

PRACTICE EXAM 16: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

READING SESSION A

Time: Approximately 35 minutes

Passage 1: "Holding the Baby"

A short story by Camille Beaugard

For twelve years, the rule of the house had been simple: Eli was the only child.

He had been told this had been a deliberate decision by his parents, though Eli had never quite understood what "deliberate" meant in this context. What he knew was that for as long as he could remember, the house had belonged to the three of them. Eli's bedroom was at the end of the hall. The spare room was where his father kept his books and his mother kept her sewing machine. Sunday mornings, the three of them ate pancakes together at the kitchen table. That had been Eli's life for twelve years.

Then, in the summer he turned twelve, his mother sat him down at that same kitchen table and told him that she was going to have a baby.

Eli did not cry.

He did not yell.

He nodded and said, Oh.

And then he went up to his bedroom and closed the door.

His mother did not chase him. His father did not either. They gave him the afternoon. That night at dinner, when Eli came back downstairs, his parents had set out three small dishes of ice cream — chocolate, vanilla, and strawberry — the way they used to do when Eli was younger and had a bad day at school.

Eli sat down. He picked up his spoon. He looked at his parents.

"What if I am bad at it?" he asked quietly.

"At what, sweetheart?" his mother asked.

"At being someone's brother."

His parents looked at each other.

Then his father said, "You do not have to be good at it right away. You just have to start."

That had been seven months ago.

The baby was born in February. Her name was Naya. She was small and pink and made small grunting sounds while she slept. The first time Eli was allowed to hold her, his mother sat next to him on the couch and helped him support her head with one hand. Naya weighed almost nothing. Eli was afraid he would drop her. He did not move for nearly twenty minutes.

When his mother finally took her back, Eli sat very still.

"Was I okay?" he asked.

His mother smiled. "You were perfect."

Eli was not sure that was true. But he was glad she had said it.

In the weeks that followed, Eli watched.

He watched his mother get up four times a night to feed Naya. He watched his father carry Naya around the kitchen in slow circles when she would not stop crying. He watched the rhythm of the house shift around the small new person who could not yet do anything for herself.

Eli did not say very much about any of it.

But quietly, in small ways, he began to help.

He brought his mother glasses of water without being asked when she was nursing. He laid out clean blankets from the basket on the changing table so his father did not have to dig for them. He learned which lullaby Naya liked best — the one his mother sang in her grandmother's language, the one that used the word *bébé* — and he started humming it whenever he passed her bassinet, even when she was already asleep.

He still had not held her again.

He was waiting.

One Saturday morning in late March, Eli was sitting on the couch reading when his mother came down the stairs, holding Naya, and said quietly, "Could you hold her for ten minutes? I really need to take a shower."

Eli looked up. He looked at the baby.

He held out his arms.

His mother set Naya carefully into the crook of his elbow. Naya was bigger now than she had been the first time — five pounds heavier, more solid, less impossibly small. Her eyes were closed. Eli could feel the soft weight of her against his arm.

"You sure?" his mother asked.

Eli nodded.

His mother went upstairs.

Eli sat very still on the couch with the baby in his arms. After a few minutes, Naya stirred. She opened her eyes. She did not cry. She looked up at him — not at his face exactly, because newborns cannot see that far yet — but in the general direction of him. Her small hand, when it found its way out of the blanket, curled around the side of his finger and held on.

Eli swallowed.

He started, very quietly, to hum the lullaby in his mother's grandmother's language.

The one with bébé in it.

Naya did not let go of his finger.

When his mother came back downstairs ten minutes later, Eli was still humming, and Naya was awake, and Eli's mother stopped on the bottom step and watched them for a long moment without saying anything.

Eli looked up.

"She is awake," he said.

"I see that," his mother said softly.

"I think she heard me."

His mother sat down on the couch next to him. She did not take the baby back yet.

"You are good at it," she said.

Eli looked at the small face curled against his arm. Naya's hand was still holding on to his finger. He did not say anything for a moment.

"I do not know if I am good at it yet," he said. "But I am starting."

His mother put her arm around his shoulders.

She did not need to say anything else.

1. Why does the author MOST LIKELY include the detail that the house had belonged to "the three of them" for twelve years?

- A. To establish what Eli's life was like before so the reader feels the change Naya brings
- B. To suggest that Eli's parents had made a mistake by waiting so long to have another child
- C. To explain why Eli's bedroom was located at the far end of the upstairs hallway
- D. To prove that Eli's family had always been larger than the average Canadian family

2. Read this part of the passage:

"Eli did not cry. He did not yell. He nodded and said, Oh."

Why does the author MOST LIKELY use three SHORT sentences here?

