

BANGLADESH AND GLOBAL STUDIES

Class

3



National Curriculum and Textbook Board, Bangladesh

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Bangladesh and Global Studies

Class Three

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Preface

A child is a great wonder. There is no end to the thinking about his/her world of wonder. A child is a subject of contemplation for educationists, scientists, philosophers, child specialists and psychologists. The fundamental principles of children 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 his/her innate amazement, unbounded curiosity, endless joy and enthusiasm keeping in view the all-round development of children's potentials. The aims and objectives of primary education were modified in the revised curriculum of 2011.

The content of the textbooks for **Bangladesh and Global Studies** is totally relevant to today's children in Bangladesh, including topics on; society and environment in Bangladesh; tradition and culture; the history of the War of Liberation; basic needs, children's rights, duties and responsibilities; the sense of cooperation and compassion respectful to the culture and occupations of others; proper use and maintenance of resources; disaster management; 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, Bangladesh Awami League Government under the dynamic leadership of the Honorable Prime Minister Sheikh Hasina has taken initiatives to change the textbooks into four colors, and make them interesting, sustainable and distributed free of cost since 2009. The textbooks of Pre-primary, Primary, Secondary, Ibtedaie, Dakhil, Dakhil Vocational and SSC Vocational level 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 had helped in different stages of composition, edition, 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 Narayan Chandra Saha

Chairman

National Curriculum and Textbook Board, Bangladesh

Introduction

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

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

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

Chapters

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

Topics

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

Lessons

Each topic should take two lessons. This gives a total of 72 lessons in the year, which allows some extra time for further study, or lessons lost through the year. The first lesson of each topic covers the reading text and Speaking activity, and the second lesson of the topic covers the Writing, Extension and Check activities.

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

Activity pages

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

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

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

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

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

Assessment

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



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

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Chapter 1

The Natural and Social Environment

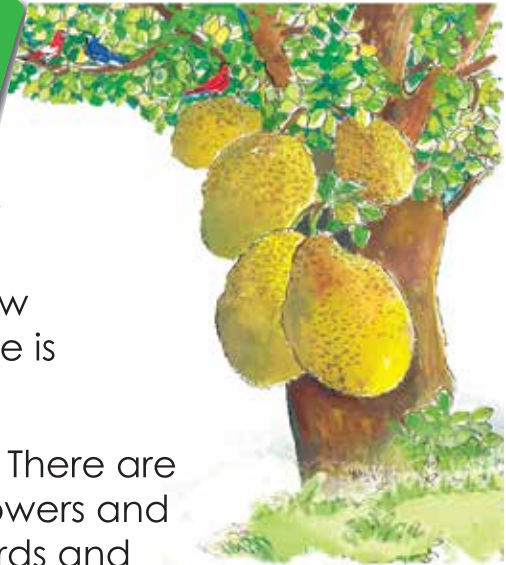
1 Natural environment

Our environment belongs to our surroundings.

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

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

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





A | Speak

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



B | Write

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

Plants	Animals	Air and water



C | Extend

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



D | Check

Tick (✓) the right answer .

1 Which one is an example of the natural environment?

- a) house b) tree c) road d) bridge

2 A bird is

- a) a plant b) an animal c) air d) water

2 Society and the social environment

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



The social environment

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

 **A | Speak**

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

 **B | Write**

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

Buildings	Transport	Work

 **C | Extend**

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

Children are.....

Three men are.....

Two people are.....

 **D | Check**

Tick (✓) the right answer.

Which one is an element of the social environment?

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

3 The Importance of the Social Environment

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

our neighbourhood



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



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

The role of the school in the development of social environment

 **A | Speak**

Ask your friend about their **society**:

- How many members are there in your family?

Know more about **social environment**:

- How do you come to school?

 **B | Write**

Write these words in the correct column:

bird school animal river house road tree bridge

Natural environment	Social environment

 **C | Extend**

Collect some information about your school with a partner:

Number of students

Number of classrooms.....

Number of teachers.....

 **D | Check**

Fill in the gaps with appropriate words.

1 School is an element of the _____ environment.

2 We should always keep our _____ clean.

4 Transport

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



Different types of Transport



A | Speak

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



B | Write

In pairs, write lists of transport under these headings:

Land	Water	Air



C | Extend

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



D | Check

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

a) We enjoy many	to meet their needs.
b) Everything around us is called	part of the social environment.
c) People build many things	our environment.
d) Houses, roads, transport are	functions and festivals.

Chapter 2

Living Together

1 Respecting

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



People of different ages and ethnic groups living together

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



A | Speak

Discuss in class all the social varieties of the peoples of your locality.

- What is the range of ages there?
- What different occupations of people live there?
- Which religions are represented?



B | Write

In pairs, write what you can do to help your classmates who needs more time in reading with understanding.

.....

.....

.....



C | Extend

Think of someone who needs help in your locality.
Act out in a group of how you can help this person.



D | Check

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

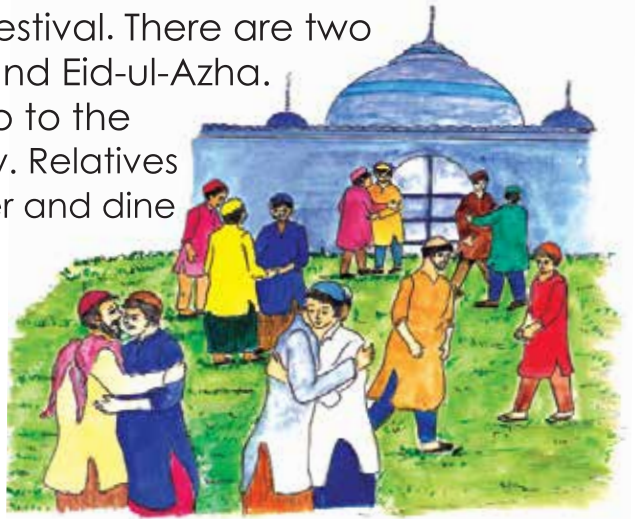
a) In our society, men, women,	ethnic groups live in our society.
b) Besides Bengalis, other	enjoy themselves with friends.
c) In order to live together,	we must respect everyone.
d) In festivals, children	rich and poor live together.

