

**THE UNITED REPUBLIC OF TANZANIA  
NATIONAL EXAMINATION COUNCIL OF TANZANIA  
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

724

**COMMUNICATION SKILLS**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2001 p.m**

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**Instructions**

1. This paper consists of sections A, B and C.
2. Answer **all** questions in sections A, two questions in section B and two questions from section C.
3. Cellular phones and other unauthorized materials are **not** allowed in the examination room.
4. Write your **Examination Number** on every page of your answer booklet(s).



1. State four functions of non-verbal communication in a teaching and learning environment.

One function is complementing verbal communication, where gestures, facial expressions, and tone of voice help to reinforce what the teacher is saying. For example, pointing to a diagram while explaining it helps students connect the spoken words with the visual element.

Another function is substituting verbal communication, where the teacher uses body language instead of words to send a message. For instance, nodding to indicate agreement or shaking the head to indicate disapproval without saying anything.

A third function is regulating interaction in the classroom. A teacher can use hand signals to indicate when a student should start speaking, stop talking, or pay attention.

A fourth function is expressing emotions, such as smiling to show approval or enthusiasm, which can motivate and encourage students to participate more actively.

2. Mention four reasons why students should develop good dictionary skills.

One reason is to improve vocabulary. A dictionary introduces students to new words and their meanings, allowing them to use varied and precise language in speaking and writing.

Another reason is to learn correct spelling. Checking a dictionary helps avoid spelling mistakes in assignments, tests, and essays.

A third reason is to understand word usage, since dictionaries provide example sentences that show how words are used in different contexts.

A fourth reason is to learn pronunciation through phonetic symbols provided in the dictionary, helping students speak words correctly.

3. Give four differences between formal and informal communication.

One difference is that formal communication follows established rules, formats, and channels, such as letters, reports, or official meetings, while informal communication is casual and does not follow strict rules, like conversations with friends.

Another difference is that formal communication often occurs in official settings, such as offices or schools, whereas informal communication can take place anywhere, including social gatherings.

A third difference is that formal communication is usually documented and serves as a record for reference, while informal communication is rarely recorded.

A fourth difference is that formal communication uses professional and polite language, while informal communication can include slang and colloquial expressions.

4. List four qualities of an effective oral presentation.

One quality is clarity, meaning the presenter speaks in a way that is easy to understand, avoiding unnecessary jargon or unclear expressions.

Another quality is confidence, which shows the presenter is sure about the topic, making the audience more likely to trust the message.

A third quality is organisation, where ideas are arranged in a logical sequence so the audience can follow easily from the introduction to the conclusion.

A fourth quality is audience engagement, where the presenter interacts with the audience through questions, examples, or visual aids to maintain interest.

5. Mention four purposes of using the question mark in writing, with examples.

One purpose is to indicate a direct question. For example, “Where are you going?” clearly signals that the sentence is asking for information.

Another purpose is to show uncertainty about information. For instance, “He was born in 1995 (?)” indicates doubt about the year.

A third purpose is in rhetorical questions, where the question is asked for effect rather than to get an answer, such as “Who doesn’t want to succeed in life?”

A fourth purpose is in informal writing to express surprise or disbelief, for example, “You did what?” which shows shock as well as inquiry.

6. State four advantages of note-making over note-taking.

One advantage is that note-making involves summarising in your own words, which helps with understanding and memory retention.

Another advantage is that it allows for better organisation of information using headings, subheadings, and diagrams, making it easier to revise later.

A third advantage is that it highlights only the key points, saving time when reviewing for exams.

A fourth advantage is that it encourages active thinking during lessons, as the student must decide what information is most important.

7. Identify four ways teachers can make classroom instructions clearer to students.

One way is by using simple and direct language that students can easily understand, avoiding complicated vocabulary.

Another way is by demonstrating the task step-by-step so that students can see exactly what is expected.

A third way is by repeating important instructions to ensure everyone has heard and understood them.

A fourth way is by asking students to repeat the instructions back, confirming their understanding before they begin.

8. Give four reasons why public speaking is important for students.

One reason is that it builds confidence, as speaking in front of an audience helps overcome shyness and fear.

Another reason is that it improves communication skills by teaching students how to organise their thoughts and express them clearly.

A third reason is that it develops leadership qualities, since effective public speaking inspires and influences others.

A fourth reason is that it prepares students for future professional situations, such as interviews, presentations, and meetings.

9. Mention four challenges students face during group discussions.

One challenge is domination by certain members, which can prevent quieter students from contributing their ideas.

Another challenge is going off-topic, which wastes time and reduces the effectiveness of the discussion.

A third challenge is lack of preparation, where members come without background knowledge, making it difficult to participate meaningfully.

A fourth challenge is conflict between members, which can disrupt the flow of discussion and reduce cooperation.

10. State four situations where you would use the definite article “the” and give examples.

One situation is when referring to something already mentioned. Example: “I saw a cat. The cat was black.”

Another situation is when referring to something unique. Example: “The sun rises in the east.”

A third situation is when referring to something both the speaker and listener know about. Example: “The teacher is in the staffroom.”

A fourth situation is when using superlatives. Example: “She is the tallest girl in the class.”

11. With relevant examples, explain the following word formation processes: (a) Suffixation (b) Abbreviation (c) Borrowing (d) Back-formation.

Suffixation is the process of adding a group of letters at the end of a root word to create a new word or change its grammatical category. For example, adding “-ness” to “happy” forms “happiness,” turning an adjective into a noun. This process is important because it helps expand vocabulary and allows the same root word to serve different purposes in communication.

