

Bangladesh and Global Studies

Class Four



National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board, Bangladesh as a
textbook for Class Four from the academic year 2026

Bangladesh and Global Studies

Class Four

(Experimental Edition)



National Curriculum and Textbook Board, Bangladesh

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

(All rights reserved by the publisher)

Writers and Compilers

Professor Dr. Romel Ahmed
Professor Md. Shoukat Ali Khan
Md. Zahurul Haque
Saroje Kumer Saha
Bipul Krishna Halder
Md. Abdur Rahim
Rezaul Karim Boyati
Gazi Mohammad Nazmul Hossain

Translators

Professor Dr. Md Asirul Haque
Professor Md. Nasir Uddin
Shahadat Hossain
Dr. Abu Rusho Md. Toab Hossain
Mutasim Billah
Shahana Akter Shamme
Md. Nazrul Islam
Afsana Ayub
Mohammad Mahrum Hasan Panna
Md. Hasanuzzaman

Illustrator

Nahida Nisha

Computer Graphics

Mohammad Fazlul Kabir

First experimental edition : September 2025

Design

National Curriculum and Textbook Board, Bangladesh

For free distribution by the Government of the People's Republic of Bangladesh

Printed by :

Preface

Primary education bears paramount importance in national life. Equal opportunities have been created for all children in the country to receive quality primary education irrespective of ethnicity, socio-economic status, physical and mental limitations, or geographical location. A key objective of primary education is to foster humanitarian values, follow a curriculum and textbooks tailored to the local environment and resources, and create a joyous and congenial school environment to facilitate the physical and mental development of children.

In light of the National Education Policy 2010, the National Curriculum and Textbook Board (NCTB) has adopted an integrated curriculum to make primary education more contemporary. Curricula of different countries have been reviewed and teaching learning values have been incorporated in the context of Bangladesh. This has provided a practical foundation for making education more life-oriented and effective. In the context of globalisation, the psychological state of children has been given special consideration. Considering the needs and opinions of stakeholders in the changed context, necessary revisions were made in 2025 to the National Curriculum 2021 (Primary Level). In this light, textbooks for grades one to three have already been revised, and the textbook for grade four has been developed.

The textbook is the most important component of curriculum implementation. Prioritising this, NCTB is always diligent in developing textbooks for every level and grade. In the writing and editing of each textbook, the curriculum's goals and objectives have been focused. Careful attention has been paid to the diverse curiosities and cognitive capabilities of children. Special importance has been given to textbook development to ensure that teaching-learning activities become a joyful experience. It is hoped that each textbook will contribute to the balanced psycho-physical development of children. At the same time, it will facilitate their acquisition of desired skills, adaptability, patriotism, and moral values.

In the development of the fourth-grade textbook Bangladesh and Global Studies, continuity with the preceding grades has been maintained. Typically, children over nine years of age enroll in the fourth grade. Considering their age, the curriculum has been structured to incorporate both vertical and horizontal alignment of learning content in the textbook. From the first to the fourth grade, the formulation of textbooks aimed to equip students with essential knowledge, subject-specific skills, perspectives, and values, enabling them to meet fundamental learning needs. The continuity of informational and descriptive writings is maintained across the textbooks of all four grades.

This textbook has been developed and revised under the direct supervision of the Primary Curriculum Wing of the National Curriculum and Textbook Board. Sincere thanks and gratitude are extended to all the class teachers, teacher trainers, pedagogues, curriculum specialists, subject experts, artists, and graphic designers who contributed their intellect and labor at various stages of the textbook's development, rational evaluation, finalisation, and coordination. Thoughtful opinions and suggestions from all concerned for improving the textbook will be considered with importance.

September 2025

Professor Rabiul Kabir Chowdhury
Chairman (Additional Charge)
National Curriculum and Textbook Board, Bangladesh

CONTENTS

Chapter Name	Page No.
1 Natural and Social Environment	1
2 Religious Harmony	9
3 Gender Equality	17
4 The Ethnic Communities of Bangladesh	24
5 The Background of the Liberation War of Bangladesh	36
6 The Traditional Cultural Festivals of Bangladesh	43
7 The Geographical and Cultural Diversity of Asia	50
8 Social Responsibility and Citizen Rights	60
9 Moral and Human Qualities	71
10 Our Country	77
11 The Population of Bangladesh	89
12 Labour and Profession	95
13 Money and Wealth	102
14 Dealing with Emergencies	108
■ Glossary	116

Chapter 1

NATURAL AND SOCIAL ENVIRONMENT

1 Interdependence between Natural and Social Environment



A) Let's observe the picture above and answer the questions related to the interdependence of the natural and social environment.

1) What are the components of the environment?

Answer

2. What are the components of the social environment?

Answer

3. How is the social environment dependent on the natural environment?

Answer



The environment plays an important role in our lives and livelihood. Our clothes, food, and lifestyle depend a lot on the environment and nature. For example, we feel happy when the sun shines a little in winter. In hot weather, we try to stay away from the sun. On very hot

days, we feel peace and comfort under the shade of a tree. Trees make the air cool and keep the environment fresh and comfortable. To enjoy the fresh air, we often go outside the city to visit the green nature. The vehicles we use for travel run on oil, electricity or gas. Nature provides us these fuels. But these fuels are not unlimited. One day, they will run out.

The sun is the source of all energy. Environment friendly solar energy is used for various purposes. Sunlight is one of the elements for making food for green plants. Again, this green plant is the food of many animals.

Soil is needed to grow plants. The soil acts like a filter, purifies rainwater, and stores it underground. This is the water we drink. Farmers grow crops on this soil. They take care of the soil. Again, the use of pesticides pollutes the soil. Many of us sell soil for making bricks. It spoils the soil. We spoil the soil by throwing polythene and plastic items here and there. Besides, shrimp culture by damming the coastal area increases the salinity of the soil. As a result, crop production and freshwater sources are decreasing.

A lot of fishes are available in Haor-Baor, rivers and canals. As a result, fish-based economic activities are developed in these areas. People meet their needs by fishing, and many earn money by selling them. Some make a living by sailing boats. However, these water bodies are now under threat. Water pollution is increasing alarmingly because people throw garbage and waste into the water. Similarly, air pollution increases due to urbanisation, development of technology, etc. Air pollution leads to diseases, reduces crop production, and shortens people's life expectancy.



Again, due to the rise in population, the demand for food, drink, accommodation, fuel etc. is increasing. When people occupy rivers, it changes the river's path, damages agricultural land, and destroys forests. This increases the suffering



of the people who depend on the forest. Materials for making houses or furniture are becoming rare. On the other hand, landslides are caused due to the cutting of mountain soil and trees. As a result, houses, domestic animals and even people are getting buried under it. Not only humans, but wildlife are also in extreme danger due to the destruction of mountains and

forests. Because of a lack of shelter and food, some animals have disappeared from the world forever. Again, some animals are on the verge of extinction. Humans are responsible for this massive change in the natural environment. So, it is important for all of us to be aware of environmental conservation.

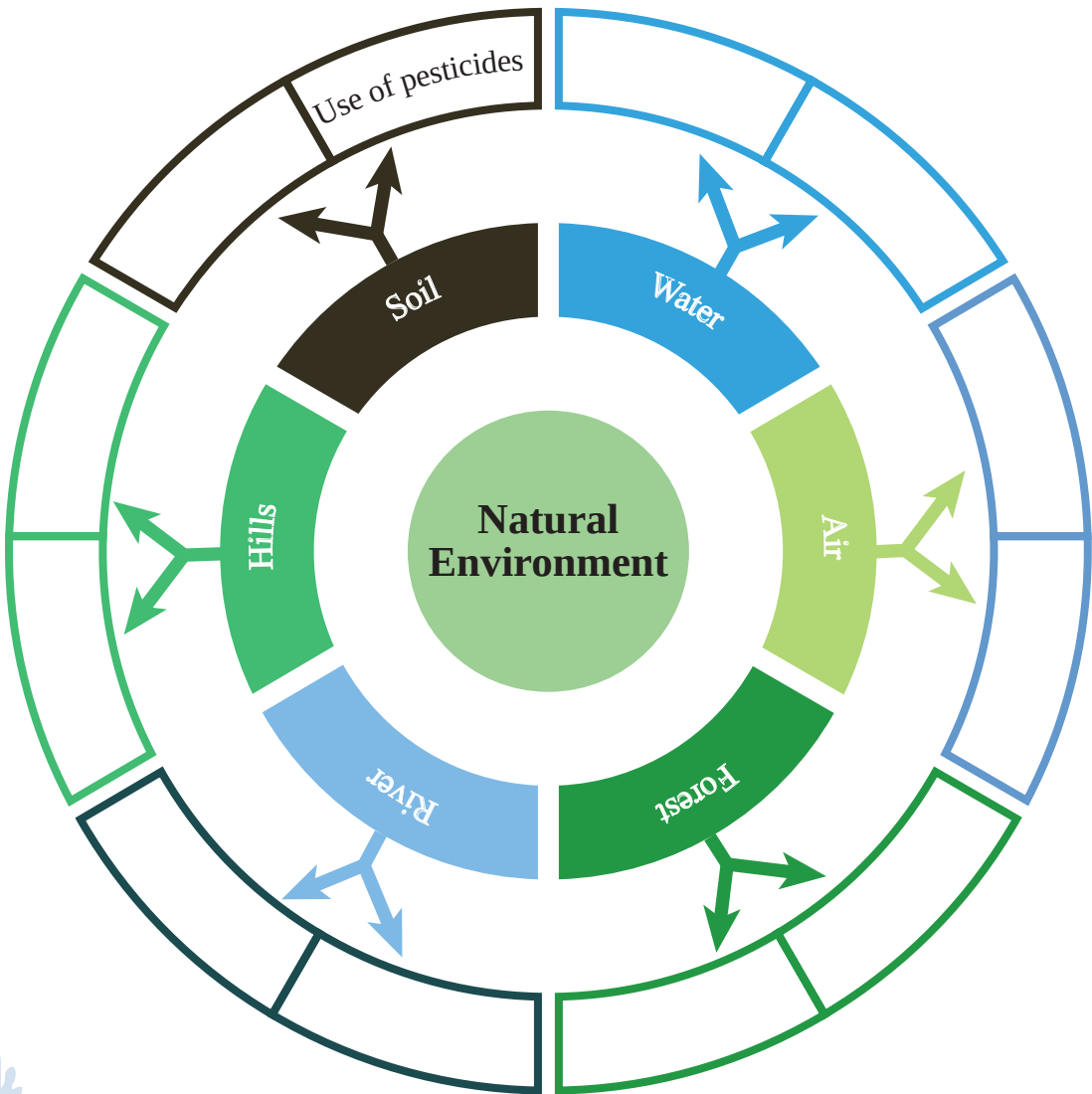
B) Let's make a list of natural resources that we depend on:

1) Soil	5)
2)	6)
3)	7)
4)	8)

C) Let's review the list above and fill in the table below.

Elements mentioned in the list	How we benefit from it	Problems if it did not exist
1. Soil	We grow crops in the soil. Soil works like a filter to clean water.	There would be a shortage of food and clean water.
2.		
3.		
4.		
5.		

D) After reading the paragraph above, let's write in the mind map how the natural environment is damaged by human activities.



2 Environmental Conservation



Picture-1



Picture-2



Picture-3



Picture-4

A) Complete the following table by observing the pictures above.

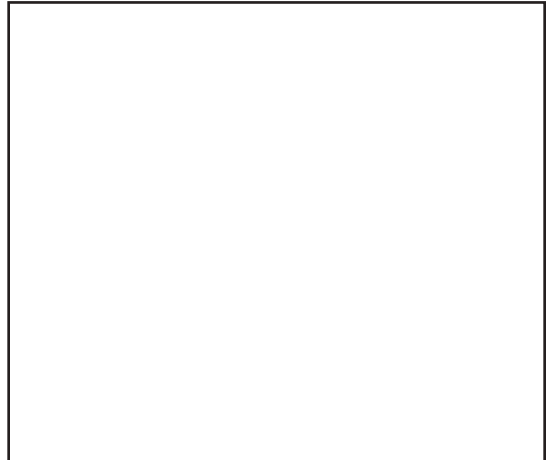
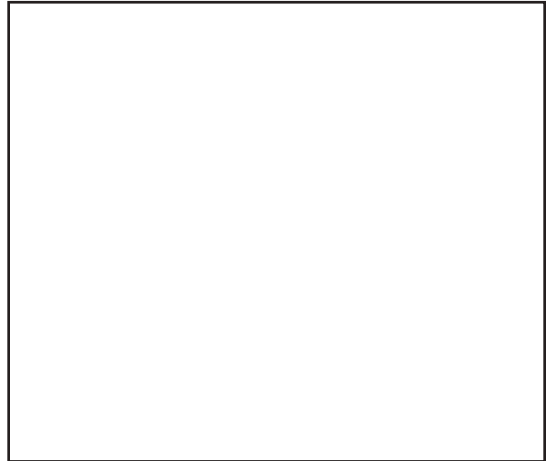
Picture	What is being polluted	How it is being polluted
Picture-1		
Picture-2		
Picture-3		
Picture-4		

B) Let's write in the table below what elements are being polluted in our surroundings and why.

Materials that are being polluted	Why being polluted

C) Let's observe the pictures below and write what I can do to save the environment in the blank space.

Picture	My duty
	
	



D) Let's make a year-long plan to conserve the school environment.

Conservation Area	When to do it	Who will do it	Who will help
School-yard	Every week		
Our classroom			
Plantation			
Gardening			

EXERCISE

A. Put a tick mark (✓) on the correct answer:

- Which of the following makes the environment fresh and comfortable?
a) Vehicles b) Marketplaces c) Plants d) Houses
- Which one is a cause of air pollution?
a) Afforestation b) Urbanization c) Crop production d) River dredging

B. Fill in the blanks:

- Reserves of natural fuel are not
- Cutting hills and trees causes
- Soil works like a filter and makes rainwater

C. Write 'T' for True and 'F' for False for the following statements:

- If shrimp farming is done with dams in coastal areas, the salinity of the soil decreases.
- Throwing plastic bottles in water bodies causes water pollution.
- Using solar energy is harmful to the environment.
- Conservation of the natural environment depends on our activities.

D. Answer the following questions in brief:

- How does the sun play an important role in our lives?
- Write three causes of soil pollution.
- Write three causes of deforestation.
- Write three important aspects of water resources in our economy.

E. Answer the following questions in detail:

- How are the natural and the social environment dependent on each other?
- Write down what roles you will play in preserving the natural environment.

Chapter 2

RELIGIOUS HARMONY

1 Religion and Religious Harmony



Picture - 1



Picture - 2



Picture - 3



Picture - 4

A) Let's observe the pictures. Based on your experience, write down in the blank spaces below which picture relates which religion.



Picture - 1



Picture - 2



Picture - 3



Picture - 4

Iqbal, Govinda, Rozario and Shyamal Barua were involved in small businesses at Shalna Bazar. They did various welfare activities in the society together. They decided to offer *Iftar* to helpless people for five taka during the holy month of Ramadan. Iqbal said, "Through this work, empathy for the helpless is awakened in the society. We want to give a message of harmony and tolerance through this work". Govinda said, "All religions speak of serving people. I feel good to be involved in this initiative to keep peace in the society". Rozario said, "It is a blessing to participate in any good work. To serve humanity is the greatest job". Shyamal Barua said, "Through these activities, a sense of brotherhood is developed among everyone. Religious harmony is very necessary to establish peace among people of different religions in the society." Rahmat Ali, a day labourer in the area, is very happy to receive *Iftar* for five taka. This praiseworthy initiative of the four friends has created a huge impact in the area.

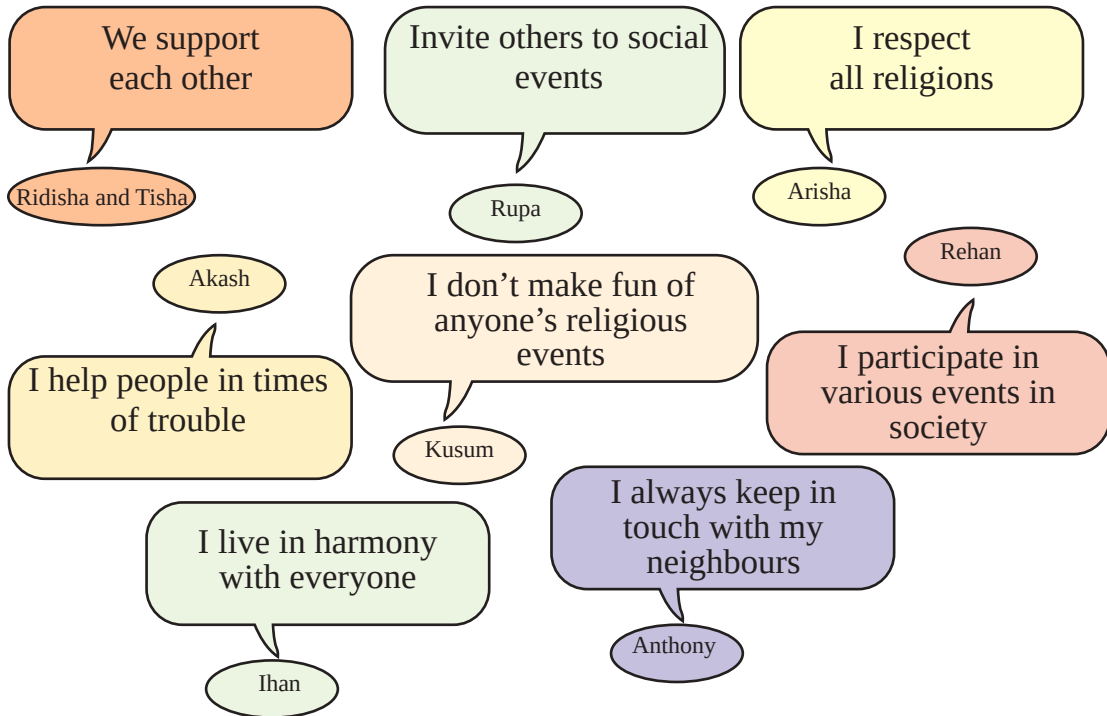
B. Let's read the above story and write four sentences about the importance of religious harmony.

1.
2.
3.
4.

C) Let's read the sentences below, put a tick (✓) next to them if you agree, and write your opinion if you disagree.

Statement	✓	Opinion
1. Mutual good relations are developed through religious harmony.		
2. Over emphasis on religion does not create chaos in society.		
3. Society develops through the harmonious coexistence of people regardless of religion and caste.		
4. A spirit of cooperation is created through religious harmony.		
5. Religious harmony is not important to create a peaceful environment in society.		

People of different religions live in harmony in society. Some are our neighbours, some are classmates and friends. Religious harmony is built with everyone through various activities. To build religious harmony, Ridisha, Tisha, Rupa, Arisha, Akash, Kusum, Rehan, Ihan and Anthony do the following activities.



D) Let's read the statements above and make a list of what I will do to maintain religious harmony.

What I will do to maintain religious harmony

- ☐ I will show respect to all religions.
- ☐
- ☐
- ☐

2 Various Religious Festivals and Harmonious Behaviour



Picture -1



Picture -2



Picture -3



Picture - 4

A) Look at the pictures above and write the names of the religious festivals.

Picture -1		Picture -2
Picture -3		Picture - 4

- 1) Helal and Belal are two friends. Today is their main religious festival Eid-ul-Fitr. Eid day is a day of happiness. They offer Eid prayers at the Eidgah. They exchange greetings with relatives and friends. They enjoy food and roam around happily in groups. Like Eid-ul-Fitr, they also celebrate Eid-ul-Adha with joy.
- 2) Aranya and Banya are siblings. Their main religious festival is *Durga Puja*. They worship in the temple with their parents. They exchange greetings with everyone. During this time, they take various kinds of sweets, fruits and nadu as offerings (*Prosad*). They play various games and have fun with the neighbouring boys and girls. Apart from this, they participate in various programmes during Lakshmi Puja and Saraswati Puja.
- 3) Shyamal and Subodh are classmates. *Buddha Purnima* is their main religious festival. *Buddha Purnima* is celebrated on the full moon day of the month of *Baishakh*. It is the birthday of Gautam Buddha. They worship Buddha at the pagoda. On this day, they lit lamps and decorate the pagoda with flower garlands. They roam around happily at the fair in Buddha Vihara. Besides, *Madhu Purnima*, *Prabarana Purnima* are other religious festivals of the Buddhists.
- 4) Cynthia and Anthony are two neighbours. They are students of the 4th grade of primary school. Christmas is their main religious festival on December 25. Jesus Christ, the founder of Christianity, was born on this day. They help to decorate the church with flowers, colourful balloons, colored paper and lace on the occasion of Christmas. They present various gifts and cards to each other during the Christmas ceremony. On Christmas Day, the “Christmas Tree” is decorated with lights.

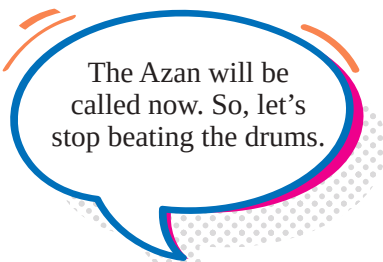
B) Read the descriptions above and write the special aspects of various religious festivals in the list below.

Paragraph Number	Special aspects of religious festivals
1)	Eid is the major religious festival of the Muslims.

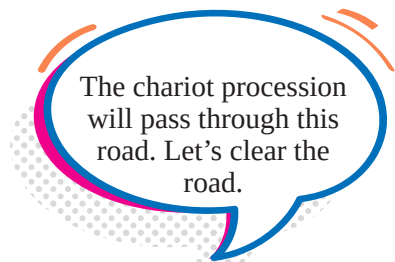
Paragraph Number	Special aspects of religious festivals
2)	<i>Durga Puja</i> is the major religious festival of the Hindus.

