

Digital business

4

► 'There's no such thing as a digital strategy, just a strategy in a digital world.'

Scott Gibson, Group Executive of Digital Practice, Dimension Data

Unit overview

4.1 > Digital disruptors

Lesson outcome: Learners can use vocabulary related to digital business and technology.

Video: A disruptive marketing start-up

Vocabulary: Digital business and technology

Project: Disruptive technology

4.2 > Talking technology

Lesson outcome: Learners can use zero, first and second conditionals and a range of complex linkers, e.g. *as long as*, *on condition that*, *providing/provided that*, *unless*.

Listening: Product presentations at a trade show

Grammar: Zero, first and second conditionals; Linkers

Speaking and writing: Trade show demonstration of an app

4.3 > Communication skills: Handling difficult communicators

Lesson outcome: Learners are aware of different ways to deal with challenging communication styles and can use a range of phrases for keeping meetings on track.

Video: Handling difficult communicators

Functional language: Keeping a meeting on track

Task: Managing a difficult meeting successfully

4.4 > Business skills: Negotiating strategies

Lesson outcome: Learners are aware of different negotiating strategies and can use a range of phrases for reaching agreement in a negotiation.

Listening: Positional and principled negotiation

Functional language: Reaching agreement in a negotiation

Task: Negotiating an agreement at work

4.5 > Writing: Short business proposal

Lesson outcome: Learners can plan, organise and write a short business proposal.

Model text: Short business proposal

Functional language: Useful phrases for business proposals

Grammar: Noun phrases to replace verb phrases

Task: Write a short proposal

Lesson outcome

Learners can use vocabulary related to digital business and technology.

Lead-in

- 1 Complete the definition with the words in the box. Then work with a partner and think of examples of disruptive technology that have dramatically changed the way we do things.

disrupts disruptive innovation

Being ¹ _____ usually refers to causing problems and preventing something from continuing in its usual way. In technology, it refers to a(n) ² _____ that creates a new market and ³ _____ existing ones, displacing established companies and products, for example the mobile phone replacing fixed phones.

BBC

VIDEO

- 2A  4.1.1 Watch the video and choose the best summary.

Sentiance is a company that

- a has made a digital platform which allows companies to create customer profiles based on daily routines and thereby improve targeting of marketing messages to mobile devices.
- b helps Belgian companies to attract more customers so that they can target their digital products and services on people's way to work in the morning.
- c is based in Belgium and has made a digital platform for different coffee shops and their connected customers so they can meet people with similar profiles.


- B In the video, Frank Verbist from Sentiance gives an example of 'semantic' time. Put the words in the correct order.


different different morning times A everybody routine is for at

- 3 Watch the video again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

- 1 Sentiance can use the data about a person to find out where they are, how they travel and how fast they are going.
- 2 CEO Toon Vanparys says choosing the right moment is essential if the customer is going to respond positively.
- 3 Analyst Ian Maude says disruptive marketing is a completely new field so there's very little competition.
- 4 Eileen Burbridge says it would be very useful for companies if the data collected could be used to increase sales.
- 5 Toon Vanparys says it's all about participation, anticipation and disruption.

- 4 Discuss in pairs. Are you afraid of companies collecting and using your data? What kind of personal data would you not want companies to access? Why?

 Teacher's resources: extra activities

 Teacher's resources: alternative video and extra activities

Vocabulary

Digital business and technology

- 5 Complete the sentences with the words from the video.

cloud conversion dump mining platform tool

- 1 'In the _____' refers to having software or space for storing information on the internet, rather than on your own computer.
- 2 A data _____ is the act of copying information from one computer to another.
- 3 Data _____ uses a computer to examine large amounts of data, for example about customers and collect information that is not easily seen.
- 4 _____ in digital marketing is the number of sales generated in relation to the number of visits to a website.
- 5 In computing, a _____ refers to a piece of software designed to do a particular task. It can also be a piece of equipment, or a device, or a skill for doing your job.
- 6 In marketing, DMP stands for Digital Marketing _____.

