)

Answer Choice Explanations:

A. If the argument were about the cost, or the feasibility, of being able to vaccinate everyone in the high-risk group, then this answer choice would be relevant. However, the argument is about whether these individuals will need to get a different vaccine each year, and the total number of people getting the vaccine is out of scope of that.

B. The consideration as to which strain to vaccinate against is which is the most likely, so even if there are variances as to how likely there is to be an epidemic changes, one strain would still be considered the most likely to be prevalent.

C. Even if this were true and each vaccine protects only against a single strain of the flu, if the most prevalent strain repeats, people still wouldn't need to get a second vaccination. While this answer sounds good, it doesn't guarantee the conclusion as valid, so it's wrong.

D. If a new strain is the one selected for the vaccine each year, then high-risk individuals will have to go back for a new vaccination each year. This answer choice deals with the jump in the conclusion— between getting vaccinated for a strain and getting vaccinated for a different strain.

E. Side effects are outside the scope of this argument.

Key Takeaway:

In Strengthen with Sufficient Premise questions— especially the harder ones that show up later in the section—look for subtle term shifts in the conclusion. Here, the idea of different strains shows up for the first time in the conclusion, and so it will be related to the flaw in the argument.

Q16

Argument or Facts: **Argument**
Valid or Flawed: **Flawed**
Question Type: **Point At Issue**

Stimulus Summary:

T: Researchers claim something, but this and all similarly precise claims are suspicious because science can't be that precise.

S: Some things are precise, some aren't, but enough are precise—including in some sciences—that precision isn't a reason to discount a conclusion.

Strategy Overview:

The correct answer choice will pass the Yes/No test— one speaker would agree while the other speaker would disagree.

Answer Anticipation:

T uses some pretty strong language—"all such" claims; "never be established". He's making broad, blanket statements about precision.

S, on the other hand, is making more measured statements. She brings up that some areas aren't precise (agreeing with T a bit), but that other areas are. She also brings up not doubting things just because they're precise, which is a foil for T's contention that precision is a reason to think a claim is "suspect." Whether or not precision is possible and whether or not it's a reason to discount claims seems to be the point at issue here.

Correct Answer: (D)

Answer Choice Explanations:

A.   While S believes that there are areas where precision is possible, she never weighs in on whether linguistics is one of those areas. Since we don't know if she'd agree or disagree with this statement, we can eliminate it.

B.   While T believes claims like this can never be established by science and thus disagrees, S doesn't weigh in on linguistics specifically. She believes precision is possible in some areas and not others, but since we don't know which category linguistics falls into, we don't know if she'd agree or disagree with this answer.

C.   T doesn't believe there are any areas to expect precision, so he'd agree with this. However, since S believes some areas can expect precision and others can't without weighing in on verbal/non-verbal communication, we don't know if she'd agree or disagree with this answer.

D.   T states that all mathematically precise claims are suspect because science can never establish them, so he disagrees with this answer. S states that such claims are possible in some sciences and thus shouldn't be doubted just because they're precise, agreeing with this answer. Since one agrees and the other disagrees, this answer is correct!

E.   This answer choice is out of scope for both T and S since it talks about whether the claims are usually false. T questions whether precise claims can be established by science, but that's different than being false. S doesn't talk about the frequency of areas that can and can't be precise, so an answer about things being "usually" false is something she doesn't have a clear opinion on.

Key Takeaway:

In Point at Issue questions, look for overlap! Here, noting that both T and S talk about precision and doubt/ suspicion helps to get to the correct answer. Noting that verbal/non-verbal communication does not overlap helps to eliminate some tricky answers.

Q17

Stimulus Summary:

Some computer experts said the biggest threat to large institutions is hacking, so this hospital should make protecting confidential information the top priority.

Strategy Overview:

The correct answer choice correctly <u>identifies the error in reasoning</u> used in the stimulus, often using abstract terms.

Answer Anticipation:

Whenever an argument brings up the opinion of experts, it's important to think about whether the experts are the right ones to weigh in on the conclusion. Here, the conclusion is about the top priority for a hospital. While the hospital's computer security certainly falls within the expertise of computer experts, that's not what the conclusion is about.

Instead, the conclusion is about what the *top priority* for this hospital should be, and whether hacking personal info is the most significant threat faced by these institutions. Computer experts aren't equipped to weigh the threat of hacking personal information against, say, antibiotic-resistant infections. Since the executive is relying on the computer experts' views in an area they don't have proper expertise, the correct answer in this Errors in Reasoning question will point this out.

Correct Answer: (B)

Answer Choice Explanations:

A.   There's no discussion of causes or solutions to the problem. Rather, the argument is about a problem being the top priority.
B.   This answer points out the flaw of relying on the wrong experts. In this case, since the question is over the biggest threat to hospitals, computer experts are the wrong ones to ask for that ranking, and so this answer is correct.
C.   The conclusion isn't causal, and there's no correlation in the premises, so this answer choice is describing the wrong flaw.
D.   The premise is about "large institutions" including hospitals, and it draws a conclusion about a hospital (not a group). If anything, this answer choice reverses this by going from a premise about the group to a conclusion about a sample, but there's also no reason to believe this hospital is unrepresentative.
E.   If the conclusion were about an institution that fell outside of the large institution group, then this answer would need to be considered. However, hospitals are listed as one type of large institution, so the argument doesn't jump between large institutions and other types of institutions/all institutions.

Key Takeaway:

When an argument relies on the opinion of experts, make sure that their opinion is on a topic that they're qualified to discuss. And be careful! It would be easy in this question to conclude the computer experts are speaking to computer security, but the conclusion is about the top priority for a hospital, which these experts aren't qualified to speak to.

Q18

Argument or Facts:	**Facts**
Valid or Flawed:	**N/A**
Question Type:	**Must Be True**

Stimulus Summary:

Modern science is based on proving hypotheses wrong. Overthrowing conventional wisdom gets a scientist the most recognition. It's surprising that, with hundreds of scientists, few find evidence against the widely accepted global warming predictions.

Strategy Overview:

The correct answer choice <u>100% supported</u> by the information in the stimulus.

Answer Anticipation:

The key here is recognizing which statements are likely to lead to answers, and which are background. In general, stronger statements are more likely to support answers in Must Be True questions, so our summary focuses on those. However, stay flexible when looking at answers—if it's in scope, it's worth analyzing.

Correct Answer: (B)

Answer Choice Explanations:

A. The stimulus doesn't discuss standards of debate, just standard of science. Additionally, there isn't much information about those who are skeptical of global warming predictions, so an answer that talks about "most" of them is too strong.

B. The strongest statement in the stimulus is that overthrowing conventional wisdom brings the most recognition. The only conventional wisdom that's noted is the "widely accepted" global warming predictions. Since recognition is a substantial motive (even if someone isn't in it for the recognition, it's still a motivation), this answer choice is supported.

C. While the predictions of global warming are widely accepted and few scientists find evidence that global warming is unlikely, that's a far cry from conclusive evidence that the hypothesis is true. This answer choice is stronger than what can be supported by the stimulus.

D. While very few scientists who study climate have found evidence that global warming is unlikely, that leaves room for a few to have found evidence that they have used to support an alternative. Since that's possible, this answer choice is unsupported.

E. While recognition can serve as a motive, we don't know that it serves as the primary motive in the study of global warming. It could be a secondary consideration to something like saving the world.

Key Takeaway:

In Must Be True questions, stronger statements tend to be more relevant to finding the correct answer. Here, the statement that, "Nothing brings more recognition . . . " is without a doubt the strongest statement, and it's directly related to the correct answer.

Q19

Argument or Facts:	**Argument**
Valid or Flawed:	**Flawed**
Question Type:	**Bizarro Strengthen**

Stimulus Summary:

The Land Party focused on economic issues of farmers and small businesses/semi/rural areas, and won their only national election. Therefore, this focus (along with economic issues facing those groups) was the cause of their success.

Strategy Overview:

The four incorrect answer choices will strengthen the argument. The correct answer choice will not strengthen (i.e., weaken or irrelevant).

Answer Anticipation:

The argument starts with a correlation—the Land Party won an election the same year that they focused on certain issues. From there, it concludes that the focus was the cause of their electoral success. That's a jump from correlation to causation, so that's the error in the reasoning.

To strengthen causal relationships, we are looking for answers that eliminate alternative causes (such as the other political party having a major scandal), examples of the cause and effect going together in other situations (e.g., the party focusing on the economic issues of these groups usually winning), or situations where both the cause and effect are both missing (for example, the Land Party focusing on other issues in all the elections they lost). And since this is a Bizarro Strengthen question, we're going to get a mix of these as answers.

Correct Answer: (A)

Answer Choice Explanations:

A. This answer would appear to strengthen the argument through showing that in all the elections the Land Party lost (note that it states 1935 is the only national victory they had), there's a small term shift here. The stimulus specifically mentions semi-urban and rural areas, and this answer choice is about ignoring urban economic interests. Because of that shift, this answer is out of scope and, since we're looking for something that doesn't strengthen the argument, it's correct.

B. This answer strengthens the argument by connecting the proposed cause with the proposed effect. If focusing on voters' problems increases the chances they vote for you, then the Land Party's focus on these economic issues was probably a factor in their victory.

C. The argument connects a focus on agricultural economic issues to the Land Party's victory. If their successes coincided with areas where there were economic problems, then that strengthens the relationship between the focus and the success and strengthens the argument.

D. If the Land Party won the election and focused on specific issues, and others lost the election and didn't focus on the issues, then that strengthens the argument that the specific issues were a factor in the victory. This is an example of showing the cause being absent and the effect being absent, which strengthens a causal relationship.

E. This answer choice connects being in distress to voting. While it doesn't connect directly to voting for the Land Party, it does connect the targets of the Land Party's platform with increasing in turnout, which would increase their chances at victory. It strengthens the relationship between focusing on certain issues and victory, so it strengthens the argument.

Key Takeaway:

Bizarro Strengthen questions AREN'T weaken questions. While an answer that weakens an argument would serve as a correct answer, so would an answer that's out of scope or has no impact on the argument. Don't get trapped into looking for a weakener in this question type (or a strengthener in a Bizarro Weaken question)!

Q20

Argument or Facts: Argument
Valid or Flawed: Valid
Question Type: Methods of Reasoning

Stimulus Summary:

M claims that the city opposes a new water system based on the vote of the Neighbors Association. But only 25/350 voted, and the 15 nos are less than 1% of the overall population. That's too few people to be guaranteed a representative sample.

Strategy Overview:

The correct answer choice <u>identifies the method of reasoning</u> used in the stimulus, often using abstract terms.

Answer Anticipation:

G points out a classic error in reasoning made by M—he relies on a sample that is too small. When an argument relies on pointing out one of these common flaws in someone else's argument, there's a good chance the language in the answer is going to match up with how that flaw would be described in an Errors in Reasoning answer.

Correct Answer: (E)

Answer Choice Explanations:

A. G never brings up that those who oppose the new water system are more likely to vote for it. Instead, she relies on pointing out the small sample size. This answer would be correct in, for example, an argument where G pointed out that the people who would be impacted by the new water system's construction banded together to increase turnout among that group to stop the system.

B. There's no accusations that the statistical data has been manipulated. In fact, G very much agrees with the data coming out from the vote. However, G thinks the vote was too small to guarantee a representative sample.

C. M cites the vote as evidence of citywide opposition, not as conclusive proof that there is citywide opposition. Since M never claims that his premises guarantee the truth of his conclusion, this answer choice doesn't reflect the stimulus and is thus wrong.

D. The evidence is a vote. G and M both seem to agree on the outcome of the vote. There are possibly minutes from the meeting, and people who can testify to the vote. It's not impossible to confirm or disconfirm this evidence, so this answer is wrong.

E. G points out, right at the end of her rebuttal, that one "should not assume that so few votes" are representative of the city as a whole. This answer choice is a paraphrase of that statement, and it represents how G goes about undermining M's argument.

Key Takeaway:

The common errors in reasoning tested by the LSAT will sometimes show up outside of questions that focus on flaws. Here, noticing that G points out a sample that's too small to guarantee a representative sample is a great way to get to the answer choice quickly!

Q21

Argument or Facts: Argument
Valid or Flawed: Flawed
Question Type: Errors in Reasoning

Stimulus Summary:

D drives recklessly. D drives a sports car. Minivans and sedans have lower accident rates than sports cars. Therefore, D switching from a sports car to a minivan will lower his accident risk.

Strategy Overview:

The correct answer choice correctly <u>identifies the error in reasoning</u> used in the stimulus, often using abstract terms.

Answer Anticipation:

The conclusion of this argument is a causal one—taking a certain action will lower risk. Is there evidence to prove that causal relationship, or is it based on a correlation? The Driver here thinks that his chances will be lowered because, looking at the data, minivans have a lower accident rate than sports cars. That's not a causal connection—that's a correlation. Maybe there is a reason other than the type of car that results in the lower accident rate. Say, maybe, that those who tend to buy sports cars drive recklessly, while those who tend to drive minivans drive to soccer practice. Since this argument has a causal conclusion based on a correlation, the correct answer will likely point this jump out.

Correct Answer: (A)

Answer Choice Explanations:

A. Right off the bat, we get the correlation/causation answer. There's a correlation between driving a minivan and getting into fewer accidents than when driving a sports car. From this, the Driver infers that driving a minivan will cause that reduction in accident risk.
B. While the Driver is applying statistical information to his own situation, the statistical information he relies on has no sign of being based on too small a sample. Without information on what his research consisted of, we can't be sure of the sample size, and we don't have enough information to know if this answer applies.
C. The conclusion is about lowered risk of an accident, not the elimination of that risk. This answer choice doesn't reflect the argument.
D. If anything, the Driver is treating switching cars as being sufficient to lowering his chances of an accident, not necessary to doing so. That said, the argument isn't conditional, so this answer choice doesn't apply.
E. The source relied upon is the research into accident rates, and since we're not given the source, we can't say that it's not well-informed. If you were thinking this could apply to the friends, first, there's no way to know how well-informed they are, and, second, the Driver doesn't rely on them to reach his conclusion (he relies on the research).

Key Takeaway:

Jumping between correlation and causation is one of the most common errors in reasoning on the LSAT. If an argument features a causal relationship in the conclusion, your first thought should be to check if it's based on a correlation.

Q22

Stimulus Summary:

Rare local media coverage and secretly conducted local political business results in isolated local politicians, which results in decreased chances of residents making a positive impact, which results in residents being discouraged from participating in local politics.

Strategy Overview:

The correct answer choice 100% supported by the information in the stimulus.

Answer Anticipation:

This entire stimulus is a long chain of causal relationships, as seen through language like "has the effect of" and "in turn discourages." When ideas/facts are chaining together, it's important to write out that chain so you can see which ideas are connected as you analyze answers. It's also important to note that these relationships are causal, not conditional—you can tell that from the causal language, but also from the less-than-certain language (rarely, usually, tend to, reducing the chance). As such, there's no contrapositive to worry about!

Correct Answer: (D)

Answer Choice Explanations:

A. While being isolated reduces the changes that particular acts make an impact, this answer choice is too strong in saying that reducing that isolation would make resident participation *likely* to make an impact. It might increase the chances of it, but that's different from saying it's likely.

B. The Editorialist never makes a statement of opinion about whether these effects are good or bad. Therefore, we can't infer that something *should* be done to change them.

C. While the stimulus does bring up several factors, it never states that any of them are more or less important than others, let alone that any are the *most* important factor. This extreme language is unsupported.

D. Based on the causal chain presented in the stimulus, we can infer that the lack of local coverage is a cause of discouragement to resident participation. Therefore, we can also infer that increasing that coverage would reduce at least one cause of discouragement. Note that this answer choice doesn't state it would increase participation, which would be incorrect—just that it reduces a source of discouragement.

E. This answer choice tries to take the contrapositive of the causal relationship, which you can't do. Stopping an effect doesn't necessarily stop the cause.

Key Takeaway:

Must Be True questions are all about inferences, and inferences are all about overlapping ideas. Here, linking together the chain of causality made it a lot easier to analyze the answer choices, and knowing that it was causal instead of conditional allowed us to eliminate a trap answer.

Q23

Stimulus Summary:

Reasonable expectation of increasing
well-being ➔ Morally right

Reasonable expectation of reducing
well-being ↔ Morally wrong

Therefore: Reasonable expectation of not changing
well-being ➔ Morally right

Strategy Overview:

The correct answer choice (1) <u>strengthens</u> AND (2) is
<u>sufficient</u> to guarantee the conclusion of the argument
(aka the super premise).

Answer Anticipation:

First, some notes on the stimulus. The second statement
is a biconditional, as established by the "if and only
if" language. It's also important to note here that the
negation of Morally right isn't Morally wrong, and vice
versa—there exists the possibility that something is
morally neutral.

This question is very interesting. The first premise is
a conditional rule that guarantees an action is morally
right—which is where the conclusion wants to end
up—but the conclusion's sufficient condition and the
premise's *can't* overlap since increasing and leaving
well-being the same are logically not equivalent.

The contrapositive of that rule (short version): not
Morally right ➔ not Increase well-being. That also doesn't
help us in our attempt to make this argument valid
since it doesn't overlap with the conclusion in a helpful
way. While Doesn't change well-being falls under the
umbrella of not Increase well-being (if something doesn't
change well-being, then it doesn't increase it), it's on the
wrong side of the conditional to chain together. We'll
have to look at the second premise to see if there's
some connection to the conclusion that we can work
with.

Looking at the second, we run into similar issues, but
it's important to remember here, we're dealing with a
biconditional statement. The contrapositive is similarly
biconditional:

> not Morally wrong ↔ not Reduce well-being

This, too, doesn't seem to build to the conclusion, but
don't forget that biconditionals work in both directions,
so we could reframe it as:

> not Reduce well-being ↔ not Morally wrong

Similar to the first conditional, there is some overlap
between not Reduce well-being and Not change well-
being. Mainly, if something doesn't change well-being,
then it doesn't reduce well-being (the reverse isn't true).
So:

Not change well-being ➔ not Reduce well-being ↔ not
Morally wrong

Using the second premise and a relationship that has
to be true (the first link in that conditional chain), we can
prove that actions that don't change well-being are not
morally wrong. Since the conclusion is that these actions
are morally right, we can connect those two ideas to
validate it: not Morally wrong ➔ Morally right

That was a long way to go, and a lot of tactical use of
knowledge of the LSAT and conditional logic. We'll
discuss how to approach the answer choices if you
didn't do this work during your anticipation step while
looking at them.

