

Tools of the Trade



Teaching Ministry of Rev. Kevin James

Revision 2

“Transforming Lives, One Soul at a Time” II CORINTHIANS 5:17



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Tools of the Trade Introduction

Disclaimer: Some information contained in these handouts are from Rick Warren's, [Personal Bible Study Methods](#) and [Understanding and Applying the Bible](#) by Robertson McQuilkin.

“You have known the sacred writings which are able to give you the wisdom that leads to salvation through faith which is in Christ Jesus. All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness; that the man of God may be adequate, equipped for every good work.”

(2 Timothy 3:15-17)

Teaching – Shows us the path on which we are to walk.

Reproof – Shows us where we got off the path.

Correction – Tells us how to get back on the right path.

Training – Teaches how to stay on that path.

“Be diligent to present yourself approved to God as a workman who does not need to be ashamed, handling accurately the word of truth.”

(2 Timothy 2:15)

Teachable Moment:

2 Timothy 2:15

Dividing (3718, orthotomeo) means “to cut straight”

Study means “to be diligent, be zealous”

Approved means “one who has been tested and found acceptable” (used in testing and approving metals)

Translation: Be diligent in what you labor in so that when it is inspected, you will not be ashamed.

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Bible:

1. 2 Timothy 3:15 (sacred letters Re: 1 Th 2:13)
2. We are not saved by believing the Bible (Jn 5:39; 2 Tim 3:15)
3. Satan attacks the Word of God (ref: Gen 3:1)

State: God is truth Dt 32:4; Jesus is truth Jn 14:6; the Holy Spirit is truth 1 Jn 5:6; Scripture is truth Jn 17:17

2 Timothy 3:16,17

Doctrine – What is right

Reproof – What is not right

Correction – How to get right

Instruction – How to stay right.

Perfect means complete, in fit condition, in fit shape.

Furnished means equipped for service.

State: When the plain sense of Scripture makes good sense, seek no other sense.

-David Cooper

State: There is no need for a “deeper meaning”

How Jesus viewed the Bible:

- Jesus equates words of Scripture to words of God (Mt 19:4-5)
- Originated ultimately by the Holy Spirit (Mk 12:36)
- Bible as the final word of authority (Lk 20:15-18; ref. Ps 118:22-23)
- Fulfilled in His life and ministry (Lk 4:21; 24:44; Jn 5:39-47)
- Used in personal temptation (Mt 4:1-11)
- Had confidence in (Mk 14:21,27,49)
- Stated failure to read carefully the Bible will lead to mistakes in living and thinking (Mk 12:24; Mt 21:16, Lk 24:25)
- Encouraged to study (Jn 5:39)
- Affirmed validity of the Bible (Mt 5:18, Jn 10 34ff)
- Jesus is now the final authority (Jn 12:48)

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NT Writers:

- Apostle Paul – Rom 9:17, Gal. 3:8
- Apostle Peter – Acts 2:16,25-36
- Stephen – Acts 7:6-7, 38,52)
- To Gentiles – (Acts 10:43; 13:33-39)
- Words of the apostles were words of Christ (1 Cor. 14:37, 2 Pet 3:2)
- Authority of the NT (2 Pet 3:15-16, 1 Cor 2:13, 1 Pet 1:10-12, 1 Cor 14:37)

Book: Philippians

Topic: Becoming Servant Leaders

Focal Verse: “Let this mind be in you, which was also in Christ Jesus”
Phil. 2:5

The Goal:

Determine the author’s intended meaning!

The goal is to discover the original intended meaning of a passage—the way the original audience understood it. The task of discovering the original intended meaning is called *exegesis*.

Expectations:

- Be Here
- Participate
- Do the Homework

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UNIT 1 – BIBLE STUDY TOOLS

Basic Library:

- A Study Bible
- Two Recent Translations
- An Exhaustive Concordance
- A Bible Dictionary
- A Topical Bible
- A Bible Handbook
- A one-volume Commentary

Advanced Library:

- The Basic Library (stated above)
- Additional versions and paraphrases
- A Bible Encyclopedia
- Set of Word Studies
- Individual Commentaries on books of the Bible
- Bible Atlas
- Old and New Testament surveys
- Any additional books (personal desire)

Study Bible – Should have large print, thick paper so ink does not bleed through the paper, space in margins to write notes, and a good cross-reference system. (King James is recommended)

The Thompson Chain-Reference Bible

The Open Bible

The New King James Study Bible

The Interlinear Hebrew-Greek-English Bible

Recent Translations (several recommended) – Allows you to compare. The many possible meanings and usages of a word can be found by reading a verse in the various versions and noting the differences.



Literal Translation stays as close as possible to the exact words and phrases of the original language. (NASB, NKJV, RSV)

Free Translation seeks to transfer ideas from one language to another, without being so precise about the original words and phrases. Free translations update both the language and the cultural references of the original language. They feel more contemporary, but rather they sacrifice some accuracy. (NRSV, NIV)

Dynamic Equivalence translates words, phrases, and idioms (specialized vocabulary) into equivalent words, phrases, and idioms in English. They update the language but not the cultural references. (JB Phillips, Amplified, NEB, Living)

An Exhaustive Concordance – The most important tool that you will need next to your study Bible. Lists every usage of every word in the Bible, and gives all the references where that word may be found.

Strong's Exhaustive Concordance

Young's Analytical Concordance to the Bible

Bible Dictionary and/or Bible Encyclopedia – *Bible dictionary* explains many of the words, topics, customs, and traditions in the Bible as well as giving historical, geographical, cultural, and archeological information. The *Bible encyclopedia* is an expanded Bible Dictionary with longer articles that deal in greater detail with more subjects.

The New Bible Dictionary

The Wycliffe Bible Encyclopedia

Zondervan Pictorial Encyclopedia of the Bible

Baker Encyclopedia of the Bible

Holman's Bible Dictionary

Topical Bible – Categorizes the verses of the Bible by topics instead of by words.

Nave's Topical Bible



Bible Handbook – Used as a quick reference while reading through a particular book of the Bible. Designed to follow the order of the books of the Bible.

Halley's Bible Handbook

Eerdman's Handbook to the Bible

Set of Word Studies – Will provide the original root meaning of the Greek or Hebrew word (its etymology), the various uses of the word throughout the Bible and in similar non-biblical literature of that historical period, and the frequency with which the word occurs in the Bible.

The Word Study Concordance and The Word Study New Testament

Vine's Expository Dictionary of the New Testament Words

Kenneth Wuest's Word Studies to the Greek New Testament

Dictionary of Old Testament Words for English Readers

Old Testament Word Studies

Commentaries – A scholarly collection of explanatory notes and interpretations on the text of a particular Bible book or section of the Bible. Its purpose is to explain and interpret the meaning of the biblical passage by analyzing the words used, background, introduction, grammar and syntax, and relation of that particular book to the rest of the Bible.

