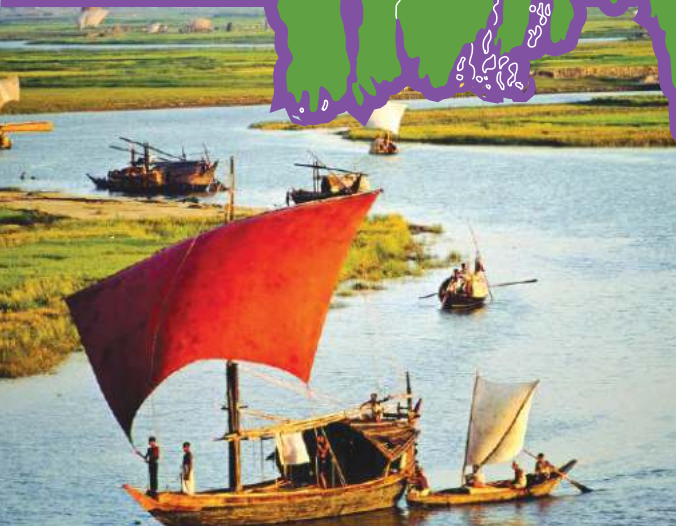


BANGLADESH AND GLOBAL STUDIES

Class

4



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

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Preface

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

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

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

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

Professor Md. Farhadul Islam

Chairman

National Curriculum and Textbook Board, Bangladesh

Introduction

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

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

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.

Activity pages

The questions and activities are given equal space to the text because they are an essential part of the learning process. Pupils do not learn just by reading and 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:

- **Speaking activities:** 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.
- **Writing activities:** Again these usually progress in difficulty: from making lists, to dividing information into categories, to writing complete sentences.
- **Extension activities:** 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.
- **Check questions:** 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 been 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.

The skills matrix on p.vi of the textbook provides a summary of the skills developed through this range of questions and activities for each topic.

Assessment

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

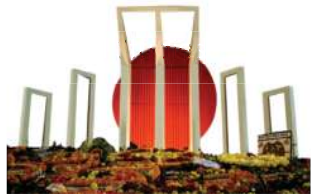


Skills matrix

Topic	Speak	Write	Extend
1.1	Observation	Comprehension	Research
1.2	Inference	Categorisation	Observation
2.1	Reflection	Observation and categorisation	Research
2.2	Reflection	Reflection	Application
3.1	Discussion	Study skills	Reflection
3.2	Comprehension	Comprehension and categorisation	Reflection
3.3	Comprehension	Comprehension and categorisation	Map skills
3.4	Knowledge	Comprehension and categorisation	Research
4.1	Discussion	Application	Application
4.2	Knowledge	Application	Role play
4.3	Reflection	Application	Observation, presentation
5.1	Discussion	Application	Role play
5.2	Discussion	Comprehension	Descriptive writing
6.1	Role play	Application	Role play
6.2	Comprehension	Application	Debate
7.1	Observation	Categorisation	Discussion
7.2	Knowledge	Categorisation	Imagination
7.3	Observation	Imagination	Role play
8.1	Reflection	Application	Presentation
8.2	Observation	Application	Descriptive writing
8.3	Observation	Application	Application
9.1	Reflection	Application	Application
9.2	Observation	Letter writing	Research
10.1	Map skills	Application	Presentation
10.2	Reflection	Comprehension	Presentation
11.1	Local knowledge	Map skills	Map skills
11.2	Comprehension	Comprehension	Presentation
11.3	Discussion	Comprehension	Presentation
11.4	Discussion	Comprehension	Descriptive writing
12.1	Knowledge	Comprehension	Map skills
12.2	Comprehension	Comprehension	Presentation
12.3	Comprehension	Comprehension	Presentation
13.1	Observation	Comprehension	Drawing graphs
13.2	Discussion	Comprehension	Imagination
14.1	Comprehension	Study skills	Time lines
14.2	Comprehension	Study skills	Research
15.1	Comprehension	Application	Research
15.2	Comprehension	Comprehension	Research
15.3	Comprehension	Comprehension	Research
16.1	Discussion	Observation	Research
16.2	Discussion	Comprehension	Research
16.3	Discussion	Observation	Research

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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, 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 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 more floods in this area due to rivers.



A | Let us speak

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

- What is the land like?
- What is the climate like?



B | Let us write

In pairs, write examples of differences between the north and south regions of Bangladesh.

North region of Bangladesh	South region of Bangladesh



C | Let us Extend

Collect pictures of different kinds of land in different regions: ice, desert, mountains, sea.



D | Let us Check

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

2

Impact of nature on social 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.



This type of climate is good for farming.



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

Social environment also has much impact on the natural environment. We should therefore be aware of our environment. We should grow more trees, because trees cause more rain. Rain keeps our environment cool and it is good for the soil. The trees also give us wood for building houses and making furniture.