2 Muslim and Hindu festivals

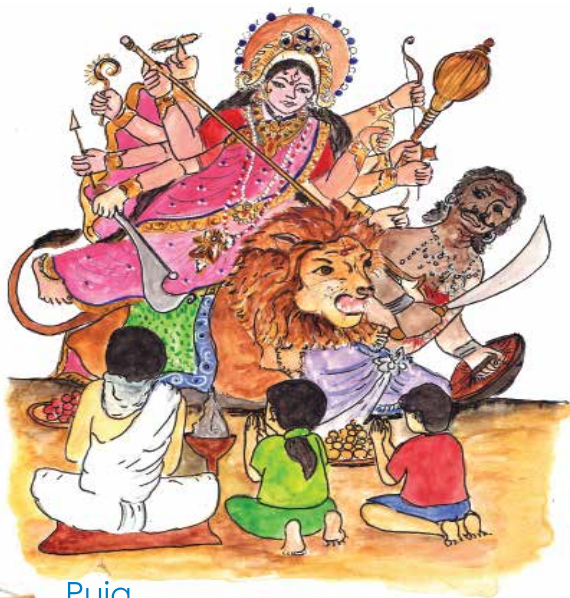
We have four main religions in our country. People of every religion observe some festivals. We attend each other's festivals in spite of belonging to another religion.

Muslim festivals

Eid is the greatest Muslim festival. There are two Eids each year: Eid-ul-Fitr and Eid-ul-Azha. On the Eid day, Muslims go to the Eidgah and mosque to pray. Relatives and friends greet each other and dine together. Children roam around and enjoy themselves. There are other Muslim festivals also, like Shab-e-Barat, Shab-e-Quadar and Eid-e-Miladunnabi.



Eid



Puja

Hindu festivals

Hindus have religious occasions or Pujas all year round. The main festivals are Durga Puja, Sarsawati Puja and Lakshmi Puja. During that time, they go to temples for offering pujas. Everyone greets each other and shares sweet and fruits. Children play different games and enjoy themselves.

 **A | Speak**

Describe what you did during the last Eid.

 **B | Write**

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

Muslim festivals	Hindu festivals

 **C | Extend**

- Where do Hindus worship in your neighbourhood?
- Imagine that you have a friend of a different religion. What will s/he do at Eid or Puja festival. Think about it and write a sentence.

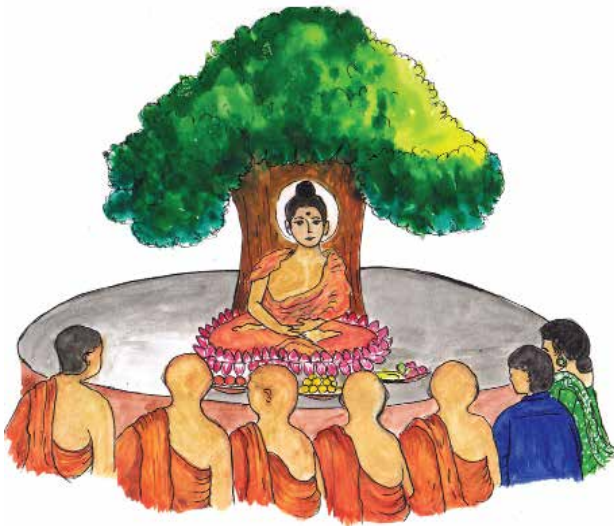
 **D | Check**

Tick (✓) the right answer.

How many main religions are there in our country?

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

3 Buddhist and Christian festivals



Buddha Purnima

Buddhist festivals

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

Christian festivals

The main Christian festival is Christmas. It marks the birth of Jesus Christ. On this day, 25 December, Christians in our country go to church. People give presents to each other, have fun and eat a feast together. Christians celebrate Good Friday and Easter Sunday.



Christmas

Ethnic groups have their own religious festivals too.



A | Speak

Have you ever seen or attended any festival of other religions?
If you have seen any, tell others what you know about the festival.



B | Write

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

Buddhist festivals	Christian festivals



C | Extend

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



D | Check

Tick (✓) the right answer.

Which religion observes Maghi Purnima?

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

Chapter 3

Our Rights and Responsibilities

1 Our rights in society

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



The Right to Food



The Right to Clothes



The Right to Education



The Right to a home



The Right to Safety



The Right to Healthcare

 **A | Speak**

In the class, give examples of each of these rights that you receive:

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

 **B | Write**

Why is education important? Write a sentence.

.....

 **C | Extend**

Imagine you are in a disaster.

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

Decide your order of priority. Work in small groups.

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

 **D | Check**

Fill in the blanks with appropriate words.

We have basic rights in our society.

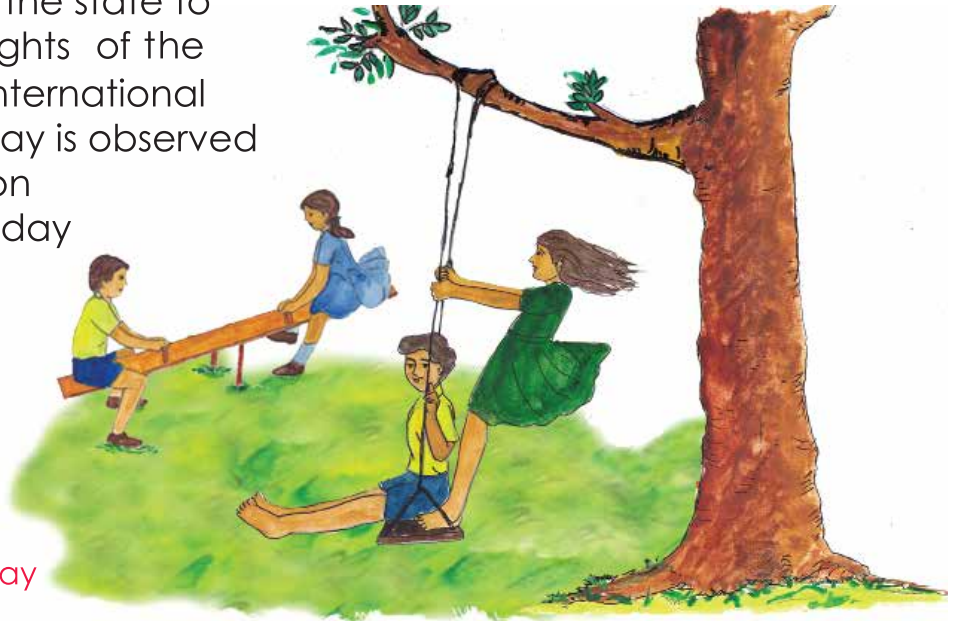
The most important of them all is

2 Our rights as children

As children we have some special rights. These include:

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

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



The right to play



A | Speak

Discuss in class:

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



B | Write

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

My rights as a child in my family	
1	
2	
3	
4	



C | Extend

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

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



D | Check

Tick (✓) the right answer.

