



SSC CGL 2026 TIER-1



Score Booster - 05

SSC CGL 13 Sept 2025 (Shift - 02)



15 Min. / 25 Questions

ENGLISH

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LIVE

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1. Select the most appropriate synonym of the given word:

MISANTHROPE

(a) ~~Philanthropist~~

(b) ~~Altruist~~

(c) ~~Cynic~~ doubtful

(d) People-hater

mis ⇒ hate
Anthrope ⇒ human

2. Choose the correct meaning of the idiom: **To have an ace up one's sleeve**

(a) To be ~~secretly dishonest~~ in a game.

☒ (b) To possess a hidden advantage or secret resource.

(c) To be ~~overly confident~~ in one's abilities.

(d) To wear a ~~lucky charm~~ during a competition.

3. Select the most appropriate antonym of the given word:

Pernicious

(a) ~~Deleterious~~

~~(b) Benign~~

(c) ~~Lachrymose~~

(d) ~~Malignant~~

sad / tearful

Precarious
 Parous
 Perilous
 Malignant
 Pernicious
 Baleful
 Lethal
 Detrimental
 Deleterious
 Tonic
 fatal
 Hazardous

4. Identify the misspelt word:

(a) Acquiesce

(b) Desiccate

(c) Bourgeoisie

~~(d) Recalcitrant~~

Intransigent → stubborn
Mulish Adamant
Intractable Obstinate
Obdurate
Refractory

5. Spot the correct spelling of a neurotransmitter crucial for mood regulation.

~~(a) Serotonin~~

(b) Seratonin

(c) Sereotonin

(d) Seretonin

6. Choose the correct one-word substitute for: 'A prolonged and bitter quarrel or dispute'.

(a) ~~Consensus~~

(b) ~~Amity~~

(c) Feud

(d) ~~Concord~~

7. Select the correct option:

Although the expedition was fraught with peril, they encountered _____ challenges than anticipated.

☒ (a) fewer

☐ (b) less

☐ (c) much

☐ (d) many

8. Select the correct option:

The new software promised to streamline operations; _____ initial implementation proved unexpectedly complex.

- (a) ~~therefore~~ as a result
- (b) ~~moreover~~ in addition
- ~~(c) however~~
- (d) ~~consequently~~
as a consequence

9. Select the correct option:

If not for the early warning system, the city would have _____ significant damage from the tsunami.

~~(a) sustained~~

~~(b) avoided~~

~~(c) prevented~~

~~(d) circumvented~~

⇒ experience, suffer

10. Find the part of the sentence that contains an error:

She was confident that her plan would succeed,
(1)/ for it was not only innovative (2)/ but also it
was thoroughly tested (3)/ by an independent
team. (4)

(a) (1)

(b) (2)

~~(c) (3)~~

(d) (4)

11. Find the part of the sentence that contains an error:

What the ancient philosophers believed about the nature of reality (1)/ and the purpose of human existence (2)/ ~~remain~~ a subject of intense debate (3)/ among contemporary thinkers. (4)

(a) (1)

(b) (2)

~~(c) (3)~~

(d) (4)

→ remains

12. Change the following from active to passive:
The security team will have completed the final perimeter check by midnight.

(a) The final perimeter check will have completed by the security team by midnight.

~~(b) The final perimeter check will have been completed by the security team by midnight.~~

~~(c) The final perimeter check will be completed by the security team by midnight.~~

~~(d) The final perimeter check would have been completed by the security team by midnight.~~

13. Select the sentence containing the homonym of the highlighted word:

The current in the river was too strong for swimming.

(a) ~~The sailor struggled against the rapid current.~~

(b) ~~The fisherman measured the depth of the current.~~

(c) ~~The swimmer floated easily in the calm current.~~

(d) The journalist reported on the current political developments.

14. Convert the sentence provided below from its passive voice structure to an active voice structure:

A new high-speed rail line is being constructed by the government across the country.

(a) The government is constructing a new high-speed rail line across the country.

(b) The government constructs a new high-speed rail line across the country.

(c) The government constructed a new high-speed rail line across the country.

(d) The government has constructed a new high-speed rail line across the country.

15. Comprehension Direction:- (Q.15. to Q.19.)

The perennial discussion surrounding the value of a liberal arts education in a technologically driven world often pits practical, vocational training against broader intellectual development. Critics argue that in an era demanding specialized skills and immediate job readiness, degrees in fields like philosophy, literature, or history are impractical and fail to equip graduates for the modern workforce. They emphasize the need for STEM (Science, Technology, Engineering, and Mathematics) fields, which directly contribute to economic growth and offer clearer career paths with higher earning potential, asserting that a focus on specific, marketable skills is the most efficient route to professional success.

However, proponents of a liberal arts education contend that its value lies precisely in its capacity to cultivate adaptable, critical thinkers-qualities that are increasingly vital in a rapidly changing global landscape. Instead of narrowly focusing on 'what to think,' a liberal arts curriculum teaches 'how to think.' It exposes students to a wide range of disciplines, fostering intellectual curiosity, analytical reasoning, effective communication, and problem-solving abilities that transcend specific industries or technologies. Graduates learn to interpret complex information, articulate persuasive arguments, understand diverse cultural contexts, and approach challenges from multiple perspectives-skills that are foundational for leadership, innovation, and civic engagement.

