

PRACTICE EXAM 5: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

READING SESSION A

Time: Approximately 35 minutes

Passage 1: "Above the Treeline"

A short story by Marcus Vance

The map said the summit was three kilometres from where Devon stood. The map was lying.

He could see the peak ahead — a grey rock shoulder against a paler grey sky — but every step he took seemed to make it no closer. His legs burned. His backpack felt heavier than it had at the trailhead five hours ago. The wind, which had been a light push when he started, was now a constant shove against his chest.

Devon was eleven years old, and he was walking ahead of his uncle Ravi for the first time in his life.

The plan had been simple. Uncle Ravi had hiked Mount Cassidy every summer for twenty years. He had offered to take Devon along for the first time this August, and Devon — who had begged his parents for weeks — had said yes. They would start at dawn. They would summit by early afternoon. They would be back at the cabin before dinner. Uncle Ravi had walked behind Devon since the trailhead, saying little, letting Devon set the pace.

What neither of them had expected was the headache.

Uncle Ravi had stopped two hundred metres back, leaning against a boulder, breathing slowly with one hand pressed against his forehead. Altitude, he had said quietly. I'll be fine in a minute. Keep going. I'll catch up. He had waved Devon forward with a small, tired smile.

Devon had hesitated. He had looked at the summit, which still seemed impossibly far. He had looked back at his uncle. And he had remembered something his father had told him before the trip — Listen to your uncle. He knows the mountain.

Uncle Ravi had told him to keep going.

So Devon kept going.

Now he was alone. The treeline had ended an hour ago. Around him was nothing but rock and scattered patches of small alpine flowers — tiny purple things that grew low to the ground because nothing else could survive up here. The wind smelled like cold stone. The sky was lower than it had been an hour ago.

Devon checked his watch. 12:47.

He stopped walking.

He looked back at the trail behind him. Uncle Ravi was not visible. The boulder where Devon had left him was just a small grey lump in the distance, half-hidden by the curve of the slope. Devon thought about going back. He thought about the look on his uncle's face, pale and tight. He thought about the way Uncle Ravi had said I'll be fine in a minute — and how much time had passed since that minute.

Devon's hands were cold inside his gloves. His ears were beginning to feel that strange dry pain that came when the air got thin enough.

He turned around.

He started walking back down.

It took him forty minutes to reach his uncle. Uncle Ravi was still sitting against the boulder, but his head was leaning to one side, and his eyes were closed. For a frightening moment, Devon thought — but then his uncle's chest rose, slowly, and his eyes opened.

"Devon?" Uncle Ravi's voice was thin. "Did you summit?"

"No," Devon said.

Uncle Ravi sat up slowly. He looked at Devon for a long moment, in a way Devon had never quite been looked at before — the way an adult looks at someone who has unexpectedly become more grown-up.

"Why not?" his uncle asked.

Devon opened his mouth. He closed it. He tried again.

"Because you looked worse than you said you were," Devon finally said. "And I didn't think I should leave you up here alone."

Uncle Ravi was quiet for a long time. The wind moved past them. Far below, a hawk was circling a patch of evergreen forest.

"Devon," he said finally. "That summit isn't going anywhere. It will be there next August, and the August after that, and probably long after we are both gone. There will be other summits."

He reached up. Devon helped him stand.

"There is only one of me, though," Uncle Ravi added quietly. "Thank you."

They walked down together, very slowly. The headache faded as they descended. By the time they reached the treeline, Uncle Ravi was walking on his own again, though he kept one hand lightly on Devon's shoulder.

That night at the cabin, after Devon had eaten and was lying in the loft bed with the window cracked open, he stared at the dark outline of the mountain and thought about the choice he had made.

He had not reached the summit.

He had not even seen what the view looked like from the top.

But he had done something else. He had decided, all on his own and far from anyone who could tell him what to do, that some things mattered more than getting to a place he had said he would reach.

The summit had been three kilometres away.

It had felt much closer than that, lying in bed and looking at the mountain, knowing his uncle was breathing easily in the next room.

1. Why does the author MOST LIKELY open the story with the line "The map said the summit was three kilometres from where Devon stood. The map was lying"?

