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ABOUT THIS BOOK

HOW “SPEAK YOUR MIND IN WRITING C2” IS DESIGNED

The aim of this book is to help students at proficiency level improve their writing skills and develop into confident, autonomous writers. This is achieved through a wide selection of commonly encountered exam writing topics, which have been carefully analyzed and supplemented with activities that guide students in mastering the writing techniques required at C2 level.

The book consists of a comprehensive introduction and twenty units, each dealing with two writing tasks (A and B) on similar topics. Further essay topics are provided in the last section of the book, together with a glossary for all units.

Introduction

The first section of the book comprises a thorough introduction on both **discursive** and **descriptive** essays. **Discursive** essays are divided into two parts: **for & against** and **opinion** essays. The difference between these two essay types is demonstrated through essay plans and contrastive exercises. Explicit theory on basic writing skills (i.e. writing introductions, thesis statements, intention statements, conclusions, paragraph organization, constructing an argument, presenting and refuting an opposing argument, paraphrasing the topic etc.) is presented and combined with writing practice. Particular emphasis is placed on training students to interpret the writing task correctly and feel confident that they do not stray from the topic. Useful phrases and linking words, as well as vocabulary for **descriptive** essays, are also provided. It should be noted that teachers could omit this section if students are already confident writers.

Units 1-20

The main section of the book is divided into 20 four-page units, covering all types of essays (both **discursive** and **descriptive**). Each unit should be completed within approximately one teaching session of 60-90' (depending on the homework assigned) and consists of the following parts:

Warm-up

This comprises a variety of oral activities (in-class discussions, debates, evaluations), which aim to introduce the topic of the unit by encouraging students to share personal experiences, express opinions and provide justifications. In this section, students examine the topic from different aspects in order to come up with a variety of arguments, thus improving their brainstorming skills.

Writing Task A

Each unit deals with two writing tasks (A and B). Both tasks are based on the same theme (e.g. Internet communication), but deal with two similar topics (e.g. social networks and blogging). Writing task A is used as the basis of each unit, as it is analyzed in a model essay and accompanied by a page with relevant activities. A wide variety of writing tasks is covered, starting from relatively simple ones and gradually leading to more complicated ones that combine more than one question.

Model Essay

Each Writing Task A is followed by a corresponding model essay with missing words or phrases to be filled in by the student. All model essays include a wide range of advanced vocabulary and grammar structures to familiarize learners with the requirements of C2 level writing. Students are encouraged to 'explore' these vocabulary and grammar structures through an observation task which accompanies each model (named *Point of focus*).

Vocabulary

This part comprises activities with readily usable vocabulary (*collocations, derivatives, synonyms, prepositions, compound nouns*), which help students improve not only their written, but also their oral speech production. All material in this section is drawn from the model essay, thus encouraging comprehension in context on the part of the student.

Improve your writing skills

This part is devoted to the further practice of specific writing techniques, focusing on both meaning and form. Among others, its aims include: lexical and syntactic control of sentence formation, paragraph and essay organization, formal style, accuracy, coherence and cohesion. These aims are achieved through a combination of theory, useful tips and writing practice.

Writing on your own

This title indicates the second part of the unit where Writing Task B is introduced. As the title suggests, in this part of the unit, autonomous writing is encouraged, since students are assigned a similar writing task to work on. This one-page section offers flexibility during the lesson, as teachers have different options to choose from:

- i) analyze both Writing Task A and B in class and assign students either or both as homework.
- ii) analyze Writing Task A in class and assign Writing Task B as homework.
- iii) analyze Writing Task A and assign it as homework without proceeding to Writing Task B (e.g. in case there is not enough time available).

Writing Task B

As already mentioned, Writing Task B is similar to Writing Task A. Each Writing Task B has been carefully formulated so as to elicit vocabulary which has already been encountered in Task A and thus it promotes recycling and enhances consolidation. Writing task B is always followed by a plan which helps students brainstorm and organize their essay. This space has been intentionally left blank so that learners are encouraged to put what they have learned into practice by making their own individualized plan. Students are also required to prepare the writing task by studying the whole unit and creating their own individual vocabulary bank in the notes space provided.

