MAASAI MARA UNIVERSITY

REGULAR UNIVERSITY EXAMINATIONS
2018/2019 ACADEMIC YEAR
FIRST YEAR FIRST SEMESTER

SCHOOL OF ARTS AND SOCIAL SCIENCES
DIPLOMA IN: SOCIAL WORK/TOURISM AND WILDLIFE MANAGEMENT

COURSE CODE: DAS 100/NTDW 110
COURSE TITLE: COMMUNICATION SKILLS I

DATE: 18TH APRIL 2019   TIME: 1100 – 1300HRS

INSTRUCTIONS TO CANDIDATES

Answer ALL questions

*This paper consists of **FIVE** printed pages. Please turn over.*

SECTION A: READING SKILLS

1. Read the following passage and answer the questions that follow. (20 marks)

The world has a weight problem. Within the past decade, obesity rates have shot up by 50 percent, rising from 200 million people in 1995 to 300 million in 2003.

Even places more familiar with famine than fat are starting to worry about their waistlines. Africa now has weight loss clinics.

In a recent survey in India — home to half the world's undernourished population — 55 percent of women between 20 and 69 were found to be overweight.

Twenty percent of Chinese adults are overweight. Brazil's childhood-obesity rate has jumped to 239 percent in a generation —four times the growth rate for youth in the United States.

In March 2003, the International Obesity Task Force revealed that 1.7 billion of the planet's 6 billion people were overweight or obese. How did we all get so fat? The problem stems from the collision of a number of modern trends; rising affluence and urbanization; the proliferation of conveniences like cars, computers, fast food and television; and the 21st century work culture, with its desk jobs and long hours.

In rich countries, the familiar mantra of low-fat diet and exercise is routinely ignored. In the developing world, where health education is frequently non-existent, people are particularly vulnerable to the glamour of American burgers and the comforts of the couch.

Rural migrants to cities are suddenly confronted with market-stall snacks and McDonald's. In newly industrialized countries packaged foods and fast food chains are promoted as an index of affluence.

The consumption of foods high in fat, sugar and salt-combined with increasingly sedentary lifestyles — is worrying health experts.

And it is killing us.

Diet-linked diseases — chiefly heart disease, cancer, diabetes and hypertension, now account for more than half of all deaths in Arab countries. In Barbados, more than 60 percent of hospital and drug-service budgets go toward coping with obesity-related illnesses.

In Chinese hospitals, the number of patients suffering from weight-related diseases has increased 130 percent.

The problem is so pervasive that the World Health Organisation has declared obesity a global epidemic.

In many places, obesity and related illnesses such as diabetes are growing fastest among children and teenagers.

These may be because those groups are more vulnerable to the excesses of their new found liberation.

Teenagers from rich homes have cars and can go to restaurants with their friends, and consume high-fat fast food.

Nutritionists also blame food marketing and the proliferation of supermarkets for the rise in childhood obesity.

Ultimately, diabetes is incurable. Although changes in lifestyles and diet can help stem the progression of the disease, it never disappears.

Most patients are on insulin a decade after diagnosis. The best long-term hope for reversing the trend is for society to get its weight problems under control.

(Adapted from Newsweek August 11, 2003-KCSE PP2 2017)

(a) What is this passage about?   **(1 mark)**

(b) What is achieved by the use of figures in paragraph one?
                                                   (2 marks)

(c) From the information given in paragraph two, how can society get the weight problem under control?   **(3 marks)**

(d) According to the passage, what are the indications of the increasing danger of obesity?   **(3 marks)**

(e) In about 50 words summarise what the passage says about obesity in children and teenagers.   **(6 marks)**

 (f) In what way is the modern lifestyle a curse rather than a blessing?   **(3 marks)**

(g) Explain the meaning of the following words as used in the passage.   **(2 marks)**

(i) affluence

(ii) sedentary

SECTION B: LISTENING SKILLS

(a) Explain the types of listening that a student would employ in the following circumstances:

(i) Seeking to understand a speaker's idea and then offering the idea back to the speaker to confirm that the idea has been understood correctly.   **(1 mark)**

(ii) Listening to instructions on how to performan activity **(1 mark)**

(iii) Note taking is one of the skills of active listening. Describe any **TWO** ways that you would use to effectively make notes.

(4 marks)

(iv) A friend of yours could not remember anything after a lecture. Explain any **FOUR** barriers that may have contributed to the situation.   **(4 marks)**

SECTION C: LIBRARY SKILLS

(a) One reason Gloria never goes to the library is that she spends a lot of time locating the resources she wants. Explain to her how to solve her problem using the catalogue.   **(4 marks)**

(b) Explain the various types of libraries.   **(4 marks)**

(c) Use the APA citation style to reference a book which was published in 2010 by East African Educational Publishers. Authors: Magdaline Wamboi and Theodora Wamunyinyi. Title: Discourse Analysis: Theories of Personality. Published in Nairobi.   **(2 marks)**

SECTION D: STUDY SKILLS

(a) Explain various types of study plans that you can use during your private studies   **(3 marks)**

(b) You have realized that some colleagues of yours waste a lot of time before they settle to study. What pieces of advice would you give them to help them study effectively?   **(4 marks)**

c) A study group can be beneficial in many ways. State any **THREE** benefits of a study   group   **(3 marks)**

SECTION E: EXAMINATION SKILLS

You have been invited by a head teacher in your local primary school to Advice the pupils on how they should ensure they adequately prepare their KCPE Examination, briefly explain on the skills discussed.   **(10 marks)**

SECTION F: ORAL   SKILLS

Discuss the barriers to effective oral communication   **(10 marks)**
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