

MJCET, ENGLISH

Statement of Purpose

A statement of purpose is an essay written by an applicant, often a prospective student applying to some college, graduate school or university. This essay is a common part of the admission process. Statement of purpose helps the admission committee to judge the candidate's perspective of life, career aspirations, ethics, technical aptitude, vision for life, etc. The key point is, it is the chance to explain to the admission committee why a candidate wants to pursue higher education. Thus universities give utmost importance to SOP.

As every individual is different, no SOP will look the same. Hence one has to follow a few points/ guidelines in mind.

Introducing oneself, interests and motivations

Write what you're interested in, and perhaps, what sparked the desire for the specific programme of study. This should be short and to the point.

Summarize your undergraduate and previous graduate career

- a) One can write about the research conducted, indicating the title of the project, his/her role and responsibilities, and the outcome.
- b) One can also write about any of his/her important paper or project completed, as well as anything scholarly work that is beyond the curricular requirements.
- c) Work experience, especially in testing, designing, researching or interning in an area similar to what the candidate wishes to study in the university must be included.

Discuss the relevance of your recent and current activities

If you graduated and worked prior to the intended course, indicate what you've been doing, your work, responsibilities, what you learned etc.

Elaborate on your academic interests

Here you indicate what you would like to study in detail to convince the faculty that you understand the scope of research in their discipline, and are engaged with current research themes.

- a) Indicate the area of your interests. Ideally, pose a question, define a problem, or indicate a theme that you would like to address, and questions that arise from contemporary research.
- b) Look on the web for information about departments you're interested in, including professors and their research. Check the specific program; many may require you to name a professor or professors with whom you might work.
- c) End your statement in a positive manner, indicating your excitement and readiness for the challenges ahead of you.

An SOP is usually written in active voice. One has to make sure that it is proofread properly before submission. A university does not consider an SOP that is carelessly drafted and full of typo-errors.

Sample of Statement of Purpose - Civil Engineering (SOP)

In this essay I outline my academic and extra-curricular accomplishments. Also discussed are my career objectives and the motivation to pursue the graduate program in Civil Engineering at the University of Massachusetts, Amherst.

The undergraduate curriculum in Chemical Engineering at IIT, Kharagpur, introduced me to a wide gamut of subjects, both in and outside the field. Various courses like Mass Transfer, Heat Transfer, Fluid Mechanics and Transport Phenomena have provided me with a strong footing in the theoretical concepts of Chemical Engineering.

It was the field of Environmental Technology which particularly captured my interest. The desire to delve deeper into this subject persuaded me to take elective courses in Industrial (Air) Pollution Control, Non-conventional Energy Engineering and Environmental Earth Sciences. While offering both depth and breadth across this field, these courses put into perspective the importance and relevance of Chemical Engineering and the application of its fundamentals to environment related problems. I came to realize that although traditionally Environmental Studies has been under the domain of Civil Engineering, the increasing complexity and magnitude of Environmental problems have resulted in a growing need for the services of disciplines other than Civil Engineering.

During the eight week Summer Training at the Development Consultants Ltd., I was assigned to the Cement Cell, where I received a detailed knowledge of the cement manufacturing processes. As an Industrial Intern, I was assigned a project on Cement Plant Design (1800 TPD), which encompassed Raw-Mix Design and Capacity Calculations for various equipment. Here, I got acquainted with the Pollution and Energy Conservation problems faced by the Cement Industry and devoted a significant portion of my project to the pollution abatement methods.

My final year dissertation was on the Manufacture of Phosphoric acid from rock phosphate using Sulfuric acid (Design of 100 tpd Plant). This covered the design of Reactor, Extractor (for acid purification) and Evaporator (for acid concentration). As a natural outcome of my interest in Pollution control, adequate emphasis was provided to waste gases and waste water treatment which involved off-gas scrubbing (venturi design) and discharge method details, gypsum disposal methods, disposal of fluosilicic acid as waste material and the incorporation of all these in the Plant Layout/flow-sheet.

At IIT, Kharagpur, I have received the best possible undergraduate education in Chemical Engineering in India. Throughout, my scholastic records and achievements have been outstanding. I have consistently ranked in the top 2% of the students of my class, in school, and consider the high point of my achievements as being ranked in the top 1% of more than one lakh students who wrote the Joint Entrance Examination for admission to one of the six Indian Institutes of Technology.

