

# INTRODUCTION TO PARABLES

The Thought Behind the Word  
Understanding the Mind of the Author

<https://youtu.be/H-cvgJITTrA>



Before one speaks, what do most do?

- Think. We usually think before we speak. Before any word is expressed is a thought.

When you pick up a book to read it, what are you preparing yourself to do?

- To understand the mind of the author... Behind every literature is an author expressing his/her thoughts and views for the reader to understand him/her and come away with a new idea or thinking on a subject.

**God wants us to understand His mind—the way He thinks—and overall Himself. Through His word we have an entrance into the mind of God—His view of every detail revolving around us in relation to Himself and others.**

What do we need to do in order to understand the mind or written word of an author?

- We need to be open to viewing the author's thought as he/she views it. Based on that understanding, we choose to agree or disagree with that idea or view

**We cannot come to the Word of God and seek to understand it with our own understanding and carnal thinking. Spiritual things are spiritually discerned.**



**Philippians 2:5** Let this mind be in you, which was also in Christ Jesus

**1 Corinthians 2:14** But the natural man receiveth not the things of the Spirit of God: for they are foolishness unto him: neither can he know them, because they are spiritually discerned.

What are the tools used to understand literature? What do we use to understand the author's mind/thought/idea?

- The written word, narrative structure, and pattern recognition.

100%

90%

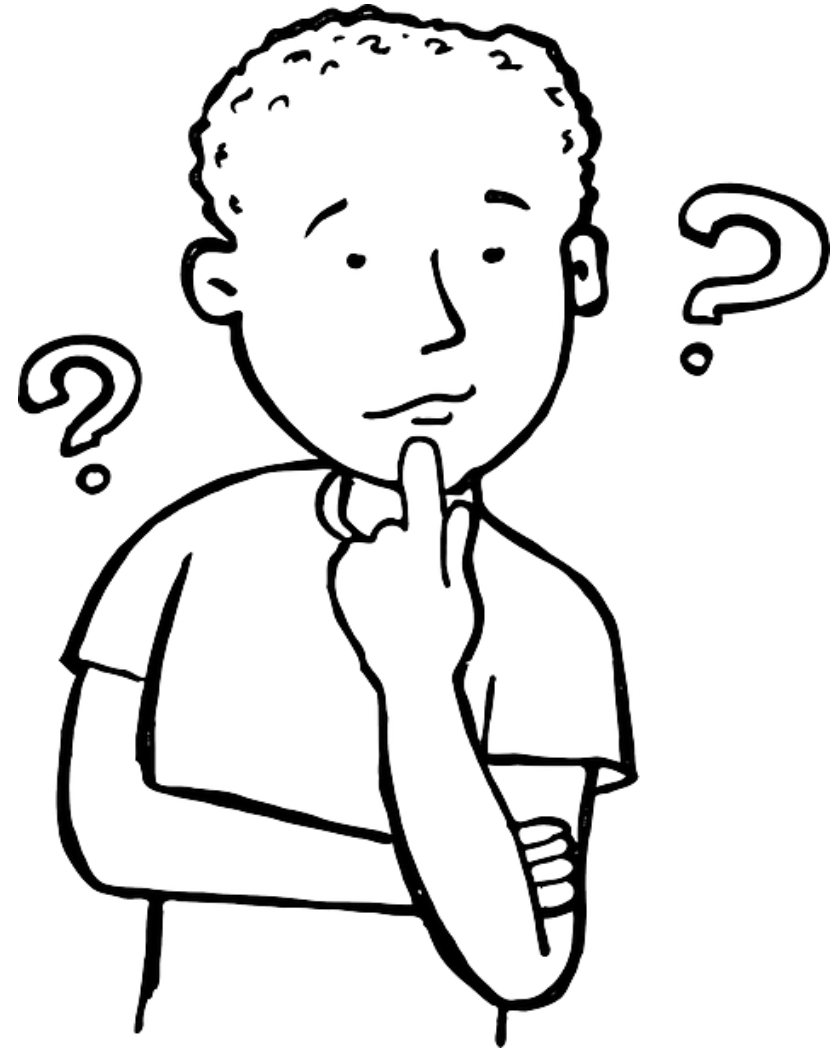
Written word  
Semantics  
Grammar  
Punctuation  
Context  
Theme  
Subject

The bulk of information needed to understand the point of thought.

