



École de la fonction
publique du Canada

Canada School
of Public Service

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Introduction

PURPOSE

The purpose of *Interaction Canada: Phase 3 Level C* is to provide you with many opportunities to practise the functions, grammar and strategies you learned in the first two phases of the program.

DESCRIPTION

This book is divided into five sections, one for each Second Language Exam (SLE) objective:

- Explaining/Describing
- Supporting Opinions / Defending Points of View
- Counselling/Advising
- Handling Hypothetical Questions
- Handling Complex Work-Related Situations

In addition, an appendix lists exponents for each of the functions mentioned in the sections.

Each activity section consists of an introductory page and 20 independent activities. Each activity contains four boxes.

The first box presents a situation, drawn from work or personal life, which will allow you to practise one of the SLE objectives. The next two boxes present functions and grammar to use in each activity. The functions are also found in the appendix. The fourth box presents vocabulary.

In separate files you will find Templates, a Feedback sheet and a Self-Performance Checklist that should be adapted to your needs, then printed or copied and used with each of the activities. The templates allow you and your teacher to set target language for each practice of a situation. Feedback sheets are used to monitor your progress and help you to focus on areas to improve. The checklist is provided to help you assess how well you believe you have mastered the functions, grammar and vocabulary focussed on in each activity.

Interaction Canada: Phase 3 Level C is designed for maximum flexibility. You can use it in many different ways. Each SLE objective section and each activity is independent; you can work on any one without having completed work on any of the others. This means that you can choose your own route through the materials; for example, you might want to focus only on those sections dealing with the SLE objectives which are difficult for you; within those sections you could work on any or all of the situations in the order they are presented or in any order you choose.

In addition, you are encouraged to adapt any situation to bring it closer to your own experience.

The activities are designed for use with a *partner*. In each activity, you could be either the major or the minor speaker. Specific instructions for the major speaker appear in each situation; general instructions for the minor speaker appear only in the introductory part to each section (see note later for more detail).



To get the most out of each activity, you may wish to tape the interaction and later review the tape to pin point where you need improvement.

PERFORMANCE OBJECTIVES

The activities are designed to give you practice speaking with the proficiency and fluency consistent with the performance standards for Level C. In specific terms, this level of performance requires you to:

- use precise vocabulary to convey exact meaning;
- link sequences of events in time;
- link facts in logical sequence;
- link sentences effectively to convey complex ideas;
- discuss a broad variety of topics;
- expand on topics with ease.

At the same time, you are expected to:

- hesitate rarely, except for ideas;
- have natural delivery;
- understand readily and accurately what is said to you;
- be easily understood.

Since all the activities could be performed at a B level of proficiency, it is up to you to make the extra effort required to bring your performance up to a C level. Use the above information to guide your planning, performance and subsequent self-evaluation of each activity you tackle.

A reminder of Level C performance standards appears on the introductory page of each section.

HOW TO PROCEED

Find a partner. With your partner choose a situation and decide who will be the major and minor speakers. Partners can be a native speaker or your teacher during one-on-one oral interaction practice sessions.

MAJOR SPEAKER:

The approach you choose at this point depends on your learning style.

1. To begin you may prefer to prepare each step carefully, following these steps:

- think about the situation;
- discuss the possibilities with your partner;
- study the functions listed:
 - decide which functions you will focus on and set them as targets on your template;
 - check the appendix for exponents and add them to your template;
- study the grammar listed:
 - decide which structures you will need and note them on your template;
 - review these structures, if necessary;

- study the vocabulary listed:
 - decide which words you will use and set targets on your template;
 - think of any other words you might need or want to use and add them to the template;
- if you decide to record, turn on your tape recorder;
- do the activity with your partner.

When you are finished:

- if you recorded the activity, listen to your recording;
- analyze your performance, using the evaluation checklist to determine your strengths and weaknesses;
- (if you have done the activity as a one-on-one with your teacher, he or she should give you feedback using the Feedback sheets);
- try to improve any weaknesses:
 - check the appendix for additional exponents for the functions you need;
 - review any necessary grammar;
 - review any necessary vocabulary.

You can redo each activity as many times as you feel you need to. Modify the situation to make it more interesting. Change your language targets on your template. Add functions and vocabulary to help you improve your performance and keep the activity interesting and challenging.

