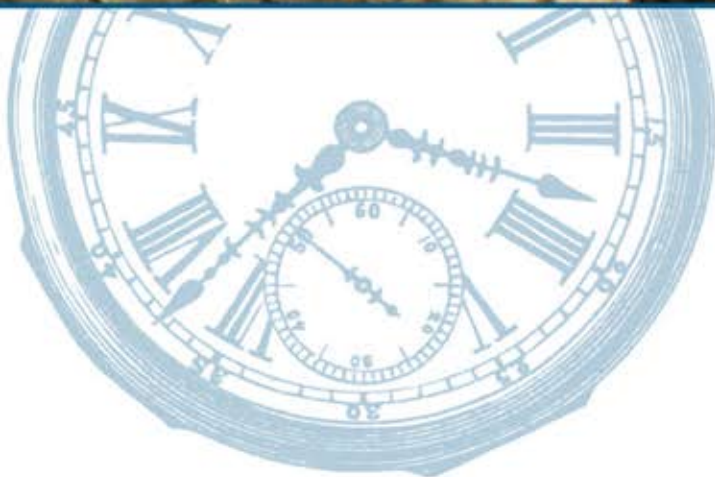




AROUND THE WORLD IN

COMPREHENSION GUIDE

EIGHTY DAYS



AROUND THE WORLD IN EIGHTY DAYS

Comprehension Guide
by Jonathan Daughtrey

Designed by Ned Bustard



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AROUND THE WORLD IN EIGHTY DAYS

How to use this Guide

This guide is intended to help you study, understand and enjoy *Around the World in Eighty Days*. You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

The last question for each chapter is an optional transitional question. As children approach the end of the grammar stage of learning, they are more apt to ask questions and think through issues logically. This “pert” stage of learning is known as the dialectic stage. The questions we have provided are meant to

challenge the children with thought-provoking questions that move beyond the basic ideas of the story and are suitable for children beginning the transition to the dialectic stage of learning.

Vocabulary word lists are provided for each chapter. You may use these in several ways. You might have the children watch for the word in the chapter and write out a definition based on the context of the story. They might simply write out a definition from the dictionary. Another option is for the instructor to provide definitions to be copied and used as a glossary prior to reading.

Answers to the questions are found in the back of the guide. Although the answers in the guide appear in an abbreviated form, the students’ answers should be in complete sentences, and they should restate the question in their answer.

Example:

Question: What game did Fogg play on the *Mongolia*?

Answer: On the *Mongolia* Fogg played whist.

Such writing practice trains the student to answer thoroughly, completely and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student’s work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.

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Project—Vocabulary

While reading each chapter, discuss the vocabulary and how the words are used in the story.

CHAPTER 1
enigmatical
exchequer
pernicious
avaricious
anonymous
taciturn
congenial
eccentric
aptness

