

**Union Public Service Commission**  
**Combined Defence Services Exam**  
**October 2014 Question Paper (Fully Solved)**

**ENGLISH**

**SPOTTING ERRORS**

**Directions (Qs. 1 to 25) :** In this section, you are required to spot errors in sentences. Each sentence is divided into three parts. Read each sentence to find out whether there is an error in any of the parts. No sentence has more than one error. Some of the sentences do not have any error. When you find an error in a sentence, the letter indicated under that part of the sentence is the answer and therefore the same may be selected as your answer. If there is no error in any part, then (d) which stands for "No error" is the answer for the item.

1. He went to England to work as a doctor (a)/but returned back (b)/as he could not endure the weather there. (c)/No error (d)
2. She inquired whether (a)/ anyone (b)/ has seen her baby. (c)/No error (d)
3. When I went (a)/outdoor (b)/ I found frost everywhere.(c)/No error (d)
4. These are (a)/his (b)/conclusion remarks.(c)/No error (d)
5. The shopkeeper either offered to exchange (a)/the goods (b)/or refund the money. (c)/No error (d)
6. Churchill was (a)/one of the greatest (b)/ war leaders (c)/No error (d)
7. We should keep (a)/ such people (b)/at an arm's length. (c)/No error (d)
8. He did not know (a)/ as much as (b)/ he claimed he knew. (c)/No error (d)
9. That was very dangerous: (a)/ you might (b)/ have been killed.(c)/ No error (d)
10. My friend (a)/ is going (b)/ to a movie (c)/ every week. No error (d)
11. They sit (a)/ at the window (b)/ and watch the traffic.(c)/No error (d)
12. I started early (a)/ for the station lest I (b)/ should not miss the train. (c)/ No error (d)
13. I wanted to see (a)/that whether they (b)/ had actually read the notes. (c)/ No error (d)
14. They made him treasurer (a)/ because they considered (b)/ him as honest and efficient. (c)/ No error (d)

15. Having finished the paper early (a)/ he came out of the hall (b)/ almost an hour before the bell rang. (c)/ No error (d)
16. The (a)/ young man (b)/ had no manner. (c)/ No error (d)
17. No news (a)/are (b)/good news. (c)/No error (d)
18. The work involved (a)/ is almost impossible (b)/ to cope with. (c)/ No error (d)
19. There is (a)/ no place (b)/ in this compartment. (c)/ No error (d)
20. Shakespeare (a)/is greater than (b)/ any poet. (c)/ No error (d)
21. I should (a)/have preferred (b)/ to go by myself. (c)/ No error (d)
22. The minister announced (a)/ compensation for (b)/ the victims from the accident. (c)/ No error (d)
23. The Australian team (a)/ losed the match (b)/ yesterday. (c)/ No error (d)
24. He told us (a)/ that (b)/ he has not read the book. (c)/ No error (d)
25. The composition contained (a)/ even no less (b)/ than twenty mistakes. (c)/ No error (d)

**SYNONYMS**

**Directions (Qs. 26 to 37) :** Each item in this section consists of a word in capital letters followed by four words or phrases as (a), (b), (c) and (d). Select the word or phrase which is most nearly the same in meaning as the original word and mark the correct response as (a), (b), (c) or (d) as the case may be, as your answer.

26. ASPIRE  
 (a) breathe (b) stairs  
 (c) hope for (d) thorn
27. SEQUEL  
 (a) ending (b) beginning  
 (c) continuation (d) similarity
28. PERPETUAL  
 (a) constant (b) real  
 (c) mistaken (d) painful
29. ASSENT  
 (a) despatch (b) climb  
 (c) flavour (d) agreement
30. DEFIANCE  
 (a) attack (b) disobedience  
 (c) protection (d) shyness

**31. HOSTILITY**

- (a) kindness (b) enmity  
 (c) entertainment (d) illness

**32. INDIFFERENT**

- (a) similar (b) various  
 (c) unconcerned (d) shy

**33. CONDEMN**

- (a) censure (b) approve  
 (c) qualify (d) despair

**34. CONFIDENT**

- (a) full (b) friendly  
 (c) sure (d) secret

**35. DEFECT**

- (a) truth (b) deception  
 (c) shortcoming (d) loss

**36. JEALOUS**

- (a) envious (b) happy  
 (c) prisoner (d) enthusiastic

**37. TRIP**

- (a) journey (b) plant  
 (c) design (d) press

**ANTONYMS**

**Directions (Qs. 38 to 45) :** Each item in this section consists of a word in capital letters followed by four words as (a), (b), (c) and (d). Select the word which is nearly opposite to the meaning of the original word and mark the correct response as (a), (b), (c) or (d) as the case may be, as your answer.

