

PRACTICE EXAM 18: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

READING SESSION A

Time: Approximately 35 minutes

Passage 1: "Audition Number Seven"

A short story by Reza Mendelsohn

The audition room had a piano, three judges, and a small wooden chair.

Saanvi was audition number seven.

She sat in the hallway with her violin case across her knees, listening to the small sounds coming from the closed door of Room 4B. A note from a piano. A pause. Another note. Voices murmuring something Saanvi could not quite hear. A door opening. A different student walking out, eyes red, trying very hard to look as though she did not care.

Saanvi had been preparing for the Provincial Junior String Orchestra audition for almost a year.

She had practised every weekday after school. She had practised most weekends. She had played the same Bach piece — three minutes and twenty-two seconds long — more times than she could count. Her teacher, Mr. Chen, had told her two weeks ago that her playing had reached "the point where there is nothing more I can tell you. Now you must play."

Saanvi had not felt ready to hear that.

She had felt much less ready now.

In her case, beside her violin, she had tucked a small piece of paper. On it, in her father's neat handwriting, were the words: Whatever happens — you have already done the hard part. The hard part was the practice.

Saanvi had read the paper four times that morning.

It had not made her hands stop shaking.

The door of Room 4B opened. A man in a grey sweater looked out into the hallway. He had a clipboard.

"Saanvi Iyer?" he said.

Saanvi stood up.

She walked into the room.

The room was smaller than she had imagined. Three adults — two women and one man — sat at a long table at the back of the room with notepads in front of them. There was an empty music stand in the centre of the room. There was the small wooden chair. There was the piano in the corner.

The man in the grey sweater had introduced himself before she had really heard him. He said something kind. Saanvi nodded. She tried to remember to breathe.

She set down her violin case.

She took out her violin.

She tightened her bow. She tuned the four strings — slowly, more slowly than she usually did, because her fingers were not quite working the way they usually worked. She tuned the A first, the way Mr. Chen had taught her. The A was slightly flat. She corrected it. The D was fine. The G needed a small turn of the peg.

She looked up at the three judges.

She lifted the violin to her shoulder.

She forgot the entire piece.

For one long, terrifying second, Saanvi could not remember the opening notes of the Bach piece she had played hundreds of times. Her bow was on the string. Her left hand was in position. But the music was gone.

She closed her eyes.

She tried to remember her father's note. You have already done the hard part.

She tried to remember Mr. Chen. Now you must play.

She tried to remember why she had wanted to do this in the first place.

And then her hand, somehow, knew what to do. Without thinking about it — without deciding — her fingers moved. The first note came out of her violin. It was the right note. The second came after it. The third. The fourth. The Bach piece — three minutes and twenty-two seconds — began to find its own way through her.

Saanvi opened her eyes after the first phrase.

The three judges were watching her.

She kept playing.

In the middle of the second section, Saanvi made a small mistake — a note that should have been a B-flat came out as a B-natural. It was a small mistake. Most listeners would not have noticed it. But Saanvi noticed it. And for a fraction of a second, she felt the panic begin to come back.

Then she did something Mr. Chen had told her to do, in their last lesson, almost as an afterthought.

If you make a mistake during the audition, just keep going. The judges are not looking for perfection. They are looking for music.

Saanvi kept going.

She played the third section. She played the slow part in the middle. She played the return to the opening melody. She played the final long note — the one Mr. Chen had told her to hold "for one extra breath."

She held it.

She lowered her bow.

The audition room was quiet.

Saanvi stood very still.

One of the judges — the older woman in the middle — wrote something on her notepad and then looked up. She smiled.

"Thank you, Saanvi," she said. "That was lovely."

Saanvi nodded. She did not know what to say.

She put her violin back in its case. She picked up the case. She walked out of Room 4B. The hallway was just as it had been when she had arrived. Audition number eight was already waiting.

Saanvi did not know yet whether she had made the orchestra.

She would not find out for two weeks.

But she walked down the hallway and out of the building, and the late winter sunlight was bright against the snow on the steps, and Saanvi sat down on the bench at the bus stop and held her violin case in her lap and let out a breath she had not realized she had been holding.

She had played.

She had made a mistake.

She had kept going.

That, for now, was enough.

1. Why does the author **MOST LIKELY** include the detail about a different student leaving the audition room with "eyes red, trying very hard to look as though she did not care"?

