



WATCH LEARN INFLUENCE EARN

PART 1

LEVEL 4 ENGLISH COURSE MATERIAL
FIRST TERM OF ACADEMIC YEAR 2025-2026

Adapted from S. Salliot Michelin
special thanks to G. Bekhtari and M. Boulin

CONTENTS

GETTING READY FOR YourTube TERM.....	2
Activity A - Quiz: What is your relationship to YouTube?.....	3
Activity B - Results analysis.....	4
Activity C - Phonology basics for the upcoming term.....	5
PART 1: (YOUTUBE) HISTORY IN THE MAKING.....	7
Document 1: YouTube turns 20 From viral cat videos to AI.....	8
C. GRAMMAIRE.....	13
I. Poser des questions.....	13
II. Les 3 conditionnels et leurs subordonnées de condition (if clauses).....	16
D. LANGUAGE: (Music) video analysis.....	19
<i>TASK 1: Educational video analysis.....</i>	<i>24</i>

GETTING READY FOR YourTube TERM

Activity A - Quiz: What is your relationship to YouTube?

Take this quiz to find out more about yourself as a YouTube user, and possibly as a YouTuber!

- 1. How often do you watch YouTube?**
 - a. Almost every day, just for fun
 - b. A few times a week when I want to learn something
 - c. When I'm curious about people or places
- 2. What is your reaction to a 30-minute video?**
 - a. Too long — I prefer short, fast content
 - b. I'll watch it if it explains something well
 - c. I'll watch it if it tells a good story
- 3. How do you choose what to watch next on YouTube?**
 - a. I go with what looks exciting or fun in the thumbnails
 - b. I search for what I need or what I'm curious about
 - c. I follow creators whose stories or views I trust
- 4. Do you comment, like, or engage with creators?**
 - a. Not really — I just scroll and enjoy
 - b. Sometimes — especially if I learned something
 - c. Yes — I like giving my opinion or sharing my experience
- 5. Whom do you watch more often?**
 - a. Big creators, trending content, music, or gaming
 - b. Study channels, tutorials, or deep-dive explainers
 - c. Creators from my region or with strong cultural content
- 6. What kind of replay or archive do you usually watch?**
 - a. Live concerts, old streams, or fun events
 - b. Recorded lessons, lectures, or educational talks
 - c. Stories, interviews, or past documentaries
- 7. What do you usually notice first in a video?**
 - a. The visuals, editing, or sound effects
 - b. The structure, clarity, or main points
 - c. The emotions, voice, or personal story
- 8. What's your favorite kind of YouTube title?**
 - a. Catchy, funny, or dramatic ones
 - b. Clear, topic-focused, or "how-to" style titles
 - c. Thought-provoking, personal, or question-based titles
- 9. What kind of content do you share with others?**
 - a. Funny clips, music videos, creative edits
 - b. Useful explainers, tutorials, or school-related content
 - c. Thoughtful stories, cultural insights, or documentaries
- 10. If you created an educational YouTube channel, what would it be about?**
 - a. Creative subjects such as music, visual arts, or media
 - b. Social sciences such as sociology / economics, and / or political science
 - c. Humanities such as history, geography, or philosophy

Activity B - Results analysis

Mostly As — The creator

YouTube is your creative playground. You love content that pops — music, visuals, jokes, or games. You might not always choose deep topics, but when you do, it is because you like the way they are presented. For you, how a message is delivered matters just as much as what it says. In your group project, you will know how to make content engaging through editing, visuals, and / or storytelling.

Mostly Bs — The explainer

YouTube is your toolbox for understanding the world. You go online to learn — whether it is how to manage money, understand the news, or study for an exam. You like content that is clear, structured, and practical. You are often the one people ask for explanations in class. In your group project, you will help organize the message, break down complex topics, and make sure the audience learns something real.

Mostly Cs — The connector

YouTube is your window into people's lives and stories. You come to the platform for meaning. Whether it is a historical documentary, a language vlog, or a cultural deep-dive, you value emotional truth and perspective. You often reflect on how your own background connects to what you watch. In your group project, you will push your team to be authentic and thoughtful — helping your audience connect with your topic on a deeper level.

Explain whether you agree with your results. Give at least three reasons why / why not, using precise examples. If you mostly disagree with your quiz results, identify the profile which best matches your personality and explain why.