Paragraph Number	Special aspects of religious festivals
3)	<i>Buddha Purnima</i> is the major religious festival of the Buddhists.

Paragraph number	Special aspects of religious festivals
4)	Christmas, or December 25, is the main religious festival of the Christians.



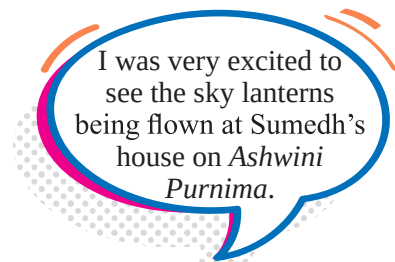
Karthik



Alam



Dipa



Maria

C) Based on the speech of Kartik, Alam, Deepa and Maria on the previous page, let's write a paragraph about religious harmony that shows respect for different religions.

Zamir Mia and Komol Dey live in the same neighbourhood. They have a reputation for being friendly neighbours. The religious beliefs of the two families are different. But a strong social bond has developed between the two families. They respect each other very much. They respect each other's religious beliefs. They never criticise anyone's religious rituals. They feel joy in each other's happiness and feel sorry at each other's sorrow. When someone is in trouble, they come forward to help. They are tolerant of each other's religious activities. They practice their own religion in safety and peace. They live in harmony. This is as if an exemplary friendly neighbour.

D) Let's read the paragraph above and write in the table below how you want to apply these qualities in your life.

Serial No.	The ways to maintain religious harmony with neighbours
1	Live in harmony with neighbours.
2	
3	
4	

EXERCISE

A. Put a tick mark (✓) on the correct answer:

- What develops when we show respect to all religions?
 - Infrastructure
 - Financial relationship
 - Kinship
 - Religious harmony
- Which one is celebrated on the occasion of Gautam Buddha's birthday?
 - Madhu Purnima*
 - Prabarana Purnima*
 - Buddha Purnima*
 - Ashwini Purnima*

B. Write 'T' for True and 'F' for False for the following statements:

- Hostile relations are developed through religious harmony.
- Religion creates chaos in society.
- One should not ridicule anyone's religious ceremonies.
- Society develops through the coexistence of all, regardless of religion or caste.

C. Match the right column with the left one:

Left Column	Right Column
The major religious festival of Islam	Maghi Purnima
The major religious festival of Hinduism	Buddha Purnima
The major religious festival of Buddhist religion	Eid
The major religious festival of Christian religion	Durga Puja
	Shabe Kadar
	Christmas

D. Answer the following questions in brief:

- Write the names of existing religions in our society.
- Write the names of the major festivals of your religion.

E. Answer the following questions in detail:

- Make a list of what you would do to maintain religious harmony.
- Describe how you would treat a neighbour of a different religion.
- Explain why you would maintain religious harmony.
- Write how you celebrate a major religious festival of your religion.

Chapter 3

GENDER EQUALITY

1 Areas and Effects of Gender Inequality



Picture -1



Picture -2

A) Let's observe the two pictures. Identify and write which one of the siblings' actions shows equality and inequality.

Picture -1

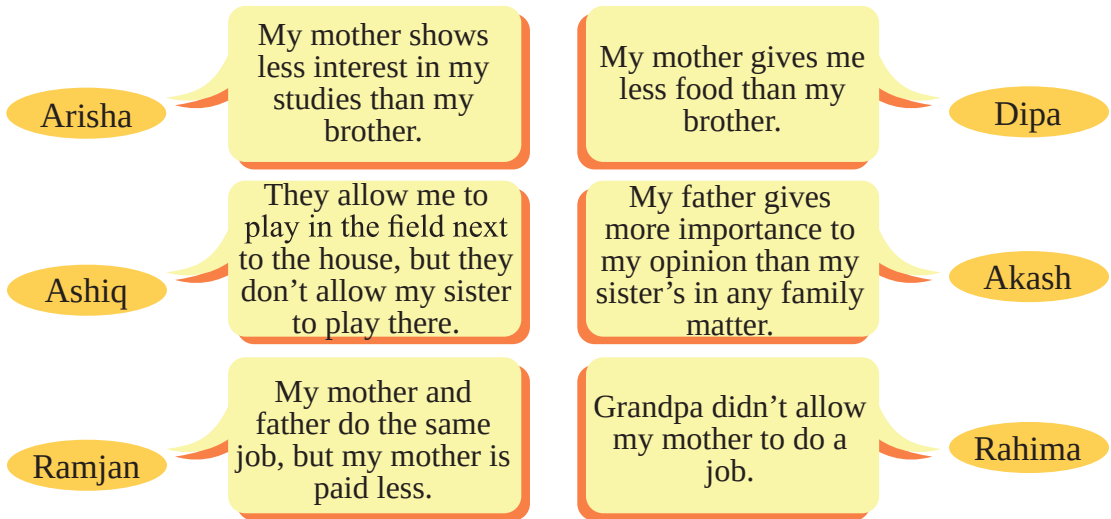
.....

Picture -2

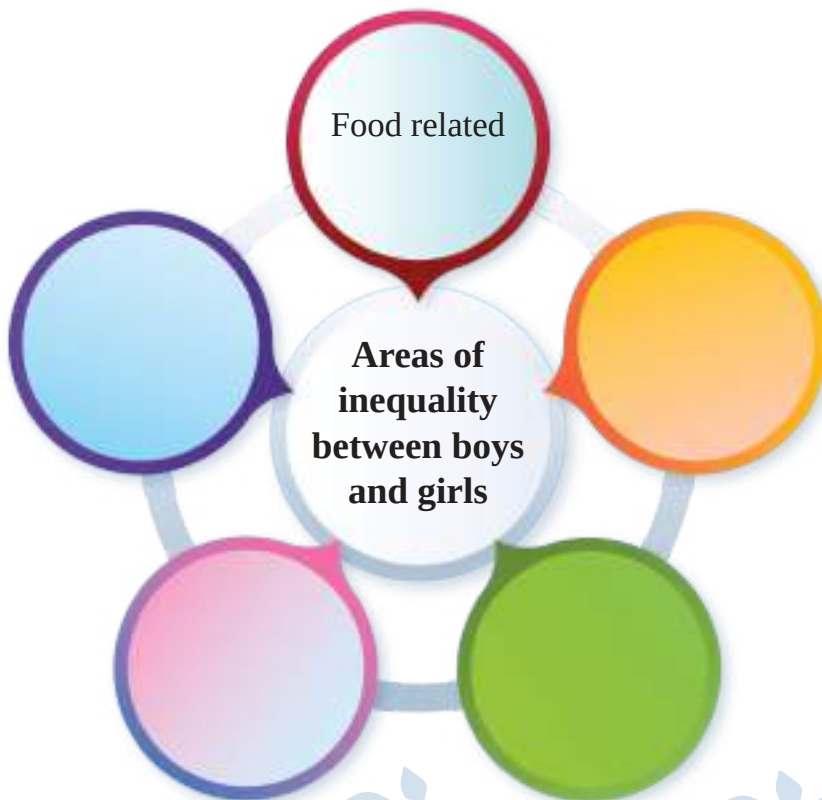
.....

We all are human beings. We all participate in various activities of society. Both boys and girls participate equally in family work. There is no discrimination between members in the family in taking food. Similarly, boys and girls are given equal importance in education. The opinions of both boys and girls are given importance in making decisions in the family. Thus, giving equal opportunities for participation in various activities is the equality of boys and girls. And if there is no equal opportunity for participation, it is inequality.

B) Based on your own experience, let's write about the inequalities you have seen between boys and girls in the family and society.



C) Let's read the statements above. Find areas of inequality between boys and girls in family and social life and complete the mind map.

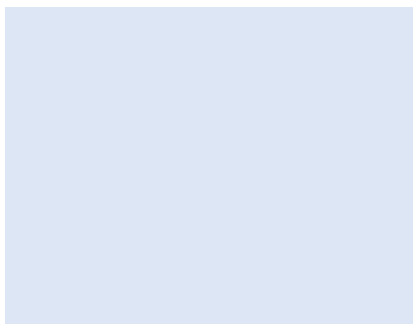


Rubina is Rubel's younger sister. Rubina has to help her mother with cleaning the house, cooking and other tasks. Rubina is interested in studying, but she has fewer chances to do so. As a result, she lags behind in her studies. Their father spends a lot of money on Rubel's education. He is indifferent to his daughter's education. Mother gives her son more food. Mother and daughter eat whatever is left after father and brother eat. Mother and daughter suffer from malnutrition. Rubel does not have to do much work at home. In the afternoon, he goes to play with friends. One day, they get a marriage proposal for their daughter. They married Rubina off at an early age. Due to such behaviour of the family, all hopes of Rubina's remain unfulfilled. Rubel goes to university. His parents are very proud of him.

D) Let's read the description above. Write in the table below about the impact of gender inequality in society and family life.

Areas of inequality between boys and girls	The impact of gender inequality
1) Food	- Malnutrition -
2) Education	- -
3) Household tasks	- -
4) Games and sports	- -

2 Equal Treatment of Boys and Girls



A) Let's look at the pictures above. Write in the blank space what kind of equal behaviour the boys and girls are showing.

B) Let's write down the gender-equality behaviour that we have observed in our family and society in the table below.

Family	1. At home, father helps mother with cooking.
Society	1. Men and women work together in agriculture.

Boys and girls work together in a class as a team

1

Girls are not allowed to play in the schoolyard while boys are playing

2

The teacher allows boys and girls to answer questions equally in class

3

Boys and girls work together to clean the classroom

4

Boys' opinions are given more importance regarding food selection in school picnic

5

Boys and girls take responsibility together for school events

6

Boys and girls work together to make a flower garden

7

The teacher always tells the girls to sit behind the boys

8

Both boys and girls are given equal opportunities in the election of class captain

9

C) Let's read the statements above. Identify the equality and inequality in treatment towards boys and girls and classify them by writing numbers in the table.

Equal treatment number	Inequal treatment number

Mr. Akmal and Mariam Begum have two children named Sourav and Sabiha. They are growing up safely under the guidance and ideals of their parents. The parents are equally aware of their son and daughter. Mother does not discriminate between anyone regarding the food of her children. While she gives Saurav a big piece of fish today, she gives the same to Sabiha the next day. She provides equal support and encouragement to both of them regarding their studies. Their parents discuss and decide what will be the food on special days. When going somewhere or buying gifts for an event, she takes the opinion of everyone in the family. Father buys clothes of their choice for Saurav and Sabiha from the market. Saurav does different household tasks along with his sister. They also play together. Sometimes he goes for walks with his sister. Mr. Akmal consults with his wife while making family decisions.

D) Let's read the incident above. Based on it, fill in the table below, thinking about how I would treat everyone in my family equally.

Serial No.	The equal treatment that I will do to boys and girls
1.	I will help my mother with cooking at home.
2.	
3.	
4.	
5.	

EXERCISE

A. Fill in the blanks:

- 1) Equal opportunities for boys and girls to participate in various activities is called
- 2) Both men and women have equal.....to work in agriculture.
- 3) We will mom with household chores at home.

B. Write 'T' for True and 'F' for False for the following statements:

- 1) There is no need to consider girls' opinions while making family decisions.
- 2) Gender equality is established if men and women are paid equal wages for the same work.
- 3) Equal importance should be given to both boys and girls while selecting the class captain.
- 4) Participation of boys and girls together in an activity increases mutual respect and honour.

C. Answer the following questions in brief:

- 1) Name three areas of inequality between boys and girls.
- 2) How inequality is developed between boys and girls in the family and society?

D. Answer the following questions in detail:

- 1) Write the impacts of inequality between boys and girls.
- 2) Describe what you can do to establish gender equality in the family.

Chapter 4

ETHNIC COMMUNITIES OF BANGLADESH

1 Chakma



1. To which ethnic group do the individuals in the picture belong?
.....
2. What type of dress is the woman wearing in the picture?
.....
3. What type of dress is the man wearing in the picture?
.....



1. In which regions of Bangladesh can such houses be seen?
.....
2. Which ethnic people live here?
.....



1. What do you see in the picture?
.....
2. What is the name of this festival?
.....

A. Let's look at the pictures above and write answers to the questions in the boxes.

Many small ethnic groups live in Bangladesh. They have their own lifestyle and culture. Their lifestyle and culture have diversified the culture of Bangladesh. Among these groups, the Chakma are the majority. Most of them live in the districts of Rangamati, Bandarban, and Khagrachhari. They have their own language and alphabet, called Changma. They have literature written in their language. Chakma families are patriarchal, which means the father is the head of the family and the owner of property. Every village has a leader called *Karbari*. The Chakma people also have their own king. They build their houses with wood and bamboo on raised platforms. They do their farming in a method called *jhum*. Most of them are Buddhists. One of their religious festivals is *Kathin Chibar Dan*. Their main social festival is *Bijhu*. During the festivals, they decorate their houses with flowers. The staple foods of the Chakma are rice, fish, meat and vegetables. They prefer boiled vegetables. They weave their own clothes using the traditional waist-loom. Chakma women wear a dress called *Pinon* from the waist to the ankle, and a scarf called *Khadi* on the upper part of the body. Chakma men usually wear a *dhuti* or *lungi* on the lower body and a cloth called *silum* on the upper body. The Chakma culture has both similarities and dissimilarities with Bangali culture. We will learn Chakma culture and live in harmony maintaining social relations.

B. Based on the information above, let's list the main cultural characteristics of the Chakma community.

Cultural Characteristics	Language	
	Main religion	
	Dress	
	Food	
	Method of cultivation	
	Festival	

C. Let's write the cultural features of the Chakma and the Bangali people in the table below.

Cultural Characteristics	The Bangali	The Chakma
Language		
Dress		
Food		
Festival		

D. Let's write two sentences on how we, the Chakma and the Bangali people can show mutual respect to each other.

.....

.....

2 Marma



1. To which ethnic group do the individuals in the picture belong?
.....
2. What type of dress is the woman wearing in the picture?
.....
3. What type of dress is the man wearing in the picture?
.....



1. In which regions of Bangladesh can such houses be seen?
.....
2. Who live here?
.....



1. What is this picture about?
.....
2. What is the name of this festival?
.....

A. Let's look at the pictures above and write answers to the questions in the boxes.

The Marma are the second largest small ethnic group in Bangladesh after the Chakma. Most of the Marma people live in Bandarban, Khagrachhari, and Rangamati. They have their own language called Marma language. And this language has its own alphabet. The Marma society is patriarchal. Marma boys and girls both have equal rights to property. They have their own king, and each village has a village head. They build houses on raised platforms and grow crops using *jhum* farming. Moreover, they earn their livelihood through afforestation, cultivating in plain lands and selling the products. Most Marma people are followers of Buddhist religion. They consider the full moon of Baishakh as very sacred. They celebrate religious events on new moon and full moon days. Their main food is rice, fish, meat, and vegetables. They prefer eating rice with many boiled vegetables and use *Nappi* for cooking and making mashed items. Marma children wear traditional clothes called *Thami* and *Angi*. Their main social festival is *Sangrai*, when they spray water on each other for fun and friendship. We find some changes in their lifestyles with the passage of time. We will learn about the Marma and live with them in harmony.

B. Based on reading the information above, let's find and write main cultural characteristics of the Chakma community.

Cultural Characteristics	Language	
	Main religion	
	Dress	
	Food	
	Cultivation method	
	Festival	

C. Let's compare the cultural characteristics of the ethnic communities Marma and the Chakma in the table below.

Cultural Characteristics	The Chakma	The Marma
Language	Changma	Marma
Religion		
Dress		
Food		
Festival		

D. My neighbor is an ethnic Marma family. In this respect, let's write two sentences about what I should do to fulfill my duties towards my neighbour.

.....

.....

3 Manipuri



1. What is happening in this picture?

.....

2. What is the name of this ethnic group?

.....



1. Who make this type of house?

.....

2. Write the name of a district where they live.

.....



1. What is happening here?

.....

2. What do we call the people who weave clothes?

.....

A. Let's look at the pictures above and write answers to the questions in the boxes.

The Manipuri people live in Moulvibazar, Habiganj and Sylhet in Bangladesh. There are two kinds of Manipuri languages: Bishnupriya Manipuri and Meitei Manipuri. Their houses are made of bamboo, bricks or tin. Most Manipuris are farmers and weavers. They follow the Vishnuism sect of Hinduism and celebrate Hindu rituals. But the Pangal Manipuris who live in Bangladesh follow Islam. The main food of the Manipuri people are rice, fish, and vegetables. They do not eat any types of meat. One of their favourite dishes is called *Sinjida*, made with many vegetables. They also make their clothes and other things themselves. Manipuri girls wear *Lehenga* (skirt), *Ahing* (blouse), and a scarf. Boys wear dhuti and kurta. They have many festivals like *Rath Yatra*, *Dol Yatra*, *Chaitra Sankranti*, *Rash Purnima* etc. They love festivals. Dance is very sacred to them. We will learn about the Manipuri lifestyles and live with them in harmony.

B. Based on reading the information above, Let's find the main cultural characteristics of the Manipuri community and fill in the gaps of the table.

Cultural Characteristics	Description
Language	Bishnupriya, Meitei
Main Religion	
Dress	
Food	
Festival	

C. Let's compare and write the cultural characteristics of the Marma and the Manipuri ethnic people in the table below.

Cultural Characteristics	The Marma	The Manipuri
Language	Marma	Bishnupriya, Meitei
Religion		
Dress		
Food		
Festival		

D. Let's write two sentences on how we, the Manipuri people and the Bangali people can show mutual respect to each other.

.....

.....

4 Tripura



1. To which ethnic group do the individuals in the picture belong?

.....

2. What type of dress is the woman wearing in the picture?

.....

3. What type of dress is the man wearing in the picture?

.....



1. In which regions of Bangladesh can such houses be seen?

.....

2. Who live in such house?

.....



1. What is this picture about?

.....

2. What is the name of the festival?

.....

A. Let's look at the pictures above and write answers to the questions in the boxes.

In the hilly areas, there is another ethnic group called the Tripura. Their language is called *Kokborok*. Tripura people live in a society as a group. They call this group as *dofa*. They have 36 such *dofas*. 16 are in Bangladesh and 20 are in Tripura, India. Tripura people make their houses from local materials like bamboo, wood, thatch-grass and cane. Their houses are usually built on raised platforms, and they use stairs to go inside. Tripura people living in Bangladesh are patriarchal. Boys inherit their father's property, and girls inherit their mother's property. They follow Hinduism and worship Shiva and Kali. They also worship some of their own gods. For the well-being of everyone in the village, they perform a prayer called *Ker Puja*. Tripura people have their own way of cooking. They collect vegetables from the forest and cook them in bamboo containers. Tripura girls wear a lower garment called *Rinai* and an upper garment called *Risa*. They like their own special jewelry. Boys wear dhuti, towel, lungi, and shirt. Their New Year festival is *Baisu*. On that day, they offer flowers in the river and worship Mother Ganga. We will learn more about the Tripura people and live with them in harmony.

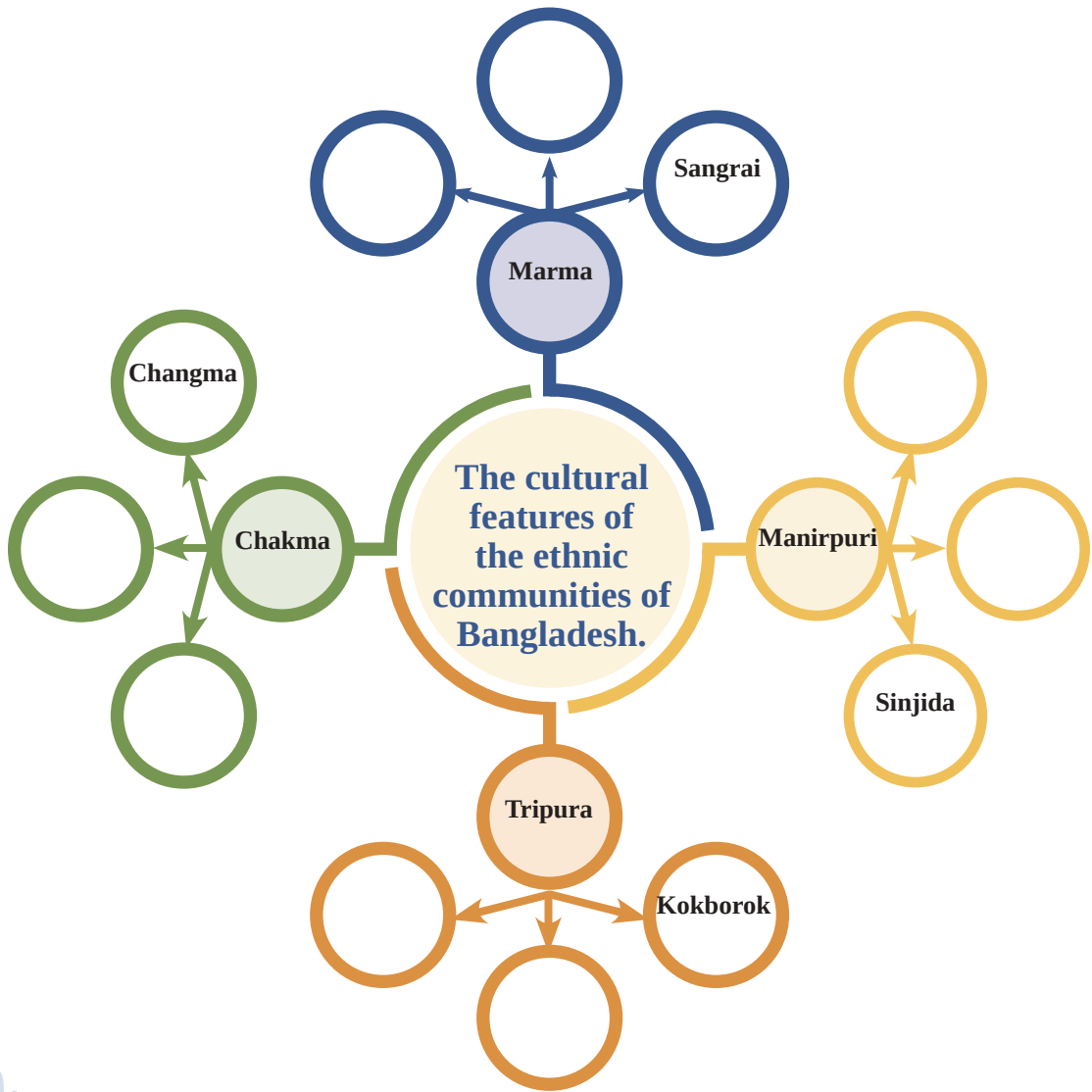
B. Let's find the main cultural characteristics of the Tripura community and write them in the following table.