The New Bible Commentary: Revised

The Tyndale New Testament Commentaries

The Tyndale Old Testament Commentaries

New International Biblical Commentaries

The New American Commentaries



UNIT 2 – HOW TO STUDY

Remember

1. We cannot really get to know the Word of God unless we apply it to our lives. (James 1:22)
2. Studying the Word without applying it, can be dangerous. (1 Cor. 8:1)
3. Knowledge requires action. (Matt. 7:24)
4. Knowledge increase responsibility. (Jas. 4:17)

Approach:

Observe – see the basic facts contained in the text under study.

Asking Questions – discover additional facts by more intense observation.

Interpreting – analyze what the text means.

Correlating – what was discovered with other biblical truths (comparing Scripture with Scripture).

Applying – incorporate truths learned into daily living.

Five Guides to Understand the Word of God:

1. We must recognize the meaning of the words.
2. We must interpret according to the grammatical construction of the sentence.
3. We must read each passage in the light of its context.
4. We must take into account all relevant historical circumstances.



5. We must interpret in harmony with parallel passages and in the light of all Bible teaching on the same subject.

Devotional:

Pray for Insight on How to Apply the Passage

- Ask God to help you

Meditate on verse(s)

- Sin to confess?
- Promise to claim?
- Attitude to change?
- Command to obey?
- Example to follow?
- Prayer to pray?
- Error to avoid?
- Truth to believe?
- Something to praise God for?

Write out an application (based upon insights discovered through your meditation)

- Make it PERSONAL
- Should be PRACTICAL
- Should be POSSIBLE
- Should be PROVABLE

Example:

- Personal: I need to . . .
- Practical: I need to lose some weight
- Possible: I need to lose 10 pounds
- Provable: I need to lose 10 pounds before the end of the month



Memorize a Key verse from your Study

- Choose a verse that is key to your application
- Change takes time (it is a process)
- Memorization helps in the process



UNIT 3 - GUIDELINES FOR UNDERSTANDING THE BIBLE

PREREQUISITES:

- Must be SAVED. (1 Cor 2:6-16)
- Holy Spirit is the INTERPRETER. (John 16:13)
- Must have FAITH. (Hebrews 11:6)
- Must be committed to PRAYER. (Psalms 119:18, 125)
- Must have COMMITMENT. (John 7:17)
- Must demonstrate HUMILITY. (Phil 2:3)

Note: The following information is taken from: “*Understanding and Applying the Bible*” by Robertson McQuilkin

Lesson 1: Understanding Human Language

1. Three basic Guidelines

- To understand the meaning of a speaker or author, one begins with the ordinary meaning of the language.
- One must identify the type of language being used (e.g. poetry or prose, figurative or literal).
- Ordinarily, the interpreter is seeking a single meaning from what the speaker or writer has said.

A. Seek the Ordinary Meaning of the Language.

- Understand the historical, physical, and cultural setting in which a given passage was written.
- Make sure of the flow of thought through clarifying sentence structure. (e.g. analyzing words)
- Understand the meaning in a passage by relating it both to its immediate context and to the larger context of the entire book.

B. Identify the Literary Style of the Language.

State: The trustworthiness of the Bible must be identified as the key issue, not its literalness.



1. Start with the assumption the speaker or writer is saying something to be taken in its literal meaning.
 - Study guidelines for determining the type of language being used, and then determine the meaning of that specific type of language (e.g. poetry)
 - Literal language must be interpreted literally; figurative language, figuratively; and poetic language, poetically.

C. Seek the Single Meaning Intended by the Author.

- The author of any written or spoken communication normally seeks to convey a single meaning.
 1. The objective is to determine the single meaning.
 - Figurative or poetic language might appear to have more than one meaning, but the author might be really intending to communicate one particular meaning through that type of language.
 2. To say there is a single meaning does not, however, imply that there is a single application. (Gal 6:7).
 - To say there is only one meaning does not mean that all interpreters will agree on that meaning or that the meaning is easily understood in every passage.

Lesson 2: Historical, Physical, and Cultural Setting

Guideline: Base the Study on historical, physical, and cultural setting.

Historical Setting

Remember:

- The Bible is revelation in history
 - Other religions rooted in mythology (Hinduism)
 - Founded by historic individuals (Buddhism)
 - Bible rooted in history and claims to be a historical document.
- We must understand it in the context of history.

Guidelines:

- Look at the personal situation of the author



- David Ps 51:4 (note: all sin against another person is ultimately a sin against God).
- What was Paul's situation in Phil 4:4-7? (Phil 1:13-14 he was imprisoned)
- Look at the historical references within Scripture
- Book of Hebrews would not be understandable without the historical background of the OT.
- Jesus' reference to Nicodemus (Jn 3:14-15)
- OT history is essential to understand the NT, but also needed to understand OT passages too. (ex. Eze 37:1-6; ref. 33:21; 37:11-12). The historical setting helps understand that the vision refers to Israel and its restoration to the land of promise.
- The prophets must be read in the context of the historical books.
- In seeking to find the meaning of any passage the interpreter needs to discover all he can about the author (who he was, where and when he wrote, under what circumstances he wrote)
- Need to know who the audience was (whom the passage is written to, the historical setting in which they read the passage).

Tools:

1. Bible dictionaries, encyclopedias, and handbooks.
2. Books on the history of biblical times.
3. Books on Bible introduction or commentaries that provide background information.

State: The historical setting is of great importance for understanding many passages. It is crucial in our interpretation of many passages in Scripture.

Physical Setting

Geography can bring simple things to light. (In Ezekiel 4:7 we read about a river flowing from the Temple).

- Flows toward east (Dead Sea is being talked about in the prophetic dream).[ref Zech. 14:8]
- Judges 4-5 about Deborah delivering Israel. The location of each tribe helps bring the entire passage into focus. Which ones helped and which ones didn't.

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- The physical setting might require understanding of animal life (Ps 23, Isa 53, Eze 34, Jn 10)
 - Shepherd/sheep relationship in ancient Palestine or understanding of plant life (Mk 11:12-14) [ref Matt 23].

Tools:

1. Maps, charts, historical atlases and atlases in bibles.
2. Bible dictionaries and encyclopedias.

Cultural Setting

The way people lived (social, religious, customs, and legal requirements) is the context, which the writing comes.

Guidelines:

- Some customs & cultural background can be learned from the Bible –
Matt 15:2 why disciples did not wash hands before eating (ref Mk 7:3-4) [it was a religious ceremony that was the issue]
 - Another example: Judges 11:30-40 [sacrificing a child] (ref. – Lev.18:21; 20:2-5; Deut. 12:30-31; Psa. 106:37)
- Cultural background sources outside the Bible are helpful
 - John 9:22 – Parents afraid to stand with son, may be excommunicated
 - Parable of the wedding guest (Matt 22:11f) [wedding garment was provided by the host – refusal of provision meant you were proved to be a usurper & would be disqualified]
- Matt 22:21 the question of taxes (research indicates the cultural background indicates “secular” money could not be used for Temple offerings (had to be Temple currency) there were exchange banks.

