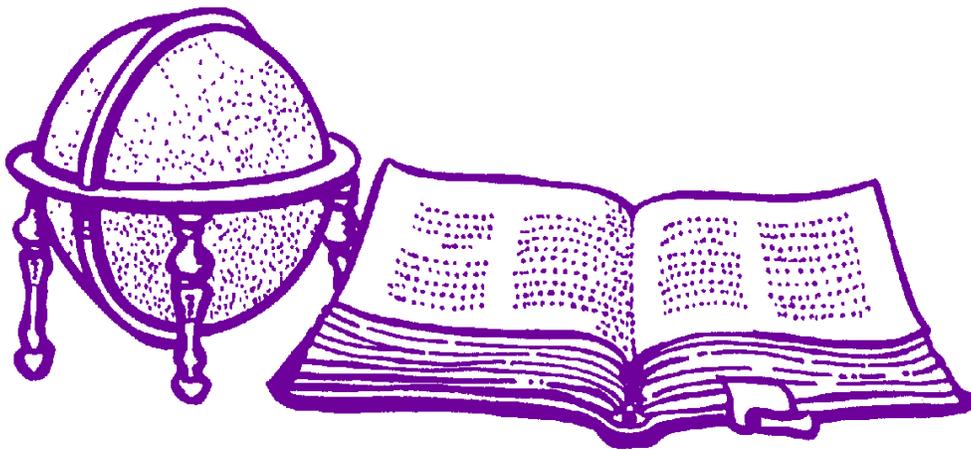


Designing Your  
Own School Program

**1**

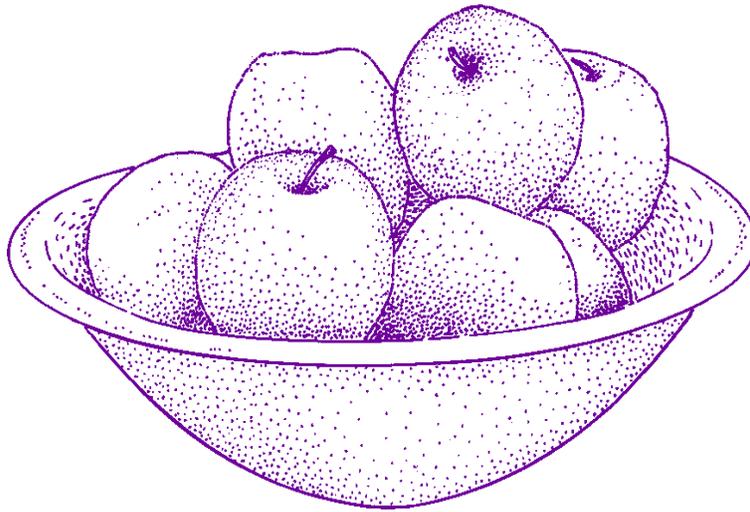
# What is Language?



A "True Education" Language Series

“A word fitly spoken  
is like apples of gold  
in pictures of silver.”

Proverbs 25:11



**Printed by SEM  
627 Highland Loop Rd.  
Kettle Falls, WA 99141  
(509) 684-6843**

Copyright © 1996  
SonLight Education Ministry  
P.O. Box 518  
Colville, WA 99114

# Teacher Section





# INSTRUCTIONS

## For the Teacher

### Step 1

Study the Bible Lesson and begin to memorize the Memory Verses. Familiarize Yourself With the Character Quality. The student can answer the Bible Review Questions. See page 6. Use the Steps in Bible Study.

### Bible Lesson

“**God With Us**” – Genesis 3:14-15; 12:1-3; Galatians 3:16; Genesis 49:10; Deuteronomy 18:17-19; II Samuel 7:12-17; Ezekiel 21:25-27; Luke 1:32; Isaiah 9:6-7; Psalm 45:1-8; 72:1-11; Isaiah 53; Zechariah 12:10; John 14:9; John 1:1-4; Matthew 1:23

### Memory Verses

Matthew 1:23; Matthew 1:20-21; John 8:28; 6:57; 7:18; 8:50; Philippians 2:5-11

### Character Quality

**Love** – an affection of the mind excited by beauty and worth of any

kind, or by the qualities of an object; charity.