PROJECT ENGLISH

Throughout my school and undergraduate education, I have been a keen participant in extra-curricular activities. Getting elected as the School Pupil Leader (Head Girl) helped me hone my organizational and interpersonal skills. At IIT, I have been involved in the Annual cultural Fest as Head of the Control Tent Team. I have also taken active part in dramatics and made my contribution to the Technology Dramatics Society (English chapter) at IIT, as its member and later as the Governor. I was also the member of the NSS at IIT where I had the opportunity to be involved in it's Literacy and Health & Nutrition Programs. I continue to be a member of the Helpage Society of India, which provides palliative care to the terminally ill cancer patients.

The years of undergraduate education have been an enriching experience - both academically and otherwise, and I am determined to maintain the high levels of excellence throughout my career.

My immediate degree objective is an M.S in environmental engineering – a rapidly evolving field with an immense potential for research. I wish to follow it up with a Ph.D, to pursue a career in research and experience the excitement and satisfaction of being at the forefront of this vast expanding field.

An extremely distinguished faculty, a milieu replete with academic activity, and a graduate program which blends high quality course work and research facilities at the cutting edge of every sub-field are the factors which have motivated me to choose the University of Massachusetts, Amherst for graduate studies. I believe the program offered will help me acquire the versatility needed to reach my full potential as an engineer.

It would, therefore, be a privilege to be able to secure admission to pursue graduate studies, with adequate financial assistance at the University of Massachusetts, Amherst. I am confident that I will match the high standards set by your university.

George Orwell

The Sporting Spirit

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Now that the brief visit of the Dynamo football team has come to an end, it is possible to say publicly what many thinking people were saying privately before the Dynamos ever arrived. That is, that sport is an unfailing cause of ill-will, and that if such a visit as this had any effect at all on Anglo-Soviet relations, it could only be to make them slightly worse than before.

Even the newspapers have been unable to conceal the fact that at least two of the four matches played led to much bad feeling. At the Arsenal match, I am told by someone who was there, a British and a Russian player came to blows and the crowd booed the referee. The Glasgow match, someone else informs me, was simply a free-for-all from the start. And then there was the controversy, typical of our nationalistic age, about the composition of the Arsenal team. Was it really an all-England team, as claimed by the Russians, or merely a league team, as claimed by the British? And did the Dynamos end their tour abruptly in order to avoid playing an all-England team? As usual, everyone answers these questions according to his political predilections. Not quite everyone, however. I noted with interest, as an instance of the vicious passions that football provokes, that the sporting correspondent of the russophile *News Chronicle* took the anti-Russian line and maintained that Arsenal was *not* an all-England team. No doubt the controversy will continue to echo for years in the footnotes of history books. Meanwhile the result of the Dynamos' tour, in so far as it has had any result, will have been to create fresh animosity on both sides.

And how could it be otherwise? I am always amazed when I hear people saying that sport creates goodwill between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn't know from concrete examples (the 1936 Olympic Games, for instance) that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

Nearly all the sports practised nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win. On the village green, where you pick up sides and no feeling of local patriotism is involved, it is possible to play simply for the fun and exercise: but as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Anyone who has played even in a school football match knows this. At the international level sport is frankly mimic warfare. But the significant thing is not the behaviour of the players but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe — at any rate for short periods — that running, jumping and kicking a ball are tests of national virtue.

Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will, as we saw in the controversy over body-line bowling and over the rough tactics of the Australian team that visited England in 1921. Football, a game in which everyone gets hurt and every nation has its own style of play which seems unfair to foreigners, is far worse. Worst of all is boxing. One of the most horrible sights in the world is a fight between white and coloured boxers before a mixed audience. But a boxing audience is always disgusting, and the behaviour of the women, in particular, is such that the army, I believe, does not allow them to attend its contests. At any rate, two or three years ago, when Home Guards and regular troops were holding a boxing tournament, I was placed on guard at the door of the hall, with orders to keep the women out.

In England, the obsession with sport is bad enough, but even fiercer passions are aroused in young countries where games playing and nationalism are both recent developments. In countries like India or Burma,

THE SPORTING SPIRIT

it is necessary at football matches to have strong cordons of police to keep the crowd from invading the field. In Burma, I have seen the supporters of one side break through the police and disable the goalkeeper of the opposing side at a critical moment. The first big football match that was played in Spain about fifteen years ago led to an uncontrollable riot. As soon as strong feelings of rivalry are aroused, the notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when the spectators don't intervene physically they try to influence the game by cheering their own side and "rattling" opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words it is war minus the shooting.

