



Notes



302en23

23

READING WITH UNDERSTANDING



OBJECTIVES

At the end of this lesson, you will be able to:

- understand short themes-based passages and
- answer questions on them.

23.1 SECTION I

Read the following case history of a man called Rajamani.

Rajamani is a young boy of 12 years. He comes from a village in Tamil Nadu. His father is dead. Rajamani discontinued his education after class 6 to help his mother in running a tea shop. He has two elder brothers and two elder sisters.

About six months ago, he developed an eye infection for which he sought medical attention. He was given several intramuscular injections. During the course of the treatment he developed an abscess at the injection site.

A couple of months later, he got a pimple on his nose which remained for several weeks and then developed into septicemia which spread to the rest of his face. Meanwhile he also began to get skin lesions on his legs, along with getting ill with T.B.

When he came for treatment to Chennai with his family he was referred to the skin department of the Government General Hospital. His blood was tested for HIV at the AIDS cell of the Madras Medical College, and found to be positive. This pointed to contaminated needles or syringes as the likely source of HIV infection for Rajamani.

He has not progressed to AIDS yet, but is being treated for the last two months

for the Septicemia, skin lesion, and TB. He appears to be responding well to the treatment and will be discharged shortly.

This is a very sad case in point of infection through unsterilised needles and syringes which could have been easily avoided.

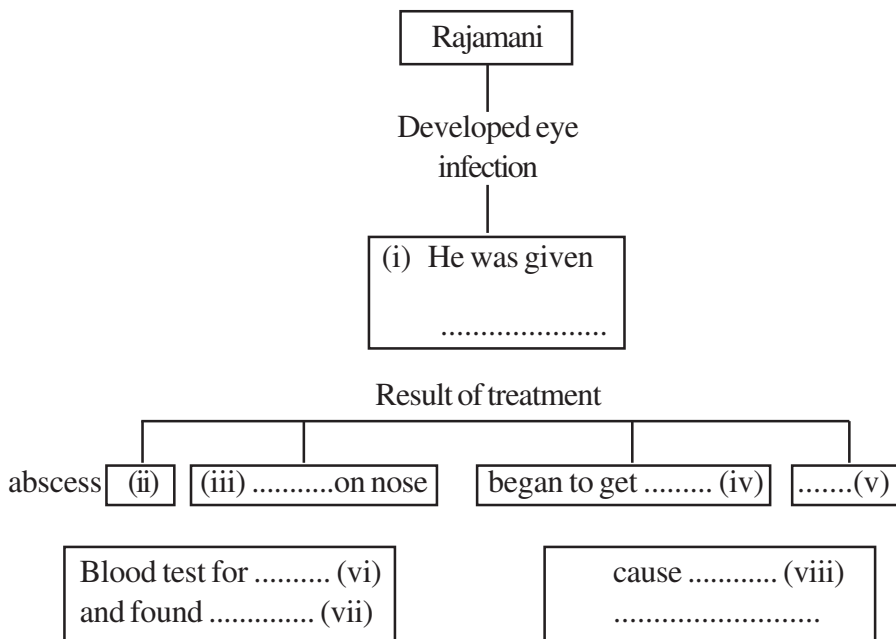


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INTEXT QUESTIONS 23.1

1. On the basis of reading Rajamani’s case history complete the following:



2. Find words used in the passage which mean similar to the following. Write those words/phrases

- a) tried to obtain (Para 2)
- b) a swollen and infected area (Para 2)
- c) damage to skin (Para 2, 4)
- d) dirtied (Para 4)

23.2 SECTION II

Finding alternative solutions has been a problem plaguing the medical community since HIV/AIDS was discovered. Let’s read and learn about some such solutions.



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A theatre troupe in Seshego township near Petersburg, South Africa uses theatre to educate the public about HIV/AIDS. *Phakama*, which means ‘Rise, stand up,’ travels throughout the township, bringing its message to the local population and encouraging participation. This is one of the many ways AIDS education has diversified to reach a wider audience and help stop the epidemic spread of the disease. Other methods of prevention have been sought, because creating a vaccine or even providing treatment for a disease that is constantly mutating and becoming resistant to drugs may take many more years.

The United Nations Educational Scientific and Cultural Organization has chosen to take a different approach in the fight against AIDS by using education, not medicine to stop its spread. UNESCO’s strategy for HIV/AIDS preventive education states that the impact of the disease on society could be reduced by battling complacency, advancing commitment and improving care. It has created a five-part strategy based on advocacy at all levels, customizing the message for various socio-economic groups, changing risk behaviour and vulnerability, caring for the infected and the affected, and coping with the institutional impact of AIDS on society.

The critical factor for a renewed and effective strategy for preventive education is massive, unflinching and unrelenting advocacy at all levels and support of political authorities at the highest national level, according to UNESCO.

To achieve this, audiences worldwide, starting with those most at risk, must be reached in culturally appropriate ways, and preventive education must be interconnected with the local way of life.

Uneven distribution of knowledge is the main factor in the uneven distribution of infection rates worldwide. Comprehension and appreciation of prevention depend on many social factors, such as age, gender, education, economic conditions and religious beliefs.

The message must be tailored for different groups in order to enable them to understand and pass on the message. UNESCO believes that by disseminating information to help people understand what AIDS does to the body, it can reduce misconceptions and lessen vulnerability to the disease. However, it is important not to have negative campaigns as these often lead to stigmatization and discrimination.

AIDS can be prevented if children and young people learn how the virus spreads and do not participate in risky behaviour. No institution has a greater ability to affect all aspects of a community than schools, as they can reach the age group between 10 to 25, where most new infections occur each year.

Caring for both the infected and the affected has become more important, as AIDS has a greater effect on the population worldwide.

AIDS could undermine all health services, educational institutions and public services, making it increasingly difficult to maintain government and stability because of the loss of human capital. As UNESCO stated, the critical task is to protect the core functions of the key social, economic and political institutions from the onslaught of HIV/AIDS. By using education to prevent AIDS rather than relying on medicine to treat it, UNESCO has placed the responsibility to Governments, the education systems and people themselves. Only through commitment can this strategy be given the opportunity to save lives and lessen the impact of AIDS on society.



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INTEXT QUESTIONS 23.2

1. Answer the following questions
 - a) Name the theatre group that is working to combat AIDS.
 - b) How is the UNESCO fighting the AIDS menace?
 - c) Mention two main points of the UNESCO education strategy on AIDS.
 - d) Why are schools so important in UNESCO's fight against AIDS?
 - e) Why is it important to control AIDS?
2. Give below are some words. They are opposites of some words used in the passage. Find those words and write them in the blanks given.
 - a) narrow _____
 - b) contain _____
 - c) not important _____
 - d) enlarge _____
 - e) neglect _____



CHECK YOUR ANSWERS

Intext Questions 23.1

- (i) interamuscular injections

**Notes**

- (ii) at the injection side
 - (iii) pimple
 - (iv) skin lesions on his legs
 - (v) ill with T.B.
 - (vi) HIV
 - (vii) to be positive
 - (viii) contaminated needles or syringes
2. (a) sought
(b) abscess
(c) infection
(d) contaminated

Intext Questions 23.2

1. a. Phakama
b. by educating people
c. battling complacency and advancing commitments.
d. cater to age group 10-25 years
e. to preserve human capital.
2. wider, advance, important, lessen, protect.