

PRACTICE EXAM 6: EQAO GRADE 3 SIMULATION (60 QUESTIONS)

LANGUAGE COMPONENT — SESSION 1: READING

Read the following story, then answer questions 1 through 5.

The Talent Show

by R. Bennett

Anya had decided, the moment she saw the poster, that she would not enter the school talent show.

The poster had appeared on the gym door in early April. Bright colours. Glitter glue. TALENT SHOW — MAY 14 — SHOW US WHAT YOU CAN DO! Anya had walked past it three times before she finally stopped to read it.

She did have a talent. That was not the problem. Anya could do magic tricks. Her grandfather had taught her three when she was six, and she had taught herself eight more by reading library books. She could make a coin disappear. She could find a hidden card without looking. She could even tie two ropes together with a single tug.

But Anya had never performed in front of a crowd. The thought of standing on the stage in the gym, with three hundred faces staring at her, made her feel slightly sick.

For two weeks, Anya did not sign up.

Then, on a Wednesday morning, Mrs. Lee asked the class if anyone was performing in the talent show. Five hands went up. Maya was going to sing. Tomasz was going to do gymnastics. Yusuf was going to play the violin. Anya thought about her magic tricks. Then she sat very quietly with her hands in her lap.

That afternoon, Anya's grandfather called. He asked her how school was going. He asked about her magic tricks. He asked about the talent show.

"I'm not doing it," Anya told him.

There was a long pause on the phone. Then her grandfather said, "Anya, when I was your age, I was so afraid of standing up in front of people that I could barely speak. Do you know what helped me?"

"What?" Anya asked.

"I picked one person in the audience," he said. "Just one. I pretended I was doing the trick only for them. And after a while, the rest of the room did not matter."

Anya did not say much for the rest of the call. But that night, before she fell asleep, she made a decision.

The next morning, she signed her name on the sheet.

On May 14, Anya stood backstage in her dark blue jacket. Her hands were shaking. When her name was called, she walked out onto the stage. She looked over the heads of all the children. She found one face — her grandfather, in the third row, smiling.

She did the coin trick. The room went very quiet.

When the coin disappeared, the audience clapped. Anya bowed, just a small bow, and walked off the stage. Her grandfather was still smiling.

She had not become brave overnight. But she had stepped onto a stage. And now she knew she could do it again.

1. Where had Anya FIRST seen the talent show poster?

- A. On the front door of her classroom
- B. In the hallway outside the school library
- C. On the gym door at her school
- D. On the wall of the principal's office

2. How did Anya learn her first three magic tricks?

- A. Her grandfather taught them to her when she was six
- B. She watched a magic show on television one Saturday
- C. She took lessons from a magician at the community centre
- D. She watched her older sister practise them at home

3. How did Anya feel about performing in front of a crowd?

- A. Excited and proud to show her skills to the school
- B. Curious but ready to try something brand new
- C. Calm because she had practised many, many times
- D. Slightly sick at the thought of doing it

4. What advice did Anya's grandfather give her on the phone?

- A. To take slow, deep breaths before going on stage
- B. To pick one person in the audience and perform for that person
- C. To imagine the audience was wearing silly clothing
- D. To practise her tricks in front of a tall mirror many times

5. What is the main lesson of this story?

- A. Magic tricks are easier to do than singing or playing music
- B. Children should never let their grandparents give them advice
- C. Doing something brave once makes the next time a little easier
- D. Talent shows should always be held in the gym at school

Read the following poem, then answer questions 6 through 10.

The Library

by I. Lindgren

The library is quiet, but it is not still.
Inside the rows of books are battles, kings,
And songs from countries I have never seen.
The shelves are full of waiting things.

I push the heavy door. The air smells dry,
Like dust and paper, glue and waxy spines.
The librarian smiles. He puts a finger to his lips.
He does not even have to use the signs.

I take my favourite chair. It is the one
Near the window where the maple branches bend.
I open up a book and step inside.
The afternoon does not seem to end.

When my mother calls my name from down the hall,
I close the book. I tuck it on the shelf.
But part of me stays in the story still.
A library is a place to find yourself.

