

Observations

1. Repeated words
2. Repeated ideas and themes
3. Key words... meaning essential in understanding passage. Sometimes repeated.
4. Who... Main characters, people, people groups, author, audience
5. Pronouns... I, you, she, they, mine, yours, his, their, who, me, etc.
6. What... events taking place, order of events
7. Geographical locations on a map.
8. Where
9. When/time element... Before, after, during, while, then, until, when
10. Verb tenses past, present, or future
11. Contrasts... Simple contrasts like "but" and broader contrasts of ideas, people, events.
12. Comparisons "like" "or" "as"... Also ideas, events, attitudes, etc.
13. Conditional statements. If... (then...)
14. Connectives that reflect reasons, results, and conclusions... therefore, yet, however, Likewise, so then, nevertheless, so that, because, for, etc.
15. Commands, Advice, Promises, Warnings, Predictions
16. Author's logic
17. Progression... Does the author move to a climax?... General to specific?... Statement to an illustration?... Teaching to application?... Problem to solution?
18. Laws of composition
19. Beginning and end of passage or book.
20. Questions and answers.
21. Illustrations.... Scripture, everyday life situations, personal experiences, etc.
22. Old Testament quotations.
23. Figures of speech.
24. Summary statements. (not writing your own summary statements)
25. Emphatic statements... Truly, behold, indeed, I tell you, I Paul, verily, etc.
26. Lists... 3 or more elements
27. Atmosphere, moods, and emotions... Gentle, joyful, angry, rebuking, etc.
28. List things you do not understand.

Follow-Up Observation Questions

All Observation is about what the text says.

NEVER about what it means that is Interpretation and Application.

FOLLOW-UP OBSERVATION QUESTIONS:

For Repeated Words or Ideas you could ask:

How many times is it repeated?

Is it repeated in the same context?

If it is a repeated idea, what is unique about this repetition? What is the same?

For Figures of speech you could ask:

What Figure of speech is used?

For NT/OT quotes you could ask:

What scripture is quoted (ref)

What is the context of the original quote? (What was the quoted author talking about?)

How does the author use it? (To support an argument? as an illustration?)

For a list

What is the list about? (Character traits, sins to avoid, etc)

How does the author use it? (Advice, expectations, description)

Is a Law of composition used? (see Structure and Composition)

For Connectives, Comparisons, and Contrasts:

What is being connected, compared, contrasted? (Usually in Primary Observation)

Does the author comment on it? (do not be like... live like

Is it repeated?

For a progression you could ask?

Does the author move to a climax? (What is it?)

General to specific? Question to Answer? Problem to solution?

Teaching to Application? Problem to Solution?

Interpretation Questions

DEFINITIVE QUESTIONS

What does it mean?

1. Ask meaning questions. What is the meaning of this term to the original reader? What is the meaning of this phrase, statement, or theological concept?
2. What **did** it mean to the author? Does the author give his own interpretation?
3. What **did** it mean to his audience?
4. To develop this, ask how is this term, phrase, or concept used in the context of this passage? the rest of the book? other writings by the author?
5. Look it up in: a concordance; a Bible dictionary; other word study books; and a dictionary in your own language. Relate your findings back to the original context of the passage you are studying.
6. Does the author quote Scripture? Look up the passages quoted and observe his context.
7. Take into consideration the type of literature.
8. Is this literal or figurative language?
9. Interpret figures of speech. Does the author interpret his use of symbols?
10. What elements of composition or structure are used in this book or passage?
11. Consult Bible dictionaries, atlases, and historical background resource materials for unanswered questions or more information.

REASON QUESTIONS

Why is it used here?

12. From the text, what do you see are the author's concerns, characteristics, convictions, emotions?
13. Likewise, list the reader's concerns, questions, emotions, characteristics, convictions, strengths, and weaknesses.
14. Does the author state why he wrote the book?
15. Why does the author quote Scripture in this passage? Does it prove a point, illustrate a truth, support the author's argument, or contribute to the emotion of the passage?
16. Pay careful attention to the context. How does this passage fit in with the overall message of the whole book? What is its relation to the surrounding paragraphs?
17. What is the historical context? Who is addressed? What cultural issues need consideration? When did the events occur?
18. In the Epistles, determine from the text what questions the believers were asking, and what struggles they were encountering. This is like listening to one side of a

phone conversation. For example, in Paul's letters we know what Paul says, but we must do some thinking as to what the congregations may have been asking or thinking that would result in Paul responding as he does.

