



Understanding Key Concepts Found in Form N-400, Application for Naturalization A Guide for Adult Citizenship Teachers



U.S. Citizenship
and Immigration
Services

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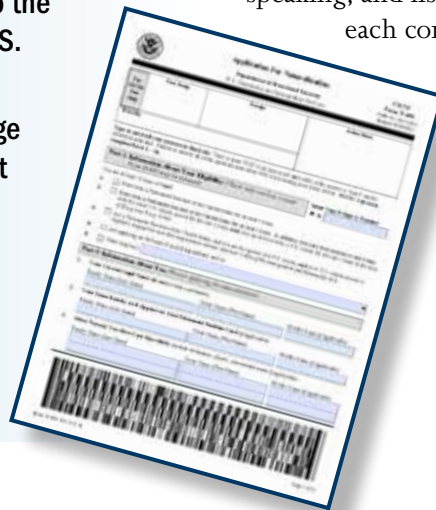
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Introduction

Naturalization is the manner in which a person not born in the United States voluntarily becomes a U.S. citizen.

General Eligibility Requirements for Naturalization

- **Be at least 18 years old at the time of filing.**
- **Be a permanent resident (have a “green card”) for a specified period of time.**
- **Show that you have lived for at least three months in the state or USCIS district where you apply.**
- **Demonstrate physical presence within the United States for a specified period of time.**
- **Demonstrate continuous residence for a specified period of time.**
- **Demonstrate good moral character.**
- **Demonstrate an attachment to the principles and ideals of the U.S. Constitution.**
- **Demonstrate a basic knowledge of U.S. history and government (civics), as well as an ability to read, write, speak, and understand basic English.**
- **Take an Oath of Allegiance to the United States.**



Individuals use Form N-400, Application for Naturalization, to apply for naturalization with U.S. Citizenship and Immigration Services (USCIS).

This guide focuses on eight key concepts within Form N-400: Naming Conventions, Addresses, Family Relationships, Employment and Schooling, Duration of Time, Have been/Have you ever/Were you ever constructions, Memberships and Associations, and Promises and Oaths. The concepts may be found in one or more parts of Form N-400 and will likely be part of the naturalization interview between the USCIS Officer and your students (the applicants). It is important for teachers to teach these concepts so students will not only be able to complete Form N-400, but also be able to better understand and respond to questions posed by the Officer during the naturalization interview. Being familiar with these key concepts prior to the interview will make your students more confident and less anxious.

Teachers can target these eight concepts as themes to build effective lessons using the reading, writing, speaking, and listening skill areas. This guide introduces each concept, identifies where the concept is found within the form, and offers ideas for teaching activities that can be used in a classroom setting.

How to Use This Guide

There are 18 sections (or “Parts”) of Form N-400. The charts within each concept area in this guide list the part number and title, and provide examples of the concept within the Form N-400 sections.

As a general rule, the information in Form N-400 should be taught thematically. Teaching thematically connects several areas of the curriculum into an integrated theme. With citizenship education, the themes combine more than one part of Form N-400. Teachers may further build on the themes by adding other components of the citizenship curriculum such as related civics information or vocabulary words appearing on the reading and writing portions of the naturalization test. The thematic approach is more

aligned with the natural way we learn. It is also much more engaging for students as they see the connections among the various components of the curriculum. For example, a teacher could create a thematic lesson with activities to reinforce the naming conventions found in Part 2 of N-400 and the names of famous Americans highlighted in the civics items and on the reading and writing tests.

Begin by teaching new vocabulary and new grammatical structures. Next, review everything you taught students, but use a different method. Then choose learning activities that complement how adults learn and that lend themselves well to the particular concepts and themes within a lesson.

This guide is designed as a resource for teachers to use when preparing individuals for the naturalization test and eligibility interview. Applying for an immigration benefit can be complex and requires an advanced level of legal experience. If you are not a qualified immigration service provider, you can only:

- Read the form to the individual.
- Translate, either verbally or in writing, information from the individual’s native language to English or English to the individual’s language.
- Write down information that the individual provides to complete the application.



Concept 1: Naming Conventions

N-400 Part #	Part Name	Naming Conventions
1	Information About Your Eligibility	N/A
2	Information About You	<ul style="list-style-type: none"> · Current legal name · Family name · Last name · Given name · First name · Middle name · Other names · Nicknames · Aliases · Maiden name · Name change · Legally change your name
3	Accommodations for Individuals With Disabilities and/or Impairments	N/A
4	Information to Contact You	N/A
5	Information About Your Residence	<ul style="list-style-type: none"> · Street name · In care of name
6	Information About Your Parents	Repeated constructions and concepts from Part 2 above
7	Biographic Information	N/A
8	Information About Your Employment and Schools You Attended	<ul style="list-style-type: none"> · Employer name · School name · Street name
9	Time Outside the United States	N/A
10	Information About Your Marital History	<ul style="list-style-type: none"> · Current spouse's legal name · Current spouse's previous legal name · Prior spouse's legal name · Legal name of current spouse's prior spouse <p>Repeated constructions and concepts from Parts 2 & 5 above</p>
11	Information About Your Children	<ul style="list-style-type: none"> · Child's current legal name <p>Repeated constructions and concepts from Parts 2 & 5 above</p>
12	Additional Information About You	Name of group
13	Applicant's Statement, Certification, and Signature	The preparer named
14	Interpreter's Contact Information, Certification, and Signature	<ul style="list-style-type: none"> · Interpreter's full name · Interpreter's business name · Interpreter's organization name <p>Repeated constructions and concepts from Parts 2 & 5 above</p>
15	Contact Information, Declaration, and Signature of the Person Preparing This Application, if Other Than the Applicant	<ul style="list-style-type: none"> · Preparer's full name · Preparer's business name · Preparer's organization name <p>Repeated constructions and concepts from Parts 2 & 5 above (Applicants do not complete this part)</p>
16	Signature at Interview	USCIS officer's printed name
17	Renunciation of Foreign Titles	<ul style="list-style-type: none"> · Applicant's printed name · USCIS officer's printed name
18	Oath of Allegiance	Repeated constructions and concepts from Parts 2 & 17 above

Background

Everybody has a name; however, the way people talk about and understand naming conventions often varies greatly from culture to culture and language to language. Because accuracy is so critical when completing Form N-400 and during the naturalization interview, teachers should become familiar with the naming conventions of their students' cultures to help them become familiar and comfortable with the manner in which names are requested on Form N-400.

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Form N-400 asks questions about the applicant's name and names of family members, schools, and employers. Refer to the overview chart on the previous page to review naming conventions within Form N-400 and then try the following ideas to teach these concepts and constructions in the classroom.

1. Famous Americans Name Game

On 8.5" x 11" sized card-stock, write the following words:

1. first name
2. middle name
3. last name
4. given name
5. family name
6. full name
7. middle initial
8. nickname
9. maiden name

Assign one card to a student or pair of students.

Now read off clues about famous Americans such as:

1. The current President of the United States
2. The Governor of our state
3. The Chief Justice of the United States
4. He wrote the Declaration of Independence.

