

I. Introduction: The Jelling Factor

- A. Start Early!
- B. An Hour a Day for Six Days is Far More Productive than six Hours on Saturday!
- C. Never Stray Far from Pen and Paper.

II. Step 3 - Exegete (Analyze) Your Text (2 1/2 hours)

- A. Carefully Read the Passage Several Times. (30 Minutes)
 - 1. Meditate! Ps. 1:1-3
 - 2. Ideally Read the Text in the Original Language.
How important is it to know Hebrew and Greek?
 - 3. Compare Different Translations.
 - a. Philosophy of Translation: Accuracy versus
 - i. Literal (Wooden) - KJV, RSV, NASB (*)
 - ii. Free - Living Bible, Amplified, GNB, NEB
 - iii. Dynamic Equivalence - NIV (*) Titus 1:6
 - b. Manuscripts Used in Translation
 - c. Theological bias of translators I John 2:2
 - d. How Can Differences Among Translations be Resolved?
 - e. Which translation should you use when preaching?
 - 4. Bombard Your Text with Questions - Who, What, Where, When, Why, How
 - 5. Look for Relationships
 - a. Comparison/Illustration
 - b. Contrast
 - c. Repeated Ideas
 - d. Cause and Effect
 - e. Progression
 - f. Summary Statements
 - 6. Write Down:
 - a. Initial Observations, Interpretations, and Applications
 - b. Unanswered Questions
 - c. Make your notes more usable by employing a system
 - 7. Be open to redefining the limits of your passage.
- B. Do Structural and Grammatical Analysis (45 Minutes)
 - 1. Identify Parts of Speech and Dependant Relationships
 - 2. Try a Sentence Flow Diagram to Visualize the Structure (From Fee - New Testament Exegesis)
 - a. Start with the subject, predicate, and object

- b. Subordinate by indentation - adverbs, prepositional phrases, genitives, adverbial participles,
 - c. Coordinate by lining up (i.e. parallel clauses)
 - d. Color-code recurring modes or motifs
 - 3. Take Note of Verb Tense, Mood, and Voice
 - 4. What Value Does this Work Serve?
 - a. Rarely explicitly referred to while teaching
 - b. Helps to answer exegetical questions.
 - c. Identify areas for further study
 - 5. Grammatical Aids
 - a. Brown - A Guide to English Grammar For Language
 - b. Interlinear Bibles
- C. Pick a Few Key Words for Special Study (1 hour)
1. Which Words Should be Selected?
 - a. Theologically loaded words
 - b. Words prominent in the context of the passage
 - c. Terms which have special cultural or historic significance
 - d. Any other words which you do not understand.
 2. Basic Principles for Word Studies **Important!**
 Read, Exegetical Fallacies, by D. Carson!
 - a. The goal is to understand the meaning of the word as it is used in the present context.
 - b. Most words have many possible meanings. Do not
 Rather, try to narrow the range of possibilities in order to determine which possible meaning fits
 - c. Etymology (origin) is useful, but not definitive. The meaning of a word is dynamic. It changes over time. (Illustration: "nice")
 - d. The general rule of thumb is "the closer to home
 - e. Different authors can use the same word in
 - f. Even the same author can use the same term in different ways in different contexts (Illustration: "leaven" Matt. 13:33 16:6,11-12)
 3. Using a Concordance for Word Studies
 Your concordance must be based upon the Hebrew and the Greek or it is only a verse finder
 - i. Based upon the KJV - Strong, Young, Cruden
 - ii. The New American Standard Bible Concordance (*)
 - iii. The NIV Complete Concordance
 - a. First look up the English word. Take notice of
 - b. Examine other instances of the English word where
 - c. Look up the definition of the word in the lexicon in the back of the concordance. Take note of other English words used to translate that word.
 - d. Look up the other occurrences of the Greek or
 - e. Questions to raise:
 - i. How is this word used in the closest contexts?
 Titus 1:6 1:9 3:8 I Tim. 1:12,15 3:1,11 4:9
 II Tim. 2:2,11,13
 - ii. Where else is the word used? Is it common?

- iii. Which other words could the author have used? Why didn't he? (synonyms)
 - iv. Are there parallel passages which shed light on the word's meaning in the present text?
 - v. Why did the translators choose the particular English word to translate this word? Do you agree with their choice?
 - f. Other uses for a concordance
 - i. Verse finder
 - ii. Topical study
 - 4. Other Lexical Aids
 - a. Expository Dictionaries - Vines (NT), Wilson (OT) Easy for non-Greek/Hebrew students to use. A bit
 - b. Bible Dictionaries (See above for recommendations) Better for historical and cultural terms.
 - c. Theological Dictionaries (NT - Brown, Kittel; OT - Harris) Highly detailed and technical, but useable. Well indexed (including English words and Strong's numbering system)
 - d. Word study books (Robertson, Wuest, Vincent)
 - e. Other lexicons (dictionaries)
 - f. Computerized Concordances
 - 5. Using Word studies
 - a. Draw conclusions
 - b. Beware of turning your sermon into a Greek lesson. You will learn a lot that you shouldn't put
- D. Summarize What You Have Learned So Far Before Turning to Other Sources (15 Minutes)
- 1. Do You See a Theme Developing? A Structure?
 - 2. Are There Interpretive Questions which Still Need to
 - 3. Make Notes of Any Preaching Points which You May Want to Emphasize.
 - 4. It is not too Early to Begin to Write Down Illustrations and Applications as they Occur to You.
 - 5. Continue to Pray!

ASSIGNMENT: SECTION 2 CHAPTER 6

1. Observe and Record Examples of how Structural, Grammatical, and Lexical Analysis are used in sermons or Bible studies you hear this week.
2. Perform this analysis on your chosen text
Take notes to be turned in.

Recommended Books:

- A. Fee, New Testament Exegesis
- B. Fee and Stuart, How to Read the Bible for All Its Worth
- C. Carson, Exegetical Fallacies
- D. Kubo and Specht, So Many Versions
- E. Buy a Good Concordance!