

# PRACTICE EXAM 11: EQAO GRADE 3 SIMULATION (60 QUESTIONS)

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## LANGUAGE COMPONENT — SESSION 1: READING

Read the following story, then answer questions 1 through 5.

### **The Pen Pal Letter**

**by M. Donato**

Aisha had been waiting six weeks. Her teacher, Ms. Tremblay, had started a pen pal program with a Grade 3 class in Newfoundland. Each student had been matched with someone in the other class. Aisha's pen pal was a girl named Erin from a small town called Bonavista.

Aisha had written her letter on the first day of the program. She had told Erin about her family — her mother, her father, her older brother Adam — and about their small apartment in Toronto. She had told Erin she liked drawing and that her favourite food was her grandmother's lentil soup. She had drawn a picture of their cat, Pepper, at the bottom of the page.

Then she had waited.

Two weeks. Three weeks. Four. Some other students had already gotten their letters back. Mateo's pen pal had sent him a small sticker. Sofia's pen pal had drawn a picture of a whale. Aisha had checked every day at the front of the classroom where Ms. Tremblay kept the mail.

By week five, Aisha had started to worry. Maybe Erin had moved. Maybe Erin had not liked Aisha's letter. Maybe Erin's letter had been lost in the post.

On Friday of the sixth week, Ms. Tremblay called Aisha to the front of the classroom. She handed Aisha a thick blue envelope. Aisha's name was written on the front in careful handwriting.

Aisha opened it at her desk.

The letter was four pages long. Erin had a small dog named Captain. Erin lived in a yellow house at the top of a steep hill. From her bedroom window, Erin could see the ocean. She liked drawing too. She liked reading mystery books. She had been late writing back because her grandmother had been sick, and the family had gone to visit her in a hospital in St. John's.

On the last page, Erin had drawn a picture of her dog Captain. Beside it, she had written: "I am sorry the letter took so long. Thank you for writing first. Please write again."

Aisha read the letter three times. She put it carefully in her folder. That afternoon, she started writing her second letter. This time, she drew a picture of her grandmother's soup pot at the bottom of the page.

She did not mind waiting again. She knew the letter was coming.

1. What was Aisha's pen pal's name?

- A. Sofia
- B. Erin
- C. Captain
- D. Pepper

2. How long did Aisha wait for her pen pal's first letter back?

- A. Three weeks total
- B. Two weeks total
- C. The whole school year
- D. Six weeks total

3. Why was Erin late in writing back to Aisha?

- A. Erin's grandmother had been sick and the family had gone to visit her
- B. Erin had moved to a new town in another province
- C. Erin had not received Aisha's first letter at her home
- D. Erin was unsure what she should write in her first letter

4. What did Aisha draw at the bottom of her SECOND letter to Erin?

- A. A picture of the family cat named Pepper
- B. A picture of her apartment in Toronto
- C. A picture of her grandmother's soup pot
- D. A picture of her older brother named Adam

5. What is the MAIN message of this story?

- A. Waiting patiently for something is sometimes part of friendship
- B. Pen pal programs work best when students live very far apart
- C. Younger students should write letters in careful handwriting
- D. Cats and dogs make the best subjects for letter drawings

**Read the following poem, then answer questions 6 through 10.**

### **Walking Home**

**by P. Hadley**

Every day at half-past three  
The bell rings and I am free.

I put my books inside my bag  
And down the school steps I tag.

Three streets I walk to get back home.  
Three streets where my feet may roam.  
Past the corner store with the orange door,  
Past the church with the high stone floor.

In September the trees are green.  
The hottest sun the world has seen  
Beats down on my head and back.  
I sweat right through my old blue pack.

In October the leaves are red.  
They crunch and curl beneath my tread.  
I kick them up into the sky  
And watch them slowly drift on by.

In December the snow is deep.  
The drifts pile high. My boots dig and creep.  
The sky is grey. My nose is pink.  
I walk much slower than I think.

But every day, no matter the weather,  
The same three streets all stitch together.  
And when I see our front porch light,  
I know that I have walked it right.

6. What time does school end for the speaker?

- A. Half-past two in the afternoon
- B. Half-past three in the afternoon
- C. Three o'clock in the afternoon
- D. Half-past four in the afternoon

7. How many streets does the speaker walk to get home?

- A. One street
- B. Two streets
- C. Four streets
- D. Three streets

8. What two places does the speaker pass on the way home?

- A. A library and a small park
- B. A bakery and a small school
- C. A corner store and a church
- D. A bus stop and a tall building

9. How does the speaker feel walking home in December?

- A. The speaker walks slowly through the deep snow
- B. The speaker rushes home quickly through the streets
- C. The speaker enjoys the green trees along the path
- D. The speaker feels warm in the bright winter sunlight

10. Read these lines from the poem: And when I see our front porch light, / I know that I have walked it right. What do these lines mean?