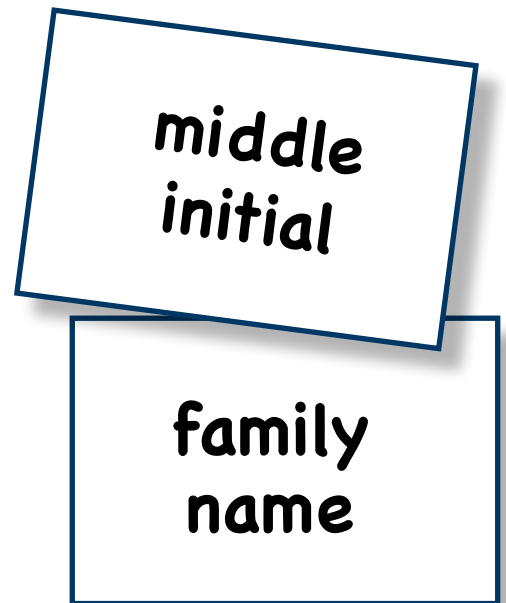
There are many others you can include in this activity. Call on students and ask them to read their assigned cards. Then ask the students to provide the information about the person. For example, if a student has a card that says, "middle initial," and the clue was "She fought for women's rights," the student would say, "B."

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2. Family Tree Activity

Ask students to create a simple family tree by using the template provided. Then, collect the trees and ask questions about their family members' names. For example, "What was your mother's maiden name?" You will soon discover that naming conventions may not be the same for all the cultures in your class. This can spark

lively and interesting discussions to support speaking practice. You can also have students trade family trees with their neighbors and ask each other questions about his or her family names and relationships. This activity may also be used to reinforce the Family Relationships theme on page 9 of this guide.



Relationships Template to Practice Naming Conventions

Your name _____ **Date** _____

<p>Your first name _____</p> <p>Your nickname _____</p> <p>Your middle name _____</p> <p>Your last name _____</p>

<p>Your spouse's first name _____</p> <p>Your spouse's maiden name (if applicable) _____</p> <p>Your spouse's middle name _____</p>

<p>Your mother's first name _____</p> <p>Your mother's middle name _____</p> <p>Your mother's maiden name _____</p>

<p>Your father's first name _____</p> <p>Your father's middle name _____</p> <p>Your father's family name _____</p>



Concept 2: Addresses

N-400 Part #	Part Name	Addresses
1	Information About Your Eligibility	Residential address
2	Information About You	N/A
3	Accommodations for Individuals With Disabilities and/or Impairments	N/A
4	Information to Contact You	Email address
5	Information About Your Residence	<ul style="list-style-type: none"> · Most recent address · Location · Apartment (Apt.) · City · Zip code · Postal code · Current physical address · Suite (Ste.) · Town · Province · Current mailing address · Street number · Floor (Flr.) · County · Region · Dates of residence · Your residence · Street name · Number · State · Foreign address · Country · In care of (C/O)
6	Information About Your Parents	Country of birth
7	Biographic Information	N/A
8	Information About Your Employment and Schools You Attended	Repeated constructions and concepts from Part 5 above
9	Time Outside the United States	Countries to which you traveled
10	Information About Your Marital History	<ul style="list-style-type: none"> · Current spouse's present home address Repeated constructions and concepts from Part 5 above
11	Information About Your Children	<ul style="list-style-type: none"> · Child's current address Repeated constructions and concepts from Part 5 above
12	Additional Information About You	Address change
13	Applicant's Statement, Certification, and Signature	N/A
14	Interpreter's Contact Information, Certification, and Signature	<ul style="list-style-type: none"> · Interpreter's mailing address · Interpreter's email address Repeated constructions and concepts from Part 5 above
15	Contact Information, Declaration, and Signature of the Person Preparing This Application, if Other Than the Applicant	<ul style="list-style-type: none"> · Preparer's mailing address · Preparer's email address Repeated constructions and concepts from Part 5 above (Applicants do not complete this part)
16	Signature at Interview	N/A
17	Renunciation of Foreign Titles	N/A
18	Oath of Allegiance	N/A

Background

If you have ever traveled abroad, one of the first things you may have encountered is how different the system of addresses is from one country to another. Understanding and knowing how to talk about addresses is a useful skill for English language learners to acquire. Consider the numerous vocabulary words we use to describe an address, such as: street number, street name, avenue, boulevard, drive, lane, circle, way, road, court, place, plaza, route, parkway, zip code, post office box (P.O. Box), apartment, and suite. In addition,

students need to know in what order to place all of these words and numbers either in writing or when expressing an address orally.

Form N-400 asks questions about the applicant's addresses and the addresses of family members, schools, and employers. Refer to the overview chart on the previous page to review addresses within Form N-400 and then try the following ideas to teach these concepts and constructions in the classroom.

1. Create Addresses

To prepare for this activity, create several sets of flash cards using index cards. For each set of cards, write the following words and numbers (one per card) or create your own: (1) John Smith, (2) Dr. George Adams, (3) Ms. Ellen Davis, (4) Mr. Jose Ramirez, (5) Mrs. Mary Fong, (6) Hastings High School, (7) Gilead Technical Institute, (8) Marchwood Appliance Manufacturing, Inc., (9) Jordan-Morris Plumbing, (10) 76, (11) 867, (12) 143, (13) 2, (14) 104, (15) 7642, (16) 12818, (17) 908, (18) 25, (19) Main Street, (20) East Second Avenue, (21) Linden Parkway, (22) Franklin Boulevard, (23) Saylor Street, (24) Gold Avenue, (25) Bishop Lane, (26) Route 31, (27) Tulley Drive, (28) Seattle, (29) Boise, (30) Helena, (31) Bismarck, (32) Minneapolis, (33) Detroit, (34) Albany, (35) Burlington, (36) Concord, (37) Washington, (38) Idaho, (39) Montana, (40) North Dakota, (41) Minnesota, (42) Michigan, (43) New York, (44) Vermont, (45) New Hampshire, (46) 98039,

(47) 83702, (48) 59636, (49) 58501, (50) 55401, (51) 48209, (52) 12208, (53) 05405, and (54) 03301.

Mix up the flash cards and give each small group a set. Ask students to create complete addresses for each person or business with a street number, street name, city, state, and zip code. They should be able to create nine complete addresses with the cards they have. Students can refer to a U.S. map to match the cities with the corresponding state names. Notice that the states listed all border Canada. One of the items on the civics component of the naturalization test is, "Name one state that borders Canada." This is one additional example of thematic teaching. To expand upon this activity for more advanced students, add cards for apartment numbers and suite numbers. If your students have access to the Internet, you can have them practice looking up zip codes for the cities presented in this activity. They can then match the correct zip codes with their appropriate cities.

2. Meaning Matching

- a. Use two sets of colored index cards. If possible, the first set should be blue and the second set should be pink.
- b. On the blue set, write the following (one per card):
 1. Date of Residence
 2. (mm/dd/yyyy)
 3. Street Number
 4. Street Name
 5. City
 6. Country

7. State
8. Zip Code
9. Postal Code
10. Apartment
11. Suite
12. Floor

On the pink set, write the following (one per card):

