

Unit 5

Interdependence

Fishing and Agriculture

Tourism

Trade

Communication

1

Fishing

The sea is all around our **islands**.

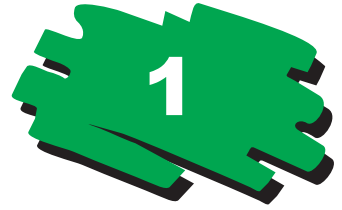
We catch a lot of **fish** from the **sea**.

Fishermen are people who catch **fish** and sell them to other people.

Many Maldivians are **fishermen**. We eat a lot of **fish**.



Fishing



Activity 1a

Do this with your teacher.

Talk to a **fishermen**.

Ask him.

When do you go **fishing**?

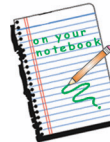
What do you use to go **fishing**?

What do you use to catch **fish**?

Do you work indoors or outdoors?

How long have you been **fishing**?

Draw the **fisherman** and his **boat**.



Would you like to go **fishing**?

Write 2-3 sentences about his work.



1 Fishing

Activity 1b

Fishermen are very hardworking people. They start work early in the morning and come home in the evening.

They work in the **sun**, in **rough seas** and in the **rain**.



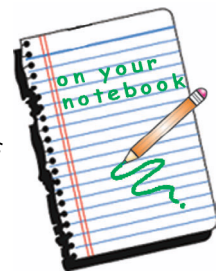
Draw

How people fish.

What they use to **fish**.

Where they stand on the boat while **fishing**.

Write 2-3 sentences about what you think of of the life of a **fisherman**.



Fish to eat

2

We eat fish every day. To eat the head (the **eyes**, the **brain**) of the **fish is good for your health**. It helps our bodies to grow **stronger** and our **brains** to work well.



2

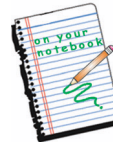
Fish to eat

Activity 2a

Go to a place where fishermen bring the fish they have caught.

Draw the **fish** that you saw.

Write 2-3 sentences about **fishing**.



Use the questions given to write your sentences.

Where do we get the **fish** we eat?

Do you go and catch the fish?

Who catches the **fish**? Where do you buy **fish**?

Who sells them?

Where are they sold?

If there were no **fishermen** will we get enough **fish** to eat?

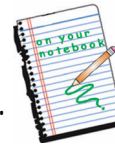


If we do not eat we will die of **hunger**. We need food to eat. What food do you eat everyday?

Activity 3a

Draw the food you eat everyday?

Write 2-4 sentences. Use the questions given.



Does it come from a **plant** or **animal**?

Do we get the **plant** or **animal** in our island?

Is this plant grown in Maldives?

From where do we get this **food**?



3

Food

Activity 3b

Do this with your teacher.

You will need-

- To visit a shop.
- Packed food.
- A large world map.

What you do-

- Do you eat food packed in tins and bottles?
- Visit a shop.
- Look at the food packed in bottles, tins, packets, boxes.



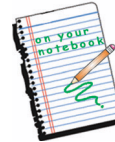
Food

3

Draw food that you have eaten which was packed in a **bottle**, **tin**, **packet** or **box**.

Try to find out where the food is from.

You will need your teachers help to find it.



Some **package** food is brought to Maldives from other countries.

Look at the **package** and find where it was made.

The name of the country would be written on it.

Your teacher will put up the map.

Try to find the countries that you have identified.



packed in can



packed in bottle

4

Tourists

A lot of tourists come to **Maldives** to spend their holidays. **Tourists** like to visit **countries** which are different from their **countries**.

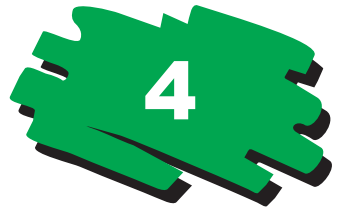
Why do they come to **Maldives**?

They come to **Maldives** because the **islands** and the sea around them are beautiful, **clean** and quiet.



Tourists

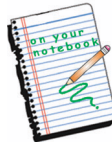
4



Activity 4a

Look around your island.

Draw the cleanest area.



Write down why you think that area is **clean**.

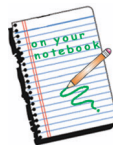
Are there any areas which are not **clean**?

Why is it not **clean**?

Draw this area.

What is found in this area?

Write why it is not **clean**.



4 Tourists

Activity 4b

What can we do to keep our island **clean**?

Write "I can make a Difference"

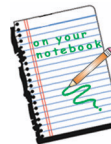
in the sea



on land



Draw and write what you can do.



In other countries

5

Why do you visit other countries for your **holidays**?

When you visit another country for your **holiday**, you are a tourist.

Most **tourists** visit other countries to see something different.

Tourists who visit **Maldives** come from many **countries**.

Activity 5a

What would you like to see if you were a **tourist**?

Here are some pictures of **Germany**.



5

In other countries

Here are some pictures of **Maldives**.

What do you see in the pictures from **Germany**?

What do you see in the pictures of Maldives?

Imagine that you are in each of the photographs of

Germany.

What do you think the place will be like?

Discuss.



In other countries

5

Look at the photographs.

How are the two countries different?

Now do you know why so many **Germans** spend their holidays in **Maldives**?

Discuss.

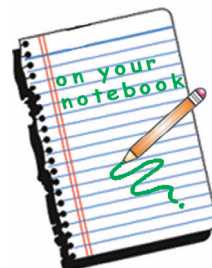
Germany



Maldives



Draw a tourist. **Write** 2-3 sentences about why they come to Maldives, to spend their holiday.



