

ALL ANSWERS MUST BE GIVEN ON THE COMPUTERIZED ANSWER SHEET
BY CROSSING THE CORRESPONDING LETTER

Mathematics M.C.Q's

No. of Questions: 45 (from 1 to 45)

Time Allowed: 90 Minutes

Questions on Page Numbers: 1 To 8

Negative Markings: **No**

Q1 If a and b are real numbers, $i^2 = -1$, and, $a - bi = 12 + ai + bi$, what is the value of $a + b$?

- A) 12
- B) -6
- C) 6
- D) $12 - 6i$

Q2 Find the remainder when $2y^3 + 3y^2 - y + 5$ is divided by $y + 3$.

- A) 23
- B) 13
- C) -13
- D) -19

Q3 A bag contains marbles that are either green or red. The ratio of green marbles to red marbles in the bag is 6 to 5. Removing six green marbles and five red marbles doesn't change the ratio. All of the following could be a possible value of green marbles originally in the bag, EXCEPT

- A) 24
- B) 18
- C) 12
- D) 6

Q4 The polar coordinates of a point Q are $(\sqrt{2}, 225^\circ)$. The rectangular coordinates of Q are

- A) (1, 1)
- B) (1, -1)
- C) (-1, -1)
- D) (-1, 1)

Q5 $\frac{\sin 3x}{\sin x} - \frac{\cos 3x}{\cos x} =$

- A) 1
- B) 2
- C) 3
- D) 4

Q6 What are all values of x for which $9 - 10x + 15x^2 > 79 + 5x - 10x^2$?

- I. $x > 2$ II. $x < -1.4$ III. $-1.4 < x < 2$

- A) I only
- B) II only
- C) III only
- D) I and II only

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Q7 The mean and standard deviation for SAT math scores are shown in the table below for five high schools in a large city. A particular score for each city is also shown (in the right column).

School	Mean	Standard Deviation	Single Score
1	540	25	610
2	490	25	570
3	520	30	580
4	400	35	490

Which single score has the highest z-score?

- A) 610
- B) 570
- C) 580
- D) 490

Q8 The number of integers that satisfy the inequality $-x^2 + 4 > -6x$ is

- A) 5
- B) 6
- C) 7
- D) None of these

Q9 If $f(x) = |x + 4|$ and $g(x) = x + 4$, which of the following statements are true about the graphs of f and g in the xy -plane?

- I. $f(x) + g(x) = 2f(x)$ for $x \geq -4$
- II. The graphs are the same for $x > -4$
- III. $f(x) + g(x) = 0$ for $x \leq -4$

- A) I only
- B) II only
- C) II and III only
- D) I, II and III

Q10 The y -coordinate of x -intercept of a line containing the points $(5, 8)$ and $(-8, -5)$ is

- A) 3
- B) 0
- C) -3
- D) None of these

Q11 S is a set of seven consecutive odd integers. Let a be the least integer of the set S and m be the median of the set S . Which of the following is true?

- A) $a = m + 6$
- B) $m = a + 6$
- C) $m = 7a$
- D) None of these

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Q12 If $f(x) = \frac{x^2 - 4x}{x^2 + 4x}$, what value does $f(x)$ approach as x gets infinitely larger?

- A) 4
- B) - 4
- C) 1
- D) - 1

Q13 The area bound by the relation $|x| + |y| = 4$ is

- A) 16
- B) 32
- C) 64
- D) None of these

Q14 In how many ways can the letters of the word ABACUS be rearranged such that the vowels always appear together?

- A) 18
- B) 24
- C) 72
- D) None of these

Q15 For some integer n , the first, the third and the fifth terms of an arithmetic sequence are respectively $3n$, $5n - 6$, and $11n + 8$. What is the fourth term?

- A) - 23
- B) - 30
- C) - 31
- D) - 39

Q16 A monotonic integer is made of digits 1, 2, ..., 9, such that each subsequent digit is equal to or greater than the previous digit. Examples: 1189, 13369, 123456 etc. How many positive two-digit monotonic integers are there?