Instead of blah-blahing about the clean, healthy rivalry of the football field and the great part played by the Olympic Games in bringing the nations together, it is more useful to inquire how and why this modern cult of sport arose. Most of the games we now play are of ancient origin, but sport does not seem to have been taken very seriously between Roman times and the nineteenth century. Even in the English public schools the games cult did not start till the later part of the last century. Dr Arnold, generally regarded as the founder of the modern public school, looked on games as simply a waste of time. Then, chiefly in England and the United States, games were built up into a heavily-financed activity, capable of attracting vast crowds and rousing savage passions, and the infection spread from country to country. It is the most violently combative sports, football and boxing, that have spread the widest. There cannot be much doubt that the whole thing is bound up with the rise of nationalism — that is, with the lunatic modern habit of identifying oneself with large power units and seeing everything in terms of competitive prestige. Also, organised games are more likely to flourish in urban communities where the average human being lives a sedentary or at least a confined life, and does not get much opportunity for creative labour. In a rustic community a boy or young man works off a good deal of his surplus energy by walking, swimming, snowballing, climbing trees, riding horses, and by various sports involving cruelty to animals, such as fishing, cock-fighting and ferreting for rats. In a big town one must indulge in group activities if one wants an outlet for one's physical strength or for one's sadistic impulses. Games are taken seriously in London and New York, and they were taken seriously in Rome and Byzantium: in the Middle Ages they were played, and probably played with much physical brutality, but they were not mixed up with politics nor a cause of group hatreds.

If you wanted to add to the vast fund of ill-will existing in the world at this moment, you could hardly do it better than by a series of football matches between Jews and Arabs, Germans and Czechs, Indians and British, Russians and Poles, and Italians and Jugoslavs, each match to be watched by a mixed audience of 100,000 spectators. I do not, of course, suggest that sport is one of the main causes of international rivalry; big-scale sport is itself, I think, merely another effect of the causes that have produced nationalism. Still, you do make things worse by sending forth a team of eleven men, labelled as national champions, to do battle against some rival team, and allowing it to be felt on all sides that whichever nation is defeated will "lose face".

I hope, therefore, that we shan't follow up the visit of the Dynamos by sending a British team to the USSR. If we must do so, then let us send a second-rate team which is sure to be beaten and cannot be claimed to represent Britain as a whole. There are quite enough real causes of trouble already, and we need not add to them by encouraging young men to kick each other on the shins amid the roars of infuriated spectators.

George Orwell: 'The Sporting Spirit'

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Reprinted:

— ‘Shooting an Elephant and Other Essays’. — 1950.

SUMMARY

Introduction:

In the extremely competitive atmosphere in which sports is administered today, every player backed by every nation, would obviously have a strong temptation to take advantage of the gaps in the rule book, bending the rules to his favour, and conveniently interpreting the law to his advantage. Against this backdrop, George Orwell, pleads for the need to understand the importance of demonstrating sportsmanship and set a good example on the sporting field for the others to emulate.

Sports as an Unfailing Cause of ill-will:

In his remarkable essay “The Sporting Spirit”, Orwell grieves over the fact that sport is an unfailing cause of ill-will, and that the visit of the Russian football team Dynamos, has only worsened the Anglo-Soviet relations instead of strengthening it.

Two of the four matches played led to much bad feeling. At the Arsenal match the referee was booed at. At the match in Glasgow, it was a free-for-all right from the start. According to Orwell, football was capable of provoking the vicious passions of patriotism, resulting in fresh animosity on both sides.

According to Orwell, the dictum that sports creates goodwill between the nations, is a great misnomer because, if the common peoples of the world could meet one another at football or cricket, they would not have any inclination to meet on the battlefield. Such is the ferocity and the fervour that flares up, leading to orgies of hatred, something similar to what happened in the 1936 Olympic Games, for instance.

Sports Played for Exercise and Sports played for Prestige:

On the village green, when you pick up sides, no feeling of local patriotism is involved. The game is played simply for the fun and exercise. But, as soon as the question of prestige arises, and the moment you feel that you will be disgraced if you lose, the most savage combative instincts are aroused. At the international level, sport is mimic warfare. More than the behaviour of the players, it is the attitude of the spectators that aggravates the situation. And that is because of a false notion that running, jumping and kicking a ball are tests of national virtue.

