

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

724

COMMUNICATION SKILLS

(For Both School and Private Candidates)

Time: 3 Hours

ANSWERS

Year: 2013

Instructions

1. This paper consists of section A , B and C
2. Answer all questions in Section A and two questions in section B, and two questions in section C.

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1. Briefly describe four basic communication skills.

Listening is a fundamental communication skill that allows individuals to receive and interpret messages effectively. Active listening involves paying full attention to the speaker, maintaining eye contact, and providing feedback to confirm understanding. For example, a student who listens carefully to a teacher's explanation can grasp the concept better than one who is distracted.

Speaking is essential for conveying thoughts, ideas, and emotions clearly. A good speaker uses appropriate tone, volume, and clarity to ensure the message is understood. For instance, a leader addressing a group must articulate words properly and use a confident tone to maintain authority and engagement.

Reading enhances communication by enabling individuals to understand written messages in books, emails, and reports. A good reader comprehends the text accurately, extracts key points, and applies the knowledge effectively. For example, a doctor reading a patient's medical history must understand every detail to provide appropriate treatment.

Writing allows individuals to communicate information in a structured and organized manner. Good writing skills involve correct grammar, punctuation, and coherence. For instance, a job applicant must write a well-structured cover letter to impress employers and increase the chances of securing an interview.

2. Mention four types of information that can be provided by the dictionary.

A dictionary provides word meanings, helping users understand unfamiliar terms. For example, if a learner encounters the word "ambiguous," they can check the dictionary to find that it means "having more than one possible meaning."

Pronunciation guidance is provided in a dictionary through phonetic symbols or audio examples. This helps learners pronounce words correctly. For instance, the dictionary indicates that "colonel" is pronounced as "kernel."

A dictionary explains word usage, showing how words function in different contexts. It provides example sentences to clarify meaning. For example, it may show that the word "bark" can refer to a dog's sound or the outer covering of a tree, depending on context.

Synonyms and antonyms are included in a dictionary to help expand vocabulary and improve word choice in communication. For example, for the word "happy," the dictionary may provide synonyms such as "joyful" and "content" and antonyms like "sad" and "miserable."

3. Give two functions to each of the following non-verbal communication during an oral communication:

Eye contact helps in building engagement and trust between the speaker and listener. A speaker who maintains eye contact appears confident and credible. For instance, a teacher making eye contact with students ensures they remain attentive and engaged in the lesson.

Eye contact also regulates the flow of communication by signaling when it is another person's turn to speak. In a conversation, breaking eye contact may indicate that the speaker has finished talking and is awaiting a response. For example, during an interview, an applicant maintains eye contact when answering questions to show attentiveness.

Gestures enhance verbal communication by reinforcing spoken messages. Hand movements, nodding, or pointing can clarify meaning. For example, a traffic officer directing vehicles uses hand gestures to indicate when cars should stop or move.

Gestures also help express emotions that words alone may not fully convey. A thumbs-up gesture signifies approval or agreement, while a shrug indicates uncertainty. For example, a coach giving a thumbs-up to a player boosts confidence and motivation.

4. Differentiate intrapersonal communication from public communication.

Intrapersonal communication occurs within an individual's mind, involving self-reflection, decision-making, and personal thoughts. It is a form of internal dialogue that helps people evaluate situations and plan actions. For example, a student thinking about how to approach an exam question before writing the answer engages in intrapersonal communication.

Public communication, on the other hand, involves one speaker addressing a large audience with the intention of informing, persuading, or entertaining. It requires effective presentation skills and clear articulation of ideas. For example, a politician giving a speech during an election campaign uses public communication to influence voters.

5. Briefly explain four characteristics of nonverbal communication.

Nonverbal communication is continuous, meaning it happens at all times, even when a person is not speaking. For example, body language, facial expressions, and posture convey messages even in silence.

It is culture-specific, meaning gestures and expressions vary across cultures. For example, a nod signifies agreement in some cultures, while in others, it may mean disagreement or acknowledgment.

Nonverbal communication is often more reliable than words, as body language and facial expressions reveal true emotions. For example, a person saying "I'm fine" with a sad expression contradicts the verbal message, indicating distress.

It complements verbal communication by reinforcing spoken words. For example, a teacher explaining a concept may use hand gestures to illustrate ideas, making the explanation clearer.

6. Outline four different techniques of skimming a text.

Reading headings and subheadings helps identify the main topics in a document without going through every word. For example, before reading a newspaper article, scanning the headlines gives a quick summary of the news.

Scanning for keywords allows readers to locate important terms and key points quickly. For instance, in a research paper, scanning for words like "results," "conclusion," or "findings" helps in identifying crucial sections.

Looking at the first and last sentences of paragraphs provides a general idea of the content. Many paragraphs start with a topic sentence that introduces the main point, while the concluding sentence summarizes it.

Glancing at bullet points, charts, and highlighted text speeds up information retrieval. For example, when reviewing a textbook chapter before an exam, focusing on highlighted definitions and summary points helps in quick revision.

