

Can motivational speeches pump up your gym performance?

Level 2: 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 informal word *wannabe* is a corruption of the words 'want to be' and is a noun most usually used as an adjective (e.g., a wannabe actor, a wannabe rock star). The word *underdog* is often used in a competition context, meaning *the team or individual expected to lose*. Note that *gymfluencer* (used in the fourth paragraph of the text) is a blend of 'gym' and 'influencer', meaning *a person with many followers on social media who focuses on weight training*.

Key:

- | | |
|----------------|---------------------|
| 1. snippet | 6. lone wolf |
| 2. overindulge | 7. counterintuitive |
| 3. wannabe | 8. infiltrate |
| 4. underdog | 9. burnout |
| 5. isolation | 10. momentum |

3. Comprehension check

- a. The answers given are only suggested answers, and students may correctly answer the questions in different ways, e.g., in item 7, they may say, "She enjoys being a lone wolf" or similar.

Key:

1. False. They were the first to use them.
2. True
3. True
4. True
5. False. They also target students and wannabe entrepreneurs.
6. False. She felt they were making her antisocial.
7. False. Being a lone wolf appeals to her.
8. True

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Encourage them to check their answers by looking at the text.

Key:

1. bodybuilding
2. self-improvement
3. weightlifting
4. soundtrack

- b. Students match the words from task A to the definitions.

Key:

1. self-improvement
2. soundtrack
3. weightlifting
4. bodybuilding

- c. Allow students time to write personalised sentences using the words from the previous tasks. Invite volunteers to share some of their sentences and ensure the words are used accurately.

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5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

6. In your own words

- a. The task could also be done as homework, and students could then present their reports to the class. Students should be using the information they gather to motivate their classmates to do that activity. If your students are physically active, invite them to talk about what activities they do to encourage further personalisation.