Tools:

1. Cross-references given in the margins of the Study Bible
2. Bible dictionaries, Bible encyclopedias, critical commentaries

State: We must ask the question “How does the passage fit into the flow of historical events and what effect geography and other physical features impact the meaning.



UNIT 4 - CONTEXT

“In the beginning God created the heavens and the earth.”
Genesis 1:1, NIV

Purpose:

To assist a person in determining the author’s intended meaning in a specific passage of Scripture.

Lesson 1 – Overview

“Certain barriers – differences in language and culture—divide the author and the reader. To understand the author’s meaning, the reader must understand the context from which the author writes. Only that way can the effect of the differences between author and recipient be overcome and true understanding become possible.” (Robertson McQuilkin)

Definition:

“The parts of a written or spoken statement that precede or follow a specific word or passage, usually influencing its meaning or effect. The set of circumstances or facts that surround a particular event, situation, etc.” (The Random House Dictionary)

Broad Context:

Historical – Includes the physical, geographical, cultural, and theological of the authors and the people to whom they wrote, as well as historical events.

Literary – Includes the language itself, the types of literary form, and the immediate context of the passage under consideration.

Cultural Context:

The way a group of people view things or does things. The way people lived—their social and religious customs and legal requirements—is the context from which the writer comes.

Immediate Context:

Refers to the text immediately surrounding the verse in question.

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Context is King!

For it is the purpose and plan of the book, the flow of thought in a specific passage, and the immediate context that, in the final analysis determine meaning.

The Context **must** Control the interpretation. Always begin with the purpose the author had in mind when he wrote the book.

The Context must Control!

- **Begin** with the purpose the author had in mind when he wrote
- **See** where the passage fits into the thought flow
- We should **outline** the book
- **Give greater attention** to the more subtle changes in thought immediately before and after the passage under study
- **Zero** in on the immediate context, allowing it to control the interpretation.

Three Basic Guidelines:

1. Begin with the **ordinary** meaning of the language. (literal)
2. Identify the **type** of language used
3. Seek **single** meaning

Seeking Ordinary Meaning of Language:

1. Understand the historical, physical, and cultural setting
2. Determine the flow of thought (sentence structure, analyze words)
3. Relate to immediate context and larger context (entire book)

Tools:

Historical Setting – Bible dictionaries, encyclopedias, handbooks, commentaries, books on history of biblical times.

Physical Setting – Maps, charts, historical atlases, Bible dictionaries, encyclopedias.

Cultural Setting – Topical Bibles, good study Bibles, Bible itself



Lesson 2 – How To Grasp An Understanding of a Book of the Bible

The *Purpose* of the book; the *Plan* of the book and the *Immediate Context* are key to determining meaning!

Discovering the Purpose of a Book:

- The Book may reveal its purpose (John 20:31)
- When the central or key purpose is not stated:
 - Read through the entire book
 - Follow the flow of thought
 - Search for a theme
- In the Epistles, the purpose may be stated in the opening *thanksgiving* (Rom. 1:1-7) or in the closing *salutation* (James 5:19-20)
- Books may have several purposes (1 Corinthians)

Remember:

- The context must decide the purpose
- The purpose the author had in mind when writing the book influences every passage in the book

The Plan of the Book:

- The Plan of the book is discerned by outlining the book.
- The plan of the book influences our interpretation
- Outlining a Book:
 - *Do not use* the chapter and verse divisions of your Study Bible
 - *Look for changes of thought*



- Less radical changes in thought constitute the subdivisions under the main outline
- You can begin at any point in the text and work backward or forward in looking for change of thought

Following the Flow of Thought:

- Ask questions about each Sentence (unit of thought)
 - What or who is the main subject of the thought?
 - What action does the subject do?
 - What or who is the object of the action?
 - How have the parts of the thought been modified by a word or phrase? (adjectives and adverbs)
 - What are the relationships among the various parts of the thought
 - How does the key idea or thought relate to those before and after it?

Sample Book Outline:

Book of Ephesians

Introduction (1:1-2)

I. Doctrine: The Believer's Standing (1:3-3:21)

II. Practice: The Believer's Walk (4:1-6:20)

a. Life and service (4:1-6:9)

1-6 Six Topics (4:1-5:20)

7. Mutual submission (5:21-6:9)

1. Wife/husband (5:22-33)

2. Child/parent (6:1-4)

3. Servant/master (6:5-9)

b. Warfare (6:10-20)

c. Conclusion (6:21-24)



UNIT 5 – THE STUDY BIBLE

“So Philip ran to him, and heard him reading the prophet Isaiah, and said, ‘Do you understand what you are reading?’ and he said, ‘How can I, unless someone guides me? And he asked Philip to come up and sit with him.’”
Acts 8, 30-31, NKJV

Purpose: To assist a person to understand and explain the Scriptures.

This book contains: the mind of God, the state of man, the way of salvation, the doom of sinners, and the happiness of believers.

Its doctrine is holy, its precepts are binding, its histories are true, and its decisions are immutable. Read it to be wise, believe it to be saved, and practice it to be holy.

It contains light to direct you, food to support you, and comfort to cheer you. It is the traveler’s map, the pilgrim’s staff, the pilot’s compass, the soldier’s sword, and the Christian’s character. Here heaven is open, and the gates of hell are disclosed.

Christ is the grand subject, our good its design, and the glory of God its end. It should fill the memory, rule the heart, and guide the feet.

Read it slowly, frequently, and prayerfully, meditatively, searchingly, devotionally, and study it constantly, perseveringly, and industriously. Read it through and through until it becomes part of your being and generates faith that will move mountains. It is a mine of wealth, health to the soul, and a river of pleasure. It is given to you here in this life, will be opened at the judgment, and is established forever.

It involves the highest responsibility, will reward the least to the greatest labor, and will condemn all who trifle with its sacred contents.

Quote taken from the John McArthur Study Bible



Basic Contents:

- Table of Contents
- Introduction
 - Index of Charts and Maps
 - Notes about the Bible
 - Center Column Reference notes
 - Table of Abbreviations
- Books of the Bible
 - Introduction
 - Title, Author, and Date
 - Background
 - Book Outline
 - Themes
 - Commentary information
 - Center Column References
 - Chapter headings (Comments)
- Appendices
 - Topical Index or Concordance
 - Monies, Weights, and Measurements
 - Maps

Remember:

1. Only the Bible is inspired, therefore, the commentary is the *personal* interpretation of author and *must not* be taken as authoritative.
2. Make sure that your Study Bible and Concordance are in the *same* translation. (i.e. King James Study Bible needs Strong's Exhaustive Concordance)



Study Bible Exercise

Q1. Name the different contents of *your* Study Bible.

Q2. Does the Book of Philippians in *your* Bible have an introduction? If yes, describe briefly what it contains.

Q3. Does *your* Bible have a Center Column Reference? If yes, List what information is contained in it.

Q4. List all the center column references for Philippians 2:9. (Read the reference verses)



Q5. Briefly describe the information contained in the commentary portion for Philippians 2:9.

