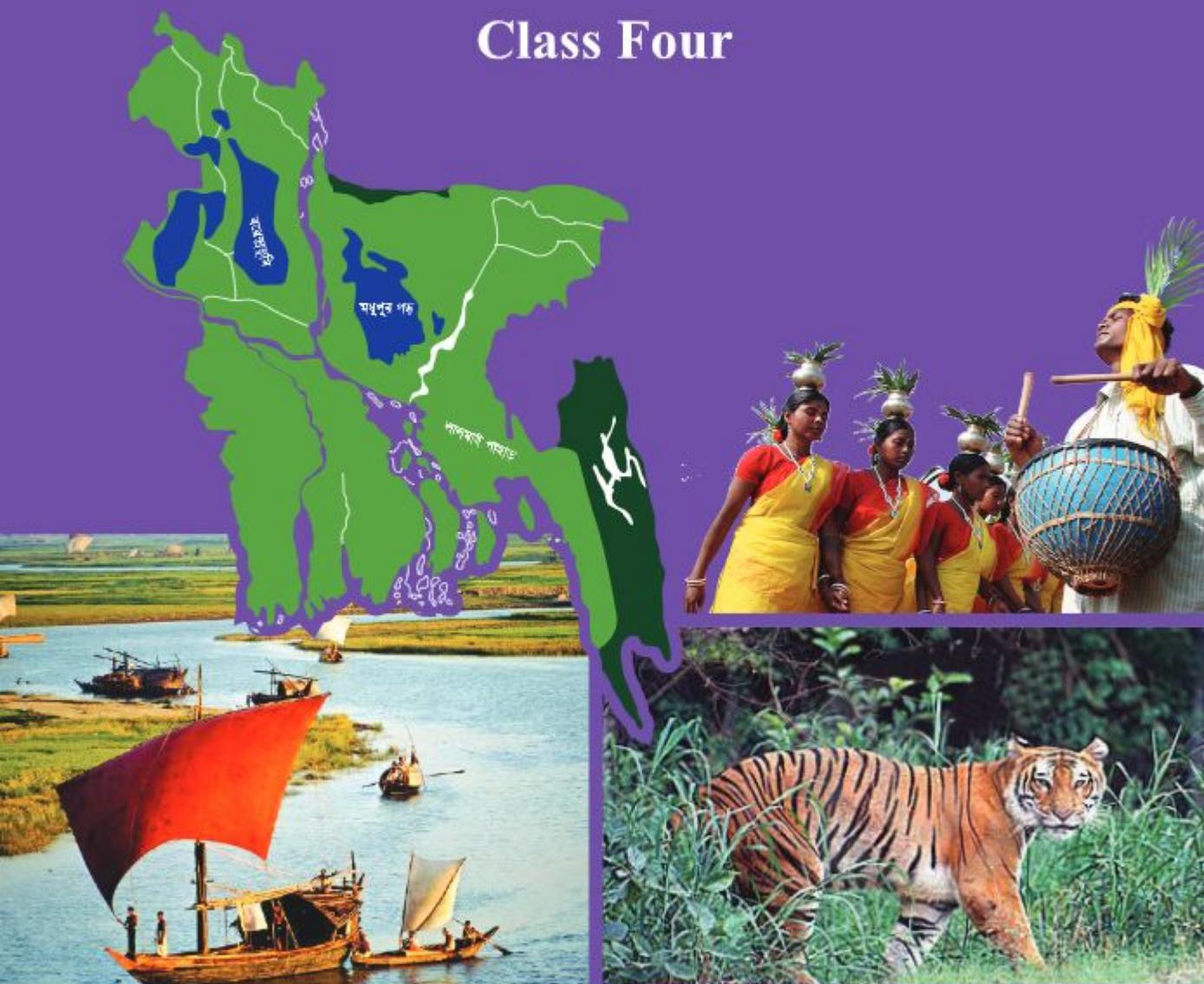


Bangladesh and Global Studies

Class Four



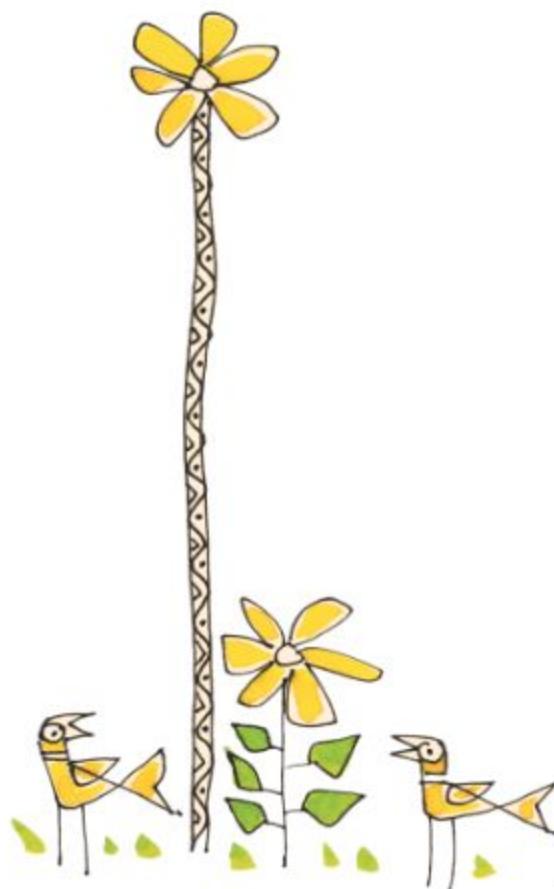
National Curriculum and Textbook Board, Bangladesh

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

Bangladesh and Global Studies

Class Four

Revised for the Academic Year 2025



National Curriculum and Textbook Board, Bangladesh

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Preface

Primary level constructs the foundation of education. A set of well-defined targets and properly planned primary education provide strengths to the entire education system. Keeping this in mind, the primary level has been given supreme importance in the Education Policy 2010. Increasing the span and inclusiveness of the primary level, as the developed countries of the world, have been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity, or gender identity.

The National Curriculum and Textbook Board (NCTB) has implemented an integrated curriculum to update primary education. While this curriculum trails the pedagogy and the curriculum of developed countries, it also adopts traditional teaching-learning values of Bangladesh at the same time. This has enabled the education to be more life-oriented and productive. In the context of globalisation, the mental health of the children has also been specially considered in this curriculum.

Textbook is the most important component of curriculum implementation. NCTB has always borne that in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have been prioritised in the writing and editing of each book. A keen eye has been kept on the diverse curiosity and capacity of the child's mind. Special importance has been given in designing the curriculum and textbooks to make teaching-learning interactive and enjoyable. It is hoped that each book will help in the balanced psycho-physical development of children through educational activities. It will support in acquiring the required skills, adaptability, patriotism and moral values at the same time.

Bangladesh's society, environment, history, tradition, culture, basic needs, children's rights and responsibilities, cooperation and empathy with all people in the society, acquiring the qualities of becoming a good citizen, being respectful to other's culture and profession, fair use and preservation of resources, social environment and disaster, population and human resources, etc. are specially presented in the context of Bangladesh in class four 'Bangladesh and Global Studies' textbook.

Special thanks to the specialists and teachers who worked intensively in writing, editing and revising the textbook. Thanks to those also who have made the textbook attractive to children through its design and illustration. This textbook, written under the curriculum 2012, has been revised to address the need in the changed context of 2024. Due to time constraints, some errors may still exist. Any constructive advice and guidance from the audience will be considered with due importance.

At the end, I wish every success of the learners for whom the book has been produced.

October 2024

Professor Dr. A K M Reazul Hassan

Chairman

National Curriculum & Textbook Board, Bangladesh

Teachers Instruction

Bangladesh and Global Studies, this textbook 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, organising information, and objective analysis of social behaviour and physical conditions.

Bangladesh and Global Studies, pupils are now familiar with the layout of the textbooks for this subject. But their reading skills are still not fluent, and they will need help in following the activities in the textbook. The teacher's support is therefore vital to bring the content to life. Every effort has been made to make the text and activities engaging, appropriate and accessible to year 4 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 16 chapters, grouped into themes of society, individual behaviour, geography, history and culture. 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 2-5 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 of 16 chapters is divided into more than one lesson. 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.

Assign Tasks

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 memorisation; they learn by asking and answering, by organising information, and by finding out.

It is recommended that the teacher starts 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:

Let us Speak: These have been used to encourage pupils to share their ideas and show their learning in a less formal way. Most activities encourage speaking in the whole class, with the teacher writing pupils' suggestions on the board. This also helps pupils to spell the words they might use in their own writing activities.

Let us Write: Again these usually progress in difficulty: from making lists, to dividing information into categories, to writing complete sentences.

Let us Extend: These offer opportunities for further development of the topic, e.g. through drawing or research that takes learning beyond the page. While these activities may take time to plan and administer, it is important to make time for them, as they will often provide pupils with the most memorable learning experiences.

Let us Check: These provide formative assessment at the end of each topic. They cover the range of multiple choice, fill the gap, matching and short answer questions. Besides these, some sample questions have given in the end of the book. The questions and activities require a range of whole class work, small groups, pairwork and individual activities. The teacher should consider how best to organise the class for these different groupings, so that pupils will quickly know how to get started on each kind of activity.

Assessment

Before the Glossary, a final section of short and long answer questions, chapter by chapter, is provided as practice material for summative assessment.

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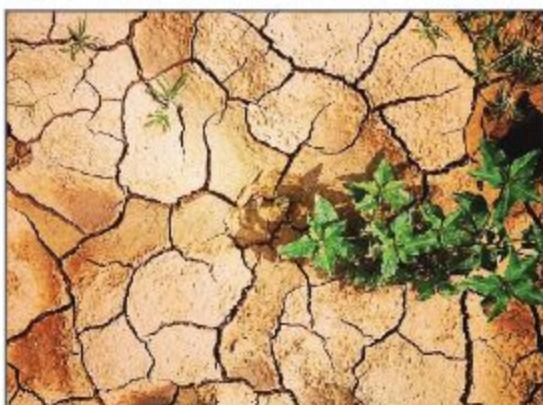


Our Environment and Society

1

Variations in natural environment

The natural environment consists of various elements of nature. The elements of nature are soil, water, air, heat, light, plants and trees, oceans and seas, rivers, animals and birds etc. Natural environment varies in different regions of the world. Some regions are covered with ice and some are deserts. There are also differences in climate. Some places are cold and some are hot; some are temperate some are always dry, and some have more rain.



Dry environment



Rainy environment

In Bangladesh, there are differences between the natural environments of the north and the south. In the north the land is higher, with fewer rivers. It is very hot in summer but too cold in winter. Again, the land is lower in the south with many rivers. There are lots of canal-marshy land and reservoirs. Again, the haor-baor is in the north eastern side. The tendency of flood is high in this region due to these reasons. Again, in the southwest part of the country, there are coastal forests where waterlogging and salinity are high. Similarly, the number of big tides is not less. Sundarbans protects us as a shield from these calamities to a great extent by being a slope in the south.

**A | Let us speak**

Discuss with the help of your teacher the natural environment in your region.

- What is the land like of the region?
- How is the climate?

**B | Let us write**

Write the differences between the north and south regions of Bangladesh. Do this with a classmate.

North region of Bangladesh	South region of Bangladesh

**C | Let us Extend**

Collect pictures of different kinds of land in different regions of nature: ice-covered region, desert, mountains, sea.

**D | Let us Check**

Write two aspects of the different natural elements that vary by regions.

2

Social environment and nature: Mutual impacts

There is social environment along with natural environment. The social environment consists of all the man-made elements. For example: houses, schools, playgrounds etc. At the same time various social activities like farming and transportation are also parts of social environment.

