

PRACTICE EXAM 9: EQAO GRADE 6 LANGUAGE SIMULATION (47 QUESTIONS)

READING SESSION A

Time: Approximately 35 minutes

Passage 1: "The Recipe"

A short story by Helena Marques

The first time Avi tried to make his grandmother's bread, he did everything wrong.

He had stood in her kitchen so many times growing up — watching her measure flour with the side of her hand instead of a cup, watching her press her thumb into the dough to test it, watching her cover the bowl with a clean cloth and set it on top of the warm radiator until it doubled in size. He had eaten the bread every Sunday for twelve years. He had eaten it warm, with butter, before church. He had eaten it cold, in slices, with cheese, after school. He had asked his grandmother, more times than he could count, how do you make it?

She had always smiled and said the same thing. I will teach you when you are ready.

But she had not taught him. And now she was in a care home in Hamilton, and her memory was no longer what it had been, and she had not made the bread in over two years. Avi was thirteen. His mother had told him quietly that morning, over breakfast, that his grandmother might not have many more visits left in her.

Avi had nodded. He had not eaten his cereal. He had gone upstairs and closed his door.

That evening, while his mother was working a late shift at the hospital, he went down to the kitchen and pulled out everything he could remember.

Flour. Yeast. Salt. Warm water. A small dish of olive oil. His grandmother's wooden bowl, the one his mother had brought home from her apartment when she moved. The cloth was somewhere — he found it in a drawer beside the dish towels.

He started to mix.

He did not know how much flour. He did not know how much yeast. He guessed. He pressed the dough with his fingers the way he had seen her press it, but the dough was sticky and would not hold together. He added more flour. Then it was too dry. He added more water. Then it was too wet.

It took him an hour and a half to make something that looked vaguely like the dough his grandmother used to make.

He covered the bowl with the cloth. He placed it on top of the radiator. He sat down on the kitchen floor with his back against the cupboard, and he waited.

The dough rose. Not as much as his grandmother's dough rose. But it rose.

He shaped it carefully — into a round loaf, the way she had — and he baked it in the oven at the temperature he was almost sure he remembered. He watched it through the glass window of the oven door for forty-five minutes, sitting cross-legged on the kitchen floor again, his chin in his hands.

When the bread came out, it was misshapen. One side had risen higher than the other. The top was darker than it should have been. The crust cracked in a strange place.

Avi cut a slice while it was still warm. He spread butter on it. He took a bite.

It did not taste like his grandmother's bread.

He sat at the kitchen table with the bread on a plate in front of him and the kitchen quiet around him, and he cried.

When his mother came home at midnight, she did not say anything about the flour on the counter or the warm bread on the table. She sat down across from Avi. She cut herself a slice. She tasted it.

She closed her eyes.

"You got the salt right," she said softly. "She always said the salt was the part most people forget."

Avi looked up at her.

His mother smiled — a small, sad smile.

"It is not her bread," she said. "But it is yours now. That is something."

She took another bite. She tore off a small piece and held it out to him. Avi took it. They ate the bread together, slowly, neither of them speaking, in the quiet kitchen at midnight.

The next Sunday, Avi went with his mother to visit his grandmother at the care home. He brought a small loaf of his own bread, wrapped in a clean cloth. His grandmother looked at it for a long time. Then she looked at Avi.

For just a moment, something Avi had not seen in over a year passed across her face. A recognition. A small smile.

She did not say anything.

But she reached out her hand, and she rested it on top of the warm cloth covering the bread, and she did not move it for a long time.

Avi understood. He did not need words either.

1. Why did Avi MOST LIKELY decide to make the bread on this particular evening?
- A. His mother had asked him to bake something for the next church meeting
 - B. He wanted to surprise his grandmother during her upcoming birthday party
 - C. He had been planning the project as part of a school assignment for weeks
 - D. He was reacting to the news that his grandmother might not have many more visits left

2. Read this line from the passage:

"He had asked his grandmother, more times than he could count, how do you make it?"

What does this sentence MOST LIKELY suggest about Avi?