Which one is a children's right?

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

3 Our responsibilities as children

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

Our duties to our family

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

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



Children carrying out their duties

 **A | Speak**

What responsibilities can you carry out in your family?

 **B | Write**

In pairs, write these in the correct column:

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

Rights	Responsibilities

 **C | Extend**

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

 **D | Check**

Tick (✓) the right answer.

Which is our responsibility to our family?

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

Different Occupations of Society

1 People who grow things

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

In Bangladesh most people live in villages. Some live in towns. Their occupations differ between villages and towns. In villages, most professionals grow things.



Farmer harvesting vegetables

Farmers

Those who produce crops are called farmers.

Farmers grow many kinds of crops and vegetables, including rice, jute, brinjal, tomato, radish, carrot etc. All the food we eat is produced by farmers.

Fishermen

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



Catching fish



A | Speak

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



B | Write

Write a list of farming tasks:

Digging



C | Extend

Form groups, and one person chooses an agricultural occupation. That person acts a role play of the occupation, and the others guess what it is.



D | Check

Tick (✓) the right answer.

What does a fisherman do?

- | | |
|---------------|-----------------|
| a) catch fish | b) weave cloth |
| c) make pots | d) make dresses |

2

People Who make the things

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

Potter

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



Weaver and tailor

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

Masons

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





A | Speak

What materials do these professionals use?

A potter uses

A weaver uses

A tailor uses

A mason uses



B | Write

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

.....
.....

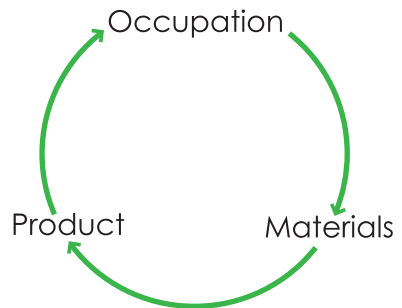
2. Choose one occupation from your list and describe in brief what they do?

.....
.....



C | Extend

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



D | Check

Give a short answer.

Why should we respect people in all occupations?

3 People who serve others

Driver

A driver drives a bus, rickshaw, taxi or truck, etc. He drives people to visit different places. He also delivers goods.



Doctor and nurse

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



Teacher

Teachers teach students in school. They help the students to learn their lessons, including sports, music, dance and drawing.

All the jobs in this chapter have equal importance for our society.

 **A | Speak**

People of which occupations do you see working around you everyday?

Describe the work they do.

 **B | Write**

1. How do these different professionals help us?

A driver helps us by.....

A doctor helps us by.....

A nurse helps us by.....

A teacher helps us by.....

2. Write more occupations under these headings:

Growing	Making	Helping

 **C | Extend**

What do you want to become when you grow up?

Write two sentences about your ambitions and draw a picture.

 **D | Check**

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

a) One who makes cooking pots and pitchers from clay	Farmer
b) One who gives diets and medicine to patients	Potter
c) One who grows crops and vegetables	Builder
d) One who builds houses with bricks and cement	Nurse

Chapter 5

Human Qualities

1

Qualities of a good person

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

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

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

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



The teacher, Jalal Sir



A | Speak

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



B | Write

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

Qualities of good people	
1.	
2.	
3.	
4.	



C | Extend

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

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

Think of other incidents like this.



D | Check

Give a short answer.

Why should we be good people?

2 Doing good deeds

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

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



A good deed



The happy, poor man

A True story

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

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



A | Speak

Discuss with a friend:

Why do you do good deeds?

Why do you not do bad deeds?



B | Write

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

Good deeds	Bad deeds



C | Extend

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

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



D | Check

Fill in the blanks with appropriate words.

1 Everyone in society _____ a good person.

2 We should always _____ elders.

3 We should try to _____ others in need.

Improving our Social Environment

1 Helping the family

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

In a family, we love and respect each other. We should also help with work around the home. We should tidy away our books, pens and bag ourselves. We should store our clothes neatly. We should help the younger ones not to make a mess. And we should help parents in many different activities.





A | Speak

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

What are the roles of each person in your family?

Discuss in the class.



B | Write

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

.....

.....

.....

.....