- A. To prove that the audition judges had been unfair to several students that morning
- B. To explain that the previous student had been crying about a personal problem
- C. To build a sense of pressure and high stakes before Saanvi enters the audition room
- D. To suggest that students who audition for the orchestra should not be so emotional

2. Read this sentence from the passage:

"She had played the same Bach piece — three minutes and twenty-two seconds long — more times than she could count."

What does this sentence MOST LIKELY suggest about Saanvi?

- A. Saanvi has been spending too much time on a single short piece of music
- B. Saanvi has prepared very carefully and seriously for the audition
- C. Saanvi is bored with the Bach piece and would prefer to play something else
- D. Saanvi has memorized the exact length of every piece she has ever played

3. What does Saanvi's father MEAN when he writes, "The hard part was the practice"?

- A. The audition itself will be much more difficult than the year of practice has been
- B. The father wants Saanvi to focus on the difficulty of memorizing the Bach piece
- C. The father is reminding Saanvi that some pieces of music are simply too hard
- D. The real work of becoming ready has already been done over many months

4. Read this part of the passage:

"She tuned the A first, the way Mr. Chen had taught her. The A was slightly flat. She corrected it."

What does this part of the passage MOST LIKELY suggest about Saanvi?

- A. Saanvi is following the training she has received, even when she feels nervous
- B. Saanvi's violin had not been properly tuned at home before she came to the audition
- C. Saanvi is taking longer than she should to begin her audition piece
- D. Saanvi is hoping the judges will give her extra time to prepare to play

5. What is the MOST LIKELY reason Saanvi "forgot the entire piece" for one long second?

- A. Saanvi had not actually practised the piece carefully enough during the past year
- B. The room was too small for Saanvi to play her violin comfortably during the audition
- C. The pressure of the moment briefly overwhelmed her even though she knew the music
- D. The judges were not paying attention to Saanvi when she walked into the room

6. When the narrator says that Saanvi's "fingers moved. Without thinking about it — without deciding," what is the author MOST LIKELY communicating?

- A. A year of careful practice has trained her body to remember what her mind has briefly forgotten
- B. Saanvi has special natural talent that other young musicians do not usually have
- C. The judges had given Saanvi extra time to gather her thoughts before she began
- D. Saanvi has been secretly humming the Bach piece quietly under her breath

7. Why does Saanvi keep playing AFTER she makes the small B-flat mistake?

- A. She is hoping that the judges have not noticed the small mistake she has made
- B. She wants to finish before audition number eight has a chance to enter the room
- C. She has been told not to stop in the middle of the piece even if she makes an error
- D. She remembers Mr. Chen's lesson that judges are looking for music, not perfection

8. What is the central THEME of this story?

- A. Children who audition for advanced musical groups should not be allowed to use sheet music
- B. Doing your best in a difficult moment can mean continuing — and trusting your preparation
- C. Mistakes during auditions usually mean that the student has not practised carefully enough
- D. Judges of musical auditions are usually kinder than the students expect them to be

9. (Open-Response)

Explain how Saanvi changes between the moment she walks into the audition room and the moment she finishes playing. Use at least TWO specific details from the passage to support your answer.

(Write your response in the space provided.)

"— she said it was the best one she'd heard all day —"

"— I forgot the third measure but I made it up —"

"— I cried in the bathroom for ten minutes —"

"— I am never doing this again —"

"— I am definitely doing this again —"

"— my hands stopped shaking somewhere in the middle —"

"— I think I was good — was I good? —"

"— it does not matter, you played —"

"— it does not matter, you played —"

"— it does not matter — "

"— you played."

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

- A. A ballad — a song-like poem that tells a long story with regular rhymes
- B. A found poem — built from fragments of language collected from another setting
- C. An acrostic poem — a poem in which the first letter of each line spells a hidden word
- D. A haiku sequence — three connected short poems built from a 5-7-5 syllable pattern

12. What is the MAIN purpose of repeating the line "it does not matter, you played" at the end of the poem?

- A. To prove that the poet had run out of new lines to add to the poem by that point
- B. To suggest that the speakers in the hallway were all saying the same exact words at once
- C. To prove that the audition organizers were unwilling to give the students useful feedback
- D. To emphasize the central message — that the act of playing itself is what mattered

13. Read this pair of lines from the poem:

"— I am never doing this again — / — I am definitely doing this again —"

What do these two lines, placed side by side, MOST LIKELY suggest?

- A. Different students felt very different things about their auditions in the same hallway

diabetes in the early 1900s usually died within months of their diagnosis. There was almost nothing doctors could do.

By the end of the following year, that had changed.

