Project SHINE

Students Helping in Naturalization of Elders

Can Elders Learn?
Tutor Handbook
10 Steps to Naturalization
100 Civics Questions
Naturalization Interview Guide
About the SHINE program

This website was designed by University of Hawaii at Manoa LTEC M.Ed. canditdate Jonah Preising for educational purposes and is not a product of the SHINE program or its employees. V2.1

Take the Survey!
Can Elders Learn?

How Learning Changes

There are some minor changes in learning due to age:

• Short-term memory is usually less efficient, so it may take more repetitions for elders to learn.
• Older adults may be more easily distracted and may tire more easily.
• Older adults generally learn best when they can see the direct benefits of learning for their lives.

Issues of Age and Culture

Older adults who are motivated and healthy show little decline in their ability to learn.

• At every age, the people who learn language best are people who are willing to guess, are willing to make mistakes, take many opportunities to practice, and really want to understand and communicate with others.
• People who have had some formal education and who have good vocabularies in their native languages often do especially well in learning new languages, regardless of their age.

To increase motivation:

• Point out the benefits of speaking English and becoming a US citizen.
• Provide a lot of encouragement, support, and concern. To reduce social barriers (ageist beliefs, concerns about social norms):
  • Show respect. Address elders as Mr. or Mrs. (unless they ask you to do otherwise).
  Listen with courtesy. Take the time to learn their names properly. Many Asian cultures present their names "backward" - Family name first, given name last. (Mrs. Shu-fan Chen may say her name "Chen Shu-fan"). Women may use their maiden names, their husband's names, or a combination of both. (Sometimes Mrs. Chen says her name is "Shu-fan Chou-Chen." Sometimes it's "Mrs. Chou.")
  • Talk about learning and memory difficulties with elders.
  • Draw on learners' experience and expertise to build self-confidence. (Are they good cooks? Go over the ingredients to a favorite recipe in English)

To support learning:
Break down new vocabulary into segments:

- Keep lessons short and focused (especially for beginners and those with limited energy)
- Repeat key points in different contexts.
- Use content that learners can relate to from their own experiences.
- Speak slowly and clearly. Make eye contact when you speak.
- Use a variety of activities and exercises.

Why some learners fail:

The main barriers to learning a new language later in life are:

- Low motivation to learn
- Some elders may be "comfortable" with family and friends of their own backgrounds" and feel little need to fully learn a new language.
- Some elders may be embarrassed that they don't already know a lot of English. They may be reluctant or ashamed to try.
- The (false) belief that older adults can't learn. Many people accept the popular notion that "you can't teach an old dog new tricks." Ageism is common in many cultures, even those where elders are shown much respect.
- Limited formal education and/or negative prior experiences with school. Some of the elders may not be literate in their native languages.
- Fear of making a mistake or looking "foolish".
- Fear of disrupting social norms. Women may be hesitant to speak in the presence of their husbands or other men. Elders may be uncomfortable learning from someone much younger than they are.
- Sensory problems, such as hearing/vision impairments, arthritis.
- Health problems, especially those that cause depression, fatigue, or confusion.
Can Elders Learn?

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WHAT IS "HELPING"?
AN INTRODUCTION TO NATURALIZATION ASSISTANCE

As a SHINE student, you are making a valuable and valued contribution to the lives of elderly immigrants and refugees in your community. You will be helping in ways you may not even be aware of, like:

This may be the first time the elder has:

• this may be the first time in a long time the elder has tried to learn any new 'subject'
• this may be the first time the person has thought about citizenship
• this may be the first time the elder is trying to learn to write or read in any language
• this may be his or her first attempt at English
• this may be one of the few opportunities the elder has to practice English
• this may be one of the few opportunities the elder has for talking with young people outside his or her family
• this may be the first time the elder is working on an issue in his or her community
• this may be one of the few opportunities for the elder to get out of the house

You are assisting by helping the elder to:

By working with an elderly person around naturalization, you are helping the elder in that process in many subtle ways, as well as the in the more obvious ones.

You are assisting by helping the elder to:

• know more about what is involved in the process of applying for citizenship
• know where to get advice about filing and filling out forms
• know what to expect on forms
• practice speaking and listening as needed for the interview
• learn some of the information that is asked in the exam, in English or in the native language
• practice reading, speaking, and listening as needed for the history and civics part of the exam
• practice writing as needed for the exam
• talk to others in his or her community about naturalization, social services, or community issues
YOU ARE NOT RESPONSIBLE FOR HAVING THE LEARNER FILE THEIR PAPERS OR PASS THE CITIZENSHIP EXAM.

You will be working with people who will be at any of several points in the naturalization process, from just 'thinking about it,' to having filed the papers and getting ready to take the exam. They may have good English skills or none at all. They may be going through the process in English, or in their native language.

When you start, you will get an idea of where the learner is in the process, and what his or her language skills are, and gear your work with them accordingly.

DO NOT THINK OF SUCCESS IN TERMS OF THE EXAM. You are helping people for a relatively short time with a complex, often lengthy process - and you will be helping with only a part of it. That is an important contribution, but know that you are not responsible for making everyone a citizen.

DO THINK OF SUCCESS AS HELPING YOUR LEARNER WORK TOWARD HIS OR HER GOALS.

Parts of the process involve complicated legal matters. YOU ARE NOT TO ADVISE your learners. YOU ARE NOT TO MAKE DECISIONS FOR THEM about filing.

YOU MAY help them get the professional advice they need.

You will truly be helping when you...

YOU WILL TRULY BE 'HELPING IN THE NATURALIZATION OF ELDERS' WHEN YOU:

• plan with your learners what you will work on together
• set realistic goals with them, considering the amount of time you will be working together
• work at the agreed upon schedule
• think about what you are doing
• enjoy your work
• help your learner enjoy learning

Tutoring for citizenship is complex...

TUTORING FOR CITIZENSHIP

• The naturalization process is complex. You cannot be a citizenship counselor for the learners, but you can help them get the information they need. You can also help them through the process, including getting them more comfortable about and ready for the interview and the test.

• Prepare the learners for the process, not just the test. The process includes filling out the form, greeting the INS officer, swearing in (raise your right hand, sit down, don’t sit down), answering questions about the form including answering questions about eligibility, and answering the civics and history questions. Sophisticated English grammar is not necessary for the interview or the exam, but the vocabulary is very sophisticated.

• People may want citizenship tutoring far in advance of their readiness for some of the material. That is, their English may be VERY beginning, but they are eager to prepare for the history and civics. USE THIS GUIDE for lesson content that is BOTH beginning English AND citizenship exam content. Be sure the learner understands that working on
this basic English (saying and writing one's name and address, learning the calendar, learning family names, etc.) IS preparing for the exam. People may want only to drill the 100 questions. This is not sufficient for passing the test. It is best to teach the content of the history and civics by topic area, chronologically, and ask the questions from the 100 questions list that pertain to that topic area.

• Some learners will be allowed to take their exam in their native language. If you are working with someone who will be taking the test in their own language, you can cover the civics and history more quickly than if you need to teach the English that is needed for the process.

• It is not up to you to evaluate whether someone will be taking the test in English or another language. You can, however, help your learners get the professional assistance they need in making the determination. It may be that the learner already knows that they need to take the test in English, or that they can use their own language. You can then tutor accordingly. If they do not know, make your own best guess based on the information you've been given, tutor accordingly, and help your learner get the determination needed.

Learning a Second Language

LEARNING A LANGUAGE - IT HAPPENS IN STAGES

Pre-Production Language learning happens before a learner says one word - this is Pre-Production. Before speaking, learners listen. Eventually they will speak. It's OK at this point for the tutor to talk a LOT and for the learner to respond with gestures, pointing, yes/no. Early Production. Learners say just a word or two, and answer simple questions.

Tutor talks most of the time. Speech Emergence. Learners use sentences, tutors can expect a lot, and should be talking only about half the time. Intermediate Fluency. Learners do most of the talking.

LANGUAGE SKILL PRIORITIES

Listening

Listening is the first step in being able to speak - think of a baby's years of listening before even trying to babble. It's easier to listen, nod, and smile a lot, than it is to put yourself in the embarrassing position of speaking and possibly sounding (and feeling) foolish. This is the top priority skill, and the citizenship exam requires it.

Speaking

After a lot of listening, people can speak. After more speaking, communication can be established and needs can be met. Reading over writing

Reading happens more, it's generally more necessary for communication and functioning, and it's a way to learn more vocabulary and natural structures. Citizenship exams may require reading of complex vocabulary within simple English structures. Test-takers also have to be able to write some simple sentences (though sentences may include long, complex words!).

Communication more than accuracy

We're talking about talking, not taking grammar tests. For the citizenship exam, very short oral answers to questions are all that's needed, so the learner has to basically understand the question (even if they couldn't reproduce the grammar), and answer it simply, without complex structures.

Vocabulary more than grammar You can communicate better with more vocabulary than with a more highly developed grammar ability. This is especially true for citizenship exams where the vocabulary is very sophisticated (supreme, constitution, liberty, independence, rights, amendment), but the grammar structures are very simple (e.g.)

http://www.thirdspacelanguagearts.com/#page34
independence, rights, amendments, but the grammar structures are very simple (e.g.: 'The constitution is the supreme law of the land' requires as much grammar as 'The cat is black.')
SPEAKING AND ACTIVITIES TO BUILD SPEAKING SKILLS

MOST PEOPLE ARE SHY AND INHIBITED ABOUT TALKING!!! They often feel stupid, or that you won't understand, or that they are terrible because they have an accent. One of the most important things is to help MAKE YOUR LEARNER FEEL COMFORTABLE ABOUT SPEAKING.

You can do this by:

• be extremely patient with the speed and comprehensibility of your learner's speaking - listen hard, and guess what they're saying as much as you can, just like they're guessing what you're saying
• don't interrupt or finish sentences for them
• respond to the meaning of what your learner says, not the form
• don't correct pronunciation in the beginning
• don't correct pronunciation unless absolutely necessary, then do it in a sensitive way (more on this later) - the goal is not 'no accent'.
• react encouragingly and positively when your learner speaks
• don't correct grammar until later, and until necessary

Think of all the things that go into speaking:

   making sure you achieve your purpose in speaking
   deciding what words to use - vocabulary
   choosing the grammar structure pronouncing the words
   using the right phrasing and intonation
   using the right gestures and facial expression

It's complicated!

It's all about communication:

How To Communicate and Teach, Not Squelch

When people try to use their new language, it takes courage. So you want to help and encourage them, not discourage them.

• Avoid constant corrections when people speak - it interrupts the flow of communication, and is discouraging.
• Try to understand the intent of what someone is saying.
• Instead of correcting, clarify with a question. If a learner says, "I go movie Saturday," you can clarify by asking, "Do you mean you went to a movie last Saturday, or are you going to go next Saturday?"
If a learner says, "No bus. Walk school," you can say, "You missed the bus today and you walked to school. I'm glad you came."

- Repeat or rephrase more correctly what a learner says to model the correct word use or structure.

If a student says, "Muslim people didn't eat meat of pig," you can say, "Yes, Muslim's don't eat pork. Neither do religious Jews.

### Example Lesson Plan

#### 90-120 Minute lesson

### 5-15 minutes: Introductions

- Greetings

Repeat phrases from week to week for practice: Hello, how are you today, I'm fine, how is your Husband-daughter-son, etc. Incorporate what you may be working on like weather or dates.

- **Introduction to lesson:** last time we worked on_____; today we are going to work on (or talk about, or read or write about)______.

