

# PRACTICE EXAM 7: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

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## READING SESSION A

Time: Approximately 35 minutes

### Passage 1: "What the Dog Knew"

#### A short story by Reina Castillo

The boy did not know I knew.

That was the first thing. The boy thought he was the one keeping the secret — slipping out of the house in the early morning, before his mother was awake, carrying the small canvas bag under his arm. He thought I was just a sleeping shape on the rug at the foot of his bed. He thought dogs did not notice these things.

But I noticed everything.

I knew the small sound the front door made when he opened it carefully. I knew the slow way he stepped on the third step from the top — the step that creaked — pressing his weight close to the wall where the wood was firmer. I knew the way he turned to look back at his mother's closed bedroom door before he closed the front door behind him.

For three weeks now, the boy had been doing this. Every morning before sunrise. Six o'clock, sometimes earlier.

I watched him.

On the fourth Wednesday, I followed.

The boy did not notice. I was old and slow, and I kept far enough behind that he could not see me. We walked together, separated by half a block, through the quiet streets where the streetlights still glowed against the grey morning. He turned at the corner where the bakery was just beginning to open. He turned again at the park. He walked past the playground without slowing. And then he stopped at the chain-link fence behind the old community centre.

There was a hole in the fence.

The boy slipped through it.

I stayed where I was. From the gap in the fence, I could see what was on the other side. A patch of grass. A few overgrown shrubs. And, sitting in a cardboard box wedged between two of the shrubs, three small grey kittens.

The boy knelt down. He opened the canvas bag. He took out a small bowl. He took out a plastic bottle of water. And he took out — I could smell it from where I was — soft, mashed cat food.

He filled the bowl carefully. He set it in front of the kittens. They climbed out of the box, wobbling on tiny legs. They began to eat.

The boy watched them.

He sat there for a long time. He did not pet them. He did not speak. He just watched.

This was the secret.

I sat behind the bushes on my side of the fence, and I understood several things at once. I understood that this was why the boy had been so quiet at dinner for three weeks. I understood why he had been carrying his pocket money in his shoe rather than his wallet. I understood why his mother had found cat food in the cupboard last Saturday — and why he had said quickly, I don't know, maybe Aunt Lina left it.

When the kittens finished eating, the boy folded the bowl back into his bag. He stood up. He turned to leave.

He saw me.

His eyes grew very wide. He froze. He looked at the kittens. He looked back at me.

I did not bark. I did not move.

The boy slipped back through the fence. He walked slowly toward me, his face pale. He knelt down beside me, and he put his hand on the top of my head.

"You won't tell, will you?" he whispered.

He looked into my eyes. I looked into his.

I cannot tell him with words that I will not. I am a dog. But I leaned my head against his shoulder, and I let out a small huff of breath against his ear, and I think he understood me.

That night, the boy told his mother.

I do not know what made him decide. Perhaps it was the kittens — perhaps he had begun to realize they needed more than morning visits. Perhaps it was the relief of not having to carry a secret alone. Perhaps, in some small way, it was me — the knowledge that someone else had seen, and not told, and had instead leaned against him in the cold grey morning.

His mother was not angry. She was the kind of person who could see what mattered, and she could see what mattered now. By the next afternoon, the three kittens were sitting in a basket in our kitchen, and the boy was sitting on the floor beside them, smiling for the first time in weeks.

He did not tell his mother that I had followed him.

That, the boy and I keep between us. Even now.

1. From what POINT OF VIEW is this story told?

- A. First person, narrated by the dog
- B. First person, narrated by the boy
- C. Third person, following the boy closely
- D. Third person, knowing what every character thinks

2. Why does the author MOST LIKELY choose to tell this story from the dog's perspective?

- A. To explain how dogs are smarter than most people realize
- B. To make the story easier for younger readers to understand
- C. To prove that dogs can communicate using human language
- D. To create a unique view of events the boy thinks no one sees

3. Read this sentence from the passage:

"I knew the slow way he stepped on the third step from the top — the step that creaked — pressing his weight close to the wall where the wood was firmer."

What does this sentence MOST suggest about the dog?

