



LEARN INFLUENCE EARN

PART 1

LEVEL 5 ENGLISH COURSE MATERIAL
FIRST TERM OF ACADEMIC YEAR 2025-2026

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GETTING READY

Activity A - Quiz: What's your relationship to YouTube?

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

1. Why do you usually use YouTube?

- A. To unwind and be entertained — music, humor, or quick content keep me engaged.
- B. To gain knowledge or develop a specific skill I'm interested in.
- C. To connect with people's stories, experiences, or cultural backgrounds.

2. How often do you watch YouTube?

- A. Almost every day.
- B. A few times per week.
- C. Occasionally.

3. How do you react to a 30-minute video?

- A. That's too long — I prefer short, snappy content I can watch quickly.
- B. I'll watch it if it presents clear and useful information.
- C. I'll stay with it if it tells a powerful or thought-provoking story.

4. Do you engage with creators by liking, commenting, or sharing?

- A. Not really — I just watch and scroll through whatever catches my eye.
- B. Sometimes — especially when I've learned something valuable or helpful.
- C. Yes — I often leave comments or share videos that resonate with me emotionally.

5. Who do you watch most often?

- A. Popular creators — music videos, viral content, gaming, or comedy.
- B. Educational channels — explainer videos, tutorials, or deep-dives.
- C. Content creators who focus on culture, history, identity, or social issues.

6. What kind of video replays or archives do you watch the most?

- A. Old concerts, live streams, or entertainment events.
- B. Recorded lectures, study sessions, or conference talks.
- C. Interviews, personal stories, or historical documentaries.

7. If you created an educational YouTube channel, what would it be about?

- A. Creative subjects — music production, visual arts, film, or media.
- B. Social sciences — psychology, business, economics, or communication.
- C. Humanities — history, philosophy, geography, or languages.

8. What kind of videos do you usually share with others?

- A. Funny clips, music performances, or creative video edits.
- B. Useful tutorials, study tips, or well-organized explainers.
- C. Inspiring documentaries, cultural insights, or personal stories.

Activity B - Results analysis: Who are you on YouTube?

Mostly As – The Creator

For you, YouTube is a place to have fun, discover trends, and enjoy creativity. You are drawn to dynamic visuals, catchy music, and humor that grabs your attention. You do not necessarily seek deep content, but you appreciate strong style and energy in how things are presented. You know how to turn ideas into engaging content and value presentation as much as substance. In group work, your strengths lie in editing, creative direction, and delivering information in entertaining and memorable ways. You naturally understand what holds an audience's attention and can bring any topic to life with flair.

Mostly Bs – The Explainer

You use YouTube as a learning tool — a space to make sense of the world. Whether it is academic topics, personal development, or technical skills, you prefer content that is structured, clear, and practical. You are analytical and focused on how things work. In group projects, you're often the one who breaks down complex ideas and helps others understand. You care about clarity, organization, and getting your message across effectively. For you, learning is not just about facts—it is about applying knowledge in useful ways. You value creators who explain things well and aim to do the same in your own communication.

Mostly Cs – The Connector

YouTube is your window into real lives, cultures, and human experiences. You're drawn to meaningful content that explores identity, history, and emotional truths. You do not just watch for facts — you watch to understand people. You reflect deeply and often relate videos to your own life or community. In group projects, you encourage thoughtful discussion and ensure your team includes diverse voices and perspectives. You believe education should not only inform but also connect. You help others feel something through storytelling and always seek to create content that resonates emotionally, sparks dialogue, and builds empathy.