**38. FRESH**

- (a) laden (b) soft  
 (c) sour (d) stale

**39. DENY**

- (a) accept (b) accuse  
 (c) curse (d) except

**40. CHEERFUL**

- (a) sad (b) happy  
 (c) expensive (d) careless

**41. AFFLUENCE**

- (a) continuance (b) poverty  
 (c) diffidence (d) insurance

**42. TIMID**

- (a) bold (b) bashful  
 (c) nervous (d) soft

**43. CREATE**

- (a) destroy (b) envy  
 (c) satisfy (d) begin

44. FORBID

- (a) defy (b) dislike  
(c) permit (d) understand

45. MASTER

- (a) companion (b) follower  
(c) slave (d) boss

**COMPREHENSION**

**Directions (Qs. 46 to 61) :** In this section, there are four short passages. After each passage, you will find a few questions each based on what is stated or implied in the passage. First read a passage and then answer the questions following that passage.

**PASSAGE-I**

During the summer I was introduced to the game of cricket, and I felt my inherent foreignness for the first time. The ball is far too hard for my taste. Even during my last games at the school, angry spectators would shout, "Butter fingers!" But I smiled. Everyone knew in their hearts that I was going to drop the ball anyway, and nobody expected me to be able to play the game.

46. The author first played cricket

- (a) as a child in his own country  
(b) when he was a school boy  
(c) when he was tourist  
(d) when he returned home after his studies

47. "felt my inherent foreignness" means

- (a) felt very strange  
(b) felt very interested and excited  
(c) enjoyed learning new games  
(d) felt my superiority over others

48. Spectators would shout "Butter fingers" when the author was playing because

- (a) he liked butter  
(b) his fingers were like those of a lady  
(c) he often dropped the ball  
(d) he was very good at the game

49. 'Spectator' means

- (a) glasses (b) onlooker  
(c) watchman (d) player

**PASSAGE-II**

How can you improve your reading speed? By taking off the brakes. You wouldn't think of driving a car with the brake on. Yet as a reader you probably have several brakes slowing you down.

One very common brake is regressing—looking back every now and then at something already read. It is like stepping backwards every few metres as you walk—hardly the way to move ahead quickly. Regression may arise from a lack of

confidence, vocabulary deficiency, or actually missing a word or phrase. It makes a long sentence seem even more complex as the eyes frequently regress. Eye movement photographs of 12,000 readers in America showed that university students regress an average of 15 times in reading only 100 words. The average student of class four was found to look back 20 times. In short, regression consumes one-sixth of your precious reading time. Release this brake and enjoy a spurt in reading speed.

50. In the context of the passage, what does 'regression' mean?

- (a) lack of desire to improve the reading speed  
(b) Looking back at what is already read  
(c) Lack of proper understanding of what one reads  
(d) Comparing the reading speed of school and university students.

51. In order to be a good reader you should

- (a) regress whenever necessary  
(b) be like a careful driver  
(c) not look back frequently while reading  
(d) test your vocabulary frequently

52. According to the author reading with regression is like

- (a) driving with poor quality brakes  
(b) stepping backwards while walking  
(c) using several brakes in order to slow down  
(d) making sudden spurts in reading speed

**PASSAGE-III**

Even in the most primitive societies the great majority of people satisfy a large part of their material needs by exchanging goods and services. Very few people indeed can make for themselves everything they need—all their food, their clothes, their housing, their tools. Ever since men started living in communities, they have been satisfying their needs by means of specialisation and exchange; increasingly each individual has concentrated on what he can do best, and has produced more of the special goods or services in which he has concentrated, than he can consume himself. The surplus he has exchanged with other members of the community, acquiring, in exchange the things he needs that others have produced.

