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### **Ambiguous Antecedents**

Sometimes the antecedent of a pronoun is uncertain. There may be two nouns the pronoun could refer to. Rewrite the sentence to make it clear. You may need to drop the pronoun.

> **UNCLEAR:** Dolores closed the <u>umbrella</u> on the <u>porch</u> and shook it thoroughly. **CLEAR:** Dolores closed the <u>umbrella</u> and shook **it** thoroughly on the porch.

Rewrite each sentence to make the antecedent of the boldface pronoun clear.

- 1. Mark told Baxter that his bicycle has a flat tire.
- 2. Before Wendy and her sister had school pictures taken, she got her hair cut.
- 3. Vijay put a new collar around the dog's neck, but it was too large.
- 4. Jane talked to her mother while she swept the floor.

5. Ted removed the cores from the apples and threw them into the compost bin.

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6. The calculator dimmed as the battery died, so Shona replaced it.

### **Comprehension: Inference**

#### **Read the passage. Then answer the questions.**

## The Game of Chess

by Elya Sharrow

1 There's a legend about how the game of chess came to China. Two travelers taking a break from their journey were playing a game at a roadside stop. Just then the emperor rode up. Curious, he asked the travelers about the game they were playing. When told that one of the pieces was called the king, he ordered their heads cut off for their insult to royalty!

2 There probably isn't a country in the world where chess is not played. Yet nobody is sure where it began. Many countries claim to have invented it. The first records of it being played are in



Persia (today's Iran), around the year 600. But the name of the game in Persian, and in many other languages, is "shatranj." That was a word that came from India. It meant "four divisions of the army" foot soldiers, cavalry, chariots, and elephants. By 800, the game had reached China. Then the Arabs picked it up, and by 1000, it had spread across Europe.

<sup>3</sup> The chessboard was the same wherever the game was played. But pieces had different names in different places. In Asia, for example, the bishops were called "elephants." In some countries, the queen was the "counselor." The rules also differed from place to place, sometimes even within the same country. The modern rules began to develop in Italy around 1200. By 1475, chess had become essentially the game we know today. For example, the queen could now move any number of spaces and had become the most powerful piece on the board. But there were still minor differences in the rules that were not standardized until the 1800s. Only then was it possible for any chess player to truly claim the title "World Champion."

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- 1. In 1200, two strangers sitting down to play chess would probably have \_\_\_\_\_.
  - A set up the board differently than today
  - B known who the world champion was
  - **C** found the game too complicated
  - D had to agree on the rules first
- 2. The passage suggests that the game of chess began in which place?
  - A China
  - **B** Persia
  - C India
  - D Italy
- 3. Which sentence from the passage best supports your answer to question 2?
  - A "The modern rules began to develop in Italy around 1200."
  - B "There's a legend about how the game of chess came to China."
  - C "That was a word that came from India."
  - D "The first records of it being played are in Persia (today's Iran), around the year 600."
- 4. What does the word standardized mean in paragraph 3?
  - A made the same everywhere
  - B changed every few years
  - C completely understood
  - D written down in a book
- 5. Why do you think some countries had different names for chess pieces?

6. How might playing chess have been different in 1700 than playing today? Answer the question on a separate piece of paper.

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# **Algebraic Expressions**

An **algebraic expression** includes a **variable**, a letter or other symbol that stands for an unknown value.

The sum of a number and  $2 \rightarrow n + 2$  6

6 times the sum of a number and  $4 \rightarrow 6(n + 4)$ 

### Match each algebraic expression to its verbal description.

1. 5 times the difference of *n* less 3

the quotient of *n* and the sum of 2 and 3

5 less than the product of 3 times n

the difference between n divided by 5 and 3

the product of 2 more than n and the sum of 5 and 3/

2 + 3

- 5

 $+2) \times (5 + 3)$ 

5(n - 3)

### Solve.

 Mindy had some cupcakes, c. She kept 4 cupcakes and gave the rest to 2 friends to share equally. Which expression represents this situation?

**A** 
$$c - 4 \div 2$$
 **C**  $\frac{c}{2}$   
**B**  $\frac{c - 4}{2}$  **D**  $\frac{1}{4}$ 

4. Eva is y years old. Gwen is 3 years less than twice Eva's age. Which expression represents Gwen's age?

A 
$$(y - 3) \times 2$$
  
B  $2(3y)$   
C  $2y - 3$   
D  $2(y + 3)$ 

Sanjay hiked the same distance each day for 5 days. He hiked a total of *k* kilometers. Which expression shows how many kilometers Sanjay hiked each day?

**A** 
$$\frac{k}{5}$$
 **C**  $\frac{5}{k}$   
**B** 5k **D** k - 5

 Hakan orders 3 sandwiches for d dollars each and pays a delivery fee of \$3.50. Which expression shows Hakan's total cost?

$$\frac{d+3.50}{3}$$

$$3(d + 3.50)$$

**C** 
$$d(3 + 3.5)$$



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# nath Midpoint Review 🥎

#### Solve.

1. Vincent and Aidan buy the same number of pens. Vincent buys packs of 6 pens, and Aidan buys boxes of 20 pens.

What is the least number of pens each boy can have bought?

\_\_\_\_\_ pens

**2.** Look at the number line below.

A B C -8 -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 8

Which of the following statements are true? Select all that apply.

- A Point A is 4 units to the right of 0.
- **B** Point A is 4 units to the left of 0.
- C A point for the number 6 less than point B would be located at -5.
- D A point for the number 10 more than point A would be located at point C.
- E Point C is 7 units greater than point B.
- F Point A is 5 units greater than point B.
- **3.** Joelle is packing ice and salt around a hand-cranked ice cream freezer. She uses 3 tablespoons of salt for every 5 cups of crushed ice.

Which rate represents this situation?



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