

PRACTICE EXAM 22: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

READING SESSION A

Time: Approximately 35 minutes

Passage 1: "The Last Morning"

A short story by Hyacinth Okwuosa-Vance

The moving truck arrived at 8:14 in the morning.

Wren had been awake since before six.

She had not been able to sleep. She had lain in her bedroom — the one she had slept in every night for the eleven years she had been alive — and watched the morning light move slowly across the bare walls. Her bed had been disassembled two days earlier and was already in storage. She had spent the last two nights on an air mattress on the same floor where the bed had been.

The room was almost empty now.

The walls, which had been a soft yellow for as long as Wren could remember, looked larger without her bookshelf and her desk against them. The closet was open and empty. The small fireplace in the corner — which Wren had never seen lit but had always imagined being lit on cold nights — looked smaller than it usually did.

She was leaving today.

Her family was moving to a different city. Her father had a new job. Her mother had a new job. The house had been sold to a family Wren had met once — a young couple with two small children who had walked through her room three months ago, in the spring, with the real estate agent. Wren remembered watching the smaller of the two children, a toddler, run his hand along the same yellow wall Wren had run her hand along on her first morning in this room, when she had been three years old.

He had liked the room.

That had made Wren both happy and sad in a way she had not entirely understood at the time.

Now she understood it a little better.

She stood up from the air mattress. She walked to the closet. The closet was empty, but Wren ran her fingertips along the inside of the door anyway. She did not know why she did this. She just did.

There was a small mark on the door — pencil — about a metre from the floor.

It was where Wren and her father had marked her height the year she turned five.

There were other marks above it. Higher. The year she turned six. The year she turned seven. The most recent one — almost her current height — was from a few months ago, just before her eleventh birthday.

The new family would paint the closet, probably. Or they might not. Wren did not know.

Either way, the marks would still be there for a little while, underneath the new paint or above it, faint or visible, until someone else made other marks or until the closet door was replaced.

Wren ran her finger over the highest mark.

She did not cry.

She had cried two weeks ago, when the packing had begun. She had cried last Saturday, when her best friend Olu had come over to say goodbye. She had cried the night before, when her mother had sat at the foot of her air mattress and told her, gently, that she knew this was hard.

But this morning, in the quiet empty room, Wren was not crying.

She was paying attention.

She walked over to the window. The window had a small ledge — wide enough for a cat, narrow enough that a person could not sit on it. Wren had spent many afternoons drawing on that ledge, leaning her notebook against the wall and looking out at the street as she drew. She had drawn the maple tree in the front yard at least forty times. She had drawn the small grey squirrel that lived in it. She had drawn the family across the street walking their tall thin dog up the sidewalk every evening at seven o'clock.

She would not be drawing any of those things tomorrow.

Wren touched the window ledge with the flat of her hand.

She walked back to the centre of the empty room.

The wooden floor creaked twice under her foot — once near the fireplace, once near the door. Wren had known where the creaks were since she was small. She had used the second creak to know whether her younger brother was sneaking into her room — he never remembered to step around it. She had used the first creak to know when her mother was bringing her a glass of water before bed. The creaks had been the quietest, smallest part of her childhood.

She would not hear them again.

But she had heard them. She had heard them for eleven years.

Wren's mother appeared at the door. She knocked softly, even though the door was already open.

"Wren," she said. "It is time, honey. The truck is loaded."

Wren nodded.

She took one more long look at the bare yellow walls. At the empty closet with the pencil marks. At the window ledge. At the spot where her bed had been. At the small fireplace in the corner.

Then she walked out of the room.

She did not look back.

She would think about this room — about every part of it — many times in the years ahead. She did not know that yet, but she suspected it. She suspected that what you live in for eleven years does not leave you when you walk out of it.

She suspected that you carry it.

In the front hallway, her mother was holding her jacket.

Wren put it on. She picked up her backpack — the only thing she had not packed into the truck.

The front door was open.

Wren walked out into the bright cool morning.

The maple tree was still there in the front yard.

Wren looked at it once.

Then she got into the car.

1. Why does the author MOST LIKELY include the detail that Wren had been awake since "before six" on the morning of the move?

- A. To suggest that Wren had been having nightmares for several weeks before moving day
- B. To prove that Wren's parents had asked her to wake up extra early on moving day
- C. To explain why Wren felt physically tired throughout the rest of the entire chapter
- D. To show that the day matters to Wren and that she does not want to sleep through it

2. Read this part of the passage:

"He had liked the room. That had made Wren both happy and sad in a way she had not entirely understood at the time. Now she understood it a little better."

What does this part of the passage MOST LIKELY suggest?

