

## Lesson 3 – how to read the Book – Paragraphs

### **I. General to specific and specific to general**

- a. Giving a principle then explaining the aspects of that principle. Or giving a specific explanation before summing it up in a general statement.

### **II. Questions and answers**

- a. What is the question? What is the answer?

### **III. Dialogue**

- |                             |   |
|-----------------------------|---|
| a. Who is participating?    | f. Are they participating in the dialogue?                                  |
| b. Who is speaking to whom? | g. Is the dialogue an argument? A discussion? A lecture? Friendly chitchat? |
| c. What is the setting?     | h. What is the point of the dialogue?                                       |
| d. Are other people around? |   |
| e. Are they listening?      |   |

(Assign a color to each participant and color the conversation accordingly.)

### **IV. Purpose / result statements**

- a. These are phrases that describe the reason, the result, or consequence of some action.
- b. In a larger context, they are phrases that describe the reason or result of the teaching in a book or section.
- c. For a paragraphs look for result-oriented conjunctions such as “That,” “In order that,” “So that,” “Be” or simple infinitives (words that indicate specific action).

### **V. Means (by which something is accomplished)**

- a. Often the Bible will give an instruction and give the steps to accomplish the task. Look for words like “by,” and words that end in “-ing”

### **VI. Conditional clauses (“If – Then” statements)**

- a. Always determine exactly what the required conditional action is (the “if” part), and what the result or consequence is (the “then” part). Remember that the “Then” may not always be specifically written, but is implied by the sentence structure.

### **VII. Actions / roles of God AND Actions / roles of people**

- a. Look for indicators of what the different participants in the passage each did or did not do. And what relationship these actions have to the actions of the other participants.

### **VIII. Emotional terms**

- a. Identifying the emotion intended in a passage helps us to understand the reason that the author wrote what he wrote. Often emotion adds more weight to a passage than simple instruction would

### **IX. Tone of the passage**

- a. This is related to the emotion but takes a larger scope. Is the tone one of anger? A scolding tone? A sorrowful tone? An encouraging tone? A parental Instructive tone? A tone of unimpassioned explanation?