Abbreviation is the shortening of a word or phrase while keeping its meaning intact. For example, “approx.” stands for “approximately,” and “kg” stands for “kilogram.” Abbreviations are useful in writing because they save space, make notes quicker to write, and are convenient in contexts such as reports, measurements, and signage.

Borrowing involves taking words from another language and using them as part of one’s own language without translation. For example, “safari” in English comes from Swahili, and “piano” comes from Italian. Borrowing enriches the vocabulary, introduces cultural terms, and allows a language to adapt to new concepts, technologies, and customs.

Back-formation is the creation of a new, simpler word by removing what looks like an affix from an existing word. For example, “edit” was formed from “editor,” and “burgle” from “burglar.” This process often changes the grammatical role of a word, and it reflects how speakers naturally reshape language for efficiency.

12. Describe five methods a teacher can use to improve students’ listening skills during lessons.

The first method is using interactive questioning, where the teacher asks targeted questions during the lesson. This keeps students alert and encourages them to listen carefully so they can respond accurately.

The second method is modelling active listening. The teacher demonstrates how to focus on the speaker, nod in agreement, and avoid interrupting, so students can copy the behaviour.

The third method is providing short listening activities, such as dictations or short stories, followed by comprehension questions. These activities train students to pick out key points from what they hear.

The fourth method is minimising classroom distractions. This can involve seating arrangements that face the teacher, keeping noise levels low, and removing unnecessary visual distractions.

The fifth method is summarising key points at intervals during the lesson. This reinforces understanding and helps students focus on the main ideas instead of getting lost in minor details.

13. Discuss five ways reading newspapers can improve students' communication skills.

The first way is through vocabulary enrichment. Newspapers expose students to new words, idiomatic expressions, and technical terms that they can later use in speech and writing.

The second way is by improving sentence structure awareness. Newspaper articles model correct grammar and clear sentence construction, which students can imitate to enhance their own writing.

The third way is by improving comprehension. Reading different types of articles, from news to opinion pieces, helps students interpret varied writing styles and understand implied meanings.

The fourth way is by fostering critical thinking. Students learn to analyse facts, detect bias, and form their own opinions based on evidence. This skill directly benefits debating and persuasive writing.

The fifth way is by generating discussion topics. Reading newspapers gives students up-to-date issues they can discuss with peers, improving both speaking fluency and confidence.

14. Explain five factors that contribute to effective classroom discussions.

The first factor is setting clear objectives. A discussion with a defined purpose keeps participants focused and prevents time-wasting on unrelated topics.

The second factor is encouraging equal participation. Teachers should involve quieter students by inviting their views and ensuring dominant voices do not overshadow others.

The third factor is maintaining respect for all opinions. Students are more willing to share their ideas if they know their views will be treated with courtesy.

The fourth factor is good moderation. The teacher should guide the flow of conversation, manage turn-taking, and keep the discussion within the set time frame.

The fifth factor is preparation. Providing discussion materials or assigning pre-reading ensures students come prepared with ideas, facts, and questions.

15. Imagine you are the secretary of a school debate club. Explain five reasons why keeping proper minutes of meetings is important.

The first reason is to provide an accurate record of decisions made, which can be referred to in future meetings to track progress.

The second reason is to inform absent members about the matters discussed and decisions reached so they can stay updated.

The third reason is to assign accountability. Minutes record who is responsible for specific tasks, making it easier to follow up on progress.

The fourth reason is to avoid misunderstandings. Clear written records prevent confusion about what was agreed upon.

The fifth reason is to serve as official documentation, which may be needed when preparing reports for the school administration or sponsors.

16. Study the sentence below and answer the questions that follow:

**"The teacher who explained the topic clearly received loud applause from the students."**

- (i) The main clause is "The teacher received loud applause from the students," which expresses a complete thought on its own.
- (ii) The subordinate clause is "who explained the topic clearly," which adds extra information about the teacher but cannot stand alone.
- (iii) Two verb phrases are "explained the topic clearly" and "received loud applause." These indicate the actions taking place in the sentence.
- (iv) A word similar in meaning to "applause" is "cheers," which also refers to expressions of approval from an audience.

17. Explain five barriers to effective classroom communication and suggest ways to overcome each.

The first barrier is language differences, where students may not fully understand the teacher's language. This can be overcome by using simple vocabulary and visual aids.

The second barrier is noise, which distracts attention from the message. This can be solved by keeping windows and doors closed during lessons or moving to a quieter location.

The third barrier is unclear instructions, which can be avoided by giving directions step-by-step and asking students to repeat them back for confirmation.

The fourth barrier is emotional discomfort, where a student's anxiety or low confidence prevents active engagement. This can be addressed by creating a supportive and non-judgmental atmosphere.

The fifth barrier is lack of interest, which can be tackled by using real-life examples, interactive activities, and varying teaching methods to maintain engagement.

18. Identify five ways skimming and scanning can be applied in academic work and explain each.

The first way is skimming a textbook chapter before studying it in detail to get an overview of the content and main ideas.

The second way is scanning a table of contents or index to quickly locate the page number of a specific topic.

The third way is skimming a research article to decide if it contains relevant information before reading it thoroughly.

The fourth way is scanning through exam questions to find keywords that identify exactly what is being asked.

The fifth way is skimming summaries or abstracts in academic papers to determine their usefulness for an assignment or project.