COURSE DESCRIPTION
This course is an introduction to Greek exegesis. After two semesters of the drudgery of learning the basics of biblical Greek, now comes the pay off. We will study the method of Greek exegesis, beginning with translation and grammatical analysis, through the various steps in the exegetical process. We will conclude our semester by discussing and practicing moving from exegesis to sermon preparation and delivery.

At the heart of exegesis is working with the original language of the biblical text, and determining grammatical and syntactical relationships. Therefore, much of the course will revolve around translation and discussion of grammar. We will also work on building vocabulary of the Greek New Testament. But there will also be periodic lectures on other aspects of exegetical method, with opportunities for students to put what they have learned into practice.

This semester we will focus on Paul’s letter to the Galatians. All of our translation, assignments, papers and sermons will be from Galatians. Focusing on Galatians has a number of advantages. The book is short enough so that we can cover much of its content in one semester. In addition, Galatians has been vital in the history of the development of Reformed theology. Mastering the content of Galatians is essential for students of a Reformed seminary.

TEXTS
Required:

D. B. Wallace, *Greek Grammar Beyond the Basics*

D. M. Doriani, *Getting the Message*

G. D. Fee, *New Testament Exegesis*

W. C. Trenchard, *Complete Vocabulary Guide to the Greek New Testament*

M. Silva, *Interpreting Galatians: Explorations in Exegetical Method*

Recommended:
D. A. Carson, *Exegetical Fallacies*

B. M. Metzger, *A Textual Commentary on the Greek New Testament*

Bible software such as Bibleworks, Logos, or Accordance
COURSE PROCEDURE
When translation is assigned, students must prepare the assignments ahead of time and come to class ready to translate. Use the “Study Guide for Galatians,” and do all of the following for each assignment:
   a. Translate
   b. Parse all verbs and verbal forms
   c. Answer the grammatical questions, most of which focus on intermediate grammar, a major component of this course. Use Wallace to help you answer these questions.
   d. Read the other exegetical questions and comments, and think about the questions asked. Students are not required to read the sections from the commentaries.

Students are not to bring to class translations written out ahead of time (though writing out the translations in preparation for class is certainly encouraged). Students may bring only a list of vocabulary words and their answers to the questions from the Study Guide. This will help students in the long run better grasp the language by forcing them to work through the translation a second time, and with the benefit of peer encouragement.

Students should do all of the reading assigned for each class session. Parts of classes will often be devoted to a discussion of the assigned readings. The professor, from time to time, will even call on students to answer questions from the reading.

Attendance and class participation, for the entire semester, are required. All absences should be cleared with the instructor. For every unexcused absence, students will lose one letter grade off of their final grade. Note: Missing class to prepare for or complete work for another course is not an excused absence. See the RTS catalog, p. 39.

EVALUATION
1. Mid-term exam. There will be a mid-term exam on March 4, covering translation, parsing and grammatical questions from all assigned passages from Galatians, as well as lectures and other assigned readings. In addition, students need to have a firm grasp of the first half of Wallace’s syntactical summaries, 726-745 (on nouns and nominals). This exam is worth 20% of your final grade.
2. Final exam, given during Final Exam week. The final will cover translations, parsing, grammar, lectures and readings since the mid-term. Students will be responsible for the second half of Wallace’s syntactical summaries, 745-764 (verbs and verbals, and clauses). The final will be worth 20% of your final grade.
3. Vocabulary quizzes. Five vocabulary quizzes will be given throughout the semester. These quizzes will be based on the lists in Trenchard. See the Tentative Schedule for dates. These quizzes combined will be worth 10% of the final grade.
4. Exegesis paper. Students will submit an exegesis paper on a passage of their choosing (not more than six verses) from Paul’s letter to the Galatians. The paper should be 10-12 pages (I will stop reading at the end of page 12), excluding notes and bibliography, double-spaced. Attached to the end of the paper should be your sentence flow analysis of your passage. See the “General Guidelines for Final Exegesis Paper.” The paper is due Wednesday, April 13 at 3:00 p.m. Late papers
will lose one letter grade. Papers will lose one letter grade for every day late. This paper is worth 25% of your final grade.

