



WATCH LEARN INFLUENCE EARN

PART 2

**LEVEL 4 ENGLISH FINAL EXAM MATERIAL
FIRST TERM OF ACADEMIC YEAR 2025-2026**

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special thanks to G. Bekhtari and M. Boulin

PART 2: UNIVERSITY OF YOUTUBE



Document 2-a: Writing the next chapter of learning, together with India's educators, creators and learners

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- 1 Imagine a young girl in rural India, her eyes **sparkling** with curiosity as she explores a coding tutorial in Malayalam. Or, a young job-seeker in Maharashtra, preparing for a job interview by **brushing up on** his English. Across the country, in Delhi, a young professional follows a step-by-step cooking tutorial from a celebrity chef. This is the power of learning on YouTube – breaking down geographical and linguistic barriers, **empowering** individuals with the knowledge and skills they need to **thrive**.

- Think of YouTube as a vast, ever-expanding library, **powered by a vibrant** community of creators, where anyone can **step in** and explore a world of ideas, **spark** their curiosity, and discover new passions.

Learning has always been at the heart of YouTube. And, in India, where accessible education is crucial for unlocking the nation's potential, YouTube can help make learning content more accessible through innovative partnerships, tools, and resources.

Partnerships for Impact: Collaborating for a Brighter Future

- 15 As the world's largest video library, we collaborate with world-class institutions and creators to deliver high-quality, enriching content. **Globally**, our partners include Khan Academy, UNESCO, and TED, among others.

In India, we're joining forces with the National Council of Educational Research and Training (NCERT) to bring quality education to even the far corners of India.

- 20 Through this partnership, NCERT will launch multiple YouTube channels that are aligned to the **curriculum** of grades 1 to 12¹, over the coming months. Covering 29 Indian languages, including Indian Sign Language, these channels will offer educational content in **engaging** and accessible formats, empowering students, parents, and teachers across the country.

- 25 We're also collaborating with the National Programme on Technology **Enhanced** Learning (NPTEL) to **roll out** Credentialed Courses. NPTEL now offers 50 **credentialed** courses on a diverse range of subjects, from pure sciences and literature to sports psychology and rocket propulsion. Through this initiative, a pathway has been created for anyone outside the Indian Institutes of Technology (IITs) system to be able to do a course on NPTEL's YouTube channels and then complete the online certification on the NPTEL-SWAYAM portal and get a certificate from the IITs. More courses will roll out in the coming months.

Supporting Creators and Educators: Building a Thriving Learning Ecosystem

- We are dedicated to providing learning creators and partners with new ways to support learners through active learning features and products. We rolled out Courses in India back in 2022 to help creators offer a structured learning experience. **Throughout** this year, we focused on empowering even more creators

¹ Grade 1 is the first year of primary education, grade 12 is the last year of secondary education.

to develop and share courses, enabling them to reach wider audiences and increase their impact on learners.

Now we've taken it a step further with the roll-out of Key Concepts to aid
40 comprehension. Using AI, we identify concepts covered in a video and may provide definitions from the web of those concepts, across subjects like biology, physics and chemistry. We **surface** definitions and images from Google's Knowledge Graph, based on the video's transcript and other associated video metadata.

Further, to help learners apply what they've learned, we've introduced Quizzes — a
45 new way for creators to help viewers test their knowledge. For example, a math creator who recently posted a series on algebra can add a quiz to their Community Posts to ask their viewers a question related to a concept taught in their latest video.

Finally, YouTube Player for Education is a product designed for learners that
50 improves the way YouTube videos are shown in popular educational tools. Our partners are using the YouTube Player for Education to create diverse learning experiences, including interactive lessons, supplemental study, and formative **assessment**. In India, Google Classroom and **edtech** companies such as Quizizz and Teachmint have integrated the player into their tools and it is being used in
55 classrooms around the world.

Empowering Learners: Learning for Everyone, Everywhere

Learning remains a top priority for YouTube. Just this year, we announced the AI Skills House program, to support AI **literacy**. The initiative provides access to Google's **flagship AI courses** on YouTube, such as Introduction to Generative AI, Introduction to Responsible AI, and Introduction to Large Language Models. These
60 courses, available at no cost, will soon be expanded to 7 Indian languages.

