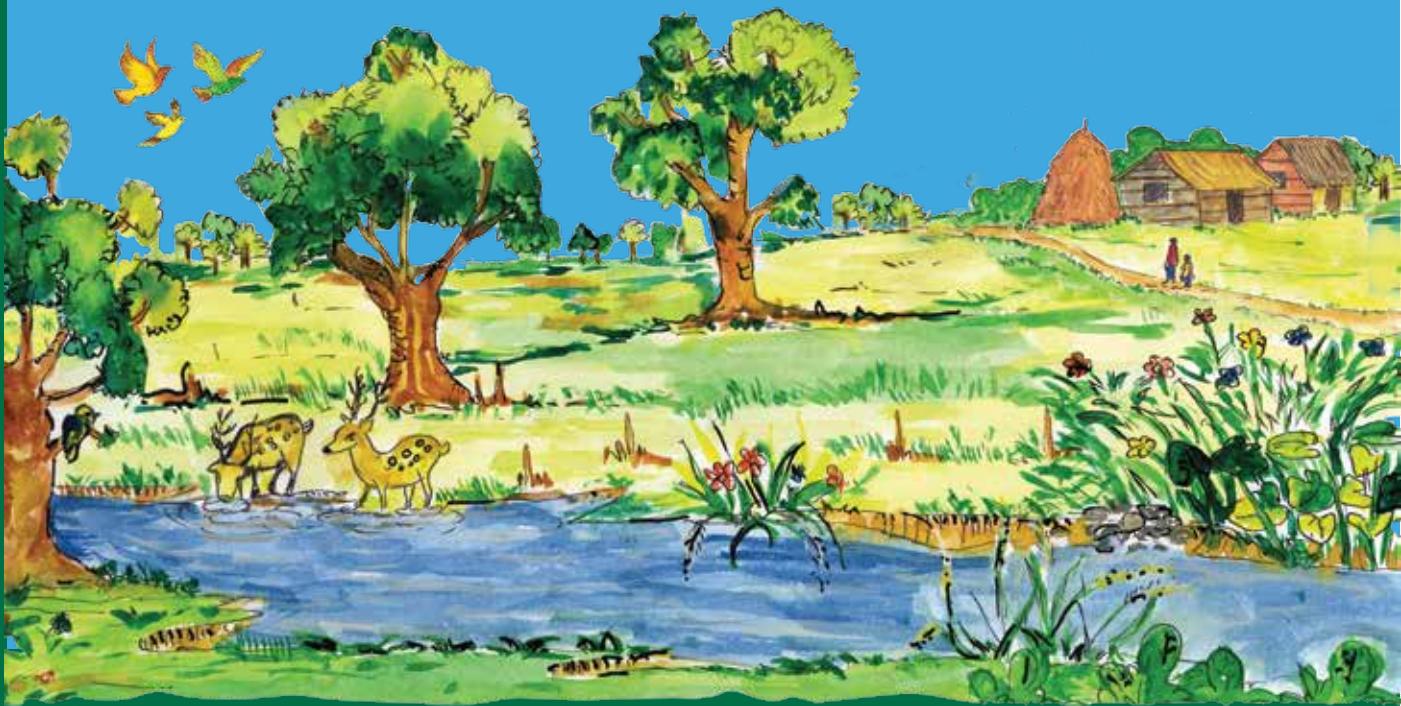


# BANGLADESH AND GLOBAL STUDIES

Class

3



National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board  
as a textbook for class three from the academic year 2013

# Bangladesh and Global Studies

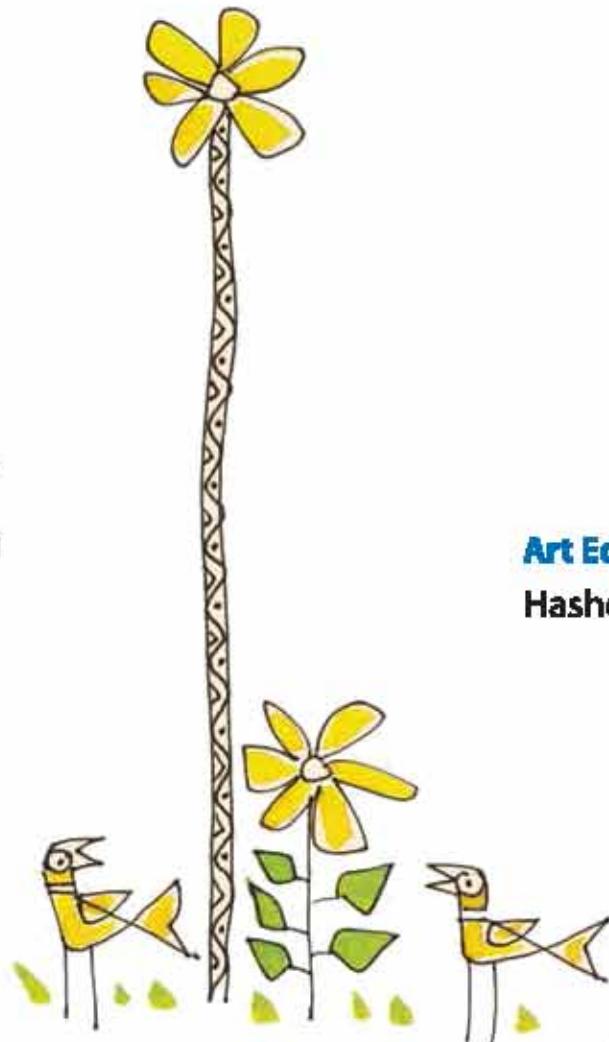
## Class Three

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## Preface

Children are great wonders. There is no end to the thinking about their world of wonder. They are a subject of contemplation for educationists, scientists, philosophers, child specialists and psychologists. The fundamental principles of child education outlined in the National Education Policy 2010 have been defined in the light of these contemplations. The curriculum for primary education has been revised to develop a child on the potentials of their innate amazement, unbounded curiosity, endless joy and enthusiasm keeping in view the all-round development of children's potentials. The aims and objectives of primary education were modified in the revised curriculum of 2011.

The content of the textbooks for **Bangladesh and Global Studies** is totally relevant to today's children in Bangladesh, including topics on society and environment in Bangladesh, tradition and culture, the history of the War of Liberation, basic needs, children's rights, duties and responsibilities; the sense of cooperation and compassion respectful to the culture and occupations of others; proper use and maintenance of resources, disaster, population and human resources. To be mentioned, the biography of the Father of the Nation, the true history and information of the War of Liberation have been depicted correctly.

To make the young learners interested, enthusiastic and dedicated, Honorable Prime Minister Sheikh Hasina instructed to change the textbooks into four colours, to make them interesting, sustainable and to distribute free of cost since 2009. The textbooks of all students of Pre-primary, Primary, Secondary, Ibtediae, Dakhil, Dakhil Vocational and S.S.C Vocational levels are being distributed free of cost across the country which is a historical initiative of the present government.

My sincere acknowledgement and thanks to all who helped in different stages of composition, editing, rational evaluation, printing and publication of the textbook. Though all cares have been taken by those concerned, the book may contain some errors/lapses. Therefore, any constructive and rational suggestions will be highly appreciated for further improvement and enrichment of the book. We will deem all our efforts successful if the young learners for whom it is intended find it useful to them.

**Professor Md. Farhadul Islam**

Chairman

National Curriculum and Textbook Board, Bangladesh

## **Introduction**

This textbook, Bangladesh and Global Studies, is intended to teach children about the world around them. Its contribution to the curriculum represents a combination of values, knowledge and skills:

- Its values are those of the culture of Bangladesh, derived from the country's political liberation, its religion and its territory
- Its knowledge base combines the disciplines of geography, history and the study of society.
- It includes the skills of enquiry and research, organizing information, and objective analysis of social behaviour and physical conditions.

This is the first grade in which pupils will have a textbook in this subject. Their reading skills are still not yet fluent, and they may not be used to following activities from a textbook. The teacher's support is therefore vital to bring the textbook to life. Every effort has been made to make the text and activities engaging, appropriate and accessible to year 3 pupils. A Glossary is provided at the end of the book to help develop pupils' vocabulary in this subject.

## **Chapters**

The content is divided into 12 chapters that expand from local circumstances outwards to national and global considerations. The curriculum for Bangladesh and Global Studies specifies attainable competencies per chapter determining the purpose of study of each chapter, and these are elaborated in the Teacher's Edition.

## **Topics**

Each chapter is divided into 2-4 topics, each of which focuses on a particular aspect of the chapter. The topics are presented as double-page spreads, with text on the left page and questions and activities on the right page. This makes it easier for the teacher to integrate the learning activities with the text, and easier for the pupil to find the text to which the activities refer.

## **Lessons**

Each topic should take two lessons. This gives a total of 72 lessons in the year, which allows some extra time for further study, or lessons left through out the year. The first lesson of each topic covers the reading text and speaking activity, and the second lesson of the topic covers the writing, extension and check activities.

The curriculum for Bangladesh and Global Studies also specifies learning outcomes for each chapter. These are allocated lesson by lesson in the Teacher's Edition, to help the teacher fulfil the appropriate outcomes.

### Activity pages

The questions and activities are given equal space to the text because they are an essential part of the learning process. Pupils do not learn just by reading and memorization; they learn through asking and answering, organising information, and enquiry.

It is recommended that the teacher starts lesson by establishing pupils' current understanding, and then uses reference to local examples wherever possible. The sequence of questions and activities progresses in difficulty through each topic, and develops and practises the following range of skills:

- **Speaking activities:** These have been used to encourage pupils to share their own ideas and show their speaking skills in a less formal way. Most activities encourage discussion in the whole class, with the teacher to write pupils' suggestions on the board. This also helps pupils to spell the words they might use in their own writing activities.
- **Writing activities:** Again these usually progress in difficulty: from making lists, to dividing information into categories, then to write complete sentences.
- **Extension activities:** These offer opportunities for further accumulation of knowledge on the topic, e.g. through drawing or research that takes learning beyond the page. Though these activities may take time to plan and administer, it is important to make time for these, as these be the most memorable learning experiences of the pupils.
- **Check:** These provide formative assessment at the end of each topic If covers multiple choice questions, fill in the gap, matching and short answer questions.

Group work, pairwork and individual activities have been added to bring diversity in class work. The teacher will decide how best to organize the class for different activities, so that pupils can prepare themselves and form groups prior to each kind of activity.

**The skills matrix:** What type of skills will be achieved through the activities are mentioned for each topic.

### Assessment

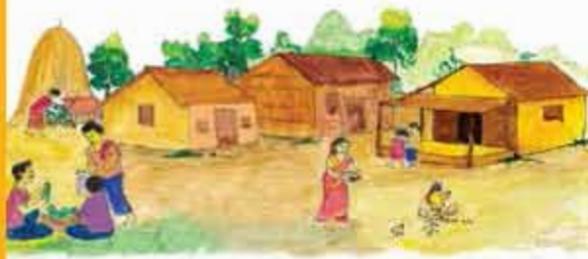
Finally, as a practice material for summative assessment, four pages of short and long answer questions, chapter by chapter, are provided at the end of the textbook.



