

Give instructions on using a washing machine

Everyday life

1 Look at the photo and answer the questions.

Where is the boy and what is he doing?

What do you think the boy is thinking about?



Everyday vocabulary

2 Match each underlined word or expression to its meaning (a-i).

- 1 separate the delicate clothes
 - 2 divide the clothes into piles
 - 3 the clothes have bad stains
 - 4 check the label
 - 5 the spin programme
 - 6 put three capfuls of powder in
 - 7 conditioner
 - 8 switch the machine on/off
 - 9 peg
- a very dirty areas
 - b liquid used to make clothes soft
 - c option on machine to remove excess water
 - d the quantity that one cap will hold
 - e material inside clothes with washing instructions.
 - f easily damaged, e.g. clothes made of silk or lace
 - g turn a gadget on or off
 - h things on top of each other
 - i small piece of wood or plastic used to hold clothes on a clothes line

3 Add any more words or expressions related to washing clothes that you know to the list in Exercise 2.

Dialogue

4 01 Listen to the dialogue. What temperature and spin programme does Ellie set the machine to?

Ellie is staying with a host family in the UK. She needs to wash some dirty clothes, but she has never used a machine before. Tom, one of the sons in the family, offers to help.

Tom: What are you doing Ellie?

Ellie: (1) _____ I've run out and we have the party tomorrow.

Tom: Wait! You have to separate the colours from the whites!

Ellie: Oops! To be honest, I've never used a washing machine before. (2) _____

Tom: OK. First you need to divide the clothes into piles: coloured, white and delicate clothes. Then, check the pockets for tissues or money or if any of the clothes have bad stains.

Ellie: (3) _____ I think it's got grease on it.

Tom: OK. So you need to put some stain remover on it. The bottle says leave it for ten minutes.

Ellie: What temperature should I set the machine to for the coloured clothes?

Tom: Check the labels for the temperature.

Ellie: OK, I'll set the temperature to 40 degrees. (4) _____

Tom: If you want them to be dry by tomorrow you should set the spin to 'long'. Wait!

(5) _____ You haven't put any washing powder in the machine yet! Or your skirt!

Ellie: Sorry! How much powder should I put in?

Tom: Look at the instructions on the label. It says put three capfuls of powder in. Do you want to use conditioner? (6) _____

Ellie: Yes, please. Thanks Tom. Right, so when the skirt is ready, I'll put the washing powder and conditioner in, then set the temperature to 40 degrees and set the spin to long, and finally, switch the machine on.

Tom: Exactly! When the machine goes beep, take the clothes out of the machine and hang them up on the clothes line. Use pegs, otherwise the wind will blow them off the line.

Ellie: Tom, you just saved my life!

5 Read and complete the dialogue with the phrases (a-f). Then listen again and check.

- a Can you help me?
- b Don't press start!
- c It will make your clothes smell nice.
- d I dropped some pizza on my skirt.
- e I'm washing my clothes.
- f What about the spin programme?

6 Read the dialogue again and find examples of the following:

sequencers: *First,*

ways to give instructions: *You have to,*

EVERYDAY ENGLISH TOOLKIT

Using a washing machine

Look at the expressions (1-8) from the dialogue. Complete each expression using a verb from the box.

check | divide | hang | put | separate
set | switch | take

- (1) _____ the colours from the whites.
- (2) _____ the clothes into piles: coloured, white and delicate.
- (3) _____ the labels for the temperature; _____ the pockets for tissues or money.
- (4) _____ some stain remover on the stain; _____ three capfuls of powder in.
- (5) _____ the temperature to 40 degrees; _____ the spin to 'long'.
- (6) _____ the machine on.
- (7) _____ the clothes out of the machine.
- (8) _____ the clothes up on a clothes line.

Your turn!

7 Work in pairs. Decide who is A and who is B. You are going to take it in turns to explain to each other how to use the washing machine. Follow the steps below and role-play a conversation. Then change roles. Use the expressions in the *Everyday English toolkit* and the dialogue in 4.

Student A:

You have the following clothes: lots of white clothes, red and black t-shirts, a delicate jumper, lots of jeans and a top with a stain on it. It is a rainy day and you need the clothes quickly. Ask Student B for help.

Student B:

Give Student A instructions on how to wash their clothes.

Student B:

You have the following clothes: lots of dirty sports clothes of different colours, lots of white socks, some trousers and a silk scarf. It is a sunny day and you don't need the clothes until next week.

Student A:

Give Student B instructions on how to wash their clothes.