

Class 9N - Navigator Curriculum – English Language/Lessons weekly

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p>Topic: Truth and reality</p> <p>Key Questions, Key Skills and Knowledge:</p> <p>1.1 Do we trust the news? Source texts: Online article: 'Children's lack of sleep is hidden health crisis', 2018 LO:- * Learn how writers present facts and opinions in news articles * Explore how writers include objective and subjective information * Comment on the use of fact and opinion in a news article</p> <p>What I'm learning: I know that ... *Writers use facts and opinions selectively to fulfil specific purposes and</p>	<p>Topic: Truth and reality</p> <p>Key Questions, Key Skills and Knowledge:</p> <p>1.5 Who do we believe? Source texts: Extract from Border Counties local news article, 1939 Extract from Far from the East End by Iris Jones Simantel LO:- • Learn how non-fiction texts can offer different perspectives on the same event • Explore the conventions and structure of a news article and a memoir • Write an account of the same event using two different forms</p> <p>What I'm learning: I know that ... • Text type is linked to purpose and</p>	<p>Topic: Dystopias and other worlds</p> <p>Key Questions, Key Skills and Knowledge:</p> <p>2.1 What is dystopian and utopian fiction? Source texts: Extract from Utopia by Thomas More, 1516 Extract from Parable of the Sower by Octavia Butler, 1993 LO:- • Learn about the conventions of utopian and dystopian genres • Explore how writers present ideas in utopian and dystopian texts • Discuss the conventions of utopian and dystopian fiction in two texts</p>	<p>Topic: Dystopias and other worlds</p> <p>Key Questions, Key Skills and Knowledge:</p> <p>2.5 Why is setting important? Source text: Extracts from Breathe by Sarah Crossan LO:- Learn why setting is important in dystopian fiction • Explore how setting and narrative structure can reflect key themes and ideas • Write a description of a dystopian city</p> <p>What I'm learning: I know that ... • Writers make deliberate word choices and use language devices to</p>	<p>Topic: Youth and experience</p> <p>Key Questions, Key Skills and Knowledge:</p> <p>3.1 How do poets use imagery? Source text: 'The Art of Teaching II' by Hannah Lowe LO:- • Learn more about how imagery is used in poetry • Explore metaphorical language: tenor, vehicle, ground • Write an analytical response</p> <p>What I'm learning: I know that ... • Figurative language is words or expressions with a meaning that is different from the literal meaning</p>	<p>Topic: Writing your quest</p> <p>Key Questions, Key Skills and Knowledge:</p> <p>4.1 How will I start my story? Source texts: 1984 by George Orwell I am Thunder by Muhammad Khan On the Antler by E. Annie Proulx LO:- • Learn how writers create effective story openings • Explore different ways of grabbing a reader's attention • Write the opening to your quest story</p> <p>What I'm learning: I know that ... • Writers use a range of techniques to tell stories and to make them interesting including dialogue,</p>

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<p>engage specific audiences * Writers make deliberate word choices and use literary devices to communicate attitude and express viewpoint.</p> <p><u>How I’ll demonstrate I’ve learnt it. I will</u> * Explain how a writer has used fact and opinion in a news article and the language choices they have made. * Write a guide to using social media, using fact and opinion.</p> <p>1.2 What’s your truth? Source texts: Extract from Advice to Single Women by Haydn Brown, 1899 Newspaper article: ‘Raising a theybie: the parent who wants their child to grow up gender-free’, 2020</p> <p><u>LO:-</u> *Learn how writers convey their own perspective on the truth * Consider how context, tone and</p>	<p>audience and texts are constructed to meet the needs of a specific purpose and audience • Writers and speakers change the way they structure texts and the language they use to suit the purpose they are writing for • Writers use structural devices within a text for particular effects and purposes</p> <p><u>How I’ll demonstrate I’ve learnt it. I will</u> • Analyse the structure of a new report • Explore the effect of language and structural choices in two texts • Write two different accounts based on the same event (a news article and a personal narrative account)</p> <p>1.5 Who do we believe? Source texts: Extract from Border Counties local news article, 1939 Extract from Far from the East End by Iris Jones Simantel <u>LO:-</u> • Learn how non-fiction texts can offer</p>	<p><u>What I’m learning: I know that ...