- A. The author is suggesting that Eli was secretly excited about becoming an older brother
- B. The author wants the reader to picture exactly what Eli was wearing during the conversation
- C. The author wants Eli's quiet, controlled reaction to communicate his shock through restraint
- D. The author is reminding the reader that the conversation took place at the kitchen table

3. Why does Eli MOST LIKELY ask, "What if I am bad at it?"

- A. He is worried that his parents will be disappointed if he is not enthusiastic
- B. He is feeling unsure of himself as he faces a role he has never had before
- C. He is hoping his parents will tell him that he does not have to be a brother
- D. He is asking whether older brothers are expected to be especially talented

4. When Eli's father says, "You do not have to be good at it right away. You just have to start," what is he MOST LIKELY teaching Eli?

- A. The most important part of being a brother is being good at it from the very beginning
- B. Becoming someone in a new role is a process that begins with showing up and trying
- C. Eli should not worry about his sister because the baby will need very little of his help
- D. Eli's parents will not expect him to take any responsibility for his new sister at all

5. Read this sentence from the passage:

"He watched the rhythm of the house shift around the small new person who could not yet do anything for herself."

What does this sentence MOST LIKELY suggest about Eli?

- A. He is observing the change at home carefully without yet acting on what he sees
- B. He is resentful that his family's routine has been disrupted by his sister's arrival
- C. He is hoping the house will eventually return to the same rhythm as before Naya

D. He is impressed by how quickly his sister has learned to take care of herself

6. Which detail BEST shows that Eli is QUIETLY starting to become someone's older brother?

A. He sits on the couch and reads a book on Saturday morning before holding the baby

B. He picks up his spoon and looks at his parents at the kitchen table during dinner

C. He hums the lullaby in his mother's grandmother's language whenever he passes Naya's bassinet

D. He goes up to his bedroom and closes the door after his mother shares the news

7. What is the MOST LIKELY reason Eli's mother does not immediately take Naya back when she comes downstairs?

A. She is too tired from her shower to carry the baby up and down the stairs

B. She is waiting for Naya to start crying so that Eli can experience that part

C. She is testing whether Eli is responsible enough to be left alone with Naya for longer

D. She wants to give Eli a few more minutes in a moment that is clearly meaningful for him

8. What is the central THEME of this story?

A. Older siblings should always wait until they are ready before holding their new baby brother or sister

B. Becoming someone new — like an older brother — happens slowly, through quiet small beginnings

C. Newborn babies are usually much heavier than older siblings expect them to be at birth

D. Parents should always set out three small bowls of ice cream when they have important news to share

9. (Open-Response)

How does Eli change between the day his mother tells him about the baby and the Saturday morning when he holds Naya for the second time? Use at least TWO specific details from the passage to support your answer.

(Write your response in the space provided.)

Passage 2: "Letter to a House" — An Apostrophe Poem

By Henrietta Owusu

(An apostrophe poem — a poem addressed directly to a person, place, or thing that cannot answer back.)

Old house, I have something to tell you.

We are leaving on a Saturday in June.

I am writing this from the floor of my bedroom,

on the carpet that has heard my secrets

since I was four years old.

I want to thank you, old house, for the things

no one would think to thank a house for —

For the window above the kitchen sink

where my mother stood every morning

with her coffee,

and for the way the light came through

that window at four o'clock

in October.

For the loose board on the back porch

that I have known since before

I knew the word "wood."

For the closet under the stairs

where I cried when I was eight

and no one knew.

For the smell of dust on the bookshelf

in the hallway.

Old house, you are only walls.

But you have been our walls.
When the next family moves in,
do not tell them about us.
Let them have you fresh.
But hold us, somewhere, in the quiet places.
The window light. The porch board. The closet.
Hold us. We were here.

11. What kind of poem is this called, based on its structure?

- A. An apostrophe poem — addressed directly to a person, place, or thing that cannot answer back
- B. A ballad — a song-like poem that tells a long story with a regular pattern of rhymes
- C. An acrostic poem — a poem where the first letter of each line spells out a hidden word
- D. A haiku sequence — a series of short three-line poems connected by a common theme

12. What is the MAIN message of this poem?

- A. Children should always ask their parents before agreeing to leave the family's home
- B. Houses are difficult to maintain and should be regularly inspected for damage
- C. Children sometimes need to write letters to communicate their feelings to their parents
- D. Places we have lived hold meaningful memories that deserve to be honoured before we leave

13. Read these lines from the poem:

"For the loose board on the back porch / that I have known since before / I knew the word 'wood.'"

What does this MOST LIKELY suggest about the speaker?

- A. The speaker has been waiting for someone to repair the loose board on the porch
- B. The speaker has lived in this house for so long that some of its features are part of her earliest memories
- C. The speaker is asking the new family to fix the loose board after moving in
- D. The speaker is worried that the loose board may have become dangerous over time

In the Bay of Fundy, it averages between eleven and sixteen metres.

The question is: why is it so much higher in this one specific place?

The Shape of the Bay

The answer has to do with shape.