Our social environment depends on our natural environment. In some regions temperature is high but it is low in some other regions. Where it is cold, we wear warm clothes to protect us from cold. We eat different foods and we build warmer houses to keep us warm. Where it is dry, fewer trees and crops grow. In the wet region, more fisheries and irrigations take place. There are differences in lifestyle, livelihood and culture in dried regions and watery regions.



This type of climate is good for farming.



Where we have more rivers and water bodies, boat is used as main transport.

Social environment also has much impact on the natural environment. Humans have invented technology for their livelihood which creates a huge pollution and problems in the nature. While building various infrastructures like houses, roads, bridges, factories for better living, they have been destroying nature by cutting down trees, filling rivers, which is unacceptable. So, we need to be aware of the environment. We should plant more trees. If there are more trees, weather remains convenient, air pollution is reduced and it rains more. Rainwater is beneficial to soil. We need to stop the use of plastic so that pollution may reduce.

**A | Let us speak**

What are the four kinds of vehicles in the pictures on pages 2 and 4? Discuss with your teacher how these vehicles are suitable for different natural environment.

**B | Let us write**

Write examples of how our natural environment has impacts on our social activities.

Rainy environment	Dry environment

**C | Let us Extend**

Discuss the impacts of climate on natural environment.

**D | Let us Check**

What can we do to lessen impact of society on natural environment?

Cooperation in Society

1

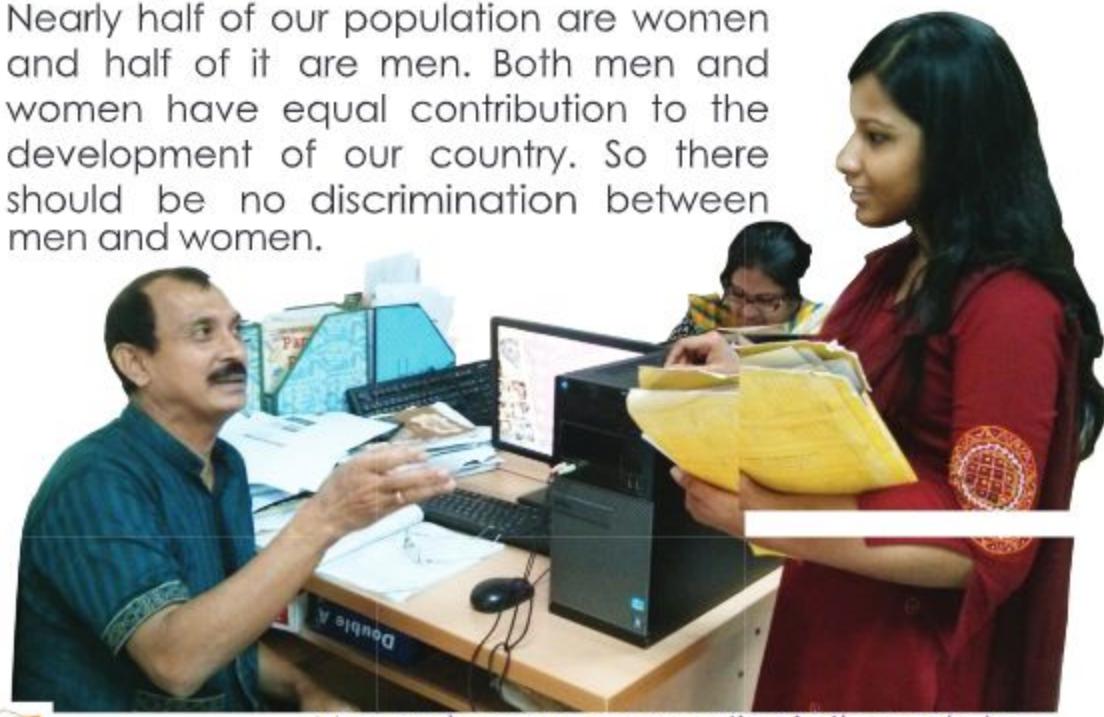
Men and women

We all live in harmony within a family. Our family consists of parents and siblings. In some families, we have grand-parents and other relatives. Our parents respect their parents the way we respect them. And they love their children and take responsibilities for their rearing.

In a family, boys and girls should be treated equally. They have the same right to nutrition, education and to avail other opportunities. And both of them need to take part in various household chores.

Now both men and women take part in domestic and outdoor works. Both should be treated with an equal eye. They have the same capabilities to do equal work.

Nearly half of our population are women and half of it are men. Both men and women have equal contribution to the development of our country. So there should be no discrimination between men and women.



**A | Let us speak**

Discuss the following issues with the help of your teacher.

- Do the boys and girls in all have equal opportunities in all families?
- Do the boys and girls have equal opportunities in education?
- Why should boys and girls be given equal opportunities in every sphere of life?

**B | Let us write**

Write down the jobs in the table given below that are seen to be done by only men, only women or both of them. Do this with a classmate.

Men	Men and women	Women

**C | Let us Extend**

Discuss a funny issue about your family. Compare some issues among yourselves. Do boys and girls play with same toys? Do they have interests on similar issues? Make a list of similarities and differences.

**D | Let us Check**

Complete the sentence with suitable word/words.
The word that means treating people differently is

2 Social differences and Children with special needs

We have come from diverse social backgrounds.

- ✓ We may have different languages
- ✓ We may have different religions
- ✓ Our parents may have different occupations
- ✓ Many have special needs.

Many of the learners also have different family circumstances. Many of them from their childhood remain engaged in the earnings with their parents. For this reason, many of the children cannot attend school. They need the right to come to school. Diversity in society increases solidarity and tolerance among us. The diverse ideas of different people enrich the society. So, we have to embrace diversity. For example, different experiences can be learned about the world from the people with different religions or languages which helps to remove the narrowness of our mind.

Some children may need more time to learn. Because:

- ✓ They may have difficulties with seeing;
- ✓ They may have difficulties with hearing;
- ✓ They may have other physical disabilities;
- ✓ Some may have special psychological needs.



Children helping a friend with special needs

What can we do to help children with these difficulties? So, we must remember, any child may have such problems. So, we must encourage them to keep coming to school. We must never offend them. We must think what we can do to make their lives easier.

If needed, we will stand beside all and help one another. We will learn to respect all so that everyone can get a chance to flourish the possibility.

**A | Let us speak**

Discuss with the help of your teacher what social diversity means.

- How does diversity enrich our society?
- What different kinds of special needs children might be in classroom?

**B | Let us write**

Write down the difficulties that children might face in class and what you can do to help: Do this with a classmate.

Difficulties	What we can do to help

**C | Let us Extend**

Try to do one good deed for others every day. Then write up your diary about those good deeds you have done.

**D | Let us Check**

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

a If we say something offensive to someone	we will help he/she move between classes.
b If a child has difficulties with Bangla	we should help him/her to sit near the front.
c If a child has difficulties with walking	he/she will get hurt.
d If one of our classmates cannot see or hear well	we will help them to understand the language.

Ethnic Groups in Bangladesh

1

The Chakma

There are more than 45 ethnic groups in Bangladesh. The different groups of people help to make our society so diverse.

In this lesson, we will know about Chakma. They are our largest ethnic group. Most of them live in Rangamati and Khagrachari regions. They are mainly Buddhists.

Life-style

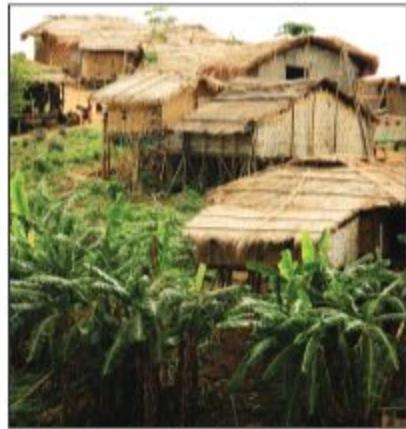
The Chakma have their own language and alphabet. They have their own music in their native language and traditional dance. They are ruled by a king and each village has its own chief. The chief is called 'karbari' by the Chakma. The Chakma make their houses on a platform with wood and bamboo. Their agriculture is based on the 'jum' method. In this method previous crops are burnt and the ashes are put into the holes for sowing new seeds. Their staple food is rice.

Clothes

The Chakma weave patterned fabric on looms. Women wear a floor-length skirt called 'pinon' and a scarf on the upper part called 'hadi'. Chakma men wear 'fatua' and 'lungi'.

Festivals

The Chakma celebrate all the main Buddhist festivals. Particularly Buddha Purnima is celebrated in the month of Baishakh and 'Biju' for 3 days over Bengali new year. During festivals they decorate their houses with flowers, and exchange greetings with each other.



Chakma houses built at the hill-slope



A | Let us speak

Discuss the lifestyle of the Chakma people with the help of your teacher.



B | Let us write

Here are some notes about Chakma life. Make a similar list under the headings **Houses**, **Food**, **Agriculture**.

Life-style	Clothes	Festivals
Own language, alphabet and music; Ruled by king and village chiefs.	Fabric woven on looms.	Buddhist festivals



C | Let us Extend

Find out and write one similarity and one dissimilarity between your life and the life of the Chakma.



D | Let us Check

Tick the right answer.

Which part of Bangladesh do the Chakma live in?

- A. North-west B. North-east
- C. South-west D. South-east

2

The Marma

The Marma are the second largest ethnic group in Bangladesh after the Chakma. Most of the Marma live in Bandarban, Khagrachari and Rangamati region.

Life-style

The Marma are ruled by a king and village chiefs. The houses are built up on platforms on high lands. They like to eat rice and boiled vegetables, and also a dried fish called 'nappi'. They also grow plants by the 'jhum' method. Beside this they catch fish, weave fabrics to earn their livelihood. By selling all these, they earn their livelihood. They used to gather herbs for medical treatments, but now they use modern medications like others.

Clothes

Traditionally Marma men and women always wear traditional dresses 'thami' and 'angi', but today they often wear modern dresses as well.

Festivals

The Marma people celebrate all the Buddhist festivals. Each month they celebrate 'labrey' during full moon. They also celebrate the festival called 'Shangrain' on the second day of Boishakh. They enjoy water sports on this special day.



A Marma wedding in traditional clothes

**A | Let us speak**

Do you know someone from the Marma ethnic group? Do you know any of their special customs? Discuss with the help of the teacher in the class.

- In what ways are the Marma similar to the Chakma?
- Which two aspects of Marma culture have been changed a lot?

**B | Let us write**

Write notes about the Marma life-style according to the three headings of the table. Do this with a classmate.

Houses	Food	Agriculture

**C | Let us Extend**

Make a list of the things you would like to know about the Marma if you meet any Marma.

**D | Let us Check**

Tick the right answer.

How many 'labrey' festivals do the Marma celebrate each year?

- A. one B. two C. ten D. twelve

3

The Saontal

The Santal live in Dinajpur, Rajsahi, Naogaon, Chapainawabgang, Natore, Rangpur and Bagura districts of Bangladesh. A vast majority of them live in India.

Life-style

The Saontal have their own language. Rice is their staple food. Beside this they eat fish, meat, vegetables and especially 'nalita' cooked using jute leaves. Now farming is their main occupation. They also do fishing, work in tea gardens and cottage industries.

Clothes

Saontal women wear two outer garments: above, a 'panchi' and below, a 'parhat'

Men used to wear dhuti previously, but now they wear lungi, vest and shirt.

Festivals

The Saontal love festivals.

