

E. Intermediate Theory of Syntax



1. General Structure of Language



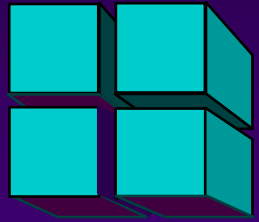
Where Are We Going?

- ❑ Establish a framework for understanding language.
- ❑ To evaluate tense and case.
- ❑ To avoid overreading.
- ❑ To evaluate Bible translations.



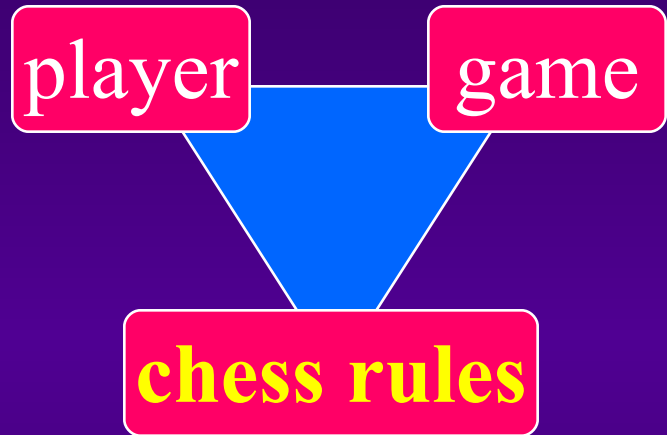
Where Are We Going?

- ❑ We want a framework for understanding how language works.
- ❑ Enabling us to evaluate tense and case, and avoid overreading.
- ❑ Enabling us to evaluate Bible translations.

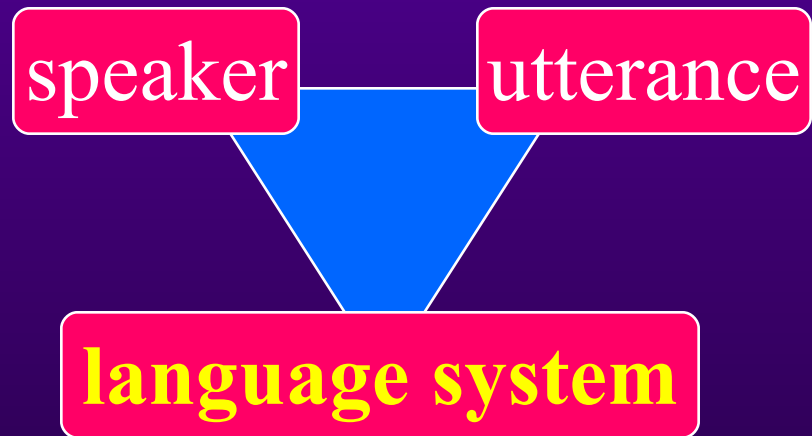


Language and Chess

❑ Chess has a system of rules.



❑ Language likewise.

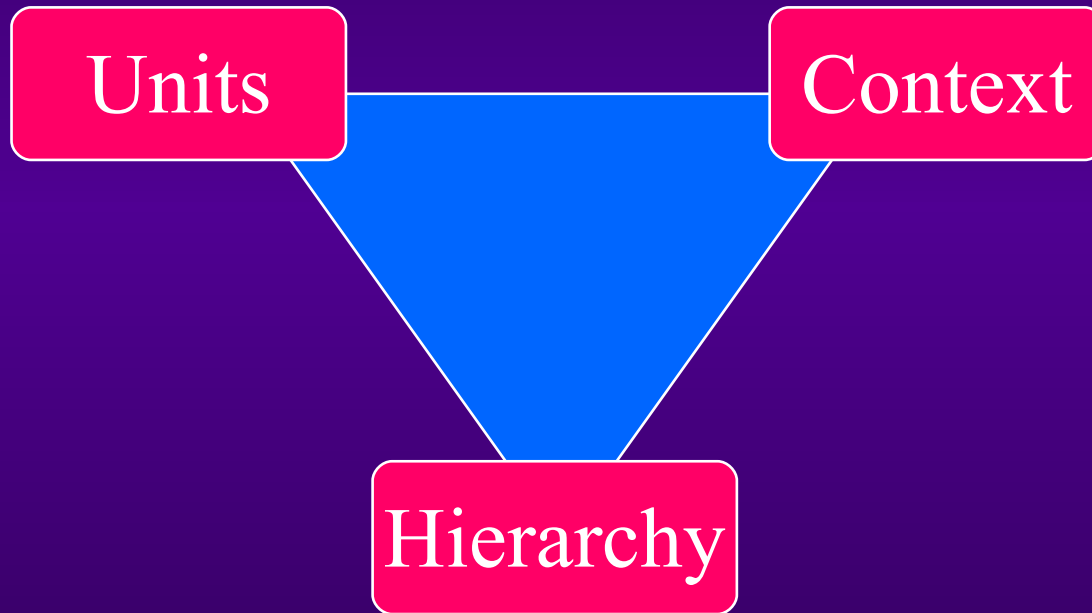


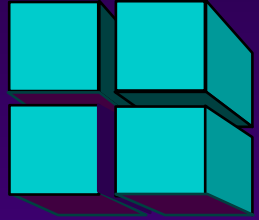
Learn the game.