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

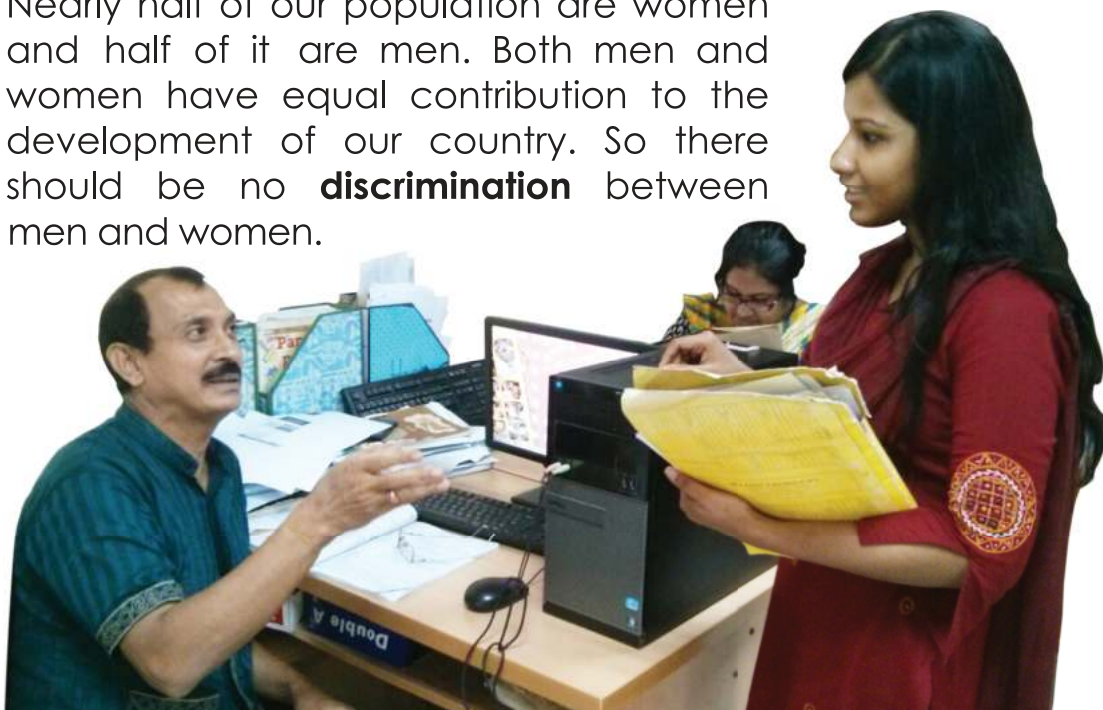
Men and women

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.

In a family, boys and girls should be treated equally. They have the same right to education and both should take part in 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

In pairs, write down the works that you have seen only men, only women or both of them doing.

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
special needs Children

We have come from diverse social backgrounds.

- ✓ We may have different languages
- ✓ We may have different religions
- ✓ Our parents may have different occupations

Many of the learners also have different family circumstances. For example, some children cannot get to school. They may have to stay at home to help their parents earn money.

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 for children with these difficulties? 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.



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

In pairs, write down the difficulties that children might face in class and what you can do to help:

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 of 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

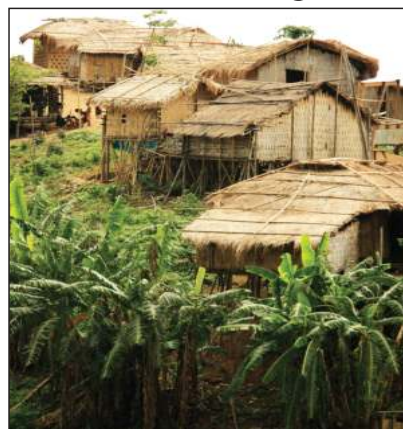
The Chakma have their own language and alphabet, they have their own music and traditional dance in their native language. They are ruled by a king and each village has its own chief. The chief is called 'karbari' by the Chakma. The Chakma make their houses on a platform with wood and bamboo. Their agriculture 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

Here are some pictures of some ethnic group. Discuss these pictures with your teacher. Have you ever heard any of these ethnic groups? How are their social customs different from yours?



Chakma



Monipuri



Marma



Saontal



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

In pairs, write notes about the Marma life-style according to the three heading of the table

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, Rajshahi, 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 your teacher how the Saontal people differ from the Chakma and the Marma.



B | Let us write

In pairs, write notes about the Saontal life-style according to three heading of the below:

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 Pangalies 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 scart 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 has different social and religious festivals. Such as - Rathajatra, Chaitra sangkranti, Doljatra, Raspuernima etc. The Pangals celebrate Eid. Monipuries celebrate almost all through the year. They express their joy through dance, song, singing and music.





A | Let us speak

Discuss with the help from your teacher with your class What you know about the Monipuri with your class.



B | Let us write

In pairs, write notes about the Monipuri life-style under the three headings below.

Houses	Food	Work



C | Let us Extend

In groups, find out about the life-style of an ethnic group that is not included in this chapter. Find picture if you can, and present to the rest of the class.



