Name _____

Greek Exercise 1 – Grammatical Analysis

As each step in the textual and lexical analysis process is explained, an exercise is provided for the student to complete. The student is given instructions specifically related to the information in the chapter just completed. For this exercise we will focus on a verb, just as in this chapter. The verb is *have*, found in a long sentence: Ephesians 1:7-10. Here is the full sentence:

> In Him we have redemption through His blood, the forgiveness of sins, according to the riches of His grace which He made to abound toward us in all wisdom and prudence, having made known to us the mystery of His will, according to His good pleasure which He purposed in Himself, that in the dispensation of the fullness of the times He might gather together in one all things in Christ, both which are in heaven and which are on earth--in Him. (NKJV)

This extraordinary statement by the Apostle Paul covers a large amount of theological territory, all based on a grammatically simple core sentence: *we have redemption*. That is the pared-down foundation on which Paul describes the idea of redemption from God's eternal purpose to the summing up of all things in Christ. The main verb is *have*. Using the table below, complete a full grammatical analysis for the sentence excerpt as described in chapter two of the textbook.

#	NKJV	Part of Speech	Function	Notes
1	In			
2	Him			
3	we			
4	have			
5	redemption			
6	through			
7	His			
8	blood,			
9	the			
10	forgiveness			
11	of			
12	sins			

Write down at least five observations based on the grammar of this excerpt.

Name _____

	Greek Exercise 2 – Interlinear Survey

For this exercise, complete an interlinear survey as described in this chapter using the same sentence excerpt as in Exercise 1. We will continue using this excerpt, focusing particularly on the verb *have* in Ephesians 1:7.

#	NKJV	Grammar	Interlinear	Observation	NLT
1	In				
2	Him				
3	we				
4	have				
5	redemption				
6	through				
7	His				
8	blood,				
9	the				
10	forgiveness				
11	of				
12	sin				

Write down at least five observations based on this exercise. Especially note anything interesting gleaned from the differences between NKJV, the Interlinear glosses, and NLT.

Observations primarily state the obvious and do not make interpretive statements. For example, an observation for Exercise 2 could be, "Ephesians 1:7 begins with a prepositional phrase." An interpretive remark would be something like, "Redemption is available only in Christ." That remark is true and accurate, but that is not the actual wording of the passage. Observations stay with the actual wording and state simply what is in the text. Other observations would be: there are three prepositions in this part of Paul's sentence; there are two pronouns in this part of Paul's sentence; and so on.

Making clear observational statements helps the student focus on what is actually in the text, and those statements will often lead to important insights into the text. The student should make a habit of writing down those insights (or questions that are generated by observations) so that those thoughts are not lost.

Name _____

<div style="border:1px solid">

Greek Exercise 3 – Lexical Analysis, Part One

</div>

For this exercise, use Bible Hub to find the Strong's reference number for the verb translated as *have* in Ephesians 1:7; write down the Greek word and the number of occurrences in the New Testament. Use Table 16 on page 60 as an example.

Strong's number: _____   Greek word: _____

Number of occurrences: _____   BH Grammatical markers: _____

Using the Bible Hub list of occurrences of the verb, find at least two same/similar uses of *have* and at least three different uses. Remember to note the interlinear and version information as in Table 16 (page 60).

Similar usages of _____	Different usages of _____

For the sake of practice and interest, count the number of times this word for *have* is used by at least three different New Testament authors.

Author	Number of occurrences

Questions-Responses

1. Based on your findings so far, what is the central idea of the Greek word translated as *have* in Ephesians 1:7?

2. Write out a description of the meaning of *have* as Paul uses it in this context. Write your description as if it were a dictionary definition.

3. What other English words are used to translate the Greek word for *have* used by Paul in Ephesians 1:7? Find at least five translation glosses that are similar to the idea you wrote in response to question 1.

Name _____

Greek Exercise 4 – Lexical Analysis, Part Two

BDAG lists eleven primary entries for the word translated as *have* in Ephesians 1:7. The ninth and following entries in BDAG lists special combinations of words and phrases associated with this word. It has multiple uses in Greek, just as the word *have* does in English. To grasp the flexibility of this word, copy the Greek word into the header row of the table below, then list the definitions listed for each of the first eight entries in BDAG.

