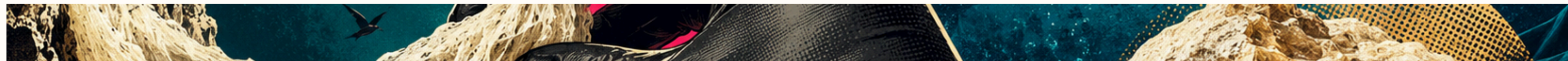


CASE 01: Bodily Substances Worth a Fortune

Programme focus: vocabulary acquisition · precise reading · structured thinking · academic writing

Core routine: Spot the signal → Decode the word → Prove with evidence → Apply in writing



SESSION A: THE SPIT NEST

Core purpose:

Pupils track how ordinary saliva becomes a biological structure, then enters a human system of value, extraction and risk.

Key morphemes: bio = life · struct = build / arrange · ex = out · tract = pull / draw

Literacy move: Use word signals to classify evidence precisely:

Writing focus: ordinary material → biological structure → human demand → risk

Teaching Sequence	Lesson Purpose
1. Begin with the ordinary	Start with saliva as familiar and useful. Keep this quick: the strange case lands better when the ordinary is clear.
2. Reveal the strange	Introduce the edible-nest swiftlet. The key idea is not just that the nest is made from saliva, but that saliva becomes structure.
3. Decode the signals	Teach morphemes as tools for meaning. Focus first on bio and struct .
4. Signal Check	Run this as a fast readiness check. Pupils should retrieve meanings and choose precise words before reading.
5. Case Sort: Hardest Choice	Use the card sort as an oral reasoning task. Pupils classify evidence, but the key learning is in the justification: some evidence can belong in more than one part of the case.
6. Read Evidence Brief A	Read for the case movement, not just the facts. Pupils should notice when the text shifts from natural process to human value.
7. Stop and Prove	Pupils answer from the brief. This checks comprehension, vocabulary precision and evidence use before writing.
8. Write the Case Note	Pupils explain how ordinary saliva becomes a biological structure, and why human demand can create risk.

Do not miss

The key sentence is: The swiftlet does not construct its nest for humans.

This matters because the nest belongs to the bird's life cycle before it enters a human market.

Teacher emphasis

Do not let the lesson become "Isn't this weird?"

Keep returning to precise classification: This is a biological structure because it is built by a living creature from material produced by its own body.

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SESSION B: AMBERGRIS

Core purpose:

Pupils test a dramatic label and replace it with a precise explanation.

Key morphemes: bio = life · struct = build / arrange · ex = out · tract = pull / draw · trans + form = change form

Judgement word: exploitation = unfair or harmful use for gain

Literacy move: Explain cause and consequence through precise vocabulary.

Writing focus: Show how a bodily substance or structure becomes valuable, then explain the risk this can create.

Thinking chain: dramatic label → precise evidence → value → consequence

Teaching Sequence	Lesson Purpose
1. Reopen the Case	Retrieve Session A signals and the case pattern so ambergris feels like the next piece of the same investigation.
2. Introduce the dramatic label	Present “whale vomit” as a memorable label, not a precise explanation.
3. Read Evidence Brief B	Track what ambergris is, how it changes, why it has value, and where risk begins.
4. Test the label	Pupils decide whether the nickname tells the full truth. Push for evidence, not opinion.
5. Teach the meaning of exploitation	Define this as a judgement word: unfair or harmful use for gain. Do not decode it through ex.
6. Evidence Questions	Pupils work independently from the brief. Focus on precise classification: substance, structure, transformation and commodity.
7. Model the writing	Show how the paragraph explains cause and consequence : what makes the substance valuable, and what risk follows when it becomes a commodity.
8. Prove the Fuller Truth	Pupils write one paragraph explaining how bodily substances become valuable, and what consequence this can create.

Do not miss

The phrase “whale vomit” is memorable, but incomplete.

Ambergris is a biological substance, not a biological structure. Its value comes from rarity, transformation and use, not disgust.

Teacher emphasis

Push pupils beyond the dramatic label.

Precise words should organise the thinking: substance → transformation → commodity → risk.

The writing should explain what creates value and what consequence follows.