



LEARN INFLUENCE EARN

PART 2

**LEVEL 5 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

A. GETTING READY



Meme, November 2020.

1. Present the document briefly: type, author, source, date / context, main topic.

2. Go to p. 65, and carefully describe the document above, commenting and interpreting each element. What does the author mean? Would you agree with them?

Handwriting practice lines consisting of 20 sets of three horizontal dashed lines.

Document 2: The Guardian view on the other influencers—a golden era for science education

The Guardian, Sunday 29 September 2024

- 1 With **highbrow** content but defiantly low production values, the Numberphile YouTube channel might be considered the antithesis of the platform's biggest successes. While stars such as the controversial MrBeast orchestrate elaborate **stunts** and **giveaways**, Numberphile videos feature mathematicians **talking**
- 5 **through** complex concepts at length. There are occasional questions or prompts from the unseen cameraman. The props are usually a sheet of brown paper and a marker pen. The closest the episodes get to clickbait are titles such as "Tau vs Pi **Smackdown**" or "The Lazy Way to Cut Pizza"; a typical video is "More on Bertrand's Paradox", or "An Amazing Thing About 276."
- 10 None of this sounds like **catnip** for young viewers. Yet since it launched in 2011, the series has become a cult hit. Eleven million people have now watched the physics professor Roger Bowley discuss Kaprekar's Constant. The Institute of Mathematics and its Applications and the London Mathematical Society have just awarded Numberphile's creator, Brady Haran, the Zeeman medal for the communication of
- 15 mathematics. As the **citation** notes, the channel has material for everyone from primary school kids to graduate students. It's a fair bet that Numberphile – along with similar channels such as Stand-up Maths and 3Blue1Brown – has inspired at least some of the record 100,000-plus children who took maths A-level in England this year.
- 20 Others are being drawn to biology, economics or technology; 25 million people have watched Veritasium's half-hour video on the invention of blue LEDs. What was the Maya myth of the morning star? How do you make superconductors? Why didn't Austria-Hungary try to make peace earlier in the first world war? Educational channels are offering a fascinating glimpse into new worlds and the
- 25 opportunity to **delve** deep into passions. A dazzling wealth of knowledge is out there, delivered with enough **insight**, and sometimes passion and wit, to keep viewers coming back.
- On History Matters, South Park-esque cartoon figures enliven analysis of Sweden's geopolitical decline. Map Men, co-hosted by a former geography teacher, employs
- 30 songs and deliberately amateurish costumes to keep people watching explainers on topics that his former students might have **balked at**, such as English county boundaries. NileRed's chemistry videos on making bulletproof wood and turning cotton balls into cotton candy are clearly created with an eye to virality. But others, such as Numberphile, are distinguished more by their enthusiasm than their
- 35 entertainment value.
- Some videos – like Ted Ed's beautiful five-minute animated films on history, science and society, or the in-depth paleontology discussions by PBS Eons – are created by established institutions now looking beyond adult audiences. Others are the work of lone enthusiasts such as the German physicist Sabine Hossenfelder,
- 40 who explains why Einstein's general relativity can't be quite right and asks: Does the past still exist? Across science, culture and history, the material can take students of any age further than the shelf of encyclopedias their parents might

once have relied upon. If some offer superficial explanations, many more are surprisingly complex and nuanced.

- 45 Concerns about the impact of screen-time on the mental and physical health of children – and adults – need to be addressed. As the videos proliferate, the quality might deteriorate. But spending hours watching influencers isn't necessarily bad and can allow children to learn at their own pace and in depth. This is a golden age for **geeks**.

B. COMPREHENSION

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

highbrow	__	1. something given away free
a stunt	__	2. a strong-scented perennial mint that contains a substance attractive to cats : something very attractive
a giveaway	__	3. a formal statement of the achievements of a person receiving an academic honor
to talk through	__	4. possessing or having pretensions to superior learning or culture
smackdown	__	5. to make a careful or detailed search for information : the act or result of apprehending the inner nature of things
catnip	__	6. to make a careful or detailed search for information : to examine a subject in detail
a citation	__	7. to help (someone) understand or do something by explaining its steps in a careful way
to delve	__	8. an unusual or difficult feat requiring great skill or daring especially : one performed/undertaken chiefly to gain attention or publicity
an insight	__	9. an enthusiast or expert especially in a technological field or activity
to balk at	__	10. to refuse abruptly
a geek	__	11. the act of knocking down or bringing down an opponent

2. **General comprehension–present the document: type, author, source, date / context, main topic.**

3. Explain why the educational channels presented the document “might be considered the antithesis of the platform’s biggest successes.” Answer in 60-70 of your OWN words.