Correct Answer: (C)

Answer Choice Explanations:

A. Reasonably expected to reduce well-being ➜ Morally wrong. This answer choice just restates half of our biconditional. Since it doesn't add anything, it can be eliminated. This answer choice would just require you to understand the biconditional and be able to diagram it to eliminate!

B. In other words, if an action is wrong, then it's not right, and if it's right, then it's not wrong. That doesn't provide any information that would help prove something is right, which is what the conclusion is trying to do. Since it's not helping to build to the conclusion, it can be eliminated even without a strong anticipation.

C. not Morally wrong ➜ Morally right. Even if you didn't have a solid anticipation, this answer choice overlaps with the conclusion by justifying that there is a condition that guarantees something being morally right. Without an anticipation, this answer choice should be analyzed to see if it can be built to connect Not change well-being to Morally right (the conclusion). And since not changing the aggregate well-being guarantees that well-being isn't decreased (or increased, but that's not relevant here), the biconditional guarantees that it is not morally wrong, and this answer choice bridges the gap in the conclusion.

D. This answer choice is more in Necessary Assumption language, bringing up that one of the terms does, in fact, exist in the real world. That's generally not going to be strong enough to justify a strong conclusion, which we have here since it's a conditional.

E. Good consequences ➜ Morally right. This answer choice does overlap with the conclusion in that it has Morally right as a necessary condition, but the sufficient condition isn't directly related to the other half of the conclusion. "Good consequences" is ill-defined and doesn't necessarily overlap with leaving the aggregate well-being unchanged, so this answer choice is out of scope. In general, answer choices that introduce new terms in Strengthen with Sufficient Premise questions are wrong.

Key Takeaway:

Sometimes, anticipating the correct answer choice involves a lot of difficult work up front. If you're lost or going down a rabbit hole, start by looking at the answer choices to see which directly relate to and would help build the conclusion, and then work from there.

Q24

Argument or Facts:	Argument
Valid or Flawed:	Flawed
Question Type:	Principle (Illustration)

Stimulus Summary:

Survey data shows why features are rated low, but it doesn't show how to change it to improve the rating. Therefore, direct interaction with customers is better than survey data.

Strategy Overview:

The correct answer choice best illustrates the principle set forth in the stimulus.

Answer Anticipation:

For this question type, it's important to stick to the argument as presented, and find an answer choice that matches with the situation. A good anticipation can help, but it's also important to make sure the details of the answer don't stray from the details of the stimulus, as subtle term shifts are often featured in trap answers.

Here, the argument is about directly consulting consumers instead of relying on survey data when redesigning features in a car. The correct answer should mirror that connection.

Correct Answer: (A)

Answer Choice Explanations:

A.   This answer choice involves getting consumer input for the design changes. The stimulus states that the survey data is inferior because it can only speak to why the old design received low ratings. Getting that direct consumer input leading to better product design is what the whole argument is about, so this answer is correct.

B.   They do, but the argument states that direct interaction with consumers is better for product redesigns. This answer choice doesn't support that conclusion, so it's wrong.

C.   "Specific market niches" comes out of nowhere in this answer choice, so this answer isn't something that the stimulus would conform to.

D.   This answer choice doesn't distinguish between consumer surveys and direct interaction. Additionally, this answer choice is the opposite of the answer we want—a principle that guarantees better redesigns.

E.   While the examples given are arguably external (seat comfort; controls), there's no indication that their input is limited to these external features. This answer choice doesn't directly address the issues in the stimulus, so it's incorrect.

Key Takeaway:

For Principle (Illustration) questions, it's important to stay very close to the language in the stimulus. Pick an answer that connects the premises and conclusion without introducing new concepts.

Q25

Argument or Facts: **Facts**
Valid or Flawed: **N/A**
Question Type: **Paradox**

Stimulus Summary:

The main financial sponsor of art in 19th century France discouraged innovation. French sculpture wasn't innovative. However, French painting was.

Strategy Overview:

The correct answer choice serves as a <u>possible explanation</u> to the discrepancy set forth in the stimulus.

Answer Anticipation:

The paradox to be resolved here involves a difference between French paintings and French sculpture—why was one innovative, while the other wasn't? Any answer choice that provides a difference between sculpture and painting that addresses innovation is potentially correct.

Correct Answer: (C)

Answer Choice Explanations:

A. First, the academy discouraged innovation, and this answer doesn't explain why their providing more funding to painters would result in the innovation they discouraged. Also, how much more funding did they provide? And was it more per painter, or just more overall? Without this information, it's hard to know how this would resolve the paradox.

B. If anything, fewer painters would lead to less innovation, as there would be fewer ideas. This also doesn't explain why the academy funding painters to a high level would result in the innovation that they discouraged.
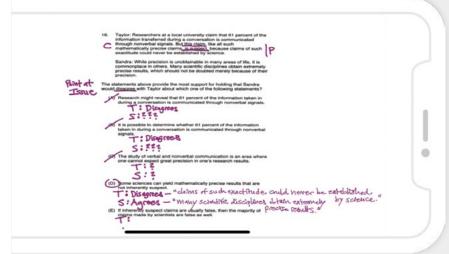
C. This answer choice highlights a significant difference in painting and sculpture in 19th century France. Would there being "far more" unsponsored painters than sculptors explain why there was more innovation in painting? Since the primary sponsor discouraged innovation, it would. These unsponsored painters—not reliant on a sponsor that discouraged innovation—would be more likely to innovate than the sculptors who were relying on the sponsors. This resolves the paradox.

D. While this answer choice certainly aligns with the paradox—these groups being different makes sense since one was more innovative than the other—it doesn't explain why the painters were more innovative. Even if there were no sculptor/painters, why was it the painters who were innovative instead of the sculptors?

E. This answer choice highlights a similarity between painters and sculptors, and the question stem is asking us to resolve a paradox about them being different.

Key Takeaway:

When a Paradox question is asking you to explain a difference between two groups, make sure the answer choice highlights a relevant difference that explains the discrepancy.

SECTION 3
QUESTION EXPLANATIONS

LOGICAL REASONING - 25 QUESTIONS

In this section we look at each question in depth by examining the stimulus, strategy overview, answer anticipation and each answer choice.

Q1

Argument or Facts:	**Facts**
Valid or Flawed:	**N/A**
Question Type:	**Illustration**

Stimulus Summary:

Sometimes, people sacrifice comfort/pleasure to look good.

Strategy Overview:

The correct answer choice best illustrates the example set forth in the stimulus.

Answer Anticipation:

The correct answer will describe a situation where a person prioritizes style over substance.

Correct Answer: (C)

Answer Choice Explanations:

A. This answer choice doesn't connect the automobile to looking good, so it doesn't illustrate the stimulus.
B. This answer has someone making a choice based on color and comfort. Ignoring the fact that colorful isn't necessarily a good appearance, this answer choice connects style and comfort, not prioritizing the former over the latter.
C. The couple in this answer pick an option to impress others—i.e., for the sake of appearances—over something better and cheaper. Style over substance, so this is the answer.
D. While this person is prioritizing something over comfort, it's not style/appearances, but rather the environment. If this answer stated that this person made the decision to impress friends and neighbors, then it'd be correct, but it states she does it because of concern for the environment.
E. While the outfit is stylish and meant to impress the audience, there's no indication that it's less comfortable that alternatives, so we don't know the acrobat is choosing style over comfort.

Key Takeaway:

When finding an answer choice that illustrates something from the stimulus, be sure to stick closely to the exact wording used. Small details can throw an answer choice off, and omissions can do the same.

Q2

Stimulus Summary:

After installing a new, *highly efficient* gas water heater, Jimmy's gas bill went up.

Strategy Overview:

The four incorrect answer choice serve as a possible explanation to the discrepancy set forth in the stimulus. The correct answer is <u>not a possible explanation</u>.

Answer Anticipation:

Jimmy made a change to his house—he installed a highly efficient gas water heater. Since it's highly efficient, one might expect his gas bill to go down, but it went up. In general, paradoxes like this one will be resolved by another change that resulted in Jimmy's gas use changing and increasing enough to outweigh the savings from the efficient gas heater.

Correct Answer: (A)

Answer Choice Explanations:

A. Jimmy's gas usage presumably went up, explaining the increase in his gas bill. This answer choice could line up with an increase in gas usage, but it could also align with a decrease in gas usage, with the decrease in the water heater larger than other decreases. Since this doesn't account for an increase in gas usage/larger bill, it doesn't resolve the paradox, and it's the correct answer.
B. If a second person is added to the household, that could explain an increase in hot water/gas usage, and the resulting increase in the bill.
C. Doing laundry at home instead of a laundromat? That could explain the increase in hot water usage and resulting increase in the bill.
D. If gas is more expensive, even using it more efficiently might result in an overall increase to your gas bill. This answer resolves the paradox.
E. If Jimmy needed to use the hot water heater more because of a cold snap, that would mean more gas usage even if it is more efficient. This answer resolves the paradox.

Key Takeaway:

Paradox questions frequently deal with a change that had an expected outcome, but the opposite outcome happened. In general, when approaching these, resolution to the paradox comes from another change that explains why the unexpected outcome occurred.

Q3

Stimulus Summary:

C: Quinn's DNA portrait of Sulston isn't a portrait because a portrait must be recognizable as the person.

A: Since it has instructions to build your own Sulston, it's actually a super realistic portrait.

Strategy Overview:

The correct answer choice will pass the <u>Yes/No test</u>—one speaker would agree while the other speaker would disagree.

Answer Anticipation:

There's not a lot of overlap. C describes the piece and Quinn's description, as well as defining a requirement for a portrait. A talks about creating Sulston. The only thing they both talk about is whether this thing is a portrait.

Correct Answer: (E)

Answer Choice Explanations:

A. C calls Quinn an artist, suggesting that he makes art. While she states this work isn't a portrait, that doesn't mean it's not art—it could just be some other type of work. Since C doesn't clearly categorize the piece as art or not, this answer choice can be eliminated.

B. C doesn't explicitly call it Quinn's work, but she attributes it to him. The work is referred to as Quinn's by A. Since there's no disagreement, we can eliminate this answer.

C. C definitely doesn't believe the piece bears a recognizable resemblance to Sulston—it's the reason she believes it's not a portrait. On the other hand, A never claims that it does bear a recognizable resemblance to Sulston—just that it includes instructions for creating him. Since A doesn't have a stated opinion on this answer, we can rule it out.

D. This answer is explicitly stated by A, but C doesn't discuss the creation of Sulston, so this answer choice can be eliminated.

E. C establishes criteria for a portrait—recognizable resemblance to the subject—that the piece doesn't meet, so she disagrees with this answer. A disagrees, calling the piece a "maximally realistic portrait." C and A disagree on whether it's a portrait, so this is the point at issue.

Key Takeaway:

Identifying the overlap between two speakers in a Point at Issue question is important because, generally, both speakers will have information that only they weigh in on. Knowing that answers dealing with this non-overlapping portion is a great way to eliminate answers quickly in this question type.

Q4

Argument or Facts: **Argument**
Valid or Flawed: **Flawed**
Question Type: **Errors in Reasoning**

Stimulus Summary:

Since employees are already motivated to be productive, hanging posters to boost productivity is unlikely to work.

Strategy Overview:

The correct answer choice correctly <u>identifies the error in reasoning</u> used in the stimulus, often using abstract terms.

Answer Anticipation:

The premise about the employees states that they're motivated to be productive, but the intended goal of hanging posters is to *boost* productivity. Even if they're already productive, it's possible they could be more productive. The correct answer should point out this gap in the reasoning between being productive and being more productive.

Correct Answer: (E)

Answer Choice Explanations:

A. The argument doesn't fail to consider if these corporations will boost productivity with posters—proving that is the whole point of the argument! The first sentence even states that these corporations are beginning this practice, so we already have examples of corporations who didn't previously use posters starting to engage in the practice.

B. The stimulus states "*almost* all employees at *these* corporations…" Since the premise is already tied to the specific employees at these corporations, and the conclusion also mentions *these* corporations, there isn't an unrepresentative sample.

C. This answer choice is out of scope because the conclusion is specifically about the posters having their intended purpose. If the conclusion were about whether it was worth it at all to hang the posters, then other benefits would be relevant.

D. Even if there are other factors in employee productivity, it's still possible for motivation to be a strong factor that would be relevant to productivity. If the conclusion were about the best way to increase productivity, other factors would be relevant, but it's just about whether motivational posters will work at all.

E. This answer choice recognizes the shift between being productive and being more productive. It describes the error in reasoning in the argument.

Key Takeaway:

Changes and comparisons—here, the difference between current and potentially boosted productivity—are frequently tested on the LSAT, so language that indicates such a change or a comparison should be a focus when analyzing the logic of a stimulus.

Q5

Argument or Facts: Argument
Valid or Flawed: Flawed
Question Type: Strengthen with Sufficient Premise

Stimulus Summary:

Ants bring particles to their neighbors. One entomologist thought they were bringing food, but it turns out the particles were from a dumping site. So that entomologist was wrong.

Strategy Overview:

The correct answer choice (1) <u>strengthens</u> AND (2) is <u>sufficient</u> to guarantee the conclusion of the argument (aka the super premise).

Answer Anticipation:

The entomologist's theory was about food, but the counterpoint is about stuff from a dump. The counterpoint only rebuts the initial point if the dump doesn't have food in it. The correct answer will have to bridge that gap.

Correct Answer: (C)

Answer Choice Explanations:

A. Nothing in the argument relates ant to human behavior, so this answer choice is out of scope. If anything, this answer choice would suggest Atrens is wrong, since humans throw out a ton of food.

B. The argument is about what ants do, not why they do it. Ants could give food without intending it as a gift.

C. This answer choice connects the dumps with not having food. If these sites don't have food particles, then particles carried from them to neighboring ant colonies don't have food, and the early entomologist was wrong.

D. Neither the early entomologist nor the later researchers talked about the neighbors accepting or using these particles. The argument is just about the ants who carry food to their neighbors, so this answer is out of scope.

E. The conclusion is about whether this scientist was wrong. Even if she retracted her findings, she could still have been correct. This answer choice doesn't justify the conclusion.

Key Takeaway:

Be careful about jumps between premises! Strengthen with Sufficient Premise questions frequently feature jumps between the premises and conclusion, but this one had a gap between two of the premises.

Q6

Argument or Facts: Facts
Valid or Flawed: N/A
Question Type: Illustration

Stimulus Summary:

J was troubled by car accident stats, so she donated cars to drivers ed programs to encourage teens to drive better. People in her neighborhood supported this action by buying cars from her.

Strategy Overview:

The correct answer choice best illustrates the example set forth in the stimulus.

Answer Anticipation:

The motives/reasons behind actions are frequently important on the exam. While you may be cynical about J's motives, they're clearly listed as being magnanimous—she wanted to encourage teens to drive safer. This resulted in a business benefit to her. This illustrates that sometimes doing good makes you money. Remember that, future lawyers!

Correct Answer: (B)

Answer Choice Explanations:

A. While J works through drivers education programs, there is no language in the stimulus suggesting those are *the only* programs that work.
B. J's motives are clearly listed—she wanted to increase safety in young drivers. That's altruistic, and it resulted in her making money, which is a positive consequence. This answer is illustrated by the stimulus, so it's the correct answer.
C. While J is focused on young drivers, there's no indication that she picked them because they are the most likely to benefit from these programs. Without information illustrating such a strong statement ("most likely"), we can rule this answer choice out.
D. One example (J) doesn't illustrate an answer that states something "usually" happens unless it's stated that the one example is representative, or highlights the likely outcome.
E. There's no indication that J's actions have broad community support—the stimulus is limited to discussing what some members of the community have done. It also doesn't state that J's actions have been successful!

Key Takeaway:

Illustration questions that ask you to find a proposition illustrated by the passage have answers that limit themselves to the situation described. Don't go outside that situation when picking an answer choice!

Q7

Argument or Facts: **Argument**
Valid or Flawed: **Valid**
Question Type: **Point at Issue**

Stimulus Summary:

A: You can live a life of moderation by always taking the middle road, but you'll miss the highs of taking risks and going too far.

M: Someone who always takes the middle road isn't living a life of moderation since they're not moderating their moderation.

Strategy Overview:

The correct answer choice will pass the Yes/No test—one speaker would agree while the other speaker would disagree.

Answer Anticipation:

M focuses her argument on those who are living that life of never deviating from the middle road, not those who take risks, so that's the overlap in the two speakers. When discussing those who are living a life of "moderation," A states that they have to stick to that middle path, whereas M says that moderation requires being moderate in everything, including in taking that middle path. They disagree over what it means to live a life of moderation—A saying it's always being moderate, and M saying it involves sometimes not being moderate.

Correct Answer: (B)

Answer Choice Explanations:

A. While A describes taking chances as a joy and would thus agree with this answer choice, M doesn't similarly discuss her opinion on taking chances, so this answer choice is wrong.
B. M defines a life of moderation as requiring one to be moderate in their moderation—i.e., not always living in moderation. On the other hand, A says moderation requires *never* deviating from that middle course. They disagree over what a life of moderation is, so this answer choice is correct.
C. This answer choice is too broad. While A might suggest that there are some virtues that don't align with moderation, that's a far cry from discussing all other virtues. And M doesn't weigh in on this at all.
D. If anything, they both believe that people should deviate at least sometimes in their life. That said, neither explicitly states this, so this answer can be ruled out for either being out of scope or for the two speakers agreeing.
E. While M would agree that someone who wants to live a life of moderation should moderate their spontaneity, she doesn't talk about whether living a life of moderation is desirable. And A doesn't discuss limits on spontaneity, so neither speaker has an opinion on this answer.

Key Takeaway:

Make sure you're limiting the answer choices you strongly consider to those where both speakers have a clear opinion. Here, M only discusses a life of moderation, so only answers that discuss moderation should be considered.

Q8

Argument or Facts:	Argument
Valid or Flawed:	Flawed
Question Type:	Errors in Reasoning

Stimulus Summary:

99% of people in a sample of over 100 preferred a Fabric-Soft towel to a towel washed without Fabric-Soft, so Fabric-Soft is the most effective fabric softener.

Strategy Overview:

The correct answer choice correctly identifies the error in reasoning used in the stimulus, often using abstract terms.

Answer Anticipation:

Whenever a study is done, a sampling error should be considered. Here, while it might seem small, over 100 people will generally be a large enough sample to justify a conclusion unless we're given a specific reason to doubt the representativeness of that sample. There's nothing in the stimulus suggesting the people in the study aren't representative of people generally, but a correct answer could bring up a reason to believe that, so we should be thinking about that as we analyze them.