- A. Wren is upset that a younger child will be living in her old bedroom soon
- B. Wren wishes she had been more polite when she met the new family in the spring
- C. Wren is starting to understand that loving something can include letting it go

D. Wren regrets that her family ever decided to sell their house in the first place

3. Why does Wren run her fingertips along the inside of the closet door?

A. Wren is hoping to find an object that her family has accidentally left behind today

B. Wren is saying a quiet, private goodbye to a part of the room that mattered to her

C. Wren is checking whether the new family has cleaned the inside of the door properly

D. Wren is searching for a hidden mark she remembers leaving on the closet door

4. What do the pencil marks on the closet door represent in the story?

A. The pencil marks represent the years of Wren's childhood spent growing up in this house

B. The pencil marks represent a problem the new family will need to fix when they move in

C. The pencil marks represent a school project Wren completed during the first grade year

D. The pencil marks represent the height of Wren's younger brother across his early years

5. Read this sentence from the passage:

"But this morning, in the quiet empty room, Wren was not crying. She was paying attention."

What does this sentence MOST LIKELY communicate about Wren?

A. Wren is no longer sad about moving and has fully accepted her family's decision

B. Wren has been told by her mother not to cry on the morning of the move at all

C. Wren is hoping that her mother will notice she is being brave during the move

D. Wren is choosing to notice and remember the details of the room while she can

6. Why does the author include the detail that Wren had used the second floor creak to "know whether her younger brother was sneaking into her room"?

A. The detail proves that Wren and her younger brother have not been getting along

B. The detail explains why Wren slept with her bedroom door closed every night

C. The detail shows that small, ordinary parts of the house have been part of Wren's daily life

D. The detail suggests that Wren has been planning to move out for a long time

7. Read these lines from the passage:

"She suspected that what you live in for eleven years does not leave you when you walk out of it. She suspected that you carry it."

What does Wren MEAN by these lines?

- A. Wren is hoping that her family will be able to come back and visit the house often
- B. Wren believes that meaningful places stay with you in memory even after you leave them
- C. Wren is worried that she will not be able to forget the house she has just sold
- D. Wren has been told by an adult that homes follow children to their next house

8. What is the central THEME of this story?

- A. The places we have lived can be honoured by paying close attention to them before we leave
- B. Children should always cry openly when they are leaving the only home they have known
- C. Moving to a new house is the most difficult experience a young person can go through
- D. The new families who move into our old homes are usually not careful enough with them

9. (Open-Response)

How does Wren say GOODBYE to her bedroom in this story? Use at least TWO specific details from the passage to support your answer.

(Write your response in the space provided.)

The smell of toast in the kitchen
on Saturday mornings.
The pattern of light through the blinds
on the bedroom wall at four o'clock.
The sound of the gate latch
when my father came home from work.
The cold feel of the bathroom tile
under my feet in the winter.
The exact place on the back step
where the wood had splintered.
The grey cat from two doors down
who used to sit on our fence.
My mother singing in the next room
when she thought no one could hear her.
The creak in the hallway floor
that my brother always forgot.
These are not the things
that other people remember about us.
But they are the things
I remember about us.
I do not need to explain them.
I just need
not to forget.

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

- A. An acrostic poem — a poem in which the first letters spell a hidden word
- B. A ballad — a song-like poem that tells a long story with regular rhymes
- C. A memory poem — built from remembered sensory images without explanation

D. A haiku sequence — three connected short poems built from a 5-7-5 syllable pattern

12. What is the MAIN purpose of this poem?

- A. To preserve and honour the small, ordinary memories that the speaker holds about a home
- B. To convince readers that they should write down their childhood memories before they fade
- C. To prove that childhood memories are usually more accurate than adult memories
- D. To compare the speaker's memories with the memories of other family members

13. Read these lines from the poem:

"These are not the things / that other people remember about us. / But they are the things / I remember about us."

What do these lines MOST LIKELY suggest about the speaker?

- A. The speaker is upset that other people in the family do not remember the same things she does
- B. The speaker is worried that her memories will be different from the memories of her siblings
- C. The speaker is trying to convince her family members to start remembering the same things she does
- D. The speaker is honouring her own private memories, even if no one else holds the same ones

14. Why does the speaker say, "I just need / not to forget"?

- A. The speaker has been told by an older relative to write the memories down before she forgets them
- B. The speaker is determined to hold on to small, ordinary memories that matter to her
- C. The speaker has been criticized for forgetting important memories in the past
- D. The speaker is hoping that other people will help her remember the things on the list

15. (Open-Response)

The short story "The Last Morning" and the poem "Things I Remember" both honour small, ordinary details of a place that mattered to the speaker or main character. 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.)

