

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

724

COMMUNICATION SKILLS

Time: 3 Hour.

ANSWERS

Year: 2017 p.m

Instructions

1. This paper consists of sections **A** and **B** with total of **sixteen (16)** questions.
2. Answer **all** questions in sections **A** and **four (4)** questions from section **B**.
3. Section A carries **forty (40)** marks and section B carries **sixty (60)** marks.
4. Cellular phones and other unauthorized materials are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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1. Briefly describe four features of effective communication.

One feature of effective communication is clarity. The message must be clear and easy to understand so that the receiver interprets it as intended without confusion or ambiguity.

Another feature is conciseness. Effective communication avoids unnecessary words or information that may distract or confuse the receiver, focusing only on what is relevant.

A third feature is feedback. Good communication allows the receiver to respond, ask questions, or confirm understanding, which ensures the message has been received and interpreted correctly.

The fourth feature is appropriateness. The message should match the context, audience, and situation, using the right language, tone, and medium for the specific communication setting.

2. Outline four techniques that can be used to identify a headword in a dictionary.

One technique is checking alphabetical order. Headwords are arranged alphabetically, so knowing the spelling helps to locate the word faster.

Another technique is looking for bold print. In most dictionaries, headwords are printed in bold to make them stand out from the rest of the text.

A third technique is scanning for guide words. These are the first and last headwords on a dictionary page that help you know if the word you are looking for is on that page.

The fourth technique is using pronunciation marks. Dictionaries often include pronunciation symbols after the headword, making it easier to confirm you have found the correct entry.

3. Identify four importance of writing minutes during meetings.

One importance is that minutes provide a written record of the meeting. This helps participants remember what was discussed and decided for future reference.

Another importance is that they serve as evidence of decisions made. In case of disputes or misunderstandings, minutes can be used as proof of what was agreed upon.

A third importance is that they help absent members stay informed. Those who did not attend the meeting can read the minutes to know what transpired.

The fourth importance is that they help in tracking progress. By reviewing past minutes, organizations can check if agreed actions have been implemented.

4. Differentiate between a main clause and a subordinate clause by giving two examples for each.

A main clause is a group of words containing a subject and a predicate that expresses a complete thought and can stand alone as a sentence. For example: "The teacher arrived early" and "She explained the lesson clearly."

A subordinate clause is a group of words with a subject and a predicate that does not express a complete thought and cannot stand alone as a sentence. It depends on the main clause to make sense. For example: "because it was raining" and "when the bell rang."

5. Outline four skills needed by a teacher to deliver an effective oral presentation.

One skill is clear articulation. A teacher should pronounce words distinctly so that students can understand the message without strain.

Another skill is proper voice projection. The teacher must speak loudly enough for everyone in the audience to hear without shouting.

A third skill is maintaining eye contact. This engages students and helps in gauging their level of understanding and attention.

The fourth skill is effective use of body language. Gestures, posture, and movement can help emphasize points and make the presentation lively.

6. Describe four barriers to listening which may occur during a classroom discussion.

One barrier is noise. Background sounds or disturbances can distract students from focusing on what is being said.

Another barrier is lack of interest. If the topic is boring or irrelevant to students, they may stop paying attention.

A third barrier is preoccupation. When students are thinking about personal issues or unrelated matters, they fail to listen effectively.

The fourth barrier is language difficulty. If the language used is too complex or unfamiliar, students may fail to understand the message.

7. Explain four basic types of reading used in academic communication.

One type is skimming. This involves quickly going through a text to get the main idea without reading every word in detail.

Another type is scanning. This is reading quickly to find specific information, such as a date, name, or keyword in a text.

A third type is intensive reading. This involves reading carefully and closely to understand the meaning, grammar, and structure of the text.

The fourth type is extensive reading. This focuses on reading large amounts of material for enjoyment or general understanding, often outside the classroom.

8. Briefly describe four purposes of using punctuation marks in writing.

One purpose is to separate ideas. Punctuation marks like commas and full stops indicate pauses and divisions in writing for clarity.

Another purpose is to show relationships between ideas. Colons, semicolons, and dashes help link related points in a sentence.

A third purpose is to indicate tone or emotion. Exclamation marks and question marks show excitement, surprise, or inquiry in writing.

The fourth purpose is to avoid ambiguity. Proper punctuation ensures that the intended meaning of a sentence is clear and not misinterpreted.

9. Identify four types of skimming techniques used in reading.

One type is previewing. This involves looking at headings, subheadings, and summaries to get an overview of the content.

Another type is reading the first and last paragraphs. This can give the main idea without reading the whole text.

A third type is checking key sentences. These are usually the first sentences of each paragraph that carry the main point.

The fourth type is looking for keywords. Skimming for specific terms that are relevant to the reader's purpose helps in quick understanding.

10. Outline four characteristics of a good formal report.

One characteristic is accuracy. The information provided should be factual, correct, and supported by evidence.

Another characteristic is clarity. The report should be written in simple, clear language so that the reader can easily understand it.

A third characteristic is proper organization. A good report follows a logical structure with sections like introduction, body, and conclusion.

The fourth characteristic is objectivity. A formal report should present information and analysis without personal bias or emotion.

11. Explain six key features that differentiate verbal from non-verbal communication.

One feature is the medium of expression. Verbal communication uses spoken or written words to convey a message, while non-verbal communication relies on body language, gestures, and facial expressions.

Another feature is clarity of meaning. Verbal communication tends to be more explicit because words can clearly define concepts, whereas non-verbal communication can be open to multiple interpretations.