Antonyms – hate; detestableness; abomination; loathing; scorn; disdainfulness; selfishness

### Character Quality Verse

I Corinthians 13:4-7 – *“Charity suffereth long, and is kind; charity envieth not; charity vaunteth not itself, is not puffed up,*

*“Doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil;*

*“Rejoiceth not in iniquity, but rejoiceth in the truth;*

*“Beareth all things, believeth all things, hopeth all things, endureth all things.”*

### Step 2

### Understand How To/ And

A. Do the Spelling Cards so the student can begin to build his own spiritual dictionary.

B. Mark Your Bible.

C. Evaluate Your Student's Character in relation to the character quality of **love**.

D. Familiarize Yourself With "What is Language?" Notice the Projects.

E. Review the References for "Language."

F. Notice the Answer Key.

## A. Spelling Cards Spelling Lists

### Language Words

#### Place I - II - III

cheap

communicate

importance

language

many

service

tongue

tools

unselfish

weight

words

Emmanuel

enmity

forever

head

heel

Judah

kingdom

lawgiver

**love**

peace

Prophet

sceptre (or er)

seed

Shiloh

throne

woman

See the book *Spelling from the Scriptures* for instructions about the Spelling Cards.

## B. How to Mark the Bible

1. Copy the list of Bible texts in the back of the Bible on an empty page as a guide.

2. Go to the first text in the Bible and copy the next text beside it. Go to the next one and repeat the process until they are all chain referenced.

3. Have the student present the study to family and/or friends.

4. In each student lesson there is often one or more sections that have a Bible marking study on the subject studied. (See the student's section, pages 4-5 and make your own.)

## C. Evaluate Your Student's Character

This section is for the purpose of helping the teacher know how to encourage the students in becoming more **loving**. See page 7.

**Place I = Grades 2-3-4**

**Place II = Grades 4-5-6**

**Place III = Grades 6-7-8**

# D. Familiarize Yourself With “What is Language?” – Notice the Projects

## Projects

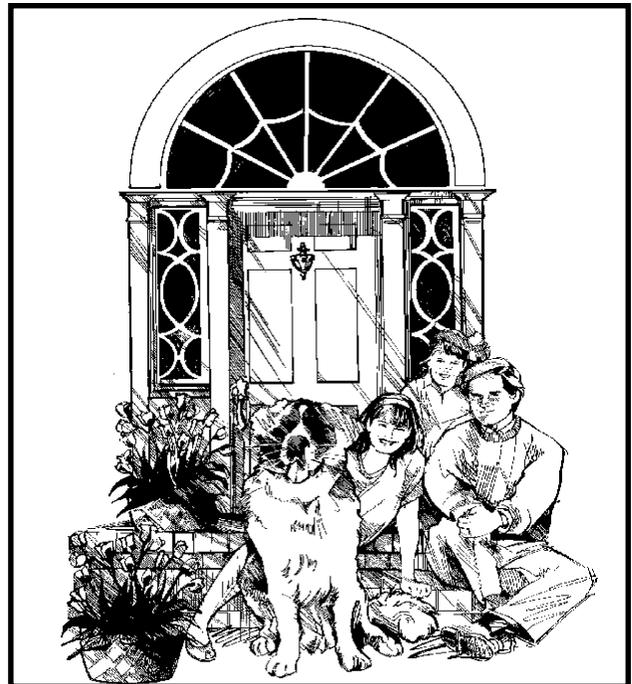
1. Practice telling the difference between literal definitions of words and spiritual or symbolic definitions of words. Express your **love** in both ways. **Love** can be expressed in a literal sense by telling your family members, “I **love** you.” And **love** can be expressed in a symbolic sense by actions such as special deeds of kindness and affection for those you **love**. An example of **love** being expressed in a symbolic sense would be to pick a bouquet of flowers and give them to Grandmother with a kiss.