Cultural Characteristics	Description
Language	Kokborok
religion	
Dress	
Food	
Social Festival	
Cultivation Method	

C. Let's compare and write the cultural characteristics of the Tripura and the Manipuri ethnic people in the table below.

Cultural Characteristics	Tripura	The Manipuri
Language	Kokborok	Bishnupriya, Meitei
Religion		
Dress		
Food		
Festival		

D. In the following diagram, let's write the names of two cultural characteristics of the four ethnic communities of Bangladesh.



EXERCISE

A. Put a tick mark (✓) on the correct answer:

- Which is the language of Chakma?
 - Bishnupriya
 - Changma
 - Meitei
 - Kokborok
- Antim and his friends are engaged in a celebration by spraying water on each other. Which festival is meant through this features?
 - Bijhu
 - Sangrai
 - Dol Yatra
 - Baisu

B. Fill in the blanks:

- Tripura Community live in the society.....
- The Marma use to cook and make mashed items.
- We will live in with the ethnic community.
- The name of the new year festival of Tripura is

C. Write 'T' for True and 'F' for False for the following statements:

- Chakma families are patriarchal.
- The Pangal Manipuri are the followers of Islam
- Bijhu is the main social festival of Marma
- The language of the Tripura is Changma

D. Match the right column with the left one:

Left Column	Right Column
Festival of Chakma	Dol Yatra
Festival of Marma	Wangala
Festival of Manipuri	Bijhu
Festival of Tripura	Sangrai
	Karam
	Baisu

E. Answer the following questions in brief:

- In which regions in Bangladesh do the Chakma people live?
- Name three Manipuri festivals.
- What type of dress do the Manipuri girls wear?

F. Answer the following questions in detail:

- Describe the main cultural features of the Chakma and Marma ethnic communities.
- Describe the cultural characteristics of the Manipuri and the Tripura ethnic communities of Bangladesh.

Chapter 5

THE BACKGROUND OF THE LIBERATION WAR OF BANGLADESH

1 The Disparity between The East and The West Pakistan



1. What is this Picture?

.....

2. Why are they doing this activity?

.....

3. What is the outcome of this activity?

.....

A. Let's look at the picture and write answer to the questions in the box.

The British ruled and exploited India for almost 200 years. In 1947, this region was divided into two independent countries—India and Pakistan. Pakistan had two separate parts. The western part was called the West Pakistan (Today's Pakistan), and the eastern part was called the East Pakistan (today's Bangladesh).

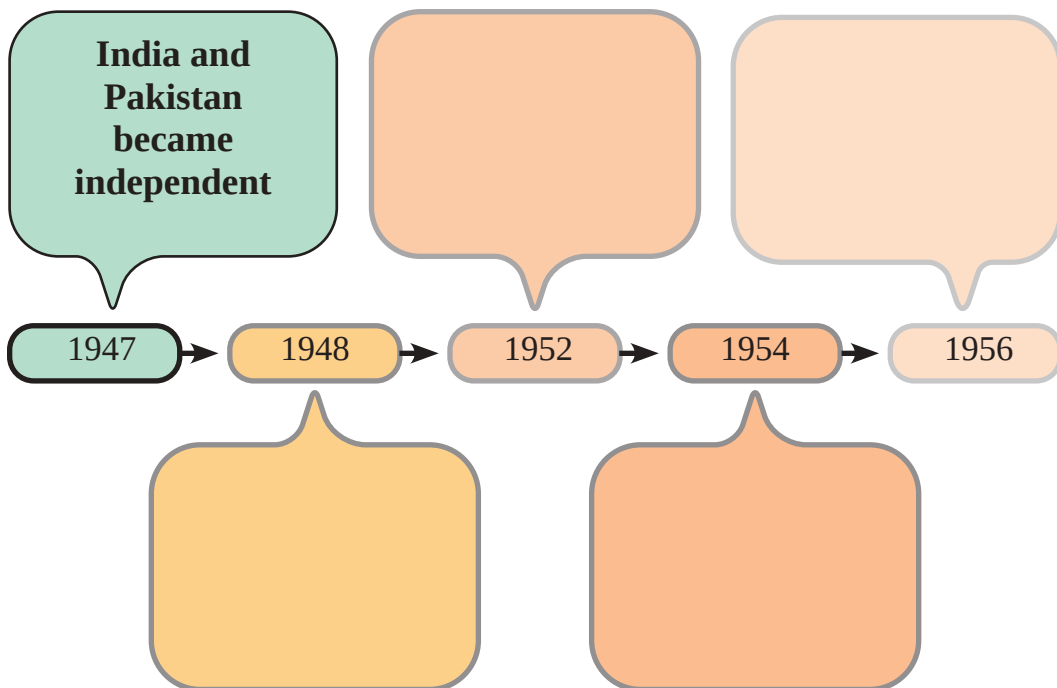
Most people in Pakistan spoke Bangla. But the rulers of West Pakistan wanted to impose Urdu upon the Bangalees as the state language. In 1948, Mohammad Ali Jinnah declared that Urdu would be the state language of Pakistan. The Bangali people rejected this declaration with hatred. They started a movement against it. On 21 February 1952, a procession was demonstrated in Dhaka demanding Bangla as a state language. Police fired on the procession as per the order of the Pakistani rulers. Rafiq, Salam, Jabbar, Barkat, Shafiur and many others were killed. In spite of that, the movement continued unabated. At last, in 1956, the rulers accepted Bangla as a state language.

After the Language Movement, opposition parties in the East Pakistan became united. In 1954, a group called the United Front was formed under the leadership of Sher-e-Bangla A.K. Fazlul Huq, Maulana Abdul Hamid Khan Bhashani, and Huseyn Shaheed Suhrawardy. The United Front won the election and formed the government. But within a few months, the rulers of Pakistan dissolved this government. As a result, the conflict between the East and the West Pakistan grew stronger.

B. Let's read the paragraphs of the previous page and write the names of the characters related with the events in the table below.

Sl. No	Event	Name
1	Declared Urdu as the state language	
2	Martyred in the language movement	
3	Led in the formation of United Front	

C. Let's read the paragraphs of the previous page attentively and write the information as per the following timeline.



The distance between the East and the West Pakistan was about two thousand kilometers. The people of the two regions had different languages, food, clothes, culture and traditions. In all sectors including government facilities, jobs and other facilities, the people of East Pakistan faced discrimination. In Army the Bangalees did not get more than ten percent of the job. In the education sector, the East Pakistan's expenditure was half of the West Pakistan's. Jute, tea, and leather were produced in the East Pakistan and sold abroad to earn foreign currency, however that money was used to develop the West Pakistan.

Big industries and factories were built in the West Pakistan. Moreover, daily commodities in the East Pakistan cost almost double compared to the West Pakistan. Thus, social, economic, and political inequality between the two regions kept increasing. To protest this injustice, people raised their voice under the leadership of Sher-e-Bangla A.K. Fazlul Huq, Huseyn Shaheed Suhrawardy, Maulana Abdul Hamid Khan Bhashani, and Sheikh Mujibur Rahman.

D. Let's read the paragraph and take a look at the following poster and find out the areas of discriminations between the two regions of Pakistan.

সোনার বাংলা শ্রমশান কেন?

বৈষম্য বিষয়	বাংলাদেশ	পশ্চিমপাকিস্তান
রাষ্ট্র খরচ কয়	১৫০০ কোটি টাকা	৫০০০ কোটি টাকা
উন্নয়ন খরচ কয়	১০০০ কোটি টাকা	৬০০০ কোটি টাকা
বৈদেশিক সাহায্য	শতকরা ২০ ভাগ	শতকরা ৮০ ভাগ
বৈদেশিক দ্রব্য আমদানি	শতকরা ২৫ ভাগ	শতকরা ৭৫ ভাগ
কেন্দ্রীয় সরকারের দফতর	শতকরা ১৫ জন	শতকরা ৮৫ জন
প্রাদেশিক বিভাগের দফতর	শতকরা ১০ জন	শতকরা ২০ জন
চাউন মণ প্রতি	৫০ টাকা	২৫ টাকা
আটা মণ প্রতি	৩০ টাকা	১৫ টাকা
পরিষ্কার তেল সের প্রতি	৫ টাকা	২'৫০ পয়সা
সুগন্ধি ভরি	১৭০ টাকা	১৩৫ টাকা

Why had the golden Bangla been turned into graveyard?

Area of Discrimination	Bangladesh	West Pakistan
Revenue expenditure	TK 1,500 crore	TK 5,000 crore
Development expenditure	TK 3,000 crore	TK 6,000 crore
Foreign Assistance	20%	80%
Import	25%	75%
Central Government Service	15 persons in every 100 people	85 persons in every 100 people
Military service	10 persons in every 100 people	90 persons in every 100 people
Per maund of rice	TK 50	TK 25
Per maund of flour	TK 30	TK 15
Per seer of Mustard oil	TK 5	TK 2.5
Gold per vhoiri (ounce)	TK 170	TK 135

2 Six-point Movement, Mass Uprising of 1969 and Election of 1970



Six-point Movement, 1966

1. Who are seen in the picture?
.....
2. What are they doing?
.....
3. When did they perform this activity?
.....
4. For what reason were they participated in this activity?
.....



Mass Uprising, 1969

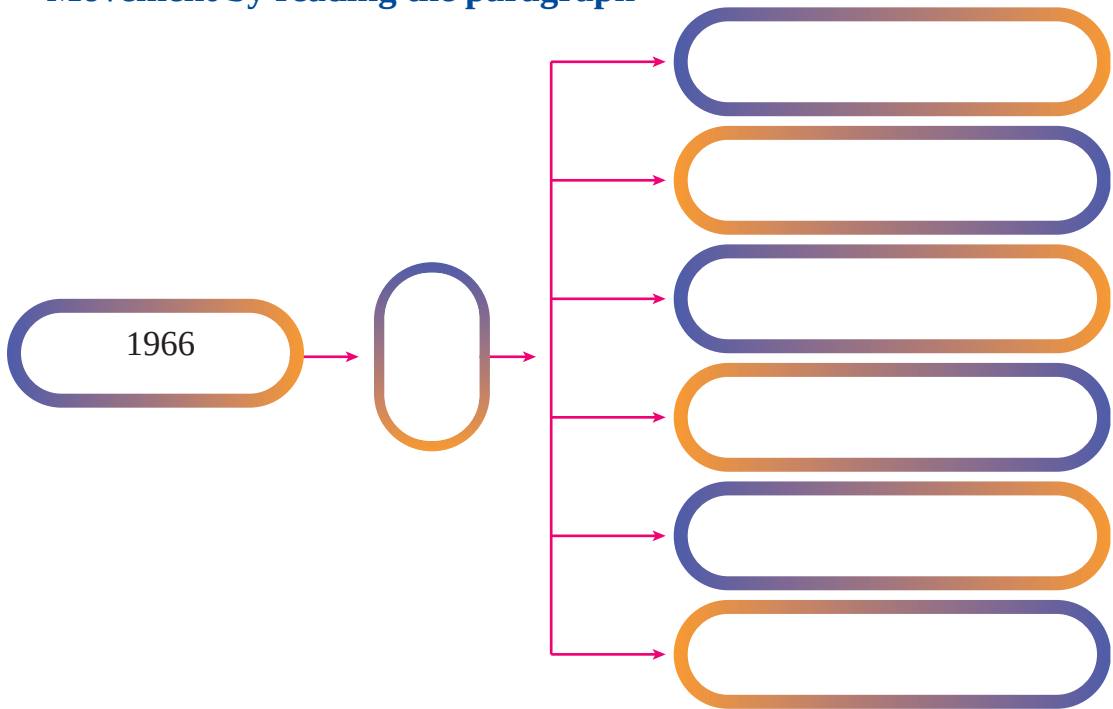
1. Who are seen in the picture?
.....
2. What are they doing?
.....
3. When did they perform this activity?
.....
4. For what reason were they participated in this activity?
.....

A. Let's look at the pictures above and write answers to the questions in the boxes.

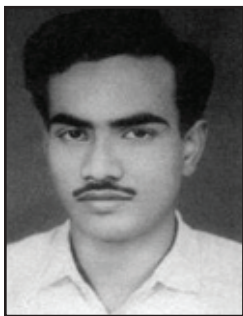
From the beginning of Pakistan as a state, the rulers of West Pakistan treated the people of East Pakistan unfairly. Bangalees could not accept this. So, in 1966, Sheikh Mujibur Rahman made a Six-point demand. It asked for autonomy for the East Pakistan. One of the demands was to have a separate currency for this region.

Besides, the regional government would impose and collect taxes, control foreign currency earnings from exports, and a para-military force. The central government would only control foreign affairs and defense.

B. Let's put the information in the diagram below about Six-point Movement by reading the paragraph



Because of the Six-point demand, Sheikh Mujibur Rahman was made the number one accused in the *Agartala Conspiracy Case* along with 34 others. They were all put in jail. Many students and common people protested against these arrests. Under the leadership of Maulana Bhashani, students and people started a movement to withdraw the case and free all the prisoners including Sheikh Mujibur Rahman. This movement later turned into people's uprising, known as the *Mass Uprising of 1969*. Many people embraced martyrdom in this uprising, including Asad, Dr. Shamsuzzoha, Sergeant Zahurul Haq, and young Matiur. At last, the Pakistani government had to free Sheikh Mujibur Rahman and all other leaders. In addition to that, President Ayub Khan had to leave power and hand it over to General Yahya Khan. The Mass Uprising of 1969 united the people of the East Pakistan.



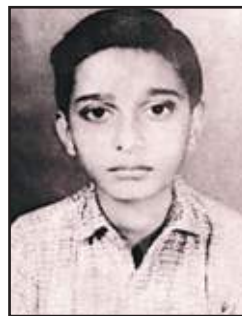
Shaheed Asad



Shaheed Dr. Shamsuzzoha



Shaheed Sergeant Zahurul Huq



Shaheed Matiur

C. What lessons you have learnt from the sacrifices of the martyrs of the uprising of 1969?

1. We will show deep respect to the martyrs

General Yahya came to power and held a general election in 1970. In that election, the Awami League led by Bangabandhu Sheikh Mujibur Rahman won. But Yahya Khan did not allow them to form the government. So, the people of East Pakistan started a non-cooperation movement against the Pakistani rulers. In the 1970 election, people got the right to vote, and their support opened the way for the independence of East Pakistan.

D. Let's divide ourselves into some groups and make and ask questions to one another. (After making questions, books will be closed. The group answering the most of the questions correctly will be the winner.)

EXERCISE

A. Put a tick mark (✓) on the correct answer:

- What was the name of Bangladesh before the independence?
a) East Banga b) West Banga c) East Pakistan d) West Pakistan
- In East Pakistan what was the percentage of education expenditure in comparison to the West Pakistan—
a) Equal b) Half c) Lesser d) Greater
- Which one of the following is related to the ‘self-currency’ demand of the East Pakistan?
a) The language movement b) The provincial election
c) The mass uprising of 1969 d) The six-point movement

B. Fill in the blanks:

- Most people in Pakistan spoke
- Through Six-point Movement of the East Pakistan was demanded.
- The mass uprising of 1969 made the people of East Pakistan
- The East Pakistanis faced regarding all the facilities including government benefits.

C. Match the right column with the left one:

Left Column	Right Column
Language Movement took place	1947
Six-point demand was presented	1952
The provincial election was held	1954
Bangla was recognised as the state language	1956
The general election of East Pakistan was held	1966
	1969
	1970

D. Answer the following questions in brief:

- Who embraced martyrdom in the Language Movement of 1952?
- Who led the formation of United Front of 1954?

E. Answer the following questions in detail:

- Why is the Language Movement of 1952 so important for us?
- Write how the people of the East Pakistan became the victims of discrimination.

Chapter 6

THE TRADITIONAL CULTURAL FESTIVALS OF BANGLADESH

1 *Pahela Baishakh and Nabanno Festivals*



1. Who is doing what activity in the picture?

.....
.....

2. In which festival are these activities done?

.....
.....



1. Who is doing what activity in the picture?

.....
.....

2. In which festival are these activities done?

.....
.....

A. Let's look at the pictures above and write answers to the questions in the boxes.

Pahela Baishakh

The first day of the month of *Baishakh* is celebrated as the Bangla New Year. In Dhaka's *Ramna-Batamul* and all over Bangladesh, special programmes are held to welcome the New Year. On the occasion of New Year, processions are organised. People join the events wearing colorful clothes. Traditional foods are cooked in homes. Cultural programmes are arranged where patriotic songs, folk songs, dances etc. are performed. A big fair called *Boishakhi Mela* is also arranged. In the fair, toys and household items made of clay, bamboo, and wood are displayed and sold. Besides, many traditional foods and sweets are also displayed. Many types of games and sports are arranged including merry-go-round. Shopkeepers arrange ceremonies of opening *Halkhata* (new account books) and they offer sweets to their customers. In this programme customers make payments of previous years' due.

Nobanno Festival

Nobanno is another important traditional festival. It is usually celebrated in the month of *Agrahayan*. This festival is very popular to the people of Bangladesh. This festival marks the harvest of new rice. With the new rice, people make and distribute tasty cakes and *payesh* (rice pudding). Farmers celebrate this festival with great joy in their homes. Nowadays, cake festivals are also arranged in towns to mark *Nobanno*.

B. Let's read the above text and list three characteristics each of *Pahela Baishakh* and *Nobanno* Festivals in the table.

<i>Pahela Baishakh</i>	
<i>Nobanno Festival</i>	

C. Let's write down the name of a festival between *Pahela Boishakh* and *Nabbano* in which I have participated. Let's make a list of activities that have been done at that festival.

Name of the Festival:

Activities I have done in the festival:

D. We would like to celebrate *Pahela Boishakh* in our school. Now let's list our activities we will do.

Name of the Festival:

List of Activities:

2 Poush and Basanta (Spring) Festivals



1. In the picture who is doing what activity?

.....

.....

2. In which festival are these activities done?

.....

.....



1. In the picture who is doing what activity?

.....

.....

2. In which festival are these activities done?

.....

.....

A. let's look at the pictures above and write answers to the questions in the boxes.

Poush Mela

Poush Mela is one of the most popular festivals in Bangladesh. It is celebrated in the month of *Poush*. The *Poush Mela* is known to people in different names at different places of the country. In old Dhaka, people celebrate it with kite-flying competitions, which is also called *Sakrain*.

In Sonargaon at the premise of Folk Art museum, a *craft fair* is arranged. In Narail, the *Sultan Mela* is held. Again at other places it is organised by the names of *Arong* and *Poush Mela*. Many stalls display and sell clay dolls, handicrafts, cakes, and household goods in such fairs.

Basanta (Spring) Festival

After winter the spring comes. Nature becomes fresh with new green leaves and colorful flowers. Trees bloom with flowers like Palash, Shimul, Krishnachura, Rose, Wild Rose, Arabian Jasmine and many others. This beauty entertains us and we celebrate the Spring Festival. On this day, girls wear yellow *sarees* and decorate their hair with flowers. Whereas, boys wear colourful *Panjabi* or *Fatuas*. Cultural programmes are also arranged to welcome spring.

B. Let's read the above text and list three characteristics each of *Poush Mela* and *Basanta (Spring) Festival* in the table.

<i>Poush Mela</i>	
<i>Basanta Festival</i>	

C. Let's write down the name of a festival between *Poush Mela* and *Basanta (Spring) festival* in which I have participated. Let's make a list of activities that have been done at that festival.

Name of the Festival:
Activities I have done in the festival:

D. I will write about how I will celebrate *Poush Mela* and *Basanta* (Spring) Festival in the future.

Name of the Festival:

How I will celebrate the festival:

EXERCISE

A. Put a tick mark (✓) on the correct answer:

- Which one is celebrated on the first day of Baisakh?
 - Nobanno festival
 - Basanta (spring) festival
 - Poush Mela
 - Bangla New Year
- In which month is the Nobanno Festival celebrated?
 - Baishakh
 - Agrahyana
 - Poush
 - Falgun
- When is Poush Mela celebrated?
 - The rains
 - The spring
 - The autumn
 - The winter

B. Fill in the blanks:

- On the day of opening new account books guests are entertained by
- The flying kite competition of the old Dhaka is known as ...

C. Write 'T' for True and 'F' for False for the following statements:

- The *Poush Mela* is organised on the occasion of the Bangla New year.
- The *Nobanno* Festival is celebrated on the occasion of harvesting paddy.
- The king of the seasons, *Basanta* (Spring), arrives after Autumn.