- A. Avi disliked his grandmother's bread and wanted to change the recipe
- B. Avi was lazy and wanted his grandmother to do the work for him
- C. Avi had been deeply interested in learning the recipe for a long time
- D. Avi had been planning to write a cookbook about family recipes

3. Why does the author MOST LIKELY include specific details about HOW Avi's grandmother used to make the bread — measuring flour with her hand, pressing the dough with her thumb?

- A. To show how closely Avi had watched his grandmother and remembered her habits
- B. To prove that Avi's grandmother had been a professional baker in her younger years
- C. To explain why store-bought bread is never as good as homemade bread
- D. To suggest that the recipe was a closely guarded family secret

4. Read this sentence from the passage:

"Avi had nodded. He had not eaten his cereal. He had gone upstairs and closed his door."

The author MOST LIKELY uses these three short sentences to —

- A. show that Avi was preparing his school backpack for the day
- B. communicate Avi's emotional reaction without naming what he felt
- C. describe Avi's typical morning routine before school each day
- D. suggest that Avi was upset with his mother about her late hours

5. What MOST LIKELY caused Avi to cry when he tasted his first slice of bread?
- A. The bread tasted so bad that he could not finish even one bite
 - B. He had burned his tongue on the hot bread fresh from the oven
 - C. The bread reminded him of his grandmother and what he could not bring back
 - D. He realized he had used too much salt by accident in the recipe
6. When Avi's mother says, "She always said the salt was the part most people forget," what is she MOST LIKELY doing?
- A. Suggesting that Avi should make the bread again with less salt next time
 - B. Reminding Avi that his grandmother had high standards for baking
 - C. Explaining why most people are unable to make bread that tastes good
 - D. Recognizing what Avi got right and connecting his bread to his grandmother's
7. What does the grandmother's gesture at the end — resting her hand on the cloth covering the bread — MOST LIKELY suggest?
- A. She recognizes the bread and understands what Avi has done for her
 - B. She is hungry and wants to eat the bread as soon as possible
 - C. She is testing whether the bread is still warm enough to enjoy
 - D. She is checking the cloth to make sure it is clean and properly folded
8. What is the central THEME of this story?
- A. Children should always wait until they are taught before trying new things
 - B. Carrying on a tradition can be a way of staying connected to someone we love
 - C. Homemade bread is more meaningful than any other kind of food
 - D. Families should write down their recipes before it becomes too late
9. (Open-Response)

When Avi's mother says, "It is not her bread, but it is yours now. That is something," what is she trying to teach Avi? Use specific details from the passage to support your answer.

Passage 2: "The Phone Call" — A Dramatic Poem

By Marcus Reilly

(A poem written as a single voice on the phone — but the listener never speaks.)

Mom, it's me. I know it's late.

No, I'm fine — I'm fine, I promise.

I just — can I talk for a minute?

I made the team.

I know. I know.

I didn't think I would either.

The coach pulled me aside after practice.

He said he wanted to talk.

I thought he was going to —

yeah, I thought so too.

But he didn't.

He said he had been watching me.

He said I had improved more than anyone else.

He said welcome to the team, kid.

I almost cried, Mom.

I'm not going to lie to you.

I almost cried right there on the field.

I know.

I remember.

You said I should not give up.

You said one more season.

You said see what happens.

So I did.

I'm walking home now. I just —

I needed to tell you.

I needed to hear someone say it out loud first.

Yeah.

Yeah.

I love you too.

I'll be home in twenty minutes.

Tell Dad.

11. Who is the **SPEAKER** of the poem **MOST LIKELY** talking to?

- A. The team's coach who chose the speaker for the team
- B. The speaker's mother on a phone call after practice
- C. A friend who plays on a different sports team
- D. The speaker's father who is at home waiting up

12. Why does the poet **MOST LIKELY** only show the speaker's side of the conversation?

- A. The mother's responses were too quiet for the poet to hear properly
- B. The mother is unable to speak because of a sore throat or illness
- C. The poet wanted to make the poem easier to fit on a single page
- D. The poet wanted the reader to imagine what the mother is saying

13. Read this line from the poem:

"I thought he was going to — / yeah, I thought so too."

What does this exchange **MOST LIKELY** suggest?

