

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

724

COMMUNICATION SKILLS

Time: 3 Hour.

ANSWERS

Year: 2008 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. Define the term “communication” and explain three key elements of the communication process.

Communication is the process of exchanging information, ideas, emotions, or messages between individuals or groups through agreed symbols, words, or behaviours to create shared understanding.

The first key element is the sender. This is the person who initiates the message by formulating an idea and encoding it into words, symbols, or gestures. The sender plays a crucial role because they determine the clarity and effectiveness of the message before sending it.

The second element is the message. This is the content of the communication, which can include facts, ideas, opinions, or emotions. The message must be structured and expressed in a way that suits the audience’s level of understanding to achieve its purpose.

The third element is the receiver. This is the individual or group for whom the message is intended. The receiver is responsible for decoding the message and interpreting its meaning. Understanding depends on their background, knowledge, and attention to the communication process.

2. Mention four skills a teacher should use to make an oral presentation effective.

The first skill is clarity of speech. The teacher should pronounce words correctly and use simple language so that all students can follow and understand the message without confusion.

The second skill is good organisation. The teacher must arrange the content in a logical sequence, starting from an introduction, moving through the main points, and ending with a conclusion. This helps the audience follow the presentation easily.

The third skill is the use of non-verbal cues. These include gestures, facial expressions, and eye contact, which add emphasis and help convey emotions and attitudes that support the spoken message.

The fourth skill is effective voice modulation. This involves varying pitch, tone, and volume to highlight important points, maintain interest, and avoid a monotonous delivery that can bore the audience.

3. Differentiate between connotative meaning and denotative meaning with clear examples.

Connotative meaning refers to the emotional, cultural, or associative significance attached to a word beyond its literal meaning. For example, the word “home” may bring feelings of comfort, warmth, and safety to someone, depending on their experiences.

Denotative meaning is the literal or dictionary definition of a word without any added emotions or associations. Using the same example, “home” in its denotative meaning is simply a place where one lives or resides.

The key difference between them is that connotative meaning varies among individuals and cultures, while denotative meaning is fixed and universally understood according to a dictionary.

4. Explain four ways a reader can identify a headword in a dictionary.

The first way is by checking bold print. Headwords in a dictionary are often printed in bold to make them stand out from definitions and examples, allowing quick identification.

The second way is by following alphabetical order. Dictionaries arrange words in alphabetical sequence, so knowing the order helps a reader locate headwords efficiently.

The third way is by using guide words. These appear at the top of dictionary pages and show the first and last words on that page. A reader can check if the desired headword falls within that range.

The fourth way is by observing formatting style. Headwords are usually set in a larger font size or in a distinct typeface, which visually separates them from other text in the entry.

5. Briefly describe four barriers that may cause communication breakdown in a classroom.

The first barrier is language differences. If the teacher uses complex vocabulary or a language unfamiliar to the students, the message will not be fully understood.

The second barrier is physical distractions. Noise, poor classroom arrangement, or inadequate lighting can reduce students’ ability to focus on the message.

The third barrier is emotional interference. Students who are stressed, anxious, or angry may not process the teacher’s message correctly, leading to misunderstanding.

The fourth barrier is lack of interest. When students are disengaged or bored, they are less likely to pay attention, making it harder for the communication to achieve its purpose.

6. What is the difference between intensive and extensive reading? Give two examples of each.

Intensive reading is the detailed reading of a short text to fully understand its meaning, structure, and vocabulary. For example, reading a paragraph to identify grammatical structures or studying a short passage to analyse word usage.

Extensive reading is reading longer texts for overall understanding and enjoyment without focusing on every detail. For example, reading a novel for pleasure or going through a magazine to gain general information.

The difference is that intensive reading focuses on detail and accuracy, while extensive reading focuses on fluency and general comprehension.

7. Identify four qualities of a good public speaker.

The first quality is confidence. A good public speaker delivers the message without fear or hesitation, which helps gain the audience's trust.

The second quality is clarity. The speaker communicates ideas in simple, precise language that is easy for the audience to understand.

The third quality is engagement. A good speaker involves the audience through questions, examples, and eye contact to maintain interest throughout the presentation.

The fourth quality is preparation. The speaker organises their material in advance and is ready to answer questions or handle unexpected situations.

8. With examples, list four functions of non-verbal communication.

The first function is complementing verbal messages. For example, a teacher nodding while saying "yes" reinforces the spoken agreement.

The second function is substituting verbal messages. For instance, waving a hand to say goodbye without speaking.

The third function is regulating conversations. Hand gestures or eye movements can signal when it is another person's turn to speak.

The fourth function is expressing emotions. Smiling to show happiness or crossing arms to indicate defensiveness are examples of emotional expression through body language.

9. Outline four techniques used during note-taking to ensure accuracy and clarity.

The first technique is using abbreviations and symbols to save time and capture information quickly during lectures.

The second is highlighting or underlining important points so that they stand out during review and revision.

The third is organising notes into headings and subheadings to structure information clearly for easy reference.

The fourth is summarising ideas in one's own words to improve understanding and make it easier to recall the information later.

10. Mention four major goals of communication and give a short explanation for each.

The first goal is to inform, which involves sharing factual information to increase the audience's knowledge or awareness.

