



LANGUAGE ARTS

TEACHER'S GUIDE

▶ **11th Grade**

LANGUAGE ARTS 1100

Teacher's Guide

LIFEPAC® Overview **5**

LANGUAGE ARTS SCOPE & SEQUENCE | 7

STRUCTURE OF THE LIFEPAC CURRICULUM | 12

TEACHING SUPPLEMENTS | 18

Unit 1: Standard English **27**

TEACHER NOTES | 28

ANSWER KEY | 32

ALTERNATE LIFEPAC TEST | 39

Unit 2: Writing Effective Sentences **43**

TEACHER NOTES | 44

ANSWER KEY | 47

ALTERNATE LIFEPAC TEST | 57

Unit 3: Clear Connections: A Writing Workshop **61**

TEACHER NOTES | 62

ANSWER KEY | 64

ALTERNATE LIFEPAC TEST | 73

Unit 4: Why Study Reading? **77**

TEACHER NOTES | 78

ANSWER KEY | 80

ALTERNATE LIFEPAC TEST | 91

Author:

Alpha Omega Publications

Editor:

Alan Christopherson, M.S.



**804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759**

© MM by Alpha Omega Publications, Inc. All rights reserved.

LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

Unit 5: Poetry **93**

TEACHER NOTES | 94
ANSWER KEY | 96
ALTERNATE LIFEPAC TEST | 103

Unit 6: Nonfiction **107**

TEACHER NOTES | 108
ANSWER KEY | 110
ALTERNATE LIFEPAC TEST | 119

Unit 7: American Drama **123**

TEACHER NOTES | 124
ANSWER KEY | 127
ALTERNATE LIFEPAC TEST | 135

Unit 8: Studies in the American Novel **139**

TEACHER NOTES | 140
ANSWER KEY | 143
ALTERNATE LIFEPAC TEST | 149

Unit 9: Research **153**

TEACHER NOTES | 154
ANSWER KEY | 156
ALTERNATE LIFEPAC TEST | 165

Unit 10: Reviewing Communication Skills and Literature **169**

TEACHER NOTES | 170
ANSWER KEY | 173
ALTERNATE LIFEPAC TEST | 185

INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

Language arts includes those subjects that develop the students' communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult

for students to complete the required material within the suggested daily scheduled time of 45 minutes. Spelling, book reports and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in the second grade LIFEPAC 208 with regular practice following in succeeding LIFEPACs. Diacritical markings are defined in the third grade LIFEPAC 304. A pronunciation key including diacritical markings is provided after the vocabulary word lists in all subjects beginning with LIFEPAC 305.

This section of the Language Arts Teacher's Guide includes the following teacher aids for each unit: Suggested and Required Materials (supplies), Additional Learning Activities, Answer Keys, and Alternate LIFEPAC Tests.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the students' interest in learning and may be used as a reward for good study habits.

LANGUAGE ARTS 1101

Unit 1: Standard English

TEACHER NOTES

MATERIALS NEEDED FOR LIFE PAC	
Required	Suggested
(None)	<ul style="list-style-type: none"> • <i>World Book Dictionary</i> or <i>American Heritage Dictionary</i> (or any other upper level dictionary) • King James Version (KJV) of the Bible and/or other versions as permitted <p><i>*Reference materials can be in printed, online, or digital formats.</i></p>

Language is a tool that needs to be used effectively and responsibly. As Christians, students need to be aware of the impact of their words on others and choose their words accordingly. This LIFE-PAC will help students achieve goals through the effective use of language. The ability to distinguish standard (acceptable) English from nonstandard, and to express their needs and desires clearly will improve the students' relationships with family and friends and will increase their chances for success. The students will also learn in detail about the purpose and use of a dictionary and the methods of research involved in compiling a standard English dictionary.

The teacher should carefully screen any suggested anthologies for unacceptable selections before making them available to the students. Teachers should also be familiar with any suggested student literature to assure that each selection is suitable.

EXTENDED WRITING ASSIGNMENT

For Activity 1.31 the students are to use the questions below to write on a separate sheet of paper two or three paragraphs describing the kind of English they grew up speaking.

1. In what ways is your natural language different from Standard English?
2. Did you grow up in the United States? In what region? In a city, a small town, or a rural area?
3. In what ways is your accent different from other regions or from Standard English?
4. What about vocabulary? Think of specific words or phrases that you use that would be considered nonstandard.
5. What aspects of your natural language make it a challenge to learn Standard English? Do you speak Standard English at home? Are you learning English as a second language?