- A. The dog had recently learned to climb stairs by itself
- B. The dog notices and remembers small details about the boy's habits
- C. The dog was unable to follow the boy because of the noisy step
- D. The dog was afraid of the creaking sound coming from the stairs

4. What is the MOST LIKELY reason the boy "carried his pocket money in his shoe rather than his wallet"?

- A. The boy was worried that his pocket money would fall out of his wallet
- B. The boy did not have a wallet of his own that he could use yet
- C. The boy was hiding the money so his mother would not notice it was missing

D. The boy was afraid the kittens might damage a wallet during morning visits

5. What does the dog mean when it says, "I understood several things at once"?

A. The dog had been confused but was now starting to learn

B. The dog had figured out that the boy was lying to everyone

C. The dog had only just discovered what the kittens were eating

D. The dog now grasped why the boy had been acting strangely

6. Read this sentence from the passage:

"I am a dog. But I leaned my head against his shoulder, and I let out a small huff of breath against his ear, and I think he understood me."

What does this sentence MOST LIKELY communicate?

A. Real communication does not always require words

B. The dog wishes it could speak to the boy in his language

C. The boy mistakenly thought the dog was trying to bark at him

D. Dogs and humans cannot truly understand each other's feelings

7. What is the central THEME of this story?

A. Children should always tell their parents the truth about their actions

B. Dogs make better friends than humans because they keep secrets well

C. Loyalty and quiet understanding can give someone the courage to do the right thing

D. People should not feed wild animals because it makes them depend on humans

8. Why does the boy MOST LIKELY decide to tell his mother that night?

A. The boy is worried that the dog will tell his mother first

B. The kittens need more care than morning visits can give them

C. The boy is tired of waking up early every morning before dawn

D. The boy's mother has already noticed the missing cat food at home





**Passage 2: "Shape of a Pond" — A Concrete Poem**

**By Bernard Hollis**

Still water,  
quiet at the edges,  
holds the sky inside itself.  
Trees lean over and look at their faces.  
Dragonflies write small words across the surface.  
A frog jumps, and the sky inside the pond breaks  
into a hundred shaking pieces of itself.  
Then it settles. It always settles.  
The pond remembers nothing.  
The pond knows everything.

11. Why does the poet MOST LIKELY shape the poem like a pond on the page?

- A. The poet wanted to fill space at the bottom of the page
- B. The poet was unable to find a more traditional way to organize the poem
- C. The poet wanted to suggest that the poem could be read backwards
- D. The poet wanted the visual shape to match the subject the poem describes

12. Read this line from the poem:

"Trees lean over and look at their faces."

This line uses —

- A. simile — comparing trees to people using "like" or "as"
- B. personification — giving trees the human ability to look at themselves
- C. onomatopoeia — using words that imitate the sound of leaves
- D. hyperbole — exaggerating the height of the trees beside the pond

13. What does the poet MOST LIKELY mean by writing that "Dragonflies write small words across the surface"?

- A. The movement of dragonflies leaves brief patterns on the water
- B. The dragonflies near the pond are unusually small and quick





The library was closed because the building needed expensive repairs that the town could not afford. The provincial funding required to keep it running had been cut. There was no easy way to reopen it.

A retired schoolteacher named Patricia Lin decided that closing the library was not a final answer. It was only a starting point.

### **An Unusual Idea**

Patricia had spent thirty-five years teaching at Greenwood Public School. She had watched generations of children learn to read in that small library. When the doors closed, she did not write angry letters or attend protest meetings. Instead, she went to a used vehicle lot. She bought an old school bus.

"It was rusty," she said in an interview. "It had no engine that worked. And I had no idea what I was doing. But I knew I could not let our town go without books."

Patricia recruited two former students — a carpenter named Marcus Bell and a mechanic named Sofia Reyes — to help her transform the bus. Over six months, the three of them built bookshelves into every available wall of the bus's interior. They added a small reading area with two cushioned benches at the back. They installed solar panels on the roof to power lights and a small heater. They painted the outside bright blue, with the words Greenwood Mobile Library across both sides in clean white letters.

In May 2020, the bus made its first trip — driving from one corner of Greenwood to another, stopping at parks, community centres, and schools so that residents could come on board and borrow books.

### **The First Year**

The mobile library was an immediate success. In its first month, over four hundred residents borrowed books from the bus — almost one out of every six people in the town. By the end of the first year, the bus had visited fourteen different locations across the region. Local readers had borrowed more than 7,800 books. Schools booked the bus for class visits. Senior centres requested regular stops. The bus held a small reading program for children every Saturday morning.

