

## Can motivational speeches pump up your gym performance?

### Level 1: Elementary / Pre-Intermediate – Teacher’s notes

**Article summary:** The article describes how people respond to motivational speeches while working out, especially in weightlifting.

**Time:** 45–60 minutes

**Skills:** Reading, Speaking

**Language focus:** Vocabulary

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to ensure students understand the meaning of different weights and techniques used in intensive weight training.

**Key:**

1. *kettlebell*
2. *bench press*
3. *dumbbell*
4. *medicine ball*
5. *barbell*

#### 2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. The word *underdog* is often used in a competition context, referring to the team or individual not expected to win. If a person is *antisocial*, they are not interested in meeting others and don't enjoy being friendly.

**Key:**

- |                        |                      |
|------------------------|----------------------|
| 1. <i>motivational</i> | 6. <i>antisocial</i> |
| 2. <i>strict</i>       | 7. <i>Isolation</i>  |
| 3. <i>underdog</i>     | 8. <i>lone wolf</i>  |
| 4. <i>dominate</i>     | 9. <i>Tough love</i> |
| 5. <i>genre</i>        | 10. <i>Burnout</i>   |

#### 3. Comprehension check

- a. Ask students to work individually to answer the questions and then compare their answers in pairs or small groups. The answers given are just examples. Students may say something different that is correct. For example, in item 5, they may say, "It makes you feel you're not the average person" or something similar.

**Key:**

1. *weightlifters*
2. *dramatic music*
3. *She feels good.*
4. *Because they were making her antisocial.*
5. *It makes you feel stronger and more powerful.*
6. *It would lead to burnout or injury.*
7. *The Wolf King Speech*
8. *with as many kettlebell swings as possible*

#### 4. Key language

- a. Ask students to compare their answers in pairs. Then, ask them to check their answers in the text. Some of these adjectives may be used with more than one noun, but only one solution uses them all.

**Key:**

1. *motivational speech*
2. *perfect balance*
3. *dramatic music*
4. *strict teacher*
5. *average person*

- b. Allow students time to complete the sentences below. You can have them do the task individually and then check their answers in pairs. Then, students can stay with the same partner for the Discussion activity.

**Key:**

1. *perfect balance*
2. *average person*
3. *motivational speech*
4. *strict teacher*
5. *dramatic music*

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#### 5. Discussion

- a. Allow students time to note down their ideas and encourage them to give reasons for their answers.

#### 6. In your own words

- a. This would probably be better done as a homework task. Students should find different motivation techniques and prepare a presentation about them. They can also talk about their own motivation techniques and how they improve their daily lives.