5. A one-page, single-spaced paper putting into practice what students have learned about textual criticism. It will be an analysis of the important textual variant in Gal. 1:11 (the only one listed in UBS4). Students should carefully analyze the textual evidence and arguments in support of the two primary variants, and come to a conclusion of their own. You have Silva to help you in this one, though you need not agree with him. Hand me one sheet of paper. The presence of a cover page, second page or staple will automatically reduce the grade for this paper by two letter grades. This paper is worth 10% of your final grade.

6. Students will do a sentence flow analysis of the passage on which they will write their papers. Failure to do this assignment will result in a lower paper grade.

7. An assignment using Bible software (more information to come; 5%).

8. Sermon. Students will give a 20-25 minute sermon in class on the same passage as their papers. These sermons will be given the last three weeks of the semester, with the precise schedule to be determined. The sermon is worth 10%.

**TENTATIVE SCHEDULE**

<table>
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<tr>
<th>Date</th>
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<tr>
<td>Feb. 2</td>
<td>Course Introduction; Introduction to and Overview of Exegetical Method</td>
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<td>4</td>
<td>Galatians 1:1-5; Read Fee, 1-38; Silva, 15-39</td>
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| 9 | Galatians 1:6-10  
Read Doriani, 1-42 |
| 11 | Galatians 1:11-17  
Read Doriani, 43-76  
**Vocabulary quiz 1, through words occurring 45 times.** |
| 16 | Galatians 2:1-5; Intro to structural and grammatical analysis  
Read Fee, 41-58, 71-78; Silva, chaps 3-4; Doriani, 77-93, 214-221 |
| 18 | Lecture: Textual Criticism  
Read Fee, 59-70; Silva, chap 1; Metzger, Textual Commentary, 1*-16* (r) |
| 23 | No class: Instructor in Prague |
| 25 | Library tour  
**Due: Textual Criticism Assignment** |
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<tr>
<td>March 2</td>
<td>Galatians 2:6-10 &lt;br&gt;Vocabulary quiz 2, through words occurring 38 times</td>
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<td>4 Mid-term exam</td>
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<td>March 9</td>
<td>Galatians 2:15-21 &lt;br&gt;Read Doriani, 94-121</td>
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<td>11 Bible Works seminar &lt;br&gt;Due: Sentence flow analysis of passage for paper</td>
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<td>16</td>
<td>Galatians 3:10-14 &lt;br&gt;Vocabulary quiz 3, through words occurring 30 times</td>
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<td>18</td>
<td>Lecture: Lexicography &lt;br&gt;Read Fee, 79-95; Silva, chap 2</td>
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<td>21-25</td>
<td>SPRING BREAK</td>
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<td>30</td>
<td>Galatians 3:15-20 &lt;br&gt;Vocabulary quiz 4, through words occurring 25 times</td>
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<td>April 1</td>
<td>Lecture: Historical analysis &lt;br&gt;Fee, 96-111; Silva, 101-139 &lt;br&gt;Due: Bible software assignment</td>
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<td>Galatians 3:21-29 &lt;br&gt;Vocabulary quiz 5, through words occurring 20 times</td>
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<td>8</td>
<td>Galatians 4:1-7 &lt;br&gt;Read Silva, 141-215</td>
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<td>13</td>
<td>Due: Exegesis Paper (3:00 p.m.)—No class this day</td>
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<td>15</td>
<td>Lecture: From exegesis to sermon &lt;br&gt;Read Fee, 133-154; Doriani, 122-213</td>
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April 20-May 11—Student sermons
General Guidelines for Final Exegesis Paper

Students are to submit an original exegesis paper. See details in the syllabus for length, passage requirements and due date. The length of the paper is excluding notes, bibliography, and sentence flow analysis, all of which should come at the end of the paper. The length also excludes your own translation of your passage, which should come at the beginning of the paper. The paper should be done in Times New Roman (or equivalent) twelve-point font (no turning a 20-page paper into a 10-12 page one). While footnotes are generally preferable in a paper, use end notes for this paper, so that you and I can more easily keep track of the length requirement. Please use the humanities style of documentation as explained in Turabian’s, *A Manual for Writers* (6th ed.). (Students are encouraged to read Turabian and Strunk and White for the elements of proper writing style.) The date and time deadlines are absolute and firm. Late papers will lose one letter grade. Papers will lose one letter grade for every day late.