What had begun as one retired teacher's response to a closed library had become something else: a model that other small towns began to study.

### **A Growing Network**

By 2023, three other communities in Ontario had launched their own mobile libraries based on Patricia's model. The Greenwood bus itself had expanded to two vehicles, with a smaller second bus serving the more rural parts of the region. A community foundation had been established to fund book purchases, fuel, and maintenance. Marcus and Sofia, now full-time staff, oversaw daily operations.

In a recent community survey, residents of Greenwood were asked: Compared to the original library, how do you feel about the mobile library?

Of the 412 responses:

58% said the mobile library was better than the original library

27% said the mobile library was about the same as the original library

11% said the mobile library was not as good as the original library

4% said they had not used either library

When asked what they preferred about the mobile library, the most common answers were the convenience of the bus coming to them, the personal connection with the volunteers, and the special programs designed for the community.

#### Patricia's View

Patricia herself remains modest about what she built.

"It was not me," she said when asked about the project's success. "It was the bus, and Marcus, and Sofia, and every reader who climbed on board. The original library closed. The need for one did not. We simply gave the need a different kind of home."

The original brick building on Maple Street is still there. Its windows are boarded up, and its sign has faded. But across the town, several times every week, a bright blue bus pulls up to a different stop. Its doors open. Children run on board. Seniors step up the small folding stairs. And the books — thousands of them, still arriving every month — wait inside.

#### Graphic Text 1: Greenwood Community Survey Results

Response	Percentage	Number of Respondents
Mobile library is BETTER than the original	58%	239
Mobile library is ABOUT THE SAME	27%	111
Mobile library is NOT AS GOOD	11%	45
Have not used either library	4%	17
<b>Total responses</b>	<b>100%</b>	<b>412</b>

#### Graphic Text 2: Comparing the Two Libraries

ORIGINAL LIBRARY	BOTH LIBRARIES (SHARED FEATURES)	MOBILE LIBRARY
- Brick building bus	- Free book borrowing	- Built from old school bus
- One fixed location	- Open to all residents	- Visits 14+ locations
- Open 6 days a week	- Internet access*	- Reading area at the back
- Closed in 2019	- Children's programs	- Solar-powered lights
- Funded by province	- Quiet study spaces	- Bright blue exterior

\*Original had unlimited; mobile has limited access

16. What is the MAIN idea of this article?

- A. Patricia Lin should have tried harder to save the original library in Greenwood
- B. A retired teacher built a mobile library that has successfully replaced a closed brick library
- C. Provincial funding cuts to small-town libraries should be reversed by the government
- D. Old school buses can be turned into many useful things for small communities

17. Why does the author MOST LIKELY include the detail that the original library was the "after-school home of students whose parents worked late"?

- A. To prove that the original library was open later than most other libraries
- B. To suggest that Greenwood has many parents who work very long hours
- C. To explain why Patricia Lin became a teacher at the local public school
- D. To show that the library served important community needs beyond just lending books

18. When Patricia says, "It was rusty. It had no engine that worked. And I had no idea what I was doing," what does this MOST LIKELY suggest about her?

- A. She is honest about the challenges she faced when starting the project
- B. She regrets her decision to buy a used school bus instead of a new one
- C. She is criticizing the lot where she purchased the bus six months earlier
- D. She wants readers to know that she could not have done the project alone

19. Which detail from the article BEST shows the rapid success of the mobile library?

- A. Patricia recruited two former students to help her transform the bus
- B. The bus was painted bright blue with white letters on both sides
- C. In its first month, over four hundred residents borrowed books from the bus
- D. The original library had been on Maple Street for sixty-three years

20. According to the article, what did Patricia do INSTEAD of writing angry letters or attending protest meetings?

- A. She bought a used school bus and built a mobile library inside it
- B. She organized a community fundraiser to repair the original building
- C. She convinced the provincial government to restore the lost funding
- D. She volunteered at libraries in nearby towns until Greenwood reopened

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

"A model that other small towns began to study."

- A. A small toy version of a real object that has been made from plastic
- B. A person whose job is to wear new clothes for photographs and shows
- C. A perfect example of someone who behaves the way others should behave
- D. A successful example or pattern that others can copy and learn from

22. (Open-Response)

The article quotes Patricia as saying, "The original library closed. The need for one did not." What does Patricia mean by this? Use at least TWO specific details from the article to support your answer.

