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**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

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**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**

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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.

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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**

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**References:**

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