There are five Saontal festivals:

Saontali dance



Month	Festivals
Poush	Sohrai festival is celebrated after the harvesting of the main crop.
Magh	The festival of collecting hay from forest for making houses is called 'magh sim'
Falgun	The festival of the first day of spring
Ashar	Er kongsim: each family brings a hen as an offering to the god
Vadro	Hariar sim: giving an offering for the crops

**A | Let us speak**

Discuss with the help of teacher how the Saontal people differ from the Chakma and the Marma.

**B | Let us write**

Write notes about the Saontal life lifestyle according to the three headings given in the box. Do this with a classmate.

Language	Food	Profession

**C | Let us Extend**

On a map of Bangladesh, mark the regions where each of the ethnic groups you have known in this chapter live.

**D | Let us Check**

Tick the right answer.

Which of these is a Saontal festival?

- a. Shangrain
- b. Hariar sim
- c. Biju
- d. Labrey

4

The Monipuri

The people of Monipuri tribe live in Sylhet, Moulvibazar, Habiganj and Sunamganj districts in Bangladesh. Most of Monipuries live in Kamolganj in Moulvibazar district. Many of this ethnic group live in Monipur, Assam and Tripura states of India. Monipuri is divided into three groups: Moitoi, Bishnupriya and Pangal. There are two languages among them.

Life-style

The Monipuries' house are made of bamboo, wood, brick or tin. They eat rice, fish and all kinds of vegetables. Meat is socially forbidden, but the Pangalis eat meat. One of their favourite food is 'Shingju' or 'Sinchou', which is made with a variety of herbs. Monipuries are mainly farmers and weavers.

Clothes

The scarf like Monipuri dress that the women wear is called 'fanek' or 'Lahing'. Their blouse is called 'Furit' or 'Ahing' and the scarf is called 'Inafi'. The boys wear dhuti, pajamas and Punjabi.

Festivals

The Monipuri have different social and religious festivals. Such as - Rathajatra, Chaitra sangkranti, Doljatra, Raspurnima etc. The Pangals celebrate Eid. Monipuries celebrate almost all through the year. They express their joy through dance, song, Kirtan and musical instrument.



**A | Let us speak**

Discuss the Monipuri with the help of teacher in the class.

**B | Let us write**

Write notes about the Monipuri life-style under the three headings given below.

Houses	Food	Work

**C | Let us Extend**

Here are some images of several ethnic groups. How their social customs are different from yours. Discuss in class with the help of teacher.



Chakma



Monipuri



Marma



Saontal

**D | Let us Check**

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

a. The Monipuri	celebrate 5 festivals.
b. The dress of Chakma women	is nappi.
c. Each year the Saontals	eat Shingju or Sinchou.
d. One favourite food of the Marma	are pinon and hadi.

The Rights of Citizens

1

Social rights

As a citizen of Bangladesh, we enjoy mainly three kinds of rights from the state. These are social, political and economic rights. The rights which are essential for healthy and better living are known as social rights. The state ensures these rights for all citizens.

Let us learn about some social rights from the following table.

 <p>The right to live Right to live is important of all rights. We all need food, clothing, a home, health care and security to live.</p>	 <p>The right to religion whether we are muslim, hindu, buddhist or Christian, we can practise our religions and religious ceremonies in Bangladesh. No one has the right to prevent them from celebrating their festivals.</p>
 <p>The right to education Right to education is one of the rights of each citizen. Every citizen should be educated for the development of the state. Women and people of different castes and religions cannot be denied from the rights to education.</p>	 <p>The right to language and culture It is a fundamental right of a citizen to speak in mother tongue. Similarly, this right also includes practising own culture and enjoy festivals.</p>
 <p>The right to move around freely Every citizen has the right to move freely within the country. So we can move to any place without difficulties.</p>	

While I have these rights, I have a duty not to diminish the equal rights of others. There are several rights as a citizen, similarly we have responsibilities towards the country and the society. For example, duty to obey the existing laws of the country, not to do something against the interest of the country, not to violate the rights of others.

However, it is the responsibility of the government to ensure whether everyone obeys the law, fulfils the assigned responsibilities, and provide security.



A | Let us speak

Discuss with the help of teacher in the class.

- What do you understand by a citizen's rights?
- How can you perform responsibilities to your country?
- How will the government ensure the safety of each citizen?



B | Let us write

Write examples of each of our social rights. Start each with 'I have the right to ...' Do this with a classmate.

Rights	Examples
To live	I have the right to eat enough food to live.
To education	I have the right to go to school.



C | Let us Extend

Every right is related with some responsibilities. Think of the responsibilities you have to carry out. Start each sentence with 'I should....'

Rights	Responsibilities
To live	I should share my food with others who need it.
To education	I should study regularly.



D | Let us Check

Tick the right answer

Which of the following is a social right?

- A. to live B. to sleep C. to have a holiday D. to have money

2

Political rights

Political rights allow citizens to take part in governing the state by voting or performing various other tasks.

Here are five political rights that help to make a beautiful country and nation.

The right to participate in elections		Every citizen has the right to vote on elections from the age 18 and above. They can participate in elections at the age of 25.
The right to freedom of expression		Every citizen has the right to express his or her opinion in the family, school and society.
The right to equality in the eyes of the law		Everyone has the right to seek equal legal protection without any discrimination by race, religion, gender, colour and wealth in the eyes of law.
The right to safety		When abroad, any citizen may face problems. He or she has the security rights from their own state.
The right to individual freedom		Every citizen has the right to do what they want, so long as it does not harm anybody else.

**A | Let us speak**

Discuss with the help of your teacher how people take part in governing a state.

- What is election?
- When does it take place?
- Who are eligible for voting?

**B | Let us write**

Write an example of each of the political rights. start each sentence with 'My family...` Do this work with a classmate.

Rights	Examples
The right to take part in elections	I can vote when I am 18.
The right to freedom of expression	Members of a family can freely express his/her opinion.

**C | Let us Extend**

Do a role-play in groups of four.

Two students will prevent two other from voting. The first two learners will logically argue for their rights to vote. What have you learned from the role-play ?

**D | Let us Check**

Complete the sentence:

Our right to vote is important because _____

3

Economic rights

The right to earn a decent living is called an economic right. The right is needed for a secured way of earning.

Let us know about some economic rights given below.

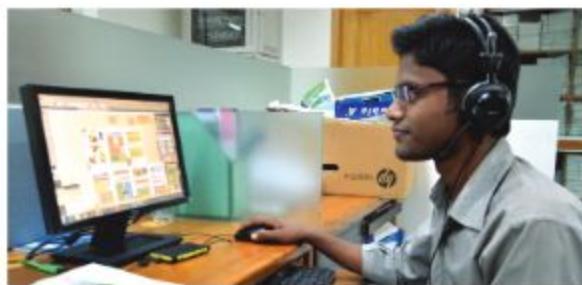
The right to work

Every citizen has the right to earn from employment, business and other jobs.



The right to own property

Everyone has the right to own and enjoy property.



The right to earn a fair wage

Every citizen has the right to express his or her opinion in the family, school and society. A fair wage should be such by which people can live with dignity.



The right to enjoy vacation

Every citizen has the right to enjoy vacation and leave wherever they work. People can get sick if they don't get time off. Overworking doesn't bring satisfaction.

**A | Let us speak**

Discuss with the help from your teacher:

- Why is it important to work?
- What does a fair wage mean?
- Why do we need vacation?

**B | Let us write**

Write an example of each of the economic rights. Do this with a classmate.

Rights	Examples
To have earning	People work as farmers or ...
To earn a fair wage	Labourers earn wages in exchange of labour.

**C | Let us Extend**

Make a list of all the professionals in your area. Collect/draw their pictures and make a poster.

**D | Let us Check**

Write each of the rights below under proper headings in the table:

education wages vote housing language enjoying-vacation

Social right	Political right	Economic right

Values and Behaviour

1

Being good and doing good

In the previous chapter, we have known about rights. In this chapter, we will know about our responsibilities for having values and behavior. We have the responsibility to do good to each other. A part of good behavior is a moral quality.

Values

Values are core human qualities. Our thinking and behaviour are guided by values. We learn values from our families, our community and our school. Good values make a better society. Some examples are given below.

Value	Results
Honesty	People trust us/We are trusted by others.
Sense of justice	We behave fairly with our friends
Discipline	We behave rightly and abide by rules
Politeness	We are respected by others.

Behaviour

We can develop a value based good society to live in together.

Here are some examples of good behaviour.

- Looking after juniors;
- Respecting seniors/elders;
- Behaving well with neighbours;
- Helping those in trouble;
- Protest if someone commits wrong to others.



Good behaviour

**A | Let us speak**

With the help of your teacher, discuss each value described in the lesson and give examples of some more values. Give examples of good behaviour for each of the values.

**B | Let us write**

Write examples of good things you can do at home.
Do this with a classmate.

**C | Let us Extend**

Sometimes we behave roughly instead of behaving politely.
Act out a role-play in small groups to show the results of good or bad behaviour.

**D | Let us Check**

Put a tick (✓) for good behaviour and cross (✗) for wrong that we should not do.

Misbehaving with domestic helpers	
Helping a classmate with a pencil if she forgets to bring it	
Helping all the members of the family as much as possible	
Offending others	
Not helping a blind man when he is crossing the road	
Doing our work by ourselves	

2

Let's read an incident

Let us know about the life of a girl of the same age as ours called Ripa. Every day she has to make choices about what is good and bad to do. Tick (-1) or cross (x) the best choices for her.

Ripa gets up early in the morning	She goes to bed late	
She helps prepare food	She leaves the dishes after meals	
She arrives late at school	She is on time for school	
She avoids her friends	She is kind to her friends	
She tries to answers teacher correctly	She laughs at her classmates	
She takes someone's pen without asking	She keeps the classroom clean	
She rushes out of classroom	She waits for her classmates after school	
She helps the neighbours	She is rude with her neighbours	
She makes too much noise at home	She gives her grandfather medicine timely	
She helps her siblings to study.	She keeps awake till late night.	



We should do
good deeds

**A | Let us speak**

Discuss Ripa's decisions of doing good deeds with a classmate in the classroom with the help of your teacher.

**B | Let us write**

Put the following words in the right box. Do this with a classmate. Remember that, values are beliefs and behaviour are their expressions and actions.

kindness
punctuality

consideration
truthfulness

helping others
sharing food

Value	Good behaviour

**C | Let us Extend**

Make a list of some more values and behaviours which are not given in the table above.

**D | Let us Check**

Tick the right answer

Which one is a value?

- helping people in trouble
- getting along well with others
- inviting all to an event
- truthfulness

Tolerance to Others' Opinion

1

The majority's view

Let us listen to Mitu and Ratul.

We will **express** our **opinions**. We will **listen** to and respect other people's opinions.



We will **accept** views of the majority.

Showing respect to others' opinion is called tolerance. Tolerance is a major social quality. So we should listen to every opinion with patience. We all must have **tolerance**. But the opinion which the majority of people think is right should be accepted if it is not harmful. We should give priority to the opinion of the majority. However, there should be an opportunity to hold and express different opinions in a democracy. The rights of others cannot be violated. On the other hand, those who have different views, their safety and coexistence must be ensured. Special facilities may be given separately to backward communities. There are three steps to this process.

express an opinion → **listen** → **decide.**

At home

There may be needs to sharing views, listening to them and deciding about who will do what at home.

At school

Some of the situations at school that might require you to express, listen and decide are:

- What games to play in the playground ;
- Where to sit in class ;
- Which topics to study ;
- Which story to listen to ;
- Who will be the class representative ;

**A | Let us speak**

With the help of your teacher, choose one of the situations mentioned about school and give your opinion on that.

