

Meet Your New Personal Shopper: Your AI Chatbot

Level: Intermediate (B1–B2)

Time: Approximately 90 minutes

Overview: This article discusses the growing use of generative AI chat for shopping and the move towards suggested purchases and autonomous AI purchasing.

Business topic: Retail, marketing, technology

Business language: Introductory clauses

Activities: Key words, understanding the text, business language, comprehension, discussion, writing and presenting a description

Groups: Whole class, pairs, small groups, one-to-one

them match the key words to the definitions individually without looking at the article. Finally, have them compare their answers in pairs. Elicit answers from the whole class.

Key:

1. *loyalty*
2. *reflect*
3. *shoot up*
4. *scroll down*
5. *enable*
6. *anticipate*
7. *revolutionise*
8. *scrape*
9. *convert*
10. *emerge*
11. *source*
12. *brand*
13. *budget*
14. *purchase*
15. *behalf*
16. *review*
17. *generative*
18. *deal*
19. *retailer*
20. *agent*

1. Warmer

- a. Ask students to discuss the questions in small groups. Monitor and write any useful vocabulary on the board. Elicit the main ideas that arise from the discussion from the whole class.

2. Reading for gist

- a. Have students skim the article and choose the main idea. Then ask students to scan for phrases that support their answer.

Key:
3

3. Key words

- a. Have students look for the words in the article and see if they can guess the meaning. Some of the words may appear in a different form in the article. Since there are a lot of words, you may want to divide students into pairs and assign some words to each pair. Then have

4. Understanding the article

- a. Ask students to read the article carefully. Then ask them to choose the correct option *a*, *b* or *c*.

Key:

1. *b*
2. *b*
3. *c*
4. *b*
5. *b*
6. *b*
7. *b*
8. *a*
9. *a*
10. *a*

5. Business language – introductory clauses

- a. Have students read the four sentences carefully. Ask them to tell you which ones start with a verb, which ones start with a preposition and to explain the difference between the verbs at the start of sentences.

Key:

1. *c and d*
2. *a and b*
3. *c uses a present participle, and d uses a past participle*

- b. Ask students to work in pairs or small groups to complete the task. Then have a class discussion.

Key:

1. *a*
2. *c*
3. *e*
4. *f*
5. *d*
6. *a*

6. Discussion

- a. Put students in pairs or small groups and ask them to discuss the questions. When students have covered all the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions.

7. Wider business theme – presenting a description an AI personal shopper

- a. Explain that students are going create a survey of how customers purchase their products and then present a description of a potential AI personal shopper agent that would appeal to customers.

1. Ask students to match the customer questions to the themes of AI shopping.

Key:

- a. *7*
- b. *9*
- c. *8*
- d. *10*
- e. *6*
- f. *5*
- g. *4*
- h. *1*
- i. *2*
- j. *3*

2. Have students create a survey on similar themes to the ones above. If it is possible, have students ask each other the questions in their surveys and record the results. Ask students to write a short description of the characteristics of the perfect AI personal shopper agent based on what they might learn (or did learn) in the survey.
3. Ask students to present their description to the class. Ask them to introduce the characteristics of the AI personal shopper agent with reference to any possible information from the survey. Encourage students to use the useful language provided.