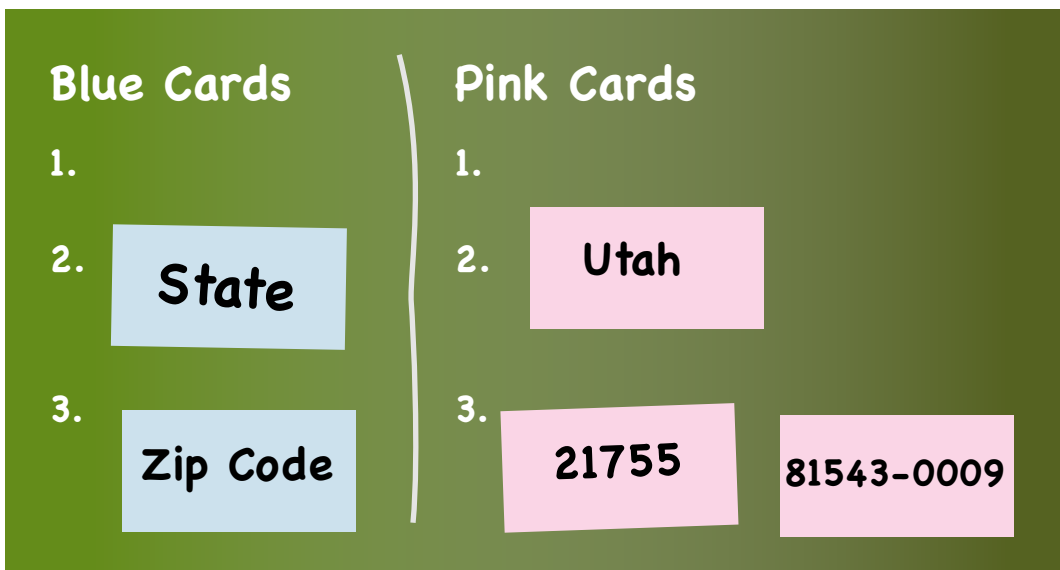
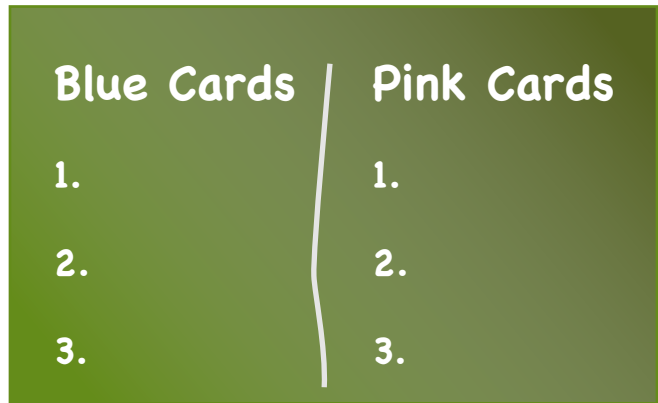
1. How long I lived there
2. 04/29/1960
3. 3782
4. Ark Avenue
5. Philadelphia
6. United States
7. Pennsylvania
8. 26108
9. P.O. Box 1312
10. Apt. #2
11. Ste. #542
12. 8th Flr.

(If you need more cards, create more by adding various cities, states, addresses, etc.)

- Pass out blue cards to the students on the left side of the class and pink cards to the students on the right side of the class (one card per student).
- Draw a simple chart on the board like the one on the right.
- Ask students with blue cards to place their cards next to one of the numbers on the left side of the chart. (Have tape available for students to affix their cards. If you prefer, you can also use sticky notes.)
- When the students have placed all the blue cards on the left, ask students with pink cards to place their card next to the blue card that means or represents the same thing. For example, if you have more than one card that represents a zip code, the students would place all the zip code representations next to the blue card with the words "Zip Code." Here is how the chart might look:

The colors will vary depending on the card colors you choose.

List as many numbers as you have cards in set 1.



- After the students have completed the task, review their answers as a whole class.

Concept 3: Family Relationships



N-400 Part #	Part Name	Family Relationships			
1	Information About Your Eligibility	• Married	• Spouse		
2	Information About You	N/A			
3	Accommodations for Individuals With Disabilities and/or Impairments	N/A			
4	Information to Contact You	N/A			
5	Information About Your Residence	N/A			
6	Information About Your Parents	• Parents	• Mother	• Father	
7	Biographic Information	N/A			
8	Information About Your Employment and Schools You Attended	N/A			
9	Time Outside the United States	N/A			
10	Information About Your Marital History	• Marital history • Married • Marriage annulled • Spouse deceased	• Marital status • Divorced • Current spouse • Separated	• Single • Widowed • Prior spouse	• Never married • Current spouse's prior spouse
11	Information About Your Children	• Children • Son • Biological child • Adopted child • Stepchild • Legally adopted children • Currently married children • Children born in the United States/other countries	• Child • Children who are alive/missing/deceased • Daughter • Children under 18 years old/older • Current stepchildren • Children living with you/elsewhere • Children born when you were not married • Unmarried children		
12	Additional Information About You	• Hereditary title • Married to more than one person at a time • Failed to support your dependents or pay alimony	• Inherited title • Married someone in order to obtain immigration benefit		
13	Applicant's Statement, Certification, and Signature	N/A			
14	Interpreter's Contact Information, Certification, and Signature	N/A			
15	Contact Information, Declaration, and Signature of the Person Preparing This Application, if Other Than the Applicant	N/A			
16	Signature at Interview	N/A			
17	Renunciation of Foreign Titles	N/A			
18	Oath of Allegiance	N/A			

Background

One of the most complex concepts for many English language learners is how to refer to different family members. In some cultures, words for various family members may differ depending on birth position or side of the family—matrilineal or patrilineal. Some family labels may not be easily translated into English.

Form N-400 asks questions about the applicant’s family relationships. Refer to the overview chart on the previous page to review family relationships within Form N-400 and then try the following ideas to teach these concepts and constructions in the classroom.

1. Famous Americans Relationship Chart Activity

Create family trees for the famous Americans found in the 100 civics questions, or have students look up the information and create family trees. Information should include the names of the famous Americans’ parents, siblings, children, and spouse at a minimum. Group students in pairs. Give each student a family tree as well as a Family Interview Questionnaire (see next page). First, one student will interview his or her classmate and then the roles will reverse. Have students write the answers on the interview sheet. If the famous American

did not have any children, for example, the students can write “none” or “N/A” in the blank. This gives the students another opportunity to learn about completing a form. When the activity is complete, ask students to come to the front of the room and read their interview sheets. If there is missing information, the student can say, “I don’t know.” The interview also gives students a chance to practice clarification questions such as, “Could you repeat that?”

Family Interview Questionnaire

Your name _____ **Date** _____

Who are you interviewing? _____

(Insert name of famous American)

1. **What is your full name?** _____
2. **What is your nickname?** _____
3. **What is your father's first and last name?** _____
4. **What is your father's middle initial?** _____
5. **What is your mother's first, middle, and maiden name?**

6. **How many sisters do you have?** _____
7. **What are your sisters' given names?** _____
8. **How many brothers do you have?** _____
9. **What are your brothers' first names?** _____
10. **What is your spouse's full name?** _____
11. **Did you have a prior spouse?** _____
12. **What is the maiden name of your current spouse?** _____
13. **How many children do you have?** _____
14. **How many sons do you have?** _____
15. **What are your sons' given names?** _____
16. **How many daughters do you have?** _____
17. **What are your daughters' first names?** _____
18. **Do you have any stepchildren?** _____
19. **If you have stepchildren, what are their first and last names?** _____

2. Clue Game

On the front of index cards, write the following words:

1. Current
2. Spouse
3. Prior
4. Missing
5. Deceased
6. Adopted
7. Son
8. Daughter
9. Stepchild
10. Biological

If you have more than 10 students in your class, you may repeat these words on additional index cards. Pass out one card per student. Read one of the definitions below and ask the student who has the answer to that definition to stand up. Have the student read the card aloud. Ask the other students if they think the answer is correct. This activity can be adapted easily to practice other vocabulary themes within Form N-400.

