BANGLADESH AND GLOBAL STUDIES

Class Five



National Curriculum and Textbook Board, Bangladesh

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

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Class Five

(Experimental Edition)



National Curriculum and Textbook Board, Bangladesh

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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 boundaries, or geographical location. The core objectives of primary education are 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 considering 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 Class One to Three have already been revised, and the textbook for Class Five 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 Class Five textbook Bangladesh and Global Studies, continuity with the preceding grades has been maintained. Typically, children over ten years of age enroll in the Class Five. Considering their age, the curriculum has been structured to incorporate both vertical and horizontal alignment of learning content in the textbook. From Class One to Class Five, 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 five classes.

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

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Chapter 1

CLIMATE CHANGE

1 Climate Change and its Socio-economic Impacts



Picture-1



Picture-2



Picture-3



Picture-4

A) Let's observe the pictures above and write what is happening in the pictures.

Picture	What is happening
1	
2	
3	
4	

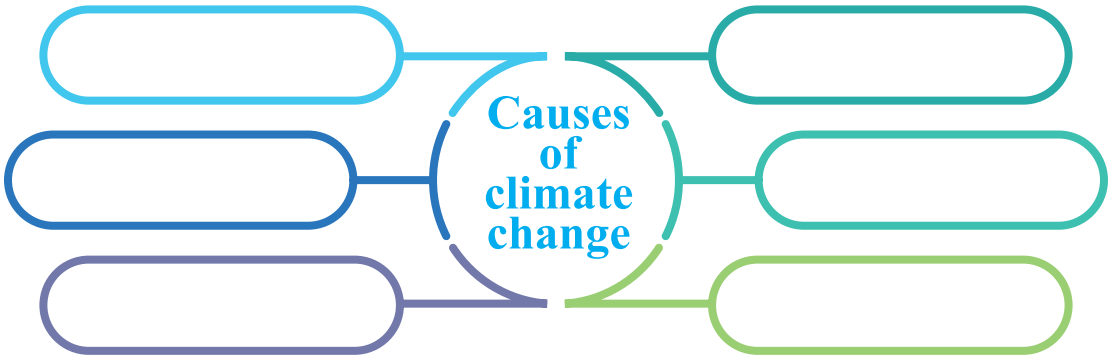
The sky will be sunny tomorrow morning, the wind will remain calm, the sky will be cloudy in the afternoon, and there may be rain at night. This is a weather forecast for the next day. The average temperature, rainfall and humidity of a particular place for a short time is called Weather.

Usually, climate is measured by observing the weather patterns of a region over 30-35 years. If we review the long-term weather pattern, it can be seen that in Bangladesh, it rains in June-July and the humidity in the air is high. It is cold during the months of December and January and the humidity in the air remains low. This is the climate overview. The long-term average of air temperature, rainfall and humidity of a place is called climate.

Climate change is happening for different reasons, but man-made causes are making it faster. One of the major causes of climate change is the excessive use of fossil fuels such as coal, oil and natural gas. In addition, smoke from factories, vehicles, air conditioners and refrigerators, brick kilns, deforestation, etc. are notable. Due to these reasons, the temperature of the earth is increasing. With the melting of the ice at both poles, the sea level is rising. Disasters such as flood, drought, cyclones, tidal surge and landslides are seen in different regions. As a result, nature, wildlife, human life and resources are facing huge damages. As the sea level rises, salt water gets into the agricultural land near coastal areas causing damages. Due to less rainfall and excessive use of water, the groundwater level is decreasing. As a result, crop fields are drying up.

The risk of disasters grows as climate change increases. If sea levels rises, some areas may permanently go under water. Food security can be at risk. We might face the lack of pure drinking water.

B) Let's complete the following mind map mentioning the causes of climate change.



C) Let's read the text on the previous page and make a list of the areas affected by climate change.

1. Sea level
2.
3.
4.
5.

D) Let's read the text on the previous page and write the socio-economic impacts of climate change.

.....

.....

.....

.....

.....

2 Climate Change Prevention and Environment Conservation

A) Let's observe the pictures and write the answers to the questions in the box.



1) What is being done?

2) Why it is being done?

3) How will the work help prevent climate change?



1) What is being done?

2) Why it is being done?

3) How is the work help prevent climate change?



1) What is being done?

2) Why it is being done?

3) How is the work help prevent climate change?



1) What is being done?

2) Why it is being done?

3) How is the work help prevent climate change?

B) Let's read the information given in the box below and write what we should do in each context in the blank box.

We can save electricity by using energy-efficient products, using less AC, and not using electricity unnecessarily. Saving electricity reduces the use of fuel in electricity production.

What should we do in this case?

The excessive use of fossil fuels such as diesel, petrol, octane and gas in daily life increases carbon dioxide in the air. This increases the temperature and causes climate change.

What should we do in this case?

The use of plastic and polythene products pollutes the environment and changes the climate. On the other hand, the use of eco-friendly products keeps the environment and climate in order.

What should we do in this case?

Biogas is a major source of renewable energy. It is produced from water currents, wind, sunlight and waste. This energy is reusable and environment friendly. It protects the natural pattern of the climate.

What should we do in this case?

Deforestation and less afforestation increase level of carbon dioxide and the air temperature.

What should we do in this case?

C) Let's read the following statements and tick the ones I agree with. Write down the reasons for your agreement and disagreement.

Statements	Tick (√)	Let's write why I agree/disagree
More trees must be planted to prevent climate change.		
Deforestation and unplanned urbanisation play an important role in environmental conservation.		
Use of renewable energy is environment friendly.		
We should develop the habit of walking and cycling instead of using a car, if possible.		
The use of wood and coal as fuel must be increased.		

Statements	Tick (√)	Let's write why I agree/disagree
We must play an active role to stop cutting hills and the soil of the cropland.		
Instead of conserving water bodies we have to fill in the ponds, canals, rivers, haors, etc for any work.		
We should use more plastic products and polythene as they donot be decomposed or cannot be destroyed.		

D) Let's write what we can do to prevent climate change and protect the environment in our area.

Exercise

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

1. Which of the following is a fossil fuel?
   a) Heat energy b) Solar energy c) Natural gas d) Airflow
2. What changes in temperature are happening due to climate change?
   a) Increasing rapidly b) Decreasing
   c) Remaining as it is d) Increasing slowly
3. What is the main reason for not getting enough water for irrigation?
   a) Rise of sea levels b) Increase of global temperature c) Decrease of groundwater levels d) Melting of ice at both poles

B. Fill in the blanks:

1. The use of plastic pollutes.....
2. Excessive use of fossil fuels increases .....in the air.
3. ..... is needed to prevent climate change.
4. The use of concrete blocks reduces environmental.....

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

1. Climate change reduces the risk of disasters.
2. The earth's temperature is decreasing due to excessive deforestation.
3. Climate change occurs due to the rise of temperatures.
4. Diesel is a kind of fossil fuel.

D. Answer the following questions in brief:

1. Write two differences between weather and climate.
2. Write three man-made causes of climate change.
3. Write three impacts of sea level rise.

E. Answer the following questions in detail:

1. Write down what you can do to prevent climate change.
2. How can we play roles in conserving the environment?

Chapter 2

WE ARE HUMAN BEINGS

1 People with Special Needs

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



Why is there a ramp to enter the classroom?



What is the student wearing in his ears? Why is it necessary?



What did the student need to see the picture clearly that the teacher showed?

Sagar was a student at a school in Cumilla. In his early age, his leg was broken in a road accident. Although he could walk later, one of his legs remained shorter than the other. Cricket was his favourite game. He used to play cricket with his local friends in the field near his house. Despite his problem, Sagar played very well. Later, his family moved to Shariatpur because of his father's transfer. In this new place, no one wanted to play with Sagar in the school field. They thought that having him on the team would cause them to lose. Others worried that his leg condition might worsen leading to new problems. A teacher of his school noticed that Sagar looked very upset when others played. One day, the teacher gave him an opportunity to play in the school team. On that day, for his outstanding batting, his team won. Everyone at school felt proud of Sagar. With a little empathy from the teacher and support from his classmates, Sagar's life changed.

B) Let's write in five sentences how I would help a friend like Sagar.

Children with Special Needs	Their Common Needs
Physical Disability (Face difficulty in performing tasks using one organ or parts of the body.)	✸ Assistance from others in movement and daily activities. ✸ Special arrangements like wheelchairs, walkers, ramps etc. for movements. ✸ Accessible toilets and special classroom arrangements for seating.
Visual Impairment (Face difficulty seeing small or distant objects, or completely unable to see anything. Some may bump into things or stumble while walking.)	✸ Use of appropriate eyeglasses. ✸ Use of large font and materials in the classroom. ✸ Seating arrangements at the front seats in the class. ✸ Explaining or arranging listening while showing. ✸ Providing learning materials according to individual needs.
Autism (This is a developmental problem of the brain. Some autistic children may have special talents such as drawing, singing, solving mathematical problems. **Common traits include:** 1. Not making eye contact while speaking. 2. Keeps doing the same thing over and over. 3. Having a strong attraction to a specific object. 4. Facing difficulty in group works.	✸ Special care and friendly behaviour. ✸ Avoiding complex words while speaking. ✸ Showing encouragement. ✸ Sincerity and empathy from teachers, parents, and classmates. ✸ Avoiding behaviour that might upset or anger them.
Intellectual Disability (Takes a long time to complete tasks and act younger then their age. Difficulties in explaining things clearly. Needs repeated explanations to make understand a topic.)	✸ Providing motivation for tasks ✸ Allowing extra and separate time for activities ✸ Responding according to their mood. ✸ Maintaining a friendly and cooperative behaviour.

Children with Special Needs	Their Common Needs
Hearing Impairment (Short of hearing or face difficulty in hearing. Some may not hear at all.)	✸ Using gestures and body language while speaking ✸ Providing written instructions along with verbal ones ✸ Showing pictures or videos ✸ Using hearing aids ✸ Allowing to seat at the front of the class-room ✸ Providing learning materials according to individual needs
Speech Impairment (Inability to speak or having speech impediment.)	✸ Speaking slowly ✸ Trying to understand them attentively ✸ Behaving well and avoiding getting them angry ✸ Providing learning materials according to individual needs

C) Let's make a list of what we should do for the children with special needs mentioned in the chart above.

1. .....
2. .....
3. .....
4. .....
5. .....

D) Let's write how I would help of a neighbour with special needs based on their necessity.

How I would assist a person with special needs—

⊙ .....

⊙ .....

⊙ .....

⊙ .....

2 Importance of Gender-Equitable Learning Environment









A) Let's observe the pictures above and fill in the blanks below using appropriate words from the box to make meaningful sentences.

(Box words: responsible, confident, participation, gender-equitable)

1. Both boys and girls need.....for the development of the world.
2. When boys and girls work in teams, a ..... learning environment is ensured.
3. By playing a ..... role in school, boys and girls develop a sense of responsibility.
4. Participating in various competitions, boys and girls become .....

In a gender-equitable learning environment, boys and girls can prepare themselves for any competitive situation. When they work together on suitable tasks in school, the work environment becomes pleasant. Mutual sense of respect develops. No one feels neglected.Everyone becomes confident.

In a gender-equitable learning environment, students consider each other's advantages and disadvantages. If someone fails to understand something, they can easily learn it by helping each other. Equal participation, equal rights, and equal dignity are ensured for everyone. A sense of safety is developed among both boys and girls. We will carry out all school activities together and learn together.

B) Let's read the above text and write the importance of a gender-equitable learning environment for boys and girls.

Serial no.	The importance of a gender-equitable learning environment
1.	
2.	
3.	
4.	
5.	

B) Put a tick mark (√) on the correct answer.

Only boys can be leader in the classroom.	×
Both boys and girls can be class captain.	

Boys and girls both need safety.	

Boys are better at gardening, planting trees or school development works.	

Girls' responsibility is to keep the home and school clean.	

Boys do better than girls in any competition.	

D) Let's organize a role-play on equitable learning environment in the classroom with the teacher's help.

3 Creating a Gender-Equitable Learning Environment.



Picture-1



Picture-2



Picture-3



Picture-4

A) Let's observe the pictures above and write down the supporting areas for creating a gender-equitable learning environment.

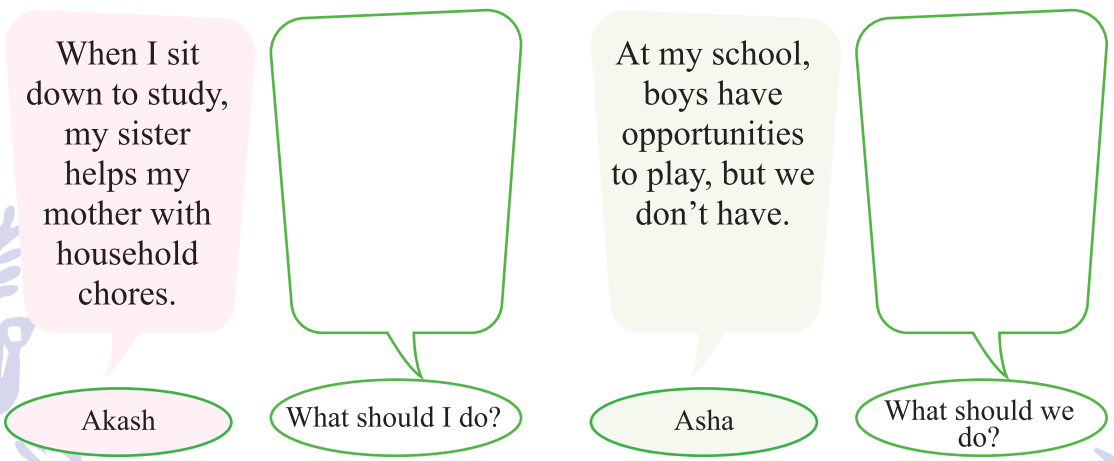
Picture No.	Supporting Areas for Gender-Equitable Learning Environment
1	
2	
3	
4	

Jui is a student of class five. After returning home from school, she was gossiping with her mother. She enjoyed today's class on 'Bangladesh and Global Studies'. During the lesson, the teacher asked some questions. He asked to raise hands who could answer. Among those who raised their hands, the teacher selected two students to answer first. Then he asked those who hadn't raised their hands to respond. In this way, he wanted to listen to the answers from two boys and two girls. After that, he assigned the students in a group work. Each group was formed with both boys and girls. In some groups, boys were made team leaders, and in others, girls were chosen as leaders. The team leaders presented their group's work. Finally, the teacher divided the entire class into two teams and arranged a quiz competition. Jui's team won the quiz. Jui shared anothr happy news with her mother. She said, "We make a garden at school. Today, five roses bloomed in the garden. During the break, we all shared our food with each other. We friend played 'hide and seek'. While playing, Rajib, Brishti, Akash, and I were blindfolded." Jui started laughing while speeking.

B) Let's read the above incident and write down the areas in which a gender-equitable learning environment was present.

Serial No.	Gender-equitable Learning Environment.
1	
2	
3	
4	

C) Let's read the statements below from Akash, Asha, Tisha, Ana, Badol, and Kusum, and write what I should do in the empty boxes.



In my class, boys are always chosen as class captain. I want to be class captain too

Tisha

What should I do?

Our school does not have a separate toilet for girls

Ana

What should we do?

In my classroom, teacher gives more preference to girls while asking questions

Badol

What should I do?

In various school events, only boys are given responsibilities

Kusum

What should we do?

D) Let's write the initiatives that we can take to create an equitable learning environment.

* ----------
* ----------
* ----------

Exercise

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

1. Which type of child has 'the tendency of repeating the same task'?
   a) Physically challenged b) Autistic
   c) Intellectually challenged d) Hearing impaired
2. What develops between boys and girls in an equality-based learning environment?
   a) Frustration b) Sense of security
   c) Attitude of non-cooperation d) Loneliness

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

1. The physically challenged children speak slowly.
2. Working together in school helps everyone to become confident.
3. Working together leads to more mistakes.
4. In an equality-based learning environment, everyone considers each other's advantages and disadvantages.

C. Match the right column with the left:

Left Column	Right Column
Visual impairment	Difficulties in Speaking
Intellectual disability	Repeating the same task continuously
Hearing impairment	Difficulty in seeing
Speech impairment	Difficulty in expressing clearly
	Taking a long time to complete tasks
	Difficulties in hearing

D. Answer the following questions in brief:

1. Write three characteristics of autistic children.
2. Write three benefits of working together in school.

E. Answer the following questions in detail

1. How would you support a classmate with hearing and speech impairments?

Chapter 3

THE ETHNIC COMMUNITIES OF BANGLADESH

1 Garo



Picture-1



Picture-2

A) Let's observe the pictures above and answer the following questions.

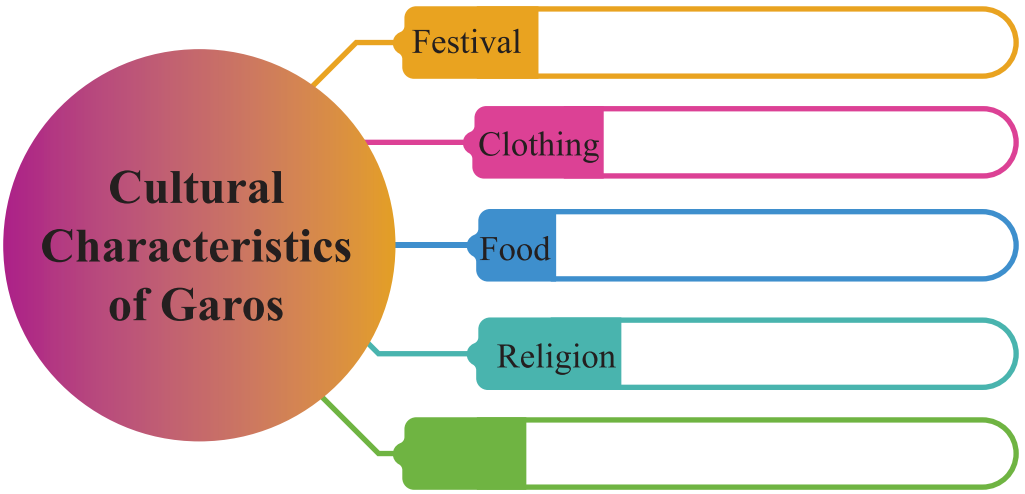
Picture-1	What type of clothing has the woman and man worn?	Female	Male

Picture-2	What is the picture about?	
	What are they doing?	

The *Garo* ethnic community generally lives in the districts of Mymensingh, Netrokona, Sherpur, and Tangail in Bangladesh. The name of their specially designed house is *Nokmandi*. The Garo people have their own language called *Achik* or *Garo* language. *Garo* society is matriarchal. In this society, children's lineage and inheritance are determined through the mother's clan. They believe in mutual respect. *Garo* men and women are very hardworking. In many cases, women work even harder than men. The primitive religion of the *Garo* people is called *Sangsarek*. However, at present most of the *Garo* people follow Christianity. They like eating rice, fish, meat, and various types of vegetables. The traditional dressess of *Garo* women are called *Dakbanda* and *Daksari*. Men wear shirts, vests, lungis, dhutis, etc.

The traditional festival of the *Garo* people is *Wangala*. During this time, they offer newly harvested crops to the god *Saljong* as a gesture of gratitude and thanks. Like everyone else, they are also contributing to the overall progress of the country. By learning about the cultural characteristics of the *Garo* ethnic group, we should show respect towards them.

B) After reading the paragraph, let's identify the main cultural characteristics of the Garo people and fill in the following information:



C) Let's compare the cultural characteristics of Bangalees and the Garo ethnic community and write them in the table below:

Cultural Characteristics	Bangali	Garo
Language		
Clothing		
Food		
Lifestyle		
Festival		

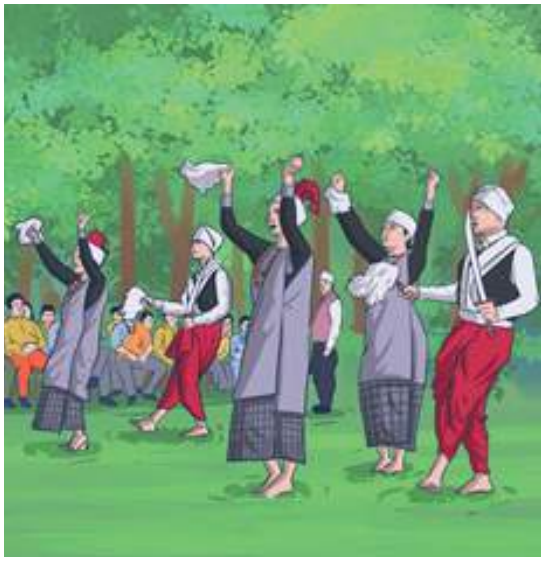
D) Let's write two sentences about how we can show respect towards ethnic communities/Bangalees.

---

2 Khasi



Picture-1



Picture-2

A) Let's observe the pictures above and answer the following questions.

Picture-1	What type of clothing has the woman and man worn?	Female	Male

Picture-2	What is the picture about?	
	What are they doing?	

The Khasi community lives in different areas of the Sylhet division in Bangladesh. They have diversified lifestyle and traditions. They call their village "punji." The social system of the Khasi community is matriarchal.

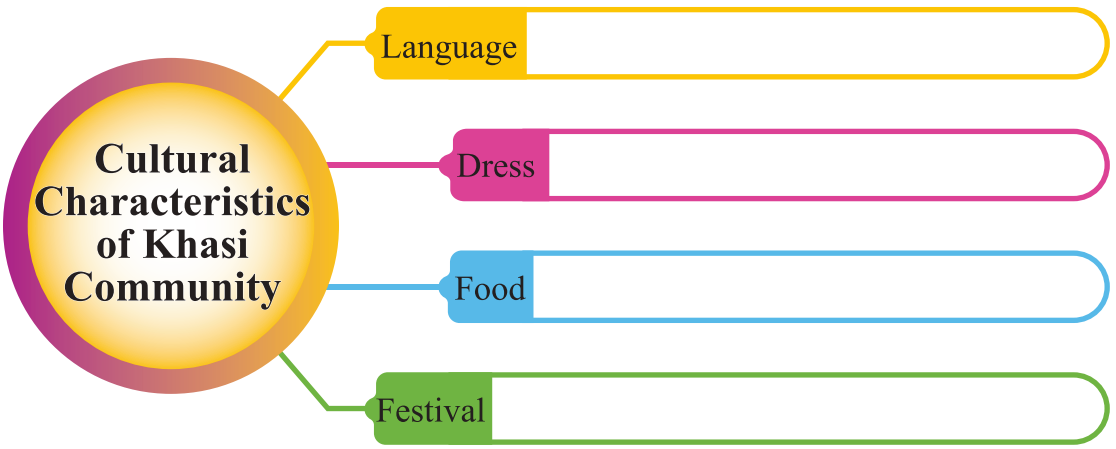
Both men and women are hardworking. They are compassionate to each other. In society, husbands and wives cooperate and work together in agriculture and in doing household chores. They depend on farming. They cultivate a large amount of betel leaf and betel nut. They welcome their guests with betel leaf, betel nut, and tea.

This community has their own language named *Monkheme*. They worship various gods and goddesses. Their main god is *Ublai Nangthou*.The main foods of the Khasis are rice, fish, meat, and dried fish. Khasi women wear a blouse and lungi called *Kazim Pin*. The men wear shirts without pockets and lungis called *Fung Marung*. They celebrate the *Khasi Seng Kutsnem* or year-end festival. In

this festival, they also welcome the new year. During this festival, they arrange fairs along with dances, songs and games.

In addition, various events such as religious festivals, weddings, droughts, and heavy rainfall are celebrated with dance and music. On these occasions, the Khasi community organises festivals. The Khasi people living in Bangladesh are an inseparable and essential part of the country. Like other ethnic groups, the Khasi community also contributes to the overall development of the country.

B) Let's write the main cultural characteristics of the Khasi community.



C) Let's compare the cultural traits of the Garo and Khasi ethnic groups and write them in the table below.

Cultural Traits	Khasi	Garo
Language		
Dress		
Food		
Lifestyle		
Festival		

D) A Khasi/Bangali family is my neighbour. Let's write two sentences about my responsibilities towards them.

---

3 Oraon



Picture-1



Picture-2

A) Let's observe the pictures above and answer the following questions:

Picture-1	What type of clothing has the woman and man worn?	Female	Male

Picture-2	What is the picture about?	
	What are they doing?	

The majority of the *Oraon* people live in Rajshahi, Rangpur, and Dinajpur regions. The *Oraon* society is patriarchal. In their society, children's identity, lineage, and inheritance are determined through the father's clan. Both men and women are hardworking. This community worships various gods and goddesses. Their main god is called *Dharmesh*. The names of the *Oraon* languages are *Kurukh* and *Sadri*. The *Oraon* lifestyle is agriculture-based. They love raising livestocks including ducks and chickens. Their staple food is rice. In addition, they eat wheat, corn, fish, meat, and different types of vegetables. Men wear dhoti, lungi, shirts, and pants. Women wear sarees and blouses. Women also wear various ornaments. The main festival of the *Oraon* community is *Karam*. This festival is celebrated in the month of *Bhadra*. Throughout the months and

seasons, they observe various religious ceremonies. Dance and music are an inseparable part of the *Oraon* culture. They themselves craft their traditional musical instruments.

The walls of *Oraon* houses are usually made of clay, and the roofs are made of reeds and straw. Most of their houses are small and four-sided in shape. *Oraon* houses are very neat and clean. Trees, vines, flowers, birds etc. are painted on the walls. These elements have enriched the *folk* culture of Bangladesh.

B) Let's fill in the blanks.

1) The main food of the Oraon people is----------.
2) Their main --------- is Dharmesh.
3) The names of the Oraon languages are---------and----------.

C) Let's compare the cultural traits of the Oraon and the Khasi communities in the table below.

Cultural Traits	Oraon	Khasi
Language		
Dress		
Food		
Lifestyle		
Festival		

D) A new student has enrolled in our class. The teacher informed us that our new classmate belongs to an Oraon family. Let's describe how I will behave in a friendly and cooperative manner with him.

.....

.....

.....

.....

.....

.....

4 Mro



Picture-1



Picture-2

A) A) Let's observe the pictures above and answer the following questions:

Picture-1	What type of clothing has the woman and man worn?	Female	Male

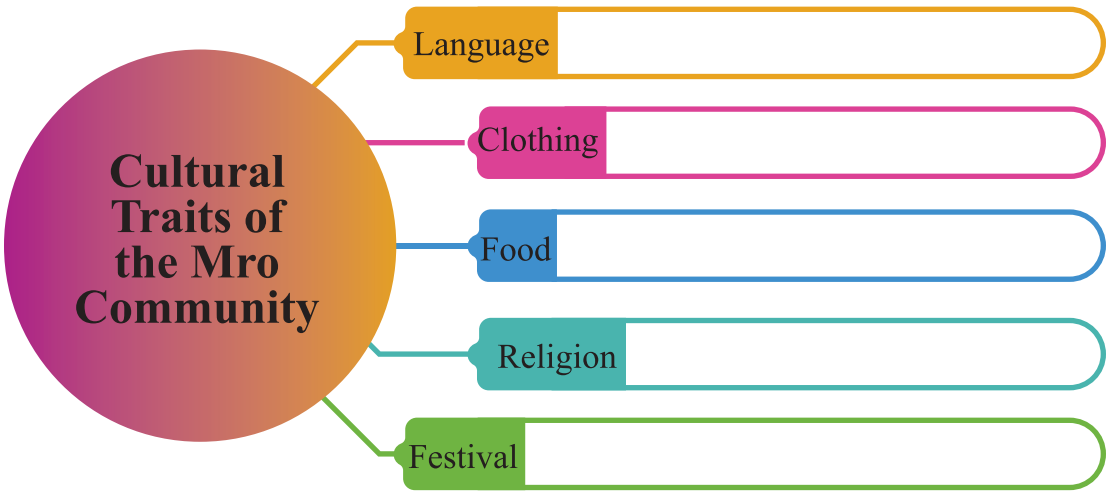
Picture-2	What is the picture about?	
	What are they doing?	

