

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 Adverbs

It is worth repeating here what was said earlier in Chapter 9 regarding adverbs: they are a strange class of words. It was stated in that chapter that linguists constantly examine adverbs trying to formulate an accurate definition and satisfactory explanation of what an adverb is. That definition and explanation has yet to be settled. Here again is that humorous and insightful quote from Morzycki: ¹

All sorts of stray mystery particles have been described as adverbs, for the most tenuous of reasons or for no particular reason at all. Worse still, the term is often taken to include not just a motley assortment of scarcely-related lexical riffraff, but whole phrases without regard to their syntactic category. Loiter around the peripheries of a clause for too long, and you too might be accused of being an adverb.

Remember that adverbs can modify just about any other part of speech, including whole phrases or whole sentences. The example used earlier was,

Wisely, Senator Smith acknowledged the complexity of the law.

In terms of grammar, *wisely* in the example above is readily seen as an adverb, but in terms of the overall statement, *wisely* is a comment about the senator in his action. It does not merely modify the verb *acknowledged* but the whole idea of the Senator, his character and insights, and what he did.

For Greek, the broad nature and use of adverbs has been acknowledged and commented on for as long as modern grammars have been produced, and even longer. Some examples are as follows.

The term adverb is so general in its scope that it includes a wide range in grammatical usage. In a broad, non-technical sense, all prepositions, conjunctions, particles, and interjections are adverbs. Giles has well states, "Between adverbs and prepositions no distinct line can be drawn," and, "The preposition therefore is only an adverb specialized

¹ Morzycki, Marcin. *Modification*. Cambridge University Press, 2019.

to define the case usage.”² ... The conjunctions express adverbial ideas in relation to clauses, whereas adverbs in the narrower sense express such ideas only in relations to words.³

Moule states that there are “innumerable nouns or neuter adjectives employed as adverbs,”⁴ which illustrates precisely what Morzycki, Dana and Mantey, and Giles are quoted as saying in the above paragraphs.

For Hebrew, adverbial constructions are technical and specialized aspects of Hebrew grammar. If the student wishes to analyze an adverb found in his/her English Old Testament, he/she must consult secondary sources that treat the word or expression under consideration. The most profit to the student in these cases would be to conduct a thorough hermeneutical process in English and then study exegetical commentaries.

Having lain this foundation about the analysis of adverbs in Scripture, the student is encouraged to proceed carefully, prayerfully, and thoughtfully. The goal remains the same as with other parts of speech (we seek the meaning of the word), but there needs to be additional thought as to the function of the word in its context. The primary goal will be to understand the definition of the word. Secondarily, the student will need to consider the impact of adverbs on the overall meaning of the entire expression (usually a clause or sentence).

Some examples should be helpful.

1. Now in the seven plentiful years the ground brought forth *abundantly* (Gen 41:47 NKJV).
2. Now to Him who is able to do exceedingly *abundantly* above all that we ask or think, according to the power that works in us, (Eph 3:20 NKJV)

Both of these verses use the adverb *abundantly*, but they are used differently. In (1), the adverb describes the verb phrase *brought forth*. It is a comment about the fruitfulness of the harvest, which was abundant. In (2) there are two adverbs, *exceedingly abundantly*, which follow *able to do*, yet the adverbs convey more of a comment on the following phrase, *above all that we ask or think*, than the verb phrase they follow. The meaning (definition) of *abundantly* will be the same in this case (though the meaning can change, depending on the use of the adverb), yet the focal point of what is being modified is different. In (1) the adverb modifies a verb phrase. In (2) the adverb modifies a complex prepositional phrase.

² The quote from Giles is referenced in Dana & Mantey (see footnote 169) as found in Robertson, A. T. *A Grammar of the Greek New Testament in the Light of Historical Research*. Hodder and Stoughton, n.d., p. 554.

³ Dana, H. E., and Julius R. Mantey. *A Manual Grammar of the Greek New Testament*. Macmillan, 1993, pp. 234, 235.

⁴ Moule, Charles Francis Digby. *An Idiom Book of New Testament Greek*. Cambridge Univ. PR., 1986, pg. 160.

