

## **Growth Track**

### Module 3: How Do I Grow

#### *Student's Notes*

## **Lesson Three - The Word**

### **Annex**

*<sup>25</sup>“That is why I tell you not to worry about everyday life—whether you have enough food and drink, or enough clothes to wear. Isn’t life more than food, and your body more than clothing? <sup>26</sup>Look at the birds. They don’t plant or harvest or store food in barns, for your heavenly Father feeds them. And aren’t you far more valuable to him than they are? <sup>27</sup>Can all your worries add a single moment to your life?*

*<sup>28</sup>“And why worry about your clothing? Look at the lilies of the field and how they grow. They don’t work or make their clothing, <sup>29</sup>yet Solomon in all his glory was not dressed as beautifully as they are. <sup>30</sup>And if God cares so wonderfully for wildflowers that are here today and thrown into the fire tomorrow, he will certainly care for you. Why do you have so little faith?*

*<sup>31</sup>“So don’t worry about these things, saying, ‘What will we eat? What will we drink? What will we wear?’ <sup>32</sup>These things dominate the thoughts of unbelievers, but your heavenly Father already knows all your needs. <sup>33</sup>Seek the Kingdom of God above all else, and live righteously, and he will give you everything you need.*

*<sup>34</sup>“So don’t worry about tomorrow, for tomorrow will bring its own worries. Today’s trouble is enough for today. Matthew 6:25-34*

## **I. SPECIFIC THINGS TO OBSERVE**

### **Key words**

Look out for words which are important, or repeated often.

### **Imperative verbs**

Imperative verbs are admonitions, advice, warnings, promises, or encouragement.

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#### **Cause-and-effect relationships**

Look for reasons or the results of actions.

#### **Contrasts and comparisons**

Contrasts would associate things that are opposite. Comparisons would associate things that are similar.

#### **Repetition and progression of ideas**

#### **Questions**

Look for questions and how they are used, e.g. to introduce an idea, summarise a series of ideas, or challenge our thinking.

#### **Important connectives**

E.g. prepositions, conjunctions.

#### **Grammatical construction**

These include the use of verbs, nouns, pronouns, adverbs, adjectives.

#### **Atmosphere**

Note the general tone of the passage.

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#### **Literary form**

<b>Literary Form</b>	<b>Example</b>
Discourse	Sermon on the Mount (Matthew 5-7)
Narrative	Luke 23:32-49
Dramatic	Acts
Parabolic	Matthew 13:1-9, 18-23
Apocalyptic	Revelation
Literal or figurative terms	"Fishers of men"

#### **General structure**

Note the arrangement of ideas in a passage and the relationship of verses to each other.

## **II. SEEK TO INTERPRET**

#### **Build mental images.**

Try to imagine what people in narratives would see, hear or feel.

#### **Ask questions.**

Ask "why" in order to get to the bottom of what the writers intended.

#### **Define words.**

Look for the definition of key words.

#### **Compare translations.**

Compare a more literal translation such as the New King James Version with a more contemporary translation such as the New Living Translation.