The four researchers — Frederick Banting, Charles Best, James Collip, and J. J. R. Macleod — discovered, purified, and successfully tested insulin, a hormone the human body produces naturally but that diabetic patients cannot produce in sufficient quantities. Their discovery has saved an estimated several hundred million lives over the past century. The University of Toronto sold the patent to the medical community for one dollar so that insulin could be produced widely and affordably.

This article tells the story of how the discovery happened, and why it remains one of the most important moments in Canadian medical history.

What Diabetes Is

Type 1 diabetes is a condition in which the body cannot produce enough of a hormone called insulin. Insulin is what allows the human body to use sugar from food for energy. Without insulin, sugar builds up in the bloodstream while the body's cells slowly starve. Before 1921, the only treatment for type 1 diabetes was a very strict starvation diet that could keep a patient alive for a few extra months — but the disease was, in the end, almost always fatal, particularly for children.

This was the world Frederick Banting was working in when, in late 1920, he had an idea.

The Idea in a Notebook

Banting was a young surgeon from London, Ontario. He was not a research scientist. He had no laboratory. But after reading a medical article late one October night, he wrote a short note in his notebook describing a new approach to isolating the substance in the pancreas that controlled sugar in the bloodstream.

He took the idea to Professor J. J. R. Macleod at the University of Toronto. Macleod was skeptical. Banting did not have a research background. The idea was unproven. But Macleod agreed to give Banting a small laboratory, a young student assistant — Charles Best — and a short period of time during the summer of 1921 to test the idea.

Banting and Best began their experiments in May 1921.

By July, they had produced a substance from the pancreas of dogs that could lower blood sugar in diabetic dogs.

By December, with the help of biochemist James Collip, they had purified the substance enough to test on a human patient.

A Boy Named Leonard

On January 11, 1922, a fourteen-year-old boy named Leonard Thompson became the first person to receive a purified insulin injection. Leonard had been admitted to Toronto General Hospital weeks earlier weighing only about thirty kilograms — close to half his expected healthy weight for his age. He was near death.

The first injection was only partially successful. The early version of the insulin was not yet pure enough. But within two weeks, after Collip improved the purification process, Leonard received a second injection. His blood sugar dropped to normal levels for the first time in years. His weight began to return. His strength returned.

Leonard Thompson lived another thirteen years.

He died in 1935, at age twenty-seven, of a separate illness — but those thirteen years were thirteen years he would never have had without insulin.

A Patent Sold for One Dollar

Banting, Best, and Collip held the patent for insulin. They could have sold it to a pharmaceutical company for an enormous amount of money. They did not. They sold the patent to the University of Toronto for one dollar each.

Their reasoning was simple. Banting later wrote: "Insulin does not belong to me. It belongs to the world."

The University of Toronto then licensed insulin production to pharmaceutical companies around the world at very low cost, so that the medication could be made widely available. Within a few years of the discovery, insulin was being produced in factories on multiple continents. Children with type 1 diabetes — who had previously had no future at all — now had a treatment that allowed them to live full, long lives.

The Nobel Prize

In 1923, Banting and Macleod were awarded the Nobel Prize in Physiology or Medicine for the discovery of insulin. It was — and remains — one of the fastest Nobel Prizes ever awarded after a discovery.

Banting shared his prize money with Best, who had not been included by the Nobel committee. Macleod shared his prize money with Collip. The four researchers had decided, together, that the discovery belonged to the team.