- A. The porch light is brighter than other lights on the street
- B. The speaker turned on the porch light before leaving for school
- C. The speaker has been counting houses with porch lights along the way
- D. Seeing the porch light tells the speaker they have arrived safely home

## **LANGUAGE COMPONENT — SESSION 2: READING**

Read the following article, then answer questions 11 through 16.

### **Owls**

Most birds wake up when the sun rises. They fly, sing, and search for food in the daytime. Owls do the opposite. Owls are mostly nocturnal — they sleep during the day and hunt at night. To do this, they have special bodies built for the dark.

### **Eyes Like Lanterns**

An owl's eyes are huge for the size of its head. They cannot move from side to side the way human eyes can. Instead, an owl turns its whole head to look around — almost three-quarters of the way around. This is much farther than humans can turn their heads. Owls have so many extra bones in their necks that they can spin their heads without harm.

### **Silent Flight**

Most birds make noise when they flap their wings. Owls do not. The feathers on an owl's wings have very soft edges that break up the air. The result is almost completely silent flight. A mouse on the ground below cannot hear an owl coming.

### **Sharp Ears**

Owls hunt by sound as well as sight. Their ears are not in the same place on each side of the head. One ear sits a little higher than the other. This helps the owl figure out exactly where a sound is coming from, even in pitch darkness.

### **Ontario's Owls**

Ontario is home to many different kinds of owls. The Great Horned Owl is large and has tufts of feathers that look like ears. The Snowy Owl is mostly white and visits southern Ontario from the Arctic each winter. The Eastern Screech Owl is small enough to fit in a person's two hands.

If you walk in a forest at twilight, you might hear an owl's hoot before you ever see one. Owls are quiet, careful birds, but they are listening for you, too.

11. When do owls sleep and hunt?

- A. Owls sleep during the day and hunt at night
- B. Owls sleep at night and hunt during the day
- C. Owls sleep at twilight and hunt at dawn
- D. Owls sleep at noon and hunt in the early afternoon

12. How far can an owl turn its head?

- A. As far as a human can turn its own head
- B. About half of the way around the body
- C. As far as the owl wants to in any direction
- D. Almost three-quarters of the way around

13. Why is an owl's flight nearly silent?

- A. Owls fly more slowly than other birds in the forest
- B. The feathers on an owl's wings have soft edges that break up the air
- C. Owls glide on the wind without flapping their wings at all
- D. Owls fly very close to the ground while they are hunting

14. What is unusual about the placement of an owl's ears?

- A. The ears are hidden under feathers that look like tufts
- B. The ears are placed at the back of the head instead of the sides

- C. One ear sits a little higher than the other on the owl's head
- D. The ears can move forward and backward like a cat's ears

15. Which kind of owl visits southern Ontario from the Arctic each winter?

- A. The Eastern Screech Owl
- B. The Snowy Owl
- C. The Great Horned Owl
- D. The Brown Forest Owl

16. Which sentence BEST describes the main idea of the article?

- A. Owls live in many different countries around the world
- B. Owls are larger than most other birds in the forest
- C. Owls hunt mice and other small animals in the dark
- D. Owls have special features that help them hunt at night

**Read the following two short passages. Then answer questions 17 through 20.**

**Passage 1: Visiting the Aquarium**

Last March, my class went on a field trip to the aquarium in downtown Toronto. I had never been before. My older sister had told me it was dark inside, like a movie theatre, with bright blue tanks all along the walls. She was right.

The first tank we saw held bright orange clownfish swimming in and out of soft purple sea anemones. The next tank was much bigger. It held three sharks. The sharks moved slowly past the glass, opening and closing their wide mouths as they swam. Their bodies were grey and shaped like long shadows.

My favourite part was the underwater tunnel. We walked through a clear glass tube with water all around us. Fish swam over our heads and beside our shoulders. A sea turtle floated above me for almost a whole minute. I will remember that turtle for the rest of my life.

## **Passage 2: How Fish Breathe Underwater**

Fish live their whole lives in water. They do not need to come up for air the way whales and dolphins do. This is because fish breathe through gills instead of lungs.

Gills are special body parts on the sides of a fish's head. They are made of thin pink layers, often hidden under a hard flap. When a fish swims, water flows into its mouth and out through the gills. As the water passes over the thin pink layers, oxygen from the water moves into the fish's blood. The fish breathes without ever leaving the water.

If a fish is taken out of water for too long, its gills dry out. Without water flowing through, the fish cannot take in oxygen. This is why fish should never be kept out of water for more than a few seconds, even when being moved between tanks.