4. How can the success of these educational channels be explained nevertheless ? Answer in 60-70 of your OWN words.

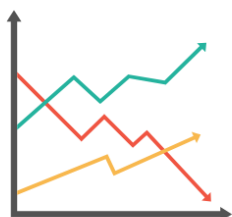
5. What are the benefits and potential downsides of learning through educational videos and what are the general conclusions of the document about them? Answer in 50-60 of your OWN words.

[illegible]

D. LANGUAGE: Graphs & trends

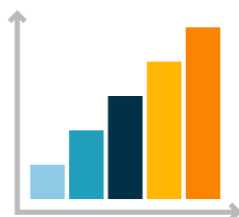
1. Types of graphs: Look at the different types of graphs and complete each name with one of the words from the list below.

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



_____ graphs

Perfect for showing trends over time.



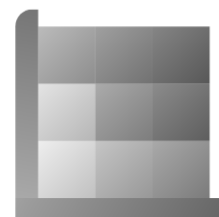
_____ graphs

Ideal for comparing values across categories.



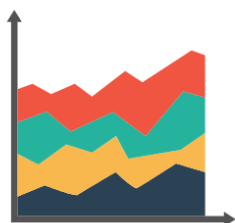
_____ charts

Great for showing proportions and percentages.



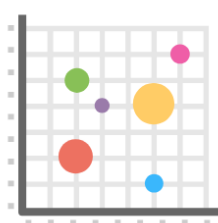
_____ maps

Ideal for showing patterns in large datasets.



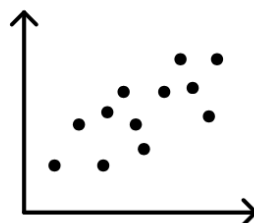
_____ graphs

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.



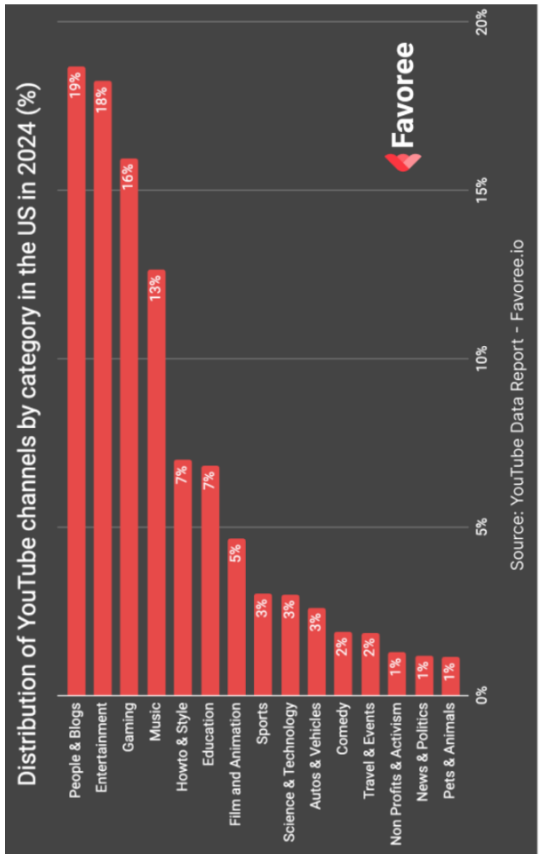
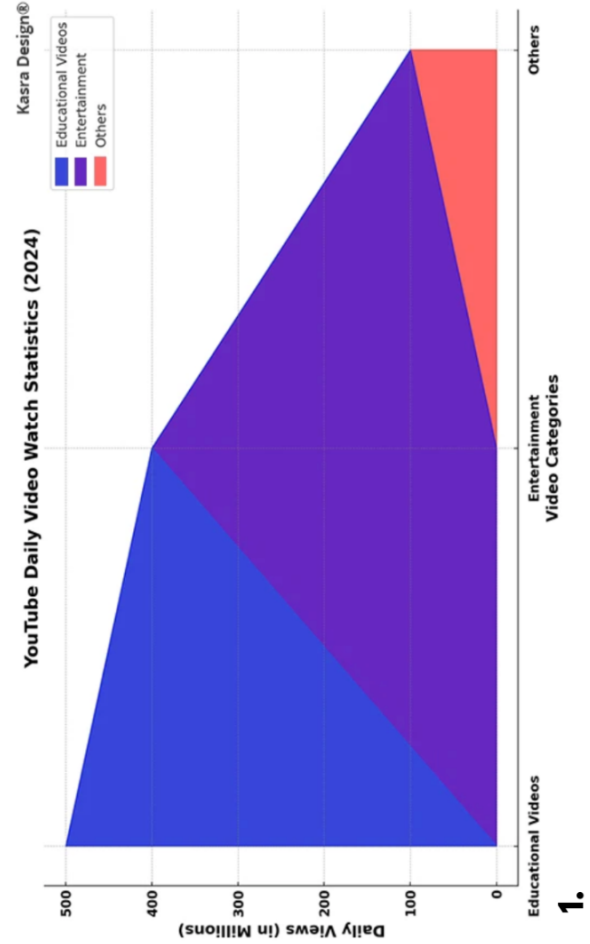
_____ charts

Perfect for comparing multiple variables on a single graph.