Q6. What have you learned about your Study Bible and Philippians 2:9 as a result of this exercise?



UNIT 6 - THE BIBLE DICTIONARY

“Wisdom is the principal thing; Therefore get wisdom. And in all your getting, get understanding.”

Proverb 4:7, NKJV

Purpose:

Gives the individual background information for effective Bible study by explaining words, ideas, people, places, objects, events and customs.

Basic Contents:

- Table of Contents
- Abbreviations
- Pronunciations
- Time Line
- Bible information from A to Z
- Introductions & teaching outlines for each Bible book
- Charts
- Maps & Map Index
- Illustrations & diagrams
- Bible backgrounds and customs
- In-depth Theological articles

Remember:

1. The Bible Dictionary helps you to understand the Bible passages in its context.
2. The Bible Dictionary is more than just words and definitions.

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Bible Dictionary Exercise

Q1. Briefly list the contents of your Bible Dictionary.

Q2. Answer the following questions about the Apostle Paul.

- Where was he born? _____
- What was his trade? _____ Is there a Bible verse that supports your answer? If yes, what verse? _____
- How many missionary journeys did he take? _____
- What is the date that Paul went to Philippi? _____
- When was the Apostle Paul converted and what name did he go by before his conversion? _____

Q3. Answer the following questions regarding Philippi.

- Where is it located? _____
- Who is the city named after? _____
- What was the main road called that went through the city? _____
- Who was the first convert of the city? _____



Q4. Answer the following questions regarding the Epistle to the Philippians.

- When was it written? _____
- Where was it written from? _____
- Who is the author? _____

Q5. Briefly describe the region of Macedonia.

Q6. Share one thing that you have learned about the Bible Dictionary as a result of doing this exercise?



UNIT 7 – THE CONCORDANCE

“These were more noble than those in Thessalonica, in that they received the word with all readiness of mind, and searched the scriptures daily, whether those things were so”
Acts 17:11, KJV

Purpose:

The Concordance enables a person to locate any Scripture passage, as well as every Hebrew or Greek word behind the English words.

Basic Contents:

- Main Concordance
 - Lists every occurrence of every word in the Bible in alphabetical order
 - Context lines in three segments
 - Text of Scripture
 - Reference to Book, Chapter, and Verse
 - Reference to the Hebrew and Greek words
- Appendix to the Main Concordance
- Abbreviations and Symbols
- Topical Index to the Bible
- Articulation of Hebrew and Greek words
- Dictionary of the Hebrew Bible
- Dictionary of the Greek New Testament
- Charts
- Supplement Information

Remember:

The concordance is the *most* effective tool for locating a passage of Scripture

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Sample Words:

Note: Word definitions are taken from www.BlueletterBible.org

English Word - **Saints**

40 hagios {hag'-ee-os}

from hagos (an awful thing) [cf 53, 2282]; TDNT - 1:88,14; adj
AV - holy 161, saints 61, Holy One 4, misc 3; 229

- 1) most holy thing, a saint

English Word - **Blessed**

2128 eulogetos {yoo-log-ay-tos'}

from 2127; TDNT - 2:764,275; adj
AV - blessed (said of God) 8; 8

- 1) blessed, praised

2127 eulogeo {yoo-log-eh'-o}

from a compound of 2095 and 3056; TDNT - 2:754,275; v
AV - bless 43, praise 1; 44

- 1) to praise, celebrate with praises
- 2) to invoke blessings
- 3) to consecrate a thing with solemn prayers
 - 3a) to ask God's blessing on a thing
 - 3b) pray God to bless it to one's use
 - 3c) pronounce a consecratory blessing on
- 4) of God
 - 4a) to cause to prosper, to make happy, to bestow blessings on
 - 4b) favoured of God, blessed

English Word - **Spiritual**

4152 pneumatikos {pnyoo-mat-ik-os'}

from 4151; TDNT - 6:332,876; adj
AV - spiritual 26; 26

- 1) Relating to the human spirit, or rational soul, as part of the man which is akin to God and serves as his instrument or organ



- 1a) that which possesses the nature of the rational soul
- 2) belonging to a spirit, or a being higher than man but inferior to God
- 3) belonging to the Divine Spirit
 - 3a) of God the Holy Spirit
 - 3b) one who is filled with and governed by the Spirit of God
- 4) pertaining to the wind or breath; windy, exposed to the wind, blowing

4151 pneuma {pnyoo'-mah}

from 4154; TDNT - 6:332,876; n n

AV - Spirit 111, Holy Ghost 89, Spirit (of God) 13, Spirit (of the Lord) 5, (My) Spirit 3, Spirit (of truth) 3, Spirit (of Christ) 2, human (spirit) 49, (evil) spirit 47, spirit (general) 26, spirit 8, (Jesus' own) spirit 6, (Jesus' own) ghost 2, misc 21; 385

- 1) the third person of the triune God, the Holy Spirit, coequal, coeternal with the Father and the Son
 - 1a) sometimes referred to in a way which emphasises his personality and character (the "Holy" Spirit)
 - 1b) sometimes referred to in a way which emphasises his work and power (the Spirit of "Truth")
 - 1c) never referred to as a depersonalised force
- 2) the spirit, i.e. the vital principal by which the body is animated
 - 2a) the rational spirit, the power by which the human being feels, thinks, decides
 - 2b) the soul
- 3) a spirit, i.e. a simple essence, devoid of all or at least all grosser matter, and possessed of the power of knowing, desiring, deciding, and acting
 - 3a) a life giving spirit
 - 3b) a human soul that has left the body
 - 3c) a spirit higher than man but lower than God, i.e. an angel
 - 3c1) used of demons, or evil spirits, who were conceived as inhabiting the bodies of men
 - 3c2) the spiritual nature of Christ, higher than the highest angels and equal to God, the divine nature of Christ
- 4) the disposition or influence which fills and governs the soul of any one
 - 4a) the efficient source of any power, affection, emotion, desire, etc.
- 5) a movement of air (a gentle blast)
 - 5a) of the wind, hence the wind itself
 - 5b) breath of nostrils or mouth



4154 pneo {pneh'-o}

a root word; TDNT - 6:452,876; v

AV - blow 6, wind 1; 7

1) to breathe, to blow

1a) of the wind

English Word - Walk

4043 peripateo {per-ee-pat-eh'-o}

from 4012 and 3961; TDNT - 5:940,804; v

AV - walk 93, go 1, walk about 1, be occupied 1; 96

1) to walk

1a) to make one's way, progress; to make due use of opportunities

1b) Hebrew for, to live

1b1) to regulate one's life

1b2) to conduct one's self

1b3) to pass one's life

4012 peri {per-ee'}

from the base of 4008; TDNT - 6:53,827; prep

AV - of 148, for 61, concerning 40, about 31, as touching 8, touching 3, whereof + 3739
3, not tr 4, misc 33; 331

1) about, concerning, on account of, because of, around, near

3961 pateo {pat-eh'-o}

from a derivative probably of 3817 (meaning a "path"); TDNT - 5:940,804; v

AV - tread 3, tread down 1, tread under feet 1; 5

1) to tread

1a) to trample, crush with the feet

1b) to advance by setting foot upon, tread upon: to encounter successfully the greatest perils from the machinations and persecutions with which Satan would fain thwart the preaching of the gospel

1c) to tread under foot, trample on, i.e. to treat with insult and contempt: to desecrate the holy city by devastation and outrage



Exercise 1

Q1. What is the Strong's Number that corresponds to the word "remembrance" found in Philippians 1:3? _____.

