

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

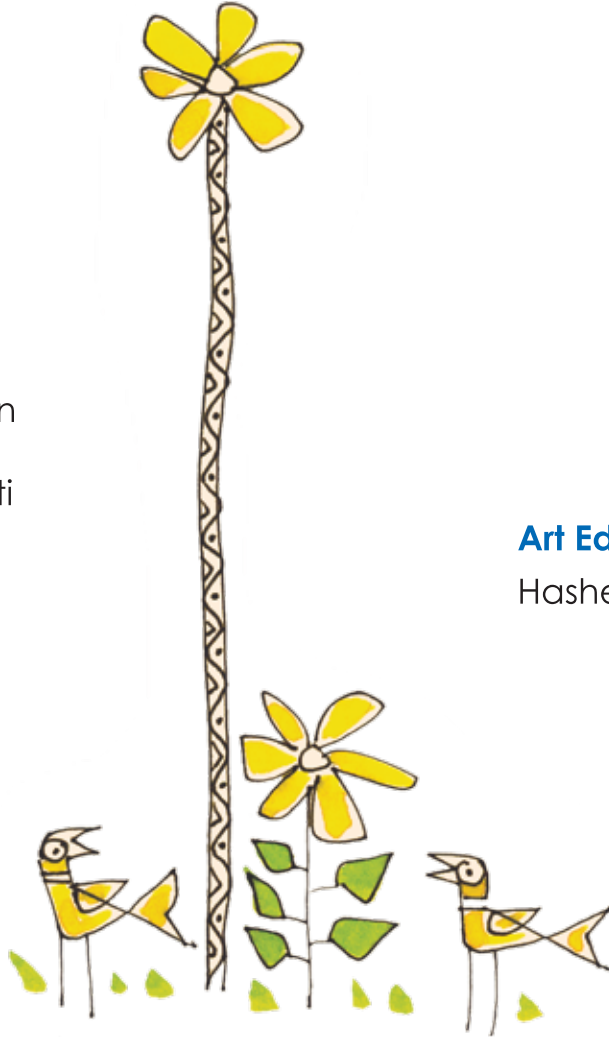
Class Four

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Published by
National Curriculum and Textbook Board
69-70, Motijheel Commercial Area, Dhaka 1000

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First Edition : August , 2012
Revised Edition : August , 2015
Reprint : , 2019

Design

National Curriculum and Textbook Board, Bangladesh

For free distribution under PEDP-4 of Ministry of Primary and Mass Education
by the Government of the People's Republic of Bangladesh

Printed by:

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.

Prof. 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.

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 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 2-5 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 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 by asking and answering, by organizing 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:** 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 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 organize the class for these different groupings, so that pupils will quickly know how to get started on each kind of activity.

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.

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 south the land is lower in the south with many rivers. There are more floods in this area due to rivers.



A | 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 | Write

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

| North region of Bangladesh | South region of Bangladesh |
|----------------------------|----------------------------|
| | |
| | |
| | |
| | |
| | |



C | Extend

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



D | 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. 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 food and we build warmer houses to keep us warm. Where it is dry, fewer crops grow. Where it is wet, we get more fish to eat and we can irrigate our fields.



This types of climate is good for farming.



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

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



A | 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 | Write

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

| Rainy environment | Dry environment |
|-------------------|-----------------|
| | |
| | |
| | |
| | |



C | Extend

Discuss the impact of climate on natural environment.