<b>Topic</b>	<b>Speak</b>	<b>Write</b>	<b>Extend</b>
1.1	Observation and listening	Observation and categorisation	Imagination and drawing
1.2	Observation and listening	Observation and categorisation	Observation
1.3	Questioning skills	Review and categorisation	Research of data
1.4	Local knowledge and discussion	Knowledge and categorisation	Imagination and drawing
2.1	Discussion and local	Empathy	Empathy and role play
2.2	Experience and discussion	Comprehension and categorisation	Objectivity and comprehension
2.3	Experience and discussion	Comprehension and categorisation	Research and drawing
3.1	Discussion and compression	Imagination	Prioritising, analysis
3.2	Point of view	Description and Comprehension	Planning
3.3	Discussion	Comprehension and categorisation	Planning and implementation
4.1	Comprehension and knowledge	Local knowledge	Role play
4.2	Comprehension and Observation	Knowledge	Inference, organisation
4.3	Observation	Comprehension, knowledge	Imagination and drawing
5.1	Comprehension and categorisation	Comprehension	Empathy, role play
5.2	Discussion and self-assessment	Analysis	Role play and questioning skills
6.1	Discussion and Observation	Description	Discussion and implementation
6.2	Discussion and categorisation	Organisation	Planning
6.3	Comprehension and categorisation	Analysis	Planning
7.1	Analysis of causation	Description of causation	Organising information
7.2	Analysis of effects	Description of effects	Organising information
7.3	Action planning	Analysis of point of view and display of information	Participation in collaborative action
8.1	Knowledge	Lexicography	Knowledge
8.2	Comprehension	Comprehension	Drawing
8.3	Comprehension	Comprehension	Drawing and comprehension
9.1	Knowledge	Comprehension	Drawing
9.2	Comprehension	Comprehension	Drawing
9.3	Comprehension and knowledge	Lexicography	Presentation skills
9.4	Comprehension	Comprehension	Presentation skills
10.1	Comprehension	Comprehension	Research
10.2	Comprehension	Comprehension	Planning and presentation skills
11.1	Comprehension	Collaboration	Research
11.2	Comprehension	Comprehension	Planning
11.3	Local knowledge	Experience and description	Planning
12.1	Local knowledge	Knowledge and definitions	Feelings and imagination
12.2	Comprehension	Inference	Presentation skills
12.3	Imagination	Imagination	Presentation skills

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# The Natural and Social Environment

## 1

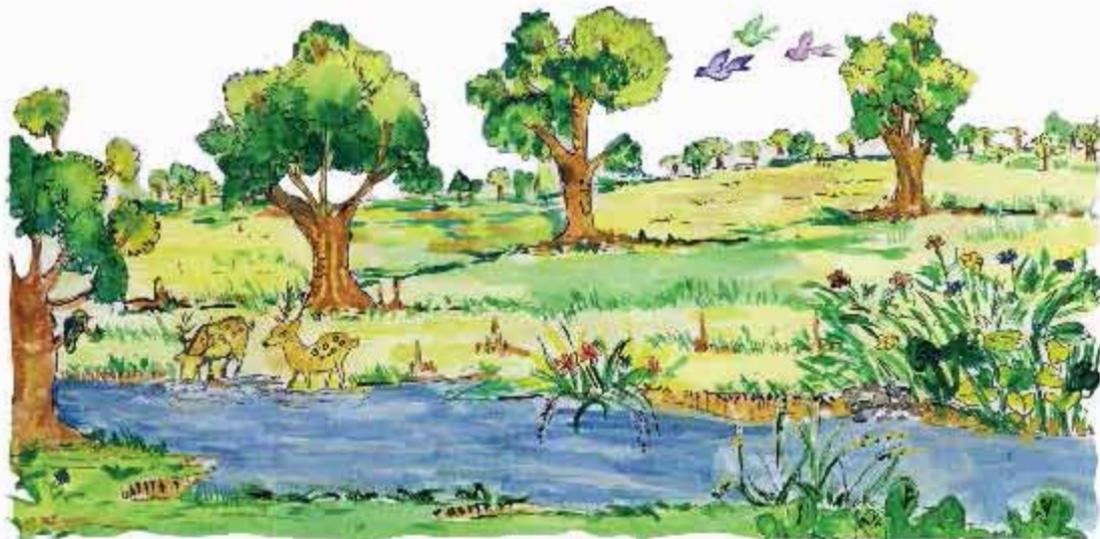
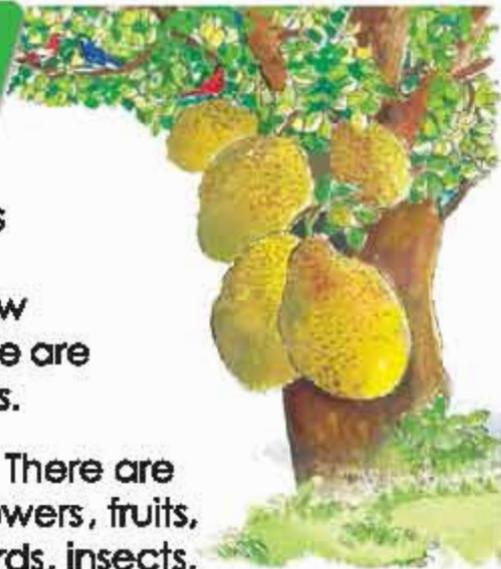
### Natural environment

All the things in our surroundings belong to our environment.

Before people start to live in a new place, there is simply nature. There are soil, water, air, plants and animals.

We can see nature all around us. There are different types of plants, trees, flowers, fruits, vegetables. There are animals, birds, insects, fishes. There are also the sun, the moon, stars, rain, clouds and rivers.

All these things make our **natural environment**.



The natural environment

**A | Let us speak**

Look out your classroom window. What can you see in the natural environment? All of you together make a list ( students will say and teacher will write on the board.)

**B | Let us write**

In pairs, write lists of natural things under these headings:

Plants	Animals	water

**C | Let us extend**

Draw a picture of natural environment, for example, a tree or an animal.

**D | Let us check**

Tick (✓) the right answer .

- 1 Which one is an example of natural environment?  
a) house      b) tree      c) road      d) bridge
  
- 2 A bird is  
a) a plant      b) an animal      c) air      d) water

## 2 Society and the social environment

We cannot live alone. We live together to fulfil different needs. We help each other and we work together. Thus people live together and create societies.



The social environment

People build things to meet their needs like : houses, schools, playgrounds, roads, shops etc. Man made all these things. The humans and man-made things together make our **social environment**. In the picture above, you can see some examples of social environment.

**A | Let us speak**

Look out your classroom window. What man-made things can you see in the social environment? All of us together make a list. (students will say and teacher will write on board.)

**B | Let us write**

In pairs, write examples of the social environment, under these headings:

Buildings	Transport	Work

**C | Let us extend**

What are the people doing in the picture of the social environment on the previous page?

Children are.....

Three men are.....

Two people are.....

**D | Let us check**

Tick (✓) the right answer.

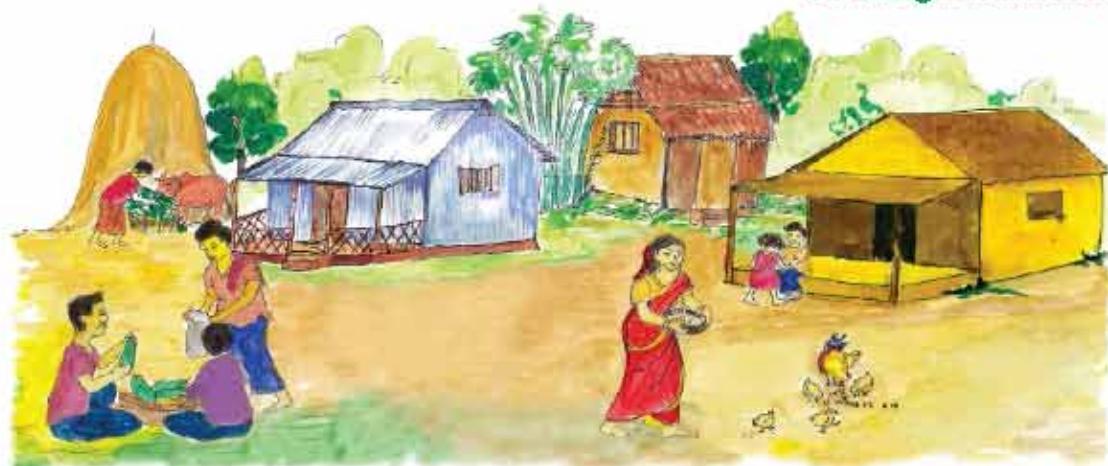
Which one is an element of the social environment?

- a) bird      b) animal      c) school      d) river

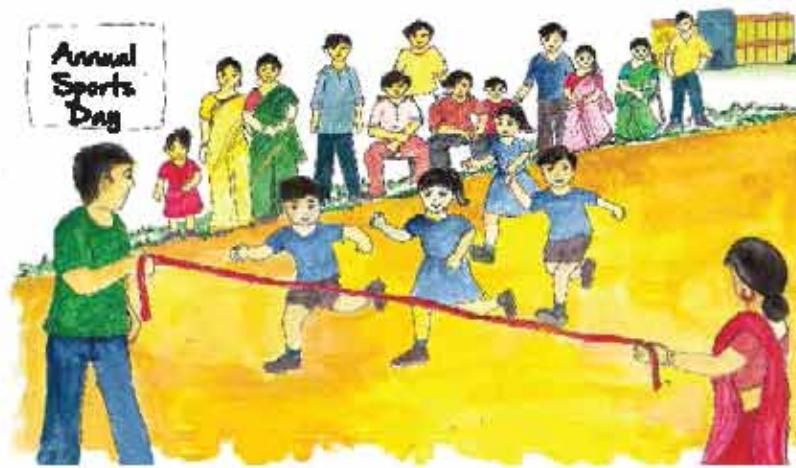
### 3 The Importance of the Social Environment

The important elements of our social environment are our home and school.

our neighbourhood



We know our home very well. We live there. We play in the yard. Everyone around us is our neighbour.



Our school is very dear to us. We learn and play in the school. We take part in different functions and festivals there.

The role of the school in the development of social environment

**A | Let us speak**

Ask your friend about his/ her **society**:

- How many members are there in your family?

Let us know more about **social environment**:

- How do you come to school?

**B | Let us write**

Write these words in the correct column:

bird   school   animal   river   house   road   tree   bridge

Natural environment	Social environment

**C | Let us extend**

Collect some information about your school with a partner:

Number of students .....

Number of classrooms.....

Number of teachers.....

**D | Let us check**

Fill in the gaps with appropriate words.

1 School is an element of the \_\_\_\_\_ environment.

2 We should always keep our \_\_\_\_\_ clean.



## Transport

Transport is another important element of the social environment. Roads and transport help us in many ways. We go to school using roads. We go to markets and visit different places using roads. we use bus, train, launch, steamer and aeroplane for long distance.



Different types of Transport

**A | Let us speak**

What kinds of transport are there in your local area?  
Make a list with the help of your teacher. (Students will say and teacher will write on the board)

**B | Let us write**

In pairs, write a lists of transport under these headings:

Land	Water	Air

**C | Let us extend**

Which type of transport do you like to use in your local area?  
Draw a picture.

**D | Let us check**

Match the phrases on the left with the ones on the right.

- a) We enjoy many
- b) Everything around us is called
- c) For their needs
- d) Houses, roads, transport are

- People built many things.  
parts of the social environment.  
our environment.  
functions and festivals.

## Chapter 2

# Living Together

### 1

### Respecting

We live together in family with parents, brothers, sisters and other relatives. In our neighbourhood, people of different ages, religions, occupations and ethnic groups like chakma, Marma, Garo, Santal etc. live together.



People of different ages and ethnic groups living together

In our class, we are of the same age but we are all different. Some are boys, some are girls. Some are weak in eyesight. Some are weak in hearing. Some learn fast, and some learn slowly. There are also some special needs children in our society. They need special care of their physical and mental conditions. So we need to support one another and love and respect everybody.

**A | Let us speak**

Discuss in class all the social varities of the people of your locality.

- ◻ What age group people are there?
- ◻ What are their different jobs?
- ◻ What religions do they belong?

**B | Let us write**

In pairs, write what you can do to help your classmate who needs more time to read and understand.

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**C | Let us extend**

Think of someone in your locality who needs help.

Act out in a group to show how you can help this person.

**D | Let us check**

Match the phrases on the left with the ones on the right.

- a) In our society, we men, women,
- b) Besides Bangalees other
- c) In order to live together,
- d) In festivals, children

- ethnic groups live in our society. enjoy themselves with friends. we must respect everyone. rich and poor live together.