- A. Both the speaker and the mother had expected bad news from the coach
- B. The speaker is unable to finish a sentence because he is nervous

READING SESSION B

Time: Approximately 35 minutes

Passage 3: "How Your Bicycle Stops"

An informational article

When you squeeze the brake lever on your bicycle, your bike slows down within seconds. To most riders, this happens so smoothly that the brakes feel almost like magic — a small movement of one finger, and a heavy, fast-moving bicycle comes to a controlled stop. But there is nothing magical about it. Bicycle brakes are one of the simplest and most elegant mechanical systems ever invented. Understanding how they work is also one of the best ways to understand the basic science of force and friction.

The Two Main Types of Brakes

Most bicycles use one of two main types of brakes: rim brakes or disc brakes.

A rim brake uses two small rubber pads that press against the outer edge — the rim — of the wheel. When you squeeze the brake lever on your handlebars, a steel cable inside a flexible housing pulls the two pads inward. The pads close on the rim like a giant clothespin, and the friction between the rubber and the metal slows the wheel down.

A disc brake uses a small metal disc — called a rotor — attached to the centre of the wheel. When you squeeze the brake lever, a small clamp called a caliper presses against the rotor. The friction between the caliper's pads and the metal rotor slows the wheel down. Disc brakes are common on mountain bikes and more expensive road bikes because they work better in wet or muddy conditions.

Both systems do the same basic job in the same basic way: they use friction to convert the bicycle's motion into heat. The heat is then released into the surrounding air, and the bicycle slows down or stops.

The Science of Stopping

Friction is a force that resists motion when two surfaces rub against each other. When you rub your hands together quickly on a cold day, your hands warm up. That warmth is the result of friction. Bicycle brakes work on exactly the same principle, just on a much larger scale.

A moving bicycle has kinetic energy — the energy of motion. To stop the bicycle, this energy has to go somewhere. Brakes turn the kinetic energy into thermal energy — heat. The faster you are going, the more kinetic energy your bicycle has, and the more friction your brakes must produce to stop you. This is why brakes get hotter on long downhill rides and why squeezing the brakes harder slows the bicycle down faster.

Why Brakes Need Regular Care

Because brakes work by friction, they wear down over time. The rubber pads on rim brakes slowly get thinner as they are used. The pads in disc brakes wear away in the same way. If pads wear down too much, the brakes lose their stopping power — which is dangerous on any bicycle.

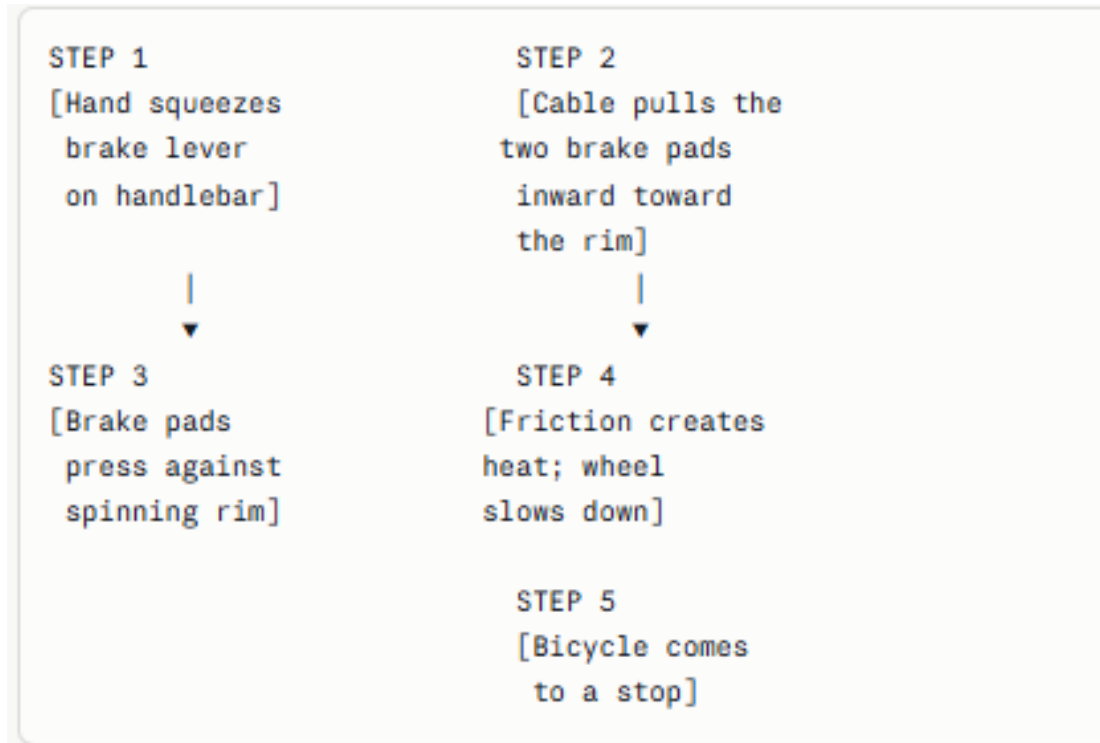
Wet brakes also work less effectively. Water gets between the brake pad and the rim or rotor, reducing friction temporarily. This is why disc brakes — which can shed water more quickly — perform better in the rain.