Definitions

1. **Now**
2. **Can't find this person**
3. **Before, past**
4. **Dead**
5. **Male child**
6. **Husband or wife**
7. **Blood relation**
8. **Became your child legally in the courts**
9. **The child of your husband or wife and his or her prior spouse**
10. **Female child**



Concept 4: Employment and Schooling

N-400 Part #	Part Name	Employment and Schooling
1	Information About Your Eligibility	N/A
2	Information About You	N/A
3	Accommodations for Individuals With Disabilities and/or Impairments	N/A
4	Information to Contact You	N/A
5	Information About Your Residence	N/A
6	Information About Your Parents	N/A
7	Biographic Information	N/A
8	Information About Your Employment and Schools You Attended	<ul style="list-style-type: none"> • Employment • Schools you attended • Worked • Full-time • Part-time • Military/Police/Intelligence service • Most recent employment • Current employment • Studies • Unemployment • Self-employed • Employer • School
9	Time Outside the United States	N/A
10	Information About Your Marital History	Current spouse's employer/company
11	Information About Your Children	N/A
12	Additional Information About You	<ul style="list-style-type: none"> • Federal/state/local taxes • File taxes • Tax return • Worker • Volunteer • Soldier • Deploy overseas
13	Applicant's Statement, Certification, and Signature	N/A
14	Interpreter's Contact Information, Certification, and Signature	<ul style="list-style-type: none"> • Business • Organization
15	Contact Information, Declaration, and Signature of the Person Preparing This Application, if Other Than the Applicant	<ul style="list-style-type: none"> • Business • Organization • Attorney
16	Signature at Interview	N/A
17	Renunciation of Foreign Titles	N/A
18	Oath of Allegiance	N/A

Background

Many forms that your students will need to complete in their daily lives include questions about where they went to school and where they worked or currently work. Form N-400 also asks questions about the applicant’s employment and schooling. Refer to

the overview chart on the previous page to review employment and schooling within Form N-400 and then try the following ideas to teach these concepts and constructions in the classroom.

1. Scenarios and Forms

Create 10 scenarios listing imaginary people’s education and employment histories. Recreate or copy Part 8 of Form N-400. Give each student a scenario, along with

Part 8 Ask students to use the information within their scenario to complete the form.

2. Matching

Determine if students understand the employment and schooling vocabulary by matching a vocabulary word, such as “unemployed,” “self-employed,” and “employed,” with its definition, such as “don’t have a job,” “work for yourself,” and “have a job.” This can be done using index cards, sticky notes, or on the board

or flip chart. Write the vocabulary on the board or flip chart. Write the definitions on index cards or sticky notes. Pass out the definitions (one each) to students. Ask students to place their definitions next to the appropriate vocabulary word.

Concept 5: Duration of Time



N-400 Part #	Part Name	Duration of Time
1	Information About Your Eligibility	<ul style="list-style-type: none"> · Have been · At least · For the last xx years · At the time of
2	Information About You	<ul style="list-style-type: none"> · Current · Have used · For periods totaling · Have you lived · At the time · Have used since at least
3	Accommodations for Individuals With Disabilities and/or Impairments	N/A
4	Information to Contact You	N/A
5	Information About Your Residence	<ul style="list-style-type: none"> · Have you lived during the last xx years · Most recent · Dates of residence · From/to · (mm/dd/yyyy)
6	Information About Your Parents	<ul style="list-style-type: none"> · Before your xx birthday · Date you became a U.S. Citizen
7	Biographic Information	N/A

8	Information About Your Employment and Schools You Attended	<ul style="list-style-type: none"> You attended Have worked Have attended school 	<ul style="list-style-type: none"> Full-time Part-time During the last xx years 	<ul style="list-style-type: none"> For the complete time period Most recent 	<ul style="list-style-type: none"> Dates Were employed/unemployed
		"If" statements such as "if you worked" or "if you were unemployed"			
9	Time Outside the United States	<ul style="list-style-type: none"> Time outside How many days 24 hours or longer Did you spend 	<ul style="list-style-type: none"> During the last xx years # of days How many trips 	<ul style="list-style-type: none"> Most recent and work backwards Date you left/returned 	<ul style="list-style-type: none"> Last six months or more Total days outside the United States
10	Information About Your Marital History	<ul style="list-style-type: none"> Marital history Have never married How many times have you Date you entered into marriage 	<ul style="list-style-type: none"> When did you At birth Become Married before Has had more than 	<ul style="list-style-type: none"> Date of marriage Date marriage ended If you were married before 	<ul style="list-style-type: none"> Immigration status when my marriage ended Prior Previous Current
11	Information About Your Children	<ul style="list-style-type: none"> Currently 	<ul style="list-style-type: none"> Date of birth 	<ul style="list-style-type: none"> Born when you were not married 	
12	Additional Information about You	<ul style="list-style-type: none"> Have you ever Do you now have Did you ever have Since Dates of membership Between (date) and (date) 	<ul style="list-style-type: none"> Were you ever Did you ever When Under xx years of age Suspended sentence How long were you Years 	<ul style="list-style-type: none"> Months Days At the same time Currently pending Within the next xx months After you file While 	<ul style="list-style-type: none"> Overdue At any time between (date) and (date) When did you Still under xx years of age Before
13	Applicant's Statement, Certification, and Signature	<ul style="list-style-type: none"> At a later date 	<ul style="list-style-type: none"> At that time 		
14	Interpreter's Contact Information, Certification, and Signature	N/A			
15	Contact Information, Declaration, and Signature of the Person Preparing This Application, if Other Than the Applicant	N/A			
16	Signature at Interview	N/A			
17	Renunciation of Foreign Titles	Heretofore			
18	Oath of Allegiance	<ul style="list-style-type: none"> At which time 	<ul style="list-style-type: none"> Immediately prior to 	<ul style="list-style-type: none"> Heretofore 	<ul style="list-style-type: none"> When required by law

Background

Form N-400 requests from applicants a substantial amount of information regarding the duration of time. Understanding the various ways that the duration of time is expressed in English can be very challenging to non-native speakers.

