

## Can motivational speeches pump up your gym performance?

### Level 3: Advanced – 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. Note that the word *knackered* is an informal British English word. 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*). Note that *gymfluencer* (used in the fourth paragraph of the text) is a blend of *gym* and *influencer*, meaning *a person with a lot of followers on the internet who focuses on weight training*.

**Key:**

- |                |                      |
|----------------|----------------------|
| 1. proliferate | 7. mull over         |
| 2. knackered   | 8. premise           |
| 3. snippet     | 9. disquiet          |
| 4. overindulge | 10. counterintuitive |
| 5. rousing     | 11. cursory          |
| 6. wannabe     | 12. backstory        |

#### 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 ‘losing energy and getting injured,’ or similar.

**Key:**

1. weightlifters
2. dramatic music
3. ‘great job’
4. students and wannabe entrepreneurs
5. “Give up!” “Don’t give up!”
6. because she felt they were making her antisocial
7. burnout or injury
8. The Wolf King Speech

#### 4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. The word *solace* normally only occurs in collocations with *find* and *seek*.

**Key:**

- |      |      |
|------|------|
| 1. f | 4. c |
| 2. d | 5. e |
| 3. b | 6. a |

- b. Students choose three expressions from task A to write personalised sentences. Ask for volunteers to share some of their sentences in the class and ensure the expressions are used accurately.

#### 5. Discussion

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

#### 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.