(Write your response in the space provided.)

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26. What does the article suggest by mentioning that "three other communities in Ontario had launched their own mobile libraries based on Patricia's model"?

- A. Patricia's idea was the only solution available for communities without libraries
- B. Most small libraries in Ontario have been forced to close in recent years
- C. Mobile libraries are now the most common form of library in rural Ontario
- D. Patricia's project has inspired action well beyond her own community

27. (Open-Response)

The article ends with a description of the boarded-up brick library on Maple Street and the bright blue bus that visits the community several times a week. Why is this a meaningful way to end the article? Use details from the article to support your answer.

(Write your response in the space provided.)

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- C. was
- D. have been

30. Which sentence uses commas correctly?

- A. After the movie ended, we walked home, talked about our favourite scenes, and laughed
- B. After the movie ended we walked home talked about our favourite scenes and laughed
- C. After, the movie ended we walked home, talked about our favourite scenes and laughed
- D. After the movie ended we walked, home talked, about our favourite scenes, and laughed

31. Which sentence has correct subject-verb agreement?

- A. The group of dancers from the city are practising for the upcoming performance
- B. The group of dancers from the city is practising for the upcoming performance
- C. The group of dancers from the city were practising for the upcoming performance
- D. The group of dancers from the city have been practising for the upcoming performance

32. Which sentence is punctuated correctly?

- A. The package, that arrived this morning was, addressed to my older sister
- B. The package that arrived this morning, was addressed to my older sister
- C. The package that arrived, this morning was addressed to my older sister
- D. The package that arrived this morning was addressed to my older sister

**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 neighbourhood held its first annual street festival last saturday. People brought food music and decorations to share with everyone on the block. My brother and me helped set up the tables before the guests arrived.







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**Part 3: Extended Writing Prompt (Question 36)**

36. (Extended Writing — Series of Paragraphs)

Think about a problem in your school or community that you would like to see solved. The problem can be small or large.

**Write a piece in which you:**

- Describe the problem clearly so the reader understands it
- Explain why the problem matters
- Propose AT LEAST ONE specific idea or solution to address the problem
- End with a reflection on what would change if the problem were solved

(Aim for approximately four paragraphs.)

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- C. will have finished
- D. was finishing

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

- A. The musician carefully tuned her guitar before stepping onto the small stage
- B. Walking quickly through the crowded marketplace toward the riverside docks
- C. Although the rain had been falling steadily since early in the morning hours
- D. The bell rang loudly the students hurried into the classroom before the second bell

39. Which sentence uses an apostrophe correctly?

- A. The boys jackets were piled on the chair beside the doorway to the gym
- B. The boys' jackets were piled on the chair beside the doorway to the gym
- C. The boy's jackets' were piled on the chair beside the doorway to the gym
- D. The boys's jackets were piled on the chair beside the doorway to the gym

40. Which sentence contains a spelling error?

- A. The community gathered every Saturday morning to enjoy the local farmers market
- B. The students completed their assignments with remarkable speed and accuracy
- C. The author carefully described every character in the second chapter of her novel
- D. The chef seperated the ingredients into small bowls before beginning to cook

## **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 children were excited to visit there grandparents who lived farther then they had ever travelled before.

(Write your response in the space provided.)





**Part 3: Conventions Continued (Questions 43-45)**

43. Which sentence uses capitalization correctly?

- A. Every winter, my Family travels to whistler to ski in the mountains of British columbia
- B. Every Winter, my family travels to Whistler to ski in the mountains of British Columbia
- C. Every winter, my family travels to Whistler to ski in the mountains of British Columbia
- D. Every winter, my family travels to whistler to Ski in the mountains of British columbia

44. Read the sentence:

The artist worked patiently on the painting, \_\_\_ she wanted every detail to be perfect.

Which word or phrase BEST completes the sentence?

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

45. Which sentence uses quotation marks correctly?

- A. "I think we should leave now my brother said because the storm is getting worse"
- B. "I think we should leave now," my brother said, "because the storm is getting worse."
- C. I think we should leave now "my brother said because the storm is getting worse"
- D. "I think we should leave now, my brother said because the storm is getting worse"

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

46. (Extended Writing — Opinion)

Some people believe that students should have at least one full day every week with no homework. Other people believe that having some homework every day helps students stay on top of their learning.