10%

Structure  
• Format  
• Plot  
• Setting  
• Conflict  
• Resolution  
Pattern  
• Symbolism  
• Pattern Recognition

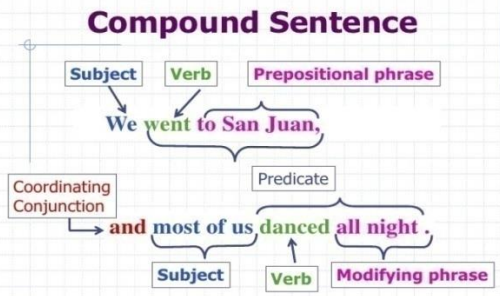
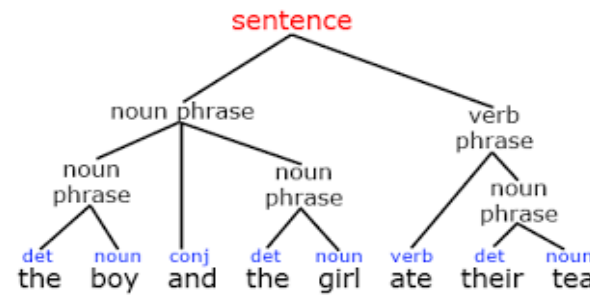
**PARABLES:** Provides extra information that we cannot see with just the word itself.



➤ Parables helps us to understand the in-depth thought/idea behind what is stated.

# 90% WRITTEN WORD

- ❑ **Written word:** Language expressed in writing... Formal writing as a way of expressing ideas, emotions, etc. opposed to speaking.
- ❑ **Semantics:** The meaning of word, phrase, sentence, or text.
- ❑ **Grammar:** The set of structural rules governing the composition of clauses, phrases, and words in a natural language
- ❑ **Punctuation:** is a set of marks that regulates and clarifies the meaning of different text.
- ❑ **Context:** The circumstances that form the setting of an event, statement, or idea, and in terms of which can be fully understood and assessed.
- ❑ **Subject and Theme:** The Subject of the story is always about what the story is about. Theme of the story is how the meaning of the story is defined.  
EX.  
Subject is love  
Theme is love can overcome all obstacles



### 4 Types of Sentences

<b>Declarative Sentence</b> <ul style="list-style-type: none"> <li>Tells something.</li> <li>Ends with a period. (.)</li> </ul>	<b>Interrogative Sentence</b> <ul style="list-style-type: none"> <li>Asks a question.</li> <li>Ends with a question mark. (?)</li> </ul>
<b>Exclamatory Sentence</b> <ul style="list-style-type: none"> <li>Shows strong feeling.</li> <li>Ends with an exclamation mark. (!)</li> </ul>	<b>Imperative Sentence</b> <ul style="list-style-type: none"> <li>Gives a command.</li> <li>Ends with a period or an exclamation mark. (. or !)</li> </ul>

### Compound Sentences

A compound sentence consists of two independent clauses, joined together by a comma and a coordinating conjunction.

The coordinating conjunctions are:  
**FANBOYS**  
For, And, Nor, But, Or, Yet, So

Examples:  
He was tired, **for** he went to bed early.  
I cooked dinner, **and** he washed the dishes.  
Jane has a red car, **but** Jill has a blue car.

ALL (12) ENGLISH TENSES		9 PARTS OF SPEECH																																	
<table border="1"> <tr><th>PRESENT</th><th>PAST</th></tr> <tr><td>Simple Present</td><td>Simple Past</td></tr> <tr><td>Present Continuous</td><td>Past Continuous</td></tr> <tr><td>Present Perfect</td><td>Past Perfect</td></tr> <tr><td>Present Perfect Continuous</td><td>Past Perfect Continuous</td></tr> </table>	PRESENT	PAST	Simple Present	Simple Past	Present Continuous	Past Continuous	Present Perfect	Past Perfect	Present Perfect Continuous	Past Perfect Continuous	<table border="1"> <tr><th>PRESENT</th><th>PAST</th></tr> <tr><td>Simple Present</td><td>Simple Past</td></tr> <tr><td>Present Continuous</td><td>Past Continuous</td></tr> <tr><td>Present Perfect</td><td>Past Perfect</td></tr> <tr><td>Present Perfect Continuous</td><td>Past Perfect Continuous</td></tr> </table>	PRESENT	PAST	Simple Present	Simple Past	Present Continuous	Past Continuous	Present Perfect	Past Perfect	Present Perfect Continuous	Past Perfect Continuous	<table border="1"> <tr><th>NOUN</th><th>PRONOUN</th><th>VERB</th></tr> <tr><td>Refers to the words or phrases that represent a person, a place, a thing or an activity, or a quality or idea.</td><td>Refers to the words that are used instead of a name or noun elsewhere in a sentence.</td><td>Refers to the words or groups of words that describe an action, experience or express a state of being.</td></tr> </table>	NOUN	PRONOUN	VERB	Refers to the words or phrases that represent a person, a place, a thing or an activity, or a quality or idea.	Refers to the words that are used instead of a name or noun elsewhere in a sentence.	Refers to the words or groups of words that describe an action, experience or express a state of being.	<table border="1"> <tr><th>ADJECTIVE</th><th>ADVERB</th><th>ARTICLE</th></tr> <tr><td>Refers to the words that describe a noun or pronoun.</td><td>Refers to the words that describe a verb, an adjective, another adverb, or a whole sentence.</td><td>Refers to the words that are used before a noun to modify the noun.</td></tr> </table>	ADJECTIVE	ADVERB	ARTICLE	Refers to the words that describe a noun or pronoun.	Refers to the words that describe a verb, an adjective, another adverb, or a whole sentence.	Refers to the words that are used before a noun to modify the noun.
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### Revising nouns, adjectives, verbs & adverbs