D | Check

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

Cooperation in Society

1

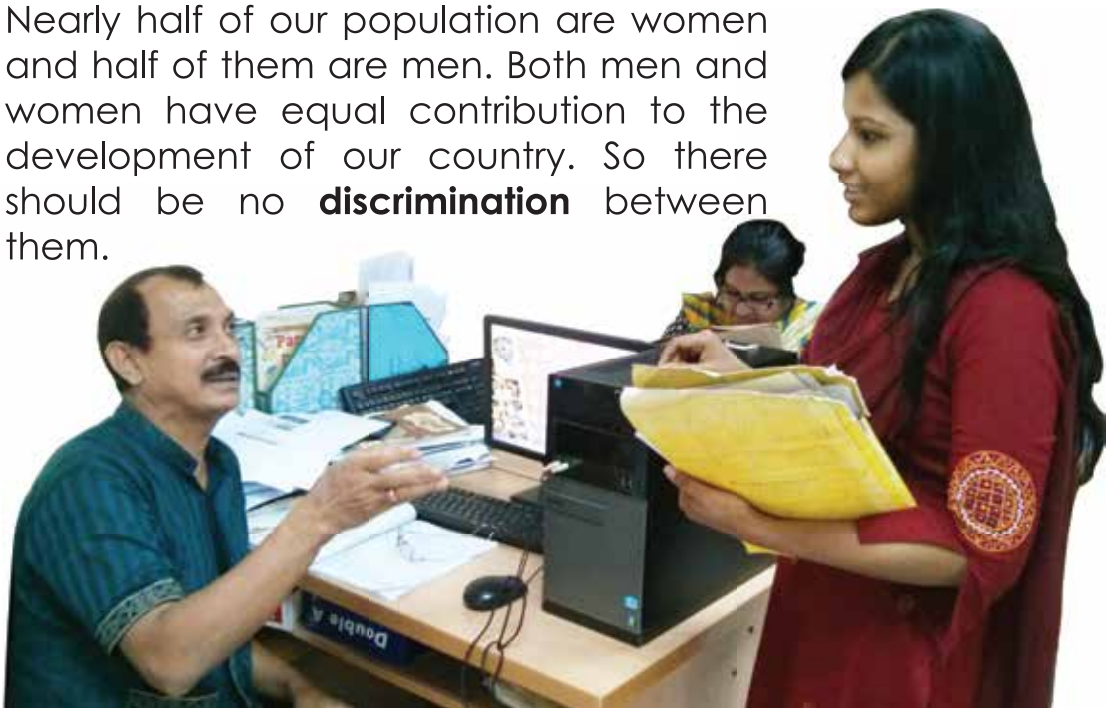
Men and women

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 the family, boys and girls should be treated in the same way. They have the same right to education, and both should help around the home.

Now both men and women take part in domestic and outdoor works. They have the same capabilities, so they can do equal work.

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





A | Speak

Discuss with your teacher in the following.

- Do the boys and girls in all have equal opportunities?
- 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 | 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 | Extend

Do a project about your family. Compare any differences between boys and girls. Do they play with different toys? Do they have similar interests? Make a list of similarities and differences.



D | Check

Complete the sentence.

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 mental needs.



Children helping a friend with special needs

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



A | Speak

Discuss with your teacher what **diversity** means in our society.

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



B | 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 | Extend

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



D | Check

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

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

Chapter 3

Ethnic Groups of Bangladesh

1

The Chakma

There are more than 45 different ethnic groups in Bangladesh. They 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 region. They are mainly Buddhist.

Life-style

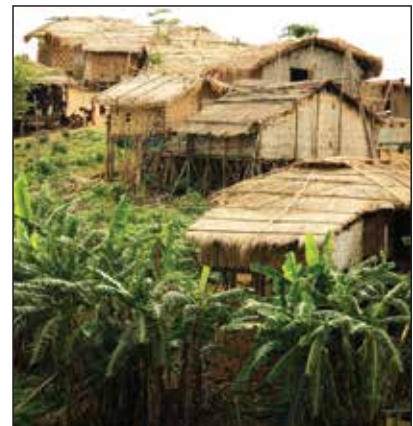
The Chakma have their own language and alphabet, they have their own music and dance in their native language. They are ruled by a king, and each village has its own chief. The chief is called 'karbari' by the Chakma. The Chakma make their houses on a platform with a wood and bamboo, a like platform.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

Clothes

The Chakma weave patterned fabric on looms. The women wear floor-length skirts called 'pinon' and 'hadi' tops. The boys 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 exchanged greetings with each other.



Chakma houses built at the hill-slope



A | Speak

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



Chakma



Monipuri



Marma



Saontal



B | 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 | Extend

Write one thing that is similar your life and the life of the Chakma, and one thing that is different.



D | 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 also ruled by a king and village chiefs. Their houses are built up on highland platforms. 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 always wore 'thami' and women 'angi', but today they often wear modern dress as well.

Festivals

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



A Marma wedding in traditional clothes



A | 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 | Write

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

| Houses | Food | Agriculture |
|--------|------|-------------|
| | | |



C | Extend

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



D | 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 Saontal in Bangladesh live in Dinajpur, Rajshahi, Naogaon, Chapainawabgang, Natore, Rangpur and Bagura district. 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' or jute leaves as their native dish. Now farming is their main occupation. They also work in fishing, tea gardens and cottage industries.

Clothes

Saontal Women wear two outer garments: above, a 'panchi' and below, a 'parhat'. Men used to wear dhuti 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 during 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 | Speak**

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

**B | Write**

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

| Language | Food | Profession |
|----------|------|------------|
| | | |

**C | Extend**

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

**D | 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 Monipuri live mainly in Sylhet, Moulovibazar and Habiganj. Most of the Monipuries live in Komolganj of Moulovibazar district. Many also live in Monipur and Asam states in India. The Monipuri form two language groups: Bishnupriya Monipuri and Moi Toi Monipuri.

Life-style

Monipuries houses are made of bamboo, brick or tin. They eat rice, fish and vegetables. Meat is socially prohibited. Their favourite food is 'sincheda', made of vegetable leaves. The Monipuri are mainly farmers and weavers.

Clothes

Monipuri women wear a 'lahing' (a dress like ghagra), an 'ahing' (blouse) and a scarf. The men wear dhuti and Punjabi.

Festivals

The Monipuri have many festivals. They celebrate Rathajatra, Doljatra, Chaitra Sangkranti, Rashpurnima etc. They celebrate these festivals all the year round. They enjoy dance and music with musical instruments.





A | Speak

Discuss with your class what you know about the Monipuri.