What do you think?

**Write a response in which you:**



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47. (Extended Writing — Narrative)

Write a story about a moment when you noticed something other people did not notice.

The moment can be real or imagined. The thing you noticed can be small (something quiet at the side of the road, a small change in a person's face, an animal hiding in a tree) or large.

Your story should:

- Include a clear beginning, middle, and end
- Have at least one main character
- Describe what was noticed in specific detail
- Show why the noticing mattered
- Use correct grammar, spelling, and punctuation

(Aim for approximately three to five paragraphs.)

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**5. D** — The dog's realization happens at the chain-link fence — connecting the boy's quietness, the hidden pocket money, and the unexplained cat food into one understanding: the boy has been secretly feeding the kittens. The other options misread the realization as confusion, lying, or food discovery.

**6. A** — The line emphasizes that real communication can happen without words — through a leaned head, a small breath, eye contact. The dog conveys understanding and reassurance silently. The other options misread the moment as a wish, a mistake, or a denial of connection.

**7. C** — The story turns on the dog's silent loyalty giving the boy the courage to do the right thing — telling his mother about the kittens. The dog's quiet understanding is what allows the boy to stop carrying the secret alone. The other options misread the theme as a rules lesson, dog superiority, or animal-welfare warning.

**8. B** — The narration explicitly suggests the boy may have realized "they needed more than morning visits" — kittens need full care, shelter, and feeding that secret morning trips cannot provide. The other options either contradict the story (the dog won't tell, mother hadn't confronted him) or invent reasons not supported by the text.

**9. Open-Response** — **Sample strong answer:** *The dog's point of view shows the reader the boy's secret behaviour from outside, so we see what the boy thinks no one sees. The dog notices the boy slipping out at six o'clock in the morning, stepping carefully on the creaking stair, and carrying a canvas bag — clues the boy thought he was hiding. By following the boy and watching him feed the kittens through the fence, the dog reveals both the secret and the kindness behind it.* (Strong: claim + specific details + explanation of effect.)

**10. Open-Response** — **Sample strong answer:** *The final line shows that the boy and the dog now share a bond built on trust. The dog never told that it had followed the boy, even when the boy told his mother about the kittens. By keeping this small secret "between us," the dog and the boy have something just for the two of them — a quiet loyalty that goes beyond words.* (Strong: clear interpretation + text evidence.)

**11. D** — Concrete (shape) poems use the visual layout to reinforce the subject. By shaping the words like a pond — wider in the middle, narrower at the edges — the poet makes the reader see the pond before reading about it. The other options misread the shape as filler, helplessness, or instructions for reading.

**12. B** — Trees do not have faces or the ability to look — these are human qualities given to non-human things. This is the definition of personification. It is not a simile (no "like" or "as"), not onomatopoeia (no sound), and not hyperbole (no exaggeration of fact).

**13. A** — The dragonflies move quickly across the surface of the water, leaving brief patterns in the air or on the water — like writing. The poet is comparing their movement to the act of writing. The other options misread the line as size, secret messages, or sound.

**14. C** — The pond reflects what is in front of it (the sky, the trees) without "remembering" — it cannot hold images permanently. But because it reflects everything that comes near it, it "knows" everything that happens around it. This is a paradox about reflection versus memory. The other options misread the lines as deliberate confusion, shallowness, or literal memory.

**15. Open-Response — Sample strong answer:** *Both pieces feature observers who watch carefully without speaking. In "What the Dog Knew," the dog watches the boy slip out every morning, follows him to the kittens, and never barks or speaks — just leans against him quietly. In "Shape of a Pond," the pond reflects the sky, the trees, and the dragonflies that move across its surface without saying anything. Both pieces suggest that quiet observation can be its own kind of meaningful presence.* (Strong: clear similarity + evidence from both texts.)

**16. B** — The article tells the central story of how Patricia Lin built a mobile library that successfully replaced the closed brick library and now serves more residents than ever. This is the main idea around which everything else is organized. The other options either misread the article's tone (criticism of Patricia, government action) or focus on a side detail (school buses).