Now REPEAT the activity and see if you can do better this time.

2. You may also want to deep-end an activity from time to time (i.e. attempt the activity without preparing first), follow these steps:
 - think about the situation;
 - glance at the functions, grammar and vocabulary;
 - if you decide to record the activity, turn on your tape recorder;
 - do the activity with your partner.

Again, repeat the activity until you feel you are comfortable and happy with the result.

Minor speaker:

You will take the part of the secondary person in the situation. This person may be the boss, a colleague, a friend, an interviewer or a workshop participant.

Your job is to help your partner speak English at the Level C standard.

The introductory page for each SLE section provides suggestions for eliciting more language from your partner.

Study this page while your partner prepares. If you need to review exponents for the functions listed on this page, turn to the appendix pages for those functions.

TEMPLATES AND FEEDBACK SHEETS FOR STUDENTS AND TEACHERS

Situations can be used as they are presented in Phase 3 or adapted using a template to better reflect the students' realities. The templates for Phase 3 are intended to give students and teachers the opportunity to customize each suggested situation for oral interaction practice to each student's real-life situation and language needs. Students and teachers should select target functions, grammar and vocabulary to practise rather than try to do everything suggested in each situation in Phase 3. Situations can be used several times by readapting them and by adding to or changing the target language for each additional practice.

For a first practice, students and teachers should both have a copy of the template of the situation and the targeted language. Students use their sheet as a “cheat sheet” to remind them to include the language they have targeted. For a second practice, perhaps on another day, another sheet could be developed including some of the original targets that need the most practice plus a few new ones. For a third or any subsequent practices, only the teacher would have a copy of the template; the student would now rely on memory and knowledge.

Feedback sheets are intended to give students an idea of how well they did during their practices and to point out areas for improvement. Space is provided for general comment as well as for targeted functions, grammar and vocabulary.

On the next few pages you will find examples of two templates and one feedback sheet for a situation from EXPLAINING AND DESCRIBING.

Students and teachers are encouraged to adapt templates and feedback sheets to fit student's needs. Print the sheets for use during one-on-one oral interaction practice sessions.

Student: _____

Date: ____/____/____

SITUATION: (WRITE YOUR OWN SITUATION OR COPY AN ADAPTED SITUATION HERE):

FUNCTIONS YOU MAY WISH TO USE: CHOOSE THE FUNCTIONS YOU WANT TO FOCUS ON FOR DESCRIBING PRESENT REPEATED ACTIONS.

GRAMMAR: CHOOSE THE GRAMMAR YOU WANT TO TARGET FOR THIS PRACTICE.

VOCABULARY: CHOOSE VOCABULARY YOU WISH TO PRACTISE.

POLICIES AND PRACTICE

The federal government is considering a **"whistleblower" policy** to give public servants a way to disclose wrongdoing, waste or mismanagement without risking their jobs or their manager's disapproval. There are many conflicting views:

- Some feel a whistleblowing policy is unnecessary: public servants are supposed to be loyal to their employer; however, if the public interest is at stake, they already have the freedom of expression to voice their concerns.
- Some say a policy to protect public servants is necessary but they disagree about who should administer this policy – the PSC, the auditor general or an ombudsman. Others say a policy is not enough to protect the whistleblowers; they think what is necessary is a law to define the line between loyalty to the employer and concern for the public interest.

What examples of whistleblowing are you aware of? Were there negative repercussions for the whistleblower? As things are now, would you report on mismanagement? How serious would a problem have to be before you "blew the whistle"? What do you think of the need for a policy or a law to encourage whistleblowing and to protect the whistleblower?

FUNCTIONS TO PRACTISE

Express opinion

Support opinion: give reasons, causes, results, examples

Hypothesize

Explain

Express: obligation, necessity

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Present habitual / continuous tenses

We don't have a policy to protect employees so it's a good thing they're working on that now.

Present perfect continuous / present perfect tenses

They've been talking about this problem for a long time but they haven't come up with foolproof solutions.

Conditions: present unreal, present real

I'd blow the whistle only if the situation were critical because, if you make waves, life can become very uncomfortable.

