

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

724

COMMUNICATION SKILLS

Time: 3 Hour.

ANSWERS

Year: 2002 p.m

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. Mention four features of effective communication.

One feature is clarity, where the message is expressed in simple and direct language so that the receiver can easily understand it.

Another feature is accuracy, meaning the information shared is correct and free from errors to avoid misleading the receiver.

A third feature is conciseness, which involves giving only relevant information without unnecessary details.

A fourth feature is feedback, allowing the sender to know if the message has been understood as intended.

2. State four reasons why teachers should practise good listening skills in the classroom.

One reason is to understand students' questions fully, enabling accurate and helpful responses.

Another reason is to detect misunderstandings early so the teacher can provide clarification.

A third reason is to build trust with students, as listening attentively shows respect and care for their views.

A fourth reason is to encourage students to participate more, knowing their opinions will be heard and valued.

3. Give four differences between verbal and non-verbal communication.

One difference is that verbal communication uses spoken or written words, while non-verbal communication uses gestures, facial expressions, and body movements.

Another difference is that verbal communication can be documented for reference, while non-verbal communication is temporary unless recorded.

A third difference is that verbal communication depends on language, while non-verbal communication relies on physical cues.

A fourth difference is that verbal communication can convey detailed information, whereas non-verbal communication often conveys emotions and attitudes.

4. List four uses of the comma in writing with examples.

One use is to separate items in a list. Example: "I bought books, pens, and pencils."

Another use is to separate clauses in a compound sentence. Example: "I wanted to go, but it started raining."

A third use is to set off introductory phrases. Example: "After the meeting, we went home."

A fourth use is to separate names or titles. Example: “Yes, Peter, you can join us.”

5. Mention four challenges that may hinder students from participating in oral presentations.

One challenge is stage fright, where nervousness prevents students from speaking confidently.

Another challenge is poor preparation, which results in disorganised and unclear delivery.

A third challenge is lack of voice projection, making it difficult for the audience to hear.

A fourth challenge is limited vocabulary, which reduces the ability to express ideas effectively.

6. State four purposes of using punctuation marks in writing.

One purpose is to clarify meaning by separating ideas in a sentence.

Another purpose is to indicate pauses and stops for better reading flow.

A third purpose is to show emphasis or emotion through marks such as exclamation points.

A fourth purpose is to make writing grammatically correct and easier to understand.

7. Identify four ways in which skimming can help students during examinations.

One way is by quickly locating the main idea in a passage to answer comprehension questions faster.

Another way is by identifying key words and phrases that are relevant to the question.

A third way is by saving time so more minutes are available for answering detailed questions.

A fourth way is by giving an overall sense of the material before reading in detail.

8. Give four advantages of group discussion as a method of learning.

One advantage is that it allows sharing of different ideas, leading to deeper understanding.

Another advantage is that it improves communication skills through active participation.

A third advantage is that it encourages teamwork and cooperation among students.

A fourth advantage is that it increases confidence in expressing opinions in front of others.

9. Mention four factors that can cause communication breakdown in a classroom.

One factor is language differences, where students and teachers do not share the same first language.

Another factor is noise, which distracts attention from the speaker.

A third factor is unclear instructions that confuse students.

A fourth factor is emotional barriers, such as fear or shyness, that stop students from speaking up.

10. State four benefits of keeping minutes during meetings.

One benefit is that they provide a written record of decisions made for future reference.

Another benefit is that they help track progress by showing what was agreed and what actions were taken.

A third benefit is that they inform absent members about what happened during the meeting.

A fourth benefit is that they serve as official documentation in case of disputes or misunderstandings.

11. With suitable examples, explain the following word formation processes: (a) Prefixation (b) Acronyms (c) Clipping (d) Blending.

Prefixation is adding a group of letters at the beginning of a word to change its meaning. For example, adding “un-” to “happy” forms “unhappy,” meaning not happy. This process is used to create opposites or alter the sense of a word.