BDAG entries for _____	
Primary entry #1	
Primary entry #2	
Primary entry #3	
Primary entry #4	
Primary entry #5	
Primary entry #6	
Primary entry #7	
Primary entry #8	

1. Which of these definitions fit Ephesians 1:7 best? _____

2. If the entry you selected has subentries, which subentry best fits *have* in this context? Write out the subentry definition. _____

3. What same/similar passages listed in Exercise 3 do you see listed in BDAG along with the reference to Ephesians 1:7? _____

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 __	

Greek Exercise 5 – Preliminary Conclusion

Write out your **preliminary conclusion** for *have* as used by Paul in Ephesians 1:7.

Name _____

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[1] 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 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?

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

Name _____

8. After Webster's etymological[2] 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.
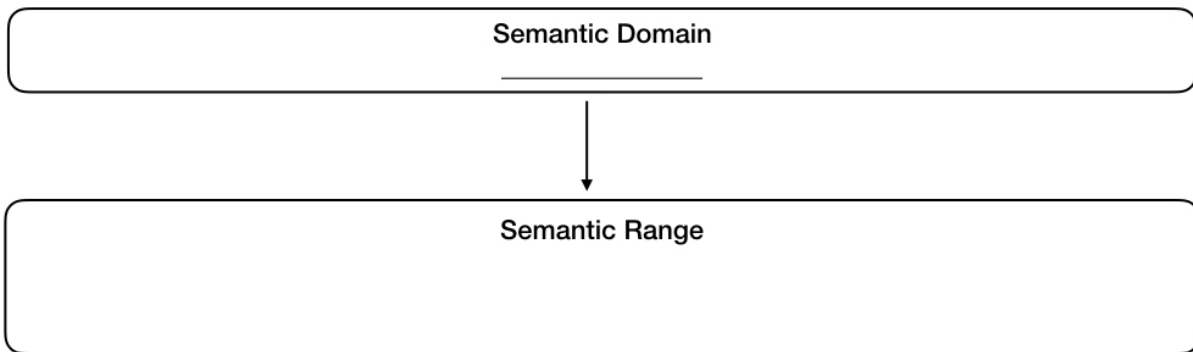
13. In addition to the English word *have*, list at least three other words that help convey the central idea of *have* as Paul used it in Ephesians 1:7. These words can be found in BDAG or Webster's or both. The words should be possible translation glosses that could be used as substitutes for the word *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*.

---

[2] Etymology is the study of the origin of words and the way in which their meanings have changed through time.

Name _____

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.

```
┌──────────────────────────────────────────┐
│              Semantic Domain              │
│              _____               │
└──────────────────────────────────────────┘
                     │
                     ▼
┌──────────────────────────────────────────┐
│              Semantic Range               │
│                                           │
│                                           │
└──────────────────────────────────────────┘
```

Greek Exercise 7 – Conclusion

Write out your conclusion. Be sure to <u>include key concepts from the context</u> of Ephesians 1:7 and Paul's intention for using the word *have*. Your conclusion needs to be <u>thorough</u>, 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 Paul meant in his use of the term *have* within the phrase, "In Him we have redemption."

Greek Exercise 8 – Process Review Using a Noun

Complete all steps as indicated below to analyze the word *redemption* in Ephesians 1:7. This is a thorough review and exercise. The tables provided below are a guide. You will most likely need more space at various steps, so you should create your own tables or use a template provided by your instructor.

1. Combine the steps of grammatical and syntactical analysis by identifying the part of speech and its function for the word *redemption*. Write that information in the "Grammar" column using the table below as a guide.
2. Complete an interlinear survey of the word *redemption* in Ephesians 1:7 and note its translation gloss in the "Interlinear" column. Also note any pertinent observations in the "Observation" column.
3. Find how the word is translated in the NLT and write that word in the "NLT" column.

#	NKJV	Grammar	Interlinear	Observation	NLT
1	redemption				

4. Using the Bible Hub interlinear tool, write out the grammatical markers for the Greek word translated as *redemption*.

   BH Grammatical Markers: _____

5. What is Strong's number for this word? _____

6. Write the Greek word: _____

7. Write the number of occurrences for this word: _____

8. Using the Bible Hub list of occurrences of the noun, find at least two same or similar uses of the Greek word for *redemption* and at least three different uses. Remember to note the interlinear and version information as in Table 16 on page 55.

Similar usages of _____	Different usages of _____

9. Count and record the number of times this word for *redemption* is used by three different New Testament authors (assuming Hebrews was not written by Paul).

Author	Number of occurrences

Name _____

10. Based on your findings so far, what is <u>the central idea</u> of the Greek word translated as *redemption* in Ephesians 1:7?

11. Write out a description of the meaning of *redemption* as Paul uses it <u>in this context</u>. Write your description as if it were a dictionary definition.

