

# B2–C1

upper-intermediate to advanced



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Business English Modules

# Business Impact 2.3



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upper-intermediate to advanced

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Modules A, B and C

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## Business Impact

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All **A Modules** have a strong focus on **personal encounters**, all **B Modules** focus primarily on **day-to-day business** and all **C Modules** focus on **business results**.

Modules can be chosen individually to suit the level, interests and requirements of classes, allowing full flexibility and control in terms of content and progress.

## Welcome to **Business Impact 2.3** **Module A: Crisis management**

**Business Impact 2.3.A** is the A Module from *Business Impact 2.3*.

This module focuses on **personal encounters in the business world**. In this module you'll work on case studies about crisis management.

Module A	Agenda	Language	Page
<b>Session 1 Crisis? What crisis?</b>	<ul style="list-style-type: none"><li>› Accepting responsibility &amp; providing reassurance</li><li>› Avoiding blame &amp; focus on solutions</li><li>› Role play: Applying key strategies in a crisis</li></ul>	<ul style="list-style-type: none"><li>› Expressing reassurance</li><li>› Paraphrasing for better understanding</li><li>› Phrases for crisis management strategies</li></ul>	6
<b>Session 1 PLUS</b>	<ul style="list-style-type: none"><li>› Crisis communication</li></ul>	<ul style="list-style-type: none"><li>› Extension &amp; consolidation</li></ul>	10
<b>Session 2 A matter of urgency</b>	<ul style="list-style-type: none"><li>› Expressing urgency with diplomacy</li><li>› Reassuring customers during a crisis</li><li>› Role play: Responding to a workplace crisis</li></ul>	<ul style="list-style-type: none"><li>› Expressing urgency diplomatically</li><li>› Apologising &amp; expressing understanding</li></ul>	12
<b>Session 2 PLUS</b>	<ul style="list-style-type: none"><li>› From rockets to ransomware</li></ul>	<ul style="list-style-type: none"><li>› Extension &amp; consolidation</li></ul>	16
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<b>Session 3 PLUS</b>	<ul style="list-style-type: none"><li>› Don't shoot the messenger</li></ul>	<ul style="list-style-type: none"><li>› Extension &amp; consolidation</li></ul>	22
<b>Business English live</b>	<ul style="list-style-type: none"><li>› Managing a crisis</li></ul>	<ul style="list-style-type: none"><li>› True-to-life business dialogues</li><li>› Essential phrases</li></ul>	24 25
<b>Milestone</b>		<ul style="list-style-type: none"><li>› Progress check</li></ul>	26
<b>Magazine 1</b>	<ul style="list-style-type: none"><li>› In the eye of the crisis</li></ul>	<ul style="list-style-type: none"><li>› Extensive reading &amp; discussion</li></ul>	28
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Final Milestone			84
Essential phrases			88
Useful abbreviations & acronyms			91
100 useful business English words			92
Audio transcripts			94
Acknowledgements			104

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## Welcome to Business Impact 2.3

### Module B: Negotiations

**Business Impact 2.3.B** is the B Module from *Business Impact 2.3*.

This module focuses on **day-to-day business**. In this module you'll work on case studies about negotiations.

Module B	Agenda	Language	Page
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<b>Magazine 1</b>	› Deal or no deal?	› Extensive reading & discussion	54
<b>Magazine 2</b>	› 12 angry men	› Extensive reading & discussion	56
Final Milestone			84
Essential phrases			89
Useful abbreviations & acronyms			91
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## Welcome to **Business Impact 2.3** **Module C: Modern day entrepreneurs**

**Business Impact 2.3.C** is the C Module from *Business Impact 2.3*.

This module focuses on **business results**. In this module you'll discuss case studies about modern day entrepreneurs, and consolidate your skills in discussing important issues in English.

Module C	Agenda	Language	Page
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<b>Session 2 PLUS</b>	› The Netflix story	› Adding perspective	68
<b>Session 3</b> <b>Success with</b> <b>a purpose</b>	› Focus on purpose	› Extension & consolidation	70
	› Evaluating & justifying viewpoints	› Expressing personal opinions	
	› Role play: Challenging a purpose claim	› Responding to arguments & implying doubt	
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<b>Magazine 1</b>	› The side hustle economy	› Extensive reading & discussion	80
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Final Milestone			84
Essential phrases			90
Useful abbreviations & acronyms			91
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# Crisis?

## What crisis?

### Agenda

- › Small talk: What is a crisis?
- › Case scenario: BrightWave Engineering
- › Accepting responsibility & providing reassurance
- › Avoiding blame & focus on solutions
- › Role play: Applying key strategies in a crisis

*"Any deep crisis is an opportunity to make your life extraordinary in some way."*

— Martha Beck, author

*"In a crisis, don't hide behind anything or anybody. They're going to find you anyway."*

— Bear Bryant, former Alabama football coach



*"In crisis management, be quick with the facts and slow with the blame."*

— Leonard Saffir, PR executive

"YOU'VE MADE A BIG, EMBARRASSING MISTAKE?  
DON'T WORRY, ..."

### › Small talk

Refer to the quotes and the cartoon above and chat about the following questions in class.

1. What is the message of each quote?
2. Which quote can you identify with most, and why?
3. How might you complete the cartoon caption? (Original caption: p. 11)
4. What point is the cartoon making? How close to reality is this, in your experience?
5. Have you ever made or observed an embarrassing mistake at work? What happened?