Modals: should (passive), have to

Allegations of wrongdoing should be handled with velvet gloves; then, if there's truth to the allegations, you have to be able to act with an iron fist.

Indirect and direct questions

Could you tell me what you mean by "an iron fist".

What do you mean by "an iron fist"?

VOCABULARY TO PRACTISE

Verbs

allege
come up with
discipline
override
retaliate
speak out

Nouns

accountability
allegation
discipline
watchdog
wrongdoing

Adjectives

accountable
disciplinary
foolproof

Idioms

air something
be at stake
define the line between
handle with velvet gloves
have an iron fist
make waves
voice concerns about something

POLICIES AND PRACTICE

There is a proposal for a **public service overhaul**. One aim would be to move the public service away from a "command-and-control" style of management to a modern, people-centred organization.

The new model of collective bargaining would be collaborative and team-building instead of adversarial. In cases of impasse, disputes would go to an independent commission for a binding decision; the focus of the resolution would be the interests of the public, not the interests of the disputing parties.

Departments would have more leeway to match policies to the needs of their employees, for example, hours of work and pay. A Compensation Research Bureau would track salaries in private industry to compare public servants' pay with the rest of the market.

What changes to the public service would you like to see? What are your views of this proposal? What aspects would/wouldn't work?

FUNCTIONS TO PRACTISE

Express opinion

Support opinion: give reasons, examples, causes, results

Express: certainty, necessity, possibility

Hypothesize

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Future tense (going to and will...)

We definitely need an overhaul but it's going to be an uphill battle; they'll need to allow enough time to get the reforms off the ground.

Present continuous tense

I think they're biting off more than they can chew.

Present real condition (passive)

Unless the plans are put in the hands of all the groups concerned, reform efforts will fail.

Modals: can, have to, may, might

This go at reform may work because this time they're addressing rules, laws and policies.

Infinitive of purpose

(In order) to survive, the government has to hire skilled people and pay them competitive salaries.

Indirect and direct questions

Do you think we can get people with the right skills?

Can we get people with the right skills?

VOCABULARY TO PRACTISE

Verbs

compete
reform
retire

Nouns

competition
go (attempt)
overhaul
reform
retirement
skills

Adjectives

competitive
overdue
reform (exercise)
retiring (employees)
skilled

Idioms

bite off more than (someone) can chew
frame of mind
get off the ground
leave/ put something in the hands (of)
(an) uphill battle

POLICIES AND PRACTICE

You have been asked to participate in a focus group to discuss the **image of public servants**. Some say they are overpaid, work too slowly, provide poor service to the public, communicate poorly,... What do you think? What can be done to improve the image and to encourage competent, enthusiastic, young people to consider working for the public service?

FUNCTIONS TO PRACTISE

Express opinion

Support opinion: give examples, causes, results

Compare

Express: possibility, certainty, necessity, ability

Wish

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Comparison

You can't say we're overpaid. In fact, one of the biggest problems is keeping IT people because salaries in the public sector are lower than salaries in the private sector.

Modals: can, have to

We definitely have to correct the image people have. I think public servants are like any other employees – some are overworked and some aren't.

Subjunctive after wish

I wish I knew the answer to the problem; the bad image affects all of us and, on the whole, it's unjustified.

Present real condition

If we don't get our act together, we won't be able to attract the kind of public servants we need.

Present unreal condition

If there were less talk and more action, we might be in a better situation.

Indirect and direct questions

How do you think the government can recruit the right people.

How can the government recruit the right people?

VOCABULARY TO PRACTISE

Verbs

attract
improve
recruit

Nouns

private sector
public servant
public sector
recruit

Adjectives

justified
overpaid
overworked
underpaid
under worked
unjustified

Idioms

get (our) act together
give credit where credit is due
put your money where your mouth is

POLICIES AND PRACTICE

The government has frequently used **surveys** to poll its members on various issues, such as job satisfaction. What is your opinion of the usefulness of such surveys? Explain your views.

FUNCTIONS TO PRACTISE

Express opinion

Support opinion

Generalize

Hypothesize

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Present habitual / present continuous tenses

I don't want to participate in surveys, when I 'm working on something important.

Present perfect / simple past tenses

I 've seen some surveys that were very pertinent.

Present unreal condition

Generally speaking, if people felt surveys accomplished something, they wouldn't mind taking the time to complete them.