Separate from a potential sampling error, there's a huge term shift here. If you're not seeing a flaw, a good place to look is the conclusion to see if there are any concepts that are new, and are thus not supported by the premises. Here, the conclusion is that Fabric-Soft is the most effective fabric softener—in other words, it's more effective than any other softener. There are two new ideas there. First, effectiveness. The study is about consumer preference, which isn't the same as effectiveness. Second, the study compared a Fabric-Soft towel to a towel washed without fabric softener. To support the conclusion, the study would have to compare Fabric-Soft to all other fabric softeners.

To sum up, we have three potential answers:

1. An answer pointing out a reason to believe the sample is unrepresentative, though this is less likely since no information in the stimulus suggests this.
2. An answer highlighting the jump from consumer preference to effectiveness.
3. An answer highlighting the jump from a comparison with a softener-less towel to a conclusion with a comparison to all other fabric softeners.

Correct Answer: (E)

Answer Choice Explanations:

A. If the conclusion compared Fabric-Soft to no fabric softener, then allergic consumers might be relevant. However, since the conclusion compares Fabric-Soft to all other softeners, those who are allergic would have a similar reaction to all of the softeners, and thus wouldn't be relevant to the comparison.
B. The argument is about effectiveness, not environmental friendliness. This answer is out of scope.
C. The argument is about effectiveness, not affordability, so this answer choice is out of scope.
D. While the premises compare Fabric-Soft to no softener, the conclusion isn't about that comparison. The conclusion is about Fabric-Soft vs. all other softeners. Since that's the relevant comparison, overlooking whether people find the benefits of softeners generally to be worth the expense isn't an error in this argument.

E. This answer choice highlights the jump between the comparison in the study and the comparison in the conclusion. If the consumers in the study never compared Fabric-Soft to other softeners, then the study doesn't support a conclusion about Fabric-Soft being more effective than those other softeners.

Key Takeaway:

There are times when features of an argument will make you think of a specific error in reasoning that isn't present. For example, the study in this question could have featured a sampling error. When this happens, check to see if that flaw is actually present. Even if it's not, spotting these things is a great sign that you're becoming an LSAT expert.

Q9

Argument or Facts: Argument
Valid or Flawed: Flawed
Question Type: Strengthen with Necessary Premise

Stimulus Summary:

Sheep farming eliminated the Tasmanian tiger from its natural habitat, and since then naturalists working in the region have found no evidence of any Tasmanian tigers. Therefore, the Tasmanian tiger is extinct.

Strategy Overview:

The correct answer choice (1) <u>strengthens</u> AND (2) is <u>necessary</u> to the argument—negate the answer choice to confirm it is necessary.

Answer Anticipation:

The first trick to this question is to unpack the double negative in the conclusion. When an argument states that a claim is false, we should rephrase it to represent what the argument is actually stating. Here, saying that claims the tiger aren't extinct are false is equivalent to saying that the tiger is extinct.

With that straightened up, we can look for the error in the reasoning. The Naturalist is basing the claim that these tigers are extinct on their being eliminated from a region at a certain time. Additionally, naturalists have found no evidence of them in that region.

One error in that reasoning is that a lack of evidence of their existence doesn't prove they're extinct. While it would be justified to conclude that it's very likely they're extinct, a lack of evidence doesn't definitively prove they're gone. However, that's not the only flaw. On top of that, the evidence is all coming from this one region that's the tiger's natural habitat. There's no evidence that the tigers didn't move elsewhere, but the argument relies on that being true. Either of these flaws could result in a correct answer, so we should be on the lookout for answers that deal with either.

Correct Answer: (D)

Answer Choice Explanations:

A. This answer choice is too specific. While the stimulus does rely on all the Tasmanian tigers dying out, it doesn't require them to have done so because of starvation.

B. If anything, this answer choice weakens the argument. One explanation for the lack of carcasses is that the tiger went extinct. However, this answer proposes an alternative explanation—predators are getting rid of the carcasses—which would allow the tigers to not be extinct despite a lack of evidence of their presence. Since this answer provides an alternative explanation to that of the stimulus, it can't be necessary for the argument.

C. This answer choice is too strong. While the argument does rely on naturalists not finding evidence of the tigers to conclude they went extinct, it doesn't require every naturalist to be systematically looking for evidence—just enough of them looking hard enough that they would find evidence if it existed.

D. This answer choice addresses the flaw in the argument on where there has been a search for evidence. If the tigers did move to another region, then of course there would be no evidence of them in the region they were kicked out of by sheep. This answer choice eliminates an alternative possibility to them going extinct, and it is thus something the argument depends on.

E. Even if some of the experienced naturalists reported seeing these tigers, they could still be wrong, and the tiger could still be extinct.

Key Takeaway:

When an argument definitively settles on one explanation for a phenomenon, it's relying on all the other explanations being wrong. Here, the Naturalist states that these tigers are extinct because there is no evidence of them in a certain region. The correct answer represents another explanation—there's no evidence because they moved, not because they're extinct.

Q10

Stimulus Summary:

Ads make people feel positive about products if those products are linked with pictures to things the people already like. Therefore . . .

Strategy Overview:

The correct answer choice serves as a <u>logical completion</u> to the stimulus.

Answer Anticipation:

Sounds like ads are going to have pictures of stuff people like in them.

Correct Answer: (E)

Answer Choice Explanations:

A. While pictures help over "exclusively" prose, there's no indication that prose has to be left out of ads completely, or nearly so.
B. The pictures in the ads should be of things people already like, not necessarily the products themselves.
C. Both television and magazines can feature pictures.
D. While this answer choice highlights using pictures, they're supposed to be of things people already like. Showing pictures of undesirable features (things people presumably dislike) would, if anything, be the opposite of what the advertisers have learned is effective.
E. Showing pictures of things people already like improves consumers' views towards products in the ads. This answer choice aligns with and is supported by the premises, so it's the correct answer.

Key Takeaway:

In argument completion questions, you're looking to find the answer that is supported by the stimulus. These should be analyzed in the same way that Must Be True answers are analyzed—you need to find something that has strong support.

Q11

Argument or Facts: **Argument**
Valid or Flawed: **Flawed**
Question Type: **Strengthen with Necessary Premise**

Stimulus Summary:

Stuffed birds from the 1880s have less mercury than living birds. Mercury from fish accumulates in the birds. Therefore, fish have higher mercury levels today compared to the 1880s.

Strategy Overview:

The correct answer choice (1) <u>strengthens</u> AND (2) is <u>necessary</u> to the argument—negate the answer choice to confirm it is necessary.

Answer Anticipation:

The argument concludes that a phenomenon—different mercury levels in birds—has a particular explanation—different mercury levels in fish. Frequently, when you're tasked with finding a Strengthen with Necessary Premise in an argument that concludes one explanation, the correct answer will eliminate an alternative explanation. This is because, in order for one explanation to be correct, all others have to be incorrect. Let's look for an answer choice that rules out another way that the modern birds could have heightened levels of mercury, or these old, stuffed birds could have less mercury. These alternative explanations, when dealing with two separate groups, often come from a difference between the two groups. Here, we're told one set of birds is stuffed and preserved, and the other is living, so answers might deal with the preservation process changing mercury levels.

Correct Answer: (E)

Answer Choice Explanations:

A. This answer choice doesn't rule out an alternative explanation—it provides one! If the older seabirds ate fewer fish, then their diet could explain the lower mercury levels even if fish had the same amount of mercury in them. This alternative explanation weakens the argument.

B. This answer is outside the scope of the argument. What matters is how much mercury is in the fish, not how it got there.

C. The argument doesn't discuss whether the mercury levels are good or bad for the birds, just that it's different. This answer choice is out of scope.

D. First, the stimulus says mercury accumulates as the feathers grow, not as the bird gets older. It's possible that feathers are replaced so fast that it doesn't matter the bird's age. Second, if anything, this provides an alternative theory—the mercury levels weren't lower in fish, mercury was just given less time to accumulate in these younger birds. Third, the modern birds might also not have been fully grown, in which case the comparison was equivalent. That's a lot of reasons to get rid of this answer!

E. This answer choice eliminates an alternative explanation related to a key difference we learn about the two sets of birds. It's possible that the different mercury levels are a result of the preservation process. This answer rules out that possibility, which is necessary to justifying the explanation in the argument's conclusion.

Key Takeaway:

For Strengthen with Necessary Premise questions that provide an explanation for a phenomenon, correct answers frequently rule out alternative explanations.

Q12

Argument or Facts: **Argument**
Valid or Flawed: **Flawed**
Question Type: **Main Point**

Stimulus Summary:

A description of similarities between two novels is given, and a potential conclusion from these similarities is stated. The author then pivots to a more likely conclusion, based on similarities between the authors.

Strategy Overview:

The correct answer will pass a two-prong test: (1) it Must Be True and (2) it must be the Main Point of the argument.

Answer Anticipation:

The author pivots in that second sentence ("However...") and states that one explanation is "more likely" than that in the previous sentence. The explanation is followed by a clause starting with "since," showing that this following sentence supports the explanation. A pivot to a statement that both has support and disagrees with the counterpoint? That's the main point of the argument.

Correct Answer: (D)

Answer Choice Explanations:

A. This answer choice is a premise—the similarities that might lead one to come to a conclusion the argument ends up saying is less likely than an alternative.
B. This answer choice is the counterpoint—a conclusion that the argument says one might reach based on certain facts, but is in fact less likely than an alternative.
C. This is another premise, both for structural reasons ("since"), and logical ones (it supports the explanation that the similarities are a coincidence).
D. This answer choice is almost word-for-word the clause of the argument that we anticipated, since it shows an opinion that is backed up by a premise.
E. While this answer choice is very close to the conclusion, the argument itself goes a step further by stating that coincidence is a more likely explanation than plagiarism instead of stating just that plagiarism isn't likely. This also takes the conclusion a step further, from "more likely" to "very likely".

Key Takeaway:

Structural keywords are *very* helpful in getting through Main Point questions quickly. Additionally, be careful of opposing point conclusions and answer choices that change the logical force from the stimulus—both are commonly featured in trap answers.

Q13

Argument or Facts:	**Argument**
Valid or Flawed:	**Flawed**
Question Type:	**Strengthen**

Stimulus Summary:

CP focuses on changing conscious beliefs, and only conscious beliefs are under conscious control. Therefore, CP is likely more effective at fixing psychological problems than therapy that focuses on unconscious beliefs.

Strategy Overview:

The correct answer choice <u>strengthens</u> the argument.

Answer Anticipation:

The conclusion is all about what forms of therapy are more and less effective at fixing psychological problems. However, the premises never discuss what makes a form of psychotherapy effective. Since the conclusion compares CP, which focuses on conscious beliefs under a patient's control, to other forms which focus on unconscious beliefs not under a patient's control, the gap in this argument is between effectiveness and this difference between the forms of therapy. To strengthen the argument, an answer choice should connect conscious belief and control to effectiveness.

Correct Answer: (B)

Answer Choice Explanations:

A. This answer choice connects a focus on unconscious beliefs to effectiveness, so, if anything, it weakens the argument.
B. This answer choice connects effective therapy to therapy that focuses on mental states under control. Since CP does this and the therapies the conclusion compares CP to do not, this answer strengthens the conclusion that CP is more effective than these alternatives.

C. While this answer choice clearly draws a distinction between CP and other therapies by pointing out a unique feature of it, the conclusion is about therapies that we already know are different than CP in this way, so this answer doesn't strengthen the argument since it doesn't present any relevant new evidence. Additionally, it doesn't address effectiveness at all.
D. What a convoluted answer choice! The much shorter paraphrase is that psychotherapy that focuses on unconscious beliefs must also help change conscious beliefs to be effective. However, the alternatives to CP might very well help to change conscious beliefs; all we know is that they *focus* on unconscious beliefs, but it doesn't say they do so exclusively. While an answer that hurts the effectiveness of alternatives to CP may strengthen this argument, since we don't know if this answer applies to the other psychotherapies listed, we don't know if it has an impact.
E. If anything, this suggests a focus on unconscious beliefs might be required for effective therapy. However, that's a step past what the answer actually says, so it should be eliminated.

Key Takeaway:

When an argument draws a comparison, it's common that the premises won't include the criteria for that comparison. Here, the conclusion was about effectiveness, but there were no premises about that. Correct answers will frequently address what makes something effective, or whatever metric the comparison is over.

Q14

Argument or Facts:	**Argument**
Valid or Flawed:	**Flawed**
Question Type:	**Principle (Illustration)**

Stimulus Summary:

Academic scholarship uses citations and clear descriptions to allow others to build off of it. Open-source software is also open to let others build from it. Proprietary software is secret, closed, and charges a fee for us/modification. Open-source software, therefore, matches with the values of academic scholarship, which is central to universities, so they should only use open-source software.

Strategy Overview:

The correct answer choice best illustrates the principle set forth in the stimulus.

Answer Anticipation:

The Commentator is stating what universities should use, based on what matches closest to their values. The correct answer should create a principle that says organizations should use only tools that match their values, connecting the premise to the conclusion.

Correct Answer: (C)

Answer Choice Explanations:

A.   The Commentator believes that matching values is the relevant consideration when determining what software to use, not how advanced and effective they are. This answer choice doesn't apply to the Commentator's argument.
B.   While it does appear that open-source software is less expensive than proprietary (since the latter at times charges a fee), that's not the reason given by the Commentator for why universities should use it. Rather, it's because of the matching values.
C.   This answer choice perfectly reflects the reason behind the Commentator's recommendation that universities should use only open-source software, so it's the correct answer.
D.   The first half of this answer is spot-on, focusing on using values to make decisions as to what software should be used. However, the end of the answer choice says that the software that matches these values will be the most efficient, which is a concept outside the scope of the argument. The Commentator doesn't argue this software is the most efficient, but rather having matching values is enough to mean universities should use it.
E.   First, the conclusion is about what universities should do, not what they should not do, so this answer choice is a bit of a negation of what we're looking for. Additionally, there's no indication that either open-source or proprietary software would impede the goals of academic scholarship; rather, it would run counter to the values of it. Goals and values are two different things!

Key Takeaway:

Questions that are asking you to find a principle that an argument/reasoning conforms to will generally require you to stick very closely to the specific language used in the argument. Don't stray too far from it—you're trying to back up what's already on the page!

Q15

Stimulus Summary:

A survey showed almost twice as many people who went to a psychologist for over 6 months said the treatment helped compared to those who went for six months or less. Therefore, longer treatment is more effective.

Strategy Overview:

The correct answer choice <u>weakens</u> the argument.

Answer Anticipation:

When a survey is featured in a stimulus, there are two important things to check—does the conclusion reflect the data, and was the survey set up correctly especially with respect to the sample?

The conclusion here does seem to reflect the data mostly. Nearly twice as many long-term patients found treatment helped them. There might be a problem with self-reporting here, or a jump between people reporting things getting better and effectiveness (maybe they just said that because they didn't want to seem like they were wasting time), so we should be on the lookout for those as answers.

What about the survey and the sample? In general, a survey needs a large, random, representative sample. There's no indication of the size here, so there's no reason to question that unless an answer tells us it was limited. There's also no reason to believe it's unrepresentative, since it's from a general survey in a consumer magazine. However, the sample wasn't random—a random sample would require that a bunch of people are randomly assigned between a group that had fewer than six months of therapy and another group that had therapy for over six months.

Here, it's possible that the groups are fundamentally different, and the length of therapy itself didn't play into its effectiveness. If the short-term therapy group is made up of people who wouldn't respond well to therapy (explaining why they quit), then it wasn't the length of the therapy but the person in it that explains the ineffectiveness.

Correct Answer: (C)

Answer Choice Explanations:

A. Without a baseline of what percent said something similar in the under 6 month group, this information doesn't help us to analyze the effectiveness of treatment. Maybe 10% is very low; maybe it's high. Since we can't be sure, this answer doesn't present enough information to evaluate its impact on the argument.
B. The percents reporting improvement were of those who responded. Even if the group who received over 6 months of treatment was bigger, as long as the number of responses for each group were large enough to guarantee representative samples (which this answer doesn't provide enough information to question), the argument is still in good shape.
C. This answer choice points out a difference between the two groups that could have skewed the results. This answer suggests an alternative to long-term therapy being more effective—mainly, that the reverse is true, in that effective therapy tends to cause people to stick with it for the long-term.
D. This answer choice would provide a consideration for those who were in short-term and long-term therapy, and there's no information as to how this skewed both groups. Since it may have affected the responses from both groups equally, it wouldn't skew the data and thus wouldn't call the argument into question.

E. The argument is about the effectiveness of short-term vs. long-term therapy, not what psychologists believe. The psychologists could be making this recommendation for any number of reasons, including wanting to have a more stable practice.

Key Takeaway:

When a survey is featured as the basis for a conclusion, make sure the conclusion matches the data, and the sample is large, random, and representative. In general, the LSAT will give specific information in the stimulus if it's too small or unrepresentative (and the two are linked, as smaller samples are more likely not to be representative). However, the random criteria is usually a lot trickier to spot. In general, if groups aren't randomly determined, there's an issue in that the groups may have self-selected based on a characteristic they have. Here, the two groups might just respond to therapy differently, in which case the length wouldn't change the outcome.

Q16

Stimulus Summary:

Nations aren't literally persons, in that they don't feel things, so they can't have rights/responsibilities. However, if citizens believe their nations don't have rights/responsibilities, the nation won't survive because the people won't sacrifice for it. So . . .

Strategy Overview:

The correct answer choice serves as a <u>logical completion</u> to the stimulus.

Answer Anticipation:

Argument Completion questions generally present two ideas and then bring them together in the conclusion. Here, the two ideas are that nations aren't actually people, but their survival depends on citizens believing that they are. Bringing those together, the argument is leading to a conclusion about a nation requiring people to believe something that isn't true in order to survive.

Correct Answer: (B)

Answer Choice Explanations:

A.   The argument quite clearly states that nothing else can motivate these sacrifices, so this answer choice contradicts the premises.

B.   This answer choice reflects the combination of the two "threads" of this argument. Nations aren't people, but they require citizens to believe they are. In other words, they rely on their citizens believing something that is false for survival, which is what this answer choice states.

C.   This answer choice is out of scope by bringing up praise/blame, and it ignores the entire discussion of the citizenry. In general, correct answers to Argument Completion questions will deal with the entirety of the stimulus, not just parts of it.

D.   This answer choice is out of scope by bringing up a judgment call of whether the nation is worthy of the sacrifices. While it may not be a person, the Philosopher never provides information on how to determine whether these sacrifices are worth it of the citizens, so this statement can't complete the argument.

E.   This answer choice talks about what "should" happen, and brings up metaphorical terms, both of which are out of the scope of the argument. While metaphorical might be an antonym of literal, it would be hard to reach a conclusion about "always" thinking of a nation this way without a premise using similar language (both in strength and content).