Acronyms are words formed from the initial letters of a phrase and pronounced as a single word. For example, “AIDS” from “Acquired Immune Deficiency Syndrome” and “UNESCO” from “United Nations Educational, Scientific and Cultural Organization.” Acronyms are often used to shorten long names for convenience.

Clipping is forming a new word by shortening an existing one without changing its meaning. For example, “exam” from “examination” and “phone” from “telephone.” This process is common in informal speech.

Blending is creating a new word by combining parts of two different words. For example, “brunch” from “breakfast” and “lunch” and “smog” from “smoke” and “fog.” This process often produces catchy and easy-to-remember words.

12. Outline five methods a teacher can use to prepare students for an oral presentation.

The first method is helping students research their topic thoroughly so they feel knowledgeable and confident.

The second method is guiding them to create an organised outline that includes an introduction, main points, and a conclusion.

The third method is encouraging practice sessions in front of small groups to build speaking confidence.

The fourth method is teaching voice control and body language techniques to improve delivery.

The fifth method is giving constructive feedback during rehearsal to help students make necessary improvements before the actual presentation.

13. Discuss five ways in which non-verbal communication can complement verbal communication in teaching.

One way is by using gestures to emphasise key points in a lesson, making the message clearer.

Another way is by maintaining eye contact to show attentiveness and keep students engaged.

A third way is through facial expressions that reflect emotions like excitement or concern, helping to reinforce the spoken words.

A fourth way is by moving closer to students when explaining difficult points to create a sense of involvement.

A fifth way is by using posture and stance to convey authority and confidence, which supports the verbal message.

14. Describe five barriers to effective listening and suggest solutions for each.

One barrier is environmental noise, which can be solved by ensuring the classroom is quiet during lessons.

Another barrier is lack of interest, which can be addressed by making lessons engaging and relevant to students.

A third barrier is poor seating arrangement, which can be fixed by positioning students where they can clearly see and hear the teacher.

A fourth barrier is emotional distraction, which can be managed by encouraging students to share concerns and refocus on the lesson.

A fifth barrier is language difficulty, which can be solved by using simpler vocabulary and explaining new terms.

15. Imagine you are leading a reading club. Explain five activities you would organise to promote a culture of reading among members.

The first activity is book review sessions where members share summaries and opinions on books they have read.

The second activity is reading challenges with rewards to encourage consistent reading habits.

The third activity is inviting guest authors or librarians to speak and inspire members.

The fourth activity is storytelling competitions to make reading more interactive and fun.

The fifth activity is themed reading weeks focusing on specific genres or authors to expand members' interests.

16. Read the short passage below and answer the questions that follow:

"Some learners struggle with public speaking because they lack preparation, while others fear making mistakes in front of their peers."

(i) The main idea of the passage is that lack of preparation and fear of mistakes cause difficulties in public speaking.

(ii) Two causes of poor performance in public speaking mentioned are lack of preparation and fear of making mistakes.

(iii) One way to overcome fear of public speaking is through regular practice in front of supportive audiences.

(iv) A word similar in meaning to "struggle" is "find difficulty."

17. Explain five advantages of preparing lesson notes before teaching.

One advantage is that it ensures all key content is covered during the lesson.

Another advantage is that it helps in managing lesson time effectively by allocating time for each section.

A third advantage is that it assists in selecting appropriate teaching aids in advance.

A fourth advantage is that it provides a clear guide for lesson delivery, reducing the chances of forgetting points.

A fifth advantage is that it can be reused and improved for future lessons, saving preparation time.

18. Identify five common note-taking problems and suggest ways to overcome each.

One problem is writing too slowly, which can be solved by using abbreviations and symbols.

Another problem is recording unnecessary details, which can be avoided by focusing on main points.

A third problem is poor organisation of notes, which can be addressed by using headings and bullet-like structures.

A fourth problem is difficulty in reading handwriting later, which can be solved by writing clearly and reviewing notes soon after class.

A fifth problem is missing important information, which can be solved by listening carefully and asking for repetition if needed.