Some general notes about grading papers may be helpful. Read the entire paper before marking errors; this reading will give an overall grasp of the student's purpose and method. Many teachers skim the entire class's papers to assess the response to an assignment and to gauge superior and inferior work before assigning an individual grade. Additionally many teachers prefer using a lead pencil instead of red ink or red pencil. Too many corrections tend to discourage or confuse students. Concentrate on one major area of problems (sentence structure, pronouns, or whatever is

introduced in the appropriate LIFE PAC) keeping in mind that the writing and communicating effort is a cumulative skill and should be graded as such.

After reading a paper, review the assignment in your mind. Many teachers believe that the completion of an assignment is an average grade—if the student has not addressed the topic assignment, then he is graded poorly or is asked to repeat the assignment. Logic in presenting the assignment, clarity of thought, and precision of word choice are three major considerations to be weighed before assigning a grade. Correct and clear sentence structure, grammatical correctness, appropriate punctuation, and correct spelling should also be considered, with strengths in these areas influencing a higher grade and deficiencies calling for a lower grade. Superior papers should demonstrate superior effort.

The first paper should help locate student weaknesses in expression and organization, as well as in grammar and mechanics. This assignment can provide some ideas about future papers that may be helpful at this point in order to clarify what the student should be working toward. Each paper should have a title and several paragraphs adequately developing the student's ideas. The first paragraph should contain introductory material and the central idea (thesis) to be developed. Each paragraph should then logically develop an aspect of that central idea, an aspect that is usually stated as a topic sentence. The paper should have a definite conclusion; it should not just stop.

After reading the paper through once for content and once for errors, you will be ready to assign a grade. Many teachers give a “content” grade and a “mechanics” grade; others, however, believe that those two aspects should be integrated into a well written paper. Clarify your own stand, making it known to your students and then being consistent and fair in your grading.

Communication is one of the most important skills available to mankind. To teach students to write well is certainly a challenge. Additionally, to help students learn to explore their own ideas and then to communicate those ideas to other people should be a real pleasure.

ADDITIONAL LEARNING ACTIVITIES

Section 1: Why Standard English?

1. Write sample sentences on the board. Have students identify them as nonstandard or ungrammatical. Have volunteers come to the board and rewrite them to read correctly.
2. Discuss these questions with your class.
 - a. Do you think people use incorrect English because they do not know better or they know and are careless?
 - b. What impression do we give to others when we use incorrect English?
 - c. Is the excessive use of slang a sign of an uneducated person?
3. Obtain a copy of *The Adventures of Huckleberry Finn* or *The Adventures of Tom Sawyer*. Find some examples of nonstandard or ungrammatical speech. Discuss how you would correctly rewrite these statements.
4. Invite a person from another country to visit your class. Have him share some difficulties he experienced in trying to learn the English language. How was he misunderstood? Were some experiences humorous? Embarrassing?

5. Find the song, "Waltzing Matilda," and make a list of the unusual words and meanings in the song (for example, *swagman*). The lyrics can be found online.
6. Obtain a book or digital copies of Shakespearean plays. Write down some examples of English that would appear to be incorrect today.
7. Talk to someone from another country or even another part of the United States. Make a list of words which have a different meaning for the two of you. (For example, do you know what a *turtle hull* is? In West Virginia it is a car trunk.)

Section 2: Dictionaries: Guardians of the Standard

1. Have a dictionary drill. Give a word and see who can stand first and read the definition.
2. Locate as many different types of dictionaries as you can both printed and online. Discuss the differences in each one with the class.
3. If a publishing house is near your town, arrange to take a tour through it. You will see how a book is printed, beginning with the author's manuscript, through the editors, layout, proof-readers, printers, and the bindery.
4. If Activity 3 is not possible, take a virtual tour of a newspaper plant or print shop.
5. Discuss new words which have entered our vocabulary in the last ten years or less because of new inventions, space activity, and so forth.
6. Compare some of the slang used today with some your parents or grandparents used (23 skiddoo, cat's meow, etc.). Does their slang sound funny to you? Does yours sound strange to them?
7. Using a thesaurus, look up a word that is commonly overworked (such as "good" or "beautiful") and write down all its synonyms.
8. Write down the first name of everyone in your class, then write the meaning of each name you can find in the dictionary or any other source.

