

## **What is the English Exit Exam?**

The English Exit Exam (or Ministerial Examination of College English Language of Instruction and Literature), issued by the Quebec Ministry of Education, is a compulsory exam which all students in English Cegeps must pass in order to obtain their DEC.

Students taking the exam have four hours in which to read the three texts provided and write a formal essay of 750 words about one of them. The essay should analyze one of the main themes in one of the texts and discuss it in detail, referring to literary techniques and devices used by the author.

Anyone who has completed the three numbered courses (101, 102, 103) or is currently taking the last of the three is eligible to sit for the exit examination.


## A Guide to Preparing for and Passing the English Exit Exam

- ✓ Pay particular attention to your English teacher's advice, especially when he or she offers you an opportunity to write an Exit Exam simulation.
- ✓ Attend at least one workshop on the English Exit Exam, given by The Learning Centre and the English Department. Watch *Vanier This Week* for dates.
- ✓ Ensure that you understand a number of the techniques and devices listed so that you will be able to describe the author's use of two or three of them in your essay.
- ✓ Consider the possible organizational plans that have been given in this guide. Of course, you do not have to follow either plan; on the other hand, your four hours on the exam will go quickly. You do not want to spend an excessive amount of time trying to figure out a structure for your essay.
- ✓ Practice writing at least one essay. Visit The Learning Centre to receive feedback and suggestions on your practice essay.
- ✓ To develop your reading skills, read and discuss articles from the newspaper every day. Read as many novels and magazines as you can.
- ✓ Get yourself a very good and up-to-date dictionary. It is more likely to have the word you want, and hopefully will use it in a sentence to give you a better sense of how it should be used.
- ✓ Take an essay or story you are already familiar with, or perhaps have written on already, and try to write an essay using the same criteria of the English Exit Exam (identify main idea, thesis, analysis of techniques and devices).
- ✓ To improve your expression:
  - ✓ Review any graded essays. What errors in expression have teachers already advised you about?
  - ✓ Check out any handouts of The Learning Centre in this area.
  - ✓ Take note of the varied sentence structure in the sample student essays. You cannot just use simple sentences!
  - ✓ The Learning Centre has various grammar texts that you may refer to.
  - ✓ Make an appointment to bring in a sample essay for The Learning Centre to review with you so that you can learn from any mistakes.

# Marking Criteria

You are being tested on your reading, writing and critical thinking skills. You must show that you have attained college-level proficiency in all three. Here is the marking criteria used to assess your exam. You need an A, B or C in all three categories to pass.

On the following page, we will discuss the criteria in a little more depth.



**Ministerial Examination of College English**

Control Code:

**COMPREHENSION AND INSIGHT:**

A B C D E F

A

**ORGANIZATION OF RESPONSE:**

A B C D E F

A

**EXPRESSION:**

A B C D E F

A

Fail:

**ASSESSMENT SHEET**

Place a checkmark (✓) where appropriate

Criterion	Objectives to be met	M+	M	M-
COMPREHENSION AND INSIGHT	1. recognition of a main idea from the selected reading	✓	—	—
	2. identification of techniques and/or devices employed by the author	✓	—	—
	3. evidence of critical or analytical interpretation of the selection	—	✓	—
	4. references which demonstrate understanding of the reading	✓	—	—
ORGANIZATION OF RESPONSE	1. statement of a thesis about the text	✓	—	—
	2. structured development of the essay	✓	—	—
	3. use of detail to support the thesis	✓	—	—
	4. unified paragraph structure	✓	—	—
EXPRESSION	1. appropriate use of words	✓	—	—
	2. varied and correct sentence structures	✓	—	—
	3. correct grammar	✓	—	—
	4. conventional spelling, punctuation, and mechanics	✓	—	—

**M** signifies that the objective has been met

**M+** signifies that the objective has been met well and clearly met

**M-** signifies that the objective has not been met

Reader number: 1 2 3

Marker: \_\_\_\_\_ Marker's Code: \_\_\_\_\_

# Marking Criteria Tip Sheet

## A. Comprehension and Insight

- Be sure to indicate early in your essay what you consider to be the main idea of the selection. You are advised to state that idea in your very first sentence. Be sure you are reading and writing about what the author says, not what you think on the topic!
- You must also show you understand the techniques and devices used by the author. Mention in your introductory paragraph that you will cover this item in your essay. Dedicate at least one paragraph to this matter and consider it in detail.
- A critical/analytical understanding of the reading means you must NOT summarize. Offer some in-depth interpretation or analysis. Think what it will be about and get it in your thesis (see Organization of Response).
- Also note that a critical analysis does not mean you must criticize or find fault with the author's work. You just have to analyze it and interpret it for the reader.
- You must write on the reading, and refer to it, explicitly. Quotations should be used properly, as well as direct references to that the author says.

