

PRACTICE EXAM 11: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

READING SESSION A

Time: Approximately 35 minutes

Passage 1: "Tuesday with Pip"

A short story by Sayuri Akande

Pip was not a real dog.

Hana knew this. Everyone in her family knew this. But after eight months of living with him, it was sometimes easy to forget. Pip was small and grey, with floppy synthetic ears and a tail that wagged when he was happy. He could not be hurt by rain, sharp corners, or hot pavement. He never needed food. He never got tired. He had been chosen because Hana's mother was allergic to real dogs, and the city of Halifax in the year 2041 had finally made a model that, as the brochure said, "feels like home."

Pip's eyes were soft brown and made of glass.

He followed Hana to school every weekday morning. He waited outside the building until the final bell rang. He walked her home along Williams Street, past the small bakery where the owner sometimes waved at him through the window. He slept on a folded blanket at the end of her bed, and his small chest rose and fell in a way that looked almost like breathing.

Hana loved him. That was a strange thing for her to say sometimes, because Pip was technically a machine. But she loved him.

This is what Hana wrote in her science journal one Tuesday morning, before everything happened.

Pip noticed today that I had not eaten my breakfast. He nudged the bowl toward me with his nose. He does not eat. But he knows when I need to.

That afternoon, Pip stopped working.

He was sitting on the rug in the front hallway, the way he always did when Hana came home from school. She opened the door. He did not look up. His tail did not wag. His ears, which usually tilted slightly toward her voice, stayed still.

"Pip?" Hana said.

She bent down. She touched his side. His small chest was not moving.

Her mother came into the hallway. She crouched beside Hana and looked at Pip carefully. She pressed a small button hidden under his collar. Nothing happened.

"His system has shut down," her mother said gently. "It happens sometimes. The company can replace him."

Hana looked at her mother.

"Replace him?"

"They will send a new one," her mother said. "Same model. The memory transfers."

Hana did not say anything.

She looked at Pip. He looked the same as he had that morning, when he had nudged the breakfast bowl toward her with his cold synthetic nose. But he was not the same. Something in him — something Hana could not see and could not name — was gone.

"I do not want a new one," Hana said.

Her mother was quiet for a long moment.

"Sweetheart," she said gently. "He is a machine."

"I know," Hana said. "But this one is Pip."

Her mother sat down on the floor of the hallway beside her. She did not try to argue. She did not try to explain. She simply put her arm around Hana's shoulder, and the two of them sat on the floor in the front hallway with the small grey dog between them.

Hana wrote in her journal that night, after her mother had gone to bed.

Pip was not real. I knew this. But the way I felt about him was real. The way he made the house feel less empty was real. I do not understand how something that was not alive could be missed in the way I am missing him.

I am keeping him.

The company will not send a new one. We will not pretend a new Pip is the same Pip. I would rather have a memory that is mine than a copy that is not.

The next morning, Hana set Pip on the small shelf in the front hallway where his folded blanket usually went. She placed his blanket beside him. She paused for a moment, then bent down and touched the top of his head — gently, the way she had every morning before school.

"Good morning, Pip," she said quietly.

He did not move.

But Hana understood now that this was how some things became important. Not because they were real in the way other things were real — but because the love we gave them, and the love we received from them, was real in a way that could not be replaced.

She picked up her schoolbag.

She walked out the door.

The bakery owner on Williams Street waved at her that morning, the way he always did. He looked behind her, then back at her with a small, puzzled smile, the way one does when an empty space has appeared where something familiar used to be. Hana waved back, and she kept walking.

The empty space walked beside her, all the way to school.

1. In what kind of SETTING does this story take place?

- A. A small village in the distant past where animals were considered family
- B. A modern Canadian city very similar to one a reader might live in today
- C. A magical land where talking animals are common everyday companions
- D. A near-future Canadian city where families have advanced robotic pets

2. Why does the author MOST LIKELY include the brochure's claim that Pip "feels like home"?

- A. To suggest a quiet contrast between what Pip was sold as and how Hana truly experienced him
- B. To explain that Pip was the most expensive robotic dog model available in 2041
- C. To prove that Pip was specifically designed for families who lived in apartments
- D. To indicate that Pip's brochure was written by someone who did not really like dogs

3. Read this line from the passage:

"Pip's eyes were soft brown and made of glass."

What does this sentence MOST LIKELY suggest about Pip?