What does the word mean?

Q2. What are the Greek words behind the English words in the following verses in the book of Philippians?

The word:

- Supply in 1:19 _____
- Reputation in 2:7 _____
- Fellowship in 2:1 _____
- Likeminded in 2:20 _____
- Righteousness in 3:9 _____
- Apprehended in 3:13 _____
- Learned in 4:11 _____
- Wellpleasing in 4:18 _____

Q3. Does the Apostle Paul use the same Greek word for "supply" in the following verses: Philippians 1:19, 2:30, and 4:19? _____.



If the answer is “no” what Greek words did he use?

Q4. You have discovered that a specific Greek word has several English words associated with it in a particular verse. How do you determine which English word to use for the word in your interpretation of the verse?

Q5. In the Appendix to the Main Concordance, what does the small “superior” figures (i.e. 2, 3, 4, etc.) that appear following some verse numbers mean?

How many times is the word “but” used in the book of Philippians? _____

Q6. Share on thing that you have learned about the Concordance as a result of doing this exercise?



New Creation
Bible Fellowship
Believing, Belonging, Becoming

Exercise 2

Q1. What is the root word for “consolation” found in 2:1?

Q2. Name the components of the Main Concordance?

Q3. What is the definition for the Greek word “servants” in 1:1?

Q4. What other English words could be associated with the English word “desire: in 1:23? [1939]

Q5. Name one other New Testament Scripture that uses the same Greek Word but translates it as “lust” instead of “desire”?



Q6. What does the word “fashioned,” mean in 3:21?

Q7. What does the symbol “:-“ mean in the Hebrew or Greek dictionary?

Q8. What are the rights of a “slave”?

Q9. Name the four different types of New Testament Monies?

Q10. What is the answer to question 4 of your exercises?



UNIT 8 – WORD STUDIES

“The words of the LORD are pure words, like silver tried in a furnace of earth, purified seven times.”
Psalm 12:6, NKJV

Purpose:

To help a person to properly understand the full meaning of God’s Word as it was in the original Hebrew or Greek language.

Basic Contents:

- Table of Contents
- Introduction
- Indexes to Hebrew and Greek and English Words
- Old Testament Words and New Testament Words
- Topical Index
- An Entry may include the following:
 - English word
 - English transliteration
 - Words as they appear in the Original language
 - Strong’s Reference number
 - Where the word appears in Scripture
 - How the word is used
 - Part(s) of Speech (*may not be included!*)

Remember:

- The author had a specific meaning in mind when they chose to use a specific Hebrew or Greek word.
- When a Greek word has more than one meaning , use the one which agrees with the context in which it is found.
- Our word studies must be based on the original language words, not on English words.

“Transforming Lives, One Soul at a Time” II CORINTHIANS 5:17



- We must always allow the context to indicate the ultimate meaning of the word being studied, no matter what the English equivalent might be.
- Always start with a Concordance, not the Word Study Dictionary.

Steps to follow when doing a Word study:

- Immediate Context
- Other occurrences within the book
- Occurrences in other writings by the same author
- Usage of the word by other authors
- Old Testament root concept of New Testament words
- Nonbiblical usage

Word Study Example: “COVETOUS”

1. Immediate Context: 1 Corinthians 6:9-10 (does not help us to define the Word)

- listed with a number of different words that describe an unrighteous person
- listed with idolatry, adultery, homosexuality, and theft
- God views it as very serious (will never get into God’s kingdom)
- Distant context: whole passage is dealing with those who brought lawsuits against fellow Christians

2. Use within the book:

a. Using Strong Concordance (*pleonektes*, 4123)

b. Found also in 5:10-11

- Very serious
- Warned not to have anything to do with someone who calls himself a Christian, but is covetous

c. Also word “covet” in 12:13 & 14:39, but is 2206 (has different root)

3. Other uses by Same author:

a. Ephesians 5:5 “covet”

- Covetous person is an idolator (worshipping someone or something other than God)
 - o Word “covetousness” appears also (4124, another form of the same word)
- listed with sexual sins

b. Also, Col. 3:5 & 2 Cor. 9:5



- May mean “extortion”.
- Transl. = give generously because you want to, not because it is forced out of you (extortion)

4. Usage by other authors:

- a. 2 Peter 2:14 (example: Balaam)
 - Peter points back to the Old Testament for a definition
 - Balaam is an example of the meaning of the term and the result of that sin

5. Old Testament usage:

- a. Exodus 20:17, Joshua 7:26
 - To desire something that is not rightfully yours
- b. Proverb 21:26 (defined by its opposite)
- c. Other references Micah 2:1-2
- d. Other English words used for covet are: lust, desire, longing (Psa.10:3)
 - Psalm 10:3 (desire, *batsa*) seems closer to our New Testament word
 - God seems to abhor covetousness almost as much as idolatry and immorality

6. Nonbiblical usage:

- a. Use Greek-English Lexicon of the New Testament and other Early Christian Literature
- b. Covet means: greedy, avaricious, and insatiable.

7. Synonyms and Antonyms:

- Key passage Luke 16:14
 - 5366 *philarguros* (combination of “love” and “bright things”, and came to refer silver coinage or money.
- Pharisees were literally, “lovers of money”
- 1 Timothy 3:3 (qualifications for an elder)
- James 4:1-4 (nature and results of covetousness)
- Opposite is giving generously. 1 Timothy 6:6 “contentment”

8. Non-Jewish and non-Greek world

- originally meant “having more” then “receiving more” finally “wanting more”
- A strong desire not only for possessions but also for more power, fame, pleasure, specifically sexual desire in the Septuagint the word meant “unlawful gain.”
- Paul uses it (15 out of 19) times in the sense of “striving for material possession”



Definition:

To covet is to seek for something, someone, some position, some recognition, or some pleasure not in the will of God for you.

Exercises:

Q1. Do a word study on the English word “suffering” in Philippians 3:10.



UNIT 9 – THE COMMENTARY

“Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth”

2 Timothy 2:15, NKJV

Purpose:

Explains and interprets the meaning of biblical passages by analyzing words used, background, grammar and syntax, and the relation of a particular book to the rest of the Bible.

Basic Contents:

- List of Abbreviations
- Introduction
 - Background
 - Authorship and Unity
 - Date and Place of Origin
 - Occasion and Purpose
 - Literacy Form
 - Canonicity
 - Bibliography
 - Outline
- Text and Commentary
 - Verse by verse
 - Multiple verses
- Notes
- Index of Scriptural References
- Personal Applications and Group Study Questions (optional)

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Remember:

1. Only the Bible is inspired, therefore, the commentary is the *personal* interpretation of author and *must not* be taken as authoritative.
2. You should not refer to a commentary until *after* you have done your own study.
3. Commentaries help make clear the meaning of the text at the time and in the circumstances of its writings.