- A) 45
- B) 36
- C) 55
- D) None of these

Q17 An arithmetic progression has 3 as its first term. Also, the sum of the first 8 terms is twice the sum of the first 5 terms. The common difference is

- A) 0.75
- B) 1.33
- C) - 0.75
- D) None of these

Q18 If $h(x, y) = (3x - 2y, 2x - y)$ for every pair (x, y) in the plane, for what points (x, y) is it true that $h(x, y) = h(y, -x)$?

- A) (0, 0)
- B) The set of points (x, y) such that $x = 5y$
- C) The set of points (x, y) such that $y = 0$
- D) The set of points (x, y) such that $x = 3y$

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Q19 How many positive factors does 1024 have?

- A) 5
- B) 7
- C) 9
- D) 11

Q20 If $\begin{vmatrix} w & 8 \\ 2 & w \end{vmatrix} = \begin{vmatrix} 1 & 2 & 3 \\ 3 & 0 & 1 \\ 2 & 0 & 2 \end{vmatrix}$, then $w =$

- I. $2\sqrt{2}$ II. $-2\sqrt{2}$ III. $2\sqrt{6}$

- A) I only
- B) II only
- C) III only
- D) I and II only

Q21 If $\cos(\alpha) = \frac{\sqrt{3}}{2}$, then $\cos(\pi - \alpha) =$

- A) $\frac{\sqrt{3}}{2}$
- B) $-\frac{\sqrt{3}}{2}$
- C) $1 - \frac{\sqrt{3}}{2}$
- D) None of these

Q22 When the positive integer m is divided by 7, the remainder is 6. What is the remainder when $6m$ is divided by 21?

- A) 10
- B) 15
- C) 20
- D) None of these

Q23 A unit vector perpendicular to vector $(1, 2)$ is

- I. $\left(\frac{2}{\sqrt{3}}, -\frac{1}{\sqrt{3}}\right)$ II. $\left(\frac{2}{\sqrt{5}}, -\frac{1}{\sqrt{5}}\right)$ III. $\left(-\frac{2}{\sqrt{5}}, \frac{1}{\sqrt{5}}\right)$

- A) I only
- B) II only
- C) III only
- D) II and III only

Q24 If $f(x) = \frac{x+1}{x-1}$ and $g(x) = \frac{x-1}{x+1}$, then $f(g(x)) =$

- A) x
- B) $-x$
- C) $\frac{1}{x}$
- D) $-\frac{1}{x}$

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Q25 What is the equation of a line that contains the point $(a, -b)$ and is parallel to the y -axis and perpendicular to the x -axis?

- A) $y = -b$
- B) $x = a$
- C) $x = -a$
- D) $y = -a$

$$\frac{u}{4} + \frac{v}{5} = \frac{w}{6}$$

Q26 In the equation shown above, u , v , and w are integers. All of the following could be a possible value of v EXCEPT

- A) 5
- B) 10
- C) 15
- D) 18

Q27 If $w + 5$ is a factor of $w^3 + hw^2 - hw + 5$, then $h =$

- A) -6.5
- B) 4
- C) 6.5
- D) -4

Q28 The area of a rectangle is 660 square inches. The sides are in 3:5 ratio. What is the length of the diagonal of the rectangle?

- A) 1496 inches
- B) $2\sqrt{374}$ inches
- C) $4\sqrt{374}$ inches
- D) None of these

t	0	1	2
P(t)	27	243	P(2)

Q29 The table above shows values for the function $P(t) = K^{3+at}$. What is the value of $P(2)$?

- A) 2187
- B) 729
- C) 243
- D) 81

Q30 Let α and β denote the solutions of $x^2 - 6x + 5 = 0$. The quadratic equation whose roots are $\frac{1}{\alpha}$ and $\frac{1}{\beta}$ is

- A) $5x^2 + 6x - 11 = 0$
- B) $5x^2 + 6x - 1 = 0$
- C) $5x^2 - 6x + 1 = 0$
- D) None of these

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Q31 What is the minimum value of $f(x) = 5x^2 + 6x - 13$?