- A. Pip is in danger of breaking if he ever falls down hard onto a sidewalk
- B. Pip combines features that feel warm and alive with features that are clearly synthetic
- C. Pip was made by a company that used high-quality materials in his construction
- D. Pip's eye colour was a custom choice that Hana picked out for him personally

4. Why does Hana refuse to accept a replacement Pip?

- A. The new Pip would cost her family more money than they were able to pay

- B. The company that makes Pip has been known to send defective replacements lately
- C. She believes that what made Pip special cannot be transferred to another dog
- D. She wants to learn how to repair the original Pip's system on her own at home

5. Read this line from the passage:

"Something in him — something Hana could not see and could not name — was gone."

What does this line MOST LIKELY suggest?

- A. Pip's batteries had run out of power and needed to be replaced soon
- B. There was something about Pip beyond his mechanical parts that Hana valued
- C. Pip's outer body had been damaged in a way Hana had not yet noticed
- D. Hana was hoping her mother would explain what had stopped working

6. What does Hana's mother MOST LIKELY teach Hana by sitting on the floor beside her instead of arguing?

- A. That Hana's feelings are valid and matter more than a logical explanation
- B. That the new Pip will probably feel exactly like the original Pip after a while
- C. That Hana should not become so attached to mechanical objects in the future
- D. That all robotic dogs from the same company will eventually shut down

7. What is the central THEME of this story?

- A. Technology in the future will become so advanced that real animals are no longer needed
- B. Replacing something that has been important to us can sometimes feel worse than letting it go
- C. Children should be careful about loving machines because machines are designed to fail
- D. The bond we form with something is real even when the thing itself is not biologically alive

8. What does the FINAL line of the story — "The empty space walked beside her, all the way to school" — MOST LIKELY suggest?

- A. Pip's memory was transferred into Hana's school identification card before he shut down
- B. The new Pip will arrive at the school sometime later that afternoon to meet Hana

Passage 2: "L I S T E N" — An Acrostic Poem

By Renata Avalos

(An acrostic poem — the first letter of each line spells out a word.)

L ate at night, when the house is finally quiet,
I can hear the small things I usually miss.
S omeone's footsteps in the upstairs hallway.
T he hum of the refrigerator working.
E verything that has been there all along —
N ow finally loud enough for me to notice.

11. What word is spelled out by the first letter of each line in this poem?

- A. LISTEN
- B. LATELY
- C. LITTLE
- D. LAUGHS

12. What is the MAIN message of this poem?

- A. Houses make many strange noises at night that frighten most people
- B. Children should always go to sleep early to feel rested in the morning

- C. Quiet moments allow us to notice small things that are normally hidden
- D. Refrigerators are surprisingly noisy household appliances when no one is around

13. What does the speaker MOST LIKELY mean by the lines:

"Everything that has been there all along — / Now finally loud enough for me to notice"?

- A. The household sounds have become physically louder in volume during the night
- B. The speaker realizes that ordinary sounds were always there, but went unnoticed
- C. The speaker is hearing new sounds that she has never heard before in the house
- D. The speaker wishes the sounds in the house were quieter so she could fall asleep

14. How is the structure of this acrostic poem CONNECTED to its meaning?

- A. The poem's six lines match the number of household sounds the speaker describes
- B. The poem rhymes carefully so that the listener can remember each line clearly
- C. The poem uses repeated words to emphasize the volume of household noises
- D. The poem requires careful attention to notice the hidden word — just as quiet listening does

15. (Open-Response)

The short story "Tuesday with Pip" and the poem "LISTEN" both involve noticing something that was always present but had not been fully appreciated before. Choose ONE specific way these two pieces are SIMILAR. Use details from BOTH pieces to support your answer.

(Write your response in the space provided.)

It freezes.

The wood frog is a small brown frog — about five centimetres long — that lives across much of Canada, from the Maritimes to the Yukon. To look at one in spring, you would never guess that it has spent the winter as a solid block of ice. Every autumn, as temperatures drop, the wood frog crawls beneath a layer of leaves and twigs. It does not dig deep. It does not seek warmth. Instead, its body prepares to do something remarkable. Up to 65% of the water in its body turns into ice. Its heart stops beating. Its breathing stops. Its brain activity stops. By every external measure, the wood frog appears to be dead.

It is not.

Months later, when spring temperatures finally return, the ice inside the wood frog's body slowly melts. Within hours, the heart begins to beat again. Within a day, the frog is hopping through the forest as though nothing unusual has happened. Scientists call this process freeze tolerance, and the wood frog is one of the only vertebrates in the world that survives it routinely.

How It Works

Most living things cannot survive freezing. When water inside a cell freezes, the ice crystals expand and tear the cell apart, killing it permanently. This is why frostbite is so dangerous in humans — once a finger or toe freezes, the tissue inside is irreversibly damaged.