READING SESSION B

Time: Approximately 35 minutes

Passage 3: "The Front Door of a Country: Pier 21 in Halifax"

An informational article

Between 1928 and 1971, more than one million immigrants arrived in Canada through a single building on the Halifax waterfront. The building was called Pier 21. For more than forty years, it was the busiest entry point for immigrants and refugees coming to Canada by ship — a place that historians sometimes call "the front door of a country."

Today, Pier 21 is no longer an immigration shed. It is a National Historic Site and the home of the Canadian Museum of Immigration, where visitors from across Canada come to learn the stories of the people who arrived there.

This article explains what Pier 21 was, who came through it, and why it remains an important part of Canadian history.

A Building on the Waterfront

Pier 21 opened in 1928 on the Halifax harbour. It was built to handle the steady stream of ships arriving from Europe — ships carrying immigrants who had crossed the Atlantic Ocean to begin new lives in Canada.

When a ship docked at Pier 21, the new arrivals would walk down the gangway into the main building. Inside, they would line up at long wooden examination counters where immigration officers checked their travel documents. They would pass through medical examinations where doctors checked them for serious illnesses. They would answer questions about where they were going to live, what kind of work they planned to do, and whether they had family already in Canada.

After they had been admitted, the new immigrants would collect their luggage in a large baggage hall, exchange money at a small currency counter, and board trains that left from the station attached to the back of the building. Those trains carried new Canadians to towns and cities across the country — to Montreal, Toronto, Winnipeg, Calgary, Vancouver, and hundreds of smaller communities in between.

For most arrivals, the entire process — ship to train — took less than a day.

For many of them, it was a day they would remember for the rest of their lives.

Who Came Through Pier 21

Pier 21 welcomed people from many different countries and during many different periods of Canadian history. The pattern of arrivals shifted over the decades as world events changed who was leaving where.

In the late 1920s and 1930s, many arrivals came from Britain, Ireland, Italy, and various Eastern European countries — people leaving difficult economic conditions in their home regions.

During the Second World War (1939–1945), Pier 21 served a different purpose. It became the departure point for nearly half a million Canadian soldiers who shipped out from Halifax to fight in Europe. It also served as the arrival point for thousands of British children — often called "war guests" — who were sent to Canada to wait out the war in safety.

After 1945, the arrivals shifted again. Pier 21 received approximately 48,000 European war brides — women who had married Canadian soldiers during the war — and their children. Many of these women were arriving in a country they had never seen before, to live with husbands they had not lived with for years.

In the 1950s and 1960s, Pier 21 welcomed waves of refugees: about 37,500 Dutch immigrants escaping the post-war disruption of the Netherlands, more than 35,000 Hungarian refugees who fled their country after the 1956 Hungarian Revolution, and many others.

By 1971, the era of large-scale immigration by ship had ended. Air travel had become the main route into Canada. Pier 21 closed.

The Building, Reopened

For two decades after it closed, Pier 21 sat largely unused.

In the 1990s, a group of former Pier 21 immigrants and the children of immigrants began advocating to preserve the building as a museum. The argument was simple: this building had been a turning point in the lives of more than a million people, and it deserved to be remembered. Their efforts were successful. The Canadian Museum of Immigration at Pier 21 opened in 1999.

In 2009, the site was designated as Canada's national museum of immigration — joining institutions like the Canadian Museum of History as one of only a handful of national museums in the country.

What Visitors See Today

Visitors to Pier 21 today can walk through the same large hall where new arrivals once lined up at the examination counters. They can stand on the floor where families embraced for the first time in years after long separations. They can read the stories of individual immigrants — many shared by the people who arrived through Pier 21 themselves, or by their children and grandchildren. The museum keeps a database of more than 24,000 personal stories, photographs, and documents donated by Pier 21 families.

The museum also recognizes that Canada's immigration history is complicated. Not everyone who tried to come through Pier 21 was admitted. People were turned away because of illness, lack of money, or policies that — at certain times — excluded immigrants from certain countries. The museum tells those stories too, alongside the stories of arrival.

Why It Still Matters

For families across Canada, Pier 21 is not just a museum.

It is the place where a grandmother arrived from Italy in 1952 carrying a single small suitcase. It is the place where a great-grandfather walked off a ship from Ireland in 1936 with two small children and a name written on a slip of paper. It is the place where a war bride from England met a husband she had not

