

CLB 3 / 4

EMPLOYMENT
JOB SEARCH

SAFE HAVEN CORE ENGLISH PROGRAM SPEAKING

Answering Interview Questions
about Work Eligibility



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SAFE HAVEN **CORE** ENGLISH PROGRAM

Answering Interview Questions about Work Eligibility

TASK OBJECTIVE

Learners will be able to **respond appropriately** to basic workplace **interview questions** related to their **right to work** in Canada.

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 3 – IV

Sharing Information

Ask for and give information about immediate needs and some feelings related to common everyday activities.

- Asks and answers simple, factual questions.
- Follows conventions for providing personal information such as addresses and phone numbers.
- Expresses very simple immediate and future needs, wants and plans.

Profile of Ability

The speaker can:

- Communicate basic information using simple sentences about immediate needs and personal experiences.

Feature(s) of Communication

When the communication is:

- Face-to-face or via digital media
- Supported by gestures and visual cues
- Informal
- With one person at a time
- Encouraged to a moderate degree by questions and prompts from a supportive listener
- In non-demanding contexts

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 4 – IV

Sharing Information

Ask for and give information about needs and feelings related to common everyday activities.

- Asks and answers simple, factual questions.
- Expresses feelings, needs, preferences, satisfaction and dissatisfaction.

Profile of Ability

The speaker can

- Communicate information about common everyday activities, experiences, wants and needs.

Feature(s) of Communication

When the communication is:

- Face-to-face, very briefly on the phone or via digital media
- May be supported by gestures and visual cues
- Informal
- With one person at a time or in a small supportive group
- Encouraged occasionally by questions and prompts from a supportive listener
- In non-demanding contexts

ASSESSMENT TASK

Answer simple questions about yourself, your work eligibility, your future plans, and what you need.

INSTRUCTOR NOTES

This speaking task helps refugee claimants develop the communication skills needed to answer questions about their work eligibility during a job interview in a clear, honest, and confident manner. It supports workplace language development by focusing on appropriate interview language, strategies for responding to common eligibility-related questions, and techniques for explaining one's current status using simple and accurate language.

Many refugee claimants are eager to find employment but may feel unsure about how to explain their situation to employers. Learning how to clearly and confidently talk about their work eligibility helps them prepare for real-world interviews and avoid misunderstandings. It also empowers them to advocate for themselves and builds trust with potential employers, which is an important step in successfully entering the Canadian workforce.

OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

Sample Activity 1

FIND SOMEONE WHO...

Introducing the Task

Sample Activity 2

QUESTION CARDS

Share personal information

Sample Activity 3

ANSWERING QUESTIONS ABOUT WORK ELIGIBILITY

Give short, clear answers about work

Sample Activity 4

TALKING ABOUT THE FUTURE

Talking about future plans

Sample Activity 5

SAY WHAT YOU NEED

Expressing some needs

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

Universal Design for Learning

- **Embedded:** Activities include multiple means of engagement (listening, speaking, visuals, role-play) to accommodate different learning styles. Visual aids (e.g., timelines, ID documents, sample work permits) support comprehension of vocabulary and concepts. Sentence frames and cue cards provide scaffolding for responses.
- **Suggested:** Use visual prompts (e.g., job interview images) to support comprehension. Provide learners with sample interview questions and model answers for repetition and guided practice. Allow learners to practice in pairs, in small groups, and one-on-one with the instructor.

Trauma-informed Practices

- **Embedded:** Activities are predictable and structured, reducing anxiety and building a sense of safety. Content and questions avoid probing into past trauma. Use fictional characters and role cards to create emotional distance from personal experiences.
- **Suggested:** Allow students to opt out of acting roles if needed and contribute by observing and giving supportive feedback. Remind learners they can skip questions they find distressing or uncomfortable. Normalize different immigration statuses and experiences to prevent shame or stigma.

Relevant Content

- **Embedded:** The focus is on real-life situations learners will encounter (e.g., questions about SIN, work permit dates, current address). Vocabulary and scenarios are drawn from authentic job interviews and settlement experiences.
- **Suggested:** Use authentic materials (e.g., sample work permit). Invite learners to generate interview questions based on their past experiences or job goals. Integrate learners' real or intended work sectors to tailor vocabulary.