[illegible]

Activity C - Phonology basics for the upcoming term

1. Les voyelles courtes, les voyelles longues et les diphtongues

Exercice : Lisez les mots du tableau en vous enregistrant.

Auto-corrigez votre prononciation en vérifiant sur www.howjsay.com.

VOYELLES COURTES		VOYELLES LONGUES		DIPHTONGUES	
		ɑ:	fAll, hEARt	eɪ	sAY, nAtion, chANge
æ	dramAtic, enhANce, nAtional, wAtch	ɔ:	Although, Also, Alternative, sOAR	aɪ	envIronment, rIfle, subscrIbe, vIral, websItE
e	mEAsure, rEpresent, sAIde, devElop	i:	Enormous, Economic, frEEdom, mEdia, strEAm	ɔɪ	enjOY, lOYal, vOIceover
ɪ	rEporters, reprEsent, dEcline, mIIItarY, knowlEdge, dEvelop, Economics	ɜ:	sURge, vIRtual, wORD, wORK, wORld, wORTH	ɪə	carEER, idEA, pionEER
ɒ	cOmment, drOp, role mOdels			eə	ARea, declARE, EARn, IEARn, sEARch
ʊ	rUral, inflUence, cOULd, wOULd, shOULd	u:	bOOm, nUance, hUman	əʊ	fOcus, glObal, lOW, pOst, prOcess, rOlE, uplOAd
ʌ	cUlture, gUn, prodUct, TrUmp, Upload			aʊ	dOWNload, nOW, sOUNd

2. /ə/ : le schwa ou voyelle réduite

C'est le son le plus répandu de la langue anglaise car c'est le son auquel se réduisent la plupart des voyelles des syllabes inaccentuées.

Ce son est proche de /ɜ:/ dont il se distingue surtout par sa brièveté.

Exercice : classez les mots suivants dans le tableau ci-dessous en fonction de la position du ou des schwas (faire alors figurer dans plusieurs colonnes).

about - America - around - author - Britain - creator - culture - Dollar - educator - focus - global - enormous - India - learner - media - national - official - opinion - orator - particularly - player - subscriber - YouTuber

1ère syllabe	2ème syllabe	3ème syllabe	4ème syllabe

Déduisez-en la règle de phonologie concernant les suffixes -ar, -er, et -or.

Les voyelles “a,” “e” et “o” se prononcent TOUJOURS ___ car ces suffixes apparaissent dans des syllabes _____.

Exercice : Entourez les schwas dans le texte ci-dessous après l'avoir lu à voix haute.

YouTube is a place for watching, learning, and sharing videos. People use it to relax, explore, or build a channel. There is content about music, travel, cooking, and other things. Creators upload daily, giving tips, ideas, and fun. Viewers subscribe to keep up. Comments let users talk to others. It began as a simple site but grew into a global platform.

3. Les consonnes

CONSONNES					
ʃ	soCIal, futUre	ð	algoriTHm	ʒ	televiSIon
tʃ	CHat	h	History, Hit	dʒ	Geography
θ	eTHical	ŋ	-iNG	j	fUture, YoutUbe, medIa

PART 1: (YOUTUBE) HISTORY IN THE MAKING



CBS Sunday Morning, 27 April 2025 [[https://www.youtube.com/watch?v= Gx4da7K49g](https://www.youtube.com/watch?v=Gx4da7K49g)]

Before you watch

b. Match the words with their definition.

ubiquitous	--	1. to find or learn about (something) unexpectedly
a milestone	--	2. (informal) to spend time idly or in relaxing or socializing
roughly	--	3. a high-level overall plan embracing the general goals and acceptable procedures especially of a governmental body
obviously	--	4. (informal) to construct from a foundation
to hang out	--	5. an important point in progress or development
to stumble upon	--	6. the science of mind and behavior
to build off of	--	7. existing or being everywhere at the same time : constantly encountered
to outperform	--	8. without completeness or exactness : approximately
a policy	--	9. in an easily discovered, seen, or understood manner
psychology	--	10. to do better than

a. Get in pairs and take turns to pronounce the words from the word cloud, helping each other out. Then go to [howisay.com](https://www.howisay.com) to check for possible mistakes.



b. Match the following words with their definition or synonym.