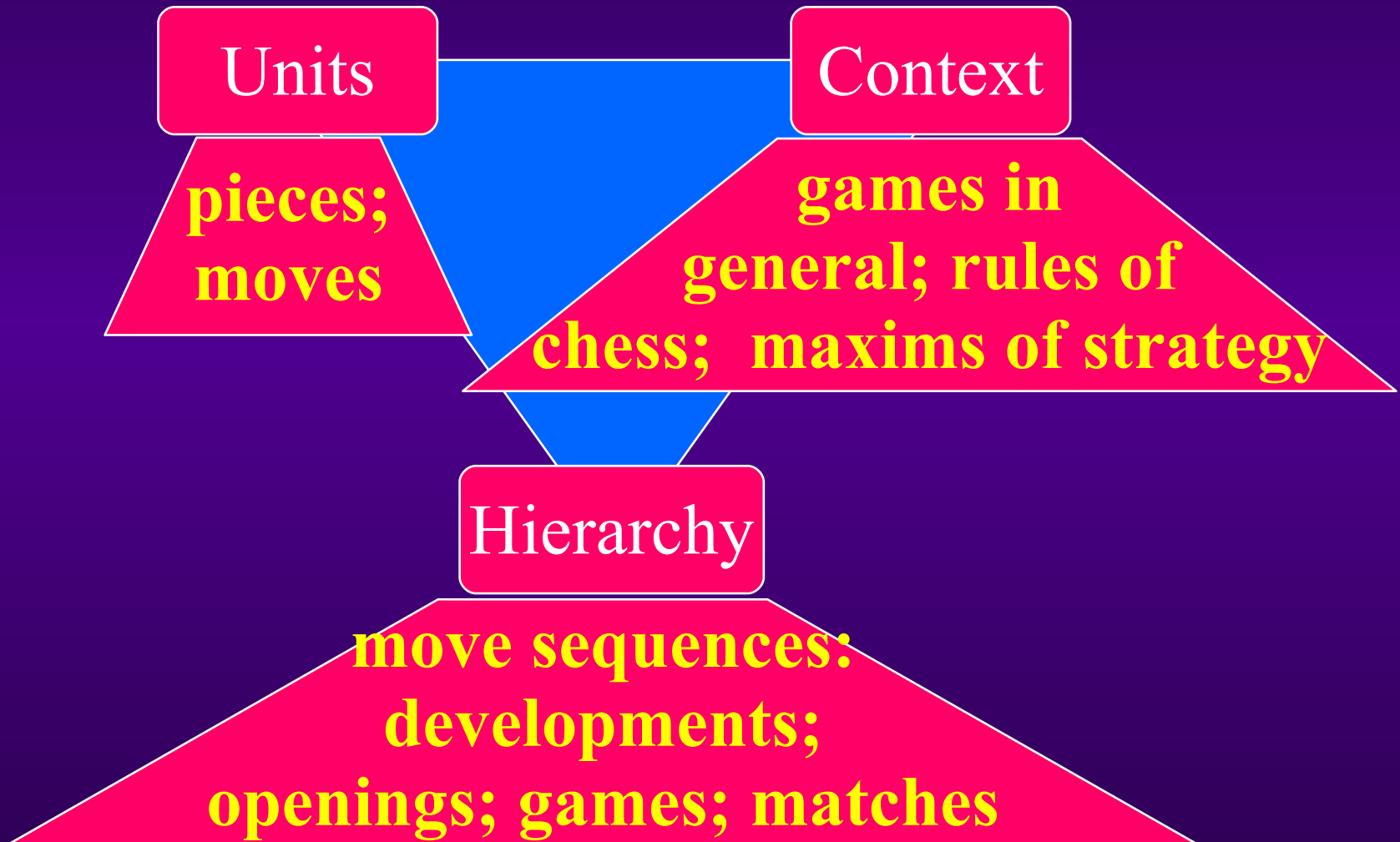


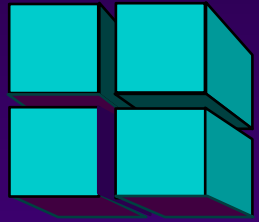
Aspects of Meaning



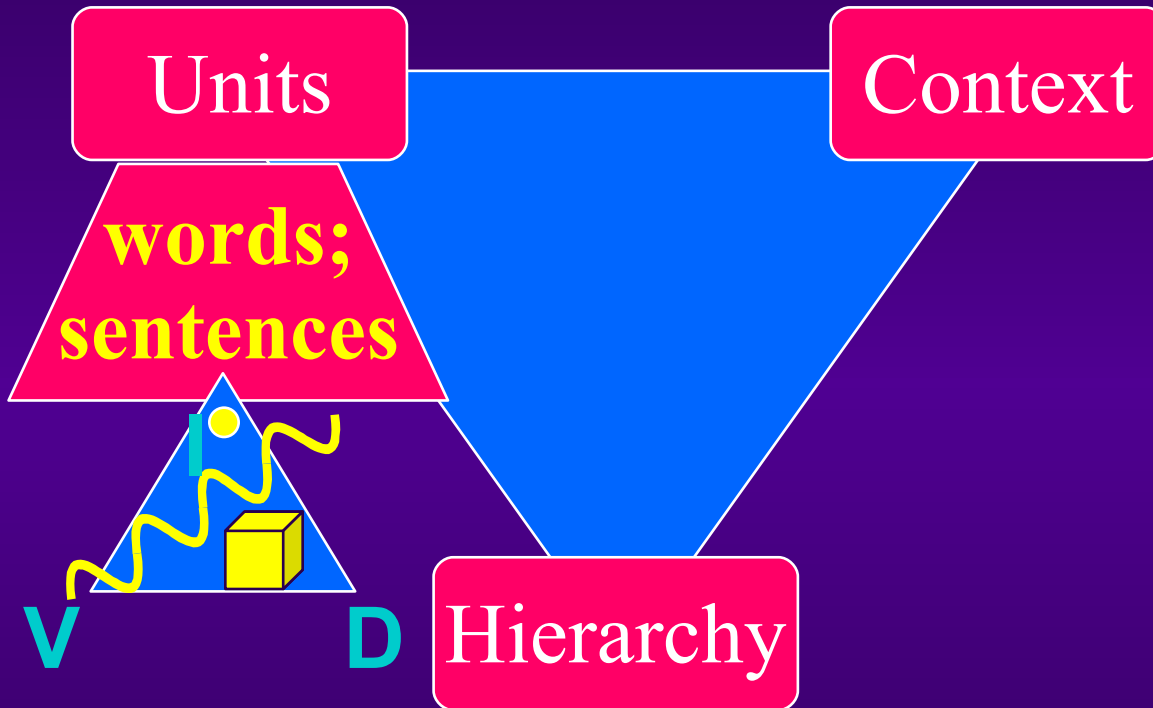


Meaning in Chess



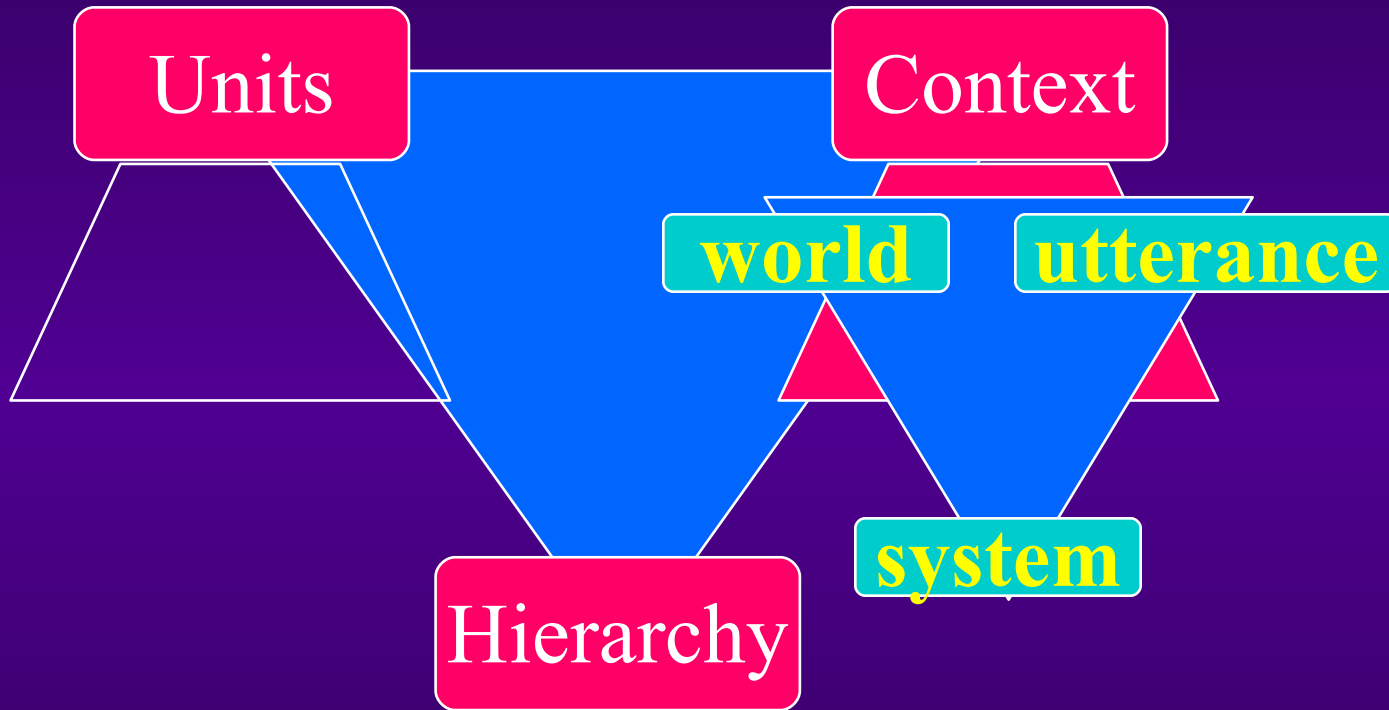


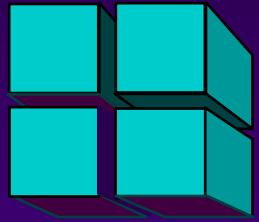
Meaning in Language: Unit



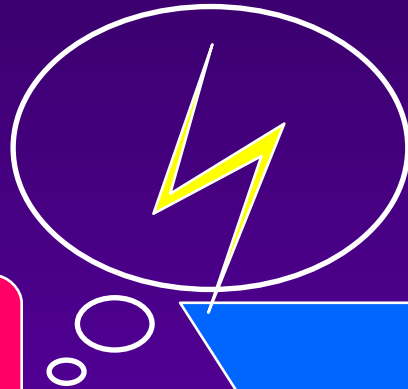


Meaning in Context





Language in God

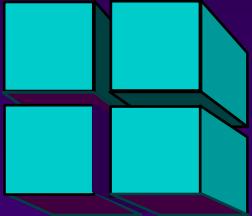


Let there
be light.