Our goal is to keep making learning easier on the platform for everyone in the community, whether that be creators, students in classrooms, or learners around the world. Through partnerships, innovative tools, and a diverse library of learning resources, we are making education more accessible and engaging than ever
65 before. Whatever you want to learn next, we want YouTube to be there for you.

B. COMPREHENSION

- 1. General comprehension: introduce the document (type, authors, date, source, target audience, main topic and goal).**

Part 1 (ll. 1-14):

- 2. Vocabulary:** find the bolded words corresponding to the following synonyms/definitions in this part of the text, and go to [howjsay.com](https://www.howjsay.com) to check their pronunciation.

- a. lively (adj.) _____
- b. becoming lively _____
- c. flourish, prosper _____
- d. intervene _____
- e. refreshing one's skills/knowledge _____
- f. generate _____
- g. energized by _____
- h. giving people the means to become stronger or more successful _____

- 3. In your own words, explain what role YouTube plays in overcoming educational challenges in India, and why it matters (50 words).**

- 4. In your own words, explain what the metaphor used to describe YouTube suggests about the platform (50 words).**

Part 2 (ll. 15-32):

- 5. Vocabulary:** find the bolded words corresponding to the following synonyms / definitions in this part of the text, and go to [howjsay.com](https://www.howjsay.com) to check their pronunciation.

- a. introduce for widespread use by the public _____
- b. improved in value and/or quality _____
- c. courses taught by an institution _____
- d. worldwide _____
- e. approved _____
- f. appealing, attractive _____

- 6. In your own words, explain why YouTube is working with the NCERT (National Council of Educational Research and Training), and how they plan to achieve their common goals (50 words).**

- 7. In your own words, explain how the NPTEL (National Programme on Technology Enhanced Learning) partnership will help make learning more accessible in India (50 words).**

Part 3 (ll. 33-55):

8. **Vocabulary:** find the bolded words corresponding to the following synonyms / definitions in this part of the text, and go to [howjsay.com](https://www.howjsay.com) to check their pronunciation.

**Education
Technology**

evaluation

**from the beginning to
the end**

**bring to the
surface**

9. **In your own words**, summarize the ways YouTube is helping learning creators enhance their impact on students (50 words).

Part 4 (ll. 55-end):

10. **Vocabulary:** match the following words and concepts from this part to the corresponding definitions, and go to [howjsay.com](https://www.howjsay.com) to check their pronunciation.

literacy __

1. knowledge / competence in

flagship courses __

2. AI that is capable of generating new content (such as images or text) in response to a submitted prompt by learning from a large reference database of examples

Generative AI __

3. the best / largest / most important set of lessons

Responsible AI __

4. a language model that utilizes deep (using many repetitions of algorithmic processing) methods on an extremely large data set as a basis for predicting and constructing natural-sounding text

**Large Language
Model** __

5. an approach to developing, assessing, and deploying AI systems in a safe, trustworthy, and ethical way

11. **True or false? Justify with a quotation from the text.**

- a. YouTube's AI Skills House program aims at helping people train as AI engineers.

b. YouTube's new AI courses come with a subscription fee.

12. In your own words, summarize YouTube's overall goal in promoting education through its platform. What strategies are mentioned to achieve this? (50 words)

C. GRAMMAR: présents simple et continu

1. Soulignez / entourez les verbes conjugués au présent dans les exemples ci-dessous.

- (1) in Delhi, a young professional follows a step-by-step cooking tutorial
- (2) the knowledge and skills they need to thrive.
- (3) As the world's largest video library, we collaborate with world-class institutions
- (4) Globally, our partners include Khan Academy, UNESCO, and TED
- (5) In India, we are joining forces with the NCERT
- (6) NPTEL now offers 50 credentialed courses on a diverse range of subjects
- (7) YouTube Player for Education improves the way YouTube videos are shown
- (8) it is being used in classrooms around the world
- (9) Learning remains a top priority for YouTube
- (10) we are making education more accessible and engaging than ever before
- (11) we want YouTube to be there for you