17. What is one topic both passages discuss?

- A. Fish or other water animals
- B. The largest types of sea creatures in the world's oceans
- C. The history of aquariums in big Canadian cities
- D. Different sizes of tanks used in modern aquariums

18. What is the main purpose of Passage 1?

- A. To explain how fish are kept healthy in an aquarium
- B. To list all the kinds of fish in the Toronto aquarium
- C. To share a personal memory of a class trip to an aquarium
- D. To convince readers to visit the Toronto aquarium soon

19. According to Passage 2, what part of a fish's body is used for breathing?

- A. The tail at the back of the fish's body
- B. The fins along the sides of the fish's body
- C. The mouth at the front of the fish's head
- D. The gills on the sides of the fish's head

20. Which idea is found in Passage 1 but NOT in Passage 2?

- A. Fish should never be kept out of water for too long
- B. A personal memory of walking through an underwater tunnel
- C. Water flows over the gills and gives the fish oxygen
- D. Fish need oxygen from the water to stay healthy

**LANGUAGE COMPONENT — SESSION 3: WRITING**

**For questions 21 through 30, read each item carefully and choose the best answer.**

21. Which group of words is a COMPLETE SENTENCE?

- A. Skating around the rink with her two friends after school
- B. Because the snow was falling heavily this afternoon
- C. The mail carrier delivered the package at noon.
- D. The two boys from the apartment across the long hall

22. Which sentence uses CAPITAL LETTERS correctly?

- A. on monday, we will visit my aunt in vancouver
- B. On Monday, we will visit my aunt in Vancouver.

- C. on Monday, We Will Visit my Aunt in Vancouver
- D. On monday, we will visit my Aunt in vancouver

23. Choose the sentence that is punctuated correctly.

- A. Please close the back door behind you.
- B. The cat slept all afternoon on the windowsill
- C. How tall that tree has grown
- D. Look at the rainbow,

24. Read this sentence: The small puppy chewed his soft red blanket. Which word is a VERB?

- A. Small
- B. Red
- C. Blanket
- D. Chewed

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The two birds sings in the maple tree every spring.
- B. The two bird sing in the maple tree every spring.
- C. The two birds sing in the maple tree every spring.
- D. The two birds singing in the maple tree every spring.

26. Read this sentence: Next Saturday, we \_\_\_\_ a movie at the new theatre downtown. Which word BEST fills in the blank?

- A. Will watch
- B. Watched

- C. Watch
- D. Are watching

27. Which word means about the SAME as quick?

- A. Slow
- B. Fast
- C. Tall
- D. Bright

28. Which sentence correctly shows that ONE teacher owns the bag?

- A. The teachers bag was on the desk.
- B. The teachers' bag was on the desk.
- C. The teacher' bag was on the desk.
- D. The teacher's bag was on the desk.

29. Which sentence uses a COMMA correctly?

- A. Before we left home we packed warm jackets and gloves
- B. We packed jackets gloves and scarves for the cold trip
- C. Before we left home, we packed warm jackets and gloves.
- D. The dog, sat in the chair, and barked, at the visitor

30. Which of the following sentences is in the PRESENT tense?

- A. We read books every night before going to bed.
- B. We read books last night before going to bed.

- C. We will read books tomorrow before going to bed.
- D. We were reading books quietly before going to bed.

**LANGUAGE COMPONENT — SESSION 4: WRITING**

**For questions 31 through 40, choose the best answer.**

31. Read the topic sentence: Eating breakfast every morning helps children do better in school. Which sentence would be the BEST supporting reason?

- A. Some children prefer cereal while others prefer toast.
- B. Many families eat breakfast together at the kitchen table.
- C. Breakfast foods often include eggs, fruit, and milk products.
- D. Children who eat breakfast can focus more easily during morning lessons.

32. Which sentence would BEST begin a personal narrative about meeting a new neighbour?

- A. New neighbours move into our building from time to time during the year.
- B. The first time I met our new neighbour, she was carrying a tall stack of moving boxes.
- C. Meeting new neighbours can be a friendly part of life in any building.
- D. People in our neighbourhood often welcome new families when they arrive.

33. Which sentence uses STRONGER, more specific verbs?

- A. The dog went across the yard and was at the fence quickly.
- B. The dog moved across the yard and got to the fence very fast.
- C. The dog raced across the yard and leapt over the wooden fence.
- D. The dog did things in the yard and was at the fence in no time.

34. Read the sentence: Lena packed an umbrella \_\_\_\_ the sky looked cloudy. Which word BEST fills in the blank?

- A. Because
- B. So
- C. But
- D. Or

35. Which would be the BEST closing for an opinion paragraph arguing that every classroom should have a class pet?

- A. Some classes already have a pet hamster or fish in them.
- B. For all these reasons, every classroom should welcome a class pet.
- C. Class pets need food, water, and a clean cage every day.
- D. Different classes have different rules about pets at school.