C | Extend

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



D | Check

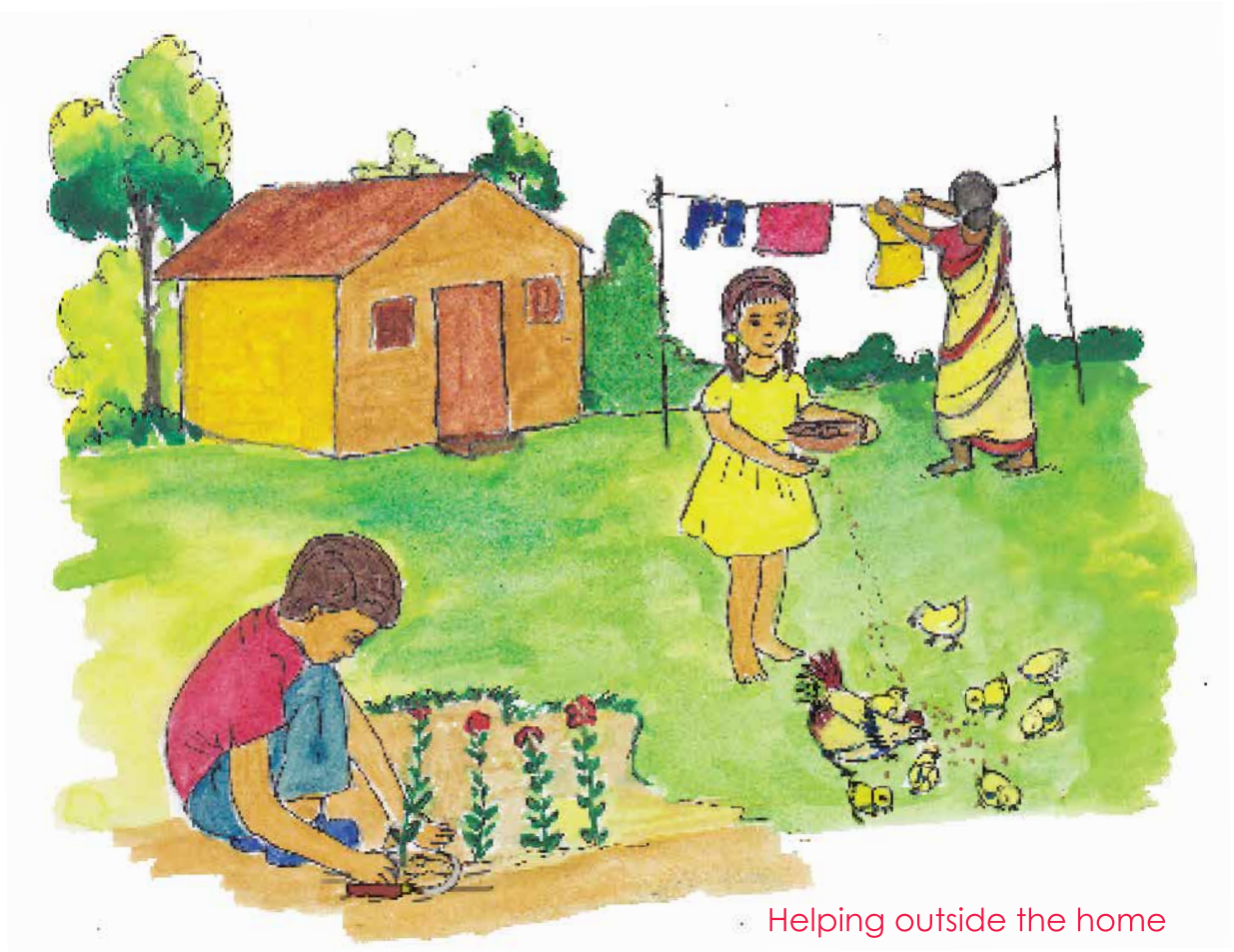
Tick (✓) the right answer.

What should we all do in our families?

- a) help each other with work
- b) do our work according to our will.
- c) Roaming arround with joy.
- d) Everyone will act as they wish.

2 Helping at home

We can do lot's of work arround the home. We need to keep the house clean. We need to fetch and carry food and water and lay the table. We should help in cleanig dirty places. We may need to help outside with plants and watering. We help each other in household works to build a happy family.



Helping outside the home



A | Speak

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



B | Write

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

Tidying	Helping at the dining table	Cleaning



C | Extend

With your family, make a plan of tasks to do on each day of the week:

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

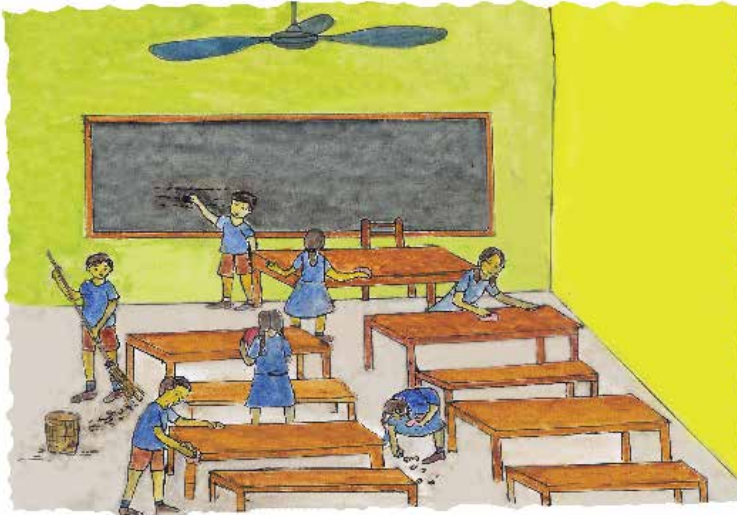


D | Check

Tick (✓) the right answer.
Helping in the home is a

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

3 Helping at school



Cleaning the classroom

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

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

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

We should help our teacher by being attentive in class. We should not make noises inside the classroom. We should behave well at school functions.



Cleaning the school grounds

 **A | Speak**

There are many ideas in the text for participating in development works of school.

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

In the classroom	Outside	During lessons

Can you add more ideas on development work to the lists?

 **B | Write**

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

 **C | Extend**

In small groups, make a five-day plan of improvements that your class could do for the school.

Sunday..... Monday.....

Tuesday..... Wednesday.....

Thursday.....

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

 **D | Check**

Give a short answer.

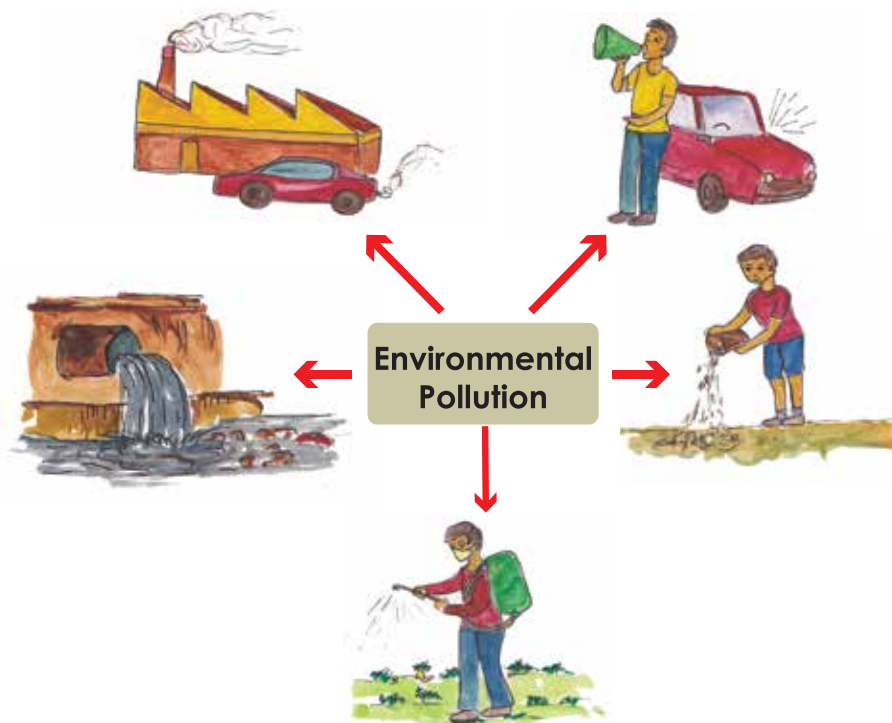
How can you stop everyone from dropping litter here and there at school?