  **Pre-beginner**: If learner does not understand English, use a lot of pointing along with your talking; try to repeat the same sort of phrases from week to week (like, "today we are going to ______") and don't worry that they don't understand. Keep on talking.

  **Native language** test taker/bilingual tutor: Review whatever material you worked on last time. Present introduction to the day's lesson in native language.

- **Dictionary review and update**. If you have created a personal dictionary with the learner, ask if they want to add any new words. Also close the lesson with this.

### 15 - 20 minutes: General ESL and Practice

- New material

Choose an area or two to work on and repeat and review from lesson to lesson, weaving in new material slowly. Can use textbook exercises if needed.

  **Pre-beginner/Beginner**
  
greetings
  
personal information
  
numbers
  
family members
  
dates/calendar
  
colors
  
useful expressions
  
body/health
  
time

**Activities/materials**

- concentration cards with pictures
Concentration cards with pictures

- bingo games with pictures
- listen-and-check activities
- pretend people are meeting at a party...
- Have learner fill in sample N-400 in Guide as learner is able.

Native language test takers

Prepare for process. Understand what will be expected.

**5-10 minute: BREAK** can be a little walk (even around the building, talking about culture, naming things, stepping outside, snack, bathroom break, etc.)

**30 minutes: Content Focus: reading, writing, history & civics**

Pre beginner:

(Use A-B-Citizenship or other beginning ESL literacy for adults text)

Begin with learning how to write own name and say letters of own name. This may take several lessons. Give homework practice.

**Activities/materials:** Make name cards with the learner's first name, middle, last, and maiden names, one on each card. Have learner lay them out in order. Use vocabulary of what is your first, last, family, given, middle, and maiden and have learner point or hand you the right card. Mix up the cards, repeat.

Make alphabet cards with letters of learner's name(s). Have learner arrange the cards in order to spell the name(s). May move to other words that may be formed from same letters. Make a card file of known letters and word; use them to form new words, phrases and sentences.

Play 'bingo' variations with letter cards of learner's name(s) to practice hearing letter names, then saying letter names.

Have learner fill in N-400 sample as able. Very simple dictation or written responses.

**Beginner and above**

**Use A-B-Citizenship or similar text if needed, or for review**

Adjust content as needed for comprehension level, move through units with lots of practice and review. Each unit may be several lessons. Check for comprehension, and practice. Use your judgment on pacing. **Look for more review and practice materials in the office.**

Dictation at learner's level (can be single words, word groups, simple sentences, etc.)

**Native language test takers/bi-lingual tutoring.** Use translations of content topics and questions, then move to English work if the person will be taking the test in English.

**10 - 15 minutes: Review, wrap up, next time**

Good time for review games, giving homework, adding to personal dictionary, talk about next time, plan next activities.

**Activity Guide**

**SPEAKING ACTIVITIES**

Speaking is about communication, having something to say and wanting to get it across
to someone else. It's not about repeating back what someone just said. So as much as possible, try to set up situations where information is being exchanged, as realistically as possible, rather than doing a lot of repetition drills (though short repetition drills can certainly be useful).

In a good speaking activity:

- Learners speak a lot (more than the tutor)
- Learner is interested and motivated to speak
- Learner expresses him or her self comprehensibly

**Pair work is very good for speaking. If it just you and your learner, you make the pair. If you have a group, plan on a good amount of pair work each lesson.**

1. Describe the picture. Have learner try to say as many sentences (or words, depending on level) as they can about the picture. Make a tick mark on a piece of paper for each sentence or word. Do it again with another picture and try to do more.

2. Describe the picture II. Make a pile of simple pictures taken from magazines or printed materials at home. Put them face down on the table. Take a picture from the pile, do not let the other person see it. Describe it. The other person draws what you describe — this ends up being funny! Be aware that small scale pencil work may be difficult for old people. Provide large paper and easy pens.

3. Picture differences I. Use pre-printed pictures with differences. Each person has one of the pictures, and each tries to guess what the differences are without seeing the other's picture.

4. Picture differences II. Use pre-printed pair work sheets with differences each player tries to figure out.

5. Picture differences III: Use homemade cards with different items within a category on each card (a different vegetable on each card, a set of people cards with different people on each card, a set of furniture cards, etc. Try for target vocabulary). Lay out the cards, and say, I think of a vegetable that's small. That's green. That's leafy...etc., until the learner guesses. (This is a listening activity) The have the learner do it (this is a speaking activity).

6. Things in common. In pairs, see what list you can make of things you have in common. (I like blue. What color do you like?)

7. Role plays. Practic situations, prepared dialogues, especially INS interviews. Or have cards with situations on them. The learner picks one, and has to play it out. Or have cards with roles on them (banker, dentist, doctor, grandmother). Learner draws a card, and tutor has to figure out what the role is by asking questions the learner must answer with more information (no, I do not have children, but I have lots of money). Take turns.

8. Story telling. Can combine with writing and reading

9. Survey. Your learner can do a survey (in the group, or as homework), then report back the information.

10. Free discussion: children, different holidays, for and against, health and treatments, traditional medicine, books, movies, government, voting, schools, traditional foods, etc.

11. Practice phone calls. Call 800 numbers with pre-recorded information (and an automated system!), or information reports (weather, time) and ask learner to get information. Look up information in a phone book (finding a doctor, ordering pizza, etc.) and do a mock call to make an appointment, place and order, etc.

**READING AND ACTIVITIES TO BUILD READING SKILLS**

General pointers in tutoring reading:

When we read, we draw on lots of information: the shape of the word (short or long word, tall or short letters?), the context (are we reading an ad or a textbook?), what we think the
words are going to be about (is this a recipe or a history lesson?), and our prior knowledge of the subject matter. The goal of reading is understanding, not solving letter puzzles.

- Talk about the topic of a text before reading it to give the learner some context.

- Talk about what they already know about the topic to help the learner pull in their prior knowledge to help them out, and gives them a mental 'place' for the reading.

We don't rely on reading or understanding each and every word. When you work on reading, encourage your learner to go for overall meaning.

It's easier and faster to read whole, meaningful units of text than it is to read isolated bits or sentence fragments, because there's more information to draw on to get at meaning.

**Beginning Reading**

- It's generally better to start reading only after the learner can use a little basic English. Then you can link reading to meanings they know and understanding, so reading becomes recognition of meanings on a page, not just symbol decoding.

- To learn to read letters, start with the most common letters first, using both the capital and small forms of the letter, and concentrating on the sound of the letter more than it's name. When learners know only half the alphabet (A, E, I, O, U, T, S, D, L, M, N, P, R), you can make lots of words and short sentences. You can get a lot more variety using these letter combinations in phrases and short sentences than if you teach isolated words, or focus on the whole alphabet in order. • Some words should be taught as whole 'sight words': words a learner just memorizes to know by sight rather than sound: the, a, this, is, are, he, she. Early lessons should include some sight words, which are reviewed and added to with each lesson. For practicing sight words you can use cards, or have the learner find the words in a newspaper. • If the learners mother tongue alphabet is not Roman, you should use bi-lingual materials when possible to make linkages between the sounds and shapes of the known alphabet with the sounds and shapes of the Roman alphabet in English.

**Reading Activities:**

1. Pre reading. Talk about the ideas in the text prior to reading it with the learner. Use role plays and dialogues around the topic to set the context. 2. Language Experience. Have learner generate their own 'text' that they tell you and you write (or they can write it if they are advanced enough). Their texts can be generated by your questions, by an activity you do together , by photographs, pictures they select from a newspaper or magazine, information they get from a neighbor, recipes, whatever. Use their text as the basis for learning and practicing reading.

3. Word File. Create a file with your learner of words that they know (one word each on an index card). You can have a separate section for words they are working on and almost know. Use the known words file to generate new sentences.

4. Matching sounds. Use a set of simple pictures. Have a set of cards with the first letter of each item in the picture (eg: pictures of man, woman, dog, cat, mother, father with letter cards M, D, C, F) Have learner match sound with picture.

5. Letter bingo. Make a set of cards with the letters you're working on (may be upper and lower case). Each person writes 5 letters on a sheet of paper. Put the cards in the middle face down. Take turns (as possible) selecting a card and reading it out. If you have the letter, cross it off. The first person to have all crossed off wins.

6. Combo sound matching and bingo. Each person has a set of pictures, with corresponding letter cards (for the beginning sound) in the pile. Take turns selecting the card. If you have a picture that begins with that sound, cross it off. First to have all crossed off wins.

7. Find the error. Using known sentences for beginners, less familiar sentences or short paragraphs for advanced, plant 'errors' in the text. Misspell words, put words in the wrong order, leave words out. For citizenship, use incorrect factual information. Learners then find the errors. Tell the learner how many errors there are, then see how many they can get.
8. Strip stories. Use a known dialogue or a learner generated text. Put each sentence on one line. Cut the story into 'strips'. Mix up the strips. The learner then has to arrange them in the proper order.

9. Match ups. Cut out headlines from a newspaper, and cut out the first paragraph or so of the article. The learner has to match the headline with the article.

10. Bingo. Make a set of 20 - 25 cards that has the target vocabulary on it - for example, senate, senator, Congress, White House, etc. You and the learner each write 5 of the words on a piece of paper. Put the cards face down in the middle. Take turns picking up a card and reading the word. If it is on your list, cross it off. The first person to get all crossed off wins.

11. Word sets. Make a set of words cards that fit in categories. For example, the branches of government set would have Legislative cards (Congress, Senate, Senator, House of Representatives, pass laws, 6 years, 2 years), Executive cards (President, Vice president, White House, cabinet, Bill Clinton, 4 years), and Judiciary cards (supreme court, judges, 9, life). Learners have to arrange the cards in their proper groups, (cards to copy page --- )

12. Concentration. Use word set cards to play concentration by selecting pairs that go together (president and vice president, judge and Supreme Court, for example). Spread them out face down. Each player takes a turn flipping over two cards. If they are the right pair, the person who selected them takes them. The person with the most cards at the end wins, (see cards to copy on page---)

13. Matching. For beginners, cut out or draw pictures to correspond to words on cards. Have learner place the word next to the picture. Mix up cards and do it again. Remove the pictures. Say the word and have the learner point.

**WRITING AND ACTIVITIES TO BUILD WRITING SKILLS**

Teaching writing depends greatly on the purpose for which writing is being used. Is it for basic functioning in a form-filled world? Writing notes to teachers? Letters to friends? Academic papers? Stories?

The purpose of writing, generally, is to express thoughts, feelings, and ideas in written form so they can be more widely and more easily shared with others. But in general, your learners will be using their own language for these expressive purposes of writing.

**The purpose in citizenship tutoring is much more specific:**

(1) to help learners improve their English listening, speaking, and reading skills, and

(2) to enable learners to pass the written part of the exam, which usually consists of fairly simple dictated sentences. That is, in citizenship tutoring, usually, the goal is not teaching learners the broad range of skills needed to produce all kinds of written materials. Rather, learners need enough writing skills to be able to write new words, write answers to questions, write sentences and short paragraphs on content, and work more effectively on learning to read.

Because writing for the citizenship exam is geared almost entirely to hearing sentences and reproducing them on paper (dictation), developing listening skills is a crucial part of developing the learner's writing skills. The test taker will not have to 'independently produce the correct grammar, or find the right words to say what they mean — skills normally part of learning to write. Instead, they have to be able to hear correctly (from someone speaking with what can be any accent), and spell correctly. Not the best part of what writing is or can be, but it is what the citizenship exam part of writing is...

If the learner is NOT focused exclusively on the citizenship exam, you can certainly broaden the goals for learning writing. It is up to the tutor to be sensitive and responsive to the learner's own goals.