## B. Critical Thinking (“Organization of Response”)

- Your thesis must be explicit, and should be in the first paragraph; it should express your interpretation/critical reading of the author's message.
- Write a five or six paragraph essay, using the first paragraph to tell your reader what you will do, and then developing three points (four if you like) in the following paragraphs. Add a conclusion. Your conclusion could make the difference between a pass and fail.
- Be sure to refer to the reading to support everything you say, but do NOT use long quotations: the word count (750 words) refers to YOUR words. Do not use the essay/story to pad your answer.
- Write topic sentences based on your three points that introduce each paragraph, and stick to the topic. Don't take chances: this is your graduation task, not a creative writing opportunity.

## C. Writing (“Expression”)

- Your rough draft is shredded: your final draft must be complete and well written!
- Proofread carefully and correct your final copy.
- Ensure that all sentences are clearly written and free of spelling and grammar errors.

# Common Errors to Avoid

## Comprehension and Insight

- *No identification of main idea:* Identify one of the main ideas in the text and state this main idea clearly. Make sure it is not overly general.
- *No techniques/devices:* Your essay should discuss some literary techniques used by the author, and you should discuss them in some detail.
- *Incorrect identification of techniques/devices:* Make sure you understand how a literary technique works if you use it. For example, don't talk about irony if you don't have a full handle on what irony really is.
- *Poor choice of evidence/quotes:* Choose quotes that are directly related to your argument. Avoid using very long quotes.

## Organization of Response

- *Weak introductions:* Don't just write your thesis statement and stop there. Include the author's name and title of the text, a general discussion of the main idea in the text, your thesis statement and an overview of how you will proceed.
- *Weak thesis statement/no thesis statement:* A thesis statement has to be an argument or give your point of view about the main idea of the text.
- *Weak conclusions:* Don't just write a one-sentence summary of your essay. Reword your thesis statement, remind us of your main points and end with an interesting thought.
- *Off-topic paragraphs:* Keep each paragraph focused on just one element or idea.
- *No topic sentence:* Make sure your topic sentence is comprehensive and tells your reader exactly what the paragraph will be about.

## Expression

- *Awkward phrasing:* Say your sentences in the clearest way possible. Choose the most straightforward way to write your sentences.
- *Switching verb tenses:* Try to stay in the present tense and don't switch from past to present tense, especially in the same sentence.
- *Subject/verb agreement:* This is an important grammar error to avoid! Your verb should always match your subject.

- *Word choice*: If you're not sure of what a word means, don't use it. A "big" word does not mean it's the best word.
- *Word usage*: Don't mix up words like there/their/they're, than/then, we're/where/were, to/too/two. Always proofread!
- *Articles*: Use articles properly and make sure you know when to use a/an and the.

# Time Management

The following steps have been designed to help you use your time efficiently. Please note that these are only guidelines, and each individual should adjust these suggestions according to his or her strengths and weaknesses in English.

## AT HOME

Review your old essays and make a list of common errors. Memorize this list and be ready to write it in the rough draft booklet as soon as you sit down on the day of the exam, so that you consult it as you proofread your essay.

## ON THE DAY OF THE EXAM:

### 1. Select a Reading (15 minutes)

- Your exam booklet will include three texts that will be either short stories or essays. The exam guidelines will tell you which category a reading is.
- If you know you would prefer writing on the essay, then don't bother reading the short story. If you like writing essays on short stories, then don't read the essay. By not reading all three texts, you can save a lot of time.
- Once you have made your decision, *don't go back!* You will not have enough time to pick a new reading and produce a second essay.

### 2. Read the Piece Thoroughly (45 minutes)

- Read your selection carefully. Use a dictionary to look up words you do not understand.
- **Underline** or **highlight** the main ideas, techniques, and examples.
- Make notes in the margins.
- If you do a good job here, the next step will be fairly straightforward because you'll know exactly where to look for your ideas.

### 3. Plan and Draft Your Essay (60 minutes)

- Your plan is the bare bones of the essay; your outline should include a practice introduction, points for each topic sentence, and perhaps even the beginning of a conclusion.
- Only the final copy will be evaluated, so do not waste time about writing a complete rough draft.