Chapter 7

Protecting our Environment against Pollution

1 Different types of environmental pollution

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



- ✓ Air pollution
- ✓ Water pollution
- ✓ Earth pollution
- ✓ Sound pollution
- ✓ Rubbish pollution



A | Speak

- 1 As a class, match each type of pollution with the right picture.
- 2 In groups, discuss the types of pollution shown in each picture.



B | Write

Complete each sentence to describe the types of pollution in the pictures opposite:

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



C | Extend

Now write the different kinds of pollution in the correct column, and add examples.

Pollution of the natural environment	Pollution of the social environment



D | Check

Give a short answer.

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

2

The causes and effects of pollution

Having looked at the different types of pollution, Let's look at the causes and effects of pollution.



Air pollution



Polluted air enters our lungs which causes disease

Smoke and dust lead to bad smells and dirt.



Water pollution



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

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



Earth pollution



poor harvests and damage to plants, animals and birds

Overuse of chemicals and pesticides pollute the soil.



Sound pollution



headaches and loss of hearing

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



Rubbish pollution



damages the environment of our surroundings

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

 **A | Speak**

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

 **B | Write**

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

Water	Earth	Air	Sound

 **C | Extend**

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

Serial	Pollution	Effects

 **D | Check**

Give a short answer.

How can we keep our environment clean ?

3

Preventing pollution and protecting the environment

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

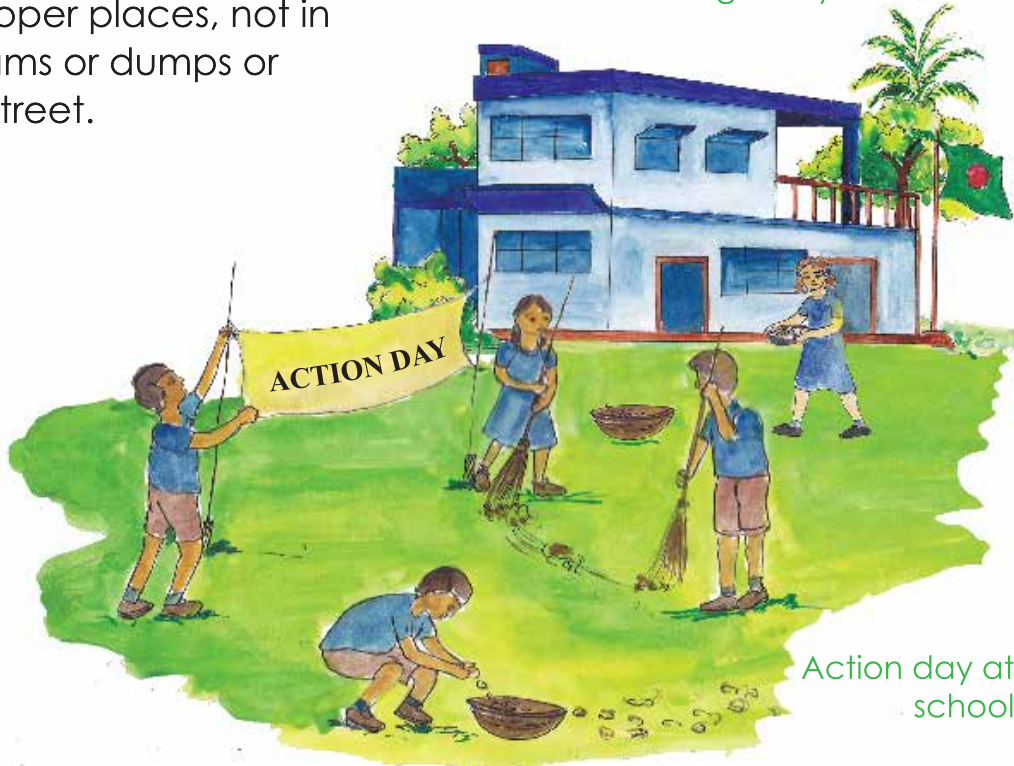
We should not spit, cough or excrete in public place.

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

We can throw our rubbish in proper places, not in streams or dumps or the street.



Throwing away rubbish



Action day at school


A | Speak

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

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


B | Write

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


C | Extend

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


D | Check

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

a) A healthy environment makes

washed by the rain into ponds, rivers and water bodies

b) Chemicals from agriculture are

places to throw rubbish.

c) Rubbish and dirty swamps around home or school encourage

life beautiful for people and animals.

d) Gutters ponds, rivers and streams are not

mosquitoes and flies.

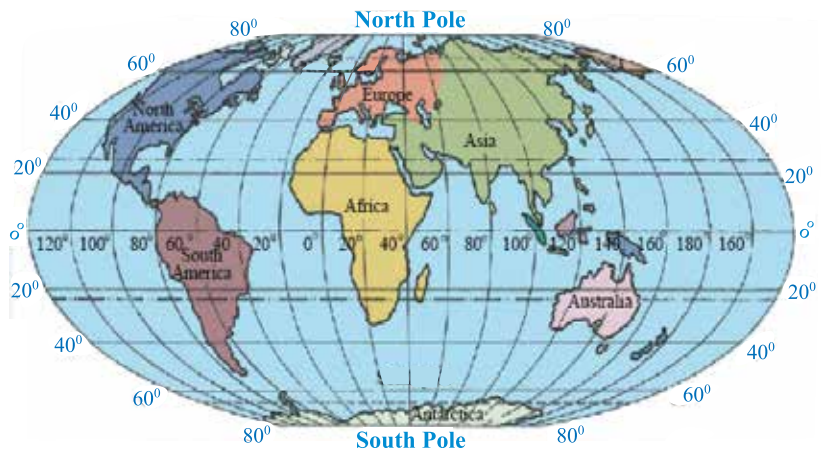
Chapter 8

The Continents and Oceans

1 The continents

We live on earth. Earth is one of the planets of the solar system. Its shape is a sphere. There is land and water on the surface.

