

A Student's Guide to the Inductive Bible Study Method



Table of Contents

• Overview of the Inductive Bible Study Method	p. 2
○ 3 Steps of Inductive Study	p. 3
○ Exploration, Discovery, and Understanding	p. 4
• Basics of the Inductive Method	p. 5
○ #1 – The Out Loud Reading	p. 5
○ #2 – Color Coding	p. 5
○ #3 – Paragraph Titles	p. 6
○ #4 – Horizontal Charts	p. 7
▪ Examples of a Horizontal Chart	p. 8
○ #5 – Basic Required Information (BRI)	p. 9
○ #6 – Inside Observations	p. 10
○ #7 – Outside Observations	p. 11
○ #8 – Interpretations	p. 12
▪ Understanding the Original Audience	p. 13
○ #9 – Timeless Truths	p. 14
○ #10 – Chart Applications	p. 15
○ #11 – Chart Summaries	p. 15
▪ Example of a Completed Chart	p. 16
○ #12 – Final Application	p. 17
• Summary of the Inductive Bible Study Method	p. 18
• Appendix	p. 19
○ Reading Times and Verse Counts per Book	p. 20
○ Observation Types	p. 21
○ Figures of Speech	p. 22
○ How to Chart Using SBS Charter	p. 23
○ BRI Templates for Different Genres	p. 28
○ Interpretation Questions	p. 35
○ Old Testament Quotes in the New Testament	p. 36

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Overview of Inductive Study

Inductive study of the Bible, in simplest terms, is the process of gathering and analyzing information (Observation), interpreting that information in its literary and historical context (Interpretation), and then drawing conclusions based on your Observations and Interpretations and applying those conclusions to the contemporary reader (Application).

To put it another way, the inductive approach involves three steps – **Observation, Interpretation, and Application.**



Observation: What does the text say?

The purpose of this step is to let the text speak for itself. We do this by forgoing conclusions about what the text means until we have analyzed what the text is actually saying. In this step we use a collection of observations and questions designed to help us understand the content of the text.



Interpretation: What would this mean to the Author / Original Audience?

During the Interpretive step, we are not asking what the text means to *us*, rather what the *Author* meant and what the *Original Audience* would have understood from this text. This step requires us to step away from our worldview, our culture, our preconceived ideas, and our assumptions and instead think about the perspective of the people who would have first received and read the book.



Application: What does this mean for us today?

In the Application step, we need to seek to identify the Timeless Truths contained in the text and apply them to today's world. Doing this allows us to jump the thousands of years and vast cultural changes between the people the text was originally written to and contemporary readers of the text. This all-important step helps us to avoid the trap of collecting information without allowing it to affect our lives. **Application should always be the ultimate goal of Bible study.**

Three Steps of Inductive Study

Observation:

Discovering what the text says.

- * What events are happening?
- * Who is being mentioned?
- * Are any comparisons being made?
- * Are any figures of speech used?
- * Are any commands given?
- * Are any promises made?
- * What emotion is shown?

But remember – DO NOT:

- Ask what it means
- Draw conclusions
- Compare with other books of the Bible
- Ask why



Historical Background is the bridge to Interpretation.



Interpretation:

Discovering what the text meant to the original audience in its proper historical context.

- * Why did the Author write this?
- * What is the significance of this in the historical context of the Original Audience?
- * What was the desired effect on the Original Audience?
- * How does this contrast the worldview of the Original Audience?

Timeless Truth is the bridge to Application.



Application:

Discovering the Timeless Truths of the text and applying them today.

- * What Timeless Truths are contained in this passage?
- * How do they apply today to me personally or to the different spheres of society (religion, education, government, economics, celebrations, and media)?

But remember – DO NOT:

- Ask what it means today
- Ask what it means to you

Exploration, Discovery, and Understanding

Letting the Text Speak

One of the goals of Inductive Bible Study is to teach students to **allow room for the biblical text to speak for itself**. To do this, we employ a variety of techniques and disciplines in our study. These techniques have been designed for the purpose of helping us leave our preconceived ideas and personal agendas behind. If we are willing to do so, we will be free to truly understand what is being said in the text.

The reason that we encourage students to let go of assumptions and past understandings of the text is to cultivate this freedom to explore and discover what the text is really saying, and to allow for God's leading in studying His Word. In the Bible Core Course and the School of Biblical Studies, we endeavor to create an atmosphere that encourages and empowers people to continually seek until they discover the real treasures of the Scriptures.

Exploration to Discovery

As we explore the text through ongoing Observation by bombarding it with an arsenal of techniques, we are able to uncover what the Author and the Original Audience were thinking. **Our goal is discovery**; we are trying to discover what the text is really saying. We use the Inductive Method to help us discover the meaning of the text to the people it was written to, and consequently what it means for us today.

When you learn to consistently find new and fresh things *in* the Word of God, you will find an increasing excitement *for* the study of God's Word. **This is another major goal – a lifelong love of God's Word.**

Onward to Understanding

Finally, **the true reward of discovery is understanding**. When we talk about understanding, we are not simply talking about the empty collecting of facts or the increase of knowledge in an academic sense. Instead, we are talking about a true understanding, where knowledge is deeply taken in and applied. This kind of understanding will manifest itself on every level of life. **This is the ultimate goal – a life transformed by the knowledge of God.**

The Basics of the Inductive Method

Observational Steps:

In the Inductive process, the first step is to gather information, to 'observe'. Observation is the foundation of the entire Inductive process. Without solid Observation, you won't have good Interpretations or Application, **so take your time on these steps!**

In the Observational step, you are basically answering four major questions – **who, what, where, and when**. This, however, is not the step to answer, "Why" (that is answered in Interpretation).

① First Reading: Observation through Reading Out Loud

Get the big picture of the book by reading through it out loud in one sitting.

Look for: **The main idea** – "What main point is the Author conveying?"

The reason written – "Why does the Author need to convey this point?"

The atmosphere – "What is going on in this passage?"

Reading Times: Check out the appendix to see reading times for each book.

② Second Reading: Observation through Color Coding

Read through the book again, color coding what you observe.

Helpful Tips: Taking time to carefully color code will help you significantly in later steps. Explore and discover what the text is really saying. You will generally make more observations than you need, but that's fine. You can sort through them and pull out the most important ones later.

- Let the text speak to you. Observe as much as you can.
- If you observe themes developing, highlight these because they will help you later.
- If you discover information that helps you understand the Author, time of writing, or the situation of the Original Audience, highlight these. They will help you in your BRI (Step 5).

Observation Types: Check out the appendix for more ideas on types of observations.

Third Reading: Observation through Structure

The Authors of the books of the Bible are like artists painting a masterpiece. They all show the amazing love story between God and His people, each author in their own unique way. Some authors choose to focus on events, while others focus on topics. You will be observing and attempting to find the overall structure, or big picture, of each book studied.

③ Paragraph Titles

Read through each paragraph and give it a title.

The Goal: The goal of Paragraph Titles (PT) is to find 4 words or less that encapsulate the main idea of the paragraph.

PT Guidelines: **Use 4 words or less** – Although this may seem like a random restriction, experience shows that reducing the maximum number of words forces you to look more closely at the passage in order to summarize it in four words from the text.

Use ONLY words from the text – This helps you stay true to what is being said.

You can use colons, hyphens, slashes, arrows, etc. to compensate for words you need to leave out. Be creative. – Many times you can leave out definite and indefinite articles (a, the) or intransitive verbs (to be, is, are) when you have too many words.

For example – “Not ashamed of – gospel”
“Gospel: Power of God”
“Salvation to Jew/Greek”

Remember: Try to get the essence of the paragraph. You will have opportunity to add more information from the text later. Don't be too obsessed with finding the 'perfect' title. This is an early step in the Inductive study process and you will have a lot of work to do before you are done. You will continue to dig deeper as you go, so don't get bogged down on this step.

4

Horizontal Chart

Identify the main structure of the book and divide accordingly.

The key to discovering structure is to notice when there is a natural “break” in the text. Does the Author switch topic or does a new story begin? Does the atmosphere change? Does the Author suddenly switch pronouns? Are there any paragraphs in which the Author seems to be drawing to a conclusion? Does he switch from “theory” to “practical”?

