

lost world

THE MARINE REALM OF THE SEYCHELLES

CHAPTER 1: ALDABRA

Workbook by John Christian D. Florescu



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preface

This workbook is designed to be a teaching/learning resource for use in conjunction with *Lost World: The Marine Realm of the Seychelles* by Thomas P. Peschak. Structured in accordance with the current framework of the Seychelles' national school curriculum KS3/4, it combines English language/literacy, numeracy, science, general knowledge and conservation awareness.

Education is of paramount importance in any culture and, with this in mind, the booklet enables teachers and learners to engage with a subject that has great significance both now and in the future. It promotes independent and group study, and encourages students to think about and discuss the ecosystem around them as they learn by accomplishing creative and stimulating tasks.

I am confident you will find this resource both educational and enjoyable, as it inspires participants to become more aware of and knowledgeable about the ecology of their surroundings.

John Christian D. Florescu

How well do you know the Seychelles?

1) In which ocean is the Seychelles situated?

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2) How many islands make up the Seychelles?

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3) Approximately how many islands are inhabited?

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4) The Seychelles lies off the coast of which continent?

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5) Name three animal species that occur in the Seychelles.

.....

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6) Is marine biodiversity high or low in the Seychelles?

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7) Name two shark species that are native to Seychelles waters.

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8) What is the name of the turtles that live in the Seychelles?

.....

9) Approximately how many years old is the granite from which the inner islands are sculpted?

.....

10) How many breeding seabird colonies are in the Seychelles?

.....

11) In what year did the Seychelles become an independent nation?

.....

12) How many species of shrimps are native to the Seychelles?

.....

13) What percentage (%) of the Seychelles territory is made up of dry land?

.....

14) The Seychelles is dependent on two major economic industries. What are they?

.....

.....

15) What percentage of the population works in the fishing industry?

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16) Which fish species in the Seychelles is targeted by international fishing fleets?

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17) How many visitors did the Seychelles attract in 2007?

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18) What attracted these tourists to visit the Seychelles?

.....

19) How many species of reef fish are native to the Seychelles?

.....

20) What did Arabian seafarers call the Seychelles in past centuries?

.....

TASK 1: Inference

Look at the front cover of *Lost World*. Imagine you are snorkelling and you see the image displayed there. Write a brief description about your experience. Pay particular attention to the use of: *paragraphs, adjectives, adverbs, similes, metaphors and personification.*

FOR MORE ADVANCED

Using the same picture, write an account of your snorkelling experience in the past tense. It should take the form of an e-mail, letter or postcard to your best friend who lives in Antarctica. Remember to pay particular attention to describing how you felt and the comparisons between underwater and on land. Also describe the differences and similarities, if any, between the Seychelles and Antarctica. (Remember, your friend has *never* been snorkelling before.)

WORD PLAY

Try to include these words in your account. (Look them up in a dictionary if you're not sure what they mean.)

turquoise

emerald-green

wilderness

coral

exotic

abundance

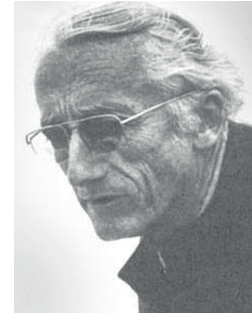
tranquil

diverse

archipelago

TASK 2: Jacques Cousteau

- 1) Research Jacques Cousteau. Who was he and what were his pioneering expeditions?
- 2) Imagine you are in Jacques Cousteau's research team and you have discovered Aldabra (p25). Using information provided in the chapter about Aldabra, write a diary of your experiences.
- 3) Now design an engaging information poster promoting awareness about Aldabra. Your poster is aimed at students of a similar age to yourself and they are at school in Europe, so they are unlikely to be aware of the Seychelles! Remember to include factual information and things that they would find interesting and educational.
- 4) Think about the positive and the negative impacts of tourism to Aldabra. Now compile a list of each in the table below:



POSITIVE IMPACTS (+)	NEGATIVE IMPACTS (-)

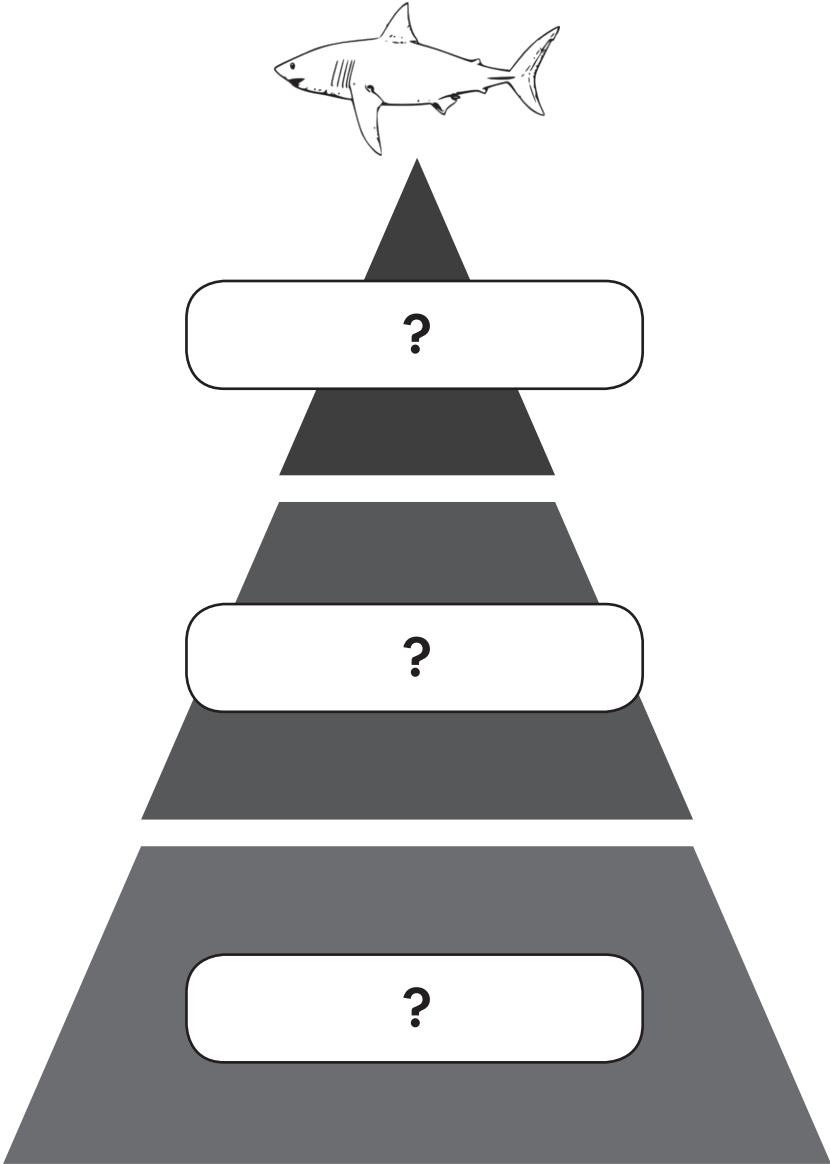
- 5) Compare your lists with the lists of the rest of the class and debate any differences.

TASK 3: Complete the sentences

- 1) As a crow flies, Aldabra lies _____ kilometres off the northern tip of Madagascar.
- 2) It is _____ kilometres east of the African mainland and _____ kilometres west of the Seychelles' granitic islands.
- 3) It is one of the most _____ island environments in the world, and even the _____ of shipping lanes that envelops most of the _____ is distant in every direction.
- 4) Elliptically shaped and _____ kilometres long and _____ kilometres wide, the world's largest raised _____ atoll was born at the end of a volcano's fiery reign.

TASK 4: Food chain

Design a poster showing the food chain of sea life in Aldabra lagoon, using the diagram below.