- A. To explain that Devon's map was an old version that had errors on it
- B. To create an immediate sense of struggle and capture the reader's attention
- C. To prove that Uncle Ravi had given Devon the wrong directions to the summit
- D. To suggest that Devon was lost and unsure of where he was on the mountain

2. What does the author MOST LIKELY mean by writing that "his ears were beginning to feel that strange dry pain that came when the air got thin enough"?

- A. Devon's body was reacting to the high altitude on the mountain
- B. Devon was getting a head cold and developing pain in his ears
- C. Devon had not been drinking enough water during the climb today
- D. Devon's gloves and clothing were not warm enough for the weather

3. Read this sentence from the passage:

"He had remembered something his father had told him before the trip — Listen to your uncle. He knows the mountain."

Why does the author MOST LIKELY include this memory?

- A. To suggest that Devon's father will be angry about the choice Devon makes
- B. To show that Devon's father has hiked Mount Cassidy many times before
- C. To explain why Uncle Ravi is responsible for Devon throughout the climb
- D. To reveal the rule Devon must decide whether to follow or set aside

4. When Uncle Ravi says, "I'll be fine in a minute. Keep going. I'll catch up," what does this MOST LIKELY suggest about him?

- A. He is angry with Devon for walking too quickly along the trail
- B. He is genuinely confident that his headache will pass quickly
- C. He is hiding how serious his condition is so Devon can finish the climb
- D. He is testing whether Devon will follow instructions without question

5. Which line from the story BEST shows the moment when Devon makes his decision?

- A. "He turned around. / He started walking back down."
- B. "The wind smelled like cold stone."
- C. "Devon checked his watch. 12:47."
- D. "His legs burned. His backpack felt heavier than it had."

6. What does Uncle Ravi mean when he says, "That summit isn't going anywhere"?

- A. The summit is too dangerous to climb during this particular August
- B. The summit has been closed for repairs by park officials
- C. Devon will not be allowed to climb the mountain again next year
- D. Devon will have many other chances to climb the mountain in the future

7. Read this line from the story:

"He looked at Devon for a long moment, in a way Devon had never quite been looked at before — the way an adult looks at someone who has unexpectedly become more grown-up."

What is the author MOST LIKELY communicating in this line?

- A. Devon's uncle is preparing to scold him for making a mistake
- B. Devon has shown a maturity that has surprised his uncle
- C. Devon's uncle is confused about why Devon turned back early
- D. Devon is taller than his uncle expected him to be at age eleven

I did not jump off the high diving board
the first time I climbed the ladder.
The pool below was so blue.
The platform was so far above the water.
I climbed down.
For weeks, I told no one
that I had climbed down.
I let them think I had jumped.
I nodded when they asked.
Then one Saturday, alone,
I climbed the ladder again.
The water was the same blue.
The platform was the same height.
The wind was the same wind.
But this time
my legs did not freeze.
This time
my feet stepped forward
all on their own.
I did not jump because I was brave.
I jumped because I was tired —
tired of being someone
who climbed down.
When I came up out of the water,
my hands were shaking.
But it was the good kind of shaking.
The kind that knows.

11. What is the **SPEAKER** of the poem describing?

- A. Overcoming her own fear of jumping off a high diving board
- B. Teaching a younger swimmer how to jump from the diving board
- C. Losing her nerve at a swim meet and disappointing her team
- D. Learning how to swim for the first time at the local pool

12. Why does the speaker **MOST LIKELY** say "I let them think I had jumped" and "I nodded when they asked"?

- A. The speaker did not understand the questions her friends asked her
- B. The speaker was angry that her friends were watching her so closely
- C. The speaker was embarrassed and pretended to have done what she had not done
- D. The speaker honestly believed she had jumped from the diving board

13. What does the speaker mean by the lines, "I did not jump because I was brave. / I jumped because I was tired — / tired of being someone / who climbed down"?

- A. The speaker fell asleep at the pool and accidentally jumped while drowsy
- B. The speaker's motivation was exhaustion with her own pattern of avoiding fear
- C. The speaker had to jump because she was too tired to climb back down the ladder
- D. The speaker thought jumping would be less tiring than swimming laps

14. Read these closing lines from the poem:

"But it was the good kind of shaking. / The kind that knows."

What does the speaker **MOST LIKELY** mean by "the kind that knows"?