“My little children let us not  
love in word, neither in tongue;  
but in deed and in truth”

1 John 3:18.

2. Fill your communications with **love**, verbal and non-verbal. (Example: when father or mother says, “Would you please wash the dishes?” quickly answer, “Yes, I will be happy to do them.”)

3. Use a bowl and fill it with written ideas of kind acts such as: for the next hour, smile when someone is talking to you, or play with baby brother for 1/2 hour, or offer to do dishes for your sister today. Place the bowl on the dining room table. For any communication other than a **loving** one the offender must draw a communication of **love** out of the bowl and do what it says (carry out no more than two weeks). The purpose of this is to help members of the family to be aware of their attitudes and actions.



## E. Review the References for “Language”

Teacher, read through this section before working on the lesson with the student.

See pages 8.

## F. Notice the Answer Key

The Answer Key for the student book is found on page 12.

### Step 3

**Read the Lesson Aim.**

### Lesson Aim

This lesson is an introduction to Language. It will teach the child the character quality of **love** through “God With Us.”

The **love** of God is the first duty of man, and this springs from just views of His attributes or excellencies of character which afford the highest delight to the sanctified

heart. Esteem and reverence constitute ingredients in this affection, and a fear of offending Him is its inseparable effect.

In the beginning God communicated face to face with man. Man sinned and could no longer have open communion with God. To solve this problem, so God would not be misunderstood, Jesus became flesh (the Word) and dwelt among men. He would be an example of **love** to draw men back to God and the language of heaven.

Language helps us communicate with each other. Genesis 11:1 says, “*And the whole earth was of one language, and of one speech.*” But when sin changed things then the people on earth were separated by many different languages.

Communicating gives us understanding. God longed to communicate with the sinful people on Earth. He sent the best “Word” from Heaven to explain **love**. Since language is the communication of thoughts and feeling and since a person’s thoughts and feelings make up his moral character, than a person’s language is an index to their moral character. God’s character is revealed through His Word—the Bible, and through Jesus Christ who is also called the Word of God.

Jesus was God's best communication of **love** in the language of heaven. This example will be studied throughout eternity.

## Step 4

**Prepare to begin the Language Lesson.**

### To Begin the Language Lesson

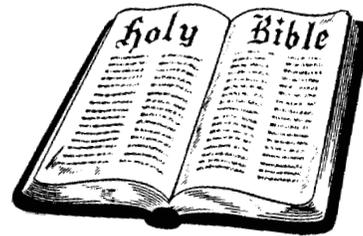
Play a game of children's Scrabble or a similar type of game (without the competition).

## Step 5

**Begin the Language lesson. Cover only what can be understood by your student. Make the lessons a family project by all being involved in part or all of the lesson. These lessons are designed for the whole family.**



## Steps in Bible Study



1. Prayer
2. Read the verses/meditate/memorize.
3. Look up key words in *Strong's Concordance* and find their meaning in the Hebrew or Greek dictionary in the back of that book.
4. Cross reference (marginal reference) with other Bible texts. An excellent study tool is *The Treasury of Scripture Knowledge*.
5. Use Bible custom books for more information on the times.
6. Write a summary of what you have learned from those verses.
7. Mark key thoughts in the margin of your Bible.
8. Share your study with others to reinforce the lessons you have learned.

## Review Questions

1. What were the circumstances under which the first promise of a Redeemer was given? (Genesis 3:14-15)
2. What promise was made to Abraham, and what did it mean? (Genesis 12:1-3; Galatians 3:16)
3. Through what tribe of Israel was the Messiah to come? (Genesis 49:10)
4. What promise was given through Moses? (Deuteronomy 18:17-19)
5. Through whom was the permanence of David's kingdom assured? (II Samuel 7:12-17; Ezekiel 21:25-27; Luke 1:32)
6. What exalted ideas concerning the Messiah were made prominent? (Isaiah 9:6, 7; Psalm 45:1-8; 72:1-11)
7. What also was foretold of His relation to sin? (Isaiah 53; Zechariah 12:10)
8. What is the significance of the name which John applies to Christ? (John 14:9; Matthew 1:23)
9. What important facts are stated of Him in John 1:1-4
  - a.
  - b.
  - c.
10. As part of the great scheme of human redemption, what did the Word become? What is the meaning of the words "*became flesh?*" (Matthew 1:23)

## Notes

Children need love.



