



1. WARM-UP: SHOPPING HABITS

1. Have you ever bought anything on Black Friday? What was it, and was it worth 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. How do you decide whether something is worth buying?
5. What is the last thing you bought that you later regretted? Why?



2. DESCRIBING PHOTOS

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

Unlike... · Similarly,... · That's probably because... · The main difference is that... · They can't be... · In both cases,... · Personally, I'd rather... · While... · It's likely that... · ...have one thing in common. · In contrast,... · The reason for this might be... · I get the impression that... · Neither photo shows... · What strikes me most is... · They might well be...

Comparing	Contrasting	Speculating	Giving opinions and reasons
Both photos show...	Whereas...	They must be...	I'd say that...

In the Speaking test, you have about one minute to compare two photos and answer a question about them. Don't describe everything. Choose what to compare, and explain what you think.

B2 Speaking Exam Part 2: Compare the Pictures



Complete the comparison

Use the words in the box.

similarly • whereas • both • while • impression • unlike • main • might

(1) _____ photos show people shopping during a sale, but the experiences are very different. In Photo A, people are queuing outside a shop, (2) _____ in Photo B a woman is shopping from her sofa. The (3) _____ difference is that the people in A have to leave home and wait, (4) _____ the woman in B can shop in comfort. (5) _____ the woman, the people in the queue (6) _____ be feeling cold or tired, but I get the (7) _____ that they are excited about the bargains. (8) _____, the woman has probably bought a lot already,



Complete the comparison

Use the words in the box.

contrast • on • although • compared • common • must • since • yet

The two shops in Photos C and D have very little in (1) _____, apart from the fact that they are both having a sale. (2) _____ with the huge electronics shop in C, the gift shop in D is small and peaceful. The customers in C (3) _____ be very excited about the discounts, (4) _____ the woman in D is clearly not in a hurry. (5) _____ the crowd in C looks stressed, those shoppers may well find some real bargains. In (6) _____, the quiet atmosphere in D is probably far more relaxing. (7) _____ the other hand, the prices there are probably higher, (8) _____ it's a small independent shop.

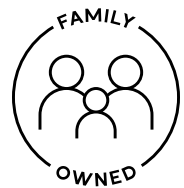


Your turn (Part 2 style)

BLACK FRIDAY SALE BLACK FRIDAY SALE BLACK FRIDAY SALE BLACK FRIDAY SALE
BLACK FRIDAY SALE BLACK FRIDAY SALE BLACK FRIDAY SALE BLACK FRIDAY SALE

Work in pairs. Use the photos on the previous page.

Student A (Photos A and B): Compare the two photos and say why the people might have chosen to shop in these different ways. You have about one minute.	Student B (Photos C and D): Compare the two photos and say what the advantages of shopping in each place might be. You have about one minute.
Student B: listen, then answer: <i>Which of these ways of shopping would you prefer?</i>	Student A: listen, then answer: <i>Which of these places would you prefer to go to when you're buying a present?</i>



3. SPEAKING TASK: Spending Money (Speaking Exam Part 3)

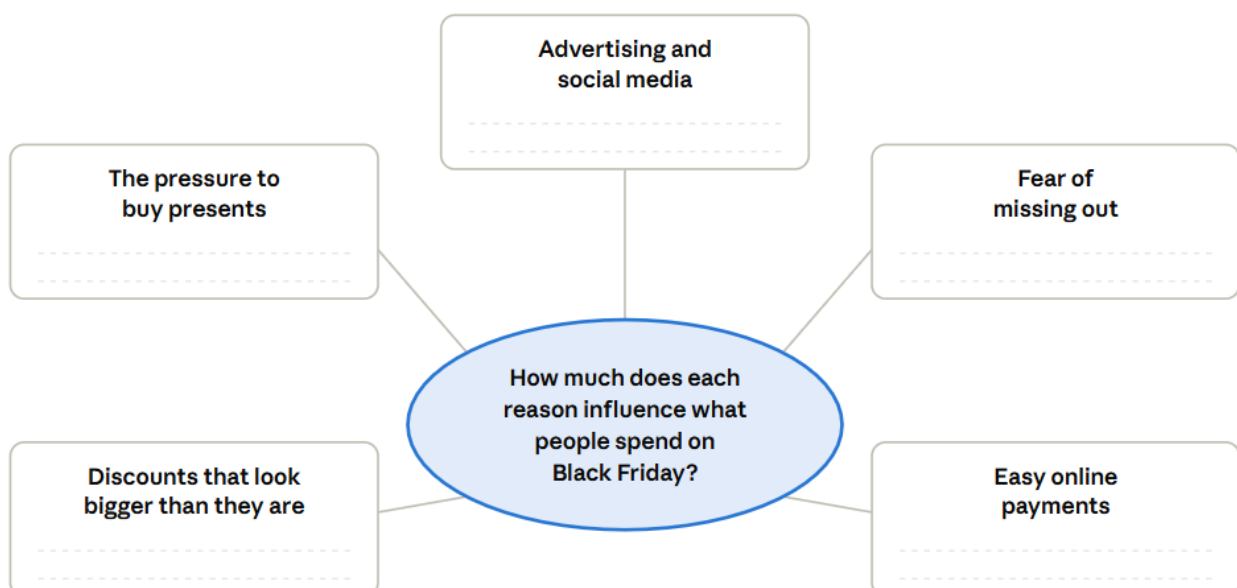
Work in pairs. Here are some reasons why people may spend more money than they planned during sales such as Black Friday.