Cyclists who ride often should check their brakes regularly. Most experts recommend testing them at the start of every ride: squeeze the levers and make sure each brake firmly stops its wheel from spinning.

Why Understanding Matters

A rider who understands how their brakes work is a safer rider. They know to slow down before turns rather than during them. They know to apply the front and rear brakes together rather than slamming on one alone. They know to check their brake pads for wear at the start of every season. And they know that the simple act of squeezing a brake lever — something most cyclists do without thinking — is actually a small everyday miracle of physics, repeated thousands of times in a single ride.

Graphic Text 1: How a Rim Brake Stops a Wheel (Step-by-Step)



Graphic Text 2: Brake Pad Wear — Before and After 1,000 km of Riding

Brake Component	New Pad Thickness	After 1,000 km
Rim brake pad	8 mm	About 5 mm
Disc brake pad	4 mm	About 2.5 mm
Safety threshold (replace below)	—	1 mm

16. What is the MAIN purpose of this article?
- A. To compare bicycle brakes to the brakes used on cars and trucks
 - B. To convince readers to purchase a bicycle with disc brakes installed
 - C. To explain how bicycle brakes work and why understanding matters
 - D. To warn riders about the dangers of cycling with worn-out brakes

17. Why does the author MOST LIKELY open the article by saying that brakes "feel almost like magic"?

- A. To set up the contrast between how brakes feel and how they actually work
- B. To suggest that most riders do not need to understand their bicycle brakes
- C. To explain why some cyclists prefer to ride bikes with no brakes at all
- D. To compare bicycle brakes to magic tricks performed by stage performers

18. Which detail BEST shows that BOTH rim brakes and disc brakes work in the same basic way?

- A. Disc brakes use a small metal rotor attached to the centre of the wheel
- B. Both systems use friction to convert the bicycle's motion into heat
- C. Rim brakes have two small rubber pads that press against the wheel rim
- D. Disc brakes work better than rim brakes in wet or muddy conditions

19. Read this sentence from the article:

"To stop the bicycle, this energy has to go somewhere."

What does the article say happens to a bicycle's kinetic energy when the brakes are applied?

- A. It is stored inside the bicycle's frame until the next ride
- B. It travels back up the brake cable and into the rider's hand
- C. It disappears completely from the bicycle and the surrounding area
- D. It is converted into heat that is released into the surrounding air

20. Why does the article say that disc brakes work better in wet conditions than rim brakes do?

- A. Disc brakes can shed water more quickly than rim brakes
- B. Disc brakes are made of stronger materials than rim brakes
- C. Disc brakes are larger than rim brakes and cool down faster
- D. Disc brakes do not use friction the way rim brakes do

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

"Bicycle brakes are one of the simplest and most elegant mechanical systems ever invented."

23. According to Graphic Text 2, how much has a RIM brake pad worn down after 1,000 km of riding?
- A. From 4 mm down to 2.5 mm of usable material
 - B. From 1 mm down to a smaller measurement
 - C. The pad has worn down by 8 mm and must be replaced
 - D. From 8 mm down to about 5 mm of usable material

24. What does Graphic Text 2 suggest about when a brake pad must be REPLACED?
- A. The brake pad must be replaced every 1,000 km regardless of wear
 - B. The brake pad must be replaced when it wears below 1 mm of thickness
 - C. The brake pad must be replaced when it wears below 4 mm of thickness
 - D. The brake pad must be replaced once every season of riding

25. (Open-Response)

The article says that "wet brakes also work less effectively." Use information from BOTH the article and the flowchart (Graphic Text 1) to explain why water reduces the effectiveness of brakes. Include at least TWO specific details in your answer.

