

## Teacher's guide



**Nutrition Science: Evidence-Based or Constantly Changing?** - Advanced (C1-C2)

Canva Presentation Link: [@ Nutrition Science](#)

Editable Presentation Link: [@ Nutrition Science](#)

Editable Worksheet Link: [@ Student Worksheet: The Fitness Industry: Nutrition Science](#)

## Warm up

Students read the quote and discuss the questions.

## Reading activity

**Part 1.** Ask students to read the text *Nutrition Science: Evidence-Based or Constantly Changing?*

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

### **Suggested answers:**

1. Helped prevent disease, improved wellbeing, shaped policy.
2. Advice shifts (e.g., eggs, fat).
3. Funding and media distortions.
4. "Nutrition fatigue" = people become sceptical or tired of advice.
5. Balanced – sees nutrition as evidence-based but evolving.

## Debate

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

### **Answer key:**

1. Scientific consensus
2. Dietary guidelines
3. Nutrition fatigue
4. Conflicting studies
5. Media distortion
6. Evidence-based research
7. Evolving field
8. Public scepticism

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

### **Answer key:**

1. evolving field
2. public scepticism
3. nutrition fatigue
4. dietary guidelines
5. evidence-based research
6. conflicting studies
7. media distortion
8. scientific consensus

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

**Sample answers:**

1. *It could be argued that nutrition science offers valuable insights, though not all advice is perfect.*
2. *To some extent, I agree advice changes, although this reflects evolving evidence rather than uselessness.*
3. *Doesn't that overlook the fact that media can be improved through regulation and responsible reporting?*
4. *That's a fair point; however, dietary guidelines remain a useful framework for most people.*

**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:

- “Nutrition science causes more confusion than clarity.”
- “Changing advice proves nutrition is unreliable.”
- “The public should rely on instinct, not experts.”
- “Dietary guidelines are unnecessary.”
- “Media is more influential than science.”

**Reflection**

Students discuss the questions.

**Wrap-up task (optional homework)**

Write an opinion article (180–220 words):

***“Nutrition Science: Evidence-Based or Constantly Changing?”***

**Encourage students to:**

- Use at least 4 vocabulary items (e.g., scientific consensus, nutrition fatigue, evidence-based research, media distortion).
- Use at least 2 debate expressions.
- Present one counterargument and refute it.