CHAPTER 2
physiognomist
repose
valet
pert
rubicund
vagrant
chagrin
scrutinized

CHAPTER 3
repair
gilded
sumptuous
flunkey
ingot

CHAPTER 4
mackintosh
chary
ensconce

CHAPTER 5
aberration
liability
premium
elude

CHAPTER 6
wharf
bespoken
quay
minaret
fellah

CHAPTER 7
rogue
phlegmatic

CHAPTER 8
voluble
fob
cogitate
equanimity

CHAPTER 9
propitious
toilet
hull
indefatigable

CHAPTER 10
rajah
palanquin
fain
miter
pagoda

CHAPTER 11
viaducts
limpid
reverie
maledictions
howdahs

CHAPTER 12
capricious
copses
lugubrious
caparisoned
zebus
fakir

CHAPTER 13
reconnaissance
colloquy
assiduous
specter
apprise

CHAPTER 14
bazaar
pelisse
habiliments
verdure
ablution

CHAPTER 15
squalid
moor
prodigal

CHAPTER 16
ply
automaton
intractable
berth

CHAPTER 17
inveterate
complacent
cudgel
chaff
reverie

CHAPTER 18
unfurl
flotilla

CHAPTER 19
antipodes
parterres
inveigh
cadaverous
essay

CHAPTER 20
remonstrance
placid
accost
consulate
galvanized

CHAPTER 21
aft
extradition
boisterous
scintillation
adroit
zephyr

CHAPTER 22
torpor
purser
inveigle
peristyle
importunate

CHAPTER 23
jaded
mountebank
troupe
equilibrist
shuttlecock
sectary

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Project—Vocabulary

CHAPTER 24
rectilinear
coolies
eulogy
pugilistic

CHAPTER 25
banditti
incendiary
diminutive
undulations
rout

CHAPTER 26
berth
disposition
ruminate
defiles

CHAPTER 27
cravat
polygamy
gainsay
proselyte
ambuscade
vicissitude

CHAPTER 28
denounce
commence
confounded
penetrate
accumulate

CHAPTER 29
resume
insolent
inaugurate
velocity
siege

CHAPTER 30
tranquil
succor
dismal
impassible

CHAPTER 31
escort
conviction
plaintively
buoyancy
presentiment

CHAPTER 32
agitation
venturesome
repugnance
indemnify

CHAPTER 33
unpropitious
dexterous
conjecture
prodigious

CHAPTER 34
heinous
betrayal
knave
practicable
audible

CHAPTER 35
provisions
imperturbable
irretrievable
antagonist
zenith

CHAPTER 36
transpire
paralytic
punctual
assent

CHAPTER 37
fastidious
circumference
pecuniary
exactitude

AROUND THE WORLD IN EIGHTY DAYS

Chapters 1, 2, and 3

1. What was Phileas Fogg's home address?

2. True or False (circle one) It was clear to everyone how Phileas Fogg made his fortune.

3. Why was it likely that Phileas Fogg had traveled extensively?

4. What was one of Phileas Fogg's requirements for his domestic servant who lived at Saville Row?

5. Why did Passepartout's surname suit him?

6. Name three of Passepartout's former jobs.

7. Based on Passepartout's observations of Mr. Fogg, describe his appearance.

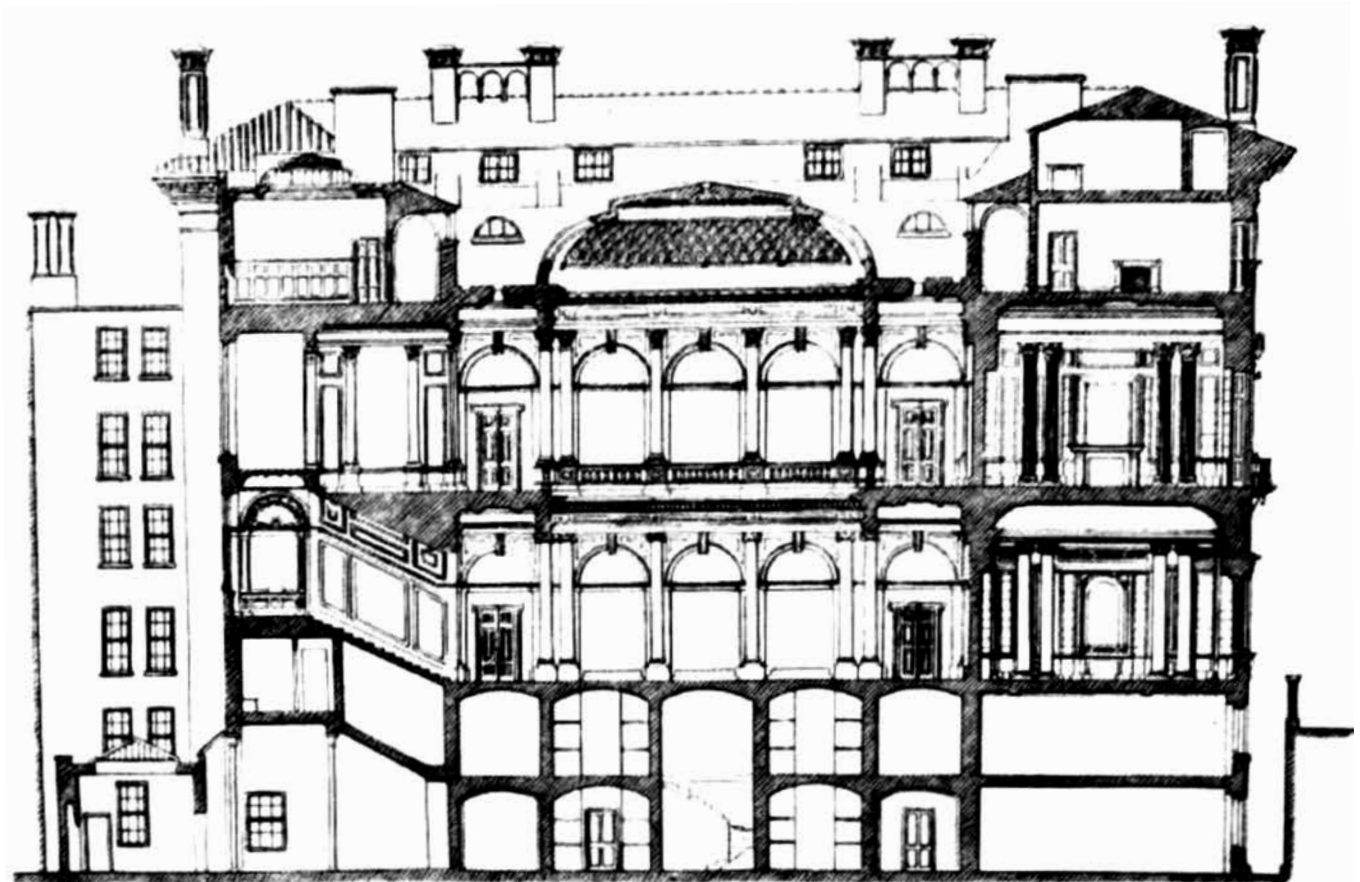
AROUND THE WORLD IN EIGHTY DAYS

Chapters 1, 2, and 3

8. *Fill in the blanks:* As for Passepartout, he was a true _____
of _____.

9. Passepartout compares Phileas Fogg to this at the end of chapter two.

10. Name the three newspapers that Fogg read when he went to the Reform Club.



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Chapters 1, 2, and 3