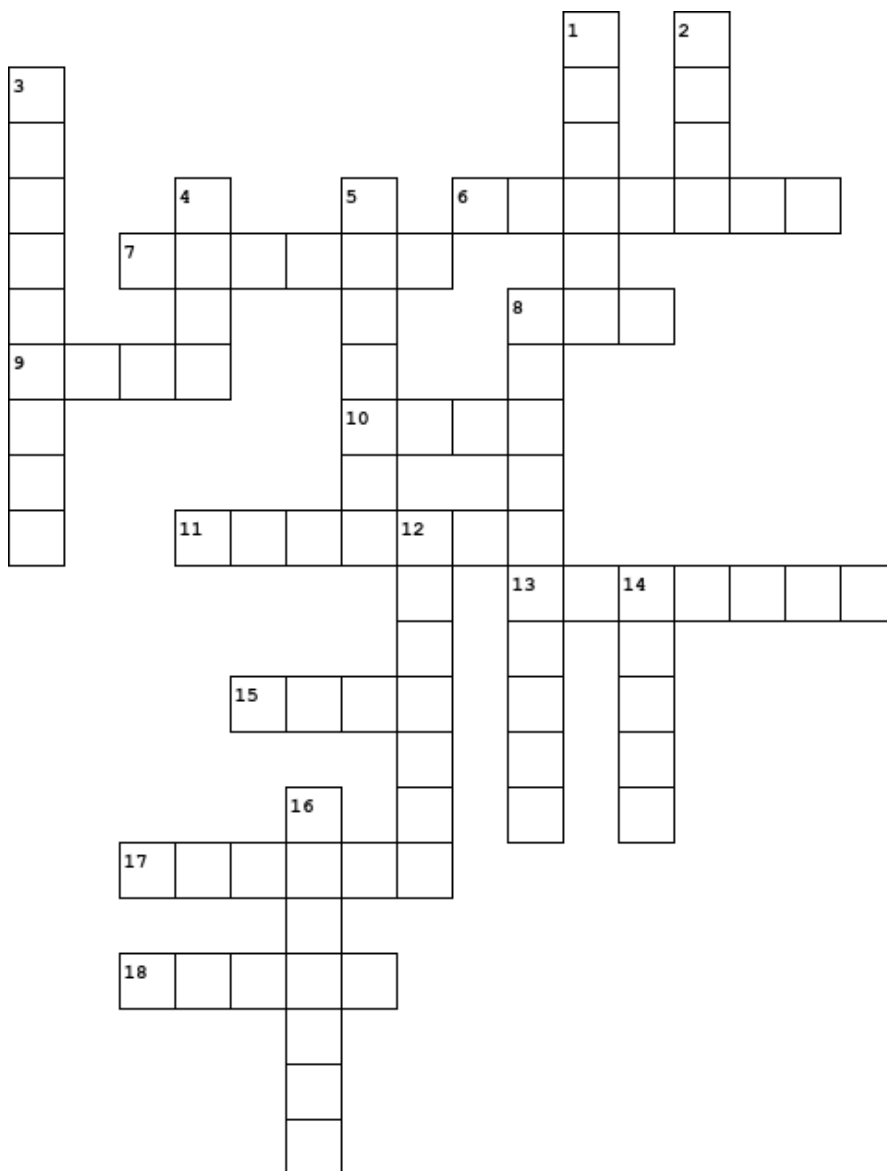
Explain whether you agree with your results. Give at least three reasons why / why not, using precise examples. If you mostly disagree with your quiz results, identify the profile which best matches your personality and explain why.

[illegible]

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

Activity C - Vocabulary: see, look, watch

behold - gaze - glance - glimpse - inspect - look - make out - monitor - notice - observe - peek - peer - scrutinize - see - spot - stare - visualize - watch



Across

6. Keep track of or check something regularly
7. Formal/literary way of saying "look at"
8. Become aware of something visually
9. Direct one's eyes toward something in order to see it
10. Look carefully with difficulty or curiosity
11. Manage to see something unclear or far away
13. Examine carefully for accuracy or condition
15. Look at something for a long time, often dreamily
17. Become aware of something
18. Look attentively over time

Down

1. Look briefly or quickly
2. To single out
3. Form a mental image, or imagine seeing something
4. Look secretly or quickly
5. See something for a short time, not clearly
8. Look at very closely to find details
12. Watch carefully, often for a purpose
14. Look at something/someone with wide eyes, often impolitely
16. Perceive or recognize something, especially with difficulty

Activity D - Phonology basics for the upcoming term

1. Short vowels, long vowels, and diphthongs.

Exercise: Record yourself as you read out loud the words from the table below.

Go to www.howsay.com to check for mistakes.