# Evaluating Your Child's Character

Check the appropriate box for your student's level of development, or your own, as the case may be.

Maturing Nicely (MN), Needs Improvement (NI), Poorly Developed (PD), Absent (A)

## Love

1. "**Charity** suffereth long and is kind" (I Corinthians 13:4). Does my child show a maturity of **love** that enables them to be kind while suffering from hunger, tiredness, or discomfort?

MN NI PD A

2. When the child encounters people with character deficiencies, is the child's reaction one of **loving** pity and concern instead of condemnation?

MN NI PD A

3. Does your child seem to **love** God more as a result of studying the material contained in the Bible?

MN NI PD A

4. "**Charity...vaunteth not itself; is not puffed up.**" Does the child refrain from comparing himself with others? Do they make comments like "I can read better than \_\_\_\_\_."

MN NI PD A

5. "**Charity...seeketh not her own.**" Is the child willing for others to have the best or the most of desirable things?

MN NI PD A

6. "**Love your enemies.**" Does the child initiate reconciliation with or do kind things for those who have hard feelings toward him or who have treated him unfairly?

MN NI PD A

7. "**Love covers a multitude of sins.**" Is the child eager to tell you about the failures of others or do they **lovingly** shield others from exposure where possible to do so with integrity?

MN NI PD A

8. "**Charity...thinketh no evil.**" Is the child unsuspecting, ever placing the most favorable construction upon the motives and acts of others?

MN NI PD A



# References

## Language



*Counsels to Teachers* 216 – “One of the fundamental branches of learning is language study. In all our schools special care should be taken to teach the students to use the English language correctly in speaking, reading, and writing. Too much cannot be said in regard to the importance of thoroughness in these lines. One of the most essential qualifications of a teacher is the ability to speak and read distinctly and forcibly. He who knows how to use the English language fluently and correctly can exert a far greater influence than one who is unable to express his thoughts readily and clearly.”

*Counsels to Teachers* 215 – “Many who feel that they have finished their education are faulty in spelling and in writing, and can neither read nor speak correctly. Not a few who study the classics and other higher branches of learning, and who reach certain standards, finally fail because they have neglected to do thorough work in the common branches. They have never obtained a good knowledge of the English language. They need to go back and

begin to climb from the first round of the ladder.”

*Education* 234-235 – “And in every branch of education there are objects to be gained more important than those secured by mere technical knowledge. Take language, for example. More important than the acquirement of foreign languages, living or dead, is the ability to write and speak one’s mother tongue with ease and accuracy; but no training gained through a knowledge of grammatical rules can compare in importance with the study of language from a higher point of view. With this study, to a great degree, is bound up life’s weal or woe.

“The chief requisite of language is that it be pure and kind and true—‘the outward expression of an inward grace.’ God says: *‘Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things’* (Philippians 4:8). And if

such are the thoughts, such will be the expression.”

*Christ's Object Lessons* 336 – “Every Christian is called to make known to others the unsearchable riches of Christ; therefore, he should seek for perfection in speech. He should present the word of God in a way that will commend it to the hearers. God does not design that His human channels shall be uncouth. It is not His will that man shall belittle or degrade the heavenly current that flows through him to the world...We should accustom ourselves to speak in pleasant tones, to use pure and correct language, and words that are kind and courteous.”

*Evangelism* 668 – “The teachers in our schools should not tolerate in the students ungainly attitudes and uncouth gestures, wrong intonations in reading, or incorrect accents or emphasis. Perfection of speech and voice should be urged upon every student.”

*Counsels to Teachers* 217 – “Unless we can clothe our ideas in appropriate language, of what avail is our education?”

*Counsels to Teachers* 243 – “God has given us the gift of speech that we may recite to others His dealing with us, that His love and compassion may touch other hearts, and

that praise may arise from other souls also to Him who has called them out of darkness into His marvelous light.”

