

# PRIYA'S MIRROR



COMIC BOOK  
TEACHER'S GUIDE

REGIONAL  
ENGLISH  
LANGUAGE  
OFFICE



U.S. Embassy, India

# PRIYA'S MIRROR



Read the comic book, "Priya's Mirror" at  
<https://www.priyashakti.com/priyas-mirror>



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## WELCOME

### Priya is a new kind of superhero!

She has survived and risen above the violence and injustice of a rape inflicted on her simply for being a woman. Because of this injustice, she heroically seeks out and helps those that society would rather keep hidden in the shadows, including victims of trafficking, rape, and acid attacks.



In ***Priya's Shakti***, we meet Priya and understand how she was transformed and empowered by the attack. In ***Priya and the Lost Girls***, Priya rescues her sister and other young women who have been trafficked. In ***Priya's Mirror***, she focuses on disfiguring acid attacks on women. Although these stories are all set in India, the themes of equality, justice, and overcoming adversity to empower women and girls are universal.

### Sensitive Topics in the Classroom

These comics include sensitive content. The topics are not sensationalized or exaggerated, but the pictures and story address these issues directly. The comics may not be appropriate for all ages, all students, or all contexts. Only you can decide. If you are unsure, we suggest that you discuss this with your supervisor or principal. In some cases, it may even be appropriate to consult with parents.

Students themselves may react in different ways. Some students may be uncomfortable; other students may laugh or make inappropriate jokes. Some students may ask a lot of questions, whereas others may withdraw or remain silent. All these reactions are natural as students try to understand and discuss the story. It is important that you are prepared for this range of reactions so that you can maintain a supportive and comfortable learning environment for all students.

### Organization of this Teacher's Guide

Since these materials are different from most materials used in language teaching, this Teacher's Guide is also different from others you may have used.

The first section contains a summary of the story of *Priya's Mirror* 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.

## Organization of this Teacher's Guide

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 includes teaching tips. You may already know some of these tips, but others may be new to you. They are designed to support your general teaching practice when using the Priya comics as well as 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 sensitive content of the story. This section is designed to help you lead your class through the sensitive content in a meaningful way. As noted above, some of the material and discussion ideas may not be suitable for all classes, and only you can decide what is appropriate for your students.

The third section also contains the answers to all the activities as well as options to extend some of the activities in the Student's Materials. These optional activities can be useful if you have more time or wish to offer additional language practice.

### SUMMARY: PRIYA'S MIRROR

**Summary:** *Priya's Mirror* tackles the sensitive and important issue of disfiguring acid attacks on women. Superhero Priya is exploring a beautiful landscape when she meets Rafi. He has been looking for her. He works in a sanctuary for women who have been disfigured by acid attacks, and he has fallen in love with one of the women, a lawyer named Anjali. The sanctuary is run by Ahankar, a seemingly kind man who is an acid-spewing demon and has imprisoned the women in the castle sanctuary. When Rafi told Ahankar of his wish to marry Anjali, Ahankar banished him from the castle, causing him to seek out Priya's help. Priya consults with the Goddess Parvati, who tells Priya that before she confronts Ahankar, she "must understand where he comes from." Parvati reveals Ahankar's origin, explaining that he was once a young man named Prem who was in love with a girl called Kusum. Prem gave Kusum a love poem, but her brothers saw this and beat Prem. Then, they forced Prem to drink acid. Kusum was very upset and prayed to the God Shiva. Shiva saved Prem's life but declared that Prem would "only be healed by what he chooses to do next." Prem became the demon Ahankar, killing Kusum's brothers and disfiguring Kusum with acid. He then built a sanctuary for Kusum and other women like her, hiding them from the world. After explaining this, Parvati gives Priya a "mirror of love", which shows others their own courage when they gaze into it. Priya sees her courage to overcome her brutal rape. Priya goes to Anjali to explain that Rafi was sent away by Ahankar, and she asks her and the other women to look into the mirror. The women are stunned. They share their stories of physical and emotional pain, and Priya shares her own pain. Anjali dares to look into the mirror and sees herself as a lawyer, fighting for women, but Ahankar interrupts them. Priya confronts him and the women to run as Priya uses the mirror to protect herself from Ahankar's acid. Priya then shows Ahankar himself in the mirror, and he returns to himself as Prem, feeling insignificant. Priya gives him the mirror and asks him to find his true strength. A year later, Priya visits the art center and café Anjali and the women have built. The Mirror of Love Café is thriving, as are the women, and Priya heads to the east to investigate a sadness she feels.