Remember that individuals will vary in their writing ability depending greatly on their background experiences with writing - whether they can write in their own language, how well, whether the alphabet is Roman or not. People will progress at vastly different rates.
Older people may have difficulty holding and manipulating a pencil, or seeing the marks
they make on the page. Have patience and remember how proud you were when you
could write your first scraggly letters - it's a challenge!

WRITING ACTIVITIES

What is it? Have pictures of relevant citizenship items - the White House, the President, a
Supreme Court judge. Have the learner select a picture and write two sentences (or two
words, or one word) about it.

I Know From Experience. Most people love to give advice. Cut out an 'advice' column
from the newspaper and talk to the learner about how people ask for and give and get
advice in their country. Then talk about some subject (health, food, children), and have
the learner write questions and answers as an 'advice column.' This can be developed to
a writing project that could include interviews of family, neighbors and friends around a
topic. One topic can be citizenship. Learners can talk to neighbors and friends about why
they do Or do not want to apply for citizenship, and then write about it. They can talk to
others about taking the exam, and what it was like, then write about that. They can collect
advice from others, add their own, and write that. Note: this is very effective as a bi-lingual
project. Information can be gathered in native language, but the final product would be
written in English for those who are taking the exam in English.

They Should Do Better. Talk about some neighborhood problem with your learner -
housing, schools, drugs, youth problems, poverty. Talk about who you can complain to,
and who has the power to change things. Work with your learner writing a letter to a
Congressman, Senator, the Mayor, Governor, or the President to say what the problem is
and what they think should be done better. This can be made into a wider project by
having your learner talk to neighbors about what would be an important thing to write to
someone about, and pooling together many opinions. They can even put several
signatures on one letter. (Note: it is important that the letter-writing be seen as totally non-
risk to the learner - it's better to stay away from writing to the landlord, for example, at
least initially, unless the learner suggests it. Be clear that anyone can write to their
government officials with no fear of getting into trouble. You may have to sign your name
to the letter instead of the learner if they are too timid about this.) Talking about who to
send the letter to practices a lot of necessary vocabulary!

Dictation. Dictate words, phrases, sentences the learner needs to know. You can make
this more interesting by generating the sentences with the learner, by selecting material
from learner's own writings or language experience stories, by having the learner pick
something out of a book that they think they'll be able to reproduce.

Copying. Generate words, phrases, sentences with the learner that you write and they
then copy. Copying is very good homework, because the learner can then work at his or
her own pace. Be patient while beginners struggle.

Dialogue writing. Generate a dialogue (with citizenship content if possible) with the
learner. Write it. The learner can copy it, and practice writing it, saying it, and reading it.

LANGUAGE PRACTICE ACTIVITIES

BINGO ACTIVITIES

Practices: speaking, reading, listening, vocabulary-building General idea. Have 20 or
more cards in a pile with the items (colors, fruits & vegetables, numbers, letters, etc.)
written or pictured on them. Each participant selects five of the items, and writes them on
a piece of paper. The 'reader' picks the top card and reads it out. If the participant
selected that one, they cross it off their list. The first person who checks off all the items
on their list 'wins.'

Beginners

Number Bingo

- Make a pile of 20 - 30 cards, each with a number on it that you are working on (1 — 20,
  20 - 50, etc.) Put the pile of cards face down in the middle.

- Each player writes 5 numbers on a piece of paper (1, 5, 9, 18, 22, for example)
• From the pile in the middle, a player picks a card and reads what is on it. Whoever has the number crosses it off their list. NOTE: If you want to emphasize listening skills, don’t let people see the card. If you want to help with reading^ or just want to make it easier, let the card be seen by all.

• Another player can pick a card and read it off

• The first person to have all their numbers crossed off ‘wins’ Letter Bingo Same as above, with one letter on each card. You can make a set of all capitals and all lower case, to practice one or the other or both.

All levels

Vocabulary Bingo

• Make a pile of 45 cards with three categories of words - written or pictured. For example, 15 cards with food items (from newspapers ads), 15 animals, and 15 clothing items. For beginners, make only one category.

• Review the contents of the cards

• Each player writes down 3 food items, 2 animals, and 1 clothing item (or whatever numbers you want).

• Place cards face-down in the middle

• Person A draws top card and reads it. Whoever has it crosses it off.

• Person B draws a card, reads it. Whoever has it, crosses it off.

• Continue until someone has all their items crossed off.

GUESSING ACTIVITIES

Practices: descriptions, locations, particular vocabularies, comparisons

General idea: somebody knows something and the other people have to guess by asking questions.

Beginners:

What’s in the Bag?

• Have a bag with ordinary small objects in it.

• Give the bag to a person.

• The person picks an object out of the bag and keeps it hidden from the others. The others ask questions (yes/no or more complicated) to guess the item. Alternative: the person who has the item gives a hint of what the item is.

• To make it easier, be sure everyone knows all the items in the bag beforehand.

• Take turns

Where Is It?

• One person hides a small object in the room while the others keep their eyes shut. The others have to guess where the object is. They can ask question (is it in the…, is it near the …).

• Or they can direct the hider to go to certain places until it is found (‘go to the closet’ ‘open the door’ ‘look in the closet — is it there?’).

• Take turns.

All levels

What’s My Line?
What a my life:

- Person A thinks of a job and writes it on a small paper and puts it in the middle of the table.

- The others ask questions to guess what the job is.

- The 'job holder' answers the questions. The questions may be yes/no, or ask for more, depending on the skill of the players.

- The tutor can make this easier by having a discussion about different kinds of jobs, then making a list of possibilities. The 'job holder' picks a job from the list.

- Take turns

What Am I Doing Tonight?

- Person A thinks of where they will go tonight, or what s/he is going to do (wash dishes, watch TV, go to the movies, eat dinner, etc.)

- She writes it on a paper, folds it and puts it in the middle.

- The others have to guess by asking questions, like, 'Are you going out?' 'Are you going to be in the living room?'

- Take turns.

Mind Reading: Which One Am I Thinking Of?

- Have pictures of related or very similar items - 10 pictures of people, for example, or ten different food items.

- Person A says, "I am thinking of someone, can you guess who?" (Or, "I am thinking of something to eat, or something to wear, etc.")

- The others have to guess by asking questions, like, is it a woman? Is it a woman with glasses? Is it a woman with brown hair?

- Take turns

- The tutor can make this more complicated by having groups of pictures from several different categories.

What Is It?

- Make cards with pictures/drawings of the vocabulary words (or write the words for more advanced learners)

- Person A picks a card without letting the others see it.

- Person A can give a hint for the others to guess — for example, 'It's a green vegetable', or 'It's red and round'.

- The others ask questions to guess.

- Take turns.

Vocabulary Builder

- Write different vocabulary words on cards.

- Put the cards in the middle

- Person A picks a card and gives the definition of the word, or a synonym, or the opposite, or a description. {For example, the picked word is 'cat'. Person A can say, it's an animal with 4 legs and a long tail'.}
• Take turns

MEMORY ACTIVITIES

Practices: memory, all skills

Concentration

• Make a set of 30 cards (or 10, or 20 depending on level and ability) that is made up of sets of pairs — a written word and a picture, for example, or two pictures of the same thing, or two of the same numbers, or a word and an associated pair word (up/down; blue/sky; green/grass; President/White House), or upper case and lower case letters (A/a; B/b; C/c), or a letter with a picture with an associated sound (A/apple; B/book; , C/cat...)

• Mix up the cards so they are not in pairs.

• Lay the cards on a table face down in rows.

• Person A turns over a card, and another card. If they are a pair, s/he takes the cards and keeps them in front of her. If they are not a pair, they are turned back over.

• Person B picks a card, then another card, trying to find the pair. If they two are a pair, person B takes them. If not, turn them back over.

• The next person takes a turn.

• Keep playing until all the cards have been paired and taken.

• The person with the most pairs wins.

I Went to the Store — Advanced Vocabulary Alphabet

• Person 1 says, I went to the store and I bought (something that begins with ‘a’ such as ‘apples’).

• Person 2 says, I went to the store and I bought ‘apples’ (whatever person A said) and ‘bananas’ (or something that begins with ‘b’).

• Person 3 repeats the list so far: I went to the store and I bought apples, bananas, and (something with a ‘c’ chicken.

• Keep going until everyone is out. The person who can remember the list best wins.

CONVERSATION

Most ESL learners say that what they want most in English class is to be able to speak better, and to learn the vocabulary needed for everyday conversation. Be sure each session has lots of talking time.

Speaking goals for ESL learners include being able to:

• communicate meaning

• say things in more than one way

• ask for information and clarification

• increase vocabulary

• improve grammar

• improve pronunciation

• feel comfortable in different English speaking situations

Listening goals include being able to:

• understand the pronunciation of native/non-native English speakers
• understand the gist of what they hear, even if they don't know every word
• understand native speech at normal speeds
• understand idioms and slang
• hear and understand grammar structures

Remember that unlike an interview, conversations are a two-way exchange of information and just plain talk. Relax, have a normal conversation, ask about different subjects, ask about their experiences and interests, follow up on what they say with questions and your own stories and perspectives. Encourage your learner to ask questions of you, too, and don’t be afraid to be playful or have fun. Keep focused on communication - real communication - and think less about being a teacher, and you'll both get a lot out of talking.

How to be a Real Interviewer

INTERVIEW PRACTICE GUIDE

A personal interview is part of the citizenship examination. Interviews are typically around 15 minutes, but may be shorter or longer. The purpose of the interview is to evaluate the applicant's English, and to review and check the information on the application. The applicant must pass the interview before moving to the civics/history exams.

Preparing Yourself to Teach

HOW TO PREPARE AND PRACTICE

1. Use the N-400 as a general guide to the content.

2. Teach the English material needed first, using general ESL materials and methods.

   Essential content: Numbers, days of week, calendar, dates, questions, I have (she has, they have); I am (he/she is, they are), names or letters (spelling), map/orientation basics, family members, greetings, weather

3. With different contexts, teach the question words. Be aware that the distinctions are small and difficult to learn. Learners must be able to understand very well:

   Where
   When
   Why
   Who
   How
   How long
   What

Quick Tutor Tips

TUTOR TIPS:

1. Try to avoid mere drilling.
2. Be sure to ask questions in different ways

3. Blend in some role playing, taking turns asking and answering questions, games, or other activities around content (such as days, calendar, weather, transportation, etc.)

4. Mix in learning and practicing the useful phrases and other miscellany, not just the questions directly on the form.

5. Don't get hung up on complicated vocabulary.

6. Remember there is a difference between what the learner must be able to UNDERSTAND and respond to, and what they must be able to SAY THEMSELVES.

7. KEEP LEARNER'S ANSWERS AS SHORT AS POSSIBLE. Most questions can be answered with one or two word answers.

8. Have learner fill in sections of the sample N-400 as they are able.

9. PRACTICE DICTATION regularly, at the appropriate level

**Quick Subjects:**

**Subject: Question Words**

**QUESTION WORDS**

TUTOR: It is essential that the learner be able to understand what they are being asked when they are asked questions that begin with the tricky, similar sounding question words. Practice these with different material.

BE SURE to talk about tone, and how a voice goes up at the end of a question. Show how the same sentence can be phrased as a question or not, depending on tone, like, "You went to the store," or, "You went to the store?"

What
What is your name?
What is this?
What is in my pocket?
What is your address?
When did you come here?
Why did you come here?
When were you born?
Where were you born?
Where do you live?
When were you married?
How long have you been married?
How many years have you been married?
How marry limes have you been married?
Who is/ who was _____? (ie: George Bush)
How do you spell that?