The Bay of Fundy is a long, narrow body of water shaped roughly like a funnel. The wide end of the funnel opens out into the Atlantic Ocean. The narrow end pushes deep into the land between Nova Scotia and New Brunswick.

When the tide moves into the bay, an enormous amount of water flows in through the wide opening. As the bay narrows, that same volume of water is forced into a smaller and smaller space. The water has nowhere to go but up.

This is the same reason that water squeezed through the narrow nozzle of a garden hose comes out faster than water flowing through the wider pipe behind it. When fluid is forced into a smaller area, it concentrates.

The Resonance Effect

The funnel shape is only part of the answer.

The other part is a phenomenon scientists call resonance. Each body of water has a natural "rhythm" — the time it takes for water to slosh from one end of it to the other and back again. In the Bay of Fundy, that natural rhythm is approximately twelve and a half hours.

That is almost exactly the time between two high tides.

Because the natural rhythm of the bay matches the tide cycle, each new tide arrives just as the previous tide is reflecting back from the head of the bay. The energy of the two tides adds together, like someone pushing a swing at exactly the right moment to make it go higher. This is called resonance, and it dramatically increases the tide height.

The funnel shape concentrates the water. The resonance amplifies it.

Together, they produce the highest tides on Earth.

Why It Matters

The Bay of Fundy tides are not just a curiosity. They are a powerful natural force that shapes the entire region around them.

The tides have carved enormous red sandstone cliffs along the New Brunswick coast — the famous Hopewell Rocks, which look like giant flowerpots standing in the sand at low tide and are surrounded by ocean at high tide. The tides expose vast mudflats twice a day, creating one of the richest feeding grounds for migratory birds in North America. The tides have shaped the local fishing industry, the local agriculture (with farmers building dykes to hold back the rising water), and the local tourism economy.

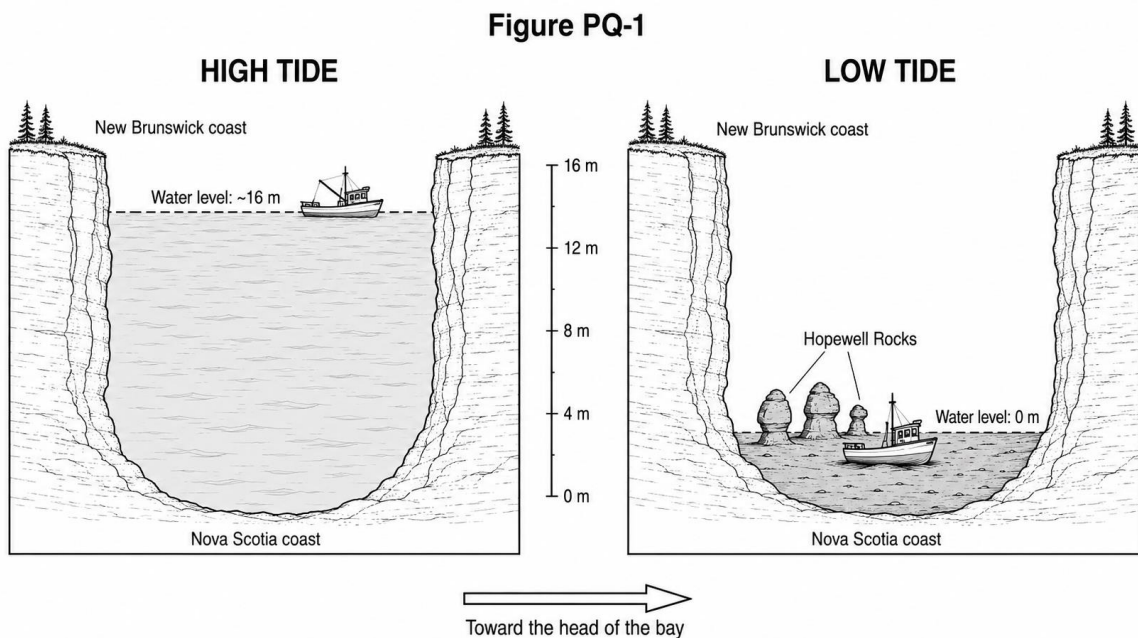
In recent years, the tides have also drawn the attention of energy scientists. The energy contained in the rising and falling water of the Bay of Fundy is enormous. Engineers have begun to explore whether tidal energy could be converted into electricity at a commercial scale — a project that, if successful, could one day provide clean renewable power for the Maritime provinces.

A Place That Belongs to Itself

The Bay of Fundy was named by French explorers in the 1600s, but the people who lived along its shores long before — particularly the Mi'kmaq — knew its tides as a part of life rather than as a wonder. They had developed careful knowledge of when to harvest shellfish from the mudflats, when to launch canoes, when to expect the water to return. That knowledge passed down through generations.