Key Takeaway:

Argument Completion questions generally feature answers that synthesize the entirety of the stimulus. Identify the key thoughts presented and see how they overlap and intersect so you can anticipate the correct answer.

Q17

Argument or Facts: **Argument**
Valid or Flawed: **Flawed**
Question Type: **Strengthen with Necessary Premise**

Stimulus Summary:

Muscles on both sides of the spine must pull equally to align and protect the spine, so balanced muscle development is necessary for a healthy back, so anyone exercising should make sure to exercise muscles on both sides of the spine equally to maintain a healthy back.

Strategy Overview:

The correct answer choice (1) <u>strengthens</u> AND (2) is <u>necessary</u> to the argument—negate the answer choice to confirm it is necessary.

Answer Anticipation:

First, the argument structure here can be a bit tricky. However, the second sentence starts with "After all...", which generally is going to serve as a premise to what preceded it. The second half of that sentence starts with "since," telling us that what is before it is a conclusion supported by what follows. So we end with a premise that supports the first half of the second sentence, which itself supports the first sentence. In short, we have a main conclusion, then a subsidiary conclusion, then a premise.

This argument presents two things as necessary for maintaining a healthy back: equal pull from back muscles, and thus balanced muscle development. It uses these requirements to conclude that muscles on both sides of the back should be exercised equally. It sounds like good advice, but let's take a step back and look at the goal.

The goal is a healthy back. From the premises, we know this requires equal pull from both muscles and balanced muscle development. There isn't much of a gap between muscles that pull with equal strength and equal muscle

development—if they're equally developed, they'll pull with equal strength. However, equal development doesn't necessarily require equal exercise—there's a gap between the intermediate conclusion and the main conclusion. Since the goal is equal muscle development, the goal should be to exercise both sides to be equally strong, which might require more of a focus on one side rather than the other. For example, maybe righties have a stronger set of right back muscles—they'd require more exercise on the left side to balance it out!

Correct Answer: (B)

Answer Choice Explanations:

A. The argument sets out several things as being necessary to maintaining a healthy back. This answer choice says that equally well developed back muscles are sufficient ("will be enough to"), which is a reversal of the logic in the stimulus.
B. This answer choice deals with the connection between exercise and balance, so it's dealing with the gap we found in the logic. If unequal exercise doesn't tend to lead to unbalanced development, then the argument for equal exercise falls apart. If it does, then the argument holds together. This answer is necessary to reach the conclusion, so it's correct.
C. This answer choice sets equal exercise on both sides of the back as sufficient to maintaining a healthy back, whereas the conclusion sets it up as important to doing so, which is closer to necessary than sufficient. In any case, this answer choice is stronger than the conclusion and a bit of a reversal, so it's not necessary.

D. This answer choice is too strong in stating the damage would be irreparable. The conclusion sets up equal exercise as being important to maintaining a healthy back, whereas this answer is about irreparable damage. Even if unequal exercise led to repairable damage, the conclusion could still hold.

E. This answer is too specific. While equal exercise is important, there's no indication that daily exercise is necessary to maintaining a healthy back. Give those muscles a rest!

Key Takeaway:

Strengthen with Necessary Premise questions are really about threading the needle, finding an answer that connects premise and conclusion without being too strong or too specific.

In general, be wary of any answer choice that uses language stronger than the conclusion, as a weaker version would probably also work to make the argument valid and thus the stronger version isn't necessary.

And if there's a word that seems too specific, substitute in a similar concept to see if that would work, as well, thus invalidating the answer. For example, in (E) here, "daily" seems very specific—substitute in "every other day," and it doesn't change much. Since both work equally well, "daily" can't be necessary!

Q18

Argument or Facts: **Argument**
Valid or Flawed: **Flawed**
Question Type: **Errors in Reasoning**

Stimulus Summary:

Almost everyone agrees people should protect family members from harm. Therefore, almost everyone would agree that parents would be right to hide a child falsely accused of a crime from the cops. So almost everyone would likely agree that it is sometimes right to obstruct the cops.

Strategy Overview:

The correct answer choice correctly <u>identifies the error in reasoning</u> used in the stimulus, often using abstract terms.

Answer Anticipation:

The initial premise here is about what is widely accepted, so we have to accept that as true. However, the next two statements are conclusions, so we can question whether they're supported by the premise. Since they're about what the Editorialist believes people would deny/accept, there's a lot of wiggle room there, as people don't necessarily believe what you'd expect them to believe—the difference between reality/logic and belief is actually a repeated issue on the exam!

Let's look at the intermediate conclusion here. If one believes it's right to protect family members from harm, do they have to believe that it's also right to hide them from the cops if falsely accused? No! Maybe they believe that hiding a child from the cops isn't likely to protect that child from harm. Maybe they believe letting the justice system play out is more important that protecting the child from harm. In either case, there's a wide gap here.

Putting that aside, if we accept the intermediate conclusion as true, does the main conclusion follow? This seems to be a better argument. If you accept that

it's right to hide a child from the police, then you would likely also accept that it's right to sometimes obstruct the police in their work, which presumably involves finding those accused of crimes.

Since the logic between the initial premise and the intermediate conclusion isn't airtight, that's where we should focus when looking at the answers.

Correct Answer: (B)

Answer Choice Explanations:

A. The single example here is about hiding a child from the cops. That's used to justify a belief that "it is *sometimes*" alright to obstruct police work. A single example is enough to justify a generalization that something is *sometimes* okay, so this answer is incorrect.

B. The Editorialist does establish a moral duty in the first premise, but he doesn't establish it as the most important moral duty, or the only moral duty. If there are other moral duties—such as following the laws of a country—that outweigh the duty to protect a family member, then the intermediate conclusion doesn't follow from the premise. This answer points out this flaw, so it's the correct answer.

C. The argument itself doesn't talk about justice. In fact, if allowing the police to arrest an innocent person assists justice, if anything, that's a reason not to hide a child. This answer choice is out of scope, and the content isn't a presumption of the argument but rather something that runs counter to it, so we can rule it out.

D. The argument doesn't assume that there is *no* moral obligation to obey the law, just that any moral obligation to obey the law is overridden by the duty to protect a family member from harm. While this answer does speak to competing moral duties, it's too strong to be correct.

E. First, generally, when the LSAT talks about what someone *knows* and not what someone *believes*, the known thing is taken as true. That said, even if the child's innocence is uncertain, the moral obligation stated is to protect a child from harm. Even if the child is guilty, that moral obligation might justify hiding the child. So the argument doesn't assume anything about the child's innocence!

Key Takeaway:

Whenever conclusions are drawn about what people believe, the logic is on dicey grounds. People frequently believe false or illogical things, and there's no guarantee that someone will accept a statement as true just because it follows from another statement. When an argument is concluding that a group will believe something, the error in reasoning usually deals with people having reasons to believe something else.

Q19

Argument or Facts: Argument
Valid or Flawed: Flawed
Question Type: Strengthen

Stimulus Summary:

Voters vote for politicians who promise help, and help costs money, and money comes from taxes, and taxes are a form of governmental intrusion, so governmental intrusion into the lives of voters is unlikely to be reduced.

Strategy Overview:

The correct answer choice <u>strengthens</u> the argument.

Answer Anticipation:

There's a key word early on in this stimulus—"promise." A promise won't definitely be kept—it's akin to stating that politicians say something is true. On the LSAT, whenever a premise is based on what someone says, there's a good chance that the argument will erroneously rely on that being true. Here, the entire chain of events stems from politicians enacting reforms to help people with their problems. But that's based on promises made by politicians. There's a gap between what someone says and what someone does, so to strengthen this argument, we should look for an answer that connects those ideas.

Correct Answer: (A)

Answer Choice Explanations:

A. This answer choice connects the promises made by politicians to the reforms they actually enact. If the promises to increase assistance to people to solve their problems are followed, then the chain of events from the premises will likely come to pass and the conclusion is more likely to be true. This answer strengthens the argument.

B. If anything, this answer choice undermines the argument by suggesting that the promises will be broken. That said, the politicians could still break their promises in a way that results in taxes going up, so in reality we have no way of knowing what impact this answer has on the conclusion.

C. The relevant premise states that government assistance costs money—not just government assistance for financial problems. The specific type of problems faced by voters aren't relevant to the argument, since no matter what they are they'll require money/taxes.

D. The conclusion here is limited to discussing democracies, not comparing them to other forms of government. This answer choice is out of scope.

E. If this answer choice connected believing in promises to actually enacting them, it might be relevant to the logic of the argument. However, since the argument is based on the promises being kept, it doesn't matter whether the politician believes in them or not—just whether the promise ends up turning into legislation.

Key Takeaway:

When an argument jumps between what people say or believe to what is true or will actually happen, then there's a gap in the logic. People lie and believe falsehoods and make promises they can't or don't keep all the time, so their subjective opinions or statements don't necessarily reflect reality.

Q20

Argument or Facts: **Argument**
Valid or Flawed: **Flawed**
Question Type: **Flawed Parallel Reasoning**

Stimulus Summary:

We should demolish the old train station because the historical society opposes it, and the society is dominated by people who don't care about our economic well-being.

Strategy Overview:

The correct answer choice exhibits the <u>same error in reasoning</u> as the argument in the stimulus.

Answer Anticipation:

The argument bases its recommendation on who opposes the measure—the historical society, which has motives which the author thinks are harmful. The correct answer should similarly base it's conclusion (most likely a similar recommendation) on an opposing viewpoint's support being suspicious.

Correct Answer: (C)

Answer Choice Explanations:

A.   This argument is largely circular, repeating the recommendation to safeguard culturally significant art. The premise here doesn't even state that anyone is arguing against this proposal—just that some might disagree with what art is culturally significant. This answer features a different flaw.

B.   There's no opposing point in this answer choice, so it can't feature the same flaw as the stimulus, which relies on dismissing an opposing point because of their motives.

C.   This answer choice makes a recommendation contradicting that of an opposing point because the opposing point has suspicious motives—in this case, making more money. This flaw is parallel to the stimulus, so this answer is correct.

D.   In this argument, the viewpoint brought up is not the opposite of the recommendation in the conclusion. The residents don't want the construction done, and the conclusion recommends postponing the construction. This answer would only be parallel if the conclusion said the construction should move forward.

E.   There's no opposing point this argument relies on dismissing to reach the conclusion. If the premises were about payday loan places recommending these loans, then it might parallel the flaw, but instead this argument relies on the results of an action, not the viewpoint that's opposing it.

Key Takeaway:

For Flawed Parallel Reasoning questions, don't get too wrapped up in the entire structure of the argument when there's a clear flaw. Here, the conclusion was based on dismissing an opposing point because of their focus/motives. That's flawed reasoning, and finding an answer that did the same was a lot easier without getting bogged down in other fluff.

Q21

Argument or Facts:	Argument
Valid or Flawed:	Flawed
Question Type:	Weaken

Stimulus Summary:

Raising meat requires a lot of grain. The grain used for meat can feed a lot more people than the meat. As the amount of grain grown levels off, less farmland is available, and the population increases, it will soon be wrong to eat meat.

Strategy Overview:

The correct answer choice <u>weakens</u> the argument.

Answer Anticipation:

The conclusion here is rather extreme. It doesn't state that people should eat less meat, or it's important to shift our diets to include more grain, but rather that it will be wrong to consume any amount of meat. Why? Because the population is increasing, they'll need to eat something, and meat raised on grain takes a whole lot of grain to raise.

If people are going to start starving, then we can say that it's morally right to do things to prevent that. But do we have to cut out all meat consumption to make sure there's enough food to feed everyone? The stimulus raises some considerations about how much grain it takes to raise meat, but, on balance, it might be sufficient to decrease our meat consumption rather than end it. Any answer that raises a consideration suggesting that there will be times when it's fine to eat meat would weaken the conclusion that we need to cut it out completely.

Correct Answer: (B)

Answer Choice Explanations:

A. Preferences and willingness to pay are not relevant to the conclusion about moral acceptability. Even if a rich guy wants to buy a steak, if that's going to cause people to starve, it'd still be wrong.

B. This answer choice raises a consideration that gets around the reasoning in the stimulus. There, eating meat is wrong because the grain and farmland used to raise it would feed more people if it weren't used for meat. This answer choice brings up that meat can be raised on grass (not grain, and people can't eat grass) in a place that we can't raise other types of food. If this is the case, then there is a way to raise meat that wouldn't decrease the available food for others, and so there might be a morally acceptable way to get meat for consumption. Since this answer choice undercuts the reasoning behind the meat ban, it's the correct answer.

C. This answer choice is trying to get you to select it by thinking that if we can supplement a grain diet to be equivalent to that of meat, then maybe we need less grain and can use some to raise meat. However, since these protein sources are also non-animal sources, it might require the farmland to grow, and thus there wouldn't be room for animals. There are too many jumps here, so it's incorrect.

D. Tempting answer! It's suggesting that we can stop/reverse the loss in farmland by changing where we live. But first, just because we can do it doesn't mean we will, so we might still need to give up meat. And second, there might be other reasons that farmland is going out of production that will continue and result in hunger that have nothing to do with relocating humans.

E. If anything, this answer choice suggests that maybe humans should be eating meat in order to maintain health. However, it doesn't get into what besides grain is required for human health—maybe it's vegetables. There's not enough information here to know if this undermines the conclusion, and with what's provided, there's an argument it supports the conclusion, so it's wrong.

Key Takeaway:

When a conclusion makes such a strong, absolute statement—eating meat is wrong—then finding a single exception to that is enough to weaken it. Here, finding one situation where meat can be raised and consumed in an ethical manner—when it doesn't prevent food from being used by others to eat—is enough to undermine the conclusion.

Q22

Stimulus Summary:

Bean price ⬆ ➜ CS ⬆ prices

CS ⬆ prices ➜ Sell noncoffee products OR Coffee sales ⬇

Sell noncoffee products ➜ ⬇ Profits

not ⬇ Profits ➜ not Coffee sales ⬇

Strategy Overview:

The correct answer choice <u>100% supported</u> by the information in the stimulus.

Answer Anticipation:

There's a lot of overlap in the conditional statements here, including in the last one, but we have to take the contrapositive there to see it: Coffee sales ⬇ ➜ ⬇ Profits. We also have to be careful with that OR statement to make sure that we don't split it up in a way that is illogical. If CS prices do go up, we don't know which of the two options they'll end up taking (or if they'll do both, which is possible), so this isn't a statement we can break up (if the necessary condition featured an AND statement, then we could split it up).

The first two statements can clearly be combined:

> Bean price ⬆ ➜ CS ⬆ prices ➜ Sell noncoffee products OR Coffee sales ⬇

This is where it gets tricky, though, because, as stated above, neither of those necessary conditions is guaranteed—we have at least one of them, but we don't know which.

Looking at the rest of the conditionals, however, something interesting happens. Both of the terms in the OR condition serve as sufficient conditions for the same necessary condition—decreasing profits! Since we're guaranteed at least one of those two conditions, and both lead to the same place, we can combine the conditional into one chain and its contrapositive:

1. Bean price ⬆ ➜ CS ⬆ prices ➜ Sell noncoffee products OR Coffee sales ⬇ ➜ ⬇ Profits

2. not ⬇ Profits ➜ not Sell noncoffee products AND not Coffee sales ⬇ ➜ not CS ⬆ prices ➜ not Bean price ⬆

With these chains established, it should be much easier to analyze the answers.

Correct Answer: (C)

Answer Choice Explanations:

A. The overall profitability decreasing is the necessary condition of the whole chain, so an answer that has it as a sufficient condition must be incorrect.
B. The overall profitability decreasing is the necessary condition of the whole chain, so an answer that has it as a sufficient condition must be incorrect.
C. Bean price ⬆ ➜ ⬇ Profits. This answer choice matches the conditional chain from our anticipation, so it's correct.
D. not ⬇ Profits ➜ not Bean price ⬇. A complicated conditional statement! While profits not decreasing is a sufficient condition for not Bean price ⬆, that's different from this answer, which has not Bean price ⬇ as the necessary condition. Definitely a tricky answer!

E. A good way to analyze an either/or in a Must Be True question is to see if both can be false. Can not Bean price ⬆ while not Coffee sales ⬆? Sure. Coffee bean price not increasing is a necessary condition of a chain, so it doesn't guarantee anything else is true and thus doesn't impact coffee sales. And coffee sales not decreasing is part of an AND conditional, so it only guarantees something if there is another factor that's true. Since both of the either/or terms can be false at the same time, the either/or statement doesn't have to be true.

Key Takeaway:

Be careful with AND and OR conditions in conditional statements. If you can split them up (AND in the necessary condition; OR in the sufficient condition), it's usually best to do so and work with them that way. When you can't split them up—like in this question—it's important to slow down and make sure that you're not seeing relationships that don't exist. That said, if both options in an OR statement lead to the same place, you can continue your conditional chain.

Q23

Argument or Facts: Argument
Valid or Flawed: Flawed
Question Type: Errors in Reasoning

Stimulus Summary:

Politicians make promises in speeches, but the speeches are meant to get them elected. Therefore, the speeches are motivated by selfishness and the promises are lies.

Strategy Overview:

The correct answer choice correctly <u>identifies the error in reasoning</u> used in the stimulus, often using abstract terms.

Answer Anticipation:

Noticing motives—and, frequently, them being different than outcomes—is generally important on an LSAT question. Here, however, both the premise and the conclusion are about motivations, so there's less of a gap than we'd usually see.

The conclusion here has two parts—first, the speeches are selfishly motivated, and second, the promises made in them are unreliable.

For the first part, there is a small gap between being motivated by a desire to be elected, and selfishness. Maybe the politician would prefer to retire or live a private life, but they think they can do good by being elected. So there is a flaw here in equating a desire to be elected with selfishness.

As to the second part of the conclusion, there's a much bigger gap. The candidates make promises in the speeches, and their motives are a bit suspect, but that's not evidence that their promises won't be fulfilled. Even if you make a promise for selfish reasons, it could still be a reliable promise—maybe you'd keep it for selfish reasons, as well. There's a gap between the motivation and the distrust here, and that could also be brought up in the correct answer.