</u> • Genre is a way of categorising texts in terms of ways of writing (form), content or purpose. A genre has key conventions that define it • Utopian and dystopian fiction are genres with key conventions</p> <p><u>How I’ll demonstrate I’ve learnt it. I will</u> • Select relevant quotations from a text to support comments about it • Contribute to a discussion about how ideas are presented in two texts, one utopian and one dystopian</p> <p>2.2 How do writers create conflict? Source texts: Extract from Internment by Samira Ahmed, 2019 Extract from Parable of the Sower by Octavia Butler, 1993</p> <p><u>LO:-</u> Learn about conflict in dystopian fiction • Explore themes and tension in dystopian fiction</p>	<p>create setting and convey theme • Narrative structure is how a narrative works internally; how the choices of language, punctuation and form affect the message being conveyed, and how contrasting images or chronological events are presented</p> <p><u>How I’ll demonstrate I’ve learnt it. I will</u> • Explore how a writer uses ideas about light and dark to create different settings • Plan and write a description of a dystopian city thinking carefully about the narrative structure and how the setting reflects the ideas and theme you want to present</p> <p>2.6 What’s the narrative focus? Source text: Extract from The Memory Police by Yoko Ogawa</p> <p><u>LO:-</u> • Learn how writers control narrative structure for effect</p>	<p>• Poets make deliberate choices about vocabulary, literary devices, and poetic devices to convey emotions and ideas • Read critically and develop a point of view</p> <p><u>How I’ll demonstrate I’ve learnt it. I will</u> • Identify ways in which a poet has used figurative language and the impact this has on the reader • Analyse the use of a metaphor, showing understanding of how it is constructed • Write a personal response to a poem, using an academic style and planning and structuring your response</p> <p>3.2 Why do poets use dialect? Source text: ‘My Mother’s Wedding Shoes’ by Liz Berry</p> <p><u>LO:-</u> • Learn about accent, dialect, and idiolect • Explore how a message is presented in a poem</p>	<p>action, reflection and description • Writers make choices about sentence lengths and word order within a sentence to achieve particular effects. • Writers make deliberate word choices and use language devices to create believable characters.</p> <p><u>How I’ll demonstrate I’ve learnt it. I will</u> • Write the opening sentence of a quest story that shocks or surprises the reader • Write the opening sentence of a quest story that introduces a character • Plan and write the opening to your own quest narrative • Edit and redraft your work to make it grab the reader’s attention</p> <p>4.2 Who will tell my story? Source texts: The Hunger Games by Suzanne Collins Brick Lane by Monica Ali Thirteen Chairs by Dave Shelton</p> <p><u>LO:-</u> • Learn how writers establish perspective and narrative voice</p>
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<p>structure affects the presentation of a text * Compare how two writers convey their views about the same topic</p> <p><u>What I’m learning: I know that ...</u> *Tone is the attitude expressed in a text; writers use tone to convey attitudes • Context is the setting or circumstances in which something is produced or received and the way in which it is written • Texts can be compared and connected in different ways</p> <p><u>How I’ll demonstrate I’ve learnt it. I will</u></p> <ul style="list-style-type: none"> • Identify the tone of two texts • Use connectives to effectively compare texts • Compare how two texts represent different views on gender <p>1.3 Can I persuade you? Source text: Extract from The River Cottage Family</p>	<p>different perspectives on the same event • Explore the conventions and structure of a news article and a memoir • Write an account of the same event using two different forms</p> <p><u>What I’m learning: I know that ...