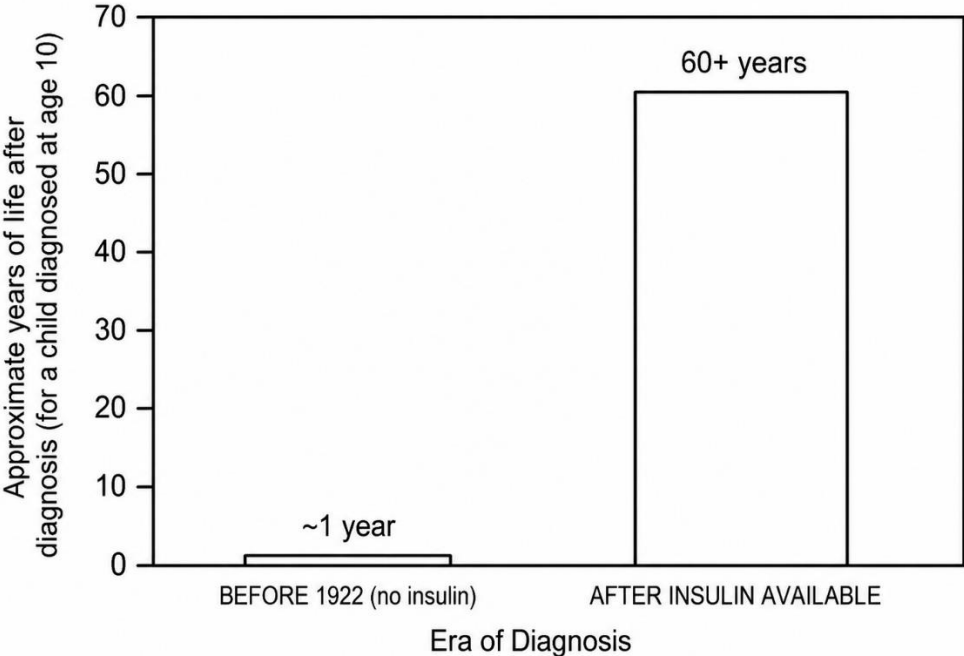
Why It Still Matters

A century after the discovery, insulin remains one of the most widely used medications in the world. An estimated eight to nine million people worldwide depend on it daily to survive. The medication has been refined many times since 1922 — modern insulin is purer, faster-acting, and longer-lasting than the version that was given to Leonard Thompson — but every dose still descends from that summer in Toronto.

The discovery of insulin remains a story about science, about generosity, and about what becomes possible when a small group of people decide that a discovery should belong to everyone.

In a small laboratory in Toronto, in the summer of 1921, four researchers changed the world.

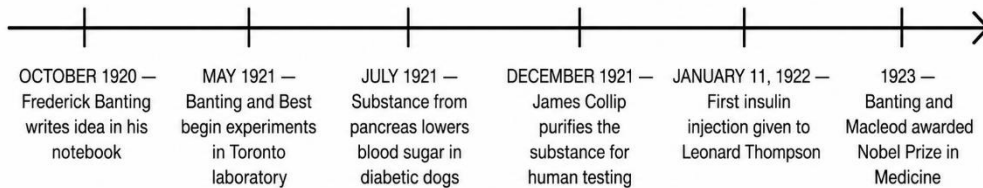
Graphic Text 1: The Timeline of Insulin's Discovery



Based on historical and modern medical estimates.

Graphic Text 2: Life Expectancy for Type 1 Diabetes — Before and After Insulin

From notebook idea to Nobel Prize: about three years.



16. What is the MAIN purpose of this article?

- A. To convince Canadian readers to donate to diabetes research at the University of Toronto
- B. To compare the discovery of insulin with other important medical discoveries in history
- C. To argue that all medical patents should always be sold to the public for one dollar
- D. To tell the story of the Canadian discovery of insulin and explain why it still matters

17. Why does the author MOST LIKELY open the article by describing what diabetes was like before 1921?

- A. To suggest that doctors in the early 1900s were unwilling to treat children with diabetes
- B. To establish how desperate the situation was before the discovery, so the breakthrough feels more meaningful
- C. To prove that the University of Toronto had been studying diabetes for many decades
- D. To suggest that families with diabetic children should consider moving close to a research hospital

18. According to the article, what does INSULIN do in the human body?

- A. It allows the body to use sugar from food as energy for the body's cells

- B. It removes excess sugar from food before the food enters the bloodstream
- C. It helps the human body produce more red blood cells over time
- D. It controls the body's response to physical exercise during the day

19. Why was the first injection given to Leonard Thompson in January 1922 only "partially successful"?

- A. The injection was given to him at the wrong time of day during the morning
- B. Leonard was too weak from his disease to fully benefit from the injection
- C. The early version of the insulin was not yet pure enough to work properly
- D. The hospital staff had not been fully trained on how to give the injection

20. Read this sentence from the article:

"They sold the patent to the University of Toronto for one dollar each."

What does this decision MOST LIKELY reveal about Banting, Best, and Collip?

- A. They did not believe that the discovery would ever become widely used in the world
- B. They were not legally permitted to sell the patent to a private pharmaceutical company
- C. They did not understand how much money the patent could have earned them
- D. They believed the discovery should belong to the world rather than to themselves

21. What did Banting and Macleod do with their Nobel Prize money in 1923?

- A. They donated all of the money directly back to the University of Toronto for new equipment
- B. They shared the prize money with the other two members of the research team
- C. They used the money to open a new diabetes treatment hospital in the city of Toronto
- D. They invested the money in further research projects unrelated to diabetes

22. (Open-Response)

Using information from BOTH the article and Graphic Text 1 (the timeline), explain how long it took for insulin to move from being an idea in a notebook to being awarded the Nobel Prize. Include at least TWO specific events in your answer.