- Expressing views.
- Listening to and respecting each other's views.
- Reaching a conclusion based on the views of the majority.

**B | Let us write**

Make a plan to decide who will do what at home. Write a plan for how you would come to a decision, under these three headings:

Express	
Listen	
Decide	

**C | Let us Extend**

Act out a role-play in small groups. Think of a situation where you all have different opinions. Take it in turns to express your views. Then reach a decision, based on what the majority want to do.

**D | Let us Check**

Tick the right answer

What should we do when others express their opinions?

- | | |
|------------------------------------|-------------------------|
| a. speak | b. make a noise |
| c. listen to the speaker patiently | d. do what we feel like |

2

An example

Let's read the following event.

After the final exam all the students of a class request the teacher to take them on a study tour. The teacher asked the learners to say where they wanted to visit. Some opined for the zoo. Some chose Shishu Park. Others wanted to go to elsewhere. Nobody listened to the opinions of others. All of them created chaos for going to their preferred places. Disagreement surfaced among them. As a result, they could not go on the study tour.

Now let's think about the following questions:

1. Why did the learners fail to go on the study tour?
2. Did they listen to the opinions of others with respect?
3. How should they have expressed their opinions?
4. What sort of problems may be created when there is no tolerance of others' opinions?



Democratic behaviour should be practised in classroom

**A | Let us speak**

Discuss the answers of the four questions given in the previous page with the help of your teacher.

**B | Let us write**

In pairs, discuss and write how the students should have worked through the three stages of making democratic decisions:

Express	
Listen	
Decide	

**C | Let us Extend**

Hold a debate in class on a subject that interests you all. Select one speaker to express the view for each side of the argument. The rest of the class are then invited to state their views. Finally vote for the person whose statement you liked. This is the way we can take a decision based on the choice of majority.

**D | Let us Check**

Tick the right answer

What does tolerance of others' opinion mean?

- a. accepting everybody's opinion?
- b. expressing only own's opinion
- c. acting according to own's opinion
- d. listening to no one

The Dignity of Work

1

Manual occupations

Society needs people from different kinds of professions. We should respect every kind of job. Occupation is the work from which people produce or earn. One gets salary or wage at the end of month or day. Others use the produced goods for livelihood. Such as weavers. People of every profession get paid for their labour. These workers help us in our daily life. We will learn about various jobs of different occupation in the beginning of this chapter.



Factory worker

The picture shows garment workers in a factory. They work long hours to make clothes for export. This is one of our most important industries. Many women are involved in this profession.

Cleaner

We need cleaners to work in schools and offices, hospitals and in the street, to keep our environment clean and safe. Many women workers are also involved in this occupation.



Transport worker

We use transport for transportation of human and goods from one place to another place. The transports are: boats, trains, buses, trucks and taxis. We need drivers to operate these transports. Few women are seen in this occupation.

There are other types of workers too. For example: construction workers, domestic workers, tea-garden workers, farm labourers, etc.

**A | Let us speak**

Discuss the workers engaged in various jobs in your locality with the help of your teacher in the classroom.

- What are they doing: carrying or construction or anything else?
- Which occupations are served by both men and women?
- How are these occupations necessary for society?

**B | Let us write**

Discuss the occupations given in the box below. Write about where they work and what they do. Write about one more such occupation. Do this with a classmate.

Occupation	Where they work	Result of this work
Factory worker		
Cleaner		
Transport worker		

**C | Let us Extend**

Divide into groups. Each group decides which job they think is the hardest. They then present their ideas to the class. The class votes for the best presentation.

**D | Let us Check**

Complete the following sentence:

We should respect workers because _____

2 Service Holders

The people engaged in these occupations usually work in offices. They do the job of administration or supporting in making money. Such as information and management staff, sales staff, doctors and engineers.



Service workers

Usually there are different types of works in the office. They serve to meet various needs of people operating computers and internet, doing various office tasks and keeping accounts, etc.

Business and sales management

Business is mostly concerned with buying and selling goods. Goods are sold locally in shops, and markets. On a larger scale businessmen import goods from abroad and export goods to foreign countries. Nowadays, sales are also managed through online.



Other professions

In our society there are also many more important professions. These require special skills and are to prove the skills through special tests. Such as teachers teach us. Engineers build buildings, roads and bridges. Pharmacists produce medicines to keep us healthy. Doctors give us medical care. Lawyers provide legal aid, etc. There are also government employees. A person cannot enter this profession unless he acquires the required skills.



**A | Let us speak**

Discuss with the help of your teacher what you know about the professional jobs.

- What special clothes do these people wear at work?
- Do they work on computers?
- Which are specialized professions?

**B | Let us write**

Write about the professionals who work in the institutions mentioned below. Do this with a classmate.

School	Hospital	Office

**C | Let us Extend**

What job would you like to do when you grow up? Write about the qualifications you'd need? Where would you work in the occupation you have chosen ?

**D | Let us Check**

Match these jobs with their work places.

Doctor	Shop
Salesperson	School
Administrator	Laboratory
Teacher	Hospital
Scientist	Office

3

Law and order maintaining professions

Every citizen has to abide by laws to maintain peace and discipline in the society. A person who violates law and order and does offences, he/she has to be punished. Occupations related to law enforcement have been discussed here.

Police

The Police work to protect the law and order of the country. Their major responsibility is to bring the criminal to the Court. They also play a vital role of ensuring orderly movement of transports in the streets. They also help the people to move safely on the road. The main duty of police is to maintain discipline. Honesty is very important for this task.



Police

Lawyer

Lawyers play a very important role during trials. They help the people by legal aid. They also prosecute cases in favour of accused persons in the court. They help the court by explaining laws.

Judge

The Police bring the people who violate the law and are involved in criminal activities and destroy peace of the society. A judge hears both sides of the case. With this wisdom the judge decides the judgement according to legal procedure.



**A | Let us speak**

Discuss with the help of your teacher what you know about the police.

- What kind of uniform do they wear?
- What kind of service do they deliver?

**B | Let us write**

Suppose, if anyone stole something and was apprehended. What would be the role of the police, lawyers and judges in this case. Write in the box.

Police	
Lawyer	
Judge	

**C | Let us Extend**

Role play the incident mentioned in 'Let us Write.' One plays the role of a criminal, one lawyer from the accused side, one lawyer accusing the criminal and one plays as a judge.

**D | Let us Check**

Complete this sentence:

We need such people to work in the law so that _____

Social Institutions and State Assets

1

Social Institutions

Assets are the resources to meet our needs for livelihood. Social assets are local facilities ensuring developments of people's livelihood. We can get these facilities from the government or private initiatives.

Schools/Educational institutions

Every child has the right to be educated. It is a social right. There are schools in every neighbourhood to support children for welfare of their livelihood.

Hospitals/Healthcare institutions

Hospital is another social resource that ensures health services to the people. Doctors and nurses provide medical treatments and take care of patients here.

Religious buildings

There are religious institutions for every religion. These are mosques for Muslims, temples for Hindus, pagodas for Buddhists and churches for Christians.

Parks and playgrounds

There are many playgrounds and parks where children and families can go to play and enjoy.



All these social assets improve the standard of social environment. Therefore, we need to preserve all these institutions.

**A | Let us speak**

Discuss with the help of your teacher what social assets you have in your neighbourhood.

- What schools do you have in your locality?
- Do you have hospitals near you?
- What religious institutions are there?
- Do you have parks and playgrounds?
- What are the other social resources?

**B | Let us write**

Write how your neighbourhood benefits from each kind of social resource. Do this with a classmate.

Social resources	Benefits
School	
Hospital	
Religious organizations	
Playground	

**C | Let us Extend**

Draw a picture of your neighbourhood including the social assets, and label them. Underneath your drawing, write how any of these resources help the people of your local area.

**D | Let us Check**

We should take care of our social assets because

2 State assets

The national assets are those which are built by government for our use. These national assets are created and maintained by the government with the earning of taxes and revenue paid by us.

Roads

Government constructs and repairs roads for the convenience of our movement. We have large paved roads between towns, and earthen roads in villages. All these roads help us travel between places and transport goods. Moreover, we all can use state-run transport.

Railways

We have long railways like roads. Many people travel by the trains. It is easy to carry huge goods in the train.

Bridges

There are many large rivers in our country. So, we need lots of bridges over rivers. There are small bamboo bridges in the villages, and some are larger bridges for roads and railways across the rivers. Some of our largest bridges are the Padma bridge, the Bangabandhu Bridge, the China Friendship Bridge and the Lalon Shah Bridge.



Bangabandhu Bridge

**A | Let us speak**

Discuss with the help of your teacher what kinds of facilities the state provides us.

- Which is the largest road near you ?
- Which is the nearest railway station from your home ?
- What large bridge do you have near you ?
- Which occupations are related to buses and the railways ?
- Have you seen people building or repairing roads, railways and bridges ?

**B | Let us write**

Write what works are related to transport system.

Kinds of works	
Road	Repairing the road,
Railway	
Waterway	
Airlines	Selling tickets,

**C | Let us Extend**

Describe your experience of a journey using any kind of transport mentioned above.

**D | Let us Check**

Match the occupations with the national assets.

Road	Pilot
Airlines	driver
Bridge	Engineer

3 State assets: Natural

Nature is the source of natural resource mentioned underneath. These natural resources make our life easier.

Water

We get fresh water from rain, rivers and springs. We use it at home for drinking, cooking and washing. Farmers use water for irrigation. We commute in the waterway transport goods through rivers and sea routes. Clean water is distributed through pipes to homes, offices and factories in towns. Moreover, water is required in large industries. Thus we need water for different purposes. But the excessive use of water creates pressure on this natural resources.

Forests/Plants

Forest is another natural resource. Trees grow in forests. The trees in forests give us wood for building homes and furniture. They grow fruits we can eat and provide shelter to different animals. Deforestation is very harmful in the name of development.

Gas

Gas is a natural resource which is extracted from under ground. We use it for producing electricity, for cooking, and for transport. Many transports in towns run on natural gas. It is used in industries also.

Electricity

Natural forces, for example, wind, sunlight, gas, gas, oil, water, etc., are used to generate electricity. Electricity is also generated in different power plants. We use electricity for getting light, cooking, running televisions, operating computers and industrial production. But these natural resources are not infinite. So, its use should be sustainable and environment friendly.



A power plant of Bangladesh

**A | Let us speak**

Discuss with the help of your teacher;

- Where do natural resources come from?
- Why are the assets described as national assets in this lesson?
- How do these resources help us in different works?
- How can we use them properly?
- What will happen if they are used up?

**B | Let us write**

Write about various uses of each of the following resources in the box written below. Do this with a classmate.

Natural resource	Uses
Water	
Forests	
Gas	
Electricity	

**C | Let us Extend**

How can we conserve our natural resources ? Write a list of ways your household could use less water, gas or electricity.

**D | Let us Check**

Match the uses with the natural resources:

Gas	Washing clothes
Water	Sailing boats
Wind	Radio
Electricity	Making furniture
Forest	CNG scooters/vehicles

Developing Locality

1

Rural areas

Some of us live in villages, while others live in towns. People who live in rural areas need all these facilities for development of their social environment.

- Educational institutions
- Medical facilities
- Roads, bridges, bamboo pathways or culverts
- Tube well for safe drinking water
- Sanitary toilet in every house
- Places to throw waste
- Drainage and canals to get rid of stagnant water
- Ponds
- Water irrigation in fields
- Electricity facilities
- Religious institutions
- Cultural institutions
- Village markets
- Playgrounds



If these facilities are not enough, the local people should inform the Chairman of the Union Parishad and the Member. Then everyone can participate in trying to improve the facilities, e.g. by building bamboo bridges, purifying the drinking water, or building playgrounds. So, the consideration to the environmental conservation can be ensured while taking any developmental initiatives.