- | | | |
|-------------------------|----|--|
| to monetize | -- | 1. people who are successful and famous because of their work |
| an algorithm | -- | 2. to utilize (something of value) as a source of profit |
| how-to videos | -- | 3. tutorials |
| big name players | -- | 4. a set of rules, signals and data that govern a platform's operation. It determines how content is filtered, ranked, selected and recommended to users |

c. Fill in the table below with the words from the word cloud. *Some words may fit into several categories. Be prepared to justify your choices.*

YouTubers	YouTube users	YouTube contents

3. Brainstorming: list 3 Youtubers / YouTube channels and 3 viral YouTube videos you expect to hear about in the video.

Youtubers/YouTube channels	Viral YouTube videos

B. COMPREHENSION

1. General comprehension: watch the video once and fill in the table below.

Type of video	
Speakers	
When and why it was made	

Now watch again

Part 1: 00:00-01:41

2. Take notes about the very first YouTube video:

Date	
Creator	
Topic	

3. Take notes about key fact and figures concerning YouTube today:

The YouTube/Google relationship	
The number of hours people collectively watch Youtube videos per day	
The number of videos uploaded to YouTube so far	
The most watched video of all + its number of views	
The YouTube/Netflix relationship	

Part 2: 01:42-4:32

4. Who is David Craig?

5. Explain how the relationship between YouTube and Youtubers became mutually beneficial.

6. What is the general rule? Are there any exceptions? Why?

7. Take notes about YouTubers Rhett McLaughlin and Link Neal:**a. Fill in the table below.**

Name of their show		
Frequency		
Number of subscribers		
Number of times their shows have been watched		
Their 'secret formula' for success		
Differences between YouTube and TV	According to them	According to the reporter

b. Fill in the gaps.

Creators on YouTube specifically are not (1) _____ (2 words). They are for-profit (2) _____ (2 words). They are using this (3) _____ to build (4) _____ (2 words) that they can build a dozen different (5) _____ (2 words) off of.

c. List as many ways they have been monetizing their work as you can.

8. Take notes about Jimmy Donaldson:

Pseudonym	
Video content	
Record	
Number of fans	
His Amazon Prime Deal	

9. What has YouTube changed about young people's ambitions? When did that happen?

10. Take notes about Rhett McLaughlin and Link Neal again:

What they think about the advertising industry	
Why	
What their ambition is	
Why	

11. Take notes about YouTube and its controversies:

Speaker 1: the prosecution	Speaker 2: the defence

12. Take notes about Neil Mohan:

Occupation	
His thoughts on the future of YouTube	
Why he thinks YouTube is so successful	

Going further: Have you learned anything watching this video? What struck you most? Is there anything missing from your point of view?

C. GRAMMAIRE

I. Poser des questions

1. Les 2 types de questions

Ouvertes	Recherche d'information(s) particulière(s) (identité, nombre, manière, etc.)
Fermées	Réponse attendue = "oui" / "non" → on les appelle aussi _____ questions.

2. La structure interrogative

💡 En anglais, **la structure** d'une question est **globalement toujours la même, sauf** dans **quelques cas très précis** dont la logique est assez simple.

Le tableau ci-dessous fonctionne à tous les temps (présent, prétérit) et aspects (présent continu, present perfect, etc.).

Mot en WH- (optionnel : questions ouvertes)	Auxiliaire	Sujet	Verbe	Complément (optionnel)
	Do	we	have	our video camera?
	Are	you	watching	YouTube?
What	did	I	say?	
	Will	they	post	more content?
How	has	she	done	that?

Exceptions à ce schéma : lorsque la question **porte sur le sujet (celle / celui qui fait l'action)** avec certaines questions en **who** ou **what**.

💡 *Puisqu'on le cherche, c'est qu'il n'y est pas.* → **Who/what** prend alors le **rôle du sujet**.

Exemples : (1) *What makes a good monetization strategy?*
(2) *Who doesn't use YouTube?*

Décomposez la structure des exemples dans le tableau ci-dessous :

Who/What	Auxiliaire (optionnel)	Verbe	Complément (optionnel)

BE, verbe le plus usité de la langue anglaise et également auxiliaire, **suit son propre modèle: l'inversion SUJET / VERBE.**

Exemple : *Is it a good channel?*

💡 *Ce modèle est hérité de la forme de la question en français.*

3. Exercices :

1. Complétez les tableaux ci-dessous à l'aide des exemples tirés/adaptés de la vidéo pour travailler la construction des questions.