The wood frog has solved this problem in a remarkable way. As autumn arrives, the frog's liver begins producing large amounts of glucose — a kind of sugar. This glucose floods into the frog's cells and acts as a natural antifreeze. The glucose does not stop the water in the frog's body from freezing. It stops the water inside its cells from freezing. The ice forms only in the spaces between cells, where it cannot do permanent damage.

In other words, the wood frog freezes — but its cells do not.

A Slow Wake-Up

When spring returns and the wood frog begins to thaw, the process is gradual. The outer parts of the frog warm first. The internal organs warm last. The heart begins to beat slowly, then more steadily. Within about ten to twelve hours, the frog can move. Within a day, it is fully active. It crawls out from beneath the leaves, hops to the nearest pond, and joins the chorus of other wood frogs croaking for mates.

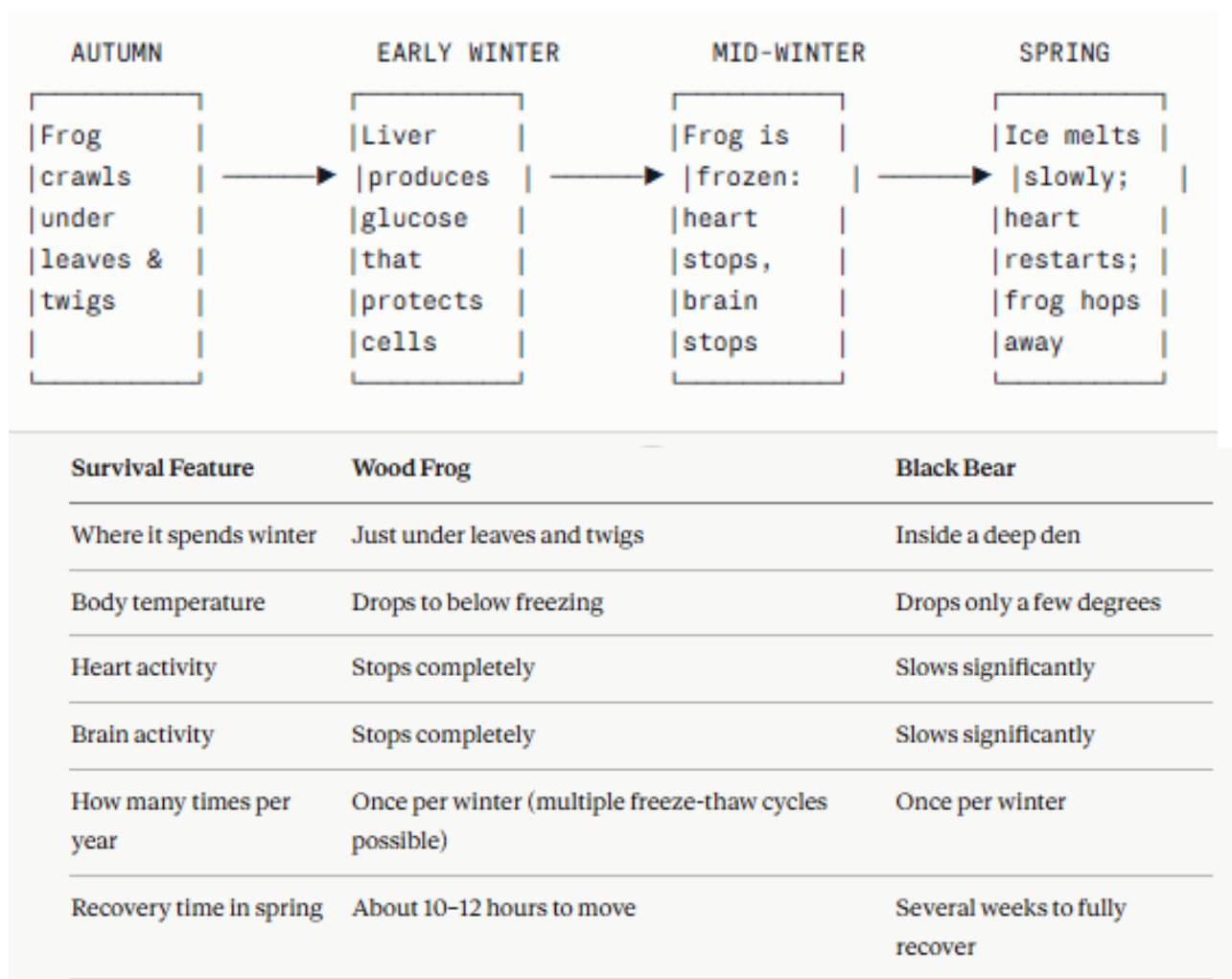
What makes the wood frog truly extraordinary is that it does all of this every single year. A single wood frog may freeze and thaw five or six times in its lifetime — sometimes even more in colder climates, as autumn cold snaps can temporarily freeze and thaw it before the true winter arrives.

