



GRADE 8th

Marzo 2026

Didactic Guide

Teacher: Leonidas Murillo López

ENVIRONMENT

GLOBAL WARMING

The current cycle of global warming is changing the rhythms of climate that all living things have come to rely upon. What will we do to slow this warming? How will we cope with the changes we've already set into motion? While we struggle to figure it all out, the face of the Earth as we know it—coasts, forests, farms, and snowcapped mountains—hangs in the balance.

International panel of scientists finds that human activity is almost certainly behind most temperature increases of recent decades; warns that sea levels could conceivably rise by more than three feet by the end of the century if emissions continue at a runaway pace; report emphasizes that basic facts about future climate change are more established than ever, justifying the rise in global concern, and reiterates profound consequences of escalating emissions.

MODAL VERBS: SHOULD / HAD BETTER

El verbo modal "should" se utiliza para indicar conveniencia:

You should come with us. Tú deberías venir con nosotros

I should study German. Yo debería estudiar alemán

He should work harder. El debería trabajar más duro

En terminos generales, se usa "had better" para dar un consejo, Y aunque "had" es el pasado de "have", se usa "had better" para dar un consejo en el presente y en el futuro.

La Forma negativa es : "had better not"

Usamos "had better" para dar consejos de situaciones "especificas" y sugerencias, que si no se sigue o lleva a cabo el consejo, ALGO MALO PASARA. para situaciones "generales", se debe usar "should".

También se abrevia "'d better", junto al sujeto: You'd better hurry up or you will be late!

You had better do what I say or else you will get into trouble.

Te aconsejo que hagas lo que digo, o te meteras en problemas.

I had better get back to work or my boss will be angry with me.

Yo debo regresar a trabajar o mi jefe se enojara conmigo.

We had better get to the airport by five or else we may miss the flight.



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deberíamos llegar al aeropuerto antes de las 5, o podríamos perder el vuelo.

GIVING ADVICE HAD BETTER

EXAMPLE

Affirmative sentences:

A: We don't have enough bread for tomorrow.

B: We'd better go to the store today.

I have an important test tomorrow.

Joe has a knife.

Andrea lost her driver's license.

I have a job interview at 8:00.

Mary has much money in the bank.

I can't find my credit card.

GIVING ADVISE SHOULD

I'm hungry.

I have a toothache.

I left my sunglasses at a restaurant yesterday.

I have a headache.

I bought a pair of pants that don't fit. They're too long.

Someone stole my bicycle.

My clothes are dirty

I'm going to be late

I'm tired today.

Organice las siguientes oraciones con HAD BETTER.

1. better stop smoking. had She
2. warn better had them. You
3. or leave our catch we early better train. We won't had
4. you want pass better to had your work You if exam. more
5. She had for the doctor. send better
6. better to had listen her. He
7. carefully. better You had drive more



GRADE 8th

Marzo 2026

Didactic Guide

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8. better had the tell He truth.
9. Laurent holidays. had from come back better
10. take better Bridget had nap. A

MUST / HAVE TO

"Must" se utiliza con el tiempo presente y futuro

"Have to" con pasado, presente y futuro

"Must": el emisor impone una obligación.

"Have to": el emisor no impone ninguna obligación, se limita a comunicar una obligación que existe.

(Teacher) You must do your homework (El profesor impone el deber de hacer los deberes)

(Student) I have to do my homework (el estudiante se limita a comunicar una obligación que le ha sido impuesta)

You must stop making noises (El profesor ordena a sus alumnos)

You have to stop smoking (La mujer le recuerda a su marido una obligación que le ha impuesto el medico)

"Mustn't": no se debe hacer algo

"Don't have to": no es necesario hacer algo

You mustn't go to that meeting (no debes ir ya que no has sido invitado)

You don't have to go to that meeting (no es necesario que vaya; no se va a tratar nada interesante)

Llena el espacio en blanco con MUST or MUSTN'T

1. You _____ light fires in the forests.
2. You _____ do your homework
3. You _____ wash your face every morning.
4. You _____ drink cold water.
5. You _____ watch TV a lot.
6. You _____ eat in class.
7. You _____ be late for class.