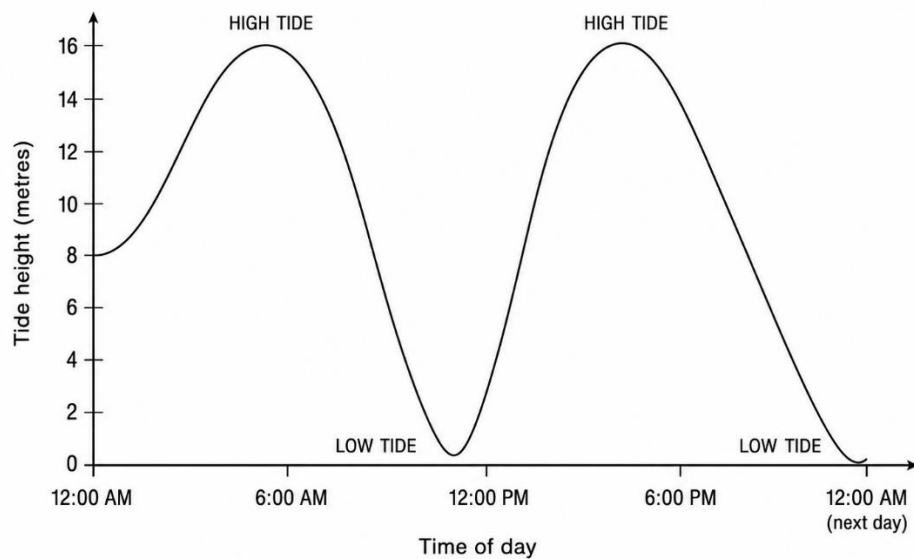
Today, scientists, tourists, and engineers study the bay. But the tides themselves do what they have always done. They rise. They fall. They reshape the coastline. They feed the birds. They cover the rocks. They expose the mudflats. They do this twice a day, on Earth, in this one specific place — and they will keep doing it long after the people studying them have gone home.

Graphic Text 1: Cross-Section of the Bay of Fundy at High Tide vs. Low Tide



Graphic Text 2: Tide Height Throughout One Day at the Bay of Fundy (Sample)

Figure PQ-2



16. What is the MAIN purpose of this article?

- A. To convince readers to take a vacation to the Maritime provinces of Canada
- B. To explain why the Bay of Fundy has the highest tides on Earth
- C. To compare the Bay of Fundy with other large bays around the world
- D. To argue that tidal energy should be the main source of Canadian electricity

17. Why does the author MOST LIKELY begin the article by saying that the ocean rises and falls by as much as "sixteen metres" — about the height of a five-storey building?

- A. To prove that the Bay of Fundy is too dangerous for most boats to enter safely
- B. To suggest that the Maritime provinces are unusually mountainous compared to the rest of Canada
- C. To explain why so few Canadians have ever travelled to see the Bay of Fundy in person
- D. To use a familiar comparison so readers immediately understand how enormous the tide change is

18. According to the article, what causes tides in general?

- A. The gravitational pull of the moon — and, to a lesser extent, the sun — on the ocean
- B. The wind blowing across the surface of the ocean and pushing water toward shore

- C. The temperature of the air changing throughout the day as the sun rises and sets
- D. The melting of glaciers in the northern parts of Canada during the warmer months

19. Why does the article say the FUNNEL SHAPE of the Bay of Fundy increases the tide height?

- A. The funnel shape protects the inner bay from waves coming in from the open ocean
- B. The funnel shape blocks the gravitational pull of the moon at the narrow end of the bay
- C. The funnel shape forces a large volume of water into a smaller space, and it has nowhere to go but up
- D. The funnel shape allows multiple tides from different oceans to meet at the same place

20. Read this sentence from the article:

"In the Bay of Fundy, that natural rhythm is approximately twelve and a half hours. That is almost exactly the time between two high tides."

Why is the MATCH between the bay's natural rhythm and the tide cycle so important?

- A. It allows the moon to pull on the bay's water for a longer period each day
- B. It causes the energy of each tide to add together, amplifying the tide height
- C. It means that the bay always has high tide at exactly the same time of day
- D. It explains why the water in the bay has the same temperature all year round

21. What does the article say has been carved by the Bay of Fundy tides?

- A. The mountain ranges that run through the middle of New Brunswick today
- B. The St. Lawrence River, which flows from Lake Ontario to the Atlantic Ocean
- C. The shallow lakes used by Atlantic salmon during their migration each spring
- D. The Hopewell Rocks, which look like giant flowerpots at low tide along New Brunswick

22. (Open-Response)

Using information from BOTH the article and Graphic Text 1 (the cross-section diagram), explain what the Bay of Fundy looks like at low tide compared to high tide. Include at least TWO specific details in your answer.

(Write your response in the space provided.)

