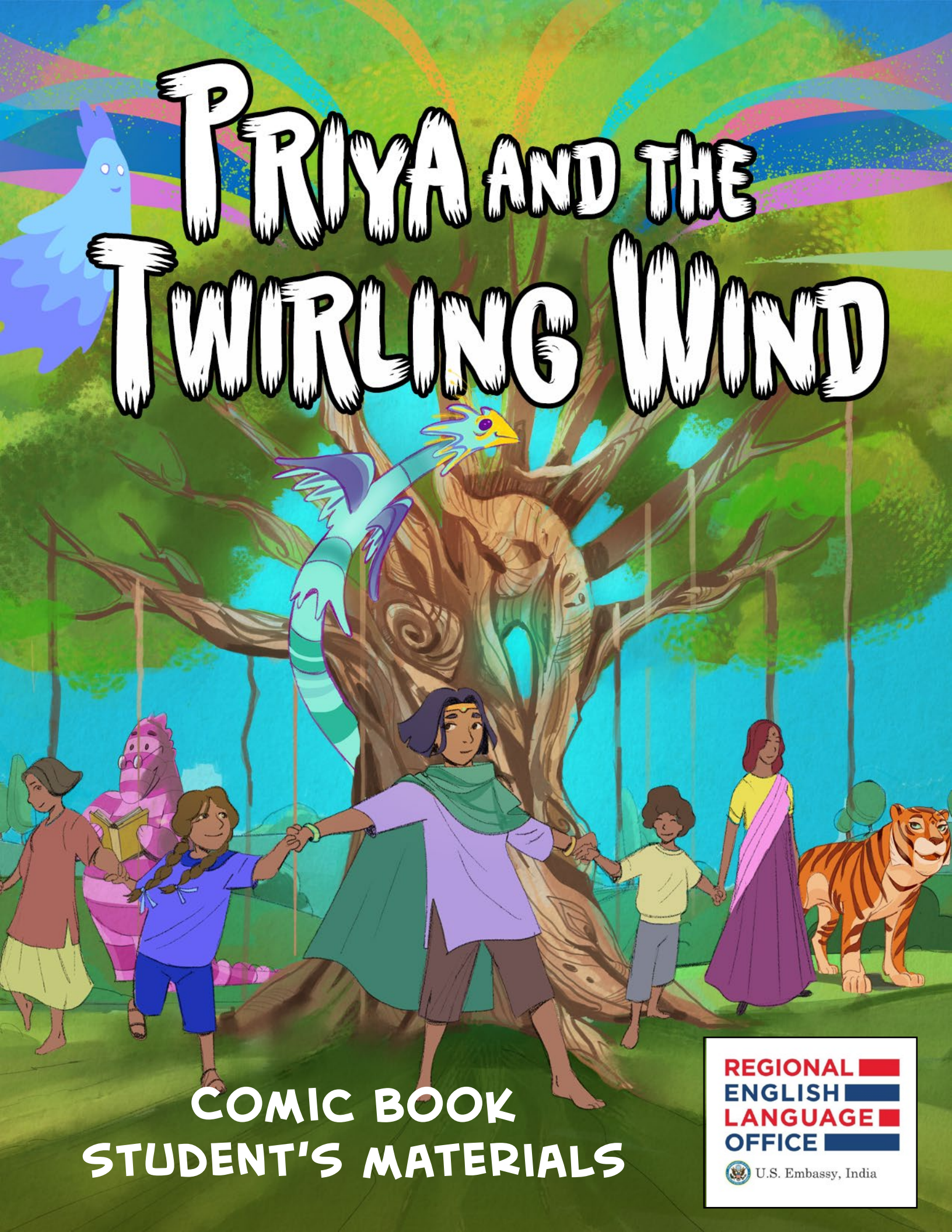


# PRIYA AND THE TWIRLING WIND



COMIC BOOK  
STUDENT'S MATERIALS

REGIONAL  
ENGLISH  
LANGUAGE  
OFFICE



U.S. Embassy, India



# PRIYA AND THE TWIRLING WIND

## BEFORE YOU READ

### PAGE 2

#### A. Meet Priya

Priya is a young woman who fights for justice and the common good. Look at the picture of her and her tiger friend, Sahas. How would you describe her? Discuss your ideas in pairs.