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8. You _____ listen to your teacher.
9. You _____ give place to old people.
10. You _____ be polite.
11. You _____ fasten your seat belt.
12. You _____ take notes during the lessons.
13. You _____ speak loudly in hospitals.

Put in have to or has to into the gaps.

1. They _____ write a test.
 2. She _____ clean her desk.
 3. Ken and Liz _____ learn English words.
 4. Andy _____ help his brother.
 5. We _____ do our homework.
 6. He _____ write with a pencil.
 7. I _____ feed the hamster.
 8. You _____ take photos.
-
9. Victoria _____ read the newspaper.
 10. The teacher _____ send a text message.

CAN AND CAN'T

CAN significa poder, ser capaz de, saber (tener capacidad física o conocimiento suficiente para hacer algo). Se utiliza tanto para el afirmativo como para el interrogativo y SIN auxiliares:

He CAN play tennis

Puede jugar tenis; Es capaz de jugar tenis; Sabe jugar tenis.

CAN he play tennis?

¿Puede jugar tenis?; ¿Es capaz de jugar tenis?; ¿Sabe jugar tenis?.

CAN'T es la forma contracta o reducida de CANNOT (nunca se escribe separado):

He CAN'T play tennis = He CANNOT play tennis

No puede jugar tenis; No es capaz de jugar tenis; No sabe jugar tenis.

COLOQUIALMENTE, SON MUY UTILIZADAS LAS FORMAS CORTAS:

Yes, she CAN = Sí, puede hacerlo; Sí, es capaz de hacerlo; Sí, sabe hacerlo)



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GRADE 8th

Marzo 2026
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No, she CAN'T = No, no puede hacerlo; No, no es capaz de hacerlo; No, no sabe hacerlo.

Mira los dibujos y le das la mejor respuesta.

1. Can he swim?



2. Can he play soccer?



3. Can she draw?



4. Can he walk?



5. Can he drive a bus?



6. Can he see?



7. Can she sing?



8. Can they cook?

Realiza preguntas y le das respuestas afirmativas y negativas largas y cortas.
Click on the underlined words/phrases.

1. can the trumpet she play?
2. e-mails write can they?
3. TV watch can I?



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4. can the cat the tree climb?
5. brother pictures your draw can?
6. talk parrot can the?
7. can you come when?
8. what do we can?
9. our friends lunch where can have?
10. sing sister your how so fast can?

ADJECTIVES TO DESCRIBE HABITS

adorable	wide-eyed	handsome
beautiful	unsightly	magnificent
clean	ugliest	glamorous
drab	sparkling	old-fashioned
elegant	quaint	fancy
plain	long	

ACTIVIDAD

Realizar descripción de una persona con los adjetivos propuestos.

FAMILIES AROUND THE WORLD

The family is the most important social institution in Saudi Arabia. For Saudis generally, the family is the primary basis of identity and status for the individual and the immediate focus of individual loyalty. Families form alignments with other families sharing common interests and life-styles, and individuals tend to socialize within the circle of these family alliances. Usually, a family business is open to participation by sons, uncles, and male cousins, and functions as the social welfare safety net for all members of the extended family(Aba, 2006).

Family structure was patrilineal, the boundaries of family membership being drawn around lines of descent through males. Relations with maternal relatives are important, but family identity is tied to the father, and children are considered to belong to him and not to the mother. At its narrowest, a family might therefore be defined as comprising a man, his children, and his children's children through patrilineal descent. Islamic laws of personal status remain in force in Saudi Arabia without modification, and the patrilineal character of the family is compatible with and supported by these Islamic family laws (Aba, 2006).