53. Very few people can satisfy their needs today by

- (a) providing things for themselves  
(b) exchanging goods and services  
(c) concentrating on what they can do best  
(d) individual specialisation

54. Exchange of goods becomes possible only when

- (a) there is no specialisation  
(b) goods are produced in surplus  
(c) primitive societies become modern  
(d) individuals make things for themselves

55. Specialization and exchange began when men started

- (a) big industries  
(b) concentrating on their work  
(c) producing things for individual use  
(d) living in communities

56. Exchange of goods and services becomes necessary because

- (a) man is a social being  
(b) reciprocity is the law of life  
(c) trade and commerce are means of progress  
(d) we cannot produce everything we need ourselves

**PASSAGE-IV**

Soil scientists have shown that the soil teems with millions of living things, many of them useful, others harmful. The living things which are useful include earthworms and various kinds of bacteria. Earthworms loosen the soil and so enable air and water to enter it. Bacteria, which are microscopic living things break down plants and animals and make humus, or take nitrogen from the air and change it into substances that plants use. The living things that do harm include other bacteria and fungi which cause diseases. Other harmful things are pests such as wire worms which feed on the roots of grass and other plants. While the farmer can usually keep weeds in check by careful cultivation, this alone may not protect his crops from insects, pests and diseases. Nowadays, however, he is much better able to control these enemies. He may plant specially resistant types of seeds or he may keep the pests and diseases in check with chemicals. With better seeds farmers have been able to increase their crop yields. They can grow crops that ripen more quickly and have a stronger resistance to disease, frost or drought.

57. Scientists who study soil believe that

- (a) all insects and bacteria are harmful  
(b) only microscopic living things are useful  
(c) only earthworms are useful  
(d) not all worms and bacteria are harmful

58. The living things that do harm
- break down plants and animals
  - use up the nitrogen from the air
  - cause diseases in the plants
  - loosen up the soil from air and water

59. Farmers are always careful

- to control insects and fungi that attack plants
- to encourage pests in the soil
- to eliminate all bacteria from the soil
- to foster all kinds of worms in the earth

60. Nowadays it is possible to reduce the loss caused by pests and harmful bacteria

- with the use of chemical fertilisers
- through the development of resistant seeds
- by using weeds as killers
- by controlling earthworms

61. The farmers today can also select seeds

- of slow ripening variety
- resistant to frost and drought
- for economy in costs
- of lower resistance to disease

#### SENTENCE IMPROVEMENT

**Directions (Qs. 62 to 81) :** Look at the underlined part of each sentence. Below each sentence are given three possible substitutions for the underlined part. If one of them is better than the underlined part, select that part as your answer. If none of the substitutions improves the sentence, mark (d) as your answer.

62. I never have and probably never will write good letters.

- I never have written
- I never have wrote
- I never have been writing
- NO IMPROVEMENT

63. I think his feet are bigger than any boy in town.

- his feet are bigger than many boys in town
- his feet are bigger than no boys in town
- his feet are bigger than other boy's in town
- NO IMPROVEMENT

64. I haven't hardly studied for this examination.

- Hardly I have studied
- I have hardly studied
- Not hardly I have studied
- NO IMPROVEMENT

65. As you look across the street, lighted windows can be seen.

- you saw lighted windows
- lighted windows may be seen
- you can see lighted windows
- NO IMPROVEMENT

66. Her sister is a nurse and she intends to be one too.

- this is the profession she intends
- her intention is the same profession
- she intending to be a nurse too
- NO IMPROVEMENT