</u> Text type is linked to purpose and audience and texts are constructed to meet the needs of a specific purpose and audience • Writers and speakers change the way they structure texts and the language they use to suit the purpose they are writing for • Writers use structural devices within a text for particular effects and purposes</p> <p><u>How I’ll demonstrate I’ve learnt it. I will</u></p> <ul style="list-style-type: none"> • Analyse the structure of a new report • Explore the effect of language and structural choices in two texts 	<ul style="list-style-type: none"> • Write your own scene showing conflict in a dystopian story <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Dystopian fiction is a genre with key conventions • A theme is a subject or idea that recurs frequently in a text/across a series of texts • Writers make deliberate word choices and use language devices to convey a theme <p><u>How I’ll demonstrate I’ve learnt it. I will</u></p> <ul style="list-style-type: none"> • Identify how conflict and tension are presented in a text • Plan and write a scene from a dystopian story, creating tension between the characters <p>2.3 How do writers tell their stories? Source texts: Extract from Brave New World by Aldous Huxley, 1932 <u>LO:-</u> • Learn about narrative voice and perspective</p>	<ul style="list-style-type: none"> • Explore how figurative language reinforce a sense of drama • Write the opening of a dystopian story using narrative shifts and figurative language <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Narrative structure is how a narrative works internally; how the choices of language, punctuation and form affect the message being conveyed, and how contrasting images or chronological events are presented • Writers make deliberate word choices and use literary devices to create setting and convey theme • Writers create and craft the people and places they represent in their texts in order to fulfil particular purposes <p><u>How I’ll demonstrate I’ve learnt it. I will</u></p> <ul style="list-style-type: none"> • Identify the narrative focus and shift in key sections from a story • Analyse and 	<ul style="list-style-type: none"> • Write a poem that includes a piece of advice to the reader <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Texts can be written in standard and non-Standard English depending on their audience, purpose, form, and context • Language can be identified with speech communities including dialect and idiolect • Poets make deliberate word, language, and structural choices to convey a theme or message <p><u>How I’ll demonstrate I’ve learnt it. I will</u></p> <ul style="list-style-type: none"> • Comment on why the poet has used Standard English and dialect in the poet, and how this choice links to the theme of her poem • Write a poem in your own idiolect and using poetic structure and devices to impact the reader <p>3.3 Why do poets use free verse? Source text: ‘Suitcases and</p>	<ul style="list-style-type: none"> • Explore the impact of different perspectives and narrative voices • Experiment in creating your own narrative voice for your quest story <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Narrative perspective is the point of view from which a story is told (first-person or third-person narrative). • Writer might choose to use an omniscient narrator or a restricted narrators to suit their narrative <p><u>How I’ll demonstrate I’ve learnt it. I will</u></p> <ul style="list-style-type: none"> • Experiment with writing in the first- and third person, and with omniscient and restricted narrators, to create different narrative perspectives • Comment on the techniques that a writer uses to create different narrative voices • Decide on the narrative viewpoint for your quest story and redraft the opening to create a distinctive narrative voice <p>4.3 How will I structure my story? <u>LO:-</u></p>
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	<p>Cookbook by Hugh FearnleyWhittingstall</p> <p>LO:-</p> <ul style="list-style-type: none"> • Learn how writers persuade others using language and structural features • Explore how emotive language and other rhetorical devices are combined for impact • Write your own persuasive text to convey your perspective on a topic <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers and speakers make decisions about tone in relation to their purpose and audience • Writers make deliberate word choices and use language devices to communicate attitude and express viewpoint <p><u>How I’ll demonstrate I’ve learnt it. I will ,,,,</u></p> <ul style="list-style-type: none"> • Rewrite a text, adapting it for a different audience • Write a persuasive article using emotive language and 	<ul style="list-style-type: none"> • Write two different accounts based on the same event (a news article and a personal narrative account) <p>1.6 Can fiction feel real?