

NAME: _____ GRADE: ____ CLASS: _____

SELECTION 1/4

Ender was near the last, but not the very last. The TV cameras did not give up, though. Will Valentine see me disappear into the shuttle? He thought of waving at her, of running to the cameraman and saying, "Can I tell Valentine good-bye?" He didn't know that it would be censored out of the tape if he did, for the boys soaring out to Battle School were all supposed to be heroes. They weren't supposed to miss anybody. Ender didn't know about the censorship, but he did know that running to the cameras would be wrong.

He walked the short bridge to the door in the shuttle. He noticed that the wall to his right was carpeted like a floor. That was where the disorientation began. The moment he thought of the wall as a floor, he began to feel like he was walking on a wall. He got to the ladder, and noticed that the vertical surface behind it was also carpeted. I am climbing up the floor. Hand over hand, step by step.

And then, for fun, he pretended that he was climbing *down* the wall. He did it almost instantly in his mind, convinced himself against the best evidence of gravity until he reached an empty seat. He found himself gripping the seat tightly, even though gravity pulled him firmly against it.

The other boys were bouncing on their seats a little, poking and pushing, shouting. Ender carefully found the straps, figured out how

1. For each of the words below, give one word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage.

i. Censorship	
ii. Disorientation	

SELECTION 2/4

they fit together to hold him at crotch, waist, and shoulders. He imagined the ship dangling upside down on the undersurface of the Earth, the giant fingers of gravity holding them firmly in place. But we will slip away, he thought. We are going to fall off this planet.

He did not know its significance at the time. Later, though, he would remember that it was even before he left Earth that he first thought of it as a planet, like any other, not particularly his own.

"Oh, already figured it out," said Graff. He was standing on the ladder.

"Coming with us?" Ender asked.

"I don't usually come down for recruiting," Graff said. "I'm kind of in charge there. Administrator of the School. Like a principal. They told me I had to come back or I'd lose my job." He smiled.

Ender smiled back. He felt comfortable with Graff. Graff was good. And he was principal of the Battle School. Ender relaxed a little. He would have a friend there.

Adults helped the other boys belt themselves in place, those who hadn't done as Ender did. Then they waited for an hour while a TV at the front of the shuttle introduced them to shuttle flight, the history of space flight, and their possible future with the great starships of the I.F. Very boring stuff. Ender had seen such films before.

Except that he had not been belted into a seat inside the shuttle. Hanging upside down from the belly of Earth.

The launch wasn't bad. A little scary. Some jolting, a few moments of panic that this might be the first failed launch since the early days of the shuttle. The movies hadn't made it plain how much violence you could experience, lying on your back in a soft chair.

Then it was over, and he really was hanging by the straps, no gravity anywhere.

But because he had already reoriented himself, he was not surprised when Graff came up the ladder backward, as if he were climbing down to the front of the shuttle. Nor did it bother him when Graff hooked his feet under a rung and pushed off with his hands, so

2. For each of the words below, give one word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage.

i. Dangling	
ii. Significance	
iii. Jolting	
iv. Reoriented himself	

3. What literary device is used in the phrase, “the giant fingers of gravity”? Why is the device effective?

4. In your own words, explain Ender’s thoughts above Earth even before his first experience travelling into space.

5. What has happened to make Graff say, “Oh, already figured it out”?

6. What evidence do we have from the selection to show that Ender is an independent person?

SELECTION 3/4

that suddenly he swung upright, as if this were an ordinary airplane.

The reorientations were too much for some. One boy gagged; Ender understood then why they had been forbidden to eat anything for twenty hours before the launch. Vomiting in null gravity wouldn't be fun.

But for Ender, Graff's gravity game was fun. And he carried it further, imagining that Graff was actually hanging upside down from the center aisle, and then picturing him sticking straight out from a side wall. Gravity could go any which way. However I want it to go. I can make Graff stand on his head and he doesn't even know it.

"What do you think is so funny, Wiggin?"