2. Dans quels cas a-t-on employé la forme simple et dans quels cas la forme continue ?

présent simple	présent continu

3. Pourquoi ?

	parler d'une "vérité" générale, d'un fait objectif	
	aborder des faits "stables" (identité, goûts, aptitudes, etc.)	
	faire une affirmation, une généralisation ou une observation	
	évoquer une action fréquente ou habituelle	
	décrire une action en cours, en train de se dérouler	
	signaler une situation particulière (du point de vue de la personne qui parle)	
	pour marquer une forme d'insistance	

4. Les verbes d'_____. Complétez la leçon.

- Les **verbes d'action** décrivent des activités et des mouvements. Ils peuvent s'employer au présent simple comme au présent continu en fonction de l'intention de la personne qui parle.

Exemples : *dance, play, hit*, etc.

- Les **verbes d'_____** décrivent pour la plupart :

	Exemples :
(1)	<i>appreciate, envy, fear, hate, like, love, prefer, want, agree</i>
(2)	<i>believe, doubt, imagine, know, mean</i>
(3)	<i>belong, consist of, contain, hold, own, possess</i>

Les verbes d'_____ s'emploient **toujours au présent simple**.

- Certains verbes sont verbes d'_____ ou d'action selon le sens dans lequel on les utilise.**

Exemples : *I have a channel of my own. / I am having lunch.*
(liste non exhaustive) *You are my groupmate. / Am I being stupid?*
I care for her. / But I'm not caring for her pets while she's away.
I think about it everyday. / I'm thinking about it.
I see who it might be. / I'm seeing a famous YouTuber, it's a secret!

5. Rappelez les règles générales de conjugaison des deux présents.

	présent simple	présent continu
Forme affirmative :		
N.B. : à la 3e pers. du singulier : -__		
Forme négative :		
Forme interrogative :		
Adverbes et compléments de temps associés:		

6. Exercices :

a. Employez le présent simple ou continu selon le sens des phrases. Relevez les compléments de temps justifiant votre choix et reportez-les dans le tableau ci-dessus.

- (1) Look! The student _____ (look) confused. He _____
(currently / look) at the screen carefully.
- (2) I _____ (have) some trouble logging in. I usually
_____ (have) no problems with the platform.
- (3) Many learners _____ (prefer) studying online these days.
- (4) We _____ (not / be) annoying, we _____ (not/be)
fans of online tests, that's all.
- (5) I _____ (feel) more comfortable with online classes now. However,
I _____ (feel) a bit tired after the last session.
- (6) _____ (you / think) this course is useful?
- I _____ (think) about taking another one next month.
- (7) She _____ (often / not / have) strong opinions, but she
_____ (have) second thoughts about this course.
- (8) The platform _____ (require) a stable internet connection, and it
_____ (not / work) well right now.
- (9) Why _____ (you / be) so impatient? You normally
_____ (be) very calm during lessons.
- (10) I _____ (smell) something burning! My mother
_____ (use) the oven while attending her online class.

b. Mêmes consignes.

In many parts of India, especially in smaller towns and rural areas, students often (1)
_____ (lack) access to traditional educational resources.

Today, they (2) _____ (increasingly / depend) on online platforms like
YouTube to support their learning. As we speak, a young girl in Kerala (3)
_____ (engage) with a coding tutorial in her local language, while a young
man in Maharashtra (4) _____ (review) common interview questions in
English. These learners (5) _____ (illustrate) how diverse the online
education audience has become.

YouTube (6) _____ (function) like an open library that anyone can explore.
It (7) _____ (presently / have) content in dozens of Indian languages,
making it easier for learners to connect with material they truly (8) _____
(understand).

c. Traduisez en anglais.

(1) Les écoles indiennes n'ont pas systématiquement de toilettes pour filles, mais cela s'améliore.

(2) Dans le Bengal Occidental, il n'y a pas toujours l'électricité.

(3) De nos jours, les écoles indiennes ont un meilleur accès à Internet qu'auparavant.

(4) Actuellement, de plus en plus d'écoles indiennes s'équipent de salles informatiques.

(5) Certain-es enseignant-es envisagent désormais de ne faire cours que sur YouTube.