**17. D** — The detail that the library was the "after-school home of students whose parents worked late" shows that the library served as far more than just a book-lending facility — it was a community space with deep social value. This sets up why its closure was such a serious loss. The other options misread the detail as hours, demographics, or biography.

**18. A** — Patricia's straightforward acknowledgement of the bus's problems and her own inexperience shows that she is honest about the difficulty of starting the project. This honesty makes her achievement more impressive. The other options misread the words as regret, criticism, or a claim about teamwork.

**19. C** — The figure of "over four hundred residents borrowed books from the bus" in the first month — about one in six people in the entire town — is the clearest evidence of rapid success. The other options describe people, paint colour, or history without showing immediate success.

**20. A** — The article directly states that "instead" of letters or protests, Patricia "went to a used vehicle lot. She bought an old school bus." The bus purchase is the alternative action she chose. The other options invent activities (fundraising, government work, volunteering) not in the article.

**21. D** — In context, "model" refers to Patricia's mobile library as a successful pattern that other small towns wanted to copy and learn from. This is the same meaning as "role model" but applied to a project rather than a person. The other options misread the word as a toy, a fashion model, or a perfect person.

**22. Open-Response — Sample strong answer:** *Patricia means that even though the original library building closed, the community still needed what the library provided. The article explains that the library had been the "after-school home of students whose parents worked late" and "the only place in town with free internet." When the brick building closed, Patricia gave the same services a different home — a bright blue bus that visits the community several times a week, providing the same need in a new form.* (Strong: clear interpretation + two specific details.)

**23. B** — Adding 58% (better) and 27% (about the same) gives 85% of respondents who felt the mobile library was at least as good as the original. This is the combined positive response. The other options either give a single category or invent a percentage not supported by the chart.

**24. C** — The middle column of the Venn-style comparison (BOTH LIBRARIES — SHARED FEATURES) lists "Free book borrowing" as a feature shared by both. The other options describe features unique to one library only (school bus, internet limits, multiple locations).

**25. Open-Response — Sample strong answer:** *The mobile library has been a success because it serves the community well and most people prefer it to the original. The article states that "in its first month, over four hundred residents borrowed books from the bus," which is nearly one in six people in Greenwood. The survey results show that 58% of respondents felt the mobile library was better than the original library, and another 27% felt it was about the same — meaning 85% of users were satisfied with it.* (Strong: claim + two specific details from both sources.)

**26. D** — When three other communities have launched mobile libraries based on Patricia's model, her single project has clearly inspired action beyond Greenwood. The article presents this as evidence of her project's broader influence. The other options misread the mention as exclusivity, widespread closures, or a claim about dominance.

**27. Open-Response — Sample strong answer:** *The ending is meaningful because it contrasts the old, closed building with the active, moving mobile library — showing that the spirit of the library lives on even though the building has been left behind. The boarded-up brick library represents the loss the community faced, while the "bright blue bus" represents the creative response that replaced it. The closing image leaves the reader with a clear picture of how community needs can be met in new ways.* (Strong: clear interpretation + text evidence.)

**28. Open-Response — Sample strong answer:** *When the small town of Greenwood lost its library in 2019, a retired teacher named Patricia Lin built a mobile library inside an old school bus. The bright blue bus now visits more than fourteen locations across the region, and a survey showed that 85% of users feel it is as good as or better than the original library. Patricia's idea has even inspired other Ontario communities to launch their own mobile libraries.* (Strong: captures main ideas + uses specific details + own words.)

**29. C** — The subject is "menu" (singular), so the verb must be singular: "was." Option A uses "were" (plural). Option B uses "are" (present plural). Option D uses "have been," which is plural and creates an awkward tense shift. Subject-verb agreement requires the singular "was" to match the singular subject "menu."

**30. A** — Option A correctly uses a comma after the introductory dependent clause ("After the movie ended,") and commas between items in a list of three or more actions ("walked home, talked about our favourite scenes, and laughed"). Option B has no commas. Options C and D misplace the commas in ways that disrupt the sentence.

**31. B** — The subject is "group" (singular collective noun), so the singular verb "is practising" is correct. Options A, C, and D use plural verbs that incorrectly agree with the closer noun "dancers" rather than the actual subject. Collective nouns like "group," "team," and "class" are treated as singular in standard usage.