(Write your response in the space provided.)

23. According to Graphic Text 2, approximately how many YEARS of life could a child diagnosed with type 1 diabetes at age 10 expect AFTER insulin became available?

- A. Approximately 60 or more additional years of life after the diagnosis
- B. Approximately 30 additional years of life after the diagnosis
- C. Approximately 10 additional years of life after the diagnosis
- D. Approximately 1 year of life after the diagnosis

24. What does Graphic Text 2 reveal about the IMPACT of insulin on the lives of children with type 1 diabetes?

- A. Insulin only slightly increased the average life expectancy of diabetic children
- B. Insulin had roughly the same effect on adults and children with diabetes
- C. Insulin transformed the life expectancy of diabetic children from about one year to over sixty years
- D. Insulin became less effective in the decades after it was first discovered

25. (Open-Response)

Use information from BOTH the article and Graphic Text 2 to explain why the discovery of insulin can be called a "medical miracle." Include at least TWO specific details in your answer.

(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 musician practised her piece carefully every evening ___ she wanted to perform it perfectly at the recital.

Which word BEST completes the sentence?

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

30. Which sentence has correct subject-verb agreement?

- A. The pile of musical scores on the piano are organized by composer and date
- B. The pile of musical scores on the piano were organized by composer and date
- C. The pile of musical scores on the piano is organized by composer and date
- D. The pile of musical scores on the piano have been organized by composer and date

31. Which sentence is punctuated correctly?

- A. Although the audition was difficult, we still played the violin, the piano, and the cello pieces well
- B. Although the audition was difficult we still played the violin the piano and the cello pieces well
- C. Although, the audition was difficult we still played the violin, the piano and the cello pieces well
- D. Although the audition was difficult we still played, the violin the piano, and the cello pieces well

32. Which sentence uses an apostrophe correctly?

- A. The childrens orchestra performed at the community centre last weekend evening
- B. The childrens' orchestra performed at the community centre last weekend evening

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

- A. Walking carefully along the path beside the wide harbour that early morning before sunrise
- B. Although the rehearsal had been long and the dancers were quite tired by the end of the day
- C. The veterinarian gently examined the puppy before giving us her diagnosis at the office
- D. The kettle whistled the cat jumped down the children ran into the kitchen with their mugs

38. Read the sentence:

By the time the curtain rose, the cast ___ for almost four hours.

Which phrase BEST completes the sentence?

- A. is rehearsing
- B. had been rehearsing
- C. rehearses
- D. will rehearse

39. Which sentence contains a spelling error?

- A. The committee discussed the new schedule with seperate groups of community members
- B. The students worked diligently on their reports about Canadian medical history
- C. The chef carefully prepared a beautiful meal for the visiting government officials
- D. The athletes practised every morning to prepare for the upcoming track meet

40. Read the sentence:

The actor rehearsed her lines every morning, ___ she still felt nervous on the opening night of the play.

Which word BEST completes the sentence?

- A. so
- B. because
- C. unless
- D. but

Part 3: Conventions Continued (Questions 43-45)

43. Which sentence uses capitalization correctly?

- A. Last May, my Family visited the university of toronto to learn about the discovery of insulin
- B. Last may, my family visited the university of Toronto to learn about the discovery of insulin
- C. Last May, my family visited the University of Toronto to learn about the discovery of insulin
- D. Last May, my family visited the University Of Toronto to learn about the Discovery of Insulin

44. Read the sentence:

The scientist ___ discovered insulin in Toronto in 1921 was awarded the Nobel Prize two years later.

Which word BEST completes the sentence?

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

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)

46. (Extended Writing — Opinion)

Some people believe that students in Grade 6 should be encouraged to participate in at least one performing arts activity each year — such as music, drama, dance, or choir. Other people believe that performing arts should always be a free choice, never a requirement.

What do you think?

Write a response in which you:

47. (Extended Writing — Series of Paragraphs)

Think about a Canadian discovery, invention, or scientific achievement that you find interesting. This could be something well-known (such as insulin, the Canadarm, or the snowmobile) or something smaller and more local that you have learned about.

Write a piece in which you:

- Introduce the discovery or invention and explain how you learned about it
- Describe at least TWO specific things that make it important
- Include specific details that show why it matters
- End with a reflection on what this discovery or invention helps you understand about Canada or science

(Aim for approximately four paragraphs.)