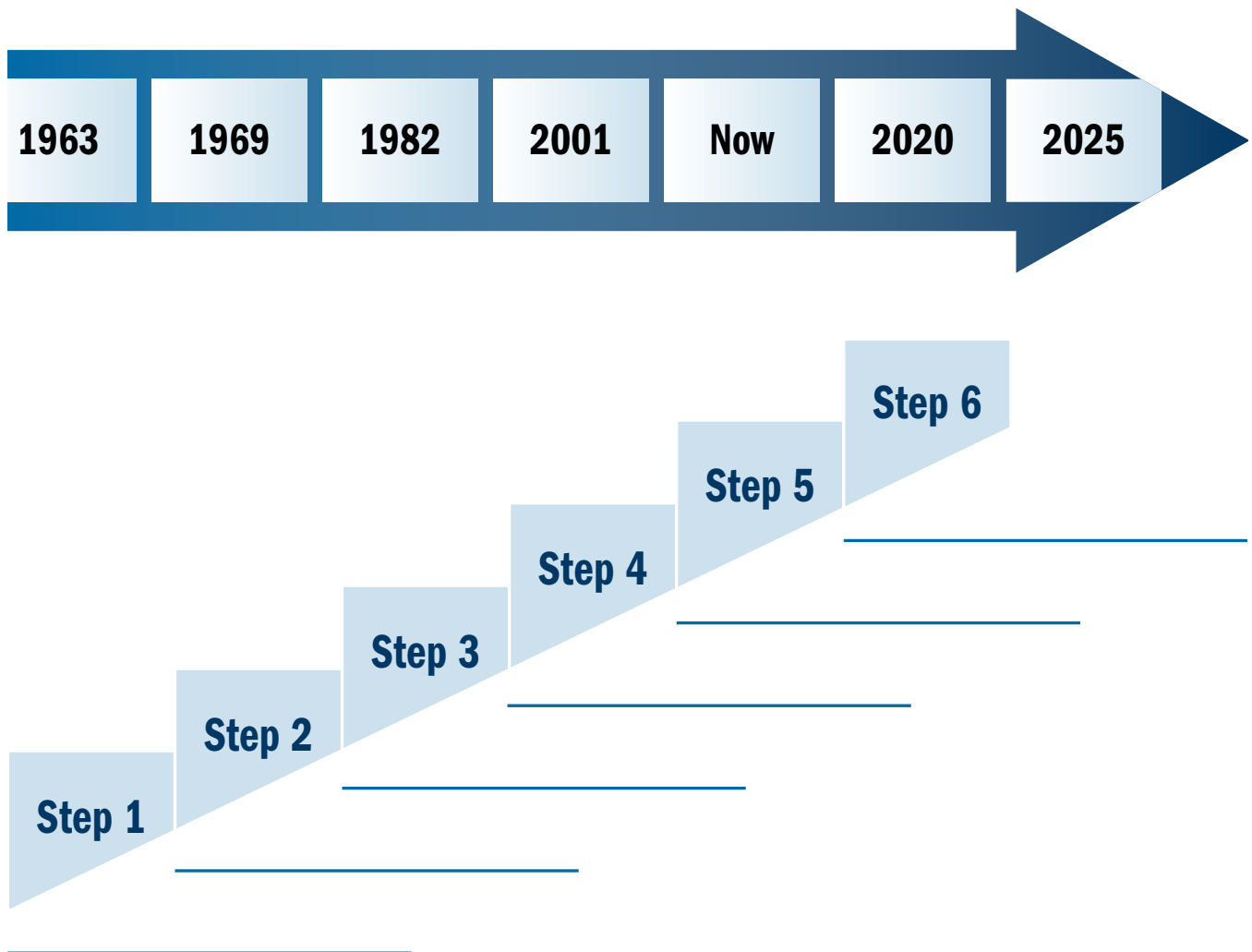
Time in English is expressed through the various tenses and moods, as well as through an array of specific

vocabulary, expressions, and nuances. Refer to the overview chart on the previous page to review duration of time within Form N-400 and then try the following ideas to teach these concepts and constructions in the classroom.

1. Timelines

A timeline is an ideal tool to help students learn the chronology of a historical event, the steps of a process such as how a bill is passed, or even the naturalization

process. Timelines can be based on years, months, weeks, days, hours, or a series of steps (see the two examples below).



Students can also create personal timelines of their lives starting with the year they were born and ending with the current year. Once teachers have taught a set of Form N-400 vocabulary words or constructions, they can use the timelines to ask students questions. This type of timeline can help students practice words and expressions such as current, now, previous, prior,

during, before, or at birth. Students can also create specific timelines based on their employment history, education history, life as a parent, travels, and so forth. Words and expressions such as have worked, still, when, have you ever, between (date) and (date), date you left, date you returned, etc., can be practiced easily within these contexts.

2. Dialogues

Dialogues allow students to practice speaking and listening skills thematically using limited content words. Any of the words listed in the chart on pages 14 and

15 can be practiced in a dialogue. One of the most common structures, “have you ever,” is used in the following example:

John: Mary, have you ever been to California?

Mary: Yes, John. I visited California twice. Have you ever lived in California?

John: No. I have never lived in California, but my brother George lived in California from 1987 to 1990. Have you ever been to George's house?

Mary: Yes, I visited George in 1988.

The teacher can ask students questions about the dialogue and then ask each student similar questions, such as “Have you ever been to Florida?” and “Have you

ever been to the beach?” Make sure students understand that “have you ever” means from the time they were born to the present time.

3. Index Card Opposites Game

Index cards are a staple of the ESL classroom. They are versatile, inexpensive, and portable. Using index cards is a fun and effective way to teach difficult vocabulary words anchored to a more common word that is its opposite. For example, teach the concept “at least” by anchoring it with the more common word “exactly.” Give each student two index cards. Ask students to write the words “at least” on one card and “exactly” on the other. Ask questions such as, “There are _____ six desks in this classroom.” The students raise the correct answer in the air. Other Form N-400 words and anchors include:

current prior

the last. the first

present. previous

full time part time

now in the past

began ended

overdue paid

4. Clustering

The brain places information received into categories and learns the same way. Clustering helps students organize like and unlike ideas into groups. This grouping process is especially effective with topics such as duration of time. Clustering activities can use a variety of props, including sticky notes, index cards, flash cards, pieces of paper, chalk or white boards, and cubes.

An example of using clustering with Form N-400 duration of time vocabulary would be to ask student pairs to write the current date on one piece of paper and place it on the right side of their desks. Then, ask them to write a date in the past on another piece of paper and place it on the left side of their desks. Now give student pairs a pack of sticky notes or index cards and as you read the following words, ask them to decide whether the new word goes on the right side or left side. If students think the word or phrase could be both in the past and in the present, they should place the card in the middle. Here are the words for this activity:

1. have been
2. for the last
3. at the time of
4. current
5. since birth
6. present
7. now
8. at birth
9. previous
10. prior
11. date ended
12. still
13. have you ever

5. Date Writing Activity

Pass out the template on the next page. List the following dates on the board:

1. March 3, 1990
2. April 29, 1960
3. May 5, 2000
4. February 14, 1920
5. December 31, 2012
6. August 28, 1943
7. July 21, 1987
8. January 17, 2005
9. June 6, 1999
10. October 11, 2004
11. November 22, 1975

Using the template, ask students to write these dates using numeric representations. For example, September 16, 1932, would be written numerically as 09/16/1932. Create other dates for students to practice writing as well. Once students have written the numeric dates, erase the board and ask students to read the dates using non-numeric digit terms (e.g., December 3, 1950).