Why It Matters

The wood frog is not just a biological curiosity. Scientists are studying its freeze tolerance closely because it may have applications far beyond the forest. Researchers wonder whether the wood frog's natural antifreeze could one day help with preserving human organs for transplant — currently, donor organs must be kept cold but cannot be frozen, which limits how long they can wait before surgery. Understanding how the wood frog protects its cells during freezing may unlock new ways to preserve tissues, organs, and even cells used in medical treatments.

A small brown frog hopping through a Canadian forest may not look like much. But it carries inside its body a chemistry that humans have not yet been able to recreate — and a quiet reminder that some of nature's most surprising answers are hidden in its smallest creatures.

Graphic Text 1: How the Wood Frog Survives Winter (Process Diagram)



16. What is the MAIN idea of this article?

A. Canada is home to many small animals that scientists are only beginning to study carefully

- B. The black bear and the wood frog have very different ways of surviving the long Canadian winter
- C. The wood frog survives Canadian winters through a remarkable process of freeze tolerance
- D. Scientists hope to use frog research to help with human medical treatments in the future

17. Why does the author MOST LIKELY open the article by describing what other animals do in winter — birds flying south, bears hibernating, insects burrowing?

- A. To suggest that the wood frog learned its survival strategy from watching other animals
- B. To prove that Canadian winters are too cold for most animals to survive easily
- C. To explain why scientists have not been able to study the wood frog very thoroughly
- D. To set up the contrast between common survival strategies and the wood frog's unusual one

18. Read this sentence from the article:

"By every external measure, the wood frog appears to be dead."

What does this sentence MOST LIKELY communicate?

- A. Scientists initially believed that wood frogs died in winter and were born again each spring
- B. The wood frog is one of the most fragile creatures in the entire Canadian wilderness
- C. The wood frog looks lifeless during winter even though it is actually alive inside
- D. The wood frog must be carefully buried during winter to prevent predators from finding it

19. What role does glucose play in the wood frog's survival?

- A. Glucose helps the frog stay warm enough to keep its heart beating slowly through winter
- B. Glucose acts as a natural antifreeze that prevents the water inside the frog's cells from freezing
- C. Glucose provides the frog with energy it can use after it thaws in the springtime
- D. Glucose attracts other wood frogs so that they can hibernate together for warmth

20. Read this sentence from the article:

"The wood frog has solved this problem in a remarkable way."

What problem is the article referring to?

- A. The problem of finding enough food to survive a long Canadian winter

23. According to Graphic Text 2, what is one important DIFFERENCE between how a wood frog and a black bear survive winter?

- A. The black bear spends winter under leaves while the wood frog spends winter in a deep den
- B. The wood frog's body freezes completely while the black bear's body temperature drops only a few degrees
- C. The black bear's heart stops completely while the wood frog's heart only slows significantly
- D. The wood frog produces glucose while the black bear produces an entirely different chemical

24. Which detail from Graphic Text 2 BEST supports the article's claim that the wood frog's survival is more EXTREME than the black bear's?

- A. The wood frog spends only one winter cycle while the black bear may hibernate more than once
- B. The wood frog lives in many parts of Canada while the black bear lives in fewer regions
- C. The wood frog's heart and brain stop completely, while the black bear's only slow down
- D. The wood frog recovers in 10–12 hours, while the black bear recovers in several weeks

25. (Open-Response)

Use information from the article AND Graphic Text 2 to explain TWO ways the wood frog's winter survival is different from the black bear's.

28. (Open-Response)

In two or three sentences, summarize the MAIN ideas of this article in your own words. Use at least ONE specific detail from the article or graphic texts in your summary.

(Write your response in the space provided.)

D. although

30. Which sentence has correct subject-verb agreement?

- A. Each of the questions on the test were carefully designed by the teacher
- B. Each of the questions on the test was carefully designed by the teacher
- C. Each of the questions on the test are carefully designed by the teacher
- D. Each of the questions on the test have been carefully designed by the teacher

31. Which sentence uses commas correctly?

- A. After the long flight we collected our luggage found a taxi and drove to the hotel
- B. After the long flight, we collected, our luggage found a taxi, and drove to the hotel
- C. After the long flight, we collected our luggage, found a taxi, and drove to the hotel
- D. After, the long flight we collected our luggage, found a taxi and drove, to the hotel

32. Which sentence uses an apostrophe correctly?

- A. The geese's nests were hidden carefully among the tall reeds at the edge of the pond
- B. The geeses nests were hidden carefully among the tall reeds at the edge of the pond
- C. The geese nests' were hidden carefully among the tall reeds at the edge of the pond
- D. The geeses' nests were hidden carefully among the tall reeds at the edge of the pond

Part 2: Short Writing Responses (Questions 33-35)

33. (Open-Response)

Read the paragraph below. It contains THREE errors in grammar, punctuation, or spelling. Rewrite the paragraph correctly.