B | Write

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

| Houses | Food | Work |
|--------|------|------|
| | | |



C | 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 | 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 sincheda. |
| d. One favourite food of the Marma | pinon 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.</p> <p>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.</p> |
|  <p>The right to education Right to education is one of the rights of each citizen.</p> <p>Every citizen should be educated for the development of the state.</p> |  <p>The right to language and culture It is fundamental right of a citizen to speak in mother tongue. So, 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 any place without difficulties.</p> | |



A | Speak

Discuss with your teacher :

- What do you understand by citizen's rights?
- How do you show responsibility to your country?
- How will the government ensure the security of each citizen?



B | Write

In pairs, write examples of each of our social rights. Start each 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 | Extend

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

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



D | 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 various other deeds.

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 in 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 receive security |  | When abroad, if any citizen faces problems he or she has the right to security 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 | Speak

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

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



B | Write

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

| Rights | Examples |
|-------------------------------------|--|
| The right to take part in elections | I can vote when I am 18. |
| The right to freedom of expression | Labourers earn wages for their services. |



C | Extend

Do a role-play in groups of four.

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



D | 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 acquire and enjoy own property.



The right to enjoy time vacation and holiday

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

 **A | Speak**

Discuss with your teacher:

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

 **B | 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 | People in different occupations earn wages..... |

 **C | Extend**

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

 **D | Check**

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

education wages vote housing language time off

| 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 values and behaviour, duties and responsibilities. Now that we've studied what our rights are, we should look at our responsibilities. We have a responsibility to do good to each other. Doing good to each other is part of good social behaviour. We all must try to achieve this.

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 fair with our friends |
| Discipline | We behave well and abide by rules |
| Politeness | We are respected by others. |

Behaviour

We can make a value based good society to live in together. Here are some examples of good behaviour.

- Looking after younger children;
- Respecting older people;
- Behaving well with neighbours;
- Helping those in trouble;



Good behaviour



With 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.



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



Sometimes our behaviour is bad, instead of good. Act out a role-play in small groups to show the results of good or bad behaviour.



Put a tick (√) for good things or cross (x) for things 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 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 | She goes to bed late | |
| She helps prepare food | She leaves the dishes after meals | |
| She arrives late in school | She is on time for school | |
| She avoids her friends | She is kind to her friends | |
| She tries to answers correctly in class | 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 | Speak

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



B | Write

Remember that **values** are beliefs and **behaviour** is action. Put these words under the correct heading in the two column. Do the work:

kindness

consideration

helping others

being punctual

truthfulness

sharing food

| Value | Good behaviour |
|-------|----------------|
| | |
| | |
| | |



C | Extend

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



D | Check

Tick the right answer

Which one is a value?

- helping others who are 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 every opinion with **patience**. We all must have tolerance. Different people may have different views of particular issue. However we can 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 | Speak

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

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



B | 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 | 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 | Check

Tick the right answer

What should we do when others express their opinion?

- | | |
|------------------------------------|-------------------------|
| 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 said the zoo. Some said Shishu Park. Others wanted to go to other places. Nobody listened to the opinion of others. All of them created chaos for going to their preferred place. 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 opinion of others with respect?
3. How should they have expressed their opinions?
4. What sort of problems may create when there is no tolerance of others' opinions?



Democratic behaviour should practice in classroom



A | Speak

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



B | Write

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

| | |
|----------------|--|
| Express | |
| Listen | |
| Decide | |



C | Extend

Hold a **debate** in class on a subject that interests you all. One speaker should express the view on each side of the argument.

The rest of the classes are then invited to state their views. Finally you all vote on the majority decision. In this way we can take a decision based on the choice of majority.



D | Check

Tick the right answer

What does tolerance of others' opinions mean?

- taking in everybody's opinion
- expressing only my opinion
- acting according to my own opinion
- listening to no one

Chapter 7

The Dignity of Work

1

Manual occupations

Society needs many different kinds of jobs. 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 jobs.



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 to work in schools and offices, hospitals and in 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 place. The transport are: boats, trains, buses, trucks and taxis. We need drivers to operate these transports. The people engage with this profession is called transport worker.



A | Speak

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

- What are they doing: carrying or building or anything else?
- Which jobs are done by both men and women?
- How are these jobs necessary for society?



B | Write

In pairs, write examples of manual jobs 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 | | |
| Driver | | |
| Cleaner | | |
| | | |



C | Extend

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



D | Check

Complete the following sentence:

We should respect workers because _____

2

Professional occupations

The people who do these jobs usually work in offices. They help us by doing administration or making money.



Office worker

Office workers help to make things happen, or provide information for other people. They usually work on computers.

Business and sales management

Business is often concerned with buying and selling goods. Locally, selling is done through markets and shops. On a bigger scale, business people import goods from abroad and export goods to foreign countries. Many people work in these business offices.



Other professions

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



 **A | Speak**

Discuss with your teacher what do you know about professional job?

- What 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 | Write**

In pairs, write examples of professional jobs there might be in these places:

| School | Hospital | Office |
|--------|----------|--------|
| | | |
| | | |
| | | |
| | | |

 **C | Extend**

What job would you like to do when you grow up? Write about what qualifications you think you'd need, and where you'd work.