WHO
WHAT
WHEN
WHERE
WHY
HOW
HOW MANY TIMES
HOW MANY YEARS

Subject: Naturalization Interview

INTERVIEW PROCESS PHRASES
TUTOR: Be sure the learner understands these process phrases and can respond appropriately.

• Please come in.
• Please sit down.
• Don’t sit yet.
• Please stand.
• Raise your right hand.
• Do you swear to tell the truth?
• Give me your green card.
• Give me your alien registration card.
• Give me your alien card.
• Give me your social security card.
• Do you have your?
• May I see your ‘—
• Can I see your
green card
alien card
alien registration card
social security card
marriage certificate
driver's license
• Can you speak English?
• How do you spell that?
• Spell that please.
Subject: Small Talk

SMALL TALK

GREETINGS
Hello. >> Hello.
How are you? >> Fine, thank you.
Good morning. Good afternoon.

WEATHER
Use ESL materials to teach this information first
How is the weather today?
   It is cold. It is hot.
   It is raining.
   It is sunny.
   It is nice out.
Yesterday was_______

DAYS AND DATES Use ESL materials to teach this information first
Today is [Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday]
Today is_______
(date)
Yesterday was_______
(day)
Yesterday was_______
(date)

TRANSPORTATION
Use ESL materials to teach this information first
How did you get here?
   I came by bus/car
   My husband brought me. / wife / daughter / son
Do you drive? Yes/no

Subject: Useful Phrases

USEFUL PHRASES
http://www.thirdspacelanguagearts.com/#page38
TUTOR: Teach these in the context of responses to questions.

- I don't have one.
- Can you repeat that please?
- Sorry. I don't understand.
- Pardon me? - Can you say it again please?
- Can you speak louder, please?
- What?
- Sorry, I forgot.
- I'm nervous.

**Subject: Name**

**NAME**

TUTOR: Practice information orally at first, then move to writing the name, then practice writing in response to the question, then practice writing the full sentence. Give learner homework practice.

What is your name? My name is ____________

My name is ____________

What is your first name?

My first name is ____________

What is your given name?

My given name is ____________

What is your middle name?

My middle name is ____________

I don't have one.

What is your family name?

My family name is ______

What is your last name?

My last name is ____________

What is your maiden name?

My maiden name is ____________

I don't have one.

What is your full name? ____________

What is your complete name? ____________

What is your name on your alien registration card? ____________

HOW DO YOU SPELL THAT?
DO YOU WANT TO CHANGE YOUR NAME?

Address

ADDRESS

TUTOR: Be sure learner can write and say his or her full address, and knows the city and state s/he lives in. THERE IS NO NEED TO ANSWER IN COMPLETE SENTENCES.

What is your address?
What is your current address?
What is your present address?
Where do you live?
What city do you live in?
What state do you live in?
My address is __________
I live at __________
I live in __________
(city)
I live in ________________
(state)
How long have you lived here? ____________
How long have you lived in ____________
When did you come to Hawaii? ____________
Where did you live before your current address?
You have been in Honolulu ___ years, right?
You have been in Hawaii ___ years, right?

Family Members

FAMILY MEMBERS

TUTOR NOTE: Use ESL materials to teach this Information first. Use pictures, translation, to teach husband, wife, daughter, son, child, children. Substitute different family members for information about name.

What is your husband's name?
What is your wife's name? What is your daughter's name?
What is your son's name?
What are your children's names?
Your son's name is ______ , right?
Your daughter's name is ______. right? You son's name is _____, isn't it?

Your husband was born in _____, wasn't he?

Where were you born? _________

Where was your husband born? _________

Your children are citizens, aren't they?

---

**Subject: Marital Status**

**MARITAL STATUS**

TUTOR NOTE: Be sure to practice the difference between 'how many times' and 'how long' in many different contexts to be sure learner thoroughly understands.

Are you married

- single
- divorced
- widowed

How many times have you been married?

How long have you been married?

When were you married?

On what date were you married?

Can I see your marriage certificate please?

You've been married ____ years, right?

You've been married ____ years, haven't you?

Your husband is a naturalized citizen, isn't he?

---

**Subject: Absences from the US**

**ABSENCES FROM THE U.S.**

TUTOR: Teach this content material using ESL materials first, so meaning are clear.

NOTE: This is where the distinctions in the questions are very important. Detecting these differences is difficult practice with different materials. When, where, why, were, how long?

Have you been absent from the U.S. since becoming a permanent resident?

When did you leave?

Where did you go?

How long were you away? When did you return?

When did you come back? Were you away for more than 6 months?

Were you absent for more than 6 months?
Subject: Employment

EMPLOYMENT

Do you work?
Are you employed?
How do you support yourself?
Where do you work?
Who is your employer?
What do you do?
Are you working now?
Did you work in the past?
You're not working now, are you?

Subject: Children

CHILDREN:

Information about children includes children who have died. This can be very difficult to deal with.

Do you have children?
How many?
Are all your children living?
What are their names?
What is your daughter's/son's name?
Where were your children born?
When was your daughter/son born?
Where was your daughter/son born?
Is your daughter/son a citizen of the U.S.?
Where do your children live?

Let's Review

REVIEW:

WHAT IS YOUR.... HOW LONG HAVE YOU.... HOW MANY YEARS...

What is your
first name
middle name
last name
maiden name
family name
given name
husband's/wife's name
son's/daughter's name
social security number
alien registration number
country of birth nationality citizenship
port of entry into the U.S.
address current address
present address
date of birth
marital status
How long have you lived at your current address
lived at this address/ lived here/lived in this city
been married
been a permanent resident
been in the U.S.
been away from the U.S.
When did you become a permanent resident?
get married
arrive in the U.S.
How many times have you been married
left the U.S.
How many years have you been married
been a permanent resident
LEVEL: ESL PRE-LITERATE

Developing Listening and Speaking

Able to:

• exchange polite greetings (Hello, how are you? I am fine, thank you.)
• answer questions about name, address, phone number, social security number
• say where from identify living in Philadelphia, Pennsylvania
• write name and address
• write telephone, social security, alien registration card numbers
• follow process directions (see INS Interview Guide) Recognize and say numbers 1-10
  Recognize, say, and write 10 - 13 letters (start with letters of name and address)

Can say:

• name
• days of the week, names of months
• current year birth date family members (husband, wife, child, children)

Can answer (with pointing or one or two words)

• Where is _______?; where is the________?
• What is _______?

Basic Materials

• Map of US
• Map of world
• Number cards
• Letter cards (capitlals and small letters)
ESL PRE-BEGINNER
Developing Listening and Speaking Skills

What to Cover

Items in bold are also for citizenship interview and exam preparation

• Greetings
• Yes, no
• Personal information: name, address, telephone number
• Colors (flag: red, white, blue)
• Numbers (address, phone, social security, alien registration, birth dates)
• Days of the week
• Direct family members (husband, children)
• Phrases: I don't understand; please repeat
• Time
• Clothing
• Household basic furniture, rooms
• Basic food
• I am, this is, where is, what is
• I, you, he, she, it, we, they

Developing Reading and Writing Skills

• Letters (learn to recognize sound, trace, then write on own, focus on letters in name first, not alphabet)
• Numbers and money
• Name, address, phone number
• Sight words
• Words from known letters

Citizenship Content

• Greetings
• Process directions (raise your right hand, please sit down, don’t sit, stop, start)
**What is your name?**

**Where do you live?**

**What is your address?**

**Are you married?**

**Do you have children?**

**Where were you born?**

- Flag, flag vocabulary (red, white, blue, stars, stripes, 13 stripes, 50 stars)
- Names of holidays: Thanksgiving, Fourth of July (Independence Day)
- Map of US - basic orientation

**Activities**

- Role play interview: name, address, telephone number
- Dialogues - basic information. Take turns as possible.
- INS Agent Simon Says or Role Play: following directions such as raise right hand, raise left hand, sit down, stand up

**Listen and check off**

Have sheet with picture of American flag, picture of Thanksgiving, the learners street address, the US map with states, etc. Have cards that correspond. Put the cards face down in the middle. Pick the top one and say the word or phrase (depending on level) and the learner circles the item. Take turns if possible, so learner practices speaking. Make into a game by each having a sheet and saying whoever gets 5 first wins.

**Make a flag**

Have 10 red strips, 10 white strips, blue box, stars. Use for counting practice up to 7, then 13, then 50. Put names of original 13 states on stripes for, later use.

**N400 Interview board game**

Make boxes with interview questions. Roll die, go, person must answer question correctly to move on.

**Number bingo**

Each person has sheet that they write five numbers on (for beginning English literacy learners, you can write numbers the first time, then they should write the numbers.) Have a pile of cards with numbers on them. Put the cards face down. Pick the top one and say...
it. Whoever has it crosses it off. First one to cross off all, wins.

**Letter bingo**

Same as number bingo, just use letters instead. Be sure the learner writes the letters as possible. Have patience.

**Color bingo**

Same, but for basic learners, have the colors on the sheet with the word written next to it. On cards, have the color and the word. Note: concepts of blue and green distinctions, and sometimes orange and red, vary among cultures. Focus on red, white, and blue.

**Where am I?**

Everyone has a paper with the US on it (showing PA), with England, and other geographic map info you've covered. In pairs, each person puts a dot of where they are. Each must guess where the other is by asking questions. At most beginner, can be one word direct questions, like "England?". Later, can be indirect ('begins with letter E?' or, 'In the US?' Practice 'where' by modeling, 'where are you? Are you in...')
LEVEL: ESL BEGINNER

Developing Writing, Listening and Speaking Skills

- Able to:
  - exchange polite greetings (Hello, how are you? I am fine, thank you.)
  - answer questions about name, address, phone number, social security number
  - say where from, how long been in US
  - identify living in Honolulu Hawaii
  - write name and address, and telephone, social security, alien registration card numbers
  - follow process directions (see INS Interview Guide)
  - recognize, say, and write numbers 1-100
  - recognize, say, and write 3-10 sight words
  - write two word dictation phrases
  - use 'want' and 'have' in brief responses and phrases
  - describe US flag

Enter content here...

- Can say:
  - days of the week, names of months, current year
  - birth date family members (husband, wife, child, children, sister, brother, grandchild, etc.)
  - with: I am, he is, she is, we are, they are
  - useful phrases (see Guide to Interview Practice)

Can answer (with pointing or one or two words)
  - Where is______; where is the______; where are______?
  - What is________?
  - When did you______?

Additional questions from INS Interview

ADDITIONAL CONTENT

Numbers: personal information numbers, prices, dates

Calendar, Thanksgiving, July 4th Useful phrases
Body and health
Household
Time
Weather
Money

Materials to have:

- Map of US & world
- Calendar number cards
- Bingo games
- Letter cards
- Word cards
- N-400 Form
- Concentration games
- Personal dictionary
- Paper/booklets for language experience stories

Listening/Speaking skills:

Items in bold are also for citizenship interview and exam preparation

- Personal information: name, address, marital status, age, telephone number
- Colors (red, white, blue)
- Numbers
- Days of the week, dates, months, years (birthdate, date of arrival, Thanksgiving, July 4)
- Family members, family relationships (husband, child, sister, brother, grandchild, etc.)
- Holidays
- Phrases: I don't understand; could you say that more slowly please?
- Introductions
- Time of day (morning, afternoon, evening)
- Names of foods and meals
- Household rooms, furniture
- Clothing
- Parts of the body
• Money
• Telephone
• Transportation
• Weather
• I am, this is, where is, what is
• I, you, he, she, it, we, they
• Me, mine, his, hers
• Him, her
• —ing (I am —ing)
• Who, when, why, how
• How long?
• Want
• Have

Reading and writing skills

• Numbers - be able to read and write numbers and numbers used in contexts (prices, time, signs, phone, social security, alien registration, etc.)
• Read and write name, address, phone number
• Read sight words
• Read individual short sentences
• Write individual sight words and short sentences

Citizenship Content

• Mechanics: application if necessary
• Interview questions:
  What is your name?
  Where do you live?
  What is your address?
  Are you married?
  Do you have children?
  What is your social security number?
  What is your telephone number?
  Are you currently employed?
Have you ever been employed in the United States?