11. Which newspaper predicted that one could travel around the world in eighty days?

12. How much money does Fogg wager on his trip around the world?

TRANSITIONAL QUESTION

13. Phileas Fogg remained unmoved by all of the concerns and hesitations that his friends at the Reform Club brought up about him traveling around the world in 80 days. Fogg wagered 20,000 pounds despite their concerns as he has much confidence in his ability to accomplish the challenging undertaking. But did he have too much confidence? In chapter 3 Sullivan said, "Twenty thousand pounds, which you would lose by a single accidental delay!" Fogg replied, "The unforeseen does not exist."

Look at what the Bible says about the "unforeseen." Read Proverbs 20:24–25. Based on this Proverb, do you think Phileas Fogg was right or wrong in making his bold statement, "The unforeseen does not exist?" Explain why you think he was right or wrong.

AROUND THE WORLD IN EIGHTY DAYS

Project 1—Currency Chart

In chapter 3 Phileas Fogg refers to the 20,000 pounds that he has deposited in the bank and is willing to wager on his trip around the world. Fogg, in the upcoming chapters, will be traveling to many different countries. Different types of money, called currencies, are used in different parts of the world. Fogg will use some of these. Using a dictionary, encyclopedia or other resource fill in the blanks on the following currency chart. *Look up the basic unit of currency for each country, and tell what the smaller units are called that they are equal to. The amounts of the smaller units they are equal to are provided. The first two are done for you as an example. Phileas Fogg will be traveling to each of these different countries; work carefully so that you are ready to join him in his adventure!*

COUNTRY	BASIC UNIT OF CURRENCY	EQUAL TO:
<i>United States</i>	<i>Dollar</i>	100 cents
<i>Great Britain</i>	<i>Pound</i>	100 Pence
<i>Egypt</i>	<i>Pound</i>	100 _____
<i>India</i>	<i>Rupee</i>	100 _____
<i>China</i>	<i>Yuan</i>	10 _____
<i>Japan</i>	<i>Yen</i>	100 _____
<i>Singapore</i>	<i>Dollar</i>	100 _____
<i>Ireland</i>	<i>Euro</i>	100 _____



AROUND THE WORLD IN EIGHTY DAYS

Project 2—Where in the World is Phileas Fogg?

*As you read this book, draw a line to show the route
Phileas took to circumnavigate the world.
Write in the names of the cities that he visited.*



AROUND THE WORLD IN EIGHTY DAYS

Project 3—Passport Bookmark

Have the students fill out the blanks on the “personal information” section of Phileas Fogg’s passport. All of this information is found in chapters 1-3. Then cut the passport out and keep it as a bookmark. Log all of the major places and dates that he goes as the book progresses. You can assign the students locations and dates if you would like. There is not a need to do all of the locations he goes, but the major ones are good to record.

