

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

724

COMMUNICATION SKILLS

Time: 3 Hour.

ANSWERS

Year: 2007 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. The first purpose of communication in a teaching and learning environment is to share information. Teachers use communication to convey facts, concepts, and instructions to students so that they can understand the subject matter.

The second purpose is to facilitate understanding. Communication helps to clarify complex ideas, enabling students to grasp new topics more effectively through explanation, examples, and feedback.

The third purpose is to motivate learners. Encouraging words, praise, and positive body language can inspire students to participate actively and put more effort into their studies.

The fourth purpose is to assess learning. Teachers use questioning and discussion to evaluate how much students have understood and to identify areas that need more attention.

2. The first quality of a good listener in a classroom setting is attentiveness. This involves focusing fully on the speaker without allowing distractions to interfere.

The second quality is patience. A good listener waits until the speaker has finished before responding, which shows respect and allows for a complete understanding of the message.

The third quality is providing feedback. Nodding, making eye contact, or asking relevant questions helps the speaker know that the message is being understood.

The fourth quality is open-mindedness. A good listener is willing to consider different viewpoints without jumping to conclusions or making premature judgments.

3. Formal communication is the exchange of information through officially recognised channels, often following established rules. For example, a staff meeting or an official memo from a school administration. Informal communication is casual and does not follow official structures, such as a chat between colleagues or students during break time.

Formal communication is usually documented, structured, and professional, while informal communication is spontaneous, friendly, and often verbal. Both serve different purposes in education and work environments.

4. The first way a dictionary can be used is to find word meanings, helping learners understand unfamiliar vocabulary.

The second way is to learn correct pronunciation, as dictionaries often include phonetic transcriptions that guide readers on how to say words correctly.

The third way is to check spelling, ensuring that words are written correctly in assignments and exams.

The fourth way is to identify word classes, such as whether a word is a noun, verb, adjective, or adverb, which helps in grammar and sentence construction.

5. One barrier to effective oral presentation is stage fright, where nervousness reduces a speaker's confidence. This can be overcome with practice and preparation.

Another barrier is poor organisation of ideas, which confuses the audience. Preparing an outline before presenting can help address this problem.

A third barrier is lack of audience engagement, where the speaker fails to capture interest. Using questions, stories, and examples can improve engagement.

A fourth barrier is unclear speech, where poor pronunciation or low voice projection makes it hard for the audience to follow. Practising articulation and voice projection helps resolve this.

6. The first use of the definite article "the" is to refer to something already mentioned. For example, "I saw a dog. The dog was barking."

The second use is to refer to something unique. For example, "The sun rises in the east."

The third use is to talk about something specific known to both the speaker and listener. For example, "The teacher in this class is very experienced."

The fourth use is with superlatives. For example, "She is the best student in the school."

7. One non-verbal cue that enhances speech is eye contact, which shows confidence and keeps the audience engaged.

A second cue is gestures, such as using hand movements to emphasise key points and make explanations clearer.

A third cue is facial expressions, which reflect emotions like excitement, seriousness, or concern, helping to convey meaning beyond words.

A fourth cue is body posture, where standing upright and facing the audience shows openness and authority.

8. The first way to organise notes is by using headings and subheadings to structure topics clearly.

The second way is through bullet-like listing of points for easier reading and revision.

The third way is by numbering main points and sub-points for logical order.

The fourth way is using colour coding or highlighting to distinguish between key concepts and supporting details.

9. One difference between intensive and extensive reading is that intensive reading focuses on understanding details, while extensive reading focuses on general comprehension.

Another difference is that intensive reading often involves short texts, while extensive reading involves longer texts.

A third difference is that intensive reading requires more concentration on vocabulary and grammar, while extensive reading prioritises reading speed and enjoyment.

A fourth difference is that intensive reading is often used in study or academic contexts, while extensive reading is common for leisure or general knowledge.

10. One common goal of public speaking is to inform, where the speaker provides the audience with knowledge or facts.

A second goal is to persuade, where the speaker influences the audience to agree with an opinion or take action.

A third goal is to entertain, where the speaker engages the audience through humour, stories, or interesting experiences.

A fourth goal is to inspire, where the speaker encourages the audience to achieve goals or adopt positive attitudes.