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

Community Engagement & Classroom Connections

- **Embedded:** The activity connects learners to broader job readiness and settlement goals. Practice builds confidence for real-world interviews, job fairs, and interactions with employers.
- **Suggested:** Invite a guest speaker (e.g., employment counselor, settlement worker) to talk about work eligibility questions in interviews. Encourage learners to share helpful phrases or strategies they've used during interview. Create mock interviews that simulate real Canadian job interviews.

Accessibility

- **Embedded:** Use simple, clear instructions and check understanding often. Materials are available in print and digital formats with visual supports and plain language.
- **Suggested:** Provide audio recordings of model answers for learners to listen to multiple times. Break tasks into small, manageable steps (e.g., first practice saying name and status; then answer work permit questions). Use closed captions or transcripts when showing videos.

Inclusivity, Diversity & Unity

- **Embedded:** Activities reflect a variety of cultural, educational, and linguistic backgrounds. Scenarios include diverse names, job types, and life experiences.
- **Suggested:** Encourage learners to choose names, jobs, and personal details for role-plays that reflect their own cultures and goals. Foster a respectful environment where learners listen to and support each other's responses. Highlight the value of diverse work experiences and backgrounds during debriefs.



Speaking

CLB 3

Theme	Employment - Job Search
Task	Answer questions about your work eligibility.
Competency	IV - Sharing Information

Name: _____

Date: _____

	Holistic Your listener can...	Yes (2)	Not Yet (1)
*	Understand the information about work eligibility.		
	Analytic You can...	Yes (2)	Not Yet (1)
*	Share personal information		
	Give short, clear answers about work		
	Talk about future plans		
	Say what you need		

Total

_____ / 10



Speaking

CLB 3

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred* criteria

Successful overall in this task?

Yes

Not yet



Speaking

CLB 4

Theme	Employment - Job Search
Task	Answer questions about your work eligibility.
Competency	IV - Sharing Information

Name: _____

Date: _____

	Holistic Your listener can...	Yes (2)	Not Yet (1)
*	Understand the information about work eligibility.		
	Analytic You can...	Yes (2)	Not Yet (1)
*	Share personal information		
	Give short, clear answers about work		
	Talk about future plans		
	Say what you need		

Total

_____ / 10



Speaking

CLB 4

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred* criteria

Successful overall in this task?

Yes

Not yet

Learner Self-Assessment of Task Criteria

Name: _____

I can share personal information.	<input type="checkbox"/>
I can give short, clear answers about work.	<input type="checkbox"/>
I can talk about future plans.	<input type="checkbox"/>
I can say what I need.	<input type="checkbox"/>

Sample Activity 1: “Find Someone Who...” (Introducing the Task)

Instructions for Teachers on How to Approach the Criterion

1. Explain the Activity Simply:

- *You will ask your classmates questions.*
- *You want to find people who match the boxes.*
- *Write their name in the box if they say 'yes'.*

2. Model the Interaction:

- Teacher: *Do you have a job now?*
- Student: *Yes, I do. or No, I don't.*

3. Give Key Sentence Starters (Post on board or screen):

- **Yes/No questions:**
 - *Do you have a job now?*
 - *Do you want to work?*
 - *Do you know what a resume is?*
- **WH- questions (optional):**
 - *Where did you work before?*
 - *What job do you want?*

4. Let Students Mingle:

- Encourage them to ask many classmates.
- One name per box.

Sample Activity 1: “Find Someone Who...” (Introducing the Task)

“Find Someone Who...” Sample Prompts (Simplified for CLB 3)

Find someone who...	Question	Name
...has a job now.	Do you have a job now?	
...had a job in their country.	Did you work in your country?	
...wants to work in a store.	Do you want to work in a store?	
...can work in Canada.	Can you work in Canada?	
...knows what a resume is.	Do you know what a resume is?	
...has filled out a job form.	Did you fill out a job form before?	
...wants to find a job soon.	Do you want a job now?	
...knows how to say "work permit."	Do you know how to say "work permit"?	
...speaks English at work.	Do you speak English at work?	

Sample Activity 2: Question Cards

(Share personal information)

Instructions for Teachers on How to Approach the Criterion:

1. Write on the board:

Hi, my name is Sara. I work in a school.

2. Ask students:

- *Is this formal or informal?* (**Answer:** It's polite and simple.)
- *What personal information does she give?* (**Answer:** Name, job)
- *Why do we share this information?* (**Answer:** To help people know us.)