</p> <p>Source text: Extract from The Other Side of Truth by Beverley Naidoo</p> <p>LO:-</p> <ul style="list-style-type: none"> • Learn how real-life events can be turned into fiction • Explore the presentation of character through figurative language and shifts in narrative structure • Analyse how a writer creates a sense of reality in a fiction text <p><u>What I’m learning: I know that ...</u></p> <p>Writers make deliberate word choices and use language devices to create character and setting</p> <ul style="list-style-type: none"> • Writers use structural devices within a text for particular effects and purposes 	<ul style="list-style-type: none"> • Explore the language used in a narrative voice in a classic dystopian text • Comment on how the writer creates and unsettling tone and atmosphere for the reader <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Narrative voice is the perspective or point of view from which a story is told • Tone is the attitude expressed in a text through language choices, grammar, or structure • Writers create and craft the people and places they represent in their texts in order to fulfil particular purposes <p><u>How I’ll demonstrate I’ve learnt it. I will ,,,,</u></p> <ul style="list-style-type: none"> • Make inferences and interpretations about a dystopian text • Write an analysis of a piece of dystopian fiction thinking about how the author’s ideas are conveyed through the text <p>2.4 Can you read an image?</p>	<p>comment on how a writer uses figurative language</p> <ul style="list-style-type: none"> • Plan and write a short story using figurative language to enhance your descriptions and thinking carefully about the narrative structure <p>2.7 What makes a dystopian protagonist?</p> <p>Source text: Extract from ‘The Pedestrian’ by Ray Bradbury, 1951</p> <p>LO:-</p> <ul style="list-style-type: none"> • Learn about protagonist in dystopian fiction • Explore how writers reveal character through implicit and explicit information • Write and speak in role, showing empathy with a character <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Characterisation is the way in which a writer creates and uses characters. • A protagonist is the main character in a story • Characterisation may be conveyed 	<p>Muddy Parks’ by Lemn Sissay</p> <p>LO:-</p> <ul style="list-style-type: none"> • Learn about free verse • Explore how free verse can be used to express different perspectives • Write your own poem in free verse <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Poetic structure is how a piece of poetry works internally: how the choices of language, punctuation and form affect the message being conveyed, and how contrasting images or chronological events are presented • Poets make deliberate word, language and structural choices to convey a theme or message • Free verse has no structure or no regular rhythm or rhyme <p><u>How I’ll demonstrate I’ve learnt it. I will ,,,,</u></p> <ul style="list-style-type: none"> • Comment on how a poet has structured a poem, thinking about 	<ul style="list-style-type: none"> • Learn how stories are structured • Explore the impact of different narrative structures • Plan a non-linear narrative for your quest story <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers make decisions about how to structure their text (e.g. linear/chronological, non-linear, or circular narratives) • Writers use specific structural features to create suspense, tension, drama or for emphasis (flashback, foreshadowing, shifts in focus and withholding information) <p><u>How I’ll demonstrate I’ve learnt it. I will ,,,,</u></p> <ul style="list-style-type: none"> • Plan linear and circular narratives for your story • Create a detailed plan for a non-linear narrative, either a circular or voyage and return narrative. • Plan in the structural features that you want to include in your story to impact the reader <p>4.4 How can I build description?</p>