The precise format of the paper is largely up to you (look at commentaries for various ways that they are structured). Students must show an awareness of the exegetical steps discussed in class, Fee and Silva, but you need not (and in fact probably should not) write your paper by laying out each of the steps in order. My main concern is to see from your paper that you understand and can express clearly the meaning of the passage itself and its contribution to the larger argument of the epistle.

Your paper should be a unified essay on the meaning of your passage, not a series of research notes. Your paper should flow from sentence to sentence, paragraph to paragraph, binding your paper together in a coherent whole. Choppy, incoherent papers typically reflect a failure to understand the passage as a whole and the passage in its context.

Greek words should be typed (if your software can do so) or handwritten. Include proper accents and breathing marks. Do not transliterate.

Please proofread your paper carefully before submitting it. Typographical, grammatical, and/or spelling errors will lower the grade on the paper. (Don’t rely on spell-checker to catch these.) Submit your paper stapled in the upper left-hand corner. Do not submit it in a folder. The bibliography and notes should include a few journal articles, in addition to commentaries and other books.

Remember not to go beyond the page limit. I will stop reading your paper at the end of page 12 and grade it based on what you have so far (including the abrupt ending!). And for pity’s sake (or lack thereof), turn your papers in on time to avoid the penalty!

The following two pages include some grammar and style guidelines, and the criteria that I will use to evaluate your papers (I will staple this sheet to the front of each paper when I return it to you).
Grammar and Style Guidelines for Paper Writing
Recommended by the Department of Theology*

1. Don’t use no double negatives.
2. Make each pronoun agree with their antecedent.
3. Join clauses good, like a conjunction should.
4. About those sentence fragments.
5. When dangling, watch them participles.
6. Verbs has to agree with their subject.
7. Just between you and I, case is important, too.
8. Don’t write run-on sentences they are hard to read and not only that they are difficult to understand and don’t look good either.
9. Don’t use commas, which are not necessary.
10. Try to never split infinitives.
11. Its important to use your apostrophe’s correctly.
12. Proofread your writing to see if you any words out.
13. Allways check your spelling.
14. A preposition is a bad thing to end a sentence with.

*If writing a paper for the Biblical Studies Department, please consult William Strunk and E. B. White, The Elements of Style
I. The following items are rated according to the following symbols:
I= inadequate; A= adequate; M= more than adequate; S= superior

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II. The following need attention if checked:

___ The exegesis paper needs to be a unified essay on the meaning of the text rather than a series of research notes.
___ The exegesis paper needs balance; do not give an undue amount of space to an item of lesser significance and give too little attention to a matter of major importance.
___ The exegesis paper is too long.
___ The pages should be numbered consecutively throughout.
___ Cite dictionary/encyclopedia articles by the author and title of the article (not by the editor).
___ Cite primary sources by chapter and paragraph numbers (not by page number in a book).
___ Accent Greek words.

III. The grade for this paper is: _______

Comments:
“STUDY GUIDE FOR GALATIANS”
(Includes all words occurring 50 times or less in the NT)

SPECIAL VOCABULARY

dikaiovw (8-39) justify peritevminw (6-17) circumcise
ejleuvqeroV (6-23) free peritomhv, hv (7-35)
circumcision

Note: The numbers in parenthesis indicate how many times the word occurs in Galatians, and how many times it occurs in the New Testament.

