

Level 2 Lexical Analysis

Use the templates and guidelines in this section to complete a Level 2 lexical analysis. It is emphasized that while the templates and guidelines are less detailed than Level 1, Level 2 does not compromise on the details needed for analysis. The student should be familiar enough with what is needed so that he/she is thorough in analyzing words in context.

Analyzing a Verb

Begin the analysis of your word by using an English Bible. Use a literal translation rather than a thought-for-thought translation or a paraphrase.

1. What is the tense, voice, person, and number of the verb? Is it transitive or intransitive? (Example: "I marvel" in Gal. 1:6 is present tense, active voice, first-person singular. It is being used intransitively.) Note those details here:
2. What is the Strong's number for this verb? Use the Bible Hub interlinear tool.
3. Write the interlinear gloss;¹
4. What is the central idea (core meaning) of this verb *in its context*?
5. Write out the BDAG² (for Greek) or BDB³ (for Hebrew) entry and any subentries that represents the primary meaning of the verb. Add space as needed for your notes. Use the information from #1 above to find the correct entry. A sample table is provided here:

¹ A "gloss" is a simple word-for-word rendering of a Greek or Hebrew word into a rough equivalent in English. It is not a true translation but gives a good idea of the meaning of the word.

² Danker, Frederick William., and Walter Bauer. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed., The University of Chicago Press, 2000.

³ Brown, Francis, et al. *The Brown, Driver, Briggs Hebrew and English Lexicon: with an Appendix Containing the Biblical Aramaic: Coded with the Numbering System from Strong's Exhaustive Concordance of the Bible*. Hendrickson Publishers, 2015.

How to Use
Greek & Hebrew Study Tools

| BDAG/BDB entries for _____ as used in _____ (your verse) | |
|--|--|
| Primary entry #__ | |
| Subentry __ | |
| Subentry __ | |

6. Write a preliminary conclusion for the meaning of your word:

Turning to Webster's Dictionary⁴ and Roget's Thesaurus, it is critical to bear in mind all of the previous work. The student must know what to look for based on the contextual usage of the verb you are studying.

7. Skim through the primary entries for the verb and write down the entry numbers for the possible meanings most similar to how it is used in your passage.
8. Review #5 and #6 above and then narrow your list of Webster's entries for your verb that most closely means the same as you found in BDAG/BDB. Write out the definitions of no more than two entries that convey the same meaning as you noted in #5 and #6. Determine which entry best matches the meaning of the word as described in BDAG/BDB as used in your passage.
9. Webster's might provide a list of synonyms for your verb, which you should make note of, and then find a list of synonyms in Roget's Thesaurus. Using two or three words from Webster's and/or Roget's, write out a paragraph that explains the similarities and differences between those words.

Conclusion

Write out your conclusion. Be sure to include key concepts from the context of your passage and the author's intention for using this particular word. Your conclusion needs to be *thorough*, showing a grasp of the grammatical usage in context, similar and different usages, and the nuances involved with similar terms. Your final statement should firmly assert what the author meant in his use of the term within the phrase where it is used.

⁴ Remember that proper and thorough lexical analysis requires the use of Webster's Third New International Dictionary, not an abridged or collegiate edition.