First, talk to each other about how much each of these reasons influences people's spending. (about 2 minutes)

Then decide which reason has the greatest effect. (about 1 minute)



Talk about each reason. Then decide which has the greatest effect.



Language bank

Giving opinions	Disagreeing politely	Developing ideas	Deciding
The way I see it...	I take your point, but...	What's more,...	So, shall we say that...?
I'm inclined to think...	I'm not so sure about that.	That's partly because...	On balance, I'd go for...
As far as I'm concerned...	I see it differently.	For instance,...	We seem to agree that...

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 which reason has the greatest effect and why.

We chose: _____

Because: _____

Another reason: _____

Partner feedback



Tick the boxes for your partner.

My partner...	Yes	Nearly	Not yet
developed their ideas with reasons and examples			
asked me questions and invited my opinion			
used a range of language from the language bank			
disagreed politely and gave reasons			
helped us reach a decision			

1. One thing my partner did well: _____

2. 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: B2 Speaking

TEACHER'S GUIDE AND ANSWER KEY (B2)

B2 First · companion to the student worksheet · approx. 50 minutes

This guide follows the order of the B2 worksheet and includes procedure, answers with notes, model answers, 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).

LESSON AT A GLANCE

1. Warm-up questions about Black Friday (Part 1 style): 6 min
2. Comparing photos: sorting, two gap-fills and two Part 2-style turns: 18 min
3. Discussion task with the spider diagram (Part 3 style), written decision and partner feedback: 14 min
4. Discussion questions (Part 4 style): 12 min

If time is short, set the two gap-fills as homework.

1. WARM-UP: SHOPPING HABITS

Procedure: Students ask and answer the five questions in pairs, giving reasons and examples. Before they start, check that everyone knows what Black Friday is.

Notes: There are no set answers. At B2, listen for developed answers (a reason plus an example) and not just short replies. Question 4 ("How do you decide whether something is worth buying?") and question 5 (a purchase they regretted) are good for opinions and past reflections, such as "I wish I hadn't..." and "I should have..."

2. COMPARING 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:

Comparing	Contrasting	Speculating	Giving opinions and reasons
Both photos show... (given)	Whereas... (given)	They must be... (given)	I'd say that... (given)
Similarly,...	While...	They can't be...	That's probably because...
In both cases,...	In contrast,...	It's likely that...	The reason for this might be...
...have one thing in common.	Unlike...	I get the impression that...	Personally, I'd rather...
Neither photo shows...	The main difference is that...	They might well be...	What strikes me most is...

Teaching tip: Remind students that in Part 2 they don't need to describe every detail. The best answers pick two or three points of comparison and explain them. The "Speculating" and "Giving opinions and reasons" columns are what move the answer from description to real discussion.

2b. The photos

Photo A: people queuing outside a shop with a big "Black Friday Sale" sign and discounts of 50% and 30% in the window. Some are carrying shopping bags.

Photo B: a woman at home on a sofa with a laptop showing "SALE". Credit cards are on the floor next to her.

Photo C: a crowded electronics shop with a "Mega Electronics Sale" banner and discounts of 40% and 60% on televisions. People in the foreground reach up towards the screens.

Photo D: a small, quiet gift shop ("Family Gifts and Toys") with a toy bear and books in the window and a plant by the door. One customer stands outside with a gift bag.

2c. Completing the comparisons

Procedure: Students complete each paragraph with the words in the box, then check with a partner. Ask them to say which words signal comparison and which signal contrast.

Photos A and B, answers:

Gap	Answer	Notes
1	Both	"Both photos show..."
2	whereas	Contrasts two clauses.
3	main	"The main difference is that..."
4	while	Contrasts two clauses.
5	Unlike	"Unlike the woman, the people..."
6	might	Speculation: "might be feeling".
7	impression	"I get the impression that..."
8	Similarly	Introduces a similarity.

Gaps 2 and 4 are interchangeable (whereas / while), as long as students use each word once.

Photos C and D, answers:

Gap	Answer	Notes
1	common	"have very little in common"
2	Compared	"Compared with..." (capital letter: sentence start)
3	must	Deduction: "The customers must be excited."
4	yet	Contrast: "...discounts, yet the woman..."
5	Although	Concession (capital letter: sentence start)
6	contrast	"In contrast,..."
7	On	"On the other hand,..."
8	since	Reason: "since it's a small independent shop"

2d. Your turn: Part 2-style tasks

Procedure: Student A compares Photos A and B for about one minute while Student B listens. Student B then answers the short follow-up question (about 30 seconds). Swap roles with Photos C and D. Give students a minute to prepare first, and tell them to use at least one phrase from each column of the sorting table.

Model answer, Task 1 (Photos A and B). Why might the people have chosen to shop in these different ways?