The *Mro* ethnic community lives in various upazilas of Bandarban district in Bangladesh, *Mro* families are patriarchal. They have a village-based social system. The *Mros* have their own language called *Mro*, which has a written form. They are the worshippers of nature and followers of Buddhism. They refer to the Creator as *Thorai*. At present, many of them also follow newly introduced religions like *Krama* and Christianity.

Their main foods are rice, vegetables, dried fish, and various types of fish and meat. They use *Nappi* in curries while cooking. The *Mros* earn their livelihood by *Jhum* cultivation. As the opportunities of *Jhum* cultivation have declined, they have become more dependent on fruit cultivation. Along with men, women also work in the fields.

The men of the *Mro* community wear short white garments or loincloths (Lengti) called *Dangk*. Women's traditional attire is *Wangklai*. They celebrate the *Changkran* festival to welcome the New Year. Besides, the Mro people observe various rituals and festivals during birth, marriage, and death ceremonies. According to one of their customs, both boys and girls have their ears pierced at the age of three. Like other ethnic communities, it is our responsibility and duty to preserve and promote the culture and heritage of the *Mro* people.

B) Let's write the main cultural traits of the Mro community.



C) Let's compare the cultural traits of the Mro and Oraon communities in the table below.

Cultural Traits	Mro	Oraon
Language		
Clothing		
Food		
Lifestyle		
Festivals		

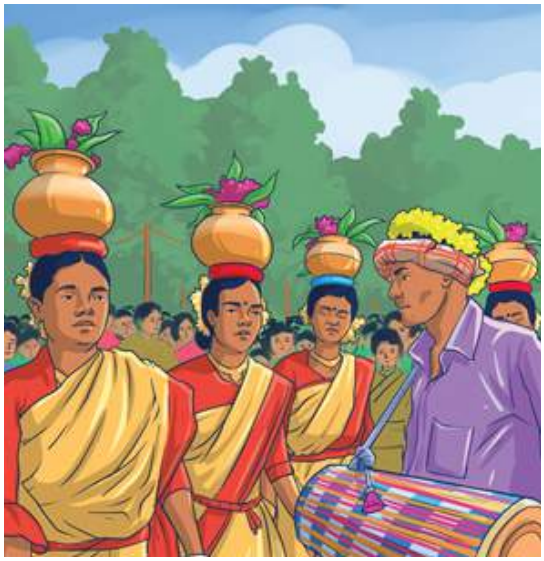
D) Let's write five sentences about how we should behave with all ethnic communities.

---

5 Santals



Picture-1



Picture-2

A) Let's observe the pictures above and answer the following questions.

Picture-1	What type of clothing has the woman and man worn?	Female	Male

Picture-2	What is the picture about?	
	What are they doing?	

The *Santals* live in the districts of Dinajpur, Rajshahi, Naogaon, Chapainawabganj, Natore, Rangpur, and Bogura in Bangladesh. This ethnic group is patriarchal. Their main occupation is agriculture, and they are highly skilled in farming. In addition, they engage in fishing, working in tea gardens, cottage industries, and various other types of work. Both *Santal* men and women are hardworking and work in fields and open spaces. Their staple food is rice. They also consume fish, meat, and vegetables. Their native language is called *Santali*. They are worshippers of nature and also worship various gods and goddesses. Their houses are small and made of mud, reeds and straw.

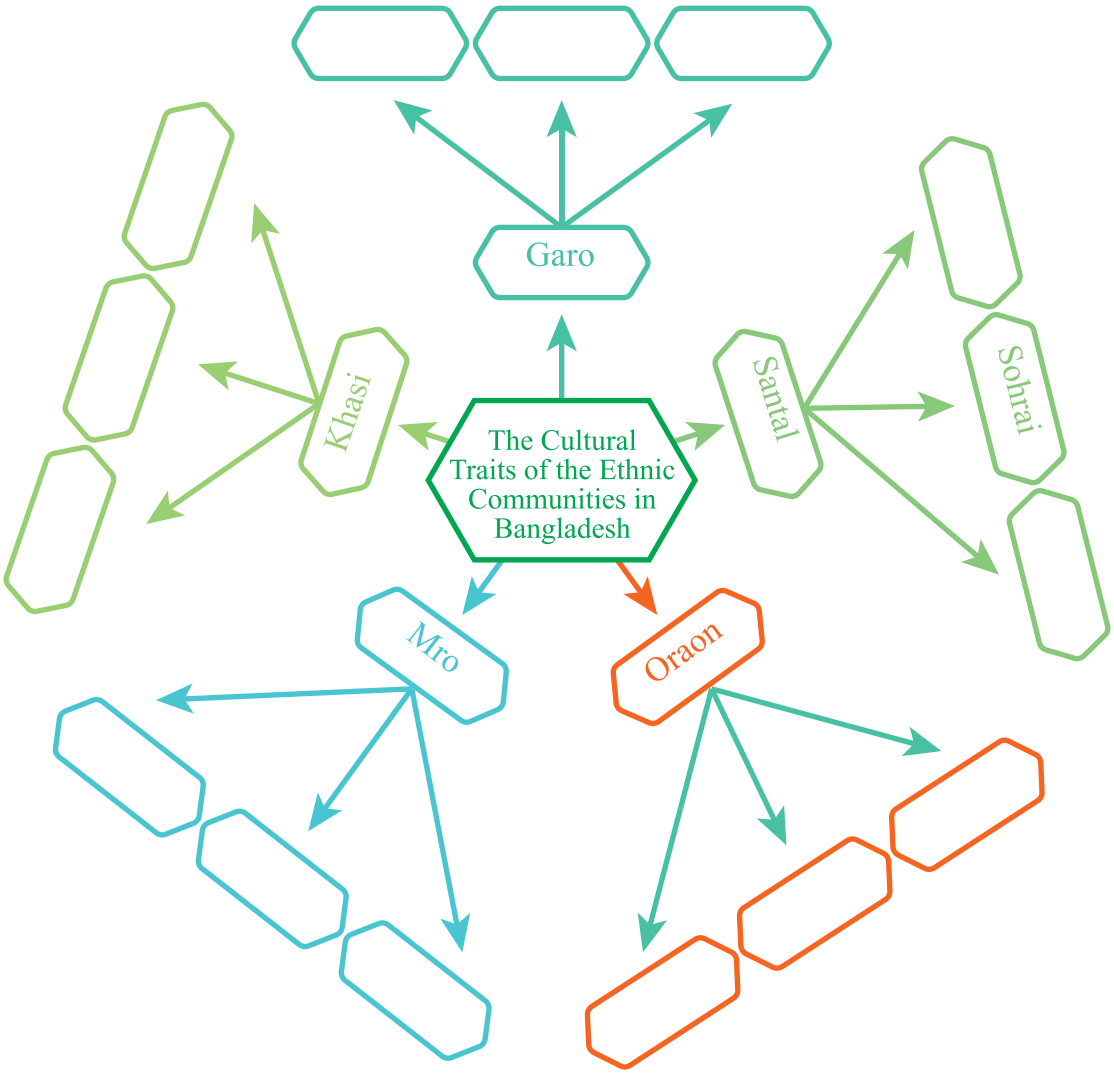
The *Santals* are hospitable. They love to stay neat and clean. The upper part of the two-piece clothing worn by women is called *Panchi*, and the lower part is called *Parhat*. Men used to wear Dhuti in the past. Nowadays, they wear lungis, vests, and shirts. Their main festival is *Sohrai*. It is celebrated in the month of Poush after harvesting. We should show respect to the Santals and all other ethnic communities by learning about their cultural.

B) Let's compare the cultural traits of the Santal and the Mro communities in the table below:

Cultural Traits	Santal	Mro
Language		
Clothing		
Food		
Lifestyle		
Festival		

C) By using the following cultural traits, let's complete the concept map on the next page about the ethnic communities of Bangladesh:

Achik	Kurukh and Sadri
Monkheme	Jhum cultivation
Dharmes	Dhoti
Nappi	Dakbanda
Panchi and Parhat	Seng Kutsnem
Sohrai	Karam
Sangsarek	Dangk
Fung Marung	Patriarchal


The Cultural Traits of the Ethnic Communities in Bangladesh
Garo
Khasi
Santal
Sohrai
Mro
Oraon

D) On the map below, let's identify the districts of Bangladesh where the Garo, Khasi, Mro, Oraon, and Santal Ethnic Communities generally live.



Exercise

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

1. What is the native language of the Garo people?
   a) Achik b) Monkheme c) Kurukh d) Sadri
2. Which of the following ethnic community lives in Bandarban district?
   a) Garo b) Khasi c) Mro d) Santal
3. The main festival of the Santal people is—
   a) Changkran b) Sohrai c) Karam d) Wangala

B. Fill in the blanks.

1. The *Khasi* society is .....
2. The *Mro* ethnic people cultivates ..... for their livelihood.
3. The specially made ..... of the *Garo* people is called *Nokmandi*.
4. We should show ..... to all ethnic communities.

C. Match the left column with the right.

Left Column	Right Column
The festival of the Garo community	Sangrai
The festival of the Mro community	Wangala
The festival of the Oraon community	Seng Kutsnem
The festival of the Khasi community	Biju
	Karam
	Changkran

D. Answer the following questions in brief:

1. Write the names of three foods and clothing items of the Oraon ethnic community.
2. In which districts of Bangladesh do the Garo ethnic community live?

E. Answer the following questions in detail:

1. Describe the lifestyle of the Khasi ethnic community.
2. Describe the cultural traits of the Santal and Mro ethnic communities in Bangladesh.

Chapter 4

OUR MEMORABLE LEADERS

1 AK Fazlul Huq

AK Fazlul Huq was a very courageous and undisputed leader of undivided Bengal. For his courage and firm attitude, he was called Sher-e-Bangla or the Tiger of Bengal. He was an excellent orator. He could deliver excellent speeches in English, Bangla and Urdu. His full name was Abul Kashem Fazlul Huq. He was born in 1873 at Bakerganj of Barishal District. Fazlul Huq passed the Entrance (SSC) examination from Barishal Zilla School, FA (HSC) and BA (Hons.) examinations from Presidency College. In 1896, he obtained the MA degree in Mathematics from Kolkata University. Later in 1897, he started his career in law profession after obtaining the BL(Bachelor of law) degree from the University Law College, Kolkata.



After the death of his father, he came back to Barishal. Leaving law profession, Fazlul Huq entered public service as a Deputy Magistrate in 1906. In the same year he played an active role in founding the All-India Muslim League. From 1908 to 1912, Mr. Huq served as an Assistant Registrar of Co-operatives. Later, he left public service and chose social service and law profession. Sher-e-Bangla was the president of All-India Muslim league from 1916 to 1921. In 1935 he formed Krishak Praja Party (KPP). He was the first elected Chief Minister of undivided Bengal. At that time, zamindari system was prevalent in this country. Most of the lands were owned by landlords known as Zamindars and rest of the people were merely peasants. Sher-e-Bangla wanted to abolish Zamindari system in order to relieve peasants from oppressions. To protect farmers from oppressions of moneylenders he set up the Debt Settlement Board.

He made an outstanding contribution to spreading education among the mass. He became education minister of Bengal in 1924. At that time, he undertook many initiatives to create educational infrastructure. Specially, in creating new infrastructure for madrasa education his contribution was admirable. To develop the quality of education he established many schools and colleges. He was generous to help the poor and the underprivileged. Regardless of religion, colour and caste, everyone used to love him for his generous and philanthropic nature. Sher-e-Bangla AK Fazlul Huq passed away in Dhaka on 27 April, 1962.

A) Let's read the text above and complete the list given below.

Questions	Answers
1. When and where was Sher-e-Bangla AK Fazlul Huq born?	
2. By which name was he better known?	
3. Why was he conferred with the title 'Sher-e-Bangla' or the Tiger of the Bengal?	

B) Let's make a list of notable works of Sher-e-Bangla AK Fazlul Huq which improved the lives of the common people of this country.

1.

2.

3.

C) Based on the information in the previous page, let's make a mind map about Sher-e-Bangla AK Fazlul Huq.



2 Maulana Abdul Hamid Khan Bhasani

Maulana Abdul Hamid Khan Bhasani is widely known as a the 'Majlum Jananeta' (Leader of the oppressed people) of Bangladesh. Majlum means oppressed or suppressed. Maulana Bhasani dedicated his entire life to the welfare of the mass people. He went to jail many times for raising the voice for the rights of mass people defying bloodshot of the rulers. Maulana Bhasani was born at Dhanpara village in Sirajganj district in 1880. After receiving his early education from the local school and madrasah, he started his career as a primary school teacher at Kagmari in Tangail. Later, he taught at a madrasah at Kala village of Haluaghat area in Mymensingh district for some time.



In 1919, he started his political career joining Non-Cooperation and Khilafat Movements. In the late 1930s, he started defending the interests of Bengali settlers at Ghagmara in Assam. He built an embankment on voluntary basis to protect farmers from the recurring floods of Brahmaputra at Bhasan Char. The people of Bhasan Char honoured him with the title 'Bhasani' in recognition of his contribution.

In 1937, Bhasani joined the Muslim League and soon was elected as the President of its Assam branch. He struggled to protect the rights of mass people throughout his life. He participated in many movements against the British rullers. After the creation of Pakistan, he started his struggle for the rights and the economic emancipation of the people of East Pakistan. In 1952, during the Language Movement, many protestors were shot dead by the police in Dhaka. He strongly protested this brutality. For that, rulers got angry with Bhasani and arrested him from his village and sent him to jail on 23 February. Maulana Bhasani played a vital role during the mass uprising of 1969 and in the War of Independence of Bangladesh in 1971.

Bhasani formed several political parties. He wanted such a society where people would not face any oppression, injustice or inequality. To raise awareness among the common people, he went from village to village and town to town. He always raised his voice against any conspiracy against Bangladesh or Bangladeshi people.

Bhasani received appreciation for taking part in the Long-March against the construction of Farakka Barrage by India. To spread education he established numerous educational institutions in Assam and Bangladesh. Maulana Bhasani breathed his last on 17 November,1976.

A) Let's read the passage above and complete the list given below.

Questions	Answers
1. When and where was Maulana Abdul Hamid Khan Bhasani born?	
2. Why is he called the 'Majlum Jananeta'?	
3. How was the word Bhasani added to his name?	
4. What lessons can we learn from his biography to ensure the rights of the life of working people of this country?	

B) Let's write about Maulana Abdul Hamid Khan Bhasani's contribution to protect the rights of Bengali people after reading the text above.

⊙ .....

⊙ .....

⊙ .....

C) Let's make a mind map regarding what we may learn from the biography of Maulana Bhasani.

⊙ .....

⊙ .....

⊙ .....

3 Huseyn Shaheed Suhrawardy

Huseyn Shaheed Suhrawardy was a talented politician of undivided Bengal. He was born in 1892 in a distinguished family of Medinipur in West Bengal. Suhrawardy obtained BSc (Hons.) and bachelor of Civil Law (BCL) degrees from Oxford University and later obtained Bar at Law degree. In 1920 he returned to India from England and started his career in legal profession.



Suhrawardy was an efficient political organizer. He was elected General Secretary of Calcutta Khilafat Committee. Within a short period of time, he succeeded organizing as many as 36 trade unions for working class people like seamen, railway employees, jute and cotton mills workers, rickshaw pullers, car drivers etc. He was the Deputy Mayor of the Calcutta Corporation, Labour Minister, Civil Supplies Minister, Chief Minister of provincial government of Bengal and the Prime Minister of Pakistan. Throughout his life he struggled for the rights of mass people. He was also an important leader of the Muslim League. He was determined to maintain Hindu–Muslim unity and solidarity.

After the creation of Pakistan, the Muslim League was defeated by the United Front in the election in 1954. Suhrawardy played the leading role in forming the United Front. The United Front government was dissolved and a caretaker government was formed in Pakistan. Suhrawardy served as the Central Law Minister of this Federal government. He worked to protect the rights of the people of the then Pakistan irrespective or religion or race. As a politician, he never hankered after for personal fame and reputation. He always worked for the party solidarity and unity. This vigilant guardian of democracy died at a hotel room in Beirut on 5 December, 1963.

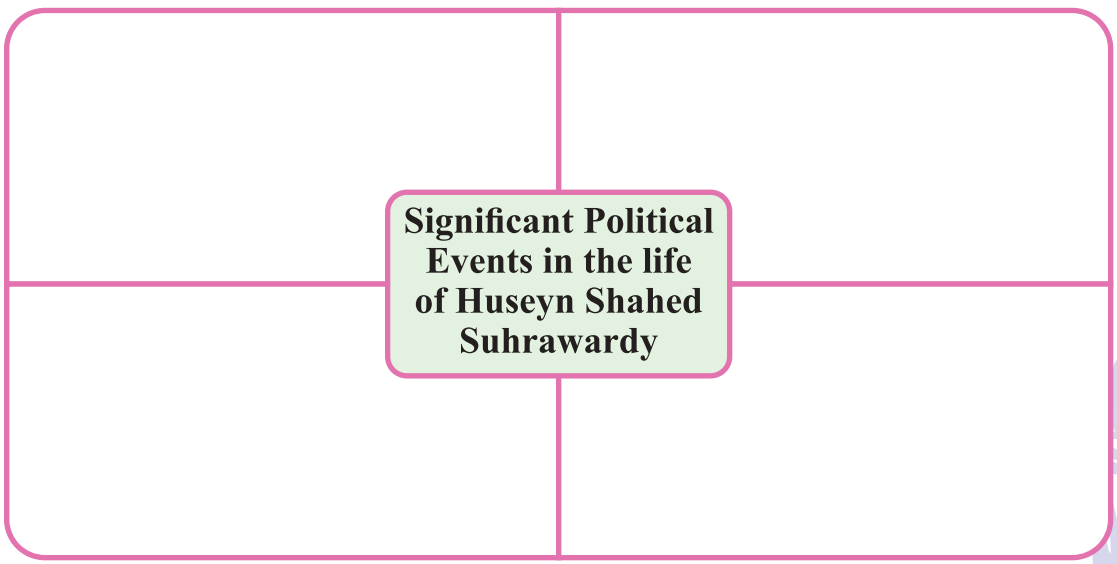
A) Let's read the text above and answer the questions given below.

Questions	Answers
1. When and where was Huseyn Shaheed Suhrawardy born?	
2. In which university did he study?	
3. In which profession did he start his career?	

B) Let's insert information on the following topics from the biography of Huseyn Shaheed Suhrawardy.

Education	Career	Politics
1.	1.	1.
2.	2.	2.

C) Let's make a list of significant events from Huseyn Shahed Suhrawardy's political life.



4 Sheikh Mujibur Rahman

Sheikh Mujibur Rahman was born on 17 March, 1920 at Tungipara village, Gopalganj sub-division (then Faridpur district). He started primary education at Gimadanga primary school. He passed his entrance examination in 1942 from Gopalganj Missionary School, I.A. in 1944 from Islamia College, Kolkata and B.A. in 1947. From his early life, he was politically conscious. He played an active role during the creation of Pakistan. At that time, he joined politics through Muslim League, and later earned popularity as a student leader.



After the partition of India, Sheikh Mujibur Rahman got himself admitted to Dhaka University to study law. But he was expelled from the university on the charge of being involved in the rightful demand of the fourth-class employees. He protested against the exploitation and oppression of the Pakistan Government. That is why he had to go to jail many times.

In 1966, he declared the Six-Point Demand for the welfare of the people of East Pakistan. Later, a conspiracy case, known as the Agartala Conspiracy Case, was filed aganist 35 persons including Sheikh Mujibur Rahman for this demand. The whole nation stood up unitedly to protest against the trial. The mass movement reached such a momentum that the Ayub regime withdrew the case. Sheikh Mujib was released unconditionally on 22 February, 1969. On 23 February, 1969 Sheikh Mujibur Rahman was bestowed the title 'Bangabandhu'. Under his leadership, the Awami League won the first general election of Pakistan in 1970. But the ruling class of Pakistan conspired to prevent him from forming a government under his leadership. As a result, he called for a full-scale non-cooperation movement in East Pakistan. On 7 March 1971, he delivered a historic speech. This speech inspired the people of East Pakistan to rise for independence. When the Liberation War started on March 26, 1971, the Pakistani army arrested him and sent him to jail. After the independence of Bangladesh, he returned home. He served as the Prime Minister and president of Bangladesh. On August 15, 1975, he and his family members were assassinated brutally.

A) Let's read the text above and answer the questions given below.

Questions	Answers
1. When and where was Sheikh Mujibur Rahman born?	
2. In which college did he study?	
3. Why was he conferred with the title "Bangabandhu"?	

B) After reading the paragraph above, let's make a list of Sheikh Mujibur Rahman's contribution to our liberation and the war of independence.

⊙ .....

⊙ .....

⊙ .....

C) Let's insert information on the following topics from the biography of Sheikh Mujibur Rahman.

Education	Politics
1.	1.
2.	2.

Exercise

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

1. Who was the first elected Chief Minister of undivided Bengal?

A) Sher-e-Bangla AK Fazlul Huq
B) Maulana Abdul Hamid Khan Bhasani
C) Huseyn Shaheed Suhrawardy
D) Sheikh Mujibur Rahman

2. What is Maulana Abdul Hamid Khan Bhasani best known as?

A) Tiger of Bengal B) Majlum Jananeta
C) Undisputed Leader D) Politician

B. Fill in the blanks.

1. The Debt Settlement Board was formed to protect .....from the curse of loans.
2. Maulana Abdul Hamid Khan built an embankment on the basis of ..... work to protect farmers at Bhasan Char.
3. Huseyn Shaheed Suhrawardy played the leading role in forming .....

C. Match the left column with the right.

Left Column	Right Column
AK Fazlul Huq	Labour leader, organized trade union
Abdul Hamid Khan Bhasani	Farmer leader
Huseyn Shaheed Suhrawardy	Bangabandhu
Sheikh Mujibur Rahman	Leader of the oppressed
	Tiger of Bengal
	Youth leader

D. Answer the following questions in brief:

1. Why was the Debt Settlement Board established?
2. Why was Maulana Abdul Hamid Khan conferred with the title 'Bhasani'?

E. Answer the following question in detail.

1. Describe what ideologies you can receive from the biographies of the memorable leaders in history.

Chapter 5

OUR LIBERATION WAR

1 Background to the Proclamation of Independence and Mujibnagar Government

A) Let's look at these pictures and write the answer to the question in the box.



Six-Point Movement, 1966

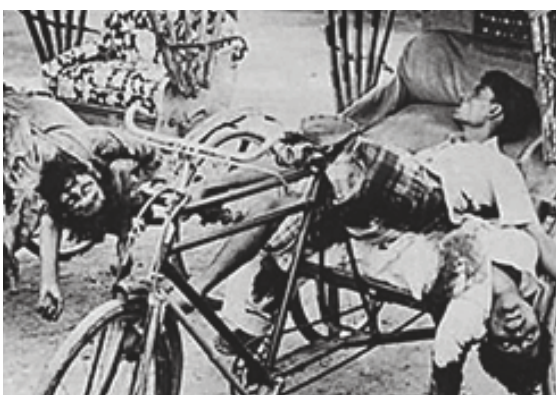
1. Which movement does the picture show?

---

2. When did the movement occur?

---

3. Why was the Six-point Movement organised?



Mass Killing on the night of 25 March, 1971

1. What do you see in the picture?

---

2. When did this massacre happen?

---

3. Who committed this massacre?

After the creation of Pakistan, from the very beginning, the ruling class started showing discriminatory behaviour towards East Pakistan in various matters. Initially they attacked the Bengali language. They declared Urdu as the state language. The people of this country protested strongly against this through the Language Movement of 1952. The United Front Government was formed in 1954 but couldn't last long. In 1958, General Ayub Khan assumed the power of Pakistan. The people of this country had to struggle repeatedly to free themselves from the rule, exploitation and oppression of Pakistan. After the Education Movement of 1962, the Six- Point Movement of 1966 and the Mass Uprising of 1969, came the National Election of 1970.

In the election of 1970, Awami league got landslide victory. But the ruling class of Pakistan did not hand over power. On March 7, 1971 Sheikh Mujibur Rahman delivered a speech before a massive public gathering at the Race Course Ground. He declared, "This time the struggle is for our liberation, this time the struggle is for our independence." President Yahya Khan and Zulfikar Ali Bhutto started discussion with Sheikh Mujibur Rahman. While holding talks, the Pakistani military launched a surprise attack. They carried out a brutal attack at various important places in Dhaka including residential halls of Dhaka University, teachers' residences, Pilkhana, the Rajarbagh Police Lines and the EPR headquarters. The members of the Rajarbagh Police Lines formed resistance. That night, Pakistan's army killed teachers and students of Dhaka University, members of police and EPR and the mass people indiscriminately. They named it "Operation Searchlight". This night is referred as "The Black Night of 25 March" in our history. That very night Sheikh Mujib was taken into custody. On March 26, 1971, Major Ziaur Rahman announced the independence of Bangladesh from Kalurghat Radio Station in Chattogram. Later, on March 27, he made another announcement declaring Bangladesh an independent country on behalf of Sheikh Mujibur Rahman.



Major Ziaur Rahman declaring independence

B) Let's read the text from the previous page and present the background of the Liberation War sequentially in the chart.

Year/Date	What Happened
1952	
1954	
1958	
1966	
1969	
1970	
26 March, 1971	

On April 10, 1971 the first government of independent Bangladesh was formed with the elected representatives of 1970's election. This government is known as the Mujibnagar Government. The aim of this government was to lead the Liberation War and to seek support of the foreign governments and people at large. On April 17, 1971, the government officially took oath at Baidyanathtala in the present district of Meherpur (later renamed as Mujibnagar). Sheikh Mujibur Rahman was the President of Mujibnagar Government. Other members of this government were: Vice President: Syed Nazrul Islam (Acting President in absence of the President) Prime Minister: Tajuddin Ahmad, Finance Minister: M. Mansur Ali, Home, Relief and Rehabilitation Minister: A. H. M. Qamaruzzaman.



The responsibility of the Commander-in-Chief of the Liberation Forces was given to Colonel M. A. G. Osmani. For leading the war, the country was divided into 11 sectors. During the war, the government established Bangladesh mission abroad. Sending diplomatic emissaries, they tried to seek support of the foreign governments and people at large. The formation of the Mujibnagar Government generated momentum of the Liberation War. This government continued to gain the support of foreign states. Within a short time, the Liberation War began to gain success.

C) Let's read the text from the previous page and find out the following information about the Mujibnagar Government.