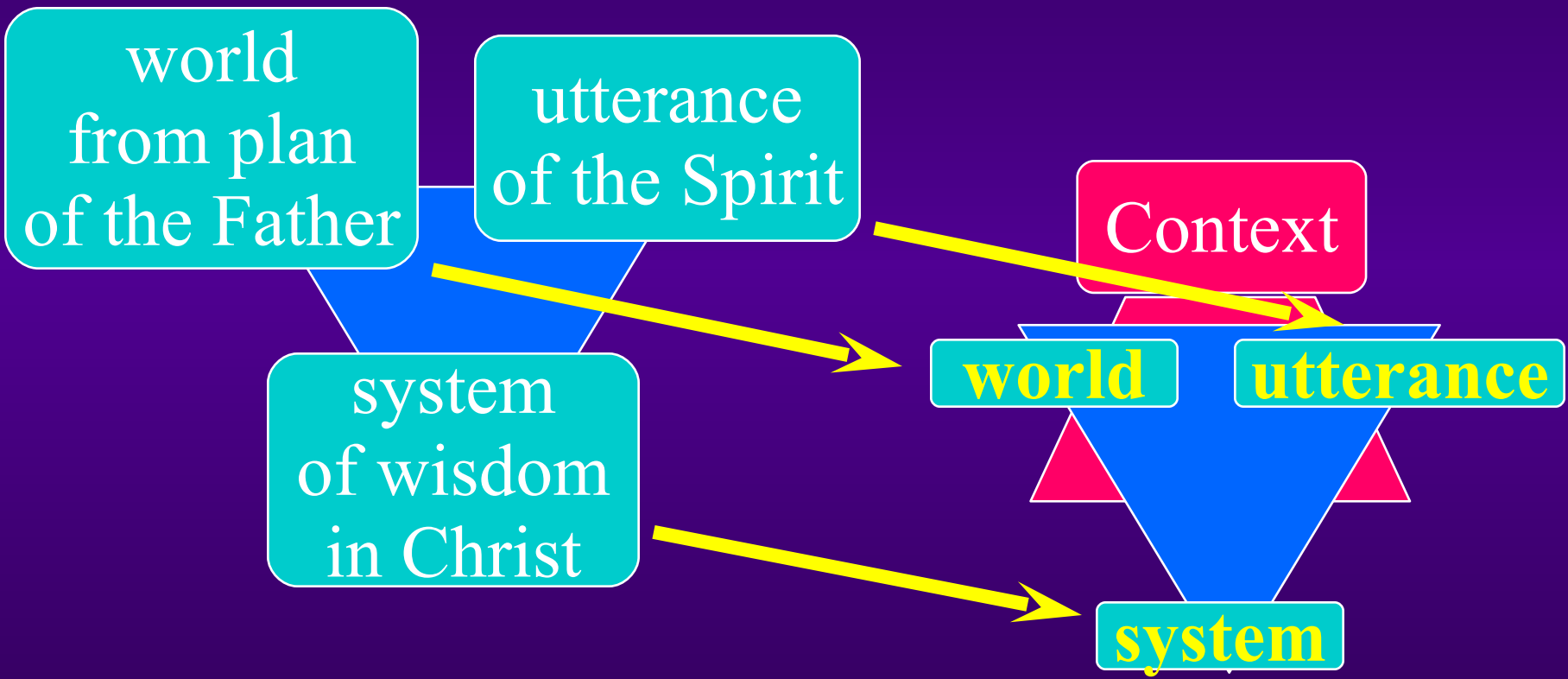
Plan of
the Father

Particular utterance
through the breath
of the Spirit

all wisdom
in Christ
the Logos

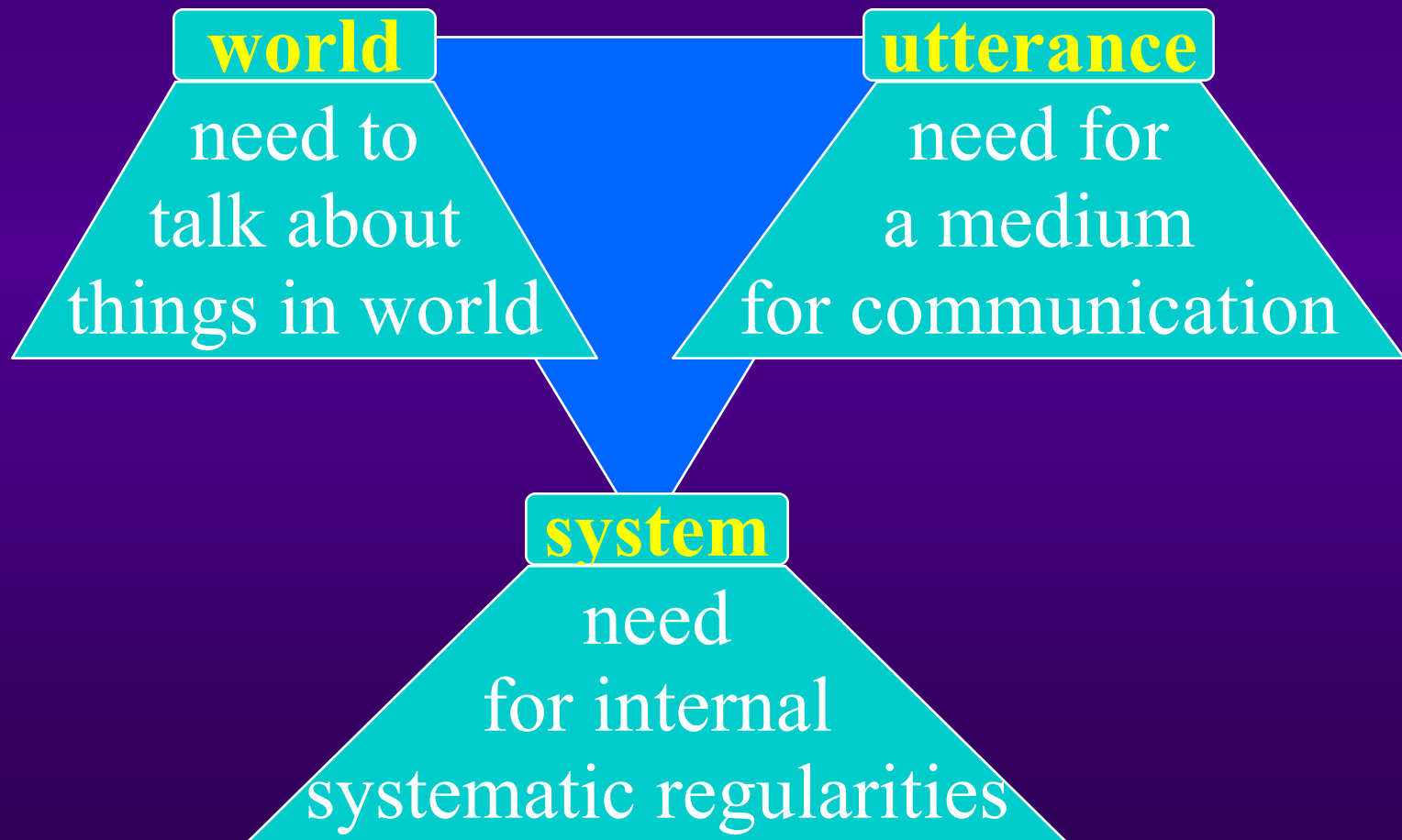


Kinds of Context



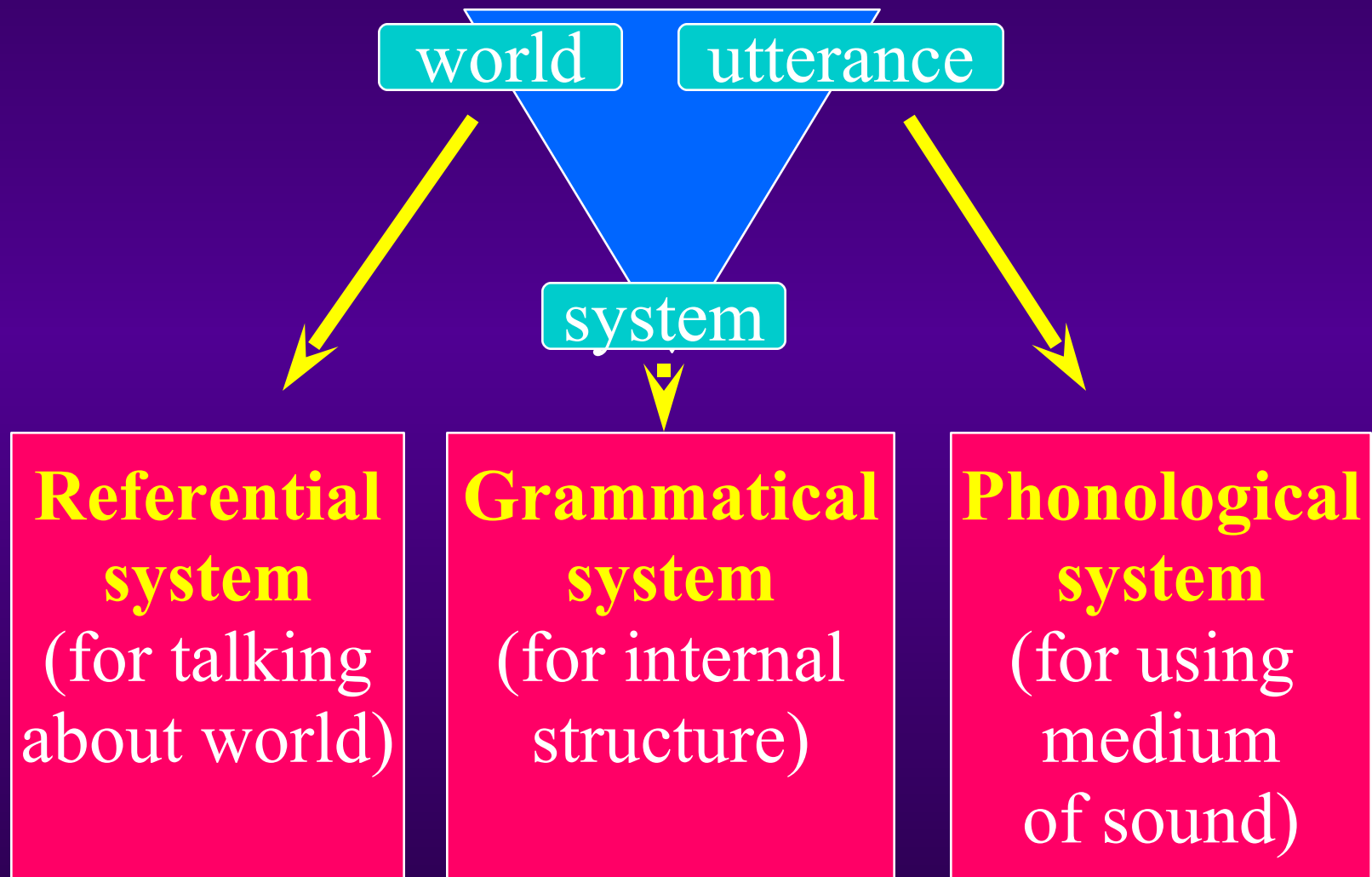


Language Needs



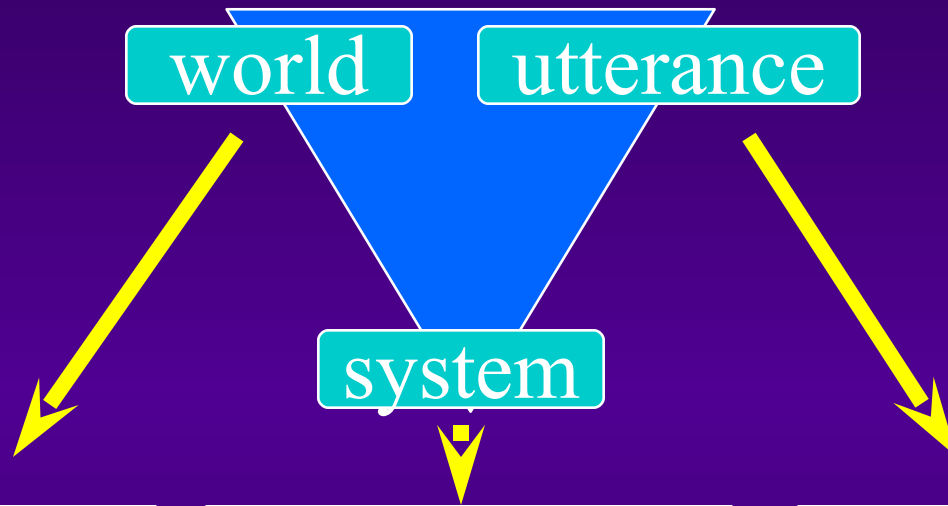


Language Subsystems





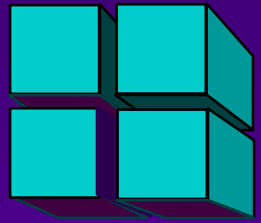
Language Subsystems



Referential system
(resources for talking about world)

Grammatical system
(resources for internal structure)

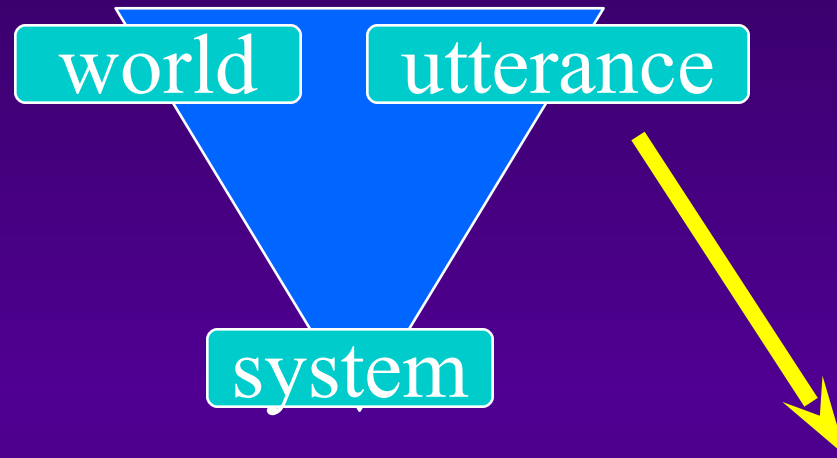
Phonological system
(resources for using medium of sound)



2. *Phonological Subsystem*



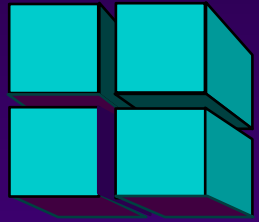
Origin of Phonology



Referential system
(for talking about world)

Grammatical system
(for internal structure)

Phonological system
(for using sound)



Phonology of Greek

bilabial

dental

velar

voiced

αβ^βα

αδ^δα

αγ^γα

voiceless

απ^πα

ατ^τα

ακ^κα

aspirated

αφ^φα

αθ^θα

αχ^χα

vs.

English

b

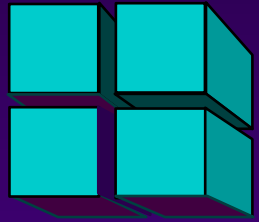
d

g

p

t

k



Sounds of Words in English

Actual words

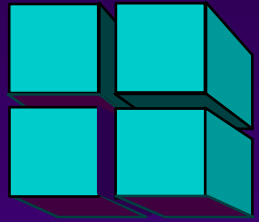
bet
pet
vet
debt
set
let
met
net
get
yet

Might-Be words

fet
ket
shet
chet
slet
spet
spre
glet

Couldn't-Be

pnet
pset
kset
mnet
shlet
χet
r̃et
p̃et
l̃et
l>et