3. **Explain:** In Canada, we often give simple personal information when we meet people — like our **name, job, country, or city**. This is polite and friendly.

Step-by-Step Strategies for Students

1. Say Basic Personal Information

- **Teach these sentence starters** (write them on the board):

- *My name is _____.*
- *I am from _____.*
- *I live in _____.*
- *I work as a _____.*

- **Practice:**

Students practice saying these sentences out loud. Use simple prompts like:

- *Tell me your name.*
- *Where do you live?*
- *What is your job?*

- **Partner Practice:**

One student asks, one answers:

A: What is your name?

B: My name is Ali.

2. Ask and Answer Personal Questions

- **Teach common questions** (write them on the board):
 - *What is your name?*
 - *Where are you from?*
 - *What do you do? (or What is your job?)*
- **Model simple answers:**
 - *My name is _____.*
 - *I am from Mexico.*
 - *I work in a store.*
- **Practice:** In pairs, students ask and answer questions.

3. Ask Follow-Up Questions

- **Teach these follow-up phrases:**
 - *How about you?*
 - *And you?*
 - *Do you live here too?*
 - *What is your job?*
- **Practice:** After answering, students ask one follow-up.
 - A:** I am from India.
 - B:** Nice! I'm from Syria.
 - A:** I work in a restaurant.
 - B:** Oh! What do you do there?

Sample Activity 2: Question Cards (continued)

Instructions:

1. Give each student a **Question Card** with one question (e.g., *What is your name?* or *Where do you live?*).
2. Students pair up. Student A asks their question; Student B answers. Then they switch roles or move to new partners.
3. After answering, students ask a follow-up question using simple phrases:
 - *And you?*
 - *How about you?*
4. Encourage students to answer with full short sentences, not just one word.

Teacher Tips:

- Model polite greetings before starting: *"Hi! How are you?"*
- Encourage students to speak clearly and use complete sentences.
- Support with vocabulary lists or sentence starters if needed.
- Pair stronger and weaker students for balanced practice.

Sample Question Cards

**What is your
name?**

**Where are you
from?**

**Where do you
live?**

What is your job?

**Do you have a
job?**

**How long have
you lived here?**

**What do you do
for a living?**

**Where do you
work?**

Sample Activity 3: Answer Questions about Work Eligibility

(Give Short, Clear Answers About Work)

Instructions for Teachers on How to Approach the Criterion:

1. Write this sentence on the board:

Hi, I just wanted to ask if you are allowed to work in Canada.

2. Ask students:

- *Is this formal or informal?* (**Answer:** It's formal and polite.)
- What does "allowed to work" mean? (**Answer:** Do you have permission to work?)
- Is this a good way to ask about work at a job or interview? (**Answer:** Yes.)

3. Explain to Students:

In Canada, people at work may ask questions about:

- Work permits
- Eligibility to work in Canada

It is important to give **short, polite, and clear answers** using simple English.

Step-by-Step Strategies for Students:

1. Understand the Question Before Answering

Common Work Eligibility Questions:

A. Do you have a work permit? = The person wants to know if you are allowed to work in Canada.

How to answer:

- *Yes, I have a work permit.*
- *No, I don't have a work permit.*
- *I am applying for a work permit.*

If you don't understand the question: *Can you repeat that, please?*

B. What is the expiry date of your work permit? = They want to know the last day of your permit.

How to answer:

- *It expires on October 15, 2026.*
- *The expiry date is January 5, 2025.*
- *I don't know. I can check.*

Tip: Say the **month, day, and year** slowly.

If not sure, say: *I don't remember. I can look at my permit.*

C. Are you allowed to work in Canada? = Can you work in Canada?

How to answer:

- *Yes, I am allowed to work.*
- *No, not yet.*
- *I will be allowed to work soon.*

Tip: "Allowed" means **you have permission**.

If you don't understand: *Sorry, what does 'allowed' mean?*

2. Ask for Clarification Politely

- **Teach simple clarification phrases:**

- *Can you say that again, please?*
- *What does 'eligible' mean?*
- *Sorry, can you explain that?*

- **Practice:**

Students ask for repetition or help during sample questions.

3. Give Honest, Simple Information About Work Status

- *I have a work permit.*
- *I am applying for a work permit.*
- *I don't have a permit yet.*
- *I am waiting for my papers.*

- **Practice:**

Students answer questions from a partner or teacher using these templates.