11. With examples, explain the meaning of the following terms: (a) Clipping (b) Suffixation (c) Blending (d) Conversion

Clipping is a process of shortening a longer word without changing its meaning. For example, “phone” from “telephone” and “gym” from “gymnasium.”

Suffixation is the process of forming a new word by adding a suffix at the end of an existing word. For example, adding “-er” to “teach” to form “teacher,” or “-ful” to “hope” to form “hopeful.”

Blending is the creation of a new word by merging parts of two words. For example, “smog” from “smoke” and “fog,” or “brunch” from “breakfast” and “lunch.”

Conversion is changing a word from one grammatical category to another without altering its form. For example, “to water” (verb) from “water” (noun), or “to email” (verb) from “email” (noun).

12. Describe five strategies that can help a student improve comprehension when reading a complex text

The first strategy is pre-reading, which involves scanning headings, subheadings, and summaries to get an idea of the content before reading in detail.

The second strategy is highlighting or underlining key points while reading to focus on important ideas.

The third strategy is taking notes in one’s own words to reinforce understanding and memory.

The fourth strategy is rereading difficult sections to clarify meaning and identify connections between ideas.

The fifth strategy is discussing the text with peers or a teacher to share interpretations and resolve misunderstandings.

13. Identify five sources of information that can be used in academic work and explain their importance

Textbooks are a primary source that provide reliable and structured information on academic subjects.

Academic journals contain research articles that present updated findings and detailed studies on specific topics.

The internet, when used carefully with credible websites, provides a wide range of resources and quick access to information.

Libraries offer both printed and electronic materials, along with quiet study environments and expert assistance from librarians.

Interviews with experts give first-hand insights and practical examples that may not be found in written sources.

14. With examples, explain five functions of non-verbal communication in daily interactions

One function is complementing verbal communication, such as nodding while saying “yes” to reinforce agreement.

Another function is substituting verbal communication, like waving a hand to say goodbye instead of speaking.

A third function is regulating conversation, for example, raising a hand to indicate a desire to speak.

A fourth function is expressing emotions, such as smiling to show friendliness or frowning to indicate disapproval.

A fifth function is emphasising a point, like pointing at an object while describing it to draw attention.

15. As a secondary school teacher, describe five methods you would use to encourage students to develop a reading culture

One method is creating a classroom library with a variety of interesting books that students can borrow.

Another is introducing regular reading periods during the school timetable to build a reading habit.

A third is organising reading competitions to motivate students through rewards and recognition.

A fourth is recommending age-appropriate and interesting books that match students' reading levels.

A fifth is leading group reading sessions followed by discussions to make reading a social and engaging activity.

16. The sentence below contains both a main clause and a subordinate clause. Identify each, then answer the other items: "The students who revised thoroughly passed the examination with high grades." (a) Identify the main clause. (b) Identify the subordinate clause. (c) Mention two noun phrases. (d) State the tense used in the sentence.

The main clause is "The students passed the examination with high grades" because it expresses a complete idea.

The subordinate clause is "who revised thoroughly" because it depends on the main clause for meaning.

Two noun phrases are "the students" and "the examination."

The tense used in the sentence is the simple past tense.

17. Explain five listening skills that can help a learner take effective notes during lectures

One skill is focusing attention fully on the speaker to avoid missing important points.

Another skill is identifying key points by listening for emphasis, repetition, or summaries given by the speaker.

A third skill is filtering out distractions by sitting in a suitable position and ignoring side conversations.

A fourth skill is using shorthand or abbreviations to write notes quickly without losing the main ideas.

A fifth skill is reviewing notes immediately after the lecture to fill in any gaps while the information is fresh.

18. Identify five challenges that teachers face when preparing for oral presentations and suggest solutions for each

One challenge is lack of preparation time; the solution is to plan early and allocate time for rehearsal.

Another is difficulty in organising ideas; the solution is to create an outline to arrange points logically.

A third is stage fright; the solution is practising regularly to build confidence.

A fourth is limited resources for visual aids; the solution is to improvise with available materials like charts or drawings.

A fifth is predicting audience questions; the solution is to research the topic thoroughly and prepare possible answers in advance.