36. Which sentence uses dialogue punctuation correctly?

- A. "I cannot find my mittens." said Liam.
- B. "I cannot find my mittens" said Liam.
- C. "I cannot find my mittens, said Liam."
- D. "I cannot find my mittens," said Liam.

37. Which word is spelled CORRECTLY?

- A. Beautifull
- B. Beutiful
- C. Beautiful
- D. Beautyful

38. Read the paragraph:

Daniel loves cooking with his father on weekends. Last Saturday they made homemade pizza together. \_\_\_ Daniel hopes to make a whole meal by himself one day.

Which sentence BEST fills in the blank?

- A. He has learned how to chop vegetables and stir sauces.
- B. Pizza is a popular food in many countries.
- C. His mother prefers cooking on weeknights instead.
- D. Italy is famous for many kinds of pasta dishes.

39. Which sentence is the BEST example of DIALOGUE?

- A. Nadia asked her sister to pass the salt at the table.
- B. "Please pass the salt," Nadia said to her sister.
- C. Nadia wanted her sister to pass the salt at dinner.
- D. The salt was passed to Nadia by her sister at dinner.

40. Read this sentence: The icy wind bit at our cheeks and the crunch of fresh snow echoed beneath our boots. What is this sentence MAINLY doing?

- A. Listing the items needed for a winter walk
- B. Telling the reader where the walk takes place
- C. Using sensory details to bring a winter scene to life
- D. Explaining how to dress for cold weather

**MATHEMATICS COMPONENT — STAGE 1: NUMBER**

41. Which number is the same as seven hundred forty-eight?

- A. 478
- B. 7,048
- C. 748,000
- D. 748

42. Round 736 to the nearest HUNDRED.

- A. 700
- B. 800
- C. 730
- D. 740

43. What is the value of the digit 8 in the number 482?

- A. 8
- B. 8,000
- C. 80
- D. 800

44. What is  $538 + 274$ ?

- A. 722
- B. 812
- C. 802

D. 822

45. A bookshop had 503 books on the shelves. Then 165 books were sold during a sale. How many books are LEFT in the shop?

A. 338

B. 668

C. 442

D. 348

46. Which list shows these numbers ordered from LEAST to GREATEST?

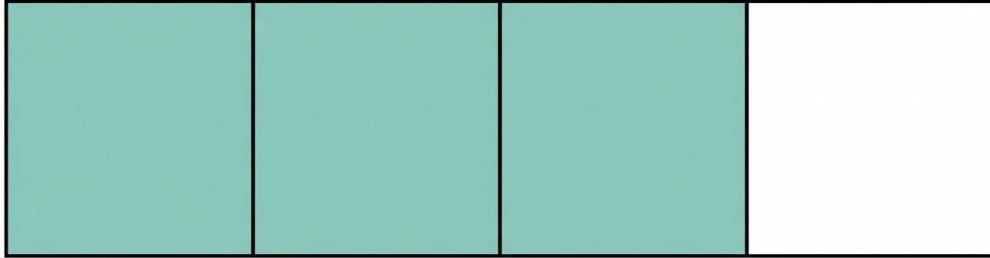
A. 824, 681, 459, 213

B. 213, 681, 459, 824

C. 824, 213, 459, 681

D. 213, 459, 681, 824

47. Look at the figure below.



What fraction of the figure is shaded?

- A.  $\frac{4}{3}$
- B.  $\frac{3}{4}$
- C.  $\frac{1}{4}$
- D.  $\frac{3}{7}$

48. Which fraction is GREATER than  $\frac{1}{2}$ ?

- A.  $\frac{1}{4}$
- B.  $\frac{1}{6}$
- C.  $\frac{3}{4}$
- D.  $\frac{1}{3}$

49. What is the missing number in this pattern? 4, 8, 12, \_\_\_\_, 20, 24

- A. 16

- B. 14
- C. 18
- D. 22

50. Which number is EVEN?

- A. 367
- B. 528
- C. 281
- D. 145

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### MATHEMATICS COMPONENT — STAGE 2: ALGEBRA, DATA, AND SPATIAL SENSE