History and civics

• History and Civics Topic: Patriotic symbols and Citizenship

Content: Flag, Star Spangled Banner, why citizenship (vote, travel)

Vocabulary: flag vocabulary (red, white, blue, stars, stripes, 13, 50), citizenship

• History and Civics Topic: Holidays

Content: Thanksgiving, Fourth of July (Independence Day)

Vocabulary: country, pilgrims, Indians/Native Americans, independence

• History and Civics Topic: Geography

Content: United States, England, locations, world orientation, Columbus

Vocabulary: United States, US, America, country, state, states, Pennsylvania (own state), capital, Columbus, discovered History and Civics Topic: Government

Content: government officials, three branches of government (legislative, executive, judiciary)

Vocabulary: vote, voting, elect, election, President, Vice President, senator, Congressman, Congress

• History and Civics Topic: Early Colonial History & Orientation

Content: Declaration of Independence, Revolutionary War

Vocabulary: independence, war, fight, colonies, England, revolution, revolutionary, enemy

Activities:

• Dictate basic personal information (write your name, address, phone number)

• Dictate very simple sentences (3-4 words)

• Role play interview (INS, meeting at a party, introducing someone)

• Question games (Hide and find (where); What's in the bag (what?)

• Where in the world?

• Structure of government cards to arrange (very simplified set)

• Matching and ordering with cards: president, vice president, senator, congressman, House of Representative, Senate • Dialogues (on content areas) r • Community based projects
LEVEL: ESL HIGH BEGINNER/INTERMEDIATE

Developing Reading, Writing, Listening and Speaking Skills

- **Able to:**
  - Exchange polite greetings (Hello, how are you? I am fine, thank you.)
  - Have brief conversations on weather, transportation, family, food, health
  - Answer 50% of questions from INS Interview Guide
  - Respond to all process elements (INS Interview Guide)
  - Write name and address, and telephone, social security, alien registration card numbers
  - Read and write phrases and short sentence dictations
  - Respond to questions about discovery of US, and early colonial history, flag and holidays

- **Can say/use:**
  - I am, he is, she is, we are, they are
  - useful phrases (INS Interview Guide)
  - dates, and time of day, and morning, afternoon, evening
  - basic verbs and verb forms in short sentences

- **Vocabulary and Grammar**

**ADDITIONAL LESSON CONTENT**

Names of foods and meals
Household rooms, furniture
Clothing
Health
Money Transportation
Weather Holidays
US history sections
Neighborhood, directions
US geography

- Civics Questions
- Home
- Field Book
Who, when, where, why, how
Want
Like
Live

**Material to have**

Map of US
Map of world
Calendar
Newspapers
Word cards
Personal dictionary
Concentration and bingo games
N-400
Booklets for language
Experience stories

**Listening and Speaking**

**Content to Use**

- Asking, answering questions
- Who is….?
- Who was…?
- What is….?
- Which is…?
- How many…?
- How long…?
- How much…?
- When? When was…?
- Where? Where was…? Why? Why did…?
- Time frame: was, were, used to, always, never, during, until
- Health, medicine, sickness
- Nutrition
• Weather
• Children
• Like, would like, want, wanted, have, had
• Regular comparatives - tall, taller, big, bigger, small, smaller

Reading and Writing

• Read series of short sentences, answer questions
• Write dictated words
• Write dictated short sentences
• Answer questions read aloud with single words
• Listen to reading, write question answers in short sentences

Citizenship Content

• Mechanics: Filling out application (if necessary)
• Citizenship pre-test and checklist of what already known

Preparing for the Interview

Preparing for an interview (Use Guide to INS Interview Practice)

• Mechanics: application if necessary
• Interview questions:
  What is your name?
  Where do you live?
  What is your address?
  Are you married?
  Do you have children?
  What is your social security number?
  What is your telephone number?
  Are you currently employed?
  Have you ever been employed in the United States?

• History and Civics Topic: Patriotic symbols and Citizenship
  Content: flag, meaning of flag elements, citizenship, Star Spangled Banner
  Vocabulary: Flag, stripes, stars, 13, 50, states, colonies
• History and Civics Topic: Holidays Content: Thanksgiving, Fourth of July (Independence Day)
Vocabulary: Pilgrims, Native Americans (Indians), turkey, independence, celebrate

History and Civics Topic: Geography


• History and Civics Topic: Early Colonial History

Content: Columbus, settlement, colonies, Declaration of Independence,

Revolutionary War, George Washington Vocabulary: settle, colonies, freedom, war, fight, independence, England, revolution, revolutionary, enemy, all men are created equal, US Constitution, George Washington, father of country, Thomas Jefferson

• History and Civics Topic: Constitution

Content: Constitution

Vocabulary: law, highest law, document, government of the people, protection, rights, Bill of Rights, freedoms, amendments, vote, voting, election, elect, political parties

• History and Civics Topic: Government

Content: Structure of government, branches of government, government officials, terms of office, levels of government introduction (federal, state, local, governor, mayor)

Vocabulary: President, vice-president, senator, Congressman, Congress, branches (executive, legislative, judiciary), terms, office, Washington DC, state capital, city hall

• History and Civics Topic: Civil War and Civil Rights

Content: Slavery, Civil War, Civil Rights Vocabulary: Freedom, slaves, slavery, Abraham Lincoln, Martin Luther King, voting rights, voting rights amendments, Emancipation Proclamation

• History and Civics Topic: World War II

Content: World War II

Vocabulary: Allies (France, England, Russia), enemies (Germany, Japan, Italy)

Activities

• Community based projects
• Question board game
• Dictation of basic information (write your name, address, phone number)
• Dictation of simple sentences
• Role play interview
• Question game
• Where in the world
• Structure of government cards to arrange
• Matching and ordering with cards: president, vice president, senator, congressman, House of Representative, Senate
• Timeline history cards to place in order
• Timeline sentences to arrange
- Listen to reading passage and check off true/false
- Questions with true/false check off boxes
Working with groups

Where to start:

Unless you work with only one learner, you will likely be dealing with the challenge of adapting your lessons for people at different skill levels within the group. The language assessment can help sort learners into different groups based on level, but even so, within a group people will almost inevitably vary in their reading, writing, speaking, and listening skills and levels. Be flexible in adapting your activities for broad participation.

How to find a balance:

• Think about the parts of your lessons that everyone can do together, the parts that learners will need your individual attention for, and the practice activities that they can do on their own.

• Balance the work so that a learner at a lower level is working independently while you teach a learner at a higher level. A segment of about 15-20 minutes should allow you enough time to introduce a concept or grammar point for that day. Switch so that the first learner can practice the new material while you work directly with the lower-level learner(s).

• Try to begin and end each session with an activity or discussion that includes everybody.

• Have more advanced students work with less advanced students.

• Utilize activities that draw on different skills - in Bingo, for example, the better readers can do the reading, and the beginners stay with only listening.

Higher-level learners:

Teach higher-level learners how to do an activity, then let them work on it on their own. For example:

• practice filling out forms (N-400, job applications, library card applications, voter registration)

• writing answers to questions

• writing questions

• writing about topics of their choice or topics assigned by you

• reading and answer comprehension questions

• reviewing grammar points using photocopied worksheets

• listening to a tape recording and answer questions based on what they hear

• using reference materials (dictionary, encyclopedia, maps, etc.) to answer questions

• writing letters
Lower-level learners

Design activities lower-level learners can do on their own, after being shown how. For example:

• matching
• identifying and circling
• tracing
• copying words and sentences
• fill-ins • filling in simple forms
• unscrambling words/sentences
• concentration
10 Steps to Naturalization

Understanding the Process of Becoming a U.S. Citizen

U.S. Citizenship and Immigration Services

M-1051 (09/12)
**STEP 1**

**Determine if you are already a U.S. citizen.**

You can become a U.S. citizen by birth or through naturalization. Generally, people are born U.S. citizens if they are born in the United States or if they are born abroad to U.S. citizens. You may also derive U.S. citizenship as a minor following the naturalization of one or both parents.

☑ Were you born in the United States or a territory of the United States?

☐ Is at least one of your parents a U.S. citizen?

If yes, refer to Form N-600, Application for Certificate of Citizenship or Form N-600K, Application for Certificate of Naturalization. If you have a U.S. citizen parent who is a U.S. citizen by either birth or naturalization you may already be a citizen.

**WHAT TO DO:**

If you are not a U.S. citizen by birth, or did not acquire or derive U.S. citizenship from your parent(s) automatically after birth, go to the next step.

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**If you are not a U.S. citizen— Go to STEP 2**
**STEP 2**

**Determine your eligibility to become a U.S. citizen.**

In general, you may qualify for naturalization if you are at least 18 years old and have been a permanent resident for at least 5 years (or 3 years if you are married to a U.S. citizen) and meet all other eligibility requirements.

**WHAT TO DO:**

- Check Form M-476, A Guide to Naturalization available at [www.uscis.gov/natguide](http://www.uscis.gov/natguide) to learn more about naturalization and eligibility requirements.

- Visit the Citizenship Resource Center at [www.uscis.gov/citizenship](http://www.uscis.gov/citizenship) for information on the naturalization test and available study materials.

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Eligible—Go to **STEP 3**

Not Eligible—We encourage you to apply when you are eligible.
Prepare Form N-400, Application for Naturalization.

When you meet all requirements to become a U.S. citizen, complete Form N-400 to apply for naturalization. Download Form N-400 at www.uscis.gov/n-400 or call the USCIS Forms Line at 1-800-870-3676 to request a copy.

**WHAT TO DO:**
- Complete and sign your Form N-400.
- Get 2 passport-style photos taken.
- Collect the necessary documents to demonstrate your eligibility for naturalization. Refer to A Guide to Naturalization for more information at www.uscis.gov/natguide.
- Review your Form N-400 and supporting documents.

**Note:** USCIS may ask for additional information if your application is incomplete. This will delay the processing of your application.
Submit Form N-400, Application for Naturalization.

Send in your application, photographs, documents, and fees to USCIS. (Refer to www.uscis.gov/n-400 for filing addresses.)

Once you submit Form N-400 and get a receipt notice, you can check current processing times and the status of your application by visiting www.uscis.gov or by calling Customer Service at 1-800-375-5263 or 1-800-767-1833 (hearing impaired).

**WHAT TO INCLUDE:**

- Form N-400 and biometric services fees, if applicable.
- Form N-648, Medical Certification for Disability Exceptions, if applicable. If you are seeking an exception to the English and/or civics requirement for naturalization because of a physical or developmental disability or a mental impairment, submit Form N-648 with your package.
- 2 passport-style photos and any additional evidence demonstrating your eligibility for naturalization.

Refer to Form N-400 instructions for additional documentary requirements. Keep a copy of your completed Form N-400 and any supporting evidence for your records. You will be required to answer questions about your Form N-400 at your naturalization interview.
Go to the biometrics appointment, if applicable.

USCIS requires applicants to be fingerprinted for the purpose of conducting Federal Bureau of Investigation (FBI) criminal background checks. All applicants must have background checks completed before USCIS will schedule an interview. If you are 75 years old or older at the time of filing, you are exempted from the fingerprint requirements, but are subject to all other background checks.