- A. The speaker's hands were shaking from the cold water in the pool
- B. The speaker had finally figured out the correct way to dive properly
- C. The speaker's friends could tell from her shaking that she was upset
- D. The shaking carried the speaker's own awareness of having faced her fear

15. (Open-Response)

READING SESSION B

Time: Approximately 35 minutes

Passage 3: "Listening to the Stars"

An informational article

For most of human history, when people wanted to study the stars, they used their eyes. They built observatories on mountaintops, far from city lights. They invented telescopes that gathered more light than the human eye could collect on its own. They mapped the sky carefully, night after night, hoping the patterns of light would reveal something about the universe.

But light is only part of the story.

Every object in space — every star, every galaxy, every dust cloud, every black hole — gives off more than just visible light. It also gives off other kinds of energy: radio waves, microwaves, infrared radiation, ultraviolet light, X-rays, and gamma rays. These different forms of energy together make up what scientists call the electromagnetic spectrum. Visible light, the kind our eyes can see, is only one narrow band within this spectrum. Every other band carries information that our eyes cannot detect on their own.

The Birth of Radio Astronomy

The discovery that the universe gave off invisible signals was almost accidental. In 1931, a young engineer named Karl Jansky was working for an American telephone company. His job was to figure out what was causing a strange hissing static on long-distance telephone calls. As he investigated, he discovered that some of the static was coming not from Earth — but from outer space. The centre of our own galaxy, the Milky Way, was sending radio waves that his equipment could pick up. Jansky had accidentally invented a new field of science: radio astronomy.

Within twenty years, scientists had built the first dedicated radio telescopes — huge dish-shaped antennas that collected radio waves from space the way optical telescopes collected light. These radio telescopes could see things no optical telescope could see. They could detect cold clouds of gas where new stars were forming, deep in the dust where visible light could not escape. They could detect the slow rotation of distant galaxies. They could even detect the faint background radiation left over from the very beginning of the universe — the so-called "echo" of the Big Bang itself.

Many Windows on the Sky

Today, astronomers use telescopes that collect every kind of energy on the electromagnetic spectrum. Each kind of telescope reveals something the others cannot.

Optical telescopes — like the kind most people imagine — gather visible light. They are best for studying stars, planets, and bright galaxies.

Infrared telescopes detect heat. They are excellent for studying cold objects in space, like dust clouds where new stars are forming. The famous James Webb Space Telescope, launched in 2021, is primarily an infrared telescope.

Radio telescopes detect radio waves. They are useful for studying galaxies, black holes, and the structure of the universe at a very large scale.

X-ray and gamma-ray telescopes detect the highest-energy radiation in space. They are essential for studying the most violent events in the universe — supernova explosions, black hole accretion, and neutron star collisions.

Why It Matters

By combining information from all these different kinds of telescopes, astronomers can build a more complete picture of objects in space than any single telescope could provide. A nearby galaxy might look quiet and ordinary in visible light — but a radio telescope might reveal jets of plasma streaming from its centre. An X-ray telescope might show a bright cluster of energy near a black hole at its heart. A single object can look completely different depending on what kind of energy the telescope is collecting.

The universe is louder than it looks. For thousands of years, humans listened to the night sky with only one sense. Today, we are finally beginning to listen to it with all of them.

Graphic Text: Telescopes by Type — Energy They Detect

Telescope Type	Energy Detected	Best For Studying
Optical	Visible light	Stars, planets, bright galaxies
Infrared	Heat (infrared radiation)	Cold dust clouds, forming stars
Radio	Radio waves	Galaxies, black holes, large-scale structure
Ultraviolet	UV light	Hot stars, atmospheric studies
X-ray	X-rays	Black hole accretion, supernovae
Gamma-ray	Gamma rays	Most violent cosmic events

16. What is the MAIN idea of this article?

- A. Visible light is the only useful tool astronomers have for studying the universe
- B. Karl Jansky accidentally invented an entirely new field of science in 1931
- C. Astronomers learn more about the universe by detecting many kinds of energy
- D. The James Webb Space Telescope is the most powerful telescope ever built

17. Why does the author MOST LIKELY title the article "Listening to the Stars" even though stars do not make sound?

- A. The author wanted to use a poetic title that sounded interesting
- B. The article is about how stars produce vibrations humans cannot hear
- C. Astronomers actually attach microphones to telescopes to record stars
- D. "Listening" is a metaphor for detecting signals other than visible light

18. Read this sentence from the article:

"Visible light, the kind our eyes can see, is only one narrow band within this spectrum."