Copy your corrected essay here

This space is blank for students to copy their corrected essay after it has been marked by their teacher. At the bottom of the page, there is a rubbish bin for students to 'put their mistakes in'. This is an appealing way of motivating students to eliminate their mistakes. It must be noted that this approach allows for error correction that is customized to each learner's specific needs. Therefore, students are not exposed to mistakes they have never made and self-assessment is encouraged.

Teachers are provided with a model essay on the topic of Writing Task B, followed by a corresponding mini-glossary. They can use this model in various ways, either by photocopying and distributing it to students or by projecting it on the whiteboard and asking students to copy useful phrases.

GLOSSARY

This features English-Greek translations of advanced vocabulary items encountered in units 1-20.

EXTRA ESSAY TOPICS

Ten extra essay topics, followed by relevant points for the teacher, are provided in the last section of the book, to be used at the teacher's discretion, either in the course of the school year or after completion of Units 1-20.

Introduction to **ESSAY** Writing

The writing section of C2 level examinations requires candidates to produce a 250-300 word essay on a topic. The essay produced should include a clear argument that is adequately supported by its content. It should also meet a range of criteria that relate to:

1. addressing the issues raised by the essay topic and organization of material
2. appropriate use of advanced grammatical and syntactic structures
3. appropriate use of a wide range of vocabulary
4. accuracy, spelling and clarity of expression.

The following chart is an indication of the marking criteria used by raters of the ECPE to score the essay of a C2 level candidate. It also describes in detail the way each essay is ranked in the marking scale, depending on the extent to which it meets these criteria.

WRITING SECTION SCORING RUBRIC				
RATING	RHETORIC	GRAMMAR/SYNTAX	VOCABULARY	MECHANICS
A Honors	<ul style="list-style-type: none"> • Topic richly, fully, complexly developed • Organization well-controlled, appropriate to the material • Connection is smooth 	<ul style="list-style-type: none"> • Flexible use of a wide range of syntactic (sentence level) structures; morphological (word forms) control nearly always accurate 	<ul style="list-style-type: none"> • Broad range, appropriately used 	<ul style="list-style-type: none"> • Spelling and punctuation errors are rare and insignificant
B	<ul style="list-style-type: none"> • Topic clearly and completely developed, with acknowledgment of its complexity • Organization is controlled and shows appropriateness to the material • Few problems with connection 	<ul style="list-style-type: none"> • Both simple and complex syntax adequately used; good morphological control 	<ul style="list-style-type: none"> • Vocabulary use shows flexibility, is usually appropriate • Any inappropriate vocabulary does not confuse meaning 	<ul style="list-style-type: none"> • Spelling and punctuation errors are infrequent and not distracting
C	<ul style="list-style-type: none"> • Topic clearly developed, but not always completely or with acknowledgment of its complexity • Organization generally controlled; connection sometimes absent or unsuccessful 	<ul style="list-style-type: none"> • Both simple and complex syntax present • For some, syntax is cautious but accurate, while others are more fluent but less accurate • Inconsistent morphological control 	<ul style="list-style-type: none"> • Adequate vocabulary, but may sometimes be inappropriately used 	<ul style="list-style-type: none"> • Spelling and punctuation errors sometimes distracting
D	<ul style="list-style-type: none"> • Topic development usually clear but simple and may be repetitive • Attempts to address different perspectives on the topic are often unsuccessful • Overreliance on prefabricated language and/or language from the prompt • Organization partially controlled 	<ul style="list-style-type: none"> • Morphological errors are frequent • Simple sentences tend to be accurate; more complex ones tend to be inaccurate 	<ul style="list-style-type: none"> • Vocabulary may be limited in range, and is sometimes inappropriately used to the point that it causes confusion 	<ul style="list-style-type: none"> • Spelling and punctuation errors are frequently distracting
E	<ul style="list-style-type: none"> • Topic development may be unclear and/or limited by incompleteness or lack of focus • Might not be relevant to topic • Connection of ideas often absent or unsuccessful 	<ul style="list-style-type: none"> • Pervasive and basic errors in sentence structure and word order cause confusion • Problems with subject-verb agreement, tense formation or word formation • Even basic sentences are filled with errors 	<ul style="list-style-type: none"> • Incorrect use of vocabulary causes confusion • Even basic words may be misused • May show interference from other languages 	<ul style="list-style-type: none"> • Basic vocabulary words regularly misspelled • Little or no control over sentence boundaries • Spelling and punctuation errors regularly cause confusion

These criteria have been turned into a checklist for you to make sure you have applied all of them to each of the essays you will write at the end of every unit. It can be used for both self- and peer-assessment.