51. What is  $8 \times 4$ ?

- A. 28
- B. 24
- C. 32
- D. 36

52. A baker has 56 muffins. She packs them equally into boxes of 8 muffins each. How many boxes does she fill?

- A. 6
- B. 9
- C. 48
- D. 7

53. What is the missing number?  $\square + 26 = 50$

- A. 24
- B. 76
- C. 36
- D. 34

54. A pattern follows the rule subtract 5. If the first term is 50, what is the FOURTH term in the pattern?

- A. 30
- B. 45
- C. 35
- D. 40

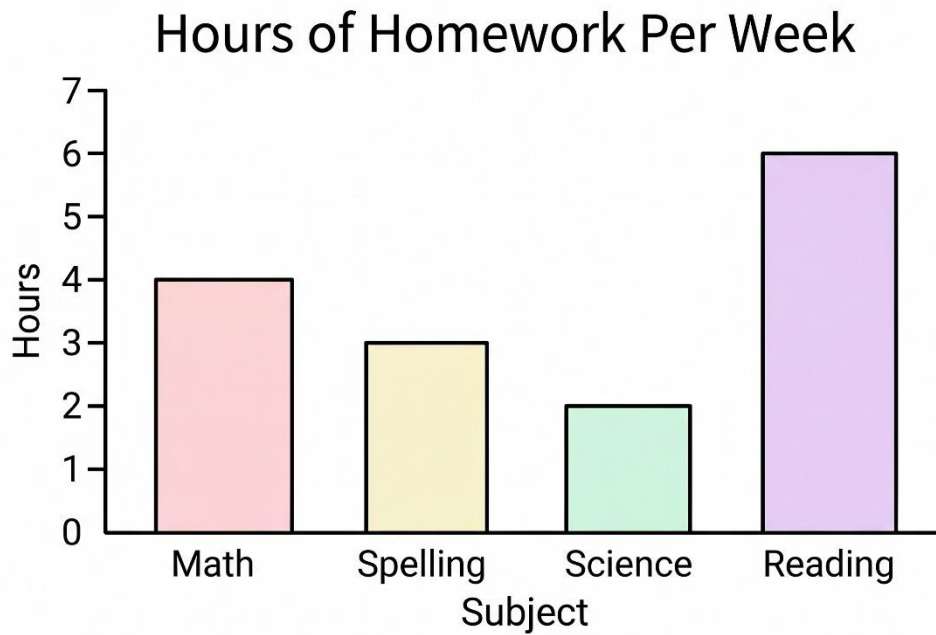
55. A character starts at position (2, 1) on a grid. The instructions are:

1. Move 3 spaces up.
2. Move 2 spaces right.
3. Move 1 space up.

Where does the character end up?

- A. (3, 5)
- B. (4, 5)
- C. (4, 4)
- D. (5, 4)

56. Look at the bar graph below.

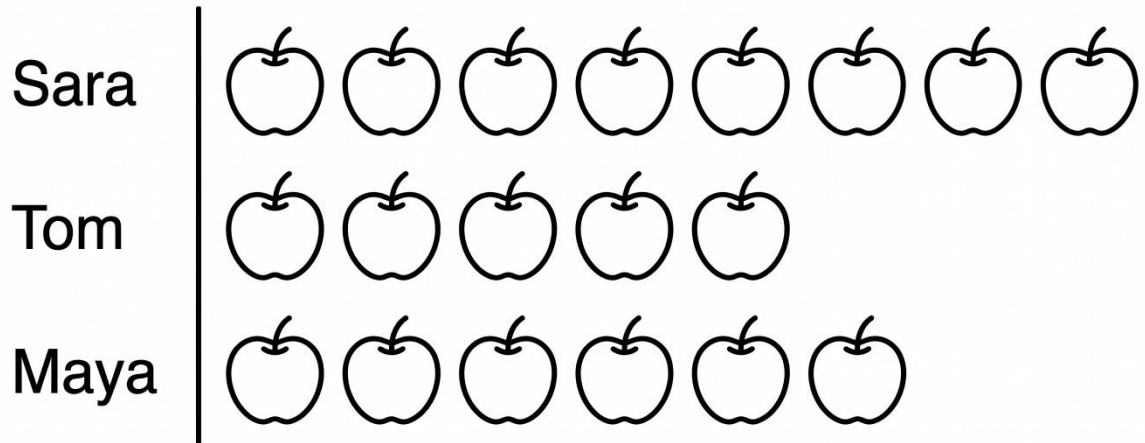


Which subject has the GREATEST number of homework hours each week?

- A. Math
- B. Spelling
- C. Science
- D. Reading

57. Look at the pictograph below.

### Figure PQ-3: Apples Picked at the Orchard



Each apple = 4 apples picked.

How many apples did Sara pick at the orchard?