- A) 0.6
- B) -0.6
- C) 1.67
- D) None of these

Q32 Find $\begin{bmatrix} x \\ y \end{bmatrix}$ if $\begin{bmatrix} 1 & 5 \\ 2 & 9 \end{bmatrix} \begin{bmatrix} x \\ y \end{bmatrix} = \begin{bmatrix} 11 \\ 20 \end{bmatrix}$

- A) $\begin{bmatrix} 1 \\ 2 \end{bmatrix}$
- B) $\begin{bmatrix} -1 \\ -2 \end{bmatrix}$
- C) $\begin{bmatrix} 20 \\ 11 \end{bmatrix}$
- D) None of these

Q33 If $x - \alpha$ is a factor of $\alpha x^3 - 2x^2 + \alpha x$, then

- I. $\alpha = -1$ II. $\alpha = 0$ III. $\alpha = 1$

- A) I only
- B) II only
- C) III only
- D) I, II, and III

Q34 If x and y are positive integers with $xy = 216$, then $\frac{y}{x}$ cannot be

- A) $\frac{3}{2}$
- B) $\frac{27}{8}$
- C) $\frac{2}{3}$
- D) $\frac{16}{9}$

Q35 What is the domain of the function defined by $f(x) = \frac{\sqrt{4-x}}{x-4}$?

- A) All real numbers
- B) All real numbers except 4
- C) All those real numbers which are greater than 4
- D) All those real numbers which are less than 4

Q36 Let us consider the function $y = f(x) = 7 - \frac{7}{5+4x-x^2}$ whose domain is $x \geq 6$, then the range of $f(x)$ is

- A) $y > 7$
- B) $y \leq 8$
- C) $7 < y \leq 8$
- D) None of these

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Q37 If $5^{(125x-2)} = 125^{(5-3x)}$, then $x =$

- A) $\frac{134}{14}$
- B) $\frac{17}{134}$
- C) $\frac{3}{32}$
- D) None of these

Q38 If 2 and -3 are both roots of a given polynomial, then which of the following must be a factor of the polynomial?

- A) $x^2 - x - 6$
- B) $x^2 + x - 6$
- C) $x - 3$
- D) $x + 2$

Q39 If four distinct lines lie in a plane, and exactly two of them are parallel, what is the greatest possible number of points of intersection of the lines?

- A) Two
- B) Three
- C) Four
- D) Five

Q40 A cylinder is inscribed in a sphere. If the radius of the sphere is 5 and the height of the cylinder is 6, then what is the volume of the cylinder?

- A) 24π
- B) 48π
- C) 72π
- D) 96π

Q41 If $\cos \alpha = \frac{1}{\sqrt{2}}$, $\cos \beta = \frac{1}{2}$ and α, β are in first quadrant, find $\cos(\alpha - \beta)$

- A) $\frac{1-\sqrt{3}}{2\sqrt{3}}$
- B) $\frac{1+\sqrt{3}}{2\sqrt{3}}$
- C) $\frac{1-\sqrt{3}}{2\sqrt{2}}$
- D) $\frac{1+\sqrt{3}}{2\sqrt{2}}$

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Q42 The x coordinates of all the points of intersection of the parabola $x^2 = -2y + 6$ and the circle $x^2 + y^2 = 6$ are given by

- A) $-\sqrt{6}, -\sqrt{2}, \sqrt{2}, \sqrt{6}$
- B) $-\sqrt{6}, \sqrt{6}$
- C) $-\sqrt{2}, \sqrt{2}$
- D) $-\sqrt{6}, \sqrt{2}$

Q43 In the xy – plane, what is the area of a triangle whose vertices are $(-\sqrt{10}, \sqrt{8})$, $(-\sqrt{32}, 8)$, and $(\sqrt{10}, \sqrt{8})$?

- A) $(8 - \sqrt{8})\sqrt{10}$
- B) $(\sqrt{8} - 8)\sqrt{10}$
- C) $2(8 - \sqrt{8})\sqrt{10}$
- D) None of these

Q44 A triangle with sides 3, 4, and 5 is rotated about the smaller side. What is the volume of the solid formed?