### 4. Write Your Final Copy (90 minutes)

- Double space your final copy. This will be beneficial in the next step, proofreading.
- Note that only your final copy will be evaluated. You must complete your final copy.
- Write clearly and in pen – NOT PENCIL.

### 5. Proofread (30 minutes)

- Everyone, regardless of their level of English, should proofread.
- Use your dictionary.
- Refer to the list of common errors that you wrote down in the rough book at the beginning of the test to look for the mistakes that would reduce your mark in expression (e.g. grammar, spelling, subject-verb agreement).

## Techniques and Devices: Means Used by an Author to Get His/Her Point Across

Here is a list of some of the techniques and devices you could discuss in your essay. You may know of more as well.

Some of these techniques are more appropriate to use when discussing short stories, and some are specifically for writing about the essays.

**Accumulation** is a list of words that are related or similar to make the point more forcible. (The factory was dirty, disgusting and messy)

**Allusion** is an indirect reference to usually well-known persons, places, events, or literary texts.

**Analogy** is a comparison of two concepts, usually one that is familiar and one that is not in order to argue or explain a point.

**Anecdote** is a short, simple story told by an author or character in a story, usually to illustrate a larger point.

**Analysis** examines the author's argument, showing its separate parts.

**Cause and effect** is when one event causes another event to happen.

**Characterization** refers to the level or degree of detail an author employs to make his/her characters come alive; it may include outward appearance (*tall, old, skinny, ugly*, etc.), behaviour (*dull, angry, happy*, etc.), or their inner emotional, intellectual and moral qualities (*centered, religious, intelligent, apathetic*, etc.)

**Classification** is a way of organizing information according to categories.

**Comparison** is an examination of two or more items to establish similarities and dissimilarities.

**Conflict** is a struggle between opposing forces. It can be between two people, a person and something in nature or society, or even between impulses or parts of the self.

**Contrast** involves the examination of differences of associated things, qualities, events or opposing views, usually done to emphasize their differences or to create tension.

**Description** is the amount of detail used by the author to give a mental image of something experienced.

**Diction** involves the kinds of words used to achieve particular effects.

**Dialogue** is the conversation between any characters in a story.

**Enumeration** is when an author lists the main points of the argument that he will make. This gives the readers signs for what to focus on while reading the text.

**Example** refers to a particular single item, fact, incident, or aspect that illustrates a rule or a general statement.

**Flashback** is a passage in the text that breaks the chronological order of events. A flashback tells readers of an earlier event, usually in the form of a dream, memory or dialogue.

**Foreshadowing** is when an author puts clues in the text to hint at events that will occur later on.

**Hypophora** is when the author asks their reader a question (usually at the beginning of the paragraph), and then continues on to answer it, usually at some length. It adds style and keeps the text lively.

**Imagery** refers to the author's use of words that appeal to the senses. Most imagery is visual, or can be seen (for example, "a black cat"). However, imagery can also relate to any of the five senses (sight, taste, touch, smell, hearing)

**Irony** refers to the unexpected difference or lack of agreement between appearances and truth or between expectation and reality. Irony is apparent when an author uses language to create a deliberate contrast between appearance (what seems to be true) and truth (what the author really thinks).

**Metaphor** is a comparison that does not use "like" or "as". (*My love is a rose.*)

**Narration** is the act of telling a story or sequence of events; it is how the author arranges aspects of the story such as place, time, events, and the characters and what they say or do. Not all narration is necessarily in chronological order.

**Onomatopoeia** is when an author uses a word whose pronunciation reads like the sound it is describing. The use of this suggests and reinforces the meaning. (*Buss, screech, whir, sizzle, snap, crackle, pop, etc.*)

**Overstatement (Hyperbole)** is an exaggerated remark or comment used by an author, usually with a specific effect or intent in mind or to draw the reader's attention to something important.

**Personal experience** is when the author tells the readers a story about his/her life, usually to make a larger point or as an explanation.

**Personification** involves the giving of human qualities to inanimate objects or animals.

**Plot** refers to what happens in the story - events and thoughts which make up the story's basic structure and the order in which these events/thoughts are presented.

**Point of view** in fiction refers to the perspective used by the narrator to tell the story. It is through the narrator's perspective (through the narrator's eyes and mind) that readers learn what is happening in a story. An author might choose the first person, third person restricted, omniscient, or some other point of view.