Galatians 1:1-5
Vocabulary:
4  ejxairevw (1-8) take out; mid. Deliver, set free
    ejvnestw`toV perf. part. of ejnivsthmi (1-7) be present, impend

Grammatical and exegetical questions:
1) What are the main subject and verb of vv. 1-5?

2) What is the difference between the expressions ajp j ajnqrwvpwn and di j ajnqrwvpou in v. 1? See Wallace, 433-34. What is significant about Paul’s emphatic language in this verse? See Bruce, 72. Is it exegetically significant that Paul repeats the diaiv in the following phrase? Bruce, 72-73.

3) What type of genitive is patrovV in v. 1? See the uses of the genitive in Wallace’s “grammatical summaries.”

4) What is significant about Paul’s reference to Christ’s resurrection in v. 1? See Bruce, 73.

5) What type of dative is ejkklhsivaiV in v. 2? See Wallace, 148.

6) What type of nominative is cavriV in v. 3? See Wallace, 49-51.

7) What is significant about the fact that both God our father and the Lord Jesus Christ in v. 3 follow the preposition ajpov? See Bruce, 74. Notice that there is no article before “Lord” in this verse, though it is appropriate to insert one in English. The Greek regularly omits the article after prepositions, when English usage would require one.

8) How does Granville Sharp’s rule help us to understand tou` qeou` kai; patro;V hJmw`n in v. 4? See Wallace, 270-276.

Galatians 1:6-14
Vocabulary:
6  qaumavzw (1-42) marvel, wonder
    tacevwV (1-10) quickly, hastily
    metativqhmi transfer, change; mid. Turn away, desert
Grammatical and exegetical questions:

1) Paul begins this section with the first person singular (“I”) in v. 6, but switches to the plural (“we”) in vv. 8-9. Why? See Wallace, 393-96.

2) In Paul’s letters, what would normally follow Paul’s salutation? What does the verb qaumavzw express instead? See Bruce, 80.

3) What type of present is metativqesqe in v. 6? See Wallace, 518-19. What is the significance of the present tense for understanding the situation that Paul was addressing?

4) Is there anything exegetically significant in the fact that Paul uses two different words for “another” in vv. 6-7? See Bruce, 80-81. Cf. Longenecker, 15.

5) What type of genitive is tou` Cristou` in v. 7?

6) Does the LXX background of ajnavqema (v. 8) help us to understand its meaning here? See Bruce, 83.

7) Compare the conditional clauses in vv. 8, 9 and 10. What types of conditional clauses are they and what do they convey? See Wallace, 690-701.

8) What type of perfect is proeirhvkmamen in v. 9?
9) What type of present is peivqw in v. 10?

10) What type of genitive is Cristou` in v. 10?

11) What type of genitive is jIhsou` Cristou` in v. 12?

12) There are three imperfect verbs in vv. 13-14. What type of imperfects are they? See Wallace, 546-551.

13) What type of participle is uJpavrcwn in v. 14?

14) What type of genitive is paradovsewn in v. 14?

Galatians 1:15-24

Vocabulary:

15 eujdokevw (1-21) consent, take pleasure
   ajforivzw (2-10) separate, set apart, appoint
   koiliva, h; (1-23) womb, stomach
16 ajpokaluvptw (2-26) reveal
   eujgevwV (1-33) immediately, at once
   prosanativqhmi (2-2) consult; add or contribute
17 ajnevrcomai (2-3) go up
   prov (3-47) before
   u;postrevqw (1-25) return, turn back
18 [peita (3-16) then
   [toV, tov (3-49) year
   iJstopevw (1-1) visit for purpose of coming to know someone
   ejpimevnw (1-15) remain
   dekapevnte (1-3) fifteen
20 yeuvdomai (1-12) lie
   [peita (3-16) then
   klivma, tov (1-3) region, district
22 ajgnoevw (1-21) not to know, be ignorant
23 diwvkw (5-44) persecute
   potev (4-29) formerly
   porqevw (2-3) destroy, pillage

Grammatical and exegetical questions:
1) Review the Granville Sharp rule and discuss the exegetical implications for v. 15. See Wallace, 274-75.