 **D | Check**

Match these jobs with where the people work.

| | |
|---------------|------------|
| Doctor | Shop |
| Salesperson | School |
| Administrator | Laboratory |
| Teacher | Hospital |
| Scientist | Office |

3 Legal 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.

Police

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 vital role ensuring orderly movement of transport in the street. 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 law.

Judge

Some people violate the law, involved with criminal activities and destroy the peace of the society. Police bring the criminal to the court. The judge hears both sides of the case. With this wisdom the judge decides the judgement according to legal procedure.





A | Speak

Discuss with your teacher what you know about the police.

- What do they wear in the street?
- What kind of jobs do they do?
- What values would you need to work in the police?



B | Write

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

| | |
|--------|--|
| Police | |
| Lawyer | |
| Judge | |



C | Extend

Now role-play the court case from activity B.

One person plays the criminal, one is the witness accusing the criminal, one is the witness defending the criminal, and one is the judge.



D | Check

Complete this sentence:

We need people to work in the law so that _____

Social and National Assets

1

Social assets

Assets are the resources to meet our needs of lives. Social assets are local facilities ensuring people's well-being. We can get these facilities officially or unofficially.

Schools

Education is right to every child. It is a social right. Schools are provided in every neighbourhood, and every child has the rights of going to school to learn things and improve their potentialities of lives.

Hospitals

Hospitals are another social resource, provide to ensure health services to the people. Doctors and nurses provide medical treatment and take care of the patient.

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 play grounds in village and towns where children and families can go to play sport and enjoy the gardens.



All these social assets improve the standard of social status. Therefore, we need to look after all these institutions.



A | Speak

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

- What schools do you have?
- Do you have hospitals near you?
- What religious buildings do you have?
- Do you have parks and playgrounds?
- Do you know of other social resources? What are they?



B | Write

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

| Social resource | Benefit |
|--------------------|---------|
| School | |
| Hospital | |
| Religious building | |
| Playground | |



C | Extend

Make a drawing of your neighbourhood with each of the social assets, and write labels for them. Underneath your drawing, write how any of these resources help your local area.



D | 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.

Roads

The government builds and repairs roads. We have large paved roads between towns, and smaller earthen roads between villages. All these roads help us travel between places and transport goods. Private companies then provide buses and lorries to use the roads.

Railways

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

Bridges

There are many big and long rivers in our country. So, we need lots of bridges over rivers. There are small bamboo bridges in the villages, and some are bigger bridges for roads and railways to cross over the rivers. Some of our biggest bridges are Bangabandhu Bridge, China Friendship Bridge and Lalon Shah Bridge. Another bridge is being built on the river Padma.





A | Speak

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

- Which are the biggest roads near you?
- Which railways do you have near you?
- What bridges do you have near you?
- Which jobs are there on the buses and the railways?
- Do you see people building or repairing this transport?



B | Write

What works are needed to run and repair these national assets? In pairs, write examples.

| | Kinds of work |
|----------|---------------------|
| Road | Repairing the road, |
| Railway | |
| Waterway | |
| Airlines | Selling tickets, |



C | Extend

Describe a journey, using one kind of transport above.



D | Check

Match the jobs with the state resources:

| | |
|----------|----------|
| Road | Pilot |
| Airlines | driver |
| Bridge | Engineer |

3 More national assets

There are some more national assets. Nature is the source of natural resources. These natural resources have positive impacts on our lives.

Water

We get fresh water from rain, rivers and springs. We use it at home for drinking, cooking and washing. Farmers use water to help their plants grow. Clean water is distributed through pipes to towns, offices and factories. Water is used for life, living and other purposes.

Forests/Plants

Forests are another natural resource. The trees in forests give us wood for building. They grow fruits we can eat, and they shelter wild animals.

Gas

Gas is a natural resource which comes from the ground. We use it for heat, for cooking, and for transport. The scooters in our towns run on natural gas. It is used in industrial factories also.

Electricity

The natural forces behind wind and water are used to make electricity. We use electricity for lighting and cooking, running televisions and computers, and industrial manufacturing.



A power plant of Bangladesh



A | Speak

Discuss with your teacher :

- Where do natural resources come from?
- Why are the assets described in this lesson as national assets?
- How do these resources help people at work?
- How do we use them wisely?
- What would happen if they were used up?



B | Write

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

| Natural resource | Uses |
|------------------|------|
| Water | |
| Forests | |
| Gas | |
| Electricity | |



C | Extend

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



D | Check

Match the uses with the natural resources:

| | |
|-------------|------------------|
| Gas | Washing clothes |
| Water | Sailing boats |
| Wind | Radio |
| Electricity | Making furniture |
| Forest | CNG scooters |

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, 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
- Religious buildings
- Cultural institutions
- Village markets
- Playgrounds



If villages do not have these facilities, or these are not working well, the local people should tell 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, cleaning the drinking water, or building playgrounds.