Section 3: Varieties of Written Standard English

1. Write a list of roots, prefixes, and suffixes on the board. Ask students to write words containing these affixes and to write their definitions.
2. Write to your state legislature for a copy of a bill or download one that is available online. Make enough copies for the class. Compare the English used in these bills with the everyday English we use.
3. Do you think lawyers, insurance companies, and other business entities should reword their forms so the average person can understand them?
4. Use the list in the first teacher-directed activity. Divide the class into two teams and see who can call out a word first. Then the two teams can have a race looking up the definitions.
5. Have students bring to school some business letters that their parents have received (nothing personal; cut names and addresses off the top and just leave the body of the letter). Pass the letters around and have students make suggestions on how they could be reworded to read better.

6. Write a letter to a state tourism department or contact them online and request information for a vacation. Tell them the date you will be there, ask for information about places to see, and ask about the climate for that particular time of the year. Keep your letter or email short and to the point.
7. Select a favorite poem. Copy it on a sheet of paper. At the bottom or on the other side, summarize what the poem says to you.

Bible Memory Verses

Section 1

Acts 2:11—the Word of God

Section 2

Philemon 1:6—the effectual communication of faith

Section 3

Job 19:23 and 24—the importance of written communication

ANSWER KEY

SECTION 1

- 1.1 natural language acquisition
- 1.2 telegraphic stage
- 1.3 holophrastic stage
- 1.4 overgeneralization
- 1.5 second language acquisition
- 1.6 true
- 1.7 true
- 1.8 false
- 1.9 true
- 1.10 true
- 1.11 c
- 1.12 a
- 1.13 e
- 1.14 b
- 1.15 d
- 1.16 c
- 1.17 e
- 1.18 b
- 1.19 a
- 1.20 d
- 1.21 Any order: New England, Southern American, General American
- 1.22 Any order: regional, social, ethnic
- 1.23 General American
- 1.24 Any order: pronunciation, vocabulary, idiomatic expression
- 1.25 ethnic
- 1.26 social
- 1.27 slang, jargon
- 1.28 c
- 1.29 a
- 1.30 b
- 1.31 Answers will vary. Make sure that the student uses terms like *natural language acquisition*, *dialect*, and *Standard English* in the response.
- 1.32 b
- 1.33 d
- 1.34 e
- 1.35 f
- 1.36 c
- 1.37 a
- 1.38 false
- 1.39 false
- 1.40 true
- 1.41 true
- 1.42 true
- 1.43 b
- 1.44 c
- 1.45 a
- 1.46 Answers will vary. Make sure that the student has included at least three differences between *acquiring* English and *learning* Standard English.
- 1.47 informal
- 1.48 formal
- 1.49 colloquial
- 1.50 formal
- 1.51 formal
- 1.52 colloquial
- 1.53 informal
- 1.54 colloquial
- 1.55 informal
- 1.56 formal
- 1.57 Answers will vary. Make sure that the student adjusted the kind of Standard English used to audience and situation.

SELF TEST 1

- 1.01 c
- 1.02 b
- 1.03 d
- 1.04 a
- 1.05 b
- 1.06 c
- 1.07 e
- 1.08 a
- 1.09 b
- 1.010 d
- 1.011 false
- 1.012 true
- 1.013 true
- 1.014 true
- 1.015 false
- 1.016 true
- 1.017 false
- 1.018 true
- 1.019 true
- 1.020 false
- 1.021 a
- 1.022 b
- 1.023 a
- 1.024 b
- 1.025 b

SECTION 2

- 2.1 f
- 2.2 c
- 2.3 h
- 2.4 e
- 2.5 j
- 2.6 k
- 2.7 g
- 2.8 b
- 2.9 d
- 2.10 i
- 2.11 a
- 2.12 Johnson's
- 2.13 Webster's
- 2.14 Johnson's
- 2.15 Johnson's
- 2.16 Webster's
- 2.17 Webster's
- 2.18 Johnson's
- 2.19 Webster's
- 2.20 d
- 2.21 a
- 2.22 c
- 2.23 e
- 2.24 b
- 2.25 g
- 2.26 h
- 2.27 i
- 2.28 f
- 2.29 entry word
- 2.30 respelling
- 2.31 part of speech
- 2.32 alternate form
- 2.33 etymology
- 2.34 definition
- 2.35 synonym
- 2.36 meagre
- 2.37 alternate forms
- 2.38 curricula, curriculums
- 2.39 alternate forms
- 2.40 *Farther* is considered a variant of *further*. *Farther* should be used when referring to literal distance; *further* should be used in all other senses, especially when referring to figurative distance. Examples: He lives *farther* from work now that he moved. Please consider the matter *further* before making a decision.
- 2.41 etymology, usage
- 2.42 to anticipate; to do something before something else happens
- 2.43 etymology, usage