23. According to Graphic Text 2 (the tide-height line graph), how many HIGH TIDES occur in a single day at the Bay of Fundy?

- A. Two high tides — one in the morning and one in the evening
- B. One high tide per day, occurring during the late afternoon hours
- C. Three high tides spread evenly through the twenty-four-hour cycle
- D. Four high tides, each one occurring six hours after the previous one

24. What does Graphic Text 2 reveal about the difference between high tide and low tide in the Bay of Fundy?

- A. The difference is only about one or two metres on most days
- B. The high and low tides are roughly the same height during the day
- C. The average difference between high and low tide is about sixteen metres
- D. The difference grows larger as the day progresses from morning to night

25. (Open-Response)

Use information from the article AND Graphic Text 1 to explain TWO ways the tides have shaped the region around the Bay of Fundy.

(Write your response in the space provided.)

(Write your response in the space provided.)

WRITING SESSION A

Time: Approximately 35 minutes

Part 1: Language Conventions (Questions 29-32)

29. Read the sentence:

The marathon runner trained every morning for six months ____ the race was the most important event of her year.

Which word BEST completes the sentence?

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

30. Which sentence has correct subject-verb agreement?

- A. The pile of clean towels in the linen closet is folded neatly on the top shelf
- B. The pile of clean towels in the linen closet are folded neatly on the top shelf
- C. The pile of clean towels in the linen closet were folded neatly on the top shelf
- D. The pile of clean towels in the linen closet have been folded neatly on the top shelf

31. Which sentence is punctuated correctly?

- A. Although the snow was heavy we still walked, to the bakery the post office and the library
- B. Although, the snow was heavy we still walked, to the bakery the post office and the library

Part 3: Extended Writing Prompt (Question 36)

36. (Extended Writing — Narrative)

Write a story about a moment when something changed at home, and someone in your family responded in a quiet but important way.

The change can be real or imagined. It can be small (such as a move to a new bedroom, a parent changing jobs, a grandparent visiting for a long time) or larger (such as a new sibling, a family illness, or a move to a new city). The response should be QUIET — not dramatic.

Your story should:

- Include a clear beginning, middle, and end
- Have at least one main character
- Describe the change in specific detail
- Show the quiet response in a meaningful moment
- Use correct grammar, spelling, and punctuation

(Aim for approximately three to five paragraphs.)

38. Read the sentence:

By the time the lighthouse keeper finished his rounds, the moon ___ above the harbour for nearly two hours.

Which phrase BEST completes the sentence?

A. had been rising

B. is rising

C. rises

D. will rise

39. Which sentence contains a spelling error?

A. The community gathered to celebrate the opening of the brand-new music school

B. The chef carefully prepared a beautiful meal for the visiting government officials

C. The students worked diligently on their reports about the Canadian Arctic region

D. The athletes practised every morning to prepare for the upcoming swim meet

40. Read the sentence:

The author signed copies of her novel, ___ the line of readers stretched all the way to the front door.

Which word BEST completes the sentence?

A. unless

B. while

C. however

D. because

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.

Each of the dancers were responsible for memorizing they're own choreography before the dress rehearsal began.

Part 3: Conventions Continued (Questions 43-45)

43. Which sentence uses capitalization correctly?

- A. Last September, my Family travelled to fredericton to visit my grandparents for the long weekend
- B. Last september, my family travelled to Fredericton to visit my grandparents for the Long Weekend
- C. Last September, my family travelled to Fredericton to visit my grandparents for the long weekend
- D. Last September, my family travelled to fredericton to visit my Grandparents for the long weekend

44. Read the sentence:

The teacher ___ won the provincial science award last year will be visiting our classroom on Friday afternoon.

Which word BEST completes the sentence?

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

45. Which sentence uses quotation marks correctly?

- A. "Have you finished your homework yet?" asked Mom from the kitchen doorway.
- B. "Have you finished your homework yet asked Mom from the kitchen doorway"
- C. Have you finished your homework yet "asked Mom from the kitchen doorway"
- D. "Have you finished your homework yet, asked Mom from the kitchen doorway"

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

47. (Extended Writing — Series of Paragraphs)

Think about a natural place in Canada — a river, a forest, a coastline, a mountain, a park, or any other natural space — that you find interesting or meaningful. The place can be somewhere you have visited or somewhere you have only read about.

Write a piece in which you:

- Introduce the natural place you have chosen and explain how you learned about it
- Describe at least TWO specific things that make this place interesting
- Include specific sensory details that help the reader picture the place clearly
- End with a reflection on why this natural place matters to you

(Aim for approximately four paragraphs.)