Sounds of Words in Greek

beta

peta

* veta

deta

seta

leta

meta

neta

geta

yeta

feta

keta

* sheta

* cheta

* sleta

speta

* spreta

gleta

pnet

pset

kset

mnet

* shlet

χet

řet

* p̃et

* l̃et

* l̃>et

Different
from English.





Principles for Phonology

- ❑ Sound system exists.
- ❑ Phonological system differs among languages.
- ❑ In writing, a graphic system.



Principles for Phonology

- ❑ There is a distinctive sound system or phonological system, semi-independent of subject matter.
- ❑ The phonological system differs from one language to another.
- ❑ In writing it is converted to a graphic system.



Phonology Contributing

- ❑ Phonology contributes indirectly, by identifying words.
- ❑ Sometimes directly, through sound play.



Phonology Contributing

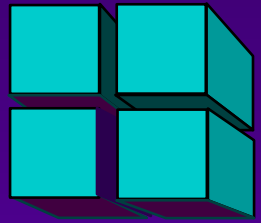
- ❑ Phonology contributes mostly indirectly, through identifying the words.
- ❑ But sometimes it directly, through sound play:



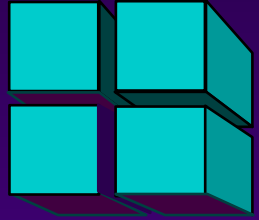
Assonance in Isaiah 5:7

לְמִשְׁפָּט וַיִּקֹּוּ
מִשְׁפָּח וְהָנָה

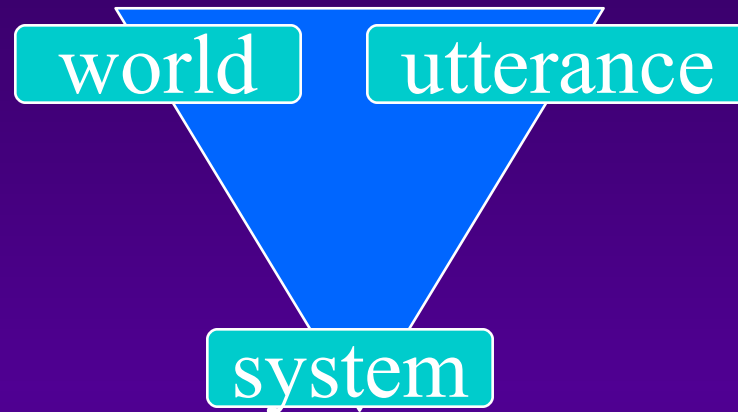
לְצַדִּיקָה וְהָנָה
צַעֲקָה



3. *Grammatical Subsystem*



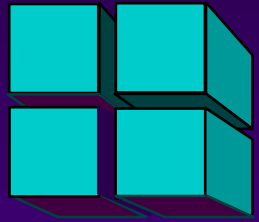
Origin of Grammar



Referential system
(for talking about world)

Grammatical system
(for internal structure)