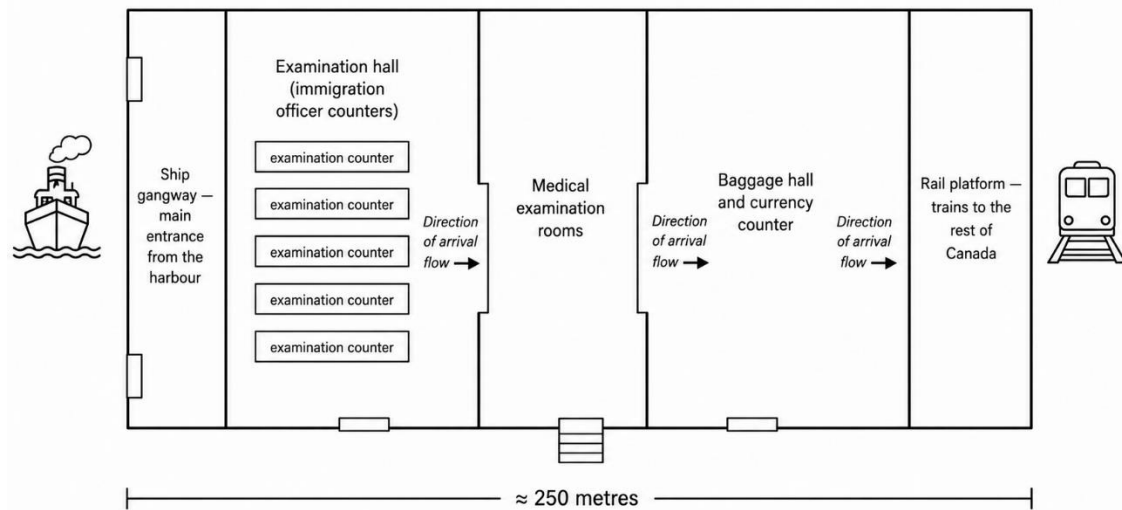
seen in three years. It is the place where Hungarian refugees in 1957 first set foot on a continent where they did not yet know anyone.

Pier 21 was, for more than a million people, the first door into a new country.

And for the rest of us — Canadians whose own families came through other doors, or whose families have been here for thousands of years — Pier 21 is a place where one important part of Canada's story can still be visited, walked through, and remembered.

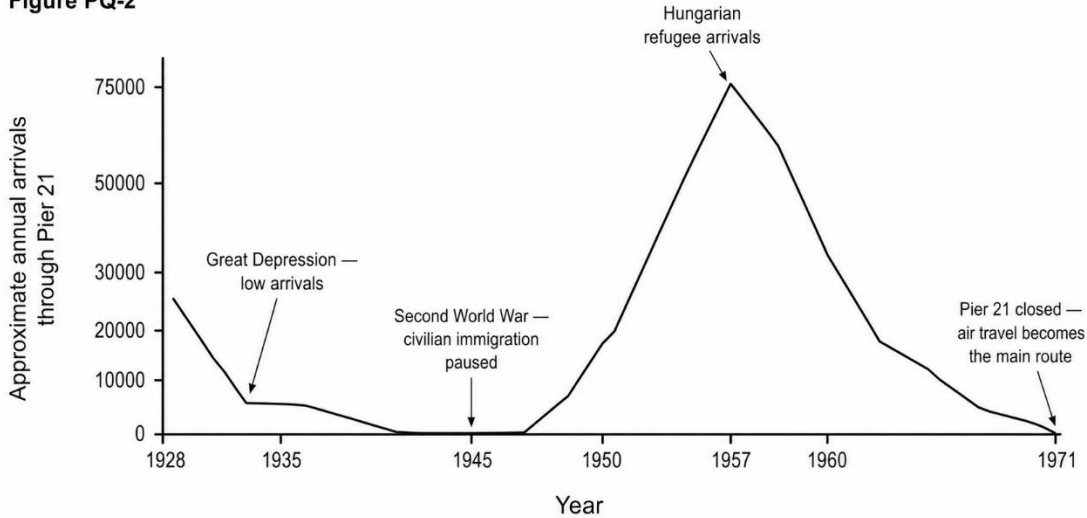
Graphic Text 1: Floor Plan of Pier 21 (Simplified)

Figure PQ-1:



Graphic Text 2: Approximate Annual Arrivals Through Pier 21, 1928–1971

Figure PQ-2



Estimates based on historical records held by the Canadian Museum of Immigration.

16. What is the MAIN purpose of this article?

- A. To argue that the Canadian government should reopen Pier 21 for new immigration today
- B. To explain what Pier 21 was, who came through it, and why it still matters in Canadian history
- C. To convince readers that air travel was a mistake compared to the older sea-travel system
- D. To compare Pier 21 with other immigration entry points around the world

17. Why does the author MOST LIKELY call Pier 21 "the front door of a country"?

- A. Pier 21 was the only door used by immigrants entering Canada during the entire twentieth century
- B. The actual building had a famous large front door that was a popular symbol of the country
- C. The building was located in the geographic centre of the country at the Halifax harbour
- D. Pier 21 was the place where more than a million immigrants first entered Canada