Writing Checklist

RHETORIC:

- Have I understood the topic? ☐
- Does my essay answer all the issues raised by the topic? ☐
- Does it include only information relevant to the topic questions? ☐
- Is it well-organized and divided into 4-5 paragraphs? ☐
- Does each paragraph develop a separate idea? ☐
- Is this idea clearly expressed in the topic sentence? ☐
- Is the connection of the sentences and the paragraphs smooth? ☐
- Have I used appropriate linking words to achieve this? ☐
- Generally, have I provided adequate information to fully develop the topic? ☐
- Have I used a style appropriate to the topic? ☐

VOCABULARY:

- Does my essay include a wide range of vocabulary relevant to the topic? ☐
- Does my essay include more complex vocabulary items (e.g. collocations, expressions, compound nouns)? ☐

MECHANICS:

- Have I checked my essay for spelling and punctuation errors? ☐
- Is my essay neat and well presented? ☐

GRAMMAR/SYNTAX:

- Is my essay grammatically and syntactically correct? ☐
- Have I used the correct tenses? ☐
- Have I used a variety of suitably advanced syntactic structures in my essay? ☐
- Are these structures used correctly? ☐

A. DISCURSIVE ESSAYS

A discursive essay is typically either a *for & against* or an *opinion* essay. It is important that you understand the differences between them in terms of organization and planning so that you can provide an appropriate response.

1. FOR AND AGAINST ESSAYS

A *for & against* essay topic is one that asks you to discuss the advantages and disadvantages (or sometimes the positive and negative effects) of a situation, phenomenon, invention, etc. The basic essay plan for this type of essay is as follows:

For & against essay

Introduction

Main body para. 1: advantages
para. 2: disadvantages

Conclusion

Introduction (For & Against Essay)

Your introduction will give the reader/examiner their first impression of your writing abilities. It should fulfill the following requirements:

- inform the reader about the topic
- tell the reader which aspect(s) of the topic you are going to discuss

In order to accomplish this effectively, it is practical to divide your introduction into two parts. In the case of *for & against* essays, these are:

- making a general comment on a situation / rephrasing the topic
- giving an intention statement (= a balanced statement)*

a. MAKING A GENERAL COMMENT / REPHRASING THE TOPIC:

You are expected to start your introduction with a **general comment** that lets the reader know what the topic is about. **Rephrasing** the topic is a good way of doing this; that is, expressing the topic in a different way, using synonyms. You must be careful **not to copy any parts of the writing task**. Use your own words instead.

* these two phrases are used interchangeably throughout this book

2. OPINION ESSAYS

An *opinion* essay, as its name suggests, is one that asks you to express your opinion on a particular issue. An *opinion* essay may ask you to come up with **for & against arguments, measures, reasons, consequences, factors, or qualities of a person/place**, depending on the writing task. It is important that you understand the task and answer it exactly, covering only the points raised in it. Here are various types of questions that may be encountered in opinion writing tasks:

- Why are teenagers so into graffiti these days? Do you consider it an art form or vandalism? (*discuss reasons + express opinion*)
- What are the consequences of globalization for developing countries? (*discuss consequences*)
- In your opinion, what can both governments and individuals do to ensure citizens' well-being in densely populated urban areas? (*suggest measures to be taken by both governments and individuals*)
- 'A friend in need is a friend indeed'. Do you agree with this statement? (*express opinion*)
- In your view, is distance learning an effective way of studying? (*express opinion*)
- How can students use the Internet effectively so that they can reap its benefits without falling victim to its detrimental aspects? (*make suggestions*)
- What qualities are essential for a good professional? Discuss, making specific references to a professional of your acquaintance who exemplifies these qualities. (*discuss the qualities of a person*)
- Which do you consider most important in life: family, education or money? (*compare and contrast three options and choose one as the most important*)

You should bear in mind that a writing task **may comprise more than one question type**. In this case, you must make sure you **cover all of them**.