Hints: The basic structure will vary depending on the type of literature it is –

In Epistles – Look for the main idea or concept of the paragraph. Try to follow the author's flow of thought.

In Narratives – Look for the main plot of the story or stories. Try to follow the ‘flow’ of the story/stories.

In Poetry – Look for the main imagery.

You can also see different types of structure based on composition –

Geographical – divided according to places (where)

Biographical – divided according to people (who)

Chronological/Historical – divided according to events and time (what/when)

Topical/Logical – divided according to ideas/topics and can be a progression of thought.

→ Discovering Structure:

Divisions – The largest portions of each book. Most often a book will have 2-3 divisions.

Sections – Only found in bigger books.

Segments – These will become your vertical charts. The size of these segments will vary considerably depending on the type of literature, but will generally be between 15-30 verses. *Note all the names of Segments – Verticals/Charts/Segments = the same thing.*

Each segment, section, and division should be given a title that encapsulates its main idea.

Key Verse and Book Title: These should both encapsulate the main idea of the book and possibly the reason it was written.

→ Example of a Horizontal Chart

Segment (Vertical Chart# 1)												Division	Division
Segment (Vertical Chart #19)												Division	Division

↑ Remember – not seen in smaller books.

Book Title (Main Idea of the Book)

Key Verse: (Should be the main idea/thought/reason of the book).



STOP!

Before you go any further, send your horizontal to your grader for them to check. When approved, continue on to step 5.

5 Fourth Reading: Observation through the BRI

Basic Required Information that bridges Observation and Interpretation.

Purpose: Knowing the historical background of a book is imperative for good interpretation. Without a thorough understanding of the historical background of the book, you will only be left with your own cultural and personal context to filter the text through. The BRI helps us understand **why** the author wrote the book and how the original audience would have understood it. This information is found using internal and external evidence.

Internal Evidence:

Verses contained within the book being studied.

Make sure to include the verse reference.

External Evidence:

Other books in the Bible
Bible Dictionaries
Class Handouts

Always cite your sources!

BRI Tips: Answering the BRI questions help give you a good overview of historical context.

- Always start with your internal evidence. Think about what you have observed so far, especially in your color coding. Cite chapter and verse.
- Use external evidence after you've answered the questions with internal evidence. You should use at least 2 external sources. Remember to cite your sources!
- When using external evidence, don't just copy and paste, but summarize your findings in your own words.
- After citing both internal and external evidence, give your conclusion. Defend and support your answers – tell **why** you came to the conclusion you did.
- **Do not use commentaries, blogs, or books with other people's perspectives.**
- Spend no more than 2 hours on a BRI. Remember, it's Basic Required Info.
- The BRI must be done before you begin working on your verticals.

BRI Samples: Check out the appendix for samples of the various BRI's that you will do.

Online Bible Dictionaries: Below are a couple course-approved online Bible dictionaries sources-

- www.studylight.org – 25 Bible dictionaries
- www.biblestudytools.com – 6 Bible dictionaries

Fifth Reading: Vertical Charts

Now it's time to dig into the different segments you created in your horizontal. When doing your vertical charts, you will utilize observation, interpretation, and application. For each vertical chart, you will repeat steps 6-10. For the first part of your vertical charts, you will continue on with observation. Remember, these observations will help you lay a solid foundation for your interpretation and application steps.

6 Inside Observations

Recording your color coding observations.

The Goal: Recording the observations made through the first 5 steps onto the inside boxes of your charts. These observations will form the foundation for the rest of your vertical charts.

Guidelines: **Only exact words from Scripture.** Just like paragraph titles, you can only use words that are taken directly from the text.

Label your observations. It's important to know where the observation is from, so citing the verse is incredibly important. For example –

(v.1) I, Paul

Although not required, another fun way to label is to state what type of observation you made (for label ideas, see appendix). For example –

(who – v.1) Paul, apostle of Christ Jesus

Don't just restate the text. Like paragraph titles, you don't have to use all the words, just ones that will help you remember what you observed. For example:

✓ *(v. 3) Who gave decree to build, finish?*

✗ *(v. 3) Who gave you a decree to build this house and to finish this structure?*

If you want to explore it, write it. Only observations that are written on the inside can be explored on the outside.

Not all paragraphs will have observations. You will only record inside observations if the paragraph has more than 2 verses.

7

Outside Observation

In-depth dive.

The Goal:

Your Outside Observations are the select few observations for that chart that you would like to do a more in-depth study on.

Guidelines:

Like Inside Observations, be careful to –

- Label your observations with verse references (and observation types if you did that for your Inside Observations).

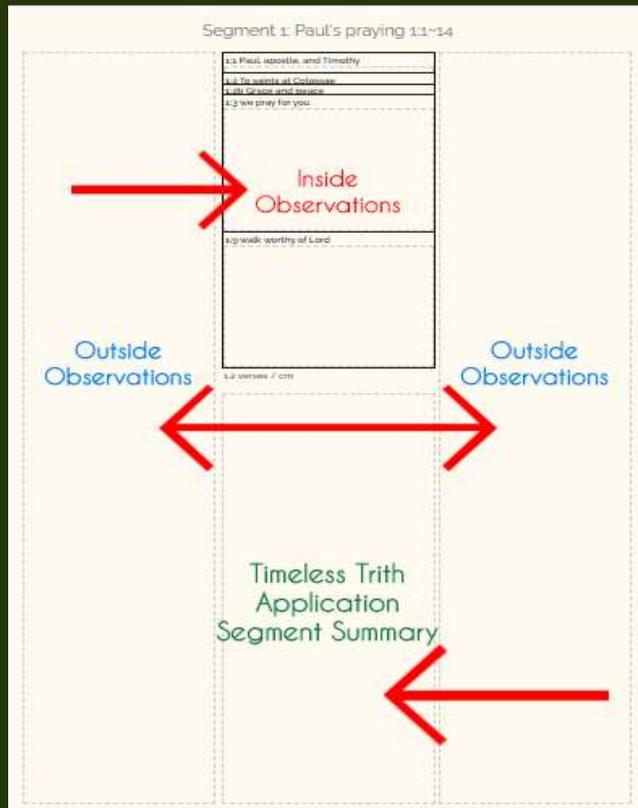
Additionally –

- There must be at least 1 Outside Observation per chart and no more than 4.
- The first Outside Observation should be the main thought or idea behind the chart (related to your Segment title). Any additional Outside Observations can support that idea.
- Connect each Outside Observation to its Inside Observation with either a color or a line.

Remember:

Inside Observations
=
Inside the Box

Outside Observations
=
Outside the Box



Interpretational Step

Interpretation builds on the foundation of observation. While observation focuses on what the text says, Interpretation is determining what the book or passage **meant** when it was first written. It is not what it means to the 21st century reader. With interpretation you need to consider:

- The perspective of the author
- The Original Reader (OR) – the people to whom the book was written
- The Original Hearer (OH) – the people who were present when the actual events took place and heard the words that were spoken
- The historical and cultural background
- The literary context



Interpretation

Discovering what the text meant to the Original Audience.

This is the step you've been preparing for! Now that you have spent significant time observing the text and have researched the historical context of the original audience, you can begin to ask the "why" questions.

Tips: Ask questions of the text –

- Ask questions that define the meaning of the passage –
 - What are the author's concerns, convictions, and emotions? What is his logic behind this passage?
 - What are the original reader's concerns, convictions, questions, struggles, problems, emotions, strengths, or weaknesses?
 - What is the historical background? What events were taking place at the time that were relevant to the original audience?
- Ask why the passage was written –
 - Why is this said or repeated?
 - What is the significance to the original audience?
- Ask questions about the implication of the passage –
 - What understanding and resulting actions would this have produced in the Original Audience?
 - What would be the implications of this truth to the Original Audience's understanding of God and His character?

For more ideas of Interpretation Questions, check out the appendix.

→The Importance of Understanding the Original Audience:

The Original Audience is comprised of both the Original Readers and the Original Hearers.

The Original Readers (OR):

The Original Readers are the **original recipients of the book/letter**. These are the first people to read the book on paper. Their situations and problems are the context of everything that the author discusses. The more we can understand the situation of the Original Readers, the more accurate our interpretations will be.