*6 Testimonies* 337 – “Of all the gifts that God has bestowed upon men, none is more precious than the gift of speech. If sanctified by the Holy Spirit, it is a power for good. It is with the tongue that we convince and persuade; with it we offer prayer and praise to God; and with it we convey rich thoughts of the Redeemer's **love**.”

*Counsels to Teachers* 156-157 – “He will help you to use the talent of speech in so Christ like a way that peace and **love** will reign in the home.”

*Sons and Daughters of God* 72 – “It is our privilege to grow more and more like Him every day. Then we shall acquire the power to express our **love** for Him in higher, purer speech, and our ideas will enlarge and deepen, and our judgment become more sound and trustworthy, while our testimony will have more of life and assurance. We are not to cultivate the language of the earthy and be so familiar with the conversation of men, that the language of Canaan will be new and unfamiliar to us...The Scripture says of Christ that grace was poured into His lips, that He might *know how to speak a*

*word in season to him that is weary.'* And the Lord bids us, *'Let your speech be always with grace,' 'that it may minister grace unto the hearers.'* When the heart is pure, rich treasure of wisdom will flow forth."

*6 Testimonies* 380 – "Knowledge will be of little advantage to us unless we cultivate the talent of speech; but it is a wonderful power when combined with the ability to speak wise, helpful words, and to speak them in a way that will command attention...The truth must not be marred by being communicated through defective utterance."

*1 Testimonies* 216 – "But while we are commanded to separate from the world, it is not necessary that we become coarse and rough, and descend to common expression, and make our remarks as rude as possible. The truth is designed to elevate the receiver, to refine his taste and sanctify his judgment. There should be a continual effort to imitate the society we expect soon to join; namely, angels of God who have never fallen by sin. The character should be holy, the manners comely, the words without guile, and thus should we follow on step by step until we are fitted for translation."

*Fundamentals of Christian Education* 130 – "[In the Bible] The truth is clothed in elevated language, which exerts a fascinating power over the mind; the thought is lifted up from the things of earth, and brought to contemplate the glory of the future immortal life."

*Counsels to Teachers* 238 – "He should endeavor to use correct language. There is a large class who are careless in the way they speak, yet by careful, painstaking attention these may become representatives of the truth. Every day they should make advancement. They should not detract from their usefulness and influence by cherishing defects of manner, tone, or language. Common, cheap expressions should be replaced by sound, pure words...We should be careful not to give an incorrect pronunciation of our words. There are men among us who in theory know better than to use incorrect language, yet who in practice make frequent mistakes. The Lord would have us careful to do our best, making wise use of our faculties and opportunities. He has endowed men with gifts with which to bless and edify others; it is our duty so to educate ourselves that we may be fitted for the great work committed to us."



*The Desire of Ages* 34 – “Through nature, through types and symbols, through patriarchs and prophets, God had spoken to the world. Lessons must be given to humanity in the language of humanity.

*6 Testimonies* 322 – “The human agent will learn how to represent the divine Companion with whom he is associated...They will be gifted with power to clothe the message of truth with a sacred beauty.”

“The Scripture says of Christ that grace was poured into His lips, that He might *‘know how to speak a word in season to him that is weary.’*”

## Notes



# Answer Key

## Page 6

1-3 Teacher, check.

4. One

5. Teacher, check.

## Page 7-8

Teacher, check.

## Page 9

1. Symbol

2. Language

3. One

4. See Genesis 11:1-9.

5. Sentence

6. **Love**

7. Selfish

8. **Love**

9. Height, depth

10. See page 5.

## Page 9 continued

11. See page 5.

## Page 15

1. Study, approved

2. Wrong pronunciation, misspelled words, improper punctuation and sentence structure

4. Words are like seeds that some-day, will have a harvest.

5. See the list of spelling words on page 2 in the Teacher's Section.

## Page 17

1. Study

2. Wrong pronunciation, misspelled words, improper punctuation and sentence structure

3. Chaff

4. Seeds

5. See the list of spelling words on page 2 in the Teacher's Section.

# Gardening Sheet

Lesson One Subject Language

Title “What is Language?”

