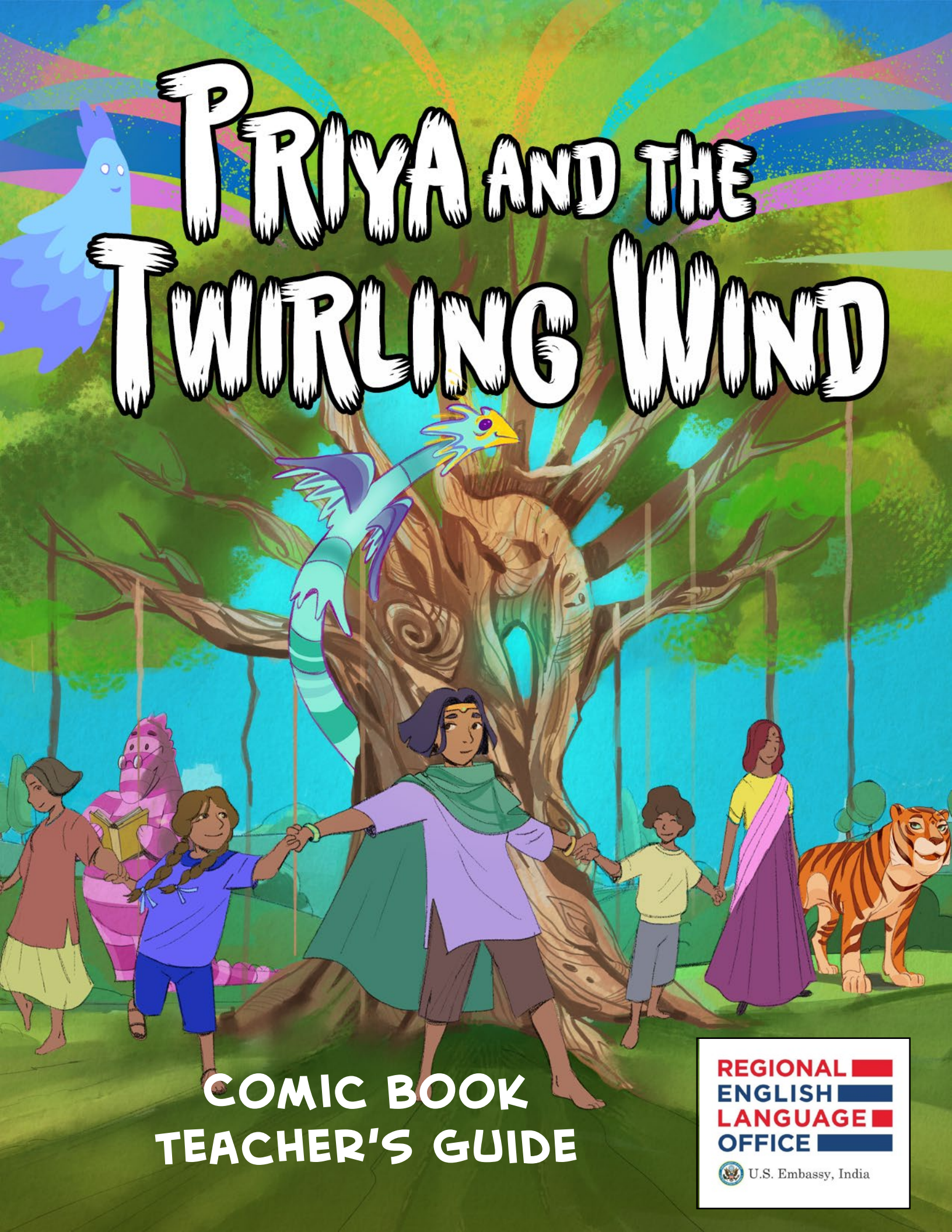


# PRIYA AND THE TWIRLING WIND



COMIC BOOK  
TEACHER'S GUIDE

REGIONAL  
ENGLISH  
LANGUAGE  
OFFICE



U.S. Embassy, India



# WELCOME

## Priya is a new kind of superhero!

She has survived and risen above violence and injustice, and she heroically seeks out and helps those who are weak or overlooked.

In ***Priya and the Twirling Wind***, Priya addresses the issue of environmental degradation, specifically air pollution, deforestation, and erosion. Although this story is set in India, the impact of these environmental issues is global.



