

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 Adjectives

At the end of Chapter 9 – Greek Nouns and Other Parts of Speech, and Chapter 16 – Hebrew Nouns and Other Parts of Speech, are brief discussions of Greek and Hebrew adjectives. Those discussions introduced a few aspects of how those languages modify or qualify nouns (or pronouns). Having learned a number of details about the analysis of language and language use, the student can now consider a more in-depth discussion about adjectives, adverbs (below), and prepositions (further below).

It has been mentioned several times that adjectives “modify” nouns in some way. Another way of describing the function of adjectives is that they “qualify” nouns, which is to say that the adjective attributes a description to or specifies the properties of the noun. The modification provides a clear indication that distinguishes the noun from its basic usage. As an example, the noun *water* is basic in its unmodified usage: *I drank a glass of water*. The noun *water* can be modified or qualified in several ways, each of which is distinct:

- I drank a glass of cold water.
- I drank a glass of warm water.
- I drank a glass of sparkling water.

The kind of modification or qualification being attributed to a noun or pronoun can be classified in various ways as shown in Table 69. Types or categories of adjectives can be found on numerous online sources and vary from a few kinds of adjectives to more than ten categories to almost twenty different kinds. Table 69 lists a sampling of adjective types that show how classifications can be distinguished.

Table 69 - Categories of Adjectives

Type	Description	Example
Descriptive	Description of a noun/pronoun	Calm, peaceful
Evaluative	Evaluates worth, value, etc.	Wonderful, expensive, beautiful, ugly

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Size/distance	How large/small, near/far	Tiny, little, close, long
Age	How old or young something appears	Old, young, ancient, new
Color	How something appears in color	Red, blue, green, etc.
Comparative	Degree of comparison	Smaller, greener, sweeter
Superlative	Highest degree of comparison	Smallest, greenest, sweetest

Another important aspect of adjectives is whether the word is being used attributively, predicatively, or substantively (as a noun). The attributive use of an adjective is what we consider its “normal” use, where it modifies or qualifies a noun. Adjectives can also be used to complete the idea of a “to be” verb, becoming the predicate of the sentence. Adjectives can also function in the same way nouns function as the subject or object of a sentence, which is referred to as the substantive function. These examples show a few of these usages:

- *The tall tree is in bloom.* *Tall* is attributive, describing a tree.
- *That tree is tall.* *Tall* is the complement of the verb *is* (the verb *is* takes complements, not objects). *Tall* is part of the predicate of this sentence, so this is a predicate use of the adjective.
- *The sick man.* *Sick* is attributive, describing a man.
- *That man is sick.* *Sick* is the complement of the verb *is*, another predicate use of an adjective.
- *The sick often suffer.* *Sick* functions as the subject of this sentence, just like a noun. This is a substantive use of an adjective.
- *That man helps the sick.* *Sick* functions as the object in this sentence, just like a noun. This is another substantive use of an adjective.

The study of Greek or Hebrew adjectives involves grammatical analysis in those languages beyond the scope of this book, but translators have examined and discussed those nuances for us already. By paying close attention to a literal translation and its treatment of an English adjective, the student is given insight into the use and meaning of that particular adjective in context. The student will still examine the Greek or Hebrew term, following similar steps to analyzing nouns, but he/she will need to pay particular attention to the English usage of the adjective. Comparing other translations and paraphrases will be helpful as well.

A template to use when analyzing adjectives includes the following:

1. Using Table 69, how would you categorize the type of adjective you are studying?
2. Is the adjective being used attributively (modifying a noun directly), predicatively (the complement of a verb), or substantively (functioning as the subject or object of a verb)?

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3. Using the Bible Hub interlinear tool, what is Strong's number for your adjective?
4. If attributive, what noun is this adjective modifying, what is that noun's function, and what is its Strong's reference number?
5. If the adjective is being used attributively, use the Bible Hub list of occurrences of the adjective (or directly consult BDB for Hebrew words) to list references (if any) where the adjective modifies the same noun and any references (if any) where the adjective modifies different nouns.

Adj. modifying same noun	Adj. modifying different noun(s)

6. If the adjective is being used predicatively or substantively (as a noun), use Bible Hub (or BDB) to list references where it is used in the same or similar way and references where it is used differently.

Similar usages of _____	Different usages of _____

7. What is the central idea of your adjective as used in the context being studied?
8. Use BDAG for Greek or BDB for Hebrew to look up the adjective. Which entry/subentry best fits the meaning of your adjective as used in its context and your answers to #7 above? Write out the definition from BDAG/BDB that describes the meaning of your adjective in its context.
9. Read through the top-level entries for your adjective in Webster's Dictionary. Putting yourself in the place of the original audience of your passage, write out the Webster's dictionary definition that would have been the most likely meaning of your word to that audience.

10. Using Roget's Thesaurus, find a synonym study that explains the differences in words similar to your word defined in #8. Write out relevant information from the synonym study.

Conclusion

Write out a thorough conclusion for the meaning of your word as used in its context. Details should include close considerations in your context and other passages, nuances in light of synonyms, and any theological insights that show the author's intent in using this particular adjective. For theology, remember to consider first the historical context and how the original audience understood theology before making any connections at a broader level. Also include comments about how the adjective is used with other nouns if it is used with a noun in your context.