Chak



Lusai



Tanchangya



Khumi



Boam



Pankho



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.</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.</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>	



A | Let us speak

Discuss with your teacher :

- 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

In pairs, write examples of each of our social rights.
Start each sentence with 'I have the right to ...'

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 from 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

In pairs, write examples of each of the political rights. Start each sentence with 'My family ...'

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 earn a fair wage

Every citizen has the right to earn fair payment for their labour.



The right to own property

Everyone has the right to own and enjoy property.



The right to enjoy vacation

Every citizen has the right to have leave to enjoy vacation wherever they work



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

In pairs, write examples of each of the economic rights.

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 enjoy vacation

Social right	Political right	Economic right

Chapter 5

Values and behaviour

1

Being good and doing good

In 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;



Good behaviour



A | Let us speak

With the help from 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

In pairs, write examples of good things you can do at home.



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 behavior 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

An example

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 (-) 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 Job**



A | Let us speak

In pairs, discuss Ripa's good deeds in the class with the help from your teacher.



B | Let us write

Remember that values are beliefs and behavior is their expressions and actions. In pairs, put these words under the correct heading in the two columns.

kindness
punctualing

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

1

The majority 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 everyone's opinion with patience. Everyone's opinion is important. We all must have tolerance. Different people may have different views of a particular issue. However, we should follow the opinions of the majority. This is what we call **democracy**. We should give priority to the opinion of the majority. There are three stages 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 ;



A | Let us speak

With the help from 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 other places. 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 practical in classroom



A | Let us speak

Discuss the answers to the four questions given in the previous page with the help from 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' opinions mean?

- accepting everybody's opinions?
- expressing only own's opinion
- acting according to own's opinion
- listening to no one

The Dignity of Work

1

Manual occupations

Society needs people from different kinds of professions. People from all occupations offer their labour. All these jobs help us to lead our daily lives. We should therefore give respect to every kind of job. Let's begin with manual occupations.



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.

Cleaner

We need Cleaners work in schools and offices, hospitals and on the street, to keep our environment clean and safe.



Transport worker

We use transport for transportation of human and goods from one place to another. The transports are: boats, trains, buses, trucks and taxis. We need drivers to operate these transports. The people engaged in these professions are called transport workers.



A | Let us speak

Discuss with the help from your teacher what manual jobs you see in your neighbourhood.

- 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

In pairs, write examples of manual occupations under these headings. Say where they work, or what they produce. Write the same for one more occupation.

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

Professional
occupations

The people engaged in these occupations usually work in offices. They do the job of administration or supporting in making money.



Office worker

Office workers are engaged in many kinds of tasks in office. Office workers provide information to other people who need it. They usually work on computers and use internet.

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, business men import goods from abroad and export goods to foreign countries.

Many people work in these business firms.



Other professions

In our society there are also many more professions. Such as **Teachers** give us education. **Engineers** build buildings, roads and bridges. **Pharmacists** make drugs to keep us well. **Doctors** provide health services.





A | Let us speak

Discuss with the help of your teacher what do you know about professional occupations?

- What special clothes do these people wear at work?
- Do they work on computers?
- Do they have to sit for special exams to get these jobs?



B | Let us write

In pairs, write examples of professional occupations there might be in these organisations:

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 place.

Doctor	Shop
Salesperson	School
Administrator	Laboratory
Teacher	Hospital
Scientist	Office

3 Law enforcement occupations

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.

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.



In court



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?
- What values would you need to acquire to work in the police?



B | Let us write

Suppose that someone stole something. What would these people do?

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 and National Assets

1

Social assets

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 otherwise.

Schools

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

Hospital is another social resource, provided to ensure health services to the people. Doctors and nurses provide medical treatments and take care of patient 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

In pairs, write how your neighbourhood benefits from each kind of social resource.

Social resource	Benefit
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 National 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 Padma bridge, Bangobandhu Bridge, China Friendship Bridge and Lalon Shah 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 work
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 More national assets

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. 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.

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.

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

The natural forces for example: wind, sunlight, 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 and computers, and industrial production.



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

In pairs, write things we use each of these natural resources for.

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 our 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.



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

In pairs, consider your own locality. Make a list of things that need to be done to improve your local facilities. List according to importance.



C | Let us Extend

Now consider your list in more detail.

- Which are new constructions?
- Which improvements only need repairs?
- 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 the facilities in urban areas, e.g. by repairing bridges, improving waste management, plantation and preparing the play grounds.



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 most needed for urban people's health?

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

Chapter 10

Geography of Asia

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 the world

The climate varies across Asia, because of its vast size. The hottest part is the desert in the centre of Asia. The cold part is Siberia, where it snows in severe cold. The driest parts have rain in winter but not in summer (Jordan, Israel). It has high temperature and rain 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

In pairs, make notes about the climate of Asia.

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 and jute are the major industries of Asia.





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 _____

Geography of Bangladesh

1

Topography

Topography means the nature and formation of the land, especially its height.