Practice Exam 18: Answer Key and Explanations

1. C — The image of a student leaving with "eyes red, trying very hard to look as though she did not care" builds a sense of pressure and high stakes before Saanvi enters the audition room. This detail amplifies the tension the reader will feel during Saanvi's own audition. The other options misread the detail as unfairness, a personal problem, or a behaviour critique.

2. B — A year of practising the same three-minute piece "more times than she could count" characterizes Saanvi as deeply prepared and serious about her audition. The detail establishes how much work she has put in. The other options misread the detail as over-focus, boredom, or trivia memorization.

3. D — Saanvi's father is reminding her that the real work of becoming ready has already been done — over many months of practice. The audition is only one short moment; the preparation was the long, difficult part. The other options misread the sentence as a warning about difficulty, a focus on memorization, or a comment on hard pieces.

4. A — Saanvi following Mr. Chen's tuning order — A first, then D, then G — even while her fingers are shaking shows that she is leaning on her training to steady herself. Even when nervous, she falls back on what she has been taught. The other options misread the detail as poor home preparation, slowness, or a request for extra time.

5. C — Saanvi has practised the piece hundreds of times and clearly knows it well. The momentary blank is the result of audition pressure briefly overwhelming her — a common experience for performers. The other options misread the moment as poor preparation, room size, or judge inattention.

6. A — Fingers moving "without thinking about it — without deciding" is muscle memory at work — a year of careful practice has trained her body to remember what her mind has briefly forgotten. This is the payoff of the practice her father referenced. The other options misread the moment as natural talent, extra time, or humming.

7. D — Saanvi remembers Mr. Chen's lesson directly — "The judges are not looking for perfection. They are looking for music." That advice is what allows her to continue after the B-flat slip. The other options misread her motivation as hiding the mistake, time pressure, or a general rule.

8. B — The story's emotional core is that doing your best in a difficult moment can mean continuing through a mistake and trusting your preparation. Saanvi forgets the piece, recovers, plays a wrong note, and keeps going — and that is what she has done well. The other options misread the message as a sheet-music rule, a practice critique, or a judge characterization.

9. Open-Response — **Sample strong answer:** *Saanvi changes from a nervous, almost paralyzed young musician into someone who has trusted her preparation and her training. When she walks into the audition room, her fingers are not "working the way they usually worked" and she completely forgets the opening notes of a piece she has played hundreds of times. By the end, she has recovered from the blank moment, kept playing after making a small B-flat mistake, and held the final note "for one extra breath" the way Mr. Chen taught her. Saanvi has moved from frozen panic to steady, present performance. (Strong: clear before/after change + two specific details.)*

10. Open-Response — Sample strong answer: *Saanvi's closing thoughts show that she has redefined success for herself. She does not yet know whether she will make the Provincial Junior String Orchestra, but she knows she has done what mattered — she played the piece, she made a mistake, and she kept going. Her father had told her that the hard part was the practice, and Mr. Chen had told her that judges look for music rather than perfection. By accepting that "for now" what she did was enough, Saanvi shows that she has learned to value the experience of performing — not just the result.* (Strong: clear interpretation + text evidence.)

11. B — A found poem is built from fragments of language collected from another setting — the poet did not invent the phrases but arranged them. The note at the top of the poem makes this explicit. The other options describe forms that do not match (no ballad story, no acrostic word, no haiku structure).

12. D — Repeating "it does not matter, you played" three times — and ending with "you played" alone — emphasizes the central message: the act of playing itself is what mattered. The repetition makes the takeaway impossible to miss. The other options misread the repetition as lack of lines, simultaneous voices, or feedback complaint.

13. A — The two lines side by side — "I am never doing this again" and "I am definitely doing this again" — capture the range of feelings different students have after the same audition. The placement is deliberate. The other options misread the lines as one student changing her mind, audition unfairness, or poet indecision.

14. C — The line is honest about how emotionally hard the audition felt — the speaker cried in the bathroom for ten minutes. The poem treats this honesty as part of the audition experience, not as something to hide. The other options misread the line as a bathroom complaint, a request for comfort, or a temperature critique.

15. Open-Response — Sample strong answer: *Both pieces honour the emotional weight of a performance audition for young people. In "Audition Number Seven," Saanvi forgets the opening notes of a piece she has practised for nearly a year, plays through a small B-flat mistake, and leaves the room having played but not knowing yet whether she made the orchestra. In "Things Heard in the Hallway," the found-poem voices say things like "I cried in the bathroom for ten minutes," "my hands stopped shaking somewhere in the middle," and "it does not matter, you played." Both pieces honour the courage it takes simply to walk into the room and play.* (Strong: clear similarity + evidence from both texts.)