Last weekend, my best friend and me went hiking in algonquin park. We saw three deer a beaver and a bald eagle along the trail. It was one of the most memorable days of our entire summer vacation.

(Write your response in the space provided.)

Part 3: Extended Writing Prompt (Question 36)

36. (Extended Writing — Narrative)

Write a story about a discovery that changed the way you saw something familiar.

The discovery and the familiar thing can be real or imagined. The familiar thing might be a place (such as a neighbourhood park), a person (such as a family member), or an object (such as something you found in your house).

Your story should:

- Include a clear beginning, middle, and end
- Have at least one main character
- Describe the familiar thing BEFORE the discovery
- Show the discovery itself in specific detail
- Describe how the familiar thing felt different AFTER the discovery
- Use correct grammar, spelling, and punctuation

(Aim for approximately three to five paragraphs.)

37. Which sentence is a complete sentence (not a fragment or run-on)?

- A. Walking slowly through the empty hallway past the closed library doors
- B. Although the rehearsal had been long and the dancers were clearly tired now
- C. The veterinarian carefully examined the puppy before giving us her diagnosis
- D. The kettle whistled loudly we hurried into the kitchen to make our morning tea

38. Read the sentence:

The bakery is famous ___ its cinnamon buns, which sell out by ten o'clock every morning.

Which word BEST completes the sentence?

- A. for
- B. on
- C. about
- D. against

39. Which sentence contains a spelling error?

- A. The community gathered to celebrate the opening of the new music centre
- B. The chef carefully prepared a special meal for the visiting government ambassadors
- C. The historian explained that the events occured during the autumn of 1812
- D. The students worked diligently on their reports about Canadian wildlife species

40. Read the sentence:

The students will perform at the assembly, ___ they will spend the afternoon practising in the gym.

Which word or phrase BEST completes the sentence?

- A. so
- B. unless
- C. however
- D. although

Part 2: Short Writing Responses (Questions 41-42)

41. (Open-Response)

Read the sentence below, which contains an error. Rewrite the sentence correctly, fixing the error.

Neither the principal or the teachers was prepared for the surprise visit from the school superintendent.

(Write your response in the space provided.)

42. (Open-Response)

Read the sentence below. Rewrite it as TWO complete sentences without changing the meaning.

The wind died down just before sunset the sky turned a deep pink colour and the lake became completely still for the first time all day.

(Write your response in the space provided.)

- A. who
- B. whose
- C. that
- D. whom

45. Which sentence uses quotation marks correctly?

- A. "Where did you put my notebook," asked Avi from across the kitchen counter
- B. "Where did you put my notebook?" asked Avi from across the kitchen counter.
- C. Where did you put my notebook "asked Avi from across the kitchen counter"
- D. "Where did you put my notebook asked Avi, from across the kitchen counter"

Part 4: Extended Writing Prompts (Questions 46-47)

46. (Extended Writing — Opinion)

Some people believe that students should be allowed to have a small pet — such as a fish, a hamster, or a small reptile — in their Grade 6 classroom. Other people believe that pets do not belong in classrooms because they can be distracting or cause allergies.

What do you think?

Write a response in which you:

- Clearly state your opinion
- Give at least TWO reasons that support your opinion
- Explain each reason with specific examples or details
- Briefly acknowledge an opposing view
- End with a strong concluding thought

(Aim for approximately four paragraphs.)

Practice Exam 11: Answer Key and Explanations

1. D — The story is explicitly set in "Halifax in the year 2041" and features a robotic dog with synthetic ears, a glass eye, and a hidden system button — clear markers of a near-future Canadian city with advanced robotic pets. The other options misread the setting as distant past, contemporary, or fantasy.

2. A — The brochure's marketing claim that Pip "feels like home" creates a quiet contrast with what the story actually shows: Hana has come to love Pip in ways the brochure could never have anticipated. The author uses the line to highlight the gap between what something is sold as and what it becomes to the person who loves it. The other options misread the detail as pricing, design, or author dislike.