Writing Dates Practice

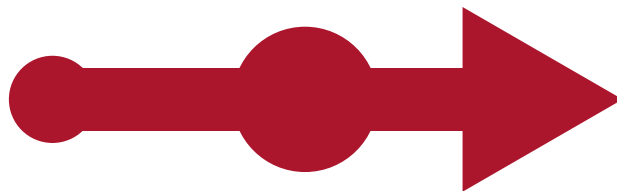
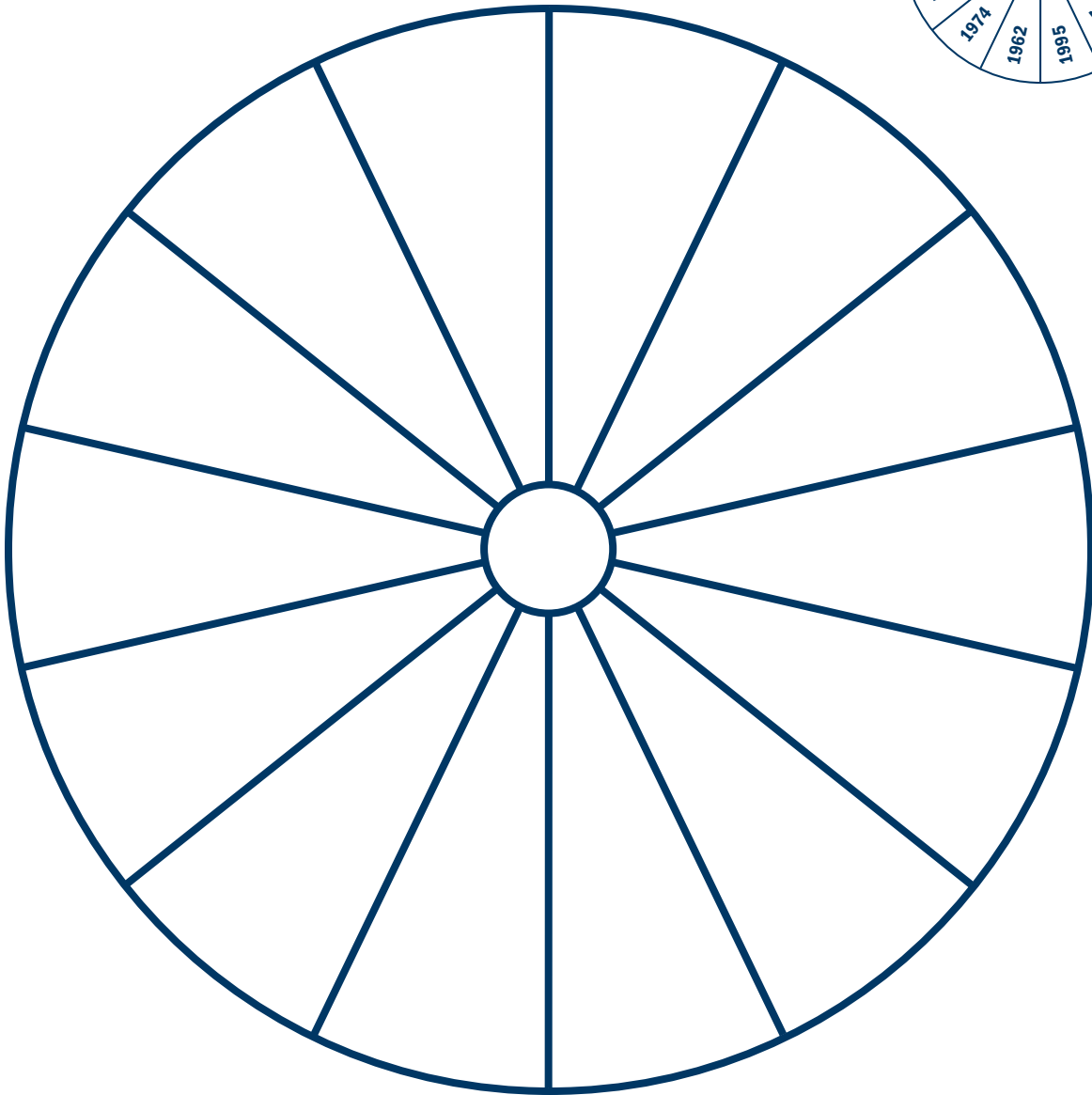
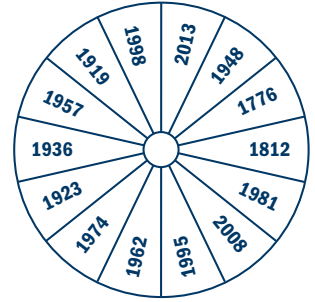
Your name _____ Date _____

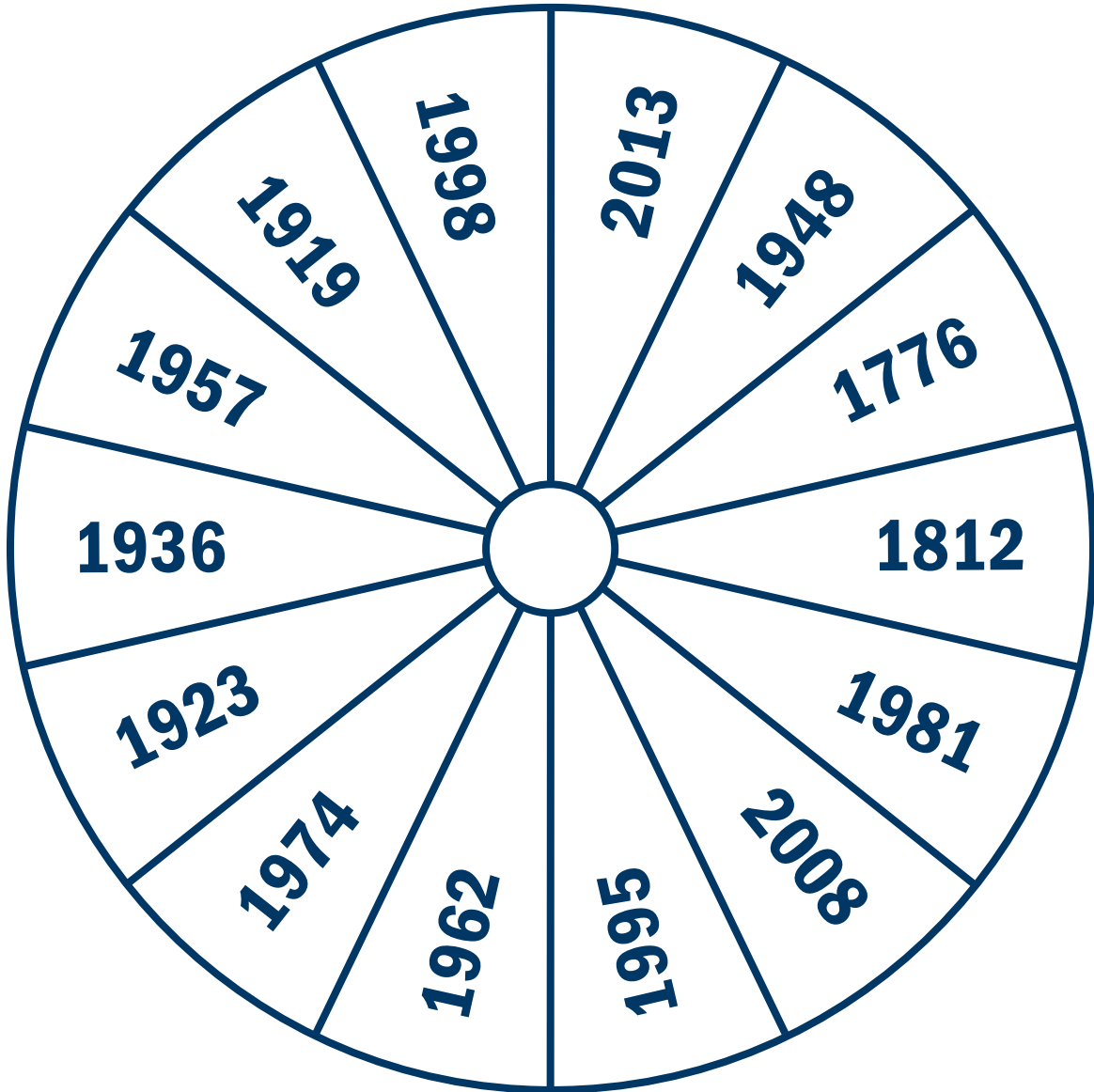
1. ____/____/____
2. ____/____/____
3. ____/____/____
4. ____/____/____
5. ____/____/____
6. ____/____/____
7. ____/____/____
8. ____/____/____
9. ____/____/____
10. ____/____/____
11. ____/____/____
12. ____/____/____
13. ____/____/____
14. ____/____/____
15. ____/____/____
16. ____/____/____
17. ____/____/____
18. ____/____/____
19. ____/____/____
20. ____/____/____
21. ____/____/____

6. Date Spinner Game

Use the spinner template below or write years on index cards. If using the spinner, have students spin the arrow. They have to read out loud the year the arrow lands on. If using index cards, shuffle the cards and ask a student to choose one. That is the year they have to say. This helps students understand and say the year

1976, for example, as “Nineteen Seventy-Six” and not “One Thousand Nine Hundred and Seventy-Six.” It also builds their ability to say numbers with ease through establishing automaticity.