**Example:**

*I think Priya is unusual because she has a tiger friend.*

*I agree. I also think Priya is unusual because she can ride a tiger.*



#### B. Critical thinking

In pairs, brainstorm a list of adjectives to describe Priya.

**Example:** *unusual, brave*

#### LEARN HOW TO LEARN!

Words with opposite meanings are **antonyms**, for example, *dirty* and *clean*, or *unusual* and *common*.

#### C. Vocabulary

Look at the adjectives you listed in Activity B. Give an antonym for each. Then, use it in a sentence.

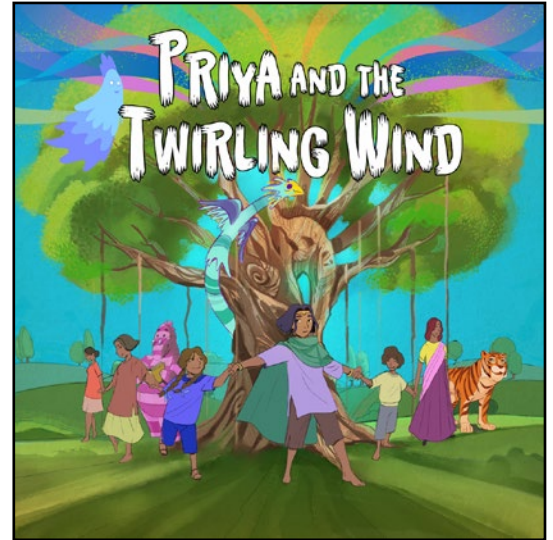
**Example:** *It isn't common for people to ride tigers.*

## FRONT COVER

### A. Using visual cues

Look at the cover of the comic and read the title. Think about the following questions. Discuss your answers in pairs.

- 1 What do you think is happening in this picture?
- 2 Where do you think these people are?
- 3 Who or what is Priya trying to protect? Why?



### B. Vocabulary

What does the word *twirl* mean? Make a list of five things that can twirl or that you can twirl. Share your list with a partner. Do you have any of the same ideas?

- A The wind can twirl.  
B I can twirl my skirt.

#### LEARN HOW TO LEARN!

Words that show actions are **verbs**. Verbs can be transitive or intransitive. Transitive verbs have an object, for example, *Vaishali twirled her skirt*. In this sentence, *twirl* is the verb and *skirt* is the object. Intransitive verbs do not have an object, for example, *The wind twirled*. In this sentence, the *wind* is the subject and *twirl* is the verb. There is no object. So, what do you notice about the verb *twirl*? It can be transitive or intransitive.

### C. Vocabulary

Read the verbs. Are they transitive, intransitive, or both? Tick the correct column. Choose one of those verbs and write one transitive sentence and one intransitive sentence.

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

## WHILE YOU READ

### PAGE 3

#### A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

#### B. Vocabulary

Read the text.

- 1 What is asthma?
- 2 Why do you think the girl's asthma is getting worse?
- 3 Why do you think the mother is worried?



#### C. Comprehension

Read the page. Choose the sentence that best describes the page.

- 1 Priya is flying above the city while a mother is worried about her ill child.
- 2 Priya is taking an ill child to the hospital because of her asthma.
- 3 The girl and her mother are on their way to ask Priya for help.

#### D. Prediction

Where do you think the mother is taking the girl? Why do you think so?

#### E. Discussion

What is *pollution*? In pairs, look at the page and talk about the different sources of pollution.

- Which of these are a problem in your area?
- Why is pollution a problem?
- How do you think the girl in the story feels?
- How would you feel in the girl's situation? How would you feel in the mother's situation? Have you ever felt like this?

**A. Confirming your prediction**

Was your prediction from page 3 correct?

**B. Comprehension**

Read the page and answer the questions.