Topic	Information according to the topic on the left
Formation of the Mujibnagar Government	
17 April, 1971	
The President	
The Prime Minister	
Acting President	
Name of the Commander-in-Chief	
Venue of the formation of the government	

D) Let's write the contributions of the Mujibnagar Government.

1.

2.

3.

4.

2 Freedom Fighters (Muktibahini) in the Liberation War



Picture 1: M. A. G. Osmani, 1971



Picture 2: Freedom Fighters, 1971



Picture 3: 1971



Picture 4: 1971

A) Let's observe the pictures from the previous page and analyse them based on the questions given below:

Questions	Picture-1	Picture-2	Picture-3	Picture-4
Whom do you see?				
What are they doing?				
When did the incident take place?				
Why did they do this?				

Freedom Fighters (Muktibahini)

In 1971, the Muktibahini was formed to free Bangladesh from Pakistan's rule. This force included students, youths, farmers, workers, members of police, EPR (East Pakistan Rifles), and the armed forces. The Commander-in-Chief of the Muktibahini was General M. A. G. Osmani.

Group Captain A.K. Khandker was the Deputy Chief of Staff. The Muktibahini was divided into three brigade forces; Major Khaled Mosharraf led "K" Force, Major K. M. Shafiullah led "S" Force and Major Ziaur Rahman led "Z" Force. The freedom fighters were trained in West Bengal, Tripura and Assam of India. The youths were trained in youth camps to participate in the Liberation War. After the training, they joined shoulder to shoulder in the war against the Pakistani invading forces. They planted mines and destroyed roads and bridges, creating obstacles to the movement of the Pakistani soldiers. They brought port to stand still. The Mukti Bahini kept defeating the Pakistani forces through guerrilla attacks.



মুক্তিযুদ্ধে বাংলাদেশ নৌ-কমান্ডোদের আক্রমণের পূর্ব মুহূর্তের একটি দৃশ্য। কমান্ডোদের সবার বুকে মাইন। ছবিটি চাঁদপুর এলাকার তোলা।

On 15 August 1971, under the name "Operation Jackpot," naval commandos of the Muktibahini launched their first attack. On that night, they attacked several Pakistani naval bases in Mongla, Chattogram, Chandpur and Narayanganj simultaneously. They sank 26 cargo and arms-laden ships and gunboats of Pakistani forces.

Women freedom fighters also played a significant role in the Liberation War by receiving armed training. They actively supported the freedom fighters in various ways. They contributed by providing medical treatment, nursing, food, necessary finance, and by carrying out intelligence and communication duties. Women freedom fighters did not hesitate to carry weapons, operate arms, and provide safe shelter and support to the freedom fighters.



Cultural activists played roles in the Liberation War in many ways. Shadhin Bangla Betar Kendra broadcast songs, poems, satirical programmes (Chorompotro) and news bulletin. Such contributions gave courage and mental strength to the fighters.

Countless freedom fighters sacrificed their lives in the war. Many became physically disabled. We will never forget the contribution of the freedom fighters.

B) Let's read the above text and write about the contributions of the freedom fighters in the given space.

Contributions of Common People in the Liberation War

People from all over the country contributed to the Liberation War regardless of their religion, colour and cast. Joining different forces, they directly took part in armed combats. Those who could not actively contribute, helped the freedom fighters in other ways. The common people of villages helped the freedom fighters providing food, treatment, money and shelter. Many of them carried out intelligence and communication duties. Females helped the freedom fighters by cooking foods, collecting clothes and nursing injured freedom fighters. People from ethnic communities also contributed in this war. The contribution of the common people should not be forgotten. They taught how to love the country and how to sacrifice themselves in it's time of need.

C) Let's write down how common people contributed to the Liberation War.

Area of contribution	How (he/she/they) contributed
Food	
Shelter	
Nursing/Assistance	
Communication	

D) Reading the texts on 'Freedom Fighters (Muktibahini)' and 'Contribution of Common People in the Liberation War', let's make and ask questions.

3 Contributions of Domestic and International Powers in the Liberation War

A) Let's observe these pictures and find out answers to the following questions.



Refugee camp in India

1. When was the photo taken?

---

2. Where was this refugee camp situated?

---

3. Why did they take shelter there?



'Concert for Bangladesh' George Harrison, New York, 1971

1. Who is singing in the photo?

---

2. When and where did he sing?

---

3. What was the purpose of his singing?



Training of the Freedom Fighters in the Youth Camp, India 1971

1. When was this photo taken?

---

2. What is the photo about?

---

3. Where was the training given?

---

4. To whom was the training given?

During the war local people supported the Liberation War in many ways. But some people collaborated with the Pakistanis. The Government of Pakistan formed Peace Committee, Razakar, Al Badr and Al Shams forces. They helped the Pakistani army against the Liberation War. They killed, raped, tortured, looted and set fire on houses and business establishments. They committed the heinous act of abducting the women of this country and handing them over to the invading force.



Brutality of invading force

With the help of these collaborators, the invading forces planned to make this country devoid of intellectuals. From 10 December to 14 December of 1971, they committed a genocide on our intellectuals. In memory of them, 14 December is observed every year as 'Martyred Intellectual Day'.

Besides, governments of some countries opposed the Liberation War and helped the Pakistani army. Again, many countries supported the Liberation War of Bangladesh. Neighboring country India gave the most support to the Liberation

War. India gave shelters to 10 million refugees from Bangladesh. They gave food, clothing, medicine, and medical services to the refugees. India formed allied forces to assist the Liberation War.

Popular British singer George Harrison organized a concert in New York's Madison Square Garden on 1 August 1971 to support the Liberation War. Through this concert, about USD 2,50,000 was provided to the relief fund for the refugees.

B) Based on the topic, let's prepare a list of local forces during the Liberation War.

C) In light of the topic, let's write about the activities of local anti-liberation forces during the Liberation War.

1.

2.

3.

D) Let's write in the table below about how the international communities helped during the Liberation War.

1	
2	
3	

4 Our Victory

A) Let's observe the picture and write the answers.



16 December, 1971, Surrender at Racecourse Maidan

1. When was the photo taken?

---

2. What are they doing?

---

3. What did Bangladesh achieve through this act?



Surrender of Arms of Pakistani Forces, 1971

1. When was the photo taken?

---

2. Whom do you see in the picture?

---

3. What are they doing?



Victory Celebration of the Freedom Fighters and the mass people, 1971

1. When was the photo taken?

---

2. Whom do you see in the picture?

---

3. What are they doing?

The Pakistani Forces began to weaken under the many-sided attacks of the liberation forces. From October–November 1971, many places started getting liberated. In November 1971, the Mukti Bahini and the Indian Army formed Joint Forces. The Commander-in-Chief of the joint forces was Lieutenant General Jagjit Singh Aurora.

On 3 December, 1971 Pakistani Air Force bombed India. In response the joint forces launched attacks by land, sea and air at the same time. Under the command of Lieutenant General A.A.K. Niazi, Pakistani army lost its ability to continue. On 16 December at 05:10 p.m., Lieutenant General A.A.K. Niazi, signed the document of surrender to Jagjit Singh Aurora at the Racecourse with his ninety-three thousand soldiers. In the ceremony of surrender, Air Commodore A.K. Khandakar represented Bangladesh. With this surrender, Bangladesh became free from the occupation of the Pakistani Army. 16 December is our Victory Day.

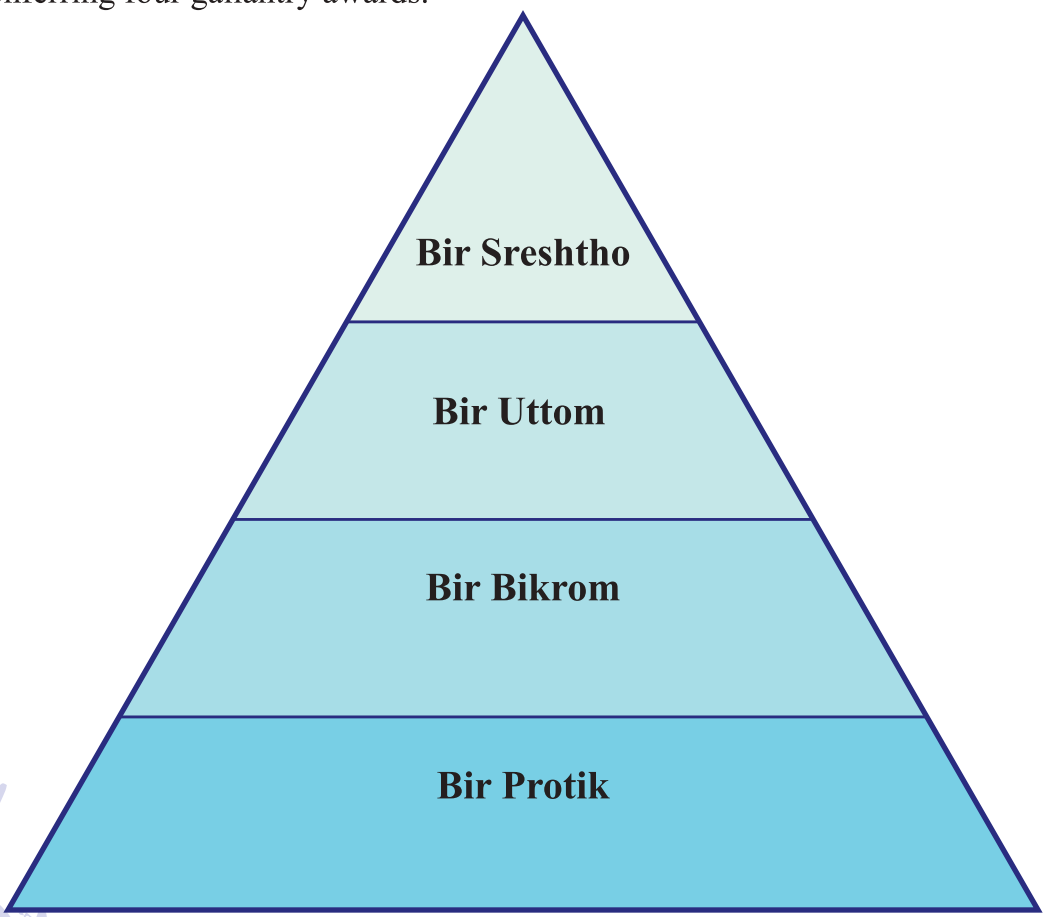
B) Let's read the text above and sequentially write what happened in the following table.

When	What Happened
21 November, 1971	

C) let's read the text from the previous page and write the answers to the following questions:

1. Where was the document of surrender signed?	
2. To which force was the surrender made?	
3. How many soldiers did General A. A. K. Niazi surrender with?	
4. Who was present on behalf of Bangladesh?	

The government of Bangladesh has honoured the heroic freedom fighters who have shown extraordinary courage and contribution in the Liberation War by conferring four gallantry awards.



The seven freedom fighters awarded the title of Bir Sreshtho



Bir Sreshtho Mohiuddin Jahangir
Birth: 1949 | Death: 1971



Bir Sreshtho Matiur Rahman
Birth: 1941 | Death: 1971



Bir Sreshtho Hamidur Rahman
Birth: 1953 | Death: 1971



Bir Sreshtho Noor Mohammad Sheikh
Birth: 1936 | Death:1971



Bir Sreshtho Mostafa Kamal
Birth: 1947 | Death:1971



Bir Sreshtho Ruhul Amin
Birth: 1935 | Death: 1971



Munshi Abdur Rouf
Birth:1943 | Death:1971

Among the awarded, there are two female freedom fighters - Taramon Bibi and Captain Setara Begum. Both of them were awarded *Bir Protik (Symbol of Heroism)*.

All freedom fighters are our pride. Today we are citizens of an independent country due to the contributions of freedom fighters and common people. We will never forget their contributions; we will remember them with respect forever.



Captain Setara Begum



Taramon Bibi

D) Let's make a wall magazine about our freedom fighters.

5 Celebration of National Days

A) Let's observe the pictures given below and write in the boxes what is happening in each picture.







B) Let's write about what I did on a national day I participated in.

1.

2.

3.

4.

In our country we celebrate different national days with importance. These days are celebrated with due honor by all government and non-government institutions and by the people in general. Through the celebration of these days, the spirit of our liberation war flourishes. We are inspired by patriotism. A sense of brotherhood is developed. The people of the country become good citizens. We understand the importance of our history. The identity of Bangladesh can be presented to all the people of the world.



C) Let's write the importance of observing national days.

Serial	Importance
1	
2	
3	
4	

D) Let's make a plan to celebrate any National day and write it in the following chart.

Name of the National Day			
What activities we will do	When we will do	Who will be in charge	Who will assist
			Headmaster and class teacher

Exercise

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

1. Into how many sectors was the entire country divided to conduct the liberation war?
   a) 9 b) 10
   c) 11 d) 12
2. After the creation of Pakistan, what did the ruling class attacked first?
   a) Economy of Bengal b) Bengali Language
   c) Politics of Bengal d) Administration of Bengal
3. Which force carried out 'Operation Jackpot'?
   a) Navy b) Airforce
   c) Army d) Police

B. Fill in the blanks:

1. 'Operation Searchlight' is known as _____ in the history of Bangladesh.
2. Among female freedom fighters two are awarded _____.

C. Match the left column with the right.

Left Column	Right Column
26 March, 1971	Operation Searchlight
10 April, 1971	Declaration of Independence
17 April, 1971	Oath taking Ceremony of the First Government of Bangladesh
16 December, 1971	Ultimate Victory in the Liberation War
	First Government of Bangladesh
	Operation Jackpot

D. Answer the following questions in brief.

1. With whom The Mukti Bahini was formed?
2. Write down the titles of the gallantry awards given to distinguished freedom fighters.

E. Answer the following questions in detail.

1. Describe the contributions of the common people in the Liberation War.
2. Write down how you celebrate victory day at your school.

Chapter 6

HISTORICAL SITES AND MONUMENTS OF BANGLADESH

1 Mahasthangarh and Wari-Bateshwar





Archaeological Sites Discovered at Mahasthangarh





Archaeological Sites Discovered at Wari-Bateshwar

A) Let's observe the two pictures above and write the answers to the following questions

Questions	Mahasthangarh	Wari-Bateshwar
What types of structures are shown in the picture?		
What are these structures made of?		
Are these structures ancient or modern?		

Mahasthangarh

Mahasthangarh is located about 13 kilometers north of Bogura town, on the banks of the Karatoa River. This site dates back to the 3rd century BC and spans over the next fifteen hundred years. It bears witness to more than 1,800 years of Bangladesh's history. During the Maurya period, this place was known as Pundranagar. In the passage of time, it fell into ruins. The site is rectangular in shape, measuring 1,500 meters from north to south and 1,400 meters from east to west. Archaeological sites such as *Bairagir Vita*, *Govinda Vita*, and *Khodar Pathar Vita* have been discovered here. It is surrounded by walls about 6 meters high.



Gold Coins



Stone Sculpture of Buddha



Terracotta Plaque



Silver Coins

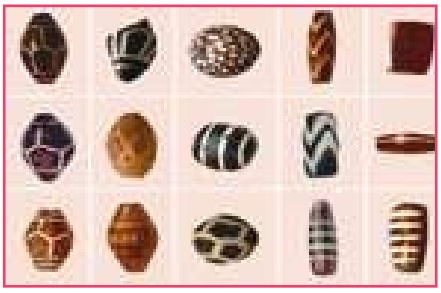
Artifacts Discovered at Mahasthangarh

- Ancient fort with wide moat
- Ancient Brahmi inscription
- Temples and other religious ruins
- Terracotta plaques, sculptures, gold coins, silver coins, stone beads, glass beads
- The 3.35-meter-long "Carved Stone"



Wari-Bateshwar

About 3 kilometers west of Belabo Upazila in Narsingdi district lie two villages named Wari and Bateshwar. Archaeological evidence dating back to 450 BC has been discovered here which is even earlier than the Maurya period. At the Wari site, four fort walls measuring 600 meters in length and 600 meters in width have been unearthed. A 160-meter-long road with alleyways has also been found. Along with urbanization, a river port and a trading city had developed in Wari-Bateshwar. This civilization was connected with maritime trade. Ancient roads have also been discovered here as evidence of early urban civilization.



Stone beads



Silver Coins



Pottery



Stone tools

Artifacts Discovered at Wari-Bateshwar

- Punch-marked silver coins
- Stone tools
- Various iron objects
- Different types of pottery
- Stone and glass beads

B) Let's look at the pictures of the evidence found at Mahasthangarh and Wari-Bateshwar on the previous page, and after reading the information about the two sites, write their features in the table below.

Mahasthangarh	Wari-Bateshwar
It bears witness to 1,800 years of history	Archaeological evidence dating back to 450 BC has been found

C) Let's compare the archaeological evidence of Mahasthangarh and Wari-Bateshwar according to the table below.

Aspect of Comparison	Features of Mahasthangarh	Features of Wari-Bateshwar
How many years ago		
Type of Structure		
Coin		
Terracotta plaque		
Sculpture		
Pottery		
Inscription		

D) Let's compare the archaeological evidence of Mahasthangarh and Wari-Bateshwar with various aspects of the present time according to the table below.

Aspect of Comparison	Features of Archaeological evidence of Mahasthangarh and Wari-Bateshwar	Features of various present evidence
Type of Structure		
Coin		
Terracotta plaque		
Sculpture		
Pottery		
Inscription		

2 Paharpur and Mainamati

A) Let's observe the two pictures below and write the answers to the questions at the right side.



Archaeological Site Discovered at Paharpur

1. What type of structure is shown in the picture?

   .....

2. What is this structure made of?

   .....

3. Is this structure ancient or modern?

   .....



Archaeological Site Discovered at Mainamati (*Shalban Vihara*)

1. What type of structure is shown in the picture?

   .....

2. What is this structure made of?

   .....

3. Is this structure ancient or modern?

   .....



Terracotta



Terracotta Plaque

Paharpur

Paharpur Buddhist Monastery is located in Naogaon District of the Rajshahi Division. It is also known as "Somapura Mahavihara." This historic monument was built during the reign of Pala King Dharmapala, between 781 and 821 CE. The site has a mound that rises 24 meters high. The Buddhist monastery measures 274.15 meters from north to south and 273.70 meters from east to west. Surrounding this magnificent monastery are 177 monk cells. In addition, the site features an extensive entrance pathway, small temples, kitchens, dining halls, and well-constructed drains.



Bronze Buddha Statue



Stone Buddha Statue

Artifacts Found at Paharpur

Stone sculptures, terracotta plaques, copper plates, bronze Buddha busts, inscribed stone fragments, coins, limestone sculptures, metal idols, pieces of pottery, decorated bricks, animal figures, and terracotta works, among others. Around the monastery, there are 63 stone statues surrounding the complex.

Mainamati

Mainamati is located near Cumilla city in the southeastern region of Bangladesh. The site is associated with the story of Mainamati, the wife of the 8th-century king Manikchandra. It was one of the major centers of Buddhist civilization. However, traces of Hinduism and Jainism have also been found here. The most important historical monument at this site is the Shalban Vihara, a large Buddhist monastery. The Shalban Vihara measures 550 feet in length and 550 feet in width and contains 115 monk cells. In addition, Anand Vihara and Bhoj Vihara are other notable historical monuments in the area. Valuable artifacts dating from the 7th to 12th centuries have also been discovered here.



Terracotta Plaque



Bronze Buddha Statue



Gold Coins



Terracotta Sculpture



Stone Buddha Statue

Artifacts Found at Mainamati

Copper plates, gold and copper coins, numerous terracotta plaques depicting animals, baked clay seals and sealings, and a large number of stone, bronze, and terracotta sculptures. Among the notable artifacts found here are a massive stone Buddha statue dating from the 6th to 7th centuries and alloyed gold coins.

B) Let's look at the pictures of the evidence found at Paharpur and Mainamati on the previous page, and after reading the information about the two sites, write their features in the table below.

Paharpur	Mainamati
Monuments and structures constructed during 781–821 CE.	The 8th-century King Manikchandra's wife was connected with the story of Mainamati.

C) Let's compare the archaeological evidence of Paharpur and Mainamati according to the table below.

Aspect of Comparison	Features of Paharpur	Features of Mainamati
How many years ago		
Type of Structure		
Coin		
Terracotta plaque		
Sculpture		
Pottery		
Inscription		
Image		

D) Let's compare the archaeological evidence of Paharpur and Mainamati with various aspects of the present time according to the table below.

Aspect of Comparison	Features of Archaeological evidence of Mahasthangarh and Wari-Bateshwar	Features of various present evidence
Type of Structure		
Coin		
Terracotta plaque		
Sculpture		
Inscription		

3 Panam Nagar and Lalbagh Kella

A) Let's observe the two pictures below and write the answers to the following questions



Panam Nagar

1. What type of structure is shown in the picture?

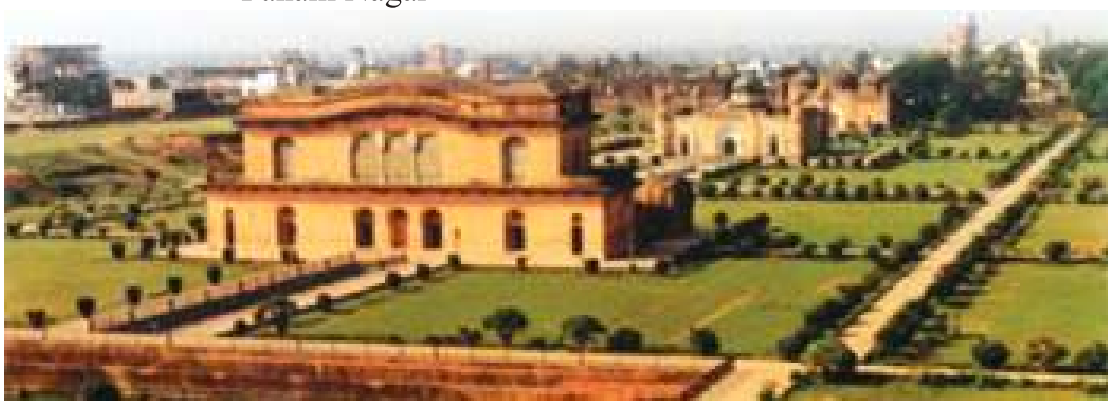
   ……..……

2. What is this structure made of?

   ……..……

3. Which building is this a picture of?

   ……..……



Lalbagh Kella

1. What type of structure shown in the picture?

   ……

2. What is this structure made of?

   ……

3. Which building is this a picture of?

   ……

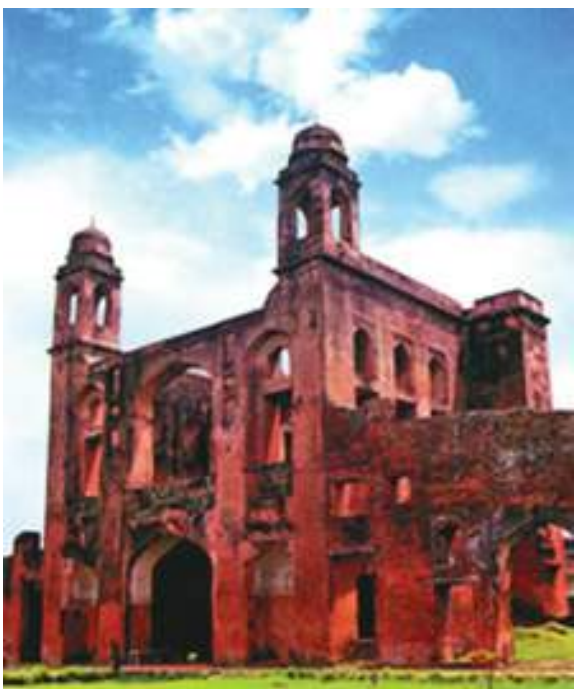
Panam Nagar

Panam Nagar is located in Sonargaon, on the banks of the Meghna River in Narayanganj District, southeast of Dhaka. Sonargaon was the capital of the Muslim sultans of Medieval Bengal. During the colonial period, Sonargaon became a center for the cotton textile trade, which led to the development of the new town, Panam Nagar. In the 19th century, Hindu merchants chose Panam Nagar as a residential hub and center for the cotton trade.

Panam Nagar was built as a city with a distinct layout, developing along a road 5 meters wide and 600 meters long. The buildings here were constructed with bricks. The city contains 52 houses—31 arranged along the northern side of the road and 21 on the southern side. Panam Nagar was protected on all sides by artificial canals or moats. Today, it is a popular tourist destination.

Lalbagh Fort

Lalbagh Fort is located in Lalbagh, Dhaka, on the banks of the Buriganga River. Initially, it was called Fort Aurangabad. Construction began in 1678 under Prince Muhammad Azam, the son of Mughal Emperor Aurangzeb. Later, Shaista Khan took responsibility for completing the fort.



Lalbagh Fort covers an area of 18 acres. Its construction combines the Mughal and Bengali architectural styles. It is entirely built of brick. At the center of the fort's courtyard are the Diwan-i-Aam (audience hall), Hammamkhana (bathhouse), and Pari Bibi's tomb. To the northwest is the Shahi Mosque. On the southern side of the fort, there is a secret entrance and a mosque with three domes. The fort also contains water supply and drainage systems, rooftop gardens, and fountains. Currently, Lalbagh Fort is preserved as an archaeological site.

B) Let's Look at the pictures of Panam Nagar and Lalbagh Kella on the previous page, and after reading the information about the two sites, write their features in the table below.

C) Let's write what notable things can be seen at the following places.

Panam Nagar	Lalbagh Kella

D) Let's create a report about Panam Nagar and Lalbagh Fort using the Key-words provided in the box below.

Historical, Merchant, Thread, Building, Trench, Fort, Mughal, Buriganga, Meghna, Audience Hall, Drainage Systems

In our country many historic .....

.....

.....

.....

4 The Importance of Preserving Historical Sites and Monuments in Bangladesh



National Museum



Barendra Museum

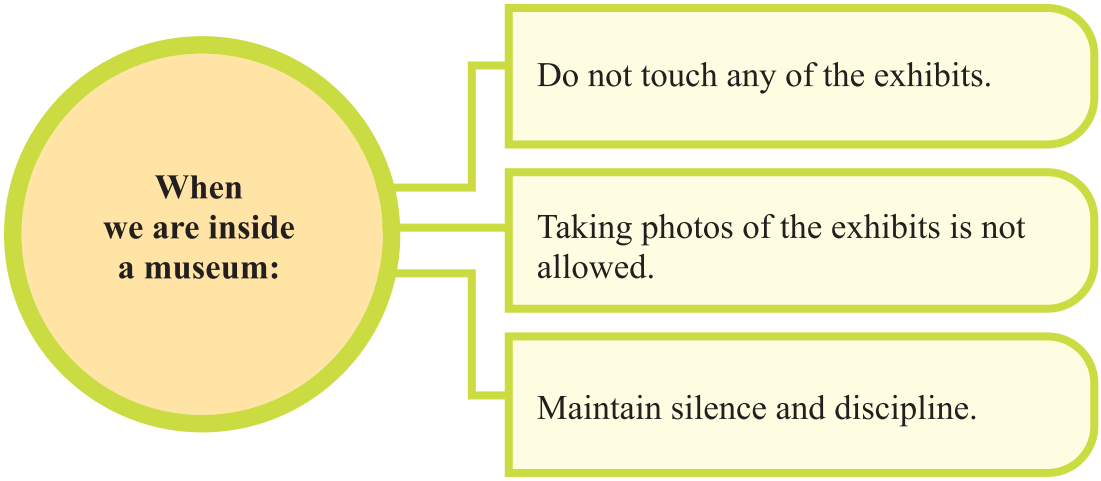
A) A. Let's observe the pictures and answer the following questions.