APPENDIX A: PRINCIPLES OF INTERPRETATION

Definitions:

Hermeneutics – The study of the principles of interpreting the Bible.

Interpretation – The human effort to understand the Bible with the guidance of the Holy Spirit and to apply its meaning to contemporary life.

Principle – A basic truth or law. An ethical standard.

Linguistic Principle:

- Meaning of words
- Grammar
- Syntax
- Context

Principles:

(Philippians 2:3-11)

I. Preparation: PREPARING

We need to make preparation:

- Spiritually
- Physically
- Mentally

II. Linguistic: LANGUAGE (Philippians 2:6-11)

- Pay close attention to the words and kinds of literature used by the author.
- Analyze the subject, verb and object.
- Compare translations.
- Look for literary devices.
- Realize that different kinds of literature are written in different ways for different reasons.

Sentence Structure:

Noun – A word used to name a person, place, thing, quality, or act.

Verb – A word functioning to express existence, action, or occurrence.

Subject – 1) A person or thing being spoken of or studied; topic. 2) The part of a sentence that denotes the doer of the action.



Object – 1) A material thing. 2) An aim or purpose. 3) A noun that receives or is affected by the action of a verb or that follows and is governed by a preposition.

Preposition – A word that indicates the relation of a noun to a verb, an adjective, or another noun.

Adjective – A word used to modify a noun.

Connecting Words:

Contrast—but, however, even though, much more, nevertheless, yet, although, then, otherwise

Condition—if, whoever, whatever

Comparison—too, also, as, just as, so also, likewise, like, in the same way

Correlatives—as...so also, for...as, so...as

Reason—because, for this reason, for this purpose, for, since

Result—so then, therefore, as a result, thus, then

Purpose—that, so that, in order that

Temporal/Time—now, immediately, just then, until, when, before, after, while, during, since

Geographical—where, from

Other Terms:

Metaphor – A figure of speech in which a term is used to describe an object by implicit comparison or analogy.

Hyperbole – Exaggeration used as a figure of speech.

Parable – A simple story illustrating a moral.

Allegory – A story in which the characters represent abstract qualities.

III. Historical:

PAST

- Seek to know when the author lived, understanding the culture in which the writer and original readers lived.
- Study the historical application, meaning, and teaching before trying to apply it to our own day.



IV. Contextual: SITUATION (Philippians 2:1-5)

- Determine the teaching of the larger context of a passage before identifying the meaning of a verse or word.
- Five things to consider:
 - A. Immediate Context
 - a. Look at verses before and after the verse you are studying.
 - b. What you learn *must be consistent* with the teaching of the context.
 - B. Book Context
 - a. Interpretation *must conform* to the teaching of the entire book in which the verse is located.
 - C. Author's Context
 - a. Must interpret the verse *in light* of all other Scripture passages on the *same* subject by the same author.
 - D. Testament Context
 - a. The particular passage or verse *fits in* with other passages by the other authors within the Testament you are reading.
 - E. Biblical Context
 - a. Follow a subject all the way through the Bible before deciding on the meaning.

V. Practical: APPLY

- Apply biblical teaching to our own lives.
- Ask what you should do, believe or become as a result of your understanding.

VI. Literal: OBVIOUS (Philippians 2:6-11)

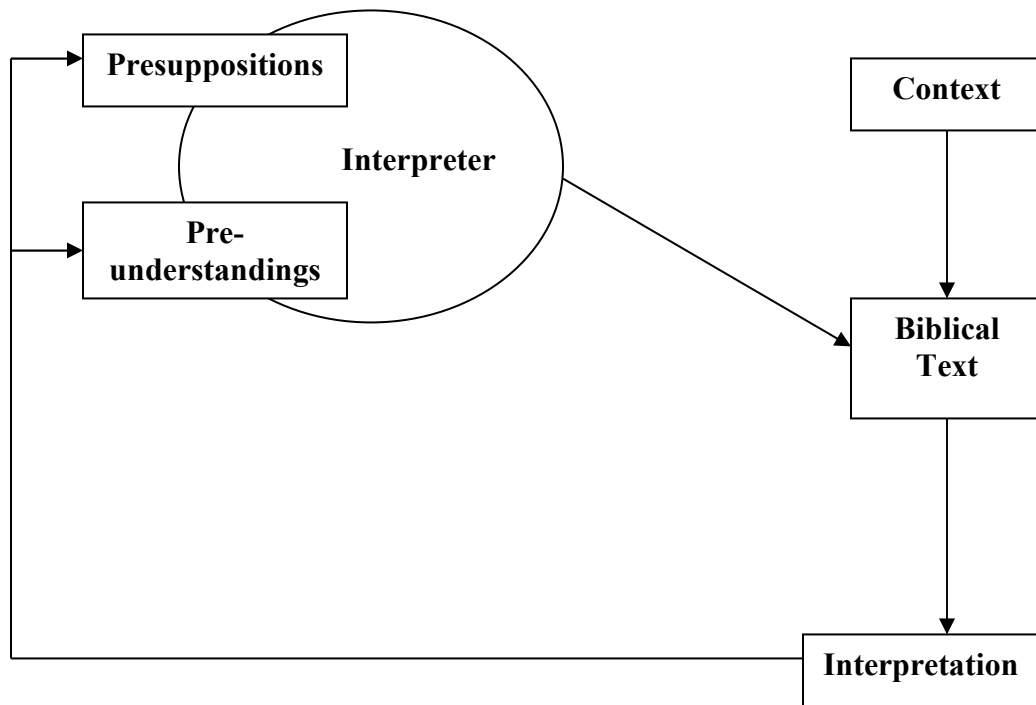
- Prohibits us from looking for a deeper meaning before we take the words exactly as they appear.
- Use contextual to determine whether the literal principle should apply.
- Rule: Apply literal unless you have good reason from the context to believe the meaning is figurative.



- VII. Figurative:** SYMBOLIC (Philippians 2:10-11)
- After applying the linguistic, historical, contextual, and literal principles, the intention of the author is a deeper or symbolic meaning rather than literal one in using a word, phrase, or verse. (beyond the obvious).

- VIII. Allegorical:** EVERY DETAIL (John 15)
- Extends the figurative to every detail of a text saying that each detail has a figurative meaning.
 - How do you know if it is figurative or allegorical?
 - o The other principles answer the question.
 - Rule: Take the meaning to be literal unless we have reason to believe the author intended a figurative or allegorical meaning.

- XI. Conclusion:**
- Six things to follow:
 - o Do not make your study plan difficult that you cannot use it on a daily basis.
 - o Do not try to be perfect. Bible study takes a lifetime.
 - o Try to read the entire Bible each year. Read an entire book that you are studying in one sitting (several times during a week).
 - o Do not restrict your own interpretation. Be open, teachable, humble, willing to grow.
 - o Seek to apply to your daily living.
 - o Pray to be Christlike in spirit and in love.



