

No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the IB.

Additionally, the license tied with this product prohibits commercial use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, is not permitted and is subject to the IB's prior written consent via a license. More information on how to request a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite de l'IB.

De plus, la licence associée à ce produit interdit toute utilisation commerciale de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, n'est pas autorisée et est soumise au consentement écrit préalable de l'IB par l'intermédiaire d'une licence. Pour plus d'informations sur la procédure à suivre pour demander une licence, rendez-vous à l'adresse suivante : <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin que medie la autorización escrita del IB.

Además, la licencia vinculada a este producto prohíbe el uso con fines comerciales de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales— no está permitido y estará sujeto al otorgamiento previo de una licencia escrita por parte del IB. En este enlace encontrará más información sobre cómo solicitar una licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

English B – Higher level – Paper 2 – Reading comprehension
Anglais B – Niveau supérieur – Épreuve 2 – Compréhension écrite
Inglés B – Nivel Superior – Prueba 2 – Comprensión de lectura

Tuesday 10 November 2020 (morning)
Mardi 10 novembre 2020 (matin)
Martes 10 de noviembre de 2020 (mañana)

1 h

Text booklet – Instructions to candidates

- Do not open this booklet until instructed to do so.
- This booklet accompanies paper 2 reading comprehension.

Livret de textes – Instructions destinées aux candidats

- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret accompagne la partie de l'épreuve 2 portant sur la compréhension écrite.

Cuadernillo de textos – Instrucciones para los alumnos

- No abra este cuadernillo hasta que se lo autoricen.
- Este cuadernillo acompaña a la parte de comprensión de lectura de la prueba 2.

Text A

Removed for copyright reasons

Text B

Great Teachers Don't Teach

Ben Johnson

In a recent conversation one person asked, “What are the characteristics of an effective teacher?” I had already read quite a few excellent remarks describing what such a teacher does to be effective. However, I couldn't help thinking about the best teachers I had.

Removed for copyright reasons

I had an amazing psychology professor in college. He was on fire every class period and his enthusiasm was contagious. But the things I remember most are the psychological experiments in which we participated. I remember every detail and the supporting theories and so I concluded that the professor was an effective teacher because he had provided experiences that created these long-term memories.

My experience is that good teachers care about students. They expect and demand high levels of performance of students. Good teachers know the content and know how to explain it. Good teachers are great performers and storytellers; they can rivet their students' attention.

One characteristic of an effective teacher is that they don't teach. You say that is outrageous. How can a teacher teach without teaching?

Great teachers engineer learning experiences that manoeuvre the students into the driver's seat and then the teachers get out of the way. Students learn best by personally experiencing learning that is physical, emotional, intellectual and spiritual.

A great teacher will devise project-based learning which is a way of presenting students with an important context as the starting point for their studies. By investigating a research question, students can develop their study skills and their knowledge of a specific topic.

The philosophy that supports such a great teacher is simple. Students learn best when they do the heavy lifting of learning and nothing the teacher can say or do will change that.

Real learning requires doing, not listening, or observing only. Yet what do we find in every public school and university? Professors talking, talking and talking while students listen, daydream and doze. We call this lecturing.

Returning to my original premise: great teachers stack the deck so that students have a reason to learn and, in the process, can't help but learn mainly by teaching themselves. This knowledge then becomes permanent and cherished rather than illusory and irrelevant.

Text C

Removed for copyright reasons

Disclaimer:

Texts used in IB language assessments are taken from authentic, third-party sources. The views expressed within them belong to their individual authors and do not necessarily reflect the views of the IB.

References:

Text B Written by Ben Johnson. Originally published 28 June 2013 on Edutopia.org © Edutopia.org; George Lucas Educational Foundation.