- 2.44** several (at least four); answers will vary but could include *beautiful in appearance, dainty, sizable, to some degree or extent, miserable*
- 2.45** definition, usage
- 2.46** a. Answers will vary. Make sure that the student meets the length requirement and lists the dictionaries consulted, including an Internet dictionary, if possible.
- b. Answers will vary but should indicate that a shift occurred, away from a “Christocentric” view of truth to a more materialistic one.

SELF TEST 2

- 2.01** Johnson
- 2.02** Webster
- 2.03** Johnson
- 2.04** Webster
- 2.05** both
- 2.06** both
- 2.07** Johnson
- 2.08** Webster
- 2.09** j
- 2.010** b
- 2.011** g
- 2.012** f
- 2.013** e
- 2.014** a
- 2.015** c
- 2.016** i
- 2.017** d
- 2.018** h
- 2.019** entry word
- 2.020** respelling
- 2.021** part of speech
- 2.022** alternate form
- 2.023** etymology
- 2.024** definition
- 2.025** synonyms
- 2.026** illustrative quote
- 2.027** etymology
- 2.028** definition or usage
- 2.029** alternate forms
- 2.030** respelling
- 2.031** part of speech
- 2.032** true
- 2.033** true
- 2.034** true
- 2.035** false
- 2.036** false

SECTION 3

- 3.1 ordinary
- 3.2 poetic
- 3.3 scientific
- 3.4 technical, scientific
- 3.5 literary, poetic
- 3.6 informational, ordinary
- 3.7 a
- 3.8 a
- 3.9 b
- 3.10 c
- 3.11 a
- 3.12 b
- 3.13 b
- 3.14 c
- 3.15 a
- 3.16 Latin
- 3.17 Greek
- 3.18 Old English (*writ*), Latin (*certiorari*)
- 3.19 Old English (*writ*), Latin (*habeas corpus*)
- 3.20 Answers will vary. Make sure that the student has eliminated jargon and broken up larger sentences into smaller ones.
- 3.21 b
- 3.22 a
- 3.23 d
- 3.24 c
- 3.25 a
- 3.26 a
- 3.27 c
- 3.28 b
- 3.29 a
- 3.30 d
- 3.31 poetry and prose
- 3.32 poetry and prose
- 3.33 poetry
- 3.34 prose
- 3.35 poetry and prose
- 3.36 d
- 3.37 e
- 3.38 c
- 3.39 b
- 3.40 a
- 3.41 a house
- 3.42 Passage 1 includes a brief literal description of two houses, predominantly their foundations.
Passage 2 includes extensive description of a literal house.
Passage 3 treats the house completely figuratively, using its features to describe a person's (dead) body.
- 3.43 Passage 1 uses the image of building a house as a point of comparison (analogy) to illustrate a point about the results of listening to or rejecting Christ's words.
- 3.44 The house is the setting of Passage 2. Its condition is linked to the mental state of its owner ("the perfect keeping of the character of the premises with the accredited character of the people"). The ancient, weather-worn house with a "barely perceptible fissure" in its walls foreshadows the doom of Roderick Usher. (Both, by the end of the story, are destroyed.)
- 3.45 In Passage 3 the poet uses the house as a metaphor of the human body. "Life and thought" were the occupants, but they have abandoned the house (i.e., the person died). The "windows" are the eyes; the "door" is the mouth. The reference to the house being "builded of the earth" reminds the reader that mankind was made from the dust of the ground. Life and thought are now occupying a new house, the "mansion" in heaven described in the last stanza.
- 3.46 All three texts use the image and features of a house in order to make important points about human existence.
- 3.47 Passage 1 is closest to ordinary language. As a sermon, it uses a conversational tone, traditional sentence structure, and little figurative language.
- 3.48 Passage 3 is a poem built around the metaphor of the body as a house. Structurally, it makes use of regular meter (trochaic tetrameter), rhyme (*abba, cddc, effe, ghhg, ijji*), stanzas (five), and other features characteristic of poetry.
- 3.49 Answers will vary. Make sure that the student follows the length requirements and applies what he or she has learned in Section 3 to this assignment.