D. Match the right column with the left one:

Left Column	Right Column
<i>Pahela Boishakh</i>	<i>Sakrai</i>
<i>Nobanno</i> Festival	Boat Race.
<i>Basanta</i> (Spring) Festival	<i>Halkhata</i> (opening new account book)
<i>Poush Mela</i>	Playing with colors
	The joys of the farmers
	Yellow-colour dress

E. Answer the following questions in brief:

- Name three things that are found in Baishakhi fair.
- What do you mean by *Halkhata* (opening new account book)?
- What type of dress do we wear during *Basanta* Festival?

F. Answer the following questions in detail:

- Write what you do at your school on the Bangla New Year day.
- Describe the characteristics of one of your favourite traditional festivals.

Chapter 7

THE GEOGRAPHICAL AND CULTURAL DIVERSITY OF ASIA

1 The Geographical Diversity of Asia



A. Let's write the answer to the following questions by looking at the map.

Question		Answer
1.	How many continents are there in the map?	
2.	Let's identify the largest continent in the map and write its name.	

Geographically Asia is divided into six regions. They are:

- | | | |
|---------------|--------------------|--------------------------|
| 1. South Asia | 2. South-East Asia | 3. East Asia |
| 4. West Asia | 5. North Asia | 6. Central (middle) Asia |



Mount Everest

Every region of Asia has its own distinct characteristics. Different elements like mountains, rivers, forests, and deserts express geographical diversity. Asia has some of the prominent mountain ranges such as the Himalayas and the Hindukush mountains in South Asia, the Kunlun Mountains in China, and the Ural Mountains in

Russia. The world's highest peak, Mount Everest, is in the Himalayas in Nepal.

Different famous rivers have made Asia more diversified. Some of the notable rivers of Asia are the Yangtze River, Huang He (the yellow river), Amur, Sindh, Indus, Ganges, Brahmaputra, Euphrates, Tigris etc. The Yangtze, located in China of East-Asia, is the largest and longest river in Asia. Some of the important rivers of South-Asia are the Sindh, Ganges and Brahmaputra. The Brahmaputra is the longest river in South Asia.



The Yangtze



The Sundarbans

Another important element of geographical diversity is the forest. The world famous Sundarbans mangrove forest in Bangladesh and India, and the Pine forests of the Himalayas are the pride of South East-Asia. Again, the Borneo rainforest in Southeast Asia reflects the identity of Asia.

Another diversity of Asian geographical feature is its desert. The Arabian Desert of West-Asia is the largest in Asia. Besides, the Gobi desert and the Thar desert are also important.



Arabian desert

B. Let's read the above text and write the geographical characteristics of Asia as per the following table.

Mountain Range	Forest	River	Desert

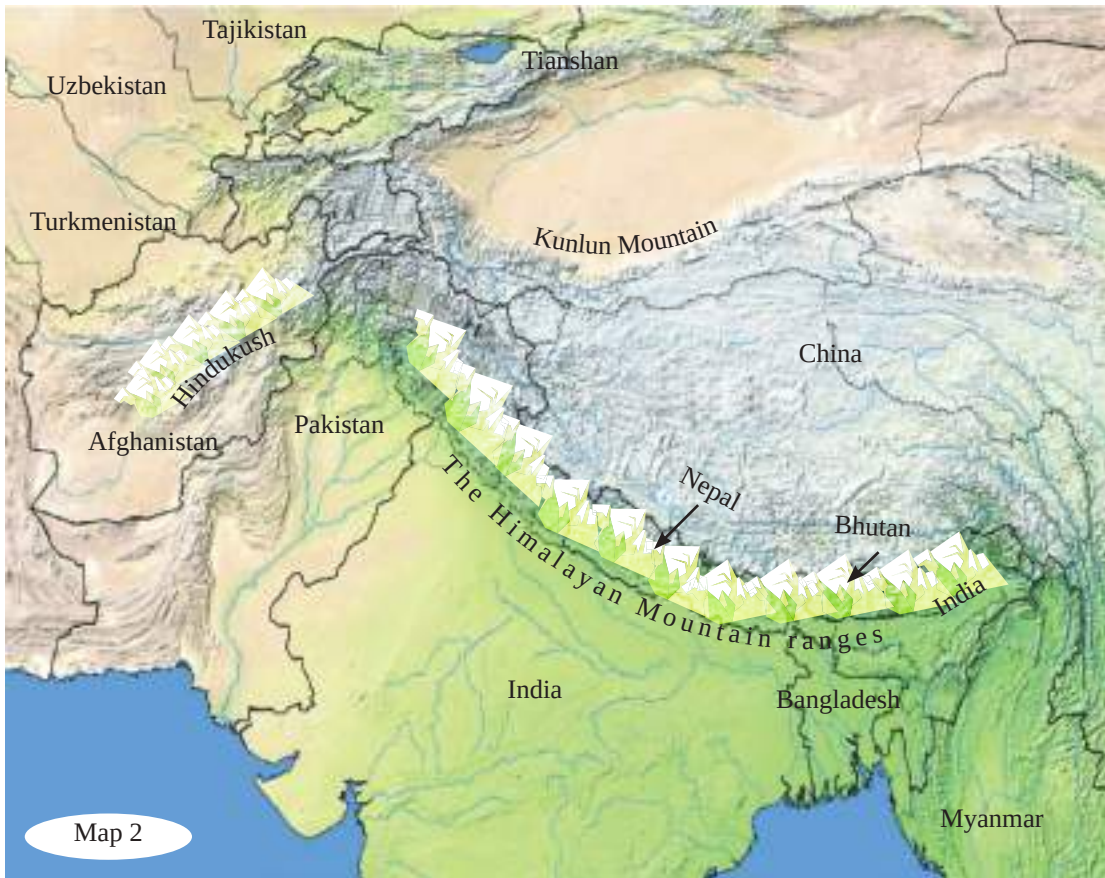
C. Let's write in the chart below the regions of Asia where the following geographical features are located and why they are famous.

Geographical Feature	Located in which regions of Asia	Why famous
The Yangtze		
The Sundarbans		
The Himalayas		
The Arab Deserts		
The Brahmaputra		
The Borneo rain forest		

D. Using Map-1, let's identify the countries through which the famous Asian rivers, the Yangtze, and the Brahmaputra flow; and from Map-2, let's identify the countries in which Asia's renowned mountain ranges are situated.



River	Flow through which countries
The Brahmaputra	
The Yangtze	



Mountain Ranges	Situated in which countries
The Himalayas	
The Hindu Kush	

2 Cultural Diversity of Asia



Dress of Japan



Dress of Indonesia



Dress of Iraq



Dress of India

A. Let's look at the above pictures and write the similarity and dissimilarity between our dress and that of other countries.

Similarity

Dissimilarity

The Asian continent is full of cultural diversity. Many major religions of the world originated in this region, such as Islam, Hinduism, Buddhism, and Confucianism. People of this continent speak many languages. Their food, clothes, and festivals are also different.

To the people of this continent, family is very important. In most of the countries, people live in joint families.

Cultural Diversity of Asian Continent

Central Asia

Most people follow Islam. Russian is a common language. Men wear tunic, sirwal, and turban while women wear scarves. The staple foods are bread, noodles, meat, milk, and fruits.

North Asia

Most people follow Christianity. Russian is the main language. Girls wear Khuri Buryat dress, and men wear Turkmen dress. People eat soybeans, pulses, fish, and meat. *Bulyon* soup is very popular with them. Another traditional food is *Pelmeni*.

West Asia

Islam is the main religion. Almost everyone speaks Arabic. Women wear abaya and kaftan. Men wear Bisht and Ghutra on their head. Traditional foods are chicken, lamb, camel meat, bread, dates, kebab, and shawarma. *Machboos* is a popular dish.

East Asia

Most people follow Buddhism. Chinese speak Mandarin, and Japanese speak Japanese. In Japan, the *Kimono* is a traditional dress. Men now wear trousers and suits, and women wear skirts and blouses. Their favorite foods are rice, seafood, vegetables, meat, soybeans, and noodles. *Sushi* is a traditional Japanese food. The Japanese avoid using oil and fat in their cooking and eat less meat. Chinese people like *Chow Mein* very much.

South Asia

People mostly follow Hinduism and Islam in South Asia. Hindi, Bangla, Urdu are widely used languages while Pashto, Tamil, and Sinhala are used by fewer people. Men wear dhoti, lungi, kurta, pajama, Panjabi, turban, sherwani, or shirts and trousers. Women wear sari, blouse, salwar kameez, burqa, and hijab. Staple foods are rice, bread, meat, and fish. Fish includes fresh water and sea fish. South Asian people like spicy foods. The number of vegetarians among Indians are notable.

Southeast Asia

Buddhism and Islam are common religions. People speak Bahasa (Indonesian and Malay), Filipino, and Burmese. The sarong is a traditional dress for men and women. Women also wear *chakkri*, skirts, and collarless tops. Rice, seafood, and fresh vegetables are common foods. *Nasi Goreng* is a famous dish.



Pelmeni



Sushi

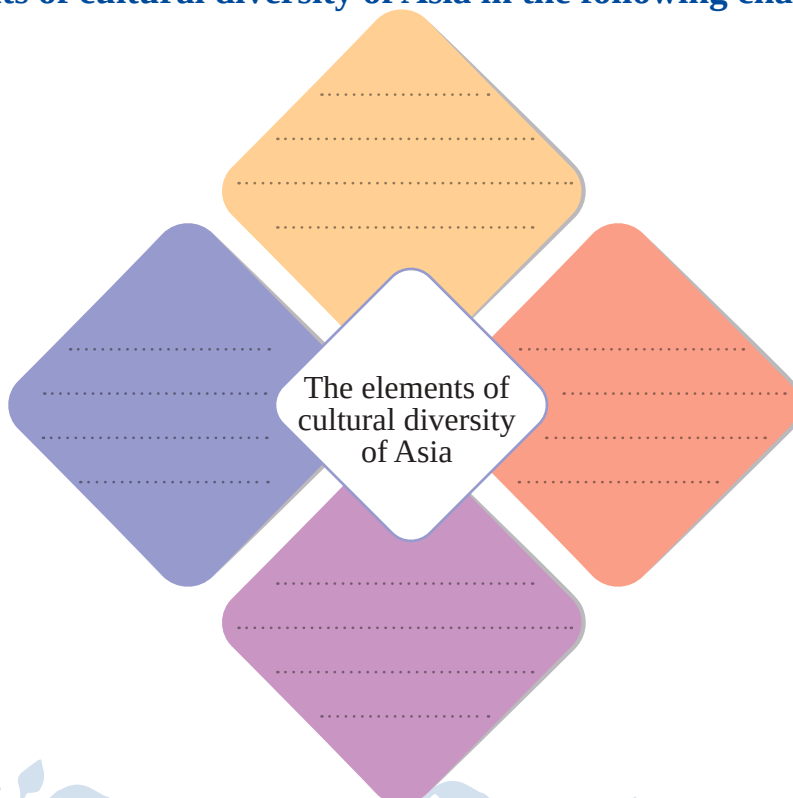


Machboos



Nasi Goreng

B. From the information of the previous page, let's write about the elements of cultural diversity of Asia in the following chart.



Tunic, Bullion, Sirwal, Arabic, Chow Mein, Urdu, Dhuti, Panjabi, Bangla, Bist, Dates, Much boos, Bahasa, Sarang, Hindi, Chakri, Nasi goreng, Abaya, Mandarin, Kimono, Sushi, Pashtu, Turkmen, Pelmeni, Sherwani

C. In the table below, note which of the above items is connected to which region and with what aspect.

Six regions of Asia	Language	Food	Dress
North Asia			
South Asia			
West Asia			
East Asia			
South-East Asia			
Central Asia			

D. Identify which country or region the types of greetings in the class room belong to and perform a role-play.

Bangladesh



China



Greetings of Modern Asia

Japan



India



EXERCISE

A. Put a tick mark (✓) on the correct answer:

- Which language is spoken by most of the people of the West Asia?
a. Urdu b. Japanese c. Russian d. Arabic
- The traditional dress named Sarang belongs to which region of Asia?
a. South b. East c. South-East d. Central
- The Hindukush mountain ranges is situated in-
a. Uzbekistan b. Afghanistan c. Nepal d. Bhutan
- What sort of forest is the Sundarbans?
a. Pine b. Mangrove c. Evergreen d. Deciduous

B. Write 'T' for True and 'F' for False for the following statements:

- Every region in Asia has its own geographical features.
- The Brahmaputra is the longest river of East-Asia.
- Russian is the main language of South Asia.
- People of Iran and Indonesia wear similar type of dress.
- Myanmar is a neighbouring country of Bangladesh.

C. Match the right column with the left one:

Left Column	Right Column
Arab Desert	South Asia
The Sundarbans	North Asia
The Borneo rain forest	East Asia
The Yangtze	West Asia
	Central Asia
	South-East Asia

D. Answer the following questions in brief:

- Write three elements of the geographical diversity of Asia.
- Why is the Yangtze famous?
- Write two differences between the cultural characteristics of West and East Asia.

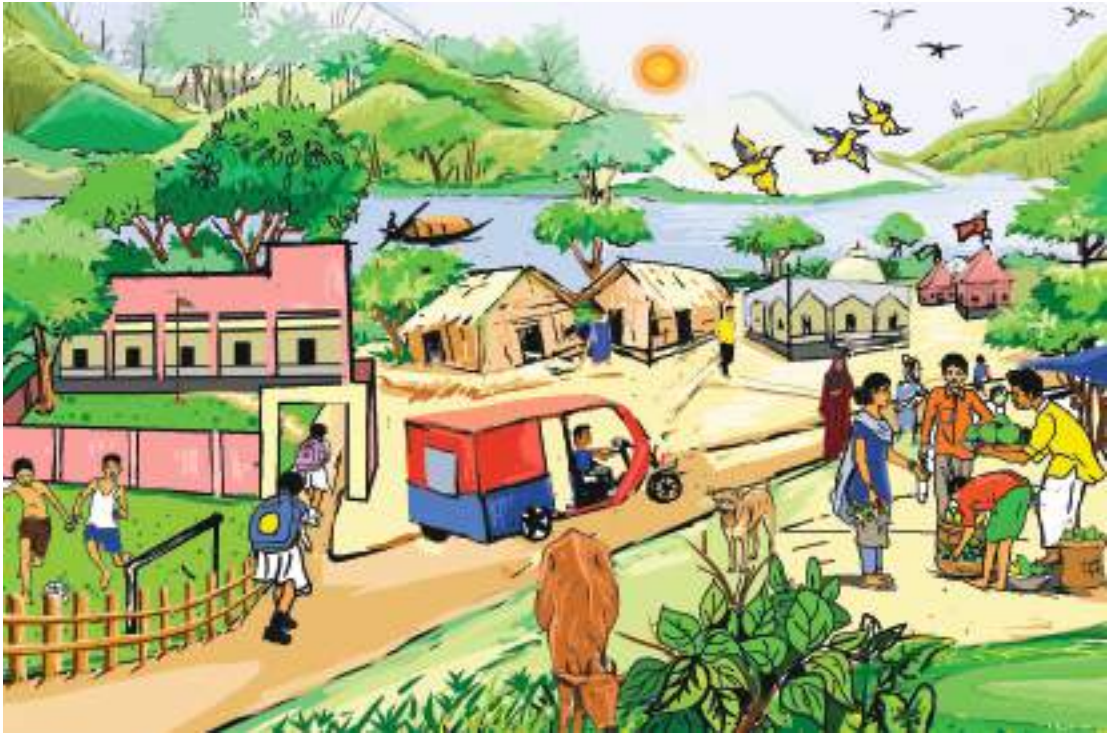
E. Answer the following questions in detail:

- Describe the cultural diversity of the Asian region where Bangladesh is situated.
- Describe how different geographical features have diversified the Asian continent.

Chapter 8

SOCIAL RESPONSIBILITY AND CITIZEN RIGHTS

1 Concept of Society

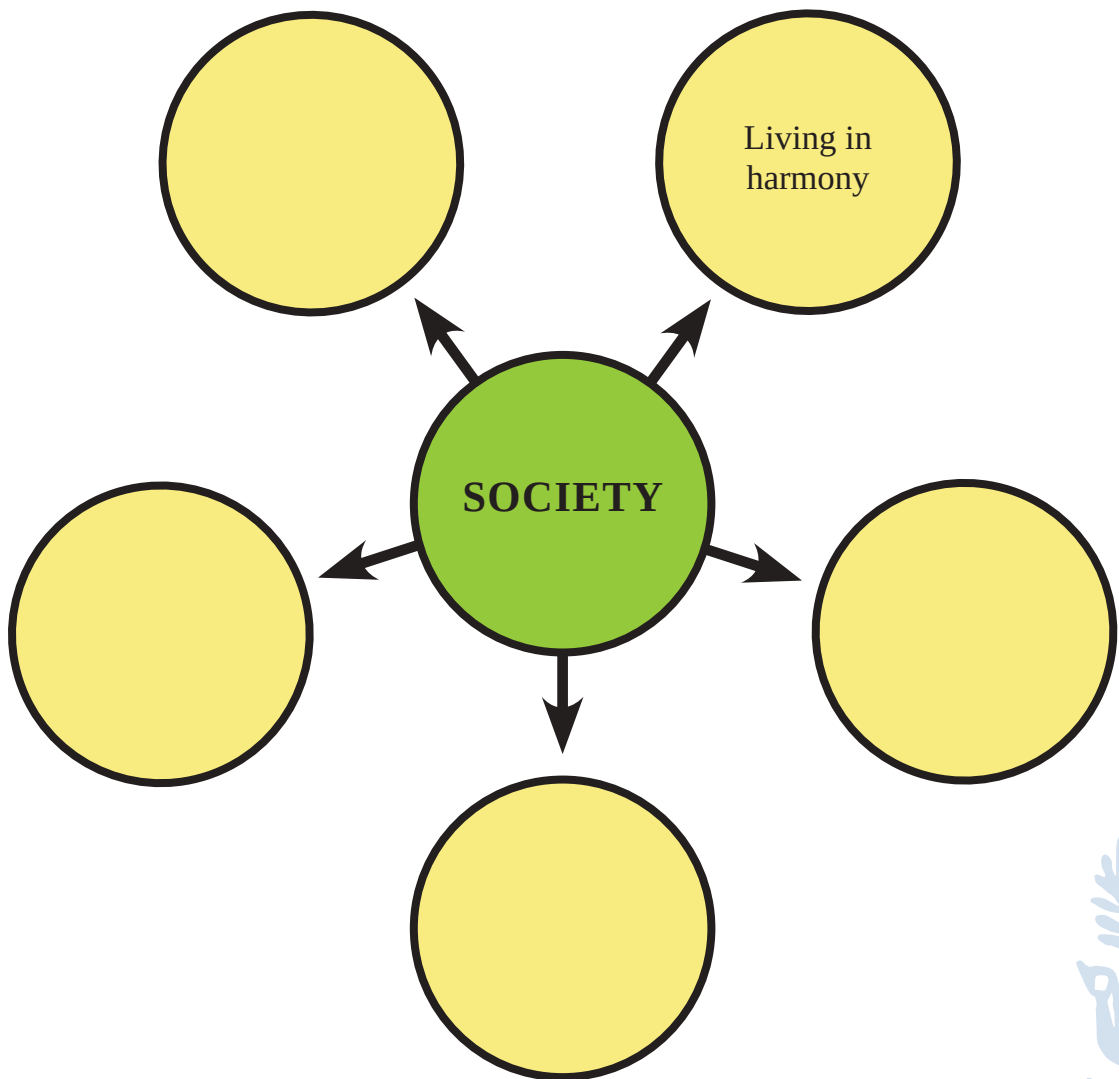


A) Write down the answers to the following questions observing the above-sketched picture.

1. What things have people made for their needs?
2. What are the uses of these elements for human beings?
3. Which elements can all people use?
4. How do these help people to live in harmony?

People depend on each other to live. They start living together to fulfill their needs. They build schools, hospitals, markets and religious institutions. These make their lives better. People help each other during festivals, celebrations and also in times of trouble. To live peacefully, they follow social rules. This creates mutual cooperation among them. In this way, society is formed through mutual relationships.

B) Let's write down the concept of society in the following chart according to the information mentioned above.