18. According to the article, what was the FIRST step in the arrival process when a ship docked at Pier 21?

- A. The new arrivals walked down the gangway and lined up at immigration examination counters
- B. The new arrivals collected their luggage in the baggage hall before doing anything else
- C. The new arrivals went immediately to the small currency counter to exchange their money
- D. The new arrivals boarded trains to cities across Canada before any other paperwork was done

19. Why does the article describe the SECOND WORLD WAR period (1939–1945) as different from the other years at Pier 21?

- A. Pier 21 was closed entirely during the Second World War years and did not handle any people
- B. Pier 21 received its largest number of immigrants ever during the Second World War years
- C. Pier 21 became a departure point for Canadian soldiers and an arrival point for British war guests
- D. Pier 21 was used only as a medical facility for Canadian sailors during the Second World War

20. According to the article, what happened to Pier 21 in 1971?

- A. The building was completely demolished and replaced with a new immigration terminal
- B. Pier 21 closed because air travel had become the main route for immigration into Canada
- C. The federal government took control of the building from the city of Halifax that year
- D. Pier 21 began accepting immigrants only from the European countries already represented

21. Why was Pier 21 REOPENED as a museum in 1999?

- A. The Canadian government had decided that the building was too valuable to demolish in 1990
- B. A nearby museum had been destroyed in a fire, and Pier 21 was selected as its replacement
- C. The city of Halifax had run out of space for shipping operations and needed a tourism site
- D. Former Pier 21 immigrants and their children had advocated to preserve the building's history

22. (Open-Response)

Using information from BOTH the article and Graphic Text 1 (the floor plan), explain what a typical new arrival would experience after walking off a ship at Pier 21. Include at least TWO specific steps in your answer.

(Write your response in the space provided.)

26. Why does the article mention that "not everyone who tried to come through Pier 21 was admitted"?
- A. To suggest that the museum should remove its current exhibits and start over again
 - B. To acknowledge honestly that Canadian immigration history includes painful and difficult parts
 - C. To explain why the building was eventually closed by the Canadian government in 1971
 - D. To prove that the immigration officers at Pier 21 were not trained well enough at the time

27. (Open-Response)

The article ends by calling Pier 21 "a place where one important part of Canada's story can still be visited, walked through, and remembered." Why is this an important way to describe the museum? Use details from the article to support 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 family arrived at the museum early in the morning ___ they wanted to see every exhibit before the building closed.

Which word BEST completes the sentence?

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

30. Which sentence has correct subject-verb agreement?

- A. The collection of old family photographs on the table are organized by year
- B. The collection of old family photographs on the table were organized by year
- C. The collection of old family photographs on the table have been organized by year
- D. The collection of old family photographs on the table is organized by year

31. Which sentence is punctuated correctly?

- A. Although the day was long we still visited, the museum the park and the gardens
- B. Although, the day was long we still visited the museum, the park and the gardens
- C. Although the day was long, we still visited the museum, the park, and the gardens
- D. Although the day was long we still visited the museum the park, and the gardens

32. Which sentence uses an apostrophe correctly?

- A. The mens choir performed at the immigration museum last Sunday afternoon at three
- B. The men's choir performed at the immigration museum last Sunday afternoon at three

38. Read the sentence:

By the time the trains left the station, the new arrivals ____ in the immigration hall for nearly three hours.

Which phrase BEST completes the sentence?

- A. had been waiting
- B. is waiting
- C. waits
- D. will wait

39. Which sentence contains a spelling error?

- A. The community gathered to celebrate the opening of the brand-new immigration museum
- B. The students worked diligently on their reports about Canadian immigration history
- C. The chef carefully prepared a delicious meal for the visiting government officials
- D. The athletes practised every morning to prepare for the upcoming championship game

40. Read the sentence:

The historian researched the stories of the new arrivals very carefully, ____ she wanted to honour the families who had shared them with the museum.

Which word BEST completes the sentence?

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

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 historians were responsible for recording they're own interviews with the visiting families.

Part 3: Conventions Continued (Questions 43-45)

43. Which sentence uses capitalization correctly?

- A. Last March, my family visited Pier 21 in Halifax to learn about Canadian immigration history
- B. Last march, my family visited pier 21 in Halifax to learn about Canadian immigration history
- C. Last March, my Family visited pier 21 in halifax to learn about canadian immigration history
- D. Last March, my family visited Pier 21 In Halifax to learn about Canadian Immigration History

44. Read the sentence:

The museum ___ opened on the Halifax waterfront in 1999 tells the stories of more than a million immigrants.

Which word BEST completes the sentence?

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

45. Which sentence uses quotation marks correctly?
- A. "Where did you put my notebook asked Dad from the front hallway carefully last evening"
 - B. Where did you put my notebook "asked Dad from the front hallway carefully last evening"
 - C. "Where did you put my notebook?" asked Dad from the front hallway last evening.
 - D. "Where did you put my notebook, asked Dad from the front hallway carefully last evening"

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

46. (Extended Writing — Opinion)

Some people believe that learning about the history of immigration to Canada should be a major part of Grade 6 social studies. Other people believe that other topics — such as Canadian geography, government, or science — should take more class time instead.

