



SSC CGL 2026 TIER-1



Score Booster - 32

22 SEPT 2025 (SHIFT - III)



15 Min. / 25 Questions

ENGLISH



17 JULY 2026



Time: 01:00 PM



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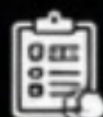
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Cloze Test: Direction:- (Q.1. to Q.5.)

To articulate subjectivity outside the parameters of modern rationality is to engage in a form of epistemic insurgency—an attempt to (76) _____ the archive of thought that has long dictated who can speak, know, and be known. Within this intellectual economy, knowledge functions less as illumination and more as a technique of capture, binding bodies to grids of intelligibility. The university, as both a disciplinary and affective apparatus, perpetuates this capture by codifying dissent into legible critique, thereby neutralizing its subversive potential. The scholar's task, therefore, is not to seek entry into this canon but to perform an (77) _____ of its internal architecture—to expose how its grammar of universality is built upon exclusion and erasure. What is often called "truth" is merely the sediment of power's reiterations, a rhetorical stability achieved through repetition and consent. Liberation, then, cannot arise from accumulation of knowledge but from its strategic (78), a refusal to reproduce epistemic norms that domesticate difference. This gesture demands a reorientation of thought itself—toward opacity, silence, and the undecidable. Only then can we begin to imagine a politics of knowing that does not rely on mastery but on (79)—an ethics that acknowledges the unknowable as constitutive of the human. In this sense, the future of theory lies not in progress but in (80) _____—a recursive undoing of thought's imperial trajectory.

Q.1. (a) fortify (b) decolonize (c) mystify (d) concretize

Cloze Test: Direction:- (Q.1. to Q.5.)

To articulate subjectivity outside the parameters of modern rationality is to engage in a form of epistemic insurgency—an attempt to (76)_____ the archive of thought that has long dictated who can speak, know, and be known. Within this intellectual economy, knowledge functions less as illumination and more as a technique of capture, binding bodies to grids of intelligibility. The university, as both a disciplinary and affective apparatus, perpetuates this capture by codifying dissent into legible critique, thereby neutralizing its subversive potential. The scholar's task, therefore, is not to seek entry into this canon but to perform an (77)_____ of its internal architecture—to expose how its grammar of universality is built upon exclusion and erasure. What is often called "truth" is merely the sediment of power's reiterations, a rhetorical stability achieved through repetition and consent. Liberation, then, cannot arise from accumulation of knowledge but from its strategic (78), a refusal to reproduce epistemic norms that domesticate difference. This gesture demands a reorientation of thought itself—toward opacity, silence, and the undecidable. Only then can we begin to imagine a politics of knowing that does not rely on mastery but on (79)—an ethics that acknowledges the unknowable as constitutive of the human. In this sense, the future of theory lies not in progress but in (80)_____—a recursive undoing of thought's imperial trajectory.

Q.2. (a) excavation (b) sanctification (c) obfuscation (d) domestication

Cloze Test: Direction:- (Q.1. to Q.5.)

To articulate subjectivity outside the parameters of modern rationality is to engage in a form of epistemic insurgency—an attempt to (76)_____ the archive of thought that has long dictated who can speak, know, and be known. Within this intellectual economy, knowledge functions less as illumination and more as a technique of capture, binding bodies to grids of intelligibility. The university, as both a disciplinary and affective apparatus, perpetuates this capture by codifying dissent into legible critique, thereby neutralizing its subversive potential. The scholar's task, therefore, is not to seek entry into this canon but to perform an (77)_____ of its internal architecture—to expose how its grammar of universality is built upon exclusion and erasure. What is often called "truth" is merely the sediment of power's reiterations, a rhetorical stability achieved through repetition and consent. Liberation, then, cannot arise from accumulation of knowledge but from its strategic (78)_____, a refusal to reproduce epistemic norms that domesticate difference. This gesture demands a reorientation of thought itself—toward opacity, silence, and the undecidable. Only then can we begin to imagine a politics of knowing that does not rely on mastery but on (79)_____—an ethics that acknowledges the unknowable as constitutive of the human. In this sense, the future of theory lies not in progress but in (80)_____—a recursive undoing of thought's imperial trajectory.