(Write your response in the space provided.)

WRITING SESSION A

Time: Approximately 35 minutes

Part 1: Language Conventions (Questions 29-32)

29. Read the sentence:

The musician practised the difficult piece every night ____ she could perform it perfectly at the concert.

Which phrase BEST completes the sentence?

- A. unless
- B. although
- C. however
- D. so that

30. Which sentence has correct subject-verb agreement?

- A. The pile of old books on the shelf are starting to gather dust
- B. The pile of old books on the shelf is starting to gather dust
- C. The pile of old books on the shelf were starting to gather dust
- D. The pile of old books on the shelf have been starting to gather dust

31. Which sentence uses an apostrophe correctly?

- A. The girls jacket was hanging on the hook beside the front door

- B. The girls' jackets were hanging on the hook beside the front door
- C. The girl's jacket was hanging on the hook beside the front door
- D. The girl's jacket's was hanging on the hook beside the front door

32. Which sentence is punctuated correctly?

- A. After the long rehearsal ended, the actors gathered in the dressing room
- B. After, the long rehearsal ended the actors gathered in the dressing room
- C. After the long rehearsal ended the actors, gathered in the dressing room
- D. After the long rehearsal, ended the actors gathered in the dressing room

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.

Last weekend, my best friend and me went to the local skatepark for the first time. We watched older kids do tricks on there skateboards for almost an hour. It was a beautyful afternoon, and we promised each other we would come back soon.

(Write your response in the space provided.)

WRITING SESSION B

Time: Approximately 35 minutes

Part 1: Language Conventions (Questions 37-40)

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

- A. Walking carefully through the dark hallway past the closed bedroom doors
- B. The librarian quietly organized the returned books on the front desk
- C. Although the storm had been forecasted for several days in a row now
- D. The bell rang the students jumped up from their desks all at once

38. Read the sentence:

The painter mixed the colours carefully ___ she wanted the sunset to look exactly right.

Which word BEST completes the sentence?

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

39. Which sentence contains a spelling error?

- A. The community gathered to celebrate the opening of the beautiful new park
- B. The students wrote their reflections in their journals after the field trip

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

45. Which sentence uses quotation marks correctly?

- A. "Where did you put my notebook asked Riya from across the room"
- B. Where did you put my notebook "asked Riya, from across the room"
- C. "Where did you put my notebook?" asked Riya from across the room.
- D. "Where did you put my notebook, asked Riya, from across the room"

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

46. (Extended Writing — Narrative)

Write a story about a moment when a small gift — something inexpensive or homemade — turned out to mean more than anyone expected.

The gift, the moment, and the people involved can be real or imagined.

Your story should:

- Include a clear beginning, middle, and end
- Have at least one main character
- Describe the small gift in specific detail
- Show why the gift mattered more than it appeared to
- Use correct grammar, spelling, and punctuation

(Aim for approximately three to five paragraphs.)

Practice Exam 9: Answer Key and Explanations

1. D — The narrative directly establishes that Avi decided to make the bread the same evening his mother told him "his grandmother might not have many more visits left in her." His emotional reaction to that news is the trigger for everything that follows. The other options invent reasons (a meeting, a birthday, a school project) that the passage does not support.

2. C — The phrase "more times than he could count" signals a long-standing, genuine interest in the recipe — Avi had been asking his grandmother for years. This characterizes him as a child who deeply wanted to learn. The other options misread the line as dislike, laziness, or a publishing plan.

3. A — The specific details — measuring with the side of her hand, pressing the dough with her thumb, using the radiator — show how closely Avi had watched and remembered his grandmother's habits over many years. These observations become the toolkit he relies on when he tries the bread alone. The other options misread the details as occupational, comparative, or secret-keeping.

