

## Meet Your New Personal Shopper: Your AI Chatbot

**Level:** Advanced (C1–C2)

**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:** Language of retail and marketing

**Activities:** Key words, understanding the text, business language, comprehension, discussion, writing and presenting recommendations

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

some of the words when the complete the example sentences.

**Key:**

1. *generative*
2. *revolutionising, revolutionise*
3. *weigh up*
4. *summit*
5. *scroll down*
6. *assembled, assemble*
7. *mishaps, mishap*
8. *enhanced, enhance*
9. *tweaking, tweak*
10. *scrape*
11. *crunch down*
12. *shoot up*
13. *enable*
14. *accumulating, accumulate*
15. *anticipating, anticipate*
16. *agents, agent*
17. *frontier*
18. *behalf*

### 4. Understanding the article

- a. Ask students to read the statements and then find the relevant parts of the article in order to determine if the statements are true or false. Encourage students to not only correct the false statements but also be ready to explain what supports the true statements. Have them share their answers in pairs or small groups before eliciting answers from the whole class.

**Key:**

1. ✓
2. *False — Adobe predicts more than half will be using GenAI, not stopping.*
3. *False — The writer became a convert to using AI instead.*
4. ✓
5. *False — They are focusing on GXO instead of SEO to adapt to AI-driven searches.*
6. ✓
7. *False — It has its own internal creator network making brand content.*
8. ✓
9. *False — It is an AI-powered smart trolley that offers deals and suggestions.*
10. ✓

### 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 work individually to find the key words and write them next to the definitions by referring to the section number given in brackets. Have students compare their answers in pairs. Elicit answers from the whole class. They may have to change the form of

## 5. Business language – Language of retail and marketing

- a. It is important that students have an understanding of the terms used in retail and marketing in reference to online shopping. Encourage students to try to give definitions of the words in the wordpool and try to describe them before doing this task. After they fill the gaps individually, have them compare the answers.

**Key:**

1. *generative experience optimisation*
2. *influence*
3. *consumer*
4. *brand loyalty*
5. *customer service*
6. *direct transaction*
7. *retailer*
8. *search engine optimisation*
9. *loyalty scheme*
10. *personalised deal*

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

**Key:**

1. *retailers*
2. *loyalty scheme*
3. *personalised deal*
4. *brand loyalty*
5. *customer service*
6. *direct transactions*
7. *Consumers*
8. *search engine optimisation*
9. *generative experience optimisation*
10. *influencer*

- c. Ask students to work with a partner and write sentences about their shopping habits using the vocabulary from task a and b.

## 6. Discussion

- a. Put students in pairs or small groups and ask them to discuss the quotes and descriptions of the different phases of AI shopping. When students have finished, 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 – recommending online sales strategies

- a. Explain that students are going to decide on some possible strategies that a company could use to improve its online sales and then present a set of recommendations.

1. Ask students to identify which two of the questions are not related to the topic of online shopping.

**Key:**

*Questions 3 and 7. Question 3 is unrelated to sales or online retail strategy, and question 7 is too general and not about online shopping specifically.*

2. Have students decide on some possible strategies that a company could use to improve its online sales. Ask students to create a set of recommendations for the company.
3. Ask students to work in a group and present their recommendations to their group. Encourage students to use the useful language provided.