The Original Hearers (OH):

The Original Hearers are the people **in the stories**. They are the disciples Jesus was instructing or the Pharisees and Sadducees that were debating Jesus. The Original Hearers and their issues, questions, and responses often make up a good deal of the historical narratives of the Bible.

The Difference Between the Two:

The reason we make a clear distinction between the two is that there may be tremendous differences between the Original Reader and the Original Hearer. The Original Reader may be living many years later in a very different situation than the Original Hearer. They may even be of a different culture, as is the case in many New Testament writings.

Application Steps

Application builds on your Observations and Interpretation. The quality of your application will depend significantly on the depth of what you have done so far. Application takes your Observations and Interpretation and determines what the Timeless Truths are. Once you understand the Timeless Truth, you can gain a proper understanding of how the passage applies to the Contemporary Reader (us today). After all, **Application is the goal of Bible Study!** The Scriptures demand a response and a changed life. As we learn to hear the voice of God through His Scriptures, we have a responsibility to respond to the word we have heard. It is looking into the mirror of Scripture and walking away a changed person.

9 Application through the Timeless Truth

Finding biblical truth that is applicable regardless of time or audience.

A Timeless Truth is a truth that remains true no matter what era or what culture you are in. **We must be careful to submit our time and culture to the Bible and not submit the Bible to our culture and time.** It is a principle about God or His relationship with man that is valuable for Christians of all times.



It is important to remember that the Bible was written **for us** not **to us**. There is a profound difference between those two statements. The truth of God to the Corinthians is the same truth of God we must obey. But we are not the Corinthians and we do not live in ancient Greece. Our culture has changed and our problems have changed with it. We must understand the Corinthians problems in order to understand God's answers. Only when we understand the application of God's truth to the Corinthians can we hope to understand the application of God's truth to our situations.

Remember: Timelessness –

- Timeless Truths apply to any person, time, place, culture.
- Avoid using personal language (I, me, we, us) because you are not timeless. For example –
 - ✓ God is calling those who need Him most to repentance and healing.
 - ✗ God is calling us to repentance and healing.

Connects to Observation and Interpretation –

- Each Timeless Truth needs to come from something you have observed and interpreted.
- Cite the verse reference from where you got the Timeless Truth.

10

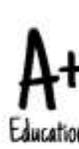
Chart Application

How does this Timeless Truth apply to me personally or to a sphere of society.

It is finally time to begin asking questions about how what you have been studying applies to you personally.

Ask: **Begin asking questions about the Timeless Truth for the chart –**

- How does this apply to the Contemporary Reader today?
- How does it apply to me personally?
- What would happen if the different spheres of society would apply this truth?
 - Religion
 - Government
 - Education
 - Economics (Business, Science, and Technology)
 - Celebration (Arts, Sports, and Entertainment)
 - Family
 - Communications



11

Observation through the Chart Summary

Summarizing the general thought of the chart.

Now it's time to draw all of your findings, observations, and interpretations into a concise overview called the Chart Summary. This summary should encapsulate the main idea into 1-3 sentences at the bottom of your chart. It is an exercise that helps you maintain the big picture.

What is Considered a Completed Chart?

For a chart to be considered complete, it must include the following items:

- A Title and References
- Good coverage of the text on your chart Inside Observations
(one Inside Observation per paragraph with more than 2 verses)
- At least one Outside Observation with an Interpretation (2-4 is better)
- A Timeless Truth connected to one of the Outside Observations/Interpretations
- A Chart Application
- A Chart Summary

Example of a Vertical ~ Segment Title (31:1~30)

Outside Observation #1:

[verse and type, if used] Connect your outside observation with your inside observation.

This observation will be the main thought or idea of this segment and will directly relate to my segment title.

Interpretation:

What would this have meant to the Original Reader?

Here I write out the interpretation of the observation based on the information I have gathered from my BRI. If I use a source of information that is not listed in my BRI, I will include it in a note at the bottom of this interpretation.

Outside Observation #2:

[verse and type, if used] Connect your outside observation with your inside observation.

This observation is best served as a supporting observation.

Interpretation:

How would this have affected their worldview?

Here I write out the interpretation of the observation based on the information I have gathered from my BRI. If I use a source of information that is not listed in my BRI, I will include it in a note at the bottom of this interpretation.

31:1 4 word paragraph title

[verse] inside observation
[verse] inside observation

31:7 4 word paragraph title

31:9 4 word paragraph title
[verse] inside observation
[verse] inside observation

31:14 4 word paragraph title

31:16 4 word paragraph title
[verse] inside observation
[verse] inside observation

31:19 4 word paragraph title
[verse] inside observation
[verse] inside observation

31:23 4 word paragraph title

31:24 4 word paragraph title
[verse] inside observation
[verse] inside observation

31:30 4 word paragraph title

2.8 verses / cm

Timeless Truth:

Here I write out the Timeless Truth that I took from the Outside Observations that I did. (verse found). I will make sure to not use any personal language.

Application:

My Application will be how I am applying the above Timeless Truth to either me personally or to one of the 7 Spheres of Society.

Chart Summary:

I will summarize the chart with 1-3 sentences that specifically highlight the main idea of the chart.

Outside Observation #3:

[verse and type, if used] Connect your outside observation with your inside observation.

This observation is best served as a supporting observation.

Interpretation:

What does this show the Original Reader about the character and nature of God?

Here I write out the interpretation of the observation based on the information I have gathered from my BRI. If I use a source of information that is not listed in my BRI, I will include it in a note at the bottom of this interpretation.

Outside Observation #4:

[verse and type, if used] Connect your outside observation with your inside observation.

This observation is best served as a supporting observation.

Interpretation:

Why did the Author include this phrase here?

Here I write out the interpretation of the observation based on the information I have gathered from my BRI. If I use a source of information that is not listed in my BRI, I will include it in a note at the bottom of this interpretation.

12

Final Application

What did you learn from the book and how will you apply it practically in your life?

The BCC and the SBS are not just for your own personal growth. The focus of our study of the Bible is not placed upon us, but upon others. We have taken this model from Jesus, who focused His eyes upon the expansion of God's Kingdom, not self-gain. How do these schools help you do that? Not only are we giving you practical study tools to pass on to fellow believers, but also during your studies, you will be gleaning many timeless truths from God's Word. We want to help you find these precious jewels and then give them to others. This final step is designed to enable you to do just that.

While you are studying and charting the book, specific Timeless Truths will leap out at you. Some may cause you to reflect on teaching you have heard or upon teachings that would benefit and build up the church. Application is the goal of all Bible study, because in the end, the Scriptures demand a response and changed lives.

→Final Application Assignment:

How has God spoken to you through one of the Timeless Truths?