SHORT VOWELS		LONG VOWELS		DIPHTHONGS	
		ɑ:	chARt	eɪ	sAY, nAtion
æ	dramAtic, enhANce, glANce, nAtional, wAtch	ɔ:	Also, Alternative, sOAR	aɪ	envIronment, rIfle, subscrIbe, vIral
e	mEAsure, rEpresent, sAIId, devElOp	i:	Enormous, Economic, frEEdom, mEdia, strEAm	ɔɪ	enjOY, lOYal
ɪ	rEporters, reprEsent, dEcline, knowlEdge, dEvelop, Economics	ɜ:	sURge, vIRtual, wORD, wORK, wORld, wORTH	ɪə	carEER, idEA, pionEER
ɒ	cOmment, drOp, role mOdels			eə	ARea, declARE, EARn, stARe
ʊ	cOULd, wOULd, shOULd	u:	bOOm, nUance, hUman	əʊ	fOcus, glObal, lOW, pOst, prOcess
ʌ	cUlture, gUn, prodUct, TrUmp, Upload			ɑʊ	dOWNload, nOW, sOUNd

2. /ə/ : the schwa (reduced vowel)

It is the most common sound in the English language because it is the sound to which most vowels in unstressed syllables are reduced.

It is similar to /ɜ:/ from which it is mainly distinguished by its shortness.

Exercise: sort the following words into the table below according to the position of the schwa sound(s) (if there are several schwas, include the word in multiple columns).

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

1st syllabe	2nd syllabe	3rd syllabe	4th syllabe

Deduce the rule concerning the pronunciation of the suffixes -ar, -er, and -or.

The vowels “a,” “e,” and “o” are ALWAYS pronounced as a ___ because these suffixes appear in _____ syllables.

Exercise: read the text below out loud, and circle the schwas.

YouTube offers material on music, travel, cooking, and much more. Creators upload regularly, giving advice, providing inspiration and entertainment. Viewers often subscribe to stay updated. The comments section allows them to interact and share opinions. What started as a simple website has evolved into a global platform for connection and creativity.

3. Consonants

CONSONANTS					
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



Document 1: YouTube turns 20 From viral cat videos to AI

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

A. GETTING READY—Before you watch

1. General vocabulary

- Get in pairs and take turns to read the words listed below, helping each other out in case of need. Should you hesitate, go to [howjsay.com](https://www.howjsay.com).
- Match the words with their definition.

ubiquitous	__	1. the science of mind and behavior
to build off of	__	1. (informal) to construct from a foundation
psychology	__	2. existing or being everywhere at the same time : constantly encountered

2. Talking about YouTube

- Get in pairs and take turns to read the words listed below, helping each other out in case of need. Should you hesitate, go to [howjsay.com](https://www.howjsay.com).



- 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	__	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.

B. COMPREHENSION

1. **General comprehension:** watch the video once and present it in a few words: type, source, speakers, date / context, main topic.

Now watch again

Part 1: 00:00-01:41

2. Take notes about the very first YouTube video: date, creator, topic.

3. YouTube today – facts and figures:

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 + 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. Rhett McLaughlin and Link Neal:

a. Fill in the table below.

Show	
Frequency	
Number of subscribers	

Number of times their shows have been watched		
Their 'secret formula'		
Differences between YouTube and TV	According to them	According to the reporter

b. Fill in the blanks.

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

c. How have they been monetizing their work?

8. Jimmy Donaldson:

Pseudonym	
Content	
Record	
Number of fans	
Amazon Prime Deal	

Part 3: 04:33-end

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

10. Rhett McLaughlin and Link Neal:

Their opinion on the advertising industry	
Their ambition	

11. Youtube and its controversies:

The prosecution	The defence

12. Neil Mohan:

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

[illegible]

C. GRAMMAR: Emphasis

Complete the missing examples in the lesson below using the following sentences from the video.

- (1) *Every single day, we collectively watch more than a billion hours of YouTube videos.*
- (2) *In these first 20 years, we've uploaded 20 billion videos to YouTube.*
- (3) *a key moment was the day YouTube started paying people for making videos.*
- (4) *It does probably change a little bit for some of the bigger name players out there*
- (5) *YouTube has been accused of letting the algorithm lead people to extreme views.*
- (6) *Well, I do have a YouTube channel.*

About emphasis:

Emphasis is used to give extra _____ to part of a sentence. In spoken English, changes in intonation are used for emphasis. The most obvious changes are that the part of the sentence emphasised is often spoken _____ and with a higher _____, and that words which have weak forms are pronounced in their _____ form.