Interpretive Cycle



APPENDIX B - OUTLINING AND MECHANICAL LAYOUT TECHNIQUES

“Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth”
2 Timothy 2:15, NKJV

Purpose:

To assist a person in determining the author’s intended meaning in a specific passage of Scripture.

Overview:

- Allows you to see at a glance the primary elements of the verse and their relationship to each other
- Forces the interpreter to ask questions and make observations about the structure of the passage
- Helps determine the relationship of individual words within sentences
- A Sentence is a combination of words that express a complete thought
 - How words are joined together to convey meaning is called “syntax”
 - There can be no sentence without syntax
 - Syntax is the most important part of language study
- Remember when we use labels (noun, verb, conjunction) we are describing or classifying words. But when you use functional vocabulary (subject, predicate, and clause) you are describing the words of the sentence in relation to one another.
- Classes of sentences
 - Simple Sentence – contains only one subject and one predicate (Man is mortal)
 - Compound Subject – two or more nouns or pronouns combined together (Bill and John studied together)
 - Compound Predicate – two or more verbs combined together
 - Compound Sentence – two or more sentences combined (the days are short, and the nights are long)

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- Complex Sentence – One or more dependent clauses joined to a simple sentence (When I arrived, you were gone.)
 - Compound/Complex Sentence – One or more dependent clauses combined with two or more simple sentences (the man who wants to buy the car is here, but he is too late.)
- Clauses – a group of words that forms part of a sentence and that contains a subject and a predicate
- Independent Clause (main clause) – makes sense standing alone
 - Dependent Clause (subordinate clause) – Or cannot stand alone because it depends on the other clause in the sentence to make sense

Examples:

Philippians 1:9-11

1:9 And
this I pray,
that your love may abound
still more and more
in real knowledge
and
discernment,
1:10 so that you may approve the things
that are excellent,
in order to be sincere and blameless
until the day
of Christ
1:11 having been filled with the fruit
of righteousness
which comes
through Jesus Christ
to the glory and praise
of God.

Ephesians 4: 11-16

11 And he gave
some (to be) apostles;
and some, prophets;
and some, evangelists;
and some,
pastors
and teachers;
12 for the perfecting of the saints,
unto the work of ministering,
unto the building up of the body of Christ:
13 till we all attain
unto the unity

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of the faith,
and of the knowledge of the Son of God,
unto a full grown man,
unto the measure of the stature of the fullness of Christ:
14 that we may be no longer children,
tossed to and fro
and carried about with every wind of doctrine,
by the sleight of men,
in craftiness
after the wiles of error;
15 but speaking the truth in love, may grow up
in all things
into him,
who is the head,
(even) Christ
from whom all the body
fitly framed
and knit together
through that which every joint supplieth,
according to the working in (due) measure of
each several part, maketh the increase of the body
unto the building up of itself in love. (ASV)



APPENDIX C - GLOSSARY

Uses of Transitions:

Note: Repetition of key words and phrases links sentences and paragraphs

Joining Phrases

also, and, again, as well as, furthermore, in addition, moreover

Comparing Phrases

also, comparing, likewise, in comparison, in the same way, similarly

Contrasting Phrases

although, but, conversely, despite, even though, however, in contrast, in spite of, instead, nevertheless, nonetheless, notwithstanding, on the contrary, on the one hand, on the other hand, otherwise, regardless, still, to the contrary, yet

Locating Phrases

above, adjacent to, below, beneath, beyond, closer to, elsewhere, farther on, here, inside, nearby, next, opposite, opposite to, over, there, to the left (right), under, where

Situating Phrases in Time

after a few days, after a while, afterward, as soon as, at length, at that time, before, briefly, consequently, finally, first (second, third, etc.), in the meantime, meanwhile, next, now, presently, shortly, simultaneously, since, subsequently, so far, soon, the next day, then, thereafter, until, when

Providing an Example

for example, for instance, namely, specifically, the following example..., to illustrate



Giving an Explanation

certainly, indeed, in fact, in other words, obviously, of course, put another way, simply stated, such as, that is

Showing Conclusions

accordingly, as a consequence, as a result, because, consequently, then, thereupon, so, so that, then, therefore, thus

Making a Concession

although it is true that, granted that, I admit that, it may appear that, naturally, of course

Summarizing Ideas

after all, all in all, as I have said, as we have seen, in any event, in brief, in closing, in conclusion, in short, in summary, in retrospect, on the whole, therefore, to conclude, to sum up, to summarize

Pronouns serve as links if they clearly refer to a specific word or phrase:

His, her, it, its, they, their, theirs, our, your



APPENDIX D – SERVANT LEADERS (THE MIND OF CHRIST)

**“For whom He foreknew, He also predestined to be conformed to the image of His Son”
Romans 8:29, NKJV**

Purpose:

To help believers understand and apply to their daily living biblical principles of servanthood by following Christ’s example.

Focal Passage: Philippians 2:5-11

“Let this mind be in you which was also in Christ Jesus” (Php. 2:5, NKJV)

Goals:

- Identify traits of a Christlike Mind
- Understand the six Characteristics of the Christlike Mind
- Understand the Three-stage Process to developing the Mind of Christ
- Learn to Conform our lives to reflect the Image of Christ
- Understand the importance of servanthood by following the example of Christ

The Mind of Christ

“Let this mind be in you which was also in Christ Jesus: Who, being in the form of God, thought it not robbery to be equal with God: But made himself of no reputation, and took Upon him the form of a servant, and was Made in the likeness of men: And being found in fashion as a man, he humbled Himself, and became obedient unto death, Even the death of the cross. Wherefore God Also hath highly exalted him, and given him a name which is above every name: That at the name of Jesus every knee should bow And that every tongue should confess that Jesus Christ is Lord, to the glory of God the Father.”

Six Characteristics of the Christ-like mind:

1. Alive

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2. Single-minded
3. Lowly
4. Pure
5. Responsive
6. Peaceful

Three Stages in Developing the Mind of Christ:

- Beginning: The Will Principle
- Growing: The River Principle
- Qualified: The Readiness Principle

Conforming to the Image of Christ:

- The virtues of godly wisdom
- The fruit of the Spirit
- The characteristics of the servant mind
- The qualities described in the Beatitudes
- The model of Christ in expressing emotions
- The model of Christ in relationship to things and people
- The model of Christ in relationship to the Father and the Holy Spirit
- The model of Christ's use of the Scriptures and prayer
- The character and behavior of holiness
- The actions of Christlike love

Exercise:

Q1. Read Philippians 2:1-11 and make a mechanical layout of the passages (Refer to Appendix B)

Remember:

1. Try to utilize the disciplines learned in Tools of the Trade during this study on the Mind of Christ.



APPENDIX E – ANSWERS TO EXERCISE 2 (PAGE 40 AND 41)

Q1. 3874 *paraklesis* from 3870 *parakaleo* from 3844 *para* and 2564 *kaleo* means to imploration, hortation, solace

Q2. Every word in alphabetical order and it has a context line which consists of the text of Scripture, Reference to Book/Chapter/Verse, and number to the Hebrew or Greek word

Q3. A slave

Q4. Concupiscence, lust

Q5. Romans 7:7; Gal. 5:16

Q6. 1096 “*ginomai*” means to cause to be; to become

Q7. Other english words that could be used as a translation for the Greek word.