The author MOST LIKELY includes this sentence to —

- A. explain how the human eye is constructed and how vision works
- B. show that what people can see is only a small part of what exists in space
- C. argue that astronomers should focus less on visible light in the future
- D. compare the human eye to the most advanced optical telescopes available

19. Why is the discovery of radio waves from space described as "almost accidental"?

- A. Karl Jansky was investigating phone-call static, not searching for space signals
- B. Karl Jansky was not actually a trained astronomer at the time of the discovery
- C. The discovery was the result of a coincidence between two unrelated experiments
- D. Radio telescopes were invented before anyone knew what they would detect

20. According to the article, what makes a radio telescope useful for studying NEW stars forming?

- A. Radio telescopes can collect more visible light than optical telescopes can
- B. Radio telescopes work better at night when interference from the sun is low
- C. Radio telescopes are mounted on satellites rather than on the ground below
- D. Radio telescopes can detect signals from inside the dust clouds where stars form

21. What does the word violent MOST LIKELY mean as it is used in this sentence?

WRITING SESSION A

Time: Approximately 35 minutes

Part 1: Language Conventions (Questions 29-32)

29. Read the sentence:

The chef ___ the soup three times before deciding it needed more salt.

Which word BEST completes the sentence?

- A. taste
- B. tastes
- C. tasting
- D. tasted

30. Which sentence uses commas correctly?

- A. Before the game started, the players stretched, drank water, and listened to the coach
- B. Before the game started the players stretched, drank water and listened to the coach
- C. Before, the game started the players stretched, drank water, and listened to the coach
- D. Before the game started, the players, stretched drank water and listened to the coach

31. Which sentence has correct subject-verb agreement?

- A. The collection of antique coins are stored in a locked drawer at the museum
- B. The collection of antique coins were stored in a locked drawer at the museum
- C. The collection of antique coins is stored in a locked drawer at the museum
- D. The collection of antique coins have been stored in a locked drawer at the museum

32. Which sentence uses an apostrophe correctly?

- A. The students notebooks were stacked neatly on the corner of the teachers desk
- B. The students' notebooks were stacked neatly on the corner of the teacher's desk
- C. The students notebook's were stacked neatly on the corner of the teachers' desk
- D. The student's notebooks' were stacked neatly on the corner of the teachers desk

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

33. (Open-Response)

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

Our school is hosting a charity bake sale next friday. My mother and me are going to bake chocolate chip cookies for the event. I hope that we raise enough money to support the local food bank because they need are help.

(Write your response in the space provided.)

- A. Running quickly down the hill behind the old wooden barn
- B. The road was icy we drove home very slowly that evening
- C. Because the storm had knocked out the power for two days
- D. The mechanic carefully examined the engine before giving us his estimate

39. Which sentence contains a spelling error?

- A. The astronomer carefully recorded the position of each visible planet
- B. The musician practised every evening throughout the long winter months
- C. The new restaurant downtown has an excellant menu of fresh dishes
- D. The volunteers organized hundreds of donations for the local shelter

40. Which sentence is punctuated correctly?

- A. The hikers carried, water snacks and a first aid kit, in their backpacks
- B. The hikers carried water, snacks, and a first aid kit in their backpacks
- C. The hikers carried water snacks and a first aid kit, in their backpacks
- D. The hikers, carried water, snacks, and a first aid kit in their backpacks

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.

The dog wagged it's tail excitedly when their owner finally returned from the long trip.

(Write your response in the space provided.)

Part 3: Conventions Continued (Questions 43-45)

43. Which sentence uses capitalization correctly?

- A. In january we celebrated chinese new year with my grandmother in toronto
- B. In January we celebrated chinese new year with my grandmother in Toronto
- C. In january we celebrated Chinese New Year with my grandmother in toronto
- D. In January we celebrated Chinese New Year with my grandmother in Toronto

44. Read the sentence:

The film ___ at the festival received standing ovations from both audiences and critics.

Which word BEST completes the sentence?

