



1. WARM-UP: SHOPPING HABITS

Talk to your partner. Ask follow-up questions (Why? When? How much?).

1. Have you ever bought anything on Black Friday? What was it?
2. Do you think Black Friday is a good idea? Why (not)?
3. When there is a sale, do you prefer to shop in shops or online? Why?
4. Do you ever wait for sales before you buy something? What do you wait for?
5. What was the last thing you bought? Was it a bargain?



2. DESCRIBING PHOTOS

Sort the phrases in the box into the correct column. The first line is done for you.

price tag · She might be... · in the background · opening a parcel · Perhaps... · checkout · on the left / right · pushing a trolley · They seem to be... · parcel / delivery · in the middle · looking for bargains · queue · They're probably... · carrying shopping bags · in front of / behind

Where?	What's happening?	Speculating	Useful words
<i>in the foreground</i>	<i>queuing / waiting</i>	<i>They seem to be...</i>	<i>sale sign</i>

Use this language when you describe a photo in the Speaking test. Talk for about one minute: say where the photo is taken, what the people are doing and how they might feel

B1 Speaking Exam Part 2: Describe the Pictures

Complete the descriptions

Use the words in the box.

background • **credit cards** • **bargains** • **shopping bags** • **queuing** •
seems • **looks** • **laptop** •



Photo A: The photo shows a shopping street. In the (1) _____, there's a shop with a sign. In front of it, lots of people are (2) _____ and some of them are carrying (3) _____. It (4) _____ as if they're waiting to go in.



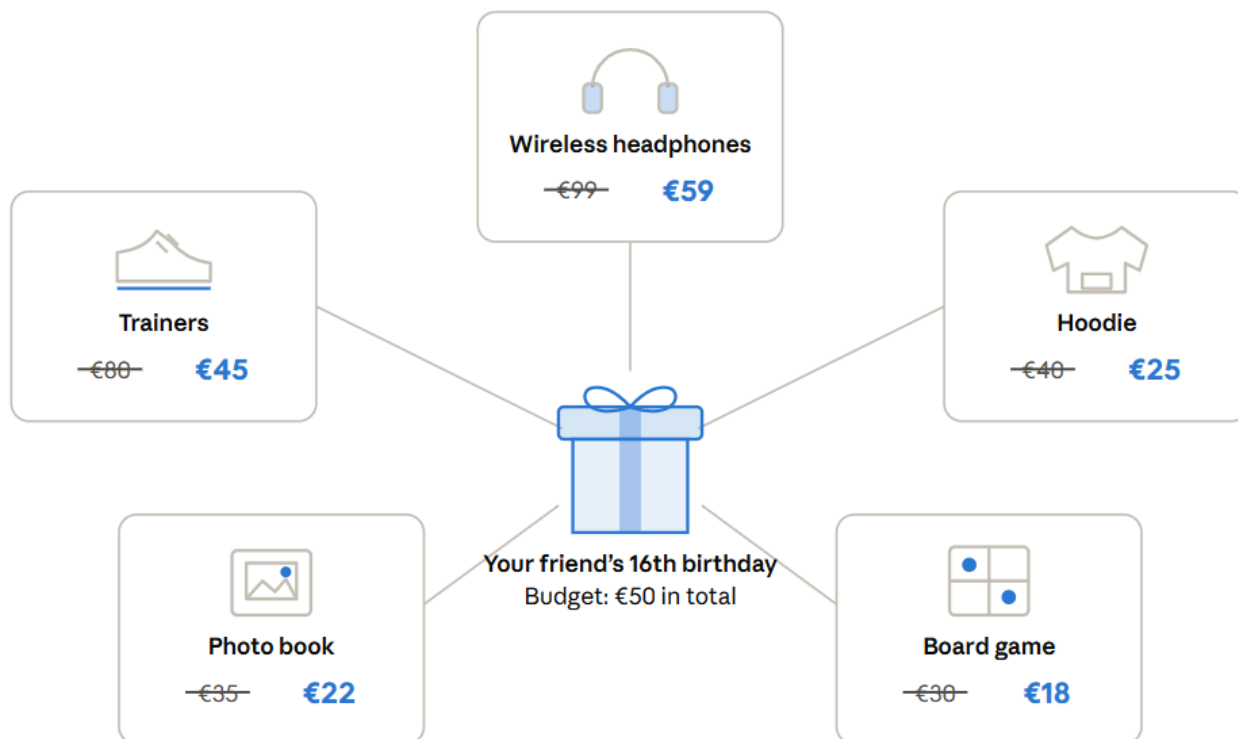
Photo B: This photo shows a woman at home. She is sitting on a sofa with a (5) _____ on her knees. On the floor next to her there are some (6) _____. She (7) _____ to be shopping online, and she might be looking for (8) _____.