- (1) *What is YouTube anyway?* (4) *Does that video get a spike?*
 (2) *Why don't we give you some advertising revenue?* (5) *Is being a YouTube star now a great ambition?*
 (3) *Is there something that makes us so interested?*

Questions fermées				
	Auxiliaire	Sujet	Verbe	Complément
Questions ouvertes				
Mot en Wh-	Auxiliaire	Sujet	Verbe	Complément

2. Retrouvez la question posée pour obtenir l'information en gras souligné.

- (1) YouTube creators are not just content creators.

- (2) Link Neal works with his friend Rhett McLaughlin.

- (3) They went on tour last summer.

- (4) They went on tour last summer.

- (5) MrBeast is ubiquitous.

- (6) He is monetizing his fame.

- (7) Monetization has become key.

(8) “Gangnam Style” made history **by becoming the first video to reach 1b views.**

(9) **She has been working on a secret plan to become the greatest YouTuber ever.**

(10) She has been working on a secret plan **to become the greatest YouTuber ever.**

3. Traduisez en anglais les questions suivantes.

(1) Est-ce que YouTube a été créé en 2005 ?

(2) Est-ce que Google a acheté YouTube en 2006 ?

(3) Qui a fondé YouTube ?

(4) Quand la première vidéo a-t-elle été mise en ligne ?

(5) Où la première vidéo a-t-elle été filmée ?

(6) Comment cette vidéo est-elle devenue virale aussi vite ?

(7) Quel impact YouTube a-t-il eu sur les médias traditionnels ?

(8) Qu’est-ce que les créateurs ont gagné grâce à la monétisation ?

(9) YouTube avait-il déjà changé quand vous avez commencé à l'utiliser ?

(10) Depuis combien de temps YouTube diffuse-t-il des vidéos en direct ?

(11) Croyez-vous que YouTube deviendra plus éducatif à l’avenir ?

(12) Quel·le YouTuber / YouTubeuse a le plus influencé votre façon de voir le monde ?

N’oubliez pas d’approfondir et réviser en ligne sur: (faites les exercices de A1 / N1 à B2 / N4 par ordre de difficulté)

II. Les 3 conditionnels et leurs subordonnées de condition (*if clauses*)

If the creators of Good Mythical Morning were not as business-savvy, its monetization would not be nearly as strong. As they say: "If we're going to spend as much time as we both spend on our hair, we are going to monetize it." However, had Rhett and Link not consistently posted high-quality content, they might not have reached over a dozen million subscribers. They could not earn as much if viewers did not engage so actively. Should their content stop evolving, they will not remain profitable in the long run.

1. **Soulignez les propositions principales au conditionnel (*main clauses*) dans le texte ci-dessus et placez les subordonnées de condition associées (*if clauses*) entre crochets [...].**
2. **Quels sont les 4 auxiliaires du conditionnel en anglais ?**

 **Le < l > est muet! Prononcez : /wʊd/, /ʃʊd/, /kʊd/**

3. **Classez ce que vous avez repéré en 1. dans le tableau ci-dessous.**

Type de conditionnel	If clause (condition)	Main clause (résultat possible)
#1 : susceptible de se produire		
#2 : irréel du présent (faible probabilité)		
#3 : irréel du passé (aurait pu se produire mais ne s'est pas produit)		

4. **Remplissez les tableaux ci-dessous avec les temps et structures qui conviennent pour récapituler les constructions des 3 conditionnels.**

a. Le conditionnel 1 : susceptible de se produire / promesse ou menace

If clause	Main clause		
	Forme affirmative	Forme négative	Forme interrogative
If + -----			

b. Le conditionnel 2 : irréal du présent

If clause	Main clause		
If + ----- OU ----- ----- (formel)	Forme affirmative	Forme négative	Forme interrogative

c. Le conditionnel 3 : irréal du passé

If clause	Main clause		
If + ----- OU ----- ----- (formel)	Forme affirmative	Forme négative	Forme interrogative

5. Exercices :**a. Identifiez le type de conditionnel, puis conjuguer les verbes proposés en utilisant la bonne forme verbale.**

- (1) If YouTube _____ (not exist), online education today would be very different.
- (2) If early creators _____ (know) how big YouTube would become, they might have invested more time.
- (3) If people _____ (break) the community rules, they get a warning or strike.
- (4) If the founders _____ (not meet) while working at PayPal, YouTube might not exist.
- (5) If you _____ (upload) a video without permission, it will likely be removed.
- (6) If YouTube _____ (focus) only on music, it would not have grown so much.
- (7) If content is misleading, viewers _____ (lose) trust quickly.
- (8) If you _____ (be) a YouTuber in 2006, what kind of videos would you have made?
- (9) Should YouTube introduce stricter policies, some creators _____ (leave) the platform.

