LSAT PRACTICE DRILL PACK

69 Questions, Full Explanations, 8-Week Planner



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Formal Logic Basics

A handful of LR questions use conditional logic: *if-then* statements. The rules are few and absolute.

"If P, then Q" (P -> Q). Two valid moves, two invalid ones:

Valid	Invalid
P is true, therefore Q is true (modus ponens)	Q is true, therefore P is true (affirming the consequent)
Q is false, therefore P is false (modus tollens)	P is false, therefore Q is false (denying the antecedent)

Contrapositive. "If P, then Q" is logically identical to "If not Q, then not P." It is one of the most frequently tested formal moves. Drill it until it is reflex: the contrapositive flips *and* negates both terms.

"Only if." "P only if Q" means P -> Q (Q is necessary for P: P cannot be true without Q). Students constantly reverse this. "You get dessert only if you finish dinner" = dessert -> finished dinner. No finished dinner, no dessert.

"Unless." "P unless Q" means "If not Q, then P." ("The game is canceled unless it stops raining" = if it does not stop raining, the game is canceled.)

"No A's are B's." Fully contraposable: No A are B = No B are A = If A then not B = If B then not A. "Some" statements do not contrapose: "Some A are B" tells you only that at least one A is B.

Questions 9, 24, 31, 38, and 43 in this book test these rules most directly, and Questions 11, 16, 40, and 42 also turn on them. If formal logic is new to you, work those questions untimed with this table beside you before attempting them under the clock.

LR Wrong-Answer Traps

Wrong answers on the LSAT recycle a small set of traps, and the same five appear in both LR and RC:

- **Out of scope:** brings in a topic the stimulus or passage never addresses.
- **Too strong:** uses "always," "never," "all," or "proves" when the evidence supports something weaker.
- **Half-right, half-wrong:** starts accurately, then adds one unsupported or false element.
- **Opposite:** says the reverse of what the text supports.
- **True but irrelevant:** may well be accurate, but does not bear on the conclusion or the question asked.

Question 3. [Flaw]

A recent survey found that 80 percent of residents in the Riverside neighborhood support building a new park. The survey was conducted by volunteers stationed at the neighborhood's existing park on a Saturday afternoon. The city council concludes that the survey accurately reflects neighborhood opinion.

The council's reasoning is most vulnerable to criticism on the grounds that it

(A) confuses a necessary condition with a sufficient condition

(B) assumes that all residents use the existing park

(C) draws a conclusion about the future from evidence about the past

(D) attacks the character of the volunteers rather than their methods

(E) relies on a sample that is unlikely to be representative of the neighborhood

Question 4. [Inference]

At an excavated ancient settlement, archaeologists found that the grain-storage pits were often lined with clay. Clay lining would have protected stored grain from moisture. The pits that lack clay lining are, on average, smaller than the lined pits.

Which of the following can be properly inferred?

(A) All large storage pits were lined with clay.

(B) The unlined pits were used for storing something other than grain.

(C) At least some unlined pits were smaller than at least some lined pits.

(D) Clay was expensive at the settlement.

(E) Moisture was the greatest threat to stored grain.

Question 5. [Weaken]

Company manager: Our new flexible-hours policy has improved productivity. In the six months since we introduced it, average output per employee has risen 15 percent.

Which of the following, if true, most weakens the manager's argument?

(A) Employee morale has also improved since the policy was introduced.

(B) Six months ago the company also upgraded its equipment, which sped up production.

(C) Some employees prefer fixed schedules to flexible hours.

(D) Productivity is difficult to measure precisely.

(E) The policy was popular with employees.

Answer Explanations

How to Use These Explanations

Each explanation does three jobs: it states why the correct answer is right, why each wrong answer is wrong, and - where relevant - names the trap. Use them actively:

1. **Read the explanation only after blind review.** If you check answers immediately, you learn recognition. If you blind-review first, you learn reasoning. The difference shows up on test day.
2. **Cover the letter and re-derive.** For every question you missed, cover the correct letter and try to derive it from the explanation's logic. If you cannot, you have not understood the explanation - re-read the stimulus.
3. **Log the pattern, not the question.** You will never see these exact questions again. What transfers is the pattern: "I picked a strengthener on a weaken question," or "I confused necessary and sufficient." Write the pattern in your error log.
4. **Revisit in two weeks.** Explanations decay. Redo your missed questions after a fortnight; the ones you miss twice are your real curriculum.

The explanations are thorough by design. On test day you will have roughly 80 seconds per LR question, not 10 minutes - but the thorough version is what builds the fast version.

Drill Set A Explanations

1. (D) Total ridership is bus rides plus subway rides. If the subway had gained at least as many rides as the buses lost, the combined total could not have fallen. Because the total fell 4 percent, the subway's gain in rides must have been smaller than the buses' loss. (D) states exactly this (and it is also why the director's "fully explain" claim cannot be right). (A) has no support; the stimulus never mentions fares. (B) is not just unsupported; the figures point the other way. For a 12 percent bus drop and an 8 percent subway gain to net out to a 4 percent overall drop, the subway must carry fewer riders than the buses (about two-thirds as many). (C) goes beyond the evidence. The claim is inaccurate, but the director may simply be mistaken; nothing establishes intent. (E) is the tempting trap. Ridership counts rides, not people, so the drop could come from bus riders who now ride less often rather than riders who quit transit. It could be true, but it need not be.