16. D — The article's central purpose is to tell the story of the Canadian discovery of insulin — Banting's idea, the Toronto laboratory, Leonard Thompson's recovery, the patent sold for one dollar, the Nobel Prize, and the medication's lasting global impact. Every section supports this. The other options misread the purpose as fundraising, comparison, or a universal policy argument.

17. B — Opening with the situation before 1921 — that children with type 1 diabetes "usually died within months" and that doctors could do "almost nothing" — establishes how desperate the situation was, which makes the breakthrough that follows feel more meaningful. The other options misread the opening as criticism of doctors, an institutional history claim, or a relocation suggestion.

18. A — The article states directly that "insulin is what allows the human body to use sugar from food for energy." This is the core biological function described. The other options invent functions (food intercept, red blood cell production, exercise control) the article does not support.

19. C — The article states that "the early version of the insulin was not yet pure enough" and that within two weeks, after Collip improved the purification process, Leonard received a second injection that worked. This is the explanation given. The other options invent reasons (time of day, weakness, staff training) the article does not support.

20. D — Banting is quoted directly: "Insulin does not belong to me. It belongs to the world." Selling the patent for one dollar each was a deliberate decision to put the discovery in the hands of humanity, not a corporation. The other options misread the decision as ignorance of value, legal restriction, or doubt about adoption.

21. B — The article states explicitly that "Banting shared his prize money with Best" and "Macleod shared his prize money with Collip." This was their way of recognizing that the discovery belonged to the team. The other options invent alternative uses (donation, hospital founding, unrelated investment) not in the article.

22. Open-Response — Sample strong answer: *The discovery of insulin took about three years to move from idea to Nobel Prize, according to both the article and the timeline. The article and the timeline show that Frederick Banting wrote his initial idea in his notebook in October 1920. He and Charles Best began their experiments in a small Toronto laboratory in May 1921, and by July of that year they had a substance that could lower blood sugar in diabetic dogs. Leonard Thompson received the first injection on January 11, 1922, and Banting and Macleod were awarded the Nobel Prize in 1923 — one of the fastest Nobel Prizes ever awarded after a discovery.* (Strong: claim + multiple specific events from both sources.)

23. A — Graphic Text 2 clearly shows the right bar (AFTER INSULIN AVAILABLE) rising to approximately 60+ years for a child diagnosed at age 10. This is the chart's specific value. The other options confuse the chart with smaller numbers (30, 10) or invert it with the pre-1922 value (1 year).

24. C — The chart shows life expectancy moving from about 1 year (before 1922) to about 60+ years (after insulin became available) for a child diagnosed at age 10. The transformation is enormous. The other options misread the chart as small effect, equal effect on adults, or decline over time.

25. Open-Response — Sample strong answer: *The discovery of insulin can be called a "medical miracle" because it changed an almost-certain death sentence into a treatable condition. According to the article, before 1921, children diagnosed with type 1 diabetes "usually died within months" and the only treatment was a strict starvation diet. Graphic Text 2 shows that a child diagnosed at age 10 before 1922 could expect only about one more year of life, while a child diagnosed after insulin became available could expect more than sixty additional years. An estimated several hundred million lives have been saved over the past century by this discovery.* (Strong: claim + two specific details from both sources.)

26. D — The closing paragraph frames the discovery as "a story about science, about generosity, and about what becomes possible when a small group of people decide that a discovery should belong to

everyone." This is the broader meaning the article wants the reader to take away. The other options misread the closing as a recognition argument, a ranking claim, or a present-day price policy.

27. Open-Response — Sample strong answer: *The quote is important because it captures the spirit that turned the Toronto discovery into a global medical miracle. Banting, Best, and Collip could have sold the insulin patent to a pharmaceutical company for an enormous amount of money. Instead, they sold it to the University of Toronto for one dollar each so that insulin could be produced widely and affordably around the world. Banting's statement — "Insulin does not belong to me. It belongs to the world." — explains why the discovery has saved an estimated several hundred million lives, rather than enriching only a few people.* (Strong: clear interpretation + text evidence.)

28. Open-Response — Sample strong answer: *In the summer of 1921, four researchers at the University of Toronto discovered, purified, and successfully tested insulin — a hormone that allows the body to use sugar for energy and that diabetic patients cannot produce in sufficient quantities. The first successful patient, a fourteen-year-old boy named Leonard Thompson, received insulin in January 1922 and lived another thirteen years; an estimated eight to nine million people worldwide depend on insulin every day. The researchers chose to sell the patent for one dollar so that the medication could belong to the world rather than to a single company.* (Strong: captures main ideas + uses specific detail + own words.)