NAME: **Phileas Fogg**

GENDER: **Male**

COUNTRY OF ORIGIN: **England**

DATE OF ISSUE: **October 2, 1872**

DATE: _____

LOCATION: _____

DATE: _____

LOCATION: _____

DATE: _____

LOCATION: _____

DATE: _____

LOCATION: _____

DATE: _____

LOCATION: _____

DATE: _____

LOCATION: _____

DATE: _____

LOCATION: _____

DATE: _____

LOCATION: _____

AROUND THE WORLD IN EIGHTY DAYS

Chapters 4, 5, and 6

1. Fogg told Passepartout that they would start for _____ and _____ in ten minutes.
2. Why weren't they going to bring trunks for clothes with them?

3. What was Passepartout's reaction when he heard that 20,000 pounds was in the carpet-bag?

4. What act of kindness did Phileas Fogg do that made Passepartout get a moist sensation in his eyes?

5. What had Passepartout forgotten to do that made him utter a sudden cry of despair in Sydenham?

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Chapters 4, 5, and 6

6. Did Phileas Fogg suspect that his leaving London to go around the world would be a big sensation?

7. Did the majority of people think Fogg would make it around the world in 80 days?

8. Name one of the pet subjects of the English.

9. Name one of the men who greatly supported Fogg's endeavor.

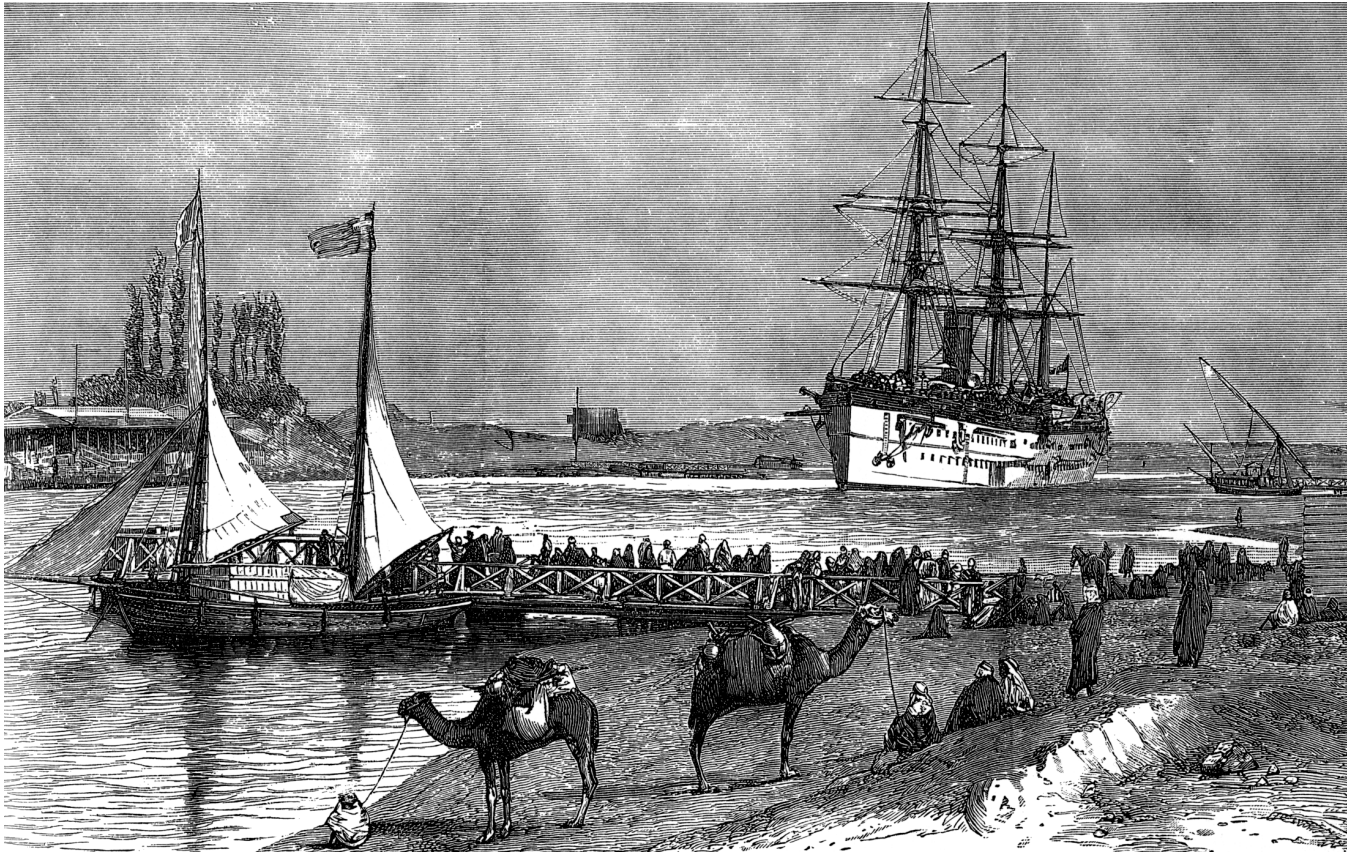
10. Which two men were waiting for the Mongolia to arrive?

