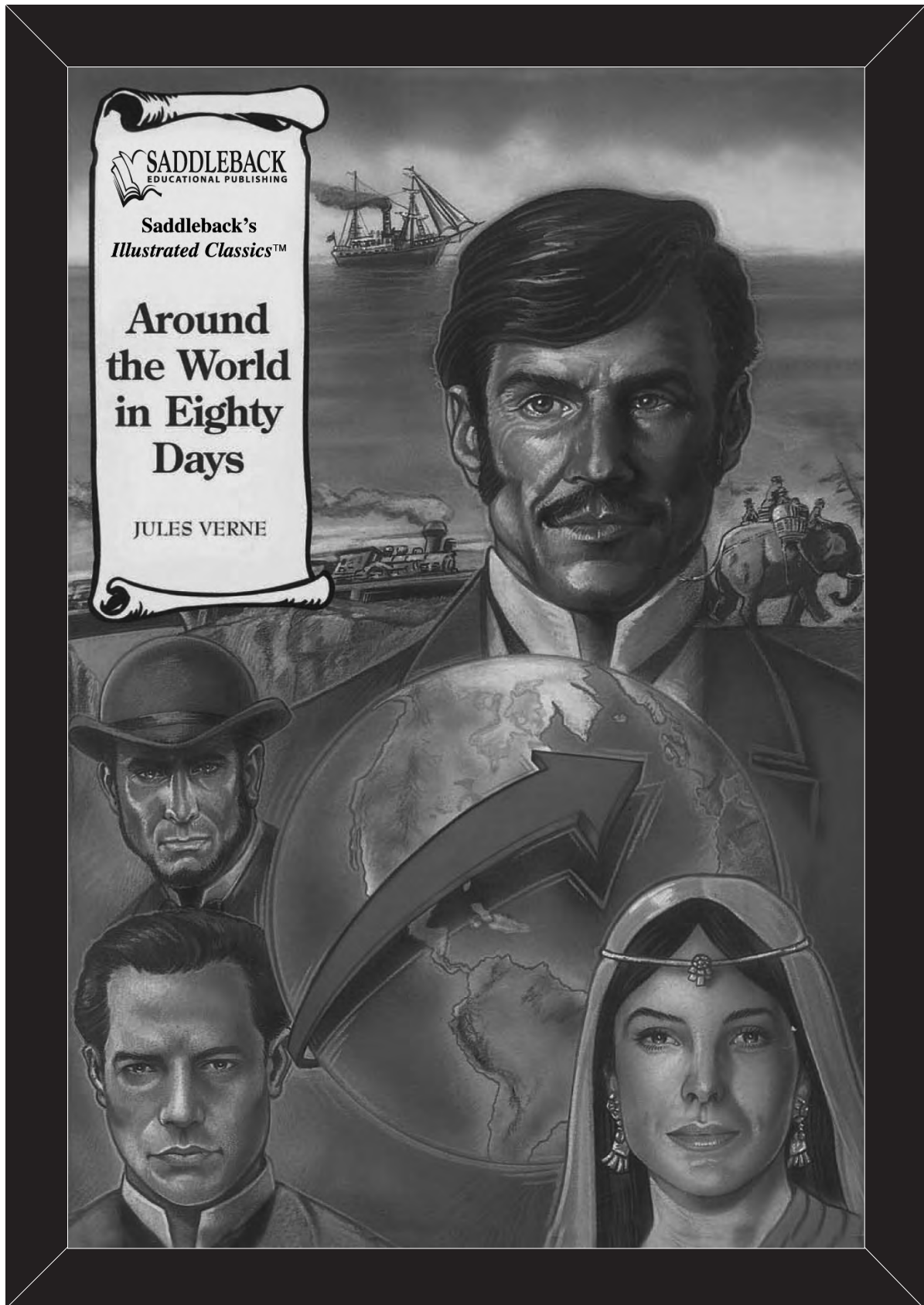


STUDY GUIDE



AROUND THE WORLD IN EIGHTY DAYS

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NOTES TO THE TEACHER

SADDLEBACK'S ILLUSTRATED CLASSICS™ SERIES

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

THE REPRODUCIBLE EXERCISES

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
 - Write a paragraph about your favorite character.
 - Do Internet research on the author or the story’s setting.
 - Write a three-paragraph book report.
 - Use the vocabulary words as the basis for a spelling test.
 - Have students rewrite lines of dialogue in their own words.
 - Ask students to write a new title for the book.