29. B — "Because" introduces a cause-and-effect relationship — the musician practised carefully *because* she wanted to perform perfectly at the recital. 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. C — The subject is "pile" (singular), not "scores" (which is part of the prepositional phrase "of musical scores"). The singular verb "is organized" is correct. Options A, B, 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. A — Option A correctly uses a comma after the introductory dependent clause ("Although the audition was difficult,") and commas to separate three items in a list ("the violin, the piano, and the cello pieces"). Options B, C, and D either omit needed commas or scatter them incorrectly throughout the sentence.

32. D — "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 B incorrectly places the apostrophe after "childrens." Option C 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 April, my best friend and I auditioned for the school musical at our local community theatre. We spent the entire afternoon practising our songs and reading lines in the rehearsal room. It was one of the most memorable experiences I have had at school this year.* (Three errors fixed: "april" → "April"; "my best friend and me" → "my best friend and I"; "memorable" → "memorable.")

34. Open-Response — Sample strong answer: *As the conductor raised her baton slowly and the orchestra fell completely silent, the first note rose into the warm evening air.* (Strong: combines all three ideas using subordination, flows smoothly, builds to a single shared moment.)

35. Open-Response — Sample strong answer: *Last year I had to read my own poem aloud in front of the entire school during the spring assembly. My hands were shaking so hard that I had to grip the sides of the lectern just to hold the page still, and I could see the bright stage lights reflecting off the rows of glasses in the front row. The room was so quiet between my lines that I could hear the buzzing of the speaker at the back of the auditorium. When I finished, my heart was still racing, but I had done it.* (Strong: specific difficult moment, sensory detail, emotional honesty.)

36. Extended Writing — Sample Level 3 response benchmark: A strong narrative response builds around one small, specific mistake — a wrong note, a missed line, a forgotten word, a misstep in a sports game — and develops a clear arc showing the moment of choosing to keep going. Strong responses describe the mistake in sensory detail and place the decision to continue inside a particular scene. Length: approximately three to five paragraphs. The strongest responses earn the phrase "keep going" through a moment of internal struggle rather than announcing it.

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 (three independent clauses fused without proper punctuation).

38. B — The sentence describes an action that had been ongoing before another past event ("By the time the curtain rose"). This requires the past perfect continuous tense, "had been rehearsing." Options A, 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. A — "Seperate" is misspelled; the correct spelling is "separate" with an "a" between the "p" and the "r." The other three sentences contain no spelling errors. This is one of the most commonly misspelled words at the Grade 6 level because the "a" sound is easy to mistake for an "e."

40. D — The two halves of the sentence describe a contrast — the actor rehearsed every morning *but* still felt nervous. "But" is the conjunction that signals this contrast. "So" signals result, "because" signals cause, and "unless" signals condition — none of which match the contrasting meaning.

41. Open-Response — Sample strong answer: *Each of the violinists was responsible for tuning their own instrument before the 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 audience clapped enthusiastically after the final note had faded. The musicians smiled at one another, and the conductor bowed deeply to the cheering crowd.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

43. C — Option C correctly capitalizes "May" (month) and "University of Toronto" (proper institution name), while leaving "family," "discovery," and "insulin" lowercase (common nouns). Option A fails to capitalize "University of Toronto" and incorrectly capitalizes "Family." Option B fails to capitalize "May" and "University." Option D incorrectly capitalizes "Of," "Discovery," and "Insulin."

44. B — "Who" is used to refer to people doing an action — the scientist *who* discovered insulin. "Whom" is the object form (incorrect because the pronoun is the subject of "discovered"), "which" refers to things, 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 fail to handle the punctuation around the speaker tag correctly.

46. Extended Writing — Sample Level 3 response benchmark: A strong opinion response takes a clear stand (required performing arts OR free choice OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (confidence-building, creative expression, time pressure, personal autonomy, social connection), 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 discovery, invention, or scientific achievement in the opening paragraph and explains how the writer learned about it, develops at least two important aspects in separate body paragraphs with concrete detail, and closes with a reflection on what the discovery helps the writer understand about Canada or science. Length: approximately four paragraphs. The strongest responses pick a focused, specific topic (one discovery, one inventor) rather than a sweeping subject, and let genuine interest drive the writing.