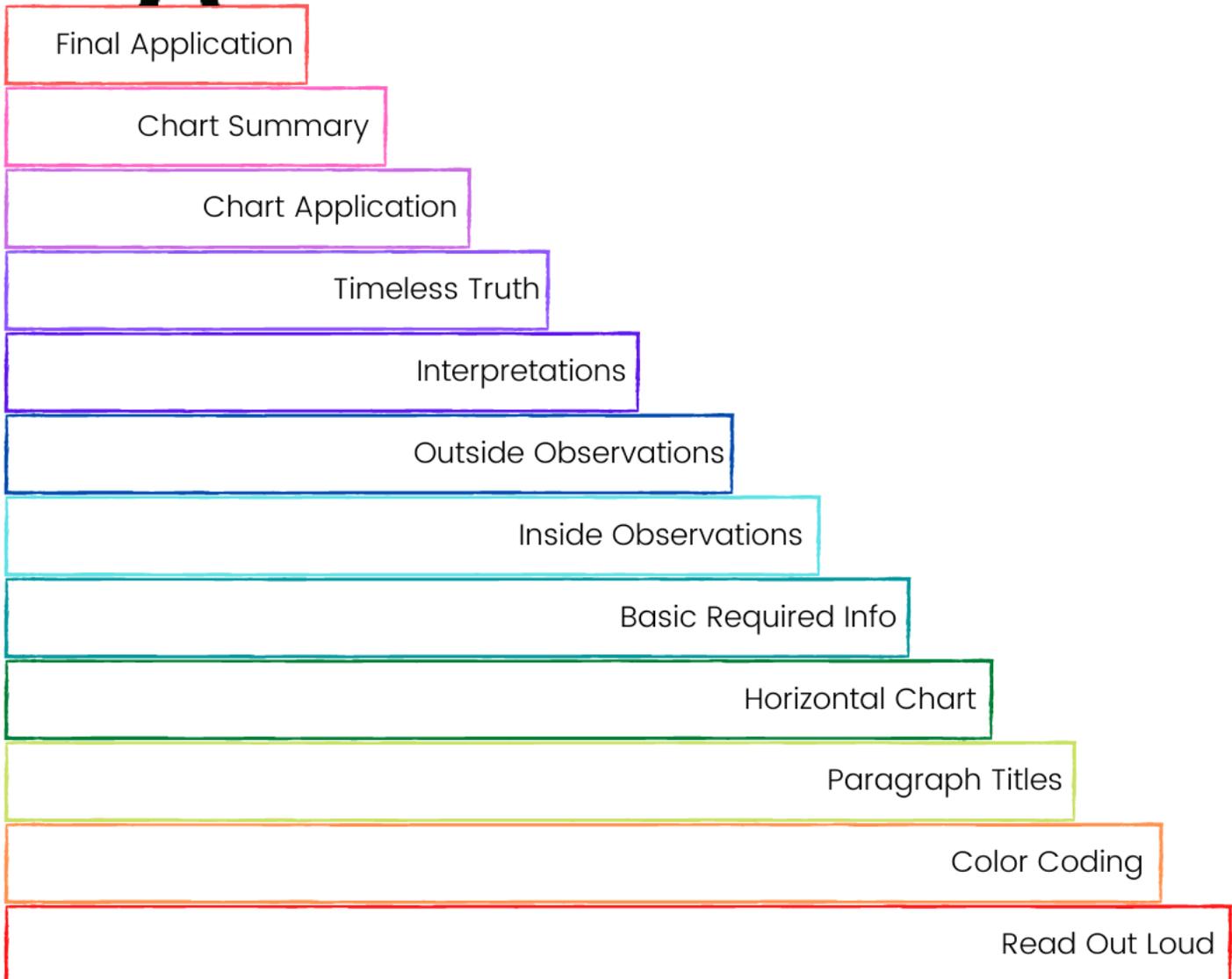
1. Choose one Timeless Truth from your charts that really spoke to you and write it down in another document. Make sure to note the verse references.
2. Write two paragraphs about the Timeless Truth answering the following questions:
 - a. **What is God saying to me through this Truth?** How did the book change your concept of God? How did it change your concept of yourself? How did it change your concept of living life for Christ? etc.
 - b. **What am I going to do practically in response to God's Word?** How did the Timeless Truth of this book change how I am going to live out my daily life? In what ways did it change how I will relate to others? What am I going to do about what God has said?

This should be something personal. This is not the place to explain what is right or wrong with the Church or society, but rather your place in them or your view of God. The Timeless Truth you select for your final application should affect you.

Tips: As a general rule, try to use at least one paragraph to answer each question above.

- Be specific. Try to find a very specific thing that you can do now.
- Don't preach. Remember, your final application is about you.
- Resist the temptation to make applications for the future. Remember, there are many books you will be studying and the back-log of unimplemented application will quickly get overwhelming.
- Remember, a small act of obedience is more valuable than a grand plan left unimplemented.

Summary of the Inductive Bible Study Method



Appendix



Reading Times and Verse Counts

Old Testament

Book	Verses	Time
Genesis	1533	3.35
Exodus	1213	3.10
Leviticus	859	2.30
Numbers	1288	3.00
Deuteronomy	959	2.35
Joshua	658	2.10
Judges	618	2.00
Ruth	85	0.15
Samuel	1505	3.35
Kings	1535	3.35
Chronicles	1764	4.00
Ezra	280	0.40
Nehemiah	406	0.55
Esther	167	0.30
Job	1070	2.10
Psalms	2461	4.40
Proverbs	915	1.35
Ecclesiastes	222	0.30
Song of Songs	117	0.15
Isaiah	1292	3.10
Jeremiah	1364	3.55
Lamentations	154	0.20
Ezekiel	1273	2.25
Daniel	357	1.10
Hosea	197	0.35
Joel	73	0.15
Amos	146	0.30
Obadiah	21	0.05
Jonah	48	0.10
Micah	105	0.20
Nahum	47	0.10
Habakkuk	56	0.10
Zephaniah	53	0.10
Haggai	38	0.10
Zechariah	211	0.35
Malachi	55	0.15

New Testament

Book	Verses	Time
Matthew	1071	2.30
Mark	678	1.45
Luke	1151	2.55
John	879	2.35
Acts	1007	2.40
Romans	433	1.00
1 Corinthians	437	1.00
2 Corinthians	257	0.40
Galatians	149	0.20
Ephesians	155	0.20
Philippians	104	0.15
Colossians	95	0.15
1 Thessalonians	89	0.15
2 Thessalonians	47	0.10
1 Timothy	113	0.15
2 Timothy	83	0.10
Titus	46	0.10
Philemon	25	0.05
Hebrews	303	0.45
James	108	0.15
1 Peter	105	0.15
2 Peter	61	0.10
1 John	105	0.15
2 John	13	0.05
3 John	14	0.05
Jude	25	0.05
Revelation	404	1.10

Reading Time Guide

2.10

=

2 hours and 10 minutes

Observation Labels



Observation is basically answering the questions: Who, What, Where, When, and How. This is what you will notice in your color code. We've broken these categories into more detailed observation labels to help you understand what it will look like as you read.

Observation Label	Explanation or Example
Who	Main characters, individuals or groups
Pronouns	I, he, she, it, they, them, us
Where	Geographical locations (Egypt), general locations (heaven)
When / Time Elements	Specific dates given (1 st year of King...), after, while, then, etc.
Repeated Words	Repeated words show what's important to the author
Repeated Ideas	Suffering, second coming, etc.
Command, Advice, Emphatic State	A required or strongly suggested action, adds emphasis
Warning	Advice with a consequence if not heeded.
Figures of Speech	Non-literal use of words to emphasize a point (see appendix)
Event	Important events that contribute to the story
Lists	3 + mentioned in a row that falls into a certain category
Predictions	More common in OT prophets
Promises	Author/speaker/God makes a promise
Illustration, Parables, Symbols	Author uses imagery from history, the OT, or life in general
Quotes	From the OT or another source
Comparisons	Compare ideas, events, attitudes, using words such as 'like' / 'as'
Contrasts	Can be identified with conjunctions such as 'but' or 'vs'.
Descriptive Words/Phrases	Add meaning (i.e. adjective, adverbs)
Connectives	Show how two thoughts are joined together
Conditional Statements	If/Then...
Beginning and End	Does the beginning of the book/passage correlate with the end?
Atmosphere/Mood/Emotion	How is the author communicating? General feeling or emotion?
Progression	General → specific, teaching → application
Oracles	Lawsuit, Woe, Promise Oracles (found in OT Prophets)
Stated Purpose	Reason why written or occurring
Visions	Description of vision, explanation, or meaning
DO NOT UNDERSTAND	Things observed, but not understood completely.

Figures of Speech



A figure of speech is a literary mode of expression in which words are used out of their literary sense to suggest a picture or image.