- A) 36π
- B) 24π
- C) 12π
- D) None of these

Q45 Circle C_1 is centered at $(5, 6)$ and has a radius of 5. Circle C_2 is centered at $(6, -6)$ and has a radius of r . If circle C_1 is externally tangent to circle C_2 , then what is the value of r ?

- A) 145
- B) 140
- C) $\sqrt{145}$
- D) $\sqrt{145} - 5$

Stop. This is the END of part 2. Please, do not turn over the next page until you are told to do so.

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English M.C.Q's

No. of Questions: 45 (from 46 to 90)

Time Allowed: 50 Minutes

Questions on Page Numbers: 9 To 17

Negative Markings: **No**

For questions **46-61**, read the article below written by Elizabeth Preston which appeared in *Discover* magazine in May, 2016, and then decide which answer (**A**, **B**, **C** or **D**) best fits each blank.

“Dance like nobody’s watching” is fine advice, unless somebody is watching, and she needs to translate your dance steps into instructions to find food. That’s the case **46)** _____ honeybees. But even though the rest of the colony must interpret their dance moves carefully, it turns out honeybees are pretty **47)** _____ dancers.

When honeybees return to the hive after finding nectar or other food, they famously do a “waggle dance” to tell **48)** _____ sisters where the food was. The waggle is a shimmying run that the bee repeats over and over on a vertical comb inside the hive. The angle of her run, compared to vertical, tells the other bees **49)** _____ direction to fly in (compared to the direction of the sun). And the length of the run tells them how far to go.

You’d think these dances would be precisely calibrated since bees use them to keep the whole colony fed. But in earlier research, University of Sussex husband-and-wife team Roger Schürch and Maggie Couvillon saw that wasn’t the case. The dancing code **50)** _____ from one bee to the next.

“Our previous experiment was showing us a puzzling amount of **51)** _____,” Schürch says. Older studies by other researchers had also shown individual differences in how bees **52)** _____ the dance code. So Schürch, Couvillon and their coauthors decided to use a larger group of bees, and a greater range of distances, to find the answer.

The researchers trained bees from three different **53)** _____ to visit five artificial boxes for food. The boxes were at **54)** _____ long distances from the hive, ranging from 200 meters to 400 meters. The scientists gave the bees individual **55)** _____ so they could tell them apart. Then they **56)** _____ the bees out to gather sugar water from these boxes, and watched to see what each bee told her sisters when she came home.

In total, the researchers observed 753 dances from 75 bees. They focused on the length of each waggle dance, which should **57)** _____ the distance of a nectar box from the hive. The researchers saw that each bee possesses her own calibration.

For example, one bee visited a nectar box 210 meters away, then performed a waggle dance 0.4 seconds long. But based on how a second bee translated distance to wagging time, she might interpret that dance as pointing to nectar 320 meters away – a 50 percent **58)** _____ flight.

It’s possible that the bees in **59)** _____ study had an especially inconsistent dance code. But experiments with other bees have also found that waggle dances aren’t very **60)** _____. “The **61)** _____ of the dance communication is very low,” Schürch says.

46

- A** of
- B** in
- C** on
- D** for

47

- A** graceful
- B** sloppy
- C** elegant
- D** disheveled

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48

- A one's
- B its
- C it's
- D their

49

- A that
- B what
- C which
- D whose

50

- A didn't seem to consist
- B didn't seem consistent
- C didn't seems consistent
- D didn't seemed consistent

51

- A variation
- B similarity
- C differentiation
- D commonalities

52

- A said
- B talked
- C spoke
- D wrote

53

- A vicinities
- B colonies
- C monarchies
- D communities

54

- A set
- B obstinate
- C stubborn
- D steadfast

55

- A names
- B markings
- C patterns
- D arrangements

56

- A sent
- B send
- C sends
- D will send

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57

- A take after
- B agree with
- C go toward
- D correspond to

58

- A far
- B farther
- C further
- D furthermore

59

- A this
- B that
- C these
- D those

60

- A rigid
- B precise
- C interesting
- D categorical

61

- A rhythm
- B expertise
- C efficiency
- D thoroughness

For questions **62-71**, read the text below and then decide which answer (**A**, **B**, **C** or **D**) best fits each blank.