Word building - verbs, nouns and adjectives

6 Complete the table with the correct word forms.

Verb	Noun	Adjective
¹ _____	analysis, analytics, analyst (person)	analytical
anticipate	² _____	anticipated
convert	³ _____	converted
disrupt	⁴ _____, disruptor	⁵ _____
⁶ _____	⁷ _____ (thing), innovator (person)	innovative
⁸ _____	⁹ _____	irritable, irritated, irritating
personalise	person, ¹⁰ _____, personality	personal, ¹¹ _____
¹² _____	¹³ _____	predictable, predictive
visualise	¹⁴ _____	¹⁵ _____

7 Complete the sentences with the correct form of the word in brackets.

- It's a start-up with many _____ (innovate) products.
- We will create a program that is _____ (personal) for your company's needs.
- He runs a business that specialises in the _____ (analyse) of consumer data.
- _____ (predict) technology analyses past behaviour to predict possible future behaviour.
- Contacting customers at the wrong time of day can be an _____ (irritate) which will not result in a sale.
- Even businesses that are seen as market _____ (disrupt) today could be out of date in a short period of time.
- If your advertisements target the right kind of people for your product, you will get a much higher _____ (convert) rate.
- The data collected through your smartphone regarding your everyday movements, gives a better _____ (visual) of who you are as a person.

8 Discuss these questions with a partner.

- How does digital technology help you every day in your place of work/study?
- Are you a digital native, a digital immigrant or a digital nomad? Give reasons for your answers. Check the meaning of the terms online if necessary.

T Teacher's resources:
extra activities

→ **page 115** See Pronunciation bank: Stress in word building

PROJECT: Disruptive technology

9A Work in pairs or small groups. If you could invent a digital application, e.g. a mobile app, to make your life easier, what would it do? Think about how this 'digital disruptor' would offer a service or product at a specific time of day and how it would disrupt other businesses. Consider people's daily routines.

- how and when they commute to and from work
- where and when they have breakfast, lunch or a snack
- their domestic chores, e.g. doing the shopping, washing or cleaning
- the activities they like doing after working/studying
- the importance of 'semantic time', i.e. how people's routines might differ at certain times of the day

B Present your ideas to the class.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

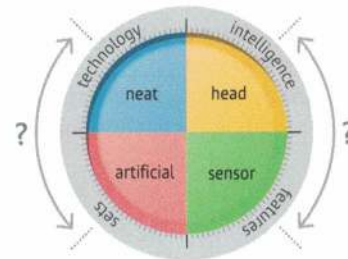
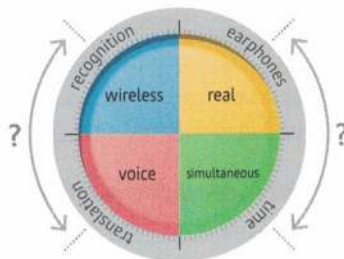
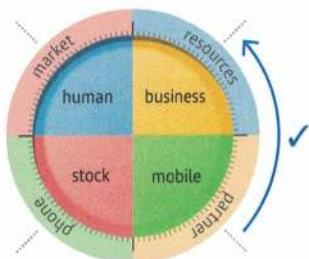
4.2 Talking technology

Lesson outcome

Learners can use zero, first and second conditionals and a range of complex linkers, e.g. *as long as*, *on condition that*, *providing/provided that*, *unless*.

- Lead-in**
- 1 Work in pairs. Imagine you were networking with a potential international client at a trade fair but you didn't speak their language. How would you communicate?
 - 2 How do you need to move each dial to make collocations using all the words? Look at the example to help you.

Example: Turn dial anti-clockwise once.



- Listening**
- 3 You are going to hear a demonstration of a new app and device called Multi-Babel. All of the collocations in Exercise 2 will be mentioned. What do you think it does?

Arabic Cantonese Chinese
Mandarin Chinese English
French German Hindi
Indonesian Italian Japanese
Korean Polish Portuguese
Russian Spanish

- 4 4.01 Listen to the demonstration at a trade show and answer the questions. Was your guess in Exercise 3 correct?
 - 1 What does the Multi-Babel app do?
 - 2 Which of the languages in the box does Multi-Babel translate now?
 - 3 What does the presenter predict will happen when you've tried it?
 - 4 What is the reaction of the volunteer from the audience?
- 5 4.02 Listen to another product presentation and complete the fact sheet.