12. What other English word is used to translate the Greek word for *redemption* used by Paul in Ephesians 1:7? Find at least one other translation gloss.

13. Use BDAG to look up the Greek word for *redemption* in Ephesians 1:7.

- How many primary entries are there? _____

- Which entry includes subentries, and how many? _____

- Which entry/subentry best fits the meaning of the word Paul used in Ephesians 1:7 and your answers to #10 and #11 above?

14. Write out the definition from BDAG that describes the meaning of *redemption* as Paul used it in Ephesians 1:7.

15. In Webster's Dictionary (Third New International Edition), how many entries are there for the English word *redemption*?

16. Read through the top-level entries for *redemption* in Webster's Dictionary and think carefully about the discussions in this chapter regarding common usage of terms, the need for a Scripture-wide consideration of theology, and the plain, basic usage of words as used <u>in Paul's day</u>. The student should especially review

the excursus discussion on pages 124, 125. Putting yourself in the place of first-century believers in Ephesus, which Webster's dictionary definition would have been the most likely meaning of the word *redemption*?

17. List two or three other English words from your study that convey the idea of *redemption* as used in Ephesians 1:7.

18. Using Roget's Thesaurus, find a synonym study that explains the differences in meaning for the word *redemption* and the words you listed in #17. Write out relevant information from the synonym study.

19. Write out a thorough conclusion for the meaning of the word *redemption* as used by Paul in Ephesians 1:7. Details should include contextual considerations in Ephesians and other passages, nuances in light of synonyms, and any theological insights that show Paul's intent in using this particular word. **Optional**: include a semantic domain and semantic range diagram on a separate page.

Hebrew Exercise 1 – Grammatical Analysis

For the Hebrew exercises, we will remain in the context of Exodus 15. The exercises will also use the same part of speech from this chapter (a verb) as with the initial Greek exercises. Hebrew Exercise 1 will use the first clause of Exodus 15:4, and our analysis will target the word *cast*: "Pharaoh's chariots and his army He has cast into the sea;" (Exodus 15:4 NKJV).

Using the table below, complete a full grammatical analysis for the clause as described in this chapter.

#	NKJV	Part of Speech	Function	Notes
1	Pharaoh's			
2	chariots			
3	and			
4	his			
5	army			
6	He			
7	has			
8	cast			
9	into			
10	the			
11	sea			

Write down at least five observations based on the grammar of this clause.

Name _____

Hebrew Exercise 2 – Interlinear Survey

For this exercise, complete an interlinear survey as described in this chapter using the same clause from Exodus 15:4 as in Hebrew Exercise 1.

#	NKJV	Grammar	Interlinear	Observation	NLT
1	Pharaoh's				
2	chariots				
3	and				
4	his				
5	army				
6	He				
7	has				
8	cast				
9	into				
10	the				
11	sea				

Write down at least five observations based on this exercise. Especially note anything interesting gleaned from the differences between NKJV, the Interlinear glosses, and NLT.

1.

2.

3.

4.

5.

Name _____

Hebrew Exercise 3 – Lexical Analysis, Part One

For this exercise, use Bible Hub to find the Strong's reference number for the verb translated as *cast* in Exodus 15:4; write down the Hebrew word in its stem form, its tense/aspect, and the number of occurrences in the Old Testament. Use Greek Exercise 3 (page 56) as an example.

Strong's number: _____   Hebrew word: _____

Verb stem, tense/aspect: _____   Number of occurrences: _____

Using Bible Hub's BDB entries (under the same stem and tense/aspect as in Exodus 15:4), find at least two same/similar uses of *cast* and at least three different uses. Remember to note the interlinear and version information as in Table 16 (page 55).

Similar usages of _____	Different usages of _____

For the sake of practice and interest, count the number of times this word for *cast* is used in each of the divisions of the Old Testament.

Division	Number of occurrences
Pentateuch	
Historical books	
Poetic books	
Prophetic books	

Questions-Responses

1. Based on your findings so far, what is the central idea of the Hebrew word translated as *cast* in Exodus 15:4?
2. Write out a description of the meaning of *cast* as used in this context. Write your description as if it were a dictionary definition.
3. What other English words are used to translate the Hebrew word for *cast* used in Exodus 15:4? Find at least three translation glosses that are similar to the idea you wrote in response to question 1.