## In Season

## Out of Season

**(This can be for both  
“In Season” and  
“Out of Season.”)**

What is garden language?  
Learn the terms of the garden.  
Some to start with are:

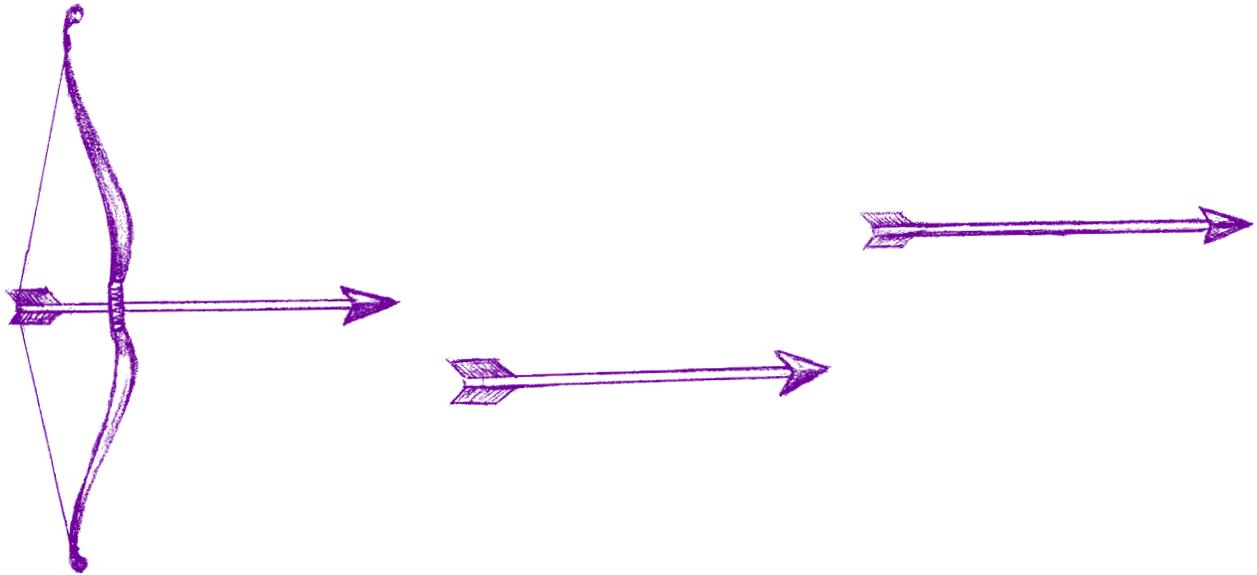
companion planting  
seeds  
seedlings  
analyzing  
soil  
planting  
transplanting  
fertilizing  
disease  
pests  
weeds  
mulching  
supports  
annuals  
biennials  
perennials  
bulbs  
compost  
cold frame

corm  
fertilizer  
fungicide  
grafting  
greenhouse  
hotbeds  
insects  
lawn  
mulch  
peat moss  
pollen  
pruning  
tuber  
landscape  
flower  
fruit  
grass  
herb  
nut  
plant  
shrub  
tree  
vegetable

(If you think of other garden words  
add them to this list. Learn about  
the words you do not understand.)

“O many a shaft, at random sent,  
Finds mark the archer little meant,  
And many a word at random spoken  
May soothe or wound a heart that’s broken.”

—Sir Walter Scott



Each booklet in the series,  
“Designing Your Own School Program,”  
is planned for a family to study together for their homeschool curriculum;  
yet versatile enough to be used in the conventional classroom.  
Learn the principles of the subject matter from the Scriptures;  
discover more academic information;  
then apply it to your daily life.

Other titles in the language series are available  
in the following subjects:

- 1 – What is Language?
- 2 – Your Bible, The Word
- 3 – History of the Word
- 4 – Understanding the Word
- 5 – The Word Explains Words
- 6 – Books Full of Words
- 7 – Pure Words
- 8 – Figurative Words
- 9 – Synonyms, Homonyms, and Antonyms
- 10 – Development of Words (Prefixes, Suffixes, Root Words)



Mark 4:29