**A | Let us speak**

Suppose, you all are going to build up a new village. Which of the facilities mentioned in the lesson would be most important to provide? List them in order of **importance**. You all do this activity with the help of your teacher.

**B | Let us write**

Make a list of developmental tasks which are required to be done for your locality. Write the important one first. Do this with a classmate.

**C | Let us Extend**

Now consider your list in more detail.

- Which are new constructions?
- Which improvements only need to repair?
- Which are the most expensive ones?
- What kind of materials will they need?
- Which can be done by the local community? How?

**D | Let us Check**

Tick the right answer

Which is required most for safe water in rural areas?

- | | |
|----------|--------------|
| a. pond | b. river |
| c. canal | d. tube well |

2

Urban areas

People living in urban areas need all the following facilities for the welfare of their social environment.

- Educational institutions
- Hospital
- Wide roads for movements
- Drains for proper drainage
- Dustbins for throwing waste
- Supply of safe drinking water
- Electricity facilities
- Gas
- Street lights
- Religious institutions
- Cultural institutions
- Markets
- Parks
- Playgrounds



If these facilities are inadequate, the local people should inform the Mayor of the Municipality/city corporation and the Ward Councilor. Then everyone in the locality can participate in trying to improve the facilities in urban areas, e.g. by repairing bridges, improving waste management, plantation and preparing the play grounds . At the same time plastic pollution can be reduced.

**A | Let us speak**

In small groups, discuss the facilities on pages 44 and 46. Which items are common and which are different? Why are they similar or different?

**B | Let us write**

Look back to your list of improvements from 'let us write' section in the previous lesson on page 45.

Write a short letter to the municipal council saying what needs to be built, or what needs to be repaired. Write nicely and clearly so that they pay attention to the problem mentioned in your letter!

**C | Let us Extend**

Find out more information about who are in charge of your local development. What is the address of the person you should write to with your recommendations?

**D | Let us Check**

Tick the right answer

Which one is the most important for urban people's health ?

- | | |
|----------|------------|
| a. car | b. dustbin |
| c. river | d. pond |

Chapter 10

Asia Continent

1

The largest continent



Asia is the world's largest continent. It covers almost one third of the earth's land. It is also the largest by population. About 60% of world's population live in Asia.

Asia lies in the Northern Hemisphere. There are 48 countries in Asia and some are named on the map. The longest river in Asia is the Yangtze, lies in China.



Map of Asia

The climate of Asia varies in different regions. There is desert in the center of Asia. The weather of desert area is very hot. Siberia is located to the north of Asia. This region is cold and snowfall happens in the severe winter. Rainfall occurs in some regions in the winter season while there is no rain in the summer. Such as Jordan, Israel. There high temperature prevails and rainfall occurs throughout the year in Indonesia and Malaysia.

**A | Let us speak**

With the whole class, list some countries in Asia from the map. What do you know about any of these countries? Complete this task with the help of your teacher.

**B | Let us write**

Write notes on the climate of Asia. Do this with a classmate.

Hottest	
Coldest	
Driest	
Most rainy	

**C | Let us Extend**

As a class, display the map of Asia on your classroom wall. Colour and label the countries, seas and oceans.

**D | Let us Check**

Match the words on the right with those on the left with the help of the map.

a. To the south of Asia	Europe
b. To the north of Asia	Arctic Ocean
c. To the east of Asia	Indian Ocean
d. To the west of Asia	Pacific Ocean

2

The resources of Asia

Grain crop

The chief crops of Asia are rice, wheat, corn, coconut, spices etc. Asia is the largest producer of rice and wheat in the world, and they grow in most parts of the continent.

Cash crop

The chief cash crops of Asia are jute, cotton, rubber and tea. Coffee, sugarcane and silk are also grown in plenty in Asia.

Minerals

Asia has enormous reserves of minerals such as coal, mineral oil and natural gas. In addition, bronze, gold, silver, mica, manganese etc. are also found in plenty.

Industry

Asia is quite developed in industry. There are many industrial plants in Japan, South Korea, China, India, Malaysia and Thailand. Iron, steel, cotton, paper, medicine and jute are the major industries of Asia.



KAFCO fertilizer factory, Chattogram

**A | Let us speak**

Discuss and say the resources found in Asia with the help of your teacher.

**B | Let us write**

Write the difference between grain crops and cash crops.

**C | Let us Extend**

Asia is home to many wild animals such as tigers, elephants, deer, monkeys and snakes. Collect pictures of these animals and display them round the wall map of Asia.

**D | Let us Check**

Complete this sentence:

Asia is the largest producer of _____

Chapter 11

Topography of Bangladesh

1 Topography

Topography means the condition and the formation of the land, especially it refers the differences in the height of land of a country.

Hilly areas

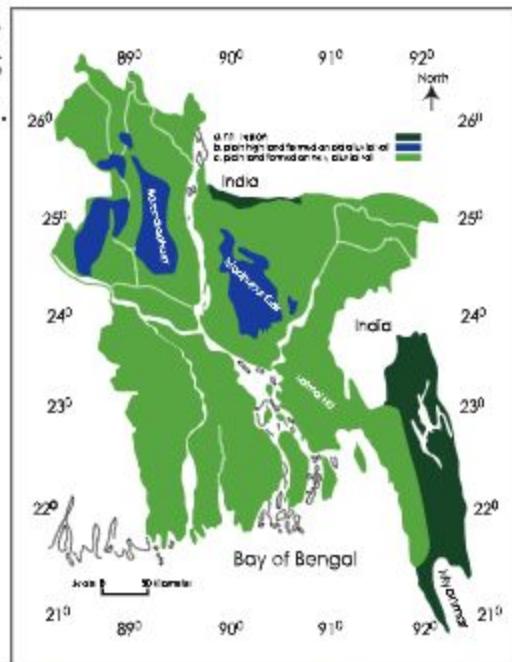
Most areas of our country are plain land. However, there are some hills in the south-east and north-east regions of the country. The hills of south-east are located in the districts of Khagrachari, Rangamati, Bandarban and Chattogram. The highest peak of the country is Tazing Dong at 1280 metres. The third highest is Keokradong at 986 metres. Both of these hills are in Bandarban. There are forests in these hilly regions. This forest has enhanced the beauty of Bangladesh.

Highland

These highlands are lower in height than the hilly areas and formed of old alluvial soil. These lands were created by the alluvial soil borne by river currents. These high lands are marked in blue on the map. Among those highlands there are Varendrabhumi of north Bengal, Madhupur Tracts of Tangail and Lalmai Hills of Cumilla.

Plains

The plains are formed of new alluvial soil and slope down slightly from north to south. Many rivers flow down these plains which are often flooded. So the land formed with new alluvial soil is very fertile.



Topographic Map of Bangladesh

**A | Let us speak**

Discuss with the whole class what you know of the topography of Bangladesh.

- Have anyone of you travelled to the hills, the plains or the forest?
- In which direction do most of the rivers flow?

**B | Let us write**

Compare the topographic map of Bangladesh with the divisional map. Which divisions are the highlands situated in?

Highlands	Division
Barendrabhumi	
Madhupur Gar	
Lalmai Hills	

**C | Let us Extend**

Draw a map of Bangladesh, and label the divisions. Then colour and label the hilly areas.

**D | Let us Check**

Answer in short:

Which highland does lie furthest to the west? _____

Which country does share borders with Bangladesh to the south-east? _____

Which bay does lie to the south of Bangladesh? _____

2

Climate

Bangladesh is a land of six seasons. These are: summer, rains, autumn, late autumn, winter and spring. The climate of Bangladesh falls into three main types based on temperature and rainfall.

Summer season

The summer runs from March to May. The temperature rises upto 35 degrees celsius during this time. April is the hottest month of the year. The storm Kalbaishakhi pays its visit from April to May.

Rainy season

The rainy season lasts from June to October. The monsoon blows northwards from the Bay of Bengal, bringing heavy rain. The average rainfall in this season is 203 centimetre. After the rains if flood occurs, silt forms on land which helps with crop production.

Winter season

The temperature starts to drop after rainy season. The winter lasts from November to February. It is the coldest in the north and in winters average temperature is 18 degrees celsius. However, it does not snow in Bangladesh.

Rainy season



Summer



Rainy season



Winter

**A | Let us speak**

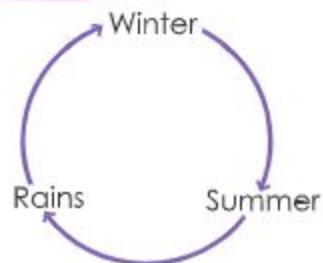
Discuss with the whole class about three main seasons with the help of your teacher.

- Which season do you like most ?
- Which season is best for farming ?
- Describe the winter in the north.
- Describe the effects of the Bay of Bengal upon the rainfall in Bangladesh?

**B | Let us write**

Write the numeral information and characteristics of the three seasons. Do this with a classmate.

Summer	Rainy season	Winter

**C | Let us Extend**

Draw a poster with a circular design for the three seasons. Write the months in each season and draw some pictures of the season.

**D | Let us Check**

Match the seasons with their characteristics.

Summer	monsoon
Rains	Kalbaishakhi
Winter	heat
	cold

The Bay of Bengal is a Bay which is located to the south of Bangladesh. We will learn about the three attractive spots around the Bay of Bengal in this lesson.

Sundarbans

Along the swampy coast in the south-west of Bangladesh lies the Sundarbans. It is named after its Sundori trees. This forest helps protect the coast from storms and tidal waves. This is the largest mangrove forest in the world. The Sundarbans was declared a World heritage site by UNESCO in 1997. The world famous Royal Bengal tiger, as well as chitra deer, wild boar and birds, live in this forest. There are many streams and canals, flows through the forest which are home to crocodiles, snakes and fish, and make the soil very fertile for the Sundori forest.

Cox's Bazar

Cox's Bazar beach is the longest sandy beach in the world. It is situated in Cox's Bazar district in Chattagram division. The beach is 120 kilometres along the coast of the Bay of Bengal. It is popular with tourists for swimming and walking. Behind the beach there are green hills and waterfalls. To the south of Cox's Bazar is the island of St Martin, the only coral island in Bangladesh. Himchari, situated 18 kilometres south from Cox's Bazar, is famous for its beautiful waterfalls. Inani Beach is 35 kilometres south of Cox's Bazar. Cox's Bazar sea beach is a beautiful place to spend time on a family holiday.

Kuakata

Kuakata beach is in Barishal division, almost 380 kilometres south from the capital city. The name means digging well, because 200 years ago the Rakhines came here to dig wells for drinking water. There is also a 100 years old Buddhist temple. In the winter, birds migrate here in large numbers. It is the only sea beach in Bangladesh where tourists can see both sunrises and sunsets from the same spot. Because of its natural beauty, this place is called 'Sagar Kanya', meaning daughter of the sea. 100 years old Kuakata is a holy place for Hindus and the Buddhists. A large number of tourists visit these three tourist spots. The real beauty of these spots will be hampered if it is not possible to reduce the plastic and other pollutions including surplus gathering of the tourists. These tourist spots have also to be protected from the pressure of developmental interventions.

**A | Let us speak**

With the whole class, discuss why tourists might want to come to the places around the Bay of Bengal.

How can we conserve the environment of these attractive places?

**B | Let us write**

Write the attractions of each tourist spot in a list. Do this with a classmate.