Families in Saudi Arabia, like families throughout the Middle East, tend to be patriarchal, the father in the family appearing as an authoritarian figure at the top of a hierarchy based on age and sex. Under girding the patriarchal family is cultural



GRADE 8th

Marzo 2026
Didactic Guide
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and religious values that permit the society as a whole. A Family shares a sense of corporate identity, and the esteem of the family is measured by the individual's capacity to live up to socially prescribed ideals of honor (Aba, 2006).

Reading Comprehension – Multiple Choice

1. According to the text, what is the most important social institution in Saudi Arabia?

- a) The government
- b) The school
- c) The family
- d) The mosque

2. For Saudis, the family is mainly the basis of:

- a) Wealth and education
- b) Identity and status
- c) Political power
- d) Religious authority

3. Individuals in Saudi Arabia usually socialize within:

- a) International communities
- b) Government organizations
- c) Family alliances
- d) School networks

4. A family business is typically open to participation by:

- a) Only the father
- b) Sons, uncles, and male cousins
- c) Only married members
- d) Women only

5. Saudi family structure is described as:

- a) Matrilineal
- b) Equalitarian
- c) Patrilineal
- d) Individualistic

6. In the narrowest definition mentioned in the text, a family includes:

- a) A woman and her relatives
- b) A man, his children, and his children's children



GRADE 8th

Marzo 2026

Didactic Guide

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- c) Only married couples
- d) Grandparents and neighbors

7. Children are considered to belong to:

- a) The mother
- b) Both parents equally
- c) The father
- d) The oldest grandparent

8. Islamic family laws in Saudi Arabia:

- a) Contradict the patrilineal system
- b) Do not affect family structure
- c) Support the patrilineal character of the family

9. Saudi families are described as:

- a) Democratic
- b) Patriarchal
- c) Matriarchal
- d) Socialist

10. The esteem of the family is measured by:

- a) The family's wealth
- b) The father's authority
- c) The individual's ability to live up to ideals of honor
- d) The number of family members

MARRIAGE IN SAUDI ARABIA

Marriage is not a sacrament but a civil contract, which had to be signed by witnesses and which specified an amount of money (Mehr) to be paid by the husband to the wife. It might further include an agreement for an additional amount to be paid in the event of divorce. The amount of the Mehr averaged between 25,000 and 40,000 Saudi riyals in the early 1990s, although some couples rejected the Mehr altogether, stipulating only a token amount to satisfy the legal requirement necessary to validate the marriage contract. The contract might also add other stipulations, such as assuring the wife the right of divorce if the husband should take a second wife (Aba, 2006). Divorce could usually only be instigated by the husband, and because by law children belonged to the father, who could take custody of them after a certain age (the age varied with the Islamic legal



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school, but was usually seven for boys and puberty for girls), legally a wife and mother could be detached from her children at the wish of her husband.

True or False (Verdadero / Falso)

- 1. Marriage in Saudi Arabia is considered a religious sacrament.**
- 2. The marriage contract must be signed by witnesses.**
- 3. The Mehr is money paid by the wife to the husband.**
- 4. Some couples chose to establish only a symbolic Mehr.**
- 5. In most cases, divorce could only be initiated by the husband.**

Multiple Choice – One Correct Answer

6. Marriage in Saudi Arabia is described as:

- A religious ceremony
- A civil contract
- A family tradition only
- A political agreement

7. The Mehr refers to:

- A gift from the wife's family
- A payment made by the husband to the wife
- A government tax
- A religious donation

8. In the early 1990s, the average Mehr ranged between:

- 5,000 and 10,000 riyals
- 10,000 and 20,000 riyals
- 25,000 and 40,000 riyals
- 50,000 and 70,000 riyals



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9. The marriage contract may include:

- a) A guarantee that the husband cannot travel
- b) The wife's right to divorce if the husband takes a second wife
- c) Free education for children
- d) A business partnership agreement

10. According to the text, custody of children after divorce generally belongs to:

- a) The mother
- b) The grandparents
- c) The father
- d) The court