**Repetition** involves the author stating the same words, phrases or ideas several times throughout a text, usually to emphasize a main idea or the main theme.

**Rhetorical question** is a question that has an obvious answer and is therefore not expected to be answered. It is used to force the reader to think in a particular direction that the author wants, and often for effect, emphasis or provocation.

**Satire** may occur when someone or something is ridiculed or made fun of, usually in order to criticize it. This can be a difficult technique to spot or to explain, so don't use this unless you are sure you understand what you are supposed to do.

**Setting** refers to the location of a story or novel in terms of place, time, social environment, and physical environment.

**Simile** is a comparison where "like" or "as" is used. (*My love is like a rose.*)

**Slang** is "street" or common (usually spoken) language used by an author instead of "formal" language: "kids" instead of "children" or "crappy" instead of "bad".

**Symbolism** involves using something to represent something else. A "heart" is a symbol of "love".

**Theme** is a larger truth that a story reveals; it is the author's main idea. A theme is rarely stated directly by the author. Instead, the readers must discover what they perceive the theme to be by examining and questioning details found in the story.

**Tone** refers to the author's attitude or position toward the action, characters, narrator, subject, and even to the reader. To determine the tone, the reader must examine the language the author uses and decide what effect the author's choice of words has. Tone can be serious, playful, humorous, arrogant, emotional, ironic or critical, to name a few.

**Understatement** is representing something as of much less importance than it really is. This can be used to express irony, or often, tactfulness.

# Possible Essay Formats for the English Exit Exam

## Essay Format Based on Techniques

### *Introduction*

- Author's name
- Title of the essay/story
- An opening thought
- What you perceive to be the author's main idea
- Thesis stating which aspect of the author's work you are analyzing
- Brief preview of your body paragraph, including the techniques and devices you are analyzing

### *Body ( 3 paragraphs)*

- Topic sentence; the paragraph's central idea (will include a technique)
- One aspect of the text used to support your thesis
- Elaboration of this aspect including critical interpretation (explain what the author is doing)
- Details/references (an example to illustrate)

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- Details/references (an example to illustrate)

### *Conclusion*

- Restate (rephrase) your thesis
- Summarize what you wrote in the body paragraphs (plus the techniques)
- Make a final comment – finish with a strong concluding statement

## Essay Format Based on Theme/Main Idea

### *Introduction*

- Author's name
- Title of the essay/story
- What you perceive to be the author's main idea
- Thesis stating which aspects of the author's work you are analyzing
- Brief preview of your body paragraphs. Include 2-3 techniques.

### *Body ( 3 paragraphs)*

- Topic sentence; the paragraph's central idea (will include one element of the text's theme/main idea)
- One aspect of the text used to support your thesis
- Elaboration of this aspect including critical interpretation (explain what the author is doing)
- Details/references (an example to illustrate), plus one technique

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## Transitional Words and Phrases

It is important to use transitional words and phrases in your essay. Here are some good ones that you can use. There are many others as well, so use the ones that best fit into your essay.

### To indicate a conclusion or a result

Therefore Consequently Thus Hence	He is very unhappy. <b>Therefore,</b> <b>Consequently,</b> <b>Thus,</b> <b>Hence,</b> he cries a lot.
As a result of	<b>As a result</b> of his unhappiness, he cries a lot.
In other words	He cries all the time, he can't sleep, and he doesn't want to see his friends. <b>In other words,</b> he is very unhappy.

### To introduce an illustration

For example For instance	John often makes mistakes. <b>For example,</b> <b>For instance,</b> yesterday
To illustrate	Wars are not simply acts of aggression. <b>To illustrate,</b> Jacob Weil shows...
Namely	There are three types of breakfast, <b>namely</b> the quick breakfast, the leisurely breakfast, and the indulgent breakfast.

### To add a thought

Likewise Similarly	He needed to find a new job. <b>Likewise,</b> his wife was out of work. <b>Similarly,</b>
In fact	Things were not going well. <b>In fact,</b> he needed to find a new job.
Moreover Furthermore In addition	He needs to find a new job. <b>Moreover,</b> he is behind on his rent. <b>Furthermore,</b> <b>In addition,</b>
Firstly/secondly/ thirdly Finally	Things are not going well. <b>Firstly,</b> he needs to find a new job. <b>Secondly,</b> he is behind on his rent. <b>Thirdly,</b> his wife is out of work, and <b>finally,</b> his dog is sick.