Gerunds/participles

I don't like spending time on surveys when I have deadlines coming up.

Indirect and direct questions

I wonder how long it usually takes to complete a survey.

How long does it usually take to complete a survey?

VOCABULARY TO PRACTISE

Verbs

depend on
disrupt
distract
resent
work on something

Nouns

disruption
distraction
resentment

Adjectives

distracting
disruptive
pertinent

Idioms

comes out of something
(something) comes up
spend time on something
waste of time

POLICIES AND PRACTICE

It is now possible for federal service employees to take a year of **parental leave**. What do you think of the policy? Consider the problems for the workplace, advantages for the family, problems when the parent returns to the workplace,....

FUNCTIONS TO PRACTISE

Express opinion

Support opinion

Express possibility

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Present perfect / present habitual tenses

I've seen situations where parental leave works out well both for the family and the workplace.

Participles

Sometimes the office has trouble finding someone to fill in during the leave; sometimes the person returning from leave has trouble fitting in again.

Modals: have to, can, may, might

In some work groups, there may be resentment because of parental leave.

Connectors indicating time: during, after, while, when, then,...

In some cases, during the leave, a mother changes her mind about working full time; then, when it's time to return to work, she might want to work part time.

Indirect and direct questions

Do you know if there is more resentment if a man takes parental leave than if a woman takes it?

Is there more resentment if a man takes parental leave than if a woman takes it?

VOCABULARY TO PRACTISE

Verbs

benefit
end up
fit in
look after
resent
work out

Nouns

benefit
resentment
privilege
responsibility

Adjectives

convenient
inconvenient
privileged
responsible

Idioms

be better off
change one's mind
fill in
have trouble ____ing something

POLICIES AND PRACTICE

Many are concerned about what will happen in government when **baby-boomers** retire. To what extent will these retirements affect your workplace? What percentage of employees are approaching retirement? How many of these hold senior positions? What processes/procedures are in place to provide replacements for those who retire? If it were up to you, how would you prepare your workplace or another workplace for the exodus of senior employees?

FUNCTIONS TO PRACTISE

Express opinion

Support opinion

Talk about results

Hypothesize

Wish

Express: necessity, possibility

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Future tense

We will end up being overworked and understaffed as a result of the exodus of the baby boomers.

Present unreal condition

If it were up to me, I set up a mentor system so that the "old-timers" could share their expertise with us.

Connectors expressing result: on account of, due to, because of

Due to all the retirements, the government will have to do an unprecedented amount of hiring.

Modals: can, could, may, might

We may suffer a period of chaos and confusion when so many people leave.

Subjunctive after wish

I wish we had some kind of plan in place in preparation for all the departures.

Indirect and direct questions

Do you know where you will find replacements to fill the empty positions?

Where will you find replacements to fill the empty positions?

VOCABULARY TO PRACTISE

Verbs

depart
retire
set up
share

Nouns

chaos
departure
exodus
expert
expertise
retirement
precedent

Adjectives

departing
overworked
understaffed
unprecedented

Idioms

be an old hand at something
have something in place
old timer

POLICIES AND PRACTICE

Many offices have made arrangements for employees to **work from home** such as through teleworking. What kinds of work can be done this way and what kinds cannot? What kind of person is best suited to working in this way? What are the advantages and disadvantages to the employee? What are the advantages and disadvantages for the workplace? If it were available to you, would you accept this option for working? Why?

FUNCTIONS TO PRACTISE

Express opinion

Support opinion: reasons, examples, results

Hypothesize

Express: necessity, advisability, possibility

Compare

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Modals: have to, should, can

Off the top of my head, I'd say to work from home you have to have self-discipline. You should also like working on your own.

Passive (with modal, with infinitive)

You can't be distracted by housework that needs to be done.

Present unreal condition

Even if working from home were available to me, I wouldn't touch it with a ten foot pole because I thrive on interacting with people.

Connectors: cause and effect – as/so long as, since, now that

Now that there is so much technical support available, many jobs can be done from home.

Comparison

One advantage for the workplace is that office expenses are lower because there are fewer actual offices to maintain.

Indirect and direct questions

Can you explain to me what the disadvantages are for the workplace.