I. Changing word order to change focus

1. Passive

Passive constructions vary the way information is given in a sentence, putting more emphasis on what comes first.

e.g. _____

2. Fronting and inversion

a. Inversion

Inversion here refers to changing the normal word order in the sentence so that a prepositional phrase is emphasised before the verb. This also involves putting the verb before the subject.

e.g. ***Out of nowhere came*** the cat videos, and the internet was never the same.

e.g. ***Down went*** traditional TV ratings as YouTube rose.

b. Fronting

Fronting involves changing the order of clauses in a sentence and putting first for emphasis a clause that would usually not be first.

e.g. *I don't know where the viewers are coming from.*

→ ***Where the viewers are coming from,*** I don't know.

e.g. _____

Time phrases can vary in position, and are often put first because the time reference is important.

e.g. _____

c. **May clauses**

There is a type of *may* clause introduced by *although* which can be inverted. It is a highly formal expression.

- e.g. *Although it may seem difficult, it is not impossible to monetize hair.*
→ ***Difficult as / though it may seem, it is not impossible to monetize hair.***

3. **Cleft and pseudo cleft sentences**

These are sentences introduced by *it is/it was* or by a clause beginning *what*. Different parts of the sentence can be emphasised in this way. In speech, stress and intonation also identify the emphasis.

a. **With *it is / was***

- e.g. *Rhett and Link monetized their hair last year.*
→ ***It was Rhett and Link*** who monetized their hair last year.
→ ***It was last year*** that Rhett and Link monetized their hair.
→ ***It was their hair*** that Rhett and Link monetized last year.

b. **With *because***

- e.g. ***It was because*** I was curious that I clicked on the link.

c. **With modal auxiliaries**

- e.g. *You can't have watched the same video.*
→ ***It can't have been the same video*** that you watched.

d. **What clauses**

These are common with verbs such as *need, want, like, hate*.

- e.g. *I hate how-to videos.*
→ ***What I hate is*** how-to videos.
You need to subscribe to this channel.
→ ***What you need is*** to subscribe to this channel.

It is also possible to emphasise events, using auxiliary *do/did*.

- e.g. *Peter forgot to log out.*
→ ***What Peter did was*** (to) forget to log out.
They are obliterating traditional television.
→ ***What they are doing is*** obliterating traditional television.

Clauses beginning with *all* emphasise 'the only thing'.

- e.g. *I only need another thousand subscribers.*
→ ***All I need is*** another thousand subscribers.

II. **Adding words for emphasis**

1. **Own**

This intensifies possessive adjectives.

- e.g. *It was my **own** idea.*

2. **Very and indeed**

- e.g. *Very* can be used emphatically to mean *exactly/precisely*.
*At the **very** same moment, the wifi went down.*

Very ... indeed is another way of intensifying adjectives.

- e.g. *It was **very** interesting **indeed**.*

3. **Emphasising negatives**

Ways of emphasising *not* include: *at all, in the least, in the slightest, really*.

- e.g. *It was not **at all** interesting.*
*It was not interesting **at all**.*

In the least/slightest usually adds *bit* if used before an adjective.

- e.g. *I wasn't interested **in the slightest**.*
*I wasn't **the least bit** interested.*

No and *none* can be emphasised by *at all* and *whatsoever*.

- e.g. *There were none shown **at all**.*
*There was no footage shown **whatsoever**.*

4. **The**

The can emphasise uniqueness. It is heavily stressed in speech.

- e.g. *Surely you are not **the** Mr. Beast, are you?*

5. **Question words ending in -ever**

- e.g. These add an air of disbelief to the question.
***Whatever** are you watching? **Whoever** told you to watch that?*

6. **Auxiliary do**

This can emphasise the verb, and is stressed in speech.

- e.g. _____

It is also used in polite forms.

- e.g. *I **do** hope you'll watch us again!*
***Do** sit down!*

7. **Adverbs and adjectives**

A large number of adverbs and adjectives are used to add emphasis.

- e.g. *I **actually** live streamed the event.*
*It is **by no means** certain that Netflix will recover.*
*Her performance was **sheer** magic!*
*This channel is **utter** nonsense!*

The following examples are only possible with adjectives which express an absolute opinion (non-gradeable adjectives).