11. Which three senses does Fix say a detective's "sixth sense" should have?

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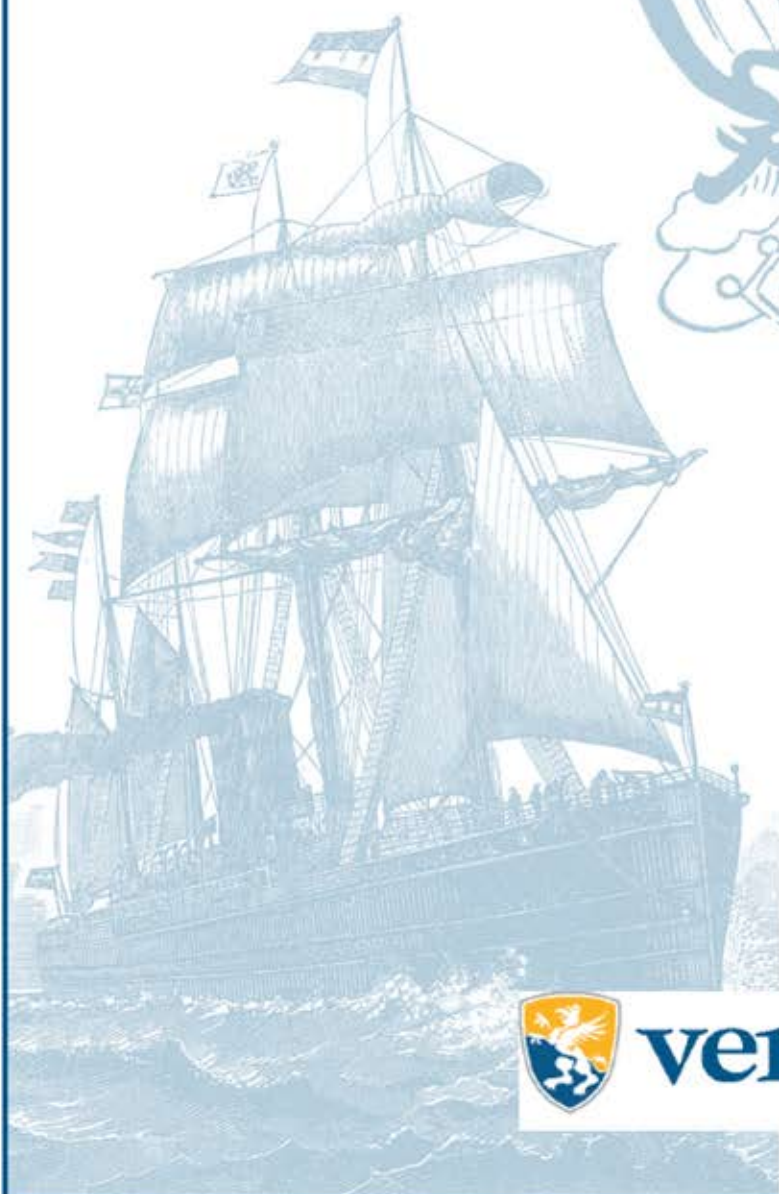
Chapters 4, 5, and 6

12. *Fill in the blank:* “An English criminal, you know, is always better concealed in _____ than anywhere else.”



TRANSITIONAL QUESTION

13. Although the book is still just beginning, we have seen many great qualities in Phileas Fogg. List four of the qualities that you have noticed so far in the book.



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