Correct Answer: (D)

Answer Choice Explanations:

A. This answer choice is the negation of what we're looking for! The argument assumes that if a promise is made for selfish reasons, it's not reliable. This answer choice states that if it's not made for selfish reasons, it is reliable. Since it's a negation of what the argument does, it's not something the argument presumes.
B. The argument concludes that the promises are unreliable. That's a far cry from never being kept, so this answer choice doesn't properly reflect the stimulus and can thus be ruled out.
C. Both the premise and conclusion are about the motivations behind actions—in other words, what caused someone to take that action. It's therefore not confusing cause and effect.
D. Someone making a reliable promise for selfish reasons is a possibility that the argument doesn't consider, since it relies on the selfish motivation to justify its conclusion about unreliability. Since this answer highlights a possibility relevant to the conclusion but not considered by the author, it's correct.
E. The conclusion is about motivations and reliability, not worthiness for office. This answer choice is outside the scope of the argument.

Key Takeaway:

When a motive behind an action is stated, it's important to pay attention to it—the LSAT frequently tests it. Here, the motives were mentioned in both the premise and conclusion, which can be valid. However, it carried that discussion of motives over to the reliability of a promise, which isn't valid. When motives are related to outcomes in an argument, the argument is flawed since the reasons behind an action don't determine the outcome of that action.

Q24

Argument or Facts:	**Argument**
Valid or Flawed:	**Flawed**
Question Type:	**Principle (Strengthen)**

Stimulus Summary:

Institutions are just collections of people, so romantics misunderstand the cause and effect between people and institutions, and therefore people can't be turned evil by their institutions.

Strategy Overview:

The correct answer choice is a principle that strengthens the argument in the stimulus.

Answer Anticipation:

Romantics claim that people are not evil, but institutions might turn them evil. The Sociologist disagrees because institutions are made up of people, so the causality is mixed up—in other words, people cause institutions to be evil, not the other way around. So the Sociologist disagrees with the Romantics because they think that the whole—the institution—impacts the parts, whereas the Sociologist believes this is wrong and the whole can't determine the characteristics of the parts.

Correct Answer: (E)

Answer Choice Explanations:

A. The amount of good or evil is outside the scope of the argument and thus can't justify the reasoning. What matters is whether people and institutions are good or evil, not how much impact they have.
B. The Romantics are the ones who claim that these institutions are imperfect and turn people evil, so this answer choice doesn't justify the Sociologist's contention that they're wrong.

C. The Sociologist argues about the relationship between people and institutions, not whether people are inherently good or evil. That difference, combined with this answer choice using "should" language when the stimulus doesn't, justifies eliminating it.
D. Using institutions as a gauge for values doesn't determine whether the individuals made the institutions good/evil, or the reverse. Since this argument is over the direction of causality, this answer choice doesn't help to justify it.
E. The Sociologist argues that institutions can't make people easy because institutions are made up of people. In other words, the whole—institutions—can't determine the properties—evil or good—of the things that compose it—individuals. This answer choice justifies the Sociologists side of the argument and is therefore the correct answer.

Key Takeaway:

Jumping between the whole and the parts and assuming that they share characteristics is a common reasoning error on the LSAT. We see here that the Sociologist essentially points this out when attacking the Romantics' argument.

Q25

Argument or Facts: Argument
Valid or Flawed: Flawed
Question Type: Errors in Reasoning

Stimulus Summary:

Anthropologists: not Evolved to cope in diverse environments ➜ not Survive

Aa: Evolved to cope in diverse environments AND not Survive

Therefore, the Anthropologists are wrong.

Strategy Overview:

The correct answer choice correctly identifies the error in reasoning used in the stimulus, often using abstract terms.

Answer Anticipation:

There's a lot of complicated, Latin-y language in this stimulus, but there's also a conditional rule, so we should focus on that instead of how to pronounce Australopithecus (which we'll refer to as Aa).

In this argument, Aa is used as a counterexample to disprove the Anthropologists' viewpoint. What is that viewpoint? That had humans not evolved an ability, they wouldn't have survived. In other words, survival required the evolution of the ability to cope in various environments.

What would disprove that relationship? If someone believes that survival requires an ability, then a counterexample would be something that survived despite not developing the ability. Instead, the example of Aa is a species that didn't survive despite having the ability. That doesn't serve as a counterexample, because the view of the anthropologists is that the ability to cope in diverse environments was necessary to survival, not sufficient for it!

If, instead, the Anthropologists had said that any species that developed the ability to cope in diverse environments would survive, then the Aa example would disprove it. The argument here confuses the Anthropologists' sufficient and necessary conditions.

Correct Answer: (A)

Answer Choice Explanations:

A. Right off the bat, the correct answer is given, highlighting the sufficient/necessary flaw. The argument confuses a requirement for survival— adapting to cope with environments—as sufficient to survival. That's the only way to explain why the argument believes the adaptable but extinct Aas serve as a counterexample

B. The argument doesn't assume that the Aas had the ability to survive diverse environments because humans did; rather, it simply states that they also had this ability. Since the argument doesn't make this assumption, this answer is incorrect.

C. First, the argument only talks about two species. Second, it never says that the two species must have survived the *exact* same conditions, just that both needed to survive in diverse environments. Finally, the argument doesn't conclude that certain species had certain characteristics or didn't; rather, the conclusion is about whether two things (survival and adaptability) are related in a specific way.

D. If anything, the author believes that this is true, and that the Anthropologists are overlooking these differences and focusing on a similarity that doesn't guarantee survival.

E.   This answer choice is definitely tempting! However, the condition here that "caused a result to occur" in one case must be referring to the adaptability. The argument doesn't confuse this as necessary for the survival of the Aa species—it argues that it wasn't sufficient for their survival. Since this answer doesn't reflect the argument, it's incorrect.

Key Takeaway:

Don't get trapped in scientific or high-level language that isn't related to the logic of the argument. Instead, focus on that logic, especially when there are conditional rules that you can use to ground your understanding of the argument.

SECTION 4

QUESTION EXPLANATIONS

READING COMPREHENSION - 27 QUESTIONS

In this section we point out where in the passage the key language to reference in order to understand the correct answer choice.

P1

Passage Summary
Topic: Humanities

Paragraph 1
- Quick summary
  - A divide is explored
- Important details/Thoughts
  - Poetry vs. Fiction - Rift in US for decades
  - Grad programs and professionals a part of it
  - Conventional Wisdom - Poetry - Emo; Fiction - Character/story

Paragraph 2
- Quick summary
  - Author asks and answers question about background of split
- Important details/Thoughts
  - Why are they split?
  - Potential answer - US Widespread View - Suspicion of generalist/dilettantes

Paragraph 3
- Quick summary
  - Signs split is diminishing, with a key example
- Important details/Thoughts
  - Author - Fortunate that split is eroding
  - Example - Rita Dove (speech and background); Germany

Paragraph 4
- Quick summary
  - Dove, and how she brings the genres together
- Important details/Thoughts
  - Dove - Little sense to split poetry and fiction
  - Combo = lyric narrative
  - Dove poems - Lyrical, but have story
  - Dove fiction - Prose, but has poetic rhythm

Main Point:

Despite a long-standing split between poets and fiction-writers, a fortunate recent trend to blending the genres

is exemplified by the work of Rita Dove.

Key Lines?

Lines 1-3 - A split is established

Lines 15-17 - A potential reason for the split is suggested

Lines 21-24 - The Author says the split is fortunately ending

Lines 24-25 - The example explored through the rest of the passage is introduced

Meta-Structure?

Bringing the Sides Together - The Author starts by establishing a split between fiction and poetry in the US (Lines 1-3). After he explores the background of that split, he notes that it's "[f]ortunately" coming to an end (Lines 21-22), and he highlights Rita Dove as a prime example of this (Lines 24-25). Her writing is categorized by the Author as "lyric narrative" (Line 42), bringing together the characteristics that he previously attributed to each genre (Lines 8-11). When the Author brings two viewpoints together, that resolved viewpoint is almost always the main point of the passage, reflected in what we wrote above.

Question/Answer - (Lines 13-20) Paragraph 2 explores the background of the split in the US by asking a question and then providing a potential answer ("perhaps..."). This question and its answer don't dominate the passage, just one paragraph, so the Author's answer isn't the main point.

Generalization/Example - The Author's main point and clearest statement of opinion is a generalization in Lines 21-22. In order to back up this general claim about an erosion in the boundary between fiction and poetry, the Author cites "several recent writers," but he then dives

into one as an "important example" (Line 24) - Rita Dove. Since she forms the basis for the rest of the passage, this extended example is a key element and should be reflected in the main point. We should also remember that she's there to back up a generalization - the passage uses Rita Dove as a premise supporting a more general conclusion, not as the conclusion itself.

Last Thoughts?

When the Author brings two sides together, we need to be clear on what he takes from both sides, and what characteristics/beliefs make up the combo. Here, the Author suggests that "lyric narrative" includes all of the cited elements of both poetry and fiction, but he goes into a few examples through Dove - what her poems sound like, and what her fiction sounds like. Let's keep these characteristics in mind as we work through the questions.

Q1

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Question Type: **Main Point**

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Strategy Overview:

Reiterate the main point as we stated it after reading through the passage, then find the answer that most closely matches it

Answer Anticipation/Relevant Lines:

The Author starts by establishing a split between fiction and poetry in the US (Lines 1-3). After he explores the background of that split, he notes that it's "[f]ortunately" coming to an end (Lines 21-22), and he highlights Rita Dove as a prime example of this (Lines 24-25). Her writing is categorized by the Author as "lyric narrative" (Line 42), bringing together the characteristics that he previously attributed to each genre (Lines 8-11). When the Author brings two viewpoints together, that resolved viewpoint is almost always the main point of the passage:

> Despite a long-standing split between poets and fiction-writers, a fortunate recent trend to blending the genres is exemplified by the work of Rita Dove.

Correct Answer: (E)

Answer Choice Explanations:

A. (Lines 24-26) This answer is too unidirectional. What we mean by that is that it says Rita Dove puts poetic elements in her fiction, but the passage highlights examples of her also putting fiction elements in her poetry. This answer also makes the passage sound as if it is about Dove, when in reality it uses her as an example of a broader trend.

B. (Lines 45-49) Similar to (A), this answer talks about one aspect of Dove's work, and it doesn't relate it to a broader trend.

C. (Lines 21-24) While this answer does address the broader point that the Author makes, it still only addresses one side of the passage - fiction using elements of poetry. Since this passage fails to address poems using elements of fiction, it misses half the passage.

D. (Lines 54-57) Dove does rely on these traditional techniques - she just uses the ones associated with poetry in fiction, and vice versa. This may be a nontraditional use of the techniques, but the techniques are still the traditional ones.

E. (Lines 1-3; Lines 21-25) This answer brings up the general trend, establishes Rita Dove as an example of it, and has the blending of poetry and fiction going in both "directions," with each getting elements from the other. It hits the Author's combining two "viewpoints" as well as the example and the broader point, so it's comprehensive and reflects the Author's opinion - thus, this is the main point of the passage.

Key Takeaway:

The difference between a passage *about* Rita Dove and one that uses her as an example of a broader trend can seem subtle, and sometimes it's only a single sentence that distinguishes between those two types of passages. However, it's an important distinction to make, and it'll be reflected in the main point. Here, Rita Dove was an example of a broader trend the Author was speaking to, and the correct answer to this Main Point question explicitly referred to her as such.

Q2

Question Type: **Parallel Reasoning**

Strategy Overview:

Review the literary achievements that the Author attributes to Dove, then generalize from them to get something we can use to analyze the answers

Answer Anticipation/Relevant Lines:

While the main point of the passage was about a general trend, the Author spent a lot of time talking about Dove and how she exemplifies this trend. As such, we should have a pretty good idea of the achievements he attributes to her without spending a lot of time reviewing the passage.

So what does he say she was able to do? Well, she is an "important example" of the fortunate recent trend towards poetry and fiction not being seen as rigidly separated (Lines 21-25). She incorporates "clusters of narrative" in her poems (Lines 45-49) and poetic rhythms in her fiction (Lines 51-54).

Let's find an answer where someone similarly blends elements from two different genres together.

Correct Answer: (D)

Answer Choice Explanations:

A. Dove combined elements traditionally associated with two different genres. This answer blends *non*traditional *methods* with traditional ingredients. If the chef used methods from two different styles of cooking, then this answer would be in consideration.
B. Here, a professor takes knowledge from one area and applies it to another. That's not a blending of two different areas - there would have to be something in here about her using what she learned while directing to help improve her class for it to be

a consideration.
C. This answer features someone with experience in two areas working with a group to use their expertise to get a message out. They're not blending two different genres - they're working in one genre to put on a show on a certain subject.
D. This choreographer is blending together elements of two different genres in her dance in a way that defies convention. That's analogous to Dove's blending of elements of poems and fiction in defiance of what has been true for decades in the US. This answer is therefore correct.
E. The rock musician here is inserting a new section of music into another piece of music. *Maybe* if it was noted that these solos and the songs were from different genres that normally didn't go together, we could consider this answer...but it doesn't.

Key Takeaway:

Note how in many of these answers we took the *topic* being discussed and came up with our own version of the answer that would be correct. This can be an effective strategy in seeing if you're dealing with the correct answer.

Q3

Question Type: **Must Be True**

Strategy Overview:

Review any noted widespread beliefs from the US, then find an answer reflecting it

Answer Anticipation/Relevant Lines:

RC passages frequently bring up widely held, commonly shared, or traditional beliefs. These almost always end up getting asked about in a question. As such, we should be noting them.

So looking at our notes, we can see two parts where a common belief held in the US is stated.

First, in the opening line, we learn that the US has had a deep rift between poetry and fiction for decades. This is based on the "conventional wisdom" that poetry should be lyrical and emotional, while fiction should feature character and narrative (Lines 7-11). An answer could bring up the belief that these two genres should be kept separate because of these disparate elements.

Second, the answer to the question from Paragraph 2 referenced a "widespread attitude in U.S. culture" (Lines 15-17). That attitude is the suspicion of a generalist - if someone is an expert in multiple areas, they're called a dilettante (though if you're calling someone a dilettante, you're...probably yourself a dilettante). The correct answer could reference this belief, as well.

So we have two answers to keep our eyes open for!

Correct Answer: (A)

Answer Choice Explanations:

A. (Lines 7-11) When discussing the rift between poetry and fiction in the US, the Author brings up the conventional wisdom that poetry should be lyrical, "whereas" fiction should focus on narrative and story. As such, there must be a widely held view that poetry shouldn't feature narrative and story, and fiction shouldn't feature lyrical language. This answer aligns with that view, so it's correct.

B. (Lines 1-5) The passage notes that graduate writing programs train both poets and fiction writers, so both seem to be treated as academically serious.

C. (Lines 1-5) In the same lines we used to eliminate the last answer, we noted that the passage says graduate writing programs teach both poetry and fiction writing, so this answer is wrong.

D. (Lines 21-24) Two issues with this answer. First, it reflects the Author's view, which goes against the traditional view in the US. Second, even he doesn't claim that fiction is "*most* aesthetically effective" when it incorporates poetic elements. He just thinks that a rule splitting the two is bad, and that writing incorporating elements from both can be just as good as writing that doesn't!

E. (Lines 15-17; Line 33) This is a tempting answer because the passage does talk about suspicion of the generalist. However, that suspicion is held by people in the US. Furthermore, the only European nation mentioned is Germany, and Dove says that they don't have suspicion of a generalist - it's normal for writers to work in multiple genres!

Key Takeaway:

The RC section, for some reason, loves asking about widely held/commonly shared/traditional beliefs. These often serve as the opposing point of a passage, but even when they don't, they tend to show up in a question. Be sure to note them when they come up.

Q4

Question Type: Author's Attitude

Strategy Overview:

Review the Author's attitude on the rift between poetry and fiction, then find an answer that matches up with it

Answer Anticipation/Relevant Lines:

The entire passage here dealt with the rift between poetry and fiction. The clearest indication of the Author's feelings on the topic, however, show up in Line 21, where he calls it "fortunate[]" that the bias against writers who combine the genres is diminishing. As such, his overall view is that the rift is a bad thing and it's good that it's going away.

While the correct answer might deal with an aspect of this attitude, let's head in with this big picture in mind, diving back into the passage if we need to to confirm any details in an answer we think is correct.

Correct Answer: (E)

Answer Choice Explanations:

A.   (Lines 13-17) The Author asks about the cause of the rift in Paragraph 2 and then presents a potential answer. Even though the answer isn't certain, in putting forward a plausible answer, the Author can't be characterized as perplexed.
B.   (Lines 1-3) The rift is noted as being present "especially in academic settings," so while we can't say that those settings recognize the rift, there's evidence that they do.
C.   (Lines 21-24) The Author believes it's fortunate that the rift is showing signs of diminishing, so he's not ambivalent.
D.   (Lines 21-24) The Author believes that several recent writers are showing that the rift is diminishing, so

he's not pessimistic that it can be resolved.
E.   (Lines 21-24) If the Author believes it's fortunate that the rift and biases against writers who cross generic boundaries is diminishing, he must disapprove of the attitudes that led to the rift. This answer is therefore correct.

Key Takeaway:

Adverbs! They're your friends. They very frequently will highlight the Author's opinion. Look out for -ly words!

Q5

Question Type: **Must Be True**

Strategy Overview:

Review the section where the Author discussed the history of the rift, then find an answer reflecting that information

Answer Anticipation/Relevant Lines:

We noted that Paragraph 2 had information about the background of the split, and the question there (Lines 13-14) directly asked about what caused it. He goes on in that same paragraph to propose an answer - suspicion of the generalist (Lines 16-17). People who have expertise in multiple areas are considered dilettantes. Let's find an answer reflecting this.

Correct Answer: (D)

Answer Choice Explanations:

A. The passage never claims that either type of writer considers their craft superior to the others - just different.
B. The passage does state that graduate writing programs train writers to be either poets or fiction writers, not both, suggesting that different methods are used. However, that's an *effect* of the split, not the cause of it!
C. Publishers aren't mentioned in the passage, so this answer is out of scope. Had they been, we would have noted the viewpoint!
D. (Lines 13-14) The Author asks where the divide first came from, and he answers that it might be the suspicion of the generalist prevalent in US culture. This answer reflects that one, so it's correct.
E. The passage doesn't compare the respect or readership of poetry or fiction, so this answer is unsupported.

Key Takeaway:

This question dealt with our Meta-Structure that defined Paragraph 2. Even if those structures don't define the entire passage, they're still important and are likely to be asked about in the questions!

Q6

Strategy Overview:

Review the purpose of the paragraph including Lines 32-36, then use that context and the immediate context to define its role in supporting the main point

Answer Anticipation/Relevant Lines:

Lines 32-36 showed up in Paragraph 3, which is where the Author brings up signs that the split between poetry and fiction is diminishing while introducing a key example - Rita Dove. Lines 32-36 show up at the end of the paragraph, after the Author has pivoted from the general to the specific example, so the section in question says something about Dove and how she exemplifies the general trend.