SELF TEST 3

- 3.01 scientific
- 3.02 poetic
- 3.03 ordinary
- 3.04 technical
- 3.05 informational
- 3.06 literary
- 3.07 technical
- 3.08 literary
- 3.09 informational
- 3.010 literary
- 3.011 literary
- 3.012 informational
- 3.013 technical
- 3.014 technical
- 3.015 informational
- 3.016 c (medical journals are technical texts)
- 3.017 b
- 3.018 e
- 3.019 b
- 3.020 a
- 3.021 a
- 3.022 b
- 3.023 d
- 3.024 c
- 3.025 e

LIFEPAC TEST

1. h
2. e
3. g
4. k
5. n
6. p
7. c
8. f
9. l
10. m
11. a
12. j
13. d
14. i
15. b
16. o
17. f
18. h
19. e
20. a
21. c
22. i
23. d
24. g
25. b
26. entry word
27. respelling
28. alternate form
29. etymology
30. definition
31. synonym
32. illustrative quote
33. scientific
34. poetic
35. ordinary
36. technical

37. informational

38. literary

39. Sample Essay (100–200+ words):

Human beings are prewired for language. As infants we begin to learn language as the direct result of hearing it, not as a result of formal instruction. The process, called natural language acquisition, moves through a series of distinct developmental stages ending in basically adult-level language use in pronunciation and vocabulary in as soon as five years. The learner's language is profoundly influenced by language environment, including factors such as geographical region, ethnicity, and social grouping, all of whose characteristics shape the speaker's language use in distinct ways.

Mastery of Standard English, on the other hand, requires formal instruction. The focus is on getting everyone to use a single variety of English in public settings for sake of clear communication. Students must learn rules for how to pronounce and spell words and use them in sentences. They must learn how to speak and write English following specific forms and levels of formality, depending on the occasion and audience. They must learn how to read a variety of Standard English texts for a variety of purposes. Mastery of Standard English is an important mark of education and is expected of employees in the workplace and in a variety of other public settings.

ALTERNATE LIFE PAC TEST

1. false
2. false
3. true
4. true
5. true
6. false
7. true
8. false
9. false
10. true
11. g
12. l
13. f
14. a
15. c
16. j
17. e
18. h
19. b
20. d
21. alternate form
22. respelling
23. etymology
24. usage
25. entry word
26. scientific
27. poetic
28. ordinary
29. technical
30. Answers will vary; examples include law books, academic journals, research reports
31. literary
32. Answers will vary; examples include sermons, essays, speeches, short stories, novels, poetry
33. informational
34. Answers will vary; examples include contracts, warranties, user guides, policies, instructions

35. Sample Essay (100–200+ words)
 Samuel Johnson's *A Dictionary of the English Language* was the largest, most authoritative dictionary of the English language at the time it was written during the mid-eighteenth century. The dictionary reflected the grammarian tradition of which Johnson was a part. For Johnson, lexicography was an effort to preserve the English language from corruption and change. The "pure" language he documented was that of the educated elite at court and the universities as well as the greatest authors of English literature up to his time. The words, definitions, and examples he included represented a prescriptive approach to language. That is, his dictionary documented the grammarians' perspective concerning how the language should be used.

A generation or two after the publication of Johnson's dictionary, Noah Webster produced *The American Dictionary of the English Language*. Webster made extensive use of Johnson's work in his own but expanded on his methods in some important ways. First, while using Johnson's historical method, Webster also included word etymology as an important part of his definitions. He also consulted a much broader segment of the educated populace and even included colloquial terms rather than restricting his usage models to the few elite. In using these methods, Webster took the first steps toward a more descriptive approach to language in which language is documented according to how it is actually used.

LANGUAGE ARTS 1101

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Answer true or false (each answer, 2 points).

1. _____ Jargon is a kind of dialect.
2. _____ Prose never makes use of figurative language.
3. _____ A word's history is its etymology.
4. _____ Simile is a kind of figurative language.
5. _____ Descriptive, Prescriptive, and Historical are three methods used in lexicography.
6. _____ Legalese is a type of slang.
7. _____ Poetry often uses imagery.
8. _____ Formal Standard English and Standard English are the same thing.
9. _____ Slang is acceptable in formal Standard English.
10. _____ Both first and second language learners over-generalize.