WHAT TO DO:
- ☑️ Receive an appointment notice that will include your biometrics appointment date, time, and location.
- ☑️ Arrive at the designated location at the scheduled time.
- ☑️ Have biometrics taken.
- ☑️ At a later date, you will receive an appointment notice for your naturalization interview.

Go to Step 6
STEP 6

Complete the interview.

Once all the preliminary processes on your case are complete, USCIS will schedule an interview with you to complete the naturalization process. You must report to the USCIS office at the date and time on your appointment notice. Please bring the appointment notice with you.

It is very important not to miss your interview. If you have to miss your interview, you should write to the office where your interview is to be conducted as soon as possible and ask to have your interview rescheduled. Rescheduling an interview may add several months to the naturalization process, so make all attempts to attend your original interview date.

Note: You must notify USCIS if you change your address after filing your Form N-400 within 10 days of your relocation by filing Form AP-74, Change of Address, with USCIS. For information on filing a change of address, go to the USCIS website at www.uscis.gov/addresschange or call Customer Service at 1-800-375-5283. You must notify USCIS EVERY TIME you change your address.

Continued on next page.
WHAT TO EXPECT:

☑ At the interview, you will meet with a USCIS officer and answer questions about your Form N-400.

☑ If you are requesting a medical exception to the English and civics testing requirements, submit Form N-648, Medical Certification for Disability Exceptions if you did not submit it at the time you filed your Form N-400.

☑ You will take the English and civics tests, unless exempt. Refer to A Guide to Naturalization for more information on exemptions. Visit www.uscis.gov/citizenship for test preparation study materials.

☑ USCIS will provide you with a notice of interview results following your interview.

☑ In some cases, the USCIS officer will not be able to make a decision on your Form N-400 the day of your naturalization interview. In those cases, the USCIS officer will continue your case. This may include a request for you to provide additional evidence or require a second interview. Go to STEP 6A for more information on a continued application.

If your application is continued—Go to STEP 6A

If your application receives a final decision—Go to STEP 7
STEP 6A

Application Continued

The most common reasons for continuation are:

• You fail the English and/or civics test. USCIS will schedule you to come back for another interview within 60-90 days of your first interview. USCIS will only retest you on the part (English or civics) that you failed. USCIS will deny your Form N-400 if you fail the test(s) a second time.

• The USCIS officer determines you need to provide additional documents/evidence. USCIS may ask you to submit additional documents by giving you Form N-14A, Request for Additional Information, Documents or Forms. You will need to provide the additional documentation requested to continue the naturalization process.

• You fail to provide USCIS the correct documents.

Go to STEP 7
Receive a decision from USCIS on your Form N-400, Application for Naturalization.

You will be issued a written notice of decision.

- **Granted**—USCIS may approve your Form N-400 if the evidence on record establishes your eligibility for naturalization.

- **Denied**—USCIS will deny your Form N-400 if the evidence on record establishes you are not eligible for naturalization.

If your application is granted—
Go to **STEP 8**

If your application is denied—
Go to **STEP 7A**
Application Denied

You will receive a letter from USCIS explaining the reason for your Form N-400 denial. If you believe that USCIS incorrectly denied your Form N-400, you may request a hearing to appeal this decision.

WHAT TO DO:
The denial notice you receive will have instructions on how to appeal the USCIS decision by filing Form N-336, Request for a Hearing on a Decision in Naturalization Proceedings. Visit www.uscis.gov/n-336 to download the form and detailed instructions. You MUST file Form N-336 with the appropriate fee within 30 days of the Form N-400 decision date. If a request for hearing is not filed within the time allowed, the denial decision is final. Refer to A Guide to Naturalization for more information by visiting www.uscis.gov/nat zguide.
Receive a notice to take the Oath of Allegiance.

WHAT TO EXPECT:
You may be able to participate in the oath ceremony on the same day as your interview. If a same day oath ceremony is unavailable, USCIS will mail you a notification with the date, time, and location of your scheduled oath ceremony.
If you cannot attend the oath ceremony on the day USCIS scheduled you, return the USCIS notice Form N-445, Notice of Naturalization Oath Ceremony, to your local USCIS office. Include a letter explaining why you cannot attend the oath ceremony. Ask USCIS to reschedule you.
Take the Oath of Allegiance to the United States.

You are not a U.S. citizen until you take the Oath of Allegiance at a naturalization ceremony. The oath is administered by USCIS at an administrative ceremony or by a judge in a judicial ceremony. A court has exclusive authority to conduct the ceremonies in certain USCIS districts.

You receive your Certificate of Naturalization after taking the Oath of Allegiance.

WHAT TO DO:

☑ Complete the questionnaire Form N-445, Notice of Naturalization Oath Ceremony.
☑ Report for your oath ceremony.
☑ Check-in with USCIS.
☑ A USCIS officer will review your responses to Form N-445.
☑ Turn in your Permanent Resident Card.
☑ Take the Oath of Allegiance to become a U.S. citizen.
☑ Receive your Certificate of Naturalization and review it before leaving the ceremony site. Notify USCIS of any corrections to your certificate at that time.

Go to STEP 10
Understanding U.S. citizenship.

Citizenship is the common thread that connects all Americans. Below is a list of some of the most important rights and responsibilities that all citizens—both Americans by birth and by choice—should exercise, honor, and respect. While some of these responsibilities are legally required of every citizen, all are important to ensure the continued vitality of our country and democracy.

Rights
- Freedom to express yourself.
- Freedom to worship as you wish.
- Right to a prompt, fair trial by jury.
- Right to vote in elections for public officials.
- Right to apply for federal employment requiring U.S. citizenship.
- Right to run for elected office.
- Freedom to pursue “life, liberty, and the pursuit of happiness.”

Responsibilities
- Support and defend the U.S. Constitution.
- Stay informed of the issues affecting your community.
- Participate in the democratic process.
- Respect and obey federal, state, and local laws.
- Respect the rights, beliefs, and opinions of others.
- Participate in your local community.
- Pay income and other taxes honestly, and on time, to federal, state, and local authorities.
- Serve on a jury when called upon.
- Defend the country if the need should arise.
Helpful Resources

The decision to apply for U.S. citizenship is up to each individual. USCIS has a variety of educational resources to help you prepare. You will find information on eligibility and testing, the application process, and study materials. You can also learn more about citizenship rights and responsibilities and find a free USCIS information session in your area.

U.S. Citizenship and Immigration Services (USCIS) is the government agency that oversees lawful immigration to the United States.

[Link to USCIS website]

The USCIS Citizenship Resource Center provides learners and applicants with a one-stop resource for locating citizenship preparation materials.

[Link to USCIS citizenship sessions]

USCIS regularly holds free information sessions for the public. Topics covered at these sessions include naturalization eligibility requirements, the naturalization process, and the naturalization test.

[Link to USCIS naturalization sessions]

Form M-470, A Guide to Naturalization provides information on the benefits and responsibilities of citizenship, an overview of the naturalization process, eligibility requirements, and what to expect at your naturalization interview.

[Link to USCIS naturalization guide]

Form N-400, Application for Naturalization is the form you will use to apply for U.S. citizenship.

[Link to USCIS N-400]

If you believe you are already a U.S. citizen, determine if you are eligible to file Form N-600, Application for Certificate of Citizenship or Form N-800K, Application for Citizenship and Issuance of Certificate.

[Link to USCIS N-600]
[Link to USCIS N-800K]

To update your address with USCIS, file Form AR-11, Change of Address.

[Link to USCIS address change]
Question 1
What is the supreme law of the land?
Answer
the Constitution

Question 2
What does the Constitution do?
Answer 2
sets up the government

Question 3
The idea of self-government is in the first three words of the Constitution. What are these words?
Answer 3
We the People

Question 4
What is an amendment?
Answer 4
- a change (to the Constitution)
- an addition (to the Constitution)

Question 5
What do we call the first ten amendments to the Constitution?
the Bill of Rights

**Question 6**

What is one right or freedom from the First Amendment?

**Answer 6**

- speech
- religion
- assembly

**Question 7**

How many amendments does the Constitution have?

**Answer 7**

twenty-seven (27)

**Question 8**

What did the Declaration of Independence do?

**Answer 8**

- announced our independence (from Great Britain)
- declared our independence (from Great Britain)

**Question 9**

What are two rights in the Declaration of Independence?

**Answer 9**

- life
- liberty
- pursuit of happiness

**Question 10**
What is freedom of religion?

Answer 10

You can practice any religion, or not practice a religion.
Question 1

What is the economic system in the United States?

Answer 1

- capitalist economy
- market economy

Question 2

What is the “rule of law”?

Answer 2

- Everyone must follow the law.
- Leaders must obey the law.
- Government must obey the law.
- No one is above the law.

Question 3

Name one branch or part of the government.

Answer 3

- Congress
- legislative
- President
- executive
- the courts
- judicial

Question 4

What stops one branch of government from becoming too powerful?

Answer 4

- checks and balances
Question 5
Who is in charge of the executive branch?

Answer 5
the President

Question 6
Who makes federal laws?

Answer 6
- Congress
- Senate and House (of Representatives)

Question 7
What are the two parts of the U.S. Congress?

Answer 7
the Senate and House (of Representatives)

Question 8
How many U.S. Senators are there?

Answer 8
one hundred (100)

Question 9
We elect a U.S. Senator for how many years?

Answer 9
six (6)
Question 10

Who is one of your state’s U.S. Senators now?

Answer 10

Click here to lookup...

More Sets
Question 1

The House of Representatives has how many voting members?

Answer 1

four hundred thirty-five (435)

Question 2

We elect a U.S. Representative for how many years?

Answer 2

two (2)

Question 3

Name your U.S. Representative.

Answer 3

Click here...

Question 4

Who does a U.S. Senator represent?

Answer 4

all people of the state

Question 5

Why do some states have more Representatives than other states?

Answer 5
We elect a President for how many years?

four (4)

In what month do we vote for President?

November

What is the name of the President of the United States now?

Barack Obama

What is the name of the Vice President of the United States now?

Joseph R. Biden, Jr.

If the President can no longer serve, who becomes President?
Question 1

If both the President and the Vice President can no longer serve, who becomes President?

Answer 1

the Speaker of the House

Question 2

Who is the Commander in Chief of the military?

Answer 2

the President

Question 3

Who signs bills to become laws?

Answer 3

the President

Question 4

Who vetoes bills?

Answer 4

the President

Question 5

What does the President’s Cabinet do?
advise the President

Question 6

What are two Cabinet-level positions?

Answer 6

- Secretary of Agriculture
- Secretary of Commerce
- Secretary of Defense
- Secretary of Education
- Secretary of Energy
- Secretary of Health and Human Services
- Secretary of Homeland Security
- Secretary of Housing and Urban Development
- Secretary of the Interior
- Secretary of Labor
- Secretary of State
- Secretary of Transportation
- Secretary of the Treasury
- Secretary of Veterans Affairs
- Attorney General
- Vice President

Question 7

What does the judicial branch do?

Answer 7

- reviews laws
- explains laws
- resolves disputes (disagreements)
- decides if a law goes against the Constitution

Question 8

What is the highest court in the United States?

Answer 8

the Supreme Court

Question 9

How many justices are on the Supreme Court?
Question 9

How many justices are on the Supreme Court?

Answer 9

nine (9)

Question 10

Who is the Chief Justice of the United States now?

Answer 10

John Roberts (John G. Roberts, Jr.)
Question 1

Under our Constitution, some powers belong to the federal government. What is one power of the federal government?