2) What is the significance of Paul’s language in v. 15? In particular, are there significant Old Testament parallels? See Bruce, 92.

3) What are the main subject and verb of vv. 15-17?
4) What is the sense of the prepositional phrase ejn ejmoiv in v. 16?

5) What type of dative is sarkiv in v. 16?

6) What is the significance of the i{na clause in v. 16? What is the relationship between Paul’s conversion and commission?

7) What is the significance of Paul’s oath in v. 20? See Fung, 79.

8) What do we call the construction h[mhn ajgnooumenoV in v. 22? What is the meaning of this Greek construction? See Wallace, 647-650.

9) What type of imperfect is ejdovxazon in v. 24?

Galatians 2:1-10

Vocabulary:

1  e[peita (3-16) then
dekatevssareV (1-5) fourteen
e[toV, tov (3-49) year
sumparalambavnw (1-4) take along
2  avpokavluyiV, h; (2-18) revelation
ajnativghmi (1-2) only mid. Lay before, declare, communicate
kat j ijdivan privately
toi`V dokou`sin influential men, men of reputation
pwV (1-3) somehow, in some way, perhaps; mhV pwV – lest somehow
kenovV (1-18) vain, without results; eiV kenovn in vain
trevcw (2-18) run
e[dramon 2 aor. Of trevcw
3  ajnagkavzw (3-9) compel
4  pareisavktov (1-1) secretly brought in, smuggled in, sneaked in
yeudavdelfoV, o; (1-2) false brother
pareisevrcomai (1-2) slip in, sneak in
kataskopevw (1-1) spy out, lie in wait for
ejleuqeriva, h; (4-11) freedom
katadoulovw (1-2) enslave, reduce to slavery
5  eijvkw (1-1) yield
u;potaghv, h; (1-4) subjection
diamevnw (1-5) remain
6  o;poi`oV (1-5) of what sort
potev (4-29) once, formerly
diafervw (2-13) differ; oujdevn moi d. it makes no difference to me
prosanativghmi (2-2) add or contribute; consult
7  toujnantivon (1-3) on the contrary
ajkrobustiva, h; (3-20) uncircumcision
8  ejnergevw (421) work, be at work, operate, be effective
Grammatical and exegetical questions:

1) What does [Epeita imply in v. 1, according to Bruce (106)?

2) What is the sense of diav in v. 1? Does it express something different from metav in 1:18? Are the three years and the fourteen years to be understood concurrently or consecutively from Paul’s conversion? For these questions, see Longenecker, 45.

3) Does Paul use dokevw in this passage (vv. 2, 6, 9) in an ironic or sarcastic sense? See Bruce, 109. Cf. Longenecker, 48.

4) What part of speech is w[n in v. 3? How does it function here?

5) How do the datives in v. 5 function?

6) What type of genitive is tou` eujaggelivou in v. 5?

7) What is the sense of pote in v. 6? Cf. Bruce, 117-118.

8) Verse 6 contains an anacoluthon, where Paul breaks off the grammatical structure of the sentence and then resumes with a different, grammatically unrelated structure. Identify the anacoluthon.

9) What type of nominative is qeovV in v. 6? See Wallace, 53-54.

10) What is the significance of the position of ejmoiv in v. 6? See Bruce, 119.

11) What type of participle is ijdovnteV in v. 7?

12) What type of genitive is ajkrobustivaV in v. 7?

13) What types of datives are used in v. 8?

14) What type of participle is gnovnteV in v. 9?

15) What type of genitive is koinwnivaV in v. 9?

16) How does the i{na clause function in v. 10? See Wallace, 476-7.
17) According to Bruce (126), what is the sense of the aorist ejspouvdasa in v. 10?

