



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 3: Language development 6.2 Biological explanation of language acquisition

Learning objective	To gain knowledge and understanding of language development
Lesson objectives	By the end of the lesson learners will be able to: • Define aphasia • Describe Broca's aphasia and Wernicke's aphasia • Apply knowledge of aphasia to novel scenarios
Vocabulary	Aphasia: language impairment caused by brain damage following head injury, stroke or illness
Previous learning	Learners have studied key concepts in language and have been introduced to the function of language areas in the brain.

Plan

Activities		Resources
Beginning (5 mins)	Learners can complete the true/false starter activity to check understanding from previous lesson.	Wernicke's aphasia video: www.youtube.com/watch?v=3oef68YabD0 Broca's aphasia video: www.youtube.com/watch?v=RMa9BVpJkYQ
Middle (50 mins)	• Review learners' answers to the starter activity and introduce aims of the session, building on knowledge of the function of the Broca's and Wernicke's area. • Share the definition of aphasia with learners, asking them to add it to their notes or glossary. • Learners can watch the videos of the people with aphasia and make notes as suggested. • Share the case study with learners. As a class, model how to use the information in the case study to answer the questions. Ask learners to practice this skill, creating their own novel scenarios to share with a partner.	
End (5 mins)	Learners can complete the plenary activity in pairs, summarising each type of aphasia using the sentence starters.	

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Reflection and evaluation

Reflection:

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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