67. He asked for the cup of tea.

- some cup of tea
- cup of tea
- a cup of tea
- NO IMPROVEMENT

68. Several people saw the thief snatch her gold chain.

- people have seen
- people were seeing
- people must see
- NO IMPROVEMENT

69. We shall not wait for anyone who will arrive late.

- who arrives late
- who arrived late
- who shall arrive
- NO IMPROVEMENT

70. We had a hard time in the war.

- from the war
- since the war
- during the war
- NO IMPROVEMENT

71. He aimed a blow on me.

- at me
- to me
- against me
- NO IMPROVEMENT

72. He waited for her by dinnertime.

- at dinnertime
- till dinnertime
- on dinnertime
- NO IMPROVEMENT

73. He does not have the last idea of it.

- little
- less
- least
- NO IMPROVEMENT

74. Born of poor, illiterate farm workers, Lincoln rose to become the president of the U.S.A.

- raised to become
- arose to become
- risen to become
- NO IMPROVEMENT

75. Gopal is two years older than his brother.

- than own brother
- to his brother
- by his brother
- NO IMPROVEMENT

76. The editor regretted that he was unable to make use of the article.

- was disabled
- was unable
- was enabled
- NO IMPROVEMENT

77. He walked softly lest he may wake the baby.

- he would wake
- he waked
- he should wake
- NO IMPROVEMENT

78. I look forward to meet you in Delhi.

- to meeting you
- to meet with you
- at meeting you
- NO IMPROVEMENT

79. I do not know where has he gone.

- where had he gone
- where he has gone
- when has he gone
- NO IMPROVEMENT

80. The teacher taught the students that the moon goes round the earth.

- the moon went round the earth
- the moon is going round the earth
- the moon has gone round the earth
- NO IMPROVEMENT

81. This is the boy that I talked to you about.

- who I talked to you about
- whom I talked to you about
- which I talked to you about
- NO IMPROVEMENT

#### SELECTING WORDS

**Directions (Qs. 82 to 101) :** In the following passage at certain points you are given a choice of three words, one of which fits the meaning of the passage. Choose the best word. Mark the letter, viz. (a), (b) or (c) relating to this word as your answer.

#### PASSAGE

We know that the average depth of the sea is about two and a half miles, but in a few places it is very deep indeed—over six miles. The air presses upon our bodies with a weight of about fifteen pounds to the square inch at **...(82)...** We are used to this air pressure and **...(83)...** not notice it. In the sea this **...(84)...** is doubled at a depth of thirty-five feet, and it **...(85)...**

at this rate for greater depths. In the great deeps ...**(86)**... the Philippine Islands, a man would be squeezed and utterly crushed by a pressure of ...**(87)**... tons per square inch. The pressure near the ocean floor is ...**(88)**... great that if you were to weigh a piece of wood and ...**(89)**... it to a great depth and than pull it ...**(90)**... again it would no longer float, ...**(91)**... it would have become waterlogged. All the tiny wood cells and cavities ...**(92)**... have burst and become filled with water. We ...**(93)**... that animals live at a depth of three miles and more and we wonder ...**(94)**... this can be. The bodies of animals down ...**(95)**... are almost entirely filled with water, and ...**(96)**... saves them from being crushed. However, many of ...**(97)**... animals contain some gases as well, for ...**(98)**... they are captured in nets and drawn ...**(99)**... the surface these gases expand so much that the animal ...**(100)**... explodes. Its body is torn to shreds as it ...**(101)**...

82.

- (a) sea-water (b) sea-level  
(c) sea-bed

83.

- (a) do (b) did  
(c) does

84.

- (a) weight (b) volume  
(c) pressure

85.

- (a) expands (b) decreases  
(c) increases

86.

- (a) off (b) of  
(c) on

87.

- (a) severe (b) several  
(c) sheer

88.

- (a) such (b) not  
(c) so

89.

- (a) measure (b) follow  
(c) lower

90.

- (a) up (b) off  
(c) down

91.

- (a) but (b) for  
(c) when

92.

- (a) should (b) could  
(c) would

93.

- (a) know (b) have known  
(c) are knowing

94.

- (a) why (b) how  
(c) what

95.

- (a) here (b) where  
(c) there

96.

- (a) this (b) these  
(c) thus

97.

- (a) such (b) those  
(c) there

98.

- (a) then (b) since  
(c) when

99.

- (a) on (b) to  
(c) from

100.

- (a) immediately (b) eventually  
(c) actually

101.

- (a) bursts. (b) jumps.  
(c) lands.

#### ORDERING OF WORDS IN A SENTENCE

**Directions (Qs. 102 to 112):** In each of the items there is a sentence of which some parts have been jumbled up. You are required to rearrange these parts which are labelled P, Q, R and S, to produce the correct sentence. Choose the correct sequence.