Hilly areas

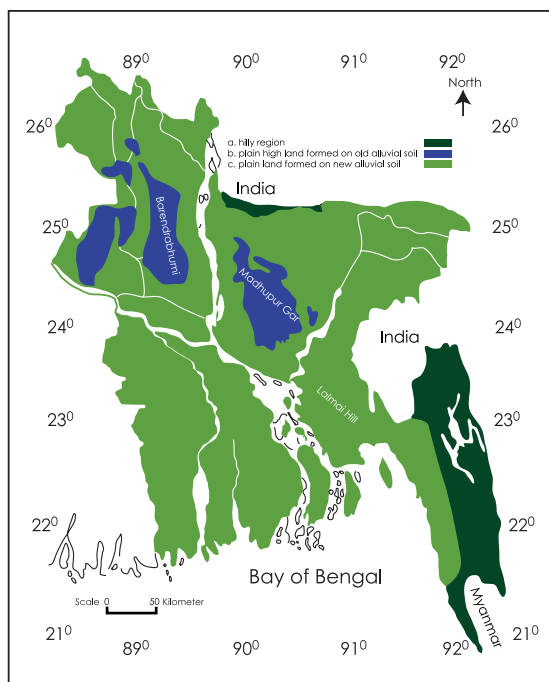
Most areas of our country are plain land. However, there are some hills in the south-east and north-east regions of the country. The hills of south-east are located in the districts of Khagrachari, Rangamati, Bandarban and Chattogram. The highest peak of the country is Tazing Dong at 1280 metres. The 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.

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?
- What kind of areas do the rivers originate from?
- In which direction do most of the rivers flow?



B | Let us write

Compare the topographic map of Bangladesh with a map. In which divisions are each of these divisional high lands situated?

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.

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



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?



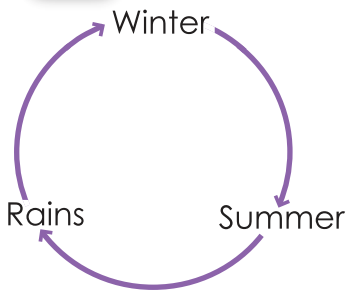
B | Let us write

In pairs, write the figures the characteristics of each season.

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

3 The Bay of Bengal

The Bay of Bengal is located in the south of Bangladesh. Let's look at three attractive places around the Bay of Bengal.

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 | 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

In pairs, list the attractions of each places .

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
Cox's Bazar	migratory birds
	Bengal Tiger
	waterfalls
Kuakata	Buddhist temple
	mangrove swamps

4

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.

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.

Hanging bridge



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 you 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

In pairs, list the attractions of each places.

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

Disaster Management

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 slit to deposit which makes the land fertile.

Causes of floods

Flood occurs in Bangladesh due the geographic location 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

In pairs, make a list of the top 4 things you will do to prepare your family for floods.



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.

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

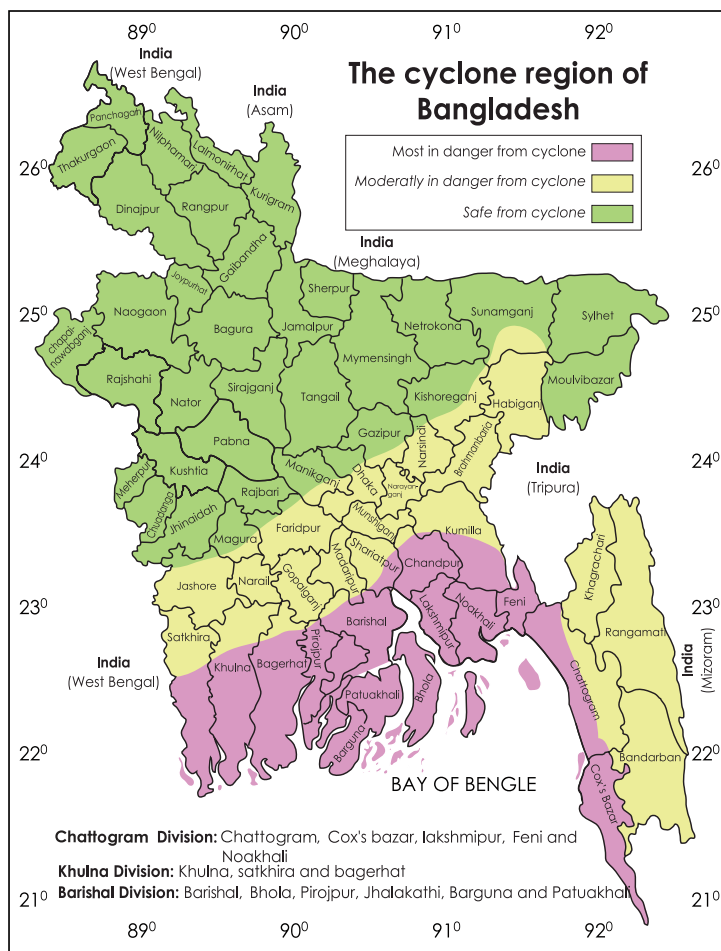
With support from your teacher discuss with the whole class:

- 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.