Name _____

Hebrew Exercise 4 – Lexical Analysis, Part Two

BDB lists stem forms for the Hebrew verb translated as *cast* in Exodus 15:4. Remember that BDB first lists the basic meaning of the word, then lists the stem forms for that word in the Old Testament. Find the verb stems listed by BDB for the Hebrew verb translated as *cast*.

Stem forms: _____

From Hebrew Exercise 3 (page 159), write out the stem and tense used in Exodus 15:4 for this verb:

Write out the initial definition of the word in BDB and then list the four definitions (translation glosses) given under the entry for the Qal stem.

BDB stem forms for _____ (Hebrew word), Strong's # _____	
Initial entry definition:	
Entry #1	
Entry #2	
Entry #3	
Entry #4	

1. Which of these definitions are used in Exodus 15:4? _____

2. What same/similar passages listed in Hebrew Exercise 3 do you see listed in BDB along with the reference to Exodus 15:4? _____

Hebrew Exercise 5 – Preliminary Conclusion

Write out your **preliminary conclusion** for *cast* as used in Exodus 15:4.

Hebrew Exercise 6 – Lexical Analysis, Part Three

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 Hebrew word used in the text, and the BDB 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 *cast* in Exodus 15:4 – see row 8 of Exercise 1:

2. Function of *cast* in Exodus 15:4 – see row 8 of Exercise 1:

3. Write the interlinear gloss and any observational notes from row 8 of Exercise 2:

4. From Exercise 3, write down your answer to the first question in the Question-Response section: what is the central idea of *cast* as used in Exodus 15:4?

5. From Exercise 4, question 1, write out the BDB entry that represents *cast* as used in Exodus 15:4.

6. Considering 1-5 above, compare this information with the preliminary conclusion for the meaning of *cast* 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[3] 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 *cast* in Exodus 15:4. *Cast* is not nearly as common and frequently used in English as the word *have* used for the Greek exercise, but there are still several entries.

7. In addition to the usage of *cast* as a verb, how else can *cast* be used in English?

8. After Webster's etymological[4] information for the word *cast*, the entries are divided into its use as a transitive verb and an intransitive verb.

---

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

[4] Etymology is the study of the origin of words and a brief summary of the way in which their meanings have changed through time.

Name _____

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

How many entries are there for its use as an intransitive verb? _____

9. Based on the context of Exodus 15:4 and questions 1-5 above, is *cast* used as a transitive verb or as an intransitive verb?

10. Skim through the primary entries for *cast* (don't read all of the subentries) and write down the entry number(s) for the possible meanings most similar to how it is used in Exodus 15:4.

11. Review #5 and #6 above and then narrow your list of Webster's entries for *cast* that most closely means the same as you found in BDB. Write out the definitions of no more than two entries that convey the same meaning as you noted in #5 and #6.
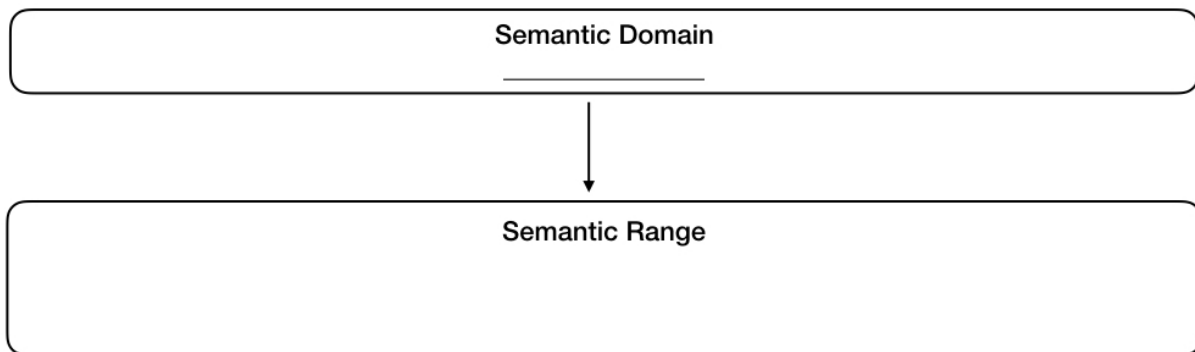
12. Study any subentries for the definitions of *cast* you noted above and then write out Webster's definition of *cast* that best matches the meaning of the word as described in BDB and as used in Exodus 15:4.

13. In addition to the English word *cast*, list at least three other words that help convey the central idea of *cast* as used in Exodus 15:4. These words can be found in BDB or Webster's or both. The words should be possible translation glosses that could be used as substitutes for the word *cast* in the passage. You may use a two- or three-word phrase if a single word isn't sufficient as a substitute for *cast*.