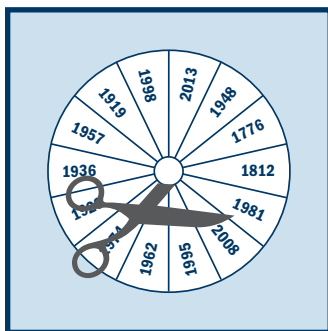
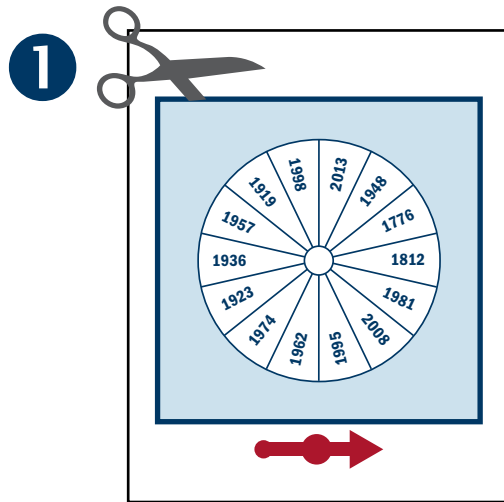




Date Spinner Game Instructions

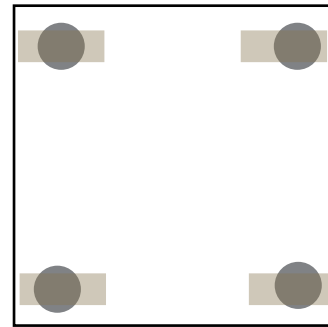
1 Print file on card stock.

Cut out spinner.
Cut out arrow
or find one from
an old game.

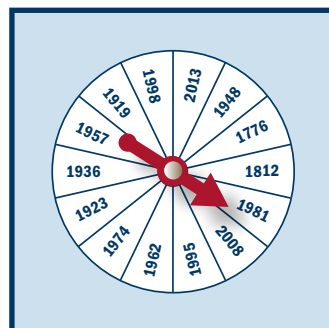


3 Cut a small hole in the center of the circle.
Reinforce it with a grommet if desired.

2 Tape coins or small cardboard blocks on the back of the spinner.
Make sure the arrow is able to spin freely.



5 Attach the brad to the spinner through the hole and flatten the two back pieces of the brad on the back of the spinner.



4 Put a 1" brad through the center of the arrow.



6 Using double stick tape, attach the corners of the spinner to stiff cardboard.

Concept 6: Have been/Have you ever/Were you ever



N-400 Part #	Part Name	Have been/Have you ever/Were you ever	
1	Information About Your Eligibility	Have been	
2	Information About You	• Have used	• Have you lived
3	Accommodations for Individuals With Disabilities and/or Impairments	N/A	
4	Information to Contact You	N/A	
5	Information About Your Residence	Have lived	
6	Information About Your Parents	N/A	
7	Biographic Information	N/A	
8	Information About Your Employment and Schools You Attended	• Have worked	• Have attended school • Have studied
9	Time Outside the United States	• Have you taken	• Have taken
10	Information About Your Marital History	• Have never married • Have you been married	• Has your current spouse been married • Has been married before • Has had more than one
11	Information About Your Children	N/A	
12	Additional Information About You	<ul style="list-style-type: none"> • Have you ever claimed • Have you ever registered • Have you ever voted • Have you ever had • Have you ever been declared • Have you ever been confined • Have you ever not filed • Have you called yourself • Have you ever been a member of/involvement in/associated with • Have you ever advocated • Have you ever persecuted • Were you ever involved in • Were you ever a member of • Were you ever a worker/volunteer/soldier • Were you ever a part of any group • Have been sealed/expunged/cleared • Have you ever committed/assisted in committing/attempted to commit • Have you ever been arrested/cited/detained • Have you ever been charged • Have you ever been convicted • Have you ever been placed in • Have you ever received • Have you completed • Have you ever been in jail/prison • Have you ever been a habitual drunkard • Have you ever been a prostitute • Have you ever procured anyone for prostitution • Have you ever sold/smuggled controlled substances • Have you ever been married • Have you ever married someone • Have you ever helped anyone • Have you ever gambled illegally • Have you ever received income from illegal gambling • Have you ever failed to support your dependents/pay alimony • Have you ever made any misrepresentation • Have you ever given • Have you ever lied • Have you ever been removed/excluded/deported • Have you ever been ordered removed/excluded/deported 	

12	Additional Information About You	<ul style="list-style-type: none"> • Have you ever been placed in removal/exclusion/rescission/deportation • Have you ever served in the U.S. armed forces • Have you ever been court-martialed/administratively separated/disciplined 	<ul style="list-style-type: none"> • Have you received • Have you ever been discharged • Have you ever left • Have you ever applied • Have you ever deserted
13	Applicant's Statement, Certification, and Signature	<ul style="list-style-type: none"> • Have read 	<ul style="list-style-type: none"> • Have understood • Have submitted
14	Interpreter's Contact Information, Certification, and Signature	<ul style="list-style-type: none"> • Have read 	<ul style="list-style-type: none"> • Have verified
15	Contact Information, Declaration, and Signature of the Person Preparing This Application, if Other Than the Applicant	Have prepared	
16	Signature at Interview	N/A	
17	Renunciation of Foreign Titles	<ul style="list-style-type: none"> • Have heretofore held 	<ul style="list-style-type: none"> • Have heretofore belonged
18	Oath of Allegiance	Have heretofore been a subject/citizen	

Background

The present and past perfect tenses found on Form N-400 are part concept and part grammatical construction. These tenses are used in many questions and statements throughout the form, especially in Part 12. Although also a concept in Section 8, Duration of Time, verb tense deserves a section of its own due to

how frequently it is used. Refer to the overview chart above to review “have been/have you ever/were you ever” and other such constructions within Form N-400 and then try the following ideas to teach these concepts and constructions in the classroom.

1. Personal Timeline

Demonstrate to students how to create a personal timeline. The timeline should start with their birth and continue to “today.” Explain to students that expressions such as “Have you ever” mean from birth to today (point to the timeline). Begin asking students familiar questions such as, “Have you ever been to New York?”

or “Have you ever eaten yogurt?” Then practice with the more complicated vocabulary words found on Form N-400. Many of these words are personal. It is best to refer to fictitious people instead of using the students themselves as examples.