- (10) Had not people shared viral videos in the early days, YouTube _____ (grow) more slowly.
- (11) If the creators _____ (follow) copyright rules more carefully, they would not have lost their sponsors.
- (12) If viewers don't click "like," the algorithm _____ (not promote) the video as much.
- (13) If YouTube were a physical library, it _____ (be) one of the greatest in the world.
- (14) If you _____ (watch) the first YouTube video, you would have known it is called "Me at the zoo."
- (15) If YouTube _____ (launch) in a different country, its growth might have looked very different.

b. Identifiez le type de conditionnel, traduisez les phrases en anglais, et préparez-vous à les lire à voix haute.

- (1) Si le public se désintéresse, le modèle commercial des grandes peintures s'effondre.

- (2) Si j'étais omniprésent·e comme MrBeast, je pourrais faire des vidéos à gros budget.

- (3) Si cette vidéo n'avait pas été publiée trop tard, elle aurait eu plus de succès.

- (4) Si tu lançais une chaîne, comment pourrais-tu te démarquer?

- (5) À sa place, je ne n'aurais pas utilisé une IA pour le montage.

- (6) Si je créais ma propre chaîne, elle garantirait la liberté d'expression.

N'oubliez pas d'approfondir et réviser en ligne sur: (faites les exercices de A1 / N1 à B2 / N4 par ordre de difficulté)



D. LANGUAGE: (Music) video analysis

Before you start, watch the video: Luis Fonsi ft. Daddy Yankee, “Despacito” (2017)

[<https://www.youtube.com/watch?v=kJQP7kiw5Fk>]

1. About songs: match the words with the corresponding definition, and go to [howjsay.com](https://www.howjsay.com) to check their pronunciation.

Lyrics	--	1. the speed of the music (fast/slow)
Chorus	--	2. the main musical tune or line of the song
Verse	--	3. the part of the song that is repeated
Beat	--	4. music made by instruments (no singing)
Tempo	--	5. the parts of the song that tell the story
Melody	--	6. a short part of the song designed to be catchy
Instrumental	--	7. the regular rhythm or pulse of the song
Hook	--	8. the style or category of music
Genre	--	9. the words of the song

Exercise: fill in the gaps using the vocabulary above. Each word is used only once.

“Despacito” is a very popular song from 2017. Its (1) _____ is Latin pop and reggaeton, which many people around the world enjoy. The (2) _____ of the song is not too fast or too slow, so it’s easy to dance to. It has a strong (3) _____ that you can feel clearly when you listen. The (4) _____ is smooth and pleasant, and it matches the tropical feeling of the song. In the first (5) _____, the singer begins to tell a romantic story. The (6) _____ are in Spanish and talk about love in a gentle and emotional way. The (7) _____ is the part of the song that repeats again and again, and people remember it easily. It’s also the (8) _____ - the catchiest part that stays in your head. Before the final chorus, there is a short (9) _____ part with music only and no singing.

2. About shots: read the definitions below and match the pictures with the right types of shots.

Close-up: tightly frames a subject, often focusing on the face to capture emotions

Extreme close-up: focuses on a very small detail, such as an eye, a hand, or a tiny object, to emphasize its significance

(Extreme) long shot: taken from a (great) distance, often showing (vast) landscapes or (large) environments with the subject appearing small (or insignificant)

Full shot: shows the entire body of a subject, often from head to toe, while still allowing some background to be visible

High-angle shot / Bird’s-eye angle: the camera looks down on the subject from a high position, often making the subject appear smaller, weak, or vulnerable