- e.g. *It was **absolutely** fantastic! / The third challenge was **quite** (completely) impossible. / This tutorial is **utterly** useless. / They were **simply** wonderful!*

8. Echoing phrases with **so** to express agreement.

e.g. A: *This is the channel you are looking for.* B: **So** it is!

III. Other means

1. Time phrases

Common examples are: **day after day; time and time again; over and over again; day in, day out**

e.g. *David watches the same video **over and over again**!*

2. Repetition of main verb

e.g. *I **tried and tried**, but it was no use.*

3. Use of a possessive pronoun

In the repetition of a phrase with a possessive it is possible to omit the first mention of the noun and use a possessive pronoun.

e.g. ***Their channel** was a successful **channel**.*
→ ***Theirs** was a successful channel.*

Exercises:

1. Rewrite each sentence using a cleft or pseudo-cleft structure to emphasize the **bolded part**.

(1) I joined the livestream **because I was bored**.

(2) I need **ten more followers** to hit my goal.

(3) He created that meme **yesterday**.

(4) **He created that meme** yesterday.

(5) **Her reaction** made the video go viral.

(6) I love **unboxing videos**.

(7) I love unboxing **videos**.

(8) **He forgot to add the sponsorship disclaimer**.

(9) He forgot to add **the sponsorship disclaimer**.

2. Complete each sentence with a suitable phrase from the list.

in the slightest – waited and waited – by no means – what we did – not at all – none at all – do think – time and time again – though it may seem – can't have been

- (1) I know you're busy, but I _____ you could have liked and shared the video.
- (2) It's _____ certain that the new channel will reach 1 million subscribers.
- (3) You may have lots of vloggers in your country, but there are _____ making content like this.
- (4) I told you _____ about updating your thumbnail, but you wouldn't listen.
- (5) You don't seem _____ interested in my video analytics!
- (6) Strange _____, long videos often get more watch time than short ones.
- (7) In the end _____ was switch to daily uploads.
- (8) We _____ all day for the live stream, but it never started.
- (9) Pauline was _____ bothered by our commenting so late on her post.
- (10) It _____ Jim that you saw; he hasn't uploaded anything in weeks.

3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

- (1) The channel doesn't need anything else except better thumbnails.
→ **NEEDS:** _____ better thumbnails.
- (2) Jamie didn't worry at all about her video performance.
→ **BUT:** Jamie wasn't the _____ about her video performance.
- (3) The person who told me about this YouTuber was Kevin.
→ **WHO:** It _____ told me about this YouTuber.
- (4) I had spent every last penny on video equipment.
→ **ABSOLUTELY:** I had _____ left whatsoever.
- (5) Although the editing software may seem expensive, it's worth it for creators.
→ **THOUGH:** Expensive _____, the software is worth it for creators.

(6) I really hate poorly edited videos.

→ **STAND:** _____ is poorly edited videos.

(7) In the end, Clara started her own YouTube channel.

→ **WAS:** In the end _____ her own YouTube channel.

(8) I think you must have seen a famous streamer.

→ **THAT:** It _____ you saw.

4. Read the dialogue and decide which answer (A, B or C) best fits each space.

- | | | |
|----------------------------|----------------|-----------------------|
| (1) A. certainly | B. indeed | C. surely |
| (2) A. at all | B. by no means | C. absolutely |
| (3) A. whatever | B. slightly | C. in the least |
| (4) A. very | B. sheer | C. utterly |
| (5) A. over and over again | B. whatsoever | C. at the very moment |
| (6) A. would | B. do | C. utterly |
| (7) A. Whatever | B. Whatsoever | C. Whoever |
| (8) A. quite | B. utterly | C. even |
| (9) A. completely | B. simply | C. utterly |
| (10) A. whatsoever | B. at least | C. indeed |

A: So, did you watch the latest episode of “Creator Clash” on YouTube?

B: Yes, and I thought it was very good (1) _____. A lot of people had warned me that the concept was a bit silly, but I didn’t notice anything like that (2) _____. What about you?

A: No, I’m afraid I wasn’t interested (3) _____. I find those YouTuber drama videos (4) _____ unbelievable and exaggerated. Give me a good documentary channel any day. I could watch that content (5) _____.

