Were you	**last weekend?**
Was he	
Was she	
Was it	
Were we	
Were you	
Were they	

1. You ***were*** in Colombia a week ago.
2. She ***was*** 22 last year.
3. We ***were*** in Ecuador with Steven.
4. Chaplin ***was*** a famous movie star.
5. The weather ***was*** nice yesterday.
6. The banks ***were*** opened yesterday.

6.1 MAKE THE SAME SENTENCES NEGATIVE AND INTERROGATIVE

You weren't in Colombia a week ago	Were you in Colombia a week ago?
She wasn't 22 last year	Was she 22 last year?
We weren't in Ecuador with Steven	Were we in Ecuador with Steven?
Chaplin wasn't a famous movie star	Was Chaplin a famous movie star?
The weather wasn't nice yesterday	Was the weather nice yesterday?
The banks weren't opened yesterday	Were the banks opened yesterday?

6.2 READ THE ANSWERS AND WRITE THE WH- QUESTION FOR EACH ONE. PAY ATTENTION TO BOLD PHRASES.

HOW OFTEN ...?

a) Where was Cornelio born? Cornelio was born **in Mexico City.**

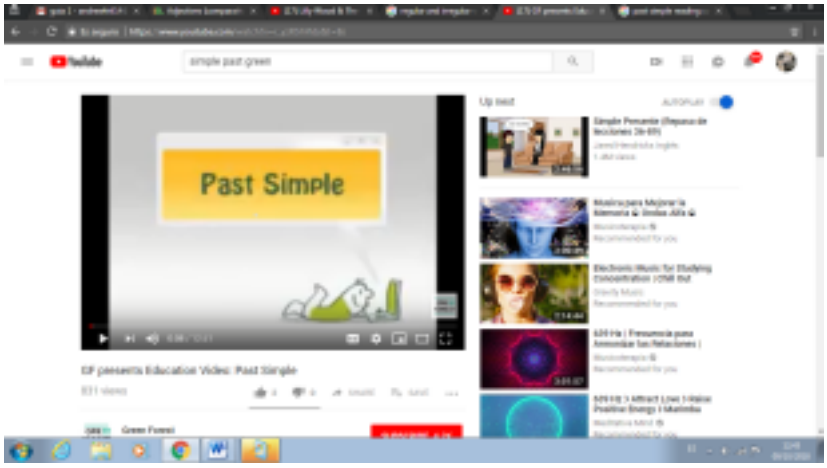
b) Where were Analia and Andrea grew up? Analia and Andrea grew up **in Buenos Aires.**

c) Who was your best friend in high school? My best friend in high school was **Jorge Essen.**

d) Which one was Jorge Essen's favorite course in high school? His favorite course in high school was **geography.**

e) How old was he when entered college? He was **eighteen years old** when he entered college.

7. SIMPLE PAST



https://www.youtube.com/watch?v=r_yzR5hYkIs

watch the video and practice with the exercises you find in it. Take some screenshots

7.1 Story Time

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PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE

HOW OFTEN ... ?

Do you know these popular stories? Yes, I do.

1)Hansel and Gretel 2)Little Red Riding Hood 3)Sherlock Holmes 4) Beauty and the Beast 5)Robin Hood 6)The Little Mermaid

A(3)  **B(2)**  **C(5)**  **D(1)**  **E(6)** 

F(4) 

Did you read stories when you were young? Which one was your favourite?

Yes, I did. When I was a little, I saw Beauty and the Beast, Hansel and Gretel, and The Little Mermaid. I liked all the Disney's princess, but my favorite princess was Beauty because I loved the Beast's library

Complete the stories with the words in the box:
Sleeping Beauty

lived lived woke slept took was cast grew came married cut saw

A long time ago there was a beautiful princess. She lived in a very high tower. A wicked fairy cast a spell and the princess slept for a hundred years. A big forest grew around the tower. One day a handsome prince saw the tower. He took his sword and cut the trees. He came to the princess and woke her with a kiss. The prince married the princess and they lived happily ever after.

The Three Little Pigs

made tried ate built were lived fell blew was used came

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Once upon a time there *were* three little pigs. One *made* a house with straw, one *built* a house with wood and the other *used* bricks. One day a big bad wolf *came* and *tried* to destroy the houses. He *blew* on each house. The houses of straw and wood *fell* down and he *ate* the pigs. The house of bricks *was* very strong so the final pig *lived* a long and happy life.

Now complete the tables with the past simple verbs from the stories:

Present simple	Past simple
live	lived.
sleep	slept.
grow	grew.
cut	cut.
cast	cast.
marry	married.
be	was/were.
take	took.