## Organization of this Teacher's Guide

Because the Priya comics may be different from other English language teaching materials, this Teacher's Guide is also different.

The first section contains a summary of the story of *Priya and the Twirling Wind* and gives general teaching procedures for the most common activity types in the Student's Materials. The headings in this section correspond to the headings of the activity types. If you would like guidance for conducting these language activities, you will find it in this section.

This section also includes the teaching procedures for the *Learn how to Learn* tips. Some students may be able to read these tips on their own and learn from them, but other students may need some guidance.

The second section has teaching tips. You may already know some of these tips, but others may be new. They are designed to support your teaching when using the Priya comics, as well as when using other materials.

The third section includes the teaching notes for specific pages of the comic. This section includes the discussion questions and suggestions for how to address the content of the story.

The third section also contains answers to all the activities as well as suggestions for extending some of the activities. These optional activities can be useful if you have more time or wish to offer additional language practice.

# Philosophy of the Materials

These materials incorporate a multi-faceted approach to language learning. Some of the activities will look familiar, for example, vocabulary activities that require students to match words to their definitions as well as multiple-choice comprehension activities. However, the materials also include activities not typically found in language teaching materials, specifically activities to develop visual literacy, critical thinking, and social-emotional skills.

## Visual literacy

In today's world, visual media is more important than ever. The internet and social media require quick processing of visual information. Furthermore, new media forms, such as comics, GIFs, and short video reels, are increasing in popularity. Comics provide as much meaning through images as they do through text. The activities accompanying *Priya and the Twirling Wind* help students to develop visual literacy skills by noticing ways in which the images support their understanding of the story, as well as help them to understand new vocabulary. To support development of these skills, it's important to give students time to look at the pictures and think about the story the pictures tell, even before asking students to read the text. More information about conducting activities using visual cues is in the next section.

## Critical thinking

Critical thinking is an important 21st-century skill that will serve students in the language classroom and beyond. Critical thinking refers to an ability to analyze and get below the surface of what is seen or read to uncover a deeper meaning. Some students may develop critical thinking skills more easily than others, but all students can be taught to improve their skills by directing their attention to important visual or textual information. More information about conducting critical thinking activities follows in the next section.

## Social-emotional learning

Social-emotional learning, or SEL, refers to the development of social and emotional skills. These typically include self-management, self-awareness, social awareness, relationship building skills, and responsible decision-making. While these skills may not seem like they are strongly connected to language learning, they do improve students' academic achievement because they help students to become better learners on their own and enable them to work more effectively in groups. Furthermore, by developing students' abilities to relate to other's feelings, they are better able to understand characters and situations in the story, which in turn helps them to see different viewpoints and ultimately develop deeper thinking and understanding of others and their contexts. SEL has been woven into many of the activities in these materials, in particular the discussion and role play activities. The teaching notes indicate how these activities facilitate the develop of students' social and emotional skills.

# SUMMARY

*Priya and the Twirling Wind* tackles the important issue of environmental protection and degradation. In this story, a young girl named Somya is taken to the hospital due to breathing difficulties from asthma. While in the hospital, Somya is frightened, so Superhero Priya comes to comfort her. Priya and Somya fly on tiger Sahas to Priya's magical home, which is in a clean and green rural area inhabited by Priya's friends, who are magical creatures. Priya's friends are strong protectors of the environment, and revere the ancient tree Vrikshu, which is home to many animals and birds. Not far from the forest that is home to Vrikshu, some businessmen, led by Bhayar, want to cut down the trees and dig the soil to extract riches. They use a magical power in their jewels to put a spell on the villagers to cut down the trees around their homes.



Despite the pleas of some, the men cut down the trees and when the rain comes, the village is flooded. Bhayar and his men turn their attention to the forest that is Priya's home, and they come dangerously close to Vrikshu, but Somya stands in front of the bulldozer to block their path. Priya and Sahas lead the villagers who are not under the spell to help Somya, and together, they create a circle around the ancient tree. This circle of solidarity breaks the spell of Bhayar, and he and his men run away. Somya then awakens in her hospital bed, with her mother comforting her from what must have been a dream. Somya is convinced that her adventure with Priya was real, and she is now committed to doing what she can to protect the environment, even going so far as to grow her own plant and enlisting the help of her eager classmates.