Now you try! In pairs, take turns to describe one of the pictures in about one minute.

3. SPEAKING TASK: THE BEST PRESENT (Speaking Exam Part 3)

Work in pairs.. Your best friend's 16th birthday is next Saturday. You and your partner want to buy one present together and you have €50 in total. Look at the Black Friday deals below.

Which present should you buy for €50?



Language bank

Suggesting	Giving opinions	Agreeing / disagreeing	Money
What about...?	In my opinion...	That's true, but...	It's too expensive.
We could...	I'd choose...	I'm not sure about that.	It's a bargain
Why don't we...?	It's better than...	I see what you mean.	It's not worth it.

You have about 3 minutes. Remember:

- Give your opinion, then ask your partner what they think.
- Give reasons for your ideas.
- Agree or disagree politely.
- Make a decision together at the end

Our final decision

Write down what you decided and why.

We chose: _____

Because: _____

Another reason: _____



Partner feedback



Tick the boxes for your partner.

My partner...	Yes	Sometimes	Not yet
gave reasons for their opinions			
asked me questions			
used some of the language bank			
listened and reacted to my ideas			
helped us reach a decision			

1. One thing my partner did well: _____

4. One thing to improve in Part 4: _____

DISCUSSION (PART 4 STYLE)

Work in pairs or small groups. Answer each question with a reason and an example, and react to what your partner says.

1. Why do you think so many people enjoy shopping on Black Friday?
2. Some people say Black Friday makes us buy things we don't need. What do you think?
3. Is it better to give someone a present they have chosen, or a surprise? Why?
4. How has online shopping changed the way people buy things, especially on days like Black Friday?
5. Do you think Black Friday will still be popular in ten years' time? Why (not)?
6. What are the advantages and disadvantages of spending a lot of money on presents?
7. Should schools teach young people how to manage their money? Why (not)?



Useful phrases: In my opinion... · I'd say that... · For example... · That's a good point, but... · On the other hand... · I haven't really thought about it, but...

BLACK FRIDAY: B1 Speaking

TEACHER'S GUIDE AND ANSWER KEY

B1 Preliminary · companion to the student worksheet · approx. 50 minutes

This guide follows the order of the student worksheet and includes procedure, answers with notes, model descriptions, assessment pointers and ideas for large and small classes.

Context: Black Friday is the day after Thanksgiving in the USA. In 2026 it falls on Friday 27 November (Thanksgiving is on Thursday 26 November). Buy Nothing Day, the protest against over-shopping, is on the same day in some countries and on Saturday 28 November in others.

LESSON AT A GLANCE

1. Warm-up questions about Black Friday (Part 1 style): 6 min
2. Describing photos: sorting, gap-fill and Part 2-style turns: 16 min
3. Speaking task with the spider diagram (Part 3 style), written decision and partner feedback: 16 min
4. Discussion questions (Part 4 style): 12 min
5. Bonus: Buy Nothing Day, if time allows: 5-8 min

If time is short, skip the bonus and set the sorting activity or the gap-fill as homework.