TASK 4a

When you have completed your food chain pyramid, think what the positive and the negative impacts would be if the apex predator (sharks) disappeared (if it became extinct or was no longer native to the Indian Ocean). List your answers and then discuss the similarities and differences in the lists of the rest of your class.

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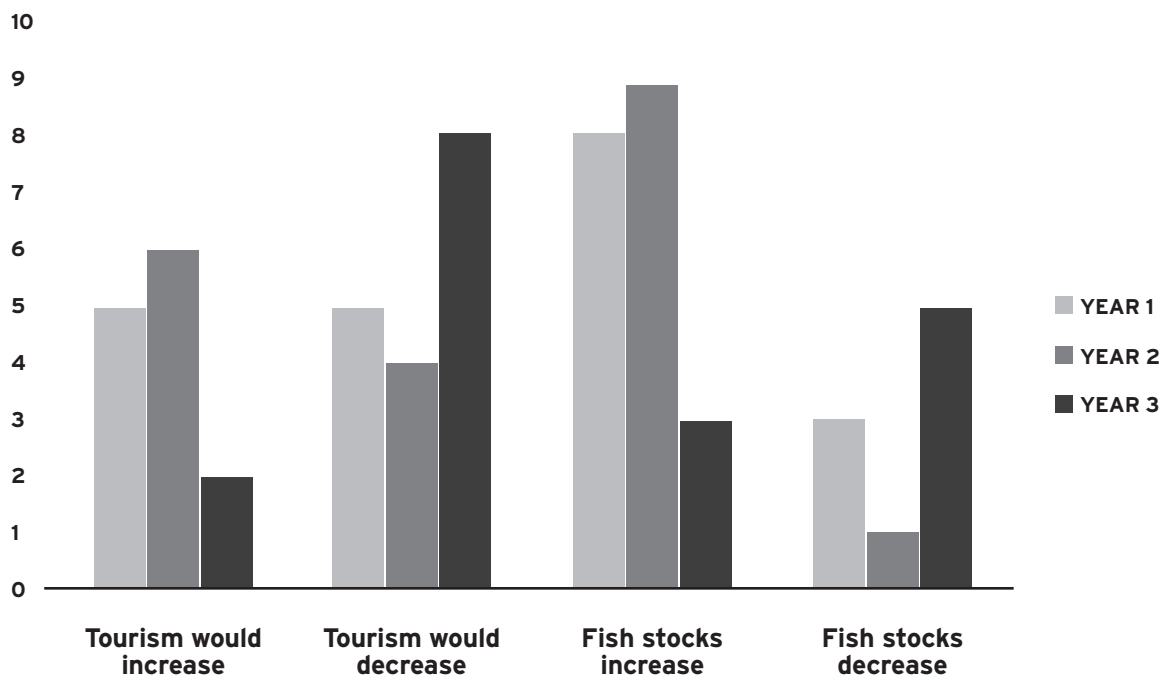
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Finally, compile a graph that shows the answers of your whole class/ year group/school, indicating trends and differentiation (see the example below). Were there any trends between year groups in specific areas of data? Why do you think this was?