102. The soldiers decided to hold out (P) / in the fort (Q) / was killed (R) / till the last man among them (S)

- (a) QPSR (b) PQSR  
(c) QRSP (d) SRPQ

103. Her friend when she was (P) / very ill last year (Q) / on Sheila (R) / could not attend (S)

- (a) PQRS (b) SRPQ  
(c) RSPQ (d) RPQS

104. The poems and stories have been taken (P) / for this book (Q) / from a variety of sources (R) / that have been selected (S)

- (a) SQPR (b) RPQS  
(c) QPSR (d) PQRS

105. The belief that the moon has great influence (P) / still exists with great force (Q) / over the weather (R) / among many people (S)

- (a) PQRS (b) QPSR  
(c) PQSR (d) QSPR

106. There is an old saying in our country that soldiers (P) / not only cover themselves with glory on the earth (Q) / who die for their motherland (R) / but attain heaven (S)

(a) PSQR (b) SPRQ

(c) QPSR (d) PRQS

107. Boys are on their parents (P) / invariably dependent (Q) / until they can earn (R) / money to support themselves (S)

- (a) RSQP (b) QRSP  
(c) RPQS (d) QPRS

108. The principal said that those students (P) / would not be permitted to enter (Q) / who do not produce (R) / identity cards (S)

- (a) RSPQ (b) RPSQ  
(c) PRSQ (d) SRPQ

109. The doctor remarked that lying in bed (P) / if students are (Q) / fond of reading (R) / it will be bad for the eyes (S)

- (a) PQRS (b) QRSP  
(c) SQRP (d) QRPS

110. We saw while playing (P) / with the boys (Q) / that Ram fell down (R) / and hurt his leg (S)

- (a) RSPQ (b) PQRS  
(c) RPQS (d) RPSQ

111. For an hour (P) / because it had to wait (Q) / due to dense fog (R) / the plane couldn't take off (S)

- (a) PQRS (b) RQPS  
(c) QPRS (d) SPQR

112. She complained that that it took a month (P) / to clean it (Q) / the house (R) / was so dirty (S)

- (a) PQRS (b) SPQR  
(c) PSQR (d) RSPQ

#### ORDERING OF SENTENCES

**Directions (Qs. 113 to 120):** In this section each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6. The middle four sentences in each have been jumbled up and labelled P, Q, R and S. You are required to find the proper sequence of the four sentences and select your response accordingly.

113. S1 : There have been many stories of porpoises saving human lives.

S6 : Marine scientists point out that the porpoise's spirit of play is responsible for such incidents.

P : 'When I got to my feet no one was near, but in the water about 18 feet out a porpoise was leaping about.'

Q : One woman was wading waist deep off the Florida coast when an undertow pulled her down

R : 'I felt something give me a terrific shove up on to the beach', she says.

S : 'A man standing nearby said that the porpoise had shoved me ashore.'

The proper sequence should be

- (a) PRSQ (b) QPRS  
(c) QRPS (d) QPSR

114. S1: Rome, the greatest city of the ancient world, did not achieve its glory all of a sudden.

S6: Achievement of great moment cannot be accomplished without patient perseverance and a considerable interval of time.

P : The same is true of every great achievement.

Q : We should carry on our work with patience and perseverance.

R : It took several years to build Rome and bring it to the state of pomp and splendor.

S : When we wish to do a great thing, we cannot expect success in a moment.

The proper sequence should be

- (a) RPSQ (b) PQSR  
(c) QSPR (d) SRPQ

115. S1: The bus stopped.

S6: Then his eyes rested with cold malice on the dog.

P : The conductor came in and took the fares.

Q : A woman and a man got in together

R : The young woman was carrying a pet dog.

S : They took their seats.

The proper sequence should be :

- (a) PQRS (b) QSRP  
(c) QPSR (d) QSPR

116. S1: James Watt used the power of steam to drive machines.

S6: The jet engine is relatively more recent.

P : With petrol engines people were able to build motor cars and aeroplanes.

Q : Then many years later, the petrol engine was invented.

R : These provided quicker means of travelling.

S : His invention was used later by other clever men to give us the railway engine.

The proper sequence should be

- (a) SQPR (b) PQRS  
(c) PSRQ (d) QSRP

117. S1: A man handed a pair of trousers to the department store clerk and said, "I'd like these altered, please."

S6: Triumphantly he put the trousers and the receipts on the counter and said, "I'd like to have these altered, please."

P : He said that free alteration is not possible without a receipt.

Q : The man said, "Okay, I'd like to return the trousers." The clerk took them back and returned the money.

R : The man pushed the money and said, "Now I want to buy them." The clerk put the trousers in a bag, issued a receipt and handed him both.

S : The clerk asked for the sales receipt but after searching his pockets the man replied that he had lost it.

