

Worksheet 10. *Examine the relationship between paragraphs.*¹

Relationship.	Function.	Example.
The <i>marker</i> category distinguishes the boundaries of a paragraph unit.		
Introduction.	Begin a discussion.	Paul, Silas and Timothy (1 Thessalonians 1:1).
Conclusion.	End a discussion.	May the grace of our lord Jesus the messiah be with you (1 Thessalonians 5:28).
The <i>couple</i> category joins multiple paragraphs with equal weight.		
Parallel.	Couple related concepts.	Suppose someone comes to you—he does not teach this (2 John 1:10).
Contrast.	Group in opposition.	I do not intend to write with paper and ink, but I hope to visit you (2 John 1:12).
Choice.	Join different possibilities.	Did you receive the spirit by works of the law? Or, by a message of faith? (Galatians 3:2)
The <i>order</i> category joins multiple paragraphs in a narrative.		
Simultaneous.	List equal members.	After this, Jesus traveled to Galilee. He did not want to go to Judah. (John 7:1)
Sequence.	List in a progressive order.	Instead, I want to Arabia, then I came back to Damascus (Galatians 1:17).
The <i>implication</i> category joins cause and effect.		
Condition.	Join a potential to its consequence.	If someone comes to you and he does not teach this, then do not accept him into your home (2 John 1:10).
Cause.	Link a reason to its effect.	It made me very happy—I discovered some of your children living genuinely (2 John 1:4).
Result.	List the consequences of actions.	They do not stick to the teaching about the messiah—therefore God is not with them (2 John 1:9).
Instruction.	Urge a desired consequence.	Watch yourselves—do not destroy your work (2 John 1:8).
Circumstance.	List the circumstances of an effect.	After they came, he avoided them (Galatians 2:12).
Inference.	Give reasons with evidence.	This did not come from the one who invited you—a little bit of leaven makes the whole dough rise (Galatians 5:8-9).
The <i>paraphrase</i> category joins multiple paragraphs that develop a topic.		
Negative affirmation.	Pair a positive and negative claim.	It is not just me—everyone who has known the truth does, also (2 John 1:1).
Equivalence.	Pair restatements of similar weight.	Even if we or a heavenly angel proclaim a message other than the one you already proclaimed, he is cursed. Just like I said, I repeat, I repeat: If someone proclaims a message other than the one you received, he is cursed. Galatians 1:8-9)
Amplify.	Restate with additional information.	Many deceivers withdrew—they deny that Jesus the messiah physically lives (2 John 1:7).
Summary.	Restate with less information.	This is love: live by his commands—this is the command (2 John 1:6).
The <i>illustrate</i> category joins a statement with a sample.		
Comparison.	Correlate two similar things.	I discovered some of your children living genuinely—similarly, the father gave us a command (2 John 1:4)
Example.	Give a case supporting a thesis.	Some of them were immoral—twenty-three thousand died in one day (1 Corinthians 10:8)
The <i>context</i> category joins a statement with an explanation.		
Identify.	Expose the nature of a statement.	There was a man named Zacchaeus—he was a tax collection executive (Luke 19:2).
Comment.	Give the analysis of the narrator.	Some of you do not believe (from the start, Jesus knew some did not believe) (John 6:64).
The <i>attribution</i> category presents direct or indirect content.		
Content.	Link an introduction to a citation.	It is the one we had from the beginning: Love each other (2 John 1:5).
Awareness.	Link a perception to its explanation.	Aware of this, Jesus said to them (Matthew 26:10).
The <i>frustration</i> category joins one or more paragraphs expressing a disappointment.		
Concession.	Express a counter thesis.	He was a disciple of Jesus—but secretly, because he feared the Jews (John 19:38)
Blocking.	Explain how a thesis is impossible.	Should we continue sinning so grace can increase? ... If we died to sin, how can we stay in it? (Romans 6:1-2)
Surprise.	Express an unexpected ending.	They went in—but they did not find the body (Luke 24:3)

1. Adapted from Robert E. Longacre, *The Grammar of Discourse*, second edition, Topics in Language and Linguistics (York, NY: Springer Science+Business Media New York, 1996), particularly chapter 4, "Intersentential Relations: Elic Paragraph Types," pp. 101-122.