*Session 13*

*Analyzing the Relationships of Words*

1. **Grammatical Analysis**

Grammar: the forms of words and their position in a sentence

Syntax: how the words fit together to form coherent meaning

Use a literal translation

* 1. Parts of Speech:

Nouns: the entities that produce or receive the action in a sentence.

Verbs: the action that the nouns produce or receive in a sentence.

Clause and Phrase: several words connected in a group

* 1. Simple Strategies for Grammatical Study
1. Determine the basic sentence: subject/verb/object and see how any modifiers (adverbs and adjectives) modify these.
2. Determine how words relate to one another
3. Note the verb tenses and usages
4. **Semantic Analysis**

how the clauses, sentences, and paragraphs relate to one another.

1. Structure
2. Chronology
3. Continuing Theme
4. Logic
5. Literary Genre
6. Goal of the author
7. Look for abrupt transitions
8. Semantic diagram
9. Purpose: to note the relationships
10. Look for assertions, events or action, rhetorical questions, desires, exclamations, exhortations, warnings, promise, problems and resolution, request, time, location, types of argument, types of clarification, illustrations of ideas, and other semantic relationships.
11. How to do Semantic Diagramming (sometimes also called “phrasing”):
12. Start with a literal or near literal translation of the Greek or Hebrew.
13. Look for the divisions in the passage. Label each section with a main point (“1.”).
14. Break the passage down into phrases or clauses (dependent, independent, adverbial, adjectival, prepositional, etc.). For many modern English translations, start with the obvious punctuation , ; -- : . With practice, you can be more grammatically precise. One simple method is to note natural breaks when a person might pause and take a breath or a break in the sentence as if you were doing a “responsive reading” in church.
15. Identify the main simple sentence (subject/verb/object).
16. Identify any subordinate clauses or phrases that modify other clauses and phrases and are dependent on them for their meanings. The most useful way to do this is to ask questions using the words of one phrase to answer the question from another phrase.
17. Put the main phrases on the far left and modifying phrases under the phrases they modify.
18. For semantic relationships that are equal, parallel, or in a series, align them together.
19. Note the semantic relationship between the causes. Here is a list of the major ones:
20. Foundational Expressions
	* Assertion: making a statement (John 15:1a)
	* Event/Action: something that happened (1 John 1:2)
	* Rhetorical Question: a question used to make a declaration (Heb 1:5a)
	* Desire (wish/hope): expression of a wish or hope (3 John 1:14a)
	* Exclamation (Rom 7:24a)
	* Exhortation (command/encourage) (Mark 8:33)
	* Warning (Heb 10:26)
	* Promise (Heb 13:5b)
	* Problem/Resolution: the stating of a problem followed by its resolution (Eph 2:1-5)
	* Entreaty: a polite requestion made to a superior (Matt 6:11)
21. Related to Events/Actions
22. Temporal:
	* Time: a simple statement of the time an event, action, or state occurred. It answers the question, “When did this occur?” (Acts 13:3)
	* Simultaneous: two or more events or states expressed as happening at the same time (Rom 8:10)
	* Sequence: two or more events expressed as happening one after the other (1 Cor 15:5)
	* Progression: same as “sequence,” but the emphasis is placed on the developmental nature of the actions (John 15:6)
23. Local:
* Place: Where the event, action, or state occurred. Answers the question, “Where?” (Acts 17:1)
* Sphere: the domain or realm of existence (Rom 8:9)
* Source: the point of origin. Answers the question, “From where?” (2 Cor 4:7)
* Separation: creating distance between two parties (Matt 6:13)
1. Other
* Measure: Answers the question, “How long?” “How many?” or, “How far?” (Matt 20:6)
* Circumstance: situations surrounding events or actions (1 Thess 5:18)
* Object (Direct or Indirect): the receiver of some action (either personal or impersonal) (Rom 3:25)
* Cause: an event or state that produces some result. Answers the question, “What brought this about?” (Rom 5:1a)
* Result: An outcome of some action or attitude (Rom 5:1b)
* Purpose: An outcome that one intends to take place. Answers the question, “What did he wish to occur?” (John 3:16)
* Means: The tool or instrument used in carrying out an action. Answers the question, “How did he do that?” (1 Cor 15:10)
* Manner: How the instrument is used. Answers the question, “In what way did he do this?” (Phil 1:18)
* Agency: the personal agent who performs the action. Answers the question, “By whom?” or, “Through whom?” (Rom 5:1)
* Reference: An expression or relation. Answers the question, “With reference to whom or what?” (Eph 4:22)
* Advantage or Disadvantage: For whom or against whom an action takes place (Rom 5:7; Matt 23:31)
* Association: Expresses the idea of accompaniment (Matt 5:41)
* Relationship: Expresses some form of personal relationship (Col 1:3)
* Possession: Expresses ownership (Matt 5:40)
1. Argument/Discussion
2. Logic:
	* Basis: the grounds upon which a statement or command is made (Matt 5:3)
	* Inference: the logical conclusion drawn from an idea (Jam 3:2)
	* Condition: A requirement that must be fulfilled (Jam 3:2)
	* Concession/Contra-expectation: a reservation of qualification (Heb 5:8)
	* Contrast: Two conditions, ideas, or actions put together in order to point out differences (Eph 5:17)
	* Comparison: Two conditions, ideas, or actions put together in order to point out similarities (John 20:21)
	* General/Specific: When a general or a specific statement are put side-by-side to show the relationship between a broader and a particular concept, truth, or action (Heb 5:4-5)
3. Clarification
	* Restatement: the same idea is expressed in a different way (Heb 8:12)
	* Description: functions to provide a vivid detail of a person, event, state, or object (Rev 12:3)
	* Identification: Information used to specify a person or thing. Answers the question, “Which one?” (John 3:1)
	* Illustration/Example: to elucidate by use of examples (Heb 6:12-15)
	* Apposition: A noun or participle that follows immediately another noun or participle with which it shares a common referent (Eph 3:1)
	* Explanation: the addition of clarifying statements to a main proposition (Matt 6:7)
	* Expansion:
	* Alternative: (either . . . or) when one condition, action, or place is expressed as a possible substitute for another (Matt 6:24)
	* Question/Answer (Mark 8:29)
	* Content: an explication of the makeup of a concept or discussion (Heb 6:1-2)
	* Verification: shows the validity of an assertion by providing some form of corroborating evidence (Acts 2:34-35)
4. Form:
	* Introduction: A passage that presents the opening of a discussion or narrative (Heb 1:1-4)
	* Conclusion or Summary: to bring to an end by way of summary or final decisive statement (Acts 4:32-37)
	* List: a number of things, normally of the same kind, mentioned one after the other (1 Pet 1:1)
	* Series: The joining of equally prominent assertions or commands in a loose association (1 Thess 5:16-18)
	* Parallel: Two or more elements correspond verbally conceptually (Matt 5:13-14)
5. Look for repeated words, transitions, parallelism, patterns
6. Develop an outline to your passage
7. Usefulness for exegesis: helps see flow of a passage
8. Example
	1. First, read the passage out loud several times and begin to notice the natural breaks.
	2. Give each phrase or clause its own line.
	3. Put participial phrases (usually “-ing” words) and prepositional phrases (in, with, at, by, on, at, and so forth) on their own line.
	4. Keep a subject and verb together, and if there is a direct object, keep this with the subject and verb as well.
	5. If the order of the sentence becomes complex, you can use ellipses (. . . ) to show something is missing and then use arrows or lines to show that words actually go in that spot.
	6. The simplest way to break apart phrases is to pretend you are reading something for “responsive reading” in worship and you pause for the congregation or for a breath. Punctuation (especially commas) can be a helpful indicator as well.
	7. Look for phrase indicators like “in order that”, “to”, “so that”, “because” and so on. If you know some Greek or English grammar, you can recognize the different kinds of clauses.
	8. Major transition words like “therefore”, “so”, “behold”, etc. should go on their own line. Minor conjunctions like “and” if they are in a list can go with the previous line.
	9. Do not worry about verse or chapter numbers. Just delete these or put them to the far left out of the way.
	10. It is easiest to use a computer for this type of phrasing because you can make adjustments as you go. Copy and paste your passage into a word processor. It may be easiest to rotate the page to landscape so that you have more room to work with.
	11. Put the main ideas to the left and all dependent ideas underneath and to the right of the word they modify. If more than two words or phrases modify the same word, put them the same distance from the left margin.
	12. Use marks, underlines or font changes to show the relationships in the sentence. Some people who are good with word processors use the arrow or line function to show relationships. Sometimes I print off my diagram and add my own lines and comments.
	13. Determine the relationships of the parts of the passage by asking questions that the dependent phrases or clauses answer. Form your questions with the words of the phrase or idea that is being modified.
	14. Based on the above, give a detailed outline of the passage.

**Big Ideas**

1. Do not be afraid to study the grammar of a passage. If in doubt of what to look for, ask lots of questions about the passage.
2. Studying the grammar can help determine the parts of a sentence and any special nuances in the author’s thought.
3. Studying the syntax (relation of phrases and clauses) can provide some of the most significant insights with this step of exegesis.
4. The structure of a passage will reveal the author’s flow of thought and any ideas that are emphasized. Making a diagram of some type can help show this.
5. This is a good way to prepare a sermon outline.