

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

724

**COMMUNICATION SKILLS**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2004 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. List four reasons why teachers should use clear language when giving classroom instructions.

One reason is to ensure students understand what is expected of them, which helps avoid confusion and mistakes.

Another reason is to save time, as clear instructions reduce the need for repeated explanations.

A third reason is to maintain classroom order, since students who understand the instructions can begin tasks promptly.

A fourth reason is to build confidence in learners, as they are more likely to attempt tasks when they know exactly what to do.

2. State four differences between formal communication and informal communication.

One difference is that formal communication follows set rules and structures, while informal communication is casual and flexible.

Another difference is that formal communication is usually documented, such as in letters or reports, whereas informal communication is often verbal and undocumented.

A third difference is that formal communication takes place in official settings like meetings, while informal communication occurs in everyday situations like chats with friends.

A fourth difference is that formal communication uses polite and professional language, whereas informal communication may use slang or colloquial expressions.

3. Mention four reasons why feedback is important in the learning process.

One reason is that it helps learners know whether they are on the right track or need to make changes.

Another reason is that it motivates students to keep improving when they receive positive reinforcement.

A third reason is that it identifies specific areas of weakness, allowing targeted improvement.

A fourth reason is that it strengthens the teacher–student relationship through constructive communication.

4. Give four examples of barriers to effective listening in the classroom and explain each briefly.

One barrier is background noise, which distracts learners from focusing on the teacher’s message.

Another barrier is lack of interest, where students mentally switch off because the topic does not engage them.

A third barrier is poor seating arrangement, which may make it difficult for some students to hear or see the teacher.

A fourth barrier is emotional disturbance, where personal problems affect a student's ability to concentrate on listening.

5. State four ways in which a dictionary can be used to improve students' writing skills.

A dictionary can help by providing correct spelling of words, which reduces writing errors.

It can also give definitions, allowing students to use words accurately in context.

It offers examples of word usage, helping learners understand how to construct sentences correctly.

It provides synonyms and antonyms, which help students vary their vocabulary in writing.

6. Mention four purposes of reading in an academic setting.

One purpose is to gather information for assignments or research projects.

Another purpose is to deepen understanding of a subject by studying related materials.

A third purpose is to prepare for examinations through revision of notes and textbooks.

A fourth purpose is to improve language skills by learning new vocabulary and sentence structures.

7. Identify four non-verbal cues a teacher can use to emphasise a point during a lesson.

One non-verbal cue is pointing to important information on the board or chart to draw attention.

Another cue is making eye contact with students to stress the importance of what is being said.

A third cue is using hand gestures to illustrate ideas or highlight key words.

A fourth cue is pausing briefly after a key statement to let the information sink in.

8. Give four benefits of note-making compared to note-taking.

One benefit is that note-making encourages summarising in one's own words, which improves understanding.

Another benefit is that it allows better organisation of ideas in a way that suits the learner.

A third benefit is that it highlights only the most important points, saving time during revision.

A fourth benefit is that it makes it easier to remember information because the learner actively processes it.

9. State four situations in which you would use the article “the” and give examples.

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

Another situation is when talking about something unique. Example: “The moon is bright tonight.”

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

A fourth situation is when using superlatives. Example: “She is the best player on the team.”

10. List four qualities of a good public speaker and explain why each is important.

One quality is confidence, which makes the speaker appear credible and capable.

Another quality is clarity, ensuring the audience easily understands the message.

A third quality is engagement, which keeps the audience interested through interaction and lively delivery.

A fourth quality is good preparation, allowing the speaker to present ideas logically and respond to questions effectively.

11. With suitable examples, explain the following word formation processes: (a) Compounding (b) Coinage (c) Suffixation (d) Blending.

Compounding is combining two or more words to form a new word with a unique meaning. For example, “toothpaste” from “tooth” and “paste” means a paste used for cleaning teeth.

Coinage is the creation of a completely new word, often from brand names or inventions. For example, “Google” started as a brand name and is now commonly used as a verb meaning to search the internet.

Suffixation is adding a group of letters at the end of a word to change its meaning or grammatical function. For example, adding “-ness” to “happy” makes “happiness,” which changes the adjective to a noun.

Blending is forming a new word by merging parts of two different words. For example, “smog” comes from “smoke” and “fog,” describing polluted air.

12. Outline five steps you would follow when preparing a speech for a school function.

The first step is choosing a topic that is relevant and interesting to the audience, ensuring it holds their attention.

The second step is researching the topic to gather accurate information and examples to support the message.

The third step is organising the speech into an introduction, body, and conclusion for a logical flow.

The fourth step is drafting the speech and refining it to remove unnecessary information while making key points clear.

The fifth step is practising the delivery to improve confidence, voice projection, and timing before the actual event.

13. Discuss five reasons why some students find it difficult to participate in group discussions.

One reason is shyness, where students feel nervous or self-conscious about speaking in front of others.

Another reason is lack of preparation, which leaves them unsure of what to contribute to the discussion.

A third reason is fear of criticism, as they worry their ideas will be judged or rejected by peers.

A fourth reason is dominance by outspoken members, making it hard for quieter students to have a chance to speak.

A fifth reason is language barriers, where limited vocabulary or poor grammar makes it difficult to express ideas clearly.

14. Explain five ways of improving handwriting among secondary school students.

One way is through regular practice, as consistent writing exercises help develop neater and more consistent letters.

Another way is teaching correct posture and pen grip, which improves control and fluidity in writing.

A third way is encouraging the use of lined paper to guide letter size and alignment.

A fourth way is slowing down writing speed to focus on forming letters accurately before increasing pace.

A fifth way is giving personalised feedback so students know which aspects of their handwriting need improvement.

15. Imagine you are organising a reading club for Form II students. Describe five activities you would include to encourage members to read more books.

The first activity is holding weekly reading sessions where members read together and discuss the material.

The second activity is organising book reviews, allowing students to summarise and share their opinions on books they have read.

The third activity is hosting storytelling events where members retell stories from the books in creative ways.

The fourth activity is arranging reading challenges with small rewards to motivate participation.

The fifth activity is inviting guest authors or librarians to talk about books and inspire a reading culture.

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

"The pupils who attended the workshop gained useful skills for their future careers."

(i) The main clause is "The pupils gained useful skills for their future careers."

(ii) The subordinate clause is "who attended the workshop."

(iii) Two noun phrases are "the pupils" and "useful skills."

(iv) A word similar in meaning to "gained" is "acquired."

17. Explain five advantages and disadvantages of using technology in classroom communication.

One advantage is that it makes lessons more engaging through visual and interactive tools.

Another advantage is the ease of accessing vast information online, which enriches learning.

A third advantage is the ability to connect with other learners and experts through online platforms.

One disadvantage is the risk of distractions from unrelated online content during lessons.

Another disadvantage is overreliance on technology, which may limit the development of traditional learning skills.

18. Identify five common grammatical errors made by students in written work and suggest a correction for each.

One common error is subject-verb disagreement, such as "He go to school," which should be "He goes to school."

Another is incorrect tense use, such as "I am went to town," which should be "I went to town."

A third is misuse of apostrophes, like writing "Its raining," which should be "It's raining."

A fourth is run-on sentences, such as “I like reading it helps me learn,” which should be “I like reading because it helps me learn.”

A fifth is wrong plural forms, such as “childs,” which should be “children.”