Galatians 2:11-21
Vocabulary:
11 ajvnqivsthmi (1-14) set against; resist, withstand
   kataqinwvskw (1-3) condemn
12 prov (3-47) before
   sunesqivw (1-5) eat together
   u;postevllw (1-4) draw back, withdraw
   ajforivzw (2-10) separate, set apart
13 sunupokrivnomai (1-1) join in pretending a part, join in playing the hypocrite
   sunapavgw (1-3) lead away, carry off
   u;pokrivsiV, h; (1-6) hypocrisy
14 ojrqopodevw (1-1) walk straight, upright; act rightly, be straightforward
   ejmprosqen (1-48) before
   ejqnikw`V (1-1) like the heathen
   jIoudai>kw`V (1-1) as a Jew
   ajnagkavzw (3-9) compel
   ijoudai>vzw (1-1) live as a Jew
15 fuviV, h: (2-12) nature
   a;martwlovV, o; (2-47) sinner
17 a\ra (1-3) interrog. Part. Usually not translatable
   diavkonoV, o; (1-29) minister, servant
18 kataluvw (1-17) destroy
   oijkodomevw (1-40) build
   parabavthV, o; (1-5) transgressor
   sunistavnw (1016) demonstrate; present; recommend
19 sustaurovw (105) crucify together
21 ajgetevw (2015) nullify, set aside; reject
   a[r]a (5-49) then
   dwreavn (1-8) acc. Used as adv. To no purpose, in vain; freely; undeservedly

Grammatical and exegetical questions:

1) What is the sense of the periphrastic in v. 11? See Wallace, 648.

2) What is the case and use of tinaV in v. 12?

3) There are three imperfect verbs in v. 12? How do they function?

4) What type of participle is fobouvmenoV in v. 12?

6) What type of participle is uJpavrcwn in v. 14?

7) What type of participle is eijdovteV in v. 16?


9) What type of genitive is novmou in v. 16?

10) What type of participle is zhtou`nteV in v. 17?

11) What type of dative is Cristw` in v. 17?

12) How does aujtoiv function in v. 17?

13) What is the mood of the verb gevnoito in v. 17? What is the sense of the verb here? See Wallace, 480-482.


15) Is there any significance in the type of condition used in v. 18 for understanding this verse?


Galatians 3:1-10
Vocabulary
1  ajnovhtoV (2-6) foolish
    baskaiwnv (1-1) bewitch
    progravfw (1-4) show forth, portray publicly, or placard in public
    staurovw (3-46) crucify
2  manqavnw (1-25) learn
    ajkohv, h; (2-24) account, report, preaching; hearing
3  ajnovhtoV (2-6) foolish
    ejnavrcmai (1-2) begin
    ejpitelevw (1-10) complete, accomplish
4  tosou`toV (1-10) so many, so much, so great
    pavscw (1-40) suffer; experience
    eijkh` (2-5) without reason, in vain
    gev (1-31) oft. Untrans. Indeed, even
    ejpicorhgevw (1-5) supply, provide
Grammatical and exegetical questions:

1) What type of aorists are ejbavskanen and proeagravfh in v. 1?

2) What is the meaning of ajkoh`V pivstewV in v. 2? What type of genitive is pivstewV? See Bruce, 149.

3) Identify the types of datives in v. 3. See Wallace, 166. Cf. Bruce, 150.

4) What type of dative is eijkh`/ in v. 4?

5) What type of participle is proi>dou`sa in v. 8?

6) What is the significance of hJ grafhv in v. 8? See Bruce, 155-6.

7) Identify the use of the present tense in v. 9.

8) How does the infinitive poih`sai function in v. 10? See Wallace, 592 n. 8.