Q.3. (a) abrogation (b) intensification (c) recuperation (d) inscription

Cloze Test: Direction:- (Q.1. to Q.5.)

To articulate subjectivity outside the parameters of modern rationality is to engage in a form of epistemic insurgency—an attempt to (76)_____ the archive of thought that has long dictated who can speak, know, and be known. Within this intellectual economy, knowledge functions less as illumination and more as a technique of capture, binding bodies to grids of intelligibility. The university, as both a disciplinary and affective apparatus, perpetuates this capture by codifying dissent into legible critique, thereby neutralizing its subversive potential. The scholar's task, therefore, is not to seek entry into this canon but to perform an (77)_____ of its internal architecture—to expose how its grammar of universality is built upon exclusion and erasure. What is often called "truth" is merely the sediment of power's reiterations, a rhetorical stability achieved through repetition and consent. Liberation, then, cannot arise from accumulation of knowledge but from its strategic (78), a refusal to reproduce epistemic norms that domesticate difference. This gesture demands a reorientation of thought itself—toward opacity, silence, and the undecidable. Only then can we begin to imagine a politics of knowing that does not rely on mastery but on (79)—an ethics that acknowledges the unknowable as constitutive of the human. In this sense, the future of theory lies not in progress but in (80)_____—a recursive undoing of thought's imperial trajectory.

Q.4. (a) vulnerability (b) objectivity (c) permanence (d) efficacy

Cloze Test: Direction:- (Q.1. to Q.5.)

To articulate subjectivity outside the parameters of modern rationality is to engage in a form of epistemic insurgency—an attempt to (76)_____ the archive of thought that has long dictated who can speak, know, and be known. Within this intellectual economy, knowledge functions less as illumination and more as a technique of capture, binding bodies to grids of intelligibility. The university, as both a disciplinary and affective apparatus, perpetuates this capture by codifying dissent into legible critique, thereby neutralizing its subversive potential. The scholar's task, therefore, is not to seek entry into this canon but to perform an (77)_____ of its internal architecture—to expose how its grammar of universality is built upon exclusion and erasure. What is often called "truth" is merely the sediment of power's reiterations, a rhetorical stability achieved through repetition and consent. Liberation, then, cannot arise from accumulation of knowledge but from its strategic (78), a refusal to reproduce epistemic norms that domesticate difference. This gesture demands a reorientation of thought itself—toward opacity, silence, and the undecidable. Only then can we begin to imagine a politics of knowing that does not rely on mastery but on (79)—an ethics that acknowledges the unknowable as constitutive of the human. In this sense, the future of theory lies not in progress but in (80)_____—a recursive undoing of thought's imperial trajectory.

Q.5. (a) transcendence (b) recursion (c) retrospection (d) dissolution

6. Choose the correct article:

✓ She wants to become an engineer and work on renewable energy projects.

(a) a

(b) an

(c) the

(d) no article

7. Select the most appropriate option to fill in the blank.

The teacher advised revising the entire syllabus _____ than focusing on a single topic.

(a) more

(b) rather

(c) other

(d) as

8. The following sentence has been divided into parts. One of them contains an error. Select the part that contains the error from the given options.

The ancient tree is famous for (1)/ it's beautiful, sprawling branches (2)/ which provide shade for the entire park (3)/ during the hot summer months. (4)

(a) (1)

(b) (2)

(c) (3)

(d) (4)

gts =

9. The following sentence has been divided into parts. One of them contains an error. Select the part that contains the error from the given options.

The volunteers served sandwiches (1)/ to all the hungry children (2)/ at the shelter on paper plates (3)/ decorated with colorful patterns. (4)

(a) (1)

(b) (2)

(c) (3)

(d) (4)

10. Select the option that expresses the given sentence in the Active/Passive voice.

Does the company provide health insurance to its employees?

(a) Is health insurance provided to employees by the company?

(b) Has health insurance been provided to employees by the company?

(c) Was health insurance provided to employees by the company?

(d) Do employees are provided health insurance by the company?

11. Select the option which contains the most appropriate **HOMONYM** of the word given in bold/underline.

The poet explored the zeitgeist of post-war Europe.