3. B — The description pairs warm, alive-feeling traits ("soft brown") with clearly synthetic ones ("made of glass") in a single sentence. This captures the central tension of the story — Pip feels real but is not. The other options take the line too literally as fragility, quality, or customization.

4. C — Hana refuses the replacement because, as she tells her mother, "this one is Pip."

Her journal explains further: "I would rather have a memory that is mine than a copy that is not." She believes what made Pip special cannot be transferred. The other options invent reasons (money, defects, repair) not supported by the passage.

5. B — The line communicates that Hana valued something about Pip beyond his mechanical parts — something she could not name, but which she clearly felt. This sets up her decision to keep the original Pip rather than accept a replacement. The other options take the line too literally as batteries, outer damage, or asking for an explanation.

6. A — By sitting beside Hana without arguing or explaining, Hana's mother shows that Hana's feelings are valid and matter more than a logical explanation about machines. Her silent presence respects what Hana is experiencing. The other options misread the gesture as a prediction, a warning, or a generalization.

7. D — The story's emotional core is that the bond Hana formed with Pip was real, even though Pip was a machine. Hana's journal entry — "I do not understand how something that was not alive could be missed

in the way I am missing him" — captures this theme directly. The other options misread the message as a comment on future tech, replacement, or fragility.

8. C — The "empty space" walking beside Hana is the felt absence of Pip — Hana carries her sense of loss with her even though Pip is no longer there. The bakery owner's puzzled smile confirms that others notice the absence too. The other options misread the line literally as a memory transfer, a delivery, or a parental walk.

9. Open-Response — **Sample strong answer:** *Although the story is set in a near-future Halifax with robotic pets, it asks a question any reader could think about: what does it mean to love something, and why does losing something we love feel the way it does? Hana's mother offers her a replacement Pip — same model, same memory — but Hana refuses because "this one is Pip." Her journal entry, "I would rather have a memory that is mine than a copy that is not," is something any person who has loved a pet, an object, or a relationship could understand, no matter what year they live in. (Strong: clear connection + specific text evidence.)*

10. Open-Response — **Sample strong answer:** *Hana means that her real memories of the original Pip are more valuable to her than a perfect copy could ever be. A new Pip might look the same and even have the same transferred memory data, but it would not be the dog she loved for eight months — the one who nudged her breakfast bowl that very morning. By keeping the memory rather than accepting a replacement, Hana is choosing to honour what was actually hers instead of pretending a copy is the same thing. (Strong: clear interpretation + text evidence.)*

11. A — Taking the first letter of each line — L-I-S-T-E-N — spells the word LISTEN. This is the defining feature of an acrostic poem. The other options misread or miscount the letters.

12. C — The poem's message is that quiet moments allow us to notice small things that are normally hidden under the noise of daily life. The closing lines confirm this: ordinary sounds were "there all along" but became audible only in quiet. The other options misread the poem as being about fear, sleep, or a noisy refrigerator.

13. B — The speaker is realizing that the sounds were always present in the house but had gone unnoticed during the day. The quiet of night did not make the sounds louder — it made them noticeable. The other options misread the lines as a literal volume change, new sounds, or a wish for silence.

14. D — The acrostic form requires careful attention — the reader has to notice the hidden word formed by the first letters. This mirrors the poem's meaning, which is about noticing things that are easy to miss. Form and meaning reinforce each other. The other options misread the connection as line count, rhyme, or repetition.

15. Open-Response — **Sample strong answer:** *Both pieces involve a person noticing the value of something that has been present all along. In "Tuesday with Pip," Hana realizes only after Pip shuts down how much his quiet daily presence had meant to her — the way he made the house feel "less empty" was real, even though Pip was a machine. In "LISTEN," the speaker notices small household sounds — footsteps, a refrigerator's hum — that had "been there all along" but were too quiet to be heard until the*

rest of the world fell silent. Both pieces suggest that some things only become visible when we slow down enough to notice them. (Strong: clear similarity + evidence from both texts.)

16. C — The article's central topic is how the wood frog survives Canadian winters through freeze tolerance. Every section supports this — the introduction, the science of glucose, the slow wake-up, and the closing thought all return to this main idea. The other options are supporting details (Canadian animals broadly, the bear comparison, medical applications), not the central focus.

17. D — Describing other animals' winter strategies sets up the contrast that defines the rest of the article: most animals escape the cold, but the wood frog does something almost no other animal can — it freezes. This contrast frames the entire article. The other options misread the opening as a learning claim, a survival statement about other animals, or commentary on research.

18. C — The line communicates that the wood frog appears lifeless during winter — no heartbeat, no breathing, no brain activity — even though it is actually alive inside. The article's next sentence directly addresses this: "It is not." The other options misread the line as a historical scientific belief, a comment on fragility, or a burial requirement.