**2****Muslim and Hindu festivals**

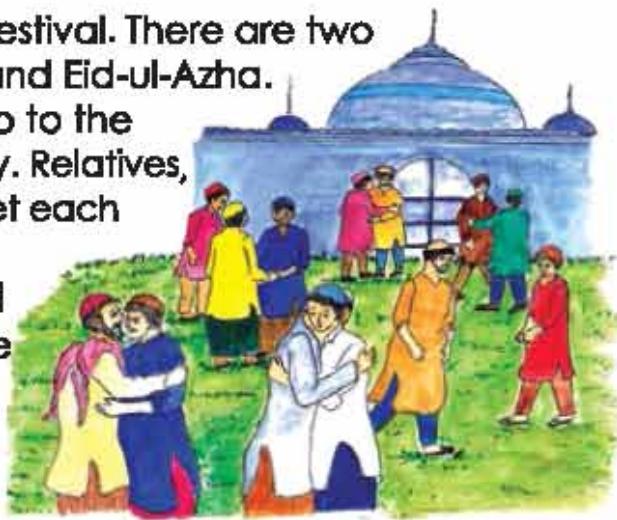
We have four main religions in our country. People of every religion observe some festivals. We are from different religions but we attend each other's festivals.

**Muslim festivals**

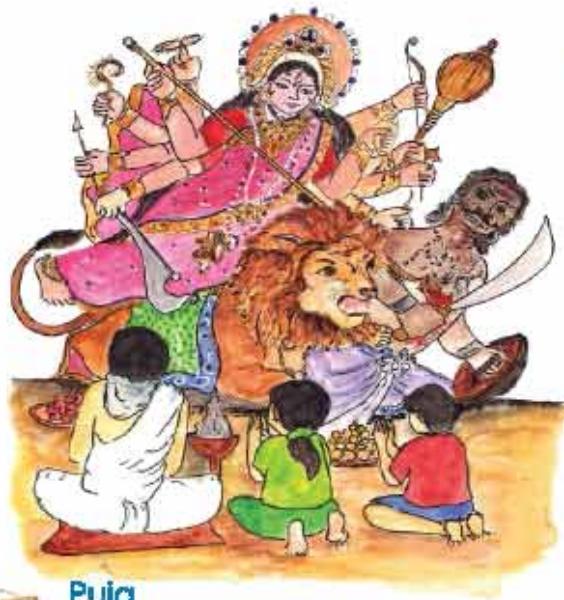
Eid is the greatest Muslim festival. There are two Eids each year: Eid-ul-Fitr and Eid-ul-Azha.

On the Eid day, Muslims go to the Eidgah and mosque to pray. Relatives, neighbours and friends greet each other and dine together.

Children roam around and enjoy themselves. There are other Muslim festivals also, like Shab-e-Barat, Shab-e-Quadar and Eid-e-Miladunnabi.



Eid



Puja

**Hindu festivals**

Hindus have religious occasions or Pujas all the year round. The main festivals are Durga Puja, Saraswati Puja and Lakshmi

Puja. During that time, they go to temples for offering pujas. Everyone greets each other and shares sweet and fruits. Children play different games and enjoy themselves.

**A | Let us speak**

Describe what you did during your last religious festival.

**B | Let us write**

In pairs, write from the text what are special about Muslim and Hindu festivals:

Muslim festivals	Hindu festivals

**C | Let us extend**

- Where do Hindus worship in your neighbourhood?
- Imagine you had a friend of a different religion.  
What would she/he do at Eid or Puja festival? Think and write a sentence.

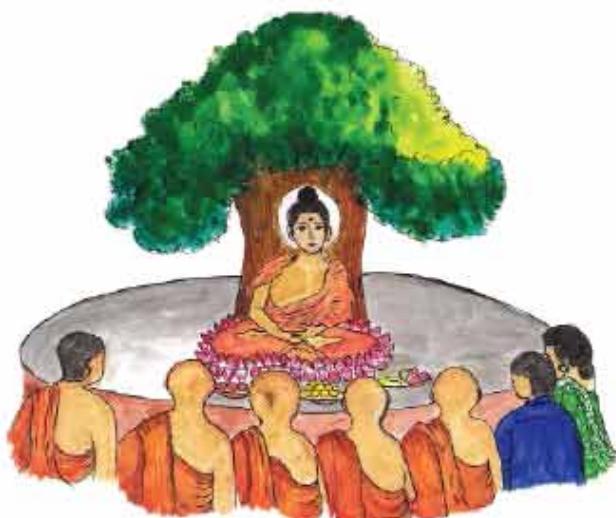
**D | Let us check**

Tick (✓) the right answer.

How many main religions are there in our country?

- a) three      b) four      c) five      d) six

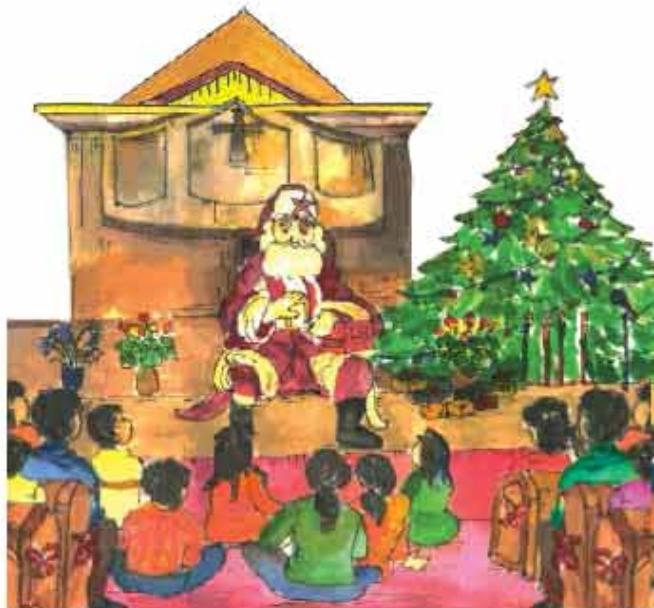
### 3 Buddhist and Christian festivals



Buddha Purnima

#### Buddhist festivals

Buddha Purnima is the main Buddhist festival. It marks the birthday of Gautam Buddha. During this festival, Buddhists offer special prayers together. Children also enjoy participating in the activities. Another Buddhist festival is 'Maghi Purnima'.



Christmas

Different ethnic minority groups have their own religious festivals too.

**A | Let us speak**

Have you ever seen or attended any festival of other religions?

If you have seen any, tell others what you know about the festival.

**B | Let us write**

In pairs, write from the text what is special about Buddhist and Christian festivals:

Buddhist festivals	Christian festivals

**C | Let us extend**

- Collect pictures of any religious festivals.
- Draw a picture of your favourite festival in your area and write a sentence about it.

**D | Let us check**

Tick (✓) the right answer.

Which religion observes Maghi Purnima?

- a) Islam   b) Hinduism   c) Christianity   d) Buddhism

## Chapter 3

# Our Rights and Responsibilities

## 1

### Our rights in society

In a society, everyone has the **right** to live. This is why some right must be fulfilled. We need food, clothes, education, housing, healthcare and safety to make our life better. These are our six basic rights.





A | Let us speak

Give examples of how we fulfill each of these rights:

- Food: rice,.....  
Clothes.....  
Education.....  
Home.....  
Safety.....  
Healthcare.....



B | Let us write

Why is education important? Write a sentence.



C | Let us extend

Imagine you were in a disaster.

Which of these six basic needs would you try to find first?

Decide six necessary rights in a serial. Work in small groups.

- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |



D | Let us check

Fill in the blanks with appropriate words.

We have ..... basic rights in our society.

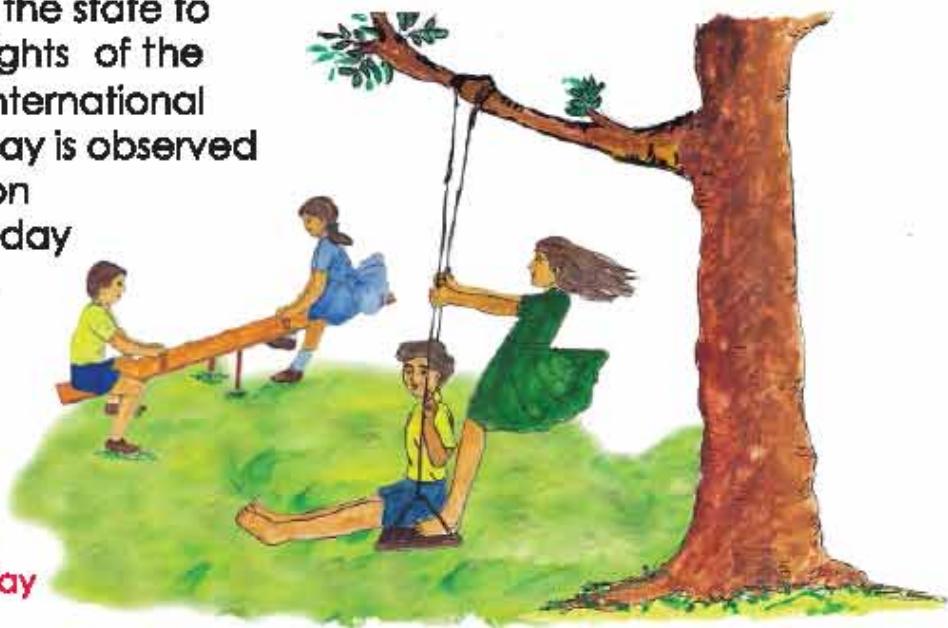
The most important of them is .....

## 2 Our rights as children

As children we have some special rights. These include:

- ✓ The right to birth registration
- ✓ The right to a name
- ✓ The right to be loved and get affection
- ✓ The right to nutrition and healthcare
- ✓ The right to play, recreation and rest
- ✓ The right to education
- ✓ The right for girls and boys to have equal treatment

These are the rights of every child in the world. These rights make sure you will grow up healthy, intelligent and with opportunities in life. It is the duty of the family, society and the state to fulfil these rights of the children. International Children's Day is observed every year on the first Monday of October.



The right to play

**A | Let us speak**

Discuss in the class:

- Do you think girls and boys in your family get equal treatment?

**B | Let us write**

In pairs, write examples of how your family looks after your rights.

**My rights as a child in my family**

1	
2	
3	
4	

**C | Let us extend**

Make a plan of how to observe International Children's Day in your school.

- What could you do in school assembly?
- How could you decorate the classroom?
- Could you stage a drama show?

**D | Let us check**

Tick (✓) the right answer.

Which one is a children's right?

- |                       |                           |
|-----------------------|---------------------------|
| a) birth registration | b) following rules        |
| c) respecting elders  | d) looking after the sick |

# 3

## Our responsibilities as children

As we have rights, so we also have responsibilities towards our family. Here are some of them:

### Our duties to our family

- ✓ Follow family rules
- ✓ Respect parents and elders
- ✓ Look after the sick members of our family
- ✓ Help parents and other members of the family in their work
- ✓ Respect elder siblings and look after younger ones

We should do our duties to the family. Then we can enjoy our rights.



Children carrying out their duties

**A | Let us speak**

What duties can you do in your family?

**B | Let us write**

In pairs, write these in the correct column:

- Looking after your younger siblings
- Having clothes
- Going to school
- Washing one's own clothes

Rights	Responsibilities

**C | Let us extend**

In a group, make a poster on 'children's rights and responsibilities'. On the left side make a list and draw pictures of the rights. On the right side write a list and draw examples of the responsibilities.

**D | Let us check**

Tick (✓) the right answer.

Which is our responsibility to our family?

- a) to play
- b) to follow family rules
- c) to study
- d) birth registration

# Different Occupations of Society

## 1

### People who grow things

A society needs many types of work. Work that earns money is called an **occupation**. Professionals produce many things. Some people grow things, some people make things and some people help others.

In Bangladesh, most of the people live in villages. Some live in towns. Their occupations in villages and towns are different. In villages, most professionals grow things.