AROUND THE WORLD IN 80 DAYS
PREVIEWING THE STORY

1

What's the story about? Read the summary before answering the questions.
 Hint: There are no right or wrong answers. Use your imagination!



The time is 1873. The place is London, England. Phileas Fogg, a wealthy “man of habit,” does exactly the same thing every day. And he does it exactly the same way and at exactly the same time. But then he surprises everybody. He bets his friends that he can circle the world in 80 days! Traveling by ship, train—and even by elephant—Fogg and his faithful servant race to win the bet. What terrible difficulties they will have to overcome! As you read, you will discover whether or not Phileas Fogg wins his bet.

1. Phileas Fogg's adventure took place almost 150 years ago. No one had ever traveled so far in such a short time. Today, what kind of trip would be as bold and daring as Fogg's was? Where would you go and how would you plan to get there?

2. Some things *don't* change over time, however. Travelers on long trips through foreign countries still face some of the same problems. List two problems that might come up if you were “on the road” for several months.

3. Are you, or is anyone you know, a “person of habit”? Why do you think it can be a good idea to “do the same things at exactly the same time” every day? How might it be a bad idea?

GOOD IDEA: _____

BAD IDEA: _____

4. Have you ever bet someone that you could do something no one thought you could do? What did you claim you could do? Did you do it? What did you win (or lose)?

5. Name two foreign countries you would most like to visit. Then give your reason for choosing each country.

COUNTRY: _____ REASON: _____

COUNTRY: _____ REASON: _____



AROUND THE WORLD IN 80 DAYS
ABOUT THE AUTHOR

2

A. Read about the author's life on the page before the story starts. After reviewing what you've read, study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. _____ Jules Verne was probably much more interested in the future than in the past.
2. _____ Jules Verne invented the world's first nuclear submarine.
3. _____ Before becoming a writer, Jules Verne worked as a scientist.
4. _____ Jules Verne was born more than 175 years ago.
5. _____ People in the 19th Century were fascinated with new scientific discoveries.
6. _____ Although born in France, Jules Verne lived in England most of his life.
7. _____ When Jules Verne wrote *Around the World in Eighty Days*, geography had not yet been invented.
8. _____ The events in science fiction stories are imaginary, rather than factual.
9. _____ Over the years, Jules Verne's books have been reprinted many thousands of times.
10. _____ Jules Verne's book, *The Nautilus*, was more popular than *Around the World in Eighty Days*.

B. Circle the word or words that correctly complete the sentences.

1. The main character in *Around the World in Eighty Days* is (Captain Nemo / Phileas Fogg).
2. When he died, Jules Verne was (eighty-seven / seventy-seven) years old.
3. In the 1800s the idea of circling the globe in eighty days was (amazing / alarming).
4. Jules Verne's ideas about the technology of the future turned out to be (accurate / preposterous).

**INTERPRETING VISUAL CLUES**

Stories in illustrated novels are told with pictures as well as with words. The visual clues in the pictures add important information that helps you understand the story.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

- Page 9—bottom of page.** The details in this picture illustrate Passepartout's
 - colorful daydreams.
 - former jobs.
 - need for food and money.
- Page 17—middle of page.** Notice the clothing the people wear and the buildings in the background. These details suggest that this part of the story takes place in
 - South America.
 - the Middle East.
 - Alaska.
- Page 25—bottom of page.** Notice that (1) the woman wears a veil and a jewel in the center of her forehead, and (2) the men are wearing turbans. These details indicate that this part of the story takes place in
 - Germany.
 - India.
 - France.
- Page 39—top of page.** The details in this picture suggest that this part of the story takes place in
 - Japan.
 - London.
 - Russia.
- Page 50—bottom of page.** The position of the two men in the aisle indicates that they are about to
 - leap off the train.
 - wrestle each other.
 - fight a duel.
- Page 53—top and middle of page.** What detail tells you that it is probably cold outside?
 - The men are wearing earmuffs.
 - The wind is blowing hard.
 - There is snow on the ground.
- Page 57—bottom lefthand corner.** What word best describes the expression on Captain Speedy's face?
 - amusement
 - outrage
 - boredom