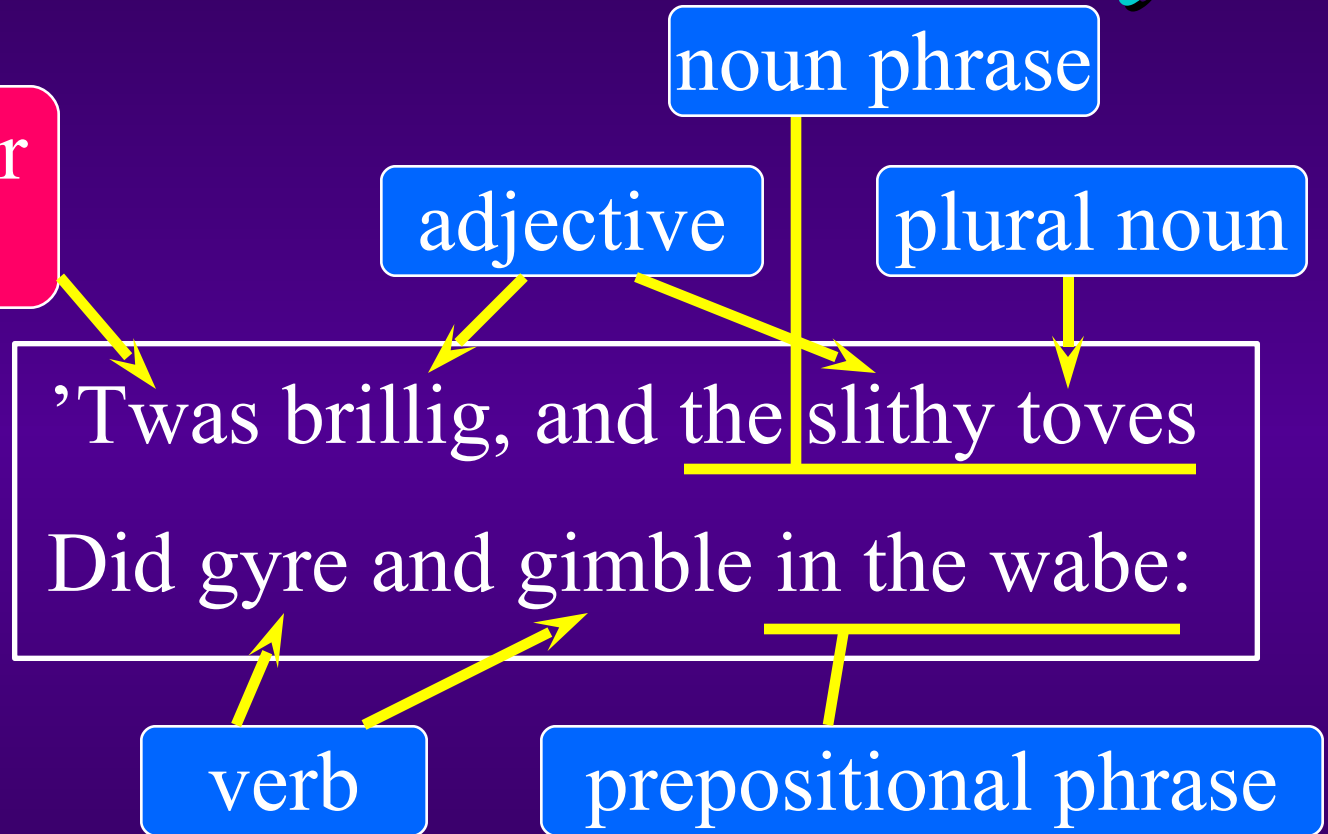
Phonological system
(for using sound)



Grammar in Jabberwocky

Poetic for
“It was”

I can
parse.



❑ Normal grammar, but no decipherable meaning!



Principles for Grammar

- ❑ There is a grammatical system.
- ❑ Grammatical systems differ.



Principles for Grammar

- ❑ There is a distinctive grammatical system, semi-independent of the subject-matter.
- ❑ Grammatical systems differ from one language to another.



Infinitive System in Greek

aorist

λύσαι

present

λύειν

perfect

λελυκέ^ναι

vs.

English

nonperfect

perfect

nonprogress

to weave

to have woven

progressive

to be weaving

to have been weaving



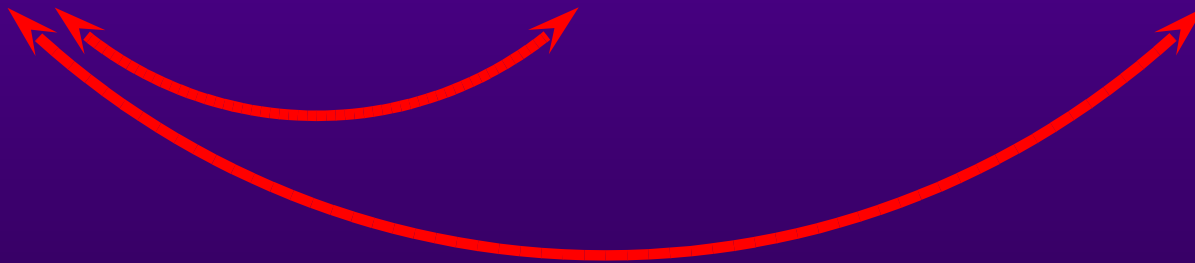
3 ≠ 4



Grammar Contributing

- Grammar affects overall meaning primarily by contrast.

<u>aorist</u>	<u>present</u>	<u>perfect</u>
λύσαι	λύειν	λελυκέναι



Aorist contrasts with present and perfect.
It means, “I’m not present or perfect.”



Aorist as the Default

- ❑ Aorist infinitive and aorist imperative are normal.
 - ❖ The speaker says, “No further comment.”
- ❑ Descriptions of “sudden event,” “once-for-all action,” “decisive action,” “point action” are overreadings.



Example of Fine Difference

“I studied Greek for two hours yesterday.”

“I was studying Greek for two hours yesterday.”

Used where you talk about something else simultaneous.

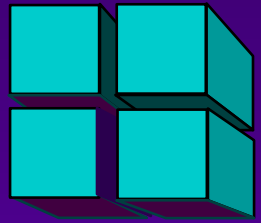


Example of Fine Difference

“I studied Greek for two hours yesterday.”

“I was studying Greek for two hours yesterday.”

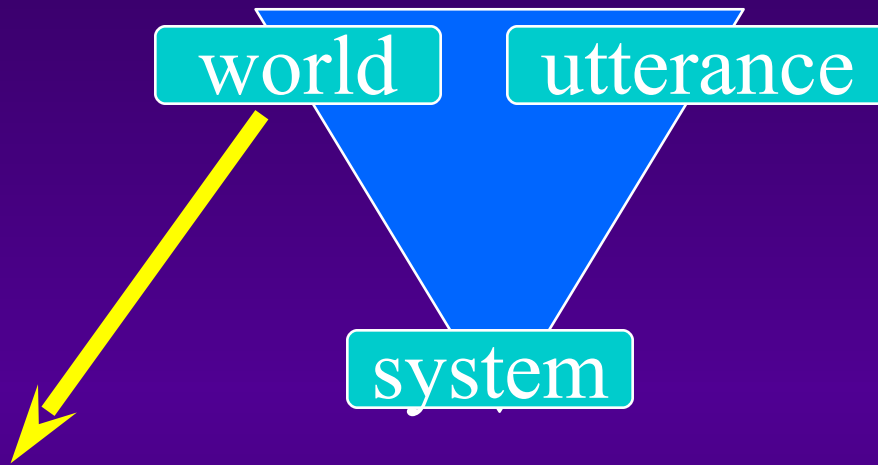
Used in a paragraph where you talk about some other event within the same time frame.



4. *Referential Subsystem*



Origin of Reference



**Referential
system**
(for talking
about world)

**Grammatical
system**
(for internal
structure)

**Phonological
system**
(for using
sound)



An Example of Reference

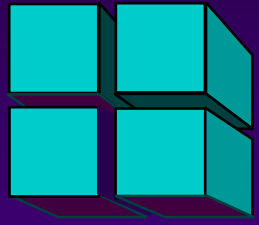
“He does well without studying.”

“Bill seldom has to crack the books.”

same “meaning”

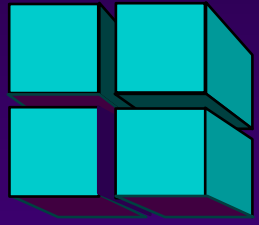
different grammar,
vocabulary, sound

- . Reference deals with content invariant under paraphrase.



Principles for Referential Subsystem

- ❑ There is a referential system.
- ❑ Referential systems differ.
- ❑ You can say anything if you take enough time.



Principles for Referential Subsystem

- ❑ There is a distinct referential system, semi-independent of grammar and phonology.
- ❑ Referential systems differ from one language to another.
- ❑ Almost anything can be said in any language if you take enough time.