- 1 What is the girl's name?
- 2 Is she alone in the hospital?
- 3 When is her mother coming?
- 4 How does the girl feel?
- 5 Who hears the girl say that she is scared?

**C. Using visual cues**

Look at the picture. Answer the questions.

- 1 What do you think Somya is thinking about? Why?
- 2 How would you feel in her situation?



**D. Prediction**

Look at the picture. What do you think Priya will do? Why?



## A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

## B. Comprehension

Read the sentences. Answer the questions.

- 1 What is the name of the tiger?
- 2 Why is Priya visiting Somya?
- 3 What do Priya and the tiger want to show Somya?
- 4 What made Somya ill?

### LEARN HOW TO LEARN!

In comics and other popular forms of fiction, writers can bend the rules of spelling and punctuation. For example, instead of *No*, you might see *Nooooooooo* to emphasize the meaning or to show strong emotion.

## C. Discussion

Look at the picture and read the text. Why do you think the word *flying* is spelled that way?



### LEARN HOW TO LEARN!

The word **but** shows a difference between ideas. This word is a conjunction that joins two sentences or ideas. For example, Somya says, "I love my city, but there's so much smoke." In the first sentence, she mentions her good feelings about her city. Then, in the second sentence, she mentions bad feelings about her city.

## D. Discussion

Think about your city. Answer the questions and practice making sentences with *but*.

- 1 What do you like about it?
- 2 What do you not like about it?
- 3 Put these ideas together in one sentence with *but*.

**Example:** I like the river in my city, but it's not very clean.

**A. Using visual cues**

**Look at the pictures on the page. Tell the story in your own words.**

**B. Vocabulary**

**Match the words and their definitions.**

- |                    |  |
|--------------------|--|
| <b>1</b> crops     | <b>a</b> dangerous dirt, air or water produced by humans |
| <b>2</b> drifts    | <b>b</b> a place for making things                       |
| <b>3</b> pollution | <b>c</b> plants grown for food                           |
| <b>4</b> factory   | <b>d</b> moves slowly and steadily                       |

**C. Comprehension**

**Read the page. Join the beginnings and the ends of the sentences.**

- |  |                                |
|--|--------------------------------|
| <b>1</b> Cars and factories                | <b>a</b> drifts over the city. |
| <b>2</b> Somya's mother                    | <b>b</b> burn the fields.      |
| <b>3</b> Farmers plant crops after they    | <b>c</b> works in a factory.   |
| <b>4</b> The smoke from burning the fields | <b>d</b> create pollution.     |

**D. Critical thinking**

**Identify all the sources of pollution on the page. In groups, discuss why those things are important.**

**E. Discussion**

**In groups, discuss what people can do to reduce pollution from those things you identified in Activity D.**



## A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

### LEARN HOW TO LEARN!

We can get information from pictures as well as text, so it is important to make sure that you look at pictures carefully to learn about the story, characters or situation.

## B. Comprehension

Read the page. Which questions can you answer from the text? Which can you answer from the illustrations? Write T (text) or I (illustrations).

- 1 \_\_\_\_ Priya lives in the sky.
- 2 \_\_\_\_ Priya has magical friends that are not like birds on earth.
- 3 \_\_\_\_ Priya's magical friends are happy that Somya is visiting.
- 4 \_\_\_\_ The air in Priya's home is fresh.
- 5 \_\_\_\_ Somya can breathe easily.
- 6 \_\_\_\_ Priya's home is bright and colorful.

### LEARN HOW TO LEARN!

Sometimes you find words that you don't know. If you think about the sentence in which you find the new word, as well as other nearby sentences, you can often guess the meaning from this context.

## C. Vocabulary

Read the text in the two pictures. Where are your *lungs*? What do we use them for?



## D. Critical thinking

Compare the pictures on pages 6 and 7. How are the colors and artwork different? Why do you think they are different? What is the artist trying to show? Discuss your ideas in groups.

## E. Discussion

Discuss the questions in groups.

- 1 What kind of pollution is in your area?
- 2 What kind of problems do people have because of this pollution?
- 3 How are these problems worse for people who are ill?