6. What does the speaker say about the library in the opening line?

- A. It is small and crowded with many students after school
- B. It is quiet, but not still
- C. It is loud during the busy hours of the day
- D. It is closed every Sunday morning at sunrise

7. Read this line from the poem: The shelves are full of waiting things. What does the poet mean by waiting things?

- A. The books on the shelves are full of stories ready to be read
- B. People are sitting in chairs waiting to check out books
- C. The librarians are waiting for the library to close
- D. Old furniture is stored on the shelves until it is needed

8. What does the librarian do when the speaker comes into the library?

- A. Greets the speaker loudly with a friendly wave
- B. Walks over and shows the speaker to the children's section
- C. Hands the speaker a book they have already chosen
- D. Smiles and puts a finger to his lips

9. Where does the speaker sit when they go to the library?

- A. In a soft chair near the front librarian's desk
- B. In a favourite chair near a window with maple branches
- C. At a long wooden table in the middle of the room
- D. On the floor between two tall shelves of books

10. What does the speaker mean by the final line, A library is a place to find yourself?

- A. The library has a map you can use if you get lost
- B. The librarians can help you remember where you sit
- C. Reading books in the library helps you understand who you are
- D. There are mirrors in the library so you can see yourself

LANGUAGE COMPONENT — SESSION 2: READING

Read the following article, then answer questions 11 through 16.

The Great Lakes

If you live in Ontario, you have likely seen at least one of the five Great Lakes. They form a giant chain of fresh water along the border between Canada and the United States. Together, the Great Lakes hold about one-fifth of all the fresh water on Earth.

The Five Lakes

The five Great Lakes are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. Children sometimes learn them by the word HOMES — using the first letter of each lake's name.

Lake Superior is the largest. It is so big that you cannot see across it to the other side. Its water is also the coldest of the five lakes. Lake Ontario is the smallest of the five, but it is still one of the largest lakes in the world.

A Long History

The Great Lakes were formed thousands of years ago, when huge sheets of ice called glaciers moved across the land. As the glaciers melted, the deep paths they had carved out filled with water. The lakes have been there ever since.

Indigenous peoples have lived on the shores of the Great Lakes for thousands of years. Long before any cities were built, the lakes provided fish for food, water for drinking, and routes for travel by canoe.

Cities and Ships

Today, many of Canada's largest cities sit on the shores of the Great Lakes. Toronto is on Lake Ontario. Hamilton, Mississauga, and Oshawa are also on the Lake Ontario shoreline.

Large ships sail across the Great Lakes carrying goods — wheat, iron, coal, and many other things. These ships are called lakers. A laker can carry as much weight as ten thousand large trucks.

Looking After the Lakes

The Great Lakes are one of Canada's most precious natural treasures. Today, scientists and citizens work together to keep the lake water clean. Without the Great Lakes, life in Ontario would look very different.

11. How much of Earth's fresh water do the Great Lakes hold?

- A. About one-fifth
- B. About one-half
- C. About one-tenth
- D. About one-third

12. What is the word HOMES used for in the article?

- A. To name the cities along the lakes' shores
- B. To describe how Indigenous peoples lived
- C. To help children remember the names of the five Great Lakes
- D. To list the kinds of homes built near the lakes

13. Which of the Great Lakes is the LARGEST?

- A. Lake Huron
- B. Lake Superior
- C. Lake Ontario
- D. Lake Erie

14. How were the Great Lakes formed?

- A. They were dug by Indigenous peoples thousands of years ago
- B. They were created when rivers overflowed during a flood
- C. They appeared when underground springs broke through the soil
- D. They were carved out by huge sheets of ice called glaciers

15. What are large ships that sail across the Great Lakes called?

- A. Lakers
- B. Tankers
- C. Trucks
- D. Cruisers

16. Why might the author have included the heading Looking After the Lakes?

- A. To list all the people who live near the lakes
- B. To explain how the lakes were named long ago
- C. To prepare the reader for the section about keeping the lakes clean
- D. To describe the different sizes of ships on the lakes

Read the following two short passages. Then answer questions 17 through 20.

Passage 1: My First Camping Trip

The summer I turned eight, my family went camping in Algonquin Park for the first time. We drove for three hours from our house in the city. When we reached the campground, my father parked the car under a tall pine tree, and we began to set up our tent. The forest was full of sounds I had never heard at home — birds calling, leaves rustling, and the distant splash of a fish jumping in the lake. That night, we sat around a fire eating sandwiches my mother had packed. I had never slept outside in my whole life. I was a little nervous. But when I crawled into my sleeping bag and looked up through the open tent flap at the stars, I felt something change in me. I knew I would want to come back.