The second goal is to persuade, aiming to influence others to accept a viewpoint or take a particular action.

The third goal is to entertain, which seeks to amuse or engage the audience in a relaxed and enjoyable way.

The fourth goal is to build relationships, fostering trust, cooperation, and understanding between individuals or groups.

11. Describe the meaning of the following terms and provide two examples for each: (a) Clipping (b) Compounding (c) Blending (d) Conversion

Clipping is the process of forming a new word by shortening a longer word without changing its meaning. An example is "exam" from "examination" and "lab" from "laboratory."

Compounding is the process of joining two or more words to create a new word with a distinct meaning. An example is "blackboard" from "black" and "board," and "toothpaste" from "tooth" and "paste."

Blending is the process of combining parts of two words to create a new one. An example is "brunch" from "breakfast" and "lunch," and "smog" from "smoke" and "fog."

Conversion is the process of changing a word from one grammatical category to another without altering its form. An example is "to email" (verb) from "email" (noun), and "to text" (verb) from "text" (noun).

12. Identify five types of essays and briefly explain the purpose of each

Narrative essays tell a story based on personal experience or imagination, aiming to entertain and engage the reader through events and characters.

Descriptive essays give detailed information about a person, place, object, or event, aiming to create a vivid image in the reader's mind through sensory details.

Expository essays explain a concept, idea, or process clearly and logically, aiming to inform or educate the reader on a particular topic.

Argumentative essays present a claim supported by evidence and reasoning, aiming to persuade the reader to accept a specific point of view.

Reflective essays explore the writer's thoughts, feelings, and experiences, aiming to show personal growth or lessons learned from a particular event or situation.

13. Assume you are a communication tutor preparing learners for an oral presentation. Explain five strategies a speaker can use to make the presentation meaningful and engaging

The first strategy is knowing the audience by understanding their interests, knowledge level, and expectations, which allows the presentation to be tailored to their needs.

The second strategy is organising content logically, starting with an introduction, followed by the main points, and ending with a strong conclusion to help the audience follow the flow.

The third strategy is using visual aids such as charts, slides, or props to reinforce spoken words and make the message more memorable.

The fourth strategy is practising delivery in advance to improve confidence, fluency, and timing, reducing the risk of hesitation during the presentation.

The fifth strategy is involving the audience through questions, discussions, or examples to maintain attention and encourage active participation.

14. The internet is widely used in Tanzania. Explain three positive and three negative impacts of the internet on communication in society

One positive impact is that it provides fast access to information, enabling people to learn and communicate efficiently. Another positive impact is that it allows global communication through emails, social media, and video calls, breaking geographical barriers. A third positive impact is that it offers platforms for online education and training, making learning more accessible.

One negative impact is the spread of misinformation, where false information can quickly reach a large audience and cause confusion. Another negative impact is reduced face-to-face interaction, as people may rely more on online communication. A third negative impact is exposure to harmful content, such as cyberbullying or inappropriate material, which can negatively influence users, especially young people.

15. As a teacher of Form I, explain how you would solve the problems of extensive reading among your students

The first way is by providing a variety of interesting reading materials such as storybooks, magazines, and newspapers to cater to different interests.

The second way is by setting aside specific reading periods during the school timetable to encourage the habit of reading.

The third way is by guiding students on how to choose appropriate books that match their reading level to avoid frustration and boredom.

The fourth way is by organising reading competitions and discussions to motivate students to read more actively.

The fifth way is by integrating reading tasks into homework and classroom activities to make reading a regular part of learning.

16. Study the following sentence then answer the questions below: "The teacher who spoke during the assembly inspired many students." (a) Identify the main clause and the subordinate clause. (b) Mention two noun phrases in the sentence. (c) What is the tense used in this sentence? (d) Replace the word "inspired" with a word having the same meaning

The main clause is "The teacher inspired many students" because it expresses a complete thought. The subordinate clause is "who spoke during the assembly" because it depends on the main clause for meaning.

Two noun phrases in the sentence are "the teacher" and "many students."

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

A word with the same meaning as "inspired" is "motivated."

17. Explain five techniques a teacher can use to help students overcome barriers to effective listening in class

The first technique is speaking clearly and at a moderate pace to allow students to process the message without missing key points.

The second technique is minimising physical distractions such as noise or poor seating arrangements to keep students focused.

The third technique is using visual aids to reinforce spoken words and make it easier for students to understand and remember.

The fourth technique is encouraging students to ask questions, which ensures they actively listen and clarify unclear points.

The fifth technique is varying teaching methods, such as group work, storytelling, and demonstrations, to maintain students' attention.

18. Identify five challenges students face during note-taking and explain one solution for each

One challenge is writing too slowly, which can cause students to miss important points; the solution is to use abbreviations and symbols to write faster.

Another challenge is difficulty in identifying key points; the solution is to practise listening for topic sentences and repeated ideas.

A third challenge is poor organisation of notes; the solution is to use headings, subheadings, and bullet-like structures for clarity.

A fourth challenge is spelling errors that make notes unclear; the solution is to focus on writing legibly and reviewing notes after class.

A fifth challenge is losing concentration during lectures; the solution is to stay engaged by maintaining eye contact with the speaker and participating in discussions.