

# Project Management English Dialogue Lab

Realistic field-specific dialogues, role-play variations, and observer checklists

**Audience: project managers, program managers, PMO staff, scrum masters, delivery leads, operations managers, and cross-functional coordinators**

Focus: A project-management English curriculum for scope, schedule, risks, dependencies, stakeholder alignment, status reporting, change control, delivery governance, and difficult timeline conversations.

Designed for advanced ESL learners who already use professional English and need industry-specific terminology, realistic meetings, role-play pressure, careful pushback, and polished workplace outputs.

Teaching stance: this is language and workplace-communication training, not legal, medical, financial, safety, or regulatory advice. Instructors should connect every scenario to the learner's current company policies, local rules, and approved procedures.

# Dialogue Practice Method

Read each exchange once for meaning, once for tone, and once for decision structure. Then replace the ESL learner line with a version from the learner's own workplace.

## 1. Project Charter and Scope Definition

### Setting

A sponsor asks the team to start before scope is agreed.

Speaker	Line
Project sponsor	Begin execution and define scope later.
Project manager	Objectives, deliverables, assumptions, exclusions, and decision rights need alignment.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm charter, scope, the owner, and the evidence standard before we commit.
Project sponsor	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short project charter excerpt. Then we can decide whether to proceed, escalate, or revise the plan.

### Language notes

- The learner names the field-specific control point instead of giving a vague no: charter, scope.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

### Role-play variation

### Observer checklist

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

## 2. Schedule, Critical Path, and Dependencies

### Setting

A launch date is announced before vendor dates are confirmed.

Speaker	Line
Program manager	Tell teams to compress their tasks.
Vendor lead	Critical path, dependency owners, buffers, and decision dates are unresolved.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm critical path, dependency, the owner, and the evidence standard before we commit.
Program manager	What would let us move forward without slowing everything down?

Speaker	Line
ESL learner	Let's document the assumption, define the risk trigger, and create a short schedule risk update. Then we can decide whether to proceed, escalate, or revise the plan.

**Language notes**

- The learner names the field-specific control point instead of giving a vague no: critical path, dependency.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

**Role-play variation**

**Observer checklist**

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

**3. Risk Register and Issue Escalation**

**Setting**

A risk has become an active blocker.

Speaker	Line
PMO lead	Keep it green until the next steering meeting.
Workstream owner	Severity, probability, impact, mitigation, and owner must be updated.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm risk register, issue log, the owner, and the evidence standard before we commit.
PMO lead	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short risk-to-issue escalation. Then we can decide whether to proceed, escalate, or revise the plan.

**Language notes**

- The learner names the field-specific control point instead of giving a vague no: risk register, issue log.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

**Role-play variation**

**Observer checklist**

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

## 4. Stakeholder Alignment and Governance

### Setting

Two executives give conflicting direction to the team.

Speaker	Line
Project manager	Try to satisfy both quietly.
Executive sponsor	Decision rights, tradeoffs, and escalation path need clarification.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm governance, RACI, the owner, and the evidence standard before we commit.
Project manager	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short governance decision note. Then we can decide whether to proceed, escalate, or revise the plan.

### Language notes

- The learner names the field-specific control point instead of giving a vague no: governance, RACI.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

### Role-play variation

### Observer checklist

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

## 5. Change Requests and Scope Creep

### Setting

A business lead asks for additional reporting in the same timeline.

Speaker	Line
Business lead	Add it because the request is small.
Delivery manager	Impact on scope, timeline, cost, quality, and dependencies must be assessed.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm change request, scope creep, the owner, and the evidence standard before we commit.
Business lead	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short change request response. Then we can decide whether to proceed, escalate, or revise the plan.

### Language notes

- The learner names the field-specific control point instead of giving a vague no: change request, scope creep.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

## Role-play variation

### Observer checklist

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

## 6. Status Reporting and Executive Updates

### Setting

The project has many small problems and leaders want a simple color status.

Speaker	Line
PMO director	Mark it yellow without details.
Project manager	Executives need trend, risks, decisions, and owner accountability.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm status report, RAG status, the owner, and the evidence standard before we commit.
PMO director	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short executive status update. Then we can decide whether to proceed, escalate, or revise the plan.

### Language notes

- The learner names the field-specific control point instead of giving a vague no: status report, RAG status.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

## Role-play variation

### Observer checklist

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

## 7. Vendor and Cross-Functional Delivery

### Setting

A vendor misses a deliverable and proposes a vague recovery plan.

Speaker	Line
Vendor manager	Accept the revised date.

Speaker	Line
Implementation partner	Deliverables, acceptance criteria, resourcing, and escalation terms need definition.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm deliverable, acceptance criteria, the owner, and the evidence standard before we commit.
Vendor manager	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short vendor recovery plan. Then we can decide whether to proceed, escalate, or revise the plan.

### Language notes

- The learner names the field-specific control point instead of giving a vague no: deliverable, acceptance criteria.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

### Role-play variation

### Observer checklist

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?

## 8. Post-Implementation Review

### Setting

A project launches late and the sponsor wants a quick lessons-learned meeting.

Speaker	Line
Project sponsor	Focus only on what went well.
Delivery lead	Root causes, decisions, handoffs, and preventive actions need honest review.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm postmortem, lesson learned, the owner, and the evidence standard before we commit.
Project sponsor	What would let us move forward without slowing everything down?
ESL learner	Let's document the assumption, define the risk trigger, and create a short post-implementation review. Then we can decide whether to proceed, escalate, or revise the plan.

### Language notes

- The learner names the field-specific control point instead of giving a vague no: postmortem, lesson learned.
- The response preserves the business goal while adding evidence, owner, and next-step discipline.

### Role-play variation

### **Observer checklist**

- Did the learner name the decision and the risk?
- Did the learner use at least two industry terms accurately?
- Did the learner give a concrete next step without overpromising?