Even a leisurely game like cricket, demanding grace rather than strength, has caused a lot of ill-will, as seen in the controversy over body-line bowling in the 1921 match between Australia and England. Football, a game in which everyone gets hurt and every nation has its own style of play, is far worse. Worst of all is boxing. One of the most horrible sights in the world is a fight between white and coloured boxers before a mixed audience.

Modern Sport and its Ancient Origin:

SPORTS

Orwell then proceeds to inquire into how this modern cult of sport arose. Most of the games we play now are of ancient origin, but sport was not taken very seriously between Roman times and the nineteenth century. Even in the English public schools the games did not start till the later part of the twentieth century. So much that, Dr. Arnold, generally regarded as the founder of the modern public school, looked on games as simply a waste of time.

Sports today: Heavily financed Activities:

But later on, chiefly in England and in the United States, games were built up into a heavily-financed activity, capable of attracting vast crowds and rousing savage passions, and the infection gradually spread from country to country. It is the most violently combative sports like football and boxing, that have spread the widest. And the whole thing is bound up with the rise of nationalism. Even in the Middle Ages games were played with much physical brutality but they were not mixed up with politics nor were they a cause of group hatreds.

Organised games like these are most likely to flourish in urban communities where the average human being lives a sedentary or confined life and does not get much opportunity for creative labour. For these urbanites, Orwell advocates that, when it is not possible to work off surplus energy by walking, swimming, climbing trees, riding horses, one must indulge in group activities if one wants an outlet for one's physical strength or for one's sadistic impulses.

Conclusion:

Orwell winds up his essay with a fervent plea for good sportsmanship, which, according to him, is one of the most desirable qualities in any great player. As the Olympic oath majestically declares, "in the true spirit of sportsmanship, for the glory of sport and the honour of our teams," every player should imbibe these qualities of sportsmanship which would go a long way in promoting the sporting spirit between nations.

EUPHEMISM

The dictionary defines 'euphemism' as a word or phrase used to avoid saying an unpleasant, impolite or offensive expressions. *Euphemism* derives from the Greek word *euphēmos*, which means "auspicious" or "sounding good."

Some examples are listed below:

<i>Impolite expressions</i>	<i>Euphemism</i>
<i>Old</i>	<i>Senior Citizen</i>
<i>Black</i>	<i>African American.</i>

<i>Cheap</i>	<i>Economical</i>
<i>Handicapped</i>	<i>Differently abled</i>
<i>Blind</i>	<i>Visually impaired.</i>
<i>stupid,</i>	<i>Academically challenged.</i>
<i>Used</i>	<i>Pre-owned</i>
<i>Toilet</i>	<i>washroom</i>
<i>Autistic child</i>	<i>Special child</i>
<i>Die</i>	<i>Pass away, breathe one's last, kick the bucket</i>
<i>Genocide</i>	<i>Ethnic cleansing</i>
<i>Homeless</i>	<i>On the streets</i>
<i>unemployed</i>	<i>Between jobs</i>
<i>Bald</i>	<i>Little thin on the top</i>

Inclusive Language

Inclusive language acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities.

Unpaid attention to inclusive language may unintentionally lead to marginalization, offense, misrepresentation, or the perpetuation of stereotypes. Stereotyping language is often not a matter of intention but of effect. With inclusive language, we aim for communication that includes people, regardless of gender, language, culture, religion, race, ability, family structure, marital status, sexuality, origin and so on.

Some examples are given below.

1. Past generations may have been taught to use “he” as the default for a person, the latter half of the 20th century saw people looking to alternate “**he**” and “**she**” or to re-write to avoid identifying gender at all.
2. **Person-first language** should be adopted to honour individuals as being more than the expressions that describes one of the identities that belong to them.

For example, instead of an autistic child, a child with autism can be used.

MJCET ENGLISH

Instead of a blind woman, one can use 'a woman with blindness/ vision impairment.'

Instead of insane, crazy, nuts, one can use "a person with mental illness or psychiatric disability."

3. It is man vs the environment.

Revised: It is humans vs the environment.

4. Instead of "waiter" and "waitress" one can use **server or table attendant**.

5. Mom or Dad

Revised: **parent/ guardian**

6. Boys or girls or guys

Revised: **Folks/ friends/Dear all**

7. Chairman or chairwoman can be replaced by **chairperson or chair**.

8. Instead of steward or stewardess one can use **flight attendant**.

9. The common man can be replaced by **the average person**.

10. Instead of policeman, **police officer** can be used.

11. Use '**they**' instead of **he/she** wherever necessary. In case the gender is not specific, 'they' can be used.

For example, If one wishes to be successful, he or she must work hard.