### › Case scenario

BrightWave Engineering, a multinational company with offices in over 20 countries, is known for fairness, respect and discretion. But when one small mistake went public, the company's reputation was suddenly at risk.

In this session, you will find out what happened and how the BrightWave crisis was dealt with. The example will allow you to assess and develop the language skills necessary when facing similar situations at work.



## › Down to business

### An attachment with dramatic consequences

Find out how a mistake by a member of staff at BrightWave Engineering led to a crisis within the company.

# THE EMAIL

*no one was meant to see*



**T**he mistake: When HR executive Lucas finally pressed SEND, he felt a wave of relief. But seconds later, panic struck. Instead of a general update, employees received a spreadsheet with confidential salary and bonus details.

The fallout: The reaction was immediate: Chats exploded and inboxes started pinging. Staff were shocked; managers alarmed. Some questioned BrightWave's professionalism; a few threatened to resign or take legal action. Senior leaders were concerned about reputational damage, financial costs and the risk of lawsuits. One thing was certain: The company's credibility was at risk, and restoring trust would require careful handling.

The dilemma: The email came from the shared 'info@' address and nobody wanted to take the blame. Behind closed doors, however, Lucas admitted his mistake to his manager, Emily. She faced a choice: either name Lucas publicly, which would satisfy demands for transparency and fairness, or protect Lucas while focusing on solutions.

The response: Emily chose to contain the situation. Carefully worded messages were sent, emergency meetings were held and new safeguards were introduced. Gradually, trust was rebuilt and BrightWave's reputation survived intact. But without swift crisis management, the outcome could have been far worse.

### 1a Read the article and discuss these questions in class.

1. What exactly happened?
2. Who was affected and how?
3. What were the main concerns of colleagues and managers at BrightWave?
4. How did Lucas react? How did his superior, Emily, react?
5. How would you have reacted in Lucas and Emily's position?

### 1b What's your opinion?

1. Should Lucas have felt personally responsible or was this an organisational risk? Explain why.
2. What was most damaging: the loss of trust, the team's reactions or the data breach itself? Explain why.
3. Have you ever experienced a similar situation? How was it handled?
4. How do you think a similar mistake would be dealt with in your workplace?

## Solving the crisis

Find out how the crisis at BrightWave Engineering was dealt with.

**A.01 2a** Listen to how Lucas's meeting with Emily unfolded after he sent the email. Then discuss the questions in class.

1. What is Lucas worried about?
2. What action does Emily suggest? Do you agree with her proposed way forward?

### Business Impact

In crises, people may exaggerate or catastrophise. Using calm, professional language can neutralise drama and keep the focus on solutions.

**A.01 2b** Listen again and note the phrases used by Lucas to do the following:

1. to admit blame \_\_\_\_\_
2. to show that he feels less worried \_\_\_\_\_
3. to show determination to fix the mistake \_\_\_\_\_

**2c** Complete what Emily says. Then suggest different ways of saying the same thing.

1. Let's not \_\_\_\_\_ things.
2. There's no point \_\_\_\_\_.
3. It's not the end \_\_\_\_\_.
4. I'll do my utmost to ensure there are no \_\_\_\_\_ for you.
5. We won't name you as \_\_\_\_\_.
6. And you shouldn't \_\_\_\_\_ that information either.

**A.02 3** Emily is leading a team meeting to manage staff reaction. As you listen, tick (✓) which crisis management strategies Emily uses. Then listen again and note the phrases used in each case. Brainstorm alternatives in class and add them to your notes.

Strategy	Phrase(s)
<input type="checkbox"/> Showing understanding	_____
<input type="checkbox"/> Focusing on facts, not suppositions	_____
<input type="checkbox"/> Avoiding assigning blame	_____
<input type="checkbox"/> Minimising damage	_____
<input type="checkbox"/> Assigning concrete steps	_____

**Role play: Applying key strategies in a crisis**

Use the skills and language covered in this session to deal with a similar crisis scenario.

**4a Follow the steps below and practise responding calmly and professionally in a crisis.**

1. Read the scenario.
2. Choose one of the options and decide on roles.
3. Note useful language from this session that you could use.
4. Practise with your partner/group.
5. Repeat, switching roles and partners/groups.



Enjoy watching this video clip.



**Scenario:** A printed spreadsheet containing confidential staff information (dates of birth, marital status, appraisal evaluations) has been left at the copier. Employees are concerned about privacy.

**Option 1 One-to-one meeting (pairs)**

**Role A (employee):** You made the mistake. Apologise and accept responsibility.

**Role B (manager):** Stay calm, reassure, outline steps forward.

**Useful words / phrases**


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**Option 2 Team meeting (groups of 3–4)**

**Role A (team members):** Express shock and concern; speculate about responsibility.

**Role B (team leader):** Stop finger-pointing, neutralise drama, focus on solutions.

**Useful words / phrases**


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**4b** In class. Review your performance. Which role did you find easier? Which required more diplomacy?

**› Review and AOB**

Review what you have learned in this session.

1. Suggest what you could say to reassure a colleague who has made a serious mistake.
2. Explain the following terms: 'dire consequences', 'to beat about the bush' and 'to jump to conclusions'.
3. Name two strategies that can help minimise damage in a workplace crisis.

**› Final feedback**

What did you find most useful in this session? Tell the class. Any questions?