# TEACHING PROCEDURES FOR THE ACTIVITY TYPES

## Vocabulary Activities

- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Do one of the items with the whole class or one of the students as an example. When students are familiar with the activity types, this may not be necessary.
- Ask students to do the activity on their own, in pairs or in groups.
- If students have difficulty, ask them to find the words on the pages of the comic and help them to use the context to determine the meaning.
- Check the answers by eliciting students' answers.

## Comprehension Activities

- Ask students to read or read through the questions with the students. Discuss any language or concepts students don't understand.
- You may want to put the students in pairs or groups to do the activity.
- Give students time to read the page and do the activity, checking their answers with their partner or group.
- Ask students to check their answers in pairs, or check answers as a class. If an incorrect answer is given, elicit the correct answer from other students.
- You can extend comprehension activities by asking students to identify how or where in the comic they found the answer.

- For *True / False* comprehension activities, you can ask students to correct the false sentences or just identify the information that was false within the sentences.

## Discussion Activities

- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Put students in pairs or groups to do the activity.
- Walk around and encourage students to use English. Do not worry about any errors that you hear if these errors do not interfere with communication. Speaking activities are opportunities for students to express themselves in English and develop strategies to understand others and make themselves understood.
- At the end of speaking activities ask pairs or groups to share the main points of their discussions.

## Using Visual Cues

- Ask students to look at the pictures or pages. Elicit what they can see.
- You may want to ask different types of questions. For example, ask about the **characters**, including *What are the characters doing? What are their facial expressions?* Ask about the **artistic elements**, for example, *What colors does the artist use? What is large or small in the picture?* Etc. Ask about the **students' feelings or opinions**, for example *How does the picture make you feel? Do you see any links to other things you have seen already?* Etc.

- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Ask students to do the activity.
- End by discussing students' answers or ideas as a class.

## Learn how to Learn!

The Learn how to Learn boxes are designed as additional information for the students.

- Ask students to read or read through the information in these boxes. Discuss anything students don't understand.
- You may decide that you wish to provide additional practice in these areas with your students. There are optional activities provided if you wish to do so.

## Making Predictions

- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Ask students to look at the pictures or pages that are the basis for their predictions.
- You may want to put students in pairs or groups to discuss their predictions.
- If students have difficulties, direct their attention to parts of the picture or the text that they should think about to make a prediction.
- Do not confirm or correct students' predictions since they will be asked to revisit them later.
- Ask students to write down their own predictions or keep a class log of predictions for discussion later.

## Critical Thinking Activities

- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Ask students to look at the picture and read the text from the comic.
- Ask them to do the activity.
- Put students in groups to discuss their answers.
- If students have difficulty with critical thinking activities, help them by focusing their attention on the important information in the text or pictures. You may also ask them to think about their own experiences, other stories they have read, or what they know about other subjects.
- The key elements to help students think critically are highlighted in the teaching notes for each section.

## Role Play

- Explain that in a role play, students act out what the characters would say to each other.
- Tell students to look at the picture to understand the context of the conversation between the characters.
- Remind students that they should think about what they know about the characters, including the things they have said, and how they behaved earlier in the comic.
- Point out that role plays are an opportunity to be creative and that there are no "correct" things to say.
- Put students in pairs or groups to do their role play. It can be useful to give students time to think about what they are going to say in advance. They can do this on their own, in pairs, or in small groups.

- If students have difficulty getting ideas, help them by asking them questions related to the situation.
- If students have difficulty saying what they would like to, give them the English expressions or words. You may wish to write these on the board so that other students can benefit, too.
- Call on one or two pairs or groups to perform their role plays for the class.

## TIPS FOR BEST TEACHING PRACTICES

The following are teaching tips that can be used with the activities accompanying *Priya and the Twirling Wind* as well as with other learning materials. They represent best practices in English language teaching, reflecting the research and experiences of leading professionals in the field.

These teaching tips do not require additional materials or preparation, but as with anything new, you will find that they become easier the more you do them.

### TIP Using warm-up activities

Warm-up activities prepare students to learn by asking them to remember what they already know about a topic. By activating background knowledge, of both the situation and the English used to describe it, students are better prepared to understand the new topics and language.