Revised: **If people wish to be successful, they must work hard.**

12. Instead of house-husband or house-wife, **homemaker** can be used.

What is Tense?

A Tense is a form taken by a verb to indicate the time of action.

Types of Tenses:

There are mainly three types of Tenses, they are:

1. The Present Tense:

The verb that refers to the present time is said to be in the present tense; as

I write this letter to help you.

2. The Past Tense:

The verb that refers to the past time is in the Past Tense.; as

I wrote this letter yesterday.

3. The Future Tense:

The verb that refers to the future time is in the Future Tense.; as
I shall write another letter tomorrow.

Each of these tenses are further subdivided into four types like

1. The Present Tense:

- (a) Simple Present Tense
- (b) Present Continuous Tense
- (c) Present Perfect Tense
- (d) Present Perfect Continuous Tense

2. The Past Tense:

- (a) Simple Past Tense
- (b) Past Continuous Tense
- (c) Past Perfect Tense
- (d) Past Perfect Continuous Tense

3. The Future Tense:

- (a) Simple Future Tense
- (b) Future Continuous Tense
- (c) Future Perfect Tense
- (d) Future Perfect Continuous Tense

Present Tense:

Simple Present Tense is used:-

1. To express a habitual action as
I get up at 5 AM every day.
He takes exercise every morning.
2. To express a universal truth or fact e.g.
Honey is sweet.
Fortune favours the brave.
3. To express an action taking place in the immediate present.
Here comes the bus.
There she goes.
4. To indicate the present period.
He works in this office.
He has a big garden
5. To express a future fixed action.
The train starts at 5 pm.

MAJEST ENGLISH

We go to the bank next week.

6. In a vivid narrative as a substitute for a simple past.

Ram rushes forward and kicks the ball.

7. In time clauses, when it is introduced by conjunction of time such as when, while, until, till, after, as soon as, no sooner, then etc.

I shall wait till you come.

When you reach home I shall meet you.

8. In Conditional Clauses

If it rains we shall get wet.

Unless he studies, he will not pass.

We will wait, until she comes back.

9. To introduce a quotation

Shakespeare says "frailty thy name is women"

10. In exclamatory sentences beginning with here, there.

Here comes Sohan!

Present Continuous Tense is used:

1. For an action going on at the time of speaking.

The boys are playing football.

2. For a temporary situation which may not actually be happening at the time of speaking.

I am reading Tom Sawyer. (Not reading at the moment).

He is teaching English in Delhi University, (may not be teaching at the moment of speaking)

3. For an action planned in the near future.

I am going to the circus tonight.

She is being married next week.

4. For a repeated or habitual action used with an adverb like always, continually, constantly, very etc.

He is always helping the weak.

He is always coming late to office.

Present Perfect Tense is used:

1. To express an action that has just been completed; as

He has just returned from office.

The Sun has set.

2. To express past action whose time is not defined.

Have you read this book?

Mr. Ram has been to USA.

3. To express a past action the effect of which still continues

I have cut my finger.

I have finished my work.

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I have lived in Delhi for ten years. (Implying that he is still living in Delhi)

4. To denote an action beginning at sometime in the past and continuing up to the present movement.

We have lived here for 10 years.

Also used with since and for. 'Since' means from that point, to the time of speaking. While 'for' is used for a period of time.

He has been ill since last week.

I have lived here for two years.

Present Perfect Continuous Tense is used:

1. For an action which began at sometime in the past and still continue.

They have been playing since 4 o' clock.

2. For an unfinished action

We have been building the house

I have been working for ten years.

3. For drawing conclusions

Her eyes are red, she has been crying.

The room stinks. Someone has been frying fish here.

Past Tense:

Simple Past Tense is used in the past:

1. To indicate an action completed, often occurring with an adverb of time.

I read the letter yesterday

or Without an adverb of time. The time being implied

I didn't sleep well.

Who left the door open?

2. For past habits or repeated actions.

He always carries a bag.

He took a long walk every morning.

3. To denote an action which continue for sometime in the past?

We studied chemistry for two years.

Past Continuous Tense is used:

1. To denote an action going on, sometime in the past

He was listening to the radio all day.

She was weeping bitterly

2. With an adverb 'all' emphasizing continuity or with 'still' emphasizing duration

It was raining all night.

It was still raining when I woke up

3. For persistent habits in the past used with always, continually

MAHATMA GANDHI

He was always grumbling

4. Used in making polite enquiries

I was wondering if you could help me.