# 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.

## Speaking / 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 about Language** and **Learn how to Learn**

- The *Learn about Language* and *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.
- 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's Mirror* 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

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

Drilling vocabulary by asking students to listen and repeat is very common and can be an important part of language learning. Students need to hear, understand, and 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. This is because all students have to think about the answers, instead of simply receiving information passively.

## **TIP** Ways of eliciting from students

Sometimes students are reluctant to speak or volunteer. Be ready to ask leading questions to help students. For example, if you are eliciting 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, 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

Depending on the level of your class, 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** Reading quickly

It is important that students develop different kinds of reading skills. Some activities call upon students to 'read quickly'. In these activities, students are searching, or scanning, for a specific piece of information, so they do not need to read every word or sentence carefully. Encourage students to develop their scanning skills by setting time limits.

### **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

Asking students to make predictions before they watch, listen to, or read something helps them to activate 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, makes it easier for them to follow along, and makes it easier for them to understand new ideas, or vocabulary.

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

Pictures in textbooks are often more than decorative. They help to make the textbook more interesting, and if you use them as part of your lesson, can also help learning. Draw students' attention to pictures 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 can prepare 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 perform in front of their classmates. Be sure to acknowledge this and encourage them by praising their efforts. Even if you are correcting students, be sure to acknowledge their efforts and praise them.

## BEFORE YOU READ

### A. 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 her.
- 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.

### B. 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.

### C. 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.

### OPTION:

Ask a pair to choose one of their sentences 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.

### D. Predicting

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

### POSSIBLE ANSWERS

- 1 Priya is helping women who have been harmed and disfigured.
- 2 Priya might be using the mirror to start a fire or reveal something.

## WHILE YOU READ

### Pages 3-4

#### A. Using Visual Cues

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

#### Learn how to Learn!

See the activity teaching procedures.

#### B. Vocabulary

See the activity teaching procedures.

#### ANSWERS

1 B 2 E 3 D 4 F 5 A 6 C

#### OPTION:

Ask students to think of an antonym for each word, if possible. Encourage them to use the antonyms in sentences.

#### C. Comprehension

See the activity teaching procedures.

#### ANSWERS

1 lovely 2 weird 3 sad 4 bad dreams  
5 recovered 6 power over

### Page 5

#### A. Using Visual Cues

See the activity teaching procedures.

#### POSSIBLE ANSWERS

1 One has lots of plants and water. The weather is probably hot and rainy. The other place is dry without much water. The weather is probably dry without much rain.

2 It may be difficult to live in both places because there are not many other people around and there aren't any stores or places to get things.

3 In one place, there are trees, water, plants and grass. In the other place, there is sand, open sky and a castle.

#### B. Vocabulary

See the activity teaching procedures.

#### ANSWERS

1 G 2 A 3 F 4 B 5 I

6 D 7 E 8 C 9 H

## C. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about which vocabulary words can describe places. For example, *courage* cannot describe a place easily.
- Ask students to think about words they know to describe the place and whether these words are in some way related to any of the words in the activity.

## D. Comprehension

See the activity teaching procedures.

### ANSWERS

- 1 The man is called Rafi.
- 2 He works in the castle, which is a sanctuary for women who have been harmed by acid.
- 3 He knows that Priya helps women to find their courage. He knows she is famous for this.
- 4 His village was destroyed by a plague and the land was no longer fertile.
- 5 Ahankar is a man who runs a sanctuary for women who have been wounded and disfigured by acid.