## A. Vocabulary

Match the words to their definitions. Use a dictionary if necessary.

- |                  |  |
|------------------|--|
| 1 clean energy   | a energy used to power things like lamps, computers or televisions |
| 2 electricity    | b energy created without pollution                                 |
| 3 to absorb      | c to be part of an activity  |
| 4 pollutant      | d the air around Planet Earth                                      |
| 5 atmosphere     | e something that causes pollution                                  |
| 6 to play a part | f to take in, like a towel takes in water                          |

## B. Comprehension

Read the page. Choose the correct answers.

- Priya's friend is reading a book about...  
a. trees                      b. clean energy                      c. pollution
- Making electricity without making smoke is...  
a. air pollution              b. bad for trees                      c. good for the atmosphere
- Some pollutants are absorbed by...  
a. trees                      b. clean energy                      c. electricity
- The air in Priya's home is...  
a. clean                      b. polluted                      c. not healthy for trees

## C. Critical thinking

Look at the picture and read the words. Why do you think the artist put a lot of trees in the picture and used the color green? What does Priya mean by *Each of us plays a part*?



## A. Using visual cues

Look at the picture on the page. Answer the questions.

- 1 Do Priya's friends look like they get along and help each other? Why or why not?
- 2 What does *Twirling Wind* mean to you? Which part of the picture connects to this idea?

## B. Vocabulary

What does the word *protection* mean? Can you think of things in your city that need protection? Discuss your ideas in groups.

## C. Comprehension

Read the page. Answer the questions.

- 1 How do Priya and her friends keep their air clean?
- 2 Do Priya and her friends believe it is better to work as a team or alone? How do you know?

### LEARN HOW TO LEARN!

Sometimes people tell us things without saying them directly. For example, Meena said, "I had my umbrella, but I still got wet on my way home!" Meena didn't tell us about the weather, but we can **infer** what it was like. She had her umbrella, and we know she got wet, so we can infer that it was raining. When we infer something, we can't be 100% sure. But, being able to make an inference is a useful critical thinking tool.

## C. Critical thinking

Somya says, "But my city is in trouble." What do you think she is talking about? Why?



## A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

## B. Vocabulary

Match the words to their definitions. Use a dictionary if necessary.

- |            |   |
|------------|---|
| 1 ancient  | a the parts of a tree under the ground  |
| 2 roots    | b when things are equal or stable       |
| 3 branches | c a sound that repeats, like a drum     |
| 4 balance  | d the parts of a tree where leaves grow |
| 5 beat     | e envelopment or improvement            |
| 6 progress | f very old                              |

## C. Comprehension

Read the page. Tick the true sentences.

- 1  Vriskshu is a very old tree.
- 2  No one goes near Vriskshu.
- 3  Vriskshu is not very important to Priya and her friends.
- 4  People are cutting down the trees to help the environment.
- 5  The people of the village do not like the sound of the men cutting down the trees.

## D. Critical thinking

Look at the picture and read the text.  
Answer the questions.

- 1 What does **turn this green to gold and jewels** mean? What is the **green** the man is talking about? How will he turn **green** into jewels?
- 2 Why do you think the man wants people to **follow his beat**? What does he mean by the music of progress?



## E. Discussion

In groups, discuss the questions.

- 1 Why do you think these men want to cut down the trees?
- 2 What is the harm in cutting down the trees?
- 3 Have you seen or heard about people cutting down trees near your home? Why did this happen?

## A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

## B. Vocabulary

Read the sentences. Match the underlined words to their definitions.

- 1 \_\_\_\_ I'm trying to study, but that noise is very disturbing.
- 2 \_\_\_\_ My ancestors came from a village near Goa, but my parents and I have never been there.
- 3 \_\_\_\_ Those temples have been here for ages. No one remembers when they were built.
- 4 \_\_\_\_ People cannot survive in this area because there is not enough water.
- 5 \_\_\_\_ I didn't realize it was so late. I have to go home.

a be able to live

b causing a problem

c family members from a long time ago

d understand or know

e for many years or a very long time

## C. Comprehension

Read the pages. Answer the questions.