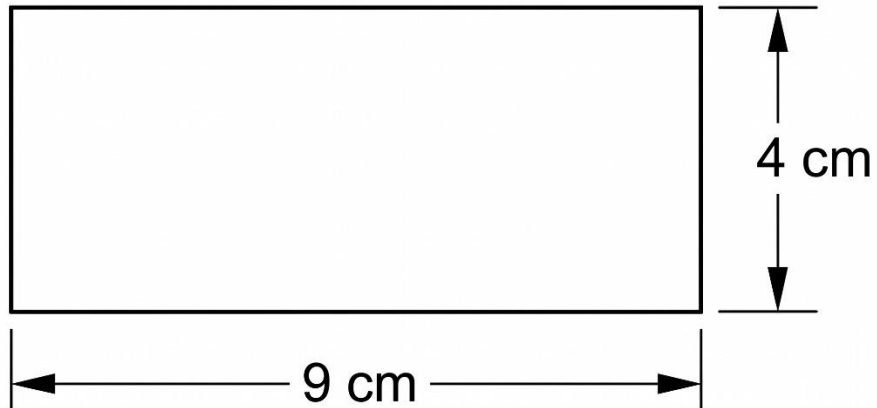
- A. 7
- B. 11
- C. 28
- D. 35

58. Which 3D solid has 6 faces that are ALL the same size and shape?

- A. Cube
- B. Cone
- C. Triangle-based pyramid
- D. Cylinder

59. Look at the rectangle below.

Figure PQ-4



What is the PERIMETER of this rectangle?

- A. 13 cm
- B. 18 cm
- C. 36 cm
- D. 26 cm

60. A pencil costs \$3 and a notebook costs \$5. Mateo has \$40 and buys 4 pencils and 4 notebooks. How much money does he have LEFT?

- A. \$32
- B. \$8
- C. \$16
- D. \$24

## Practice Exam 11: Answer Key and Explanations

- 1. B** — Erin. The story names the pen pal clearly: *"Aisha's pen pal was a girl named Erin from a small town called Bonavista."* Captain is Erin's dog, and Pepper is Aisha's cat.
- 2. D** — Six weeks. The story opens with this fact: *"Aisha had been waiting six weeks."* The long wait is part of what makes the story's lesson about patience meaningful.
- 3. A** — Erin's grandmother had been sick and the family had gone to visit her. The story states this directly: *"She had been late writing back because her grandmother had been sick, and the family had gone to visit her in a hospital in St. John's."* The reason was something outside Erin's control.
- 4. C** — A picture of her grandmother's soup pot. The story states: *"This time, she drew a picture of her grandmother's soup pot at the bottom of the page."* The first letter had Pepper the cat; the second letter changed the picture.
- 5. A** — Waiting patiently for something is sometimes part of friendship. The closing line — *"She did not mind waiting again. She knew the letter was coming"* — points to this theme. Themes in EQAO reading questions are usually broader life lessons, not specific events from the plot.
- 6. B** — Half-past three in the afternoon. The poem opens with this exact line: *"Every day at half-past three / The bell rings and I am free."* Reading the opening of a poem carefully is often where the literal answers appear.
- 7. D** — Three streets. The poem states twice in the same stanza: *"Three streets I walk to get back home. / Three streets where my feet may roam."* The repetition emphasises the route.
- 8. C** — A corner store and a church. The poem describes them in this exact order: *"Past the corner store with the orange door, / Past the church with the high stone floor."* These two landmarks anchor the walk in every season.
- 9. A** — The speaker walks slowly through the deep snow. The December stanza states: *"The drifts pile high. My boots dig and creep... I walk much slower than I think."* Snow makes the walk harder, not faster or warmer.
- 10. D** — Seeing the porch light tells the speaker they have arrived safely home. The porch light marks the end of the daily journey, and *"I have walked it right"* means the walk has been completed. This kind of question asks readers to interpret a closing image, not take it literally.
- 11. A** — Owls sleep during the day and hunt at night. The article introduces this fact in its opening: *"Owls are mostly nocturnal — they sleep during the day and hunt at night."* This is the foundation for every other special feature described later.
- 12. D** — Almost three-quarters of the way around. The article states this directly: *"an owl turns its whole head to look around — almost three-quarters of the way around."* The owl's neck has extra bones that make this possible.

**13. B** — The feathers on an owl's wings have soft edges that break up the air. The article states: "*The feathers on an owl's wings have very soft edges that break up the air. The result is almost completely silent flight.*" This stealth lets the owl approach prey unheard.

**14. C** — One ear sits a little higher than the other on the owl's head. The article states this directly: "*Their ears are not in the same place on each side of the head. One ear sits a little higher than the other.*" This helps the owl pinpoint where a sound is coming from.

**15. B** — The Snowy Owl. The article states: "*The Snowy Owl is mostly white and visits southern Ontario from the Arctic each winter.*" The Great Horned Owl and Eastern Screech Owl live in Ontario year-round.

**16. D** — Owls have special features that help them hunt at night. The whole article is built around features — eyes, head-turning, silent flight, asymmetrical ears — that make night hunting possible. The other options are either too narrow or are not the article's main focus.