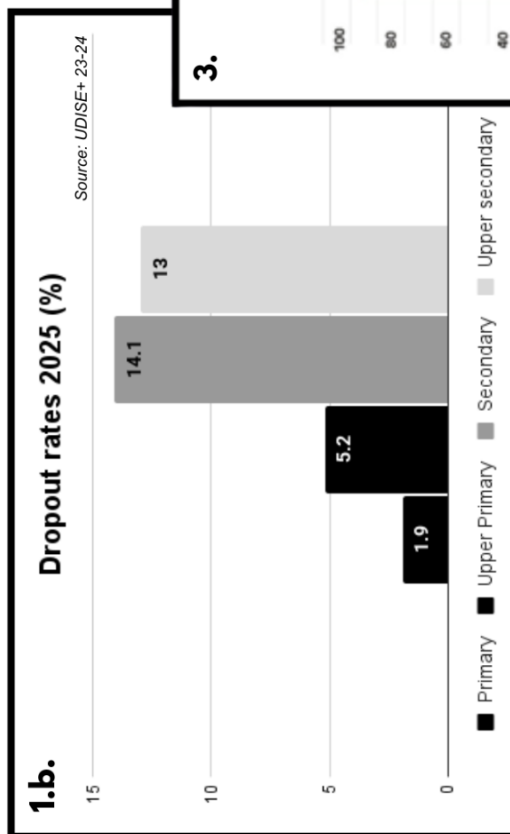
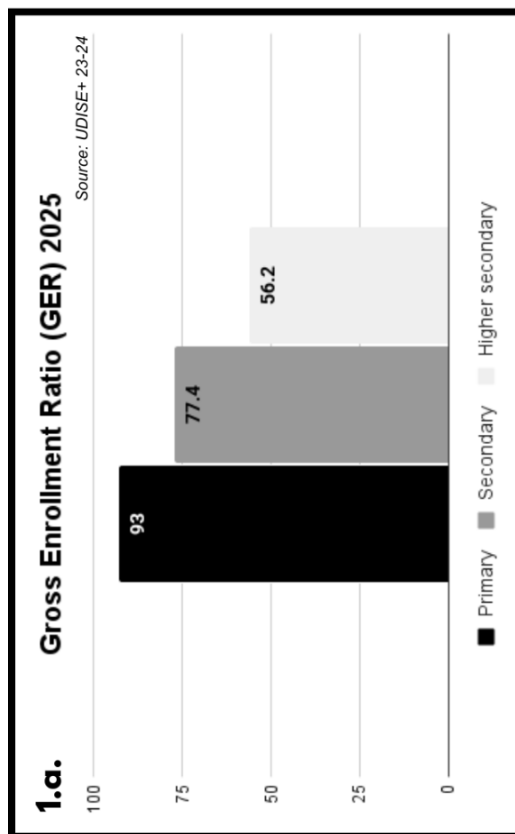
(6) Présentement, la population Indienne possède peu d'ordinateurs personnels.

(7) En ce moment, on voit beaucoup de changements rapides dans le domaine numérique.