7. Write four features of paralinguistic communication.

Paralinguistic communication involves vocal elements such as tone, pitch, and volume that convey meaning beyond words. For example, a speaker using a rising tone at the end of a sentence may indicate a question or uncertainty.

It includes speech rate, where the speed of talking affects understanding. Speaking too fast may cause confusion, while a moderate pace allows clear communication. For instance, news presenters use a steady pace to ensure clarity.

Pauses in speech contribute to effective communication by emphasizing key points. A pause before a crucial statement builds anticipation and draws attention. For example, a teacher pausing before revealing an answer encourages students to think critically.

Voice modulation enhances expression by adjusting loudness and emphasis. A soft tone conveys calmness, while a louder voice may indicate urgency or excitement. For example, a coach shouting instructions during a game shows urgency.

8. Read the following bibliography, and then answer the following questions:

Omari, A. (1992). When international language clash. In D.M. Makungu, (Ed.). Language in education in Africa: A Tanzanian perspective (pp56-68). Clevedon: Multilingual Matters Ltd.

(a) Write the title of the book.

The title of the book is Language in Education in Africa: A Tanzanian Perspective.

(b) Who is Omari A.?

Omari A. is the author of the article "When International Language Clash," which is a chapter within the book edited by D.M. Makungu.

(c) Write the place of publication of that book.

The place of publication of the book is Clevedon.

(d) Write the name of the publishing house.

The name of the publishing house is Multilingual Matters Ltd.

9. List four markers that distinguish spoken from written discourse.

Spoken discourse is informal and often spontaneous, while written discourse is more structured and carefully planned. In conversations, people may use slang and incomplete sentences, whereas written text follows grammatical rules.

Spoken language relies on tone, pitch, and intonation to convey meaning, while written text depends on punctuation and formatting. A speaker may use emphasis to highlight important points, whereas a writer uses bold text or underlining.

Spoken discourse allows immediate feedback, enabling speakers to clarify or adjust their messages instantly. In contrast, written communication is one-way and requires careful wording to prevent misinterpretation.

Repetition and fillers such as "um," "uh," and "you know" are common in spoken language but are rarely used in formal writing. Conversations often include pauses and hesitations, while written texts are more concise.

10. Read the following sentence and then answer the following questions:

"I like his house but I don't like his car."

(a) Briefly explain the type of this sentence.

This is a compound sentence because it consists of two independent clauses joined by a coordinating conjunction, "but."

(b) Write the main clause(s) of this sentence.

The main clauses are "I like his house" and "I don't like his car."

(c) What is the role of the word "but"?

The word "but" is a coordinating conjunction that contrasts the two ideas presented in the sentence, showing a difference between liking the house and not liking the car.

11. With examples, explain the usefulness of any six punctuation markers.

A period (.) is used to indicate the end of a declarative sentence, marking a full stop in writing. It ensures clarity and proper sentence separation. For example, in "She went to the market.", the period shows that the sentence has concluded.

A comma (,) is used to separate elements within a sentence, making it easier to read. It is commonly used in lists, clauses, and after introductory words. For example, in "I bought apples, oranges, and bananas.", the commas separate the list items to improve readability.

A question mark (?) is placed at the end of a sentence to indicate a direct question. It helps distinguish inquiries from statements. For example, in "Where are you going?", the question mark signals that a response is expected.

An exclamation mark (!) is used to express strong emotions such as surprise, excitement, or urgency. For example, "Wow! That was an amazing performance!" shows enthusiasm and excitement.

A colon (:) is used to introduce a list, explanation, or clarification. It signals that more information follows. For example, in "She packed the essentials: a flashlight, a map, and a water bottle.", the colon introduces the list of items.

Quotation marks (" ") are used to indicate direct speech or highlight specific words. For example, in "He said, 'I will be there at 5 PM.'", the quotation marks enclose the exact words spoken.

12. Explain clearly five motives for interpersonal communication.

Interpersonal communication helps in expressing personal emotions and thoughts. People share feelings, experiences, and ideas to build relationships and connect with others. For example, a person confiding in a friend about a difficult situation seeks emotional support through communication.

It facilitates the exchange of information in daily interactions. People communicate to share knowledge, instructions, or advice. For example, an employer giving feedback to an employee on job performance helps improve work efficiency.

Interpersonal communication is essential for persuasion and influence. People use communication to convince others to take action or adopt a particular viewpoint. For example, a salesperson persuading a customer to buy a product uses interpersonal skills to highlight its benefits.

It promotes problem-solving and decision-making. Through discussions and negotiations, people resolve conflicts and make important choices. For example, a family discussing vacation plans uses communication to agree on a destination that suits everyone.

It strengthens social bonds and relationships. Effective communication fosters trust, understanding, and cooperation in friendships, workplaces, and communities. For example, a team collaborating on a project communicates to ensure smooth coordination and goal achievement.