## Pages 6-7

### A. Using visual cues

See the activity teaching procedures.

## B. Vocabulary

See the activity teaching procedures.

### ANSWERS

- 1 C   2 A   3 A   4 C   5 B   6 C

### OPTION:

Write the following sentences on the board:

The beautiful outfits were mesmerizing.  
I was mesmerized by the beautiful outfits.

- Ask students to describe how the words *mesmerizing* and *mesmerized* are different in these sentences. (*Mesmerizing* describes the outfits. *Mesmerized* describes how the person felt.)
- Point out that the adjective ending in *-ed* describes the feeling of the person or the state of the object, and the adjective ending in *-ing* describes what made the person or object experience that feeling or state.
- Write the words: *disgusted / disgusting, disfigured / disfiguring, enraptured / enrapturing* on the board.
- Check that students remember the meaning of these words.
- Ask students to work in groups to create a pair of sentences for each pair of words.
- Ask groups to share their sentences.

## C. Comprehension

See the activity teaching procedures.

### ANSWERS

- 1 C   2 A   3 B   4 C

## OPTION:

Ask students to locate the place in the story that gives the answer for each question.

## D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to look at the form of Priya's question. Elicit that it ends with a question mark, but that it does not have the grammatical form of a question. Point out that this statement ends with a question mark, so this indicates Priya is expecting Rafi to confirm this information.
- Ask students to look at Rafi's response. Elicit whether it confirms Priya's statement. It does not. Rafi uses the word *thought*, which is past tense. This suggests he doesn't agree with this statement now.

## E. Predicting

See the activity teaching procedures.

## Pages 8-9

## A. Using visual cues

See the activity teaching procedures.

## POSSIBLE ANSWERS

Accept all answers students can explain. The boy became very angry with Anjali and threw acid in her face.

## B. Vocabulary

See the activity teaching procedures.

## ANSWERS

1 D 2 C 3 B 4 E 5 A

## C. Comprehension

See the activity teaching procedures.

## ANSWERS

1 E 2 F 3 A 4 C 5 B 6 D

## D. Confirming predictions

See the activity teaching procedures.

## E. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about what Anjali has endured and how she must feel Ahankar had saved her.

## Pages 10-11

### A. Using visual cues

See the activity teaching procedures.

### B. Vocabulary

See the activity teaching procedures.

#### ANSWERS

- |                   |           |
|-------------------|-----------|
| 1 turned our gaze | 5 shock   |
| 2 benevolent      | 6 spewing |
| 3 filthy          | 7 moat    |
| 4 false hope      | 8 prison  |

#### OPTION:

Ask students to work in groups to create an original short story using the vocabulary words. Depending on the level of the class, you may reduce the number of words, or ask them to write only original sentences instead of a story.

### C. Comprehension

See the activity teaching procedures.

#### ANSWERS

Sentences 1, 3 and 5 are true.

## Pages 12-13

### A. Using visual cues

See the activity teaching procedures.

#### POSSIBLE ANSWERS

- 1 Accept all reasonable answers.
- 2 The artist gave her unusual green eyes and used gold coloring around them. She is also standing in a powerful way.

### B. Comprehension

See the activity teaching procedures.

#### ANSWERS

Priya is talking to the Goddess Parvati.

### C. Vocabulary

See the activity teaching procedures.

#### ANSWERS

- |                 |               |        |
|-----------------|---------------|--------|
| 1 tricked       | 2 unkind      | 3 bear |
| 4 bad character | 5 put in jail |        |

#### Learn how to Learn!

See the activity teaching procedures.

## D. Vocabulary

See the activity teaching procedures.

### ANSWERS

**1** Answers are in the first picture. Ahankar says, "No one can love you! Remember that! Those who say that are fooling you as our sister Anjali was fooled. The outside world is cruel! It destroys those who are weak. It has no place for people like you. You are safe only here—away from the world—in my care!"

**2** figurative

### Learn how to Learn!

See the activity teaching procedures.

