## Title

# A2/B1 English learners should learn how to write opinion essays.

### Introduction

Introduce the topic. Say if you agree or not with the title Learning how to write an opinion essay is a skill that English learners should develop as early as possible. In my opinion, A2/B1 English learners should start learning how to write simple opinion essays for the following reasons.

## Body

Give at least
3 reasons to
support your
opinion.
Give examples
if necessary.

First of all, A2/B1 students love to share their opinions. For example, they often use expressions such as "I agree" or "I disagree". Now, it is time for them to learn how to organize their ideas and share them in written form.

Secondly, A2/B1 students know how to write some complex sentences. For instance, they know how to share their reasons and give examples to support their opinions.

Finally, students will have to write a good opinion essay if they want to succeed in their IELTS, TOEFL, CELPIP, or Cambridge tests.

Therefore, the sooner they develop this writing skill, the more likely they are to succeed.

## Conclusion

It should be a summary of what you wrote in the body of your essay To conclude, I think that A2/BI learners are more than ready to learn how to write simple opinion essays. If students learn the basics of writing an opinion essay at lower levels, they will not struggle at higher levels or when taking a proficiency test.

# **How To Write Opinion Paper**

**Hodges, Tracey S.** 

#### **How To Write Opinion Paper:**

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in numerous studies over the past fifteen years finally is gaining the attention it deserves Using the sentence combining approach the authors present a rationale for re thinking and re tooling the English classroom and consequently making the entire educational system work more effectively. This book is useful for teachers at any level especially those involved in writing instruction It is also worthwhile reading for those wishing to improve their writing skills Doing the sample exercises will strengthen writing skills and provide a solid foundation for a lifelong program of language growth **Genres and How to Write Them** Brock Dethier, 2013-04-15 In this classroom tested approach to writing Brock Dethier teaches readers how to analyze and write twenty one genres that students are likely to encounter in college and beyond This practical student friendly task oriented text confidently guides writers through step by step processes reducing the anxiety commonly associated with writing tasks In the first section Dethier efficiently presents each genre providing models a description of the genres purpose context and discourse and suggestions for writing activities or moves that writers can use to get words on the page and accomplish their writing tasks The second section explains these moves over two hundred of them in chapters ranging from Solve Your Process Problems and Discover to Revise and Present Applicable to any writing task or genre these moves help students overcome writing blocks and develop a piece of writing from the first glimmers of an idea to its presentation This approach to managing the complexity and challenge of writing in college strives to be useful flexible eclectic and brief a valuable resource for students learning to negotiate unfamiliar writing situations Reading. Writing, and Rigor Nancy Boyles, 2018-04-12 What does rigor a word that frequently pops up in conversations about education really mean More specifically what does it mean for literacy instruction and how does it relate to challenging standards based assessments In this informative and practical guide literacy expert Nancy Boyles uses the framework from Webb's Depth of Knowledge DOK to answer these questions offering experience based advice along with specific examples of K 8 assessment items Boyles defines rigor and shows how it relates to literacy at each DOK level and explains the kind of thinking students will be expected to demonstrate She then tackles the essence of what teachers need to know about how DOK and its associated rigors are measured on standards based assessments Specifically readers learn how each DOK rigor aligns with standards text complexity close reading student interaction the reading writing connection and formative assessment Teachers coaches and administrators will find clear guidance easy to implement strategies dozens of useful teaching tools and resources and encouragement to help students achieve and demonstrate true rigor in reading and writing

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