

Asking for Help with Daily Routines

Pre-Intermediate (A2-B1)



WARM UP

Part 1. Discuss the following questions.

1. Which part of your daily routine do you find most difficult?
2. Who do you usually ask for help with chores or tasks?
3. How do you organise your schedule each day?



DEFINITION MATCHING

Part 1. Match each word to its correct definition. Can you guess any before looking at the options?

Routine	Chore	Schedule
Task	Meditation	Reminder

1. _____ a piece of work to be done or undertaken
2. _____ a plan showing when tasks or events will happen
3. _____ the act of giving your attention to only one thing, either as a religious activity or as a way of becoming calm and relaxed
4. _____ something that prompts you not to forget
5. _____ a regular series of actions you do every day
6. _____ a small job around the house, like washing dishes or vacuuming

DIALOGUE ACTIVITY

Part 1. Read the dialogue. Underline all the phrases used to ask for or offer help (including softeners).

A: Hi Sam, I'm having trouble sticking to my morning routine.

B: If it's not too much trouble, could you tell me which part you find hardest?

A: Remembering to meditate and write in my journal.

B: Do you need any help with reminders? I can help you with that.

A: That would be great. Would you mind setting alarms on my phone?

B: Sure—let me set up a schedule for you. Shall I add a reminder for your meditation?

A: Yes, please. Whenever you have time, do you think you could also organise a to-do list for my chores?



GAP-FILL

Part 1. Complete the dialogue with the correct forms of the phrases in the box.

Would you mind...?

Do you think you could...?

Do you need any help with...?

I can help you with...

Let me...

Shall I...?

A: I keep forgetting my afternoon task list.

B: _____ setting calendar alerts.

A: Yes, that would help. _____ set reminders for my meetings?

B: Sure. _____ create a simple checklist for you.

A: That sounds useful.

B: _____ anything else today?

A: _____ organising my weekly chores?

B: Of course. _____ that for you now?

PRONUNCIATION

Part 1. Listen to your teacher. Notice how their voice rises on the request and falls on the offer.

- **Requests** (e.g. "Could you set reminders?") → rising intonation ↗
- **Offers** (e.g. "Let me set that up.") → falling intonation ↘

Practice (in pairs):

- "Could you send me a reminder?"
- "I can help you with that."



SPEAKING PRACTICE: ROLE PLAY

Part 1. In pairs, use the Role-Card below and the language from Steps 2–5. Then swap roles.

Asking for help

Would you mind...?

Do you think you could...?

Offering help

Do you need any help with...?

I can help you with...

Let me...

Shall I...?

Softeners

If it's not too much trouble...

Whenever you have time...

Role-Card A: You're juggling work and family tasks and forget appointments. Ask for help arranging your schedule.

Role-Card B: You're a helpful friend. Offer assistance and organise reminders or checklists.

After each role-play:

- Swap roles and try a new scenario (e.g. planning a project, organising study time).
- **Give feedback:** Did your partner use a variety of help phrases? Was the tone polite?

PERSONAL REFLECTION

Part 1. Write/say 3–5 sentences about how you would ask for or offer help to improve a daily routine. Use at least three different phrases from this lesson.

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