## E. Comprehension

See the activity teaching procedures.

### ANSWERS

**1** D   **2** C   **3** A   **4** B

## Pages 14-15

### A. Using visual cues

See the activity teaching procedures.

### B. Comprehension

See the activity teaching procedures.

### ANSWERS

**1** Prem wrote a poem for Kusum.

**2** Kusum is afraid of her brothers.

**3** He is not afraid of them because he hasn't done anything bad. He also loves Kusum and wants to take care of her.

### Learn how to Learn!

See the activity teaching procedures.

### C. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about what would make Kusum's brothers so upset that they would want to kill Kusum and Prem.

## ANSWERS

**1** It was probably a love poem because Kusum wanted to hide it from her brothers.

**2** In the time before, Kusum was playful, talkative and friendly. In the time after the picture, she is quiet and frightened.

**3** She thinks her brothers will be very angry. She probably knows their attitude towards such things or she has seen how they have behaved in the past.

## OPTION:

Ask students to think about Kusum's personality and appearance. Put them in groups and ask them to brainstorm ideas about what might be in Prem's poem. Depending on the level of your students, you may want to ask them to write the poem.

## D. Role Play

See the activity teaching procedures.

## Pages 16-17

## A. Using visual cues

See the activity teaching procedures.

## B. Comprehension

See the activity teaching procedures.

## ANSWERS

**1** They think she should be at home.

**2** No, he doesn't fight them. He tries to talk to them.

**3** They make him drink acid.

**4** She is very upset. She prays to Shiva to save him.

## C. Using visual cues

See the activity teaching procedures.

## ANSWERS

The text is repeated many times to show Kusum is praying a lot and her prayers are moving out into the universe.

## D. Speaking

See the activity teaching procedures.

## ANSWERS

Answers will vary.

## OPTION:

Ask students to create a dialog between Kusum and her brothers or their family. Ask them to think about what Prem did and if it was fair to treat him this way.



## Pages 18-19

### A. Using visual cues

See the activity teaching procedures.

### B. Vocabulary

See the activity teaching procedures.

#### ANSWERS

1 D 2 A 3 C 4 B

### C. Comprehension

See the activity teaching procedures.

#### ANSWERS

Sentences 1 and 2 are true.

### D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, point out the words *either ... or*. Elicit that this indicates there is a choice, so there are two possibilities.
- Remind students of Parvati's words *He can only be healed by what he chooses to do next*.

## Pages 20-21

### A. Using visual cues

See the activity teaching procedures.

### B. Critical thinking

See the activity teaching procedures.

- Encourage students to focus on the physical appearances of Prem and Ahankar.
- Ask students to review the vocabulary already discussed to determine if any of these words or phrases are relevant.
- Put students in groups to create their lists.
- Call on groups to share their lists with the class.

#### OPTION:

Ask groups to write sentences about Prem and Ahankar. Ask a group to read one of its sentences aloud for the class to guess if it is about Prem or Ahankar. Continue with other groups sharing one of their sentences while the others guess.

### C. Comprehension

See the activity teaching procedures.

#### ANSWERS

1 2, 1 2 2, 1 3 1, 2 4 1, 2

### D. Vocabulary

See the activity teaching procedures.

#### ANSWERS

flourishing

fertile

## Pages 22-23

### A. Using visual cues

See the activity teaching procedures.

### B. Comprehension

See the activity teaching procedures.

#### ANSWERS

1 A   2 B   3 A   4 C   5 C   6 B

### C. Vocabulary

See the activity teaching procedures.

#### ANSWERS

- 1 weapon - figurative
- 2 trapped - figurative
- 3 stand with - both
- 4 threw - both

### D. Speaking

See the activity teaching procedures.

- Allow students to share as much or as little of their life experiences as they would like to. While the example sentences share positive experiences, some students may wish to share strength they have gained from negative experiences.

## Pages 24-25

### A. Speaking

See the activity teaching procedures.