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

What do you remember about all the disasters in this chapter? Write one thing in each of the boxes.

	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

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

Population increase

Read the chart related to population in Bangladesh taken from the 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 by your teachers assistance with the whole class the effects of over population:

- What is the common size of a family?
- What are the effects on transport?
- What are the effects on housing?
- Can people keep the environment clean?



B | Let us write

In pairs, make a list of the effects of over-population:

on jobs	
on food	
on education	
on health	
on the environment	

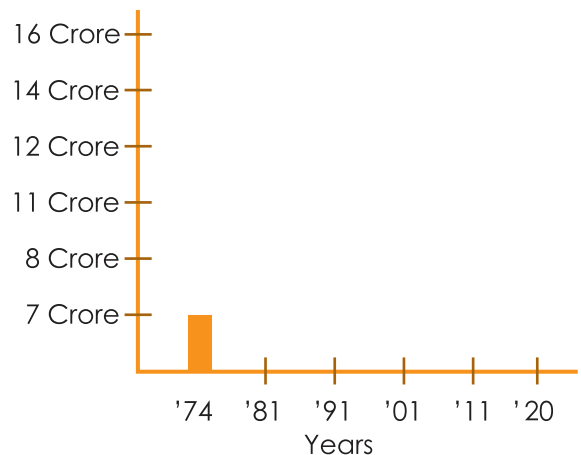


C | Let us Extend

Make a graph showing population growth.



D | Let us Check



Complete these sentences in figures:

The total population of Bangladesh in 2022 was _____

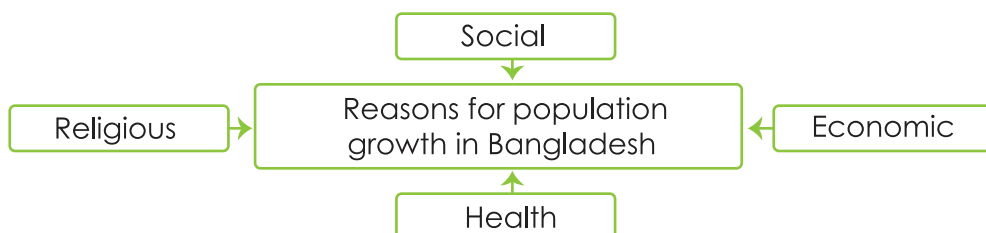
The annual growth rate is now _____

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 times



One of the ancient king

We shall learn about three ancient kings and about the social and economic lives at their times.

King Shashanka

Shashanka was a powerful king of Bengal in the 7th century AD. He established the boundaries of Bengal, with the capital as Karnasubarna. He managed to extend the borders further during his reign.

King Gopala

After Shashanka, there was a century of anarchy. Then in the 8th century Gopala was elected to rule Bengal. He founded the Pal dynasty, which continued for 400 years.

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. Eventually in 1204 he was defeated by Bakhtiyar Khilji who opened the era of Muslim rules in Bengal.

Social life

In those days villages were at the centre of social life. People were engaged in traditional occupations such as barbers, blacksmiths, potters or cobblers. Their religions were Hinduism and Buddhism. Their transports were boats, bullock carts and palanquins. Their food was rice, vegetables, pulses and fish. They enjoyed music, dance, dice, chess and wrestling.

Economic life

Agriculture was the main occupation; they grew rice and sugarcane. There was also cottage industry in making cotton and silk garments for export. There was plenty of overseas trade through the sea ports, especially Chattagram.



A | Let us speak

By your teachers assistance discuss with the whole class, what you have heard about the ancient history of Bengal.

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



B | Let us write

In pairs, write notes on the dates and achievements of these three kings:

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 dates.

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

2

The Middle Age

Here we shall learn about three kings of later times, and the socio-economic life of those days.

Shamsuddin Ilyas Shah

Shamsuddin Ilyas Shah came to power in the 14th century. That was a Muslim era in Bengal. Achievement was to keep Bengal independent from the sultans of Delhi. Ilyas opened up the Shahi dynasty. His dynasty brought a time when local language, literature, poets and scholars were much admired.

Isa Khan

Isa Khan was the leader of the landowners in Bengal, called the Baro Bhuiyan. He was the landlord of Sonargaon. In the 16th century, he fought against Mughal emperor Akhbar for independence of Bengal. Isa Khan held off the Mughals from Bengal till his death.

Shayesta Khan

Once the Mughals had taken over Bengal, they appointed Shayesta Khan in the 17th century as the local governor of Bengal. At his time, rice was sold cheap. One could get eight mound of rice for one taka only. He drove away the pirates from this region.

Social life

At that time Bengal was known for the harmony between Hindus, Buddhists and Muslims. It was also known for its Bengali language and literature. The traditional crafts and occupations flourished throughout the middle ages. Clothes and diet of middle age were the same as ancient age.

Economic life

The economy in that age was based on agriculture. Cotton and silk garments were also renowned, as well as wood and ivory work. Exports exceeded imports in that age. Rice, suger, ginger, muslin and other types of clothes were exported from Chattagram port. Chattagram was renowned as a trade center.