**17. A** — Fish or other water animals. Passage 1 describes clownfish, sharks, and a sea turtle in an aquarium; Passage 2 explains how fish breathe through gills. Both passages share the topic of water animals.

**18. C** — To share a personal memory of a class trip to an aquarium. Passage 1 uses first-person language ("*my class went on a field trip*") and tells one specific story. This is the defining feature of personal narrative writing.

**19. D** — The gills on the sides of the fish's head. Passage 2 states: "*Gills are special body parts on the sides of a fish's head.*" The mouth lets water in, but the gills are where oxygen is taken from the water.

**20. B** — A personal memory of walking through an underwater tunnel. The underwater tunnel and the sea turtle floating above only appear in Passage 1. Passage 2 contains only general scientific information about how fish breathe.

**21. C** — The mail carrier delivered the package at noon. A complete sentence has a subject (mail carrier), a verb (delivered), and a complete thought. The other options are fragments — either missing a main verb, beginning with a subordinator that leaves the thought hanging, or lacking a main clause.

**22. B** — On Monday, we will visit my aunt in Vancouver. Capitals are required on the first word, days of the week (Monday), and proper place names (Vancouver). *Aunt* is lowercase here because it is not used as a name; the other options either miss a required capital or add extra ones.

**23. A** — Please close the back door behind you. Statements (declarative sentences) end with a period. The other options pair statements or exclamations with the wrong punctuation marks.

**24. D** — Chewed. *Chewed* describes the action the puppy performed — this is the role of a verb. *Small* and *red* are adjectives describing nouns, and *blanket* is the noun being described.

- 25. C** — The two birds sing in the maple tree every spring. A plural subject (*two birds*) takes a plural verb without -s (*sing*). Option A mismatches; option B uses a singular noun with a plural verb; option D is a fragment because *singing* alone is not a main verb.
- 26. A** — Will watch. The phrase *next Saturday* signals future tense, formed with *will* + base verb. The other forms are past, present, or present-continuous, none of which fit a future time word.
- 27. B** — Fast. *Fast* and *quick* are synonyms — both describe high speed. The other options describe unrelated qualities like slowness, height, or brightness.
- 28. D** — The teacher's bag was on the desk. The apostrophe + s shows singular possession (the bag belongs to one teacher). Option A omits the apostrophe; option B places it after the s (which shows plural possession); option C omits the s.
- 29. C** — Before we left home, we packed warm jackets and gloves. A comma is required after an introductory dependent clause (*Before we left home*). Option A omits the comma, option B is missing commas in a list, and option D places commas where they break the sentence's flow.
- 30. A** — We read books every night before going to bed. Present tense uses the simple verb form (*read*) without -ed for past or *will* for future. The phrase *every night* signals an ongoing, repeated action.
- 31. D** — Children who eat breakfast can focus more easily during morning lessons. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options describe unrelated facts about breakfast foods, preferences, or family habits.
- 32. B** — The first time I met our new neighbour, she was carrying a tall stack of moving boxes. Strong narrative openings place the reader inside a specific moment with concrete details (the boxes, the steps). The other options state general facts about meeting neighbours rather than entering a story.
- 33. C** — The dog raced across the yard and leapt over the wooden fence. Strong verbs like *raced* and *leapt* are specific and create vivid images. Verbs like *went*, *moved*, *was*, and *did* are weak because they could describe almost any action.
- 34. A** — Because. *Because* expresses the reason — Lena packed the umbrella for the reason that the sky looked cloudy. Words like *so*, *but*, and *or* would express result, contrast, or alternative, none of which fits a cause-and-effect sentence.
- 35. B** — For all these reasons, every classroom should welcome a class pet. An opinion-piece closing should restate the position with confidence and connect to the supporting reasons that came before. The other options drift to unrelated facts about specific classes or pet-care logistics.
- 36. D** — "I cannot find my mittens," said Liam. Correct dialogue punctuation places a comma inside the closing quotation mark before the speaker tag. Option A uses a period instead of a comma; option B omits the comma entirely; option D puts the closing quotation mark in the wrong position.