Questions	Answers
1. What are the two pictures about?	
2. What things are preserved here?	
3. Why are these preserved here?	

When we visit archaeological sites:

- These are archaeological ruins. You must not make any marks or write on them.
- Do not damage the plants or flowers in the Archaeological site's garden
- Dispose the trash in specific places.

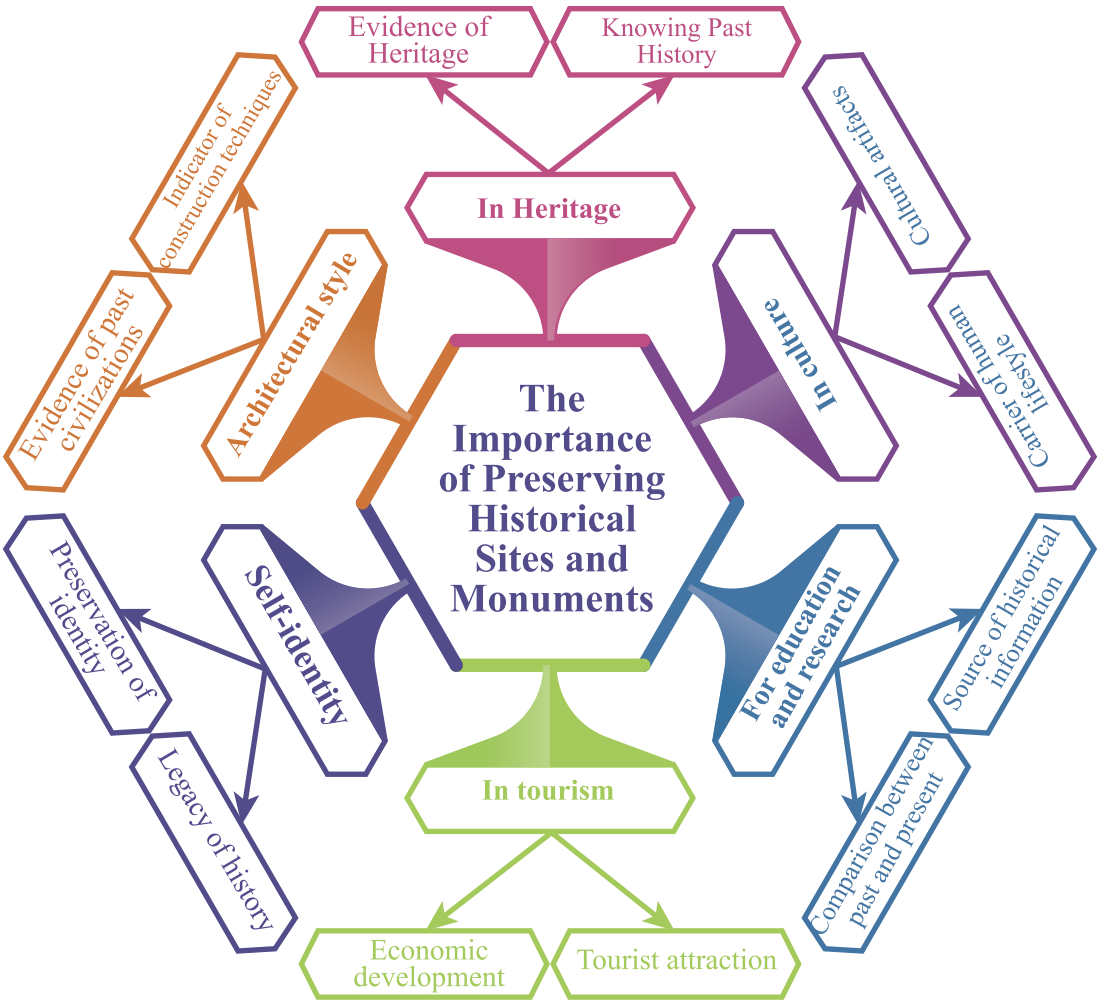
When we were visiting an archaeological ruin, we saw the above instructions displayed.



When we were visiting inside a museum, we saw the above instructions displayed.

B) Let's write the reasons why these instructions are given.

Reasons



C) Let's create a paragraph on the importance of preserving historical sites and monuments by observing the mind map above:

Historical sites and monuments are the witnesses to our past heritage

---

D) Let's write about what role we can play for the preservation of historical site or monuments during our visit.

Exercise

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

1. On the bank of which river is Mahasthangarh situated?
   a) Karatoya b) Shitalokkha
   c) Buriganga d) Ichamati
2. Which of the following civilizations is associated with maritime trade?
   a) Mahasthangarh b) Mainamati
   c) Wari-Beteshwar d) Paharpur
3. Why is the instruction 'Dispose the trash in specific places' displayed at an archaeological site?
   a) Enhancing beauty b) Attracting tourists' attention
   c) Keeping the environment clean d) Maintaining discipline

B. Fill in the blanks:

1. The first name of Lalbagh Kella was .....
2. The capital of the Sultanat of the medieval Bengal.....

C. Match the left column with the right.

Left Column	Right Column
Paharpur	Narsingdhi
Mainamati	Narayanganj
Panam Nagar	Cumilla
Lalbagh Kella	Naogaon
	Dhaka
	Bogura

D. Answer the following questions in brief:

1. Write the names of three artifacts found at Wari-Bateshwar."
2. How did Panam Nagar become a trading center?

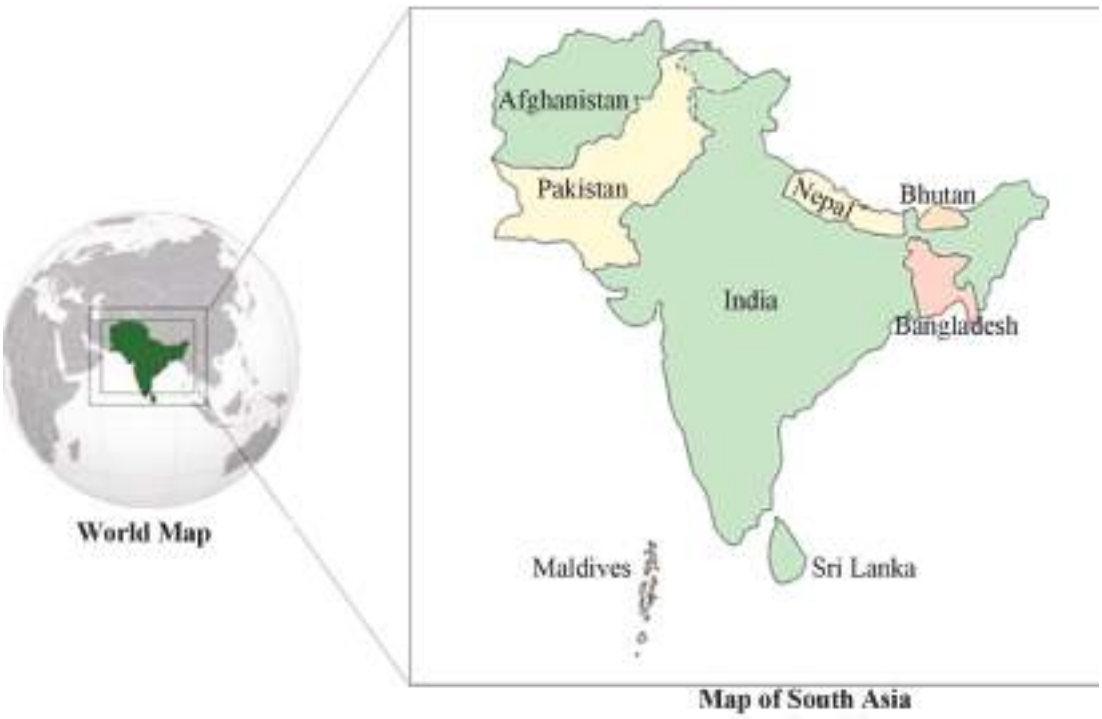
E. Answer the following questions in detail:

1. Why is it necessary to preserve historical sites and monuments?
2. What is your responsibility in preserving historical sites?

Chapter 7

CULTURAL DIVERSITY OF SOUTH ASIA

1 South Asia on the Map



A) Let's observe the map and answer the following questions:

1. What is this map about? ……

2. How many countries are there on the map? ……

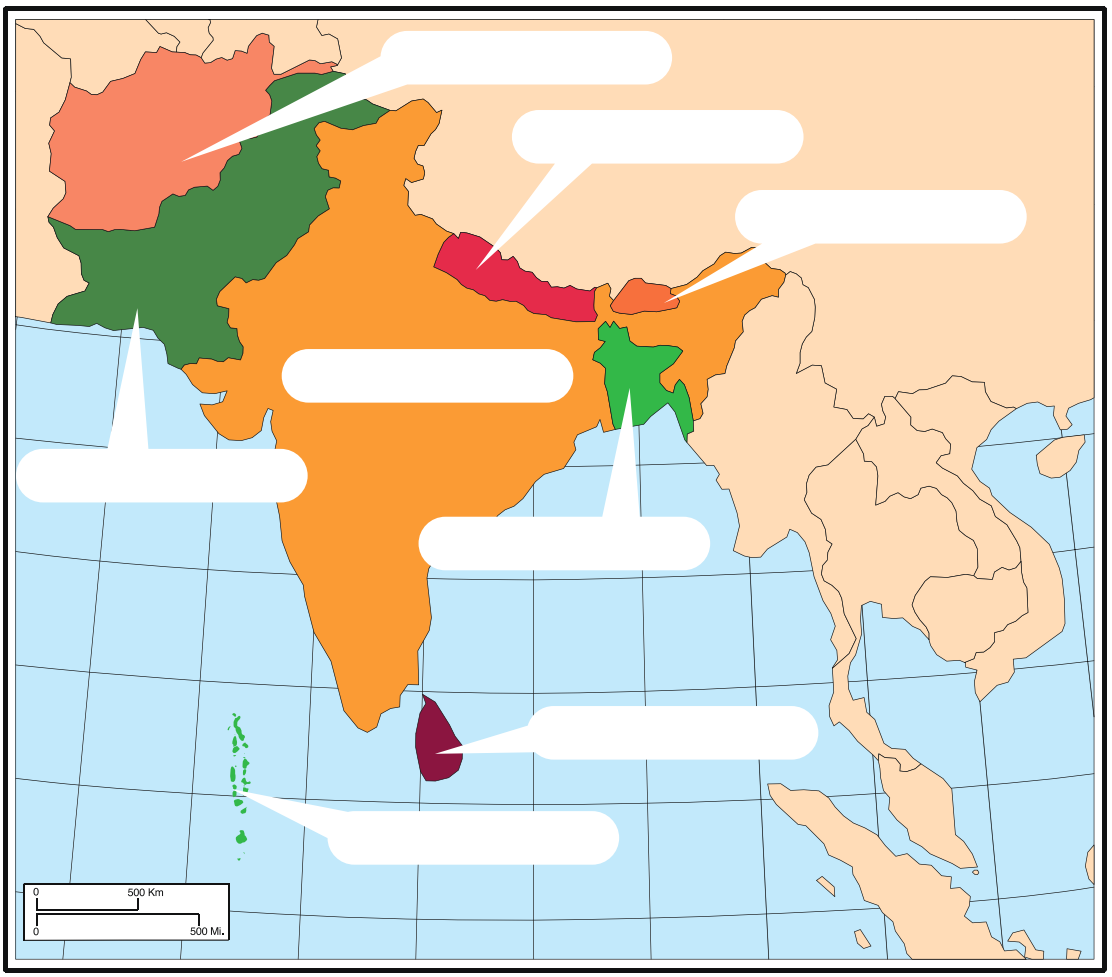
3. By observing the map, write the names of the nearest countries to the Bangladesh?

.....

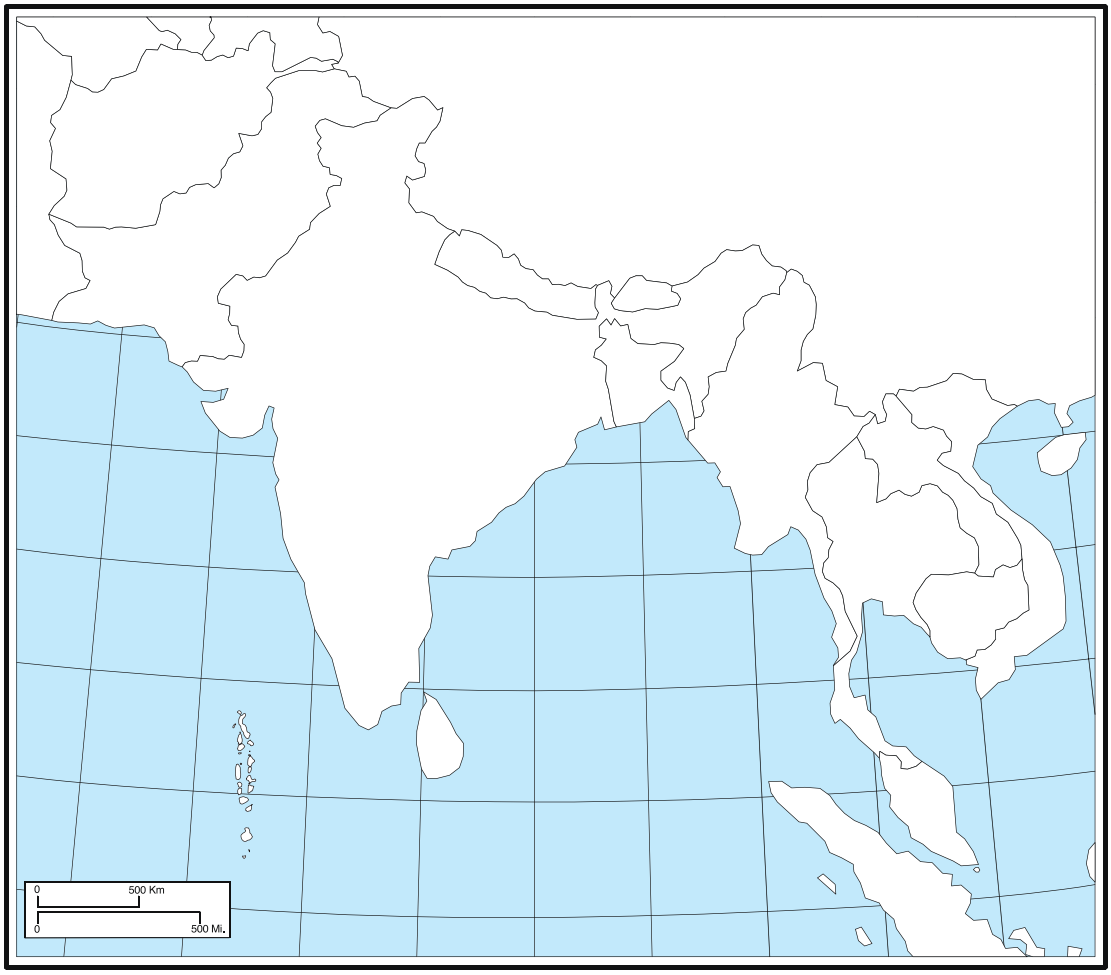
.....

B) On the map below, let's identify and write the names of the different countries.

South Asia



South Asia



C) On the map above, let's identify and write the names of the South Asian countries and color them.

D) Using puzzle cards of the maps of different South Asian countries, let's make a map of South Asia.



2 Cultural Diversity of South Asia









A) Let's observe the pictures above and answer the following questions:

1. What is seen in the pictures above? .....

2. What cultural elements are there in the pictures? .....

3. Which picture represents the culture of Bangladesh? .....

South Asia is home to many nations, tribes, communities, castes, and various religions. The people of this region are united with one another through cultural bond.

Bangladesh

The main language of Bangladesh is Bangla. Along with Bangla, the ethnic groups also have their own languages. The term *'maachhe bhaate Bangali'* indicates the traditional dishes of Bangladesh. The country is famous for its rich and spicy foods such as polao, korma, biryani, meat, vegetables, and a variety of pithas (rice cakes) and sweets. Clothes include lungi, shirt and pants, T-shirt, sari, kameez, frock, burqa, etc. On different festivals or occasions, it is also customary to wear panjabi-pajama or suit-blazer. For women, salwar kameez and sari are the main dresses. Eid-ul-Fitr and Eid-ul-Adha are the major festivals of the Muslim community. Among the Hindus, the most important religious festivals include Durga Puja, Kali Puja, and Saraswati Puja. For the Buddhists, Buddha Purnima is the chief festival, while Christmas is the main festival of the Christians. Pahela Baishakh, the Bangla New Year, is one of our biggest celebrations. In addition, festivals like Nabanna, Poush Mela, and Basanta Utsab are also celebrated.

India

India is a treasure house of diverse cultures. The most widely spoken language in India is Hindi, though many other languages, including Bangla, are also spoken. Common foods include roti, rice, lentils, fish, meat, egg, and vegetables. Some popular dishes are Hyderabadi biryani, dosa, idli, and khichuri. Indian cuisine is dominted by vegetarian dishes, with lentils and milk used to fulfill the need for protein. Traditional Indian clothes includes dhoti, lungi, kurta, pajama, panjabi, sari-blouse, salwar, kameez, and scarf.India is a land of festivals, with celebrations taking place throughout the year. Major religious festivals include Krishna Janmashtami, Diwali, Holi, Raksha Bandhan, Durga Puja, Eid-ul-Fitr, Eid-ul-Adha, Christmas, Easter Sunday, and Buddha Purnima.

Pakistan

The main language of Pakistan is Urdu. People in this region commonly like to eat rice and bread. Along with rice or bread, meat and vegetables are usually served as curry. People in this region eat usually fish. Popular dishes in Pakistan include biryani, Kabuli pulao, kebabs, tikkas, and korma. Traditional clothing for men includes jama, turban, pajama, achkan kurta, and sherwani. Women commonly wear salwar kameez and burqa. Major festivals include Eid-ul-Fitr, Eid-ul-Adha, Mela Chiraghan, Ashura, Nowruz (Spring Festival), and Urs (religious commemorations).

Maldives

Most people in the Maldives speak the Dhivehi language. Common foods include rice, vegetables, salad, fish, and coconut cream. Two traditional dishes are Guruthiya and Fihunu. Clothing in the Maldives is diverse. Both men and women wear a long-sleeved dress called Dhivehi libaas along with a lungi (feyli). Traditionally, Maldivian men wear shirt and mundhu, a type of turban. Popular clothing for women includes digu hidun, hedhun buri, and burqa. Islam is the state religion of the Maldives. The main religious festivals are Eid-ul-Fitr and Eid-ul-Adha. Some traditional cultural festivals include kite flying, Jhemgang, and Maulidhu.

Nepal

Nepal is home to many ethnic groups. Each group has its own language, but Nepali is the main language. The Nepalies like to eat lentils, rice, and vegetables. Thakali Thali is a well-known dish of Nepal. Another dish known as Dhido is the food of the common people of Nepal. It is made by boiling corn, wheat flour, salt, in hot water together. The national dress for men is Daura Suruwal, and for women, sari. Both men and women commonly wear the Dhaka tupi. Nepal celebrates various festivals throughout the year, such as Vijaya Dashami, Buddha Jayanti, Tihar, Dashain, and Holi etc.

Afghanistan

The main languages of Afghanistan are Pashto and Dari. Various foods made from wheat, maize, barley, and rice are common. Kabuli Pulao is especially popular. Afghans generally eat less spicy food. Dairy products such as milk, yogurt, buttermilk, as well as fresh and dried fruits, are also notable in their diet. Traditional clothing includes loose-fitting kurta and pajama. Women wear the burqa and cover their heads with a hijab. Among the most popular traditional outfits is the Pashtun dress. Nowruz, the Spring Festival, is a traditional celebration. All Islamic religious festivals are also observed in Afghanistan.

Sri Lanka

Sinhala is the main language of Sri Lanka. Kiribath, a dish made of rice and coconut milk, is a common food in the country. Other foods include rice, fish, meat, vegetables, and lentils.For men, traditional clothing includes sarong, dhoti, and shirt, while women generally wear the sari. The Kandy Esala Perahera is the biggest festival in Sri Lanka. The major religious festival is Vesak Poya or Buddha Purnima.

Bhutan

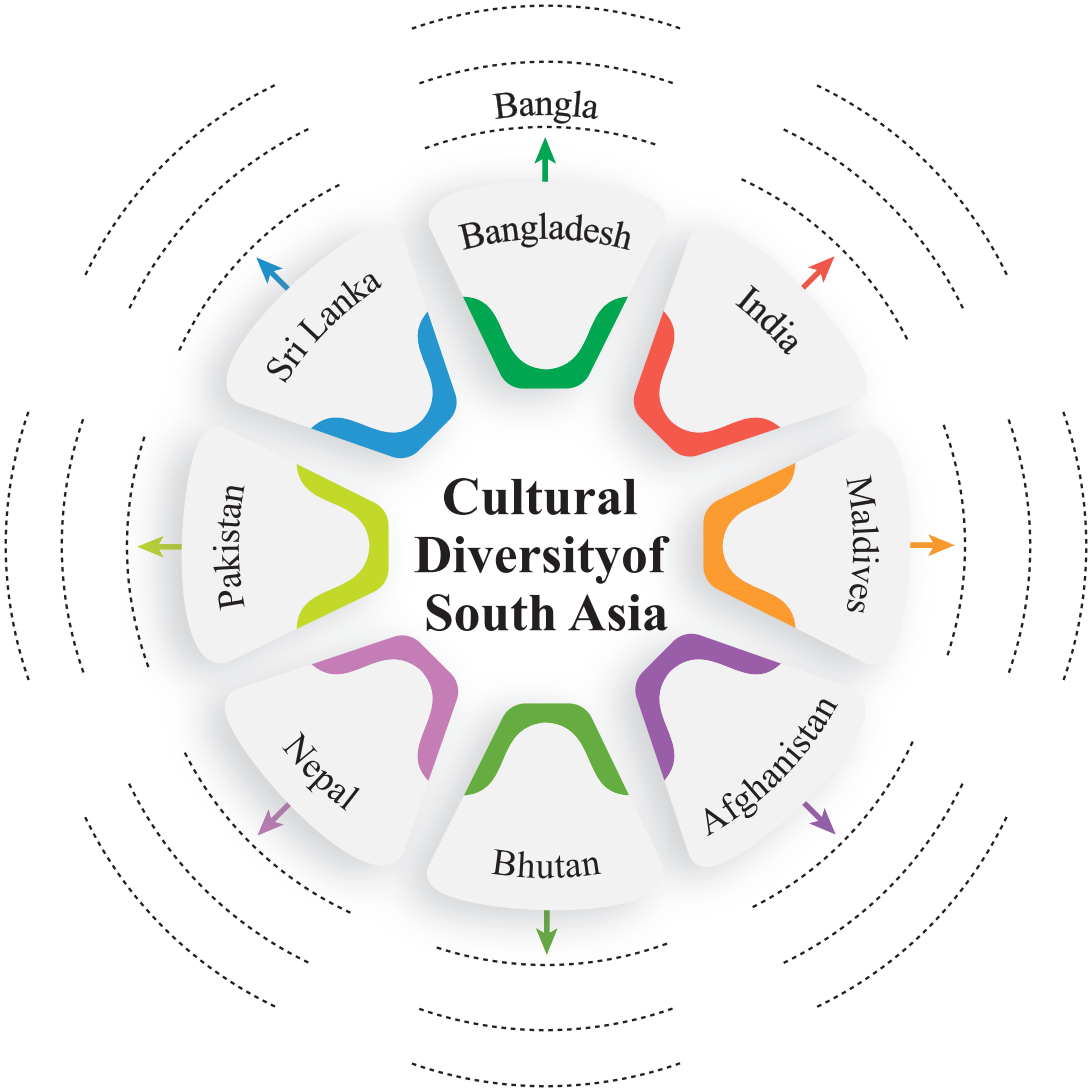
The national language of Bhutan is Dzongkha. The main foods include red rice, millet, and maize. Spicy meat, lentils, and vegetables are notable, while butter and cheese are very popular. The traditional dress for men is called Gho, which is worn with a cloth belt known as Kabney. For women, the traditional attire is Kira, worn with Kera (a belt) and Rachu (a scarf). A major religious festival is the Tshechu, whose main feature is a special type of religious dance. In spring, the Paro Festival is celebrated.

B) In the following table, let's write the names of the countries and their cultural elements.

Dhido, Sinhala, Kiribath, Rachu, Nabanna Festival, Raksha Bandhan, Nowruz, Mauludhu, Dzongkha, Paro Festivalm, Kabuli Pulao.

Name of Country	Name of Cultural Element

C) Let's read the descriptions on the previous page and complete the mind map below with three cultural features of each country.



D) Say, we are visiting another countries of South Asia, now, let's write down the ways of behaving showing respects to their culture.

.....

.....

.....

Exercise

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

1. Which foods are common in Bangladesh?
   a) Polao and meat
   b) Rice-Fish
   c) Biriani-korma
   d) Bread-meat
2. What is the state language of Bhutan?
   a) Hindi
   b) Urdu
   c) Pashtu
   d) Dzongkha
3. What is the main religious festival of Maldives ?
   a) Eid
   b) Durga Puja
   c) Christmas
   c) Buddha Purnima

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

1. Kiribath is a Sri Lankan dish made with rice and shrimp.
2. Nepali people mainly eat roti and meat.
3. Bangladeshi people celebrate the Nabanna Festival when they harvest new rice.

C. Match the left column with the right one:

Left side	Right side
Bangladesh	Hindi
Afghanistan	Bangla
Pakistan	Sinhala
India	Pashtu
	Urdu
	Dhivehi

D. Answer the following questions in brief:

1. Write the names of the countries that share a border with Bangladesh
2. What clothes do the people of Afghanistan wear?

E. Answer the following questions in detail:

1. Mention the cultural similarities that Bangladesh shares with India and Pakistan.
2. How will you show respect towards the Nepali culture while visiting Nepal?

Chapter 8

REGIONAL AND INTERNATIONAL ASSOCIATIONS

1 Regional Associations

SAARC

SAARC is a regional association. The full form of SAARC is South Asian Association for Regional Cooperation. President Ziaur Rahman initiated the formation of SAARC. This association was formed in 1985 consisting seven South Asian countries. The headquarter of SAARC is in Katmandu, the capital city of Nepal. Later, Afghanistan has been included as a member country of SAARC. At present, SAARC has eight member countries.



A) Let's find the following information from the discussion on the last page.

1. Full form of SAARC : .....
2. Year of Establishment : .....
3. Names of member countries : .....
4. Headquarter : .....

South Asia is a populous region in the world. SAARC was formed with the purpose of enhancing cooperation in different sectors and making mutual relations among the member countries. Especially, the member countries could be self-reliant through economic, social and technological development. Enhancement of mutual cooperation through educational and cultural exchange is also one of the goals of SAARC. Member countries of SAARC are expected to be respectful to each others' sovereignty. They won't interfere in the internal affairs of other member countries. SAARC builds feelings of global citizenship among its people maintaining a good relationship with different international associations.