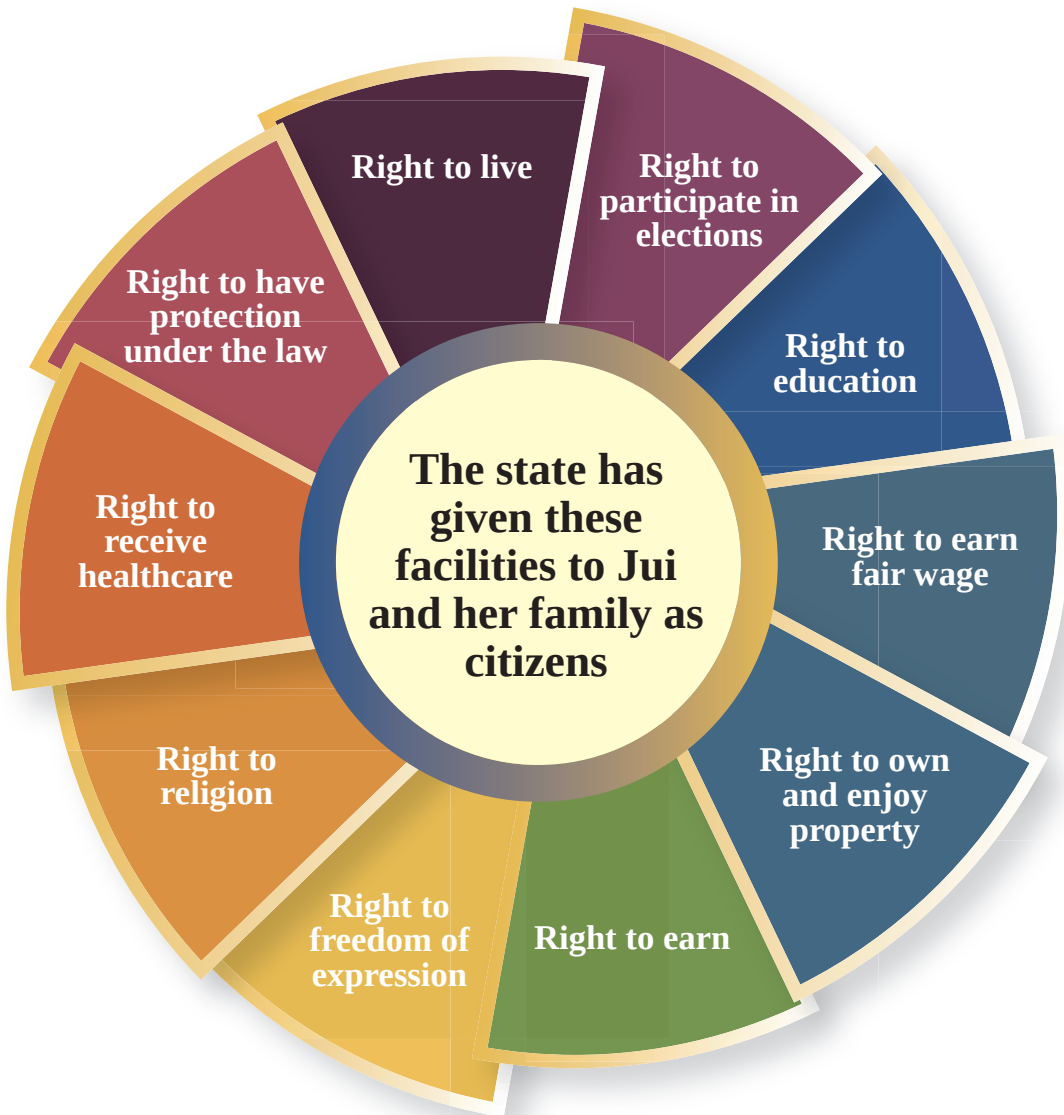
We enjoy many benefits from our society. So, we also have some duties and responsibilities for the welfare of society. We should follow the rules and rituals of society. We should respect the elders and love the youngers. We should think about the comfort of others. It is our duty to help poor and helpless people. If someone is in trouble, others should try to help them. We must not do anything harmful to society. We should also take care of our own safety and the safety of others. We should live peacefully by dissolving the problems of others. It is better to live happily with everyone, regardless rich and poor. We should respect the people of all professions in the society.

C) Let's read the above text and fill in the table by mentioning our duties to society.

Serial	Duties to the Society
1	
2	
3	
4	
5	

D) My neighbour and classmate Rifats' house has burned down. Let's write how I can help them.

2 Our Rights as a Citizen

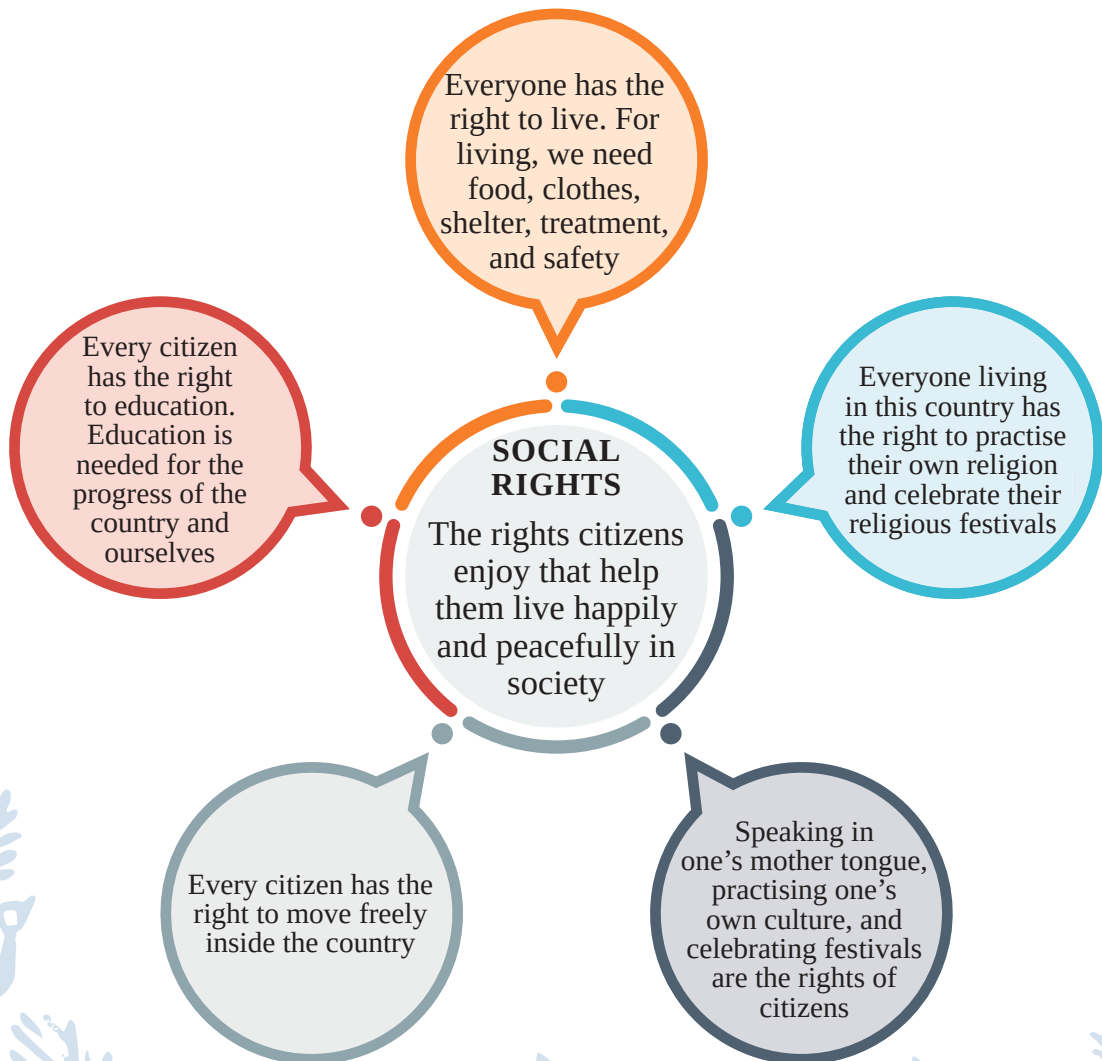


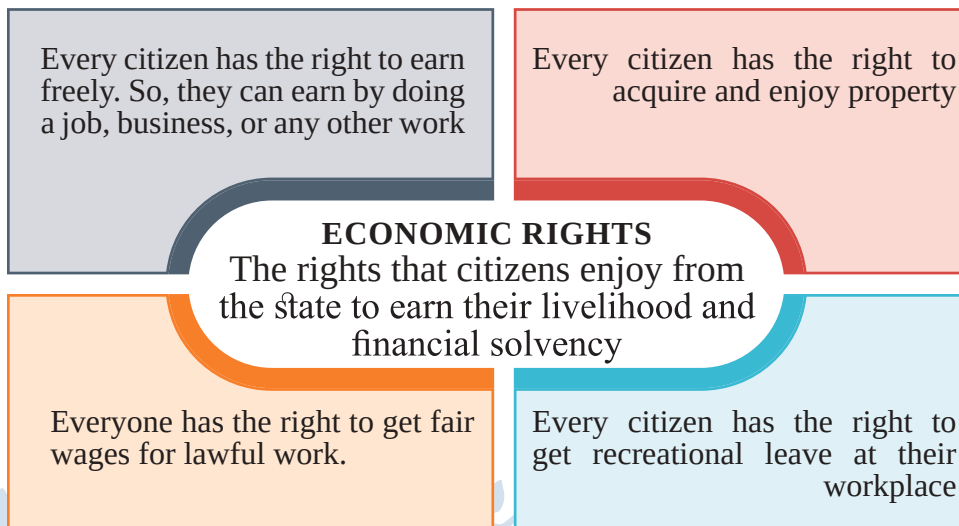
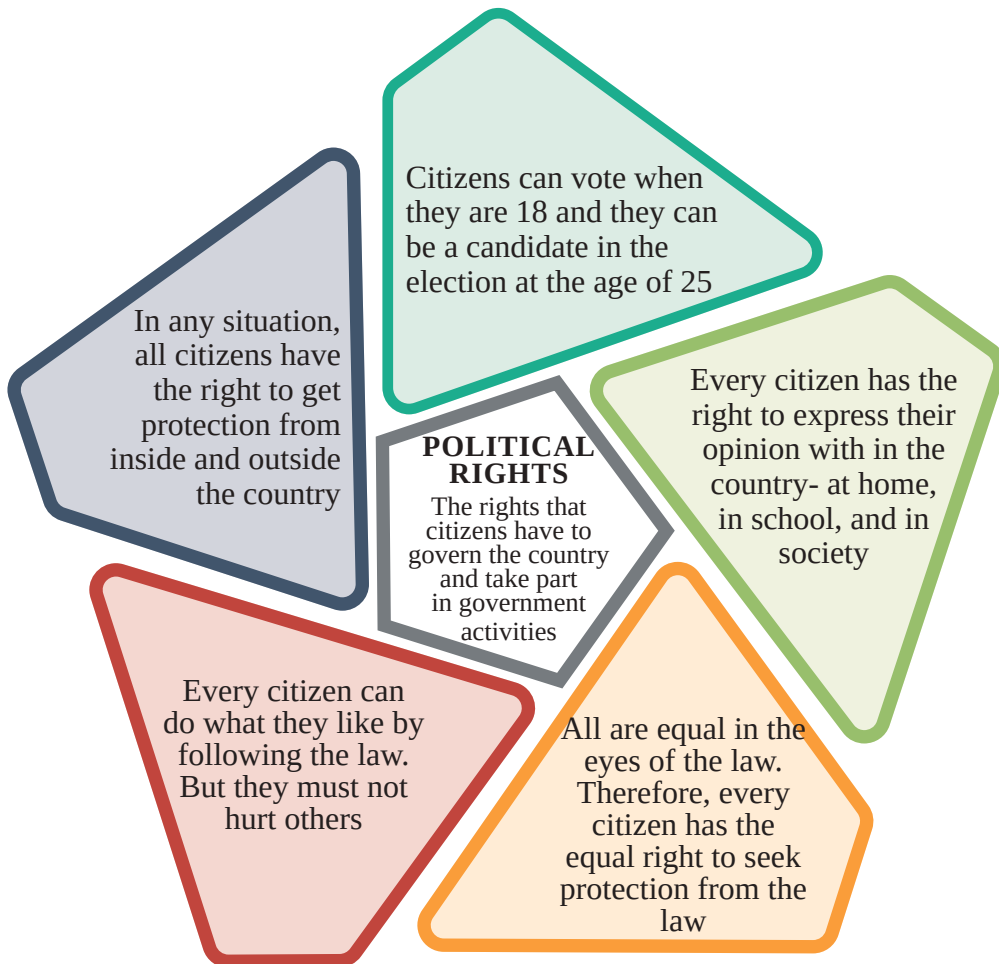
We are the citizens of Bangladesh. As citizens, we have the right to get certain benefits from the government. These special benefits are referred to as citizens' rights.

A) Let's read the information mentioned above. Make a list of the citizen rights of Jui and her family.

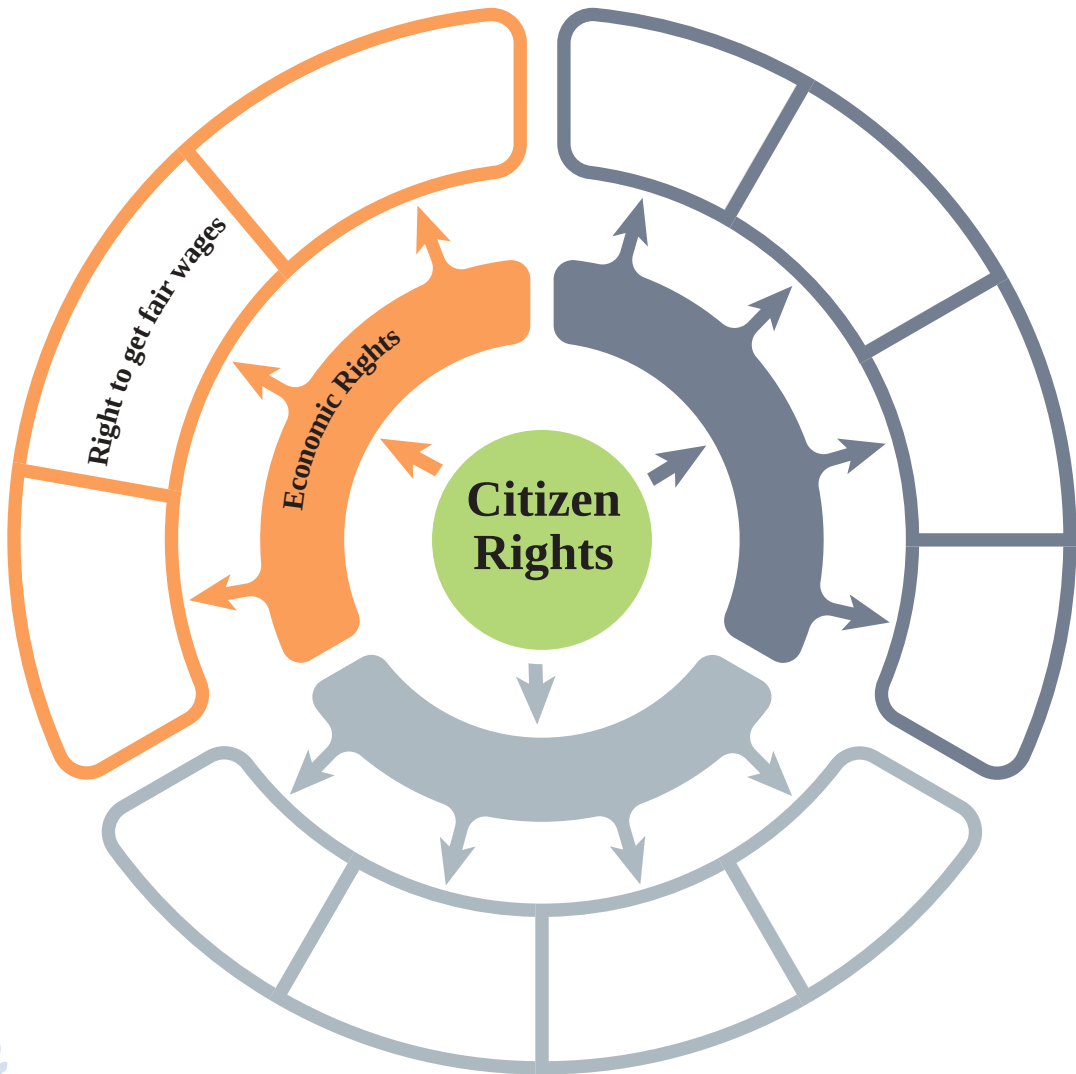
● Right to live _____ _____ _____	● _____ _____ _____ _____
--	--

As citizens, we get social, political, and economic rights from the state.





B) Let's read the above information carefully and complete the mind map below.



C) Let's read the statement below. Categorise the rights and write them in the right-hand column.

Name	Dialogue	Which right (Social/ Political / Economic)
Ayan	My father does legal work according to his choice. He earns and spends money by doing work.	
Zahid	My brother is eighteen years old. He has right to vote.	
Najifa	As a citizen of Bangladesh, I practise my religion and celebrate religious festivals.	
Shamim	In our country, we get equal protection under the law.	
Nuha	I can move freely within my country.	
Akash	My father works for the government. He comes home during holidays.	
Ridisha	I can speak my mother tongue freely.	
Ihan	My sister lives abroad. She gets protection from our government in times of danger.	
Adib	My father bought land in Mymensingh and built a house there. We all live there.	

D) Let's write in the table below the rights that each member of my family enjoys.

Family members	Social rights	Political rights	Economic rights
Mother	Speaks in the mother tongue.		
Father			
Brother			
Sister			
I			

3 The Ways of Waving Rights as a Citizen

A) Let's look at the pictures below. Write the answers to the questions in the box next to each picture.



1. Where is the sick person being taken?

.....

.....

2. Why is he being taken?

.....

.....



1. Where has the man gone?

.....

.....

2. Why has he gone there?

.....

.....



1. Where has the mother entered with her daughter?

.....

.....

2. Why has she gone there?

.....

.....

B) Let's read the sentences below. Write which right is being violated in the empty boxes.

Name	Statement	Which Right Being Violated
Bipul	The parents of my friend have engaged him in work at a tea stall instead of sending him to school.	
Arisha	People of my next door neighbours have blocked our way by building a wall on the road.	
Mahmud	One of my neighbors is not getting necessary foods.	
Shila	I am not allowed to give my opinion when decisions are made at home.	
Nayra	Some people have grabbed our pond to farm fish.	
Sumon	One of my relatives wanted to start a business in the market, but some people have hindered him.	
Shamiya	Khuku works as a maid servant. But she is deprived of fair wage.	

C) Let's write what should be done to protect citizens' rights that have been violated in the chart above.

Serial	What to be done
1	
2	
3	
4	
5	
6	
7	

D) In a role play, let's show how to protect the rights of a Bangladeshi citizen if they are violated.

EXERCISE

A. Give a tick mark (✓) on the correct answer:

- What is the voting age?
a) 17 year b) 18 year c) 19 year d) 20 year
- Which one of the following is a social right?
a) Right to vote b) Right to education
c) Right to enjoy property d) Right to express
- A worker has earned fair wage. It is his.....
a) Economic right b) Right to healthcare
c) Political right d) Right to vote
- What should we do, when someone expresses opinion?
a) Start talking b) Speak loudly
c) Listen patiently d) Work whimsically

B. Fill in the blanks:

- It is right of citizens to speak in mother tongue.
- Every citizen has right to earn.....
- We will each other in any festivals.

C. Write 'T' for True and 'F' for False for the following statements:

- A citizen must be 18 years old to be a candidate in an election.
- Casting a vote is a citizen's social right.
- Practising religion is a social right.
- Enjoying vacation is citizens' economic right.

D. Match the right column with the left one:

Left Column	Right Column
Social right	Right to freedom of expression
Economic right	Right to recognition
Political right	Right to education
	Right to love and affection
	Right to job

E. Answer the following questions in brief:

- What do you mean by economic rights?
- Write down the names of three social rights.
- What should we do when a classmate becomes sick?

F. Answer the following questions in detail:

- Explain how a society is formed.
- What social rights do we enjoy from our family?
- What rights and opportunities do we have as citizens?

Chapter 9

MORAL AND HUMAN QUALITIES

A) Let's read the two paragraphs about the school activities below and answer the questions.

Islampur Government Primary School

The school is situated in a village. About 300 students study at this school. A small store is opened in a small room for the students. In this store, notebooks, pens, pencils, sharpeners, erasers, paper, biscuits, chocolates and other items are available. The price is written on each item. The price list is also displayed on the wall. However, there is no seller in the store. There is a money box. Students take what they need and put the money in the box. Almost everyone takes things from the store, but no one takes anything without paying. All the students follow this rule strictly.



1) What has been opened for students in the school?
.....

2) What things are found in the store?
.....

3) Is there any seller in the store?
.....

4) How do students buy things?
.....

5) What do you call this quality of the students?
.....

Victory Day Celebration at School

The head teacher assigned a teacher to organize the Victory Day at the school. The teacher made a plan with 15 students based on their interests. The plan was written on a big sheet of paper and hung on the wall so that everyone could see it. Following the plan, the students decorated the room, bought prizes, arranged refreshments and carried out the program. They also submitted a report to the teacher showing how much money was spent in each sector of the program. The students also admitted the mistakes what they made. The head teacher and other teachers appreciated the students for celebrating the day very well.



- 1) Was the work done according to the plan?
.....
- 2) Did everyone perform their duties properly?
.....
- 3) Was any information hidden in this work?
.....
- 4) What quality can we see in this work?
.....

B) Let's read the statements below and write in the blank box which one shows honesty and which one shows transparency.

I don't take things that belong to others.

I admit my mistakes honestly.

I don't cheat others.

We don't hide any information at work.