Figure of Speech	Meaning	Example
<i>Simile</i>	A direct comparison of two things that are essentially different.	Matt. 23:27
<i>Metaphor</i>	An indirect comparison of two things. Asserts that one thing is another. Like a simile but the connectives are left out.	'You brood of vipers!'
<i>Allegory</i>	An extended metaphor that has the form of a story.	Screwtape Letters
<i>Analogy</i>	A rather full comparison showing several points of similarity between unlike things.	'vines and branches'
<i>Irony</i>	Implies something different, even the opposite of what is stated. Used for the effect of humor or sarcasm.	1 Cor. 4:8
<i>Personification</i>	The attribution of life or human qualities to inanimate objects.	Gal. 3:8
<i>Apostrophe</i>	Addressing or speaking to things, abstract ideas, or imaginary objects.	'O death, where is your sting?'
<i>Hyperbole</i>	Exaggeration, not with the intent to deceive but to emphasize and intensify an impression.	'If your hand causes you to sin, cut it off.'
<i>Rhetorical Questions</i>	These are the questions posed for which the author doesn't expect an answer.	'Was Paul crucified for you?'
<i>Litotes</i>	The use of understatement. It is the opposite of hyperbole and is often used as irony.	'no small discussion'
<i>Metonymy</i>	The substitution of one term for another.	'circumcision' for 'Jews'
<i>Synecdoche</i>	Part of something is mentioned by the whole is meant.	'Didn't confer with flesh and blood'
<i>Euphemism</i>	The substitution of a mild, indirect, or vague expression for a harsh, blunt one. Used to indirectly discuss such topics as bodily functions, anatomy, etc.	Deut. 28:56,57
<i>Anthropomorphism</i>	The practice of describing God in human terms as if he had hands, feet, a face, etc.	Matt. 18:10
<i>Types</i>	Prefigures something or someone to come. It is best to have the type explicitly mentioned in the New Testament.	Passover foreshadows Christ's sacrificial death
<i>Symbols</i>	Something that stands for another meaning in addition to its ordinary meaning. It is usually a visual image that represents an invisible concept. While interpreting, only discover the author's intention.	Rev. 1:12, 20

How to Use SBS Charter

SBS Charter is an amazing tool designed to help trainees chart the book they are studying. This program will be one of your greatest assets during this course. Here is a basic tutorial from one of our staff as they charted through Colossians. To watch a video of how to use SBS Charter, click [here](#). Please ensure that you are in a location that has reliable internet as this program requires a decent amount of bandwidth.

1 Register Online

Go to sbscharter.com. In the upper right-hand corner, click on the 'register' button, fill out the information, and follow the prompts. Since all of your charts will be sent to you via email, make sure to use one that you have easy access to. Once the email has been verified, it will reroute you back to the website.

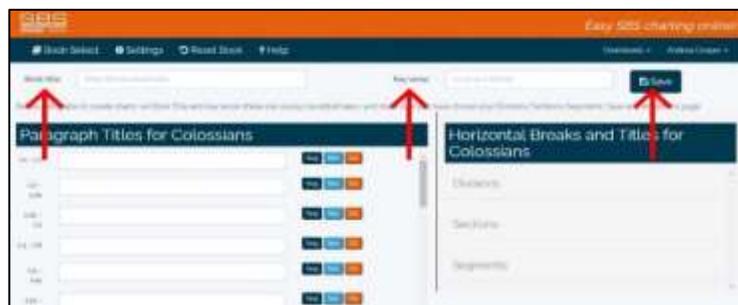


2 Select Your Version

Online trainees use either the ESV or NRSV versions. Select the one you will be using for the course. Remember, this is a one-time-only selection and can't be changed. Once you have completed this, select the book you will be charting.

3 Book Title and Key Verse

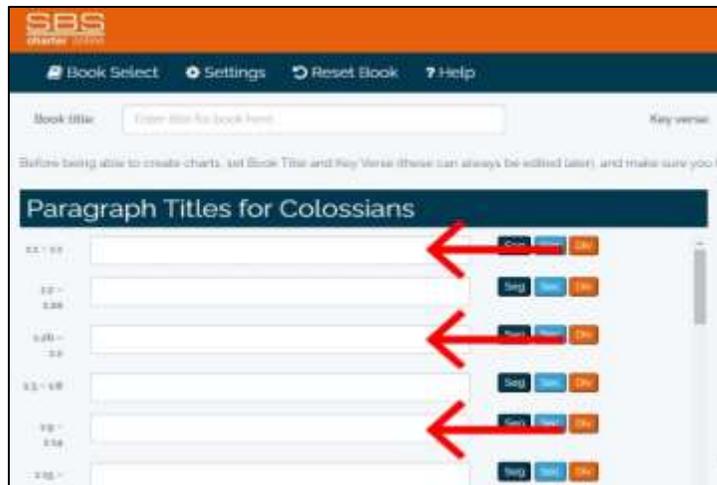
Before you start working on the structure of the book (Paragraph Titles, Segments, Sections, etc.) it's helpful to write down the Book Title and Key Verse. These can always be changed, but the platform will only begin saving your work once these two elements have been filled in.



4 Paragraph Titles

The paragraph breaks will automatically be generated based on the Bible version you chose when you registered. Begin writing in your Paragraph Titles (see p. 6 for guidelines) in the spaces given. The program should save your work every minute or so, but it's always a good idea to hit the 'SAVE' button every few minutes.

Once you're finished with Paragraph Titles, you will move on to creating the main structure of the book.



5 Divisions

Now you will create the basic structure of the book. When doing so, it is easiest to go from big picture (Divisions) down to little details (the Paragraph Titles you just finished). The divisions are like support beams in a house that go all the way down to the foundation (Paragraph Titles). They carry the weight of the rest of your structure, so it's important that these are done first.

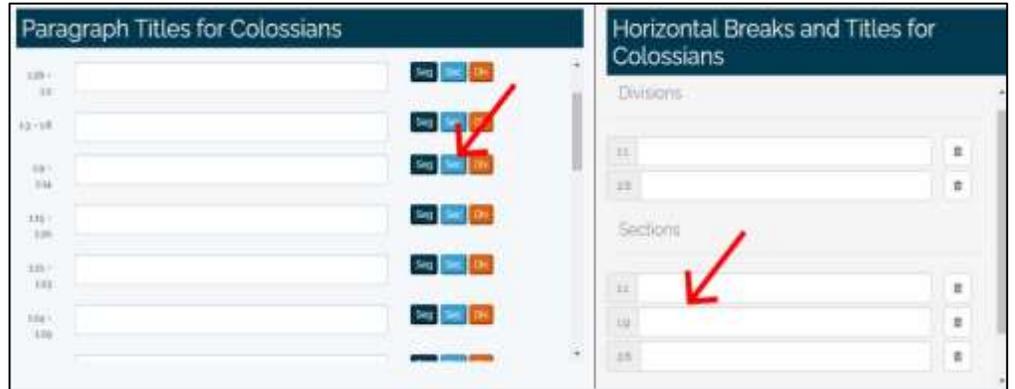
SBS Charter will automatically assign the start of the first division at **1:1** in every book, so I just need to select where the second (or third) division begins. Now, let's say that I am charting Colossians and I see a major shift or change in thought process at **2:6**. I will go over to the Paragraph that begins at **2:6** and press the orange **DIV** button. This will create the two boxes for my two Divisions. Now I can type in my titles.



6 Sections

Sections are like additional floors in a house or an office building. They help break up the building into more manageable spaces. Now, not all books will have Sections. Small books like Philemon, Ephesians, or Colossians don't require that extra support, but books like Genesis, Deuteronomy, or Kings do.

For these larger books, you will break up each Division into smaller Sections by selecting the light blue **SEC** button at the paragraph break where the Section would begin. When you have selected all of your Sections, give them titles.