Passage 2: How to Pitch a Tent

A tent gives you shelter when you camp. Setting it up the right way keeps you dry and safe.

1. Choose a flat, dry spot of ground away from water and overhanging branches.
2. Lay out the tent's floor — sometimes called the ground sheet — flat on the spot you chose.
3. Slide the tent poles through the long sleeves on the top of the tent.
4. Push the ends of the poles into small holes at the corners of the floor. The tent will rise into its full shape.
5. Drive metal stakes into the ground at each corner of the tent, using a hammer or a rock.
6. Attach the rain cover (called the fly) over the top.

When you are finished, climb inside and check that the floor is flat and the corners feel tight. If a storm comes during the night, a properly pitched tent will keep you dry until morning.

17. What is one thing both passages discuss?

- A. Cooking food on a campfire in the woods
- B. Driving from the city to a campground far away

- C. Looking at the stars from inside a tent
- D. Tents or camping

18. What is the main purpose of Passage 1?

- A. To list the rules of camping in Algonquin Park
- B. To share a personal memory of a first camping trip
- C. To explain the steps for choosing a good campsite
- D. To convince readers to go camping with their families

19. Based on Passage 2, where should you NOT pitch your tent?

- A. Near water or under overhanging branches
- B. On a flat, dry piece of ground far from trees
- C. Inside the marked campsite area at the park
- D. Anywhere that has hard rocks under the soil

20. Which idea is found in Passage 1 but NOT in Passage 2?

- A. Tents need metal stakes to stay in place during a storm
- B. Tents should be set up properly to keep campers dry
- C. A specific memory of camping in Algonquin Park
- D. Tents have a floor sometimes called a ground sheet

LANGUAGE COMPONENT — SESSION 3: WRITING

For questions 21 through 30, read each item carefully and choose the best answer.

21. Which group of words is a COMPLETE SENTENCE?

- A. Running across the wet grass at recess
- B. Because the wind was very strong this morning
- C. The tall pine tree near the schoolyard fence
- D. The students lined up quietly outside the gym.

22. Which sentence uses CAPITAL LETTERS correctly?

- A. Last August, my family drove to Quebec City for a holiday.
- B. last august, my family drove to quebec city for a holiday
- C. Last august, my family drove to quebec city for a Holiday
- D. last August, My Family drove to Quebec city for a holiday

23. Choose the sentence that is punctuated correctly.

- A. Watch out for the falling branch
- B. Did you finish your homework?
- C. The bell rang loudly,
- D. Look at the pretty butterfly?

24. Read the sentence: The blue umbrella opened slowly above her head. Which word in this sentence is an ADJECTIVE?

- A. Opened
- B. Slowly
- C. Blue
- D. Head

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The four students writes in their notebooks every day.
- B. The four student write in their notebooks every day.
- C. The four students writing in their notebooks every day.
- D. The four students write in their notebooks every day.

26. Read the sentence: Last Friday, my class ____ a film about Canadian animals. Which word BEST fills in the blank?

- A. Watches
- B. Watched
- C. Is watching
- D. Will watch

27. Which word means about the SAME as small?

- A. Tiny
- B. Loud
- C. Heavy
- D. Bright

28. Which sentence correctly shows that ONE boy owns the bicycle?

- A. The boys bicycle is in the garage.
- B. The boys' bicycle is in the garage.
- C. The boys's bicycle is in the garage.
- D. The boy's bicycle is in the garage.

29. Which sentence uses a COMMA correctly?

- A. After the long day we finally went home for dinner
- B. We packed lunches snacks and water for the day
- C. Before the bell rang, we lined up at the door.
- D. The cat, ran, across the yard, and barked loudly

30. Which of the following sentences is in the PRESENT tense?

- A. We walked to school yesterday morning together.
- B. We walk to school every day before class.
- C. We will walk to school tomorrow morning together.
- D. We had walked to school many times before today.

LANGUAGE COMPONENT — SESSION 4: WRITING

For questions 31 through 40, choose the best answer.

31. Read the topic sentence: Children should learn to cook simple meals. Which sentence would be the BEST supporting reason?

- A. Knowing how to cook helps children eat well and take care of themselves.
- B. Pizza is one of the most popular meals in the world.
- C. Many adults cook dinner for their families each evening.
- D. My grandmother has a cookbook with hundreds of recipes.

