

# Sales and Business Development English Dialogue Lab

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

**Audience: account executives, business-development representatives, sales managers, partnership teams, solutions consultants, channel managers, and revenue leaders**

Focus: A sales and business development English curriculum for discovery, qualification, objection handling, pricing, procurement, enterprise buying committees, negotiation, partnership language, and CRM discipline.

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. Discovery and Qualification

### Setting

A prospect asks for a demo before explaining their problem.

Speaker	Line
Account executive	Show the full demo immediately.
Prospect	Pain, priority, authority, timeline, and business impact need qualification.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm discovery, qualification, the owner, and the evidence standard before we commit.
Account executive	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 discovery call 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: discovery, qualification.
- 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. Value Proposition and Use-Case Fit

### Setting

A prospect likes the product but cannot name a use case.

Speaker	Line
Solutions consultant	Push for next steps anyway.
Account executive	Use case, stakeholder value, success metric, and urgency need definition.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm value proposition, use case, the owner, and the evidence standard before we commit.
Solutions consultant	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 value mapping 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: value proposition, use case.
- 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. Objection Handling and Competitive Pressure

### Setting

A prospect says a competitor is cheaper.

Speaker	Line
Sales manager	Discount immediately.
Prospect	Total value, risk, scope, implementation, and commercial terms need comparison.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm objection, competitor, the owner, and the evidence standard before we commit.
Sales 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 competitive objection 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: objection, competitor.
- 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. Pricing, Discounting, and Approval

### Setting

Procurement demands a last-minute discount.

Speaker	Line
Account executive	Approve it to close the quarter.
Revenue operations	Pricing policy, margin, term length, volume, and approval path must be reviewed.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm discount, procurement, the owner, and the evidence standard before we commit.
Account executive	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 discount approval request. 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: discount, procurement.
- 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. Enterprise Buying Committees

### Setting

A champion says the deal is done but legal has not reviewed it.

Speaker	Line
Sales director	Forecast the deal as committed.
Account executive	Decision criteria, legal, security, finance, and executive sponsor status matter.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm champion, economic buyer, the owner, and the evidence standard before we commit.
Sales 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 deal-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: champion, economic buyer.
- 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. Negotiation and Contract Redlines

### Setting

A customer requests unlimited liability in the contract.

Speaker	Line
Account executive	Agree because it is a strategic deal.
Legal counsel	Risk allocation, legal approval, insurance, and business value need decision.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm redline, liability, the owner, and the evidence standard before we commit.
Account executive	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 redline 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: redline, liability.
- 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. Partnerships and Channel Development

### Setting

A potential partner wants exclusivity before proving pipeline.

Speaker	Line
Business-development lead	Grant exclusivity to secure the relationship.
Partner	Territory, targets, enablement, economics, and performance gates need clarity.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm channel partner, exclusivity, the owner, and the evidence standard before we commit.
Business-development 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 partner term outline. 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: channel partner, exclusivity.
- 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. CRM Hygiene and Pipeline Reviews

### Setting

A rep keeps stale opportunities in late stages.

Speaker	Line
Sales manager	Leave them because the pipeline looks stronger.
Account executive	Next step, close date, buyer evidence, and risk should drive forecast accuracy.
ESL learner	I understand the goal, but we need to separate urgency from control. For this decision, I need to confirm CRM, pipeline, the owner, and the evidence standard before we commit.
Sales 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 pipeline inspection notes. 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: CRM, pipeline.
- 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?