EXERCISE 1: The topic of tourism can be discussed from multiple viewpoints, meaning it could pose a variety of questions for a writing task. Match each question with what the candidate should do to respond correctly.

1. What can governments do to attract more tourists to a particular area of their country and, at the same time, prevent the destruction of its natural beauty? **b**
2. Why is tourism so popular among the people of the Western World? What factors encourage them to travel to different countries? **d**
3. How can tourism affect the culture of the local inhabitants of a popular holiday destination? **e**
4. What makes a travel destination ideal? Discuss, making references to a place you have been to and consider worth visiting. **a**
5. 'Tourism is both a blessing and a curse for any host country.' Do you agree or disagree? **f**
6. Which do you think is most important for a tourist: the location, the journey or their travel companions? **c**

- a. Discuss the qualities of a place
- b. Suggest measures
- c. Compare and contrast three options, and choose one as the most important
- d. Discuss reasons
- e. Discuss consequences
- f. Express agreement or disagreement with a statement and justify it with arguments

It goes without saying that the plan of an opinion essay depends on the number and the type of questions the topic raises. A basic plan could be as follows:

Introduction

- Main body**
- para. 1: first argument supporting your opinion / discuss the first question of the topic
 - para. 2: second argument supporting your opinion / discuss the second question of the topic
 - para. 3: third argument supporting your opinion (optional)

Conclusion

B. DESCRIPTIVE ESSAYS

In descriptive essays you are supposed to describe a person, place or event you are familiar with. Thus, it is preferable to adopt a more personal approach when writing a description, using plenty of details to help the reader visualize what you are describing. There is no standard plan for descriptive essays, but you should **focus on characteristics that are relevant to the topic**. In addition, using a wide range of descriptive adjectives and adverbs helps make a description vivid and sustains the reader's interest. In other words, you should do your best to use appropriate words, phrases and expressions such as the following:

USEFUL LANGUAGE

-for describing people: One person that made a lasting impression on me is... / The person I admire most is... / What has inspired me above all is... / ... is one of the most admirable public figures/celebrities / ... is a role-model / sets a good example for youngsters because he/she...

friendly, open-minded, generous, supportive, honest, trustworthy, easy-going, warm-hearted, independent, loyal, have a pleasant personality, have a cheerful disposition, have a good sense of humor

-for describing places: ... is located in the south/north of... / ... is surrounded by... / ... brings back lots of wonderful childhood memories / ... gave me an insight into the local culture and civilization / ... is a place of great historical importance / ... opens/offers a window on the world / ... visiting a place like ... can broaden one's horizons, as...

idyllic, popular, crowded, a popular resort, a well-known holiday destination, offer breathtaking views, have unspoiled natural beauty, enjoy the crystal clear waters, lie on golden beaches, come into contact with friendly locals, be overcrowded with tourists, offer lively entertainment, have a variety of options to choose from

-for describing events: An event which I had the good fortune to see up close was... / ... is one of the most exciting events all over the globe / ... has its roots in... / it features... / has been held for generations / ... opened my eyes to a whole new world... / ... was a great opportunity for a family gathering and reunion / During... I was given the chance to get together with old friends / it gave me the opportunity to wind down after a hard week

attend an event, take part in/participate in/get involved in an event, a time of great festivity, unforgettable experience, air of excitement among the participants, a yearly celebration, attracts many people, remarkable highlights, a religious ceremony, a music/film/art festival, a national celebration, a sports/sporting/athletics event, a national/bank /public holiday

EXERCISE: Tick where applicable.

	considerate	be situated	annual	reliable	showcase	picturesque	take place
PERSON	✓			✓			
PLACE		✓				✓	
EVENT			✓		✓		✓

Unit 1

Technology: the Internet and television

WARM-UP: In-class discussion

- What do you use the Internet for? Put the following in order of preference and justify your choices.
a. making purchases online ☐ b. searching for information ☐ c. entertainment ☐ d. keeping in touch with friends ☐
- What are the dangers of using the Internet?

WRITING TASK A

The Internet is one of the most important inventions of our time, bringing substantial benefits to societies and economies. However, it cannot be denied that it conceals a number of serious dangers. In your opinion, what are the ¹benefits and ²drawbacks of the Internet? Use examples to support your views.