14. Webster's suggest looking at the words *discard* and *throw* as synonyms for *cast*. There is a synonym study after *throw together* 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 *cast* using information from either Webster's or Roget's, or both.

Name _____

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 *cast*. Refer to pages 96, 138, and 200.

```
┌─────────────────────────────────────────────────────────┐
│                    Semantic Domain                        │
│                    _____                        │
└─────────────────────────────────────────────────────────┘
                            │
                            ▼
┌─────────────────────────────────────────────────────────┐
│                    Semantic Range                         │
│                                                           │
│                                                           │
└─────────────────────────────────────────────────────────┘
```

Hebrew Exercise 7 – Conclusion

Write out your conclusion. Be sure to include key concepts from the context of Exodus 15:4 and the intended purpose for using *cast*. 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 was meant in this use of the term *cast* within the phrase "Pharaoh's chariots and his army He has cast into the sea."

Name _____

Hebrew Exercise 8 – Process Review Using a Noun

Complete all steps as indicated below to analyze the word *chariots* in Exodus 15:4. This is a thorough review and exercise. The word for *chariots* is straight-forward and not one with several nuances of meaning. The student may discover some interesting historical information to use, but the purpose of this study is to review the process and become more familiar with Hebrew study tools, not to uncover significant theological implications about chariots.

The tables provided below are a guide. You will most likely need more space at various steps, so you should create your own tables or use a template provided by your instructor or use resources found on this book's supplemental website.

1. Combine the steps of grammatical and syntactical analysis by identifying the part of speech and its function for the word *chariots*. Write that information in the "Grammar" column using the table below as a guide.
2. Complete an interlinear survey of the word *chariots* in Exodus 15:4 and note its translation gloss in the "Interlinear" column. Also note any pertinent observations in the "Observation" column.
3. Find how the word is translated in the NLT and write that word in the "NLT" column, even if it's the same as in the NKJV.

#	NKJV	Grammar	Interlinear	Observation	NLT
1	chariots				

4. Using the Bible Hub interlinear tool, write out the grammatical markers for the Hebrew word translated as *chariots*.

BH Grammatical Markers: _____

5. What is Strong's number for this word? _____

6. Write the Hebrew word: _____

7. Write the number of occurrences for this word: _____

8. Using the Bible Hub list of occurrences of the noun, find at least two same or similar uses for the Hebrew word for *chariots* and at least three different uses. Remember to note the interlinear and version information as in Table 16 on page 60.

Similar usages of _____	Different usages of _____

9. Count and record the number of times this word for *chariots* is used in the four divisions of the Old Testament.

Division	Number of occurrences
Pentateuch (Law)	
Historical books	
Poetic books	
Prophetic books	

Responses to your study

1. Based on your findings so far, what is <u>the central idea</u> of the Hebrew word translated as *chariots* in Exodus 15:4?

2. Write out a description of the meaning of *chariots* as used <u>in this context</u>. Write your description as if it were a dictionary definition.

3. Are there any other English words used to translate the Hebrew word for *chariots* as used in Exodus 15:4? If so, write that word (or those words) here:

4. Use BDB to look up the Hebrew word for *chariots* in Exodus 15:4.

5. How many primary entries are there? _____

6. If there are any subentries, how many are there? _____

7. Which entry/subentry best fits the meaning of the word used in Exodus 15:4 and your answers to #10 and #11 above?

8. Write out the definition from BDB that describes the meaning of *chariots* as used in Exodus 15:3.

9. In Webster's Dictionary (Third New International Edition), how many entries are there for the English word *chariot* used as a noun (note that it can be used as a verb as well)? There is no need to consider *charioted* in its use as an adjective.

10. Read through the entries for *chariot* in Webster's Dictionary and think about the plain, basic usage of the word as used in Exodus 15. Which Webster's dictionary definition fits meaning of the word *chariot* in this context? Write it out here:

11. The edition of Roget's Thesaurus used in this book has no entries for *chariot*. Some other editions list *chariot* as a type of vehicle, but those words are given as examples of different kinds of vehicles, not as synonyms. The term in the OT refers to a specific technology of warfare equipment that may be of interest with regard to historical information, but for the purpose of interpreting this particular passage in Exodus 15, the student need not spend much time.

12. Write out a thorough, descriptive conclusion for the meaning of the word *chariots* as used in Exodus 15:4. Details should include contextual considerations in Exodus and other passages, and any historical insights that help the student envision the scene as poetically described in this passage.