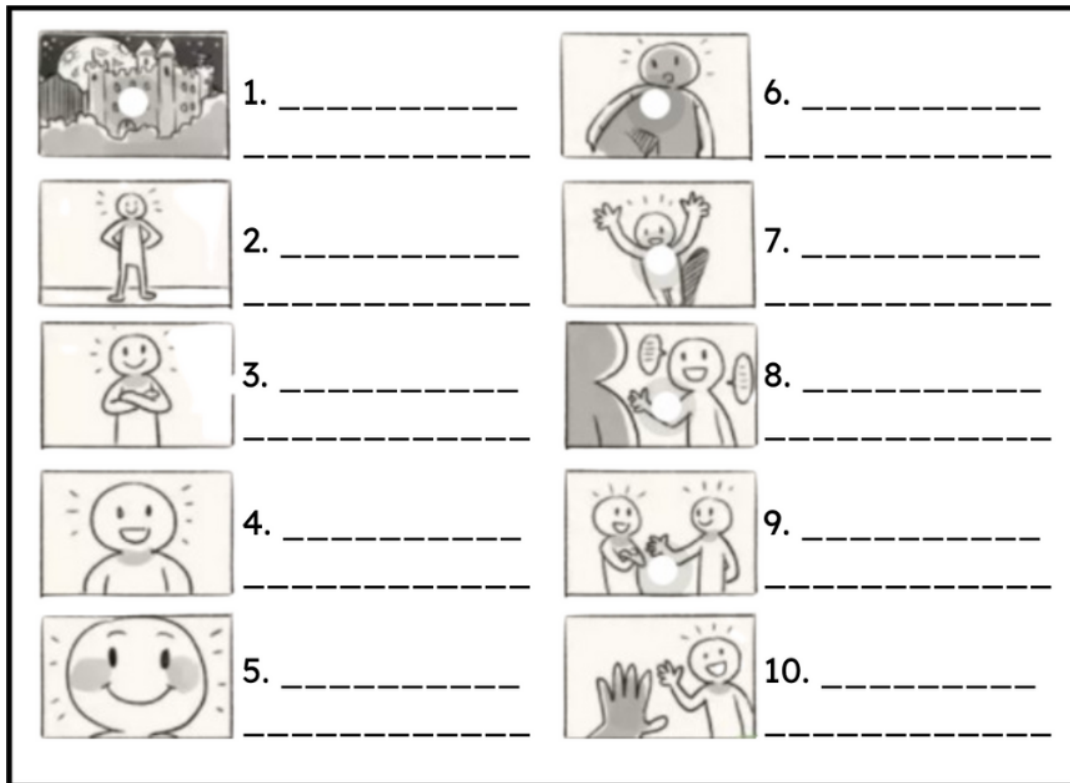
Low-angle shot / Worm's-eye angle: the camera is positioned low, looking up at the subject, making them appear larger, dominant, or intimidating

Medium shot: frames the subject from the waist up, commonly used to capture both body language and facial expressions

Over-the-shoulder shot: taken from behind a character's shoulder, often used to show interactions between characters

Point-of-view shot (POV shot) : shows the scene from a character's perspective, as if one is seeing through their eyes

Two-shot: includes two characters in the frame, often used to establish relationships or interactions



3. About editing: match the words with the corresponding definition, and go to howjsay.com to check their pronunciation.

Cut	--	1. a series of short clips to tell a story/show change
Jump cut	--	2. a change from one shot to another
Montage	--	3. the camera moves closer to or further from a subject
Pace	--	4. a single frame is paused to focus attention
Transition	--	5. a quick cut that shows a change in time or action
Zoom-in/ zoom-out	--	6. a long, continuous shot without cuts showing a full sequence of action
Tracking shot	--	7. the speed of the editing (fast/slow)
Sequence shot	--	8. the camera moves along with the subject
Freeze frame	--	9. two or more scenes shown at the same time
Split screen	--	10. a quick cut that shows a change in time or action

Exercise: watch the video again, and fill in the gaps using the word bank below. Each word is used only once.

montage - pace - transition - zoom-in - tracking shot - sequence shot - full shots - close-ups - two-shots - long shot - high-angle shots - low-angle shots