32. Which sentence would BEST begin a personal narrative about losing a pet?

- A. Pets are very important to families all across Canada.

- B. Many children have at least one pet at home with them.
- C. Pets can be cats, dogs, hamsters, or fish in tanks.
- D. The day my cat Pippa did not come home for dinner, I knew something was wrong.

33. Which sentence uses STRONGER, more specific verbs?

- A. The boy went down the hill and was at the bottom.
- B. The boy moved down the hill and got to the bottom.
- C. The boy raced down the hill and tumbled into the snowbank.
- D. The boy did things on the hill until he was at the bottom.

34. Read the sentence: ____ I had a bad cold, I still went to the school concert. Which word BEST fills in the blank?

- A. So
- B. Although
- C. Because
- D. Or

35. Which would be the BEST closing for an opinion paragraph arguing that schools should serve more vegetables at lunch?

- A. Vegetables come in many different colours and shapes.
- B. Carrots are the most popular vegetable at my school.
- C. Some children pack their own lunches from home.
- D. For all these reasons, schools should serve more vegetables to help students grow up healthy.

36. Read the sentence: ____ "Please raise your hand before speaking," said Mr. Lee. Which punctuation BEST fills in the blank?

- A. " (open quotation mark)
- B. , (comma)
- C. ! (exclamation mark)
- D. ? (question mark)

37. Which word is spelled CORRECTLY?

- A. Beautiful
- B. Beautifull
- C. Beautiful
- D. Bueatiful

38. Read the paragraph:

Hassan loves playing chess. He plays a game every evening with his older sister. ____ Hassan dreams of one day being in a chess tournament.

Which sentence BEST fills in the blank?

- A. The game of chess was invented many hundreds of years ago.
- B. He has won twelve games against his sister this month.
- C. Many board games are popular in homes across Canada.
- D. Some games take longer to play than others.

39. Which sentence is the BEST example of DIALOGUE?

- A. Tomasz wanted his friend to lend him a pencil for the test.
- B. The friend was asked by Tomasz to lend a pencil for the test.
- C. Tomasz needed a pencil for the test and asked for one.

D. "May I borrow a pencil?" Tomasz asked his friend.

40. Read this sentence: The hot soup steamed in the bowl, smelling of garlic and warm bread baking in the oven. What is this sentence MAINLY doing?

- A. Using sensory details to set the scene
- B. Listing all the ingredients in the soup
- C. Telling the reader where the kitchen is
- D. Explaining why someone is hungry tonight

MATHEMATICS COMPONENT — STAGE 1: NUMBER

41. Which number is the same as four hundred twenty-three?

- A. 4,023
- B. 423
- C. 432
- D. 43

42. Round 372 to the nearest HUNDRED.

- A. 300
- B. 380
- C. 400
- D. 370

43. What is the value of the digit 6 in the number 264?

- A. 60

- B. 6
- C. 600
- D. 264

44. What is $459 + 287$?

- A. 636
- B. 826
- C. 736
- D. 746

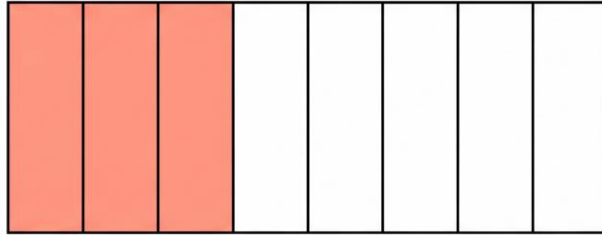
45. A store had 612 books. The owner sold 248 books this month. How many books are LEFT?

- A. 462
- B. 374
- C. 364
- D. 460

46. Which list shows these numbers ordered from GREATEST to LEAST?

- A. 158, 297, 416, 532
- B. 532, 416, 297, 158
- C. 532, 297, 416, 158
- D. 416, 532, 297, 158

47. Look at the figure below.



What fraction of the figure is shaded?