Graff's voice was sharp and angry. What did I do wrong, thought Ender. Did I laugh out loud?

"I asked you a question, soldier!" barked Graff.

Oh yes. This is the beginning of the training routine. Ender had seen some military shows on TV, and they always shouted a lot at the beginning of training before the soldiers and the officer became good friends.

"Yes sir," Ender said.

"Well answer it, then!"

"I thought of you hanging upside down by your feet. I thought it was funny."

It sounded stupid, now, with Graff looking at him coldly. "To you I suppose it is funny. Is it funny to anybody else here?"

Murmurs of no.

"Well why isn't it?" Graff looked at them all with contempt. "Scumbrains, that's what we've got in this launch. Pinheaded little morons. Only one of you had the brains to realize that in null gravity directions are whatever you conceive them to be. Do you understand that, Shafts?"

The boy nodded.

"No you didn't. Of course you didn't. Not only stupid, but a liar too. There's only one boy on this launch with any brains *at all*, and

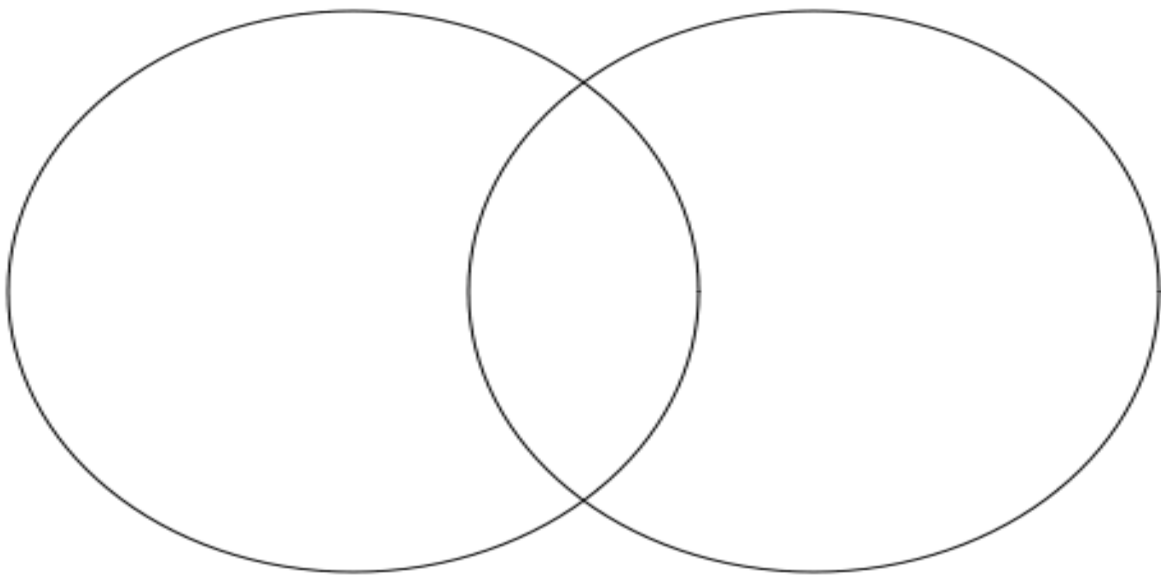
7. For each of the words below, give one word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage.

i. Gagged	
ii. Null	
iii. Contempt	
iv. Conceive	

7. Why have the children been forbidden to eat anything twenty hours prior to the flight? Address both possible causes and effects in your answer.

8. How does Ender deal with Graff's gravity game?

9. Using the Venn Diagram below, jot down in point form the similarities and differences between Ender and the other children. Refer to all three preceding selections.



SELECTION 4/4

that's Ender Wiggin. Take a good look at him, little boys. He's going to be a commander when you're still in diapers up there. Because he knows how to think in null gravity, and you just want to throw up."

This wasn't the way the show was supposed to go. Graff was supposed to pick on him, not set him up as the best. They were supposed to be against each other at first, so they could become friends later.