The music video for “Despacito” combines warm colors, Latin culture, and creative camera work. It uses a mix of camera shots and editing techniques to match the song’s rhythm and energy. The video begins with a smooth (1) _____ from the city to the bar, where the story starts. A slow, continuous (2) _____ follows Luis Fonsi as he walks through a street, greeting people and heading toward the main setting. The editing (3) _____ of the video is relaxed at the beginning but becomes faster during the dance scenes. A short (4) _____ shows different people dancing in various locations, which adds excitement and cultural diversity. We often see (5) _____ of Luis Fonsi and Daddy Yankee performing together, as well as (6) _____ that shows their full bodies dancing. There are several (7) _____ of the female dancer to highlight her facial expression, and one dramatic (8) _____ on her lips when she sings part of the chorus. The video includes a beautiful (9) _____ of the neighborhood from above, showing the colorful buildings and local life. Sometimes, the singer can be seen from (10) _____, making him look powerful, while other moments show (11) _____ of the woman, making her seem more delicate or emotional. The director also uses a smooth (12) _____ to follow dancers through the street.

4. About visual / special effects: match the words with the corresponding definition, and go to howjsay.com to check their pronunciation.

Costume	__	1. the use of light to create mood or focus attention
Set/setting	__	2. the clothes worn by the performer(s)
CGI	__	3. objects used by actors
Lighting	__	4. when an image represents an idea
Color scheme	__	5. the place where the video is filmed
Props	__	6. computer-generated imagery (digital effects)
Visual metaphor	__	7. the main colors used in the video

Exercise: fill in the gaps using the words from the word bank. Each word is used only once.

costumes - setting - CGI - lighting - color scheme - props - visual metaphor

The music video for “Despacito” was filmed in a real neighborhood in Puerto Rico. The main (1) _____ is a local bar and the surrounding streets, which gives the video an

authentic and friendly atmosphere. The (2) _____ is natural, using sunlight to create warm tones and soft shadows. This creates a relaxed, summery mood that fits the feel of the song. The (3) _____ of the video includes warm colors like yellow, orange, and red. These tones evoke feelings of passion, heat, and cultural energy. The performers' (4) _____ are simple but colorful: summer dresses, tank tops, and open shirts, which match the laid-back, tropical vibe. There is no use of (5) _____ in this video — all effects appear real and grounded in everyday life. Some scenes can also be seen as a (6) _____: for example, the people dancing in the streets represent freedom, human connection, and cultural pride. In many shots, everyday (7) _____ like tables, chairs, and musical instruments help bring the street party to life and make the environment feel real.

E. WRITING

1. Watch TWO of the following videos:

[Single Ladies](#) / [Gangnam Style](#) / [Baby Shark](#)

2. Do some basic research: title, type/genre, artist(s), release date/context, why it became famous/viral, approximate number of views.

3. Watch the video you chose, focusing on how the song (lyrics, tempo, melody) is enhanced by:

- the types of shot and editing,
- the visual / special effects (if applicable).

4. Answer the key question (250 words +/-10%):

Can a music video go viral without being great?

Write a well-organised essay (see EPI > METHODOLOGY) presenting your opinion and reasoning.

👉 *Wonder what “great” means in this context.*

- Support your arguments with detailed examples from “Despacito,” the two videos you have just studied, and any other video(s) you know about.
- Use conditionals (pp. 16-18) when appropriate.

Handwriting practice lines consisting of 24 sets of three horizontal dashed lines.

TASK 1: Educational video analysis

In this task, you will learn how educational videos communicate meaning through both their content and their visual style.

1. Choose a 2-4 minute educational video from one of these arts / humanities-focused YouTube channels:

- *PBS Eons*
- *History Matters*
- *Map Men*
- *Veritasium*
- Or another approved educational channel (must be nonfiction)

2. Watch the video: take detailed notes about what you hear and see.

3. Analyze the video by answering the following questions:

A. Content and story:

- What is the main idea or question in the video?
- How is the topic introduced, explained, and finished?

B. Visual and technical style:

- What kinds of camera shots are used? (e.g. close-up, wide shot, etc.)
- How is the video edited? (e.g. smooth transitions, quick cuts, etc.)
- Are there extra visuals like text, animations, or graphics?
- What is the tone or voice? (e.g. formal, casual, humorous, etc.)
- What is the speed and rhythm of the narration?

4. Essay (250 words +/- 10%) : See EPI > METHODOLOGY

What are the key strengths and weaknesses of your chosen educational video?

Handwriting practice lines consisting of 25 sets of three horizontal dashed lines.