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

45. Which sentence uses quotation marks correctly?

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

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

46. (Extended Writing — Opinion)

Some people believe that students in elementary school should learn how to grow their own food as part of the school curriculum. Other people believe that school time should be used for more traditional subjects like math, reading, and science.

What do you think?

4. C — Uncle Ravi's words contrast sharply with his pale, tight face and his quiet, pressed-hand posture. He is downplaying how unwell he feels so Devon will not have to abandon the climb. The other options misread his words as anger, genuine confidence, or a test.

5. A — The two short lines "He turned around. / He started walking back down." are the precise moment Devon chooses his uncle's safety over the summit. The author breaks these lines apart to give the decision visual weight on the page. The other lines describe sensory details or the time, not the decision itself.

6. D — Uncle Ravi's statement that "the summit isn't going anywhere" means it will still be there for future climbs — Devon will have many chances to climb it again. The phrase is a way of saying that some opportunities can wait. The other options misread the line as a closure or restriction.

7. B — The line describes a moment when Uncle Ravi recognizes that Devon has shown unexpected maturity. The phrase "unexpectedly become more grown-up" captures the uncle's surprise at his nephew's choice. The other options misread the look as scolding, confusion, or physical observation.

8. C — The story's resolution turns on Devon choosing to care for his uncle rather than reach the summit — and the closing scene confirms he is at peace with the choice. The other options misread the theme as obedience, mountain danger, or correcting adults.

9. Open-Response — Sample strong answer: *Devon stops walking at 12:47 because he is alone above the treeline, and the time on his watch makes him realize how long his uncle has been waiting back at the boulder. The passage describes how Uncle Ravi had said he would be "fine in a minute" — and how much time had passed since that minute. Devon stops to weigh whether reaching the summit is worth leaving his uncle alone any longer. (Strong: claim + specific text evidence + explanation.)*

10. Open-Response — Sample strong answer: *Devon means that even though he did not physically reach the summit, he feels a deeper kind of satisfaction lying in bed knowing his uncle is safe in the next room. The story explains that he had "decided, all on his own and far from anyone who could tell him what to do, that some things mattered more." Reaching the top would have been one kind of accomplishment, but choosing his uncle's safety felt like a more meaningful one. (Strong: explanation tied directly to text evidence.)*

11. A — The poem's central image — climbing the ladder, freezing, climbing down, then later jumping — describes the speaker's experience of overcoming her own fear of the diving board. The other options misread the poem as teaching, competing, or learning to swim.

12. C — The speaker let people assume she had jumped because she was embarrassed about climbing down. Her nodding and silence are signs of pretending. The other options misread the silence as confusion, anger, or genuine belief.

13. B — The lines reveal that the speaker's motivation was not courage but exhaustion with her own pattern of avoidance — she was tired of being the kind of person who climbed down. The other options take the line too literally as fatigue, drowsiness, or laziness.

14. D — "The kind that knows" describes shaking that carries the speaker's own awareness of what she has just accomplished. It is a physical sign of an internal change — knowing she has finally faced her fear. The other options misread the shaking as cold, technique, or visible distress.

15. Open-Response — **Sample strong answer:** *The two pieces are different in the kind of choice each character makes. In "Above the Treeline," Devon chooses to give up something he wanted — reaching the summit — to take care of someone else, his uncle. In "What I Did Not Do," the speaker chooses to do something she has been afraid of — jumping off the diving board — for herself. Devon's choice is about sacrifice for another person, while the speaker's choice is about facing her own fear.* (Strong: clear difference + evidence from both texts.)

16. C — The article's main argument is that astronomers gain a more complete picture of the universe by detecting many kinds of energy beyond visible light. This thread runs from the introduction through every example and the conclusion. The other options are either contradicted by the article (visible light only) or are supporting details (Jansky's discovery, James Webb Space Telescope).

17. D — The title "Listening to the Stars" is a metaphor — the article explains that astronomers now detect many kinds of invisible signals (radio waves, X-rays, gamma rays) the way we might listen for sounds we cannot see. The other options misread the title as poetic decoration, literal sound, or microphones.

18. B — The sentence emphasizes that what humans can see with their eyes is only a tiny portion of what is actually happening in space. This contrast sets up the article's argument about needing many kinds of telescopes. The other options misread the sentence as eye anatomy, a recommendation, or a comparison with telescopes.