A | Speak

In the whole class, imagine you are going to build up a new village. Which of the facilities would be most important to provide? List them in order of **priority**, in discussion with the whole class. Do this activity with the help of your teacher.



B | Write

In pairs, consider your own local area. Write a list of things that need to be done to improve your local facilities.



C | Extend

Now consider your list in more detail.

- Which of your improvements need new buildings?
- Which improvements only need repairs?
- Which will be the most expensive to do?
- What kind of materials will they need?
- Which can be done by the local community? How?



D | Check

Tick the right answer

What is needed 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 these facilities for their social environmental development.

- Schools and colleges
- Hospital
- Wide roads
- Drains
- Dustbins for throwing waste
- Supply of safe drinking water
- Electricity
- Gas
- Street lights
- Religious buildings
- Cultural institutions
- Markets
- Parks
- Playgrounds



If these facilities are inadequate, the local people should inform the Mayor of the Municipality and the Ward Councilor. Then everyone in the locality can participate in trying to improve the facilities, e.g. by repairing bridges, improving waste management and preparing the play grounds.



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



Look back to your list of improvements from 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!



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



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 a third of the earth's surface. It is also the largest in size of 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 coldest part is Siberia, where it rains heavily in winter. The driest parts have rain in winter but none in summer (in Iran, Iraq, Jordan, Israel). The wettest parts have high rainfall and high temperatures all year (Indonesia and Malaysia).



A | Speak

With the whole class, list the main countries in Asia from the map. What do you know about any of these countries?



B | Write

In pairs, make notes about the climate of Asia.

| | |
|---------|--|
| Hottest | |
| Coldest | |
| Driest | |
| Wettest | |



C | Extend

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



D | Check

Match the words on the right with those on the left

| | |
|-------------------------|---------------|
| 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 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 and steel, cotton, paper and jute are the major industries of Asia.





A | Speak

Discuss with your teacher the resources found in Asia.



B | Write

Write the difference between grain crops and a cash crops.



C | 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 | 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

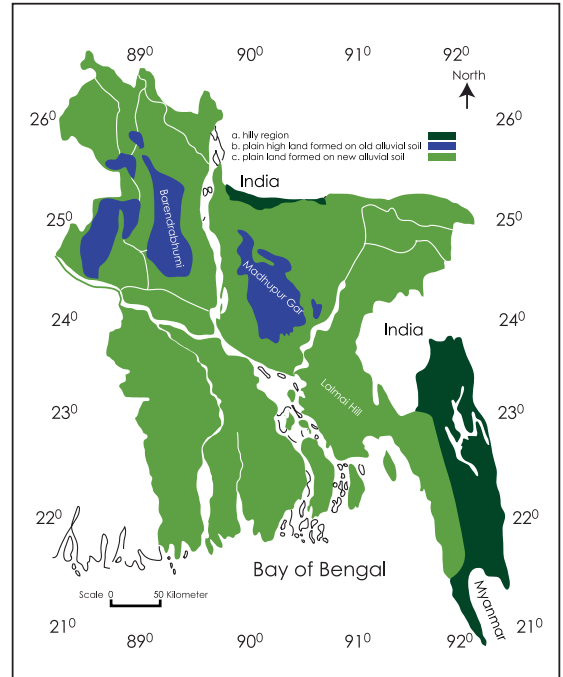
Most areas of our country are plain land. However there are some hills in the south-east and north-east regions of the country: The hills of south-east are located in the district of Khagrachari, Rangamati, Bandarban and Chattagram. The highest peak of the country is Tazin Dong at 1280 metres. The second highest is Keokradong at 1230 metres. Both of these hills are in Bandarban. There are forest in these hills. This forest has enhanced the beauty of Bangladesh.

High land

Below hilly areas are areas of high land with old alluvial soil, where silt was deposited from rivers long ago. These high land are marked in blue on the map.

Plains

The plains have new alluvial soil and slope down from north to south. Many rivers flows through these plains and they are often flooded, so the land formed with new alluvial soil, is very fertile.



Topographic Map of Bangladesh



A | Speak

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

- Has anyone 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 | Write

Compare the topographic map of Bangladesh with a map of the divisions. In which divisions are each of these areas of high land?

| Uplands | Division |
|---------------|----------|
| Barendrabhumi | |
| Madhupur Gar | |
| Lalmai Hills | |



C | Extend

Draw a map of Bangladesh, and label the division then colour and label the areas of hills on top.



D | Check

Answer in short:

Which highland lies furthest to the west? _____

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

Which bay lies to the south of Bangladesh? _____

2

Climate

We often say there are six seasons in Bangladesh. These are: summer, rainy, 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 up to 35 degrees Celsius during this time. April is the hottest month of the year. Then the storms begin with Kalbaishakhi in April or 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 centimetres.

Winter season

The temperature starts to drop after the rainy season. The winter lasts from November to February. It is the coldest in the north, with an average temperature of 18 degrees Celsius. However, it does not fall cold as snow in Bangladesh.

Rainy season



Summer

Winter



A | Speak

With the whole class, discuss the three seasons.

