1.	Unit	WEEK 6 TERM 1
2.	Lesson Number	WEDNESDAY
3.	Lesson Title	LISC
4.	Lesson Time	
5.	Policy & Outcomes	Build on understanding and use of Adjectives
6.	COVID-19 Information	SUPPORT AND RESPECT
		Older adults and people with underlying diseases are:
		-Extremely worried about being infected
		 Not having access to appropriate care.
		Loneliness is a risk factor for mortality
		 -Victims of stigma and abuse
7.	Psychosocial Support	Tell and share correct information and stories about the virus and avoid fake news.
8.	Language Component	COMPARATIVE ADJECTIVES
9.	Content (Concept Development)	CONTINUTIVE ADJECTIVES
		TEACHER INPUT
		We use adjectives to compare things to each other. There are two ways to do this.
		-Add -er on to the adjective if you compare two things
		For example
		A car is faster than a bicycle Class A is suitten than along B.
		Class A is quiet <u>er</u> than class B
		Add- <mark>est</mark> if you compare more than two things
		For example
		 A car is louder than a bicycle, but a truck is the loud<u>est</u>.
		Tom is taller than John, but Welcome is the tall <u>est</u> of them all.
		When to use More and Most
		When the adjective is a long word
		For example
		Dangerous
		Comfortable
		Sensitive
		-Teacher produces a reading text or newspaper article where learners can search for adjectives to work on.
		-Learners can work in pairs at the normal social distance to find the adjectives.
		-Learners then work on the adjectives to compare any object found in class.

	-All classroom objects can be used on this activityTwo groups are then formed to deal with short and long words to benefit the whole class.
10. Class work Activity	Learners work on given sentences to correct adjectives in sentences by correcting the adjectives either at the beginning or at the end.
11. Homework Activity	Learners are to search household items to find the two types of comparative adjectives.