Sundarbans	Cox's Bazar	Kuakata
		

**C | Let us Extend**

Choose any of the following places of attractions: The Sundarbans/Cox's Bazar/Kuakata. Why is this place attractive? Make a poster to encourage tourists.

**D | Let us Check**

Match the places with their attractions.

Sundarbans	long sandy beach migratory birds Bengal Tiger waterfalls
Cox's Bazar	Buddhist temple
Kuakata	mangrove swamps



Hill resorts

In this lesson, we will learn about three attractive hilly areas.



Golden temple

Bandarban

This is hilly district situated in the north-southern region of Bangladesh. Tazing Dong, the highest mountain in Bangladesh is situated here. There is also the scenic Chimbuk peak and Boga lake, a waterfall named Shoilo Propat at Milanchari. There are many Buddhist temples, known as Kyang.

Hanging bridge



Rangamati

Rangamati is another hilly region of Bangladesh. The Kaptai lake runs beside it. Rangamati is a famous vacation centre with hills, forest and lakes. Chakma, Marmo and other ethnic communities live in Rangamati. You can find ivory jewellery and handmade clothes. There is an ethnic museum and a hanging bridge in Rangamati.



Jaflong surrounded by hills.

Jaflong

Jaflong lies at the foot hill of khasia-Jainta situated to the north of Sylhet Division. It is the home of the Khasi tribe. They make their living by collecting stones that are carried by the Piyain River. Jaflong is a green forest surrounded by hilly land of natural beauty. Jaflong is a land of natural beauty which is a green forest surrounded by hills.

**A | Let us speak**

Discuss with the whole class with the help of teacher why tourists might want to come to the hilly areas of Bangladesh.

- Which would you prefer to visit the hills or the beaches? Why?
- How would you conserve environment of these area?

**B | Let us write**

Write about the attractions of the each tourist spot in a list. Do this with a classmate.

Bandarban	Rangamati	Jaflong

**C | Let us Extend**

Choose one of these attractive places and write about why you'd like to visit. Imagine that whoever writes the best essay in the class will get a chance to visit that place!

**D | Let us Check**

Match the resorts with their attractions.

Bandarban	hanging bridge
	Buddhist temples
Rangamati	Chakma
	Khashi
Jaflong	museum

Combating Disasters

1

Floods

Bangladesh faces several kinds of disasters, such as floods and cyclones. These are caused by natural reasons as well as man-made environmental pollution.

Effects of floods

Bangladesh has experienced 7 bad floods since 1987. Floods are more likely to happen mainly between Ashar and Vadra. Floods can cause loss of lives, crops, houses and roads and livelihood. Many diseases spread out due to scarcity of pure drinking water caused by floods. However, floods help soil to deposit which makes the land fertile.

Causes of floods

Flood occurs in Bangladesh due to the geographic location, pollution, construction of dams and natural causes. Heavy rainfall is also responsible for flood. Beside these, Riverbed is sedimented which decreases the carrying capacity of rivers. The increased flow of water in rainy season causes flood.

Preparing for floods

Even if we can't control the floods, we can take precautions, such as:

- Follow weather forecasts on TV, radio and newspapers.
- Put a stick in a stream or riverbed to see if the water level is rising.
- Store some dry food, medicine and clean drinking water
- Pack up books and necessary stuff in plastic bags to keep them dry.
- Be brave and patient, while facing a disaster.



A | Let us speak

Discuss with the whole class with support from your teacher:

- What are your experiences of floods?
- Share your experience about any flood in your area.
- What preparations would you make in case of floods?
- How could floods be prevented?



Floods



B | Let us write

Make a list of main four tasks that you will do for your family in preparedness of flood. Do this with a classmate.



C | Let us Extend

Make a poster to tell your school friends how to prepare for floods. Illustrate with drawings or pictures.



D | Let us Check

Complete the sentence:

Our study is disrupted during flood because _____

2

Cyclones

Effects of cyclones

Bangladesh has experienced 3 bad cyclones: in 1970, 1991 and 2007. They usually take place in summer and rainy season and coastal areas suffer most, as shown on the map. The strong winds and rain damage houses and crops. They cause tidal waves as high as 45 feet, which cause severe damage in the coastal area.



Damage from cyclone

Causes of cyclones

Increased temperature causes low air pressure over the sea which is completely natural. However, the gradual increase of temperature day by day result into more intensive cyclone. Man can take measures to reduce its damages even if he cannot control cyclone and can use alternative energy reducing the usage of fossil fuel to bring down temperature of the earth's surface.

Preparing for cyclones

There is a system of cyclone alert signals, ranging from 1 to 10 according to its severity.

- We should listen to signals regularly, inform others and prepare ourselves accordingly.
- We should keep our books and other useful things at a safer place before moving to shelters or any safe place.
- We should work together with our parents. We should listen to our elders and stay in safe places.



A | Let us speak

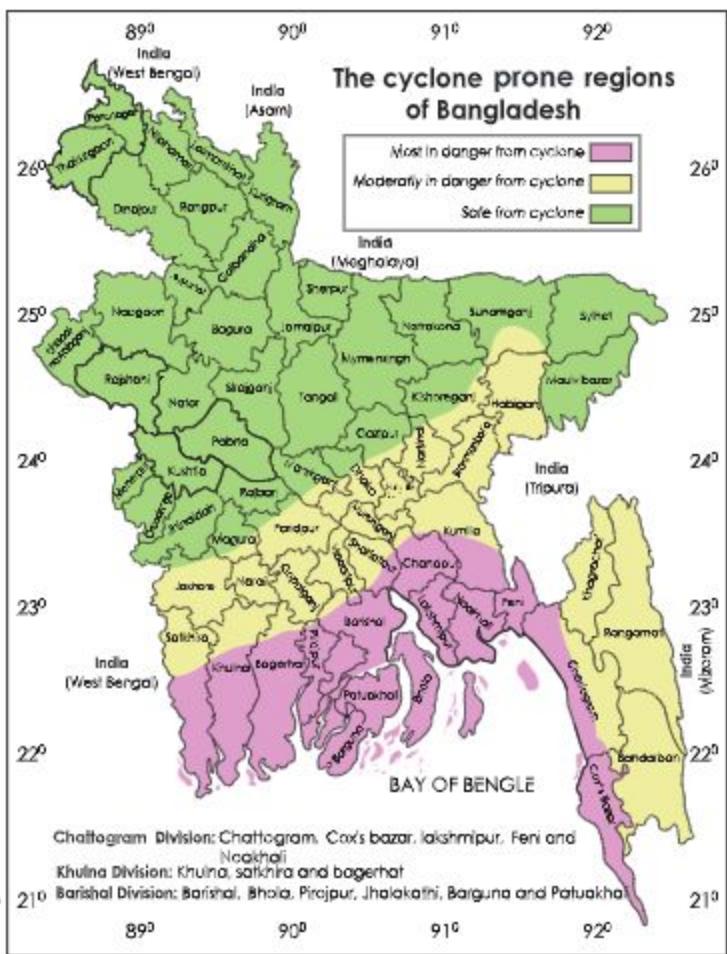
With support from your teacher discuss with the whole class:

- What have you heard about cyclones?
 - Has anyone experienced cyclones in Bangladesh?
 - How do we receive signals for cyclone?
 - How could the effects of cyclones be reduced?



B | Let us write

Look at the map.
Make a list of the
cyclone prone areas.



C | Let us Extend

Make a poster to warn your community of the damages caused by cyclones. Illustrate it with drawings or photos.



D | Let us Check

Complete the sentence:

The 'great danger signal' for cyclones is _

3

Fire

Effects of fire

Bangladesh is experiencing recurrence of fire incidents these days. They usually happen in the dry season, specially, in slums, garment factories and business organisations. Moreover, overcrowded areas are prone to fire incidents. Fire damages buildings and lives of people are endangered. In rural areas, crops are burnt and farmers suffer a lot.

Causes of fire

Fire is caused by different man-made reasons. Here are some examples:

- If the stove is not fully turned off
- From the flames of discarded cigarettes, biri, hookah
- If a lamp, hurricane, or mosquito coils are left alight
- If the electricity line has some flaws
- From flammable materials (things which burn easily) in a factory
- If children play with fire or set off fireworks
- Fire spreading from one house to another

Dealing with fire

- Save yourself first.
- Inform the fire service.
- Aware people around. Inform the authorities if anyone is still in the building.
- Remove flammable objects from the area
- If you are burnt put it under cold water for 10 minutes and then go to a doctor as soon as possible.
- No life risk of your ownself should be taken to save any resources.



Extinguishing Fire

**A | Let us speak**

With support from your teacher discuss with the whole class:

- Have you heard about any fire incident?
- Who has experienced a local fire? How did it catch fire?
- How do you prevent fire?
- What should you do if fire breaks out?

**B | Let us write**

Do you remember the disasters that you have learnt in this chapter ? Write one information regarding each of the disasters in the box given below.

	Floods	Cyclones	Fire
Causes			
Effects			
How to deal with it			

**C | Let us Extend**

Arrange a class meeting to discuss precautions against fire. Make a poster to warn your community of the dangers from disasters. Illustrate it with your drawings or pictures.

**D | Let us Check**

Match the conditions in the left column with the results in the right column.

Carelessness in a dry season	Cyclones
Low pressure over the sea	Water logging
Heavy rainfall that is not drained away	Fire

Population of Bangladesh

1

The population growth trend in Bangladesh

Population increase

Read the chart related to population in Bangladesh taken from the

Year	Total population
1974	7 crore 64 lakh
1981	8 crore 99 lakh
1991	11 crore 14 lakh
2001	12 crore 93 lakh
2011	14 crore 40 lakh
2022	16 crore 51 lakh

census and BBS reports in different times. You will see that our population has more than doubled over 46 years. The growth rate is now 1.22% per year, which is actually lower than 3% of 1970. Although our growth rate has started to decline, the current population is too high in respect of the total area of Bangladesh due to the rapid growth rate in the past.

Population density

Population density means the number of people reside per square kilometre. As the total area of Bangladesh is not increasing the density of population becomes more severe with time. In 2022 the density was 1199 per sq kilometre.

If we compare these figures internationally, Bangladesh is the 10th most densely populated country in the world Singapore is 3rd, Hong Kong is 4th, India is 33rd and Pakistan is 56th.

Negative effects of population density

We have to face various problems often due to the huge population. For example:

- People remain unemployed;
- Many families cannot buy enough food;
- They cannot send their children to school;
- They lack medical support;
- There are increasing crime rates in society;
- Environment pollution increases.

**A | Let us speak**

Discuss with the help of teacher on the effects of over population:

- What are the effects on transport?
- What are the effects on housing?
- Can people keep the environment clean?

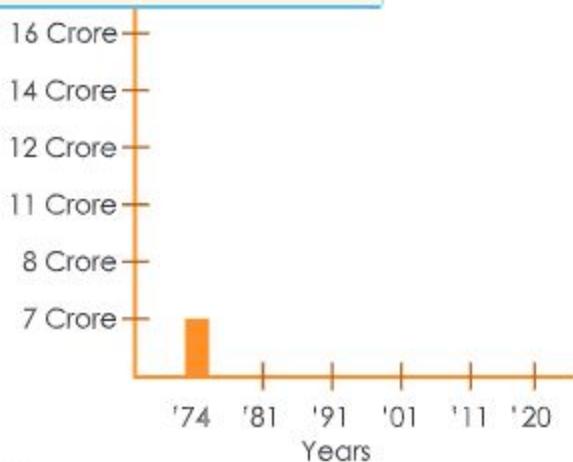
**B | Let us write**

Make a list of the impacts of over population. Do this with a classmate.

on jobs	
on food	
on education	
on health	
on the environment	

**C | Let us Extend**

Make a graph showing population growth.