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 22: Answer Key and Explanations

- 1. D** — Wren being awake before six on moving day shows that the day matters to her — she does not want to sleep through her last morning in the house. The early waking is intentional attention, not insomnia or instruction. The other options misread the detail as nightmares, parental request, or a setup for fatigue.
- 2. C** — Wren's memory of the toddler liking her room — and her realization that this had made her "both happy and sad" — reveals her growing understanding that loving something can include letting it go. The new family will love the room too, and that is both a comfort and a loss. The other options misread the moment as upset, regret, or politeness.
- 3. B** — Wren running her fingertips along the inside of the closet door is a private, wordless goodbye to a part of the room that mattered to her. She doesn't know why she does it — she just does. The other options misread the gesture as searching for an object, checking cleanliness, or hunting for a hidden mark.
- 4. A** — The pencil marks represent the years of Wren's childhood spent growing up in this house — from age five through almost eleven, marked at her changing height. They are a literal record of growth. The other options misread the marks as a problem, a school project, or her brother's height.
- 5. D** — Wren's choice — "not crying" but "paying attention" — communicates that she is deliberately noticing and remembering the details of the room while she still can. The phrasing marks attention as her form of farewell. The other options misread the line as acceptance, an instruction, or seeking praise for bravery.
- 6. C** — The floor creak detail shows that small, ordinary parts of the house have been woven into Wren's daily life — she used it to know who was coming. The detail makes the house feel lived-in and known. The other options misread the detail as sibling conflict, sleeping habits, or a long-planned move.
- 7. B** — Wren's lines mean that meaningful places stay with you in memory even after you leave them — what you live in for eleven years does not leave you when you walk out of it; you carry it. The other options misread the line as a hope to visit, a worry about forgetting, or adult instruction.

8. A — The story's emotional core is that the places we have lived can be honoured by paying close attention to them before we leave — by noticing the closet, the window ledge, the creaks, the marks. The other options misread the message as a crying rule, a ranking of difficulty, or a critique of new families.

9. Open-Response — **Sample strong answer:** *Wren says goodbye to her bedroom by paying close attention to every part of it that has mattered to her. She runs her fingertips along the inside of the closet door and traces the pencil marks where she and her father had measured her height every year from age five to age eleven. She walks to the window ledge where she had drawn the maple tree and the grey squirrel many afternoons, and she touches it with the flat of her hand. She listens to the two familiar creaks in the wooden floor — one near the fireplace, one near the door. Wren says goodbye by noticing, deliberately and quietly, instead of by crying.* (Strong: clear behaviour + multiple specific details.)

10. Open-Response — **Sample strong answer:** *Wren does not look back because she has already done her goodbye carefully — by paying close attention to the bedroom while she was inside it. She had spent the morning noticing the bare yellow walls, the pencil marks on the closet door, the window ledge where she used to draw, and the two creaks in the floor. Wren also suspects that "what you live in for eleven years does not leave you when you walk out of it" — she will carry the room with her in memory whether or not she looks back at it now. Looking back is not necessary when the room is already inside her.* (Strong: clear interpretation + text evidence.)

11. C — A memory poem is built from remembered sensory images — the smell of toast, the pattern of light through blinds, the sound of a gate latch — without a narrator explaining what each image means. The note above the poem makes the form explicit. The other options describe forms that do not match (no hidden acrostic word, no ballad story, no 5-7-5 haiku pattern).

12. A — The poem's central purpose is to preserve and honour the small, ordinary memories that the speaker holds about a home — the toast, the bathroom tile, the gate latch, the splintered wood on the back step. The closing lines — "I just need / not to forget" — confirm this purpose. The other options misread the purpose as a writing instruction, an accuracy claim, or a comparison with others.

13. D — The lines suggest that the speaker is honouring her own private memories, even if no one else holds the same ones. The point is not what others remember; it is what she remembers. The other options misread the lines as upset, worry about siblings, or persuasion of family.

14. B — The closing lines — "I just need / not to forget" — show that the speaker is determined to hold on to the small, ordinary memories that matter to her. The other options misread the line as instructed remembering, criticism, or hope for help.

15. Open-Response — **Sample strong answer:** *Both pieces honour small, ordinary details of a place that mattered to the speaker or main character. In "The Last Morning," Wren spends her final morning in her childhood bedroom noticing the pencil marks on the closet door, the window ledge where she used to draw, and the two creaks in the wooden floor — small details no one else in the family would think to notice. In "Things I Remember," the speaker lists small details like "the smell of toast in the kitchen on Saturday mornings," "the cold feel of the bathroom tile under my feet in the winter," and "the creak in the hallway floor that my brother always forgot." Both pieces honour the quiet, almost invisible details that make a place truly feel like home.* (Strong: clear similarity + evidence from both texts.)