Galatians 3:11-20
Vocabulary:

11 dh`loV (1-3) clear, evident
13 ejxagoravzw (2-4) buy back, redeem
   katavra, h; (3-5) curse
   ejpikatavratoV (2-2) cursed
   kremavnumi (1-7) hand, suspend
   xuvlon, tov (1-20) wood, tree, cross
14 eujlogiva, h; (1-16) blessing
15 o{mwV (1-3) likewise, yet, nevertheless
   kurovw (1-2) ratify, make valid
   diaqhvkh, h; (3-33) covenant, will
ajqetevw (2-15) nullify; reject, set aside
ejpidiatavssomai (1-1) add codicil (as, to a will)

16 spevrma, tov (5-44) seed, offspring
17 diaqhvkh, h; (3-33) covenant; will
prokurovw (1-1) make valid or ratify previously
tetrakovsioi (1-4) four hundred
triavkonta (1-11) thirty
e[toV, tov (3-49) year
ajkurovw (1-3) invalidate, make void
katargevw (3-27) make ineffective, abolish, destroy, set aside
18 klhronomiva, h; (1-14) inheritance
oujkevti (4-48) no longer
carivzomia (1-23) give freely or graciously as a favor; show oneself to be gracious
19 paravbasiV, h; (1-7) transgression
cavrin (1-9) prep. For the sake of, on account of
prostivqhmi (1-18) add
acriV (2-48) until
spevrma, tov (5-44) seed, offspring
ejpaggevllomia (1-15) promise; announce, proclaim
diataavssw (1-16) order, direct, command
mesivthV, o; (2-6) mediator

Grammatical and exegetical questions:

1) What type of genitive is novmou in v. 13? See Wallace, 106.


3) According to Bruce (169), what is the meaning of diaqhvkh in v. 15?

4) What type of present is levgei in v. 16? See Wallace, 533.

5) According to Bruce (174), what is the significance of kecavristai in v. 18?

6) What is the meaning of tw`n parabavsewn cavrin in v. 19, according to Bruce (175)?

7) What type of perfect is ejphvggeltau in v. 19?

Galatians 3:21-29
Vocabulary:

21 zwopoievw (1-11) make alive, quicken
ontwV (1-10) really, certainly, in truth
22 sugkleivw (2-4) confine, imprison
23 prov (3-47) before
   frourevw (1-4) hold in custody, confine, guard
   ajpokaluvptw (2-26) reveal
24 paidagwgovV, o; (2-3) custodian, attendant
25 oujkevti (4-48) no longer
27 ejvnduvw (1-28) dress, clothe
28 e[ni (3-6) there is (for ejvnestin)
   a[rsen, tov (1-0) male
   qh`luV, h; (1-1) female
29 a[ra (5-49) then
   spevrma, tov (5-44) seed, offspring
   klhronovmoV, o; (3-15) heir

Grammatical and exegetical questions:
1) What type of conditional sentence is used in v. 21? See Wallace, 694-96.
2) What is the significance of gavr in v. 21?
3) What type of aorist is sunevkleisen in v. 22?
4) According to Bruce (180), how does v. 22 show that the law is not contrary to the promise?
5) According to Wallace (620-21), what is the significance of the present participle pisteuviousin in v. 22?
6) What type of imperfect is ejfrououvmeqa in v. 23?
7) According to Bruce (181), how should we understand th;n mevllousan pivst in v. 23?
8) What is the meaning of paidagwgovV in v. 24? See Bruce, 182.
9) What are the possible ways to understand eijV Cristovn in v. 24?
10) What type of participle is ejlqouvshV in v. 25?
11) What type of aorist is ejneduvsasqe in v. 27?
12) Can we apply Colwell’s rule to v. 29? What would be the implications of this? See Wallace, 256ff.
13) What type of conditional sentence is in v. 29? See Wallace, 690ff. See also Wallace, p. 685, for an important qualification in understanding conditional sentences.
Galatians 4:1-11

Vocabulary

1. klhronovmoV, o; (3-15) heir
   nhvpioV, o; (2-14) infant, minor
diafevrw (2-13) differ

2. ejpivvtropoV, o; (1-3) guardian, steward
   oijkonovmoV, o; (1-10) steward, manager
   [cri (2-48) until
   proqesmiva, h; (1-1) appointed day, fixed or limited time

3. nhvpioV, o; (2-14) infant, minor
   stoicei`on, tov (2-7) pl. elements or rudimentary principles; elemental spirits
   doulovw (1-8) enslave, subject