Practice Exam 16: Answer Key and Explanations

- 1. A** — Establishing the twelve-year history of "the three of them" lets the reader feel the weight of Naya's arrival as a real change. The longer the prior pattern is shown, the more meaningful the shift becomes. The other options misread the detail as parental criticism, room layout, or family-size commentary.
- 2. D** — Eli's quiet, controlled reaction — "did not cry. did not yell. nodded and said, Oh." — communicates shock through restraint rather than through explicit emotion. The short sentences mirror his held-back response. The other options misread the lines as hidden excitement, wardrobe detail, or setting reminder.
- 3. B** — Eli's question — "What if I am bad at it?" — reveals his self-doubt about a role he has never had before. He is asking out of uncertainty, not strategy or specialization. The other options misread the question as performance for parents, a rejection of the role, or a question about talent.
- 4. B** — Eli's father teaches that becoming someone new is a process that begins with showing up — "You do not have to be good at it right away. You just have to start." This is the philosophical centre of the story. The other options invert the lesson or contradict it.
- 5. A** — The sentence describes Eli watching the household rhythm change without yet acting on what he sees — he is observing carefully. This sets up his later quiet transition into helping. The other options misread the line as resentment, hope for the old rhythm, or commentary on Naya's independence.
- 6. C** — Eli's quiet humming of his mother's grandmother's lullaby — passing Naya's bassinet, even when she is asleep — is the clearest sign that he is becoming an older brother in small, real ways. It is a private act of care no one is watching. The other options describe Saturday morning reading, dinner posture, or his initial retreat upstairs — none of which mark a turning point.
- 7. D** — Eli's mother sees that this is a meaningful moment for her son — Naya awake in his arms, his finger held, his quiet humming — and she gives him a few more minutes rather than interrupting it. The other options misread her stillness as tiredness, testing, or a hope for crying.
- 8. B** — The story's emotional core is that becoming someone new — like an older brother — happens slowly, through small beginnings: bringing water glasses, learning the lullaby, holding the baby for ten minutes on a Saturday morning. The other options misread the message as a rule about waiting, a fact about baby weight, or a fact about ice cream.
- 9. Open-Response** — **Sample strong answer:** *Eli changes from a child who is uncertain about becoming a brother to one who is quietly starting to be one. On the day his mother shares the news, Eli goes upstairs and closes his door, and at dinner he asks worriedly, "What if I am bad at it?" By the Saturday morning seven months later, Eli has been quietly helping — bringing his mother water, laying out blankets, learning the lullaby in his mother's grandmother's language — and he willingly holds his sister Naya in the crook of his arm, humming the lullaby while she holds his finger. He has moved from being afraid of the role to choosing it. (Strong: clear before/after change + two specific details.)*
- 10. Open-Response** — **Sample strong answer:** *Eli's line shows that he has understood what his father told him months earlier — "You do not have to be good at it right away. You just have to start." Eli is not*

pretending to be a perfect older brother; he is honest that he does not know if he is good at it yet. But by saying "I am starting," he is choosing to keep showing up — bringing his mother glasses of water, learning Naya's favourite lullaby, holding her on the couch when she is asked. Eli has learned that becoming someone new is a slow, ongoing thing. (Strong: clear interpretation + text evidence.)

11. A — An apostrophe poem speaks directly to a person, place, or thing that cannot answer back. This poem opens with "Old house, I have something to tell you" and continues addressing the house throughout. The other options describe forms that do not match (no narrative ballad rhythm, no acrostic word, no haiku structure).

12. D — The poem's central message is that places we have lived hold meaningful memories that deserve to be honoured before we leave. The poet thanks the house for specific details — a window, a porch board, a closet under the stairs. The other options misread the poem as parental discussion, maintenance advice, or letter-writing.

13. B — The phrase "since before I knew the word 'wood'" tells the reader that the speaker has lived in this house for so long that the loose porch board is part of her earliest memories — older than her vocabulary. The other options take the line too literally as a repair request, a warning, or a danger.

14. C — The lines acknowledge a paradox: a house is only walls — only a structure — but those walls have held the speaker's family's life. This is the emotional centre of the poem. The other options misread the lines as construction criticism, materials commentary, or anger.

15. Open-Response — **Sample strong answer:** *Both pieces involve a young person facing a significant change in their life. In "Holding the Baby," Eli has to learn how to become an older brother to Naya after twelve years of being the only child in the house — and he begins to do this in quiet ways, like learning her favourite lullaby and holding her on the couch. In "Letter to a House," the speaker is leaving the home where she grew up — the house with the carpet that has heard her secrets since she was four — and she is thanking the house for its quiet daily presence before she goes. Both pieces show a young person facing change by quietly honouring what mattered before the change happened.* (Strong: clear similarity + evidence from both texts.)

16. B — The article's central purpose is to explain why the Bay of Fundy has the highest tides on Earth — covering the funnel shape, the resonance effect, and the natural rhythm of the bay. Every section supports this. The other options misread the purpose as tourism, comparison, or energy policy.