What are the disadvantages for the workplace?

VOCABULARY TO PRACTISE

Verbs

be suited to/for
distract
interact with
thrive

Nouns

distraction
expenditure
expense
focus
interaction
self-discipline

Adjectives

distracted
focussed
isolated
self-disciplined
self-motivated
self-motivating

Idioms

I wouldn't touch it with a ten foot pole
off the top of my head
right off the bat

POLICIES AND PRACTICE

In the document *"Becoming an Exceptional Workplace of Choice"*, (November, 1999), the Clerk of the Privy Council stated: "...It is no longer sufficient to be a place where people work – the workplace itself must be built around the people and give them the support they need...." Based on your own experience and observations, make suggestions for practical ways to meet the needs of people with **disabilities in the workplace**. Consider what support to offer those with visual impairment, with a physical disability and with a hearing loss or deafness.

FUNCTIONS TO PRACTISE

Counsel/advise

Explain

Suggest

Express: obligation, possibility, necessity

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Modals: should, can, have to

You can ask the person what assistance is required and then provide it.

Infinitives

For people with low vision, make sure to use large print in all documentation.

Gerunds

Listening actively, communicating clearly and respecting the person are key principles for interacting with all co-workers.

Subjunctive

I'd suggest people remember one simple fact: common sense and respect go a long way.

Modal passive

To facilitate inclusion of employees with hearing impairment, meetings should be held in rooms without background noise.

Indirect and direct questions

Would you explain what you could do to help people in wheelchairs?

What could you do to help people in wheelchairs?

VOCABULARY TO PRACTISE

Verbs

accommodate
facilitate
respect
support

Nouns

disability
hard of hearing
impairment
mobility
respect
wheelchair
vision

Adjectives

deaf
disabled
hearing
impaired
mobility (aid)
visual

Idioms

a point of departure
go a long way
make sure to

POLICIES AND PRACTICE

What is your understanding of the government's commitment to creating a truly representative workforce that mirrors the Canadian mosaic? What aspects of this policy on **representation and inclusion of diversity** do you see in operation? What practical suggestions do you have for making a workplace more inclusive (e.g. greater variety of foods available in cafeterias to accommodate religious prohibitions; less emphasis on Christian holidays; inclusion of special days/events of designated cultural groups; designation of a quiet place for worship; educational sessions/literature to promote cultural awareness and sensitivity)?

FUNCTIONS TO PRACTISE

Express opinion

Support opinion

Explain

Counsel/advise

Enumerate

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Present habitual tense

According to a report, the federal public service does not reflect the diversity of the Canadian population.

Modals: can, could, should, ought to

I think the policy means that the workforce should reflect the diversity of our society.

Gerunds

Some feel there is a glass ceiling which prevents visible minorities from entering senior positions.

Connectors: ordering – first, second; for one thing,... for another

There's a lot to be done; for one thing, we can become more aware; for another, we can act on this awareness.

Present perfect tense

I'm afraid we've all heard a lot of talk but have we taken action?

Indirect and direct questions

Can you tell me if your department reflects the diversity of the population.

Does your department reflect the diversity of the population?

VOCABULARY TO PRACTISE

Verbs

break through
include
mirror
prevent someone from doing something
reflect
stereotype

Nouns

diversity
equity
inclusion
mosaic
stereotype
under-representation
visibility

Adjectives

included
inclusive
under-represented
under-valued
visible

Idioms

a glass ceiling
a visibility ceiling
take action

POLICIES AND PRACTICE

An employee of an ethnic minority has been working at a new job for one month. From the start, **ethnic comments and jokes** were shared by some in the office. The new employee said nothing, hoping that if the jokes got no reaction, her new co-workers would get tired of this behaviour. However, the situation has not changed and the new employee is now so distraught that her work is affected. How would you have handled this situation if you had been:

- a. the new employee;
- b. a co-worker, aware of, but not participating in, the "jokes";
- c. the manager.

What should the manager do now?

FUNCTIONS TO PRACTISE

Hypothesize

Express: obligation, possibility, necessity

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Past unreal condition: past perfect + perfect modals

If I had been the new employee, I might have acted just as she did.

Had I been a co-worker, I would have tried to get the others off her back.