Q8. Sabbath rest, share in religious feasts, membership in covenant, refuge for fugitive, Murder of /punishable, freedom of/if maimed, may secure freedom

Q9. Denarius, Copper Coin, Quadrans, Mite

Q10. Content or the English word the interpreter feels best captures the writers thought in the verse.



APPENDIX F: Guidelines for Determining Type of Language

There are many types of language in the Bible

- History and teaching (didactic); poetry; drama; proverbs; figures of speech; and parables.

Figurative Language

Figurative Language – Refers to any words that are used with a meaning other than their common, literal sense.

Basic Rule – Take every passage of Scripture as literal. Only compelling reasons make the words figurative.

Guideline 1 – First establish that the language is figurative rather than literal, and then identify the type of figurative language.

- If the statement would obviously be irrational, unreasonable, or absurd if taken literally, the presumption is that it is a figure of speech.
- The context may indicate that language is figurative.
- If there is a contradiction with clearer and more enduring emphases of Scripture, it is legitimate to ask whether or not the passage is to be taken as literal.

Guideline 2 – The viewpoint of the author and the original recipients, not our own perceptions, must control our understanding of what is appropriately literal or figurative.

- We must evaluate the language in terms of what the author intended
- The intent of the author must control our understanding of his meaning.



3 Types of Figurative Language

- I. *Figure of Comparison* – The most common figurative language used in Scripture.
 - Similes & metaphors – are expressing of similarity between two objects or concepts that are in most respects unlike. (Simile - Isa. 53:6; metaphor – Psa. 100:3)

- II. *Figures of Association* – There are two types of figures of association:
 - *Metonymy* – the name of one object or concept is used for that of another to which it is related. (Matt. 23:22)
 - *Synecdoche* – in which part of something is spoken of as if it were the whole thing; or the whole thing may stand for only part of it. (the phrase “the Law” could be used either for the Pentateuch or for the entire Old Testament).

- III. *Figures of Illusion* – Exaggeration used for making a particular expression or effect (hyperbole).
 - *Irony* is an expression that says the opposite of what is really meant. (2 Cor. 12:13)

Interpreting Figurative Language – the author’s intended reference in a figurative expression must be identified.

First Step – Translate the figurative expression into its literal meaning.

Guideline 1 – Figures of comparison often require special guidelines

- When a comparison is made between unlike things, the points of comparison are greatly limited.
 - Author usually has only one point of comparison in mind.

Guideline 2 – It is important to distinguish between a figure of association and a figure of comparison.

- King David spoke of “the valley of the shadow of death” (Psa. 23:4)



Guideline 3 – Examine figures of illusion.

- Sometimes an exaggeration is clearly a figure of illusion. (Matt. 13:34; Psa. 51:4)

Parables

Parables – Refers to a true-to-life short story designed to teach a particular truth or to answer a question.

Guideline 1 – Begin with the Immediate Context

- There are two crucial elements in the context: the occasion for telling the story and the explanation of its meaning. (Luke 15:11-32)
 - *Occasion* – Jesus was speaking to religious people who objected to His acceptance of sinful people.
 - *Explanation* – sometimes the explanation is given in the form of an application (Matt. 24:44; 25:13)
 - Not all parables have explanations of meaning, but when Christ does explain the meaning or make the application, that is the controlling factor in interpretation.

Guideline 2 – Identify the Central Point

- Having a central point of emphasis is the chief feature that distinguishes a parable from an allegory. (Luke 16:1-15)
 - *Central Point* – Jesus commended the manager because he “had done wisely.” He used his present resources to plan for the future.

Guideline 3 – Identify Irrelevant Details

- Parables may contain many details that are not intended to teach a truth at all. (Luke 17:7-9)
 - *Occasion* – Jesus was instructing the disciples about rebuking a brother who sins and forgiving him when he repents.



- *Point* – We do not deserve credit for doing the right thing. The other details are irrelevant to that central purpose and should be set aside.

Guideline 4 – Identify the Relevant Details

- Relevant details are those that are intended to teach some truth and, therefore, may legitimately be interpreted and applied.
- Relevant details will always reinforce the central theme. (Luke 15:11-32)
 - The father running to meet his son is a relevant and spiritually significant point. (reveals the heart of the father).

Guideline 5 – Compare Parallel and Contrasting Passages

- Some parables are similar to one another and can be compared. (Luke 19:11-23; Matt. 25:14-30; 45-51; Luke 12:35-48; Matt. 20:1-16)
- Compare Scripture with Scripture for light on each passage, and discover the unity of its teaching
 - *Parallel Passages* – Are two or more passages that report the same event or give the same teaching (ie. Two gospels reporting a discourse of Jesus; 1 & 2 Samuel and 1 & 2 Chronicles)
 - First seek parallel passages by same author then parallel passages by different authors
 - *Similar Ideas* – sometimes passages are not parallel in that they do not report the same event, but do have points of similarity. (Luke 14:26 with Matt. 10:37 or Jn. 12:25)
 - *Contrasting Ideas* – many times a passage cannot be fully understood until the teaching has been contrasted with teaching in other passages.
 - *Example* – teaching concerning judging and refraining from judging others (Matt. 7:1; Rom. 14:4; Matt. 7:15-16; Jn. 7:24; 1 Jn. 4:1,6)

Guideline 6 – Base Doctrine on Clear, Literal Passages

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- Doctrine should rest on clear, literal passages.. Figurative language is not the best ingredient for building doctrine.
 - *Example* – referencing doctrine on church discipline, the parable of the tares (Matt. 13:24-30, 40-43) cannot be used to conclude that church discipline is wrong.

Hebrew Poetry

Hebrew Poetry – the distinguishing mark is a correspondence in thought, or parallelism between one line and the following line; or between one section and the following section.

Key Thought – To Hebrew people redundancy was a literary form to be cultivated and structured redundancy was the epitome of the finest speech.

3 Basic kinds of parallel thought in Hebrew poetry

- *Synonymous Parallelism* – An idea is expressed a second or third time. (Prov. 1:20, 22, 28, 30-31)
 - In Prov. 1:29 – gain additional insight to the meaning of “wisdom.” Knowledge is paralleled with “the fear of the Lord” which means “a right relationship with God” is the key to true knowledge and wisdom.
- *Synthetic Parallelism* – the poet adds to the original concept. (Psa. 1; Isa 55:6-7)
- *Antithetic Parallelism* – the poet contrasts one idea with another. (Prov. 15:2)