A | Let us speak

By your teacher's assistance discuss with the whole class, what you have heard about the medieval history of Bengal.

- When did local literature flourish in Bengal?
- Where did the Mughals rule from?



B | Let us write

In pairs, write notes on the achievements of these three kings:



Shamsuddin Ilyas Shah	Isa Khan	Shayesta Khan



C | Let us Extend

Add the medieval age of Bengal to your previously drawn timeline. Try to find out other facts from these times to add to your diagram.



D | Let us Check

Match the rulers with their dates.

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

Chapter 15

Our Liberation War

1

The language movement: 1952

In 1947 India and Pakistan gained independence from Britain. Pakistan itself was divided into West Pakistan and East Pakistan. But the capital of the Pakistan was in West Pakistan, which enjoyed more opportunities of education, employment and trade. They spoke a different language from the people of East Pakistan and tried to impose their language Urdu on the Bengalis.

On 21 February 1952 a procession came out on the streets of Dhaka demanding the right to establish Bangla as state language. The West Pakistani police opened fire at that procession. Many were martyred, including Rafiq, Salam, Jabbar, Barkat and Shafiur.

The Central Shahid Minar was built in Dhaka in memory of the language martyrs. Beside this smaller Shahid Minar has been built in educational institutions. Every year we celebrate 21 February as Language Martyrs Day. To uphold the status of mother language the 21 February all over the world is celebrated as International Mother Language Day.



The Central Shahid Minar



A | Let us speak

Answer questions with the whole class with the help of your teacher:

- What benefits did West Pakistan enjoy?
- Which language did West Pakistan try to impose on us as state language?
- Which date was the procession brought out in protest?
- Who were the martyrs of the language movement?
- How is that date 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

As a result of the language movement the political parties of East Pakistan got united and strong. This was known as the United Front Coalition. They won the next East Bengal provincial elections in 1954, which also gave them a stronger position in the government of West Pakistan. But the West Pakistanis dismissed the united front government. That resulted in further deterioration of the overall situation.

So in 1966 Bangabandhu Sheikh Mujibur Rahman proposed a six-point demand for regional autonomy of Bengal. As a result case was filed against Bangabandhu and his followers. Then they were imprisoned and put into jail. This was known as the Agartala case. A mass group of students and commoners protested at the imprisonments. It took the shape of mass uprising of 1969. Many were martyred including teachers and students. Here are 4 martyrs who were killed in that protest.



Martyr Asad

Martyr Sergeant
Jahurul HuqMartyr
Dr Shamsuddoha

Martyr Motiur

After the mass uprising, president Ayub Khan of Pakistan was forced to step down. He was replaced by Yahya Khan. In December 1970 the general election in East Pakistan was won by the Awami League with absolute majority led by Bangabandhu. But Yahya Khan did not allow them to form a government. As a result non co-operation movement started in East Pakistan under the leadership of Bangabandhu.



A | Let us speak

Answer the questions with the help of your teacher:

- Who won the elections of 1954?
- What was the motto of the six-point demand?
- What was the mass uprising against?
- Who were the martyrs?
- Who was the new President of Pakistan in 1969?
- Who won the election of 1970?



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 March 1971.



D | Let us Check

Tick the right answer

In which year did Bangabandhu make his six-point demand?

a. 1969

b. 1966

c. 1970

d. 1954

3 The war of liberation: 1971

On 7 March 1971 a huge public meeting was called at the Racecourse Ground in Dhaka. In this huge gathering Bangabandhu called for independence and said, "The struggle this time is a struggle for freedom. The struggle this time is a struggle for independence."



From 16 March to 25 March, the Awami League leaders talked with Yahya Khan. But on the 'dark night' of 25 March the Pakistan Army attacked Rajarbagh Police Lines, EPR Headquarters and Dhaka University. They killed countless students, teachers, police, EPR and other people. Bangabandhu was arrested at that 'dark night'. Before getting arrest, in the first hour of 26 March Bangabandhu declared the independence of Bangladesh through a radio message. Based on that the war for liberation started on 26 March.

On 10 April in 1971 the first interim government of Bangladesh was formed, known as the Mujibnagar government, with Bangabandhu as President. The government encouraged the people to join the Liberation war and formed 'Mukti Bahini' to conduct the war. Banglasis from all classes and professions as well as many ethnic groups participated in liberation war.

The war lasted for 9 months, till 16 December 1971. 30 lacs people died and many lost their hands, legs and homes. Some traitors helped the West Pakistanis to kill, fire and torture the people. They are called the rajakar, al badar. They are war criminals. Their barbarious torture and Pakistanis' cruel genocide against the people could not suppress the 'Mukti Bahini'. At last Bangladesh got independence and we got a new map, national flag and national anthem along with a new homeland.



A | Let us speak

Answer questions with the whole class:

- Where did Bangabandhu make his speech in March 1971?
- How long did the talks continue with Yahya Khan?
- What happened on 25 March?
- What happened on 10 April?
- How long did the war of liberation last?
- Who joined the Mukti Bahinis?