4. plhvrwma, tov (1-17) fullness
ejxapostevllw (2-13) send forth

5. ejxagoravzw (2-4) buy back, redeem
   uiJogesiva, h; (1-5) adoption
   ajpolambavnw (1-9) receive, recover

6. ejxapostevllw (2-13) send forth
   ajbbav (1-3) father (Aram)

7. oujkevti (4-48) no longer
   klhronovmoV, o; (3-15) heir

8. douleuvw (4-25) be a slave, be subjected
   fuvsiV, h; (2-12) nature

9. ejpistrevfw (1-26) turn, turn back
   ajsgenhvV (1-25) weak
   ptwcoVvV (2-34) poor, miserable, beggarly, impotent
   stoicei`on, tov (2-7) pl. elements or rudimentary principles; elemental spirits
   anewqen (1-13) again, anew
   douleuvw (4-25) be a slave, be subjected

10. parathrevw (1-6) watch closely, observe
    mhvn, o; (1-18) month
    ejniautoVV, o; (1-14) year

11. pwvV (2-14) somehow, in some way, perhaps; mhv pws lest somehow
    eijkh` (2-5) in vain, without reason
    kopiavw (1-22) toil, labor, work

Grammatical and exegetical questions:
1) What type of genitives are dou, lou and pa, ntwn in v. 1?

2) What type of present is evst in v. 1?

3) What type of participle is w;n in v. 1?
4) What type of genitive is *patro,* in v. 2?

5) What use of the aorist do we have with *h=λqen* in v. 4?

6) According to Bruce (196), how should we understand the aorist participle *geno,* *menon* in v. 4?

7) What type of present is *evste* in v. 6?

8) What type of participle is *kra/zon* in v. 6?

9) Identify the participles and their functions in vv. 8-9.

10) What use of the aorist is *evdouleusate* in v. 8?

11) What type of present is *evpistre,fete* in v. 9? Explain your answer.

12) What is the significance of Paul’s use of *stoicei/a* in this passage? See Bruce, 202-4.

13) Explain the use of the middle with *parathrei/sqe* in v. 10. See Wallace, 419-21.

14) What type of perfect is *kekopi,aka* in v. 11?

Galatians 4:12-20

Vocabulary

12 devomai (1-22) ask, beg
   ajdikevw (1-27) do wrong, hurt
13 ajsqevneia, h; (1-24) sickness, disease; weakness
   provteroV (1-11) former, earlier; to; provteron before, once
14 peirasmovV, o; (1-21) trial, test
   ejxougenewv (1-11) despise
   ejkptuvv (1-1) spit out, disdain
15 pou` (1-47) where
   makarismovV, o; (1-3) blessing
   dunatovV (1-32) possible, able, powerful
   ejxoruvssw (1-2) dig out, tear out
16 ejcqrovV, o; (1-32) enemy; adj. Hostile
   ajlhqeuvw (1-2) speak the truth
17 zhlovw (3-11) be deeply concerned, court someone's favor; strive, be filled with envy
   kalw`V (2-37) well, rightly
   ejkkleivw (1-2) shut out, exclude
18 pavntote (1-41) always
   pavreimi (2-24) be present
19 wjdivnw (2-3) suffer birth pangs, give birth to someone
    mevcriV (1-18) until
    morfovw (1-1) form, shape
20 pavreimi (2-24) be present
    a[rti (3-36) now
    ajllavssw (1-6) change, transform
    ajporevw (1-6) be at a loss, in doubt, uncertain

Grammatical and exegetical questions:
1) What is the sense of the aorist hvdikh,sate in v. 12?

2) What type of genitive is sarko.j in v. 13?
3) What is the sense of the prepositional phrase evn th/| sarki, mou in v. 14?

4) What is the possible meaning of the anarthrous a;ggelon qeou/ in v. 14? See Wallace, 250-252.


6) What uses of the present tense do we find in v. 18?

7) What is the use of the imperfect h;qelon in v. 20? See Wallace, 550-2.