- 37. C** — Beautiful. The word is spelled b-e-a-u-t-i-f-u-l. The other options are common misspellings produced by sounding the word out without checking standard form.
- 38. A** — He has learned how to chop vegetables and stir sauces. A supporting sentence in a paragraph about Daniel's cooking should add a related detail about his skills. The other options drift to unrelated topics like pizza in other countries, Daniel's mother, or Italian pasta.
- 39. B** — "Please pass the salt," Nadia said to her sister. True dialogue uses quotation marks around the speaker's exact words. The other options describe what was said without quoting it directly — that is indirect speech, not dialogue.
- 40. C** — Using sensory details to bring a winter scene to life. The sentence engages the sense of touch (*icy wind bit at our cheeks*) and sound (*crunch of fresh snow echoed*). Sensory details create atmosphere — one of the techniques the EQAO writing rubric specifically rewards.
- 41. D** — 748. *Seven hundred forty-eight* breaks down as  $700 + 40 + 8$ , with seven hundreds, four tens, and eight ones. Reading number-word questions carefully matters — 478, 7,048, and 748,000 sound similar but have very different values.
- 42. A** — 700. To round 736 to the nearest hundred, look at the tens digit (3). Since 3 is less than 5, round down: 736 sits closer to 700 than to 800 on a number line.
- 43. C** — 80. The digit 8 sits in the tens place in 482, so its value is  $8 \times 10 = 80$ . Place value determines what each digit is worth, regardless of the digit itself.
- 44. B** — 812. Column addition:  $8 + 4 = 12$  (write 2, carry 1);  $3 + 7 + 1 = 11$  (write 1, carry 1);  $5 + 2 + 1 = 8$ . The total is 812.
- 45. A** — 338. Column subtraction:  $503 - 165$  requires regrouping across the zero. The ones column borrows through the tens (which has nothing) from the hundreds, giving  $13 - 5 = 8$  in the ones,  $9 - 6 = 3$  in the tens, and  $4 - 1 = 3$  in the hundreds — for a total of 338.
- 46. D** — 213, 459, 681, 824. Ordering from least to greatest compares hundreds digits first:  $2 < 4 < 6 < 8$ . Only option D arranges all four numbers in true ascending order.
- 47. B** —  $\frac{3}{4}$ . The rectangle is divided into 4 equal parts (the denominator), and 3 of those parts are shaded (the numerator). The fraction is shaded parts over total parts, giving  $\frac{3}{4}$ .
- 48. C** —  $\frac{3}{4}$ . Comparing to one-half:  $\frac{3}{4}$  means three of four equal parts, which is more than the two of four equal parts that equals  $\frac{1}{2}$ . The other options ( $\frac{1}{4}$ ,  $\frac{1}{6}$ ,  $\frac{1}{3}$ ) are all less than  $\frac{1}{2}$ .
- 49. A** — 16. The pattern adds 4 each step: 4, 8, 12, \_\_\_\_, 20, 24. The missing term is  $12 + 4 = 16$ , which then continues to 20 by adding 4 again. Checking both directions confirms the rule.
- 50. B** — 528. An even number ends in 0, 2, 4, 6, or 8. Only 528 ends in an even digit (8); the others end in 7, 1, and 5 — all odd.

- 51. C** — 32. The multiplication fact  $8 \times 4 = 32$  is a core Grade 3 times-table fact. A useful check:  $4 \times 8$  gives the same product through the commutative property — both equal 32.
- 52. D** — 7. Equal sharing:  $56 \text{ muffins} \div 8 \text{ muffins per box} = 7 \text{ boxes}$ . Division undoes multiplication —  $7 \times 8 = 56$  confirms the answer through the fact family.
- 53. A** — 24. To find the missing addend, use the inverse operation:  $50 - 26 = 24$ . Checking:  $24 + 26 = 50$ . The inverse-operation strategy is the most reliable approach for missing-addend questions.
- 54. C** — 35. Starting at 50 and subtracting 5 each step: 50 (1st), 45 (2nd), 40 (3rd), 35 (4th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. B** — (4, 5). Starting at (2, 1): up 3  $\rightarrow$  (2, 4); right 2  $\rightarrow$  (4, 4); up 1  $\rightarrow$  (4, 5). Tracking the position after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. D** — Reading. The Reading bar reaches 6 hours, which is taller than Math (4), Spelling (3), and Science (2). The greatest value on a bar graph is the tallest bar.
- 57. C** — 28. Sara's row shows 7 apple symbols, and the key states each apple equals 4 apples picked. The total is  $7 \times 4 = 28$ . Always multiply the picture count by the key value rather than counting pictures alone.
- 58. A** — Cube. A cube has 6 faces, and every face is the same size and shape — a square. Cones, triangle-based pyramids, and cylinders all have faces of different shapes or sizes.
- 59. D** — 26 cm. The perimeter of a rectangle equals  $2 \times \text{length} + 2 \times \text{width}$ :  $2 \times 9 + 2 \times 4 = 18 + 8 = 26$  cm. Adding all four sides ( $9 + 4 + 9 + 4$ ) gives the same result.
- 60. B** — \$8. This is a multi-step problem:  $4 \text{ pencils} \times \$3 = \$12$ ;  $4 \text{ notebooks} \times \$5 = \$20$ ; total cost =  $\$12 + \$20 = \$32$ . Money left:  $\$40 - \$32 = \$8$ . Multi-step money problems require identifying every operation in the right order.