5

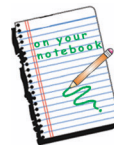
In other countries

Activity 5b

If you get a chance to visit another country for your holiday, where would you go?

Why?

Draw you as a tourist in the place you would best like to visit.



Write 2-3 sentences about what you would do in this place.



In other countries

5

Activity 5c

Look at the big world map that your teacher is showing.

Or the map in page 217.

Many tourists come to **Maldives** from **Italy** and **Germany**.

With the help of your teacher find where **Germany** and **Italy** is.

Now find **Maldives**.

Did you find them in your map?

Are they close to **Maldives**?





My island is special

Each **island** is **special**. In each **island** you will find **special places** and things.

A thing might become special because it is **old**.

It might become special because it was given to you by someone special, because many people use it or because it is different.

Activity 6a

Take a walk around your island with your teacher.



My island is special

6

In your island what is -

the oldest place?



the most used place?





My island is special

the most beautiful place?

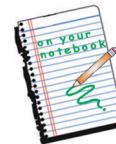


your special place?



Draw and name them.

Write 2-3 sentences about each of them.



Bring the oldest thing you own to class and talk about it.

My island is special

6

Activity 6a

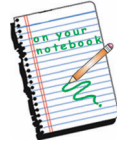
Find out about the **oldest** person you know.

Find out how old the **person** is.

What did she wear when she was your age? Why?

What did she **eat**? What did she **enjoy** doing most?

What did she **play**? What did she **study**?





My island

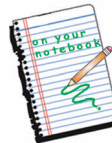
Every island has a special name. A group of **islands** close by form an **atoll**. Your **island** will be in an **atoll**. Find where your **atoll** is from the map of **Maldives**. Can you find your **island** from the **atoll**?

Activity 7a

Draw your island.

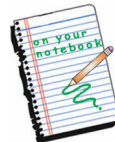
Draw yourself in your **island**.

Write the name of your **island**.



What do you like about your **island**?

What is your atoll? **Write** the name of your **atoll**.



Date _____
Day _____

My island



Find your Atoll



Adapted from:
Tim Godfrey
Malways (Maldives
islandDirectory)

8

Different things

We use different things for different purposes.

We use **books** and **pencils** for studying.

We use **food** to eat.

We use a **bed** to sleep.

We use **water** to clean ourselves.

What are some other things that you use?



Different things

8

Activity 8a

What are some of the things we use when we go to school?

Draw some of them.



Find out where you get these things from.

Ask your parents.

From where did your parents get them?

Ask the shop keepers

From where did they get them?

Under each thing that you drew, write where it was made from.



9

Products we use

Products are things made to be sold.

They could be something made by people or by machine.

Most products we use are brought from other countries.

This is because all the products we need are not found in Maldives.

Activity 9a

Do this with your teacher.

You will need-

A big world map, or globe.

What you do-

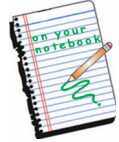
Go to a shop. Observe products found in the shop.



Products we use



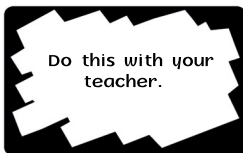
Draw 5 products you liked best from the shop.
Look at it carefully.



Most products will have a label saying where it was made.



Near each drawing write the name of the product and the country and where it was made.



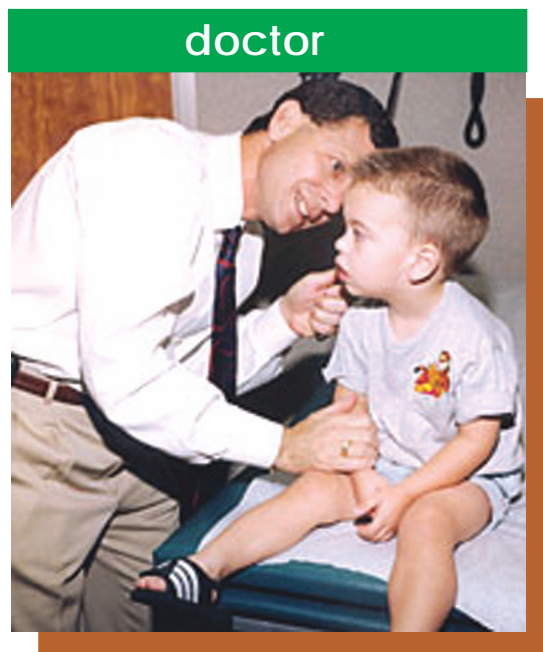
From the map in page 217 look up the countries that you have identified.

Are these countries far from Maldives?

10

Communication

How do you tell your **father** what you want?
When you are sick how do you let the **doctor** know
how you feel?
Think about it.
Your father has understood what you wanted.
The doctor understood how you feel.
You have communicated.



Communication



Activity 10a

A Mariyam's friend Asim is in **India**.
Mariyam has received an **international prize**.
On the same day Mariyam let Asim know about it.
What did Mariyam use to let Asim know about the prize?



Mariyam in Maldives



Asim in India

Draw and name what Mariyam used to communicate with Asim.

Write why did Mariyam use it?



11

How we communicate

Forty years ago, it took many months for people in one island to receive messages from another island.

Now it does not take long to get a message from one island to another.



How we communicate



Activity 11a

How were messages sent 40 years ago?

How are messages sent now?

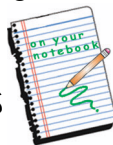
Draw What was used to send messages 40 years ago.

What can be used to send messages now?

Ask old people in your island about how they sent messages when they were young.

Use a form of communication.

Do you know how to use it now? What form of communication do you like best? **Draw** it.



Write 3-4 sentences about it.

Why you like it.

If you get one, what will you do with it?

How will you use it?





How we communicate