TASK 5: Word search

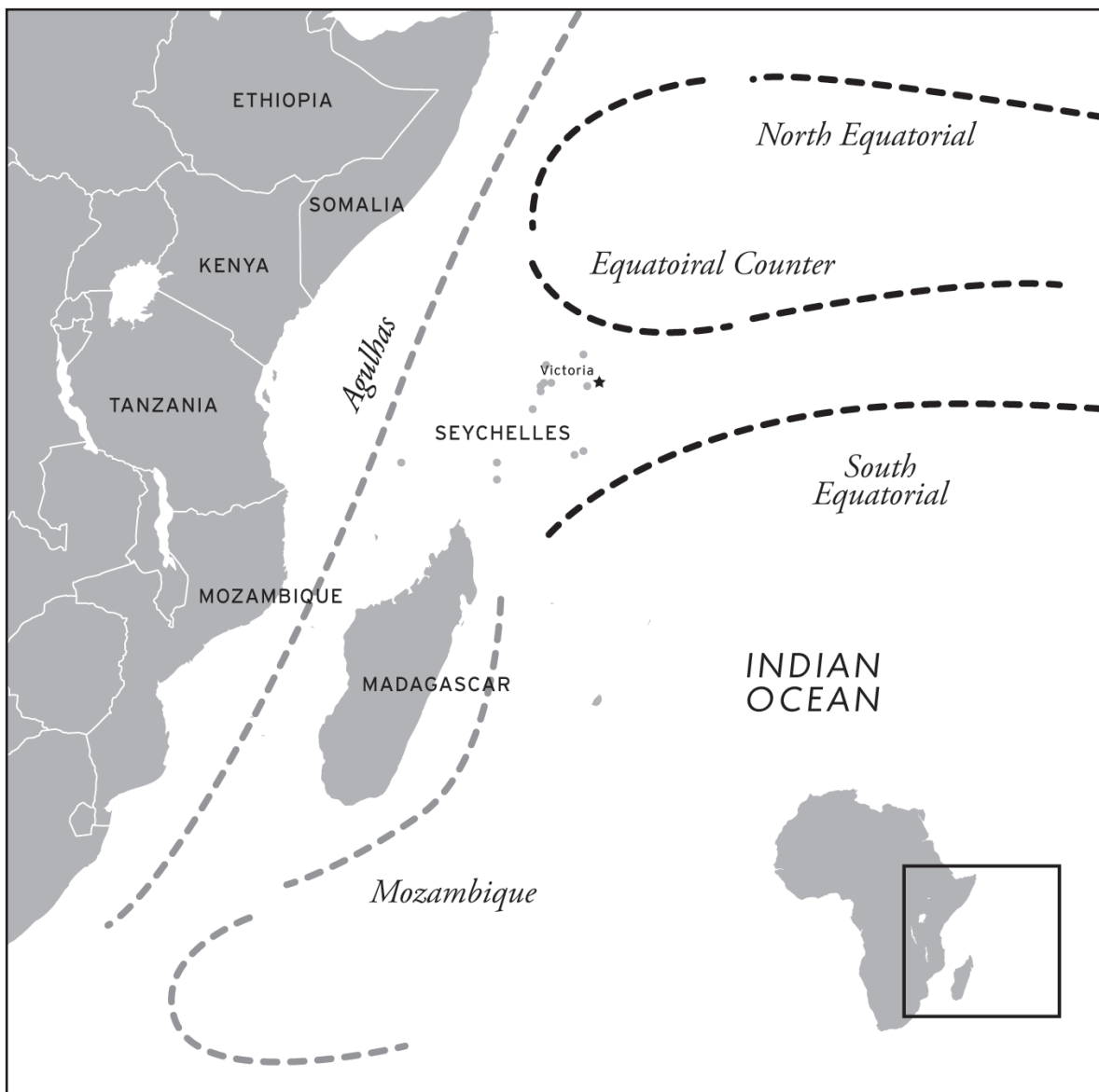
Find the following words in the search grid below:

**atoll reef Africa lagoon tip islands extinct Seychelles
dive shark archipelago ocean whale aqua tortoise**

L	L	O	T	A	F	K	P	I	R	E	E	F	W	A
A	E	U	Z	Q	R	X	Q	T	Q	I	Z	K	F	H
G	S	T	C	U	H	K	T	O	N	Y	X	R	A	A
O	I	B	S	A	J	N	I	R	E	G	I	V	P	S
O	E	T	Y	B	D	L	P	T	T	C	F	P	S	E
N	L	A	R	O	C	X	L	O	A	L	R	D	E	L
Q	C	Z	T	Y	B	A	O	I	P	I	N	M	L	L
A	R	U	A	V	W	N	H	S	C	A	P	C	E	E
T	C	N	I	T	X	E	Z	E	L	L	D	L	P	H
X	V	J	S	F	C	S	T	S	U	R	A	S	N	C
E	S	G	Z	E	D	E	I	S	K	H	Z	X	O	Y
V	M	H	N	K	W	N	R	U	W	T	S	K	O	E
I	G	H	A	E	G	R	Z	F	J	V	A	Y	J	S
D	C	F	A	R	C	H	I	P	E	L	A	G	O	E
V	C	R	D	G	K	W	T	B	H	N	A	E	C	O