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As the student analyzes adverbs, questions need to be asked and answered as to the use of the adverb in its expression and how it compares to similar and different usages in other passages.

Given the potential complexity of any given adverb, we will need to categorize and describe the use of adverbs using a simple model. The student needs to understand that this simple model, as with other models introduced in this book, is only a starting point for much more detailed linguistic analysis.

Using Blass-Debrunner⁵ as a guide, we may classify basic usages of adverbs as follows:

Table 70 - Types of Adverbs

manner	the way in which something is done	2 Corinthians 1:12 - For our boasting is this: the testimony of our conscience that we conducted ourselves in the world <u>in simplicity and godly sincerity</u> , not with fleshly wisdom but by the grace of God, and more abundantly toward you. Philippians 2:28 - Therefore I sent him the more <u>eagerly</u> , that when you see him again you may rejoice, and I may be less sorrowful.
place	describes location	Acts 24:4 - we accept <i>it</i> always and <u>in all places</u> , most noble Felix, with all thankfulness John 4:15 - The woman said to Him, "Sir, give me this water, that I may not thirst, nor come <u>here</u> to draw."
time	time reference	Hebrews 7:25 - Therefore He is also able to save to the uttermost those who come to God through Him, since He <u>always</u> lives to make intercession for them. Luke 6:3 - But Jesus answering them said, "Have you <u>not even</u> read this, what David did when he was hungry, he and those who were with him:
negation	negation	1 Samuel 20:26 - Nevertheless Saul did not say anything that day, for he thought, "Something has happened to him; he <i>is</i> <u>unclean</u> [literally " <u>not clean</u> "], surely he <i>is</i> unclean."

⁵ Blass, Friedrich, et al. *A Greek Grammar of the New Testament and Other Early Christian Literature*. University of Chicago Press, 1962, pp. 55-57.

How to Use
Greek & Hebrew Study Tools

		Genesis 21:26 - And Abimelech said, "I do <u>not</u> know who has done this thing; you did <u>not</u> tell me, nor had I heard <i>of it</i> <u>until</u> today."
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Note: the last example, Genesis 21:26, uses two different negatives in Hebrew: לֹא (lo') and בִּלְתִּי (biltiy - double underlined). They both express negation but in different constructions not detailed here. This is an example of needing secondary sources and/or a formal course in Hebrew grammar. Still, the student may confidently examine the use of negatives using his/her English translation.

Additional note: Table 70 above is only a sample of the types of adverbs used in Scripture. The student should review earlier comments about adverbs and study closely the examples given of what has been described as "sentence adverbs" and adverbs modifying whole phrases and clauses.

Having discussed the complexity and fluidity of adverbs, the student is cautioned to be as careful and thoughtful as possible when studying them. Notes should be detailed and full of questions, answers to which may or may not be found in secondary sources. By keeping a keen eye on an English literal translation (and by comparing a few), the student should proceed with confidence in the process but with care in considering how Greek or Hebrew adverbs have been rendered into English. A template to use when analyzing adverbs includes the following:

1. Using Table 70 above and/or supplying any other appropriate description of its function, how would you categorize the type of adverb you are studying?

2. Using the Bible Hub interlinear tool, what is Strong's number for your adverb?

3. If the adverb is modifying a verb, which verb is it modifying, how is the verb functioning in the sentence or its clause, and what is the Strong's reference number for the verb?

4. Use the Bible Hub list of occurrences of the adverb (or directly consult BDB for Hebrew words) to list references (if any) where the adverb modifies the same verb and any references (if any) where the adverb modifies different verbs.

Adv. modifying same verb	Adv. modifying different verb(s)

How to Use
Greek & Hebrew Study Tools

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5. What is the central idea of your adverb as used in the context being studied?

6. Use BDAG for Greek or BDB for Hebrew to look up the adverb. Which entry/subentry best fits the meaning of your adverb as used in its context and your answers to #5 above? Write out the definition from BDAG/BDB that describes the meaning of your adverb in its context.

7. Read through the top-level entries for your adverb 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?

8. Using Roget's Thesaurus, find a synonym study that explains the differences in words similar to your word defined in #7. 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 contextual 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 adverb. 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 adverb is used with other nouns if it is used with a noun in your context.