**D | Let us Check**

Complete these sentences in figures:

The total population of Bangladesh in 2022 was _____

The annual growth rate is now _____

The population density is now _____

We are the _____ most densely populated country in the world.

2

The causes of over-population

There are various causes of population growth in Bangladesh. Here are the four main reasons for our population growth:



The social reasons: Different reasons behind rapid growth of population in Bangladesh include lack of education, child marriage, polygamy, superstition and expectation of male children. Many women spend more time to look after children rather than working to earn money for the family. They also want plenty of children to look after them in old age. So they give birth to many children.

The economic reasons: Bangladesh is mainly an agricultural country which has a great demand for labour. This produces a need for male children to help work in the field because male children earn for the family through farming. Moreover, parents depend more on male children at the old age.

The religious reasons: People believe that God will provide food and shelter as he created them, rather than being realistic about whether a family can afford to support itself.

The health reasons: Development in medical science has reduced death rate.

The **role of women** in reducing birth rate is crucial. If girls and women have better education, women can work to earn money for their family. Higher income and education could improve their sense of standard of living. As a result, families would be smaller.

**A | Let us speak**

With the whole class, discuss which of these solutions to over-population problem is most important and which is next?

- Medical care is improved
- Families have fewer children
- Children get better education
- Women participate in job market

**B | Let us write**

List the causes of over-population under these headings:

Social	
Economic	
Religious	
Health	

**C | Let us Extend**

In pairs, discuss and plan a new TV programme on problems of population growth.

- Who would you invite as speaker?
- What scenes would you include?
- What would be your message?

**D | Let us Check**

Which cause of over-population do you think is most important?

Our History

1

Ancient time



One of the ancient kings

In this chapter we shall learn about three ancient kings. We shall also learn about the social and economic condition at that time.

King Shashanka

Shashanka was a powerful king of Bengal in the 7th century. He kept the independent existence of Bengal and his capital was Karnasubarna. He extended the borders of Bengal further during his reign.

King Gopala

After Shashanka, a century-long unrest situation prevailed in Bengal. Then in the 8th century, King Gopala ascended on the throne of Bengal. He was the founder of the **Pal dynasty**. This dynasty continued its rule almost 400 years in Bengal.

King Lakshman Sen

The King Laksman Sen ruled Bengal in the 12th century. He was the fourth king of the Sen Dynasty. He was a learned man and a poet. Bakhtiyar Khilji introduced the era of Muslim rules in Bengal by defeating Lakshman Sen in 1204.

Social life

In those days village was considered as the center of social life. At that time, people were engaged in traditional occupations. Such as: farmers, barbers, blacksmiths, potters, washer men, cobblers, etc. Hinduism and Buddhism were two main religions at that time. Boats, bullock carts and palanquins were the main transports. Rice was the staple food of Banglaeers. Vegetables, pulses and fishes were also eaten. The main elements of entertainment were song, dance, dice and chess, boxing and wrestling.

Economic life

Agriculture was the main occupation of the people of Bengal. Rice and sugarcane were the main crops. The artisans of Bengal textured different garments in the cottage industry with cotton and silk. These garments were exported in the foreign countries. The merchants of Bengal did business and trade with foreign countries through sea route at the Chittagong seaport.

**A | Let us speak**

Discuss in the classroom with the help of teacher what you have heard about the history of the ancient Bengal.

- What is a dynasty?
- What were the main occupations in ancient times?

**B | Let us write**

Write notes on the regimes and achievements of the three kings mentioned below. Do this with a classmate.

Shashanka	Gopala	Lakshman Sen

**C | Let us Extend**

Draw a timeline of centuries, and write these three kings' names and their dynasties on the timeline.

.....7th.....8th.....9th.....10th.....11th.....12th.....
 Century Century Century Century Century Century

**D | Let us Check**

Match the kings with their periods.

7th century	Lakshman Sen
8th century	Shashanka
12th century	Gopala

2 The Muslim regime

We shall learn about the three kings of Muslim Era after the ancient period, and we shall further learn about the social and economic condition of those days.

Shamsuddin Ilyas Shah

Shamsuddin Ilyas Shah came to the power of Bengal in the 14th century. His main success was that he kept the independence of Bengal intact from the sultans of Delhi. Ilyas introduced the Shahi dynasty. Native language, literature, scholars and poets were much admired during his regime.

Isa Khan

Isa Khan was the leader of the landlords of the large areas in Bengal who were known as the Baro Bhuiyan. He was the landlord of Sonargaon. In the 16th century, he fought against Mughal emperor Akbar for independence of Bengal. Isa Khan did not compromise with the dominance of Mughals in Bengal till his death.

Shayesta Khan

Once the Mughals had taken over Bengal, they appointed Shayesta Khan in the 17th century as the governor (subedar) of Bengal. There was good governance in his reign. Rice was sold cheap at that time. One could get eight mound of rice for one taka only. He drove away the pirates from this region.

Social life

Hindus, Muslims and Buddhists including people of other communities lived in harmony in Bengal at that time. Bengali language and literature was widely flourished with the patronage of the rulers of middle age. Traditional cottage industry was developed at that period. The craftsmen of the cottage industry were very skilled. Dress and food habit prevailed in the middle age were alike the ancient time.

Economic life

The economy in that age was based on agriculture. Cotton made muslin and silk garments were much renowned at that time. The Bengali artisans were expert enough in wood work and ivory crafts. Exports business exceeded the imports in that era. Rice, sugar, ginger, turmeric, muslin and various types of clothes were exported from the Chittagong port. Chittagong was well-known as a trade center.



A | Let us speak

Discuss in the classroom with the help of your teacher what you know about the history of Muslim reigns of Bengal.

- At what time did the Bengali literature widely flourish?
- Where did the Mughals govern from?



B | Let us write

Write notes on the achievements of the three kings mentioned below. Do this with a classmate.



Shamsuddin Ilyas Shah	Isa Khan	Shayesta Khan



C | Let us Extend

Add the Muslim tenure of Bengal to your previously drawn timeline. Try to find out some related facts regarding the timeline.



D | Let us Check

Match the rulers with their periods.

14th century	Shayesta Khan
16th century	Shamsuddin Ilyas Shah
17th century	Isa Khan

Our Liberation War

1

**The language
movement: 1952**

In 1947 India and Pakistan gained independence from Britain. Pakistan was divided into two parts- West Pakistan and East Pakistan. The capital of Pakistan was West Pakistan. So the West Pakistanis enjoyed more opportunities in education, employment, and trade and commerce. The East Pakistani rulers tried to impose Urdu as the state language for the Bengalees. The Bangalees did not accept that and they started movement against it.

On 21 February 1952 a procession came out on the streets of Dhaka demanding the right to establish Bangla as state language. Police opened fire at that procession. There Rafiq, Salam, Jabbar, Barkat and Shafiuur including many others became martyred.

The Central Shahid Minar was built in Dhaka in memory of the language martyrs. Besides, smaller Shahid Minars have been built in many educational institutions too. Every year we observe 21 February as Martyrs Day.

The day is also observed as the 'International Mother Day' every year all over of the world.



The Central Shahid Minar

**A | Let us speak**

Answer the following questions with the help of teacher in the classroom.

- What benefits did the West Pakistanis enjoy?
- Which language did the West Pakistanis want to impose as the state language?
- On what date the procession brought out?
- Who became martyred in the language movement?
- How is the day commemorated?

**B | Let us write**

Write a description of how your school celebrated the last International Mother Language Day.

**C | Let us Extend**

Collect more information about the language movement of 1952.

Prepare an album of pictures of some of the martyrs who were killed in the incidents between 1952 and 1971. Then write their names under the pictures.

**D | Let us Check**

Complete the sentence:

On 21 February we celebrate _____

2**The mass uprising: 1969**

After the language movement, a strong coalition was formed by the opposition political parties of East Pakistan. This coalition was known as the 'United Front.' The United Front won the East Bengal provincial election in 1954 and formed the government. But in a few months, the West Pakistani rulers dismissed the United Front-led Government. As a result, the overall situation of the country further deteriorated.

In 1966 Bangabandhu Sheikh Mujibur Rahman placed six-point demand. Though this demand for autonomy of East Pakistan disclosed. This time a case was filed against Bangabandhu including some 35 men and they were imprisoned into the jail. This case is known as the Agartala case. Mass students and commoners protested at this arrest. Mass students started movement to free Bangabandhu including other prisoners which was led by Maulana Bhashani. It took the shape of mass uprising which was known as the mass uprising of '69. Many were martyred including teachers and students. Here are 4 images of the martyrs of mass uprising.



Martyr Asad

Martyr Sergeant
Jahurul HuqMartyr
Dr Shamsuddoha

Martyr Motiur

After this mass uprising, president Ayub Khan of Pakistan was forced to step down and Yahya Khan became the new president. Yahya Khan did not allow to form a government though Awami League won the general election held in 1970 led by Bangabandhu. As a result East Pakistan started non-cooperation movement.

**A | Let us speak**

Answer the following questions with the help of teacher:

- Who won the election of 1954?
- What was the purpose of six-point demand?
- What was the mass uprising happened against?
- Who became the martyrs in the uprising?
- Who won the election held in 1971?

**B | Let us write**

What happened in the years below?

- 1952.....
 1954.....
 1966.....
 1969.....
 1970.....

**C | Let us Extend**

Invite a freedom fighter in your area to the classroom and hear about the incidents between 1969 and 1971.

**D | Let us Check**

Put a tick (✓) mark beside the right answer:

Who led the movement to free the jail-captives?

- | | |
|--------------------------|---------------------|
| a. Sheikh Mujibur Rahman | b. Maulana Bhashani |
| c. Suhrawardy | d. A K Fazlul Huq |

3

The war of liberation: 1971

A huge public gathering was held on the 7th March in 1971 at the Racecourse Ground in Dhaka. At this public gathering Bangabandhu Sheikh Mujibur Rahman said addressing the masses- 'The struggle this time is a struggle for freedom, the struggle this time is a struggle for independence.'



The 7th March speech delivered by Bangabandhu



Declaration of independence from Major Ziaur Rahman

From 16 March to 25 March, the Awami League leaders talked with Yahya Khan. Invalidating all the dialogues the Pakistani Army attacked Rajarbagh Police Lines, EPR Headquarters and Dhaka University on the 'dark night' of 25 March. They killed countless students, teachers, police, EPR members and other men-women. Bangabandhu was arrested at that night. Major Ziaur Rahman declared the independence of Bangladesh on 26 March from the Kalurghat Betar Kendra of Chittagong (Kalurghat Radio Station). Then again he disclosed the declaration on behalf of Bangabandhu Sheikh Mujibur Rahman on 27 March.

On 10 April in 1971 the first temporary government of Bangladesh was formed. This government was known as the Mujibnagar government. Bangabandhu became the president of independent Bangladesh. Tajuddin Ahmad became the Prime Minister. This government encouraged mass people to join the War of Liberation and formed Mukti Bahini to conduct the war. Along with the Bangalees from all walks of life irrespective of classes, occupations and professions, people from various ethnic minorities also took part in the war.

The war of liberation lasted for 9 months, till 16 December 1971. 30 lac people became martyred, many lost their hands, legs and homes. Some Bangalees known as the rajakar-al badar conducted killing, setting fire and barbaric torture on behalf of Pakistani Army. Their barbaric torture and cruel genocide could not suppress the 'Mukti Bahini'. At last Bangladesh got independence and we got a new map, national flag and national anthem along with an independent land.