### TIP Beyond drilling

Asking students to listen and repeat new vocabulary is very common and can be an important part of language learning. Students need to hear, understand, and only then practice saying new vocabulary to help with good pronunciation. However, drilling vocabulary is only one small step in helping students learn new words. It is important to follow on with activities that give students the opportunity to use new vocabulary in meaningful and creative ways.

### TIP Eliciting from students

Research shows that students learn better and are more engaged when teachers elicit answers from the class instead of giving them. It's useful to make sure that all students have time to think about the answer before they speak. This means that everyone has to think about the answers, instead of simply receiving information passively.

### TIP Ways of eliciting from students

Sometimes students don't want to speak or answer questions. Be ready to ask questions to help students. For example, if you are trying to get them to tell you what is in a picture, you can ask questions such as, *Who can you see in the picture? How do you think they feel? What are they doing?* Etc. This will help students overcome a fear of being wrong, or shyness about not knowing what to say.



## **TIP** Reviewing items before doing the activity

Students need to understand what you want them to do before they read. Therefore, it is important to review the directions or questions for each activity before students begin it. You can do this in different ways, for example, asking students to read silently, reading the directions aloud for the class, or asking students to review the items in pairs or groups, etc. before discussing any difficulties with vocabulary or meaning. It is useful to ask checking questions to ensure comprehension before you ask students to begin.

## **TIP** Doing an example with the students

It is usually useful to show students what to do instead of just telling them, and therefore you may wish to do the first item in the activity as an example. It is important to encourage the students to be involved in this by asking them questions about where the information was found, how to determine an answer, or the meaning of key vocabulary to determine an answer. If your class has mixed abilities, you may wish to have more advanced students provide the example.

## **TIP** Grouping students

It is useful to use different grouping strategies. You could ask students to work in pairs, or small groups, or you could divide the class into two or four, depending on the activity. You might also help students to support each other by asking more proficient students to work with weaker classmates.

## **TIP** Using the board

You may want to use the board when eliciting answers or ideas from students. It can be especially helpful to do this when the answers or ideas will be used to do another activity, because students will have something to refer to or remind them of the discussion. Alternatively, you can have students come up to the board to write their answers or ideas. This will keep students engaged and more active.

## **TIP** Assigning group roles

When students work in groups, it is important that each student has a role. This ensures that all students remain involved and responsible for the group's success. You can give the roles of manager, secretary, timekeeper, and reporter. The manager makes sure that each person has a chance to speak, and no one dominates the discussion. The secretary takes notes of the ideas or answers. The timekeeper makes sure that all questions or issues are discussed in the time given. Finally, the reporter presents the group's ideas to the class.



## **TIP** Focus on meaning over form

We can think about language in two ways; meaning and form. Language form includes spelling, pronunciation, word order and word formation. The meaning of language is our message or reason for speaking or writing. Students can communicate effectively even with grammar, spelling, or pronunciation errors, although this can make it more difficult for them to be understood. We want students to improve their grammar, pronunciation, and spelling, but not if this discourages or prevents them from expressing themselves. If their message is understood, it is not necessary to correct their errors. The content and concepts in these materials are sensitive, so it is important that students feel comfortable trying to express themselves. When introducing or practicing new grammar and vocabulary, it is useful to correct errors of language form. However, in communicative activities, limit your error correction to those errors that prevent the student from being understood.

## **TIP** Supportive error correction

Making mistakes is an important and natural part of learning, so students will inevitably make a variety of errors. As noted above, your error correction strategy should depend on the focus of the activity. In general, it is most important to correct errors of meaning; those that lead to misunderstanding. Avoid simply saying *No*, or *That's wrong*. Instead, give students an opportunity to self-correct. Say, for example, *Not quite. Try again*. Or you may repeat the error with a questioning intonation to help the student notice the error and self-correct, or to ask another member of the class to help.

## **TIP** Making predictions

Ask students to make predictions before they watch, listen to, or read something. This helps them to activate or remember what they already know and understand about a story or topic. Having some ideas in advance about what they will read or hear reduces the amount of new information that they have to process and makes it easier for them to follow along. This makes it easier for them to understand new ideas, or vocabulary.