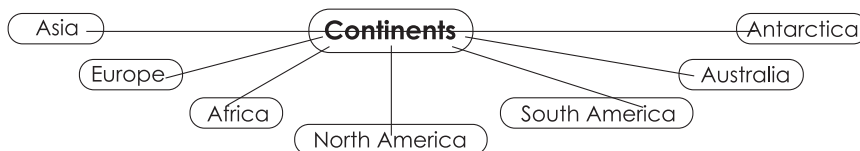
The land is made up of flat land, mountains and deserts; the water is seas and rivers. One quarter of the earth is land and three quarters is water.



Continents in World Map

The land on earth has been divided into seven continents. Read their names below and find them on the map.

The biggest continent is Asia and the smallest is Australia. Each continent is divided into many countries.



 **A | Speak**

What continents of the earth do you know?
Which animals live in these continents?
Share information with the class.

 **B | Write**

Write the names of the continents in alphabetical order.

 **C | Extend**

Match these animals with the continents they live in:



kangaroo



penguin



panda



giraffe

Asia	Antarctica	Africa	Australia
------	------------	--------	-----------

 **D | Check**

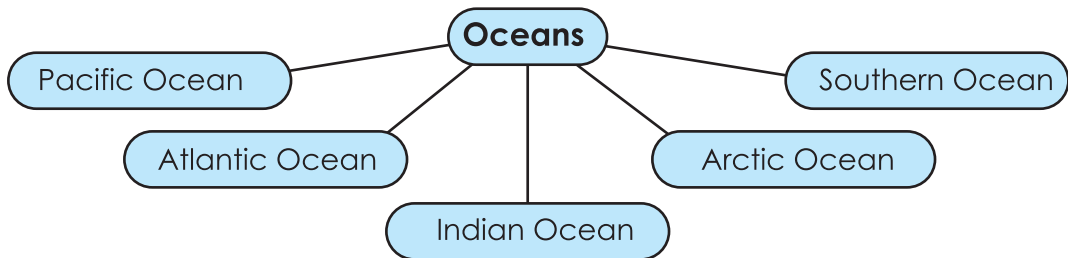
Tick (✓) the right answer.

How much of the earth is water?

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

2 The oceans

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



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



Oceans in the world map

 **A | Speak**

With a partner, find the answers:

- An ocean to the north of Asia
- An ocean to the south of Asia
- A continent adjacent to Asia
- An ocean west of South America
- A very large water body is called

 **B | Write**

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

Antarctica Pacific Australia Indian Atlantic

 **C | Extend**

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



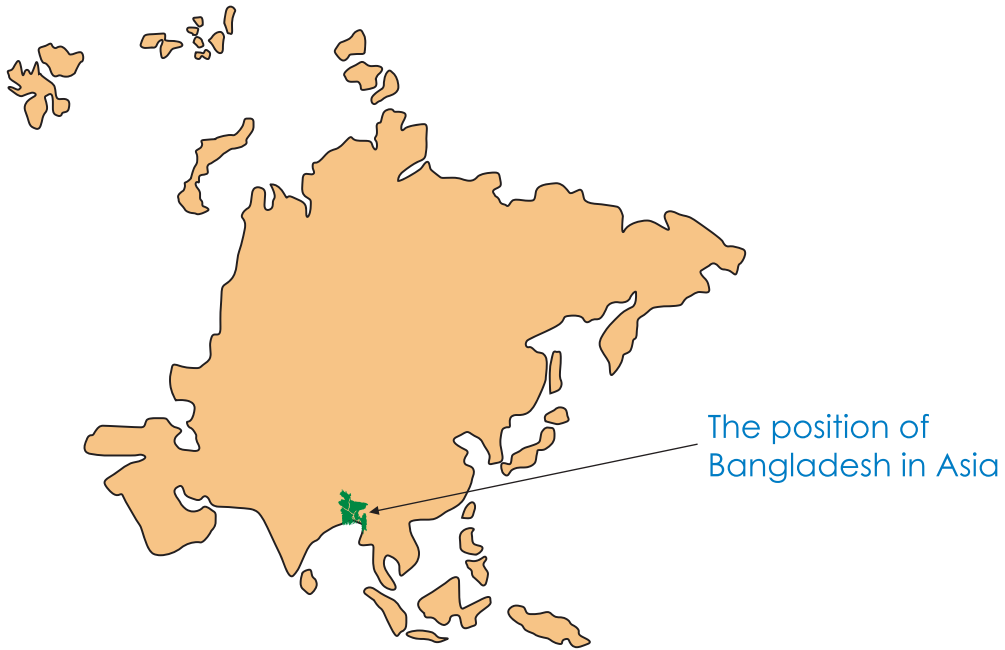
 **D | Check**

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

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

3 Bangladesh in the Map

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

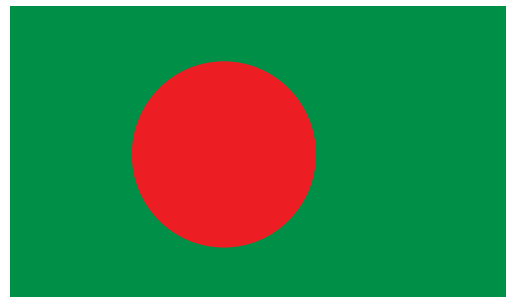


We have coloured our country in green and scernic. Our national flag is coloured green and red.

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

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

The red circel is somewhat left of the flag.



Our national flag



A | Speak

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

1 In which continent Bangladesh is situated?

2 Which two continents lie to the west?

3 Which two continents lie to the south?

4 Which two continents lie to the east?

5 Which ocean lies south of Bangladesh?



B | Write

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



C | Extend

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



D | Check

Give a short answer.

On which side of which continent is Bangladesh situated?

Chapter 9

Our Bangladesh

1 The political map of Bangladesh

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

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

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

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

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





A | Speak

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



B | Write

Name the countries and the seas that border Bangladesh.