- A. $\frac{3}{8}$
- B. $\frac{5}{8}$
- C. $\frac{8}{3}$
- D. $\frac{3}{5}$

48. Which fraction is GREATER than $\frac{2}{4}$?

- A. $\frac{1}{4}$
- B. $\frac{0}{4}$
- C. $\frac{2}{4}$
- D. $\frac{3}{4}$

49. What is the missing number in this pattern? 9, 18, 27, ____, 45, 54

- A. 30
- B. 36

- C. 33
- D. 40

50. Which number is EVEN?

- A. 175
- B. 263
- C. 348
- D. 519

MATHEMATICS COMPONENT — STAGE 2: ALGEBRA, DATA, AND SPATIAL SENSE

51. What is 8×5 ?

- A. 30
- B. 45
- C. 35
- D. 40

52. A teacher has 48 stickers to share equally among 8 students. How many stickers does each student get?

- A. 6
- B. 5
- C. 7
- D. 40

53. What is the missing number? $24 + \square = 38$

- A. 62
- B. 14
- C. 12
- D. 16

54. A pattern follows the rule add 6. If the first term is 9, what is the FOURTH term in the pattern?

- A. 21
- B. 33
- C. 39
- D. 27

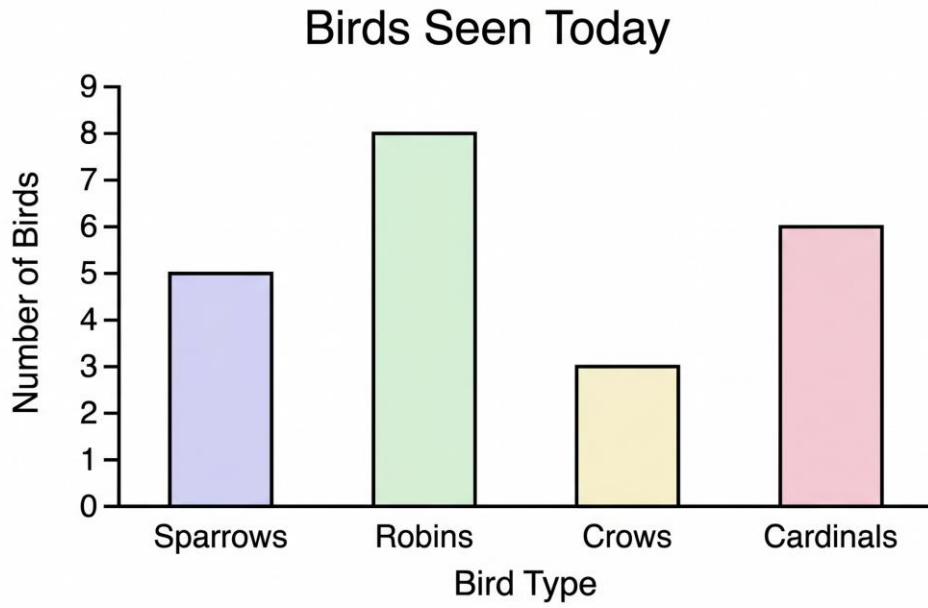
55. A character starts at position (6, 4) on a grid. The instructions are:

1. Move 3 spaces left.
2. Move 2 spaces up.
3. Move 1 space right.

Where does the character end up?

- A. (2, 6)
- B. (3, 6)
- C. (4, 6)
- D. (8, 2)

56. Look at the bar graph below.



How many MORE robins were seen than crows?

- A. 5
- B. 11
- C. 3
- D. 8

57. Look at the pictograph below.

Stickers Collected



Each ☆ = 10 stickers.

How many stickers does Lin have?

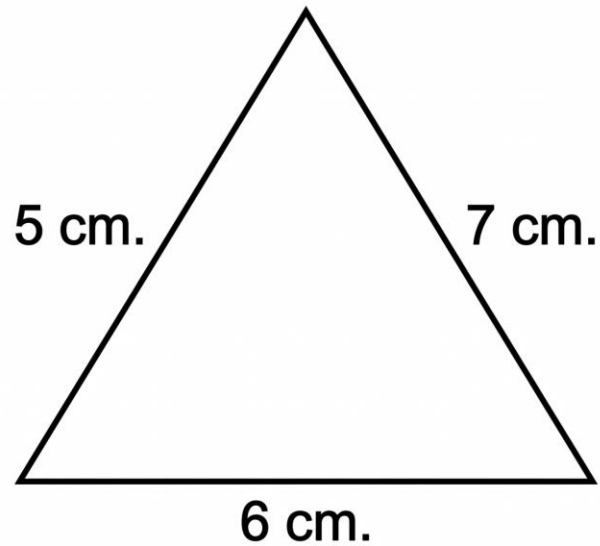
- A. 4
- B. 40
- C. 20
- D. 50

58. Which 3D solid has 5 faces — 1 square base and 4 triangular faces that all meet at a point at the top?

- A. Cube
- B. Cylinder
- C. Cone
- D. Square-based pyramid

59. Look at the triangle below.

[Figure PQ-4]



What is the PERIMETER of this triangle?