16. B — The article's central purpose is to explain what Pier 21 was, who came through it, and why it still matters in Canadian history — from its 1928 opening through its 1971 closure to its 1999 reopening as a museum. Every section supports this. The other options misread the purpose as a reopening argument, a critique of air travel, or an international comparison.

17. D — Pier 21 is called "the front door of a country" because it was the place where more than a million immigrants first entered Canada between 1928 and 1971 — the literal threshold of the country for so many new arrivals. The other options misread the phrase as exclusivity, a physical door, or a geographic centre.

18. A — The article states directly that when a ship docked, "the new arrivals would walk down the gangway into the main building" and then "line up at long wooden examination counters where immigration officers checked their travel documents." This is the first step in the arrival process. The other options misread the order, placing baggage, currency, or trains before immigration.

19. C — During the Second World War, Pier 21 served a different purpose — it became the departure point for nearly half a million Canadian soldiers shipping out to Europe, and the arrival point for thousands of British "war guest" children sent to Canada for safety. The other options misread the period as closure, highest immigration, or medical use.

20. B — The article states directly that "by 1971, the era of large-scale immigration by ship had ended. Air travel had become the main route into Canada. Pier 21 closed." The other options invent alternative reasons (demolition, government transfer, country restrictions).

21. D — The article explains that "in the 1990s, a group of former Pier 21 immigrants and the children of immigrants began advocating to preserve the building as a museum." This was the reason Pier 21 reopened in 1999. The other options invent alternative reasons (government decision, fire replacement, tourism need).

22. Open-Response — **Sample strong answer:** *A typical new arrival at Pier 21 went through a clear sequence of steps after walking off the ship. According to the article, the new arrivals walked down the gangway and lined up at long wooden examination counters where immigration officers checked their travel documents. The floor plan shows the same sequence — the ship gangway leads into the examination hall, then the medical examination rooms, then the baggage hall and currency counter, and finally the rail platform at the back of the building where trains carried new Canadians to cities and towns across the country. For most arrivals, the entire process from ship to train took less than a day. (Strong: claim + multiple specific steps from both sources.)*

23. A — Graphic Text 2 shows the highest peak around 1957, with approximately 75,000 arrivals and a label reading "Hungarian refugee arrivals." This is the chart's peak value. The other options misread the chart by confusing 1957 with 1928 (early), 1945 (war's end), or 1971 (closure).

24. C — The graph shows arrivals shifting dramatically — high in 1928 (about 25,000), dropping sharply during the Depression, falling to nearly zero during the Second World War, rising sharply to a peak of 75,000 in 1957 with the Hungarian refugees, then dropping to near zero by 1971. The arrivals responded directly to world events. The other options misread the pattern as steady growth, uniformity, or a late peak.

25. Open-Response — Sample strong answer: *World events strongly affected the number of people arriving through Pier 21. According to the article, the Great Depression caused arrivals to drop sharply in the 1930s, and the line graph shows arrivals falling from about 25,000 in 1928 to around 5,000 by 1935. During the Second World War (1939–1945), civilian immigration paused almost entirely — the graph drops to nearly zero — and Pier 21 instead became a departure point for nearly half a million Canadian soldiers and an arrival point for British "war guest" children. After 1945, the graph shows arrivals rising sharply, reaching a peak of about 75,000 in 1957 when more than 35,000 Hungarian refugees arrived after the 1956 Hungarian Revolution. Each peak and dip on the graph reflects an event happening somewhere in the world.* (Strong: claim + multiple specific examples from both sources.)

26. B — The article mentions that "not everyone who tried to come through Pier 21 was admitted" to acknowledge honestly that Canadian immigration history includes painful parts — people were turned away because of illness, lack of money, or exclusionary policies. This honesty is part of how the museum tells the story. The other options misread the mention as exhibit critique, closure cause, or training critique.

27. Open-Response — Sample strong answer: *This description matters because it captures what makes Pier 21 different from a history written only in books. The article explains that visitors can walk through the same large hall where new arrivals once lined up at the examination counters and stand on the floor where families embraced after long separations. The museum keeps a database of more than 24,000 personal stories shared by Pier 21 families. By calling Pier 21 a place that "can still be visited, walked through, and remembered," the article honours that this is a real building — not just a story — where part of Canada's history can be physically experienced by anyone who comes to Halifax.* (Strong: clear interpretation + text evidence.)