19. A — Jansky's discovery is called "almost accidental" because he was hired to investigate phone-call static — not to study the cosmos. The radio waves he detected from the Milky Way were an unexpected finding from a completely different investigation. The other options misread the cause as untrained status, coincidence between experiments, or telescope invention order.

20. D — The article states that radio telescopes "could detect cold clouds of gas where new stars were forming, deep in the dust where visible light could not escape." The radio waves can travel through dust that blocks visible light, making them ideal for studying star formation. The other options misread the reason as light capacity, night use, or satellite mounting.

21. B — In context, "violent" describes extremely energetic, forceful events like supernova explosions and neutron star collisions. The word means intensely energetic, not angry or aggressive in the everyday sense. The other options misread the word as a mood, a study difficulty, or a location.

22. Open-Response — **Sample strong answer:** *The author writes that "the universe is louder than it looks" because objects in space produce many kinds of energy that human eyes cannot see — radio waves, X-rays, infrared, and gamma rays. For example, the article explains that radio telescopes can detect "the faint background radiation left over from the very beginning of the universe," and X-ray telescopes can capture supernova explosions invisible to optical telescopes. The universe is full of signals that we are only now learning to detect.* (Strong: claim + two specific text details.)

23. C — The chart's row for radio telescopes lists "Galaxies, black holes, large-scale structures," and the row for X-ray telescopes lists "Black hole accretion." Both are useful for studying black holes, depending on what aspect is being examined. The other options misread the chart — black holes are not bright (so not optical), are not cold (so not infrared in this context), and do not primarily give off UV light.

24. A — The chart's Ultraviolet row explicitly states "Hot stars, atmospheric studies." This directly answers the question. The other rows describe different temperature ranges or types of events that do not match hot stars.

25. Open-Response — **Sample strong answer:** *Astronomers do not rely on only one telescope because each kind detects a different type of energy that reveals something the others cannot. For example, the article explains that a galaxy may look "quiet and ordinary in visible light," but a radio telescope can reveal "jets of plasma streaming from its centre." The chart also shows that infrared telescopes are best for studying "cold dust clouds," while X-ray telescopes are needed for "black hole accretion." Combining the views gives a more complete picture than any single telescope could provide.* (Strong: claim + two specific examples from both texts.)

26. B — The chart organizes the article's information about each type of telescope into a quick reference format. The two work together — the article explains, the chart summarizes. The other options misread the relationship as contradictory, unrelated, or providing new content.

27. Open-Response — **Sample strong answer:** *The James Webb Space Telescope is especially useful for studying cold objects in space because, according to the chart, infrared telescopes are best for studying "cold dust clouds" and forming stars. The article confirms this by explaining that infrared telescopes can detect "cold clouds of gas where new stars were forming, deep in the dust where visible light could not escape." This means the Webb telescope can see places where new stars are being born — places that optical telescopes cannot reach.* (Strong: combines article and chart with specific evidence.)

28. Open-Response — **Sample strong answer:** *Astronomers now use many different kinds of telescopes to detect not just visible light but also radio waves, infrared, X-rays, and gamma rays from space. Each kind of telescope reveals something the others cannot — for example, radio telescopes can detect the faint "echo" of the Big Bang. By combining information from different telescope types, astronomers can build a more complete understanding of the universe.* (Strong: captures main idea + uses specific detail + own words.)

29. D — The sentence describes a completed past action ("before deciding") that needed another past action before it. "Tasted" is the simple past tense that fits the rest of the sentence's past-tense structure. Options A and B use present tense, which contradicts the past-tense framing. Option C uses a participle that cannot stand alone as the main verb.

30. A — Option A correctly uses a comma after the introductory phrase ("Before the game started") and commas between items in a list ("stretched, drank water, and listened to the coach"). Option B omits the comma after the introductory phrase. Option C misplaces the comma after "Before." Option D misplaces commas around "players."

31. C — The subject is "collection" (singular), not "coins" (which is part of the prepositional phrase "of antique coins"). The singular verb "is" is correct. Options A, B, and D all use plural or non-standard verb forms that do not agree with the singular subject. This is the classic subject-verb agreement trap covered in Chapter 7.