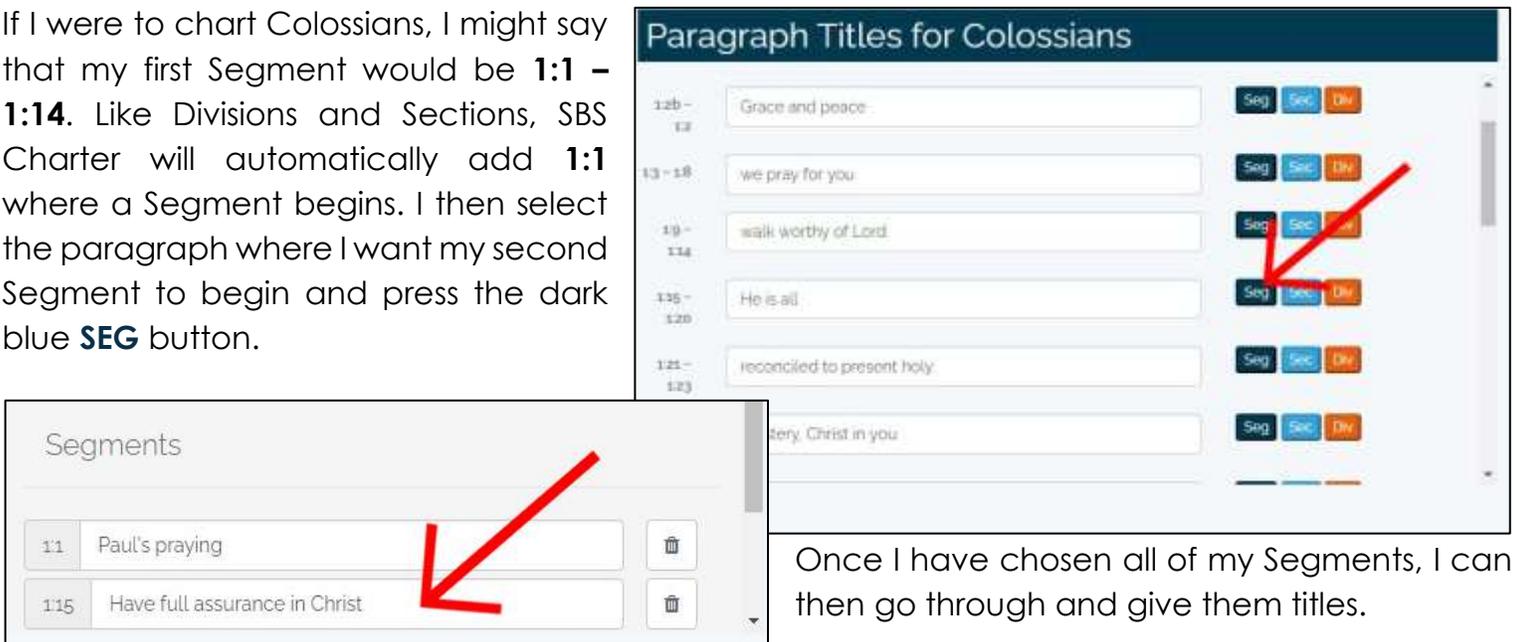


For smaller books that don't require Sections, don't be surprised when SBS Charter still puts them in. It's part of the way the program works. Just leave them blank and move on.

7 Segments

Segments are like the interior walls that divide up each floor into rooms that allow you to explore in more detail. It is in the Segments that you will spend a large portion of your time studying. They can also be called Verticals or Charts.

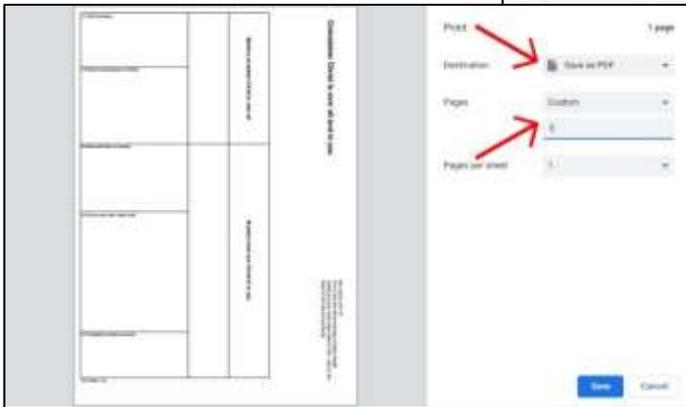
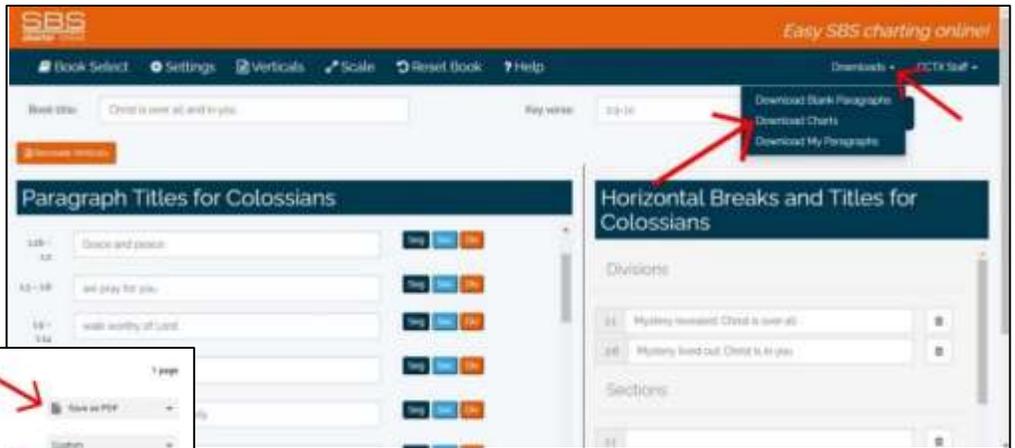
If I were to chart Colossians, I might say that my first Segment would be **1:1 - 1:14**. Like Divisions and Sections, SBS Charter will automatically add **1:1** where a Segment begins. I then select the paragraph where I want my second Segment to begin and press the dark blue **SEG** button.



Once I have chosen all of my Segments, I can then go through and give them titles.

8 Downloading Charts

Now that I have the structure complete, the next step is to download my charts to my computer. Go to the upper right-hand side of the screen and click **Downloads** and select **Download Charts**.

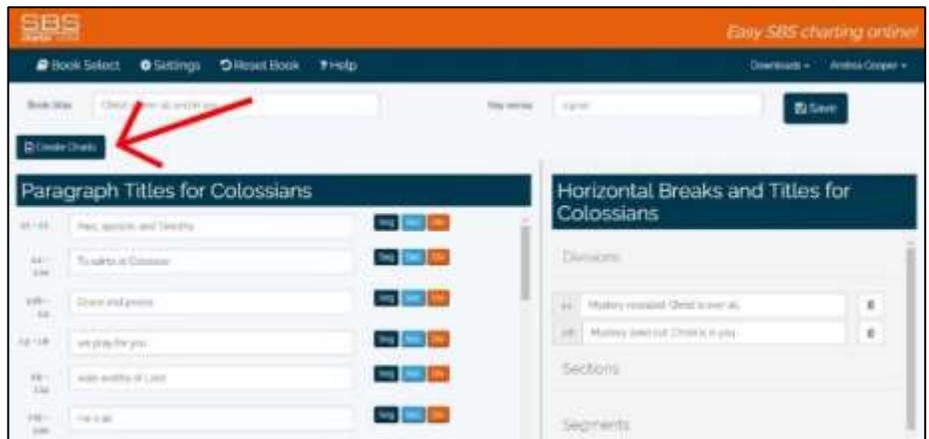


approved.

Once the print page appears, select **Save as a PDF**. To help your grader, make sure to give the document an easy label, such as 'Ephesians Charts – rough draft' or 'Rough Horizontal – Ephesians'. Once downloaded, send to your grader. Do not go beyond this point until your Horizontal has been

9 Charting

Once your Horizontal has been approved, you can begin working on your 'Charts' (also called Verticals or Segments). Go to the left-hand side of the screen and click on the **'Create Charts'**. SBS Charter will generate your charts, so be patient. When completed, you can begin!

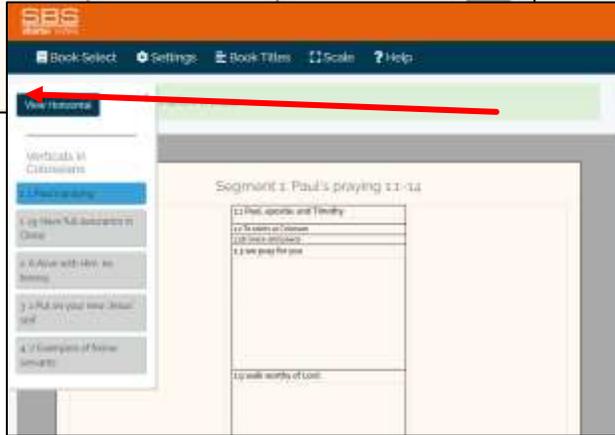


Tip: Charts can be done either online within SBS Charter or offline on a Word-type document. Remember, if you do not have strong and stable internet, it is highly recommended that you complete your charts offline.



Within SBS Charter:

To navigate each vertical within SBS Charter, go to the left-hand corner and click on the arrow. This will show you all of the verticals you created. When you have finished all of your charts, download your charts again and label appropriately (ex. 'Genesis Charts').



