

<h2>Greek Exercise 6 – Lexical Analysis, Part Three</h2>
--

All work done through the process of textual and lexical analysis is connected and needs to be referenced step by step. At the current step of using an English dictionary and thesaurus, it is essential to remember the part of speech of the word being analyzed, its function, the Greek word used in the text, and the BDAG definition of the word. All of that information is critical for guiding the use of an English dictionary and thesaurus.

1. Part of speech for *have* in Ephesians 1:7 – see row 4 of Exercise 1:
2. Function of *have* in Ephesians 1:7 – see row 4 of Exercise 1:
3. Write the interlinear gloss and any observational notes from row 4 of Exercise 2:
4. From Exercise 3, write down your answer to the first question: what is the central idea of *have* as Paul uses it in Ephesians 1:7?
5. From Exercise 4, question 4, write out the BDAG entry and any subentries that represents *have* as used by Paul in Ephesians 1:7.

BDAG entries for _____ as used in Ephesians 1:7	
Primary entry #__	
Subentry __	
Subentry __	

6. Considering 1-5 above, compare this information with the preliminary conclusion for the meaning of *have* you wrote out for Exercise 5. Re-write your preliminary conclusion here, making any adjustments you think might be needed.

Turning now to Webster's Dictionary<sup>1</sup> 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 *have* in Ephesians 1:7. *Have* is a very common and frequently used word in

---

<sup>1</sup> Remember that proper and thorough lexical analysis requires the use of Webster's Third New International Dictionary, not an abridged or collegiate edition.

How to Use  
Greek & Hebrew Study Tools

---

English with many nuances and many phrasal usages. Consider the entries in Webster's and Roget's very carefully.

7. In addition to the usage of *have* as a verb, how else can *have* be used in English?
8. After Webster's etymological<sup>2</sup> information for the word *have*, the entries are divided into its use as a transitive verb and as a verbal auxiliary.

How many entries are there for its use as a transitive verb? \_\_\_\_\_

How many entries are there for its use as a verbal auxiliary? \_\_\_\_\_

9. Based on the context of Ephesians 1:7 and questions 1-5 above, did Paul use *have* as a transitive verb or as a verbal auxiliary?
10. Skim through the primary entries for *have* (don't read all of the subentries) and write down the entry numbers for the possible meanings most similar to how Paul used it in Ephesians 1:7.
11. Review #5 and #6 above and then narrow your list of Webster's entries for *have* that most closely means the same as you found in BDAG. Write out the definitions of no more than two entries that convey the same meaning as you noted in #5 and #6.
12. Study any subentries for the definitions of *have* you noted above and then write out Webster's definition of *have* that best matches the meaning of the word as described in BDAG and as used by Paul in Ephesians 1:7.
13. In addition to the English word *have*, list at least three other words that help convey the central idea of *have* as Paul used it in Ephesians 1:7. These words can  
\_\_\_\_\_

---

<sup>2</sup> Etymology is the study of the origin of words and the way in which their meanings have changed through time.

be found in BDAG or Webster's or both. The words should be possible translation glosses that could be used as substitutes for the word *have* in the passage. You may use a two- or three-word phrase if a single word isn't sufficient as a substitute for *have*.

14. Webster's provides a list of synonyms for *have*, along with a description of different nuances conveyed by those synonyms. Read through that list and try to find a similar study in Roget's Thesaurus. In the space below, use two or three words from #13 above to write out a paragraph that explains the nuances of those words as compared to *have*.

**Optional:** Use the synonyms from #13 and #14 above, as well as any other related words you would like to include, and create a Semantic Domain chart for *Have*. Refer to pages 96 and 138.