Differing Vocabulary

λαμπάς

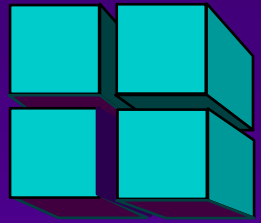
“torch”

“(oil) lamp”

κύων

“dog”

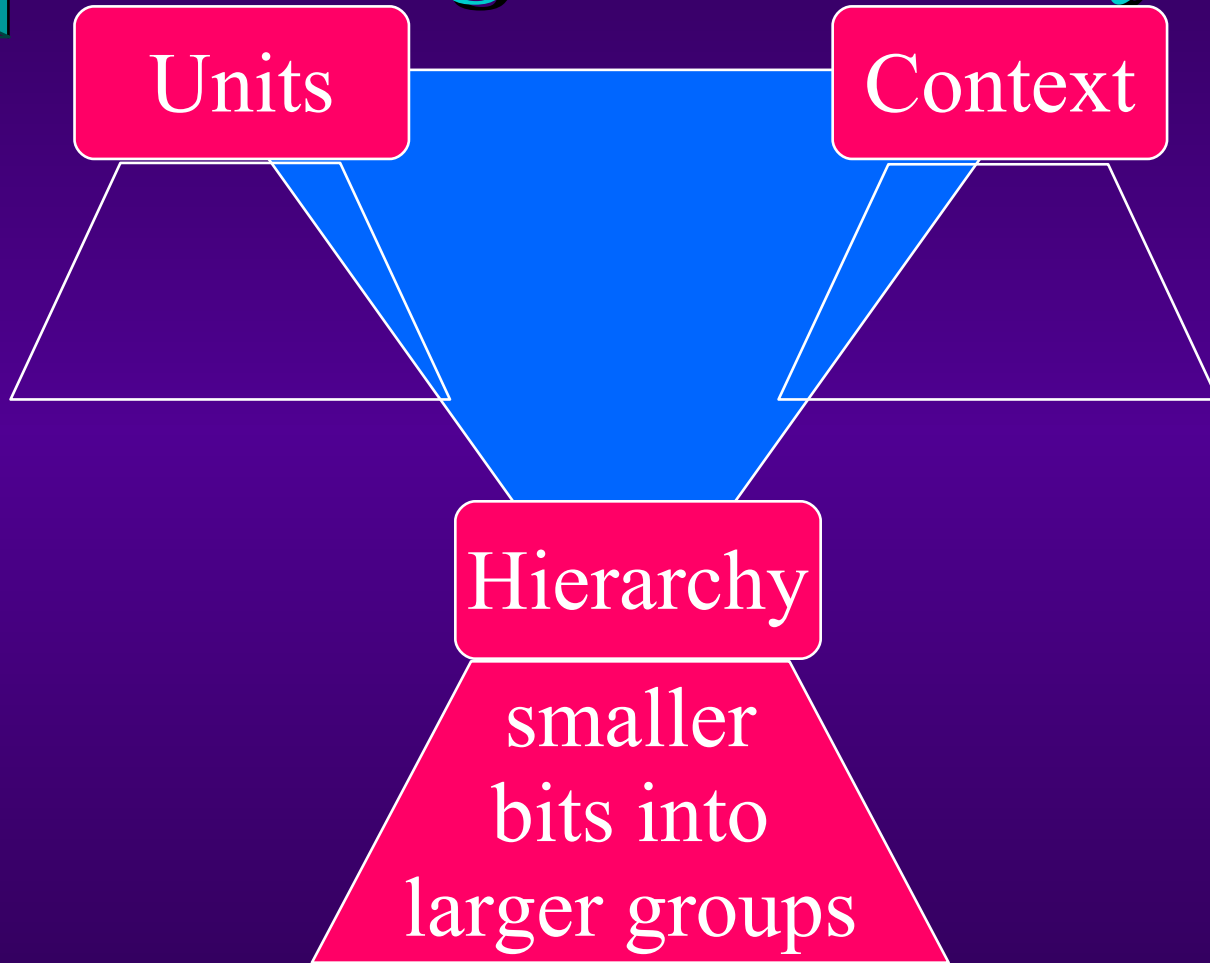
κυνάριον



5. *Hierarchy*



Meaning in Hierachy



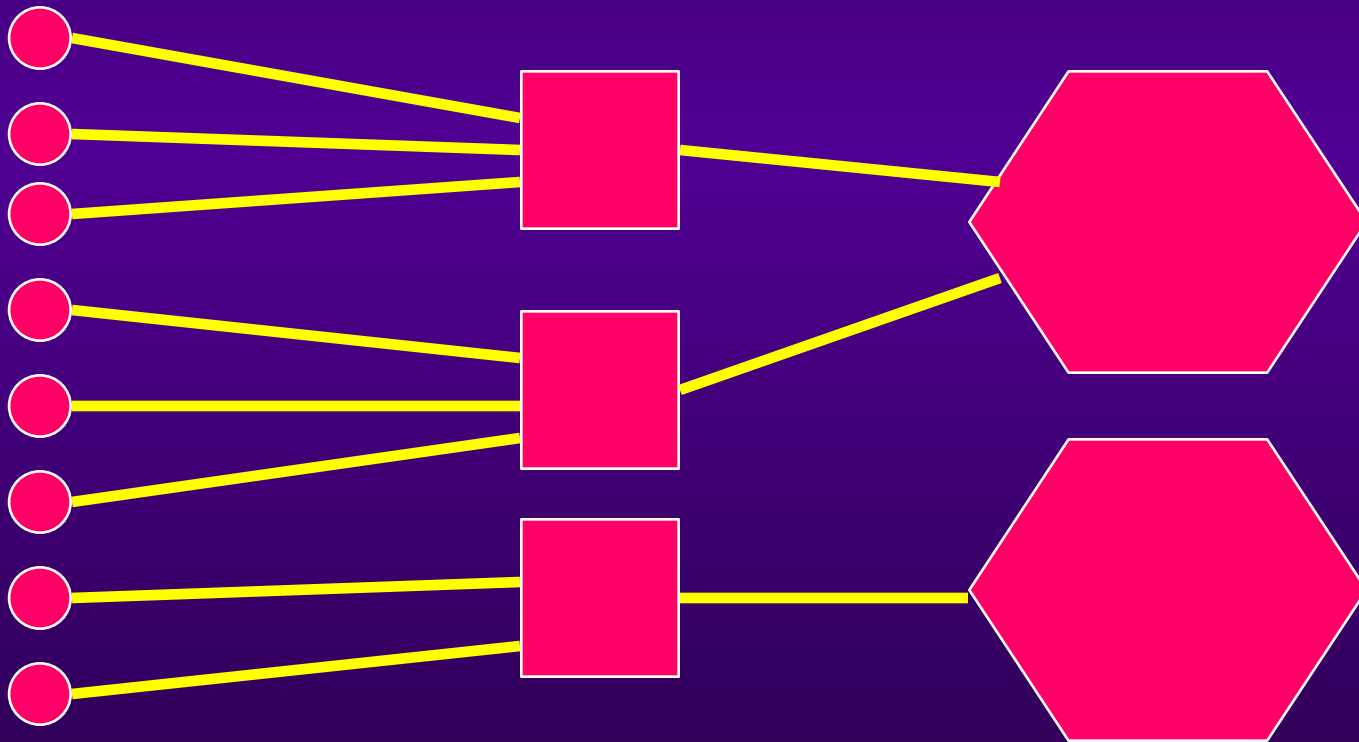


Example of Embedding

Sentence:

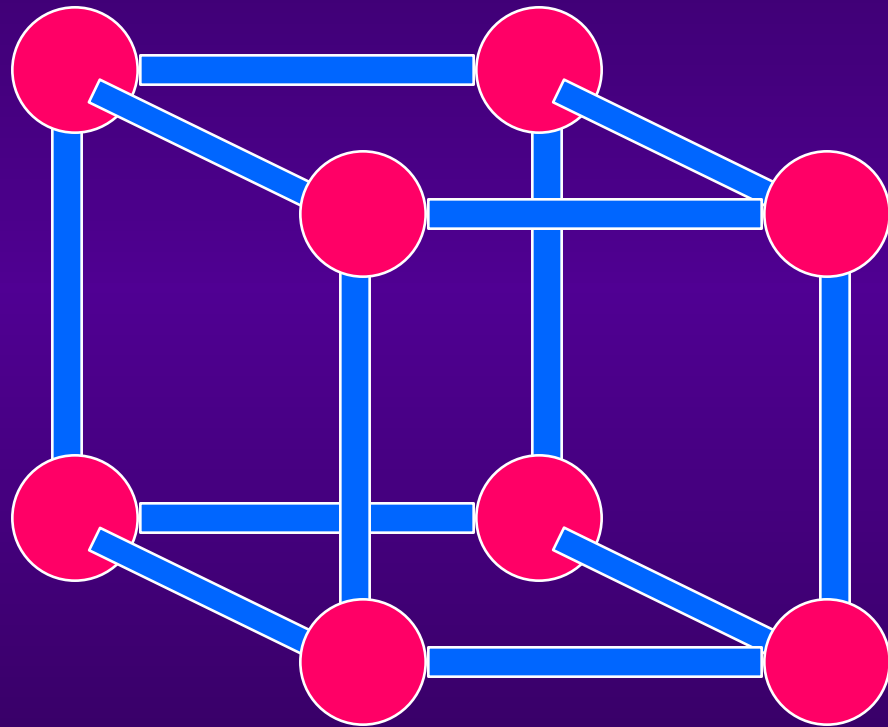
Paragraph:

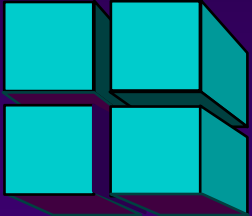
Section:



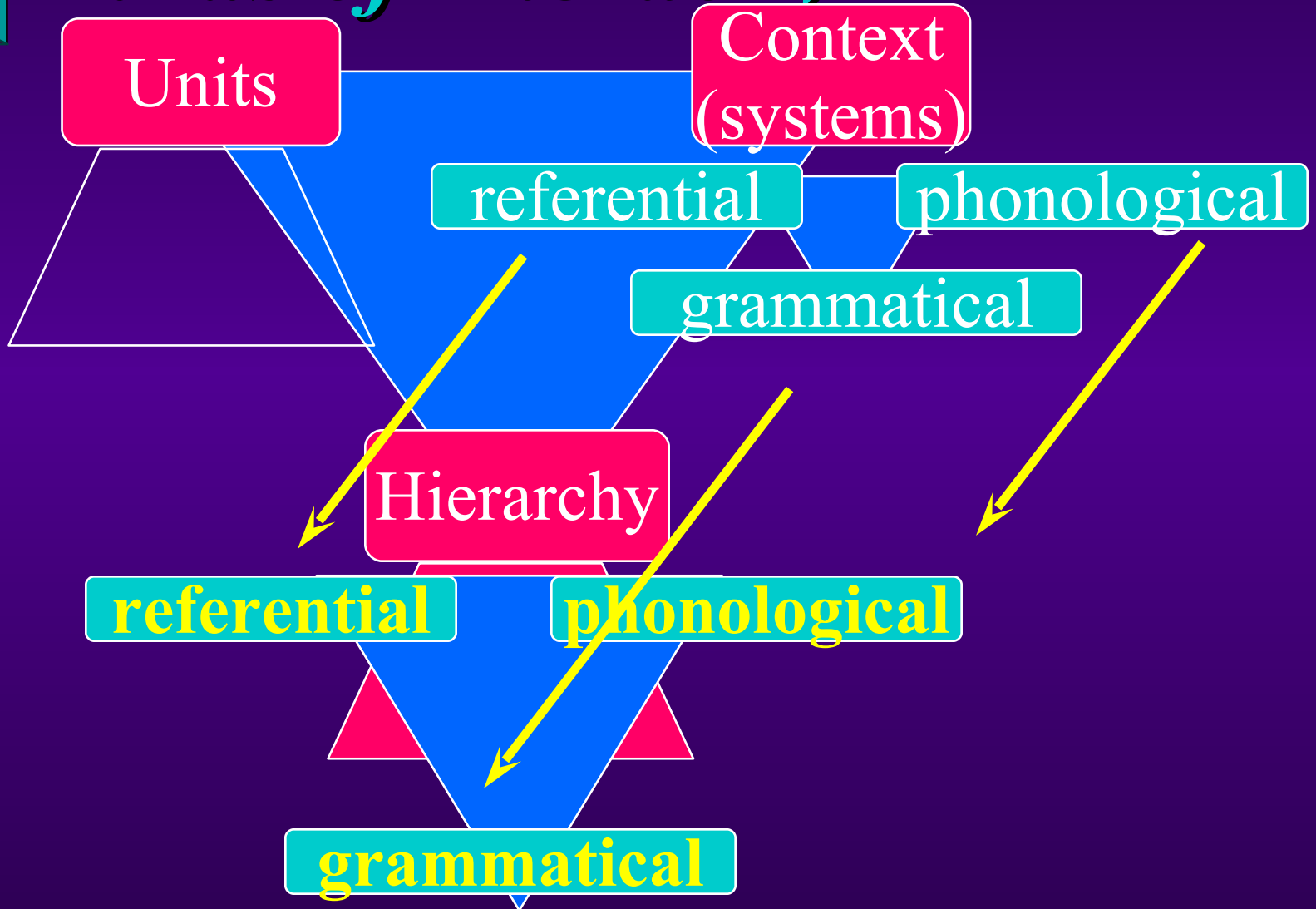


Complex Fitting





Kinds of Hierachy





Grammatical Levels in Greek

- morpheme
 - word
 - phrase
 - clause
 - sentence
 - paragraph
 - monologue
- -ου, -ω
 - ἀντιπαρῆλθεν
 - τούτων τῶν τριῶν
 - ἰδὼν αὐτὸν
 - καὶ ἰδὼν αὐτὸν ἀντιπαρῆλθεν.
 - Luke 10:30, 31, 32
 - Luke 1:46b-55



Phonological Levels

- phoneme /i/
- syllable /bit/
- phonological word the 'man
- phrase group “When John arrived
I fell silent.”
- pause group
- phonological paragraph
- phonological monologue



Phonological Levels in Greek

- phoneme
- syllable
- phonological word
- phrase group
- pause group
- /o/
- /on/
- a proclitic leans on the next word, making a single stress group but two grammatical words.
- ?
- marked by punctuation?



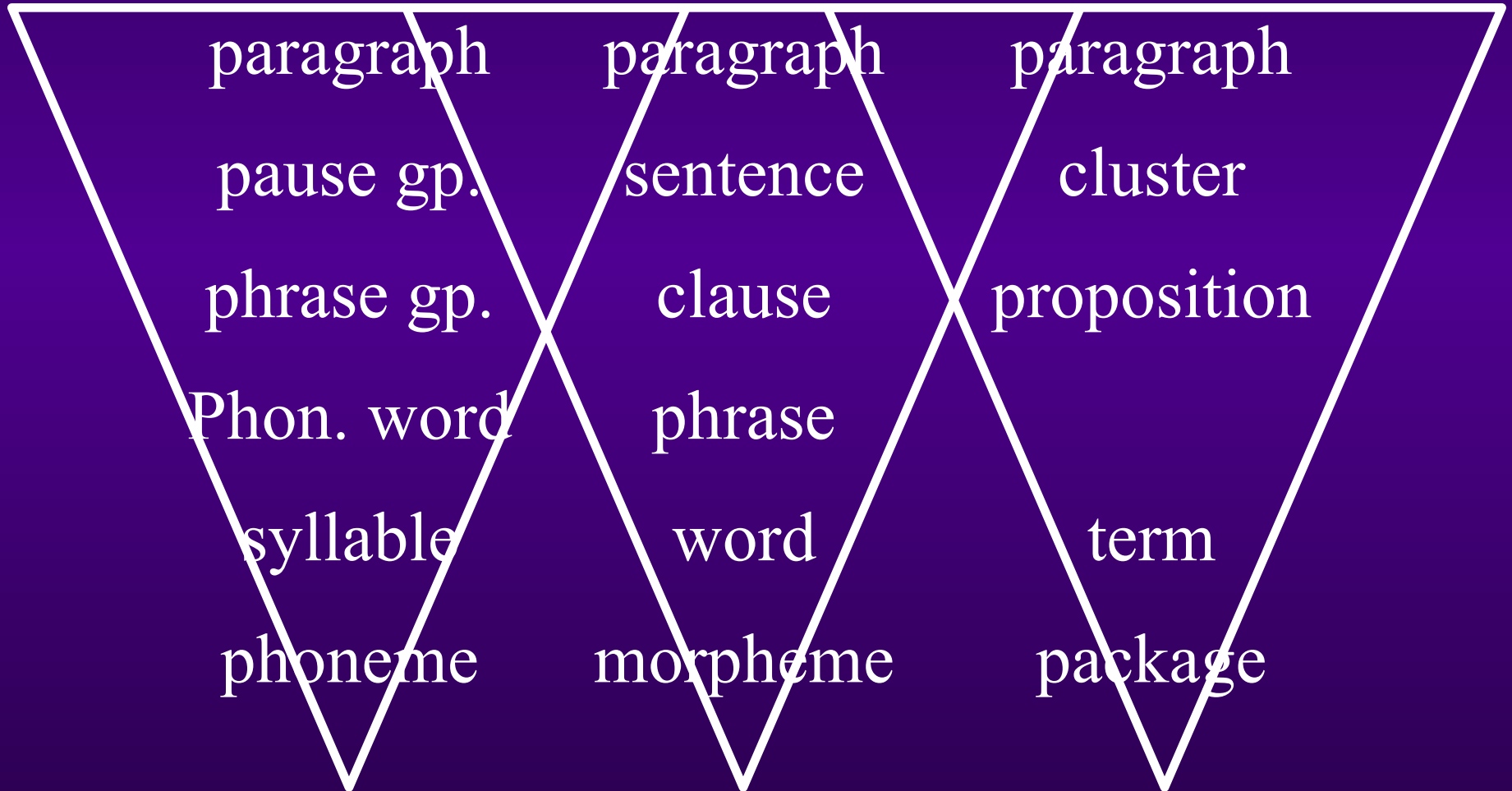
Referential Levels

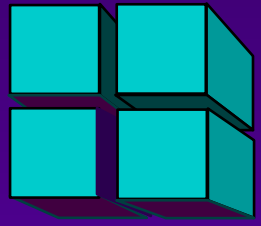
- semantic pack un-, non-
- term angel,
the angel Gabriel
- proposition I have no husband
- proposition
cluster How can this be,
since I have no husband?
- paragraph Luke 1:30-38
- book Luke; Acts
- monologue Luke-Acts