Tips:

1. If you choose to look back at your Horizontal, you can view it from here or from the home page of the book.
2. **Never hit 'Recreate Charts'** once you have started working on your Verticals as it will completely reset all of the charts.
3. Remember to save your work as you go!

Within a Word-Type Document:

This is a great option if your internet is slow or if you like more editing features than SBS Charter offers. Simply work from the charts you downloaded previously and save as a pdf when finished.

Critical Method

Remember to present your work showing both the internal (from the book itself) and external evidence (other books in the Bible, Bible dictionaries, etc). Your internal evidence should include references and your external evidence should be sourced in an appropriate manor. Your conclusions should be your own.

A. Who wrote the book?

- 1) Internal Evidence –
- 2) External Evidence –
- 3) Conclusion –

B. When was it written?

- 1) Internal Evidence –
- 2) External Evidence –
- 3) Conclusion –

C. From where was it written?

- 1) Internal Evidence –
- 2) External Evidence –
- 3) Conclusion –

D. To whom was it written?

- 1) Internal Evidence –
- 2) External Evidence –
- 3) Conclusion –

Historical Method

- A. What is the historical setting of the book and the culture of the audience?
- B. When was the church founded?
- C. Who makes up the church?
- D. What are the strengths and weaknesses of the person(s) addressed?

Literary Method

What literary genre does this book fall under?

Survey Method

- A. What is the reason the book was written (the problem the Author is addressing)?
- B. What is the main idea of the book (the solution to the problem being addressed)?

→ I read the book _____ times completely.

Critical Method

Remember to present your work showing both the internal (from the book itself) and external evidence (other books in the Bible, Bible dictionaries, etc). Your internal evidence should include references and your external evidence should be sources in an appropriate manor. Your conclusions should be your own.

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C. From where was it written?

- 1) Internal Evidence –
- 2) External Evidence –
- 3) Conclusion –

D. To whom was it written?

- 1) Internal Evidence –
- 2) External Evidence –
- 3) Conclusion –

Historical Method

- A. What is the historical setting of the readers of this gospel?
- B. What cultural issues (language, etc.) must be considered by the author?

Literary Method

Describe gospel literature and its construction (biographical, narrative, etc.).

Survey Method

- A. What is the reason the book was written (the problem the Author is addressing)?
- B. What is the main idea of the book (the solution to the problem being addressed)?

→ I read the book _____ times completely.

Critical Method

Remember to present your work showing both the internal (from the book itself) and external evidence (other books in the Bible, Bible dictionaries, etc). Your internal evidence should include references and your external evidence should be sources in an appropriate manor. Your conclusions should be your own.

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- 2) External Evidence –
- 3) Conclusion –

D. To whom was it written?

- 1) Internal Evidence –
- 2) External Evidence –
- 3) Conclusion –

Literary Method

- A. What kind of literature is this book (generally) and what are the genres that make up portions (specifically)? There will be several.
- B. List them and cite chapter and verses where you can.

Historical Method

- A. What was God doing with his people at this time?
- B. What individuals and groups was he using (Peter, religious leaders, Cornelius, etc.)?
- C. Who were the church's enemies? How were they being dealt with or used by God in regard to His people?

Survey Method

- A. What is the reason the book was written (the problem the Author is addressing)?
- B. What is the main idea of the book (the solution to the problem being addressed)?

→ I read the book _____ times completely.

Critical Method

Remember to present your work showing both the internal (from the book itself) and external evidence (other books in the Bible, Bible dictionaries, etc). Your internal evidence should include references and your external evidence should be sources in an appropriate manor. Your conclusions should be your own.

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- 2) External Evidence –
- 3) Conclusion –

Literary Method

- A. What kind of literature is this book (generally) and what are the genres that make up portions(specifically)? There will often be several. List and cite chapter and verses.

Historical Method

- A. What was God doing with his people at this time?
- B. What individuals and groups was he using (surrounding nations, kings, prophets, priests)
- C. Who were Israel's enemies? How were they being dealt with or used by God in regard to His people?

Survey Method

- A. What is the reason the book was written (the problem the Author is addressing)?
- B. What is the main idea of the book (the solution to the problem being addressed)?

→ I read the book _____ times completely.

Critical Method

Remember to present your work showing both the internal (from the book itself) and external evidence (other books in the Bible, Bible dictionaries, etc). Your internal evidence should include references and your external evidence should be sources in an appropriate manor. Your conclusions should be your own.

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- 1) Internal Evidence –
- 2) External Evidence –
- 3) Conclusion –

D. To whom was it written?

- 1) Internal Evidence –
- 2) External Evidence –
- 3) Conclusion –

Literary Method

- A. What is the kind of literature? (e.g. Prose or poetry) Give references if it changes.
- B. What is the type of literature? (e.g. prophecy, historical narrative) Give reference if it changes.

Historical Method

- A. What is the political situation:
- B. Who are the relevant world powers? (eg Assyria)
- C. What is Israel or Judah's political situation? (eg weak/strong borders)
- D. What are the important alliances or battles?
- E. What is the religious situation in Israel and / or Judah?
- F. List the reigning kings in Judah and / or Israel and the surrounding nations.
- G. List any contemporary prophets.

Survey Method

- A. What is the reason the book was written (the problem the Author is addressing)?
- B. What is the main idea of the book (the solution to the problem being addressed)?

→ I read the book _____ times completely.

Critical Method

Remember to present your work showing both the internal (from the book itself) and external evidence (other books in the Bible, Bible dictionaries, etc). Your internal evidence should include references and your external evidence should be sources in an appropriate manor. Your conclusions should be your own.

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Literary Method

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Historical Method

- A. What was God doing with his people at this time?
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Survey Method

- A. What is the reason the book was written (the problem the Author is addressing)?
- B. What is the main idea of the book (the solution to the problem being addressed)?

→ I read the book _____ times completely.

Interpretation Questions

While not an exhaustive list, these ideas should get you started in your interpretation process.



- What did it mean to the Author when he wrote it?
- What did it mean to the Original Hearers?
- What did it mean to the Original Readers?
- Why is this observation tool used here?
- How does this passage or story fit in with the overall message of the whole book?
- What is this passage's relation to the surrounding paragraphs? Why is it used here?
- Why is the literal or figurative language used here?
- Why is this atmosphere or tone used here?
- Why is certain structure used in this passage?
- What is the significance of this?
- What is the significance of this passage/idea/word/statement? What are the implications?
- How does this observation speak to the circumstance of the Original Reader?
- What does the Author want the Original Reader to understand from this statement?
- What response is the Author trying to prompt within the Original Reader or Original Hearer?
- Why is this statement necessary for the Original Reader to hear and understand?
- What would this question highlight to the Original Audience?
- What are the implications of this command/question/statement/warning?
- What thoughts or emotions is the Author prompting through this?
- Why was this statement/question/command necessary?
- What beliefs of the Original Reader would this come against or speak into?
- How does this contrast what the Original Reader knows?
- How does this observation bring clarity to the Original Reader?
- How does this fit in with God's original design/intent for humanity?
- What does this show the Original Audience about God's plan of redemption?
- Why are these stories included in the text?
- What about this story/statement would resonate with the Original Reader?
- What does this show to the Original Audience about God's character?
- What does this reveal about the Original Audience's view of God?
- What does this reveal about the state/heart posture/attitude of the Original Audience?

Old Testament Passages Quoted in the New Testament

A graphic of Scriptural cross-references.