Sample Activity 3: Answering Questions about work Eligibility

(continued)

Instructions:

1. Show the picture of a work permit and point to each part.
 2. Say: *This paper is called a work permit. It says you can work in Canada.*
 3. Ask: *Do you have a work permit?* Students respond: *Yes, I have a work permit. / No, I don't.*
1. Speaking Cards: Students use the cards to ask and answer questions in pairs.

Immigration, Refugees and Citizenship Canada / Immigration, Réfugiés et Citoyenneté Canada

PROTECTED WHEN COMPLETED / PROTÉGÉ UNE FOIS REMPLI - B

CANADA

EX000 000 000
4578945612

Application/Demande:
UCI/UC:

WORK PERMIT/PERMIS DE TRAVAIL

CLIENT INFORMATION/INFORMATION DU CLIENT

Personal Information

ADDITIONAL INFORMATION/INFORMATION SUPPLÉMENTAIRE

Expiry Date

Conditions:

Remarks/Observations:

THIS DOES NOT AUTHORIZE RE-ENTRY/CECI N'AUTORISE PAS LA RÉ-ENTRÉE

THIS FORM HAS BEEN ESTABLISHED BY THE MINISTER OF IMMIGRATION, REFUGEES AND CITIZENSHIP CANADA - THIS DOCUMENT IS THE PROPERTY OF THE GOVERNMENT OF CANADA
FORMULAIRE ÉTABLI PAR LE MINISTRE DE L'IMMIGRATION, RÉFUGIÉS ET CITOYENNETÉ CANADA - LE PRÉSENT DOCUMENT EST LA PROPRIÉTÉ DU GOUVERNEMENT DU CANADA

Canada

What is this?

***This is a work permit.
It means you are eligible to
work in Canada.***

***You need a work permit to get
a job.***

What do you see in this part?

***I see personal information,
like:***

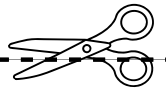
- ***Family (Last) name***
- ***First (Given) name***
- ***Date of birth***
- ***Country***

What does expiry date mean?

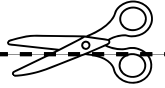
***It means: You can't work in
Canada after this date.***

Sample Activity 3: Answer Questions about work Eligibility

(continued)



<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is Wei Zhang. You are from China. You have a work permit in Canada. It expires October 12, 2025.</p>
<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is Mohamed El Amin. You are from Sudan. You have a work permit in Canada. It expires October 5, 2025.</p>
<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is José Martínez. You are from Mexico. You have a work permit in Canada. It expires March 14, 2026.</p>
<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is Zawadi Njeri. You are from Kenya. You have a work permit in Canada. It expires April 14, 2026.</p>
<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is Tarek Suleiman. You are from Syria. You have a work permit in Canada. It expires April 25, 2026.</p>



<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is Leila Moradi. You are from Iran. You have a work permit in Canada. It expires September 22, 2025.</p>
<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is Santiago Ríos. You are from Colombia. You have a work permit in Canada. It expires May 17, 2026.</p>
<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is Maya Patel. You are from India. You have a work permit in Canada. It expires December 15, 2026.</p>
<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is Kwame Mensah. You are from Ghana. You have a work permit in Canada. It expires February 11, 2026.</p>
<p>What is your first name? What is your last name? Where are you from? Are eligible to work in Canada? Do you have a work permit? What is the expiry date of your work permit?</p>	<p>Your name is Diego Fuentes. You are from Chile. You have a work permit in Canada. It expires March 3, 2027.</p>

Sample Activity 4: Talking about the Future

(Talking About Future Plans)

Instructions for Teachers on How to Approach the Criterion:

1. **Write this sentence on the board:** *I want to get a work permit.*

- **Ask students:**

- *Is this about now or the future?* (**Answer:** The future)
- *Why is a work permit important?* (**Answer:** You need it to work legally in Canada.)
- *What does this person want to do?* (**Answer:** Get permission to work)

- **Explain:**

In Canada, many people need a work permit to get a job. You may also need language training, Canadian work experience, or a job offer. It's good to talk about your future work plans. This helps with job goals, education, and immigration steps.

Step-by-Step Strategies for Students:

1. **Use “Want to” + Work Goals**

- **Teach these sentence starters** (write on the board):

- *I want to get/renew a work permit.*
- *I want to find a job in Canada.*
- *I want to work as a _____.*
- *I want to apply for PR (Permanent Residency).*

- **Practice:**

Students fill in blanks with their own ideas.