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 means the way we live our daily lives. Culture includes our language, dresses, food, our customs and music. In Bangladesh we are fortunate to have a mixture of different ethnic and religious cultures, which together make the culture of Bangladesh.

Language

Language is how we express ourselves. In Bangladesh most of the ethnic groups have their own mother tongues. Our state language is Bengio. The people of Bangladesh, irrespective of Muslim, Hindu, Buddhist or Christian, are united by using Bangla.

Female dress

The traditional dress for women is the sari. But the salwar-kamiz has also grown in popularity, especially for younger women. Young girls may wear frocks and skirts. However, on special occasions most women still wear sari, with different jewelleryes, tips and flowers.

Male dress

Men traditionally wear the lungi in the villages and at home. At office, work they may wear trousers and shirts. But for special occasions they wear Punjabi-Pyjama. Old Hindu men used to wear dhuti. Muslim men wear Pyjama and Punjabis, and caps on religious occasions.



A | Let us speak

In pairs, talk about what you wear for special occasions. What do the rest 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 is not an aspect of culture?

- a. language b. dress c. cars d. religions

2

Food

You may hear the saying 'fish and rice make a Bengali'. Fish and rice are our staple food. In addition we eat vegetables, pulses and meat, and we use spices to add to their flavour.

Generally we eat polao with meat, biriani and Khichuri on special occasions. Taking Khichuri on rainy days has turned into a tradition of the Bengalis. However, there is a trend of eating panta, green chilli or various kinds of mash and fried vegetables and watered rice in summer in peasant families.

We also love sweets, especially on festive occasions. Most of our sweets are made with milk: curd, payesh, rashagolla, chomchom, khir etc. On Eid day, we cook shemai and on Shab-e-barat we prepare borfi. For Hindu festivals, people make payesh, naru, mowa and murki. FOn the occasion of Christmas peoplebake all kinds of cakes.



Food from Bangladesh



A | Let us speak

In pairs, talk about your favourite foods.
What do you eat on special occasions?
What are your favourite sweetmeats?



B | Let us write

Write the sweets eaten on these occasions:



Sweets

Eid and Shab-e-barat	Hindu festivals	Christmas



C | Let us Extend

Collect and write recipe of one of these kinds of food:

- fish dishes
- meat dishes
- vegetarian dishes
- sweets
- drinks



D | Let us Check

Complete the sentence:

The staple foods of Bangladesh _____

3 Customs and music

Here are some of the festivals that mark various stages of our lives:

Mukhevaat



Gaye-halud



Birthday

At all these festivals, and during daily work and life, our country enjoys music, including folk music. Farmers sing songs while they are ploughing their fields. Boatmen sing on their boats. Bauls sing songs while moving from village to village. Our main folk songs are jari, shari, baul, vatiali, vawaiya and gamvira. Then stage shows like jatra, pala, kirton and murshidi are organized during village fairs or 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 are all aware.



A | Let us speak

In pairs, talk about your family festivals.
Which do you enjoy the most? 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?
Who came to the festival?

Mukhevaat	A celebration for a young child, after which he or she starts to eat rice
Birthday	Celebrating the day when you were born
Gaye-halud	The day before a wedding



C | Let us Extend

Find out more about folk music in your local area.



D | Let us Check

Why is our culture losing its heritage?

Revision Questions

Chapter 1 Our Environment and Society

Short answer questions

- 1 Name three elements of the natural environment.
- 2 Where do we have more floods in Bangladesh?
- 3 Name three elements of the social environment.
- 4 Why do we need to plant more trees?

Descriptive questions

- 1 How does the land differ between north and south of Bangladesh?
- 2 What effect does a wet climate have on our social environment?

Chapter 2 Cooperation in Society

Short answer questions

- 1 How are the numbers of men and women compared in the population?
- 2 What does 'discrimination' mean?
- 3 Give an example of special needs in the classroom.
- 4 What does 'diversity' mean?

Descriptive questions

- 1 Give an example of boys and girls being treated equally in the family.
- 2 What would you do if you'd been rude to a friend?

Chapter 3 Ethnic Groups of Bangladesh

Short answer questions

- 1 What kind of house do the Chakma build?
- 2 What religion are the Marma?
- 3 Name one Saontal festival.
- 4 What is the special Monipuri salad called?

Descriptive questions

- 1 In what ways do the ethnic groups have a different life-style?
- 2 In what ways is the life-style of the ethnic groups now changing?

Chapter 4 The Rights of Citizens

Short answer questions

- 1 What does a 'citizen' mean?
- 2 What does the 'right to language' mean?
- 3 Name one political right.
- 4 What does 'economic right' mean?

Descriptive 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

Short answer questions

- 1 Name one moral quality.
- 2 Give one example of how a polite person behaves.
- 3 Write down one bad deed you should avoid.
- 4 What should you do if you find money in the street?