**A | Let us speak**

Answer the following questions collectively :

- Where did Bangabandhu deliver his speech on 7 March in 1971?
- How long did the talks continue with Yahya Khan?
- What happened on 25 March?
- Who declared the independence of Bangladesh?
- What happened on 10 April?
- How long did the war of liberation continue?
- Who joined the Mukti Bahini?

**B | Let us write**

Fill in this timeline for 1971: (What happened on the following days in 1971)

7 March.....

16 March.....

25 March.....

26 March.....

10 April.....

16 December.....

**C | Let us Extend**

Ask the older people in your family and neighbourhood what they remember of the war of 1971. If possible, invite them to school to talk about their memories.

**D | Let us Check**

Complete the sentence:

In December 1971 Bangladesh _____

Chapter 16

Our Culture

1

Language and dress

Culture is the way we live our daily life. Culture includes our language, dress, food, customs and festivals and songs and music including many others. There is own culture for the people of different ethnic groups and religions. All these in combination make the culture of Bangladesh.

Language

We express ourselves through language. In Bangladesh most of the ethnic groups have their own mother tongue. But our state language is Bangla. The people of Bangladesh, irrespective of Muslim, Hindu, Buddhist or Christian, are closely tied with using Bangla language.

Female dress

Sari is the traditional dress for women of Bangladesh. At present, especially girls like to wear salwar-kamiz. Many wear Borka and Hijab. Many young girls wear frocks and skirts. On special occasions most of the girls wear sari, with different jewelries, tips and flowers.

Male dress

Men traditionally wear lungi in the village and at home. At office work, they wear shirt-pant. Many wear panjabi-payjama on special occasions. Aged Hindu men used to wear dhuti. Muslim men wear payjama-panjabi and caps on religious occasions.



A | Let us speak

Talk about the attire you wear for special occasions. Discuss with one of your classmates. What type of attire do the other members of your family wear?



B | Let us write

Write descriptions of typical dress in your community.



Female dress	Male dress



C | Let us Extend

Collect pictures of different dresses to make an album. Write about the dresses under the pictures.



D | Let us Check

Tick the right answer.

Which one of the following is not a part of culture?

- a. language
- b. dress
- c. car
- d. religion

2**Food**

There is a saying 'fish and rice make a Bangalee'. Fish and rice are our staple food. In addition, we eat pulses, meat, and various vegetables and use spices to make food tasty.

Generally, we eat polao with meat, biriani and Khichur on special occasions. Taking Khichuri on rainy days has been turned into a Bangalee culture. There is a trend of eating panta with green chili, various kinds of smashes and fried vegetables in peasant families in the hot summer days.

We love to eat sweets on festivals and occasions. Most of the sweets are normally made with milk. Such as: curd, payesh, rashagolla, chomchom, khir, etc. On Eid day, shemai are cooked and on Shab-e-barat borfi are prepared. The Hindu people make payesh, naru, mowa and murki on various puja and occasions. The Christians bake many kinds of cakes marking the Christmas day.





A | Let us speak

Discuss on your favourite food items with one of your classmates.
What do you eat on special occasions?
What are your favourite sweetmeats?



B | Let us write

Write the types of sweetmeats eaten on the festivals given in the table.



Sweets

Eid and Shab-e-barat	Hindu festivals	Christmas



C | Let us Extend

Collect a recipe of the following food given below:

- Fish dishes
- Meat dishes
- Vegetables
- Sweetmeats
- Drinks



D | Let us Check

Complete the sentence:

The staple food of Bangladesh _____

3

Customs-occasions and music

There are various festivals in our life at different time. Such three pictures are given below:

Mukhevaat



Gaye-halud



Birthday

There are various songs and music performed in our daily life marking different festivals, occasions. Folk songs are considered as the heart of Bangladesh. Farmers sing songs while they plough their fields. Boatmen sing on their boats. In such way Bauls sing songs while moving from village to village. Our main folksongs are Jari, Shari, Baul, Vatiali, Vawaiya and Gamvira. Furthermore, Jatra, Palagan, Kirton and Murshidi singing events are organized during village fairs and programmes. Our own culture is being lost due to lack of conservation. The culture of our country is endangered today due to the influence of foreign culture. It will be possible to protect our culture if we all remain aware.

**A | Let us speak**

Discuss on different family-occasions with one of your classmates. Which one is the most enjoyable to you ? Why ?

**B | Let us write**

Look at the pictures on the previous page. Choose one of the festivals you have experienced and describe what happened. What did you eat at the festival? Who joined the festival?

Mukhevaat	A celebration for a young child, after which he or she starts to eat rice
Birthday	Celebrating the day when someone was born
Gaye-halud	A festival is held before wedding

**C | Let us Extend**

Find out more about folk songs in your local area.

**D | Let us Check**

Why is our culture losing its heritage?

Sample questions

Chapter 1: Our Environment and Society

Answer in short:

1. Write three elements of natural environment.
2. Which are more flood prone zones in Bangladesh?
3. Write three element of social environment.
4. Why is it necessary to plant more trees?

Answer the following questions:

1. How does the nature of land differ between north and south of Bangladesh?
2. What are the impacts of wet climate on our social environment?

Chapter 2: Cooperation in Society

Answer in short:

1. How is the number of men and women compared in the population?
2. What is meant by 'discrimination'?
3. Give an example of a child of special need in the classroom.
4. What is meant by 'diversity'?

Answer the following questions:

1. Give an example how boys and girls are treated equally in a family.
2. How do you react when you are angry with a friend?

Chapter 3: Ethnic Groups in Bangladesh

Answer in short:

1. What type of houses do the Chakma build?
2. What religion do the Marma follow?
3. Write a Saontal Festival.
4. What is the special leafy-vegetable do the Monipuri eat?

Answer the following questions:

1. How the lifestyle of the ethnic groups differ from others?
2. How is the lifestyle of the ethnic groups changing at the present time?

Chapter 4: The Rights of Citizens

Answer in short:

1. What is meant by 'citizen'?
2. What does the 'right to language' mean?
3. Write about a political right.
4. What is 'economic right'?

Answer the following questions:

1. Give an example of the right to freedom of expression.
2. What can people do if they are not paid a fair wage?

Chapter 5: Values and Behaviour**Answer in short:**

1. Write about a moral quality.
2. Give an example of how a polite person behaves.
3. Write about a bad feature of you which you want to avoid?
4. What will you do if you find some money on the street?

Answer the following questions:

1. What is the difference between values and behaviour?
2. By which of the moral qualities you want to be familiar with?

Chapter 6: Tolerance to the Others' Opinion**Answer in short:**

1. What is meant by 'tolerance'?
2. Why should every one's opinion be listened to?
3. Give an example of making a decision taking opinions from others in the family.
4. What is 'debating'?

Answer the following questions:

1. How will you make a decision of outing elsewhere altogether out of the classroom?
2. Does it take more time to discuss an issue taking opinions of all?

Chapter 7: The Dignity of Work**Answer in short:**

1. Write a name of work which is done manually?
2. What type of professionals work in hospital?
3. What is the purpose legal profession?
4. How should we behave with people of all professions?

Answer the following questions:

1. Which job do you think as the toughest one?
2. Which profession do want to be involved with in future?

Chapter 8: Social Institutions and State Assets**Answer in short:**

1. How do parks and playing fields contribute in the society?
2. What does government construct for us?
3. Mention two uses of water in the society.
4. Write about two natural resources.

Answer the following questions:

1. What can we do to conserve natural resources?
2. Why is it urgent to repair roads and bridges?

Chapter 9 Developing Locality

Answer in short:

1. Mention two facilities in the rural area.
2. How is it possible to repair roads and bridges?
3. Mention two facilities in the urban area.
4. How is it possible to repair water and gas lines?

Answer the following questions:

1. What should be our role in the development of locality?
2. Whose responsibility is it to repair any establishment of a locality?

Chapter 10: Asia Continent

Answer in short:

1. Write about two countries of Asia continent other than Bangladesh.
2. Write about two oceans surrounded by the vicinity of Asia continent.
3. Write two main crops of Asia.
4. Write two animals of Asia.

Answer the following questions:

1. Why is Asia the largest continent in the world?
2. Describe about the nature of climate of Asia.

Chapter 11: Topography of Bangladesh

Answer in short:

1. Which sea do the rivers of Bangladesh fall into?
2. How many seasons are there in our country?
3. Where does the mangrove forest lie in the country?
4. What are the animals found in the mangrove forest?

Answer the following questions:

1. What will you do to attract more tourists to the sea beaches of Bangladesh?
2. What will you do to protect the sea-beaches?

Chapter 12: Combating Disaster

Answer in short:

1. What are the two natural disasters we mostly suffer from?
2. Why there might be an outbreak of diseases after flood happens?
3. Mention two causes of fire.
4. Write two ways of flood prevention.

Answer the following questions:

1. How have people increased the further risks of occurring flood?
2. Describe the effects of tidal wave/cyclone.

Chapter 13: Population of Bangladesh**Answer in short:**

1. What is the yearly population growth rate of our country at present?
2. What is the current density of population?
3. What is the global position of Bangladesh in terms of population density?
4. Mention a social cause of over population.

Answer the following questions:

1. What are the impacts of overpopulation on environment?
2. What might happen if a family has fewer children?

Chapter 14: Our History**Answer in short:**

1. Write one of the ancient kings of Bengal.
2. In which century was the Muslim rule established in Bengal?
3. Write one of the rulers of Bengal during the Muslim reign.
4. Which century did Bengali literature flourish from?

Answer the following questions:

1. Describe the religious customs and behavior of Bengal in the Muslim regime.
2. Describe the trade and commerce of Bengal in the Muslim regime.

Chapter 15: Our Liberation War**Answer in short:**

1. When did the language movement take place?
2. When was the six-point demand placed?
3. When was the declaration of independence disclosed?
4. How many months did the war of liberation last?

Answer the following questions:

1. Why is the election held in 1971 important for us?
2. Why was Bangabandhu in the imprisonment?

Chapter 16: Our Culture**Answer in short:**

1. Write two elements of Bangalee culture.
2. What are the types of sweetmeats we eat in the festivals?
3. Write two types of folksongs.
4. What are the threats to our culture?

Answer the following questions:

1. Which aspect of Bangalee culture do you like most? Why?
2. What are the main characteristics of our culture?

Glossary

Priority- order of importance to get service first

Cash crop- agricultural crops sold for export to earn foreign currency

Rights- what we are entitled to get as humans

Behaviour- social conduct of a person to other

Inani beach- a sandy sea beach with stones located 35 kilometers south of Cox's Bazar

In a thread- all in togetherness

Dark night- a fearful night

Hemisphere- half of the globe: we live in the northern hemisphere

Density of population- the number of people per square kilometer

Flammable- things which burn easily

Responsibility- a duty to be done for sure

Disaster- an unexpected natural and man-made destruction (flood, cyclone, fire, etc.)

Citizen - someone who lives in a particular country

Tolerance- treating someone's differences and opinion with respect

Coral island- an island rich with corals

Natural resources - elements of nature that help us live a better life

Engineers- professionals who build houses, roads and bridges

Technologist- professionals who design and mend machinery for human need

Pharmacists- professionals who make drugs and medicine

Debate- a formal discussion between different opinions

Discrimination- treating people differently

Diversity- differences

Topography- the shape of land, especially its height

Mangrove forest- forest where trees, plants are grown in salty water

Values- what we believe as good and right

Dynasty- a regime of a king and his domain

Resources- things in the environment that help us lead productive lives

Autonomy- self-government

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