4. B — Three short, plain sentences strung together — nodded, did not eat, went upstairs and closed the door — communicate Avi's emotional reaction without naming any feeling. The author trusts the reader to infer his sadness and need to be alone. The other options take the lines too literally as routine or anger.

5. C — Avi cried because the bread, despite all his effort, did not taste like his grandmother's — and the bread represented his grandmother and what was slipping away from him. His tears are about loss, not technique. The other options take the moment too literally as flavour, temperature, or salt error.

6. D — Avi's mother is recognizing what Avi got right and connecting his bread to his grandmother's tradition. The detail about salt is her way of telling him that something of his grandmother lives in his bread. The other options misread the line as criticism, generalization, or commentary on others.

7. A — The grandmother's gesture of resting her hand on the cloth-covered bread suggests recognition — for a moment, she remembers, even if she cannot say so. The narrative supports this with the line that "something Avi had not seen in over a year passed across her face." The other options take the gesture too literally as hunger, warmth-checking, or cloth inspection.

8. B — The story's emotional core is that Avi has carried his grandmother's tradition forward, and that act of carrying connects them across her fading memory. The closing scene confirms this theme. The other options misread the message as a rules lesson, food praise, or a recipe-preservation argument.

9. Open-Response — **Sample strong answer:** *Avi's mother is teaching him that even though his bread is not exactly his grandmother's bread, he has made it his own — and that has value too. She points out that he "got the salt right," connecting his bread to his grandmother's wisdom, but she also says it is "yours now." She is helping him see that traditions can be carried forward by the people who love them, and that the new version is still meaningful even when it is not identical to the original.* (Strong: clear interpretation + specific text evidence.)

10. Open-Response — **Sample strong answer:** *Avi understood that his grandmother had recognized the bread and what it meant — even though her memory had been fading. The passage describes "a small smile" and "a recognition" passing across her face, and her hand resting on the warm cloth for a long time. Avi understood that some things — like love and memory — do not always need to be spoken to be shared.* (Strong: clear interpretation + specific text evidence.)

11. B — The poem is one side of a phone call to the speaker's mother, beginning with "Mom, it's me. I know it's late." The speaker references the mother's earlier advice ("You said I should not give up") and ends with "Tell Dad," confirming she is the listener. The other options misread the listener as the coach, a friend, or the father.

12. D — Showing only the speaker's side forces the reader to imagine what the mother is saying — her pauses, her reactions, her quiet love. This silence makes the mother's presence more powerful, not less. The other options take the choice too literally as audio quality, illness, or page limits.

13. A — Both the speaker and the mother had feared the coach was going to deliver bad news — that the speaker had not made the team. The mother's response ("yeah, I thought so too") confirms they shared the same worry. The other options misread the exchange as nervousness, language barrier, or a long speech.

14. C — The speaker needs to hear the news spoken aloud to make it feel real — a common human experience after receiving important news. Saying it to his mother and hearing himself say it gives it weight. The other options misread the lines as worry about authenticity, family sharing, or permission.

15. Open-Response — **Sample strong answer:** *Both pieces show a young person finding the courage to do something difficult and meaningful. In "The Recipe," Avi takes on the challenge of making his grandmother's bread alone, even though he had never been taught the recipe and his attempt does not come out the way he hoped. In "The Phone Call," the speaker pushed through "one more season" of practice and earned his spot on the team. Both pieces honour the quiet courage it takes to keep trying when something matters.* (Strong: clear similarity + evidence from both texts.)

16. C — The article's central purpose is to explain how bicycle brakes work — covering rim brakes, disc brakes, friction, kinetic energy — and to argue that understanding the science makes riders safer. The "Why Understanding Matters" section confirms this purpose explicitly. The other options misread the article as a car comparison, a brake-type sales pitch, or a danger warning.

17. A — The opening contrast — brakes feel like magic but are really physics — sets up the rest of the article's explanation. This rhetorical move pulls the reader in. The other options misread the opening as a recommendation against understanding, a no-brake suggestion, or a magic-trick comparison.

18. B — The article explicitly states that "both systems do the same basic job in the same basic way: they use friction to convert the bicycle's motion into heat." This is the most direct statement of the underlying similarity. The other options describe features unique to one brake type only.