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



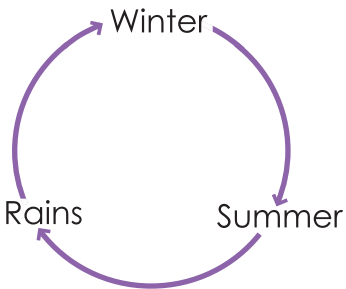
B | Write

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

| Summer | Rainy | Winter |
|--------|-------|--------|
| | | |



C | 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 | 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 Sundri trees. This forest which helps protect the coast from storms and tidal waves. This is the largest mangrove forest in the world. The Sundarbans was declared a UNESCO heritage site in 1997. In the forest live the world famous Royal Bengal tiger, as well as chitra deer, wild boar and birds. 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 Sundri 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 125 kilometres long 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 of 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 320 kilometres south of 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 Buddhist.



A | 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 | Write

In pairs, list the attractions of each places .

| Sundarbans | Cox's Bazar | Kuakata |
|---|---|--|
|  |  |  |
| | | |



C | 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 | Check

Match the places with their attractions.

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

4

Hill resorts

Next we shall look at 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. It is surrounded by green hills, forest and lakes, like Kaptai Lake. It is a famous tourist place. Chakma, Marma 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

This hilly area of Sylhet lies in the north foothills of the Himalayas. It is the home of the Khashi tribe. They make their living by collecting stones that are carried by the Mari River. Jaflong is a green forest surrounded by hills which is land of natural beauty.



A | Speak

With the whole class, discuss why tourists might want to come to the hilly areas of Bangladesh.

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



B | Write

In pairs, list the attractions of each places.

| Bandarban | Rangamati | Jaflong |
|-----------|-----------|---------|
| | | |



C | 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 | Check

Match the resorts with their attractions.

| | |
|-----------|------------------|
| Bandarban | hanging bridge |
| | Buddhist temples |
| Rangamati | Chakma |
| | Khashi |
| Jaflong | museum |

Disaster Management

1

Floods

Bangladesh can face several kinds of disasters, such as floods and cyclones. These are caused by nature and by 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 Ashwin. Floods can lead to loss of life, loss of crops, homelessness, damage to transport, and loss of livelihood. Many diseases spread out due to scarcity of pure drinking water caused by floods. However, floods help slits to deposit with make 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, sediment filled the bottom of the river. For these reason the depth of the rivers is decreasing. As a result increase the flow of water in rainy season occur flood.

Preparing for floods

Even if we can't control the floods, we can take precautions.

- Follow weather forecasts on TV and radio
- Put a stick in the bed of a stream to see if the water level is rising
- Store some dry food, medicine and clean drinking water
- Pack up books and necessary stuff in a plastic bag to keep them dry
- Be brave and patient, and always keep safe



A | Speak

Discuss with the whole class:

- What are your experiences of floods?
- Who remembers serious floods in your area?
- What preparations should you make in case of floods?
- How could floods be prevented?



Floods



B | Write

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



C | Extend

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



D | Check

Complete the sentence:

When there are floods, our education suffers because

2

Cyclones

Effects of cyclones

Bangladesh has experienced 3 bad cyclones: in 1970, 1991 and 2007. They usually happen in the rainy season. 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 harm the livelihood of fishermen.



Damage from cyclone

Causes of cyclones

The natural cause of cyclones in Bangladesh is the low air pressure over the sea. Man-made causes make the effect of the strong winds worse: by cutting down trees, we remove the windbreaks that protect us from the wind.