#### Farmers



Farmer harvesting vegetables

Those who produce crops are called farmers.

Farmers grow many kinds of crops and vegetables, including rice, jute, brinjal, tomato, radish, carrot etc. We eat many kinds of food. Farmers grow them.

#### Fishermen

Fishermen catch fish from tanks, canals, lakes, rivers and seas using nets. They sell fishes in the market and earn money. They cultivate fish in ponds or waterbodies.



Catching fish

**A | Let us speak**

- 1 What do we mean by an occupation?
- 2 Name two occupations involved in growing things.
- 3 Which crops are named in the text?
- 4 Which other crops do you know of?
- 5 Where are fishes caught?

**B | Let us write**

Write a list of farming tasks:

**Digging**

---

**C | Let us extend**

Work in groups. Act out the role play of different occupations. Others guess what the occupations are.

**D | Let us check**

Tick (✓) the right answer.

What does a fisherman do?

- |                   |                  |
|-------------------|------------------|
| a) catches fishes | b) weaves cloths |
| c) makes pots     | d) makes dresses |

## 2

### People Who make the things

People of different occupations use different materials to make various things.

#### Potter

A potter uses **clay** to make pots, pitcher jars etc. We use these things at home.



#### Weaver and tailor

A weaver uses threads of cotton, silk or wool to make cloth on a **loom**. The tailor uses the cloth to cut and sew clothes. We wear these clothes every day. On special occasions we wear new clothes and we feel happy.

#### Masons

A mason uses bricks, cement, sand and metal to build houses and buildings. The buildings may be in villages or towns.



**A | Let us speak**

What materials do these professionals use?

A potter uses .....

A weaver uses .....

A tailor uses .....

A mason uses .....

**B | Let us write**

1. Write a list of other people who make things:

.....

.....

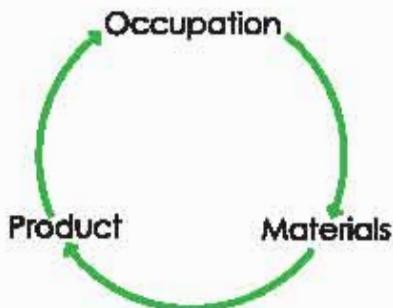
2. Choose one occupation from your list and describe in brief what they do.

.....

.....

**C | Let us extend**

Choose one of the occupations on page 24. Copy this chart and write the occupation, what materials they use, and what product they make.

**D | Let us check**

Give a short answer.

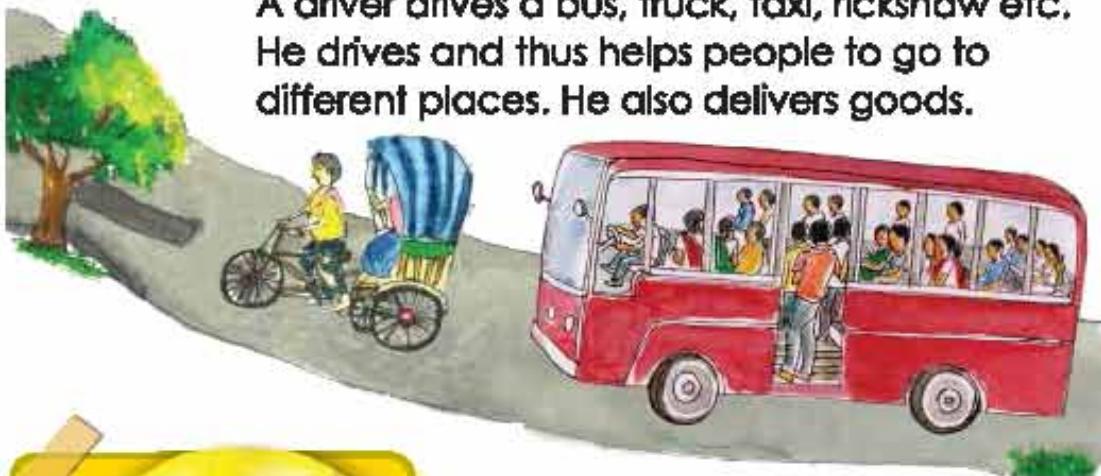
Why should we respect people in all occupations?

# 3

## People who serve others

### Driver

A driver drives a bus, truck, taxi, rickshaw etc. He drives and thus helps people to go to different places. He also delivers goods.



### Doctor and nurse

People go to a doctor when they are sick. Sometimes they get admitted to hospitals. A doctor treats patients. A nurse looks after them and gives them medicine and food. The nurse assists the doctor.



### Teacher

Teachers teach students in school. They help the students to develop their skills in sports, music, dance, drawing etc.

All the occupations have equal importance in our society.

**A | Let us speak**

Which occupations do you see do you see working around you everyday?

Describe the work they do.

**B | Let us write**

1. How do these different occupations help us?

A driver helps us by .....

A doctor helps us by .....

A nurse helps us by .....

A teacher helps us by .....

2. Write more occupations under these headings:

Growing	Making	Helping
.....	.....	.....

**C | Let us extend**

What do you want to become when you grow up?

Write two sentences about your aims and draw a picture.

**D | Let us check**

Match the phrases on the left with the words on the right.

a) One who makes cooking pots and pitchers from clay

Farmer

b) One who gives diets and medicine to patients

Potter

c) One who grows crops and vegetables

Mason

d) One who builds houses with bricks and cement

Nurse

# Human Qualities

## 1

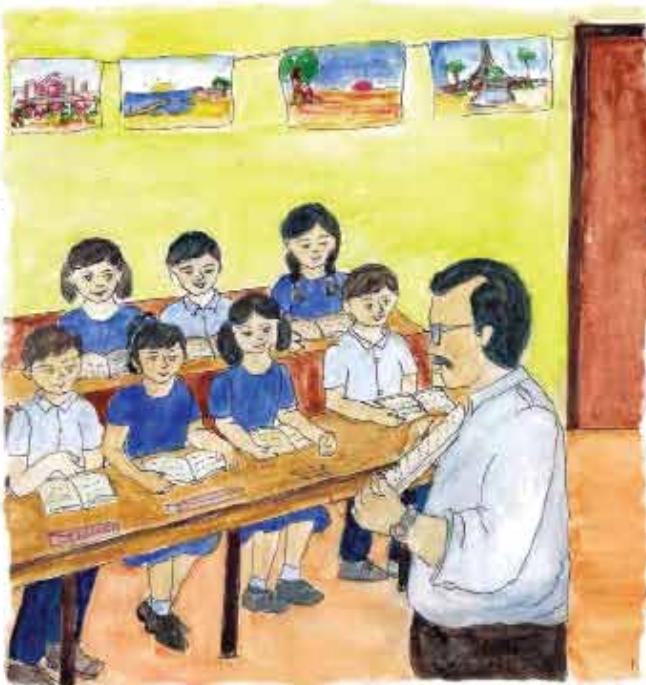
### Qualities of a good person

Every person has some qualities. People are different because of those qualities. To learn about them, let's start with a story.

Raju has brought his mother to school for the farewell party of his favourite teacher, Jalal Sir. The headteacher makes a speech, saying, 'Jalal Sir is a good and honest man. We need more people like him.'

Raju asks his mother, 'What does "a good man" mean?'

His mother replies, 'Good people behave well with everyone. They never harm but help others. They speak the truth. They respect the seniors. They love seniors and juniors alike. They follow rules. They keep their promises. Everyone likes good people, just as you like Jalal Sir. If you can develop those qualities, people will also like you as a good person.'



The teacher, Jalal Sir

**A | Let us speak**

What good and bad qualities do we have? Students will say and the teacher will make a list on the board.

**B | Let us write**

In pairs, write a list of good qualities from the story:

**Qualities of good people**

- 1.
- 2.
- 3.
- 4.

**C | Let us extend**

In groups of three, act out role plays of good and bad deeds.

For example, one student stumbles in the classroom, scattering his books on the floor. The second student laughs at him. The third student helps him to get up and picks up his books for him.

Think of other incidents like this.

**D | Let us check**

Give a short answer.

Why should we be good people?

## 2

## Doing good deeds

We should respect our elders, help others and treat people equally. We should speak the truth and behave well to everybody. We should love all and follow the rules. These are all good deeds.

Let us look at the picture of a good deed, on the right.



A good deed



The good man

### A True story

One day a newspaper covered a news of a poor man. While he was walking in the street he found a bag full of money. He did not keep the money. He handed the bag to the police station.

Everybody read about his good deed. Some of them gave him reward, and they all praised him.

**A | Let us speak**

Discuss with a friend:  
**Why do you do good deeds?**  
**Why do you not do bad deeds?**

**B | Let us write**

Think about the things you've done this week, then write lists under these headings:

Good deeds	Bad deeds

**C | Let us extend**

In pairs, role play an interview. You would interview the man who handed the bag to the police . Ask questions like:

- Why did he hand the bag to the police?
- What does he feel now?
- What will he do with the gifted money?

**D | Let us check**

Fill in the blanks with appropriate words.

- 1 Everyone in society \_\_\_\_\_ a good person.
- 2 We should always \_\_\_\_\_ elders.
- 3 We should try to \_\_\_\_\_ others in need.

## Chapter 6

# Improving our Social Environment

## 1

### Helping the family

We live in families. Our family includes father, mother, brothers and sisters. It may also include a grandfather, grandmother, uncles, aunts or other relatives.

In a family, we love and respect each other. We should also help with work around the home. We should tidy away our books, pens and bag ourselves. We should store our clothes neatly. We should help the younger ones to keep things tidy. We should help parents in their works.



**A | Let us speak**

In small groups, talk about how the members of your family help each other.

What are the roles of each person in your family?  
Discuss in the class.

**B | Let us write**

Write what you can do to help another person in your family:

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**C | Let us extend**

Share what you all wrote in B, and choose an idea that you could do at home. Discuss it with your family.

**D | Let us check**

Tick (✓) the right answer.

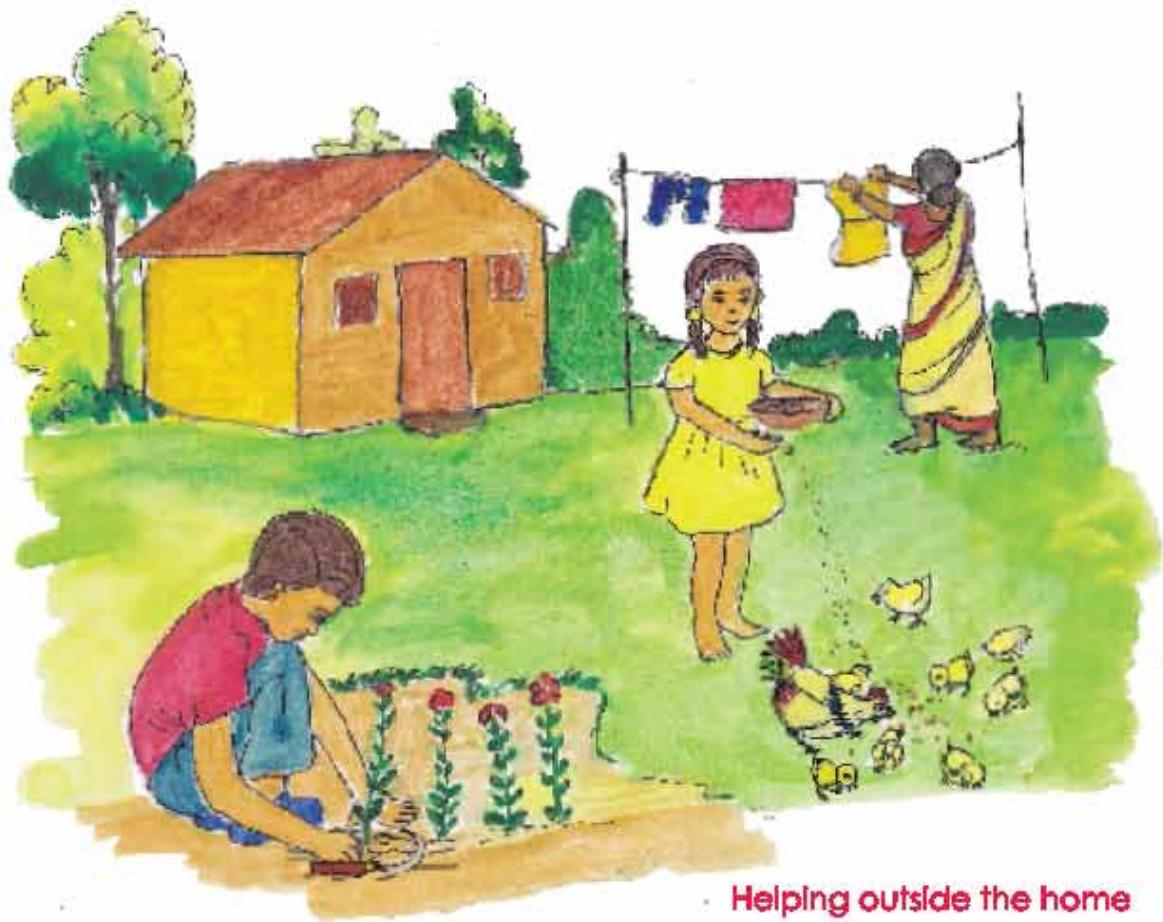
What should we all do in our families?