Underline what the prompt asks you to do and number the points to be covered.

MODEL ESSAY

Tip: Ask students to read each paragraph silently and underline the phrases they liked most. Encourage them to share their preferences in class.

Read the model essay, choose and fill in:

There is no denying that the invention of the Internet was a major turning point in modern history. It has brought innumerable advantages by making it easier for people to interact and now ¹ plays an essential role in their everyday lives. However, there are also several negative factors which must be taken into consideration.

On the positive side, the convenience of the Internet has benefited society in many ways. First and foremost, it allows people to keep abreast of current events, and virtually witness world history in the making. We have become citizens of a global community, as we now ² have access to live coverage of events, regardless of where they take place. The Internet also provides people with a wealth of information about every subject under the sun, whether it be ancient history or modern pop culture. In addition to this, the Internet ³ facilitates quick and inexpensive communication via emails, video calls or social networks and has brought people closer together than ever before. Finally, with the click of a mouse, we can make transactions, pay utility bills and shop online, all in the comfort of our own home. This enables us to save a great deal of time that would otherwise be spent wandering around the shops and waiting in line.

⁴ On the negative side, there are many dangers of the Internet that we should be aware of. Due to the allure of the virtual world, users can get addicted to it and lose touch with reality. There is always the danger of their getting caught up in online games instead of interacting with real people, and thus staying at home, glued to the screen. Finally, there is the possibility of identity theft or getting computer viruses, both of which ⁵ invade the privacy of the individual.

All things considered, the Internet has changed the face of history, and these changes are generally positive. ⁶ It is up to us to ensure that it is used appropriately and responsibly, without letting it take control of our lives.

have access to
facilitates
plays an essential role
invade the privacy
it is up to us
on the negative side

POINT
of FOCUS

Note the use of
different subjects
(e.g. people,
users, we).

VOCABULARY

A. Fill in the expressions with words from the model.

- turning *point* (§1)
- modern *history* (§1)
- current *events* (§2)
- global *community* (§2)
- live *coverage* (§2)
- social *networks* (§2)
- lose *touch* with reality (§3)
- change the *face* of history (§4)

B. Fill in with the correct preposition based on the model.

- take *into* consideration (§1)
- keep abreast *of* (§2)
- regardless *of* (§2)
- provide people *with* (§2)
- *in* the comfort *of* our home (§2)
- get caught up *in* (§3)
- instead *of* (§3)
- glued *to* the screen (§3)
- take control *of* our lives (§4)



IMPROVE YOUR WRITING SKILLS

For and against essays: balanced statement and topic sentences

REMEMBER! In the introduction of a **for and against essay** you must include a **balanced statement** which should be supported by the **topic sentences** of the paragraphs in the main body.

A. Read the model essay again and underline the balanced statement and the topic sentences of the paragraphs in the main body.

What are the advantages and disadvantages that support these topic sentences?

B. Read the following topic and write a balanced statement on it:

Nowadays, more and more people are buying cell phones that provide Internet access to their users. What are the advantages and disadvantages of having a cell phone device with Wi-Fi software?

Balanced statement: *While it cannot be denied that being able to use the Internet on a mobile phone can be extremely convenient, there are also several drawbacks that should be taken into consideration.*

C. Now write two topic sentences for the paragraphs in the main body and think of two advantages and two disadvantages to support them.

Main body-paragraph 1:

Topic sentence: *On the one hand, the benefits of mobile Internet are numerous.*

Advantages: a. *People have access to a wealth of information regardless of where they are.*

b. *It facilitates users' everyday tasks while they are on the move.*

Main body-paragraph 2:

Topic sentence: *On the other hand, there are several drawbacks of cell phones with Internet compatibility that should be examined.*

Disadvantages: a. *Users can get addicted to the Internet.*

b. *They can be overcharged for excessive Internet use.*

TIP: When trying to find advantages and disadvantages of a topic, make a list of 2-3 for and against points.

WRITING TASK B

Television has become such an integral part of almost every household in the Western World that it is difficult to imagine life without it. However, many people claim that it can have negative effects on viewers. In your opinion, what are the ¹advantages and ²disadvantages of watching television? Support your views with examples.