13.(a) What are catalogue cards? Demonstrate by using illustrations three ways in which catalogue cards are listed in a library.

Catalogue cards are physical or digital records used in libraries to organize and locate books and other materials. They provide details such as the title, author, subject, and classification number of a book, helping users find resources efficiently.

Books in a library are listed through the title catalogue, where materials are arranged alphabetically by their titles. For example, "The Great Gatsby" would be listed under "G" for "Great."

The author catalogue organizes books by the writer's last name. For instance, a book by William Shakespeare would be found under "S" for "Shakespeare."

The subject catalogue classifies books according to topics. A book on physics would be found under the "Science" section, making it easy for researchers to find subject-related materials.

(b) Mention three significance of catalogue cards.

Catalogue cards help in organizing and retrieving books efficiently. They ensure that library users can quickly locate materials without searching through entire shelves.

They serve as a permanent record of a library's collection. Even if books are borrowed, catalogue cards provide information about the materials available.

They help in categorizing books systematically. By listing books under different cataloguing methods, libraries maintain an orderly arrangement that benefits researchers and readers.

14. Illustrate with examples six features of oral presentation.

Clarity in speech is crucial for a successful oral presentation. A speaker should articulate words properly to ensure the audience understands. For example, a teacher explaining a math concept must pronounce technical terms clearly to avoid confusion.

Confidence enhances audience engagement. A speaker who maintains eye contact and uses a firm voice appears knowledgeable and trustworthy. For example, a motivational speaker addressing students should exhibit confidence to inspire them.

Use of visual aids supports comprehension. Presenters often use slides, charts, or videos to reinforce key points. For example, a business professional presenting a sales report may use graphs to illustrate growth trends.

Engagement with the audience makes a presentation interactive. A good presenter asks questions and encourages participation. For example, a lecturer asking students for opinions during a lesson keeps them actively involved.

Proper body language, including gestures and posture, strengthens a presentation. A speaker who moves naturally and uses hand movements emphasizes points effectively. For example, a politician using expressive gestures during a campaign speech appears more persuasive.

Time management ensures that all key points are covered without exceeding the allotted time. A well-paced presentation maintains audience attention. For example, a student giving a five-minute class presentation must plan content to fit within the given time frame.

15. Compare and contrast between derivational and inflectional processes in English Language by giving three examples in each case.

Derivational processes involve creating new words by adding prefixes or suffixes, often changing the meaning or grammatical category of the original word. For example, adding "-ness" to "happy" forms "happiness," converting an adjective to a noun. Another example is adding "un-" to "fair" to create "unfair," changing the meaning to the opposite. A third example is adding "-er" to "teach" to form "teacher," changing a verb into a noun.

Inflectional processes modify words to indicate grammatical features such as tense, number, or possession without changing the word's core meaning. For example, adding "-s" to "book" forms "books," indicating plural form. Another example is adding "-ed" to "walk" to form "walked," indicating past tense. A third example is adding "-ing" to "run" to form "running," indicating continuous action.

16. Show, by giving six points, how subject-verb concord works in English Language. Provide an example for each point.

A singular subject takes a singular verb. For example, "She writes well." The singular subject "she" requires the singular verb "writes."

A plural subject takes a plural verb. For example, "They play soccer every weekend." The plural subject "they" requires the plural verb "play."

Compound subjects joined by "and" take a plural verb. For example, "Tom and Jerry are best friends." The compound subject "Tom and Jerry" needs the plural verb "are."

When two subjects are connected by "or" or "nor," the verb agrees with the subject closest to it. For example, "Neither the teacher nor the students were present." The verb "were" agrees with the plural subject "students."

Indefinite pronouns like "everyone" and "somebody" take singular verbs. For example, "Everybody loves ice cream." The singular verb "loves" matches the singular subject "everybody."

Collective nouns can take singular or plural verbs depending on meaning. For example, "The team is winning" (singular) and "The team are arguing among themselves" (plural when referring to individuals).

17. Describe five points on the importance of note making to a learner.

Note-making enhances retention of information. Writing down key points helps students remember concepts better than passive listening.

It improves organization skills by structuring ideas clearly. Well-arranged notes make revision easier.

It aids in exam preparation by summarizing key topics concisely. Students can quickly review essential information before tests.

It encourages active listening during lectures. Focusing on key points rather than writing everything verbatim enhances understanding.

It allows for future reference, enabling students to revisit and clarify concepts even after class.

18. Explain six listening techniques that can be used by a student when listening to a lecture.

Active listening requires full concentration on the speaker's words and avoiding distractions like phone use.

Taking structured notes helps in capturing important details without missing key concepts.

Asking clarifying questions ensures understanding of complex ideas presented by the lecturer.

Paraphrasing or summarizing information in one's own words helps in reinforcing knowledge.

Maintaining eye contact with the lecturer demonstrates engagement and attentiveness.

Reviewing notes after the lecture strengthens memory retention and aids future revision.