Past Perfect Tense is used:

1. To describe an action completed in the past.

Mahatma Gandhi died on 30 Jan 1948.

2. However if two actions happened in the past it may be necessary to show which happened earlier. The simple past is used in one clause and the past perfect in the other.

The patient had died when the doctor arrived. (The patient was already dead when the doctor arrived)

I had written the letter before he arrived.

3. With verb to show unfulfilled hopes and wishes. Thus verbs like expect, hope, suppose, thinks, wants etc. is used to describe things we hoped to do but could not do.

I had thought to send him a letter but could not send it.

Past Perfect Continuous is used:

1. For an action that began before a certain time in the past and continued up to that time as

At that time he had been editing the newspaper for two years.

The children had been practicing for two hours till I called them out.

2. Can be used for drawing conclusions.

Her eyes were red it was obvious she had been crying all day.

Future Tense:

Simple Future Tense is used:

1. For an action that has still to take place.

I shall see him tomorrow.

The price of goods will rise by year end.

2. Other ways of expressing the future:-

Using simple present tense for official programmes and time table.

The college opens on 10th July.

Using present continuous tense when we talk of something that we plan to do in the near future.

He is arriving this evening.

I am going to Delhi tomorrow.

Using 'will', 'shall', 'be going to'

I will see him tomorrow.

I shall see him tomorrow.

I am going to see him tomorrow.

MAJOR ENGLISH

3. By using 'going to' and 'be about to' to describe the speaker's intention to do something in fairly immediate future.

I am going to think about it.

He is going to be a Doctor when he grows up.

Future Continuous Tense is used:

1. To represent an action as going on at some time in the future as

The guests will be arriving anytime from now.

2. For future events that are planned

He will be meeting us next month.

I shall be seeing the President tonight.

3. In the interrogative form this tense is used to ask a polite question.

Will you be doing it in our absence?

Future Perfect Tense:

Future Perfect Tense is used to indicate the completion of an action in a certain time in the future.

I will have returned by the year 2010.

Before you come, he will have slept.

Future Perfect Continuous Tense is used to indicate an action that is in progress over a period of time and will end in the future as

By next June we shall have been living here for four years.

Blending The Words *e.g.*

advertisement + inflation	adflation
beauty + utility	beautility
binary + digit	bit
breakfast + lunch	brunch
camera + recorder	camcorder
cremated + remains	cremains
channel + tunnel	chunnel

MIXED ENGLISH

diplomacy + economics	diplonomics
documentary + drama	docudrama
manmohan + economics	manMohanomics
electro + execute	electrocute
fantastic + fabulous	fantabulous
feeble + debility	feebility
fantatic + magazine	fanzine
feminine + seminar	feminar
gigantic + enormous	ginormous
high + technology	hi-tech
helicopter + airport	heliport
international + police	interpol
man + animal	manimal
laundry + automat	laundromat
medical + evacuation	medevac
medical + care	medicare

MIXED ENGLISH

motor + bike	mobike
motor + hotel	motel
motorcar + cavalcade	motorcade
news + broadcast	newscast
parachute + troops	paratroops
sexual + exploitation	sexploitation
smoke + fog	smog
television + evangelist	televangelist
video + idiot	videot
transfer + resistor	transistor
volcanic + ash	vash
work + welfare	workfare
education + entertainment	edutainment
medical + claim	medicclaim
sky + laboratory	skylab
vegetable + burger	vegeburger

MIXED ENGLISH

wizard + technology	techno-wizard
lecture + demonstration	lecdem
work + alcoholic	workaholic
information + technology	infotech

Blending the Words Used in Sentences

The **adflation** has restricted the number of applications for radio advertisements from businessmen

The **beautility** of the new computer impressed Martha

Her mini computer has a 16 **bit** processor

The investigative journalist recorded the voice of the corrupt leader in his **camcorder**

The **Cremains** of Jawaharlal Nehru were thrown on different parts of India from the aircraft

The train chugged through the **chunnel** as the water had drained off

The **docudrama** on perseverance was quite impressive

The thief was **electrocuted** as he tried to jump over an electrified fence

The **febility** of the dying man worried his grand children

The **ginormous** rail accident warning machine is likely to be installed near London

The **hi-tech** supercomputer is very helpful to the scientists in weather forecast and remote sensing

MICET ENGLISH

A **heliport** was erected in a week-time to receive president in the village