B) Let's make sentences related to the purposes of SAARC by filling the blanks with suitable words.

social, technological, self-sufficient, standard of life, solving the problems, interference, welfare

1. To develop..... of South Asian people.
2. To do..... of the people of member countries
3. To improve economic and..... conditions quickly.
4. To assist member countries to be..... in different issues.
5. To contribute..... of each other among member countries.
6. To increase mutual cooperation among member countries regarding.... issues.
7. No..... in internal affairs of other countries.

Dialogue between teacher and students:

Teacher : Earlier, you have known about the purposes of SAARC. Based on those purposes, fields of cooperation has been set among the member countries. One of them is agriculture and rural economy of these countries. Also, many other fields....

Tithi : Madam, it can be educational and cultural fields of the countries, too.

Teacher : Well said. Even more fields are there. Like.....

Kajol : Madam, Can it be science and technology related too? We can cooperate each other for the development of these issues, can't we?

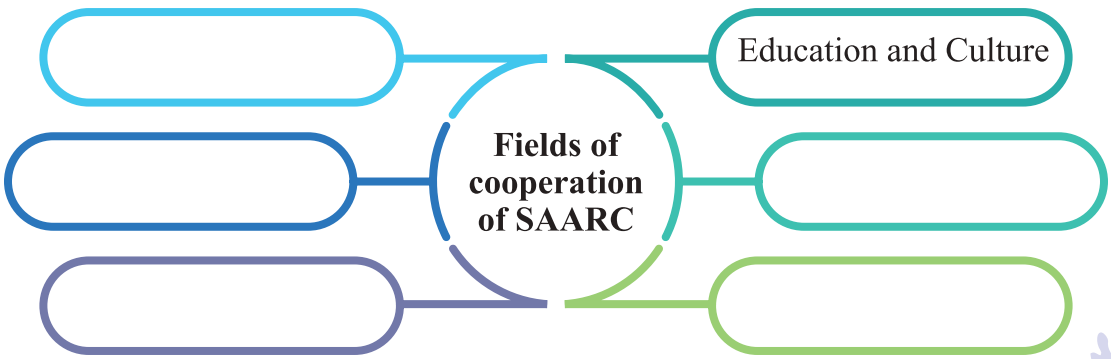
Teacher : Of course, this is also a big field of cooperation. You must know that climate is changing. We can use renewable energy like solar energy instead of coal, diesel, and petrol etc.

Sumi : Then, we, the member countries, can work together for the development of renewable energy. This also can be considered as a field of cooperation.

Arman : Madam! The present is the age of information technology. We can assist each other in this regard too.

Teacher : You have made a very important point. Information and communication technology is a field of cooperation among the SAARC member countries. An emergency fund is said to be raised with the contribution of the member countries. We can utilize these funds for our socio-economic development of all of us.

C) Let's read the above dialogue and complete this mind map identifying fields of cooperation among SAARC countries



D) Let's express our opinions briefly written about SAARC

.....

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2 International Associations

OIC

- The full form of OIC is Organization of Islamic Cooperation.
- This organization was formed on September 25, 1969. Its Headquarter is in Jeddah of Saudi Arabia. At present it has fifty-seven member countries.
- Bangladesh achieved 32nd membership of OIC in its second conference held in the month of February of 1974.



OIC

Functions of OIC

- To extend hands of cooperation among Muslim countries regarding social, cultural, economic, scientific and other important fields.
- To play roles for protecting the interest of minority Muslim communities who are residents of different countries of the world.
- To eradicate racial discrimination.
- To provide necessary support to international peace and security systems.
- To assist in maintaining the security of sacred places.
- To express solidarity with the rightful struggle of Palestinian people.
- To strengthen the protection of Muslims' dignity, freedom, and national rights.
- To create a suitable environment for cooperation and peace among the member countries and other countries.

United Nations

- United Nations was established on October 24, 1945.
- The headquarter of United Nations is in New York of America.
- Bangladesh achieved membership of United Nations in its 29th General Assembly held on September 17, 1974.
- Bangladesh is the 136th member country of United Nations.
- At present, number of its member countries is 193.

Functions of United Nations

- To establish world peace and security.
- To maintain friendly relationship among the nations.
- To give assistance to the economic, social, cultural and human services activities of member countries.
- To create environment of mutual cooperation by solving international disputes through international law.

A) Let's find the following information based on the above subjects.

1. Full form of OIC : .....

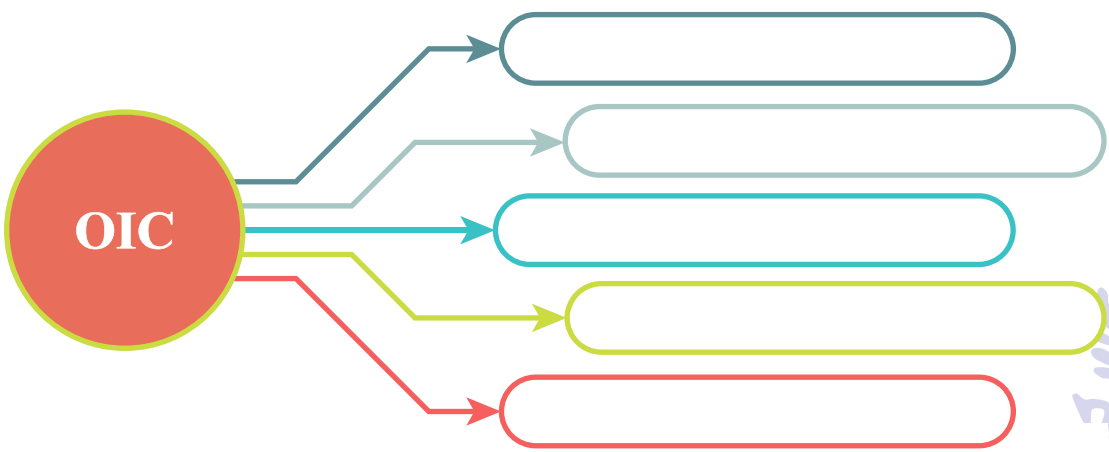
2. Time of establishment of OIC : .....

3. Time of establishment of United Nations : .....

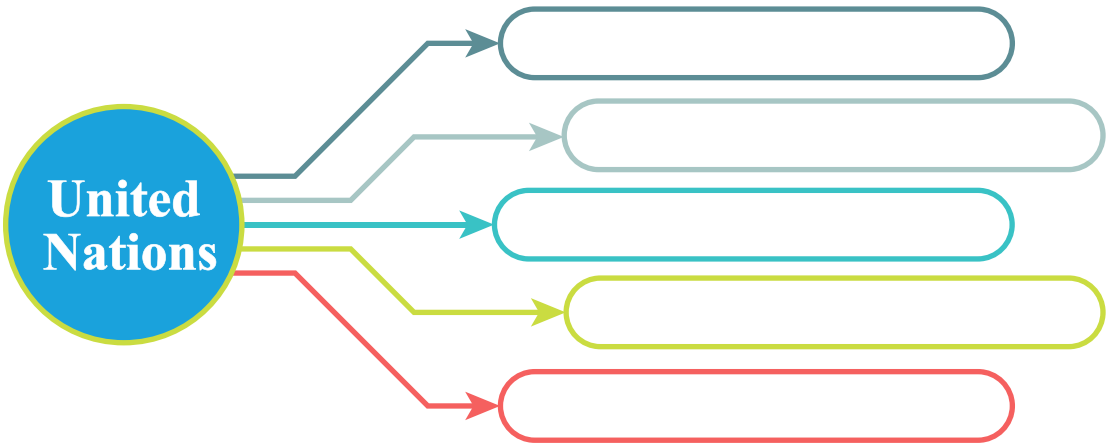
4. Bangladesh achieved the membership of United Nations : .....

5. Headquarter of United Nations : .....

B) Let's read about OIC and write down its functions in the blank spaces.



C) Let's read about United Nations and write down its functions in the blank spaces.



Like the human beings states of the world cannot do without cooperating each other. States of the world are interdependent in different sectors. They are education, health, agriculture, economy, environment, climate, communication and technology etc. In this regard, SAARC, OIC, the United Nations, and other organizations have been playing a cooperative role. These regional and global associations remind us that we are the members of a world family. We have to develop us as global citizens. From my work, the state, family, and society will benefit, and likewise, the world will also benefit. The benefits of any welfare-oriented invention can be enjoyed by people of all countries. Similarly if the climate is affected by any of us, it may affect other countries. Nobody or no country alone can enjoy the advantages of communication and technology. In this way, out of our own necessity, bonds of friendship, harmony, and cooperative relationship have been developed among different countries of the world.

D) The world is with us. Do I agree with this opinion? Let's express our opinion in writing.

.....

.....

.....

.....

Exercise

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

1. How many member countries were there during the establishment of SAARC?
   a) 6 b) 7 c) 8 d) 9
2. Which of the following organization did the Muslim countries develop for the cooperation among themselves?
   a) SAARC b) United Nations c) OIC d) OPEC
3. Which of the following Organization works for global peace and security?
   a) SAARC b) United Nations c) OIC d) OPEC

B. Fill in the blanks.

1. Member countries of SAARC will be..... to the sovereignty of each other.
2. One of the functions of OIC is to eradicate.....
3. People of all countries of the world can enjoy the facilities of ..... invention

C. Match the left column with the right one:

Left Column	Right Column
SAARC	Washington
OIC	New York
United Nations	Katmandu
	Islamabad
	Jeddah

D. Answer the following question in brief.

1. Write three purposes for formation of SAARC.
2. Write three functions of OIC protecting the interest of Muslim countries.

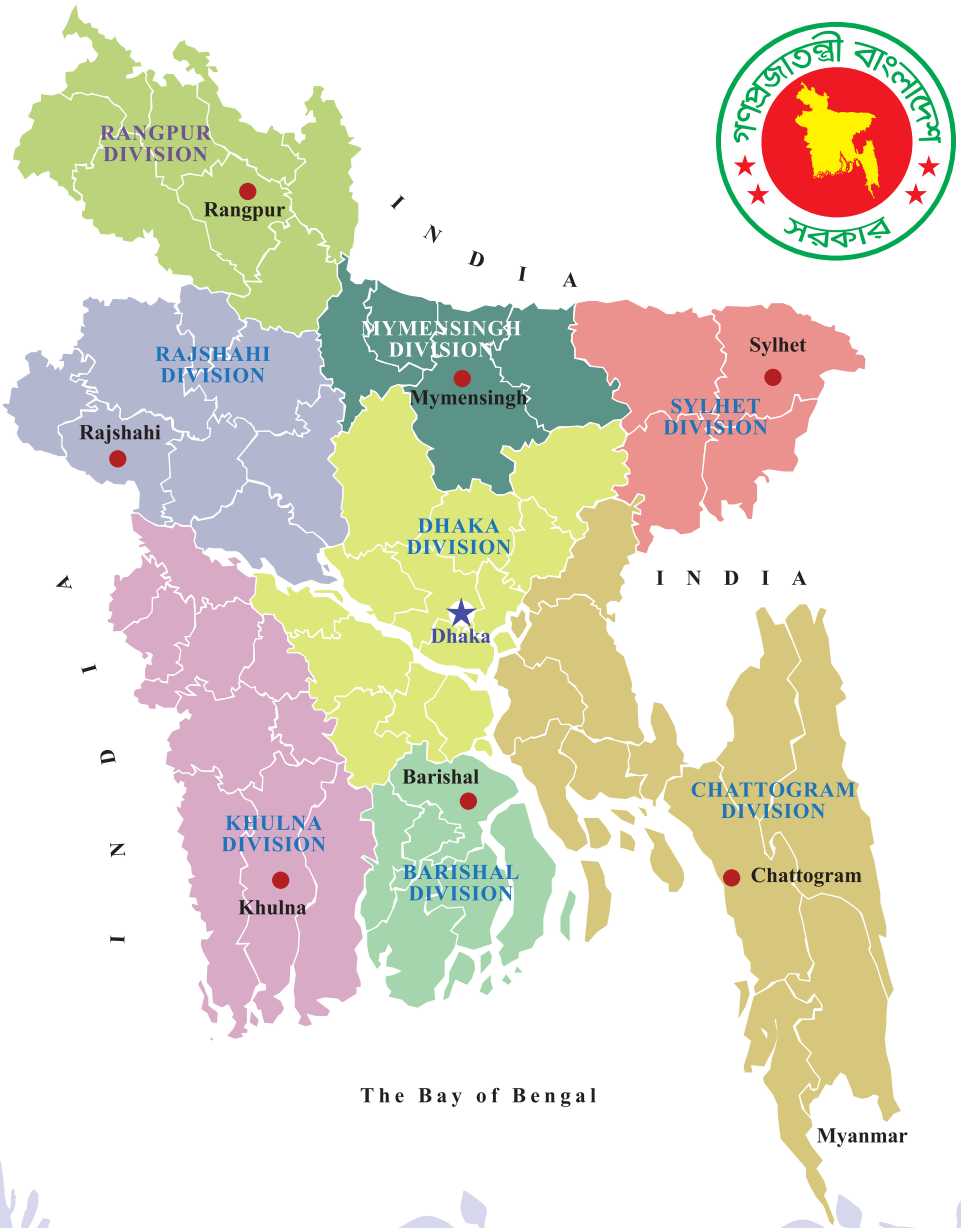
E. Answer the following questions in detail.

1. How are all of us the members of the world family?
2. How can international associations contribute to improve the standard of our lives?

Chapter 9

MY RIGHTS AND DUTIES IN THE STATE AND THE SOCIETY

1 Concept of the State and Our Duties towards the State

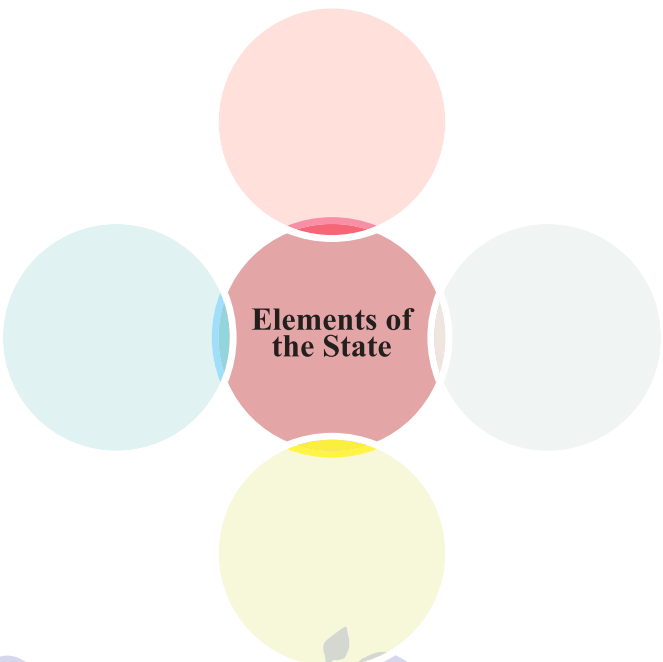


A) Let's observe the map on the previous page and answer the questions in the table below.

Questions	Answer
Every country has a map. Which country's map is on the previous page?	
Every state has it's defined territory. Write the names of the neighbouring countries of our state.	
A state is run by a government. What is the name of our government?	

Every state has a defined territory. A specific population lives in that territory. A well organised government is required to lead them properly. By dint of sovereignty, the state remains free and independent from external influence.

B) Let's read the passage and find out the elements of a state. Write them in the diagram below.



The state provides various facilities to it's citizens. These facilities are the rights of the citizens. Therefore, we have many duties and responsibilities towards the state. Everyone must obey the rules and regulations to maintain the law and order of the state. State provides education for all of it's citizens. So, we all should take the opportunities of education. At the age of eighteen, all the citizens of the country enjoy their voting rights. Voting is a political right of the citizens. It is their responsibility to pay taxes. So, everyone should perform their duties and responsibilities for the development of the country. Again, we all must be aware that the resources of the state are not wasted. It is also our responsibility to live in harmony and be tolerant to others opinion. We have to uphold the dignity of our country in the global arena.

C) Let's read the paragraph above and make a list of our duties towards the state.

1.

2.

3.

4.

D) Let's write what duties I should perform in different sectors of the state.

Different areas of the state	My duties
Education	
Law and order	
Public goods	

2 Social Problems

A) Let's observe the pictures and write in the box what is happening in them.









B) Let's make a list of social problems that I know about and have seen in my own environment.

Serial number	Social Problems
1	
2	
3	
4	

Social problems hamper the normal leading of the life. Among them, drug addiction is a serious problem. It causes irrecoverable physical and mental loss. People lose their ability to work and cannot think properly. They can not lead a normal life. Besides, there are some other social problems like mobile phone addiction, child labour, child abuse, bullying, juvenile crime, child marriage and superstitions etc. Mobile phone addiction makes children inattentive to study. They become angry, grumpy and lose of appetite.

Bullying means calling names, body shaming, or giving physical and mental pain. A bullied child break down mentally, cannot mix with others easily and wants to hide himself. Using children as labourer is another social disease. They are deprived of their rights like education, health, nutrition, and recreation. Sometimes they also become the victim of physical torture. Similarly, superstitions take people away from the right path. So, we must be aware to resolve these social problems.

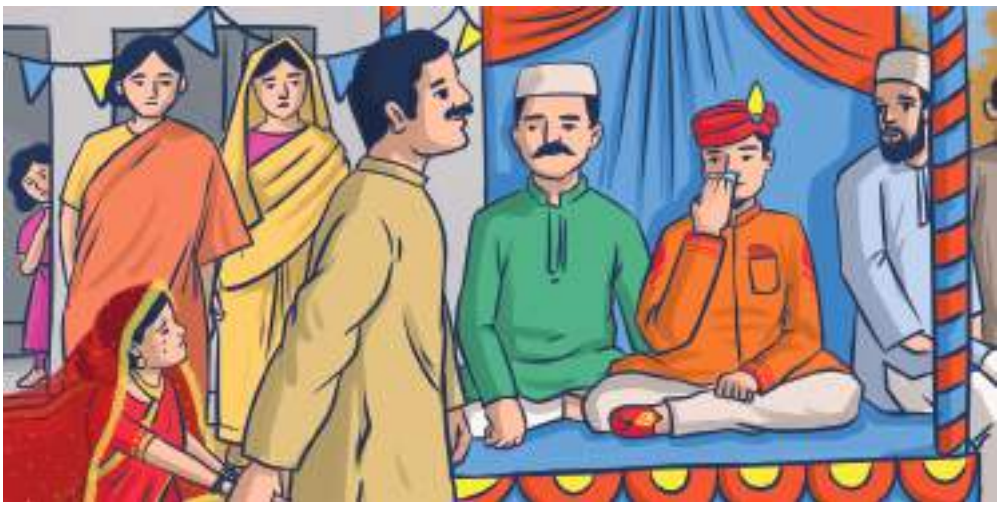
C) Let's read the paragraph on the previous page, identify different social problems and write them in the box below.

Serial number	Social Problems
1	
2	
3	
4	

D) Let's write the impacts of the social problems written in the previous box.

Social Problem	Impacts

3 Child Marriage



A) Let's observe the picture above and answer the following questions.

Question	Answer
What is the picture about?	
What is the girl's father doing?	
Why is the girl child crying?	

Bashir Mia is a poor farmer. He has three daughters and two sons. His eldest daughter, Rupa, was in class six. At that time she was 12. Because of poverty, her father stopped her studies and married her off. After some days, Rupa's in-laws forced her for dowry. These casud her mental distress. On the other hand, the responsibility of all the household chores fell on this young girl. She forgot to eat and took care of herself. In the meantime, Rupa became a mother. Her baby suffered from malnutrition and became sick. A few days later, it died. Rupa's in-laws blamed her for this. Rupa could not bear all this pain and one day, she came back to her father's house.

B) Let's read the story on the previous page and write the impacts of child marriage in the table below.

Serial number	Impacts of child marriage
1	
2	
3	
4	

If we know above any child marriage taking place around us, we will prevent it.We need to make families and society aware of the bad effects of child marriage. Imams or marriage registrars conduct the wedding. Checking birth certificate and NID should be mandatory for registering a marriage. It is a punishable offence to marry off someone who is not adult. The chairman, members, women representatives and respected people of that area should be aware of this. If needed, courtyard meetings or mothers' gatherings can be arranged to make them aware of the bad effects of child marriage. Similarly, teachers from the primary level will make students aware of the bad effects of child marriage. Mass people should be made aware of the harmful effects of child marriage through posters, banners, leaflets, and messages on radio or television.





- To stop child marriage and child abuse, we must call 1098.
- To prevent violence against women and children, we must call 109.

C) Let's read the paragraph above and write the ways to stop child marriage.

Serial Number	Ways to stop child marriage
1	
2	
3	
4	
5	

D) Let's do a role play on how to stop child marriage.

4 Organizational Activities of the School

A) Let's observe the pictures below and answer the questions in the box.



1) What are they doing in the picture? .....
2) What type of organisational work is this? .....
3) Where is this type of work done? .....



1) What are they doing in the picture? .....
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1) What are they doing in the picture? .....
2) What type of organisational work is this? .....
3) Where is this type of work done? .....

School is a social institution. Many activities are done in school. These activities cannot be done alone. Everyone has to work together. Doing such activities together by following rules is called organisational activities. Through organisational activities, students can be prepared as future leaders.

B) Let's make a list of organisational activities in our school.

Serial Number	Organisational Activities
1	Formation of student council
2	
3	
4	
5	

I am Najifa, a member of the cub scout team. Through this organisational activity, I have learnt

- how to perform in time.
- how to cooperate each other.
- how to be tolerant to others.

I am Ihan, a member of the tree plantation team. Through this organizational activity, I have learnt

- how to be aware of the environment.
- how group work can make task easier.
- how to make good relationship with everyone.

I am Topu, a member of the Students' Council. Through this organisational activity, I have learnt:

- how to be tolerant to others opinion
- how to gain skills in leadership
- how to behave in a democratic way

I am Arisha, a member of the Little Doctor team. Through this organisational activity, I have learnt

- how to be tolerant to others
- how to take care of myself
- how to be compassionate towards people

C) Based on the statements of Najifa, Ihan, Topu, and Arisha, let's write the importance of organisational activities in school.

Serial number	Importance of organisational activities
1	Teaches us how to help each other
2	
3	
4	
5	

D) According to the importance stated in the table above, let's make a list of the leadership qualities what I would like to see in myself.

1)

2)

3)

4)

5 Human Rights and Our Duties

Amena Begum and Amit Rahman are talking about the rights and facilities they get as human beings-

Our children study at school

We can move freely

Both of us get equal opportunities

Both of us are equal in the eyes of the law

We get equal respect in society

We enjoy safety and security

We get fair wages for our works

We can practise our own religion

We can express our opinions freely

If anyone does wrong to us, we get justice

We have the right to own and protect our property

All the people of the world have the rights to get some opportunities. These rights are clearly mentioned in the "Universal Declaration of Human Rights" of the United Nations. Disregarding race, religion, caste, gender, or financial status all have equal human rights. As humans, everyone should enjoy these rights without harming others.

A) Let's read the facilities of Amena Begum and Amit Rahman, and make a list of their human rights.

Human Rights	
• Right to education	•
•	•
•	•
•	•
•	•



Abide by the rules and regulations



Raise awareness among people



Seek legal aids to get justice



Know about human rights



Express own opinion without hurting others



Do not discriminate between boys and girls for obtaining rights



Further strengthen the activities of human rights organisations



Ensure proper implementation of the law for human rights



Promote human rights more in media

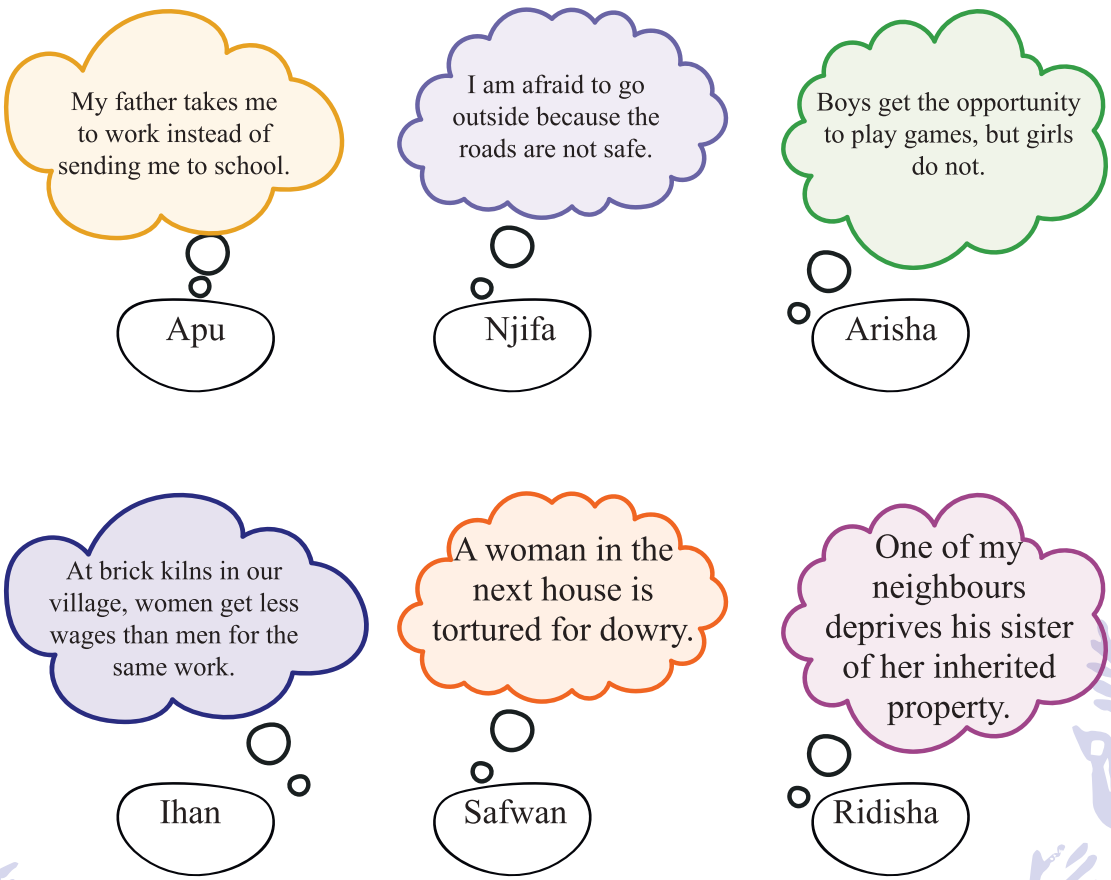


Ensure women's property rights

All of them are raising awareness among the people to protect human rights.

B) Let's read the slogans about human rights mentioned on previous page and write the ways to protect human rights.