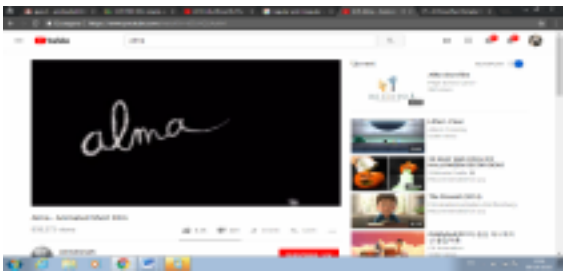
Present simple	Past simple
be	was/were.
eat	ate.

make	made.
build	built.
use	used.
blow	blew.
try	tried.
fall	Fell.

7.2watch the following video *https://www.youtube.com/watch?v=tECaYQ1AzkM* and make a list of ten verbs in the past.

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HOW OFTEN ...?



VERB	PRESENT	PAST
Walk	**She walks**	**walked**
Write	**She writes**	**wrote**
See	**see**	**saw**

Open	Open	Opened
Touch	She touches	Touched
Hide	hides from her	hid
Seek	seek	sought
Find	Finds	Found
throw	She throws	Threw

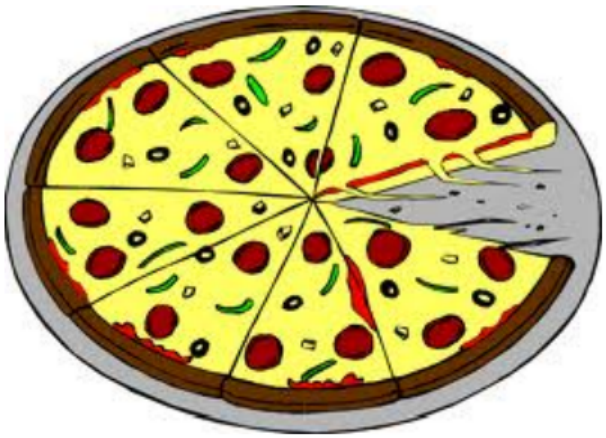
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GUÍA DE APRENDIZAJE

HOW OFTEN ... ?

try	He tries	Tried
escape	Escapes	Escaped

7.3 Read the text and make the exercises bellow.

A PIZZA



"Daddy, let's order a pizza," Billy said. "That sounds like a good idea," said his dad.
They looked at a menu they had at home. "What kind do you want?" his dad asked. Billy wanted a large pizza. He wanted a pizza with four toppings. He wanted cheese, pepperoni, ham, and pineapple. His dad said that sounded good. He called the pizza place. "They don't have any pineapple," dad told Billy. "What do you want instead?" Billy wanted sausage instead. His dad ordered sausage instead of pineapple. About 30 minutes later, there was a knock on the door. It was the pizza man. "Here's your pizza," he told Billy's dad. "That'll be $16." Dad paid the pizza man. He also gave him a p. Dad took the pizza to the living room.

A baseball game was on TV. Billy and his dad started to eat the pizza in the living room. "I hope the Yankees lose," Billy told his dad. "I hope the Yankees lose, too," his dad said.

I) True or False?

_T_ 1. Billy wanted to order a pizza.
_F_ 2. His Dad didn't want to eat pizza.
_F_ 3. Billy wanted a large pizza with three toppings.
_F_ 4. They didn't have any pepperoni at the pizza place.
_T_ 5. The pizza man arrived 30 minutes later.
_T_ 6. Dad gave the man $16 and a p.
_F_ 7. Billy and his dad ate the pizza in the kitchen.



_T_ 8. They watched a baseball game while they were eating the pizza.

II) Questions.

1. Was Billy hungry? Yes, he did.
2. What did he want to eat? He wanted eat pizza
3. What kind of toppings did he want? He wanted cheese, pepperoni, ham and pineapple pizza.
4. How much was the pizza? It was $16
5. What were they doing while they were eating the pizza? They watched TV. A baseball game
6. Were they Yankees fans? They weren't Yankees fans

III) Find verbs in the past simple and underline them. Are they regular or irregular?

Said	Irregular
Looked	Regular
Had	Irregular
Asked	Regular
Wanted	Regular
Sounded	Regular
Called	Regular
Told	Irregular
Ordered	Regular
Was	Irregular
Paid	Irregular
Gave	Irregular
Took	Irregular
Started	Regular

HOW OFTEN ...?

IV) Match the two parts of these sentences.

1. Billy was hungry and … b	_3_ a. $16 and dad also gave the man a p.
2. His Dad ordered …. d	_1_ b. wanted to eat pizza.
3. The pizza cost …. a	_6_ c. to lose the game.
4. They took the pizza … e	_2_ d. pizza with four toppings.
5. They watched … f	_4_ e. to the living room.
6. They wanted the Yankees …. c	_5_ f. a baseball game on TV.

8. Hazardous Material Identification Guide
WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM



Identifying the potential hazards can often be difficult and especially with chemicals can be time consuming. The workplace Hazardous Materials Information System (WHMIS) is a legislated program that is applicable to all Trent University employees and students who work in areas where hazardous materials are used. The purpose of this legislation is to ensure that everyone in a workplace is provided with the information needed to identify hazardous materials and to take the appropriate precautions when working with these materials. WHMIS accomplishes this through the use of warning labels, Material Safety Data Sheets (MSDSs) and training on how to use the information provided.