Preparing for cyclones

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

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

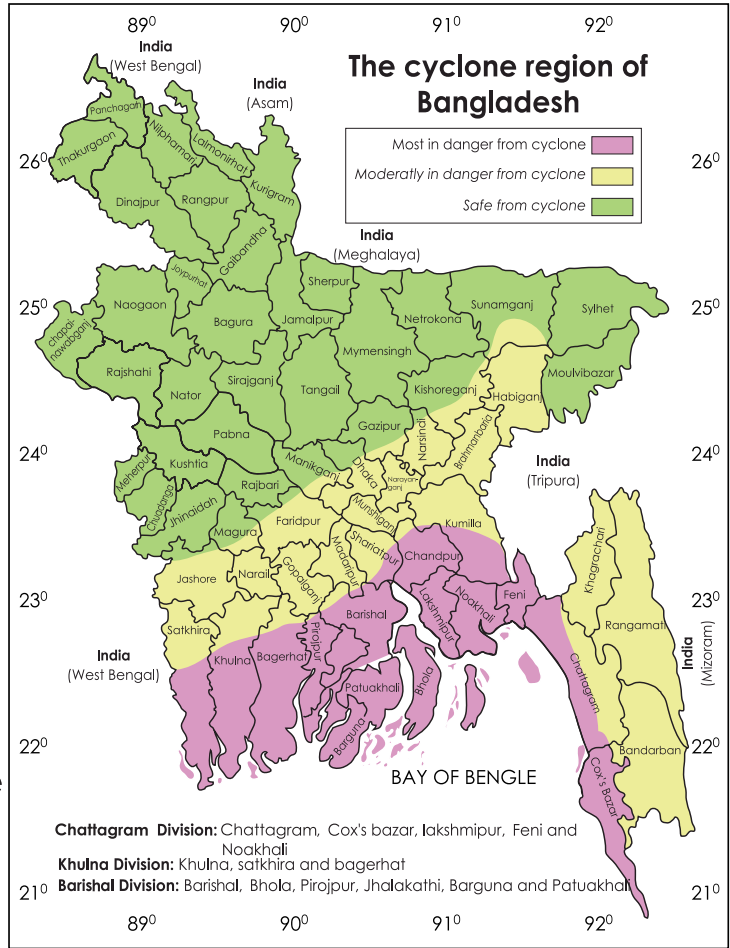
A | Speak

Discuss with the whole class:

- What have you heard about cyclones?
- Who have experienced cyclones in Bangladesh?
- What is the cyclone warning system?
- How could the effects of cyclones be made less serious?

B | Write

Look at the map. Make a list of the areas that are cyclones prone areas.



C | Extend

Make a poster to warn your community of the dangers from cyclones. Illustrate it with drawings or photos.

D | Check

Complete the sentence:

The warning for cyclones is _____

3

Fire

Effects of fire

Bangladesh is experiencing a high risk of fires these days. They usually happen in the dry season, in slums, crowded places and particularly garment factories. Fires cause buildings to collapse, so people lose their livelihoods. In rural areas, crops are destroyed and farmer suffers a lot.

Causes of fire

The causes of fire are of many man-made reason. Here are some examples:

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

Dealing with fire

- Save yourself first.
- Raise the alarm and inform the fire service.
- Warn the authorities if anyone is still in the building.
- Remove flammable objects from the areas
- Never go back to a fire to save property.
- If your skin is burnt, put it under cold water for 10 minutes and then go to a doctor.
- No risk of own life can be taken to protect any asset.





A | Speak

Discuss with the whole class:

- What have you heard about serious fires?
- Who has experienced a local fire? How did it start?
- How do you prevent fire?
- What should you do if you find a fire?



B | 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 | Extend

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



D | 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 does not drain away | Fire |

Population of Bangladesh

1

The population growth tendency 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 97 lakh |

Population increase

Read the figures for population in Bangladesh from the census conducted previously. You will see that our population has nearly doubled over 37 years. The growth rate is now 1.2% per year, which has actually been lower than 3% of 1970. Although our growth rate has started to decline, we are still faced with over-population because of the rapid growth rate in the past.

Population density

Population density means the number of people per square kilometre. Because our size of course does not change, our density becomes more severe with time. In 2011 the density was 1015 people per sq kilometre.

If we compare these figures internationally, Bangladesh is the 11th most densely populated country in the world, after Singapore (3rd) and Hong Kong (4th). India is 33rd and Pakistan is 56th.

Negative effects of population density

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

- People cannot get enough work;
- They cannot buy enough food;
- They cannot send their children to school;
- They cannot get medical support;
- There are increasing crime rates in society;
- It is difficult to keep the environment free from pollution;

 **A | Speak**

Discuss 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 afford to keep the environment clean?

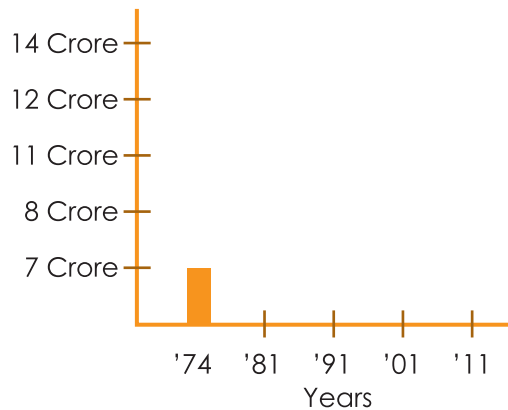
 **B | Write**

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

| | |
|--------------------|--|
| on jobs | |
| on food | |
| on education | |
| on health | |
| on the environment | |

 **C | Extend**

Make a graph showing population growth.



 **D | Check**

Complete these sentences in figures:

The total population of Bangladesh in 2011 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: include lack of education, child marriage, polygamy, and wanting more 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 more children.

The economic reasons: are that Bangladesh is a mainly agricultural country with a great demand for labour. This produces a need for male children to help work the land. With many women not earning money, more male children are needed to support the family.

The religious reasons: are the beliefs that God will provide food and shelter, rather than being realistic about whether a family can afford to support itself.

The health reasons: are that developments in medical science have helped to cure many diseases.

The **role of women** in this whole cycle is crucial. If girls and women had better education, women could go to work to earn money for their family. With a higher income and fewer children, families could improve their sense of well being. As a result, it would be possible to keep The family small.

 **A | Speak**

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

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

 **B | Write**

List the causes of over-population under these headings:

| | |
|-----------|--|
| Social | |
| Economic | |
| Religious | |
| Health | |

 **C | Extend**

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

- Who would you invite to speak?
- What scenes would you include?
- What would be your message?