19. B — The article explains that the frog's liver produces glucose that "acts as a natural antifreeze" — keeping the water *inside* its cells from freezing, even as ice forms between the cells. This is the central biological mechanism. The other options misread glucose as a warmth aid, an energy source for spring, or a social attractor.

20. D — The "problem" the article refers to is the danger of ice crystals tearing cells apart and killing them — described in the paragraph just before this sentence. The wood frog solves this by protecting its cells with glucose. The other options misread the problem as food, predators, or mating.

21. A — The article states directly that scientists are studying the wood frog because "its natural antifreeze could one day help with preserving human organs for transplant." This is the medical application the article emphasizes. The other options misread the research purpose as conservation, climate change, or cleaning products.

22. Open-Response — **Sample strong answer:** *The wood frog survives a Canadian winter through a careful process that begins in autumn. According to the article and the diagram, the frog first crawls under a shallow layer of leaves and twigs. Then, as the temperature drops, its liver produces large amounts of glucose, which floods its cells and protects them from freezing damage. Up to 65% of the water in its body turns into ice, and its heart, breathing, and brain activity stop completely. When spring arrives, the ice melts slowly, its heart restarts, and within about a day, the frog is hopping through the forest again. (Strong: claim + multiple specific stages from both sources.)*

23. B — Graphic Text 2 shows the wood frog's body temperature "drops to below freezing" while the black bear's "drops only a few degrees." This is one of the clearest differences in the table. The other options invert the comparison, contradict the chart, or invent a chemical difference not shown.

24. C — The chart shows that the wood frog's heart and brain stop completely, while the black bear's only slow down. This is the most extreme physiological contrast in the chart and directly supports the claim that the frog's survival is more extreme. The other options misread or invert the chart's details.

25. Open-Response — Sample strong answer: *The wood frog and the black bear survive winter very differently. The article explains that the wood frog crawls under just a thin layer of leaves and twigs, while the black bear hibernates deep inside a den. According to Graphic Text 2, the wood frog's body temperature drops below freezing and its heart and brain stop completely, while the black bear's body only cools a few degrees and its heart and brain just slow down. The wood frog's survival is much more extreme.* (Strong: two specific differences + evidence from both sources.)

26. A — The closing paragraph emphasizes that the small brown frog "carries inside its body a chemistry that humans have not yet been able to recreate" — a reminder that small creatures sometimes hold remarkable scientific answers. The other options misread the closing as a research-quantity claim, an importance ranking, or a statement of permanent mystery.

27. Open-Response — Sample strong answer: *The title is appropriate because the wood frog does something almost no other animal on Earth can do — it freezes solid every winter and survives. The article explains that up to 65% of the water in its body turns to ice, its heart and brain stop completely, and by every external measure it appears to be dead. Then, in spring, it thaws, its heart restarts, and within a day it is hopping through the forest as though nothing happened. This is one of the most surprising survival strategies in nature, especially for a frog only about five centimetres long.* (Strong: clear justification + specific text evidence.)

28. Open-Response — Sample strong answer: *The wood frog survives Canadian winters by freezing solid — up to 65% of its body water turns to ice, while glucose produced by its liver protects its cells from damage. In spring, it thaws and is hopping through the forest within a day. Scientists are studying the frog's natural antifreeze because it may one day help preserve human organs for transplant.* (Strong: captures main ideas + uses specific detail + own words.)

29. A — "Because" introduces a cause-and-effect relationship — the team practised every morning *because* the championship was approaching. This is the only conjunction that fits the meaning. "Unless" signals condition, "however" signals contrast, and "although" signals concession — none of which match the cause-and-effect relationship.

30. B — The indefinite pronoun "each" is always singular, so it requires the singular verb "was." Options A, C, and D use plural verbs that are pulled toward the closer noun "questions" rather than agreeing with the actual subject "each." This is one of the most commonly tested subject-verb agreement traps at the Grade 6 level.

31. C — Option C correctly uses a comma after the introductory dependent clause ("After the long flight,") and commas to separate three items in a list ("collected our luggage, found a taxi, and drove to the hotel"). Option A omits all commas. Option B misplaces them. Option D scatters commas incorrectly throughout the sentence.

32. A — "Geese" is already plural without an "s," so the possessive form is "geese's" — adding 's after the irregular plural. Option B has no apostrophe at all. Options C and D incorrectly add "s" to "geese" or misplace the apostrophe. This follows the same rule as "children's," "women's," and "men's" — irregular plurals form possessives by adding 's.