- Some students may feel uncomfortable discussing these violent acts against women. It is important to ensure that all students feel respected and safe to share their opinions and ideas.

### B. Vocabulary

See the activity teaching procedures.

#### POSSIBLE ANSWERS

- 1 responsibility / error
- 2 when two people are connected personally and one of them is violent towards the other or causes mental and emotional pain
- 3 doesn't have any more money
- 4 a permanent mark from a cut
- 5 sexually attacked or assaulted in a way that can result in pregnancy
- 6 someone who has been hurt, injured or killed as a result of a crime, accident or other bad action
- 7 causes someone to feel like they have meaning and purpose again after they have been hurt in some way
- 8 lessen someone to only one thing

## C. Comprehension

See the activity teaching procedures.

- Some students may be very upset by the stories the women share about their abuse and disfigurement. Give students sufficient time to process these pages.

### ANSWERS

1 B 2 E 3 A 4 D 5 C

## D. Critical thinking

See the activity teaching procedures.

- To do this activity, students must reflect on Priya's rape. This may be very upsetting to some students.
- If students have difficulty with this question, encourage them to think about what happened to Priya when she shared the information about her rape with her family.

### OPTION:

Put students in groups and ask them to predict whether the women will look in the mirror. Encourage them to give reasons for their predictions. Ask them to think of reasons to support the opposite prediction.

## Pages 26-27

## A. Vocabulary

See the activity teaching procedures.

### ANSWERS

1 carpentry 2 outcasts 3 peril 4 cruel

## B. Comprehension

See the activity teaching procedures.

### ANSWERS

Sentences 1, 3 and 5 should be ticked.

## C. Vocabulary

See the activity teaching procedures.

### ANSWERS

Fighting for my sisters  
fed you these stories

## D. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to look at the placement of Rafi in the picture. Ask them to think about what Anjali focuses on in her speech.

## Pages 28-31

### A. Using visual cues

See the activity teaching procedures.

### Learn how to Learn!

See the activity teaching procedures.

### B. Vocabulary

See the activity teaching procedures.

#### ANSWERS

1 v 2 n 3 adj. 4 v 5 v

### C. Vocabulary

See the activity teaching procedures.

#### ANSWERS

A 5 B 2 C 3 D 4 E 1

### D. Vocabulary

See the activity teaching procedures.

#### ANSWERS

1 venom 2 turning into 3 feeble  
4 combat 5 cross

## Learn how to Learn!

See the activity teaching procedures.

### E. Comprehension

See the activity teaching procedures.

#### ANSWERS

1 B 2 C 3 A 4 E 5 D

## Pages 32-34

### A. Using visual cues

See the activity teaching procedures.

### Learn how to Learn!

See the activity teaching procedures.

### B. Vocabulary

See the activity teaching procedures.

#### ANSWERS

1 D 2 A 3 F 4 E 5 C 6 B

## C. Comprehension

See the activity teaching procedures.

### ANSWERS

1 glimpsed    2 strength    3 vanished  
4 pathetic    5 dominating    6 valor

## D. Speaking

See the activity teaching procedures.

## E. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about what Kusum did when her brothers forced Prem to drink the acid.

## Pages 35-36

## A. Using visual cues

See the activity teaching procedures.

## B. Comprehension

See the activity teaching procedures.

### ANSWERS

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

## AFTER YOU READ

## A. Speaking

See the activity teaching procedures.

## B. Connect to your world

See the activity teaching procedures for speaking activities.

## C. Project

- Ask students to think about one of the groups of people they discussed in Activity B and answer the questions.
- Encourage one of the group members to take notes as the group discusses the questions. Give students time to write their dialog and help as necessary with vocabulary.

## D. Act

- Call on groups to perform their dialog for the class.
- Ask groups to identify what the dialog is about and what the roles are.

## NOTES



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**Special Thanks:** North India Office, U.S. Embassy, New Delhi and Maria Snarski.  
More information on the comic book at [www.priyashakti.com](http://www.priyashakti.com)

# Rattapallax