## **TIP** Using pictures to support learning

Pictures help to make learning materials more interesting, and if you use them as part of your lesson, can also help learning. Ask students' to look at the pictures as a way of introducing a topic or activity, and before asking them to do an activity. You can ask students to predict what they will read or hear. Eliciting the language and characters they know as well as the meaning of the scene prepares them to read and understand more effectively.

## **TIP** Checking answers

Students will be more engaged if you use a variety of answer checking techniques. For example, you may elicit answers from volunteers or call on individual students to share their answers. It is often useful to put students in groups or pairs to compare and discuss their answers and then elicit responses from the groups.

## **TIP** Praising students

Learning a language can be intimidating. Students may feel shy or embarrassed about making mistakes especially when they create original work or speak in front of their classmates. Be sure to be sensitive to this and encourage them by praising their efforts, even when correcting their mistakes.

## BEFORE YOU READ

### Warm-up

- Ask students if any of them have ever heard of Priya and her tiger Sahas. If they have, ask them to tell the class what they know about them.
- If students are not familiar with Priya and Sahas, direct their attention to the cover of the student's book. Ask them to describe the picture, focusing on Priya and Sahas.
- Explain that Priya is a young woman who fights for justice and the common good.

### A. Meet Priya

- Ask students to look at the picture and focus on Priya's appearance, including her expression, her physical appearance and her surroundings.
- Review the example. Point out that the examples refer to things students can observe.
- Put students in pairs to discuss their ideas, and then discuss as a class.

### B. Critical thinking

See the teaching procedures for critical thinking activities at the beginning of this guide.

- If students have difficulty, ask them to look at the picture and front cover again. Encourage them to think about one aspect, for example, clothing or facial expression, to focus their thoughts.

## LEARN HOW TO LEARN!

See the teaching procedures for *Learn how to learn* activities at the beginning of this guide.

### C. Vocabulary

See the teaching procedures for vocabulary activities at the beginning of this guide.

## OPTIONAL ACTIVITY

Ask a pair to choose one of their sentences from Activity A and say it without the key adjective. Ask the other students to guess which word best fits in the blank. Accept all possible answers and check that all students understand the vocabulary.

## FRONT COVER

### A. Using visual cues

See the teaching procedures for using visual cues activities at the beginning of this guide.

### POSSIBLE ANSWERS

- 1 Students' own answers.
- 2 Priya may be trying to protect the tree, the environment, or the people in the picture.
- 3 Students' own answers.

### OPTIONAL ACTIVITY

Write the following sentences on the board:  
Ajay grew flowers in our garden.  
Flowers grew in our garden.

- Point out that in the first sentence, Ajay grew flowers. Ajay is the subject, grew is the verb, and flowers is the object. Point out that in the second sentence there is no object. Explain that in the first sentence, grew is a transitive verb and it needs an object, but in the second sentence, grow is intransitive.
- Ask students to write a transitive and intransitive sentence for the other three verbs (*break, melt, stop*).

### Learn how to learn!

See the teaching procedures for *Learn how to learn* activities at the beginning of this guide.

### B. Vocabulary

See the teaching procedures for vocabulary activities at the beginning of this guide.

| Verb  | Transitive | Intransitive | Both |
|-------|------------|--------------|------|
| sleep |            | ✓            |      |
| grow  |            |              | ✓    |
| tell  | ✓          |              |      |
| buy   | ✓          |              |      |
| break |            |              | ✓    |
| smile |            | ✓            |      |
| melt  |            |              | ✓    |
| stop  |            |              | ✓    |



## WHILE YOU READ

### PAGE 3

#### A. Using visual cues

See the teaching procedures using visual cues at the beginning of this guide.

#### B. Vocabulary

See the activity teaching procedures.

### ANSWERS

- 1 Asthma is a problem with the lungs. People with asthma may have trouble breathing. It is a serious health condition.
- 2 It may be getting worse because of the air pollution shown in the story.
- 3 She may be worried that the girl will have to stay in the hospital.

#### C. Comprehension

See the activity teaching procedures.

### ANSWERS

Sentence 1

#### D. Predicting

See the activity teaching procedures.

#### E. Discussion

See the activity teaching procedures.

### PAGE 4

#### A. Confirming predictions

See the activity teaching procedures.

#### B. Comprehension

See the activity teaching procedures.