- help each other with work
- do our work according to our will.
- roaming around with joy.
- everyone will act as they wish.

## 2

## Helping at home

We can do lots of work around the home. We need to keep the house clean. We need to fetch and carry food and water and lay on the table. We should help in cleaning dirty places. We can work outside with plants and watering. We should help each other in household works to build a happy family.



Helping outside the home

**A | Let us speak**

As a class, tell all the things you do to help at home.  
The teacher will make a list on the board.

**B | Let us write**

Make your own lists. Write what you do to help under these headings:

Tidying	Helping at the dining Table	Cleaning

**C | Let us extend**

Make a work list. Write what you would do with your family members. Mention the days also.

Sunday	Monday
1.	1.
2.	2.
3.	3.

**D | Let us check**

Tick (✓) the right answer.

Helping your family is a

- a) hobby      b) joy      c) trouble      d) duty

### 3 Helping at school



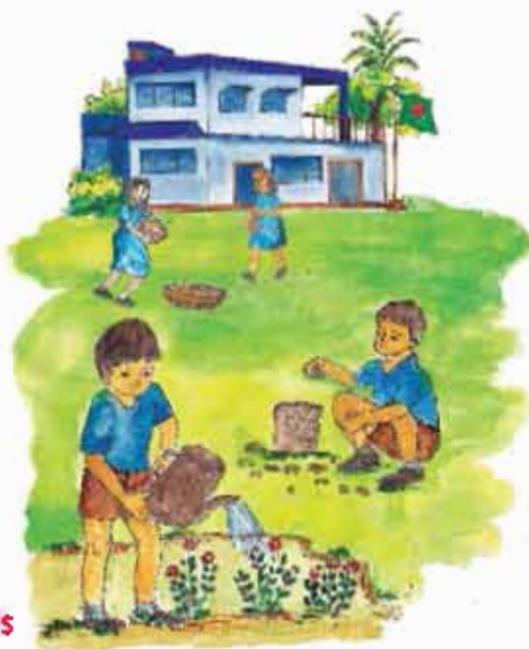
Cleaning the classroom

We go to school to learn and play. But just as in a family, we can also help at school.

In the classroom, we can help arrange the chairs and tables neatly. We can help to keep the board clean. We should not throw litter in the classroom.

Outside the classroom, we should help to keep the playground clean. We could grow flowers, and look after those.

We should be attentive in class and help our teachers. We should not make noises inside the classroom. We should behave well at school functions.



Cleaning the school grounds

**A | Let us speak**

There are many ways to take part in the development works for school.

With the help of teacher, group them under 3 headings:

In the classroom	Outside	During lessons

Can you add more ideas to the development work lists?

**B | Let us write**

In pairs, decide what are the 4 important ways of developing your school. Write a list.

**C | Let us extend**

In small groups, make a five-day plan of improvements. Write the activities you could do for the school.

Sunday.....

Monday.....

Tuesday.....

Wednesday.....

Thursday.....

Compare the results of each group and make a class plan.

**D | Let us check**

Give a short answer.

How can you stop everyone from dropping litter here and there at school?

## Chapter 7

# Protecting our Environment against Pollution



## Different types of environmental pollution

The pictures below show the ways in which people pollute their environment.



- ✓ Air pollution
- ✓ Soil pollution
- ✓ Rubbish pollution

- ✓ Water pollution
- ✓ Sound pollution



A | Let us speak

- 1 Match each picture on page 38 with the pollution names.
- 2 In groups, discuss the different types of pollution.



B | Let us write

Complete the sentences to describe the different types of pollution:

- In the air.....
- In the water.....
- In the soil.....
- Noise in the streets.....
- Rubbish in the streets.....



C | Let us extend

Now write the different kinds of pollution in the correct column.

Pollution of the natural environment	Pollution of the social environment



D | Let us check

Give a short answer.

How can we stop people from dropping litter in the street?

**2****The causes and effects of pollution**

Earlier we came to know about the different types of pollution. This time we will try to know the causes and effects of pollution.

**Air pollution**

→ Polluted air enters our lungs which causes various diseases.

Smoke and dust lead to bad smells and dirt.

**Water pollution**

→ Fishes die in polluted water. Diseases like diarrhoea and jaundice occur. Mosquito and flies born in dirty water spread diseases and germs.

Sewage flows into canals, ponds, rivers, streams and pollutes water.

**Soil pollution**

→ poor harvests and damage to plants, animals and birds

Plastic, polythene, overuse of chemicals and pesticides pollute the soil.

**Sound pollution**

→ headaches and loss of hearing

Loud noise in roads and places make us tired and irritated.

**Rubbish pollution**

→ damages the environment of our surroundings

Careless litter and waste ruin our environment by spreading bad odour and germs.

**A | Let us speak**

- 1 How do animals suffer from pollution?
- 2 How do plants suffer from pollution?
- 3 What diseases result from pollution for human beings?
- 4 What human behaviours pollute our environment?

**B | Let us write**

Write the **effects** of each kind of environmental pollution:

Water	Soil	Air	Sound

**C | Let us extend**

What more pollution can you see? Write those in your copy book using the following table.

Serial	Pollution	Effects

**D | Let us check**

Give a short answer.

How can we keep our environment clean ?

# 3

## Preventing pollution and protecting the environment

Now we know the causes and results of pollution in environment. We should take action to stop it.

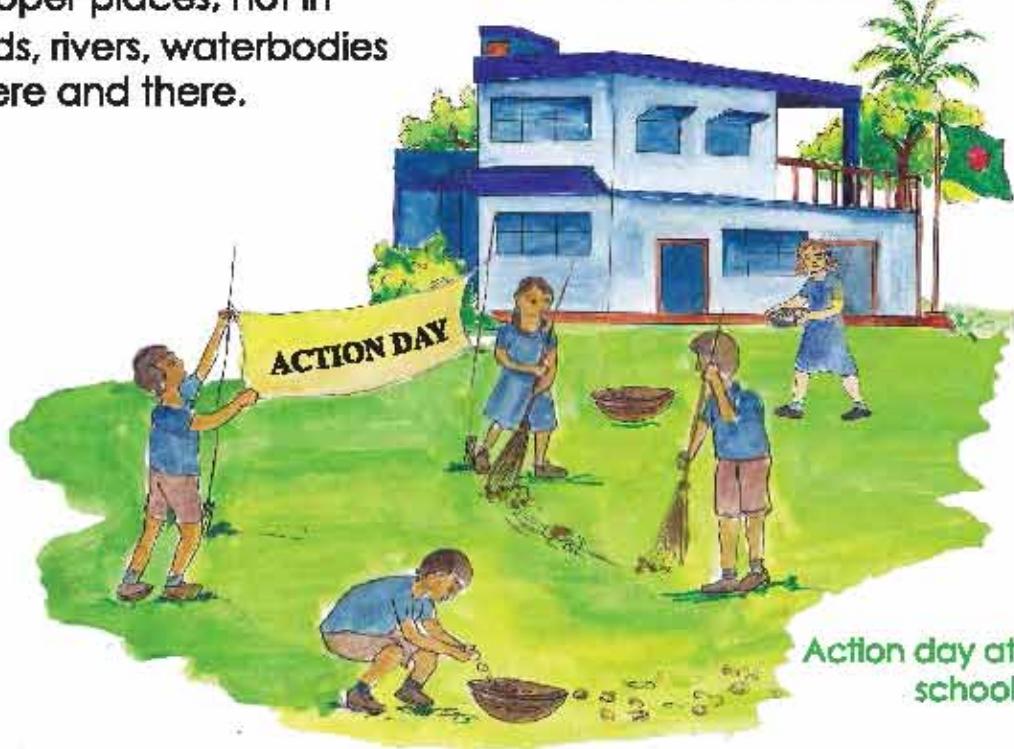
We should not spit, cough or excrete here and there.

We should keep our schools, houses, roads and play grounds clean, and look after them.

We can throw our rubbish in proper places, not in ponds, rivers, waterbodies or here and there.



Throwing away rubbish



Action day at school

**A | Let us speak**

Discuss with the teacher what we can do to prevent pollution in the following environment:

- in the school
- in the community
- in the home

**B | Let us write**

In groups, write a list of rules to help keep the school clean. Make a poster. Decorate it with pictures.

**C | Let us extend**

Have an action day to clean the school and its surroundings. Make a plan of what to do. Dress in working clothes, and put up signs round the school to warn people that 'students are at work'. Take photos that can be pinned up afterwards as a record of the action day.

**D | Let us check**

Match the phrases on the left with the ones on the right.

- a) A healthy environment makes
- b) Chemicals from agricultural land
- c) Rubbish and dirty swamps around home or school encourage
- d) Ponds, rivers and canals are not

- washed by the rain go into ponds, rivers and water bodies
- places to throw rubbish.
- life beautiful for people and animals.
- mosquitoes and flies.

## Chapter 8

# The Continents and Oceans

### 1

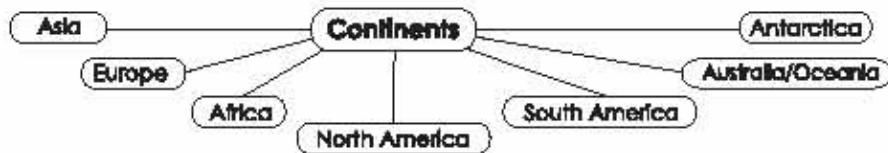
### The continents

We live in the earth. Earth is one of the planets of the solar system. Its shape is a spheroid but it is slightly squashed on the top and bottom. There is land and water area on the surface of the earth. The land area is made up of flat land, plateau mountains and deserts; the water area is made up of seas, oceans and rivers. One quarter of the earth surface is land and other three quarters are water.



Continents in World Map

The land on earth has been divided into seven continents. Generally, each continent is divided into many countries. Read their names below and find them on the map.



The biggest continent is Asia and the smallest is Australia/Oceania.

**A | Let us speak**

What continents of the earth do you know?

Which animals live in these continents?

Share information with the class.

**B | Let us write**

Write the names of the continents in alphabetical order.

**C | Let us extend**

Match these animals with the continents they live in:



kangaroo



penguin



panda



giraffe

Asia	Antarctica	Africa	Australia/Oceania
------	------------	--------	-------------------

**D | Let us check**

Tick (✓) the right answer.