**32. D** — Option D contains no unnecessary commas. The clause "that arrived this morning" is a restrictive clause — it identifies *which* package — and restrictive clauses introduced by "that" do not take commas. Options A, B, and C add commas that incorrectly break up the restrictive clause from the sentence.

**33. Open-Response** — **Sample strong answer:** *Our neighbourhood held its first annual street festival last Saturday. People brought food, music, and decorations to share with everyone on the block. My brother and I helped set up the tables before the guests arrived.* (Three errors fixed: "saturday" → "Saturday"; missing commas in list; "My brother and me" → "My brother and I.")

**34. Open-Response** — **Sample strong answer:** *As the waves crashed loudly against the rocks and seagulls circled overhead, the fishermen began pulling in their nets.* (Strong: combines all three ideas using subordination, flows smoothly, paints a coherent scene.)

**35. Open-Response** — **Sample strong answer:** *I am a small grey fox, and I have lived in the woods behind the old farm for three winters now. I see the headlights of cars on the road long before the people inside the cars see me, and I move quietly between the trees so they cannot follow. At night, I can smell the warm bread from the farmer's kitchen, and I sometimes sit at the edge of the field and wonder what bread tastes like.* (Strong: clear animal point of view, sensory detail, personal voice.)

**36. Extended Writing** — **Sample Level 3 response benchmark:** A strong series-of-paragraphs response identifies a specific problem (e.g., a dangerous crosswalk, lack of recycling, peer exclusion, after-school programs) in the opening paragraph, explains why it matters with concrete impact, proposes at least one specific solution in a body paragraph with practical details, and closes with a vision of what would change if the solution were implemented. Length: approximately four paragraphs. The strongest responses propose realistic, actionable solutions rather than vague calls for change.

**37. C** — The sentence describes an action that will be complete by a future point ("by the end of next year"), which requires the future perfect tense "will have finished." Option A is present perfect, option B is present continuous, and option D is past continuous — none match the time frame established by "by the end of next year."

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

**39. B** — The sentence refers to multiple boys whose jackets are piled together, so the plural possessive "boys'" is correct. Option A has no apostrophe at all. Option C incorrectly adds an apostrophe to "jackets" as well. Option D incorrectly adds an "s" after the apostrophe ("boys's"). For plurals ending in s, the apostrophe goes after the s.

**40. D** — "Seperated" is misspelled; the correct spelling is "separated." The other three sentences contain no spelling errors. This is one of the most commonly misspelled words at the Grade 6 level — the "a" between the p and the r is frequently mistaken for an "e."

**41. Open-Response** — **Sample strong answer:** *The children were excited to visit their grandparents who lived farther than they had ever travelled before.* (Two corrections: "there" → "their" (possessive —

the grandparents belong to them); "then" → "than" (comparison word). Both are common homophone errors.)

**42. Open-Response — Sample strong answer:** *The wind howled all night long. The branches scratched against the windows, and none of us slept very well in the small cabin near the lake.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

**43. C** — Option C correctly leaves "winter" lowercase (seasons are not capitalized), leaves "family" lowercase (common noun), and capitalizes the proper nouns "Whistler" and "British Columbia." Option A fails to capitalize Whistler and British Columbia. Option B incorrectly capitalizes "Winter." Option D fails to capitalize Whistler and incorrectly capitalizes "Ski."

**44. A** — "Because" introduces a cause-and-effect relationship — the artist worked patiently *because* she wanted every detail perfect. 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.

**45. B** — Option B correctly punctuates split dialogue: opening quotation marks before the first part, a comma inside the closing quotation mark before "my brother said," and a properly opened second half with a period at the end. Options A, C, and D either omit quotation marks, misplace them, or fail to handle the speaker tag in the middle correctly.

**46. Extended Writing — Sample Level 3 response benchmark:** A strong opinion response takes a clear stand (homework-free days OR daily homework OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (rest, family time, retention, consistency), 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 narrative response builds around one specific moment of noticing — something small or quiet that other people miss. Strong responses describe what was noticed in sensory detail, show *why* it mattered (an emotional insight, a small rescue, a hidden truth, a needed kindness), and close with a reflection on what noticing taught the writer. Length: approximately three to five paragraphs. The strongest responses pick a small, specific noticing rather than a dramatic event, and let the meaning emerge from the detail.