Looking at the mention of Germany, we can see that it is in a sentence that starts with, "She also..." That connects it to the previous sentence, so we should look there to see what argument is being made. That previous sentence talks about how she had grown up reading and loving fiction and poetry without being afraid of mixing the two. Why was this mentioned? If we look to the previous line, we can see that it's all fleshing out a point she made at a conference - she "expressed gentle credulity" at splitting the genres of poetry and fiction (Lines 26-29). So her experiences as a child and in Germany both show why she was incredulous at the idea of the rift.

Let's find an answer reflecting that purpose.

Correct Answer: (B)

Answer Choice Explanations:

A. (Line 2; Line 33) The passage talks about the US and Germany. That's not nearly enough countries to support this answer!

B. (Lines 28-29) The passage leads into the discussion of both her childhood and time in Germany by talking about how she has recently expressed incredulity about the split between the genres in the US. That shows that those experiences were meant to highlight where that incredulity came from, making this the correct answer.

C. (Lines 24-26) The Author's praise for Dove is related to her work in both fiction and poetry, not because of any international character to it.

D. (Lines 32-33) First, her time in Germany is directly related to the main point of the passage about writers who blend genres, so it's not meant to add human interest appeal. Second, we find it hard to believe that having spent time in Germany would increase the human interest appeal of the piece. Maybe if she had spent her time in Germany rescuing puppies.

E. (Lines 30-31) Dove herself doesn't weigh in on the "origin" of her opposition to the split, and the passage itself brings up her time growing up as being related to this, which happened before her time in Germany.

Key Takeaway:

Always check earlier lines if the ones that the question stem points to refer back to them or don't provide the context for why the Author is talking about something. Heading back a sentence or two will frequently lead you directly to the correct answer in these Argument Structure questions.

Q7

Strategy Overview:

Remind ourselves of the main point of the passage, then head to the answers, focusing on those that line up with the main point and then using our notes/the passage to find the correct answer

Answer Anticipation/Relevant Lines:

This question stem provides no indication as to the topic of the correct answer or where it'll show up in the passage. As such, we'll need to rely on our big-picture understanding of the passage to answer this question. We should start by reminding ourselves of the main point (either by reviewing what we said after reading the passage or by rereading our answer to the main point question). From there, we can head to the answers, deferring on those that don't line up with the main point. For those that do, we'll use our notes and the passage to see if it's correct.

Correct Answer: (A)

Answer Choice Explanations:

A.   (Line 40; Line 51-52) Wow, this is a hard correct answer. It seems to cut against the Author's view that the genres shouldn't be rigidly split. However, if we look at how he describes Dove's work in Paragraph 4, he talks about "her poetry" having narrative elements, and "passages in her fiction" as having lyric narrative and poetic rhythms. He never discusses a new type of writing that is half poem, half fiction - rather, he talks about poems and works of fiction with elements of the other. As such, this is the correct answer.

B.   (Lines 8-11) This answer makes it seem as if lyric narrative is valuable because of the elements it takes from fiction and not poetry, but the Author

believes it's valuable because it takes both of these elements from their respective genres.

C.   (Lines 23-25) Rita Dove is "[o]ne important example" of someone blending fiction and poetry, but she's just one of "several recent writers," so we can't say her work is *without* precedent. One of the other writers may have done it earlier, or there may be a few scattered examples from before the rift formed decades ago.

D.   The Author never says that pure poetry or pure fiction is *worse than* lyric narrative, or any combination of the two genres. Rather, his problem is with the blanket rift between them that prevents the use of elements of one in the other. He could very well believe that there's some fantastic pure poetry out there that's at least as good as the best mixture of poetry and fiction!

E.   There's no indication in the passage that Dove or any of the other writers who are breaking down the boundaries between poetry and fiction are trying their hand at other genres. (Also, wouldn't drama *be* fiction?)

Key Takeaway:

This question is tough. Normally, the correct answer to one of these general Must be True questions from the Author's perspective lines up very well with the main point, but this one, while not at odds with it, isn't really aligned with it, either. What could we have done here to set ourselves up for success? Well, as with all things LSAT, we could have focused on structure. Paragraph 4 talks about Dove's poems, and then it transitions with a structural word - "Similarly" - to her fiction. Noting that transition should have led us to note that the Author goes from discussing her poetry to discussing her fiction, leading us straight to the correct answer here. This transition is especially important to note because it is comparative.

Q8

Question Type: **Must Be True**

Strategy Overview:

Review the Author's opinion on the subject, then apply that to a future trend that he'd be expected to believe

Answer Anticipation/Relevant Lines:

This question seems like it's asking us to extrapolate from the text, and it is, but we're still dealing with the LSAT! The correct answer is going to follow *directly* from the language in the passage, and so we should still treat this as a Must be True question.

So what does the Author say that could help us infer what he believes will happen in the future? Well, he talks about a recent trend - "there are signs that the bias against writers who cross generic boundaries is diminishing" (Lines 21-22). If it's diminishing, then the Author believes it's an ongoing trend, and so he'd predict that it would continue into the future. Let's find an answer reflecting that.

Correct Answer: (A)

Answer Choice Explanations:

A. (Lines 21-22) The Author mentions a recent trend away from a deep rift between poetry and fiction towards respect for writers who work in both genres. If this passage was an excerpt of a longer text, we'd expect the writer to predict that this trend would continue, thus leading to more writers working in both genres, as this answer choice states.
B. First, there's no indication that the market for lyric poetry is small. Second, the Author never says anything about trends in the marketplace, or what trends might soon develop.
C. (Line 40) This answer is too fiction-heavy. The Author puts both genres - poetry and fiction - on

equal footing throughout the passage, so it would be weird for him to predict that a certain type of poetry would become classified as fiction. This is especially true since he classifies Dove's poems with narrative elements as poems, and not as a sub-genre of fiction.
D. (Lines 21-22; Lines 3-5) The Author notes that *graduate* writing programs train people in just poetry or just fiction, so there's a sign that they are already specialized. From this, the Author talks about a trend away from it, contradicting this answer. And we only need that reason to eliminate the answer if we didn't already because of the shift between the passage's discussion of graduate programs and this answer's discussion of all university programs!
E. (Lines 21-22) The Author praises the move away from a deep rift between poetry and fiction, but he never says that these genres by themselves aren't valuable or worthwhile - just that a combination of them is *also* worthwhile. As such, he doesn't necessarily believe that writers who work in just one of the genres will lose their audiences.

Key Takeaway:

Even when a question is asking you to make an inference and especially when it seems to be asking you to make a big jump from the text (as we saw here), you should take a step back and remember that you're still dealing with the LSAT. It's not going to ask you to make huge leaps from the text, so you should identify anything that directly speaks to the question. Here, we were asked about a prediction the Author would make (Author since he'd still be the writer of the full book). So we focused our work on spotting anywhere that he discussed a trend, and we found it in what we had already identified as the clearest indication of his main point - Lines 21-22. This led us straight to the correct answer.

P2

Passage Summary
Topic: Science

Passage A
Paragraph 1
- Quick summary
  - A question, and similarities
- Important details/Thoughts
  - Question - Did language and music originate separately or together?
  - Similarities between language and music

Paragraph 2
- Quick summary
  - Studies on similarities; a key difference
- Important details/Thoughts
  - Brain studies - Music and language part of same system; more similar than different
  - Analogy - Two programs on same radio
  - Difference - People are better at language than music

Paragraph 3
- Quick summary
  - Answer to question
- Important details/Thoughts
  - Answer - Evolved together as brain size increased
  - Answer - Language primary over music; language evolved, music followed it

Passage B
Paragraph 1
- Quick summary
  - An expert view; the Author's view
- Important details/Thoughts
  - Darwin - Music is not practical and is mysterious
  - Author - Music helps moms and kids bond, so it's evolutionarily useful

Paragraph 2
- Quick summary
  - Studies of music forming bonds

- Important details/Thoughts
  - Lullabies excluded
  - Studies - Recording parents and kids show they mimic each other with motions and singing

Paragraph 3
- Quick summary
  - A question and answer (causal chain)
- Important details/Thoughts
  - Question - What evolutionary advantage does music give?
  - Answer - Baby heads bigger → Birth canals more narrow → Earlier births → Longer dependence on mom = emotional bonds are good for survival

Main Point:

Passage A - Music and language originated in the same neurological system, but natural selection worked exclusively on language, bringing music along for the ride.

Passage B - As human infants were born earlier, they became more dependent on their mothers for longer periods of time, and so music provided an evolutionary advantage in creating strong emotional bonds between the two.

Key Lines?

Passage A:
Lines 1-2 - The central question of the passage
Lines 8-10 - An overall comparison
Lines 12-14 - A noteworthy difference
Lines 19-21 - The answer to the question
Lines 21-24 - A corollary to the answer

Passage B:
Lines 28-32 - An opposing expert view
Lines 32-37 - The Author's view
Lines 41-42 - Studies are introduced

Lines 50-51 - A question is asked
Lines 51-End - A causal chain that leads to an answer

Meta-Structure? Relationship Between Passages?

While Passage A talks about the origination of both language and music, Passage B discusses only the latter. And the two authors have different opinions on its development. The Author of Passage A believes music and language "evolved together" (Line 20), but that natural selection worked on language, not music (Lines 23-24). The Author of Passage B, on the other hand, suggests an evolutionary basis for the development of language (Lines 57-62). So the Authors are largely in disagreement over the evolutionary history of music.

Question/Answer (Passage A) - Passage A has a central Question/Answer structure. The Author puts forward a question in Paragraph 1, and she then provides an answer to it in Paragraph 3. When a passage is built around a Question/Answer structure, the Author's answer to the question serves as the main point, which led us to the main point we wrote out above.

Question/Answer (Passage B) - Passage B has a Question/Answer structure, though it's limited to Paragraph 3 instead of being a central feature that defines the entire passage. However, it is still on a central topic of the passage, and so the answer needs to be reflected in the main point

Causal Chain (Passage B) - Science passages frequently deal with causality. Passage B presents a pretty long causal chain to explain the evolutionary basis of music (Lines 51-62), and knowing how heavily causality is featured in that passage will likely lead us to looking for causal answers when a question asks about it!

Last Thoughts?

We've summed this passage up pretty well so far, so let's head to the questions!

Q9

Strategy Overview:

Reiterate the main points of both passages, then find the overlap between them and identify the answer that best addresses it

Answer Anticipation/Relevant Lines:

Passage A has a central Question/Answer structure. The Author puts forward a question in Paragraph 1, and she then provides an answer to it in Paragraph 3. When a passage is built around a Question/Answer structure, the Author's answer to the question serves as the main point:

> Music and language originated in the same neurological system, but natural selection worked exclusively on language, bringing music along for the ride.

Passage B doesn't have the same type of central Meta-Structure, but it does present a Point-Counterpoint argument, where the Author argues a different view than a key expert. That view - stated in the first person ("I suggest", Line 32) - is likely the main point of the passage. That's backed up by the rest of the passage bringing up studies supporting it and then exploring the causality behind it, leading to the following main point:

> As human infants were born earlier, they became more dependent on their mothers for longer periods of time, and so music provided an evolutionary advantage in creating strong emotional bonds between the two.

What's the overlap between them? The discussion of the origins and evolution of music, and whether it has an evolutionary advantage. The correct answer should bring this topic up.

Correct Answer: (C)

Answer Choice Explanations:

A.   (Lines 20-21; Lines 51-52) Both passages mention in an offhand manner that brain sizes in early hominids increased, and that this happened alongside the development of music. However, that's not a question that's a *primary* concern of the passage, which is what this question asks about.

B.   (Lines 57-62) Passage B discusses this bonding behavior, but it's absent from Passage A.

C.   (Lines 19-24; Lines 57-62) While the two passages answer this question differently, they each provide an answer to it, and that answer is central to the passage. Passage A is all about the evolution of music and language, and it provides an answer that addresses this question - music and language originated as a part of the same neurological system, and then music rode along on language's coattails. Passage B deals with the evolutionary origins of music directly, stating that it's involved in infants bonding with their mothers and thus providing an evolutionary advantage. This answer is therefore correct.

D.   (Lines 1-2) Only Passage A dealt with language, so this answer misses the mark with Passage B.

E.   (Lines 12-14) Passage B didn't discuss this, and Passage A drew this comparison without explaining it.

Key Takeaway:

This is one of the more common Main Point-style questions in Comparative RC, and it's one of the reasons that we think about the relationship between the passages. Identifying core concepts that show up in both is key to answering it quickly.

Q10

Question Type: **Must Be True**

Strategy Overview:

Head straight to the answers, using our big-picture understanding to narrow it down, and then use our notes/the passage to confirm the correct answer

Answer Anticipation/Relevant Lines:

Both passages spoke extensively about music, so this question doesn't provide much guidance as to what we're looking for. Instead, we should head to the answers and focus on those that line up with our big-picture understanding of the passages. Then, for those that match up with what we know about each, we should check to find a line cite to confirm it as the correct answer.

Correct Answer: (B)

Answer Choice Explanations:

A. (Lines 32-37) Bonding between humans was a key concern of Passage B, but Passage A didn't think music had an evolutionary purpose (Lines 25-27), so this answer doesn't show up there.
B. (Lines 2-3; Line 35) Passage A says that music and language are similar in that they both communicate emotion. Passage B says that music evolved to create an emotional bond between mother and child. This answer shows up in both passages related to music, so it's the correct answer.
C. (Line 6; Line 41-43) Both passages rely on studies, so we should check the details. Passage A's brain imaging studies certainly count as neurological research, but Passage B's filming of mothers and babies playing goo-goo-gaa-gaa doesn't clear the hurdle to be classified as that, so this answer doesn't show up in both.
D. (Lines 54-55) Only Passage B thought music had

an evolutionary purpose, so this answer is suspect from the start. Checking them, we see that this is connected to music only in Passage B.
E. (Line 4) This answer doesn't line up with Passage B in that that passage was about the mother and infant singing to each other to create an emotional bond, not playing the drums together. Checking the passages, we can see that it shows up only in Passage A.

Key Takeaway:

Deferring on answers when tackling a question like this is important to answering them efficiently. Be sure to spend time on the ones that line up with the main point of both passages first.

Q11

Question Type: **Point at Issue**

Strategy Overview:

Review any big-picture disagreements we noted when thinking about the relationship between the passages, then head to the answers using that as a guidepost

Answer Anticipation/Relevant Lines:

We said the following about the relationship between the passages after reading the two:

While Passage A talks about the origination of both language and music, Passage B discusses only the latter. And the two authors have different opinions on its development. The Author of Passage A believes music and language "evolved together" (Line 20), but that natural selection worked on language, not music (Lines 23-24). The Author of Passage B, on the other hand, suggests an evolutionary basis for the development of language (Lines 57-62). So the Authors are largely in disagreement over the evolutionary history of music.

> So, their main points disagree, in that Passage A believes music "ha[s] little adaptive value," while Passage B believes it led to emotional bonds between mother and child that conveyed "considerable evolutionary advantage." That's potentially the correct answer, but we need to also stay open to answers that bring up a smaller detail from the passages.

Correct Answer: (D)

Answer Choice Explanations:

A. (Lines 20-21; Lines 51-55) Both passages mention brain size increasing, but only Passage B connects it to earlier births, so this isn't a point at issue.
B. (Lines 8-10) Passage B doesn't discuss language, so this answer is out of scope of that passage, even if it's stated in Passage A.
C. (Lines 20-21; Lines 51-52) Both passages say brain size increased, though only Passage B says this happened rapidly. So this is closer to a point of agreement than at issue.
D. (Line 20; Lines 23-24; Lines 57-62) Passage A believes that music rode on the evolutionary coattails of language, but that it itself provides little adaptive value. Passage B, on the other hand, argues that it allows for emotional bonding between mother and infant, which is important when a baby needs so much attention and care. This answer is a point at issue between them, so it's the correct answer.
E. This is a tempting answer! This answer reflects the main point of Passage B. And Passage A says music has little adaptive value. However, this answer isn't about music - it's about temporally patterned vocal interactions, which could also describe regular language. So Passage A's Author doesn't necessarily disagree with this.

Key Takeaway:

Always start with the main point when dealing with RC questions. The main point is your guidepost for what is likely to show up in the passage.

Q12

Strategy Overview:

Review any big-picture agreements we noted when thinking about the relationship between the passages, then head to the answers using that as a guidepost

Answer Anticipation/Relevant Lines:

We said the following about the relationship between the passages after reading the two:

> While Passage A talks about the origination of both language and music, Passage B discusses only the latter. And the two authors have different opinions on its development. The Author of Passage A believes music and language "evolved together" (Line 20), but that natural selection worked on language, not music (Lines 23-24). The Author of Passage B, on the other hand, suggests an evolutionary basis for the development of language (Lines 57-62). So the Authors are largely in disagreement over the evolutionary history of music.

Definitely more disagreement than agreement! So is there anything that does overlap between the passages? Yes, but we have to shift the way we think about agreement.

They disagree on the main point - the evolutionary advantages of music - but they do both believe that music evolved in humans. In Passage A, it was incidental to language, and in Passage B, it was because it provides an advantage, but they both believe music did evolve. So that could be the basis for a correct answer.

Let's head to the answers and keep an open mind!

Correct Answer: (C)

Answer Choice Explanations:

A. (Lines 44-49) Passage B talks about infants, but Passage A doesn't, so this is out of scope of that passage.
B. (Lines 57-62) This answer reflects the main point of Passage B, so that Author would agree with it. And even if we *infer* an opinion from the Author of Passage A on this one, it would be the opposite since she believes that music serves no adaptive purpose.
C. (Lines 19-21; Lines 51-62) Passage A says that music and language evolved together as brain size increased. Passage B goes through a long causal chain kicked off by the increase in brain size, resulting in an evolutionary advantage to music. Both passages connect the increase in hominid brain size to music, so this is the correct answer.
D. (Lines 6-8) Passage B doesn't talk about neurological systems, so this is out of scope. And even Passage A, which does talk about such systems, says that music is a part of a neurological system, which means that it may be the result rather than cause of such systems. This answer is out of scope.
E. (Lines 14-17) Passage A talks about differences in musical talent, but Passage B is silent on that issue.

Key Takeaway:

Missing a detail such as the connection both passages make to brain size is completely normal in Comparative RC - you can't catch *all* the overlap. However, you can still get these questions right even if you miss that detail! Focus on what the passages do have in common, and then focus on answers that align with it, even if you don't remember the details. Here, knowing that both passages talked about evolution and music would let us focus on (C) and find the references to brain size.