When meeting Lena Okajima, nothing indicates that she is a person with a plan that at first sounds almost Bond-villainesque. The initial worry only lasts until the smiling, soft-spoken PhD in Astrophysics explains the reasons behind her vision of launching thousands of artificial meteors at Earth.

62) _____ the exact composition of the meteors is a closely guarded secret, the result is not. Their chemical makeup means that they will **63)** _____ the night sky in several distinct colors – all the while doing their bit for science. **64)** _____

The idea **65)** _____ the project came to her in 2001 in the form of the Leonid meteor shower. It **66)** _____ that would later lead her to found Star ALE, a startup that aims to launch its first artificial meteors in 2018. “I went with friends to see the meteors fall as shooting stars. The way they shot across the skies was very beautiful, and I thought to myself ‘it would be **67)** _____ if we could create something like that’. I told my friends about my idea, and they thought the same way. They just didn’t think that I **68)** _____ really go and make one; they thought I was crazy,” Okajima says with a laugh.

After graduating in 2008, she joined Goldman Sachs Japan. Her time there was **69)** _____ by the financial crises. It led to a **70)** _____ of the question that had stayed with her since 2001 – ‘would it be possible to create artificial meteors?’

Over the years, Lena Okajima had spoken to members of the Japanese scientific community about her idea. She started **71)** _____ to some of them, asking if they would collaborate with her on calculating whether it would be possible to create and launch artificial meteors. The numbers showed it would – the question then became how.

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Retrieved on May 23, 2016, from <http://www.forbes.com/sites/prossermarc/2016/05/22/meet-the-japanese-entrepreneur-scientist-planning-to-bombard-earth-with-artificial-meteors/2/#3e61795477a8>

62

- A While
- B Besides
- C Until
- D Nonetheless

63

- A glow up
- B blow up
- C light up
- D make up

64

- A "I hope the meteors: or shooting stars if you will, will be both mesmerizing and inspiring."
- B "I hope the meteors – or shooting stars, if you will – will be both mesmerizing and inspiring."
- C "I hope the meteors; or shooting stars if you will; will be both mesmerizing and inspiring."
- D "I hope the meteors, or shooting stars if you will; will be both mesmerizing and inspiring."

65

- A at
- B in
- C of
- D for

66

- A planted a seed
- B was the last straw
- C hit the nail on the head
- D killed two birds with one stone

67

- A bemusing
- B accolade
- C incredible
- D counterfeit

68

- A must
- B would
- C might
- D should

69

- A cut short
- B called off
- C broke down
- D brought down

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70

- A debunking
- B portending
- C rekindling
- D incorporating

71

- A checking out
- B cheering up
- C coming across
- D reaching out

For questions **72-80**, read the editorial below which appeared in *Dawn* on July 9, 2016, and then choose the best replacement (**A**, **B** or **C**) for the underlined part in each sentence. If the underlined part is correct as it is, choose **D**.

The government has moved one step closer to sealing the deal on legalizing the blocking or removal of online content with the Prevention of Electronic Crimes Bill, 2015 – a step that is largely symbolic, as the blocking of the internet by the PTA has been an ongoing process, despite the regulatory body’s lack of clear rules to do so. **72)** A recent subcommittee meeting of the Senate Standing Committee on Information Technology, senators and stakeholders discussed Section 34 of the bill, which deals with new powers being granted to the PTA to regulate online content. It is unfortunate that the discussion drifted from this most critical aspect of the PECB, as mass online censorship – from banning Baloch separatist websites to blocking YouTube – **73)** had been one of the most misguided contribution of the government to internet governance.

Thousands of experts have written about the distributed nature of the internet **74)** is making censorship a futile, costly effort. Even the PTA, in a response to the Supreme Court last year over petitions seeking a ban on objectionable websites, **75)** stated it was helpless in blocking all websites, and that such a process would lead to “deterioration in internet quality in terms of speed and availability.” **76)** Even the regulator when submitting reports stating it is playing a game of whack-a-mole when it comes to internet censorship, why is it being further empowered to continue such a pointless job and prevent free speech and access to information, contravening the UN Universal Declaration of Human Rights of which Pakistan is a signatory?