- A. 18 cm
- B. 35 cm
- C. 12 cm
- D. 14 cm

60. A bookmark costs \$2. Sophie has \$25 and buys 7 bookmarks. How much money does she have LEFT?

- A. \$7
- B. \$14
- C. \$11
- D. \$18

Practice Exam 6: Answer Key and Explanations

- 1. C** — On the gym door at her school. The story states this directly: *"The poster had appeared on the gym door in early April."* Locate-the-fact questions ask for details that sit in plain view in the passage.
- 2. A** — Her grandfather taught them to her when she was six. The story states: *"Her grandfather had taught her three when she was six, and she had taught herself eight more by reading library books."* This early grandfather connection sets up the phone-call advice that becomes central to the story.
- 3. D** — Slightly sick at the thought of doing it. The story states: *"The thought of standing on the stage in the gym, with three hundred faces staring at her, made her feel slightly sick."* This bodily reaction signals just how strong Anya's stage fright is.
- 4. B** — To pick one person in the audience and perform for that person. The grandfather's exact words are: *"I picked one person in the audience... I pretended I was doing the trick only for them."* This piece of advice is what Anya carries onto the stage with her.
- 5. C** — Doing something brave once makes the next time a little easier. The story's closing lines — *"she had stepped onto a stage. And now she knew she could do it again"* — point directly to this theme. Themes in EQAO stories are usually broader life lessons, not specific events.
- 6. B** — It is quiet, but not still. The poem opens with this exact line, distinguishing silence from stillness. The poem unfolds the difference — books are full of activity and story even when no one speaks.
- 7. A** — The books on the shelves are full of stories ready to be read. The poet uses *waiting things* as a metaphor for the books — stories that are dormant until a reader opens them. Inference questions ask readers to look behind the figurative phrase to its meaning.
- 8. D** — Smiles and puts a finger to his lips. The poem states: *"The librarian smiles. He puts a finger to his lips."* The finger to the lips is the universal sign for quiet — no spoken words are needed.
- 9. B** — In a favourite chair near a window with maple branches. The poem states: *"I take my favourite chair. It is the one / Near the window where the maple branches bend."* This specific spot is part of what makes the library feel like home.
- 10. C** — Reading books in the library helps you understand who you are. The final line *"A library is a place to find yourself"* is figurative, suggesting that books and stories help shape the reader's sense of identity. The other options take the line literally.
- 11. A** — About one-fifth. The article states this directly: *"the Great Lakes hold about one-fifth of all the fresh water on Earth."* This single statistic frames how important the lakes are to the entire planet.
- 12. C** — To help children remember the names of the five Great Lakes. The article states: *"Children sometimes learn them by the word HOMES — using the first letter of each lake's name."* HOMES is a memory trick: Huron, Ontario, Michigan, Erie, Superior.

