

**Glossary of Important Words Used in Essay Type of
Examination Questions, Interviews, Debates, Key Note
Addresses and Consultancy Reports.**

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Glossary of important words used in essay type of examination questions, job interviews and oral examinations

PREAMBLE

This product is an important and useful package of words that are used to construct examination (oral or written), assignment or project questions, debate agendas, key note address or presentations at international or regional conferences. This manual is useful to students, teachers, consultancy bidders, oral or written job interviewees and many more. It is always important to identify and understand the key verbs before one can coble a relevant answer. It is a critical skill in answering essay type questions to develop a coherent (sound), logical argument and substantiating it with evidence. This can only happen if you understand the meaning of key terms in the questions.

It is the intension of this manual to ratchet the importance of keys words that can improve one's chances of passing an examination, make a coherent key note address, write a winning consultancy bid (proposal), teach effectively and succeed in a job interview.

The outline of the key words is given in this manual in alphabetic order. Sample questions are given and suggestions given on how to answer. The objective is to consolidate the understanding thereof.

Account for: give an explanation for or give (a) reason(s) for.

For example: Account for the large scale of job lay offs in the USA in 2008. The causes for the job losses must be mentioned one after the other starting with the main ones and immediately explained or reasons given as to why these causes precipitated the job losses.

Related to this is *give an account of*. This means describe. For example: Give a concise account of the methods used to rig elections. The answer must show clearly how the rigging process is done. It is like telling a story that shows how an event occurred or occurs.

To take into account is to consider or to think of. For example: Explain what the Government will take into account in considering which banks qualify for bail out support. You must write an opening sentence that list the attributes, elements or features that will be considered in order of importance and then explain them one by one. You could make your answer clearer by explaining these considerations under sub headings. You should end your answer with a short conclusion or summary. Note that a conclusion and a summary are two different things all together, see later.

Amplify: Add details to, expand or enlarge upon the meaning of (it could be a statement or quotation). For example: Amplify the statement “Skill is gleaned from experiments and not in observation”. In amplifying this statement or quotation, the student must first simplify by say agreeing to the fact that personal contact with facts is of greater advantage and impact than constant absorption of statement and opinions from text books. Obviously the later changes a student or learner in one way or another (he/she learns a lot on authority) but experiments in the laboratory makes someone fitted for independent observation, learning by direct contact with natural phenomena and hence acquires habits of self reliance, resourcefulness and, initiative ness..... etc. etc. Another example: Amplify the quotation: “Before everything, a man or woman of science should strive to be definite, clear and accurate”.

Analyze (analyse): divide or sort things into groups according to some key features. These things could be parts of, components of, factors, arguments, or ideas of. Analyzing requires the student to determine and explain the relationships and importance and implications. The final part of the answer is that the student should draw some concluding remarks or inferences. The important thing is to move from the whole to the part and from one part to another exploring relationships between and among them. For example: Analyze the causes of the first Gulf War towards the end of twentieth

century. The war itself is the ultimate result of many social, economic, cultural, political and maybe technological problems between the war players. So the answer to such a question should break the causes into classes and sub classes, then determine the interactions or relationships in as far as they contributed to the precipitation of a war situation.