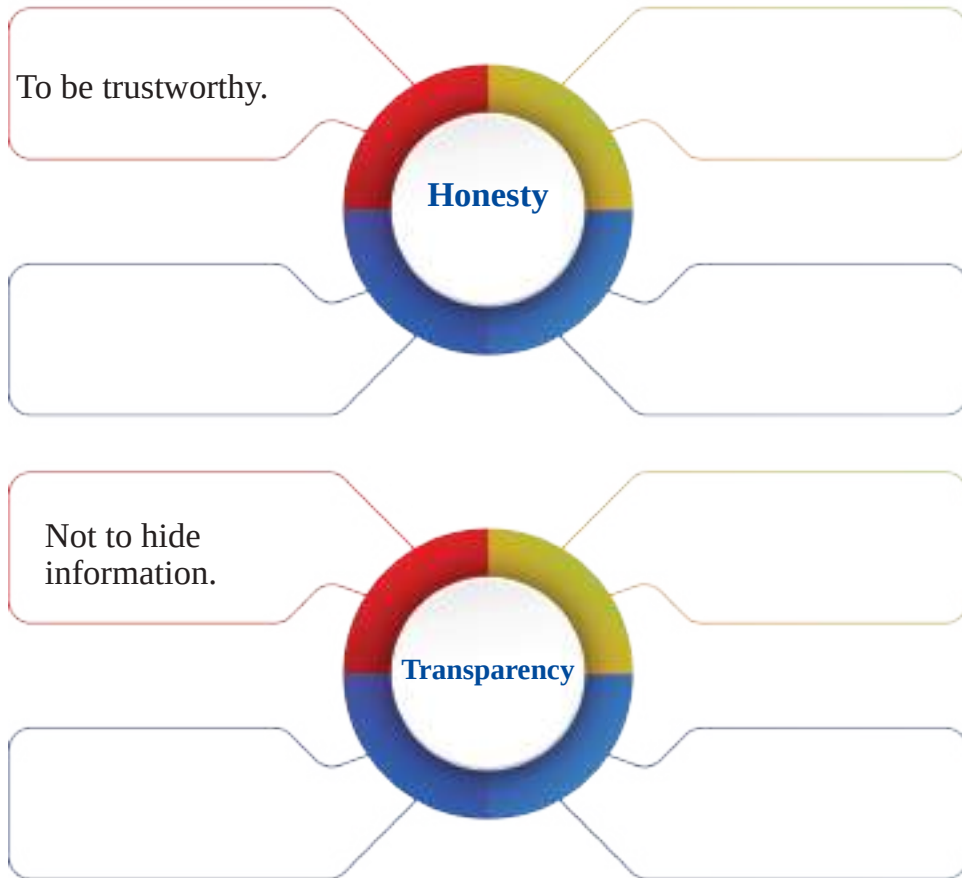
I do my duties properly.

Everyone trusts me.

We make decisions after discussions.

I always speak the truth.

C) Let's read the statements on the previous page again and make a mind map of the characteristics of honesty and transparency.



D) Let's write in the table below how we show our honesty and transparency at home and at school.

Tasks about honesty	Tasks about transparency
1).....	1).....
2)	2)
3)	3)
4).....	4).....

2 Importance of Honesty and Transparency

Mr. Kamal Ahmed is an ideal teacher. From the very beginning of his job, he always did his work on time. He never made lame excuses for his mistakes. He never made false promises. He got financial assistance from people for development of the school. No one raised question on that expenditure. He spent the money with the participation of all. He presented the purposes and amount of expenditure to all. He thought this way honesty and accountability is built. Students always came to his class on time and took part in lessons. He prepared himself well for his teaching. That is why he became the symbol of trust and love to the students. He was open-minded in school activities and always worked honestly and fairly. Thus, he performed his job upholding honesty and transparency. His special qualities are punctuality and consistency in words and deeds. Due to these good qualities, he builds strong relationships with people inside and outside the school. His honesty and transparency encourages teachers, students, and others to behave well.



A) Let's read the story above and make a list of Mr. Kamal Ahmed's good qualities.

- 1) Doing work on time.
- 2)
- 3)
- 4)

B) Let's classify the qualities of Mr. Kamal Ahmed in the table below.

Quality related to honesty	Quality related to transparency
1.	1.
2.	2.
3.	3.
4.	4.

C) Let's read the story carefully and write the importance of honesty and transparency in the table below.

Importance of honesty	Importance of transparency
1.	1.
2.	2.
3.	3.
4.	4.

D) Let's write what I will do to gain qualities of honesty and transparency in everyday life.

EXERCISE

A) Give a tick mark (✓) on the correct answer:

- Which one is the characteristics of transparency?
a) Not hiding information b) Delaying in duties
c) Taking decisions without discussion d) Not admitting mistakes
- The sentence 'Others trust me' shows which quality?
a) Politeness b) Honesty c) Fairness d) Discipline

B) Fill in the blanks:

- Honesty and transparency are qualities of human beings.
- I will do my own duty.....
- I will give to others' opinion.

C) Write 'T' for True and 'F' for False for the following statements:

- We can take others' belongings without their consent.
- Honesty reflects doing duty properly.
- Honesty and transparency promote our moral behaviour.
- While working in a group, we should discuss before making decisions.

D) Answer the following questions in brief:

- Write two characteristics of honesty.
- Give two examples of transparency.

E) Answer the following questions in detail:

- Describe the importance of honesty and transparency.
- Write how you will practise honesty and transparency at home and in school.

Chapter 10 OUR COUNTRY

1 The Topography of Bangladesh



Most of the regions of Bangladesh



Chattogram and Hill Tracts region



Lalmai region of Cumilla



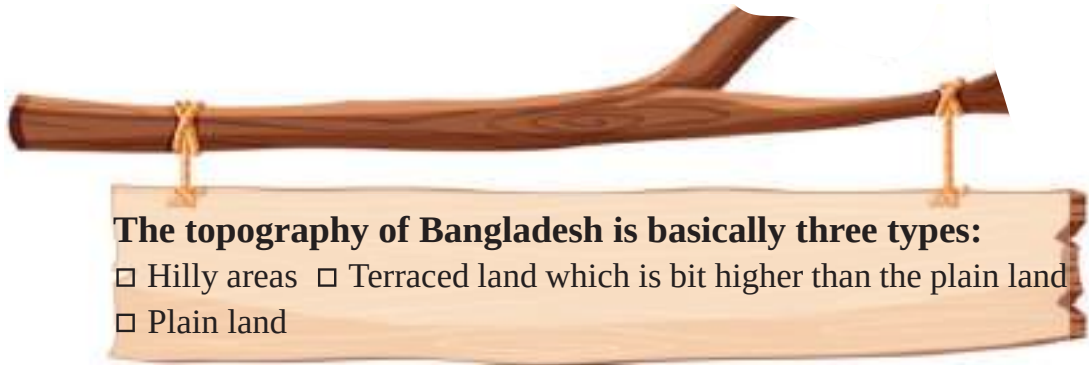
Mymensingh-Tangail region



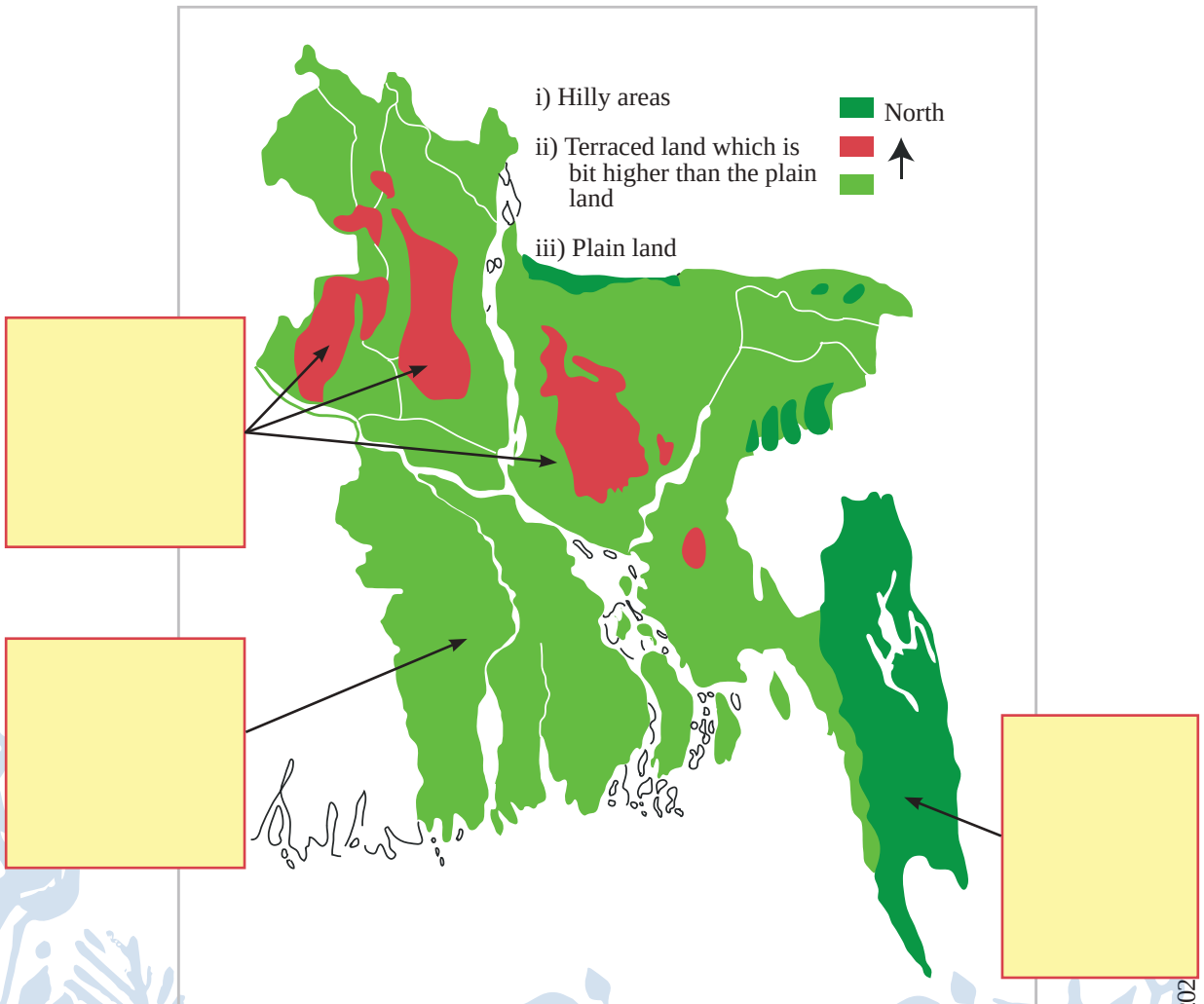
Rajshahi region

A) Let's look at the pictures above. Identify and write the correct answers to the questions in the table below.

Question	Topography of the most of the regions of Bangladesh	Topography of Chattogram, Rangamati, Bandarban, Khagrachari regions	Topography of Lalmai region of Cumilla, Mymensingh-Tangail region, Rajshahi region
Which type of land is seen in which picture? Let's write in the box.	High/Plain/Hilly land	High/Plain/Hilly land	High/Plain/Hilly land



B) Considering the ideas of previous work, let's write the types of the land in the box as marked on the map



Bangladesh is a riverine country. It is one of the largest river basins in the world. The forms of the land across the country are not the same. From the north to the south, the land slopes slightly, so all the rivers flow from north to south toward the Bay of Bengal.

HILLY AREAS

Bangladesh has about 12 percent hilly areas. They are located in Chattogram, Rangamati, Bandarban, Khagrachhari, and Cox's Bazar regions. These are the high hills in Bangladesh. These hills are rocky. There are some small to large hills in the districts of Sylhet division, as well. The Garo Hills are located along the border areas of Mymensingh, Sirajganj, Netrokona, and Jamalpur districts. Numerous waterfalls and fountains can be found in the depth of the hills. Many small and large streams flow along the hills and mountains. These are the sources of water for households and agriculture. They quench the thirst of the animals and birds. Many reserve forests are located in these hilly areas and they are the sanctuaries of numerous wildlife species.

TERRACED LAND

The terraced land is bit higher than the plains and lower than the hills. The terraced lands are located at 'Barendra Bhoomi' in Rajshahi, 'Madhupur and Bhawal Garh' in Mymensingh and Tangail, and 'Lalmai Pahar' in Cumilla. About 8% of our land area is terraced land. The soil of the terraced land is composed of old silt. The soil of the region is gray and reddish in colour. The valuable Shal forest is located here. This forest is home to a variety of plants including karai, bahera and wildlife. In addition, a lot of agricultural products are produced in this region.

PLAIN LAND

The plain lands of Bangladesh are formed with the alluvial soil carried by rivers Padma, Meghna, Jamuna, Brahmaputra etc. and their branches and tributaries. It is also called floodplain. Almost 80 percent of the country's land is floodplain. The soil here is very fertile. The plain lands are the center of the country's agriculture based economic activities. Beels, lakes, and haors are spread across these plain lands.



Tanguar Haor

C) Let's read the passage above. Identify the characteristics of various landforms and write them in the picture below.

1.....
2.....
3.....

Hilly areas

Topography of Bangladesh

Plain land

Terraced land

1.....
2.....
3.....

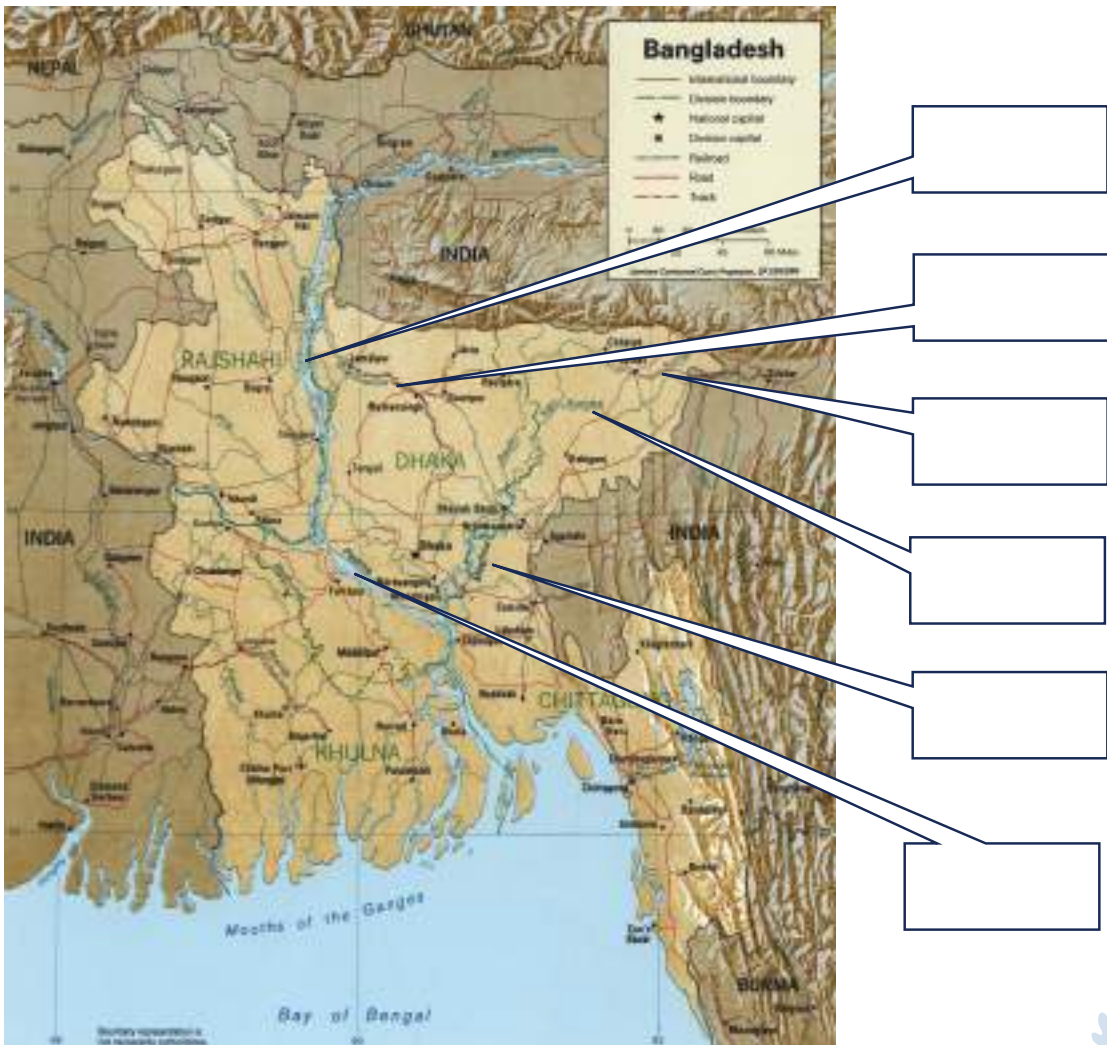
1.....
2.....
3.....

D) Let's identify the topography of the area you live in and write their characteristics.

Topography	Characteristics

2 Rivers of Bangladesh

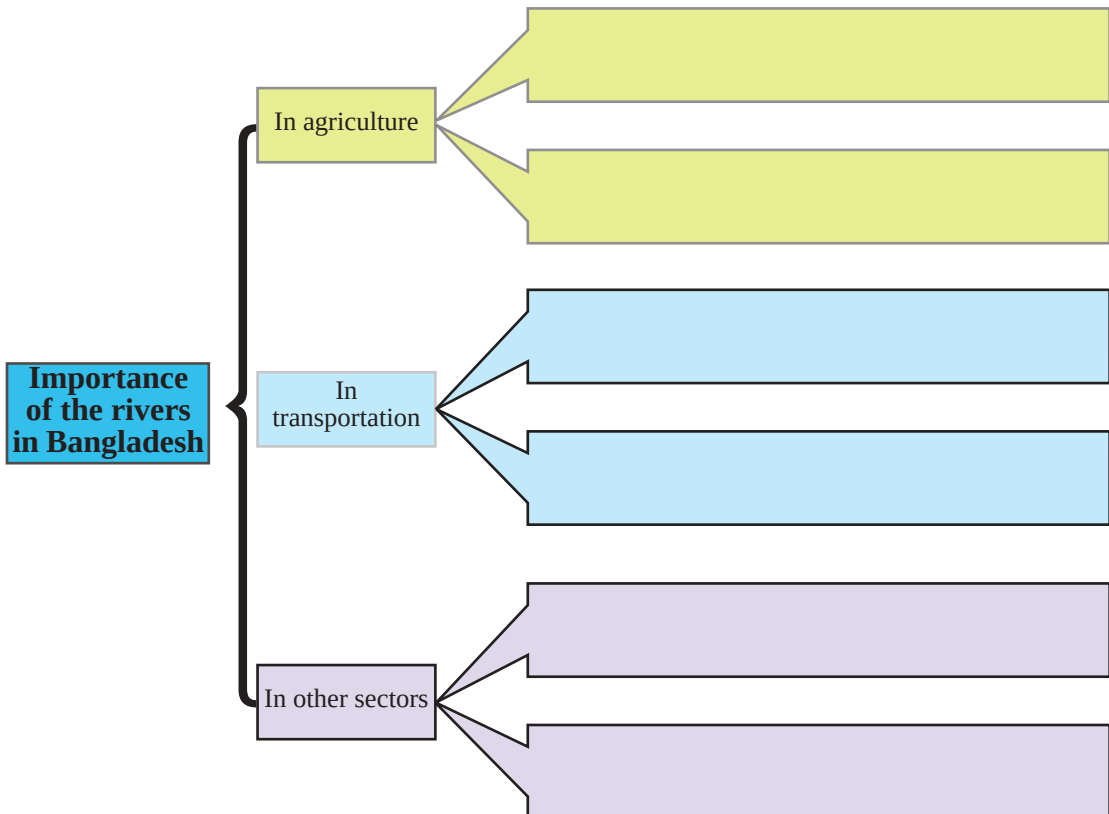
A) Let's look at the map below and write down the names of the rivers in the boxes.



Bangladesh is a riverine country. Numerous small and large rivers are spread across the country. The main rivers are the old Brahmaputra, Padma, Meghna, Jamuna, Teesta, Surma, Kushiara, etc. Rivers are connected with our daily lives in various ways. Cities in Bangladesh have been developed around the rivers. They meet the needs of fish of the country.

Rivers are the main source of water for irrigation in agriculture. Various irrigation projects have been developed centering the rivers. The rivers carry silt during the rainy season and it makes our agricultural land fertile. Transportation in Bangladesh depends significantly on its rivers. It is easier to transport goods by rivers. A hydroelectric project has been established in Kaptai based on the river. Thus, rivers are playing an important role in our lives.

B) Read the paragraph above and let's mention the importance of rivers in the sectors of Bangladesh in the chart below.



Traditionally, the livelihood of the rural people of Bangladesh depends on the rivers. The transportation system of Bangladesh is largely river-dependent. River ports have been developed centering the rivers. These river ports are the centers of various economic activities including trade, commerce, and transportation of goods. Employment opportunities have been created pivoting this waterway. Transportation costs by waterways are also the lowest. The fisheries sector has a great contribution to our economy. A significant portion of the total population of Bangladesh is engaged in the fisheries sector. Our country earns foreign currency by exporting river fishes. Many tourists of this country are fascinated by the beauty of rivers. This river-centered tourism industry is also one of our economic sectors.

C) Read the previous passage. Let's identify the river based economic activities and list them.

Our civilization is influenced by the rivers Padma, Meghna and Jamuna. Rivers are the pride of our country and are closely linked to our heritage. Throwing waste into rivers, changing their flow, filling and occupying rivers are crimes. We all need to be aware against these activities. Industrial waste treatment plants and waste management plants must be built to protect rivers from pollution. It is said that where rivers died, civilization was ruined. Dead rivers must be dredged and restored to their original form. Embankments need to be built to protect rivers. Polythene and plastic should not be thrown into rivers. Sand mining must be stopped. Discharge of industrial waste into rivers must be stopped as well. Habitat and reproduction of fish must not be disturbed.

D) Let's make a list of the rivers in your district and write what steps can be taken to protect them on the basis of the above paragraph.