Answer 1

- to print money
- to declare war
- to create an army
- to make treaties

Question 2

Under our Constitution, some powers belong to the states. What is one power of the states?

Answer 2

- provide schooling and education
- provide protection (police)
- provide safety (fire departments)
- give a driver’s license
- approve zoning and land use

Feedback

Question 3

Who is the Governor of your state now?

Answer 3

Answers will vary. [District of Columbia residents should answer that D.C. does not have a Governor.]

Question 4

What is the capital of your state?
- The Capital of Hawaii is Honolulu.
- District of Columbia residents should answer that D.C. is not a state and does not have a capital. Residents of U.S. territories should name the capital of the territory.

**Question 5**

What are the two major political parties in the United States?

**Answer 5**

Democratic and Republican

**Question 6**

What is the political party of the President now?

**Answer 6**

Democratic (Party)

**Question 7**

What is the name of the Speaker of the House of Representatives now?

**Answer 7**

(John) Boehner

**Question 8**

There are four amendments to the Constitution about who can vote. Describe one of them.

**Answer 8**

- Citizens eighteen (18) and older (can vote).
- You don’t have to pay (a poll tax) to vote.
- Any citizen can vote. (Women and men can vote.)
- A male citizen of any race (can vote).
What is one responsibility that is only for United States citizens?

- Answer 9
  - serve on a jury
  - vote in a federal election

Question 10

Name one right only for United States citizens.

- Answer 10
  - vote in a federal election
  - run for federal office

More Sets
Question 1

What are two rights of everyone living in the United States?

Answer 1

- freedom of expression
- freedom of speech
- freedom of assembly
- freedom to petition the government
- freedom of worship
- the right to bear arms

Question 2

What do we show loyalty to when we say the Pledge of Allegiance?

Answer 2

- the United States
- the flag

Question 3

What is one promise you make when you become a United States citizen?

Answer 3

- give up loyalty to other countries
- defend the Constitution and laws of the United States
- obey the laws of the United States
- serve in the U.S. military (if needed)
- serve (do important work for) the nation (if needed)
- be loyal to the United States

Question 4

How old do citizens have to be to vote for President?

Answer 4
Question 5

What are two ways that Americans can participate in their democracy?

Answer 5

- vote
- join a political party
- help with a campaign
- join a civic group
- join a community group
- give an elected official your opinion on an issue
- call Senators and Representatives

Question 6

When is the last day you can send in federal income tax forms?

Answer 6

April 15th

Question 7

When must all men register for the Selective Service?

Answer 7

- at age eighteen (18)
- between eighteen (18) and twenty-six (26)

Question 8

What is one reason colonists came to America?

Answer 8

- freedom
- political liberty
- religious freedom
- economic opportunity
- practice their religion
- escape persecution
Question 9
Who lived in America before the Europeans arrived?

Answer 9
- American Indians
- Native Americans

Question 10
What group of people was taken to America and sold as slaves?

Answer 10
- Africans
- people from Africa

More Sets
Question 1

Why did the colonists fight the British?

Answer 1

- because of high taxes (taxation without representation)
- because the British army stayed in their houses (boarding, quartering)
- because they didn't have self-government

Question 2

Who wrote the Declaration of Independence?

Answer 2

(Thomas) Jefferson

Question 3

When was the Declaration of Independence adopted?

Answer 3

July 4, 1776

Question 4

There were 13 original states. Name three.

Answer 4

- New Hampshire
- Massachusetts
- Rhode Island
- Connecticut
- New York
- New Jersey
- Pennsylvania
- Delaware
- Maryland
• Georgia

**Question 5**

What happened at the Constitutional Convention?

**Answer 5**

• The Constitution was written.
• The Founding Fathers wrote the Constitution.

**Question 6**

When was the Constitution written?

**Answer 6**

1787

**Question 7**

The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.

**Answer 7**

• (James) Madison
• (Alexander) Hamilton
• (John) Jay
• Publius

**Question 8**

What is one thing Benjamin Franklin is famous for?

**Answer 8**

• U.S. diplomat
• oldest member of the Constitutional Convention
• first Postmaster General of the United States
• writer of “Poor Richard’s Almanac”
• started the first free libraries
**Question 9**

Who is the “Father of Our Country”?

**Answer 9**

(George) Washington

**Feedback**

**Question 10**

Who was the first President?

**Answer 10**

(George) Washington

**More**

**More Sets**
- **Question 1**

What territory did the United States buy from France in 1803?

- **Answer 1**

the Louisiana Territory

- **Question 2**

Name one war fought by the United States in the 1800s.

- **Answer 2**

- War of 1812
- Mexican-American War
- Civil War
- Spanish-American War

- **Question 3**

Name the U.S. war between the North and the South.

- **Answer 3**

- the Civil War
- the War between the States

- **Question 4**

Name one problem that led to the Civil War.

- **Answer 4**

- slavery
- economic reasons
- states’ rights
What was one important thing that Abraham Lincoln did?

- Answer 5
  - freed the slaves (Emancipation Proclamation)
  - saved (or preserved) the Union
  - led the United States during the Civil War

What did the Emancipation Proclamation do?

- Answer 6
  - freed the slaves
  - freed slaves in the Confederacy
  - freed slaves in the Confederate states
  - freed slaves in most Southern states

What did Susan B. Anthony do?

- Answer 7
  - fought for women’s rights
  - fought for civil rights

Name one war fought by the United States in the 1900s.

- Answer 8
  - World War I
  - World War II
  - Korean War
  - Vietnam War
  - (Persian) Gulf War

Who was President during World War I?

- Answer 9
(Woodrow) Wilson

**Question 10**

Who was President during the Great Depression and World War II?

**Answer 10**

(Franklin) Roosevelt

**More Sets**
Question 1
Who did the United States fight in World War II?

Answer 1
Japan, Germany, and Italy

Question 2
Before he was President, Eisenhower was a general. What war was he in?

Answer 2
World War II

Question 3
During the Cold War, what was the main concern of the United States?

Answer 3
Communism

Question 4
What movement tried to end racial discrimination?

Answer 4
civil rights (movement)

Question 5
What did Martin Luther King, Jr. do?
• fought for civil rights
• worked for equality for all Americans

Question 6

What major event happened on September 11, 2001, in the United States?

Answer 6

Terrorists attacked the United States.

Question 7

Name one American Indian tribe in the United States.

Answer 7

• Cherokee
• Navajo
• Sioux
• Chippewa
• Choctaw
• Pueblo
• Apache
• Iroquois
• Creek
• Blackfeet
• Seminole
• Cheyenne
• Arawak
• Shawnee
• Mohegan
• Huron
• Oneida
• Lakota
• Crow
• Teton
• Hopi
• Inuit

Question 8

Name one of the two longest rivers in the United States.

Answer 8

• Missouri (River)
• Mississippi (River)
Question 9
What ocean is on the West Coast of the United States?
Answer 9
Pacific (Ocean)

Question 10
What ocean is on the East Coast of the United States?
Answer 10
Atlantic (Ocean)

More Sets
Question 1

Name one U.S. territory.

Answer 1

- Puerto Rico
- Guam
- Northern Marianas
- U. S. Virgin Islands
- American Samoa

Question 2

Name one state that borders Canada.

Answer 2

- Maine
- New Hampshire
- Vermont
- New York
- Pennsylvania
- Ohio
- Michigan
- Minnesota
- North Dakota
- Montana
- Idaho
- Washington
- Alaska

Question 3

Name one state that borders Mexico.

Answer 3

- California
- Arizona
- New Mexico
- Texas
What is the capital of the United States?

- Answer 4

Washington, D.C.

Where is the Statue of Liberty?

- Question 5

- Answer 5

- New York (Harbor)
- Liberty Island
- Also acceptable are New Jersey, near New York City, and on the Hudson (River)

Why does the flag have 13 stripes?

- Question 6

- Answer 6

- because there were 13 original colonies
- because the stripes represent the original colonies

Why does the flag have 50 stars?

- Question 7

- Answer 7

- because there is one star for each state
- because each star represents a state
- because there are 50 states

What is the name of the national anthem?

- Question 8

- Answer 8

The Star-Spangled Banner
Question 9

When do we celebrate Independence Day?

Answer 9

July 4th

Question 10

Name two national U.S. holidays.

Answer 10

- New Year’s Day
- Martin Luther King, Jr. Day
- Presidents’ Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving
- Christmas
Naturalization Interview Guide

A PRACTICAL GUIDE TO THE INTERVIEW

A personal interview is part of the citizenship examination. Interviews are typically around 15 minutes, but may be shorter or longer. The purpose of the interview is to evaluate the applicant's English, and to review and check the information on the application. The applicant must pass the interview before moving to the civics/history exams.

Select Interview Script

- Interview Script #1
- Interview Script #2
- Interview Script #3
- Interview Script #4
Interview Script #1

Ask me anything you like

Questions 1-20

1. What is your current legal name?
2. What is your name on your permanent resident card?
3. Do you have any other names?
4. What is your maiden name?
5. Would you like to legally change your name?
6. Have you been a lawful permanent resident for at least five years?
7. Have you been a lawful permanent resident for at least three years?
8. What is your social security number?
9. What is your date of birth?
10. When were you born?
11. When is your birthday?
12. When did you become a permanent resident?
13. What is your country of birth?
14. Where were you born?
15. What is your country of nationality?
16. Are either of your parents U.S. citizens?
17. What is your current marital status?
18. Are you requesting a waiver of the English exam based on a disability?
19. Are you requesting an accommodation because of a disability?
20. What is your home address?

Questions 21-40

21. What is your zip code?
22. What is your daytime phone number?
23. What is your evening phone number?
24. Do you have an e-mail address? No, because I don't have a computer.
25. What is your gender?
27. What is your height?
28. How tall are you?
29. What is your weight?
30. What do you weigh?
31. What is your race?
32. What color is your hair?
33. What color are your eyes?
34. Is this your current address?
35. Are you working?
36. Do you work?
37. Where do you work?
38. What is the name of your employer?
39. Who is your employer?
40. What is your occupation?

Questions 41-60

41. What do you do?
42. How many total days did you spend outside of the United States during the past five years?
43. How many trips have you taken outside of the United States during the past five years?
44. How many trips have you been away from the United States?
45. Have you stayed more than six months on your first trip?
46. Did your last trip last six months or more?
47. Where did you go on your second trip?
48. How many times have you been married?
49. What is your spouse’s name?
50. What is the name of your spouse?
51. What is your husband’s name?
52. What is the name of your wife?
53. When was your husband born?
54. What is the date of your marriage?
55. When were you married?
56. What is your spouse’s social security number?
57. Is your spouse a U.S. citizen?
58. When did your spouse become a U.S. citizen?
59. What is your spouse’s country of citizenship?
60. What is your spouse’s immigration status? Lawful permanent resident

**Questions 61-80**

61. How many sons and daughters have you had?
62. How many boys and girls do you have?
63. Do they live with you?
64. Have you ever claimed to be a U.S. citizen?
65. Have you ever registered to vote?
66. Have you ever voted?
67. Have you ever failed to file tax return?
68. Do you owe any Federal or State taxes?
69. Do you have any title of nobility in any foreign country?
70. Have you ever been declared legally incompetent or been confined, to a mental institution?
71. Do you belong to any affiliations?
72. Do you belong to any organization?
73. Have you ever been a member of or associated with any organization, association or in any other place?
74. Have you ever been a member of or in any way associated with the Communist Party?
75. Have you ever been a member with any other totalitarian party?
76. Have you ever been a member with a terrorist organization?
77. Have you ever advocated the overthrow of any government by force or violence?
78. Have you ever persecuted any person?
79. Did you work with Nazis?
80. Have you called yourself a "nonresident"?