Material Safety Data Sheets



MSDSs (Material Safety Data Sheets) provide detailed information about physical, chemical and toxicological properties and hazards, as well as recommended handling and emergency procedures. Material Safety Data Sheets must be reviewed and/or revised by the supplier at least every three years. Unexpired MSDSs are to be readily available for all controlled products on site. Up-to-date, electronic MSDSs are available from Vendor websites. Supervisors are to ensure that laboratory personnel are aware of and able to readily access. Laboratory personnel are strongly encouraged to regularly review MSDSs for all hazardous materials being used.

HOW OFTEN ...?

Understanding hazard warning information

WHMIS Symbols

The classes of controlled chemical products and their corresponding symbols or pictograms, as well as general characteristics and handling precautions are outlined in Table 1.

Table 1 Summary of WHMIS classes, their associated characteristics and proper handling and storage procedures

Symbol	Name and Class	Risks	Precautions
	Compressed Gases Class A	Materials which are normally gaseous kept in a pressurized container -could explode due to pressure -could explode if heated or dropped -possible hazard from both the force of explosion and the release of contents	Ensure Container is always secured -store in appropriate designated areas -do not drop or allow to fall
	Flammable and Combustible Class B	Materials which will continue to burn aer being exposed to a flame or other ignition source -may ignite spontaneously -may be a material which will release flammable products if allowed to degrade or when exposed to water	Store in properly designated areas Work in well ventilated areas -avoid heang -avoid sources of sparks/flames -ensure electrical sources are safe
	Oxidizing Material Class C	Materials which can cause other materials to burn or support combustion -can cause skin or eye burns -increase fire and explosion hazard -may cause combustibles to explode or react violently	Store in areas away from combustibles Wear body, hand, face and eye protection - store in proper containers which will not rust or oxidize

HOW OFTEN ...?

	Toxic Immediate and Severe Class D, division 1	Poisons/Potentially fatal materials which cause immediate and severe harm -may be fatal if ingested or inhaled -may be absorbed through the skin -small volumes have toxic effect	Avoid breathing dust or vapours Avoid contact with skin or eyes -wear protective clothing which is effective against fumes and vapours -wear face and eye protection -work in well ventilated areas and wear breathing protection
	Toxic Long Term Concealed Class D, division 2	Materials which have harmful effects aer repeated exposures or over long periods of me -may cause death or permanent injury -may cause birth defects or sterility -may cause cancer -maybe sensizer causing allergies	Wear appropriate PPE Work in a well ventilated area -Store in appropriate designated areas - avoid direct contact -use hand, body, face and eye protection -Ensure respiratory and body protecon is appropriate for the specific hazard
	Biohazard ous Infectious Class D, division 3	Infectious agent or a biological toxin causing a serious disease or death -may cause anaphylactic shock -includes viruses, yeasts. Moulds, bacteria and parasites which affect humans -includes fluids containing toxic products -includes cellular components	Special training required work in designated biological areas with appropriate engineering controls -avoid forming aerosols -avoid breathing vapours -avoid contamination of people/areas -store only in special designated areas

HOW OFTEN ... ?

	Corrosive Materials Class E	Materials which react with metals and living tissue -eye and skin irritation on exposure -severe burns/tissue damage on longer exposures -lung damage if inhaled -environmental damage from fumes	Wear body, face, and eye protection Use breathing apparatus -ensure protective equipment is appropriate -work in well ventilated area -avoid all direct body contact -use appropriate storage containers and ensure proper non-venting closures
	Dangerously Reactive Class F	Materials which may have unexpected reactions -may react with water -may be chemically unstable -may explode if exposed to shock or heat -may release toxic or flammable vapours -may vigorously polymerize	Handle with care avoiding vibration Shocks and sudden temperature changes -Store in appropriate containers -ensure storage containers are sealed
		-may burn unexpectedly	-store and work in designated areas

☺ True or false?

__T__ The workplace Hazardous Materials Information System doesn't ensure that everyone is provided with the information needed to identify hazardous materials in their workplace.

__T__ The use of warning labels, Material Safety Data Sheets and training are some of the strategies used to prevent incidents when working with hazardous materials.

__F__ MSDS doesn't provide information about any emergency procedures.

__F__ MSDS must be reviewed by the supplier at least every five years.

__T__ Supervisors need to make sure their laboratory personnel are familiar to MSDS and review them regularly.

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PROCEDIMIENTO DESARROLLO CURRICULAR
GUÍA DE APRENDIZAJE

HOW OFTEN ... ?

☺ Classify the following house clean products according to WHMIS classes and what protective elements you need to wear when using them.

Toxic





Corrosive



Flammable



Corrosive

Flammable



Flammable



Irritant