B: Well, I (6) _____ hope you’ll check out the new behind-the-scenes vlog.

A: It hasn’t exactly done very well, has it?

B: (7) _____ makes you think that? I heard it’s trending! Some big YouTube reviewers have (8) _____ suggested it’ll hit a million views soon.

A: Well I think it’s (9) _____ not possible to predict what will go viral. You never know what the algorithm will push. Last year I was certain that “Studio Sundays” would blow up, but in the end it got no views (10) _____.

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.

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 words of the song

Exercise: fill in the blanks with the words from the vocabulary list above. Each word is used only once.

“Despacito” is a reggaeton-pop track that achieved global prominence in 2017. It is characterized by a relaxed yet consistent (1) _____, which enhances its suitability for social and recreational dancing. The (2) _____ is notably smooth, effectively reflecting the song’s tropical ambiance. The first (3) _____ introduces the narrative framework, with Luis Fonsi articulating romantic themes through evocative (4) _____ in Spanish. The (5) _____, anchored by the repetition of the title phrase “Despacito,” constitutes the most identifiable component of the piece. It also acts as the (6) _____, a musical and lyrical device that ensures the song remains lodged in the listener’s memory. A succinct (7) _____ passage precedes the final chorus, providing a brief interlude that foregrounds the rhythmic and harmonic elements of the composition. Ultimately, the song’s commercial success can be attributed to its polished production, engaging (8) _____, and visually striking music video.

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

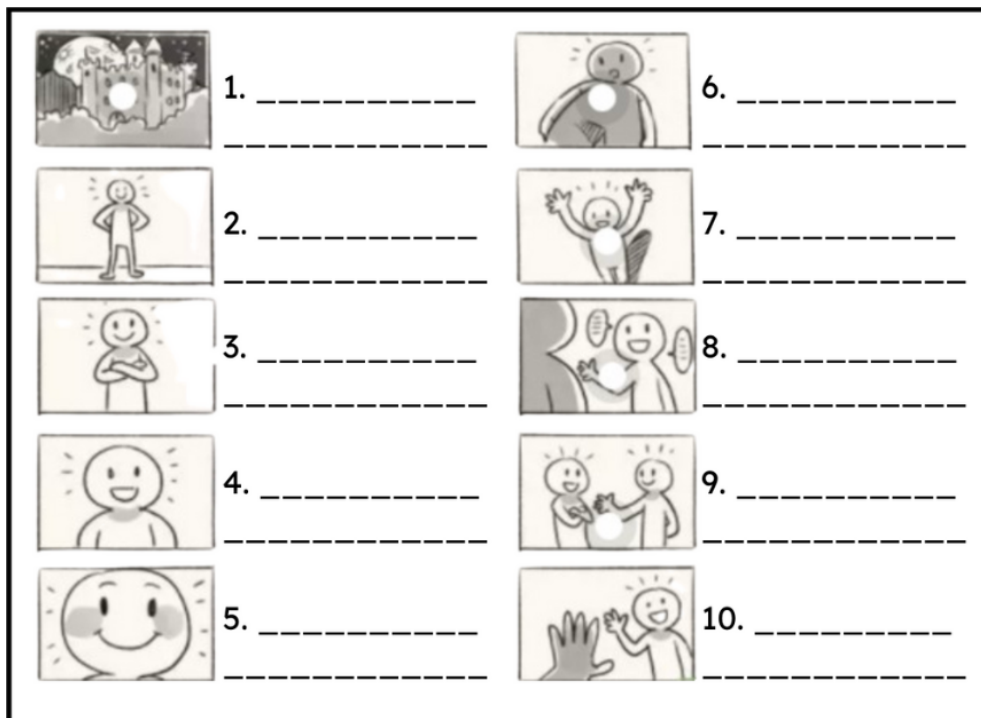
Low-angle shot / Worm's-eye angle: the camera is positioned low, looking up at the subject, making them appear larger, dominant, or intimidating

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.

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 blanks with the words from the list below. Each word is used only once.

cut – jump cuts – montage – pace – transition – zoom-in – tracking shot – sequence shot – full shot – medium shot – close-ups – two-shot – long shot – high-angle shot – low-angle shot

The music video for “Despacito” blends rich color tones, Latin American cultural imagery, and dynamic cinematography. It features a variety of camera techniques and editing styles that mirror the rhythm and intensity of the music.