- 1 What does the woman prefer listening to?
- 2 Why does the woman think the forest is important?
- 3 What is the treasure the businessman wants?
- 4 What is the woman worried about losing?

## D. Critical thinking

Look at the picture and read the text. How do these men make you feel? What does the text on this page tell you about the men?



## E. Role play

Write down good and bad things about cutting down the trees. Then, in pairs, act out the situation. One person is a villager. The other person wants to cut down the trees. Then switch roles.



### A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

### B. Comprehension

Read the page. Match the parts of the sentences.

- |                                       |   |
|---------------------------------------|---|
| 1 Priya's friends and the animals...? | a think Bhayar will help them.                    |
| 2 Priya's magical friends...          | b are going to lose their home in the forest.     |
| 3 The trees...                        | c want to protect the ancient tree.               |
| 4 The men in the village...           | d protect the homes in the village from the rain. |

#### LEARN HOW TO LEARN!

A conditional sentence tells us what *will*, *may* or *can* happen if something else happens. For example, in the story, the trees keep the village safe from the rain. **If the people cut down the trees, the rain *will* destroy the village.** The condition is the clause with *If* and the result is the clause with *will*, *may* or *can*.

### C. Comprehension

Read the page again. Join the conditions to their results to make conditional sentences.

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1 If the village loses its trees,   | a Bhayar will take care of them. |
| 2 If the people cut down the trees, | b the village will flood.        |
| 3 If the people lose their homes,   | c they can get jewels.           |
| 4 If the people help Bhayar today,  | d they may lose their homes.     |

### D. Critical thinking

Look at the picture and read the text. What are the men's reasons for cutting down the trees? How are these reasons different?



### E. Discussion

In groups, discuss the questions.

- 1 What does greedy mean?
- 2 Give an example of someone being greedy.
- 3 Why do you think people are greedy?
- 4 What can we do to stop others who are greedy?

## A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

## B. Vocabulary

Match the words to their meanings. Use a dictionary if necessary.

- 1 to protect
- 2 soil
- 3 to collapse
- 4 to survive

- a the dirt on the ground that plants grow in
- b to keep safe
- c to continue to live
- d to fall down

## C. Comprehension

Read the page. Choose the correct words to complete the summary.

The **branches / roots** from the trees **protected / survived** the **soil / rain**. When the rain came, the village **flooded / survived** because there weren't any trees. Bhayar told the people that they could build stronger **trees / homes** with their money.

## D. Critical thinking

Look at the picture and read the text.  
Answer the questions.

- 1 Do you think the people thought they would lose their village? Why or why not?
- 2 Do you think Bhayar's words are true? Why or why not?



## A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

## B. Comprehension

Read the page. Write *T (True)* or *F (False)* for each sentence.

- 1 \_\_\_\_ Priya wants to stop the people from cutting down the trees.
- 2 \_\_\_\_ Priya is able to stop the man on the big machine.
- 3 \_\_\_\_ The ancient tree Vrikshu is not in danger.
- 4 \_\_\_\_ Somya is worried about the ancient tree Vrikshu.

## C. Vocabulary

Read the page again. Use the pictures and text to write a definition for the following words or phrases. Work in groups.

- 1 put a stop to (Picture 1)
- 2 hold (it) back (Picture 2)
- 3 bulldozer (Picture 4)

## D. Predicting

How do you think Somya, Priya and the others will be able to help the ancient tree Vrikshu?

## A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

## B. Comprehension

Read the page. Answer the questions.

- 1 Does Priya think they can save the ancient tree? How do you know?
- 2 Does Priya think all the villagers will help to save the tree? How do you know?

### LEARN HOW TO LEARN!

Language can be **literal** or **figurative**. In literal language, the meaning of the words is clear. For example, *The sun blinded the man*. The sun was very bright, so the man could not see. In figurative language, we have to think about the meaning of the words more carefully. For example, *The villagers are blinded by Bhayar*. We know that the villagers can see each other and the world around them. The word *blinded* is not about their eyes but their thoughts and ideas. Bhayar made them think about money and forget about the importance of the trees for their homes.