28. Open-Response — Sample strong answer: *Between 1928 and 1971, more than one million immigrants entered Canada through a single building on the Halifax waterfront — Pier 21 — where they went through immigration inspection, medical examination, and baggage collection before boarding trains to towns across the country. The number of arrivals changed dramatically over the decades in response to world events, reaching a peak of about 75,000 in 1957 when Hungarian refugees arrived. Today, Pier 21 is the Canadian Museum of Immigration, where visitors can walk through the same hall and read the stories of more than 24,000 families.* (Strong: captures main ideas + uses specific detail + own words.)

29. A — "Because" introduces a cause-and-effect relationship — the family arrived early *because* they wanted to see every exhibit before closing. 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. D — The subject is "collection" (singular), not "photographs" (which is part of the prepositional phrase "of old family photographs"). The singular verb "is organized" is correct. Options A, B, and C use plural verbs that incorrectly agree with the closer noun rather than the actual subject. This is the classic subject-verb agreement trap.

31. C — Option C correctly uses a comma after the introductory dependent clause ("Although the day was long,") and commas to separate three items in a list ("the museum, the park, and the gardens"). Options A, B, and D either omit needed commas or scatter them incorrectly throughout the sentence.

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

33. Open-Response — Sample strong answer: *Last fall, my best friend and I visited Pier 21 in Halifax for the first time. We spent the entire afternoon reading the stories of new arrivals and looking at old photographs on the museum walls. It was one of the most memorable field trips we have taken with our class this year.* (Three errors fixed: "my best friend and me" → "my best friend and I"; "pier 21 in halifax" → "Pier 21 in Halifax"; "memorable" → "memorable.")

34. Open-Response — Sample strong answer: *As the ship reached the harbour at dawn and the passengers walked slowly down the gangway, the cool morning air filled the immigration hall.* (Strong: combines all three ideas using subordination, flows smoothly, paints a coherent arrival scene.)

35. Open-Response — Sample strong answer: *My favourite place in the city is the small public library a few blocks from my house. The wooden floor creaks in the same spot near the front desk every single time I walk past it, and the whole back wall smells like old paper and dust whenever the afternoon sun comes through the high windows. I have been going there almost every Saturday morning since I was seven years old, and it still feels like one of the few places where I can sit and think without anyone needing me to do anything else.* (Strong: specific place, sensory detail, personal connection.)

36. Extended Writing — Sample Level 3 response benchmark: A strong narrative response builds around one small, specific place — a home, classroom, neighbourhood corner, friend's house, summer cabin, or other meaningful location — and develops a quiet farewell with attention to sensory detail. Strong responses describe the place specifically, place the goodbye inside a particular scene, and close with a reflection on what was different afterward. Length: approximately three to five paragraphs. The strongest responses earn the goodbye through patient, specific noticing rather than dramatic statement.

37. D — Option D has a clear subject ("The historian"), a verb ("described"), and a complete thought. Option A is a fragment (no main subject/verb). Option B is a fragment (a dependent clause alone). Option C 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 trains left the station"). This requires the past perfect continuous tense, "had been waiting." 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. C — "Delicious" is misspelled; the correct spelling is "delicious" with an "i" between the "c" and the "o." The other three sentences contain no spelling errors. This is a commonly misspelled word at the Grade 6 level because the silent "i" is easy to drop.

40. B — "Because" introduces a cause-and-effect relationship — the historian researched carefully *because* she wanted to honour the families. 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.

41. Open-Response — Sample strong answer: *Each of the historians was responsible for recording their own interviews with the visiting families.* (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 morning light finally reached the harbour just after sunrise. The immigration hall began to fill with new arrivals, and the sound of many languages rose into the high wooden ceiling above the long examination counters.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

43. A — Option A correctly capitalizes "March" (month), "Pier 21" (proper site name), "Halifax" (proper city name), and "Canadian" (proper adjective), while leaving "family," "immigration," and "history" lowercase (common nouns). Option B fails to capitalize "March" and "Pier 21." Option C fails to capitalize "Pier 21," "Halifax," and "Canadian," and incorrectly capitalizes "Family." Option D incorrectly capitalizes "In," "Immigration," and "History."

44. D — "That" is the correct relative pronoun for referring to things — the museum *that* opened in 1999. "Who" and "whom" refer to people, and "whose" indicates possession. "That" is the only correct choice when referring to a non-human noun like a museum.

45. C — Option C 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 A, B, 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 (more immigration history OR other subjects OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (national identity, family connection, geographic literacy, civic knowledge, time constraints, balance), 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 place — large or small — in the opening paragraph and explains how the writer learned about its story, develops at least two specific meaningful aspects in separate body paragraphs with concrete sensory detail, and closes with a reflection on why the place matters and should be remembered. Length: approximately four paragraphs. The strongest responses pick a focused, specific place — not necessarily famous — and let personal or family connection drive the writing.