"Most of you are going to ice out. Get used to that, little boys. Most of you are going to end up in Combat School, because you don't have the brains to handle deep-space piloting. Most of you aren't worth the price of bringing you up here to Battle School because you don't have what it takes. Some of you might make it. *Some* of you might be worth something to humanity. But don't bet on it. I'm betting on only one."

Suddenly Graff did a backflip and caught the ladder with his hands, then swung his feet away from the ladder. Doing a handstand, if the floor was down. Dangling by his hands, if the floor was up. Hand over hand he swung himself back along the aisle to his seat.

"Looks like *you've* got it made here," whispered the boy next to him.

Ender shook his head.

"Oh, won't even talk to me?" the boy said.

"I didn't ask him to say that stuff," Ender whispered.

He felt a sharp pain on the top of his head. Then again. Some giggles from behind him. The boy in the next seat back must have unfastened his straps. Again a blow to the head. Go away, Ender thought. I didn't do anything to you.

Again a blow to the head. Laughter from the boys. Didn't Graff see this? Wasn't he going to stop it? Another blow. Harder. It really hurt. Where was Graff?

Then it became clear. Graff had deliberately caused it. It was worse than the abuse in the shows. When the sergeant picked on you, the others liked you better. But when the officer prefers you, the others

10.

i) What is Ender's initial assumption about the treatment he is going to receive from Graff?

ii) How has Graff surprised Ender?

WRITING SKILLS

TYPES OF ESSAYS: END THE CONFUSION

Effectively writing different types of essays has become critical to academic success. Essay writing is a common school assignment, a part of standardized tests, and a requirement on college applications. Often on tests, choosing the correct type of essay to write in response to a writing prompt is key to getting the question right. Clearly, students can't afford to remain confused about types of essays.

There are over a dozen types of essays, so it's easy to get confused. However, rest assured, the number is actually more manageable. Essentially there are four major types of essays, with the variations making up the remainder.

Four Major Types of Essays

Distinguishing between types of essays is simply a matter of determining the writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The four major types of essays address these purposes:

1. Narrative Essays: Telling a Story

In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. "I" sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

2. Descriptive Essays: Painting a Picture

A cousin of the narrative essay, a descriptive essay paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description's sake. The descriptive essay strives to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader's emotions, with a result that is highly evocative.

3. Expository Essays: Just the Facts

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the "how to" or process essay. Because expository essays are based on facts and not personal feelings, writers don't reveal their emotions or write in the first person.

4. Persuasive Essays: Convince Me

While like an expository essay in its presentation of facts, the goal of the persuasive essay is to convince the reader to accept the writer's point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

WRITING ESSAYS→ THESIS STATEMENT

A thesis statement starts your essay with clear direction. It presents a topic, narrows that topic down to a specific claim, and names the points of support for the claim (usually three) that you will develop in your essay.

The formula for a thesis statement is topic + claim + supporting points.

Each thesis statement below is missing one part. Read through the thesis statements, then read the missing parts at the bottom of the page. Write the letter of the missing part in the space in the sentence to which it belongs.

Unfinished Thesis Statements

1. Working dogs ____ are usually very intelligent.
2. ____ in the summertime can be a blessing and a curse, providing employment for construction workers, resulting in safer and easier travel, but also causing traffic delays.
3. During World War II ____ collecting scrap metal, knitting for the troops, and buying stamps toward the purchase of government savings bonds.
4. ____ has many features and capabilities, but the most useful ones are the ability to make phone calls, the ability to access the Internet, and access to fun apps for times when you are waiting.
5. Baked goods rise through using ingredients such as ____.

Missing Parts

- a. children were involved in the war effort,
- b. Highway construction
- c. like seeing eye dogs, sheep dogs, and police dogs
- d. A smart phone
- 6. yeast, baking soda, or eggs.

PRACTICE

Your teacher will now assign an essay topic to the whole class. Imagine that you are writing a five-paragraph essay, but write only the introduction in the space below. Let's see who comes up with the best hook and thesis statement!

THE END