The proper sequence should be

- (a) QRPS (b) SPQR  
(c) PSRQ (d) PSQR

118. S1: It is generally assumed by the admirers of democracy that the right to vote also confers a right for power which threatens the very existence of democracy.

S6: As a result, the political scene witnesses endless dogfights for power which threaten the very existence of democracy.

P : These qualities are very rare and cannot be had for the wishing.

Q : For the right for power must, if it is to be useful, be accompanied by the ability to exercise it with competence, wisdom, foresight and broadmindedness.

R : Yet all those who have the right to vote believe that they have them and try by hook or crook to capture power.

S : The former has much to commend it but one cannot be so sure about the latter.

The proper sequence should be :

- (a) PQRS (b) SQPR  
(c) PRQS (d) RQPS

119. S1: There are several tribes in East Africa.

S6: All the other tribes were afraid of them because of their skill in war.

P : The Masais were famous fighters.

Q : They used to raid the neighbouring tribes and carry away their cattle.

R : They lived on the wide plains in Southern Kenya and Northern Tanzania.

S : But the most famous among them is the Masai tribe.

The proper sequence should be :

- (a) SPRQ (b) PRQS  
(c) RQSP (d) QRPS

120. S1: I had my eye especially on the long jump.

S6: He turned out to be a German named Luz Long.

P : Everyone expected me to win that Olympic event hands down.

Q : I was in for a surprise.

R : When the time came for the long jump trials, I was startled to see a tall boy hitting the pit at almost 26 feet on his practice leaps.

S : A year before I had set the world record of 26 feet 3 inches.

The proper sequence should be

- (a) PQRS (b) PSQR  
(c) PRSQ (d) SRPQ

## ANSWERS

- |          |          |          |          |
|----------|----------|----------|----------|
| 1. (b)   | 2. (c)   | 3. (b)   | 4. (c)   |
| 5. (a)   | 6. (c)   | 7. (c)   | 8. (d)   |
| 9. (a)   | 10. (b)  | 11. (d)  | 12. (c)  |
| 13. (b)  | 14. (c)  | 15. (a)  | 16. (c)  |
| 17. (b)  | 18. (d)  | 19. (b)  | 20. (d)  |
| 21. (d)  | 22. (c)  | 23. (b)  | 24. (c)  |
| 25. (b)  | 26. (c)  | 27. (c)  | 28. (a)  |
| 29. (d)  | 30. (b)  | 31. (b)  | 32. (c)  |
| 33. (a)  | 34. (c)  | 35. (c)  | 36. (a)  |
| 37. (a)  | 38. (d)  | 39. (a)  | 40. (a)  |
| 41. (b)  | 42. (a)  | 43. (a)  | 44. (c)  |
| 45. (b)  | 46. (b)  | 47. (a)  | 48. (c)  |
| 49. (b)  | 50. (b)  | 51. (b)  | 52. (b)  |
| 53. (a)  | 54. (b)  | 55. (d)  | 56. (d)  |
| 57. (d)  | 58. (c)  | 59. (a)  | 60. (b)  |
| 61. (b)  | 62. (a)  | 63. (c)  | 64. (b)  |
| 65. (c)  | 66. (d)  | 67. (c)  | 68. (d)  |
| 69. (a)  | 70. (c)  | 71. (b)  | 72. (b)  |
| 73. (c)  | 74. (d)  | 75. (d)  | 76. (b)  |
| 77. (a)  | 78. (a)  | 79. (b)  | 80. (d)  |
| 81. (a)  | 82. (c)  | 83. (a)  | 84. (c)  |
| 85. (c)  | 86. (a)  | 87. (b)  | 88. (c)  |
| 89. (c)  | 90. (a)  | 91. (b)  | 92. (c)  |
| 93. (a)  | 94. (b)  | 95. (c)  | 96. (a)  |
| 97. (b)  | 98. (c)  | 99. (b)  | 100. (a) |
| 101. (a) | 102. (b) | 103. (b) | 104. (a) |
| 105. (d) | 106. (d) | 107. (d) | 108. (c) |
| 109. (c) | 110. (a) | 111. (d) | 112. (d) |
| 113. (c) | 114. (a) | 115. (b) | 116. (a) |
| 117. (b) | 118. (b) | 119. (a) | 120. (b) |