Descriptive questions

- 1 What is the difference between values and behaviour?
- 2 Which moral quality would you most like to be known for?

Chapter 6 Tolerance

Short answer questions

- 1 What does 'tolerance' mean?
- 2 Why should you listen to everyone's opinion?
- 3 Give an example of a decision to be made in the home.
- 4 What is a 'debate'?

Descriptive questions

- 1 How would you decide collectively where to go on a class outing?
- 2 Does consulting with others for their opinions take more time?

Chapter 7 The Dignity of Work

Short answer questions

- 1 Name one occupation done manually.
- 2 What professional jobs are done in hospitals?
- 3 What is the purpose of legal profession?
- 4 How should we behave with people with different kinds of jobs?

Descriptive questions

- 1 Which do you think are the hardest jobs to do?
- 2 Which work would you most like to do yourself?

Chapter 8 Social and National Assets

Short answer questions

- 1 How do parks and playgrounds help society?
- 2 What physical facilities does the government build for us?
- 3 Name two uses of water in society.
- 4 Name two natural resources.

Descriptive answers

- 1 What can we do to conserve natural resources?
- 2 Describe why roads and bridges need repairing.

Chapter 9 Developing our Locality

Short answer questions

- 1 Name two facilities in rural areas.
- 2 How can roads and bridges be repaired?
- 3 Name two facilities in urban areas.
- 4 How is it possible to repair gas and water lines?

Descriptive questions

- 1 What role can we play to develop our locality?
- 2 Whose responsibility is it to carry out the repair in a locality?

Chapter 10 Geography of Asia

Short answer questions

- 1 Name two countries in Asia, other than Bangladesh.
- 2 Name two oceans in Asia.
- 3 What are Asia's two main crops?
- 4 Name two Asian animals.

Descriptive questions

- 1 Asia is the biggest continent in the world? why?
- 2 How would you describe the climate of Asia?

Chapter 11 Geography of Bangladesh

Short answer questions

- 1 Which sea do the rivers of Bangladesh flow into?
- 2 How many seasons we have?
- 3 Where does the mangrove forest lie in our country?
- 4 Which animal is found there?

Descriptive questions

- 1 How would you attract more tourists to Bangladesh's beach resorts?
- 2 What can you do to protect the beach resorts?

Chapter 12 Disaster Management

Short answer questions

- 1 Which two natural disasters do we suffer from?
- 2 Why there might be an outbreak of diseases after flooding?
- 3 Name two causes of fire.
- 4 Name two precautions in case of flood.

Descriptive questions

- 1 How have people made flooding worse?
- 2 Describe the effects of cyclones.

Chapter 13 Population of Bangladesh

Short answer questions

- 1 What is our growth rate per year?
- 2 What is our density of population?
- 3 What is the global position of Bangladesh in terms of population density?
- 4 Name one social cause of over-population.

Descriptive questions

- 1 What are the effects of over-population on the environment?
- 2 What would happen if families had fewer children?

Chapter 14 Our History

Short answer questions

- 1 Name one king from ancient times of Bengal.
- 2 In which century was Muslim rule brought to Bengal?
- 3 Name one medieval king of Bengal.
- 4 From which century did Bengali literature flourish?

Descriptive questions

- 1 Describe the religious life in medieval Bengal.
- 2 Describe the business and trade in medieval Bengal.

Chapter 15 Our Liberation War

Short answer questions

- 1 When did the language movement take place?
- 2 When were the six-point demands placed?
- 3 When was the independence declared?
- 4 How long did the war of liberation last?

Descriptive questions

- 1 What was the importance of 1970 election?
- 2 Why was Bangabandhu imprisoned?

Chapter 16 Our Culture

Short answer questions

- 1 Name two elements of Bengali culture.
- 2 What sweets do we eat at festivals?
- 3 Name two kinds of folk songs.
- 4 What is threatening to our culture?

Descriptive questions

- 1 Which aspects of Bengali culture do you like most and why?
- 2 What according to you are the main characteristics of our culture?

Glossary

autonomy – self-government

behaviour – how we act in society

cash crop – agricultural crop sold for export to earn foreign currency

citizen – someone who lives in a particular country

coral island – an island made of coral

debate – a formal discussion between different points of view

democracy – following the opinion of the majority

density of population – the number of people per square kilometre

discrimination – treating people differently

disaster – an unexpected natural and man-made destruction

diversity – differences between people

dynasty – a royal family of descendants

engineers – professionals who build houses, roads and bridges

flammable – things which burn easily

hemisphere – half of the globe: we live in the northern hemisphere

inani beach – a sea beach situated 35 kilometres south of Cox's Bazar

mangrove forest – forest where trees are grown in salty water

natural resources – elements of nature that help us live a better life

pharmacists – professionals who make and sell health drugs

priority – order of importance

resources – things in the environment that help us lead productive lives

responsibilities – our duty to help others

rights – the duty of our government to supply our basic needs

technicians – professionals who design and mend machinery

tolerance – treating someone's differences and opinion with respect

topography – the shape of land, especially its height

values – what we believe is good

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