**Questions 81-86**

81. Have you ever failed to file a Federal or State tax return.
82. Have you ever committed a crime?
83. Have you ever been, arrested, cited, or detained by any law enforcement officer?
84. Have you ever been charged with committing any crime or offense?
85. Have you ever been convicted of a crime or offense?
86. Have you ever been placed in an alternative sentencing or a rehabilitative program?
Interview Script #2

Different kinds of questions

- Preliminary Questions:

1. Will you tell the truth?
2. What is the truth?
3. Why are you here today?

- Information About You:

1. What is your name?
2. What is your address?
3. What is your date of birth?
4. Where were you born?

- Background Questions:

1. Have you been arrested? What does "arrested" mean? Answer: go-to-jail
2. What is prostitution? Answer: receiving money for sex
3. Do you believe in the Constitution? What is the constitution? Answer: the highest law in America
5. How many children do you have? Names? Ages? Dates of Birth? If under 21 and not living with you, then you must show proof of child support (i.e. cashed checks)
6. Have you taken any trips outside of the U.S.?
7. Do you have mental illness? What does "mental illness" mean? Answer: being crazy
8. How do you support yourself?
9. Are you willing to bear arms? What does this mean?
10. Why do you want to become an American citizen? Answer One of the following will do: right to vote; travel overseas without problem; sponsor relatives; avoid possible deportation; run for public office; be eligible for federal jobs. /America has more freedom

- History and Government

Civics Questions | Home | Field Book
3. Who is Governor of your state?

4. What are the three branches of government? Answer: Legislative, Executive and Judicial

5. What do we call the first ten amendments? Answer: The Bill of Rights

6. Who was the first President of the United States? Answer: George Washington
Interview Script #3
Questions from Application Form N400

Questions 1-11

1. Please raise your right hand.
2. Do you swear that the information on your application is true and correct?
3. Do you solemnly swear to tell the truth, the whole truth, and nothing but the truth, so help you God?
4. How are you? How old are you? What is your name? Is your name?
5. Do you have middle initial?
6. Where do you live?
7. What is your address? Where is your present place of residence?
8. When were you born? What is your date of birth? When is your birthday?
9. Where were you born?
10. Please show me your social security card.
11. May I see your alien registration card?

Questions 12-22

12. Let me see your birth certificate.
13. Did you bring your marriage certificate? May I see it?
14. Please show me your visa.
15. Please show me your passport
16. Have you been a permanent resident for at least 5 years?
17. How long have you lived in Hawaii?
18. When did you become a permanent resident? When did you enter the United States?
19. Which port did you enter the United States?
20. Which city did you enter the United States?
21. What is your citizenship?
22. Do you have any other name? What other names have you used?

Questions 23-33
24. How tall are you?
25. What is your height?
26. What is your marital status?
27. Can you speak, read and write English?
28. Have you been absent from the United States since becoming a permanent resident?
29. Have you been away from the United States since becoming a permanent resident?
30. Have you been out of the country since you first arrived?
31. How long were you there?
32. How long have you stayed there?
33. Where did you go?

Questions 33-44

33. Where did you go?
34. Why did you go there?
35. What was the purpose of that trip?
36. What was the reason of that trip?
37. Were you there more than 6 months?
38. Were you there over 6 months?
39. Were you there longer than 6 months?
40. Were you there teas than 6 months?
41. Are you working now? Do you work?
42. Where do you work?
43. What do you do?
44. What is your present occupation? What kind of work do you do?
# Interview script #4

## Naturalization interview questions with guided answers

### Travel, work and money

1. When was your last trip? "From (date) to (date)."
2. Where did you go on your last trip? "To (country)."
3. Were any of your trips longer than six months? "Yes" or "No"
4. How many trips did you take after you applied for citizenship? "(number of trips taken)"
5. Do you work? "Yes" or "No"
6. If you don't work, how do you support yourself? "My husband/wife works" (or "My parents give me money," or "I am on SSI," etc.)
7. Where do you work? "I work at ______ (name of business)."
8. What is your occupation (or: What do you do?) "I am a ______ (position)."
9. When did you start working at ______ (name of business) "Since ______ (date)."
10. Do you receive SSI? "Yes" or "No"
11. When did you start receiving SSI? "In ______ (date)."
12. How did you support yourself before you started receiving SSI? "He/she is not making enough money" (or "I am divorced," or "My husband/wife is deceased," etc.)

### Good moral character

1. Have you ever been a member of the Communist Party? "Yes" or "No".
2. What is the Communist Party (or What is Communism?) "A form of government that limits your freedom."
3. Give me an example of a Communist-party. "North Korea, China, Cuba, Vietnam."
4. Have you ever been a member of the Nazi Party? "No."
5. What is the Nazi Party? "The government of Germany under Hitler."
6. Were you ever in the armed forces? "Yes" or "No"
7. What is illegal gambling? "Games of chance for money."
8. Have you ever lied to "Immigration"? "Yes" or "No"
9. Have you ever been treated for mental illness? "Yes" or "No"
10. What is mental illness? "To have a thinking problem."

13. Have you ever been arrested? "Yes" or "No"

14. How many times have you been arrested? "(number of times arrested)."

15. What does "arrested" mean? "When the police takes you to jail."

16. Is it good to go to jail? "No, it's bad. Real bad."

17. Have you had any traffic tickets? "Yes" or "No"

18. Did you pay your fine? "Yes" or "No"

19. Have you had any expungements? "Yes" or "No"

20. What does "expungement" mean? "The court cancels your criminal record."

21. Are you a member of any group or organization? "I am a member of a church" (or "I belong to a professional society," or "I served in the military," etc.).

**U.S. principles**

1. Do you believe in the Constitution? "Yes"

2. What is the Constitution? "The highest law in the land."

3. Do you believe in the form of government of the U.S.? "Yes"

4. Why do you like the Constitution? "It gives me freedom."

5. Are you willing to take the full Oath of allegiance? "Yes"

6. What is the Oath of allegiance? "A promise to be a good citizen and to obey all laws."

7. Are you willing to bear arms for the U.S.? "Yes"

8. What does "bear arms mean? "To fight for America"

9. If there is war, will you help the U.S.? "Yes" or "No"

10. If the U.S. goes to war against your country, which side will you help? "U.S."

11. Are you willing to be a soldier for America? "Yes" or "No"

12. Are you willing to perform noncombatant services for the army? "Yes" or "No"

13. What does "noncombatant services" mean? "Serve in the U.S. army without carrying a gun."

14. Are you willing to perform work of national importance under civilian direction? "Yes" or "No"

15. What does "work of national importance under civilian direction" mean? "To help during an earthquake, fire, or flood."

**Assimilation**

1. Do you want to change your name? "Yes" or "No"
One of our special service efforts is Project SHINE. SHINE is an acronym for Students Helping in Naturalization of Elders. Since 1996, Chaminade students have worked with Kapi‘olani Community College and the University of Hawai‘i at Manoa to help elder immigrants learn the English and civic skills necessary for becoming citizens. Now part of a national consortium, this successful tutorial was the brainchild of a local grassroots community organization, the Chinese Community Action Coalition. While Chaminade students examine culture/ethnicity in America, legal & ethical issues, the roots of poverty in our communities, religion, or teaching techniques, they learn from and help empower those who are marginalized.

In the mid-1990s, the United States tightened its immigration policies and implemented Federal Welfare Reform. This legislation increased the strain on immigrant communities throughout the country. As a direct result, Hawaii saw cutbacks in social services and welfare provisions for its non-U.S. citizens. The Chinese Community Action Coalition (CCAC), a non-profit grassroots organization, responded. In 1996, the CCAC developed the Honolulu Chinese Citizenship Tutorial Program (HCCTP) - to help immigrants pass the naturalization examination for U.S. citizenship.

The HCCTP’s successes have involved student-tutors from UH-Manoa, Chaminade, KCC, HCC, HPU, and Michigan State. Inspired by the HCCTP, similar service-learning opportunities have evolved at other sites, such as the Filipino Community Center. Each local program needs student-tutors each semester.

You can get involved through S.H.I.N.E. – “Students Helping in the Naturalization of Elders.” This national service-learning initiative supports the Hawaii tutorials by engaging college students in English language tutoring and intensive review of the INS exam’s civics material.

To tutor immigrants of Honolulu communities - to help them learn English and pass their citizenship exams . . . thus maintaining their quality-of-life.

To promote inter-ethnic agency, community, and university collaboration.

To raise the consciousness of college students concerning government policies toward immigrants and the “immigrant experience”.

To promote and facilitate the empowerment of immigrants in Hawai‘i.

Course Requirements:

Attend all training sessions. See your campus coordinator if you have any time conflicts.
Secure a regular shift appointment & site. Commit to that shift by tutoring for two hours each week, for the duration of the 10-week program.

Keep journals of training and tutoring sessions - Include summary of events, thoughts/reflections about what happened, and links to course material. Meet with instructor to discuss the S.H.I.N.E. service-learning experience. Complete program evaluation.

* Requirements for courses are ultimately defined by their respective instructors.

### Location and Directions

**1220 Aala St  Honolulu, HI 96817**

Driving Directions to Kalanihuia
From H-1 (west/ewa bound):
1. Take School St. cutoff.
2. Stay left; take immediate left onto A’ala St.
3. At the stop light, go straight across the Vineyard intersection.
4. Pass the park & Aala Pl. Then turn right into parking lot. You’ll see a one-way sign pointing right, but make an immediate left turn to parallel park against the left curb. Metered pkg. also available on street – it’s free on Sundays.
5. Walk in through the blue metal gates. Tutorial is in the first door on your left.

Bus Directions to Kalanihuia from UH
1. Catch a westbound “A” at Sinclair Circle
2. Get off on Beretania St., in front of the SunYat Sen statue (Chinese Cultural Plaza)
3. Walk west along Beretania and turn right on Aala St. Kalanihuia is on your left.
4. Enter through the blue metal gates. Tutorial is inside the first door on your left.

From CUH
1. Catch a westbound #1 or 9 in front of school.
2. Get off on Maunakea & Hotel. Walk down Maunakea to Beretania Street. Turn right. See steps 3 & 4 above.
Please contact Chaminade's Service-Learning Office:
Director, Candice Sakuda
Phone: (808) 735-4895
FAX: (808) 739-8559
E-Mail: csakuda@chaminade.edu
Write: Chaminade University, 3140 Waialae Avenue, Honolulu HI 96816
SHINE-Survey

Please take a few minutes to complete the following survey to provide feedback on your experience. Your responses are anonymous and confidential. If you have any suggestions or comments please include them in the explanation text box following each item.

* Required

The SHINE mobile website worked in the way that I expected. *

1 2 3 4 5

strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree

Can you expand on that?

The navigation buttons worked in the way I expected. *

1 2 3 4 5

strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree

Can you expand on that?

The SHINE mobile website was easy to learn. *

1 2 3 4 5

strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree

Can you expand on that?

The SHINE mobile website's layout was logical. *

1 2 3 4 5

strongly disagree ☐ ☐ ☐ ☐ ☐ strongly agree
Can you expand on that?

The SHINE mobile website's colors were appealing. *

1 2 3 4 5

strongly disagree 〇 〇 〇 〇 strongly agree

Can you expand on that?

The SHINE mobile website was easy to use. *

1 2 3 4 5

strongly disagree 〇 〇 〇 〇 strongly agree

Can you expand on that?

Submit

Never submit passwords through Google Forms.