A. Underline what the prompt asks you to do and number the points to be covered.

B. Brainstorm and plan your essay.

Balanced statement:

Main body-paragraph 1: Topic sentence 1:

1st advantage:

2nd advantage:

Main body-paragraph 2: Topic sentence 2:

1st disadvantage:

2nd disadvantage:

C. Use the space provided to note down any words or phrases from this unit that can be used for this task.



D. Now write your essay.

It is undeniable that the invention of television was a turning point in modern history. It has offered people many advantages by bringing moving images into their living rooms and now plays an essential role in their everyday lives. However, there are definitely several negative aspects to television that require careful consideration.

On the positive side, the benefits of television are numerous. First and foremost, it allows people to keep abreast of current events and virtually witness world history in the making. Stations like CNN or BBC have enabled us to become citizens of a global community, providing live satellite coverage of events regardless of where they take place. Television is also an unrivalled source of inexpensive entertainment. It broadcasts an incredible range of shows which can be humorous, entertaining or educational. For example, sitcoms can make audiences laugh until they cry, evening series can be so gripping that viewers count the minutes until the next episode, and travel shows can provide a window on the world, allowing people to broaden their horizons and expand their knowledge of faraway cultures. The best part is that all of this can be accomplished in the comfort of their own homes. For many people who feel isolated, such as the elderly, it can also keep them company or at least alleviate their loneliness.

On the negative side, there are many real dangers of television that one should be aware of. Due to the convenience it offers, many viewers get addicted to it and stay at home, glued to the box. They get completely caught up in serials or reality shows, instead of interacting with real people and living their own lives to the full. Finally, there has been a rise in violence in society which is associated with television, especially amongst the impressionable young. Many shows which contain offensive language and scenes of unnecessary violence influence children and teenagers, who often imitate what they see on the screen.

All things considered, television has brought about both positive and negative changes to society. It is up to the individual to ensure that it is used in moderation as a medium of entertainment and information and that it does not take control of their lives.

Glossary

- | | | |
|-------------------------------|---|--|
| • undeniable αδιαμφισβήτητος | • evening series βραδινές σειρές | • live one's life to the full ζω τη ζωή μου στο έπακρο |
| • numerous πολυάριθμος | • gripping συναρπαστικός | • impressionable ευεπηρεάστος |
| • satellite δορυφορικός | • broaden one's horizons διεκτείνω τους ορίζοντες κάποιου | • offensive προσβλητικός |
| • unrivalled ασυναγώνιστος | • expand επεκτείνω, διεκτείνω | • influence επηρεάζω |
| • broadcast μεταδίδω, εκπέμπω | • accomplish κατορθώνω, πραγματοποιώ | • imitate μιμούμαι |
| • sitcom φαρσκωμωδία | • alleviate ανακουφίζω, μετριάζω | • bring about προκαλώ, επιφέρω |
| | | • in moderation με μέτρο |

GET RID
OF YOUR MISTAKES

• From On the one hand

-
-
-
-
-



Glossary

Unit 1 p. 22

in order of preference με σειρά προτίμησης
make purchases κάνω αγορές
invention εφεύρεση, επινόηση
substantial ουσιαστικός, σημαντικός
drawback μειονέκτημα
there is no denying δεν υπάρχει καμία αμφιβολία
major πολύ σημαντικός
turning point σημείο καμπής
innumerable αμέτρητος
interact συναναστρέφομαι
take into consideration λαμβάνω υπόψη
convenience ευκολία
first and foremost πρώτα απ' όλα
keep abreast of κρατιέμαι ενήμερος για
current events νέα της επικαιρότητας
virtually ουσιαστικά
witness παρίσταμαι, βλέπω με τα μάτια μου
in the making κατά τη δημιουργία
global community παγκόσμια κοινότητα
coverage κάλυψη
regardless of ανεξάρτητα από
a wealth of information πλούτος πληροφοριών
every subject under the sun ό, τι θέμα υπάρχει
via μέσω
social network ιστοσελίδα κοινωνικής δικτύωσης
make a transaction κάνω συναλλαγή
utility bills λογαριασμοί κοινής ωφελείας
wander περιπλανώμαι
allure γοητεύω, σαγηνεύω
get addicted to εθίζομαι
lose touch with χάνω επαφή με
get caught up in παγιδεύομαι
glued to προσκολλημένος σε

identity theft κλοπή ταυτότητας
virus ιός
device συσκευή
Wi-Fi software λογισμικό ασύρματης σύνδεσης στο Internet
integral αναπόσπαστος