The video opens with a seamless (1) _____ from a wide view of the city into the interior of a lively bar, setting the narrative in motion. A fluid, uninterrupted (2) _____ follows Luis Fonsi as he moves through the street, interacting with locals en route to the main location. The editing (3) _____ begins at a measured speed but accelerates significantly during the more energetic dance segments. A brief (4) _____ presents a series of dancers in different settings, enhancing both visual interest and cultural richness.

Throughout the video, a (5) _____ frequently frames Luis Fonsi and Daddy Yankee performing together, while a (6) _____ captures their entire bodies in choreographed movement. There are multiple (7) _____ of the female dancer, emphasizing her expressions, along with a striking (8) _____ on her lips as she delivers part of the chorus.

A sweeping (9) _____ offers a panoramic view of the neighborhood, showcasing its vibrant architecture and community life. Occasionally, the artist is filmed from a (10) _____, enhancing his presence and authority, whereas a contrasting (11) _____ is used on the female lead, creating a sense of vulnerability or emotional depth.

The director skillfully employs a (12) _____ to follow dancers as they weave through the streets. There are no disorienting (13) _____; the visual narrative progresses smoothly and with clarity from one moment to the next.

4. About visual / special effects

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 blanks with the words from the list below. Each word is used only once.

costume - set/setting - CGI - lighting - color scheme - props - visual metaphor

The music video for “Despacito” was filmed on location in an actual neighborhood in Puerto Rico. The primary (1) _____ is a local bar and its adjacent streets, contributing to the video’s sense of authenticity and communal warmth. The (2) _____ relies predominantly on natural sunlight, producing golden hues and gentle contrasts. This enhances the relaxed, summery atmosphere that complements the song’s rhythm and tone. The (3) _____ features rich, warm shades such as ochre, crimson, and terracotta, evoking themes of passion, heat, and cultural vibrancy. The performers’ (4) _____ are casual yet vivid—flowing summer dresses, sleeveless tops, and light shirts—perfectly aligned with the tropical and carefree aesthetic. There is no reliance on (5) _____ in this production; all visual elements are grounded in reality, reinforcing the authenticity of the environment. Some scenes also function as a (6) _____ —for instance, the public dance sequences symbolizing freedom, social unity, and cultural expression. In numerous shots, everyday (7) _____ such as wooden tables, plastic chairs, and traditional instruments lend the video a sense of realism, enriching the street-party ambiance and immersing the viewer in the local culture.

E. WRITING

Pick and study two different music videos with over 1b views. Compare and contrast your findings, then write an essay.

https://kworb.net/youtube/topvideos.html#google_vignette

1. Brief research: title, artist, release date, genre/type, why it went viral, view count.

2. Analyze your music video

Watch the video and note how visuals enhance the song (lyrics, hook, tempo, melody):

- shot types, camera movement, editing style,
- visual/special effects (if any).

3. Summarise your findings, using emphasis to highlight key points.

4. Compare and contrast—identify similarities and differences in visual style, editing, message, etc.

5. Together, answer the key question (350 words +/- 10%):

To what extent do visuals contribute to the success of viral music videos?

Write a well-organised essay (see EPI > METHODOLOGY) using specific examples from “Despacito” and your two videos (and others you know about) to support your arguments.

Handwriting practice lines consisting of 26 sets of three horizontal dashed lines.

TASK 1: Educational video analysis

Deepen your understanding of how educational videos convey meaning through both content and visual technique.

- 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. Analyze the video by focusing on the relationship between content and narrative:**
 - What is the central message or question?
 - How is the topic structured, introduced, and concluded?
- 3. Visual and technical aspects:**
 - camera angles (e.g. close-up, wide, etc.),
 - editing (e.g. transitions, timing, cut frequency),
 - use of visual aids: text overlays, animations, graphics,
 - tone and voice (e.g. casual, formal, humorous, etc.),
 - pace and rhythm of narration.
- 4. Essay (350 words +/- 10%) :** See EPI > METHODOLOGY

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

[illegible]

Handwriting practice lines consisting of multiple sets of three horizontal dashed lines for tracing and writing practice.