17. D — Comparing the 16-metre tide change to a five-storey building gives the reader an immediate, concrete sense of how enormous the tide difference is. Most readers cannot easily picture 16 metres but can picture a five-storey building. The other options misread the opening as a danger warning, a geographic comment, or a travel statement.

18. A — The article states directly that "tides happen because of the gravitational pull of the moon — and, to a lesser extent, the sun — on the water that covers most of Earth's surface." This is the textbook cause. The other options invent causes (wind, temperature, glaciers) the article does not support.

19. C — The article explains that as the bay narrows, "an enormous amount of water flows in through the wide opening" and "that same volume of water is forced into a smaller and smaller space. The water has nowhere to go but up." This is the funnel-effect explanation. The other options invent unrelated functions for the funnel shape.

20. B — When the bay's natural rhythm matches the tide cycle, the energy of each tide arrives "just as the previous tide is reflecting back from the head of the bay" and "the energy of the two tides adds together, like someone pushing a swing at exactly the right moment." This is the resonance effect that amplifies the tide. The other options misread resonance as longer gravity, fixed timing, or water temperature.

21. D — The article states directly that the tides "have carved enormous red sandstone cliffs along the New Brunswick coast — the famous Hopewell Rocks, which look like giant flowerpots." This is the article's specific example. The other options invent geographic features not in the article.

22. Open-Response — **Sample strong answer:** *At high tide, the Bay of Fundy is filled with water nearly to the top of the surrounding cliffs — the cross-section diagram shows the water level reaching about 16 metres, with a fishing boat floating near the surface. At low tide, that same bay drops 16 metres lower; the boat is left sitting on the exposed muddy bottom of the bay, surrounded by the rock formations called the Hopewell Rocks. The article explains that this difference — about 16 metres — is the largest tidal range on Earth, and it happens twice every day in the same place.* (Strong: claim + two specific details from both sources.)

23. A — Graphic Text 2 shows two clear peaks labelled "HIGH TIDE" — one around 5:30 AM and one around 6:00 PM — meaning two high tides occur in a single day. The other options miscount the peaks or invent fixed intervals.

24. C — Graphic Text 2 shows tide heights peaking at about 16 m and dropping to about 0 m, with a labelled text box reading "Average difference between high and low tide: about 16 metres." This matches the central article claim. The other options misread the chart as small differences, equal heights, or progressive growth.

25. Open-Response — **Sample strong answer:** *The tides have shaped the region around the Bay of Fundy in many important ways. According to the article, the tides have carved the famous Hopewell Rocks — large red sandstone formations that look like giant flowerpots at low tide and are surrounded by ocean at high tide. The tides also expose vast mudflats twice a day, which the cross-section diagram shows as the wide muddy bottom revealed at low tide, and these mudflats serve as one of the richest feeding grounds for migratory birds in North America. The tides have shaped the landscape, the wildlife, and the local fishing, farming, and tourism industries.* (Strong: two specific impacts + evidence from both sources.)

26. B — The author includes the Mi'kmaq reference to remind readers that the people of the region have lived with and known the tides for a very long time — long before European explorers named the bay or scientists studied it. The other options misread the inclusion as scientific disinterest, a language claim, or a present-day fact about shellfish.

27. Open-Response — **Sample strong answer:** *The author is suggesting that the tides exist independently of human attention or study. The article points out that the Mi'kmaq lived with the tides as*

a part of daily life long before European explorers arrived, and that today scientists, engineers, and tourists study the bay. But the closing reminds readers that the tides "rise. They fall. They reshape the coastline. They feed the birds." The natural world has its own rhythms, and the Bay of Fundy's tides will continue whether or not anyone is watching — humans are visitors to a place that belongs to itself. (Strong: clear interpretation + text evidence.)

28. Open-Response — Sample strong answer: *The Bay of Fundy, on Canada's east coast, has the highest tides in the world — the difference between high tide and low tide is about sixteen metres, the height of a five-storey building. These extreme tides happen because the bay is shaped like a funnel, which forces incoming water into a smaller space, and because the bay's natural rhythm matches the tide cycle, which amplifies each tide through a process called resonance. The tides shape the entire region, carving the Hopewell Rocks and creating rich feeding grounds for migratory birds. (Strong: captures main ideas + uses specific detail + own words.)*

29. C — "Because" introduces a cause-and-effect relationship — the runner trained for six months *because* the race was the most important event of her year. This is the only conjunction that fits the meaning. "Unless" signals condition, "although" signals concession, and "however" signals contrast — none of which match the cause-and-effect relationship.

30. A — The subject is "pile" (singular), not "towels" (which is part of the prepositional phrase "of clean towels"). The singular verb "is folded" is correct. Options B, C, and D use plural verbs that incorrectly agree with the closer noun rather than the actual subject. This is the classic subject-verb agreement trap.