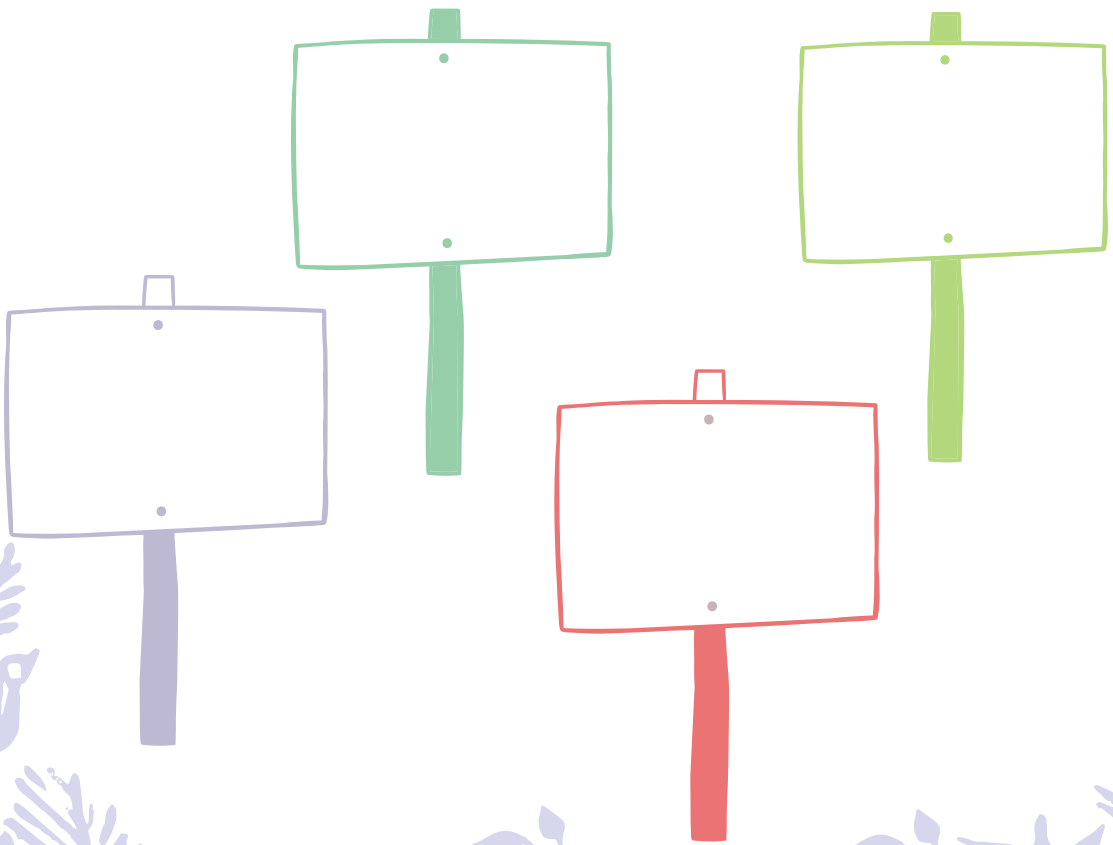
Serial Number	Ways to protect human rights
1	
2	
3	
4	
5	
6	



C) Let's read the statements of Apu, Najifa, Safwan, Arisha, Ridisha and Ihan about different human rights violations. Write which human rights were violated in the table below.

Whose statement	Which human right was violated?
Apu	
Najifa	
Arisha	
Ihan	
Safwan	
Ridisha	

D) Let's make some slogans for the posters regarding the protection of human rights to be demonestrated in my school.



Exercise

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

1. What type of right is voting?
   a) Social rights b) Political rights
   c) Personal rights d) Economic rights
2. Which one is an example of bullying?
   a) Calling someone names
   b) Stopping someone from joining group work
   c) Preventing someone from expressing their opinion
   d) Not allowing someone to participate in a play

B. Fill in the blanks.

1. Social problem..... people's normal life.
2. We can learn the skill of ---------- through Student Council
3. 'I express my opinion freely', this is my ----------

C. Write T for True and F for False for the following statements.

1. Getting equal respect in society is a human right.
2. All citizens enjoy the voting right at the age of 18.
3. Social problems accelerate the progress of the society.

D. Answer the following questions in brief:

1. What do you mean by citizen rights?
2. Write three bad effects of drug addiction.
3. Write three harmul effects of mobile phone addiction on children.

E. Answer the following questions in detail:

1. Write the ways to prevent child marriage.
2. Write what we should do to protect human rights.

Chapter 10

MORAL AND SOCIAL BEHAVIOUR

1 Tolerance

Raju, Topu, Mili, and Rony are four friends. They are in class five. On the occasion of Bengali New Year, everyone has come wearing colorful dresses. Each of them claimed that her or his dress was the most beautiful one. On this, they started arguing and no one wanted to stop. Suddenly, Topu and Mili told everyone to keep quiet. Topu said, "All of us don't have the unique choice. Everyone's choice is different. To each person, her or his own dress is beautiful." Mili said, "In fact, everyone's dress is nice." Hearing this, everyone agreed with Topu and Mili, and started enjoying the New Year together.



A) After reading the above story, let's answer the questions in the blank column.

What was the point of disagreement among the four friends?	
Why were they refusing each other's opinion?	
What did Topu and Mili say?	
Did everyone agree with Topu and Mili?	
What is it called when you respect others' opinions?	

Respecting others' opinions is called tolerance. Tolerance is a human quality. Everyone's opinion has importance. So, we should listen to others' opinions with patience. Therefore, we all must be tolerant.

B) Let's read the sentences and put a tick (√) if you agree and a cross (×) if you disagree in the blank column.

1. Everyone's opinion should be valued.	
2. You should listen to whose opinion you like.	
3. Respecting others' opinions is a human quality.	
4. It is better to make decisions by considering others' opinion.	
5. We should always give priority to our own opinion.	

Everyone has their own opinion. Tolerance to others' opinions provides an opportunity for expressing individuals views. Hence, we listen to others' opinion attentively. This teaches us tolerance. We respect others' opinions because every opinion has importance. Thus we learn to respect people. The prerequisite of democratic behaviour is tolerance of others' opinions. Therefore, this quality fosters democratic citizens. People of different religions and races live in the society. So, tolerance is needed to respect each other's beliefs. We can live in harmony in the society as there prevails tolerance. This quality maintains peace and order in the family, social, and national life.

C) Reading the paragraph let's find out the importance of tolerance, and write them down.

_____

_____

_____

_____

D) Let's do a role-play of a school related activity that shows tolerance of others' opinions.

2 Democratic Behabiour

The students of class five at Salimpur Government Primary School were planning a study tour. On the first day, they could not agree on where to go. The class teacher chose to try a different method on the second day to select the spot. The teacher wrote the names of four possible places discused on the first day. Then the teacher gave each student a small piece of paper and asked to choose one place from the list and write it on the paper. After writing, the students folded their papers and put them in a box. When all the students had finished, the teacher opened the box and counted the votes. He wrote the number of votes beside each spot's name on the board. The place with the highest votes was chosen for the study tour. In this way, everyone's opinion was considered and the decision was made by majority vote. As a reasult, all the students were happy with the process of selecting the study tour spot.

A) Let's read the story and share our opinion to the questions:

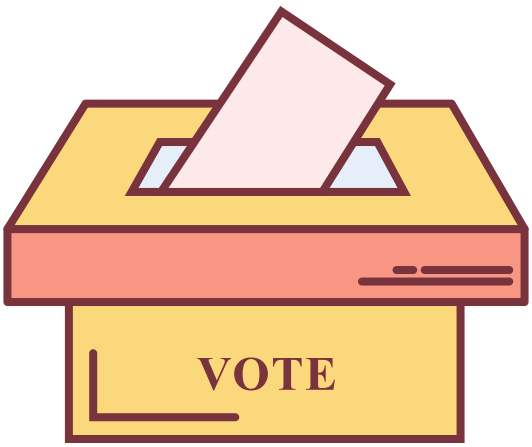
Questions	Opinions
1. Did everyone get the chance to give their opinion?	
2. Were their opinions considered?	
3. On what basis was the decision taken?	
4. What is 'giving importance to the majority opinion' called?	

B) Let's read the statements. Put tick (√), if it shows democratic behaviour, and cross (×), if it does not.

Serial number	Statements	√ or ×
1	We will give everyone the chance to express their opinions.	
2	There is no need to take everyone's opinion in selecting the class captain.	
3	We will make the decision considering the opinions of the majority.	
4	In producing the school wall magazine of the school, only the leader's choice is preferred.	
5	The class decides collectively how to decorate the classroom.	

C) Let's make a plan to keep our classroom neat and clean.

D) Let's choose our class captain in a democratic way.



Exercise

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

1. Which of the following is the prerequisite for democratic behaviour?
   a) Giving importance to one's own opinion
   b) Giving importance to others' opinions
   c) Preferring the opinion of the person you like
   d) Deciding as per indivduals choice

2. What does 'tolerance' teach us?
   a) Patience b) Morality c) Beauty d) Creativity

B. Fill in the blanks:

1. To respect everyone's belief, we need .....
2. Everyone should .....others' opinions.

C. Answer the following questions in brief:

1. What is 'tolerance'?
2. List three areas of democratic practice in school.

D. Answer the following questions in detail:

1. How will you show tolerance to your classmates in the classroom?
2. How will you practise democracy for electing class captain in the school?

Chapter 11

COMMUNICATION MAP OF BANGLADESH

1 Communication Map

A) Let's observe the pictures below and answer the questions -



1) What kind of vehicle is it?

---

2) On which route does it run?



1) What kind of vehicle is it?

---

2) On which route does it run?



1) What kind of vehicle is it?

---

2) On which route does it run?

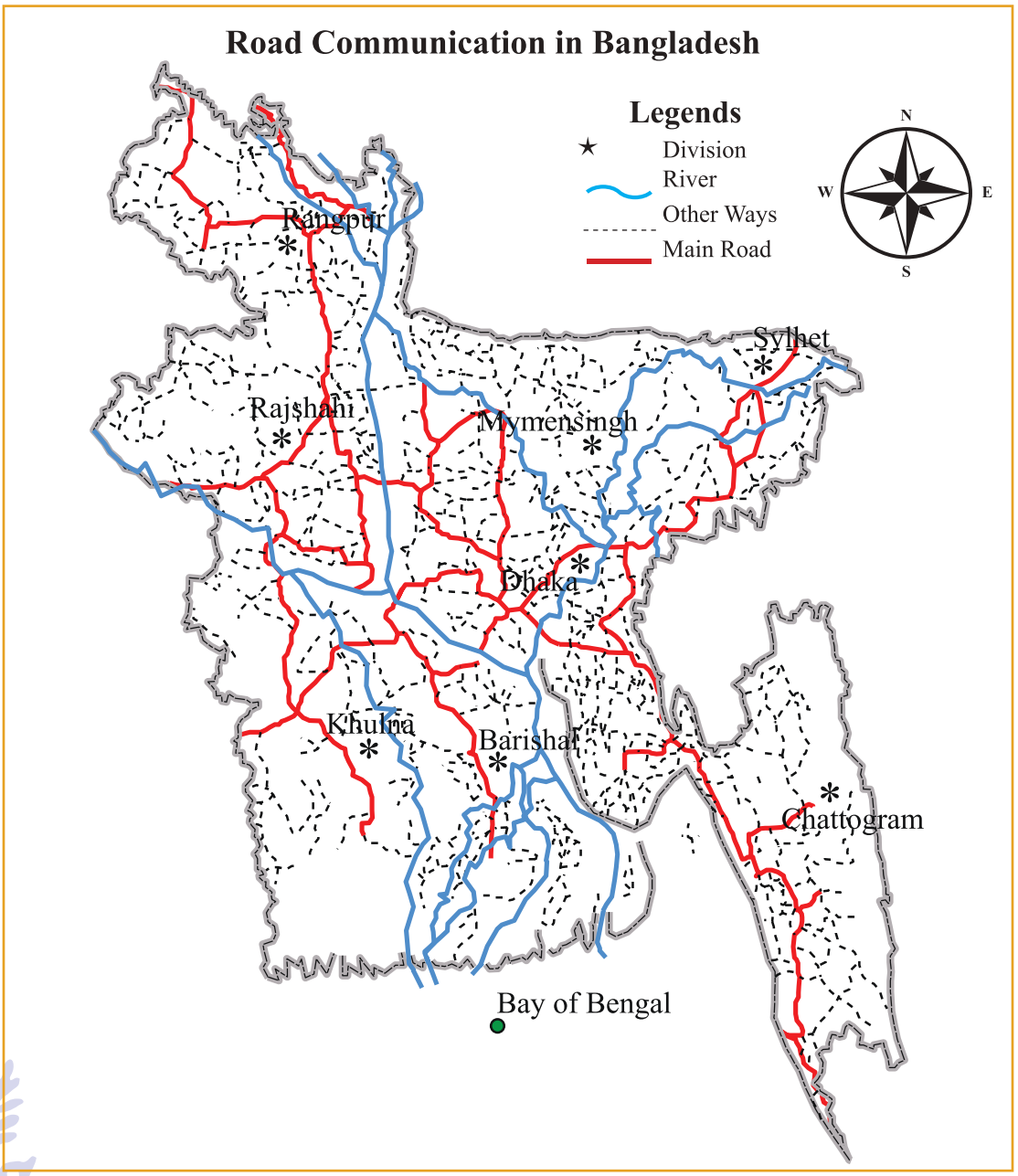


1) What kind of vehicle is it?

---

2) On which route does it run?

B) Let's observe the map and answer the questions that follow.

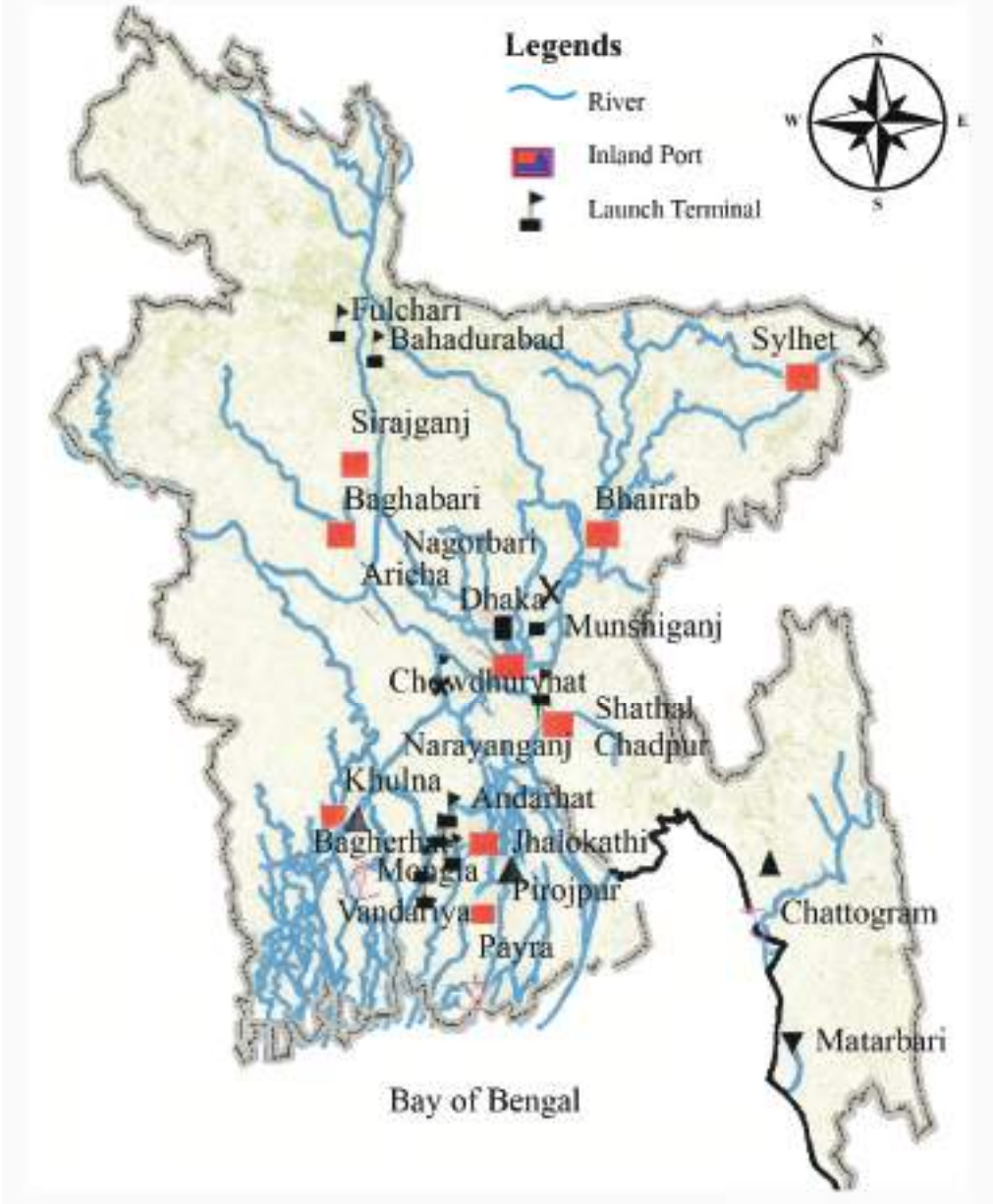


1) What type of communication system is shown in the map?

---

2) Let's mark the main roadways by drawing lines on the map.

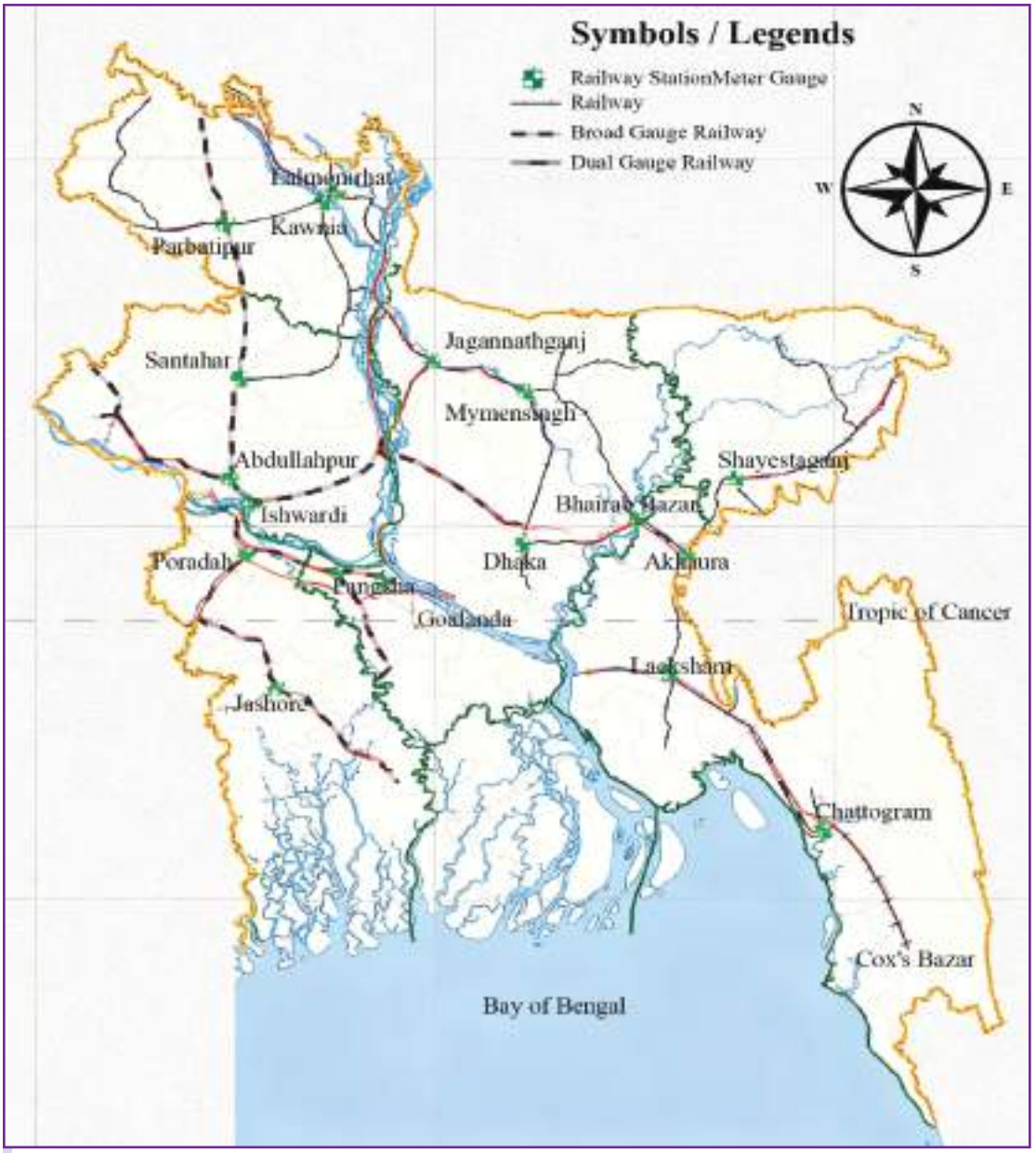
Inland Port and Waterway in Bangladesh



1) What type of communication system is shown in the map?

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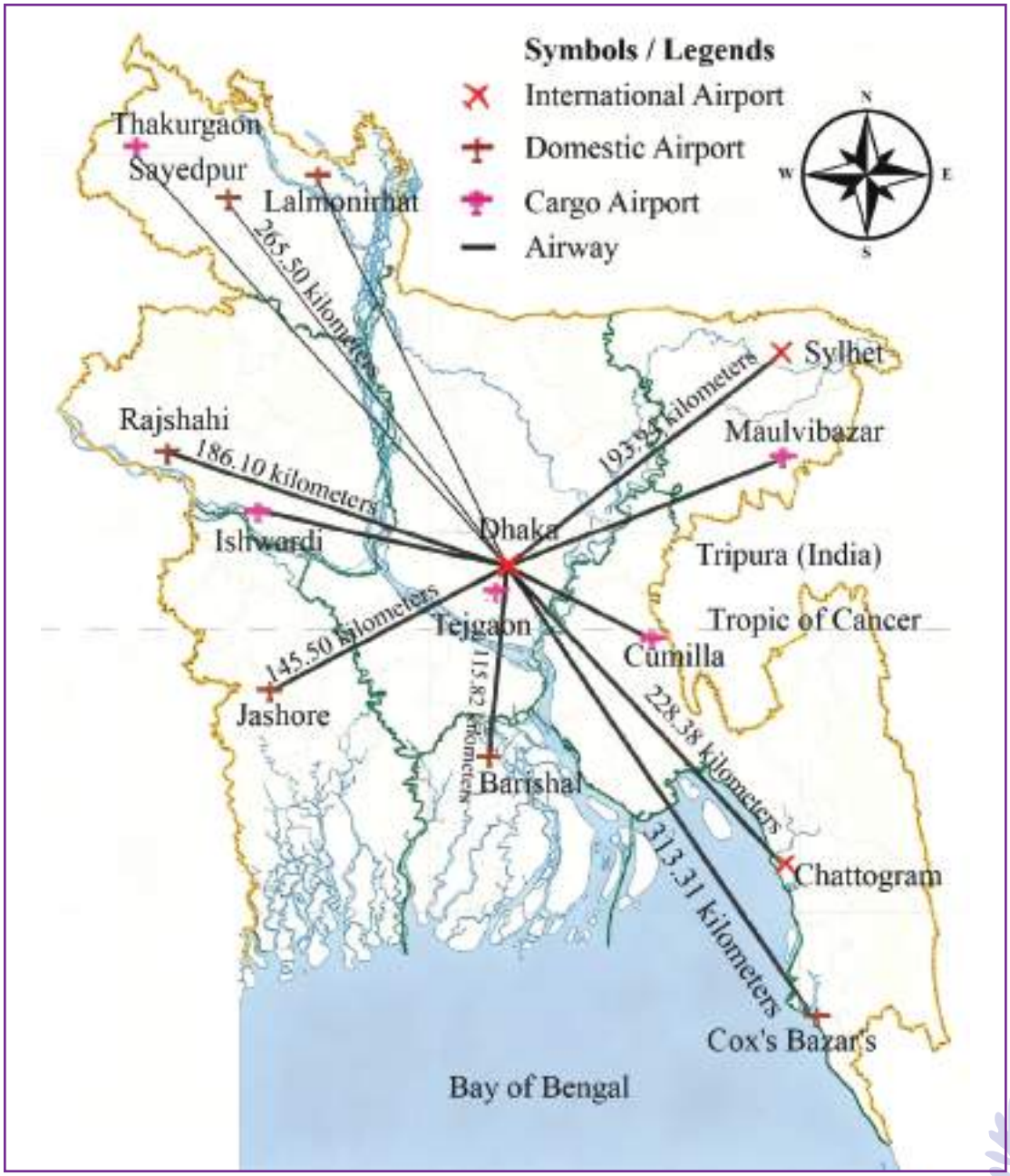
2) Let's mark two river ports and water ways by drawing lines on the map.



1) What type of communication system is shown in the map?

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2) Let's mark the railways by drawing lines on the map



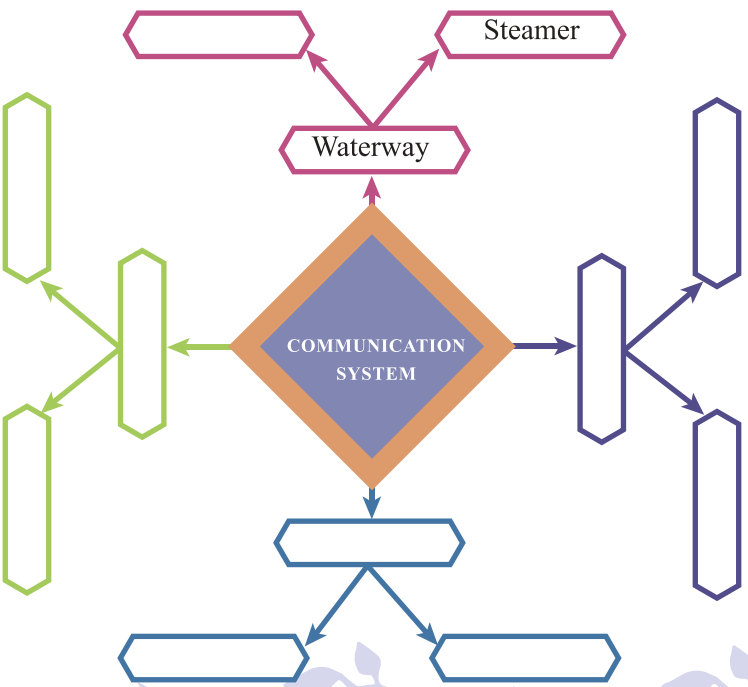
1) What type of communication system is shown on the map?