**Nouns** - People, places and objects/things  
Class examples:

**Adjectives** - describe nouns  
Class examples:

**Verbs** - An action/doing word  
Class examples:

**Adverbs** - Tell you how a verb is performed  
Class examples:

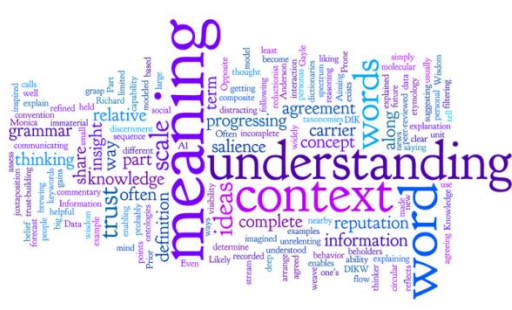
Worksheet: Now read 'Scene at the Park' and complete tasks 1-2 before peer assessing

Learning Objectives: place a tick next to the level you have achieved.  
 All - Will be able to identify a variety of sentence types and comment on their effect  
 Most - will use a range of sentence starters to develop descriptions and create specific effects  
 Some - will experiment with vocabulary, devices and sentence beginnings to give writing more impact

### PUNCTUATION IN ENGLISH

<b>Full Stop</b> at the end of a sentence	<b>Comma</b> to separate items in a series	<b>Colon</b> to introduce a list	<b>Semicolon</b> to join to independent clauses
<b>Question Mark</b> to show that it is a question	<b>Hyphen</b> join words together to indicate that they have a combined meaning	<b>Exclamation Mark</b> after an exclamation	<b>Apostrophe</b> to show when a letter or a number has been left out
<b>Slash</b> to separate letters, numbers, or words.	<b>Quotation Mark</b> to show that someone else has said it	<b>Round Brackets</b> to add extra information to a sentence	<b>Ellipsis</b> to separate items in a series

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# 90% WRITTEN WORD CONT'

It's important not to confuse a theme of literary work with its subject. Subject is a topic that acts as a foundation for a literary work, while a theme is an opinion or fact expressed on the subject.

For example, a writer may choose a subject of war for his story, and the theme may be his personal opinion that war is a curse for humanity.

A writer has to figure out how to express a theme in a way that the reader can understand or figure out. There are four main ways to express a theme in a story:

1. Thoughts and conversations of characters
2. The feelings of characters in a story.
3. The lesson the character(s) learn at the end of the story
4. The actions going on in the story.

## THEME

THE MAIN IDEA OR AN  
UNDERLYING MEANING OR  
MESSAGE

Theme is an element of a story that binds together various essential elements of a narrative. It is often a truth that exhibits universality and stands true for people of all cultures. It gives readers a better understanding of the main character's conflicts, experiences, discoveries, and emotions as they are derived from them. Through themes a writer has to give his readers an insight into how the world works, or how he or she views human life.

Themes are presented in thoughts and conversations of characters because each word is written by the author with good reason. Thoughts that are repeated throughout a story can contribute to feelings of the character, or character...

An author knows that how a character acts or thinks can translate into a message for the audience.

# QUESTION ?

## **1. In understanding the essence of a theme, why do you think God chose the main characters He has in every generation/dispensation to fulfill His specific purposes?**

God chooses men and women to express His messages (which includes His thoughts and feelings) about a particular subject or event to others around them.

That particular person is chosen because their life experience, emotions, persona/character—all that has shaped them into the person they are—would best deliver that very message in a way others can understand Him and His ways in His story.

No other person would have the same outcome He desires to express His exact point.

## **2. What do you call a person who bears a message based on the hope God has given them through victory over trials and affliction?**

# *A Living Parable*



Romans 8:29-30

<sup>29</sup> For whom he did foreknow, he also did predestinate to be conformed to the image of his Son, that he might be the firstborn among many brethren.

<sup>30</sup> Moreover whom he did predestinate, them he also called: and whom he called, them he also justified: and whom he justified, them he also glorified.