Genesis	12:46 John 19:36	19:18 Matt. 22:38-39	30:12-14 Rom. 10:6-8	22:1 Matt. 27:46
1:27 Matt. 19:4	13:2 Luke 2:23	Mark 12:31	31:8 Heb. 13:5	Mark 15:34
Mark 10:6	13:12 Luke 2:23	Luke 10:27	32:17 1 Cor. 10:20	22:18 Matt. 27:35
2:2 Heb. 4:4	16:18 2 Cor. 8:15	Rom. 13:9	32:21 Rom. 10:19	John 19:24
2:7 1 Cor. 15:45	19:6 1 Peter 2:9	Gal. 5:14	32:35 Rom. 12:19	22:22 Heb. 2:12
2:24 Matt. 19:4	20:7 Matt. 5:33	James 2:8	Heb. 10:30	24:1 1 Cor. 10:26
Mark 10:7-8	20:11 Heb. 4:4	20:7 1 Peter 1:16	32:35-36 Heb. 10:30	31:5 Luke 23:46
1 Cor. 6:16	20:12 Matt. 15:4	26:11-12 2 Cor. 6:16	32:43 Rom. 15:10	32:1-2 Rom. 4:7-8
Eph. 5:31	Mark 7:10			34:12-16 1 Peter 3:10-12
12:1 Acts. 7:3	Eph. 6:2-3	Numbers	Joshua	34:20 John 19:36
12:3 Acts. 3:25	20:12-16 Matt. 19:18-19	16:5 2 Tim. 2:19	1:5 Heb. 13:5	35:19 John 15:25
Gal. 3:8	Matt. 22:39	Deuteronomy	1 Samuel	36:1 Rom. 3:18
15:5 Rom. 4:18	Mark 10:19	5:11 Matt. 5:33	13:14 Acts 13:22	40:6-8 Heb. 10:5-7
15:6 Rom. 4:3	Luke 18:20	5:16 Eph. 6:2-3	2 Samuel	41:9 John 13:18
Gal. 3:8	20:13 Matt. 5:21	5:17 Matt. 5:21	7:14 2 Cor. 6:18	44:22 Rom. 8:36
James 2:23	20:13-14 James 2:11	5:18 Matt. 5:27	Heb. 1:5	45:6-7 Heb. 1:8-9
15:13-14 Acts. 7:6-7	20:14 Matt. 5:27	6:4 Mark 12:29	1 Kings	50:12 1 Cor. 10:26
17:5 Rom. 4:17	20:17 Rom. 7:7	6:5 Matt. 22:37	19:14 Rom. 11:3	51:4 Rom. 3:4
18:10 Rom. 9:9	Matt. 15:4	Mark 12:30	19:18 Rom. 11:4	68:18 Eph. 4:8
18:18 Acts 3:25	Matt. 7:10	6:13 Matt. 4:10	Job	69:4 John 15:25
Gal. 3:8	21:24 Matt. 5:38	Luke 4:8	5:13 1 Cor. 3:19	69:9 John 2:17
21:10 Gal. 4:30	22:28 Acts 23:5	6:16 Matt. 4:7	Psalms	Rom. 15:3
21:12 Rom. 9:7	24:8 Acts 23:5	Luke 4:12	2:1-2 Acts 4:25-26	69:22 Rom. 11:9
Heb. 11:18	Heb. 9:20	8:3 Matt. 4:4	2:7 Heb. 1:5, 5:5	69:23 Rom. 11:10
22:16-17 Heb. 6:14	25:40 Heb. 8:5	Luke 4:4	2:9 Acts 13:33	69:25 Acts 1:20
22:18 Acts 3:25	32:1-6 Acts 7:40-41	10:20 Matt. 4:10	Rev. 2:27	78:2 Matt. 13:35
Gal. 3:16	32:6 1 Cor. 10:7	Luke 4:8	4:4 Eph. 4:26	78:24 John 6:36
25:23 Rom. 9:12	33:19 Rom. 9:15	18:15 Acts 7:37	5:9 Rom. 3:13	82:6 John 10:34
46:26 Acts. 7:14	34:33 2 Cor. 3:13	18:15-19 Acts 3:22-23	6:8 Matt. 7:23	89:20 Acts 13:22
		19:15 2 Cor. 13:1	8:2 Matt. 21:16	91:11-12 Matt. 4:6
Exodus	Leviticus	21:23 Gal. 3:13	8:4-6 Heb. 2:6-8	Luke 4:10-11
2:13-14 Acts. 7:26-28	11:44 1 Peter 1:16	24:1 Matt. 5:31	8:6 1 Cor. 15:27	94:11 1 Cor. 3:20
3:5-10 Acts. 7:33-34	12:8 Luke 2:24	24:14-15 1 Tim. 5:18	10:7 Rom. 3:14	95:7-11 Heb. 3:7-10
3:6 Matt. 21:32	18:5 Rom. 10:5	25:4 1 Cor. 9:9	14:1-3 Rom. 3:10-12	Heb. 4:7
Mark 12:26	Gal. 3:12	1 Tim. 5:18	16:8-11 Acts. 2:25-28	95:11 Heb. 4:3
Luke 20:37	19:2 1 Peter 1:16	25:5 Matt. 22:24	16:10 Acts. 13:35	97:7 Heb. 1:6
Acts. 7:31-32	19:12 Matt. 5:33	Mark 12:19	18:49 Rom. 15:9	102:25-27 Heb. 1:10-12
9:16 Rom. 9:17	19:13 1 Tim. 5:18	27:26 Gal. 3:10	19:4 Rom. 10:18	

Psalms Continued		42:7 Matt. 4:15-16
104:4	Heb. 1:7	Luke 2:32
109:3	Acts 1:20	45:23 Rom. 14:11
110:1	Matt. 22:44	49:6 Acts 13:47
	Mark 12:36	49:8 2 Cor. 6:2
	Luke 20:42-44	52:5 Rom. 2:24
	Acts 2:34-35	52:7 Rom. 10:15
	1 Cor. 15:25	52:11-12 Cor. 6:17
	Heb. 1:13	52:15 Rom. 15:21
	Mark 10:13	53:1 John 12:38
110:4	Heb. 5:6	Rom. 10:16
112:9	2 Cor. 9:9	53:4 Matt. 8:17
116:10	2 Cor. 4:13	53:5 1 Peter 2:24
118:6	Heb. 13:6	53:7-8 Acts. 8:32-33
118:22	1 Peter 2:7	53:9 1 Peter 2:22
118:22-23	Matt. 21:42	53:12 Mark 15:28
	Mark 12:10	Luke 22:37
	Luke 20:17	54:1 Gal. 4:27
	Acts 4:11	54:13 John 6:45
	Rom. 9:33	55:3 Acts 13:34
	1 Peter 2:6-7	56:7 Matt. 21:13
118:26	Matt. 21:9	Mark 11:17
	Matt. 23:39	Luke 19:46
	Lark 11:9	58:11 John 7:38
	Luke 13:35	59:7-8 Rom. 3:15-17
	John 12:13	59:20-21 Rom. 11:26-27
119:161	John 15:25	61:1-2 Luke 4:18-19
140:3	Rom. 3:13	64:4 1 Cor. 2:9
		65:2 Rom. 10:20-21
Proverbs		66:1-2 Acts 7:49-50
3:11	Heb. 12:5	66:24 Mark 9:44
3:11-12	Heb. 12:6	
3:34	James 4:6	
	1 Peter 5:5	
18:4	John 7:38	
25:21-22	Rom. 12:20	
26:11	2 Peter 2:22	
Isaiah		
1:9	Rom. 9:29	
6:9-10	Matt. 13:14-15	
	Mark 4:12	
	Luke 8:10	
	John 12:40-41	
	Acts 28:25-27	
	Rom. 11:8	
7:14	Matt. 1:23	
8:12-13	1 Peter 3:14-15	
8:14	Rom. 9:33	
	1 Peter 2:6-7	
8:17-18	Heb. 2:13	
10:22-23	Rom. 9:27-28	
11:1	Rom. 15:12	
11:10	Rom. 15:12	
22:13	1 Cor. 15:32	
25:8	1 Cor. 15:54	
27:9	Rom. 11:26-27	
28:11-12	1 Cor. 14:21	
28:16	Rom. 9:33	
	1 Peter 2:6-7	
29:10	Rom. 11:8	
29:13	Matt. 15:7-9	
	Mark 7:6-7	
29:14	1 Cor. 14:21	
40:3	Matt. 3:3	
	Mark 1:3	
	John 1:23	
40:3-5	Luke 3:4-6	
40:6-8	1 Peter 1:24-25	
40:13	Rom. 11:34	
	1 Cor. 2:16	
42:1-4	Matt. 12:17-21	

Zechariah	
8:16	Eph. 4:25
9:9	Matt. 21:5
	John 12:15
11:12-13	Matt. 27:9-10
12:10	John 19:37
13:7	Matt. 26:31
Malachi	
1:2-3	Rom. 9:13
3:1	Matt. 11:10
	Mark 1:2
4:6	Luke 1:17