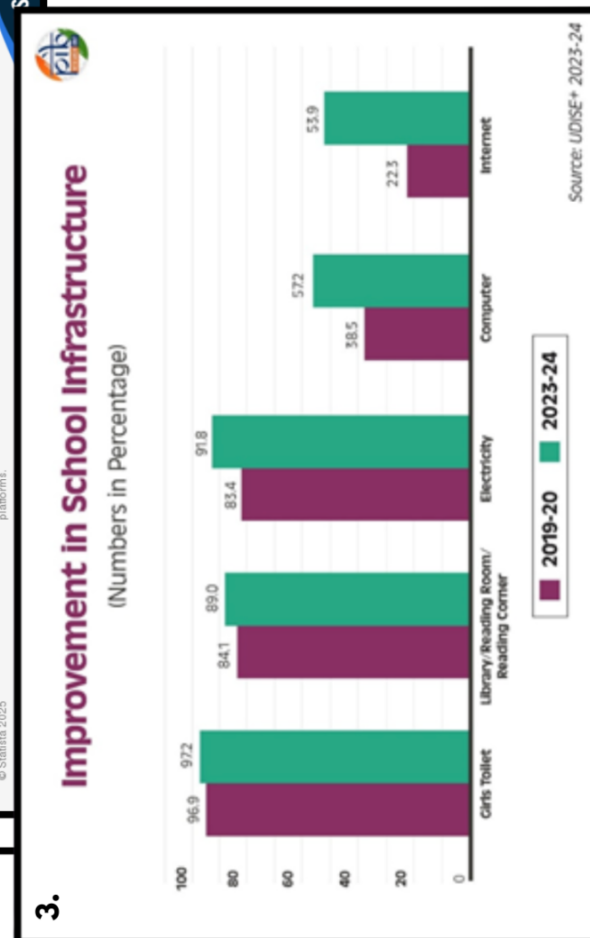
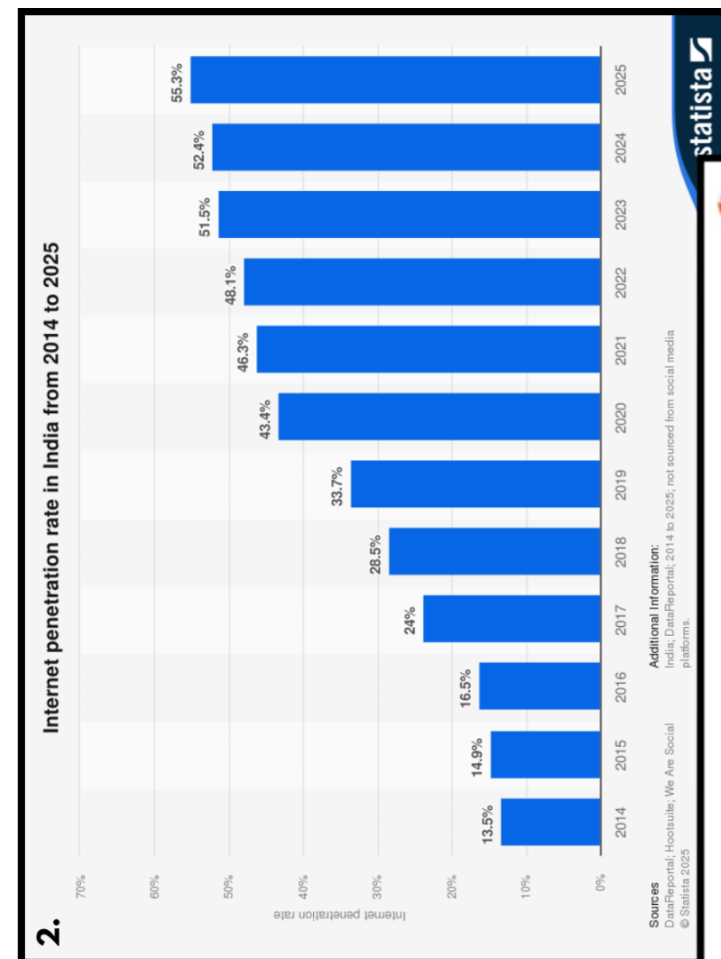
(8) J'envisage de partir en Inde mener ma propre enquête.

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





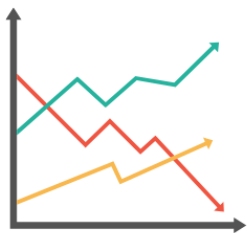
The Unified District Information System for Education Plus is an educational management information system under the Department of School Education & Literacy, Ministry of Education under the Government of India. UDISE+ is one of the largest management information systems for credible information collection mechanisms and serves as the official statistics of the Ministry of Education.
Source: <https://udiseplus.gov.in>, 2025



D. LANGUAGE: Graphs & trends

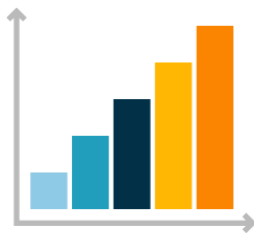
1. Types of graphs: Look at the different types of graphs and complete each name with one of the words from the list below.

bar - pie - radar - scatter - area - line - bubble - heat



_____ graphs

Perfect for showing trends over time.