Such an approach suggests we are actively moving towards a regressive approach to internet regulation such as that taken by China and Saudi Arabia, **77)** where citizens were left came up with new and inventive means to bypass state censorship. Both China and Saudi Arabia have taken technological and institutional steps to censor the internet that go beyond law and now extend to societal norms, business practices and other areas. **78)** Even though in Pakistan, we may see censorship extend beyond the government’s desire to control information to negatively impact society, e.g., increased instances of online blasphemy accusations used – as seen in the real world – not only to censor information on the internet, but also to target minority groups and ordinary citizens. The PECB has no answer to the impact of the internet censorship it **79)** will bring into law. It is unfortunate that a lack of internet penetration and thereby an understanding of the internet among the general population and leaders **80)** leave the country vulnerable from new policies that once passed will be hard to reverse and damaging to the very people who approved them.

72

- A A subcommittee meeting held recently of the Senate Standing Committee on Information Technology
- B During a recent subcommittee meeting of the Senate Standing Committee on Information Technology
- C After a subcommittee meeting held recently of the Senate Standing Committee on Information Technology
- D No correction needed

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73

- A was one of the most misguided contribution
- B have been one of the most misguided contributions
- C has been one of the most misguided contributions
- D No correction needed

74

- A that makes censorship a futile, costly effort
- B have made censorship a futile, costly effort
- C that makes censorship an effort that is costly, futile
- D No correction needed

75

- A states it was helpless
- B was stated it was helpless
- C was stating it was helpless
- D No correction needed

76

- A When even the regulator had been submitting reports that state
- B When the regulator has even submitted reports that have been stating
- C When even the regulator has submitted reports stating
- D No correction needed

77

- A where citizens were left to come up with
- B where citizens are left coming up with
- C where citizens are left come up with
- D No correction needed

78

- A Similarly
- B Although
- C Therefore
- D No correction needed

79

- A has brought on law
- B will bring with law
- C will bring up with law
- D No correction needed

80

- A leave the vulnerable country policies new
- B leaves the country vulnerable to new policies
- C leave the country vulnerable to new policies
- D No correction needed

For questions **81-90**, read the article below and insert the best headings (**A**, **B**, **C** or **D**) for the paragraphs in the blanks.

Decades of research now point to emotional intelligence as being the critical factor that sets star performers apart from the rest of the pack. Emotional intelligence is the “something” in each of us that is a bit intangible. It affects how

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we manage behavior, navigate social complexities, and make personal decisions to achieve positive results. Despite the significance of EQ, its intangible nature makes it difficult to measure and to know what to do to improve it if you're lacking. You can always take a scientifically validated test, but unfortunately, most such tests aren't free. So, we've analyzed the data from the million-plus people who have been tested in order to identify the behaviors that are the hallmarks of a high EQ. Following are sure signs that you have a high EQ:

81) _____ All people experience emotions, but it is a select few who can accurately identify them as they occur. Our research shows that only 36 percent of people can do this, which is problematic because unlabeled emotions often go misunderstood, which leads to irrational choices and counterproductive actions. While many people might describe themselves as simply feeling "bad," emotionally intelligent people can pinpoint whether they feel "irritable," "frustrated," "downtrodden," or "anxious." The more specific your word choice, the better insight you have into exactly how you are feeling, what caused it, and what you should do about it.

82) _____ It doesn't matter if they're introverted or extroverted, emotionally intelligent people are curious about everyone around them. This curiosity is the product of empathy, one of the most significant gateways to a high EQ. The more you care about other people and what they're going through, the more curiosity you're going to have about them.

83) _____ Emotionally intelligent people are flexible and are constantly adapting. They know that fear of change is paralyzing and a major threat to their success and happiness. They look for change that is lurking just around the corner, and they form a plan of action should these changes occur.

84) _____ Emotionally intelligent people don't just understand emotions; they know what they're good at and what they're terrible at. They also know who pushes their buttons and the environments (both situations and people) that enable them to succeed. Having a high EQ means you know your strengths and how to lean into and use them to your full advantage while keeping your weaknesses from holding you back.