Psalms 139:13-14

<sup>13</sup> For thou hast possessed my reins: thou hast covered me in my mother's womb.

<sup>14</sup> I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well.

Psalms 71:6

<sup>6</sup> By thee have I been holden up from the womb: thou art he that took me out of my mother's bowels: my praise shall be continually of thee.

# 10% STRUCTURE AND PATTERN

❑ **Format:** Basic beginning, middle, and end; Introduction, body, conclusion; Topic, explanation, summary/repeat.

❑ **Narrative Structure:** The content of the story and the form used to tell the story—The overall design or layout of a story.

❑ **Plot:** the series of events that make up a story. These events relates to each other in a pattern or a sequence.

❑ **Setting:** is what establishes the time, place, and setting.

❑ **Character:** any person, animal, or figure represented in a literary work.

❑ **Conflict:** involves a struggle between two opposing forces, usually a protagonist and an antagonist.

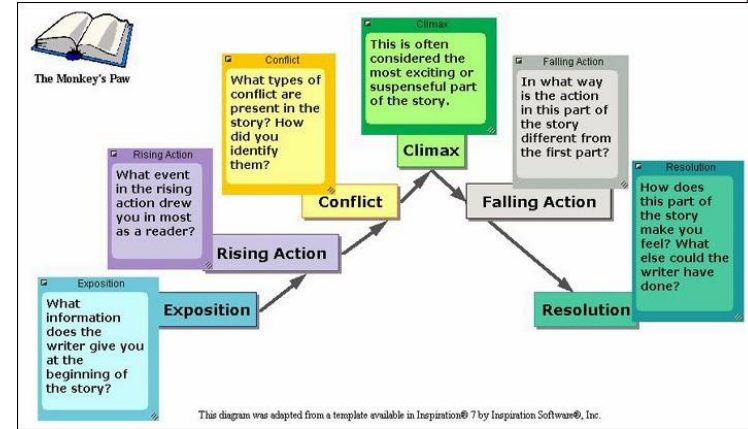
❑ **Climax:** Turning point-- Point in the narrative at which the conflict or tension hits the highest peak.

❑ **Resolution:** The ending—part of the story's plot where the main problem is resolved or worked out.

❑ **Symbolism:** Helps to layer meaning within a narrative. Symbols are what readers hold onto long after the story is over.

❑ **Pattern Recognition:** Allows readers to see the relationships between characters, actions, and ideas within the book and also allows readers to connect a particular literary work to works or ideas outside the story.

**Parable:** Gives us extra information that we cannot see with just the word itself.



## Standard Five Paragraph Essay Outline Format

### I. Introduction

- A. Creative Opening to catch the audience's attention. Students can use quotes, interesting facts and figures, joke or anecdotes, etc.
- B. Background information
- C. Preview of the main points of the essay.
- D. Thesis Statement affirms the main idea of the essay.

### II. Body

- A. Paragraph 1
  - 1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
  - 2. Supporting details defend or strengthen the topic sentence. Students should use at least two supporting details in each paragraph. Supporting details can include facts, examples, and expert opinions about a specific subject. If primary or secondary sources are used, students must use MLA parenthetical citations.
- B. Paragraph 2
  - 1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
  - 2. Supporting details defend or strengthen the topic sentence
- C. Paragraph 3
  - 1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
  - 2. Supporting details defend or strengthen the topic sentence (NOTE: More paragraphs can be created using the same format.)

### III. Conclusion

- A. Restate thesis statement. Students should reword the thesis statement.
- B. Summarize main points. Students should reword topic sentences.
- C. Tie to Opening. Students should relate their conclusion to the opening of the essay.

## 6 Types of Story Conflict

### 1. Person vs Person

Friction between friends and lovers or protagonists and antagonists.



### 2. Person vs Nature

Conflict between characters and environment, e.g. natural disasters.



### 3. Person vs Self

Inner conflict, e.g. fear and self-doubt; self-destructiveness.



### 4. Person vs Society

Struggles between individuals and social codes in their world.



### 5. Person vs Supernatural

Conflict between characters and paranormal/otherworldly events.



### 6. Person vs Technology

Conflict between characters and the results of scientific discovery.



# SUMMARY

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- ❖ To know the mind/thought/idea/view of the author expressed in literature determines that we have read and comprehended the message correctly.
  - ❖ In order for us to obtain the correct understanding, we need to be open to what the author is conveying and laying out before us to see and know.
  - ❖ Properly using the tools—written word and parables—will help us obtain the correct interpretation of the particular literature
  - ❖ Parables gives us extra information that we cannot see with just the written word itself. They help us to understand the in-depth thought/idea behind what is stated.