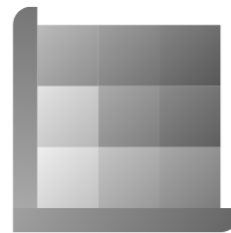
_____ graphs

Ideal for comparing values across categories.



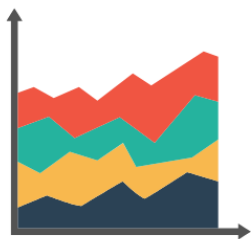
_____ charts

Great for showing proportions and percentages.



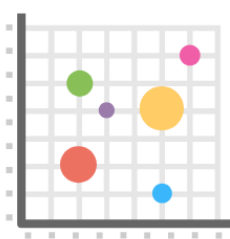
_____ maps

Ideal for showing patterns in large datasets.



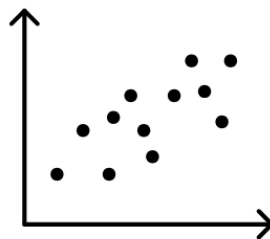
_____ graphs

Similar to _____ graphs, but with the area beneath the line filled in.



_____ charts

A fun and interactive way to show 3 variables at once.



_____ plots

Useful for identifying relationships between 2 variables.



_____ charts

Perfect for comparing multiple variables on a single graph.

2. Describing trends: sort out the following verbs into the upward or downward column.

to increase by x% - to rise to x million - to drop from... to... - to reach a peak - to decrease by x% - to skyrocket - to decline - to soar - to collapse - to fall - to recover - to plummet - to surge

Upward trend ↑	Downward trend ↓

E. WRITING

Compare and contrast the graphs, then write an essay.

2. Study the graphs and set of graphs—ask yourself:

- What type of data is shown (change over time or a current situation)?
- What are the key points?
- How does it / do they connect to access to education or online learning?
- Does it support or challenge the idea that online education should be a priority?
- Can you link it / them to examples or ideas from Document 2-a?

3. Compare and contrast

Work on the main similarities and differences between the graphs, trying to identify patterns.

- Where is India making progress in education or technology?
- What are the main problems shown in the graphs?
- What kind of learners benefit from online education?
- Can YouTube and other platforms help solve the problems in the graphs?
- How do the ideas in the text support or challenge what you see in the data?

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

Should online education be a priority in India?

Why? / Why not?

Write a well-organised essay presenting your opinion and reasoning, supported by:

- data from all three graphs,
- ideas and examples from Document 2-a.

TASK 2: Critical review of an educational YouTube video

1. Go back to your **TASK 1 analysis**
2. Prepare and a **critical review of your chosen video**.

Revise how to ask questions, and how to use conditionals.

Presentation Structure

1. Introduction and clip screening (3–5 minutes)

- a. **Start with an open question** to get the audience thinking.
- b. **Introduce the YouTube channel:** name, focus or theme, target audience, reputation.
- c. **Introduce the video:** title, topic, why you selected it (What caught your interest? Why is it relevant?)
- d. **Show your clip or an excerpt that captures the main idea** of the video.

2. Reaction and analysis (4–5 minutes)

Use screenshots or replay short clips to support your points.

- a. **Content**
 - What is the main idea or lesson of the video?
 - Is the content clearly explained, logically structured, and relevant?
- b. **Target audience**
 - Who is the intended audience (age group, education level, interests)?
 - How does the video meet learners' needs (language, pace, examples)?
- c. **Tone and delivery**
 - What is the tone (formal, casual, humorous, academic, etc.)?
 - Is the speaker engaging, clear, and effective?
 - What use do they make of gestures, facial expressions, or rhetorical questions?
- d. **Production quality**
 - Are the diagrams, animations, and / or text clear and well-used?
 - Is the video smoothly edited? Do transitions help or distract?
 - Are there close-ups or zooms that highlight important ideas?
 - Does the pace of editing support understanding, or is it overwhelming?
 - Are there subtitles, demonstrations, and / or examples that support comprehension?
 - Is the background music appropriate or distracting?

3. Conclusion and reflection (3 minutes)

- a. Briefly rephrase **the most important findings from your analysis**.
- b. Share personal reflections – What would you have done differently? (use the 3rd conditional).
- c. End with **two thought-provoking questions**.