Telecom Company:
Dawnbreakers

Combining AI, voice recognition and a digital personal assistant

Smartphone upgrades include:

- improved connectivity
- 1 _____
- increased pixel count
- 2 _____ screen resolution

Future improvements:

- 3 _____ function for interconnected home devices
- virtual reality content with 'wearables'
- improved 4 _____ function to manage work schedule

Upgrade for digital personal assistant:

- 5 _____ for voice recognition

Name of digital assistant: 6 _____

Example tasks include:

- 7 _____
- control your home devices remotely
- remind you of 8 _____
- book appointments

Teacher's resources: extra activities

Grammar Zero, first and second conditionals; Linkers

- 6 4.03 Complete these conditional sentences from the product demonstrations. Contractions count as one word. Then listen to the extracts and check.

Zero conditional

- 1 The Multi-Babel app _____ great if you _____ to network at conferences.

First conditional

- 2 Unless you _____ it through the earphones, everyone else _____ to hear your conversation!

Second conditional

- 3 If it _____ high definition screen resolution, we _____ video images so clearly.

7A Eamon from Dawnbreakers is talking to a potential client. Match the sentence halves.

- | | |
|--|---|
| 1 Chris will also be able to pay for items online for you providing | a unless it is under water for longer than an hour. |
| 2 I'd like to add that the device is completely water-resistant | b that they buy more than 20 units. |
| 3 Discounts? We offer corporate clients a 10 percent discount on condition | c that your smartphone is set up correctly. |
| 4 Of course we can personalise their names as long | d as the client buys more than one model. |

B Look at the sentences in Exercise 7A again. Which four words/expressions are used to link the clauses in these conditional sentences?

→ page 120 See Grammar reference: Zero, first and second conditionals; Linkers

8 Put the verbs in brackets in the correct form and choose the correct linker in italics.

- If / Unless* a company _____ (develop) its digital business, it loses its competitive edge.
- Our digital consumers might enjoy more personalised services *if / unless* we _____ (manage) technologies more effectively. But we don't.
- We _____ (never be) an innovative organisation *if / unless* we don't change the way we work and digitalise everything.
- This device adapts to the user's preferences *as long as / unless* it _____ (receive) data from a smartphone.
- Provided / Condition* that their product demonstrations _____ (be) successful, digital personal assistants would sell worldwide.
- If / On condition that* I _____ (be) you, I'd develop voice recognition technology further to reduce our dependence on touchscreens.
- Smartphones will soon be replaced by robots *on condition / as long as* that artificial intelligence _____ (improve).
- We will become one of the world's most revolutionary companies *as long as / unless* we _____ (not stop) innovating.

Teacher's resources:
extra activities

Speaking and writing

9A Work in pairs. You are going to act out a trade show demonstration. Think of an imaginary or real app or device, or some tasks that a digital personal assistant could do. Use the ideas below if you wish. Then prepare some conditional sentences describing how it works.

a tablet that writes for you a portable gadget that recycles energy
a remote control for the home an app for organising special events

You'll impress all your friends if you use this device!

Providing that it's fully charged, it'll last 24 hours.

Unless you click here, it won't ...

B Work with another pair. Take turns to present your products.

C When you have finished your demonstration, ask and answer questions critically. Are you interested in the idea? Why / Why not? What are the disadvantages?

So, if I dictate the title and input some key words, this tablet automatically writes a report. But what will happen if my classmate also has the app and writes a similar report?

D Write up the instructions for your device or app. Use conditional sentences and suitable linkers where possible. Write 175–200 words.

4.3

COMMUNICATION SKILLS Handling difficult communicators

Lesson outcome

Learners are aware of different ways to deal with challenging communication styles and can use a range of phrases for keeping meetings on track.