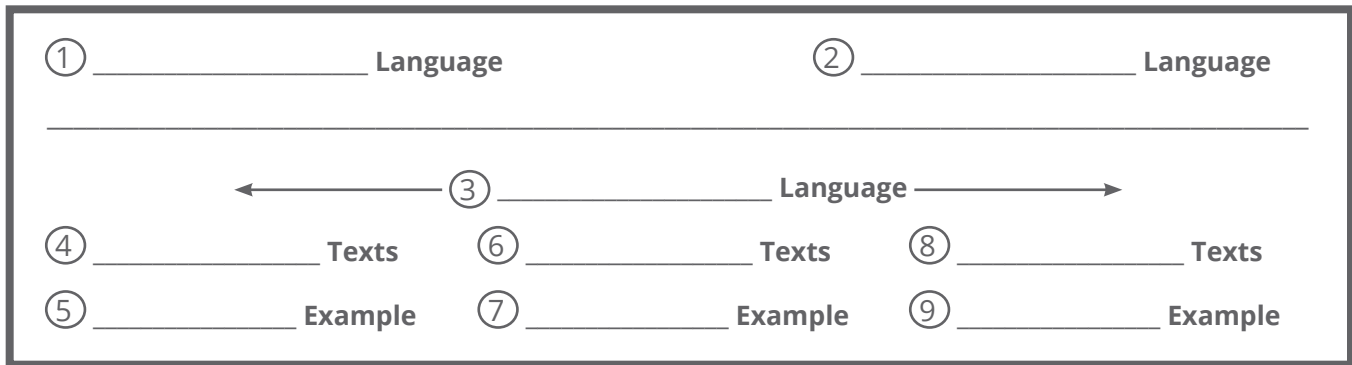
Match the type of language to the correct example (each answer, 2 points).

- | | | |
|-----------|------------------------------|--|
| 11. _____ | informational text | a. By the power invested in me as a minister of the Gospel, I now pronounce you man and wife. What God has joined together, let not man put asunder. |
| 12. _____ | colloquial English | b. So, they tied the knot. Cool! |
| 13. _____ | technical text | c. Open the guestbook one-half hour before the ceremony. After the vows are said, lead the bridal party to the receiving line. |
| 14. _____ | formal Standard English | d. I happy for you! |
| 15. _____ | jargon | e. Entreat me not to leave thee or to refrain from following after thee. For whither thou goest I will go. |
| 16. _____ | regional dialect | f. The aforementioned parties, in entering into said Agreement, hereby mutually swear that they have, to the best of their abilities, provided a truthful representation of their intent ... |
| 17. _____ | literary text | g. To register online at Smith's Bridal, complete the form below and press "Enter." |
| 18. _____ | informal Standard English | h. Congratulations, Jim and Sarah. We're very happy for you. Thank you for inviting us. |
| 19. _____ | slang | i. Way to go, guys! You'll do great! |
| 20. _____ | English as a second language | j. Ya'll make a fine couple! I reckon you'll be happy. |

Indicate which part of a dictionary entry you would use to find the item requested (each answer, 4 points).

- 21. _____ the past tense form of "prove" (*proved* or *proven*?)
- 22. _____ the syllable structure of *pusillanimous*
- 23. _____ the source language of *phlebotomy*
- 24. _____ the difference between *affect* and *effect*
- 25. _____ the primary (preferred) spelling of *judgement/judgment*

Label the parts of the diagram below. Each number references the element immediately following it (each answer, 3 points).



- 26. _____ (1)
- 27. _____ (2)
- 28. _____ (3)
- 29. _____ (4)
- 30. _____ (5)
- 31. _____ (6)
- 32. _____ (7)
- 33. _____ (8)
- 34. _____ (9)

Essay (this answer, 10 points).

- 35. On a separate sheet of paper, explain the difference between Johnson’s and Webster’s approach to lexicography and how their methods represent the difference between a prescriptive and descriptive approach to language. Use the following terms in your essay: *historical method, etymology, prescriptive, descriptive.* (100–200 words)



804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

800-622-3070
www.aop.com

LAN1120 – Sept '17 Printing

ISBN 978-1-58095-708-3