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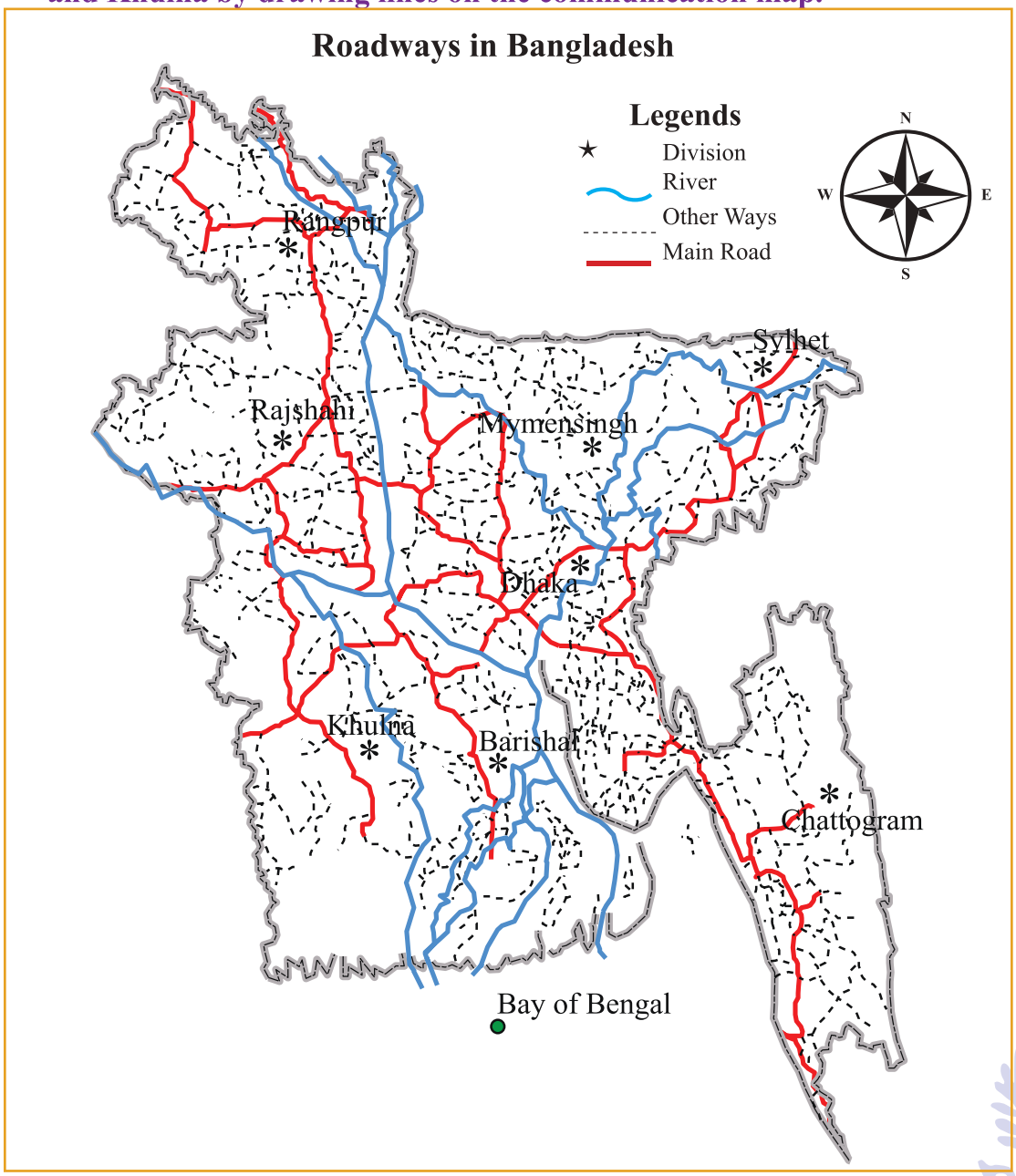
2) Let's identify two airports in the map.

The prerequisite for economic development of a country is a modern communication and transport system. The transport system of Bangladesh is developing. Usually, four types of routes are used for communication: roadway, waterway, railway and airway. Among them roads are most widely used. National, regional and district roads are quite developed. Different vehicles including buses, trucks, lorries, private cars ply on the roads. Railway is quite popular among people. There are three types of railways in Bangladesh: meter gauge, broad gauge, and dual gauge. Trains are of two types: passenger trains and freight trains. Besides, waterway has significant importance in the transportation system of Bangladesh. Travelling and transporting goods by waterway is much cheaper. Our waterways include inland waterways and coastal sea routes. Dhaka, Narayanganj, Khulna, Barishal, Chandpur and Bhairab are the main inland ports of Bangladesh, while the seaports include Chattogram, Mongla and Payra. Recently, the use of aircraft has also increased. There are two types of airports in the country: domestic and international. There are three international airports namely Hazrat Shahjalal International Airport, Dhaka; Shah Amanat International Airport, Chattogram, and Osmani International Airport, Sylhet. These three airports are also used for domestic flights. Jashore, Rajshahi, Saidpur, Barishal and Cox's Bazar are the domestic airports of Bangladesh. At present, the country has seen an unprecedented development in the country's communication system including the metro rail, elevated expressway and the tunnel under the Karnaphuli River.

C) Let's read the text above and complete the mind map below with different types of communication systems and routes.



D) Let's mark the roadways from Dhaka to Chattogram, Rajshahi, Sylhet, and Khulna by drawing lines on the communication map.

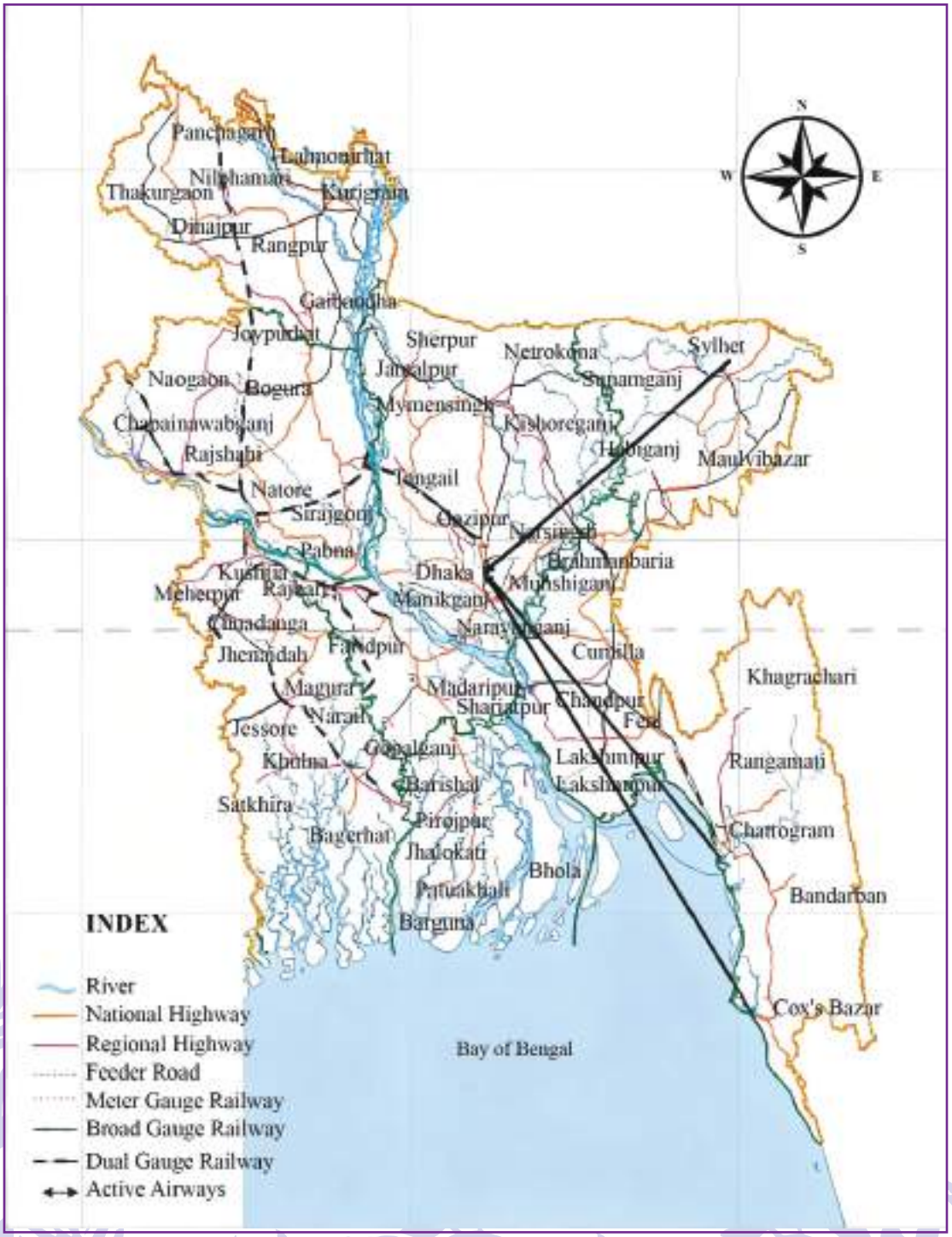


1) What type of communication system is shown in the map?

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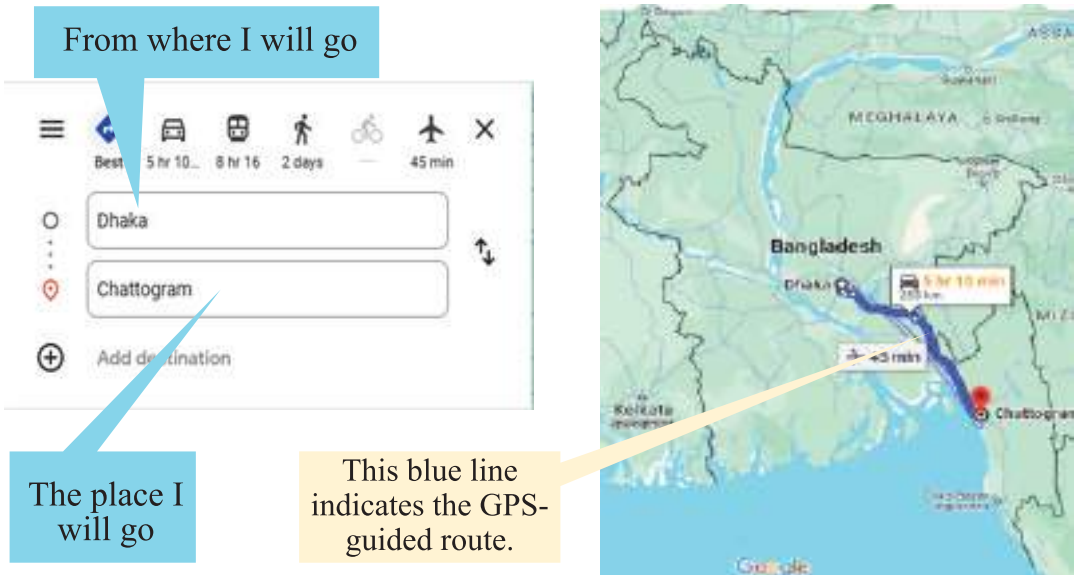
2) Let's mark the main roadways by drawing line in the map.

2 Use of Communication Map and Concept of GPS.



A) Let's observe the map on the previous page and answer the following questions.

1. Which routes can be used to travel from Dhaka to Cox's Bazar?	
2. What means of communication can be used to travel from Mymensingh to Bhola?	
3. What means of communication can be used to travel from Jashore to Dhaka?	
4. Which routes can be used to travel from Sylhet to Chattogram?	



B) Use of Communication map and Concept of GPS.

1) In the picture, from which place is the journey supposed to begin?

---

2) Where is the destination shown?

The full form of GPS is Global Positioning System. It can accurately determine the location of something. Currently, GPS is used in many ways on maps. Along with roads, the locations of petrol pumps, police stations, hotels, restaurants, tourist attractions, department stores, etc are also marked in the GPS system. If there stands anything notable around the current location, that is shown on the display of a GPS device. Besides controlling cars, ships, and planes, this system is used to control traffic in big cities. Using this technology based apps on mobile phones or laptops, one can reach a specific place accurately. When you select a specific place and go to the Google Map option, the route to that place is indicated by arrows. If you go along the road marked by the arrows, you can reach the desired place. The GPS system also allows one to know how long it will take to get from one place to another, whether on foot, by car, bus, or motorcycle.

C) Let us read the text above and write down what information is available for communication using GPS.

D) Let us use GPS to find our way from one place to another with the help of our teacher



Exercise

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

1. Which of the following is a means of road communication?
   a Launch b) Train
   c) Bus d) Aeroplane
2. In which communication mode is the cost of transporting goods lower?
   a) Road b) Railway
   c) Waterway d) Airway
3. Which route will you take to get from Dhaka to Mymensingh easily?
   a) Roads and waterways b) Roads and Railways
   c) Railways and waterways d) Waterways and Airways.

B. Write "T" for True and "F" for False for the following statements:

1) Roads are the most widely used means of transportation in Bangladesh.
2) Payra is one of the river ports in Bangladesh.
3) GPS can accurately determine the location of something.

C) Answer the following questions in brief:

1) What types of communication systems are generally available in Bangladesh?
2) Write the names of three domestic and three international airports in Bangladesh.

D) Answer the following questions in detail:

1) Describe the importance of various communication systems in Bangladesh.
2) Write down the uses of GPS.

Chapter - 12

FORESTS AND NATURAL TOURISM SITES IN BANGLADESH

1 Forests of Bangladesh: Importance and Conservation

A) Let's observe the pictures and answer the questions below.



Picture-1



Picture-2



Picture-3



Picture-4

Question	Answer			
1. What are the pictures of?	Picture-1	Picture-2	Picture-3	Picture-4
2. What are the differences among the pictures?				

Forests of Bangladesh

Tropical Evergreen Forest

This forest is located in the hilly areas of Khagrachari, Bandarban, Rangamati, Chittagong and Sylhet regions. In these forests, trees such as Gorjan, Chapalish, Telsur, Bailam, Arjun, Jarul, Kusum, Bahera etc. mainly grow. In addition, various types of cane and bamboo grow here. In such forests, the trees remain leafy throughout the year.

Tropical Deciduous Forest

This forest is spread across Mymensingh, Gazipur, Tangail and Sherpur. As 95% of the trees here are Shal tree, its another name is Shalban. Besides, trees such as Karai, Bajna, Sheora, Jalpai, Amlaki, Haritaki, Bahera etc. grow in these forests. Since the trees in these forests shed off their leaves in winter, they are called deciduous forests.

Mangrove or Sundarbans

This forest is located in Khulna, Bagerhat and Satkshira districts. This forest is known as Sundarbans because of the abundance of Sundari trees. This forest is flooded with tidal water at regular intervals. Therefore, among the plants of this region, Aerial-root, stilt-root and viviparous germination are seen as adaptation. Apart from Sundari and Golpata, trees like Pashur, Gewa, Keora, Bain, Dhundal, Amur etc. grow here. The world's famous Royal Bengal Tiger lives in the Sundarbans. Apart from this, deer, monkeys, porcupines, snakes, jungle fowl, bees and various types of birds are found.

Swamp Forest

These forests are seen in the Haor region of Sylhet and in the lowlands of the hill forests. During the rainy season, these forests are filled to the brim with water. Ratargul in Sylhet is the largest swamp forest in Bangladesh. Water-tolerant trees such as Hijal, Karach, Panijam, Kadam, Kanjal, Ashok, Varun, Dumur etc. grow in these forests.

B) Let's read the text above, collect information and fill in the table below.

Forest type	Characteristics	What types of trees are available?
Tropical evergreen forest		
Tropical deciduous forest		
Mangrove or Sundarbans		
Swamp forest		

The importance of forests in human life is immense. The Sundarbans and coastal forests play a vital role in combating natural disasters like storms and tidal waves. For this reason, coastal green belts have been built in coastal districts to protect them from marine tidal waves and natural disasters. Forest plants are used to make houses and furniture. Fruits, honey, house canopies, fuel and medicinal materials are collected from trees. Forests maintain the natural balance. Animals, birds and insects roam and live safely and fearlessly in dense and deep forests. Forests play a vital role in protecting biodiversity. Areas without trees turn into deserts. Trees prevent soil erosion and keep the environment clean.

According to the government, the total forest area of Bangladesh is about 17 percent. To maintain environmental balance, a country should have forests in 25 percent of its total land area. The area of forest land should be increased through tree plantation and afforestation. The destruction of forests by cutting down trees should be stopped. The use of land for industrial and agricultural purposes by occupying forests should be stopped. The public should be made aware of afforestation.

C) Let's read the above text and write why forests are important for Bangladesh.

D) Let's write about how we can conserve the forests of Bangladesh.

2 Natural Tourist Sites in Bangladesh: Importance and Conservation.



Cox's Bazar Sea Beach



Jaflong, Sylhet



Nilgiri, Bandarban



Madhabkund waterfall

A) Let's observe the pictures and answer the questions below

Questions	Answer
1. What are these pictures about?	
2. Are the places in the pictures natural or man-made?	
3. Why are they famous?	

Cox's Bazar

A tourist city which is located in the south-eastern part of Bangladesh. It has a 120 km long natural sandy beach. Cox's Bazar's Kalatali, Himchhari, Inani Beach are attractive to the tourists. In addition, Maheshkhali and Saint Martin's Island are popular tourist sites.

Kuakata

Kuakata sea-beach is located in Patuakhali district of southern Bangladesh. The length of this sea beach is about 18 kilometres. Another name of this beach is Sagarkanya. Sunrise and sunset can be seen from here. Various guest birds can be seen on this beach in winter.

Sylhet

The Sylhet region of Bangladesh is full of natural beauties. Tourists visiting this region are captivated by the Eye-catching beauty of tea gardens, Jaflong, Lalakhal, Bholaganj white stone, Srimangal, the nature's daughter, and Bichanakandi. In addition, the Panthumai waterfall which descend through the mountains, Madhabkund waterfall, Ratargul Swampforest and Hakaluki Haor, are popular natural tourist sites in Sylhet.

Bandarban

Bandarban district is in the Chittagong division, the south-eastern part of Bangladesh. Here, the natural beauty is its lush green hills. The cultural diversity of the ethnic communities attracts the attention of the tourists. Among the scenic places of Bandarban, which are blessed with natural beauties, Nilgiri, Chimbuk Hills, Shailopropat waterfall, Boga Lake, Golden Temple, Keokradang, Napakhum, and Jadipai Waterfall etc. are notable.

Mangrove or Sundarbans

Rich in diverse plants, various animals, and surrounded by many rivers and canals, the Sundarbans have unique natural beauties. That is why, a lot of tourists from home and abroad come here. Karamjal, Katka, Hiron Point, Dublar Char, Harbaria Eco-Tourism Center, Tinkona Island, Jamtala Beach of the Sundarbans are attractive tourist spots.

B) Let›s read the text on the previous page and write the names and the characteristics of various natural tourist sites in the table below.

Name of the natural tourist sites	Characteristics
1.	
2.	
3.	
4.	

The importance of tourism is immense. It is an effective sector for earning revenue and foreign exchange. A large number of domestic and foreign tourists visit these places. This sector provides employment to many people in the country. With its development, other businesses and trade expand. The development of tourism leads to economic development of the country. This also leads to cultural diversification. Natural tourist spots are created by nature. Their breathtaking beauty enchants people. But they are being destroyed by constructing unplanned structures in the natural tourist places of our country. Tourists, who come to visit also pollute the sites by throwing garbage every here and there. For this, public awareness needs to be created. We are lagging behind in this industry due to lack of proper planning and maintenance. Along with a comprehensive plan for the development of this industry, the development of forests and natural tourist sites is essential. Initiatives should be taken to attract the local and the foreign tourists. All concerned have to work sincerely for the development of the tourism industry.

C) Let's read the above description and write the importance of natural tourist sites in Bangladesh.

.....

.....

D) Let's read the above description, and write our role in preserving the natural tourist sites in Bangladesh.

.....

.....

Exercise

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

1. What is the main characteristic of evergreen forest?
   a) The leaves are green b) The trees have leaves all the time
   c) Leaves fall in winter d) Leaves always fall
2. In which forest do the Aerial-root and Stilt-root grow?
   a) Sundarbans b) Swamp forest c) Evergreen forest d) Deciduous forest
3. Where would you go to see a freshwater Swamp forest?
   a) Sylhet b) Tangail c) Khulna d) Rangamati
4. Where would you go to see the sunrise and sunset from the same place?
   a) Kuakata b) Maynamoti c) Patenga d) Jaflong

B. Fill in the blanks.

1. Forests play an important role to protect .....
2. Plants prevent .....of soil.
3. The development of tourism leads to the ..... development of the country.
4. The expansion of the tourism industry creates ..... for many people in the country.

C. Answer the following questions in brief.

1. What are the characteristics of Mangrove Forest?
2. What are the differences between tropical evergreen forest and deciduous forest?
3. Write three natural tourist sites.
4. List three aspects of the importance of natural tourist sites.

D. Answer the following questions in detail.

1. Explain the role of forests in maintaining environmental balance.
2. Describe how you will contribute to the conservation of natural tourism sites in Bangladesh.

Chapter 13

NATURAL RESOURCES OF BANGLADESH

1 Natural Resources of Bangladesh

A) Let's observe the pictures and write the answers to the questions.



What is the person doing in the picture?

What type of fuel is being used for this work?

What kind of resource is this?



What are they doing in this picture?

What materials are they using to make furniture?

Where do we get wood from?

What kind of resource is this?



What is being done in the picture?

Where are they catching fish?

What kind of resource is a river?



Where does such a big ship sail?

Where does a ship unload goods?

What kind of resource is a sea?

Natural resources are gifts of nature. There are many natural resources in Bangladesh. Minerals, forests, water and marine resources are notable among them.

Mineral Resources

Gas is the main mineral resource of our country. The main gas fields are located in the districts of Sylhet, Sunamganj, Habiganj, Brahmanbaria, Cumilla, Chattogram, Bhola, Narsingdi and Gazipur in Bangladesh. Besides, other notable mineral resources of this country include coal, hard rock, mineral oil, iron ore, copper, limestone, gravel, porcelain clay, kaolin, silica sand, and sulfur.

Forest Resources

Teak, mahogany, shawl, gajari, Sundari, gewah, goran, etc. are found in the forests of Bangladesh. We get wood from trees. Wood is used to make houses, furniture, boats and as fuel. Besides, the forest resources include foliage, fruits, wax, honey and wild animals.

Water Resources

Water is called life. We get water from rivers, canals, ponds, and underground sources. Rain is the main source of water. This water is used for various purposes. We use water in households, agriculture, industry and for power generation. It is also the source of fisheries resources.

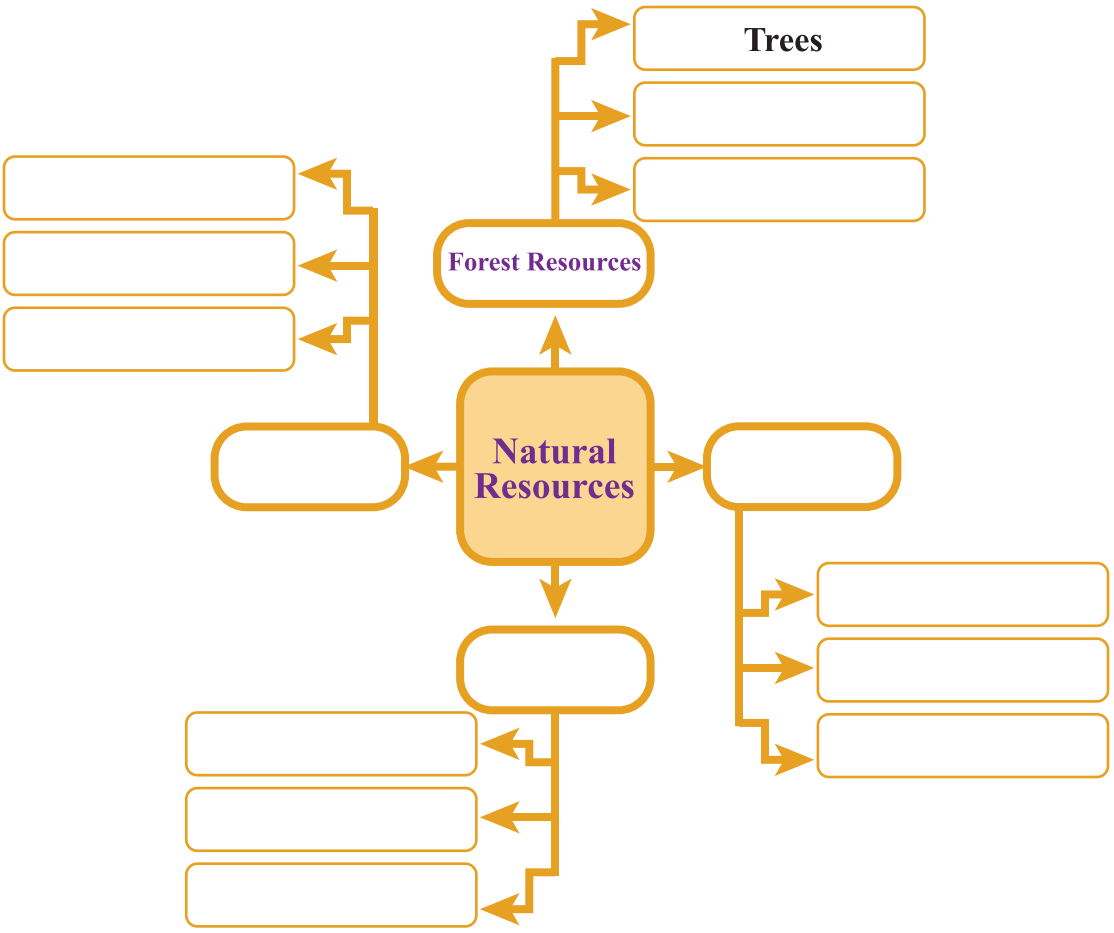
Marine Resources

There is a huge amount of plant and animal resources in the maritime areas of Bangladesh. Among them, sea fishes are notable. Besides, salt is produced from seawater. If these resources are properly extracted, great progress can be made in the economy of Bangladesh. Therefore, it is necessary to conserve marine resources.

B) Let's read the above text and write which types of natural resources are wax, teak, coal, salt, foliage, porcelain clay, shawl, fish and sulfur.

Type of Natural Resources	Name of the resources
Mineral Resources	
Forest Resources	
Water Resources	
Marine Resources	

C) Let's complete the following mind map using the information on natural resources given on the previous page.



D) Let's make a list of the types of natural resources we use in our daily life.

Name of the resource	Type of the resource
Salt	Marine resource

2 Importance and Conservation of Natural Resources

A) Let's observe the pictures and write the answers to the questions.



1. What do we see in the picture?

---

2. What kind of resource is this?

---

3. Where do we get these resources?

---

4. What are the uses of coal?



1. What kind of resource is water?

---

2. What are the uses of river water?

---

3. What are the reasons of river pollution?

---

4. What problems occur when a river is polluted?



1. What is this picture about?

---

2. What are the uses of this type of resources?

---

3. What harm is caused by cutting down too many trees?

---

4. What happens when forests are destroyed?

Natural resources have immense importance for the economy of Bangladesh. Natural resources are used in the production of goods, food, and as fuel and raw materials. They are used as raw materials in manufacturing of machineries, electrical equipment, infrastructure and transport industries. For example, gas and coal are used as fuel in various industries, and for power generation. The use of gas as a raw material is essential in the fertilizer industry.

Forest resources have immense importance in building houses, making furniture and obtaining food. They play a vital role in protecting the habitats of wild animals and maintaining balance in nature. Coastal forest plays an important role in combating natural disasters.

The importance of water resources is undeniable in the economic development of our country. Besides supporting fish habitats, river water is also used in agriculture to increase production. In addition, sea and river routes are used to transport goods. In our country, the population is too large compared to the resources. The reserves of minerals and natural resources are limited. Most of the raw materials for industries are collected from natural resources. We must ensure planned extraction considering the future. We must get accustomed to using resources responsibly. We can increase forest resources by planting trees in the courtyard of our houses and afforesting wasteland. At present, in many ways, forest resources are being destroyed due to unplanned urbanization and industrialization. Thus, rivers and seas are being polluted. As a result, natural resources are destroyed. It is important to preserve these resources. Public awareness should be increased in this regard. It is possible to eliminate poverty, ensure food security, and improve the quality of life by utilizing natural resources appropriately.