Lead-in 1A Work in pairs. Which of these challenging communication styles have you experienced in your work or studies? Which styles do you find easy/difficult to deal with? Why?



Dominator: talks and never listens



Non-responder: Never says a word



Contradictor: Disagrees with everything you say



Joker: Constantly tells jokes



Analyser: Goes into too much boring detail



Technology user: Always on the phone

B What can a meeting leader do to deal with these behaviours during a meeting?

VIDEO 2A 4.3.1 Watch as Sanjit receives a call from Claire (Go Global's Marketing Specialist) and discusses it with Paweł (Production Manager at EN-TEK).



Go to MyEnglishLab for extra video activities.

- 1 What is Gary's role?
- 2 Why has Claudio asked him to meet with EN-Tek?
- 3 What is Gary going to bring to the project?
- 4 What does Paweł say about Gary?

B Do you think Claire and Paweł are right to warn Sanjit about Gary's communication style? Why / Why not?

3A In small groups, discuss which is the best approach (Option A or B) for Sanjit to use in the meeting with Gary. Give reasons for your answers. As a class, decide which video to watch first.

Option A – Accept and adapt – allow others to communicate in the way they prefer: Don't try to change how others communicate; adapt your own behaviour by talking more or less; be open to discussing ideas which are not on the agenda.

Option B – Intervene and control – manage the way others communicate: Interrupt to stop the other person talking; introduce and insist on following the agenda; focus the discussion on relevant topics; propose your own solutions for discussion.

B Watch the videos in the sequence the class has decided, and answer the questions for each video.

- Option A** 4.3.2
- 1 What does Gary say is 'really important' for Sanjit to think about?
 - 2 What does Gary describe as 'one key thing' which he has done?
 - 3 When Gary says 'It simply has to be changed', what does he mean by 'it'?
 - 4 What does Gary say is unrealistic?
 - 5 What did Sanjit learn and achieve in this meeting?

- Option B** 4.3.3
- 1 What does Sanjit propose as the first topic for the meeting?
 - 2 What does Gary describe as a disaster?
 - 3 What does Sanjit say to stop Gary interrupting Claire?
 - 4 Which of Gary's ideas does Sanjit like?
 - 5 What did Sanjit learn and achieve in this meeting?

4 Work in pairs. Which approach – accepting-adapting or intervening-controlling – do you think was most effective? Why?

5 4.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

Reflection 6 Think about the following questions. Then discuss your answers with a partner.

- 1 Which of the two styles do you prefer to use when dealing with challenging communicators? Why?
- 2 What is one advantage and one possible disadvantage of your own personal style? Why?

Functional language Keeping a meeting on track

7A Complete the table with these phrases from the video.

- Let [her] finish [what she is saying / the point she is trying to make], please.
- [I think] that's really outside the scope of the [meeting / agenda / brief] ...
- Can we slow down a little?
- Can I stop you [for a second / just there / for a moment]?
- We can come back to [the brand topic / the issue of dates] later.
- I'd like to stick to the agenda [and look at advertising first].

Reminding of the agenda	1 _____ 2 _____
Managing dominant speakers	Sorry, can I just add something here? 3 _____
Managing interruptions	[Simon,] we'll come to [you/that] in a moment. [Peter,] do go on. 4 _____
Postponing discussion	We do need to deal with [the budget issue], but let's finish [talking about dates] first. 5 _____
Reducing speed	Could you just go over that idea again? 6 _____
Pushing for a clear proposal	But what do you actually suggest we do about [this]? [Jan,] so is your idea that we [delay the launch]?

T Teacher's resources:
extra activities

B In your experience, what else can you do and say to keep meetings on track?

8A Work in groups of three. You are co-owners of a chain of restaurants. Decide on the profile of your restaurant and your customer base, e.g. a Spanish tapas bar for young professionals.

B Work individually. Look at the agenda for a meeting of the co-owners and write down some ideas for each point.

- a new logo
- the dessert menu which hasn't been popular with customers
- where to advertise

C Read your role cards and prepare for the meeting.

Student A: Lead the meeting and ensure it is kept on track.