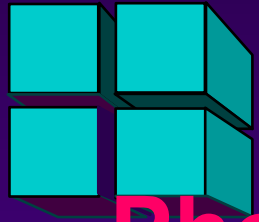
Interlocking Hierarchies

Phonology Grammar Reference



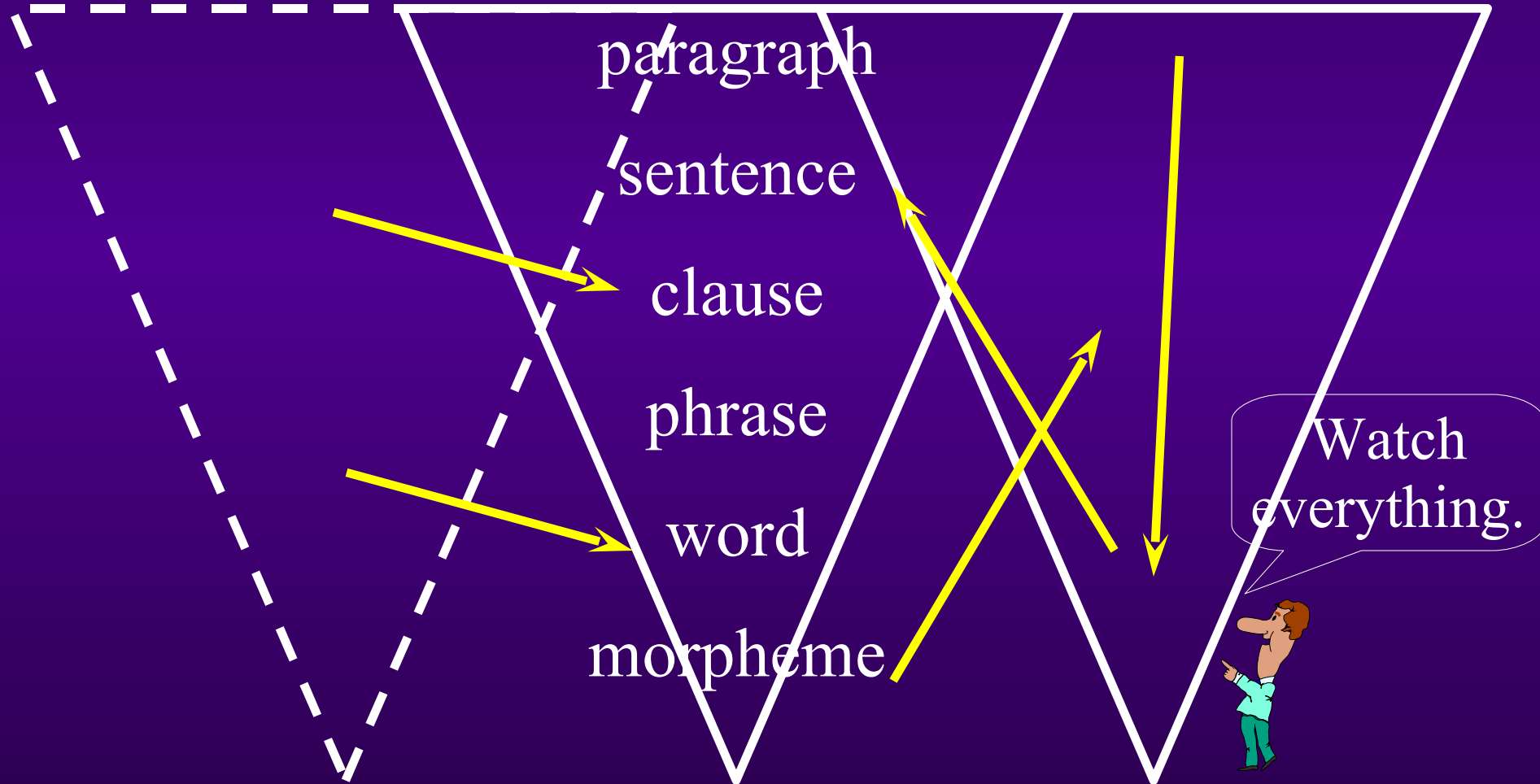


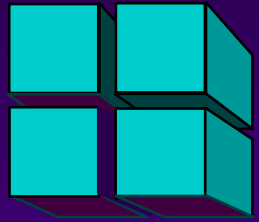
6. *Implications for Interpretation*



Interacting Hierarchies

Phonology Grammar Reference





Burton Indicates Interaction

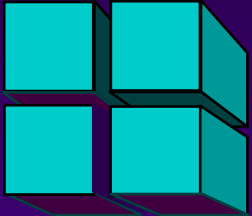
Grammatical

Referential

Present
tense in
Greek



- Progressive
- General (gnomic)
- Aoristic
- Historical
- For the future
- Past action still in progress



Implications of Linkage

referent
from context

narrative
time needed

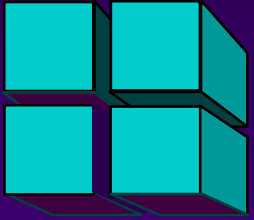
preceding
action

“All spoke well of him and marveled at the gracious words that were coming from his mouth.” (Luke 4:22a)

sounds very good;
but see 4:28.



In Luke, larger issue of the nature of salvation and of Messiah is at stake.



Linkages in 1 Cor. 4:8

referent
from context

time needed

“Already you have all you
want! Already you have
become rich!”

sounds very good;
but see 4:8b.



In 1 Cor., larger issue of the nature of kingdom, of boasting in Christ, and of image of oneself.



Goal in Interpreting Sense

- ❑ Minimal strain.
- ❑ At every level in all 3 hierarchies.
- ❑ What to do with tension?

Not always easy!





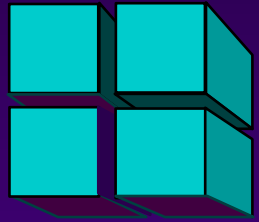
Exegesis and Theology

Exegesis
(narrow passage)

Theology
(general biblical teaching)



- ❑ **Prefer exegesis because your training biases you toward doctrine.**



Harmonizing in Luke

18:35

Ἐγένετο δὲ ἐν τῷ ἐγγίξειν αὐτὸν εἰς Ἰεριχῶ τυφλὸς τις ἐκάθητο παρὰ τὴν ὁδὸν ἐπαιτῶν.

Exegesis

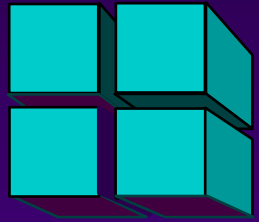
Theology

□ ἐγγίξειν εἰς
= “draw near to”


preferable

□ need harmony with
Matt. and Mark

□ ἐγγίξειν is related to
ἐγγύς, “near”

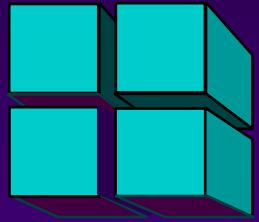


Fuzziness in Interpretation

- ❑ Understanding is more or less precise.
- ❑ Don't detect what isn't there. (Maximal interpretation is not best.)
- ❑ You never exhaust meaning.
- ❑ You can obey God now.
You can obey a command to “stand roughly there.”

Comforting.





Fuzziness in Interpretation

- ❑ Understanding is more or less precise.
- ❑ Don't detect what isn't there. Maximal interpretation is not necessarily best.
- ❑ You never exhaust meaning.
- ❑ You can live and obey God without exhaustive knowledge.
You can obey a command to “stand roughly there.”

Comforting.

