

EE3 – Setting Limits & TOQ

Part 1 Set the limits of your passage

1. Decide which passage you wish to study

You may choose

Phil 1:6 “He who began a good work in you will be faithful to complete it

Phil. 2:10 “At the Name of Jesus every knee should bow.”

Phil. 2:12 ”Work out your salvation with fear and trembling”

Phil. 3:10 “I want to know Christ and the power of His resurrection.”

Phil. 4:6 “Do not be anxious about anything”

OR Phil. 4:13 “I can do everything through Him who gives me strength”

(you probably will want to read the surrounding context because you will be studying the whole passage)

2. Examine 5 or more Translations to see where they break paragraphs or sections
3. Compare these with your outline of Philippians
4. Look at the context and content of the passage and determine if these breaks are logical or if you have reason to suggest others
5. Write out what you think is the logical unit of thought surrounding your assigned verse (just list chapter and verse numbers) and briefly describe why you have chosen these breaks.

Part 2 Comparing translations¹, Observations, and Questions

***DO NOT** begin this section until part 1 is complete*

1. Read through the passage you have chosen in all of the translations provided.²
2. Make a list of what you think are the exegetically significant differences in the translations that you think require further study.
3. Make a list of observations you have made about the [entire] passage (look at the fish). These can be about anything in the passage you think is significant, but you should also begin to think about what the passage says and how it fits into the larger context and historical occasion and purpose. *Keep this different from point #2 above. Don't just observe differences of translation, but observe what Paul is saying to the Philippians.*
4. Make a list of questions you have about the passage. This can include anything you think is significant but should include any word meanings you are not sure of, any historical references you need to study and the relationship of words, sentences, and ideas- especially in light of the occasion and purpose.

¹ Students with Greek skills may make their own translation (showing all work) instead of comparing translations.

² In order to save paper, I haven't printed out the translations for all possible passages. I have posted the required translations for each passage on the website under 'Documents' - 'Assignment Documents' - 'Comparing Translations'.