A third feature is speed of delivery. Verbal communication can transmit detailed messages quickly, while non-verbal cues may only provide supportive or complementary information.

The fourth feature is feedback reception. In verbal communication, feedback can be given instantly in words, while in non-verbal communication, feedback is mostly shown through body movements or expressions.

The fifth feature is cultural influence. Non-verbal communication is more influenced by cultural differences, meaning the same gesture can have different meanings in different societies, whereas verbal communication is more dependent on language rules.

The sixth feature is permanence. Written verbal communication provides a permanent record, but non-verbal communication cannot be recorded in the same way and often relies on observation in the moment.

12. With clear examples, describe the following word formation processes: (a) Clipping (b) Compounding (c) Blending (d) Conversion (e) Suffixation

Clipping is the process of shortening a longer word without changing its meaning. For example, "advertisement" becomes "ad" and "laboratory" becomes "lab."

Compounding involves joining two or more words to create a new word with a specific meaning. For example, "blackboard" (black + board) and "toothpaste" (tooth + paste).

Blending combines parts of two or more words to form a new one. For example, "brunch" (breakfast + lunch) and "smog" (smoke + fog).

Conversion changes the grammatical category of a word without altering its form. For example, the noun "email" can be used as a verb in "I will email you" and the noun "google" can become the verb "to google."

Suffixation involves adding a suffix to a root word to change its meaning or grammatical function. For example, "teach" becomes "teacher" (-er) and "happy" becomes "happiness" (-ness).

13. Explain six ways a presenter can use body language effectively when addressing an audience.

One way is maintaining good posture. Standing upright with an open stance shows confidence and readiness to engage with the audience.

Another way is using meaningful gestures. Hand movements can help emphasize important points and make explanations clearer.

A third way is making eye contact. This creates a connection with the audience and helps maintain their attention.

The fourth way is using facial expressions. Smiling, frowning, or raising eyebrows can help express emotions that support the spoken message.

The fifth way is moving with purpose. Walking towards the audience when making a point or stepping aside to show emphasis can add impact.

The sixth way is avoiding negative body language. Actions like crossing arms, looking away, or slouching can send signals of disinterest or defensiveness.

14. Identify and explain six challenges that hinder effective writing among student teachers.

One challenge is poor grammar knowledge. Weak understanding of grammar rules can result in unclear and incorrect writing.

Another challenge is limited vocabulary. Having few words to choose from can make writing repetitive and less expressive.

A third challenge is poor organization skills. Without a clear structure, writing can become disorganized and difficult to follow.

The fourth challenge is lack of practice. Writing improves with regular practice, so infrequent writing limits skill development.

The fifth challenge is poor spelling. Misspelled words can change meanings and make the writing appear careless.

The sixth challenge is limited knowledge of the topic. Without enough background information, student teachers may fail to provide detailed and accurate content.

15. With relevant examples, explain six uses of a dictionary in classroom instruction.

One use is checking word meanings. Students can use a dictionary to find accurate definitions of unfamiliar terms.

Another use is learning pronunciation. Dictionaries often include phonetic symbols to guide correct word pronunciation.

A third use is finding synonyms and antonyms. This helps students expand their vocabulary and improve writing variety.

The fourth use is understanding word origins. Some dictionaries provide etymology, which helps in understanding how words developed.

The fifth use is identifying correct spelling. Dictionaries provide the standard spelling of words, which is essential for accurate writing.

The sixth use is determining word usage. Dictionaries often give example sentences showing how a word is used in context.

16. Suggest six techniques which can help a student understand a complex text better during comprehension reading.

One technique is reading the text more than once. The first reading can give an overview, and subsequent readings can help clarify details.

Another technique is underlining key points. Highlighting important information can help in remembering and reviewing later.

A third technique is summarizing each paragraph. Writing short summaries aids in understanding and retaining the main ideas.

The fourth technique is looking up difficult words. Understanding vocabulary used in the text improves overall comprehension.

The fifth technique is asking questions about the text. This promotes active engagement and deeper thinking about the material.

The sixth technique is discussing the text with others. Sharing interpretations can help clarify points that were misunderstood.

17. Explain six important features of a job application letter that can increase the chances of selection.

One feature is a clear heading. The letter should include the applicant's address, date, and the employer's address properly formatted.

Another feature is a polite salutation. Using an appropriate greeting such as "Dear Sir/Madam" creates a respectful tone.

A third feature is stating the position applied for. The opening paragraph should mention the specific job title to avoid confusion.

The fourth feature is highlighting qualifications. The body should emphasize relevant skills, education, and experiences that match the job.

The fifth feature is expressing interest. The applicant should clearly show enthusiasm and motivation for the position.

The sixth feature is a formal closing. The letter should end with a courteous sign-off such as “Yours faithfully” followed by the applicant’s signature.

18. Describe six ways in which a teacher can prepare learners for oral presentation tasks.

One way is explaining the purpose of the presentation. Students need to know why they are presenting and what outcomes are expected.

Another way is providing topic guidance. Teachers can help learners choose topics that are appropriate and manageable.

A third way is demonstrating presentation techniques. Showing examples of good presentation skills can give learners a model to follow.

The fourth way is organizing practice sessions. Allowing students to rehearse builds their confidence before the actual presentation.

The fifth way is giving feedback during preparation. Constructive comments can help students improve their delivery and content.

The sixth way is teaching time management. Students should be guided on how to allocate time for each part of their presentation to avoid rushing or exceeding the limit.