1. WARM-UP: SHOPPING HABITS

Procedure: Students ask and answer the five questions in pairs. Ask them to add a follow-up (Why? When? How much?) each time. Before they start, check that everyone knows what Black Friday is: elicit that it is the day after Thanksgiving in the USA and that shops offer big discounts.

Notes: There are no set answers. Listen for full answers with reasons, not just "yes" or "no", and note any language you want to pick up later. Question 5 ("Was it a bargain?") previews vocabulary used in the rest of the lesson.

2. DESCRIBING PHOTOS

2a. Sorting the language

Procedure: Students sort the 16 phrases in the box into the four columns. The first line is done for you. Check in pairs, then as a class.

Answers:

Where?	What's happening?	Speculating	Useful words
in the foreground (given)	queuing / waiting (given)	It looks as if... (given)	sale sign (given)
in the background	carrying shopping bags	They seem to be...	price tag
on the left / right	pushing a trolley	She might be...	queue
in the middle	opening a parcel	Perhaps...	checkout
in front of / behind	looking for bargains	They're probably...	parcel / delivery

2b. Looking at the photos and completing the descriptions

Procedure: Students look at Photos A and B and complete the two descriptions with the words in the box. Check answers together and ask students to say which clue helped them for each gap.

Answers:

1 background (the shop is behind the queue)

2 queuing (present continuous after "are")

3 shopping bags (plural noun after "carrying")

4 looks ("It looks as if...")

5 laptop (the woman has a laptop on her knees)

6 credit cards (plural noun after "some")

7 seems ("She seems to be..." + infinitive)

8 bargains (what people look for on Black Friday)

Note on gaps 4 and 7: Both "It looks as if..." and "It seems as if..." are correct English. The intended answers are 4 looks and 7 seems, because "seems to be" is the most natural fit for gap 7. If a student writes "seems" for gap 4, ask what goes in gap 7 and discuss.

2c. Your turn: Part 2-style long turns

Procedure: Student A describes Photo A for about one minute while Student B listens. Swap roles with Photo B. Give students a minute to prepare first, and tell them to use at least one phrase from each column of the sorting table.

Model description, Photo A (about 80 words):

"In this photo I can see a shop with a big sign that says Black Friday Sale. In the window there are price tags showing discounts of fifty and thirty per cent. In the foreground there are four people queuing outside, and three of them are carrying shopping bags. It looks as if they're waiting to go in, or perhaps they've already been shopping and they're coming back for more bargains. They seem to be quite patient. I wouldn't like to queue for so long, but they might be excited about the prices."

Model description, Photo B (about 80 words):

"This photo shows a woman at home. She's sitting on a sofa with a laptop on her knees, and the screen says Sale, so she seems to be shopping online. On the floor next to her there are some parcels, which means she's probably already bought a lot. In the background there's a window and a lamp. She looks relaxed, and I think she's enjoying shopping from home because she doesn't have to queue or carry anything."

What to listen for: Position language (in the foreground, on the left), the present continuous for what people are doing, and speculation. The most common weakness is a list of objects with no reasons or opinions. Prompt weaker students with "How do you think they feel?" and "Why do you think she's doing that?"

3. **SPEAKING TASK: THE BEST PRESENT (PART 3 STYLE)**

Procedure: Students look at the spider diagram and read the task. They discuss for about three minutes, then write their final decision and two reasons in the "Our final decision" box. Finally, they complete the partner feedback table for their partner.

There is no single correct present. A good discussion notices that:

- the headphones (€59) are over the €50 budget, so students need to negotiate or choose another option,
- the trainers have the biggest discount but leave only €5, and
- a photo book or a board game would be a more personal or shared present.

For stronger classes, ask whether a big discount really means a good present, and whether the "old price" was ever the real price.

Sample decision: "We chose the photo book because it's personal and it's only €22, so we have money left. Another reason is that our friend would probably keep it for a long time."

What to listen for (interactive communication): Turn-taking, asking for opinions ("What do you think?"), reacting to the partner's ideas and reaching a decision together. Encourage students to use at least three phrases from the language bank.