### ANSWERS

- 1 Somya
- 2 Yes, she is alone.
- 3 Her mother is coming later.
- 4 She feels frightened.
- 5 Priya hears her.

#### C. Using visual cues

See the activity teaching procedures.

- These questions encourage students to explore their own feelings while they empathize with the character. These are important skills that will help them to develop their social-emotional awareness.

#### D. Prediction

See the activity teaching procedures.

## PAGE 5

### A. Using visual cues

See the activity teaching procedures.

### B. Comprehension

See the activity teaching procedures.

#### ANSWERS

- 1 Sahas
- 2 Because she is her friend and wants to help her.
- 3 They have come to show her something important.
- 4 The bad air (or smoke or pollution) has made her ill.

### Learn how to learn!

See the activity teaching procedures.

### C. Discussion

See the activity teaching procedures.

#### ANSWERS

Flying is spelled that way to show excitement and the gliding of flying.

#### OPTIONAL ACTIVITY

Show students a picture or another frame from the comic. Ask them to think of text to accompany the picture that might use an unconventional spelling to show emphasis or emotion. Ask them to share their ideas with the class.

## Learn how to learn!

See the activity teaching procedures.

### D. Discussion

See the activity teaching procedures.

## PAGE 6

### A. Using visual cues

See the activity teaching procedures.

### B. Vocabulary

See the activity teaching procedures.

#### ANSWERS

1 c    2 d    3 a    4 b

### C. Comprehension

See the activity teaching procedures.

#### ANSWERS

1 d    2 c    3 b    4 a

### D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, direct their attention to each picture and elicit the source of pollution in each.
- Ask students to think about each of these things and how they use them or interact with them on a daily basis or at some time in their lives.

## ANSWERS

Cars create pollution and trains may also create pollution. We need these vehicles for transportation and to transport things to shops and to factories.

Farmers create pollution when they burn their crops. We need farmers and crops to feed people.

Factories create pollution. We need factories to produce things and to employ people.

## E. Discussion

See the activity teaching procedures.

- Introduce vocabulary as necessary, for example, *to pass laws*, etc.

## ANSWERS

Students' own answers.

## OPTIONAL ACTIVITY

Divide students into groups. Ask each group to focus on one aspect of the problem. Group 1 discusses what they can do as young people to solve the problems related to different types of pollutions. Group 2 discusses what parents or family members can do. Group 3 discusses what politicians can do. Ask students to share their ideas with the class.

## PAGE 7

### A. Using visual cues

See the activity teaching procedures.

### Learn how to learn!

See the activity teaching procedures.

### B. Comprehension

See the activity teaching procedures.

## ANSWERS

1 | 2 | 3 T 4 T 5 T 6 I

### Learn how to learn!

See the activity teaching procedures.

### C. Vocabulary

See the activity teaching procedures.

## ANSWERS

Our lungs are in our chest. We use them to breathe.

### D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to describe the pictures, focusing on the colors and how those colors make them feel. Elicit which place looks cleaner and like a more comfortable place to be.

## E. Discussion

See the activity teaching procedures.

### OPTIONAL ACTIVITY

Put students in groups to brainstorm what kind of advice they could give to people in their area about the specific pollution problems they have. For example, if trash is a major problem, ask students to brainstorm ways they can reduce trash or what they can do in their neighborhoods to help others realize this is a problem or people with illnesses and others. Ask groups to share their ideas with the class.

## PAGE 8

### A. Vocabulary

See the activity teaching procedures.

### ANSWERS

1 b   2 a   3 f   4 e   5 d   6 c

### B. Comprehension

See the activity teaching procedures.

### ANSWERS

1 b   2 c   3 a   4 a

## C. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about what things are the color green, for example, plants, grass, leaves of trees, etc.

- Ask students to talk about the importance of trees in society, focusing on how trees are valued and appreciated.

- To help students understand the meaning of *Each of us plays a part*, direct students attention to Somya's question: *Is that why the air is so clean here?* Help students to connect the role of trees and forests in keeping the air clean and healthy.

### OPTIONAL ACTIVITY

Lead students in a discussion about the cultural importance of trees. Ask them if they can think of any examples that show the value of trees in their area. For example, it may be illegal to cut down trees even if they hang on the sidewalk or impede a new construction project.