### To make a qualification or contrast

On the other hand	The narrator lives in a home with no electricity or running water.
However	The narrator lives in a home with no electricity or running water. <b>However</b> , he is still a happy person.
But	The narrator lives in a home with no electricity or running water, <b>but</b> he is happy.
Nevertheless	The narrator lives in a home with no electricity or running water, but he is happy <b>nevertheless</b> .
Still	The narrator lives in a home with no electricity or running water. <b>Still</b> , he is happy.
Or	The narrator is happy... <b>or</b> maybe he really isn't.
Nor	The narrator doesn't let it show that he is unhappy, <b>nor</b> does he complain.
On the contrary	The narrator is not unhappy that he lives in a home with no electricity or running water. <b>On the contrary</b> , he is happy.

### To introduce quoted proofs

According to the author, "..."	According to the author, "John stayed awake all night and cried."
The author maintains, "..."	<b>The author maintains</b> , "John stayed awake all night and cried."
In other words	He cries all the time, he can't sleep, and he doesn't want to see his friends. <b>In other words</b> , he is very unhappy.

## Sample Student Essay

Here is a successful sample student essay a student wrote on one of the stories that appeared in a past English Exit Exam. This student also included their essay outline, written in the Rough Copy booklet.

### Sample Essay Outline for “Finding Evidence”

Don't use your rough copy book to write out your entire essay! You may not have enough time to get the essay copied into your good copy book; remember, the rough copy book is shredded. Instead, just write a very detailed essay outline (spend about an hour working on it) and then write your essay! Here is an example of an essay outline for the student essay you are about to read:

#### Introduction

- Main Idea: Growing up – importance and process of
- Thesis: In the story “Finding Evidence” by Robert Hilles, the author talks about the gradual process of growing up and how childhood is valuable in shaping one's own identity.
- Techniques:
  1. Plot shows the nature of growing up
  2. Setting shows how environment influences characters to grow up
  3. Symbolism shows the importance of childhood for the narrator as a grown up

#### 1<sup>st</sup> Paragraph

Topic Sentence: Hilles uses plot to show the readers the nature of growing up.

- Small, traditional cabin the family moves to - child is happy there, doesn't understand why his mother isn't.
- Brother then saves a drowning child – narrator starts to realize death
- Narrator realizes his parents growing older
- Finally, narrator starts to think about his own existence

The plot of the story follows the path the narrator takes in his growing up.

#### 2<sup>nd</sup> Paragraph

Topic Sentence: Setting is used by Hilles to show the influences the physical environment has on the characters as they grow up.

- The narrator’s mother being affected by the cabin (environment around her): “The cabin was a lonely, hideous place for my mother...”
  - Causes mother to reflect on her aging
  - Causes her to face reality
  
- Environment affects the narrator as well – he enjoys nature, but it forces him to grow up: “As I stood watching them I listened to the hiss of the water ...I thought about how death was ever present...”
  - Nature almost kills a boy
  - Death can occur any time – environment in the story represent the nature of life and growing up

### **3<sup>rd</sup> Paragraph**

Topic Sentence: Symbolism is used to show the value childhood has in the process of growing up.

- Cabin represents the narrator’s childhood memories – when the cabin is gone, the narrator is sad
- Garbage pile symbolizes history – “sometimes the only history people leave is their garbage piled so carefully...”
- Goes back when he’s older – cabin is gone and only garbage is left

### **Conclusion**

- The story is about the transition from childhood to adulthood, and how childhood is valuable as a starting point in shaping one’s identity.
- Summarize techniques and devices.
- Concluding sentence: The goal of growing up is not only to reach adulthood, it is also to reach maturity.

**Sample Student Essay**  
**“Finding Evidence” by Robert Hilles**

In the story "Finding Evidence" by Robert Hilles, the author talks about the gradual process of growing up and how childhood is valuable in shaping one's own identity. Growing up is a process that every human being must go through. It is usually marked by the realization of one's existence in the world. The "who am I" and "what am I doing" questions are always asked once one reaches puberty and questions his or her identity. Hilles uses plot to show the nature of growing up. He also utilizes setting to show how the environment influences the characters to grow up. Finally, symbolism shows the importance of childhood for the narrator as a grown up. } *Student thesis statement*