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<p>rhetoical devices, and thinking carefully about the structure</p> <p>1.4 Is there truth in propaganda? Source texts: Selection of propaganda posters Transcript from Second World War film: Churchill’s Island</p> <p>LO:-</p> <ul style="list-style-type: none"> • Learn how propaganda uses rhetorical devices and figurative language to influence others • Explore the principles and power of propaganda in visual, spoken, and written texts • Write and present a propaganda video <p><u>What I’m learning: I know that ...</u> Writers and speakers use facts and opinions selectively to fulfil specific purposes and engage specific audiences</p> <ul style="list-style-type: none"> • Writers use emotive language, rhetorical devices, figurative language to express a point of view 	<ul style="list-style-type: none"> • Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information <p><u>How I’ll demonstrate I’ve learnt it. I will ...</u></p> <ul style="list-style-type: none"> • Make inferences about a character based on analysis of figurative language • Identify the impact of structural features on the reader • Write an analysis of a fictional extract commenting on a writer’s use of language and structure devices to create a sense of reality <p>1.7 How real is reality TV? Source text: Five short texts with different views of reality TV</p> <p>LO:-</p> <ul style="list-style-type: none"> • Learn how ‘reality’ is portrayed by different media and from different perspectives • Consider how the formality of a text is affected by purpose and audience • Present a contribution to a 	<p>Source text: Graphic novel version of 1984 by George Orwell</p> <p>LO:- Learn how writers present themes through text and images</p> <ul style="list-style-type: none"> • Explore the role of inference and connotation in graphic novels • Comment on the presentation of the themes of surveillance and confinement in an extract <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Connotation is an idea or feeling suggested by a word, phrase, image, or symbol, while denotation is the primary meaning of a word or phrase, image, or symbol • Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information • Writers make deliberate word choices and use language devices to convey a theme 	<p>directly, using explicit information, or indirectly, using implicit information</p> <ul style="list-style-type: none"> • In speech, tone can be conveyed through the pace, rhythm, intonation, and volume of a person’s voice <p><u>How I’ll demonstrate I’ve learnt it. I will ...</u></p> <ul style="list-style-type: none"> • Build up a picture of a character using implicit and explicit ideas from a text • Take on the role of a fictional character and write and deliver a monologue in character, thinking carefully about the tone of the delivery <p>2.8 What makes a dystopian antagonist? Source text: The Handmaid’s Tale by Margaret Atwood, 1985</p> <p>LO:-</p> <ul style="list-style-type: none"> • Learn how antagonists are presented in dystopian fiction • Explore how language can hide the truth • Comment on how a writer 	<p>how the structure enables him to show different perspectives</p> <ul style="list-style-type: none"> • Write your own free verse poem with contrasting viewpoints, using imagery, planning, drafting and editing your work <p>3.4 How do poets use contrast? Source texts: ‘Nurse’s Song’ from Songs of Innocence and Songs of Experience by William Blake</p> <p>LO:-</p> <ul style="list-style-type: none"> • Learn how poets use contrast to present different ideas • Explore structure, perspective, imagery and tone • Write an essay comparing two poems by William Blake <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Poets make structural choices when writing a poem; some poems are arranged in groups of lines called stanzas with a regular rhyme scheme 	<p>Source texts: The Turn of the Screw Henry James The Wind in the Willows by Kenneth Grahame</p> <p>LO:-</p> <ul style="list-style-type: none"> • Plan an extended piece of fiction • Write the first draft • Edit and proofread your work to produce a second draft <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers plan, draft, review and edit their work so that it meets specific purposes and audiences <p><u>How I’ll demonstrate I’ve learnt it. I will ...</u></p> <ul style="list-style-type: none"> • Plan, write and edit your own quest story using the skills and knowledge you have practised in this chapter <p>4.5 Developing your quest</p> <ul style="list-style-type: none"> • Plan an extended piece of fiction • Write the first draft • Edit and proofread your work to produce a second draft. <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers plan, draft, review and edit their work so that it meets