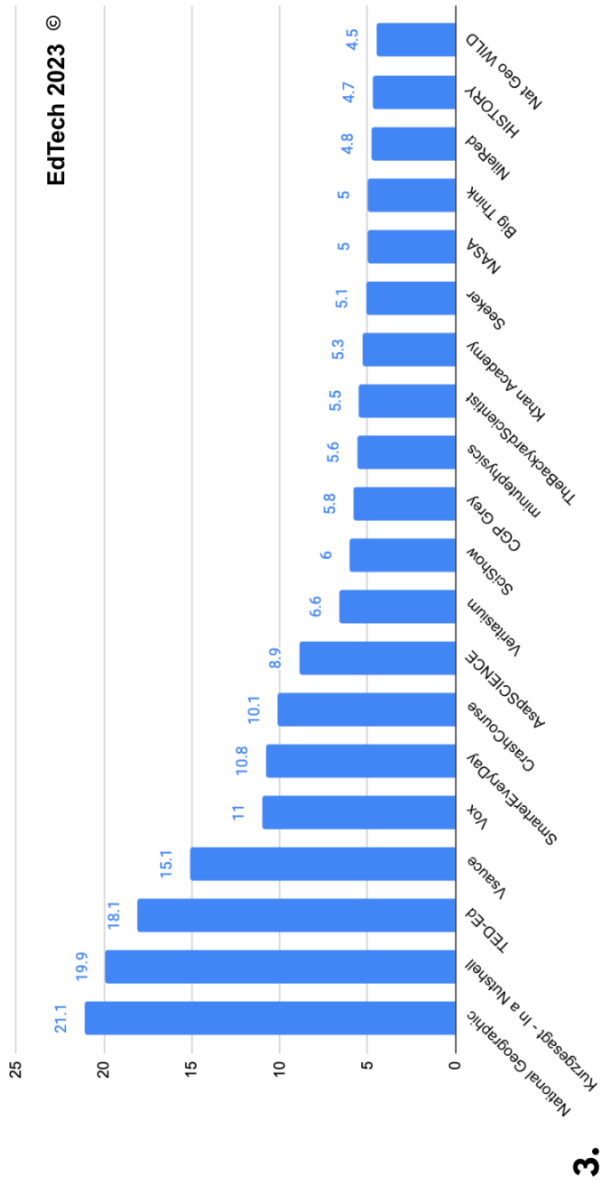
2. Describing trends: sort out the following verbs into the upward or downward column.

to increase by x% - to dip - to remain steady - to rise to x million - to drop from ... to ... - to reach a peak/a high - to decrease by x% - to skyrocket - to settle down - to decline - to soar - to collapse - to fall - to plummet - to surge - to climb - to steady - to ascend - to shrink - to level off - to worsen - to boom - to reach a low of - to flatten out - to go through the roof - to jump - to recover - to spike - to slip - to crash - to stall

Upward trend	Downward trend	Stability



2. Most popular educational channels on YouTube (by millions of subscribers)



Compare and contrast the graphs, then write an essay.

1. Individual analysis

While studying each graph carefully, consider the following questions:

- What key information is shown?
- What surprising patterns or trends can be identified?
- How is educational content represented in your graph?
- How might the data be interpreted in the context of YouTube's role in education?
- Use **modals/semi-modals** and **emphasis** where appropriate in your explanation.

2. Compare and contrast

- how educational content compares with entertainment (viewership, channel numbers, popularity),
- whether educational YouTube seems undervalued,
- why viewers might still engage with educational videos despite fewer channels,
- which types of educational channels appear more successful and why.

3. Answer the key question (350 words +/- 10%):

Should YouTube be considered a valuable educational tool for students today?

Write a well-organised essay using specific examples from your graphs and document 2 to support your arguments.

TASK 2: presentation of an educational video

1. Introduction (2 minutes)

- Introduce the video.
- Explain your choice.
- Use emphasis to capture attention.

2. Video screening (up to 4 minutes)

- Play the full video or selected excerpt.
- Make sure your audience understands the context.

3. Critical analysis (3–4 minutes)

- What worked well? What was unclear and/or weak (content and style, tone and delivery, production quality: visuals, editing and camera work, use of media, sound and sound effects)?
- Use emphasis when needed, and modals/semi-modals to evaluate and suggest.

4. Creative alternatives (3–4 minutes)

- Describe what your team would have done differently.
- Make creative proposals using modals/semi-modals and emphasis.
- Act out or storyboard a short reimagined clip.

5. Conclusion (1-2 minutes)

- Summarize your overall evaluation,
- highlight one or two main takeaways,
- ask the audience a thought-provoking question.