B) Let's read the above text and make a mind map related to the natural resources are used in different fields.



C) Let's read the text on the previous page and write the importance of natural resources.

D) Let's prepare a report on the ways of conservation of natural resources.

Exercise

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

1. What type of resource is the gas used for cooking?
   a) Forest resources b) Mineral resources
   c) Renewable resources d) Marine resources
2. Which group includes only the forest resources?
   a) Honey, wax and copper b) Wax, copper and iron
   c) Wax, honey and Sundar d) Honey, coal and fruits
3. What is the best way to use marine resources?
   a) Extract resources properly b) Limit the movement of ships
   c) Limit fishing d) Reduce the consumption of sea fish.

B. Fill in the blanks.

1. Gas is the main …….. resource of Bangladesh.
2. The wood used in making furniture is included in ……. resources.
3. To generate electricity at a low cost, …….. is used.

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

1. Rivers are marine resources.
2. Among the mineral resources of Bangladesh, coal and natural gas are notable.
3. Salt and fish are important marine resources of Bangladesh.

D. Answer the following questions in brief:

1. What are the uses of natural gas?
2. Where are the main gas fields of Bangladesh located?
3. Why are wild animals important among the forest resources?
4. What are the uses of river water?

E. Answer the following questions in detail.

1. Write about the importance of forest resources.
2. Write about the ways of conservation of natural resources.

Chapter 14

POPULATION AND HUMAN RESOURCES OF BANGLADESH

1 Human Resources for Economic Development

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



1. What are they doing?

.....

2. In which work are they skilled?

.....

3. To which sectors are they contributing?

.....



1. What are they doing?

.....

2. In which work are they skilled?

.....

3. To which sectors are they contributing?

.....



1. What are they doing?

.....

2. In which work are they skilled?

.....

3. To which sectors are they contributing?

.....

People acquire skills in various activities and become human resources. Skilled people are the human resources of a country. For example: mechanics of mobile phone, TV, refrigerator, electricians, medical technicians, nurses, garment workers, fashion designers, factory workers, office staff, teachers, bankers, agriculturists, researchers, engineers, doctors, computer engineers, lawyers etc. are the examples of human resources.

B) Let's make a list of skilled person whom we know about and who are living around us.

Types of skilled men	Types of skilled men
•	•
•	•
•	•
•	•

C) Let's choose 4 types of skilled persons and write about the works by which they have developed the country in the following table.

Types of skilled persons	Their works

Bangladesh is a populated country. Development of this country will be enhanced if we can turn the people of this country into human resources. We need a large number of skilled person in different types of factories in our country. Several million person of Bangladesh work abroad.

Most of them are unskilled. If they were trained with proper skills and sent abroad, they could earn more foreign currencies.

Skilled workers get opportunities to be employed in different works within the country. Hence unemployment is reduced. Thus, economic condition of the

families improve, on the other hand, it will contribute to the economic development of the country. The more a country is enriched with human resources, the more it is advanced in economy.

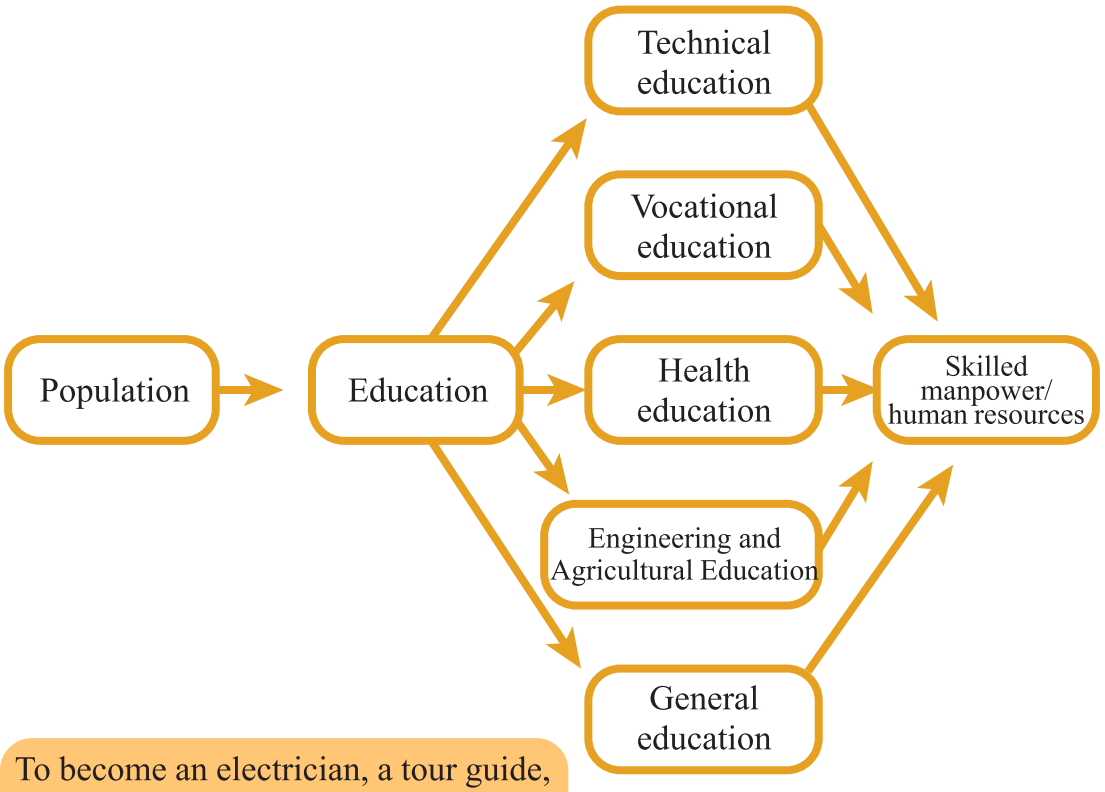
D) Let's read the text in the previous page, find the necessity of human resources for economic development of a country and write them below.

Necessity of human resources in economic development

2 Transformation of Population into Human Resources

By acquiring engineering education, one becomes an engineer. A man becomes doctor by achieving health education, and an agriculturist by achieving agricultural education.

A man becomes diploma engineer, medical technician, nurse, diploma agriculturist etc. achieving technical education.



To become an electrician, a tour guide, for welding works, to repair TV, AC, radio, mobile phone and computer, to rear cattle and poultry, to cultivate fish etc. one has to take vocational education.

Acquiring general education one can be teacher, officers and office assistant etc.

A) Let's think alone about the flowchart given on the previous page and write down how population can be transformed into skilled manpower or human resources.

B) Let's read the flowchart again carefully and write down in the following chart, what type of manpower or human resources being made by what type of education.

Types of education	Types of human resources made
Engineering education	
General education	
Vocational education	
Health education	
Technical education	
Agricultural education	

A garment factory will be built in the country. For establishing the factory, a suitable building is needed initially. Various machineries are set up in the factory. Manpower is also required for operating, taking care of and repairing machineries. Skilled men need to be recruited for this purpose. Different types of people are needed for making garments. Some of them may design it, some may cut clothes according to the design, some may sew them. Some people are also needed to communicate with different companies for exporting ready-made garments to foreign countries. A manager is needed to operate the factory.

A circular is published in a newspaper of Bangladesh. It is notified that workers from Bangladesh will be hired to work in an industry in Malaysia. The list of jobs for which workers to be recruited are-electricity supply and repair, operation of machineries, data storage and communication on computer, cooking in canteens etc.

C) Let's read two descriptions mentioned in the box on the previous page, and write the types of human resources required for garment factory. Also write list of the types of human resources that should be exported to Malaysia.

Human resources for garments factory	Human resources for exporting to Malaysia

Skilled manpower of a country is the main driving force of development of that country. Besides skilled manpower employed in different sectors is enriching the economy of the country, while fulfilling economic demand of their families. Bangladesh is earning huge foreign currencies by exporting a part of this skilled manpower abroad. If it is possible to transform the population of the country into human resources, employment opportunities are created in the country. Foreign investment increases. Unemployment is removed. As a result, per capita income of the people of Bangladesh will increase.

D) Let's read the above paragraph and write the benefits of Bangladesh by employing skilled man power in the factories of Bangladesh and exporting them to Malaysia.

Exercise

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

1. Which one is the benefit of increasing investment?
   a) Increase of employment
   b) Increase of import
   c) Increase of the price of goods
   d) Increase of savings
2. What type of workforce should be sent abroad to earn more foreign currencies?
   a) Skilled manpower
   b) Less skilled manpower
   c) Unskilled manpower
   d) Untrained manpower

B. Fill in the blanks:

1. Skilled people are the ..... of a country.
2. Most of the Bangladeshi workers employed in abroad are..... workers.
3. ..... are needed in industrial factories to operate machineries.
4. Achieving general education one can get..... in offices.

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

1. Technical education creates skilled manpower.
2. Exporting skilled manpower, huge foreign currencies can be earned.
3. Skilled manpower is the only precondition to economic development.

D. Match the right column with the left:

Left Column	Right Column
Technical education	Electrician
Agricultural education	Lawyer
Vocational education	Veterinarian
General education	Engineer
Health education	Teacher
	Doctor
	Nurse

E. Answer the following questions in brief:

1. Write three benefits of transforming the population into human resources.
2. Write the name of three vocational education.

F. Answer the following questions in detail:

1. How can population be transformed into human resources to enhance the development of the country?
2. Describe human resources of different profession of Bangladesh.

Chapter 15

PERSONAL BUDGET AND BANK

1 Personal Budget and Savings



Javed is a student of class five. He received a total of Tk.120 from his father at different times last month. He received Tk.80 from his mother. He makes a plan on how to spend the money received from his parents in the month of February. He keeps aside Tk.100 for buying notebooks, Tk.30 for pens, Tk.20 for pencils and Tk.40 for drawing book. He decides to save the remaining Tk.10.

A) Let's read the income and expenditure statement of Javed and list it in the table below.

Javed's income and expenditure statement:		**Name of the Month:**	
Income statement/ Source	Income (Taka)	Expenditure statement/ Source	Expenditure (Taka)
Total Income =	Total expenditure =		
Deficit or Surplus =			

Javed has made a plan on how he will spend his fixed income for a certain period of time. This is Javed's personal income and expenditure plan. Such prior planning of fixed income and expenditure /expenses for a specific period is called a personal budget. For the purpose of saving, people prepare a budget in such a way that some money remains surplus. With this surplus money, people make savings. People use this savings for future needs.

B) Let's prepare a budget for one month following the chart below according to the list of your income and expense items. The budget should be planned so that the total expenses equal the income.

Income and expenditure statement:		**Name of the Month:**		
Income statement/ Source	Income (Tk.)	Expenditure statement/ Source	Probable Expenditure (Tk.)	Comment
Total Income =		Total Expenditure =		

C) Let's prepare a new budget in the chart below by reducing expenses in different categories from the previous budget. Then write what we will do with this surplus money without spending it .

Income and expenditure statement:			**Name of the Month:**		
Income statement/ Source	Income (Tk.)	Expenditure statement/ Source	Probable Expenditure (Tk.)	Surplus (Tk.)	Comment
Total Income =		**Total Expenditure =**		**Total Surplus**	

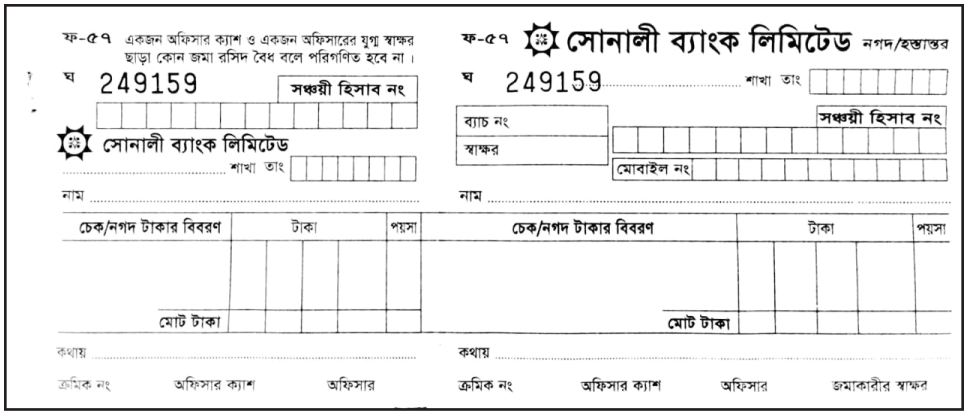
2 Bank and Financial Transaction



A) Let's observe the picture and answer the following questions.

1. What is this picture about?	
2. In how many lines are the people/clients standing here?	
3. What is written in front of the two lines?	
4. Who receives money at the counter labeled Cash Receive?	
5. Who pays money at the counter labeled Cash Payment?	
6. What is the main function of a bank?	

Bank is a type of financial institution. People can save money here. In exchange of savings, they get profit. In a bank, capital is formed with the money deposited by individuals or various institutions. Bank provides money to the businessmen as loans. Bank gives profit to those who deposit money in it. And bank collects interest from those who take loans from it.


ফ-৫৭ একজন অফিসার ক্যাশ ও একজন অফিসারের যুগ্ম স্বাক্ষর ছাড়া কোন জমা রসিদ বৈধ বলে পরিগণিত হবে না।

ঘ 249159 সঞ্চয়ী হিসাব নং

সোনালী ব্যাংক লিমিটেড

শাখা তাং

নাম

চেক/নগদ টাকার বিবরণ	টাকা	পয়সা
মোট টাকা		

কথায়

ক্রমিক নং | অফিসার ক্যাশ | অফিসার

ফ-৫৭ সোনালী ব্যাংক লিমিটেড নগদ/হস্তান্তর

ঘ 249159 শাখা তাং

ব্যাচ নং | সঞ্চয়ী হিসাব নং

স্বাক্ষর | মোবাইল নং

নাম

চেক/নগদ টাকার বিবরণ	টাকা	পয়সা
মোট টাকা		

কথায়

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It is used to deposit money in the bank. This receipt has to be signed in the specified space with the name, account number, date, the amount of money. If the money along with this receipt is submitted at the **'Cash Receive'** counter, the bank will deposit the money and return a copy of the deposit slip.


Sonali Bank Limited

Motijheel Branch

260274544

SJ-10 8418994

DATE

Pay To Or Bearer

The sum of Taka TK.

Name : Abdul Alim

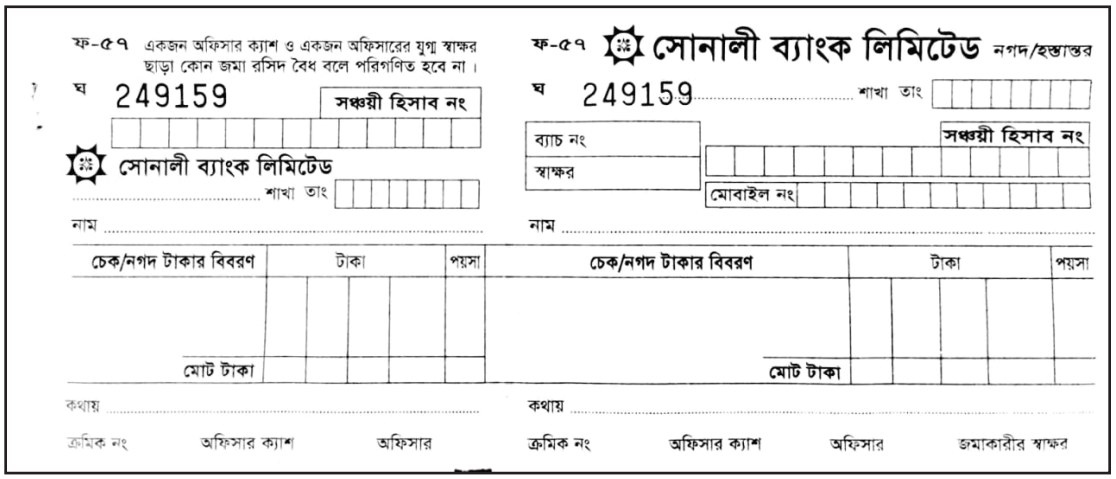
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It is used to withdraw money from the bank. This cheque has to be signed in the specified space with the name, account number, date, the amount of money. The bank will pay the money when the cheque is submitted to the **'Cash Payment'** counter.

B) Let's read the information above and match the left column with the right one by drawing lines.

Left Column	Right Column
1. People deposit their money	1. gives profit.
2. The thing used to deposit money in the bank is	2. a cheque.
3. To the depositors, the bank	3. in the bank.
4. The thing used to withdraw money from the bank is	4. a deposit slip.

C) Let's practise how to write a deposit slip and a withdrawal cheque at the bank.



ফ-৫৭ একজন অফিসার ক্যাশ ও একজন অফিসারের যুগ্ম স্বাক্ষর ছাড়া কোন জমা রসিদ বৈধ বলে পরিগণিত হবে না।

ঘ 249159 সঞ্চয়ী হিসাব নং

সোনালী ব্যাংক লিমিটেড

শাখা তাং

নাম

চেক/নগদ টাকার বিবরণ	টাকা	পয়সা
মোট টাকা		

কথায়

ক্রমিক নং | অফিসার ক্যাশ | অফিসার

ফ-৫৭ সোনালী ব্যাংক লিমিটেড নগদ/হস্তান্তর

ঘ 249159 শাখা তাং

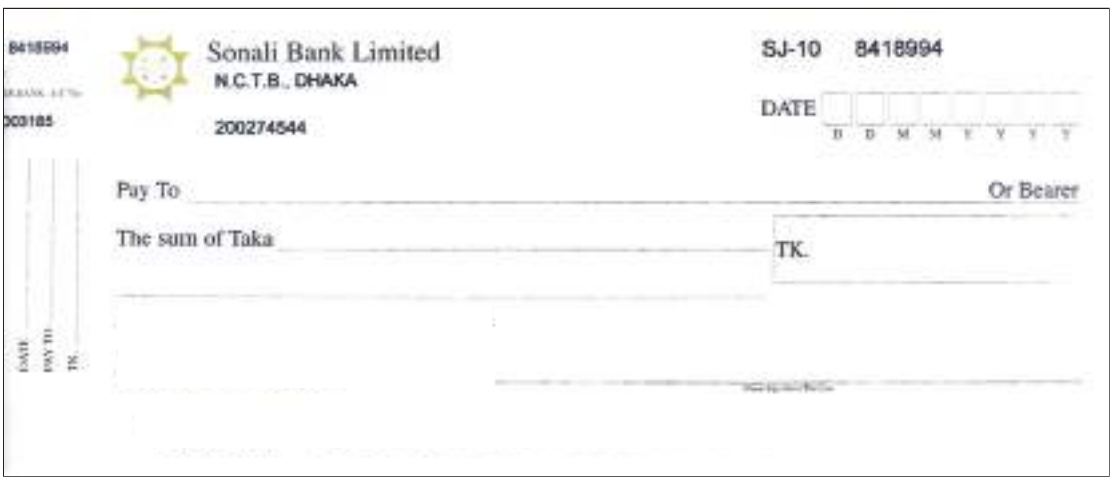
ব্যাচ নং | স্বাক্ষর | সঞ্চয়ী হিসাব নং | মোবাইল নং

নাম

চেক/নগদ টাকার বিবরণ	টাকা	পয়সা
মোট টাকা		

কথায়

ক্রমিক নং | অফিসার ক্যাশ | অফিসার | জমাকারীর স্বাক্ষর



8418994

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Sonali Bank Limited

N.C.T.B., DHAKA

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SJ-10 8418994

DATE D D M M Y Y Y Y

Pay To Or Bearer

The sum of Taka TK.

D) Let's play a role on depositing and withdrawing money at the bank.

Exercise

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

1. What is to be done for future needs?
   a) Purchase furniture b) Save money
   c) Earn money d) Spend money
2. What is the plan of the way of spending one's income in future called?
   a) Savings b) Investment c) Profit d) Budget
3. What is formed from the savings of individuals and institutions in a bank?
   a) Capital b) Profit c) Investment d) Micro-credit

B. Fill in the blanks:

1. A personal budget is a …..…. of an individual's income and expenses for a specific period of time.
2. The surplus that remains after spending from income is called ….....…
3. Bank is a type of ……... institution.
4. We can earn …… by saving money in the bank.

C. Match the left column with the right one:

Left Column	Right Column
To deposit money in the bank	application is submitted.
To withdraw money from the bank	receipt is used.
To earn profit from the bank	form has to be filled.
	money needs to be deposited.
	cheque is used.

D. Answer the following questions in brief.

1. What are the main functions of a bank?
2. What is a personal budget?
3. What are the benefits of being a saver?

E. Answer the following questions in detail.

1. You have received Tk 80 from your father, Tk 60 from your mother, and Tk 30 from your elder brother. Prepare a personal budget showing expenses for buying school tiffin, notebooks, pens, and pencils.

Chapter 16

EMERGENCY SITUATIONS

1 Tidal Surge

A) Let's see the pictures below and write the answers to the questions beside them.



1. What is this picture about?

.....

2. Why does this situation arise?

.....

3. What situation is created in this disaster?

.....



1. What is the man doing?

.....

2. Why is he doing that?

.....

3. When does he do such work?

.....



1. What is it?

.....

2. Why is it built?

.....

3. When do people have to go there?

.....

Asif is my childhood friend. He lives in a village with his parents in the coastal area of Chattogram. I went to visit their house during the summer vacation. While washing my hands and face at their tube well, I found it in an elevated position. There were rows of trees in the house, beside the roads and on the embankment. Asif's father had gone fishing in the sea. He returned home quickly as he heard the tidal surge forecast on the radio. The next day, around noon, they were preparing to go to the shelter centre. Before leaving, Asif's mom put out the fire in the stove. She opened the top of the tube well. She wrapped the open end of the pipe with polythene. I helped Asif's mother in this work. Asif was helping his father take the cattle to the nearby high embankment. Asif's father put some important items in polythene bags and buried them in a hole in the floor of the house. He wrapped a first aid kit box, documents, money and some dry food in polythene and took them with him. Asif's father rushed to the shelter along with Asif's mother, grandmother, younger brother and the two of us. At that time, I got a little scared. When I went to the shelter, I saw many families like us there.

B) Let's read the case study above and write in the box below what preparations we will make before tidal surges.

Serial no.	Stuff	How to keep safe
1.	Important stuff	Pack polythene and bury it in a hole in the floor.
2.		
3.		
4.		
5.		

Tidal surge is a terrible natural disaster. It causes extensive damage in the coastal areas of our country. Many people and livestock die. However, it is possible to reduce the damage to a great extent by taking precautions. The government and private organisations provide assistance to the tidal surge-prone areas. At this time, a disaster management committee is formed under the leadership of the Chairman and the Members of the Union Parishad. Volunteer teams assist in various ways such as, by giving warning messages of disaster, helping people to go to shelters, distributing food, water and emergency relief. They also help the affected people and repair the infrastructure. Emergency medical services are also provided. At this time, you have to call 1090, 999, 333 to get emergency services.

C) Let's write down in the table below what kind of assistance we receive at the shelter.

Support available

D) Let's write down in the table below how we can help others during the tidal surges.

Ways to help

2 Lightning



A) Let's observe the picture and write the answers to the following questions.

1. What is seen in the picture?

.....

2. When does it happen?

.....

3. What damages could be caused by this?

.....

Lightning strikes during the monsoon season. It is a natural disaster. Lightning flashes in the sky. It makes a loud sound. People and animals get injured when it strikes. Trees are burned and electrical equipment are damaged. The death toll in lightning strikes is increasing in Bangladesh due to climate change. A major reason for death in this disaster is the lack of public awareness.



B) Let's observe the pictures on the previous page and write in the table below what to do and what not to do during lightning strikes.

Serial no.	To be done	Not to be done
1.	Stay indoors during lightning strikes	Do not go outside during lightning strikes
2.		
3.		
4.		
5.		
6.		

In emergency situations, we can seek help from various government and non-government organisations. We can call these organisations for free and get services.

To get emergency services, you should call:

- ⊙ Early-warning message for disaster– 1090.
- ⊙ Emergency services – 999
- ⊙ Fire Service help desk– 16163
- ⊙ Government information and services– 333

C) Let's write in the table below what damages are caused by lightning strikes and how to get help in an emergency.

Damages	Available emergency services

D) Let's participate together in a role-play on what to do during lightning strikes.

Exercise

A. Fills in the blanks:

1. A tidal surge is a _____disaster.
2. Tidal surges cause _____in coastal areas.
3. The death toll in lightning strikes is gradually_____ in Bangladesh.
4. Volunteer teams _____in various ways during disasters.

B. Answer the following questions in brief:

1. Write three preparatory tasks before a tidal surge.
2. What damages are caused by lightning strikes?
3. Write the names and contact numbers of three organisations to get emergency services.

C. Answer the following questions in detail:

1. What will you do during lighting strikes?
2. Describe the initiatives of the government and non-government organisations in tidal surge-prone areas before and after disasters.

GLOSSARY

Allied Force	- The military power of countries united to fight on the same side in a war, forming a military alliance through treaty or agreement.
Archeology	- The study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
Autism	- Developmental disability caused by differences in the brain.
Coastal area	– Place which is located near a coast.
Domestic Airport	- An airport that operates domestic flight.
Deciduous Forest	- A type of forest characterized by trees that seasonally shed their leaves.
Embankment	- A wall of earth or stone built to prevent a river flooding an area.
Ethnic Community	- A group of people identified with their special language, culture, traits and ancestry.
Evergreen Forest	- A forest dominated by evergreen trees.
Global Citizen	- Someone who recognizes that they are part of a larger global community and understands the responsibility that comes with it.
International Airport	- An airport with customs and immigration facilities that enables passengers to travel to and from foreign countries, serving as a gateway for global air travel.
Invading Force	- A military group or army that enters another territory using armed force with the intent to conquer or take control of it.
Language Movement	- A political and cultural struggle by Bengalis in East Pakistan (now Bangladesh) to make Bengali one of the state languages of Pakistan, as opposed to the imposed Urdu.
Mangrove Forest	- A coastal wetland ecosystem of salt-tolerant trees and shrubs located in tropical and subtropical zones.
Non-cooperation Movement	- A widespread, organized refusal to cooperate with a government or authority as a form of protest.
Orator	- A public speaker, especially one who is eloquent or skilled.
Refugee	- A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Renewable Energy	- Energy from a source that is not depleted when used, such as wind or solar power.
Researcher	- A person who carries out academic or scientific research.
Socio-Economic	- Relating to or concerned with the interaction of social and economic factors.
Swamp Forest	- A wooded wetland characterized by waterlogged soils and hydrophytic vegetation (plants adapted to wet conditions) that grow seasonally or permanently.
United Nations (UN)	- A global, intergovernmental organization of 193 member states, founded in 1945 to maintain international peace and security, foster cooperation among nations on global issues, uphold human rights, and provide humanitarian aid.

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

Academic Year 2026, Class Five–Bangladesh and Global Studies

Look before you leap.



National Curriculum and Textbook Board, Bangladesh

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