Q13

Question Type: Principle (Strengthen)

Strategy Overview:

Review the main point of each passage, and then head straight to the answers

Answer Anticipation/Relevant Lines:

Principle (Strengthen) questions in RC will often have answers that support a big-picture part of the passage, but they sometimes address a much more limited aspect of it. This can make the correct answer hard to predict, which means that we should be spending more time analyzing answers than trying to anticipate them.

After reviewing the main points here, we know that the broad strokes of the passages disagree, but this question is asking for a principle that underlies (and thus would strengthen) both. So we're looking for a similarity. Both talk about evolution and music, so the correct answer might have to do with that, but these questions have answers as often about the *methods of reasoning* as they do about the content.

So are there any elements supporting the conclusions that are shared? Well, both do rely on studies, even if one is brain imaging studies and the other recording some mother-and-infant playtime. So that can potentially lead to a correct answer.

Otherwise, we're going in blind!

Correct Answer: (E)

Answer Choice Explanations:

A. Both passages focused on humans, so this answer is out of scope.
B. This answer *undercuts* Passage A's argument, which says that music - a human capacity - doesn't convey an adaptive advantage and thus can't be explained in terms of evolutionary advantages.
C. This would strengthen Passage A's argument that the shared neurological system of music and language means they evolved together, but Passage B talks about only a single human capacity.
D. This principle doesn't underlie *either* passage. Passage B doesn't talk about neurological bases, so it's out of scope there. And Passage A says that language and music have the *same* neurological basis but their essences are *different* (language provides adaptive value while music doesn't), so that neurological basis can't serve as a complete explanation for both.
E. (Line 6; Lines 41-46) Passage A used brain imaging studies to support its conclusion, and brains only work when people are alive. Passage B recorded moms and infants interacting - again, living people. The authors used the results of these studies to draw conclusions about the evolutionary origins of music (and language in Passage A). So both rely on studies of modern humans to draw conclusions about evolutionary origins of certain abilities. This answer therefore underlies both passages, making it the correct answer.

Key Takeaway:

If you didn't see (E) coming, you're not alone. Principle (Strengthen) questions sometimes focus on small points of the passage, or on the argument form rather than the main point. For these, have an idea of the big picture for each passage, but don't get too bogged down in trying to anticipate the correct answer. They're more about analyzing the answer choices. This is *different* from LR, where the correct answers to Principle (Strengthen) questions are generally very predictable.

Q14

Strategy Overview:

Review what we said about the relationship between the two passages, then head to the answers to see what form they take and analyze from there

Answer Anticipation/Relevant Lines:

This is one of those RC questions where it's not certain what *form* the answers will take. Will they talk about content? Methods of reasoning? Structure? Details? We don't know. So we should review what we said about the relationship between the passages, and then we can head to the answer choices.

Correct Answer: (A)

Answer Choice Explanations:

A. (Line 6; Lines 25-27; Lines 41-43; Lines 57-62) Passage A uses brain imaging studies to conclude that music had little adaptive purpose. Passage B uses recordings of mothers and infants to conclude that it does have adaptive purpose. This answer is therefore correct.
B. (Lines 1-2) Passage A asks whether music and language evolved separately or together. Passage B doesn't mention language at all!
C. (Lines 25-27: Lines 57-62) Passages A and B have contradictory conclusions - that music has no adaptive value, and that it has considerable adaptive value, respectively.
D. (Lines 25-27; Lines 57-62) If anything, the opposite is true. Passage A says music "most likely" rode on language's coattails, while Passage B says that the capacity to make music "would have conferred" advantages, making it more certain than Passage A.
E. (Line 6; Lines 25-27; Lines 41-43; Lines 57-62) Passage A uses brain imaging studies to conclude

that music had little adaptive purpose. Passage B uses recordings of mothers and infants to conclude that it does have adaptive purpose. Therefore, the first half of this answer is correct, but the second half is wrong.

Key Takeaway:

There are some RC question types that can have answers in various forms. For these, you can skim the answer choices quickly to see what form they'll take and then anticipate the answer, but at that point, you should just analyze the answers as they come up! Use your big-picture understanding of the passage to guide you, but do most of your work on the answer choices.

P3

Passage Summary
Topic: Legal Studies

Paragraph 1
- Quick summary
  - New technology leads to debate
- Important details/Thoughts
  - New tech - Internet, linked sites on computers
  - IP owners - Without stronger copyright laws, the internet will have a lot of infringement
  - Users - Reducing access makes internet less valuable

Paragraph 2
- Quick summary
  - New question/consideration from new tech; current law
- Important details/Thoughts
  - Central issue - website can link to document on another
  - Traditional IP protection - Owner can sue distributor for unauthorized copies
  - Question - Does linking to a document count as copyright infringement?

Paragraph 3.1 (Lines 28-44)
- Quick summary
  - Analogy leads to answer
- Important details/Thoughts
  - Analogy - Like recording an outgoing message on phone/giving out number
  - Author's Answer - No, it doesn't

Paragraph 3.1 (Lines 28-44)
- Quick summary
  - "Moreover"; Technique available to protect doc you put online; recommendation
- Important details/Thoughts
  - Example - Password (somewhat limit open access, but not as much as copyright law changes)
  - Author - Copyright law shouldn't be changed, as it would hurt the internet

Main Point:

Putting a link to a document on another website shouldn't be considered copyright infringement because the copyright owner, by posting it, still controls it and has made it available for distribution.

Key Lines?

Lines 6-9 - One side of a debate
Lines 9-13 - The other side
Lines 23-27 - The central question is posed
Lines 28-30 - A requirement to answer the question
Line 31- An extended analogy is introduced
Lines 40-44 - The Author's answer
Lines 44-46 - Another consideration/support, and an example
Lines 52-55 - Author's opinion on related subject

Meta-Structure?

Question/Answer - The passage focuses on a question posed in Paragraph 2 - does linking to a document constitute copyright infringement? Through the use of an extended analogy between phone messages/numbers and the internet (Lines 31-37), the Author concludes that no, it isn't (Lines 40-44). When a passage has a central Question/Answer structure, the Author's answer to the question is the main point of the passage, as we highlighted in our main point above.

Analogy - The Author uses an extended analogy in Lines 31-37 to relate posting a link to a document on another website to giving out someone's phone number. This is all in service of answering the question that's central to the passage.

Add-On - This passage includes an "Add-On" at the end - everything after the "Moreover" in Line 44. This

segment of the passage adds to the Author's argument but it doesn't build from the central evidence, instead going off in a bit of a different direction. It reflects her opinion, but not necessarily her main point.

Last Thoughts?

We split up Paragraph 3 for two reasons. First, there are two distinct ideas in there, with the first highlighting an analogy that answers the Author's question, and the second with some additional points she makes relevant to the issue but not the central question. Second, that second half is introduced with "Moreover" (Line 44), which is an interesting structural word. It serves the same purpose as "Besides," in that it's introducing a side consideration that, while relevant, isn't directly speaking to the main point, or, at most, is support for that main point. So while that section of the passage could be asked about, it doesn't have to be reflected in the main point.

Q15

Strategy Overview:

Reiterate the main point as we stated it after reading the passage, then find an answer that most closely matches it

Answer Anticipation/Relevant Lines:

The passage focuses on a question posed in Paragraph 2 - does linking to a document constitute copyright infringement? Through the use of an extended analogy between phone messages/numbers and the internet (Lines 31-37), the Author concludes that no, it isn't (Lines 40-44). When a passage has a central Question/Answer structure, the Author's answer to the question is the main point of the passage:

> Putting a link to a document on another website shouldn't be considered copyright infringement because the copyright owner, by posting it, still controls it and has made it available for distribution.

Note that everything after the "Moreover" in Line 44 reflects the Author's *opinion*, but that structural keyword tells us that it's a side point - it might be related to the Author's argument, but it's not the main point. So we don't need to see the information from that section reflected in the correct answer here.

Correct Answer: (A)

Answer Choice Explanations:

A. (Lines 23-27; Lines 40-44) The Author poses a central question at the end of Paragraph 2 - does posting a link to a document on another website constitute copyright infringement? She then proposes an answer - no, because the person who posted the document still controls it. This answer reflects the question and the Author's answer, so it's the correct answer.

B. (Lines 52-55) Two issues here. First, this is the Author's opinion stated in the "Moreover" section, which is an add-on to the argument (based on that structural indicator word). Second, that section doesn't talk about such a free exchange of ideas being necessary *in a democracy*.

C. (Lines 46-50) This answer shows up in the "Moreover" section, so it at most reflects one aspect of the Author's argument. It also doesn't do so correctly, as she argues that one key way of doing this - using a password - does compromise the openness of the Web somewhat.

D. This answer is too broad. The passage is about a specific topic - copyright infringement on the internet - and this answer is about new forms of electronic media generally. If the passage had used the internet as an *example* of a more general point, this answer could be correct - but it doesn't do that.

E. (Lines 8-9; Lines 52-55) This is a tempting answer because it, to an extent, reflects the final sentence of the passage, which does show the Author's opinion. However, two issues. First, as noted before, this section of the passage is an add-on, introduced by the keyword "Moreover." Second, this answer gets a few details wrong. The Author never says anyone is looking to make "radical alteration[s]" to copyright law, and she never says that anyone's goal is to restrict the Web's growth. Rather, she talks about strengthening copyright law to apply to the Web, and the motive behind it is protecting IP.

Key Takeaway:

This passage is tricky because the Main Point is buried before a "Moreover," and the Author ends the passage in that *Moreover* section with a very clear statement of opinion - it's easy to think that that's the main point. However, first, "Moreover" should tell you that you're getting *additional* information, not something that is the main point. And, second, even missing that, all of the answers dealing with that section get key language wrong, broadening and strengthening what the Author says. Those issues are *just as important* as issues with content!

Q16

Question Type: **Meaning in Context**

Strategy Overview:

Review the purpose of the paragraph including Line 8, then use that broader context to help define it in the immediate context in which it's written

Answer Anticipation/Relevant Lines:

Line 8 is in Paragraph 1, where the Author introduced the two sides to a debate - those who feel that the Web is a risk to copyright owners, and the users who think that it should remain open.

Line 8 is where the copyright owners are discussed, and they believe that copyright law needs to be "strengthened" - the word in question. Since they're the ones that think IP needs to be protected from copyright infringement on the web, "strengthened" must mean just that - it must be made stronger so that it protects IP on the internet. Let's find an answer reflecting it.

Correct Answer: (A)

Answer Choice Explanations:

A. (Lines 6-9) The passage says that IP owners think that the Web will lead to copyright infringement unless copyright laws are strengthened. As such, they want to limit what actions people can take on the web without violating copyrights - in other words, they want to make the law more restrictive. This answer is therefore correct.
B. (Line 1) While the passage does note that the Web is worldwide, there's no indication that the issue copyright owners have is that copyright laws vary from country to country, and people will take advantage of this. Rather, they fear that the Web itself opens up copyrighted materials to being shared too freely, regardless of jurisdiction.

C. The passage doesn't mention the penalties for copyright infringement at all, so this is out of scope.
D. (Lines 8-9) The worry is that IP won't be protected - not that there will be laws protecting it but they're not enforced.
E. There's no indication that copyright laws aren't viewed as legitimate - the fear is that they don't cover how material is shared on the Web.

Key Takeaway:

Don't forget the meaning of the word itself when dealing with a Meaning in Context question! Here, it asked about what it meant to "strengthen" a law - even without reading the context of the passage, that would normally mean that the law would be made more restrictive. The context of the passage reinforces that definition, leading us straight to the correct answer.

Q17

Question Type: **Must be True**

Strategy Overview:

Remind ourselves of the main point of the passage, then head to the answers, focusing on those that line up with the main point and then using our notes/the passage to find the correct answer

Answer Anticipation/Relevant Lines:

More or less the entire passage was about documents placed on Web pages, so there's not too much guidance as to what the correct answer will say. As such, we'll need to rely on our big-picture understanding of the passage to answer this question. We should start by reminding ourselves of the main point (either by reviewing what we said after reading the passage or by rereading our answer to the main point question). From there, we can head to the answers, deferring on those that don't line up with the main point. For those that do, we'll use our notes and the passage to see if it's correct.

Correct Answer: (E)

Answer Choice Explanations:

A. (Lines 42-44; Lines 46-47; Lines 52-55) This answer doesn't line up with the Author's main point, so it can be quickly dismissed.
B. (Lines 46-50) The Author says that these documents can be password-protected while only "somewhat" compromising the potential of the Web, which is much less than "significantly diminishing" it.
C. (Lines 44-47) The Author says that there are already means for protecting documents, such as putting them behind a password.
D. (Lines 44-47) Similar to the last answer, the Author believes that putting these documents behind a password can protect them without significantly limiting the openness of the web.

E. (Lines 49-51) This answer lines up with the Author's overall point that accessing online docs doesn't constitute infringement, and her side point that the laws should be changed. It's also reinforced by her statement that means of protecting the docs other than changing laws - such as using passwords - "somewhat" limits the openness of the web. As such, she must believe that any limits on access puts *some* limitation on the Web's potential, and thus these limitations would prevent a document from fully contributing to the free exchange of ideas.

Key Takeaway:

For these more open Must be True questions, it's frequently the case that the answers will all deal with only 1-2 sentences in the passage. Don't be afraid to "reuse" the work you did for one answer choice on another if they're both dealing with the same topic!

Q18

Question Type: Parallel Reasoning

Strategy Overview:

Review what the passage says about the relationship between these two options, then create a generalization that we can apply to the answers

Answer Anticipation/Relevant Lines:

Strengthening copyright law is brought up in Line 8 - it was what IP owners wanted to do to protect their copyrighted materials online. Passwords are brought up in Line 46 as an example of an existing way that copyright owners can protect their IP online.

It would be easy to take this information and work with it, but that would be making our jobs harder! The passage *itself* talks about the relationship between the two options, comparing their restrictiveness in Lines 49-51 - a comparison that we should have noted. There, it says that passwords do restrict access, but not as much as the threat of litigation that would come from stronger copyright laws.

So let's find an answer that has a similar relationship - a first option that limits something strongly using laws, and a second option that limits it less so using other mechanisms.

Correct Answer: (C)

Answer Choice Explanations:

A.   Neither of the two methods of protecting IP is akin to allowing everyone to use a public facility. That's analogous to what the users of the web are calling for - no restrictions on access.
B.   Tempting answer! Outlawing a drug is more restrictive than outlawing its sale. But, in this case, *both* options involve making something illegal,

whereas the stimulus had one option involving laws and another involving other protective measures.
C.   Prohibiting a sport is analogous to changing copyright law to prevent websites from linking to documents on other websites - both use the law to ban an activity. Putting a password on your website is akin to relying on people to wear proper safety gear - both provide protection, and both are adopted by the people who need the protection. This answer's elements are analogous to the ones in the question stem, so this is the correct answer.
D.   Strengthening copyright law certainly could involve passing a new law (though that's less an analogy and more...just the same thing), but passwords aren't akin to enforcing the law. Copyright lawsuits would match up with that (though, again, as an example of it, not as an analogy for it).
E.   This answer is analogous to (A), and it's wrong for the same reasons.

Key Takeaway:

Two takeaways here.

First, it's not rare for two answers in a Parallel Reasoning question to be analogous to each other - and these pairs of answers can be eliminated since they can't both be right.

Second, look at answer (D). That's not an analogy - that's directly related to the content in the passage! Such answers can generally be eliminated.

Q19

Question Type: **Must be True**

Strategy Overview:

Remind ourselves of the main point of the passage, then head to the answers, focusing on those that line up with the main point and then using our notes/the passage to find the correct answer

Answer Anticipation/Relevant Lines:

This question stem provides no indication as to the topic of the correct answer or where it'll show up in the passage. As such, we'll need to rely on our big-picture understanding of the passage to answer this question. We should start by reminding ourselves of the main point (either by reviewing what we said after reading the passage or by rereading our answer to the main point question). From there, we can head to the answers, deferring on those that don't line up with the main point. For those that do, we'll use our notes and the passage to see if it's correct.

Correct Answer: (B)

Answer Choice Explanations:

A. This answer is too extreme - if even a single copyright holder posts a document to a website that also has a link to another website, this answer would be wrong. Nothing in the passage presents a strong enough statement to rule that possibility out.

B. (Lines 39-40) This answer seems to line up with the Author's answer to the question, so we should check that section to see if it's supported. Looking at that section of the passage, we can see that it is - the Author says that by placing a document online, they're offering it for distribution.

C. Privacy rights? Out of scope.

D. (Lines 41-42) In her answer to the key question, the Author says that the person who posts a document is the one who controls access to it, not those who link to it.

E. The Author doesn't discuss printing documents, or under what situations an online document could become an infringing document, so this answer is out of scope.

Key Takeaway:

A lot of these questions dealt with the Author's answer to the key question in the passage - in other words, they were related to the Author's main point. That main point is going to serve as the basis, or at least as the guidepost, for most general Must be True questions, so always think about it before heading to the answer choices!

Q20

Question Type: **Must be True**

Strategy Overview:

Review the analogy in the passage to find the "most relevant" element

Answer Anticipation/Relevant Lines:

The whole discussion of the telephone answering machine was used as an analogy for putting a document online. Let's keep that in mind as we dive into the analogy itself, looking for what the Author highlights about the outgoing messages. This all starts in Line 31.

There, we see that placing a document on the web is "comparable to" recording an outgoing message for others to hear, establishing the connection. From there, it talks about providing a phone number, so we can skip that part. Eventually, it circles back to discussing the outgoing messages in Lines 34-37, where it says that "its purpose" is that *anyone* who calls the number can hear the message.

So the most relevant feature, according to the Author, is that its purpose is to let anyone who calls the number hear it. Let's find an answer stating that.

Correct Answer: (E)

Answer Choice Explanations:

A. The Author never highlights this connection between the internet and phone calls, so it's incorrect.
B. There's no discussion of the legal protections afforded to the unauthorized distribution of outgoing messages on phones - they can be accessed by anyone who calls, but it's possible that if you *recorded* one and then distributed it, you'd be violating copyright law.

C. The speed of transmission of these outgoing messages isn't noted.
D. There's no discussion of whether people care if others record these messages.
E. (Lines 34-37) The Author says that the "purpose" of these messages is to be accessible to "[a]nyone who calls," which is a paraphrase of this answer, making it correct.

Key Takeaway:

Note how many of these answers we eliminated because they weren't explicitly mentioned. Don't try to twist yourself up in an "According to the passage" question getting an answer to fit - these questions are asking for things that should be

Q21

Question Type: **Argument Structure**

Strategy Overview:

Recall the purpose of the section including this analogy, and then dive in to see the specific purpose in its immediate context

Answer Anticipation/Relevant Lines:

The analogy of the answering machine showed up in Lines 30-37. This is in the first half of Paragraph 3, where the Author's answer to the key question shows up. So this analogy must be meant to support the answer - that linking to a document isn't copyright infringement.