In a world where automation and AI are poised to transform many specialized jobs, the uniquely human capacities developed through a liberal arts education-creativity, ethical reasoning, empathy, and holistic understanding-become more, not less, valuable. Employers increasingly seek individuals who can adapt to new challenges, collaborate effectively, and contribute to organizational culture, rather than merely possessing a narrow technical skill set that might quickly become obsolete. Therefore, a liberal arts education, far from being impractical, provides a robust intellectual toolkit that prepares individuals not just for a first job, but for a lifetime of learning, career transitions, and meaningful contributions to society.

15. What is the primary argument made by critics against a liberal arts education?

- (a) It is ~~too expensive compared~~ to STEM degrees.
- ☒ (b) It fails to provide immediate job readiness and specialized skills for the modern workforce.
- (c) It does ~~not encourage intellectual~~ curiosity.
- (d) It focuses ~~too much on science and technology~~.

16. According to proponents, what is a key benefit of a liberal arts curriculum regarding critical thinking?

- (a) ~~It teaches students 'what to think'.~~
- (b) ~~It narrowly focuses on specific industry skills.~~
- ☒ (c) It teaches students 'how to think'.
- (d) ~~It primarily emphasizes rote memorization.~~

-ve

17. Which of the following is **NOT** listed as a skill fostered by a liberal arts education?

- (a) ~~Analytical reasoning~~
- (b) ~~Effective communication~~
- (c) ~~Problem solving abilities~~
- (d) Specialized vocational training

18. In the context of automation and AI, what does the passage suggest about the value of uniquely human capacities developed through liberal arts?

- (a) They ~~become less relevant.~~
- ☒ (b) They become more valuable.
- (c) They ~~are replaced~~ by technical skills.
- (d) They ~~are only useful~~ in non-profit sectors.

19. What do employers increasingly seek, according to the passage, in a rapidly changing world?

- (a) ~~Individuals with only a narrow technical skill set.~~
- (b) ~~Individuals who exclusively specialize in one technological field.~~
- ☒ (c) Individuals who can adapt to new challenges and collaborate effectively.
- (d) ~~Individuals who avoid career transitions.~~

Direction:- (Q.20. to Q.21.)

Choose the most suitable option to replace the highlighted part of the sentence:

20. The students formed a study group with a view to achieve higher grades.

- ~~(a) achieving higher grades~~
- (b) to achieve higher grades
- (c) for achieving higher grades
- (d) achieve higher grades

With a view to
look forward to
prone to
dedicated to
devoted to
accustomed to
addicted to

} + V₁(ing)

21. Many people consider him as their leader.

(a) ~~for their leader~~

(b) their leader

(c) ~~to be their leader~~

(d) ~~as being their leader~~

Consider
elect
appoint
name

as X

Direction :- (Q.22. to Q.23.)

A sentence is provided in direct speech. From the four given options, choose the one that most accurately conveys the sentence in its corresponding indirect speech.

22. He said, "I prefer coffee to tea."

(a) He said ~~that he preferred~~ coffee to tea.

~~(b)~~ He said that he prefers coffee to tea.

(c) He said that he ~~would~~ prefer coffee to tea.

(d) He said ~~that I preferred~~ coffee to tea.

23. She announced that she had completed the challenging project.

(a) "I completed the challenging project," she announced.

(b) "The challenging project has been completed by her," she announced.

(c) "I have completed the challenging project," she announced.

(d) "I was completed the challenging project," she announced.

Simple Past

Present Perfect ⇒ Past Perfect

Simple Past ⇒ Past Perfect

Past Perfect ⇒ No change

24. Rearrange the following sentences to form a coherent paragraph:

1. This can manifest as filter bubbles, where individuals are only exposed to information confirming their existing beliefs.

2. The algorithms of social media platforms often contribute to the fragmentation of public opinion.

3. Consequently, reaching a broad consensus on complex issues becomes increasingly difficult.

4. These systems are designed to maximize engagement by feeding users content similar to what they have previously interacted with.

(a) ~~2, 4, 1, 3~~

(c) ~~4, 1, 2, 3~~

(b) ~~1, 2, 4, 3~~

(d) 2, 1, 4, 3

25. Rearrange the following sentences to form a coherent paragraph:

1. Academic integrity, therefore, is paramount in upholding the trustworthiness of these contributions.

2. Scientific papers, doctoral theses, and scholarly articles all represent significant intellectual endeavors.

3. These works collectively advance human understanding across diverse fields.

4. Any compromise in integrity, such as plagiarism or falsification of data, undermines the entire edifice of knowledge.

(a) 2, 1, 3, 4

(c) 1, 4, 2, 3

(b) 3, 1, 2, 4

(d) 2, 3, 1, 4

H.W

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