As a co-worker, even if I hadn't taken part in the jokes, I would have had to take some responsibility for the situation.

Gerund

If I had been the new employee, I would have tried to nip the problem in the bud by indicating that the comments made me uncomfortable.

Hope + perfect modal

As either the manager or a co-worker, I hope I would have been sensitive enough to tune in to her discomfort.

Indirect and direct questions

What steps do you think the manager should take now.

What steps should the manager take now?

VOCABULARY TO PRACTISE

Verbs

accuse someone of something
caution someone about something
complain about
complain to
harass

Nouns

comfort
complaint
discomfort
harassment
minority

Adjectives

distraught
ethnic
harassed

Idioms

get off someone's back
get tired of
nip something in the bud
tune in (to something)

POLICIES AND PRACTICE

GROUP ACTIVITY

You will be participating in a meeting to consider a diversity training program. You will need to make decisions about who the training should target, the size of the group, the kind of training, the goals, the duration, the format and the evaluation mechanism.

PREPARATION FOR THE MEETING

The ideas below will help you start brainstorming on your own or with a partner before the meeting. You will need to come up with answers for the following questions:

What will the goals of the training be?

- awareness/consciousness raising
- acquisition of skills and information
- change of attitude

What will the duration be?

- a half day
- a whole day
- sessions spread over a period of time (how many sessions, over what time period?)

What will the format be?

- lectures, videos, readings, case studies, demonstrations
- story-telling of personal experiences as a member of a minority group
- practical exercises
- simulations, games, problem-solving
- self-awareness exercises
- other

Who will be invited?

- non-designated and designated groups together?
- non-designated groups?
- managers and their teams together
- management separate from employees

What size will the group be?

- 5 to 10, 11 to 20, over 20?

How will you evaluate the effectiveness of the training?

Review the functions, grammar and vocabulary.

Select someone to chair the meeting and someone to take minutes.

CHAIRPERSON:

Establish a date and time which is convenient for all.

Decide if a formal agenda is necessary. If it is, compose and circulate the agenda.

Review the language of meetings: Chairperson (informal / formal), in the Appendix.

PARTICIPANTS:

If an agenda has been distributed, read the agenda and think about each of the items.

Jot down the ideas you came up with after you brain stormed (see above) and bring your notes with you to the meeting.

Review the language of meetings: Participant (informal / formal), in the Appendix.

Recording Secretary:

Review the language of meetings: Recording Secretary (informal / formal), in the Appendix.

PARTICIPATION IN THE MEETING

CHAIRPERSON:

State the purpose of the meeting (to plan a diversity training program) and how you plan to proceed during the meeting.

Elicit participation from everyone.

Keep discussion on track.

Clarify/summarize decisions made on each topic.

If relevant, assign action to be taken / date by which action will be taken.

Close the meeting.

PARTICIPANTS:

Present your ideas on each aspect of the training program.

Consider/discuss each others' ideas.

Reach consensus.

RECORDING SECRETARY:

Keep notes on the topics of discussion, the decisions reached, who is to take action, follow-up,....

Ask for clarification whenever necessary.

Write up and distribute the minutes.

FUNCTIONS TO PRACTISE

Express opinions

Support opinions: give examples, reasons, causes, results

Explain

Express: possibility, probability, obligation, necessity

Make suggestions

Agree/disagree

State your position: for/against

Concede/reach consensus

Chair/ participate in a meeting

GRAMMAR POSSIBILITIES

Modals: should, have to, can, might

I think we should have several sessions over a period of time so that new ideas have a chance to sink in.

Infinitives

I agree; you need time to assimilate things.

Present real condition

If it's all in one day you'll get saturated and then you tune out.

Present perfect

A lot of the training sessions I've attended are too long; let's make sure our timing is right.

Gerunds

What about having simulations and testimonials so that the sessions are experiential rather than academic?

VOCABULARY TO PRACTISE

Verbs

accommodate
benefit
come up with
depend on
facilitate
end up with
improve
respect
set up
sink in
support
stereotype
work on something

Nouns

acquisition
awareness
consciousness
respect
responsibility
stereotype
support

Adjectives

dependent
designated
justified
non-designated
pertinent
responsible

Idioms

air something
bite off more than (we) can chew
spend time on
make waves
voice concerns about