The lead-in to the analogy is a statement that answering the question requires determining "who controls distribution of a document on the Web" (Lines 28-30). So the analogy must help to answer this subsidiary question.

And it does so. The Author uses the telephone analogy to highlight a similar situation where a certain determination has been made about whether copyright infringement has occurred. The answering machine message recorder is the IP owner and distributor, the person listening to the message is like the Web user clicking a link, and the person creating the link is like someone giving out the phone number. Just as that person wouldn't be seen as infringing the copyright in the phone message, someone creating that link isn't violating a copyright.

So the analogy here is meant to help answer the sub-question of who controls distribution of a document online by highlighting a similar situation where that question has been answered. Let's find an answer reflecting that purpose.

Correct Answer: (D)

Answer Choice Explanations:

A. (Line 31) An analogy highlights similarities, not differences, so it's not meant to "contrast" anything.
B. So tempting! It even uses the magic word - "analogy." However, while the phone situation is used as an analogy, it's not meant to illustrate the positions by each side of the debate here. Rather, it's used to bolster the Author's case that linking to a document isn't copyright infringement, which is a view not held by many IP owners.
C. This is a tempting answer, as the Author is highlighting an earlier situation involving another communication technology that presents a similar issue to the Web. However, this answer states that the *purpose* of this discussion is to highlight that the problems aren't new, whereas the Author uses the discussion to prove a point. This answer makes it seem more information than argumentative, so it's incorrect.
D. Analogies are tied together by the underlying relationships between their elements - and another word for an underlying relationship is a principle. In bringing up the telephone situation, the Author is appealing to a principle that decided there was no infringement in that case. From there, she argues that, since the Web case is similar, the same principle applies and the same determination should be reached. This answer is therefore correct.
E. The Author brings up telephone outgoing messages to highlight a situation where copyright infringement *isn't* happening because the person who recorded the message controls distribution of the recording. This is to argue that posting to the Web is an analogous situation that should have the same conclusion reached. Therefore, the purpose of this analogy isn't to show that telephone use raises copyright concerns - it's to show that it *doesn't* and thus neither should the situation on the Web.

Key Takeaway:

These Argument Structure questions are about *purpose*, not factual accuracy. The correct answer *needs* to have factual accuracy, but that's not enough for a correct answer. After all, (C) is arguably factually accurate, but it doesn't capture *why* the Author included the analogy - it just highlights something that is incidentally true.

Q22

Question Type: **Must be True**

Strategy Overview:

Find the section on present copyright laws, then find an answer reflecting the information in that section

Answer Anticipation/Relevant Lines:

The passage is largely about a new technology and how the Author believes copyright law should apply to it, and whether it needs strengthening in light of it. That's not directly about current copyright law, so there must be a section where that law is directly discussed - and since it's about the *current* state of affairs while the passage is about a new/future state of affairs, we should have noted it.

If you did, you'd know that it shows up in Line 20. If you didn't, you'd likely have to take a look at Paragraphs 1 and 2, as those are where this background information is most likely to show up.

Starting in Line 20, the Author notes that current copyright law gives owners "the right to sue a distributor" for unauthorized copies, even if they weren't the ones to make those copies. From here, the Author moves on to the question about how this applies to the Web, so we should look for an answer reflecting this statement.

Correct Answer: (D)

Answer Choice Explanations:

A.   (Lines 6-9) The owners of IP argue that documents on the Web won't be protected unless copyright laws are strengthened, but the Author disagrees with them, so this view isn't established as fact.
B.   (Lines 40-44) The Author says that the person who posts the *document* controls access to and distribution of the document. Since she argues

that copyright laws don't need strengthening, this must be under the current laws, making this answer wrong.
C.   This is a tempting answer because it likely lines up with your *personal* view of copyright law, but the passage never talks about profiting from these documents.
D.   (Lines 20-23) This answer reflects the information about "current copyright laws" presented in Paragraph 2, making it the correct answer.
E.   (Lines 52-55) While the Author is big on allowing the Web to serve its purpose of freely exchanging ideas, there's no indication she believes that even current copyright laws are too restrictive. She talks only about it being ill-advised to change them to make them *more* restrictive, and her overall argument shows that she doesn't think they're currently limiting.

Key Takeaway:

This question is 100% about being able to find the relevant information in the passage efficiently. Remember, many RC passages are about change, and when that's the case, the current/old situation *will* show up in the questions. Be sure to note it so you have a general sense of what it is and can easily find it in the passage to reference.

P4

Passage Summary
Topic: Social Science

Paragraph 1
- Quick summary
  - A problem with studying a certain history is noted
- Important details/Thoughts
  - Irish landscape - Historians rely on documents
  - Problem - Fragmentary, unreliable, and generally limited to military/commerce

Paragraph 2
- Quick summary
  - A partial solution
- Important details/Thoughts
  - Partial solution - Study fossilized pollen grains
  - Shows changes in vegetation (human and natural causes)
  - What plants grew when
  - Supplement/Correct documentary record (partial)

Paragraph 3
- Quick summary
  - Example of pollen analysis
- Important details/Thoughts
  - Pollen analysis - Cereal grains grown in LL/CD ~400 AD
  - Prior belief - Cereal grains not grown here (clay) until moldboard plough (7th c)
  - New belief - Cereal grains grown before that invention

Paragraph 4
- Quick summary
  - Example 2
- Important details/Thoughts
  - LL linen
  - Prior belief - Flax (linen plant) was grown before 18th c
  - New belief - Flax pollen only since 18th c, so not grown before

Paragraph 5
- Quick summary
  - Limits and example
- Important details/Thoughts
  - Limits exist
  - Example - Can ID genus/family, but not species for some
  - Example of Example - Madder - can't tell if cultivated or wild based on pollen

Main Point:

Studying fossilized pollen grains can supplement and correct the history of the Irish landscape that is derived from documents (even if it has limitations).

Key Lines?

Lines 3-5 - A problem is highlighted

Lines 10-12 - A partial solution is noted (partial because it's an "additional means" aside from the incomplete one already noted)

Lines 18-20 - The Author shows how her solution works with the current process

Lines 48-50 - The Author places limitations on her solution

Meta-Structure?

Problem/Solution - This passage presents a problem in Paragraph 1 - the documentary evidence on a topic of interest (the Irish landscape's history) is incomplete. The Author then presents a solution to that problem - fossilized pollen grains can be used to supplement and correct this record (Lines 10-12; Lines 19-20). However, there are limitations to this solution (Lines 48-50), so

it's a partial solution. When a passage is defined by a Problem/Solution Meta-Structure, the Author's solution is the main point, reflected in what we wrote above.

Examples - The passage uses several examples to make its point. Paragraph 3 includes an example to show pollen records correcting a prior belief; Paragraph 4 had a separate example for the same purpose. And Paragraph 5 included an example that highlighted a limitation on the method. None of these examples are central, so they're more likely to show up in questions about specifics rather than in big-picture questions.

Last Thoughts?

Those examples carried a lot of weight in the passage, so we should expect some questions focused on them. It'll also be important to remember that the Author brought up limitations on her process for analyzing the history of the Irish landscape, so we should be sure that any answer we select that reflects her view is more balanced.

Q23

Strategy Overview:

Reiterate the main point as we stated it after reading the passage, then find the answer that most closely aligns with it

Answer Anticipation/Relevant Lines:

This passage presents a problem in Paragraph 1 - the documentary evidence on a topic of interest (the Irish landscape's history) is incomplete. The Author then presents a solution to that problem - fossilized pollen grains can be used to supplement and correct this record (Lines 10-12; Lines 19-20). However, there are limitations to this solution (Lines 48-50), so it's a partial solution. When a passage is defined by a Problem/Solution Meta-Structure, the Author's solution is the main point:

> Studying fossilized pollen grains can supplement and correct the history of the Irish landscape that is derived from documents (even if it has limitations).

We threw the bit about limitations in parentheses because it's not strictly necessary for the correct answer here - the Author wrote this to argue that fossilized pollen is a useful tool to determine the history of the Irish landscape. But if an answer *has* the limitations mentioned in Paragraph 5 mentioned, all the better.

Correct Answer: (A)

Answer Choice Explanations:

A. (Lines 3-5; Lines 10-12; Lines 18-20) This answer brings up the Author's solution to the fragmentary record on the Irish landscape - using fossilized pollen grain analysis. It also hits the strength of her view in saying that this method supplements and corrects the documentary record. It doesn't include the limitations in the last paragraph explicitly, but

it also doesn't go too far and say that this method will completely fill in the missing information, so it implicitly accepts some limits. This answer is therefore correct.

B. (Lines 18-20) The passage is about using pollen analysis to correct or supplement the documentary record. This answer makes it seem as if analyzing historical documents was the focus of the passage, with pollen analysis being a bit of an add-in.

C. This answer doesn't say anything about the Irish landscape, which is what the pollen analysis method was applied to. It's also about "ancient" plant species, while the passage talks about the 4th and 18th centuries.

D. This is definitely a tempting answer! However, there's a big problem with it - the evidence *already* suggested that these plants had a significant impact on the Irish landscape. What the pollen record showed was that the timing of when they had an impact was off.

E. (Lines 48-50) While the Author does bring up limits on the pollen analysis method, those aren't the focus of the passage. On top of that, she never states that the applicability of it is "severely" limited.

Key Takeaway:

RC and Main Point questions can sometimes be a bit infuriating, as it can be hard to identify what *has to* show up in the right answer, versus what will *probably* show up but doesn't have to. In this question, there's a good argument to be made that the correct answer should directly tackle the limits discussed in Paragraph 5. However, you don't need to always know the full scope of the correct answer to get these questions right. When you're stuck, focus on eliminating answers that get a detail wrong and have certainty or strength words that don't match up with the passage - those answers *can't* be right. Then, from what's left, pick the one that has the most expansive scope. You'll never get an answer like (A) and then another that says the same thing but adds in the limitations.

Q24

Strategy Overview:

Review the examples that had pollen evidence overturning a prior belief, then find an answer matching up with one of them

Answer Anticipation/Relevant Lines:

This question asks about views that were shown to be wrong based on the pollen evidence mentioned in the passage. Whenever new evidence calls an old view into question, we should make note of it, as it's almost certain to show up in a question.

Here, we had examples in Paragraphs 3 and 4 that each overturned a prior view.

Looking at Paragraph 3, we can see in Lines 26-29 that historians used to believe that the clay soil of Long Lough in County Down wasn't tilled until the moldboard plough was introduced in the 7th century.

Looking at Paragraph 4, we can see in Lines 42-44 that some historians used to believe that flax was being cultivated in County Down before the 18th century.

Let's find an answer reflecting either of these views.

Correct Answer: (B)

Answer Choice Explanations:

A.   (Lines 26-29; Lines 31-32) This is a tempting answer, as it seems to reflect the viewpoint in Paragraph 3. However, that view is that cereal grains weren't harvested in Ireland until the introduction of the moldboard plough in the 7th century. The pollen record showed that cereal grains were harvested before then, not that the moldboard plough was. In fact, that paragraph ends by saying that the soil was

tilled before the introduction of the plough.
B.   (Lines 26-29) Paragraph 3 brought up the view of historians who said that cereal grains weren't cultivated in Long Lough of County Down until the introduction of the moldboard plough in the 7th century, so this is the correct answer.
C.   (Lines 26-29) Another answer about the view in Paragraph 3! But that view was about when the cultivation of cereal grains started, not whether they'd been continuously cultivated since that time.
D.   (Lines 31-32) Paragraph 3 ends by saying that, since cereal grain was cultivated before the moldboard plough, the soil "must indeed have" been tilled through some other mechanism, so this answer doesn't state an incorrect view.
E.   (Lines 21-24) This is the corrected timeline, so it's not the view that the passage provides evidence *against*. This answer could easily trap you if you misread the question and thought it was about the supported view instead of the one it replaced.

Key Takeaway:

The question stem actually led us to two points in the passage, but the answers only dealt with one of them. That's fine, and it wasn't a waste of time to think about that other section. Why wasn't it? Because reviewing that section strengthens our understanding of the passage and will help us with later questions. Besides, there was no way for us to know that that would be the case, and it's faster to review the sections in the passage than it is to skim through all the answers to see what they talk about first.

Q25

Strategy Overview:

Review Lines 20 and 37 for context and then define the type of documentary records being referred to

Answer Anticipation/Relevant Lines:

The question stem refers us to Lines 20 and 37, but the passage also talks about the documentary record in Paragraph 1. There, it brings up the historical documents that historians have relied on to piece together a history of the Irish landscape. These documents were fragmentary, scarce, and focused only on certain matters. We should keep this context in mind, as the later references are likely to the same documents - though we should still check those sections to be sure.

Line 20 brings up the documentary record as something that the pollen record can supplement and correct. This *has to* be referring to the incomplete documentary record mentioned in Paragraph 1, as the Author would talk about supplementing something she hasn't already discussed. So we're still talking about historical documents from the time periods in question. This is actually enough for us to head to the answers, as the question stem sets it up so the "documentary record" refers to the same thing in both sections, but it does increase certainty if we review Line 37.

Looking there, there's nothing to suggest it's talking about any other documentary record. The sentence following it (Line 39) talks about the record of 18th c linen production, tying it to the documents generated at that time period.

So we should look for an answer saying that the "documentary record" is the surviving documents from the time periods being studied.

Correct Answer: (D)

Answer Choice Explanations:

A. (Lines 18-20) The pollen analysis can supplement and correct the documentary record, so it can't be the documentary record itself.
B. First, this answer doesn't refer to documents, it refers to the actual pollen fossils. Second, even if we say that this answer deals with the *documents* recounting this info, that makes it the same as (A).
C. The documentary record is one that was generated in the past, not by historians in describing the past.
D. This answer aligns with our understanding of the passage and the "documentary record" discussed. The passage starts by highlighting that the documents studied - the ones that were made in the past and survive today - are incomplete, and that the pollen record can supplement and correct it. In that context, this documentary record must refer to those primary documents from Ireland's past, making this the correct answer.
E. The only difference between this and (C) is that this answer refers to analysis instead of just descriptions, but both of these answers are wrong for the same reason - the documentary record is made up of documents from Ireland's past, not from historians in the present.

Key Takeaway:

When a Meaning in Context question asks you to define something that shows up multiple times in the passage, they can each provide context to answer the question, and they can also build on each other to answer it. In general, though, one instance will be much clearer than others, so review each, but focus on the one that provides the most context.

Q26

Question Type: **Must Be True**

Strategy Overview:

Review the prior beliefs that we noted throughout the passage, then head to the answer choices

Answer Anticipation/Relevant Lines:

If you're on top of your RC game, you might note that this question is very similar to Question #24. Both ask about a view that was held before pollen analysis came along, albeit with slightly different language. However, the work we did for that question will be the same as what we need to do for this one. Thinking back to that question we had examples in Paragraphs 3 and 4 that included a prior view.

Looking at Paragraph 3, we can see in Lines 26-29 that historians used to believe that the clay soil of Long Lough in County Down wasn't tilled until the moldboard plough was introduced in the 7th century.

Looking at Paragraph 4, we can see in Lines 42-44 that some historians used to believe that flax was being cultivated in County Down before the 18th century.

Question #24 focused on the example from Paragraph 3, so let's anticipate that this one is going to have a correct answer from Paragraph 4's example.

Correct Answer: (E)

Answer Choice Explanations:

A.   Flooding? That wasn't mentioned in the passage.
B.   (Lines 26-29) This is related to the first example, from Paragraph 3, but it could still be right. However, the view stated there is that "these soils," referring to the clay soils of Long Lough in County Down, weren't tilled and thus didn't grow cereal until the 7th century. Their view is limited to parts of Ireland which have similar soil - and that might not be all of it.
C.   The Author does establish that the documentary record which historians worked from is fragmentary, but there's no indication that they weren't aware of it! They could have been working with what they had while lamenting its shortcomings, just waiting for an enterprising historian to invent pollen analysis.
D.   (Lines 52-58) Madder is the example from Paragraph 5, and there's no prior belief of historians there to be overturned.
E.   (Lines 42-44) This view is stated directly in Paragraph 4 as being held by historians until the pollen record corrected it, so this is the correct answer.

Key Takeaway:

The RC section will ask questions about the same section of a passage multiple times, but it does try to spread it around a bit. Keeping in mind what information supported correct answers in the past can help nudge you closer to a more specific anticipation. Here, the correct answer could have been one of two things, but one had already supported a correct answer, and we ended up being right in anticipating the other would be the focus here.

Q27

Strategy Overview:

Review the purpose of Paragraphs 2 and 5 as we described them while reading, then relate them to each other

Answer Anticipation/Relevant Lines:

We said Paragraph 2 introduced the Author's (partial) solution to the problem of the incomplete and fragmentary documentary record of the history of Ireland's landscape. Paragraph 5, we noted, placed a limitation on this solution, and included an example of that limitation.

Let's find an answer reflecting these roles.

Correct Answer: (C)

Answer Choice Explanations:

A. Paragraph 2 doesn't really propose a hypothesis - that would sound more uncertain (e.g Scientists are testing whether pollen fossils...). And Paragraph 5 places limitations on the process described in Paragraph 2, with an example where it would fall short. So both parts of this answer are wrong.
B. While Paragraph 5 does describe a limitation on the method from Paragraph 2, it's not one that needs to be addressed before that method is viable. The Author already highlighted two situations where it proved to be viable, despite these shortcomings.
C. The claim made in Paragraph 2 is that analyzing the fossilized pollen record can supplement and correct the documentary record. Paragraph 5 brings up limitations to what types of situations the method described in Paragraph 2 can do so, qualifying it. This answer is therefore correct.
D. Paragraph 2 is where the Author brings up the pollen record as a means of correcting the documentary record - her main point. She doesn't

intend to argue against that view. While Paragraph 5 places a limit on it, that's a far cry from arguing against it.
E. Paragraph 5 introduces limitations on the method described in Paragraph 2 - not supplementary procedures.

Key Takeaway:

When you're defining the role of each paragraph while working through the passage, you should keep the other paragraphs in mind. This will let you spot connections between the content, and it will allow your later role notes to better reflect the main point and contours of the passage as a whole. Since we are already thinking about the role of each paragraph after we read it, we were set up to answer this question quickly and accurately, which is ideal - especially for the last question in a section, when you're likely going to be short on time and just trying to get an answer in under the wire!