- 13. B** — Lake Superior. The article states: "*Lake Superior is the largest. It is so big that you cannot see across it to the other side.*" Its size and coldness are both described in the same paragraph.
- 14. D** — They were carved out by huge sheets of ice called glaciers. The article states: "*huge sheets of ice called glaciers moved across the land. As the glaciers melted, the deep paths they had carved out filled with water.*" This explains both the shape and the source of the water.
- 15. A** — Lakers. The article states directly: "*These ships are called lakers. A laker can carry as much weight as ten thousand large trucks.*" The name comes from the lakes the ships sail across.
- 16. C** — To prepare the reader for the section about keeping the lakes clean. Headings in informational text work as signposts. *Looking After the Lakes* tells the reader exactly what the next section will discuss.
- 17. D** — Tents or camping. Passage 1 describes a family camping trip and setting up a tent; Passage 2 gives step-by-step tent-pitching instructions. Two-text comparison questions require finding what appears in both passages.
- 18. B** — To share a personal memory of a first camping trip. Passage 1 uses first-person language ("*The summer I turned eight*") and describes one specific trip. This is the defining feature of personal narrative.
- 19. A** — Near water or under overhanging branches. Passage 2 lists this as the first instruction: "*Choose a flat, dry spot of ground away from water and overhanging branches.*" The wording tells the camper what to avoid as well as what to do.
- 20. C** — A specific memory of camping in Algonquin Park. The Algonquin trip with sandwiches by the fire appears only in Passage 1, which describes one specific personal experience. Passage 2 contains only general instructions and no personal stories.
- 21. D** — The students lined up quietly outside the gym. A complete sentence has a subject (students), a verb (lined up), and a complete thought. The other options are fragments — missing a main verb, beginning with a subordinator that leaves the thought hanging, or lacking a main clause altogether.
- 22. A** — Last August, my family drove to Quebec City for a holiday. Capitals are required on the first word, months (August), and proper place names (Quebec City). Only option A applies all three rules correctly.
- 23. B** — Did you finish your homework? Questions end with a question mark, not a missing mark, a comma, or another piece of punctuation. The interrogative form is signalled by *did you*.
- 24. C** — Blue. *Blue* describes the noun *umbrella* — that is the function of an adjective. *Opened* is a verb, *slowly* is an adverb, *head* is a noun.
- 25. D** — The four students write in their notebooks every day. A plural subject (four students) takes a plural verb without -s (write). Option A pairs a plural subject with a singular verb; B uses a singular noun with a plural verb; C is a fragment because *writing* alone is not a main verb.

- 26. B** — Watched. The phrase *last Friday* signals past tense, formed by adding -ed to most regular verbs. Present, present-continuous, and future forms all conflict with the past time word in the sentence.
- 27. A** — Tiny. *Tiny* and *small* are synonyms — both describe something little in size. The other options describe unrelated qualities like sound, weight, or brightness.
- 28. D** — The boy's bicycle is in the garage. The apostrophe + s shows singular possession (the bicycle belongs to one boy). Option B is plural possessive (multiple boys), which the question explicitly rules out. Option A omits the apostrophe; option C adds an unnecessary extra letter.
- 29. C** — Before the bell rang, we lined up at the door. A comma is required after an introductory dependent clause (*Before the bell rang*). Option A omits the comma; option B is missing commas in a list; option D places commas where they break the sentence's flow.
- 30. B** — We walk to school every day before class. Present tense uses the simple verb form (walk) without -ed for past or *will* for future. The phrase *every day* signals an ongoing, present action.
- 31. A** — Knowing how to cook helps children eat well and take care of themselves. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options state unrelated facts about food or fail to defend the claim that children should learn to cook.
- 32. D** — The day my cat Pippa did not come home for dinner, I knew something was wrong. Strong narrative openings use specific, sensory details that place the reader inside a personal moment. The other options state general facts about pets rather than entering a story.
- 33. C** — The boy raced down the hill and tumbled into the snowbank. Strong verbs like *raced* and *tumbled* are specific and create vivid images. Verbs like *went*, *moved*, *was*, and *did* are weak because they could describe almost any action.
- 34. B** — Although. *Although* expresses contrast — the speaker had a bad cold, but the expected result (staying home) did not happen. Words like *so*, *because*, and *or* would express result, cause, or alternative, none of which fits the contrast in the sentence.
- 35. D** — For all these reasons, schools should serve more vegetables to help students grow up healthy. An opinion-piece closing should restate the position with confidence and connect to the supporting reasons. The other options drift to unrelated facts or anecdotes.
- 36. A** — Open quotation mark. Dialogue begins with an open quotation mark to mark the speaker's exact words. The other punctuation marks would not properly introduce a quoted sentence at the start of dialogue.
- 37. C** — Beautiful. *Beautiful* is spelled with the letters b-e-a-u-t-i-f-u-l. The other options are common misspellings produced by sounding the word out without checking standard form.