## PAGE 9

### A. Using visual cues

See the activity teaching procedures.

### B. Vocabulary

See the activity teaching procedures.

### ANSWERS

*Protection* means keeping something safe. A *circle of protection* means to work together to form a circle to protect something.



## C. Comprehension

See the activity teaching procedures.

### ANSWERS

1 They work together to create a circle of protection- the twirling wind, and they don't make smoke within their lands.

2 They believe it is better to work together as a team. They say things like *we work together and things are better when you are not alone.*

### OPTIONAL ACTIVITY

Ask students to work in groups or pairs to brainstorm a list of things that are important when people work together, for example, respecting each other, giving everyone a turn to be heard, treating everyone fairly or equally, etc. Ask them to think about times when they worked as a group to identify things that went well or not so well when they are identifying their important points. Ask students to share their lists with the class. Then, lead the class in producing a class list of things that are important when working with others. Remind students of the list when they do pair or groups work.

## Learn how to learn!

See the activity teaching procedures.

## D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about whether Somya feels she has the power to make a change in her city, for example, does she have friends who are willing to help her? Does she have the ability to stop pollution? Do people around her seem to want to stop polluting?

## PAGE 10

## A. Using visual cues

See the activity teaching procedures.

## B. Vocabulary

See the activity teaching procedures.

### ANSWERS

1 f    2 a    3 d    4 b    5 c    6 e

### OPTIONAL ACTIVITY

Ask students to choose one or more of the vocabulary words and create an original sentence with it.

## C. Comprehension

See the activity teaching procedures.

### ANSWERS

The true sentences are Sentences 1 and 5.

Sentence 2 is not true because Vrikshu is home to many.

Sentence 3 is not true because the tree brings a balance to Priya and her friends.

Sentence 4 is not true because people are cutting down trees to make money.

## D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about the discussion of the significance of the color green as a symbol for plants, trees, and nature.
- For the second question, ask them to think about why people play music to set a mood and how music can affect people. Ask them to think about ways that people control other people, including using sound or music.

### ANSWERS

**1** The *green* the man is talking about is the forest or trees. Accept all reasonable answers.

**2** The man might be putting a spell on the people with the music, hypnotizing them or putting them in a state of mind to follow his orders. He wants them to take part in helping him make money.

## E. Discussion

See the activity teaching procedures.

## PAGE 11

## A. Using visual cues

See the activity teaching procedures.

## B. Vocabulary

See the activity teaching procedures.

### ANSWERS

**1** b   **2** c   **3** e   **4** a   **5** d

## C. Comprehension

See the activity teaching procedures.

### ANSWERS

**1** She prefers listening to bird songs.

**2** She thinks the forest is important because their ancestors survived in the village because of it.

**3** The businessman wants jewels and gems from under the ground.

**4** She's worried about losing birds, animals, and the village.

### OPTIONAL ACTIVITY

Ask students to think about how the trees and forest provide for or protect this community. Put them in groups to create a list of ideas.

## D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to look at the expressions of the men and the way they have been drawn, for examples, the shadows over their eyes.
- Direct students' attention to the word *us* and how the other man corrects him to say *you* so that the villagers think they will be the ones to benefit.

## E. Role play

See the activity teaching procedures.

## PAGE 12

## A. Using visual cues

See the activity teaching procedures.

## B. Comprehension

See the activity teaching procedures.

### ANSWERS

1 b   2 c   3 d   4 a

## Learn how to learn!

See the activity teaching procedures.

## C. Comprehension

See the activity teaching procedures.

### ANSWERS

1 b   2 d   3 a   4 c

## D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to look at each reason given in turn. Help them to focus on the role of the speaker in the reason given. For example, in the first reason, the speaker is putting his trust in Bhayar to take care of the villagers. In the second reason, the man is thinking about the jewels and money he will earn. For the third reason, the man feels he does not have another option to survive.

### ANSWERS

The reasons are different because they focus on who is responsible for taking care of the villagers and who will control the money earned.

## E. Discussion

See the activity teaching procedures.

## PAGE 13

### A. Using visual cues

See the activity teaching procedures.

### B. Vocabulary

See the activity teaching procedures.

#### ANSWERS

1 b    2 a    3 d    4 c

### C. Comprehension

See the activity teaching procedures.