Firstly, Hilles uses plot to show the readers the nature of growing up. The narrator moves to a cabin with his family after their house has burnt down. It is a small traditional cabin, and it has no electricity, running water, refrigerator, or television. The narrator, however, enjoys his life in the cabin, as if their house burning down does not really affect him. As a child, he does not really understand why his mother is depressed living there. His mother tells him, "Daniel, I want you to know I love you even if I cannot stay with you anymore." If someone says that, people usually will think that maybe this person is going to leave, or thinks as if he or she is going to die soon, yet the narrator cannot come up with any explanation since he is still a child. When his brother saves a drowned child however, he realizes that death can come at any time. He also realizes an idea that he has never thought of before, that his parents are old. He says, "Suddenly my father pulled up in his car and as he got out I saw for the first time that he was old." Finally, he starts to question his own existence, as he states, "I was twelve that year and for the first time I started to wonder what I was doing." Twelve is the age when one enters puberty, and at twelve years old, the narrator starts to realize his existence in the world. Plot gives a clear idea about how the narrator experiences his growing up. } *Devices used by the author and how they work to support the student thesis*

} *Topic sentence – 1<sup>st</sup> device used; plot*

} *Reference to the text*

} *Direct quotation, properly integrated*

} *Critical interpretation of evidence to support thesis*

} *Reference to the text to develop point*

} *Critical interpretation*

} *Concluding sentence*

Apart from plot, setting is also used by Hilles to show the influences the physical environment has on the characters as they grow up. The narrator's mother is affected by the environment around her. The narrator states, "The cabin was a lonely, hideous place for my mother. It was like a shrunken version of her childhood." Living in a quiet cabin with trees everywhere is like going back to nature, especially since the cabin is very old and traditional. Usually when one goes back to nature and lives in a quiet place, they will think about a lot of things. In this case, especially after the house has burned down, the narrator's mother thinks about how old she is during her stay in the cabin. She realizes her age and that death can come anytime. Going back to } *Topic sentence – 2<sup>nd</sup> device used; setting*

} *Direct quotation from the text*

} *Critical interpretation*

**1 Finding Evidence**

nature for her is also about going back to the nature of life. Sometimes even an adult is forced to grow up by the reality in front of them. The physical environment affects the narrator as well. He enjoys nature. He likes to stop to listen to the world and enjoy the quietness around him. However, nature also forces him to grow up. After his brother saves a drowning boy, he says, "As I stood watching them I listened to the hiss of the water striking the beach and I thought about how death was ever present suddenly...." In this case, nature almost takes a little boy's life and the narrator realizes how cruel nature can be. That is when he also realizes that he lives in the world and how death can occur anytime in people's lives. The physical environment in the story represents the nature of life, which forces the characters to grow up.

- } *Detail to support the point made in the topic sentence*
- } *Reference to the text*
- } *Critical interpretation*
- } *Concluding sentence*

Finally, symbolism is utilized to show the value of childhood in growing up. In this story, the cabin represents the narrator's childhood memories. The narrator enjoys his life in the cabin. He likes the fact that his family lives close together. He says, "The five of us lived so close together that each of our smells blended into one sweet aroma." The cabin has memories of his childhood so that when the cabin is gone, the narrator is crestfallen. He states, "Just sat there with my daughter and listened to her laugh and breathe not yet knowing what it is her father has lost." His past is what makes him who he is, and losing his childhood memories means he's losing part of himself. The garbage pile, in addition, symbolizes history. The narrator explains, "Sometimes the only history a people leave is their garbage piled so carefully those who discover it much later will think they had a plan." When he comes to see the cabin with his daughter, he finds out that the cabin is gone and all that he can stare at is the garbage pile, which holds the history of his family living in the cabin. Symbolism shows how important childhood is, since it acts as a starting point in shaping one's own identity.

- } *Topic sentence – 3<sup>rd</sup> device used; symbolism*
- } *Reference to the text*
- } *Critical interpretation*
- } *Reference to the text to further the point*
- } *Critical interpretation*
- } *Concluding sentence*

Plot, setting, and symbolism have successfully been used in the story "Finding Evidence" to prove Hilles's points about growing up. It is about the transition from childhood to adulthood, and how childhood is valuable as a starting point in shaping one's identity. Hilles's story basically evolves from childhood to adulthood, which shows the readers the gradual process of growing up. However, Hilles adds that growing up can also occur to any person at any age when he talks about the narrator's mother. The goal of growing up is not only to reach adulthood. It is also to reach maturity.

- } *Summary of thesis and of devices used*
- } *Concluding sentence*