## C. Vocabulary

Look at the picture and read the text. When Priya says that good solutions are the ones right in front of us, is she speaking literally or figuratively? Discuss your ideas in groups.



## D. Discussion

In groups, discuss the questions.

- 1 What do you think the villagers can do?
- 2 How do you think that Somya and Priya feel in this situation?
- 3 Have you ever had to find a solution to a serious problem? What was the problem and what did you do?



## A. Using visual cues

Look at the page. Tell the story in your own words.

## B. Comprehension

Read the page. Choose the correct answer.

1 Somya wants to protect the forest and tree because...

- a many birds and animals live there.    b it is worth a lot of money.    c. she lives there.

2 Bhayar thinks Somya...

- a is very strong and important.    b should leave.    c. has magical powers.

3 Priya helps by bringing...

- a the police.    b a bigger bulldozer.    c. people from the village.

## C. Discussion

Look at the picture. In groups, talk about Somya's behavior.

Do you think she is brave or foolish to stand in front of Bhayar and the bulldozer? Why?



## D. Role play

In pairs, role play Somya and Bhayar.

**Student 1:** Imagine you are Somya. You want Bhayar to stop cutting down the trees. What would you say to convince him to leave?

**Student 2** Imagine you are Bhayar. You want to cut down the trees. What would you say to convince Somya to leave?

## A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

## B. Comprehension

Read the page. Tick the true sentences.

- 1  Priya and the villagers made a circle around the ancient tree.
- 2  The jewels lost their power because the villagers were physically stronger than the men.
- 3  The people still wanted to cut down the trees so they could make money.
- 4  The power of friendship is stronger than the power of greed.
- 5  Bhayar and his men want to join the villagers to protect the forest and trees.

## C. Critical thinking

Why do you think the power of the jewels was broken? What message is the story giving the reader?

## D. Discussion

Look at the picture. In groups, discuss the questions.



- 1 Who were the people NOT affected by the jewels or the greed of Bhayar?
- 2 Why do you think these people were not affected?

## A. Using visual cues

Look at the pictures on the page. Tell the story in your own words.

## B. Comprehension

Read the page. Which questions can you answer from the text? Which can you answer from the illustrations? Write T (text) or I (illustrations).

- 1 \_\_\_\_ Somya is in the hospital.
- 2 \_\_\_\_ Somya's mother wonders if Somya is OK.
- 3 \_\_\_\_ Somya was dreaming.
- 4 \_\_\_\_ Somya grows a plant and shows it to her classmates.
- 5 \_\_\_\_ Somya's classmates want to help her.

## C. Discussion

Look at the pictures. In groups, discuss the questions.

- 1 Do you think Somya was dreaming?  
Why or why not?
- 2 Do you think Somya will tell her mother about her adventures with Priya?  
Why or why not?



- 1 What do you think Somya learned from her time with Priya?
- 2 What kind of difference do you think Somya and her classmates can make in their city?

## AFTER YOU READ

### A. Discussion

**In pairs, discuss the questions.**

- 1 What do you think was the message of the story?
- 2 The story focused on the importance of trees in protecting the village from flooding. The story also focused on the ancient tree Vrikshu. Why are trees so important in the world? How do they help people?

### B. Connect to your world

**In groups, discuss the questions.**

- 1 What are the following environmental problems? Use a dictionary if you are not sure.  
a deforestation                      b erosion                      c. waste disposal
- 2 What environmental problems does your city or town have? What do you think causes these problems? Do you think there are ways to stop these problems?

### C. Project

**In groups, choose an environmental problem, for example air pollution, deforestation, or flooding, that affects your city or town. Make a poster to explain the problem and show how people can reduce this problem. Make sure your poster answers the following questions.**

- 1 What is the problem? Why is it a problem?
- 2 How can people reduce or stop this problem?
- 3 What causes the problem?
- 4 What can you do to help?



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

# Rattapallax



## NOTES

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