- 38. B** — He has won twelve games against his sister this month. A supporting sentence in a paragraph about Hassan's chess progress should add a related detail about his playing. The other options drift to unrelated topics like the history of chess or other board games.
- 39. D** — "*May I borrow a pencil?*" Tomasz asked his friend. True dialogue uses quotation marks around the speaker's exact words. The other options use indirect speech, which describes what was said without quoting it directly.
- 40. A** — Using sensory details to set the scene. The sentence engages the sense of sight (*steamed*), smell (*garlic*), and the warm imagery of bread baking. Sensory details build atmosphere — one of the techniques the EQAO writing rubric specifically rewards.
- 41. B** — 423. *Four hundred twenty-three* breaks down as $400 + 20 + 3$, with four hundreds, two tens, and three ones. Reading number-word questions carefully matters — 4,023 and 432 sound similar but have very different values.
- 42. C** — 400. To round 372 to the nearest hundred, look at the tens digit (7). Since 7 is 5 or greater, round up: 372 sits closer to 400 than to 300 on a number line.
- 43. A** — 60. The digit 6 sits in the tens place in 264, so its value is $6 \times 10 = 60$. Place value determines what each digit is worth, regardless of the digit itself.
- 44. D** — 746. Column addition: $9 + 7 = 16$ (write 6, carry 1); $5 + 8 + 1 = 14$ (write 4, carry 1); $4 + 2 + 1 = 7$ (write 7). The total is 746.
- 45. C** — 364. Column subtraction: $612 - 248$ requires regrouping. The ones column borrows from the tens ($12 - 8 = 4$), and the tens column borrows from the hundreds ($10 - 4 = 6$). The hundreds become $5 - 2 = 3$, giving 364.
- 46. B** — 532, 416, 297, 158. Ordering from greatest to least compares hundreds digits first: $5 > 4 > 2 > 1$. Only option B arranges all four numbers in true descending order.
- 47. A** — $\frac{3}{8}$. The rectangle is divided into 8 equal strips (the denominator), and 3 of those strips are shaded (the numerator). The fraction is shaded parts over total parts, giving $\frac{3}{8}$.
- 48. D** — $\frac{3}{4}$. With the same denominator (4), the fraction with the larger numerator is the larger fraction. $3 > 2$, so $\frac{3}{4} > \frac{2}{4}$. The other options have numerators of 1, 0, and 2 — all less than or equal to 2.
- 49. B** — 36. The pattern adds 9 each step: 9, 18, 27, ____, 45, 54. The missing term is $27 + 9 = 36$, which then continues to 45. Confirming both directions verifies the rule.
- 50. C** — 348. An even number ends in 0, 2, 4, 6, or 8. Only 348 ends in an even digit (8); the others end in 5, 3, and 9 — all odd.
- 51. D** — 40. The multiplication fact $8 \times 5 = 40$ is one every Grade 3 student should know. A useful check: skip-counting by 5s eight times gives 5, 10, 15, 20, 25, 30, 35, 40.

- 52. A** — 6. Equal sharing: $48 \text{ stickers} \div 8 \text{ students} = 6 \text{ stickers each}$. Division undoes multiplication — $8 \times 6 = 48$ confirms the answer through the fact family.
- 53. B** — 14. To find the missing addend, use the inverse operation: $38 - 24 = 14$. Checking: $24 + 14 = 38$. The inverse-operation strategy works for every missing-addend question.
- 54. D** — 27. Starting at 9 and adding 6 each step: 9 (1st), 15 (2nd), 21 (3rd), 27 (4th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. C** — (4, 6). Starting at (6, 4): left 3 \rightarrow (3, 4); up 2 \rightarrow (3, 6); right 1 \rightarrow (4, 6). Tracking the state after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. A** — 5. Robins' bar reaches 8 and crows' bar reaches 3. The difference is $8 - 3 = 5$. Comparison questions on bar graphs require reading both bars carefully against the scale and subtracting.
- 57. B** — 40. Lin's row shows 4 stars, and the key states each star equals 10 stickers. The total is $4 \times 10 = 40$. Always multiply the picture count by the key value rather than counting pictures alone.
- 58. D** — Square-based pyramid. A square-based pyramid has one square base on the bottom and four triangular faces that rise to meet at a single vertex at the top — a total of 5 faces. Cubes have 6 square faces, cylinders have curved surfaces, and cones have a circular base.
- 59. A** — 18 cm. The perimeter of a triangle equals the sum of all three sides: $5 + 7 + 6 = 18 \text{ cm}$. Perimeter is measured in regular length units, not square units, because it measures distance around a shape.
- 60. C** — \$11. This is a two-step problem: first multiply ($7 \times \$2 = \14 for the bookmarks), then subtract ($\$25 - \$14 = \$11$ left). Multi-step money problems require identifying both operations and performing them in the correct order.