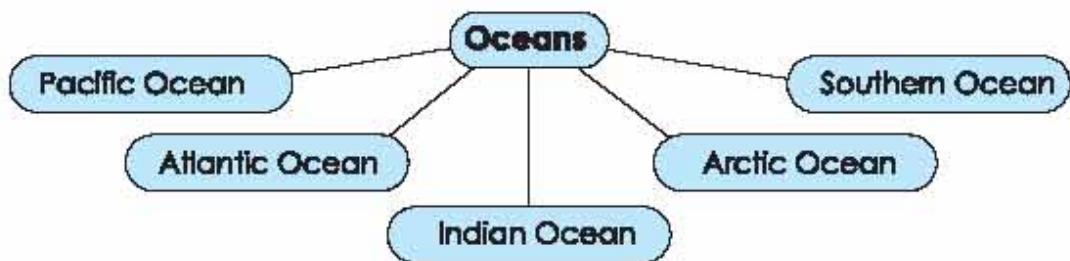
How much of the earth is water?

- a) one quarter   b) three quarters   c) three fifths   d) one fifth

## 2

## The oceans

A very large area with saline water is called an ocean. There are five oceans on earth. The biggest is the Pacific Ocean and the smallest is the Arctic Ocean. The five ocean are



Here are the continents and oceans on a flat map of the earth. Read the compass points: North, South, East and West.



Oceans in the world map

**A | Let us speak**

With a partner, find the answers:

- Ⓐ An ocean to the north of Asia
- Ⓑ An ocean to the south of Asia
- Ⓒ A continent near Asia
- Ⓓ An ocean west of South America
- Ⓔ A very large water body is called

**B | Let us write**

Make two separate lists of continents and oceans from this list:

Antarctica   Pacific   Australia/Oceania   Indian   Atlantic

**C | Let us extend**

Have you heard of polar bears? They are found at the Arctic in the North Pole. Draw a polar bear on the ice.

**D | Let us check**

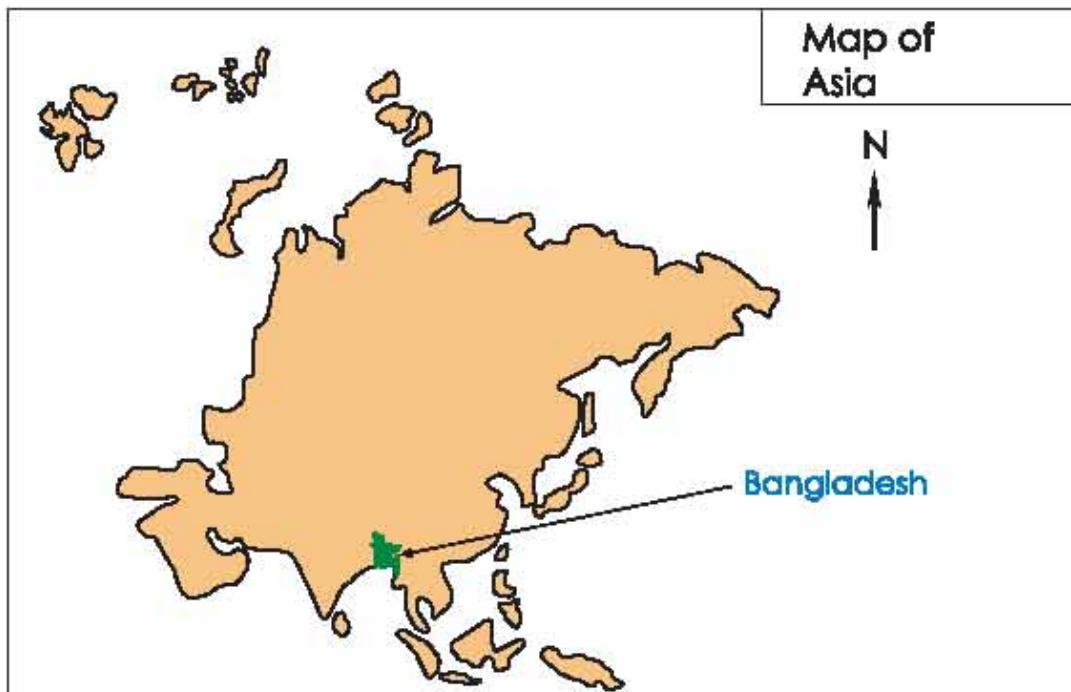
Match the phrases on the left with the words on the right.

- |                                    |                    |
|------------------------------------|--------------------|
| a) One-quarter of the earth is     | countries.         |
| b) The smallest continent is       | land.              |
| c) The number of continents is     | ocean.             |
| d) A large waterbody is called an  | seven.             |
| e) The continents are divided into | Australia/Oceania. |

# 3

## Bangladesh in the Map

You can see a small country coloured in green on the southern edge of the continent of Asia. This country is our beloved homeland Bangladesh.



We have coloured our country in green. This country is full of greenery. Our national flag is coloured green and red.

Our national flag is rectangular. The ratio of its length and width is 10:6

The radius of the circle is one fifth of the length of the flag.

The red circle is slightly left of the flag.



Our national flag



### A | Let us speak

Observe the map on page 46 and 48 and answer the questions

- 1 In which continent is Bangladesh situated?
- 2 Which two continents lie to the west?
- 3 Which two continents lie to the south?
- 4 Which two continents lie to the east?
- 5 Which ocean lies south of Bangladesh?



### B | Let us write

Write the names of the continents and oceans on the map.



### C | Let us extend

Draw a copy of the flag, using the measurements on the previous page.



### D | Let us check

Give a short answer.

On which side of which continent is Bangladesh situated?

## Chapter 9

# Our Bangladesh

### 1

### The political map of Bangladesh

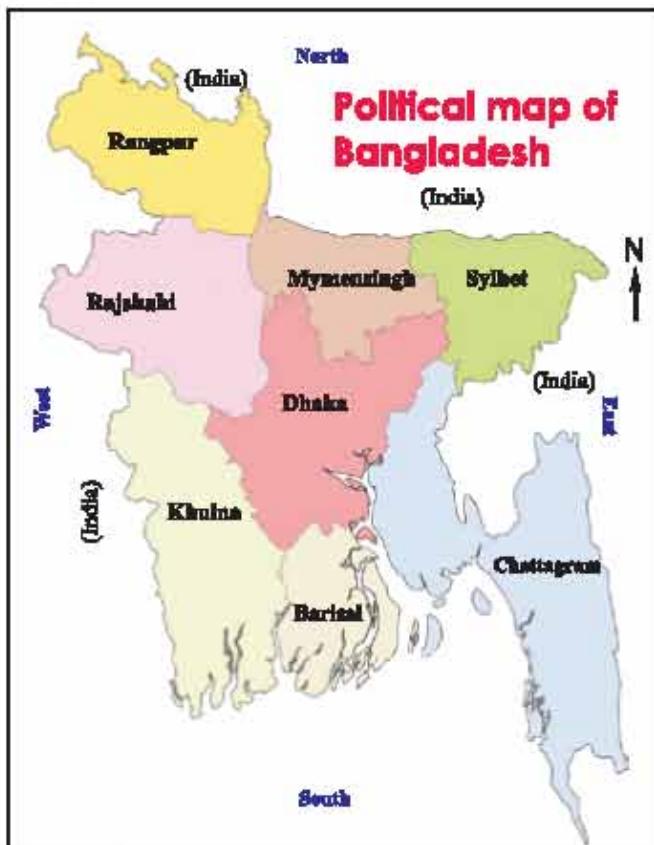
Our motherland is Bangladesh. It is situated in Asia. Now let us look at its borders, to see who are its neighbours. This kind of map is called a **political map**.

Bangladesh is divided into 8 divisions. These divisions are used in order to administer the country. The map shows each division in different colour. Read the names on the map.

Chattogram is the largest division in area and Mymensingh is the smallest.

Each division is named after its main city, which is therefore called a Divisional City.

The city of Dhaka is both a Divisional City and the capital of Bangladesh. It lies at the centre of the country. It is an old city, which was first built about 400 years ago.



**A | Let us speak**

- Which division do you live in? With the help of your teacher, find the position of your division and mark it on the map.
- Which divisions have borders with your division?

**B | Let us write**

Name the countries and the seas that border Bangladesh.

**Countries/Seas/Gulf**

East	
West	
North	
South	

**C | Let us extend**

Draw a map of Bangladesh by tracing it:

- Place a sheet of thin paper over the map of Bangladesh. Attach it with pins or clips.
- Observe the lines of the map under the paper. Now draw over all the lines of the map with a pencil.
- Unclip the paper and copy the names of the divisions onto the map.

**D | Let us check**

Give a short answer.

How many Divisional Cities are there in Bangladesh?  
What are they?

## 2

## The physical map of Bangladesh

A map that shows mountains-hills, plateau, plain land, rivers is called a **physical map**.

The land area of Bangladesh is 147,570 square kilometres. Most of the area is plain land.

The plain lands are shown in dark green. The hill areas are shown in orange colour.

The (pleistocene) terraces are shown in light green in this map.



Read the names of the (pleistocene) terraces from the map.

### Mineral resources

Our country is rich in mineral resources. Natural gas is one of the most important resources. We use this gas as fuel. We also have many other minerals. These include coal, limestone, china clay, silica sand, hard rock etc.

**A | Let us speak**

There are two Bangladesh maps on page 50 and 52. Compare the maps and discuss in class:

- ⦿ Which divisions have more hills, marked in orange?
- ⦿ Which divisions have terraces marked in light green?
- ⦿ Which divisions have only flat land marked in dark green?

**B | Let us write**

Look at the three (pleistocene) terraces and write their divisional location.

Terraces	Division
Barendrabhumi	
Modhupur Gorh	
Lalmai	

**C | Let us extend**

Look at the picture here. Have you seen this kind of road transport? They run using natural gas or CNG. Copy the picture and write its name.

**D | Let us check**

Give a short answer.

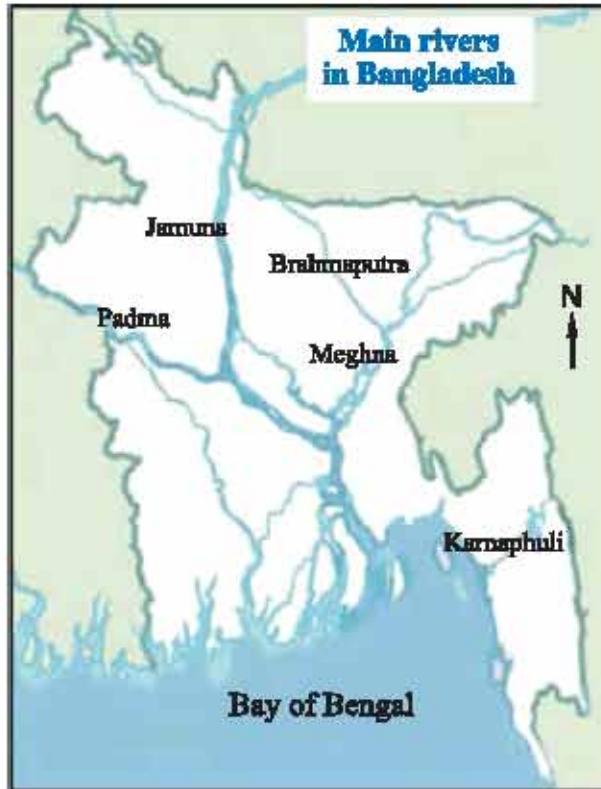
Which is our most important mineral resource?

## 3

The rivers of  
Bangladesh

There are many rivers in Bangladesh. Some are big and some are small. They spread over the country like a web. The rivers start in the hills and flow down. They join with others to flow into the Bay of Bengal. Presence of many rivers makes the country riverine. Read the names of five big rivers on the map.

During floods, the rivers often bring alluvial soil in the fields.



Alluvial soil is a kind of mud. Our land is much fertile because of it.

### Water resources

As well as rivers, Bangladesh has many ponds, canals, haors, marshes etc. These help to water our fields in dry season. Using water for agriculture is called **irrigation**. We also have plenty of fish, which is a main part of our food. We farm shrimps off the southern coastal area of the country. We earn a lot of foreign currency by exporting shrimps to other countries.