33. Open-Response — **Sample strong answer:** *Last weekend, my best friend and I went hiking in Algonquin Park. We saw three deer, a beaver, and a bald eagle along the trail. It was one of the most memorable days of our entire summer vacation.* (Three errors fixed: "my best friend and me" → "my best friend and I"; "algonquin park" → "Algonquin Park"; "memorable" → "memorable.")

34. Open-Response — **Sample strong answer:** *As the snow began to fall heavily and the streetlights flickered on early, the town became unusually quiet.* (Strong: combines all three ideas using subordination, flows smoothly, paints a coherent scene.)

35. Open-Response — **Sample strong answer:** *Last March, I came home from school to find my grandmother sitting at our kitchen table holding a small grey kitten in her hands. The kitten was barely larger than her palm, and it was making the smallest mewing sound I had ever heard. I had not known we were getting a cat, and for a few seconds I just stood frozen in the doorway, staring at the tiny moving thing in my grandmother's lap.* (Strong: specific moment, vivid sensory detail, captures surprise.)

36. Extended Writing — **Sample Level 3 response benchmark:** A strong narrative response opens with a familiar place, person, or object — described in everyday detail — and builds toward a specific discovery that changes how the writer sees it. Strong responses spend time on the BEFORE picture so the change feels earned, describe the discovery itself in sensory detail, and end with the AFTER reflection showing the familiar thing in a new light. Length: approximately three to five paragraphs. The strongest responses pick a small, specific discovery rather than a dramatic event, and let the change emerge from quiet detail.

37. C — Option C has a clear subject ("The veterinarian"), a verb ("examined"), and a complete thought. Option A is a fragment (no main subject/verb). Option B is a fragment (a dependent clause alone). Option D is a run-on (two independent clauses fused without proper punctuation).

38. A — The standard English phrase is "famous for" — describing what something is well known for producing or having. "The bakery is famous *for* its cinnamon buns" follows the correct preposition usage. "On," "about," and "against" do not fit the idiom for describing what a place is known for.

39. C — "Occured" is misspelled; the correct spelling is "occurred" with two Rs. The other three sentences contain no spelling errors. This is one of the more commonly misspelled words at the Grade 6 level because the doubled consonant is easy to miss.

40. B — "Unless" introduces a condition: the students will perform at the assembly *unless* something prevents it — in this case, *unless* they spend the afternoon practising in the gym instead. The two clauses are alternatives, which "unless" correctly signals. "So" suggests cause, "however" signals contrast, and "although" signals concession — none of which fit two alternative outcomes.

41. Open-Response — **Sample strong answer:** *Neither the principal nor the teachers were prepared for the surprise visit from the school superintendent.* (Two corrections: "or" → "nor" (the correct pairing with "neither"))

"neither"); "was" → "were" (in "neither/nor" constructions, the verb agrees with the subject closer to it; "teachers" is plural and closer to the verb, so the verb must be plural.)

42. Open-Response — Sample strong answer: *The wind died down just before sunset. The sky turned a deep pink colour, and the lake became completely still for the first time all day.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

43. D — Option D correctly capitalizes "November" (month), "Toronto" (proper city name), and leaves "family" and "grandfather" lowercase (common nouns). Option A fails to capitalize "Toronto" and incorrectly capitalizes "Family." Options B and C miss "Toronto" or incorrectly capitalize "Grandfather."

44. C — "That" is the correct relative pronoun for referring to things — the book *that* I borrowed. "Who" and "whom" refer to people. "Whose" indicates possession. "That" is the only correct choice when referring to a non-human noun like a book.

45. B — Option B correctly punctuates dialogue: opening quotation marks, the question mark inside the closing quotation marks before the speaker tag, and a period at the end of the sentence. Option A omits the question mark. Options C and D either misplace the quotation marks or omit the question mark.

46. Extended Writing — Sample Level 3 response benchmark: A strong opinion response takes a clear stand (classroom pets OR no classroom pets OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (responsibility-building, calming presence, allergies, distraction, care during weekends), briefly acknowledges an opposing view, and closes with a thoughtful concluding sentence. Length: approximately four paragraphs. Wandering between both sides without committing loses marks on Ideas.

47. Extended Writing — Sample Level 3 response benchmark: A strong series-of-paragraphs response introduces a specific natural subject (an animal, plant, or weather event) in the opening paragraph, develops at least two aspects that fascinate the writer in separate body paragraphs with concrete sensory detail, and closes with a reflection on why this part of nature matters to them. Length: approximately four paragraphs. The strongest responses pick a focused, specific subject (one bird, one tree, one kind of storm) rather than a sweeping topic, and let genuine curiosity show through the writing.

