

### Teacher's guide



The Wellness Industry: Helping People or Selling Dreams? – Advanced (C1-C2)

Canva Presentation Link: [🌐 The Wellness Industry: Helping People or Selling Dreams?](#)

Editable Presentation Link: [🌐 The Wellness Industry: Helping People or Selling Dreams?](#)

Editable Worksheet Link:

[🌐 Student Worksheet: The Wellness Industry: Helping People or Selling Dreams?](#)

## Warm up

**Part 1.** Students read the quote and discuss the questions.

## Reading activity

**Part 1.** Students will read a text on The Wellness Industry.

**Part 2.** Students discuss the questions based on the text.

### **Suggested answers:**

1. Reasons: empowerment, preventive care, stress management.
2. Because many products sell aspiration/lifestyle with little evidence.
3. Risks: false claims, wasted money, harm from unregulated products.
4. Wellness often marketed as status and image.
5. The future: whether wellness should be celebrated, regulated, or redefined.

## Debate

**Part 1.** Students match the terms to their meanings.

### **Answer key:**

1. lifestyle branding
2. health commodification
3. holistic wellbeing
4. preventive care
5. evidence-based practice
6. commercial exploitation
7. consumer scepticism
8. aspirational wellness

**Part 2.** Students complete the sentences with the correct terms.

### **Answer key:**

1. commercial exploitation
2. preventive care
3. evidence-based practice
4. aspirational wellness
5. holistic wellbeing
6. evidence-based practice
7. health commodification
8. consumer scepticism

**Part 3.** Students look at the useful expressions and use them to rewrite the simple sentences so they sound more formal, persuasive, or nuanced for a debate.

**Sample answers:**

1. *It could be argued that the wellness industry mainly targets the wealthy, but it can still provide value.*
2. *To some extent, I agree that many products are ineffective, although some are supported by research.*
3. *Doesn't that overlook the fact that supplements can be useful when guided by science?*
4. *That's a fair point; however, marketing does not always negate genuine health benefits.*

**Part 4.** Students take part in a structured debate with yourself or a partner, using the vocabulary and debate expressions from this lesson. Encourage students to respond fluently, challenge ideas politely, and justify their opinions with clear reasons and examples.

When leading the debate, use strong, provocative statements to push the student:

- "The wellness industry is just a money-making machine."
- "Wellness is more about luxury than health."
- "If people buy products, that proves they work."
- "Regulation would destroy creativity in wellness."
- "Holistic wellbeing cannot be commodified."

## Reflection

**Part 1.** Students discuss the questions.

## Wrap-up task (optional homework)

**Part 1.** Students write a short editorial (180–220 words):

***"Is the wellness industry helping people or selling dreams?"***

**Encourage students to:**

- Use at least 4 vocabulary items (e.g., aspirational wellness, commercial exploitation, preventive care, evidence-based practice).
- Use at least 2 debate expressions.
- Present one counterargument and refute it