Unit 2 p. 26

consider σκέφτομαι
enter a TV contest παίρνω μέρος σε τηλεοπτικό διαγωνισμό
exhibit επιδεικνύω
unethical ανήθικος
exploit εκμεταλλεύομαι
ambitious φιλόδοξος
on one's behalf εκ μέρους κάποιου
eagerly ενθουσιωδώς, με ενθουσιασμό
in the belief that με την πεποίθηση ότι
tendency τάση
guardian κηδεμόνας
entrust with αναθέτω, επιφορτίζω κάτι σε κάποιον
latter ο τελευταίος από τους δύο
entice δελεάζω, παρασύρω
emotional trauma συναισθηματικό τραύμα
offspring παιδί
properly κατάλληλα
equipped εξοπλισμένος
judge κριτής
tender τρυφερός
heartbreaking θλιβερός, σπαρακτικός
devoid of στερούμενος
impact επίδραση
victory νίκη
defeat ήττα
innocence αθωότητα
carefree ξέγνοιαστος

constantly συνεχώς
rejection απόρριψη
frustrated απογοητευμένος, αποτυχημένος
bewildered μπερδεμένος
bitterly πικρά
sacrifice θυσιάζω
pursuit αναζήτηση, επιδίωξη
to the detriment of εις βάρος
academic performance σχολική επίδοση
ratings θεαματικότητα
lure δελεάζω, παρασύρω
at the expense of εις βάρος
reconsider ξανασκέφτομαι

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quality χαρακτηριστικό, αρετή
subject matter θέμα, 'αντικείμενο'
leadership skills ηγετικές ικανότητες
maintain (δια)τηρώ
discipline πειθαρχία
altruistic ανιδιοτελής
noble ευγενής, υψηλός
attribute ιδιότητα
well-qualified με πολλά προσόντα
keep up with συμβαδίζω
approach μέθοδος, προσέγγιση
demanding απαιτητικός
in-depth σε βάθος, διεξοδικός
advanced προχωρημένος
manifest δηλώνω, φανερώνω
inspire εμπνέω
impart μεταδίδω
disruptive που προκαλεί αναστάτωση
inattentive απρόσεκτος
compassion συμπόνια
foster ενθαρρύνω, ευνοώ

EXTRA ESSAY TOPICS

ESSAY TOPIC 1

One serious problem faced by families in the Western World is child obesity, which can have detrimental effects on children's physical and psychological health. What are the causes of this phenomenon and what can be done to tackle it? Give examples to illustrate your point of view.

NOTES

Causes:

- too many sugary drinks and unhealthy foods on sale in school canteens
- lack of regular, quality physical activity in all schools
- the present trend for children to lead a sedentary lifestyle watching television and playing video games

Measures:

- children should be given healthy, low-fat snacks and take part in moderate physical activity every day.
- sedentary activities such as watching television should be limited
- healthy dietary habits should be promoted in schools

ESSAY TOPIC 2

Famous movie stars and popular singers often earn huge amounts of money. Do you think that it is right for celebrities like these to enjoy such excessive incomes when so many people in the world today are striving to overcome poverty? Give reasons to support your opinion.

NOTES

The fact that some celebrities earn extravagant incomes is unjustifiable because:

- sometimes they earn a lot of money just because they are in the spotlight and promoted by the media - not because of their talent/skill
- it is considered unfair and provocative by those who strive to make ends meet such as low-income families or even underfed/underprivileged children in Third World countries
- their contribution to society is minimal compared to that of professionals such as teachers, nurses or firefighters, who carry out essential work but do not enjoy equivalent remuneration

The large sums of money some celebrities are paid are justified because:

- they have exceptional talent and have to rehearse endlessly to reach star status
- their chosen career may be of short duration - owing to the fickleness of the public, they may be famous one year and not the next, so they need to be well remunerated as long as they are in the limelight
- they play an important role in providing entertainment and brightening our lives