"Both photos show people shopping during a sale, but in very different ways. In the first photo, people are queuing outside a shop with a Black Friday sign, whereas in the second a woman is shopping from her sofa with a laptop. I'd say the people in the queue might have chosen to go in person because they want to see and try things before buying, or because they enjoy the atmosphere and excitement of a sale. The woman, on the other hand, is probably someone who doesn't like crowds, and she may well have decided that it's quicker and more comfortable to shop from home. The parcels suggest she's already bought a lot. Personally, I'd rather shop online, because I don't enjoy queuing."

Model follow-up (Student B). Which of these ways of shopping would you prefer?

"I'd prefer shopping online, because it's convenient and I can compare prices, although I like going to shops for clothes so I can try them on."

Model answer, Task 2 (Photos C and D). What might the advantages of shopping in each place be?

"Both photos show shops, but the atmosphere is completely different. Photo C shows a big electronics shop with a huge sale, and it's full of customers. One clear advantage of shopping here is the price: with discounts of up to sixty per cent, people can save a lot of money, and there's a wide choice. In contrast, Photo D shows a small gift shop which is quiet and peaceful. The main advantage there is probably the personal service: the owner can give advice and the customer doesn't have to rush. I get the impression that the products in D are more unusual, which is good when you want something special. What strikes me most is the difference in stress."

Model follow-up (Student A). Which of these places would you prefer to go to when you're buying a present?

"I'd go to the small shop, because I'd find something more original and I wouldn't have to push through a crowd."

What to listen for: Comparing and contrasting language from the sorting table, speculation (might, must, can't), and a clear answer to the question printed on the task. A common weakness is describing each photo separately, one after the other. Prompt students with "What is similar? What is different? What does that tell us?"

3. DISCUSSION TASK: WHY DO WE SPEND MORE? (PART 3 STYLE)

Procedure: Students look at the spider diagram and discuss for about two minutes how much each reason influences spending. They then spend one minute deciding which has the greatest effect. After that, they write their final decision and two reasons in the "Our final decision" box and complete the partner feedback table.

Ideas for each reason:

- Advertising and social media: constant ads and influencers, countdown timers, "only today" messages, seeing friends' purchases
- Fear of missing out: limited stock, "last chance" warnings, worry that others will get the best deals
- Easy online payments: one-click buying, "buy now, pay later", not feeling the loss of cash
- Discounts that look bigger than they are: "old prices" crossed out, prices raised before the sale, "up to 70% off" applying to only a few items
- The pressure to buy presents: Christmas is near, gift-giving traditions, comparing with others, wanting to be generous

There is no correct answer. Strong decisions weigh the arguments and justify the choice.

Sample decision: "We decided that easy online payments have the greatest effect, because people don't notice how much they spend when they just click. Another reason is that this makes all the other reasons stronger, since advertising can lead to an instant purchase."

What to listen for (interactive communication): Turn-taking, inviting a partner's opinion, responding to what has been said, politely disagreeing, 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.

ASSESSMENT: CAMBRIDGE B2 FIRST SPEAKING

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

Grammar and vocabulary: Comparing structures (whereas, unlike, compared with), modal verbs of deduction (must, might, can't), a range of shopping and money vocabulary.

Discourse management: Keeping going for the full minute in Part 2, organising a comparison (similarity, difference, opinion), developing ideas with examples.

Pronunciation: Word stress (adVERTising, DIScount, inFLUence), sentence stress and intonation.

Interactive communication: Turn-taking in Parts 3 and 4, responding to the partner, disagreeing politely, reaching a decision.

Common errors:

- "In the contrary" instead of "On the contrary" or "In contrast"
- "compare to" instead of "compared with" or "compared to"
- "more cheaper" and other double comparatives
- "both of the photos shows" (plural verb needed)
- "I'm agree" instead of "I agree"
- describing the two photos one after the other without comparing them

LARGE CLASSES (30+ STUDENTS)

- Warm-up: run the questions as a mingle, with students changing partner every 90 seconds.
- Photos: project all four photos on the board. Half the class prepares A and B and half prepares C and D, then pairs swap so each student hears both tasks.
- Discussion 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.
- Part 4: use two concentric circles, with the inner circle rotating every two minutes and a new question each time.
- Feedback: each student gives feedback to one partner only.

SMALL CLASSES (UNDER 10 STUDENTS)

- Photos: act as the examiner. Give each student a photo pair to compare for one minute, then ask the follow-up question. Rotate so everyone has a turn.
- task: work in pairs or trios, with a third student as observer who listens for useful phrases from the language bank.
- Part 4: run it 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 society?", with two teams and two minutes to prepare.
- Feedback: observers complete the tick-box form for the pair they watched.

ADAPTING THE LESSON

- Weaker groups: let students prepare their comparison in writing first, and give them the model answers to read before they speak.
- Stronger groups: add a second question to Part 2 ("Which of these places do you think is better for the environment?") and ask for longer answers with conditionals.
- C1 Advanced: make Part 3 more abstract (for example, "What should be done about overspending?") and add questions that ask students to evaluate and speculate.