85) _____ Much of emotional intelligence comes down to social awareness; the ability to read other people, know what they're about, and understand what they're going through. Over time, this skill makes you an exceptional judge of character. People are no mystery to you. You know what they're all about and understand their motivations, even those that lie hidden beneath the surface.

86) _____ If you have a firm grasp of who you are, it's difficult for someone to say or do something that gets your goat. Emotionally intelligent people are self-confident and open-minded, which creates a pretty thick skin. You may even poke fun at yourself or let other people make jokes about you because you are able to mentally draw the line between humor and degradation.

87) _____ Emotional intelligence means knowing how to exert self-control. You delay gratification and avoid impulsive action. Research conducted at the University of California, San Francisco, shows that the more difficulty that you have saying no, the more likely you are to experience stress, burnout, and even depression. Saying no is a major self-control challenge for many people, but "No" is a powerful word that you should be unafraid to wield. When it's time to say no, emotionally intelligent people avoid phrases such as "I don't think I can" or "I'm not certain." Saying no to a new commitment honors your existing commitments and gives you the opportunity to successfully fulfill them.

88) _____ When someone gives you something spontaneously, without expecting anything in return, this leaves a powerful impression. For example, you might have an interesting conversation with someone about a book, and when you see them again a month later, you show up with the book in hand. Emotionally intelligent people build strong relationships because they are constantly thinking about others.

89) _____ The negative emotions that come with holding onto a grudge are actually a stress response. Just thinking about the event sends your body into fight-or-flight mode, a survival mechanism that forces you to stand up and fight or run for the hills when faced with a threat. When the threat is imminent, this reaction is essential to your survival, but when the threat is ancient history, holding onto that stress wreaks havoc on your body and can have

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devastating health consequences over time. In fact, researchers at Emory University have shown that holding onto stress contributes to high blood pressure and heart disease. Holding onto a grudge means you're holding onto stress, and emotionally intelligent people know to avoid this at all costs. Letting go of a grudge not only makes you feel better now but can also improve your health.

90) _____ When your sense of pleasure and satisfaction are derived from the opinions of other people, you are no longer the master of your own happiness. When emotionally intelligent people feel good about something they've done, they won't let anyone's opinions or snide remarks take that away from them. While it's impossible to turn off your reactions to what others think, you don't have to compare yourself to others, and you can always take people's opinions with a grain of salt. That way, no matter what other people are thinking or doing, your self-worth comes from within.

Bradberry, T. (2016). Are you emotionally intelligent? Here's how to know for sure. Retrieved from <http://www.inc.com/travis-bradberry/are-you-emotionally-intelligent-here-s-how-to-know-for-sure.html?cid=sf01002>

81

- A** You are in control of your emotions
- B** You rarely make irrational decisions
- C** You can quickly identify your feelings
- D** You have a robust emotional vocabulary

82

- A** You're a little nosy
- B** You lack in empathy
- C** You're curious about people
- D** You like helping other people

83

- A** You plan ahead
- B** You embrace change
- C** You deal with fear head on
- D** You constantly seek change

84

- A** You know your success factors
- B** You capitalize on your weaknesses
- C** You know your strengths and weaknesses
- D** You know how to exploit people and situations to your advantage

85

- A** You constantly judge people
- B** You're a good judge of character
- C** You're not fazed by mysterious people
- D** You are good at detecting people's secrets

86

- A** You're difficult to offend
- B** You enjoy making fun of yourself
- C** You don't let people make fun of you
- D** You don't care what people think of you

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87

- A You don't make quick decisions
- B You can easily decline invitations
- C You don't let people draw undue favors from you
- D You know how to say no (to yourself and others)

88

- A You like giving surprises to people
- B You like giving people books as gifts
- C You give and expect nothing in return
- D You firmly believe in the give-and-take principle

89

- A You have good health
- B You don't hold grudges
- C You easily forgive people
- D You can effectively manage stress

90

- A You won't let anyone limit your joy
- B You don't care what people think of you
- C You draw pleasure from pleasing other people
- D You don't diminish your happiness by comparing yourself to others

End of Entry Test