19. D — The article states that brakes "turn the kinetic energy into thermal energy — heat" and that "the heat is then released into the surrounding air." This is the central physics principle the article teaches. The other options invent destinations (frame storage, hand return, complete disappearance) not supported by the article.

20. A — The article states directly: "disc brakes — which can shed water more quickly — perform better in the rain." Shedding water keeps friction high. The other options invent reasons (materials, size, lack of friction) not supported by the text.

21. C — In context, "elegant" describes a mechanical system that is well-designed and effective in a clear, easy-to-admire way. It pairs with "simplest" to emphasize how impressive the design is. The other options misread the word as decorative, fashionable, or difficult.

22. Open-Response — Sample strong answer: *When a rider squeezes the brake lever on the handlebars, a steel cable inside the brake housing pulls the two brake pads inward toward the rim. The flowchart shows that the brake pads then press against the spinning rim, which creates friction between the rubber and the metal. According to the article, this friction turns the bicycle's kinetic energy into heat, and the wheel slows down until the bicycle comes to a stop.* (Strong: claim + two specific steps from both sources.)

23. D — The table clearly shows the rim brake pad starting at 8 mm and worn to about 5 mm after 1,000 km of riding. This is the exact answer in the chart. The other options misread the chart values or confuse the rim brake row with the disc brake row.

24. B — The bottom row of Graphic Text 2 lists "Safety threshold (replace below) — 1 mm." This is the level at which a brake pad must be replaced. The other options misread the chart as a fixed kilometre limit, a higher thickness threshold, or a seasonal schedule.

25. Open-Response — Sample strong answer: *Water reduces the effectiveness of brakes because it gets between the brake pad and the rim or rotor, reducing the friction the brakes need to slow the wheel. The article explains that "water gets between the brake pad and the rim or rotor, reducing friction temporarily." The flowchart shows that friction is what creates the heat and slows the wheel — so without enough friction, the wheel will not slow down as quickly.* (Strong: claim + two specific details from both sources.)

26. A — The closing section explicitly states that "a rider who understands how their brakes work is a safer rider" and describes the thoughtful habits that follow from that understanding. The author is making the case that understanding the science improves safety. The other options misread the section as a career argument, a riding ban, or a maintenance complaint.

27. Open-Response — Sample strong answer: *The author calls the squeeze of a brake lever "a small everyday miracle of physics" because every time a rider brakes, several scientific principles work together perfectly to stop a heavy moving bicycle. The article explains that friction between the pads and the rim or rotor converts the bicycle's kinetic energy into heat, which is then released into the air. What feels like a simple finger movement is really an elegant chain of physics happening in a fraction of a second, repeated thousands of times in a single ride.* (Strong: clear interpretation + text evidence.)

28. Open-Response — Sample strong answer: *Bicycle brakes use friction to stop a moving bicycle by pressing pads against either the wheel rim or a metal rotor. The article explains that this friction converts the bicycle's kinetic energy into heat, which is released into the surrounding air. Brake pads also wear down over time — a rim brake pad can go from 8 mm to about 5 mm after 1,000 km — so they must be checked and replaced when they become too thin.* (Strong: captures main ideas + uses specific detail + own words.)

29. D — "So that" introduces a clause showing purpose — the musician practised *in order that* she could perform perfectly. This cause-and-purpose relationship fits the meaning. "Unless" signals condition, "although" signals concession, and "however" signals contrast — none of which fit.

30. B — The subject is "pile" (singular), not "books" (which is part of the prepositional phrase "of old books"). The singular verb "is starting" is correct. Options A, C, and D use plural verbs that incorrectly agree with the closer noun rather than the actual subject. This is the classic subject-verb agreement trap.

31. C — The sentence refers to one girl and one jacket, so the singular possessive "girl's jacket" is correct. Option A omits the apostrophe entirely. Option B incorrectly pluralizes both girl and jacket. Option D incorrectly adds an apostrophe to "jackets" as well. This follows the standard rule for singular possessives.

32. A — Option A correctly places a single comma after the introductory dependent clause ("After the long rehearsal ended,") and uses no unnecessary commas. Option B misplaces the comma after "After." Option C omits the introductory comma and adds a wrong one. Option D incorrectly places a comma before "ended."