Countries/Seas	
East	
West	
North	
South	



C | Extend

Draw a map of Bangladesh by tracing it:

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



D | Check

Give a short answer.

How many Divisional Cities are there in Bangladesh? Give their names.

2 The physical map of Bangladesh

A map that shows hills and rivers is called a **physical** map.

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

The plain lands are shown in dark green. The hill areas are shown in different colours.

The low hills are shown in light green and are named. The higher hills are shown in orange.

Read the names of the lower hills from the map.



Mineral resources

Our country is rich in mineral resources. Natural gas is one of the most important resources. We use gas for cooking and to fuel our cars and vehicles. We also have many minerals, which are dug out of the ground. These include coal, limestone, china clay, silica sand, mineral sand and hard rock.



A | Speak

Compare the map of divisions on page 50 and the physical map on page 52. Discuss these answers in class:

- Which divisions have the highest hills, marked in orange?
- Which divisions have the lower hills, marked in light green?
- Which divisions have only flat land, marked in dark green?



B | Write

Look at the three named ranges of hills and write which division each is in.

Lower hills	Division
Barendrabhumi	
Modhupur Gorbh	
Lalmai	



C | Extend

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



D | Check

Give a short answer.

Which is our most important natural resource?

3

The rivers of Bangladesh

There are many rivers in Bangladesh. Some are big and some are small. They spread over the country like a web. The rivers start in the hills and flow down. They join with each other to flow out into the sea to make the Bay of Bengal. Presence of many rivers make country reverine.

Read the names of these five big rivers on the map.

The rivers often flood and bring alluvial soil in the fields.

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

Water resources

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

We also use the rivers for transport and communication.





A | Speak

Look at the map of divisions again on page 50.

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



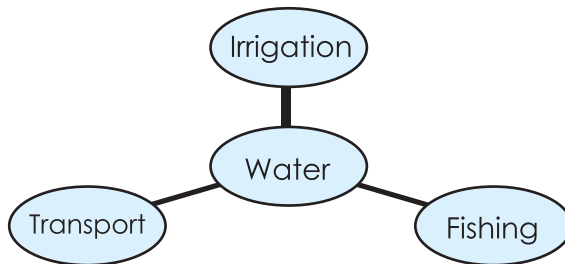
B | Write

Write the names of five main rivers in alphabetical order.



C | Extend

Copy this diagram of the three uses of Bangladesh's water resources. Add drawings and examples.



D | Check

Tick (✓) the right answer.

Which of these is not a source of water?

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

4 Agriculture and forests in Bangladesh

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



Agricultural resources

We do not have many forest resources in Bangladesh. So we have to look after what we have and plant more trees. There are just three main areas of forest.

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

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



A Royal Bengal Tiger

The third area is the Sunderbans, in the south of Khulna division. Here you find shundori, gewa, golpata, keora trees. The world famous Royal Bengal tigers also live wild in the Sunderbans.



A | Speak

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



B | Write

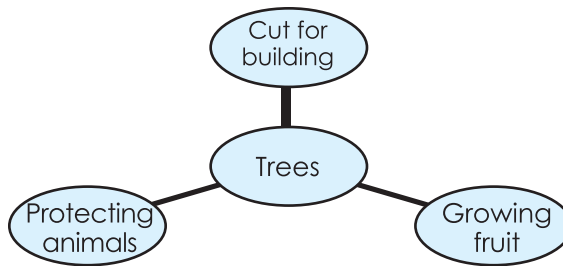
In pairs, write the names of trees in the first row and names of animals in the second row.

	Hilly forests	Sunderbans
Trees		
Animals		



C | Extend

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



D | Check

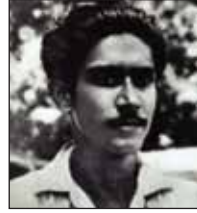
Fill in the gaps with appropriate words.

- 1 Jute is used for _____
- 2 Spices are used for _____

The Father of our Nation

1

Bangabandhu's education and his struggling life



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

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



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

Father of the Nation
Bangabandhu
Sheikh Mujibur Rahman


A | Speak

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


B | Write

Fill in this timeline mentioning important events:

1920	
1927	
1929	
1966	
1970	


C | Extend

Find out more about the educational life of Bangabandhu.


D | Check

Tick (✓) the right answer.

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

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

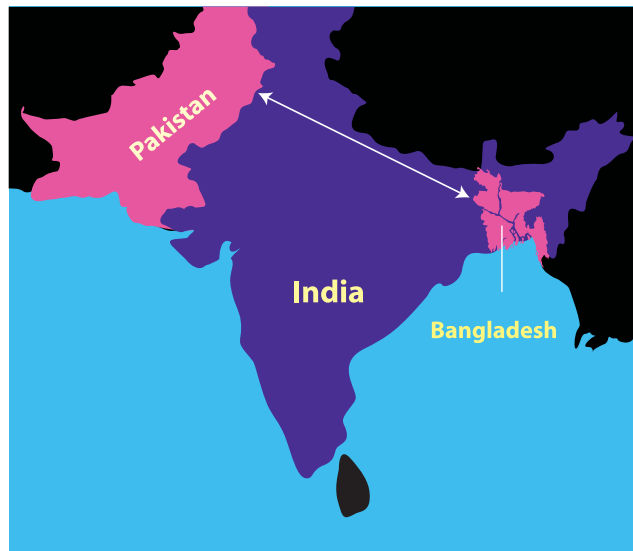
2 Bangabandhu and the Liberation War

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

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

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

We will love our country the way Bangabandhu did and warked for the good of Bangladesh.



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



A | Speak

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



B | Write

Fill in this timeline for 1971 mentioning important events:

7 March	
25 March	
26 March	
16 December	



C | Extend

Collect pictures of Bangabandhu to make an album.



D | Check

Tick (✓) the right answer.

On what date did Bangladesh declare independence?