TASK 6

Read the text in the introduction and use it to complete the map below. Draw arrows to show the direction of the current when the South-East monsoon winds blow. Now, in a different colour, show the direction of the current when the North-West monsoon winds blow.





TASK 7

Unscramble the following words and write down their meaning:

- 1) shlu = _ _ _ _
- 2) stide = _ _ _ _ _
- 3) ocvlona = _ _ _ _ _ _ _
- 4) txneitc = _ _ _ _ _ _ _
- 5) secpsie = _ _ _ _ _ _ _

TASK 8

Read the Aldabra chapter and use the information in it to create a poster displaying the plants and animals found in the Aldabra lagoon. Include at least three types of plant and six types of animal in the table below and in your poster.

PLANTS	ANIMALS	PICTURE
Sea grass	Aldabra tortoise	 

TASK 9

Potato grouper fish and sharks are fortunately still abundant in Aldabra, but their numbers in other locations in the Indian Ocean are in decline.

Write a letter to a fishing company that is planning to expand its fishing operations to the Aldabra region. Stress your concerns about its plans to target this rich area of the Indian Ocean. Make particular reference to the long-term implications of the depletion of fish stocks and to the positives of sustainable fishing and regulated or controlled tourism.

Remember to structure your letter with addresses, date and title, and an appropriate opening sentence, paragraphs, grammar, punctuation and a summary.

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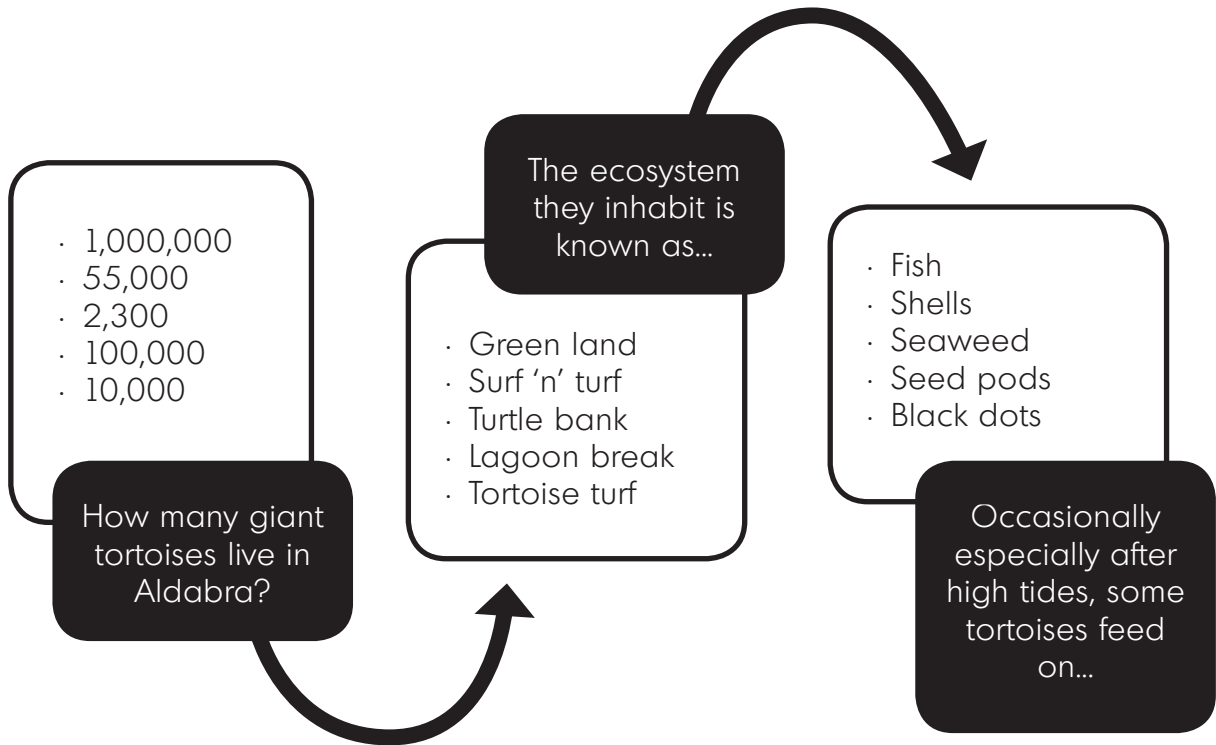
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TASK 10