Student B: Read the role card on page 128.

Student C: Read the role card on page 130.

D Hold your meeting. When you have finished, discuss which phrases Student A used to keep the meeting on track and whether they were effective.

TASK



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome



Learners are aware of different negotiating strategies and can use a range of phrases for reaching agreement in a negotiation.

Lead-in

1 Work in pairs and discuss the questions.

- 1 Think about a time you were a) successful and b) unsuccessful in reaching an agreement with someone else. What happened? Why were you successful/unsuccessful?
- 2 Is it better to begin a negotiation with a specific position/goal in mind or to have a range of possible options?
- 3 Is it better to find out the other person's view in advance and prepare accordingly, or to just find it out during the negotiation?
- 4 Is it better to plan everything in advance or to just listen and react depending on what they say?

Listening

2  4.04  4.05 Listen to two different versions of a negotiation about email access needs at work and answer the questions.

Version A

- 1 What is Isabella unhappy about?
- 2 Who is the new company policy for?
- 3 What is the new policy trying to prevent?

Version B

- 1 Why does Daniel need to communicate with clients in the evenings?
- 2 What is a priority for the company?
- 3 What is a priority for Daniel?

3A Now listen again and decide if someone does the following in version A, B or both.

	A	B
1 Explains why the system was introduced.	<input type="checkbox"/>	<input type="checkbox"/>
2 Focuses more on the new company policy.	<input type="checkbox"/>	<input type="checkbox"/>
3 Focuses more on the individual's needs.	<input type="checkbox"/>	<input type="checkbox"/>
4 Gives examples of how the new company policy doesn't work for them.	<input type="checkbox"/>	<input type="checkbox"/>
5 Tells the other person what to do to adapt to the new policy.	<input type="checkbox"/>	<input type="checkbox"/>
6 Suggests working together on a solution.	<input type="checkbox"/>	<input type="checkbox"/>
7 Suggests reviewing their agreement on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>

B Work in pairs and discuss which approach was more successful, and why.

C Read the definitions and decide which approach was 'positional' and which was 'principled'.

Positional negotiation – a strategy in which you have a particular idea, interest or position, and look for ways in which you and the other person can agree, with each of you getting some of the things you want. You focus on what is best for you, and try to achieve the result you want.

Principled negotiation – a strategy in which you look for common interests, consider the needs and values of others, and focus on getting a result that is good for both of you and on keeping and improving your relationship with the other person.

Functional language **Reaching agreement in a negotiation**

4A Complete the table with these extracts from the dialogues in Exercise 2.

- a How about [if we lift the blockage until 10 p.m.]? Would that work?
- b Yes, I think I can make that happen.
- c How would you feel about [having an extension]?
- d Yes, [I suppose] I can agree to that.
- e Firstly, tell me about how this situation affects you.
- f What are your priorities?
- g Let me make sure I fully understand your perspective.

Establish the situation	First, let's look at the facts. We need to accept the fact that [some job losses are inevitable]. _____
Explore the other's values and needs	How could you imagine this working? _____
Offer suggestions	I think the best thing would be to [introduce the changes gradually]. Maybe this suggestion would work. [What about sharing the costs?] _____
Reach agreement	That sounds reasonable. _____

B Put the words in the correct order to make sentences for finding solutions whilst negotiating.

- 1 if we think / a decision / of some / how about / before making / other options / ?
- 2 from / this / try and look / another / at / perspective / let's / .
- 3 this situation / to approach / there / is / another way / ?
- 4 we / that works / solution / how / might / for us / find a / all / ?
- 5 how / mutually / can / outcome / we / identify / satisfactory / a / ?
- 6 of / aren't / thinking / what / we / ?

T Teacher's resources: extra activities

5A Work in pairs. Choose a scenario, decide your roles and prepare your negotiating positions.