Concept 7: Memberships and Associations

N-400 Part #	Part Name	Memberships and Associations			
1	Information About Your Eligibility	N/A			
2	Information About You	N/A			
3	Accommodations for Individuals With Disabilities and/or Impairments	N/A			
4	Information to Contact You	N/A			
5	Information About Your Residence	N/A			
6	Information About Your Parents	N/A			
7	Biographic Information	N/A			
8	Information About Your Employment and Schools You Attended	N/A			
9	Time Outside the United States	N/A			
10	Information About Your Marital History	Member of the U.S. armed forces			
11	Information About Your Children	N/A			
12	Additional Information About You	<ul style="list-style-type: none"> • A member of • Involved in • In any way associated with • Organization • Association • Fund • Foundation • Party • Club • Society • Group • The Communist Party • Totalitarian party 	<ul style="list-style-type: none"> • Terrorist organization • Religion • Membership in a particular social group • Directly • Indirectly • Nazi government • S.S. military unit • Paramilitary unit • Self-defense unit • Vigilante unit • Citizen unit • Police unit 	<ul style="list-style-type: none"> • Government agency/office • Extermination camp • Concentration camp • Allied with • Prisoner of war camp • Labor camp • Transit camp • Serve in • Help • Participate in • Military unit 	<ul style="list-style-type: none"> • Rebel group • Guerrilla group • Insurgent organization • Part of any group • Unit • Organization • Recruit • Enlist • Conscript • Armed force • Deserted • Register • Selective Service System
13	Applicant's Statement, Certification, and Signature	N/A			
14	Interpreter's Contact Information, Certification, and Signature	N/A			
15	Contact Information, Declaration, and Signature of the Person Preparing This Application, if Other Than the Applicant	N/A			
16	Signature at Interview	N/A			
17	Renunciation of Foreign Titles	<ul style="list-style-type: none"> • Renunciation of • Foreign title 	<ul style="list-style-type: none"> • Heretofore held • Renounce 	<ul style="list-style-type: none"> • Heretofore belonged 	<ul style="list-style-type: none"> • Title of • Order of nobility
18	Oath of Allegiance	<ul style="list-style-type: none"> • Oath • Abjure 	<ul style="list-style-type: none"> • Allegiance • Fidelity 	<ul style="list-style-type: none"> • Ceremony 	<ul style="list-style-type: none"> • Hereby declare on oath

Background

Form N-400 asks applicants to provide information about the various groups they have been members of, involved in, or in any way associated with. These concepts and the vocabulary used to describe and explain them can be challenging for English language learners. Depending on the students' language levels, teachers may need to spend extra time explaining the

definitions of words and providing supporting learning aids such as graphic organizers, photos, and other visual tools. Refer to the overview chart on the previous page to review memberships and associations within Form N-400 and then try the following ideas to teach these concepts and constructions in the classroom.

1. What Doesn't Belong?

After teaching the general meaning of the target vocabulary words, ask students to cross out the words that are very different in each set. Here are some

sample sets based on “memberships and associations” vocabulary:

Set 1:	(a) unit	(b) group	(c) organization	(d) enlist
Set 2:	(a) not a member of	(b) currently a member of	(c) now a member of	(d) at this time a member of
Set 3:	(a) labor camp	(b) social group	(c) detention facility	(d) prison

Now, create your own sets based on the words and phrases related to memberships and associations. Make sure the word you choose as an “incorrect” answer is

different enough from the other words in the set to stand out to lower-level students.

2. Opposites Game

After teaching the general meaning of the target vocabulary words, write the words listed in the chart—and others that you wish to work with—on index cards (one word per card). Shuffle the cards and pass out one card per student. Ask students to walk around the room holding their card word-side-out so the other students can see their card. The object is to find the student whose card is the opposite of theirs. Here are some sample word/phrase pairs:

Word	Opposite
Involved in	Not part of
Directly	Indirectly
Volunteer	Paid employee
In any way	In no way
Enlist	Conscript
Foreign	Domestic
Currently	Prior
Nobility	Commoner
Acceptance of	Renunciation of

3. Clue Game

After teaching students the target vocabulary and repeating the definitions several times, pair off students. Create a set of “clue cards” (see sample below) and give one of the students in the pair half the set and the other student the other half of the set. Choose which student goes first (student on the right or left) and then ask that

student to read the clue to his or her partner. The answer is listed on each card. If the student provides the correct answer, that student gets to keep the card. The student who answers the most clues correctly “wins.” Here are a few sample clues with their correct answers:

Clue	Answer
A person who serves in the army might be a _____	Soldier
Not indirectly, but _____	Directly
A type of jail where a person is forced to work very hard	Labor camp
A German political party during WWII	Nazi
A person who is legally “part of” a country	Citizen
A large building where people are kept as punishment	Prison

Clue Card 1

Front Side

**Clue: Republican and
Democratic**
Answer: (Political) Parties

Reverse Side



Concept 8: Promises and Oaths

N-400 Part #	Part Name	Promises and Oaths			
1	Information About Your Eligibility	N/A			
2	Information About You	N/A			
3	Accommodations for Individuals With Disabilities and/or Impairments	N/A			
4	Information to Contact You	N/A			
5	Information About Your Residence	N/A			
6	Information About Your Parents	N/A			
7	Biographic Information	N/A			
8	Information About Your Employment and Schools You Attended	N/A			
9	Time Outside the United States	N/A			
10	Information About Your Marital History	N/A			
11	Information About Your Children	N/A			
12	Additional Information About You	• Full oath of allegiance		• Take full oath of allegiance	
13	Applicant's Statement, Certification, and Signature	• Statement	• Certification	• Signature	• Penalty of perjury
14	Interpreter's Contact Information, Certification, and Signature	Certify			
15	Contact Information, Declaration, and Signature of the Person Preparing This Application, if Other Than the Applicant	• Declaration	• Obligated	• Certify	• Certification
16	Signature at Interview	• Swear • Affirm	• Certify • Under the laws	• Sworn to	• Subscribed
17	Renunciation of Foreign Titles	• Renunciation	• Affirm	• Renounce	
18	Oath of Allegiance	• Oath • Allegiance • Public oath ceremony • Signing • Willingness/ability to take this oath	• Declare on oath • Renounce/abjure allegiance/fidelity • I will support/defend	• I will bear true faith/allegiance • I will bear arms • I will perform noncombat services	• I will perform work of national importance • I take this obligation freely

Background

Form N-400 and the process require that applicants make certain promises. Explain to students what an oath is and what a promise is. Provide several examples familiar to students. Use pictures and hand gestures to reinforce concepts. Refer to the overview chart on

the previous page to review promises and oaths within Form N-400 and then try the following ideas to teach these concepts and constructions in the classroom.

1. Vocabulary Within Context

Create simple sentences using more familiar words or phrases with the same general meaning as the target

vocabulary word. Then substitute the target vocabulary word into the same sentences. Here is an example:

- a. I will **do** hard work today. [Simple sentence using familiar word “do.”]
- b. I will **perform** hard work today. [Substitution with target word.]

2. Matching Game Variations

Create games and activities where students match words with definitions or words with synonyms or opposites.

3. Flash Cards

Create flash cards with a target word on the front. Allow students to write the definition of their word in their own language on the reverse side of the card.

Have students use the cards to practice at home and quiz classmates.

4. Presentation Activity

Assign one oath/promise vocabulary word to each student. Have students look up the words and learn how to use them within sentences. Ask students to present their words to the entire class. They can

be creative about how they present their words. (This activity is most appropriate for intermediate and advanced students.)

5. Vocabulary Journaling

Ask students to buy a journal in which to keep oath/promise vocabulary. They can draw pictures, define in English and their own language, write pronunciation

tips, etc. (This activity can be used for any of the concept sections in this guide.)

6. Visual Exploration Activity

Ask students to try to find as many pictures of oaths and promises as they can. They can look through magazines, newspapers, the Internet, and so on.

Hang up the pictures around the room and use them to discuss oath/promise concepts and to reinforce vocabulary instruction.