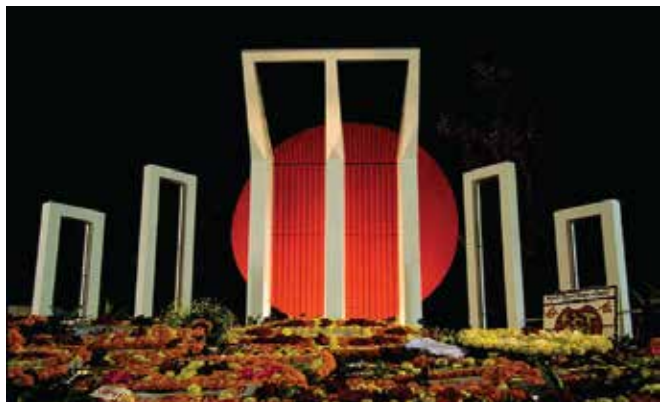
- a) 7 March b) 25 March c) 26 March d) 16 December

Our History and Culture

1 Martyrs' Day and International Mother Language Day

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

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



The Central Shahid Minar


A | Speak

- 1 What is 21 February known as?
- 2 For whom does it commemorate?
- 3 When did the movement for Bangla language occur?
- 4 Name some of the martyrs.
- 5 Which monument has been built to commemorate the martyrs?


B | Write

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


C | Extend

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


D | Check

Give a short answer.

Why did the Bangalees protest for a state language?

2

Independence Day and Victory Day

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



The National Martyrs' Memorial

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



A | Speak

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



B | Write

Write what these two memorials commemorate:

Shahid Minar	National Martyrs' Memorial



C | Extend

Make plans for how your school could celebrate one of the three national days.



D | Check

Fill in the blank with appropriate words.

On _____, the Pakistan Army got defeated and surrendered.

3 New Year and other celebrations

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

Musical programmes and Baishakhi fairs are organised in this day. Children enjoy the fairs, with sweets, dolls, earthen

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



Celebrating Pahela Baishakh

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



Winter cakes

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

Winter cakes and sweets are made, at homes. The celebration of lake making continue for several days. Besides fairs are organized. Many kinds of cakes and foods are found in the fairs. Besides dance, music and jatras organized



A | Speak

Divide into three groups.

Each group in turn describes what happens in one of these festivals in your area.



B | Write

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

.....

.....

.....



C | Extend

Make a plan to celebrate Pohela Baisakh at your school. Write a description.



D | Check

Tick (✓) the right answer.

What is celebrated on Nobanno?

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

The Population of Bangladesh

1

Population

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

Gender ratio:
50.01% male;
49.99% female



In area, Bangladesh is 90th in the world.

In population, Bangladesh is 8th in the world.

Total area of the country: 147,570 sq km. This means there are 1015 people per square kilometre. We call this the **population density**.

 **A | Speak**

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

 **B | Write**

Write the meanings of:

Census

Population density

Gender ratio

 **C | Extend**

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

 **D | Check**

Tick (✓) the right answer.

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

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

2 Population and the family

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



Small family



Large family

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

 **A | Speak**

What problems do large families face with:

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

 **B | Write**

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

Good aspect	Bad aspect

 **C | Extend**

Make a poster about the problems of a large family.

 **D | Check**

Give a short answer.

What basic needs may not be met in a large family?

3

The effects of over population on transport and the environment



Effects of over-population on transport

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

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

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



Over-population is bad for rubbish



A | Speak

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



B | Write

Complete these sentences:

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

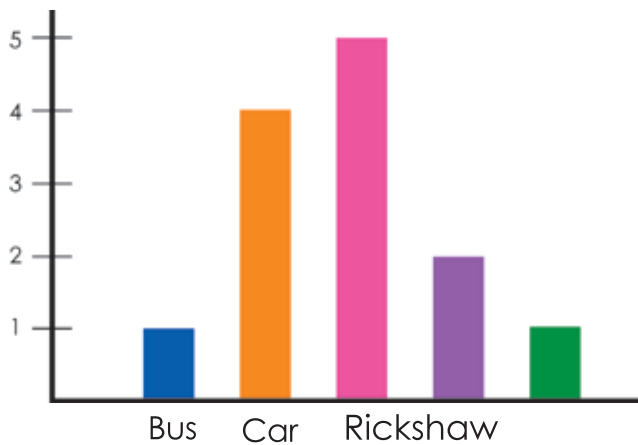
With over-population, the amount of housing.....



C | Extend

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

Draw the numbers as a bar chart, like this:



D | Check

Give a short answer.

How does over-population in a country affect transport?

Sample Questions

Chapter 1 The Natural and Social Environment

Give short answers.

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

Give long answers.

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

Chapter 2 Living Together

Give short answers.

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

Give long answers.

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

Chapter 3 Our Rights and Responsibilities

Give short answers.

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

Give long answers.

- 1 Give an example of how girls and boys should be given equal treatment.
- 2 What is the difference between rights and responsibilities?

Chapter 4 Different Occupations of Society

Give short answers.

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

Give long answers.

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

Chapter 5 Human Qualities

Give short answers.

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

Give long answers.

- 1 Which human qualities allow us to do good deeds?
- 2 Which human quality would you most like to be known for?

Chapter 6 Improving our Social Environment

Give short answers.

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

Give long answers.

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

Chapter 7 Protecting our Environment against Pollution

Give short answers.

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

Give long answers.

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

Chapter 8 The Continents and Oceans

Give short answers.

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

Give long answers.

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

Chapter 9 Our Bangladesh

Give short answers.

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

Give long answers.

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

Chapter 10 The Father of our Nation

Give short answers.

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

Give long answers.

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

Chapter 11 Our History and Culture

Give short answers.

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

Give long answers.

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

Chapter 12 The Population of Bangladesh

Give short answers.

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

Give long answers.

- 1 How does over-population affect transport?
- 2 How does over-population affect the environment?

Glossary

Agriculture – Cultivation and breeding of animals and of plants for food

Cash crop – A crop produced for earning money by exporting it.

Census – a count of the population of a country.

Clay – soft earth

Continent – Many countries together make a country, like Asia

Culture – the social life of a country,

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

Environment – Everything around us makes environment

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

Gender ratio – the number of men compared with women

Irrigation – watering the fields for producing crops

Liberation War – Struggle for Liberty

Loom – the machine that weavers use to make cloth

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

Occupation – the work that people do to earn money

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

Over-population – when there are too many people in a country compared to its area

Physical map – a map of mountains and rivers

Political map – a map that shows borders of a country

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

Population density – the number of people per square kilometre and impure

Qualities – the good parts of a person's character

Responsibilities – the duties that assigned to someone.

Rights – the basic things that we need to develop ourselves.

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

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

Transport – buses, trains, rickshaws

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