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	<p><u>How I’ll demonstrate I’ve learnt it. I will ...</u></p> <ul style="list-style-type: none"> Identify how a script writer uses language to create a piece of propaganda Write a script for a video that uses rhetorical devices, emotive language, and figurative language to persuade the audience <p><u>Assessment</u> Chapter 1 Checkpoint 1 Reading assessment; Chapter 1 Checkpoint 1 Writing assessment</p>	<p>panel about reality TV in school</p> <p><u>What I’m learning: I know that ...</u></p> <p>Register can be formal or informal</p> <ul style="list-style-type: none"> Writers and speakers make decisions about register to suit their purpose, audience, form, and context Writers and speakers change the way they structure texts and the language they use to suit the purpose they are writing for. <p><u>How I’ll demonstrate I’ve learnt it. I will ...</u></p> <ul style="list-style-type: none"> Plan and write a contribution to a class discussion on reality TV Deliver your contribution thinking about register, language, audience, purpose, body language and facial expression <p>1.8 Do we tell the truth about ourselves? Source text: Extract from Rise by Siya Kolisi</p>	<p><u>How I’ll demonstrate I’ve learnt it. I will ...</u></p> <ul style="list-style-type: none"> Make inferences and interpretations, denoting, and connoting information from a graphic novel Analyse a frame from a graphic novel commenting on what both the images and words can reveal about key themes <p><u>Assessment</u> Chapter 2 Checkpoint 1 Reading assessment; Chapter 2 Checkpoint 1 Speaking and listening assessment</p>	<p>presents and antagonist</p> <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none"> Characterisation is the way in which a writer creates and uses characters. An antagonist is the main adversary of the protagonist in a story Writers make deliberate word choices and use language devices to create believable characters Read critically and develop a point of view <p><u>How I’ll demonstrate I’ve learnt it. I will ...</u></p> <ul style="list-style-type: none"> Build up a picture of a character using implicit and explicit ideas from a text Write in an academic style to express a point of view about a text <p><u>Assessment</u> Chapter 2 Checkpoint 2 Reading assessment; Chapter 2 Checkpoint 2 Writing assessment</p>	<ul style="list-style-type: none"> Poets make deliberate word, language and structural choices to convey a theme or message Tone is the attitude expressed in a text through language choices, grammar or structure Poems can be compared and contrasted <p><u>How I’ll demonstrate I’ve learnt it. I will ...</u></p> <ul style="list-style-type: none"> Identify the rhyme scheme of a poem and explain the impact this has on the reader Write a comparison of two poems by the same poet, commenting on the structure, use of figurative language and tone Use appropriate phrases and words to structure your analysis and to introduce the comparisons and contrasts <p><u>Assessment</u> Chapter 3 Checkpoint 1 Reading assessment; Chapter 3 Checkpoint 1 Writing assessment</p>	<p>specific purposes and audiences</p> <p><u>How I’ll demonstrate I’ve learnt it. I will ...</u></p> <ul style="list-style-type: none"> Plan, write and edit your own quest story using the skills and knowledge you have practised in this chapter <p><u>Assessment</u> Chapter 4 Checkpoint 1 Writing assessment</p>
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		<p><u>LO:-</u></p> <ul style="list-style-type: none">• Learn about the conventions of autobiography •Explore how and why writers select certain stories to tell •Ghostwrite a piece of autobiography <p><u>What I’m learning: I know that ...</u></p> <ul style="list-style-type: none">• Autobiography is a non-fiction account of a person’s life, written by the person themselves• Writers and speakers make decisions about style when writing a text and delivering a speech in order to control the reactions of the reader• A writer’s style encompasses their choice of vocabulary, use of grammar, tone, and structure of the text <p><u>How I’ll demonstrate I’ve learnt it. I will</u></p> <ul style="list-style-type: none">• Identify the features of autobiographical writing and explain their impact on the reader• Write an autobiographical account of something that has happened to you or is important to				
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		<p>you thinking about the genre conventions</p> <p>Assessment</p> <p>Checkpoint</p> <p>Assessment: Chapter 1 Checkpoint 2</p> <p>Reading assessment; Chapter 1 Checkpoint 2</p> <p>Writing assessment</p>				
<p>Links to Gatsby Benchmarks:</p>	<p>4- Writing / summarizing skills in most careers -</p>	<p>4- Being able to read with information for most careers.</p>	<p>4-Working in creative industries</p>	<p>4-Working in creative industries.</p>	<p>4- What is journalism?</p>	<p>4- Marketing</p>