#### ANSWERS

1 roots                      4 flooded  
2 protected                5 homes  
3 soil

### D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about the previous discussions about the importance of the trees.
- Ask students to recall their opinions about Bhayar and the way in which the men changed their language to fool the villagers.

## PAGE 14

### A. Using visual cues

See the activity teaching procedures.

### B. Comprehension

See the activity teaching procedures.

#### POSSIBLE ANSWERS

1 T    2 F    3 F    5 T

### C. Vocabulary

See the activity teaching procedures.

#### ANSWERS

- 1 to end something or stop it from continuing
- 2 to keep something from moving forward
- 3 a big machine to dig the soil

### D. Predicting

See the activity teaching procedures.

- Remind students of the discussion about the circle of protection from earlier in the story. Ask them to recall what this meant to them.

#### OPTIONAL ACTIVITY

Put students in groups and ask them to imagine what will happen if their prediction is correct. For example, if they do not think Vrikshu can be saved, ask them what will happen. If they think Vrikshu can be saved, ask them to explain how they think Priya, Somya and the others can do this. Ask groups to share their ideas with the class.



## PAGE 15

### A. Using visual cues

See the activity teaching procedures.

### B. Comprehension

See the activity teaching procedures.

#### ANSWERS

1 Yes. She says that *Good solutions are the simple ones and the ones right in front of us.*

2 No. She knows some are following Bhayar, but some, like Vilma, are not.

### Learn how to learn!

See the activity teaching procedures.

### C. Vocabulary

See the activity teaching procedures.

#### ANSWERS

She is speaking figuratively. She doesn't think Somya alone is the solution to save Vrikshu, so she is speaking figuratively.

### D. Discussion

See the activity teaching procedures.

## PAGE 16

### A. Using visual cues

See the activity teaching procedures.

### B. Comprehension

See the activity teaching procedures.

#### ANSWERS

1 a    2 b    3 c

### C. Discussion

See the activity teaching procedures.

### D. Role play

See the activity teaching procedures.

## PAGE 17

### A. Using visual cues

See the activity teaching procedures.

### B. Comprehension

See the activity teaching procedures.

## ANSWERS

Sentences 1 and 4 are true.

Sentence 2 is not true because it was the power of the teamwork, not the physical strength of the villagers, that overcame the power of the jewels.

Sentence 3 is not true because they dropped their axes.

Sentence 5 is not true because Bhayar and his men ran away.

## OPTIONAL ACTIVITY

Ask students if the correct answers in Activity B were found in the text or in the illustrations. Sentence 2 is answered by the text, specifically Priya's words that *Bhayar can't separate them. They are waking up.* The other two sentences (3 and 5) are answered by the illustrations.

## C. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to recall the discussions about teamwork and the importance of working together.

## D. Discussion

See the activity teaching procedures.

## POSSIBLE ANSWERS

**1** The people who were not affected were the women and children.

**2** Students may have different answers. Accept all answers students are able to defend.

## PAGE 18

### A. Using visual cues

See the activity teaching procedures.

### B. Comprehension

See the activity teaching procedures.

## ANSWERS

1 | 2 T | 3 T | 4 T | 5 | | 6 T

### C. Discussion

See the activity teaching procedures.

## AFTER YOU READ

### A. Discussion

See the activity teaching procedures.

### B. Connect to your world

See the activity teaching procedures for discussion activities.

## ANSWERS

**1a** Deforestation is the cutting down of all the trees in a large area of forest.

**1b** Erosion is the loss of soil due to rain or wind.

**1c** Waste disposal is the way in which people get rid of the trash that people create, including human waste, such as urine or feces.

### C. Project

- Ask students to think about one of the problems they discussed in Activity B or that they discussed while working through the story. Ask them to answer the questions.
- Encourage one of the group members to take notes as the group discusses the questions.
- Encourage students to use images in their poster. They may want to draw their own illustrations or print images from the internet to stick on their poster.

- Give students time to create their poster and help as necessary with vocabulary and language.
- Ask groups to present their posters to the class.

## OPTIONAL ACTIVITY

Decorate the class or the school halls with the students' work to create discussion about these important environmental issues affecting their community.

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More information on comic book at [www.powerofpriya.com](http://www.powerofpriya.com)

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