We also use the rivers for transport and communication.

**A | Let us speak**

Look at the map again on page 50 and answer.

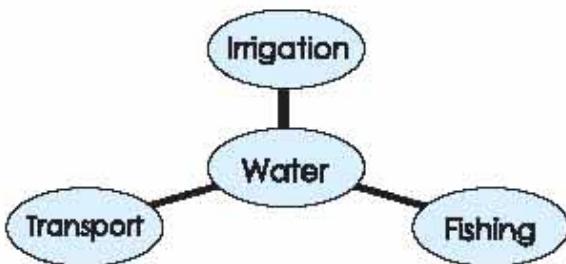
- 1 Name each divisions, which is coloured differently on the map.
- 2 Which three divisions of Bangladesh border the sea?
- 3 Which division has the longest coastline?

**B | Let us write**

Write the names of five main rivers in alphabetical order.

**C | Let us extend**

Make a diagram showing three uses of Bangladesh's water resources. Add drawings and examples.

**D | Let us check**

Tick (✓) the right answer.

Which of these is not a source of water?

- a) marsh      b) pond      c) web      d) river

# 4

## Agriculture and forests in Bangladesh

The main agricultural products of Bangladesh are rice, jute and tea. Rice is grown everywhere in the country. Jute and tea are **cash crops**. We export them to other countries to earn foreign currency. Moreover wheat, mustard, many types of pulses, vegetables and spices are grown.

We do not have many forest resources in Bangladesh. So we have to look after what we have and plant more trees.

There are mainly three forest areas in Bangladesh. The first area is the hilly forest. It is situated in hilly areas. Different types of trees, bamboo, cane etc are grown here. Elephants, monkeys, wild boars are there up in the hills.

The second area is shalforest, located in Modhupur, Bhawal Ghor and Barendra. Wood from the shal trees is used to build houses and make poles for power lines. In these areas you also find different fruit and wood trees other than shal. Moreover, there live many birds and animals.



**Agricultural resources**



**A Royal Bengal Tiger**

The third area is the Sunderbans, in the south of Khulna division. Here you find shundori, gewa, golpata, keora trees. The world famous **Royal Bengal Tigers**, deer, monkeys, crocodiles etc live in the Sunderbans.

**A | Let us speak**

- 1 Why does rice grow everywhere in Bangladesh?
- 2 What does cash crop mean?
- 3 Name some pulses.

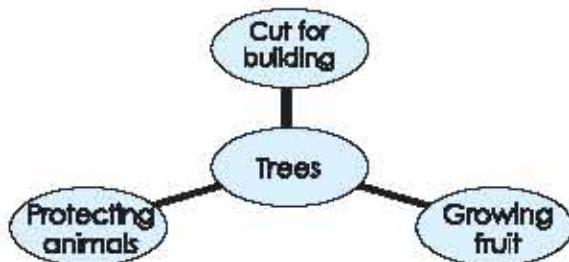
**B | Let us write**

In pairs, write the names of trees in the first row and names of animals in the second row.

	Hilly forests	Sunderbans
Trees		
Animals		

**C | Let us extend**

Make a poster of three uses of trees. Add some drawings.

**D | Let us check**

Fill in the gaps with appropriate words.

- 1 Jute is used for \_\_\_\_\_
- 2 Spices are used for \_\_\_\_\_

# The Father of our Nation

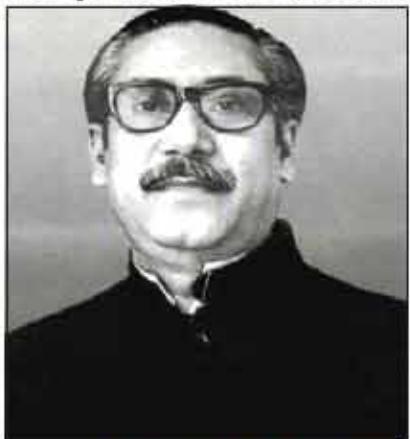


## Bangabandhu's education and his struggling life



Bangabandhu Sheikh Mujibur Rahman is the Father of our Nation. He was born on 17 March 1920 in Tungipara, a village in Gopalganj district. His nickname is Khoka. The name of his father is Sheikh Lutfar Rahman and his mother's name is Sayera Khatun.

He started school at Gimadanga Primary School at the age of 7. After two years, he was admitted to the Gopalganj Public School. His secondary education was at Gopalganj Mission High School. In higher education, he achieved his IA and BA at Islamia College in Kolkata and was then admitted to Dhaka University, Department of Law. From that time Bangabandhu was involved in protests for the rights of Bangalees. He had to go to jail many times because of his leadership in such movements. He remained immovable in the protests and movements.



In 1966, he declared a six-point demand for the liberation of the people of East Bengal. In the election of 1970, his party, the Awami League, won by a huge majority. Therefore the next government of Pakistan should have been formed under the leadership of Bangabandhu. But the rulers of Pakistan started conspiracy. For that conspiracy, Bangabandhu could not form government.

Father of the Nation  
Bangabandhu  
Sheikh Mujibur Rahman

**A | Let us speak**

- 1 When was Bangabandhu born?
- 2 At what age did he start primary school?
- 3 Which primary school did he go to?
- 4 What subject was he admitted at university?
- 5 Which year did he declare the six-point demand?

**B | Let us write**

Fill in this timeline mentioning important events:

1920	
1927	
1929	
1966	
1970	

**C | Let us extend**

Find out more about the student life of Bangabandhu.

**D | Let us check**

Tick (✓) the right answer.

At which mission high school did Bangabandhu get his secondary education?

- a) Gopalganj      b) Faridpur      c) Dhaka      d) Kolkata

## 2 Bangabandhu and the Liberation War

On 7 March 1971, in a huge public meeting at the Racecourse Maidan in Dhaka, Bangabandhu called for independence through his historical speech. After that on the night of 25 March, the Pakistan Army attacked the unarmed Bangalees. Bangabandhu declared independence in the early hours of 26 March. Immediately after this, the Pakistan Army arrested Bangabandhu and imprisoned him in Pakistan. But the whole nation followed Bangabandhu's call to war. The war of liberation went on for nine months. We achieved victory on 16 December 1971. Bangladesh became independent under the leadership of Bangabandhu. He is our Father of the Nation.

After the war was over, Bangabandhu was released from jail in Pakistan and came back to independent Bangladesh on 10 January 1972. After his home coming, he offered great leadership in building up a new Bangladesh. But

Bangabandhu along with his family were martyred on 15 August 1975 by a group of conspirators and the enemies of our country. His death was a very sad and irrecoverable loss for our country.

We will love and work for our country the way Bangabandhu did and worked for Bangladesh.



Bangladesh (former East Pakistan) and  
Pakistan (former West Pakistan)



A | Let us speak

- 1 In which year did Bangladesh achieve independence?
- 2 How long did the war of independence last?
- 3 Where was Bangabandhu imprisoned during the liberation war?
- 4 When did he return to Bangladesh?
- 5 What happened in 1975?



B | Let us write

Fill in this timeline for 1971 mentioning important events:

7 March	
25 March	
26 March	
16 December	



C | Let us extend

Collect pictures of Bangabandhu to make an album.



D | Let us check

Tick (✓) the right answer.

On what date did Bangladesh declare independence?

- a) 7 March   b) 25 March   c) 26 March   d) 16 December

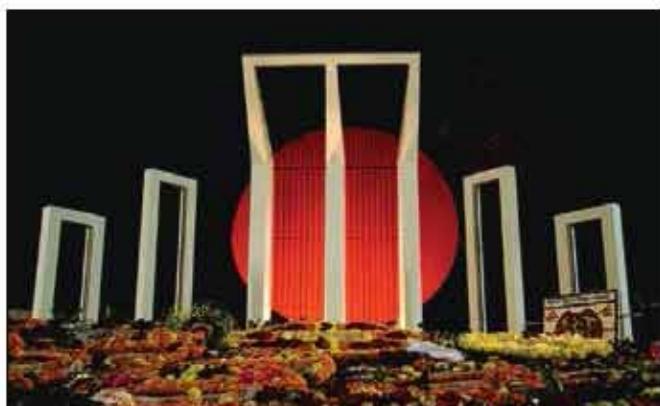
# Our History and Culture



## Martyrs' Day and International Mother Language Day

21 February is our Martyrs' Day. On that day, many people along with some students were martyred because they expressed the right to speak in their mother tongue, Bangla. This happened when we were ruled by Pakistan. Bangalees from East Pakistan were a majority in Pakistan and their mother tongue was Bangla. But the rulers of Pakistan wanted Urdu to be the only state language. The Bangalees did not accept that. They also demanded Bangla to be a state language. So a protest was called from Dhaka University on 21 February 1952. The police fired at the procession. Salam, Rafiq, Barakat, Jabbar and Shafiqur, along with many people, were martyred for the demand of mother tongue. They are called language Martyrs. Sacrificing lives for a language is a rare event.

In memory of these language martyrs, the Central Shahid Minar was built in Dhaka. Smaller Shahid Minars were also built in educational institutions. Every year on 21 February we go barefoot with flowers to pay respect to the language martyrs. Our Martyrs' Day is now observed throughout the world as International Mother Language Day.



The Central Shahid Minar

**A | Let us speak**

- 1 What is 21 February known as?
- 2 Who are remembered on this day?
- 3 In which year did the movement happen to make Bangla the state language?
- 4 Name some of the language martyrs.
- 5 Which monument has been built to remember the language martyrs?

**B | Let us write**

We sing a famous song on 21 February. The song is 'Amar bhai er rokte rangano ekushey February, ami ki bhulite pari'. It was written by Abdul Gaffar Chowdhury and the music was composed by Altaf Mahmud, who was martyred in 1971. Write the song in your exercise book then sing it with your class.

**C | Let us extend**

- ⦿ Try to find out more information about International Mother Language Day.
- ⦿ There are many languages other than Bangla in our country. Find out those languages.

**D | Let us check**

Give a short answer.

Why did the Bangalees demand for a state language?

## 2

**Independence Day  
and Victory Day**

In Chapter 10 we came to know Bangabandhu declared independence on 26 March 1971. Every year on 26 March we celebrate **Independence Day**. It is our national day. A National Martyrs' Memorial has been built in Savar in memory of the martyrs of the Liberation War. On this day people go there and pay their respects with flowers.



The National Martyrs' Memorial

We also knew that the war against Pakistan went on for nine months till 16 December 1971. On that day the Pakistan Army got defeated and surrendered. Every year we celebrate **Victory Day** on 16 December by laying flowers and with many programmes at the National Martyrs' Memorial. Victory fairs also take place throughout the country.

**A | Let us speak**

- 1 Which days are observed as Independence Day and Victory Day?
- 2 Which date is observed as Martyrs' Day?
- 3 Who was defeated in 1971?
- 4 Where is the National Martyrs' Memorial?
- 5 How do people pay respect in the National Martyrs Memorial?

**B | Let us write**

Write what these two memorials commemorate:

Shahid Minar	National Martyrs' Memorial

**C | Let us extend**

Make a plan for how your school could observe the three national days.

**D | Let us check**

Fill in the blank with appropriate words.

On \_\_\_\_\_, the Pakistan Army got defeated and surrendered.

## 3

New Year and other  
celebrations

**Pahela Baishakh** is the first day of the Bangla New Year. This is the main social festival for Bangalees, and everyone takes part.

Musical programmes and Baishakhi fairs are organised on this day.

Children enjoy the fairs with sweets, dolls, earthen

toys, wooden materials etc. Businessmen open their yearly accounts on this day. This is called "Halkhata". For this, the customers are welcomed in the shops with sweets.



Celebrating Pahela Baishakh

**Nobanno** is a festival in rural Bangladesh. It marks the harvesting of crops. Amon paddy is cut and brought home in the month of Agrahayon in the Bangla calendar. The farmers are happy to harvest their crops. They make different kind of cakes and other food with the new rice and give them to family and neighbours. Then they play music and dance.