Partner feedback: Students tick the box that best describes their partner and write one thing that went well and one thing to improve. Remind them to be kind and specific.

4. **DISCUSSION (PART 4 STYLE)**

Procedure: Students discuss the questions in pairs or small groups. Give each question about a minute, and ask them to give a reason and an example in every answer.

Ideas students might raise:

1. Why do so many people enjoy shopping on Black Friday? Bargains, the excitement, a good time to buy expensive things, fear of missing out, the start of Christmas shopping.
2. Does Black Friday make us buy things we don't need? Yes: impulse buying and "only today" offers. No: people plan and wait for it.
3. A chosen present or a surprise? Chosen: useful and no waste. Surprise: shows you know the person well and is more fun.
4. How has online shopping changed the way we buy? Convenience, more choice, easy price comparison, no queues. But also more returns, delivery, and fewer people in shops.
5. Will Black Friday still be popular in ten years? Probably yes because of online sales, or no because people are more aware of the environment and over-spending.
6. Advantages and disadvantages of spending a lot on presents? Advantages: it shows care and makes people happy. Disadvantages: stress, debt, waste, pressure to compete.
7. Should schools teach money management? Yes: it's a life skill that most people learn too late. No: families should teach it, and schools are already too busy.

Teaching tip: Stop after one or two questions and ask pairs to report their partner's opinion to the class. This practises reported language and gives weaker students a model for longer answers.

ASSESSMENT: CAMBRIDGE B1 PRELIMINARY SPEAKING

(The four criteria below are each scored out of 5 in the real exam.)

Grammar and vocabulary: Present continuous for what people are doing, speculation (looks as if, might be), comparatives (cheaper than, better value), shopping vocabulary.

Discourse management: Keeping going for the full minute in Part 2, giving reasons and examples, linking ideas (and, but, because, so).

Pronunciation: Word stress in discount, bargain and afford; clear sentence stress.

Interactive communication: Asking for opinions, responding to a partner, reaching a decision together.

Common errors:

- "in the background" and "on the left" with the wrong preposition (at the background, in left)
- "make a queue" instead of "queue up" or "stand in a queue"
- confusion between "looks like" (followed by a noun) and "looks as if" (followed by a clause)
- word stress: DIScount (noun), BARgain, affORD

LARGE CLASSES (30+ STUDENTS)

- Warm-up: run the questions as a mingle, with students changing partner every 90 seconds.
- Photos: project Photos A and B on the board. Half the class describes A and half describes B, then pairs swap so each student hears the other photo.

- Speaking task: project the spider diagram or print it (A3 if possible). Pairs work at the same time while you walk round with a checklist. Stop after three minutes and ask three pairs to report their decision.
- Discussion: use two concentric circles, with the inner circle rotating every two minutes and a new Part 4 question each time. For a four-corners variant, turn questions 2, 5 and 7 into statements and ask students to stand under "agree", "disagree" or "not sure".
- Feedback: each student gives feedback to one partner only.

SMALL CLASSES (UNDER 10 STUDENTS)

- Photos: act as the examiner. Give each student a photo to describe for one minute, then ask the follow-up question. Rotate so everyone has a turn.
- Speaking task: work in pairs or trios, with a third student as observer who listens for useful phrases from the language bank.
- Discussion: run Part 4 as a group conversation. Ask each student one question first, then invite the others to react.
- Extension: add a quick debate, "Is Black Friday good for everyone?", with two teams and two minutes to prepare.
- Feedback: observers complete the tick-box form for the pair they watched.

ADAPTING THE LESSON

- Stronger B1 or B1+ groups: in Part 2, ask students to compare the two photos, not just describe one. In Part 3, add the extra question: "Would you buy two cheaper presents instead of one?"
- Weaker groups: let students prepare their photo description in writing first, and give them the model descriptions to read before they speak.
- B2 First: add a Part 3-style abstract question such as "Why do companies offer big discounts?" and ask for longer answers with conditionals and passive structures.