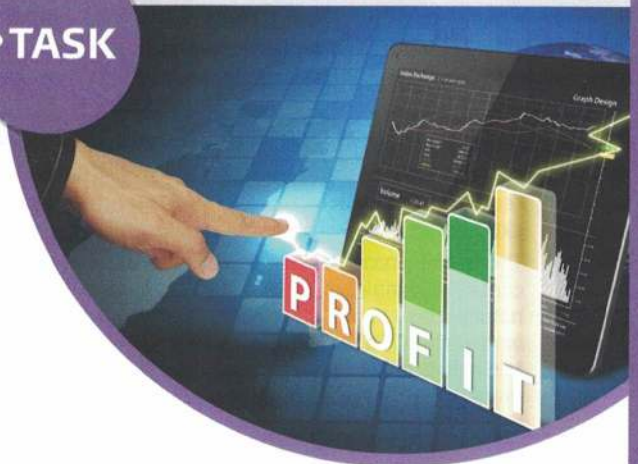
Scenario 1: You are colleagues in a marketing department. The team is very busy because a new website is being launched at the end of the month. Role A: You want to take three days off to go to a friend's wedding abroad, but it will mean that your colleague (Role B) will have to do overtime.

Scenario 2: Role A: You want to buy ten interactive projection screens for your company meeting rooms. They cost \$2,000 each but your budget is only \$15,000.
Role B: You are the interactive projection screen salesperson. You can usually only give a maximum 12 percent discount on orders between five and ten units.

B Roleplay the negotiation. Continue to make suggestions until you reach an agreement.

- Make notes during the negotiation and give each other feedback so that you can improve each time you practise.

TASK



C Change partners and roleplay the negotiation again, changing some details if you wish.

D In your pairs, discuss what went well and what you could improve next time. Share your ideas with another pair.

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can plan, organise and write a short business proposal.

- Lead-in 1** Read the business proposal. Proofread the proposal and find nine more language mistakes. Think about spelling and grammar. Then compare in pairs.

Automated dispensing system proposal

have

I propose that we purchase an automated dispensing system for all our pharmacies. Recently, there ~~has~~ been complaints about an increase in waiting times and errors with the measurement of medication when dispensing prescriptions. The use of an automated system would help to ease this issues.

The best solution is the *Disp+Medi* system. The medication are stored in special drawers with robotic arms to select the items which have been order by the pharmacist using a touch screen at the counter. The arm then selects the items used barcode recognition and drops them onto a conveyor belt headed for the counter. While we had this machine, waiting times would be dramatic reduced and there would be no errors, as long than the pharmacist has ordered the correct item.

Despite the high cost, my research indicate that we would be able to recover our investment within six months. In additional, increased efficiency would greatly increase customer numbers. I therefore recommend that we purchase the *Disp+Medi* system.

- Functional language 2A** Complete the table using words from the proposal.

Format	Examples
Introduction or Purpose statement	I ¹ _____ that we purchase an automated dispensing system ...
Brief summary of problem	Recently, there have been ² _____ about an increase in waiting times ...
Solution to problem	The best ³ _____ is the <i>Disp+Medi</i> system.
Plan, costs and schedule	Despite the high cost, ... we would be able to ⁴ _____ our investment within six months.
Conclusion	I therefore ⁵ _____ that we purchase the <i>Disp+Medi</i> system.

- B** Where in the table in Exercise 2A would you place the following phrases?

The new technology would enable us to ... In order to solve this problem we need to ...
 This proposal evaluates the use of ... Deliveries have failed to arrive on time.
 It is expected that the initial costs would be ... In conclusion, we feel that ...
 The proposal aims to assess ... The equipment could be installed immediately.
 To sum up, it is recommended that ... The most efficient option would be ...

→ page 121 See Grammar reference: Noun phrases to replace verb phrases

T Teacher's resources: extra activities

L The business proposal contains examples of noun phrases to replace verb phrases. Go to MyEnglishLab for optional grammar work.

TASK

- 3A** Work in pairs. Look at the proposal on page 127 and put the sentences in order.
- B** Turn to page 128 and look at some meeting notes about how to solve traffic congestion and pollution in Willow City. Write the proposal in around 200 words.
- C** Exchange proposals with your partner. How different is your partner's proposal from yours? Did your partner include all the information? What do you think your partner did well?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.