32. B — The sentence requires two possessives: "students' notebooks" (plural possessive — the notebooks belong to multiple students) and "teacher's desk" (singular possessive — one teacher). Option B applies both rules correctly. The other options misplace or omit the apostrophes, breaking standard possessive punctuation.

33. Open-Response — **Sample strong answer:** *Our school is hosting a charity bake sale next Friday. My mother and I are going to bake chocolate chip cookies for the event. I hope that we raise enough money to support the local food bank because they need our help.* (Three errors fixed: "friday" → "Friday"; "My mother and me" → "My mother and I"; "are" → "our.")

34. Open-Response — **Sample strong answer:** *As the actor stepped onto the stage and the lights dimmed slowly around him, the audience held its breath in silence.* (Strong: combines all three ideas using subordination, flows smoothly, builds rhythm.)

35. Open-Response — **Sample strong answer:** *The sound of my grandmother humming in her kitchen on Sunday mornings is one of my favourite sounds in the world. She hums old folk songs softly while she stirs porridge on the stove, and the low rhythm of her voice mixes with the clink of her wooden spoon against the pot. Whenever I hear it, I know I am home.* (Strong: specific meaningful sound, sensory detail, personal voice.)

36. Extended Writing — **Sample Level 3 response benchmark:** A strong narrative response builds toward the required closing sentence with a story that genuinely earns the reflection. Strong responses set up a specific encounter with the sky (a meteor shower, a sudden storm, a night camping out, a moment of grief or joy under stars), develop the moment with sensory detail, and arrive at the final sentence as a natural conclusion. Length: approximately three to five paragraphs. The strongest responses use the sky as a meaningful symbol rather than just a backdrop.

37. A — "So that" introduces a clause showing purpose — the students worked quietly *in order that* the librarian could focus. This cause-and-effect relationship fits the meaning of the sentence. "However" signals contrast, "unless" signals condition, and "although" signals concession — none of which fit.

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

39. C — "Excellant" is misspelled; the correct spelling is "excellent." The other three sentences contain no spelling errors. "Excellent" is one of the more commonly misspelled words at the Grade 6 level because of the doubled letters and the "-ent" ending.

40. B — Option B correctly uses commas to separate three items in a list: "water, snacks, and a first aid kit." Option A misplaces the first comma after "carried." Option C misplaces the comma at the end. Option

D incorrectly adds a comma after "hikers." This is the standard rule for list punctuation, including the Oxford comma.

41. Open-Response — Sample strong answer: *The dog wagged its tail excitedly when its owner finally returned from the long trip.* (Two corrections: "it's" → "its" (the possessive, not the contraction "it is"); "their" → "its" (the dog is singular, so the possessive must agree). The original incorrectly used both the contraction and the plural possessive for a singular dog.)

42. Open-Response — Sample strong answer: *The science experiment did not go as planned. The mixture changed colour suddenly and began to bubble over the edge of the beaker onto the table.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

43. D — Option D correctly capitalizes "January" (proper noun for a month), "Chinese New Year" (proper noun for a specific holiday), and "Toronto" (proper city name). Option A fails to capitalize any of these. Option B misses some capitalizations. Option C misses others. All proper nouns require capitalization.

44. C — "That" introduces a restrictive clause that identifies which film — the specific film shown at the festival. "That" is correct because it is essential to the meaning, not extra information. "Who" and "whom" refer to people, and "which" would typically be used with a comma for non-restrictive clauses (extra information).

45. A — Option A correctly punctuates dialogue: opening quotation marks, the question mark inside the closing quotation mark, and a clean speaker tag with a period at the end. Option B omits quotation marks at the start. Option C omits the question mark entirely. Option D incorrectly splits the speaker tag with quotation marks around "from the kitchen."

46. Extended Writing — Sample Level 3 response benchmark: A strong opinion response takes a clear stand (in favour of food-growing in schools OR in favour of traditional subjects OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (hands-on learning, environmental awareness, time constraints, academic priorities), 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 family tradition in the opening paragraph, develops the tradition through sensory detail (sights, sounds, smells, foods, voices), explains the personal and family meaning in a separate paragraph, and closes with a reflection on what the tradition has taught the writer about family, identity, or belonging. Length: approximately four paragraphs. The strongest responses pick a small, specific tradition (a Sunday dinner, an annual fishing trip, a birthday ritual) rather than a generic holiday.