- **Prompt:** *What do you want to do in Canada?*
- **Example:** *I want to work as a cook.*

- **Partner Practice:**

A: What do you want to do in Canada?

B: I want to get a job.

A: Great! What kind of job?

2. Use “Going to” for Work Plans

- **Teach these sentence patterns:**

- *I'm going to apply for a work permit.*
- *I'm going to look for a job.*
- *I'm going to renew my work permit.*

- **Practice:**

Students say one plan about work.

Example: *I'm going to study English to get a good job.*

3. Ask and Answer Questions About Work Eligibility

- **Teach common questions (write on the board):**

- *Do you have a work permit?*
- *Are you allowed to work in Canada?*
- *What is the expiry date of your permit?*
- *What kind of work do you want to do?*

- **Model Answers:**

- *Yes, I have a work permit.*
- *No, but I want to apply for one.*
- *It expires next year.*
- *I want to work in healthcare.*
- *I am not allowed to work yet.*

- **Pair Practice:**

A: Do you have a work permit?

B: Not yet. I want to apply next month.

A: Good idea. What job do you want?

4. Use Follow-Up Questions to Continue Talking

- **Teach these phrases:**

- *How about you?*
- *What kind of work do you want to do?*
- *Are you going to apply soon?*
- *When are you going to renew your work permit?*

- **Practice in pairs:**

A: I want to work in an office.

B: Nice! Are you going to take a computer course?

A: Yes, I am. How about you?

Sample Activity 4: Talking about the Future (continued)

Instructions:

Step 1: Review the Language

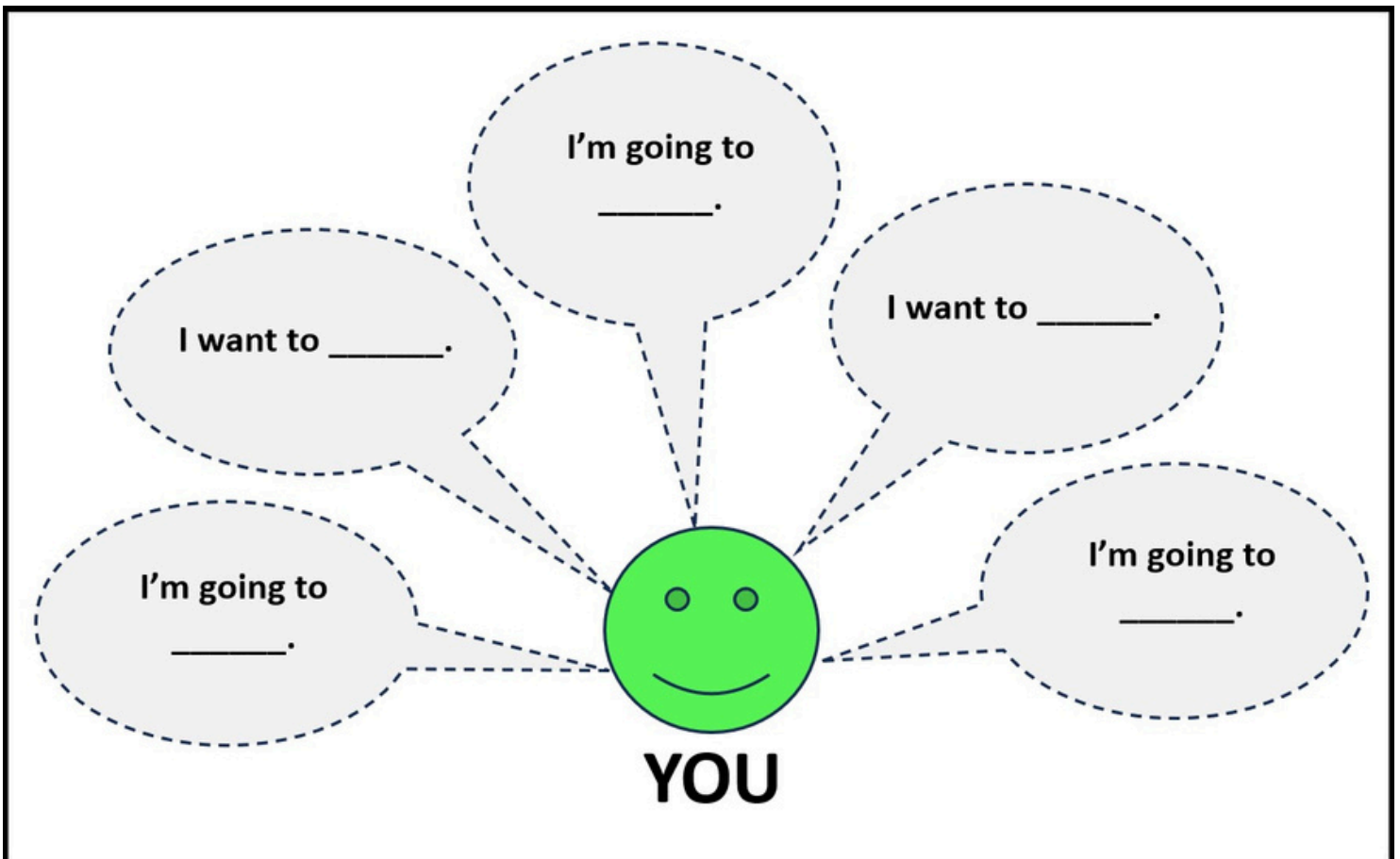
- **Write on the board:**
 - ***I want to...*** → to talk about dreams or goals
 - ***I'm going to...*** → to talk about future plans