Winter cakes

Poushmela is also a social festival in Bangladesh. It is held in the month of Poush in the Bengali calendar.

Wintercakes and sweets are made at homes. The celebration of cake making continues for several days. Besides, fairs are organized. Many kinds of cakes and foods are found in the fairs. Dance, in er ca es music, jatras, puppet show etc. are organized also.



A | Let us speak

Make three groups.

Describe in turn how these social festivals are celebrated.



B | Let us write

Write about how these social festivals are celebrated in your local area.

.....  
.....  
.....



C | Let us extend

Make a plan to celebrate Pohela Baisakh at your school.

Write a description.



D | Let us check

Tick (✓) the right answer.

What is celebrated on Nobanno?

- a) Independence Day                      b) Poush festival
- c) The harvesting of crops                d) New year

# The Population of Bangladesh

1

## Population

According to the census of 2011: The total population is 149772364.



Gender percentage:  
50.01% male;  
49.99% female

Total area of the country:  
147,570 sq km.  
There are 1015 people per square kilometre. We call it the **population density**.

In area,  
Bangladesh  
is 90th in the  
world.

In population,  
Bangladesh  
is 8th in the  
world.

Total population in Bangladesh according to BBS report 2019 is 164.6 million and population density is 1115 person/sq.km.



### A | Let us speak

If about half the population is male and half is female, work out with your teacher to find how many males and how many females are there in the country.



### B | Let us write

Write the meanings of:

Census .....

Population density .....

Gender ratio .....

BBS .....



### C | Let us extend

Write a sentence about how it feels to be in a rickshaw or a car caught in heavy traffic.



### D | Let us check

Tick (✓) the right answer.

In size of population, where does Bangladesh rank in the world?

- a) seventh      b) eighth      c) ninth      d) tenth

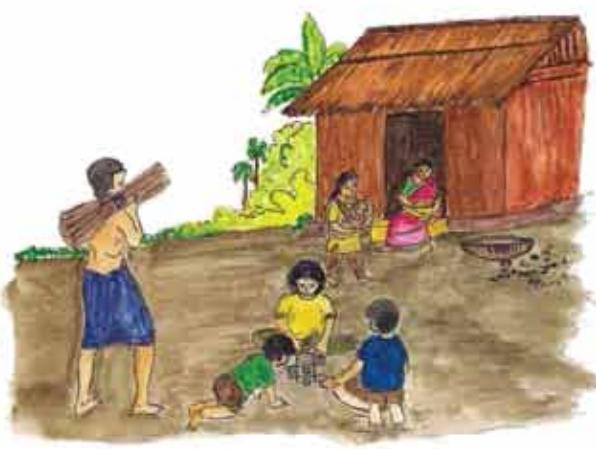
## 2

Population and  
the family

Compare the two pictures. A large family may have many types of problems. The large family may run short of many basic needs. They may not get enough healthy food. They may not have enough clothes. Their housing may not be big enough. They may not get enough sleep and rest. They may not have enough books and pencils for education. A large family has more wastes which cause environmental pollution.



Small family



Large family

Many problems of these types are found in large family. The girls might not go to school because they have to look after younger brothers and sisters. The children might need to work with their parents to earn more money. So, they cannot go to school. They might not get medical help if someone is ill. With a small family, everyone's needs can be met.



A | Let us speak

What problems do large families face with:

- food
- clothes
- housing
- health
- education
- pollution



B | Let us write

Write the good aspects of a small family and bad aspects of a large family in the following table.

Good aspects of a small family	Bad aspects of a large family



C | Let us extend

Make a poster about the problems of a large family.



D | Let us check

Give a short answer.

What needs cannot be met in a large family?

**3****The effects of over population on transport and the environment****Effects of over-population on transport**

Just as there are problems for families with too many people, so there are problems for a country with too many people. When there are too many people in a country, it is called population explosion. With over-population, there are crowds everywhere: in the streets, in the markets, in schools and on transport. Over population creates pressure on limited transports. Crowds increase on roads, communication becomes difficult for the people. Extra passengers have to be carried in buses, trains and launches. As a result, accident occurs in many cases.

Over population causes two main problems.

1. It creates more dirt and waste. This pollutes the environment. Polluted environment creates different types of illness and diseases.
2. Housing problem occurs.

More people need more housing. So, they build houses on the farm land and cut down the trees. They build slums on open space beside the roads. We can see that over-population is one of the major problems for our country.



**Over-population is bad for rubbish**



A | Let us speak

- 1 What happens if too many people get on a bus?
- 2 What happens if there are too many vehicles on a road?



B | Let us write

Complete these sentences:

With over-population, the amount of rubbish.....

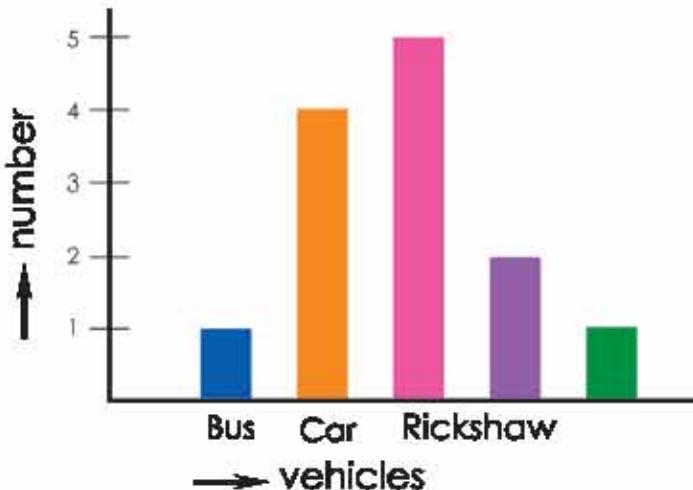
With over-population, the housing .....



C | Let us extend

Do you have too much traffic in your area? Stand outside your school for few moments and count the traffic that goes by. How many people pass by on foot, bicycles, buses, cars etc.?

Draw the numbers as a bar chart, like this:



D | Let us check

Give a short answer.

How does over-population affect transport?

# Sample Questions

## Chapter 1 The Natural and Social Environment

**Answer briefly.**

- 1 Where do you see natural environment?
- 2 What does society mean?
- 3 Give an example of social environment.
- 4 Why do we use transport?

**Answer the questions**

- 1 How is natural environment formed ?
- 2 What is the importance of schools in our social environment?

## Chapter 2 Living Together

**Answer briefly.**

- 1 Name some ethnic minority groups in Bangladesh.
- 2 What are the two main Muslim festivals?
- 3 Name two Hindu festivals.
- 4 Which is the main Buddhist festival?
- 5 On which date do Christians celebrate their main festival?

**Answer the questions**

- 1 Why do we need to help each other in the classroom?
- 2 How do we celebrate our religious festivals in Bangladesh?

## Chapter 3 Our Rights and Responsibilities

**Answer briefly.**

- 1 What are our basic rights to live?
- 2 Give an example of your right to healthcare.
- 3 When is International Children's Day celebrated?
- 4 To whom do you do your duties?

**Answer the questions**

- 1 Give an example of equal rights for boys and girls.
- 2 What is the difference between rights and responsibilities?

## **Chapter 4 Different Occupations of Society**

**Answer briefly.**

- 1 What is an occupation?
- 2 Name some occupations of people who grow things.
- 3 Name some occupations of people who make things.
- 4 People of which occupations serve others?

**Answer the questions**

- 1 How do people earn money from the things they make?  
Explain with an example.
- 2 How do doctors and nurses help people?

## **Chapter 5 Human Qualities**

**Answer briefly.**

- 1 Name some qualities of a good teacher.
- 2 Give an example of a good deed.
- 3 Name one bad deed none should do.
- 4 If you found some money on the road, what would you do?

**Answer the questions**

- 1 Which human qualities allow us to do good deeds?
- 2 For which good deed would you like to be known to?

## **Chapter 6 Improving our Social Environment**

**Answer briefly.**

- 1 Why do you help your family at home?
- 2 Name one task you do inside the home.
- 3 Name one way you help outside the home.
- 4 Name the way you help in school.

**Answer the questions**

- 1 Why is it necessary to keep our home clean and tidy?
- 2 Why is it necessary to keep the school clean and tidy?

## Chapter 7 Protecting our Environment against Pollution

### Answer briefly.

- 1 Give two causes of air pollution.
- 2 Give two causes of water pollution.
- 3 What is the result of too much noise?
- 4 Where should we drop rubbish?

### Answer the questions

- 1 Why should we preserve our environment?
- 2 How is our environment polluted ?

## Chapter 8 The Continents and Oceans

### Answer briefly.

- 1 How many continents are there in the world?
- 2 How many oceans are there in the world?
- 3 Which is the smallest ocean in the world?
4. Which continent is situated in the south pole?

### Answer the questions

- 1 Name different animals living in different continents.
- 2 Describe our national flag.

## Chapter 9 Our Bangladesh

### Answer briefly.

- 1 What is the area of Bangladesh?
- 2 Which country apart from India has borders with Bangladesh?
- 3 Where do the rivers of Bangladesh finally fall in?
- 4 Where can the Royal Bengal Tiger be found?
- 5 Which are our cash crops?

### Answer the questions

- 1 Which are our main natural resources?
- 2 Why do we need trees?

## **Chapter 10 The Father of our Nation**

**Answer briefly.**

- 1 Where was Bangabandhu born?
- 2 When and where did Bangabandhu give his historic speech?
- 3 Whom did we defeat in the war of liberation?
- 4 How was Bangabandhu martyred?

**Answer the questions**

- 1 What can we learn from Bangabandhu's life?
- 2 Why is Bangabandhu called the Father of our Nation?

## **Chapter 11 Our History and Culture**

**Answer briefly.**

- 1 What was the demand of language movement ?
- 2 What happened between Independence Day and Victory Day?
- 3 Who surrendered in December 1971?
- 4 Name two rural festivals of Bangladesh.

**Answer the questions**

- 1 How do we celebrate Independence Day?
- 2 Describe one social festival.

## **Chapter 12 The Population of Bangladesh**

**Answer briefly.**

- 1 What is the density of population in Bangladesh?
- 2 How many countries have larger population than Bangladesh?
- 3 Among men and women, who are more in number in Bangladesh?
- 4 Name one advantage of a small family.

**Answer the questions**

- 1 How does over-population affect transport?
- 2 How can we prevent the bad effects of overpopulation on environment?

## Glossary

**Agriculture** – Cultivation of crops.

**BBS** - Bangladesh Bureau of Statistics

**Cash crop** – A crop produced for earning foreign currency.

**Census** – a count of the population of a country.

**Clay** – soft earth

**Continent** – Usually many countries together make a continent, like Asia

**Culture** – the social life of a country.

**Deeds** – the actions that a person does, like helping people

**Environment** – Everything around us makes environment

**Festival** – a social or religious celebration, like Eid or Pahela Baisakh

**Gender ratio** – the number of men compared with women

**Irrigation** – watering the fields for producing crops

**Liberation War** – Struggle for Liberty

**Loom** – the machine that weavers use to make cloth

**Natural environment** – the nature around us, like trees, birds, rivers etc.

**Occupation** – the work that people do to earn money

**Ocean** – Larger than sea containing huge saline water like the Pacific Ocean.

**Over-population** – too many people in a country compared to its area

**Physical map** – a map of mountains rivers etc

**Pleistocene terrace** - the plain land with average height of 15 meters built up 25,000 years ago.

**Political map** – a map that shows borders of a country

**Pollution** – damaging the natural environment by making it dirty and impure

**Population density** – the number of people per square kilometre

**Qualities** – the good parts of a person's character

**Responsibilities** – the duties that assigned to someone.

**Rights** – the basic options that we need to develop ourselves.

**Social environment** – the people and the man-made things around us

**Society** – A group of people living together with different relationships.

**Transport** – by which we go from one place to another

# Academic year 2023 , BGS -3



## Behave well with neighbours



**National Curriculum and Textbook Board, Bangladesh**

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