Answer the questions correctly to help the tortoise get to his mate.



Teacher's Guide & Answers

How well do you know the Seychelles?

- 1) Indian Ocean
- 2) 115
- 3) 30
- 4) Africa
- 5) Seabirds, crabs and giant tortoises
- 6) High
- 7) Blacktip and silvertip sharks
- 8) Green turtles
- 9) 650 million years
- 10) 18
- 11) 1976
- 12) 165
- 13) 0.03%
- 14) Fishing and tourism
- 15) 2.5%
- 16) Tuna
- 17) 161,273
- 18) Natural riches, vibrant marine life and unspoilt beaches
- 19) 400
- 20) Bahr el Zanji

TASK 1

Teacher discretion

TASK 2

Teacher discretion

TASK 3

- 1) As a crow flies, Aldabra lies **460** kilometres off the northern tip of Madagascar.
- 2) It is **700** kilometres east of the African mainland and **1,150** kilometres west of the Seychelles' granitic islands.
- 3) It is one of the most **remote** island environments in the world, and even the **spiderweb** of shipping lanes that envelops most of the **globe** is distant in every direction.
- 4) Elliptically shaped and **34** kilometres long and **14** kilometres wide, the world's largest raised **coral** atoll was born at the end of a volcano's fiery reign.

TASK 4

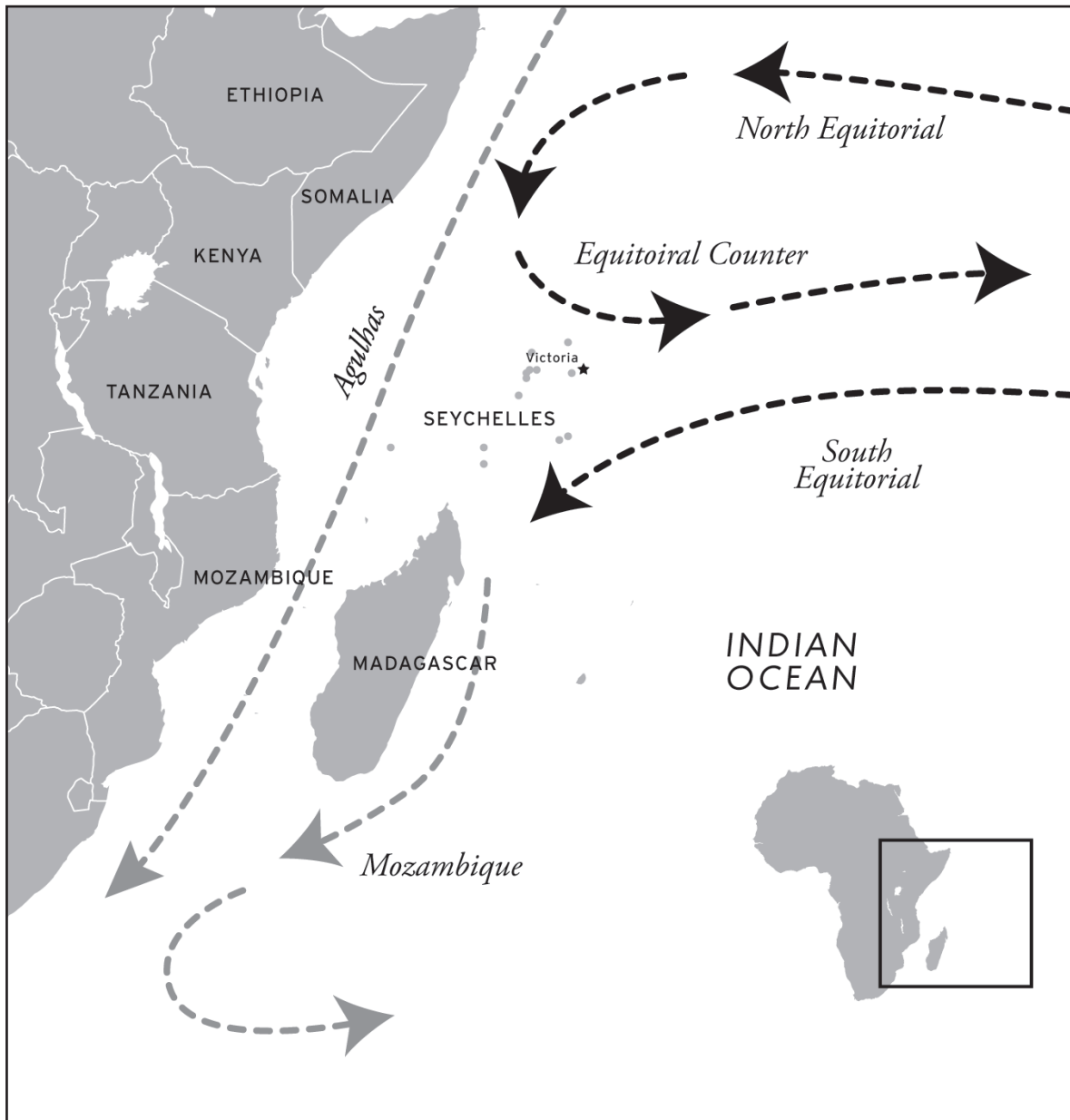
Teacher discretion

TASK 5

See overleaf

L	L	O	T	A	F	K	P	I	R	E	E	F	W	A
A	E	U	Z	Q	R	X	Q	T	Q	I	Z	K	F	H
G	S	T	C	U	H	K	T	O	N	Y	X	R	A	A
O	I	B	S	A	J	N	I	R	E	G	I	V	P	S
O	E	T	Y	B	D	L	P	T	T	C	F	P	S	E
N	L	A	R	O	C	X	L	O	A	L	R	D	E	L
Q	C	Z	T	Y	B	A	O	I	P	I	N	M	L	L
A	R	U	A	V	W	N	H	S	C	A	P	C	E	E
T	C	N	I	T	X	E	Z	E	L	L	D	L	P	H
X	V	J	S	F	C	S	T	S	U	R	A	S	N	C
E	S	G	Z	E	D	E	I	S	K	H	Z	X	O	Y
V	M	H	N	K	W	N	R	U	W	T	S	K	O	E
I	G	H	A	E	G	R	Z	F	J	V	A	Y	J	S
D	C	F	A	R	C	H	I	P	E	L	A	G	O	E
V	C	R	D	G	K	W	T	B	H	N	A	E	C	O

TASK 6



TASK 7

Lush = growing vigorously

Tides = the cyclic rise and fall of the sea

Volcano = a mountain created by the accumulation of materials
ejected from a vent in the earth's crust

Extinct = no longer in existence

Species = a classification of plants or animals

TASK 8

Teacher discretion

TASK 9

Teacher discretion

TASK 10

- 100,000
- Tortoise turf
- Seed pods