 **D | Check**

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

Chapter 14

Our History

1

Ancient times



One of the ancient king

We shall learn about three kings and about the social and economic life in ancient times.

King Shashanka

Shashanka was the first 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

This king 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 transport was boats bullock carts and palanquins. Their food was rice, vegetables, pulses and fish. They enjoyed music, dance, dice 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 Chhattagram.

 **A | Speak**

With the whole class, discuss what you have heard about the ancient history of Bengal.

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

 **B | Write**

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

| Shashanka | Gopala | Lakshman Sen |
|-----------|--------|--------------|
| | | |

 **C | Extend**

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

_____7th_____8th_____9th_____10th_____11th_____12th_____

 **D | Check**

Match the kings with their dates.

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

2

The Middle Age

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. His main 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 could prosper and 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 for independence of Bengal against Mughal emperor Akhbar. Isa Khan held off the Mughals from Bengal till after 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 one mound of rice for eight 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 remained based on agriculture. Cotton and silk garments were also renowned, as well as wood and ivory work. Exports exceeded imports in that age. From Chattagram port rice, suger, ginger, muslin and other types of clothes were exported. Chattagram was well known as a trade center.

 **A | Speak**

With the whole class, discuss what you have heard about the medieval history of Bengal.

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

 **B | Write**

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



| Shamsuddin Ilyas Shah | Isa Khan | Shayesta Khan |
|-----------------------|----------|---------------|
| | | |

 **C | 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 | 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 benefits 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 to demanding the right to speak Bangla as state language. The West Pakistani police opened fire at that procession. Many were martyred, including Rafiq, Salam, Jabbar, Barkat and Shafiur.

In memory of the language martyrs the Central Shahid Minar was built in Dhaka. Beside this smaller Shahid Minar were built in educational institutions. Every year we celebrate 21 February as Language Martyrs Day. To hold the status of mother language every year celebrated the 21 February all over the world as a mother language day. Internationally it is known as International Mother Language Day.



The Central Shahid Minar



A | 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 | Write

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



C | Extend

Collect more information about the language movement of 1952.

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



D | Check

Complete the sentence:

On 21 February we commemorate_____

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 others met in 1969 to protest at the imprisonments. This was called the 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 Huq



Martyr
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 | Speak

Answer the questions with the whole class:

- 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 | Write

What happened in the years below?

1952.....

1954.....

1966.....

1969.....

1970.....



C | Extend

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



D | 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 emancipation. The struggle this time is a struggle for independence."



From 16 March to 25 March, the Awami League talked with Yahya Khan about how to solve the political issues. 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. That 'dark night' Bangabandhu was arrested. Before getting arrest, in the first hour of 26 March Bangabandhu declared the independence of Bangladesh through a radio message. The war for liberation had begun.

On 10 April in 1971 the first 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 a 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. A few traitors helped the West Pakistanis to kill, fire and torture the people. They are called the rajakar, al badar. They are war criminals. Although the Pakistanis committed genocide against the people, the Mukti Bahinis did not stop their war. Bangladesh got independence and we got a new map, national flag and national anthem along with a new homeland.



A | 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 | 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 | 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 | 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 and dress, our food, our customs and music. In Bangladesh we are fortunate to have a mixture of ethnic cultures, which together make the culture of Bangladesh.

Language

Language is how we express ourselves. In Bangladesh we have ethnic groups who have their own mother tongues. But our state language is Bangla. Whether people are Muslim, Hindu, Buddhist or Christian they are united by their use of 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. But on special occasions most women still wear the sari, with special jewellery.

Male dress

Men traditionally wear the lungi in the villages and at home. For 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, a cap for religious services.

 **A | Speak**

In pairs, talk about what you wear for special occasions. What do the rest of your family wear?

 **B | Write**

Write descriptions of typical dress in your community.



| Female dress | Male dress |
|--------------|------------|
| | |
| | |

 **C | Extend**

Collect pictures of different fashions to make an album. Write labels for the pictures.

 **D | 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 vegetables 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. For Eid we make shemai and for Shab-e-barat we make borfi. For Hindu festivals, people make payesh, naru, mowa and murki. For Christmas people bake all kinds of cakes.





A | Speak

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



B | Write



Sweets

Write the sweets eaten on these occasions:

| Eid and Shab-e-barat | Hindu festivals | Christmas |
|----------------------|-----------------|-----------|
| | | |



C | Extend

Write down a recipe from home for one of these kinds of food:

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



D | Check

Complete the sentence:

What are the staple foods of Bangladesh? _____

3 Customs and music

Here are some of the festivals that mark various stages of growing up:

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 use jatra, pala, kriton and murshidi.

But our local culture is threatened if we don't work to preserve it. Modern media can weaken these customs, and we need these customs to make our culture special.



A | Speak

In pairs, talk about your family festivals.
Which do you enjoy the most? Why?



B | Write

Look at the pictures on the opposite 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 | Extend

Find out more about folk music in your local area.



D | Check

What is weakening our local customs?

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

Academic year 2020, BGS-4



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