33. Open-Response — Sample strong answer: *Last weekend, my best friend and I went to the local skatepark for the first time. We watched older kids do tricks on their skateboards for almost an hour. It was a beautiful afternoon, and we promised each other we would come back soon.* (Three errors fixed: "my best friend and me" → "my best friend and I"; "there" → "their"; "beautyful" → "beautiful.")

34. Open-Response — Sample strong answer: *When the cake came out of the oven and the smell of vanilla filled the kitchen, my younger brother ran in to see what was happening.* (Strong: combines all three ideas using subordination, flows smoothly, paints a clear scene.)

35. Open-Response — Sample strong answer: *One skill I would love to learn is sign language. Last summer at a community festival, I watched a deaf father and his hearing son speak to each other with their hands, and the conversation was so smooth and full of expression that it felt like its own kind of music. Learning sign language would let me speak with more people in my community — and it would also remind me that there are many ways to share thoughts with someone.* (Strong: specific skill, clear personal motivation, vivid detail.)

36. Extended Writing — Sample Level 3 response benchmark: A strong opinion response takes a clear stand (student choice OR teacher-assigned seats OR a balanced position) in the opening paragraph, develops at least two well-reasoned arguments in body paragraphs with specific examples (friendship comfort, exposure to new classmates, focus, classroom dynamics), 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.

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

38. D — "Because" introduces a cause-and-effect relationship — the painter mixed colours carefully *because* she wanted the sunset right. 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.

39. C — "Spagetti" is misspelled; the correct spelling is "spaghetti" with the "h" after the "g." The other three sentences contain no spelling errors. This is a commonly misspelled food word at the Grade 6 level.

40. A — Option A correctly uses commas to separate three items in a list: "backpacks, water bottles, and snacks." Option B omits the first comma. Option C misplaces the comma after "hikers." Option D misplaces commas after "carried" and in the middle of the list. This is the standard list-punctuation rule.

41. Open-Response — Sample strong answer: *Each of the players was ready to take their position on the field before the game began.* (Two corrections: "were" → "was" because the indefinite pronoun "each" is always singular; "they're" (the contraction "they are") → "their" (the possessive). Both are common errors from Chapter 7.)

42. Open-Response — Sample strong answer: *The sky turned a strange grey colour just before noon. The wind suddenly picked up, and rain began falling in heavy sheets across the empty playground.* (Strong: run-on split cleanly into two complete sentences while preserving the full meaning.)

43. D — Option D correctly capitalizes "Edinburgh" (proper city name) and "Scotland" (proper country name), while leaving "spring" lowercase (seasons are not capitalized) and "grandparents" lowercase (common noun). Option A fails to capitalize "Edinburgh" and incorrectly capitalizes "Grandparents." Options B and C miss one or more required capitalizations.

44. B — "Who" is used to refer to people doing an action — the mechanic *who* fixed our car. "Whom" is the object form (incorrect because the pronoun is the subject of "fixed"). "Whose" indicates possession, and "which" refers to things. "Who" is the only correct relative pronoun here.

45. C — Option C correctly punctuates dialogue: opening quotation marks, the question mark inside the closing quotation marks before the speaker tag, and a period at the end of the sentence. Options A, B, and D either omit quotation marks, omit the question mark, or misplace the punctuation around the speaker tag.

46. Extended Writing — Sample Level 3 response benchmark: A strong narrative response opens with a small, specific gift (a handmade card, a found object, a hand-me-down, a cooked meal, a hand-drawn picture) and develops a clear arc: the giving, the moment of surprise or meaning, and the resolution. Strong responses use sensory detail to describe the gift itself and show why it meant more than its appearance suggested. Length: approximately three to five paragraphs. The strongest responses earn the word "meant" through the receiver's reaction, not by announcing it.

47. Extended Writing — Sample Level 3 response benchmark: A strong series-of-paragraphs response introduces a specific hobby or activity in the opening paragraph, develops at least two aspects the writer enjoys (a feeling, a skill, a community connection, a moment of progress) in separate body paragraphs with concrete examples, and closes with a reflection on what the activity has taught the writer about themselves. Length: approximately four paragraphs. The strongest responses pick a focused activity and let personal voice and specific memory drive the writing.