19. Why use this figure of speech?
20. Bombard the text with "why" questions.
21. Ask: Why is this said?
22. Why are certain elements of composition or structure used in this book or passage?
23. Why is this type of literature used here? For example, what is the impact of poetry instead of prose?
24. Why this literary context? How does this passage prepare me for what follows?

For what went before?

25. How would the meaning be affected if this term or passage was missing?

IMPLICATION QUESTIONS

What is the significance of this?

26. What is the significance of this passage, idea, word, or statement?
27. Determine whether the issues addressed apply to the local situation in the author's day or universally apply to all believers.
28. Ask: What does this imply?

Figures of speech

- **SIMILE** - A direct comparison of two things that are essentially different. Characterised by use of like, as, and so
- **METAPHOR** - An indirect comparison of two things. Asserts that one thing is another. Substitution of the name of one thing for another. Like a simile but the connectives of like, as and so are left out.
- **ALLEGORY** - An extended metaphor that has the form of a story.
- **ANALOGY** - A rather full comparison showing several points of similarity between unlike things.
- **IRONY** - Implies something different, even the opposite of what is stated. Used for the effect of humour or sarcasm.
- **PERSONIFICATION** - The attribution of life or human qualities to inanimate objects.
- **APOSTROPHE** - Addressing or speaking to things, abstract ideas or imaginary objects.
- **HYPERBOLE** - Exaggeration, not with the intent to deceive but to emphasise and intensify an impression.
- **RHETORICAL QUESTIONS** - These are questions posed for which the author doesn't expect an answer.
- **LITOTES** - The use of understatement. It is the opposite of hyperbole and is often used as irony.
- **METONOMY** - The substitution of one term for another.
- **SYNECDOCHE** - Part of something is mentioned but the whole is meant.
- **EUPHEMISM** - The substitution of a mild, indirect or vague expression for a harsh, blunt one. Euphemisms are used to indirectly discuss such topics as bodily functions, anatomy or unpleasant topics.
- **ANTHROPOMORPHISM** - The practice of describing God in human terms as if he has hands, feet, a face, etc.
- **TYPES** - A type prefigures something or someone to come. A prefiguring symbol such as an Old Testament event prefiguring an event in the New Testament: the Passover foreshadows Christ's sacrificial death (1 Cor 5:7). It is best to have the type explicitly mentioned in the New Testament.
- **SYMBOLS** - Something that stands for another meaning in addition to its ordinary meaning. It is usually a visual image that represents an invisible concept. In interpreting symbols one is not free to impose his own interpretation but he must discover the author's intention by taking into consideration the culture, principles of interpretation, the overall message of the book and in many cases the author's own specific definition.

Types of Literature

PROSE:

Narratives

- *Old Testament Law*
- *Gospels*
- *Parables*
- *Epistles*

POETRY:

- *Hebrew*
- *Poetry*
- *Prophecy*
- *Wisdom Literature*
- *Apocalyptic Literature*

Structure

GEOGRAPHICAL - divided according to places; answers the "Where" question.

BIOGRAPHICAL - divided according to people; answers the "Who" question.

CHRONOLOGICAL/HISTORICAL - divided according to events and time; answers the "What" question.

TOPICAL - divided according to ideas/ topics

LOGICAL - divided according to ideas/ topics with a progression of thought.

EPISTOLARY

ANTHOLOGY

Laws of Composition

COMPARISON

- Alike

CONTRAST

- Contradicting

REPETITION

PRINCIPALITY

- Emphasis and de-emphasis

CONTINUITY

- Progression (Similar to repetition but with some variation.)

CLIMAX

- High point

RADIATION

- Central point or theme and everything ties into it

INTERCHANGE

A-B-A-B

CRUCIALITY

- Pivot or turning point

HARMONY

- Unity, everything fits together

INTERROGATION

GENERAL TO SPECIFIC

PROBLEMS AND SOLUTION

THEOLOGICAL TO APPLICATION

CYCLES

- Repeated patterns

CHIASM

- A-B-C-B-A

INTERCALATION

- Interruption

Charting Checklist

Segment Title

Paragraph Titles

Insides

Outside Observation

Outside Interpretation

Timeless Truth

Chart Summary