Rivers of my district	Steps taken to protect rivers

3 Agricultural and Manufactured Products of Bangladesh

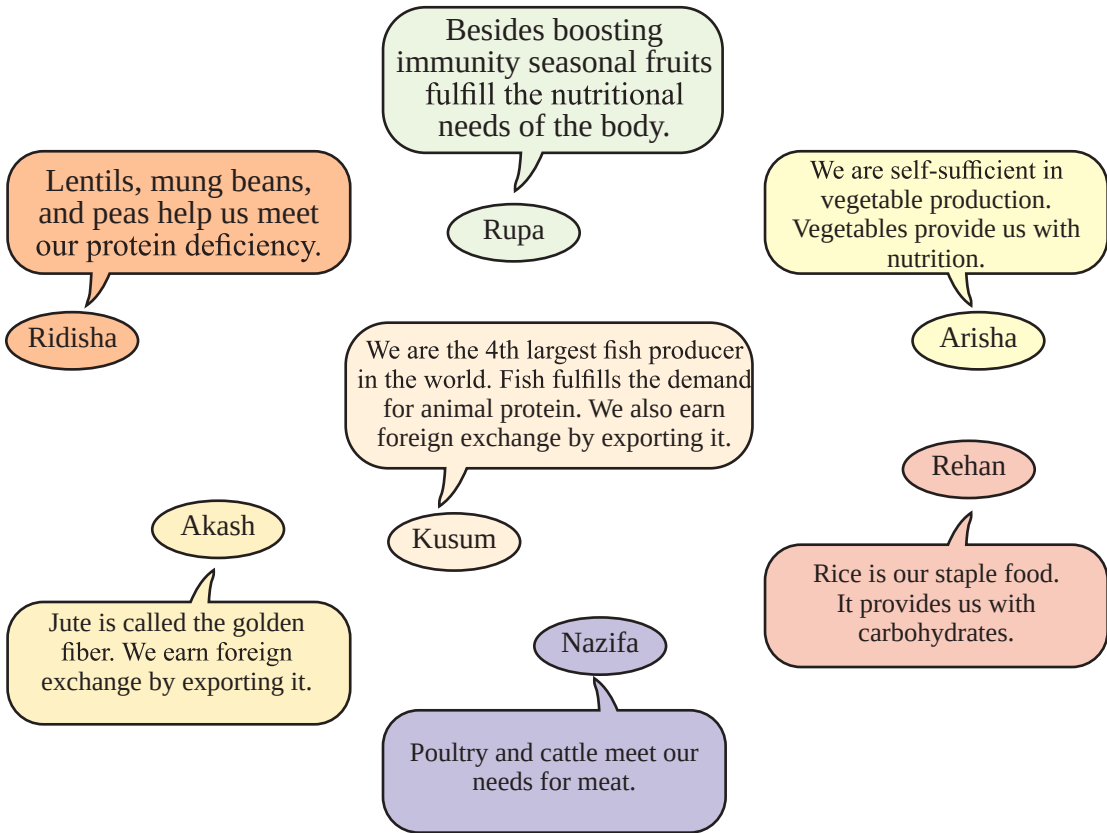
A) Look at the pictures below. Let's write the answers to the questions in the boxes.



1. Which one is an agricultural product and which one is a manufactured product in the picture left side?
.....
2. What are the uses of the agricultural products for us?
.....
3. What are the uses of the manufactured products for us?
.....



1. Which one is an agricultural product and which one is a manufactured product in two pictures above?
.....
2. What are the uses of agricultural products for us?
.....
3. What are the uses of manufactured products for us?
.....

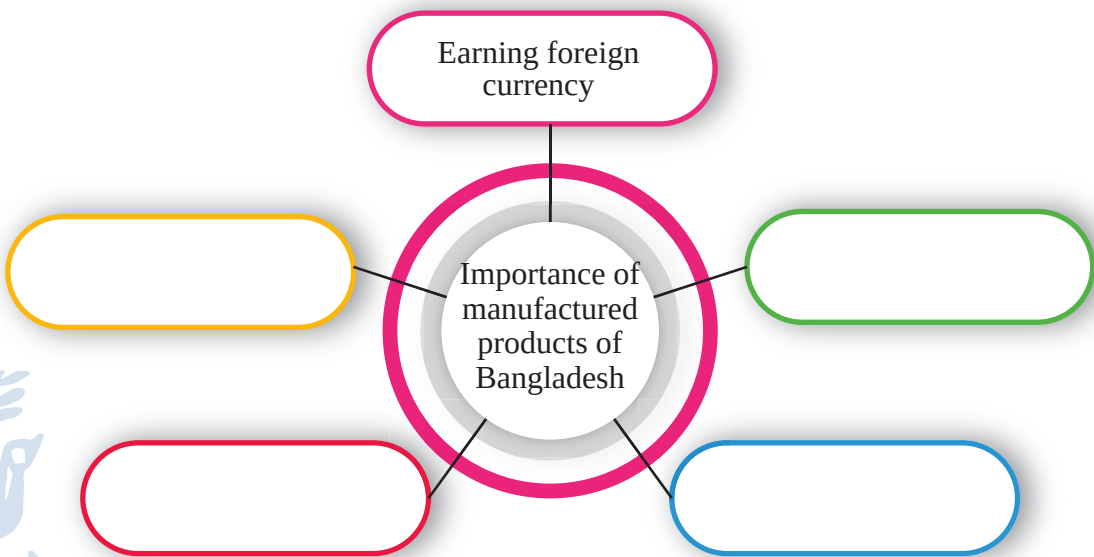


B) Read the statements of Akash, Rupa, Ridisha, Arisha, Kusum, Rehan and Nazifa above. Let's write a paragraph on the importance of agricultural products in Bangladesh.

A large, empty rectangular box with a light yellow background and a thin green border, intended for writing a paragraph.

The notable export-oriented manufactured products of Bangladesh are - garments and textiles, jute products, leather products, tea and medicines. By exporting these manufactured products, we earn a lot of foreign exchange. In addition to the export-oriented manufactured products, various types of products are produced in the country to meet the needs of our daily lives. For example, various types of utensils, electrical appliances, cosmetics, furniture, etc. The production of such manufactured products in the country reduces the cost of imports. Currently, cement, ships, food and beverages and handicrafts are playing an important role in the economic development of Bangladesh. There is a huge demand for these manufactured products at home and abroad. As a result, the expansion of the products is increasing. At the same time, opportunities of employment and financial transactions are increasing as well. Thus, the standard of living of the people is improving. As much as the industries will be expanded, the scopes of employment will be extended. For the sake of the expansion of our industry, therefore, we have to reduce the use of foreign products. We have to use our local products. We need to be inspired by the slogan—“Buy local products, be blessed.”

C) Read the paragraph above and let's write the importance of manufactured products of Bangladesh.



D) Read the statements of Suman, Nuha, Arisha, Rehan, Badal and Kusum below. Let's write the answers to the questions in the blanks below.

When I go to the store, I look for local clothes.

Suman

What should I do? Why?

I prefer foreign goods.

Nuha

What should I do? Why?

I use jute bags when I go to the market.

Arisha

What should I do? Why?

I like to decorate my house with foreign products.

Rehan

What should I do? Why?

I buy and use local shoes.

Badol

What should I do? Why?

I buy local products and keep our currency in the country.

Kusum

What should I do? Why?

EXERCISE

A. Give a tick mark (✓) on the correct answer:

- The topography of most of the regions of Bangladesh is—
a) High land b) Plain land c) Hilly area d) Terraced land
- In which direction is the land of Bangladesh slightly sloping?
a) North to South b) South to North c) East to West d) West to East
- Which mode of transportation has the lowest cost for transporting goods?
a) Waterways b) Land route c) Airways d) Railways
- Which product should we prioritize while purchasing?
a) Expensive goods b) Imported goods
c) Local products d) Foreign goods

B. Write 'T' for True and 'F' for False for the following statements:

- 'Lalmaj Pahar' of Cumilla is included in the hilly area.
- Land formed by alluvial soil is called flood plain.
- The fertile soil of the plains is suitable for agriculture.
- Throwing waste into rivers, changing the current, filling and occupying rivers are crimes.

C. Match the right column with the left one:

Left Column	Right Column
Hilly area	Mymensingh, Tangail
Plain land	Bandarban, Pirojpur
Terraced land	Jhalokati, Pirojpur
	Khagrachari, Mymensingh
	Bandarban, Khagrachari

D. Answer the following questions in brief:

- Write the names of the three main rivers of Bangladesh.
- What kind of trees usually grow in the upland of Bangladesh?
- Why are the plain lands the center of agriculture based economic activities in Bangladesh?
- Write the names of three manufactured products.

E. Answer the following questions in detail:

- Write about the impact of rivers in our lives.
- Describe what we can do to prevent river pollution.
- How does export oriented manufactured goods improve our life and livelihoods?

Chapter 11

THE POPULATION OF BANGLADESH

1 The Situation of the Population in Bangladesh

The population census has been conducted since 1974 in Bangladesh. The census is usually conducted after every 10 years. Based on the data from different censuses, the census reports of Bangladesh are presented below.

Census Year	Census Report
1974	7 crore 64 lac
1981	8 crore 99 lac
1991	11 crore 15 lac
2001	13 crore 05 lac
2011	14 crore 97 lac
2022	16 crore 58 lac

Table-1



A. Let's read the population table above and find out the changes in population according to the census year.

Duration	Changes in population
1974 - 1981	1 crore 35 lac people increased
1981 - 1991	
1991 - 2001	
2001 - 2011	
2011 - 2022	

The number of people living per square kilometer in a country is called population density. And the number of people growing per 100 individuals on an average per year is called the population growth rate. In terms of population density, Bangladesh ranks 10th in the world whereas Singapore ranks 3rd Hong Kong 4th, India 33rd and Pakistan 56th.

The density and growth rate of population in Bangladesh		
Year	Annual average growth rate	The density of population (person)
1981	2.84	590
1991	2.01	720
2001	1.58	843
2011	1.46	976
2022	1.22	1119

Table-2

B. Let's compare the growth rate and density of population of Bangladesh from 1981 to 2022 by reading the information in Table-2 above.

Year	Decrease or increase in density	Decrease or increase in the average annual growth rate
1981 - 1991		
1991 - 2001		
2001 - 2011		
2011 - 2022		

C. Based on the information in Table-1 and Table-2 above, let's write the information about the population and annual average growth rate from 1981 to 2022 in the table below and determine the changes occurred.

Year	Population	Annual average growth rate
1981		
1991		
2001		
2011		
2022		

Changes in population and annual average growth rate:

2 The Impacts of Over Population on Family, Society and the State



A. Let's look at the picture above and write on the basis of a discussion on the following questions.

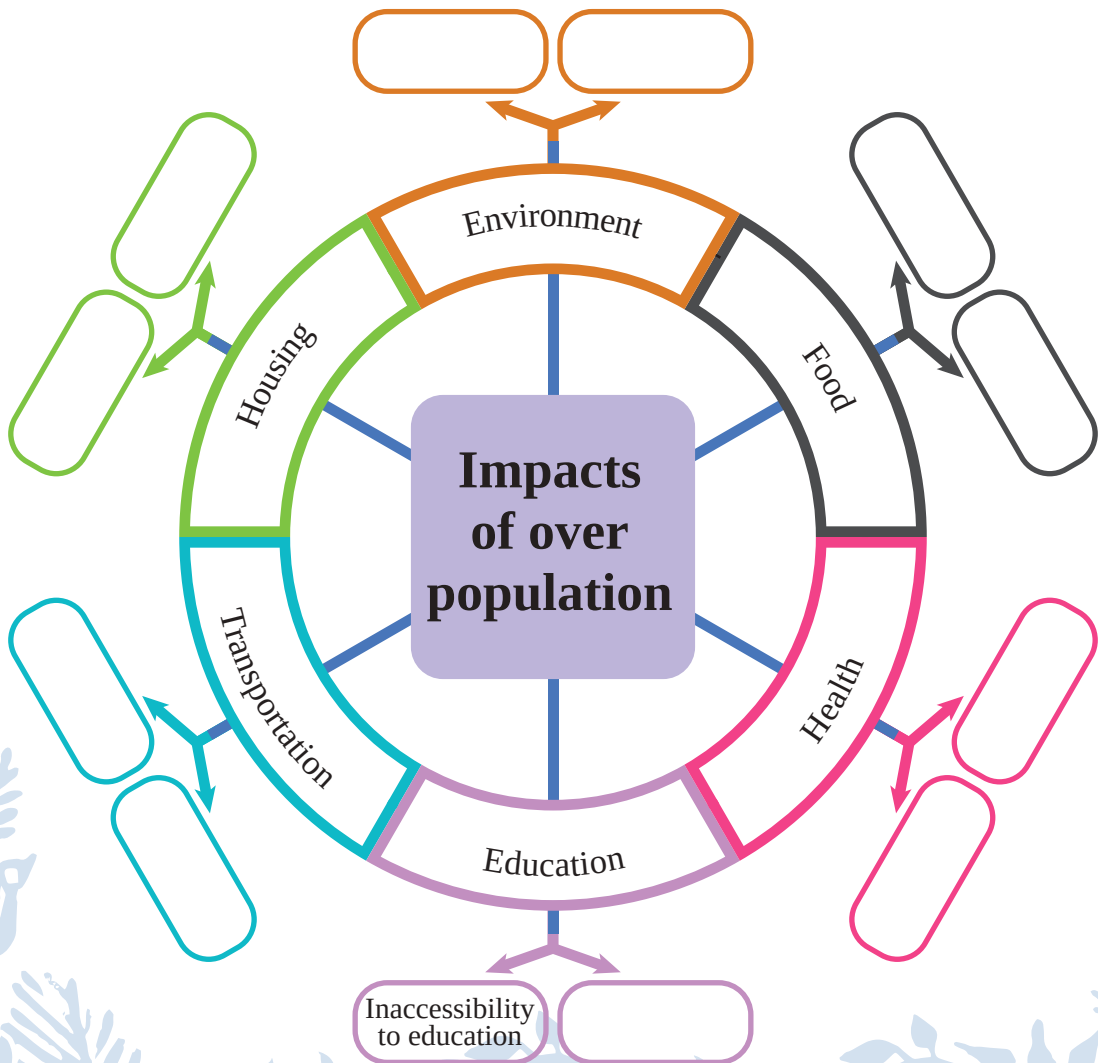
What's the picture about?	
Is the number of family members small or large?	
What problems are caused in the families due to over population?	

Over population creates various pressures on the family, society and the state. As a result, the needs for food, clothing, housing, education and healthcare are not met. The over population requires additional food, clothing and housing. Both the family and the state struggle to meet these needs. So, the number of homeless people increases and crime rises in the society.

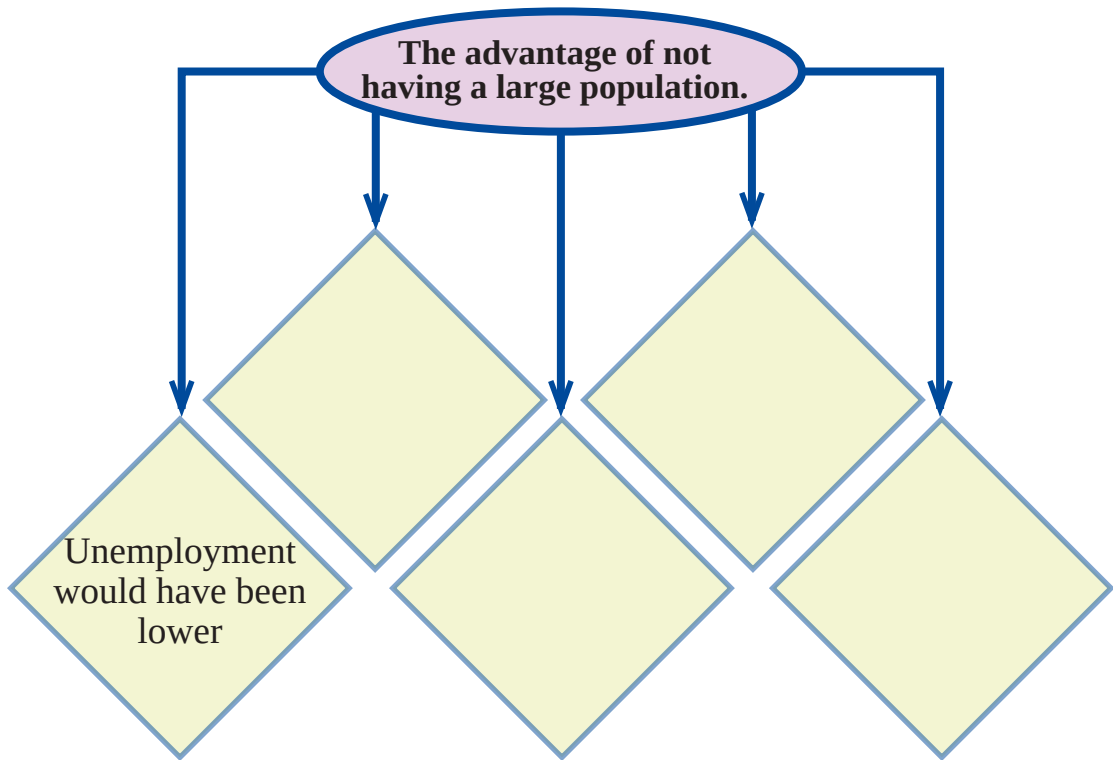
Families cannot provide the necessary education and healthcare to their members. The country cannot bring hundred percent of its population under literacy. As a result, skilled manpower is not being created. The number of unemployed people is increasing. The number of sick people and the death rate are increasing due to lack of access to healthcare services.

Due to the large population, there is pressure on cultivable lands. Hills and trees are cut down to build houses. Rivers and canals are polluted due to garbage dumping. As a result, the balance of the environment is hampered. Large population creates inconvenience in people's movement, which puts extra pressure on transportation.

B) Let's read the paragraph above and complete the mind map below.



C. Based on the previous information, let's write down what would be the benefits if there was no over population.



D) Nipu has a large family. Let's write about the problems that may cause because of it.

Serial No.	Problems
1.	
2.	
3.	
4.	
5.	

EXERCISE

A. Put a tick mark (✓) on the correct answer:

- Generally, after how many years is the census conducted?
a) 10 years b) 12 years c) 15 years d) 20 years
- Due to the annual increase in population, the population density is
a) Decreases b) Remains unchanged c) Increases d) Maximizes

B. Fill in the blanks:

- The population of Bangladesh as per the latest census is crore 58 lakh.
- Population density of Bangladesh compared to India is
- Excessive deforestation for housing disrupts the balance of the

C. Write 'T' for true and 'F' for False for the following statements:

- Over population maintains the balance of the environment.
- Over population puts extra pressure on vehicles.
- Throwing garbage into rivers and canals pollutes the water.
- Large family members create more skilled people.

D. Match the right column with the left one:

Left Column	Right Column
The annual growth rate of population of Bangladesh was the lowest	in 1981.
Bangladesh's position in terms of population density	is 4th in the world.
If the cutting down of mountains and trees is stopped	the environment will be polluted.
If we dump the garbage here and there	in 2022.
	is 10th in the world.
	the balance environment will be maintained

E. Answer the following questions in brief:

- What are the benefits of having fewer family members?
- What changes have occurred in the growth rate of population from 2001 to 2022?
- What kind of problems arise when housing is built on agricultural land?

F. Answer the following questions in detail:

- What problems can arise if the number of family members is large?
- Describe the problems that large population can create in society.
- What are the impacts of large population on the environment?

Chapter 12

LABOUR AND PROFESSION

1 Importance of Labour



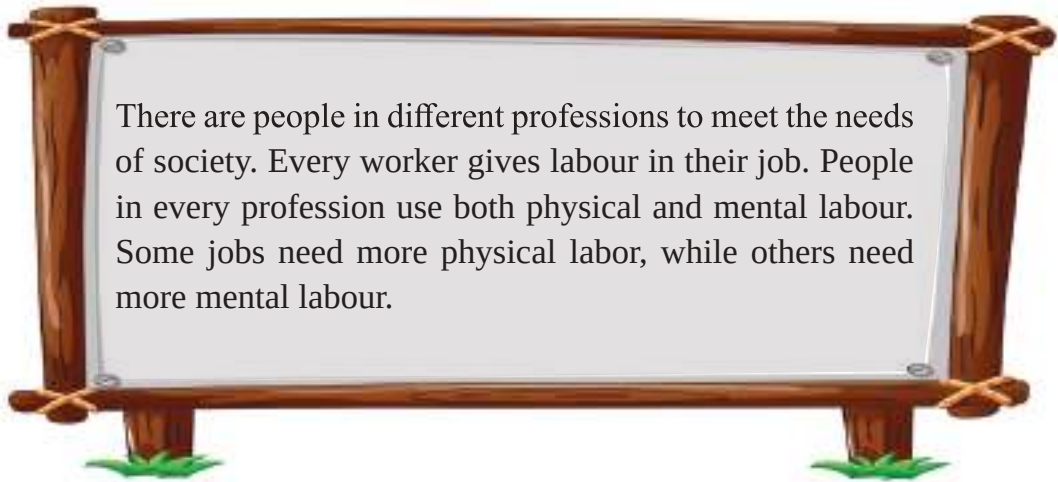
Picture - 1



Picture - 2

A) Let's look at the two pictures above and find the answers to the questions.

	Question	Answer
Picture-1	1. What are they doing?	1.
	2. What are they called?	2.
	3. What kind of labour are they using to do the work?	3.
Picture-2	1. What type of work is the woman doing?	1.
	2. What is her profession?	2.
	3. What kind of labour is she using to do the work?	3.