31. D — Option D correctly uses a comma after the introductory dependent clause ("Although the snow was heavy,") and commas to separate three items in a list ("the bakery, the post office, and the library"). Options A, B, and C either omit needed commas or scatter them incorrectly throughout the sentence.

32. B — "Children" is already plural without an "s," so the possessive form is "children's" — adding 's after the irregular plural. Option A omits the apostrophe entirely. Option C incorrectly places the apostrophe after "childrens." Option D adds an unnecessary extra apostrophe. This follows the same rule as "men's," "women's," and "geese's" — irregular plurals form possessives by adding 's.

33. Open-Response — Sample strong answer: *Last summer, my younger brother and I visited our cousins in Saint John. We spent the entire afternoon exploring the coastline and looking for shells along the rocky beaches. It was one of the most memorable experiences we have shared together. (Three errors fixed: "my younger brother and me" → "my younger brother and I"; "saint john" → "Saint John"; "memorable" → "memorable.")*

34. Open-Response — Sample strong answer: *As the tide began to rise quickly and the fishing boats turned toward the harbour, the seabirds lifted into the air all at once. (Strong: combines all three ideas using subordination, flows smoothly, paints a coherent harbour scene.)*

35. Open-Response — Sample strong answer: *I left my grandmother's apartment on Cedar Street when I was nine years old, after she moved into a smaller place closer to my parents. Her old apartment had a narrow balcony that looked out over a community garden, and every spring the smell of lilacs would drift up through her screen door. I remember sitting on the balcony floor in early June, eating slices of*

cantaloupe from a chipped blue bowl, while the wind moved the lilac branches just below us. (Strong: specific place, sensory detail, personal connection.)

36. Extended Writing — Sample Level 3 response benchmark: A strong narrative response builds around one specific change at home — a new sibling, a parent's job, a grandparent's visit, a move, an illness — and develops a clear arc where someone in the family responds in a quiet but meaningful way. Strong responses describe the change in sensory detail, place the quiet response inside a small but pivotal scene, and close with a moment of insight. Length: approximately three to five paragraphs. The strongest responses earn the word "quiet" through restrained, specific action rather than announcing it.

37. C — Option C has a clear subject ("The carpenter"), a verb ("measured"), 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 (three independent clauses fused without proper punctuation).

38. A — The sentence describes an action that had been ongoing before another past event ("By the time the lighthouse keeper finished his rounds"). This requires the past perfect continuous tense, "had been rising." Options B, C, and D use present, simple present, or future tenses that do not match the past-before-past time relationship signalled by the sentence.

39. D — "Upcomming" is misspelled; the correct spelling is "upcoming" with a single "m." The other three sentences contain no spelling errors. This is a commonly misspelled word at the Grade 6 level because doubling the "m" looks plausible but is not correct.

40. B — "While" introduces a clause showing simultaneous action — the author signed copies *while* the line of readers stretched to the front door. This time relationship fits the meaning. "Unless" signals condition, "however" signals contrast, and "because" signals cause — none of which match the simultaneous action described.

41. Open-Response — Sample strong answer: *Each of the dancers was responsible for memorizing their own choreography before the dress rehearsal began.* (Two corrections: "were" → "was" because the indefinite pronoun "each" is always singular; "they're" (the contraction "they are") → "their" (the possessive). Both are common errors from Chapter 7.)

42. Open-Response — Sample strong answer: *The fog finally lifted just after sunrise. The small fishing village began to wake up, and the bells of the harbour church began to ring across the quiet water.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

43. C — Option C correctly capitalizes "September" (month) and "Fredericton" (proper city name), while leaving "family," "grandparents," and "long weekend" lowercase (common nouns). Option A fails to capitalize "Fredericton" and incorrectly capitalizes "Family." Option B fails to capitalize "September" and incorrectly capitalizes "Long Weekend." Option D fails to capitalize "Fredericton" and incorrectly capitalizes "Grandparents."

44. D — "Who" is used to refer to people doing an action — the teacher *who* won the award. "Which" refers to things, "whom" is the object form (incorrect because the pronoun is the subject of "won"), and "whose" indicates possession. "Who" is the only correct relative pronoun here.

45. A — Option A 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. Options B, C, and D either omit quotation marks, misplace them, or omit the question mark and the punctuation around the speaker tag.

46. Extended Writing — Sample Level 3 response benchmark: A strong opinion response takes a clear stand (students should visit other Canadian regions OR classroom learning is sufficient OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (firsthand experience, equity of access, cost, geographic awareness, classroom efficiency), 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 Canadian natural place in the opening paragraph (a river, forest, coastline, mountain, park, or other natural space) and explains how the writer learned about it, develops at least two interesting features in separate body paragraphs with sensory detail, and closes with a reflection on why this place matters. Length: approximately four paragraphs. The strongest responses pick a focused, specific location rather than a sweeping region, and let personal connection drive the writing.