Examples:

- *I want to work as a caregiver.*
 - *I'm going to apply for a work permit.*
 - *I want to study English.*
 - *I'm going to take computer classes.*
- **Ask students:** *What are some things you want to do next year?*

Step 2: Speech Bubble Writing

Give each student a **blank talking bubble template** (or have them draw one). Ask students to move around and tell other students about their plans for next year.



Sample Activity 5: Say What You Need

(Expressing Some Needs)

Instructions for Teachers on How to Approach the Criterion:

1. Write on the board:

Worker: *I need more English for work.*

Worker: *I need to find a full-time job.*

2. Ask students:

- What does the worker need?
- Why is it important to say your needs clearly?
- Is this a respectful way to speak?

3. Explain:

In Canada, it's important to express your needs clearly and politely. You might need more training, help with job searching, or a work permit. When you talk about your needs in a respectful way, it helps others support you—at school, at work, or in the community.

Step-by-Step Strategies for Students:

1. Use Simple Sentences to Say What You Need

- **Write sentence starters on the board:**

- *I need ____.*
- *I need to ____ for work.*
- *I need help with ____.*
- *I need more ____.*

- **Common workplace needs:**

- a job
- more English
- a work permit
- resume help
- computer skills

- **Examples:**

- *I need a job.*
- *I need help with my resume.*
- *I need to take a course for childcare.*
- *I need a work permit to apply for jobs.*

2. Add a Reason or Goal

- **Teach students to connect their need with a reason or goal:**

- *I need to ____ so I can ____.*

- **Examples:**

- *I need to learn English so I can talk to customers.*
- *I need a job so I can pay my rent.*
- *I need to apply for a work permit so I can get a job.*

Sample Activity 5: Say What You Need (Continued)

Instructions:

- Put students in pairs.
- One student asks: *What do you need?*
- Partner answers: *I need ____.*
- First student asks: *Why?*
- Partner answers: *Because I want to ____.* or *So I can ____.*

Example:

A: What do you need?

B: I need English classes.

A: Why?

B: So I can talk to customers.

Students change roles and practice. Then they find a new partner and practice again. Students should practice with at least three different partners.

Overview of the Assessment Task

Assessment Task: Speaking – Answering Interview Questions about Work Eligibility

Task Description:

You are going to a job interview. You want a job as a kitchen helper. You will answer simple questions about yourself, your work eligibility, your future plans, and what you need. Your teacher will be the interviewer.

In the interview, please:

- Say “**hello**” to the interviewer.
- Say your full **name** and where you are **from**.
- Say if you are **eligible** to work in **Canada**.
- Answer questions about your **work permit**.
- Say what you are **going to do** in the future.
- Say what you **need** to get the job.
- Say “**thank you**” at the end.

Interview Questions

1. Tell me about yourself. What's your name? And where are you from?
2. Are you eligible to work in Canada?
3. Do you have a work permit?
4. What is the expiry date of your permit?
5. What job do you want?
6. Why do you want this job?
7. What do you need to do this job?