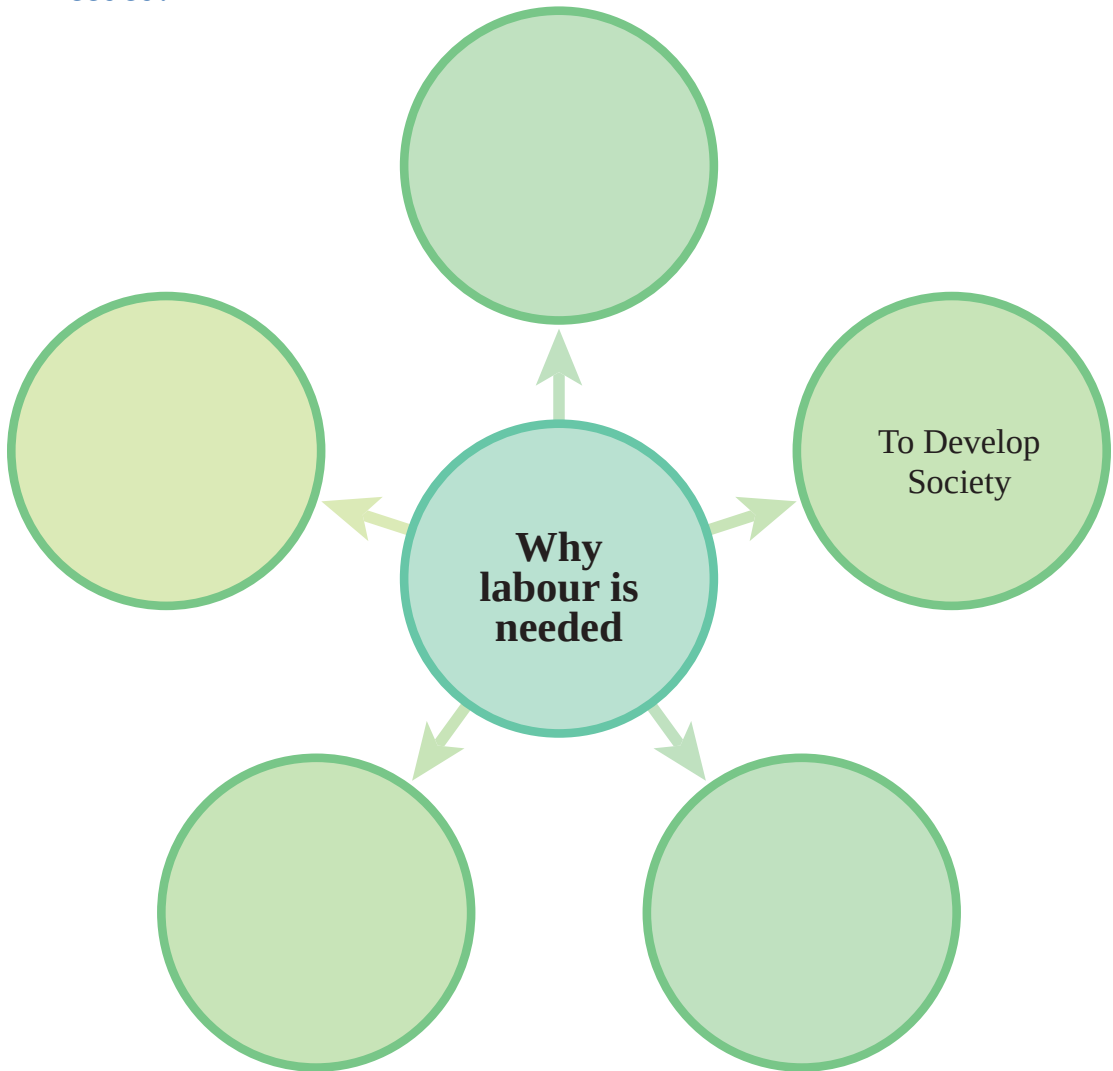
B) Let's make a list of the people who give labor in different professions around us.

1)	5)
2)	6)
3)	7)
4)	8)

Azad was then a student in Class 4. He decided that he would be a teacher. But he could not do well in his studies. His school teacher advised him to study harder. Getting inspired he started learning through his own effort and merit. His hard work paid off. Being a teacher, he achieved his goal.

His new journey begins. He works hard to become an ideal teacher. Students enjoy his classes a lot. They love and respect him very much. He involves himself in many school activities. He always thinks about the development of the school. He believes that good things must require hard work. His hard work changes the outlook of both students and people in society. This makes him happy. He believes that his hard work is for serving his country.

C) Let's read the story and create a mind map about why labour is needed.



D) Let's make a list of areas where we can work to keep the school environment beautiful.

1.
2.
3.
4.

2 Importance of Profession



Picture - 1



Picture - 2

A) Let's observe the two pictures and find the answer to the questions.

	Question	Answer
Picture-1	1. What are they doing?	1.
	2. What is their profession?	2.
	3. What is the importance of these professionals in society?	3.
Picture-2	1. What are they doing?	1.
	2. What is the name of this profession?	2.
	3. Why do we need these professionals?	3.



Professional - 1

I sell and buy goods.
I keep fair prices.
I don't give less in weight.

What is the name of my profession?
.....

I diagnose people's diseases.
I prescribe medicines according to the disease.
I provide other healthcare services to people.

What is my profession?
.....



Professional-2

**B) Let's identify the professionals by reading the information above.
Write why these professionals are important to us.**

	Professional Identity	Why it is important
Professional-1		1. 2. 3.
Professional-2		1. 2. 3.

C) Let us find other professionals around us and write why they are important in society.

Name of the profession	Why it is important	Profession Name	Why it is important
			

Name of the profession	Why it is important	Profession Name	Why it is important
			

D) Let's think about the following questions and provide information in support of your answers.

1. What profession do I want to choose when I grow up?	
2. What qualifications will I need to work in my chosen profession?	
3. What role can I play by this profession?	

EXERCISE

A. Give a tick mark (✓) on the correct answer:

1. Which profession needs more mental labor?
a) Driver b) Teacher c) Garment worker d) Traffic Police
2. What should be the main purpose of labour in different professions?
a) To serve the country b) To earn reputation
c) To have a better living d) To become rich
3. Which of the following professionals helps to control traffic?
a) Day labourer b) Firefighter c) Traffic Police d) Car mechanic

B. Fill in the blanks:

- 1) People in every profession do physical and labour.
- 2) Everyone the one who puts a lot of effort for a good work.
- 3) For the welfare of the family and society.....is necessary.
- 4) Every seller should sell goods at a price.

C. Write 'T' for true and 'F' for False for the following statements:

- 1) Physical and mental labour are equal in all professions.
- 2) The cleaner gives more mental labour.
- 3) Success comes when we put labour and merit in studies.
- 4) We should give labour to serve our country.
- 5) Teachers play a great role in the development of educational institutions.

D. Answer the following questions in brief:

- 1) Why do we need cleaners?
- 2) What professions are available around you?
- 3) What two things should a shopkeeper follow while selling goods?

E. Answer the following questions in detail:

- 1) Describe what role you will play for the development of your school.

Chapter 13

MONEY AND WEALTH

1 Economical Use of Money and Resources

A) Let's observe the pictures below and write answers to the questions in the blank spaces.



1. What is happening in this picture?	Answer:.....
2. With what is shopping done?	Answer:.....
3. What resources are there in this picture?	Answer:.....



Picture -1

Picture -2

1. What is happening in these two pictures?

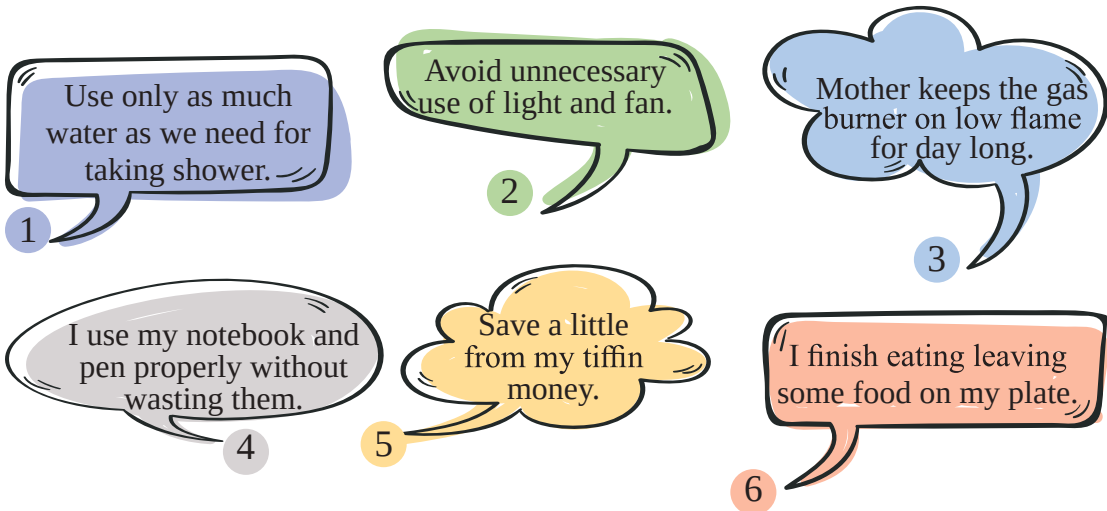
Answer:.....

2. In which picture water is being wasted?

Answer:.....

3. In which picture water is being saved?

Answer:.....



B) Let's read the statements above. Classify them into the economical use and wastage of money and resources. Write the numbers in the table accordingly.

Economical Use	Wastage

In our daily life, we use money and resources in many ways. We use money to buy and sell goods. In our family life, we need money to buy food, clothes, educational materials etc. But we must spend money economically. If we plan before spending, we can save money. At home and at school we use electricity, water, gas etc. At home, we must use gas economically. We should not keep the gas burner on unnecessarily. Sometimes we boil water without any reason. This wastes gas. The lights are on, the fan is running even when there is no one in the room. By avoiding such waste, we can be economical. At home or at school we should not use too much water. After using water it is important to close the tap properly. Similarly, we should use our home and school furniture carefully so that it does not get damaged. We should buy reusable things instead of disposable ones. There are many useful things like clothes, toys that can be given to others when we do not use them anymore. In this way, by recycling we can save resources. Various types of waste paper, plastic and metal can be used again to make new things. This also saves resources. Therefore, we should be careful in using money and resources.

C) Read the paragraph on the previous page and write how to use money and resources economically.

Ways of Economical Use
1. Switching off the gas burner after using.
2.
3.
4.
5.

D) Let's write how I will be economical in using money and resources at home and at school.

2 How We Can Save



Picture - 1



Picture - 2

A) Observe the two pictures and fill in the table below.

Question	Picture-1	Picture-2
1. What is the picture about?		
2. What are the people doing in the picture?		
3. Why are they saving money?		

Raju is now in Class Four. In class Three, he learnt why saving money is important. Now he has decided to start saving money. But how? He wants to learn more about it from his parents. His father buys him a clay bank. His mother gives him a coin of five-taka as his first savings. He puts it into the clay bank. That is how his savings starts. Sometimes his parents give him money for tiffin. He does not spend it all and saves a portion of it. If someone gives him money as a gift, he does not spend all of that either, he saves money from there too. When any family member gives him money, he adds it to his savings. He has made Saturday his 'No Spending Day'. On this day, he will not spend any money on himself. He is very careful while shopping. He does not buy what the shopkeeper asks for. He checks the prices and compares them before buying. This way, he saves money. He also encourages others to spend in this way. He has already decided that when he grows up, he will save money in a bank.

B) Let's read the story on the previous page and find out the ways of saving money. Then write them down.



C) Role-play (Buying and Selling: Some students will act as shopkeepers, and the others will act as buyers. There will be multiple shops. Buyers will go to different shops, bargain, and buy things at lower prices. The goal is to save money.)

D) Let's make a plan to save money at home.

Steps Taken	
1.	
2.	
3.	
4.	

EXERCISE

A. Give a tick mark (✓) on the correct answer:

- Throwing away the leftover water from the bottle after drinking is a of resources.
a) proper use b) responsible use c) waste d) alternative use
- What should we do if we no longer use old clothes and toys?
a) To throw away b) To give them to others
c) To keep them d) To burn them
- What will increase if we are economical in spending money and resources?
a) Savings b) Shopping c) Cash d) Consumption

B. Fill in the blanks:

- We goods with money.
- We can gift money instead of spending it.
- Switching off the gas burner after cooking saves
- Everyone needs to be in using money and resources.

C. Write 'T' for True and 'F' for False for the following statements:

- We can buy only food items with money.
- We should be economical in using resources.
- Today's savings are tomorrow's wealth.

D. Match the right column with the left one:

Left Column	Right Column
Go to the shop and bargain	we will give it to others
By keeping money in a clay bank	to buy things
By preventing the waste of resources	we can save
Instead of throwing away old clothes	can be kept safe
	wealth can be increased
	will waste

E. Answer the following questions in brief:

- What is the function of money?
- Why is saving important?

F. Answer the following questions in detail:

- Describe the ways to prevent the wastage of resources.
- Explain why money is important in our daily life.
- Describe how savings can be increased.

Chapter 14

DEALING WITH EMERGENCIES

1 Fire Emergencies and Its Social Impacts



Picture - 1



Picture - 2

A) Let's look at the pictures above and write answers the questions in the table below.

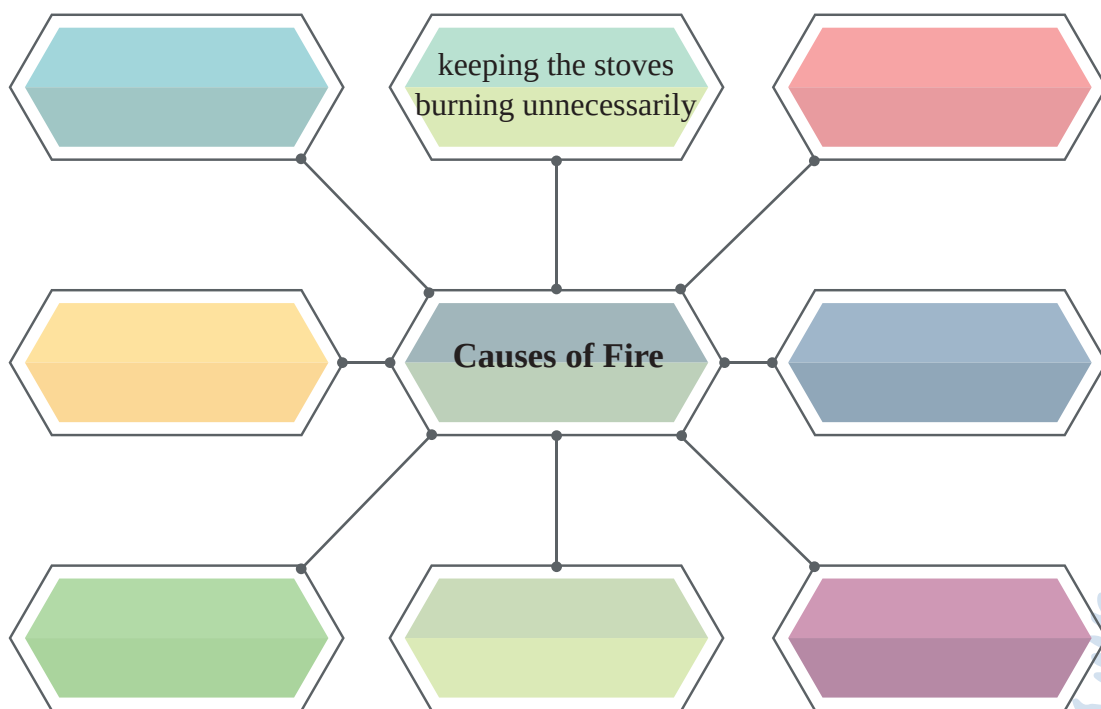
Picture	Question	Answer
Picture - 1	1. What happened in the house?	
	2. Where is the man making a call?	
	3. What are others doing?	
Picture - 2	What happened in the market?	
	What are the people doing?	
	What are the firefighters doing?	

Nowadays, fire incidents are increasing in Bangladesh. Fire incidents occur accidentally in houses, slums, shops, factories, garments and vehicles. Ignorance and carelessness are the main causes of fire incidents. Sometimes fire can occur due to the use of oil lamps, candles, mosquito coils etc. In addition, it can occur due to defective electrical appliances, gas cylinder explosions, keeping the stoves burning unnecessarily etc. Fire causes many deaths and damages to properties. So, we need to be more careful while using fire.



Fire Extinguishers

B) Fire can occur for various reasons. Complete the mind map below with the causes of fire.



Fire can occur for various reasons. We have to be careful for this. Let's read and understand the following precautionary instructions.



C) Let's read the above precautionary instructions and write in the table below what steps we can take to prevent fire.

Serial No.	Preparatory steps to prevent fire
1	The stove should be turned off after cooking.
2	
3	
4	
5	

A fire broke out at a slum at Tongi in Gazipur. The people of the slum got mentally unsettled due to the fear of the fire. Being worried, they started running out hither and thither. The locals tried to put out the fire. Someone called the fire service and asked for help. Fire service personnel arrived within a short time. The firefighters brought the fire under control after two hours effort. In the meantime, more than a hundred houses and belongings were burned to ashes. An old woman died and two children were burned in the accident. The injured were sent to the hospital. A grocery store adjoining the slum was damaged. The burnt bodies of a goat and a few chickens are lying near the slum. Some trees in the neighbourhood were burned. The power supply line over the slum was damaged. There was extensive damage to the surrounding natural and social environment. By losing the homes people became destitute. Initially, the government and locals provided food to the victims. Later they took initiatives to rehabilitate the affected people.

D. Let's read the passage above and make a list in the table below about the social impacts arisen due to fire.

Serial No.	Social Impacts Caused by Fire
1	Due to the burning of the houses, the victims had to spend the night on the street.
2	
3	
4	
5	

2 Cyclone-related Emergencies and Its Social Impacts



Picture - 1



Picture - 2

A. Let's look at the two pictures above and write the answers to the questions in the table below.

Picture	Question	Answer
Picture 1	What is being done in the picture?	
	Why has this work been done?	
	When is such work done?	
Picture 2	What is the picture about?	
	When does such destruction occur?	
	What problems arise as a result of this?	

Tasin is a student from the coastal area of Bangladesh. He is in class four. One day, upon hearing cyclone warning signals telecast from television, he informed his parents about it. They decided to go to a cyclone shelter before the cyclone started. As a precaution, his mother turned off the stove and charged her mobile phone. She turned off the main switch of the power supply. She put the household things in order. Tasin's father kept the cattle and poultry at a safe place. Tasin packed his books, notebooks, pens, etc. in a bag.

They packed the land deeds and other important documents in a waterproof box. They took essential items, dry food, a torchlight, candles, medicines, drinking water, clothes and school bags with them. Then they all went to the cyclone shelter. Many other families from the village were there as well. Everyone stayed there with a cooperative attitude. They took care of the things that were with them. They ate their dry food and drank safe water. Tasin did not go anywhere alone. He followed the advice of the elders and stayed with the family members.

B. After reading the story above, I will write in the table below about my preparation for a cyclone and my duties at the shelter.

Serial No.	My preparatory tasks before the cyclone
1	I will keep my belongings at a safe place.
2	
3	
4	

Serial No.	My activities at the cyclone shelter
1	I will not go out of the room unless necessary.
2	
3	
4	

The coastal people still cannot forget the impacts of Cyclone Sidr

On 15 November 2007, a devastating cyclone named Sidr struck the coastal belt of Bangladesh. Many people lost their lives in the cyclone and many others went missing. Countless people became homeless. Trees, mobile towers, and electric poles were uprooted and destroyed. Mobile networks and road communication systems were cut off. Poultry, livestock, and wild animals were washed away. There was an acute shortage of drinking water.

Due to the tidal surge, saline water entered the crop fields. Agricultural production was hampered due to salinity. Many were forced to change their professions after losing jobs. Some migrated to the cities in search of work. The Sundarbans received the first impact of this devastating cyclone. The Sundarbans was badly damaged, but the coastal areas of Bangladesh got rid of devastation.



C. Let's read the above passage and identify the social impacts caused by Cyclone Sidr and write them in the table below.

Serial No	Social Impacts of Cyclone
1.	
2.	
3.	
4.	
5.	

D. The students will be divided into two groups, one group will practise pre-cyclone preparation while the other, post-cyclone measures.

EXERCISE

A. Write 'T' for True and 'F' for False for the following statements:

1. Awareness and caution are the keys to prevent fire.
2. Agricultural production is not affected by salinity.
3. Firefighting equipment will be under the control of the fire service only.
4. One should go to a safe shelter before the cyclone begins.

B. Match the right column with the left one:

Left Column	Right Column
Using mosquito coil carelessly	Cyclone
Ten-number danger signal	Earthquake
Agricultural production is disrupted	Fire
	Famine
	Salinity

C. Answer the following questions in brief:

1. What kind of damage can be caused by a fire?
2. Write the names of some disasters that create an emergency.

D. Answer the following questions in detail:

1. Describe what precautions you would take to prevent a fire.
2. What are the possible causes of a fire?
3. Describe what type of preparation you will take after receiving the warning signals of a cyclone.

GLOSSARY

Alluvial	- river soil good for farming
Disparity	- unfair or big difference between two things
Diversity	- being different; variation
Economical	- saving money or using less
Embankments	- dams; wall made of earth or concrete to stop water
Ethnics	- people belonging to a specific group
Export-oriented	- related to sell of goods to other countries
Extinguisher	- a tool that turns off fire.
Fair wage	- proper pay for work
Halkhata	- account renewal book
Hydroelectricity	- production of electricity by water-flow
Inconvenience	- not favourable
Mutual relationship	- two or more people helping each other
Nappi	- a traditional food of the ethnic Chakma and Tripura communities
Patriarchal	- relating to a society controlled by men
Population density	- the number of people per square kilometer
Precaution	- being careful to avoid danger
Professionals	- relating to profession
Recycle	- make old things useful again
Rehabilitate	- restore to health or normal life
Tidal surge	- flooding of the lands through very high sea rise
Traditional	- old ways of doing things
Transparency	- availability and easy access to information

NB: Please note that this book has collected some texts and pictures from the open source using Google. We express our gratitude to the authors who have written these contents from home and abroad.

The End

2026

Academic Year 2026, Class Four–Bangladesh and Global Studies

Trees are our best friends.



National Curriculum and Textbook Board, Bangladesh

For free distribution by the Government of the People's Republic of Bangladesh