(a) The philosopher analyzed the zeitgeist of the Enlightenment era.

(b) The journalist captured the zeitgeist of modern youth in her article.

(c) The historian debated the political zeitgeist of the 19th century.

(d) The scientist measured the zeitgeist using complex instruments.

12. Select the option that expresses the given sentence in the Active/Passive voice.

"The problem is being solved by the students."

- (a) The students are solving the problem.
- (b) The students solved the problem.
- (c) The students have solved the problem.
- (d) The students will solve the problem.

(P)

13. Select the most appropriate option to substitute the underline/Bold segment in the given sentence.

He has completed his work **yesterday.**

- (a) completed his work
- (b) has been completing his work
- (c) had completed his work
- (d) completes his work

✓ Simple Part

14. Select the most appropriate option to substitute the underline/Bold segment in the given sentence.
He plays football every evening, Isn't he?

(a) doesn't he?

(b) isn't he?

(c) hasn't he?

(d) didn't he?

(
+
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+
)

(H.V)
Tense
Pronoun

15. Select the correct indirect/direct form of the given sentence.

The professor remarked that the theory had several limitations.

(a) The professor said, "The theory has several limitations."

(b) The professor said, "The theory had several limitations."

(c) He said, "This theory is full of errors."

(d) He remarked, "The theory has no limitations."

16. Select the correct indirect/direct form of the given sentence.

Ravi said, "Let us help the needy."

- (a) Ravi said that they should help the needy.
- (b) Ravi suggested that they should help the needy.
- (c) Ravi told that they will help the needy.
- (d) Ravi ordered that they must help the needy.

V gmp

17. Sentences of a paragraph are given below in jumbled order. Arrange the sentences in the correct order to form a meaningful and coherent paragraph.

1. Ancient trade routes connected distant civilizations.
2. They enabled exchange of goods, ideas, and technologies.
3. Merchants faced long journeys and numerous hazards.
4. Over time these links shaped cultural and economic development.

(a) 3-1-2-4

(b) 1-2-3-4

(c) 2-4-1-3

(d) 1-3-4-2

1+2
3+4



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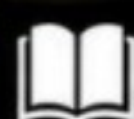


10PM

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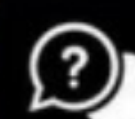
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18. Fill in the blank with the correctly spelt word:

**The committee appreciated her _____ in
handling complex negotiations.**

(a) proficieny

(b) proficiency

(c) proficiency

(d) profiency

19. Select the most appropriate synonym of the given

word: TRUCULENT

(a) Aggressive

(b) Pellucid

— *clear*

(c) Obsequious

(d) Peaceful

**20. Select the most appropriate antonym
of the given word: EXTIRPATE**

(a) Eradicate

(b) Uproot

(c) Preserve

(d) Annihilate

21. Select the most appropriate meaning of the given idiom. A storm is brewing

- (a) A literal thunderstorm is approaching
- (b) Trouble or conflict is likely to happen soon
- (c) Someone is preparing a surprise party
- (d) Calm and peace is prevailing

22. Choose the correct spelling of the word meaning 'difficult to understand':

(a) Abstruse

(b) Abstruss

(c) Abstruce

(d) Abstrus

23. Select the option that can be used as a one-word substitute for the given group of words:

'A person who pretends to have virtues, moral or religious beliefs he does not possess'

(a) Hypocrite

(b) Charlatan

(c) Fraud

(d) Indolent

**24. Select the option that can be used as a one-word substitute for the given group of words:
'A person who cannot be satisfied'**

(a) Contented

(b) Insatiable

(c) Avaricious

(d) Sanguine

25. Sentences of a paragraph are given below in jumbled order. Arrange the sentences in the correct order to form a meaningful and coherent paragraph.

1. Education empowers individuals and transforms societies.
2. Digital tools have made learning accessible beyond classrooms.
3. Yet, the digital divide still limits opportunities for many.
4. Bridging this gap is essential for inclusive growth.

(a) 2-1-3-4

(b) 1-3-2-4

(c) 1-2-4-3

(d) 3-4-1-2

2 N P P A

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